

EPAS Standards for Transition - Reading crosswalked to PASS Language Arts

Score Range	Standards for Transition	PASS
Strand: Main Ideas		
13-15	Draw simple conclusions about people and events in uncomplicated literary narratives	6. R/L: St.3:1.a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).
		6. R/L: St.3:1.b. Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.
		7. R/L: St.3:1.a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.
		7. R/L: St.3:1.c. Show understanding by asking questions and supporting answers with literal information
16-19	Draw simple conclusions about the main points and people in uncomplicated passages	6. R/L: St.3:1.c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.
		6. R/L: St.3:4.f. Distinguish among stated facts, inferences supported by evidence, and opinions in text.
		7. R/L: St.3:2.a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.
		7. R/L: St.3:4.e. Distinguish between stated fact, reasoned judgment, and opinion in text.
20-23	Draw simple conclusions using details that support the main points of more challenging	6. R/L: St.3:3.a. Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.
		6. R/L: St.3:3.b. Make generalizations based on information gleaned from text.
		7. R/L: St.3:3.a. Summarize the main idea and how it is supported with specific details.
		7. R/L: St.3:3.b. Recall major points in the text and make and revise predictions.
24-27	Identify a clear main idea in any paragraph or paragraphs in uncomplicated passages	8. R/L: St.3:1.b. Show understanding by asking questions and supporting answers with literal information from text.
		8. R/L: St.3:3.a. Determine the main (or major) idea and how those ideas are supported with specific details.
		9. R/L: St.2.4.a. Discriminate between fact and opinion and fiction and nonfiction.
	Infer the main idea of some paragraphs in more challenging passages	6. R/L: St.3:2.a. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.
		7. R/L: St.3:2.a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.
		8. R/L: St.3:2.a. Make inferences and draw conclusions supported by text evidence and student experiences.
		8. R/L: St.3:4.a. Distinguish between stated fact, reasoned judgment, and opinion in various texts.
		9. R/L: St.2.3.b. Use text features and elements to support inferences and generalizations about information.
		10. R/L: St.2.4.a. Discriminate between fact and opinion and fiction and nonfiction.

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	Summarize basic events and ideas in more challenging passages	<p>6. R/L: St.3:3.a. Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.</p> <p>7. R/L: St.3:2.a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.</p> <p>8. R/L: St.3:2.b. Connect, compare, and contrast ideas, themes, and issues across texts.</p> <p>8. R/L: St.3:3.b. Paraphrase and summarize text to recall, inform, or organize ideas.</p> <p>8. R/L: St.3:4.f. Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.</p> <p>9. R/L: St.2.3.a. Identify the main idea and supporting details by producing summaries of text.</p>
28-32	Infer the main idea of a passage, paragraph, or paragraphs in more challenging passages	10. R/L: St.2.2.b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.
		10. R/L: St.2.3.b. Use text features and elements to support inferences and generalizations about information.
		11. R/L: St.2.2.a. Interpret the possible inferences of the historical context on literary works.
		11. R/L: St.2.3.b. Use text features and elements to support inferences and generalizations about information
		12. R/L: St.2.2.a. Interpret the possible inferences of the historical context on literary works.
	Summarize events and ideas in virtually any passage	9. R/L: St.2.3.c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
		10. R/L: St.2.2.a. Use elements of the text to defend responses and interpretations.
		10. R/L: St.2.3.c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
11. R/L: St.2.2.b. Describe the development of plot and identify conflict and how they are addressed and resolved.		
	11. R/L: St.2.3.c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	
	12. R/L: St.2.2.b. Describe the development of plot and identify conflict and how they are addressed and resolved.	
	12. R/L: St 2.3.a. Determine the main idea and supporting details by producing summaries of text.	
33-36	Identify main ideas of passages and paragraphs in complex passages	10. R/L: St.2.3.a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.
		11. R/L: St.2.3.a. Determine the main idea, locate and interpret minor subtly stated details in complex passages.
		11. R/L: St.2.4.b. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
		12. R/L: St.2.3.b. Use text features and elements to support inferences and generalizations about information.

