

THE 11th & 12th GRADE READING CURRICULUM FRAMEWORK

STANDARD 1: Students read and understand a variety of materials.

Students know and are able to approach reading as a process by using strategies to:

- Activate prior knowledge
- Check and confirm meaning
- Expand and deepen understanding
- Respond to a variety of texts and materials
- Read with increasing fluency and independence

STANDARD 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

- Understand and evaluate the organization, style, and structure of a narrative text.
- Understand and evaluate the organization, style, and structure of an expository text
- Understand and evaluate the organization and structure of reference material
- Understand a variety of narrative and expository text at literal, interpretive, and critical levels.

A balanced approach to reading instruction supports students as they become capable readers. Proficient readers learn and use a variety of strategies and skills in the following areas:

Concepts about print / structure of text: Students grow from basic understanding of how to hold a book and the differences between print and pictures, to a sophisticated understanding of how different materials and genres are written.

Comprehension: Students learn to read fiction, nonfiction, and poetry; and interpret these types of writing at various levels of comprehension. These levels are:

- *LITERAL:* The reader can identify stated details. The reader **reads the lines**.
- *INTERPRETIVE / INFERENTIAL:* The reader judges the accuracy of the materials, evaluates the author's style, distinguishes between fact and opinion, identifies propaganda techniques, and asks "What can I do with the information I have?" The reader then uses what the author wrote to produce original ideas. The reader reads **beyond the lines** for interpretive comprehension and **between the lines** for inferential comprehension.

Proficient readers apply a variety of comprehension strategies before, during, and after reading to help them derive meaning from text. These strategies are:

- Fix-Up work (rereading, letter-sound correspondence, picture clues)
- Activate and building background knowledge / Making Connections
- Asking questions
- Inferring
- Sensory Imaging / Visualization
- Synthesizing

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Strategies and skills: Effective readers continually monitor their reading to make sure it is efficient, effective, and meaningful. Readers adjust the way they are reading by using reading skills such as seeking additional information, compare / contrast, interpreting graphics, using reference materials, using context clues, and finding the main idea / supporting details. Effective readers use these skills to extend new learning.

Fluency: Fluency and comprehension work together. Fluent readers develop a sight vocabulary, read aloud with expression, and adjust their rate to their reading purpose and the text itself.

Reading participation/behavior: Students learn to set goals for reading, become increasingly independent, and extend their ability to use reading skills to accomplish a variety of purposes, such as gathering information, reading for pleasure, evaluating ideas, and comparing points of view.

<p>The student will:</p> <ul style="list-style-type: none"> • Understand and evaluate the organization, style, and structure of a narrative text. • Understand and evaluate the organization, style, and structure of an expository text • Understand and evaluate the organization and structure of reference material <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p>CONCEPTS ABOUT PRINT/TEXT STRUCTURE</p> <ul style="list-style-type: none"> • Recognizes format of different types/genres of writing • Understands graphic elements: <ul style="list-style-type: none"> - illustrations - charts - graphs - tables - diagrams - photo captions - text boxes • Understands text organization: <ul style="list-style-type: none"> - Heading - Subheading - Chapter - Index - Glossary - Annotations - Reference materials - Electronic sources • Understands poetic terms and structures • Understands dramatic terms and structures
<p>The student will:</p> <ul style="list-style-type: none"> • Understand a variety of narrative and expository text at literal, interpretive, and critical levels. • Apply comprehension strategies before, during, and after reading. <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p>COMPREHENSION</p> <ul style="list-style-type: none"> • Recognizes and understands a variety of narrative and expository writing <p style="text-align: center;"><u>LITERAL COMPREHENSION</u></p> <ul style="list-style-type: none"> • Recalls details • Follows written directions • Paraphrases • Identifies character traits • Identifies uses of conflict in plot • Identify complex components of plots • Identifies the use of resolution in plot in literary text • Identifies settings in literary text • Recognizes simple and complex actions between characters • Identifies internal and external conflicts between characters • Order sequences of events in complex passages • Identifies the protagonist /antagonist • Evaluates analogies in literary text • Identify implied, subtle, or complex cause-effect relationships in virtually any passage

