

ENGLISH: READING

ALIGNED STANDARDS OF LEARNING

CURRICULUM FRAMEWORK

High School



HSE-RW1 The student will

- a) determine the meaning of words and phrases as they are used in a text, including common analogies and figures of speech;
- b) determine the meaning of words and phrases as they are used in informational text including figurative language;
- c) determine or clarify the meaning of unknown and multiple-meaning words by using context.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will increase their independence as learners of vocabulary. • Students will use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. • Teachers should use a study of cognates (words from the same linguistic family) to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). • Students will evaluate the use of figurative language in text. • Students will use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images. • Connotation is subjective, cultural and emotional. A stubborn person may be described as being either <i>strong-willed</i> or <i>pig-headed</i>. They have the same literal meaning (i.e., <i>stubborn</i>), <i>strong-willed</i> connotes admiration for the level of someone's will, while <i>pig-headed</i> connotes frustration in dealing with someone. 	<p>All students should</p> <ul style="list-style-type: none"> • recognize that figurative language enriches text. • understand that word structure aids comprehension of unfamiliar and complex words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use word structure to analyze and relate words. • use roots or affixes to determine or clarify the meaning of words. • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • demonstrate an understanding of idioms. • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. • analyze connotations of words with similar denotations. • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). • consult general and specialized reference materials (e.g., dictionaries, thesaurus). • demonstrate understanding of figurative language, word relationships, and connotations in word meanings.

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<ul style="list-style-type: none">• Denotation is a dictionary definition of a word.• Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder).• An allusion is an indirect reference to a person, place, event or thing-- real or fictional. J.D. Salinger's <i>The Catcher in the Rye</i> is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story <i>By the Waters of Babylon</i> alludes to Psalm 137 in the Bible.		

HSE-RW2 The student will

- a) consult reference materials (dictionaries, online vocabulary supports) to clarify meaning of unfamiliar words encountered when reading;
- b) demonstrate understanding of multiple-meaning words and figurative language;
- c) acquire and use content words and phrases.

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<p>while <i>pig-headed</i> connotes frustration in dealing with someone.</p> <ul style="list-style-type: none"> • Denotation is a dictionary definition of a word. • Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder). • An allusion is an indirect reference to a person, place, event or thing – real or fictional. J.D. Salinger's <i>The Catcher in the Rye</i> is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story <i>By the Waters of Babylon</i> alludes to Psalm 137 in the Bible. 		

HSE-RW3 The student will

- a) determine how words or phrases with multiple meanings have an impact on meaning or tone of a text;
- b) determine meanings of words or phrases within an informational text;
- c) demonstrate knowledge of the meaning of words and phrases from reading and other content areas by using context;
- d) demonstrate understanding of figurative language and word relationships by interpreting simple figures of speech encountered while reading;
- e) demonstrate understanding of words and phrases by using authentic texts (e.g., resumes, job descriptions, task instructions).

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<p>They have the same literal meaning (i.e., <i>stubborn</i>). <i>Strong-willed</i> connotes admiration for the level of someone's will, while <i>pig-headed</i> connotes frustration in dealing with someone.</p> <ul style="list-style-type: none"> • Denotation is a dictionary definition of a word. • Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder). • An allusion is an indirect reference to a person, place, event, or thing – real or fictional. J.D. Salinger's <i>The Catcher in the Rye</i> is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story <i>By the Waters of Babylon</i> alludes to Psalm 137 in the Bible. 		

