3rd Grade Reading KAMM

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
When reading grade appropriate narrative and expository text, an academic warning student has incomplete comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an approaches standard student has partial comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, a meets standard student has satisfactory comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an exceeds standard student has full comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an exemplary student has full comprehension, making connections within *text* when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified
This student is not likely to construct literal meaning that matches the author's intended meaning. This student struggles to recognize: • the topic, main idea, and supporting details • vocabulary in context • text features • a correct retelling* • accurate conclusions*	This student constructs literal meaning that inconsistently and/or inaccurately matches the author's intended meaning. This student is likely to have a limited recognition of: • the topic, main idea, and supporting details • vocabulary in context • text features • a correct retelling* • accurate conclusions*	This student constructs literal meaning that generally matches the author's intent. This student is likely to recognize: • the topic, main idea, and supporting details • vocabulary in context • text features • a correct retelling* • accurate conclusions*	This student constructs literal meaning that closely matches the author's intended message. The student recognizes: • the topic, main idea and supporting details • vocabulary in context • text features • a correct retelling* • accurate conclusions*	This student constructs literal meaning that accurately matches the author's intent. The student understands: • the topic, main idea and supporting details • vocabulary in context • text features • a correct retelling* • accurate conclusions*
This student is not likely to recognize techniques authors use to communicate their ideas with words. This student struggles with: • text structures (problem and solution, sequence) • literary elements of fiction (setting and character) • comparing and contrasting • determining cause and effect	The student recognizes simple techniques authors use to communicate their ideas with words. The student is likely to have limited awareness of: • text structures(problem and solution, sequence) • literary elements of fiction (setting and character) • compare and contrast • cause and effect	This student recognizes simple techniques authors use to communicate their ideas with words. This student is likely to have awareness of: • text structures (problem and solution, sequence) • literary elements of fiction (setting and character) • compare and contrast • cause and effect	This student recognizes techniques authors use to communicate their ideas with words. The student accurately: • identifies text structures (problem and solution, sequence) • identifies literary elements of fiction (setting and character) • compares and contrasts • links cause and effect • recognizes implied main idea	The student understands complex techniques authors use to communicate their ideas with words. The student accurately: • identifies text structures (problem and solution, sequence) • identifies literary elements of fiction (setting and character) • compares and contrasts • links cause and effect • recognizes implied main idea

*these concepts will not appear on the multiple choice portion of the KAMM

4th Grade Reading KAMM

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
When reading grade appropriate narrative and expository text, an academic warning student has incomplete comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an approaches standard student has partial comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, a meets standard student has satisfactory comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an exceeds standard student has full comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an exemplary student has full comprehension, making connections within *text* when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified
This student is not likely to construct literal meaning that matches the author's intended meaning. This student struggles to recognize: • the topic, main idea, and supporting details • vocabulary in context • the author's purpose • text features • correct retelling* • accurate conclusions*	This student constructs literal meaning that inconsistently and/or inaccurately matches the author's intended meaning. This student is likely to have a limited recognition of: • the topic, main idea, and supporting details • vocabulary in context • the author's purpose • text features • correct retelling* • accurate conclusions*	This student constructs literal meaning that generally matches the author's intent. This student is likely to recognize: • the topic, main idea, and supporting details • vocabulary in context • the author's purpose • text features • correct retelling* • accurate conclusions*	This student constructs literal meaning that closely matches the author's intended message. The student recognizes: • the main ideas and supporting details • vocabulary in context • the author's purpose • text features • a correct retelling* • accurate conclusions*	This student constructs literal meaning that accurately matches the author's intent. The student understands: • the main ideas and supporting details • vocabulary in context • the author's purpose • text features • a correct retelling* • accurate conclusions*
This student is not likely to recognize techniques authors use to communicate their ideas with words. This student struggles with: • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) • comparing and contrasting • determining cause and effect	The student recognizes simple techniques authors use to communicate their ideas with words. The student is likely to have limited awareness of : • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) • compare and contrast • determine cause and effect	This student recognizes simple techniques authors use to communicate their ideas with words. This student is likely to have awareness of: • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) • compare and contrast • determine cause and effect	This student recognizes techniques authors use to communicate their ideas with words. The student accurately: • identifies text structures • distinguishes between fact and opinion • identifies literary elements of fiction (setting character, plot development) • compares and contrast s • link cause and effect	The student understands complex techniques authors use to communicate their ideas with words. The student accurately: • identifies text structures • distinguishes between fact and opinion • identifies literary elements of fiction (setting character, plot development) • compare and contrast • link cause and effect

