

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Pre-Kindergarten

Beginning	Intermediate	Advanced
Connect Written Text and Spoken Language		
1. Match identical letters, with support.	1. Identify some letters of the alphabet, with support.	1. Identify some letters of the alphabet in known and unknown words, with support.
2. Repeat consonant sounds, with modeling.	2. Recognize consonant sounds, with visual support.	2. Identify some letter sounds including initial and final consonants, with support.
3. Repeat rhyming words, with support.	3. Identify rhyming words in a sentence, with support.	3. Produce sentences with rhyming and alliteration, with support.
Vocabulary and Symbols		
4. Recognize environmental print, with support of illustrations.	4. Recognize environmental print and symbols, with support of illustrations.	4. Recognize signs, symbols, labels, and environmental print, with support of illustrations, charts, and visuals.
5. Identify pictures of common words, with support of gestures, actions, and modeling.	5. Identify and categorize pictures of common words such as colors, numbers, and letters, with modeling.	5. Identify and categorize age-appropriate words with pictures into categories, with modeling.
Comprehension of Informational and Literary Texts		
6. Repeat a fact in informational texts, with support.	6. Identify a fact in informational texts, with support.	6. Identify the topic in informational texts, with support.
7. Identify an event in literary texts, with support.	7. Identify events in literary texts, with support.	7. Identify the events in sequence (beginning, middle and end) in literary texts, with support.
8. Identify the characters of a story, with support.	8. Identify the characters and setting of a story, with support.	8. Identify elements of literary texts including characters and setting, with minimal support.
Fluency		
9. Demonstrate understanding of correct book position, with support.	9. Demonstrate understanding of basic concepts of print including looking at pages left to right and top to bottom, with support.	9. Point to words in and runs finger along text pretending to read.
Strategies		
10. Prepare for reading by demonstrating connections to the text using non-verbal and simple verbal responses, with support.	10. Prepare for reading by demonstrating connections to the text and making predictions, using non-verbal, simple verbal responses and phrases, with support.	10. Prepare for reading by demonstrating connections to the text and making predictions using a variety of responses, with minimal support.
11. During reading, demonstrate connections to the text using non-verbal and simple verbal responses, with support.	11. During reading, demonstrate connections to the text using non-verbal, simple verbal responses and phrases, with support.	11. During reading, demonstrate connections to the text using a variety of responses, with minimal support.
12. After reading, demonstrate understanding of the text using non-verbal and simple verbal responses, with support.	12. After reading, demonstrate understanding of the text using non-verbal, simple verbal responses and phrases, with support.	12. After reading, demonstrate understanding of the text using a variety of responses, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Match identical letters, with support.	1. Identify some uppercase and lowercase letters, with cues and visual support.	1. Identify all uppercase and lowercase letters, with cues and visual support.	1. Identify all uppercase and lowercase letters, with occasional support.	1. Identify in isolation all upper and lower case letters, with minimal support.
2. Repeat letter sounds including the sounds in the student's own name, with support.	2. Identify initial consonant sounds, with repetition and visual cues.	2. Identify initial and final consonant letter sounds, with repetition and visual cues.	2. Identify letter sounds including short vowels in one syllable words, with repetition and visual cues.	2. Identify consonant sounds and short vowels in grade appropriate words, with minimal support.
3. Repeat rhyming words, with support.	3. Distinguish between rhyming and non-rhyming words, with support.	3. Identify rhyming words in a sentence or short poem, with support.	3. Identify and produce rhyming words in a variety of contexts, with occasional support.	3. Produce rhyming words in a variety of contexts, with minimal support.
4. Recognize student's own first name, with support.	4. Recognize student's own first and last name, with support.	4. Identify known grade-level high-frequency words.	4. Identify grade-level high-frequency words in a sentence.	4. Read grade-level high-frequency words automatically.
Vocabulary and Symbols				
5. Recognize signs, labels and environmental print by examining illustrations, with support.	5. Recognize signs, symbols, labels, and environmental print, with support.	5. Use text and illustrations to identify meaning of familiar words, with support.	5. Determine the meaning of grade-level vocabulary by repeated listening and/or re-reading a variety of texts, using context clues, and examining illustrations, with occasional support.	5. Determine the meaning of grade-level vocabulary by repeated listening and re-reading a variety of texts, using context clues, and examining illustrations, with minimal support.
6. Use names and labels of basic concepts with support of pictures, gestures, actions, and modeling.	6. Identify and sort pictures of common words into basic categories such as colors, numbers, and letters with modeling.	6. Sort grade-appropriate words with or without pictures into categories with modeling.	6. Categorize grade-level words including basic antonyms and synonyms with support of pictures, picture dictionaries, and modeling.	6. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary with visual support.
7. No descriptor at this level.	7. No descriptor at this level.	7. Use word structure to determine meanings of words, including the plural -s, with support of pictures, gestures, actions, and modeling.	7. Use word structure to determine meanings of words, including inflectional endings, with support of pictures, gestures, actions, and modeling.	7. Use word structure to determine meanings of words using grade-appropriate affixes, with support of pictures, gestures, actions, and modeling.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
8. Identify a fact in informational texts with support.	8. Identify important facts in informational texts with support.	8. Identify the topic in informational texts with support.	8. Identify the main idea and one to two supporting details in informational texts with occasional support.	8. Identify the main idea and supporting details in informational texts with minimal support.
