

FCAT READING REPORTING CATEGORIES AND CONTENT FOCUS CHART

| FCAT Reading Benchmarks Grades 3–5 | | | |
|---------------------------------------|------------|---|--|
| Reporting Category 1: Vocabulary | | | Content Focus |
| Grade 3 | LA.3.1.6.3 | The student will use context clues to determine | • Context Clues |
| Grade 4 | LA.4.1.6.3 | meanings of unfamiliar words. | |
| Grade 5 | LA.5.1.6.3 | | |
| Grade 3 | LA.3.1.6.7 | The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words. | • Base Words • Affixes • Roots (Grade 5) |
| Grade 4 | LA.4.1.6.7 | The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words. | |
| Grade 5 | LA.5.1.6.7 | The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words. <i>Also assesses LA.5.1.6.11 The student will use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</i> | |
| Grade 3 | LA.3.1.6.8 | The student will use knowledge of antonyms, | • Antonyms • Synonyms |
| Grade 4 | LA.4.1.6.8 | synonyms, homophones, and homographs to | |
| Grade 5 | LA.5.1.6.8 | determine meanings of words. | |
| Grade 3 | LA.3.1.6.9 | The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.3.1.6.6 The student will identify “shades of meaning” in related words (e.g., blaring, loud).</i> | • Multiple Meanings • Analyze Words in Text |
| Grade 4 | LA.4.1.6.9 | The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.4.1.6.6 The student will identify “shades of meaning” in related words (e.g., blaring, loud).</i> | |
| Grade 5 | LA.5.1.6.9 | The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.5.1.6.6 The student will identify “shades of meaning” in related words (e.g., blaring, loud).</i> | |

FCAT READING REPORTING CATEGORIES AND CONTENT FOCUS CHART

| Reporting Category 2: Reading Application | | | Content Focus |
|---|--|---|---|
| Grade 3 Grade 4 Grade 5 | LA.3.1.7.2 LA.4.1.7.2 LA.5.1.7.2 | The student will identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text. The student will identify the author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text. | <ul style="list-style-type: none"> • Author's Purpose • Author's Perspective |
| Grade 3 Grade 4 Grade 5 | LA.3.1.7.3 LA.4.1.7.3 LA.5.1.7.3 | The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events. The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing. The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details. | <ul style="list-style-type: none"> • Main Idea (stated or implied) • Relevant Details • Conclusions/ Inferences • Chronological Order |
| Grade 3 Grade 4 Grade 5 | LA.3.1.7.4 LA.4.1.7.4 LA.5.1.7.4 | The student will identify cause-and-effect relationships in text. | <ul style="list-style-type: none"> • Cause and Effect |
| Grade 3 Grade 4 Grade 5 | LA.3.1.7.5 LA.4.1.7.5 LA.5.1.7.5 | The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text. | <ul style="list-style-type: none"> • Text Structures/ Organizational Patterns (e.g., comparison/contrast, cause/effect, sequence of events) |
| Grade 3 Grade 4 Grade 5 | LA.3.1.7.6 LA.4.1.7.6 LA.5.1.7.6 | The student will identify themes or topics across a variety of fiction and nonfiction selections. | <ul style="list-style-type: none"> • Themes/Topics (Gr. 3 within one text; Gr. 4–5 within/across texts) |
| Grade 3 Grade 4 Grade 5 | LA.3.1.7.7 LA.4.1.7.7 LA.5.1.7.7 | The student will compare and contrast elements, settings, characters, and problems in two texts. The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems). The student will compare and contrast elements in multiple texts. | <ul style="list-style-type: none"> • Compare (similarities: Gr. 3 within one text; Gr. 4–5 within/ across texts) • Contrast (differences: Gr. 3 within one text; Gr. 4–5 within/across texts) |

FCAT READING REPORTING CATEGORIES AND CONTENT FOCUS CHART

| Reporting Category 3: Literary Analysis—Fiction/Nonfiction | | | Content Focus |
|---|--|--|--|
| Grade 3 | LA.3.2.1.2 | The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction. | <ul style="list-style-type: none"> • Character Development • Character Point of View • Setting • Plot Development • Problem/Resolution |
| Grade 4 | LA.4.2.1.2 | The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction. | |
| Grade 5 | LA.5.2.1.2 | The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction. | |
| Grade 3 Grade 4 Grade 5 | LA.3.2.1.7 LA.4.2.1.7 LA.5.2.1.7 | The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects. | <ul style="list-style-type: none"> • Descriptive Language (e.g., mood, imagery) • Figurative Language (e.g., simile, metaphor, personification) |
| Grade 3 Grade 4 Grade 5 | LA.3.2.2.1 LA.4.2.2.1 LA.5.2.2.1 | The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations). The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations). The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations). | <ul style="list-style-type: none"> • Text Features (e.g., titles, subtitles, headings, text boxes, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, stanzas) |

FCAT READING REPORTING CATEGORIES AND CONTENT FOCUS CHART

| Reporting Category 4: Informational Text/Research Process | | | Content Focus |
|--|------------|--|---|
| Grade 3 | LA.3.6.1.1 | The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task. | <ul style="list-style-type: none"> • Locate, Interpret, Organize Information • Text Features (e.g., titles, subtitles, headings, text boxes, subheadings, charts, graphs, diagrams, illustrations, captions, maps, key/legends) |
| Grade 4 | LA.4.6.1.1 | The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task). | |
| Grade 5 | LA.5.6.1.1 | The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions). | |
| Grade 5 | LA.5.6.2.2 | The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information. | <ul style="list-style-type: none"> • Determine the Validity and Reliability of Information (within/across texts) |