

Power Benchmarks

Language Arts Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Sixth Grade Content Area Reading

Content Area Reading Power Benchmark: Students will be able to use a wide range of strategies to comprehend literary and informational texts.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Use content area comprehension strategies before, during, and after reading.	<ul style="list-style-type: none"> • Content area comprehension strategies 	<ul style="list-style-type: none"> • Use read-alouds. • Use think-alouds. • Employ written responses to text. • Use questioning strategies. • Use graphic organizers. • Use vocabulary strategies. • Create mental images. • Activate prior knowledge. • Synthesize information. 	<p>Applebee, Arthur, et al. <u>Literature and Language</u>. New York: McDougal Littell, 2001.</p> <p>Strickland, et al. <u>HBJ Language</u>. (Purple Level) New York: Harcourt Brace Jovanovich, 1990.</p>
b. Employ specific vocabulary development strategies before, during, and after reading.	<ul style="list-style-type: none"> • Vocabulary development strategies 	<ul style="list-style-type: none"> • Use word walls. • Use graphic organizers 	<ul style="list-style-type: none"> • <u>Mummies, Tombs, Treasures</u>: © 1987 • <u>Cages</u>: © 1993 • <u>Stepping on the Cracks</u>: © 1992 • <u>Devil's Arithmetic</u>: © 1990 • <u>The Magnificent Mummy Maker</u>: © 1995 • <u>Maniac Magee</u>: © 1992 • <u>Ghost in the House</u>: © 1993 • <u>Zlata's Diary</u>: © 1995 • <u>The Watsons Go to Birmingham—1963</u>: © 1995 • <u>Orphan Train Rider</u>: © 1996 • <u>Small Steps: The Year I</u>
c. Use text to determine main idea.	<ul style="list-style-type: none"> • Main idea/point • Author's purpose • Emphasized ideas • Convey 	<ul style="list-style-type: none"> • Clarify the main idea by asking and responding to a variety of text-related questions. 	
d. Use text to draw conclusions and make inferences.	<ul style="list-style-type: none"> • Text • Inference • Personal interpretation • Draw conclusions 	<ul style="list-style-type: none"> • Use stated information to draw conclusions about the text. • Give a personal interpretation of the text. • Form a "best guess" about the evidence in the text. 	
e. Distinguish between relevant and irrelevant information.	<ul style="list-style-type: none"> • Relevant • Irrelevant 	<ul style="list-style-type: none"> • Paraphrase text to eliminate irrelevant material. • Identify parts of text which support the main idea (relevancy). 	
f. Restate text to synthesize information.	<ul style="list-style-type: none"> • Synthesize • Restate • Paraphrase • Indicate 	<ul style="list-style-type: none"> • Restate ending to show understanding. • List questions and search for text answers to support comprehension. 	

			<p><u>Got Polio</u>: © 1996</p> <ul style="list-style-type: none"> • READ 180 Resources
g. Read grade level material with fluency.	<ul style="list-style-type: none"> • Accuracy • Prosody • Rate 	<ul style="list-style-type: none"> • Reads orally with fluency • teacher read alouds (modeling) • repeated/performance readings: poetry, scripts, speeches, monologues, dialogues, song lyrics, radio reading • assisted reading: choral reading, paired reading, use of recorded material, echo reading 	<ul style="list-style-type: none"> • Johns, Jerry. <u>Basic Reading Inventory</u>, current edition