9. Identify the important events in patterned literary texts with support.	9. Identify the important events and ideas in patterned literary texts with support.	9. Identify the important events and ideas in literary texts with support.	9. Identify the important events and ideas in literary texts with support.	9. Identify the important events and ideas in literary texts with minimal support.
10. Identify the characters in a familiar story with repeated reading and visual or non-verbal cues.	10. Identify the characters in an unfamiliar story with support of visual or non-verbal cues.	10. Identify the characters and setting in an unfamiliar story with support of visual or non-verbal cues.	10. Identify characters, setting, and sequence of events (beginning, middle and end) with occasional support.	10. Identify characters, setting and sequence of events with minimal support.
Fluency				
11. Demonstrate understanding of correct book positions and the front/back of a book, with support.	11. Demonstrate understanding of basic concepts of print, including looking at pages left to right and top to bottom, with support.	11. Demonstrate understanding of directionality of print by pointing to words (tracking) while reading, with support.	11. Demonstrate understanding that spaces indicate where words end and begin.	11. Recognize that letters build words and words build sentences.
12. No descriptor for this level.	12. No descriptor for this level.	12. Recognize how periods guide expression, with support.	12. Recognize how end punctuation, including periods and question marks, guides expression.	12. Recognize how end punctuation, including periods, question marks, and exclamation marks, guides expression.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
13. Prepare for reading, including making connections to the text from prior knowledge, with support.	13. Prepare for reading, including making predictions and connections to the text from prior knowledge, by examining the text and illustrations, with support.	13. Prepare for reading, including sharing prior knowledge, and making predictions, using whole-group graphic organizers, with support.	13. Prepare for reading, including sharing prior knowledge and making predictions and connections to the text, using graphic organizers to make predictions, with occasional support.	13. Prepare for reading, including activating prior knowledge and making predictions, with minimal support.
14. During reading, demonstrate comprehension of text, including answering questions by making gestures or pointing to show understanding, with support.	14. During reading, demonstrate comprehension of text, including giving short answers to questions or indicating the need for clarification, with support.	14. During reading, demonstrate comprehension of text, including making comments and asking relevant questions, with support.	14. During reading, demonstrate comprehension of text, including recalling and discussing understanding, with minimal support.	14. During reading, demonstrate comprehension of text, including making, confirming, or adjusting predictions, with minimal support.
15. Use resources to assist with reading tasks, including environmental print and illustrated word banks, with support.	15. Use resources to assist with reading tasks, including environmental print, word walls, and illustrated word banks, with support.	15. Use resources to assist with reading tasks, including environmental print, picture dictionaries, word walls, and illustrated word banks, with support.	15. Use resources to assist with reading tasks, including environmental print, picture dictionaries, word walls, and illustrated word banks, with occasional support.	15. Use resources to assist with reading tasks, including environmental print, picture dictionaries, word walls, and illustrated word banks, with minimal support.
16. Use text features, including illustrations and photographs, to make meaning from text, with support.	16. Use text features, including illustrations and photographs, to make meaning from text, with support.	16. Use text features, including illustrations, photographs, and labels, to make meaning from text, with support.	16. Use text features, including illustrations, photographs, and labels, to make meaning from text, with occasional support.	16. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
17. After reading, demonstrate understanding of the text, including responding to the text by drawing, speaking, dramatizing, or writing, with support.	17. After reading, demonstrate understanding of the text, including answering simple questions, with support.	17. After reading, demonstrate understanding of the text, including describing what the text is about, with support.	17. After reading, demonstrate understanding of the text, including describing details and what is directly stated in the text, using the text as a support.	17. After reading, demonstrate understanding of the text, including retelling a story or summarizing the text as a support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Identify some uppercase and lowercase letters, with support	1. Identify all uppercase and lowercase letters, with minimal support.	1. Maintain mastery of skill.	1. Maintain mastery of skill.	1. Maintain mastery of skill.
2. Identify initial consonant sounds, with support.	2. Identify initial and final consonant sounds, with support.	2. Identify initial and final consonant sounds, blends, and short vowels, with support.	2. Identify letter sounds including long vowel sounds in one-syllable words, with occasional support.	2. Identify letter sounds including digraphs and r-controlled vowels in one-syllable words, with minimal support.
3. Repeat rhyming words, with support.	3. Identify rhyming words, with support.	3. Identify rhyming words in text, with support.	3. Identify rhyme and alliteration in text, with support.	3. Identify rhyme and alliteration in text, with minimal support.
4. Read some high-frequency grade-level words, including students' first and last names, with support.	4. Read some high-frequency grade-level words in isolation, with support.	4. Read some high-frequency grade-level words in a sentence, with support.	4. Read high-frequency grade-level words in a sentence, with occasional support.	4. Read high-frequency grade-level words within text, using minimal support.
Vocabulary and Symbols				
5. Determine the meaning of environmental print by examining illustrations, with support.	5. Read signs, labels, and environmental print, with support.	5. Use text and illustrations to identify meaning of unknown words with support.	5. Determine the meaning of vocabulary by listening to and re-reading a variety of texts, using context clues, and examining illustrations, with occasional support.	5. Determine the meaning of grade-level vocabulary by listening to and re-reading a variety of texts, using context clues, and examining illustrations, with minimal support.
6. Identify common names and labels with support of pictures, gestures, actions, and modeling.	6. Identify and sort pictures of common words into basic categories such as colors, numbers, and letters with modeling.	6. Sort grade-appropriate words with or without pictures into categories, with modeling.	6. Identify antonyms and synonyms, with support of pictures, picture dictionaries, and modeling.	6. Demonstrate ability to use word relationships and categories to determine the meaning of grade-level vocabulary, with support.