	<p style="text-align: center;"><u>INTERPRETIVE & CRITICAL COMPREHENSION</u></p> <ul style="list-style-type: none"> • Predicts outcomes • Draws conclusions • Makes generalizations about people, ideas, and situations, often by synthesizing information from different portions of the passage <ul style="list-style-type: none"> • Understand and generalize about portions of a complex literary narrative that use a range of literary devices • Describes techniques and details used by an author to create mood in a literary text • Identify and then generalize about an author's or narrator's attitude or point of view toward his or her subject in virtually any passage • Make comparisons, conclusions, and generalizations that reveal a feeling for the subtleties in relationships between people and ideas in virtually any passage • Identify embedded main ideas of passages and paragraphs in complex passages • Locate and interpret minor or subtly state details in complex passages • Locate and interpret important details and facts that support any idea or argument in complex passages <ul style="list-style-type: none"> • argument in complex passages • Understand how one part of a passage functions in relation to the whole passage or another part when the relationship is subtle or complex • Identify and analyze complex evidence presented by the author or narrator to defend his or her premise(s) • Explain how altering a series of events would likely change the outcome of a situation or the actions of the characters • Read texts containing challenging sequences (e.g. flashback, flash forward) discussing how the order of events affects the understanding of the text • Identify resolution of plot • Recognizes simple and complex actions between characters • Identifies internal and external conflicts between characters • Interprets propaganda techniques • Differentiates fact and opinion • Recognizes fallacies in reasoning • Differentiates between fact and opinion • Identifies details that clearly support key points • Recognizes fallacies in reasoning • Determines validity/reliability of author • Makes logical connections within and between texts • Makes connections between prior knowledge and text to deepen understanding
<p>The student will</p> <ul style="list-style-type: none"> • use a variety of strategies and skills to develop a self-monitoring system during reading. <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p>METACOGNITION- INDEPENDENTLY</p> <ul style="list-style-type: none"> • Establishes a purpose for reading • Previews text independently • Visualizes author's meaning • Understands author's purpose • Applies multiple study skills independently to a variety of texts • Self-monitors reading and applies fix up strategies independently when reading doesn't make sense <ul style="list-style-type: none"> • Makes connections between separated sections of text • Refines strategies to predict and confirm the meaning of important unknown words • Adjusts rate to reflect purpose, style, and difficulty of material

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<p>The student will</p> <ul style="list-style-type: none"> • Increase vocabulary and enhance language usage. <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p>VOCABULARY</p> <ul style="list-style-type: none"> • Uses multiple cueing systems when reading (e.g., phonetic and structural analysis, syntactic structure, semantic context) • Discerns meaning of words from context • Uses context to discern the correct meaning of words with multiple meanings • Uses syntax and word order to confirm word identification and meaning • Uses semantics and context to support word identification • Identifies word origins • Identifies word origins using context clues • Uses prefixes to find meanings of words (e.g., Latin, Greek prefixes) • Identifies root words / word origins • Uses prefixes to find the meaning of words (e.g., anti-, tele-, inter-) • Uses suffixes to find the meaning of words (e.g., -ify, -phobia, -ize) • Determines, even in situations where the language is richly figurative and the vocabulary is difficult, the meanings of context-dependent words, phrases, or statements in virtually any passages
<p>The student will</p> <ul style="list-style-type: none"> • Read a variety of material with increasing fluency and automaticity. • Identify purposes for reading and set personal reading goals. <p><i>*Unless otherwise stated, student outcomes should be assessed in literary text (fiction), informational text (nonfiction), and poetry.</i></p>	<p>FLUENCY</p> <ul style="list-style-type: none"> • Adjusts rate to reflect purpose, style, and difficulty of material • Perseveres through complex reading tasks • Chooses to read for pleasure • Reads aloud with appropriate cadence and rhythm • Reads aloud with appropriate expression and phrasing • Attends to punctuation/dialogue • Focuses on constructing meaning from text • Reads at varying rates depending on purpose, content, and genre <p><i>*Please refer to the highest level of fluency on Fluency Rubric & Rate Table located in the assessment section of this document. Students must maintain the 8th Grade level while reading a variety of grade level texts.</i></p> <p>READING PARTICIPATION/BEHAVIOR</p> <ul style="list-style-type: none"> • Chooses to read young adult and adult literature • Values reading • Reads for information independently • Chooses a wide variety of increasingly sophisticated materials • Evaluates the quality of ideas in a text by applying own personal criteria • Generates thoughtful oral and written responses to text • Reads silently for over 30 minutes giving complete attention to reading task while reading • Evaluates own engagement and enjoyment • Participates in formal and informal discussions of reading material

THE READING CURRICULUM FRAMEWORK

STANDARD V: Students access, selects, evaluate, and use efficiently information from a variety of sources.

Students know and are able to:

- Use pre-search strategies and skills
- Implement search strategies and skills
- Interpret and evaluate data
- Apply information and search processes responsibly and ethically
- Apply information to an intended purpose or product

Successful learners can access information quickly from a variety of sources. Students must know how to identify and focus questions and issues (pre-search skills), locate information from a variety of sources (search skills), determine the usefulness of data (interpretation and evaluation) and utilize that information in appropriate ways (ethical/responsible use). These skills and strategies expand the traditional definition of literacy.

