

## Critical Reading – Fundamental Competency 1

Definition: The process of understanding, extracting, and questioning written text that allows for the comprehensive explanation of issues, ideas, artifacts, and events before accepting or challenging an opinion or conclusion or constructing new meaning.

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Comprehension: extracts and questions text	Explores the written text for contexts, perspectives, or issues within and beyond the author’s explicit message (e.g., recognizes broader issues at play, poses challenges to the author’s message).	Uses the text, general background knowledge, and/or specific knowledge of the author’s context to draw more complex inferences about the author’s message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author’s message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
Explanation: presentation of the issue(s)	Issues, ideas, artifacts, and/or events are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issues, ideas, artifacts, and/or events to be considered critically are stated, described, and clarified so that understanding is not seriously impaired by omission.	Issues, ideas, artifacts, and/or events to be considered critically are stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issues, ideas, artifacts, and/or events to be considered critically are stated without clarification or description.
Conclusion: student’s evaluation	Decision to accept or challenge an opinion or conclusion or construct new meaning from the text is logical, includes opposing viewpoints, and reflects the student’s informed evaluation.	Decision to accept or challenge an opinion or conclusion or construct new meaning from the text is logically tied to a range of information, includes opposing viewpoints, and outcomes are clearly identified.	Decision to accept or challenge an opinion or conclusion or construct new meaning from the text is logically tied to information and some outcomes are identified.	Decision to accept or challenge an opinion or conclusion or construct new meaning from the text is inconsistently tied to some relevant information and outcomes are oversimplified.