





Slovakia - Syllabus



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<p style="text-align: center;"><i>Handbook for reluctant, struggling and poor readers</i> (project no. - 2016-1-HR01-KA201-022159) Co-funded by the Erasmus+ Programme of the European Union</p>	

RSP READERS SYLLABUS

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1. INTRODUCTION

The main purpose of the course is to increase reading comprehension and critical thinking of our students and to enhance their motivation. The influence of the media and technology has influenced the reading level and interest of our students as well. Most of teachers are eager for their students to develop a love of books but if they've got a reluctant reader at school they have to learn to deal with them in a specific way.

This syllabus was designed especially for teachers of secondary schools in order to provide specialized instruction in literacy with special emphasis on comprehension and vocabulary to enhance secondary content teaching. The focus of this syllabus is to provide innovative literacy strategies, examples of recommended literary texts, motivational reading comprehension activities, comprehension strategies, suggested materials, formal assessments, and informal assessment strategies.

1.1 LETTER TO THE STUDENT

Student Learning Outcomes/Performance Objectives:

Our goal is to focus on practical needs of learners and society. We use educational philosophies that emphasize individual needs of learners, the role of individual experience and the need to develop awareness, self-reflexion and critical thinking. The main instructional goal, we would like to achieve, is a reading comprehension strategy: visualising and making inferences. Last but not least our goal is to develop the ability to read independently and love for reading books.





1.2 LETTER TO THE TEACHER

This syllabus is designed to encourage the development of critical thinking and analysis in students,



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encourage students to develop and explore their own responses and exchange different viewpoints and perspectives, encourage active engagement and participation by students and encourage students to read widely for enrichment and enjoyment.

The course contains 10 lesson plans, each based on a different source of reading. The lesson plans are supposed to be innovative and motivational either for the students or the teachers. It is a collection of methods and techniques (e.g. puzzle, art, culture, etc.) which is focused on attractive and appealing pre-reading, reading and post-reading activities. The choice of the reading material is based on the interest of our students. Most of the lesson plans also involve various social, political or cultural aspects of the life and enhance the way of our students' thinking.

Teachers' Objectives:

1. to select and plan appropriate comprehension reading strategies for diverse students including RSP readers.
2. to integrate appropriate strategies for various content areas.
3. to develop a variety of comprehension strategies to use for a variety of reading difficulties.
4. to develop understandings of how students learn to be literate and comprehend the variety of texts through appropriate reading (special emphasis on nonfiction) and writing strategies.
5. to develop understandings of the importance of 1) fluency to reading comprehension and the
6. importance of providing many opportunities for students to improve their reading fluency 2) the
7. importance of reading for understanding, the components of comprehension, and the need to utilize
8. strategies for improving comprehension and the importance of writing it is a developmental process that helps young children develop competence in written communication.

2. PURPOSE OF THE COURSE

The syllables for RSP readers are designed to address comprehension as the process that includes vocabulary comprehension and text comprehension through critical reading. Students will develop and improve their comprehension skills through learned strategies to analyze, synthesize and evaluate information, before, during and after reading. We focused mostly on innovative and unusual pre-reading and post reading activities which can enhance and motivate our students towards reading. Students will apply concrete strategies to read texts efficiently. The choice of the excerpts is based on the interests of our students which were worked out from students' questionnaires. The purpose of this syllabus is to help the students to comprehend what is read and retain information that is learned. Specific strategies will be taught to improve comprehension. For each level, students will read and comprehend complex literary texts independently and proficiently.



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3. DESCRIPTION OF THE COURSE OF RSP READERS

ACTIVITY			GOALS
BOOK OR FILM?	3 lessons 135 minutes	Lesson 1- introduction to a book	Develop reading literacy of students, encourage their reading skills, use their competences at the analysis and interpretation of the initial texts, to strengthen their language skills at verbalisation of their finding and to expand the vocabulary of students
		Lesson 2- reading excerpts	
		Lesson 3 – watching a film based on the book read before	
SIX THINKING HATS	2 lessons 90 minutes	Lesson 1 – reading and working with excerpts	To be able to understand the chosen excerpts from the book, to understand the nature and depth of the excerpts from the book, to be able to find connections between the book and the real world, to be able to analyse and accept multicultural differences between the countries. One of the aims is to improve the analytical thinking of our students and to support the tolerance of other cultures and nations.
		Lesson 2 – presenting outputs	
BOOK CODE	2 lessons 90 minutes	Lesson 1 – solving the book code according to different hint	To increase the interest of students in libraries, to teach them how to search in libraries and how to utilize libraries during the studies
		Lesson 2 - solving the book code according to different hint	
PANTOMIME STORY	3 lessons 135	Lesson 1 – reading excerpts and practising miming	To improve the reading literacy of the students. To improve their