Seventh Grade Content Area Reading

Content Area Reading Power Benchmark: Students will be able to use a wide range of strategies to comprehend literary and informational texts.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Use content area comprehension strategies before, during, and after reading.	<ul style="list-style-type: none"> • Content area comprehension strategies • Synthesize 	<ul style="list-style-type: none"> • Use read-alouds. • Use think-alouds. • Employ written responses to text. • Use questioning strategies. • Use graphic organizers. • Use vocabulary strategies. • Create mental pictures. • Synthesize information. 	<p>Applebee, Arthur, et al. <u>Literature and Language</u>. (Red Level) New York: McDougal Littell, 1994.</p> <p>Curtis, Christopher Paul. <u>Bud, Not Buddy</u>. Logan: Perfection Learning, 1999.</p>
b. Employ specific vocabulary development strategies before, during, and after reading.	<ul style="list-style-type: none"> • Vocabulary development strategies • Word walls 	<ul style="list-style-type: none"> • Use word walls. • Use graphic organizers. 	<p>Sacher, Louis. <u>Holes</u>. Logan: Perfection Learning, 1998.</p>
c. Distinguish between relevant and irrelevant information to support understanding.	<ul style="list-style-type: none"> • Extraneous • Relevant • Irrelevant • Evaluate • Literal question 	<ul style="list-style-type: none"> • Eliminate extraneous information to determine the main idea. • Evaluate text for relevance. • Answer a literal question using relevant text information. 	<p>Spinelli, Jerry. <u>Crash</u>. Logan: Perfection Learning, 1996.</p>
d. Determine main idea.	<ul style="list-style-type: none"> • Main idea • Supporting details • Summarize 	<ul style="list-style-type: none"> • Use text information to determine the main idea. • Use supporting details to identify the main idea. 	<p>Strickland, et al. <u>HBJ Language</u>. (Brown Level) New York: Harcourt Brace Jovanovich, 1990.</p>
e. Draw and support conclusions	<ul style="list-style-type: none"> • Restate 	<ul style="list-style-type: none"> • Restate important information from the text. 	

using text references.	<ul style="list-style-type: none"> • Text • Text references • Conclusions • Reflect 	<ul style="list-style-type: none"> • Reflect on what has been learned after reading and draw a conclusion. 	
f. Make and support inferences based upon text references.	<ul style="list-style-type: none"> • Inferences • Literal 	<ul style="list-style-type: none"> • Make and support an inference about the main idea(s) in the text. • Go beyond what the text literally says to deepen understanding. 	
g. Understand the meaning of a word in context.	<ul style="list-style-type: none"> • Context • Word origin • Base/root word • Prefix/suffix • Antonyms • Synonyms • Homonyms 	<ul style="list-style-type: none"> • Use knowledge of root/base words and affixes to determine the meaning of unknown words. • Recognize and interpret words with multiple meanings to select correct meaning within a given context. 	
h. Read grade level material with fluency.	<ul style="list-style-type: none"> • Accuracy • Prosody • Rate 	<ul style="list-style-type: none"> • Reads orally with fluency • teacher read alouds (modeling) • repeated/performance readings: poetry, scripts, speeches, monologues, dialogues, song lyrics, radio reading • assisted reading: choral reading, paired reading, use of recorded material, echo reading 	Johns, Jerry. <u>Basic Reading Inventory</u> , Current Edition.

Eighth Grade Content Area Reading

Content Area Reading Power Benchmark: Students will be able to use a wide range of strategies to comprehend literary and informational texts.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Transfer text ideas to new contexts.	<ul style="list-style-type: none"> • Text • Transfer • Context • Figurative language • Literal language • Sensory images 	<ul style="list-style-type: none"> • Use figurative and non-figurative language to make an interpretation from the text. • Relate text to personal, historical, literary, or real-world situations. • Create mental images. • Synthesize information. 	Applebee, Arthur, et al. <u>Literature and Language</u> . (Green Level) New York: McDougal Littell, 1994.
b. Use content area comprehension strategies before, during, and after reading.	<ul style="list-style-type: none"> • Content area comprehension strategies 	<ul style="list-style-type: none"> • Use read-alouds. • Use think-alouds. • Employ written responses to text. • Use questioning strategies. 	Strickland, et al. <u>HBJ Language</u> . (Orange Level) New York: Harcourt Brace Jovanovich, 1990.

