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ABSTRACT

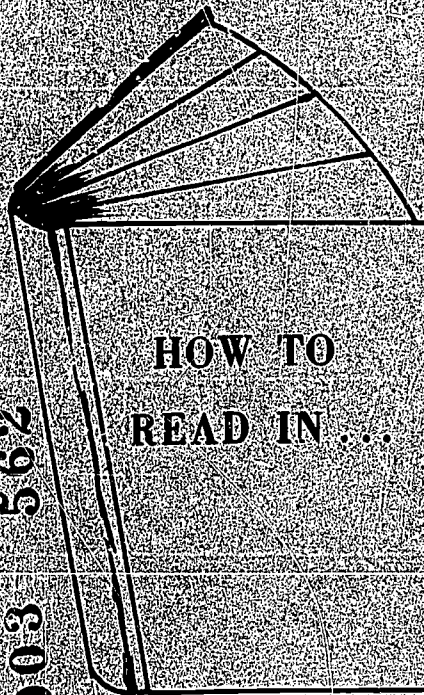
A reading program for junior-high-school students is outlined in this curriculum guide, which shows how multiple materials and approaches may be utilized to teach reading in the various curriculum areas. The program is recommended for use in the first semester of the seventh grade, the second semester of eighth grade, and as an elective in either semester of grade 9. Remedial reading students who receive small-group instruction are not included in the seventh- and eighth-grade programs. Seventh- and eighth-grade reading classes meet 55 minutes daily for a semester. Suggested time allotments are common skills, 6 weeks; social studies, 3 weeks; science, 3 weeks; literature, 4 weeks; and mathematics, 1 week. In the guide, each of the above five sections is divided into the skill areas of vocabulary, basic thought relationships (comprehension), mechanics, locating and using materials, and study skills and is further subdivided within skill areas. The guide provides the general tract for most students and alternate activities and materials for those students either deficient or proficient in reading skills. The ninth-grade program stresses individual achievement and self-motivation. A bibliography of materials and a ninth-grade student self-analysis form are included. (DH)

DEVELOPMENTAL READING

Grade 7-9

ED049899

ROCHESTER PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 435
ROCHESTER MINNESOTA



RE 003 562

... frequently
... hobby is
... you want to re-
... use their hobbies to
... on something different,
... from the cares and worries
... day or the moment. One
... his hobby GAFIA, you a well-
... in each who will be able to
... rom-It-All." many conversations and
... y to any more people. Experiences in
... several areas rather than in only one
... provide a broader under-
... Among the
... have read about the
... in which leisure time can be spent
... cannot follow all of these sugges-
... of course, but, since most of us
... a chance to choose our activities
... waste much time. How do you rate in
... this respect?

The use of some of your time during
the day is already prescribed for you.
... and sleeping hours are ex-
... have control of

... tings
... education
... government of
... determined by answ
... similar questions.

How are labor unions g
the members vote? Do they
officials? What about busin
a big corporation like
or United States S

In all of case of leisure
gove... participating and c
watching and listening
others who do and perform
but being a participant yo
necessary and important.

Your leisure and a hob
your hobby?" is a stud
asked of concerns what o
you and what they provide
raises a question: Should
spectator or should I be a
Americans have often been
being a spectator people.
movies, plays, and concer

... eventually be able
that are the best fo
This matter of c
decisions regarding
these: What shall I
reading is worthwh
shall I attend? Wh
shall I wat

MENTAL ING

9

is frequently your hobby is you want to re- use their hobbies to on something different. the cares and worries the moment. One This GAFIA you a well- Who will be able to many conversations and people. Experiences in her than in only one broader under activities. ed have read about the leisure time can be spent ow all of these sugges- but, since most of us p to choose our activities ch time. How do you rate in ct?

pe of some of your time during s already prescribed for you- and sleeping hours are ex- have control of

your make the council? What meetings? What part of education play? The government of your school determined by answers to these similar questions

How are labor unions governed? Do the members vote? Do they choose officials? What about business? A big corporation like and thousands or United States

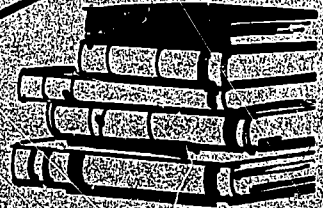
In all of use of leisure time should participating and doing as well as watching and listening. To watch others who do and perform well is good, but being a participant yourself is also necessary and important.

Your leisure and a hobby "of your hobby?" is Audying in this asked of concerns what others do for you and what they provide for you. This raises a question. Should I just be a *spectator* or should I be a *participant*? Americans have often been criticized as being a spectator people. We attend movies, plays, and concerts; we watch television, and eventually be able to choose the that are the best for you.

This matter of choice also in decisions regarding such questio these: What shall I read? What k reading is worthwhile? Which shall I attend? Which television shall I watch? Be select magazine.



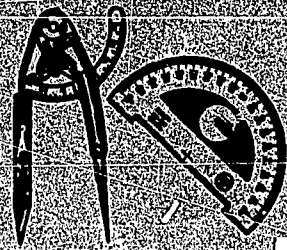
SCIENCE



LITERATURE



SOCIAL STUDIES



MATHEMATICS

ED049899

DEVELOPMENTAL READING

Grades 7 - 9

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Rochester Public Schools
Rochester, Minnesota
1969

Dr. Jennings Johnson, Principal
Central Junior High School

Dr. George Snyder, Principal
Frank B. Kellogg Junior High School

Dr. Fred M. King, Director of Instruction

MESSAGE TO TEACHERS

This reading guide for junior high school has been developed as a part of the total Rochester Public Schools K-12 reading program. In it you will find an outline of skills to be taught as well as suggestions for modifying and enriching the program, depending upon the needs of your students.

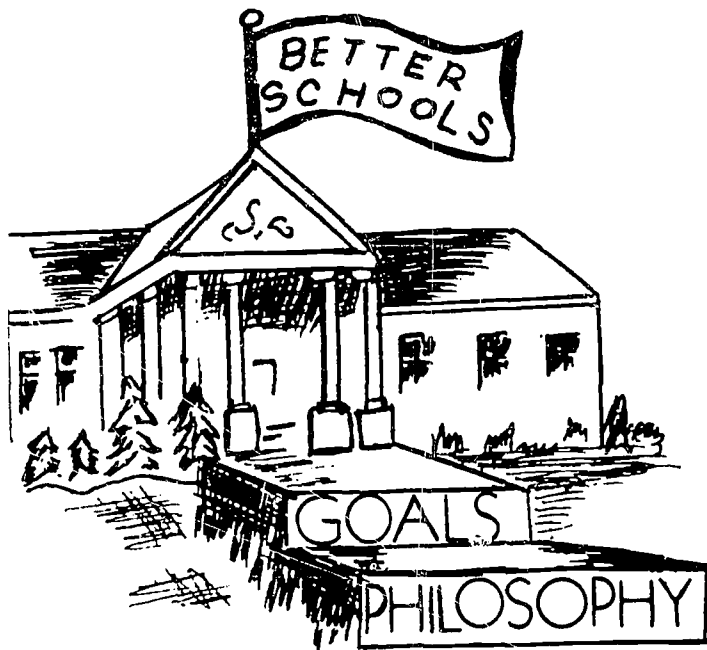
You can receive help in the use of this guide from the reading consultant or from your department chairman. Don't hesitate to visit with them about any of your concerns related to the reading program.

We are indebted to Margaret Sloan, our Reading Consultant (K-12) and the following committee for their diligence in analyzing their program and trying to put down those parts that will provide you with significant help:

Jeannette Greeley
Roberta Newer

Helen Klein
Marjorie Parker

Fred M. King
Director of Instruction



PHILOSOPHY:

"It is the philosophy of the Rochester Public Schools to set up learning experiences and situations that will enable the student to develop his whole being to the maximum of his ability."

GOALS:

The attainment of this around these goals;

- To stimulate a desire
- To help the child master learning
- To develop the ability others
- To promote emotional wholesome moral and
- To learn his capabilities
- To develop and strengthen and solve problems
- To contribute something
- To develop habits conducive to happy living
- To develop worthy use
- To develop a sympathetic awareness of the community, the nation
- To develop a civic responsible member of society
- To develop an appreciation and conservation of
- To develop self-discipline
- To develop a conscious and charm

Statement of and goals at the Summer W

GOALS:

The attainment of this philosophy centers around these goals;

- To stimulate a desire to learn
- To help the child master the basic skills of learning
- To develop the ability to work and play with others
- To promote emotional stability and strengthen wholesome moral and spiritual behavior
- To learn his capabilities and limitations
- To develop and strengthen his ability to meet and solve problems of life
- To contribute something worthwhile to society
- To develop habits conducive to healthful and happy living
- To develop worthy use of leisure time
- To develop a sympathetic understanding and an awareness of the problems of the community, the nation, and the world
- To develop a civic responsibility and be an active member of society
- To develop an appreciation for the wise use and conservation of resources
- To develop self-discipline
- To develop a consciousness of personal grace and charm

Statement of philosophy
and goals accepted by
the Summer Workshop

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INTRODUCTION TO THE GUIDE

PHILOSOPHY

Reading is a thought process through which the reader interprets the print read, and reacts according to his experiences, his emotions, and his purposes. A key to learning that enriches, modifies, and contributes to the individual's total development.

Junior high school developmental reading provides for the continuing improvement to meet the needs of the maturing individual in various situations.

Since reading is basic to educational instruction, each student must be given the opportunity to realize his maximum potential through a systematic, sequential reading program. The student must achieve independence in using reading skills and in developing self-motivation. The student is able to use his reading abilities for the benefit of society and for his own development. The ultimate success of the reading program.

PURPOSE OF THE GUIDE

This guide is designed for the use of teachers, principals, and consultants.

1. Planning the year's program.
2. Adjusting the daily instruction to each student's needs.
3. Selecting suitable materials and teaching techniques.
4. Surveying the total junior high school program to insure a systematic approach to the development of skills.

INTRODUCTION TO THE GUIDE

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the reading program.

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ar's program.

aily instruction to each student's needs.

ble materials and teaching techniques.

otal junior high school program to insure a systematic and sequential progression

EXPLANATION OF THE PROGRAM

Junior high school students are enrolled in the developmental program for one level. By enrolling seventh graders in reading classes during the first semester, remediation of handicapped readers can be completed early in the junior high school year. Students are enrolled in reading during the second semester. (Remedial reading is provided for in small-group instruction and accelerated mathematics and science students are enrolled in seventh and eighth grade program.) Ninth grade reading, offered as an elective, is provided during the second semester.

The program at the junior high level, while providing for preliminary testing and remediation of reading skills, is designed primarily to extend the higher skills of comprehension. In the seventh and eighth grade program the teacher determines the skills to be practiced. In the ninth grade student is directed in self-identification of strengths and weaknesses.

In each section, instruction must accommodate a range in ability from low average to high average. The guide, therefore, provides the general track for most students and alternate activities for those students either deficient or proficient in reading skills. Results of preliminary testing may indicate regrouping as a student tests high in one or low in another.

A student receives a grade at the end of each quarter which recognizes his attitude and initiative as well as his achievement.

ORGANIZATION OF THE PROGRAM IN THE JUNIOR HIGH SCHOOL

Place in Total School Curriculum

All areas of the school curriculum depend upon reading skills. "Developmental reading" used in this guide refers to the program directed by the developmental reading teacher in cooperation with the teachers in other subject areas. Although a special period is devoted to reading skills, the success of the developmental reading program is reflected in the way reading skills are applied in other curriculum areas.

The school library, a most valuable resource center, provides additional opportunity for students to locate, select, and organize information in relation to their reading.

Information about a student's reading ability is valuable also to counseling teachers. They, in turn, can help the reading teachers by consulting with them on their students' reading problems. This interaction and cooperation is vital to the overall success of the student.

enrolled in the developmental program for one semester at each grade in reading classes during the first semester, the testing and identification completed early in the junior high school experience. Eighth grade reading the second semester. (Remedial reading students who are provided accelerated mathematics and science students are not included in the eighth grade reading, offered as an elective, may be scheduled either

level, while providing for preliminary testing and review of basic skills to extend the higher skills of comprehension and critical thinking. The teacher determines the skills to be practiced, whereas the self-identification of strengths and weaknesses.

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JUNIOR HIGH SCHOOL

curriculum depend upon reading skills. "Developmental reading program" as a program directed by the developmental reading teachers in collaboration with other areas. Although a special period is devoted to teaching reading skills, the developmental reading program is reflected in the degree to which these skills are used in other areas.

A valuable resource center, provides additional reading material and offers help to select, and organize information in relation to their objectives.

A student's reading ability is valuable also to counselors and subject matter teachers. Help the reading teachers by consulting with them regarding a student's reading and cooperation is vital to the overall growth and development of

Arrangement of Reading Skills Program

The outline of reading skills on which this guide is based recognizes the stages of development upon entering the junior high school. The common skills are necessary to read in any material at the junior high level, while the outline of literature, mathematics, and technical materials provide opportunities for skill area.

Use of the Guide

This guide shows how multiple materials and approaches may be utilized to cover curriculum areas. It is essential that a teacher be creative in its use so that the learning experience will be enriched.

After choosing a skill and the means by which to accomplish it, the teacher should follow this pattern:

1. Establish the GOAL with the class.
2. Administer an exercise from SUGGESTED PRELIMINARY TESTING to determine the skill level of each class member.
3. Teach the skill to the class using one of the suggestions from GENERALIZING.
4. Divide the class into two or three sections on the basis of the test results into the "Modified" (below grade level); "General" (average or average above grade level) section for INDIVIDUALIZED practice.
5. Use the CULMINATING AND EXTENDING activities with the class to cover the skill to future applications.

Junior high reading teachers should become familiar with the entire Roche Elementary Reading Guide. A copy of the Elementary Reading Guide is available in each reading department.

Time Allotment

Seventh and eighth grade reading classes meet fifty-five minutes daily for the suggested time allotments for the semester. (This allows about two weeks of extra time needed.)

Common skills	6 weeks
Social studies	3 weeks
Science	3 weeks
Literature	4 weeks

ram

which this guide is based recognizes that students are at various stages of junior high school. The common skills outline represents those skills at the junior high level, while the outlines in social studies, science, and local materials provide opportunities for additional refinement in each

materials and approaches may be utilized to teach reading in the various areas that a teacher be creative in its use in order that the student's total reading be achieved.

As a means by which to accomplish it, the teacher should follow somewhat this

procedure for the entire class.
1. SUGGESTED PRELIMINARY TESTING to determine the proficiency of each

class using one of the suggestions from GROUP ORIENTATION.
Divide the class into two or three sections on the basis of the above testing. Select materials (below grade level); "General" (average or at grade level); or "Enriched" materials for INDIVIDUALIZED practice.

2. REINFORCING activities with the class to check mastery and relate skill

to become familiar with the entire Rochester Reading Program (K-12).
Guide is available in each reading department.

Classes meet fifty-five minutes daily for a semester. Following are suggestions for a semester. (This allows about two weeks of unassigned time to be used as

- Basic skills 6 weeks
- Social studies 3 weeks
- Science 3 weeks
- Spelling 4 weeks

Mathematics and other
 technical materials 1 week
 Unassigned 2 weeks

Use of Materials

To present skills in a more meaningful manner it is important to use materials that are not taught for their factual content but are presented to reinforce skills applicable to that content material. The Rochester Junior High Reading materials approach. Because of the variety of materials available, materials are provided for every classroom, but are drawn from a central location on a rotating basis.

The materials are chosen according to an individual student's strengths and needs. Each student keeps a folder of his own work to show himself and his teacher.

Because of the complexity of skills and the limited number of copies of materials, it is important that teachers exercise caution in making homework assignments. **THE BUILDING!**

Classroom instruction should follow the recommended teaching methods unless there is a justifiable reason for departing from this plan. Not all materials listed will need to be used with each group. The teacher is expected to develop interesting and purposeful lessons based on identified needs.

15

ics and other
al materials 1 week
ed 2 weeks

more meaningful manner it is important to use subject matter materials. Their factual content but are presented to reinforce the reading skills material. The Rochester Junior High Reading Program uses the multiple of the variety of materials available, class size sets are not provided drawn from a central location on a rotation basis.

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should follow the recommended teaching methods and procedures in the guide e reason for departing from this plan. Not all activities and suggestions with each group. The teacher is expected to use his training and experience purposeful lessons based on identified needs.

OUTLINE OF READING SKILLS

COMMON SKILLS

I. Vocabulary

A. Word attack

1. Basic sight vocabulary
2. Context clues
3. Phonetic clues
4. Structural clues
5. Dictionary helps

B. Word meaning

1. Basic meaning vocabulary
2. Context clues
3. Structural clues
4. Dictionary and etymology, multiple meanings, shades of meanings, and connotations

II. Basic Thought Relationships: Comprehension

A. Organization of the written material

1. Main idea
2. Related details
3. Topic or key sentences
4. Key words
5. Main topics and subtopics (supporting details)
6. Introductory paragraphs
7. Summary paragraphs

B. Organization of the ideas

1. Within the sentence
2. Within the paragraph
3. Within the selection or chapter
 - a. Sequence
 - b. Comparison-contrast
 - c. Cause-effect
 - d. Classification

C. Establishing a purpose for reading and adjusting rate

D. Reaction to material read

1. Interpretation
 - a. Using previous learnings to understand new material
 - b. Following directions

COMMON SKILLS

2. Evaluation (critical reading)
 - a. Drawing conclusions
 - b. Making inferences
 - c. Judging reliability at the source
 - d. Judging authority of the author
 - e. Separating relevant from irrelevant
 - f. Finding proof in the materials
3. Appreciation
 - a. Author's style (sarcasm, exaggeration, allusion, assumption)
 - b. Author's organization

III. Mechanics

- A. Silent reading
 1. Eliminating lip movements, whispering, and sub-vocalization
 2. Increasing eye span
 3. Decreasing fixation time
 4. Decreasing regressions
 5. Developing ability to read in phrase or thought units
 6. Adjusting rate to purpose
 - a. Skimming for ideas
 - b. Scanning for specific facts
 - c. Studying
 - d. Evaluating
 - e. Rereading
- B. Oral reading
 1. Enunciation
 2. Use of punctuation
 3. Tone, pitch, volume, and rate
 4. Overall interpretation of meaning
- C. Listening
 1. Qualities of a good listener
 - a. Attention
 - b. Courtesy
 - c. Thoughtfulness
 - d. Preparation
 - e. Patience
 2. Main types of listening
 - a. Purposeful
 - (1) Obtaining information on topic of interest
 - (2) Obtaining answer to a question

COMMON SKILLS

- (3) Forming an opinion on a topic
- (4) Following directions for doing something or going somewhere
- b. Critical
 - (1) Evaluating authority of speaker
 - (2) Recognizing fact, opinion, or both
 - (3) Agreeing or disagreeing with reason
- c. Appreciative
 - (1) Realizing values in what the speaker or play says
 - (2) Sensing the beauty of presentation

IV. Locating and Using Materials

- A. In books
 - 1. Title page
 - 2. Copyright page
 - 3. Preface
 - 4. Table of contents
 - 5. Contents (body)
 - a. Text
 - b. Aids
 - (1) Graphic
 - (2) Foot notes
 - 6. Other parts
 - a. Appendix
 - b. Glossary
 - c. Bibliography
 - d. Index
 - e. Others
- B. In pamphlets and periodicals
- C. In general references
 - 1. Encyclopedias
 - 2. Atlases
 - 3. Almanacs
 - 4. Dictionaries
 - 5. Biographical sources
 - 6. Books of quotations
- D. In libraries
 - 1. Organization.
 - a. Card catalogue
 - b. Periodical guides
 - c. Pamphlet file
 - 2. Rules

COMMON SKILLS

V. Study Skills

A. Motives

1. Self-improvement
2. Enjoyment of work
3. More free time
4. Better grades

B. Budgeting day

C. Physical setting

1. Suitable place
 - a. Light
 - b. Freedom from distraction
2. Definite time
3. Materials collected for assignments

D. Setting purposes

E. Using information

1. Note taking
 - a. Detecting clues to main facts or ideas
 - b. Marginal notes or underlining in own book
 - c. Briefing in outline form
 - d. Editing for future use
 - e. Reading to answer questions (specific purpose)
2. Outlining
 - a. Reviewing ideas - SQ3R
 - b. Main and subordinate ideas
 - c. Form of outlining - sentence or topic
3. Summarizing
4. Reporting
5. Remembering - recalling
 - a. Taking an interest in topic
 - b. Understanding subject matter
 - c. Recalling by wholes
 - d. Using several senses
 - e. Distributing study time
6. Writing examinations
 - a. Preparation
 - b. Kinds of tests
 - (1) Essay
 - (2) Objective

- c. Procedure at test period
 - (1) Reading all items first
 - (2) Underlining important words in directions
 - (3) Budgeting time
 - (4) Rereading answers

SOCIAL STUDIES

I. Vocabulary

- A. Word attack - application of common skills
- B. Word meanings
 - 1. Context
 - 2. Word parts
 - a. Roots
 - b. Prefixes
 - c. Suffixes
 - 3. Specific terms
 - a. Abstract terms
 - b. Technical vocabulary
 - c. Connotation and denotation of words as related to social studies concepts
 - 4. Evolution of words (spelling and meaning)

II. Basic Thought Relationships: Comprehension

- A. Organization of written material
 - 1. See COMMON SKILLS
 - 2. Recognizing concentration of facts
 - 3. Observing author's organizational aids
- B. Organization of ideas
 - 1. Developing an understanding of the ways ideas are presented
 - 2. Adjusting reading techniques to suit author's patterns
 - 3. Understanding social relationships
 - 4. Understanding statement and support patterns
 - 5. Understanding cause and effect relationships
 - 6. Understanding comparison and contrast
 - 7. Understanding chronological or sequential order
 - 8. Understanding time-space relationships

SOCIAL STUDIES SKILLS

- C. Establishing a purpose for reading and adjusting rate
 - 1. SQ3R or a similar study plan
 - 2. Adjusting rate to purpose

- D. Reaction to material read
 - 1. Interpretation
 - a. Factual recall
 - b. Conceptual - synthesizing details for generalization
 - c. Extentional - using related matter from mass media
 - d. Associational - relating previous experiences to new situations
 - e. Visual identification in geographical and historical settings.
 - 2. Evaluation and critical reading
 - a. Separating relevant from irrelevant facts
 - b. Distinguishing fact from opinion
 - c. Wariness of author bias and prejudice
 - d. Recognizing persuasion techniques including propaganda
 - e. Perspective in relation to chronology
 - 3. Appreciation
 - a. Enjoying the method of presentation
 - b. Developing selectivity in social studies reading
 - c. Savoring the tone and style of historical writings

III. Mechanics

- A. Silent
 - 1. Adjusting rate to purpose
 - 2. Rereading for needed details
 - 3. Scanning for information

- B. Oral
 - 1. Reinforcing silent reading
 - 2. Verifying facts
 - 3. Sharing independent reading
 - 4. Group reading (choral, drama)

- C. Listening
 - 1. For information from teacher and students
 - 2. To learn from audio aids
 - 3. For appreciation

IV. Locating and Using Materials

- A. In books

SOCIAL STUDIES SKILLS

1. Parts of books
 - a. Glossary
 - b. Appendix
 - c. Bibliography
 - d. Index
2. Aids peculiar to social studies
 - a. Political cartoons
 - b. Time lines
 - c. Other visual aids (maps, charts, graphs, tables, diagrams)

B. In pamphlets and periodicals

C. In general references

1. Encyclopedias - general and historical
2. Biographical dictionaries
3. Almanacs
4. Atlases and gazetteers

D. In libraries - checking resource materials

1. Card catalog
2. Periodical guides
3. Pamphlet file

- V. Study skills - refer to parallel section in COMMON SKILLS (stress outlining to prepare for eighth grade)

SCIENCE

I. Vocabulary

A. Word attack - application of common skills

B. Word meaning - specialized usage

1. Context
2. Word parts
 - a. Roots
 - b. Prefixes
 - c. Suffixes
3. Symbols, signs, and abbreviations

SCIENCE SKILLS

II. Basic Thought Relationships: Comprehension

- A. Structure of written material
 - 1. Selecting main ideas
 - a. Details
 - b. Phrases
 - c. Clauses
 - 2. Noting punctuation
 - 3. Interpreting formulas and equations
 - 4. Classification
- B. Organization of ideas
 - 1. Recognizing continuity
 - 2. Arranging in proper sequence
 - 3. Selectively chosen items
 - 4. Visualizing problem
 - 5. Structuring proof
 - 6. Awareness of inter-relationships
- C. Establishing purpose for reading selection
 - 1. SQ3R or a similar plan
 - 2. Adjusting rate to purpose
- D. Reaction to material read
 - 1. Interpretation
 - a. Factual recall
 - b. Inductive and deductive reasoning
 - c. Extension to related data
 - d. Relating previous knowledge to new situations
 - e. Visualizing possible results
 - 2. Evaluation and critical reading
 - a. Separating relevant from irrelevant facts
 - b. Distinguishing fact from theory
 - c. Distinguishing fact from opinion
 - d. Judging reliability of a source
 - e. Drawing inferences and conclusions
 - f. Determining cause and effect
 - g. Sensing time and space relationships
 - 3. Appreciation
 - a. Aesthetic
 - b. Relation to a person's life
 - c. Origins and history
 - d. Speculation toward the future

SCIENCE SKILLS

III. Mechanics

A. Silent

1. Adjusting rate to purpose
2. Rereading for specific purposes
 - a. Detail
 - b. Sequence
 - c. Classification

B. Oral - see COMMON SKILLS

C. Listening

1. For information from teacher and students
2. To learn from audio aids
3. For appreciation

IV. Locating and Using Materials

A. In books

1. Parts of books
 - a. Glossary
 - b. Appendix
 - c. Bibliography
 - d. Index
2. Aids peculiar to science
 - a. Headings and subheadings
 - b. Visual aids
 - c. Chapter aids

B. In pamphlets and periodicals

C. In general references

1. Encyclopedias - general and scientific
2. Almanacs

D. In libraries

1. Card catalog
2. Periodical guides
3. Pamphlet file

V. Study Skills - refer to parallel section in COMMON SKILLS (stress outlining)

LITERATURE

I. Vocabulary

- A. Word attack
- B. Word meaning
 - 1. Context
 - 2. Etymology
 - 3. Descriptive language
 - a. Idioms
 - b. Informal English
 - c. Dialect
 - d. Literary allusions
 - e. Figures of speech

IV. Basic Thought Relationships: Comprehension

- A. Organization of written materials
- B. Organization of ideas
 - 1. Plot structure
 - a. Point of view (notice the tense and person)
 - (1) Audience
 - (2) Author
 - (3) Omniscient
 - b. Conflict
 - c. Comparison-contrast
 - d. Sequence
 - e. Cause and effect
 - f. Time-spatial relationships
 - 2. Character study
 - 3. Social relationships
- C. Establishing a purpose for reading and adjusting rate
- D. Reaction to material read
 - 1. Interpreting at several levels
 - a. Simple recall
 - b. Associative
 - c. Apperceptive - relating past experiences
 - d. Integrative

LITERATURE SKILLS

2. Evaluating critically
 - a. Selection
 - (1) Detecting author bias
 - (2) Reading controversial material
 - (3) Finding author's purpose
 - (4) Satisfying the reader's purpose
 - b. Significance (through self-application)
3. Appreciation
 - a. Aesthetic involvement
 - b. Author's style, purpose, technique
 - c. Discrimination in choice of books
 - d. Appreciation of many kinds of books

III. Mechanics

- A. Silent reading
- B. Oral reading
 1. Develop competency in reading prose, poetry, and drama
 2. Develop effective reader - audience relationship
- C. Listening

IV. Locating and using materials

- A. In books
 1. Parts of books
 - a. Table of contents
 - b. Index of titles
 - c. Index of authors
 - d. Index of first lines
- B. In pamphlets and periodicals
- C. In general reference
 1. Dictionaries
 2. Anthologies
 3. Books of quotations
 4. Maps and atlases
- D. In library
 1. Card catalog
 2. Reader's guides

V. Study skills - refer to parallel section in COMMON SKILLS

MATHEMATICS AND OTHER TECHNICAL MATERIALS

I. Vocabulary

- A. Word attack - application of common skills
- B. Word meaning - specialized usage
 - 1. Context
 - 2. Word parts
 - a. Roots
 - b. Prefixes
 - c. Suffixes
 - 3. Symbols, signs, and abbreviations

