

IMPROVING READING COMPREHENSION IN HEALTH OCCUPATIONS

Performance Standard 1B.I

Health Occupations students will use the SQ3R reading strategy to preview a Health Occupations 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 predicting 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).

Students enrolled in Health Occupations classes must be prepared to read and comprehend various difficult texts and tasks. Students in this area must be able to translate the written word into actions that will affect patient care. Patient care would suffer if health care professionals are unable to understand and act on these procedures while developing scientific habits of mind. This assessment aligns with the Illinois Workplace Skills D5 (Communicating on the Job/Follow written directions).

2. Health Occupations 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. Students will have practiced SQ3R on several texts of various types (e.g., biology, chemistry, anatomy) prior to the assessment.
5. Students will use their Health Occupations text.
6. Each student will apply SQ3R to the Health Occupations text to preview and ask questions about the content, organizational structure and author's purpose for writing.
7. Each Health Occupations student will read the text and complete the remaining steps of the reading strategy.
8. Each student's performance 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 to two class periods

Resources

- Copies of the selected Health Occupations text
- Copies of the Improving Reading Comprehension in Health Occupations student task sheet
- Improving Reading Comprehension in Health Occupations Rubric

**IMPROVING READING COMPREHENSION
IN HEALTH OCCUPATIONS
Student Task Sheet**

SURVEY

What kind of text is this? What is its title?

What physical features of the Health Occupations 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 Health Occupations text, ask yourself 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 Health Occupations 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 Health Occupations 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 Health Occupations teacher.

**IMPROVING READING COMPREHENSION
IN HEALTH OCCUPATIONS**

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		