

ARKANSAS  
STRATEGIC READING  
ACADEMIC STANDARDS

Grades 6-12

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## STRATEGIC READING GRADE 6

**Arkansas Course Code:** 366140

**Max Class Size:** 20

Accelerate reading growth by strengthening comprehension outcomes in secondary grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will evaluate fiction and nonfiction texts and a variety of literature in 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 opportunities tied to a variety of fiction and nonfiction texts with increasing complexity and demonstrate literacy competence through purposeful application of knowledge and skills from this course based on individual and collective literacy goals.

**NOTE:** This course is not designed for dyslexia intervention or those students needing intensive reading support.

### 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.

- 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.

## Strategic Reading Standards

- 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.

## Strategic Reading Standards

- 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.
- 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.2:** Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.
- 5.FR.1.PD:** Decode words, using knowledge of Greek combining forms and connectives.
  - 5.FR.2.PE:** Encode words, using knowledge of Greek combining forms with the use of connectives as needed.
  - 4.FR.1.PD:** Decode words, using knowledge of Latin prefixes, bases, and suffixes and connectives.
  - 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.3.PD:** Decode words, using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.
  - 3.FR.8.PE:** Encode words using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.
- 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, 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.

## Strategic Reading Standards

- 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.

- 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



## Strategic Reading Standards

- 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.
- 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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## STRATEGIC READING GRADE 7

**Arkansas Course Code:** 377140

**Max Class Size:** 20

Accelerate reading growth by strengthening comprehension outcomes in secondary grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will evaluate fiction and nonfiction texts and a variety of literature in 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 opportunities tied to a variety of fiction and nonfiction texts with increasing complexity and demonstrate literacy competence through purposeful application of knowledge and skills from this course based on individual and collective literacy goals.

**NOTE:** This course is not designed for dyslexia intervention or those students needing intensive reading support.

### 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
  
- 7.RC.4.RF:** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing.
  - 6.RC.4.RF:** Same as 7.RC.4.RF
  - 5.RC.6.RF:** Same as 7.RC.4.RF
  - 4.RC.6.RF:** Same as 7.RC.4.RF

### Reading Literature

Reading Literary includes skills that are specific to literature.

- 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.

## Strategic Reading Standards

**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.

**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.

## Strategic Reading Standards

- 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.
- 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.1
- 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:** Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.
- 5.FR.1.PD:** Decode words, using knowledge of Greek combining forms and connectives.
- 5.FR.2.PE:** Encode words, using knowledge of Greek combining forms with the use of connectives as needed.
- 4.FR.1.PD:** Decode words, using knowledge of Latin prefixes, bases, and suffixes and connectives.
- 4.FR.4.PE:** Encode words, using knowledge of Latin prefixes, assimilated prefixes, bases, and suffixes with the use of connectives as needed
- 7.V.3:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a 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

## Strategic Reading Standards

- 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:** Same as 7.V.3
  - 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 each word.
  - 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.
- 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
- 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.

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**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.

**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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## STRATEGIC READING GRADE 8

**Arkansas Course Code:** 388140

**Max Class Size:** 20

Accelerate reading growth by strengthening comprehension outcomes in secondary grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will evaluate fiction and nonfiction texts and a variety of literature in 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 opportunities tied to a variety of fiction and nonfiction texts with increasing complexity and demonstrate literacy competence through purposeful application of knowledge and skills from this course based on individual and collective literacy goals.

**NOTE:** This course is not designed for dyslexia intervention or those students needing intensive reading support.

### 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.
  
- 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.



