

***parapathways** **ParaPathways: Reading and Writing Subtest (5758)**
Study Plan

Test Content Categories	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed
I. Reading					
A. Reading					
1. Read and comprehend texts (e.g., identify the main idea, summarize the primary purpose, identify key supporting ideas and details).					
2. Determine the meaning of words and phrases as they are used in texts (e.g., using prefixes, suffixes, root words, context, and reference tools, including online dictionaries and glossaries).					
3. Demonstrate an understanding that reading fluency is defined by the basic components (e.g., accuracy, rate, and expression).					
4. Draw inferences and implications (e.g., suggestions, conclusions, and connections) from information stated directly and indirectly in texts.					
5. Evaluate the significance of word choice and its impact on meaning and tone in texts (e.g., humorous, sad, angry, lighthearted).					
6. Understand how the overall structure of texts contributes to the development and comprehension of ideas (e.g., problem/solution, cause/effect, compare/contrast, sequence of events, description).					

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7. Recognize how the author’s perspective (e.g., background, beliefs, viewpoint) and purpose (e.g., intention to inform, persuade, entertain) influence the content and style of texts.					
8. Interpret data from different media formats (e.g., maps, tables, diagrams, charts, and graphs).					
9. Recognize and explain how the relevance of textual evidence (e.g., points, statistics, facts, direct quotations, comparisons) supports the validity of an argument or claim.					
10. Understand that spoken words are made up of sounds (phonemes, e.g., /b/ as in "bat" and /p/ as in "pat") and syllables (e.g., one-syllable words like "dog," and two-syllable words like "apple").					
11. Understand grade-level phonics (e.g., digraphs, consonant blends, and vowel teams) and word analysis skills in decoding words.					
12. Support engagement in text-based discussions to enhance students’ understanding of texts (e.g., prompting students to ask and respond to questions, encouraging students to provide insights, having students cite textual evidence).					

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II. Writing					
A. Writing					
1. Demonstrate a command of conventions of standard English (e.g., usage, grammar, punctuation, capitalization, spelling).					
2. Demonstrate ability to identify clear and coherent writing (e.g., developed, organized, and style-appropriate writing).					
3. Show how to improve writing products through the writing process (e.g., planning, composing, revising).					
4. Differentiate between credible (e.g., journal articles, .edu., .gov URLs) and noncredible (social media post, blogs, tabloids) print and digital sources.					
5. Demonstrate ability to incorporate appropriate information when citing text evidence from literary or informational texts (e.g., in-text citation, block quotations, paraphrasing).					
6. Analyze and interpret the use of evidence and reasoning in argumentative texts (e.g., incorporating facts, statistics, expert testimony) to support written arguments.					
7. Recognize informative/explanatory text features, (e.g., titles, transition words, formatting, and graphics) to aid comprehension.					

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8. Recognize the narrative elements of texts (e.g., character, plot, theme, and setting) to aid comprehension.					
9. Support the responsible use of technology for producing and publishing writing, interacting, and collaborating with others (e.g., Internet, AI, document sharing, whiteboards, digital devices, and laptops).					