



ALIGNMENT OF READING FOR INFORMATION

with

SOUTH CAROLINA'S ENGLISH/READING/LANGUAGE ARTS STANDARDS

Prepared by **KeyTrain**[®]

Prerequisites to Reading for Information

Prerequisite skills lead to an understanding of skills (all levels) applied in workplace settings.

Reading/Literature

SOUTH CAROLINA STANDARD	Work Keys Competency	Key Train Competency
<p>K.A. The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> • Hold print materials in the correct position. • Identify the front cover, back cover, and title page of a book. • Follow words from left to right and top to bottom on a printed page. • Match voice with print, associating oral phonemes, syllables, words, and phrases with their written forms. 		
<p>1.A. The student will apply knowledge of how print is organized and read.</p> <ul style="list-style-type: none"> • Read from left to right and top to bottom. • Match spoken words with print. • Identify letters, words, and sentences. 		
<p>2.A. The student will use phonetic strategies when reading and writing.</p> <ul style="list-style-type: none"> • Use knowledge of consonants and consonant blends in words. • Use knowledge of common vowel patterns. 		
<p>3.A. The student will apply word-analysis skills when reading and writing.</p> <ul style="list-style-type: none"> • Use knowledge of less common vowel patterns. • Use knowledge of homophones, synonyms, and antonyms. 		
<p>4.A. The student will read and learn the meanings of unfamiliar words.</p> <ul style="list-style-type: none"> • Use phonetic cues to decode meaning. • Use knowledge of word origins; synonyms, antonyms, analogies, and homonyms; multiple meanings of words, sentence structure, and context clues. 		

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>5.A. The student will read and learn the meaning of unfamiliar words and phrases.</p> <ul style="list-style-type: none"> • Use knowledge of root words, prefixes, and suffixes. 		
<p>K.B. The student will demonstrate an understanding that print makes sense.</p> <ul style="list-style-type: none"> • Explain that printed materials provide information. • Read and explain own writing and drawings. • Hold print materials in the correct position. • Identify the front cover, back cover, and title page of a book. 		
<p>1.B. The student will apply phonetic principles to read.</p> <ul style="list-style-type: none"> • Use beginning and ending consonants in decoding. • Use vowel sounds in decoding single-syllable words. • Blend beginning, middle, and ending sounds to recognize and read words. • Use word patterns. 		
<p>K.C. The student will develop an understanding of basic phonetic principles.</p> <ul style="list-style-type: none"> • Understand that letters represent sounds. • Distinguish letters from words and sentences. • Identify beginning consonants in single-syllable words. 		
<p>2.C. The student will use language structure when reading.</p> <ul style="list-style-type: none"> • Use knowledge of prefixes and suffixes. • Use knowledge of contractions and singular possessives. • Use knowledge of word patterns. • Use knowledge of sentence structure. • Use knowledge of story structure and sequence. 		
<p>K.D. The student will demonstrate comprehension of stories.</p> <ul style="list-style-type: none"> • Begin to recognize cause and effect. 		

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>1.D. The student will use language structure when reading.</p> <ul style="list-style-type: none"> • Use knowledge of sentence structure to read words. • Reread and self-correct. 		
<p>K.E. The student will identify both uppercase and lowercase letters of the alphabet.</p>		
<p>1.E. The student will integrate phonetic strategies, meaning clues, and language structure when reading.</p> <ul style="list-style-type: none"> • Preview the selection. • Set a purpose for reading. • Read with accuracy and self-correct when necessary. 		



Description of Work Keys Level 3 Reading for Information¹

Characteristics of Reading Material And Questions

Short, uncomplicated passages which use elementary vocabulary

Basic company policies, procedures, and announcements

All necessary information stated clearly in the reading materials

Focus on the main points of the passages

Wording of the questions and answers similar or identical to the wording used in reading materials

Skills

Identify uncomplicated key concepts and simple details

Recognize the proper placement of a step in a sequence of events, or the proper time to perform a task

Identify the meaning of a word that is defined within the passage

Identify the meaning of a simple word that is not defined within the passage

Recognize the application of instructions given in the passage to situations that are also described in the passage

¹ ACT Work Keys

Jobs/Careers that require a Level 3 Reading for Information include:

Attendance Clerk

Carpenter, Maintenance

Construction Worker II

Host/Hostess, Restaurant

Machinist, Automotive

Plumber Apprentice

Truck Driver, Heavy

Welder, Gas

Automobile Dealer

Chef

Cutting Machine Operator

Landscape Gardener

Offset Press Operator

Saw Operator

Waiter/Waitress, Formal

At Level 3 **Work Keys**, you should be able to

- ☆ recognize simple English words and phrases;
- ☆ recognize new words through basic phonics skills;
- ☆ understand the meaning of basic English sentences;
- ☆ identify the main idea and simple details;
- ☆ identify the meanings of words that are defined within the passage;
- ☆ recognize the meanings of words not defined in the passage;
- ☆ determine the proper placement of a step in a sequence of events or the proper time to perform each step of a task; and
- ☆ apply instructions outlined in the passage to situations that are described in the passage.

At Level Three, **Key Train**, the student should be able to

- ★ place information/events in proper sequence or order;
- ★ identify the main idea or main topic of sentences and/or paragraphs;
- ★ identify supporting details in writings;
- ★ use context clues to identify the meaning of unknown words;
- ★ locate information in a document;
- ★ extract information from a document;
- ★ follow directions;
- ★ use various forms (applications, financial documents, etc.);
- ★ read a variety of texts including memoranda, notices, advertisements, and announcements;
- ★ make connections between words (noun/pronoun antecedents) and/or sentences; and
- ★ use a table of contents.

Reading/Literature

South Carolina Standard	Work Keys Competency	Key Train Competency
<p>5.A. The student will read and learn the meaning of unfamiliar words and phrases.</p> <ul style="list-style-type: none"> • Expand vocabulary through listening, reading, and writing words that reflect both general knowledge and specific subject-related vocabulary. • Demonstrate independence in using phonetic, structural, and semantic strategies to read text that is more difficult. 	<p>The student will recognize simple English words and phrases.</p> <p>The student will recognize new words through basic phonics skills.</p>	<p>The student will use context clues to identify the meaning of unknown words.</p>
<p>K.B. The student will demonstrate an understanding that print makes sense.</p> <ul style="list-style-type: none"> • Identify common signs and logos. 		
<p>2.B. The student will use meaning clues when reading.</p> <ul style="list-style-type: none"> • Use pictures and diagrams. • Use information in the story to read words. • Use titles and headings. 		<p>The student will use context clues to identify the meaning of unknown words.</p>
<p>3.B. The student will integrate various strategies to read and comprehend a variety of printed materials (nonfiction, fiction, poetry).</p> <ul style="list-style-type: none"> • Preview and use text formats. • Set a purpose for reading. • Apply meaning clues, language structure, and phonetic strategies. • Use pictures, diagrams, titles, and headings. • Reread and self-correct when necessary. • Categorize information using strategies, such as story mapping, webbing, Venn diagrams, and T charts. 	<p>The student will recognize new words through basic phonics skills.</p> <p>The student will apply instructions outline in the passages to situations that are described in the passage.</p> <p>The student will understand the meaning of basic English sentences.</p>	<p>The student will use context clues to identify the meaning of unknown words.</p> <p>The student will make connections between words (noun/pronoun antecedents) and/or sentences.</p>

