

## THE 9<sup>th</sup> 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.

Apply comprehension strategies before, during, and after reading

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

**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.

**THROUGHOUT THIS CURRICULUM DOCUMENT, TEACHERS ARE RESPONSIBLE FOR REINFORCING STRATEGIES AND SKILLS PREVIOUSLY LEARNED AND FOR TEACHING (OR RETEACHING) STRATEGIES AND SKILLS WHEN THEY ARE NOT EVIDENT.**

**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.

8/3/2007

The student will:

- 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

*\*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.*

**CONCEPTS ABOUT PRINT/TEXT STRUCTURE**

- Recognizes format of different types/genres of writing
- Understands graphic elements:
  - quotation marks
  - boldface
  - italics
  - illustrations
  - charts
  - graphs
  - tables
  - diagrams
  - photo captions
  - text boxes
- Understands text organization:
  - Heading
  - Subheading
  - Chapter
  - Appendix
  - Index
  - Glossary
  - Annotations
  - Reference materials
  - Electronic sources
- Understands poetic terms and structures
- Understands dramatic terms and structures

The student will:

- Understand a variety of narrative and expository text at literal, interpretive, and critical levels.
- Apply comprehension strategies before, during, and after reading.

*\*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.*

**Comprehension**

- Recognizes and understands a variety of fiction and nonfiction
  - Literal comprehension
- Identifies main idea / central message
- Recalls details
- Follows written directions
- Remembers stated sequence of events
- Identifies stated cause/effect relationships
- Paraphrases
- Identifies character traits with evidence from the text to support the trait
- Interpretive & critical comprehension
- Draws conclusions supported by text
- Makes generalizations about people/situations
- Uses predictions to make, confirm, and revise ideas
- Determines unstated main idea and determines support
- Compares and contrasts within and between texts
- Identifies and implied sequence of events
- Examines events to determine the precipitating causes and final outcomes
- Identifies implied cause/effect relationships
- Summarizes complex text
- Draws reasonable inferences
- Interprets previously taught propaganda techniques and
  - Hasty generalizations
  - Endorsements/testimonials
- Differentiates between fact and opinion
- Identifies details that clearly support key points
- Recognizes fallacies in reasoning
- Identifies relevant and irrelevant information
- Determines validity/reliability of author
- Makes logical connections within and between texts
- Makes connections between prior knowledge and text to deepen understanding
- Considers personal, social, cultural, and historical context of written piece
- Uses information gained from personal and academic reading
- Evaluates impact of literary devices on meaning (i.e. Figurative language)

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The student will use a variety of strategies and skills to develop a self-monitoring system during reading.

*\*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.*

#### **METACOGNITION**

- Establishes a purpose for reading
- Previews text
- Visualizes author's meaning
- Understands author's purpose
- Refines study skills such as
  - Unit overviews
  - SQ3R
  - Study guides
  - Skimming
- Stops when reading doesn't make sense
  - Rereads
  - Thinks about what is being read
  - Self-corrects
- Makes connections between separated sections of text
- Refines strategies to predict and confirm the meaning of important unknown words
  - Uses illustrations
  - Rereads
  - Provides meaningful substitutions for unknown words
  - Uses phonics and structural analysis
  - Asks someone
  - Uses dictionary
- Recognizes and refines the use of synonyms, antonyms, and homonyms
  - Adjusts rate to reflect purpose, style, and difficulty of material