		<ul style="list-style-type: none"> • Use graphic organizers. • Use vocabulary strategies. • Activate prior knowledge. 	
c. Employ specific vocabulary development strategies before, during, and after reading.	<ul style="list-style-type: none"> • Vocabulary development strategies • Word walls 	<ul style="list-style-type: none"> • Use word walls. • Use graphic organizers. 	
d. Distinguish between relevant and irrelevant information in written text to support comprehension.	<ul style="list-style-type: none"> • Evaluate • Extraneous • Relevant • Irrelevant • Literal questions • Inferential/interpretive/critical questions 	<ul style="list-style-type: none"> • Evaluate information for relevance. • Eliminate extraneous information to determine main idea. • Answer literal, inferential/interpretive, and critical questions to demonstrate text comprehension. 	
e. Make and support inferences using explicit and implicit information.	<ul style="list-style-type: none"> • Inferences • Implicit • Explicit 	<ul style="list-style-type: none"> • Make and support inferences with text and experiential clues. 	
f. Determine and explain main idea(s).	<ul style="list-style-type: none"> • Main idea • Paraphrase 	<ul style="list-style-type: none"> • Use text information to identify and support main idea(s). 	
g. Draw and support conclusions using explicit and implicit text information.	<ul style="list-style-type: none"> • Draw conclusions • Support conclusions • Explicit/implicit 	<ul style="list-style-type: none"> • Compare and contrast to draw a conclusion based on a specific prompt using text as supporting evidence. 	
h. Determine meaning of unfamiliar words and phrases using context clues.	<ul style="list-style-type: none"> • Context • Base/root word • Prefix/suffix • Antonyms • Synonyms • Homonyms 	<ul style="list-style-type: none"> • Define a word using context clues from text. • Recognize and interpret words with multiple meanings. • Apply knowledge of roots and affixes to determine meaning within context. 	
i. Read grade level material with fluency.	<ul style="list-style-type: none"> • Accuracy • Prosody • Rate 	<ul style="list-style-type: none"> • Reads orally with fluency • teacher read alouds (modeling) • repeated/performance readings: poetry, scripts, speeches, monologues, dialogues, song lyrics, radio reading • assisted reading: choral reading, paired reading, use of recorded material, echo reading 	Johns, Jerry. <u>Basic Reading Inventory</u> . Current Edition.

9th-10th Grade Content Area Reading

Content Area Reading Power Benchmark: *Students will be able to use a wide range of strategies to comprehend literary and informational texts.*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Use contextual clues to define unfamiliar words and phrases.	<ul style="list-style-type: none"> • contextual clues 	<ul style="list-style-type: none"> • Define new and unfamiliar words using print information. 	Applebee, et al. <u>The Language of Literature 9</u> . McDougal Littell, 2002.
b. Predict and generate questions to be answered during reading.	<ul style="list-style-type: none"> • predict • foreshadowing • question • engagement 	<ul style="list-style-type: none"> • Formulate questions before and during reading. • Demonstrate engagement in the reading process by varied responses. • Utilize prediction and speculation techniques. 	Benitez, Sandra. <u>A Place Where the Sea Remembers</u> . Cather, Willa. <u>My Antonia</u> .
c. Employ specific vocabulary development strategies before, during, and after reading.	<ul style="list-style-type: none"> • root words • affixes • contextual clues • homonyms • antonyms • synonyms • mental images 	<ul style="list-style-type: none"> • Develop knowledge of important root words. • Develop knowledge of important prefixes and suffixes. • Define new and unfamiliar words using varied methods. • Create mental images while reading. 	Cormier, Robert. <u>The Chocolate War</u> . Dickens, Charles. <u>Great Expectations</u> . Guy, Rosa. <u>The Friends</u> . Head, Bessie. <u>When Rain Clouds Gather</u> .
d. Use content area comprehension strategies before, during, and after reading.	<ul style="list-style-type: none"> • anticipation guide • graphic organizers • outlining • note taking • mental images • previewing text and vocabulary • skimming and scanning • KWL method • summarizing and paraphrasing • read-alouds • think-alouds 	<ul style="list-style-type: none"> • Employ reading strategies that can be used in a wide variety of literary and informational texts. • Increase vocabulary and usage of new words in writing and speaking. • Employ questioning techniques to read effectively. • Employ graphic organizers to aid in comprehension. • Create mental images while reading. • Employ read-alouds to increase comprehension. • Employ think-alouds to increase comprehension. 	Houston, Jeanne. <u>Farewell to Manzanar</u> . Zindel, Paul. <u>Pigman</u> . Freshman Honors English: Applebee, et al. <u>The Language of Literature 9</u> . McDougal Littell, 2002. Great Books Foundation. <u>Series 9</u> . Anderson, Laurie. <u>Speak</u> . Cormier, Robert. <u>The Chocolate War</u> . Crutcher, Chris. <u>Staying Fat for Sarah Byrnes</u> .
e. Use text to make and support inferences and conclusions.	<ul style="list-style-type: none"> • conclusions • inferences • text information 	<ul style="list-style-type: none"> • Draw and support conclusions based on text information. • Make inferences about elements of text in response to structured prompts. • Support inferences through textual references or personal knowledge and experience. 	Crutcher, Chris. <u>Stotan!</u> Dickens, Charles. <u>Great Expectations</u> . Golding, William. <u>Lord of the Flies</u> .

