

Appendix VI

STANDARDS CORRELATION CHART (TEXAS, FLORIDA, INDIANA, AND VIRGINIA) COMPILED BY JUDI REIMER

These lists are meant to be representative, not comprehensive. When similar standards are repeated through the grade levels, we have condensed them into one entry, trying to preserve the intent of the standards in a summary statement. Note that Florida has standards that cover reading and writing

in science, social studies, and technical subjects in addition to ELA.

Ultimately, the preponderance of A-List words throughout all state standards confirms that *Academic Moves* will be an invaluable resource no matter where you teach.

Texas

Texas Essential Knowledge and Skills (TEKS) adopted May 2009

<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

A-LIST WORDS	SUMMARY	STANDARD	GRADES
1 Analyze	Analyze , make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts.	K.6-HS2	K-12
	Analyze , make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts.	K.9-HS.8	K-12
	Analyze , make inferences and draw conclusions about expository text.	K.10-HS.9	K-12
	Analyze how words, images, graphics, and sounds work together in various forms to impact meaning.	K.12-HS.12	K-12
	Analyze , make inferences and draw conclusions about persuasive text.	3.14-HS.10	3-12
	Analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems (Gr. 5).	5.4	5
	Analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem (Gr. 7).	7.4	7
	Analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	HS.3	HS
	Analyze the structure or prosody.	HS.3	HS
	Analyze the similarities and differences between an original text and its dramatic adaptation.		5
	Analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.	8.5	8
	Analyze how archetypes and motifs in drama affect the plot of plays.	10.4	HS
	(B) Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and (C) analyze different forms of point of view, including first person, third-person omniscient, and third-person limited.	7.6(B)(C)	7

A-LIST WORDS	SUMMARY	STANDARD	GRADES
1 Analyze	(A) Analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved; (B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and (C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	8.6(A)(B)(C)	8
	(A) Analyze nonlinear plot development (e.g., flashbacks, foreshadowing, subplots, parallel plot structures) and compare it to linear plot development; (B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils; (C) analyze the way in which a work of fiction is shaped by the narrator's point of view.	HS5(A)(B)(C)	HS
	Determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.	7.8	7
	Analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.	8.7	8
	Analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	HS.7	HS
	(B) Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.	HS.1	HS
	Understand how to glean and use information in procedural texts and documents. Students are expected to (A) analyze text for missing or extraneous information in multistep directions or legends for diagrams.	HS.11	8
	(A) Analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and (B) analyze factual, quantitative, or technical data presented in multiple graphical sources.	HS.11(A)(B)	HS
Write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. (A) Write an analytical essay.	HS.15(A)	HS	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
2 Argue	(A) Identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument .	5.12(A)	5
	(A) Analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument .	7.11(A)	7
	(A) Analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience.	HS.10(A)	HS
	(A) Explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments .	HS.16(C)	HS
	(A) Evaluate the merits of an argument .	HS.10(A)	HS
	(B) Explain whether facts included in an argument are used for or against an issue.	6.10(B)	6
	(B) Distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.	HS.9(B)	HS

A-LIST WORDS	SUMMARY	STANDARD	GRADES
2 Argue	Write a persuasive essay to the appropriate audience that (B) considers and responds to the views of others and anticipates and answers reader concerns and counterarguments.	7.18(B)-HS.16	7-12
	Listening and Speaking/Speaking: advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence.	HS.25	HS
	(B) Differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument.	HS.22(B)	HS
	(C) Develop an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counterarguments.	HS.23(C)	HS

A-LIST WORDS	SUMMARY	STANDARD	GRADES
3 Compare/ Contrast	Compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot.	2.6(B)	2
	Compare and contrast the settings in myths and traditional folktales.	3.5(B)	3
	Compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).	3.5(C) 4.14(C)	3-4
	Compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.	4.3(B)	4
	Compare and contrast the themes or moral lessons of several works of fiction from various cultures.	5.3(A)	5
	Analyze how the organizational pattern of a text (e.g., cause-effect, compare-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas.	5.11(C)	5
	Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.	5.15(B)	5
	Use context (e.g., cause-effect or compare-contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words.	6.2(B)	6
	Compare and contrast the historical and cultural settings of two literary works.	6.3(C)	6
	Identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.	6.7	6
	Compare and contrast the stated or implied purposes of different authors writing on the same topic.	6.9	6
	Compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence.	6.11(A)	6
	Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast).	6.14(B)	6-8

A-LIST WORDS	SUMMARY	STANDARD	GRADES
3 Compare/ Contrast	Compare and contrast the similarities and differences in mythologies from various cultures.	8.3(B)	8
	Compare and contrast the relationship between the purpose and characteristics of different poetic forms.	8.4	8
	Analyze works written on the same topic and compare how the authors achieved similar or different purposes.	8.9	8
	Compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents.	8.11(A)	8
	Compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus nonvisual texts.	HS.12(A)	HS
	Compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet).	HS.12(C)	HS
	Compare and contrast works of literature that express a universal theme.	HS.2(A)	HS
	Compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions.	HS.2(B)	HS
	Compare and contrast the effects of different forms of narration across various genres of fiction.	HS.5	HS

A-LIST WORDS	SUMMARY	STANDARD	GRADES
4 Describe	Describe characters in a story and the reasons for their actions.	K.8	K
	Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.	1.9(A)	1
	Describe characters in a story and the reasons for their actions and feelings.	1.9(B)	1
	Describe how rhyme, rhythm, and repetition interact to create images in poetry.	2.7	2
	Describe similarities and differences in the plots and settings of several works by the same author.	2.9(A)	2
	Describe main characters in works of fiction, including their traits, motivations, and feelings.	2.9(B)	2
	Describe the order of events or ideas in a text.	2.14(C)	2
	Describe techniques used to create media messages (e.g., sound, graphics).	2.16(B)	2
	Describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).	3.6	3
	Describe the interaction of characters including their relationships and the changes they undergo.	3.8(B) 4.6(B)	3-4
	Describe the structural elements particular to dramatic literature.	4.5	4
	Describe explicit and implicit relationships among ideas in texts organized by cause-effect, sequence, or comparison.	4.11(C)	4

A-LIST WORDS	SUMMARY	STANDARD	GRADES
4 Describe	Describe the phenomena explained in origin myths from various cultures.	5.3(B)	5
	Describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.	5.6(A)	5
	Complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: _____ or pen:ink as book: _____).	6.2(C) 7.2(C)	6-7
	Describe different forms of point of view, including first and third person.	6.6(C)	6
	Describe multiple themes in a work of fiction.	7.3(A)	7
	Describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories).	7.3(B)	7
	Describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.	7.7	7
	Complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____).	8.2	8
	Produce analogies that describe a function of an object or its description .	HS.1(C)	HS
	Describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor</i> , <i>carte blanche</i> , <i>tête-à-tête</i> , <i>pas de deux</i> , <i>bon appétit</i> , <i>quid pro quo</i>).	HS.1(D)	HS
Analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	HS.6	HS	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
5 Determine	Determine , locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	K.20-HS21	K-12
	Determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime).	1.6(B)	1
	Determine what words mean from how they are used in a sentence, either heard or read.	1.6(C)	1
	Determine whether a story is true or a fantasy and explain why.	1.10	1
	Use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow).	2.5(A)	2
	Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots.	4.2(A) 8.2(A)	4-8
	Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.	4.2(B) 7.2(B)	4-7
	Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.	4.2(E)	4
	Determine the sequence of activities needed to carry out a procedure (e.g., following a recipe).	4.13(A)	4
	Use spelling patterns and rules and print and electronic resources to determine and check correct spellings.	4.22(D) 5.22(D) 6.21(B)	4-6

