

READING – Extended Grade Band Instructional Examples: 10

Model Academic Standard A: Reading

Objective 1: Determine the Meaning of Words and Phrases in Context <i>EXTENDED GRADE BAND OBJECTIVE 1 A:</i> Interpret Word Meanings within a Passage According to Connotation (Tone) or Context			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Complete sentences within a passage using words with appropriate connotation (tone) or context</i>	<i>Interpret word meanings within a passage according to connotation (tone) or context</i>	<i>Identify words and their meaning</i>	<i>Use visual or picture clues to understand the meaning of words and symbols</i>
<p>Provide the student with the school code of conduct handbook. Read text dealing with personal conduct and consequences. Provide the sentence strips with a simplified version for each rule. Have the student read the sentence strip and match it to the rule in the handbook.</p>	<p>Provide the student with the school code of conduct handbook. Read text dealing with personal conduct and consequences. Have the student identify unfamiliar words or phrases. Model two examples of behaviors one that exemplifies the appropriate behavior referenced in the text and one that does not. Have the student identify the meaning by choosing the correct scenario.</p>	<p>Provide the student with the school code of conduct handbook. Read text dealing with personal conduct and consequences. Highlight key word/s in each rule. Model two examples of behaviors one that corresponds to the word and one that is the opposite. Have the student identify the correct meaning and appropriate behavior referenced on the rule.</p>	<p>Provide word cards with pictures depicting the school rules. Read the school rules one at a time. Have the student identify the word card that represents what the rule means.</p>
<p>Read a modified version of a grade-level text read by peers (<i>Romeo and Juliet, Julius Caesar, Of Mice and Men, A Lesson Before Dying, or Spirit Bear</i> etc.) Before reading the book, identify key vocabulary from the passage including unfamiliar names, places, action words, and objects. Introduce the words to the student and have student sort under headings of people, places, or things. After reading the text, check for understanding by asking for information gained from the text about each person, place or thing. (Use video, book on tape/CD, or computer version.)</p>	<p>Read a modified version of a grade-level text read by peers (<i>Romeo and Juliet, Julius Caesar, Of Mice and Men, A Lesson Before Dying, or Spirit Bear</i> etc.) Before reading the text, identify key vocabulary from the passage including unfamiliar names, places, action words, and objects. Introduce the words to the student and guide them to sort under headings of people, places, or things. After reading the text, review the list of words to check if they are in the right category and if there is understanding based on the context. (Use video, book on tape/CD, or computer version.)</p>	<p>Read a modified version of a grade-level text read by peers (<i>Romeo and Juliet, Julius Caesar, Of Mice and Men, A Lesson Before Dying, or Spirit Bear</i> etc.) Before reading the text, identify key vocabulary from the passage including unfamiliar names, places, and objects. After reading the text, have the students match pictures to key vocabulary. (Use video, book on tape/CD, or computer version.)</p>	<p>Read a modified version of a grade-level text read by peers (<i>Romeo and Juliet, Julius Caesar, Of Mice and Men, A Lesson Before Dying, or Spirit Bear</i> etc.) Before reading the text, identify the key people and places using visual representations. After reading the text, have the student identify the visual representation of the key people and places found in the text. (Use video, book on tape/CD, or computer version.)</p>