7. Use word structure to determine meanings of words, including the plural -s, with support.	7. Use word structure to determine meanings of words, including inflectional endings, with support.	7. Use word structure to determine meanings of words, including compound words, with support.	7. Use word structure to determine meanings of words, including contractions, with support.	7. Use word structure to determine meanings of words, including contractions, inflectional endings, and compound nouns, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
8. Identify a topic in informational texts, with support.	8. Identify a topic and a detail in informational texts, with support.	8. Identify the topic and supporting details in informational texts, with support.	8. Identify the main idea and supporting details in informational texts, with occasional support.	8. Determine the main idea and supporting details in informational texts, with minimal support.
9. Identify the character and setting of a familiar story, with support.	9. Identify elements of literary texts including characters, sequence of events, and setting of a familiar story, with support.	9. Identify and explain elements of literary texts including characters, setting, and problem and resolution, with support.	9. Identify and explain elements of literary texts including character, setting, problem and resolution, with occasional support.	9. Use elements of literary texts including characters, setting, problem, resolution and sequence of events to retell a literary text, with minimal support.
Fluency				
10. Demonstrate understanding of basic concepts or print including identifying the parts of a book, with support.	10. Demonstrate understanding of directionality of print by pointing to words (tracking) while reading, with support.	10. Read words fluently by accurately decoding at a consistent rate, with support.	10. Begins to read sentences fluently by accurately decoding words at an increasing rate, using occasional support.	10. Begins to read fluently by accurately decoding words within short passages at a reasonable rate, with minimal support.
11. Use periods to guide expression, with support.	11. Use end punctuation to guide expression, with support.	11. Use end punctuation and commas to guide expression, with support.	11. Use punctuation, including quotation marks, to guide expression, with occasional support.	11. Use all grade-appropriate punctuation to guide expression, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 1

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
12. Prepare for reading, including making connections by examining the text and illustrations, using modeled sentence frames.	12. Prepare for reading, including making connections to the text from prior knowledge and making predictions, with support.	12. Prepare for reading, including sharing prior knowledge, asking questions, and making predictions, with support.	12. Prepare for reading, including sharing prior knowledge, asking questions, and making predictions, with occasional support.	12. Prepare for reading including activating prior knowledge, making predictions, and setting a purpose for reading, with minimal support.
13. During reading, demonstrate comprehension of text, including illustrating to recall understanding, with support.	13. During reading, demonstrate understanding of text, including re-reading sentences when meaning is not clear, with support.	13. During reading, demonstrate understanding of text, including sharing ideas from the text and asking relevant questions, with support.	13. During reading, demonstrate understanding of text including recalling and discussing understanding, with occasional support.	13. During reading, demonstrate understanding of text, including making, confirming, or adjusting predictions, with minimal support.
14. Use text features, including illustrations, photographs, numbered steps, and labels, to make meaning from text, with support.	14. Use text features, including illustrations, photographs, captions, numbered steps, and labels, to make meaning from text, with support.	14. Use text features, including illustrations, photographs, captions, numbered steps, labels, and diagrams, to make meaning from text, with support.	14. Use text features, including illustrations, photographs, captions, numbered steps, labels, diagrams, graphs, and charts, to make meaning from text, with occasional support.	14. Identify and use text features to facilitate understanding of texts, with minimal support.
15. After reading, demonstrate understanding of the text, including responding to the text by drawing, speaking, dramatizing, or writing, with support.	15. After reading, demonstrate understanding of the text, including answering simple questions, with support.	15. After reading, demonstrate understanding of the text, including describing what the text is about, with support.	15. After reading, demonstrate understanding of the text, including describing details and what is directly stated in the text, with support.	15. After reading, demonstrate understanding of the text, including retelling a story or summarizing a text, with support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Identify letters and their corresponding sounds, with support.	1. Apply phonics to decode one-syllable words with consonant and vowel patterns, with support.	1. Apply phonics to decode words with consonant and vowel patterns, including blends, digraphs and diphthongs, with support.	1. Apply phonics to decode words and break words into familiar parts, with occasional support.	1. Use a variety of phonetic skills to read unfamiliar words, with minimal support.
2. Identify basic high-frequency words, with support.	2. Identify grade-level high-frequency words, with support.	2. Identify grade-level high-frequency words in a sentence, with support.	2. Identify grade-level high-frequency words in a sentence, with occasional support.	2. Read grade-level sight words automatically, with minimal support.
3. Identify rhyming words, with support.	3. Identify rhyming words in a sentence, with support.	3. Identify and produce rhyming words in a sentence, with support.	3. Identify onsets and rimes in spoken words, with occasional support.	3. Manipulates onsets and rimes in spoken words and syllables, with minimal support.
Vocabulary and Symbols				
4. Determine the meaning of cognates, new vocabulary, and environmental print by examining illustrations, with support.	4. Determine the meaning of new vocabulary by using context clues, with support.	4. Use context to determine the meanings of words by using dictionaries and textbook glossaries, with support.	4. Determine the meanings of unknown words by re-reading, using context clues, and reading on, with occasional support.	4. Determine the meaning of grade-level vocabulary by using effective strategies, with minimal support.
