

Instructional Groups	Number of Students	Scaled Score	
		Median	Range
Group 1	4	272	190 - 288
Group 2	5	310	307 - 332
Group 3	6	349	342 - 372
Group 4	6	419	382 - 508

## Suggested Skills

Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress Reading built for CA learning progression for reading to find additional information for each skill, teacher activities, and sample items.

### Group 1

#### Students

1

#### Literature

GR	<b>Key Ideas and Details</b>
2	Draw simple conclusions about characters, settings, and major events in a literary text using details from text and illustrations
	<b>Craft and Structure</b>
2	Identify playful uses of language including riddles, puns, jokes, nonsense words, and tongue twisters in stories, poems, or songs
2	» Identify patterns of rhythm, rhyme, repetition, and alliteration in stories, poems, or songs, and describe their effect on the reader
	<b>Integration of Knowledge and Ideas</b>
2	» Compare and contrast two or more versions of the same or similar stories such as those by different authors or from different cultures (e.g., describe the similarities and differences between the French story "The Sleeping Beauty" by Charles Perrault and the German story "Little Briar Rose" by the Brothers Grimm)
	<b>Range of Reading and Level of Text Complexity</b>
2	» Explain the differences between genres including poetry, plays, and fiction (e.g., stories, folktales)

#### Informational Text

	<b>Key Ideas and Details</b>
2	Draw simple conclusions about an informational text using evidence and details from text and illustrations
2	Locate key details in an informational text and determine what they describe or explain
2	» Identify the topic of an informational text as a whole and identify the subtopics of paragraphs
2	Describe direct comparisons indicated by comparative adjectives (e.g., cold, colder) to understand connections between events and ideas in an informational text

The median test score for each instructional group is calculated based only on students who have a test score up to 30 days before the selected testing end date. As a result, suggested skills may be different when viewed through the Record Book, which calculates the median test score for each instructional group based on the last test taken during the school year.

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

## Group 1

Informational Text	
GR	<p><b>Key Ideas and Details</b></p> <p>2 » When reading historical, scientific, and technical text, describe how some events lead to other events and how actions have consequences/reactions</p> <p>2 Make predictions based on understanding of relationships between a series of events, ideas, and steps in an informational text</p>
	<p><b>Craft and Structure</b></p> <p>2 Describe the function of basic text features (e.g., captions, bold print, glossaries, electronic menus, icons)</p> <p>2 » Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate information efficiently</p> <p>2 Recognize chronological or sequential order in a text</p> <p>2 » Identify what the author wants to describe or explain, or what question the author is answering in an informational text</p>
	<p><b>Integration of Knowledge and Ideas</b></p> <p>2 Distinguish opinion from fact by recognizing words that signal opinions (e.g., think, feel, believe)</p> <p>2 Explain what the author of a persuasive text is trying to influence the reader to think, feel, or do</p> <p>2 » Describe how the reasons an author gives support the points the author makes in a text</p> <p>2 » Compare and contrast the most important points presented in informational texts on the same topic</p>
	<p><b>Range of Reading and Level of Text Complexity</b></p> <p>2 Explain the differences between genres of informational texts (e.g., biographies, content-area books, directions)</p>

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.