| **Test Content Categories**  | **How well do I know the content? (scale 1–5)** | **What resources do I have/need for this content?** | **Where can I find the resources I need?** | **Dates I will study this content** | **Date completed** |
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| **I. Key Ideas and Details (35%)** |  |  |  |  |  |
| A. Read closely to determine what a text says explicitly and to make logical inferences from it; connect insights gained from specific details to an understanding of the text as a whole; attend to important distinctions the author makes and to any gaps or inconsistencies in the account; determine where the text leaves matters uncertain |  |  |  |  |  |
| 1. Draw inferences and implications from the directly stated content of a reading selection |  |  |  |  |  |
| B. Determine central ideas or themes of a text and analyze their development; identify accurate summaries of key supporting details and ideas |  |  |  |  |  |
| 1. identify summaries or paraphrases of the main idea or primary purpose of a reading selection |  |  |  |  |  |
| 2. identify summaries or paraphrases of the supporting ideas and specific details in a reading selection |  |  |  |  |  |
| C. Identify how and why individuals, events, or ideas interact within a text; determine how an idea or detail informs an author’s argument |  |  |  |  |  |
| **II. Craft, Structure, and Language Skills (30%)** |  |  |  |  |  |
| A. Interpret words and phrases as they are used in a text and recognize how specific word choices shape meaning or tone  |  |  |  |  |  |
| 1. determine the author’s attitude toward material discussed in a reading selection |  |  |  |  |  |
| B. Analyze the structure of a text, including how specific parts of a text relate to each other and to the whole to contribute to meaning  |  |  |  |  |  |
| 1. identify key transition words and phrases in a reading selection and how they are used |  |  |  |  |  |
| 2. identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc. |  |  |  |  |  |
| C. Assess how point of view or purpose shapes the content and style of a text  |  |  |  |  |  |
| 1. determine the role that an idea, reference, or piece of information plays in an author’s discussion or argument |  |  |  |  |  |
| D. Apply knowledge of language to understand how language functions in different contexts and to comprehend more fully when reading  |  |  |  |  |  |
| 1. determine whether information presented in a reading selection is presented as fact or opinion |  |  |  |  |  |
| E. Determine the meaning of unknown and multiple-meaning words and phrases by using context clues |  |  |  |  |  |
| 1. identify the meanings of words as they are used in the context of a reading selection |  |  |  |  |  |
| F. Understand figurative language and nuances in word meanings |  |  |  |  |  |
| G. Understand a range of words and phrases sufficient for reading at the college and career readiness level |  |  |  |  |  |
| **III. Integration of Knowledge and Ideas (35%)** |  |  |  |  |  |
| A. Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words |  |  |  |  |  |
| 1. answer questions about texts that include visual representations |  |  |  |  |  |
| B. Identify and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence  |  |  |  |  |  |
| 1. identify the relationship among ideas presented in a reading selection |  |  |  |  |  |
| 2. determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection |  |  |  |  |  |
| 3. determine the logical assumptions upon which an argument or conclusion is based |  |  |  |  |  |
| 4. draw conclusions from material presented in a reading selection |  |  |  |  |  |
| C. Analyze how two or more texts address similar themes or topics in order to build knowledge and/or compare the approaches the authors take |  |  |  |  |  |
| 1. recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection |  |  |  |  |  |
| 2. apply ideas presented in a reading selection to other situations |  |  |  |  |  |