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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.
- 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.
  - 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 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

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- 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.
- 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.2:** Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.
- 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
- 5.FR.1.PD:** Decode words, using knowledge of Greek combining forms and connectives.
- 5.FR.2.PE:** Encode words, using knowledge of Greek combining forms with the use of connectives as needed.
- 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

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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.
    - 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

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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.
- 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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## STRATEGIC READING GRADE 9

**Arkansas Course Code:** 419110

**Max Class Size:** 20

Accelerate reading growth by strengthening comprehension outcomes in secondary grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will evaluate fiction and nonfiction texts and a variety of literature in 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 opportunities tied to a variety of fiction and nonfiction texts with increasing complexity and demonstrate literacy competence through purposeful application of knowledge and skills from this course based on individual and collective literacy goals.

**NOTE:** This course is not designed for dyslexia intervention or those students needing intensive reading support.

### 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 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, 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.
  
- 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.

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

**8.V.3:** Same as 9.V.3

**7.V.3:** Same as 9.V.3

**6.V.3:** Same as 9.V.3

- 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.
- 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
- 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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## STRATEGIC READING GRADE 10

**Arkansas Course Code:** 419120

**Max Class Size:** 20

Accelerate reading growth by strengthening comprehension outcomes in secondary grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will evaluate fiction and nonfiction texts and a variety of literature in 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 opportunities tied to a variety of fiction and nonfiction texts with increasing complexity and demonstrate literacy competence through purposeful application of knowledge and skills from this course based on individual and collective literacy goals.

**NOTE:** This course is not designed for dyslexia intervention or those students needing intensive reading support.

### 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.

**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.
- 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
- 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.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
- 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.
- 9.V.3:** Same as 10.V.3
- 8.V.3:** Same as 10.V.3
- 7.V.3:** Same as 10.V.3

- 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.
- 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:** Same as 10.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.
- 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.

**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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## STRATEGIC READING GRADE 11

**Arkansas Course Code:** 419130

**Max Class Size:** 20

Accelerate reading growth by strengthening comprehension outcomes in secondary grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will evaluate fiction and nonfiction texts and a variety of literature in 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 opportunities tied to a variety of fiction and nonfiction texts with increasing complexity and demonstrate literacy competence through purposeful application of knowledge and skills from this course based on individual and collective literacy goals.

**NOTE:** This course is not designed for dyslexia intervention or those students needing intensive reading support.

### 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 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.
- 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.

**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.

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- 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,

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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.3:** 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.3

**9.V.2:** Same as 11.V.3

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

**10.V.3:** Same as 11.V.4

**9.V.3:** Same as 11.V.4

**8.V.3:** Same as 11.V.4

**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:** Same as 11.V.5

**9.V.4:** Same as 11.V.5

**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.

**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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## STRATEGIC READING GRADE 12

**Arkansas Course Code:** 419180

**Max Class Size:** 20

Accelerate reading growth by strengthening comprehension outcomes in secondary grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will evaluate fiction and nonfiction texts and a variety of literature in 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 opportunities tied to a variety of fiction and nonfiction texts with increasing complexity and demonstrate literacy competence through purposeful application of knowledge and skills from this course based on individual and collective literacy goals.

**NOTE:** This course is not designed for dyslexia intervention or those students needing intensive reading support.

### 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.

**11.RC.1.RF:** Same as 12.RC.1.RF

**10.RC.1.RF:** Same as 12.RC.1.RF

**9.RC.1.RF:** Same as 12.RC.1.RF

**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 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.
- 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.

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- 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.
  
- 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, 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.

**11.V.1:** Same as 12.V.1

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**10.V.1:** Same as 12.V.1

**9.V.1:** Same as 12.V.1

**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.

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

**12.V.3:** Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed.

**11.V.3:** Same as 12.V.3

**10.V.2:** Same as 12.V.3

**9.V.2:** Same as 12.V.3

**12.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.

**11.V.4:** Same as 12.V.4

**10.V.3:** Same as 12.V.4

**9.V.3:** Same as 12.V.4

**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:** Same as 12.V.5

**10.V.4:** Same as 12.V.5

**9.V.4:** Same as 12.V.5

**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:** Same as 12.V.6

**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

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

**11.V.7:** Same as 12.V.7

**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

**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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