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>4.B. The student will read and demonstrate comprehension of a variety of literary forms to include fiction and non-fiction, biographies, and historical fiction.</p> <ul style="list-style-type: none"> • Explain the author’s purpose. • Make, confirm, and revise predictions. • Describe how the choice of language, setting, and information contributes to the author’s purpose. • Explain how knowledge of the lives and experiences of individuals in history can relate to individuals who have similar goals or face similar challenges. • Use text organizers such as type, headings, and graphics to understand text. • Formulate questions that might be answered in the selection. • Identify the stated, inferred, or paraphrased main idea. • Make inferences using information from texts. • Paraphrase content of selection, identifying important details. • Make inferences, note details, determine cause and effect, summarize and paraphrase content, and draw conclusions. • Support fact and opinion with relevant details. • Connect to personal experiences. 	<p>The student will understand the meaning of basic English sentences.</p> <p>The student will identify the main idea and simple details.</p>	<p>The student will identify the main idea or main topic of sentences and/or paragraphs.</p> <p>The student will locate information in a document.</p> <p>The student will extract information from a document.</p>
<p>5.B. The student will continue to read and demonstrate comprehension of a variety of literary forms including fiction, nonfiction, and poetry.</p> <ul style="list-style-type: none"> • Use text organizers to predict and categorize information. • Locate information to support opinions, predictions, and conclusions. • Identify cause and effect relationships. • Draw conclusions. 		<p>The student will locate information in a document.</p> <p>The student will extract information from a document.</p>
<p>1.C. The student will use meaning clues when reading.</p> <ul style="list-style-type: none"> • Use pictures. • Use knowledge of the story and topic to read words. • Reread and self-correct. 	<p>The student will recognize new words through basic phonics skills.</p>	<p>The student will use context clues to identify the meaning of unknown words.</p>

SOUTH CAROLINA Standards	Work Keys Competency	Key Train Competency
<p>3.C. The student will demonstrate comprehension of a variety of printed materials.</p> <ul style="list-style-type: none"> • Set a purpose for reading. • Make connections between previous experience and reading selections. • Make, confirm, or revise predictions. • Identify the main idea. • Distinguish between fact and opinion. • Recognize cause and effect relationships. • Explain the problem and solution in the plot of the story. • Examine literature from various historical periods and cultures. • Summarize stories and paraphrase information found in text. • Make inferences and support them by citing evidence from the text and personal experience. • Ask and answer questions. • Compare and contrast settings, characters, events, and ideas. • Organize information or events logically. • Use information to learn about new topics. • Classify key information. • Comprehend the important points and their relationships to the entire text. 	<p>The student will identify the main idea and simple details.</p> <p>The student will determine the proper placement of a step in a sequence of events or the proper time to perform each step of the task.</p> <p>The student will apply instructions outline in the passage to situations that are described in the passage.</p>	<p>The student will locate information in a document.</p> <p>The student will extract information from a document.</p> <p>The student will identify supporting details in writing.</p> <p>The student will identify the main idea or main topic of sentences and/or paragraphs.</p> <p>The student will place information/events in proper sequence or order.</p>
<p>5.C. The student will demonstrate a growing independence in selecting systems of structure, semantics, and phonics combined with prior knowledge to read increasingly more difficult print.</p>	<p>The student will recognize new words through the use of basic phonics skills.</p> <p>The student will understand the meaning of basic English sentences.</p>	<p>The student will use context clues to identify the meaning of unknown words.</p>
<p>2.D. The student will read fiction, nonfiction, and poetry using a variety of strategies independently.</p> <ul style="list-style-type: none"> • Preview the selection. • Set purpose for reading. • Use pictures, phonics, meaning clues, and language structure to comprehend text. • Reread and self-correct when necessary. 	<p>The student will recognize new words through the use of basic phonics skills.</p>	<p>The student will use context clues to identify the meaning of unknown words.</p>

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>4.D. The student will demonstrate a growing independence in selection systems of structure, semantics, and phonics combined with prior knowledge to read increasingly more difficult print.</p>	<p>The student will recognize new words through the use of basic phonics skills.</p>	<p>The student will use context clues to identify the meaning of unknown words.</p>
<p>2.E. The student will demonstrate comprehension of fiction and nonfiction selections.</p> <ul style="list-style-type: none"> • Relate previous experience to the topic. • Read to confirm predictions. • Identify the main idea (stated, inferred, or paraphrased). • Locate information to answer questions. • Paraphrase information found in nonfiction materials. • Explain the problem, solution, or central idea. • Organize events in a story or the steps in a process in correct order. • Recognize cause and effect relationships. • Compare and contrast ideas within a selection. 	<p>The student will identify the main idea and simple details.</p> <p>The student will determine the proper placement of a step in a sequence of events or the proper time to perform each step of a task.</p> <p>The student will apply instructions outlined in the passage to situations that are described in the passage.</p>	<p>The student will identify the main idea or main topic of sentences and/or paragraphs.</p> <p>The student will locate information in a document.</p> <p>The student will extract information from a document.</p> <p>The student will place information/events in proper sequence or order.</p>
<p>2.F. The student will characterize information using strategies, such as story mapping, webbing, and Venn diagrams.</p>		
<p>5.F. The student will understand text in terms of its historical and cultural context and relate to other content areas.</p>		
<p>2.G. The student will read a variety of texts, such as directories, newspapers, charts and diagrams.</p>		<p>The student will read a variety of texts including memoranda, notices, announcements and advertisements.</p> <p>The student will use various forms (applications, financial documents, etc.).</p>
<p>3.G. The student will read a variety of texts, such as directories, newspapers, charts and diagrams.</p>		<p>The student will read a variety of texts including memoranda, notices, announcements and advertisements.</p> <p>The student will use various forms (applications, financial documents, etc.).</p>

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>4.G. The student will understand text in terms of its historical and cultural context and relate to other content areas.</p>		
<p>1.H. The student will categorize information using strategies, such as story mapping, webbing, and Venn diagrams.</p>		
<p>1.I. The student will read a variety of texts, such as stories, poems, plays, directories, newspapers, charts, and diagrams.</p>		<p>The student will read a variety of texts including memoranda, notices, announcements and advertisements.</p> <p>The student will use various forms (applications, financial documents, etc.).</p>



