

ARKANSAS ACADEMIC READING STANDARDS

Grades 6-12

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ACADEMIC READING GRADE 6

Arkansas Course Code: 366150

Max Class Size: 10 or less as determined by the dyslexia program.

This course may be offered to students in grade 6 as a dyslexia intervention course for students exhibiting characteristics of dyslexia. The course is designed to accelerate reading growth for students exhibiting characteristics of dyslexia by strengthening comprehension outcomes. The teacher will implement a dyslexia program that meets the requirements of Arkansas dyslexia law and rule with fidelity to teach the standards of this course. 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.

NOTES:

- This course is designed for dyslexia intervention or those students needing intensive reading (decoding, word recognition, and spelling) support.
- The instructor of record must be trained in the program of delivery.

Foundational Reading

Students develop foundational reading skills for decoding and encoding.

6.V.2: Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.

6.L.10.C: Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

Morphology

Decoding

5.FR.1.PD: Decode words, using knowledge of Greek combining forms and connectives.

4.FR.1.PD: Decode words, using knowledge of Latin prefixes, bases, suffixes and connectives

3.FR.3.PD: Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.

2.FR.5.PD: Decode words with common prefixes and suffixes (e.g., un-, re-, -ly, -able).

1.FR.11.PD: Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).

K.FR.13.PD: Decode words with suffix -s (e.g., sits, maps, runs).

Encoding

5.FR.2.PE: Encode words, using knowledge of Greek combining forms with the use of connectives as needed.

4.FR.4.PE: Encode words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes with the use of connectives as needed.

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- 3.FR.8.PE:** Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.
- 2.FR.16.PE:** Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [(e.g., -e drop (game to gaming); doubling run to running); change y to i (cry to cries)] to the base word when necessary.
- 1.FR.21.PE:** Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).
- K.FR.17.PE:** Encode words with final suffix -s (e.g., cats, runs).

Multisyllabic words

Decoding

- 3.FR.2.PD:** Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).
- 2.FR.4.PD:** Decode two-syllable base words with grade-level letter-sound correspondences (e.g., dollar, wrestle, kidney).
- 1.FR.9.PD:** Decode two-syllable base words with grade-level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).

Encoding

- 3.FR.7.PE:** Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).
- 3.FR.6.PE:** Encode two-syllable words with medial long vowel teams. (e.g., complain, canteen).
- 3.FR.4.PE:** Encode two-syllable words with double letter endings. (e.g., repel vs. confess).
- 2.FR.15.PE:** Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).
- 2.FR.11.PE:** Encode two-syllable words with open syllables (e.g., robot, music, jumbo).
- 2.FR.9.PE:** Encode two-syllable words with medial VCe patterns. (e.g., compete, mistake, console).
- 2.FR.7.PE:** Encode two-syllable words with short vowels (e.g., candid, combat).

One-Syllable Words

Decoding

- 3.FR.1.PD:** Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey).
- 2.FR.3.PD:** Decode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).
- 2.FR.2.PD:** Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, cent, cinch; goat, gland, germ, gem).
- 2.FR.1.PD:** Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).
- 1.FR.8.PD:** Decode one-syllable words containing multiple sounds of s (e.g., sock, is).
- 1.FR.7.PD:** Decode one-syllable words with diphthongs (oi, oy, ou, ow).
- 1.FR.6.PD:** Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon).
- 1.FR.5.PD:** Decode one-syllable words with consonant digraphs (sh, th, ch, wh, ng, ck) and trigraphs (tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).
- 1.FR.4.PD:** Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).

- K.FR.11.PD:** Decode one-syllable words with single consonants and final long vowels (e.g., we, go).
- K.FR.10.PD:** Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).
- K.FR.9.PD:** Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).

Encoding

- 4.FR.3.PE:** Encode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).
- 4.FR.2.PE:** Encode words with less common vowel teams (e.g., vein, ceiling; neighbor; thief; juice).
- 3.FR.5.PE:** Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).
- 2.FR.14.PE:** Encode one-syllable words with diphthongs (oi, oy, ou, ow).
- 2.FR.13.PE:** Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon).
- 2.FR.12.PE:** Encode long vowel patterns (e.g. wild, told, kind, most, colt).
- 2.FR.10.PE:** Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).
- 2.FR.8.PE:** Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).
- 1.FR.20.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- 1.FR.19.PE:** Encode one syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow).
- 1.FR.18.PE:** Encode one-syllable words with predictable vowel-r patterns. (e.g. shark, fork, her).
- 1.FR.17.PE:** Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).
- 1.FR.16.PE:** Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).
- 1.FR.15.PE:** Encode one-syllable words with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).
- 1.FR.14.PE:** Encode one-syllable words with double letter endings (e.g., fill, pass, buzz).
- 1.FR.13.PE:** Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).
- 1.FR.12.PE:** Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).
- K.FR.16.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- K.FR.15.PE:** Encode one-syllable words with single consonants and final long vowels (e.g., a, me, go).
- K.FR.14.PE:** Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).

Phonemic Awareness

Decoding

- 1.FR.3.PA:** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g. /p/ vs. /b/; /ch/ vs. /j/).

Grade 6 Academic Reading Standards

- 1.FR.1.PA:** Blend three to five individual sounds to form one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).
- K.FR.8.PA:** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow). (e.g. /p/ vs. /b/ and /ch/ vs. /j/).
- K.FR.5.PA:** Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.
- K.FR.6.PA:** Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).

Encoding

- 1.FR.2.PA:** Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/); blast to /b/ /l/ /a/ /s/ /t/).
- K.FR.7.PA:** Segment one-syllable words into individual sounds.

Reading Comprehension

Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 6.RC.1.RF:** Provide an objective summary of a text.
 - 5.RC.3.RF:** Summarize multi-paragraph texts, providing details to demonstrate understanding of the central message or topic.
 - 4.RC.3.RF:** Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.
 - 3.RC.3.RF:** Same as 4.RC.3.RF
- 6.RC.2.RF:** Determine how a central idea and/or theme of a text is conveyed through supporting details.
 - 5.RC.9.RL:** Identify text evidence that supports the theme.
 - 4.RC.9.RL:** Determine the theme of a story.
- 6.RC.3.RF:** Cite text evidence to support an analysis of what a text states, using background knowledge to draw inferences from the text.
 - 5.RC.5.RF:** Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.
 - 4.RC.5.RF:** Same as 5.RC.5.RF
 - 3.RC.5.RF:** Same as 5.RC.5.RF
- 6.RC.4.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
 - 5.RC.6.RF:** Same as 6.RC.4.RF
 - 4.RC.6.RF:** Same as 6.RC.4.RF
 - 3.RC.6.RF:** Same as 6.RC.4.RF

Reading Literature

Reading Literary includes skills that are specific to literature.

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- 6.RC.5.RL:** Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution.
- 5.RC.13.RL:** Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- 4.RC.13.RL:** Same as 5.RC.13.RL
- 3.RC.12.RL:** Describe the major differences in the structural elements of poems, dramas, and stories.
- 6.RC.6.RL:** Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme.
- 5.RC.8.RL:** Analyze how one element of the plot was developed over the course of a text (e.g., how the problem was created, grew, changed, and was resolved).
- 4.RC.8.RL:** Explain how the setting contributes to the plot of a story.
- 3.RC.8.RL:** Describe the main story elements (plot), including characters, setting, events, problem, and solution.
- 6.RC.7.RL:** Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.
- 5.RC.12.RL:** Explain how point of view and /or perspective influence how events are described.
- 4.RC.12.RL:** Compare and contrast the perspectives of two texts, noting the differences between first and third person narrations.
- 3.RC.11.RL:** Distinguish the reader’s perspective from that of the author, narrator, or character(s).
- 6.RC.8.RL:** Compare and contrast the experience of reading a text to listening to or watching an audio, video, or live version of the text. Compare and contrast what is:
- Imagined when reading a text.
 - Observed when listening and/or watching.
- 5.RC.11.RL:** Explain how multimedia elements (e.g., text, audio, images, animation, video) help determine meaning and tone.
- 4.RC.11.RL:** Explain what information is gained from adding multimedia elements to the reading of a text.
- 3.RC.10.RL:** Explain how information gained from visual images in a text contributes to understanding the text.
- 6.RC.9.RL:** Examine two texts of varying structures or genres that have similar themes and/or topics.
- 5.RC.10.RL:** Compare and contrast similar themes of two or more texts of the same genre.
- 4.RC.10.RL:** Compare and contrast stories with similar central messages and topics.
- 3.RC.9.RL:** Compare and contrast stories from the same author with the same or similar characters.
- 6.RC.10.RL:** Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.
- 5.RC.9.RL:** Identify text evidence that supports the theme.
- 4.RC.9.RL:** Determine the theme of a story.

Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 6.RC.11.RI:** Describe how a central individual, event, or idea is introduced and developed in a text.
 - 5.RC.14.RI:** Identify which reasons and evidence an author uses to support which points.
 - 4.RC.14.RI:** Explain how an author uses reasons and evidence to support specific points in a text.
 - 3.RC.13.RI:** Same as 4.RC.14.RI

- 6.RC.12.RI:** Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.
 - 5.RC.16.RI:** Compare and contrast the text structures of two or more texts (e.g., chronology, comparison, cause/effect, description, problem/solution).
 - 4.RC.16.RI:** Describe the structure of a text or a portion of a text (e.g., chronology, comparison, cause/effect, description, problem/solution).
 - 3.RC.15.RI:** Describe how each successive part or paragraph builds on earlier sections.

- 6.RC.13.RI:** Determine how an author’s purpose, point of view, and/or perspective is conveyed in a text.
 - 5.RC.18.RI:** Compare and contrast multiple accounts of the same event or topic, noting the points of view and/or perspectives represented.
 - 4.RC.18.RI:** Compare and contrast a firsthand and secondhand account of the same event or topic.
 - 3.RC.18.RI:** Distinguish the reader’s perspective from that of the author of the text.

- 6.RC.14.RI:** Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).
 - 5.RC.17.RI:** Explain how multimedia elements (e.g., text, audio, images, animation, video, interactive components) support the meaning and tone of a text.
 - 4.RC.17.RI:** Explain how information presented visually, orally, or quantitatively (e.g., charts and graphs) contributes to a text.
 - 3.RC.17.RI:** Explain how information gained from illustrations (e.g., maps, photographs) and the words in a text, contribute to understanding a text.

- 6.RC.15.RI:** Evaluate the development of an argument and supporting claims in a text, distinguishing between claims that are supported by reasons and evidence from claims that are not.
 - 5.RC.14.RI:** Identify which reasons and evidence an author uses to support which points.
 - 4.RC.14.RI:** Explain how an author uses reasons and evidence to support specific points in a text.
 - 3.RC.13.RI:** Same as 4.RC.14.RI

- 6.RC.16.RI:** Compare and contrast two authors’ presentations of an event.
 - 5.RC.15.RI:** Integrate information from several texts on the same topic when writing or speaking about the topic.
 - 4.RC.15.RI:** Integrate information from two texts on the same topic when writing or speaking about the topic.
 - 3.RC.14.RI:** Compare and contrast two texts on the same topic, identifying key details from each text.

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- 6.RC.17.RI:** Identify the central idea in a non-fiction work from or about world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.
- 5.RC.3.RF:** Summarize multi-paragraph texts, providing details to demonstrate understanding of the central message or topic.
- 4.RC.3.RF:** Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.
- 3.RC.3.RF:** Same as 4.RC.3.RF

Writing

Production

Writing production includes volume and clarity of writing and the writing process.

- 6.W.4.P:** Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
- 5.W.4.P:** Produce clear and coherent writing using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 4.W.4.P:** Same as 5.W.4.P
- 3.W.4.P:** Same as 5.W.4.P
- 6.W.6.P:** Use a variety of sentence types (i.e., simple, compound, complex, compound-complex).
- 5.W.7.P:** Plan and revise writing by expanding or combining sentences for meaning, interest, and style.
- 4.W.7.P:** Plan and revise writing to convey ideas precisely.
- 3.W.7.P:** Plan and revise writing using words/phrases/sentences for effect.

Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

- 6.V.1:** Use general academic and content-specific words and phrases accurately.
- 6.V.3:** Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
- 5.V.1:** Determine or clarify the meaning of words and phrases in a text read aloud or independently.
- 4.V.1:** Same as 5.V.1
- 3.V.1:** Same as 5.V.1
- Use common Greek or Latin affixes and roots (i.e., morphology)
 - 5.V.7:** Use knowledge of Greek combining forms and Latin prefixes, bases, and suffixes as clues to meaning (e.g., biography, autobiographical, photograph, photosynthesis).
 - 4.V.7:** Use knowledge of Latin prefixes, bases, and suffixes as clues to meaning (e.g., construct, instruct, deconstruction; structure, infrastructure; nation, nature, nativity).
 - 3.V.6:** Use knowledge of most common Latin prefixes, bases, and suffixes (inflectional and derivational) as clues to meaning (e.g., agreeable/disagreeable,

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comfortable/uncomfortable, company/companion).

- Trace the origins of words (i.e., etymology)
- Use context
 - 5.V.2:** Use context clues to infer the meanings of words or phrases (e.g., cause/effect relationships and comparisons in text).
 - 4.V.2:** Use context clues to infer the meaning of words or phrases.
 - 3.V.2:** Use context clues to identify the meaning of words or phrases.
- Consult reference materials to clarify pronunciation and/or parts of speech
 - 5.V.3:** Consult reference materials to clarify pronunciation and/or precise meaning of words.
 - 4.V.3:** Same as 5.V.3
- Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of a word.
 - 5.V.4:** Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.
 - 4.V.4:** Use the relationship between a word and its antonyms and synonyms to deepen understanding.
 - 3.V.3:** Generate synonyms and antonyms for common nouns, verbs, and adjectives.

6.V.4: Recognize two words with similar denotations, considering how their connotations and nuances impact the words' meanings.

- 5.V.5:** Identify the difference between the denotation and connotation of a word or phrase in context.
- 4.V.5:** Determine the meaning of specific academic language, including words and phrases that signal precise actions or emotions.
- 3.V.4:** Distinguish shades of meaning among related words.

6.V.5: Determine how word choice contributes to the meaning, style, and/or tone of a text.

- 5.V.1:** Determine or clarify the meaning of words and phrases in a text read aloud or independently.
- 4.V.1:** Same as 5.V.1
- 3.V.1:** Same as 5.V.1

6.V.6: Demonstrate an understanding of figurative language in context, including extended metaphor and personification.

- 5.V.6:** Explain the meaning of figurative language in context, including similes, metaphors, idioms, proverbs, and personification.
- 4.V.6:** Explain the meaning of figurative language, including similes, metaphors, and idioms.
- 3.V.5:** Distinguish the literal and nonliteral meanings of words and phrases in context.

Collaborative Communication

Speaking and Listening Comprehension

Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

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6.CC.1.SLC: Express ideas in a collaborative setting, using effective discussion strategies.

5.CC.1.OL: Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.

4.CC.1.OL: Same as 5.CC.1.OL

3.CC.1.OL: Same as 5.CC.1.OL

6.CC.2.SLC: Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

5.CC.1.OL: Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.

4.CC.1.OL: Same as 5.CC.1.OL

3.CC.1.OL: Same as 5.CC.1.OL

6.CC.3.SLC: Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:

- One-on-one
- In small groups
- Teacher-led

5.CC.1.OL: Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.