5. Classify and categorize words into sets and groups, with support.	5. Demonstrate knowledge of word relationships by identifying antonyms and synonyms, with support.	5. Identify and explain common antonyms, synonyms, and homophones, with support.	5. Identify and classify common words into conceptual categories to determine the meaning of grade-level vocabulary, with occasional support.	5. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary with minimal support.
6. Use word structure to determine meanings of words, including basic compound words and inflectional endings, with support.	6. Use word structure to determine meanings of words including grade-appropriate compound words, with support.	6. Use word structure to determine meanings of words, including base words, inflectional endings and contractions, with support.	6. Use word structure to determine meanings of words including grade-appropriate base words and inflectional endings, with occasional support.	6. Use grade appropriate word structure to determine meanings of words, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
7. Identify the organization and features of texts, including sentences and short, simplified paragraphs, with support.	7. Identify the organization and formats of grade-level texts, including sentences, paragraphs, and personal letters, with support.	7. Identify the organization and forms of grade-level texts including dialogues and poems, with support.	7. Identify the organization and formats of grade-level texts, including newspapers and articles, with occasional support.	7. Identify the organization and formats of texts and their purposes, with minimal support.
8. Identify the organizational structure of words and phrases in short, simplified informational text, with support.	8. Identify the organizational structure of short informational text, with support.	8. Identify the organizational structure of informational text by using signal words and context clues, with support.	8. Identify the organizational structure of informational text by using signal words and context clues, with occasional support.	8. Identify and analyze the organization of texts, with minimal support.
9. Identify important facts in short, simplified informational text, with support.	9. Identify the topic and important facts in simplified informational text, with support.	9. Identify and explain the main idea and factual supporting details in simplified informational text, with support.	9. Identify, explain, and paraphrase the main idea and factual supporting details in informational text, with occasional support.	9. Summarize or paraphrase the text or a portion of the text, with minimal support.
10. Identify elements of familiar narrative texts including characters, setting, and events, with support.	10. Identify and explain the elements of a familiar narrative text, including the problem, the sequence of events, and the solution to the problem, with support.	10. Identify and explain elements of an unfamiliar narrative text, including problem and solution, with support.	10. Identify and explain elements of unfamiliar narrative text, including problem and solution, with occasional support.	10. Identify and explain relationships between and among characters, with minimal support.
11. Follow short, simple written directions, with support.	11. Follow short, simple, two-step written directions and prompts, with support.	11. Follow simple multi-step written directions and prompts, with support.	11. Follow multi-step written directions and procedures, with occasional support.	11. Follow multi-step written directions and procedures, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Fluency				
12. Recognize word order in simple sentence patterns.	12. Demonstrate understanding of how word order affects meaning in simple affirmative and negative sentences.	12. Demonstrate understanding of how word order affects meaning in simple and compound sentences and questions.	12. Demonstrate understanding of how word order affects meaning in compound and complex sentences and questions.	12. Demonstrate understanding of how word order affects meaning in a variety of sentences and questions.
13. Use end punctuation to guide meaning and expression, with support.	13. Use end punctuation to guide meaning and expression, with support.	13. Use end punctuation and commas to guide meaning and expression, with support.	13. Use punctuation marks to guide meaning and expression, including commas, quotation marks and apostrophes, with minimal support.	13. Use grade-level punctuation cues to guide meaning and expression, with minimal support.
14. Imitate the rhythm of speech in short familiar phrases when repeating after a model.	14. Imitate the rhythm of speech in familiar text when reading orally.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with support.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with occasional support.	14. Read grade-level text expressively with appropriate pace, phrasing, intonation and rhythm of speech, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 2

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
15. Prepare for reading (including previewing and surveying the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations, using modeled sentence frames and illustrations.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with occasional support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with minimal support.
16. During reading, demonstrate comprehension of simplified text about familiar content by using non-verbal or simple verbal responses, with support.	16. During reading, demonstrate comprehension of simplified text, including using modeled sentence frames or graphic organizers to periodically summarize, with support.	16. During reading, demonstrate comprehension of modified text, including confirming and adjusting predictions or asking and answering questions about the text, with support.	16. During reading, demonstrate comprehension of grade-appropriate text, including confirming or adjusting predictions, with occasional support.	16. During reading, demonstrate comprehension of grade-appropriate text, including periodically paraphrasing important ideas or information, with minimal support.
17. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with modeling and non-verbal cues.	17. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with support.	17. Use resources to assist with reading tasks, including environment print, word walls, word banks, picture dictionaries, and textbook glossaries, with support.	17. Use grade-appropriate resources to determine meaning of unknown words, with occasional support.	17. Use grade-appropriate resources to determine the meaning of words, with minimal support.
18. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.	18. Use text features, including bold print, font size, captions, and headings, to make meaning from text, with support.	18. Use text features, including tables of contents, graphs, and charts/tables, to make meaning from text, with support.	18. Use grade-appropriate text features, including print features, graphic and informational aids, to make meaning from text, with support.	18. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
19. After reading, respond to simplified text using non-verbal and simple verbal responses, with modeling and support.	19. After reading, respond to simplified text, including using modeled sentence frames, with support.	19. After reading, respond to modified text, including making comments and asking questions, with support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with occasional support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Identify letters and their corresponding sound, with modeled support.	1. Apply phonics to decode one-syllable words with consonant and vowel patterns, with modeled support.	1. Apply phonics to decode words with consonant and vowel patterns, including blends, digraphs and diphthongs, with support.	1. Apply phonics to decode words and break words into familiar parts, with occasional support.	1. Use a variety of phonetic skills to read unfamiliar words, with minimal support.
