

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Reading Strategies and Study Skills	Course Number: A 0163
Department: English	Grade(s): 9-12
Level(s): Academic	Credit: 1/2
Course Description Reading Strategies and Study Skills is designed as a study skills course for college bound students. The course introduces students to techniques for adjusting their reading rate to fit their purpose for reading, to use a variety of comprehension strategies, and to apply study skills to content area reading.	
Required Instructional Materials	Completion/Revision Date Adopted by Board of Education October 18, 2004

Mission Statement of the Curriculum Management Team

The mission statement of the Language Arts Curriculum Management Team is to ensure that all students develop a high level of proficiency and independence in reading, writing, speaking, listening, and viewing, enabling them to become lifelong, effective communicators in a culturally diverse society.

Enduring Understandings for the Course

- Flexibility in reading rate is determined by the purpose for reading and adjusted to the content of the material.
- Using a variety of comprehension strategies will enhance enjoyment of reading.
- Authors write with different purposes in mind.
- People communicate through words.
- Listening skills are critical for learning and communicating.
- Reading strategically in content areas will improve comprehension.
- People rely on a variety of resources to obtain information.

LEARNING STRAND

1.0 Flexible Reading for Fiction

ENDURING UNDERSTANDING(S)

- Flexibility in reading rate is determined by the purpose for reading and adjusted to the content of the material.

LEARNING OBJECTIVES The student will:

- 1.1 Increase reading speed for fictional material.
- 1.2 Set a purpose for reading.
- 1.3 Adjust reading rate to the material for optimum comprehension.
- 1.4 Improve comprehension and interpretation.
- 1.5 Employ skimming or scanning techniques depending on purpose.
- 1.6 Self-select text for enjoyment.
- 1.7 Demonstrate skills and strategies used to construct meaning from text.

INSTRUCTIONAL SUPPORT MATERIALS

- Metronome
- *Second Step Speed Reading Program* by Harry Lewis
- Evelyn Wood Speed Reading Course

SUGGESTED INSTRUCTIONAL STRATEGIES

- Find reading rate in words per minute
- Use metronome and pointer as temporary technique for increasing reading rates.
- Independent reading
- Classroom reading

SUGGESTED ASSESSMENT METHODS

- Quizzes
- Reading logs
- Speed and accuracy logs
- Tests
- Book reports
- Response journals

LEARNING STRAND

2.0 Comprehension Strategies

ENDURING UNDERSTANDING(S)

- Using a variety of comprehension strategies will enhance enjoyment of reading.
- Reading strategically in content areas will improve comprehension.

LEARNING OBJECTIVES – The student will:

- 2.1 Determine individual learning modalities.
- 2.2 Use learning styles to determine strategies for understanding content area material.
- 2.3 Set a purpose for reading.
- 2.4 Recognize difficulties in comprehension.
- 2.5 Apply reading strategies and study skills to resolve comprehension difficulties.
- 2.6 Distinguish main ideas and/or topic sentences from supporting details.
- 2.7 Evaluate literary techniques used in fictional material.
- 2.8 Determine increase in reading rate and comprehension periodically throughout the course.
- 2.9 Organize content area material using SQ3R technique and other graphic organizers.

INSTRUCTIONAL SUPPORT MATERIALS

- *When Kids Can't Read* by Colleen Beers
- *Be A Better Reader* by Prentice Hall
- *Efficient and Flexible Reading* by Kathleen McWhorter

SUGGESTED INSTRUCTIONAL STRATEGIES

- Provide students with a variety of reading materials of varying difficulty
- Graphic organizers
- Independent reading
- Classroom reading and analyzing
- Lecture
- Modeling
- Reading, speed and comprehension logs
- Outlining
- Cooperative learning
- SQ3R

SUGGESTED ASSESSMENT METHODS

- Logs
- Quizzes and tests
- Response journals
- Participation
- Self evaluation logs
- Rubrics
- Teacher observation
- Class work
- Initial and on going assessment of comprehension levels for various types of materials.

LEARNING STRAND

3.0 Listening and Understanding

ENDURING UNDERSTANDING(S)

- Authors write with different purposes in mind.
- Listening skills are critical for learning and communicating.

LEARNING OBJECTIVES – The student will:

- 3.1 Evaluate texts with varied points of view.
- 3.2 Identify literary techniques used throughout text.
- 3.3 Recognize speech and writing that use standard syntax and diction.
- 3.4 Identify use of language depending on purpose, audience, and task.
- 3.5 Identify what text is primary and what is secondary depending on the purpose.
- 3.6 Determine important facts while listening to a variety of speakers, audio tapes, and directions.
- 3.7 Identify defining characteristics of various genres to comprehend texts.
- 3.8 Use literature as a resource to examine bias and to explore ideas and decisions.

INSTRUCTIONAL SUPPORT MATERIALS

- *Be A Better Reader* by Prentice Hall
- *Efficient and Flexible Reading* by Mrs. Kathleen McWhorter
- *Skimming and Scanning Text* by Educational Developmental Laboratories

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lectures
- Oral presentations
- Graphic organizers
- Cooperative learning
- Class discussion
- Response journals
- Projects

SUGGESTED ASSESSMENT METHODS

- Analyze paragraphs and essays for comprehension and ideas
- Quizzes and tests
- Response journals
- Participation
- Rubrics
- Self evaluation
- Graphic organizers
- Oral presentations

LEARNING STRAND

4.0 Enhancing Vocabulary

ENDURING UNDERSTANDING(S)

- People communicate through words.

LEARNING OBJECTIVES – The student will:

- 4.1 Expand existing vocabulary and/or sight vocabulary.
- 4.2 Apply efficient word recognition strategies, including context clues and structural analysis.
- 4.3 Incorporate learned vocabulary into writing and speaking.

INSTRUCTIONAL SUPPORT MATERIALS

- *Advanced Word Power* by Johnson and Gamer

SUGGESTED INSTRUCTIONAL STRATEGIES

- Cooperative learning
- Vocabulary in context
- Imaging
- Games
- Create a comic book using vocabulary from content related strategies

SUGGESTED ASSESSMENT METHODS

- Pre and post vocabulary tests
- Rubrics
- Writing using new vocabulary words

LEARNING STRAND

5.0 Reading of Non-fiction and Study Skills in Content Areas

ENDURING UNDERSTANDING(S)

- Reading strategically in content areas will improve comprehension.

LEARNING OBJECTIVES – The student will:

- 5.1 Use learning styles to determine strategies for understanding content area reading material.
- 5.2 Set a purpose for reading.
- 5.3 Employ reading skills and strategies to construct meaning from text.
- 5.4 Distinguish main ideas and/or topic sentences from supporting details.
- 5.5 Apply the study skills of outlining, summarizing, skimming, scanning, and critical reading.
- 5.6 Research via the internet.
- 5.7 Evaluate the quality and integrity of internet sources.

INSTRUCTIONAL SUPPORT MATERIALS

- *Be A Better Reader* by Prentice Hall
- Assorted non-fiction texts

SUGGESTED INSTRUCTIONAL STRATEGIES

- Provide students with a variety of different reading materials of varying difficulty.
- Graphic organizers
- Independent reading
- Classroom reading and analyzing
- Lecture
- Modeling
- Reading, speed and comprehension logs
- Outlining
- Cooperative learning

SUGGESTED ASSESSMENT METHODS

- Quizzes and tests
- Response journals
- Participation
- Teacher observation
- Class work
- Initial assessment of comprehension levels in various types of materials
- Research paper
- Projects
- Cooperative learning
- Presentations