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5th Grade Reading KAMM

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
When reading grade appropriate narrative and expository text, an academic warning student has incomplete comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an approaches standard student has partial comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, a meets standard student has satisfactory comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an exceeds standard student has full comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an exemplary student has full comprehension, making connections within *text* when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified
This student is not likely to construct literal meaning that matches the author's intended meaning. This student struggles to recognize: • the topic, main idea, and supporting details • vocabulary in context • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions*	This student constructs literal meaning that inconsistently and/or inaccurately matches the author's intended meaning. This student is likely to have a limited recognition of: • the topic, main idea, and supporting details • vocabulary in context • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions*	This student constructs literal meaning that generally matches the author's intent. This student is likely to recognize: • the topic, main idea, and supporting details • vocabulary in context • author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions*	This student constructs literal meaning that closely matches the author's intended message. The student recognizes: • the topic, main idea, supporting details, and themes • vocabulary in context • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions*	This student constructs literal meaning that accurately matches the author's intent. The student understands: • the topic, main idea, supporting details, and themes • vocabulary in context • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions*
This student is not likely to recognize techniques authors use to communicate their ideas with words. This student struggles with: • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) • comparing and contrasting • determining cause and effect	The student recognizes simple techniques authors use to communicate their ideas with words. The student is likely to have limited awareness of : • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) • compare and contrast • determine cause and effect	This student recognizes simple techniques authors use to communicate their ideas with words. This student is likely to have awareness of: • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) • compare and contrast • determine cause and effect	This student recognizes techniques authors use to communicate their ideas with words. The student accurately identifies text structures: • distinguishes between fact and opinion • identifies literary elements of fiction (setting character, plot development) • compare and contrast • link cause and effect	The student understands complex techniques authors use to communicate their ideas with words. The student accurately: • identifies text structures • distinguishes between fact and opinion • identifies literary elements of fiction (setting character, plot development) • compare and contrast • link cause and effect

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6th Grade Reading KAMM

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
When reading grade appropriate narrative and expository text, an academic warning student has incomplete comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an approaches standard student has partial comprehension when using modified achievement standards for eligible students with an IEP which includes: • : reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, a meets standard student has satisfactory comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an exceeds standard student has full comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an exemplary student has full comprehension, making connections within *text* when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified
This student is not likely to construct literal meaning that matches the author's intended meaning. This student struggles to identify: • the topic, main idea, and supporting details • vocabulary in context • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions*	This student constructs literal meaning that inconsistently and/or inaccurately matches the author's intended meaning. This student is likely to have a limited ability to identify: • the topic, main idea, and supporting details • vocabulary in context • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions*	This student constructs literal meaning that generally matches the author's intent. This student is likely to identify: • the topic, main idea and supporting details across content areas. • vocabulary in context • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions*	This student constructs literal meaning that closely matches the author's intended message. The student identifies: • the topic main idea, supporting details, and themes across content areas • vocabulary in context • the author's purpose • text features • a correct paraphrasing and summarizing* • accurate conclusions*	This student constructs literal meaning that accurately matches the author's intent. The student understands: • the topic, main idea, supporting details, and themes across all content areas • vocabulary in context • the author's purpose • text features • a correct paraphrasing and summarizing* • accurate conclusions*
This student is not likely to recognize techniques authors use to communicate their ideas with words. This student struggles with: • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) • comparing and contrasting • determining cause and effect	The student recognizes simple techniques authors use to communicate their ideas with words. The student is likely to have limited awareness of : • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) • compare and contrast • cause and effect	This student recognizes simple techniques authors use to communicate their ideas with words. This student is likely to have awareness of: • text structures • the difference between fact and opinion • elements of fiction (setting, character, plot) • compare and contrast • cause and effect relationships	This student recognizes techniques authors use to communicate their ideas with words. The student accurately: • identifies text structures • distinguishes between fact and opinion • identifies elements of fiction (setting character, plot development) • compares and contrasts • explains cause and effect relationships	The student understands complex techniques authors use to communicate their ideas with words. The student accurately: • identifies text structures • distinguishes between fact and opinion • identifies elements of fiction (setting character, plot development) • compares and contrasts • explains cause and effect relationships

