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Nebraska



Reading Standards

with

Extended Indicators

for

Students with Significant Disabilities

taking the

NeSA Alternate Assessment Reading (NeSA-AAR)

Nebraska Math Standards and Reading Standards with Extended Indicators

The Role of Extended Indicators

For students with significant intellectual disabilities, achieving grade-level standards is not the same as meeting grade-level expectations because their instructional program addresses extended indicators.

It is important for teachers of students with significant intellectual disabilities to recognize that extended indicators are not meant to be viewed as sufficient skills or understandings. Extended indicators must be viewed only as access or entry points to the grade-level standards. The extended indicators in this document are not intended as the end goal, but rather a starting place for moving students forward to conventional reading and writing. Lists following “e.g.” in the extended indicator are provided only as possible examples.

Students with Significant Intellectual Disabilities

In the United States, approximately 1% of school-aged children have an intellectual disability that is “characterized by significant limitations both in intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills” (U.S. Department of Education, 2002 and American Association of Intellectual and Developmental Disabilities, 2009). These students show evidence of cognitive functioning in the range of severe to profound and need extensive or pervasive support. In addition to significant intellectual disabilities, students may have accompanying communication, motor, sensory, or other impairments.

Alternate Assessment Determination Guidelines

The student taking a NeSA Alternate Assessment is characterized by significant limitations both in intellectual functioning and adaptive behavior which is expressed in conceptual, social, and practical adaptive skills and that originates before age 18 (American Association of Intellectual and Developmental Disabilities, 2009). It is important to recognize the huge disparity of skills possessed by students taking an alternate assessment and to consider the uniqueness of each child.

Thus, the IEP team must consider all of the following guidelines when determining the appropriateness of a curriculum based on Extended Indicators and the use of the NeSA Alternate Assessment.

- **The student requires extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills.**

- The student’s demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations.
- The student’s curriculum and instruction is closely aligned to the Nebraska Reading Standards with Extended Indicators.
- The student may have accompanying communication, motor, sensory, or other impairments.

The Nebraska Department of Education’s technical assistance document ***“IEP Team Decision Making Guidelines – Nebraska State Accountability (NeSA) Tests for Students with Disabilities”*** provides additional information on selecting appropriate NeSA assessments for students with disabilities.

<http://www.nde.state.ne.us/sped/assessment.html>

Nebraska Third Grade Reading Standards and Indicators

for Students with Significant Disabilities

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

LA 3.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

Indicator	LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meanings (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)
Extended Indicator	LAE 3.1.5.a Identify plural words and illustrations that show more than one
Indicator	LA 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words
Extended Indicator	LAE 3.1.5.c Use context clues (e.g., differences between letters and numbers, sentence clues, re-reading) and text feature (e.g., graphs, illustrations) to determine meaning of unknown words
Indicator	LA 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)
Extended Indicator	LAE 3.1.5.d Categorize illustrations or words (e.g., food, animals, transportation)

COMPREHENSION

LA 3.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Indicator	LA 3.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension
Extended Indicator	LAE 3.1.6.a Recognize that authors communicate their thoughts through writing
Indicator	LA 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view)
Extended Indicator	LAE 3.1.6.b Identify elements of narrative text (e.g., main character)

Indicator	LA 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details
Extended Indicator	LAE 3.1.6.c Recall basic facts from narrative text (e.g., characters)
Indicator	LA 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)
Extended Indicator	LAE 3.1.6.d Identify the literary device, onomatopoeia
Indicator	LA 3.1.6.e Retell and summarize the main idea from informational text using supporting details
Extended Indicator	LAE 3.1.6.e Identify the main idea from an informational text
Indicator	LA 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)
Extended Indicator	LAE 3.1.6.f Identify the first event in a three- step organizational pattern in informational text using illustrations
Indicator	LA 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)
Extended Indicator	LAE 3.1.6.g Apply knowledge of text features to gain meaning (e.g., matching illustration to text or illustration to illustration)
Indicator	LA 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
Extended Indicator	LAE 3.1.6.h Recognize informational (nonfiction) genres
Indicator	LA 3.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
Extended Indicator	LAE 3.1.6.j Answer literal questions using information from the text

Nebraska Fourth Grade Reading Standards and Indicators

for Students with Significant Disabilities

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

LA 4.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

Indicator	LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meanings (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)
Extended Indicator	LAE 4.1.5.a Identify singular and plural illustrations and words representing nouns
Indicator	LA 4.1.5.c Apply context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words
Extended Indicator	LAE 4.1.5.c Use context clues (e.g., identify the illustration that corresponds to the unknown word, sentence clues, re-reading) and text features (e.g., graphs, illustrations, title of a text, maps) to determine meaning of unknown words
Indicator	LA 4.1.5.d Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)
Extended Indicator	LAE 4.1.5.d Identify word patterns/families (e.g., pat, sat, hat...)

