South Carolina High School Credential (SCHSC) Course Descriptions and Competencies

BrightFish Reading Correlations:
SCHSC Essentials of English I-IV

BrightFishLearning

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BrightFish Reading: SCHSC Correlations – Essentials of English I

Inquiry Based Literacy: Essentials of English I Standards 1-5

STANDARD REFERENCE	INQUIRY BASED LITERACY	BRIGHTFISH READING
Standard 1	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1-1.2	1. Use personal learning strategies to gain meaning from written material. 2. Determine when more information is needed and ask appropriate questions in a variety of situations when interacting with a variety of texts, media, and modalities.	In BrightFish Reading fiction and nonfiction story units, students build foundation skills in fluency, vocabulary and comprehension to become independent readers. Instructional support and feedback help students to develop learning strategies that can be used for reading in all subject areas. Throughout the program scope and sequence, students can use helper tutorials, online dictionaries and feedback to improve their scores. Text is presented digitally and covers a wide range of topics and genres. Students can hear passages read aloud for audio support. In nonfiction passages, video questions provide a different media presentation and point of view on the topic.
1.3	3. Identify when more information is needed and use references, navigate libraries, use technology, etc., to locate information	Students use helper tutorials and online Merriam-Webster's dictionary for additional information to answer questions.
Standard 2	Transact with text to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1-2.2	1. Read to gain information needed in daily living. 2. Read and comprehend information from a variety of text.	BrightFish Reading fiction and nonfiction stories cover a range of topics and genres in literary and informational text, including myths, first-person narratives, mystery, fantasy, book reviews, excerpts, science, history, biography and geography. Students can use information from nonfiction stories for use in daily living and academic subject areas.
2.3-2.4	3. Identify alternative and multiple perspectives in a text.	In BrightFish Reading fiction and nonfiction stories, Comprehension Post Reading and Challenge

STANDARD REFERENCE	INQUIRY BASED LITERACY	BRIGHTFISH READING
	4. Identify multiple perspectives in real-life situations.	activities focus 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). Standard 2.4 is not covered in the program.
2.5	5. Follow simple oral and written directions given in a variety of situations.	In BrightFish Reading, all content and questions are presented onscreen with instructions for answering questions. A read-aloud option provides a fluent, modeled recording of the passage. Read&Write for Google Chrome can be used for additional audio support.
Standard 3	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1	1. Gather needed information from a variety of sources.	BrightFish Reading provides online tutorials and corrective feedback to help students master concepts and activities. Students can use Merriam-Webster's integrated online dictionary to determine word meanings in Vocabulary and Comprehension graphic organizers.
3.2	2. Identify and use various sequential patterns to organize information.	In BrightFish Reading Comprehension Post Reading, students find and compare information and refer to text features to organize information. Using graphic organizers, students identify patterns such as chronological sequencing and cause and effect to organize information in the text.
Standard 4	Synthesize information to share learning and/or take action.	
4.1-4.2	1. Use a variety of sources to obtain information needed for a variety of purposes (e.g., daily life activities, employment, training, leisure interests). 2. Use information obtained from a variety of sources to take action for a variety of purposes (i.e., daily life activities, employment activities,	Students use online tutorials, dictionaries and corrective feedback in BrightFish Reading to answer questions about the text in each story unit. Activities are based on stories in the program and do not explicitly daily life activities, employment, training, etc.

STANDARD REFERENCE	INQUIRY BASED LITERACY	BRIGHTFISH READING
	educational activities, leisure activities, social activities).	
4.3	3. Use technology to share information learned from text with others.	Standard 4.3 is not covered in the program.
Standard 5	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1	1. Use information obtained from text to guide the development of personal and educational goals and plans to reach those goals.	Standard 5.1 is not explicitly covered in the program.
5.2	2. Use feedback to guide the process of creating and working toward goal-setting.	BrightFish Reading provides feedback on question responses to guide students to the best answer. At all times, students can track their work against weekly goals and see how many activities they have mastered in a story unit. A points-based reward system is used to motivate students to set their own goals and measure their progress in real time.
5.3-5.4	3. Reflect upon goals and plans to determine if plans must be revised. 4. Reflect upon goal setting and plans to determine if more information is needed.	Teachers use the data from BrightFish Reading reports for 1:1 data chats with students. Errors and missed standards can be discussed as each story unit is completed. Teachers can access online data chat guides and strategies to use with students struggling in specific skill areas for individual remediation and small group lessons. Students can view their own story unit scores and errors to improve their results.

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

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
Standard 1	Demonstrate understanding of the organization and basic features of print.	
1.1-1.2	1. Identify and use sequential patterns of text to organize information. 2. Indicate title, author, illustrator, and chapters in a literary text.	All grade 9-10 fiction stories (Lexile range 1070-1300): 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 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 and refer to text features to organize information. Standard 1.2 is not covered in BrightFish Reading.
Standard 2	Demonstrate understanding of spoken words, syllables, and sounds.	
2.1	1. Follow multiple step oral directions.	All grade 9-10 fiction stories (Lexile range 1070-1300). In pre-reading for each story unit, BrightFish Reading incorporates fluency at the word and phrase level, measuring accuracy and speed to determine automatic processing of text. In visual match, students match a target to a word or phrase presented with 3 distractors. 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. All content and questions are presented onscreen. A read-aloud option provides a fluent, modeled recording of the passage. Read&Write for Google Chrome can be used for additional support.

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
2.2	Use appropriate vocabulary in speaking in a variety of settings.	Speaking is not explicitly covered in the online instruction provided by BrightFish Reading but 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.
2.3	Demonstrate the basic conventions of standard English.	All grade 9-10 fiction stories (Lexile range 1070-1300). In the Vocabulary and Comprehension Post Reading sections of each story unit, students answer open response questions by typing their answers. These activities require students to write their own sentences and paragraphs following the basic conventions of standard English, including the correct use of capitals and punctuation.
2.4	Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, and leisure.	All grade 9-10 fiction stories (Lexile range 1070-1300). All vocabulary activities in BrightFish Reading relate to the story units. Students increase their understanding of word usage for key vocabulary from the stories. Informal conversation, daily living, community, and leisure are not explicitly covered in the program.
Standard 3	Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1	1. Increase reading fluency through word study.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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, requiring a maximum of 2.5 seconds of processing time and a minimum of 97% accuracy.
3.2	Identify accommodations needed in accessing text and use accommodations with fidelity.	All grade 9-10 fiction stories (Lexile range 1070-1300). Teachers can make accommodations for students by deactivating either the sound match activity for hearing-impaired and deaf students.

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
Standard 4	Read with sufficient accuracy and fluency to support comprehension.	
4.1	1. Increase fluency through word study.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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 and vocabulary skills before applying them to paragraphs and full passages.
4.2-4.3	2. Identify accommodations needed in accessing text and use accommodations with fidelity. 3. Access and use accommodations embedded in technology when reading on a device.	All grade 9-10 fiction stories (Lexile range 1070-1300). Students can use read-aloud functions in the program to hear story text. Read&Write for Google Chrome can be used for assistance in reading questions and answer responses.
Standard 5	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1-2	1. Cite details from a text to support a conclusion. 2. Recount key details of a story and refer to details and examples within a text to draw inferences.	All grade 9-10 fiction stories (Lexile range 1070-1300). Comprehension: During Reading – Facts and Details; Post Reading – Key Ideas and Meaning Graphic organizers and multiple choice questions: conclusion and supporting details and inferencing.
5.3	3. Make a prediction about a given situation based on known information from text.	All Grade 9-10 Fiction Stories (Lexile range 1070-1300). In the introduction activity for each story unit, students are asked to predict what the story will be about based on the title and overview information. Comprehension Post Reading – students are asked to predict what will happen based on the text. E.g. what will happen to a character (Home, Looking Back), writing an ending for a cliffhanger (The Most Dangerous Decision, Nightmare, Shipwrecked).

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
Standard 6	Summarize key details and ideas to support analysis of thematic development.	
6.1	Determine themes or central ideas of text and provide basic summaries of text.	All grade 9-10 fiction stories (Lexile range 1070-1300). Comprehension Post Reading. Graphic organizers and multiple choice questions: central idea and key details, themes and lessons, story maps and summarizing.
Standard 7	Analyze the relationship among ideas, themes, or topics in multiple media formats and in visual, auditory, and kinesthetic modalities.	
7.1	1. Compare/contrast ideas or topics in multiple media formats.	This standard is not covered for literary text in BrightFish Reading.
7.2	Make connections between text and real life experiences based on learning styles.	Grade 9-10 fiction stories: Looking Back (1070L) and Healing Hands (1110L): In open response questions, students are asked to relate their own experience to the main character's dilemma or an event that had a significant impact on the action in the story.
Standard 8	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1	Determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.	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.
Standard 9	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.	
9.1	Determine the meaning of figurative language in a text and in conversations.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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 and analyze the use, meaning and impact of figurative language, including metaphors and similes. The meaning of figurative language in conversations is not covered by the program.

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
9.2	Make inferences when reading to determine the meaning of various phrases in text, format, and tone.	All grade 9-10 fiction stories (Lexile range 1070-1300). In Comprehension Post Reading, students are asked to make inferences to determine the meaning of phrases in the text and identify the impact usage on tone.
Standard 10	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.	
10.1	Use context clues to determine the meanings of words and phrases.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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.
10.2	Use references such as a dictionary or online resources to determine word meanings.	All grade 9-10 fiction stories (Lexile range 1070-1300). Students access word meanings from BrightFish Reading's integration with the Merriam-Webster's online dictionary.
Standard 11	Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	
11.1	Identify an author's point of view in a text.	All grade 9-10 fiction stories (Lexile range 1070-1300). Comprehension Post Reading and Challenge activities ask students to identify the author's point of view through multiple choice (language, passage structure), graphic organizers (themes, details) and open response questions (point of view, themes).
11.2	Identify a speaker's point of view in a conversation, argument, or oral presentation.	This standard is not covered in BrightFish Reading.
Standard 12	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1	Identify different effects in a literary text (i.e. mystery, tension, etc.) and cite evidence from the text to support the identification of the effect.	Nightmare (1070L), Home (1080L), Shipwrecked (1090L), Who's There? (1110L) Comprehension Post Reading: Multiple choice and conclusion/ evidence graphic organizer questions require students to identify mystery and tension.