A-LIST WORDS	SUMMARY	STANDARD	GRADES
5 Determine	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	5.2(E) 8.2(E)	5-8
	Determine the facts in text and verify them through established methods.	5.11(B)	5
	Determine both main and supporting ideas in the speaker's message.	5.27(C)	5
	Determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.	7.8	7
	Spell correctly, including using various resources to determine and check correct spellings.	7.21 8.21 HS.19	7-12
	Use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings.	8.2(B)	8
	Analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved.	8.26(C)	8
	Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.	HS.1(A)	9-12
	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	HS.1(E)	9-12
Evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity.	HS.22(B)	9-12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
6 Develop	Develop drafts by sequencing the action or details in the story.	K.13(B)	K
	Ask open-ended research questions and develop a plan for answering them.	K.19–HS.20	K-12
	Develop drafts by sequencing ideas through writing sentences.	1.17(B) 2.17(B)	1-2
	Develop drafts by categorizing ideas and organizing them into paragraphs.	3.17(B) 4.15(B)	3-4
	Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea.	5.15(A) HS.13(A)	5-12
	Develop drafts by choosing an appropriate organizational strategy.	5.15(B) 8.14(B)	5-8
	Develop a topic sentence, summarize findings, and use evidence to support conclusions.	5.26(B) 6.25(B)	5-6
	Summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction.	6.6(A)	6
	Explain how different organizational patterns develop the main idea and the author's viewpoint.	6.10(C)	6

A-LIST WORDS	SUMMARY	STANDARD	GRADES
6 Develop	Explain the influence of the setting on plot development .	7.6(A)	7
	Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts.	7.6(B)	7
	Analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved.	8.6(A)	8
	Analyze nonlinear plot development (e.g., flashbacks, foreshadowing, subplots, parallel plot structures) and compare it to linear plot development .	HS.5(A)	9-12
	Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils.	HS.5(B)	9-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
7 Evaluate	Clarify research questions and evaluate and synthesize collected information.	1.25-HS.22	1-2
	Evaluate the impact of sensory details, imagery, and figurative language in literary text.	5.8	5
	Draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.	5.10	5
	Evaluate the relevance, validity, and reliability of sources for the research.	5.25(B) 6.24(B)	5-6
	Evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning.	7.10(A)	7
	Evaluate various ways media influences and informs audiences.	7.13(C)	7
	Distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text.	8.10(B)	8
	Evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.	8.12(B)	8
	Evaluate the role of media in focusing attention on events and informing opinion on issues.	8.13(A)	8
	Evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts.	HS.12(A)	9-12
	Evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multilayered media.	HS.12(B)	9-12
	Evaluate the objectivity of coverage of the same event in various types of media.	HS.12(C)	9-12
	Evaluate changes in formality and tone within the same medium for specific audiences and purposes.	HS.12(D)	9-12
	Evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity.	HS.22(B)	9-12
	Evaluate the effectiveness of a speaker's main and supporting ideas.	HS.24(C)	9-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
7 Evaluate	Evaluate the connection between forms of narration (e.g., unreliable, omniscient) and tone in works of fiction.	HS.5(C)	10
	Evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction.	HS.6	10
	Explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments.	HS.10(A)	10–11
	Evaluate text for the clarity of its graphics and its visual appeal.	HS.11(A)	10–11
	Evaluate how the style and structure of a speech support or undermine its purpose or meaning.	HS.24(C)	9–11
	Evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods.	HS.3	12
	Evaluate how the structure and elements of drama change in the works of British dramatists across literary periods.	HS.4	12
	Evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.	HS.11(B)	12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
8 Explain	Explain the function of recurring phrases (e.g., “Once upon a time” or “They lived happily ever after”) in traditional folk- and fairy tales.	1.7(B)	1
	Identify the topic and explain the author’s purpose in writing about the text.	1.13 2.13	1
	Explain the meaning of specific signs and symbols (e.g., map features).	1.15(B)	1
	Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.	3.7	3
	Sequence and summarize the plot’s main events and explain their influence on future events.	3.8(A) 4.6(A)	3–4
	Explain the difference in point of view between a biography and autobiography.	3.9	3
	Follow and explain a set of written multistep directions.	3.15(A)	3
	Explain how various design techniques used in media influence the message.	3.16(B) 4.14(A)	4
	Explain how the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) relate to form (e.g., lyrical poetry, free verse).	4.4	4
	Distinguish fact from opinion in a text and explain how to verify what a fact is.	4.11(B)	4
	Explain factual information presented graphically (e.g., charts, diagrams, graphs, illustrations).	4.13(B)	4
	Explain the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.	4.14(A)	4

A-LIST WORDS	SUMMARY	STANDARD	GRADES
8 Explain	(B) Explain the roles and functions of characters in various plots, including their relationships and conflicts, and (C) explain different forms of third-person points of view in stories.	5.6(B)(C)	5
	Explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news).	5.14(A)	5
	Explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, <i>que sera sera</i>).	6.2(D)	6
	Explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	6.4	6
	Explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.	6.5	6
	Explain whether facts included in an argument are used for or against an issue, and whether facts included in an argument are used for or against an issue.	6.10(B)	6
	Explain a playwright's use of dialogue and stage directions.	7.5	7
	Marshal evidence to explain the topic and give relevant reasons for conclusions.	7.25(B) 8.25(B)	7-8
	Explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	8.3(C)	8
	Explain the effect of similes and extended metaphors in literary text.	8.8	8
	Explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	HS.4	HS
	Explain the role of irony, sarcasm, and paradox in literary works, and explain the function of symbolism, allegory, and allusions in literary works.	HS.7	HS
	Use graphics and illustrations to help explain concepts where appropriate.	HS23(C)	HS

A-LIST WORDS	SUMMARY	STANDARD	GRADES
9 Imagine	Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.	K.14-HS.14	K-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
10 Integrate	NONE		

A-LIST WORDS	SUMMARY	STANDARD	GRADES
11 Interpret	Use common graphic features to assist in the interpretation of text (e.g., captions, illustrations).	2.15(B)	2
	Interpret details from procedural text to complete a task, solve a problem, or perform procedures.	5.13(A)	5
	Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	5.13(B)	5
	Listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective.	5.27(A) 6.26(A)	5-6
	Interpret both explicit and implicit messages in various forms of media.	7.13(A)	7
	Interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message.	7.13(B) 8.13(B)	7-8
	Listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation.	7.26(A) 8.26(A)	7-8
	Write an interpretative response to an expository or a literary text.	HS.15(C)	HS

A-LIST WORDS	SUMMARY	STANDARD	GRADES
12 Organize	Organize and present ideas and information according to the purpose of the research and audience.	1.26-HS.23	1-12
	Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers , logs, journals).	3.17(A) 4.15(A)	3-4
	Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized , and coherent piece of writing.	5.15(B) 8.14(B)	5-8
	Speak clearly and to the point; give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	5.28 6.27	5-6
	Write persuasive texts; include evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	7.18(C) 8.18(C)	7-8
	Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers , lists).	HS.13(B)	HS
	Systematically organize relevant and accurate information to support central ideas, concepts, and themes; outline ideas into conceptual maps/timelines; and separate factual data from complex inferences.	HS.21(B)	HS

A-LIST WORDS	SUMMARY	STANDARD	GRADES
13 Summarize	Sequence and summarize the plot's main events and explain their influence on future events.	3.8(A) 4.6(A)	3-4
	Summarize and explain the lesson or message of a work of fiction as its theme.	4.3(A)	4

A-LIST WORDS	SUMMARY	STANDARD	GRADES
13 Summarize	Summarize the main idea and supporting details in text in ways that maintain meaning.	4.11(A) 5.11(A) 6.10(A)	4-6
	Read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).	5.9	5
	Summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction.	6.6(A)	6
	Synthesize the research into a written or an oral presentation that draws conclusions and summarizes or paraphrases the findings in a systematic way.	7.25(A) 8.25(A)	7-8
	Summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.	8.26(C)	8
	Summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order.	8.10(A)	8
	Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion.	HS.9(A)	HS
	Paraphrase, summarize , quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	HS.21(C)	HS
	Listen responsively to a speaker by taking notes that summarize , synthesize, or highlight the speaker's ideas for critical reflection.	HS.24(A)	HS

