

Shoelace Learning's Reading Comprehension Skills Guide



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Introduction: How to Use This Guide



| | |
|--|---|
| <p>Category:</p> | <p>The reading comprehension sub-skills are organized into categories, which align with an approach to provide both literature experiences and targeted skills instruction.</p> <p>Categories related to literature experiences include:</p> <ul style="list-style-type: none">● Literary Elements (including basic story elements, such as conflict and setting)● Reading Skills (such as predicting or summarizing)● Figurative Language● Genres: Fiction● Genres: Nonfiction● Poetry Elements <p>Categories related to targeted skills instruction include:</p> <ul style="list-style-type: none">● Affixes and Root Words● Capitalization and Punctuation● Comma Usage● Parts of Speech● Sentence Structure● Verb Tense● Word Work |
| <p>Used In:</p> | <p>Reading comprehension sub-skills may be practiced via passage questions or standalone questions.</p> <p>Passage questions appear after students read text excerpts.</p> <p>Standalone questions permit students to practice skills in greater isolation. In lieu of text excerpts, standalone questions provide target words or sentences for students.</p> <p>The two types of questions ensure students have a firm foundation in skills before tasking them to apply the skills and strategies to literature.</p> |
| <p>Minimum Reading Comprehension Level (minRCL):</p> | <p>The Minimum Reading Comprehension Level (minRCL) indicates at which grade levels skills are first introduced.</p> <p>Skills are shown to students when their Reading Comprehension Levels (RCLs) are within associated ranges (as determined by the placement test and performance on other passage-based content). mRCLs range from 1.0 (skills</p> |

aligned with Grade 1 learning standards) through 8.0 (skills aligned with Grade 8 learning standards).

Note: Students will encounter skills with a mRCL below their RCL throughout gameplay, as these skills are re-incorporated into higher learning standards via a spiral curriculum approach.

Definitions for each skill will appear here. In some cases, definitions intended for educators may be provided. These definitions overview the scope and intention of skills, information useful for curricular implementation.

Student-friendly versions are always provided; usually, these are **Student Definitions**, but in cases where usage rules are more common, **Student Rules** may be presented instead.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <p>Tier 1 is the Learning Tier. Tier 1 questions introduce students to new skills, with which students are expected to be unfamiliar.</p> <p>Tier 1 questions offer forms of scaffolding, including but not limited to:</p> <ul style="list-style-type: none">• providing definitions of the skills or hints within the question• using single target words, as opposed to phrases or sentences• multiple choice or true/false question types, as opposed to select all question types | Example questions from our content catalog will appear here. |
| 2 | <p>Tier 2 is the Practicing Tier. Tier 2 questions provide students with more rigorous practice. This may be achieved by removing some of the scaffolds described in Tier 1. Rigor may also be enhanced through other measures (e.g., more complex target sentences, irregular instances of the skills).</p> | Example questions from our content catalog will appear here. |
| 3 | <p>Tier 3 is the Mastery Tier. Tier 3 questions represent the highest level of rigor and are a means by which students demonstrate mastery. At this tier, students not only apply skills, but also explain the form and function of skills.</p> | Example questions from our content catalog will appear here. |

Adjectives



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

Adjectives are words that describe or modify nouns. Adjectives could provide information about the traits, qualities, or number of the given noun.

If multiple adjectives are used to describe a certain noun, those adjectives are either coordinating adjectives or cumulative adjectives.

Coordinating adjectives are adjectives that **independently** modify the same noun. These adjectives are equally important and the order in which they appear does not matter (they can be reversed without the sentence's meaning or clarity being impacted). They are usually separated by the coordinating conjunction "and" or by commas.

Cumulative adjectives are adjectives that modify the same noun where order is important. The order follows this sequence:

1. articles (a, an, the)
2. quantity
3. opinion
4. size
5. age
6. shape, length, or texture
7. color
8. origin
9. material
10. purpose (often given in the form of a participle)

Student Definition: Adjectives are words that describe or modify nouns.

Student Definition: Coordinate adjectives are two or more adjectives that describe the same noun. They are equally important and their order does not matter.

Student Definition: Cumulative adjectives are two or more adjectives that describe the same noun. Their order does matter and follows a set sequence.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">• includes a definition• asks students to identify adjectives generally• is practiced in isolation, does not include a target sentence<ul style="list-style-type: none">○ can only be a multiple choice or | An adjective is <definition>. Which of the following words are adjectives? |

| | | |
|---|--|---|
| | <p>true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers.</p> | |
| 2 | <ul style="list-style-type: none"> • if introducing coordinate adjectives, includes a definition • requires students to identify the skill within a target sentence • includes only coordinate adjectives, not cumulative adjectives | <p>What word(s) in the sentence act as adjectives?</p> <p>A coordinate adjective is <definition>. Which of the following sentences contains coordinate adjectives?</p> |
| 3 | <ul style="list-style-type: none"> • if introducing cumulative adjectives, includes a definition • requires students to make a generalization about the form or function of this part of speech • may require students to determine if a sentence is grammatically correct without forewarning them to consider the use of conjunctions | <p>A cumulative adjective is <definition>. Which of the following sentences contains cumulative adjectives?</p> <p>True or False: Adjectives often end in suffixes like -less or -ous</p> <p>Do adjectives appear before or after the nouns they modify?</p> <p>Are the adjectives in this sentence functioning as cumulative or coordinating adjectives?</p> <p>Which sentence has commas placed correctly between coordinating adjectives?</p> <p>Is this sentence grammatically correct?</p> |

Adverbs



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 2 |

Adverbs are words that describe or modify verbs, adjectives, or other adverbs. They often end with the suffix **-ly**.

Adverbs provide information about questions like, "how?", "when?", "where?", "to what extent?", or "in what manner?".

Student Definition: Adverbs are words that describe or modify verbs, adjectives, or other adverbs. They often end in **-ly**. They tell information like "how," "where," "to what degree," or "in what way."

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speechis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | An adverb is <definition>. Which of the following words are adverbs? |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence | What word(s) in the sentence act as adverbs? |
| 3 | <ul style="list-style-type: none">does not include a definitionrequires students to make a generalization about the form or function of this part of speech | True or False: Adverbs often end in suffixes like -ly. Do adverbs modify nouns or verbs? In this sentence, what is the verb and its modifier? |

Alliteration



| | |
|--------------|------------------------|
| Category: | Figurative Language |
| Used In: | Passage and Standalone |
| Minimum RCL: | 2 |

Alliteration is a form of figurative language that occurs when the same sound repeats in the beginning syllables or in the emphasized syllables of nearby words. Writers may use alliteration wherever words appear in close proximity (i.e., in a title, in a sentence, in a paragraph).

Alliteration enhances the rhythm or flow of text when it is read aloud.

Student Definition: Alliteration is found when the same starting sound repeats in nearby words.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none"> includes a definition in the question. is a basic identification task <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Alliteration is <definition> The sentence below contains alliteration. (True or False).</p> <p>Alliteration is <definition> Which option(s) contains alliteration?</p> |
| 2 | <ul style="list-style-type: none"> may or may not include the definition question is often literal, or perhaps a fairly easy inferential question | <p>Which of the following is an example of alliteration?</p> <p>What type of figurative language is in this sentence?</p> <p>Which sentence would be best to select if a writer wanted to include alliteration?</p> |
| 3 | <ul style="list-style-type: none"> does not include the definition distractors can be closer to the actual answer may require students to express the meaning of the figurative language may require students to explain why authors would use this form of figurative language to communicate an idea or sentiment | <p>Does every word (without exception) in a sentence need to begin with the same beginning sound to qualify as alliteration?</p> <p>What value does alliteration bring to this sentence?</p> <p>What forms of writing are most likely to include alliteration?</p> |

Allusions



Category: Reading Skills, Genres: Fiction

Used In: Passage

Minimum RCL: 7

Allusions are references to other forms of media within texts. Allusions are included to aid readers in drawing connections between given texts and referenced texts.

Allusions require students to apply background knowledge, and have familiarity with a wide range of speeches, movies, music, and/or books.

Student Definition: Allusions are references to other forms of media within texts.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">• includes a definition of the term• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | An allusion is <definition>. Which of the following quotations include an allusion? |
| 2 | <ul style="list-style-type: none">• requires students to identify or explain how allusions may relate/what is being implied | What allusion is being made in <quotation>? |
| 3 | <ul style="list-style-type: none">• is an inferential question• requires students to explain how allusions impact the text | Why might the author have alluded to <allusion>? What impact does <allusion> have on the passage? |

Anthropomorphism



Category: Literary Elements

Used In: Passage

Minimum RCL: 6

Anthropomorphism is the practice of using object or animal characters in place of human characters, especially in settings where the characters engage in scenarios or conflicts typically only experienced by humans.

It differs from personification as personifying an object or animal only makes it appear to have human-like characteristics; personification does not cause objects or animals to stand in for human characters entirely.

Student Definition: Anthropomorphism is the practice of using object or animal characters instead of human characters.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">includes a definition of the termis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Anthropomorphism is <definition>. Which of the following quotations include anthropomorphism? |
| 2 | <ul style="list-style-type: none">textual evidence containing the anthropomorphism will be given, and students will be tasked to identify the type of figurative language present | What technique is being used in <quotation>? |
| 3 | <ul style="list-style-type: none">is an inferential questionmight requires students to attend to recognize the presence of anthropomorphism without any scaffoldingmight require students to explain how the anthropomorphism contributes to the passage | What technique is used in the passage? How does <quotation> contribute to the mood of the text? How does the author's incorporation of <quotation> improve/impact the text? |

Antonyms



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

Antonyms are words that mean the opposite of a given term.

Student Definition: Antonyms are words that have opposite meanings.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speechis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Antonyms are <definition>. Choose an antonym for the word <target word>.</p> <p>Antonyms are <definition>. Which word has the opposite meaning of <target word>?</p> <p>Antonyms are <definition>. Which set of words are antonyms?</p> |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | <p>Choose the word that means the opposite of the bolded word in the sentence.</p> <p>Choose the word that is an antonym for the bolded word in the sentence.</p> |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to make a generalization about the form or function of this part of speechmay require students to identify the skill within a target sentence with no supports given | <p>Choose the word that means the opposite of a word included in the sentence.</p> <p>Choose the word that is an antonym for the word included in the sentence.</p> |

Appositives



Category: Sentence Structure

Used In: Standalone

Minimum RCL: 3

Appositives are nouns or noun phrases that follow other nouns or noun phrases. They provide further description or information about the preceding noun or noun phrase, and often are set off by commas.

Student Definition: Appositives are nouns or phrases that follow other nouns or noun phrases. They are used to give extra description or information about the first noun or noun phrase, and often are set off by commas.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none">• includes a definition• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | An appositive is <definition>. Which of the following sentences includes an appositive? |
| 2 | <ul style="list-style-type: none">• may or may not include a definition• may be a basic identification task, but may require students to identify what the appositive modifies rather than the appositive itself | What noun does the appositive in this sentence describe? Which of the following sentences includes an appositive? |
| 3 | <ul style="list-style-type: none">• does not include a definition<ul style="list-style-type: none">○ may require students to make a generalization about the form or function of the sentence• may require students to determine if a sentence is grammatically correct without forewarning them to consider appositives | Which of the following sentences includes commas in the proper places to set off the appositive from the rest of the sentence? Which of the following sentences is grammatically appropriate? |

Archetypes



Category: Literary Elements, Genres: Fiction

Used In: Passage

Minimum RCL: 3

Archetypes are common character models that many fiction texts utilize. Common archetypes may include the hero, the villain, the sage, and more.

Student Definition: Archetypes are common character models that many stories include, such as “hero” or “villain.”

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definition of the termis a literal question<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | An archetype is <definition>. Which character serves as <archetype> in this text? |
| 2 | <ul style="list-style-type: none">requires textual evidence. | What textual evidence could be used to support the claim that <character> is serving as <archetype> in this passage? What archetype does <character> fulfill? Drag and drop the character names to the subsequent literary archetypes they represent. |
| 3 | <ul style="list-style-type: none">is an inferential question<ul style="list-style-type: none">might requires students to attend to only a brief portion of the passage to analyze very closely | What evidence from paragraph 3 supports the claim that <character> fulfills <archetype>? How does the author show that <character> is an example of <archetype>? |

Articles



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

The words "a," "an," and "the" are articles. These words appear in front of nouns to inform readers if the nouns are being used in a general (a/an) or a specific (the) way.

Student Definition: Articles appear in front of nouns to tell if the nouns are being used in a general or specific way. "A" and "an" are indefinite (general) articles and "the" is a definite (specific) article.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speechis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | An article is <definition>. Which of the following is an article? |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | Which bolded word in the sentence is an article? |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to make a generalization about the form or function of this part of speechmay require students to identify the skill within a target sentence with no supports given | True or False: The article "a" is used when referring to a category of items generally. Which of the following articles would be used to refer to a specific item? Which of the following words in the sentence is an indefinite/definite article? |

Asking and Answering One's Own Questions



Category: Reading Skills, Genres: Fiction, Genres: Nonfiction

Used In: Passage

Minimum RCL: 1

Asking and Answering One's Own Questions is the process of being metacognitive. It requires readers to recognize when they are confused by texts, and then work to apply known strategies to overcome uncertainties. Advanced readers may also practice this skill at moments when they deem further reflection to be beneficial.

Strategies that readers might apply when encountering content that prompts them to complete this skill include:

- identifying the moments where they last understood what was going on in the passage
- rereading the parts at which they became confused
- reading aloud to try to make more sense of the text
- reading further ahead to see if the next paragraphs/pages better explain what just happened in a text
- developing discussion questions about text portions to share with peers or teachers
- inferring about moments where they felt unsure of what happened exactly

Student Definition: Asking and Answering One's Own Questions is a skill where readers pause when texts seem confusing to ask themselves questions, then use reading strategies to find the answers.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none"> • includes a definition • is a literal question • is a basic identification task <ul style="list-style-type: none"> ○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Asking and Answering One's Own Questions involves <definition>. Which question can be answered by reading this passage?</p> <p>Asking and Answering One's Own Questions involves <definition>. Which question CANNOT be answered by reading this passage?</p> |
| 2 | <ul style="list-style-type: none"> • requires readers to distinguish between on-topic and off-topic questions | <p>What question might the reader of this story ask themselves?</p> <p>Which one of the following questions would a reader NOT be likely to ask himself when reading the passage?</p> |

3

- may require readers to consider just a small portion of the text
- may require readers to make connections beyond the text
- may require readers to consider reading strategies they could apply to better comprehend the text

Which one of the following questions would a reader **NOT** be likely to ask himself when reading the final paragraphs of the passage?

Which of the following types of connections would be most helpful for a reader to make when reading this passage?

Assonance



Category: Figurative Language, Poetry Elements

Used In: Passage and Standalone

Minimum RCL: 7

Assonance is a form of figurative language that occurs when the same vowel sound repeats as the middle sound in nearby words. Writers may use assonance wherever words appear in close proximity (i.e., in a title, in a sentence, in a paragraph).

Assonance enhances the rhythm or flow of text when it is read aloud.

