

CCSU Comprehensive Curriculum for Reading Literacy

Grade Level 9-12

Reading Skills and Strategies (GEs 1-8; Power Standards 1 and 2; Power Indicators 1a, 1b, 1c, 2a, 2b, 2c,)

Fluency and Accuracy (GE 9; Power Standard 3; Power Indicators 3a, 3b)

Literary Texts (GEs 10-11 and 13-15; Power Standard 4; Power Indicators 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i)

Informational Texts (GEs 12 and 16; Power Standard 5; Power Indicators 5a, 5b, 5c, 5d, 5e, 5f, 5g)

Reading Habits (GEs 17-19; Power Standard 6; Power Indicators 6a, 6b, 6c)

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Grade Level 9-12: Reading Skills and Strategies

CCSU Power Standards:

Power Standard #1: Students read grade appropriate print/text. (Aligns with Vermont Standard: 1.2)

Power Standard #2: Students use vocabulary and reading strategies to unlock meaning. (Aligns with Vermont Standard: 1.1)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.1, 1.2	RHS: 1 No GLE at this grade level	<i>Phonological Awareness</i>	
1.1, 1.2	RHS: 2 No GLE at this grade level	<i>Concepts of Print</i>	
1.1, 1.2	RHS: 3 Applies word identification/ decoding strategies by... <ul style="list-style-type: none"> Identifying multisyllabic words by using knowledge of sounds, syllables, derivational roots <u>and affixes, including foreign language derivations</u> EXAMPLE of a root: “<u>phot</u>otropism” EXAMPLE of a foreign language derivation: “bourgeois” 	<i>Word Identification Skills and Strategies</i>	Use syllabication, roots, and etymology. (1b)
1.1, 1.2	RHS: 4 Applies context and self-correction strategies by... <ul style="list-style-type: none"> Demonstrating the use of syntax/language structure (e.g., passive voice, pronoun referents), semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read 	<i>Context and Self-Correction Strategies</i>	Apply knowledge of syntax, semantics, and context clues to verify meaning. (1c)
1.1, 1.2	RHS: 5 Identifies the meaning of unfamiliar words by... <ul style="list-style-type: none"> Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, common roots, or word origins; context clues; other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) 	<i>Vocabulary Strategies</i>	Use strategies to unlock meaning (e.g. knowledge of word structure, etymology, context clues). (2a)

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<p>1.1, 1.2</p>	<p>RHS: 6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...</p> <ul style="list-style-type: none"> Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, <u>idioms</u>, <u>literary allusions</u>, or word origins, including words from <u>dialects</u> and other languages that have been adopted into English <u>EXAMPLES (of analogies): “knife:sharp as ravine: dangerous” (item:word that describes it); “wash:clean as fertilize:grow” (cause:effect)</u> Selecting appropriate words or explaining the use of words in context, <u>including connotation and denotation</u>; or use of precise or <u>technical</u> vocabulary, including content-specific vocabulary; or use of words with multiple meanings 	<p><i>Breadth of Vocabulary</i></p>	<p>Identify dialect, allusions, idioms. (2c)</p> <p>Understand word meanings and relationships (connotation, denotation). (2b)</p>
<p>1.3, 5.11, 5.13</p>	<p>RHS: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.</p> <p>EXAMPLES of reading-comprehension strategies might include: using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); taking notes; <u>locating and using text discourse features and elements to support inferences and generalizations about information (e.g., vocabulary, structure, evidence, expository structure, format, use of language, arguments used)</u>; or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support)</p>	<p><i>Comprehension Strategies</i> <i>Comprehension</i></p>	<p>Read material appropriate for high school using text structure. (1a)</p> <p>Use strategies such as predicting, summarizing, questioning, imagining. (4a)</p>
<p>1.3, 5.11, 5.13</p>	<p>RHS: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...</p> <ul style="list-style-type: none"> Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, subvocalizing, consulting resources, questioning, flexible note taking/mapping systems, skimming, scanning, etc.) 	<p><i>Monitoring and Adjusting strategies</i></p>	

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Grade Level 9-12: Fluency and Accuracy