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- a) determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text;
- b) determine the central idea of the fictional text and select details that relate to it to retell the text;
- c) describe interactions between characters in fictional text;
- d) determine sequence of events in a story or drama;
- e) identify when an author references one fictional text to another text;
- f) provide a summary of the fictional text;
- g) determine how the author's choice of where to end the story contributes to the meaning.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Strategies for reading should be used to develop reading comprehension skills. Students will apply a process for reading as they analyze a variety of literature. They will study classical and contemporary selections that represent literary forms. • Students will enhance their understanding of the characteristics of various literary forms through the reading and analysis of a variety of genres, such as poetry, prose, essays, short stories, historical fiction, and narrative nonfiction. • Students will understand that literary texts can fulfill a social or cultural function depending on the time, location, and purpose of the author. For example, <i>The Grapes of Wrath</i>, which focuses on the plight of migrant farmers, affected the conscience of a nation and helped laws to change. • Students will understand that parallel plots are plots in which each main character has a separate but related story line that merges together (e.g., <i>A Tale of Two Cities</i>). • Students will understand that parallel plots are plots in which each main character has a 	<p>All students should</p> <ul style="list-style-type: none"> • understand the relationship between an author's style and literary effect. • understand an author's use of figurative language to create images, sounds, and effects. • understand an author's use of structuring techniques to present literary content. • understand the techniques an author uses to convey information about a character. • understand character types. • understand a character's development throughout a text. • understand how authors are often influenced either consciously or unconsciously by the ideas, values, and location in which they live. • understand that an author 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify main idea, purpose, and supporting details. • provide a summary of the text. • identify the differing characteristics that distinguish literary forms, including: <ul style="list-style-type: none"> ◦ narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, novel; ◦ poetry – epic, ballad, sonnet, lyric, elegy, ode; ◦ drama – comedy, tragedy; ◦ essay – editorial, journal/diary entry, informative/explanatory essay, analytical essay, speech; and ◦ narrative nonfiction – biographies, autobiographies, personal essays. • identify and analyze elements of dramatic literature: <ul style="list-style-type: none"> ◦ dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement(conclusion/resolution); ◦ monologue; ◦ soliloquy; ◦ dialogue; ◦ aside; ◦ dialect; and ◦ stage directions. • describe how stage directions help the reader understand a play's setting,

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<p>separate but related story line that merges together (e.g., <i>A Tale of Two Cities</i>).</p> <ul style="list-style-type: none"> • Students will read and analyze one-act and full-length plays. • Students will use a variety of reading strategies such as text annotation, QAR (Question-, Answer Relationships), thinking aloud, etc. 	<ul style="list-style-type: none"> draws on and transforms source material in a specific work (e.g. how a later author draws on a play by Shakespeare). understand that in dramatic works, setting, mood, characters, plot, and theme are often revealed through staging as well as through narration and dialogue. 	<p>mood, characters, plot, and theme.</p> <ul style="list-style-type: none"> • compare and contrast the representation of a subject or a key scene in two different media and analyze what is emphasized in each. • explain the relationships among the elements of literature, such as: <ul style="list-style-type: none"> ◦ protagonist and other characters; ◦ plot; ◦ setting; ◦ tone; point of view – first person, third person limited, third person omniscient; ◦ theme; ◦ speaker; and ◦ narrator. • analyze the techniques used by an author to convey information about a character. • analyze character types, including: <ul style="list-style-type: none"> ◦ dynamic/round character; ◦ static/flat character; and ◦ stereotype and caricature. • analyze how authors create multilayered characters through the use of literary devices: indirect and direct methods of characterization, character's actions, interactions with other characters, dialogue, physical appearance, and thoughts.

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		<ul style="list-style-type: none"> • analyze how characters with multiple or conflicting motivations develop over the course of a text, interact with other characters, and advance the plot or develop theme. • analyze how the plot structures (conflict, resolution, climax, and subplots) advance the action in literature, • determine a theme of a text and analyze its development over the course of the text. • compare and contrast types of figurative language and other literary devices such as: <ul style="list-style-type: none"> ◦ simile; ◦ metaphor; ◦ personification; ◦ analogy; ◦ symbolism; ◦ apostrophe; ◦ allusion; ◦ imagery; ◦ paradox; and ◦ oxymoron. • identify sound devices, including: <ul style="list-style-type: none"> ◦ rhyme (approximate, end, slant) ◦ rhythm; ◦ repetition; ◦ alliteration;

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		<ul style="list-style-type: none"> ◦ assonance; ◦ consonance; ◦ onomatopoeia; and ◦ parallelism. <ul style="list-style-type: none"> • identify and analyze an author's presentation of literary content by the use of structuring techniques, such as: <ul style="list-style-type: none"> ◦ dialogue; ◦ foreshadowing; ◦ parallel plots; ◦ subplots and multiple story lines; ◦ flashback; ◦ soliloquy; ◦ verse; ◦ refrain; and ◦ stanza forms <ul style="list-style-type: none"> - couplet - quatrain - sestet - octet (octave). • identify and analyze an author's use of diction (word choice) and syntax to convey ideas and content, including: <ul style="list-style-type: none"> ◦ rhetorical question; ◦ cliché; ◦ connotation; ◦ denotation; ◦ hyperbole;

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		<ul style="list-style-type: none">◦ understatement;◦ irony;<ul style="list-style-type: none">- dramatic- situational- verbal◦ dialect; and◦ pun.