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		12. R/L: St.2.3.c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
		12. R/L: St.2.4.a. Investigate both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the ways in which authors use those features and devices.
Strand: Significant Details		
13-15	Locate specific facts (e.g., names, dates, events) clearly stated in a passage	6. R/L: St.3:3.a. Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.
16-19	Locate simple details at the sentence and paragraph level in uncomplicated passages	6. R/L: St.3:4.f. Distinguish among stated facts, inferences supported by evidence, and opinions in text.
		7. R/L: St.3:3.a. Summarize the main idea and how it is supported with specific details.
20-23	Locate important details in uncomplicated passages	7. R/L: St.3:3.c. Recognize the importance and relevance of details on the development of the plot.
		8. R/L: St.3:1.b. Show understanding by asking questions and supporting answers with literal information from text.
		8. R/L: St.3:2.a. Make inferences and draw conclusions supported by text evidence and student experiences.
		8. R/L: St.3:2.b. Connect, compare, and contrast ideas, themes, and issues across texts.
		8. R/L: St.3:3.a. Determine the main (or major) idea and how those ideas are supported with specific details.
24-27	Locate and interpret minor or subtly stated details in uncomplicated passages	7. R/L: St.3:4.e. Distinguish between stated fact, reasoned judgment, and opinion in text.
		8. R/L: St.3:4.a. Distinguish between stated fact, reasoned judgment, and opinion in various texts.
	Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages	9. R/L: St.2.4.a. Discriminate between fact and opinion and fiction and nonfiction.
		9. R/L: St.2.2.c. Recognize influences on a reader's response to a text (e.g., personal experience and values; perspective shapes by age, gender, class, or nationality).

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28-32	Locate and interpret minor or subtly stated details in more challenging passages	10. R/L: St.2.3.a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.
		11. R/L: St.2.3.a. Determine the main idea, locate and interpret minor subtly stated details in complex passages.
	Use details from different sections of some complex informational passages to support a specific point or argument	None
33-36	Locate and interpret minor or subtly stated details in complex passages	11. R/L: St.2.3.b. Use text features and elements to support inferences and generalizations about information
		11. R/L: St.2.3.c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
	Locate and interpret important details and facts that support any idea or argument in complex passages	12. R/L: St.2.3.a. Determine the main idea and supporting details by producing summaries of text.
Strand: Sequence of Events		
13-15	Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages	6. R/L: St.3:1.d. Use the text's structure or progression of ideas, such as cause and effect or chronology to locate or recall information.
		6. R/L: St.3:3.d. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.
		6. R/L: St.3:4.e. Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).
		7. R/L: St.3:1.b. Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).
16-19	None	
20-23	Order simple sequences of events in uncomplicated literary narratives	7. R/L: St.3:4.b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.

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24-27	Order sequences of events in uncomplicated passages	8. R/L: St.3:4.b. Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).
		8. St. 4:3.c. Identify and interpret literary devices such as flashback, foreshadowing, symbolism, and imagery.
28-32	Order sequences of events as they occur in more challenging passages	10. St 3:2.e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
		11. St.3:2.e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
33-36	Order sequences of events in complex passages	12. St. 3:2.e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
Strand: Comparative Relationships		
13-15	None	
16-19	Identify relationships between principal characters in uncomplicated literary narratives	6. R/L: St.3:4.c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
		6. R/L: St.4:2.a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.
		6. R/L: St.4:2.b. Identify and explain internal and external conflict in the development of a story.
		7. R/L: St.3:2.b. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.
		8. R/L: St.3:4.e. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.
20-23	Identify comparative relationships between ideas and people in uncomplicated passages	8. R/L: St 4:2.a. Analyze and explain elements of fiction including plot, conflict, character, mood, setting, theme, point of view, and author's purpose.
		7. R/L: St.3:4.c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.
24-27	Have a sound grasp of relationships between people and ideas in uncomplicated passages	8.St 4:4. c. Compare similar characters, settings, and themes from varied literary traditions that cross cultures.
		9.R/L: St 3:2.e. Analyze characters and identify author's point of view.

