

Critical Reading

English Language Arts Curriculum Framework

Revised 2010

Course Title: Critical Reading
 Course/Unit Credit:
 Course Number: 519110
 Teacher Licensure:
 Grades: 9-12

Critical Reading

Critical Reading is a two-semester course designed to dramatically accelerate reading growth by strengthening comprehension outcomes in high school grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will evaluate literary and informational texts and multicultural literature of diverse formats (e.g., print media, Web-based texts, literary and informational books and articles) and genres. In addition, students will engage in learning events tied to a variety of literary and informational texts with increasing complexity. Additionally, students will demonstrate competencies through purposeful applications based on individual and collective literacy goals. Critical Reading does not require Arkansas Department of Education approval.

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

Strand: Engaging the Reader

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

		Connections to AR ELA	Connections to CCSS
ER.1.CR.1	Analyze personal literary interests by exploring and tracking reading preferences (e.g., peer and teacher reading conferences, reading logs/learning logs, surveys, self-assessments, personal interest inventories)	R.10	RL.10 RI.10
ER.1.CR.2	Set personal learning goals to develop silent reading <i>fluency</i> , reading stamina, and active participation in group work	R.10	RL.10 RI.10
ER.1.CR.3	Prepare for meaningful discussions, individually or collaboratively, through inquiry and analysis	OV.1 R.9, 10 IR.12	W.7, 8, 9 RL.1 RI.1 SL.1
ER.1.CR.4	Participate in collaborative learning routines (e.g., reciprocal teaching, <i>Socratic Seminars</i> , <i>Questioning the Author</i> , extended discussion, <i>blogging</i>) using diverse texts that offer multiple perspectives of real-world experiences between cultures and communities	OV.1 R.9, 10	RL.1, 9 RI.1, 3 SL.1, 2, 4, 6
ER.1.CR.5	Generate relevant questions and thoughtful solutions through collaborative inquiry-based and real-world experiences	R.9, 10 IR.12	W.7 SL.1
ER.1.CR.6	Engage in real-world literacy practices (e.g., Web quests, simulations of court and corporate environments, comparisons of opinion editorials, creation of public service announcements, construction of <i>multimedia</i> presentations)	W.5 R.10 IR.12	RL.7 RI.7 W.1, 2, 6 SL.5

Strand: Comprehension Strategies

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

		Connections to AR ELA	Connections to CCSS
CS.2.CR.1	Apply the integration of effective comprehension strategies (e.g., question, infer, summarize and/or paraphrase, determine central ideas, analyze, synthesize, evaluate) to improve understanding of increasingly complex texts	R.9, 10	RL.1, 2, 10 RI.1, 2, 10
CS.2.CR.2	Synthesize information and ideas to create meaning and to combine understanding with knowledge from other texts and sources	R.9, 10 IR.12	RL.7, 9 RI.7, 8, 9
CS.2.CR.3	Analyze literary devices (e.g., imagery, <i>extended metaphor</i> , word choice, allusion, paradox, irony) to develop deeper comprehension of texts	R.10	RL.2, 4 RI.4
CS.2.CR.4	Summarize literary and informational texts succinctly, individually and with peers	R.9, 10	RL.2 RI.2
CS.2.CR.5	Self-monitor comprehension by using fix-up strategies to repair or maintain understanding of text <ul style="list-style-type: none"> • Rereading • Slowing down for complex texts • Hypothesizing and/or predicting • Visualizing a picture • Writing questions or notes • Asking for help • Reading further to clarify • Chunking text • Stopping and thinking • Identifying the central idea of a paragraph, page, or passage • Underlining and/or highlighting 	R.9	RL.10 RI.10

Strand: Comprehension Strategies

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

		Connections to AR ELA	Connections to CCSS
CS.2.CR.6	Activate background knowledge before and during reading by making relevant connections	R.9	RL.10 RI.10
CS.2.CR.7	Analyze multiple text structures (e.g., description, compare and contrast, chronological, question/answer, problem/solution, definition) within a single text to clarify meaning	R.9, 10	RL.5 RI.5
CS.2.CR.8	Apply knowledge of text features (e.g., bold headings, sidebars, italicized words, tables, charts, graphs, pictures, <i>hyperlinks</i> , interactive diagrams) to determine key ideas and details	R.9 IR.12	RI.7
CS.2.CR.9	Use graphic organizers (e.g. discussion webs, two-column notes, concept maps) to organize, analyze, and evaluate important ideas in various formats	R.9, 10	W.2

Strand: Response to Text

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

		Connections to AR ELA	Connections to CCSS
RT.3.CR.1	Apply <i>protocols</i> for discussion in a variety of settings	OV.1, 2	SL.1, 2
RT.3.CR.2	Contribute meaningful responses in collaborative small and whole group settings, building on ideas of others	OV.1	SL.1, 2
RT.3.CR.3	Support claims with relevant evidence from multiple sources (e.g., interviews, graphs, charts, literary and informational texts)	W.4, 5, 6, 7 R.9, 10 IR.12	RL.1 RI.1, 7, 8, 9 W.1, 7, 8, 9 SL.1, 4 L.1, 2, 3
RT.3.CR.4	Compare and contrast multiple viewpoints from literary and informational texts, including historical and scientific texts written for a broad audience	R.9, 10	RI.3, RI.9
RT.3.CR.5	Generate, pose, and respond to questions in discussion and written formats	OV.1, 2 W.5, 6, 7 R.9, 10 IR.12	W.7, 9 SL.1, 6
RT.3.CR.6	Respond to literary and informational texts (e.g., quick write, visuals, dramatizations, <i>tableau</i> , <i>digital storytelling</i> , book trailers)	OV.1 W.5 R.10	W.2, 4, 9, 10 SL.1
RT.3.CR.7	Write as a tool for learning (e.g., personal reactions, note-taking, concept mapping, summarizing, reflecting, monitoring understanding, electronic journaling, <i>blogging</i> , <i>wiki</i>)	W.5	W.2, 8, 9, 10
RT.3.CR.8	Write to present and defend individual interpretations and/or author's point of view	W.5 R.10	RL.6 RI.6 W.1, 2, 9

