

APPENDIX C: THE 2003 MSA-READING BLUEPRINTS

Table C.1 The 2003 MSA-Reading Blueprint: Grade 3

Reading Standards	SAT10	MSA
Goal: Students examine, construct and extend the meaning of a variety of self-selected and assigned text (traditional and electronic) by applying a range of reading strategies and analytic techniques		
Expectation: General Reading Process		
Indicators of Learning		
Phonemic Awareness		
1. distinguish beginning, middle, and ending sounds in words	3 SR	
Assessment Limits:		
<input type="checkbox"/> recognizing within words the structural elements required for decoding		
2. distinguish long and short vowel sounds	2 SR	
Assessment Limits:		
<input type="checkbox"/> recognizing and decoding vowel sounds words		
Word Study		
3. recognize compound words, contractions, common abbreviations and common syntax	1 SR	
Assessment Limits:		
<input type="checkbox"/> creating and understanding compound words		
<input type="checkbox"/> creating and understanding contractions in sentences		
<input type="checkbox"/> recognizing and appropriately using abbreviations in sentences		
4. use context to determine the meaning of words (semantics)	6 SR	
Assessment Limits:		
<input type="checkbox"/> demonstrating the ability to use context clues to assign meaning to unfamiliar words		

Reading Standards	SAT10	MSA
Acquisition and Application of New Vocabulary		
5. use prior word knowledge such as prefixes and suffixes to determine the meaning of words	2 SR	
Assessment Limits:		
<input type="checkbox"/> using prefixes and suffixes to assign meaning to words		
6. monitor texts for unknown words using sentence and word context to find meaning	1 SR	
Assessment Limits:		
<input type="checkbox"/> identifying unknown words and using the context to find meaning		
7. use prior knowledge of known words in unknown compound words to predict their meaning		
Assessment Limits:		
<input type="checkbox"/> predicting meaning using context and known words within a compound word		
Expectation: Informational Reading Process		
Indicators of Learning		
Comprehension of Text		
8. state a purpose for reading and identify who would use the text	1 SR	5 SR
Assessment Limits:		
<input type="checkbox"/> identifying appropriate purpose for reading		
<input type="checkbox"/> identifying who would use the text		
9. relate prior knowledge and experience to literal and inferential information found in text	1 SR	4 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> using prior knowledge and experience to gain literal and inferential understanding of the text		

Reading Standards	SAT10	MSA
10. ask clarifying questions concerning essential textual elements of exposition (e.g., why, how) and demonstrate comprehension by pinpointing answers in text		5 <i>SR</i> 4 <i>BCR</i>
Assessment Limits:		
<input type="checkbox"/> identifying answers to clarifying questions in the text		
11. determine author's purpose		1 <i>SR</i> 2 <i>BCR</i>
Assessment Limits:		
<input type="checkbox"/> identifying author's purpose based on the text		
12. extract appropriate and significant information from text, including problems and solutions, major points, and identify central ideas in the text	1 <i>SR</i>	3 <i>SR</i> 2 <i>BCR</i>
Assessment Limits:		
<input type="checkbox"/> identifying significant details in the text		
13. distinguish between cause and effect, and fact and opinion		5 <i>SR</i> 2 <i>BCR</i>
Assessment Limits:		
<input type="checkbox"/> Identifying the cause and effect relationships in the text		
<input type="checkbox"/> identifying facts in the text		
<input type="checkbox"/> identifying opinions based on the text		
14. compare and contrast information in different texts		1 <i>SR</i> 1 <i>BCR</i>
Assessment Limits:		
<input type="checkbox"/> identifying related information in multiple texts and comparing and contrasting this information		
15. restate information from the text	1 <i>SR</i>	2 <i>SR</i>
Assessment Limits:		
<input type="checkbox"/> identifying and restating information in the text in written form		