Student Definition: Assonance is found when the same vowel sound repeats as the middle sound in nearby words.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none"> includes the definition in the question is a basic identification task <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Assonance is <definition>. The sentence below contains assonance. (True or False).</p> <p>Assonance is <definition>. Which option(s) contains assonance?</p> <p>Assonance is <definition>. Select all the words that have the <vowel> sound as a middle sound.</p> |
| 2 | <ul style="list-style-type: none"> may or may not include the definition | <p>Assonance is <definition>. (True or False).</p> <p>Which of the following is an example of assonance?</p> <p>Which sentence would be best to select if a writer wanted to include assonance?</p> |
| 3 | <ul style="list-style-type: none"> does not include the definition distractors can be closer to the actual answer | <p>What type of figurative language is in this sentence?</p> <p>Must every word (without exception) in a sentence begin with the same beginning sound to qualify as assonance?</p> |

Author's Purposes



| | |
|--------------|---|
| Category: | Reading Skills, Genres: Fiction, Genres: Nonfiction |
| Used In: | Passage |
| Minimum RCL: | 2 |

Author's purpose involves inferring why the author most likely wrote the text.

Common purposes for writing include to inform, to persuade, and to entertain.

Student Definition: Author's purposes for writing are the reasons why they most likely wrote the texts.

Student Rule: Authors may write texts to inform, persuade, or entertain readers.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none"> includes definition of the term is a basic identification task <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. only three possible answer choices (to inform, to entertain, to persuade) | Is this passage written to be informative, entertaining, or persuasive? |
| 2 | <ul style="list-style-type: none"> may include definition of the term answer choices will be lengthier than just "to inform," "to entertain," or "to persuade" (i.e., "to provide instructions on how to search for gold") student not told the author's purpose and must determine it independently, but can rely on the full passage to reach an answer | <p>Why did the author most likely write this text?</p> <p>How does the author build interest in the first paragraph?</p> <p>What strategy does the author use in <paragraph number>?</p> |
| 3 | <ul style="list-style-type: none"> student must determine the purpose of a particular quotation, and how it contributes to the larger purpose | <p>Why would the author include <quotation>?</p> <p>What does the author most likely mean when they state, <quotation>?</p> |

Basic Punctuation



| | |
|--------------|--------------------------------|
| Category: | Capitalization and Punctuation |
| Used In: | Standalone |
| Minimum RCL: | 1 |

Basic punctuation includes the most common forms of end punctuation: periods, exclamation points, and question marks.

Student Definition: Periods end declarative and imperative sentences.

Student Definition: Exclamation points end exclamatory sentences.

Student Definition: Question marks end interrogative sentences.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none"> includes a definition in the question. is a basic matching task (i.e., given the explicitly stated rule, match the punctuation with the sentence) <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A <sentence type> is a form of sentence that does <definition> and uses <end punctuation type> as its punctuation mark.</p> <p>What type of end punctuation should be used for this sentence: <target sentence></p> |
| 2 | <ul style="list-style-type: none"> a target sentence AND the sentence type are both given | <p><Target sentence> is an example of a <sentence type>.</p> <p>What type of end punctuation would you use for this sentence?</p> |
| 3 | <ul style="list-style-type: none"> either a target sentence OR the sentence type is given | <p>What type of end punctuation should be used for this sentence: <target sentence>"</p> <p>What type of end punctuation should be used for an interrogative/exclamatory/imperative/declarative sentence?</p> |

Biases



Category: Reading Skills, Genres: Fiction, Genres: Nonfiction

Used In: Passage

Minimum RCL: 7

Biases are debatable stances that authors, nonfiction figures, or characters hold. Biases are commonly taught in conjunction with persuasive writing, but can also appear in informational nonfiction, as well as in analysis of character development.

Student Definition: Biases are debatable stances that authors, nonfiction figures, or characters hold.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">includes a definition of the termis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Bias is <definition>.</p> <p>Which sentence from the text contains a personal opinion of the author/narrator?</p> |
| 2 | <ul style="list-style-type: none">may include a definition of the termis a basic identification task, although may require students to identify the best example of many or to closely examine a small portion of the text | <p>Which word reveals the bias in <quotation>?</p> <p>The author's/narrator's bias is most apparent in which of the following quotations/paragraphs?</p> |
| 3 | <ul style="list-style-type: none">is an inferential questionrequires students to explain biases in depth, provide the the thinking behind given biases | <p>Which answer choice best describes the bias the author/narrator communicates in <quotation>?</p> <p>What general bias does the author/narrator hold?</p> |

Bolding, Underlining, and Italics



| | |
|--------------|--------------------------------|
| Category: | Capitalization and Punctuation |
| Used In: | Passage and Standalone |
| Minimum RCL: | 3 |

Bolding, underlining, and *italics* are often used to put emphasis on particularly important words or phrases within a passage. They can be used to ensure a reader does not skip across a word, to show that a word must be conveyed with a different mood from that communicated by the rest of the passage, or for other reasons, as well.

Some authors may use italics to represent a character's thoughts.

Style guides require titles of some published works to be written with underlining or italics.

Student Definition: Bolding, underlining, and italics are font styles used to draw attention to particular words or phrases within text.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">includes a definition in the questionis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Bolding/underlining/italics looks <like this> and is used for <definition>. Which of the following includes bold/underlining/italics? |
| 2 | <ul style="list-style-type: none">may or may not include the definitionrequires students to explain the purpose of the bold/underlining/italics | Why did the author put <quotation> in bold/underlining/italics? |
| 3 | <ul style="list-style-type: none">does not include the definitionmay require students to make a generalization about the form or function of this font style | Why did the author put <quotation> in bold/underlining/italics? For what reasons might an author use bolding/underlining/italics? |

Capitalization



Category: Capitalization and Punctuation

Used In: Standalone

Minimum RCL: 1

Some rules related to capitalization that are addressed within the *Shoelace Learning* platform include:

1. The first letter of a word that starts a sentence must be capitalized.
2. The pronoun "I" must be capitalized.
3. Proper nouns must be capitalized. Proper nouns include: people's names, place names, product names, days of the week, months of the year, and more.

Student Rule: The first letter of a word that starts a sentence must be capitalized.

Student Rule: The pronoun "I" must be capitalized.

Student Rule: Proper nouns must be capitalized.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">• includes the capitalization rule relevant to the given target sentence• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A word receives a capital letter when <relevant rule>. Which word in this sentence must be capitalized? |
| 2 | <ul style="list-style-type: none">• may or may not include the definition• requires students to apply two or more capitalization rules in the same target sentence/question | Which words in this sentence must be capitalized? Select all that apply. |
| 3 | <ul style="list-style-type: none">• requires students to identify/provide the applicable capitalization rule | Why is <word> capitalized in this sentence? |

Character Identification



| | |
|--------------|------------------------------------|
| Category: | Literary Elements, Genres: Fiction |
| Used In: | Passage |
| Minimum RCL: | 1 |

Character identification is the practice of recalling characters' names or roles in stories. Students may be asked to identify main characters (also known as protagonists), supporting characters (also known as secondary characters, dynamic characters, flat characters, and antagonists).

Student Definition: Main characters, or protagonists, are the characters on which the stories focus.

Student Definition: Dynamic characters are characters who grow or change over the course of stories.

Student Definition: Flat characters are characters who do not grow or change over the course of stories. Sometimes flat characters represent one trait.

Student Definition: Supporting, or secondary, characters are characters that appear regularly throughout stories, but are not as important to the plot as main characters.

Student Definition: Antagonists, or foils, are characters that act as rivals to the main characters.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">includes a definition of the termis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | The main character of a story is <definition>. What is the name of the main character in the story? |
| 2 | <ul style="list-style-type: none">requires textual evidence. | Which character acts as the protagonist/antagonist? True or False: <Character> is <other character's> friend. |
| 3 | <ul style="list-style-type: none">is an inferential question, might requires students to attend to only a brief portion of the passage to analyze very closely | Which character is introduced for the first time in paragraph three? Which character is responsible for the conflict/resolution? |

Character Traits



Category: Literary Elements, Genres: Fiction

Used In: Passage

Minimum RCL: 3

Identifying character traits involves using textual evidence to identify or infer permanent characteristics that can be assigned to characters.

Character traits are different from character emotions; character traits should be long-lasting characteristics like "responsible" or "witty," not fleeting emotions like "frightened."

Student Definition: Character traits are permanent characteristics that characters show across stories.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none"> includes a definition is a basic identification task <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. requires students to return to and locate a character trait that is expressly written within the text | <p>Select the adjective that best describes <character>.</p> <p>A dynamic character is <definition>. Which character in this passage serves as a dynamic character?</p> <p>A character trait is <definition>. What trait does <character> develop over the course of the story?</p> |
| 2 | <ul style="list-style-type: none"> requires textual evidence may require students to make inferences about relationships between characters, rather than just describing one character in isolation | <p>Select all pieces of textual evidence that support the claim that <character> can be described as <trait>.</p> <p>What answer choice best describes the relationship between <character> and <character>?</p> |
| 3 | <ul style="list-style-type: none"> is an inferential question, might requires students to attend to only a brief portion of the passage to analyze very closely may require students to trace a dynamic character's development across a passage | <p>What does the author mean when they state, <character description>?</p> <p>In which paragraph does <character> first show signs of becoming a dynamic character?</p> |

Close Reading



Category: Reading Skills, Genres: Fiction, Genres: Nonfiction

Used In: Passage

Minimum RCL: 1

Close Reading is the process of evaluating where authors best convey their key points. It may involve isolating specific lines of textual evidence, as well as determining the impacts of particular phrasings or rhetoric.

Student Definition: Close reading is examining portions of text to determine how they contribute to the writing as a whole.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none"> includes a definition of the term is a basic identification task <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. requires students to reread to find a detail they may have overlooked | Close reading is <definition>. Which of the following was/was NOT included in the passage? |
| 2 | <ul style="list-style-type: none"> may include a definition of the term is a basic identification task, although may require students to identify the best example of many or to closely examine a small portion of the text | What details/description were given for <topic>? Why/how did... (requires students to answer a comprehension question about a detail they may have otherwise skimmed over) |
| 3 | <ul style="list-style-type: none"> is an inferential question requires students to determine the impact a portion of the text has on the full text may not even specify the quotation (such as in the question stem that asks students to analyze the impact of paragraphs) | Why is <quotation> significant to the story? What is the relationship between <specific paragraphs>? What is the purpose of <quotation>? |

Collective Nouns



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 2 |

Collective nouns are singular nouns used to describe a group (of items, animals, people, etc.).

Student Definition: Collective nouns are singular nouns used to describe a group (of items, animals, or people).

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speechis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A collective noun is <definition>. Which word is the collective noun in this phrase? |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | Which bolded word is the collective noun in this sentence? |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to make a generalization about the form or function of this part of speechmay require students to identify the skill within a target sentence with no supports given | Drag and drop the given nouns into the appropriate spaces. Which word is the collective noun in this sentence? |

Commas Direct Address



| | |
|--------------|-------------|
| Category: | Comma Usage |
| Used In: | Standalone |
| Minimum RCL: | 4 |

Commas are used to offset instances of direct address within text. Instances of direct address might include interjections (“Hey, you”), the narrator or character naming the person to whom they’re speaking, or times when the speaker/narrator explicitly acknowledges the audience.

Student Rule: If characters mention another characters’ names while speaking to them, the characters’ names should be offset from the rest of the sentence by commas.

Student Rule: If narrators or writers speak directly to the reader, the mentions of the reader should be offset from the rest of the sentence by commas.

Student Rule: If interjections include names or pronouns, they should be offset by commas.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none"> includes a rule is a basic identification task <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Direct address happens when <relevant rule>.</p> <p>Which of the following sentences include the narrator directly addressing a member of the audience?</p> |
| 2 | <ul style="list-style-type: none"> may or may not include a rule may be a basic identification task, but may require students to identify to whom the direct address refers | <p>Which of the following sentences include direct address?</p> <p>Who is being addressed directly in this sentence?</p> <p>Does the direct address occur at the beginning, middle, or end of the sentence?</p> |
| 3 | <ul style="list-style-type: none"> does not include a rule may require students to make a generalization about the form or function of the sentence may require students to determine if a sentence is grammatically correct without forewarning them to consider direct address | <p>Which of the following sentences properly uses commas to mark the direct address?</p> <p>Which of the following sentences is grammatically correct?</p> |

Commas in Lists



| | |
|--------------|-------------|
| Category: | Comma Usage |
| Used In: | Standalone |
| Minimum RCL: | 1 |

Student Rule: When three or more items appear on lists, commas should be placed between the list items to separate them.

Note on the Oxford Comma: In the US, commas typically are placed between each item on lists, whereas in other English-speaking countries, commas before the word "and" may be omitted.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">• includes a rule• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>When making a list, use commas to <relevant rule>.</p> <p>Which of the following sentences contains a list of items?</p> <p>What is the second item on the list?</p> |
| 2 | <ul style="list-style-type: none">• may or may not include a rule• may be a basic identification task, but may require students to identify items on the list | <p>Which of the following sentences uses commas to properly set up a list?</p> |
| 3 | <ul style="list-style-type: none">• does not include a rule<ul style="list-style-type: none">○ may require students to make a generalization about the form or function of the sentence• may require students to determine if a sentence is grammatically correct without forewarning them to consider lists | <p>Commas should be used to separate items on a list if the list has more than how many items?</p> <p>Which of the following sentences is grammatically correct?</p> |

Commas in Numbers



Category: Comma Usage

Used In: Standalone

Minimum RCL: 1

Student Rule: Commas are placed every three decimal places to the left of decimal points.

Note: In the US, commas are placed to the left of decimal points. Conventions in the US do not place commas to the right of decimal points to mark decimal amounts.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none">includes a ruleis a basic identification taskis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Commas in numbers are used to <rule>. Which of the following numbers includes a comma? |
| 2 | <ul style="list-style-type: none">may or may not include a rulemay include a target sentence | Which of the following numbers requires a comma? Where should the comma(s) be placed in the given number? |
| 3 | <ul style="list-style-type: none">does not include a rule<ul style="list-style-type: none">may require students to make a generalization about the form or function of the numbermay require students to determine if a number is correct | Which of the following numbers is written correctly? Why are commas used every three digits to the left of the decimal point? |

Commas with Cities / States



| | |
|--------------|-------------|
| Category: | Comma Usage |
| Used In: | Standalone |
| Minimum RCL: | 3 |

Student Rule: When giving locations, use commas between city names and state names.

Student Rule: When giving locations, use commas after state names to offset the locations from the rest of the sentences.

Note: This rule is based on US address conventions.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none"> includes a rule is a basic identification task is practiced in isolation, does not include a target sentence <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>When writing place names, commas should be placed <relevant rule>.</p> <p>Which of the following answer choices includes the proper punctuation for the names of cities and states/provinces?</p> |
| 2 | <ul style="list-style-type: none"> may or may not include a rule may include a target sentence | <p>Where should commas be placed to properly mark the names of cities and states/provinces?</p> <p>Which of the following sentences properly includes the names of cities and states/provinces</p> |
| 3 | <ul style="list-style-type: none"> does not include a rule <ul style="list-style-type: none"> may require students to make a generalization about the form or function of the sentence may require students to determine if a sentence is grammatically correct without forewarning them to consider the locations | <p>Which of the following sentences is grammatically correct?</p> <p>How would removing or misplacing the comma cause confusion about this place?</p> |

Commas with Dates



Category: Comma Usage

Used In: Standalone

Minimum RCL: 1

Student Rule: When writing dates in word form, use commas to separate the weekday from the month.

Student Rule: When writing dates in word form, use commas to separate the date from the year.

