

Reading

Strand:

E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text.

“Comprehension” means getting the gist of the text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

Standard #1:

E1a: The student reads at least 25 books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade seven (850L – 1100L). The materials should include traditional and contemporary literature (**both fiction and non-fiction**) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples:

Examples of activities through which students might produce evidence of reading twenty-five books include:

- Maintain an annotated list of works read.
- Generate a reading log or journal.
- Participate in formal and informal book talks.

Standard #2:

E1b: The student reads and comprehends at least **four** books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre and produces evidence of reading that:

Components:

E1b.1: makes and supports warranted and responsible assertions about the texts;

E1b.2: Support assertions with elaborated and convincing evidence;

- E1b.3: draws the text together to compare and contrast themes, characters, and ideas;
E1b.4: makes perceptive and well developed connections;
E1b.5: evaluates writing strategies and elements of the author's craft.

Examples:

Examples of activities through which students might produce evidence of reading comprehension include:

- Construct a book review.
- Participate in formal or informal book talk
- Produce a written document (e.g. literary response paper, research report).
- Create an annotated book list organized according to author, theme, or genre.
- Make relevant, logical, coherent contributions to a discussion (e.g. book talk, literature circle).
- Create a personal response to a selection or experience.
- Debate or hold a panel discussion regarding the perspectives in various genres.
- Select literature from a variety of genres or authors.

Standard #3:

E1c: The student reads and comprehends *informational materials* to develop understanding and expertise and produces written or oral work that:

Components:

- E1c.1: restates or summarizes information;
E1c.2: relates new information to prior knowledge or experience;
E1c.3: extends ideas;
E1c.4: makes connections to related topics or information.

Examples:

Examples of activities through which students might produce evidence of reading informational material include:

- Summarize text by restating and paraphrasing.
- Incorporate expert opinions into a speech or position paper.
- Develop a proposal based on data obtained from reading informational texts.
- Summarize and expand oral and written presentation using specific/technical vocabulary.
- Use multi-media tools to present information and enhance a project.
- Write a report of information that draws from multiple sources.

- Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.

Standard #4:

E1d: The student demonstrate familiarity with a *variety of public documents* (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:

Components:

- E1d.1: identifies the social context of the document;
- E1d.2: identifies the author's purpose and stance;
- E1d.3: analyzes the arguments and positions advanced and the evidence offered in support of them, or formulates an argument and offers evidence to support it;
- E1d.4: examines or makes use of appeal of a document to audiences both friendly and hostile to the position presented;
- E1d.5: identifies or uses commonly used persuasive techniques.

Examples:

Examples of activities through which students might produce evidence of familiarity with public documents include:

- Summarize and critique two or more local newspaper articles related to same topic or issue.
- Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author
- Write a letter to the editor in response to an editorial or to an article of local or national importance
- Explain a local document to someone who has never heard of it (e.g., a school relative directive, a community related brochure, or an informational pamphlet).
- Make judgments about the clarity, power, and authenticity of a document.
- Compare the effectiveness of one selection in relation to others, and personal experiences.
- Evaluate the use of language patterns and literary devices such as figurative language, dialogue, and symbolism.

Standard #5:

E1e: The student demonstrates familiarity with a *variety of functional documents* (i.e., documents that exist in order to get things done) and produces written or oral work that does one or more of the following:

Components:

E1e.1: identifies the institutional context of the document;
E1e.2: identifies the sequence of activities needed to carry out procedure;
E1e.3: analyzes or uses the formatting techniques used to make a document user-friendly;
E1e.4: identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information.

Examples:

Examples of activities through which students might produce evidence of familiarity with functional documents include:

- Write a memo or conduct a briefing on procedures to be followed on a given situation.
- Produce a manual setting out school rules.
- Revise a set of instructions to improve their clarity.
- Use technology to enhance the layout and design a document.
- Identify and list the details of each day of a planned school-wide event.
- Review and update a section of the student handbook.
- Prepare a brief that succinctly communicates the roles and responsibilities of each member of a student committee.