

GED Reading

The curriculum for this course is based around the content of the GED Reading Test. The twelve week course is broken down into thematic genre units that incorporate critical thinking and test-taking skills. Several weeks will be devoted to each of the major test genres (Poetry, Fiction, Nonfiction, and Drama), and we will have one mock-GED test on the final week. At the end of each unit, learners will have timed mini-tests dealing with the genre. Each lesson will develop reading comprehension skills through large and small group discussions, graphic organizers, worksheets, and assessments. This format will work well as a template for continued courses, as many students stay well beyond one quarter. For each new quarter, adaptations will be made according to assessments and evaluations, and new stories and methods will be plugged into the course template.

Because the course is different from previous GED Reading classes, as it hardly uses the Steck-Vaughn reading text, I have included a full lesson plan for Week Two that can be used as a model for teaching classes. I am always available, as well, for advice or help on working with the curriculum.

Week One: Getting to Know the GED Reading Test

This lesson will acquaint learners with the GED Reading Test and scoring methods as we get to know one another and our attitudes about tests.

- Objectives:**
- Become familiar with the content of the test**
 - Share test stories and experiences**
 - Participate in discussion about a passage**
 - Discuss the benefits of reading for pleasure**
 - Practice filling out reading for pleasure data sheets**
 - Self-evaluate and discuss attitudes about reading**

Content	SV 5-13, MRP 2-3, MRP Appendices 1-4 (251-254), Syllabus and Classroom Expectations
Reading Comprehension	Group discussion about the content of the test, group discussion about the benefits of reading for pleasure
Test-Taking Skills/Attitudes	Sharing stories of test experiences and strategies, examining sample questions in the reading, self-evaluating attitudes about reading and discussing frustrations and successes

Notes:

Osocial Studies Teachers Test Sample Essy

Willis Lemon Uhl



Osocial Studies Teachers Test Sample Essay:

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Subjects Willis Lemon Uhl,1929 **A Syllabus of the Course in the Psychology of the Elementary School Subjects**
Harold Ordway Rugg,1926 **Course of Study: For the teacher** Cleveland (Ohio). Board of Education. Bureau of
Educational Research,1928 *Historical Outlook* ,1924 **University High School Journal** ,1929 *Journal* University
High School (Oakland, Calif.),1930 Handbook for Social Studies Teaching Association of Teachers of Social Studies in the
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Table of Contents Osocial Studies Teachers Test Sample Essy

1. Understanding the eBook Osocial Studies Teachers Test Sample Essy
 - The Rise of Digital Reading Osocial Studies Teachers Test Sample Essy
 - Advantages of eBooks Over Traditional Books
2. Identifying Osocial Studies Teachers Test Sample Essy
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Osocial Studies Teachers Test Sample Essy
 - User-Friendly Interface

4. Exploring eBook Recommendations from Osocial Studies Teachers Test Sample Essay
 - Personalized Recommendations
 - Osocial Studies Teachers Test Sample Essay User Reviews and Ratings
 - Osocial Studies Teachers Test Sample Essay and Bestseller Lists
5. Accessing Osocial Studies Teachers Test Sample Essay Free and Paid eBooks
 - Osocial Studies Teachers Test Sample Essay Public Domain eBooks
 - Osocial Studies Teachers Test Sample Essay eBook Subscription Services
 - Osocial Studies Teachers Test Sample Essay Budget-Friendly Options
6. Navigating Osocial Studies Teachers Test Sample Essay eBook Formats
 - ePub, PDF, MOBI, and More
 - Osocial Studies Teachers Test Sample Essay Compatibility with Devices
 - Osocial Studies Teachers Test Sample Essay Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Osocial Studies Teachers Test Sample Essay
 - Highlighting and Note-Taking Osocial Studies Teachers Test Sample Essay
 - Interactive Elements Osocial Studies Teachers Test Sample Essay
8. Staying Engaged with Osocial Studies Teachers Test Sample Essay
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Osocial Studies Teachers Test Sample Essay
9. Balancing eBooks and Physical Books Osocial Studies Teachers Test Sample Essay
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Osocial Studies Teachers Test Sample Essay
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Osocial Studies Teachers Test Sample Essay
 - Setting Reading Goals Osocial Studies Teachers Test Sample Essay
 - Carving Out Dedicated Reading Time

12. Sourcing Reliable Information of Osocial Studies Teachers Test Sample Essay
 - Fact-Checking eBook Content of Osocial Studies Teachers Test Sample Essay
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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