COMPREHENSION

LA 4.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Indicator	LA 4.1.6.a Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text
Extended Indicator	LAE 4.1.6.a Identify author’s purpose through the feelings of the reader (e.g., happy, sad, scared)
Indicator	LA 4.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)
Extended Indicator	LAE 4.1.6.b Identify elements of narrative text (e.g., main character, setting)

Indicator	LA 4.1.6.c Summarize narrative text including characters, setting, and plot with supporting details
Extended Indicator	LAE 4.1.6.c Recall basic facts from narrative text (e.g., characters and setting)
Indicator	LA 4.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
Extended Indicator	LAE 4.1.6.d Identify the literary device of imagery by matching descriptions to illustrations
Indicator	LA 4.1.6.e Retell and summarize the main idea from informational text using supporting details
Extended Indicator	LAE 4.1.6.e Identify the main idea from an informational text
Indicator	LA 4.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
Extended Indicator	LAE 4.1.6.f Identify the first and last event in a three-step organizational pattern in informational text using illustrations
Indicator	LA 4.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)
Extended Indicator	LAE 4.1.6.g Apply knowledge of text features to locate information on simple maps
Indicator	LA 4.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)
Extended Indicator	LAE 4.1.6.h Recognize narrative (fiction) genres
Indicator	LA 4.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text
Extended Indicator	LAE 4.1.6.j Answer literal questions using information from the text

Nebraska Fifth Grade Reading Standards and Indicators

for Students with Significant Disabilities

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

LA 5.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

Indicator	LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meanings (e.g., affixes, abbreviations, parts of speech, word origins)
Extended Indicator	LAE 5.1.5.a Identify the illustration or word representing parts of speech and word structure (e.g., contractions, action verbs, compound words)
Indicator	LA 5.1.5.c Select and apply context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures
Extended Indicator	LAE 5.1.5.c Use context clues (e.g., illustrations that identify the meaning of an unknown word, sentence clues, re-reading) and text features (e.g., captions, graphs, illustrations, titles, maps, etc.) to determine meaning of unknown words in a variety of text structures
Indicator	LA 5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)
Extended Indicator	LAE 5.1.5.d Identify synonyms and antonyms using illustrations or words

COMPREHENSION

LA 5.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Indicator	LA 5.1.6.a Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, bias) influences text
Extended Indicator	LAE 5.1.6.a Determine if the author’s purpose is to entertain
Indicator	LA 5.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)
Extended Indicator	LAE 5.1.6.b Identify elements of narrative text (e.g., main character, setting, and theme)

Indicator	LA 5.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details
Extended Indicator	LAE 5.1.6.c Recall basic facts from narrative text (e.g., characters, setting, theme)
Indicator	LA 5.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
Extended Indicator	LAE 5.1.6.d Identify the literary device of alliteration
Indicator	LA 5.1.6.e Summarize and analyze the main idea from informational text using supporting details
Extended Indicator	LAE 5.1.6.e Identify the main idea from an informational text using supporting details
Indicator	LA 5.1.6.f Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)
Extended Indicator	LAE 5.1.6.f Sequence three events in informational text using illustrations
Indicator	LA 5.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)
Extended Indicator	LAE 5.1.6.g Apply knowledge of text features to locate information on a schedule or chart
Indicator	LA 5.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
Extended Indicator	LAE 5.1.6.h Discriminate between informational and narrative (fiction and nonfiction) genres
Indicator	LA 5.1.6.k Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources
Extended Indicator	LAE 5.1.6.k Answer literal questions using information from the text to support answers

Nebraska Sixth Grade Reading Standards and Indicators for Students with Significant Disabilities

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

LA 6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

Indicator	LA 6.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies
Extended Indicator	LAE 6.1.5.a Determine the meaning of words using roots, prefixes, and suffixes, including words in science, mathematics, and social studies
Indicator	LA 6.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures
Extended Indicator	LAE 6.1.5.c Use context clues (e.g., words, phrases and/or sentences) and text features (e.g., titles, illustrations, captions, maps) to determine meaning of unknown words in a variety of text structures
Indicator	LA 6.1.5.d Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)
Extended Indicator	LAE 6.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, comparisons)

