

Grade 9 - E1 Reading

Reading is a process that includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a 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.

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade nine (1000L-1200L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

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.*

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:

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

E1b.2 supports assertions with elaborated and convincing evidence;

E1b.3 draws the texts 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 of activities through which students might produce evidence of reading comprehension include:

- ❑ *Write a saturation report (a report that recounts information on a topic gathered by a student over a period of time.)*

- ❑ *Construct a book review.*
- ❑ *Construct a review of two works by the same author.*
- ❑ *Produce a literary response paper.*
- ❑ *Produce a research report.*
- ❑ *Participate in formal or informal book talks; e.g. Socratic seminar and literature circles.*
- ❑ *Create an annotated book list organized according to author, theme, or genre.*

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

E1c.1 restates or summarizes information;

E1c.2 relates new information to prior knowledge or experience;

E1c.3 extends ideas;

E1c.4 makes a connection to related topics or information.

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

- ❑ *Use information to support or enhance a project.*
- ❑ *Write a report of information that draws from multiple sources.*
- ❑ *Incorporate expert opinions into a speech or position paper.*
- ❑ *Use informational materials to reach a conclusion regarding a controversial topic.*
- ❑ *Use information to support or enhance a project.*
- ❑ *Develop a portfolio of materials regarding a student’s hobby or personal interest.*
- ❑ *Summarize key points and issues of an historical or artistic exhibit.*
- ❑ *Write a report that analyzes several historical records of a single event and attempts to understand the reasons for the similarities and differences.*