

9th-10th Grade Academic Content Standards for English Language Arts

Standard: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

	Grade Level Indicator	Implementation Plan
Comprehension Strategies	1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	<ul style="list-style-type: none"> • In discussions of readings, ask for predictions, comparisons, recall of details, summaries, inferences and conclusions, as appropriate with any text. • Require short writings applying such strategies. • Incorporate such Qs into tests and quizzes.
	2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	<ul style="list-style-type: none"> • In discussions, ask literal, inferential, evaluative and synthesizing Qs. • Incorporate such Qs in tests and quizzes. • Provide instruction and exercise in web site evaluation. • Analyze rhetorical strategies in print advertising and other persuasive writing.
	2a. Apply active reading techniques, including underlining and bracketing key passages, writing notes and comments in margins of texts, and otherwise organizing reading material through writing on the text, for comprehension and effective review and re-reading.	<ul style="list-style-type: none"> • Teach and require active reading (resource: Mortimer Adler, "How to Mark a Book"). • Include in curriculum student-bought texts that can be marked up. • Assign short photocopy-handout readings, including essays, short stories and poems, and require (and assess) student marking of texts.
Self-Monitoring Strategies	3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	<ul style="list-style-type: none"> • Teach the value of adjusting speed and purpose, practice reading different texts with different speeds and strategies. • Do exercises in pre-reading and re-reading to understand impact of strategies on comprehension.
Independent Reading	4. Use appropriate criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	<ul style="list-style-type: none"> • Provide Sustained Silent Reading (SSR) collection in classroom, for students to choose from and read in class. • Require an independent reading assignment resulting in a written or oral report.

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	5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	<ul style="list-style-type: none"> • SSR program in class • Require deliberate selection of readings for Research Paper, and require over-selection so students do an initial bibliography of more works than are required as sources in the paper. This gives them practice deciding which are the most useful among a number of potential sources, based on criteria appropriate to researching a topic and developing a focused argument.
	6. Read curriculum-related selections over the summer to extend knowledge and reading experience beyond academic-year offerings and to begin new school year prepared and committed.	<ul style="list-style-type: none"> • Assign specific analytical tasks—papers, notes, addressing less-plagiarizable issues—to be done over the summer and due on the first day of the new school year. • Discuss readings in first weeks • Assess student knowledge and interpretive depth with test or other project to finish summer reading follow-up at start of quarter.