

Connecticut Framework

This chart correlates the Connecticut Framework to the lessons of **Reading Express, Level H.**

Standard	Chapter(s)
<p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p>	<p>Lesson 32: Connecting Text to Text/Self/World Lesson 33: Propoganda Lesson 57: Making Connections</p>
<p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	<p>Lesson 3: Context Clues Lesson 30: Reading Critically Lesson 60: Evaluating</p>
<p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p>	<p>Lesson 30: Reading Critically Lesson 60: Evaluating</p>
<p>2.4 Students recognize that reads and authors are influences by individual, social, cultural and historical contexts.</p>	<p>Lesson 25: Author's Purpose</p>
<p>1.5 After Reading (General Understanding): Explain how a story's plots and subplots do/do not contribute to the conflict and resolution.</p>	<p>Lesson 22: Problem and Solution Lesson 35: Conflict</p>
<p>1.6 After Reading (General Understanding): Interpret how situations, actions and other characters influence a character's personality and development.</p>	<p>Lesson 36: Character</p>
<p>1.7 After Reading (Developing an Interpretation): Develop literal and inferential questions about texts using explicit and implicit evidence from the texts.</p>	<p>Lesson 27: Main Idea and Supporting Details Lesson 56: Self-Questioning</p>
<p>1.9 After Reading (Developing an Interpretation): Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms, e.g., epic, sonnet, ballad, haiku, free verse.</p>	<p>Lesson 52: Poetry</p>
<p>1.10 After Reading (Developing an Interpretation): Compare, contrast and critique two author's beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument.</p>	<p>Lesson 33: Propoganda</p>
<p>1.11 After Reading (Developing an Interpretation): Explain how certain actions cause certain effects, e.g., how the Holocaust changed international politics today or how the internment of Japanese Americans during World War II affected traditional Japanese family structure.</p>	<p>Lesson 20: Cause and Effect</p>

Standard	Chapter(s)
<p>1.12 After Reading (Making Reader/Text Connections): Identify motivations and reactions of literary characters from different cultures or historical periods when confronting similar personal conflicts, and hypothesize how those characters would handle a similar modern conflict.</p>	<p>Lesson 36: Character</p>
<p>1.13 After Reading (Content and Structure): Critique the way in which an author uses a variety of language structures to create an intended effect, e.g., words or phrases from another language, dialect, simile and metaphor.</p>	<p>Lesson 42: Similes and Metaphors</p>
<p>1.15 After Reading (Content and Structure): Analyze and critique the intended effects of propaganda techniques the author uses to influence readers' perspectives.</p>	<p>Lesson 33: Propoganda</p>
<p>1.17 After Reading (Content and Structure): Extend the meaning of a text by expressing an insight implied but not stated, e.g., author's perspective, the nature of conflict, or use text-based information to solve a problem not explicitly identified in the text, e.g., use information in an article about fitness to design an exercise routine.</p>	<p>Lesson 22: Problem and Solution Lesson 25: Author's Purpose Lesson 35: Conflict</p>