HSE-CF2 The student will

- a) connect the experiences of characters in a story or drama from outside of the U. S. with personal experience;
- b) cite textual evidence to determine where the fictional text leaves matters uncertain;
- c) compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will know the ways that literature is defined by a variety of literary works, themes, and universal themes. They will read a wide range of literary genres from different cultures and time periods in order to gain an appreciation of various cultural histories and recognize similarities in images and themes that connect all peoples. • Students will compare and contrast poetic elements that poets use to evoke an emotional response. • Students will interpret and paraphrase the meanings of poems to demonstrate understanding of the poems. • Students should understand the difference between a critique and a summary: <ul style="list-style-type: none"> ◦ A summary restates what one just read in one's own words, and presents only main details, and maintains an objective voice. ◦ A critique analyzes what was read, offers interpretations, judgments, and evidence for support. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that poets use techniques to evoke emotion in the reader. • understand that literature is universal and influenced by different cultures and eras. • analyze how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, mood, allusion, allegory, paradox, irony, tone). • analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • construct meaning from text by making connections between what they already know and the new information they read. • use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading. • compare and contrast a variety of literary works from different cultures and eras, including: <ul style="list-style-type: none"> ◦ short stories; ◦ poems; ◦ plays; ◦ novels; ◦ essays; and ◦ narrative nonfiction. • explain similarities and differences among literary genres from different cultures, such as: <ul style="list-style-type: none"> ◦ haikus; ◦ sonnets; ◦ fables; ◦ myths; ◦ novels; ◦ graphic novels; and ◦ short stories.

HSE-CF2 The student will

- a) connect the experiences of characters in a story or drama from outside of the U. S. with personal experience;
- b) cite textual evidence to determine where the fictional text leaves matters uncertain;
- c) compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will explain ways that characterization in drama differs from that in other literary forms. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. • Close reading entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural history. • A complete list of literary devices is included under SOL 9.4 • Students will read and analyze poetry, focusing on rhyme, rhythm, and sound. • Students will compare and contrast poetic elements that poets use to evoke an emotional response. • Students will interpret and paraphrase the meanings of poems to demonstrate understanding of the poems. 	<ul style="list-style-type: none"> • evaluate how asides, monologues, and soliloquies focus on single characters, giving insight into their thinking and providing the audience with a deeper understanding of the play. • understand rhyme, rhythm, and sound elements. • understand techniques poets use to evoke emotion in the reader. • demonstrate understanding of selected poems. 	<ul style="list-style-type: none"> ◦ analyze the different functions that characters play in a literary text (e.g., antagonist, protagonist, foil, tragic hero). ◦ analyze how relationships among a character's actions, dialogue, physical attributes, thoughts, feelings, and other characters reveal nuances of character (e.g., beliefs, values, social class, and gender roles) and advance the plot. ◦ identify universal themes, such as: ◦ struggle with nature; ◦ survival of the fittest; ◦ coming of age; ◦ power of love; ◦ loss of innocence; ◦ struggle with self; ◦ disillusionment with life; ◦ the effects of progress; ◦ power of nature; ◦ alienation and isolation; ◦ honoring the historical past; ◦ good overcoming evil; ◦ tolerance of the atypical; ◦ the great journey; ◦ noble sacrifice; ◦ the great battle; ◦ love and friendship; and ◦ revenge. • analyze works of literature for historical information about the period in which they were written.

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- b) cite textual evidence to determine where the fictional text leaves matters uncertain;
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		<ul style="list-style-type: none"> • describe common archetypes that pervade literature, such as the: <ul style="list-style-type: none"> ◦ hero/heroin; ◦ trickster; ◦ faithful companion; ◦ outsider/outcast; ◦ rugged individualist; ◦ shrew; ◦ innocent; ◦ villain; ◦ caretaker; ◦ Earth mother; ◦ rebel; ◦ misfit; ◦ mother/father figure; ◦ monster/villain; ◦ scapegoat; and ◦ lonely orphan. • examine a literary selection from several different critical perspectives. • analyze a particular point of view or cultural experience reflected in a literary work. • analyze the representation of a subject or a key scene in two different media. • compare and contrast literary devices in order to convey a poem's message and elicit a reader's emotions. • interpret and paraphrase the meanings of selected poems. • analyze the use of dialogue, special effects, music, and set to interpret characters. • identify and describe dramatic conventions.

HSE-CF3 The student will

- a) identify statements that support an argument in fictional text;
- b) explain how characters develop over the course of a story;
- c) identify the intended meaning to match what an author wrote in fictional text;
- d) compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem;
- e) compare and contrast elements of American literature to the other literary words (e.g., compare themes, topics, locations, context, and point of view).