A-LIST WORDS	SUMMARY	STANDARD	GRADES
14 Support	Analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	K.6-HS.2	K-12
	Understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	K.7-HS.3	K-12
	Understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	K.8-HS.5	K-12
	Analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	K.9-HS.8	K-12
	Analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.	K.10-HS.8	K-12
	Understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction.	1.10-HS.6	1-12
	Understand, make inferences, and draw conclusions about how an author's sensory language creates imagery in literary text.	1.11-HS.7	1-12
	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts, and support answers with evidence from text.	2.3(B)	2

A-LIST WORDS	SUMMARY	STANDARD	GRADES
14 Support	Understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	2.8 HS.4	2-12
	Identify the details or facts that support the main idea.	3.13(A)	3
	Analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.	3.14-HS.10	3-12
	Create brief compositions that include supporting sentences with simple facts, details, and explanations.	3.20(A)(ii)	3
	Write persuasive essays for appropriate audiences that establish a position and use supporting details.	3.21-HS.16	3-12
	Use quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	4.26(D)	4
	Determine both main and supporting ideas in a speaker's message.	4.27(C)-HS.24(C)	4-12
	Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.	7.10(D)	7
	Marshal evidence in support of a clear thesis statement and related claims.	HS.23(A)	HS

A-LIST WORDS	SUMMARY	STANDARD	GRADES
15 Transform	NONE		

Florida

Language Arts Florida Standards (LAFS) adopted Feb. 2014

<http://www.fldoe.org/pdf/lafs.pdf>

A-LIST WORDS	SUMMARY	STANDARD	GRADES
1	Analyze the development of central ideas or themes throughout a text.	RL1.2	7-12
	Analyze how the author uses particular elements and their impact in a story or drama.	RL1.3	7-12
	Analyze the impact of specific word choices.	RL2.4	6-12
	Analyze how the structure of a text contributes to meaning and style.	RL2.5	6-12
	Analyze the effects of points of view.	RL2.6	7-12
	Analyze how different interpretations and artistic mediums of a text compare.	RL3.7	5, 8-12
	Analyze how an author draws on and transforms source material in a specific work.	RL3.9	8-10
	Cite strong textual evidence to support analysis of what the text says explicitly and through inferences.	RI 1.1	9-12
	Analyze the development of central ideas in a text.	RI1.2	7-12
	Analyze the development and interaction of individuals and events in a text.	RI1.3	6-12
	Analyze the impact of specific word choices on meaning and tone.	RI2.4	7-12
	Analyze the structure an author uses and how it contributes to the development of the ideas, structure, and meaning.	RI2.5	6-12
	Analyze similarities and differences in different points of view.	RI2.6	5, 7, 8-12
	Analyze various accounts of a subject told in different mediums.	RI3.7	9-10
	Analyze how two or more authors and texts on the same topic compare, especially US documents of historical and literary significance.	RI3.9	7-12
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W1.1	9-12
	Draw evidence from literary or informational texts to support analysis .	W3.9	8-12
	Analyze main ideas, details, and purpose of information presented in diverse media and formats.	SL1.2	7-8
	Analyze figurative language and nuances in word meanings.	L.3.5a,b	9-12
	Analyze a series of events described in a text.	RH.1.3	9-10
Analyze how a text or primary source is structured.	RH 2.5	9-12	
Cite specific textual evidence to support analysis of science and technical texts.	RST.1.1	9-12	
Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	RST.1.3	11-12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
1 Analyze	Analyze the structure of the information and concepts in a text.	RST.2.5	9-12
	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	RST.2.6	9-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
2 Argue	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument , including whether the structure makes points clear, convincing, and engaging.	RI.2.5	11-12
	Trace and evaluate the argument and reasoning in texts (including seminal US texts).	RI.3.8	6-12
	Write arguments to support claims with valid reasons and a supporting concluding statement.	W.1.1e	6-12
	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	W.2.6	11-12
	Apply grade-level Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and reasoning in texts (including seminal U.S. texts)").	W.3.9b	6-12
	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	SL.1.3	6-8
	Write arguments focused on discipline-specific content and provide a concluding statement or section that follows from or supports the argument presented.	WHST.1.1e	9-12
	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	WHST.2.6	11-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
3 Compare/ Contrast	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RL.1.3	1
	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	RL.2.5	8
	Compare and contrast different points of view of characters or narrators in stories.	RL.2.6	4, 7
	Compare and contrast a written story, drama, or poem to an audio, staged, or multimedia version.	RL.3.7	6-7
	Compare and contrast approaches to events, themes, and topics in similar and different texts and genres.	RL.3.9	K-7
	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	RI.2.5	5
	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI.2.6	4

A-LIST WORDS	SUMMARY	STANDARD	GRADES
3 Compare/Contrast	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	RI.3.7	7
	Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9	2-3, 6
	Write informative/explanatory texts. Use an introduction and strategies such as comparison and contrast and organize information, including graphics and multimedia when useful.	W.1.2a	6-7
	Draw evidence from literary or informational texts to support analysis, reflection, and research using grade-level Reading standards to compare and contrast characters and events in a story, drama, or text.	W.3.9a	5-7
	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	L.2.3b	5
	Acquire and use accurately general academic and domain-specific words and phrases as found in grade-level appropriate texts, including those that signal contrast , addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	L.3.6	5
	Compare and contrast treatments of the same topic in several primary and secondary sources.	RH.3.9	9-10
	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	RST.3.9	9-10

A-LIST WORDS	SUMMARY	STANDARD	GRADES
4 Describe	Describe characters and major events in a story or drama, using specific details.	RL.1.3	1-4, 6
	Describe the meaning of words and phrases in a story, poem, or song.	RL.2.4	2, 4
	Describe the structure of a story and how each part builds on the previous one.	RL.2.5	2-3
	Describe how a narrator's or speaker's point of view influences how events are described .	RL.2.6	5
	Use illustrations and details in a story or drama to describe and make connections to its characters, setting, or events.	RL.3.7	K-1, 4
	Describe the connection between individuals, events, ideas, or pieces of information in a text.	RI.1.3	K-2
	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.2.5	4
	Identify the main purpose of a text, including what the author wants to answer, explain, or describe .	RI.2.6	2, 4
	Use the illustrations and details in a text to describe its key ideas.	RI.3.7	K-1
	Describe how an author uses reasons to support specific points in a text and the connection between particular sentences and paragraphs.	RI.3.8	2-3

A-LIST WORDS	SUMMARY	STANDARD	GRADES
4 Describe	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions , or procedures).	RI.3.9	K-1
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.1.3	2-12
	Apply grade 4 Reading standards to literature (e.g., “ Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	W.3.9a	4
	Tell a story, recount an experience, or present claims sequenced logically with appropriate facts and relevant, descriptive details, using adequate volume and clear pronunciation.	SL.2.4	K-1, 6-7
	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	L.3.5	3
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe .	L.3.6	2
	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions .	RST.1.1	9-10