Description of Work Keys Level 4 Reading for Information¹

Characteristics of Reading Material and Questions

Slightly more complex reading passages

More detail and greater number of steps in described procedures

Described policies and procedures containing a variety of factors which must be considered in order to decide on appropriate behavior

Vocabulary, while elementary, includes words that are more difficult than those at Level 3

Questions and answers paraphrased from the passage

Skills

Identify important details that are less obvious than those at Level 3

Recognize the application of more complex instructions, some of which involve several steps, to described situations

Recognize cause-effect relationships

¹ ACT Work Keys

Jobs/Careers that require a Level 4 Reading for Information include:

Accountant, Budget

Bus Driver

Correction Officer

Die-Casting Machine Operator

Guard, Security

Laboratory Assistant

Machinist Apprentice

Numerical Control Machine Operator

Physical Therapy Assistant

Radiologic Technician

Bookkeeper

Carburetor Mechanic

Data Entry Clerk

Dispatcher

Injection-Molding Machine Operator

Lathe Operator, Numerical Control

Medical Secretary

Phlebotomist

Practical Nurse

Veterinary Technician

At Level 4 **Work Keys**, you should be able to:

- ☆ identify main ideas and simple details;
- ☆ identify the meanings of words that are defined within the passage;
- ☆ recognize the meanings of words not defined in the passage;
- ☆ determine the proper placement of a step in a sequence of events or the proper time to perform each step of a task;
- ☆ apply instructions outlined in the passage to situations that are described in the passage;
- ☆ attend to important details in passages slightly more complex than those at Level 3;
- ☆ understand relatively complicated instructions and apply those instructions to situations described in the reading passage;
- ☆ recognize cause-effect relationships; and
- ☆ use context clues to determine the meaning of words not defined in the reading passage;

Upon completion of Level 4 **Key Train**, the student should be able to

- ★ identify details that are not so obvious in a document;
- ★ apply complicated instructions;
- ★ recognize cause and effect relationships;
- ★ use contextual clues to define unknown words;
- ★ use prefixes, suffixes, and roots to determine the meaning of words;
- ★ convert paragraphs into lists;
- ★ outline main points in documents;
- ★ determine main ideas and topics;
- ★ make inferences based upon information given in documents;
- ★ read a variety of texts including technical reports, memoranda, policies and procedures;
- ★ follow directions to complete activities; and
- ★ place information in the correct order or sequence.

Reading/Literature

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>6.A. The student will read and learn the meanings of unfamiliar words and phrases.</p> <ul style="list-style-type: none"> • Use knowledge of word origins, derivations, and phonetic clues. • Use word-reference materials. • Demonstrate independence in using phonetic, structural, and semantic strategies to read text that is more difficult. 	<p>The student will identify the meaning of words that are defined within the passage.</p> <p>The student will identify the meanings of words not defined in the passage.</p>	<p>The student will use contextual clues to define unknown words.</p> <p>The student will use prefixes, suffixes and roots to determine the meaning of words.</p>
<p>5.B. The student will continue to read and demonstrate comprehension of a variety of literary forms including fiction, nonfiction, and poetry.</p> <ul style="list-style-type: none"> • Compare and contrast ideas in text and between different texts. 		
<p>6.B. The student will demonstrate comprehension of a variety of selections.</p> <ul style="list-style-type: none"> • Identify questions to be answered. • Make, confirm, or revise predictions as needed. • Distinguish between main idea and supporting ideas in the text. • Distinguish between varying viewpoints and perspectives among texts. • Use context clues to read unfamiliar words. • Determine and understand cause and effect and their impact on the plot, characters, outcome, theme, or main idea. • Draw conclusions and make inferences based on explicit and implied information. • Summarize or paraphrase and evaluate what is read. • Compare and contrast information about one topic contained in different selections. • Ask questions to clarify the viewpoint of others, to elicit additional information, and to raise new perspectives related to an issue when reading. 	<p>The student will identify main ideas and simple details.</p> <p>The student will recognize cause-effect relationships.</p> <p>The student will use context clues to determine the meaning of words not defined in the reading passage.</p>	<p>The student will identify details that are not so obvious in a document.</p> <p>The student will determine main ideas and topics.</p> <p>The student will use contextual clues to define unknown words.</p> <p>The student will recognize cause and effect relationships.</p> <p>The student will make inferences based upon information given in documents.</p>

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>7.B. The student will vary strategies such as skimming, scanning, using subheadings, and reading rate to read a variety of texts effectively.</p>		
<p>10.B. The student will read and interpret printed consumer materials.</p> <ul style="list-style-type: none"> • Apply the information contained in labels, warnings, manuals, directories, applications, and forms to complete simulated or real-world tasks. 		<p>The student will read a variety of texts including technical reports, memoranda, policies and procedures.</p>
<p>11.B. The student will read a variety of print material including classical literature, contemporary literature, works from various cultures, and real-world texts.</p> <ul style="list-style-type: none"> • Read and follow directions to complete an application for college admission, for a scholarship, or for employment. 		<p>The student will read a variety of texts including technical reports, memoranda, policies and procedures.</p> <p>The student will follow directions to complete activities.</p> <p>The student will apply complicated instructions.</p>
<p>6.C. The student will read a variety of fiction (realistic, fantasy, historical, and biographical) and non-fiction (expository and argumentative).</p> <ul style="list-style-type: none"> • Use knowledge of literary forms to aid comprehension and predict outcomes. • Describe how the author's style elicits emotional response from the reader. • Distinguish between first- and third-person point of view. • Compare and contrast author's styles. 		
<p>7.C. The student will read a variety of fiction, nonfiction, and poetry.</p> <ul style="list-style-type: none"> • Describe and analyze setting, plot structure, characterization, purpose, point of view, and theme, or conflict. • Analyze relationship between author's style, literary form, and intended impact on reader. • Describe connections between historical and cultural influences and literary selections. • Describe how word choice and language structure convey an author's viewpoint in selections, such as newspaper and magazine articles and critical reviews. 		