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	minutes	Lesson 2 – miming a story	reading comprehension and to be able to find those ideas of the excerpts which will help them to mime their part of the excerpt so that they can put together the storyline.
		Lesson 3 – putting the storyline together and justifying decisions	
PUZZLE	2 lessons 90 minutes	Lesson 1 – putting the puzzle together to be able to read the text	To analyse the text, to generalize, express insight, or respond by connecting to other texts or situations
		Lesson 2 – working with the text	
PAINTED STORY	2 lessons 90 minutes	Lesson 1 – making up a story based on the set of pictures	To gain knowledge and understanding of identifying supporting details and examples in non-fiction, fantasy text
		Lesson 2 – reading excerpts and finding connections between the excerpts and pictures	
READING CIRCLES	2 lessons 90 minutes	Working with excerpts and presenting outputs	To be able to understand the chosen excerpts from the book, to understand the nature and depth of the excerpts from the book, to be able to find connections between the book and the real world, to be able to analyse and accept multicultural differences between the countries. One of the aims is to improve the analytical thinking of our students and to support the tolerance of other cultures and nations
CHARACTER DESCRIPTION	2 lessons 90 minutes	Work group with excerpts	To create students' own text – comparative characteristic of the main characters of the selected stories, based on the analysis and his reading experience. The next aim is to develop analytical mind of the students.
BOOK CODE	2 lessons	Lesson 1 – collage of pictures	To develop reading literacy of



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90 minutes	representing different groups. Students are asked to identify as many of them as they can.	pupils, to support their reading skills, to use their competencies to analyse the source text, to compare the present based on their experience and the future based on the text, to reinforce their language skills when verbalizing the results of their work.
	Lesson 2 – drawing a comic based on an excerpt	

3.1 Key points to our newly proposed activities for RSP readers

3.1.1 Markus Zusak: *Book thief*: Book or film?

- the teacher reads the introductory chapter of the book
- introduction of the author using the presentation
- two languages
- a worksheet for this part of the book
- watch the parts of the book they read in the film version

3.1.2 Khaled Hosseini: *And the mountains echoed*: Six thinking hats

- excerpt is read out loud
- characteristics of the characters
- comparison of their living conditions
- complete an internal monologue of Abdullah
- read this introduction
- find connection between this story and the first excerpt story
- A0 piece of paper and colourful markers six thinking hats

3.1.3 Jandy Nelson: *I'll Give You the Sun*: Book hunting

- hints in the worksheets, which they have to find and solve
- an internal monologue of the „concerned person“
- the task of the narrator, what Noe is thinks at that moment
- task is to replace the expression „ he has gone mad“ with an idiom
- write a short dialogue about: what could the protagonist mess up

3.1.4 Cornelia Funke: *Inkheart*: Pantomime a story

- group gets a part of the excerpt
- practise miming their part of the excerpt
- seeing all groups students discuss what happened in each performance and try to put the storyline in the correct order



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3.1.5 Mona: Dan T. Sahlberg: Puzzle

- motivational questions
- a puzzle with the text
- try to guess what the story is about
- read the short story
- predictions about the story in groups

3.1.6 George R. R. Martin: A Game of Thrones: Painted story

- Paintings made by students which depict hidden messages from the excerpts
- to give each painting a title
- put the paintings into an order to make up a story
- creating a story they should introduce their stories
- read these excerpts and they have to find a connection between these excerpts and the paintings.

3.1.7 Khaled Hosseini: The Kite Runner: Reading circles

- text is read out loud
- a different task, A0 piece of paper and colourful markers
- Summary, Portraits, Connector, Word masters, Interesting passages, Cultural context

3.1.8 Chbosky Stephen: The perks of being a wallflower: Character comparison

- excerpts from both of the books
- divide them into two groups/ two stories
- match the main characters with the adjectives and idiomatic expressions which characterize them
- introduce the authors of the books to the students e.g. using a PowerPoint presentation

3.1.9 Filer Nathan: The shock of the fall: Character comparison

- excerpts from both of the books
- divide them into two groups/ two stories
- thorough analysis of the excerpts is important, so the students do not only analyse the content but have to focus on intertextual links and author's stylistics.
- work out a comparative characteristic of the main characters





3.1.10 The fun they had: Isaac Asimov: Book code

- a collage of pictures representing different books
- read the short story
- a piece of paper and colourful markers
- draw a comic
- set the characters from the story in to the present school



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4. AIMS

The aim of this syllabus is to provide students with the opportunity to enjoy the world of literature and to develop their interest in reading. Along with enjoying literature we hope students will improve their language, learn about different cultures and people. The development of reading literacy and critical thinking of teenage students is essential along with motivation of RSP readers to read in their free time. At least but not last, motivating teachers to develop new strategies and approaches is significant.