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	Identify clearly established relationships between characters and ideas in more challenging literary narratives	9 R/L: St. 3:2.d. Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.
		10 R/L: St.3:2.c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
		11 R/L: St. 3:2.c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
28-32	Reveal an understanding of the dynamics between people and ideas in more challenging passages	10. R/L: St. 3:4.c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
		11. R/L: St 3:4.c. Compare works that express the recurrence of archetypal (universal) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
		12. R/L: St.3:4.c. Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
33-36	Make comparisons, conclusions, and generalizations that reveal a feeling for the subtleties in relationships between people and ideas in virtually any passage	11. R/L: St.2.4.d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.
		12. R/L: St.2.4.c. Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
		11. St. 2:4.c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
		12. St. 2:4.c. Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
Strand: Cause-Effect Relationships		
13-15	Recognize cause-effect relationships explicitly described within a single sentence in a passage	6. R/L: St.3:1.d. Use the text's structure or progression of ideas, such as cause and effect or chronology to locate or recall information.
		6. R/L: St.3:4.e. Recognize and evaluate structural patterns found in a literary work (e.g.,cause/effect, problem/solution, sequential order).
16-19	Recognize clearly stated cause-effect relationships within a single paragraph in uncomplicated literary narrative	7. R/L: St.3:4.c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.
		7. R/L: St.3:2.a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.
		8. R/L: St.3:4.b. Use text's structure or progression of ideas, such as cause and effect or chronology (sequential order).

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20-23	Identify clearly stated cause-effect relationships in uncomplicated passages	6. R/L: St.3:4.b. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved.
24-27	Identify subtly stated cause-effect relationships in uncomplicated passages	11. R/L: St.2.2.b. Describe the development of plot and identify conflict and how they are addressed and resolved.
	Identify clearly stated cause-effect relationships in more challenging passages	9. R/L: St.2.3.c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
28-32	Identify implied or subtly stated cause-effect relationships in more challenging passages	None
33-36	Identify implied, subtle, or complex cause-effect relationships in virtually any passage	12. R/L: St.2.2.b. Describe the development of plot and identify conflict and how they are addressed and resolved.
		12. R/L: St.2.3.c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
Strand: Meanings of Words		
13-15	Understand the implication of a familiar word and of simple descriptive language	6. R/L: St.1:1. a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise meaning of grade level-appropriate words in fiction and nonfiction texts.
		6. R/L: St.1:2.b. Apply knowledge of root words to determine the meaning of unknown words within a passage.
		6. R/L: St.1:2.a. Recognize the origins and meanings of foreign words frequently used in English. Example: Understand foreign words that are often used in English such as spaghetti (Italian) and rodeo (Spanish).
		6. R/L: St.1:2.c. Use word origins, including knowledge of less common roots (<i>graph = writing, logos = the study of</i>) and word parts (<i>auto = self, bio = life</i>) from Greek and Latin to analyze the meaning of complex words (<i>autograph, autobiography, biology</i>).
		6. R/L: St. 4:3: a. Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.

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16-19	Use context clues to understand basic figurative language	<p>6. R/L: St.1:1.b. Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use <i>like</i> or <i>as</i>: <i>The Snowplow Reared Up Like a Stallion</i>), metaphors (implied comparisons: <i>Peace is a Sunrise</i>), and multiple meaning words.</p> <p>7. R/L: St.1: 2.a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing. Example: Understand and use in speaking and writing foreign words that are often used in English such as lasagne (Italian), sauerkraut (German), and déjà vu (French).</p> <p>7. R/L: St.1: 2.b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary. Example: Analyze the roots, prefixes, and suffixes of subject-area words such as telescope, geography, and quadrant.</p> <p>7. R/L: St.1: 1. Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.</p> <p>7. R/L: St. 4:3. a. Summarize the main idea and how it is supported with specific details.</p> <p>8. R/L: St. 4:3 a. Identify and explain the use of figurative language, in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.</p> <p>8. R/L: St.1:1. Words in Context - Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.</p> <p>9. R/L: St.1:3. Expand vocabulary through wide reading, listening, and discussing.</p>
20-23	Use context clues to define some words and interpret some figurative language in uncomplicated passages	<p>7. R/L: St.1:3. Idioms and Comparisons - Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.</p> <p>8. R/L: St.1:2. Word Origins - Recognize and analyze the influence of historical events on English word meaning and vocabulary expansion.</p> <p>8. R/L: St.1:3. Idioms and Comparisons - Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.</p> <p>9. R/L: St. 3:3.a. Identify and explain figurative language including metaphor, personification, and simile.</p> <p>9. R/L: St.1:1. Apply a knowledge of Greek (e.g., tele/phone. micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.</p> <p>9. R/L: St.1:2. Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.</p> <p>10. R/L: St.1:1. Apply a knowledge of Greek (e.g., tele/phone. micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.</p> <p>10. R/L: St.1:2. Research word origins as an aid to understanding meaning, derivations, and spelling as well as influences on the English language.</p>

