

# Strategic Reading

## Grade 10

Draft 2010



The Howard County Public School System • Ellicott City, Maryland  
Sydney L. Cousin, Superintendent

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## Strategic Reading Grade 10 Essential Curriculum

### **UNIT I: Connections to Reading**

#### **Goal 1. The student will demonstrate the ability to read text accurately. (Decoding)**

Objective—The student will be able to:

- a. Apply a variety of decoding skills (syntactic, semantic, and graphophonic) to read unfamiliar words.
- b. Decode words in text by
  - sounding out word parts.
  - dividing words into familiar parts including roots, affixes, compounds, contractions, possessives, and inflectional endings.
  - recognizing high frequency or sight words with accuracy.
  - using structural analysis, i.e., syllabication rules.
  - reading high frequency and sight words with accuracy.
- c. Reread and self-correct while reading.
- d. Use context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction.

#### **Goal 2. The student will demonstrate the ability to read text with accuracy and appropriate pacing, intonation, and expression. (Fluency)**

Objective—The student will be able to:

- a. Apply knowledge of word structures and patterns to read with automaticity.
- b. Demonstrate appropriate use of chunking by
  - recognizing language patterns, symbols, and structures that signal meaning in text.
  - using punctuation cues to guide meaning and expression to increase fluency.
  - using pacing and intonation to provide automaticity.
- c. Read text fluently.

#### **Goal 3. The student will demonstrate the ability to acquire, understand, and use new vocabulary. (Vocabulary)**

Objective—The student will be able to:

- a. Identify and use word structure to infer word meaning from word parts in order to build comprehension and oral fluency (affixes and root words).
- b. Explain relationships between and among words (antonyms, synonyms, homonyms, affixes and root words).
- c. Use context (words, phrases, sentences, or syntax) to determine meaning.

- d. Identify and demonstrate an understanding of test-taking vocabulary in variety of texts and situations.
- e. Use new vocabulary in speaking and writing to gain and extend content knowledge in all core content areas.

**Goal 4. The student will demonstrate the ability to apply appropriate strategies in order to gain meaning from text. (Comprehension)**

Objective—The student will be able to:

- a. Monitor reading for meaning and articulate if comprehension has not occurred.
- b. Explain and demonstrate what strategic readers do before, during, and after reading text.
  1. Infer
  2. Predict
  3. Question
  4. Make connections
  5. Visualize
  6. Summarize
- c. Determine appropriate reading strategies based on
  - type of text (literary vs. informational).
  - text structures and features.
  - familiarity with content.
  - recognize difficulty of text.
- d. Practice applied strategies in order to build on schema.
- e. Analyze a variety of texts and determine how schema impacts comprehension.
- f. Identify roadblocks and apply fix-up strategies by
  - making connections to text/self/world.
  - adjusting reading rate.
  - visualizing.
  - rereading.
  - stopping and thinking about what has been read.
  - creating a question about the text and respond.
  - recognizing patterns in text structure.

**Goal 5. The student will demonstrate the ability to recognize him or herself as reader and learner. (Reader Identity)**

Objective—The student will be able to:

- a. Participate in maintaining a safe classroom community that encourages risk taking.
- b. Reflect on personal reading histories.
- c. Identify personal reading interests and select books accordingly.
- d. Recognize learning styles that promote success in the classroom.
- e. Focus attention, attend to distractions, and organize time in order to become an effective reader and learners.

- f. Understand how making thinking visible (metacognition, think-alouds, talking to the text) helps the reader solve problems.
- g. Identify the connection between literacy and power.

## **UNIT 2: Reflecting on History**

### **Goal 1. The student will demonstrate the ability to read historical text accurately. (Decoding)**

Objective—The student will be able to:

- g. Apply a variety of decoding skills (syntactic, semantic, and graphophonic) to read unfamiliar words.
- b. Decode words in text by
  - sounding out word parts.
  - dividing words into familiar parts including roots, affixes, compounds, contractions, possessives, and inflectional endings.
  - recognizing high frequency or sight words with accuracy.
  - using structural analysis, i.e. syllabication rules.
  - reading high frequency and sight words with accuracy.
- c. Reread and self-correct while reading.
- d. Use context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction.