II. Basic Thought Relationships: Comprehension

- A. Organization of written material
 - 1. Mathematical sentence
 - a. Equations
 - b. Formulas
 - c. Inequations
 - d. Others
 - 2. Problem analysis
 - a. Structure of the question
 - b. Main idea
 - (1) Details
 - (2) Phrases
 - (3) Clauses
 - c. Punctuation
 - 3. Problem attack
- B. Organization of ideas
 - 1. Continuity
 - 2. Proper sequence
 - 3. Selectively chosen items
 - 4. Visualizing problem
 - 5. Structuring proof
- C. Purpose for reading selection
- D. Reaction to material read
 - 1. Interpretation
 - a. Determining significance of the question
 - b. Separating extraneous and irrelevant facts

MATHEMATICS AND OTHER TECHNICAL MATERIALS SKILLS

- c. Determining meaning of questions and complying
- d. Interpreting charts, graphs, tables, and diagrams
- e. Charting information for problem solution
- 2. Evaluation and critical reading
 - a. Comparison of quantities
 - b. Time and space relationships
 - c. Reasonable answers
- 3. Appreciation
 - a. Origins and history of subject
 - b. Biographies of important people in area
 - c. Application of area to current problems
 - d. Recognition of rational basis for concepts and processes
- E. Application by wider reading in the area

III. Mechanics

- A. Silent
 - 1. Adjusting rate to purpose
 - 2. Rereading for needed details
- B. Oral - to reinforce silent reading
- C. Listening - for information given orally in demonstrations

IV. Locating and Using Materials

- A. Books - for verification
- B. Library
 - 1. General references
 - 2. Selected materials from periodicals
 - 3. Manuals
 - 4. Occupational books
 - 5. Vocational pamphlets
 - 6. Recreational reading
 - 7. "Do it yourself" materials

- V. Study Skills - refer to parallel section in COMMON SKILLS

**ACTIVITIES
AND
MATERIALS**

Grade 7 and 8

COMMON SKILLS

COMMON SKILLS	Modified	General		
I. Vocabulary A. Word-attack 1. Basic sight vocabulary	<p><u>Goal:</u> To increase the stock of words recognized on sight (should)</p> <p>SUGGESTED PRELIMINARY TESTING FOR VOCABULARY LEVEL:</p> <p>Ask each student to pronounce five words as fast as possible. <u>Pollock Word List</u> <u>Dolch 220 Basic Sight Vocabulary</u> <u>Phonics We Use Book F, Helmkamp</u> <u>Durrell Word Lists (Supplement)</u></p> <p>GROUP ORIENTATION:</p> <p>Ten words on chalkboard - ten-second exposure - student reproduce Game: "Teakettle"</p> <ol style="list-style-type: none"> 1. One student leaves the room. 2. Group chooses pair of homonyms. 3. Student returns and tries to guess the pair of homonyms substituting "teakettle" for homonym in sentence. Ex.: "teakettle". (pail) You look "teakettle" this morning. <p>INDIVIDUALIZED:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <u>Dolch 220 Basic Sight Vocabulary</u> <u>Webster Word Wheels Flash-X</u> <u>Phonics We Use Book F, Helmkamp. Homonyms pp. 63, 64; homographs p. 119</u> <u>Reader's Digest Skill Builders Level 4 Part 3</u> Key words to stories Building vocabulary pp. 10, 37, 63, 77, 118, 133 </td> <td style="vertical-align: top; width: 50%; border-left: 1px solid black;"> <u>Basic Reading Skills for Junior High Use, Gray, pp. 7, 94</u> <u>Reader's Digest Advanced Reading Skill Builders Book One pp. 22, 102, 116; Book Two p. 41</u> <u>Reading With Purpose, Leavell.</u> Sight vocabulary </td> </tr> </table>		<u>Dolch 220 Basic Sight Vocabulary</u> <u>Webster Word Wheels Flash-X</u> <u>Phonics We Use Book F, Helmkamp. Homonyms pp. 63, 64; homographs p. 119</u> <u>Reader's Digest Skill Builders Level 4 Part 3</u> Key words to stories Building vocabulary pp. 10, 37, 63, 77, 118, 133	<u>Basic Reading Skills for Junior High Use, Gray, pp. 7, 94</u> <u>Reader's Digest Advanced Reading Skill Builders Book One pp. 22, 102, 116; Book Two p. 41</u> <u>Reading With Purpose, Leavell.</u> Sight vocabulary
<u>Dolch 220 Basic Sight Vocabulary</u> <u>Webster Word Wheels Flash-X</u> <u>Phonics We Use Book F, Helmkamp. Homonyms pp. 63, 64; homographs p. 119</u> <u>Reader's Digest Skill Builders Level 4 Part 3</u> Key words to stories Building vocabulary pp. 10, 37, 63, 77, 118, 133	<u>Basic Reading Skills for Junior High Use, Gray, pp. 7, 94</u> <u>Reader's Digest Advanced Reading Skill Builders Book One pp. 22, 102, 116; Book Two p. 41</u> <u>Reading With Purpose, Leavell.</u> Sight vocabulary			

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
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to increase the stock of words recognized on sight (should be taught in every lesson)

PRELIMINARY TESTING FOR VOCABULARY LEVEL:

Each student to pronounce five words as fast as possible.

- Word List
- 220 Basic Sight Vocabulary
- Words We Use Book F, Helmkamp
- Word Lists (Supplement)

PRESENTATION:

Words on chalkboard - ten-second exposure - student reproduces in writing "Teakettle"
 The student leaves the room.
 Group chooses pair of homonyms.
 Student returns and tries to guess the pair of homonyms as group uses sentences substituting "teakettle" for homonym in sentence. Ex.: I carried water in a teakettle". (pail) You look "teakettle" this morning. (pale).

MATERIALS:

220 Basic Sight Vocabulary
Word Wheels
Words We Use Book F,
 Helmkamp. Homonyms pp. 63,
 Biographies p. 119
Reader's Digest Skill
Builders Level 4 Part 3
 Words to stories
 Sight vocabulary
 pp. 37, 63, 77, 118,

Basic Reading Skills for Junior
High Use, Gray, pp. 7, 94
Reader's Digest Advanced Reading
Skill Builders Book One pp.
 22, 102, 116; Book Two p. 41
Reading With Purpose, Leavell,
 Sight vocabulary

Reader's Digest Educational
Edition, "Think Through An-
alogies" (1967 issues easi-
 est and best)
Reading for Significance,
 Leavell. Sight vocabulary
 p. 51
 Student encouraged to keep
 individual notebook of new
 words.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
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FURTHER TESTING:

- Botel Reading Inventory - Silent and Listening
- Stanford Vocabulary Tests
- Reader's Digest Vocabulary Tests (enriched program)

GROUP ORIENTATION:

Ten words on chalkboard from a subject area (Be A Better Reader IV) - ten-second exposure student reproduces in writing.
 Spelling, pretest using 100 Spelling Demons - choose ten or twenty. After correction list on board for posttest. Use several times during the semester. (See supplement)

INDIVIDUALIZED:

Hand made tachistoscope,
 Harris, p. 208
Basic Reading Skills for
 Junior High Use, Gray,
 sight vocabulary p. 7

(See also seventh grade.)

Advanced Skills in Reading 2
 Gainsburg. Homographs pp. 63-65
Reader's Digest Advanced Read-
 ing Skill Builders Book Three,
 Sight vocabulary pp. 76, 83,
 101, 114, 124, 133, 134, 160
Book Four, sight vocabulary
 pp. 93, 94, 131, 143, 159, 160
 Homographs p. 160
New Horizons 2, Brewton, pp. 64,
 208

Reader's Digest Edition
Edition, "It Pays
 to Increase Your Word Power"
 (any issue)
New Horizons 3, Brewton,
 pp. 70, 267, 268
 Student encouraged to use
 individual notebook for
 words.

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES

NOTES & EVALUATIONS

Durrell, Improving Reading Instruction

Gleason and Colvin, Words Most Often Misspelled and Mispronounced

Harris, How to Increase Reading Ability

Kottmeyer, Teacher's Guide for Remedial Reading

Miller, Word Book

Shefter, 6 Minutes A Day to Perfect Spelling

- Silent and Listening

Spelling Tests (enriched program)

from a subject area (Be A Better Reader IV) - ten-second exposure - writing.

100 Spelling Demons - choose ten or twenty. After correction leave rest. Use several times during the semester. (See supplement.)

Advanced Skills in Reading 2
Gainsburg. Homographs pp. 63-65
Reader's Digest Advanced Reading Skill Builders Book Three,
Sight vocabulary pp. 76, 83,
101, 114, 124, 133, 134, 160
Book Four, Sight vocabulary
pp. 93, 94, 131, 143, 159, 160
Homographs p. 160
New Horizons 2, Brewton, pp. 64,
208

Reader's Digest Educational Edition, "It Pays to Increase Your Word Power" (any issue)
New Horizons 3, Brewton, pp. 70, 267, 268
Student encouraged to keep individual notebook of new words.

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS

Modified

General

Conquests in Reading,
Kottmeyer, pp. 6, 11,
17, 23, 28

CULMINATING AND EXTENDING:

Teacher check individual
student.

Class discussion
Recheck graded vocabulary.

2. Context clues

Goal: To improve the skill in using the rest of the sentence to

SUGGESTED PRELIMINARY TESTING:

Informal discussion to determine understanding of words which
have different pronunciation, meaning, and derivation.

GROUP ORIENTATION:

Put five words on the board. Discuss how pronunciation change
word (homographs). Ex.: bass, refuse, lead, content, object,
Divide class into four groups to find as many examples as possible.
Then share by discussion with the total group.

INDIVIDUALIZED:

Reading With Purpose,
Leavell, pp. 81, 91
Phonics We Use Book F,
Helmkamp, p. 119

Advanced Skills in Reading 1,
Gainsburg, pp. 66-68
Reading With Purpose, Leavell,
pp. 81, 91

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
<p>ests in Reading, eyer, pp. 6, 11, , 28</p> <p>TING AND EXTENDING:</p> <p>er check individual nt.</p>	<p>Class discussion Recheck graded vocabulary.</p>	<p>Student keeps progress report on analogies. Teach- er checks individual student.</p>

To improve the skill in using the rest of the sentence to determine pronunciation.

ED PRELIMINARY TESTING:

mal discussion to determine understanding of words which are spelled alike but which
different pronunciation, meaning, and derivation.

RIENTATION:

ive words on the board. Discuss how pronunciation changes with the use of the
(homographs). Ex.: bass, refuse, lead, content, object, wind.
e class into four groups to find as many examples as possible in a limited time.
share by discussion with the total group.

UALIZED:

<p>ng With Purpose, 11, pp. 81, 91 cs We Use Book F, amp, p. 119</p>	<p><u>Advanced Skills in Reading 1</u>, Gainsburg, pp. 66-68 <u>Reading With Purpose</u>, Leaveil, pp. 81, 91</p>	<p>Start a collection of homo- graphs. Work in teams and share with the class.</p>
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ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
<p>CULMINATING AND EXTENDING:</p> <p>(similar to seventh grade)</p>	<p><u>Reader's Digest Educational Edition</u>, "Think Through Analogies" 1964 and 1965, 1965 and 1966 September 1964 and May 1966 - homographs</p> <p>Class discussion Posttest Retest with any form of Botel or Stanford vocabulary tests.</p>	

SUGGESTED PRELIMINARY TESTING:

Refer to seventh grade.

GROUP ORIENTATION:

Put two sentences on the board as examples to point out different pronunciations of use changes them. Ex.: Mr. Smith conducts the orchestra. The conduct of the boys admired.

INDIVIDUALIZED:

Advanced Skills in Reading 1, Gainsburg, pp. 66-68

Advanced Skills in Reading 2, Gainsburg, pp. 64-66
Basic Reading Skills for Senior High Use, Monroe, pp. 40-49

Give ten-minute 1- write as many home possible. Then sh- lection with group Game: "Pair-off" - selects a pair of uses one in a sent may challenge anyo group to use the p in a sentence with time limit. If gu successful, he bec challenger.

ACTIVITES AND MATERIALS - GRADE 8

General

Enriched

Reader's Digest Educational Edition, "Think Through Analogies"
1964 and 1965, 1965 and 1966
September 1964 and May 1966 -
homographs

Class discussion
Posttest
Retest with any form of Botel
or Stanford vocabulary tests.

RESOURCES
NOTES & EVALUATIONS

Bammon, Reading Instruction in the Secondary Schools

McKee, The Teaching of Reading in the Elementary School

Strang, Making Better Readers, pp. 133-135

Strang, McGullough, and Traxler, The Improvement of Reading, p. 127

Smith, Reading Instruction for Today's Children, p. 183

ard as examples to point out different pronunciations of words as Smith conducts the orchestra. The conduct of the boys was

1, Advanced Skills in Reading 2, Gainsburg, pp. 64-66
Basic Reading Skills for Senior High Use, Monroe, pp. 40-49

Give ten-minute limit to write as many homographs as possible. Then share collection with group or class. Game: "Pair-off" - student selects a pair of words and uses one in a sentence. He may challenge anyone in his group to use the paired word in a sentence within a given time limit. If guesser is successful, he becomes the challenger.

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General
3. Phonetic clues	CULMINATING AND EXTENDING:	
	Continue to teach as opportunity arises.	
Goal: To review and extend the student's ability to use consonants, to unlock increasingly difficult words.		
SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:		
Pronounce a list of words similar in sound and ask students to write (beginning or ending) consonants. Follow same procedure for vowels. Vary and pair paired words: pen-pin, set-sit.		
<u>Phonics We Use Book F</u> , Helmkamp		
Consonants, p. 1		
Vowels, p. 27		
Digraphs, p. 31		
Diphthongs, p. 83 (see also inside cover)		
INDIVIDUALIZED:		
<u>Phonics We Use Book F</u> , Helmkamp. Blends, vowels, digraphs, diphthongs <u>Conquests in Reading</u> , Kottmeyer <u>Reading With Purpose</u> , Leavell, p. 1-18 <u>Spelling Magic II</u> , Kott- meyer, pp. 1-18		<u>Be A Better Reader I and II</u> , Smith. Consonants, vowels, blends. <u>Basic Reading Skills for Junior</u> <u>High Use</u> , Gray. Consonants, blends, vowels. <u>Reading With Purpose</u> , Leavell, p. 100
CULMINATING AND EXTENDING:		
Pronounce an alternate list of words as suggested in the preliminary testing. Record the names of students needing further help on particular words. Check on written work.		
4. Structural clues	Goal: To refine the student's use of word parts as a basis for word analysis.	

ACTIVITIES AND MATERIALS - GRADE 7

Modified	1	General	Enriched
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ING AND EXTENDING:

ue to teach as opportunity arises.

review and extend the student's ability to use consonants, blends, and vowels
unlock increasingly difficult words.

D PRELIMINARY TESTING AND GROUP ORIENTATION:

nce a list of words similar in sound and ask students to write beginning (or middle,
ing) consonants. Follow same procedure for vowels. Vary activity by pronouncing
words: pen-pin, set-sit.
s We Use Book F, Helmkamp
onants, p. 1
ls, p. 27
aphs, p. 31
thongs, p. 83 (see also inside cover)

ALIZED:

<p>s We Use Book F, mp. Blends, vowels, hs, diphthongs sts in Reading, yer g With Purpose, l, p. 1-18 ng Magic II, Kott- pp. 1-18</p>	<p>Be A Better Reader I and II, Smith. Consonants, vowels, blends. <u>Basic Reading Skills for Junior High Use</u>, Gray. Consonants, blends, vowels. <u>Reading With Purpose</u>, Leavell, p. 100</p>	<p>Use materials already listed. <u>Reading for Significance</u>, Leavell, p. 150</p>
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ING AND EXTENDING:

nce an alternate list of words as suggested in the preliminary testing activities.
d the names of students needing further help on particular word elements. Constant
on written work.

o refine the student's use of word parts as a basis for word attack

ACTIVITIES AND MATERIALS - GRADE 8

Modified

General

Enriched

CULMINATING AND EXTENDING:

Follow up in other reading selections and periodically check for new pairs.

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Refer to seventh grade.

INDIVIDUALIZED:

New Horizons 1, Brewton.
Teacher's Manual, pp. 102-
106

New Horizons 2, Brewton.
Teacher's Manual, pp. 107-
108

Basic Reading Skills
High School Use, Mc
pp. 17-19, 50, 55-5

CULMINATING AND EXTENDING:

Refer to seventh grade.

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

g selections and periodically check for new pairs.

NG AND GROUP ORIENTATION:

New Horizons 2, Brewton.
Teacher's Manual, pp. 107-
108

Basic Reading Skills for
High School Use, Monroe,
pp. 17-19, 50, 55-57

RESOURCES

NOTES & EVALUATIONS

Betts, Foundations
of Reading Instruc-
tion

Durrell, Improving
Reading Instruction

Harris, How to In-
crease Reading
Ability

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS

Modified

General

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Visual approach - write several four- or five-syllable words on syllables. (Recognize affixes including inflectional endings.)
 Auditory approach - pronounce multisyllabic words. Ask students syllables heard. Tap out syllables and/or consult dictionary. (Including inflectional endings.)
Basic Reading Skills for Junior High School Use, Gray, p. 172 (S

INDIVIDUALIZED:

Reader's Digest Skill Builders Level 4 Part 3. Prefixes and suffixes, pp. 88-89
Webster Word Wheels Spelling Magic II, Kottmeyer, pp. 26-33
 Syllabication and accent, pp. 35, 44.

Be A Better Reader I, Smith. Rules, pp. 41, 55; prefixes and suffixes, p. 98.
Reader's Digest Advanced Skill Builders Book Two, p. 47
Reading With Purpose, Leavell, p. 172
Advanced Skills in Reading I, Gainsburg. Word parts, pp. 73 - 92

CULMINATING AND EXTENDING:

Pronounce several multisyllabic words. Have students write num

5. Dictionary helps

Goal: To refine the use of diacritical marking and phonetic spelling pronunciation.

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Write several phonetically spelled words on the board. Have students spelling on paper. Ex.: bēds (beads), kūbz (cubes).
Basic Reading Skills for Junior High Use, Gray, p. 173.
Reader's Digest Advanced Skill Builders Book Two, p. 39.

ACTIVITIES AND MATERIALS - GRADE 7

Modified

General

Enriched

PRELIMINARY TESTING AND GROUP ORIENTATION:

Visual approach - write several four- or five-syllable words on the board to divide into syllables. (Recognize affixes including inflectional endings.)

Auditory approach - pronounce multisyllabic words. Ask students to write number of syllables heard. Tap out syllables and/or consult dictionary. (Recognize affixes including inflectional endings.)

See Reading Skills for Junior High School Use, Gray, p. 172 (Survey Test II:A-F)

QUALIFIED:

Reader's Digest Skill Builders Level 4. Part
Prefixes and suffixes, pp. 88-89
Letter Word Wheels
Spelling Magic II, Meyer, pp. 26-33
Spelling and Pronunciation, pp. 35, 44.

Be A Better Reader I, Smith. Rules, pp. 41, 55; prefixes and suffixes, p. 98.
Reader's Digest Advanced Skill Builders Book Two, p. 47
Reading With Purpose, Leavell, p. 172
Advanced Skills in Reading 1, Gainsburg. Word parts, pp. 73 - 92

Be A Better Reader II, Smith. Syllables, pp. 40, 41, 54, 55, 69; prefixes, suffixes, roots, p. 58; accents, p. 70

REINFORCING AND EXTENDING:

Pronounce several multisyllabic words. Have students write number of syllables heard.

Use to refine the use of diacritical marking and phonetic spelling in determining pronunciation.

PRELIMINARY TESTING AND GROUP ORIENTATION:

Write several phonetically spelled words on the board. Have students write correct spelling on paper. Ex.: bēds (beads), kūbz (cubes).

See Reading Skills for Junior High Use, Gray, p. 173.

See Reader's Digest Advanced Skill Builders Book Two, p. 39.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
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SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Ask a student to write a word of more than three syllables on the board and challenge classmate to divide it into syllables within a time limit.
Basic Reading Skills for High School Use, Monroe, p. 174 (Survey Test II:A-F)

INDIVIDUALIZED:

(Refer to seventh grade.)

Advanced Skills in Reading 2,
 Gainsburg. Word parts in
 Chapter 4.
Be A Better Reader III, Smith.
 Accents, pp. 58, 59, 74, 75.

Basic Reading Skills
 High School Use,
 Syllables and acc
 pp. 84-92, 148-14
 Dictionary, p. 11

CULMINATING AND EXTENDING:

Put some structurally consistent words on the board. Have students divide by rule (written or oral). Ex.: summer, meter, cable, beckon, perform, singing

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Ask student volunteers to write phonetic spelling of given word on the board. Ex.: police (polēs'), steam (stēm), cook (kōok), stickler (stik'lar)
Basic Reading Skills for High School Use, Monroe, p. 175

ACTIVITIES AND MATERIALS - GRADE 8

RESOURCES
NOTES & EVALUATIONS

General

Enriched

INDIVIDUAL AND GROUP ORIENTATION:

Word of more than three syllables on the board and challenge a student to divide into two or three syllables within a time limit.
High School Use, Monroe, p. 174 (Survey Test II:A-F)

Advanced Skills in Reading 2,
Gainsburg. Word parts in
Chapter 4.

Be A Better Reader III, Smith.
Accents, pp. 58, 59, 74, 75.

Basic Reading Skills for
High School Use, Monroe.
Syllables and accents,
pp. 84-92, 148-149
Dictionary, p. 119

Consistent words on the board. Have students divide by rule (written
center, cable, beckon, perform, singing)

INDIVIDUAL AND GROUP ORIENTATION:

Write phonetic spelling of given word on the board. Ex.: owl (ou^l),
c^ook (k^{oo}k), stⁱckler (stⁱk'lar)
High School Use, Monroe, p. 175

Smith,
Reading Instruction
for Today's Children

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS

Modified

General

INDIVIDUALIZED:

Phonics We Use Book F,
Helmkamp, pp. 43, 45,
72, 107
Spelling Magic 2, Kott-
meyer, pp. 46-56

Basic Reading Skills for Junior
High Use, Gray, pp. 39, 41, 42
Be A Better Reader I, Smith,
p. 38
Advanced Skills in Reading 1,
Gainsburg, pp. 249-254

CULMINATING AND EXTENDING:

Ask students to write phonetic spellings as teacher pronounces
has (hăz), knee (nē), write (rīt), ocean (ō'shən), giant (jī-
wrinkle (rĭnk'l), (rĭnk'əl)

- B. Word Meaning
1. Basic meaning
vocabulary

Goal: To build a larger, meaningful sight vocabulary.

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Botel Word Opposites Test
Stanford Vocabulary Tests

INDIVIDUALIZED:

Phonics We Use Book F,
Helmkamp. Synonyms p. 56,
antonyms p. 60, meanings
p. 96
Conquests in Reading,
Kottmeyer, pp. 105, 111,
116, 119, 122, 125

Basic Reading Skills for Junior
High Use, Gray, pp. 9, 71
Advanced Skills in Reading 1,
Gainsburg, p. 231
Be A Better Reader I, Smith,
pp. 111, 112

CULMINATING AND EXTENDING:

- Game: Unseat Me, Please! (Synonyms, antonyms, or homonyms and
1. Divide the class into two teams.
2. Teacher chooses category (synonyms) and first word.

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
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DUALIZED:

<p><u>Words We Use Book F</u>, Kamp, pp. 43, 45, 107 <u>Living Magic 2</u>, Kott- er, pp. 46-56</p>	<p><u>Basic Reading Skills for Junior High Use</u>, Gray, pp. 39, 41, 42 <u>Be A Better Reader I</u>, Smith, p. 38 <u>Advanced Skills in Reading 1</u>, Gainsburg, pp. 249-254</p>	<p><u>Be A Better Reader II</u>, Smith, p. 29</p>
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ENRICHING AND EXTENDING:

Have students to write phonetic spellings as teacher pronounces words. Ex.: cat (kăt),
(hăz), knee (nē), write (rīt), ocean (ō'shən), giant (jī'ənt), flight (flīt),
ringle (rīnk'l), (rīnk'əl)

To build a larger, meaningful sight vocabulary.

PRELIMINARY TESTING AND GROUP ORIENTATION:

- 1 Word Opposites Test
- 100 Word Vocabulary Tests

DUALIZED:

<p><u>Words We Use Book F</u>, Kamp, synonyms p. 56, antonyms p. 60, meanings p. 65 <u>Questions in Reading</u>, Meyer, pp. 105, 111, 119, 122, 125</p>	<p><u>Basic Reading Skills for Junior High Use</u>, Gray, pp. 9, 71 <u>Advanced Skills in Reading 1</u>, Gainsburg, p. 231 <u>Be A Better Reader I</u>, Smith, pp. 111, 112</p>	<p><u>Reading for Significance</u>, Leavell, p. 330 <u>Be A Better Reader II</u>, Smith, pp. 111, 112</p>
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ENRICHING AND EXTENDING:

- 6 Unseat Me, Please! (Synonyms, antonyms, or homonyms and heteronyms)
Divide the class into two teams.
Teacher chooses category (synonyms) and first word.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enrichment
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INDIVIDUALIZED:

Refer to seventh grade

Be A Better Reader III, Smith,
pp. 75, 102
Word Wealth Junior, Miller

Basic Reading Skills
High School Use
pp. 59, 91, 104.
Be A Better Reader
Smith, pp. 22-26
Word Wealth Junior

CULMINATING AND EXTENDING:

Write ten phonetically spelled words on the board. Ask students to write correct spelling.
Ex.: phōtōgrāf, plēzhur, garāzh, stēthāskōp, rētāl.

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Reader's Digest Vocabulary Tests
Hotel Word Opposites Tests
Metropolitan Advanced Vocabulary Tests

INDIVIDUALIZED:

Refer to seventh grade.

Advanced Skills in Reading 2,
Gainsburg, pp. 77-79, 194
Be A Better Reader III, Smith,
pp. 60, 61

Be A Better Reader
Smith, p. 75

CULMINATING AND EXTENDING:

Refer to seventh grade (without teams).

ACTIVITIES AND MATERIALS - GRADE 8

RESOURCES
NOTES & EVALUATIONS

General

Enriched

Be A Better Reader III, Smith,
pp. 75, 102
Word Wealth Junior, Miller

Basic Reading Skills for
High School Use, Monroe,
pp. 59, 91, 104, 113
Be A Better Reader IV,
Smith, pp. 22-26, 71
Word Wealth Junior, Miller

spelled words on the board. Ask students to write correct spelling.
garāzh, stēthasköp, rētāl.

READING AND GROUP ORIENTATION:

Primary Tests
Tests
Vocabulary Tests

Advanced Skills in Reading 2,
Gainsburg, pp. 77-79, 194
Be A Better Reader III, Smith,
pp. 60, 61

Be A Better Reader IV,
Smith, p. 75

(without teams).

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS

Modified

General

2. Context clues

3. First member of Team 1 must respond with suitable synonym
4. If he responds correctly he then chooses the next word and Team 2.
5. To sit down, person must correct member of the other team.

Goal: To improve skill in using contextual clues to determine

SUGGESTED PRELIMINARY TESTING:

Basic Reading Skills for Junior High Use, Gray, p. 170 (Survey)

GROUP ORIENTATION:

Transparencies illustrating various ways of looking for context clues, appositives, and signal words when direct methods are used.

INDIVIDUALIZED:

Phonics We Use Book F,
Helmkamp, Synonyms p. 57,
homonyms p. 64,
homographs p. 119
Reader's Digest Skill Builders Level 4 Part 3,
pp. 10, 37, 63, 77, 118, 133
Conquests in Reading,
Kottmeyer

Basic Reading Skills for Junior High School Use, Gray, pp. 9, 11, 23
Advanced Reading Skills 1, Gainsburg, pp. 59-66, 69-72
Reader's Digest Skill Builders Level 5 Part 3, pp. 15, 22, 62, 70
Reader's Digest Advanced Skill Builders Book One, pp. 12, 27, 43, 52
Be A Better Reader I, Smith, p. 123

CULMINATING AND EXTENDING:

Basic Reading Skills for Junior High Use, Gray, p. 170 (Survey)
Encourage students to use more explicit vocabulary.

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
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Each member of Team 1 must respond with suitable synonym or he stands.
 The one who responds correctly he then chooses the next word and calls on first member of
 2.
 Sit it down, person must correct member of the other team.

Improve skill in using contextual clues to determine meaning.

