

# South Carolina College- and Career-Ready Standards

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Correlations for BrightFish Reading to South Carolina  
SCCCR Standards for English 1 and 2



## Table of Contents

South Carolina SCCR Correlations for English I.....	3
South Carolina SCCR Correlations for English 2.....	13

# SOUTH CAROLINA STANDARDS FOR ENGLISH 1

## South Carolina SCCCR Correlations for English 1

N/A = Not Applicable.

### Reading – Literary Text (RL): English 1 Standards 1-13

STANDARD REFERENCE	READING – LITERARY TEXT	BRIGHTFISH READING
	<b>Principles of Reading</b>	
<b>Standard 1</b>	Demonstrate understanding of the organization and basic features of print.	<p>Grade 9-10 fiction stories: (Lexile range 1070-1220): Arachne, Healing Hands, Home, Home Sweet Home, Looking Back, The Most Dangerous Decision, Nightmare, Shipwrecked, The Storytelling Stone: A Seneca Legend, Who's There? Challenge, Senior Level 1: "An Unlikely Friendship</p> <p>Text in BrightFish Reading is presented online. Text features include titles, paragraphs, headings and sidebars.</p> <p>In Comprehension During Reading and Post Reading, students are asked to find and compare information and refer to text features to organize information.</p>
<b>Standard 2</b>	Demonstrate understanding of spoken words, syllables, and sounds.	<p>Grade 9-10 fiction stories:</p> <p>In the pre-reading work for each story unit, BrightFish Reading incorporates fluency at the word and phrase level, measuring accuracy and speed as students complete visual match and sound match activities to determine automatic processing of text.</p> <p>In sound match, words and phrases are read aloud and students are asked to match them to visual targets. In vocabulary activities, students work on word meaning and usage for keywords selected from the story unit.</p>
<b>Standard 3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	<p>Grade 9-10 fiction stories.</p> <p>Pre-reading Activities: Fluency. Students complete visual match and auditory-visual match sequences at levels 1-5 words and 6-8 phrases. The BrightFish system measures accuracy and speed as part of the mastery criteria.</p>

# SOUTH CAROLINA STANDARDS FOR ENGLISH 1

STANDARD REFERENCE	READING – LITERARY TEXT	BRIGHTFISH READING
<b>Standard 4</b>	Read with sufficient accuracy and fluency to support comprehension.	Grade 9-10 fiction stories:  Students build each story from pre-reading activities in fluency and word usage up to comprehension in paragraphs and finally the full text. Through this process, students improve their fluency skills to aid comprehension and demonstrate their understanding of facts and details and higher-order concepts such as main ideas and themes.
<b>Meaning and Context</b>		
<b>Standard 5</b>	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
<b>5.1</b>	Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	Grade 9-10 fiction stories:  Comprehension: During Reading – Facts and Details; Post Reading – Key Ideas and Meaning. Multiple choice questions: require students to understand how words and phrases are used in the passages and to infer meaning based on context. Open response questions in the Post Reading section ask students to supply evidence from the text to support their conclusions.
<b>Standard 6</b>	Summarize key details and ideas to support analysis of thematic development.	
<b>6.1</b>	Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Grade 9-10 fiction stories.  Comprehension: Post Reading. Multiple choice and open response questions require students to identify themes and lessons. Using graphic organizers, students create story maps and sort statements into conclusions and evidence, key ideas and details, and summarize events in sequential order.
<b>Standard 7</b>	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
<b>7.1</b>	Trace the development of a common theme in two different artistic mediums.	This standard is not covered in BrightFish Reading.
<b>7.2</b>	Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	Arachne, The Storytelling Stone: A Seneca Legend  In Comprehension Post Reading, students identify themes and archetypes from different cultures and time periods.

# SOUTH CAROLINA STANDARDS FOR ENGLISH 1

STANDARD REFERENCE	READING – LITERARY TEXT	BRIGHTFISH READING
<b>Standard 8</b>	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
<b>8.1</b>	Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	Grade 9-10 fiction stories: Nightmare (1070L), Shipwrecked (1090L), Healing Hands (1110L) Comprehension Post Reading: In multiple choice and graphic organizer questions, students are asked to demonstrate their understanding of setting and its impact on characters and plot.
<b>Language, Craft and Structure</b>		
<b>Standard 9</b>	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
<b>9.1</b>	Determine the figurative and connotative meanings of words and phrases; analyze the impact of specific word choices on meaning and tone.	Grade 9-10 fiction stories (Lexile range 1070-1220).  In pre-reading vocabulary activities, students work on key words from the stories and demonstrate understanding of words in context through usage, fill in the blanks and writing activities.  In Comprehension Post Reading, students are asked to identify the meaning of words and phrases and analyse the impact of word choices on meaning and tone. Figurative language topics include metaphors and similes.
<b>Standard 10</b>	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
<b>10.1</b>	Use context clues to determine meanings of words and phrases.	Grade 9-10 fiction stories (Lexile range 1070-1220).  In pre-reading vocabulary activities, students identify best usage examples based on the passage and word definitions.  In Comprehension During Reading and Post Reading, students use context clues to determine the meaning of key words and phrases used in the text. Tutorials and corrective feedback provide guidance and support.

# SOUTH CAROLINA STANDARDS FOR ENGLISH 1

STANDARD REFERENCE	READING – LITERARY TEXT	BRIGHTFISH READING
<b>Standard 11</b>	Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	
<b>11.1</b>	Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	Grade 9-10 fiction stories (Lexile range 1070-1220). Comprehension Post Reading and Challenge activities are focused on identifying the author’s point of view through multiple choice (use of language, passage structure), graphic organizers (themes/ details) and open response questions (point of view, themes).
<b>Standard 12</b>	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
<b>12.1</b>	Determine the significance of the author’s use of text structure and plot organization to create the effects of mystery, tension, or surprise citing support from the text.	Nightmare (1070L), Home (1080L), Shipwrecked (1090L), Who’s There? (1110L) Comprehension Post Reading: multiple choice and story mapping graphic organizer questions require students to demonstrate their understanding of the effects of mystery and tension on the text.
<b>12.2</b>	Analyze how an author’s choices concerning how to structure a text, order events, and manipulate time create different effects.	Grade 9-10 fiction stories (Lexile range 1070-1220).  In Comprehension Post Reading, students answer multiple choice and open response questions to identify and analyze the impact of the sequencing of information. Summarizing and story mapping graphic organizers provide students with a visual mechanism to organize events in the text.
<b>Range and Complexity</b>		
<b>Standard 13</b>	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
<b>13.1</b>	Engage in whole and small group reading with purpose and understanding.	All BrightFish Reading stories are available as PDFs that teachers can use for small-group reading.
<b>13.2</b>	Read independently for sustained periods of time to build stamina.	BrightFish Reading provides explicit and systematic instruction in fluency, vocabulary and comprehension. Scaffolded lessons are paired with continuous feedback and a points-based reward system to help students read independently. Each story in BrightFish Reading is broken down to the word level. Students actively

# SOUTH CAROLINA STANDARDS FOR ENGLISH 1

STANDARD REFERENCE	READING – LITERARY TEXT	BRIGHTFISH READING
<b>13.2</b>	Read independently for sustained periods of time to build stamina (continued).	build each story, moving from the easiest words to the most difficult phrases before working on individual paragraphs and the full text. Each story unit takes 90 minutes on average to complete and requires sustained, engaged reading and focus.
<b>13.3</b>	Read and respond to grade level text to become self-directed, critical readers and thinkers.	<p>At the end of BrightFish Reading Grade 9-10 scope and sequence, students will have mastered reading a variety of fiction stories at the Grade 9-10 level, moving from Lexile 1070-1220. Each story unit progresses from easier to increasingly challenging comprehension activities, where students answer facts and details questions about individual paragraphs. Finally, in Post Reading students read the full text and answer higher-order questions that require critical thinking. The Senior Challenge presents the highest difficulty. Students work with longer text and features, such as subheads, sidebars and illustrations. At each step, students self-pace through the activities for each story, tracking their progress along the way in the form of points, scores and feedback.</p> <p>All BrightFish Reading fiction stories are available online and present students with a choice of topics and genres, including myths, mystery and fantasy.</p>

# SOUTH CAROLINA STANDARDS FOR ENGLISH 1

## Reading – Informational Text (RI): English 1 Standards 1-12

STANDARD REFERENCE	READING – INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Principles of Reading</b>		
<b>Standard 1</b>	Demonstrate understanding of the organization and basic features of print.	<p>All grade 9-10 nonfiction stories (1070L-1220L): Asteroid Impact, Book Review: Pride and Prejudice, Eureka! Fashion Files, Machu Picchu, Maya Angelou, Salem Witch Trials, Strange and Mysterious, Taj Mahal, Venus Flytrap, War of the Worlds, Senior Challenge: “The Magnificent Taj Mahal,” “The Many Ways of Learning,” “Winston Churchill/We Shall Fight on the Beaches.”</p> <p>Text in BrightFish Reading is presented online. Text features include titles, paragraphs, headings and sidebars. In Comprehension During Reading and Post Reading, students are asked to find and compare information in different paragraphs and sections. Students must refer to text features to organize information.</p>
<b>Standard 2</b>	Demonstrate understanding of spoken words, syllables, and sounds.	<p>All grade 9-10 nonfiction stories: In the pre-reading work for each story unit, BrightFish Reading incorporates fluency at the word and phrase level, measuring accuracy and speed as students complete visual match and sound match activities to determine automatic processing of text. In sound match, words and phrases are read aloud and students are asked to match them to visual targets. In vocabulary activities, students work on word meaning and usage for keywords selected from the story unit.</p>
<b>Standard 3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	<p>All grade 9-10 nonfiction stories Pre-reading Activities: Fluency. Students complete visual match and auditory-visual match sequences at levels 1-5 words and 6-8 phrases. The BrightFish system measures accuracy and speed as part of the mastery criteria.</p>

# SOUTH CAROLINA STANDARDS FOR ENGLISH 1

STANDARD REFERENCE	READING – INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Standard 4</b>	Read with sufficient accuracy and fluency to support comprehension.	All grade 9-10 nonfiction stories: Students build each story from pre-reading activities in fluency and word usage up to comprehension in paragraphs and finally the full text. Through this process, students improve their fluency skills to support comprehension and demonstrate their understanding of facts and details and higher-order concepts such as main ideas and author’s purpose.
<b>Meaning and Context</b>		
<b>Standard 5</b>	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
<b>5.1</b>	Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	All grade 9-10 nonfiction stories (Lexile range 1070-1220L).  Comprehension: During Reading – Facts and Details; Post Reading – Key Ideas and Meaning.  Graphic organizers and multiple choice questions: determine conclusions and supporting details; use inferencing to determine meaning of words, phrases and ideas in the text; use evidence from the text to support conclusions in open response answers.
<b>Standard 6</b>	Summarize key details and ideas to support analysis of central ideas.	
<b>6.1</b>	Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading, students are asked to summarize and identify the central idea and supporting details in multiple choice questions and graphic organizers.
<b>Standard 7</b>	Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
<b>7.1</b>	Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.	Three nonfiction stories (Maya Angelou, Machu Picchu, and Strange and Mysterious) include video questions, where students watch a 2-minute video and compare it to information from the text to identify main ideas and differences in the information and media formats.

# SOUTH CAROLINA STANDARDS FOR ENGLISH 1

STANDARD REFERENCE	READING – INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Language, Craft and Structure</b>		
<b>Standard 8</b>	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
<b>8.1</b>	Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.	All grade 9-10 nonfiction stories: In pre-reading vocabulary activities, students work on key words from the stories to show understanding of words in context through usage, fill in the blanks and writing activities. In Comprehension Post Reading, students are asked to identify and analyze the impact of word choices and figurative language on meaning and tone, including analogies and allusions.
<b>8.2</b>	Determine how an author uses text features and structures to shape meaning and tone.	All grade 9-10 nonfiction stories: Students demonstrate knowledge of structure and its impact on meaning and tone in multiple choice and open response, such as analyzing the impact of language and text sequencing on tone and author’s purpose. Senior Level 1 Challenge: “The Magnificent Taj Mahal,” “The Many Ways of Learning,” “Winston Churchill/We Shall Fight on the Beaches”: impact of sidebars and images on meaning and tone.
<b>Standard 9</b>	Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
<b>9.1</b>	Use context clues to determine meanings of words and phrases.	All grade 9-10 nonfiction stories: In pre-reading vocabulary activities, students demonstrate understanding of words in context through usage, synonym/antonym, fill in the blanks and sentence writing activities. In post-reading, students are asked the meaning of key words and phrases based on their usage in the text.
<b>Standard 10</b>	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
<b>10.1</b>	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Comprehension Post Reading and Challenge activities are focused on identifying the author’s point of view through multiple choice (tone, structure, sequence), graphic organizers (themes/details) and open response (point of view).

# SOUTH CAROLINA STANDARDS FOR ENGLISH 1

STANDARD REFERENCE	READING – INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Standard 11</b>	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
<b>11.1</b>	Explain how the author’s ideas or claims are supported through the use of text features and structures.	All grade 9-10 nonfiction stories; Senior Level 1 Challenge: “The Magnificent Taj Mahal,” “The Many Ways of Learning,” “Winston Churchill/We Shall Fight on the Beaches.” Multiple choice and open response questions probe for understanding of how authors convey main ideas and supporting details through structure and text features (subheads, sidebars and images).
<b>11.2</b>	Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	All grade 9-10 nonfiction stories: In Comprehension Post Reading graphic organizers and open response, students analyze the author’s main argument and supporting reasoning. False statements and fallacious reasoning are not explicitly covered in the program.
<b>Range and Complexity</b>		
<b>Standard 12</b>	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
<b>12.1</b>	Engage in whole and small group reading with purpose and understanding.	All grade 9-10 nonfiction stories: Teachers can use the passages for small-group read-aloud. Each story is available as a PDF that can be printed or projected for small-group work.
<b>12.2</b>	Read independently for a sustained period of time.	All grade 9-10 nonfiction stories: BrightFish Reading is self-paced and designed for independent reading. Students choose from a wide range of high-interest nonfiction topics and genres, including science, social studies, biographies and literary nonfiction. Students read stories with increasingly higher Lexile levels as they work through their assigned training stream. Self-paced sessions can range from 20 minutes to several hours. With frequent usage, students earn certificates for story completion and points for each finished activity, providing the motivation to focus and read for sustained periods.

# SOUTH CAROLINA STANDARDS FOR ENGLISH 1

STANDARD REFERENCE	READING – INFORMATIONAL TEXT	BRIGHTFISH READING
<b>12.3</b>	Read and respond to grade-level text to become self-directed, critical readers and thinkers.	<p>At the end of the BrightFish Reading Grade 9-10 scope and sequence, students will have mastered reading a variety of nonfiction stories at the Grade 9-10 level, moving from Lexile 1070-1220. Each story unit progresses from easier to increasingly challenging comprehension activities, where students answer facts and details questions about individual paragraphs. Finally, in Post Reading students read the full text and answer higher-order questions that require critical thinking.</p> <p>The Senior Challenge presents the highest difficulty. Students work with longer text and multiple text features, such as subheads, sidebars and illustrations. At each step, students self-pace through the activities for each story, tracking their progress along the way in the form of points, scores and feedback.</p>

# SOUTH CAROLINA STANDARDS FOR ENGLISH 2

## South Carolina SCCCR Correlations for English 2

N/A = Not Applicable.

### Reading – Literary Text (RL): English 2 Standards 1-13

STANDARD REFERENCE	READING – LITERARY TEXT	BRIGHTFISH READING
<b>Principles of Reading</b>		
<b>Standard 1</b>	Demonstrate understanding of the organization and basic features of print.	<p>Grade 9-10 fiction stories: (Lexile range 1070-1220): Arachne, Healing Hands, Home, Home Sweet Home, Looking Back, The Most Dangerous Decision, Nightmare, Shipwrecked, The Storytelling Stone: A Seneca Legend, Who's There? Challenge, Senior Level 1: "An Unlikely Friendship</p> <p>Text in BrightFish Reading is presented online. Text features include titles, paragraphs, headings and sidebars.</p> <p>In Comprehension During Reading and Post Reading, students are asked to find and compare information and refer to text features to organize information.</p>
<b>Standard 2</b>	Demonstrate understanding of spoken words, syllables, and sounds.	<p>Grade 9-10 fiction stories:</p> <p>In the pre-reading work for each story unit, BrightFish Reading incorporates fluency at the word and phrase level, measuring accuracy and speed as students complete visual match and sound match activities to determine automatic processing of text. In sound match, words and phrases are read aloud and students are asked to match them to visual targets. In vocabulary activities, students work on word meaning and usage for keywords selected from the story unit.</p>
<b>Standard 3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	<p>Grade 9-10 fiction stories</p> <p>Pre-reading Activities: Fluency. Students complete visual match and auditory-visual match sequences at levels 1-5 words and 6-8 phrases. The BrightFish system measures accuracy and speed as part of the mastery criteria.</p>

## SOUTH CAROLINA STANDARDS FOR ENGLISH 2

STANDARD REFERENCE	READING – LITERARY TEXT	BRIGHTFISH READING
<b>Standard 4</b>	Read with sufficient accuracy and fluency to support comprehension.	Grade 9-10 fiction stories:  Students build each story from pre-reading activities in fluency and word usage up to comprehension in paragraphs and finally the full text. Through this process, students improve their fluency skills to aid comprehension and demonstrate their understanding of facts and details and higher-order concepts such as main ideas and themes.
<b>Meaning and Context</b>		
<b>Standard 5</b>	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
<b>5.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	Grade 9-10 fiction stories: Comprehension: During Reading – Facts and Details; Post Reading – Key Ideas and Meaning. Multiple choice questions: require students to understand how words and phrases are used in the passages and to infer meaning based on context. Open response questions in the Post Reading section ask students to supply evidence from the text to support their conclusions.
<b>Standard 6</b>	Summarize key details and ideas to support analysis of thematic development.	
<b>6.1</b>	Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Grade 9-10 fiction stories Comprehension: Post Reading. Multiple choice and open response questions require students to identify themes and lessons. Using graphic organizers, students create story maps and sort statements into conclusions and evidence, key ideas and details, and summarize events in sequential order.
<b>Standard 7</b>	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
<b>7.1</b>	Trace the development of a common theme across media, modality, and format.	This standard is not covered in BrightFish Reading.
<b>7.2</b>	Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	Arachne, The Storytelling Stone: A Seneca Legend In Comprehension Post Reading, students identify themes and archetypes from different cultures and time periods.

## SOUTH CAROLINA STANDARDS FOR ENGLISH 2

STANDARD REFERENCE	READING – LITERARY TEXT	BRIGHTFISH READING
<b>Standard 8</b>	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
<b>8.1</b>	Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context.	Grade 9-10 fiction stories: Nightmare (1070L), Shipwrecked (1090L), Healing Hands (1110L) Comprehension Post Reading: In multiple choice and graphic organizer questions, students are asked to demonstrate their understanding of setting and its impact on characters and plot.
<b>Language, Craft and Structure</b>		
<b>Standard 9</b>	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
<b>9.1</b>	Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.	Grade 9-10 fiction stories (Lexile range 1070-1220).  In pre-reading vocabulary activities, students work on key words from the stories and demonstrate understanding of words in context through usage, fill in the blanks and writing activities.  In Comprehension Post Reading, students are asked to identify the meaning of words and phrases and analyse the impact of word choices on meaning and tone. Figurative language topics include metaphors and similes.
<b>Standard 10</b>	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
<b>10.1</b>	Use context clues to determine meanings of words and phrases.	Grade 9-10 fiction stories (Lexile range 1070-1220).  In pre-reading vocabulary activities, students identify best usage examples based on the passage and word definitions.  In Comprehension During Reading and Post Reading, students use context clues to determine the meaning of key words and phrases used in the text. Tutorials and corrective feedback provide guidance and support.

## SOUTH CAROLINA STANDARDS FOR ENGLISH 2

STANDARD REFERENCE	READING – LITERARY TEXT	BRIGHTFISH READING
<b>Standard 11</b>	Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	
<b>11.1</b>	Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	Grade 9-10 fiction stories (Lexile range 1070-1220). Comprehension Post Reading and Challenge activities are focused on identifying the author’s point of view through multiple choice (use of language, passage structure), graphic organizers (themes/ details) and open response questions (point of view, themes).
<b>Standard 12</b>	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
<b>12.1</b>	Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.	Nightmare (1070L), Home (1080L), Shipwrecked (1090L), Who’s There? (1110L) Comprehension Post Reading: multiple choice and story mapping graphic organizer questions require students to demonstrate their understanding of the effects of mystery and tension on the text.
<b>12.2</b>	Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.	Grade 9-10 fiction stories (Lexile range 1070-1220).  In Comprehension Post Reading, students answer multiple choice and open response questions to identify and analyze the impact of the sequencing of information. Summarizing and story mapping graphic organizers provide students with a visual mechanism to organize events in the text.
<b>Range and Complexity</b>		
<b>Standard 13</b>	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
<b>13.1</b>	Engage in whole and small group reading with purpose and understanding.	All BrightFish Reading stories are available as PDFs that teachers can use for small-group reading.
<b>13.2</b>	Read independently for sustained periods of time to build stamina.	BrightFish Reading provides explicit and systematic instruction in fluency, vocabulary and comprehension. Scaffolded lessons are paired with continuous feedback and a points-based reward system to help students read independently. Each story in BrightFish Reading is broken down to the word level. Students actively

## SOUTH CAROLINA STANDARDS FOR ENGLISH 2

STANDARD REFERENCE	READING – LITERARY TEXT	BRIGHTFISH READING
		<p>build each story, moving from the easiest words to the most difficult phrases before working on individual paragraphs and the full text. Each story unit takes 90 minutes on average to complete and requires sustained, engaged reading and focus.</p>
<p><b>13.3</b></p>	<p>Read and respond to grade level text to become self-directed, critical readers and thinkers.</p>	<p>At the end of BrightFish Reading Grade 9-10 scope and sequence, students will have mastered reading a variety of fiction stories at the Grade 9-10 level, moving from Lexile 1070-1220. Each story unit progresses from easier to increasingly challenging comprehension activities, where students answer facts and details questions about individual paragraphs. Finally, in Post Reading students read the full text and answer higher-order questions that require critical thinking. The Senior Challenge presents the highest difficulty. Students work with longer text and features, such as subheads, sidebars and illustrations. At each step, students self-pace through the activities for each story, tracking their progress along the way in the form of points, scores and feedback.</p> <p>All BrightFish Reading fiction stories are available online and present students with a choice of topics and genres, including myths, mystery and fantasy.</p>

# SOUTH CAROLINA STANDARDS FOR ENGLISH 2

## Reading – Informational Text (RI): English 2 Standards 1-12

STANDARD REFERENCE	READING – INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Principles of Reading</b>		
<b>Standard 1</b>	Demonstrate understanding of the organization and basic features of print.	<p>All grade 9-10 nonfiction stories (1070L-1220L): Asteroid Impact, Book Review: Pride and Prejudice, Eureka! Fashion Files, Machu Picchu, Maya Angelou, Salem Witch Trials, Strange and Mysterious, Taj Mahal, Venus Flytrap, War of the Worlds, Senior Challenge: “The Magnificent Taj Mahal,” “The Many Ways of Learning,” “Winston Churchill/We Shall Fight on the Beaches.”</p> <p>Text in BrightFish Reading is presented online. Text features include titles, paragraphs, headings and sidebars. In Comprehension During Reading and Post Reading, students are asked to find and compare information in different paragraphs and sections. Students must refer to text features to organize information.</p>
<b>Standard 2</b>	Demonstrate understanding of spoken words, syllables, and sounds.	<p>All grade 9-10 nonfiction stories: In the pre-reading work for each story unit, BrightFish Reading incorporates fluency at the word and phrase level, measuring accuracy and speed as students complete visual match and sound match activities to determine automatic processing of text. In sound match, words and phrases are read aloud and students are asked to match them to visual targets. In vocabulary activities, students work on word meaning and usage for keywords selected from the story unit.</p>
<b>Standard 3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	<p>All grade 9-10 nonfiction stories Pre-reading Activities: Fluency. Students complete visual match and auditory-visual match sequences at levels 1-5 words and 6-8 phrases. The BrightFish system measures accuracy and speed as part of the mastery criteria.</p>

## SOUTH CAROLINA STANDARDS FOR ENGLISH 2

STANDARD REFERENCE	READING – INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Standard 4</b>	Read with sufficient accuracy and fluency to support comprehension.	All grade 9-10 nonfiction stories: Students build each story from pre-reading activities in fluency and word usage up to comprehension in paragraphs and finally the full text. Through this process, students improve their fluency skills to support comprehension and demonstrate their understanding of facts and details and higher-order concepts such as main ideas and author’s purpose.
<b>Meaning and Context</b>		
<b>Standard 5</b>	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
<b>5.1</b>	Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	All grade 9-10 nonfiction stories (Lexile range 1070-1220L).  Comprehension: During Reading – Facts and Details; Post Reading – Key Ideas and Meaning.  Graphic organizers and multiple choice questions: determine conclusions and supporting details; use inferencing to determine meaning of words, phrases and ideas in the text; use evidence from the text to support conclusions in open response answers.
<b>Standard 6</b>	Summarize key details and ideas to support analysis of central ideas.	
<b>6.1</b>	Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading, students are asked to summarize and identify the central idea and supporting details in multiple choice questions and graphic organizers.
<b>Standard 7</b>	Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
<b>7.1</b>	Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.	Three nonfiction stories (Maya Angelou, Machu Picchu, and Strange and Mysterious) include video questions, where students watch a 2-minute video and compare it to information from the text to identify main ideas and differences in the information and media formats.