### **Goal 2. The student will demonstrate the ability to read historical text with accuracy and appropriate pacing, intonation, and expression. (Fluency)**

Objective—The student will be able to:

- a. Apply knowledge of word structures and patterns to read with automaticity.
- b. Demonstrate appropriate use of chunking by
  - recognizing language patterns, symbols, and structures that signal meaning in text.
  - using punctuation cues to guide meaning and expression to increase fluency.
  - using pacing and intonation to provide automaticity.
- c. Read text fluently.

### **Goal 3. The student will demonstrate the ability to acquire, understand, and use new vocabulary related to history. (Vocabulary)**

Objective—The student will be able to:

- a. Identify and use unfamiliar history vocabulary by
  - sorting and defining history vocabulary words identified in context.
  - applying knowledge of affixes and roots to aid in comprehension and development of vocabulary related to history.
- b. Explain relationships between and among words (antonyms, synonyms,

- homonyms, affixes and root words).
- c. Use context (words, phrases, sentences, or syntax) to determine the meanings of words.
  - d. Use historical vocabulary-related terminology in written and oral responses by
    - comparing, contrasting, and interpreting terms.
    - analyzing graphs, timelines, and charts.

**Goal 4: The student will demonstrate the ability to comprehend and interpret a variety of historical texts, articles, periodicals, charts, and graphs. (Comprehension)**

Objective 1—The student will prepare for reading, viewing, and listening to historical text by

- accessing schema/prior knowledge related to historical text.
- formulating questions appropriate to historical text.
- making predictions related to topics, ideas, events or themes found in historical text.

Objective 2—The student will be able to monitor comprehension while reading, viewing, and listening to historical text by

- identifying and analyzing the relevance of text features to aid in the understanding of historical text.
- identifying the organizational pattern in the text and explain how the patterns support understanding of historical text.
- making connections between the ideas in the text and previous knowledge.
- summarizing information from historical text, graphs, charts, illustrations, and diagrams.
- modifying predictions of related topics, ideas, events, or themes found in historical text.
- using context clues to understand history-related vocabulary.

Objective 3—The student will be able to confirm understanding after reading, viewing, and listening to historical text by

- summarizing significant ideas in an historical text.
- confirming or refuting predictions of related topics, ideas, events, or themes found in historical text.
- analyzing and synthesizing information and ideas from historical texts.
- responding to various critical thinking questions:
  - Literal
  - Inferential
  - Interpretive
  - Evaluative.

Objective 4—The student will be able to demonstrate the ability to use critical reading strategies to comprehend and interpret a variety of historical texts, timelines, graphs, pictures, and maps when

- taking notes.
- connecting new information to relevant schema.
- creating and using a generated list of strategies to clarify historical texts and ideas.
- using visuals to support understanding of historical texts.
- responding to questions using evidence from the text.

Objective 5—The student will be able to determine the relationships among the format, structure, and meaning of historical text by

- recognizing text signals.
- using context clues.
- identifying ideas in complex sentences.
- identifying text structures:
  - Cause/effect
  - Problem/solution
  - Similarities/difference
  - Main idea/supporting ideas
  - Order of importance
  - Chronological order
  - Geographical order.
- analyzing and evaluating the contribution of the organizational pattern to clarify and reinforce meaning and support the author’s purpose and /or argument.

Objective 6—The student will be able to demonstrate the ability to build understanding and knowledge about the discipline of history by

- identifying and analyzing the characteristics of historical primary and secondary sources.
- analyzing the author’s argument, viewpoint, or perspective.
- synthesizing ideas and concepts presented in historical text.
- using historical textual evidence to respond to a variety of questions.
- identifying and analyzing the relationship between past, present, and future historical events.
- using textual evidence to formulate and support a position concerning an historical issue.
- explaining the implications of the text or how someone might use the text:
  - Application of the text for personal or content-specific use
  - Analyze topics and ideas within a text or across texts or sources and their implications for readers or contemporary society.