		<ul style="list-style-type: none"> • Make and support inferences about literary characters based on text evidence and prior knowledge. 	Oates, Joyce Carol. <u>Big Mouth & Ugly Girl</u> .
f. Use stated or paraphrased text information to derive meaning.	<ul style="list-style-type: none"> • restate • paraphrase • summarize 	<ul style="list-style-type: none"> • Answer literal questions about text using stated or paraphrased information. • Summarize stated or paraphrased information. 	Orwell, George. <u>Animal Farm</u> . Salinger, J.D. <u>Catcher in the Rye</u> .
g. Use relevant information to support understanding.	<ul style="list-style-type: none"> • relevant • irrelevant 	<ul style="list-style-type: none"> • Locate relevant facts and details in text. 	Shelley, Mary. <u>Frankenstein</u> .
h. Read and analyze technical and informational materials.	<ul style="list-style-type: none"> • manuals • textbooks • technical • Internet 	<ul style="list-style-type: none"> • Use specific reading skills and strategies to identify text structure. • Use specific reading skills and strategies to identify main ideas and make generalizations. • Use specific reading skills and strategies to distinguish relevant and irrelevant information. • Apply information from the text to real-world situations. 	Literacy Cadre resources and strategies.
h. Read grade level material with fluency.	<ul style="list-style-type: none"> • Accuracy • Prosody • Rate 	<ul style="list-style-type: none"> • Reads orally with fluency • teacher read alouds (modeling) • repeated/performance readings: poetry, scripts, speeches, monologues, dialogues, song lyrics, radio reading • assisted reading: choral reading, paired reading, use of recorded material, echo reading 	Johns, Jerry. <u>Basic Reading Inventory</u> , Current Edition.

11th - 12th Grade Content Area Reading

Content Area Reading Power Benchmark: Students will be able to use a wide range of strategies to comprehend literary and informational texts.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Use contextual clues to define unfamiliar words and phrases.	<ul style="list-style-type: none"> • contextual clues 	<ul style="list-style-type: none"> • Define new and unfamiliar words using print information 	American Readings: Applebee, Arthur, et al. <u>Literature and Language</u> . New York: McDougal Littell, 1991. Potter, Robert. <u>Globe Literature</u> . New York: Globe Fearon, 1990. American Literature: Applebee, Arthur. <u>The Language of Literature</u> . New York: McDougal Littell,
b. Predict and generate questions to be answered during reading.	<ul style="list-style-type: none"> • predict • foreshadowing • engagement • question 	<ul style="list-style-type: none"> • Formulate questions before and during reading. • Demonstrate engagement in the reading process by varied responses. 	
c. Employ specific vocabulary development strategies before, during, and after	<ul style="list-style-type: none"> • root words • affixes • contextual clues 	<ul style="list-style-type: none"> • Develop knowledge of important root words. • Develop knowledge of important prefixes 	