COMPREHENSION

LA 6.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Indicator	LA 6.1.6.a Explain how author’s purpose and perspective affect the meaning and reliability of the text
Extended Indicator	LAE 6.1.6.a Determine if the author’s purpose is to inform

Indicator	LA 6.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)
Extended Indicator	LAE 6.1.6.b Identify elements of narrative text (e.g., characters, setting, theme)
Indicator	LA 6.1.6.c Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme
Extended Indicator	LAE 6.1.6.c Recall basic facts from narrative text (e.g., characters, setting, theme, plot)
Indicator	LA 6.1.6.d Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)
Extended Indicator	LAE 6.1.6.d Identify the use of literary devices in a narrative passage (e.g., metaphors, similes, comparisons)
Indicator	LA 6.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details
Extended Indicator	LAE 6.1.6.e Identify and retell the main idea from informational text
Indicator	LA 6.1.6.f Apply knowledge of organizational patterns found in informational text (e.g. sequence, description, cause/effect, compare/contrast, fact/opinion)
Extended Indicator	LAE 6.1.6.f Identify organizational patterns found in informational text (e.g., sequence, cause/effect, etc.)
Indicator	LA 6.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)
Extended Indicator	LAE 6.1.6.g Use text features to locate information (e.g., maps, graphs, lists, illustrations, captions)
Indicator	LA 6.1.6.h Distinguish between the defining characteristics of different narrative informational genres (e.g. textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
Extended Indicator	LAE 6.1.6.h Identify a story book, text book, and magazine
Indicator	LA 6.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources
Extended Indicator	LAE 6.1.6.k Answer literal questions using prior knowledge and supporting information from the text

Nebraska Seventh Grade Reading Standards and Indicators for Students with Significant Disabilities

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

LA 7.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

Indicator	LA 7.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies
Extended Indicator	LAE 7.1.5.a Determine the meaning of words using roots, prefixes, suffixes, including words in science, mathematics, and social studies
Indicator	LA 7.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words
Extended Indicator	LAE 7.1.5.c Use context clues (e.g. word, phrase, and/or sentence) and text features (e.g., titles, illustrations, captions, tables, and maps) to determine meaning of unknown words
Indicator	LA 7.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, and subtle distinctions)
Extended Indicator	LAE 7.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, comparisons)

COMPREHENSION

LA 7.1.6 Comprehension: **Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.**

Indicator	LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective
Extended Indicator	LAE 7.1.6.a Determine if the author's purpose is to entertain or inform the reader
Indicator	LA 7.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)
Extended Indicator	LAE 7.1.6.b Identify elements of narrative text (e.g., character(s), setting, plot [beginning, middle, & ending])
Indicator	LA 7.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)
Extended Indicator	LAE 7.1.6.c Identify the use of literary devices in a narrative passage (e.g., metaphors, similes, comparisons)
Indicator	LA 7.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details
Extended Indicator	LAE 7.1.6.d Identify the main idea from informational text
Indicator	LA 7.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)
Extended Indicator	LAE 7.1.6.e Identify organizational patterns found in informational text (e.g., sequence, cause-effect, comparisons)
Indicator	LA 7.1.6.f Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings)
Extended Indicator	LAE 7.1.6.f Use text features to locate information (e.g., graphs, lists, illustrations & captions, table of contents, maps)
Indicator	LA 7.1.6.g Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)
Extended Indicator	LAE 7.1.6.g Identify narrative and informational genres (e.g., storybook, text book, magazine, newspaper)
Indicator	LA 7.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers
Extended Indicator	LAE 7.1.6.j Answer literal questions using prior knowledge and supporting information from the text

Nebraska Eighth Grade Reading Standards and Indicators for Students with Significant Disabilities

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

LA 8.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

Indicator	LA 8.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies
Extended Indicator	LAE 8.1.5.a Determine the meaning of words using roots, prefixes, and suffixes including words in science, mathematics, and social studies
Indicator	LA 8.1.5.c Select a context clue strategy to determine meaning of unknown words appropriate to text (e.g., restatement, example, gloss, annotations, sidebar)
Extended Indicator	LAE 8.1.5.c Use context clues (e.g., word, phrase, sentence and/or paragraph clues) and text features (e.g., titles, illustrations, captions, headings, tables, and maps) to determine meaning of unknown words appropriate to text
Indicator	LA 8.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)
Extended Indicator	LAE 8.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, comparisons, idioms)

