



Department of Teaching & Learning
Parent/Student Course Information

Independent Reading Skills for Middle School Students
(LA1128)

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students are recommended for placement in this course based on multiple criteria including results from prior Standards of Learning assessments, performance in English or Reading courses, and other standardized testing. This course uses differentiated and direct instruction, adaptive and instructional software, high-interest literature, and focuses on comprehension, reading, writing, and vocabulary skills. Students receive instruction in the use of word recognition and context to build vocabulary; conventions of print and non-print to increase understanding and comprehension of text; and strategic reading to increase comprehension and enhance learning and retention. In response to both guided and independent reading, students will engage in frequent writing activities. Independent fiction and non-fiction reading will be used to build fluency, expand vocabulary, and increase the enjoyment of reading. Students may enroll in this class for multiple semesters. At this grade level, students take a Reading Test for the English Standards of Learning.

COURSE OBJECTIVES

The student will develop an awareness of the conventions of print and non-print text.

- Develop awareness that print and non-print text carry meaning.
- Analyze text features or structural elements (i.e., paragraph structure, section and chapter titles, headings, sub-headings, annotations, font changes, and appendices) to gain meaning from textbooks.
- Interpret visual graphics effectively including graphs, charts, cartoons, tables, diagrams and illustrations.
- Analyze content area texts using different study systems (i.e., SQ3R, SQRC, QAR).
- Learn and apply study skills including note taking, memory development and time management.
- Explore and determine the usefulness of print and non-print reference sources.
- Learn terms appropriate for Internet searches.
- Locate and evaluate information on the Internet.

The student will develop appropriate word recognition skills (i.e. decoding, recognizing prefixes, suffixes, and root words, recognizing words by sight, and using context to lead to word recognition).

- Learn and use specific roots and affixes to increase word recognition and meaning.
- Learn, recognize, and use context clues.
- Use a dictionary to confirm the meaning of words.

The student will develop and apply strategies to increase reading comprehension.

- Use pre-reading, during-reading, and post-reading strategies to develop comprehension.
- Learn and apply the strategies independent readers employ successfully when reading expository and narrative text such as clarifying, comparing and contrasting, connecting to prior experience, inferencing, predicting, questioning text, recognizing author's purpose, seeing causal relationships, summarizing, and visualizing.

The student will respond to text through writing and discussion to express opinions and ideas that deepen understanding.

- Write in response to text.
- Adapt to a variety of roles appropriate for literary discussion.
- Participate in response to text.

The students will read independently for enjoyment and information.

- Choose from a variety of leveled texts for independent reading.
- Participate in sustained silent reading.
- Participate and prepare book talks or other presentations.
- Analyze and evaluate information found in newspapers, magazines, and journals.
- Read to increase reading rate and accuracy.

Donald E. Robertson Jr., Ph.D., Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Department of Teaching and Learning. For further information, please call (757) 263-1070.

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*Title IX Notice: Complaints or concerns regarding discrimination on the basis of sex or sexual harassment should be addressed to the Title IX Coordinator at the VBCPS Office of Student Leadership, 641 Carriage Hill Road, Suite 200, Virginia Beach, 23452, (757) 263-2020, Robin.Resse@vbschools.com (student complaints) or the VBCPS Department of School Leadership, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456, (757) 263-1088, Robert.Wnukowski@vbschools.com (employee complaints). Additional information regarding Virginia Beach City Public Schools' policies regarding discrimination on the basis of sex and sexual harassment, as well as the procedures for filing a formal complaint and related grievance processes, can be found in School Board Policy 5-44 and School Board Regulations 5-44.1 (students), School Board Policy 4-4 and School Board Regulation 4-4.3 (employees) and on the School Division's website at **Diversity, Equity, and Inclusion/Title IX**. Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Plaza Annex/Family and Community Engagement Center, 641 Carriage Hill Road, Suite 200, Virginia Beach, VA 23452.*

The School Division is committed to providing educational environments that are free of discrimination, harassment, and bullying. Students, staff, parents/legal guardians who have concerns about discrimination, harassment, or bullying should contact the school administration at their school. Promptly reporting concerns will allow the school to take appropriate actions to investigate and resolve issues. School Board Policy 5-7 addresses non-discrimination and anti-harassment, Policy 5-44 addresses sexual harassment and discrimination based on sex or gender. Policy 5-36 and its supporting regulations address other forms of harassment.

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