

Implementation Strategies for Senior High School Reading Teaching

Yanli Su

Moral Education and Educational Supervision Service & Assessment Center, Wuhai City, Inner Mongolia, Wuhai City Inner Mongolia, 016000;

Abstract: Since "Whole-Book Reading and Discussion" was included as one of the 18 learning task groups, reading instruction has become an unavoidable teaching task in senior high school. Within the limited time allocated for Chinese language learning in high school, to genuinely enhance the quality of reading and ensure that reading effectively contributes to the improvement of students' literacy, it is necessary to scientifically and systematically plan reading at the curriculum level, establishing an integrated three-year reading curriculum system. During the implementation process, teachers need to provide comprehensive guidance, adopting methods such as integrating reading and writing, sharing and communication, themed activities, quantitative assessment, and platform showcases. This helps students develop good reading habits, gain reading experience, improve their reading and appreciation abilities, promote in-depth learning and reflection on excellent culture, and form correct outlooks on life, the world, and values.

Keywords: Senior High School Reading Teaching; Curriculum System; Curriculum Implementation

DOI: 10.69979/3041-0843.25.04.087

Introduction

Mr. Guo Moruo once said, "With a mind storing myriad words, one can express freely; with a pen weighing a thousand jun, one can open and close at will." Reading can broaden horizons, cultivate character, and enhance literacy. The literary master Ba Jin said, "We have a rich treasure trove of literature, that is the masterpieces left by numerous writers... The purpose of literature is to make people better." Students travel through the sea of books, dialogue with masters, laying a foundation for their spirit; they breathe the fragrance of books, befriend classics, laying a foundation for their lives.

Reading not only helps students consolidate their Chinese foundation, comprehensively enhance their Chinese literacy, enrich knowledge, and broaden horizons, but it is also an important part of school teaching work. The new Chinese curriculum standards for senior high school list "Whole-Book Reading and Discussion" as one of the 18 learning task groups and point out that it runs through the compulsory, selective compulsory, and elective stages of senior high school. Therefore, reading instruction has indeed become an unavoidable task in high school.

However, during the three years of high school, the time allotted for Chinese learning itself is limited, and the time left for reading is even more so. Within this narrow timeframe, if there is a lack of scientific, systematic planning and careful guidance for reading, it will only become superficial, meandering reading that fails to enhance thinking or contribute to the improvement of student literacy. Ultimately, it not only wastes time but may also affect academic performance.

Herein, this paper briefly analyzes high school reading, hoping to provide some reference for reading teaching.

1 Establishing an Orderly Cross-Curricular Reading Curriculum System

Textbooks are not the entirety of the Chinese curriculum; Chinese is not equivalent to the Chinese textbook. To systematize the reading curriculum, it is essential to continuously strengthen curriculum construction, and an important part of this is the selection of reading content.

The works listed in the "Suggestions on Extracurricular Reading Materials" of the senior high school Chinese curriculum standards include cultural classics, poetry, novels, essays, plays, literary theory works, as well as science and

humanities subjects. From these recommended readings, it can be seen that we should comprehensively enhance students' reading taste and ability, effectively expand their reading horizons, and from all aspects, "to apprehend the essence and breadth of human life and its culture."

Furthermore, these reading selections can "serve as options for other task groups" and can also be "recommended for students' extracurricular reading." Accordingly, when formulating the reading curriculum system, it is necessary to connect in-class and extracurricular selections and form an integrated three-year progression. Only in this way can the quality of reading classes be guaranteed, allowing reading to truly achieve practical results.

In practice, based on the situation of reading classes in our school and the actual circumstances of the students in my class, the following reading curriculum system was developed for the first year of high school:

School Stage	Key Reading Books Specified by Curriculum Standards or Determined by Class	Joint Reading Books for the Class	Personal Optional Books (Selected from School-Recommended Books and Class-Coconstructed Books)
Senior 1, First Semester	<Rural China>	<The Man in a Hurry >; <To Live> ; <My Temple of Earth and I>	One prose or novel
Senior 1, Second Semester	<A Dream of Red Mansions>	<Patting the Railings All Over> ; <Reasoning >	One foreign novel
Senior 2, First Semester	<The Border Town>	<A Cultural Journey >; <Biography of Su Dongpo >; <The Old Man and the Sea>	One historical novel or book on literary poetry appreciation
Senior 2, Second Semester	<Ordinary World >	<How to Read a Book>;<The Kite Runner>;<Ideological Criticism of Modern Essays>	Choose one from classical Chinese readers
Senior 3, First Semester	<The Analects of Confucius >	<The Silent Majority> <Selected Passages from Records of the Grand Historian >	Choose one for reading from the book list
Senior 3, Second Semester	-	<The Person with a Bright Spirit >; <Selected Passages from Zizhi Tongjian>	Free choice of reading materials

1.1 The Reading Curriculum System Should Have the Following Characteristics:

(1) The curriculum design reflects progression and differentiation, rejecting ineffective reading. In addition to completing the reading books specified by the curriculum standards, there are different learning contents at different stages. The first year focuses on reading essays and novels familiar to students, and modern poetry connected with the textbook; the second year focuses on reading philosophical articles, aiming to enhance students' thinking skills; the third year, considering the college entrance exam, increases the content of classical Chinese reading and, considering the pressure of the exam, expands the scope of independent reading.

In the recommended three-year integrated book series, it is necessary to consider both the ability requirements of different grades and the time constraints of different periods. When making reading choices, it is necessary to emphasize coordinated pacing while also accommodating the preferences of different students. Avoid the openness and randomness of reading leading to superficial development of student abilities and disorganized thinking, resulting in ineffective reading and consequently affecting academic performance.

(2) The curriculum emphasizes diversified development and respects independent choice. For the three-year reading list selection, besides those stipulated by the curriculum standards for required reading, the key reading list and class shared reading list are selected through consultation between the instructor and students; for optional reading, students can freely choose according to their own interests and hobbies. Therefore, although there are many reading options, only those suitable

for the students of this class are selected.

(3) The curriculum integrates in-class and extracurricular learning to enhance ability and literacy. Based on students' course selection (Arts/Sciences), the reading preferences of male and female students, and the compilation of teaching materials, the curriculum bridges in-class and extracurricular learning, allows for complementary integration of Chinese and foreign cultures, and mutual extension and supplementation of ancient and modern issues. Through reading different genres of classic works such as novels, poetry, essays, and argumentative/discursive texts, it comprehensively enhances students' reading literacy.

(4) The curriculum is based on students' reading ability and preferences and can be adjusted during setup or implementation. Since the reading foundation and preferred genres of each cohort of students differ, and their understanding and mastery of textbook content vary, the established reading curriculum can be adjusted as needed. For example, after studying "Niannu Jiao · Chibi Huai Gu" and "Chibi Fu," students became very interested in Su Shi, so I recommended Lin Yutang's "Su Dongpo Zhuan." Through reading this book, students not only gained a deeper understanding of the two texts in the textbook but also interpreted other poems and essays by Su Shi. Therefore, while balancing in-class and extracurricular needs, the curriculum setup should be adjusted timely according to students' learning situations, focusing on improving quality and efficiency to ensure all students acquire the essential Chinese literacy.

2 Reading Curriculum Implementation Plan

2.1 Offer Adequate Reading Courses to Ensure Reading Time

According to the school schedule, at least one reading class is offered weekly for students to read specifically. Besides these two reading sessions, students in my class have reading integrated into the teaching plan. After finishing each book, a certain amount of time is allocated for sharing and exchange; additionally, two short essays are read every weekend, with a 5-minute reading sharing session at the beginning of class on Mondays and Tuesdays. This ensures both the time and quality of reading.

2.2 Initiate the Model of Promoting Writing through Reading, Teachers and Students Reading and Writing Together

Teachers and students reading and writing together, focusing on and discussing the same texts and questions, can stimulate students' reading interest and enhance the spirit of cooperation among classmates.

The teacher's reading and writing also serve as an incentive for students. Students first admire the teacher's reading and writing, then imitate, later question, and finally attempt to surpass. In fact, throughout this process, students always consciously or unconsciously make progress and improvement in reading.

2.3 Encourage Reading that Gains Experience

The curriculum standards point out: "During the reading process, under the guidance of the teacher, explore the methods for reading various types of books, form and accumulate your own experience in reading whole books." Therefore, only by incorporating some reading books into the curriculum, into the classroom, into teaching, and with teacher guidance, can their true meaning be realized, and the efficiency of reading be effectively enhanced.

During the reading process, the instructing teacher designs lessons and provides reading guidance for key texts such as novels, essays, and academic works according to their different genres. Teach students how to make annotations, how to summarize, and how to conduct in-depth comparisons.

Simultaneously, during the reading process, encourage the use of reading experience and promote the sharing of reading experience, allowing students to move from theory to accumulating reading experience suitable for themselves, providing a useful reading framework for future life reading.

2.4 Distribute Tiered Reading Task Lists

To implement the effectiveness of reading, students in my class are required to make annotations for each book and write a reflection after reading each book. Additionally, each book has a reading task list.

These task lists include methodological guidance and issues that need attention or resolution. The task lists are formulated following the reading principle of progressing from easy to difficult, from skimming to close reading. For books required by the curriculum standards or designated as key class readings, use "Pre-study, Guided Learning, Consolidation & Review" plans; for class shared reading books, use "Guided Reading" plans; for personal optional books, only annotations and reading reflections are required.

