

Critical Reading

essential understanding



“Reading is to the mind what exercise is to the the body.” - Joseph Addison

overview

Critical Reading is an English language arts course designed to successfully transition 9th through 12th grade English learner students into grade level English language arts. The course utilizes instructional strategies and approaches which have been proven effective in supporting English learners with accessing core content, while still acquiring and mastering academic English.

The course of study and curriculum align with students’ standards-based ELA course, as well as the ELD Framework. It focuses on providing students with the skills and academic language needed to interact and engage with a variety of genres of text in order to become independent and critical readers, as well as skillful writers of narrative and informative compositions. Through the explicit activities and exercises implemented throughout the comprehensive course of study, students will be taught specific skills to assist them in becoming careful and alert readers and writers.

guiding questions: What techniques can I use to understand what I'm reading?

lessons

- 7 Habits of Highly Effective Readers (Sept 3/7)
- Annotation and Active Reading (Sept 10/14)
- Context Clues (Sept 17/21)
- Connections (Sept 24/28)
- Why questions/Inferences (Oct 1/5)
- Writing rubric (Oct 8/12)
- Paraphrasing (Oct 15/19)
- Claim, Resource, Commentary (Oct 22/26)
- HITT format (Oct 29/Nov 2)

group work

- Daily read alouds will be done in order to practice effective strategies and techniques.

individual work

- 1 lesson on Khan Academy or Newsela per class
- ELA, History, Thesis assignments (student's choice)

assessment

- The strongest Newsela writing per month will be graded and will count toward your ELA grade.
- Newsela and Khan Academy will be used to track student progress.
- All final work should be submitted to lead teachers.

readings

- ELA/History assigned readings
- Newsela

links

<https://www.khanacademy.org/>

<https://newsela.com/>

Silver Oak High School
9th & 10th Grade Writing Rubric

Criteria	Exceeds Mastery (4/A-Range)	Mastery (3/B-Range)	Approaching Mastery (2/C-Range)	No Credit (1/D-F Range)
Thesis, Claim & Controlling Idea	States a strong, clear & concise controlling idea that focuses & inspires the remainder of the essay	The controlling idea is stated, consistent & reinforced throughout	The controlling idea is not fully developed & inconsistent throughout the essay	Essay lacks a controlling idea, claim or thesis.
Organization & Structure	The essay has a strong introduction, fully developed body & a conclusion that restates the claim while offering insightful perspective	The essay has a basic introduction, body & conclusion	The essay shows vague connections between the introduction, body & conclusion or the format is weak	Essay is weak or irrelevant & lacks two or more of the introduction, body & conclusion
Supporting Evidence & Reasoning	Properly cited quotes, examples & evidence are used to support the controlling idea, claim or thesis	Quotes, examples & evidence are used to support the controlling idea, claim or thesis, but are not properly cited.	The essay has inadequately cited quotes, examples & evidence to support the controlling idea.	The essay lacks properly cited quotes, examples & evidence to support the controlling idea.
Mechanics	The writer uses sophisticated sentence structure, which includes proper grammar, punctuation & spelling	The writer uses adequate sentence structure, which includes attention to grammar, punctuation & spelling	The writer is inconsistent with sentence structure, grammar, punctuation & spelling	The writer does not use proper sentence structure, grammar, punctuation & spelling
Totals	/25	/25	/25	/25
Comments				Overall

Silver Oak High School
11th & 12th Grade Writing Rubric

Criteria	Exceeds Mastery (4/A-Range)	Mastery (3/B-Range)	Approaching Mastery (3/C-Range)	No Credit (1-2/D-F Range)
Thesis, Claim & Controlling Idea	States clear, strong thesis that focuses the writing	States thesis that is maintained throughout writing	States partially developed thesis that is inconsistently maintained	Lacks a thesis or controlling idea to focus the writing
Organization & Structure	<ul style="list-style-type: none"> -Introduction clearly states and explains the main topic and previews the structure of the paper -Transitions are varied and show smooth, logical connections -Conclusion reinforces and expands upon claims made in thesis 	<ul style="list-style-type: none"> -Introduction states and maintains the main topic of the paper -Transitions show how ideas are connected -Conclusion restates the thesis 	<ul style="list-style-type: none"> -Introduction states the main topic but does not provide adequate thesis -Inconsistent transitions -Conclusion does not tie in completely with thesis 	<ul style="list-style-type: none"> -No clear introduction of main topic or thesis -Transitions between ideas are unclear or nonexistent -Conclusion is lacking or unclear -Missing one or more intro, body or conclusion
Supporting Evidence & Reasoning	Reasoning is tied to the thesis and fully elaborated throughout the essay with logical examples, details & evidence cited in MLA Format	Reasoning is logical and consistently well-developed with examples, details & evidence (not in correct MLA format)	Reasoning lacks connection to thesis, sufficient examples, details or evidence (not in correct MLA format)	Reasoning and evidence is vague or non-existent (not in correct MLA format)
Mechanics	The writer uses sophisticated sentence structure, which includes proper grammar, punctuation & spelling & conforms to MLA Format	The writer uses adequate sentence structure, which includes attention to grammar, punctuation & spelling and does not conform to MLA format	The writer is inconsistent with sentence structure, grammar, punctuation & spelling and does not conform to MLA format	The writer does not use proper sentence structure, grammar, punctuation & spelling and does not conform to MLA format
Totals	/25	/25	/25	/25
Style & Tone Commentary				Overall