Example: Sunday, June 23, 2019

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a ruleis a basic identification task<ul style="list-style-type: none">is practiced in isolation, does not include a target sentencecan only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>When writing dates, commas should be placed <relevant rule>.</p> <p>Which of the following answer choices has proper punctuation for a date?</p> |
| 2 | <ul style="list-style-type: none">may or may not include a rulemay include a target sentence | <p>Where should commas be placed to properly write this date?</p> <p>Which of the following sentences includes a properly recorded date?</p> |
| 3 | <ul style="list-style-type: none">does not include a rule<ul style="list-style-type: none">may require students to make a generalization about the form or function of the sentencemay require students to determine if a sentence is grammatically correct without forewarning them to consider the date | <p>Which sentence is grammatically correct?</p> <p>How would removing or misplacing the comma cause confusion about this date?</p> <p>Using the format MM/DD/YYYY, select the answer choice that indicates 10/03/2023 in word form.</p> |

Common Nouns



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

Common nouns are general names for persons, places, or things.

Student Definition: Common nouns are words used for general people, places, or things.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speechis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A common noun is <definition>. Which word(s) is/are the common noun in this phrase? |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | Which bolded word is a common noun in this sentence? |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to make a generalization about the form or function of this part of speechmay require students to identify the skill within a target sentence with no supports given | Names of people are common nouns (True or False). Which words in the sentence are common nouns? Select all that apply. |

Comparatives / Superlatives



| | |
|--------------|--------------------|
| Category: | Sentence Structure |
| Used In: | Standalone |
| Minimum RCL: | 3 |

Comparatives and superlatives are adjectives or adjective phrases that show degrees of certain qualities. They are used to compare people, objects, or states.

Comparative adjectives are used when comparing two nouns to each other. Superlative adjectives are used when comparing three or more nouns.

Comparatives and superlatives are often created by adding suffixes to the end of root words (high, higher, highest; slight, slighter, slightest) or by adding a modifying word like "more" or "most" ahead of the root word (more competent, most competent).

The suffixes are usually added when the root word is one or two syllables long. The modifying words "most" or "more" are often added when the root word is 3+ syllables long.

Some comparatives and superlatives are also irregular (bad, worse, worst).

Student Definition: Comparatives are adjectives or adjective phrases used to compare two nouns to each other.

Student Definition: Superlatives are adjectives or adjective phrases used to compare three or more nouns.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definitionasks students to identify a regular comparative or superlative using suffixes like -er or -estis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A comparative/superlative is <definition>. Which of the following words is used to show the strongest or highest level for <target word>? |
| 2 | <ul style="list-style-type: none">may or may not include a definitionasks students to identify a regular comparative or superlative that either uses suffixes like -er or -est or uses "most" or "more" as a modifying word | Which word best completes the sentence? What objects/people are being compared by the comparative/superlative? |

| | | |
|---|---|---|
| | <ul style="list-style-type: none"> • includes a target sentence • may require student to identify what is being compared via the use of the comparative/superlative | |
| 3 | <ul style="list-style-type: none"> • does not include a definition • includes a target sentence • may require students to identify an irregular comparative or superlative • may require students to make a generalization about the form or function of comparatives/superlatives • may require students to determine if a sentence is grammatically correct without forewarning them to consider the use of comparatives or superlatives | <p>Which suffix is commonly used for comparatives?</p> <p>Which suffix is commonly used for superlatives?</p> <p>Is the sentence grammatically correct?</p> |

Comparing and Contrasting Fiction



Category: Reading Skills, Genres: Fiction

Used In: Passage

Minimum RCL: 1

Comparing and Contrasting Fiction is a skill that involves identifying commonalities between authors' writing styles. Commonalities may include story elements or writing techniques. This can be done by comparing one author to another, or by comparing many texts by the same author.

Student Definition: Comparing and Contrasting Fiction is a skill readers use to find parts of two or more stories that are alike or different from each other.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">includes a definitionis a literal questioncan only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers.asks about basic story elements | <p>Comparing and contrasting fiction is <definition>.</p> <p>One story takes place at <setting>. Where does the other take place?</p> <p>What makes these two texts similar/different?</p> |
| 2 | <ul style="list-style-type: none">may or may not include a hint as to whether students should compare or contrast the given textsmay ask about stylistic techniques | <p>What type of figurative language is used in both passages?</p> <p>Which passage would be better summarized by <summary>?</p> |
| 3 | <ul style="list-style-type: none">is an inferential question, might require students to attend to only a brief portion of the passage to analyze very closelymay require students to compare or contrast texts without forewarning them whether to look for similarities or differences | <p>Which passage better addresses <topic/theme>?</p> <p>How does the author of the second passage make the same point in a different way from the first author?</p> |

Comparing and Contrasting Nonfiction



Category: Reading Skills

Used In: Passage

Minimum RCL: 2

Comparing and Contrasting Nonfiction is a skill that involves identifying commonalities between authors' writing styles. Commonalities may include approaches to a topic or writing techniques. This can be done by comparing one author to another, or by comparing many texts by the same author.

Student Definition: Comparing and Contrasting Nonfiction is a skill readers use to find parts of two or more texts that are alike or different from each other.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">includes a definitionis a literal questioncan only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Comparing and contrasting nonfiction is <definition>. Which fact is included in Passage 1 but not Passage 2? |
| 2 | <ul style="list-style-type: none">may or may not include a hint as to whether students should compare or contrast the given textsmay ask about stylistic techniques or author's purpose | Why might the author of Passage 2 have included a paragraph about <subtopic> when the author of Passage 1 did not? |
| 3 | <ul style="list-style-type: none">is an inferential question, might require students to attend to only a brief portion of the passage to analyze very closelymay require students to compare or contrast texts without forewarning them whether to look for similarities or differences | How might Passage 1 be different if the author of Passage 2 wrote it instead? |

Complex Sentences



| | |
|--------------|--------------------|
| Category: | Sentence Structure |
| Used In: | Standalone |
| Minimum RCL: | 3 |

Complex sentences have an independent clause (which can stand on its own) and at least one dependent clause. Dependent clauses are also called subordinating clauses as they typically start with subordinating conjunctions.

Student Definition: Complex sentences are sentences that have an independent clause (which can stand on its own) and at least one dependent clause.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes a definition• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A complex sentence is <definition>.</p> <p>Which of the following is a complex sentence?</p> |
| 2 | <ul style="list-style-type: none">• may or may not include a definition• may be a basic identification task, but may require students to identify one of the clauses that comprises the sentence, rather than just identify the sentence type | <p>Which of the following is a complex sentence?</p> <p>Which part of this complex sentence is a dependent/subordinate clause?</p> |
| 3 | <ul style="list-style-type: none">• does not include a definition• may require students to make a generalization about the form or function of the sentence• may require students to determine if a sentence is grammatically correct without forewarning them to consider sentence types | <p>Is the sentence grammatically correct/complete?</p> <p>A complex sentence can only have one dependent clause. (True or False).</p> <p>Which of the following sentences correctly uses a comma to separate the dependent clause and the independent clause?</p> |

Compound Sentences



Category: Sentence Structure

Used In: Standalone

Minimum RCL: 2

Compound sentences contain two or more independent clauses (each of which could be a sentence on its own if they were separated).

The sentences may have either a coordinating conjunction, comma, semicolon, or an em dash separating the two independent clauses.

Note: When the second independent clause in a sentence begins with a coordinating conjunction, a comma is needed before the coordinating conjunction.

Student Definition: Compound sentences are sentences that have two or more independent clauses.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none"> ● includes a definition ● is a basic identification task <ul style="list-style-type: none"> ○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A compound sentence is <definition>. Which of the following is a compound sentence?</p> |
| 2 | <ul style="list-style-type: none"> ● may or may not include a definition ● may be a basic identification task, but may require students to identify one of the clauses that comprises the sentence, rather than just identify the sentence type | <p>What type of sentence is the target sentence?</p> <p>How many independent clauses does this sentence contain?</p> |
| 3 | <ul style="list-style-type: none"> ● does not include a definition <ul style="list-style-type: none"> ○ may require students to make a generalization about the form or function of the sentence ● may require students to determine if a sentence is grammatically correct without forewarning them to consider sentence types | <p>Is the sentence grammatically correct/complete?</p> <p>What does the author use to join the two independent clauses together (a comma, a semicolon, an em dash, or a coordinating conjunction)?</p> <p>Which of the following sentences has the comma/semicolon in the proper place to separate the independent clauses?</p> |

Compound-Complex Sentences



Category: Sentence Structure

Used In: Standalone

Minimum RCL: 7

Compound-complex sentences contain two or more independent clauses and at least one dependent clause.

Student Definition: Compound-complex sentences have two or more independent clauses and at least one dependent clause.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">includes a definitionis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A compound-complex sentence is <definition>.</p> <p>Which of the following is a compound-complex sentence?</p> |
| 2 | <ul style="list-style-type: none">may or may not include a definitionmay be a basic identification task, but may require students to identify one of the clauses that comprises the sentence, rather than just identify the sentence type | <p>What type of sentence is the target sentence?</p> <p>How many dependent clauses does this sentence contain?</p> |
| 3 | <ul style="list-style-type: none">does not include a definition<ul style="list-style-type: none">may require students to make a generalization about the form or function of the sentencemay require students to determine if a sentence is grammatically correct without forewarning them to consider sentence types | <p>Is the sentence grammatically correct/complete?</p> <p>What does the author use to join the two clauses together (a comma, a semicolon, an em dash, or a coordinating conjunction)? Select all that apply.</p> |

Compound Words



Category: Parts of Speech

Used In: Standalone

Minimum RCL: 1

Compound words are words comprised of two or more other recognizable words.

Student Definition: Compound words are two or more other words that are combined together to form a new word with its own meaning.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speechis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A compound word is <definition>. Is <target word> a compound word? (True or False). |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | What bolded word within the given sentence is a compound word? |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to make a generalization about the form or function of this part of speechmay require students to identify the skill within a target sentence with no supports given | Which two smaller words exist within <target word>? Select all that apply. Which word in the sentence is a compound noun? |

Conflicts



Category: Literary Elements, Genres: Fiction, Genres: Nonfiction

Used In: Passage

Minimum RCL: 1

In fiction texts, conflicts are the main problems in the stories. In nonfiction, conflicts exist in texts that are written in a narrative fashion. Conflicts are the main problems that historical or biographical figures face.

Conflicts can be external (e.g., a character fighting against outside forces) or internal (e.g., a character with conflicted thoughts/feelings). Common conflict categorizations include: person vs. person, person vs. self, person vs. nature, and person vs. society.

Student Definition: Conflicts are the main problems that characters or nonfiction figures face in texts.

Student Rule: Conflicts can be categorized as person vs. person, person vs. self, person vs. nature, or person vs. society.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none"> includes a definition <ul style="list-style-type: none"> if term "conflict" is not used, may instead use the term "problem" is a basic identification task <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A conflict is <definition>. What is the conflict in this passage?</p> <p>What is the problem in this passage?</p> |
| 2 | <ul style="list-style-type: none"> requires textual evidence may include rule may require students to classify the conflict | <p>What is the main conflict in the text?</p> <p>How could the conflict in this passage be described/classified?</p> |
| 3 | <ul style="list-style-type: none"> is an inferential question, might require students to attend to only a brief portion of the passage to analyze very closely | <p>What conflict does <character> face at the end of the passage?</p> <p>Which quotation best supports the main conflict being a person vs. self conflict?</p> <p>Which quotation best shows the resolution of <character's> internal conflict?</p> |

Conjunctions



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

Conjunctions are words used to connect clauses or sentences. Conjunctions can also be used to connect words in the same clause.

Conjunctions can be categorized as coordinating conjunctions, subordinating conjunctions, and correlative conjunctions.

Coordinating conjunctions include "for," "and," "nor," "but," "or," "yet," and "so." They can be used to connect words, phrases, and independent clauses.

Subordinating conjunctions connect dependent clauses to independent clauses. There are many subordinating conjunctions, but common ones include "although," "however," and "whether."

Correlative conjunctions function in pairs ("not only/but also," "neither/nor").

Student Definition: Coordinating conjunctions connect words, phrases, or independent clauses.

Student Definition: Subordinating conjunctions connect dependent clauses to independent clauses.

Student Definition: Correlative conjunctions are pairs of words that connect words, phrases, or clauses to each other.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none"> includes a definition requires students to identify the part of speech is practiced in isolation, does not include a target sentence <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A coordinating/correlative/subordinating conjunction is <definition>. Which of the following is a conjunction?</p> <p>A coordinating/correlative/subordinating conjunction is <definition>. Is <target word> a conjunction? (True or False).</p> |
| 2 | <ul style="list-style-type: none"> may or may not include a definition requires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | Which bolded word in the given sentence is a coordinating/correlative/subordinating conjunction? |
| 3 | <ul style="list-style-type: none"> does not include a definition | Which word in the given sentence is a |

- may require students to make a generalization about the form or function of this part of speech
- may require students to identify the skill within a target sentence with no supports given
- may require students to determine if a sentence is grammatically correct without forewarning them to consider the use of conjunctions

coordinating/correlative/subordinating conjunction?

Which type of conjunction typically appears in pairs?

Which type of conjunction is best to use when linking dependent clauses to independent clauses?

Which type of conjunction is best to use when linking two independent clauses together?

Which sentence is grammatically correct?

Which sentence includes commas in the proper location to mark the coordinating/subordinating conjunctions?

Connotations



Category: Word Work, Genres: Fiction, Genres: Nonfiction

Used In: Standalone

Minimum RCL: 6

Connotations are the implied tones that words suggest. Connotations may be compared to denotations, words' standard definitions. Readers use background knowledge and/or context clues to determine the connotations of words they encounter in texts.

Student Definition: Connotations are the tones or feelings that words suggest.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none"> is a basic identification task only offers two options for the connotation: positive or negative <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p><Definition> Which word provides a positive/negative connotation?</p> |
| 2 | <ul style="list-style-type: none"> requires students to sequence or sort options based on how strong/clear the connotation is with each word all words provided as answer choice options share the same denotation (i.e., provide four words that mean "inexpensive," four words that mean "outgoing") | <p>Rank these words from most to least positive/negative.</p> <p>Out of the following words, which one has the most positive/most negative/strongest connotation?</p> |
| 3 | <ul style="list-style-type: none"> requires students to determine the connotation independently becomes more nuanced (Rather than solely identifying words that are positive or negative, students may be asked to select answer choices like "critical," "complimentary," etc.) <ul style="list-style-type: none"> requires students move beyond the connotation to consider the greater impact the word has in context, how readers will react to the larger context | <p>What connotation is implied in this word/sentence/passage?</p> <p>Which word choice would be best to use in <circumstance>?</p> <p>How might a reader feel/react to <quotation>?</p> |

Consonance



Category: Figurative Language, Poetry Elements

Used In: Passage and Standalone

Minimum RCL: 7

Consonance is a form of figurative language that occurs when the same consonant sound repeats in nearby words. Writers may use consonance wherever words appear in close proximity (i.e., in a title, in a sentence, in a paragraph).

Consonance enhances the rhythm or flow of text when it is read aloud.

