

IMPROVING READING COMPREHENSION IN FAMILY & CONSUMER SCIENCES

Performance Standard 1B.I

Family & Consumer Sciences (FCS) students will use the SQ3R reading strategy to preview a FCS text and make predictions about the reading. They will then read the text and complete the remaining steps of the reading strategy. The teacher will evaluate the questions and outline, using the attached rubric accordingly:

- *Surveying/Questioning (Prior to Reading)*: answer questions; predict text content.
- *Reading/Reciting/Reviewing the Outline (After Reading)*: include significant main points from the text; include details that support the main points.

Procedures

1. ***In order to apply reading strategies to improve understanding and fluency (1B)***, students should experience sufficient learning opportunities to develop the following:

- Use previewing and prediction before reading and questioning during reading.
- Relate reading with information from other sources (e.g., prior knowledge, personal experience, other reading) using a variety of strategies.
- Interpret and compare a variety of texts for purpose, structure, content, detail and effect.
- Analyze overall themes and discover coherence.
- Clarify meaning of text by focusing on the key ideas presented explicitly or implicitly.
- Analyze a variety of texts for purpose, structure, content, detail and effect.
- Identify how different content areas require different organizational structures (e.g., science text, literary text).

Family & Consumer Sciences students will enhance their employment opportunities if they possess good reading comprehension skills. Students need to understand techniques to survey, question and review reading materials. Knowing this technique is crucial to the desired outcomes. This assessment aligns with the Illinois Workplace Skills D1 (Communicating on the Job/communicating orally with others) and D4 (Communicating on the Job/Prepare written communication). Standard 3 of the FCS teacher standards indicates that the competent Family & Consumer Sciences teacher understands the process of reading and demonstrates instructional abilities to teach reading in the content area of Family & Consumer Sciences. Depending on the topic, this assessment could apply to any of the National Family & Consumer Sciences Standards: Career, Community and Family Connections (1.0); Consumer and Family Resources (2.0); Consumer Services (3.0); Early Childhood, Education and Services (4.0); Facilities Management and Maintenance (5.0); Family (6.0); Family and Community Services (7.0); Food Production and Service (8.0); Food Science, Dietetics and Nutrition (9.0); Hospitality, Tourism and Recreation (10.0); Housing, Interiors and Furnishing (11.0); Human Development (12.0); Interpersonal Relationships (13.0); Nutrition and Wellness (14.0); Parenting (15.0); and Textiles and Apparel (16.0). This assessment could apply to any of the FCCLA national programs. Some of the national programs are Family First, FCCLA FACTS (Families Acting for Community Traffic Safety), Financial Fitness, Leaders at Work, Power of One, Star Events, Stop the Violence and Student Body.

2. FCS students will review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be familiar with the SQ3R reading strategy. (See task sheet)
4. FCS students will have practiced SQ3R on several texts of various types (e.g., foods, parenting, child care) prior to the assessment.
5. Each student will apply SQ3R to the FCS text to preview and ask questions about the content, organizational structure and author's purpose for writing.
6. Each FCS student will read the text and complete the remaining steps of the reading strategy.
7. Each student's work will be evaluated using the rubric. Add each student's scores to determine the performance level.

Examples of Student Work

- Meets
- Exceeds

Time Requirements

- One or more class periods depending on the length of the FCS text being read

Resources

- Copies of the selected FCS text
- Copies of the Improving Reading Comprehension in Family & Consumer Sciences student task sheet
- Improving Reading Comprehension in Family & Consumer Sciences Rubric

**IMPROVING READING COMPREHENSION IN
FAMILY & CONSUMER SCIENCES
Student Task Sheet**

NAME _____

SURVEY

What kind of Family & Consumer Sciences (FCS) text is this? What is its title?

What physical features of the FCS text can you identify? Subtitles, Pictures, Diagrams, Bold and Italic type?

What chapter headings and/or section headings, if any, are used?

QUESTION

After you have surveyed the FCS text, predict the answers the following questions:

WHO?

WHAT?

WHEN?

WHERE?

WHY?

HOW?

(For the purpose of this assessment, turn in a copy of your answers to these questions before you begin reading.)

READ

Go back to the beginning of the FCS text and begin reading normally. Check the answers you have given in step two and add any information you get from the reading.

RECITE

Cover the answers to your questions and recite them. Quiz yourself on your knowledge of the FCS text.

REVIEW

Go back over the material. Reread your notes and outline the main points. Then hand in a copy of your outline to your FCS teacher.

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NAME _____ DATE _____

- Exceeds standard (must receive 7 - 8 total points)
- Meets standard (must receive 5 - 6 total points)
- Approaches standard (must receive 3 - 4 total points)
- Begins standard or absent (must receive 2 total points)

	Survey/Question (Prior to Reading)	Read/Recite/Review Outline (After Reading)
4	<ul style="list-style-type: none"> • All six questions have been answered. • Answers consistently predict text content. 	<ul style="list-style-type: none"> • Content outline contains all significant main points from the text. • Details consistently support the main points.
3	<ul style="list-style-type: none"> • All six questions have been answered. • Answers usually predict text content. 	<ul style="list-style-type: none"> • Content outline contains most significant main points from the text. • Details consistently support the main points.
2	<ul style="list-style-type: none"> • Four or five questions have been answered. • Answers sometimes predict text content. 	<ul style="list-style-type: none"> • Content outline contains some significant main points from the text. • Details sometimes support the main points.
1	<ul style="list-style-type: none"> • Three or fewer questions have been answered. • Answers seldom or never predict text content. 	<ul style="list-style-type: none"> • Content outline contains few or no significant main points from the text. • Details seldom or never support the main points.
Score		