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>8.C. The student will comprehend and analyze what is read from a variety of sources.</p> <ul style="list-style-type: none"> • Read and follow instructions to assemble a model or simple structure. 	<p>The student will apply instructions outlined in the passage to situations that are described in the passage.</p> <p>The student will understand relatively complicated instructions and apply those instructions to situations described in the reading passage.</p>	<p>The student will follow directions to complete activities.</p> <p>The student will apply complicated instructions.</p>
<p>12.C. The student will read a variety of print material.</p> <ul style="list-style-type: none"> • Draw conclusions regarding the quality of a product based on analysis of the accompanying warranty and instruction manual. 	<p>The student will attend to important details in passages slightly more complex than those at Level 3.</p>	<p>The student will read a variety of texts including technical reports, memoranda, policies and procedures.</p>
<p>7.D. The student will read and use strategies to understand information from varied sources.</p> <ul style="list-style-type: none"> • Use knowledge of text structures to aid comprehension. • Make, confirm, or revise, predictions as needed. • Distinguish fact from opinion in selections such as newspapers, magazines, and other print media. • Summarize and paraphrase what is read. • Compare and contrast information from different selections. 		<p>The student will make inferences based upon information given in documents.</p>
<p>9.D. The student will read and follow instructions for performing a specific task, such as completing an application for employment or college admission.</p>	<p>The student will apply instructions outlined in the passage to situations that are described in the passage.</p> <p>The student will understand relatively complicated instructions and apply those instructions to situations described in the reading passage.</p>	<p>The student will follow directions to complete activities.</p> <p>The student will apply complicated instructions.</p>
<p>6.E. The student will demonstrate a growing independence in selecting systems of structure, semantics, and phonics combined with prior knowledge to read increasingly more difficult print.</p>	<p>The student will use context clues to determine the meaning of words not defined in the reading passage.</p>	<p>The student will use contextual clues to define unknown words.</p> <p>The student will use prefixes, suffixes, and roots to determine the meaning of words.</p>
<p>6.F. The student will show relationships between ideas using strategies, such as outlining, webbing, Venn diagrams, T charts, and other graphic organizers.</p>		
<p>7.F. The student will read technical and career related materials and a range of literature created for adolescents in all content areas.</p>		<p>The student will read a variety of texts including technical reports, memoranda, policies and procedures.</p>

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
7.G. The student will analyze important elements of complete texts and evaluate relationships to the whole in both print and non-print sources.		The student will make inferences based upon information given in documents.
9.G. The student will demonstrate confidence, independence, and flexibility in the strategic use of syntax and semantics and other conventions of language for reading a range of simple to complex print.	The student will use context clues to determine the meaning of words not defined in the reading passage.	The student will use prefixes, suffixes and roots to determine the meaning of words.
7.H. The student will expand a rich vocabulary through reading experiences with varied, meaningful texts.		The student will read a variety of texts including technical reports, memoranda, policies and procedures.
7.I. The student will read a variety of formats, such as stories, poems, plays, and reports and other technical writing across the curriculum.		The student will read a variety of texts including technical reports, memoranda, policies and procedures.
6.J. The student will understand text in terms of its historical and cultural context and relate to other context areas.		
7.J. The student will ask questions to clarify the viewpoint of others, to develop new understandings, and to view findings from various perspectives when reading.		
7.K. The student will demonstrate an independent ability to use syntax, semantics, and structural analysis to construct meaning and monitor comprehension in more advanced ways.	The student will use context clues to determine the meaning of words not defined in the reading passage.	The student will outline main points in documents. The student will convert paragraphs into lists. The student will use context clues to define unknown words.
7.L. The student will assimilate and synthesize information from various sources and convey it to others. • Use reading processes to understand information.		The student will outline main points in documents. The student will convert paragraphs into lists.
7.N. The student will place a variety of works into appropriate historical and cultural context and relate to other situations, content areas, and time periods.	The student will determine the proper placement of a step in a sequence of events or the proper time to perform each step of a task.	The student will place information in the correct order or sequence.



Description of Work Keys Level 5 Reading for Information¹

Characteristics of Reading Material and Questions

More details, greater complexity, and broader topics than those at Level 4

Specialized words and phrases (e.g., jargon and technical terms), and some with multiple meanings

Application of information given in the passage to a situation that is not specifically described in the passage

Several considerations to be taken into account in order to choose the correct responses

Skills

Identify the paraphrased definition of a technical term or jargon that is defined in the passage

Recognize the application of technical terms or jargon to stated situations

Recognize the definition of an acronym that is defined in the passage

Identify the appropriate definition of a word with multiple meanings

Recognize the application of instructions from the passage to situations that are similar to those described in the reading materials

Recognize the application of more complex instructions to described situations, including conditionals and procedures with multiple steps

¹ ACT Work Keys

Jobs/Careers that require a Level 5 Reading for Information include:

Computer Operator

Data Base Administrator

Emergency Medical Technician

Industrial Engineering Technician

Legal Secretary

Nurse, Licensed Practical

Quality Assurance Monitor

Teacher

Welder Fitter

Computer Systems Hardware Analyst

Dental Hygienist

Hair Stylist

Landscape Specialist

Medical Laboratory Technician

Pharmacist Technician

Robotic Machine Operator

Tool Designer

At Level 5 **Work Keys**, you should be able to:

- ☆ attend to important details in passages at Level 4 complexity;
- ☆ understand relatively complicated instructions and apply those instructions to situations described in the reading passage;
- ☆ recognize cause-effect relationships;
- ☆ use context clues to determine the meaning of words not defined in the reading passage;
- ☆ understand the paraphrased definition of jargon or technical terms defined in the passage;
- ☆ use jargon or technical terms appropriately in describing situations stated in the passage;
- ☆ understand the definitions of acronyms that are defined in the passage;
- ☆ identify the appropriate definition of words with multiple meanings based on the context of the passage;
- ☆ apply information given in a passage to situations not directly described in that passage; and
- ☆ apply more complicated instructions, involving conditionals (if x happens, then it will lead to y) or procedures with a number of steps to described situations.

Upon completion of Level 5 **Key Train**, the student will be able to

- ★ use context clues to identify jargon and technical terms;
- ★ use jargon or technical terms;
- ★ identify, define and use acronyms within a given context;
- ★ use context clues to define acronyms;
- ★ use context clues to identify the appropriate definition of words with multiple meanings;
- ★ follow complicated instructions involving conditions or procedures with a given number of steps;
- ★ use prior knowledge and personal experiences to interpret information;
- ★ restate the main idea;
- ★ make judgment calls;
- ★ read a variety of materials including safety manuals, memoranda, policies, procedures, and government documents;
- ★ make decisions regarding written information;
- ★ identify implied statements/meanings;
- ★ design a flowchart; and
- ★ break instructions into smaller components.