2. Identify basic high-frequency words, with teacher support.	2. Identify grade level high-frequency words, with support.	2. Identify grade-level high-frequency words in a sentence, with support.	2. Identify grade-level high-frequency words in a sentence, with occasional support.	2. Read grade-level sight words automatically, with minimal support.
Vocabulary and Symbols				
3. Determine the meaning of new vocabulary and environmental print by examining illustrations and using text features, with support.	3. Determine the meaning of basic vocabulary, with support such as illustrations and text features.	3. Determine the meanings of grade-level words, with support such as illustrations, text features and textbook glossaries.	3. Determine the meanings of new vocabulary by re-reading, using context clues with guidance, and using text features.	3. Develop and apply new vocabulary from a variety of texts, using support such as re-reading, context clues, text features and dictionaries.
4. Classify and categorize words into sets and groups, with support of pictures, picture dictionaries, charts, diagrams, and posters.	4. Demonstrate knowledge of word relationships by identifying antonyms and synonyms, with support of pictures and dictionaries.	4. Identify and explain common antonyms and synonyms, with support of visuals, dictionaries and textbook glossaries.	4. Identify and sort common words into conceptual categories, with support.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary, with minimal support.
5. Use word structure to determine meanings of words, including basic compound words and inflectional endings, with support.	5. Use word structure to determine meanings of words, including contractions and compound words, with support of visuals and illustrated dictionaries.	5. Use word structure to determine meanings of words, including prefixes, suffixes, root/ base words, and grade-appropriate compound words, with support of visuals and illustrated dictionaries.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes, suffixes, and root/base words, with support of dictionaries.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes, suffixes and root/base words, with minimal support.
6. Demonstrate comprehension of multiple-meaning words, with support of visuals, and illustrated dictionaries.	6. Demonstrate comprehension of multiple-meaning words and homophones, with support of visuals and illustrated dictionaries.	6. Demonstrate comprehension of common idioms, homophones and grade-level multiple-meaning words, with support of visuals and illustrated dictionaries and glossaries.	6. Demonstrate comprehension of common idioms, figurative language, and grade-level multiple-meaning words, with support of visuals, glossaries and dictionaries.	6. Use context to determine the meanings of idioms and figurative language, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
7. Identify simple authentic text including stories, menus, letters, articles, etc., with visual and non-verbal support.	7. Identify the different purposes of text such as narratives, articles, letters, etc., with visual and non-verbal support.	7. Identify the author's purpose of text, with support.	7. Identify, analyze and explain the author's purpose of text, with occasional support.	7. Identify, analyze and explain the author's purpose of texts, with minimal support.
8. Identify important facts in simplified informational text, with repeated readings and visual support.	8. Identify the topic and important facts in simplified informational text, with visual support.	8. Identify and explain the main idea and factual supporting details in simplified informational text, with visual support.	8. Identify, explain, and paraphrase the main idea and factual supporting details in informational text, with occasional support.	8. Summarize or paraphrase the text or a portion of the text, with minimal support.
9. Identify elements of familiar narrative texts, including characters, setting, and events, with support.	9. Identify and explain the elements of a familiar story, including the problem, the solution, and the sequence of events, with support.	9. Identify and explain elements of an unfamiliar story, including problem and solution, with support.	9. Identify and explain relationships between and among characters, setting, and events, with occasional support.	9. Identify and distinguish literary elements among types of narrative texts, with minimal support.
10. Follow simple one-step written directions, with visual cues.	10. Follow written directions and prompts given one step at a time with simple language structures and modeling or visual cues.	10. Follow written multi-step directions and prompts with simple language structures and modeling or visual cues.	10. Follow multi-step written directions and procedures, with occasional support.	10. Follow multi-step written directions and procedures, with minimal support.
Fluency				
11. Recognize word order in simple sentence patterns.	11. Demonstrate understanding of how word order affects meaning in simple affirmative and negative sentences.	11. Demonstrate understanding of how word order affects meaning in simple and compound sentences and questions.	11. Demonstrate understanding of how word order affects meaning in compound and complex sentences and questions.	11. Demonstrate understanding of how word order affects meaning in a variety of sentences and questions.
12. Use end punctuation to guide meaning and expression, with support of modeling.	12. Use end punctuation to guide meaning and expression.	12. Use end punctuation and commas to guide meaning and expression.	12. Use punctuation marks to guide meaning and expression, including commas, quotation marks and apostrophes.	12. Use grade-level punctuation cues to guide meaning and expression.