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will understand literature as it relates to the cultural and historical period in which it was written. More specifically, students will recognize how authors are influenced by the ideas and values of their times. For this reason, literary selections typically reflect not only the values and ideas of the authors who wrote them but also the values and ideas of the times in which they were written. Students will also learn how the ideas presented in literary works may influence the values or conditions of the society in which the works were written. • Students will read, analyze, critique, and compare a variety of contemporary and traditional poetry. • A list of poetic elements and techniques is included in the “Essential Knowledge, Skills, and Processes” column for English SOL 9.4. • Students will read and critique a variety of dramatic selections. • A complete list of literary devices is found in Essential Knowledge, Skills, and Processes column for SOL 9.4. 	<p>All students should</p> <ul style="list-style-type: none"> • understand characteristics and cultures of historical periods and literary movements associated with each century. • recognize and understand universal characters, themes, and motifs in American literature. • understand how an author’s intent is achieved by the use of context and language. • understand dramatic conventions and devices. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading. • discuss how the subject matter, style, literary type, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written. • analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes. • analyze and critique themes across texts and within various social, cultural, and historical contexts. • describe and contrast literary movements and representative texts associated with each literary movement, including how two or more texts from the same period treat similar themes or topics. Literary movements include: <ul style="list-style-type: none"> ◦ Colonialism/Puritanism (17th century); ◦ Revolutionary movement/Rationalism (18th century); ◦ Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century); ◦ Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century); and ◦ Contemporary poetry (21st Century)

HSE-CF3 The student will

- a) identify statements that support an argument in fictional text;
- b) explain how characters develop over the course of a story;
- c) identify the intended meaning to match what an author wrote in fictional text;
- d) compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem;
- e) compare and contrast elements of American literature to the other literary words (e.g., compare themes, topics, locations, context, and point of view).

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. • Close reading entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text, including considering relationships to other texts or social or cultural history. 		<ul style="list-style-type: none"> • differentiate among archetypal characters in American literature, such as the: <ul style="list-style-type: none"> ◦ hero/heroin; ◦ trickster; ◦ faithful companion; ◦ outsider/outcast; ◦ rugged individualist; ◦ innocent; ◦ villain; ◦ caretaker; ◦ Earth mother; ◦ rebel; ◦ misfit; ◦ lonely orphan; ◦ shrew; ◦ mother/father figure; ◦ monster/villain; and ◦ scapegoat. • identify major themes in American literature, such as: <ul style="list-style-type: none"> ◦ the American Dream; ◦ loss of innocence; ◦ coming of age; ◦ relationship with nature; ◦ relationship with society; ◦ relationship with science;

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> ◦ alienation and isolation; ◦ survival of the fittest; ◦ disillusionment; and ◦ rebellion and protest. <ul style="list-style-type: none"> • analyze texts to identify the author’s attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. • analyze the representation of a subject or a key scene in two different media. • describe how the use of context and language structures conveys an author’s intent and viewpoint. • analyze the impact of the author’s choices in developing the elements of a story or drama (e.g., setting, plot structure, and character development). • demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. • analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). • use poetic elements to explain, analyze, and evaluate poetry. • compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none">• compare how poems of the same form use elements - sound, figurative language, imagery, symbols, and allusions - differently to convey meaning.• identify and discuss the elements and techniques that poets use to achieve a desired result, such as:<ul style="list-style-type: none">◦ imagery;◦ precise word choice;◦ sound devices;◦ metrical patterns; and◦ metaphorical/figurative language.• describe the language choices and devices that authors use, such as:<ul style="list-style-type: none">◦ rhetorical question;◦ sarcasm;◦ satire;◦ parallelism;◦ connotation/denotation;◦ pun;◦ irony;◦ tone;◦ dialect;◦ diction; and◦ figurative language.• identify and describe dramatic conventions.• compare and evaluate adaptations and interpretations of a script for stage, film, television or other media.