### **UNIT 3: Exploring Science**

#### **Goal 1. The student will demonstrate the ability to read science text accurately. (Decoding)**

Objective—The student will be able to:

- a. Apply a variety of decoding skills (syntactic, semantic, and graphophonic) to read unfamiliar words.
- b. Decode words in text by
  - sounding out word parts.
  - dividing words into familiar parts including roots, affixes, compounds, contractions, possessives, and inflectional endings.
  - recognizing high frequency or sight words with accuracy.
  - using structural analysis, i.e. syllabication rules.
  - reading high frequency and sight words with accuracy.
- c. Reread and self-correct while reading.
- d. Use context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction.

#### **Goal 2. The student will demonstrate the ability to read science text with accuracy and appropriate pacing, intonation, and expression. (Fluency)**

Objective—The student will be able to:

- a. Apply knowledge of word structures and patterns to read with automaticity.
- b. Demonstrate appropriate use of chunking by
  - recognizing language patterns, symbols, and structures that signal meaning in text.
  - using punctuation cues to guide meaning and expression to increase fluency.
  - using pacing and intonation to provide automaticity.
- c. Read text fluently.

#### **Goal 3. The student will demonstrate the ability to acquire, understand, and use new vocabulary related to science (Vocabulary)**

Objective—The student will be able to:

- a. Identify and use unfamiliar history vocabulary by
  - sorting and defining science vocabulary words identified in context.
  - applying knowledge of affixes and roots to aid in comprehension and development of vocabulary related to science.
- b. Explain relationships between and among words (antonyms, synonyms, homonyms, affixes and root words).
- c. Use context (words, phrases, sentences, or syntax) to determine the meanings of words.
- d. Use science vocabulary-related terminology in written and oral responses

when

- comparing, contrasting, and interpreting terms.
- analyzing graphs, timelines, and charts.

**Goal 4: The student will demonstrate the ability to comprehend and interpret a variety of scientific texts, i.e. articles, periodicals, charts, and graphs.  
(Comprehension)**

Objective 1—The student will be able to prepare for reading, viewing, and listening to scientific text by

- accessing prior knowledge (schema) related to science text.
- formulating questions appropriate to science text.
- making predictions related to topics, ideas, events, or themes found in science text.

Objective 2—The student will be able to monitor comprehension while reading, viewing and listening to science text by

- identifying the relevance of text features (graphs, charts, diagrams) to aid in the understanding of science text.
- identifying the organizational pattern in the text and explain how it supports understanding of science text.
- making connections between the ideas in the text and prior knowledge (schema).
- summarizing information from science text, graphs, charts, and diagrams.
- modifying predictions of related topics, ideas, events, or themes found in science text.
- using context clues to understand science related vocabulary.

Objective 3—The student will be able to confirm comprehension after reading, viewing, and listening to science text by

- summarizing significant ideas in a science text.
- confirming or refuting predictions of related topics, ideas, events, or themes found in science text.
- analyzing and synthesizing information and ideas from science texts
- responding to various critical thinking questions:
  - Literal
  - Inferential
  - Interpretive
  - Evaluative.

Objective 4—The student will be able to use critical reading strategies to comprehend and interpret a variety of science texts, graphs, charts, and diagrams when

- taking notes to support understanding and recall of text.
- connecting new information to relevant prior knowledge (schema).
- creating and using a generated list of strategies to clarify scientific text and ideas.
- using graphs, charts, and other visuals to represent scientific content and ideas.
- responding to questions about text with evidence to support scientific claim.
- sequencing the scientific process.

Objective 5—The student will be able to determine the relationships among the format, structure, and meaning of informational text by

- using text signals that are relevant for scientific text structures.
- using context clues, schema, and chunking to re-define familiar terms used in unfamiliar ways.
- identifying ideas found in complex sentences.
- identifying and using predictable ways science text is structured in order to understand text:
  - Classification and definitions
  - Structure and function
  - Process and interaction
  - Claim, evidence, and procedure.

Objective 6—The student will be able to build understanding and knowledge about the discipline of science by

- demonstrating the understanding and function of scientific documents.
- reading and creating a variety of documents (reports, tables, graphs, illustrations, and visuals).
- using scientific names and labels to communicate precisely about the scientific process and structures.
- understanding scientific inquiry and applying to personal investigation by utilizing:
  - Cycles of questions
  - Making observations
  - Explaining and evaluating observations
- identifying and analyzing growth in comprehending scientific text.

