

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE Reading Strategies and Skills			
DISTRICT COURSE NUMBER (#0109)		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 2100	
Rationale:	Presently, there are not any classes available to 10-12th graders who require improvement in reading skills or who wish to learn strategies which will help them better comprehend reading assignments given in any class.		
Course Description that will be in the Course Directory:	This course will offer a class to those students whose grades indicate that they are not progressing towards a successful completion of competencies/high school exit exam or to those students who wish to learn successful reading techniques. Focus will be on reading in all content areas.		
How Does this Course align with or meet State and District content standards?	Textbooks used are state adopted due to their alignment with state standards. Follows objectives of Reading Improvement class in our district and adds objectives to help meet 10-12 standards in all disciplines		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Civics and Government <input type="checkbox"/> Not Core Subject <input type="checkbox"/> Economics <input type="checkbox"/> History <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Foreign Language <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Geography <input type="checkbox"/> Science		
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) <input type="checkbox"/> Tech Prep & ROP (33) <input type="checkbox"/> ROP <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03)	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input type="checkbox"/> N/A
Length of Course:	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester		
Grade Level(s):	<input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12		
Credit:	<input checked="" type="checkbox"/> Number of units: 10 <input type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements		<input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Career Technical
Prerequisites:	Reading Improvement		
Department(s):	English/Language Arts		
District Sites:	EDHS, ORHS, PHS, UMHS		
Board of Trustees COS Adoption Date:	May 17, 2011		
Textbooks / Instructional Materials:	NA		
Board of Trustees Textbook Adoption Date:	NA		

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

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UNIT/STANDARD #: Unit 1: Pre/Post Assessment

LEARNING OUTCOME: Students assess their reading level, plan goals, and assess achievement.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Become aware of their comprehension and vocabulary grade levels/percentile ranks at the start and end of the semester.</p> <p>Become aware of their reading speeds at the start and end of the semester.</p> <p>Become aware of their attitudes towards reading at the start and end of the semester</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Read and respond to a variety of fiction and non-fiction novels and articles.</p> <p>Gates-MacGinitie tests</p> <p>Jamestown Reading drills</p> <p>Estes Survey</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Scores on reading comprehension tests will improve throughout the year.</p> <p>Students have completed the required amount of pages each quarter.</p> <p>Students are able to write an accurate summary of the books they read. The reports should demonstrate understanding of the plot and themes of the novel.</p>	<p>4. What will we do if students don't learn?</p> <p>Select reading materials that are appropriate for their reading level, but will also help students in reading growth.</p> <p>5. What will we do if students already know it?</p> <p>Select materials that will continue to challenge students that are reading at or above their grade level.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Reading Comprehension (Focus on Informational Materials)

2.0 Students read and understand grade-level appropriate material.

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. Analyze the structure

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UNIT/STANDARD #: Unit 2: Graphic Organizers

LEARNING OUTCOME: Students will practice the reading strategy of using graphic organizers.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Become aware of four methods of organizing reading materials for better comprehension.</p> <p>Demonstrate understanding of four types of graphic organizers</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Presentation by the teacher with guided practice using each type of organizer.</p> <p>Students will compile a notebook showing two kinds of graphic organizers used with class material and two kinds used on materials assigned by teachers of their other classes.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Completed organizers.</p>	<p>4. What will we do if students don't learn?</p> <p>Students will complete organizers based with teacher guidance.</p> <p>5. What will we do if students already know it?</p> <p>Students will research and organize information on a topic of their choice.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

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UNIT/STANDARD #: Unit 3: Skills focus and development

LEARNING OUTCOME: Students will assess their reading weakness and make individual goals.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Improve their reading comprehension. Develop daily reading habits.</p> <p>Generate relevant questions about their reading.</p> <p>Develop critical thinking skills including recognizing main idea, making inferences, drawing conclusions, and recognizing fact from opinion.</p> <p>Connect personal experiences to their reading.</p> <p>Interact with a variety of fiction and non-fiction works.</p> <p>Explore a variety of formats through which information is presented-tables, graphs, charts, pictures or maps.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Read daily for 30 minutes.</p> <p>Participate in class discussion.</p> <p>Practice summarizing.</p> <p>Write a variety of journal responses to reading material.</p> <p>Use a variety of graphic organizers to respond to reading.</p> <p>Practice standardized reading comprehension drills.</p> <p>Use a variety of reading strategies from Reading in the Content Areas.</p> <p>Participate in a variety of lessons from Be A Better Reader to develop better reading skills.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Scores on reading comprehension tests will improve throughout the year.</p> <p>Students have completed the required amount of pages each quarter.</p> <p>Students are able to write an accurate summary of the books they read. The reports should demonstrate understanding of the plot and themes of the novel.</p>	<p>4. What will we do if students don't learn?</p> <p>Select reading materials that are appropriate for their reading level, but will also help students in reading growth.</p> <p>5. What will we do if students already know it?</p> <p>Select materials that will continue to challenge students that are reading at or above their grade level.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

- 2.3 Generate relevant questions about readings.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

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UNIT/STANDARD #: Unit 4: College/Career

LEARNING OUTCOME: Students will explore reading skills needed beyond high school

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students be able to: -understand the requirements for attending college -understand the types of programs available through college/ROP -complete an application and develop effective answers to interview questions about their qualifications for a career or college.</p> <p>Read a variety of fiction and non-fiction works about jobs and careers.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>-variety of presentations from community members about colleges/career.</p> <p>Non-fiction articles about college/career</p> <p>Non-fiction/fiction works about post high school experiences.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>-Written responses/class discussion in response to literature/ presentations. --completed job applications/interview responses -written notes/questions/charts about college and careers</p>	<p>4. What will we do if students don't learn?</p> <p>Select reading materials that are appropriate for their reading level, but will also help students in reading growth.</p> <p>5. What will we do if students already know it?</p> <p>Select materials that will continue to challenge students that are reading at or above their grade level.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

2.3 Generate relevant questions about readings on issues that can be researched.

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.