WGHS Curriculum -- Reading 10-12
Critical Thinking
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)
CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Learning Goal	Proficiency Scales
Students will be able to develop critical thinking skills.	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 ● making inferences and drawing conclusions. ● identifying primary purpose in paragraphs. ● identifying theme in a passage. ● distinguishing between fact and opinion. 2: The student demonstrates he/she is nearing the learning goal by ● recognizing or recalling specific vocabulary, such as *theme, purpose (persuade, entertain, instruct, inform), imply vs. infer, fact, and opinion.*

	● performing specific processes, such as:
	     ○ finding stated facts.
	     ○ matching a listed purpose to a passage.
	     ○ choosing from a list of given themes.
	     ○ identifying opinion signal words.
	
	1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets
● Students will read passages and answer open-ended critical thinking questions. ● Students will find signal words both in sentences and paragraphs to distinguish between fact and opinion.
Learning Design

WGHS Curriculum -- Reading 10-12
Reading Comprehension - Fluency
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 Scales
Students will develop fluency skills through independent and group practice.	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 ● reading passages at an efficient rate. ● using context clues to understand vocabulary in the text. ● comprehending the text that is being read. 2: Student demonstrates he/she is nearing the learning goal by ● recognizing or recalling specific vocabulary, such as *types of context clues, inferences, comprehension, and monitoring.* ● performing specific processes, such as ● previewing. ● understanding stated and implied main ideas.

	● monitoring their progress. 1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets
● Students will increase their word per minute rate by reading timed passages and responding to comprehension, vocabulary, and critical thinking questions. ● Students complete cloze reading passages by using context clues to determine the appropriate word.
Learning Design

WGHS Curriculum -- Reading 10-12
Independent Reading Skills
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 Scales
Students will develop independent reading and study skills through practice with nonfiction.	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 ● previewing a textbook to recognize its parts and various text features. ● previewing a passage to recognize topics and main points before reading. ● making meaning of a passage by using prior knowledge and prediction. 2: The student demonstrates he/she is nearing the learning goal by ● recognizing or recalling specific vocabulary, such as *skimming*,

	previewing, and prediction.
	● performing specific processes, such as
	○ skimming with some success.
	○ using the helpful features of a text.
	1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets
● Students will be able to outline a text. ● Students will be able to write their own questions based on their text preview. ● Students will be able to use the steps in the SQ3R strategy.
Learning Design

WGHS Curriculum -- Reading 10-12
Reading Comprehension - Nonfiction
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)
CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Learning Goal	Proficiency Scales
Students will develop skills and strategies to comprehend nonfiction.	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 • identifying the topic of a paragraph or longer passage. • identifying stated main ideas and implied main ideas. • determining major and minor supporting details. • identifying structural patterns in paragraphs and relationships between sentences. 2. The student demonstrates he/she is nearing the learning goal by • recognizing or recalling specific vocabulary, such as *main idea, detail, summarizing, sequencing, cause, effect, compare, contrast,*

	and signal/transition words.
	● performing specific processes, such as
	○ locating facts and answers. ○ reading and paraphrasing passages. ○ recalling facts. ○ identifying patterns within a sentence.
	1: The student demonstrates limited understanding or skill with the learning goal.

Targets
● The students will determine structural patterns in nonfiction passages from newspapers, textbooks, and magazines. ● The students create graphic organizers to show the relationship of ideas and the overall structural pattern.
Learning Design

WGHS Curriculum -- Reading 10-12
Vocabulary
DRAFT

<table>
<tr><td colspan="2">High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.</td></tr>
<tr><td colspan="2"></td></tr>
</table>

Learning Goal	Proficiency Scales
Students will increase their working vocabulary by understanding and using more grade-level words appropriately.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: Student demonstrates mastery of the learning goal by ● using context clues to determine the meaning of a word or phrase. ● identifying and correctly using word patterns. ● consulting reference material, both print and digital, to find the pronunciation of a work or clarify its precise meaning. 2: The student demonstrates he/she is nearing the learning goal by ● recognizing or recalling specific vocabulary, such as stem, prefix,

	suffix, context clue, and pronunciation.
	• performing specific processes, such as recognizing grade-level vocabulary words in isolation and in context.
	1: Student demonstrates limited understanding or skill with the learning goal.

Targets
• Students will be able to identify multiple meanings of a word in a variety of contexts. • Students will be able to pronounce the vocabulary words correctly. • Student will be able to use the word properly by writing original sentences.
Learning Design