

ADVANCED READING SEMINAR

LENGTH OF TIME: ½ year, 90 minutes per day

GRADE LEVEL: 9-12 (repeatable for credit)

COURSE STANDARDS:

Students will:

1. Develop reading comprehension with self-selected and assigned readings, employing “before, during and after” reading strategies. (PA Academic Std 1.1, 1.2)
2. Use writing to understand concepts, main ideas, details, to raise questions, and to make connections while reading a wide variety of material. (PA Academic Std 1.2, 1.3)
3. Share responses in individual conferences, small and large group settings and presentations, as a means of increasing comprehension and making connections between prior knowledge and new learning. (PA Academic Std 1.6)
4. Develop critical thinking skills. (PA Academic Std 1.2, 1.3)
5. Expand vocabulary by identifying and applying a variety of vocabulary development strategies. (PA Academic Std 1.1)
6. Develop self-questioning strategies to monitor comprehension. (PA Academic Std 1.2)
7. Increase amount and variety of college level reading, both literary and research oriented. (PA Academic Std 1.3)
8. Identify personal reading strengths and weaknesses, and set goals for improvement. (PA Academic Std 1.3)
9. Develop understanding of vocabulary and reading comprehension strategies. (PA Academic Std 1.3, 1.7)

RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards with the following:

1. The student produces a response to literature that anticipates and answers a reader’s questions and recognizes possible ambiguities, nuances, and complexities, including a variety of entries in Response Journals aimed at developing their ability to understand concepts, main ideas, details, to raise questions and to make connections. Journals are due weekly with a set number of pages/entries. (Course Standard 2, 4, 6, 7, 8, 9)

2. The student will participate in a minimum number of conferences each quarter. They will draw conference topics from their journal responses to highlight developing comprehension and critical thinking. (Course Standard 3)
3. The student will develop a vocabulary by applying a variety of strategies learned in mini-lessons. They will maintain a separate vocabulary development record to be presented at least once each quarter in a conference. (Course Standard 5, 9)
4. Overall, the student could possibly read at least 10-12 books or book equivalents each semester. The quality and complexity of materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers. Student will maintain a list of all readings, self-selected and assigned, with rankings for difficulty and interest filled in for each reading. The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading of that material. (Course Standard 1, 7, 9)
5. The student reviews his or her own progress in completing work activities and adjusts priorities as needed to meet deadlines; that is, the student creates an end-of-course portfolio which will include evidence of strategies used to improve comprehension, vocabulary, variety and amount of reading. (Course Standard 1, 3, 7, 8)
6. The student will maintain a file of reading comprehension, vocabulary, and test taking strategies which will include notes on particular strategies, practice sheets, and reflections on how they attached the practice items. (Course Standard 1, 2, 5, 8, 9)
7. The student will participate in group discussions. (Course Standard 3)
8. The student will make an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter. That includes developing and presenting at least one program per quarter highlighting personal findings about authors and readings about authors. (Course Standard 3)
9. The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of grammar, paragraph structure, punctuation, sentence construction, spelling and usage. (Course Standard 2)

DESCRIPTION OF COURSE:

In this elective reading course, students will further develop college level reading and vocabulary skills. Self-selected author studies will focus on analysis of original works, critical analyses and biographical information about the author. Reading comprehension, critical thinking, and vocabulary strategies may help those students who are taking the SAT. Some reading will be completed in class, but much of the reading will be required as homework.

TITLES OF UNITS: (ongoing throughout the course)

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| 1. Portfolio Development | 1 week |
| 2. Response Journals | ongoing |
| 3. Author Studies | 1 week |
| 4. Reading Comprehension for the SAT | ongoing |
| 5. Sentence Completion for the SAT | ongoing |
| 6. Conferencing | ongoing |
| 7. Presentation Strategies | 1 week |
| 8. SSRW – Sustained Silent Reading and Writing | ongoing |

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Sustained silent reading
2. Sustained silent writing
3. Mini-lessons
4. Paired reading
5. Conferencing
6. Small group
7. Large group
8. Discussion groups
9. Self-assessment
10. Goal setting

MATERIALS:

1. A variety of board-approved novels, both in sets and individual copies
2. A variety of novels and magazines donated to the classroom library
3. Materials in the Palisades High School library
4. Teacher developed materials
5. Journals, folders
6. SAT computer programs

METHODS OF ASSISTANCE AND ENRICHMENT:

The nature of this course requires the student and teacher to identify the students' strengths and weaknesses. Information is drawn from student records and student self-assessment. Goals are set bi-weekly, evaluated and reset. Students will be encouraged to build on strengths with enrichment activities and to strengthen weaknesses with other activities.

PORTFOLIO DEVELOPMENT:

1. 25 book requirement
2. Cumulative reading list
3. Personal dictionary
4. Book reports
5. Book jackets
6. Posters

METHODS OF EVALUATION:

1. Response journal rubric
2. Presentation rubric
3. Participation as evidenced in bi-weekly goal setting letters and on task behavior
4. Written report

INTEGRATED ACTIVITIES:

1. Concepts
 - response journals
 - conferences
 - SAT work
2. Communication
 - response journals
 - conferences
 - presentations
3. Thinking/Problem Solving
 - response journals
 - conferences
 - small group activities
 - SAT work
4. Application of Knowledge
 - essays, letters, journal entries
5. Interpersonal Skills
 - small group activities
 - large group activities
 - conferences
 - sustained silent reading and writing
 - SSR/W