

Reading - Literary Text

Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.*

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
<i>1.1 Students are expected to build upon and continue applying previous learning.</i>			
<i>Grade 1 Recognize the distinguishing features of a sentence.</i>			
<i>1.2 Students are expected to build upon and continue applying previous learning.</i>			
<i>Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.</i>			
<i>1.3 Students are expected to build upon and continue applying previous learning.</i>			
<i>Kindergarten Understand that words are separated by spaces in print.</i>			
<i>1.4 Students are expected to build upon and continue applying previous learning.</i>			
<i>Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</i>			

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

<i>2.1 Students are expected to build upon and continue applying previous learning.</i>			
<i>Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</i>			
<i>2.2 Students are expected to build upon and continue applying previous learning.</i>			
<i>Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</i>			
<i>2.3 Students are expected to build upon and continue applying previous learning.</i>			
<i>Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</i>			
<i>2.4 Students are expected to build upon and continue applying previous learning.</i>			
<i>Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</i>			
<i>2.5 Students are expected to build upon and continue applying previous learning.</i>			
<i>Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</i>			

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

3.1 Students are expected to build upon and continue applying previous learning. Grade 4 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context and out of context.
3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.
3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.
3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.
3.6 Students are expected to build upon and continue applying previous learning. Grade 3 Read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.	4.1 Read grade-level text with purpose and understanding.
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.

5.2 *Students are expected to build upon and continue applying previous learning.*

Grade 2 *Make predictions before and during reading; confirm or modify thinking.*

Standard 6: Summarize key details and ideas to support analysis of thematic development.

6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	6.1 Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.	6.1 Analyze the development of related themes across a variety of texts citing evidence to support-analysis; provide an objective summary.
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Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Trace the development of a common theme in two different artistic mediums.	7.1 Trace the development of a common theme across media, modality, and format.	7.1 Analyze the development of theme across diverse media, modality, and format.	7.1 Analyze the development of theme across diverse media, modality, and format.
7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	7.2 Explain how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.	8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.
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Language, Craft, and Structure (LCS)

Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
9.1 Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	9.1 Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.	9.1 Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.	9.1 Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.

9.2 *Students are expected to build upon and continue applying previous learning*

Grade 7 *Analyze the impact of the author’s use of words, word phrases, and conventions on meaning and tone.*

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.1 Use context clues to determine meanings of words and phrases.	10.1 Use context clues to determine meanings of words and phrases.	10.1 Use context clues to determine meanings of words and phrases.	10.1 Use context clues to determine meanings of words and phrases.
<i>10.2 Students are expected to build upon and continue applying previous learning.</i>			
Grade 5 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.			
<i>10.3 Students are expected to build upon and continue applying previous learning.</i>			
Grade 2 Use a base word to determine the meaning of an unknown word with the same base.			
<i>10.4 Students are expected to build upon and continue applying previous learning.</i>			
Grade 2 Use the meanings of individual words to predict the meaning of compound words.			
<i>10.5 Students are expected to build upon and continue applying previous learning.</i>			
Grade 5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.			
<i>10.6 Students are expected to build upon and continue applying previous learning.</i>			
Grade 6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.			

Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.

11.1 Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	11.1 Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.	11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.
<i>11.2 Students are expected to build upon and continue applying previous learning.</i>			
Grade 3 Compare and contrast the reader’s point of view to that of the narrator or a character.			

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

12.1 Determine the significance of the author’s use of text structure and plot organization to create the effects of mystery, tension, or surprise-citing support from the text.	12.1 Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.	12.1 Analyze the relationships among structure, plot, and manipulation of time to determine how meaning is derived citing support from the text.	12.1 Evaluate various texts to formulate a theory regarding the authors’ use of structure, plot, and manipulation of time citing support from the texts.
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12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.	12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.	12.2 Analyze how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.	12.2 Critique how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.
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Range and Complexity (RC)

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

ENGLISH 1	ENGLISH 2	ENGLISH 3	ENGLISH 4
13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.
13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	13.3 Read and respond to grade level text as self-directed, critical readers and thinkers.