4.CC.1.OL: Same as 5.CC.1.OL

3.CC.1.OL: Same as 5.CC.1.OL

6.CC.4.SLC: Build upon ideas in collaborative discussions, asking questions relevant to the topic, text, or issue.

5.CC.1.OL: Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.

4.CC.1.OL: Same as 5.CC.1.OL

3.CC.1.OL: Same as 5.CC.1.OL

6.CC.5.SLC: Contribute to the topic, text, or issue, responding to questions with relevant information.

5.CC.1.OL: Participate in collaborative conversations, following class-created discussion guidelines, to expand upon conversations.

4.CC.1.OL: Same as 5.CC.1.OL

3.CC.1.OL: Same as 5.CC.1.OL

6.CC.6.SLC: Paraphrase multiple perspectives.

5.CC.2.OL: Orally summarize the points a speaker makes, explaining how each claim is supported by reasons and evidence.

4.CC.2.OL: Identify the reasons and evidence a speaker provides to support specific points.

3.CC.2.OL: Ask and answer questions about what a speaker says to gather additional information and clarify understanding.

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- 6.CC.7.SLC:** Describe how non-textual information enhances the understanding of a topic, text, or issue.
- 5.CC.2.OL:** Orally summarize the points a speaker makes, explaining how each claim is supported by reasons and evidence.
 - 4.CC.2.OL:** Identify the reasons and evidence a speaker provides to support specific points.
 - 3.CC.2.OL:** Ask and answer questions about what a speaker says to gather additional information and clarify understanding.
- 6.CC.8.SLC:** Identify a speaker's argument and supporting claims, distinguishing between claims that are supported by evidence from those not supported by evidence.
- 5.CC.2.OL:** Orally summarize the points a speaker makes, explaining how each claim is supported by reasons and evidence.
 - 4.CC.2.OL:** Identify the reasons and evidence a speaker provides to support specific points.
 - 3.CC.2.OL:** Ask and answer questions about what a speaker says to gather additional information and clarify understanding.

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ACADEMIC READING GRADE 7

Arkansas Course Code: 377150

Max Class Size: 10 or less as determined by the dyslexia program.

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NOTES:

- This course is designed for dyslexia intervention or those students needing intensive reading (decoding, word recognition, and spelling) support.
- The instructor of record must be trained in the program of delivery.

Foundational Reading

Students develop foundational reading skills for decoding and encoding.

7.V.2: Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.

6.V.2: Same as 7.V.2

7.L.10.C: Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

6.L.10.C: Same as 7.L.10.C

Morphology

Decoding

5.FR.1.PD: Decode words, using knowledge of Greek combining forms and connectives.

4.FR.1.PD: Decode words, using knowledge of Latin prefixes, bases, suffixes and connectives

3.FR.3.PD: Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.

2.FR.5.PD: Decode words with common prefixes and suffixes (e.g., un-, re-, -ly, -able).

1.FR.11.PD: Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).

K.FR.13.PD: Decode words with suffix -s (e.g., sits, maps, runs).

Encoding

5.FR.2.PE: Encode words, using knowledge of Greek combining forms with the use of connectives as needed.

- 4.FR.4.PE:** Encode words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes with the use of connectives as needed.
- 3.FR.8.PE:** Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.
- 2.FR.16.PE:** Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [(e.g., -e drop (game to gaming); doubling run to running); change y to i (cry to cries)] to the base word when necessary.
- 1.FR.21.PE:** Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).
- K.FR.17.PE:** Encode words with final suffix -s (e.g., cats, runs).

Multisyllabic Words

Decoding

- 3.FR.2.PD:** Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).
- 2.FR.4.PD:** Decode two-syllable base words with grade-level letter-sound correspondences (e.g., dollar, wrestle, kidney).
- 1.FR.9.PD:** Decode two-syllable base words with grade-level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).

Encoding

- 3.FR.7.PE:** Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).
- 3.FR.6.PE:** Encode two-syllable words with medial long vowel teams. (e.g., complain, canteen).
- 3.FR.4.PE:** Encode two-syllable words with double letter endings. (e.g., repel vs. confess).
- 2.FR.15.PE:** Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).
- 2.FR.11.PE:** Encode two-syllable words with open syllables (e.g., robot, music, jumbo).
- 2.FR.9.PE:** Encode two-syllable words with medial VCe patterns. (e.g., compete, mistake, console).
- 2.FR.7.PE:** Encode two-syllable words with short vowels (e.g., candid, combat).

One-Syllable Words

Decoding

- 3.FR.1.PD:** Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey).
- 2.FR.3.PD:** Decode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).
- 2.FR.2.PD:** Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, cent, cinch; goat, gland, germ, gem).
- 2.FR.1.PD:** Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).
- 1.FR.8.PD:** Decode one-syllable words containing multiple sounds of s (e.g., sock, is).
- 1.FR.7.PD:** Decode one-syllable words with diphthongs (oi, oy, ou, ow).
- 1.FR.6.PD:** Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon).
- 1.FR.5.PD:** Decode one-syllable words with consonant digraphs (sh, th, ch, wh, ng, ck) and trigraphs (tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).

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- 1.FR.4.PD:** Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).
- K.FR.11.PD:** Decode one-syllable words with single consonants and final long vowels (e.g., we, go).
- K.FR.10.PD:** Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).
- K.FR.9.PD:** Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).

Encoding

- 4.FR.3.PE:** Encode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).
- 4.FR.2.PE:** Encode words with less common vowel teams (e.g., vein, ceiling; neighbor; thief; juice).
- 3.FR.5.PE:** Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).
- 2.FR.14.PE:** Encode one-syllable words with diphthongs (oi, oy, ou, ow).
- 2.FR.13.PE:** Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon).
- 2.FR.12.PE:** Encode long vowel patterns (e.g., wild, told, kind, most, colt).
- 2.FR.10.PE:** Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).
- 2.FR.8.PE:** Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).
- 1.FR.20.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- 1.FR.19.PE:** Encode one syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow).
- 1.FR.18.PE:** Encode one-syllable words with predictable vowel-r patterns. (e.g. shark, fork, her).
- 1.FR.17.PE:** Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).
- 1.FR.16.PE:** Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).
- 1.FR.15.PE:** Encode one-syllable words with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).
- 1.FR.14.PE:** Encode one-syllable words with double letter endings (e.g., fill, pass, buzz).
- 1.FR.13.PE:** Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).
- 1.FR.12.PE:** Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).
- K.FR.16.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- K.FR.15.PE:** Encode one-syllable words with single consonants and final long vowels (e.g., a, me, go).
- K.FR.14.PE:** Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).

Phonemic Awareness

Decoding

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- 1.FR.3.PA:** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g. /p/ vs. /b/; /ch/ vs. /j/).
- 1.FR.1.PA:** Blend three to five individual sounds to form one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).
- K.FR.8.PA:** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow). (e.g. /p/ vs. /b/ and /ch/ vs. /j/).
- K.FR.5.PA:** Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.
- K.FR.6.PA:** Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).

Encoding

- 1.FR.2.PA:** Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/).
- K.FR.7.PA:** Segment one-syllable words into individual sounds.

Reading Comprehension

Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 7.RC.1.RF:** Provide an objective summary of a text.
- 6.RC.1.RF:** Provide an objective summary of a text.
- 5.RC.3.RF:** Summarize multi-paragraph texts, providing details to demonstrate understanding of the central message or topic.
- 4.RC.3.RF:** Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.

- 7.RC.2.RF:** Determine how a central idea and/or theme of a text is developed through supporting details.
- 6.RC.2.RF:** Determine how a central idea and/or theme of a text is conveyed through supporting details.
- 5.RC.9.RL:** Identify text evidence that supports the theme.
- 4.RC.9.RL:** Determine the theme of a story.

- 7.RC.3.RF:** Cite text evidence to support an analysis of what a text states, using background knowledge to justify inferences drawn from the text.
- 6.RC.3.RF:** Cite text evidence to support an analysis of what a text states, using background knowledge to draw inferences from the text.
- 5.RC.5.RF:** Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.
- 4.RC.5.RF:** Same as 5.RC.5.RF

Reading Literature

Reading Literary includes skills that are specific to literature.

Grade 7 Academic Reading Standards

- 7.RC.5.RL:** Examine how the interaction of literary elements impacts a story or drama, including how setting shapes the characters or plot or how imagery affects the mood of a text.
- 6.RC.5.RL:** Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution.
- 5.RC.13.RL:** Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- 4.RC.13.RL:** Same as 5.RC.13.RL
- 7.RC.6.RL:** Describe how elements in the overall structure of a story, drama, or poem contribute to its meaning.
- 6.RC.6.RL:** Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme.
- 5.RC.8.RL:** Analyze how one element of the plot was developed over the course of a text (e.g., how the problem was created, grew, changed, and was resolved).
- 4.RC.8.RL:** Explain how the setting contributes to the plot of a story.
- 7.RC.7.RL:** Determine how an author develops multiple points of view and perspectives of characters or narrators in a text.
- 6.RC.7.RL:** Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.
- 5.RC.12.RL:** Explain how point of view and /or perspective influence how events are described.
- 4.RC.12.RL:** Compare and contrast the perspectives of two texts, noting the differences between first and third person narrations.
- 7.RC.8.RL:** Recognize the differences between reading a text, listening to an audio recording of a text, and/or watching a multimedia version of a text; differences of which:
- Literary elements are imagined when reading a text, and
 - Multimedia techniques are observed when listening and/or watching.
- 6.RC.8.RL:** Compare and contrast the experience of reading a text to listening to or watching an audio, video, or live version of the text. Compare and contrast what is:
- Imagined when reading a text.
 - Observed when listening and/or watching.
- 5.RC.11.RL:** Explain how multimedia elements (e.g., text, audio, images, animation, video) help determine meaning and tone.
- 4.RC.11.RL:** Explain what information is gained from adding multimedia elements to the reading of a text.
- 7.RC.9.RL:** Compare and contrast a fictional portrayal of a time, place, or character with the historical account of the corresponding time, place, or character.
- 6.RC.9.RL:** Examine two texts of varying structures or genres that have similar themes and/or topics.
- 5.RC.10.RL:** Compare and contrast similar themes of two or more texts of the same genre.
- 4.RC.10.RL:** Compare and contrast stories with similar central messages and topics.
- 7.RC.10.RL:** Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from American literature (beginnings through 1850), explaining its historical and/or contemporary significance.

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- 6.RC.10.RL:** Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.
- 5.RC.9.RL:** Identify text evidence that supports the theme.
- 4.RC.9.RL:** Determine the theme of a story.

Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 7.RC.11.RI:** Describe how the interactions between individuals, events, and ideas impact the development of a text.
 - 6.RC.11.RI:** Describe how a central individual, event, or idea is introduced and developed in a text.
 - 5.RC.14.RI:** Identify which reasons and evidence an author uses to support which points.
 - 4.RC.14.RI:** Explain how an author uses reasons and evidence to support specific points in a text.

- 7.RC.12.RI:** Describe how the major sections of a text influence the overall structure and development of ideas, themes, or arguments.
 - 6.RC.12.RI:** Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.
 - 5.RC.16.RI:** Compare and contrast the text structures of two or more texts (e.g., chronology, comparison, cause/effect, description, problem/solution).
 - 4.RC.16.RI:** Describe the structure of a text or a portion of a text (e.g., chronology, comparison, cause/effect, description, problem/solution).

- 7.RC.13.RI:** Examine how an author distinguishes his or her purpose, point of view, and/or perspective in a text from alternate or opposing positions.
 - 6.RC.13.RI:** Determine how an author's purpose, point of view, and/or perspective is conveyed in a text.
 - 5.RC.18.RI:** Compare and contrast multiple accounts of the same event or topic, noting the points of view and/or perspectives represented.
 - 4.RC.18.RI:** Compare and contrast a firsthand and secondhand account of the same event or topic.

- 7.RC.14.RI:** Compare and contrast how an individual, issue, or idea is portrayed in a written text and in multimedia.
 - 6.RC.14.RI:** Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).
 - 5.RC.17.RI:** Explain how multimedia elements (e.g., text, audio, images, animation, video, interactive components) support the meaning and tone of a text.
 - 4.RC.17.RI:** Explain how information presented visually, orally, or quantitatively (e.g., charts and graphs) contributes to a text.

- 7.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical and if the evidence is relevant and sufficient to support the claims.
 - 6.RC.15.RI:** Evaluate the development of an argument and supporting claims in a text, distinguishing between claims that are supported by reasons and evidence from claims that are not.
 - 5.RC.14.RI:** Identify which reasons and evidence an author uses to support which points.

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- 4.RC.14.RI:** Explain how an author uses reasons and evidence to support specific points in a text.
- 7.RC.16.RI:** Compare and contrast how two or more authors write about the same topic, including how key information is presented, how evidence is explained, and how facts are interpreted or promoted.
- 6.RC.16.RI:** Compare and contrast two authors' presentations of an event.
- 5.RC.15.RI:** Integrate information from several texts on the same topic when writing or speaking about the topic.
- 4.RC.15.RI:** Integrate information from two texts on the same topic when writing or speaking about the topic.
- 7.RC.17.RI:** Identify the central idea in a nonfiction work from or about American literature (beginnings through 1850), explaining its historical and/or contemporary significance.
- 6.RC.17.RI:** Identify the central idea in a non-fiction work from or about world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.
- 5.RC.3.RF:** Summarize multi-paragraph texts, providing details to demonstrate understanding of the central message or topic.
- 4.RC.3.RF:** Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.

Writing

Production

Writing production includes volume and clarity of writing and the writing process.

- 7.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 6.W.4.P:** Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
- 5.W.4.P:** Produce clear and coherent writing using precise language, relevant details, elaboration, and grade-appropriate conventions.
- 4.W.4.P:** Same as 5.W.4.P
- 7.W.6.P:** Use a variety of sentence types (i.e., simple, compound, complex, compound-complex).
- 6.W.6.P:** Use a variety of sentence types (i.e., simple, compound, complex, compound-complex).
- 5.W.7.P:** Plan and revise writing by expanding or combining sentences for meaning, interest, and style.
- 4.W.7.P:** Plan and revise writing to convey ideas precisely.

Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

- 7.V.1:** Use general academic and content-specific words and phrases accurately.
- 6.V.1:** Same as 7.V.
- 7.V.3:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a

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range of effective techniques:

6.V.3: Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

5.V.1: Determine or clarify the meaning of words and phrases in a text read aloud or independently.

4.V.1: Same as 5.V.1

- Use common Greek or Latin affixes and roots (i.e., morphology),
 - 6.V.3:** Use common Greek or Latin affixes and roots (i.e., morphology)
 - 5.V.7:** Use knowledge of Greek combining forms and Latin prefixes, bases, and suffixes as clues to meaning (e.g., biography, autobiographical, photograph, photosynthesis).
 - 4.V.7:** Use knowledge of Latin prefixes, bases, and suffixes as clues to meaning (e.g., construct, instruct, deconstruction; structure, infrastructure; nation, nature, nativity).
- Trace the origins of words (i.e., etymology),
- Use context,
 - 6.V.3:** Use context
 - 5.V.2:** Use context clues to infer the meanings of words or phrases (e.g., cause/effect relationships and comparisons in text).
 - 4.V.2:** Use context clues to infer the meaning of words or phrases.
- Consult reference materials to clarify pronunciation and/or parts of speech, and/or
 - 6.V.3:** Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of a word.
 - 5.V.4:** Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.
 - 4.V.4:** Use the relationship between a word and its antonyms and synonyms to deepen understanding.
- Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

7.V.4: Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings.