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
Standard 13	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.	
13.1	Use accommodations to access a text to read independently for a sustained period of time.	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 deconstructed. Students actively build each story from words to phrases to paragraphs and then the full text. Students move from the easiest words to the most difficult phrases, then paragraphs and finally the full text. Each story unit takes 90 minutes on average to complete and requires sustained, engaged reading.
13.2	Engage in small-group reading.	BrightFish Reading stories are available as PDF downloads for small-group reading.
13.3	Read and respond to increasingly challenging levels of text.	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 1070-1300. Each story unit progresses from easier word study activities to increasingly challenging comprehension questions, where students pull facts and details from individual paragraphs and progress to Post Reading higher-order questions based on the entire text. The Senior Level Challenge presents the highest difficulty level, where students read longer text with 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.
13.3	Select and read a wide variety of print and digital materials.	BrightFish Reading fiction stories are online and present students with a range of topics and genres, including myths, first-person narratives, mystery and fantasy.

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Reading – Informational Text (RI): Essentials of English I Standards 1-12

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
Standard 1	Demonstrate understanding of the organization and basic features of print.	
1.1	1. Use organizational structures, such as guide-words, table of contents, index etc. to locate needed information.	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 Activity: "The Magnificent Taj Mahal," "The Many Ways of Learning," "Winston Churchill/We Shall Fight on the Beaches.". 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.
1.2-1.3	2. Identify types of reference text and their purposes. 3. Identify types of text and their purposes.	All grade 9-10 nonfiction stories (1070L-1220L). In the Introduction and During Reading sections of nonfiction passages, students are asked to identify nonfiction characteristics and genres. Maya Angelou and Winston Churchill – students identify biographical text and purpose. Pride and Prejudice – students identify review text and purpose.
1.4	4. Use reference text to locate information about a topic.	All grade 9-10 nonfiction stories (1070L-1220L). In During Reading and Post Reading sections, students are asked to use information from the text to find or support their answers. In written response questions, students need to provide details from the text to support their position.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
Standard 2	Demonstrate understanding of spoken words, syllables, and sounds.	
2.1-2.2	1. Follow multiple step oral directions. 2. Use appropriate vocabulary in speaking.	Standards 2.1 and 2.2 are not covered in BrightFish Reading.
2.3	3. Demonstrate the basic conventions of standard English.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In the Vocabulary and Comprehension Post Reading sections of each story unit, students answer open response questions by typing in their answers. These activities require students to write their own sentences and paragraphs following the basic conventions of standard English, including the correct use of capitals and punctuation.
2.4	4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, leisure, and employment	All grade 9-10 nonfiction stories (Lexile range 1070-1300). All vocabulary activities in BrightFish Reading relate to the story units. Students increase their understanding of word usage for key vocabulary from the stories. Informal conversation, daily living, community, and leisure are not explicitly covered in the program.
Standard 3 **3.1**	Know and apply grade-level phonics and word analysis skills in decoding words. 1. Increase reading fluency through word study.	All grade 9-10 nonfiction stories (1070L-1220L). 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.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
3.2	2. Identify accommodations needed in accessing text and use accommodations with fidelity.	All grade 9-10 nonfiction stories (1070L-1220L) Teachers can make accommodations for students by deactivating either the visual match or sound match activity for visually or hearing-impaired students.
Standard 4	Read with sufficient accuracy and fluency to support comprehension.	
4.1	1. Increase fluency through word study.	All grade 9-10 nonfiction stories (1070L-1220L). 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, achieving mastery in speed and accuracy. In Vocabulary, students work on word usage and synonym/ antonym exercises, and write sentences using target words. In During Reading and Post Reading, students demonstrate comprehension of facts and details and higher-order concepts such as main ideas and themes.
4.2-4.3	2. Identify accommodations needed in accessing text and use accommodations with fidelity. 3. Access and use accommodations embedded in technology when reading on a device.	All grade 9-10 nonfiction stories (1070L-1220L). Students can use read-aloud functions in the program to hear story text. Read&Write for Google Chrome can be used for assistance in reading questions and answer responses.
Standard 5	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1	1. Read and comprehend various informational text.	All grade 9-10 nonfiction stories (1070L-1220L). Grade 9-10 nonfiction stories contain a wide range of topics and genres from science and geography to history, literary book reviews, social sciences and biography. Students are asked to demonstrate their knowledge of facts and details from the text in During Reading activities. Post Reading questions explore higher-order concepts such as author's purpose and main ideas.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
5.2	2. Use evidence from an informational text to make a prediction.	Grade 9-10 nonfiction stories: Maya Angelou, Strange and Mysterious, Taj Mahal, War of the Worlds (Lexile 1070L-1220L). In open response questions, students are asked to make predictions supporting their answers with details from the text.
5.3	3. Identify the purpose of a given informational text (i.e. instructions, guide, reference, learning, persuasive, etc.).	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading questions, students identify the purpose of each nonfiction text.
Standard 6	Summarize key details and ideas to support analysis of central ideas.	
6.1-6.2	1. Recognize main idea in written, oral, and visual formats. 2. Summarize information given in written, oral, or visual formats.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Nonfiction stories are presented in a visual format and have audio controls that students can use to hear a modeled fluent recording of the text. In Comprehension Post Reading, students are asked to summarize and identify the main idea and supporting details in multiple choice questions and graphic organizers. Three 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 media formats.
6.3	Identify and use various sequential patterns to organize information.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading graphic organizers, students are asked to place events from the text in chronological sequence.
Standard 7	Research events, topics, ideas, or concepts through multiple media formats and in visual, auditory, and kinesthetic modalities.	
7.1-7.2	1. Read to gain information from various media formats needed for daily living based on learning styles. 2. Read to gain information from various media formats for community participation.	Standards 7.1 and 7.2 are not covered in BrightFish Reading

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
7.3	Read to gain information from various media formats related to choice-making in interests and preferences.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Students can choose which stories to read in a menu that ranges from the lowest to highest Lexile and covers different topics and genres.
7.4	Identify appropriate sources to locate specific information related to self-advocacy.	This standard is not covered in BrightFish Reading.
Standard 8	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.	
8.1	Determine the meaning of figurative, connotative, or technical words and phrases in a text.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In pre-reading Vocabulary activities, students work on key words taken from the stories. They demonstrate understanding of words in context through usage, fill in the blanks and sentence writing activities. In Comprehension Post Reading, students are asked to identify and analyze the use, meaning and impact of figurative language, including metaphors and similes.
8.2	Use references and technology to determine the meanings of words and phrases in texts	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Students access word meanings from BrightFish Reading's integration with the Merriam-Webster's online dictionary.
Standard 9	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.	
9.1	Use context clues to determine the meanings of words and phrases in text and in conversations.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In pre-reading Vocabulary activities, students learn the usage of key words taken from the stories. In Comprehension Post Reading, students use context clues to identify and analyze the meaning of words used in the text.
9.2-9.3	2. Explain the definitions of terms related to daily living. 3. Explain the definitions of terms related to community.	This standard is not covered in BrightFish Reading.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
9.4	Explain the definitions of terms related to choice-making and topics of interests.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Students can choose which stories to read in a menu that ranges from the lowest to highest Lexile and covers different topics and genres. In the pre-reading Vocabulary section of each story unit, students learn the usage of key words in selected stories.
Standard 10	Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.	
10.1-2	1. Identify an author's or speaker's point of view. 2. Identify details that support an author's or speaker's point of view.	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, passage structure, sequence), graphic organizers (themes/supporting details) and open response questions (point of view, themes and supporting details).
Standard 11	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1	Identify how an author's claims are supported with evidence in a text.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading, multiple choice and graphic organizer questions ask students to identify main ideas and supporting details and conclusion/ evidence statements.
Standard 12	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.	
12.1	Use accommodations to access an informational text to read independently for a sustained period of time.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). BrightFish Reading is self-paced and designed for independent reading. Students can take advantage of accommodations such as read-aloud to support independent reading. All story unit work is done in self-paced sessions that can range from 20 minutes to one or more 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.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
12.2	2. Engage in small-group reading.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). 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.
12.3-4	3. Read signs, labels, menus, recipes, advertisements, coupons, etc. 4. Read schedules, calendars, agendas.	These standards are not covered in BrightFish Reading.
12.5	Read and respond to increasingly challenging levels of informational text.	At the end of BrightFish Reading Grade 9-10 scope and sequence, students will have mastered reading a variety of nonfiction stories at the Grade 9-10 level, increasing in the Lexile values from 1070-1220. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills in activities that are increasingly difficult as students progress through the scope and sequence.

BrightFish Reading: SCHSC Correlations – Essentials of English II

Inquiry Based Literacy: Essentials of English II Standards 1-5

STANDARD REFERENCE	INQUIRY BASED LITERACY	BRIGHTFISH READING
Standard 1	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1-1.2	1. Use personal learning strategies to gain meaning from written material. 2. Determine when more information is needed and ask appropriate questions in a variety of situations when interacting with a variety of texts, media, and modalities.	In BrightFish Reading fiction and nonfiction story units, students build foundation skills in fluency, vocabulary and comprehension to become independent readers. Instructional support and feedback help students to develop learning strategies that can be used for reading in all subject areas. Throughout the program scope and sequence, students can use helper tutorials, online dictionaries and feedback to improve their scores. Text is presented digitally and covers a wide range of topics and genres. Students can hear passages read aloud for audio support. In nonfiction passages, video questions provide a different media presentation and point of view on the topic.
1.3	3. Identify when more information is needed and use references, navigate libraries, use technology, etc., to locate information	Students use helper tutorials and online Merriam-Webster's dictionary for additional information to answer questions.
Standard 2	Transact with text to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1-2.2	1. Read to gain information needed in daily living. 2. Read and comprehend information from a variety of text.	BrightFish Reading fiction and nonfiction stories cover a range of topics and genres in literary and informational text, including myths, first-person narratives, mystery, fantasy, book reviews, excerpts, science, history, biography and geography. Students can use information from nonfiction stories for use in daily living and academic subject areas.
2.3-2.4	3. Identify alternative and multiple perspectives in a text.	In BrightFish Reading fiction and nonfiction stories, Comprehension Post Reading and Challenge activities focus on identifying the

STANDARD REFERENCE	INQUIRY BASED LITERACY	BRIGHTFISH READING
	4. Identify multiple perspectives in real-life situations.	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).

Standard 2.4 is not covered in the program. |
2.5	5. Follow simple oral and written directions given in a variety of situations.	In BrightFish Reading, all content and questions are presented onscreen with instructions for answering questions. A read-aloud option provides a fluent, modeled recording of the passage. Read&Write for Google Chrome can be used for additional audio support.
Standard 3	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1	1. Gather needed information from a variety of sources.	BrightFish Reading provides online tutorials and corrective feedback to help students master concepts and activities. Students can use Merriam-Webster's integrated online dictionary to determine word meanings in Vocabulary and Comprehension graphic organizers.
3.2	2. Identify and use various sequential patterns to organize information.	In BrightFish Reading Comprehension Post Reading, students find and compare information and refer to text features to organize information. Using graphic organizers, students identify patterns such as chronological sequencing and cause and effect to organize information in the text.
3.3	Compare/Contrast multiple texts on a given topic.	Standard 3.3 is not covered in the program.
Standard 4	Synthesize information to share learning and/or take action.	
4.1-4.2	1. Use a variety of sources to obtain information needed for a variety of purposes (e.g., daily life activities, employment, training, leisure interests).
2. Use information obtained from a variety of sources to take action for a variety of purposes (i.e., daily life activities, employment activities, educational activities, leisure activities, social activities, etc.). | Students use online tutorials, dictionaries and corrective feedback in BrightFish Reading to answer questions about the text in each story unit.

Activities are based on stories in the program and do not explicitly daily life activities, employment, training, etc. |

SCHSC CORRELATIONS: ESSENTIALS OF ENGLISH II

STANDARD REFERENCE	INQUIRY BASED LITERACY	BRIGHTFISH READING
4.3-4.4	3. Read multiple texts from multiple media formats on a topic and share information with others. 4. Use technology to share information learned from text with others.	BrightFish Reading enables students to read fiction and nonfiction stories online that cover a wide range of topics and genres. Nonfiction stories also provide questions in video formats to explore a specific point of view or area of a topic. Standard 4.4 is not covered in the program.
4.5	5. Evaluate multiple sources of information presented in different media or formats for problem solving.	BrightFish Reading nonfiction stories include video questions that provide more information or a conflicting view of a topic. Students are asked to compare the effectiveness of the text and video formats and identify different viewpoints.
Standard 5	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1	1. Use information obtained from text to guide the development of personal and educational goals and plans to reach those goals.	Standard 5.1 is not explicitly covered in the program.
5.2	2. Use feedback to guide the process of creating and working toward goal-setting.	BrightFish Reading provides feedback on question responses to guide students to the best answer. At all times, students can track their work against weekly goals and see how many activities they have mastered in a story unit. A points-based reward system is used to motivate students to set their own goals and measure their progress in real time.
5.3-5.4	3. Reflect upon goals and plans to determine if plans must be revised. 4. Reflect upon goal setting and plans to determine if more information is needed.	Teachers use the data from BrightFish Reading reports for 1:1 data chats with students. Errors and missed standards can be discussed as each story unit is completed. Teachers can access online data chat guides and strategies to use with students struggling in specific skill areas for individual remediation and small group lessons. Students can view their own story unit scores and errors to improve their results.

Reading Literary Text (RL): Essentials of English II Standards 1-13

STANDARD REFERENCE	READING: LITERARY TEXT	BRIGHTFISH READING
Standard 1	Demonstrate understanding of the organization and basic features of print.	
1.1	1. Identify and use sequential patterns of text to organize information. 2. Indicate title, author, illustrator, and chapters in a literary text.	All grade 9-10 fiction stories (Lexile range 1070-1300): Arachne, Healing Hands, Home, Home Sweet Home, Looking Back, The Most Dangerous Decision, Nightmare, Shipwrecked, The Storytelling Stone, Who's There? Challenge Activity, Senior Level 1: "An Unlikely Friendship 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 and refer to text features to organize information. Standard 1.2 is not covered in BrightFish Reading
Standard 2	Demonstrate understanding of spoken words, syllables, and sounds.	
2.1	1. Follow multiple step oral directions.	All grade 9-10 fiction stories (Lexile range 1070-1300). In pre-reading for each story unit, BrightFish Reading incorporates fluency at the word and phrase level, measuring accuracy and speed to determine automatic processing of text. In visual match, students match a target to a word or phrase presented with 3 distractors. 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. All content and questions are presented as text onscreen. Stories have a read-aloud option that students can play to hear a modeled fluent recording of the passage. The program can also be used with Read&Write for Google Chrome for additional support.

STANDARD REFERENCE	READING: LITERARY TEXT	BRIGHTFISH READING
2.2	Use appropriate vocabulary in speaking in a variety of settings.	Speaking is not explicitly covered in the online instruction provided by BrightFish Reading but 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.
2.3	Demonstrate the basic conventions of standard English.	All grade 9-10 fiction stories (Lexile range 1070-1300). In the Vocabulary and Comprehension Post Reading sections of each story unit, students answer open response questions by typing in their answers. These activities require students to write their own sentences and paragraphs following the basic conventions of standard English, including the correct use of capitals and punctuation.
2.4	Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, and leisure.	All grade 9-10 fiction stories (Lexile range 1070-1300). All vocabulary activities in BrightFish Reading relate to the story units. Students increase their understanding of word usage for key vocabulary from the stories. Informal conversation, daily living, community, and leisure are not explicitly covered in the program.
Standard 3	Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1	1. Increase reading fluency through word study.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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, requiring a maximum of 2.5 seconds of processing time and a minimum of 97% accuracy.
3.2	Identify accommodations needed in accessing text and use accommodations with fidelity.	All grade 9-10 fiction stories (Lexile range 1070-1300). Teachers can deactivate the Fluency sound match activity for deaf and hearing-impaired students. In Vocabulary, students can use read-aloud functions as needed for support.

STANDARD REFERENCE	READING: LITERARY TEXT	BRIGHTFISH READING
Standard 4	Read with sufficient accuracy and fluency to support comprehension. 1. Increase fluency through word study.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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 and vocabulary skills before applying them to paragraphs and full passages.
4.2-4.3	2. Identify accommodations needed in accessing text and use accommodations with fidelity. 3. Access and use accommodations embedded in technology when reading on a device.	All grade 9-10 fiction stories (Lexile range 1070-1300). Students can use read-aloud functions in the program to hear story text. Read&Write for Google Chrome can be used for assistance in reading questions and answer responses.
Standard 5	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1-2	1. Cite details from a text to support a conclusion. 2. Recount key details of a story and refer to details and examples within a text to draw inferences.	All grade 9-10 fiction stories (Lexile range 1070-1300). Comprehension: During Reading – Facts and Details; Post Reading – Key Ideas and Meaning Graphic organizers and multiple choice questions: conclusion and supporting details and inferencing.
5.3	3. Make a prediction about a given situation based on known information from text.	All Grade 9-10 Fiction Stories (Lexile range 1070-1300). In the introduction activity for each story unit, students are asked to predict what the story will be about based on the title and overview information. In Comprehension Post Reading, students are asked to predict what will happen based on the text. E.g. what will happen to a character (Home, Looking Back), writing an ending for a cliffhanger (The Most Dangerous Decision, Nightmare, Shipwrecked).

STANDARD REFERENCE	READING: LITERARY TEXT	BRIGHTFISH READING
Standard 6	Summarize key details and ideas to support analysis of thematic development.	
6.1	1. Determine themes or central ideas of text and provide basic summaries of text.	All grade 9-10 fiction stories (Lexile range 1070-1300). Comprehension Post Reading. Graphic organizers and multiple choice questions: central idea and key details, themes and lessons, story maps and summarizing.
Standard 7	Analyze the relationship among ideas, themes, or topics in multiple media formats and in visual, auditory, and kinesthetic modalities.	
7.1	1. Compare/contrast ideas or topics in multiple media formats.	This standard is not covered for literary text in BrightFish Reading.
7.2	1. Make connections between text and real life experiences based on learning styles.	Grade 9-10 fiction stories: Looking Back (1070L) and Healing Hands (1110L). In open response questions, students are asked to relate their own experience to the main character's dilemma or an event that had a significant impact on the action in the story.
Standard 8	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1	1. Determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.	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.
Standard 9	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.	
9.1	1. Determine the meaning of figurative language in a text and in conversations.	All grade 9-10 fiction stories (Lexile range 1070-1300). In pre-reading vocabulary activities, students work on key words taken from the stories. They demonstrate understanding of words in context through usage, fill in the blanks and sentence writing activities. In Comprehension Post Reading, students are asked to identify and analyze the use, meaning and impact of figurative language, including metaphors and similes. Figurative language in conversations is not covered.

SCHSC CORRELATIONS: ESSENTIALS OF ENGLISH II

STANDARD REFERENCE	READING: LITERARY TEXT	BRIGHTFISH READING
9.2	2. Make inferences when reading to determine the meaning of various phrases in text, format, and tone.	All grade 9-10 fiction stories (Lexile range 1070-1300). In Comprehension Post Reading, students are asked to make inferences to determine the meaning of phrases in the text and identify the impact usage on tone.
Standard 10	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.	
10.1	1. Use context clues to determine the meanings of words and phrases.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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.
10.2	2. Use references such as a dictionary or online resources to determine word meanings.	All grade 9-10 fiction stories (Lexile range 1070-1300). Students access word meanings from BrightFish Reading's integration with the Merriam-Webster's online dictionary.
Standard 11	Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	
11.1	1. Identify an author's point of view in a text.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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).
11.2	Identify a speaker's point of view in a conversation, argument, or oral presentation.	This standard is not covered in BrightFish Reading.
Standard 12	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1	1. 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.

STANDARD REFERENCE	READING: LITERARY TEXT	BRIGHTFISH READING
Standard 13	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.	
13.1 **13.1**	1. Use accommodations to access a text to read independently for a sustained period of time. 1. Use accommodations to access a text to read independently for a sustained period of time.	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 build each story from words to phrases to paragraphs and then the full text. Students move from the easiest words to the most difficult phrases, then paragraphs and the full text. Each story unit takes 90 minutes on average to complete and requires sustained, engaged reading.
13.2	2. Engage in small-group reading.	All BrightFish Reading stories are available as PDFs that teachers can use for small-group reading.
13.3	3. Read and respond to increasingly challenging levels of text.	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 1070-1300. Each story unit progresses from easier to increasingly challenging comprehension activities, where students answer facts and details questions about individual paragraphs and progress to Post Reading higher-order questions based on the entire text. 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.
13.4	4. Select and read a wide variety of print and digital materials.	All BrightFish Reading fiction stories are available online and present students with a range of topics and genres, including myths, mystery and fantasy.

Reading Informational Text (RI): Essentials of English II Standards 1-12

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
Standard 1	Demonstrate understanding of the organization and basic features of print.	
	1. Use organizational structures, such as guide-words, table of contents, index etc. to locate needed information.	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 Activity: "The Magnificent Taj Mahal," "The Many Ways of Learning," "Winston Churchill/We Shall Fight on the Beaches.". 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.
1.2-1.3	2. Identify types of reference text and their purposes. 3. Identify types of text and their purposes.	All grade 9-10 nonfiction stories (1070L-1220L). In the Introduction and During Reading sections of nonfiction passages, students are asked to identify nonfiction characteristics and genres. Maya Angelou and Winston Churchill – students identify biographical text and purpose. Pride and Prejudice – students identify review text and purpose.
1.4	4. Use reference text to locate information about a topic.	All grade 9-10 nonfiction stories (1070L-1220L). In During Reading and Post Reading sections, students are asked to use information from the text to find or support their answers. In written response questions, students need to provide details from the text to support their position.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
Standard 2	Demonstrate understanding of spoken words, syllables, and sounds.	
2.1-2.2	1. Follow multiple step oral directions. 2. Use appropriate vocabulary in speaking.	Standards 2.1 and 2.2 are not covered in BrightFish Reading.
2.3	3. Demonstrate the basic conventions of standard English.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In the Vocabulary and Comprehension Post Reading, students answer open response questions by typing in their answers. These activities require students to write their own sentences and paragraphs following the basic conventions of standard English, including the correct use of capitals and punctuation.
2.4	4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, leisure, and employment	All grade 9-10 nonfiction stories (Lexile range 1070-1300). All vocabulary activities in BrightFish Reading relate to the story units. Students increase their understanding of word usage for key vocabulary from the stories. Informal conversation, daily living, community, and leisure are not explicitly covered in the program.
2.5	5. Answer questions presented orally with relevant information, using appropriate vocabulary and demonstrating the basic conventions of standard English.	Grade 9-10 nonfiction stories: Asteroid Impact (1110L) and Venus Flytrap (1090L) In Comprehension Post Reading, students answer an audio-only question by responding to four multiple choice options.
Standard 3	Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1	1. Increase reading fluency through word study.	All grade 9-10 nonfiction stories (1070L-1220L). 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. In sound match, words and phrases are read aloud and students are asked to match them to visual targets. In Vocabulary, students work on word meaning and usage of keywords from the story unit.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
3.2	2. Identify accommodations needed in accessing text and use accommodations with fidelity.	All grade 9-10 nonfiction stories (1070L-1220L) Teachers can make accommodations for students by deactivating either the visual match or sound match activity for visually or hearing-impaired students.
Standard 4	Read with sufficient accuracy and fluency to support comprehension.	
	1. Increase fluency through word study.	All grade 9-10 nonfiction stories (1070L-1220L). 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, achieving mastery in speed and accuracy. Students show their understanding in Vocabulary usage and synonym/antonym exercises as well as writing sentences using target words. In During Reading and Post Reading, students read text to demonstrate their understanding of facts and details and higher-order concepts such as main ideas and author's purpose.
4.2-4.3	2. Identify accommodations needed in accessing text and use accommodations with fidelity. 3. Access and use accommodations embedded in technology when reading on a device.	All grade 9-10 nonfiction stories (1070L-1220L). Students can use read-aloud functions to hear a fluent reading of the text. Read& Write for Google Chrome can be used for audio assistance in reading questions and answers.
Standard 5	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1	1. Read and comprehend various informational text.	All grade 9-10 nonfiction stories (1070L-1220L). Grade 9-10 nonfiction stories contain a wide range of topics and genres from science and geography to history, literary book reviews, social sciences and biography. Students are asked to demonstrate their knowledge of facts and details from the text in During Reading activities. Post Reading questions delve into higher-order concepts such as author's purpose and themes.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
5.2	2. Use evidence from an informational text to make a prediction.	Grade 9-10 nonfiction stories: Maya Angelou, Strange and Mysterious, Taj Mahal, War of the Worlds (Lexile 1070L-1220L). In open response questions, students are asked to make predictions supporting their answers with details from the text.
5.3	3. Identify the purpose of a given informational text (i.e. instructions, guide, reference, learning, persuasive, etc.).	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading questions, students identify the purpose of each nonfiction text.
Standard 6	Summarize key details and ideas to support analysis of central ideas.	
6.1-6.2	1. Recognize main idea in written, oral, and visual formats. 2. Summarize information given in written, oral, or visual formats.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Nonfiction stories are presented in a visual format and have audio controls that students can use to hear a modeled fluent recording of the text. In Comprehension Post Reading, students are asked to summarize and identify the main idea and supporting details in multiple choice questions and graphic organizers. Three 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 media formats.
6.3	Identify and use various sequential patterns to organize information.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading graphic organizers, students are asked to place events from the text in chronological sequence
6.4	Summarize and determine theme of text.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading, students are asked to summarize and identify the theme of the text in multiple choice questions and graphic organizers.

SCHSC CORRELATIONS: ESSENTIALS OF ENGLISH II

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
Standard 7	Research events, topics, ideas, or concepts through multiple media formats and in visual, auditory, and kinesthetic modalities.	
7.1-7.2	1. Read to gain information from various media formats needed for daily living based on learning styles. 2. Read to gain information from various media formats for community participation.	Standards 7.1 and 7.2 are not covered in BrightFish Reading
7.3	Read to gain information from various media formats related to choice-making in interests and preferences.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Students can choose which stories to read in a menu that ranges from the lowest to highest Lexile and covers different topics and genres.
7.4	Identify appropriate sources to locate specific information related to self-advocacy.	This standard is not covered in BrightFish Reading.
Standard 8	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.	
8.1	Explain how the author's meaning and tone are developed and refined by text features and structures.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading, students are asked to identify and analyze the impact of language and text sequencing on tone and author's meaning.
Standard 9	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.	
9.1	Use context clues to determine the meanings of words and phrases in text and in conversations.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In pre-reading Vocabulary activities, students learn the usage of key words taken from the stories. In Comprehension Post Reading, students use context clues to identify and analyze the meaning of words used in the text.
9.2-9.3	2. Explain the definitions of terms related to daily living. 3. Explain the definitions of terms related to community.	This standard is not covered in BrightFish Reading.
9.4	Explain the definitions of terms related to choice-making and topics of interests.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Students can choose which stories to read in a menu that ranges from the lowest to highest Lexile and covers different topics and genres. In pre-reading Vocabulary, students learn the usage of key words in the stories.

SCHSC CORRELATIONS: ESSENTIALS OF ENGLISH II

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
Standard 10	Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.	
10.1-2	1. Identify an author's or speaker's point of view. 2. Identify details that support an author's or speaker's point of view.	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, passage structure, sequence), graphic organizers (themes/supporting details) and open response questions (point of view, themes and supporting details).
10.3	3. Determine when argument and propaganda are being used in written, oral, and visual formats.	Grade 9-10 nonfiction Challenge: "Winston Churchill" and "The Many Ways of Learning." In multiple choice questions, students identify author's argument in written format.
Standard 11	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1	1. Identify how an author's claims are supported with evidence in a text.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Multiple choice and graphic organizer questions ask students to identify main ideas and supporting details and conclusion/ evidence statements.
Standard 12	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.	
12.1	1. Use accommodations to access an informational text to read independently for a sustained period of time.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). BrightFish Reading is self-paced and designed for independent reading. Students can take advantage of accommodations such as read-aloud to support independent reading. All story unit work is done in self-paced sessions that can range from 20 minutes to one or more 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.
12.2	2. Engage in small-group reading.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Teachers can use the passages for small-group read-aloud. Each story is available as a PDF that can be printed or projected.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
12.3-4	3. Read signs, labels, menus, recipes, advertisements, coupons. 4. Read schedules, calendars, agendas.	These standards are not covered in BrightFish Reading.
12.5	Read and respond to increasingly challenging levels of informational text.	At the end of BrightFish Reading Grade 9-10 scope and sequence, students will have mastered reading a variety of nonfiction stories at the Grade 9-10 level, increasing in the Lexile values from 1070-1220. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills in activities that are increasingly difficult as students progress through the scope and sequence.
12.6-12.9	6. Read and follow instructions for completing daily living tasks. 7. Read and follow instructions for completing leisure tasks. 8. Read and follow instructions in the community. 9. Read and follow instructions for completing a variety of forms to include those related to daily living, the community, and employment.	These standards are not covered in BrightFish Reading.
12.10	10. Select and read a wide variety of print and digital materials.	Grade 9-10 nonfiction stories contain a wide range of topics and genres from science and geography to history, literary book reviews, social sciences and biography.
12.11	11. Read to proof and revise written work.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading open response, students are encouraged to proofread their written work before submitting the answers.

BrightFish Reading: SCHSC Correlations – Essentials of English III

Inquiry Based Literacy: Essentials of English III Standards 1-5

STANDARD REFERENCE	INQUIRY BASED LITERACY	BRIGHTFISH READING
Standard 1	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1-1.2	1. Use personal learning strategies to gain meaning from written material. 2. Determine when more information is needed and ask appropriate questions in a variety of situations when interacting with a variety of texts, media, and modalities.	In BrightFish Reading fiction and nonfiction story units, students build foundation skills in fluency, vocabulary and comprehension to become independent readers. Instructional support and feedback help students to develop learning strategies that can be used for reading in all subject areas. Throughout the program scope and sequence, students can use helper tutorials, online dictionaries and feedback to improve their scores. Text is presented digitally and covers a wide range of topics and genres. Students can hear passages read aloud for audio support. In nonfiction passages, video questions provide a different media presentation and point of view on the topic.
1.3	3. Identify when more information is needed and use references, navigate libraries, use technology, etc., to locate information	Students use helper tutorials and online Merriam-Webster's dictionary for additional information to answer questions.
Standard 2	Transact with text to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1-2.2	1. Read to gain information needed in daily living. 2. Read and comprehend information from a variety of text.	BrightFish Reading fiction and nonfiction stories cover a range of topics and genres in literary and informational text, including myths, first-person narratives, mystery, fantasy, book reviews, excerpts, science, history, biography and geography. Students can use information from nonfiction stories for use in daily living and academic subject areas.

STANDARD REFERENCE	INQUIRY BASED LITERACY	BRIGHTFISH READING
2.3-2.4	3. Identify alternative and multiple perspectives in a text. 4. Identify multiple perspectives in real-life situations.	In BrightFish Reading fiction and nonfiction stories, Comprehension Post Reading and Challenge activities focus 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). Standard 2.4 is not covered in the program.
2.5	5. Follow simple oral and written directions given in a variety of situations.	In BrightFish Reading, all content and questions are presented onscreen with instructions for answering questions. A read-aloud option provides a fluent, modeled recording of the passage. Read&Write for Google Chrome can be used for additional audio support.
Standard 3	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1	1. Gather needed information from a variety of sources.	BrightFish Reading provides online tutorials and corrective feedback to help students master concepts and activities. Students can use Merriam-Webster's integrated online dictionary to determine word meanings in Vocabulary and Comprehension graphic organizers.
3.2	2. Identify and use various sequential patterns to organize information.	In BrightFish Reading Comprehension Post Reading, students find and compare information and refer to text features to organize information. Using graphic organizers, students identify patterns such as chronological sequencing and cause and effect to organize information in the text.
3.3	3. Compare/contrast multiple texts on a given topic.	Standard 3.3 is not covered in the program.
Standard 4	Synthesize information to share learning and/or take action.	
4.1	1. Use a variety of sources to obtain information needed for a variety of purposes (e.g., daily life activities, employment, training, leisure interests).	Students use online tutorials, dictionaries and corrective feedback in BrightFish Reading to answer questions about the text in each story unit.

SCHSC CORRELATIONS: ESSENTIALS OF ENGLISH III

STANDARD REFERENCE	INQUIRY BASED LITERACY	BRIGHTFISH READING
4.2	2. Use information obtained from a variety of sources to take action for a variety of purposes (i.e., daily life activities, employment activities, educational activities, leisure activities, social activities).	Activities are based on stories in the program and do not explicitly daily life activities, employment, training, etc.
4.3-4.4	3. Read multiple texts from multiple media formats on a topic and share information with others. 4. Use technology to share information learned from text with others.	BrightFish Reading enables students to read fiction and nonfiction stories online that cover a wide range of topics and genres. Nonfiction stories also provide questions in video formats to explore a specific point of view or area of a topic. Standard 4.4 is not covered in the program.
4.5	5. Evaluate multiple sources of information presented in different media or formats for problem solving.	BrightFish Reading nonfiction stories include video questions that provide more information or a conflicting view of a topic. Students are asked to compare the effectiveness of the text and video formats and identify different viewpoints.
Standard 5	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1	1. Use information obtained from text to guide the development of personal and educational goals and plans to reach those goals.	Standard 5.1 is not explicitly covered in the program.
5.2	2. Use feedback to guide the process of creating and working toward goal-setting.	BrightFish Reading provides feedback on responses to guide students to the best answer. At all times, students can track their work against weekly goals and see how many activities they have mastered. Points-based rewards motivate students to set goals and measure their progress in real time.
5.3-5.4	3. Reflect upon goals and plans to determine if plans must be revised. 4. Reflect upon goal setting and plans to determine if more information is needed.	Teachers use the data from BrightFish Reading reports for 1:1 data chats about errors and missed standards. Teachers can access online data chat guides and strategies to use with students struggling in specific skill areas for individual remediation and small group lessons. Students can view scores and errors to improve their results.

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Reading Literary Text (RL): Essentials of English III Standards 1-13

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
Standard 1	Demonstrate understanding of the organization and basic features of print.	
1.1	1. Identify and use sequential patterns of text to organize information. 2. Indicate title, author, illustrator, and chapters in a literary text.	All grade 9-10 fiction stories (Lexile range 1070-1300): 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 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 and refer to text features to organize information. Standard 1.2 is not covered in BrightFish Reading
Standard 2	Demonstrate understanding of spoken words, syllables, and sounds.	
2.1	1. Follow multiple step oral directions.	All grade 9-10 fiction stories (Lexile range 1070-1300). In the pre-reading work for each story unit, BrightFish Reading incorporates fluency at the word and phrase level, measuring accuracy and speed to determine automatic processing of text. In visual match, students match a target to a word or phrase presented with 3 distractors. 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. Content and questions are presented onscreen. Students can use the read-aloud option to hear a modeled fluent recording of the passage. Read&Write for Google Chrome offers additional support.

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
2.2	2. Use appropriate vocabulary in speaking in a variety of settings.	Speaking is not explicitly covered in the online instruction provided by BrightFish Reading but 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.
2.3	3. Demonstrate the basic conventions of standard English.	All grade 9-10 fiction stories (Lexile range 1070-1300). In the Vocabulary and Comprehension Post Reading, students answer open response questions by typing their answers. These activities require students to write their own sentences and paragraphs following the basic conventions of standard English, including the correct use of capitals and punctuation.
2.4	4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, and leisure.	All grade 9-10 fiction stories (Lexile range 1070-1300). All vocabulary activities in BrightFish Reading relate to the story units. Students increase their understanding of word usage for key vocabulary from the stories. Informal conversation, daily living, community, and leisure are not explicitly covered in the program.
Standard 3	Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1	1. Increase reading fluency through word study.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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, requiring a maximum of 2.5 seconds of processing time and a minimum of 97% accuracy.
3.2	2. Identify accommodations needed in accessing text and use accommodations with fidelity.	All grade 9-10 fiction stories (Lexile range 1070-1300). Teachers can deactivate the Fluency sound match activity for hearing-impaired students. In Vocabulary, students can use read-aloud functions for support.

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
Standard 4	Read with sufficient accuracy and fluency to support comprehension.	
4.1	1. Increase fluency through word study.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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 and vocabulary skills before applying them to paragraphs and full passages.
4.2-4.3	2. Identify accommodations needed in accessing text and use accommodations with fidelity. 3. Access and use accommodations embedded in technology when reading on a device.	All grade 9-10 fiction stories (Lexile range 1070-1300). Students can use read-aloud functions to hear text. Read&Write for Google Chrome can be used for assistance in reading questions and answer responses.
Standard 5	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	All grade 9-10 fiction stories (Lexile range 1070-1300). Comprehension: During Reading – Facts and Details; Post Reading – Key Ideas and Meaning. Graphic organizers and multiple choice questions: conclusion and supporting details and inferencing.
Standard 6	Summarize key details and ideas to support analysis of thematic development.	
6.1	1. Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.	All grade 9-10 fiction stories (Lexile range 1070-1300). Comprehension Post Reading. Graphic organizers and multiple choice questions: central idea and key details, themes and lessons, story maps and summarizing. Teachers can create mini-lessons to find related articles on the topics covered in BrightFish Reading.

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
Standard 7	Analyze the relationship among ideas, themes, or topics in multiple media formats and in visual, auditory, and kinesthetic modalities.	
7.1	1. Compare/contrast ideas or topics in multiple media formats.	This standard is not covered for literary text in BrightFish Reading.
7.2	1. Make connections between text and real life experiences based on learning styles.	Grade 9-10 fiction stories: Looking Back (1070L) and Healing Hands (1110L). In open response questions, students are asked to relate their own experience to the main character's dilemma or an event that had a significant impact on the action in the story.
Standard 8	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1	1. Determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.	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.
Standard 9	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.	
9.1	1. Analyze and interpret the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.	All grade 9-10 fiction stories (Lexile range 1070-1300). In pre-reading vocabulary activities, students work on key words taken from the stories. They demonstrate understanding of words in context through usage, fill in the blanks and sentence writing activities. In Comprehension Post Reading, students are asked to identify and analyze the use, meaning and impact of figurative language, including metaphors and similes. Figurative language in conversations is not covered.

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
Standard 10	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.	
10.1	1. Use context clues to determine the meanings of words and phrases.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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.
10.2	2. Use references such as a dictionary or online resources to determine word meanings.	All grade 9-10 fiction stories (Lexile range 1070-1300). Students access word meanings from BrightFish Reading's integration with the Merriam-Webster's online dictionary.
Standard 11	Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	
11.1	1. Analyze how point of view and author's perspective and purpose shape content, meaning, and style, and conveys cultural experience.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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).
Standard 12	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1	1. Analyze how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects.	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.

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
Standard 13	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.	
13.1	1. Use accommodations to access a text to read independently for a sustained period of time.	BrightFish Reading provides systematic instruction in fluency, vocabulary and comprehension. Scaffolded lessons are paired with continuous feedback and points-based rewards to help students read independently. Each story in BrightFish Reading is deconstructed and students actively build the text from words to phrases to paragraphs and the entire passage. Students move from the easiest words to the most difficult phrases, then paragraphs and the full text. Each story unit takes 90 minutes on average to complete and fosters sustained, engaged reading.
13.2	2. Engage in small-group reading.	All BrightFish Reading stories are available as PDFs that teachers can use for small-group reading.
13.3	3. Read and respond to increasingly challenging levels of text.	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 to 1300. Each story unit progresses from easier word study activities to increasingly challenging comprehension tasks, where students locate facts and details in each paragraph and progress to Post Reading higher-order questions based on the entire text. 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, tracking their progress in the form of points, scores and feedback.
13.4	4. Select and read a wide variety of print and digital materials.	All BrightFish Reading fiction stories are available online and present students with a range of topics and genres, including myths, mystery and fantasy.

Reading Informational Text (RI): Essentials of English III Standards 1-12

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
Standard 1	Demonstrate understanding of the organization and basic features of print.	
1.1	1. Use organizational structures (e.g., guide-words, table of contents, index) to locate needed information.	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 Activity: "The Magnificent Taj Mahal," "The Many Ways of Learning," "Winston Churchill/We Shall Fight on the Beaches.". 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.
1.2-1.3	2. Identify types of reference text and their purposes. 3. Identify types of text and their purposes.	All grade 9-10 nonfiction stories (1070L-1220L). In the Introduction and During Reading sections of nonfiction passages, students are asked to identify nonfiction characteristics and genres. Maya Angelou and Winston Churchill – students identify biographical text and purpose. Pride and Prejudice – students identify review text and purpose.
1.4	4. Use reference text to locate information about a topic.	All grade 9-10 nonfiction stories (1070L-1220L). In During Reading and Post Reading sections, students are asked to use information from the text to find or support their answers. In written response questions, students need to provide details from the text to support their position.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
Standard 2	Demonstrate understanding of spoken words, syllables, and sounds.	
2.1-2.2	1. Follow multiple step oral directions. 2. Use appropriate vocabulary in speaking.	Standards 2.1 and 2.2 are not covered in BrightFish Reading.
2.3	3. Demonstrate the basic conventions of standard English.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In the Vocabulary and Comprehension Post Reading, students answer open response questions by typing in their answers. Students write their own sentences and paragraphs following the basic conventions of standard English, including the correct use of capitals and punctuation.
2.4	4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, leisure, and employment	All grade 9-10 nonfiction stories (Lexile range 1070-1300). All vocabulary activities in BrightFish Reading relate to the story units. Students increase their understanding of word usage for key vocabulary from the stories. Informal conversation, daily living, community, and leisure are not covered.
2.5	5. Answer questions presented orally with relevant information, using appropriate vocabulary and demonstrating the basic conventions of standard English.	Grade 9-10 nonfiction stories: Asteroid Impact (1110L) and Venus Flytrap (1090L) In Comprehension Post Reading, students answer an audio-only question by responding to four multiple choice options.
Standard 3	Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1	1. Increase reading fluency through word study.	All grade 9-10 nonfiction stories (1070L-1220L). 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. In sound match, words and phrases are read aloud and students are asked to match them to visual targets. In Vocabulary, students work on word meaning and usage of keywords from the story unit.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
3.2	2. Identify accommodations needed in accessing text and use accommodations with fidelity.	All grade 9-10 nonfiction stories (1070L-1220L). Teachers can make accommodations for students by deactivating either the visual match or sound match activity for visually or hearing-impaired students.
Standard 4	Read with sufficient accuracy and fluency to support comprehension.	
4.1	1. Increase fluency through word study.	All grade 9-10 nonfiction stories (1070L-1220L). 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, achieving mastery in speed and accuracy. Students show their understanding in Vocabulary usage and synonym/antonym exercises as well as writing sentences using target words. In During Reading and Post Reading, students read text to demonstrate their understanding of facts and details and higher-order concepts such as main ideas and author's purpose.
4.2-4.3	2. Identify accommodations needed in accessing text and use accommodations with fidelity. 3. Access and use accommodations embedded in technology when reading on a device.	All grade 9-10 nonfiction stories (1070L-1220L). Students can use read-aloud functions to hear a fluent reading of the text. Read& Write for Google Chrome can be used for audio assistance.
Standard 5	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1	1. Read and comprehend various informational text.	All grade 9-10 nonfiction stories (1070L-1220L). Grade 9-10 nonfiction stories cover a wide range of topics and genres from science and geography to history, literary book reviews, social sciences and biography. Students demonstrate their knowledge of facts and details from the text in During Reading activities. Post Reading questions delve into higher-order concepts such as author's purpose and themes.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
5.2	2. Use evidence from an informational text to make a prediction.	Grade 9-10 nonfiction stories: Maya Angelou, Strange and Mysterious, Taj Mahal, War of the Worlds (Lexile 1070L-1220L). In open response questions, students are asked to make predictions supporting their answers with details from the text.
5.3	3. Identify the purpose of a given informational text (i.e. instructions, guide, reference, learning, persuasive, etc.).	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading questions, students identify the purpose of each nonfiction text.
Standard 6	Summarize key details and ideas to support analysis of central ideas.	
6.1	1. Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; 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 main ideas and supporting details in multiple choice questions and graphic organizers. Three 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 media formats.
Standard 7	Research events, topics, ideas, or concepts through multiple media formats and in visual, auditory, and kinesthetic modalities.	
7.1-7.2	1. Read to gain information from various media formats needed for daily living based on learning styles. 2. Read to gain information from various media formats for community participation.	Standards 7.1 and 7.2 are not covered in BrightFish Reading
7.3	3. Read to gain information from various media formats related to choice-making in interests and preferences.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Students can choose which stories to read in a menu that ranges from the lowest to highest Lexile and covers different topics and genres.
7.4	4. Identify appropriate sources to locate specific information related to self-advocacy.	This standard is not covered in BrightFish Reading.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
Standard 8	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.	
8.1	1. Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading, students are asked to identify and analyze the effectiveness of text sequencing and identify the impact of language to shape tone and meaning.
Standard 9	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.	
9.1	1. Use context clues to determine the meanings of words and phrases in text and in conversations.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In pre-reading Vocabulary activities, students learn the usage of key words taken from the stories. In Comprehension Post Reading, students use context clues to identify and analyze the meaning of words used in the text.
9.2-9.3	2. Explain the definitions of terms related to daily living. 3. Explain the definitions of terms related to community.	This standard is not covered in BrightFish Reading.
9.4	4. Explain the definitions of terms related to choice-making and topics of interests.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Students can choose which stories to read in a menu that ranges from the lowest to highest Lexile and covers different topics and genres. In the pre-reading Vocabulary section of the story unit, students learn the usage of key words in selected stories.
Standard 10	Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.	
10.1	1. Determine an author's point of view or purpose in a text; analyzing how style and content contribute to the power, persuasiveness.	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, passage structure, sequence), graphic organizers (themes/supporting details) and open response questions (point of view and persuasion).