PRELIMINARY TESTING:

Reading Skills for Junior High Use, Gray, p. 170 (Survey Test I: A, C, E, G)

PRESENTATION:

Examples illustrating various ways of looking for context clues including parentheses, negatives, and signal words when direct methods are used. (Seventh grade file)

RECOMMENDED:

We Use Book F,
 pp. Synonyms p.
 Synonyms p. 64,
 Graphs p. 119
Reader's Digest Skill
 Builders Level 4 Part 3,
 pp. 37, 63, 77, 118,

Basic Reading Skills for Junior
 High School Use, Gray, pp. 9,
 11, 23
Advanced Reading Skills 1, Gains-
 burg, pp. 59-66, 69-72
Reader's Digest Skill Builders,
 Level 5 Part 3, pp. 15, 22, 62,
 70
Reader's Digest Advanced Skill
 Builders Book One, pp. 12, 27,
 43, 52
Be A Better Reader I, Smith,
 p. 123

Reader's Digest Educational
 Edition, "Getting the Mean-
 ing from Context" (Usually
 last pages of Student Guide)
Reader's Digest Advanced
 Skill Builders Book Two,
 pp. 31, 48, 67, 158

Tests in Reading,
 Over

REINFORCING AND EXTENDING:

Reading Skills for Junior High Use, Gray, p. 170 (Survey Test I: B, D, F, H)
 Encourage students to use more explicit vocabulary.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched

SUGGESTED PRELIMINARY TESTING:

Basic Reading Skills for High School Use, Monroe, p. 173 (Survey Test I: A, C, E, G)

GROUP ORIENTATION:

(Eighth grade supplement with examples of indirect methods)

INDIVIDUALIZED:

Reader's Digest Skill Builders Level 6 Part 3, pp. 16, 49, 63

Basic Reading Skills for High School Use, Monroe, pp. 17, 40, 41, 42
Advanced Reading Skills 2, Gainsburg, pp. 35, 56, 66-69, 82
Reader's Digest Advanced Skill Builders Book Three, pp. 15, 24, 141, 152

Reader's Digest Education Edition, "Getting the Best from Context" (last pages of Student)
Reader's Digest Advanced Skill Builders Book pp. 12, 25, 35, 53,

CULMINATING AND EXTENDING:

Basic Reading Skills for High School Use, Monroe, p. 172 (Survey Test I: B, D, F, H)
 Encourage students to use more explicit vocabulary.

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES

NOTES & EVALUATIONS

School Use, Monroe, p. 173 (Survey Test I: A, C, E, G)

Strang, McCullough and Traxler, The Improvement of Reading, pp. 123-128

examples of indirect methods)

Basic Reading Skills for High School Use, Monroe, pp. 17, 40, 41, 42
Advanced Reading Skills 2, Gainsburg, pp. 55, 56, 66-69, 82
Reader's Digest Advanced Skill Builders Book Three, pp. 15, 24, 141, 152

Reader's Digest Educational Edition, "Getting the Meaning from Context" (usually last pages of Student Guide)
Reader's Digest Advanced Skill Builders Book 4, pp. 12, 25, 35, 53, 58

Bamman, Hogan, and Greene, Reading Instruction in the Secondary School

Brown, Pyramid (a game)

Brown, Programmed Vocabulary

Evans, The Bergen Evans Vocabulary Program (programmed material and tapes)

School Use, Monroe, p. 172 (Survey Test I: B, D, F, H) explicit vocabulary.

Funk, Words of Power

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS

Modified

General

3. Structural clues

Goal: To refine the student's use of word parts as clues to

SUGGESTED PRELIMINARY TESTING:

Basic Reading Skills for Junior High School Use, Gray, p.

GROUP ORIENTATION:

Write several words on the board containing affixes and p
(capable, able, rapidly, fly)

INDIVIDUALIZED:

Phonics We Use Book F,
Helmkamp. Roots, suf-
fixes, prefixes pp. 99-
101, 103, 104, 107-111
Conquests in Reading,
Kottmeyer, pp. 114-144
Reading for Significance,
Leavell, p. 122

Advanced Skills In Reading I,
Gainsburg, pp. 75-92
Basic Reading Skills for Junior
High School Use, Gray, pp. 130-
135
Be A Better Reader I, Smith,
pp. 70, 86, 98, 126, 127
Reading With Purpose, Leavell,
p. 292

CULMINATING AND EXTENDING:

Write the following paragraph on the board: Give your un
bicycle or unicycle in traffic on the way to the supermar
prepared is misplaced, try to recall what she told you an
Directions: Copy any six words with familiar prefixes, s
lining that part and giving its meaning.

ACTIVITIES AND MATERIALS - GRADE 7

ied	General	Enriched
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ine the student's use of word parts as clues to meaning

ELIMINARY TESTING:

ng Skills for Junior High School Use, Gray, p. 17. (Survey Test II: G, H)

ATION:

al words on the board containing affixes and pseudo-affixes. Class discussion.
ble, rapidly, fly)

ED:

Use Book F, oots, suf- fixes pp. 99- 104, 107-111 n Reading, pp. 114-144 r Significance, p. 122	<u>Advanced Skills In Reading I</u> , Gainsburg, pp. 75-92 <u>Basic Reading Skills for Junior High School Use</u> , Gray, pp. 130- 135 <u>Be A Better Reader I</u> , Smith, pp. 70, 86, 98, 126, 127 <u>Reading With Purpose</u> , Leavell, p. 292	<u>Be A Better Reader II</u> , Smith, pp. 68, 110 <u>Reader's Digest Advanced Skill Builders Book Two</u> , p. 47 <u>Reading for Significance</u> , Leavell, p. 193
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AND EXTENDING:

Following paragraph on the board: Give your undivided attention to riding your unicycle in traffic on the way to the supermarket. If the list your mother has misplaced, try to recall what she told you and report to her what happened. Copy any six words with familiar prefixes, suffixes, and/or roots, under- part and giving its meaning.

ACTIVITIES AND MATERIALS - GRADE 8

Modified

General

SUGGESTED PRELIMINARY TESTING:

Basic Reading Skills for High School Use, Monroe, p. 174 (Survey Test II: G, H)

GROUP ORIENTATION:

Divide into small groups.

Work with families of words. Suggest a root (port, graph, cap, auto) to each group with the most affixes may write them on the board. Add to the list from the other. Entire group should watch for misspelling.

INDIVIDUALIZED:

Refer to seventh grade.

Basic Reading Skills for High School Use, Monroe, pp. 70-76
Advanced Skills in Reading 2, Gainsburg, pp. 89-124
Be A Better Reader III, Smith, pp. 42, 43, 88, 89
Reader's Digest Advanced Skill Builders Book 3, p. 151

New Horizons, pp. 208, 272,
Be A Better Reader, Smith, pp. 66

CULMINATING AND EXTENDING:

Give students the following paragraph and/or sentences in which they reverse the by changing the prefixes.

We will preview the lesson on the construction of defenses of the substrata. I include ideas previously used.

The immigrants beheld the shoreline with relief. They were displaced. They were segregationists from Mongolia hoping to import squids.

1. We will preview the construction of field defenses.
2. We will exclude ideas previously used.
3. Some are responsible for interstate reports.
4. He peered through the microscope in dismay.
5. Animals with endoskeletons are housed here.

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES
NOTES & EVALUATIONS

G:

High School Use, Monroe, p. 174 (Survey Test II: G, H)

Funk and Lewis, A More Powerful Vocabulary

Lewis, Word Power Made Easy

Moreda, Grow in Word Power

Witty and Grotberg, Developing Your Vocabulary

s. Suggest a root (port, graph, cap, auto) to each group. One write them on the board. Add to the list from the other groups. for misspelling.

Basic Reading Skills for High School Use, Monroe, pp. 70-76
Advanced Skills in Reading 2, Gainsburg, pp. 89-124
Be A Better Reader III, Smith, pp. 42, 43, 88, 89
Reader's Digest Advanced Skill Builders Book 3, p. 151

New Horizons 3, Brewton, pp. 208, 272, 329
Be A Better Reader IV, Smith, pp. 66-70

g paragraph and/or sentences in which they reverse the meaning

on on the construction of defenses of the substrata. It should used.

the shoreline with relief. They were displaced. They were anti- ngolia hoping to import squids.

onstruction of field defenses.

s previously used.

for interstate reports.

a microscope in dismay.

etons are housed here.

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General												
<p>4. Dictionary and etymology, multiple meanings, shades of meanings, and connotations</p>	<p><u>Goal:</u> To refine skill in selecting the best meaning of words to fit</p> <p>SUGGESTED PRELIMINARY TESTING:</p> <p><u>Basic Skills for Junior High School Use</u>, Gray, p. 173 (Survey Test)</p> <p>GROUP ORIENTATION:</p> <p>Write "band" on the board and list as many meanings as possible. K checking. Other examples: state, guard, post, face (45 meanings) <u>Reader's Digest Advanced Skill Builders Book One</u>, p. 83</p> <p>INDIVIDUALIZED:</p> <table border="1" data-bbox="468 990 1406 1275"> <tr> <td data-bbox="468 990 861 1113"><u>Phonics We Use Book F</u>, Helmkamp, pp. 98, 102</td> <td data-bbox="861 990 1406 1056"><u>Advanced Skills in Reading 1</u>, Gainsburg, pp. 59-66</td> <td data-bbox="1406 990 1493 1056">Be</td> </tr> <tr> <td data-bbox="468 1056 861 1113"><u>Reading With Purpose</u>, Leavell, p. 203</td> <td data-bbox="861 1056 1406 1151"><u>Basic Reading Skills for Junior High Use</u>, Gray, pp. 91, 92, 112-116, 134</td> <td data-bbox="1406 1056 1493 1113">pp.</td> </tr> <tr> <td></td> <td data-bbox="861 1151 1406 1209"><u>Reading Skills</u>, Wood, Chapters 16 and 17</td> <td data-bbox="1406 1113 1493 1170">Read</td> </tr> <tr> <td></td> <td data-bbox="861 1209 1406 1275"><u>Reading With Purpose</u>, Leavell, pp. 225, 340</td> <td data-bbox="1406 1170 1493 1228">Leav</td> </tr> </table> <p>CULMINATING AND EXTENDING:</p> <p>Make a bulletin board of language with contemporary usage. Ex.: teflon, aspirin, kleenex, laser beam.</p>	<u>Phonics We Use Book F</u> , Helmkamp, pp. 98, 102	<u>Advanced Skills in Reading 1</u> , Gainsburg, pp. 59-66	Be	<u>Reading With Purpose</u> , Leavell, p. 203	<u>Basic Reading Skills for Junior High Use</u> , Gray, pp. 91, 92, 112-116, 134	pp.		<u>Reading Skills</u> , Wood, Chapters 16 and 17	Read		<u>Reading With Purpose</u> , Leavell, pp. 225, 340	Leav	<p>POINT</p>
<u>Phonics We Use Book F</u> , Helmkamp, pp. 98, 102	<u>Advanced Skills in Reading 1</u> , Gainsburg, pp. 59-66	Be												
<u>Reading With Purpose</u> , Leavell, p. 203	<u>Basic Reading Skills for Junior High Use</u> , Gray, pp. 91, 92, 112-116, 134	pp.												
	<u>Reading Skills</u> , Wood, Chapters 16 and 17	Read												
	<u>Reading With Purpose</u> , Leavell, pp. 225, 340	Leav												
<p>II. Basic Thought Relationships: Comprehension</p> <p>A. Organization of the written material</p> <ol style="list-style-type: none"> 1. Main idea 2. Related details 	<p><u>Goal:</u> To increase the awareness of how organizational mechanics of affects comprehension</p> <p>SUGGESTED PRELIMINARY TESTING:</p> <p><u>Reading for Meaning Book 7</u>, Guiler, choose one exercise for testing "Main Idea", and "Fact" sections.</p> <p><u>SRA Lab III "Survey Test"</u></p> <p><u>Reader's Digest Educational Edition</u>, May 1967, Comprehension Test</p>													

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
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To refine skill in selecting the best meaning of words to fit the context

PRELIMINARY TESTING:

Skills for Junior High School Use, Gray, p. 173 (Survey Test II: C)

ORIENTATION:

"band" on the board and list as many meanings as possible. Refer to dictionary for meaning. Other examples: state, guard, post, face (45 meanings)
Teacher's Digest Advanced Skill Builders Book One, p. 83

QUALIFIED:

Words We Use Book F,
 Camp, pp. 98, 102
Reading With Purpose,
 Hill, p. 203

Advanced Skills in Reading 1,
 Gainsburg, pp. 59-66
Basic Reading Skills for Junior
 High Use, Gray, pp. 91, 92,
 112-116, 134
Reading Skills, Wood, Chapters
 16 and 17
Reading With Purpose, Leavell,
 pp. 225, 340

Be A Better Reader II, Smith
 pp. 113-114
Reading for Significance,
 Leavell, p. 40

PLACING AND EXTENDING:

a bulletin board of language with contemporary usage. Ex.: woofer, tweeter, hipster, aspirin, kleenex, laser beam.

POINT UP THE IMPORTANCE OF

To increase the awareness of how organizational mechanics of written materials affects comprehension

PRELIMINARY TESTING:

Reading for Meaning Book 7, Guiler, choose one exercise for testing purposes using "Title", "Idea", and "Fact" sections.

Lab III "Survey Test"

Teacher's Digest Educational Edition, May 1967, Comprehension Test Form D

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ACTIVITIES AND MATERIALS - GRADE 8

Modified

General

Enrich

SUGGESTED PRELIMINARY TESTING:

Basic Skills for High School Use, Monroe, p. 175 (Survey Test II: 20)

GROUP ORIENTATION:

Scan the dictionary for words with multiple meanings.
Reader's Digest Advanced Skill Builders Book Three, p. 149

INDIVIDUALIZED:

Refer to seventh grade.

Basic Reading Skills for High School Use, Monroe, pp. 48, 106-108, 114
Advanced Skills in Reading 2, Gainsburg, pp. 102-120
Word Wealth Junior, Miller, pp. 305-333 (foreign words)
Be A Better Reader III, Smith, p. 106

New Horizons 3,
 "Skills for Better Reading" sections
Be A Better Reader
 Smith, pp. 67-73

CULMINATING AND EXTENDING:

List acronyms. Ex.: NATO, SEATO, WAC, WAVE, UNESCO, laser, radar, DEW, maser, WHO, VISTA, UNICEF

CONTINUING TO REFINE THESE SKILLS THROUGH LIFE

SUGGESTED PRELIMINARY TESTING:

Reading for Meaning Book 8, Guiler - Choose one exercise for testing purposes using "Main Idea", and "Fact" sections
Basic Reading Skills for High School Use, Monroe, p. 173 (Survey Test II: C)
SRA IIIb, Survey Test
Reader's Digest Educational Edition, September 1966, Comprehension Test, Form C

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES

NOTES & EVALUATIONS

TESTING:

High School Use, Monroe, p. 175 (Survey Test II: 20)

For words with multiple meanings.

Advanced Skill Builders Book Three, p. 149

de. Basic Reading Skills for High School Use, Monroe, pp. 48, 106-108, 114
Advanced Skills in Reading 2, Gainsburg, pp. 102-120
Word Wealth Junior, Miller, pp. 305-333 (foreign words)
Be A Better Reader III, Smith, p. 106

New Horizons 3, Brewton, "Skills for Better Reading" sections
Be A Better Reader IV, Smith, pp. 67-75

ING:

NATO, SEATO, WAG, WAVE, UNESCO, laser, radar, DEW, maser, WHO, HEW,

THESE SKILLS THROUGH LIFE

TESTING:

Book 8, Guiler - Choose one exercise for testing purposes using "Title", "Text" sections

High School Use, Monroe, p. 173 (Survey Test II: C)

st
 Edition, September 1966, Comprehension Test, Form C

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General
<p>3. Topic or key sentences</p> <p>4. Key words</p> <p>5. Main topics and subtopics</p> <p>6. Introductory paragraphs</p> <p>7. Summary paragraphs</p>	<p>GROUP ORIENTATION:</p> <p><u>Advanced Skills in Reading 1</u>, Gainsburg, Chapter 1</p> <p>INDIVIDUALIZED:</p> <p><u>Reading for Meaning Books 4, 5, 6</u>, Coleman</p> <p><u>Reader's Digest Skill Builders</u>, Level 4 Part 3, pp. 119, 143; Level 5 Part 3, pp. 14, 21, 35, 42, 69; Level 6 Part 3, pp. 29, 35, 47</p> <p><u>Reading Skills</u>, Wood, Chapters 6 and 9</p> <p><u>Mastery of Reading 7</u>, Leavell, pp. 5-16</p> <p>CULMINATING AND EXTENDING:</p> <p>Arrange the following paragraph in the correct order, putting supporting ideas following:</p> <p>Unicycles are ridden on a level surface. The fad of riding people an interest in developing skill in balancing. They rubber tire that bicycles did. Bicycle repair shops could unicycles were inexpensive, easily maintained, and promoted a desirable fad.</p>	<p><u>Reading for Meaning Book 7</u>, Guiler;</p> <p><u>Reader's Digest Advanced Skill Builders Book One</u>, pp. 11, 21, 26, 43, 50</p> <p><u>Be A Better Reader I</u>, Smith, pp. 44, 58</p> <p><u>Basic Reading Skills for Junior High School Use</u>, Gray, pp. 43-53</p>
<p>B. Organization of the ideas</p> <p>1. Within the sentence</p> <p>2. Within the paragraph</p> <p>3. Within the selection or chapter</p>	<p>Goal: To emphasize how the organization of ideas within sentence selections facilitates comprehension.</p> <p>GROUP ORIENTATION:</p> <p>Read two or three paragraphs in a textbook and a story; compare.</p> <p>Ask students to bring social studies textbook to class. Select.</p> <p>Then attempt to outline a portion of a selection from <u>Read</u></p> <p>Ex.: p. 30</p>	

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ACTIVITIES AND MATERIALS - GRADE 7

Modified

General

Enriched

ORIENTATION:

Advanced Skills in Reading 1, Gainsburg, Chapter 1

INDIVIDUALIZED:

Reading for Meaning Books
5, 6, Coleman
Reader's Digest Skill
Builders, Level 4 Part 3,
pp. 119, 143; Level 5
Part 3, pp. 14, 21, 35,
69; Level 6 Part 3,
pp. 29, 35, 47
Reading Skills, Wood,
Chapters 6 and 9
Mystery of Reading 7,
Leavell, pp. 5-16

Reading for Meaning Book 7,
Guiler
Reader's Digest Advanced Skill
Builders Book One, pp. 11, 21,
26, 43, 50
Be A Better Reader I, Smith,
pp. 44, 58
Basic Reading Skills for
Junior High School Use,
Gray, pp. 43-53

Reader's Digest Advanced
Skill Builders Book Two,
pp. 29, 48, 73
Be A Better Reader II, Smith,
pp. 42, 43
Advanced Reading Skills 1,
Gainsburg, Chapter 6

INTEGRATING AND EXTENDING:

Arrange the following paragraph in the correct order, putting topic sentence first and supporting ideas following:

Unicycles are ridden on a level surface. The fad of riding unicycles increased among people an interest in developing skill in balancing. They used the same type wheel and rubber tire that bicycles did. Bicycle repair shops could also repair unicycles. Because unicycles were inexpensive, easily maintained, and promoted healthful exercise, this was a desirable fad.

To emphasize how the organization of ideas within sentences, paragraphs, and selections facilitates comprehension.

ORIENTATION:

Read two or three paragraphs in a textbook and a story; compare the organization. Ask students to bring social studies textbook to class. Select a short section to outline. Then attempt to outline a portion of a selection from Reading With Purpose, Leavell p. 30

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enrichment
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GROUP ORIENTATION:

Advanced Skills in Reading 2, Gainsburg, Chapter 1

INDIVIDUALIZED:

Reading for Meaning Books 4, 5, 6, Coleman
Reader's Digest Advanced Skill Builders Book Three, pp. 38, 56, 147
New Horizons 1, Brawton, Teacher's Manual, pp. 106-111
Mastery of Reading 8, Leavell, pp. 5-12

Reading for Meaning Book 8, Guiler
Reader's Digest Advanced Skill Builders Book Four, pp. 12, 26, 43
Be A Better Reader III, Smith, pp. 31-33, 62, 90
New Horizons 2, Brawton, Teacher's Manual, pp. 112-115

Reader's Digest Edition, September 1967, "Central Thought: Be A Better Reader" Smith, Chapter 1
New Horizons Teacher's Manual 114
Advanced Reading Gainsburg, Chapter 1

CULMINATING AND EXTENDING:

Write a well organized paragraph including main idea in a topic sentence with a supporting details.

GROUP ORIENTATION:

Read two or three paragraphs in a story and a newspaper and compare the organization of a selection from Be A Better Reader, Smith, social studies or science section with a simple Reader's Digest Skill Builder that includes much conversation. Point out the difficulty in outlining the narrative.

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ACTIVITIES AND MATERIALS - GRADE 8

RESOURCES
NOTES & EVALUATIONS

General

Enriched

ng 2, Gainsburg, Chapter 1

Smith and Dechant,
Psychology in Teaching Reading

Reading for Meaning Book 8,
Guiler
Reader's Digest Advanced Skill
Builders Book Four, pp. 12, 26,
43
Be A Better Reader III, Smith,
pp. 31-33, 62, 90
New Horizons 2, Brewton,
Teacher's Manual, pp. 112-115

Reader's Digest Educational
Edition, September 1966-
June 1967, "Finding the
Central Thought"
Be A Better Reader IV,
Smith, Chapters 5 and 6
New Horizons 3, Brewton,
Teacher's Manual, pp. 113-
114
Advanced Reading Skills 2,
Gainsburg, Chapter 5

Strang and Bracken,
Making Better Readers

Strang, McCullough,
and Traxler, The
Improvement of
Reading

paragraph including main idea in a topic sentence with at least four

graphs in a story and a newspaper and compare the organization. Out-
e A Better Reader, Smith, social studies or science sections, or from
t Skill Builder that includes much conversation. Point out the
the narrative.

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General		
<p>a. Sequence b. Comparison-contrast c. Cause-effect d. Classification</p>	<p>INDIVIDUALIZED:</p> <table border="0"> <tr> <td data-bbox="484 703 848 856"> <p><u>Mastery of Reading 1</u>, Leavell.(see supplement) <u>Reader's Digest Skill Builders</u> Level 5 Part 3, p. 61</p> </td> <td data-bbox="908 703 1423 980"> <p><u>Advanced Skills in Reading 1</u>, Gainsburg, pp. 171-216 <u>Basic Reading Skills for Junior High School Use</u>, Gray, pp. 52-61, 72-83, 117-129 <u>Reading for Significance</u>, Leavell, p. 220 <u>Reader's Digest Skill Builders</u> Level 6 Part 3, p. 15</p> </td> </tr> </table> <p>CULMINATING AND EXTENDING:</p> <p>From the selections, teacher chooses five topic sentences; student sequence: <u>Reader's Digest Skill Builders</u> Level 5 Part 3, p. 61 <u>Reader's Digest Advanced Skill Builders Book One</u>, pp. 123-124 <u>Reader's Digest Skill Builders</u> Level 5 Part 3, pp. 24-29</p>		<p><u>Mastery of Reading 1</u>, Leavell.(see supplement) <u>Reader's Digest Skill Builders</u> Level 5 Part 3, p. 61</p>	<p><u>Advanced Skills in Reading 1</u>, Gainsburg, pp. 171-216 <u>Basic Reading Skills for Junior High School Use</u>, Gray, pp. 52-61, 72-83, 117-129 <u>Reading for Significance</u>, Leavell, p. 220 <u>Reader's Digest Skill Builders</u> Level 6 Part 3, p. 15</p>
<p><u>Mastery of Reading 1</u>, Leavell.(see supplement) <u>Reader's Digest Skill Builders</u> Level 5 Part 3, p. 61</p>	<p><u>Advanced Skills in Reading 1</u>, Gainsburg, pp. 171-216 <u>Basic Reading Skills for Junior High School Use</u>, Gray, pp. 52-61, 72-83, 117-129 <u>Reading for Significance</u>, Leavell, p. 220 <u>Reader's Digest Skill Builders</u> Level 6 Part 3, p. 15</p>			
<p>C. Establish a purpose for reading and adjust rate</p>	<p>Goal: To show the relationship between <u>purpose</u> for reading and <u>read</u> (SQ3R)</p> <p>GROUP ORIENTATION:</p> <p><u>SRA Lab IIIa</u>, Teacher's Manual on SQ3R, p. 21, 22 <u>EDL Listen and Read</u>,Tape 12, "How to Study with SQ3R"</p>			
	<p>INDIVIDUALIZED:</p> <p>Using SQ3R - 1. 3 minutes: Survey magazine. Select an article. 5 minutes: Skim article to answer question. 2. 3 minutes: Survey Table of Contents. Select an article. Make questions (purpose for reading) 5 minutes: Skim article. Answer questions. Make questions.</p>			

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
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ALIZED:

<p><u>er of Reading 1,</u> <u>l. (see supplement)</u> <u>'s Digest Skill</u> <u>ers Level 5 Part 3,</u></p>	<p><u>Advanced Skills in Reading 1,</u> <u>Gainsburg, pp. 171-216</u> <u>Basic Reading Skills for Junior</u> <u>High School Use, Gray, pp. 52-61,</u> <u>72-83, 117-129</u> <u>Reading for Significance, Leavell,</u> <u>p. 220</u> <u>Reader's Digest Skill Builders</u> <u>Level 6 Part 3, p. 15</u></p>	<p><u>Be A Better Reader II,</u> <u>Smith, p. 85</u> <u>Reading for Significance,</u> <u>Leavell, p. 286</u></p>
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ING AND EXTENDING:

he selections, teacher chooses five topic sentences; students arrange in correct ce:

- er's Digest Skill Builders Level 5 Part 3, p. 61
- er's Digest Advanced Skill Builders Book One, pp. 123-126
- er's Digest Skill Builders Level 5 Part 3, pp. 24-29

show the relationship between purpose for reading and rate at which it should be ad (SQ3R)

IENTATION:

p IIIa, Teacher's Manual on SQ3R, p. 21, 22
sten and Read, Tape 12, "How to Study with SQ3R"

ALIZED:

- SQ3R - 1. 3 minutes: Survey magazine. Select an article and formulate a question.
 5 minutes: Skim article to answer question.
2. 3 minutes: Survey Table of Contents. Select an article. Survey article.
 Make questions (purpose for reading)
 5 minutes: Skim article. Answer questions. Read article and answer two questions.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enrich
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INDIVIDUALIZED:

Mastery of Reading 2,
Leavell (see supplement)
New Horizons 1, Brewton,
Teacher's Manual, pp. 102

Advanced Skills in Reading 2,
Gainsburg, pp. 209-244, 291-
322
Be A Better Reader III, Smith,
p. 46
Basic Reading Skills for High
School Use, Monroe, pp. 26-39,
93-103, 155-163

Reader's Digest
al Edition, D
S-16; Septem
p. 141

CULMINATING AND EXTENDING:

Reader's Digest Advanced Reading Skills Book Three, pp. 6-13
Preview for sequence.

GROUP ORIENTATION:

SRA Lab IIIb, Student Record Book, p. 10
The SQ3R Method (Supplement)
EDL Listen and Read, Tape 18, "Shifting Gears in Reading"
EDL Listen and Read, Tape 19, "Skimming and Scanning"

INDIVIDUALIZED:

Extend SQ3R to subject areas.
See seventh grade.

ACTIVITIES AND MATERIALS - GRADE 8

RESOURCES
NOTES & EVALUATIONS

General

Enriched

Advanced Skills in Reading 2,
Gainsburg, pp. 209-244, 291-
322
Be A Better Reader III, Smith,
p. 46
Basic Reading Skills for High
School Use, Monroe, pp. 26-39,
93-103, 155-163

Reader's Digest Education-
al Edition, December 1966,
S-16; September 1966,
p. 141

and Reading Skills Book Three, pp. 6-13

Robinson, Effective
Reading

Simpson, Helping High
School Students Read
Better

Smith, Read Faster

Record Book, p. 10

ement)
pe 18, "Shifting Gears in Reading"
pe 19, "Skimming and Scanning"

areas.