13. Imitate the rhythm of speech in short familiar phrases when repeating after a model.	13. Imitate the rhythm of speech in familiar text when reading orally.	13. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with support.	13. Read with appropriate pace, phrasing, intonation and rhythm of speech in familiar text, with occasional support.	13. Read grade-level text expressively with appropriate pace, phrasing, intonation and rhythm of speech, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 3

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
<p>14. Prepare for reading (including previewing and surveying the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.</p>	<p>14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations, using modeled sentence frames and illustrations.</p>	<p>14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.</p>	<p>14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with occasional support.</p>	<p>14. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with minimal support.</p>
<p>15. During reading, demonstrate comprehension of simplified text about familiar content by using non-verbal or simple verbal responses, with support.</p>	<p>15. During reading, demonstrate comprehension of simplified text, including using modeled sentence frames or graphic organizers to periodically summarize, with support.</p>	<p>15. During reading, demonstrate comprehension of modified text, including confirming and adjusting predictions or asking and answering questions about the text, with support.</p>	<p>15. During reading, demonstrate comprehension of grade-appropriate text, including confirming or adjusting predictions, with occasional support.</p>	<p>15. During reading, demonstrate comprehension of grade-appropriate text, including periodically paraphrasing important ideas or information, with minimal support.</p>
<p>16. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with modeling and non-verbal cues.</p>	<p>16. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and illustrated word banks, with support.</p>	<p>16. Use resources to assist with reading tasks, including environment print, word walls, picture dictionaries, and textbook glossaries, with support.</p>	<p>16. Use grade-appropriate resources to determine meaning of unknown words, with occasional support.</p>	<p>16. Use grade-appropriate resources to determine the meaning of words, with minimal support.</p>
<p>17. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.</p>	<p>17. Use text features, including bold print, font size, captions, and headings, to make meaning from text, with support.</p>	<p>17. Use text features, including tables of contents, graphs, and charts/tables, to make meaning from text, with support.</p>	<p>17. Use grade-appropriate text features, including print features, graphic and informational aids, to make meaning from text, with occasional support.</p>	<p>17. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.</p>
<p>18. After reading, respond to simplified text using non-verbal and simple verbal responses, with modeling and support.</p>	<p>18. After reading, respond to simplified text, including using modeled sentence frames, with support.</p>	<p>18. After reading, respond to modified text, including making comments and asking questions, with support.</p>	<p>18. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with occasional support.</p>	<p>18. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with minimal support.</p>

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Identify letters and corresponding sounds, with support.	1. Apply phonics to decode words with consonant and vowel patterns, including words with blends and long vowel patterns, with support.	1. Apply phonics to decode words with consonant and vowel patterns, including blends, digraphs and diphthongs, with support.	1. Apply phonetic skills to decode words and break words into familiar parts, with minimal support.	1. Use a variety of phonetic skills to read unfamiliar words, with minimal support.
2. Read basic high-frequency words, with support.	2. Read grade-level high-frequency words, with support.	2. Read grade-level high-frequency words in a sentence, with support.	2. Read grade-level high-frequency words in a sentence, with occasional support.	2. Read and comprehends grade-level high-frequency-words automatically, with minimal support.
Vocabulary and Symbols				
3. Determine the meaning of new vocabulary and environmental print by examining illustrations and using text features, with support.	3. Determine the meaning of basic vocabulary, with support.	3. Determine the meanings of grade-level vocabulary, including re-reading and using context clues, with support.	3. Determine the meaning of grade-level vocabulary by re-reading, using context clues, and using text features, with occasional support.	3. Develop and apply new vocabulary from a variety of texts using strategies, such as re-reading, context clues, text features and dictionaries, with minimal support.
4. Demonstrate knowledge of word relationships and categories by sorting vocabulary into sets and groups, with support.	4. Classify and categorize increasingly complex vocabulary into sets and groups, with support.	4. Identify and explain antonyms and synonyms, with support.	4. Identify and explain relationships between and among vocabulary, with occasional support.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary, with minimal support.
5. Use word structure to determine meanings of words, including basic compound words and inflectional endings, with support.	5. Use word structure to determine meanings of words, including inflectional endings, contractions and compound words, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes and root/base words, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes, root/base words, and inflectional endings, with occasional support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes, root/base words, and inflectional endings, with minimal support.
6. Demonstrate comprehension of multiple-meaning words, with support.	6. Demonstrate comprehension of homophones and multiple-meaning words, with support.	6. Demonstrate comprehension of common idioms, homophones and grade-level multiple-meaning words, with support.	6. Demonstrate comprehension of idioms, figurative language, and grade-level multiple-meaning words, with occasional support.	6. Use context to determine the meanings of idioms and figurative language, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
7. Identify simple authentic text, including stories, menus, letters, articles, etc., with support.	7. Identify the different purposes of text such as narratives, articles, letters, etc., with support.	7. Identify the author's purpose of text, with support.	7. Identify, analyze and explain the author's purpose of text, with occasional support.	7. Identify, analyze and explain the author's purpose of text, with minimal support.
8. Identify important facts in simplified informational text, support.	8. Identify the topic and important facts in simplified informational text, with support.	8. Identify and explain the main idea and factual supporting details in modified informational text, with support.	8. Identify, explain, and paraphrase the main idea and factual supporting details in informational text, with occasional support.	8. Summarize the text or a portion of the text, with minimal support.
9. Identify elements of familiar narrative texts, including characters, setting, and events, with support.	9. Identify and explain the elements of a familiar narrative text, including the problem, the solution, and the sequence of events, with support.	9. Identify and explain elements of an unfamiliar narrative text, including plot elements, with support.	9. Identify and explain relationships between and among characters, setting, and events of unfamiliar narrative text, with occasional support.	9. Identify and distinguish literary elements among narrative texts, with minimal support.
10. Identify important ideas in modified literary texts, with support.	10. Identify the main idea or message in modified literary text, with support.	10. Identify and explain main ideas and universal themes in modified literary text, with support.	10. Identify and explain universal themes across multiple literary texts, with occasional support.	10. Identify and explain universal themes across multiple literary texts, with minimal support.
