

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

COURSE TITLE <b>Reading Improvement</b>																		
DISTRICT COURSE NUMBER <b>(#0134)</b>		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) <b>2100</b>																
Rationale:	<p>The purpose of the Reading Improvement Class is to make students more strategic in their approach to reading and to help them monitor their own comprehension. Some of the active, strategic reading behaviors that will be modeled, taught, and practiced are:</p> <ul style="list-style-type: none"> <li>• accessing background knowledge</li> <li>• making predictions and hypotheses</li> <li>• relating what they read to personal experience</li> <li>• self-monitoring of comprehension</li> <li>• visualizing</li> <li>• adapting reading style and rate to reading task</li> </ul> <p>The reading program recognizes and addresses the importance of motivation in reading. Students will be encouraged to explore their attitudes and feelings about reading and adopt a more positive attitude. By ensuring success, the reading program will develop confidence in each student and a belief in his/her own ability to process and comprehend written text.</p> <p>Students will be assessed by a variety of measures, both formal and informal, to determine areas of individual strengths and weaknesses. Students will help determine, based on this information, realistic goals for improvement. One goal of the reading program is to show two years' growth on standardized reading test scores after the one year class.</p>																	
Course Description that will be in the Course Directory:	<p>This class will emphasize the development of critical analysis in reading. Self-monitoring comprehension strategies will be taught. Silent reading skills and fluency will be stressed. Attitudes about reading will be addressed and students will be encouraged to develop realistic and positive concepts of themselves as readers. The goal of the class is to make students more active, strategic readers which will promote learning in all subject areas.</p>																	
How Does this Course align with or meet State and District content standards?	<p>This is an elective class that will support students in towards their reading standards. Additionally, this class will aid students in all of their other standards by improving reading comprehension and reading speed.</p>																	
NCLB Core Subjects:	<p><i>Select up to two that apply:</i></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Arts</td> <td><input type="checkbox"/> Civics and Government</td> <td><input checked="" type="checkbox"/> Not Core Subject</td> </tr> <tr> <td><input type="checkbox"/> Economics</td> <td><input type="checkbox"/> History</td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/> English</td> <td><input type="checkbox"/> Mathematics</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foreign Language</td> <td><input checked="" type="checkbox"/> Reading / Language Arts</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Geography</td> <td><input type="checkbox"/> Science</td> <td></td> </tr> </table>			<input type="checkbox"/> Arts	<input type="checkbox"/> Civics and Government	<input checked="" 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 checked="" type="checkbox"/> Reading / Language Arts		<input type="checkbox"/> Geography	<input type="checkbox"/> Science	
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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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12																	

Credit:	<input checked="" type="checkbox"/> Number of units: <b>10</b> <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:	Two years or more below grade level in reading as measured by the 8th grade standardized test or the Gates-MacGinitie reading test	
Department(s):	English/Language Arts	
District Sites:	EDHS, ORHS, PHS, UMHS	
Board of Trustees COS Adoption Date:	May 17, 2011	
Textbooks / Instructional Materials:	NA	
Funding Source:	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.

**EDUCATIONAL SERVICES**

**Course Title: Reading Improvement (#0134)**

**TABLE OF CONTENTS**

<u>STATE CONTENT STANDARD #</u>	<u>CONTENT STANDARD/UNIT TOPIC</u>	<u>PAGE</u>
1.0, 1.1	Unit 1: <b>VOCABULARY DEVELOPMENT</b> ..... UNIT 1A: Using Context UNIT 1B: Dictionary/Thesaurus UNIT 1C: Word Analysis/Word Attack	4
1.0, 1.1, 1.2, 1.7, 2.0, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.5	UNIT 2: <b>READING COMPREHENSION</b> ..... UNIT 2A: Fact/Opinion . UNIT 2B: Inference UNIT 2C: Compare/Contrast UNIT 2D: Predictions/Hypotheses UNIT 2E: Background Knowledge UNIT 2F: Main Idea UNIT 2G: Evaluate Nature of Reading: Forming Judgement	5
2.0	UNIT 3: <b>READING HABITS</b> ..... UNIT 3A: Silent Reading Fluency UNIT 3B: Self Monitoring Comprehension Strategies UNIT 3C: Attitudes About Reading UNIT 3D: Reading At Home	8
1.3, 1.5, 2.0, 2.1, 2.6	UNIT 4: <b>STUDY SKILLS</b> ..... UNIT 4A: Test-Taking Strategies. UNIT 4B: Reference Material Use UNIT 4C: Textbook Use	10

**EDUCATIONAL SERVICES**

Department: English / Language Arts

Course Title: **Reading Improvement (#0134)**

UNIT/STANDARD #: Unit 1: VOCABULARY DEVELOPMENT

LEARNING OUTCOME: Students will develop strategies in word attack and analysis. These strategies will help students use of context clues to make meaning and enlarge their vocabulary.

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>Upon mastery of this skill, students will be able to identify the different types of context clues such as synonym, explanation through example, direct explanation, summary to assist in deciphering word meaning.</p> <p>Students will also practice strategies on how to use dictionaries and how to understand word meaning through dictionary entries.</p> <p>Student will be able to identify parts of speech, syllables, prefixes/suffixes to aid in word deciphering.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Vocabulary cards</p> <p>Before and after discussion grid</p> <p>Word logs</p> <p>Class discussion</p> <p>Dictionary work</p> <p>Teacher generated work sheet</p> <p>Vocabulary games</p> <p>Student generated sentences</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 (Gates-MacGinitie Comprehension tests).</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? 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? 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:

1.0 Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

1.1 Distinguish between the denotative and connotative meaning of words and interpret the connotative power of words.

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: English / Language Arts

Course Title: **Reading Improvement (#0134)**

UNIT/STANDARD #: Unit 2: READING COMPREHENSION

LEARNING OUTCOME: Students will develop many strategies to assist in reading comprehension.

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 will be able to</p> <ul style="list-style-type: none"> <li>- differentiate between fact and opinion</li> <li>- develop the ability to contrast characters, events, themes</li> <li>- understand the importance of inference, accessing background knowledge,</li> <li>- understand main idea in prose and theme in literature,</li> <li>- understand the predictive nature of reading, and gain insight into the evaluative nature of reading.</li> </ul>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>-Teacher explanation/modeling/ worksheets</li> <li>-Identify facts from opinions given a piece of expository writing with the use of newspapers, editorials, tabloids, and a variety of textbook passages.</li> <li>-Form opinions based on a piece of expository writing through journal writing and group discussion</li> <li><i>Reading Drills – Jamestown</i></li> <li>-Correctly answer multiple choice inference questions and give rationale for choice.                             <ul style="list-style-type: none"> <li>• Barnell-Loft Series</li> <li>• Drawing Conclusions (Level H,I,J)</li> </ul> </li> <li>- Draw conclusions/inferences in his/her own reading and provide rationale.</li> <li>- Relate their personal experience to their reading: make connections.</li> <li>-Explain what a hypothesis is and how it relates to fictional reading as well as other content area reading.                             <ul style="list-style-type: none"> <li>• SQ3R activity</li> </ul> </li> <li>- Form hypotheses and make predictions in his/her own reading.</li> <li>• Predicting outcome activities</li> </ul>	<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 (Gates-MacGinitie Comprehension tests).</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? 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? Select materials that will continue to challenge students that are reading at or above their grade level.</p>

	<ul style="list-style-type: none"> <li>• Open-ended stories</li> <li>- Predict final outcome of stories using clues and evidence from the story. <ul style="list-style-type: none"> <li>• Cloze technique</li> <li>• Journal writing</li> </ul> </li> <li>- Use all contextual clues: title, organization of text, headings and subheadings to aid in making predictions.</li> <li>• Listening/writing activities</li> <li>-Access their background knowledge of a subject before and during reading. <ul style="list-style-type: none"> <li>• Pre-reading activities</li> <li>• K-W-L strategy</li> <li>• Journal writing</li> <li>• Group discussion</li> <li>• Brainstorming</li> <li>• Setting purpose for reading</li> <li>• Self questioning</li> </ul> </li> <li>-Relate new knowledge to prior knowledge in an interactive model.</li> <li>- Choose correct main idea and theme of a reading passage on a multiple choice activity. <ul style="list-style-type: none"> <li>• Barnell-Loft Series</li> <li>• <i>Reading for Proficiency</i> – Globe Fearon: Getting the Main Idea (Level H, I, J)</li> <li>• <i>Reading Drills</i> – Jamestown</li> </ul> </li> <li>-Write about theme/main idea of his/her own reading.</li> <li>- Identify the author's purpose. <ul style="list-style-type: none"> <li>• Jamestown Publishers - Essential Skills Series</li> </ul> </li> <li>- Identify the author's purpose and tone in his/her own reading.</li> <li>-Form judgments and make evaluative statements about his/her reading and give justifications for their judgments. <ul style="list-style-type: none"> <li>• Guided journals</li> <li>• Group discussion</li> <li>• Book reports</li> <li>• Oral presentations</li> <li>• newspapers, magazines, tabloid responses</li> </ul> </li> <li>- Listen to and entertain other opinions/judgments and agree or disagree by giving justification.</li> <li>-Justify interpretations by: <ul style="list-style-type: none"> <li>• using evidence/examples from reading</li> </ul> </li> </ul>		
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	<ul style="list-style-type: none"> <li>• drawing on background knowledge</li> <li>• making inferences from reading</li> <li>• drawing analogies to similar works or personal experience</li> <li>• Various written responses</li> <li>• Higher level thinking questions</li> <li>• Class discussion</li> <li>• Book talk groups</li> </ul>		
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**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. They analyze the organizational patterns, arguments, and positions advanced.
- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 2.6 Demonstrate use of sophisticated learning tools by following technical directions.
- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

**Listening and Speaking Strategies**

- 1.0 Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning.
- 1.1 *Comprehension* – Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

**Listening and Speaking**

- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

**Literary Response**

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

**Writing Applications**

- 2.2 Write responses to literature:
  - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
  - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

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Course Title: **Reading Improvement (#0134)**

UNIT/STANDARD #: Unit 3: READING HABITS – Silent Reading Fluency

LEARNING OUTCOME: Crucial to the success of struggling readers, students will develop self-monitoring skills that assess comprehension while developing healthy reading habits.