Reading/Literature

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>8.A. The student will apply knowledge of word origins, derivations, and idioms and will use analogies, metaphors, similes, denotations, and connotations to extend vocabulary development.</p>	<p>The student will identify the appropriate definition of words with multiple meanings based on the context of the passage.</p> <p>The student will understand the definition of acronyms that are defined in a passage.</p>	<p>The student will use context clues to identify the appropriate definition of words with multiple meanings.</p> <p>The student will use context clues to define acronyms.</p>
<p>9.B. The student will read and analyze a variety of print materials.</p> <ul style="list-style-type: none"> • Identify a hypothesis to be confirmed, disproved, or modified. • Evaluate clarity and accuracy of information. • Identify questions not answered by a selected text. • Extend general and specialized vocabulary through reading and writing. • Read and follow instructions to perform tasks, such as use computer software, assemble or construct models or equipment, or complete a project. 	<p>The student will apply more complicated instructions, involving conditionals (if x happens, then it will lead to y) or procedures with a number of steps to described situations.</p> <p>The student will understand the paraphrased definition of jargon or technical terms defined in a passage.</p> <p>The student will use jargon or technical terms appropriately in describing situations stated in the passage.</p> <p>The student will understand relatively complicated instructions and apply those instructions to situations described in the reading passage.</p> <p>The student will apply information given in a passage to situations not directly described in the passage.</p>	<p>The student will follow complicated instructions involving conditions or procedures with a given number of steps.</p> <p>The student will use jargon or technical terms.</p> <p>The student will use prior knowledge and personal experiences to interpret information.</p> <p>The student will make decisions regarding written information.</p>
<p>10.B. The student will read and interpret printed consumer materials.</p> <ul style="list-style-type: none"> • Identify essential information needed to operate specific tools, appliances, technology hardware, or other equipment. • Analyze the information contained in warranties, contracts, job descriptions and technical descriptions. • Skim manuals or consumer texts to locate information. • Compare and contrast product information contained in advertisements with instruction manuals and warranties. 	<p>The student will understand relatively complicated instructions and apply those instructions to situations described in the reading passage.</p> <p>The student will apply more complicated instructions, involving conditionals (if x happens, then it will lead to y) or procedures with a number of steps to described situations.</p> <p>The student will apply information given in a passage to situations not directly described in the passage.</p>	<p>The student will follow complicated instructions involving conditions or procedures with a given number of steps.</p> <p>The student will read a variety of materials including safety manuals, memoranda, policies, procedures, and government documents.</p> <p>The student will break instructions into smaller components.</p> <p>The student will make decisions regarding written information.</p>

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>11.B. The student will read a variety of print material including classical literature, contemporary literature, works from various cultures, and real-world texts.</p> <ul style="list-style-type: none"> • Read and follow directions to complete a laboratory experiment. • Extend general and specialized vocabularies for reading and writing • Generalize ideas from selections to make predictions about other texts. • Evaluate the quality and usefulness of informational texts and technical manuals. 	<p>The student will understand relatively complicated instructions and apply those instructions to situations described in the reading passage.</p> <p>The student will apply more complicated instructions, involving conditionals (if x happens, then it will lead to y) or procedures with a number of steps to described situations.</p> <p>The student will understand the paraphrased definition of jargon or technical terms defined in a passage.</p> <p>The student will use jargon or technical terms appropriately in describing situations stated in the passage.</p>	<p>The student will follow complicated instructions involving conditions or procedures with a given number of steps.</p> <p>The student will use jargon or technical terms.</p> <p>The student will use prior knowledge and personal experiences to interpret information.</p> <p>The student will make decisions regarding written information.</p> <p>The student will read a variety of texts including safety manuals, memoranda, policies, procedures and government documents.</p>
<p>8.C. The student will comprehend and analyze what is read from a variety of sources.</p> <ul style="list-style-type: none"> • Draw on background knowledge and knowledge of text structure to understand selections. • Analyze details for relevance and accuracy. • Analyze important elements and evaluate relationships by examining and determining validity, bias, purpose, audience, statements of opinion that are not clearly identified, and provision of adequate support. 	<p>The student will apply information given in a passage to situations not directly described in the passage.</p>	<p>The student will use prior knowledge and personal experiences to interpret information.</p> <p>The student will read a variety of texts including safety manuals, memoranda, policies, procedures and government documents.</p>
<p>8.E. The student will read technical and career related materials and a range of literature created for adolescents in all content areas.</p>		<p>The student will read a variety of materials including safety manuals, memoranda, policies, procedures, and government documents.</p>
<p>9.E. The student will recognize, evaluate, and demonstrate variations in intent, purpose, and audience in written text.</p>		
<p>10.E. The student will expand a rich vocabulary through reading experiences with varied, meaningful texts.</p>		<p>The student will read a variety of materials including safety manuals, memoranda, policies, procedures, and government documents.</p>
<p>11.E. The student will expand a rich vocabulary through reading experiences with varied, meaningful texts.</p>		<p>The student will read a variety of materials including safety manuals, memoranda, policies, procedures, and government documents.</p>

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
8.F. The student will analyze important elements of complete texts and evaluate relationships to the whole in print and non-print sources.	The student will apply information given in a passage to situations not directly described in that passage.	
9.F. The student will expand a rich vocabulary through reading experiences with varied, meaningful texts.		The student will read a variety of materials including safety manuals, memoranda, policies, procedures, and government documents.
10.F. The student will demonstrate confidence, independence, and flexibility in the strategic use of syntax and semantics and other conventions of language for reading a range of simple to complex print.	The student will use context clues to determine the meaning of words not defined in the reading passage.	The student will use context clues to identify the appropriate definition of words with multiple meanings.
11.F. The student will demonstrate confidence, independence, and flexibility in the strategic use of syntax and semantics and other conventions of language for reading a range of simple to complex print.	The student will use context clues to determine the meaning of words not defined in the reading passage.	The student will use context clues to identify the appropriate definition of words with multiple meanings.
8.G. The student will expand a rich vocabulary through reading experiences with varied, meaningful texts.		The student will read a variety of materials including safety manuals, memoranda, policies, procedures, and government documents.
8.H. The student will read a variety of formats such as stories, poems, plays, reports and other technical writing across the curriculum.		The student will read a variety of materials including safety manuals, memoranda, policies, procedures, and government documents.
8.I. The student will vary reading strategies, such as skimming, scanning, using subheadings, and reading rate to read a variety of texts effectively.		
10.I. The student will recognize, evaluate, and demonstrate variations in intent, purpose, and audience in written text.		
8.J. The student will demonstrate an independent ability to use syntax, semantics, and structural analysis to construct meaning and monitor comprehension in more advanced ways.	The student will use context clues to determine the meaning of words not defined in the reading passage. The student will apply information given in a passage to situations not directly described in that passage.	The student will use context clues to identify the appropriate definition of words with multiple meanings.

