

CALIFORNIA CONTENT STANDARDS - Reading Comprehension

2.0 Students read and understand grade level appropriate material. They draw, as needed, on such strategies as generating and responding to essential questions, making predictions and comparing information from several sources. The quality and complexity of the materials to be read are illustrated in the California Reading List. In addition to their regular school reading, by grade 4, students read a half million words annually, including a good representation of narrative (classic and contemporary literature) and expository (magazines, newspapers, online) text for each grade.

KINDERGARTEN	GRADE 2	GRADE 3	GRADE 4
<p>Structural Features of Informational Materials: 2.1 Locate title, table of contents, name of author, and name of illustrator</p> <p>Comprehension & Analysis of Grade-Level-Appropriate Text: 2.2. Use pictures and context to make predictions about story content 2.3. Connect to life experiences information and events in texts 2.4. Retell familiar stories 2.5. Ask and answer questions about essential elements of text</p>	<p>Structural Features of Informational Materials: 2.1. Use titles, table of contents, and chapter headings to locate information in expository text</p> <p>Comprehension & Analysis of Grade Level Appropriate Text: 2.2. State the purpose in reading (i.e., tell what information is sought) 2.3. Use knowledge of author’s purpose(s) to comprehend informational text 2.4. Ask clarifying questions about essential textual elements of exposition (e.g., why, what-if, how) 2.5. Restate facts and details in the text to clarify and organize ideas 2.6. Recognize cause and effect relationships in text 2.7. Interpret information from diagrams, charts and graphs 2.8. Follow two-step written instructions</p>	<p>Structural Features of Informational Materials: 2.1. Use titles, table of contents, chapter headings, glossaries, and indexes to locate information in text</p> <p>Comprehension & Analysis of Grade Level Appropriate Text: 2.2. Ask questions and support answers by connecting prior knowledge with literal information found in text, and inferred from, the text 2.3. Demonstrate comprehension by identifying answers in the text 2.4. Recall major points in the text and make and modify predictions about forth-coming information 2.5. Distinguish the main idea and supporting details in expository text 2.6. Extract appropriate and significant information from the text, including problems and solutions 2.7. Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game)</p>	<p>Structural Features of Informational Materials: 2.1. Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension</p> <p>Comprehension & Analysis of Grade Level Appropriate Text: 2.2. Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment) 2.3. Make and confirm predictions about text by using prior knowledge and ideas presented in text itself, including illustrations, titles, topic sentences, important words and foreshadowing clues 2.4. Evaluate new information and hypotheses by testing them against known information and ideas 2.5. Compare and contrast information on the same topic after reading several passages or articles 2.6. Distinguish between cause and effect; and between fact and opinion in expository text 2.7. Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games)</p>
<p>GRADE 1</p>			
<p>Structural Features of Informational Materials: 2.1. Identify text that uses sequence or other logical order</p> <p>Comprehension & Analysis of Grade Level Appropriate Text: 2.2. Respond to <i>who, what, where, when</i> and <i>how</i> questions 2.3. Follow one-step written instructions 2.4. Use context to resolve ambiguities about word and sentence meanings 2.5. Confirm predictions about what will happen next in a text by identifying key words (signpost words) 2.6. Relate prior knowledge to textual information 2.7. Retell the central ideas of simple expository or narrative passages</p>			

CALIFORNIA CONTENT STANDARDS - Reading Comprehension (Focus on informational Materials)

2.0 Students read and understand grade level appropriate material. They describe and connect the essential ideas, arguments and perspectives of text by using their knowledge of text structure, organization, and purpose. The quality and complexity of the materials to be read are illustrated in the California Reading List. In addition, by grade 8, students read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository (magazines, newspapers, online) text for each grade

GRADE 5	GRADE 6	GRADE 7	GRADE 8
<p>Structural Features of Informational Materials: 2.1. Understand how text features (format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable 2.2. Analyze text that is organized in sequential or chronological order</p> <p>Comprehension & Analysis of Grade Level Appropriate Text: 2.3. Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas 2.4. Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge</p> <p>Expository Critique: 2.5. Distinguish facts, supported inferences, and opinions in text</p>	<p>Structural Features of Informational Materials: 2.1. Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information 2.2. Analyze text that uses compare-and-contrast organizational pattern</p> <p>Comprehension & Analysis of Grade Level Appropriate Text: 2.3. Connect and clarify main ideas by identifying their relationships to other sources and related topics 2.4. Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports 2.5. Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club or league membership)</p> <p>Expository Critique: 2.6. Determine the adequacy and appropriateness of the evidence for an author’s conclusions 2.7. Make reasonable assertions about a text through accurate, supportive citations 2.8. Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text</p>	<p>Structural Features of Informational Materials: 2.1. Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs) 2.2. Locate information by using a variety of consumer, workplace and public documents 2.3. Analyze text that uses the cause-and-effect organizational pattern</p> <p>Comprehension & Analysis of Grade Level Appropriate Text: 2.4. Identify and trace the development of an author’s argument, point of view, or perspective in text 2.5. Understand and explain the use of a simple mechanical device by following technical directions</p> <p>Expository Critique: 2.6. Assess the adequacy, accuracy and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping</p>	<p>Structural Features of Informational Materials: 2.1. Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instructional manuals) 2.2. Analyze text that uses proposition and support patterns</p> <p>Comprehension & Analysis of Grade Level Appropriate Text: 2.3. Find similarities and differences among texts in the treatment, scope, or organization of ideas 2.4. Compare original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning 2.5. Understand and explain the use of a complex mechanical device by following technical directions 2.6. Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem</p> <p>Expository Critique: 2.7. Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text</p>

CALIFORNIA CONTENT STANDARDS - Reading Comprehension (Focus on Informational Materials)

2.0 Students read and understand grade level appropriate material. They analyze the organization patterns, arguments and positions advanced. The quality and complexity of the materials to be read are illustrated in the California Reading List. In addition, by grade 12, students read two million words annually on their own, including classic and contemporary literature as well as magazines, newspapers and online materials.

GRADE 9/10

Structural Features of Informational Materials:

- 2.1. Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes
- 2.2. Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents

Comprehension & Analysis of Grade Level Appropriate Text:

- 2.3. Generate relevant questions about readings on issues that can be researched
- 2.4. Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension
- 2.5. Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration
- 2.6. Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet)

Expository Critique:

- 2.7. Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings
- 2.8. Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the (e.g., in professional journals, editorials, political speeches, primary source material)

GRADE 11/12

Structural Features of Informational Materials:

- 2.1. Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices

Comprehension & Analysis of Grade Level Appropriate Text:

- 2.2. Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchic structures, repetition of the main ideas, syntax, and word choice in the text
- 2.3. Verify or clarify facts presented in other types of expository texts using a variety of consumer, workplace, and public documents
- 2.4. Make warranted and reasonable assertions about the author’s arguments by using elements of text to defend and clarify interpretations
- 2.5. Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject

Expository Critique:

- 2.6. Critique the power, validity and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion)