

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**English**

<p><b>Mission Statement</b> (6-12)</p>	<p>Our mission is to develop effective communicators who</p> <ul style="list-style-type: none"> <li>• Discover a personal style,</li> <li>• Develop an ability to utilize processes, acquire, interpret and use information from a variety of sources,</li> <li>• And appreciate cultural differences and human universals.</li> </ul>
<p><b>English Language Arts Goals and Standards</b> (from Illinois State Board of Education)</p>	<p>Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens.</p> <p><b>STATE GOAL 1:</b> Read with understanding and fluency.</p> <p><b>STATE GOAL 2:</b> Read and understand literature representative of various societies, eras and ideas.</p> <p><b>STATE GOAL 3:</b> Write to communicate for a variety of purposes.</p> <p><b>STATE GOAL 4:</b> Listen and speak effectively in a variety of situations.</p> <p><b>STATE GOAL 5:</b> Use the language arts to acquire, assess and communicate information.</p>
<p><b>Course Sequence</b> (Grades 9-12)</p>	<p><b>Required Courses:</b></p> <p>Grade 9: (One year of the following): English I, English I Honors, or World Studies</p> <p>Grade 10: (One year of the following): English II, English II Honors, or American Studies</p> <p>Grade 11: (One year of the following) English III or Advanced Placement English Literature and Composition</p> <p>Grade 12: (One semester of the following) English IV or English IV Honors</p> <p>Plus one semester of English elective credit selected from the following: Speech I and II, Creative Writing I and II, Structure of the English Language, Composition for Broadcasting, World Literature, Critical Approaches to Film</p>

	<p>Additional general electives available:</p> <ul style="list-style-type: none"><li>Introduction to Mass Media</li><li>Newspaper Production I and II</li><li>Drama Production I and II</li><li>Yearbook Production I and II</li></ul>
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### *Course Framework*

<b>Course Title:</b>	<b>Reading and Study Skills</b>
<b>Grade Level:</b>	9
<b>Semesters:</b>	One (half year)
<b>Prerequisite:</b>	Standardized test scores, percentile, teacher recommendation
<b>Course Description</b>	Reading and study skills integrates skills in learning styles, organization and time management, reading strategies, listening skills, note-taking skills, test-taking skills, and metacognition. Using a variety of genres and textbooks, the listed strategies are woven into an individual reading and study process for each student.
<b>District-approved Materials and/or Resources</b>	

### *Unit Frameworks*

<b>Unit of Study</b>	<b>Learning Styles</b>	<b>Resources That Support Instruction</b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 4.A.3c Restate and carry out multi-step oral instructions</li> <li>• 4.B.3b Design and produce reports and multi-media compositions that represent group projects</li> <li>• 4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal</li> </ul>	<ul style="list-style-type: none"> <li>• See Addendum A</li> </ul>
<b>Objectives</b> <ul style="list-style-type: none"> <li>• Conceptual</li> <li>• Factual</li> <li>• Procedural</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and use results of multiple intelligence and paragon learning styles tests</li> <li>• Attempt and use different study strategies based on dominant learning styles across the curriculum</li> <li>• Define and practice the following learning styles: active vs. reflective learners, sensing vs. intuitive learners, visual vs. verbal learners, sequential vs. global learners</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Answer questions on the various learning styles</li> <li>• Be able to identify study strategies for each learning styles</li> <li>• Test out strategies in various courses based on dominant learning style</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Written reflection of test results</li> <li>• Create a group project based on preferred learning style</li> <li>• Examination over learning styles</li> <li>• Develop study options based upon test results</li> </ul>

<b>Unit of Study</b>	<b>Organization and Time Management</b>	<b>Resources That Support Instruction</b> <ul style="list-style-type: none"> <li>• See Addendum A</li> </ul>
<b>Illinois Learning Standards</b>		
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Use student assignment notebook effectively</li> <li>• Use monthly calendars to note tests and large assignments</li> <li>• Organization of finished homework and assignments</li> <li>• Use color-coded binders, mandatory binders for individual classes, and self-reflection about dominant learning styles</li> <li>• Determine the value of quality vs. quantity of study time</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Utilize assignment notebook daily</li> <li>• Create color-coded binders and notebooks for courses</li> <li>• Create a class binder using dividers</li> <li>• Evaluate study time and self-reflection</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Daily assignment notebook check/points</li> <li>• Binder checks</li> <li>• Journal/self reflection on study time</li> </ul>

<b>Unit of Study</b>	<b>Reading Strategies</b>	<b>Resources That Support Instruction</b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations</li> <li>• 1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical)</li> <li>• 1.A.3b Analyze the meaning of words and phrases in their context</li> <li>• 1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development</li> <li>• 1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them</li> <li>• 1.B.3a Preview reading materials, make predictions and relate reading to information from other sources</li> <li>• 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources</li> <li>• 1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading</li> <li>• 1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect</li> </ul>	<ul style="list-style-type: none"> <li>• See Addendum A</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand how the brain takes in information, schema, short term vs. long-term memory</li> <li>• Understand the difference between active vs. passive reading strategies</li> <li>• Understand nonfiction reading strategies for textbooks, newspapers, magazines, research materials</li> <li>• Understand fiction reading strategies for short stories and novels</li> <li>• Understand vocabulary strategies and ideas including prefixes, roots, suffixes, context clues, synonyms, and antonyms</li> <li>• Utilize critical thinking with awareness and development of key strategies</li> <li>• Understanding and use of reading skills of skimming and scanning</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b>	<b>Other Evidence</b>
	<ul style="list-style-type: none"> <li>• Answer questions on reading strategies</li> <li>• Group work using reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and written assignments using key reading strategies</li> <li>• Quizzes over cross-curricular</li> </ul>

	<ul style="list-style-type: none"><li>• Participate in various activities utilizing reading strategies and vocabulary strategies</li></ul>	<p>vocabulary using key vocabulary strategies</p> <ul style="list-style-type: none"><li>• Informal reading inventories</li></ul>
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<b>Unit of Study</b>	<b>Listening Skills</b>	<b>Resources That Support Instruction</b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 4.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension</li> <li>• 4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews)</li> <li>• 4.A.4c Follow complex oral instructions</li> <li>• 4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal</li> <li>• 5.C.2b Prepare and deliver oral presentations based on inquiry or research</li> </ul>	<ul style="list-style-type: none"> <li>• See Addendum A</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand listening as a process of hearing, understanding, and judgment</li> <li>• Compare good listening vs. poor listening including various effective listening strategies</li> <li>• Create a fully focused atmosphere</li> <li>• Practice listening for main ideas and supporting details</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Answer questions regarding active listening</li> <li>• Answer questions regarding listening skills</li> <li>• Practice attentiveness and focus</li> <li>• Working together by following specific oral instructions</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Participation points for attentive listening and note-taking</li> <li>• Note-taking points</li> <li>• “Following oral directions” formal and informal activities</li> </ul>



<b>Unit of Study</b>	<b>Note Taking</b>	<b>Resources That Support Instruction</b> <ul style="list-style-type: none"> <li>• See Addendum A</li> </ul>
<b>Illinois Learning Standards</b>	<p>1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material</p> <p>1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)</p> <p>1.C.4f Interpret tables, graphs and maps in conjunction with related text</p> <p>2.A.3d Identify ways that an author uses language structure, word choice and style to convey the author’s viewpoint</p> <p>4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages)</p>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Utilize various note-taking strategies for textbook notes including identifying main topics, subtopics, supporting details, and outlining</li> <li>• Utilize various note-taking strategies for lecture notes including practicing different academic areas, identifying key information, and using the least amount of words necessary in order to create meaning</li> <li>• Organize class notes effectively and routinely</li> <li>• Utilize the Cornell System</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Understanding and use of various note taking techniques</li> <li>• Listening and practicing using various lecture techniques</li> <li>• Practice of textbook notes</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Collection of various course notes</li> <li>• Test on textbook notes</li> <li>• Participation points for note taking activities</li> </ul>

<b>Unit of Study</b>	<b>How to Study For a Test</b>	<b>Resources That Support Instruction</b> See Addendum A
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1.B.3c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i>, draw comparisons to other readings)</li> <li>• 1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres</li> <li>• 1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)</li> </ul>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the importance of study skills including study guides, environment, daily study sessions, repetition, active strategies, practice, asking questions, and developing both group and individual study habits</li> <li>• Create study aids including outlines, flashcards, practice problems, diagrams, pictures, etc.</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Understanding and use of the study techniques listed above</li> <li>• Practice and development of techniques personalized to their individual learning style</li> <li>• Analyze effectiveness of the use of study materials and skills</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Collection of study materials</li> <li>• Creation of study materials for both the reading/study skills course as well as other curriculum courses</li> <li>• Portfolio completion depicting various study techniques and related test scores that will be presented at the end of the semester</li> </ul>

Unit of Study	Test Taking Skills	Resources That Support Instruction
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1.B.3c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i>, draw comparisons to other readings)</li> <li>• 1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres</li> <li>• 1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal)</li> </ul>	<ul style="list-style-type: none"> <li>• See Addendum A</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Identify roots of directions and questions</li> <li>• Develop test skimming skills focusing on format, time management, and length</li> <li>• Understand the various techniques associated with test formats including multiple choice, true/false, essay/short answer, matching, oral, and quantitative questions</li> <li>• Develop effective test taker skills including checking over test, answering questions that are known first, and writing specific difficult information on the test immediately</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Understanding and use of test taking strategies in all courses</li> <li>• Understanding and use of the various “effective test taker” strategies</li> <li>• Use strategies on practice exams and quizzes</li> <li>• Working in groups in order to complete test taking activities efficiently and accurately</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Collection of practice worksheets and activities both individual and group related</li> <li>• Proof of strategies used in other courses placed in student portfolio</li> <li>• Standardized and teacher-made tests collected</li> </ul>

<b>Unit of Study</b>	<b>Self-Reflection and Evaluation</b>	<b>Resources That Support Instruction</b> <ul style="list-style-type: none"> <li>• See Addendum A</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.</li> </ul>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the stages of memory including the importance of making information meaningful</li> <li>• Understand the stages of metacognition including developing a plan of action, maintaining and monitoring the plan, and evaluating the plan</li> <li>• Understanding the strategic learner</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Reflection on a variety of topics in weekly journal prompts</li> <li>• Creation of a portfolio of work from all classes that includes self-reflection and evaluation over an entire semester</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Collection of final portfolio</li> <li>• Journal responses and reflections</li> </ul>

<b>Unit of Study</b>	<b>Literacy Portfolio</b>	<b>Resources That Support Instruction</b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions</li> <li>• 3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence</li> <li>• 3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication</li> <li>• 5.B.3a Choose and analyze information sources for individual, academic and functional purposes</li> </ul>	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the definition and purpose of the portfolio</li> <li>• Understand that a literacy portfolio as a culmination of reading, writing, speaking, and listening pieces from all academic areas</li> <li>• Analyze and evaluate academic goals and the use of a portfolio as a way of setting and maintaining goals, metacognition development, documentation, and connections between prior knowledge and new learning</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Creation of individual goals</li> <li>• Collect tests and assignments from every course</li> <li>• Selection of pieces for portfolio for selections including ‘best’, ‘redo’, ‘most creative’, ‘first draft-more to come’, and ‘still challenging’ from all courses</li> <li>• Reflect and analyze portfolio selections</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Collection of literacy portfolio on a regular basis throughout the semester for guidance and feedback</li> <li>• Literacy portfolio as final course grade</li> </ul>