CCSU Power Standards:

Power Standard #3: Students read grade level text with fluency and accuracy. (Aligns with Vermont Standard: 1.2)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.1, 1.2	<p>RHS: 9 Reads material appropriate to high school with:</p> <ul style="list-style-type: none"> • Accuracy: reading material appropriate <u>for high school</u> with at least 90–94% accuracy (See Appendix for sample titles.) • Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading. • Fluency: reading with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue 	Accuracy and Fluency	<p>Read material appropriate for high school. (3a)</p> <p>Read with fluency. (3b)</p>

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Grade Level 9-12: Literary Texts

CCSU Power Standards:

Power Standard #4: Students understand, interpret, and analyze literary text. (Aligns with Vermont Standards: 1.3, 5.11, 5.13)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.3, 5.11, 5.13	<p>RHS: 10 Demonstrate initial understanding of elements of literary text by...</p> <ul style="list-style-type: none"> Identifying, describing, or making logical predictions about character, setting, problem/solution, or plot/subplots; identifying any significant changes in character over time; identifying where action rises and falls; <u>identifying protagonist or antagonist</u> Paraphrasing or summarizing, with major events sequenced, as appropriate to text Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics [poems, novels, dramas], <u>adventure myths, comedies, tragedies, satires, parodies</u>) 	Initial Understanding of Literary Text Comprehension	<p>Respond to literal questions about the text. (4e)</p> <p>Identify characteristics of varied literary texts (poetry, drama, short stories, myth, historical texts, satire, parodies). (4h)</p>
1.3, 5.11, 5.13	<p>RHS: 11 Demonstrate initial understanding of author’s craft used in literary text by...</p> <ul style="list-style-type: none"> Identifying literary devices as appropriate to genre: rhyme schemes, dialogue, imagery, metaphors, personification, hyperbole, <u>symbolism, foreshadowing, or soliloquy</u> 	Initial Understanding of Literary Text Comprehension	<p>Uses literary terms to assist comprehension (see 9-10 domain-specific vocabulary list). (4g)</p>

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<p>1.3, 5.11, 5.13</p>	<p>RHS: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <ul style="list-style-type: none"> • Explaining <u>and</u> supporting logical predictions • <u>Analyzing characterization</u> (e.g., stereotype, antagonist, protagonist), motivation, or interactions, citing thoughts, words, or actions that reveal characters' personalities or their changes over time • Making inferences about cause/effect, internal and/or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction between characters and evolving plots) • Explaining how the narrator's point of view <u>or style</u> affects the reader's interpretation • Determining how the author's purpose (e.g., to entertain, inform, persuade), message/theme, or <u>underlying beliefs</u> are supported within the text 	<p><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></p>	<p>Use elements of characterization to analyze text. (4b)</p> <p>Make inferences about cause and effect, internal and external conflicts. (4c)</p> <p>Understand how point of view or style influences interpretation. (4d)</p> <p>Find evidence to support author's underlying beliefs. (4f)</p>
<p>1.3, 5.11, 5.13</p>	<p>RHS: 14 Analyze and interpret author's craft (citing evidence where appropriate) by...</p> <ul style="list-style-type: none"> • Demonstrating knowledge of use of author's style or use of literary elements and devices (i.e., imagery, repetition, foreshadowing, personification, hyperbole, symbolism, <u>analogy</u>, <u>allusion</u>, <u>rhyme scheme</u>, <u>soliloquy</u>, <u>dialogue</u>, or use of punctuation) to analyze literary works 	<p><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></p>	
<p>1.3, 5.11, 5.13</p>	<p>RHS: 15 Generates a well-developed and grounded personal response to what is read through a variety of means and through...</p> <ul style="list-style-type: none"> • Comparing stories or other texts to related personal experience, prior knowledge, or other texts or ideas • <u>Making thematic connections between literary or other texts and the broader world of ideas</u> 	<p><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></p>	<p>Make connections between text and broader world. (4i)</p>

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Grade Level 9-12: Informational Texts

CCSU Power Standards:

Power Standard #5: Students understand, interpret, and analyze informational text. (Aligns with Vermont Standards: 1.3, 5.13)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.3, 5.11, 5.13	<p>RHS: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> Obtaining information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, graphic organizers, charts and graphs, illustrations, or subheadings) Using information from the text to answer questions or to state the central idea or provide supporting key details Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing/ contrasting, or outlining) Identifying the characteristics of a variety of types of text (e.g., reference: reports, textbooks, newspapers, public documents/discourse, technical manuals, biographies, autobiographies, essays, articles, <u>editorials, primary source historical documents, periodicals, job-related materials, speeches, online reading</u>; and practical/functional: schedules, procedures, instructions, announcements, invitations, advertisements, pamphlets, schedules, <u>memos</u>) 	<p>Initial Understanding of Informational Text Comprehension</p>	<p>Gather information from text features (title, illustrations). (5a)</p> <p>Answer questions using explicitly stated information. (5b)</p> <p>Organize and manipulates information in a variety of formats (i.e. charts, outlines, concept maps). (5c)</p> <p>Identify characteristics of text types (i.e. text books, primary documents, editorials, speeches, online reading, technical manuals). (5d)</p>

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<p>1.3, 5.11, 5.13</p>	<p>RHS: 16 Analyze and interpret informational text, citing evidence as appropriate by...</p> <ul style="list-style-type: none"> • Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas • Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) • Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; explaining how purpose may affect the interpretation of the text; or forming and supporting warranted opinions/judgments and assertions about the text that are relevant • Evaluating the <u>clarity</u> and accuracy of information (e.g., author’s bias, <u>use of persuasive strategies</u>, <u>consistency</u>, <u>effectiveness of organizational pattern</u>, <u>logic of arguments</u>, <u>expertise of author</u>, <u>propaganda techniques</u>, <u>authenticity</u>, <u>appeal to friendly or hostile audience</u>, or <u>faulty modes of persuasion</u>) • Making inferences about causes or effects 	<p><i>Analysis and Interpretation of Informational Text/ Citing Evidence</i></p>	<p>Synthesize and evaluate text information including formulating assertions and controlling ideas. (5e)</p> <p>Make inferences about author’s purpose and bias. (5f)</p> <p>Recognize how bias and organizational strategies influence clarity and accuracy of information. (5g)</p>
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Grade Level 9-12: Reading Habits

CCSU Power Standards:

Power Standard #6: Students participate as members of a literate community, talking about books, ideas, and writing. (Aligns with Vermont Standards: 1.4, 5.12)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>	Essential Instructional Elements
1.4, 5.12	<p>RHS: 17 Demonstrates the habit of reading extensively* by...</p> <ul style="list-style-type: none"> Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading <p><i>* Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.</i></p>	Reading Extensively	Read in and out of school (at least two books per month). (6a)	
1.4, 5.12	<p>RHS: 18 Demonstrates the habit of reading widely and in depth by...</p> <ul style="list-style-type: none"> Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary texts: poetry, plays, fantasy, fables, realistic fiction, folktales, myths, historical fiction, science fiction, mysteries, short stories, legends, <u>adventure myths</u>, epics, <u>comedy, tragedy, satires, parodies</u>; informational: biography, autobiography, reports, newspapers, Internet Web sites, public documents and discourse, essays, articles, <u>editorials, political cartoons</u>, textbooks, 	Reading Widely and In Depth	Read from a variety of genres for a variety of purposes. (6b)	

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	<p>technical manuals, <u>primary source historical documents, periodicals, job-related materials, speeches, online reading</u>; and practical/functional texts: schedules, procedures, pamphlets, announcements, <u>memos, invitations</u>)</p> <ul style="list-style-type: none"> • Reading at least the equivalent of four books by an author, about a subject, <u>on one theme</u>, or in one genre 			
1.4, 5.12	<p>RHS: 19 Demonstrates participation in a literate community by...</p> <ul style="list-style-type: none"> • Self-selecting reading materials in line with reading ability and personal interests • Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others 	<i>Literate Community</i>	Self-select, discuss, and recommend reading materials. (6c)	