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7th Grade Reading KAMM

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
When reading grade appropriate narrative and expository text, an academic warning student has incomplete comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an approaches standard student has partial comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, a meets standard student has satisfactory comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an exceeds standard student has full comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified	When reading grade appropriate narrative and expository text, an exemplary student has full comprehension, making connections within *text* when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified • recognizes implied main ideas*
This student is not likely to construct literal meaning that matches the author's intended meaning. This student struggles to identify: • the topic, main idea, and supporting details • vocabulary in context • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions*	This student constructs literal meaning that inconsistently and/or inaccurately matches the author's intended meaning. This student is likely to have a limited ability to identify: • the topic, main idea, and supporting details • vocabulary in context • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions*	This student constructs literal meaning that generally matches the author's intent. This student is likely to identify: • the topic, main idea and supporting details • vocabulary in context • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions*	This student constructs literal meaning that closely matches the author's intended message. The student identifies: • the topic, main idea, supporting details, and theme across all content areas • vocabulary in context across content areas • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions*	This student constructs literal meaning that accurately matches the author's intent. The student understands: • the topic, main idea, supporting details, and theme(s) across all content areas • vocabulary in context across content areas • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions*
This student is not likely to recognize techniques authors use to communicate their ideas with words. This student struggles with: • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) • figurative language • author's style • comparing and contrasting • determining cause and effect	The student recognizes simple techniques authors use to communicate their ideas with words. The student is likely to have limited awareness of : • the relationship between text structure and comprehension • the difference between fact and opinion • connections between setting, character, plot • figurative language • author's style • compare and contrast • cause and effect • implied main ideas*	This student recognizes simple techniques authors use to communicate their ideas with words. This student is likely to have awareness of: • the relationship between text structure and comprehension • the difference between fact and opinion, • connections between setting, character, plot • figurative language • author's style • compare and contrast • cause and effect relationships • implied main ideas*	This student recognizes techniques authors use to communicate their ideas with words. The student accurately: • identifies the relationship between text structure and comprehension • distinguishes between fact and opinion; • identifies connections between setting, character, and plot • recognizes figurative language • recognizes author's style • compares and contrasts • explains cause and effect relationships • recognizes implied main ideas*	The student understands complex techniques authors use to communicate their ideas with words. The student accurately: • analyzes the relationship between text structure and comprehension • distinguishes between fact and opinion • analyzes the connection between elements of fiction setting, character, plot development • recognizes figurative language • recognizes author's style • compares and contrasts • explains cause and effect relationships

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8th Grade Reading KAMM

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
When reading grade appropriate narrative and expository text, an academic warning student has incomplete comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified This student is not likely to construct literal meaning that matches the author's intended meaning. This student struggles to identify: • the topic, main idea, and supporting details • vocabulary in context • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions* This student is not likely to recognize techniques authors use to communicate their ideas with words. This student struggles with: • text structures • the difference between fact and opinion • literary elements of fiction (setting, character, plot) • figurative language • persuasive techniques • author's style • recognizing implied main ideas* • comparing and contrasting • determining cause and effect	When reading grade appropriate narrative and expository text, an approaches standard student has partial comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified This student constructs literal meaning that inconsistently and/or inaccurately matches the author's intended meaning. This student is likely to have a limited ability to identify: • the topic, main idea, and supporting details • vocabulary in context • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions* The student recognizes simple techniques authors use to communicate their ideas with words. The student is likely to have limited awareness of: • the relationship between text structure and comprehension • the difference between fact and opinion • connections between setting, character, plot • figurative language • persuasive techniques • author's style • compare and contrast • cause and effect • implied main ideas*	When reading grade appropriate narrative and expository text, a meets standard student has satisfactory comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified This student constructs literal meaning that generally matches the author's intent. This student is likely to identify: • the topic, main idea supporting details, and theme • vocabulary in context • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions* This student recognizes simple techniques authors use to communicate their ideas with words. This student is likely to have awareness of: • the relationship between text structure and comprehension • the difference between fact and opinion • propaganda and persuasive techniques • connections between setting, character, plot • figurative language • author's style • compare and contrast • cause and effect relationships • implied main ideas*	When reading grade appropriate narrative and expository text, an exceeds standard student has full comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified This student constructs literal meaning that closely matches the author's intended message. The student identifies: • the topic, main idea, supporting details, and theme across all content areas • vocabulary in context across content areas • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions* This student recognizes techniques authors use to communicate their ideas with words. The student accurately: • identifies the relationship between text structure and comprehension • distinguishes between fact and opinion • identifies propaganda, persuasive techniques, and bias • identifies connections between setting, character, and plot • identifies figurative language • identifies author's style • compares and contrasts • explains cause and effect relationships • identifies implied main ideas	When reading grade appropriate narrative and expository text, an exemplary student has full comprehension, making connections within *text* when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified This student constructs literal meaning that accurately matches the author's intent. The student understands: • the topic, main idea, supporting details, and theme(s) across all content areas • vocabulary in context across content areas • the author's purpose • text features • correct paraphrasing and summarizing* • accurate conclusions* The student understands complex techniques authors use to communicate their ideas with words. The student accurately: • analyzes the relationship between text structure and comprehension • distinguishes between fact and opinion • identifies propaganda, persuasive techniques, and bias • analyzes the connection between elements of fiction setting, character, plot development • identifies figurative language • identifies author's style • compares and contrasts • explains cause and effect relationships • identifies implied main ideas

