

Old Strand	Old Standard #	Old Standard	Old Benchmark #	Old Benchmark	Old GLE #	Old GLE	New Strand #	New Strand	New Standard #	New Standard	New Benchmark #	New Benchmark
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.1	uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.	LA.A.1.3.1.1	Predicts ideas or events that may take place in the text, gives rationale for predictions, and confirms and discusses predictions as the story progresses.	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.1	[The student will] use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.1	uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.	LA.A.1.3.1.2	uses prereading strategies before reading (for example, a KWL or skimming text headings, bold type, and other features.	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.1	[The student will] use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.1	uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.	LA.A.1.3.1.3	makes predictions about purpose and organization using background knowledge and text structure knowledge.	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.1	[The student will] use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.1	uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.	LA.A.1.3.1.4	Reads and predicts from graphic representations (for example, illustrations, diagrams, graphs, maps)	LA.6.6	Information and Media Literacy	LA.6.6.1	The student comprehends the wide array of informational text that is part of our day to day experiences	LA.6.6.1.1	[The student will] Information and Media Literacy Strand Explain how text features (e.g., charts, maps, diagrams, subheadings, captions, illustrations, graphs) aid the reader's understanding
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.2	Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns	LA.A.1.3.2.1	Uses context and word structure clues to interpret words and ideas in text	LA.6.1	Reading Process	LA.6.1.6	The student uses multiple strategies to develop grade appropriate vocabulary	LA.6.1.6.3	[The student will] Use context clues to determine meanings of unfamiliar words
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.2	Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns	LA.A.1.3.2.2	Makes inferences and generalizations about what is read	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.3	[The student will] Determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.2	Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns	LA.A.1.3.2.3	Uses strategies such as graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of text	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.8	[The student will] Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. New
							LA.6.1	Reading Process	LA.6.1.6	The student uses multiple strategies to develop grade appropriate vocabulary	LA.6.1.6.4	[The student will] Categorize key vocabulary and identify salient features New
							LA.6.1	Reading Process	LA.6.1.6	The student uses multiple strategies to develop grade appropriate vocabulary	LA.6.1.6.10	[The student will] Determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.1	Identifies word parts such as prefixes, suffixes, and root words	LA.6.1	Reading Process	LA.6.1.6	The student uses multiple strategies to develop grade appropriate vocabulary	LA.6.1.6.7	[The student will] Identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words

LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.2	Uses word origins as a strategy in understanding historical influences on word meanings	LA.6.1	Reading Process	LA.6.1.6	The student uses multiple strategies to develop grade appropriate vocabulary	LA.6.1.6.11	[The student will] Identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.3	Selects appropriate meaning for a word according to context	LA.6.1	Reading Process	LA.6.1.6	The student uses multiple strategies to develop grade appropriate vocabulary	LA.6.1.6.3	[The student will] Use context clues to determine meanings of unfamiliar words
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.4	Analyzes word relationships such as analogies	LA.6.1	Reading Process	LA.6.1.6	The student uses multiple strategies to develop grade appropriate vocabulary	LA.6.1.6.8	[The student will] Identify advanced word/phrase relationships and their meanings
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.5	Distinguishes denotative and connotative meanings of words	LA.6.1	Reading Process	LA.6.1.6	The student uses multiple strategies to develop grade appropriate vocabulary	LA.6.1.6.6	[The student will] Distinguish denotative and connotative meanings of words
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.6	Learns new words in a consistent manner (for example through reading and writing activities)	LA.6.1	Reading Process	LA.6.1.6	The student uses multiple strategies to develop grade appropriate vocabulary	LA.6.1.6.1	[The student will] Use new vocabulary that is introduced and taught directly
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.6	Learns new words in a consistent manner (for example through reading and writing activities)	LA.6.1	Reading Process	LA.6.1.6	The student uses multiple strategies to develop grade appropriate vocabulary	LA.6.1.6.5	[The student will] Relate new vocabulary to familiar words
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.3	Consistent and effective use of interpersonal and academic vocabularies	LA.A.1.3.3.6	Learns new words in a consistent manner (for example through reading and writing activities)	LA.6.1	Reading Process	LA.6.1.6	The student uses multiple strategies to develop grade appropriate vocabulary	LA.6.1.6.4	[The student will] Categorize key vocabulary identify salient features. New
							LA.6.1	Reading Process	LA.6.1.6	The student uses multiple strategies to develop grade appropriate vocabulary	LA.6.1.6.2	[The student will] Listen to, read, and discuss familiar and conceptually challenging text New
							LA.6.1	Reading Process	LA.6.1.6	The student uses multiple strategies to develop grade appropriate vocabulary	LA.6.1.6.5	[The student will] Relate new vocabulary to familiar words New
							LA.6.1	Reading Process	LA.6.1.6	The student uses multiple strategies to develop grade appropriate vocabulary	LA.6.1.6.9	[The student will] Determine the correct meaning of words with multiple meanings in context
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.4	Uses strategies to clarify meaning, such as rereading, note-taking, summarizing, outlining, and writing a grade level-appropriate report	LA.A.1.3.4.1	Monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.8	[The student will] Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning and clarifying by checking other sources
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.4	Uses strategies to clarify meaning, such as rereading, note-taking, summarizing, outlining, and writing a grade level-appropriate report	LA.A.1.3.4.2	Restates text by note-making or summarizing	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.8	[The student will] Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning and clarifying by checking other sources

LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.4	Uses strategies to clarify meaning, such as rereading, note-taking, summarizing, outlining, and writing a grade level-appropriate report	LA.A.1.3.4.3	Examines other sources to clarify meaning (for example, encyclopedia, web sites, or expert)	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.8	[The student will] Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning and clarifying by checking other sources
LA.A	LA.A.1.3	The student uses the reading process effectively.	LA.A.1.3.4	Uses strategies to clarify meaning, such as rereading, note-taking, summarizing, outlining, and writing a grade level-appropriate report	LA.A.1.3.4.4	Uses a graphic organizer to clarify meaning of text	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.8	[The student will] Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning and clarifying by checking other sources New
							LA.6.1	Reading Process	LA.6.1.5	The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression	LA.6.1.5.1	[The student will] Will adjust reading rate based on purpose, text difficulty, form, and style
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.1	Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization	LA.A.2.3.1.1	Determines a text's major ideas and how those ideas are supported with details.	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.3	[The student will] Determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.1	Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization	LA.A.2.3.1.2	Draws inferences and supports them with text evidence and experience (for example, conclusions or generalizations)	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.3	[The student will] Determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.1	Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization	LA.A.2.3.1.3	Paraphrases and summarizes text to recall, inform, or organize ideas	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.3	[The student will] Determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.1	Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization	LA.A.2.3.1.4	Analyze ways writers organize and present ideas (for example, through chronology, comparison-contrast, cause-effect)	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.5	[The student will] Analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.1	Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization	LA.A.2.3.1.4	Analyze ways writers organize and present ideas (for example, through chronology, comparison-contrast, cause-effect)	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.4	[The student will] Identify cause-and-effect relationships in text New
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.1	Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization	LA.A.2.3.1.4	Analyze ways writers organize and present ideas (for example, through chronology, comparison-contrast, cause-effect)	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.7	[The student will] Compare and contrast elements in multiple texts
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.2	Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning	LA.A.2.3.2.1	Discusses the meaning and role of point of view in a variety of texts	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.2	[The student will] Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning.
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.2	Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning	LA.A.2.3.2.2	States the author's purpose and relates it to specific details from the text	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.2	[The student will] Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning

							LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.6	[The student will] Analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.3	Recognizes logical, ethical, and emotional appeals in texts	LA.A.2.3.3.1	Recognizes persuasive techniques in text	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.2	[The student will] Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.4	Uses a variety of reading materials to develop personal preferences in reading	LA.A.2.3.4.1	Develops personal reading preferences through exploring a variety of prose, poetry and nonfiction	LA.6.2	Literary Analysis	LA.6.2.1	The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection	LA.6.2.1.10	[The student will] Literary Analysis Strand Use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.5	Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task	LA.A.2.3.5.1	Forms and revises questions for investigations (including but not limited to questions arising from readings)	LA.6.6	Information and Media Literacy	LA.6.6.2	The student uses a systematic process for the collection, processing, and presentation of information	LA.6.6.2.1	[The student will] Information and Media Literacy Strand Select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.5	Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task	LA.A.2.3.5.2	Uses print and electronic sources to locate books, documents, and articles	LA.6.6	Information and Media Literacy	LA.6.6.2	The student uses a systematic process for the collection, processing, and presentation of information	LA.6.6.2.1	[The student will] Information and Media Literacy Strand Select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources
							LA.6.6	Information and Media Literacy	LA.6.6.2	The student uses a systematic process for the collection, processing, and presentation of information	LA.6.6.2.2	[The student will] Information and Media Strand Collect, evaluate, and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s), and relevant details
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.5	Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task	LA.A.2.3.5.3	Organizes and interprets information from a variety of sources for a school or real-world task	LA.6.2	Literary Analysis	LA.6.2.2	The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented	LA.6.2.2.3	[The student will] Literary Analysis Strand Organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.6	Uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics	LA.A.2.3.6.1	Chooses reference materials appropriate to research purpose	LA.6.6	Information and Media Literacy	LA.6.6.2	The student uses a systematic process for the collection, processing, and presentation of information	LA.6.6.2.1	[The student will] Information and Media Strand Select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources

LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.6	Uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics	LA.A.2.3.6.2	Uses multiple sources to locate information relevant to research questions (including electronic texts, experts, print resources)	LA.6.6	Information and Media Literacy	LA.6.6.2	The student uses a systematic process for the collection, processing, and presentation of information	LA.6.6.2.2	[The student will] Information and Media Strand Collect, evaluate, and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s), and relevant details
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.7	Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines	LA.A.2.3.7.1	Separates collected information into useful components using a variety of techniques	LA.6.2	Literary Analysis	LA.6.2.2	The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented	LA.6.2.2.3	[The student will] Literary Analysis Strand Organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.7	Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines	LA.A.2.3.7.2	Synthesizes collected information using a matrix or other graphic organizer	LA.6.3	Writing Process	LA.6.3.1	The student will use prewriting strategies to generate ideas and formulate a plan	LA.6.3.1.3	[The student will] Writing Process Strand Using organizational strategies and tools (e.g., technology, outline, chart, table graph, web, story map) No specific
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.8	Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws	LA.A.2.3.8.1	Distinguishes between fact and opinion						benchmark correlates to this GLE No specific
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.8	Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws	LA.A.2.3.8.2	Examines texts for identification of strong versus weak arguments						benchmark correlates to this GLE
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.8	Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws	LA.A.2.3.8.3	Uses resources, such as expert opinion, to check the validity of information obtained from research	LA.6.6	Information and Media Literacy	LA.6.6.2	The student uses a systematic process for the collection, processing, and presentation of information	LA.6.6.2.2	[The student will] Information and Media Literacy Strand Collect, evaluate, and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details
LA.A	LA.A.2.3	The student constructs meaning from a wide range of texts.	LA.A.2.3.8	Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws	LA.A.2.3.8.4	Identifies and examines the influence of personal values on the conclusion an author draws	LA.6.1	Reading Process	LA.6.1.7	The student uses a variety of strategies to comprehend grade level text	LA.6.1.7.2	[The student will] Analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning