

Fostering Social Skills through Children's Literature

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Overview

This unit focuses on improving reading and writing skills for Emotional Support High School Students in the English classroom. At the completion of the unit the students will show gains in the quality of writing, reading comprehension levels and an increase in the awareness of their own mental health needs. In the English classroom we are responsible for making gains in reading comprehension. High school students are expected to read on higher levels in their content area courses. However, this skill is never directly taught causing many students to fall behind. By improving writing skills students will be more prepared for both graduation and their adult life.

This unit places emphasis on social skills and mental health throughout each lesson because the majority of my students are either diagnosed with a mental health disorder or lack age appropriate social skills. Furthermore it is my belief that all students can benefit from instruction in the areas of mental health, social skills and problem solving.

Rationale

The Pittsburgh Public School District has a high percentage of students labeled as emotionally disturbed (www.pde.state.pa.us). According to the Department of Education there are five eligibility characteristics that must be met in order to be labeled as having an emotional disturbance. : Inability to learn, relationship problems, inappropriate behavior, unhappiness or depression, and physical symptoms or fears.

The Emotional Support classroom is a unique environment that aims to make both educational and social skills gains. The students in the emotional support classroom often have a negative view towards education. They enter the classroom displaying a number of maladaptive behaviors, including but not limited to the inability to attend for an extended period of time, aggressive behaviors, impulsive behaviors and self abusive behaviors. It is our mission to serve these students in the least restrictive environment possible, while making educational gains. Therefore, extensive behavioral plans are developed and students are taught many basic behavioral skills. These skills can include, the ability to sit in your seat, how to request a break, anger management, time management and problem solving. In addition to these behavioral difficulties many ED

students have fallen below grade level secondary to their behaviors. A student who is spending half of the school day in crisis is missing valuable instruction time. These students become involved in a vicious cycle. What started out as a mental health problem “snowballs” into a learning problem. These students miss so much instruction time engaging in the behavior that once their behaviors are under control they are unable to “catch up” to the rest of the class. Therefore they return to their maladaptive behaviors. In addition to this snowball effect, the majority of students diagnosed with emotional disturbances lack age appropriate language skills. “Studies have found that children with language deficits are ten times more likely to exhibit antisocial behaviors than those in the general population.” (Donahue, Cole Hartas 246). There are a number of theories as to why this occurs, but regardless of its origin the problem must be addressed. The English classroom provides a framework to develop a curriculum that encourages language skills and social skills. Through the unit I have developed I am hoping to expose the students to a variety of literature, I plan to implement effective methods into the unit in order to best serve my students. This unit can be adapted for students in grades 7-12, both with and without learning support and emotional support needs. The following is a review of relevant literature that will be utilized in this unit

Multiple Intelligences

Howard Gardner describes seven types of intelligence; linguistic, logical, spatial, kinesthetic, musical, interpersonal, intrapersonal. Thompson and Mascazine (1997) state that although elements of individual learning styles may be obvious to us as teachers, students may not be aware of appreciate them. At the very least, we should help our students become more cognizant of their own learning style, as it could only improve their learning potential. In some schools, students are tested to find out if they are visual, auditory, or kinesthetic learners, and then the teacher is advised to teach them accordingly (Watson 2005). This is the basis of my first activity, and something that I feel every teacher should do with their students. It is our responsibility to help individual students discover, utilize, and appreciate their own learning styles (Thompson & Mascazine 1997). ED students already have a negative self- image often times a little self- discovery can motivate them to become interested in their own education. The students will take the inventory and we will have a discussion about what it means to be a specific type of learner. For this project, I will only focus on the three learning modalities (visual, auditory, and tactile/kinesthetic). Once the students have identified their own learning style, they will write a short reflection on whether or not they believe that the learning style inventory accurately identified their learning style. The different learning styles will be infused through instruction and assessment in this unit. It is my personal goal that the students will benefit from this exercise and apply their newfound knowledge to their everyday learning.

