

**R.T.R. Reading Test Remediation Standards Alignment**  
created by Jennifer Tuuri Saybolt

[MN State Academic Standards](#)  
[NETS-S Standards \(ISTE\)](#)

MN Academic Standards	Strand/ Substrand	Standard	Benchmark	Curriculum	Assessment
9, 10, 11, 12	<b>I. Reading and Literature B. Vocabulary expansion</b>  <b>I. Reading and Literature C. Comprehension</b>	<p>The student will apply a variety of strategies to expand vocabulary.</p> <p>The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension</p>	<p>1. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.</p> <p>1. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.</p> <p>5. Summarize and paraphrase main idea and supporting details.</p> <p>7. Make inferences and draw conclusions based on explicit and implied information from texts.</p>	<p>Find and define words within a novel. Read and comment on other people's chosen words. (Benchmark 1)</p> <p>Strategies I, II, III for use within reading (four-step for prediction, KIS for inferring, signal words for writing pattern). (Benchmark 1)</p> <p>Mapping out the main ideas and supporting points within non-fiction articles.</p> <p>Using Key, Infer, Support strategy to infer within various texts.</p>	<p>Create a comic book based on the words. (Benchmark 1)</p> <p>Practice each strategy, discuss each strategy. Mapping for the four-step prediction, using KIS to explain parables, creating a movie based on a scenario and a writing pattern. (Benchmark 1)</p> <p>Creating a map with main points and supporting points. (Benchmark 5)</p> <p>Inferring meaning from a variety of sources including a parable. (Benchmark 7)</p>

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9, 10, 11, 12	<b>Creativity &amp; Innovation</b>	Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology	a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression.	Synthesize reading interview into an interactive poster <a href="http://www.glogster.com">http://www.glogster.com</a> (interactive poster) (Benchmarks a and b)	Reading poster (Benchmarks a and b)
	<b>Communication &amp; Collaboration</b>	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.		Use reading strategy to create a mind map based on main ideas and support (Use mindomo.com) (Benchmarks a, b)	Organize information into an online mind map (Benchmarks a and b)
				Use inference reading strategy to present a parable photo (Using fotobabble.com) (Benchmarks a, b)	Create an interactive photo that demonstrates understanding of inferences (Benchmarks a, b)
				Use writing pattern strategy to create an online video that demonstrates understanding of signal words (using xtranormal.com) (Benchmarks a, b)	Effectively use signal words within the online video to showcase an author's selection of a writing pattern (Benchmarks a,b)
				Create a vocab comic book that highlights new terms and their definitions using ToonDoo.com (Benchmarks a,b)	Comic book presentation accurately uses new words in a creative manner (Benchmarks a,b)
				Audio book review and review of a book review using screenr.com. (Benchmarks a,b)	Create and share a review of a book and assess another's online book review using a screencast (Benchmarks a,b)
			a.interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.	Share published work through Moodle forums (Benchmark a)	Discuss each creative project in online forums through Moodle. (Benchmark a)

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