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<p>The student will:</p> <ul style="list-style-type: none"> • Use pre-search strategies and skills • Identify purpose for the search • Identify prior knowledge • Generate questions that explore, clarify, and define the search • Formulate a focus, hypothesis, or central question • Identify potential sources <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p>PRE-SEARCH – Refines the ability to identify purpose for the search</p> <ul style="list-style-type: none"> • Brainstorms list of possible topics • Narrows list of possible topics • Uses a variety of questioning skills to narrow to one topic <ul style="list-style-type: none"> - yes/no - open-ended questions - Probes, what do I know? What do I want to know? What do I need to know? • Generates a focus, hypothesis, or central questions • Identifies potential sources of information <ul style="list-style-type: none"> - nonfiction - encyclopedias - electronic library - almanacs - atlas - reference books - SIRS - NewsBank - Reader’s Guide to periodical literature - Internet - Search bank - Interviews • Locates information outside school, such as interlibrary loans, personal interviews, community agencies • Narrows list to most useful, appropriate, relevant sources
<p>The student will:</p> <ul style="list-style-type: none"> • Implement search strategies and skills • Locate/access a variety of sources • Select and evaluate sources • Organize and record information <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p>SEARCH</p> <ul style="list-style-type: none"> • Understands organization of the Library • Locates a variety of appropriate sources to begin to answer questions, generated in pre-search • Uses author, title, subject and key word searches to locate information • Uses <ul style="list-style-type: none"> - internet - Sir/Sir Discover - electric library - NewsBank - Reader’s Guide/periodicals - reference materials - encyclopedias - nonfiction materials including text containing complex directions • Uses advanced search strategies (Boolean search: CANADA & ACID RAIN) • Skims and scans for major ideas and key words to identify relevant information • Evaluates the sources for currentness, accuracy, authority, and appropriateness of information

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	<ul style="list-style-type: none"> • Downloads, prints, and/or takes notes from electronic resources • Uses note taking strategies/techniques such as: <ul style="list-style-type: none"> - outlining - color coding - note cards - two column notes - who/what/when/where/why • Cites sources using MLA and APA format
<p>The student will:</p> <ul style="list-style-type: none"> • Interpret and evaluate data • Select information that is most useful to the central question • Organize information for application • Makes, confirms, and revises predictions in text using supporting details • Analyzes informational text to identify a title representing the main idea • Discriminates when the author's purpose is to inform informational text • Evaluate validity, cause and effect 	<p>INTERPRETATION AND EVALUATION</p> <ul style="list-style-type: none"> • Groups information by subtopics, categories, and/or relationships • Develops an outline • Differentiates between primary and secondary sources • Differentiates among fact, opinion, propaganda, point of view, bias, when appropriate • Recognizes errors in logic • Compares information gathered with the original question and locates additional information when necessary • Draws conclusions based on the information gathered and summarizes information into own words • Paraphrases or quotes important facts and details when necessary for accuracy and clarity • Makes inferences based on content in informational text • Determine cause and effect • Assess when author's purpose is to inform or persuade in informational texts
<p>The student will:</p> <ul style="list-style-type: none"> • Use information and search processes responsibly and ethically 	<p>ETHICAL AND RESPONSIBLE USE</p> <ul style="list-style-type: none"> • Does not plagiarize information • Cites sources correctly on note cards and in bibliography • Prepares formal bibliography citing print and electronic resources • Presents information accurately and truth fully • Knows and practices copyright laws • Uses time and resources courteously and appropriately • Follows district internet license policy

THE READING CURRICULUM FRAMEWORK

STANDARD VI: Students read, recognize, and explore literature as an expression and record of human experience and thought.

Students know and are able to:

- Experience a variety of literature to gain understanding of historical perspectives and the diversity and commonality of human experience.
- Read, experience, and respond to a variety of genre (forms of literature).
- Identify and apply the literary terms associated with the various genres.

Civilization expresses, records, questions, shapes, and transmits itself through literature and language. Awareness of diverse literary traditions offers a perspective on enduring questions, a glimpse into human motives, conflicts, and values; and a sense of the beauty and power of language. Furthermore, the study of literature in print, auditory, and visual forms should enable students to think and communicate clearly as full participants in the ongoing transmission and transformation of culture.

The study of literature must include the exposure to, analysis of, and appreciation for a wide variety of literary traditions. Students should also learn the language of literature just as they learn the language of math, science, or music. A comprehensive literature program should foster positive reading habits that extend into adult life.

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<p>The student will:</p> <ul style="list-style-type: none"> • Read and experience a variety of genres • Identify and apply the literary terms associated with various genres • Identify the characteristics of a variety of genres • Examine literature for a deeper meaning past the literal interpretation • Respond to works of literature in ways that reflect an understanding of his/her own and others perspectives <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p>Students read a variety of text forms and genres appropriate to their grade level including but not limited to:</p> <ul style="list-style-type: none"> - novel - short story - poetry - nonfiction - fiction - myth - biography / autobiography - editorial - science fiction - supernatural tales - essays - parodies - plays - American lit - British lit - World and ancient literature - Satire - Memoirs - Articles - Advertisements - Magazines - News stories <p><u>Novels/short story/drama</u></p> <ul style="list-style-type: none"> - (Apply literary terms to compare similarities and differences) - act/scene - author's bias - antagonist / protagonist - characterization - conflict, internal and external - dialogue - dynamic vs. static characters - foreshadowing - flashback - generalization - narrator (point of view) - mood - allusion - hyperbole - dialogue - irony - symbolism - parallelism - personification - protagonist vs. antagonist - rising/falling action - setting - suspense - symbolism - style - simile - metaphor - resolution - inferences of identify conflict/resolution
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