

**Brownsville Independent School District
High School Reading Curriculum
Texas Essential Knowledge and Skills**

Introduction.

- (1) Reading I, II, III offers students instruction in word recognition and comprehension strategies and vocabulary to ensure that high school students have an opportunity to read with competence, confidence, and understanding. Students are given opportunities to locate information in varied sources, to read critically, to evaluate sources, and to draw supportable conclusions. Students learn how various texts are organized and how authors choose language for effect. All of these strategies are applied in texts that cross the subject fields. For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.
- (2) The essential knowledge and skills as well as the student expectations for Reading I, II, III, elective courses, are described in subsection (b) of this section.

TEKS Knowledge and Skills

(1) The student uses a variety of word recognition strategies.

The student is expected to:	ACTIVITY
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and	Practice sound and letter decks, use Vocabulary Outlines from Neuhaus.
(B) use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words.	Use a journal to explore what new vocabulary words mean to people from different disciplines, like carpenters, businessmen, astronauts, bakers, lawyers, etc.

(2) The student reads with fluency and understanding in increasingly demanding texts.

The student is expected to:	ACTIVITY
(A) read silently for a sustained period of time;	Read for pleasure and discuss in Reading Workshop.
(B) read orally at a rate that enables comprehension; and	Act out portions of dialog, explain portions of text as if you are the author or a scientist, or a character from the text, or the mayor, or the President.
(C) adjust reading rate according to purpose for reading.	Analyze the text structures of each discipline: science is descriptive, history is cause and effect, literature uses the Freytag pyramid, letters to the editor are persuasive and use logical arguments.

(3) The student reads for different purposes in varied sources.

The student is expected to:	ACTIVITY
(A) read to complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure; and	Read like a reporter to get the Who, What, When, Where, Why and How of the information and then write a summary or headline or presis of the information.
(B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media.	Read like a biographer so that you can retell in an interesting way what you have learned about a person or event or situation.

(4) The student builds an extensive vocabulary through reading and systematic word study.

The student is expected to:	ACTIVITY
(A) expand vocabulary by reading, listening, and discussing;	Keep track of new words in a journal and use them in writing. Discover other ways to use words than those in context.
(B) determine meanings by using context;	Use the title surrounding sentences and the sentence the word falls in to infer meaning. Replace the word with another one you think it means and reread.
(C) use prefixes, roots, suffixes, word origins, and spelling to understand meanings; and	Make and add to word walls for root words found in context and examples of words with the same prefixes and suffixes.
(D) employ reference aids such as glossary, dictionary, thesaurus, and available technology to determine meanings.	Use references to augment vocabulary and learn to use aids within those texts by assigning a person for each day to record new words and report at the end of the class period.

(5) The student comprehends selections using a variety of strategies.

The student is expected to:	ACTIVITY
(A) monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning;	Analyze the text structures of each discipline: science is descriptive, history is cause and effect, literature uses the Freytag pyramid, letters to the editor are persuasive and use logical arguments.
(B) use previous experience to comprehend;	Use the “It says” and “I Say,” “and so…” dialog approach in a journal to connect with the text.
(C) determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems;	Use graphic organizers to dissect the text, cluster concepts, and find meaning.
(D) find similarities and differences across texts such as explanations, points of view, or themes;	Use a Venn diagram or other graphic to cluster information that is similar or to compare divergent ideas.
(E) construct images based on text descriptions;	Create an image map using descriptions from the text and roads to connect one incident to another.
(F) organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming;	Practice taking notes at home of events on TV or on the radio, summarize songs, tell family members about articles in the newspaper, attend neighborhood meetings and talk about what occurred.
(G) summarize texts by identifying main ideas and relevant details;	Create movie reviews.
(H) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience;	List key or interesting word choices the author makes and cluster them. Look for connections
(I) analyze and use text structures such as compare/contrast, cause/effect, or chronological order for how they influence understanding.	Map timelines and maps of events.
(J) use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions.	Use a dialectic journal to “dialog” with the text, creating questions, analyzing figurative language, dialect, idioms, etc.

(6) The student formulates and supports responses to various types of texts.

The student is expected to:	ACTIVITY
(A) respond aesthetically, inquisitively, critically, and actively to texts;	Be an advocate or spokesperson for a topic you read. Take the role of a lobbyist an ecologist, a scientist, a politician on a topic and respond for the class with a poster or electronic presentation.
(B) respond to text through discussion, journal writing, performance, and visual representation; and	Interpret text by writing a dialog about the text and performing it with a friend in front of the class. Use props to illustrate your message.
(C) support responses by adjusting, giving evidence, and clarifying.	Write generalizations about the text or opinion and then support it with evidence.

(7) The student reads texts to find information on self-selected and assigned topics.