<p>8/3/2007</p> <p>The student will increase vocabulary and enhance language usage.</p> <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><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Determines meaning of words using direct and contextual clues</li> <li>• Refines a variety of strategies to read unknown words including <ul style="list-style-type: none"> <li>- context clues</li> <li>- roots, prefixes, and suffixes</li> <li>- association</li> <li>- tone and setting</li> <li>- Series</li> <li>- Cause/effect</li> </ul> </li> <li>• Expands vocabulary through word analysis and study</li> <li>• Uses semantic and syntactic clues to enhance understanding of words in text</li> <li>• Adjusts rate to reflect purpose, style, and difficulty of text</li> </ul>
<p>The student will</p> <ul style="list-style-type: none"> <li>• Read a variety of material with increasing fluency and automaticity.</li> <li>• Identify purposes for reading and set personal reading goals.</li> </ul> <p><i>*Unless otherwise stated, student outcomes should be assessed in literary text (fiction), informational text (nonfiction), and poetry.</i></p>	<p><b>FLUENCY</b></p> <ul style="list-style-type: none"> <li>• Adjusts rate to reflect purpose, style, and difficulty of material</li> <li>• Perseveres through complex reading tasks</li> <li>• Chooses to read for pleasure</li> <li>• Reads aloud with appropriate cadence and rhythm</li> <li>• Reads aloud with appropriate expression and phrasing</li> <li>• Attends to punctuation/dialogue</li> <li>• Focuses on constructing meaning from text</li> <li>• Reads at varying rates depending on purpose, content, and genre</li> </ul> <p><b>READING PARTICIPATION/BEHAVIOR</b></p> <ul style="list-style-type: none"> <li>• Chooses to read young adult and adult literature</li> <li>• Values reading</li> <li>• Reads for information independently</li> <li>• Chooses a wide variety of increasingly sophisticated materials</li> <li>• Evaluates the quality of ideas in a text by applying own personal criteria</li> <li>• Generates thoughtful oral and written responses to text</li> <li>• Reads silently for over 30 minutes giving complete attention to reading task while reading</li> <li>• Evaluates own engagement and enjoyment</li> <li>• Participates in formal and informal discussions of reading material</li> </ul>

## **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"> <li>• Use pre-search strategies and skills</li> <li>• Identify purpose for the search</li> <li>• Identify prior knowledge</li> <li>• Generate questions that explore, clarify, and define the search</li> <li>• Formulate a focus, hypothesis, or central question</li> <li>• Identify potential sources</li> </ul> <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><b>PRE-SEARCH</b> – Refines the ability to identify purpose for the search</p> <ul style="list-style-type: none"> <li>• Brainstorms list of possible topics</li> <li>• Narrows list of possible topics</li> <li>• Uses a variety of questioning skills to narrow to one topic <ul style="list-style-type: none"> <li>- yes/no</li> <li>- open-ended questions</li> <li>- Probes, what do I know? What do I want to know? What do I need to know?</li> </ul> </li> <li>• Generates a focus, hypothesis, or central questions</li> <li>• Identifies potential sources of information <ul style="list-style-type: none"> <li>- nonfiction</li> <li>- encyclopedias</li> <li>- electronic library</li> <li>- almanacs</li> <li>- atlas</li> <li>- reference books</li> <li>- SIRS</li> <li>- NewsBank</li> <li>- Reader’s Guide to periodical literature</li> <li>- Internet</li> <li>- Search bank</li> <li>- Interviews</li> </ul> </li> <li>• Locates information outside school, such as interlibrary loans, personal interviews, community agencies</li> <li>• Narrows list to most useful, appropriate, relevant sources</li> </ul>
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<p>The student will:</p> <ul style="list-style-type: none"> <li>• Implement search strategies and skills</li> <li>• Locate/access a variety of sources</li> <li>• Select and evaluate sources</li> <li>• Organize and record information</li> </ul> <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><b>SEARCH</b></p> <ul style="list-style-type: none"> <li>• Understands organization of the Library</li> <li>• Locates a variety of appropriate sources to begin to answer questions, generated in pre-search</li> <li>• Uses author, title, subject and key word searches to locate information</li> <li>• Uses       <ul style="list-style-type: none"> <li>- internet</li> <li>- Sir/Sir Discover</li> <li>- electric library</li> <li>- NewsBank</li> <li>- Reader's Guide/periodicals</li> <li>- reference materials</li> <li>- encyclopedias</li> <li>- nonfiction materials including text containing complex directions</li> </ul> </li> <li>• Uses advanced search strategies (Boolean search: CANADA &amp; ACID RAIN)</li> <li>• Skims and scans for major ideas and key words to identify relevant information</li> <li>• Evaluates the sources for currentness, accuracy, authority, and appropriateness of information</li> <li>• Downloads, prints, and/or takes notes from electronic resources</li> <li>• Uses note taking strategies/techniques such as:       <ul style="list-style-type: none"> <li>- outlining</li> <li>- color coding</li> <li>- note cards</li> <li>- two column notes</li> <li>- who/what/when/where/why</li> </ul> </li> <li>• Cites sources using MLA and APA format</li> </ul>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Interpret and evaluate date</li> <li>• Select information that is most useful to the central question</li> <li>• Organize information for application</li> <li>• Makes, confirms, and revises predictions in text using supporting details</li> <li>• Analyzes informational text to identify a title representing the main idea</li> <li>• Discriminates when the author's purpose is to inform informational text</li> <li>• Evaluate validity, cause and effect</li> </ul>	<p><b>INTERPRETATION AND EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Groups information by subtopics, categories, and/or relationships</li> <li>• Develops an outline</li> <li>• Differentiates between primary and secondary sources</li> <li>• Differentiates among fact, opinion, propaganda, point of view, bias, when appropriate       <ul style="list-style-type: none"> <li>• Recognizes errors in logic</li> <li>• Compares information gathered with the original question and locates additional information when necessary</li> <li>• Draws conclusions based on the information gathered and summarizes information into own words</li> <li>• Paraphrases or quotes important facts and details when necessary for accuracy and clarity</li> <li>• Makes inferences based on content in informational text</li> <li>• Determine cause and effect</li> <li>• Assess when author's purpose is to inform or persuade in informational texts</li> </ul> </li> </ul>