Strand: Vocabulary Development

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

		Connections to AR ELA	Connections to CCSS
VD.4.CR.1	Infer the meaning of a word through contextual analysis (e.g., inserted definitions, synonyms, antonyms, provided examples, hints gathered from other sentences)	R.11	RL.4 RI.4 L.4
VD.4.CR.2	Apply knowledge from one text to determine word meaning in multiple texts	R.9, 11	L.4, 6
VD.4.CR.3	Develop vocabulary (e.g., academic, specialized and/or technical, <i>high utility</i>) through wide reading and extended classroom discussions	R.11	L.6
VD.4.CR.4	Analyze <i>etymology</i> , word relationships (e.g., synonyms, antonyms, analogies, <i>homographs</i>), and interdisciplinary connections	R.11	L.4, 5, 6
VD.4.CR.5	Apply a range of word learning strategies (e.g., <i>personal word walls</i> , vocabulary notebooks, semantic mapping, concept definition maps, <i>Fruyer Model</i>) in order to internalize new vocabulary	R.11	L.4, 6
VD.4.CR.6	Select a variety of print (e.g., dictionary, glossary, thesaurus) and digital resources (e.g., online dictionary, visual dictionary) to determine and clarify meaning	R.11	L.4
VD.4.CR.7	Develop word consciousness to learn multiple meanings of words (e.g., oxymoron, word play, <i>palindromes</i> , <i>connotation</i> , <i>denotation</i>)	R.11	RL.4 RI.4 L.4, 5
VD.4.CR.8	Apply knowledge of <i>affixes</i> , <i>cognates</i> , and roots (e.g., Greek, Latin) to determine meaning of new words	R.11	L.4
VD.4.CR.9	Interpret figures of speech (e.g., metaphors, <i>euphemisms</i> , <i>hyperbole</i> , personification, <i>paradox</i>) to generate meaning	R.9	L.5

Strand: Critical Literacy

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

		Connections to AR ELA	Connections to CCSS
CL.5.CR.1	Evaluate <i>multimedia</i> information for accuracy, quality, and credibility of sources (e.g., analyzing rigor, identifying bias, determining sponsorship, evaluating timeliness)	OV.3 R.9 IR.12	RL.7 RI.7,8 W.8 SL.2
CL.5.CR.2	Evaluate primary and secondary sources for bias, propaganda, and authenticity	R.9 IR.12	RI.1, 9 W.8, 9
CL.5.CR.3	Analyze the effects of stereotypical language in historical and contemporary documents on reader perception of and response to global events and culture	OV.3 IR.12	RI.9 SL.2
CL.5.CR.4	Compare and contrast multiple media on the same topic (e.g., Web sites, letters to the editor, position papers)	OV.3	RL.7, 9 RI.7, 9 SL.2
CL.5.CR.5	Identify missing perspectives and information in texts to determine author bias	OV.2 R.9, 10	RI.8
CL.5.CR.6	Critique historical and contemporary visual media to determine effect on intended audience (e.g., ads, political cartoons, candidate platforms, television and film messages, literary allusions in cartoons)	OV.3	RI.7 SL.2

Glossary for Critical Reading

Affixes	Word elements, such as prefixes or suffixes, that can only occur attached to a base, stem, or root.
Blogging	Participation in a Web site that contains an online personal journal with reflections, comments, and often <i>hyperlinks</i> provided by the writer
Cognates	Words from multiple languages with a common origin, such as English "brother" and German " <u>bruder</u> "
Connotation	The set of associations implied by a word in addition to its literal meaning
Denotation	The most specific or direct meaning of a word, in contrast to its figurative or associated meanings
Digital storytelling	The practice of using computer-based tools to tell stories
Etymology	The history of a word shown by tracing its development from its origin, transmission from one language to another, the analysis of its components, and the identification of its <i>cognates</i>
Euphemisms	Pleasant substitutions for more offensive expressions
Extended metaphor	A comparison between two unlike things that continues throughout a series of sentences in a paragraph or lines in a poem
Fluency	The ability to read with appropriate speed, expression, and accuracy
Frayer Model	An adaptation of the concept map. It includes the concept word, the definition, characteristics of the concept word, examples and non-examples of the concept word
High utility	Frequently encountered words
Homographs	One of two or more words that have the same spelling but differ in origin, meaning, and sometimes pronunciation
Hyperbole	An extravagant exaggeration
Hyperlinks	An electronic connection providing direct access from one web-based document to another.
Multimedia	Using, involving, or encompassing several media such as photographs, films, art, music, and digital productions
Palindromes	A word, phrase, number or other sequential unit that can be read the same way in either direction
Paradox	A statement that is apparently contradictory or opposed to common sense and yet is perhaps true
Personal word walls	A systematically organized collection of words in a personal journal or notebook
Protocols	Structures for examining student learning in democratic and orderly manner that allows students to voice their opinions, ideas, and concerns with one another, typically in pairs or small groups
Questioning the Author	A protocol of inquiries that students can make about the content they are reading; a strategy designed to encourage students to think beyond the words on the page and to consider the author's intent for the selection and his or her success at communicating it
Socratic Seminar	A method of teaching which enables students to think for themselves, dialogue with one another, and ask open-ended questions
Tableau	A description of a scene presented on a stage by silent and motionless costumed participants
Wiki	A collaborative Web site set up to allow user editing and adding of content