6.V.4: Recognize two words with similar denotations, considering how their connotations and nuances impact the words' meanings.

5.V.5: Identify the difference between the denotation and connotation of a word or phrase in context.

4.V.5: Determine the meaning of specific academic language, including words and phrases that signal precise actions or emotions.

7.V.5: Determine how word choice, including rhyme and repetition, contributes to the meaning, style, and/or tone of a text.

6.V.5: Determine how word choice contributes to the meaning, style, and/or tone of a text.

5.V.1: Determine or clarify the meaning of words and phrases in a text read aloud or independently.

4.V.1: Same as 5.V.1

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- 7.V.6:** Demonstrate an understanding of figurative language in context, including allusions and analogies.
- 6.V.6:** Demonstrate an understanding of figurative language in context, including extended metaphor and personification.
- 5.V.6:** Explain the meaning of figurative language in context, including similes, metaphors, idioms, proverbs, and personification.
- 4.V.6:** Explain the meaning of figurative language, including similes, metaphors, and idioms.

Collaborative Communication

Speaking and Listening Comprehension

Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

- 7.CC.1.SLC:** Express ideas in a collaborative setting, using effective discussion strategies.
- 6.CC.1.SLC:** Express ideas in a collaborative setting, using effective discussion strategies.
- 5.CC.1.OL:** Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.
- 4.CC.1.OL:** Same as 5.CC.1.OL
- 7.CC.2.SLC:** Come to discussions prepared, referring to researched evidence on the topic, text, or issue.
- 6.CC.2.SLC:** Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.
- 5.CC.1.OL:** Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.
- 4.CC.1.OL:** Same as 5.CC.1.OL
- 7.CC.3.SLC:** Follow rules for collegial discussions, tracking progress towards specific goals and deadlines, and defining individual roles as needed. Collegial discussions should include:
- One-on-one
 - In small groups
 - Teacher-led
- 6.CC.3.SLC:** Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:
- One-on-one
 - In small groups
 - Teacher-led
- 5.CC.1.OL:** Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.
- 4.CC.1.OL:** Same as 5.CC.1.OL
- 7.CC.4.SLC:** Acknowledge new information expressed by others and modify one’s own views as needed.
- 6.CC.4.SLC:** Build upon ideas in collaborative discussions, asking questions relevant to the topic, text, or issue.
- 5.CC.1.OL:** Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.

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4.CC.1.OL: Same as 5.CC.1.OL

7.CC.5.SLC: Explain how central ideas and supporting details from non-textual sources clarify a topic, text, or issue.

6.CC.7.SLC: Describe how non-textual information enhances the understanding of a topic, text, or issue.

5.CC.2.OL: Orally summarize the points a speaker makes, explaining how each claim is supported by reasons and evidence.

4.CC.2.OL: Identify the reasons and evidence a speaker provides to support specific points.

7.CC.6.SLC: Articulate a speaker's argument and specific claims, evaluating the accuracy of the evidence.

6.CC.8.SLC: Identify a speaker's argument and supporting claims, distinguishing between claims that are supported by evidence from those not supported by evidence.

5.CC.2.OL: Orally summarize the points a speaker makes, explaining how each claim is supported by reasons and evidence.

4.CC.2.OL: Identify the reasons and evidence a speaker provides to support specific points.

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ACADEMIC READING GRADE 8

Arkansas Course Code: 388150

Max Class Size: 10 or less as determined by the dyslexia program.

This course may be offered to students in grade 8 as a dyslexia intervention course for students exhibiting characteristics of dyslexia. The course is designed to accelerate reading growth for students exhibiting characteristics of dyslexia by strengthening comprehension outcomes. The teacher will implement a dyslexia program that meets the requirements of Arkansas dyslexia law and rule with fidelity to teach the standards of this course. 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.

NOTES:

- This course is designed for dyslexia intervention or those students needing intensive reading (decoding, word recognition, and spelling) support.
- The instructor of record must be trained in the program of delivery.

Foundational Reading

Students develop foundational reading skills for decoding and encoding.

8.V.2: Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.

7.V.2: Same as 8.V.2

6.V.2: Same as 7.V.2

8.L.10.C: Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

7.L.10.C: Same as 8.L.10.C

6.L.10.C: Same as 8.L.10.C

Morphology

Decoding

5.FR.1.PD: Decode words, using knowledge of Greek combining forms and connectives.

4.FR.1.PD: Decode words, using knowledge of Latin prefixes, bases, suffixes and connectives

3.FR.3.PD: Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.

2.FR.5.PD: Decode words with common prefixes and suffixes (e.g., un-, re-, -ly, -able).

1.FR.11.PD: Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).

K.FR.13.PD: Decode words with suffix -s (e.g., sits, maps, runs).

Encoding

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- 5.FR.2.PE:** Encode words, using knowledge of Greek combining forms with the use of connectives as needed.
- 4.FR.4.PE:** Encode words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes with the use of connectives as needed.
- 3.FR.8.PE:** Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.
- 2.FR.16.PE:** Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [(e.g., -e drop (game to gaming); doubling run to running); change y to i (cry to cries)] to the base word when necessary.
- 1.FR.21.PE:** Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).
- K.FR.17.PE:** Encode words with final suffix -s (e.g., cats, runs).

Multisyllabic Words

Decoding

- 3.FR.2.PD:** Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).
- 2.FR.4.PD:** Decode two-syllable base words with grade-level letter-sound correspondences (e.g., dollar, wrestle, kidney).
- 1.FR.9.PD:** Decode two-syllable base words with grade-level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).

Encoding

- 3.FR.7.PE:** Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).
- 3.FR.6.PE:** Encode two-syllable words with medial long vowel teams. (e.g., complain, canteen).
- 3.FR.4.PE:** Encode two-syllable words with double letter endings. (e.g., repel vs. confess).
- 2.FR.15.PE:** Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).
- 2.FR.11.PE:** Encode two-syllable words with open syllables (e.g., robot, music, jumbo).
- 2.FR.9.PE:** Encode two-syllable words with medial VCe patterns. (e.g., compete, mistake, console).
- 2.FR.7.PE:** Encode two-syllable words with short vowels (e.g., candid, combat).

One-Syllable Words

Decoding

- 3.FR.1.PD:** Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey).
- 2.FR.3.PD:** Decode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).
- 2.FR.2.PD:** Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, cent, cinch; goat, gland, germ, gem).
- 2.FR.1.PD:** Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).
- 1.FR.8.PD:** Decode one-syllable words containing multiple sounds of s (e.g., sock, is).
- 1.FR.7.PD:** Decode one-syllable words with diphthongs (oi, oy, ou, ow).
- 1.FR.6.PD:** Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon).

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- 1.FR.5.PD:** Decode one-syllable words with consonant digraphs (sh, th, ch, wh, ng, ck) and trigraphs (tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).
- 1.FR.4.PD:** Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).
- K.FR.11.PD:** Decode one-syllable words with single consonants and final long vowels (e.g., we, go).
- K.FR.10.PD:** Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).
- K.FR.9.PD:** Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).

Encoding

- 4.FR.3.PE:** Encode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).
- 4.FR.2.PE:** Encode words with less common vowel teams (e.g., vein, ceiling; neighbor; thief; juice).
- 3.FR.5.PE:** Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).
- 2.FR.14.PE:** Encode one-syllable words with diphthongs (oi, oy, ou, ow).
- 2.FR.13.PE:** Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon).
- 2.FR.12.PE:** Encode long vowel patterns (e.g., wild, told, kind, most, colt).
- 2.FR.10.PE:** Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).
- 2.FR.8.PE:** Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).
- 1.FR.20.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- 1.FR.19.PE:** Encode one syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow).
- 1.FR.18.PE:** Encode one-syllable words with predictable vowel-r patterns. (e.g., shark, fork, her).
- 1.FR.17.PE:** Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).
- 1.FR.16.PE:** Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).
- 1.FR.15.PE:** Encode one-syllable words with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).
- 1.FR.14.PE:** Encode one-syllable words with double letter endings (e.g., fill, pass, buzz).
- 1.FR.13.PE:** Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).
- 1.FR.12.PE:** Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).
- K.FR.16.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- K.FR.15.PE:** Encode one-syllable words with single consonants and final long vowels (e.g., a, me, go).
- K.FR.14.PE:** Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).

Phonemic Awareness

Decoding

- 1.FR.3.PA:** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g. /p/ vs. /b/; /ch/ vs. /j/).
- 1.FR.1.PA:** Blend three to five individual sounds to form one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).
- K.FR.8.PA:** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow). (e.g. /p/ vs. /b/ and /ch/ vs. /j/).
- K.FR.5.PA:** Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.
- K.FR.6.PA:** Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).

Encoding

- 1.FR.2.PA:** Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/).
- K.FR.7.PA:** Segment one-syllable words into individual sounds.

Reading Comprehension

Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 8.RC.1.RF:** Provide an objective summary of a text.
 - 7.RC.1.RF:** Provide an objective summary of a text.
 - 6.RC.1.RF:** Same as 7.RC.1.RF.
 - 5.RC.3.RF:** Summarize multi-paragraph texts, providing details to demonstrate understanding of the central message or topic.

- 8.RC.2.RF:** Determine how a central idea and/or theme is developed over the course of a text, including its relationship to supporting details.
 - 7.RC.2.RF:** Determine how a central idea and/or theme of a text is developed through supporting details.
 - 6.RC.2.RF:** Determine how a central idea and/or theme of a text is conveyed through supporting details.
 - 5.RC.9.RL:** Identify text evidence that supports the theme.

- 8.RC.3.RF:** Cite text evidence that most strongly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.
 - 7.RC.3.RF:** Cite text evidence to support an analysis of what a text states, using background knowledge to justify inferences drawn from the text.
 - 6.RC.3.RF:** Cite text evidence to support an analysis of what a text states, using background knowledge to draw inferences from the text.
 - 5.RC.5.RF:** Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.

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8.RC.4.RF: Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

7.RC.4.RF: Same as 8.RC.4.RF

6.RC.4.RF: Same as 8.RC.4.RF

5.RC.6.RF: Same as 8.RC.4.RF

Reading Literature

Reading Literary includes skills that are specific to literature.

8.RC.5.RL: Examine how specific lines of dialogue propel the plot, reveal aspects of a character, or inform a character’s decision.

7.RC.5.RL: Examine how the interaction of literary elements impacts a story or drama, including how setting shapes the characters or plot or how imagery affects the mood of a text.

6.RC.5.RL: Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution.

5.RC.13.RL: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

8.RC.6.RL: Distinguish how the structure of a text contributes to its overall meaning and style.

7.RC.6.RL: Describe how elements in the overall structure of a story, drama, or poem contribute to its meaning.

6.RC.6.RL: Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme.

5.RC.8.RL: Analyze how one element of the plot was developed over the course of a text (e.g., how the problem was created, grew, changed, and was resolved).

8.RC.7.RL: Describe how differing points of view (POV) and/or perspectives of the characters in a text affect the audience and/or readers, creating suspense, mystery, and/or humor.

7.RC.7.RL: Determine how an author develops multiple points of view and perspectives of characters or narrators in a text.

6.RC.7.RL: Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.

5.RC.12.RL: Explain how point of view and /or perspective influence how events are described.

8.RC.8.RL: Determine the extent to which a filmed or live production of a story or drama adheres to or departs from the text or script.

7.RC.8.RL: Recognize the differences between reading a text, listening to an audio recording of a text, and/or watching a multimedia version of a text; differences of which:

- Literary elements are imagined when reading a text, and
- Multimedia techniques are observed when listening and/or watching.

6.RC.8.RL: Compare and contrast the experience of reading a text to listening to or watching an audio, video, or live version of the text. Compare and contrast what is:

- Imagined when reading a text.

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- Observed when listening and/or watching.
- 5.RC.11.RL:** Explain how multimedia elements (e.g., text, audio, images, animation, video) help determine meaning and tone.
- 8.RC.9.RL:** Describe how an author of a contemporary work of fiction adapts the themes, events, and/or character types from myths, traditional stories, and/or religious works.
- 7.RC.9.RL:** Compare and contrast a fictional portrayal of a time, place, or character with the historical account of the corresponding time, place, or character.
- 6.RC.9.RL:** Examine two texts of varying structures or genres that have similar themes and/or topics.
- 5.RC.10.RL:** Compare and contrast similar themes of two or more texts of the same genre.
- 8.RC.10.RL:** Identify the theme in an original, adapted, and/or modernized drama, poem, folktale, or story from American literature (1850-1930), explaining its historical and/or contemporary significance.
- 7.RC.10.RL:** Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from American literature (beginnings through 1850), explaining its historical and/or contemporary significance.
- 6.RC.10.RL:** Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.
- 5.RC.9.RL:** Identify text evidence that supports the theme.

Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 8.RC.11.RI:** Explain how an author connects and/or distinguishes individuals, ideas, or events through comparisons, analogies, and categories.
- 7.RC.11.RI:** Describe how the interactions between individuals, events, and ideas impact the development of a text.
- 6.RC.11.RI:** Describe how a central individual, event, or idea is introduced and developed in a text.
- 5.RC.14.RI:** Identify which reasons and evidence an author uses to support which points.
- 8.RC.12.RI:** Examine the structure of a specific paragraph in a text, including how the sentences clarify the central idea.
- 7.RC.12.RI:** Describe how the major sections of a text influence the overall structure and development of ideas, themes, or arguments.
- 6.RC.12.RI:** Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.
- 5.RC.16.RI:** Compare and contrast the text structures of two or more texts (e.g., chronology, comparison, cause/effect, description, problem/solution).
- 8.RC.13.RI:** Describe how the author acknowledges and responds to conflicting evidence or viewpoints.
- 7.RC.13.RI:** Examine how an author distinguishes his or her purpose, point of view, and/or perspective in a text from alternate or opposing positions.
- 6.RC.13.RI:** Determine how an author's purpose, point of view, and/or perspective is conveyed in a text.
- 5.RC.18.RI:** Compare and contrast multiple accounts of the same event or topic, noting the points of view

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and/or perspectives represented.

- 8.RC.14.RI:** Describe the efficacy of various multimedia used to present information.
 - 7.RC.14.RI:** Compare and contrast how an individual, issue, or idea is portrayed in a written text and in multimedia.
 - 6.RC.14.RI:** Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).
 - 5.RC.17.RI:** Explain how multimedia elements (e.g., text, audio, images, animation, video, interactive components) support the meaning and tone of a text.

- 8.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical, if the evidence is relevant and sufficient to support the claims, and when irrelevant evidence is introduced.
 - 7.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical and if the evidence is relevant and sufficient to support the claims.
 - 6.RC.15.RI:** Evaluate the development of an argument and supporting claims in a text, distinguishing between claims that are supported by reasons and evidence from claims that are not.
 - 5.RC.14.RI:** Identify which reasons and evidence an author uses to support which points.

- 8.RC.16.RI:** Analyze two or more texts that present conflicting information on the same topic, identifying where the texts diverge on matters of fact or interpretation.
 - 7.RC.16.RI:** Compare and contrast how two or more authors write about the same topic, including how key information is presented, how evidence is explained, and how facts are interpreted or promoted.
 - 6.RC.16.RI:** Compare and contrast two authors' presentations of an event.
 - 5.RC.15.RI:** Integrate information from several texts on the same topic when writing or speaking about the topic.

