READING STANDARD ARTICULATED BY GRADE LEVEL

GRADE 12

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts
Demonstrate understanding of print concepts.

(Grades K-3)

Concept 2: Phonemic Awareness
Identify and manipulate the sounds of speech.

(Grades K-3)

Concept 3: Phonics
Decode words, using knowledge of phonics, syllabication, and word parts.

(Grades K-3)

Concept 4: Vocabulary
Acquire and use new vocabulary in relevant contexts.

PO 1. Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).

PO 2. Identify the meaning of metaphors based on literary allusions and conceits.

Concept 5: Fluency
Read fluently.

PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).

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Concept 6: Comprehension Strategies
Employ strategies to comprehend text.

PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).

PO 2. Generate clarifying questions in order to comprehend text.

PO 3. Use graphic organizers in order to clarify the meaning of the text.

PO 4. Connect information and events in text to experience and to related text and sources.

PO 5. Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature
Identify, analyze, and apply knowledge of the structures and elements of literature.

PO 1. *Evaluate the author's use of literary elements:*
- *theme (moral, lesson, meaning, message, view or comment on life),*
- *point of view (e.g., first vs. third, limited vs. omniscient),*
- *characterization (qualities, motives, actions, thoughts, dialogue, development, interactions),*
- *setting (time of day or year, historical period, place, situation), and*
- *plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).*

PO 2. Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.

PO 3. Analyze a writer's word choice and imagery as a means to appeal to the reader's senses and to set the tone, providing evidence from the text to support the analysis.

PO 4. Compare (and contrast) literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme.

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PO 5. Analyze characteristics of sub genres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial.

PO 6. Describe the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature.

PO 7. Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), graphic elements (e.g., line length, punctuation, word position).

Concept 2: Historical and Cultural Aspects of Literature
Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

PO 1*. Describe the historical and cultural aspects found in cross-cultural works of literature.*

PO 2. Relate literary works and their authors to the seminal ideas of their eras.

PO 3. Analyze culturally or historically significant literary works of British and world literature that reflect the major literary periods and traditions.

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Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text
Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

PO 1. Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of expository text.

PO 2. Determine the accuracy and truthfulness of one source of information by examining evidence offered in the material itself and by referencing and comparing the evidence with information available from multiple sources.

PO 3. Evaluate the evidence used to support the author's perspective contained within both primary and secondary sources. (Connected to Research Strand in Writing)

PO 4. Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, biases, and argument.

PO 5. Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection.

Concept 2: Functional Text
Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

PO 1. Analyze how the patterns of organization, hierarchic structures, repetition of key ideas, syntax, and word choice influence the clarity and understandability of functional text.

PO 2. Evaluate the logic within functional text.

Concept 3: Persuasive Text
Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

PO 1. Evaluate the merit of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other sources.

PO 2. Evaluate the effectiveness of an author's use of rhetorical devices in a persuasive argument.

PO 3. *Identify unsupported inferences or fallacious reasoning in arguments advanced in persuasive text.*

PO 4. Evaluate persuasive sources for adherence to ethics.

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