The student is expected to:	ACTIVITY
(A) generate relevant, interesting, and researchable questions;	Create three levels of questions: on the facts, on inferred meaning and on the topic as it relates to your life or the rest of the world
(B) locate appropriate print and non-print information using text and technical resources, including databases;	Find related information about a topic.
(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information;	Organize new information about a topic you are reading about by collecting artifacts in a box or chest about that topic.
(D) organize and record new information such as notes, charts, and graphic organizers;	Make a knowledge board on the wall and organize the information in 3 different ways: ethically, over time, and across disciplines.
(E) communicate information gained from reading; and	Share information in groups, work together on a way to share the information shared in a group with the rest of the class or with the school.
(F) use compiled information and knowledge to raise additional unanswered questions.	During peer review, create a list of questions you still have about a topic.

(8) The student reads critically to evaluate texts and the credibility of sources.

The student is expected to:	ACTIVITY
(A) analyze the characteristics of well-constructed text;	Create a rubric based upon well known text structures and apply it to a self-created text.
(B) evaluate the credibility of information sources and their appropriateness for assigned and self-selected topics;	Make a list of ways to evaluate the credibility of sources, another list of appropriate and inappropriate topics and create a class rubric for assignments.
(C) describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone;	Watch clips of speakers on advertisements, prepared speeches by politicians, and actors on TV. Using a chart, make notes about motivation as it compares to body language, tone of speech, posture and how these affect credibility.
(D) analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;	Create a chart that analyzes the differences of structure, tone and style in a text and how that affects
(E) apply modes of reasoning such as induction and deduction to think critically; and	Use the "LOGIC" section of this document to apply attributes of logic to different texts. Identify the argument used on TV ads and on billboards.

(9) The student reads critically to evaluate texts and the credibility of sources.	
The student is expected to:	ACTIVITY
(F) recognize logical and illogical arguments in text.	Identify the arguments used in text. Create one of your own.
(9) The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:	<p>Make a Culture wall in the classroom to analyze the types of cultures. Some are:</p> <ul style="list-style-type: none"> Geriatric Youth Marriage Beat World War II Military Gender (male and female cultures are different) Child Entertainment School Yuppies Sports Farmers/Ranchers Cowboy <p>Look at the identifiable traits of the group such as:</p> <ul style="list-style-type: none"> Language Idiomatic expressions Consumable products Clothing Lifestyle Music Entertainment Hairstyles/makeup Habitation (location)
The student is expected to:	ACTIVITY
(A) compare text events with his/her own and other readers' experiences; and	Work in groups to find attributes of text that are similar to personal experiences of your own, or of those you know.
(B) recognize and discuss literary themes and connections that cross cultures.	Work in groups to create a visual (using color and design) that describes the <i>themes and cross-culture connections</i> making any text accessible to everyone, no matter where they live, who they are, or what their own experiences have been.

Source: The provisions of this §110.48 adopted to be effective September 1, 1998, 22 TexReg 7549.

STUDY STRATEGIES

for

READING

Use this Unit template for any of these genre:

Novel template
short stories

Drama
Short Story

Poetry
biography

Fiction
autobiography

Non-fiction: autobiographies, biographies, expository
tall tale myth

Illustrations

TEKS	SHORT STORY STRATEGY #1	SHORT STORY STRATEGY #2	SHORT STORY STRATEGY #3	SHORT STORY Assessment
<p>(6) vocabulary: the student uses a variety of strategies to read unfamiliar words and to build vocabulary</p> <p>(7)comprehension: construct images such as graphic organizers based on text descriptions and text structures.</p>	<p>Step 1: Individual:</p> <ul style="list-style-type: none"> vocabulary map wall chart vocabulary journal vocabulary deck vocabulary picture poster 	<p>Step 2: Individual:</p> <p>Discuss nuances of words. Substitute specific words in a text and discuss how the meaning of the text changes with the new word substitution.</p>	<p>Step 3: Individual:</p> <p>Create original short story in comic book form using new vocabulary correctly.</p> <p>Create a satire of a written work.</p>	<p>Step 4:</p> <p>Group: using new vocabulary and literary terms, establish characters, plot, write using terms correctly, trade and evaluate stories by peers using rubric created by class based upon the TEKS</p>
<p>(7)comprehension: draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience. Use study strategies such as skimming and scanning, note taking, outlining, and using study guide questions to better understand texts.</p>	<p>Step 1: Individual:</p> <p>Students keep a dialectic journal while reading the text. At intervals set by the teacher, students pause in their reading to</p> <ul style="list-style-type: none"> ask questions inspired by the text describe examples of figurative language in the text predict or name options for the characters make personal connections. 	<p>Step 2: Individual or Group:</p> <p>Students create questions based on three different levels:</p> <ul style="list-style-type: none"> Level One: this question must be able to be answered by reading the text. Level Two: this question must be answered by inference. Level Three: This question is based on a generalization 	<p>Step 3: Group:</p> <p>Students use study guides provided to them by the teacher.</p> <p>Guides include:</p> <ul style="list-style-type: none"> Vocabulary Terms Study questions Historical applications Description of genre 	<p>Step 4:</p> <p>Student demonstrates understanding by addressing the concepts covered by the lessons as he/she</p> <ul style="list-style-type: none"> Lists common elements or finds motif based on evidence from several texts analyzes text, produces an original written text, produces an oral interpretation, responds to the text, or takes a teacher-made test based upon the study guide.
<p>(8)Read to be entertained, to appreciate a writer’s craft, to be informed, to take action, and to discover models to use in his/her own writing.</p>	<p>Step 1:</p> <p>Create a commercial (TV or radio) to advertise the publication or to denounce the message of this work.</p>	<p>Step 2:</p> <p>Create a book jacket, poster, collage, or sculpture using symbolism or imagery to denote themes or generalizations from the text.</p>	<p>Step 3:</p> <p>Use this author’s style, form, syntax, diction, or structure and create original material.</p> <p>Create your own short story (comic book, tall tale, myth, biography)</p>	<p>Step 4:</p> <p>Compare this author’s style or message to:</p> <ul style="list-style-type: none"> a self-selected author another genre

