WGSD Curriculum -- Rapid 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. ●

Learning Goal	Proficiency Scale
Students will be able to evaluate persuasive texts for topic, position, validity, credibility, completeness of argument, and assumptions.	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. ● making inferences based on textual clues. 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. |
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Learning Targets

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Learning Design

WGSD Curriculum -- Rapid Reading
Reading Rate
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)
CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Learning Goal	Proficiency Scale

Students will be able to increase their reading rate while maintaining a strong or high level of comprehension.	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
	• varying reading rate appropriately depending on purpose.
	• reading longer passages with increasing efficiency.
	• choosing flexibly among strategies to improve concentration and focus while reading both fiction and nonfiction texts.
	
	2: The student demonstrates he/she is nearing the learning goal by
	
	• recognizing and recalling specific vocabulary, such as *eye span, fixation, return sweep, saccades, skimming, scanning*.
	
	• performing specific processes, such as
	  ○ recognizing the need for varying reading rates depending on the type and purpose of text.
	  ○ reading longer passages with increased comprehension or speed.

	o identifying strategies to increase concentration and focus while reading both fiction and nonfiction texts.
	1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

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Learning Design

WGSD Curriculum -- Rapid Reading
Study Strategies
DRAFT

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

CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1

Learning Goal	Proficiency Scale

Students will be able to apply a variety of study techniques that incorporate previewing, questioning, memorizing, and evaluating strategies.	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
	● applying linear and nonlinear/graphic methods of taking notes.
	● employing critical reading strategies in nonfiction passages.
	● choosing flexibly among study strategies to fit the type of text and goal of the learning.
	
	2: The student demonstrates he/she is nearing the learning goal by
	
	● recognizing and recalling specific vocabulary, such as *SQ3R, OARWET, OHRATS, purpose, audience, bias, opinion, intent.*
	
	● performing specific processes, such as
	   ○ differentiating between linear and nonlinear note-taking methods.
	   ○ identifying critical reading strategies.

	o explaining the purpose of study strategies.
	1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

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Learning Design

WGSD Curriculum -- Rapid Reading
Vocabulary
DRAFT

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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.

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Learning Goal

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

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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.

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

Learning Targets

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Learning Design