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General
<p>D. Reaction to material read</p> <ol style="list-style-type: none"> 1. Interpretation <ol style="list-style-type: none"> a. Using previous learning to understand new material b. Following directions 2. Evaluation <ol style="list-style-type: none"> a. Conclusions b. Inferences c. Reliability of the source d. Authority of the author e. Separating relevant from irrelevant f. Finding proof in the material 3. Appreciation <ol style="list-style-type: none"> a. Author's style b. Author's organization 	<p>CULMINATING AND EXTENDING:</p> <p>Select an article. Ask students to read questions first. Preview answer questions. Ex.: <u>Reader's Digest Advanced Skill Builder</u> 145-154; <u>Book Two</u>, pp. 58-66</p> <hr/> <p>Goal: To further develop reader's skill in interpretation, evaluate and increase his comprehension</p> <hr/> <p>GROUP ORIENTATION:</p> <p>Transparencies using <u>Be A Better Reader 1</u>, Smith, p. 110 (supplement); Discuss explanation in <u>Advanced Skills in Reading 1</u>, Gainsburg</p> <hr/> <p>INDIVIDUALIZED:</p>	<p><u>Advanced Reading Skills 1</u>, Gainsburg, Chapter 15</p> <p><u>Be A Better Reader I</u>, Smith, p. 124</p> <p><u>Reader's Digest Skill Builders Level 6 Part 3</u>, p. 99</p> <p><u>Reading for Significance</u>, Leavell, pp. 61, 71, 298, 392</p> <p><u>Reading With Purpose</u>, Leavell, p. 100</p> <p><u>Basic Reading Skills for Junior High School Use</u>, Gray, pp. 84-90</p> <p><u>Reading for Meaning 7</u>, Guiler</p> <p><u>Reading Skills</u>, Wood, Chapter 13</p>

ACTIVITIES AND MATERIALS - GRADE 7

Modified

General

Enriched

INATING AND EXTENDING:

lect an article. Ask students to read questions first. Preview for two minutes. Then answer questions. Ex.: Reader's Digest Advanced Skill Builders Book One, pp. 36-43, 5-154; Book Two, pp. 58-66

: To further develop reader's skill in interpretation, evaluation, and appreciation to increase his comprehension

P ORIENTATION:

ansparencies using Be A Better Reader 1, Smith, p. 110 (supplement)
 Discuss explanation in Advanced Skills in Reading 1, Gainsburg, p. 133-146, 255-264

IVIDUALIZED:

Mastery of Reading 1,
 Leavell, pp. 101-110
Reading With Purpose,
 Leavell, p. 40
Reading for Meaning 5,6,
 Coleman

Advanced Reading Skills 1,
 Gainsburg, Chapter 15
Be A Better Reader I, Smith,
 p. 124
Reader's Digest Skill Builders
Level 6 Part 3, p. 99
Reading for Significance,
 Leavell, pp. 61, 71, 298,
 392
Reading With Purpose, Leav-
 ell, p. 100
Basic Reading Skills for
Junior High School Use,
 Gray, pp. 84-90
Reading for Meaning 7,
 Guiler
Reading Skills, Wood,
 Chapter 13

Reading for Significance,
 Leavell, p. 232

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enrichment
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CULMINATING AND EXTENDING:

Select an article with sub-headings. Ask students to preview in two minutes. Then ask previewing questions over the selection. Ex.: Reader's Digest Advanced Skill Builders, pp. 85-95, 116-125. Read at own rate and take test. Point out value of previewing. What can be learned by two minutes of previewing.

GROUP ORIENTATION:

Transparencies using Advanced Skills in Reading 3, Gainsburg, p. 292 (Supplement). Discuss explanation in Advanced Skills in Reading 2, Gainsburg, pp. 143-160

INDIVIDUALIZED:

Mastery of Reading 2,
Leavell, pp. 104-113
New Horizons 1, Brewton,
pp. 159, 164, 167, 243,
398

Advanced Reading Skills 2,
Gainsburg, Chapters 6, 10
Be A Better Reader III,
Smith, pp. 64, 92
Basic Reading Skills for High
School Use, Monroe, pp. 115-
124, 138-146
New Horizons 2, Brewton,
pp. 216, 344, 348
Reading for Meaning 8, Guiler

Reader's Digest
Skill Builders
p. 11
Reader's Digest
Special Edition,
Analogies" (3)

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES

NOTES & EVALUATIONS

Witty, Paul, How to Become a Better Reader

Readings. Ask students to preview in two minutes. Test by answer-
 tion. Ex.: Reader's Digest Advanced Skill Builders Book Three,
 at own rate and take test. Print out value of previewing - how much
 time of previewing.

Advanced Reading Skills in Reading 3, Gainsburg, p. 292 (Supplement)
Advanced Reading Skills in Reading 2, Gainsburg, pp. 143-160

Carroll, Symbolic Logic and the Game of Logic

Advanced Reading Skills 2,
 Gainsburg, Chapters 6, 10
Be A Better Reader III,
 Smith, pp. 64, 92
Basic Reading Skills for High
 School Use, Monroe, pp. 115-
 124, 138-146
New Horizons 2, Brewton,
 pp. 216, 344, 348
Reading for Meaning 8, Guiler

Reader's Digest Advanced
 Skill Builders Book Four,
 p. 11
Reader's Digest Education-
 al Edition, "Think Through
 Analogies" (in all issues)

Chase, Guides to
 Straight Thinking

COMMON SKILLS	Modified	General		
<p>III. Mechanics</p> <p>A. Silent reading</p> <ol style="list-style-type: none"> 1. Eliminating lip movements, whispering, and subvocalization 2. Increasing eye span 3. Decreasing fixation time 4. Decreasing regressions 5. Developing ability to read in phrase or thought units 6. Adjusting rate to purpose <ol style="list-style-type: none"> a. Skimming for ideas b. Scanning for specific fact c. Studying d. Evaluating e. Rereading 	<p>CULMINATING AND EXTENDING:</p> <p><u>Basic Reading Skills for Junior High School Use</u>, Gray, p. 174 <u>SRA Lab Reading for Understanding</u> Discuss syllogisms. (A syllogism is an example of deductive reasoning.) Examples: One is immortal whose sun never sets. A hen's son never sets. Therefore a hen is immortal.</p> <p>All Negroes have curly hair. All natives of Africa are Negroes. Therefore all natives of Africa have curly hair.</p> <hr/> <p>Goal: To develop the mechanics needed to read at varied rates</p> <p>SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:</p> <p>Ask students to read for one minute in <u>Reading With Purpose</u>, Then turn to p. 69 and read for one minute. Compare the total time for each selection. Discuss the need for varied rates. Group work: <u>Be A Better Reader I</u>, Smith, p. 29 <u>Be A Better Reader II</u>, Smith, pp. 16-17</p> <p>INDIVIDUALIZED:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Reading Skills</u>, Wood, Chapters 1-5 <u>Mastery of Reading 1</u>, Leavell, pp. 17-28</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Be A Better Reader I</u>, Smith, pp. 44, 45, 59 <u>Advanced Reading Skills 1</u>, Gainsburg, Chapters 5, 10 <u>Reading With Purpose</u>, Leavell, p. 251</p> </td> </tr> </table>	<p><u>Reading Skills</u>, Wood, Chapters 1-5 <u>Mastery of Reading 1</u>, Leavell, pp. 17-28</p>	<p><u>Be A Better Reader I</u>, Smith, pp. 44, 45, 59 <u>Advanced Reading Skills 1</u>, Gainsburg, Chapters 5, 10 <u>Reading With Purpose</u>, Leavell, p. 251</p>	<p>New York People Therefore United</p> <p>(Major (Minor (Conclu</p>
<p><u>Reading Skills</u>, Wood, Chapters 1-5 <u>Mastery of Reading 1</u>, Leavell, pp. 17-28</p>	<p><u>Be A Better Reader I</u>, Smith, pp. 44, 45, 59 <u>Advanced Reading Skills 1</u>, Gainsburg, Chapters 5, 10 <u>Reading With Purpose</u>, Leavell, p. 251</p>			

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ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
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READING AND EXTENDING:

Reading Skills for Junior High School Use, Gray, p. 174 (Survey Test III)

Reading for Understanding

Syllogisms. (A syllogism is an example of deductive reasoning.)

Examples:

All gods are immortal whose sun never sets.

Mercury's sun never sets.

Therefore a hen is immortal.

New York is in the United States.

People live in New York.

Therefore people who live in the United States live in New York.

Negroes have curly hair.

Natives of Africa are Negroes.

Therefore all natives of Africa have curly hair.

(Major premise) All P is M

(Minor premise) All S is P

(Conclusion) Therefore all S is M

develop the mechanics needed to read at varied rates which suit specific purposes

PRELIMINARY TESTING AND GROUP ORIENTATION:

Students to read for one minute in Reading With Purpose, Leavell, p. 60

Return to p. 69 and read for one minute. Compare the total number of words read in selection. Discuss the need for varied rates.

Work: Be A Better Reader I, Smith, p. 29

Be A Better Reader II, Smith, pp. 16-17

RECOMMENDED:

Reading Skills, Wood,

pp. 1-5

Study of Reading 1,

pp. 17-28

Be A Better Reader I, Smith,

pp. 44, 45, 59

Advanced Reading Skills 1,

Gainsburg, Chapters 5, 10

Reading With Purpose,

Leavell, p. 251

Be A Better Reader II, Smith

pp. 72, 126, 127

Reading for Significance,

Leavell, p. 279

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enri
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GULMINATING AND EXTENDING:

Basic Reading Skills for High School Use, Monroe, p. 176 (Survey Test III)

SRA Lab Reading for Understanding

Examples of specious syllogisms:

A log has hair. Sally has hair. Therefore Sally is a dog.	All fair things are honorable. This woman is fair. Therefore this woman is honorable.	Many subversi Harvard. The reader wa Therefore the subversive.
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SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Same activity as seventh grade but use New Horizons 1, Brewton, pp. 78, 83

Class work: Be A Better Reader III, Smith, pp. 16-17

INDIVIDUALIZED:

Reading Skills, Wood,
 Chapters 1-5
Mastery of Reading 2,
 Leavell, pp. 16-26
New Horizons 1, Brewton,
 Teacher's Manual, p. 111

Be A Better Reader III,
 Smith, pp. 105, 120
Advanced Reading Skills 2,
 Gainsburg, Chapter 7
New Horizons 2, Brewton,
 Teacher's Manual, p. 115-116

Be A Better
 Smith, pp. 8

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES
NOTES & EVALUATIONS

School Use, Monroe, p. 176 (Survey Test III)

ing

s:

All fair things are honorable.
This woman is fair.
Therefore this woman is honorable.

Many subversives went to
Harvard.
The reader went to Harvard.
Therefore the reader is
subversive.

Lieber, Mits, Wits,
and Logic

Ruchlis, Clear
Thinking, pp. 62-63

D GROUP ORIENTATION:

but use New Horizons 1, Brewton, pp. 78, 83
or III, Smith, pp. 16-17

Simpson, Helping
High School Students
Read Better

Smith, Read Faster

Be A Better Reader III,
Smith, pp. 105, 120
Advanced Reading Skills 2,
Gainsburg, Chapter 7
New Horizons 2, Brewton,
Teacher's Manual, p. 115-116

Be A Better Reader IV,
Smith, pp. 8-15, 53-59

COMMON SKILLS	Modified	General
<p>B. Oral reading</p> <ol style="list-style-type: none"> 1. Enunciation 2. Use of punctuation 3. Tone, pitch, volume, and rate 4. Overall interpretation of meaning 	<p>CULMINATING AND EXTENDING:</p> <p>Periodically check and record timed materials. <u>Reader's Digest Skill Builders 4, 5, 6</u> <u>Reader's Digest Advanced Skill Builders Book One and Book Two</u> <u>Be A Better Reader I, II, Smith</u> <u>Standard Test Lessons in Reading, McCall-Crabbs (C and first</u> <u>Reader's Digest Educational Edition</u> <u>SRA Lab IIIa Rate Builders</u></p>	
	<p>Goal: To promote fluent oral interpretation</p>	
	<p>SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:</p> <p>Informal inventory by asking each student to read a paragraph Ex.: <u>Reader's Digest Skill Builders Level 4 Part 3, p. 104</u> <u>Reading With Purpose, Leavell, p. 154</u> Teaching the mechanics: <u>Mastery of Reading 1, Leavell, pp. 53-64</u> Divide the class according to interest, ability, and sociability Assign plays from <u>Play Magazine, Reading With Purpose, Leave</u></p>	
	<p>CULMINATING AND EXTENDING:</p> <p>Select a play and assign parts to be recorded. During play, have students evaluate themselves on enunciation and interpretation, and discuss how they could present a program to be taped or presented to the class.</p>	
<p>C. Listening</p> <ol style="list-style-type: none"> 1. Qualities of a good listener 	<p>Goal: To refine basic listening techniques</p>	

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
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AND EXTENDING:

ly check and record timed materials.
Digest Skill Builders 4, 5, 6
Digest Advanced Skill Builders Book One and Book Two
Reader I, II, Smith
Best Lessons in Reading, McCall-Crabbs (C and first part of D)
Digest Educational Edition
Rate Builders

omote fluent oral interpretation

ELIMINARY TESTING AND GROUP ORIENTATION:

Inventory by asking each student to read a paragraph in easy material.
Reader's Digest Skill Builders Level 4 Part 3, p. 104
Reading With Purpose, Leavell, p. 154
the mechanics:
Study of Reading 1, Leavell, pp. 53-64
class according to interest, ability, and sociability.
ays from Play Magazine, Reading With Purpose, Leavell, p. 244

AND EXTENDING:

play and assign parts to be recorded. During playback ask students to evaluate
s on enunciation and interpretation, and discuss how each could improve. Students
sent a program to be taped or presented to the class. Then ask students to
their skills.

efine basic listening techniques

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enrich
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CULMINATING AND EXTENDING:

Periodically check and record timed materials.

Reader's Digest Skill Builders 4, 5, 6

Reader's Digest Advanced Skill Builders Book Three and Book Four

Be A Better Reader III, IV, Smith

Standard Test Lessons in Reading, McCall-Crabbs (D and E)

Reader's Digest Educational Edition

SRA Lab IIIb Rate Builders

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Informal inventory by asking each student to read a paragraph in easy material.

Ex.: Reader's Digest Skill Builders Level 6 Part 3, p. 4

Teaching the mechanics:

Mastery of Reading 2, Leavell, pp. 38-48

EDL Listen and Read, Tape 29 "The Play's the Thing"

Divide the class according to interest, ability, and sociability.

Assign plays from Play Magazine

New Horizons 1, Brewton, p. 353

New Horizons 2, Brewton, p. 379

New Horizons 3, Brewton, p. 355

CULMINATING AND EXTENDING:

Each student select a poem of at least ten lines. Practice reading to the class each student reads his poem in the auditorium.. Students and teacher evaluate ea projection, enunciation, and interpretation.

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES

NOTES & EVALUATIONS

timed materials.

4, 5, 6

Builders Book Three and Book Four

with

ng, McCall-Grabbs (D and E)

ition

IND GROUP ORIENTATION:

each student to read a paragraph in easy material.

Builders Level 6 Part 3, p. 4

1, pp. 38-48

"The Play's the Thing"

interest, ability, and sociability.

ne

s 1, Brewton, p. 353

s 2, Brewton, p. 379

s 3, Brewton, p. 355

at least ten lines. Practice reading to the class once. Then
in the auditorium.. Students and teacher evaluate each student for
interpretation.

COMMON SKILLS	Modified	General
<ul style="list-style-type: none"> a. Attention b. Courtesy c. Thoughtfulness d. Preparation e. Patience 2. Main types of listening <ul style="list-style-type: none"> a. Purposeful <ul style="list-style-type: none"> (1) Obtaining information on a topic of interest (2) Answering question (3) Forming an opinion on a topic (4) Following directions for doing something or going somewhere b. Critical <ul style="list-style-type: none"> (1) Evaluating authority of speaker (2) Recognizing fact, opinion, or both (3) Agreeing or disagreeing with reason c. Appreciative <ul style="list-style-type: none"> (1) Realizing values in what is said 	<p>SUGGESTED PRELIMINARY TESTING, GROUP ORIENTATION, AND INDIVIDUAL</p> <p><u>Durrell's Analysis of Reading Difficulty</u>, Listening Comprehension Use as group test with students writing answers. After putting the skeleton outline of the following selection students and ask them to fill in the outline with the important vary with sophistication of the students.</p> <p><u>Be A Better Reader I</u>, Smith, pp. 4, 32 <u>SRA Lab IIIa</u>, Teacher's Manual, pp. 35-45 <u>Standard Test Lessons in Reading</u>, McCall-Crabbs (C and first <u>Learn How to Study</u>, Kelner, pp. 16-18</p> <p>CULMINATING AND EXTENDING:</p> <p>Class discussion of strengths and weaknesses, usage in other with short selections.</p>	

ACTIVITIES AND MATERIALS - GRADE 7

led	General	Enriched
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MINIARY TESTING, GROUP ORIENTATION, AND INDIVIDUALIZED:

Analysis of Reading Difficulty, Listening Comprehension Section

up test with students writing answers.

g the skeleton outline of the following selection on the board, read to the
ask them to fill in the outline with the important details. Results will
phistication of the students.

Reader I, Smith, pp. 4, 32

Teacher's Manual, pp. 35-45

Lessons in Reading, McCall-Crabbs (C and first part of D)

Study, Kelner, pp. 16-18

D EXTENDING:

ision of strengths and weaknesses, usage in other subject areas, and practice
elections.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Er
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SUGGESTED PRELIMINARY TESTING, GROUP ORIENTATION, AND INDIVIDUALIZED:

Refer to seventh grade.

New Horizons 1, Brewton, p. 162

New Horizons 2, Brewton, p. 191

SRA Lab IIIb, Teacher's Manual, pp. 80-84

EDL Listen and Read, Tape #1, "How Well Do You Listen?"

Standard Test Lessons in Reading, McCall-Crabbs (D and E)

Advanced Skills in Reading 2, Gainsburg, p. 259

CULMINATING AND EXTENDING:

Refer to seventh grade.

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

GROUP ORIENTATION, AND INDIVIDUALIZED:

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191

al, pp. 80-84

"How Well Do You Listen?"

ding, McCall-Crabbs (D and E)

, Gainsburg, p. 259

RESOURCES
NOTES & EVALUATIONS

Duker, Listening:
Readings

Durrell, Durrell
Analysis of Reading
Difficulty

Nichols and Stevens,
Are You Listening?

Russell, Listening
Aids Through the
Grades

Spache, Toward Bet-
ter Reading

Instructor, April
1967, p. 66 (Each
April is devoted
to reading.)

ACTIVITIES AND MATERIALS - GRADE 7

COMMON SKILLS	Modified	General
<p>(2) Sensing beauty of presentation</p>		
<p>IV. Locating and Using Materials</p>		
<p>A. In books</p>	<p><u>Goal: To refine and extend skills in locating and using information</u></p>	
<p>1. Title page</p>	<p>SUGGESTED PRELIMINARY TESTING:</p>	
<p>2. Copyright page</p>	<p>Locational skills pretest (see supplement)</p>	
<p>3. Preface</p>	<p>GROUP ORIENTATION:</p>	
<p>4. Table of contents</p>	<p>Use a textbook in each subject and rapidly review the parts.</p>	
<p>5. Contents (body)</p>	<p><u>Learn How to Study</u>, Kelner, pp. 32-37</p>	
<p>a. Text</p>	<p>INDIVIDUALIZED:</p>	
<p>b. Aids</p>	<p><u>Mastery of Reading 1</u>,</p>	<p><u>Be A Better Reader I</u>, Smith</p>
<p>(1) Graphic</p>	<p>Leavell (see supplement)</p>	<p>pp. 68, 82-83</p>
<p>(2) Footnotes</p>	<p>Dictionary, pp. 30-31</p>	<p><u>Learn How to Study</u>, Kelner,</p>
<p>6. Other parts</p>	<p>Reader's Guide, p. 119</p>	<p>p. 26, Chapter 8</p>
<p>a. Appendix</p>		<p><u>Advanced Reading Skills</u>,</p>
<p>b. Glossary</p>		<p>Gainsburg, Chapter 9</p>
<p>c. Bibliography</p>		<p><u>Basic Reading Skills for</u></p>
<p>d. Index</p>		<p><u>Junior High School Use</u>,</p>
<p>e. Others</p>		<p>Gray, pp. 162-169</p>
<p>B. In pamphlets and other periodicals</p>	<p><u>EDL Study Skills</u>, Levels DDD, EEE, FFF</p>	
<p>C. In general references</p>	<p>CULMINATING AND EXTENDING:</p>	
<p>1. Encyclopedias</p>	<p>Advocate continued use in all subject areas.</p>	
<p>2. Atlases</p>	<p>See posttests (supplement)</p>	
<p>3. Almanacs</p>		
<p>4. Dictionaries</p>		
<p>5. Biographical sources</p>		
<p>6. Books of quotations</p>		

ACTIVITIES AND MATERIALS - GRADE 7

ified	General	Enriched
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fine and extend skills in locating and using informational materials

ELIMINARY TESTING:

skills pretest (see supplement)

ATION:

book in each subject and rapidly review the parts.
to Study, Kelner, pp. 32-37

ED:

Reading I,
(see supplement)
, pp. 30-31
guide, p. 119

Be A Better Reader I, Smith
pp. 68, 82-83
Learn How to Study, Kelner,
p. 26, Chapter 8
Advanced Reading Skills,
Gainsburg, Chapter 9
Basic Reading Skills for
Junior High School Use,
Gray, pp. 162-169

Be A Better Reader II, Smith
pp. 87, 98-99

Find one article related to a
specific article in the cur-
rent Reader's Digest. Note
the issue in which the article
appeared. Take notes and then
write a brief summary.

Skills, Levels DDD, EEE, FFF

AND EXTENDING:

continued use in all subject areas.
ests (supplement)

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enrichment
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SUGGESTED PRELIMINARY TESTING:

Locational skills pretest (See supplement)

GROUP ORIENTATION:

Use a textbook in each subject area and rapidly review the parts.

INDIVIDUALIZED:

Mastery of Reading 2,
Leavell (See supplement)

Advanced Skills in Reading 2,
Gainsburg, Chapter 8
Basic Reading Skills for High
School Use, Monroe, pp. 165,
171

Refer to general
Find two articles
to a specific
the current
gest. Note if
article appears
notes and write
mary.

EDL Study Skills, Levels GGG, HHH, III

CULMINATING AND EXTENDING:

Advocate continued use in all subject areas.
See posttests (supplement)

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES

NOTES & EVALUATIONS

e supplement)

c area and rapidly review the parts.

Advanced Skills in Reading 2,
Gainsburg, Chapter 8
Basic Reading Skills for High
School Use, Monroe, pp. 165,
171

Refer to general track.

Find two articles related
to a specific article in
the current Reader's Di-
gest. Note issue in which
article appeared. Take
notes and write brief sum-
mary.

Invite librarians
as resource persons
to implement and
extend knowledge of
locational skills.

HH, III

Campbell, Form and
Style in Thesis
Writing

subject areas.

COMMON SKILLS	Modified	General	
<p>D. In libraries</p> <ol style="list-style-type: none"> 1. Organization <ol style="list-style-type: none"> a. Card cata- log b. Periodical guides c. Pamphlet file 2. Rules 			
<p>V. Study Skills</p>	<p><u>Goal: To develop motives for study and improve means of implemen</u></p>		
<p>A. Motives</p>	<p>GROUP ORIENTATION:</p>		
<p>1. Self improve- ment</p>	<p><u>EDL Listen and Read</u>, Tape 11, "Check Your Study Habits."</p>		
<p>2. Enjoyment of work</p>	<p><u>Learn How to Study</u>, Kelner, pp. 3-15</p>		
<p>3. More free time</p>	<p>Discuss places of study. How can they be improved?</p>		
<p>4. Better grades</p>	<p>Make out a model time budget including time for eating and sle</p>		
<p>B. Budgeting day</p>	<p>Discuss how to set purposes for study. (Review frequently.)</p>		
<p>C. Physical setting</p>	<p><u>Reading for Meaning 7</u>, Guiler</p>		
<p>1. Suitable place</p>	<p>Discuss <u>Advanced Skills in Reading 1</u>, Gainsburg, pp. 287-294</p>		
<p>a. Light</p>			
<p>b. Freedom from distraction</p>			
<p>2. Definite time</p>			
<p>3. Materials col- lected for assignments</p>			
<p>D. Setting purposes</p>	<p><u>Mastery of Reading 1</u>,</p>	<p><u>Learn How to Study</u>, Kelner,</p>	<p>Be</p>
<p>E. Using informa- tion</p>	<p>Leavell, p. 68, 69</p>	<p>pp. 43-46</p>	<p>PP</p>
<p>1. Note taking</p>	<p><u>EDL Listen and Read</u>, Tape 15,</p>		
<p>a. Detecting clues to main facts</p>	<p>"Outlining - Finding the Skeleton in Listening and Reading"</p>		
<p>b. Marginal notes or underlining in own book</p>	<p><u>Advanced Skills in Reading 1</u>,</p>		
	<p>Gainsburg, Chapter 16</p>		
	<p><u>Learn How to Study</u>, Kelner,</p>		
	<p>pp. 47-51, 53-60</p>		
	<p><u>Reading Skills</u>, Wood,</p>		
	<p>Chapter 21</p>		
	<p>52</p>		

ACTIVITIES AND MATERIALS - GRADE 7

Level	General	Enriched
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Develop motives for study and improve means of implementing the skills

ACTIVATION:

and Read, Tape 11, "Check Your Study Habits."
How to Study, Kelner, pp. 3-15
 Places of study. How can they be improved?
 Model time budget including time for eating and sleeping.
 How to set purposes for study. (Review frequently.)
For Meaning 7, Guiler
Advanced Skills in Reading 1, Gainsburg, pp. 287-294

RECOMMENDED:

Reading 1,
 pp. 68, 69

Learn How to Study, Kelner,
 pp. 43-46
EDL Listen and Read, Tape 15,
 "Outlining - Finding the
 Skeleton in Listening and
 Reading"
Advanced Skills in Reading 1,
 Gainsburg, Chapter 16
Learn How to Study, Kelner,
 pp. 47-51, 53-60
Reading Skills, Wood,
 Chapter 21

Be A Better Reader II, Smith,
 pp. 58, 116

ACTIVITIES AND MATERIALS - GRADE 8

Modified

General

Enr

GROUP ORIENTATION:

Refer to seventh grade.

Describe your place of study. How can it be improved?

How to Study, Preston, Chapters 1 and 2

Make out a time budget for the week.

Discuss how to set purposes for study. (Review them frequently.)

Be A Better Reader III, Smith, pp. 14-15

EDL Listen and Read, Tape 14, "The Art of Notemaking"

Discuss Advanced Skills in Reading 2, Gainsburg, pp. 292-296

Reading for Meaning 8, Guiler

SRA IIIb Lab, Teacher's Manual, Notetaking and Outlining

INDIVIDUALIZED:

Mastery of Reading 2, Leavell,
pp. 87

New Horizons 1, Brewton, pp.
82-83, 162-163, 167, 237-238,
242, 256, 315, 327-328, 336,
398

Advanced Skills in Reading 2,
Gainsburg, pp. 295-322

How to Study, Kelner, Chap-
ter 6

New Horizons 2, Brewton,
pp. 71, 130-131, 137, 201-
202, 209, 216, 278-279, 288,
342, 414

How to Study, Preston,
Chapter 5

Be A Better Reader IV, Smith,
Chapter 14

Reader's Digest Educational
Edition

Be A Better
Smith, pp.

New Horizon
pp. 139, 26
336, 395, 4
462

Reader's Di
tional Edit

Be A Better
Smith, Chap

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES
NOTES & EVALUATIONS

How can it be improved?

Units 1 and 2

each week.