Journal Writing

Journal writing is often used in the classroom as an effective method to increase students’ written expression skills. The challenge we face as educators is to make this activity meaningful to our students. The objective of journal writing should be to help our

students gain fluency in writing and eventually find their own voice. The majority of my students dislike writing. All too often I hear them moan. .” I can’t”, “I hate writing”. And “How many words do we have to write?” My personal goal for students is to give them the confidence to write their thoughts and feelings. Written expression is an essential skill for life, a skill all students should have. Educators have known for quite some time that repeated practice improves a skill (Wanket 74). I am hoping through the act of repeated journal writing the students will improve their writing skills. I will read the journals on a daily basis, students will not receive a grade for the grammar section of their journal. They will however receive added supports for grammar skills they need to improve, through small group and one on one instruction. Only through writing can students revisit a time in their life and remember their own vivid opinions. Students can examine their core value systems and work out internal conflicts. But how do we get students to perform journal writing on this higher level of understanding? After reviewing a number of articles on journal writing. I came across an article with seven ground rules for productive journal writing developed by an English teacher. I incorporated these rules as the framework for my journaling activities. I believe that through clear and consistent guidelines and frequent feedback, I can provide students with the support they need to improve their writing skills.

Developmentally appropriate reading skills

Sixty six percent of eight grade students test below proficient reading (NCES 1998). Unfortunately, most students only receive reading instruction until the eighth grade. After that students are left on their own to make reading gains. Struggling readers receive another blow upon entering high school, where the purpose of reading changes. Teachers begin to press the importance of comprehension and definition, but often in the process we drain the enjoyment out of reading. Students are expected to reflect on readings in social studies and science, use prior knowledge and infer meaning poems. Many of our students who are reading below grade level view reading as a forced difficult activity. The most disenchanting activity I have observed is students reading the questions and the searching for the answer, to avoid reading. Studies have found that the majority of students make reading level gains until eighth grade. After that they plateau or worst yet, decline. (Peterson, Caverly, Nicholson, O’Neale & Vesbary 24). As educators we expect our ninth grade students to comprehend and retain at higher levels and to begin to make inferences. However these skills are rarely taught or reinforced.

An inner city charter school in Rhode Island had an interesting and effective method of dealing with this issue. They began by making literacy the pillar of their school culture. Teachers stressed the importance of reading and talked one to one with students regarding their personal challenges. They gave students classroom – based assessments and identified their reading levels. Any student, who tested two grade levels below, was given personalized reading interventions. Students were assigned to reading intervention classes based on their needs. Specific strategies were taught in each class. By

making the reading process clear and teaching specific reading strategies students showed an average of a two grade level increase in reading ability.

After reading this study I asked myself “How can I adapt this to my classroom?” I already give my students the Reading Level Indicator (RLI) at the beginning of the school year and the end of the school year. My first modification will be to make this testing procedure meaningful. After students complete the fall assessment, I will meet with them to discuss their reading level. Together we will brainstorm a list of strengths and weaknesses. Next, each student will sign a contract, about which we will meet once a quarter. During the semester I will teach explicit reading strategies on a daily basis, along with other curriculum. “Improving Reading, A Handbook of Strategies” (Johns and Lenski) along with the Pittsburgh Public Schools WORDS curriculum will be utilized we will also discuss how these skills can be used in other classes. By stressing the importance of literacy, developing a contract and regularly monitoring individual student progress, I hope I will see the same positive improvements as students in the article.

Read Alouds

Who among us doesn't hold fond memories of story-time, a special time of the school day when our imagination can run wild? Read Alouds can be a valuable part of the high school English class. Students can be exposed to a wide variety of literature, they can visualize the story as it unfolds, they can utilize prediction skills and experience literature that might otherwise be too difficult for them.

Barbara Erickson, a classroom teacher, wrote an interesting article based on the research study, “Stories to Read Aloud” by John W. Conner. Along with the data driven curriculum method, Ms. Erickson offered her tried and true list of literature suggestions. After reviewing Mrs. Erickson's thoughts and findings on Mr. Conner's original guidelines for read alouds, I decided to adapt them into my repertoire. It is my hope that through these Read Alouds my students will begin to foster a love of literature and experience a variety of texts.

Objective

The primary objective of this unit is to foster a love of literature, through skill building and exposure to a variety of tests. Each student will be given a reading assessment and a learning style inventory and skills will be taught to their learning style so that they can improve their reading ability. Improving their reading ability will give them the confidence they need to explore literature. Creating and maintaining a daily journal will enable the students to cultivate their written communication skills. Students will also develop an informative report that will serve as a portfolio entry. All of these skills and activities will have social skills and/or mental health themes imbedded to address their unique needs. Throughout the unit students will participate in reading and writing workshops that include student/ teacher conferences and progress monitoring. The purpose of these conferences is to motivate the students and assist them in improving their writing skills.

