Reading Lab

As an ELA elective, Reading Lab focuses on fostering a love for reading at all levels and encourages growth through student-designed novel choices and collaboration. This class focuses on independent reading with time built in for novel exploration, class collaboration, and culminating projects.

ESSENTIAL QUESTION	BIG IDEAS
How do we become life-long readers?	● Students will be able to determine how to select novels based on personal interests and reading levels. ● Students will be able to read and comprehend grade-level, or higher, texts from a variety of genres. ● Students will be able to collaborate in understanding a variety of genres and books available to them. ● Students will be able to understand the authors' choices in development and language. ● Students will be able to identify their individual reading patterns within a certain timeframe. ● Students will be able to reflect on key learnings based on the novel plot and the author's choices. ● Students will be able to empathize with characters in their novels. ● Students will develop reading stamina.

GUIDING QUESTIONS

Content
- What is the central idea of this novel and how does it develop? RI.9-10.2
- What does the author imply through word choice? RL.9-10.12

Process
- While reading, how can I identify my comprehension patterns and understanding? 9-12 SeA.2
- How can I build my reading stamina in order to read for longer amounts of time? 9-12.SM.2
- How do I set goals to accomplish reading the novel within a given timeframe? 9-12.SM.3
- How does the author's writing impact my understanding of the novel? RL.11-12.5
- How can I choose novels based on my interests and reading level? RL.9-10.13
- How can I expand my awareness of the types of books available? SL.11-12.1

Reflective
- How can reading about characters in my novel help me to develop empathy? 9-12.SoA.1
- How do I connect a story's plot to my own series of events? RI.9-10.3
- How can I determine what the author implies about myself and the world around me throughout the novel? RL.9-10.10

FOCUS STANDARDS

Reading Literature
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.9-10.10 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- RL.9-10.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.11-12.13 Read and comprehend literature, including stories, dramas, and poems.

Reading Informational
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.13/RI 11-12.13 Read and comprehend the high-quality informational text of appropriate quantitative and qualitative complexity for Grades 9-12.

Speaking and Listening
- SL.9-10.1/SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.