- 8.RC.17.RI:** Identify the central idea in a non-fiction work from or about American literature (1850-1930), explaining its historical and/or contemporary significance.
 - 7.RC.17.RI:** Identify the central idea in a nonfiction work from or about American literature (beginnings through 1850), explaining its historical and/or contemporary significance.
 - 6.RC.17.RI:** Identify the central idea in a non-fiction work from or about world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.
 - 5.RC.3.RF:** Summarize multi-paragraph texts, providing details to demonstrate understanding of the central message or topic.

Writing

Production

Writing production includes volume and clarity of writing and the writing process.

- 8.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task.
 - 7.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

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6.W.4.P: Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.

5.W.4.P: Produce clear and coherent writing using precise language, relevant details, elaboration, and grade-appropriate conventions.

8.W.6.P: Use a variety of sentence types effectively.

7.W.6.P: Use a variety of sentence types (i.e., simple, compound, complex, compound-complex).

6.W.6.P: Same as 7.W.6.P

5.W.7.P: Plan and revise writing by expanding or combining sentences for meaning, interest, and style.

Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

8.V.1: Use general academic and content-specific words and phrases accurately.

7.V.1: Use general academic and content-specific words and phrases accurately.

6.V.1: Same as 7.V.1

8.V.3: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

7.V.3: Same as 8.V.3

6.V.3: Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

5.V.1: Determine or clarify the meaning of words and phrases in a text read aloud or independently

- Use common Greek or Latin affixes and roots (i.e., morphology),

7.V.3: Same as 8.V.3

6.V.3: Same as 8.V.3

5.V.7: Use knowledge of Greek combining forms and Latin prefixes, bases, and suffixes as clues to meaning (e.g., biography, autobiographical, photograph, photosynthesis).

- Trace the origins of words (i.e., etymology),

- Use context,

7.V.3: Same as 8.V.3,

6.V.3: Same as 8.V.3

5.V.2: Use context clues to infer the meanings of words or phrases (e.g., cause/effect relationships and comparisons in text).

- Consult reference materials to clarify pronunciation and/or parts of speech, and/or

7.V.3: Same as 8.V.3

6.V.3: Same as 8.V.3

5.V.3: Consult reference materials to clarify pronunciation and/or precise meaning of words.

- Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

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7.V.3: Same as 8.V.3

6.V.3: Same as 8.V.3

5.V.4: Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.

8.V.4: Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings.

7.V.4: Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings.

6.V.4: Recognize two words with similar denotations, considering how their connotations and nuances impact the words' meanings.

5.V.5: Identify the difference between the denotation and connotation of a word or phrase in context.

8.V.5: Determine how word and phrase choice, including analogies or allusions to other texts, contributes to the meaning, style, and/or tone of a text.

7.V.5: Determine how word choice, including rhyme and repetition, contributes to the meaning, style, and/or tone of a text.

6.V.5: Determine how word choice contributes to the meaning, style, and/or tone of a text.

5.V.1: Determine or clarify the meaning of words and phrases in a text read aloud or independently.

8.V.6: Demonstrate an understanding of figurative language in context, including verbal irony and puns.

7.V.6: Demonstrate an understanding of figurative language in context, including allusions and analogies.

6.V.6: Demonstrate an understanding of figurative language in context, including extended metaphor and personification.

5.V.6: Explain the meaning of figurative language in context, including similes, metaphors, idioms, proverbs, and personification.

Collaborative Communication

Speaking and Listening Comprehension

Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

8.CC.1.SLC: Express ideas in a collaborative setting, using effective discussion strategies.

7.CC.1.SLC: Same as 8.CC.1.SLC

6.CC.1.SLC: Same as 8.CC.1.SLC

5.CC.1.OL: Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.

8.CC.2.SLC: Come to discussions prepared, citing researched evidence on the topic, text, or issue, and reflecting upon the discussion.

7.CC.2.SLC: Come to discussions prepared, referring to researched evidence on the topic, text, or issue.

6.CC.2.SLC: Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.

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5.CC.1.OL: Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.

8.CC.3.SLC: Follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.

7.CC.3.SLC: Follow rules for collegial discussions, tracking progress towards specific goals and deadlines, and defining individual roles as needed. Collegial discussions should include:

- One-on-one
- In small groups
- Teacher-led

6.CC.3.SLC: Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:

- One-on-one
- In small groups
- Teacher-led

5.CC.1.OL: Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.

8.CC.4.SLC: Acknowledge new information expressed by others, qualifying or justifying one's own views after new evidence is presented.

7.CC.4.SLC: Acknowledge new information expressed by others and modify one's own views as needed.

6.CC.4.SLC: Build upon ideas in collaborative discussions, asking questions relevant to the topic, text, or issue.

5.CC.1.OL: Participate in collaborative conversations following class created discussion guidelines to expand upon conversations.

8.CC.5.SLC: Examine the reasons for using multimedia to present a topic, text, and/or issue.

7.CC.5.SLC: Explain how central ideas and supporting details from non-textual sources clarify a topic, text, or issue.

6.CC.7.SLC: Describe how non-textual information enhances the understanding of a topic, text, or issue.

5.CC.2.OL: Orally summarize the points a speaker makes, explaining how each claim is supported by reasons and evidence.

8.CC.6.SLC: Articulate a speaker's argument and specific claims, evaluating the accuracy and adequacy of the evidence.

7.CC.6.SLC: Articulate a speaker's argument and specific claims, evaluating the accuracy of the evidence.

6.CC.8.SLC: Identify a speaker's argument and supporting claims, distinguishing between claims that are supported by evidence from those not supported by evidence.

5.CC.2.OL: Orally summarize the points a speaker makes, explaining how each claim is supported by reasons and evidence.

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ACADEMIC READING GRADE 9

Arkansas Course Code: 419130

Max Class Size: 10 or less as determined by the dyslexia program.

This course may be offered to students in grade 9 as a dyslexia intervention course for students exhibiting characteristics of dyslexia. The course is designed to accelerate reading growth for students exhibiting characteristics of dyslexia by strengthening comprehension outcomes. The teacher will implement a dyslexia program that meets the requirements of Arkansas dyslexia law and rule with fidelity to teach the standards of this course. 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.

NOTES:

- This course is designed for dyslexia intervention or those students needing intensive reading (decoding, word recognition, and spelling) support.
- The instructor of record must be trained in the program of delivery.

Foundational Reading

Students develop foundational reading skills for decoding and encoding.

9.V.2: Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.

8.V.2: Same as 9.V.2

7.V.2: Same as 9.V.2

6.V.2: Same as 9.V.2

9.L.10.C: Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

8.L.10.C: Same as 9.L.10.C

7.L.10.C: Same as 9.L.10.C

6.L.10.C: Same as 9.L.10.C

Morphology

Decoding

5.FR.1.PD: Decode words, using knowledge of Greek combining forms and connectives.

4.FR.1.PD: Decode words, using knowledge of Latin prefixes, bases, suffixes and connectives

3.FR.3.PD: Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.

2.FR.5.PD: Decode words with common prefixes and suffixes (e.g., un-, re-, -ly, -able).

1.FR.11.PD: Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).

K.FR.13.PD: Decode words with suffix -s (e.g., sits, maps, runs).

Encoding

- 5.FR.2.PE:** Encode words, using knowledge of Greek combining forms with the use of connectives as needed.
- 4.FR.4.PE:** Encode words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes with the use of connectives as needed.
- 3.FR.8.PE:** Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.
- 2.FR.16.PE:** Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [(e.g., -e drop (game to gaming); doubling run to running); change y to i (cry to cries)] to the base word when necessary.
- 1.FR.21.PE:** Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).
- K.FR.17.PE:** Encode words with final suffix -s (e.g., cats, runs).

Multisyllabic Words

Decoding

- 3.FR.2.PD:** Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).
- 2.FR.4.PD:** Decode two-syllable base words with grade-level letter-sound correspondences (e.g., dollar, wrestle, kidney).
- 1.FR.9.PD:** Decode two-syllable base words with grade-level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).

Encoding

- 3.FR.7.PE:** Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).
- 3.FR.6.PE:** Encode two-syllable words with medial long vowel teams. (e.g., complain, canteen).
- 3.FR.4.PE:** Encode two-syllable words with double letter endings. (e.g., repel vs. confess).
- 2.FR.15.PE:** Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).
- 2.FR.11.PE:** Encode two-syllable words with open syllables (e.g., robot, music, jumbo).
- 2.FR.9.PE:** Encode two-syllable words with medial VCe patterns. (e.g., compete, mistake, console).
- 2.FR.7.PE:** Encode two-syllable words with short vowels (e.g., candid, combat).

One-Syllable Words

Decoding

- 3.FR.1.PD:** Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey).
- 2.FR.3.PD:** Decode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).
- 2.FR.2.PD:** Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, cent, cinch; goat, gland, germ, gem).
- 2.FR.1.PD:** Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).
- 1.FR.8.PD:** Decode one-syllable words containing multiple sounds of s (e.g., sock, is).
- 1.FR.7.PD:** Decode one-syllable words with diphthongs (oi, oy, ou, ow).
- 1.FR.6.PD:** Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon).

- 1.FR.5.PD:** Decode one-syllable words with consonant digraphs (sh, th, ch, wh, ng, ck) and trigraphs (tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).
- 1.FR.4.PD:** Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).
- K.FR.11.PD:** Decode one-syllable words with single consonants and final long vowels (e.g., we, go).
- K.FR.10.PD:** Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).
- K.FR.9.PD:** Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).

Encoding

- 4.FR.3.PE:** Encode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).
- 4.FR.2.PE:** Encode words with less common vowel teams (e.g., vein, ceiling; neighbor; thief; juice).
- 3.FR.5.PE:** Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).
- 2.FR.14.PE:** Encode one-syllable words with diphthongs (oi, oy, ou, ow).
- 2.FR.13.PE:** Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon).
- 2.FR.12.PE:** Encode long vowel patterns (e.g., wild, told, kind, most, colt).
- 2.FR.10.PE:** Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).
- 2.FR.8.PE:** Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).
- 1.FR.20.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- 1.FR.19.PE:** Encode one syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow).
- 1.FR.18.PE:** Encode one-syllable words with predictable vowel-r patterns. (e.g., shark, fork, her).
- 1.FR.17.PE:** Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).
- 1.FR.16.PE:** Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).
- 1.FR.15.PE:** Encode one-syllable words with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).
- 1.FR.14.PE:** Encode one-syllable words with double letter endings (e.g., fill, pass, buzz).
- 1.FR.13.PE:** Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).
- 1.FR.12.PE:** Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).
- K.FR.16.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- K.FR.15.PE:** Encode one-syllable words with single consonants and final long vowels (e.g., a, me, go).
- K.FR.14.PE:** Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).

Phonemic Awareness

Decoding

- 1.FR.3.PA:** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g. /p/ vs. /b/; /ch/ vs. /j/).
- 1.FR.1.PA:** Blend three to five individual sounds to form one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).
- K.FR.8.PA:** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow). (e.g. /p/ vs. /b/ and /ch/ vs. /j/).
- K.FR.5.PA:** Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.
- K.FR.6.PA:** Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).

Encoding

- 1.FR.2.PA:** Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/).
- K.FR.7.PA:** Segment one-syllable words into individual sounds.

Reading Comprehension

Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

9.RC.1.RF: Provide an objective summary of a text.

8.RC.1.RF: Same as 9.RC.1.RF

7.RC.1.RF: Same as 9.RC.1.RF

6.RC.1.RF: Same as 9.RC.1.RF

9.RC.2.RF: Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

8.RC.2.RF: Determine how a central idea and/or theme is developed over the course of a text, including its relationship to supporting details.

7.RC.2.RF: Determine how a central idea and/or theme of a text is developed through supporting details.

6.RC.2.RF: Determine how a central idea and/or theme of a text is conveyed through supporting details.

9.RC.3.RF: Cite text evidence that most strongly and thoroughly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

8.RC.3.RF: Cite text evidence that most strongly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

7.RC.3.RF: Cite text evidence to support an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

6.RC.3.RF: Cite text evidence to support an analysis of what a text states, using background knowledge to

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draw inferences from the text.

9.RC.4.RF: Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

8.RC.4.RF: Same as 9.RC.4.RF

7.RC.4.RF: Same as 9.RC.4.RF

6.RC.4.RF: Same as 9.RC.4.RF

Reading Literature

Reading Literary includes skills that are specific to literature.

9.RC.5.RL: Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.

8.RC.5.RL: Examine how specific lines of dialogue propel the plot, reveal aspects of a character, or inform a character's decision.

7.RC.5.RL: Examine how the interaction of literary elements impacts a story or drama, including how setting shapes the characters or plot or how imagery affects the mood of a text.

6.RC.5.RL: Describe how a plot develops over the course of a text, including how the characters respond and/or change as the plot moves toward a resolution.

9.RC.6.RL: Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.

8.RC.6.RL: Distinguish how the structure of a text contributes to its overall meaning and style.

7.RC.6.RL: Describe how elements in the overall structure of a story, drama, or poem contribute to its meaning.

6.RC.6.RL: Determine how elements in the structure of a story, drama, or poem support the development of setting, plot, or theme.

9.RC.7.RL: Describe how a character's point of view (POV) and/or perspective is shaped through experiences.

8.RC.7.RL: Describe how differing points of view (POV) and/or perspectives of the characters in a text affect the audience and/or readers, creating suspense, mystery, and/or humor.

7.RC.7.RL: Determine how an author develops multiple points of view and perspectives of characters or narrators in a text.

6.RC.7.RL: Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.

9.RC.8.RL: Compare and contrast the representation of a subject or key scene in two artistic mediums, including what is emphasized or absent in each treatment.

8.RC.8.RL: Determine the extent to which a filmed or live production of a story or drama adheres to or departs from the text or script.

7.RC.8.RL: Recognize the differences between reading a text, listening to an audio recording of a text, and/or watching a multimedia version of a text; differences of which:

- Literary elements are imagined when reading a text, and
- Multimedia techniques are observed when listening and/or watching.

6.RC.8.RL: Compare and contrast the experience of reading a text to listening to or watching an audio,

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video, or live version of the text. Compare and contrast what is:

- Imagined when reading a text.
- Observed when listening and/or watching.

- 9.RC.9.RL:** Analyze how a contemporary or classical text reimagines and/or adapts the source material from which it was derived.
- 8.RC.9.RL:** Describe how an author of a contemporary work of fiction adapts the themes, events, and/or character types from myths, traditional stories, and/or religious works.
- 7.RC.9.RL:** Compare and contrast a fictional portrayal of a time, place, or character with the historical account of the corresponding time, place, or character.
- 6.RC.9.RL:** Examine two texts of varying structures or genres that have similar themes and/or topics.
- 9.RC.10.RL:** Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.
- 8.RC.10.RL:** Identify the theme in an original, adapted, and/or modernized drama, poem, folktale, or story from American literature (1850-1930), explaining its historical and/or contemporary significance.
- 7.RC.10.RL:** Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from American literature (beginnings through 1850), explaining its historical and/or contemporary significance.
- 6.RC.10.RL:** Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.

Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 9.RC.11.RI:** Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
- 8.RC.11.RI:** Explain how an author connects and/or distinguishes individuals, ideas, or events through comparisons, analogies, and categories.
- 7.RC.11.RI:** Describe how the interactions between individuals, events, and ideas impact the development of a text.
- 6.RC.11.RI:** Describe how a central individual, event, or idea is introduced and developed in a text.
- 9.RC.12.RI:** Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.
- 8.RC.12.RI:** Examine the structure of a specific paragraph in a text, including how the sentences clarify the central idea.
- 7.RC.12.RI:** Describe how the major sections of a text influence the overall structure and development of ideas, themes, or arguments.
- 6.RC.12.RI:** Determine how a particular sentence or paragraph in a text fits into the overall structure and contributes to the development of an idea, theme, or argument.

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- 9.RC.13.RI:** Describe how an author uses rhetoric to advance the purpose, point of view, or perspective of a text.
- 8.RC.13.RI:** Describe how the author acknowledges and responds to conflicting evidence or viewpoints.
- 7.RC.13.RI:** Examine how an author distinguishes his or her purpose, point of view, and/or perspective in a text from alternate or opposing positions.
- 6.RC.13.RI:** Determine how an author’s purpose, point of view, and/or perspective is conveyed in a text.
- 9.RC.14.RI:** Compare accounts of a subject told in different multimedia, determining which details are emphasized in each account.
- 8.RC.14.RI:** Describe the efficacy of various multimedia used to present information.
- 7.RC.14.RI:** Compare and contrast how an individual, issue, or idea is portrayed in a written text and in multimedia.
- 6.RC.14.RI:** Examine a topic or issue in two or more multimedia formats (e.g., presentations, charts, images, audio).
- 9.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing the degree to which the evidence is relevant and sufficient, the reasoning is valid, and false statements are present.
- 8.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical, if the evidence is relevant and sufficient to support the claims, and when irrelevant evidence is introduced.
- 7.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical and if the evidence is relevant and sufficient to support the claims.
- 6.RC.15.RI:** Evaluate the development of an argument and supporting claims in a text, distinguishing between claims that are supported by reasons and evidence from claims that are not.
- 9.RC.16.RI:** Compare and contrast two or more texts, noting how they address related themes and concepts.
- 8.RC.16.RI:** Analyze two or more texts that present conflicting information on the same topic, identifying where the texts diverge on matters of fact or interpretation.
- 7.RC.16.RI:** Compare and contrast how two or more authors write about the same topic, including how key information is presented, how evidence is explained, and how facts are interpreted or promoted.
- 6.RC.16.RI:** Compare and contrast two authors’ presentations of an event.
- 9.RC.17.RI:** Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
- 8.RC.17.RI:** Identify the central idea in a non-fiction work from or about American literature (1850-1930), explaining its historical and/or contemporary significance.
- 7.RC.17.RI:** Identify the central idea in a nonfiction work from or about American literature (beginnings through 1850), explaining its historical and/or contemporary significance.
- 6.RC.17.RI:** Identify the central idea in a non-fiction work from or about world literature (beginnings of civilization through 1450), explaining its historical and/or contemporary significance.

Writing

Production

Writing production includes volume and clarity of writing and the writing process.

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- 9.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 8.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task
- 7.W.4.P:** Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- 6.W.4.P:** Choose precise words, phrases, and relevant details to accurately convey experiences, events, and/or information.
- 9.W.6.P:** Use a variety of sentence types effectively.
- 8.W.6.P:** Same as 9.W.6.P
- 7.W.6.P:** Use a variety of sentence types (i.e., simple, compound, complex, compound-complex).
- 6.W.6.P:** Same as 7.W.6.P

Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

- 9.V.1:** Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.
- 8.V.1:** Use general academic and content-specific words and phrases accurately.
- 7.V.1:** Same as 8.V.1
- 6.V.1:** Same as 8.V.1
- 9.V.3:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
- Use common Greek or Latin affixes and roots (i.e., morphology),
 - Trace the origins of words (i.e., etymology),
 - Use context,
 - Consult reference materials to clarify pronunciation and/or parts of speech, and/or
 - Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.
- 9.V.4:** Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.
- 8.V.4:** Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings.
- 7.V.4:** Same as 8.V.4
- 6.V.4:** Recognize two words with similar denotations, considering how their connotations and nuances impact the words' meanings.
- 9.V.5:** Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

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- 8.V.5:** Determine how word and phrase choice, including analogies or allusions to other texts, contributes to the meaning, style, and/or tone of a text.
- 7.V.5:** Determine how word choice, including rhyme and repetition, contributes to the meaning, style, and/or tone of a text.
- 6.V.5:** Determine how word choice contributes to the meaning, style, and/or tone of a text.
- 9.V.6:** Analyze the role of figurative language in context, including euphemism and oxymoron.
- 8.V.6:** Demonstrate an understanding of figurative language in context, including verbal irony and puns.
- 7.V.6:** Demonstrate an understanding of figurative language in context, including allusions and analogies.
- 6.V.6:** Demonstrate an understanding of figurative language in context, including extended metaphor and personification.

Collaborative Communication

Speaking and Listening Comprehension

Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

- 9.CC.1.SLC:** Initiate and express ideas in a collaborative setting, using effective discussion strategies.
- 8.CC.1.SLC:** Express ideas in a collaborative setting, using effective discussion strategies.
- 7.CC.1.SLC:** Same as 8.CC.1.SLC
- 6.CC.1.SLC:** Same as 8.CC.1.SLC
- 9.CC.2.SLC:** Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
- 8.CC.2.SLC:** Come to discussions prepared, citing researched evidence on the topic, text, or issue, and reflecting upon the discussion.
- 7.CC.2.SLC:** Come to discussions prepared, referring to researched evidence on the topic, text, or issue.
- 6.CC.2.SLC:** Come to discussions prepared, referring to gathered evidence on the topic, text, or issue.
- 9.CC.3.SLC:** Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
- 8.CC.3.SLC:** Follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.
- 7.CC.3.SLC:** Follow rules for collegial discussions, tracking progress towards specific goals and deadlines, and defining individual roles as needed. Collegial discussions should include:
- One-on-one
 - In small groups
 - Teacher-led
- 6.CC.3.SLC:** Follow rules for collegial discussions, setting specific goals and deadlines and defining individual roles. Collegial discussions should include:
- One-on-one
 - In small groups

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- Teacher-led

- 9.CC.4.SLC:** Summarize points of agreement and/or disagreement from various perspectives, justifying one’s understanding of evidence and reasoning presented.
- 8.CC.4.SLC:** Acknowledge new information expressed by others, qualifying or justifying one’s own views after new evidence is presented.
- 7.CC.4.SLC:** Acknowledge new information expressed by others and modify one’s own views as needed.
- 6.CC.4.SLC:** Build upon ideas in collaborative discussions, asking questions relevant to the topic, text, or issue.
- 9.CC.5.SLC:** Integrate non-textual information, evaluating the credibility and accuracy of sources.
- 8.CC.5.SLC:** Examine the reasons for using multimedia to present a topic, text, and/or issue.
- 7.CC.5.SLC:** Explain how central ideas and supporting details from non-textual sources clarify a topic, text, or issue.
- 6.CC.7.SLC:** Describe how non-textual information enhances the understanding of a topic, text, or issue..
- 9.CC.6.SLC:** Evaluate a speaker's perspective, reasoning, and use of evidence, identifying faulty reasoning.
- 8.CC.6.SLC:** Articulate a speaker's argument and specific claims, evaluating the accuracy and adequacy of the evidence.
- 7.CC.6.SLC:** Articulate a speaker's argument and specific claims, evaluating the accuracy of the evidence.
- 6.CC.8.SLC:** Identify a speaker's argument and supporting claims, distinguishing between claims that are supported by evidence from those not supported by evidence.

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ACADEMIC READING GRADE 10

Arkansas Course Code: 419140

Max Class Size: 10 or less as determined by the dyslexia program.

This course may be offered to students in grade 10 as a dyslexia intervention course for students exhibiting characteristics of dyslexia. The course is designed to accelerate reading growth for students exhibiting characteristics of dyslexia by strengthening comprehension outcomes. The teacher will implement a dyslexia program that meets the requirements of Arkansas dyslexia law and rule with fidelity to teach the standards of this course. 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.

NOTES:

- This course is designed for dyslexia intervention or those students needing intensive reading (decoding, word recognition, and spelling) support.
- The instructor of record must be trained in the program of delivery.

Foundational Reading

Students develop foundational reading skills for decoding and encoding.

10.V.2: Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.

9.V.2: Same as 10.V.2

8.V.2: Same as 10.V.2

7.V.2: Same as 10.V.2

6.V.2: Same as 10.V.2

10.L.10.C: Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

9.L.10.C: Same as 10.L.10.C

8.L.10.C: Same as 10.L.10.C

7.L.10.C: Same as 10.L.10.C

6.L.10.C: Same as 10.L.10.C

Morphology

Decoding

5.FR.1.PD: Decode words, using knowledge of Greek combining forms and connectives.

4.FR.1.PD: Decode words, using knowledge of Latin prefixes, bases, suffixes and connectives

3.FR.3.PD: Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.

2.FR.5.PD: Decode words with common prefixes and suffixes (e.g., un-, re-, -ly, -able).

1.FR.11.PD: Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).

K.FR.13.PD: Decode words with suffix -s (e.g., sits, maps, runs).

Encoding

5.FR.2.PE: Encode words, using knowledge of Greek combining forms with the use of connectives as needed.

4.FR.4.PE: Encode words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes with the use of connectives as needed.

3.FR.8.PE: Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.

2.FR.16.PE: Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [(e.g., -e drop (game to gaming); doubling run to running); change y to i (cry to cries)] to the base word when necessary.

1.FR.21.PE: Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).

K.FR.17.PE: Encode words with final suffix -s (e.g., cats, runs).

Multisyllabic Words

Decoding

3.FR.2.PD: Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).

2.FR.4.PD: Decode two-syllable base words with grade-level letter-sound correspondences (e.g., dollar, wrestle, kidney).

1.FR.9.PD: Decode two-syllable base words with grade-level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).

Encoding

3.FR.7.PE: Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).

3.FR.6.PE: Encode two-syllable words with medial long vowel teams. (e.g., complain, canteen).

3.FR.4.PE: Encode two-syllable words with double letter endings. (e.g., repel vs. confess).

2.FR.15.PE: Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).

2.FR.11.PE: Encode two-syllable words with open syllables (e.g., robot, music, jumbo).

2.FR.9.PE: Encode two-syllable words with medial VCe patterns. (e.g., compete, mistake, console).

2.FR.7.PE: Encode two-syllable words with short vowels (e.g., candid, combat).

One-Syllable Words

Decoding

3.FR.1.PD: Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey).

2.FR.3.PD: Decode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).

2.FR.2.PD: Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, cent, cinch; goat, gland, germ, gem).

2.FR.1.PD: Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).

1.FR.8.PD: Decode one-syllable words containing multiple sounds of s (e.g., sock, is).

1.FR.7.PD: Decode one-syllable words with diphthongs (oi, oy, ou, ow).

- 1.FR.6.PD:** Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon).
- 1.FR.5.PD:** Decode one-syllable words with consonant digraphs (sh, th, ch, wh, ng, ck) and trigraphs (tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).
- 1.FR.4.PD:** Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).
- K.FR.11.PD:** Decode one-syllable words with single consonants and final long vowels (e.g., we, go).
- K.FR.10.PD:** Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).
- K.FR.9.PD:** Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).

Encoding

- 4.FR.3.PE:** Encode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).
- 4.FR.2.PE:** Encode words with less common vowel teams (e.g., vein, ceiling; neighbor; thief; juice).
- 3.FR.5.PE:** Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).
- 2.FR.14.PE:** Encode one-syllable words with diphthongs (oi, oy, ou, ow).
- 2.FR.13.PE:** Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon).
- 2.FR.12.PE:** Encode long vowel patterns (e.g. wild, told, kind, most, colt).
- 2.FR.10.PE:** Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).
- 2.FR.8.PE:** Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).
- 1.FR.20.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- 1.FR.19.PE:** Encode one syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow).
- 1.FR.18.PE:** Encode one-syllable words with predictable vowel-r patterns. (e.g. shark, fork, her).
- 1.FR.17.PE:** Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).
- 1.FR.16.PE:** Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).
- 1.FR.15.PE:** Encode one-syllable words with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).
- 1.FR.14.PE:** Encode one-syllable words with double letter endings (e.g., fill, pass, buzz).
- 1.FR.13.PE:** Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).
- 1.FR.12.PE:** Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).
- K.FR.16.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- K.FR.15.PE:** Encode one-syllable words with single consonants and final long vowels (e.g., a, me, go).

- K.FR.14.PE:** Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).

Phonemic Awareness

Decoding

- 1.FR.3.PA:** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g. /p/ vs. /b/; /ch/ vs. /j/).
- 1.FR.1.PA:** Blend three to five individual sounds to form one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).
- K.FR.8.PA:** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow). (e.g. /p/ vs. /b/ and /ch/ vs. /j/).
- K.FR.5.PA:** Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.
- K.FR.6.PA:** Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).

Encoding

- 1.FR.2.PA:** Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/).
- K.FR.7.PA:** Segment one-syllable words into individual sounds.

Reading Comprehension

Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

- 10.RC.1.RF:** Provide an objective summary of a text.

9.RC.1.RF: Same as 10.RC.1.RF

8.RC.1.RF: Same as 10.RC.1.RF

7.RC.1.RF: Same as 10.RC.1.RF

- 10.RC.2.RF:** Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

9.RC.2.RF: Same as 10.RC.2.RF

8.RC.2.RF: Determine how a central idea and/or theme is developed over the course of a text, including its relationship to supporting details.

7.RC.2.RF: Determine how a central idea and/or theme of a text is developed through supporting details.

- 10.RC.3.RF:** Cite text evidence that most strongly and thoroughly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

9.RC.3.RF: Same as 10.RC.3.RF

8.RC.3.RF: Cite text evidence that most strongly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

7.RC.3.RF: Cite text evidence to support an analysis of what a text states, using background knowledge to

justify inferences drawn from the text.

10.RC.4.RF: Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

9.RC.4.RF: Same as 10.RC.4.RF

8.RC.4.RF: Same as 10.RC.4.RF

7.RC.4.RF: Same as 10.RC.4.RF

Reading Literature

Reading Literary includes skills that are specific to literature.

10.RC.5.RL: Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.

9.RC.5.RL: Same as 10.RC.5.RL

8.RC.5.RL: Examine how specific lines of dialogue propel the plot, reveal aspects of a character, or inform a character’s decision.

7.RC.5.RL: Examine how the interaction of literary elements impacts a story or drama, including how setting shapes the characters or plot or how imagery affects the mood of a text.

10.RC.6.RL: Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.

9.RC.6.RL: Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.

8.RC.6.RL: Distinguish how the structure of a text contributes to its overall meaning and style.

7.RC.6.RL: Describe how elements in the overall structure of a story, drama, or poem contribute to its meaning.

10.RC.7.RL: Describe how characters’ points of view (POV) and/or perspectives are shaped through experiences.

9.RC.7.RL: Describe how a character’s point of view (POV) and/or perspective is shaped through experiences.

8.RC.7.RL: Describe how differing points of view (POV) and/or perspectives of the characters in a text affect the audience and/or readers, creating suspense, mystery, and/or humor.

