

Student Learning Plan

Unit 3: Foundations for Success

Reading for Meaning - Comprehension Strategies

[U3C3L2]



Why this is important:

Reading forms the basis of your study skills. An active learner finds information on his or her own through reading. It's a necessary study skill, but often difficult for many people. Using strategies to help identify word meanings and context meaning of a passage can help improve reading comprehension. In this learning plan you will examine a variety of reading strategies and vocabulary building strategies designed to help raise your reading comprehension level.



What you will learn to do:

(Competency)

Select reading comprehension strategies to enhance learning



How you will know when you are succeeding:

You will demonstrate your knowledge and skill:

- by applying vocabulary building and reading comprehension strategies to assigned readings

Your performance will be successful when:

- you define the purpose of a selected reading
- you define the hypothesis of a selected reading
- you make predictions from a selected reading
- you use one of the four reading comprehension strategies to help improve your own reading comprehension
- you define the purpose/hypothesis/prediction of the selected reading passage
- you use one of the six vocabulary comprehension strategies to enhance your vocabulary skills and help improve your own reading comprehension
- you summarize in writing the strategies you selected and how they did or did not help your reading comprehension



Knowledge and skills you will learn along the way:

(Learning Objectives)

- Identify the purposes of reading
- Distinguish among reading comprehension strategies
- Distinguish among the types of context clues readers use to determine word meaning
- Recognize how to apply vocabulary strategies to enhance vocabulary context
- Relate vocabulary in context strategies to reading comprehension
- Define key words: analogy, antonym, appositive, comprehension, concept, context, hypothesis, inventory, mood, prediction, properties, purpose, strategy, synonym



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

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- ____ 1. THINK ABOUT your own reading style and habits. COMPLETE the Exercise 4: Thirteen Questions. [Work independently] SHARE your responses with others. [Work in teams of 3-6 cadets] PARTICIPATE in a discussion on the reading strategies people try to use to help reading comprehension, and CREATE a Bubble Map to show some of the strategies. [Work with the entire class] COMPARE the various Bubble Maps to the “Hints for Difficult Reading” within in Section 2: Reading for Meaning in Chapter 3 of your text.
- ____ 2. [SELF-PACED OPTION] COMPLETE Exercise 4: Thirteen Questions and compare your own reading style and habits to those discussed in the “Hints for Difficult Reading” of Section 2: Reading for Meaning within Chapter 2: Study Skills and Test Taking Techniques of Chapter 3 of your text. WRITE a short summary about how your current strategies or habits in reading may be impacting your reading comprehension.
- ____ 3. LEARN MORE by reading about Reading for Meaning in Section 2 of Chapter 3 in your student text. ANSWER the review questions at the end of the section. READ an assigned selection of reading and APPLY one of the “Reading Comprehension Strategies Practice” exercises provided by your instructor. COMPARE your strategy with others in a Double-Bubble Map. [Work with a team of 3-6 cadets.]
- ____ 4. SHARE any vocabulary building strategies you are aware of or that have worked for you in the past. LEARN ABOUT the six vocabulary strategies presented in Section 3: Reading for Meaning in Chapter 3 of your text. ANSWER the review questions at the end of the section. TEACH others in the classroom about one of the six vocabulary building strategies. OBSERVE presentation on the other five vocabulary strategies. TAKE notes as necessary. [Work in a team of 3-6 cadets.]
- ____ 5. [SELF-PACED OPTION] LEARN MORE about Reading Comprehension and Vocabulary Building strategies by reading Sections 2 and 3 in your text. CREATE a Tree Map to describe each of the four strategies.
- ____ 6. Use two of the “Vocabulary Strategy” activities provided by your instructor to apply when reading a selected passage of reading. [Work with a team of 3-6 cadets.] SHARE positive and negative comments about how useful the strategy can be by posting them on a Vocabulary Strategy Matrix provided by your instructor. REFLECT on which of the strategies you would most likely try to continue to apply to your textbook reading assignments. [Work independently.]
- ____ 7. [SELF-PACED OPTION] CHOOSE one of the three reading comprehension strategies and two vocabulary building strategies and apply the step-by-step processes to reading Exercise 11: Major Principles of the Constitution. USE any of the step-by-step Exercises 1-10 to assist you with this activity. ENTER answers to reflection questions in your Cadet Notebooks.
- ____ 8. APPLY a chosen Reading Comprehension Strategy and one or more Vocabulary Building Strategies from the “Reading Comprehension Strategies Practice” activity options provided by your instructor. USE one of the strategy activity exercises to assist you in the step-by-step process. WORK through the activity by answering questions as you read the passage. OBTAIN the Reading for Meaning Assessment Task and Scoring Guide. [Work independently]
- ____ 9. [SELF-PACED OPTION] APPLY a chosen Reading Comprehension Strategy and one or more Vocabulary Building Strategies from the “Reading Comprehension Strategies Practice” activity options provided by your instructor. USE one of the strategy exercises to assist you in the step-by-step process. WORK through the activity by answering questions as you read the passage. ENTER answers to the reflection questions in your Cadet Notebook. OBTAIN the Reading for Meaning Assessment Task and Scoring Guide.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____ 1. COMPLETE the Reading for Meaning Performance Task. SELF-ASSESS your work using the Reading for Meaning Scoring Guide. SUBMIT your completed assessment task to your instructor for feedback and a grade.
- ____ 2. [SELF-PACED OPTION] COMPLETE the Reading for Meaning Performance Task. SELF-ASSESS your work using the Reading for Meaning Scoring Guide. SUBMIT your completed assessment task to your instructor for feedback and a grade.