## **UNIT 4: Responding to Fiction**

### **Goal 1. The student will demonstrate the ability to read fiction text accurately. (Decoding)**

Objective—The student will be able to:

- a. Apply a variety of decoding skills (syntactic, semantic, and graphophonic) to read unfamiliar words.
- b. Decode words in text by
  - sounding out word parts.
  - dividing words into familiar parts including roots, affixes, compounds, contractions, possessives, and inflectional endings.
  - recognizing high frequency or sight words with accuracy.
  - using structural analysis, i.e. syllabication rules.
  - reading high frequency and sight words with accuracy.
- c. Reread and self-correct while reading.
- d. Use context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction.

### **Goal 2. The student will demonstrate the ability to read text with accuracy and appropriate pacing, intonation, and expression. (Fluency)**

Objective—The student will be able to:

- a. Apply knowledge of word structures and patterns to read with automaticity.
- b. Demonstrate appropriate use of chunking by
  - recognizing language patterns, symbols, and structures that signal meaning in text.
  - using punctuation cues to guide meaning and expression to increase fluency.
  - using pacing and intonation to provide automaticity.
- c. Applying learned strategies to enhance the ability to read text fluently.

### **Goal 3. The student will demonstrate the ability to acquire, understand, and use new vocabulary related to fiction. (Vocabulary)**

Objective —The student will be able to:

- a. Identify and use word structure to infer word meaning from word parts in order to build comprehension and oral fluency (affixes and root words).
- b. Explain relationships between and among words (antonyms, synonyms, homonyms, affixes, and root words).
- c. Use context (words, phrases, sentences, or syntax) to determine meaning.
- d. Use new vocabulary in speaking and writing to gain and extend content knowledge in English and reading.

**Goal 4: The student will demonstrate the ability to comprehend and interpret a variety of fictional text. (Comprehension)**

Objective 1—The student will be able to prepare for reading, viewing, and listening to fictional text by

- accessing schema/prior knowledge related to text.
- formulating questions appropriate to text.
- predicting the development of topics, ideas, events and/or themes that might logically occur in text.

Objective 2—The student will be able to monitor comprehension while reading, viewing, and listening to fictional text by

- identifying the relevance of text features to aid in the understanding of text.
- identifying the organizational pattern in the text and explain how it supports the understanding of text.
- modifying predictions about topics, ideas, events, and/or themes in text.
- making connections between the ideas in the text and prior knowledge (schema).
- summarizing information from fictional text, photographs, and illustrations.
- using context clues to understand vocabulary in text.

Objective 3—The student will be able to confirm comprehension after reading, viewing, and listening to fictional text by

- verifying the predicted development, topics, or ideas that might logically be included in extended text.
- summarizing significant ideas in a text.
- analyzing and synthesizing information and ideas from a text.
- responding to various critical thinking questions:
  - Literal
  - Inferential
  - Interpretive
  - Evaluative.

Objective 4—The student will be able to recognize the significance of fictional elements of a text by

- identifying and analyzing the events of the plot:
  - Exposition
  - Rising action
  - Climax or turning point
  - Resolution.
- analyzing and assessing the characters' defining traits, motivations, and developments throughout the text.
- analyzing and interpreting details that provide clues to the setting, the mood created by the setting, and the role the setting plays in the text.
- analyzing and interpreting conflicts that motivate the characters and those that serve to advance the plot.

- analyzing and assessing language choices that create tone.
- analyzing and assessing the point of view by:
  - making connections between the point of view and meaning.
  - drawing conclusions about the narrator based on his or her thoughts and/or observations.

Objective 5—The student will be able to recognize the critical or central idea(s) of a text by

- analyzing and interpreting main ideas and universal themes (experiences, emotions, issues, and ideas in a text that give rise to universal themes).
- analyzing and contrasting similar themes across texts.
- reflecting on and explaining personal connections to the text.
- explaining and/or extending ideas and issues of the text that may have implications for readers and contemporary society.