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 will develop</p> <ul style="list-style-type: none"> <li>- fluent silent reading skills</li> <li>- reading strategies to monitor and assess comprehension</li> <li>- a daily reading habit</li> </ul>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>-Read silently for at least 20 minutes period by the end of one year.                             <ul style="list-style-type: none"> <li>• SSR (Silent Sustained Reading)</li> <li>• Student-selected reading material</li> <li>• Independent Reading Level</li> </ul> </li> <li>-Differentiate between silent reading and oral reading behaviors.                             <ul style="list-style-type: none"> <li>• Teacher modeling</li> </ul> </li> <li>-Improve silent reading rate                             <ul style="list-style-type: none"> <li>• Jamestown Publishers:                                     <ul style="list-style-type: none"> <li>- Timed Reading in Literature</li> <li>- Timed Readings</li> </ul> </li> <li>• Reading log of reading rate</li> <li>• WPM (Words Per Minute)</li> </ul> </li> <li>- Apply the concept of flexibility in reading rate to his/her own reading.                             <ul style="list-style-type: none"> <li>• Rereading</li> <li>• Reading ahead</li> <li>• Slowing down</li> <li>• Speeding up</li> </ul> </li> <li>- Engage in self questioning</li> <li>- Reread or read ahead when difficulty arises.</li> <li>- Access background knowledge.</li> </ul>	<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 (Gates-MacGinitie Comprehension tests).</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? 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? Select materials that will continue to challenge students that are reading at or above their grade level.</p>



	<ul style="list-style-type: none"> <li>• Pre-reading activities <ul style="list-style-type: none"> <li>- Select his/her own reading material based on interest.</li> </ul> </li> <li>• Reading inventory: Determine independent reading level for each student. <ul style="list-style-type: none"> <li>- Recommend and share books he/she has completed and enjoyed.</li> <li>- Read a minimum number of pages per year.</li> <li>- Students choose books that continue to challenge their ability.</li> </ul> </li> </ul> <p>Keep a daily homework reading log signed by parents.</p> <ul style="list-style-type: none"> <li>- Read to younger sibling/friends and keep a record.</li> <li>- Bring and share interesting articles/editorials from home.</li> </ul>		
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**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. They analyze the organizational patterns, arguments, and positions advanced.

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UNIT/STANDARD #: Unit 4: STUDY SKILLS – Test taking strategies

LEARNING OUTCOME: Students will gain an understanding of how to become more strategic test takers.

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 will gain an understanding of how to use reference materials in order to increase background knowledge of a subject.</p> <p>Students will gain an understanding of the structure of textbooks and how to extrapolate important information independently.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> <li>- Distinguish between the different types of questions asked on reading tests.                             <ul style="list-style-type: none"> <li>• Practice tests</li> </ul> </li> <li>- Recognize the symptoms of test anxiety and have ways of dealing with it.                             <ul style="list-style-type: none"> <li>• Concentration training; direct instruction in anxiety symptoms</li> <li>• Instruction on brain functions</li> </ul> </li> <li>- Demonstrate the ability to persevere on difficult tests.</li> <li>- Follow the directions of a test carefully.</li> <li>- Games and activities based on following directions</li> </ul> <p>Student will show mastery by selecting appropriate reference material to find needed information:</p> <ul style="list-style-type: none"> <li>• almanac</li> <li>• biography</li> <li>• encyclopedia</li> <li>• newspaper</li> <li>• directory</li> <li>• dictionary</li> <li>• thesaurus</li> </ul> <p>-Generate own questions and find answers</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 (Gates-MacGinitie Comprehension tests).</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? 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? Select materials that will continue to challenge students that are reading at or above their grade level.</p>

	<p>in content reading.</p> <ul style="list-style-type: none"> <li>- Summarize a chapter from a textbook.</li> <li>- Access existing knowledge about a subject and generate questions about what is not known. <ul style="list-style-type: none"> <li>• Prereading activities (making predictions about what the reading will be about)</li> </ul> </li> <li>-Use a variety of graphic organizers to organize information from textbooks.</li> <li>- Take notes • Cornell Note-taking Strategy</li> </ul>		
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**Content Area Standards (Please identify the source)**

<p>The students will demonstrate mastery of the following content standards:</p> <p><b>Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.0 Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.</p> <p>2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p> <p>2.6 Demonstrate use of sophisticated learning tools by following technical directions.</p> <p><b>Writing</b></p> <p>1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium.</p> <p><b>Research and Technology</b></p> <p>1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p>
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