

Appendix VI

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

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

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

Texas

Texas Essential Knowledge and Skills (TEKS) adopted May 2009

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

A-LIST WORDS	SUMMARY	STANDARD	GRADES
1 Analyze	Analyze , make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts.	K.6-HS.2	K-12
	Analyze , make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts.	K.9-HS.8	K-12
	Analyze , make inferences and draw conclusions about expository text.	K.10-HS.9	K-12
	Analyze how words, images, graphics, and sounds work together in various forms to impact meaning.	K.12-HS.12	K-12
	Analyze , make inferences and draw conclusions about persuasive text.	3.14-HS.10	3-12
	Analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems (Gr. 5).	5.4	5
	Analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem (Gr. 7).	7.4	7
	Analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	HS.3	HS
	Analyze the structure or prosody.	HS.3	HS
	Analyze the similarities and differences between an original text and its dramatic adaptation.		5
	Analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.	8.5	8
	Analyze how archetypes and motifs in drama affect the plot of plays.	10.4	HS
	(B) Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and (C) analyze different forms of point of view, including first person, third-person omniscient, and third-person limited.	7.6(B)(C)	7

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A-LIST WORDS	SUMMARY	STANDARD	GRADES
10 Integrate	NONE		

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

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

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

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

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

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

A-LIST WORDS	SUMMARY	STANDARD	GRADES
15 Transform	NONE		

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