



Critical Reading II

**Arkansas
English Language Arts Standards**

2016

Course Title: Critical Reading II
Course/Unit Credit: 1
Course Number: 419120
Teacher Licensure: K-6 Arkansas Licensed Teacher: must be working towards proficiency in the Science of Reading by 2021-22
7-12 Arkansas Licensed Teacher: 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
Prerequisite: Critical Reading I

Critical Reading II

Critical Reading I is a prerequisite for Critical Reading II. Students entering Critical Reading II must have successfully completed the preceding year of study. Critical Reading II is a two-semester course designed to accelerate reading growth by strengthening comprehension outcomes in high school grades. In a context of meaningful content, ongoing 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 II does not require Arkansas Department of Education approval.

Strand	Content Standard
Engaging the Reader	1. Students shall become self-directed readers by engaging in literacy experiences relevant to personal interests, goals, everyday life, or world events.
Comprehension Strategies	2. Students shall use a variety of strategies to comprehend fiction and nonfiction texts.
Response to Text	3. Students shall respond to a variety of texts through writing and extended discussion.
Vocabulary	4. Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
Critical Literacy	5. Students shall engage in thinking critically about contemporary and historical texts and the corresponding social and cultural implications in a global society.

Notes:

1. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
2. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
3. Student Learning Expectations (SLEs) may be taught in any sequence.
4. Italicized words in this document appear in the glossary.
5. All items in a bulleted list are required to be taught.
6. The examples given (e.g.,) are suggestions to guide the instructor.

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 shall become self-directed readers by engaging in literacy experiences relevant to personal interests, goals, everyday life, or world events.

AR ELA Alignment

ER.1.CRII.1	Expand personal learning goals to develop silent and oral reading fluency, <i>reading stamina</i> , and active participation in group work	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.CRII.2	Prepare, participate in, and facilitate collaborative learning routines (e.g., <i>reciprocal teaching</i> , Socratic Seminar, <i>Questioning the Author</i> , 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.CRII.3	Generate questions that stimulate thoughtful discourse and promote deeper inquiry	W.CCR.6, W.CCR.7, W.CCR.8, 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.CR.II.4	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 <i>multimedia</i> 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
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Strand: Comprehension Strategies

Content Standard 2: Students shall use a variety of strategies to comprehend fiction and nonfiction texts.

AR ELA Alignment

<p>CS.2.CR.1.1</p>	<p>Integrate effective comprehension strategies during oral and silent reading to improve understanding of increasingly complex texts:</p> <ul style="list-style-type: none"> • analyze • determine central ideas • evaluate • infer • question • summarize and/or paraphrase • <i>synthesize</i> • visualize 	<p>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</p>
<p>CS.2.CR.1.2</p>	<p>Analyze literary elements (e.g., plot, theme, mood, tone, foreshadowing, imagery) and <i>rhetorical strategies</i> (e.g., parallel structure, anaphora, language and word choice) to develop deeper comprehension of increasingly complex texts and determine author's purpose</p>	<p>R.CCR.4, R.CCR.5, R.CCR.6, L.CCR.5, L.CCR.6</p>
<p>CS.2.CR.1.3</p>	<p>Self-monitor comprehension to repair or maintain understanding of text (e.g., rereading; slowing down for complex texts; hypothesizing and/or predicting; visualizing a picture; 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)</p>	<p>R.CCR.10, W.CCR.10, L.CCR.3, L.CCR.4, L.CCR.6</p>
<p>CS.2.CR.1.4</p>	<p>Synthesize information and ideas from multiple sources</p>	<p>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</p>
<p>CS.2.CR.1.5</p>	<p>Analyze Multiple text structures within a variety of genres (e.g., poetry, drama, informational text, fictional story)</p>	<p>R.CCR.5, R.CCR.10</p>
<p>CS.2.CR.1.6</p>	<p>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</p>	<p>R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.10</p>

CS.2.CRII.7	Create graphic organizers to synthesize, 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
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Strand: Response to Text