Student Definition: Consonance is found when the same consonant sound repeats in nearby words.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definition in the question.is a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Consonance is <definition>. Choose the option that contains consonance.</p> <p>Consonance is <definition>. Which of the following sounds is the example of consonance in this sentence?</p> |
| 2 | <ul style="list-style-type: none">may or may not include the definition | <p>Consonance is <definition>. (True or False).</p> <p>Which of the following is an example of consonance?</p> <p>What type of figurative language is in this sentence?</p> <p>Which sentence would be best to select if a writer wanted to include consonance?</p> |
| 3 | <ul style="list-style-type: none">does not include the definitiondistractors can be closer to the actual answer. | <p>What type of figurative language is in this sentence?</p> <p>Does every word (without exception) in a sentence need to begin with the same beginning sound to qualify as consonance?</p> |

Contractions



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 2 |

Contractions are shortened combinations of two other words, with an apostrophe often used in place of omitted letters to shorten the contraction.

Student Definition: Contractions are shortened combinations of two other words. Contractions have a missing letter or letters, and use an apostrophe to replace the missing letters.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speechis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A contraction is <definition>. Which of the following words is a contraction?</p> <p>A contraction is <definition>. Which contraction serves to combine the words "will" and "not"?</p> |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | <p>Which bolded word given in the sentence is a contraction?</p> |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to make a generalization about the form or function of this part of speechmay require students to identify the skill within a target sentence with no supports givenmay require students to determine if a sentence is grammatically correct without forewarning them to consider the use of contractions | <p>Which word in the given sentence is a contraction?</p> <p>Which type of punctuation is used to represent omitted letters/spaces in a contraction?</p> <p>Which sentence is grammatically correct?</p> |

Counter Arguments



Category: Reading Skills, Genres: Nonfiction

Used In: Passage

Minimum RCL: 6

Counter arguments are used by persuasive or argumentative writers to concede valid opposing points.

Readers must be prepared to identify counter arguments (by looking for keywords like "however," "but," or "yet," or by identifying places where authors discuss conflicting ideas), as well as explain why authors would elect to include oppositional ideas in their writing (typically, to offer comprehensive, well-rounded arguments).

Student Definition: Counter arguments are portions of texts where authors admit how or why opposing points of view about their topics may be important to consider.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none">includes a definition of the term<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A counter argument is <definition>. Which of the following serves as a counter argument to the author's main point? |
| 2 | <ul style="list-style-type: none">requires textual evidencecould be select all, matching, or ordering | How does the author show the difference in opinion between <figure> and <figure>? How does the author indicate that some individuals might disagree with <claim>? |
| 3 | <ul style="list-style-type: none">is an inferential question, might require students to attend to only a brief portion of the passage to analyze very closely | What is the purpose of <quotation>? Why does the author most likely include <paragraph>? |

Declarative Sentences



Category: Sentence Structure

Used In: Standalone

Minimum RCL: 1

Declarative sentences are used to explain, tell facts, or make statements. They end with periods.

Student Definition: Declarative sentences are sentences used to explain, tell facts, or make statements. They end with periods.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">includes a definitionis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A declarative sentence is <definition>.</p> <p>Which of the following is a declarative sentence?</p> |
| 2 | <ul style="list-style-type: none">may or may not include a definitionmay be a basic identification task, but may require students to identify punctuation used rather than the type of sentencemay require the student to identify what the sentence type does specifically (explain, give a statement, tell a fact) | <p>What punctuation mark should appear at the end of a declarative sentence?</p> <p>Which of the following is a declarative sentence?</p> <p>Which of the following is the correct punctuation for <target sentence>?</p> <p>Does this target sentence make a statement, tell a fact, or give an explanation?</p> |
| 3 | <ul style="list-style-type: none">does NOT include a definition<ul style="list-style-type: none">may require students to make a generalization about the form or function of the sentence | <p>What is the purpose of declarative sentences?</p> <p>In <scenario>, what type of sentence might an author use to express their point?</p> |

Dependent Clauses



| | |
|--------------|--------------------|
| Category: | Sentence Structure |
| Used In: | Standalone |
| Minimum RCL: | 7 |

Dependent clauses are phrases that contain a subject and a verb, but do not create complete thoughts on their own. They often begin with prepositions or relative pronouns.

Student Definition: Dependent clauses are phrases that contain a subject and a verb, but do not create complete thoughts on their own.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes a definition• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A dependent clause is <definition>. Which of the following is a dependent clause? |
| 2 | <ul style="list-style-type: none">• may or may not include a definition• may be a basic identification task, but may require students to identify individual words used rather than the type of sentence | The following is a dependent clause. (True or False). What preposition is used within this dependent clause? |
| 3 | <ul style="list-style-type: none">• does not include a definition<ul style="list-style-type: none">○ may require students to make a generalization about the form or function of the clause | What should be added to this dependent clause in order to create a complete sentence? |

Dialogue



Category: Literary Elements

Used In: Passage

Minimum RCL: 2

Dialogue is verbal communication within texts, marked by quotation marks. Dialogue is used to indicate what characters are saying aloud. Dialogue can be used to provide insight into characters' traits, as well as develop plots.

Student Definition: Dialogue is found when characters speak aloud, with their lines of speech set off by quotation marks.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes a definition• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Dialogue is <definition>. Which of the following is an instance of dialogue?</p> <p>What form of punctuation is used to mark dialogue?</p> |
| 2 | <ul style="list-style-type: none">• may or may not include the definition• students may be asked to consider the rules for punctuating dialogue | <p>Which of the following sentences using dialogue is correctly written?</p> <p>Which characters speak in this passage?</p> |
| 3 | <ul style="list-style-type: none">• never includes the definition or rule• distractors can be closer to the actual answers | <p>Why might the author have incorporated dialogue into this passage?</p> |

Dialogue Tags



Category: Capitalization and Punctuation

Used In: Passage and Standalone

Minimum RCL: 3

Dialogue tags are short phrases that attribute dialogue to the characters who spoke aloud (i.e., “he said,” “she asked,” “they called,” etc.).

Dialogue tags can be placed before, after, or even within lines of dialogue. They should be offset from the actual quotations by commas.

Student Definition: Dialogue tags are short phrases that tell which characters spoke aloud.

Student Rule: Dialogue tags can go before, after, or even within lines of dialogue. Use commas to set off the quotations from the rest of the sentences.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes a definition or rule• is a basic matching task (i.e., given the explicitly stated rule, match the punctuation with the sentence)<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Writing dialogue requires <relevant rule>. Which of the following sentences using dialogue is correctly written?</p> <p>What dialogue tag is used in this quotation?</p> <p>Where is the dialogue tag placed in this piece of dialogue (beginning, within, or at the end)?</p> |
| 2 | <ul style="list-style-type: none">• may or may not include the definition• may require students to consider both quotation marks and dialogue tags when considering proper presentation of dialogue | <p>Which of the following sentences using dialogue is correctly written?</p> <p>What phrases could be used as dialogue tags if a person was speaking loudly/quietly/angrily/excitedly?</p> |
| 3 | <ul style="list-style-type: none">• requires students to consider how authors may expect readers to infer around dialogue that lacks dialogue tags | <p>Why might the author have chosen not to put a dialogue tag near <quotation>?</p> <p>Which character most likely said that line of dialogue?</p> |

Ellipses



| | |
|--------------|--------------------------------|
| Category: | Capitalization and Punctuation |
| Used In: | Passage and Standalone |
| Minimum RCL: | 8 |

Ellipses are used to indicate that a narrator or character is taking a long pause before continuing to speak. They are commonly used to build suspense or to indicate hesitation.

Ellipses can also be used in direct quotations to indicate that a portion of the original source material has been omitted.

Student Rule: Within dialogue, use ellipses to show characters taking long pauses before continuing to speak.

Student Rule: In fiction texts, use ellipses to build suspense or show doubt..

Student Rule: When citing sources, use ellipses to show where portions of original source materials have been left out of the quotations.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none"> includes a definition or rule is a basic identification task <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>An ellipsis is <definition>/is used when <relevant rule>.</p> <p>Which of the following sentences includes an ellipsis?</p> |
| 2 | <ul style="list-style-type: none"> may or may not include the definition or rule | <p>Which of the following sentences uses ellipses correctly?</p> |
| 3 | <ul style="list-style-type: none"> does not include a definition or rule may require students to make a generalization about the form or function of this part of speech may require students to determine if the sentence is grammatically correct without forewarning them to consider ellipses specifically | <p>For what reasons would ellipses be used? Select all that apply.</p> <p>Which of the following sentences uses an ellipsis to express suspense/hesitation/an interruption/etc.?</p> |

Em Dashes



Category: Capitalization and Punctuation

Used In: Passage and Standalone

Minimum RCL: 6

Em dashes are used to include extra information within sentences, much like parentheses do. Em dashes are frequently used to add definitions or further descriptions into sentences.

Em dashes (—) are longer than en dashes (–).

Student Definition: Em dashes are used to set off extra information, like definitions or descriptions, within sentences.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">includes a definition in the questionis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | An em dash is <definition>. Which of the following sentences includes an em dash? |
| 2 | <ul style="list-style-type: none">may or may not include the definition | Which of the following sentences uses an em dash correctly? |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to make a generalization about the form or function of this part of speechmay require students to determine if the sentence is grammatically correct without forewarning them to consider em dashes specifically | For what might an em dash include? Select all that apply. Which of the following sentences uses an em dash correctly? |

En Dashes



Category: Capitalization and Punctuation

Used In: Passage and Standalone

Minimum RCL: 6

En dashes are used to indicate a range. They are frequently used between two given numbers or between two places.

En dashes (–) are shorter than em dashes (—).

Student Definition: En dashes are used to show ranges, often used between numbers or place names.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes a definition• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like Select All and drag-and-drop, are not introduced until later tiers. | An en dash is <definition>. Which of the following sentences includes an en dash? |
| 2 | <ul style="list-style-type: none">• may or may not include the definition | Which of the following sentences uses an en dash correctly? |
| 3 | <ul style="list-style-type: none">• does not include a definition• may require students to make a generalization about the form or function of this part of speech• may require students to determine if the sentence is grammatically correct without forewarning them to consider en dashes specifically | For what might an en dash include? Select all that apply. Which of the following sentences uses an en dash correctly? |

Exclamatory Sentences



Category: Sentence Structure

Used In: Standalone

Minimum RCL: 1

Exclamatory sentences are used to express emotion, often as greetings or warnings. They end with exclamation marks.

Student Definition: Exclamatory sentences are sentences used to tell emotion, like with greetings or warnings. They end with exclamation points.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">includes a definitionis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like Select All and drag-and-drop, are not introduced until later tiers. | An exclamatory sentence is <definition>. Which of the following is an exclamatory sentence? |
| 2 | <ul style="list-style-type: none">may or may not include a definitionmay be a basic identification task, but may require students to identify punctuation used rather than the type of sentencemay require the student to identify what the sentence type does specifically | What punctuation mark should appear at the end of an exclamatory sentence? Does this target sentence provide a greeting, a warning, or something else? |
| 3 | <ul style="list-style-type: none">does not include a definition<ul style="list-style-type: none">may require students to make a generalization about the form or function of the sentence | Why do authors use exclamatory sentences? Select all that apply. In <scenario>, what type of sentence might an author use to express their point? |

Fragments v. Complete Sentences



Category: Sentence Structure

Used In: Standalone

Minimum RCL: 4

Unlike complete sentences, sentence fragments do not express complete thoughts. Sentence fragments may be lacking a subject, a verb, or both. In more sophisticated situations, sentence fragments may have a subject and a verb, but function as a dependent clause rather than an independent clause.

Student Definition: Sentence fragments are phrases that do not give complete thoughts, usually because they are missing a subject, a verb, or both.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none"> includes a definition is a basic identification task <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like Select All and drag-and-drop, are not introduced until later tiers. | <p>A complete sentence is <definition>. Is the following a complete sentence? (True or False)</p> <p>A complete sentence is <definition>. Which of the following is a complete sentence?</p> <p>Put the words in order to make a complete sentence.</p> |
| 2 | <ul style="list-style-type: none"> may or may not include a definition may be a basic identification task, but may require students to identify a missing element rather than just identify the fragment | <p>Does the following phrase contain a subject/verb?</p> <p>Does the following phrase contain an independent clause?</p> <p>Is the following a complete sentence?</p> |
| 3 | <ul style="list-style-type: none"> does not include a definition <ul style="list-style-type: none"> may require students to make a generalization about the form or function of the sentence | <p>What must be added to this fragment in order for it to be a complete sentence?</p> |

Future Tense



| | |
|--------------|------------|
| Category: | Verb Tense |
| Used In: | Standalone |
| Minimum RCL: | 1 |

The future tense is a verb form used to refer to actions that will happen.

Student Definition: The future tense is a verb form used with actions that will happen.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none">includes a definitionasks students to provide the future tense of a common present-tense verbis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Future tense is <definition>. What is the future tense of the verb <verb>? |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentencemay require students to identify an irregular future tense verb | What tense is the bolded word in the sentence? What verb/word in the sentence is written in the future tense? |
| 3 | <ul style="list-style-type: none">does not include a definitionrequires students to determine if a sentence is grammatically correct without forewarning them to consider the tense of the verbs | Which sentence is written correctly? |

Genres



Category: Reading Skills, Genres: Fiction, Genres: Nonfiction

Used In: Passage

Minimum RCL: 1

Genres are classifications of texts (i.e., mystery, historical fiction, biography, etc.). Genres have characteristics which students learn and must seek to identify in texts to determine their genres.

Student Definition: Genres are classifications of texts where all texts in the same genre have common characteristics.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">• includes a definition• may be a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A genre is <definition>.</p> <p>To what genre would this passage best belong?</p> |
| 2 | <ul style="list-style-type: none">• requires textual evidence• requires students to independently review text evidence AND determine the genre | <p>To what genre would this passage best belong?</p> <p>Which piece of textual evidence best indicates that this passage belongs to <genre>?</p> |
| 3 | <ul style="list-style-type: none">• is an inferential question, might require students to attend to only a brief portion of the passage to analyze very closely | <p>Select two pieces of textual evidence that a reader could use to determine the genre of the passage.</p> <p>What elements in this text would change if the passage was switched to <alternate genre>?</p> |

Gerunds



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 8 |

Gerunds, along with participles and infinitives, comprise a larger category called verbals. Verbals are words formed with verbs that do not act as verbs.

Gerunds are verbals that end in the suffix **-ing**. (which means they are in the present participle verb tense form).

Gerunds are often used in sentences after another verb (ex: She likes **running**). In these sentences, the gerunds function as nouns-- not as the main verb.

