

PART I

READING ACROSS THE DISCIPLINES

- **Reading Framework**
- **Overview**

READING FRAMEWORK

The CAPT Reading Across the Disciplines assessment has been developed to assess how well students read and interact with fiction and nonfiction by 10th grade. Interaction with text occurs on a daily basis in classrooms. Students read textbook material, articles, fiction, view film, television and art, and listen to music. During this process an interaction between the student and the text occurs. The test items are based on this interaction. The CAPT Reading Framework, which was developed by an advisory committee of Connecticut educators, addresses this interaction. The framework, based on current research in literacy assessment, has two major dimensions: types of reading material and levels of interaction with text. These dimensions are based on research involving the way all readers construct meaning from a text. The underlying principle of these dimensions is that meaning does not reside solely within text, but is the result of the interaction of the reader with the text. The reading framework is a useful tool in designing instruction in responding to literature and reading various types of nonfiction.

Types of Reading Materials

Research cautions us against assuming that a student who is proficient in reading one type of material will be equally proficient in reading other types of materials. Students are faced with different types of texts in their daily instruction. It is important, therefore, in both instruction and assessment, to provide opportunities for students to respond to these different types of reading materials, understand their purposes, and provide effective strategies for implementing their content. The new generation of the CAPT includes three basic types of reading: literary, informational and persuasive.

Types of Interaction

The second dimension of the reading framework presents types of interactions that readers may have with a text. Some researchers refer to this dimension as reader stances. Three levels of interaction have been included in the framework: describing the text, interpreting the text and moving beyond the text. These levels of interaction are not linear or sequential. It is not necessary for a reader to first describe, then interpret and then evaluate. Stances may occur in any order and they frequently move from one level to another. The levels of interaction also should be seen as points on a continuum rather than separate categories.

Describing the Text: At this level, the reader forms an initial reaction to the text or restates information in the text demonstrating an understanding of what he or she is reading. Activities at this level may include forming a global understanding, giving the initial reaction, identifying the main theme or topic, identifying the author's overall purpose or point of view, or describing elements of the text.

Interpreting the Text: At this level, the reader extends his or her understanding of the text. Activities at this level may involve clarifying, explaining and relating aspects of the text, as well as making connections between personal experience and knowledge and ideas presented in the text.

Moving Beyond the Text: At this level, the reader moves beyond the text itself to take a critical stance regarding the quality, meaning or use of the text.

The scoring rubrics for each of the Reading Across the Disciplines tests are developed according to the framework below.

**CAPT Reading Framework
Types of Interaction
Grade 10**

| | Describing the Text | Interpreting the Text | Moving Beyond the Text |
|---------------------------------------|--|--|---|
| | Requires the reader to give an initial reaction to the text and describe its general content and purpose. | Requires the reader to explain and/or interpret the text, and connect the text to personal knowledge. | Requires the reader to reflect on the text and make judgments about its quality and meaning. |
| Reading Literary Material | <p>What happens in this story?</p> <p>Who is this story about?</p> <p>What is the problem/conflict in this story?</p> <p>How would I describe the main character?</p> <p>What was my first reaction to this story?</p> | <p>How did the plot develop?</p> <p>How did the main character change in this story?</p> <p>How is this story similar to experiences I have had?</p> <p>What does this story mean to me?</p> | <p>How does this story remind me of other works I have read?</p> <p>What devices did the author use to make an impact on the reader?</p> <p>What do I hear this writer saying about human nature?</p> <p>Should this story be considered "good" literature? Why or why not?</p> |
| Reading Informational Material | <p>What is the selection about?</p> <p>What did I learn from this selection?</p> <p>How did the author organize his or her ideas?</p> | <p>How do the ideas in this selection relate to what I know about this topic?</p> <p>What are the major causes of the problem?</p> <p>What solution is most promising based on the evidence?</p> | <p>Are the ideas in this selection important? Why or why not?</p> <p>How effectively did the author communicate his or her ideas?</p> <p>How could I use information from this selection?</p> |
| Reading Persuasive Material | <p>What was the author's purpose in writing this selection?</p> <p>What message is this author sending?</p> <p>How does the author feel about this topic?</p> | <p>Has the author supported his or her arguments?</p> <p>Is the author's reasoning logical or emotional?</p> <p>How do the author's views on this topic compare to those of other authors I have read?</p> | <p>What techniques did the author use to persuade the reader?</p> <p>Who would be persuaded by this author? Who would not be persuaded?</p> <p>Why should readers believe or not believe this author?</p> |

OVERVIEW OF READING ACROSS THE DISCIPLINES

The Reading Across the Disciplines section of the Connecticut Academic Performance Test assesses students' abilities to respond to literature and read for information. This section measures how well students read and respond to fiction and nonfiction selections using the dimensions associated with reader interaction with texts. The students will interact on different levels with different types of texts as they comprehend the meaning of the text. Research on reading indicates that when readers interact with a text they use the following approaches.

Reading Interactions

Initial Understanding

The reader will demonstrate basic understandings of the text's general content.

- determine the central idea or theme within a written work;
- identify or infer important characters, settings, problems, events, relationships and details within a written work;
- select and use relevant information from a written work in order to summarize; and
- use context clues to determine meanings of unknown or multiple-meaning words or figurative language.

Developing an Interpretation

The reader will interpret and/or explain the text and connect the text to outside knowledge.

- make connections between the text and outside experiences and knowledge;
- identify or infer the author's use of structure/organization;
- draw conclusions about the author's purpose in including or omitting specific details in a written work; and
- use evidence from the text to draw and/or support a conclusion.

Demonstrating a Critical Stance

The reader will elaborate on the text and make judgments about the text's quality and themes.

- use information from the text to make a prediction based on what is read;
- analyze the author's craft, including use of literary devices;
- evaluate explicit and implicit information within a written work to include in a response to or extension of the work; and
- demonstrate an awareness of values, customs, ethics and beliefs included in a written work.

The next section of this handbook will discuss the test format for the response to literature and reading for information tests. Each section provides rubrics, sample items and teaching strategies. This information is provided to help teachers design instruction to address the skills included in the reading interactions presented above.