reading.	<ul style="list-style-type: none"> • homonyms • antonyms • synonyms • mental images 	<ul style="list-style-type: none"> • and suffixes. • Define new and unfamiliar words using varied methods. • Create mental images while reading 	<p>2000.</p> <p>Steinbeck, John. <u>Of Mice and Men</u>. New York: Econo-Clad, 1987.</p> <p>American Authors:</p>
d. Use content area comprehension strategies before, during, and after reading.	<ul style="list-style-type: none"> • anticipation guide • graphic organizers • outlining • note taking • previewing text and vocabulary • skimming and scanning • KWL method • summarizing and paraphrasing • read-alouds • think-alouds • mental images 	<ul style="list-style-type: none"> • Employ reading strategies with a wide variety of literary and informational texts. • Increase vocabulary and usage of new words in writing and speaking. • Employ questioning techniques to read effectively. • Employ graphic organizers to aid in comprehension. • Employ read-alouds to increase comprehension. • Use think-alouds to increase comprehension. • Create mental images while reading. 	<p>Carlson, Robert M. <u>American Literature: A Chronological Approach</u>. New York: Glencoe, McGraw Hill, 1985.</p> <p>Twain, Mark. <u>Adventures of Huckleberry Finn</u>. New York: Econo-Clad, 1989.</p> <p>Miller, Arthur. <u>Death of a Salesman</u>. New York: Econo-Clad, 1976.</p> <p>Fitzgerald, F. Scott. <u>The Great Gatsby</u>. New York: Econo-Clad, 1985.</p> <p>Hemingway, Ernest. <u>Old Man and the Sea</u>. New York: Econo-Clad, 1986.</p> <p>Hansberry, Lorraine. <u>A Raisin in the Sun</u>. New York: Econo-Clad, 1984.</p> <p>Hawthorne, Nathaniel. <u>The Scarlet Letter</u>. New York: Permabound, 1987.</p>
e. Read, analyze, and demonstrate understanding of printed material.	<ul style="list-style-type: none"> • conclusion • inference • deduction • fact and opinion • assumption 	<ul style="list-style-type: none"> • Draw and support conclusions based on text information. • Make inferences about elements of text in response to structured prompts. • Support inferences through textual references or personal knowledge and experience. • Make and support inferences about literary characters based on text evidence and prior knowledge. 	<p>U.S. Cultural Tapestry:</p> <p><u>Multicultural Perspectives</u>. New York: McDougal Littell, 1983.</p> <p>Classical Literature:</p> <p>Albert, et al. <u>World Literature</u>. New York: Holt, Rinehart, Winston, 1993.</p> <p>Contemporary Ideas:</p> <p><u>USA Today</u></p> <p>Lee, Harper. <u>To Kill a Mockingbird</u>. New York: Permabound, 1978.</p>
f. Use stated or paraphrased text information to derive meaning.	<ul style="list-style-type: none"> • restate • paraphrase • summarize 	<ul style="list-style-type: none"> • Answer literal questions about text using stated or paraphrased information. • Summarize stated or paraphrased information. 	<p>AP English:</p> <p>Pickering, James. <u>Literature</u>, 5th Ed. New York: McMillan, 1986.</p> <p>Guided Lit. Projects:</p> <p>No text.</p>
g. Use relevant information to support understanding.	<ul style="list-style-type: none"> • relevant • irrelevant 	<ul style="list-style-type: none"> • Answer literal questions about text using relevant information. 	<p>In the Spirit of Poetry</p> <p>No text</p>

<p>h. Read and analyze technical and informational materials.</p>	<ul style="list-style-type: none"> • manuals • textbooks • Internet • technical 	<ul style="list-style-type: none"> • Use specific reading skills and strategies to identify main ideas and make generalizations. • Use specific reading skills and strategies to distinguish relevant and irrelevant information. • Apply information from the text to real-world situations. 	
<p>i. Read grade level material with fluency.</p>	<ul style="list-style-type: none"> • Accuracy • Prosody • Rate 	<ul style="list-style-type: none"> • Reads orally with fluency • teacher read alouds (modeling) • repeated/performance readings: poetry, scripts, speeches, monologues, dialogues, song lyrics, radio reading • assisted reading: choral reading, paired reading, use of recorded material, echo reading 	<p>Johns, Jerry. <u>Basic Reading Inventory</u>, Current Edition.</p>