11. Follow simple one-step written directions, with visual cues.	11. Follow written directions and prompts given one step at a time, with simple language structures and modeling or visual cues.	11. Follow written multi-step directions and prompts, with simple language structures and modeling or visual cues.	11. Follow written multi-step directions and procedures, with occasional support.	11. Follow written multi-step directions and procedures, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Fluency				
12. Recognize word order in simple sentence patterns.	12. Demonstrate understanding of how word order affects meaning in simple affirmative and negative sentences.	12. Demonstrate understanding of how word order affects meaning in simple and compound sentences, and questions.	12. Demonstrate understanding of how word order affects meaning in compound and complex sentences, and questions.	12. Demonstrate understanding of how word order affects meaning in a variety of sentences and questions.
13. Imitate the use of end punctuation to convey meaning and expression, with support.	13. Use end punctuation to convey meaning and expression, with support.	13. Use end punctuation and commas to guide meaning and expression, with support.	13. Use punctuation cues to guide meaning and expression, including commas, and quotation marks, with occasional support.	13. Use punctuation cues to guide meaning and expression, with minimal support.
14. Imitate the rhythm of speech in short familiar phrases, with modeling.	14. Imitate the rhythm of speech in familiar text when reading orally.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech, with familiar text and modeling.	14. Read with appropriate pace, phrasing, intonation and rhythm of speech with familiar text.	14. Read grade-level text expressively with appropriate pace, phrasing, intonation and rhythm of speech.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 4-5

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
15. Prepare for reading (including surveying and previewing the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations, using modeled sentence frames and illustrations.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering questions and making comments about the text, with occasional support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering questions and asking questions and making comments about the text, with minimal support.
16. Demonstrate comprehension of simplified text about familiar content during reading by using non-verbal or simple verbal responses.	16. Demonstrate comprehension of simplified text during reading, including using modeled sentence frames or graphic organizers to periodically summarize.	16. Demonstrate comprehension of modified text during reading, including confirming and adjusting predictions, or asking and answering questions about the text, with support.	16. Demonstrate comprehension of grade-appropriate text during reading, including confirming or adjusting predictions, with occasional support.	16. Demonstrate comprehension of grade-appropriate text during reading, including periodically paraphrasing important ideas or information, with minimal support.
17. Use resources to assist with reading tasks, including environmental print, word walls, picture dictionaries, and illustrated word banks, with support.	17. Use resources to assist with reading tasks, including environmental print, word walls, picture dictionaries, and illustrated word banks, with support.	17. Use resources to assist with reading tasks, including environmental print, word walls, word banks, picture dictionaries, and textbook glossaries, with support.	17. Use grade-appropriate resources to determine meaning of unknown words, with occasional support.	17. Use grade-appropriate resources to determine the meanings of words, with minimal support.
18. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.	18. Use text features, including bold print, font size, captions, and headings, to make meaning from text, with support.	18. Use text features, including tables of contents, graphs, and charts/tables, to make meaning from text, with support.	18. Use grade-appropriate text features, including print features, graphic and informational aids, to make meaning from text, with occasional support.	18. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
19. After reading, respond to modified text using non-verbal and simple verbal responses, with support.	19. After reading, respond to modified text, including using modeled sentence frames, with support.	19. After reading, respond to modified text, including making comments and asking questions, with support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with occasional support.	19. After reading, respond to grade-level text, including explaining responses and asking questions using more complex language and extended discourse, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Apply phonics to decode words with letter combinations, including rhymes, digraphs, blends, and special vowel patterns.	1. Apply phonetic skills to decode words and break words into familiar parts.	1. Apply a variety of phonetic skills to read unfamiliar words.	1. Maintain mastery of skills.	1. Maintain mastery of skills.
2. Read high-frequency words, and simple phrases, with support.	2. Read high-frequency words within simple text, with occasional support.	2. Read and comprehends grade-level high-frequency words automatically, with minimal support.	2. Maintain mastery of skills.	2. Maintain mastery of skills.
Vocabulary and Symbols				
3. Determine the meaning of cognates and new vocabulary/ phrases in literary and informational text by examining illustrations and text features, with support.	3. Determine the meaning of new content-specific vocabulary in literary and informational text by examining illustrations, text features, and re-reading, with support.	3. Determine the meaning of new content-specific vocabulary in literary and informational texts by using text features, re-reading, and using context clues, with support.	3. Acquire new vocabulary through independent reading, re-reading, using context clues, and using dictionaries within a variety of literary and informational texts, with occasional support.	3. Develop and apply new vocabulary by using appropriate and effective strategies within a variety of literary and informational texts, with minimal support.
4. Identify and sort common words into categories, with visual support.	4. Identify common antonyms, synonyms, and homophones, with support of visuals and dictionaries.	4. Classify and categorize increasingly complex words, with occasional support.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of content-specific vocabulary, with support of visuals, glossaries, and dictionaries.	4. Demonstrate knowledge of word relationships and categories to determine the meaning of content-specific vocabulary, with minimal support.
5. Use word structure to determine meanings of words, including singular/plural and present/past tense, with support.	5. Use word structure to determine meanings of words, basic compound words and contractions, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes and root words, with support.	5. Use word structure to determine meanings of words, including grade-appropriate prefixes/suffixes and root words, with occasional support.	5. Use word structure to determine the meanings of words, with minimal support.