7.RC.7.RL: Determine how an author develops multiple points of view and perspectives of characters or narrators in a text.

10.RC.8.RL: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

9.RC.8.RL: Compare and contrast the representation of a subject or key scene in two artistic mediums, including what is emphasized or absent in each treatment.

8.RC.8.RL: Determine the extent to which a filmed or live production of a story or drama adheres to or departs from the text or script.

7.RC.8.RL: Recognize the differences between reading a text, listening to an audio recording of a text, and/or watching a multimedia version of a text; differences of which:

- Literary elements are imagined when reading a text, and
- Multimedia techniques are observed when listening and/or watching.

Grade 10 Academic Reading Standards

- 10.RC.9.RL:** Analyze to what extent a contemporary or classical text reimagines and/or adapts the source material from which it derived.
- 9.RC.9.RL:** Analyze how a contemporary or classical text reimagines and/or adapts the source material from which it was derived.
- 8.RC.9.RL:** Describe how an author of a contemporary work of fiction adapts the themes, events, and/or character types from myths, traditional stories, and/or religious works.
- 7.RC.9.RL:** Compare and contrast a fictional portrayal of a time, place, or character with the historical account of the corresponding time, place, or character.
- 10.RC.10.RL:** Identify themes in works of American and/or world literature, including the ways in which writers incorporate ancient, mythological, and/or religious stories into their writings.
- 9.RC.10.RL:** Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.
- 8.RC.10.RL:** Identify the theme in an original, adapted, and/or modernized drama, poem, folktale, or story from American literature (1850-1930), explaining its historical and/or contemporary significance.
- 7.RC.10.RL:** Identify the theme in an original, adapted, or modernized drama, poem, folktale, or story from American literature (beginnings through 1850), explaining its historical and/or contemporary significance.

Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 10.RC.11.RI:** Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
- 9.RC.11.RI:** Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.
- 8.RC.11.RI:** Explain how an author connects and/or distinguishes individuals, ideas, or events through comparisons, analogies, and categories.
- 7.RC.11.RI:** Describe how the interactions between individuals, events, and ideas impact the development of a text.
- 10.RC.12.RI:** Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.
- 9.RC.12.RI:** Same as 10.RC.12.RI
- 8.RC.12.RI:** Examine the structure of a specific paragraph in a text, including how the sentences clarify the central idea.
- 7.RC.12.RI:** Describe how the major sections of a text influence the overall structure and development of ideas, themes, or arguments.
- 10.RC.13.RI:** Describe how an author uses rhetoric to advance the purpose, point of view, or perspective in a text.
- 9.RC.13.RI:** Describe how an author uses rhetoric to advance the purpose, point of view, or perspective of a text.
- 8.RC.13.RI:** Describe how the author acknowledges and responds to conflicting evidence or viewpoints.

Grade 10 Academic Reading Standards

7.RC.13.RI: Examine how an author distinguishes his or her purpose, point of view, and/or perspective in a text from alternate or opposing positions.

10.RC.14.RI: Compare accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized and/or omitted in each account.

9.RC.14.RI: Compare accounts of a subject told in different multimedia, determining which details are emphasized in each account.

8.RC.14.RI: Describe the efficacy of various multimedia used to present information.

7.RC.14.RI: Compare and contrast how an individual, issue, or idea is portrayed in a written text and in multimedia.

10.RC.15.RI: Evaluate the argument and supporting claims in a text, assessing the degree to which the reasoning is valid, the evidence is relevant and sufficient, and bias and fallacies are present.

9.RC.15.RI: Evaluate the argument and supporting claims in a text, assessing the degree to which the evidence is relevant and sufficient, the reasoning is valid, and false statements are present.

8.RC.15.RI: Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical, if the evidence is relevant and sufficient to support the claims, and when irrelevant evidence is introduced.

7.RC.15.RI: Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical and if the evidence is relevant and sufficient to support the claims.

10.RC.16.RI: Analyze two or more texts, noting how they address related themes and concepts.

9.RC.16.RI: Compare and contrast two or more texts, noting how they address related themes and concepts.

8.RC.16.RI: Analyze two or more texts that present conflicting information on the same topic, identifying where the texts diverge on matters of fact or interpretation.

7.RC.16.RI: Compare and contrast how two or more authors write about the same topic, including how key information is presented, how evidence is explained, and how facts are interpreted or promoted.

10.RC.17.RI: Identify central ideas in works of literary nonfiction from American and/or world literary history.

9.RC.17.RI: Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.

8.RC.17.RI: Identify the central idea in a non-fiction work from or about American literature (1850-1930), explaining its historical and/or contemporary significance.

7.RC.17.RI: Identify the central idea in a nonfiction work from or about American literature (beginnings through 1850), explaining its historical and/or contemporary significance.

Writing

Production

Writing production includes volume and clarity of writing and the writing process.

10.W.4.P: Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

9.W.4.P: Same as 10.W.4.P

Grade 10 Academic Reading Standards

8.W.4.P: Construct clear and coherent writing in which the development, organization, and style are appropriate to the task

7.W.4.P: Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

10.W.6.P: Use a variety of sentence types effectively.

9.W.6.P: Same as 10.W.6.P

8.W.6.P: Same as 10.W.6.P

7.W.6.P: Use a variety of sentence types (i.e., simple, compound, complex, compound-complex

Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

10.V.1: Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

9.V.1: Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

8.V.1: Use general academic and content-specific words and phrases accurately.

7.V.1: Same as 8.V.1

10.V.3: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

- Use common Greek or Latin affixes and roots (i.e., morphology),
- Trace the origins of words (i.e., etymology),
- Use context,
- Consult reference materials to clarify pronunciation and/or parts of speech, and/or
- Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

10.V.4: Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.

9.V.4: Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.

8.V.4: Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings.

7.V.4: Same as 8.V.4

10.V.5: Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

9.V.5: Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

8.V.5: Determine how word and phrase choice, including analogies or allusions to other texts, contributes to the meaning, style, and/or tone of a text.

Grade 10 Academic Reading Standards

7.V.5: Determine how word choice, including rhyme and repetition, contributes to the meaning, style, and/or tone of a text.

10.V.6: Analyze the role of figurative language in context, including euphemism and oxymoron.

9.V.6: Analyze the role of figurative language in context, including euphemism and oxymoron.

8.V.6: Demonstrate an understanding of figurative language in context, including verbal irony and puns.

7.V.6: Demonstrate an understanding of figurative language in context, including allusions and analogies.

Collaborative Communication

Speaking and Listening Comprehension

Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

10.CC.1.SLC: Initiate and express ideas in a collaborative setting, using effective discussion strategies.

9.CC.1.SLC: Initiate and express ideas in a collaborative setting, using effective discussion strategies.

8.CC.1.SLC: Express ideas in a collaborative setting, using effective discussion strategies.

7.CC.1.SLC: Same as 8.CC.1.SLC

10.CC.2.SLC: Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.

9.CC.2.SLC: Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.

8.CC.2.SLC: Come to discussions prepared, citing researched evidence on the topic, text, or issue, and reflecting upon the discussion.

7.CC.2.SLC: Come to discussions prepared, referring to researched evidence on the topic, text, or issue.

10.CC.3.SLC: Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.

9.CC.3.SLC: Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines and defining individual roles as needed.

8.CC.3.SLC: Follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.

7.CC.3.SLC: Follow rules for collegial discussions, tracking progress towards specific goals and deadlines, and defining individual roles as needed. Collegial discussions should include:

- One-on-one
- In small groups
- Teacher-led

10.CC.4.SLC: Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

9.CC.4.SLC: Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.

Grade 10 Academic Reading Standards

8.CC.4.SLC: Acknowledge new information expressed by others, qualifying or justifying one’s own views after new evidence is presented.

7.CC.4.SLC: Acknowledge new information expressed by others and modify one’s own views as needed.

10.CC.5.SLC: Integrate non-textual information, evaluating the credibility and accuracy of sources.

9.CC.5.SLC: Integrate non-textual information, evaluating the credibility and accuracy of sources.

8.CC.5.SLC: Examine the reasons for using multimedia to present a topic, text, and/or issue.

7.CC.5.SLC: Explain how central ideas and supporting details from non-textual sources clarify a topic, text, or issue.

10.CC.6.SLC: Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying faulty reasoning.

9.CC.6.SLC: Evaluate a speaker's perspective, reasoning, and use of evidence, identifying faulty reasoning.

8.CC.6.SLC: Articulate a speaker's argument and specific claims, evaluating the accuracy and adequacy of the evidence.

7.CC.6.SLC: Articulate a speaker's argument and specific claims, evaluating the accuracy of the evidence.

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ACADEMIC READING GRADE 11

Arkansas Course Code: 419170

Max Class Size: 10 or less as determined by the dyslexia program.

This course may be offered to students in grade 10 as a dyslexia intervention course for students exhibiting characteristics of dyslexia. The course is designed to accelerate reading growth for students exhibiting characteristics of dyslexia by strengthening comprehension outcomes. The teacher will implement a dyslexia program that meets the requirements of Arkansas dyslexia law and rule with fidelity to teach the standards of this course. 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.

NOTES:

- This course is designed for dyslexia intervention or those students needing intensive reading (decoding, word recognition, and spelling) support.
- The instructor of record must be trained in the program of delivery.

Foundational Reading

Students develop foundational reading skills for decoding and encoding.

11.V.2: Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.

10.V.2: Same as 11.V.2

9.V.2: Same as 11.V.2

8.V.2: Same as 11.V.2

7.V.2: Same as 11.V.2

6.V.2: Same as 11.V.2

11.L.10.C: Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

10.L.10.C: Same as 11.L.10.C

9.L.10.C: Same as 11.L.10.C

8.L.10.C: Same as 11.L.10.C

7.L.10.C: Same as 11.L.10.C

6.L.10.C: Same as 11.L.10.C

Morphology

Decoding

5.FR.1.PD: Decode words, using knowledge of Greek combining forms and connectives.

4.FR.1.PD: Decode words, using knowledge of Latin prefixes, bases, suffixes and connectives

- 3.FR.3.PD:** Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.
- 2.FR.5.PD:** Decode words with common prefixes and suffixes (e.g., un-, re-, -ly, -able).
- 1.FR.11.PD:** Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).
- K.FR.13.PD:** Decode words with suffix -s (e.g., sits, maps, runs).

Encoding

- 5.FR.2.PE:** Encode words, using knowledge of Greek combining forms with the use of connectives as needed.
- 4.FR.4.PE:** Encode words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes with the use of connectives as needed.
- 3.FR.8.PE:** Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.
- 2.FR.16.PE:** Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [(e.g., -e drop (game to gaming); doubling run to running); change y to i (cry to cries)] to the base word when necessary.
- 1.FR.21.PE:** Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).
- K.FR.17.PE:** Encode words with final suffix -s (e.g., cats, runs).

Multisyllabic words

Decoding

- 3.FR.2.PD:** Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).
- 2.FR.4.PD:** Decode two-syllable base words with grade-level letter-sound correspondences (e.g., dollar, wrestle, kidney).
- 1.FR.9.PD:** Decode two-syllable base words with grade-level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).

Encoding

- 3.FR.7.PE:** Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).
- 3.FR.6.PE:** Encode two-syllable words with medial long vowel teams. (e.g., complain, canteen).
- 3.FR.4.PE:** Encode two-syllable words with double letter endings. (e.g., repel vs. confess).
- 2.FR.15.PE:** Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).
- 2.FR.11.PE:** Encode two-syllable words with open syllables (e.g., robot, music, jumbo).
- 2.FR.9.PE:** Encode two-syllable words with medial VCe patterns. (e.g., compete, mistake, console).
- 2.FR.7.PE:** Encode two-syllable words with short vowels (e.g., candid, combat).

One-Syllable Words

Decoding

- 3.FR.1.PD:** Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey).
- 2.FR.3.PD:** Decode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).
- 2.FR.2.PD:** Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, cent, cinch; goat, gland, germ, gem).

- 2.FR.1.PD:** Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).
- 1.FR.8.PD:** Decode one-syllable words containing multiple sounds of s (e.g., sock, is).
- 1.FR.7.PD:** Decode one-syllable words with diphthongs (oi, oy, ou, ow).
- 1.FR.6.PD:** Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon).
- 1.FR.5.PD:** Decode one-syllable words with consonant digraphs (sh, th, ch, wh, ng, ck) and trigraphs (tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).
- 1.FR.4.PD:** Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).
- K.FR.11.PD:** Decode one-syllable words with single consonants and final long vowels (e.g., we, go).
- K.FR.10.PD:** Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).
- K.FR.9.PD:** Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).

Encoding

- 4.FR.3.PE:** Encode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).
- 4.FR.2.PE:** Encode words with less common vowel teams (e.g., vein, ceiling; neighbor; thief; juice).
- 3.FR.5.PE:** Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).
- 2.FR.14.PE:** Encode one-syllable words with diphthongs (oi, oy, ou, ow).
- 2.FR.13.PE:** Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon).
- 2.FR.12.PE:** Encode long vowel patterns (e.g., wild, told, kind, most, colt).
- 2.FR.10.PE:** Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).
- 2.FR.8.PE:** Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).
- 1.FR.20.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- 1.FR.19.PE:** Encode one syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow).
- 1.FR.18.PE:** Encode one-syllable words with predictable vowel-r patterns. (e.g. shark, fork, her).
- 1.FR.17.PE:** Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).
- 1.FR.16.PE:** Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).
- 1.FR.15.PE:** Encode one-syllable words with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).
- 1.FR.14.PE:** Encode one-syllable words with double letter endings (e.g., fill, pass, buzz).
- 1.FR.13.PE:** Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).
- 1.FR.12.PE:** Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).

Grade 11 Academic Reading Standards

K.FR.16.PE: Encode words phonetically, drawing on knowledge of sound-letter relationships.

K.FR.15.PE: Encode one-syllable words with single consonants and final long vowels (e.g., a, me, go).

K.FR.14.PE: Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).

Phonemic Awareness

Decoding

1.FR.3.PA: Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g. /p/ vs. /b/; /ch/ vs. /j/).

1.FR.1.PA: Blend three to five individual sounds to form one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).

K.FR.8.PA: Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow). (e.g. /p/ vs. /b/ and /ch/ vs. /j/).

K.FR.5.PA: Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.

K.FR.6.PA: Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).

Encoding

1.FR.2.PA: Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/); blast to /b/ /l/ /a/ /s/ /t/).

K.FR.7.PA: Segment one-syllable words into individual sounds.

Reading Comprehension

Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

11.RC.1.RF: Provide an objective summary of a text.

10.RC.1.RF: Same as 11.RC.1.RF

9.RC.1.RF: Same as 11.RC.1.RF

8.RC.1.RF: Same as 11.RC.1.RF

11.RC.2.RF: Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.

10.RC.2.RF: Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

9.RC.2.RF: Same as 10.RC.2.RF

8.RC.2.RF: Determine how a central idea and/or theme is developed over the course of a text, including its relationship to supporting details.

11.RC.3.RF: Cite text evidence that strongly and thoroughly supports an analysis of what a text states and what the details

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imply, using background knowledge to determine which parts of the text are ambiguous and to justify inferences drawn from the text.

