# Critical Reading I

## Arkansas
## English Language Arts Standards

**2016**

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Course Title:         Critical Reading I
Course/Unit Credit:   1
Course Number:        419110
Teacher Licensure:    <u>K-6 Arkansas Licensed Teacher:</u> must be working towards proficiency in the Science of Reading by 2021-22
                      <u>7-12 Arkansas Licensed Teacher:</u> must be working towards awareness by 2021-22 and have a strong foundational knowledge in the Science of Reading
                      Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure codes.
Grades:               9-12

## Critical Reading I

Critical Reading is a two-semester course designed to accelerate reading growth by strengthening comprehension outcomes in high school grades.  In a context of meaningful content, on-going assessment, and focused explicit instruction, students will evaluate fiction and nonfiction texts and multicultural literature of diverse formats (e.g., print media, Web-based texts, fiction and nonfiction books and articles) and genres. In addition students will engage in differentiated learning activities tied to a variety of fiction and nonfiction texts with increasing complexity. Students will also demonstrate literacy *competence* through purposeful application of knowledge and skills from this course, based on individual and collective literacy goals. Critical Reading does not require Arkansas Department of Education approval.

| Strand | Content Standard |
|---|---|
| Engaging the Reader | |
| | 1. Students will become self-directed readers by engaging in literacy experiences relevant to personal interests, goals, everyday life, or world events. |
| Comprehension Strategies | |
| | 2. Students will use a variety of strategies to comprehend fiction and nonfiction texts. |
| Response to Text | |
| | 3. Students will respond to a variety of texts through writing and extended discussion. |
| Vocabulary Development | |
| | 4. Students will increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts. |

Notes:

1. Student Learning Expectations (SLEs) may be taught in any sequence.
2. Italicized words in this document appear in the glossary.
3. All items in a bulleted list are required to be taught.
4. The examples given (e.g.,) are suggestions to guide the instructor.
5. Publishing can include, but is not limited to, school publications (e.g., yearbook, newspaper, literary magazine, online media) and community media.

## How the Anchor Standards are Labeled

# R . CCR . 1

The letter in the first position of the anchor standard numbering system represents the strand:

Reading (R)

Writing (W)

Speaking and Listening (SL)

Language (L)

The symbol in the second position of the anchor standard numbering system represents college and career readiness.

The number in the third position of the anchor standard numbering system represents the standard.

# How the SLEs are Labeled

## D . 10 . DIII . 2

**Letters in the first position represent the Strand name (e.g., Delivery).**

**Numbers in the second position represent the Standard number (e.g., Standard 10).**

**Symbols in the third position represent the Course name and level (e.g., Debate III).**

**Numbers in the fourth position represent the SLE number (e.g., SLE 2).**

Strand: Engaging the Reader
Content Standard 1: Students will become self-directed readers by engaging in literacy experiences relevant to personal interests, goals, everyday life, or world events.

| | | AR ELA Alignment |
|---|---|---|
| ER.1.CRI.1 | Analyze personal literary interests by exploring and tracking reading preferences (e.g., peer and teacher reading conferences, reading logs/learning logs, surveys, self-assessments, personal interest inventories) | W.CCR.2, W.CCR.4, W.CCR.6, W.CCR.7, W.CCR.10, SL.CCR.1, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6 |
| ER.1.CRI.2 | Set personal learning goals to develop silent and oral reading fluency, *reading stamina*, and active participation in group work | SL.CCR.1, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6 |
| ER.1.CRI.3 | Prepare for meaningful discussions, individually or collaboratively, through inquiry and analysis | R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.7, R.CCR.8, R.CCR.9, R.CCR.10, W.CCR.4, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.1, SL.CCR.2, SL.CCR.3, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.5, L.CCR.6 |

| ER.1.CRI.4 | Participate in collaborative learning routines (e.g., *reciprocal teaching*, Socratic Seminars, *Questioning the Autho*r, extended discussion, blogging) using culturally diverse texts that offer multiple perspectives of real-world experiences | R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.7, R.CCR.8, R.CCR.9, R.CCR.10, W.CCR.4, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.4, L.CCR.5, L.CCR.6 |
|---|---|---|
| ER.1.CRI.5 | Generate relevant questions and thoughtful solutions through collaborative inquiry-based and real-world experiences | W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.9, SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6 |
| ER.1.CRI.6 | Engage in real-world literacy applications (e.g., Web page design, simulations of court and corporate environments, comparisons of opinion editorials, creation of public service announcements, construction of *multimedia* presentations) | R.CCR.7, W.CCR.4, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.4, SL.CCR.5, SL.CCR.6 |

Strand: Comprehension Strategies
Content Standard 2: Students will use a variety of strategies to comprehend fiction and nonfiction texts.

AR ELA Alignment

| CS.2.CRI.1 | Integrate effective comprehension strategies when reading to improve understanding of increasingly complex texts:<br>● analyze<br>● determine central ideas<br>● evaluate<br>● infer<br>● question<br>● summarize and/or paraphrase<br>● *synthesize*<br>● visualize | R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.7, R.CCR.8, R.CCR.9, R.CCR.10 |
| --- | --- | --- |
| CS.2.CRI.2 | Engage in oral and silent reading fluency strategies (e.g., read-aloud, choral reading, paired reading, timed readings) to improve understanding of increasingly complex text | R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.10 |
| CS.2.CRI.3 | Analyze literary elements (e.g., plot, theme, mood, tone, foreshadowing, imagery) to develop deeper comprehension of texts and determine author's purpose | R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.9 |
| CS.2.CRI.4 | Analyze *rhetorical strategies* (e.g., parallel structure, anaphora, language and word choice) to develop deeper comprehension of texts and determine author's purpose | R.CCR.4, R.CCR.5, R.CCR.6, L.CCR.5, L.CCR.6 |
| CS.2.CRI.5 | Summarize fiction and nonfiction texts *succinctly*, individually and with peers | R.CCR.2, W.CCR.4, W.CCR.10, SL.CCR.4, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6 |
| CS.2.CRI.6 | Self-monitor comprehension by using fix-up strategies to repair or maintain understanding of text (e.g., rereading, slowing down for complex texts, hypothesizing and/or predicting, visualizing, writing questions or notes, asking for help, reading further to clarify, chunking text, stopping and thinking, identifying the central idea of a paragraph, page, or passage) | R.CCR.10, W.CCR.10, L.CCR.3, L.CCR.4, L.CCR.6 |

| CS.2.CRI.7 | Create meaning by *synthesizing* information and ideas from multiple sources | R.CCR.7, R.CCR.9, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.2, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6 |
|---|---|---|
| CS.2.CRI.8 | Make relevant connections by activating background knowledge before and during reading | R.CCR.1, R.CCR.9 |
| CS.2.CRI.9 | Analyze multiple text structures (e.g., description, compare and contrast, chronological, question/answer, problem/solution, definition) within a single text to clarify meaning | R.CCR.5, R.CCR.10 |
| CS.2.CRI.10 | Apply knowledge of text features (e.g., bold headings, sidebars, italicized words, tables, charts, graphs, pictures, hyperlinks, interactive diagrams) to determine key ideas and details | R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.10 |
| CS.2.CRI.11 | Use graphic organizers (e.g. discussion webs, two-column notes, concept maps) to organize, analyze, and evaluate important ideas in various formats | W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.8, W.CCR.9, W.CCR.10 |

Strand: Response to Text

Content Standard 3: Students will respond to a variety of texts through writing and extended discussion.

| | | AR ELA Alignment |
|---|---|---|
| RT.3.CRI.1 | Participate in collaborative small and whole group settings, building on ideas of others (e.g., think-pair-share, Socratic seminar, give-one-get-one)<br>● apply *protocols* for discussion<br>● listen actively<br>● structure meaningful responses | SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4, SL.CCR.6, L.CCR.1, L.CCR.3, L.CCR.6 |
| RT.3.CRI.2 | Develop and support claims with relevant evidence from multiple sources (e.g., interviews, graphs, charts, fiction and nonfiction texts, opinion editorials) | W.CCR.1, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6 L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6 |
| RT.3.CRI.3 | Compare and contrast multiple viewpoints from fiction, nonfiction, and multimedia texts | R.CCR.7, R.CCR.9, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.2, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6 |
| RT.3.CRI.4 | Generate, pose, and respond to questions in discussion and written formats | W.CCR.4, W.CCR.6, W.CCR.7, W.CCR.10, SL.CCR.1, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6 |
| RT.3.CRI.5 | Use a variety of products and performances (e.g., quick write, visuals, dramatizations, tableau, digital storytelling, book trailers) to respond to fiction and nonfiction texts | W.CCR.4, W.CCR.6, W.CCR.10, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6 |
| RT.3.CRI.6 | Write as a tool for learning (e.g., personal reactions, note-taking, concept mapping, summarizing, reflecting monitoring understanding, electronic journaling, blogging, wiki) | W.CCR.4, W.CCR.6, W.CCR.10, L.CCR.1, L.CCR.2, L.CCR.3 |

| RT.3.CRI.7 | Use textual evidence to present and defend individual interpretations of text in written and discussion formats | R.CCR.1, W.CCR.4, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.2, SL.CCR.3, SL.CCR.4 |
|---|---|---|
| RT.3.CRI.8 | Evaluate information from a variety of sources, including primary and secondary sources and multimedia, for bias, accuracy, and credibility | R.CCR.7, R.CCR.8, W.CCR.8, W.CCR.9, SL.CCR.2, SL.CCR.3, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.4, L.CCR.5, L.CCR.6 |
| RT.3.CRI.9 | Examine a text for social and cultural implications in a global society | R.CCR.2, R.CCR.6, R.CCR.9, R.CCR.10, L.CCR.4, L.CCR.6 |
| RT.3.CRI.10 | Evaluate visual media (e.g., ads, political cartoons, candidate platforms, television and film messages, literary allusions in cartoons) to determine the effect on an intended audience | R.CCR.7, W.CCR.9, SL.CCR.2 |

Strand: Vocabulary Development
Content Standard 4: Students will increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.

| | | AR ELA Alignment |
|---|---|---|
| VD.4.CRI.1 | Infer the meaning of a word through context clues | R.CCR.4, L.CCR.4, L.CCR.6 |
| VD.4.CRI.2 | Apply knowledge from one text to determine word meaning in multiple texts | R.CCR.9, W.CCR.8, W.CCR.9, L.CCR.4 |
| VD.4.CRI.3 | Develop vocabulary (e.g., academic, specialized and/or technical, *high utility*) through reading a variety of texts and extended classroom discussions | R.CCR.4, L.CCR.4 |
| VD.4.CRI.4 | Analyze *etymology*, word relationships (e.g., synonyms, antonyms, analogies, *homographs*), and interdisciplinary connections | R.CCR.4, L.CCR.4, L.CCR.5, L.CCR.6 |
| VD.4.CRI.5 | Apply a range of word learning strategies (e.g., *personal word walls*, vocabulary notebooks, semantic mapping, concept definition maps, *Frayer Model*) in order to internalize new vocabulary | R.CCR.4, L.CCR.3, L.CCR.4, L.CCR.5, L.CCR.6 |
| VD.4.CRI.6 | Utilize a variety of print (e.g., dictionary, glossary, thesaurus) and digital resources (e.g., online dictionary, visual dictionary) to determine and clarify meaning | L.CCR.4, L.CCR.6 |
| VD.4.CRI.7 | Develop *word consciousness* to gain a deep appreciation of words and value them | R.CCR.4, L.CCR.3, L.CCR.4, L.CCR.5, L.CCR.6 |
| VD.4.CRI.8 | Apply knowledge of *affixes* and roots (e.g., Greek, Latin) to determine meaning of new words | L.CCR.4, L.CCR.6 |
| VD.4.CRI.9 | Interpret figures of speech (e.g., metaphors, *euphemisms*, *hyperbole*, personification, *paradox*) to generate meaning | R.CCR.4, L.CCR.5 |

# Glossary for Critical Reading

| | |
|---|---|
| Affix | Word element, such as a prefix or suffix, that can only occur attached to a base, stem, or root |
| Competence | The capability to apply and use a set of related knowledge, skills, and abilities successfully |
| Connotation | The idea or feeling that a word invokes in addition to its literal meaning; the implied meaning |
| Denotation | The most specific or direct meaning of a word, in contrast to its figurative or associated meanings; dictionary meaning of a word. |
| Etymology | The history of a word shown by tracing its development from its origin, transmission from one language to another, the analysis of its components, and the identification of its cognates |
| Euphemism | Pleasant or indirect substitution for more offensive expressions (e.g., "passed away" instead of "died") |
| Extended metaphor | A comparison between two unlike things that continues throughout a series of sentences in a paragraph or lines in a poem |
| Fluency | The ability to read with appropriate speed, expression, and accuracy |
| Frayer Model | An adaptation of the concept map, includes the concept word, the definition, characteristics of the concept word, examples and non-examples of the concept word. |
| High Utility | Words that are commonly used in formal, academic, and professional contexts (e.g., Beck's Tier Two words) |
| Homograph | Two or more words that have the same spelling but differ in origin, meaning, and sometimes pronunciation |
| Hyperbole | An intentional, extreme exaggeration used for rhetorical purposes |
| Multimedia | Using, involving, or encompassing several formats such as photographs, films, art, music, and digital productions |
| Paradox | A statement that is apparently contradictory or opposed to common sense and yet is true |
| Protocol | A structure for examining student learning in a democratic and orderly manner that allows students to voice their opinions, ideas, and concerns with one another, typically in pairs or small groups |
| Questioning the Author | A strategy designed to encourage students to think beyond the words on the page and to question the author's intent for the selection and his or her success at communicating that intent |

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|---|---|
| Reading Stamina | The ability to sustain a prolonged period of independent reading |
| Reciprocal Teaching | A strategy in which students become the teacher in small-group reading and discussion sessions |
| Rhetorical Strategy | A strategy used in writing and discussions to effectively enhance the art of discourse |
| Succinctly | Precisely concise |
| Synthesize | Combining two or more components, findings from sources that are gathered,  to form a new whole, a conclusion drawn from those findings |
| Tableau | A description of a scene presented on a stage by silent and motionless costumed participants |
| Word Consciousness | Knowledge and disposition necessary for students to learn, appreciate, and effectively use words |

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