6. Demonstrate comprehension of multiple-meaning words, with support.	6. Determine the meaning of common idioms and multiple-meaning words, with support.	6. Use idioms and grade-level multiple-meaning words to interpret meaning, with support.	6. Determine the meaning of idioms, figurate language, and grade-level multiple-meaning words in context, with occasional support.	6. Use context to determine the meanings of words and phrases, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
7. Identify the organization and format of common texts, including letters and e-mails.	7. Identify the organization and format of common texts, including short stories and personal narratives.	7. Identify the organization and formats of common texts, including newspaper, magazine, and online articles.	7. Identify the organization and formats of common texts, including dialogues and poems.	7. Identify the organization and formats of texts and their purposes.
8. Identify the organizational patterns of words and phrases in informational text, with support.	8. Identify the organizational patterns of short informational text, with support.	8. Identify the organizational patterns of informational text using signal words and context clues within a variety of text structures, with support.	8. Identify the main idea and organizational pattern of informational texts, with occasional support.	8. Identify and analyze the organizational patterns of texts such as text structures, main idea, and supporting details, with minimal support.
9. Match key vocabulary related to the main idea in simplified informational text, using visual support, cognates, and dictionaries.	9. Identify facts in simplified informational text, using visual support, cognates, and dictionaries.	9. Identify main ideas in informational text, using visual support, cognates, and dictionaries.	9. Restates the main idea and supporting details in informational texts.	9. Summarize or paraphrase in informational text or a portion of the text.
10. Identify elements of simplified literary texts, including characters and setting, with support.	10. Identify elements of literary texts, including the sequence of events, with support.	10. Identify relationships between and among characters, setting, and sequence of events of literary texts, with support.	10. Identify and explain structural features and universal themes of literary text, with occasional support.	10. Distinguish features among types of grade-appropriate narrative texts, with minimal support.
11. Follow short, simple written directions with visual cues.	11. Follow written directions and prompts with simple language structures.	11. Follow written multi-step directions and prompts with simple language structures.	11. Follow multi-step written directions, with occasional support.	11. Follow multi-step directions, with minimal support.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Fluency				
12. Identify word order in simple sentence patterns.	12. Recognize how word order affects meaning in simple affirmative and negative sentences.	12. Demonstrate how word order affects meaning in simple and compound sentences and questions.	12. Interpret how word order affects meaning in declarative, interrogative, imperative, and exclamatory sentences.	12. Interpret how word order affects meaning in compound and complex sentences and questions.
13. Recognize how end punctuation conveys meaning, with modeling.	13. Recognize how end punctuation and commas conveys meaning, with modeling.	13. Use punctuation cues to guide meaning and expression, with modeling.	13. Use punctuation cues, including quotation marks and apostrophes, to guide meaning and expression, with modeling.	13. Apply punctuation cues to guide meaning and expression.
14. Imitate the rhythm of speech in emergent oral reading of familiar text, with modeling.	14. Imitate the rhythm of speech in emergent oral reading with familiar text.	14. Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech with familiar text and modeling.	14. Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech with familiar text.	14. Read expressively with appropriate pace, phrasing, intonation, and rhythm of speech.

Kansas Curricular Standards for English for Speakers of Other Languages

3. Reading

Grade 6-12

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
15. Prepare for reading (including surveying and previewing the text, making connections and predictions) by answering simple questions using non-verbal responses, familiar words and phrases, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering simple questions about the topic and illustrations using modeled sentence frames and illustrations, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by making comments and asking questions about the text, with support.	15. Prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with occasional support.	15. Select and apply appropriate strategies to prepare for reading (including surveying and previewing the text and making connections and predictions) by answering and asking questions and making comments about the text, with minimal support.
16. During reading, demonstrate comprehension of simplified text about familiar content, including visualizing what was read by dramatizing and illustrating.	16. During reading, demonstrate comprehension of simplified text, including using modeled sentence frames, graphic organizers or other note-taking techniques, to record important ideas or information.	16. During reading, demonstrate comprehension of modified text by asking and answering questions about the text, and making, confirming, or adjusting predictions, with support.	16. During reading, demonstrate comprehension of grade-level text, including periodically paraphrasing important ideas or information, with occasional support.	16. During reading, select and apply appropriate strategies to demonstrate comprehension of grade-level text, including periodically paraphrasing important ideas or information, with minimal support.
17. Use resources to assist with reading tasks, including illustrated word banks, and dictionaries, with support.	17. Use resources to assist with reading tasks, including dictionaries, with support.	17. Use resources to assist with reading tasks, including footnotes, glossaries, and dictionaries, with support.	17. Use resources, including thesauruses and dictionaries, to assist with reading tasks, with occasional support.	17. Use a variety of resources to confirm definitions and gather further information about words and concepts, with minimal support.
18. Use text features, including illustrations, photographs, titles, and labels, to make meaning from text, with support.	18. Use text features, including bold print, font size, italics, captions, and headings, to make meaning from text, with support.	18. Use text features, including tables of contents, maps, timelines, graphs, and charts/tables, to make meaning from text, with support.	18. Use text features, including print features, graphics, and information aids, to make meaning from text, with occasional support.	18. Analyze text features to facilitate and extend understanding of texts, with minimal support.
19. After reading, demonstrate understanding of the text by identifying what is directly stated in the text, with support.	19. Demonstrate understanding of the text by answering factual questions, with support.	19. Demonstrate understanding of the text by identifying and explaining the main idea, with support.	19. Demonstrate understanding of the text by identifying and explaining the main idea, and drawing inferences and/or conclusions, with occasional support.	19. Demonstrate understanding of the text by summarizing, paraphrasing, drawing inferences and/or conclusions, with minimal support.