



Reading is Thinking 10S Course Outline

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People really don't pay that much attention to how they read or what they are doing to make meaning out of a text. For instance, you probably do not spend any time considering how you made sense out of a book, article or video that you have looked at in the past. You've certainly developed a strategy or two over the years to help you with this, but you may be hard-pressed to explain just how you did it. This class aims to take what you know and then expand on it.

The Reading is Thinking framework is designed to address the literacy needs of students in high school so that they develop the necessary attitudes, knowledge, skills, and strategies to be successful in their learning across curriculum. Students will develop their identities as confident, engaged and motivated readers within their diverse communities.

This course will support students in building on and extending the skills and strategies used. They will also develop critical reading/literacy in order to develop deeper understandings of a variety of texts in order to express and substantiate personal positions, solve problems, make decisions, resolve conflicts, and take action in their world.

Objectives:

Over the course of the semester you will:

- Spend time learning about the characteristics of a good reader and different reading strategies that will help you to make meaning of a variety of texts (both fiction and nonfiction) in a variety of content areas in a fun and engaging way.
- Develop critical reading/literacy in order to develop **deeper** understandings of a variety of texts in order to express and substantiate personal positions, solve problems, make decisions, resolve conflicts, and take action in their world.
- Share your own ideas and explore others' ideas and viewpoints. You will develop listening and language skills for communication and recognize that diverse perspectives exist and enrich understandings.

Grading & Assignments

This is a pass/fail course; worth 1 credit.

Regular attendance and participation is required to demonstrate a consistent and sustained achievement of the outcomes necessary to earn the credit for this course.

Your progress in this course will be charted via observation, conversation and product. There will be a variety of activities and assignments that will make up your time in this class. You will complete these reading assignments individually, as a class, or in small groups.

Participation includes (1) attendance, (2) quality of preparation, (3) oral contributions, and (4) other activity or lesson-based requests. I understand that some people are shy, some intimidated and some simply cut off by others' comments. I will do my best to maintain an atmosphere in which each student's contribution is welcomed and respected and otherwise look mainly to the quality, not quantity, of all contributions.

Please reflect before speaking, build on previous comments, help discover the meaning that others are struggling to express, be open to persuasion, and bend to the weight of evidence and reasoning. You must be prepared to back up your claims, to defend your judgments, to show the connection between your arguments and conclusions, and to use the variety of insights and perspectives in the class to advance your understanding of our texts and the themes. The ultimate goal of class discussion is that each of us can learn from each other; otherwise we would read the books and home and never meet!

Due dates: It becomes very challenging to track your progress throughout the semester and to understand your true abilities if work is not completed. In order for me to give you thorough feedback in a timely manner and to assess you fairly, due dates must be respected. Parents and/or principals will be contacted if you are struggling to meet deadlines, and you may also be required to spend time in the ACC room during your lunch hour. Incomplete work could result in course failure.

The Basics

1. Come to class prepared with a notebook or loose-leaf, pens/pencils, a binder to keep your work safe and organized, and your journal and required reading materials.
2. If you are absent, you are responsible for obtaining any missed class work, notes or assignments.
3. Cell phones (and other electronic devices) must be turned off and kept out of sight during class UNLESS I have given you permission or direction to use them.