Strategies

Learning Style

Students will be given a learning style inventory during the first week of class. The learning style inventory is in appendix A. For the remainder of the class, students will watch a PowerPoint Presentation on Gardner's Seven Intelligences. The following day in class students will be given their results. Each type of intelligence will be assigned a crayon, students will be asked to take a crayon for each one of their points (See Appendix B). Students will place their crayons in plastic bags; these bags will be used for flexible grouping throughout the unit. Flexible grouping is a teaching technique where a variety of guidelines are used to group students (performance, ability).

Journal Writing

Creating a daily journal will provide students with repeated practice in writing, leading to improved writing skills. Journaling will be introduced using a PowerPoint presentation (see appendix C). Journal writing will be done as the warm-up for each English class. Students will be given five minutes to respond to a given questions. The following guidelines according to Maureen Wanket Wanket (75): "Date every entry" (Wanket, 75) this allows students to review their work with ease. Dates also allow students to reflect back on their emotional state at a specific time

1. "Don't waste paper" - This rule not only saves on paper, but gives the journal a sense of importance.
2. "Write in pen any color, as long as it's legible" (Wanket, 75) - Ink gives the journal a sense of permanency and the color gives students who need it, the room to be creative.
3. "Write without ceasing"- When students are told to free-write and abandon their insecurities about spelling and grammar, they come up with their most creative ideas. For the student who needs to develop spelling and grammar skills, the journal provides the foundation for a personal "word attack" list. As the teacher reviews the entries he/she can develop a personalized list of spelling words and mechanics for each student.
4. "Journal notebooks are only for journal entries" – This rule reinforces the idea that journaling is an important academic activity. No other school work is permitted in the journal.
5. "Journals are private"- Never force students to read their journal entries aloud students need to feel that their right to privacy is respected. However, many students will volunteer to share their entries.
6. "Then again, journals are not private" - Students need to have a clear understanding that you are a mandated reporter. If they disclose that someone is hurting them or that they wish to hurt themselves or someone else, you will inform the appropriate people. Also it is important to stress to students that any disclosure of drug, alcohol or any dangerous behavior will be brought to the attention of the school social worker.

Read Alouds

Read Alouds will be conducted throughout the unit. The guidelines for these Read Alouds were adapted from Barbara Erickson's Read- Alouds Reluctant Readers Relish" and John W, Conner "Stories to be read aloud". Read Alouds in during this unit will take place for fifteen minutes. Suggested reading times vary a great deal from educator to educator, for the students in my classroom I found fifteen minutes to be most successful. I start a timer before I begin and inform the students that I will be reading for exactly fifteen minutes. A number of websites have timers you can use; I have found www.vickiblackwell.com/timer.html to be helpful.

Behavior expectations must be addressed. I found it essential to set clear and concise expectations for behavior during Read Alouds. The expectations that I found to be effective in my classroom are:

1. Heads must be up during Read Alouds.
2. Doodling is permitted, however note writing and other off task behavior will result in the students having to clear their desks.
3. All comments must be held to the end of the session

As a reader I inform the students that they are to hold me accountable to the following two guidelines.

1. The reader should always practice first to insure the session goes smoothly
2. The reader should vary tone and pace to set the mood.

Literary selection in Read Alouds is essential for success. Works selected for read alouds must be multi-cultural and include both male and female characters. Literary selections should also lead to other readings, so not to reinvent the wheel; I will begin by using works suggested by Ms. Erickson in her article. Students may also suggest future reading selections. A critical guideline is to stop if the students are not enjoying the reading. Ms. Erickson suggests and I agree that discussion should be encouraged but not forced.

The first read aloud to be used will be Cut by Patricia McCormick. This novel lends itself well to read- alouds, many discussions can stem from the readings. In addition the students will develop a research project on one of the mental illnesses addressed in the book.

The second novel to be covered during read- alouds is Speak by Laurie Halse Anderson; this book continues with the same theme and brings in several new themes of peer pressure, justice and sexual violence. As our reading list evolves so will the themes covered in our class.

Classroom Activities

Week one

Focus Standard: All students read and use a variety of methods to make sense of various kinds of complex text.

Day one:

Introduction to the unit and Learning Style

Learning Style Inventory will be given (see appendix A)

View the PowerPoint presentation “Seven Forms of Intelligence” This *Powepoint* should present all seven forms of intelligence on level appropriate for your students. The two main concepts that must be addressed in this first day of the unit are to review the purpose of the unit and to acquire a basic understanding of the different forms of intelligence.