Reading Standards	SAT10	MSA
Evaluation of Text		
16. explain the connections between illustrations and text and how they support the text		5 SR
Assessment Limits:		
<input type="checkbox"/> using illustrations and text to gain and share information in written form		
17. identify common text features	1 SR	3 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> applying knowledge of text features to understanding the text		
18. evaluate the author's use of various techniques to influence the reader's feelings and attitudes		5 SR 3 BCR
Assessment Limits:		
<input type="checkbox"/> identifying author's techniques used to influence the readers feelings and attitudes		
19. evaluate the appropriateness of a title		3 SR 2 BCR
Assessment Limits:		
<input type="checkbox"/> identifying the title and stating appropriateness based on explicit and implying information		
Expectation: Literary Reading Process		
Indicators of Learning		
Characteristics of Literary Genres		
20. identify the characteristics that define the literary genres of poetry, drama, and prose	3 SR	6 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> recognizing poetry, plays or narrative works		

Reading Standards	SAT10	MSA
Comprehension, of Literary Text		
21. identify the main ideas in fictional words and relate them to prior experience or the experiences of others	1 <i>SR</i>	5 <i>SR</i> 8 <i>BCR</i>
Assessment Limits:		
<input type="checkbox"/> identifying the main idea		
22. identify the elements of plot, character, and setting in literary works	1 <i>SR</i>	23 <i>SR</i> 4 <i>BCR</i>
Assessment Limits:		
<input type="checkbox"/> identifying the plot, character and setting		
23. explain the connections between illustrations and text and how they support text		7 <i>SR</i> 2 <i>BCR</i>
24. summarize stories, plays, and poems		1 <i>SR</i> 2 <i>BCR</i>
Assessment Limits:		
<input type="checkbox"/> summarizing significant ideas in a text		
Comparison of Literary Text from Diverse Cultures		
25. identify basic plots of classic myths, folk tales, legends, and fables from around the world and connect them to prior experience or the experiences of others		1 <i>BCR</i>
Assessment Limits:		
<input type="checkbox"/> identifying the plot in texts or across texts that relate to many cultures (such as honesty, or friendship)		

Table C.2 The 2003 MSA-Reading Blueprint: Grade 5

Reading Standards	SAT10	MSA
Goal: Students examine, construct and extend the meaning of a variety of self-selected and assigned text (traditional and electronic) by applying a range of reading strategies and analytic techniques		
Expectation: General Reading Process (State Accountability)		
Indicators of Learning		
Concepts of Print and Structural Features of Text		
1. identify and use common organizational structures such as comparison and contrast, cause and effect, and chronological order to gain meaning from text		
Assessment Limits:		
<input type="checkbox"/> identifying the following organizational elements (internal text structure) of both fiction and nonfiction:		
- comparison and contrast		
- cause and effect		
- chronological order		
<input type="checkbox"/> using organizational elements to gain meaning from text		
2. use glossaries, table of contents, chapter headings and subheadings, indexes, and sidebars to locate information in text		
Assessment Limits:		
<input type="checkbox"/> identifying the following organizational elements (external text structure) of both fiction and nonfiction:		
- glossaries		
- table of contents		
- chapter headings and subheadings		
- indexes		
- sidebars		
<input type="checkbox"/> using organizational elements to locate information		

Reading Standards	SAT10	MSA
Acquisition and Application of New Vocabulary		
3. use knowledge of word parts such as prefixes (e.g., un-, pre-, dis-), suffixes (e.g., -ful, -less)		
Assessment Limits:		
<input type="checkbox"/> using knowledge of prefixes and suffixes to understand unfamiliar vocabulary		
4. use knowledge of word relationships, including antonyms, synonyms, homographs, homophones, and idioms to determine the meaning of words and phrases	10 SR	
Assessment Limits:		
<input type="checkbox"/> using knowledge of the following to determine the meaning of unfamiliar words and phrases:		
- antonyms		
- synonyms		
- homographs		
- homophones		
- idioms		
5. apply such context clues as definition, example, comparison and contrast, cause and effect to discern word meanings	5 SR	
Assessment Limits:		
<input type="checkbox"/> applying the following context clues to discern word meaning:		
- definition		
- example		
- comparison and contrast		
- cause and effect		