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>8.K. The student will ask questions to clarify the viewpoint of others, to develop new understandings, and to view findings from various perspectives when reading.</p>		<p>The student will make decisions regarding written information.</p>
<p>8.L. The student will assimilate and synthesize information from various sources and convey it clearly to others.</p> <ul style="list-style-type: none"> • Use reading processes to understand information. • Use strategies to organize information and analyze topics 		
<p>8.N. The student will place a variety of works into appropriate historical and cultural context and relate to other situations, content areas, and time periods.</p>		



Description of Work Keys Level 6 Reading for Information¹

Characteristics of Reading Material and Questions

Skills

More complex presentation of information

Excerpts from regulatory and legal documents

More elaborate procedures and concepts described

Advanced vocabulary, jargon, and technical terms

Most necessary information not clearly stated in the passages

Generalize beyond the stated situation and recognize implied details and the probable rationale behind policies and procedures

Recognize the application of jargon or technical terms to new situations

Recognize the application of complex instructions to new situations

Recognize, from context, the less common meaning of a word with multiple meanings

Generalize from the passage to situations not described in the passage

Identify implied details

Explain the rationale behind a procedure, policy, or communication

Generalize from the passage to a somewhat similar situation

¹ ACT Work Keys

Jobs/Careers that require a Level 6 Reading for Information include:

Civil Engineering Technician

Electrician Supervisor

Landscape Laborer

Personnel Manager

Physical Therapist

Technical Training Coordinator

Construction-Equipment Mechanic

Environmental Analyst

Nurse Practitioner

Pharmacist

Sales Agent, Insurance

Travel Agent

At Level 6 **Work Keys**, you should be able to

- ☆ understand the paraphrased definition of jargon or technical terms defined in the passage;
- ☆ use jargon or technical terms appropriately in describing situations stated in the passage;
- ☆ understand the definitions of acronyms that are defined in the passage;
- ☆ identify the appropriate definition of words with multiple meanings based on the context of the passage;
- ☆ apply information given in a passage to situations not directly described in that passage;
- ☆ apply more complicated instructions, involving conditionals (if x happens, then it will lead to y) or procedures with a number of steps to describe situations;
- ☆ identify implied details;
- ☆ understand jargon or technical terms when used in an unfamiliar context;
- ☆ figure out from context the less common meaning of a word with multiple meanings;
- ☆ apply complicated information to new situations;
- ☆ figure out the general principles underlying situations described in the reading materials and apply those principles to related situations; and
- ☆ figure out the reasoning behind a procedure, policy, or communication.

Upon completion of Level 6 **Key Train**, the student should be able to

- ★ select the best answer from among several choices
- ★ identify implied details;
- ★ understand technical terms/jargon in unfamiliar contexts;
- ★ use context clues to identify the appropriate use of a word with multiple meanings;
- ★ apply information to new/different situations;
- ★ determine the (author's) reasoning behind a procedure, policy or communication;
- ★ determine general principles described in printed materials;
- ★ break words into smaller components to determine meanings;
- ★ use prefixes, suffixes, and roots to determine the meaning of words;
- ★ identify homonyms;
- ★ read a variety of materials including safety procedures, college correspondence, memoranda, legal documents and contracts;
- ★ determine the use of specific information for a given situation;
- ★ identify extraneous information in a document; and
- ★ determine main ideas of various documents.

Reading and Literature

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>8.D. The student will analyze mass media messages.</p> <ul style="list-style-type: none"> • Identify the persuasive technique being used. • Describe the possible cause-effect relationships between mass media coverage and public opinion trends. • Evaluate selections, such as advertisements, editorials, and feature stories for relationships between intent and factual content. 	<p>The student will figure out the reasoning behind a procedure, policy or communication.</p> <p>The student will identify implied details.</p> <p>The student will apply complicated information to new situations.</p>	<p>The student will identify implied details.</p> <p>The student will determine the (author's) reasoning behind a policy, procedure or communication.</p> <p>The student will determine the use of specific information for a given situation.</p> <p>The student will identify extraneous information in a document.</p>
<p>12.C. The student will read a variety of print material.</p> <ul style="list-style-type: none"> • Identify information needed to conduct a laboratory experiment or product evaluation. • Evaluate the quality of informational texts and technical manuals. • Read and follow instructions to install a software program. 	<p>The student will apply more complicated instructions, involving conditionals (if x happens, it will lead to y) or procedures with a number of steps to describe the situation.</p> <p>The student will figure out the reasoning behind a procedure, policy or communication.</p>	<p>The student will determine the use of specific information for a given situation.</p> <p>The student will identify extraneous information in a document.</p> <p>The student will apply information to new and different situations.</p>
<p>12.F. The student will expand a rich vocabulary through reading experiences with varied, meaningful texts.</p>		<p>The student will read a variety of texts including safety procedures, college correspondence, memoranda, legal documents and contracts.</p>
<p>12.G. The student will demonstrate confidence, independence, and flexibility in the strategic use of syntax and semantics and other conventions of language for reading a range of simple to complex print.</p>	<p>The student will identify the appropriate meaning of words with multiple meanings based upon the context of the passage.</p>	<p>The student will use context clues to identify the appropriate use of a word with multiple meanings.</p>



Description of Work Keys Level 7 Reading for Information¹

Characteristics of Reading Material and Questions

More difficult passages

Denser information

More complex concepts

More difficult vocabulary

Jargon and technical terms whose definitions must be derived from context

Skills

Recognize the definitions of difficult, uncommon jargon or technical terms, based on the context of the reading materials

Figure out the general principles underlying described situations and apply them to situations neither described in, nor completely similar to, those in the passage

¹ ACT Work Keys

Jobs/Careers that require a Level 7 Reading for Information include:

Funeral Director

Manager, Beauty Shop or Salon

Occupational Therapist

Lawyer

Metallurgical Technician

Physician Assistant

At Level 7 **Work Keys**, you should be able to

- ☆ identify implied details;
- ☆ understand jargon or technical terms when used in an unfamiliar context;
- ☆ figure out from context the less common meaning of a word with multiple meanings;
- ☆ apply complicated information to new situations;
- ☆ figure out the general principles underlying situations described in the reading materials and apply those principles to related situations;
- ☆ figure out the reasoning behind a procedure, policy, or communication;
- ☆ determine the definitions of difficult, uncommon jargon or technical terms from the context of the reading materials; and
- ☆ perceive the general principles underlying described situations and apply them to situations neither described nor completely similar to those in the reading materials.

Upon completion of Level 7 **Key Train**, the student should be able to

- ★ use context clues to define difficult and uncommon jargon or technical terms;
- ★ identify underlying principles behind procedures and rules;
- ★ apply procedures and rules to new situations;
- ★ identify and link related facts;
- ★ identify extraneous information in documents and passages;
- ★ make predictions based upon given information;
- ★ draw conclusions from given information and/or contextual clues;
- ★ identify a writer's purpose;
- ★ read a variety of materials including legal and technical documents, loan applications, medical reports and memoranda;
- ★ use prefixes, suffixes and roots to determine the meaning of words;
- ★ identify details in complicated documents;
- ★ identify if-then casual relationships; and
- ★ interpret complicated documents.

Reading/Literature

There are no standards in South Carolina's Reading/English/Language Arts Standards that develop work place skills needed for Level 7 Reading for Information.

The following **South Carolina Language Arts** Standards are not addressed in **Work Keys**.

