

Maryland Voluntary State Curriculum Core Learning Goals Curriculum Matrix for Reading / English Language Arts

Maryland VSC Content Standards/ Core Learning Goals High School English	Rank	Curriculum Survey of Essential Skills National Rankings	HSA	Curriculum Survey	Priority
Goal 1 Reading, Reviewing and Responding to Texts- The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.					
1.1 The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials.					
1.1.1 The student will use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions. <u>Assessment limits:</u> <ul style="list-style-type: none"> • Recognizing the implications of text features • Linking appropriate experiences and prior knowledge about the topic, author, or type of material to the text • Identifying an appropriate purpose for reading the text • Identifying questions a reader would expect to be answered by reading the text • Identifying topics of discussion that may enhance a reader's understanding of a text 	e5	Identify, collect and/or select pertinent information while reading.	M	M	M
	e49	Read for main idea first and then read for detail.			
	e80	Understand ways an author uses language and text characteristics to aid comprehension.			

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1.1.2 The student will use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as re-reading, questioning, and summarizing. Assessment limits: <ul style="list-style-type: none"> • Using visual aids • Making connections between ideas within the text • Making connections between ideas within the text and relevant prior knowledge • Identifying the organizational pattern of the text • Focusing on similarities or differences in organizational patterns, text/author's purpose, and relevant prior knowledge within or across texts • Identifying the meaning of above-grade-level words as they are used in context • Identifying the appropriate meaning of multiple-meaning words as they are used in context • Identifying the meaning of phrases as they are used in context • Predicting the development of ideas that might logically be included in the text 	e5	Identify, collect and/or select pertinent information while reading.	H	H	H
	e9	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter-sound relationships, and word histories.			
	e15	Discriminate important ideas from unimportant ideas while reading.			
	e24	Summarize, synthesize and organize information while reading.			
	e50	Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important.			
	e56	Understand and use graphics such as graphs, charts, visual aids, white space, bold print, headers and other graphics to enhance meaning.			
	e57	Understand and relate to situations, events and characters in a reading selection.			

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<p>1.1.3 The student will use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.</p> <p>Assessment limits:</p> <ul style="list-style-type: none"> Summarizing, comparing, contrasting, and synthesizing significant ideas in a text Summarizing or synthesizing significant ideas across texts and drawing conclusions based on the information in more than one text Drawing conclusions based upon information from the text Confirming the usefulness or purpose for reading the text Predicting the development, topics, or ideas that might logically be included if the text were extended 	e24	Summarize, synthesize and organize information while reading.	H	M	H
	e44	Compare/contrast a reading selection with others.			
	e46	Apply, extend, and expand on information while reading.			
	e53	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.			
<p>1.1.4 The student will apply reading strategies when comparing, making connections, and drawing conclusions about non-print text.</p> <p>Assessment limits:</p> <ul style="list-style-type: none"> Recognizing the implications of non-print text such as photographs, posters, art reproductions, cartoons, and stills from film or stage productions Identifying an appropriate purpose for viewing non-print text Confirming the usefulness or purpose for viewing a non-print text Evaluating non-print text as it relates to a print text Focusing on similarities and/or differences in purpose and effect across texts Summarizing, comparing, drawing conclusions about, and synthesizing significant ideas between print and non-print text 	e68	Apply an understanding of the meaning of graphics, layout, white space, italics, parentheses, and other visual aids.	M	M	M
	e97	Compare/contrast one literary genre with another such as the reading of a Shakespearean or other play with a live or filmed performance.			

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1.1.5 The student will identify specific structural elements of particular literary forms: poetry, short story, novel, drama, essay, biography, autobiography, journalistic writing, and film.	e71	Understand the nature of informational and/or technical texts.	L	L	L
	e72	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.			
	e99	Understand and apply film and dramatic terms and techniques to an analysis and evaluation of films and plays.			
1.2 The student will construct, examine, and extend meaning of traditional and contemporary works recognized as having significant literary merit.					
1.2.1 The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text. Assessment limits: Determining the significance of the following as each contributes to the meaning of a text <ul style="list-style-type: none"> • plot sequence of events (including foreshadowing and flashback), cause-and-effect relationships, and events that are exposition, climax or turning point, resolution (Students will not be asked to label events.) • characters' defining traits, motivations, and developments throughout the text • details that provide clues to the setting, the mood created by the setting, and the role the setting plays in the text • conflicts that motivate characters and those that serve to advance the plot • the perspective of the author or speaker as well as the effects of first or third person narration and multiple narrators within and across text(s) 	e57	Understand and relate to situations, events and characters in a reading selection.	H	M	H
	e72	Evaluate the way an author uses language and text characteristics such as plot, setting, theme, character, point of view, genre etc. to evoke a response in a reader.			