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
Standard 11	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1	1. Identify how an author's claims are supported with evidence in a text.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Multiple choice and graphic organizer questions ask students to identify main ideas and supporting details and conclusion/ evidence statements.
Standard 12	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.	
12.1	1. Use accommodations to access an informational text to read independently for a sustained period of time.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). BrightFish Reading is self-paced and designed for independent reading. Students can take advantage of accommodations such as read-aloud to support independent reading. All story unit work is done in self-paced sessions that can range from 20 minutes to one or more 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.
12.2	2. Engage in small-group reading.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). 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.
12.3-6	3. Read signs, labels, menus, recipes, advertisements, coupons, etc. 4. Read a bill. 5. Read a pay stub. 6. Read schedules, calendars, agendas.	These standards are not covered in BrightFish Reading.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
12.7	7. Read and respond to increasingly challenging levels of informational text.	At the end of BrightFish Reading Grade 9-10 scope and sequence, students will have mastered reading a variety of nonfiction stories at the Grade 9-10 level, increasing in the Lexile values from 1070-1220. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills in activities that are increasingly difficult as students progress through the scope and sequence.
12.8-12.12	8. Read and follow instructions for completing daily living tasks. 9. Read and follow instructions for completing leisure tasks. 10. Read and follow instructions in the community. 11. Read employment ads. 12. Read and follow instructions for completing a variety of forms to include those related to daily living, the community, and employment.	These standards are not covered in BrightFish Reading.
12.13	13. Select and read a wide variety of print and digital materials.	Grade 9-10 nonfiction stories contain a wide range of topics and genres from science and geography to history, literary book reviews, social sciences and biography.
12.14	14. Read to proof and revise written work.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading open response, students are encouraged to proofread their written work before submitting the answers.

BrightFish Reading: SCHSC Correlations – Essentials of English IV

Inquiry Based Literacy: Essentials of English IV Standards 1-5

STANDARD REFERENCE	INQUIRY BASED LITERACY	BRIGHTFISH READING
Standard 1	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1-1.2	1. Use personal learning strategies to gain meaning from written material. 2. Determine when more information is needed and ask appropriate questions in a variety of situations when interacting with a variety of texts, media, and modalities.	In BrightFish Reading fiction and nonfiction story units, students build foundation skills in fluency, vocabulary and comprehension to become independent readers. Instructional support and feedback help students to develop learning strategies that can be used for reading in all subject areas. Throughout the program scope and sequence, students can use helper tutorials, online dictionaries and feedback to improve their scores. Text is presented digitally and covers a wide range of topics and genres. Students can hear passages read aloud for audio support. In nonfiction passages, video questions provide a different media presentation and point of view on the topic.
1.3	3. Identify when more information is needed and use references, navigate libraries, use technology, etc., to locate information	Students use helper tutorials and online Merriam-Webster's dictionary for additional information to answer questions.
Standard 2	Transact with text to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1-2.2	1. Read to gain information needed in daily living. 2. Read and comprehend information from a variety of text.	BrightFish Reading fiction and nonfiction stories cover a range of topics and genres in literary and informational text, including myths, first-person narratives, mystery, fantasy, book reviews, excerpts, science, history, biography and geography. Students can use information from nonfiction stories for use in daily living and academic subject areas.

2.3-2.4	3. Identify alternative and multiple perspectives in a text. 4. Identify multiple perspectives in real-life situations.	In BrightFish Reading fiction and nonfiction stories, Comprehension Post Reading and Challenge activities focus 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). Standard 2.4 is not covered in the program.
2.5	5. Follow simple oral and written directions given in a variety of situations.	In BrightFish Reading, all content and questions are presented onscreen with instructions for answering questions. A read-aloud option provides a fluent, modeled recording of the passage. Read&Write for Google Chrome can be used for additional audio support.
Standard 3	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1	1. Gather needed information from a variety of sources.	BrightFish Reading provides online tutorials and corrective feedback to help students master concepts and activities. Students can use Merriam-Webster's integrated online dictionary to determine word meanings in Vocabulary and Comprehension graphic organizers.
3.2	2. Identify and use various sequential patterns to organize information.	In BrightFish Reading Comprehension Post Reading, students find and compare information and refer to text features to organize information. Using graphic organizers, students identify patterns such as chronological sequencing and cause and effect to organize information in the text.
3.3	3. Compare/contrast multiple texts on a given topic.	Standard 3.3 is not covered in the program.
Standard 4	Synthesize information to share learning and/or take action.	
4.1-4.2	1. Use a variety of sources to obtain information needed for a variety of purposes (e.g., daily life activities, employment, training, leisure interests).	Students use online tutorials, dictionaries and corrective feedback in BrightFish Reading to answer questions about the text in each story unit.

	2. Use information obtained from a variety of sources to take action for a variety of purposes (i.e., daily life activities, employment activities, educational activities, leisure activities, social activities).	Activities are based on stories in the program and do not explicitly daily life activities, employment, training, etc.
4.3-4.4	3. Read multiple texts from multiple media formats on a topic and share information with others. 4. Use technology to share information learned from text with others.	BrightFish Reading enables students to read fiction and nonfiction stories online that cover a wide range of topics and genres. Nonfiction stories also provide questions in video formats to explore a specific point of view or area of a topic. Standard 4.4 is not covered.
4.5	5. Evaluate multiple sources of information presented in different media or formats for problem solving.	BrightFish Reading nonfiction stories include video questions that provide more information or a conflicting view of a topic. Students are asked to compare the effectiveness of the text and video formats and identify different viewpoints.
Standard 5	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1	1. Use information obtained from text to guide the development of personal and educational goals and plans to reach those goals.	Standard 5.1 is not explicitly covered in the program.
5.2	2. Use feedback to guide the process of creating and working toward goal-setting.	BrightFish Reading provides feedback on question responses to guide students to the best answer. At all times, students can track their work against weekly goals and see how many activities they have mastered in a story unit. Points-based rewards motivate students to set goals and measure their progress in real time.
5.3-5.4	3. Reflect upon goals and plans to determine if plans must be revised. 4. Reflect upon goal setting and plans to determine if more information is needed.	Teachers use data from BrightFish Reading reports for 1:1 data chats with students. Errors and missed standards can be discussed for each story unit. Online data chat guides provide strategies to use with students struggling in specific skill areas for individual remediation and small group lessons. Students can view scores and errors to improve their results.

Reading Literary Text (RL): Essentials of English IV Standards 1-13

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
Standard 1	Demonstrate understanding of the organization and basic features of print.	
1.1	1. Identify and use sequential patterns of text to organize information. 2. Indicate title, author, illustrator, and chapters in a literary text.	All grade 9-10 fiction stories (Lexile range 1070-1300): 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 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 and refer to text features to organize information. Standard 1.2 is not covered in BrightFish Reading.
Standard 2	Demonstrate understanding of spoken words, syllables, and sounds.	
		All grade 9-10 fiction stories (Lexile range 1070-1300). In the pre-reading work for each story unit, BrightFish Reading incorporates fluency at the word and phrase level, measuring accuracy and speed to determine automatic processing of text. In visual match, students match a target to a word or phrase presented with 3 distractors. 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. All content and questions are presented onscreen. Students use the read-aloud option to hear a modeled fluent recording of the passage. Read&Write for Google Chrome offers additional support.

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
2.2	2. Use appropriate vocabulary in speaking in a variety of settings.	Speaking is not explicitly covered in the online instruction provided by BrightFish Reading but 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.
2.3	3. Demonstrate the basic conventions of standard English.	All grade 9-10 fiction stories (Lexile range 1070-1300). In Vocabulary and Comprehension Post Reading activities, students answer open response questions by typing in their answers. These activities require students to write their own sentences and paragraphs following the basic conventions of standard English, including the correct use of capitals and punctuation.
2.4	4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, and leisure.	All grade 9-10 fiction stories (Lexile range 1070-1300). All vocabulary activities in BrightFish Reading relate to the story units. Students increase their understanding of word usage for key vocabulary from the stories. Informal conversation, daily living, community, and leisure are not explicitly covered in the program.
Standard 3	Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1	1. Increase reading fluency through word study.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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, requiring a maximum of 2.5 seconds for responses and a minimum of 97% accuracy.
3.2	2. Identify accommodations needed in accessing text and use accommodations with fidelity.	All grade 9-10 fiction stories (Lexile range 1070-1300). In Fluency, teachers can deactivate either the visual match or sound match activity for visually or hearing-impaired students. In Vocabulary, students can use read-aloud functions for support.

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
Standard 4	Read with sufficient accuracy and fluency to support comprehension.	
4.1	1. Increase fluency through word study.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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 and vocabulary skills before applying them to paragraphs and full passages.
4.2-4.3	2. Identify accommodations needed in accessing text and use accommodations with fidelity. 3. Access and use accommodations embedded in technology when reading on a device.	All grade 9-10 fiction stories (Lexile range 1070-1300). Students can use read-aloud functions to hear text. Read&Write for Google Chrome can be used for assistance in reading questions and answer responses.
Standard 5	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	All grade 9-10 fiction stories (Lexile range 1070-1300). Comprehension: During Reading – Facts and Details; Post Reading – Key Ideas and Meaning. Graphic organizers and multiple choice questions: conclusion and supporting details and inferencing.
Standard 6	Summarize key details and ideas to support analysis of thematic development.	
6.1	1. Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.	All grade 9-10 fiction stories (Lexile range 1070-1300). Comprehension Post Reading. Graphic organizers and multiple choice questions: central idea and key details, themes and lessons, story maps and summarizing. Teachers can create mini-lessons to find related articles on the topics covered in BrightFish Reading.

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
Standard 7	Analyze the relationship among ideas, themes, or topics in multiple media formats and in visual, auditory, and kinesthetic modalities.	
7.1	1. Compare/contrast ideas or topics in multiple media formats.	This standard is not covered for literary text in BrightFish Reading.
7.2	2. Make connections between text and real life experiences based on learning styles.	Grade 9-10 fiction stories: Looking Back (1070L) and Healing Hands (1110L). In open response questions, students are asked to relate their own experience to the main character's dilemma or an event that had a significant impact on the action in the story.
Standard 8	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1	1. Determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.	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.
Standard 9	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.	
9.1	1. Evaluate the impact of the author's use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.	All grade 9-10 fiction stories (Lexile range 1070-1300). In pre-reading vocabulary activities, students work on key words taken from the stories. They demonstrate understanding of words in context through usage, fill in the blanks and sentence writing activities. In Comprehension Post Reading, students are asked to identify and analyze the use, meaning and impact of figurative language, including metaphors and similes. Figurative language in conversations is not covered.