A-LIST WORDS	SUMMARY	STANDARD	GRADES
5 Determine	Determine the themes or central ideas of a text.	RL.1.2	2-12
	Determine the meaning of words and phrases in the text, including figurative and connotative meanings.	RL.2.4	3-12
	Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.1.2	3-12
	Interpret words and phrases used in a text, including determining technical, connotative, and figurative meanings.	RI.2.4	1-12
	Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	RI.2.6	6-12
	d. Determine what additional information or research is required to deepen the investigation or complete the task.	SL.1.1d	11-12
	Determine the main ideas and supporting details of a text read aloud or presented in diverse media and formats.	SL.1.2	3
	h. Use determiners (e.g., articles, demonstratives).	L.1.1h	1
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	L.3.4	K-12
	Determine the central ideas or information of a primary or secondary source.	RH.1.2	9-12
	Determine whether earlier events in a text caused later ones or simply preceded them.	RH.1.3	9-12
Determine the meaning of words and phrases, including vocabulary describing political, social, or economic aspects of history/social science.	RH.2.4	9-12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
5 Determine	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	RST.1.2	9-12
	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.	RST.2.4	9-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
6 Develop	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RL.1.2	7-12
	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RL.1.3	9-12
	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL.2.5	6
	Explain how an author develops and contrasts the point of view of the narrator or speaker in a text.	RL.2.6	6-7
	Determine two or more central ideas of a text and analyze their development over the course of the text.	RI.1.2	7-12
	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI.1.3	9-12
	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	RI.2.5	6-10
	Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.	RI.3.7	6
	Write arguments to support claims in an analysis of topics or texts and develop claim(s) and counterclaims fairly and thoroughly.	W.1.1b	9-12
	Write informative/explanatory texts and develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.1.2b	2-12
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.1.3	3-12
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5	3-12
	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development , substance, and style are appropriate to purpose, audience, and task.	SL.2.4	9-12
	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.2.5	4-5
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	RH.1.2	9-10	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
7 Evaluate	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.	RI.2.5	11-12
	Integrate and evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	RI.3.7	8, 11-12
	Delineate and evaluate the argument and specific claims in a text.	RI.3.8	6-12
	Apply grade-level Reading standards to literary nonfiction (e.g., delineate and evaluate the argument and specific claims in a text).	W3.9b	6-12
	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	SL.1.2	8
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SL.1.3	9-12
	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	RH.1.3	11-12
	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	RH.2.6	11-12
	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	RH.3.7	11-12
	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	RH.3.8	11-12
	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	RST.3.7	11-12
Evaluate the hypotheses, data, analyses, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	RST.3.8	11-12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
8 Explain	Refer to details and examples, and quote accurately when explaining what a text says explicitly and when drawing inferences from the text.	RL.1.1	4-5
	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.1.2	3
	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.1.3	3
	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL.2.5	1
	Explain major differences between poems, drama, and prose and refer to the structural elements of poems and drama.	RL.2.5	4-5

A-LIST WORDS	SUMMARY	STANDARD	GRADES
8 Explain	Explain how an author develops the point of view of the narrator or speaker in a text.	RL.2.6	6
	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	RL.3.7	3
	Refer to details and examples and quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.1.1	4-5
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.1.2	4-5
	Explain how individuals, events, ideas, or concepts develop and interact in a historical, scientific, or technical text.	RI.1.3	4-5, 11-12
	Determine an author’s purpose in a text and explain what the author wants to answer, explain or describe.	RI.2.6	2, 6
	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages); explain how the information contributes to an understanding of the text in which it appears.	RI.3.7	4
	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	RI.3.8	4-5
	Write informative/explanatory texts to examine a topic and convey ideas and information clearly and (d) use precise language and domain-specific vocabulary to inform about or explain the topic.	W.1.2d	4-8
	Draw evidence from literary or informational texts to support analysis, reflection, and research; (b) apply grade-level Reading standards to informational texts (e.g., “ Explain how an author uses reasons and evidence to support particular points in a text.”)	W.3.9b	4-5
	Engage effectively in a range of collaborative discussions with diverse partners on grade-level <i>topics and texts</i> , building on others’ ideas and expressing their own clearly; (d) review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	SL.1.1d	3-4
	Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.	SL.1.2	6-7
	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.1.3	5
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs (Gr. 3); conjunctions, prepositions, and interjections (Gr. 5); phrases and clauses (Gr. 7); verbals (gerunds, participles, infinitives) (Gr. 8).	L.1.1a,b	3, 5, 7-8
	Demonstrate understanding of word relationships, and nuances in word meanings. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context and recognize and explain the meaning of common idioms, adages, and proverbs (Gr. 4); explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences (Gr. 5).	L.3.5a,b	4-5

A-LIST WORDS	SUMMARY	STANDARD	GRADES
9 Imagine	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.1.3	3-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
10 Integrate	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words.	RI.3.7	6, 11-12
	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.3.9	4-5
	Gather relevant information from multiple authoritative print and digital sources; integrate information into the text selectively to maintain the flow of ideas.	W.3.8	9-12
	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally).	SL.1.2	9-12
	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	SL.2.5	8
	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	RH.3.7	9-10
	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words).	RH.3.7	11-12
	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	RH.3.9	11-12
	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	RST.3.7	11-12
Gather relevant information from multiple authoritative print and digital sources; integrate information into the text selectively to maintain the flow of ideas.	WHST.3.8	11-12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
11 Interpret	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	RL.3.7	11-12
	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages).	RI.3.7	4
	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	RI.3.9	7-8

A-LIST WORDS	SUMMARY	STANDARD	GRADES
11 Interpret	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	SL.1.2	6
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context.	L.3.5a	5-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
12 Organize	Write opinions (Gr. 3-5) or arguments (Gr. 6-12) to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W.1.1a	3-12
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information.	W.1.2a	6-12
	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W.1.3a	3-8
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.2.4	3-12
	Report on a topic or text, tell a story, or recount an experience in an organized manner; and the organization, development, substance, and style are appropriate to purpose and audience.	SL.2.4	4, 9-12
	Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	WHST.1.1a	9-12
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.	WHST.1.2a	9-12
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.2.4	9-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
13 Summarize	Determine the theme(s) or central idea of a literary text and summarize it objectively.	RL.1.2	4-12
	Determine the central idea(s) of an informational text and summarize it objectively.	RI.1.2	4-12
	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	W.3.8	5

A-LIST WORDS	SUMMARY	STANDARD	GRADES
13 Summarize	Initiate and participate effectively in a range of collaborative discussions on grades 9–10 topics, texts, and issues. d. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement.	SL.1.1d	9–10
	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.1.2	5
	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.1.3	5
	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	RH.1.2	9–12
	Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	RST.1.2	9–12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
14 Support	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.1.1	6–12
	Determine the main idea(s) of a text and explain how they are supported by key details; summarize the text.	RI.1.2	3–5, 8
	Identify (and explain) how an author uses reasons and evidence to support particular points in a text.	RI.3.8	K–7
	Write opinion pieces (Gr. 2–5) or arguments (Gr. 6–12) on topics or texts, supporting a point of view with reasons and information.	W.1.1	2–1
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	W.1.2f	7–12
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.3.9	4–12
	Determine (and analyze) the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.1.2	3, 7
	Identify the reasons and evidence a speaker provides to support particular points.	SL.1.3	4–6
	Report on a topic or text, using appropriate facts and relevant, descriptive details to support main ideas or themes.	SL.2.4	4–5, 9–12
	Cite specific textual evidence to support analysis of primary and secondary sources.	RH.1.1	9–12
	Assess the extent to which the reasoning and evidence in a text support the author’s claims.	RH.3.8	9–10

A-LIST WORDS	SUMMARY	STANDARD	GRADES
14 Support	Cite specific textual evidence to support analysis of science and technical texts.	RST.1.1	9-12
	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	RST.3.8	9-10
	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	RST.3.9	9-10
	Write arguments focused on <i>discipline-specific content</i> . e. Provide a concluding statement or section that follows from or supports the argument presented.	WHST.1.1e	9-2
	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. e. Provide a concluding statement or section that follows from and supports the information or explanation provided.	WHST.1.2e	9-12
	Draw evidence from informational texts to support analysis, reflection, and research.	WHST.3.9	9-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
15 Transform	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RL.3.9	9-10
	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	W.3.9a	9-10

