

Reading Class (060) A-2/CLB 3-4

Independent Study Requirement:

Teachers will assign reading tasks to be done on independent study days. The teacher is in charge of type of task and monitoring method. Tasks are not used for movement to the next level. However, teachers will keep track for the independent study award given at the end of the semester. There will need to be time set aside in the class period after independent study day each week for teachers to check in with students regarding their independent study assigned task.

Goals:

Students can demonstrate, through spoken, written, or gestural production, that they can read and interpret short, simple texts used in familiar, routine, and relevant personal, professional, and academic situations.

"Short, simple texts" are those that:

- are concrete and factual with some simple descriptions
- use common, everyday vocabulary with one or two specialized words
- contain no more than a paragraph of 3-7 sentences
- may be supported by visuals

Objectives

(Overall proficiency that students will be able to achieve by the end of the course.)

Interacting with Others in everyday, professional, and academic situations

Students can identify simple and predictable everyday, professional, and academic messages such as invitations, thanks, apologies, quick updates, arrangements, short emails from teachers or colleagues, etc.

Students should be able to:

- Identify the main idea
- Identify specific important details (such as sender, date, location, response required, etc.)
- Identify words that indicate politeness and tone
- Identify formatting for professional and academic written messages

Identifying and Following Instructions

Students can follow written short, simple, clearly sequenced instructions and instructional texts for familiar everyday situations.

Students should be able to:

- Follow instructions that are up to 6 steps in point form or as a short, continuous text that may include a visual support
- Identify sequence and location signals such as first, next, before, etc.
- Identify common sentence patterns, phrases, vocabulary, and symbols commonly used in instructions
- Follow instructions in the appropriate sequenced order

Getting Things Done in personal, professional, and academic endeavors

Students can identify and interpret information from simple formatted texts related to everyday personal, professional, and academic situations, such as forms, table, schedules, directories, brochures, notices, form letters, flyers, etc.

Students should be able to:

- Identify key characteristics of formatting
- Identify the type and purpose of the text
- Identify main idea and key details of the text
- Locate specific information by scanning
- Compare facts and information to make choices

Demonstrating understanding of information through written/spoken production

Students can interpret ideas in short, simple texts that may include visual elements, such as graphics, charts, tables, illustrations, or diagrams, and that are related to familiar and personally relevant topics such as student life and academics, such as transportation and class schedules, student activities calendars, etc.

Students should be able to:

- Identify the overall meaning
- Identify type and purpose of the text
- Locate and describe key information and specific details
- Compare simple information
- Identify meanings of connective words
- Identify key people, events, times, things, and places (who, what, when, where)

Students can effectively use simple standard reference texts (online and in print), such as dictionaries and encyclopedias, and online search tools, such as Google.

Students should be able to:

- Locate relevant information
- Locate key words
- Identify overall meaning

Learning Outcomes

(A description of what the student will know or be able to do as the result of the course instructions.)

Interacting with Others in everyday, professional, and academic situations

IWO: Identify simple and predictable personal, professional, and academic messages

Identifying and Following Instructions

IFI: Follow written short, simple, clearly sequenced instructions and instructional texts for familiar everyday situations

Getting Things Done in personal, professional, and academic endeavors

GTD: Identify and interpret information from simple formatted texts related to everyday personal, professional, and academic situations

Demonstrating understanding of information through written/spoken production

DU1: Interpret ideas in short, simple texts that may include visual elements and that are related to familiar and personally relevant topics

DU2: Effectively use simple standard reference texts (online and in print) and online search tools