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24-27	Use context clues to determine the appropriate meaning of multiple-meaning words or phrases in uncomplicated passages	9. R/L: St.1:5. Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.
		9. R/L: St.1:3. Expand vocabulary through wide reading, listening, and discussing.
		10. R/L: St.1:5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.
		10. R/L: St. 3:3.a. Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.
		11.R/L: St.3:3.a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.
28-32	Determine the appropriate meanings of words, phrases, or statements from figurative or somewhat technical contexts	9. R/L: St.1:3. Expand vocabulary through wide reading, listening, and discussing.
		10. R/L: St.1:4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.
		11. R/L: St.1:1. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.
		11. R/L: St.1:3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
		12. R/L: St.1:3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
		12. R/L: St.1:1. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and mathematics (gene splicing, genetic engineering).
33-36	Determine, even in situations where the language is richly figurative and the vocabulary is difficult, the meanings of context dependent words, phrases, or statements in virtually any passage	9. R/L: St.1:3. Expand vocabulary through wide reading, listening, and discussing.
		11. R/L: St.1:4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
		12. R/L: St.1:4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
Strand: Generalizations		
13-15	Make simple generalizations about the main character in uncomplicated literary narratives	6. R/L: St.3:2.b. Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).
		6. R/L: St.3:3.b. Make generalizations based on information gleaned from text.
		6. R/L: St.3:4.a. Evaluate the believability of a character and the impact they have on the plot.

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		6. R/L: St.3:4.d. Make observations, connections, and react, speculate, interpret, and raise questions in analysis of texts.	
16-19	Make simple generalizations about the main points and characters in uncomplicated literary narratives	6. R/L: St.3:3.b. Make generalizations based on information gleaned from text.	
		6. R/L: St.3:4.b. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved.	
		6. R/L: St.3:4.c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	
		6. R/L: St.4:2.b. Identify and explain internal and external conflict in the development of a story.	
		7. R/L: St.3:2.b. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.	
		7. R/L: St.3:3.c. Recognize the importance and relevance of details on the development of the plot.	
20-23	Make more specific generalizations about people and ideas in uncomplicated passages	7. R/L: St.3:4.c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.	
		7. R/L: St.3:5.b. Make, confirm, and revise predictions when reading.	
		8. R/L: St.3:3.a. Determine the main (or major) idea and how those ideas are supported with specific details.	
		8. R/L: St.3:5.b. Make, confirm, and revise predictions when reading.	
24-27	Make subtle generalizations about characters in uncomplicated literary narratives	8. R/L: St.3:4.e. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story.	
		9. R/L: St.2.3.b. Use text features and elements to support inferences and generalizations about information.	
		10. R/L: St.2.3.b. Use text features and elements to support inferences and generalizations about information.	
	Make generalizations about people and situations in more challenging passages	8. R/L: St.3:2.b. Connect, compare, and contrast ideas, themes, and issues across texts.	
		8. R/L: St.3:4.f. Analyze the structural elements of the plot, subplot, and climax and explain the way in which conflicts are or are not resolved.	
		9. R/L: St.2.2.b. Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.	
		9. R/L: St.2.3.c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	
		10. R/L: St.2.3.a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.	
28-32	Use information from different sections of more challenging passages to make generalizations about people and situations	10. R/L: St.2.3.c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	
		11. R/L: St.2.2.b. Describe the development of plot and identify conflict and how they are addressed and resolved.	
		11. R/L: St.2.3.b. Use text features and elements to support inferences and generalizations about information.	

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33-36	Make complex or subtle generalizations about people, ideas, and situations, often by synthesizing information from different portions of the passage	11. R/L: St.2.3.c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
		11. R/L: St.2.4.d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.
		12. R/L: St.2.2.b. Describe the development of plot and identify conflict and how they are addressed and resolved.
		12. R/L: St.2.3.a. Determine the main idea and supporting details by producing summaries of text.
	Understand and generalize about portions of a complex literary narrative that use a range of literary devices	12. R/L: St.2.3.d. Compare and contrast elements of text such as themes, conflicts, and allusions both within and across text.
		11. R/L: St.2.3.a. Determine the main idea, locate and interpret minor subtly stated details in complex passages.
		12. R/L: St.2.3.c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
		12. R/L: St.2.4.b. Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
Strand: Author's Voice and Method		
13-15	Recognize a clear intent by an author or narrator in uncomplicated literary narratives	6. R/L: St.3:4.f. Distinguish among stated facts, inferences supported by evidence, and opinions in text.
		6. R/L: St.4:2.c. Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated and how it affects the text.
		7. R/L: St.3:4.e. Distinguish between stated fact, reasoned judgment, and opinion in text.
16-19	Recognize clear relationships between a part of a passage and the whole passage or another part in uncomplicated passages	6. R/L: St.3:4.e. Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).
		7. R/L: St.1:3. Idioms and Comparisons - Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
		7. R/L: St.3:4.a. Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.
20-23	Make generalizations about the author's or narrator's attitude toward his or her subject in uncomplicated passages	7. R/L: St.3:4.c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.
		8. R/L: St.3:4.a. Distinguish between stated fact, reasoned judgment, and opinion in various texts.
		9. R/L: St.2.2.a. Analyze characteristics of text, including its structure, word choice, and intended audience.
		9. R/L: St.2.4.a. Discriminate between fact and opinion and fiction and nonfiction.

R/L - Reading/Literature

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	Understand the overall approach taken by an author or narrator, including point of view, in uncomplicated informational passages	7. R/L: St.3:4.d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.
		9. R/L: St.2.4.b. Recognize deceptive and/or faulty arguments in persuasive texts.
		10. R/L: St.1:4. Discriminate between connotative and denotative meanings and interpret the connotative power of words.
24-27	Understand the overall approach taken by an author or narrator, including point of view, in uncomplicated literary narratives	9. R/L: St.2.4.c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
		9. R/L: St.2.4.d. Identify techniques (e.g., language, organization, tone, context) used to convey point of view or impressions.
		10. R/L: St.2.4.a. Discriminate between fact and opinion and fiction and nonfiction.
		10. R/L: St.2.4.b. Evaluate deceptive and/or faulty arguments in persuasive texts.
		11. R/L: St.1:4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
		12. R/L: St.1:4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
28-32	Understand how one part of a passage functions in relation to the whole passage or another part in uncomplicated passages	10. R/L: St.2.4.c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
		11. R/L: St.2.4.c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
		11. R/L: St.2.4.d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.
	Understand the overall approach taken by an author or narrator, including point of view, in virtually any passage	10. R/L: St.2.4.c. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
		10. R/L: St.2.4.d. Analyze techniques (e.g., language, organization, tone, context) used to convey opinions or impressions.
		11. R/L: St.2.2.d. Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations.

R/L - Reading/Literature

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33-36	Understand how one part of a passage functions in relation to the whole passage or another part when the relationship is subtle or complex	11. R/L: St.2.4.b. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
		12. R/L: St.2.2.d. Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations.
		12. R/L: St.2.4.e. Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.
	Identify and then generalize about an author's or narrator's attitude or point of view toward his or her subject in virtually any passage	12. R/L: St.2.4.a. Investigate both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the ways in which authors use those features and devices.
		12. R/L: St.2.4.b. Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.

R/L - Reading/Literature