COMPREHENSION

LA 8.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Indicator	LA 8.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources
Extended Indicator	LAE 8.1.6.a Determine if the author's purpose is to persuade the reader
Indicator	LA 8.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)
Extended Indicator	LAE 8.1.6.b Identify elements of narrative text (e.g., character(s), setting, plot (beginning, middle, & end), conflict
Indicator	LA 8.1.6.c Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)
Extended Indicator	LAE 8.1.6.c Identify the use of literary devices in a narrative passage (e.g., metaphors, similes, comparisons, idioms)
Indicator	LA 8.1.6.d Summarize, analyze, and synthesize informational text using main idea and supporting details
Extended Indicator	LAE 8.1.6.d Identify and retell the main idea and supporting details from informational text
Indicator	LA 8.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)
Extended Indicator	LAE 8.1.6.e Identify organizational patterns found in informational text (e.g., sequence, cause-effect, comparisons, fact/opinion)
Indicator	LA 8.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)
Extended Indicator	LAE 8.1.6.f Use text features to locate information (e.g., graphs, lists, illustrations & captions, table of contents, maps, headings)
Indicator	LA 8.1.6.g Analyze and make inferences based on the characteristics of narrative and informational genres
Extended Indicator	LAE 8.1.6.g Identify narrative and informational genres (e.g., storybook, text book, magazine, newspaper, dictionary)
Indicator	LA 8.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers
Extended Indicator	LAE 8.1.6.j Answer literal and inferential questions using prior knowledge and supporting information from the text

Nebraska Twelfth Grade Reading Standards and Indicators for Students with Significant Disabilities

K-12 Comprehensive Reading Standard: Students will learn and apply reading skills and strategies to comprehend text.

VOCABULARY

LA 12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

Indicator	LA 12.1.5.a Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies
Extended Indicator	LAE 12.1.5.a Determine the meaning of words using roots, prefixes, and suffixes including words in science, mathematics, and social studies
Indicator	LA 12.1.5.c Independently apply appropriate strategy to determine meanings of unknown words in text
Extended Indicator	LAE 12.1.5.c Use context clues (e.g. word, phrase, sentence and/or paragraphs) and text features (e.g., titles, illustrations, captions, headings, tables, maps, indexes) to determine meaning of unknown words in text
Indicator	LA 12.1.5.d Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)
Extended Indicator	LAE 12.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, comparisons, idioms, multiple meanings)

COMPREHENSION

LA 12.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Indicator	LA 12.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources
Extended Indicator	LAE 12.1.6.a Determine if the author's purpose is to entertain, inform, or persuade
Indicator	LA 12.1.6.b Analyze and evaluate elements of narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, view tone, mood)
Extended Indicator	LAE 12.1.6.b Identify elements of narrative text (e.g., character(s), setting, theme, and plot (beginning, middle, & end), conflict, mood
Indicator	LA 12.1.6.c Analyze the function and critique the effects of the authors use of stylistic and literary devices (e.g. allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)
Extended Indicator	LAE 12.1.6.c Identify the use of literary devices in a narrative passage (e.g., metaphors, similes, comparisons, idioms, personification, mood)
Indicator	LA 12.6.d Summarize, analyze, synthesize, and evaluate informational text
Extended Indicator	LAE 12.1.6.d Identify and retell the main idea and supporting details from informational text
Indicator	LA 12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)
Extended Indicator	LAE 12.1.6.e Identify organizational patterns found in informational text (e.g., sequence, description, cause-effect, compare/contrast, fact/opinion)
Indicator	LA 12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)
Extended Indicator	LAE 12.1.6.f Use text features to locate information (e.g., graphs, lists, illustrations & captions, table of contents, maps, headings, charts)
Indicator	LA 12.1.6.g Analyze and evaluate inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding
Extended Indicator	LAE 12.1.6.g Identify narrative and informational genres (e.g., storybook, text book, magazine, newspaper, dictionary, encyclopedia)
Indicator	LA 12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions by analyzing, synthesizing, and evaluating prior knowledge, information from the text, and sources to support answers
Extended Indicator	LAE 12.1.6.j Answer and generate literal questions using prior knowledge and supporting information from the text