10.RC.3.RF: Cite text evidence that most strongly and thoroughly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

9.RC.3.RF: Same as 10.RC.3.RF

8.RC.3.RF: Cite text evidence that most strongly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

11.RC.4.RF: Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

10.RC.4.RF: Same as 11.RC.4.RF

9.RC.4.RF: Same as 11.RC.4.RF

8.RC.4.RF: Same as 11.RC.4.RF

Reading Literature

Reading Literary includes skills that are specific to literature.

11.RC.5.RL: Describe how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.

10.RC.5.RL: Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.

9.RC.5.RL: Same as 10.RC.5.RL

8.RC.5.RL: Examine how specific lines of dialogue propel the plot, reveal aspects of a character, or inform a character's decision.

11.RC.6.RL: Explain how syntax contributes to the overall meaning and/or style of a text.

10.RC.6.RL: Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.

9.RC.6.RL: Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.

8.RC.6.RL: Distinguish how the structure of a text contributes to its overall meaning and style.

11.RC.7.RL: Examine a text in which understanding the purpose, point of view (POV), and/or perspective requires the reader to distinguish between what the author states and what is implied through irony, sarcasm, understatement, and satire.

10.RC.7.RL: Describe how characters' points of view (POV) and/or perspectives are shaped through experiences.

9.RC.7.RL: Same as 10.RC.7.RL

8.RC.7.RL: Describe how differing points of view (POV) and/or perspectives of the characters in a text affect the audience and/or readers, creating suspense, mystery, and/or humor.

11.RC.8.RL: Evaluate how more than one portrayal of a story, drama, or poem represents and/or interprets the source text.

10.RC.8.RL: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

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9.RC.8.RL: Compare and contrast the representation of a subject or key scene in two artistic mediums, including what is emphasized or absent in each treatment.

8.RC.8.RL: Determine the extent to which a filmed or live production of a story or drama adheres to or departs from the text or script.

11.RC.9.RL: Analyze how two or more influential literary works from the same era address similar themes.

10.RC.9.RL: Analyze to what extent a contemporary or classical text reimagines and/or adapts the source material from which it derived.

9.RC.9.RL: Analyze how a contemporary or classical text reimagines and/or adapts the source material from which it was derived.

8.RC.9.RL: Describe how an author of a contemporary work of fiction adapts the themes, events, and/or character types from myths, traditional stories, and/or religious works.

11.RC.10.RL: Identify themes in works of American literature (1930-present), including the ways American writers incorporate ancient, mythological, and/or religious stories into their writings.

10.RC.10.RL: Identify themes in works of American and/or world literature, including the ways in which writers incorporate ancient, mythological, and/or religious stories into their writings.

9.RC.10.RL: Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.

8.RC.10.RL: Identify the theme in an original, adapted, and/or modernized drama, poem, folktale, or story from American literature (1850-1930), explaining its historical and/or contemporary significance.

11.RC.11.RL: Identify themes in works of American literature, noting the dominant traits from Puritan, Colonial, American Romanticism, Transcendentalism, Realism, Naturalism, Modernist, and Contemporary periods.

Reading Information

Reading Information includes skills that are specific to non-fiction texts.

11.RC.12.RI: Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.

10.RC.11.RI: Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.

9.RC.11.RI: Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.

8.RC.11.RI: Explain how an author connects and/or distinguishes individuals, ideas, or events through comparisons, analogies, and categories.

11.RC.13.RI: Evaluate the syntax of a text, including the extent to which the points are clear, convincing, and engaging.

10.RC.12.RI: Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.

9.RC.12.RI: Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.

8.RC.12.RI: Examine the structure of a specific paragraph in a text, including how the sentences clarify the central idea.

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- 11.RC.14.RI:** Evaluate how content, style, and/or use of rhetorical devices contribute to the purpose, point of view, perspective, and overall effectiveness of a text.
- 10.RC.13.RI:** Describe how an author uses rhetoric to advance the purpose, point of view, or perspective in a text.
- 9.RC.13.RI:** Same as 10.RC.13.RI
- 8.RC.13.RI:** Describe how the author acknowledges and responds to conflicting evidence or viewpoints.
- 11.RC.15.RI:** Evaluate information presented in a variety of formats and from multiple sources, identifying the information that best answers a question or solves a problem.
- 10.RC.14.RI:** Compare accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized and/or omitted in each account.
- 9.RC.14.RI:** Compare accounts of a subject told in different multimedia, determining which details are emphasized in each account.
- 8.RC.14.RI:** Describe the efficacy of various multimedia used to present information.
- 11.RC.16.RI:** Evaluate the premise, reasoning, and validity of an argument in texts, including works of public advocacy and U.S. seminal documents.
- 10.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing the degree to which the reasoning is valid, the evidence is relevant and sufficient, and bias and fallacies are present.
- 9.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing the degree to which the evidence is relevant and sufficient, the reasoning is valid, and false statements are present.
- 8.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing whether the reasoning is logical, if the evidence is relevant and sufficient to support the claims, and when irrelevant evidence is introduced.
- 11.RC.17.RI:** Analyze documents of historical significance for their literary and rhetorical features, including U.S. documents when appropriate.
- 10.RC.16.RI:** Analyze two or more texts, noting how they address related themes and concepts.
- 9.RC.16.RI:** Compare and contrast two or more texts, noting how they address related themes and concepts.
- 8.RC.16.RI:** Analyze two or more texts that present conflicting information on the same topic, identifying where the texts diverge on matters of fact or interpretation.
- 11.RC.18.RI:** Identify central ideas in works of literary nonfiction from English and American literary history, including works written after 1930.
- 10.RC.17.RI:** Identify central ideas in works of literary nonfiction from American and/or world literary history.
- 9.RC.17.RI:** Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.
- 8.RC.17.RI:** Identify the central idea in a non-fiction work from or about American literature (1850-1930), explaining its historical and/or contemporary significance.

Writing

Production

Writing production includes volume and clarity of writing and the writing process.

11.W.4.P: Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

10.W.4.P: Same as 11.W.4.P

9.W.4.P: Same as 11.W.4.P

8.W.4.P: Same as 11.W.4.P

11.W.6.P: Use a variety of sentence types effectively.

10.W.6.P: Same as 11.W.6.P

9.W.6.P: Same as 11.W.6.P

8.W.6.P: Same as 11.W.6.P

Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

11.V.1: Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

10.V.1: Same as 11.V.1

9.V.1: Same as 11.V.1

8.V.1: Use general academic and content-specific words and phrases accurately.

11.V.2: Recognize the major historical influences in the evolution of the English language (i.e., linguistics), including Old English, Middle English, and Modern English.

10.V.3: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

- Use common Greek or Latin affixes and roots (i.e., morphology)
- Trace the origins of words (i.e., etymology)

9.V.3: Same as 10.V.3

8.V.3: Same as 10.V.3

11.V.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

- Use common Greek or Latin affixes and roots (i.e., morphology),
- Trace the origins of words (i.e., etymology),
- Use context,
- Consult reference materials to clarify pronunciation and/or parts of speech, and/or
- Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

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- 11.V.5:** Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.
- 10.V.4:** Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.
- 9.V.4:** Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.
- 8.V.4:** Examine words with similar denotations, considering how their connotations and nuances impact the words' meanings.
- 11.V.6:** Examine how word choice impacts the overall meaning, style, tone, or literary merit of a text, including how words affect a reader and/or audience.
- 10.V.5:** Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.
- 9.V.5:** Same as 10.V.5
- 8.V.5:** Determine how word and phrase choice, including analogies or allusions to other texts, contributes to the meaning, style, and/or tone of a text.
- 11.V.7:** Analyze the role of figurative language in context, including hyperbole and paradox.
- 10.V.6:** Analyze the role of figurative language in context, including euphemism and oxymoron.
- 9.V.6:** Same as 10.V.6
- 8.V.6:** Demonstrate an understanding of figurative language in context, including verbal irony and puns.

Collaborative Communication

Speaking and Listening Comprehension

Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

- 11.CC.1.SLC:** Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.
- 10.CC.1.SLC:** Initiate and express ideas in a collaborative setting, using effective discussion strategies.
- 9.CC.1.SLC:** Same as 10.CC.1.SLC.
- 8.CC.1.SLC:** Express ideas in a collaborative setting, using effective discussion strategies.
- 11.CC.2.SLC:** Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.
- 10.CC.2.SLC:** Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.
- 9.CC.2.SLC:** Same as 10.CC.2.SLC
- 8.CC.2.SLC:** Come to discussions prepared, citing researched evidence on the topic, text, or issue, and reflecting upon the discussion.
- 11.CC.3.SLC:** Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.

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10.CC.3.SLC: Same as 11.CC.3.SLC

9.CC.3.SLC: Same as 11.CC.3.SLC

8.CC.3.SLC: Follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.

11.CC.4.SLC: Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.

10.CC.4.SLC: Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one's understanding of evidence and reasoning presented.

9.CC.4.SLC: Summarize points of agreement and/or disagreement from various perspectives, justifying one's understanding of evidence and reasoning presented.

8.CC.4.SLC: Acknowledge new information expressed by others, qualifying or justifying one's own views after new evidence is presented.

11.CC.5.SLC: Integrate non-textual information from diverse forms of multimedia, evaluating the credibility and accuracy of sources.

10.CC.5.SLC: Integrate non-textual information, evaluating the credibility and accuracy of sources.

9.CC.5.SLC: Same as 10.CC.5.SLC

8.CC.5.SLC: Examine the reasons for using multimedia to present a topic, text, and/or issue.

11.CC.6.SLC: Evaluate a speaker's perspective, reasoning, rhetoric, and use of evidence, assessing the effectiveness.

10.CC.6.SLC: Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying faulty reasoning.

9.CC.6.SLC: Evaluate a speaker's perspective, reasoning, and use of evidence, identifying faulty reasoning.

8.CC.6.SLC: Articulate a speaker's argument and specific claims, evaluating the accuracy and adequacy of the evidence.

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ACADEMIC READING GRADE 12

Arkansas Course Code: 419180

Max Class Size: 10 or less as determined by the dyslexia program.

This course may be offered to students in grade 12 as a dyslexia intervention course for students exhibiting characteristics of dyslexia. The course is designed to accelerate reading growth for students exhibiting characteristics of dyslexia by strengthening comprehension outcomes. The teacher will implement a dyslexia program that meets the requirements of Arkansas dyslexia law and rule with fidelity to teach the standards of this course. 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.

NOTES:

- This course is designed for dyslexia intervention or those students needing intensive reading (decoding, word recognition, and spelling) support.
- The instructor of record must be trained in the program of delivery.

Foundational Reading

Students develop foundational reading skills for decoding and encoding.

12.V.2: Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.

11.V.2: Same as 12.V.2

10.V.2: Same as 12.V.2

9.V.2: Same as 12.V.2

8.V.2: Same as 12.V.2

7.V.2: Same as 12.V.2

6.V.2: Same as 12.V.2

12.L.10.C: Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly.

11.L.10.C: Same as 12.L.10.C

10.L.10.C: Same as 12.L.10.C

9.L.10.C: Same as 12.L.10.C

8.L.10.C: Same as 12.L.10.C

7.L.10.C: Same as 12.L.10.C

6.L.10.C: Same as 12.L.10.C

Morphology

Decoding

5.FR.1.PD: Decode words, using knowledge of Greek combining forms and connectives.

- 4.FR.1.PD:** Decode words, using knowledge of Latin prefixes, bases, suffixes and connectives
- 3.FR.3.PD:** Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.
- 2.FR.5.PD:** Decode words with common prefixes and suffixes (e.g., un-, re-, -ly, -able).
- 1.FR.11.PD:** Decode words with inflectional suffixes (e.g., -ed, -ing, -s/es, -er).
- K.FR.13.PD:** Decode words with suffix -s (e.g., sits, maps, runs).

Encoding

- 5.FR.2.PE:** Encode words, using knowledge of Greek combining forms with the use of connectives as needed.
- 4.FR.4.PE:** Encode words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes with the use of connectives as needed.
- 3.FR.8.PE:** Encode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.
- 2.FR.16.PE:** Encode one and two-syllable words with common prefixes and suffixes, applying spelling changes [(e.g., -e drop (game to gaming); doubling run to running); change y to i (cry to cries)] to the base word when necessary.
- 1.FR.21.PE:** Encode words with inflectional suffixes that do not require a spelling change (e.g., jumps, jumped, jumping).
- K.FR.17.PE:** Encode words with final suffix -s (e.g., cats, runs).

Multisyllabic words

Decoding

- 3.FR.2.PD:** Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).
- 2.FR.4.PD:** Decode two-syllable base words with grade-level letter-sound correspondences (e.g., dollar, wrestle, kidney).
- 1.FR.9.PD:** Decode two-syllable base words with grade-level letter-sound correspondences (e.g., napkin, cupcake, poodle, super).

Encoding

- 3.FR.7.PE:** Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).
- 3.FR.6.PE:** Encode two-syllable words with medial long vowel teams. (e.g., complain, canteen).
- 3.FR.4.PE:** Encode two-syllable words with double letter endings. (e.g., repel vs. confess).
- 2.FR.15.PE:** Encode two-syllable words with consonant-le (Cle) (e.g., candle, noble, steeple, startle, giggle, sparkle).
- 2.FR.11.PE:** Encode two-syllable words with open syllables (e.g., robot, music, jumbo).
- 2.FR.9.PE:** Encode two-syllable words with medial VCe patterns. (e.g., compete, mistake, console).
- 2.FR.7.PE:** Encode two-syllable words with short vowels (e.g., candid, combat).

One-Syllable Words

Decoding

- 3.FR.1.PD:** Decode one-syllable words with vowel teams (e.g., vein, eight, fruit, youth, prey).
- 2.FR.3.PD:** Decode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).

- 2.FR.2.PD:** Decode one-syllable words containing multiple sounds of c and g (e.g., clamp, cent, cinch; goat, gland, germ, gem).
- 2. FR.1.PD:** Decode one-syllable words with vowel teams (e.g., haul, straw, clue, chief, key, bread).
- 1.FR.8.PD:** Decode one-syllable words containing multiple sounds of s (e.g., sock, is).
- 1.FR.7.PD:** Decode one-syllable words with diphthongs (oi, oy, ou, ow).
- 1.FR.6.PD:** Decode one-syllable words with common vowel teams (e.g., rain, play; seed, beach; high, pie; boat, snow, toe; book; new, moon).
- 1.FR.5.PD:** Decode one-syllable words with consonant digraphs (sh, th, ch, wh, ng, ck) and trigraphs (tch, dge) with predictable vowel patterns (e.g., shy, chart, shave, thick, white, bring, catch, fudge).
- 1.FR.4.PD:** Decode one-syllable words with consonant clusters and predictable vowel patterns (e.g., blast, spell, dry, flake, star, swerve).
- K.FR.11.PD:** Decode one-syllable words with single consonants and final long vowels (e.g., we, go).
- K.FR.10.PD:** Decode one-syllable words with consonant digraphs (sh, ch, th) and all short vowels (e.g., wish, chap, that).
- K.FR.9.PD:** Decode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).