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>K.D. The student will demonstrate comprehension of stories.</p> <ul style="list-style-type: none"> • Use pictures to make predictions about story content. • Retell familiar stories using beginning, middle, and end. • Talk about characters, setting, and events. • Use story language in discussions and retellings. • Identify what an author does and what an illustrator does. 		<p>The student will place information/events in proper sequence or order. (Level Three)</p>
<p>1.D. The student will use language structure when reading.</p> <ul style="list-style-type: none"> • Use knowledge of sentence structure to read words. 		<p>The student will understand the meaning of basic English sentences. (Level Three)</p>
<p>1.F. The student will read and comprehend a variety of fiction and nonfiction selections.</p> <ul style="list-style-type: none"> • Relate previous experiences to what is read. • Make predictions about content. • Ask and answer questions about what is read. • Identify characters and setting. • Retell stories and events, using beginning, middle, and end. • Identify the theme or main idea. • Distinguish between fantasy and reality. • Recognize and respond to different times, places, and customs reflected in literature. • Recognize general themes in literature <i>and relate to general personal experiences</i>. • Write about what is read. 		<p>The student will place information/events in proper sequence or order. (Level Three)</p> <p>The student will identify the main idea or main topic of sentences and/or paragraphs. (Level Three)</p> <p>The student will identify main ideas and simple details. (Level Four)</p>
<p>1.G. The student will read familiar stories, poems, or passages with fluency and expression.</p>		
<p>1.J. <i>The student will engage in sustained reading.</i></p>		

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>2.E. The student will demonstrate comprehension of fiction and nonfiction selection.</p> <ul style="list-style-type: none"> • Describe characters and setting fiction selections and poetry. • Write about what is read. • Recognize and respond to different times, places, and customs reflected in literature. • Recognize general themes in literature <i>and relate them to personal experiences.</i> 		
<p>2.H. <i>The student will engage in sustained reading.</i></p>		
<p>2.I. <i>The student will select and enjoy books for personal reading purposes.</i></p>		
<p>3.C. The student will demonstrate comprehension of a variety of printed materials.</p> <ul style="list-style-type: none"> • Recognize general themes in literature <i>and relate them to personal experiences.</i> • Begin to recognize and identify literary elements, such as plot, setting, characterization, dialogue, use of figurative language, and author's purpose. • Write about what is read. 		
<p>3.D. The student will continue to read a variety of fiction and nonfiction selections.</p> <ul style="list-style-type: none"> • Identify the characteristics of folk tales. • Identify the characteristics of biographies and autobiographies. • Compare and contrast the characters described in two folk tales. • Compare and contrast the lives of two persons as described in biographies and/or autobiographies. 		
<p>3.E. The student will respond to literature through artistic and dramatic interpretations, small discussion groups, literature circles, and response notebooks.</p>		
<p>3.F. <i>The student will explore language by reading a variety of language patterns.</i></p>		
<p>3.H. <i>The student will engage in sustained reading.</i></p>		

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>4.A. The student will read and learn the meanings of unfamiliar words.</p> <ul style="list-style-type: none"> • Use word-reference materials including the glossary, dictionary, and thesaurus. 		
<p>4.B. The student will read and demonstrate comprehension of a variety of literary forms to include fiction and nonfiction, biographies, and historical fiction.</p> <ul style="list-style-type: none"> • Compare the use of fact and fantasy in historical fiction with other forms of literature. • Write about what is read. • Identify elements of literature, such as plot, character, setting, types of language, point of view, and theme. 		
<p>4.C. The student will read, in addition to other literary forms, a variety of poetry.</p> <ul style="list-style-type: none"> • Describe the rhyme scheme (approximate, end, and internal). • Identify the sensory words used and their effect on the reader. • Write rhymed, unrhymed, and patterned poetry. 		
<p>4.E. <i>The student will read for sustained periods of time.</i></p>		
<p>4.F. <i>The student will select books for personal reading interests.</i></p>		
<p>5.A. The student will read and learn the meanings of unfamiliar words and phrases.</p> <ul style="list-style-type: none"> • Use dictionary, glossary, thesaurus, and other word-reference materials. • Use phonetic cues to decode meanings. 		

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>5.B. The student will continue to read and demonstrate comprehension of a variety of literary forms including fiction, nonfiction, and poetry.</p> <ul style="list-style-type: none"> • Describe character development in fiction and poetry selections. • Describe the development of plot, and explain how conflicts are resolved. • Describe the characteristics of free verse, rhymed, and patterned poetry. • Describe how author's choice of vocabulary and style contribute to the quality and enjoyment of selections. 		
<p>5.D. <i>The student will read for sustained periods of time.</i></p>		
<p>5.E. <i>The student will select books for personal reading interests.</i></p>		
<p>6.B. The student will demonstrate comprehension of a variety of selections.</p> <ul style="list-style-type: none"> • Recognize tone, mood and theme in works of literature <i>and relate to personal experience.</i> • Organize information for use in written and oral presentations. 		<p>The student will place information/events in proper sequence or order. (Level Three)</p>
<p>6.C. The student will read a variety of fiction (realistic, fantasy, historical, and biographical) and nonfiction (expository and argumentative.)</p> <ul style="list-style-type: none"> • Explain how character and plot development are used in a selection to support a central conflict or story line. 		
<p>6.D. The student will read and write a variety of poetry.</p> <ul style="list-style-type: none"> • Describe the visual images created by language. • Describe how word choice, speaker, and imagery elicit a response from the reader. • Compare and contrast plot and character development in narrative poems, short stories, and longer fiction selection. 		
<p>6.G. <i>The student will read for sustained periods of time.</i></p>		

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
6.H. <i>The student will select books for personal reading interests.</i>		
6.I. The student will examine and analyze the effect of literary elements, such as plot, setting, characterization, theme, and author's point of view and purpose in poems, short stories, novels, and other genres.		
7.A The student will use analogies, idioms, similes, and metaphors to extend understanding of word meanings.		
7.D. The student will read and use strategies to understand information from varied sources. <ul style="list-style-type: none"> Organize and synthesize information for use in written and oral presentations. 		The student will make decisions regarding written information. (Level Five)
7.E. The student will read a variety of poetry. <ul style="list-style-type: none"> Compare and contrast the use of a speaker and the impact on the reader. Describe the impact of specific word choices, such as jargon, dialect, multiple meanings, invented words, concrete or abstract terms, and sensory or figurative language. Explain how sentence structure, line length, and punctuation convey mood or meaning of a poem. Describe how rhythm contributes to the purpose or theme of a poem Compare and contrast the rhythm of poems with similar or dissimilar themes. 		The student will draw conclusions from given information and/or contextual clues. (Level Seven) The student will locate information in a document. (Level Three) The student will extract information from a document. (Level Three)
7.M. <i>The student will read a variety of fiction and nonfiction texts for sustained periods of time.</i>		
7.O. <i>The student will select and read from a wide range of cultures and genres.</i>		