<p>Provide the student with a short text with key words missing. Read the passage with students. Provide student with a bank of three similar words for each blank. Have the student identify the word that best completes the passage based on the context of the passage.</p>	<p>Provide the student with a short text with key words highlighted. Read the passage with student. After reading the passage, read each key word alone and in context. Provide the student with three similar definitions for each highlighted word. Have the student identify the correct meaning based on context.</p>	<p>Provide the student with a short text with key words highlighted. Read the passage with students. After reading the passage, read each key word alone and in context. Provide the student with two different definitions for each highlighted word. Have the student identify the correct meaning based on context.</p>	<p>Provide the student with a two sentences with key words highlighted. Read the sentences with the student. Provide two visual representations for each key word. Have the student identify the representation that best represents the word.</p>
<p>Provide the student with a simple written or picture recipe (e.g. macaroni and cheese, Pasta Roni, scrambled eggs). Have student identify the words/pictures that represent ingredients, words that represent utensils and words that represent actions. Have the student collect all the ingredients and utensils necessary to complete the recipe.</p>	<p>Provide the student with a simple written or picture recipe (e.g. macaroni and cheese, Pasta Roni, scrambled eggs). Have the student identify the words/pictures that represent ingredients, words that represent utensils and words that represent actions.</p>	<p>Provide the student with a simple written or picture recipe (e.g. macaroni and cheese, Pasta Roni, scrambled eggs). Have the student identify the words/pictures that represent ingredients, and words or pictures that represent utensils.</p>	<p>Provide the student with a simple picture recipe (e.g. macaroni and cheese, Pasta Roni, scrambled eggs). Have the student identify the pictures that represent ingredients.</p>
<p>Provide a variety of registration and application forms (i.e. health forms, emergency contact forms, library card, job application, etc.). Have the student identify on each form where specific demographic information goes (e.g. first name, last name, address etc.) Have the student read the words and supply the correct information to fill in the blank.</p>	<p>Provide a variety of registration and application forms (e.g. health forms, emergency contact forms, library card, job application, etc.). Have the student identify on each form where specific demographic information goes (e.g. first name, last name, address etc.)</p>	<p>Provide index cards containing demographic information for each student. Have the student identify the card with their street name, house number, state, city, etc. when asked for each component of their demographic information.</p>	<p>Provide index cards containing visual representation paired with words for basic demographic information (picture of self, house, school mother, father etc.) have the student identify the appropriate representation when asked for a specific piece of information.</p>
<p>Provide the student with a short text. While reading the text aloud, have the student locate and highlight unfamiliar words. After reading, have student look up the highlighted words using various reference tools (e.g., computer tools, simple thesaurus, or picture dictionary). Have each student compile a personal word bank by recording the word, the meaning as it is used in the text, and a synonym. The word bank will be maintained all year.</p>	<p>Provide the student with a short text. While reading the text aloud, have students locate and highlight unfamiliar words. After reading, have the student look up the highlighted words using various reference tools (e.g., computer tools, simple thesaurus, or picture dictionary). Have each student compile a personal word bank by recording the word and a synonym. The word bank will be maintained all year.</p>	<p>Read a short text relating to a community experience. Select key words from the text which are unfamiliar to the student. Have the student match the word to corresponding visual representation. Compile a personal word/picture bank to use in the community.</p>	<p>Read a short text relating to a community experience. Select key words from the text which are unfamiliar to the student. Have the student match the word to corresponding visual representation.</p>

Objective 2: Understand Text* - Objective 3: Analyze Text*

EXTENDED GRADE BAND OBJECTIVE 2 A:

Interpret Text by Classifying Information and Distinguishing Different Viewpoints

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Interpret text by classifying information about the text and distinguishing multiple viewpoints</i>	<i>Interpret text by classifying information and distinguishing different viewpoints</i>	<i>Interpret text by organizing information and recognizing a viewpoint</i>	<i>Recognize feelings in text or pictures</i>
<p>Have available a variety of job applications for the student to look at. Guide student in identifying the categories usually found on a job application (e.g. personal information, education, work history, and references). Have the student find the categories on each application and identify the different words used to describe the category. For example, work experience, work history, job experience and positions held, all mean the same thing. Discuss how to complete each category and how what you put down can impact the likelihood of getting a job. Have the student identify a good and a bad example for one category.</p>	<p>Have available a variety of job applications for the student to look at. Guide student in identifying the categories usually found on a job application (e.g. personal information, education, work history, and references). Have the student find the categories on each application and identify the different words used to describe the category. For example, work experience, work history, job experience and positions held, all mean the same thing. Discuss how to complete each category and how what you put down can impact the likelihood of getting a job.</p>	<p>Provide the student with the demographic portion of a job application. Have the student identify the correct information to fill in the blanks (e.g. first name, last name, address, gender, etc.).</p>	<p>Provide pictures of people at work (some that depict people who look like they are enjoying their work and some that are not). Have the student identify pictures that represent people who are enjoying (like) their work.</p>
<p>Read a human interest story that involves several people (e.g. observer, victim, and hero). Guide student in identifying the characters and the role each played in the story. Have the student generate words that describe how each person felt in the story. Have the student identify one thing that could change how the character feels.</p>	<p>Read a human interest story that involves several people (e.g. observer, victim, and hero). Guide student in identifying the characters and the role each played in the story. Have the student generate words that describe how each person felt in the story. Create a visual for each character based on the words.</p>	<p>Read a human interest story that involves several people (e.g. observer, victim, and hero). Have the student identify one character from the story. Guide student in generating words that describe how the person felt.</p>	<p>Read a human interest story that involves several people (e.g. observer, victim, and hero). Have the student identify one character from the story. Provide two choices of feelings. Have student identify how the character felt in the story.</p>