For study. (Review them frequently.)

pp. 14-15

"The Art of Notemaking"

Reading 2, Gainsburg, pp. 292-296

..., Notetaking and Outlining

Advanced Skills in Reading 2,
Gainsburg, pp. 295-322

How to Study, Kelner, Chap-
ter 6

New Horizons 2, Brewton,
pp. 71, 130-131, 137, 201-
202, 209, 216, 278-279, 288,
342, 414

How to Study, Preston,
Chapter 5

Be A Better Reader IV, Smith,
Chapter 14

Reader's Digest Educational

Be A Better Reader IV,
Smith, pp. 35-43

New Horizons 3, Brewton,
pp. 139, 264, 268, 332,
336, 395, 400, 457, 459,
462

Reader's Digest Educa-
tional Edition

Be A Better Reader IV,
Smith, Chapter 7

COMMON SKILLS	Modified	General
<ul style="list-style-type: none"> c. Briefing in outline form d. Editing for future use e. Reading to answer questions (specific purpose) 2. Outlining <ul style="list-style-type: none"> a. Reviewing ideas as SQ3R b. Main and subordinate ideas c. Form of outlining - sentence or topic 3. Summarizing 4. Reporting 5. Remembering - recalling <ul style="list-style-type: none"> a. Taking interest in topic b. Understanding subject matter c. Recalling by wholes d. Using several senses e. Distributing study time 6. Writing examinations <ul style="list-style-type: none"> a. Preparation b. Kinds of tests <ul style="list-style-type: none"> (1) Essay (2) Objective 		

ACTIVITIES AND MATERIALS - GRADE 7

fied	General	Enriched
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ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enrich
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ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES
NOTES & EVALUATIONS

COMMON SKILLS	Modified	General
<p>c. Procedure at test period</p> <ul style="list-style-type: none"> (1) Reading all items first (2) Underlining important words in directions (3) Budgeting time (4) Rereading answers 	<p>CULMINATING AND EXTENDING:</p>	<p>Discuss use of these skills in other classes. Students write a bibliographical entry of book they have Teacher prepare a lecture and ask students to outline.</p>

ACTIVITIES AND MATERIALS - GRADE 7

ified	General	Enriched
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AND EXTENDING:

- of these skills in other classes.
- ite a bibliographical entry of book they have read or of a textbook.
- pare a lecture and ask students to outline.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
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ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES
NOTES & EVALUATIONS

SOCIAL STUDIES SKILLS

SOCIAL STUDIES SKILLS

Modified

General

SOCIAL STUDIES

I. Vocabulary

- A. Word attack - application of common skills
- B. Word meaning
 1. Context
 2. Word parts
 - a. Roots
 - b. Prefixes
 - c. Suffixes
 3. Specific terms
 - a. Abstract terms
 - b. Technical vocabulary
 - c. Connotation and denotation of words as related to social studies concepts
 4. The evolution of words (spelling and meaning)

II. Basic Thought Relationships: Comprehension

- A. Organization of written material
 1. See COMMON SKILLS
 2. Recognizing concentration of facts
 3. Observing author's organizational aids
- B. Organization of ideas
 1. Developing an understanding of the ways ideas are presented
 2. Adjusting reading techniques to suit author's patterns

Goal: To extend vocabulary skills vital to the social studies area

GROUP ORIENTATION:

Draw from the class as many words as possible peculiar to social studies.
Ex.: revival, civilizations, crescent, liberty, equality, justice, democracy, republic, polis (politics). See The Early World, Rochester Course of Social Studies, pp. 10-11. Use words in context to demonstrate meaning. Recognize in these words the meaning of the word.

Give students the answers to complete sentences. Cover left side of page and use word attack skills and context clues to determine the meaning of the words.
Be A Better Reader II, Smith, p. 71
Be A Better Reader I, Smith, pp. 84, 113

CULMINATING AND EXTENDING:

Use these skills as need arises during this unit and in other units.

Goal: To perceive those thought relationships common to the organization of written material in social studies materials

GROUP ORIENTATION:

Ask students to bring social studies textbooks to class. Discuss the organization of the written material.
Advanced Skills in Reading 1, Gainsburg, pp. 193-216

Find the main ideas in paragraphs.
Be A Better Reader I, Smith, pp. 48-49
Be A Better Reader II, Smith, pp. 45, 73
Reading Skills, Wood, Chapter 19

ACTIVITIES AND MATERIALS - GRADE 7

Modified

General

Enriched

To extend vocabulary skills vital to the social studies area

ORIENTATION:

Ask students to bring from the class as many words as possible peculiar to social studies. Words include: revival, civilizations, crescent, liberty, equality, justice, archeology, politics (politics). See The Early World, Rochester Course of Study, Grade 7. Use words in context to demonstrate meaning. Recognize in these words familiar word parts.

Ask students to write the answers to complete sentences. Cover left side of the page. Use word attack skills and context clues to determine the meaning of the word.

A Better Reader II, Smith, p. 71

A Better Reader I, Smith, pp. 84, 113

MAINTAINING AND EXTENDING:

Use these skills as need arises during this unit and in other classes.

To perceive those thought relationships common to the organization of ideas in social studies materials

ORIENTATION:

Ask students to bring social studies textbooks to class. Discuss the organization of the written material.

Advanced Skills in Reading 1, Gainsburg, pp. 193-216

Ask students to find the main ideas in paragraphs.

A Better Reader I, Smith, pp. 48-49

A Better Reader II, Smith, pp. 45, 73

Reading Skills, Wood, Chapter 19

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
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GROUP ORIENTATION:

Refer to seventh grade. Use words peculiar to geography: horse latitudes, doldrums, polar, sinussoidal.

Be A Better Reader III, Smith, pp. 122-125

Word Wealth Junior, Miller

Part I, pp. 87-90, 91-95

Part II, pp. 209-212

Part III, pp. 235, 257, 305, 309, 313, 317, 325

CULMINATING AND EXTENDING:

Refer to seventh grade.

GROUP ORIENTATION:

Refer to seventh grade.

Find the main idea in paragraphs.

Be A Better Reader III, Smith, pp. 62,63

Outlining and sequence

Be A Better Reader IV, Smith, p. 104

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RESOURCES AND MATERIALS - GRADE 8

General

Enriched

peculiar to geography: horse latitudes, doldrums,

. 122-125

, 313, 317, 325

. 62, 63

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RESOURCES

NOTES & EVALUATIONS

Bamman, Hogan, and Green,
Reading Instruction in the
Secondary School

Lamar, Ellen, "A Social
Studies Department Talks
Back", Journal of Reading,
Vol. X, No. 1, Oct. '66

Weiss, Reading in the
Secondary Schools

ACTIVITIES AND MATERIALS - GRADE

SOCIAL STUDIES SKILLS	Modified	General
<p>3. Understanding social relationships</p> <p>4. Understanding statement and support patterns</p> <p>5. Understanding cause and effect relationships</p> <p>6. Understanding comparison and contrast</p> <p>7. Understanding chronological or sequential order.</p> <p>8. Understanding time-space relationship</p> <p>C. Establishing a purpose for reading and adjusting rate</p> <p>1. SQ3R or a similar study plan</p> <p>2. Adjusting rate to purpose</p> <p>D. Reaction to material read</p> <p>1. Interpretation</p> <p>a. Factual recall</p> <p>b. Conceptual - synthesizing detail for generalization</p> <p>c. Extentional - using related data from mass media</p> <p>d. Associational - relating previous experiences to new situations</p> <p>e. Visual identification in geographical and historical settings</p>	<p>INDIVIDUALIZED:</p> <p><u>Reader's Digest Skill Builders</u> Level 6 Part 3, pp. 90, 98</p> <p><u>EDL Study Skills</u>, Boxes DD, EE, FF, GG</p> <p>Use a grade level approach - see manual</p> <p>Use a skill approach. Identify the skills needing special class discussion. Follow with skill sheet, using same levels of difficulty.</p> <p>Teach skill using students' textbooks. Follow with multiple EDL worksheets, or put the worksheet on transparency discussion.</p> <p>Using multi-level ability grouping, ask group to choose class. After working on skill on many levels, group they will present to class. Teacher may need to help transparency for presentation. Group presents skill to class.</p>	<p><u>Be A Better Reader I</u>, Smith, pp. 4-5, 59, 61-62, 85, 90-91, 100-103, 118-119</p> <p><u>Advanced Skills in Reading 1</u> Gainsburg, pp. 105-120, 171-192</p> <p><u>Advanced Skills in Reading 1</u> Gainsburg, Chapter 7</p>

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
<p>ADJUSTED:</p> <p><u>Digest Skill</u> Level 6 Part 3, 98</p>	<p><u>Be A Better Reader I</u>, Smith, pp. 4-5, 59, 61-62, 85, 90- 91, 100-103, 118-119</p> <p><u>Advanced Skills in Reading 1</u> Gainsburg, pp. 105-120, 171- 192</p> <p><u>Advanced Skills in Reading 1</u> Gainsburg, Chapter 7</p>	<p><u>Be A Better Reader II</u>, Smith, pp. 20-21, 44, 58-59, 62-63, 76-77</p>

Advanced Skills, Boxes DD, EE, FF, GG
 grade level approach - see manual
 skill approach. Identify the skills needing special teaching through informal
 discussion. Follow with skill sheet, using same skill through succeeding
 levels of difficulty.
 skill using students' textbooks. Follow with multi-copies of examples of
 worksheets, or put the worksheet on transparency for class activity and dis-
 cussion.
 multi-level ability grouping, ask group to choose skill to be presented to
 class. After working on skill on many levels, group gives teacher idea of skill
 they will present to class. Teacher may need to help them prepare ditto or trans-
 parency for presentation. Group presents skill to class (5-10 minute presentation).

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enrichment
<p>INDIVIDUALIZED:</p> <p>See seventh grade.</p>	<p><u>Be A Better Reader III</u>, Smith, pp. 4-5, 91, 46-47, 52-53, 62-64, 117</p> <p><u>Advanced Skills in Reading 2</u>, Gainsburg, pp. 229-238, 245- 268</p> <p><u>Advanced Skills in Reading 2</u>, Gainsburg, Chapter 10</p>	<p><u>Be A Better Reader</u> pp. 106-109,</p>

EDL Study Skills, Boxes GG, HH, II - Refer to seventh grade

Be A Better Reader
Smith, pp. 11

EDL Listen and Read, Tape 21, "Reading Between the Lines"

ACTIVITIES AND MATERIALS - GRADE 8

RESOURCES
NOTES & EVALUATIONS

General

Enriched

Be A Better Reader III,
Smith, pp. 4-5, 91, 46-47,
52-53, 62-64, 117

Advanced Skills in Reading 2,
Gainsburg, pp. 229-238, 245-
268

Advanced Skills in Reading 2,
Gainsburg, Chapter 10

Be A Better Reader IV, Smith,
pp. 106-109, 110-114

s GG, HH, II - Refer to seventh grade

Be A Better Reader IV,
Smith, pp. 116-119

pe 21, "Reading Between the Lines"

ACTIVITIES AND MATERIALS - GRADE

SOCIAL STUDIES SKILLS	Modified	General
<p>2. Evaluation and critical reading</p> <p>a. Separating relevant from irrelevant</p> <p>b. Distinguishing fact from opinion</p> <p>c. Wariness of author bias and prejudice</p> <p>d. Recognizing persuasion techniques, including propagan-da</p> <p>e. Perspective in relation to chronol-ogy</p>	<p><u>Reading for Meaning 6</u>, Coleman, units 2-4, 6, 7-10, 13, 15-19, 21, 22, 25-27, 29</p>	<p><u>Reading for Meaning 7</u>, Guiler, units 1-4, 6, 7, 16, 18, 22, 34</p> <p><u>Be A Better Reader I</u>, Smith, pp. 124-125</p>
<p>3. Appreciation</p> <p>a. Enjoying the method of presentation</p> <p>b. Developing selectivity in social studies reading</p> <p>c. Savoring the tone and style of his-torical writings</p>	<p>CULMINATING AND EXTENDING:</p> <p>Bring to class a copy of "The Declaration of Independence and discuss the tone and style (calligraphy) - facsimiles. Suggest students bring to class copies of old books. Share excerpts from <u>The Old Farmer's Almanac</u> with the cla <u>Almanac</u>).</p> <p>Use bulletin boards for displaying materials brought by s</p>	
<p>III. Mechanics</p> <p>A. Silent</p>	<p>Goal: To refine the mechanics taught in COMMON SKILLS and to the social studies area.</p>	
<p>1. Adjusting rate to purpose</p> <p>2. Rereading for needed details</p> <p>3. Scanning for informa-tion</p> <p>B. Oral</p> <p>1. Reinforcing silent reading</p> <p>2. Verifying facts</p> <p>3. Sharing independent reading</p> <p>4. Group reading (choral-drama)</p>	<p>GROUP ORIENTATION:</p> <p>Ask students to survey the material and discuss rates need called for.</p> <p><u>Be A Better Reader I</u>, Smith, pp. 4-5, 18-19, 30-31, 48-49</p> <p><u>Be A Better Reader II</u>, Smith, pp. 20-21, 44</p> <p>Read the chapter from Silverberg's <u>Time of the Great Free ballads in ancient civilization.</u></p>	

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ACTIVITIES AND MATERIALS - GRADE 7

Field	General	Enriched
<p>Meaning 6, Units 2-4, 6, 7- 9, 21, 22,</p>	<p><u>Reading for Meaning 7</u>, Guiler, units 1-4, 6, 7, 16, 18, 22, 34 <u>Be A Better Reader I</u>, Smith, pp. 124-125</p>	

AND EXTENDING:

Pass a copy of "The Declaration of Independence" or "The Mayflower Compact" to the tone and style (calligraphy) - facsimiles if possible.
Students bring to class copies of old books.
Excerpts from The Old Farmer's Almanac with the class. (Also Poor Richard's
boards for displaying materials brought by students.

Review the mechanics taught in COMMON SKILLS and to develop those peculiar to the social studies area.

ATTENTION:

Students to survey the material and discuss rates needed to do the activity
Be A Better Reader I, Smith, pp. 4-5, 18-19, 30-31, 48-49, 76
Be A Better Reader II, Smith, pp. 20-21, 44
 Chapter from Silverberg's Time of the Great Freeze illustrating the use of
 ancient civilization.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
	<p><u>Reading for Meaning 8</u>, Guiler, Units 3, 5, 6, 10 11, 17-20, 22</p> <p><u>Be A Better Reader III</u>, Smith, pp. 21-22, 36-37, 76- 77, 78, 82-83, 96-97, 116, 124-125</p>	<p><u>Reading for Meaning</u> Guiler, Units 2, 11,</p>

EDL Listen and Read, Tape 22, "The Power of Persuasion"

Be A Better Reader I
Smith, pp. 115-116

CULMINATING AND EXTENDING:

See seventh grade.

GROUP ORIENTATION:

Refer to seventh grade.

Be A Better Reader III, Smith, pp. 4-5, 31-32, 46, 62-63, 76, 90-91

New Horizons 1, Brewton, pp. 59, 203, 340, 353, 367, 374

New Horizons 2, Brewton, pp. 249, 304-305, 333

New Horizons 3, Brewton, pp. 150, 158, 167, 181, 230, 235, 304

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ND MATERIALS - GRADE 8

General	Enriched
<p><u>for Meaning 8,</u> Units 3, 5, 6, 10 20, 22 <u>tter Reader III,</u> pp. 21-22, 36-37, 76- 82-83, 96-97, 116,</p>	<p><u>Reading for Meaning 9,</u> Guiler, Units 2, 11, 14, 20</p>
<p>pe 22, "The Power of Persuasion"</p>	<p><u>Be A Better Reader IV,</u> Smith, pp. 115-116</p>

RESOURCES
NOTES & EVALUATIONS

Geiger, Ray (ed.),
Farmers' Almanac

<p>-5, 31-32, 46, 62-63, 76, 90-91 340, 353, 367, 374 4-305, 333 8, 167, 181, 230, 235, 304</p>

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SOCIAL STUDIES SKILLS	Modified	General
<p>C. Listening</p> <ol style="list-style-type: none"> 1. For information from teacher and students 2. To learn from audio aids 3. For appreciation 	<p>CULMINATING AND EXTENDING:</p> <p>Use students' textbooks to practice different skills and rat chapter from students' textbooks. Students survey for two m test on material to illustrate amount learned from survey. not assume they have studied material! They have only <u>prepa</u> material.</p> <p>Plan how these skills may be used in actual class situation.</p>	
<p>IV. Locating and Using Materials</p> <p>A. In books</p> <ol style="list-style-type: none"> 1. Parts of books <ol style="list-style-type: none"> a. Glossary b. Appendix c. Bibliography d. Index 2. Aids peculiar to social studies <ol style="list-style-type: none"> a. Political cartoons b. Time lines c. Other visual aids (maps, charts, graphs, tables, diagrams) <p>B. In pamphlets and periodicals</p> <p>C. In general references</p> <ol style="list-style-type: none"> 1. Encyclopedias - general and historical 2. Biographical dictionaries 3. Almanacs 4. Atlases and gazetteers 	<p>Goal: <u>To refine the general locational skills and extend those</u></p> <p>GROUP ORIENTATION AND INDIVIDUALIZED:</p> <p>Each student chooses a topic in which he is interested for a (preferably one that can be used in another subject). Find three types of sources. Write paper without plagiarizing but (paraphrasing). Ex.: Nila Banton Smith (<u>Be A Better Reader</u> the <u>World Almanac</u> is a good source for statistics in the po Write correct bibliographies in alphabetical order by author Each student chooses a place of historical interest he would his maps, plans itinerary, and reports his finding, including</p> <p><u>EDL Listen and Read</u> Tape 16, "Language of Charts, Graphs, Ma <u>Mastery of Reading 1</u>, Leavell, pp. 41, 108, 118 <u>Be A Better Reader I</u>, Smith, pp. 18-19, 32-33, 76-77, 68-69 <u>Advanced Skills in Reading 1</u>, Gainsburg, pp. 147-158</p> <p>CULMINATING AND EXTENDING:</p> <p>After teacher checks papers, students evaluate their streng class discussion. Students revise papers in preparation for</p> <p>Small groups choose topic, prepare, and present skills need</p> <p>Follow up by rechecking with social studies teachers for we over of skills taught.</p> <p>Discuss skill relevance to social studies class and to life</p>	

ACTIVITIES AND MATERIALS - GRADE 7

Field	General	Enriched
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AND EXTENDING:

Use students' textbooks to practice different skills and rates. Choose an unused page from students' textbooks. Students survey for two minutes. Do exercise or activity on that page to illustrate amount learned from survey. Caution: students should not use material they have studied! They have only prepared themselves to study. These skills may be used in actual class situation.

Use the general locational skills and extend those peculiar to social studies

RESEARCH AND INDIVIDUALIZED:

Student chooses a topic in which he is interested for a research paper. (Choose one that can be used in another subject). Find information in at least three sources. Write paper without plagiarizing but not using footnotes (if necessary). Ex.: Nila Banton Smith (Be A Better Reader IV, p. 121) tells us that Almanac is a good source for statistics in the political field. List bibliographies in alphabetical order by author. Student chooses a place of historical interest he would like to visit. He gathers information on itinerary, and reports his findings, including the cost, to the class.

Use Read Tape 16, "Language of Charts, Graphs, Maps, and Diagrams"

Reading 1, Leavell, pp. 41, 108, 118

Be A Better Reader I, Smith, pp. 18-19, 32-33, 76-77, 68-69

Skills in Reading 1, Gainsburg, pp. 147-158

AND EXTENDING:

Teacher checks papers, students evaluate their strengths and weaknesses through discussion. Students revise papers in preparation for use in subject areas. Students choose topic, prepare, and present skills needed to develop study of topic. Discuss by rechecking with social studies teachers for weaknesses. Note any carry-over skills taught. Note any relevance to social studies class and to life situations.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
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CULMINATING AND EXTENDING:

Use introductory selections. Outline beginning paragraphs to illustrate using different skills and rates.

Be A Better Reader IV, Smith, pp. 104, 110, 112, 115, 116, 120, 121

Apply these skills to an actual class assignment.

GROUP ORIENTATION:

Refer to seventh grade. Expand according to ability of the class, including direct quotations and footnotes, current periodicals, primary sources and/or specific materials. Topic should be more limited and specific. Transparency footnotes and bibliography (Supplement)

Be A Better Reader III, Smith, pp. 86-87

Be A Better Reader IV, Smith, pp. 110-112, 120

Mastery of Reading 2, Leavell, pp. 94, 96, 97

EDL Listen and Read Tape 23, "News of the Day"

Advanced Skills in Reading 2, Gainsburg, pp. 186-208

CULMINATING AND EXTENDING:

Refer to seventh grade.

Review of reference materials.

Be A Better Reader IV, Smith, pp. 121-122

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

ns. Outline beginning paragraphs to illustrate using
s.
with, pp. 104, 110, 112, 115, 116, 120, 121
actual class assignment.

Expand according to ability of the class, including using
notes, current periodicals, primary sources and/or more
c should be more limited and specific. Transparencies for
y (Supplement)
with, pp. 86-87
with, pp. 110-112, 120
vell, pp. 94, 96, 97
23, "News of the Day"
g 2, Gainsburg, pp. 186-208

ials.
with, pp. 121-122

RESOURCES

NOTES & EVALUATIONS

Saturday Review,
current issues

Bank of America
Traveler's Handbook,
current edition

Use other travel bureau
materials

SOCIAL STUDIES SKILLS	ACTIVITIES AND MATERIALS -	
	Modified	General
<p>D. In libraries - checking resource materials</p> <ol style="list-style-type: none"> 1. Card catalog 2. Periodical guides 3. Pamphlet file <p>V. Study Skills refer to parallel section in COMMON SKILLS (stress outlining to prepare for eighth grade)</p>		

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ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
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SCIENCE SKILLS

SCIENCE SKILLS	Modified	General						
<u>SCIENCE</u>	<u>Goal: To develop a larger and more meaningful science voc</u>							
<p>I. Vocabulary</p> <p>A. Word attack - application of common skills</p> <p>B. Word meaning - specialized usage</p> <p>1. Context</p> <p>2. Word parts</p> <p> a. Roots</p> <p> b. Prefixes</p> <p> c. Suffixes</p> <p>3. Symbols, signs, and abbreviations</p>	<p><u>GROUP ORIENTATION:</u></p> <p>Write sentences on the board omitting scientific terms. scientific terms to illustrate the economy of subject vo amplification by stimulated emission of radiation has be operate on eyes to repair the tissue of the eye on which (The laser has been used by ophthalmologists to repair t Choose scientific words, divide them into roots, prefixe standing.</p> <p><u>INDIVIDUALIZED:</u></p> <table border="1" data-bbox="642 1282 1492 1519"> <tr> <td data-bbox="642 1282 1040 1358"><u>Reader's Digest Science Readers</u></td> <td data-bbox="1040 1282 1492 1358"><u>Advanced Skills in Reading</u></td> </tr> <tr> <td data-bbox="642 1358 1040 1433"></td> <td data-bbox="1040 1358 1492 1433">1, Gainsburg, pp. 86-87</td> </tr> <tr> <td data-bbox="642 1433 1040 1519"></td> <td data-bbox="1040 1433 1492 1519"><u>Be A Better Reader I</u>, Smith, pp. 42, 85, 97</td> </tr> </table>		<u>Reader's Digest Science Readers</u>	<u>Advanced Skills in Reading</u>		1, Gainsburg, pp. 86-87		<u>Be A Better Reader I</u> , Smith, pp. 42, 85, 97
<u>Reader's Digest Science Readers</u>	<u>Advanced Skills in Reading</u>							
	1, Gainsburg, pp. 86-87							
	<u>Be A Better Reader I</u> , Smith, pp. 42, 85, 97							
<p>II. Basic Thought Relationships: Comprehension</p> <p>A. Structure of written material</p> <p>1. Selecting main ideas</p> <p> a. Details</p> <p> b. Phrases</p> <p> c. Clauses</p> <p>2. Noting punctuation</p>	<p><u>CULMINATING AND EXTENDING:</u></p> <p>Keep lists of unfamiliar words, pronunciations, and mean</p> <hr/> <p><u>Goal: To develop skills necessary to understanding and us</u></p> <p><u>GROUP ORIENTATION:</u></p> <p>Choose a section from a science textbook. Find an artic subject. Read to the class and discuss the difference i</p>							

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
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develop a larger and more meaningful science vocabulary

PRESENTATION:

sentences on the board omitting scientific terms. Then substitute the scientific terms to illustrate the economy of subject vocabulary. Ex.: Light emission by stimulated emission of radiation has been used by doctors who operate on eyes to repair the tissue of the eye on which the image is focused. Laser has been used by ophthalmologists to repair the retina.) Scientific words, divide them into roots, prefixes, and suffixes for under-

RESOURCES:

<u>Digest Science</u>	<u>Advanced Skills in Reading I</u> , Gainsburg, pp. 86-87 <u>Be A Better Reader I</u> , Smith, pp. 42, 85, 97	<u>Be A Better Reader II</u> , Smith, pp. 15, 57, 84
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REINFORCING AND EXTENDING:

lists of unfamiliar words, pronunciations, and meanings used in science class.

develop skills necessary to understanding and using scientific information

PRESENTATION:

Read a section from a science textbook. Find an article in a periodical on the same topic. Read to the class and discuss the difference in the structure of the material.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched

GROUP ORIENTATION:

Reverse the procedure from seventh grade. Can you translate this sentence?
 Ex.: Is the moon at apogee simultaneously with neap tide? (Is the moon in its
 at its furthest point from the earth at the time of the lowest tides?)

Refer to seventh grade. Review and extend the list.

INDIVIDUALIZED:

Reader's Digest Science
 Readers

Advanced Skills in Reading 2
 Gainsburg, pp. 82-86, 121-
 124 (medical)
Be A Better Reader III,
 Smith, pp. 49, 93, 121
Word Wealth Junior, Miller,
 pp. 187-192

Be A Better Reader I
 Smith, pp. 101-103

CULMINATING AND EXTENDING:

List some roots and affixes on board. Divide the class into groups and see which
 group can make up the greatest number of scientific words within a given time.

GROUP ORIENTATION:

Choose a subject from a periodical. Ask the students to bring in as many other
 references on the same subject as possible. Compare the structure of the different
 materials - the advantages and disadvantages of each.

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES

NOTES & EVALUATIONS

seventh grade. Can you translate this sentence?
simultaneously with neap tide? (Is the moon in its orbit
the earth at the time of the lowest tides?)

review and extend the list.

Science vocabulary list

Advanced Skills in Reading 2
Gainsburg, pp. 82-86, 121-
124 (medical)
Be A Better Reader III,
Smith, pp. 49, 93, 121
Word Wealth Junior, Miller,
pp. 187-192

Be A Better Reader IV,
Smith, pp. 101-103

Bamman, Hogan, Greene,
Reading Instruction in
the Secondary School

on board. Divide the class into groups and see which
fastest number of scientific words within a given time limit.

medical. Ask the students to bring in as many other
examples as possible. Compare the structure of the different
and disadvantages of each.