Indiana

Indiana Academic Standards (IAS) adopted Apr. 2014

<http://www.doe.in.gov/standards/englishlanguage-arts>

A-LIST WORDS	SUMMARY	STANDARD	GRADES
1 Analyze	Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	5.RL.4.1	5
	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	5.RN.3.3	5
	Analyze the meanings of proverbs, adages, and idioms in context.	5.RV.3.3	5
	Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis .	7.RL.2.2 8.RL.2.2	7-8
	Analyze in detail the development of two or more themes over the course of a work of literature.	910.RL.2.2	9-10
	Analyze the interaction of elements in a work of literature.	7.RL.2.3	7
	Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke discussion.	8.RL.2.3	8
	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature.	6.RL.3.1	6
	Analyze how literature's structural elements contribute to meaning and plot.	7.RL.3.1	7
	Analyze and evaluate how an author's choices concerning structure of a work of literature order events and contribute to its meaning and aesthetic impact.	910.RL.3.1 1112.RL.3.1	9-12
	Analyze how an author develops and contrasts the points of view in a work of literature.	7.RL.3.2	7
	Analyze a particular point of view or cultural experience in a work of world literature.	8.RL.3.2	8
	Analyze how the author creates effects through differences in points of view of characters and the reader.	910.RL.3.2	9-10
	Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) to understand the point of view.	1112.RL.3.2	11-12
	Analyze the extent to which a filmed or live production stays faithful to the text or script.	8.RL.4.1	8
	Analyze the development of two or more central ideas over the course of the text(s).	7.RN.2.2 1112.RN.2.2	7-12
	Analyze the sequence and interactions of ideas, individuals, and events over the course of a text.	6.RN.2.3 1112.RN.2.3	6-12
	Analyze the structure the author uses to organize a text and how it contributes to the development of ideas or arguments.	6.RN.3.2 1112.RN.3.2	6-12
Analyze various accounts of a subject told in different mediums.	910.RN.4.2	9-10	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
1 Analyze	Analyze how two or more authors writing about the same topic shape their presentations of information.	7.RN.4.3	7
	Analyze foundational US and world documents for themes, purpose, and rhetorical features.	1112.RN.4.3	11-12
	Analyze the meaning of words in works of literature and the impact of word choices.	6.RV.3.1 1112.RV.3.1	6-12
	Analyze the main ideas, supporting details, and purpose of information presented in diverse media and formats.	7.SL.3.1 8.SL.3.1	7-8
	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	6.ML.1 1112.ML.1	6-12
	Analyze the impact of the changing role of the media over time on the public.	910.ML.2.2 1112.ML.2.2	9-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
2 Argue	Analyze and evaluate the effectiveness of structure in an exposition or argument.	1112.RN.3.2	11-12
	Trace and evaluate the argument and specific claims in a text.	6.RN.4.1 1112.RN.4.1	6-12
	Write arguments in a variety of formats.	6.W.3.1- 1112.W.3.1	6-12
	Delineate a speaker's argument and specific claims, distinguishing and evaluating the soundness of reasoning and sufficiency of evidence.	6.SL.3.2 8.SL.3.2	6-8

A-LIST WORDS	SUMMARY	STANDARD	GRADES
3 Compare/ Contrast	Compare and contrast the point of view from which different stories are narrated.	4.RL.3.2	
	With support, compare and contrast the adventures and experiences of characters in familiar stories.	K.RL.4.2 1.RL.4.2	
	Compare and contrast versions of the same story from different authors, time periods, or cultures.	2.RL.4.2	
	Compare and contrast themes, settings, and plots of different stories from the same author.	3.RL.4.2	
	Compare and contrast similar themes in stories, myths, and traditional literature from different cultures.	4.RL.4.2	
	Identify how a nonfiction text can be structured to compare and contrast.	2.RN.3.2	
	Compare and contrast the organizational structure of events, ideas, or information in two or more texts.	5.RN.3.2	
	Compare and contrast the important points and details presented by two texts on the same topic.	2.RN.4.2 3.RN.4.2	
	Compare and contrast the development of similar themes or ideas across two or more works of literature.	1112.RL.2.2	11-12
	Compare and contrast the structure of two or more related works of literature.	8.RL.3.1	8

A-LIST WORDS	SUMMARY	STANDARD	GRADES
3 Compare/Contrast	Compare and contrast a written story, play, or poem to its audio, filmed, staged, or multimedia version.	6.RL.4.1 7.RL.4.1	6-7
	Compare and contrast works of literature in different forms or genres in their approach to similar themes.	6.RL.4.2	6
	Compare and contrast a fictional portrayal and a historical account of the same period.	7.RL.4.2	7
	Compare and contrast the development of similar central ideas across two or more nonfiction texts.	1112.RN.2.2	11-12
	Compare and contrast a print or digital text to an audio, video, or multimedia version of the same text.	7.RN.4.2	7
	Compare and contrast one author's presentation of events with that of another.	6.RN.4.3	6

A-LIST WORDS	SUMMARY	STANDARD	GRADES
4 Describe	Describe characters, setting, and events in a story or play and how they impact the plot.	1.RL.2.3 5.RL.2.3	1-5
	Describe the overall structure of stories, plays, and poems and how successive parts build.	2.RL.3.1 3.RL.3.1	2-3
	Describe how a narrator's or speaker's point of view influences how events are portrayed.	5.RL.3.2	5
	Use illustrations in a story to describe its characters, setting, or events.	K.RL.4.1 1.RL.4.1	K-1
	Describe how visual and multimedia presentations and representations can enhance meaning of a text.	4.RL.4.1	4
	Describe the connection between individuals, events, ideas, or information in a text.	K.RN.2.3 3.RN.2.3	2-3
	Describe the organizational structure in a nonfiction text.	4.RN.3.2	4
	Describe how an author uses facts to support specific points in a text.	2.RN.4.1	2
	Develop topics for stories or poems using precise words to describe characters, actions, thoughts, and feelings.	2.W.3.3 3.W.3.3	2-3
	Use narrative techniques, such as dialogue, pacing, and descriptions , to develop experiences, events, and/or characters.	5.W.3.3 1112.W.3.3	5-11-12
	Present claims and findings using pertinent descriptions , facts, and details in oral presentations.	6.SL.4.1 7.SL.4.1	6-7

A-LIST WORDS	SUMMARY	STANDARD	GRADES
5 Determine	Recount the beginning, middle, and end of stories, including fables and folktales, and determine their message, lesson, or moral.	2.RL.2.2	2
	Determine the theme of a story, play, or poem from details in the text.	5.RL.2.2	5
	Determine the main idea of nonfiction text(s).	3.RN.2.2 5.RN.2.2	3-5

A-LIST WORDS	SUMMARY	STANDARD	GRADES
5 Determine	Use contextual clues and text features to determine the meanings of unknown words and phrases.	2.RV.2.1 1112.RV.2.1	2-12
	Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.	4.RV.2.4 5.RV.2.4	4-5
	Consult reference materials, both print and digital, to determine or clarify the meanings of words and phrases.	2.RV.2.5 1112.RV.2.5	2-12
	Determine how the author uses words and phrases to provide meaning to works of literature.	3.RV.3.1 5.RV.3.1	3-5
	Determine the meanings of academic and content-specific words in a nonfiction text relevant to grade level topic or text.	1.RV.3.2 1112.RV.3.2	1-12
	Determine an author's perspective or purpose in a nonfiction text.	6.RN.3.3 1112.RN.3.3	6-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
6 Develop	Develop , build, and apply knowledge of foundational reading skills.	RF.1	K-5
	Develop an understanding of the five components of reading to build foundational reading skills.	K.RF.1 1.RF.1	
	Use words and pictures to develop a main idea and provide some information about a topic.	K.W.3.2	
	Develop a topic sentence or main idea, provide some facts or details about a topic, and provide a concluding statement.	1.W.3.2 3.W.3.2	
	Develop topics for stories, poems, or friendly letters.	1.W.3.3 2.W.3.3	
	Write narrative compositions that use narrative techniques, such as dialogue, description, and pacing, to develop events, experiences, and characters.	4.W.3.3 1112.W.3.3	
	Apply the writing process to develop , select, and organize ideas to draft, revise, edit, and publish writing.	1.W.4 5.W.4	1-5
	Develop and apply effective communication skills through speaking and active listening.	SL.1	K-12
	Develop and apply reciprocal communication skills by participating in a range of collaborative discussions.	SL.2	K-12
	Create presentations that maintain a clear focus and use multimedia to enhance development of main ideas or themes.	4.SL.4.2 5.SL.4.2	4-5
	Develop and apply active listening and interpretation skills using various strategies.	SL.3	K-12
	Develop and apply speaking skills to communicate ideas effectively in a variety of situations.	SL.4	K-12
	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and the development of the ideas.	6.RN.3.2 910.RN.3.2	6-10
	Develop and refine writing skills by writing for different purposes and to specific audiences or people.	W.3	K-12
Develop and apply speaking skills to communicate ideas effectively in a variety of situations.	SL.4	K-12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
6 Develop	Write arguments in a variety of forms that develop claim(s) and counterclaims fairly.	910.W.3.1 1112.W.3.1	9-12
	Write informative compositions on a variety of topics that develop the topic with relevant, well-chosen facts and details.	6.W.3.2 1112.W.3.2	6-12
	Write narrative compositions in a variety of forms that develop topics, events, and characters.	6.W.3.3 1112.W.3.3	6-12
	Apply the writing process to plan and develop , draft, revise, rewrite, edit, and publish writing.	6.W.4 1112.W.4	6-12
	Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes.	ML.1	K-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
7 Evaluate	Review claims made in various types of media and evaluate evidence used to support these claims.	5.ML.2.1	5
	Analyze and evaluate how an author's choice of structure contributes to meaning and style.	8.RL.3.1 11.12.RL.3	8-12
	Analyze and evaluate how works of literary, cultural, or historical significance use themes and characters from myths, traditional stories, or religious works.	910.RL.4.2 1112.RL.4.2	9-12
	Analyze and evaluate the effectiveness of structure in an exposition or argument.	1112.RN.3.2	11-12
	Trace and evaluate the argument and specific claims in a text.	6.RN.4.1 1112.RN.4.1	6-12
	Evaluate the advantages and disadvantages of using different mediums to present a topic or idea.	8.RN.4.2	8
	Synthesize and evaluate multiple sources of information presented in different media or formats.	1112.RN.4.2	11-12
	Analyze the purpose of information presented in diverse media and formats and evaluate credibility and accuracy.	8.SL.3.1 1112.SL.3.1	8-12
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	910.SL.3.2 1112.SL.3.2	9-12
	Use evidence to evaluate the accuracy of information presented in multiple media messages.	6.ML.2.1	6

