

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
READING**

**Content Area Reading Strategies**

**DESCRIPTIVE OVERVIEW**

This course focuses on the development of active reading strategies that can be applied to both narrative and expository text and those strategies that will assist students in meeting the academic requirements of grade nine. Students learn to apply these strategies directly to their content area materials, texts, and projects. Other topics covered during the year will include adjusting reading rate to purpose, identifying learning styles, acquiring study skills, learning strategies for test taking, exploring time-management techniques, and developing organizational skills. First preference will be given to students who either fall within the *warning* or *needs improvement* categories on their most recent MCAS or receive a teacher recommendation for the class.

**GOALS AND OBJECTIVES**

- To identify and apply strategies proficient readers use
- To identify and analyze literary elements
- To identify and analyze a variety of genres of literature
- To identify elements of both fiction and nonfiction materials
- To write clear, focused responses with reflect critical analysis of materials read in class
- To acquire effective study skills
- To identify and apply techniques and strategies for discussion and debate

**CLASS COMPONENTS**

Students read examples from the four major genre types of literature and identify them according to common structures and literary elements. The writing assignments and reading passages are designed in alignment with the Hingham High School Standards as well as the English Language Arts Curriculum outlined in the Massachusetts Curriculum Frameworks. To accomplish the course goals there are four components built into the class. Students continually engage in self-reflection to set personal learning goals for the course of the year.

**Fictional and Informational Text Materials**

For each given text students are required to write reflections, answer comprehension questions and complete a various project based assignments which measure their knowledge of that particular genre. Graphic organizers are used to reinforce their understanding of textual structures. Students practice active reading strategies to increase their comprehension of fiction and nonfiction texts.

**Content Area Workshop Days**

Strategy based mini-lessons are developed in relation to the content area of grade 9 courses. During these lessons skills are applied to materials and texts currently used in their content area classrooms. Students also explore brain based-research learning styles and mnemonics then apply these strategies to test-taking situations Students develop a personalized learning profile that they build upon during the year. Time management and organizational strategies are also addressed on an individual basis.

**Reading/Writing Connection**

The connection between reading and writing is the focal point of this component. After working with a particular genre, students take on the role of the writer and use those structures to write their own story. Students also write open responses which require them to analyze their reading and then write open responses which reflect higher level thinking. Students engage in all phases of the writing process and are given opportunities to peer-edit and to share their finished products. Students also read about writers in order to learn about the processes these writers apply to their writing.

**Reading Workshop Days**

The purpose of this weekly activity is to give students the opportunity to read self-selected novels approved by the classroom teacher. After reading independently, students complete a written reflection for their novel, based the either literary elements or textual patterns found in their book. Students learn how to break down a novel, determine the length of time needed to complete the text and their personal rate of reading. As novels are completed, students share critical analyses of their novels. The goal of this activity to help students to find a genre, author or topic they like to read so they can develop independent reading skills outside of school.

**HINGHAM HIGH SCHOOL  
CURRICULUM SUMMARY  
READING**

**MCAS Strategies**

**DESCRIPTIVE OVERVIEW**

This course will continue to focus on the development of active reading and writing skills and strategies that will assist students in meeting the academic requirements of grade 10. Special emphasis will be on development of contextual vocabulary, comprehension strategies, and well-organized written responses for both state and national standardized tests. First preference will be given to students who either fall within the *warning* or *needs improvement* categories on their most recent MCAS or receive a teacher recommendation for the class.

**GOALS AND OBJECTIVES**

- To identify and apply strategies used by proficient readers
- To identify and analyze literary elements
- To identify and define literary terms
- To identify and analyze a variety of genres of literature
- To identify elements of both fiction and informational texts
- To write clear, focused open responses that reflect critical analysis of materials read in class
- To use textual evidence to write a concise open response to a specific question
- To develop test-taking strategies
- To actively participate in discussions and classroom activities

**CLASS COMPONENTS**

Students read examples from both fiction and informational text and learn to identify them according to common structures and literary elements. The writing assignments and reading passages are designed in alignment with the Hingham High School Standards as well as the English Language Arts Curriculum outlined in the Massachusetts Curriculum Frameworks. To accomplish the course goals there are five components built into the class.

**Fictional and Informational Text Materials**

For each given text students are required to write reflections, answer comprehension questions and complete a variety of project based assignments that measure their knowledge of that particular genre. Students continue to develop reading skills such as fluency and rate. Students continue to develop active reading strategies to increase their comprehension.

**MCAS Preparation**

Students practice with passages similar to those found on the MCAS exam. They are given opportunities to practice strategies that will help them enhance their scores. Students use templates similar to those used in ELA 10 and other English courses to answer open response questions.

**Content Area Workshop Days**

Mini-lessons are developed in relation to the content area of grade 10 courses. During these lessons, skills are applied to materials and texts currently used in their content area classrooms. Students also explore brain based-research learning styles and mnemonics and apply these strategies to test-taking situations. Time management and organizational strategies are also addressed on an individual basis.

**Reading/Writing Connection**

The connection between reading and writing is the focal point of this component. After working with a particular genre, students take on the role of the writer and use the structures they learned about in that genre to write their own story. Students engage in all phases of the writing process and are given opportunities to peer-edit and to share their finished products. Students also read about writers in order to learn about the processes these writers apply to their writing. Various templates used for story structure are then applied to students' written responses to develop clarity for both writing and reading.

**Reading Workshop Days**

The purpose of this weekly activity is to give students the opportunity to read self-selected novels approved by the classroom teacher. After reading independently, students complete a written reflection for their novel. As novels are completed, students share critical analyses of their novels. The goal of this activity to help students to find a genre, author or topic they like to read and practice outside of school.