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

AR ELA Alignment

RT.3.CR.1.1	Facilitate and participate in collaborative small (e.g., think-pair-share, Socratic Seminar, give-one-get-one) and whole group settings, building on ideas of others: <ul style="list-style-type: none"> ● apply <i>protocols</i> for discussion ● listen actively ● 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.CR.1.2	Develop and support claims and counterclaims with convincing 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.CR.1.3	Analyze or interpret author’s craft (e.g., literary devices, viewpoints, literary devices) to critique a text	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.CR.1.4	Evaluate the author’s word choice, syntax, and sentence structure for its impact on a text	R.CCR.4, R.CCR.5, R.CCR.6, W.CCR.9, SL.CCR.3, L.CCR.4
RT.3.CR.1.5	Generate, pose, and respond to stimulating 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.CR.11.6	Use a variety of products and performances (e.g., quick write, visuals, dramatizations, <i>tableau</i> , 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.CR.11.7	Write to analyze, evaluate, and critique text	W.CCR.4, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10
RT.3.CR.11.8	Evaluate information from a variety of sources for bias, accuracy, credibility, and missing perspectives, including primary and secondary sources and <i>multimedia</i>	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.CR.11.9	Scrutinize 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.CR.11.10	Evaluate visual media (e.g., ads, political cartoons, candidate platforms, television and film messages, literary allusions in cartoons) to determine effect on intended audience	R.CCR.7, W.CCR.9, SL.CCR.2

Strand: Vocabulary Development

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

AR ELA Alignment

VD.4.CRII.1	Infer the meaning of a word through contextual evidence	R.CCR.4, L.CCR.4, L.CCR.6
VD.4.CRII.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.CRII.3	Develop vocabulary (e.g., academic, specialized and/or technical, <i>high utility</i>) through reading a variety of texts, extended classroom discussions, and inquiry	R.CCR.9, W.CCR.8, W.CCR.9, L.CCR.4
VD.4.CRII.4	Analyze <i>etymology</i> , word relationships (e.g., synonyms, antonyms, analogies, <i>homographs</i>), and interdisciplinary connections	R.CCR.4, L.CCR.4, L.CCR.5, L.CCR.6
VD.4.CRII.5	Apply a range of word learning strategies (e.g., classroom word walls, <i>personal word walls</i> , vocabulary notebooks, semantic mapping, concept definition maps, <i>Fruyer Model</i>) in order to internalize new vocabulary	R.CCR.4, L.CCR.3, L.CCR.4, L.CCR.5, L.CCR.6
VD.4.CRII.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.CRII.7	Develop <i>word consciousness</i> to gain an awareness of words and the significance they have in both text and real world application	R.CCR.4, L.CCR.3, L.CCR.4, L.CCR.5, L.CCR.6
VD.4.CRII.8	Apply knowledge of <i>affixes</i> and roots (e.g., Greek, Latin) to determine meaning of new words	L.CCR.4, L.CCR.6
VD.4.CRII.9	Interpret figures of speech (e.g., metaphors, <i>euphemisms</i> , <i>hyperbole</i> , personification, <i>paradox</i>) to construct meaning within a text	R.CCR.4, L.CCR.5

Strand: Critical Literacy

Content Standard 5: Students shall engage in thinking critically about contemporary and historical texts and the corresponding social and cultural implications in a global society.

		AR ELA Alignment
CL.5.CR.II.1	Evaluate <i>multimedia</i> information for accuracy, quality, and credibility of sources (e.g., analyzing rigor, identifying bias, determining sponsorship, evaluating timeliness)	R.CCR.7, R.CCR.8, W.CCR.8, SL.CCR.2, L.CCR.1, L.CCR.2, L.CCR.3
CL.5.CR.II.2	Evaluate primary and secondary sources for bias, propaganda, and authenticity	R.CCR.4, R.CCR.5, R.CCR.6, R.CCR.8, R.CCR.9, R.CCR.10, W.CCR.7, W.CCR.8, W.CCR.9, SL.CCR.2, L.CCR.1, L.CCR.2, L.CCR.3
CL.5.CR.II.3	Analyze the effects of <i>stereotypical language</i> in historical and contemporary documents on reader perception of and response to global events and culture	R.CCR.1, R.CCR.2, R.CCR.3, R.CCR.4, R.CCR.6, R.CCR.9, R.CCR.10, 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
CL.5.CR.II.4	Compare and contrast multiple media on the same topic (e.g., Web sites, letters to the editor, position papers, documentaries)	R.CCR.7, R.CCR.9, W.CCR.8, SL.CCR.2, L.CCR.1, L.CCR.2, L.CCR.3

CL.5.CR.II.5	Identify missing perspectives and information in texts to determine author bias	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.7, W.CCR.8, W.CCR.9, SL.CCR.3, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.5
CL.5.CR.II.6	Critique historical and contemporary visual media to determine effect on intended audience (e.g., ads, political cartoons, candidate platforms, television and film messages, literary allusions in cartoons)	R.CCR.7, W.CCR.9, SL.CCR.2

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
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 substitutions for more offensive expressions (e.g., “passed away” instead of “died”)
Fruyer 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	One or two 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 media 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 structures 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
Reading stamina	The ability to sustain a long 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
Stereotypical language	Any language that assumes a stereotype about a group of people
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

Contributors

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