TEKS	SHORT STORY STRATEGY #4	SHORT STORY STRATEGY #5	SHORT STORY STRATEGY #6	SHORT STORY Assessment
<p>(9)recognize distinctive and shared characteristics of cultures through reading (10)analyze the relevance of setting and time frame to text’s meaning (11)Analyze literary elements for their contributions to meaning in literary texts. Recognize the theme within a text.</p>	<p>Step 1: Make a list of the elements of a short story. Use a comic strip sequence to identify those elements.</p>	<p>Step 2: Be a movie producer and turn your favorite story into a movie. Consider the historical context of the movie. Make adaptations to the story or setting based upon historical events.</p>	<p>Step 3: Make adaptations to an existing story using identifiable Create a Dramatization of an event for the class. Create a Characterization by describing costumes, job descriptions, and belongings of a character that illustrate his/her character.</p>	<p>Step 4: Create original short story (comic book, tall tale, myth, biographical) Include all story elements, characterization or archetypes, cultural implications, timeless themes, motif, symbols</p>
<p>(12) Evaluate the credibility of information sources and determine writer’s motives. Analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction. (13)Locate appropriate print and non-print information using texts and technical resources, periodicals and book indices, including databases and the internet.</p>	<p>Step 1: Compare the art of communicating <u>verbally</u> and the art of producing <u>written messages</u></p>	<p>Step 2: Determine the characteristics of a valid critique. Identify various types of appeal.</p>	<p>Step 3: Create an original work by applying effective critique characteristics from a model Create an illogical argument for the same critique.</p>	<p>Step 4: Propose a logical argument (oral or written) and details to justify the argument. Identify the argument by type. Modify the argument by using a different appeal or vary the argument.</p>
	<p>Read movie and book critiques in newspapers, Rolling Stones on-line, Siskel and Ebert, USA Today, magazines and write a critique (not a summary).</p>	<p>Is the theme universal – applied to any culture, person, are the characters flat or round, is it entertaining?</p>	<p>If the situation creates the character, will the character in a totally different situation/environment, either good or bad, remain the same?</p>	<p>Are people born the way they are, or do they choose to be the way they are?</p>

Rubric

CRITERIA (0=Poor, 4=Excellent)	0	1	2	3	4
Characters					
Plot					
Setting					
Point of view					
Apparent theme					
Inconsistencies <ul style="list-style-type: none"> • In character • In plot • In logic 					
Example demonstrates understanding of literary elements					
Entertaining?					
Marketable? Appropriate for the school library? Would you recommend this to a friend?					

(AddTEKS for rubric)

Lesson Hierarchy According to Bloom's Taxonomy

Allow students to choose from a variety of activities and then present their findings to their peers. Assign points to each activity and score accordingly.	Learn specific facts, ideas vocabulary and reiterate in similar form	Communicate knowledge and interpret previous learning	Use learned knowledge and interpret previous situation	Break down an idea into its parts and perceive the interrelationship	Use elements in new patterns and relationships	Makes decisions or judgments based on chosen criteria or standards
	Define terms	Journal, Discussion, Motives, conflict/resolution	Apply literary terms	Create story board	Create new comic book	Critique peers' short stories
	Create timeline		Historical context		What if... Take story to another time period or place	How does this change the outcome? How does this change the character? How would this change the story?