Eash, Maurice J.
Reading and Thinking,
Chapter 4

SCIENCE SKILLS	Modified	General
<p>3. Interpreting formulas and equations</p> <p>4. Classification</p> <p>B. Organization of ideas</p> <ol style="list-style-type: none"> 1. Continuity 2. Proper sequence 3. Selectively chosen items 4. Visualizing problem 5. Structuring proof 6. Awareness of interrelationships <p>C. Establishing purpose for reading selection</p> <ol style="list-style-type: none"> 1. SQ3R or a similar plan 2. Adjusting rate to purpose <p>D. Reaction to material read</p> <ol style="list-style-type: none"> 1. Interpretation <ol style="list-style-type: none"> a. Factual recall b. Inductive and deductive reasoning c. Extension to related data d. Relating previous knowledge to new situations e. Visualizing possible results 2. Evaluation and critical reading <ol style="list-style-type: none"> a. Separating relevant from irrelevant b. Distinguishing fact from theory c. Distinguishing fact from opinion 	<p>INDIVIDUALIZED:</p> <p><u>Reading for Meaning 6</u>, Coleman, units 5, 12, 20, 23, 28</p> <p><u>Reader's Digest Science Readers</u></p> <p><u>Mastery of Reading 1</u>, Leavell, pp. 101-104, 105, 111</p> <p><u>EDL Study Skills</u>, Robinson, Boxes D, E, F</p>	<p><u>Be A Better Reader I</u>, Smith, pp. 20-21, 50-51, 54, 58</p> <p><u>Be A Better Reader I</u>, Smith, pp. 4-5, 64-65, 78-79, 92-93</p> <p><u>Reading for Meaning 7</u>, Guiler, units 5, 8, 9, 10, 11, 12, 34</p> <p><u>Advanced Skills in Reading 1</u>, Gainsburg, pp. 18-19, 20-21, 105-110, 117-118, 122-130</p> <p><u>Be A Better Reader I</u>, Smith, pp. 34-35, 110, 121</p> <p><u>Advanced Skills in Reading 1</u>, Gainsburg, pp. 190-191</p> <p><u>EDL Study Skills</u>, Robinson, Boxes D, E, F</p> <p><u>Be A Better Reader I</u>, Smith, pp. 78-79, 104-105, 120-121</p>

ACTIVITIES AND MATERIALS - GRADE 7

Simplified	General	Enriched
<p>STRENGTHENED:</p> <p><u>For Meaning 6,</u> units 5, 12, 20,</p> <p><u>Digest Science</u></p>	<p><u>Be A Better Reader I,</u> Smith pp. 20-21, 50-51, 54, 58</p> <p><u>Be A Better Reader I,</u> Smith, pp. 4-5, 64-65, 78-79, 92-93</p> <p><u>Reading for Meaning 7,</u> Guiler, units 5, 8, 9, 10, 11, 12, 34</p> <p><u>Advanced Skills in Reading</u> 1, Gainsburg, pp. 18-19, 20- 21, 105-110, 117-118, 122- 130</p>	<p><u>Be A Better Reader II,</u> Smith, pp. 36-37, 42-43, 50-51, 64- 65, 78-79, 106-107, 122-123, 125</p>
<p><u>of Reading 1,</u> pp. 101-104,</p>	<p><u>Be A Better Reader I,</u> Smith, pp. 34-35, 110, 121</p> <p><u>Advanced Skills in Reading</u> 1, Gainsburg, pp. 190-191</p>	<p><u>Be A Better Reader II,</u> Smith, pp. 22-23</p>
<p><u>Study Skills,</u> Robin- son, Boxes D, E, F</p>	<p><u>EDL Study Skills,</u> Robinson, Boxes D, E, F</p>	<p><u>EDL Study Skills,</u> Robinson, Boxes D, E, F</p>
	<p><u>Be A Better Reader I,</u> Smith, pp. 78-79, 104-105, 120-121</p>	<p><u>Be A Better Reader II,</u> Smith, pp. 59, 85, 92-93, 106-107, 122-123</p>

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
<p>INDIVIDUALIZED:</p> <p><u>Reader's Digest Science Readers</u> <u>Reading for Meaning 6</u>, Coleman. Refer to seventh grade. <u>Mastery of Reading 2</u>, Leavell, pp. 82-83, 84-85</p> <p><u>EDL Study Skills</u>, Robinson, Boxes G, H, I</p>	<p><u>Advanced Skills in Reading 2</u>, Gainsburg, pp. 1-17, 20-34, 209-220, 220-226 <u>Reading for Meaning 8</u>, Guiler, Units 2, 7, 9, 12, 13, 15, 24 <u>Be A Better Reader III</u>, Smith, pp. 6-7, 22-23, 38-39, 85, 99, 126-127</p> <p><u>Advanced Skills in Reading 2</u>, Gainsburg, pp. 250-255</p> <p><u>EDL Study Skills</u>, Robinson, Boxes G, H, I</p> <p><u>Be A Better Reader III</u>, Smith, pp. 48, 54-55, 70-71</p>	<p><u>Reading for Meaning 9</u>, Guiler. Units 7, 17, 24</p> <p><u>Be A Better Reader IV</u>, Smith, pp. 79-81, 82-85, 85-89, 93-95 <u>Advanced Skills in Reading</u> Gainsburg, pp. 125-132</p> <p><u>EDL Study Skills</u>, Robinson, Boxes G, H, I</p> <p><u>Be A Better Reader IV</u>, Smith, pp. 89-93, 96-98</p>

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TITLES AND MATERIALS - GRADE 8

**RESOURCES
NOTES & EVALUATIONS**

General

Enriched

Advanced Skills in Reading
Gainsburg, pp. 1-17, 20-
209-220, 220-226
Reading for Meaning 8,
Guiler, Units 2, 7, 9, 12,
15, 24
A Better Reader III,
Smith, pp. 6-7, 22-23, 38-
85, 99, 126-127

Reading for Meaning 9,
Guiler. Units 7, 17, 24

Be A Better Reader IV,
Smith, pp. 79-81, 82-85,
85-89, 93-95
Advanced Skills in Reading 2,
Gainsburg, pp. 125-132

Weiss, Reading in the
Secondary Schools

Advanced Skills in Reading
Gainsburg, pp. 250-255

DeKruif, Paul,
Hunger Fighters
Men Against Death
Microbe Hunters

EDL Study Skills, Rob-
inson, Boxes G, H, I

EDL Study Skills, Rob-
inson, Boxes G, H, I

A Better Reader III,
Smith, pp. 48, 54-55,
60-71

Be A Better Reader IV,
Smith, pp. 89-93, 96-98

SCIENCE SKILLS	Modified	General
<ul style="list-style-type: none"> d. Judging reliability of a source e. Drawing inferences and conclusions f. Determining cause and effect g. Sensing time and space relationships 3. Appreciation <ul style="list-style-type: none"> a. Aesthetic b. Relation to a person's life c. Origins and history d. Speculation toward the future 	<p>CULMINATING AND EXTENDING:</p>	<p>Choose a subject. List as many resources as possible. page numbers.</p>
<p>III. Mechanics</p>	<p>Goal: To select the rates appropriate to the purpose of the study of the material</p>	
<ul style="list-style-type: none"> A. Silent <ul style="list-style-type: none"> 1. Adjusting rate to purpose 2. Rereading for specific purposes <ul style="list-style-type: none"> a. Detail b. Sequence c. Classification B. Oral - see COMMON SKILLS C. Listening <ul style="list-style-type: none"> 1. For information from teacher and students 2. To learn from audio aids 3. For appreciation 	<p>GROUP ORIENTATION:</p>	<p>Find two articles on the same subject. Discuss the rate for your purpose. (SQ3R) <u>Be A Better Reader I, Smith, pp. 6-7</u> <u>Reader's Digest Advanced Skill Builders Book One, pp. 89</u> Choose appropriate selections from <u>Standard Test Lessons Book C</u> and the first half of <u>Book D</u></p>
	<p>Share independent reading</p>	
	<p>Use selections from <u>Standard Test Lessons in Reading, Mo</u></p>	
	<p>CULMINATING AND EXTENDING:</p>	<p>Discuss the application of these skills in science and</p>

ACTIVITIES AND MATERIALS - GRADE 7

Modified

General

Enriched

ELIMINATING AND EXTENDING:

Choose a subject. List as many resources as possible. Write a bibliography including page numbers.

1. To select the rates appropriate to the purpose of the assignment and the difficulty of the material

GROUP ORIENTATION:

Find two articles on the same subject. Discuss the rates you would use according to your purpose. (SQ3R)

Use A Better Reader I, Smith, pp. 6-7

Reader's Digest Advanced Skill Builders Book One, pp. 89-98

Choose appropriate selections from Standard Test Lessons in Reading, McCall-Crabbs, Book C and the first half of Book D

Share independent reading

Use selections from Standard Test Lessons in Reading, McCall-Crabbs, as listening tests.

ELIMINATING AND EXTENDING:

Discuss the application of these skills in science and health classes.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
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CULMINATING AND EXTENDING:

- Write a research paper (if activity not used in social studies).
- Prepare an experiment for demonstration in a science class. State problem, list materials, state procedure, predict outcome, and record actual outcome.
- Outline the skills section in Be A Better Reader IV, Smith, pp. 76-98

GROUP ORIENTATION:

- Teach mechanics using Be A Better Reader IV, Smith, pp. 77-103
- Choose appropriate selections from Standard Test Lessons in Reading, McCall Crabbe Books D and first half of Book E.

Share independent reading.

Refer to seventh grade.

CULMINATING AND EXTENDING:

Refer to seventh grade.

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES
NOTES & EVALUATIONS

activity not used in social studies).
Illustration in a science class. State problem, list
predict outcome, and record actual outcome.
Use A Better Reader IV, Smith, pp. 76-98

Reader IV, Smith, pp. 77-103
from Standard Test Lessons in Reading, McCall Crabbs,
E.

SCIENCE SKILLS	Modified	General
<p>IV. Locating and Using Materials</p> <p>A. In books</p> <ol style="list-style-type: none"> 1. Parts of books <ol style="list-style-type: none"> a. Glossary b. Appendix c. Bibliography d. Index 2. Aids peculiar to science <ol style="list-style-type: none"> a. Headings and sub-headings b. Visual aids c. Chapter aids <p>B. In pamphlets and periodicals</p> <p>C. In general references</p> <ol style="list-style-type: none"> 1. Encyclopedias - general and scientific 2. Almanacs <p>D. In libraries</p> <ol style="list-style-type: none"> 1. Card catalog 2. Periodical guides 3. Pamphlet file 	<p><u>Goal: To become more efficient in the use of science refer</u></p> <p>GROUP ORIENTATION:</p> <p>Ask students to bring to class their science books (or textbooks). Discuss the parts of a book and book aids.</p> <p>INDIVIDUALIZED:</p> <p style="text-align: right;"><u>Be A Better Reader I, Smith,</u> pp. 82-83</p> <p>Make a collection of science magazines. Accept scientific zines. If possible, make bulletin boards of these materials.</p> <p><u>Natural History Magazine</u> <u>Popular Mechanics</u> <u>Popular Science Monthly</u> <u>Science Digest</u> <u>Scientific American</u> <u>Science Newsletter</u></p> <p>CULMINATING AND EXTENDING:</p> <p>Choose a project connected with science. List equipment. List steps in completing project. Discuss hobby possibilities in scientific fields.</p>	
<p>V. Study Skills - refer to parallel section in COMMON SKILLS (Stress outlining and note-taking.)</p>	<p><u>Goal: To extend the study skills applicable to science, taking.</u></p> <p>GROUP ORIENTATION:</p> <p><u>EDL Listen and Read, Tape 15, "Outlining - Finding the S</u></p>	

ACTIVITIES AND MATERIALS - GRADE 7

ed	General	Enriched
more efficient in the use of science reference materials.		

ON:

to bring to class their science books (or use a class set of outdated
Discuss the parts of a book and book aids.

Be A Better Reader I, Smith,
pp. 82-83

Be A Better Reader II, Smith,
pp. 98-99

ation of science magazines. Accept scientific articles from other maga-
ossible, make bulletin boards of these materials:

ory Magazine
anics
nce Monthly
st
merican
letter

D EXTENDING:

ject connected with science.
nt.
n completing project.
y possibilities in scientific fields.

and the study skills applicable to science, especially outlining and note-

TION:

and Read, Tape 15, "Outlining - Finding the Skeleton in Reading and Listening"

ACTIVITIES AND MATERIALS - GRADE 8

Modified

General

Enriched

GROUP ORIENTATION:

Refer to seventh grade. Ask students to bring either (or both) science and health books. Prepare transparencies of parts of books omitting the title or some essential part (the legend on a map). Be ready to supply missing part with a second transparency.

Ask students to select a topic, use two resource materials, and chart the agreements and disagreements.

CULMINATING AND EXTENDING:

Choose a scientific prediction from an almanac. Check to see if it was correct. Ex.: Weather forecasts, eclipse predictions, and tide predictions, from Farmers' Almanac.

Through discussion list scientific superstitions. Ex.: Water witching (willow sticks).
Synthesizing information

Be A Better Reader III, Smith, pp. 118-119

Be A Better Reader IV, Smith, pp. 98-100

GROUP ORIENTATION:

EDL Listen and Read, Tape 14, "The Art of Notetaking"

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES

NOTES & EVALUATIONS

Students to bring either (or both) science and health text-
of parts of books omitting the title or some essential
e ready to supply missing part with a second transparen-

use two resource materials, and chart the agreements

from an almanac. Check to see if it was correct.
se predictions, and tide predictions, from Farmers'

ific superstitions. Ex.: Water witching (willow sticks)

, pp. 118-119
pp. 98-100

SCIENCE SKILLS

Modified

General

INDIVIDUALIZED:

Advanced Skills in Reading
1, Gainsburg, pp. 203-207,
206-207, 213-216

CULMINATING AND EXTENDING:

Teacher select a card from SRA Organizing and Reporting
projector.

Red - AR #5 - "Outlining"

DR #8 - "Outlining"

Red - ER #3 - "Notetaking"

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
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CLASSIFIED:

<u>Advanced Skills in Reading</u> <u>1</u> , Gainsburg, pp. 203-205, 206-207, 213-216	<u>Be A Better Reader II</u> , S..., pp. 42-44, 58, 64-65, 106-107 116
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ORGANIZING AND EXTENDING:

select a card from SRA Organizing and Reporting Lab to be shown on opaque
 board.

- CARD #5 - "Outlining"
- CARD #8 - "Outlining"
- CARD #3 - "Notetaking"

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
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INDIVIDUALIZED:

Mastery of Reading 2,
Leavell, pp. 87-89

Advanced Skills in Reading 2,
Gainsburg, pp. 242-244

CULMINATING AND EXTENDING:

Refer to seventh grade.
Green - ER #2 - "Outlining"
AR #4 - "Outlining"

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

Advanced Skills in Reading 2,
Hansburg, pp. 242-244

RESOURCES
NOTES & EVALUATIONS

SRA Organizing and
Reporting Skills Lab
(Reading Center)

LITERATURE SKILLS

LITERATURE SKILLS	Modified	General		
LITERATURE				
<p>I. Vocabulary</p> <ul style="list-style-type: none"> A. Word attack B. Word meaning <ul style="list-style-type: none"> 1. Context 2. Etymology 3. Descriptive language <ul style="list-style-type: none"> a. Idioms b. Informal English c. Dialect d. Literary allusions e. Figures of speech 	<p><u>Goal:</u> To realize how the use of words gives power and deeper meaning.</p> <p>GROUP ORIENTATION:</p> <p>Put on the board examples of descriptive language. Discuss.</p> <p>Ex.: Would you please pinchhit for me on the panel this afternoon? I got it straight from the horse's mouth. Don't look a gift horse in the mouth.</p> <p><u>EDL Listen and Read</u> Tape 24, "Figurative Language"</p> <p>INDIVIDUALIZED:</p> <table border="1" data-bbox="616 1121 1442 1339"> <tr> <td data-bbox="616 1121 938 1214"><u>Mastery of Reading 1</u>, Leavell, pp. 33, 55, 60, 94</td> <td data-bbox="1037 1121 1442 1274"><u>Advanced Skills in Reading 1</u>, Gainsburg, pp. 232-233 <u>Reading With Purpose</u>, Leavell, pp. 68, 126, 200, 338</td> </tr> </table> <p>CULMINATING AND EXTENDING:</p> <p>Ask students to bring in examples of descriptive language magazines.</p>		<u>Mastery of Reading 1</u> , Leavell, pp. 33, 55, 60, 94	<u>Advanced Skills in Reading 1</u> , Gainsburg, pp. 232-233 <u>Reading With Purpose</u> , Leavell, pp. 68, 126, 200, 338
<u>Mastery of Reading 1</u> , Leavell, pp. 33, 55, 60, 94	<u>Advanced Skills in Reading 1</u> , Gainsburg, pp. 232-233 <u>Reading With Purpose</u> , Leavell, pp. 68, 126, 200, 338			
<p>II. Basic Thought Relationship: Comprehension</p> <ul style="list-style-type: none"> A. Organization of written materials B. Organization of ideas <ul style="list-style-type: none"> 1. Plot structure <ul style="list-style-type: none"> a. Point of view (note tense and person) 	<p><u>Goal:</u> To appreciate and enjoy written language through better understanding.</p> <p>GROUP ORIENTATION:</p> <p>Teacher read aloud different types of literature to whet interest. (Teacher should practice beforehand.)</p> <p>"The Cremation of Sam McGee" "The Twins" Discuss mechanics.</p>			

ACTIVITIES AND MATERIALS - GRADE 7

General

Enriched

how the use of words gives power and deeper meaning to literature.

8 examples of descriptive language. Discuss with the class.
Please pinchhit for me on the panel this afternoon?
straight from the horse's mouth.
a gift horse in the mouth.
Read Tape 24, "Figurative Language"

ing 1,
, 55,

Advanced Skills in Reading
1, Gainsburg, pp. 232-233
Reading With Purpose,
Leavell, pp. 68, 126, 200,
338

Be A Better Reader II,
Smith, pp. 3, 18-19, 75
Reading for Significance,
Leavell, pp. 18, 59-60,
230-231, 276, 297, 371,
409, 428

EXTENDING:

bring in examples of descriptive language from newspapers and

ate and enjoy written language through better understanding

N:

loud different types of literature to whet the appetites of students.
(practice beforehand.)
of Sam McGee"

ics.

1407

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
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GROUP ORIENTATION:

Ask the students to bring in examples of descriptive language: spoonerisms, malapropisms, swifties, hyperboles, similes, metaphors, cliches. Post on the bulletin board Word Wealth Junior, Miller

Action: pp. 33-35, 41-44, 73-76, 121-124, 143-146

Character: pp. 29-32, 61-64, 65-68, 125-128, 129-132, 341

Descriptive: pp. 21-24, 49-52, 53-56, 78-80, 90-102, 159-162, 171-174, 179-182, 194, 199-202, 203-207, 253-255

INDIVIDUALIZED:

Mastery of Reading 2,
Leavell, pp. 62-64, 65,
74, 77
New Horizons 1, Brewton,
"Skills for Better Reading"
sections, pp. 1-125,
131, 148, 307, 341, 388

Advanced Skills in Reading 2,
Gainsburg, p. 149
New Horizons 2, Brewton,
"Skills for Better Reading"
section, also pp. 12, 29, 84

Be A Better Reader IV, Smith,
pp. 150-153
New Horizons 3, Brewton,
"Skills for Better Reading"
sections, also pp. 219, 320

CULMINATING AND EXTENDING:

Refer to seventh grade. (Include Mad Magazine.)

GROUP ORIENTATION:

Refer to seventh grade.

Ogden Nash's poetry.

Jack London's short stories.

Poetry sections in New Horizons 1, 2, 3, Brewton

Be A Better Reader IV, Smith, pp. 126-149

AND MATERIALS - GRADE 8

General

Enriched

RESOURCES

NOTES & EVALUATIONS

es of descriptive language: spoonerisms, malaprop-
metaphors, cliches. Post on the bulletin board.

121-124, 143-146
68, 125-128, 129-132, 341
8-56, 78-80, 90-102, 159-162, 171-174, 179-182, 191-

Bamman, Hogan, and
Greene, Reading In-
struction in the Second-
ary School

<p><u>Skills in Reading 2,</u> g, p. 149 <u>izons 2,</u> Brewton, for Better Reading" also pp. 12, 29, 84</p>	<p><u>Be A Better Reader IV,</u> Smith, pp. 150-153 <u>New Horizons 3,</u> Brewton, "Skills for Better Reading" sections, also pp. 219, 315, 320</p>
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(Magazine.)

Eash, Maurice J.,
Reading and Thinking

Weiss, Reading in the
Secondary Schools

2, 3, Brewton
26-149

LITERATURE SKILLS	Modified	General				
<ul style="list-style-type: none"> (1) Audience (2) Author (3) Omniscient b. Conflict c. Comparison-contrast d. Sequence e. Cause-effect f. Time-spatial relationships 2. Character study 3. Social relationships C. Establishing a purpose for reading and adjusting rate D. Reaction to material read <ul style="list-style-type: none"> 1. Interpreting at several levels <ul style="list-style-type: none"> a. Simple recall b. Associative c. Apperceptive - relate to past experiences d. Integrative 2. Critical evaluation <ul style="list-style-type: none"> a. Selection <ul style="list-style-type: none"> (1) Detecting author bias (2) Reading controversial material (3) Finding author's purpose (4) Satisfying reader's purpose b. Significance 3. Appreciation <ul style="list-style-type: none"> a. Aesthetic involvement b. Author's style, purpose, technique 	<p>Illustrate during student activities. Poetry or other selections on records.</p> <p>INDIVIDUALIZED:</p> <p><u>Advanced Skills in Reading 1</u>, Gainsburg, pp. 33-34, 114-115, 143-146, 208-210, 255-279, 280-283</p> <p><u>Mastery of Reading 1</u>, Leavell, pp. 10, 42, 65-67, 89, 90, 91, 117, 122</p> <p><u>Be A Better Reader I, II</u>, Smith, Literature sections for each</p> <p>From a theme develop the skills. Ex.: theme - heroes</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"><u>Reading With Purpose</u>, Leavell, "Ghost of '76"</td> <td style="width: 50%; padding: 5px;"><u>Reading With Purpose</u>, Leavell, "Commissar's Son"</td> </tr> <tr> <td style="width: 50%; padding: 5px;"><u>Reading for Significance</u>, Leavell, "Babe Ruth's Cap"</td> <td style="width: 50%; padding: 5px;"><u>Reading for Significance</u>, Leavell, "A Skyscraper Athlete", "Airtight Case"</td> </tr> </table> <p>Thought relationships for discussion - see Skills outline.</p> <ol style="list-style-type: none"> 1. Point of view: What is a hero? How does the author present the conflict? 2. Character study: Is this character true to life? How? 3. Did you set a purpose and a rate? Did you read according to the purpose you set? 4. What was the author's purpose in writing this selection? How did he accomplish his purpose? 5. Did you enjoy this story? Why or why not? 6. How would you change it? 7. How would a change of time, place, or sex affect the story? <p>Teacher may record additional themes and materials using notes in the space below.</p>	<u>Reading With Purpose</u> , Leavell, "Ghost of '76"	<u>Reading With Purpose</u> , Leavell, "Commissar's Son"	<u>Reading for Significance</u> , Leavell, "Babe Ruth's Cap"	<u>Reading for Significance</u> , Leavell, "A Skyscraper Athlete", "Airtight Case"	
<u>Reading With Purpose</u> , Leavell, "Ghost of '76"	<u>Reading With Purpose</u> , Leavell, "Commissar's Son"					
<u>Reading for Significance</u> , Leavell, "Babe Ruth's Cap"	<u>Reading for Significance</u> , Leavell, "A Skyscraper Athlete", "Airtight Case"					

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
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ate during student activities.
 or other selections on records.

LIZED:

ed Skills in Reading 1, Gainsburg, pp. 33-34, 114-115, 119-120, 137-141, 142,
 6, 208-210, 255-279, 280-283
 y of Reading 1, Leavell, pp. 10, 42, 65-67, 89, 90, 92, 93, 95-97, 114, 116,
 22
 etter Reader I, II, Smith, Literature sections for each unit

theme develop the skills. Ex.: theme - heroes

g With Purpose,
 1, "Ghost of '76"
 g for Significance,
 1, "Babe Ruth's Cap"
 son in Sailing"

Reading With Purpose,
 Leavell, "Commissar's Son"
 Reading for Significance,
 Leavell, "A Skyscraper Ath-
 lete", "Airtight Case"

Reading With Purpose,
 Leavell, "First Command"
 "Secret for Two"
 Reading for Significance,
 Leavell, "Stop the Presses"
 "Slowly the Lights Go Out"

t relationships for discussion - see Skills outline.
 oint of view: What is a hero? How does the author point out the hero? What
 s the conflict?
 haracter study: Is this character true to life? How would you have reacted?
 id you set a purpose and a rate? Did you read accordingly? Was your rate
 appropriate to the purpose you set?
 hat was the author's purpose in writing this selection? Do you feel that he
 accomplished his purpose?
 id you enjoy this story? Why or why not?
 ow would you change it?
 ow would a change of time, place, or sex affect the outcome?
 er may record additional themes and materials using novels, poems, essays, in
 pace below.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
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INDIVIDUALIZED:

Be A Better Reader IV, Smith, pp. 126-153

Advanced Skills in Reading 2, Gainsburg, pp. 143-160, 245-250, 269-270

Mastery of Reading 2, Leavell, pp. 38-44, 49, 51-53, 56-57, 60-64, 68-69, 72-76, 78-80
104-106, 110-111, 115-125

Refer to seventh grade. Ex.: theme - heritage

New Horizons 1, Brewton,
"Beowulf", "Ulysses"

New Horizons 2, Brewton
"Rip Van Winkle", "A
Struggle for Life", "Most
Valuable Player"

New Horizons 3, Brewton
"Penelope", "Ring Out
Wild Bells"

Refer to seventh grade.

1. What story that you have seen recently has the same plot or character (comics included)?
2. What makes a story a classic? Would you consider these selections classics?

Teacher may record additional themes and materials in the space below.

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ACTIVITIES AND MATERIALS - GRADE 8

General	Enriched
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RESOURCES
NOTES & EVALUATIONS

h, pp. 126-153
 2, Gainsburg, pp. 143-160, 245-250, 269-270
 11, pp. 38-44, 49, 51-53, 56-57, 60-64, 68-69, 72-76, 78-80,

: theme - heritage

New Horizons 2, Brewton
 "Rip Van Winkle", "A
 Struggle for Life", "Most
 Valuable Player"

New Horizons 3, Brewton
 "Penelope", "Ring Out
 Wild Bells"

ve seen recently has the same plot or character (comics
 classic? Would you consider these selections classics?

themes and materials in the space below.

LITERATURE SKILLS	Modified	General
<ul style="list-style-type: none"> c. Discrimination in choice of books d. Appreciating many kinds of books 	<p>CULMINATING AND EXTENDING:</p> <p>Ask students to read a biography or historical novel on the author's purpose.</p>	
<p>III. Mechanics</p> <ul style="list-style-type: none"> A. Silent reading B. Oral reading <ul style="list-style-type: none"> 1. Developing competence in reading prose, poetry, and drama 2. Developing effective reader-audience relationship C. Listening 	<p><u>Goal: To extend the appreciation of literature through oral a</u></p> <p>GROUP ORIENTATION AND PRACTICE:</p> <p>Refer to Common Skills for materials. Teach the silent reading skills on the materials listed in t Practice sharing favorite selections through prepared oral r <u>Basic Reading Skills for Junior High School Use</u>, Gray, pp. 1 <u>Mastery of Reading 1</u>, Leavell, pp. 47, 57, 59, 77-88</p> <p>CULMINATING AND EXTENDING:</p> <p>Distribute and discuss book lists with students. Teachers share with students <u>TAB</u> book lists from <u>Scholastic</u> "Swap Shop" - after students have read books they may want t</p> <p><u>Goal: To become better acquainted with literary reference mat</u></p>	
<p>IV. Locating and Using Materials</p> <ul style="list-style-type: none"> A. In books <ul style="list-style-type: none"> 1. Parts of books <ul style="list-style-type: none"> a. Table of contents b. Index of titles c. Index of authors d. Index of first lines 	<p>PRELIMINARY TESTING AND GROUP ORIENTATION:</p> <p>Pretest from <u>Be A Better Reader II</u>, Smith, p. 117 Teach locational skills that are needing reinforcement. Discuss magazines with students. Ask each student to choose he is not familiar. After studying several issues he is to according to type and use. Share findings with the group.</p>	

ACTIVITIES AND MATERIALS - GRADE 7

Modified

General

Enriched

MINIMATING AND EXTENDING:

Ask students to read a biography or historical novel on the same theme or topic. Tell the author's purpose.

: To extend the appreciation of literature through oral and silent reading

PREP ORIENTATION AND PRACTICE:

Refer to Common Skills for materials.

Teach the silent reading skills on the materials listed in this Literature section.

Practice sharing favorite selections through prepared oral reading.

Basic Reading Skills for Junior High School Use, Gray, pp. 175-192

Mystery of Reading 1, Leavell, pp. 47, 57, 59, 77-88

MINIMATING AND EXTENDING:

Distribute and discuss book lists with students.

Teachers share with students TAB book lists from Scholastic Magazine.

"Swap Shop" - after students have read books they may want to exchange.

: To become better acquainted with literary reference materials

PRELIMINARY TESTING AND GROUP ORIENTATION:

Retest from Be A Better Reader II, Smith, p. 117

Teach locational skills that are needing reinforcement.

Discuss magazines with students. Ask each student to choose a magazine with which

he is not familiar. After studying several issues he is to evaluate the magazine

according to type and use. Share findings with the group.

ACTIVITIES AND MATERIALS - GRADE 8

Modified

General

Enriched

CULMINATING AND EXTENDING:

Ask students to read further in the same works and compare.
Read a contemporary work and list likenesses and differences. Predict whether or not this will become a classic.
Outline the skills section in Be A Better Reader IV, Smith, pp. 120-149

GROUP ORIENTATION AND PRACTICE:

Refer to seventh grade.
Basic Skills in Reading for High School Use, Monroe, pp. 177-192
Mastery of Reading 2, Leavell, pp. 45-47, 54-55

CULMINATING AND EXTENDING:

Distribute and discuss book lists with students.
New Horizons 1, 2, 3, Brewton, suggested books at the end of each unit
Teachers share with students TAB and Challenges (AEP) book lists and summaries.

PRELIMINARY TESTING AND GROUP ORIENTATION:

Resource material - Be A Better Reader IV, Smith, pp. 149-150
Discuss with students resource materials. Teacher determines weaknesses in knowledge of resources. Divide the class into groups to report on these resources.

ACTIVITIES AND MATERIALS - GRADE 8

General

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er in the same works and compare.
 and list likenesses and differences. Predict whether or not
 in Be A Better Reader IV, Smith, pp. 126-149

CE:
 r High School Use, Monroe, pp. 177-192
 ell, pp. 45-47, 54-55

k lists with students.
 ton, suggested books at the end of each unit
 ts TAB and Challenges (AEP) book lists and summaries.