<p>The student will:</p> <ul style="list-style-type: none"><li>• Use information and search processes responsibly and ethically</li></ul>	<p><b>ETHICAL AND RESPONSIBLE USE</b></p> <ul style="list-style-type: none"><li>• Does not plagiarize information</li><li>• Cites sources correctly on note cards and in bibliography</li><li>• Prepares formal bibliography citing print and electronic resources</li><li>• Presents information accurately and truth fully</li><li>• Knows and practices copyright laws</li><li>• Uses time and resources courteously and appropriately</li><li>• Follows district internet license policy</li></ul>
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## **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"> <li>• Read and experience a variety of genres</li> <li>• Identify and apply the literary</li> <li>• terms associated with various genres</li> <li>• Identify the characteristics of a variety of genres</li> <li>• Examine literature for a deeper meaning past the literal interpretation</li> <li>• Respond to works of literature in ways that reflect an understanding of his/her own and others perspectives</li> </ul> <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.</p> <p><u>Novels/short story/drama</u></p> <ul style="list-style-type: none"> <li>- (Apply literary terms to compare similarities and differences)</li> <li>- act/scene</li> <li>- author’s bias</li> <li>- antagonist / protagonist</li> <li>- characterization</li> <li>- conflict, internal and external</li> <li>- dialogue</li> <li>- dynamic vs. static characters</li> <li>- foreshadowing</li> <li>- flashback</li> <li>- generalization</li> <li>- narrator (point of view)</li> <li>- mood</li> <li>- allusion</li> <li>- hyperbole</li> <li>- personification</li> <li>- protagonist vs. antagonist</li> <li>- rising/falling action</li> <li>- setting</li> <li>- suspense</li> <li>- symbolism</li> <li>- style</li> <li>- simile</li> <li>- metaphor</li> <li>- resolution</li> <li>- inferences of identify conflict/resolution</li> </ul> <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> <li>- author’s purpose/point of view/bias</li> <li>- fact/opinion</li> <li>- inverted pyramid style (essential information first)</li> <li>- journalistic terminology such as headlines, sections, index, byline, editorial</li> <li>- who, what, when, where, why, and how of text</li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>- alliteration</li> <li>- descriptive/figurative language</li> <li>- imagery</li> <li>- irony</li> <li>- mood/tone</li> <li>- onomatopoeia</li> <li>- personification</li> <li>- satire</li> <li>- rhyme</li> <li>- sensory images</li> <li>- theme</li> </ul> <p>Uses a variety of methods (selected response, constructed response, graphic organizers) to communicate understanding of different literary perspectives within and among texts.</p>
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