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>8.B. The student will apply knowledge of the characteristics and elements of various literary forms including short stories, essays, speeches, lyric and narrative poems, plays, and novels.</p> <ul style="list-style-type: none"> • Explain the use of symbols and figurative language. • Describe inferred main ideas or themes. • Describe cause-effect relationships and their impact on plot. • Describe and evaluate how authors use characters, point of view, mood, and tone to create meaning. • Analyze similarities and differences between texts and authors. • Compare and contrast the use of the poetic elements of word choices, dialogue, rhyme, rhythm, and voice. • Explain how a literary selection can expand or enrich personal viewpoints or experiences. 		<p>The student will recognize cause and effect relationships. (Level Four)</p> <p>The student will make inferences based upon information given in documents. (Level Four)</p> <p>The student will identify implied statements/meanings. (Level Five)</p>
<p>8.C. The student will comprehend and analyze what is read from a variety of sources.</p> <ul style="list-style-type: none"> • Evaluate and synthesize information to apply in written and oral presentation. 		<p>The student will locate information in a document. (Level Three)</p> <p>The student will extract information from a document. (Level Three)</p>
<p>8.M. <i>The student will read a variety of fiction and nonfiction texts for sustained periods of time.</i></p>		
<p>8.O. <i>The student will select and read from a wide range of cultures and genres.</i></p>		

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>9.A. The student will read and analyze a variety of literature.</p> <ul style="list-style-type: none"> • Identify the characteristics that distinguish literary forms. • Use literary terms in describing and analyzing selections. • Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. • Explain the relationship between author's style and literary effect. • Describe the use of images and sounds to elicit the reader's emotions. • Explain the influence of historical context on the form, style, and point of view of a written work. • Evaluate literature for historical significance and understand connections between culture and literary works. 		
<p>9.B. The student will read and analyze a variety of print materials.</p> <ul style="list-style-type: none"> • Synthesize information from sources and apply it in written and oral presentations. 		<p>The student will locate information in a document. (Level Three)</p> <p>The student will extract information from a document. (Level Three)</p>
<p>9.C. The student will read dramatic selections</p> <ul style="list-style-type: none"> • Identify the two basic parts of drama. • Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays. • Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme. 		
<p>9.H. <i>The student will read critically and creatively for sustained periods of time.</i></p>		
<p>9.I. <i>The student will select and enjoy a wide variety of print materials representing a wide range of traditional and contemporary works.</i></p>		
<p>9.J. The student will evaluate the effectiveness, contribution, and appropriateness of dialect and diction in print sources.</p>		

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>10.A. The student will read and critique literary works from a variety of eras and in a variety of cultures.</p> <ul style="list-style-type: none"> • Explain similarities and differences of structures and images as represented in the literature of different cultures. • Identify universal themes prevalent in the literature of all cultures. • Describe cultural archetypes in short stories, novels, poems, and plays across several cultures. • Examine a literary selection from several critical perspectives. • Evaluate literature for historical significance and understand connections between culture and literary works. 		
<p>10.C. The student will read and critique a variety of poetry.</p> <ul style="list-style-type: none"> • Compare and contrast the use of rhyme, rhythm, and sound to convey a message. • Compare and contrast the ways in which poets inspire the reader to share emotions expressed in poems. • Paraphrase the meaning of selected poems. 		
<p>10.D. The student will read and critique dramatic selections.</p> <ul style="list-style-type: none"> • Explain the use of asides. • Explain the role of a director. • Compare and contrast character development in a play as compared to other literary forms. 		
<p>10.G. <i>The student will read critically and creatively for sustained periods of time.</i></p>		
<p>10.H. <i>The student will select and enjoy a wide variety of print materials representing a wide range of traditional and contemporary works.</i></p>		
<p>10.J. The student will evaluate effectiveness, contribution, and appropriateness of dialect and diction in print sources.</p>		

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>11.A. The student will read and analyze relationships among American literature, history, and culture.</p> <ul style="list-style-type: none"> • Describe contributions of different cultures to the development of American literature. • Describe the development of American literature in the 17th, 18th, 19th, and 20th centuries. • Contrast periods in American literature. • Differentiate among archetypal characters in American literature. • Describe the major themes in American literature. • Describe how use of context and language structures conveys an author's point of view in contemporary and historical essays, speeches, and critical reviews. • Examine a literary selection from several critical perspectives. 		
<p>11.B. The student will read a variety of print material including classical literature, contemporary literature, works from various cultures, and real-word texts.</p> <ul style="list-style-type: none"> • Use information from texts to clarify or refine understanding of academic concepts. • Evaluate the impact of literary elements such as conflict, irony, images, and figures of speech. 		
<p>11.C. The student will read and critique a variety of poetry.</p> <ul style="list-style-type: none"> • Analyze poetic elements of classic poems. • Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable. • Compare and contrast the works of contemporary and past American poets. 		
<p>11.D. The student will read a variety of dramatic selections in addition to other literary forms.</p> <ul style="list-style-type: none"> • Describe the relationship between farce and characterization. • Describe the dramatic conventions or devices used by playwrights to present selected plays. • Explain the use of monologue and soliloquy. • Explain the use of verbal and dramatic irony. 		

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
11.G. <i>The student will read critically and creatively for sustained periods of time.</i>		
11.H. <i>The student will select and enjoy a wide variety of print materials representing a wide range of traditional and contemporary works.</i>		
11.J. The student will evaluate effectiveness, contribution, and appropriateness of dialect and diction in print sources.		
12.A. The student will identify universal themes in the literature of all cultures <i>and relate to personal experience.</i>		
12.B. The student will analyze the development of British literature and literature of other cultures. <ul style="list-style-type: none"> • Recognize major literary forms and techniques. • Recognize the characteristics of major chronological eras. • Relate literary works and authors to major themes and issues of their eras. • Examine a literary selection from several critical perspectives. 		
12.D. The student will read and critique a variety of poetry. <ul style="list-style-type: none"> • Explain how the choice of words in a poem fits the speaker. • Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood. • Explain how imagery and figures of speech (personification, simile, and metaphor) appeal to the reader's senses and experience. • Compare and contrast traditional and contemporary works of poets from many cultures. 		

SOUTH CAROLINA Standard	Work Keys Competency	Key Train Competency
<p>12.E. The student will read and critique dramatic selections from a variety of authors.</p> <ul style="list-style-type: none"> • Describe the conflict, plot, climax, and setting. • Compare and contrast ways in which dialogue and staging contribute to the theme. • Identify the most effective elements of selected plays. • Compare and contrast dramatic elements of plays from American, British, and other cultures. 		
<p>12.H. <i>The student will read critically and creatively for sustained periods of time.</i></p>		
<p>12.I. <i>The student will select and enjoy a wide variety of print materials representing a wide range of traditional and contemporary works.</i></p>		
<p>11.J. The student will evaluate effectiveness, contribution, and appropriateness of dialect and diction in print sources.</p>		