Reading Standards	SAT10	MSA
Expectation: Informational Reading Process (State Accountability)		
Indicators of Learning		
Comprehension of Text		
6. use prior knowledge and ideas presented in texts to make and confirm predictions	1 SR	6 SR 4 BCR
Assessment Limits:		
<input type="checkbox"/> using prior knowledge and ideas presented to make predictions		
<input type="checkbox"/> confirming predictions based on text		
7. evaluate new information and hypotheses by testing them against known information and ideas		2 SR
Assessment Limits:		
<input type="checkbox"/> testing new information against known information and ideas		
<input type="checkbox"/> forming hypotheses		
<input type="checkbox"/> testing hypotheses against known information and ideas		
8. revise and clarify steps in a set of directions, instructions, or procedures		2 SR 3 BCR
Assessment Limits:		
<input type="checkbox"/> revising steps in a set of directions, instructions, or procedures		
<input type="checkbox"/> clarifying steps in a set of directions, instructions, or procedures		
9. know and use different focusing, monitoring, and assessing reading strategies (e.g., skimming and scanning) to comprehend text		3 SR
Assessment Limits:		
<input type="checkbox"/> knowing the following active reading strategies:		
- mark or highlight		
- connecting text to known information and ideas		
- ask questions		
- predict		
- visualize		
- clarify		
<input type="checkbox"/> using different active reading strategies to comprehend text		

Reading Standards	SAT10	MSA
10. evaluate the various functions of language used (to inform, to persuade) to comprehend text		
Assessment Limits:		
<input type="checkbox"/> identifying words or phrases that inform or persuade		
<input type="checkbox"/> testing the effectiveness of informational and persuasive language to comprehend text		
11. summarize text in a manner that reflects the main ideas and significant details (, and its underlying meaning)	1 SR	1 SR 2 BCR
Assessment Limits:		
<input type="checkbox"/> composing a summary that includes the main ideas and the significant details		
12. determine the author's purpose	1 SR	4 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> using information in the text to determine whether the author's purpose is to inform or persuade		
13. compare and contrast information in the text with prior knowledge		2 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> comparing and contrasting information with prior knowledge		
14. summarize the steps in text		5 SR
Assessment Limits:		
<input type="checkbox"/> composing a summary of the steps in a process		
15. reorganize information from the text into a different form (charts, drawings, or graphic organizers)		1 SR
Assessment Limits:		
<input type="checkbox"/> reorganizing information from text in the following formats:		
- chart		
- drawing		
- graphic organizer		

Reading Standards	SAT10	MSA
16. identify additional information needed		2 SR
Assessment Limits:		
<input type="checkbox"/> identifying additional information needed to comprehend text		
Evaluation of Text		
17. explain how the tone is reflected in the author's style		3 SR 4 BCR
Assessment Limits:		
<input type="checkbox"/> identifying the stylistic choices that affect the tone of a text		
- word choice		
- sentence structure and length		
- literary devices, such as figurative language, symbols, dialogue, and imagery		
18. distinguish relevant from irrelevant information contained within text and identify possible points of confusion	1 SR	1 SR
Assessment Limits:		
<input type="checkbox"/> distinguishing relevant from irrelevant information		
<input type="checkbox"/> identifying possible points of confusion		
19. distinguish among facts, supported inferences, and opinions in text	1 SR	8 SR 2 BCR
Assessment Limits:		
<input type="checkbox"/> identifying facts, supported inferences, and opinions		
<input type="checkbox"/> differentiating facts from supported inferences and opinions		
20. evaluate the usefulness of information		2 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> evaluating how textual information might be used		