Day two:

Introduction to journal writing

Students will be presented with their journals and given the opportunity to decorate and make them personal. Students will be presented with the journal guidelines. By the end of today’s lessons the students will understand the elements of a journal. Students will be given their first writing prompt “ Yesterday you learned about the 7 forms of intelligences and took a quiz that revealed which method works best for you, Do you agree with the results of your quiz, why or why not?” Students will receive individual feedback on their first journal entry on the following day.

Day three:

Elements of Reading

Students will begin class, as they will during all sessions in this unit; they will be given a journal prompt “Name of your favorite book of all time? When did you read? What about the book made it so interesting?” The timer will go off at the end of journaling time and the students will be given the Reading Level Indicator, students will be given the remainder of the period to take the test.

Day four:

Discuss and Reflect

Journal Prompt: “What kind of reader do you think you are do you think there is room for improvement? What role do you see books playing in your life after school?” Students will be given one short story from Sharon Flakes Who Am I Without Him? to read silently at their desks as the students read each student will be called to have an individual conference with the classroom teacher. During this conference the teacher and student will discuss the current grade level the student is reading on and complete a reading contract. (Appendix D)

Day five

Reflect and Improve

Journal Prompt: Retell yesterday’s short story in your own words. Students will be given their first packet of skill building worksheets tailored to their individual needs.

15 minute read aloud Cut, Students will be given 5 minutes to discuss their first impressions on the read aloud.

Week two

Focus Standard: All students exchange information orally, including understanding and giving spoken instructions asking and answering questions appropriately, and prompting effective group communication.

Day One

Warm- Up: Journal Activity

Read Aloud: Cut 15 minutes

Class Discussion: Students will be asked to get out their “crayon bag”. Students will be grouped with others who have similar learning styles (students with majority of red crayons, students with majority of blue crayons, students with the majority of orange crayons) Once students are in their correct groups they will be given the task to recreate what the setting of the book using their groups preferred method of learning.

Visual Learners= Red

Auditory Learners= Blue

Tactile Learners= Orange

Homework: reading skills folder

Day Two

Warm up: Journal activity students will be asked to reflect on yesterday’s experience, what was it like working with students who have the same preferred learning method as you, what were the advantages, what were the disadvantages?

Read Aloud: Cut 15 minutes

Class Discussion: Students will be put into groups of three, using their “crayon bags”. Each group will contain one visual learner, one auditory learner and one tactile learner. The students will be asked to come up with a method to summarize what was read today in class.

Homework: reading skills folder

Day Three

Warm up: Journal activity

Progress Check: Students will meet one on one with teacher to review reading skills folder.

Read Aloud: Cut 15 minutes

Day Four

Warm up: Journal activity

Problem solving review

Read Aloud : Cut 15 minutes

Class Discussion: Students will be given the opportunity to discuss the book and their feelings towards the read aloud process.

Day Five

Warm up: journal activity

QUIZ- Students will be given a brief quiz on Cut

Read Aloud: Cut 15 minutes

Week Three

Focus Standard: All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.

Week three is devoted to the development of an informative report on a mental health illness from the book Cut . These topics will include, but not be limited to depression, bipolar disorder, impulse control disorder, attention deficit disorder and borderline personality disorder. The students will work both in the library and in the classroom, to create these reports. The student reports will be presented in their preferred method of learning (7 forms of intelligence). This presentation will fulfill the Speaking Accomplishment Section of Pittsburgh Public Schools senior portfolio.

Week Four

Focus Standard: All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.

Week four will focus on improving reading skills, choosing one text to begin reading towards the 25 book standard and respond to this text on a complex level. Students will continue journaling on a daily basis; Homework will consist of continued reading in the book of their choice and reading skill building worksheets. During class students will meet with the teacher on an individual basis to discuss their progress and reflect on their reading.

Annotated Bibliography for Teachers

Clarke, Bill. "Breaking Through to Reluctant Readers." Educational Leadership (2006): 66-69. This article explains a school wide literary program which I have modified for use in this unit.

Cullinan, Douglas, and Edward Sabornic. "Characteristics of emotional disturbances in middle and high school students." Journal of Emotional and Behavioral Disorders (2004): 157-168. A descriptive look at the characteristics of a student with emotional disturbances.