STANDARD HSE-CN1 REPORTING CATEGORY: COMPREHENSION-NONFICTION CONTENT: READING**HSE-CN1 The student will**

- a) determine which citations demonstrate what the nonfiction text says explicitly as well as inferentially;
- b) determine central idea of the nonfiction text and select details to support it;
- c) determine connections drawn between ideas or events in informational text;
- d) determine which sentences in a nonfiction text support the claims of the author.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none">• The intent of this standard is that students will read and analyze a variety of nonfiction, i.e., informational/factual prose materials.• Students will understand the purpose of text structures and use those features to locate information, such as: problem-solution, cause and effect, ordered sequence, definition or description with a list.• Students will understand before-, during-, and after-reading strategies.• Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.	<p>All students should</p> <ul style="list-style-type: none">• understand that specialized vocabulary is vocabulary that is unique to a specific content, topic, or discipline.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• identify and infer the main idea from a variety of complex informational text.• explain author's purpose in informational text.• identify and summarize essential details that support the main idea of informational text.• analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.• demonstrate the use of text features to locate information, such as:<ul style="list-style-type: none">◦ title page;◦ bolded or highlighted words;◦ index;◦ graphics;◦ charts; and◦ headings.• analyze text structures (organizational pattern), including:<ul style="list-style-type: none">◦ cause and effect;◦ comparison/contrast;◦ enumeration or listing;◦ sequential or chronological;◦ concept/definition;◦ generalization; and◦ process.• identify an author's position/argument within informational text.

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- c) determine connections drawn between ideas or events in informational text;
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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none">• evaluate the clarity and accuracy of information found in informational texts, such as manuals, textbooks, business letters, newspapers, etc.• make inferences and draw conclusions from complex informational text.• examine text structures to aid comprehension and analysis of complex, informational texts.• use a variety of reading strategies to self-monitor the reading process.

STANDARD HSE-CN2 REPORTING CATEGORY: COMPREHENSION-NONFICTION CONTENT: READING**HSE-CN2 The student will**

- a) determine an author's purpose or point of view in a nonfiction text;
- b) determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported);
- c) analyze information presented in different media on related topics to answer questions or solve problems.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none">• Students need to be skilled readers of nonfictional texts and technical manuals and have the ability to apply different reading strategies when engaging with a variety of such materials.• Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.	<p>All students should</p> <ul style="list-style-type: none">• understand that background knowledge may be necessary to understand handbooks and manuals.• know that informational and technical writing is often non-linear, fragmented, and graphic-supported.• understand how format and style in informational text differ from those in narrative and expository texts.• understand reading strategies and in particular, how they are used to locate specific information in informational text.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• identify the different formats and purposes of informational and technical texts.• analyze how authors use rhetoric to advance their point of view.• identify the main idea(s) in informational text.• identify essential details in complex informational passages.• locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting.• interpret and understand information presented in maps, charts, timelines, tables, and diagrams,• make inferences and draw conclusions from informational text.• synthesize information across multiple informational texts.

HSE-CN3 The student will

- a) use U. S. documents of historical and literary significance to clarify understanding of concepts;
- b) cite textual evidence to determine where informational text leaves matters uncertain;
- c) provide a summary of an informational text;
- d) explain how specific events develop over the course of the nonfiction text;
- e) determine how the author's choice of where to make an argument contributes to the meaning;
- f) determine how the author's style affects the purpose of the nonfiction text;
- g) explain how U. S. texts inform citizen's rights;
- h) determine the purposes of foundational U. S. documents of historical significance.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will read, understand, and use a variety of informational texts. They will develop specific reading skills in order to generalize ideas, make predictions, and follow directions. They will identify and analyze the steps in their own reading process in order to broaden their critical understanding. • Students should recognize persuasive techniques such as: <ul style="list-style-type: none"> ◦ ad hominem – means “to the man” does not argue the issue, instead it argues the person; ◦ red herring – is a deliberate attempt to divert attention; ◦ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the “straw man”); and ◦ begging the question – assumes the conclusion is true without proving it; circular argument. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how to analyze informational material. • understand reading strategies and use those strategies to analyze text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts. • know the purpose of the text they are to read and their own purpose in reading it. • use format (page design and layout), text structures, and features to aid in understanding of text. • understand how an organizational pattern enhances the meaning of a text. • distinguish main ideas from supporting details in complex informational text to generalize ideas and make predictions about other texts. • analyze information from a text to make inferences and draw conclusions. • analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis. • provide an objective summary of the text.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none">• analyze how a variety of logical arguments could reach conflicting conclusions.• evaluate the relevance and quality of evidence used to support a claim.• analyze and identify false premises that intentionally manipulate audiences.• determine an author's point of view or purpose in a rhetorically rich text, analyzing how ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement contribute to text.• before, during, and after reading texts, generate and respond to a variety of critical thinking questions to activate prior knowledge, engage actively with learning new information, and reflect on new learning or fresh insights.