5. OBJECTIVES

Knowledge:

- a) to develop their reading fluency
- b) to improve their reading comprehension

Students are able to

- a) organise information in a specific way
- b) understand a text being read.
- c) find the main character in a text
- d) differentiate supporting characters from the main character
- e) identify the main characteristics of the characters
- f) identify the topic of the excerpts
- g) select information.

Skills: Students are able to:





- a) analyse texts
- b) work with different types of dictionaries
- c) search for and classify information
- d) identify and interpret correctly the feelings of the characters in the books
- e) put the particular excerpts in the correct order according to some links
- f) work in groups.
- g) create a characteristic of a character based on the excerpts.
- h) distinguish reality and fantasy
- i) make predictions
- j) compare and contrast
- k) summarize

Competences:

Students are able to:

- a) work individually or in a team
- b) accept others in the group
- c) make connections between fiction and real life or personal experiences
- d) visualise material read



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- e) follow specific instructions and conventions
- f) evaluate an evidence
- g) support and justify their opinions

6. MATERIAL DESIGN AND TEACHERS PREPARATION

BOOK OR FILM?

A teacher chooses two chapters from a selected book in a national language and two chapters in the English language. He prepares the introductory presentation about the author of a book and the presentation about the socio–historical events of the given period. Then he prepares two worksheets, one for the chapters in a national language and one for the chapters in the English language.

SIX THINKING HATS

The excerpts which show a personality of characters or socio-political situation are appropriate. It is advisable to prepare some information about the author of the book. The second excerpt can be shortened, and some of the less important parts can be cut out. It depends on the lengths of time the teachers have for this activity.

BOOK HUNTING

Teacher preparation for this activity is a little bit demanding. He needs to search for suitable hints in the books he chooses for this activity - one hint for each book. Each hint leads to another book. It is advisable to indicate the page number for each hint. After students find the last book the teacher hands out a worksheet with the tasks connected with the book. The choice of the books and tasks can be adjusted to the age of students they are designed for.

Worksheet 1 with hints.

Worksheet 2 with tasks

PANTOMIME A STORY

Excerpt cut into five parts. Anything students can find to help them mime their part.

PUZZLE





Puzzle – with some illustrations from the extract and with the text. A worksheet a few tasks on the text students read after they put the puzzle together.

PAINTED STORY

Paintings made by students which depict hidden messages from the excerpts.

PAINTED READING CIRCLES



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Some short excerpts of a book are chosen, e.g. 3 of 4. Each student is given all of them. The excerpts which show a personality of characters or socio-political situation are appropriate. It is advisable to prepare some information about the author of the book.

CHARACTER COMPARISON

Teacher – a coordinator of the activity, chooses some short excerpts from two books (equal number of the excerpts from each book), which somehow characterize the main character of a story. Each excerpt is printed on a separate piece of paper without indicating the author and the title of a book.

BOOK CODE

A collage of pictures representing different books.

A short story – we used : The fun they had. Each student is given a copy of it.

A sheet of paper, pencils, colour pencils for each group

7. ASSESSMENT/EVALUATION TYPE

Throughout the lesson a teacher has to ensure that students are backing up their choices with accurate supporting details. It is important to observe students' preparedness, students' work samples, and participation in group activities. In order to evaluate and assess the effective impact of the previous activities upon the students, they are asked to elaborate a short paper in no more than 5 minutes where they make an In-depth analysis of the main character.

Discussion represents the significant part of the activities; students discuss and compare their opinions in groups/ class. During the discussion students broaden their horizons by the opinions and findings of other students' collaboration, and shared control of learning outcomes can be linked to self-expressed interest in reading and engaged reading behaviours. Teachers can organize reading instruction to develop self-efficiency, competence, and engagement in teenage students.

Formal methods:

Questionnaire- standardized questionnaire for each of the activities

One- minute paper – students evaluate activities in no more than a minute. They can express their feelings and opinion on the activities

Informal methods:

Discussion with students

8. SOURCES

- http://www.kukucinka.eu/jednotlive%20stranky/projekty/aktualne/rozvojom_citania_k_lepsie_mu_zivotu/metodicke_materialy/prezentacie/sposoby_hodnotenia_uloh.pdf
- [file:///C:/Users/Uzivatel/Downloads/reading-literature-jmhs-syllabus%20\(1\).pdf](file:///C:/Users/Uzivatel/Downloads/reading-literature-jmhs-syllabus%20(1).pdf)
- [https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/english-language-and-literature/files/2017-literature-in-english-syllabus-\(pre-university\)-h1-h2-h3.pdf](https://www.moe.gov.sg/docs/default-source/document/education/syllabuses/english-language-and-literature/files/2017-literature-in-english-syllabus-(pre-university)-h1-h2-h3.pdf)
- <http://www.diva-portal.org/smash/get/diva2:292256/fulltext01>

