North Lawndale College Prep Charter High School

A Hierarchy of Comprehension and Critical Thinking

Evaluating

Synthesizing

Analyzing/Arguing

Noticing Patterns

(3+)

Noticing

Comprehending

(7 Comprehension

Strategies)

Decoding

**Helpful Notes**

**on the Hierarchy:**

**Evaluating**

* Assessing the overall value of a text based on its strength of As to B
* Often, referring to other texts to assess overall value
* Can lead to claim

**Synthesizing**

* Explaining how different As work together to support B
* Can lead to Claim

**Analyzing/Arguing**

* Explaining how examples of one A (the small stuff) support the B (the big stuff)
* Can lead to Claim

**Noticing Patterns of A’s (3 or more A’s)**

* Noticing patterns of three or more examples of an A

**Noticing A’s**

* Noticing “small stuff,” which can include the following:

Historical:

* Ideas/beliefs/views
* People
* The time period
* Historical events
* Outcomes
* Actions of 3 or more people
* Causes of an event
* Parts/sections of the reading
* Examples of bias
* Purposes
* Parts/sections
* Audience
* Bias
* Setting (Time/Place)
* Author (position, job, role)
* Affective (e.g., likes, dislikes, anger, boring, sad, happy)

Rhetorical/Literary:

* Imagery
* Diction
* Syntax
* Figurative language
* Sound elements
* Etc.

Claim = Agent + Title + anchor verb + As B

Title of text, Pages covered, Date of assignment

Title of text, Pages covered, Date of assignment

In the left-hand margin of this right side, you should record the page numbers used.

To the right of the margin, follow your teacher’s instructions to do any of the following:

* *Comprehend*; and/or
* *Notice* “small stuff (As)” and their relationship to what you see as the “big stuff (Bs)”; and/or
* *Notice patterns* and *analyze* those patterns in the text; and/or
* Advanced readers/thinkers will try to *synthesize*, even, at times, trying to *evaluate*.

While writing on this side, use complete sentences and paragraphs, citing using MLA format.

Use this side of your CRJ to record and respond to insights that other students have shared.

These insights may contradict what you thought, or may expand or strengthen what you originally thought, or may nuance your own right-side thinking.

In the left-hand margin of this left side, you should include that classmate’s name and the page numbers that he/she used. To the right of the margin, record a summary of your classmate’s insight – and, if time, your own response to that insight.

The Literal or Explicit Level

The Figurative or Interpretive Level

**The Critical Reading Journal (CRJ)**

A Humanities Tool toward College-level Reading and Thinking

Left Side: The Public Side Right Side: The Individual Side

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