P ORIENTATION:
Better Reader IV, Smith, pp. 149-150
 ource materials. Teacher determines weaknesses in knowledge
 class into groups to report on these resources.

RESOURCES
 NOTES & EVALUATIONS

Alm, Richard S.,
Books for You
 Bamman, Hogan, and Greene,
Reading Instruction in the
 Secondary School

Book List, American Lib-
 rary Association

Carlsen, Books and the
 Teen-Age Reader

Junior Booklist, National
 Association of Independent
 Schools

Junior Challenges Teacher's
 Guide - Senior Challenges
 Teacher's Guide

Media and Methods.

Resources for the Teaching
 of English (current issue)

Willard, Charles B.,
Your Reading - A Book List
 for Junior High School

ACTIVITIES AND MATERIALS - GRADE

LITERATURE SKILLS	Modified	General
<p>B. In pamphlets and periodicals</p> <p>C. In general reference</p> <ol style="list-style-type: none"> 1. Dictionaries 2. Anthologies 3. Books of quotations 4. Maps and atlases <p>D. In library</p> <ol style="list-style-type: none"> 1. Card catalog 2. Reader's guides 	<p>Literary levels:</p> <ol style="list-style-type: none"> 1. <u>New Yorker</u>, <u>Harper's Atlantic Monthly</u> 2. <u>Saturday Evening Post</u>, <u>Good Housekeeping</u>, <u>Redbook</u> 3. <u>Romances</u>, <u>Confessions</u>, <u>Westerns</u> ("pulp" or "slicks") <p>Bartlett's <u>Familiar Quotations</u> Stevenson's <u>Home Book of Quotations</u> (and others)</p> <p>CULMINATING AND EXTENDING:</p> <p>Ask students to choose a subject of interest to them. Find out what they have said about this subject. How many quotations on this subject? Encourage students to make individual reports on a subject of quotations.</p>	<p>Goal: To recognize recreational reading as an essential part of the curriculum.</p>
<p>V. Study Skills - refer to parallel section in COMMON SKILLS</p>		

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ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
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Literary levels:

1. New Yorker, Harper's Atlantic Monthly
 2. Saturday Evening Post, Good Housekeeping, Redbook
 3. Romances, Confessions, Westerns ("pulp" or "slicks")
- Cartlett's Familiar Quotations
 Stevenson's Home Book of Quotations (and others)

MINIMATING AND EXTENDING:

Ask students to choose a subject of interest to them. Find out what other people have said about this subject. How many quotations on this subject? Encourage students to make individual reports on a subject, including examples of quotations.

- | |
|-------------------------------------------------------------------------|
| 1: To recognize recreational reading as an essential part of study time |
|-------------------------------------------------------------------------|

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
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Book review sources:

Book List, Book Review Digest, McGill's Masterpieces of World Literature in Digest Form, Saturday Review, Time, Newsweek, Brewer's Dictionary of Phrase and Fable, The Reader's Encyclopedia, Dictionary of American Biography, Who's Who, Who's Who in America, Current Biography, Twentieth Century Authors, Be A Better Reader IV, Smith, p. 149, Literary and Historical Atlas of America, Literary and Historical Atlas of Europe, Book Lover's Map of America, Map of Great Adventures

CULMINATING AND EXTENDING:

Ask students to skim several book reviews and choose one they might like to read. Look up author in one of the sources. Use atlases to find location. Share material in a report to class.

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TITLES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES

NOTES & EVALUATIONS

McGill's Masterpieces of World Literature in Digest
Newsweek, Brewer's Dictionary of Phrase and Fable,
Dictionary of American Biography, Who's Who, Who's Who
Twentieth Century Authors, Be A Better Reader IV,
Historical Atlas of America, Literary and Historical
Map of America, Map of Great Adventures

book reviews and choose one they might like to read.
sources. Use atlases to find location. Share material

1/01

MATHEMATICS AND OTHER TECHNICAL MATERIALS SKILLS

MATHEMATICS SKILLS	Modified	General		
<p>MATHEMATICS AND OTHER TECHNICAL MATERIALS</p>				
<p>I. Vocabulary</p> <p>A. Word attack - application of common skills</p> <p>B. Word meaning - specialized usage</p> <p>1. Context</p> <p>2. Word parts</p> <p>a. Roots</p> <p>b. Prefixes</p> <p>c. Suffixes</p> <p>3. Symbols, signs, and abbreviations</p>	<p><u>Goal:</u> To recognize and use vocabulary peculiar to the</p> <p>SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:</p> <p>Discuss multiple usage, roots, and affixes. Ex.: -itis, -ectomy, -atec, -ologist, -ology, mono-, bi- (from the class).</p> <p>Ask each student to keep a list of new words in each</p> <p>INDIVIDUALIZED:</p> <table border="1" data-bbox="718 1139 1501 1305"> <tr> <td data-bbox="718 1139 1126 1274"> <p><u>New Practice Readers,</u></p> <p><u>Book E,</u> Units 9</p> <p><u>Book F,</u> Units 6</p> <p><u>Book G,</u> Units 7</p> </td> <td data-bbox="1126 1139 1501 1305"> <p><u>Be A Better Reader I,</u> Smith, pp. 71, 96, 114</p> <p><u>Advanced Skills in Reading 1,</u> Gainsburg, pp. 177-181 (Time relationship)</p> </td> </tr> </table>		<p><u>New Practice Readers,</u></p> <p><u>Book E,</u> Units 9</p> <p><u>Book F,</u> Units 6</p> <p><u>Book G,</u> Units 7</p>	<p><u>Be A Better Reader I,</u> Smith, pp. 71, 96, 114</p> <p><u>Advanced Skills in Reading 1,</u> Gainsburg, pp. 177-181 (Time relationship)</p>
<p><u>New Practice Readers,</u></p> <p><u>Book E,</u> Units 9</p> <p><u>Book F,</u> Units 6</p> <p><u>Book G,</u> Units 7</p>	<p><u>Be A Better Reader I,</u> Smith, pp. 71, 96, 114</p> <p><u>Advanced Skills in Reading 1,</u> Gainsburg, pp. 177-181 (Time relationship)</p>			
<p>II. Basic Thought Relationships: Comprehension</p> <p>A. Organization of written material</p> <p>1. Mathematical sentences</p> <p>a. Equations</p> <p>b. Formulas</p> <p>c. Inequations</p> <p>d. Others</p>	<p><u>Goal:</u> To perceive thought relationships common to the mathematics and other technical materials</p> <p>GROUP ORIENTATION:</p> <p>Select examples from the newspaper in the recipe or discuss vocabulary peculiar to these subjects. Use these same examples to discuss how to attack the Use transparencies to write formulas and equations.</p>			

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ACTIVITIES AND MATERIALS - GRADE 7

Modified

General

Enriched

Goal: To recognize and use vocabulary peculiar to the field

SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

Discuss multiple usage, roots, and affixes. Ex.: foiled, file, rasp, scope, manual, -itis, -ectomy, -ater, -ologist, -ology, mono-, bi-, tri-, trans-, circum- (supplement from the class).

Ask each student to keep a list of new words in each area for sharing and testing.

INDIVIDUALIZED:

New Practice Readers,

Book E, Units 9

Book F, Units 6

Book G, Units 7

Be A Better Reader I,

Smith, pp. 71, 96, 114

Advanced Skills in Reading

I, Gainsburg, pp. 177-179

(Time relationship)

Be A Better Reader II,

Smith, pp. 31, 56

CLIMINATING AND EXTENDING:

Ask students to hand in lists of words and their meanings. Share with the class by discussion and/or putting words on the board. Make a test from the lists to give to the class.

Goal: To perceive thought relationships common to the organization of ideas in mathematics and other technical materials

GROUP ORIENTATION:

Select examples from the newspaper in the recipe or the "do-it-yourself" sections and discuss vocabulary peculiar to these subjects.

Use these same examples to discuss how to attack the problems.

Use transparencies to write formulas and equations. (Supplement)

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
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SUGGESTED PRELIMINARY TESTING AND GROUP ORIENTATION:

See seventh grade.

INDIVIDUALIZED:

<u>New Practice Readers,</u> <u>Book E, Units 9</u> <u>Book F, Units 6</u> <u>Book G, Units 7</u>	<u>Be A Better Reader III,</u> Smith, p. 65 <u>Advanced Skills in Reading</u> <u>2, Gainsburg, pp. 107-108</u> <u>Word Wealth Junior, Miller,</u> pp. 187-190, 265-269, 272- 274	<u>Be A Better Reader IV,</u> Smith, pp. 170-171 <u>Be A Better Reader III,</u> Smith, p. 107 <u>Word Wealth Junior, Mil</u> pp. 151-158, 167-170, 3 333
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CULMINATING AND EXTENDING:

Discuss the need for observing multiple meanings. Discuss how to force oneself to use these in spoken and written vocabulary.

GROUP ORIENTATION:

Refer to seventh grade.
 Ditto a selection omitting the punctuation. Ask students to fill in the punctuation. Then discuss the necessity for correct punctuation.
Be A Better Reader III, Smith, pp. 114-115
Be A Better Reader IV, Smith, p. 154
SRA Lab IIIb, "Power Builders", Rose Section 15
 Use transparencies to write formulas and equations (Supplement).

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ACTIVITIES AND MATERIALS - GRADE 8

General

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AND GROUP ORIENTATION:

Be A Better Reader III,
Smith, p. 65
Advanced Skills in Reading
2, Gainsburg, pp. 107-108
Word Wealth Junior, Miller,
pp. 187-190, 265-269, 272-
274

Be A Better Reader IV,
Smith, pp. 170-171
Be A Better Reader III,
Smith, p. 107
Word Wealth Junior, Miller,
pp. 151-158, 167-170, 330-
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RESOURCES

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Bamman, Hogan, and Greene,
Reading Instruction in the
Secondary School

Stone, Grover, et al,
New Practice Readers
(See Reading Center)

Weiss, M. Jerry, Reading
in the Secondary School,
Chapters: 34, 35, 36

Wrightstone, J. Wayne,
How to be a Better
Student

ring multiple meanings. Discuss how to force oneself to
atten vocabulary.

the punctuation. Ask students to fill in the punctuation.
for correct punctuation.

ith, pp. 114-115

th, p. 154

ers", Rose Section 15

e formulas and equations (Supplement).

MATHEMATICS SKILLS	Modified	General
<ul style="list-style-type: none"> 2. Problem analysis <ul style="list-style-type: none"> a. Structure of the question b. Main idea <ul style="list-style-type: none"> (1) Details (2) Phrases (3) Clauses c. Punctuation 3. Problem attack B. Organization of ideas <ul style="list-style-type: none"> 1. Continuity 2. Proper sequence 3. Selectively chosen items 4. Visualizing problem 5. Structuring proof C. Purpose for reading selection D. Reaction to material read <ul style="list-style-type: none"> 1. Interpretation <ul style="list-style-type: none"> a. Determining significance of the question b. Separating extraneous and irrelevant facts c. Determining meaning of directions and complying d. Interpreting charts and graphs, tables, diagrams e. Charting information for problem solution 2. Evaluation and critical reading 	<p>INDIVIDUALIZED:</p> <p><u>New Practice Readers</u></p> <p>CULMINATING AND EXTENDING:</p> <p>Stories with a mathematical basis for the teacher to share</p> <p><u>The Modern Library</u>, "Robinson Crusoe", p. 70. Ask students description given.</p> <p><u>Mathematical Magpie</u>, Fadiman, Clifton</p> <p><u>Mathematics</u>, Life Series</p> <p><u>The World of Mathematics</u>, Newman, James, "The Law", p. 226</p> <p><u>Fantasia Mathematics</u>, Fadiman, Clifton, "A Subway Named Mo</p>	<p><u>Be A Better Reader I</u>, Smith, pp. 22-23, 36-37, 52-53, 66-67, 80-81, 92-95, 122</p> <p><u>Advanced Skills in Reading I</u>, Gainsburg, pp. 112-113, 126-127</p>

ACTIVITIES AND MATERIALS - GRADE 7

Modified	General	Enriched
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DUALIZED:

<p><u>Practice Readers</u></p>	<p><u>Be A Better Reader I</u>, Smith, pp. 22-23, 36-37, 52-53, 66-67, 80-81, 92-95, 122 <u>Advanced Skills in Reading I</u>, Gainsburg, pp. 112-113, 126-127</p>	<p><u>Be A Better Reader II</u>, Smith, pp. 38, 52, 80, 94, 108, 124</p>
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VATING AND EXTENDING:

ies with a mathematical basis for the teacher to share with the class
Modern Library, "Robinson Crusoe", p. 70. Ask students to draw a map from the
description given.
Mathematical Maggie, Fadiman, Clifton
Mathematics, Life Series
World of Mathematics, Newman, James, "The Law", p. 2268
Asia Mathematics, Fadiman, Clifton, "A Subway Named Mobius", p. 222

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
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INDIVIDUALIZED:

New Practice Readers

Be A Better Reader III,
Smith, pp. 40-41, 56-57,
72-73, 86-87, 100-101,
114-115, 128
Advanced Skills in Reading
2, Gainsburg, pp. 102-103,
132-140, 229-233

Be A Better Reader IV, Sr.
pp. 154-169

CULMINATING AND EXTENDING:

Refer to seventh grade.

Flatland, Abbott, E.

The World of Mathematics, Vol. 4, Newman, James

"Math in Warfare", p. 2138

"Cycloid Pudding", p. 2214

"Young Archimedes", p. 2223

"Geometry in the South Pacific", p. 2252

"What Tortoise Said to Achilles and Other Riddles", p. 2402

"Math for Golfers", p. 2456

"Common Sense and the Universe", p. 2460

"Math of Music", p. 2276

ACTIVITIES AND MATERIALS - GRADE 8

General	Enriched
<p><u>Be A Better Reader III</u>, Smith, pp. 40-41, 56-57, 72-73, 86-87, 100-101, 114-115, 128 <u>Advanced Skills in Reading</u> <u>2</u>, Gainsburg, pp. 102-103, 132-140, 229-233</p>	<p><u>Be A Better Reader IV</u>, Smith pp. 154-169</p>
<p>l. 4, Newman, James</p> <p>fic", p. 2252</p> <p>alles and Other Riddles", p. 2402</p> <p>6 arse", p. 2460</p>	

RESOURCES

NOTES & EVALUATIONS

- Abbott, E., Flatland
- Defoe, Daniel, Robinson Crusoe
- Fadiman, Clifton, Fantasia Mathematics
- Fadiman, Clifton, Mathematical Magpie
- Jacoby, Oswald, Mathematics for Pleasure
- Leacock, Stephen, ABC, The Human Element in Mathematics
- Mathematics, Life Series
- Merrill, Helena A., Mathematical Excursions
- Meyer, Jerome S., Fun With Mathematics
- Newman, James R., The World of Mathematics
- Northrop, Eugene P., Riddles in Mathematics

MATHEMATICS SKILLS	Modified	General
<ul style="list-style-type: none"> a. Comparison of quantities b. Time and space relationships c. Reasonable answers 3. Appreciation <ul style="list-style-type: none"> a. Origin and history of subject b. Biographies of important people c. Application of area to current problems d. Recognition of rational basis for concepts and processes E. Application by wider reading in the area 	<p>Goal: To refine the mechanics taught in COMMON SKILLS and to to technical areas</p>	<p>GROUP ORIENTATION:</p> <p><u>Be A Better Reader I</u>, Smith, p. 58. Read to the students. asked for. Scan for the information.</p> <p><u>Be A Better Reader II</u>, Smith, p. 72</p> <p><u>Advanced Skills in Reading 1</u>, Gainsburg, p. 94-97 (skimming)</p>
<p>III. Mechanics</p> <ul style="list-style-type: none"> A. Silent <ul style="list-style-type: none"> 1. Adjusting rate to purpose 2. Rereading for details B. Oral - to reinforce silent reading C. Listening - for information given orally in demonstrations 	<p>CULMINATING AND EXTENDING:</p> <p>Class discussion on using these skills in life situations.</p>	<p>Goal: To refine the general locational skills and extend the areas.</p> <p>GROUP ORIENTATION:</p> <p>Bring in general references to the classroom to start disc</p>
<ul style="list-style-type: none"> IV. Locating and Using Materials <ul style="list-style-type: none"> A. Books - for verification B. Library <ul style="list-style-type: none"> 1. General references 	<p>Goal: To refine the general locational skills and extend the areas.</p>	<p>GROUP ORIENTATION:</p> <p>Bring in general references to the classroom to start disc</p>

ACTIVITIES AND MATERIALS - GRADE 7

Modified

General

Enriched

1: To refine the mechanics taught in COMMON SKILLS and to develop those peculiar to technical areas

UP ORIENTATION:

Use A Better Reader I, Smith, p. 58. Read to the students. Students discuss what is asked for. Scan for the information.

Use A Better Reader II, Smith, p. 72

Advanced Skills in Reading 1, Gainsburg, p. 94-97 (skimming for numbers)

MINATING AND EXTENDING:

Class discussion on using these skills in life situations.

1: To refine the general locational skills and extend those peculiar to technical areas.

UP ORIENTATION:

Bring in general references to the classroom to start discussion.

ACTIVITIES AND MATERIALS - GRADE 8

Modified	General	Enriched
<p>GROUP ORIENTATION:</p> <p><u>How to Study</u>, Preston, p. 72-73 <u>Be A Better Reader III</u>, Smith, p. 40-41. Read to the students. Students discuss what is asked for. Scan for the information. <u>Advanced Skills in Reading 2</u>, Gainsburg, p. 162-163</p> <p>CULMINATING AND EXTENDING:</p> <p>See seventh grade.</p>		
<p>GROUP ORIENTATION:</p> <p>Class discussion of available materials</p>		

ACTIVITIES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES

NOTES & EVALUATIONS

-73
h, p. 40-41. Read to the students. Students discuss what
information.
, Gainsburg, p. 162-163

e materials

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MATHEMATICS SKILLS

Modified

General

- 2. Selected materials from periodicals
- 3. Manuals
- 4. Occupational books
- 5. Vocational pamphlets
- 6. Recreational reading
- 7. "Do-it-yourself" materials

V. Study Skills - refer to parallel section in COMMON SKILLS.

INDIVIDUALIZED, CULMINATING, AND EXTENDING:

Take the class to the library to browse in these sections. with the class one resource that caught his attention.

CULMINATING AND EXTENDING FOR ENTIRE AREA OF MATH AND TECHNICAL

Draw from students the steps of problem-solving.

Suggested sequence for reading and comprehending technical

- 1. Read the whole selection silently.
- 2. Visualize the situation.
- 3. Clarify the vocabulary.
- 4. Reread to:
 - a. determine what is asked.
 - b. note relevant material.
 - c. relate the facts to the question.
- 5. Determine the process necessary to solve the problem.
- 6. Estimate the outcome.
- 7. Perform the operation.
- 8. Check the result against the expected outcome.
- 9. Be certain solution is reasonable.

ACTIVITIES AND MATERIALS - GRADE 7

Modified

General

Enriched

INDIVIDUALIZED, CULMINATING, AND EXTENDING:

Take the class to the library to browse in these sections. Have each student share with the class one resource that caught his attention.

INDIVIDUALIZING AND EXTENDING FOR ENTIRE AREA OF MATH AND TECHNICAL MATERIALS:

Show from students the steps of problem-solving.

Suggested sequence for reading and comprehending technical problems:

1. Read the whole selection silently.
2. Visualize the situation.
3. Clarify the vocabulary.
4. Reread to:
 - a. determine what is asked.
 - b. note relevant material.
 - c. relate the facts to the question.
5. Determine the process necessary to solve the problem.
6. Estimate the outcome.
7. Perform the operation.
8. Check the result against the expected outcome.
9. Be certain solution is reasonable.

ACTIVITIES AND MATERIALS - GRADE 8

Modified

General

Enriched

INDIVIDUALIZED, CULMINATING, AND EXTENDING:

Ask each student to bring to class one resource that he himself can apply.

RESOURCES AND MATERIALS - GRADE 8

General

Enriched

RESOURCES

NOTES & EVALUATIONS

EXTENDING:

Class one resource that he himself can apply.

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DEVELOPMENTAL PROGRAM

Grade 9

IMPLEMENTATION OF NINTH GRADE GUIDE

PURPOSE

The ninth grade developmental reading course is designed for two groups of students: accelerated students, particularly those who did not participate in the summer reading program, and others who can profit from more advanced skills. Both groups will follow the plan in this guide.

The ninth grade program stresses individual achievement and self-motivation. For this purpose, a Teacher's Guide and Student Record Form were devised. The Reading Inventory, part of the Teacher's Guide and the Student Record Form, is drawn from the Common Skills Outline. The basic structure of the junior high developmental reading program. A copy of the inventory is given to each student. On this he is led to analyze his reading performance on each item. From this beginning evaluation, the teacher and student move to further materials on which the student will practice.

ANALYSIS

In the ninth grade program, it is important that the student develop insights into his own weaknesses and accept responsibility for his own improvement. On the basis of his own and other available records, the teacher will administer selected informal tests. Both teacher and student plan the semester's program.

The following procedure is recommended:

1. Study the cumulative folder examining results of tests administered in the Iowa Tests of Basic Skills from the seventh grade; the Differential Achievement Test in the eighth grade; and after the first quarter, the Iowa Tests of Educational Achievement in the ninth grade.
2. Select and administer suitable informal instruments as the basis for individual planning.
3. Individual scores are noted on Student Record Form test record (blue folder posttest).

GOAL AND APPROACH

Some general goals have been suggested for the teacher to refine or adjust according to the situation. In a particular skill area, students are given an opportunity to demonstrate their level of proficiency. On the basis of this information each student sets his personal goal. A procedure is suggested as a possible class procedure.

IMPLEMENTATION OF NINTH GRADE GUIDE

Advanced reading course is designed for two groups of students who usually elect particularly those who did not participate in the seventh or eighth grade courses who can profit from more advanced skills. Both of these groups will provide.

Emphasizes individual achievement and self-motivation. For this approach, the Student Record Form were devised. The Reading Inventory, printed in both the Student Record Form, is drawn from the Common Skills Outline which forms the basis for high developmental reading program. A copy of the Student Record Form is given to the student. On this he is led to analyze his reading performance and rate himself on the reading evaluation, the teacher and student move to further testing and choose the student will practice.

It is important that the student develop insights into his strengths and responsibility for his own improvement. On the basis of the Student Record Form, the teacher will administer selected informal testing instruments to help plan the semester's program.

Recommended:

Use folder examining results of tests administered in the elementary grades; Basic Skills from the seventh grade; the Differential Aptitude Test from the first quarter, the Iowa Tests of Educational Development from the

Use suitable informal instruments as the basis for individualized program

Results are noted on Student Record Form test record (blue for pretest and red for

As suggested for the teacher to refine or adjust according to each class or skill area, students are given an opportunity to determine their degree of achievement. On the basis of this information each student sets his personal goal. The following is the class procedure.

Usually a ten-minute drill or motivational period sets the atmosphere or challenge. A specific skill is then presented and tested. Students having analyzed their specific skill are encouraged to set their own goals and choose their own approaches to the practice.

A total group discussion enables students to accept each other's strengths and weaknesses and each for individualized practice. Groups are established on the basis of their skill level in each skill area. The membership of a group will vary from skill to skill. Students choose which group they want to begin their practice of the skill with the understanding that they may move to another group later. Occasionally students may ask to work in pairs or groups of three working on a specific skill. Students check their own or each other's work and record their scores on their record sheets.

... or motivational period sets the atmosphere or challenge for the class. A
... and tested. Students having analyzed their specific problems and needs are
... own goals and choose their own approaches to the practice.

... enables students to accept each other's strengths and weaknesses and frees
... practice. Groups are established on the basis of the students' proficiency
... membership of a group will vary from skill to skill. Students decide in
... begin their practice of the skill with the understanding that they may change
... Occasionally students may ask to work in pairs or groups of three when
... 1. Students check their own or each other's work and record their own
... sets.

FORMAT OF THE GUIDE

The ninth grade moves toward a more individualized program. To provide for this Guide and a Student Record Form have been designed. On this page the purposes of Teacher's Guide are clarified.

(Left hand page)

<u>COMMON SKILLS OUTLINE</u>	<u>READING INVENTORY</u>	<u>GOALS</u>
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The Reading Inventory (column 2), repeated here from the Student Record Form, is Skills Outline (column 1). The student records on his own copy his estimate of proficiency at the beginning and at the close of the semester. (See Student Record F

(Right hand page)

<u>MATERIALS</u>	<u>TEACHER</u>
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<u>GENERAL (through ninth grade)</u>	<u>HIGHER LEVEL (tenth grade through college)</u>
--------------------------------------	---------------------------------------------------

The materials listed in this column are available for student use. Student records material he uses on his record form.

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tions
terial
resour
listed
highly

It is assumed that teachers will make additions to the columns as materials become

FORMAT OF THE GUIDE

a more individualized program. To provide for this approach, this Teacher's Form have been designed. On this page the purposes of the columns in the ed.

READING INVENTORY

GOALS

AVAILABLE TESTS

m 2), repeated here from the Student Record Form, is based on the Common The student records on his own copy his estimate of the level of his pro- and at the close of the semester. (See Student Record Form.)

TEACHER'S NOTES AND RESOURCES

e) HIGHER LEVEL (tenth grade through college)

s column are available for student use. uses on his record form.

This column contains sugges- tions for using student ma- terials and professional resources. Some materials listed here may be used by highly accelerated students.

will make additions to the columns as materials become available.