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High School Reading KAMM

Academic Warning	Approaches Standard	Meets Standard	Exceeds Standard	Exemplary
When reading grade appropriate narrative and expository text, an academic warning student has incomplete comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified This student is not likely to construct literal meaning that matches the author's intended meaning. This student struggles to identify: • the main idea • vocabulary in context • the author's purpose • text features • the essential elements of paraphrasing and summary* • accurate conclusions* This student is not likely to recognize techniques authors use to communicate their ideas with words. This student struggles with: • text structures • the difference between fact and opinion • persuasive techniques • literary elements of fiction (setting, character, plot) • figurative language • author's style • recognizing implied main ideas • comparing and contrasting • determining cause and effect	When reading grade appropriate narrative and expository text, an approaches standard student has partial comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified This student constructs literal meaning that inconsistently and/or inaccurately matches the author's intended meaning. This student is likely to have a limited ability to identify: • the main idea or supporting details • vocabulary in context • the author's purpose • text features • the essential elements of paraphrasing and summary* • accurate conclusions* The student recognizes simple techniques authors use to communicate their ideas with words. The student is likely to have limited awareness of : • text structures • the difference between fact and opinion • persuasive techniques • literary elements of fiction (setting, character, plot) • figurative language • author's style • compare and contrast • cause and effect • implied main idea*	When reading grade appropriate narrative and expository text, a meets standard student has satisfactory comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified This student constructs literal meaning that generally matches the author's intent. This student identifies and is likely to understand: • the main ideas, some supporting details, and themes • vocabulary in context • author's purpose • the purpose of common text features • the essential elements of paraphrasing and summary* • accurate conclusions* This student recognizes and is likely to understand simple techniques authors use to communicate their ideas with words. This student is likely to : • identify the predominant text structure of the passage* • distinguish between fact and opinion • identify persuasive techniques • describe elements of fiction (setting, character, plot elements) • identify figurative language • describe simple elements of author's style • compare and contrast • explain cause and effect relationships • recognize implied main ideas*	When reading grade appropriate narrative and expository text, an exceeds standard student has full comprehension when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified This student constructs literal meaning that closely matches the author's intended message. The student understands and: • identifies the main ideas, supporting details, and themes across content areas • determines meaning of complex vocabulary in context across content areas • explains the author's purpose • uses text features • paraphrases and summarizes* • draws accurate conclusions* This student analyzes techniques authors use to communicate their ideas with words. The student accurately: • analyzes text structures throughout the passage • distinguishes between fact and opinion • recognizes propaganda • identifies persuasive techniques • describes elements of fiction (setting, character types, plot elements) • interprets figurative language • describes author's style • compares and contrasts • explains cause and effect relationships • recognizes implied main ideas and themes*	When reading grade appropriate narrative and expository text, an exemplary student has full comprehension, making connections within *text* when using modified achievement standards for eligible students with an IEP which includes: • reduced cognitive load on grade level • limited inferential processes • sentence structure simplified This student constructs literal meaning that accurately matches the author's intent. The student understands and: • identifies the main ideas, supporting details, and themes across content areas • determines meaning of complex vocabulary in context across content areas • explains the author's purpose • uses complex text features • paraphrases and summarizes* • draws accurate conclusions* The student evaluates complex techniques authors use to communicate their ideas with words. The student accurately: • evaluates text structures throughout the passage • distinguishes between fact and opinion • recognizes propaganda • analyzes persuasive techniques • describes elements of fiction (setting, character types, plot elements) • interprets figurative language • analyzes author's style • compares and contrasts • explains cause and effect relationships • recognizes implied main ideas and themes*

*these concepts will not appear on the multiple choice portion of the KAMM