Reading Standards	SAT10	MSA
Expectation: Literary Reading Process (State Accountability)		
Indicators of Learning		
Characteristics of Literary Genres		
21. distinguish the characteristics of fiction and non-fiction		3 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> distinguishing fictional from non-fictional text		
Comprehension of Literary Text		
22. determine the theme whether it is implied or state directly	1 SR	4 SR 4 BCR
Assessment Limits:		
<input type="checkbox"/> determining the theme as the author's main point		
23. identify the main incidents of a plot, their causes, how they influence future action, and how they are resolved	4 SR	19 SR 2 BCR
Assessment Limits:		
<input type="checkbox"/> identifying the main incidents of a plot as the following:		
- exposition		
- rising action		
- climax		
- falling action		
- resolution		
<input type="checkbox"/> identifying or inferring the causes of those incidents		
<input type="checkbox"/> explaining or predicting how these incidents influence future action		
<input type="checkbox"/> identifying how the plot is resolved		
24. analyze the influence of setting on the mood and meaning of the text		2 SR 2 BCR
Assessment Limits:		
<input type="checkbox"/> identifying mood as the feeling that a literary work gives to the reader		
<input type="checkbox"/> analyzing the influence of setting on the mood of a text		

Reading Standards	SAT10	MSA
25. summarize the text and identify the main story elements		7 SR 5 BCR
Assessment Limits:		
<input type="checkbox"/> composing a summary that identifies one or more story elements:		
- plot		
- setting		
- characterization		
- theme		
- point of view		
26. evaluate text for elements of realism or fantasy		2 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> distinguishing elements of realism and elements of fantasy		
27. identify and analyze the effects of sound in poetry (e.g., alliteration, assonance, consonance, rhythm, onomatopoeia, and rhyme scheme)		
Assessment Limits:		
<input type="checkbox"/> identifying sound in poetry created by the following figurative language:		
- alliteration		
- assonance		
- consonance		
- rhythm		
- onomatopoeia		
- rhyme scheme		
<input type="checkbox"/> analyzing the effects of sound in poetry created by figurative language		
28. evaluate the author's choice of title		4 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> evaluating the author's choice of title		

Reading Standards	SAT10	MSA
Comparison of Literary Text from Diverse Cultures		
29. compare and contrast tales from diverse cultures by tracing the exploits of one character type and connect them to prior experience or the experiences of others		1 <i>SR</i> 2 <i>BCR</i>
Assessment Limits:		
<input type="checkbox"/> identifying character types:		
<ul style="list-style-type: none"> - heroes and heroines 		
<ul style="list-style-type: none"> - wise versus foolish humans and animals 		
<ul style="list-style-type: none"> - good versus evil characters 		
<input type="checkbox"/> comparing and contrasting character types		
<input type="checkbox"/> connecting a character's exploits to prior experience or the experiences of others		

Table C.3 The 2003 MSA-Reading Blueprint: Grade 8

Reading Standards	SAT10	MSA
Goal: Students examine, construct and extend the meaning of a variety of self-selected and assigned text (traditional and electronic) by applying a range of reading strategies and analytic techniques		
Expectation: General Reading Process		
Indicators of Learning		
Comprehension of Text		
1. draw inferences, conclusions or generalizations about text and support them with textual evidence and experience	4 SR	
Assessment Limits:		
<input type="checkbox"/> drawing inferences, conclusions, or generalizations based upon information in the text		
<input type="checkbox"/> supporting inferences, conclusions, or generalizations with expressed and/or implied information from the text or from the reader's own experience		
2. determine the author's purpose and identify and trace the development of an author's argument, viewpoint or perspective in text	1 SR	
Assessment Limits:		
<input type="checkbox"/> using information in the text to determine the author's purpose		
<input type="checkbox"/> identifying an author's argument, viewpoint, or perspective and citing evidence from the text to show how the author develops it		
3. summarize the text	4 SR	
Assessment Limits:		
<input type="checkbox"/> composing a summary that includes the main ideas and the significant details		
Evaluation of Text		
4. recognize instances of propaganda and persuasive techniques	3 SR	
Assessment Limits:		
<input type="checkbox"/> recognizing logical fallacies, such as red herring, appeals to readers' fear or pity, snob appeal, bandwagon approach, flattery, hasty generalizations, absolute statements, and stereotypes		

Reading Standards	SAT10	MSA
5. evaluate the usefulness, clarity, and internal consistency of the text's organizational structure		
Assessment Limits:		
<input type="checkbox"/> determining the usefulness, clarity, and consistency of the text's organizational structure in relation to the author's argument, viewpoint, or perspective		
6. assess the adequacy, accuracy, and appropriateness of an author's details to support claims and assertions, noting instances of bias and stereotyping		
Assessment Limits:		
<input type="checkbox"/> evaluating the quality of specific details that support the author's position or argument		
<input type="checkbox"/> identifying details that reflect author's bias and stereotyping		
Acquisition and Application of New Vocabulary		
7. use idioms, analogies, metaphors, and similes to infer the literal and figurative meaning of phrases in literary text	3 SR	
Assessment Limits:		
<input type="checkbox"/> determining the literal meaning of specific phrases in a literary text by analyzing features of language, including idiomatic expressions, analogies, and figures of speech (e.g. metaphors and similes)		
<input type="checkbox"/> drawing inferences about the figurative meaning of specific phrases in a literary text by analyzing features of language, including idiomatic expressions, analogies, and figures of speech (e.g. metaphors and similes)		
8. use knowledge of Greek, Latin, and Anglo-Saxon roots to understand content specific vocabulary		
Assessment Limits:		
<input type="checkbox"/> applying knowledge of Greek, Latin, and Anglo-Saxon roots and word families to define unfamiliar, content-specific vocabulary		
Expectation: Informational Reading Process		
Indicators of Learning		
Comprehension of Text		
9. compare and contrast information from different articles or procedures on the same topic	1 SR	3 BCR
Assessment Limits:		
<input type="checkbox"/> identifying similarities and differences in information across multiple texts that address the same topic		

Reading Standards	SAT10	MSA
10. identify and trace the development of an author's argument, viewpoint or perspective in text	1 SR	7 SR 4 BCR
Assessment Limits:		
<input type="checkbox"/> identifying an author's argument, viewpoint, or perspective		
<input type="checkbox"/> citing evidence from the text to illustrate the development of an author's argument, viewpoint, or perspective		
11. connect and clarify main ideas and concepts and identify their relationship to other sources, related topics, or prior experiences		5 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> making connections among main ideas and concepts in a text		
<input type="checkbox"/> determining the relationship between the main ideas and concepts in one text and the sources or related topics of another text or the reader's prior experience		
12. identify how someone would use the text to summarize in a manner that reflects the main ideas, significant details, its underlying meaning and explain the usefulness of the text		4 SR
Assessment Limits:		
<input type="checkbox"/> explaining the usefulness of a text for the reader of society		
13. summarize text in a manner that reflects the main ideas and significant details		5 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> composing a summary that includes the main ideas and the significant details		
14. compare and contrast information with prior knowledge		6 BCR
Assessment Limits:		
<input type="checkbox"/> identifying similarities and differences between information in a text and the readers' prior knowledge		
Evaluation of Text		
15. recognize instances of propaganda and persuasive techniques	2 SR	1 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> recognizing logical fallacies, such as red herring, appeals to readers' fear or pity, snob appeal, bandwagon approach, flattery, hasty generalizations, absolute statements, and stereotypes		

Reading Standards	SAT10	MSA
16. infer word meaning through identification and analysis of analogies and other word relationships		4 SR
Assessment Limits:		
<input type="checkbox"/> applying the characteristics of analogies and other word relationships to infer the meaning of an unfamiliar word		
17. use idioms, analogies and figures of speech to infer the literal and figurative meaning of phrases in literary text		7 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> determining the literal meaning of specific phrases in a literary text by analyzing features of language, including idiomatic expressions, analogies, and figures of speech		
<input type="checkbox"/> drawing inferences about the figurative meaning of specific phrases in a literary text by analyzing features of language, including idiomatic expressions, analogies, and figures of speech		
18. use knowledge of Greek, Latin, and Anglo-Saxon roots to understand content specific vocabulary		2 SR
Assessment Limits:		
<input type="checkbox"/> applying knowledge of Greek, Latin, and Anglo-Saxon roots and word families to define unfamiliar, content-specific vocabulary		
19. distinguish and explain the “shades of meaning” for related words		5 SR
Assessment Limits:		
<input type="checkbox"/> differentiating among the variations in meaning of related words (e.g. pretty, beautiful, attractive, cute, nice-looking, good-looking)		
20. identifying the connotation and denotation of new words and apply them in writing and speaking	1 SR	2 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> determining the intended an implied meaning and associations of unfamiliar words		
<input type="checkbox"/> applying newly acquired vocabulary in speech and writing		