Student Definition: Gerunds are verbs that act as nouns, often ending in the suffix **-ing** and appearing after another verb in sentences.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">• includes a definition• requires students to identify the part of speech within a target sentence with bolding used as a scaffold to support the learner<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Gerunds are <definition>. Which bold word in the given sentence is a gerund? |
| 2 | <ul style="list-style-type: none">• may or may not include a definition• requires students to identify the skill within a target sentence with no supports given | Which word in the given sentences is a gerund? |
| 3 | <ul style="list-style-type: none">• does not include a definition• may require students to make a generalization about the form or function of this part of speech• may require students to determine if a sentence is grammatically correct without forewarning them to consider the use of gerunds | Gerunds are verbs that function like what other part of speech? Which suffix commonly appears at the end of gerunds? |

Homographs



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 5 |

Student Definition: Homographs are two or more words that are spelled the same, but have **different** pronunciations and meanings.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definitionis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A homograph is <definition>.</p> <p>Which of the following words is a homograph?</p> |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence | <p>Choose the sentence that uses the word <target word> to mean <definition>.</p> <p>Which definition of <target word> applies in this sentence?</p> |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to make a generalization about the form or function of this part of speechmay require students to identify the skill within a target sentencemay require students to determine if a sentence is grammatically correct without forewarning them to consider the use of homographs | <p>Select all the sentences that use the word <target word> as a verb/noun.</p> <p>Drag and drop the homographs into their proper places in this sentence.</p> <p>Is this sentence grammatically correct?</p> <p>Which definition of <target word> is more commonly applied to people/objects/attitudes/other conditions?</p> |

Homonyms



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 3 |

Student Definition: Homonyms are two or more words that have the **same** spelling and pronunciation, but different meanings.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes a definition• is practiced in isolation, does not include a target sentence<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A homonym is <definition>.</p> <p>Which of the following words is a homonym?</p> |
| 2 | <ul style="list-style-type: none">• may or may not include a definition• requires students to identify the skill within a target sentence | <p>Choose the sentence that uses the word <target word> to mean <definition>.</p> <p>Which definition of <target word> applies in this sentence?</p> |
| 3 | <ul style="list-style-type: none">• does not include a definition• may require students to make a generalization about the form or function of this part of speech• may require students to identify the skill within a target sentence with no supports given• may require students to determine if a sentence is grammatically correct without forewarning them to consider the use of homonyms | <p>Choose the sentence that uses the word <target word> as a verb/noun.</p> <p>Drag and drop the homonyms into their proper places in this sentence.</p> <p>Is this sentence grammatically correct?</p> <p>Which definition of <target word> is more commonly applied to people/objects/attitudes/other conditions?</p> |

Homophones



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 3 |

Student Definition: Homophones are two or more words that are pronounced the same, but have different meanings. They may or may not be spelled the same.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes a definition• requires students to identify the part of speech• is practiced in isolation, does not include a target sentence<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A homophone is <definition>.</p> <p>Which of the following words is a homophone?</p> |
| 2 | <ul style="list-style-type: none">• may or may not include a definition• requires students to identify the skill within a target sentence | <p>Choose the sentence that uses the word <target word> to mean <definition>.</p> |
| 3 | <ul style="list-style-type: none">• does not include a definition• may require students to make a generalization about the form or function of this part of speech• may require students to identify the skill within a target sentence with no supports given• may require students to determine if a sentence is grammatically correct without forewarning them to consider the use of homophones | <p>Choose the sentence that uses the word <target word> as a verb/noun.</p> <p>Drag and drop the homophones into their proper places in this sentence.</p> <p>Is this sentence grammatically correct?</p> <p>Which definition of <target word> is more commonly applied to people/objects/attitudes/other conditions?</p> |

Hyperbole



| | |
|--------------|------------------------|
| Category: | Figurative Language |
| Used In: | Passage and Standalone |
| Minimum RCL: | 8 |

Hyperbole is a form of figurative language where an author makes an exaggeration or overstatement. This can be done for comedic or dramatic effect in storytelling.

Student Definition: Hyperbole is found when a phrase is used as an exaggeration or an overstatement.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• may use the word "exaggeration" rather than "hyperbole" in the question to be more accessible to students (if only the word hyperbole is given, a definition should be included).• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Hyperbole is <definition>. Which of the following sentences is an exaggeration/hyperbole? |
| 2 | <ul style="list-style-type: none">• may or may not include the definition• requires students to demonstrate their understanding that hyperbolic statements should not be perceived literally | Which version of the sentence contains hyperbole? Which form of figurative language is included in the sentence? |
| 3 | <ul style="list-style-type: none">• requires students to demonstrate their understanding that hyperbolic statements should not be perceived literally• does not include the definition• distractors can be closer to actual answer | How should a reader interpret this sentence? What does the statement <quotation here> most likely mean? |

Idioms



| | |
|--------------|------------------------|
| Category: | Figurative Language |
| Used In: | Passage and Standalone |
| Minimum RCL: | 4 |

Idioms are phrases that have established meanings outside of their literal meanings. These are figures of speech that cannot be understood by considering each word on its own; they must be learned as a whole.

Student Definition: Idioms are phrases that do not make sense if read word by word, but have set meanings that are learned.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definition in the question.the idiom is provided in a complete sentence so that students can use the other portions of the sentence as context cluescan only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | An idiom is <definition>. What does the phrase, <idiom>, mean in this sentence? |
| 2 | <ul style="list-style-type: none">may or may not include the definitionthe idiom is presented in isolation for students to identify/recognize on its own | What is the meaning of this idiom? Which form of figurative language is included in the sentence? |
| 3 | <ul style="list-style-type: none">does not include the definitionthe students must prove they not only know what idioms mean, but can identify appropriate situations for their usage | Which form of figurative language is included in the sentence? What idiom should a writer use if they wish to communicate [sentiment]? |

Imagery



Category: Figurative Language, Reading Skills, Genres: Fiction, Genres: Nonfiction

Used In: Passage and Standalone

Minimum RCL: 4

Imagery is a form of figurative language that occurs when sensory details are provided as descriptors. Imagery helps readers better visualize the text.

Student Definition: Imagery is found when descriptions include details about the five senses (sight, smell, touch, taste, and sound).

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none"> includes a definition is a basic identification task (either to identify imagery generally or to identify which sense is featured in the sensory detail) <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Imagery is <definition>. Which sentence in this passage contains imagery?</p> <p>What sense does this sentence describe/highlight?</p> <p>Imagery is <definition>. Which of the following quotations include imagery?</p> |
| 2 | <ul style="list-style-type: none"> may or may not include the definition is also a basic identification task, but is asked using more advanced academic terminology requires textual evidence | <p>Which form of figurative language is included in the sentence?</p> <p>Which piece of textual evidence gives a description that draws upon some of the five senses?"</p> <p>Which sentence contains visual/tactile/auditory imagery?</p> |
| 3 | <ul style="list-style-type: none"> does not include the definition requires students to demonstrate an understanding of the value that imagery brings to writing is an inferential question, might require students to explain the way in which the imagery impacts/improves the text | <p>Why do readers add imagery to their writing?</p> <p>Which sense is most important to the development of this text?</p> |

Imperative Sentences



Category: Sentence Structure

Used In: Standalone

Minimum RCL: 1

Imperative sentences give commands or instructions. They can end with either periods or exclamation points.

Student Definition: Imperative sentences are sentences that give commands or instructions, and end with either periods or exclamation points.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">includes a definitionis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | An imperative sentence is <definition>. Which of the following is an imperative sentence? |
| 2 | <ul style="list-style-type: none">may or may not include a definitionmay be a basic identification task, but may require students to identify punctuation used rather than the type of sentencemay require the student to identify what the sentence type does specifically | What punctuation mark should appear at the end of an imperative sentence? This imperative statement provides instructions. (True or False) |
| 3 | <ul style="list-style-type: none">does not include a definition<ul style="list-style-type: none">may require students to make a generalization about the form or function of the sentence | Why do authors use imperative sentences? Select all that apply. In <scenario>, what type of sentence might an author use to express their point? |

Independent Clauses



Category: Sentence Structure

Used In: Standalone

Minimum RCL: 7

Independent clauses are sentences that contain a subject and a verb, and thereby create complete thoughts.

Student Definition: Independent clauses are sentences that each contain a subject and a verb in order to create complete thoughts.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">• includes a definition• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | An independent clause is <definition>. Which of the following is an independent clause? |
| 2 | <ul style="list-style-type: none">• may or may not include a definition• may be a basic identification task, but may require students to identify individual words used rather than the type of sentence | The following is an independent clause. (True or False). What is the subject/verb phrase in the independent clause? |
| 3 | <ul style="list-style-type: none">• does not include a definition<ul style="list-style-type: none">○ may require students to make a generalization about the form or function of the clause | The following is a complete sentence. (True or False). The following is a complete thought. (True or False). What components must a phrase contain to be an independent clause? Select all that apply. |

Inferring



Category: Reading Skills, Genres: Fiction, Genres: Nonfiction

Used In: Passage

Minimum RCL: 1

In fiction texts, inferring is the practice of using textual evidence to determine what is happening in a scene or what has happened before a scene.

Since writers may jump around or skip ahead in their texts, readers may need to infer about what happened in between given scenes if the writer has not explicitly detailed that.

Readers may also need to infer: characters' feelings (if not explicitly stated), exactly what is happening in a brief or vague scene, and/or what a character *really means* with their dialogue.

In nonfiction texts, inferring is the practice of using textual evidence to deduce further conclusions about a topic or concept that was not detailed explicitly.

Readers may need to infer: what an author may be indirectly stating or implying with a given claim, how exactly a presented concept or topic might work, what an unfamiliar technical term might mean, etc.

Student Definition: Inferring is using textual evidence to determine more about parts of texts where authors do not provide direct or full information.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definitioncan only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | An inference is <definition>. In this passage, a reader might infer <inference>. |
| 2 | <ul style="list-style-type: none">inference is given and students have to find the related textual evidence that supports the claim | What textual evidence could be used to support <inference>? How could a reader recognize that <inference>? |
| 3 | <ul style="list-style-type: none">may require students to make an inference without scaffoldingmay require students to provide multiple pieces of textual evidence to support an inferencemay require students to find the most likely inference | What two pieces of textual evidence support <inference>? What detail from the text best shows <inference>? |

Infinitives



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 8 |

Infinitives, along with gerunds and participles, fit into a larger category called verbals. Verbals are words formed with verbs that do not act as verbs.

Infinitives are verbals that often include the word "to" ("to play," "to run"). Infinitives are often used in sentences after another verb (ex: She likes to play). In these sentences, the infinitives function as nouns, adjectives, or adverbs-- not as the main verb.

Infinitives need not only include the word "to." Bare infinitives do not include the word "to", such as in this case: They heard the doorbell **ring**.

Student Definition: Infinitives are verbs that act as nouns, adjectives, or adverbs, and often include the word "to" before the base verb.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none"> includes a definition requires students to identify the part of speech within a target sentence with bolding used as a scaffold to support the learner <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Infinitives are <definition>. Which bold phrase in the given sentence is an infinitive? |
| 2 | <ul style="list-style-type: none"> may or may not include a definition requires students to identify the skill within a target sentence with no supports given will include an infinitive that uses the word "to" | Which words in the given sentence comprise an infinitive? |
| 3 | <ul style="list-style-type: none"> does not include a definition may require students to make a generalization about the form or function of this part of speech will include an infinitive that does not use "to" | Which words in the given sentence comprise an infinitive? Which word commonly appears before the main verb to make an infinitive? Which sentence is grammatically correct? |

Interjections



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 5 |

Interjections are words used to either greet someone, express emotion, or gain someone's attention.

If an interjection is used strongly, it is usually followed by an exclamation point. If an interjection is used mildly, it is usually followed by a comma.

Student Definition: Interjections are words used to greet someone, show emotion, or get someone's attention.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speechis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>An interjection is <definition>.</p> <p>Which of the following words can be used as an interjection?</p> |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | <p>Which bold word in the given sentence acts as an interjection?</p> <p>Which punctuation mark is used to set off the interjection from the rest of the sentence?</p> |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to make a generalization about the form or function of this part of speechmay require students to identify the skill within a target sentence with no supports givenmay require students to determine if a sentence is grammatically correct without forewarning them to consider how interjections are included/punctuated | <p>Which word in the given sentence acts as an interjection?</p> <p>What emotion is the interjection likely being used to express?</p> <p>Why did the author likely use a comma/exclamation point after the interjection?</p> |

Interrogative Sentences



Category: Sentence Structure

Used In: Standalone

Minimum RCL: 1

Student Definition: Interrogative sentences are used to ask questions. They end with question marks.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes a definition• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | An interrogative sentence is <definition>. Which of the following is an interrogative sentence? |
| 2 | <ul style="list-style-type: none">• may or may not include a definition• may be a basic identification task, but may require students to identify punctuation used rather than the type of sentence• may require the student to identify what the sentence type does specifically | What punctuation mark should appear at the end of an interrogative sentence? The purpose of the following interrogative sentence is to provide instructions. (True or False) |
| 3 | <ul style="list-style-type: none">• does not include a definition<ul style="list-style-type: none">○ may require students to make a generalization about the form or function of the sentence | Why do authors use interrogative sentences? Select all that apply. In <scenario>, what type of sentence might an author use to express their point? |

Irony



Category: Literary Elements

Used In: Passage

Minimum RCL: 8

Irony is a technique used to add humor, suspense, or plot twists to writing. There are three types of irony: dramatic irony, situational irony, or verbal irony.

Student Definition: Dramatic irony is found when readers know more about conflicts or plot events than the characters do.

Student Definition: Situational irony is found when the opposite of what readers expect happens, such as with plot twists.

Student Definition: Verbal irony is found when characters say the opposite of what they mean, usually to be humorous or sarcastic.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none">• includes a definition of the term• is a literal question<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Verbal/situational/dramatic Irony is <definition>. Which of the following quotations includes irony? <Quotation> is ironic (True/False). |
| 2 | <ul style="list-style-type: none">• requires textual evidence• question will inform students that irony exists within the passage, and requires them to identify the example• OR textual evidence will be given for students to identify as irony | Which of the following quotations from the text best shows verbal irony? What type of figurative language/comedic device is used in <quotation> |
| 3 | <ul style="list-style-type: none">• is an inferential question, might require students to attend to only a brief portion of the passage to analyze very closely | What is the impact of the <ironic scene> on the passage? Why could <quotation> be described as ironic/funny? |

Main Ideas



Category: Reading Skills, Genres: Nonfiction

Used In: Passage

Minimum RCL: 3

Main ideas are the central points, stances, or opinions that authors communicate in their **nonfiction** texts. Main ideas are full sentences that communicate the authors' stance on their topics.

Student Definition: Main ideas are the key points authors make in nonfiction texts.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">includes a definitioncan only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers.many of the distractors will be clearly wrong; they will not refer to topics addressed within the passage | A main idea is <definition>. What is the main idea of this passage? |
| 2 | <ul style="list-style-type: none">requires textual evidencedistractors will be close, with all of the distractors relating to something referred to within the text. Readers will need to distinguish between important information and interesting information to locate the main idea. | <p>Of the ideas presented in the passage, which serves as the primary main idea of the full text?</p> <p>Drag and drop the answer choices to distinguish between important information and interesting information.</p> |
| 3 | <ul style="list-style-type: none">is an inferential question, might require students to attend to only a brief portion of the passage to analyze very closelymay require students to identify ways in which the author substantiated the main ideas they conveyed | <p>What is the main/central idea of paragraph/subsection of the text?</p> <p>How did the author support their main claim within this text?</p> |

Metaphors



| | |
|--------------|------------------------|
| Category: | Figurative language |
| Used In: | Passage and Standalone |
| Minimum RCL: | 4 |

Metaphors are a form of figurative language used to make comparisons. To create metaphors, writers state that one object is another. Metaphors often use a form of the verb "be" (e.g., is, was, are).

Student-Friendly Definition: Metaphors compare two things by stating that one object is another, without using the words "like" or "as."

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none">• includes a definition in the question.• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A metaphor is <definition>. Which of the following is a metaphor? |
| 2 | <ul style="list-style-type: none">• may or may not include the definition | Which form of figurative language is included in the sentence? Which two items are being compared in this metaphor? |
| 3 | <ul style="list-style-type: none">• does not include the definition• distractors can be closer to the actual answer• requires students to identify the similarity between the two items being compared in the metaphor/explain why they are comparable• includes indirect metaphors, implied metaphors, and extended metaphors | What is the deeper meaning of this metaphor? |

Metonymy



| | |
|--------------|------------------------|
| Category: | Figurative Language |
| Used In: | Passage and Standalone |
| Minimum RCL: | 7 |

Student Definition: Metonymy is the replacement of an actual word for a concept with a closely related word or term.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">includes a definition in the questionis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Metonymy is <definition>. Which of the following is a metonymy? |
| 2 | <ul style="list-style-type: none">may or may not include the definitionrequires students to identify the intended term that the closely related word/phrase implies<ul style="list-style-type: none">one term is given, so they are aware of half of the metonym | Which form of figurative language is included in the sentence? In this sentence, "term" is used to mean which of the following? In this sentence, "term" is a metonym for which related concept? |
| 3 | <ul style="list-style-type: none">does not include the definitiondistractors can be closer to the actual answerrequires students to explain the full metonymy without either related term being identified in the question | Why does this sentence count as a metonymy? What does this expression/metonymy mean? |

Mood



Category: Literary Elements

Used In: Passage

Minimum RCL: 8

Identifying mood involves identifying moments in literature that are highly emotional moments for characters-- so emotional that readers may also feel emotional and connect with/react with the characters.

Scenes in the text that have a well-developed mood are often scenes of critical importance (i.e., major conflicts, plot twists, etc.).

Student Definition: Mood is found in scenes that are highly emotional moments, where readers also may feel emotion or connect with characters.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definition, or may use the term "feeling" instead of "mood"can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>How should a reader most likely feel at this point in the text?</p> <p>Mood is <definition>. What mood should readers experience while reading this passage?</p> <p>Mood is <definition>. The mood of this passage is tense. (True/False).</p> |
| 2 | <ul style="list-style-type: none">requires textual evidence | <p>What details does the author include to create <type of mood>?</p> <p>What mood/tone is the author trying to convey?</p> <p>What word/words best contribute to the development of the mood?</p> |
| 3 | <ul style="list-style-type: none">is an inferential questionmay ask readers to describe multiple moods in different parts of a story or describe how the mood changes/shifts in a poem/fiction textmay require students to determine how the author used just one element of the text to develop mood | <p>How does the mood change from the beginning of this scene to the end?</p> <p>How does the setting contribute to the mood of the story?</p> |

Nonfiction Figure Traits



| | |
|--------------|--------------------|
| Category: | Genres: Nonfiction |
| Used In: | Passage |
| Minimum RCL: | 3 |

Identifying nonfiction figure traits involves using textual evidence to identify or infer permanent characteristics that can be assigned to historical or biographical figures.

Traits are different from emotions; traits should be long-lasting characteristics like "responsible" or "witty," not fleeting emotions like "frightened."

Student Definition: Nonfiction figure traits are permanent characteristics that nonfiction figures show across historical or biographical texts.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none"> includes a definition is a basic identification task <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. requires students to return to and locate a trait that is expressly written within the text | <p>Select the adjective that best describes <historical/biographical figure>.</p> <p>A trait is <definition>.</p> <p>What trait does <historical/biographical figure> develop over the course of the story?</p> |
| 2 | <ul style="list-style-type: none"> requires textual evidence may require students to make inferences about relationships between figures/parties, rather than just describing one figure in isolation | <p>Select all pieces of textual evidence that support the claim that <historical/biographical figure> can be described as <trait>.</p> <p>What answer choice best describes the relationship between <historical/biographical figure> and <historical/biographical figure>?</p> |
| 3 | <ul style="list-style-type: none"> is an inferential question, might require students to attend to only a brief portion of the passage to analyze very closely may require students to trace a historical/biographical figure's development across a passage | <p>What does the author mean when they state, <historical/biographical figure description>?.</p> |

Nouns



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

Student Definition: Nouns are words used for people, places, or things.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">includes a definitionis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A noun is <definition>. Which of the following words are nouns? |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | Which bold word in the sentence is a noun? Is <target word> a noun? |
| 3 | <ul style="list-style-type: none">does not include a definitionrequires students to identify the skill within a target sentence with no supports given | What word(s) in the sentence act as nouns? |

Nouns (Concrete and Abstract)



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

Concrete nouns are words that refer to people, places, or things that are tangible.

Abstract nouns are words that refer to qualities, ideas, or concepts that are intangible.

Student Definition: Concrete nouns are words for people, places, or physical things that people can experience with the five senses.

Student Definition: Abstract nouns are words for feelings or ideas that cannot be experienced physically.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none"> includes a definition is practiced in isolation, does not include a target sentence <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A concrete/abstract noun is <definition>.</p> <p>Which of the following words are abstract nouns?</p> |
| 2 | <ul style="list-style-type: none"> may or may not include a definition requires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | <p>Which bold word in the sentence is an abstract noun?</p> <p>Which bold word in the sentence is a concrete noun?</p> |
| 3 | <ul style="list-style-type: none"> does not include a definition requires students to identify the skill within a target sentence with no supports given | <p>What word(s) in the sentence act as concrete nouns?</p> <p>What word(s) in the sentence act as abstract nouns?</p> |

Onomatopoeia



Category: Figurative Language

Used In: Passage and Standalone

Minimum RCL: 4

Onomatopoeia is a form of figurative language that involves using words that are pronounced in ways that mimic other sounds (such as animal noises, vocal or breathing noises, machine or collision noises, and more).

Student Definition: Onomatopoeia is the use of words that are pronounced in ways that mimic other sounds.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definition in the questionat younger grade levels, the term "sound word" may be used in lieu of onomatopoeia to account for students' reading skills still being predominantly based on decodingis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Onomatopoeia is <definition>.</p> <p>Choose the sound word in this sentence.</p> <p>Which of the following is an example of onomatopoeia?</p> |
| 2 | <ul style="list-style-type: none">may or may not include the definition | <p>Which form of figurative language is included in the sentence?</p> |
| 3 | <ul style="list-style-type: none">does not include the definitiondistractors can be closer to actual answer<ul style="list-style-type: none">the students must prove they can identify appropriate situations for the usage of specific onomatopoeia | <p>Which onomatopoeia might an author use to express <sentiment>?</p> <p>If you were writing a story about <topic>, which onomatopoeia might be best relevant to include?</p> <p>Choose all the onomatopoeia associated with a <sentiment>/<topic>.</p> |

Other Commonly Confused Words



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

This category within *Shoelace Learning* applies to sets of words with similar spellings or pronunciations that are frequently misused.

Student Definition: Commonly confused words are words that people often mix up because they either sound alike or have close spellings.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none"> includes a definition asks students to identify the correct word from a set of commonly confused words is practiced in isolation, does not include a target sentence <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Commonly used words are<definition>. <Target word> means <definition>. (T/F).</p> |
| 2 | <ul style="list-style-type: none"> may or may not include a definition requires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | <p>Complete the following sentence with the correct word.</p> <p>Which of the following commonly confused words is a <part of speech>?</p> |
| 3 | <ul style="list-style-type: none"> does not include a definition requires students to identify the skill within a target sentence with no supports given may require students to determine if a sentence is grammatically correct without forewarning them to consider commonly confused words | <p>Which version of the sentence is grammatically correct?</p> |

Oxymorons



| | |
|--------------|------------------------|
| Category: | Figurative Language |
| Used In: | Passage and Standalone |
| Minimum RCL: | 8 |

An oxymoron is a form of figurative language that involves pairing two seemingly contradictory words together to form an expression.

Student Definition: Oxymorons are phrases with set meanings made from pairs of opposite words.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none">• includes a definition in the question.• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | An oxymoron is <definition>. Which of the following is an oxymoron? |
| 2 | <ul style="list-style-type: none">• may or may not include the definition (this is depending on how difficult/similar the distractor answer choices area) | Which form of figurative language is included in the sentence? Which part of the given sentence contains an oxymoron? |
| 3 | <ul style="list-style-type: none">• does not include the definition• distractors can be be closer to actual answer• requires students to be aware of the established meaning of an oxymoron (i.e., looking past the literal contradiction of the two words to understand how the term is used linguistically) | What does <oxymoron> mean? |

Participles



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 8 |

Participles, along with gerunds and infinitives, comprise a larger category called verbals. Verbals are words formed with verbs that do not act as verbs.

Participles can be used as adjectives to modify nouns (i.e., "running shoes," "laughing stock").

Student Definition: Participles are verbs that act as adjectives.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none">• includes a definition• requires students to identify the part of speech within a target sentence with bolding used as a scaffold to support the learner<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Participles are <definition>. Which bold word in the given sentence is a participle? |
| 2 | <ul style="list-style-type: none">• may or may not include a definition• requires students to identify the skill within a target sentence with no supports given | Which word in the given sentence is a participle? |
| 3 | <ul style="list-style-type: none">• does not include a definition• may require students to make a generalization about the form or function of this part of speech• may require students to determine if a sentence is grammatically correct without forewarning them to consider the use of participles | Participle are verbs that function like what other part of speech? Which suffix commonly appears at the end of participles? |

Past Tense



Category: Verb Tense

Used In: Standalone

Minimum RCL: 1

The past tense is a verb form used to refer to actions that have already happened.

Adding the suffix **-ed** to the end of a verb is the most common, regular method by which to indicate the past tense, although other methods of creating a past tense form of a verb exist.

Student Definition: The past tense is a verb form used with actions that have already happened.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definitionasks students to provide the past tense of a common present-tense verbis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Past tense is <definition>.</p> <p>What is the past tense of the verb <verb>?</p> |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the past tense verb in a target sentencemay require students to identify an irregular past tense verb | <p>What tense is the bolded word in the sentence?</p> <p>What bolded word in the sentence is written in the past tense?</p> |
| 3 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the past tense verb in a target sentencemay require students to identify an irregular past tense verbmay require students to identify past perfect or past continuous tenses | <p>What tense is the verb in the sentence?</p> <p>What word(s) in the sentence is written in the past tense?</p> |

Personification



| | |
|--------------|------------------------|
| Category: | Figurative Language |
| Used In: | Passage and Standalone |
| Minimum RCL: | 6 |

Personification is a form of figurative language in which human-like characteristics are given to non-human beings, inanimate objects, or abstract concepts.

Student Definition: Personification is found when non-human things (animals, objects, concepts) have human-like traits.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes a definition in the question• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Personification is <definition>. Which of the following includes personification? Which part of this sentence contains personification? Which item is being personified? |
| 2 | <ul style="list-style-type: none">• may or may not include the definition• requires the student to identify either the object being personified or the human-like trait that constitutes personification | Which form of figurative language is included in the sentence? What is being personified in this sentence? What characteristic is the <inanimate object> given that personifies it? |
| 3 | <ul style="list-style-type: none">• does not include the definition• distractors can be be closer to actual answer<ul style="list-style-type: none">○ requires students to demonstrate they can predict what an author intended to convey when giving an inanimate object a human-like characteristic | What is the meaning of this personification? |

Plural Nouns



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

Plural nouns are noun forms used to indicate a quantity of more than one.

Adding **-s** or **-es** to the end of a noun are the most common, regular ways to indicate plurality, although some nouns have irregular forms.

Student Definition: Plural nouns are nouns used to describe more than one person, place, or thing, often ending in the suffixes **-s** or **-es**.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speech using only regular examples (no irregular plural forms)is practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | What is the plural form of <regular singular noun>? |
| 2 | <ul style="list-style-type: none">may or may not include a definitionmay include irregular plural formsmay require students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | What is the plural form of <irregular singular noun>? Is the bolded noun in the sentence singular or plural? |
| 3 | <ul style="list-style-type: none">does not include a definitionrequires students to confirm a skill is accurately incorporated within a target sentence with no supports given | Is the sentence below grammatically correct? |

Points of View



| | |
|--------------|--|
| Category: | Literary Elements, Genres: Fiction, Genres: Nonfiction |
| Used In: | Passage |
| Minimum RCL: | 2 |

Points of view are the perspectives from which texts are told. Readers can use the pronouns incorporated in the text's narration to determine points of view.

Points of view include:

- **first person**-- the main character or autobiographical figure tells the story, using the pronoun "I"
- **second person**-- the reader is the main character, using the pronoun "you" (common in Choose Your Own Adventure books)
- **third person**-- the story is being told by an external narrator who is not a character
- **third person omniscient**-- the narrator is all-knowing and has insight into all of the characters' thoughts/feelings
- **third person limited**-- the narrator only has insight into the main characters' thoughts/feelings

Student Definition: Points of view are the perspectives from which texts are told.

Student Definition: First person point of view is found when main characters or autobiographical figures narrate the texts by using the pronoun "I."

Student Definition: Second person point of view is found when narrators speak to readers by using the pronoun "you."

Student Definition: Third person point of view is found when external narrators, who are not characters, tell the stories.

Student Definition: Third person omniscient point of view is found when external narrators have insight into all characters' thoughts and feelings.

Student Definition: Third person limited point of view is found when external narrators only have insight into the main characters' thoughts and feelings.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none"> ● includes a definition of the term ● only covers first person, second person, third person points of view ● is a basic identification task <ul style="list-style-type: none"> ○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not | A text's point of view is <definition>. From what point of view is this passage told? |

| | | |
|---|--|---|
| | introduced until later tiers. | |
| 2 | <ul style="list-style-type: none"> introduces third person objective, third person limited omniscient, and third person omniscient points of view may include a definition of a term | <p>From what point of view is this passage told?</p> <p>Which of the following best describes the point of view of this passage?</p> |
| 3 | <ul style="list-style-type: none"> is an inferential question | <p>How can the reader determine this passage is written in the <point of view></p> <p>What is the most likely reason the author chose to tell the story from < point of view>? Select all that apply.</p> |

Possessive Nouns



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

Possessive nouns are noun forms used to indicate that the noun has ownership over another person, place, or thing.

Adding **'s** to the end of a noun is the most common, regular way to indicate possession, although some nouns have irregular forms. Possessive pronouns (his, hers, my, its, theirs, ours, etc.) also can be used to indicate possession.

Student Rule: Possessive nouns are noun forms used to show ownership, often ending with **'s**.

Student Rule: Possessive pronouns are used to show ownership.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none"> includes a rule requires students to identify the part of speech using only regular examples (no irregular possessive forms) is practiced in isolation, does not include a target sentence <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>What is the possessive form of <regular noun>?</p> |
| 2 | <ul style="list-style-type: none"> may or may not include a rule may include irregular possessive forms may require students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | <p>What is the possessive form of <irregular noun>?</p> <p>Is the bolded noun in the sentence being used in a possessive form?</p> <p>Is the bolded noun in the sentence being used to show possession?</p> |
| 3 | <ul style="list-style-type: none"> does not include a rule requires students to confirm a skill is accurately incorporated within a target sentence with no supports given | <p>Is the sentence below grammatically correct?</p> |

Predicting



Category: Reading Skills, Genres: Fiction

Used In: Passage

Minimum RCL: 2

Predicting is the practice of guessing what will happen next. It is different from inferring, as inferring is guessing what is happening now or what happened before.

Student Definition: Predicting is guessing what will happen next in a text.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">Includes a definitioncan only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Predicting is <definition>.</p> <p>What will <character name> likely do next?</p> |
| 2 | <ul style="list-style-type: none">requires textual evidence. | <p>How/when/where do you predict <character/event> <action/occurred>?</p> <p>What evidence in the passage supports <prediction>?</p> <p>Which predictions are logical/likely? Select all that apply.</p> |
| 3 | <ul style="list-style-type: none">is an inferential question, might require students to attend to only a brief portion of the passage to analyze very closely | <p>Based on <paragraph or sentence number>, what should a reader likely predict will happen next?</p> |

Prefixes



| | |
|--------------|----------------------|
| Category: | Affixes & Root Words |
| Used In: | Standalone |
| Minimum RCL: | 2 |

Prefixes are affixes placed before root words that create related words with altered meanings.

Student Definition: Prefixes are affixes added before root words to create related words with somewhat different meanings.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">includes a definitionasks students to identify the affixis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A prefix is <definition>. What is the prefix in the word <target word>? |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires the student to identify the meaning associated with the affix | Which of the following words use the prefix <target affix> to mean <definition>? "What does the prefix <target affix> mean in words like <example> or <example>?" |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to employ critical thinking or reading comprehension skills to a target sentence that contains a word with an affixmay require students to make a generalization about the form or function of this affix | Where do prefixes get added to words? What does it mean if spaghetti is over/undercooked? |

Prepositions



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

Student Definition: Prepositions are words used to indicate a position.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speechis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A preposition is <definition>.</p> <p>Which of the following words is a preposition?</p> |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | <p>Which bolded word in the sentence is a preposition?</p> |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to make a generalization about the form or function of this part of speechmay require students to identify the skill within a target sentence with no supports given | <p>Which word in this sentence is a preposition?</p> <p>Which sentence is written correctly?</p> <p>Which preposition would be best to use to describe an item going underneath/going above/etc.?</p> |

Present Tense



| | |
|--------------|------------|
| Category: | Verb Tense |
| Used In: | Standalone |
| Minimum RCL: | 1 |

The present tense is a verb form used to refer to actions that are happening currently.

Student Definition: The present tense is a verb form used with actions that are happening now.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes a definition• is practiced in isolation, does not include a target sentence<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Present tense is <definition>. What is the present tense of the verb <verb>? |
| 2 | <ul style="list-style-type: none">• may or may not include a definition• requires students to identify the present tense verb in a target sentence• may require students to identify an irregular present tense verb | What tense is the bolded word in the sentence? What word/verb in the sentence is written in the present tense? |
| 3 | <ul style="list-style-type: none">• does not include a definition• requires students to determine if a sentence is grammatically correct without forewarning them to consider the tense of the verbs | Which sentence is written correctly? |

Previewing Text



Category: Reading Skills, Genres: Fiction, Genres: Nonfiction

Used In: Passage

Minimum RCL: 2

Previewing text is the practice of analyzing text features, such as titles, covers (both illustrations and synopses), and initial pages. By previewing text, readers determine 1.) if a book is at an appropriate reading level, 2.) if the book appears interesting, and 3.) what the book may be about.

Student Definition: Previewing text is looking through text features before reading to predict the book's topic.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">requires students to connect a specific preview clue (a title, a subtitle, an illustration, etc.) to a literary elementcan only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Which of the following does <preview clue> provide a hint about? a.) the character b.) the setting c.) the problem d.) the symbol |
| 2 | <ul style="list-style-type: none">requires students to connect the title to specific textual evidence, not just a general category of literary element | Based on <preview clue>, what do you expect will occur in this text? |
| 3 | <ul style="list-style-type: none">is an inferential questionmay require students to come up with alternate preview clues or explain how the preview clues assist readers | How does <preview clue> connect with events in this passage? What alternate <preview clue> could serve well for this passage? |

Pronouns



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

A pronoun is a noun that replaces another common or proper noun or noun phrase.

Pronouns include she/her, he/him, they/them, as well as ze/zim, xe/xim, per/pers, and others.

Student Definition: A pronoun is a noun that replaces another noun or noun phrase.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speechis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A pronoun is <definition>.</p> <p>Which of the following words is a pronoun?</p> |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | <p>Which bolded word in this sentence is a pronoun?</p> |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to make a generalization about the form or function of this part of speechmay require students to identify the skill within a target sentence with no supports given | <p>Which word is a pronoun in this sentence?</p> <p>Which sentence is written correctly?</p> <p>Which pronoun would be acceptable to replace an individual who identifies as <gender identity>?</p> |

Proper Nouns



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

Proper nouns are nouns that function as names. They are capitalized.

They include names of people, names of places, days of the week and months of the year, and names of products.

Student Definition: Proper nouns are nouns that are names.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speechis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A proper noun is <definition>. Which word(s) is/are the proper noun in this phrase? |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | Which bolded word is a proper noun in this sentence? |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to make a generalization about the form or function of this part of speechmay require students to identify the skill within a target sentence with no supports given | Names of people are proper nouns (True or False). Which words in the sentence are proper nouns? Select all that apply. |

Punctuating Dialogue



| | |
|--------------|--------------------------------|
| Category: | Capitalization and Punctuation |
| Used In: | Passage and Standalone |
| Minimum RCL: | 3 |

For dialogue to be properly presented, the words that characters or figures state out loud should be placed within double quotation marks.

If a dialogue tag appears in the middle or at the end of a line of dialogue, a comma is traditionally put at the end of the quotation (inside the quotation marks) before the dialogue tag appears.

Student Rule: Put words that characters say out loud within double quotation marks (“ ”).

Student Rule: If dialogue tags appear in the middle or at the end of sentences, place commas at the ends of the quotations (inside the quotation marks).

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none"> includes a rule is a basic matching task Given the explicitly stated rule, match the punctuation with the sentence <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Writing dialogue requires <relevant rule>. Which of the following sentences using dialogue is correctly written?</p> <p>What form(s) of punctuation is used to mark dialogue?</p> |
| 2 | <ul style="list-style-type: none"> may or may not include the rule | <p>Which of the following sentences using dialogue is correctly written?</p> |
| 3 | <ul style="list-style-type: none"> does not include the rule distractors can be closer to the actual answer | <p>Which of the following sentences using dialogue is correctly written?</p> <p>Which of the following sentences contains commas in the proper places to mark the dialogue?</p> <p>Which of the following sentences contains quotation marks in the proper places to mark the dialogue?</p> |

Puns



Category: Figurative Language, Poetry Elements

Used In: Passage and Standalone

Minimum RCL: 8

Puns are a form of figurative language that involves words with multiple meanings or commonly confused words. To form puns, writers will exploit words' alternate meanings for comedic effect.

Student Definition: Puns are phrases that purposefully include or misuse words with multiple meanings in order to create humor.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">includes a definition in the questionis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A pun is <definition>. Which of the following is a pun? |
| 2 | <ul style="list-style-type: none">may or may not include the definitionrequires students to deconstruct the pun by finding the two meanings that both apply | Which form of figurative language is included in the sentence? What are the two meanings of the word "term" that contribute to making this pun humorous? Select two options. |
| 3 | <ul style="list-style-type: none">does not include the definitiondistractors can be closer to the actual answer.requires students to explain the humor/show that they understand how both double meanings relate to the main idea of the passage | Why is <pun> meant to be humorous? |

Repetition



Category: Poetry Elements

Used In: Passage

Minimum RCL: 2

Repetition involves the consistent and/or patterned use of key phrases or words within a text. Repetition may be used to draw attention to a key topic or theme that the text communicates, or to enhance the rhythm or flow of text when it is read aloud.

Student Definition: Repetition is the use of the same word or phrase over and over again in a text.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">• includes the definition• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Repetition is <definition>. What repeats in this passage? |
| 2 | <ul style="list-style-type: none">• may or may not include the definition• distractors can be closer to the actual answer | What repeats in this passage? What is the same about the end of each paragraph in the text? How is repetition used in this text? |
| 3 | <ul style="list-style-type: none">• does not include the definition• may ask about stylistic techniques• requires students to make a generalization about the form or function of this skill | What stylistic technique helps emphasize the main topic? Why does the author most likely repeat <target word/phrase>? |

Rhetorical Questions



Category: Reading Skills, Genres: Fiction

Used In: Passage

Minimum RCL: 1

Rhetorical questions involve the stylistic use of questions to provoke thought in a reader.

Rhetorical questions are not intended to be answered specifically (which causes them to differ from questions as opening sentences to paragraphs that do then provide all related information).

At higher levels of text complexity, rhetorical questions may not have a clear correct answer and instead be open to interpretation and deliberation.

Student Definition: Rhetorical questions are questions that are not intended to be answered, which authors include in their texts to get readers thinking deeply about related topics and main ideas.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes a definition• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A rhetorical question is <definition>. Which of the following contains a rhetorical question? |
| 2 | <ul style="list-style-type: none">• may or may not include a definition• may be an inferential question | <Quotation> can be described as which of the following? |
| 3 | <ul style="list-style-type: none">• is an inferential question• requires textual evidence• may require students to explain how the rhetorical question improves/impacts the passage | Why did the author use a question in <specific paragraph>? What is the purpose of <quotation>? |

Rhymes



Category: Poetry Elements

Used In: Passage

Minimum RCL: 1

Rhymes are words that share the same ending sound. Authors may use rhyming words in close proximity (i.e., in a title, in a sentence, in a paragraph) to enhance the rhythm or flow of text when it is read aloud.

Rhymes can be categorized into rhyme schemes, where letters of the alphabet are used to indicate which end lines in a poem rhyme with one another (e.g., ABAB, AABB).

Student Definition: Rhyme is found when the same ending sound repeats in nearby words.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes the definition• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Rhyme is <definition>. Which words in the following sentence rhyme with one another?</p> <p>What do the words, <target word>, <target word>, <target word> have in common?</p> |
| 2 | <ul style="list-style-type: none">• may or may not include the definition• distractors can be closer to the actual answer | <p>Which word would rhyme with <target word>?</p> <p>Which words in <target sentence> rhyme?</p> |
| 3 | <ul style="list-style-type: none">• does not include the definition• may ask about stylistic techniques• requires students to make a generalization about the form or function of this skill | <p>What stylistic technique is used in this passage to improve its flow?</p> <p>What type of figurative language is used in this passage to give it rhythm?</p> <p>What rhyme scheme is used in the text?</p> |

Root Words



| | |
|--------------|----------------------|
| Category: | Affixes & Root Words |
| Used In: | Standalone |
| Minimum RCL: | 1 |

Root words, also called base words, are basic words that can either stand as words on their own or be attached to affixes to form other words.

An example of a root word is “legal,” which can be combined with affixes to form “illegal” or “legality.”

Student Definition: Root words, or base words, are basic words that can either be words on their own or be combined with affixes to form other words.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none"> includes a definition asks students to identify the root word is practiced in isolation, does not include a target sentence <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A root word is <definition>. What is the root word of <target word>?</p> <p>A root word is <definition>. What root does <target word>, <target word>, and <target word> share?</p> |
| 2 | <ul style="list-style-type: none"> may or may not include a definition requires the student to identify the meaning associated with the root word. | <p>Based on this sentence, what is the root word of <target word>?</p> <p>Based on these sample words, what might <root word> mean?</p> |
| 3 | <ul style="list-style-type: none"> does not include a definition may require to employ critical thinking or reading comprehension skills to a target sentence that contains a word with a root word may require students to make a generalization about the form or function of this root word. | <p>Based on this sentence, what does <root word> mean?</p> <p>Choose the correct option to complete the sentence in a way that makes sense.</p> <p>Root words are complete words that can stand alone. (True or False).</p> |

Roots



Category: Affixes & Root Words

Used In: Standalone

Minimum RCL: 4

Roots are basic word parts, often with origins in Greek or Latin, that cannot act as words on their own. Roots combine with affixes to form words.

An example of a root word is “vis-,” which can be combined with affixes to form “visible” or “invisible.”

Student Definition: Roots are basic word parts that are not words on their own and must be combined with affixes to form other words.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">includes a definitionasks students to identify the rootis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A root is <definition>. What is the root of <target word>?</p> <p>A root is <definition>. What root does <target word>, <target word>, and <target word> share?</p> |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires the student to identify the meaning associated with the root | <p>Based on this sentence, what is the root of <target word>?</p> <p>Based on these sample words, what might <root> mean?</p> |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require to employ critical thinking or reading comprehension skills to a target sentence that contains a word with a rootmay require students to make a generalization about the form or function of this root | <p>Based on this sentence, what does <root> mean?</p> <p>Which word comes from a root that means <definition>?</p> <p>Choose the correct option to complete the sentence in a way that makes sense.</p> <p>Roots are complete words that can stand alone. (True or False).</p> |

Semicolons



Category: Capitalization and Punctuation

Used In: Standalone

Minimum RCL: 8

Semicolons are punctuation marks used to join together two related independent clauses.

Semicolons may also separate items on lists if the individual list items are lengthy and contain their own internal punctuation (like commas).

Student Definition: Semicolons join together related independent clauses.

Student Rule: If lists contain items that have long descriptions and their own punctuation, use semicolons to separate the items.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definition or ruleis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A semicolon is <definition>.</p> <p>Which of the following contains a semicolon?</p> |
| 2 | <ul style="list-style-type: none">may or may not include the definition or rule | <p>The semicolon is in the proper place in the following sentence. (True or False).</p> <p>What is the purpose of the semicolon in this sentence? (to connect related independent clauses, to separate items on a list, to offset a conjunctive adverb)</p> |
| 3 | <ul style="list-style-type: none">does not include a definition or rulemay require students to make a generalization about the form or function of this part of speechmay require students to determine if the sentence is grammatically correct without forewarning them to consider semicolons specifically | <p>What is the purpose of the semicolon in this sentence? (to connect related independent clauses, to separate items on a list, to offset a conjunctive adverb)</p> <p>Where should a semicolon be placed to make this sentence grammatically correct?</p> <p>Is this sentence grammatically correct?</p> |

Sequencing



Category: Reading Skills, Genres: Fiction, Genres: Nonfiction

Used In: Passage

Minimum RCL: 2

Sequencing involves putting events from the story into chronological order.

If texts are not told in chronological order (e.g., stories that involve flashbacks or flash-forwards, texts written in the problem/solution or cause/effect text structures), sequencing might also involve putting the events into the order that they were presented in the text.

Student Definition: Sequencing is putting events from texts in order.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes a definition of the term• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Sequencing involves <definition>. Which of the following events happened first/last? |
| 2 | <ul style="list-style-type: none">• requires students to order events from passages written chronologically | Place the following events in order. What happened before/after <event>? |
| 3 | <ul style="list-style-type: none">• is an inferential question• requires textual evidence• requires students to order events from passages written with fragmented timelines (i.e., containing flashbacks or flash-forwards) | Place the following events in order. What happened before/after <event>? |

Settings



Category: Literary Elements, Genres: Fiction, Genres: Nonfiction

Used In: Passage

Minimum RCL: 1

Settings are the locations and time periods in which stories happen.

Texts at lower reading levels typically identify the settings directly. Texts at higher reading levels require students to infer the settings. Authors might include dialect, references to historical events or outdated objects, or other strategies to communicate to readers indirectly that settings are not the contemporary world.

Student Definition: Settings are the locations and time periods in which stories happen.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none"> includes a definition of the term is a basic identification task <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Where does the story take place?</p> <p>What is the setting of this passage?</p> |
| 2 | <ul style="list-style-type: none"> may or may not include a definition may require student to make a general inference may require textual evidence | <p>What indications are there that this passage takes place a long time ago? Select all that apply.</p> <p>What is known about the setting of this passage?</p> <p>Which of the following settings would make the most sense for this text?</p> |
| 3 | <ul style="list-style-type: none"> is an inferential question requires textual evidence may require students to identify or compare changing settings across a passage may ask students to describe how the setting improves/impacts the plot | <p>How does the change of setting near the end of the passage mirror the narrator's emotional state?</p> <p>How would the plot likely change if the setting was <alternate location>?</p> |

Similes



| | |
|--------------|------------------------|
| Category: | Figurative Language |
| Used In: | Passage and Standalone |
| Minimum RCL: | 4 |

Similes are a form of figurative language used to make comparisons. To create similes, writers state that one object is similar to another. Similes often include the words "like" or "as."

Student-Friendly Definition: Similes compare two things by stating that one object is like another, often using the words "like" or "as."

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">includes a definition in the questionis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A simile is <definition>. Which of the following is a simile? Identify the simile in this sentence. |
| 2 | <ul style="list-style-type: none">may or may not include the definition | Which form of figurative language is included in the sentence? Which two things are being compared in this simile? |
| 3 | <ul style="list-style-type: none">does not include the definitiondistractors can be closer to the actual answer | Is this a simile or a metaphor? What does this simile mean? What does the author hope to communicate about the two items/concepts/characters with the simile? |

Suffixes



Category: Affixes & Root Words

Used In: Standalone

Minimum RCL: 2

Suffixes are affixes placed at the end of root words, which create related words with altered meanings.

Student Definition: Suffixes are affixes added at the end of root words, which create related words with somewhat different meanings.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none">includes a definitionasks students to identify the affixis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A suffix is <definition>.</p> <p>What is the suffix in the word <target word>?</p> |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires the student to identify the meaning associated with the affix | <p>Which of the following words use the suffix <target affix> to mean <definition>?</p> <p>"What does the suffix <target affix> mean in words like <example> or <example>?"</p> <p>What is the suffix in the word <target word>?</p> |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to employ critical thinking or reading comprehension skills to a target sentence that contains a word with an affixmay require students to make a generalization about the form of function of this affix | <p>Where do suffixes get added to words?</p> <p>What does it mean if someone is careful/careless?</p> <p>Complete the sentence with the appropriate word that contains a suffix.</p> |

Summarizing



Category: Reading Skills, Genres: Fiction, Genres: Nonfiction

Used In: Passage

Minimum RCL: 1

Summarizing involves consolidating a text into a precise synopsis of only the most key information.

For fiction text, summaries usually contain the main literary elements of characters, settings, problems, and solutions. Key events from the beginning, middle, and end of texts are included in summaries.

Nonfiction summaries usually contain the main claims provided by the authors. Depending on the length, they may include some supporting details (textual evidence) to support the claims.

A summary is not the same as a retelling. A summary should be a precise and concise version. A retelling contains as much detail as possible.

Student Definition: Summarizing is presenting texts' key information in the form of shorter overviews.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• Includes a definition• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Pick the right word to finish this sentence from the text.</p> <p>A summary is <definition>. Which of the following sentences could be a summary of the passage?</p> |
| 2 | <ul style="list-style-type: none">• requires textual evidence. | <p>Which of the following statements serves as the best/most comprehensive summary of the text?</p> |
| 3 | <ul style="list-style-type: none">• is an inferential question, might require students to attend to only a brief portion of the passage to analyze very closely | <p>Which of the following details would be best to include in a summary of this passage?</p> |

Suspense



Category: Reading Skills, Genres: Fiction

Used In: Passage

Minimum RCL: 3

Suspense relates to the practice of building anticipation within plots, often by generating moods in which both characters and readers feel uncertain and/or anxious.

Suspense can be created via the pacing of plots, punctuation (ellipses or exclamation points), and more.

Student Definition: Suspense is a thrilling mood created by authors to bring attention to their plot lines.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">includes a definitionis a basic identification task<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Suspense is <definition>. This passage contains suspense. (True/False). |
| 2 | <ul style="list-style-type: none">requires textual evidence | What details does the author include to create suspense? Which quotation best shows how the author builds suspense? Which of the following events does NOT contribute to the suspense of the scene? |
| 3 | <ul style="list-style-type: none">is an inferential question, might require students to explain the way in which the suspense impacts/improves the text | How does <quotation> impact the passage? What techniques does the author use to build suspense (point of view, ellipses/punctuation, pacing)? |

Symbolism



Category: Figurative Language, Genres: Fiction, Genres: Nonfiction

Used In: Passage and Standalone

Minimum RCL: 6

A literary symbol is an object, character, or action that a writer uses to represent another concept (often, an emotion, sentiment, or theme).

Student Definition: Symbolism is found when an object, character, or action represents a deeper concept.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none"> includes a definition in the question is a basic identification task <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A symbol is <definition>.</p> <p>Which of the following are symbols for <sentiment>?</p> <p>What is the symbol in this text?</p> |
| 2 | <ul style="list-style-type: none"> may or may not include the definition both the symbol and the concept it represents are concrete objects | <p>Which form of figurative language is included in the sentence?</p> <p>What could <symbol 1>, <symbol 2>, and <symbol 3> all symbolize?</p> |
| 3 | <ul style="list-style-type: none"> does not include the definition distractors can be closer to the actual answer the concrete symbol is given, but the symbol represents an abstract concept or sentiment | <p>What sentiment could <symbol 1>, <symbol 2>, and <symbol 3> all convey?</p> <p>What deeper meaning does the symbol communicate?</p> <p>What theme is represented by this symbol?</p> |

Synecdoches



| | |
|--------------|------------------------|
| Category: | Figurative Language |
| Used In: | Passage and Standalone |
| Minimum RCL: | 6 |

Synecdoches are a form of figurative language that involves referring to a whole concept by one of its parts.

Student Definition: Synecdoches are found when the actual words for concepts are replaced by the words for one of their parts.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">• includes a definition• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A synecdoche is <definition>. Which of the following is a synecdoche? |
| 2 | <ul style="list-style-type: none">• may or may not include the definition | Which form of figurative language is included in the sentence? Which term in this synecdoche serves as a part of the whole? |
| 3 | <ul style="list-style-type: none">• does not include the definition• distractors can be closer to the actual answer | What situation is being described in <synecdoche>? |

Synonyms



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 4 |

Synonyms are words that mean the same as a given term.

Student Definition: Synonyms are words that have the same meaning.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none"> includes a definition requires students to identify the part of speech is practiced in isolation, does not include a target sentence <ul style="list-style-type: none"> can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Synonyms are <definition>. Choose a synonym for the word <target word>.</p> <p>Synonyms are <definition>. Which word has the same meaning as <target word>?</p> <p>Synonyms are <definition>. Which set of words are synonyms?</p> |
| 2 | <ul style="list-style-type: none"> may or may not include a definition requires students to identify the skill within a target sentence, with bolding used as a scaffold to support the learner | <p>Choose the word that means the same as the bolded word in the sentence.</p> <p>Choose the word that is a synonym for the bolded word in the sentence.</p> |
| 3 | <ul style="list-style-type: none"> does not include a definition may require students to make a generalization about the form or function of this part of speech may require students to identify the skill within a target sentence with no supports given | <p>Choose the word that means the same as a word included in the sentence.</p> <p>Choose the word that is a synonym for the word included in the sentence.</p> <p>___ is to ___ as ___ is to ___.</p> |

Synthesizing



Category: Reading Skills, Genres: Fiction, Genres: Nonfiction

Used In: Passage

Minimum RCL: 1

Synthesizing involves compiling information from a variety of sources or sections of texts in order to reach final conclusions.

While synthesizing, students are encouraged to change opinions/stances on topics as they read more and gain more knowledge.

Student Definition: Synthesizing is pulling together information from many texts or parts of a text to reach final conclusions about topics.

| Tier | Description | Example question(s) |
|------|--|--|
| 1 | <ul style="list-style-type: none">• always include a definition• can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>Synthesizing involves <definition>. What does the passage say generally about <topic>?</p> <p>This text is about <synthesized statement>. (True/False).</p> |
| 2 | <ul style="list-style-type: none">• requires textual evidence. | <p>What feature is common to all <topics> included in the passage?</p> <p>What conclusion can you draw from <quotations>/<paragraphs>/<chart>?</p> |
| 3 | <ul style="list-style-type: none">• is an inferential question, might require students to explain the way in which given information impacts/improves the text | <p>How can the information in this passage be best categorized/classified?</p> |

Text Structures



Category: Reading Skills, Genres: Fiction, Genres: Nonfiction

Used In: Passage

Minimum RCL: 2

Text structures are organizational frameworks that authors use to arrange text in meaningful ways.

Common fiction text structures include:

- chronological order
- alternating perspectives/points of view (texts with two or more narrators)
- flashbacks and/or flash-forwards
- circular endings

Common nonfiction text structures include:

- description
- cause and effect
- problem and solution
- chronological order
- compare and contrast

Student Definition: Text structures are common frameworks that authors use to organize texts in meaningful ways.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• always include a definition• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | Text structures include <examples>. Which text structure is used in this passage? |
| 2 | <ul style="list-style-type: none">• requires textual evidence | Which text structure is used in <paragraph>? What evidence exists to support the claim that this passage uses a circular ending? |
| 3 | <ul style="list-style-type: none">• is an inferential question, might require students to explain the way in which the text structure impacts/improves the text | What role does <quotation><sentence> play in the passage? |

Themes



Category: Literary Elements, Genres: Fiction, Genres: Nonfiction

Used In: Passage

Minimum RCL: 3

Themes are universal lessons incorporated, often subtly, into texts for readers to discover and apply to their lives. In nonfiction texts, themes are also referred to as call-to-action statements.

When readers identify themes, they should state them as complete sentences of advice, not as single words (single words constitute topics, not themes).

Student Definition: Themes are universal lessons within texts for readers to find and apply to their lives.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none"> includes a definition can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. The textual evidence containing the theme will be given, and students will be tasked to explain the deeper meaning. | <p>What did the character/narrator/author mean when they stated <textual evidence>?</p> <p>What deeper lesson can a reader pull from <textual evidence>?</p> |
| 2 | <ul style="list-style-type: none"> requires students to locate textual evidence doesn't provide full text evidence, provides a key idea to help students determine a focus/direction when they endeavor to find the theme | <p>What lesson about <topic> can a reader learn from reading the passage?</p> <p>Which of the following common literary themes is most applicable to the text?</p> |
| 3 | <ul style="list-style-type: none"> is an inferential question requires students to identify the theme independently, considering the full text, with no scaffolding provided may require students to identify the main theme in a text where many themes are conveyed may require students to identify techniques the authors used to communicate the theme | <p>What is the theme of the passage?</p> <p>Which of the following morals is most clearly communicated in the passage?</p> <p>How does the author convey the theme to readers?</p> |

Verbs



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

Verbs are words that express actions or states of being. Verbs that express action are called **action verbs**. Verbs that express states of being are called **linking verbs**.

Student Definition: Verbs are words that tell actions or states of being.

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speechis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>A verb is <definition>.</p> <p>Which of the following words are verbs?</p> |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence with bolding used as a scaffold to support the learner | <p>What bold word(s) in the sentence act as action verbs?</p> |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to identify the skill within a target sentence with no supports givenmay require students to make a generalization about the form or function of this part of speech | <p>What word(s) in the sentence act as action verbs?</p> <p>Do verbs typically appear before or after the nouns they modify?</p> <p>Is this sentence grammatically correct?</p> |

Verbs (Helping)



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 1 |

Helping verbs are words that are used in verb phrases before the main verb. They are used to show tense or to form questions.

"Do," "be," and "have" are commonly used as helping verbs.

Student Definition: Helping verbs are verbs that appear in verb phrases before the main verb, used to show tense or form questions.

| Tier | Description | Example question(s) |
|------|---|--|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speechis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A helping verb is <definition>. Which of the following words is often used as helping verbs? |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence with bolding used as a scaffold to support the learner | What bolded word in the sentence acts as a helping verb? |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to identify the skill within a target sentence with no supports givenmay require students to make a generalization about the form or function of this part of speech | Helping verbs can be used to form questions. (True or False). Is this sentence grammatically correct? |

Verbs (Linking)



| | |
|--------------|------------------------|
| Category: | Parts of Speech |
| Used In: | Passage and Standalone |
| Minimum RCL: | 3 |

Words that express states of being. The most commonly known linking verbs are ones that are forms of the verb "be" (is, was, am, are), but linking verbs also include words like "feel" or "remain."

Student Definition: Linking verbs are verbs used to tell states of being, often by using a form of the verb "be."

| Tier | Description | Example question(s) |
|------|---|---|
| 1 | <ul style="list-style-type: none">includes a definitionrequires students to identify the part of speechis practiced in isolation, does not include a target sentence<ul style="list-style-type: none">can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | A linking verb is <definition>. Which of the following words is often used as linking verbs? |
| 2 | <ul style="list-style-type: none">may or may not include a definitionrequires students to identify the skill within a target sentence with bolding used as a scaffold to support the learner | What bolded word in the sentence acts as a linking verb? |
| 3 | <ul style="list-style-type: none">does not include a definitionmay require students to identify the skill within a target sentence with no supports givenmay require students to make a generalization about the form or function of this part of speech | What word in the sentence acts as a linking verb? Linking verbs can be used to form questions. (True or False). Is this sentence grammatically correct? |

Visualizing



Category: Reading Skills, Genres: Fiction, Genres: Nonfiction

Used In: Passage

Minimum RCL: 1

Student Definition: Visualizing involves using textual evidence to picture scenes.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes a definition• is a basic identification task<ul style="list-style-type: none">○ can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | <p>True or False: The setting/figure's description/object in this passage could be best described as looking like <description>.</p> <p>Which of the following descriptions best matches how a reader should visualize the <setting/figure/object>?</p> |
| 2 | <ul style="list-style-type: none">• requires textual evidence. | <p>Based on the details in the text, which description would NOT make sense for <setting/figure/object>?</p> |
| 3 | <ul style="list-style-type: none">• is an inferential question, might require students to attend to only a brief portion of the passage to analyze very closely | <p>Based on <target sentence>, what should a reader most likely imagine for this topic/event?</p> <p>How does <text evidence/writing technique> enhance a reader's ability to comprehend the topic/event?</p> |

Vocabulary



| | |
|--------------|-----------|
| Category: | Word Work |
| Used In: | Passage |
| Minimum RCL: | 1 |

Vocabulary involves identifying the meaning of unfamiliar or complex words.

Vocabulary questions within our game might require students to identify a given definition within the passage, or to use context clues to infer a potential definition.

Student Rule: To answer vocabulary questions, look for definitions given within the text or for context clues in the text that can be used to infer meaning.

| Tier | Description | Example question(s) |
|------|--|---|
| 1 | <ul style="list-style-type: none">• includes rule• is a literal question• can only be a multiple choice or true/false question. Other types of questions, like select all and drag-and-drop, are not introduced until later tiers. | To answer vocabulary questions, <rule>. What does <target word> mean? |
| 2 | <ul style="list-style-type: none">• may be inferential• may include rule• requires textual evidence | What textual evidence best supports the claim that <target word> means <definition>? |
| 3 | <ul style="list-style-type: none">• is an inferential question, might require students to attend to only a brief portion of the passage to analyze very closely | Based on the way <target word> is used in the passage, what is the most likely definition for the term? |