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
Standard 10	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.	
10.1	1. Use context clues to determine the meanings of words and phrases.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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.
10.2	2. Use references such as a dictionary or online resources to determine word meanings.	All grade 9-10 fiction stories (Lexile range 1070-1300). Students access word meanings from BrightFish Reading's integration with the Merriam-Webster's online dictionary.
Standard 11	Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.	
11.1	1. Analyze how point of view and author's perspective and purpose shape content, meaning, and style, and conveys cultural experience.	All grade 9-10 fiction stories (Lexile range 1070-1300). 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).
Standard 12	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1	1. Analyze how an author's choices concerning how to structure texts, order events within the text, and manipulate time create different effects.	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 in the text.

STANDARD REFERENCE	READING LITERARY TEXT	BRIGHTFISH READING
Standard 13	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.	
13.1	3. Select, read, and respond to a variety of print and digital text as self-directed, critical readers and thinkers.	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 1070-1300. 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 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. All BrightFish Reading fiction stories are available online and present students with a choice of topics and genres, including myths, mystery and fantasy.

Reading Informational Text (RI): Essentials of English IV Standards 1-12

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
Standard 1	Demonstrate understanding of the organization and basic features of print.	
1.1	1. Use organizational structures (e.g., guide-words, table of contents, index) to locate needed information.	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, Level 9: "The Magnificent Taj Mahal," "The Many Ways of Learning," "Winston Churchill/We Shall Fight on the Beaches.". 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.
1.2-1.3	2. Identify types of reference text and their purposes. 3. Identify types of text and their purposes.	All grade 9-10 nonfiction stories (1070L-1220L). In the Introduction and During Reading sections of nonfiction passages, students are asked to identify nonfiction characteristics and genres. Maya Angelou and Winston Churchill – students identify biographical text and purpose. Pride and Prejudice – students identify review text and purpose.
1.4	4. Use reference text to locate information about a topic.	All grade 9-10 nonfiction stories (1070L-1220L). In During Reading and Post Reading sections, students are asked to use information from the text to find or support their answers. In written response questions, students need to provide details from the text to support their position.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
Standard 2	Demonstrate understanding of spoken words, syllables, and sounds.	
2.1-2.2	1. Follow multiple step oral directions. 2. Use appropriate vocabulary in speaking.	Standards 2.1 and 2.2 are not covered in BrightFish Reading.
2.3	3. Demonstrate the basic conventions of standard English.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Vocabulary and Comprehension Post Reading, students answer open response questions by typing their answers. Students write their own sentences and paragraphs following the basic conventions of standard English, including the correct use of capitals and punctuation.
2.4	4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, leisure, and employment	All grade 9-10 nonfiction stories (Lexile range 1070-1300). All vocabulary activities in BrightFish Reading relate to the story units. Students increase their understanding of word usage for key vocabulary from the stories. Informal conversation, daily living, community, and leisure are not covered.
2.5	5. Answer questions presented orally with relevant information, using appropriate vocabulary and demonstrating the basic conventions of standard English.	Grade 9-10 nonfiction stories: Asteroid Impact (1110L) and Venus Flytrap (1090L) In Comprehension Post Reading, students answer an audio-only question by responding to four multiple choice options.
Standard 3	Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1	1. Increase reading fluency through word study.	All grade 9-10 nonfiction stories (1070L-1220L). 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. In sound match, words and phrases are read aloud and students are asked to match them to visual targets. In Vocabulary, students work on word meaning and usage of keywords from the story unit.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
3.2	2. Identify accommodations needed in accessing text and use accommodations with fidelity.	All grade 9-10 nonfiction stories (1070L-1220L). Teachers can make accommodations for students by deactivating either the visual match or sound match activity for visually or hearing-impaired students.
Standard 4	Read with sufficient accuracy and fluency to support comprehension.	
	. 1. Increase fluency through word study.	All grade 9-10 nonfiction stories (1070L-1220L). 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, achieving mastery in speed and accuracy. Students work on Vocabulary usage and synonym/antonym exercises, and write sentences using target words. In During Reading and Post Reading, students demonstrate their understanding of facts and details and higher-order concepts such as main ideas and author's purpose.
4.2-4.3	2. Identify accommodations needed in accessing text and use accommodations with fidelity. 3. Access and use accommodations embedded in technology when reading on a device.	All grade 9-10 nonfiction stories (1070L-1220L). Students can use read-aloud functions to hear a fluent reading of the text. Read& Write for Google Chrome can be used for audio assistance in reading questions and answers.
Standard 5	Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1	1. Read and comprehend various informational text.	All grade 9-10 nonfiction stories (1070L-1220L). Grade 9-10 nonfiction stories contain a wide range of topics and genres from science and geography to history, literary book reviews, social sciences and biography. Students demonstrate their knowledge of facts and details from the text in During Reading activities. Post Reading questions delve into higher-order concepts such as author's purpose and themes.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
5.2	2. Use evidence from an informational text to make a prediction.	Grade 9-10 nonfiction stories: Maya Angelou, Strange and Mysterious, Taj Mahal, War of the Worlds (Lexile 1070L-1220L). In open response questions, students are asked to make predictions supporting their answers with details from the text.
5.3	3. Identify the purpose of a given informational text (i.e. instructions, guide, reference, learning, persuasive, etc.).	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading questions, students identify the purpose of each nonfiction text.
Standard 6	Summarize key details and ideas to support analysis of central ideas.	
6.1	1. Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; 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 main ideas and supporting details in multiple choice questions and graphic organizers. Three 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 media formats.
Standard 7	Research events, topics, ideas, or concepts through multiple media formats and in visual, auditory, and kinesthetic modalities.	
7.1-7.2	1. Read to gain information from various media formats needed for daily living based on learning styles. 2. Read to gain information from various media formats for community participation.	Standards 7.1 and 7.2 are not covered in BrightFish Reading
7.3	3. Read to gain information from various media formats related to choice-making in interests and preferences.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Students can choose which stories to read in a menu that ranges from the lowest to highest Lexile and covers different topics and genres.
7.4	4. Identify appropriate sources to locate specific information related to self-advocacy.	This standard is not covered in BrightFish Reading.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
Standard 8	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.	
8.1	1. Evaluate the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts	Grade 9-10 nonfiction stories: Strange and Mysterious, Machu Picchu, Maya Angelou (Lexile range 1070L-1220L). In Comprehension Post Reading, students watch a 2-minute video on the topic and compare the effectiveness of digital text versus video modalities in conveying information and meaning.
Standard 9	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.	
9.1	1. Use context clues to determine the meanings of words and phrases in text and in conversations.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In pre-reading Vocabulary activities, students learn the usage of key words taken from the stories. In Comprehension Post Reading, students use context clues to identify and analyze the meaning of words used in the text.
9.2-9.3	2. Explain the definitions of terms related to daily living. 3. Explain the definitions of terms related to community.	This standard is not covered in BrightFish Reading.
9.4	4. Explain the definitions of terms related to choice-making and topics of interests.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Students can choose which stories to read in a menu that ranges from the lowest to highest Lexile and covers different topics and genres. In the pre-reading Vocabulary section, students learn the usage of key words.
Standard 10	Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.	
10.1	1. Determine an author's point of view or purpose in a text; analyzing how style and content contribute to power and persuasion	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Post Reading and Challenge activities are focused on identifying the author's point of view through multiple choice (tone, passage structure, sequence), graphic organizers (themes/supporting details) and open response questions (point of view and persuasion).

SCHSC CORRELATIONS: ESSENTIALS OF ENGLISH IV

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
Standard 11	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1	1. Identify how an author's claims are supported with evidence in a text.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). Multiple choice and graphic organizer questions ask students to identify main ideas and supporting details and conclusion/ evidence statements.
Standard 12	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.	
12.1	1. Use accommodations to access an informational text to read independently for a sustained period of time.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). BrightFish Reading is self-paced and designed for independent reading. Students can take advantage of accommodations such as read-aloud to support independent reading. All story unit work is done in self-paced sessions that can range from 20 minutes to one or more 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.
12.2	2. Engage in small-group reading.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). 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.
12.3-6	3. Read signs, labels, menus, recipes, advertisements, coupons, etc. 4. Read a bill. 5. Read a pay stub. 6. Read schedules, calendars, agendas.	These standards are not covered in BrightFish Reading.

STANDARD REFERENCE	READING INFORMATIONAL TEXT	BRIGHTFISH READING
12.7	7. Read and respond to increasingly challenging levels of informational text.	At the end of BrightFish Reading Grade 9-10 scope and sequence, students will have mastered reading a variety of nonfiction stories at the Grade 9-10 level, increasing in the Lexile values from 1070-1220. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills in activities that are increasingly difficult as students progress through the scope and sequence.
12.8-12.12	8. Read and follow instructions for completing daily living tasks. 9. Read and follow instructions for completing leisure tasks. 10. Read and follow instructions in the community. 11. Read employment ads. 12. Read and follow instructions for completing a variety of forms to include those related to daily living, the community, and employment.	These standards are not covered in BrightFish Reading.
12.13	13. Select and read a wide variety of print and digital materials.	Grade 9-10 nonfiction stories contain a wide range of topics and genres from science and geography to history, literary book reviews, social sciences and biography.
12.14	14. Read to proof and revise written work.	All grade 9-10 nonfiction stories (Lexile range 1070L-1220L). In Comprehension Post Reading open response, students are encouraged to proofread their written work before submitting the answers.