

KSDE Reading

GRADE HS INDIVIDUAL TEACHER CONTENT / CONFIDENCE SURVEY : Reading

DIRECTIONS: Every teacher in the school should answer **Self Assessment Question A and B** by indicating **1, 2, 3, or 4** under columns **A and B** for each indicator on the tables below.

Note: All teachers (classroom, special education, Title I, art, p.e., etc.) are asked to complete this survey for the school because improving achievement on the state assessments is the responsibility of all teachers in the building, not just the teacher at the grade level that the assessment is given.

Self-Assessment A: Content Expertise

What is your level of content expertise or knowledge for each of the assessed indicators?

1. Surface Understanding 4. Deep Understanding

Self-Assessment B: Confidence Teaching Assessed Indicators

How confident are you with your ability to deliver instruction that firmly and richly fits (aligns) with each of the assessed indicators?

1. Not Confident 4. Highly Confident

Standard 1 - Reading: The student reads and comprehends text across the curriculum.	A				B			
Benchmark 2: The student reads fluently.								
Adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.	1	2	3	4	1	2	3	4

Standard 1 - Reading: The student reads and comprehends text across the curriculum.	A				B			
Benchmark 3: The student expands vocabulary.								
▲ Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs.								
Locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.								
▲ Determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.								
▲ Identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.								
Discriminates between connotative and denotative meanings and interprets the connotative power of words.								

KSDE Reading

Standard 1 - Reading: The student reads and comprehends text across the curriculum. Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).	A				B			
	1	2	3	4	1	2	3	4
Identifies characteristics of narrative, expository, technical, and persuasive texts.								
▲ Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts.								
Uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.								
Generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.								
▲ Uses information from the text to make inferences and draw conclusions.								
▲ Analyzes and evaluates how authors use text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes.								
▲ Compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts.								
▲ Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.								
▲ Uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate-level narrative, expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author's intent.								
▲ Identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.								
▲ Analyzes and evaluates how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g., foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery, point of view, allusion, overstatement, paradox) work together to achieve his or her purpose for writing text.								
Establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).								
Follows directions presented in technical text.								
▲ Identifies the author's position in a persuasive text, describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion), and evaluates the effectiveness of these techniques and the credibility of the information provided.								
▲ Distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.								

Standard 2 - Literature: The student responds to a variety of text. Benchmark 1: The student uses literary concepts to interpret and respond to text.	A				B			
	1	2	3	4	1	2	3	4
▲ Identifies and describes different types of characters (e.g., protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.								
▲ Analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text.								
▲ Analyzes and evaluates how the author uses various plot elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events.								
Analyzes themes, tone, and the author's point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.								
Identifies, analyzes, and evaluates the use of literary devices (e.g., foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement) in a text.								

Standard 2 - Literature: The student responds to a variety of text. Benchmark 2: The student understands the significance of literature and its contributions to various cultures.	A				B			
	1	2	3	4	1	2	3	4
Recognizes ways that literature from different cultures presents similar themes differently across genres.								
Compares and contrasts works of literature that deal with similar topics and problems.								
Evaluates distinctive and shared characteristics of cultures through a variety of texts.								