## SOUTH CAROLINA STANDARDS FOR ENGLISH 2

STANDARD REFERENCE	READING – INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Language, Craft and Structure</b>		
<b>Standard 8</b>	Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
<b>8.1</b>	Determine figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words, phrases on meaning and tone.	All grade 9-10 nonfiction stories: In pre-reading vocabulary activities, students work on key words from the stories to show understanding of words in context through usage, fill in the blanks and writing activities. In Comprehension Post Reading, students are asked to identify and analyze the impact of word choices and figurative language on meaning and tone, including analogies and allusions.
<b>8.2</b>	Explain how the author’s meaning and tone are developed and refined by text features and structures.	All grade 9-10 nonfiction stories: Students demonstrate knowledge of structure and its impact on meaning and tone in multiple choice and open response, such as analyzing the impact of language and text sequencing on tone and author’s purpose. Senior Level 1 Challenge: “The Magnificent Taj Mahal,” “The Many Ways of Learning,” “Winston Churchill/We Shall Fight on the Beaches”: impact of sidebars and images on meaning and tone.
<b>Standard 9</b>	Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
<b>9.1</b>	Use context clues to determine meanings of words and phrases.	All grade 9-10 nonfiction stories: In pre-reading vocabulary activities, students demonstrate understanding of words in context through usage, synonym/antonym, fill in the blanks and sentence writing activities. In post-reading, students are asked the meaning of key words and phrases based on their usage in the text.
<b>Standard 10</b>	Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
<b>10.1</b>	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Comprehension Post Reading and Challenge activities are focused on identifying the author’s point of view through multiple choice (tone, structure, sequence), graphic organizers (themes/details) and open response (point of view).

## SOUTH CAROLINA STANDARDS FOR ENGLISH 2

STANDARD REFERENCE	READING – INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Standard 11</b>	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
<b>11.1</b>	Explain how the author’s ideas or claims are supported through the use of text features and structures.	All grade 9-10 nonfiction stories; Senior Level 1 Challenge: “The Magnificent Taj Mahal,” “The Many Ways of Learning,” “Winston Churchill/We Shall Fight on the Beaches.”  Multiple choice and open response questions probe for understanding of how authors convey main ideas and supporting details through structure and text features (subheads, sidebars and images).
<b>11.2</b>	Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	All grade 9-10 nonfiction stories: In Comprehension Post Reading graphic organizers and open response, students analyze the author’s main argument and supporting reasoning. False statements and fallacious reasoning are not explicitly covered in the program.
<b>Range and Complexity</b>		
<b>Standard 12</b>	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
<b>12.1</b>	Engage in whole and small group reading with purpose and understanding.	All grade 9-10 nonfiction stories: Teachers can use the passages for small-group read-aloud. Each story is available as a PDF that can be printed or projected for small-group work.
<b>12.2</b>	Read independently for a sustained period of time.	All grade 9-10 nonfiction stories: BrightFish Reading is self-paced and designed for independent reading. Students choose from a wide range of high-interest nonfiction topics and genres, including science, social studies, biographies and literary nonfiction. Students read stories with increasingly higher Lexile levels as they work through their assigned training stream. Self-paced sessions can range from 20 minutes to several hours. With frequent usage, students earn certificates for story completion and points for each finished activity, providing the motivation to focus and read for sustained periods.

## SOUTH CAROLINA STANDARDS FOR ENGLISH 2

STANDARD REFERENCE	READING – INFORMATIONAL TEXT	BRIGHTFISH READING
12.3	Read and respond to grade-level text to become self-directed, critical readers and thinkers.	<p>At the end of the BrightFish Reading Grade 9-10 scope and sequence, students will have mastered reading a variety of nonfiction stories at the Grade 9-10 level, moving from Lexile 1070-1220. Each story unit progresses from easier to increasingly challenging comprehension activities, where students answer facts and details questions about individual paragraphs. Finally, in Post Reading students read the full text and answer higher-order questions that require critical thinking.</p> <p>The Senior Challenge presents the highest difficulty. Students work with longer text and multiple text features, such as subheads, sidebars and illustrations. At each step, students self-pace through the activities for each story, tracking their progress along the way in the form of points, scores and feedback.</p>