<p>Read a short movie or restaurant review. Write the text on sentence strips. Discuss whether the reviewer liked the movie or restaurant. Display headers labeled “Reviewer Liked,” and “Reviewer Disliked.” Have the student place the sentence strips below the appropriate headers as supporting evidence of the reviewer’s opinion. Have the student change key words on the sentence strip to change the viewpoint.</p>	<p>Read a short movie or restaurant review. Write the text on sentence strips. Discuss whether the reviewer liked the movie or restaurant. Display headers labeled “Reviewer Liked,” and “Reviewer Disliked.” Have the student place the sentence strips below the appropriate headers as supporting evidence of the reviewer’s opinion.</p>	<p>Read a short movie or restaurant review. Make word cards for key words from the text that represent like or dislike. Discuss whether the reviewer liked the movie or restaurant. Display headers labeled “Reviewer Liked,” and “Reviewer Disliked.” Have the student place the word cards below the appropriate headers.</p>	<p>After viewing a movie have student indicate how the main character felt.</p>
<p>Have the student look at a comic strip. Read the comic strip and identify how each of the characters in the comic strip might feel. Guide student to identify the humor or point of the comic strip. Compare to another comic strip with different characters.</p>	<p>Have the student look at a variety of comic strips. Student will identify various characters from the comic strip. Have the student identify the emotion the character is displaying. Label the emotions. Have the student identify other adjectives that describe the character. Have the student share their image with the class and tell why they chose the adjectives.</p>	<p>Have the student look at a variety of comic strip characters. Provide pictures of selected emotions. Have the students identify the emotion represented by each picture and match to characters portraying the emotion. Option: put pictures together in a poster.</p>	<p>Have the student look at a variety of comic strip characters. Have student identify characters that appear happy, sad, angry, etc.</p>
<p>Display lyrics of an age appropriate song. Dramatically read the lyrics emphasizing the rhythm. Play the song. Provide fill-in-the-blank sentences that require the student to use information from the song to finish the sentences. Have the student complete the sentences. Identify the mood of the song.</p>	<p>Display lyrics of an age appropriate song. Dramatically read the lyrics emphasizing the rhythm. Play the song. While the song is playing have the student imitate the rhythm and repeat the lyrics. Identify the mood of the song.</p>	<p>Display lyrics of an age appropriate song. Dramatically read the lyrics emphasizing the rhythm. Play the song. While the song is playing have student imitate the rhythm of the song. Identify if the song is happy, sad, slow or fast.</p>	<p>Display lyrics of an age appropriate song. Play the song. While the song is playing have student imitate the rhythm of the song. Identify if the song is a happy or sad song.</p>
<p>Read a short, high interest grade-appropriate text to student. Using a graphic organizer with “Who,” “Did What,” “When” and “Why,” have the student identify the components of the graphic organizer and complete a summary of the story.</p>	<p>Read a short, high interest grade-appropriate text to student. Using a graphic organizer with “Who,” “Did What,” “When” and “Why,” have the class identify the components of the graphic organizer and complete a summary of the story on the board.</p>	<p>Read a short, high interest grade-appropriate text to students. Using a graphic organizer with “Who,” and “Did What,” have the student identify the components. Have the student identify a “Who” to put on the organizer. Provide two options for “Did What,” one that is correct one that is not. Have the student choose the correct action for the “Who.”</p>	<p>Read a short, high interest grade-appropriate text to student. Provide a picture that shows a character from the story. Student will identify the emotion shown in the picture.</p>

Objective 4: Evaluate and Extend Text
Extended Grade Band Objective 3 A:
Draw Conclusions from Literary and Informational Text