Erickson, Barbara. "Read- Alouds reluctant readers relish." Journal of Adolescent & Adult Literacy 40(1996): 212-215. A procedural guide for developing a read- aloud program in your classroom.

Graham, Steve, Karen Harris, and Charles MacArthur. "Explicitly Teaching Struggling Writers: Strategies for Mastering the Writing Process." Intervention in School and Clinic 41(2006): 290-294.

Proven methods for improving writing skills in students who struggle with expressive communication.

Johns, Jerry, and Susan Lenski. Improving Reading, A Handbook of Strategies. 2nd ed. Dubuque, Iowa: Kendall/ Hunt, 1994. An extensive handbook of reading strategies to be applied in your classroom, this book contains number helpful worksheets.

McClaskey, Janet. "Assessing Student Learning through Multiple Intelligences." The English Journal 84(1995): 56-59.

A look at how to apply multiple intelligences in your classroom.

Thompson, B.S., Mascazine, J.R. "Attending to learning styles in mathematics and science classrooms" Mathematics and Environmental Education (1997)

This particular article focuses on mathematics; however I found the multiple intelligence information to be imperative.

Wanket, Maureen. "Building the habit of journal writing is strength training for the mind." Educational Leadership (2005): 74-76. This article provided the framework for my journal writing procedures.

Watson, A. "Dance and mathematics: engaging senses in learning." Australian Senior Mathematics Journal, 19(1), 16-23 (2005). This article also focused on mathematics, but again I found the multiple intelligence information to be helpful.

Annotated Bibliography for Students

Anderson, Laurie Halse. Speak. New York: Farrar, Straus, Giroux, 1999. Melinda calls the police during a summer party, now the whole school hates her. If they only new why she made the call?

Conover, Ted. Newjack, Guarding Sing Sing. New York: Knopf, 2000. This book gives an honest look into prison life as told by a corrections officer.

Corwin, Miles. And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner-City High School Students. New York: William Morrow, 2000. The students from Crenshaw High School's Advanced Placement English class dream of going to college but will they be able to overcome their harsh reality.

Flake, Sharon. Who Am I Without Him? Short Stories about Girls and the Boys in Their Lives.

A collection of short stories on the love lives of several different African American teenage girls.

McCormick, Patricia. Cut. Patricia's book is a detailed and rare look in the side the life of young girl who has been admitted to a psychiatric hospital.

Salzman, Mark. True Notebooks. New York: Alfred A. Knopf, 2003. Mr. Salzman takes a job as a writing teacher for violent offenders in a juvenile corrections facility; he learns quickly there is more to these students than meets the eye.

Simon, Rachel. Riding the Bus with My Sister: A True Life Journey. Boston: Houghton Mifflin, 2002. Rachel Simon's sister, who has mental retardation, rides the bus. When Rachel begins to ride with her she learns about limitations and disabilities in a whole new way.

Turner, Sugar and Tracy Bachrach Ehlers. Sugar's Life in the Hood: The Story of a Former Welfare Mother. Austin: University of Texas Press, 2003. A real life story of what it takes to get welfare and make it to college.

Classroom Resources

Multiple Intelligence Quiz was adapted from the following website:
<http://ss.uno.edu/SS/TeachDevel/LearnStyles/lernstylinvent.html>

Reading Academy- Pittsburgh Public School reading curriculum

WORDS- Pittsburgh Public School reading curriculum

Johns, Jerry, and Susan Lenski. Improving Reading, A Handbook of Strategies. 2nd ed. Dubuque, Iowa: Kendall/ Hunt, 1994. An extensive handbook of reading strategies to be applied in your classroom, this book contains a number helpful worksheets.

APPENDICES

Appendix A

Learning styles inventory that was given to students, accompanied by scoring sheet and information on specific learning styles. This was the actual survey given to students and discussed in class.

Adapted from <http://ss.uno.edu/SS/TeachDevel/LearnStyles/lernstylinvent.html>

Directions:

To gain a better understanding of yourself as a learner, you need to evaluate the way you prefer to learn or process information. By doing so, you will be able to develop strategies which will enhance your learning potential. The following evaluation is a short, quick way of assessing your learning style.

This 24 item survey is not timed. Answer each question as honestly as you can.