Reading Standards	SAT10	MSA
Expectation: Literary Reading Process		
Indicators of Learning		
Characteristics of Literary Genres		
21. identify the author's message and explain how the characteristics of different forms of prose (e.g. short story, novel, essay) shape the meaning of the author's message	1 <i>SR</i>	5 <i>SR</i> 1 <i>BCR</i>
Assessment Limits:		
<input type="checkbox"/> drawing conclusions about the message of a literary text		
<input type="checkbox"/> drawing inferences about how the author uses the characteristics of different literary forms to express the message of a literary text		
Comprehension of Literary Text		
22. compare and contrast the ways similar themes are expressed in multiple literary works and explain how the theme represents a view or comment on life		4 <i>SR</i> 3 <i>BCR</i>
Assessment Limits:		
<input type="checkbox"/> identifying the ways in which similar themes are expressed across multiple literary works		
<input type="checkbox"/> explaining how a literary theme comments on life		
23. compare works that express a universal theme (e.g. good and evil), providing evidence to support the ideas		4 <i>SR</i> 2 <i>BCR</i>
Assessment Limits:		
<input type="checkbox"/> comparing multiple literary works that express a similar theme		
<input type="checkbox"/> supporting ideas about how authors use the elements of literature to express universal ideas		
24. identify elements of plot and characterization and analyze how the qualities of the central characters determine resolution of the conflict	1 <i>SR</i>	6 <i>SR</i> 3 <i>BCR</i>
Assessment Limits:		
<input type="checkbox"/> identifying elements of plot, including exposition, rising action, climax, falling action, resolution (Students will not be asked to label events in a plot)		
<input type="checkbox"/> identifying elements of characterization, including the character's thoughts, words, actions, and what others say about the character (Students will not be asked to label types of characterization)		
<input type="checkbox"/> analyzing the relationship between the qualities of the central characters and the resolution of the conflict		

Reading Standards	SAT10	MSA
25. analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions	1 SR	7 SR 2 BCR
Assessment Limits:		
<input type="checkbox"/> drawing inferences about a literary character based on that character's thoughts, words, speech patterns, and actions		
<input type="checkbox"/> supporting inferences about characterization with evidence from the text		
26. explain how literary (e.g. figurative language) {simile, metaphor, hyperbole, personification, allusions, and imagery} create meaning for readers	2 SR	11 SR 4 BCR
Assessment Limits:		
<input type="checkbox"/> analyzing examples of literary elements (e.g., figurative language,) to determine how readers use them to create meaning from a text		
27. identify and trace the development of an author's argument, viewpoint or perspective in text		2 SR 2 BCR
Assessment Limits:		
<input type="checkbox"/> identifying an author's argument, viewpoint, or perspective in a literary work		
<input type="checkbox"/> supporting inferences about an author's argument, viewpoint, or perspective in a literary work with information from the text		
Comparison of Literary Text from Diverse Cultures		
28. compare and contrast the motivation and reactions of characters from different historical eras and/or cultures who confront similar challenges and situations and connect them to prior experience or the experiences of others		3 SR 1 BCR
Assessment Limits:		
<input type="checkbox"/> comparing and contrasting the motivation and behavior of literary characters confronting similar situations		
<input type="checkbox"/> connecting and contrasting the behavior of literary characters to the reader's prior knowledge and experience or to the prior knowledge or experience of others		