2.5 Implement a Communicative Shared Reading System.

The most important part of reading is communication and sharing. After reading and annotating, students have understood the general content of the book and formed their own reading insights, and of course, may also have some questions. At this time, it is necessary to organize reading exchange and sharing sessions. The form of exchange depends on the learning situation, primarily focusing on sharing, communication, Q&A, and doubt resolution. Let students discover and raise questions themselves as much as possible. Answers can be provided by the teacher, or students can be inspired to answer themselves, or small group discussions can be held.

The time for exchange and sharing can be during dedicated reading classes or by allocating a portion of regular class time, in addition to the fixed 5 minutes before class on Mondays and Tuesdays.

Besides on-site sharing and exchange, online time during holidays and weekends can also be utilized for centralized sharing discussions or individual sharing guidance.

Regardless of the sharing format, everything should proceed based on the principle of having insights and gains from reading. Reading should not only focus on quantity but neglect quality, and even more so, should not be aimless, desultory, and ineffective.

2.6 Implement a Quantifiable Reading Assessment System

For the entire reading process, a quantifiable assessment system has been established. Using different means and methods, students are regularly assessed on their reading index and reading literacy, striving to ensure a practical grasp of student reading outcomes. This is conducive to continuously enriching the goals of cross-curricular reading, improving its measures, and enhancing its effectiveness and quality.

(1) Different books stipulate different quantitative standards. Books required by the curriculum standards or designated as key class readings require annotation page-by-page, intensive reading and study, and group presentation and sharing in reading classes; class shared reading books require annotation of no less than two-thirds of the content, with sharing and presentation during reading classes or before class; personal optional books require annotation of no less than half of the content and writing a reading reflection.

(2) Annotating by extracting essentials and summarizing, quantifying both exchange and sharing. In reading, students are required not to read without writing implements, not to read without understanding. During reading, written summaries or outlines and reading notes are quantified based on quality; after reading, group presentations and sharing in class are given quantitative scores by the evaluation group based on content and presentation performance; during reading-related writing, the reading teacher assigns quantitative standards of Excellent, Good, Pass, Fail.

(3) Formulate the "Class Reading Assessment Plan" to reward high achievers. According to the assessment criteria, evaluation is conducted based on the usual annotations, presentations, and reading reflections, with the group as the unit. Annotations and presentations are scored based on the points given by student evaluators during presentations; scores for reading reflections are based on the grading by the reading teacher. Commendations and rewards are given once at the beginning of each semester.

Appendix: Reading Evaluation Criteria:

Book Title: Group: Name:			Evaluation Level		
Evaluation Items & Requirements	Evaluation Criteria		Excellent	Good	Poor

Annotations: Requires paragraph-by-paragraph annotations for the entire book; points are accumulated within the group.	Excellent: Complete as required; Good: Complete less than one-third of the requirement; Poor: Complete less than half of the requirement.	-	-	
Reading Notes: Scores are awarded according to the content and requirements of the task list; points are accumulated among group members.	Excellent: Complete all content on the task list; Good: Complete less than one-third of the requirement; Poor: Complete less than half of the requirement.	-	-	
Presentation: Presentations are given by groups; presenters take turns. Only the presenter is scored for each presentation; the group's final score is the total points accumulated by its members.	Excellent: Rich content, profound insights, and detailed explanation (evaluated jointly by the reviewing group and the teacher immediately after the presentation).	-	-	
Book Review: Each person must write at least one book review per book; there is no limit to the number, and multiple reviews can be accumulated for points.	Excellent: Selected by the group and published on the official WeChat account; Good: Profound insights and over 400 words; Poor: Superficial content and lack of effort.	-	-	

2.7 Create Themed Reading Activity Projects

According to the reading progress, activities such as poetry recitals, masterpiece appreciation sessions, character commentary meetings, reading experience exchange meetings, reading debates, and reading note exhibitions are held irregularly. Through these diverse reading activities, students can experience the joy and happiness of reading.

2.8 Create Convenient Interactive Platforms for Communication

To promote reading and deeply integrate reading and writing, class reading WeChat groups, public accounts, and other reading platforms can be established. This allows for sharing at any time during reading. Through the exchange of ideas in sharing, we gain deeper insights. This not only promotes students' reading interest but also enhances thinking ability and improves students' writing skills.

In summary, during the reading teaching process, it is necessary to stand from the perspective of a three-year integration and systematize reading teaching into a curriculum; during the implementation of reading teaching, careful guided reading should be conducted before class, assessment and exchange during class, and extension and expansion after class. Only in this way can reading teaching focus on the development of good reading habits, the expansion of students' reading horizons, the construction of reading experience, the improvement of reading appreciation ability, promote students' in-depth learning and thinking about excellent human culture, and form correct outlooks on life, the world, and values.

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Author Introduction: Su Yanli, born March 1984, female, Han ethnicity, Master of Education, Senior Teacher of Secondary School. Research directions: Chinese language education teaching in middle schools, supervision and evaluation, assessment and monitoring, regional education governance, etc.