Place a check on the appropriate line after each statement

	OFTEN	SOMETIMES	SELDOM
22 Can remember more about a subject through the lecture method with information, explanations and discussion.	_____	_____	_____
22 Prefer information to be written on the chalkboard, with the use of visual aids and assigned readings.	_____	_____	_____
3. Like to write things down or to take notes for visual review.	_____	_____	_____
4. Prefer to use posters, models, or actual practice and some activities in class.	_____	_____	_____
5. Require explanations of diagrams, graphs, or visual directions.	_____	_____	_____
6. Enjoy working with my hands or making things.	_____	_____	_____
7. Am skillful with and enjoy developing and making graphs and charts.	_____	_____	_____
8. Can tell if sounds match when presented with pairs of sounds.	_____	_____	_____
9. Remember best by writing things down several times.	_____	_____	_____
10. Can understand and follow directions on maps.	_____	_____	_____
11. Do better at academic subjects by listening to lectures and tapes.	_____	_____	_____
12. Play with coins or keys in pockets.	_____	_____	_____
13. Learn to spell better by repeating the words out loud than by writing the word on papers	_____	_____	_____

14. Can better understand a news article by reading about it in the paper than by listening to the radio.

15. Chew gum, snack during studies.

16. Feel the best way to remember is to picture it in your head.

17. Learn spelling by “finger spelling” words.

18. Would rather listen to a good lecture or speech than read about the same material in a textbook.

19. Am good at working and solving jigsaw puzzles and mazes.

20. Grip objects in hands during learning period.

21. Prefer listening to the news on the radio rather than reading about it in the newspaper.

22. Obtain information on an interesting subject by reading relevant materials.

23. Feel very comfortable touching others, hugging, handshaking, etc.

24. Follow oral directions better than written ones.

SCORING PROCEDURES

DIRECTIONS:

Place the point value on the line next to the corresponding item. Add the points in each column to obtain the preference scores under each heading.

OFTEN = 5 points

SOMETIMES = 3 points

SELDOM = 1 point

VISUAL NO	PTS.	NO.	AUDITORY PTS.	NO.	TACTILE PTS.
2	_____	1	_____	4	_____
3	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
14	_____	13	_____	15	_____
16	_____	18	_____	17	_____
19	_____	21	_____	20	_____
22	_____	24	_____	23	_____

VPS = APS = TPS =

VPS = Visual Preference Score
 APS = Auditory Preference Score
 TPS = Tactile Preference Score

If you are a VISUAL learner, then by all means be sure that you look at all study materials. Use charts, maps, filmstrips, notes and flashcards. Practice visualizing or picturing words/concepts in your head. Write down everything for frequent and quick visual review.

If you are an AUDITORY learner, you may wish to use tapes. Tape lectures to help you fill in the gaps in your notes. But do listen and take notes, reviewing notes frequently. Sit in the lecture hall or classroom where you can hear well. After you have read something, summarize it and recite it aloud.

If you are a TACTILE learner, trace words as you are saying them. Facts that must be learned should be written several times. Keep a supply of scratch paper for this purpose. Taking and keeping lecture notes will be very important. Make study sheets.

Appendix B

Multiple Intelligences Crayon Activity

Take a look at testing results if you answered “often” please take 3 of the corresponding crayon, if you answered “sometimes” take 2 of the corresponding crayons if you answered “seldom” take 1 of the corresponding crayon.

Visual – Red
Auditory- Blue
Tactile- Orange

Place you crayon group in the plastic bag and place it under your desk. This bag will be used for grouping!

Students can be grouped with others who have the same learning style or in variety groups. These bags give a twist to grouping and keeping the students thinking about learning styles.

Appendix D

READING CONTRACT

Pre- Reading level _____
Goal Reading level _____ Target date _____

I _____ will work on a daily basis to improve my reading skills.
(student name)

I will complete all skill building activities and reading assignments. I will work honestly and openly with _____ and _____ to improve my reading skills.
(teacher) (parent)

Skills

Teacher and student will review the following list of skills and determine together which are to be addressed.

___ Lack of Motivation
___ Limited Interest

- ___ Understanding the purpose of reading
- ___ Phonological Awareness
- ___ Fluency
- ___ Basic Sight words
- ___ Word Attack Skills
- ___ Decoding
- ___ Using prior knowledge

*** Once students have completed this contract they will advance to the next level contract to address, further reading needs.

Standards

All students read and use a variety of methods to make sense of various kinds of complex text

All students exchange information orally, including understanding and giving spoken instructions asking and answering questions appropriately, and prompting effective group communication.

All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.

All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.

All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.