

# WGSD Curriculum -- College Reading

## Critical Reading

DRAFT

### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.R.8](#) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
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### Learning Goal

Students will be able to evaluate the author's purpose, bias, tone, and intended audience in order to make complex inferences and deductions about academic texts.

### Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- evaluating fact versus opinion.
  - evaluating the strength of an author's argument based on the evidence presented.
  - forming judgments about the reliability and usefulness of an academic text.
- 2: The student demonstrates he/she is nearing the learning goal by
- recognizing and recalling specific vocabulary, such as *critical thinking inductive, deductive, propaganda, logic*.
  - performing specific processes, such as
    - discriminating fact from opinion.
    - discriminating weak from strong evidence.

	1: The student demonstrates a limited understanding or skill with the learning goal.

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>•</li></ul>
<p style="text-align: center;"><u>Learning Design</u></p>

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## Vocabulary

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### High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.R.4](#) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### Learning Goal

Students will be able to determine the meaning of words in complex academic texts based upon context clues and their affixes.

#### Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
  - using context clues to determine the meaning of unknown words
  - using transitions words, punctuation, and pronoun references to identify author's rhetorical patterns.
- 2: The student demonstrates he/she is nearing the learning goal by
  - recognizing and recalling specific vocabulary, such as *context clue, affix, comma, parenthesis, bracket, dash, colon, signal words*.
  - performing specific processes, such as
    - identifying the types of context clues that help determine the meaning of an unknown word.
    - identifying the words, punctuation and pronoun references that identify an author's rhetorical patterns.

	1: The student demonstrates a limited understanding or skill with the learning goal.

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>•</li></ul>
<p style="text-align: center;"><u>Learning Design</u></p>