Reading passages on the AHSGE may be broadly categorized as these three text types:

**Textual materials** generally read for information, such as charts, graphs, encyclopedias, news magazines, essays, lab manuals, and material found in textbooks.

**Recreational materials** generally read for pleasure, such as magazines, poetry, novels, and short stories.

**Functional materials** generally read for a precise action, such as directions, maps, schedules (television, bus), menus (computer, restaurant), catalogues, instructions, and other material generally encountered in everyday life beyond the classroom.

On each reading test, approximately half the reading passages are textual; the other half of the test is split between recreational and functional reading materials. The passages may range in length from a single page to three pages, with a total of 12–14 passages on each reading test. Each reading passage measures more than one objective.

**STANDARD I:** The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

**OBJECTIVE**
1. Identify supporting details.
   
   **ELIGIBLE CONTENT**
   • Identify details that support main idea(s) in one or more passages.

2. Determine sequence of events.
   
   **ELIGIBLE CONTENT**
   • Identify sequential order in one or more passages. (Note: Sequential order may include dates; first, next, last; before and after; and order of events.)

3. Follow directions.
   
   **ELIGIBLE CONTENT**
   • Identify directions that are implicit or embedded in a passage.
   • Identify the outcome or product of a set of directions.
   • Recognize when a set of directions has been followed correctly.

   Note: Directions will relate to activities that are appropriate for Grade 11 students.
STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE
1. Identify main idea.
   ELIGIBLE CONTENT
   • Recognize the main idea in a paragraph or passage(s). (Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author’s purpose and/or point of view.)

OBJECTIVE
2. Draw conclusions.
   ELIGIBLE CONTENT
   • Draw conclusions based on information in one or more passages.

OBJECTIVE
3. Determine cause and effect.
   ELIGIBLE CONTENT
   • Infer the cause(s) of effect(s) stated or implied in a passage.
   • Infer the effect(s) of cause(s) stated or implied in a passage.

OBJECTIVE
4. Detect propaganda; distinguish fact from opinion.
   ELIGIBLE CONTENT
   • Identify an author’s purpose or point of view in one or more passages.
   • Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action.
   • Identify the purpose of specific persuasive techniques, but not label or define the techniques.
   • Distinguish facts from opinions based on a passage.

OBJECTIVE
5. Recognize statements that adequately summarize a passage.
   ELIGIBLE CONTENT
   None specified.
STANDARD III: The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

OBJECTIVE
1. Recognize fallacies of logic and judge strength of argument.
   ELIGIBLE CONTENT
   • Recognize faulty logic in one or more passages.
   • Evaluate faulty logic in one or more passages.
   • Recognize the strength(s) or weakness(es) of argument(s) in one or more passages.
   • Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages.
   • Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.

OBJECTIVE
2. Analyze literary elements.
   ELIGIBLE CONTENT
   • Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. (Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.)

OBJECTIVE
3. Demonstrate understanding of figurative language and analogy.
   ELIGIBLE CONTENT
   • Analyze the use of analogy in a passage.
   • Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. (Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole [overstatement].)
STANDARD IV: The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

OBJECTIVE
1. Determine word meaning through the use of context clues.
   
   ELIGIBLE CONTENT
   • Determine the meaning of words or phrases in context. (Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.)

OBJECTIVE
2. Demonstrate the ability to preview and predict.
   
   ELIGIBLE CONTENT
   • Preview text features to make a prediction about the text content. (Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.)

OBJECTIVE
3. Discern organizational patterns.
   
   ELIGIBLE CONTENT
   • Determine the organizational pattern of a passage, but not label the pattern. (Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.)

OBJECTIVE
4. Demonstrate the ability to locate information in reference material.
   
   ELIGIBLE CONTENT
   • Comprehend information in reference materials. (Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers’ guides, and both print-based and electronic card catalogs.)