A-LIST WORDS	SUMMARY	STANDARD	GRADES
8 Explain	Make predictions about the content of text, explaining whether they were confirmed or not and why.	2.RL.2.4	2
	Explain major differences between poems, plays, and prose, and refer to their structural elements.	4.RL.3.1 5.RL.3.1	4-5
	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	3.RL.4.1	3

A-LIST WORDS	SUMMARY	STANDARD	GRADES
8 Explain	Refer to details and examples and quote accurately when explaining explicit meaning and drawing inferences from a nonfiction text.	4.RN.2.1 5.RN.2.1	4-5
	Determine the main idea of text(s) and explain how key details support the ideas.	3.RN.2.2 5.RN.2.2	3-5
	Explain relationships and interactions between events, procedures, individuals, or concepts in a historical, scientific, or technical text.	4.RN.2.3 5.RN.2.3	4-5
	Identify how a nonfiction text can be structured to explain a cause and effect relationship.	1.RN.3.2 2.RN.3.2	1-2
	Explain how an author uses reasons and evidence to support points and claims in a text.	3.RN.4.1 5.RN-4.1	3-5
	Explain the meanings of proverbs, adages, and idioms in context.	4.RV.3.3	4
	Write a persuasive paragraph or paragraphs and explain why a certain course of action should be followed.	2.W.3.1	2
	Write sentences that include relative and reflexive pronouns, explaining their function in the sentence.	4.W.6.1a	4
	Write sentences that include comparative and superlative adjectives and adverbs, explaining their function in the sentence.	3.W.6.1c	3
	Explain personal ideas in reference to the discussion.	3.SL.2.5 4.SL.2.5	3
	Explain how a plot unfolds in a series of episodes and how the characters respond or change.	6.RL.2.4	6
	Explain how an author develops the point of view of the narrator or speaker in a work of literature.	6.RL.3.2	6
	Explain the function of verbals in general and their function in particular sentences.	8.W.6.1b	8

A-LIST WORDS	SUMMARY	STANDARD	GRADES
9 Imagine	Establish an introduction with a context to allow the reader to imagine the world of the event or experience.	4.W.3.3	4

A-LIST WORDS	SUMMARY	STANDARD	GRADES
10 Integrate	Integrate information presented in different media or formats to demonstrate a coherent understanding of a topic or issue.	6.RN.4.2	6
	Conduct research assignments and tasks; synthesize and integrate information into the text to maintain the flow of ideas.	910.W.5 1112.W.5	9-12
	Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.	910.SL.3.1 1112.SL.3.1	9-12
	Create engaging presentations that integrate multimedia components and visual displays.	8.SL.4.2	8

A-LIST WORDS	SUMMARY	STANDARD	GRADES
11 Interpret	Paraphrase or retell the main events in a story, myth or novel; identify the theme and provide evidence for the interpretation .	4.RL.2.2	4
	Develop and apply active listening and interpretation skills using various strategies.	SL.3	K-12
	Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture, and distinguish purposes.	2.ML.2.1 3.ML.2.1	2-3
	Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning.	RL.4	6-12
	Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and its impact.	910.RL.4.1 1112.RL.4.1	9-12
	Interpret figures of speech in context.	6.RV.3.3 1112.RV.3.3	6-12
	Refine and apply active listening and interpretation skills using various strategies.	SL.3	K-12
	Interpret information presented in diverse media and formats.	6.SL.3.1	6
	Interpret the various ways in which events are presented and information is communicated by visual image makers to influence the public.	7.ML.2.1	7
	Analyze and interpret how people experience media messages differently, depending on point of view, culture, et cetera.	8.ML.2.2	8
	Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.	910.ML.2.2	9-10
Cite strong textual evidence to support analysis of explicit text as well as inferences and interpretations drawn from the text.	910.RN.2.1 1112.RN.2.1	9-12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
12 Organize	Write persuasive compositions that support the opinion with reasons in an organized way.	3.W.3.1	3
	Write informative compositions that organize sentences and paragraphs logically, using an organizational form that suits the topic.	5.W.3.2	5
	Develop topics for stories or poems with ideas organized into a beginning, middle, and ending.	1.W.3.3	1
	Write narrative compositions that organize events that unfold naturally.	4.W.3.3	4
	Apply the writing process to organize ideas relevant to topic, purpose, and genre.	1.W.4 5.W.4	1-5
	With support, conduct simple research on a topic, organizing information and using graphic organizers .	1.W.5	1
	Organize , summarize, and present the information on a short research topic.	2.W.5	2

A-LIST WORDS	SUMMARY	STANDARD	GRADES
12 Organize	Using appropriate language, tell a story or experience, or present information on a topic, text, narrative, or opinion, in an organized manner.	2.SL.4.1 5.SL.4.15	5
	Analyze the structure an author uses to organize a text.	7.RN.3.2	7
	Write informative compositions that introduce a topic and organize ideas, concepts, and information.	6.W.3.2 1112.W.3.2	6-12
	Write narrative compositions that organize an event sequence that unfolds naturally and logically, using a variety of transitional words, phrases, and clauses to signal shifts from one time frame to another.	6.W.3.3 8.W.3.3	6-8

A-LIST WORDS	SUMMARY	STANDARD	GRADES
13 Summarize	Determine the theme of a story, play, or poem; summarize the text.	5.RL.2.2	5
	Determine the main idea(s) of a nonfiction text; summarize the text.	4.RN.2.2 5.RN.2.2	4-5
	Conduct short research on a topic; organize, summarize , and present the information.	2.W.5-5.W.5	2-5
	Summarize or respond to major ideas from text read aloud or information presented in diverse media and formats.	4.SL.4.1 5.SL.3.1	4-5
	Summarize a speaker's points and demonstrate how claims are supported by reasons and evidence.	5.SL.3.2	5
	Write informative compositions and provide supporting paragraphs with topic and summary sentences.	4.W.3.2	4
	Respond thoughtfully to multiple perspectives and summarize points of agreement and disagreement.	910.SL.2.5	9-10
	Determine or analyze how a theme or central idea is conveyed over the course of a work of literature; provide a detailed, objective summary .	6.RL.2.2 8.RL.2.2	6-8
	Determine or analyze how a theme or central idea is conveyed over the course of a nonfiction text; provide a detailed, objective summary .	6.RN.2.2 8.RN.2.2	6-8

A-LIST WORDS	SUMMARY	STANDARD	GRADES
14 Support	Ask and answer questions about the main idea and supporting facts and details to confirm understanding.	2.RN.2.1	2
	Identify the reasons the author gives to support points or claims in a nonfiction text.	K.RN.4.1 5.RN.4.1	K-5
	Write persuasive compositions that support the opinion with reasons in an organized way with an introductory and concluding statement.	3.W.3.1 5.W.3.1	3-5
	Write informative compositions that provide supporting paragraphs with topic and summary sentences.	4.W.3.2	4

A-LIST WORDS	SUMMARY	STANDARD	GRADES
14 Support	Summarize the major ideas and supporting details of a text read aloud or information presented in diverse media and formats.	3.SL.3.1 4.SL.3.1	3-4
	Recognize and review claims made in print, image, and multimedia and identify evidence used to support these claims.	4.ML.2.1 5.ML.2.1	4-5
	Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text, both literature and nonfiction texts.	6.RL.2.1 1112.RL.2.1 6.RN.2.1 1112.RN.2.1	6-12
	Analyze the development of a theme or central idea in a work of literature; provide a detailed summary that supports the analysis.	8.RL.2.2	8
	Trace, delineate, and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported .	6.RN.4.1 7.RN.4.1	6-7
	Write routinely over time for a range of tasks, purposes, and audiences; apply Reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	6.W.1 1112.W.1	6-12
	Write arguments that support claim(s) with organizational structure, logical reasoning, and relevant evidence; provide a concluding statement or section that supports the argument.	6.W.3.1 1112.W.3.1	6-12
	Write informative compositions that provide a concluding statement or section that supports the information or explanation presented.	7.W.3.2 1112.W.3.2	7-12
	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.SL.3.2	6
	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.	910.SL.4.1 1112.SL.4.1	9-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
15 Transform	Analyze how works of literature draw on and transform earlier texts.	8.RL.4.2	

Virginia

Virginia Standards of Learning (SOL) adopted Jan. 2010

http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/stds_all_english.pdf

A-LIST WORDS	SUMMARY	STANDARD	GRADES
1	Analyze the effectiveness of participant interactions.	6.1d	6
	Identify and analyze figurative language.	6.4d 8.4a	6-8
	Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	6.8a 7.8a	6-7
	Read and analyze a variety of fictional texts, narrative nonfiction, and poetry.	8.5	8
	Read, comprehend, and analyze a variety of nonfiction texts.	8.6 9.5 12.5	8-12
	Analyze the author's qualifications, viewpoint, and impact.	8.6c	8
	Analyze the author's use of text structure and word choice.	8.6d	8
	Analyze details for relevance and accuracy.	8.6e	8
	Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	8.8a	8
	Produce, analyze , and evaluate auditory, visual, and written media messages.	9.2	9
	Analyze and interpret special effects used in media messages including television, film, and Internet.	9.2a	9
	Monitor, analyze , and use multiple streams of simultaneous information.	9.2e	9
	Read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.	9.4	9
	Analyze the cultural or social function of a literary text.	9.4g	9
	Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.	9.4k	9
	Analyze and synthesize information in order to solve problems, answer questions, or complete a task.	9.5g 10.5g 12.5g	9-12
	Analyze , produce, and examine similarities and differences between visual and verbal media messages.	10.2	10
	Read, comprehend, and analyze literary texts of different cultures and eras.	10.4	10
	Develop a variety of writing to persuade, interpret, analyze , and evaluate with an emphasis on exposition and analysis.	10.6	10
	Read, comprehend, and analyze relationships among American literature, history, and culture.	11.4	11
Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.	11.5e 12.5c	11-12	
Analyze , evaluate, synthesize, and organize information from a variety of sources to produce a research product.	11.8	11	
Read, comprehend, and analyze the development of British literature and literature of other cultures.	12.4	12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
2 Argue	Present a convincing argument .	6.2a	6
	Identify a position/ argument to be confirmed, disproved, or modified.	9.5e	9
	Produce arguments in writing, developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	11.6b	11
	Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.	12.6b	12
	Create arguments free of errors in logic and externally supported.	12.6f	12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
3 Compare/ Contrast	Compare and contrast settings, characters, and events.	3.5d	3
	Compare and contrast the characteristics of biographies and autobiographies.	3.6i	3
	Identify, compare, and contrast relationships.	5.6j	5
	Compare and contrast viewpoints.	6.2b	6
	Compare and contrast auditory, visual, and written media messages.	6.3a 7.3d	6-7
	Compare and contrast information about one topic, which may be contained in different selections.	6.6i	6
	Compare and contrast various forms and genres of fictional text.	7.5b	7
	Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	8.5e	8
	Compare and contrast authors' styles.	8.5f	8
	Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.	9.4f	9
	Compare and contrast authors' use of literary elements within a variety of genres.	9.4j	9
	Compare and contrast literature from different cultures and eras.	10.4i	10
	Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.	10.4k	10
	Compare and contrast character development in a play to characterization in other literary forms.	10.4l	10
	Compare and contrast informational texts.	10.5d	10
Compare and contrast the development of American literature in its historical context.	11.4b	11	
Compare and contrast the development of British literature in its historical context.	12.4a	12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
4 Describe	Use words to describe /name people, places, and things.	K.2c	K
	Use words to describe /name location, size, color, and shape.	K.2d	K
	Use words to describe /name actions.	K.2e	K
	Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.	K.12c	K
	Describe characters, setting, and important events in fiction and poetry.	2.8e	2
	Describe how the choice of language, setting, characters, and information contributes to the author's purpose.	4.5b	4
	Describe the relationship between text and previously read materials.	4.5f 5.5a	4-5
	Describe character development.	5.5b	5
	Describe the development of plot and explain the resolution of conflict(s).	5.5c	5
	Describe the characteristics of free verse and rhymed and patterned poetry.	5.5d	5
	Describe how an author's choice of vocabulary contributes to the author's style.	5.5e	5
	The student will write for a variety of purposes: to describe , to inform, to entertain, to explain, and to persuade.	5.7	5
	Describe how word choice and imagery contribute to the meaning of a text.	6.5c	6
	Describe cause and effect relationships and their impact on plot.	6.5d	6
	Choose adverbs to describe verbs, adjectives, and other adverbs.	6.8g	6
	Describe how word choice and visual images convey a viewpoint.	7.3c	7
	Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.	7.5a	7
	Describe how word choice and language structure convey an author's viewpoint.	7.6g	7
	Describe possible cause and effect relationships between mass media coverage and public opinion trends.	9.2c	9
Describe how the author accomplishes the intended purpose of a piece of writing.	10.7f	10	
Describe contributions of different cultures to the development of American literature.	11.4a	11	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
5 Determine	Determine appropriate content for audience.	5.2e	5
	Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	5.4b 6.4c	5-6
	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.	7.4	7

A-LIST WORDS	SUMMARY	STANDARD	GRADES
5 Determine	Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.	8.4b 10.3b	8, 10
	Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.	8.4c	8
	Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.	8.4d	8
	Determine the purpose of the media message and its effect on the audience.	9.2b 12.2b	9-12
	Use context, structure, and connotations to determine meanings of words and phrases.	9.3b 12.3b	9-12