Encoding

- 4.FR.3.PE:** Encode words with silent letters (e.g., knit, gnat, wrap, comb, ghost).
- 4.FR.2.PE:** Encode words with less common vowel teams (e.g., vein, ceiling; neighbor; thief; juice).
- 3.FR.5.PE:** Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).
- 2.FR.14.PE:** Encode one-syllable words with diphthongs (oi, oy, ou, ow).
- 2.FR.13.PE:** Encode one-syllable words with common vowel teams (e.g., rain, pay; beach; high, pie; boat, snow, toe; book; new, moon).
- 2.FR.12.PE:** Encode long vowel patterns (e.g. wild, told, kind, most, colt).
- 2.FR.10.PE:** Encode one-syllable words with less predictable vowel-r patterns (e.g., girl, burn, world).
- 2.FR.8.PE:** Encode final /s/ spelled as ss, ce, and se (e.g., dress, face, moose).
- 1.FR.20.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- 1.FR.19.PE:** Encode one syllable words with the most common spellings for final long vowel sounds (e.g., say, play, cry, why, tree, snow).
- 1.FR.18.PE:** Encode one-syllable words with predictable vowel-r patterns. (e.g. shark, fork, her).
- 1.FR.17.PE:** Encode one-syllable words with initial or medial VCe patterns (e.g., use, lake, slime, choke, these).
- 1.FR.16.PE:** Encode final /v/ with -ve (e.g., give, love, have, five, solve, swerve).
- 1.FR.15.PE:** Encode one-syllable words with multiple spellings for /z/ and /k/ (e.g., is, nose, zip; kite, cat, luck).
- 1.FR.14.PE:** Encode one-syllable words with double letter endings (e.g., fill, pass, buzz).
- 1.FR.13.PE:** Encode one-syllable words with consonant digraphs and short vowel patterns (e.g., with, flash, chick, shaft, song).

- 1.FR.12.PE:** Encode one-syllable words with consonant clusters and short vowel patterns (e.g., flat, drift, quit, stand, frost, sprint, strap).
- K.FR.16.PE:** Encode words phonetically, drawing on knowledge of sound-letter relationships.
- K.FR.15.PE:** Encode one-syllable words with single consonants and final long vowels (e.g., a, me, go).
- K.FR.14.PE:** Encode one-syllable words with single consonants and all short vowels (e.g., cat, net, hit, pop, pup).

Phonemic Awareness

Decoding

- 1.FR.3.PA:** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow) (e.g. /p/ vs. /b/; /ch/ vs. /j/).
- 1.FR.1.PA:** Blend three to five individual sounds to form one-syllable words (e.g., /s/ /i/ /p/ to sip; /s/ /l/ /i/ /p/ to slip; /s/ /i/ /f/ /t/ to sift; /b/ /l/ /a/ /s/ /t/ to blast).
- K.FR.8.PA:** Distinguish between sounds based on place of articulation (where in the mouth it is produced) and manner of articulation (voicing and air flow). (e.g. /p/ vs. /b/ and /ch/ vs. /j/).
- K.FR.5.PA:** Isolate and pronounce the initial, medial vowel, and final sounds in three sound words.
- K.FR.6.PA:** Blend two to four individual sounds to create one-syllable words (e.g., /a/ /t/ to at; /s/ /i/ /p/ to sip; /c/ /a/ /t/ /s/ to cats).

Encoding

- 1.FR.2.PA:** Segment the sounds in one-syllable words (e.g., sip to /s/ /i/ /p/; slip to /s/ /l/ /i/ /p/; sift to /s/ /i/ /f/ /t/; blast to /b/ /l/ /a/ /s/ /t/).
- K.FR.7.PA:** Segment one-syllable words into individual sounds.

Reading Comprehension

Reading Fundamentals

Reading Fundamentals includes skills that can be applied to literary and informational texts.

12.RC.1.RF: Provide an objective summary of a text.

12.RC.2.RF: Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another.

11.RC.2.RF: Determine how one or more complex central ideas and/or themes are developed over the course of a text, including how the supporting details interact and build upon one another.

10.RC.2.RF: Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of the central themes and/or ideas.

9.RC.2.RF: Determine how a central idea and/or theme is developed over the course of a text, identifying which supporting details most contribute to the development of a central theme and/or idea.

12.RC.3.RF: Cite text evidence that strongly and thoroughly supports an analysis of what a text states, what the details

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imply, and what ambiguities are left to interpret, using background knowledge to justify inferences drawn from the text.

11.RC.3.RF: Cite text evidence that strongly and thoroughly supports an analysis of what a text states and what the details imply, using background knowledge to determine which parts of the text are ambiguous and to justify inferences drawn from the text.

10.RC.3.RF: Cite text evidence that most strongly and thoroughly supports an analysis of what a text states, using background knowledge to justify inferences drawn from the text.

9.RC.3.RF: Same as 10.RC.3.RF

12.RC.4.RF: Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.

11.RC.4.RF: Same as 12.RC.4.RF

10.RC.4.RF: Same as 12.RC.4.RF

9.RC.4.RF: Same as 12.RC.4.RF

Reading Literature

Reading Literary includes skills that are specific to literature.

12.RC.5.RL: Examine how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.

11.RC.5.RL: Describe how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text.

10.RC.5.RL: Describe how complex characters (e.g., static, dynamic, round) develop over the course of a text, interact with other characters, advance the plot, and/or develop the theme.

9.RC.5.RL: Describe how a complex character (e.g., static, dynamic, round) develops over the course of a text, interacts with other characters, advances the plot, and/or develops the theme.

12.RC.6.RL: Analyze how syntax contributes to the overall meaning and style of a text.

11.RC.6.RL: Explain how syntax contributes to the overall meaning and/or style of a text.

10.RC.6.RL: Explain how the overall structure and sequencing of a text enhances the mood, suspense, tension, and other literary devices.

9.RC.6.RL: Explain how the overall structure and sequencing of a text enhances the mood, suspense, and tension.

12.RC.7.RL: Examine a text in which understanding the purpose, point of view (POV), and/or perspective requires the reader to distinguish between what the author states and what is implied through irony, sarcasm, understatement, and satire, including how this contributes to a character's point of view and/or perspective.

11.RC.7.RL: Examine a text in which understanding the purpose, point of view (POV), and/or perspective requires the reader to distinguish between what the author states and what is implied through irony, sarcasm, understatement, and satire.

10.RC.7.RL: Describe how characters' points of view (POV) and/or perspectives are shaped through experiences.

9.RC.7.RL: Describe how a character's point of view (POV) and/or perspective is shaped through experiences.

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- 12.RC.8.RL:** Evaluate how various portrayals of a story, drama, or poem represent and/or interpret the original source material from which they were derived.
- 11.RC.8.RL:** Evaluate how more than one portrayal of a story, drama, or poem represents and/or interprets the source text.
- 10.RC.8.RL:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- 9.RC.8.RL:** Compare and contrast the representation of a subject or key scene in two artistic mediums, including what is emphasized or absent in each treatment.
- 12.RC.9.RL:** Analyze how two or more influential literary works from the same world era addresses similar themes.
- 11.RC.9.RL:** Analyze how two or more influential literary works from the same era address similar themes.
- 10.RC.9.RL:** Analyze to what extent a contemporary or classical text reimagines and/or adapts the source material from which it derived.
- 9.RC.9.RL:** Analyze how a contemporary or classical text reimagines and/or adapts the source material from which it was derived.
- 12.RC.10.RL:** Identify themes in works of British literature (1450-present), including the ways British writers incorporate ancient, mythological, and/or religious stories into their writings.
- 11.RC.10.RL:** Identify themes in works of American literature (1930-present), including the ways American writers incorporate ancient, mythological, and/or religious stories into their writings.
- 10.RC.10.RL:** Identify themes in works of American and/or world literature, including the ways in which writers incorporate ancient, mythological, and/or religious stories into their writings.
- 9.RC.10.RL:** Identify a theme in an original, adapted, or modernized drama, poem, folktale, or story from Arkansas or regional literature, explaining its historical and/or contemporary significance.
- 12.RC.11.RL:** Identify themes in works of British literature, noting the dominant traits from Medieval, Renaissance, Neoclassical, Romantic, Victorian, Modern, and Post-Modern periods.
- 11.RC.11.RL:** Identify themes in works of American literature, noting the dominant traits from Puritan, Colonial, American Romanticism, Transcendentalism, Realism, Naturalism, Modernist, and Contemporary periods.

Reading Information

Reading Information includes skills that are specific to non-fiction texts.

- 12.RC.12.RI:** Evaluate how an author develops and connects a complex set of central ideas and key details, including how the central ideas and key details evolve, interact, and contribute to the overall meaning of a text.
- 11.RC.12.RI:** Evaluate how an author develops and connects a complex set of central ideas and key details to enhance the overall meaning of a text.
- 10.RC.11.RI:** Analyze how an author introduces and develops central individuals, events, or ideas through description and sequencing.
- 9.RC.11.RI:** Analyze how an author introduces and develops a central individual, event, or idea through description and sequencing.

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- 12.RC.13.RI:** Analyze the syntax of a text, including the extent to which it impacts the clarity, credibility, and appeal of the information presented.
- 11.RC.13.RI:** Evaluate the syntax of a text, including the extent to which the points are clear, convincing, and engaging.
- 10.RC.12.RI:** Detail how an author uses structure to develop central ideas or claims through sentences, paragraphs, or larger portions of a text.
- 9.RC.12.RI:** Detail how an author uses structure to develop a central idea or claim through sentences, paragraphs, or larger portions of a text.
- 12.RC.14.RI:** Evaluate how content, style, and/or use of rhetorical devices contribute to the purpose, point of view, perspective, and overall effectiveness of a text.
- 11.RC.14.RI:** Same as 12.RC.14.RI
- 10.RC.13.RI:** Describe how an author uses rhetoric to advance the purpose, point of view, or perspective in a text.
- 9.RC.13.RI:** Same as 10.RC.13.RI
- 12.RC.15.RI:** Evaluate information presented in a variety of formats and from multiple sources, integrating the information that best answers a question or solves a problem.
- 11.RC.15.RI:** Evaluate information presented in a variety of formats and from multiple sources, identifying the information that best answers a question or solves a problem.
- 10.RC.14.RI:** Compare accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized and/or omitted in each account.
- 9.RC.14.RI:** Compare accounts of a subject told in different multimedia, determining which details are emphasized in each account.
- 12.RC.16.RI:** Evaluate the premise, reasoning, and validity of an argument in texts, including works of public advocacy and seminal documents from outside the U.S.
- 11.RC.16.RI:** Evaluate the premise, reasoning, and validity of an argument in texts, including works of public advocacy and U.S. seminal documents.
- 10.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing the degree to which the reasoning is valid, the evidence is relevant and sufficient, and bias and fallacies are present.
- 9.RC.15.RI:** Evaluate the argument and supporting claims in a text, assessing the degree to which the evidence is relevant and sufficient, the reasoning is valid, and false statements are present.
- 12.RC.17.RI:** Analyze documents of historical significance for their literary and rhetorical features, including documents from outside the U.S. when appropriate.
- 11.RC.17.RI:** Analyze documents of historical significance for their literary and rhetorical features, including U.S. documents when appropriate.
- 10.RC.16.RI:** Analyze two or more texts, noting how they address related themes and concepts.
- 9.RC.16.RI:** Compare and contrast two or more texts, noting how they address related themes and concepts.
- 12.RC.18.RI:** Identify central ideas in works of literary nonfiction from world literary history, including works written after 1450.
- 11.RC.18.RI:** Identify central ideas in works of literary nonfiction from English and American literary history,

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including works written after 1930.

10.RC.17.RI: Identify central ideas in works of literary nonfiction from American and/or world literary history.

9.RC.17.RI: Identify a central idea in a non-fiction work from or about Arkansas or regional literature, explaining its historical and/or contemporary significance.

Writing

Production

Writing production includes volume and clarity of writing and the writing process.

12.W.4.P: Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

11.W.4.P: Same as 12.W.4.P

10.W.4.P: Same as 12.W.4.P

9.W.4.P: Same as 12.W.4.P

12.W.6.P: Use a variety of sentence types effectively.

11.W.6.P: Same as 12.W.6.P

10.W.6.P: Same as 12.W.6.P

9.W.6.P: Same as 12.W.6.P

Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

12.V.1: Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases.

8.V.1: Use general academic and content-specific words and phrases accurately.

12.V.2: Recognize the major historical influences in the evolution of the English language (i.e., linguistics), including Old English, Middle English, and Modern English.

12.V.3: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:

- Use common Greek or Latin affixes and roots (i.e., morphology),
- Trace the origins of words (i.e., etymology),
- Use context,
- Consult reference materials to clarify pronunciation and/or parts of speech, and/or
- Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.

12.V.5: Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.

11.V.5: Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.

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10.V.4: Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.

9.V.4: Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally.

12.V.6: Examine how word choice impacts the overall meaning, style, tone, or literary merit of a text, including how words affect a reader and/or audience.

11.V.6: Examine how word choice impacts the overall meaning, style, tone, or literary merit of a text, including how words affect a reader and/or audience.

10.V.5: Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

9.V.5: Determine how word choice impacts the overall meaning, style, and/or tone of a text, including how words affect a reader and/or audience.

12.V.7: Analyze the role of figurative language in context, including hyperbole and paradox.

11.V.7: Analyze the role of figurative language in context, including hyperbole and paradox.

10.V.6: Analyze the role of figurative language in context, including euphemism and oxymoron.

9.V.6: Same as 10.V.6

Collaborative Communication

Speaking and Listening Comprehension

Speaking and listening comprehension includes speaking with clarity, acknowledging what is said, and asking questions to further understanding.

12.CC.1.SLC: Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately.

11.CC.1.SLC: Same as 12.CC.1.SLC

10.CC.1.SLC: Initiate and express ideas in a collaborative setting, using effective discussion strategies.

9.CC.1.SLC: Same as 10.CC.1.SLC

12.CC.2.SLC: Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately.

11.CC.2.SLC: Same as 12.CC.2.SLC

10.CC.2.SLC: Come to discussions prepared, citing researched evidence on the topic, text, or issue, and responding appropriately.

9.CC.2.SLC: Same as 10.CC.2.SLC

12.CC.3.SLC: Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed.

11.CC.3.SLC: Same as 12.CC.3.SLC

10.CC.3.SLC: Same as 12.CC.3.SLC

9.CC.3.SLC: Same as 12.CC.3.SLC

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12.CC.4.SLC: Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed.

11.CC.4.SLC: Same as 12.CC.4.SLC

10.CC.4.SLC: Summarize points of agreement and/or disagreement from various perspectives, making new connections and justifying one’s understanding of evidence and reasoning presented.

9.CC.4.SLC: Summarize points of agreement and/or disagreement from various perspectives, justifying one’s understanding of evidence and reasoning presented.

12.CC.5.SLC: Integrate non-textual information from multiple and diverse multimedia, evaluating the credibility and accuracy of sources.

11.CC.5.SLC: Integrate non-textual information from diverse forms of multimedia, evaluating the credibility and accuracy of sources.

10.CC.5.SLC: Integrate non-textual information, evaluating the credibility and accuracy of sources.

9.CC.5.SLC: Same as 10.CC.5.SLC

12.CC.6.SLC: Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, assessing the effectiveness.

11.CC.6.SLC: Evaluate a speaker’s perspective, reasoning, rhetoric, and use of evidence, assessing the effectiveness.

10.CC.6.SLC: Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying faulty reasoning.

9.CC.6.SLC: Evaluate a speaker’s perspective, reasoning, and use of evidence, identifying faulty reasoning.

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