

# Denair Charter Academy Course Outline

**Course Title:** Independent Reading  
**Grade Level:** 9-12  
**Elective/Required:** Elective  
**Length/Credits:** 1 year/ 10 credits  
**Prerequisites:** None

## I. Course Description:

This course is designed to improve the reading skills of students through exposure to a variety of reading materials. Students select from a wide range of informational and narrative texts at the appropriate reading level, drawing inferences, synthesizing information, making generalizations, and supporting those with textual evidence. Teacher-guided independent reading provides ample opportunities for students to practice reading skills to develop fluency.

## II. Instructional Materials

**Required Text:** None

### Supplementary Texts:

Selection of novels and non-fiction readings representing a wide range of reading abilities.  
Encyclopedias  
Material from various content-area textbooks

## III. Course Outline

- A. Self-selected independent reading of novels and non-fiction materials
- B. Books read as a project
- C. Short stories and passages from textbooks
- D. Poetry
- E. Writing assignments
- F. Speaking and listening activities

## IV. Expectations for Student Learning

Each student who completes this course will be able to:

### Reading

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

1. 1 Identify and use the literal and figurative meanings of words and understand word derivations.

- 1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

### **Reading Comprehension**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve (1990)* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read independently from a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text. (e.g., in professional journals, editorials, political speeches, primary source material).

### **Listening and Speaking Strategies**

Students formulate judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.
2. 1. Deliver narrative presentations:
  - a. Narrate a sequence of events and communicate their significance to the audience.
  - b. Locate scenes and incidents in specific places.
  - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
  - d. Pace the presentation of actions to accommodate time or mood changes.
- 2.4 Deliver oral responses to literature:
  - a. Advance a judgment demonstrating a comprehensive grasp of the significant

ideas of works or passages (i.e., make and support warranted assertions about the text).

- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.

#### **V. Instructional Methods**

- A. Oral and silent reading
- B. Close monitoring of student work and progress
- C. Questioning and concept attainment techniques which utilize higher order thinking skills
- D. Discussions of reading assignments

#### **VI. Assessment and Evaluations**

Tests and quizzes on vocabulary and comprehension

Written summaries of independent reading selections

Book reviews

Written responses linking literature, personal experiences, and writing standards

Interviews and oral reports

Culminating projects

Comparison of pre- and post test assessments in reading comprehension

#### **VII. Grading Policy**

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

0 - 59% = F