A-LIST WORDS	SUMMARY	STANDARD	GRADES
6 Develop	The student will develop expository and informational, analyses, and persuasive/argumentative writings.	K.7	K
	Develop vocabulary by listening to a variety of texts read aloud.	K.8b 1.8b	K-1
	Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.	2.7d 3.4e 4.4d 5.4f	2-5
	Skim materials to develop a general overview of content and to locate specific information.	5.6c	5
	Develop notes that include important concepts, summaries, and identification of information sources.	5.9e	5
	Explain how character and plot development are used in a selection to support a central conflict or story line.	6.5g	6
	The student will develop and deliver oral presentations in groups and individually.	8.2	8
	The student will analyze, develop , and produce creative or informational media messages.	8.3	8
	The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	8.4 9.3 12.3	8-12
	The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.	9.6	9
	Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	10.1f	10
	The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.	10.6	10
	Develop the central idea or focus for a research product.	10.8b	10
	Produce arguments in writing, developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	11.6 12.6b	11-12
	Narrow a topic and develop a plan for research.	11.8b	11
The student will develop expository and informational, analyses, and persuasive/argumentative writings.	12.6	12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
7 Evaluate	Use technology as a tool to organize, evaluate , and communicate information.	4.9c 8.9c 9.8a 10.8a	4-10
	The student will find, evaluate , and select appropriate resources for a research product.	5.9 6.9	5-6
	Evaluate own contributions to discussions.	6.1b	6
	Evaluate the validity and authenticity of texts.	6.9b 8.9b	6, 8
	Evaluate the validity and authenticity of sources.	7.9b	7
	Evaluate the effectiveness of the interview.	8.1d	8
	Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.	8.3a	8
	Evaluate sources for relationships between intent and factual content.	8.6k	8
	Evaluate impact and purpose of presentation.	9.1f	9
	Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.	9.2d 12.2a	9-12
	Evaluate clarity and accuracy of information.	9.5f	9
	Find, evaluate , and select appropriate sources to access information and answer questions.	9.8c	9
	Access, critically evaluate , and use information accurately to solve problems.	10.1g	10
	Evaluate one's own role in preparation and delivery of oral reports.	10.1h	10
	Evaluate effectiveness of group process in preparation and delivery of oral reports.	10.1k	10
	Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text; achieve specific effects; and support the author's purpose.	10.4h	10
	The student will read, interpret, analyze, and evaluate nonfiction texts.	10.5	10
The student will collect, evaluate , organize, and present information to create a research product.	10.8 11.8	10-11	
Critically evaluate quality, accuracy, and validity of information.	11.8d 12.8c	11-12	
Evaluate formal presentations including personal, digital, visual, textual, and technological.	12.1g	12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
8 Explain	Explain that printed materials provide information.	K.6b	K
	Read and explain own writing and drawings.	K.6c	K
	Clarify and explain words and ideas orally.	2.2c	2
	Explain what has been learned.	3.1c	3
	Explain the author's purpose.	4.5a	4
	Describe the development of plot and explain the resolution of conflict(s).	5.5c	5

A-LIST WORDS	SUMMARY	STANDARD	GRADES
8 Explain	The student will write for a variety of purposes: to describe, to inform, to entertain, to explain , and to persuade.	5.7	5
	Explain how character and plot development are used in a selection to support a central conflict or story line.	6.5g	6
	Explain the use of symbols and figurative language.	8.5a	8
	Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.	8.5c	8
	Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.	9.4e	9
	Explain the relationship between the author's style and literary effect.	9.4h	9
	Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	10.4c	10
	Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.	11.4f 12.4f	11-12
	Explain how imagery and figures of speech appeal to the reader's senses and experience.	11.4g	11
Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.	11.4h	11	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
9 Imagine	NONE		

A-LIST WORDS	SUMMARY	STANDARD	GRADES
10 Integrate	NONE		

A-LIST WORDS	SUMMARY	STANDARD	GRADES
11 Interpret	Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations .	8.3b	8
	Discriminate between connotative and denotative meanings and interpret the connotation.	8.4e	8
	Analyze and interpret special effects used in media messages including television, film, and Internet.	9.2a	9

A-LIST WORDS	SUMMARY	STANDARD	GRADES
11 Interpret	Discriminate between connotative and denotative meanings and interpret the connotation.	9.3c 12.3c	9-12
	Analyze and interpret others' presentations.	10.1j	10
	The student will read, interpret , analyze, and evaluate nonfiction texts.	10.5	10
	Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	10.5e	10
	The student will develop a variety of writing to persuade, interpret , analyze, and evaluate with an emphasis on exposition and analysis.	10.6	10

A-LIST WORDS	SUMMARY	STANDARD	GRADES
12 Organize	The student will understand how print is organized and read.	K.5 1.5	K-1
	Organize writing to include a beginning, middle, and end for narrative and expository writing.	2.12b	2
	Organize ideas sequentially or around major points of information.	3.2d	3
	Collect and organize information about the topic into a short report.	3.11c	3
	Organize information for clarity.	4.2c	4
	Organize writing to convey a central idea.	4.7d	4
	Use technology as a tool to organize , evaluate, and communicate information.	4.9c 8.9c 9.8a 12.8a	4, 8-12
	Organize information to present in reports of group activities.	5.1b	5
	Organize content sequentially around major ideas.	5.2f	5
	Use text organizers , such as type, headings, and graphics, to predict and categorize information in both print and digital texts.	5.6a	5
	Organize information to convey a central idea.	5.7c	5
	Organize information presented on charts, maps, and graphs.	5.9d	5
	Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.	6.7b 8.7b	6-8
	Organize writing structure to fit mode or topic.	6.7c 7.7c	6-7
	Use a variety of graphic organizers , including sentence diagrams, to analyze and improve sentence formation and paragraph structure.	6.8a 8.8a	6-8
	Communicate ideas and information orally in an organized and succinct manner.	7.1a	7
	Organize and synthesize information for use in written formats.	7.6k	7
	Collect and organize information from multiple sources including online, print, and [other] media.	7.9a	7
	Organize details to elaborate the central idea and provide unity.	8.7d	8
	Organize and synthesize information from sources for use in written and oral presentations.	9.5j	9
Generate, gather, and organize ideas for writing.	9.6a	9	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
12 Organize	Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.	9.6b 12.6a	9-12
	Organize ideas into a logical sequence using transitions.	10.6e	10
	Gather and organize evidence to support a position.	11.1a	11
	Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.	11.2a	11
	The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.	11.8	11

A-LIST WORDS	SUMMARY	STANDARD	GRADES
13 Summarize	Summarize stories and events with beginning, middle, and end in the correct sequence.	2.8h	2
	Summarize major points found in nonfiction texts.	3.6f	3
	Summarize supporting details.	4.5d 9.5b	4-9
	Summarize information gathered in group activities.	5.1c	5
	Summarize main points as they relate to main idea or supporting details.	5.2g	5
	Summarize and evaluate group activities.	6.1c	6
	Paraphrase and summarize what is heard.	6.2d	6
	Summarize and evaluate information presented orally by others.	9.1k	9
	Credit the sources of quoted, paraphrased, and summarized ideas.	9.8f	9
	Collaborate in the preparation or summary of the group activity.	10.1b	10
	Distinguish between a critique and a summary .	10.4j	10

A-LIST WORDS	SUMMARY	STANDARD	GRADES
14 Support	Identify supporting details.	3.5j	3
	Use evidence to support opinions.	4.1d	4
	Summarize supporting details.	4.5d 9.5b	4-9
	Draw conclusions and make simple inferences using textual information as support .	4.6f	4
	Include supporting details that elaborate the main idea.	4.7k 5.7i	4-5
	Use gestures to support , accentuate, and dramatize verbal messages.	5.2b	5
	Use facial expressions to support and dramatize verbal messages.	5.2c	5
	Summarize main points as they relate to main idea or supporting details.	5.2g	5

A-LIST WORDS	SUMMARY	STANDARD	GRADES
14 Support	Incorporate visual media to support the presentation.	5.2h	5
	Locate information to support opinions, predictions, and conclusions.	5.6g	5
	Explain how character and plot development are used in a selection to support a central conflict or story line.	6.5g	6
	Make inferences and draw conclusions based on explicit and implied information, using evidence from text as support .	8.5b 12.5f	8-12
	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	8.9d	8
	Use relevant details to support main ideas.	9.1b	9
	Summarize text, relating supporting details.	9.4b	9
	Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.	9.4k 11.4h	9-11
	Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.	9.4l 10.4b	9-10
	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view, or bias.	9.8e 11.8e	9-11
	Synthesize information to support the thesis.	10.6b 12.8d	10-12
	Gather and organize evidence to support a position.	11.1a	11
	Support and defend ideas in public forums.	11.1d	11
	Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.	11.4f 12.4f	11-12
	Collect information to support a thesis.	11.8c	11
	Use details, illustrations, statistics, comparisons, and analogies to support the presentation.	12.1c	12
	Use media, visual literacy, and technology skills to create and support the presentation.	12.1d	12
Create arguments free of errors in logic and externally supported .	12.6f	12	

A-LIST WORDS	SUMMARY	STANDARD	GRADES
15 Transform	NONE		

Retrieved from the companion website for *Academic Moves for College and Career Readiness, Grades 6-12: 15 Must-Have Skills Every Student Needs to Achieve* by Jim Burke and Barry Gilmore. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2015 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.