PROGRAM CONTENT
and
RESOURCE MATERIALS

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS	
<p>I. Vocabulary</p> <p>A. Word attack</p> <ol style="list-style-type: none"> 1. Basic sight vocabulary 2. Context clues 3. Phonetic clues 4. Structural clues 5. Dictionary helps <p>B. Word meaning</p> <ol style="list-style-type: none"> 1. Basic meaning vocabulary 2. Context clues 3. Structural clues 4. Dictionary and etymology, multiple meanings, shades of meanings, and connotations 	<ol style="list-style-type: none"> 1. I rate my present vocabulary. 2. I know the meaning of words I can pronounce. 3. I pronounce easily the words that are in my textbooks. 4. I skip words I don't know. 5. I try to use new words I have learned. 6. I try to figure out the meanings of new words from the words around them. 7. I look up new words in the dictionary. 	<p>Each student, as he approaches the adult level of vocabulary building, must learn to develop his own methods for enlarging his word stockpile.</p>	<p>Bas Hig Sur 175 Rea Edu iss Bas Hig Sur Dia Sec and Par Roc Skil Sup</p>
<p>II. Basic Thought Relationships: Comprehension</p> <p>A. Organization of the written material</p> <ol style="list-style-type: none"> 1. Main idea 2. Related details 3. Topic sentence 4. Key words 5. Main topics and subtopics 6. Introductory paragraphs 7. Summary paragraphs <p>B. Organization of the ideas</p> <ol style="list-style-type: none"> 1. Within a sentence 2. Within a paragraph 	<ol style="list-style-type: none"> 1. I see how printed material is organized. 2. I can find main ideas and details. 3. I can locate topic sentences. 4. I look for key words as I read. 5. I see paragraphs as a unit of thought. 6. I can tell the difference between an introductory and a summary paragraph. 7. I prefer short sentences to longer ones. 	<p>The maturing student not only reads the words and sees the implications, but accepts or rejects the ideas.</p>	<p>Dia Sur and Tr Bas Hig Sur</p>

READING INVENTORY	GOALS	AVAILABLE TESTS
<ol style="list-style-type: none"> 1. I rate my present vocabulary. 2. I know the meaning of words I can pronounce. 3. I pronounce easily the words that are in my textbooks. 4. I skip words I don't know. 5. I try to use new words I have learned. 6. I try to figure out the meanings of new words from the words around them. 7. I look up new words in the dictionary. 	<p>Each student, as he approaches the adult level of vocabulary building, must learn to develop his own methods for enlarging his word stockpile.</p>	<p><u>Basic Reading Skills for High School Use</u>, Monroe, Survey Test II, pp. 174-175 <u>Reader's Digest Educational Edition</u> (October and May issues each year) <u>Basic Reading Skills for High School Use</u>, Monroe, Survey Test I, p. 172 <u>Diagnostic Reading Test</u> Section Seven, Forms C and D, Triggs et al, Part 2 <u>Rochester Word Attack Skills Inventory</u> (See Supplement)</p>
<ol style="list-style-type: none"> 1. I see how printed material is organized. 2. I can find main ideas and details. 3. I can locate topic sentences. 4. I look for key words as I read. 5. I see paragraphs as a unit of thought. 6. I can tell the difference between an introductory and a summary paragraph. 7. I prefer short sentences to longer ones. 	<p>The maturing student not only reads the words and sees the implications, but accepts or rejects the ideas.</p>	<p><u>Diagnostic Reading Tests:</u> Survey Section, Forms C and D, Parts 1 and 3, Triggs et al <u>Basic Reading Skills for High School Use</u>, Monroe, Survey Test I, p. 173</p>

MATERIALS

GENERAL (through ninth grade)

Basic Reading Skills for High School Use, Monroe, pp. 17-25, 40-49, 50-60, 70-76, 84-92, 104-114, 125-129, 147-154

Advanced Skills in Reading 3, Gainsburg, pp. 81-98, 99-124

Developing Your Vocabulary, Witty

Reader's Digest Educational Edition, "It Pays to Increase Your Word Power", "Improve Your Word Power" (analogies and context)

Increasing Reading Efficiency, Miller, Section I "Word Recognition", Section II "Word Meaning"

The Art of Efficient Reading, Spache, Chapter X, "Affixes and Roots", Chapter XI, "Dictionary Use"

Designs for Good Reading I, Schumacher, "Building Vocabulary" sections (including science, social science, literature, fine arts, general sections) pp. 107-111

Basic Reading Skills for High School Use, Monroe, pp. 7-16, 61-69, 130-137

Increasing Reading Efficiency, Miller, Section III "Phrase Meaning", Section IV "Sentence Meaning", Section V "Idea Reading", Section VI "Explorations"

Reading for Meaning Books 9, 10, 11, 12, Guiler

Basic Reading Skills for High School Use, Monroe, pp. 26-39, 93-103

HIGHER LEVEL (tenth grade through college)

Be A Better Reader Book V, Smith, Chapter 7
Be A Better Reader Book VI, Smith, Chapter 7

MATERIALS

TEACHER'S
NOTES AND RESOURCES

HIGHER LEVEL (tenth grade through college)

Be A Better Reader Book V, Smith, Chapter 7
Be A Better Reader Book VI, Smith,
Chapter 7

Leedy, Reading Improve-
ment for Adults

Smith and Dechant,
Psychology in Teaching
Reading (overall
resource)

Smith, Faster Reading
Made Easy

Smith, Read Faster

Spache, The Art of
Efficient Reading,
Chapter IX

Spache, The Art of
Efficient Reading,
Chapter I

Edition, "It Pays to Increase Your Word Power",
(analogies and context)
Miller, Section I "Word Recognition",
Spache, Chapter X, "Affixes and Roots",
Schumacher, "Building Vocabulary" sections (including
literature, fine arts, general sections) pp. 107-111

Miller, Section III "Phrase Meaning", Section IV
"Idea Reading", Section VI "Explorations"
10, 11, 12, Guiler

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS	
<p>3. Within the selection or chapter</p> <ul style="list-style-type: none"> a. Sequence b. Comparison-contrast c. Cause-effect d. Classification <p>C. Establishing a purpose for reading and adjusting rate</p> <p>D. Reaction to material read</p> <ul style="list-style-type: none"> 1. Interpretation <ul style="list-style-type: none"> a. Using previous learnings to understand new material b. Following directions 2. Evaluation (critical reading) <ul style="list-style-type: none"> a. Conclusions b. Inferences c. Reliability of the source d. Judging authority of the author e. Separating relevant from irrelevant f. Finding proof in the materials 3. Appreciation <ul style="list-style-type: none"> a. Author's style (sarcasm, exaggeration, allusion, assumption) b. Author's organization 	<ul style="list-style-type: none"> 8. I prefer fact to descriptive material. 9. I can state the thought of a paragraph in one sentence. 10. I can see in my mind what I'm reading. 11. I can follow directions. 12. I can see the order of events and/or the steps of a process. 13. I enjoy reading. 14. I prefer fiction to biography. 15. I try to figure out what the author means. 16. I wonder as I read. 17. I look for meaning between the lines. 18. In a news report, I can see the causes of a problem. 19. I can judge the reliability of a news article. 20. I watch for the misuse of statistics. 		<p>Read Edit issue</p> <p>Basic High Surv</p>

READING INVENTORY

GOALS

AVAILABLE TESTS

I prefer fact to descriptive material.
 I can state the thought of a paragraph in one sentence.
 I can see in my mind what I'm reading.
 I can follow directions.
 I can see the order of events and/or the steps of a process.
 I enjoy reading.
 I prefer fiction to biography.
 I try to figure out what the author means.
 I wonder as I read.
 I look for meaning between the lines.
 In a news report, I can see the causes of a problem.
 I can judge the reliability of a news article.
 I watch for the misuse of statistics.

Reader's Digest Educational Edition (September and June issues each year)

Basic Reading Skills for High School Use, Monroe, Survey Test III, p. 176

MATERIALS

GENERAL:

HIGHER LEVEL:

Reader's Digest Educational Edition

Advanced Skills in Reading 3, Gainsburg, pp. 125-158, 220-221

Designs for Good Reading I, Shumacher, Section I, pp. 150-156

Basic Reading Skills for High School Use, Monroe, pp. 77-83, 115-124

Reading for Meaning Book 9, Guiler, all units "Drawing Conclusions" sections

Advanced Skills in Reading 3, Gainsburg, pp. 221-228, 309-310

Advanced Skills in Reading 3, Gainsburg, pp. 229-244

Designs for Good Reading I, Shumacher, pp. 93-106

Basic Reading Skills for High School Use, Monroe, pp. 138-146

Time Magazine, unit evaluating book and movie reviews

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MATERIALS

TEACHER'S
NOTES AND RESOURCES

HIGHER LEVEL:

1st Edition

3, Gainsburg, pp. 125-158, 220-221

, Shumacher, Section I, pp. 150-156

High School Use, Monroe, pp. 77-83, 115-124

, Guiler, all units "Drawing Conclusions" sections

3, Gainsburg, pp. 221-228, 309-310

3, Gainsburg, pp. 229-244

, Shumacher, pp. 93-106

High | Time Magazine, unit evaluating book and
8-146 | movie reviews

Smith, Faster Reading
Made Easy

Spache, The Art of
Efficient Reading,
Chapters II, VII, VIII

Spache, The Art of
Efficient Reading,
Chapters V, VI

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS
<p>III. Mechanics</p> <p>A. Silent reading</p> <ol style="list-style-type: none"> 1. Eliminating lip movements, whispering, and sub-vocalization 2. Increasing eye span 3. Decreasing fixation time 4. Decreasing regressions 5. Developing ability to read in phrase or thought units 6. Adjusting rate to purpose <ol style="list-style-type: none"> a. Skimming for ideas b. Scanning for specific facts c. Studying d. Evaluating e. Rereading <p>B. Oral reading</p> <ol style="list-style-type: none"> 1. Enunciation 2. Use of punctuation 3. Tone, pitch, volume, and rate 4. Overall interpretation of meaning 	<ol style="list-style-type: none"> 1. I have habits which interfere with my reading. 2. I whisper words to myself when I am reading. 3. I can read a long while without feeling tired. 4. I reread a great deal. 5. I have difficulty keeping my place when I read. 6. I hold my book 15 to 20 inches from my eyes. 7. I read groups of words at one glance. 8. I try to see a larger group of words at a glance. 9. I read math problems and stories at the same speed. 10. I slow down on more difficult material. 11. I set a purpose for reading. 12. I skim several magazines regularly. 13. I can find a telephone number easily. 14. I observe punctuation marks when I read orally. 15. I pronounce words distinctly when reading aloud. 16. People can hear me when I read. 17. My voice is interesting to listen to. 	<p>A student, through improving his mechanics, will be able to develop these versatile habits which an efficient reader uses.</p>

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READING INVENTORY

GOALS

AVAILABLE TESTS

1. I have habits which interfere with my reading.
2. I whisper words to myself when I am reading.
3. I can read a long while without feeling tired.
4. I reread a great deal.
5. I have difficulty keeping my place when I read.
6. I hold my book 15 to 20 inches from my eyes.
7. I read groups of words at one glance.
8. I try to see a larger group of words at a glance.
9. I read math problems and stories at the same speed.
10. I slow down on more difficult material.
11. I set a purpose for reading.
12. I skim several magazines regularly.
13. I can find a telephone number easily.
14. I observe punctuation marks when I read orally.
15. I pronounce words distinctly when reading aloud.
16. People can hear me when I read.
17. My voice is interesting to listen to.

A student, through improving his mechanics, will be able to develop these versatile habits which an efficient reader uses.

Informal testing: teacher observes students' reading habits.

Student reads sections of textbooks in different subjects for one minute and counts words he read.

Teacher administers silent subjective inventories.

Standard Test Lessons in Reading Book E, McCall-Crabbs, pretest p. 60, posttest p. 67. Teacher administers oral subjective inventories.

MATERIALS

GENERAL:

HIGHER LEVEL:

Reader's Digest Educational Edition (timed readings)

Increasing Reading Efficiency, Miller, Sections I, II

Increasing Reading Efficiency, Miller, Sections V, VI, VII

Reader's Digest Educational Edition (jokes)

Play Magazine, (October '65, January '66)

Standard Test Lessons in Reading Books D and E, McCall-Crabbs

MATERIALS

TEACHER'S
NOTES AND RESOURCES

HIGHER LEVEL:

ational Edition (timed readings)

fficiency, Miller, Sections I, II

fficiency, Miller, Sections V, VI, VII

ational Edition (jokes)

tober '65, January '66)

ns in Reading Books D and E, McCall-Crabbs

"Read Through, Walk Through"
on a stage if possible

Select lessons not below
grade level.

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS	A
<p>C. Listening</p> <p>1. Qualities of a good listener</p> <ul style="list-style-type: none"> a. Attention b. Courtesy c. Thoughtfulness d. Preparation e. Patience <p>2. Main types of listening.</p> <ul style="list-style-type: none"> a. Purposeful <ul style="list-style-type: none"> (1) Obtaining information on topic of interest (2) Getting an answer to a question (3) Forming an opinion on a topic (4) Following directions for doing something or going somewhere b. Critical <ul style="list-style-type: none"> (1) Evaluating authority of speaker (2) Recognizing fact, opinion, or both (3) Agreeing or disagreeing with reason c. Appreciative <ul style="list-style-type: none"> (1) Realizing values in what the speaker or play says (2) Sensing the beauty of presentation 	<p>18. I listen.</p> <p>19. I set a purpose for listening.</p> <p>20. I believe what I hear.</p> <p>21. I appreciate good speaking and acting.</p>	<p>SRA Lat Manual</p>	<p>Teacher speech for di</p>

READING INVENTORY	GOALS	AVAILABLE TESTS
listen.		<p><u>SRA Lab IIIb Teacher's Manual, Listening section.</u></p>
<p>set a purpose for listening.</p>		
<p>believe what I hear.</p>		<p>Teacher uses recordings of speeches, poetry, or plays for discussion.</p>
<p>appreciate good speaking and acting.</p>		

MATERIALS

GENERAL:

HIGHER LEVEL:

Reader's Digest Educational Edition

Transparency prepared from Be A Better Reader

Be A Better Reader Book V, Smith, pp. 77-80

Be A Better Reader Book VI, Smith, pp. 99-106

MATERIALS

TEACHER'S
NOTES AND RESOURCES

HIGHER LEVEL:

Refer to seventh and eighth grade sections.

Students select sections to read to the class for different purposes.

dition

A Better Reader

th, pp. 77-80
with, pp. 99-106

Teacher and/or students tape record types of propaganda based on these pages for whole class discussions.

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS	
<p>IV. Locating and Using Materials</p> <p>A. In books</p> <ol style="list-style-type: none"> 1. Title page 2. Copyright page 3. Preface 4. Table of contents 5. Contents (body) <ol style="list-style-type: none"> a. Text b. Aids <ol style="list-style-type: none"> (1) graphic (2) footnotes 6. Other parts <ol style="list-style-type: none"> a. Appendix b. Glossary c. Bibliography d. Index e. Others <p>B. In pamphlets and periodicals</p> <p>C. In general references</p> <ol style="list-style-type: none"> 1. Encyclopedias 2. Atlases 3. Almanacs 4. Dictionaries 5. Biographical sources 6. Books of quotations <p>D. In libraries</p> <ol style="list-style-type: none"> 1. Organization <ol style="list-style-type: none"> a. Card catalog b. Periodical guide c. Pamphlet file 2. Rules 	<ol style="list-style-type: none"> 1. I know and use the parts of a book. 2. I use the <u>Reader's Guide to Periodical Literature</u>. 3. I can find information in the library. 	<p>A well-informed individual sees the resources of the library as a gold mine of information.</p>	<p>Info part use.</p> <p>Info refe</p> <p>Info orga</p>

READING INVENTORY

GOALS

AVAILABLE TESTS

I know and use the parts of a book.

A well-informed individual sees the resources of the library as a gold mine of information

Informal discussion of parts of books and their use.

I use the Reader's Guide to Periodical Literature.

Informal discussion of reference books

I can find information in the library.

Informal discussion of organization of library

MATERIALS

GENERAL:

HIGHER LEVEL:

Advanced Skills in Reading 3, Gainsburg, pp. 159-180

Basic Reading Skills for High School Use, Monroe, pp. 164-171

Advanced Skills in Reading 3, Gainsburg, pp. 180-184

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MATERIALS

TEACHER'S
NOTES AND RESOURCES

HIGHER LEVEL:

ng 3, Gainsburg, pp. 159-180

High
164-171

ng 3, Gainsburg, pp. 180-184

Spache,
The Art of Efficient
Reading, Chapter XVII

If possible orient
class to the city
library.

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS
<p>V. Study Skills</p> <p>A. Motives</p> <ol style="list-style-type: none"> 1. Self improvement 2. Enjoyment of work 3. More free time 4. Better grades <p>B. Budgeting day</p> <p>C. Physical setting</p> <ol style="list-style-type: none"> 1. Suitable place <ol style="list-style-type: none"> a. Light b. Freedom from distraction 2. Definite time 3. Materials collected for assignments <p>D. Set purposes</p> <p>E. Using information</p> <ol style="list-style-type: none"> 1. Note taking <ol style="list-style-type: none"> a. Clues to main facts or ideas b. Marginal notes or underlining in own book c. Briefing in outline form d. Editing for future use e. Reading to answer questions (specific purpose) 2. Outlining <ol style="list-style-type: none"> a. Reviewing ideas - SQ3R b. Main and subordinate ideas c. Form of outlining - sentence or topic 3. Summarizing 4. Reporting 	<ol style="list-style-type: none"> 1. I want to learn how to earn better grades. 2. I enjoy my school work. 3. I have time for the things I want to do. 4. I keep up-to-date in my assignments. 5. I choose suitable places to read and study. 6. I read a newspaper daily. 7. I read in many subjects. 8. I use the library. 9. I can keep my mind on what I'm reading. 10. I take notes in class. 11. My notes make sense later. 12. When I pick up a piece of material, I look for items that will help me. 13. I read a book's preface and table of contents. 14. I ask myself questions as I read. 	<p>The student, as director of his own study processes, must learn to locate and organize information and plan for its retention.</p>

INVENTORY

GOALS

AVAILABLE TESTS

to learn how to
 better grades.
 my school work.
 time for the
 I want to do.
 up-to-date in my
 ments.
 se suitable places
 d and study.
 a newspaper daily.
 in many subjects.
 the library.
 keep my mind on
 'm reading.

The student, as
 director of his
 own study process-
 es, must learn to
 locate and organ-
 ize information
 and plan for its
 retention.

Use inventory in study
 books.

How to Study, Preston and
 Botel

How to Be A Better Student,
 Wrightstone

e notes in class.
 es make sense

SRA Lab IIIb, Teacher's
 Manual, Note taking section

I pick up a piece
 terial, I look for
 that will help me.
 d a book's preface
 able of contents.
 myself questions
 read.

MATERIALS

GENERAL:

HIGHER LEVEL:

Increasing Reading Efficiency, Miller, pp. 5-20

Reading for Meaning, Guiler, Books 9, 10, 11, 12

Advanced Skills in Reading 3, Gainsburg, pp. 6-8, 245-268, 318-319

Basic Reading Skills for High School Use, Monroe, pp. 155-163

MATERIALS

TEACHER'S
NOTES AND RESOURCES

HIGHER LEVEL:

ency, Miller, pp. 5-20

Miller, Increasing Reading Efficiency, Section VII, pp. 1, 2

ler, Books 9, 10, 11, 12

ng 3, Gainsburg, pp. 6-8, 245-268, 318-319

r High
155-163

Spache, The Art of Efficient Reading, Chapters III and IV

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS
<p>5. Remembering - recalling</p> <ul style="list-style-type: none"> a. Taking an interest in topic b. Understanding subject matter c. Recalling by wholes d. Using several senses e. Distributing study time <p>6. Writing examinations</p> <ul style="list-style-type: none"> a. Preparation b. Kinds of tests <ul style="list-style-type: none"> (1) Essay (2) Objective c. Procedure at test period <ul style="list-style-type: none"> (1) Reading all items first (2) Underlining important words in directions (3) Budgeting time (4) Rereading answers 	<p>15. I remember what I read.</p> <p>16. When I'm reading a text-book I stop to summarize what I have read.</p> <p>17. I relate what I'm reading to what I already know.</p> <p>18. I find references and jokes that show me the need for a better background.</p> <p>19. I enjoy examinations.</p> <p>20. I don't have to study the night before a test.</p> <p>21. I ask myself how the teacher will test this material.</p>	

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READING INVENTORY	GOALS	AVAILABLE TESTS
<p>15. I remember what I read.</p> <p>16. When I'm reading a text-book I stop to summarize what I have read.</p> <p>17. I relate what I'm reading to what I already know.</p> <p>18. I find references and jokes that show me the need for a better background.</p> <p>19. I enjoy examinations.</p> <p>20. I don't have to study the night before a test.</p> <p>21. I ask myself how the teacher will test this material.</p>		<p>Informal: Choose paragraphs for students to read and summarize. Compare.</p>

2/2

TEACHER'S
NOTES AND RESOURCES

MATERIALS

HIGHER LEVELS:

iciency, Miller, Section VII "Study Reading"

COMMON SKILLS OUTLINE	READING INVENTORY	GOALS
CONTENT AREAS SKILLS		<p>In each area readiness for reading the assignment must be developed. The following are suggested items to be included:</p>
I. Social Studies	1. I can read my social studies book easily.	Abstract vocabulary, concepts, maps, charts, graphs, tables
II. Science	2. Science is easy for me to understand.	Technical vocabulary, specialized vocabulary, sequence, concepts
III. Literature	3. I enjoy the stories in my literature book.	Figurative language
IV. Mathematics	4. I get good grades in mathematics.	Vocabulary, symbols, highly critical reading

READING INVENTORY

GOALS

AVAILABLE TESTS

In each area readiness for reading the assignment must be developed. The following are suggested items to be included:

Informal: As each content area is discussed, use textbook and discuss organization and material. Periodically ask each student where he is having problems in the content areas.

1. I can read my social studies book easily.

Abstract vocabulary, concepts, maps, charts, graphs, tables

2. Science is easy for me to understand.

Technical vocabulary, specialized vocabulary, sequence, concepts

3. I enjoy the stories in my literature book.

Figurative language

4. I get good grades in mathematics.

Vocabulary, symbols, highly critical reading

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MATERIALS

GENERAL:

HIGHER LEVEL:

Be A Better Reader Book V, Smith,
Chapter 8

Be A Better Reader Book VI, Smith,
Chapter 8

Be A Better Reader Book V, Smith,
Chapter 9

Be A Better Reader Book VI, Smith,
Chapter 10

Be A Better Reader Book V, Smith,
Chapter 10

Be A Better Reader Book VI, Smith,
Chapter 9

Be A Better Reader Book V, Smith,
Chapter 11

Be A Better Reader Book VI, Smith,
Chapter 11

MATERIALS

TEACHER'S
NOTES AND RESOURCES

HIGHER LEVEL:

Be A Better Reader Book V, Smith,
Chapter 8

Be A Better Reader Book VI, Smith,
Chapter 8

Be A Better Reader Book V, Smith,
Chapter 9

Be A Better Reader Book VI, Smith,
Chapter 10

Be A Better Reader Book V, Smith,
Chapter 10

Be A Better Reader Book VI, Smith,
Chapter 9

Be A Better Reader Book V, Smith,
Chapter 11

Be A Better Reader Book VI, Smith,
Chapter 11

Spache, The Art of
Efficient Reading,
Chapter XIII

Spache, The Art of
Efficient Reading,
Chapter XIV

Spache, The Art of
Efficient Reading,
Chapter XV

Spache, The Art of
Efficient Reading,
Chapter XVI

STUDENT RECORD FORM

NINTH GRADE STUDENT RECORD FORM

NAME _____

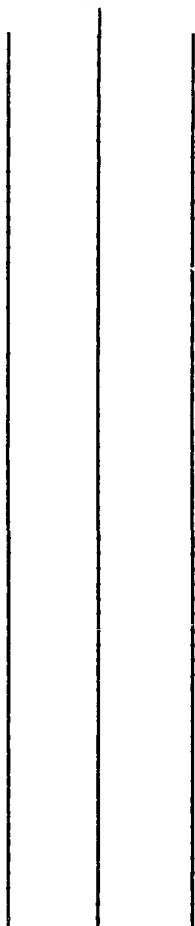
READING INVENTORY	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT
	(Student checks appropriate column, pretest in blue, posttest in red.)			(Student selects areas in which he works and states hopes to accomplish)
VOCABULARY	Poor	Average	Good	
1. I rate my present vocabulary				
	Seldom	Usually	Always	
2. I know the meaning of words I can pronounce.				
3. I can pronounce easily the words that are in my textbooks.				
4. I skip words I don't know.				
5. I try to use new words I have learned.				
6. I try to figure out the meanings of new words from the words around them.				
7. I look up new words in the dictionary.				
BASIC THOUGHT RELATIONSHIPS: COMPREHENSION				
1. I see how printed material is organized.				
2. I can find main ideas and details.				

NAME _____

SELF-ANALYSIS	MY EXPECTED ACHIEVEMENT			TESTS
(Student checks appropriate column, pretest in blue, posttest in red.)	(Student selects the areas in which he needs work and states what he hopes to accomplish.)			(Student records name, form, and date of each test completed.)
	Poor	Aver- age	Good	
.....				
	Sel- dom	Usu- ally	Al- ways	
I can				
words that are				
.....				
ve learned. . . .				
things of new				
them.				
dictionary. . . .				
COMPREHENSION				
is organized. . .				
etails.				

DATE _____ JUNIOR HIGH SCHOOL _____

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TEST RECORD	PRACTICE MATERIALS USED	TIME PRACTICED
<p>(The center line represents the 50th percentile, or ninth grade level. Student records his test results in the appropriate column.)</p> <p style="text-align: center;">50 %ile</p> <div style="text-align: center;">  </div>	<p>(Student records the names of the materials used and the number of lessons or pages completed in each.)</p>	<p>(Student records the number of class periods or total time spent on a particular area.)</p>

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_____ JUNIOR HIGH SCHOOL _____

_____ SENIOR HIGH SCHOOL _____
(This record can be sent to the senior high school developmental reading teacher.)

PRACTICE MATERIALS USED	TIME PRACTICED	EVALUATION AND EXTENSION
Student records the names of materials used and the number of lessons or pages completed in each.)	(Student records the number of class periods or total time spent on a particular area.)	(Student lists likes, dislikes, value of material used, strengths, weaknesses, and intended follow-up.)

READING INVENTORY

SELF-ANALYSIS

MY EXPECTED ACHIEVEMENT

	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT
	Sel- dom	Usu- ally	Al- ways	
3. I look for key words as I read.				
4. I can locate topic sentences.				
5. I see paragraphs as a unit of thought. . .				
6. I can tell the difference between an in- troductory paragraph and a summary para- graph.				
7. I prefer short sentences to longer ones. .				
8. I prefer fact to descriptive material. . .				
9. I can state the thought of the paragraph in one sentence.				
10. I can see in my mind what I'm reading. . .				
11. I can follow directions.				
12. I can see the order of events and/or the steps of a process.				
13. I enjoy reading.				
14. I prefer fiction to biography.				
15. I try to figure out what the author means.				
16. I wonder as I read.				
17. I look for meaning between the lines. . . .				
18. In a news report, I can see the causes of a problem.				
19. I can judge the reliability of a news article.				

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	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT	TESTS
	Sel- dom	Usu- ally	Al- ways		
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TEST RECORD PRACTICE MATERIALS USED TIME PRACTICED EVALUATION AND EXTENSION

50 %ile

Vertical lines in the TEST RECORD column.

READING INVENTORY	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT
	Sel- dom	Usu- ally	Al- ways	
20. I watch for the misuse of statistics. . . .				
MECHANICS				
1. I have habits which interfere with my reading.				
2. I whisper words to myself when I am reading.				
3. I can read a long while without feeling tired.				
4. I reread a great deal.				
5. I have difficulty keeping my place when I read.				
6. I hold my book 15 to 20 inches from my eyes.				
7. I read groups of words at one glance. . . .				
8. I try to see a larger group of words at a glance.				
9. I read math problems and stories at the same speed.				
10. I slow down on more difficult material. . .				
11. I set a purpose for reading.				
12. I skim several magazines regularly. . . .				
13. I can find a telephone number easily. . . .				

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SELF-ANALYSIS

MY EXPECTED ACHIEVEMENT

TESTS

Sel- dom	Usu- ally	Al- ways	MY EXPECTED ACHIEVEMENT	TESTS

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TEST RECORD

PRACTICE MATERIALS USED

TIME PRACTICED

EVALUATION AND EXTENSION

50 %ile

READING INVENTORY	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT
	Sel- dom	Usu- ally	Al- ways	
14. I observe punctuation marks when I read orally.				
15. I pronounce words distinctly when reading aloud				
16. People can hear me when I read.				
17. My voice is interesting to listen to.				
18. I listen.				
19. I set a purpose for listening				
20. I believe what I hear				
21. I appreciate good speaking and acting				
LOCATING AND USING MATERIALS				
1. I know and use the parts of a book.				
2. I use the <u>Reader's Guide to Periodical Literature</u>				
3. I can find information in the library				
STUDY SKILLS				
1. I want to learn how to earn better grades				
2. I keep up to date in my assignments				
3. I enjoy my school work.				
4. I have time for the things I want to do				



	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT	TESTS
	Sei- dom	Usu- ally	Al- ways		
When I read					
When reading					
.					
listen to.					
.					
.					
.					
and acting					
book.					
<u>periodical</u>					
.					
library					
letter grades					
gments					
.					
want to do					

TEST RECORD

PRACTICE MATERIALS USED

TIME PRACTICED

EVALUATION AND EXTENSION

50 %ile

230

READING INVENTORY	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT
	Sel- dom	Usu- ally	Al- ways	
5. I choose suitable places to read and study,				
6. I read a newspaper daily.				
7. I read in many subjects.				
8. I use the library.				
9. I can keep my mind on what I'm reading. . .				
10. I take notes in class.				
11. My notes make sense later.				
12. When I pick up a piece of material, I look for items that will help me to read it faster.				
13. I read a book's preface and table of contents.				
14. I ask myself questions as I read.				
15. I remember what I read.				
16. When I'm reading a textbook, I stop periodically to summarize what I have read. .				
17. I relate what I'm reading to what I already know.				
18. I find references and jokes that show me the need for a better background.				
19. I enjoy examinations.				
20. I don't have to study the night before a test.				

	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT	TESTS
	Sel- dom	Usu- ally	Al- ways		
study,					
. . . .					
. . . .					
. . . .					
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TEST RECORD

PRACTICE MATERIALS USED

TIME PRACTICED

EVALUATION AND EXTENSION

50 %ile

READING INVENTORY

SELF-ANALYSIS

MY EXPECTED ACHIEVEMENT

	Sel-	Usu-	Al-	
	dom	ally	ways	
21. I ask myself how the teacher will test this material.				
CONTENT AREAS				
1. I can read my social studies book easily.				
2. Science is easy for me to read and understand.				
3. I enjoy the stories in my literature book.				
4. I get good grades in mathematics.				

	SELF-ANALYSIS			MY EXPECTED ACHIEVEMENT	TESTS
	Sel- dom	Usu- ally	Al- ways		
r will test					
s book easily.					
read and					
literature book.					
atics.					

TEST RECORD

PRACTICE MATERIALS USED

TIME PRACTICED

EVALUATION AND EXTENSION

50 %ile

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