

NativityMiguel Network of Schools

Standards and Benchmarks in Reading for an 8th Grade Graduate

(Adapted 2006)

Team: **Sr. Mary Willette, Principal of San Miguel Middle School of Minneapolis**
 Kim Morcate, Principal of Holy Child Middle School

Students in middle school will develop a habit and enjoyment of reading as they acquire skills and strategies. Reading skills are interrelated and must not be taught independently of one another; rather, skills need to be developed in the context of a core curriculum that applies effective ready strategies to achieve success in all academic areas. Understanding the meaning or point of the text is the essence of reading. Comprehension is a complex process that includes reading to gain information, and responding, analyzing and evaluating that information. Students read a wide range of texts: periodicals, fiction and nonfiction, classic and contemporary works, poetry, and drama. Texts available to students will also span a wide range of levels so that students are able to access materials appropriate to their reading level and fostering on-going growth.

I. Skills and Strategies of the Reading Process

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

To demonstrate competence in the Skills and Strategies of the Reading Process students will:

- A. Acquire and use new vocabulary through direct instruction and independent reading;
- B. Determine meaning of text through the use of root words, antonyms, idioms, homonyms, multi-meaning words and context and graphic clues;
- C. Determine word meaning by using definition, restatement, example, comparison or contrast;
- D. Exhibit fluency including word pronunciation and inflection in reading all forms of text;
- E. Activate prior knowledge when reading text;
- F. Make text-to-self connections;
- G. Draw on their interactions with other readers and writers
- H. Make and then confirm or revise predictions while reading text;

II. Skills and Strategies for Reading to Gain Information

Reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

To demonstrate competence in the Skills and Strategies of Reading to Gain Information students will:

- A. Distinguish among fact, judgment and opinion;
- B. Identify main idea and supporting details in text;
- C. Compare and contrast information;
- D. Paraphrase and summarize text to identify a concept/idea;
- E. Draw conclusions and make inferences based on explicit and implied information;
- F. Read and follow multi-step directions or procedures to complete a task;
- G. Identify commonly used persuasive techniques (Check if in writing standards)

III. Reading for Literary Response and Expression

Reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text. Students read a wide range of literature from many

periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

To demonstrate competence in Literary Response and Expression students will:

- A. Recognize the characteristics of a variety of literary genres;
- B. Identify the elements of fiction and other forms of literary text;
- C. Identify literary devices in a text (simile, metaphor, flashback, foreshadowing, etc.);
- D. Identify recurring themes;
- E. Identify author's point of view and supports it with evidence from the text;
- F. Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;
- G. Make inferences and draw conclusions about events, characters, settings, and themes.
- H. Describe how one text may generate multiple interpretations;

IV. Reading for Critical Analysis and Evaluation

Reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on point of view.

To demonstrate competence in Critical Analysis and Evaluation of text students will:

- A. Analyze and evaluate the relationships among elements of fiction;
- B. Analyze a character's traits, point of view, emotions and motivations and giving supporting evidence from the text;
- C. Analyze and evaluate how figurative language and literary devices contribute to the meaning of a text;
- D. Respond to literature using ideas and details from the text to support reactions and make literary connections;
- E. Draws the texts together to compare and contrast themes, characters, and ideas.

V. Reading for enjoyment

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace in a faithful, just way; and for personal fulfillment.

To demonstrate a habit and enjoyment of reading students will:

- A. Choose books voluntarily that are appropriate for interest and reading level
- B. Recommend books to peers and adults
- C. Exhibit ability to do sustained, silent reading
- D. Engage in conversation about books read
- E. Exhibit enthusiasm for and dedication to reading books