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Draw and justify conclusions from literary and informational text</i>	<i>Draw conclusions from literary and informational text</i>	<i>Connect text with self and world</i>	<i>Connect text-to-self</i>
Read a job description from the newspaper or internet posting. Have the student identify information that is stated in the description (e.g., skills needed, salary, full time/part time etc.). Record the information. Have the student determine if they have the skills and if it is a job they would like to apply for. Identify why or why not.	Read a job description from the newspaper or internet posting. Have student identify information that is stated in the description (e.g. skills needed, salary, full time/part time etc.). Record the information. Have student determine if they have the skills and if it is a job they would like to apply for.	Read a job description from the newspaper or internet posting. Guide student in identifying information that is stated in the description (e.g. skills needed, salary, full time/part time etc.). Have student identify if this is a job they would like to do or try.	Have student make a collage of people working. Have student circle a job they like.
Provide the student with television schedule for the week. Read the schedule identifying how to use the guide to find out what is on TV. Using the schedule as a guide have the students identify shows they want to watch and the date and time it will be shown and the channel it will be on. Identify what they will do if two shows they want to watch are on at the same time.	Provide the students with television schedule for the week. Read the schedule identifying how to use the guide to find out what is on TV. Using the schedule as a guide have the student identify shows they want to watch and the date and time it will be shown and the channel it will be on.	Provide the student with television schedule for the week. Read the schedule identifying how to use the guide to find out what is on TV. Have the student identify their favorite show. Write the name on an index card. Draw a box around the section of the schedule where they name of the show is found. Have the student match the card to the schedule.	Have the student identify a favorite television show. Create a word card with the name of the show, the day, time and channel for the show. Have the student identify each of the words on the card.
Provide the student a story starter or ending of a story. After reading the starter or ending, have the student complete the rest of the story.	Read a short text about a familiar scenario leaving off the ending. Have the student complete the story.	Read a familiar story leaving off the ending. Student will choose the most appropriate ending from a choice of endings.	Read a familiar story. Provide two pictures one depicting the end of the story. Have the student identify the correct ending from the two pictures.

<p>Have the student choose a topic of interest to read. Read one short informational (fact) and one entertaining (fun) short text on the topic. Provide two cards labeled “Fun” and “Fact.” Have the student identify one fact they learned from the informational text and one reason the entertaining text was fun. Record the responses on the back of the cards and have the students present their cards to the class.</p>	<p>Have the student choose a topic of interest to read. Read one short informational (fact) and one entertaining (fun) short text on the topic. Provide two cards labeled “Fun” and “Fact.” Have the student identify one fact they learned from the informational text and one reason the entertaining text was fun. Ask student if they would buy the product.</p>	<p>Have the student choose a topic of interest to read. Read one short informational (fact) and one entertaining (fun) short text on the topic. Have the student identify one fact they learned from the informational text and one reason the entertaining text was fun.</p>	<p>Have the student choose a topic of interest to read. Read one short informational (fact) or one entertaining (fun) short text on the topic. Have the student identify one fact they learned from the informational text or one reason the entertaining text was fun.</p>
<p>Have the student view television commercials for products they use. Identify the information that was given in the commercial. Record information on a list. Discuss information that can be proven (nutritional information) and information that is an opinion (tastes delicious). Have the student place a “P” in front of information on the list that is true (can be proven) and a “O” in front of the information that is an opinion. Ask if they would buy the advertised product. Why or why not?</p>	<p>Have the students view television commercials for products they use. Identify the information that was given in the commercial. Record information on a list. Discuss information that can be proven (nutritional information) and information that is an opinion (tastes delicious). Have the student place a “P” in front of information on the list that is true (can be proven) and a “O” in front of the information that is an opinion. Ask the student if they would buy the product.</p>	<p>Have the student view commercials on television for a product. Have the student identify if they use the product and if they like the product. Give possible choices of why and have the student identify the reason.</p>	<p>Have the students view a television commercial for a product. Have the student identify if they use the product.</p>
<p>Provide an entire newspaper and discuss its overall purpose. Select different parts of the newspaper, (e.g., comics, weather forecast, television listings, advertisements, and editorials) for student to view. Give student an article from a newspaper. Read the article. Have the student identify where the article should be located and why.</p>	<p>Provide an entire newspaper and discuss its overall purpose. Select different parts of the newspaper, (e.g. comics, weather forecast, television listings, advertisements, and editorials) for student to view. Prompt the student to locate sections of the paper according to purpose. Have each student identify the section of the newspaper that is the answer to the section (e.g. “If I wanted to find something to make me laugh, where would I look in the newspaper?”). Have each student identify the section of the paper that is the answer to the questions.</p>	<p>Provide entire newspaper to the students. Discuss the purpose of the newspaper and the parts of the newspaper. Cut out two parts from the newspaper that are visually different (e.g. an article from the front page and a comic strip). Lay out the two cut out sections for students to view. Ask the student to match each cut out with the appropriate page. Have the student identify which of the two sections he or she will like to read.</p>	<p>Show the student a picture or advertisement from the newspaper. Read accompanying caption or text. Ask the student if they have participated in the activity or if it is something they would like to try. This could also be done using an adapted newspaper.</p>

*General education grade-level objectives are combined because the skills linked to them in the extended grade band objectives are pre-requisite to both.