

Reading Class (060) B-1/CLB 5-6

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:

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

Students can demonstrate, through written or spoken production, that they can read and interpret moderately complex texts on familiar topics used in predictable, practical, and relevant personal, professional, and academic situations.

"Moderately complex" texts are those that:

- are mostly concrete, factual, and descriptive
- use mostly common vocabulary with some abstract specialized vocabulary and idioms
- are occasionally supported by visuals
- are relatively short

Objectives:

(Specific curricular elements taught through content and activities, including specific language functions and skills that assist students in achieving learning outcomes. Objectives serve as descriptive guides for day-to-day, in-class implementation. They include examples that can be used during lessons.)

Interacting with Others in everyday, professional, and academic situations

Students can recognize and interpret written texts used in familiar everyday interpersonal messages in personal or academic contexts, such as emails, announcements, cancellations of arrangements, or apologies.

Students should be able to:

- identify specific factual details and implied meanings
- describe the purpose of the text

- describe the writer's attitude and mood
- describe the structure/format of the text
- recognize characteristics of the genre

Identifying and Following Instructions

Students can follow written multi-step instructional texts in order to complete everyday tasks, such as how to physically do or make something, how to get from one place to another, etc.

Students should be able to:

- follow instructions that are up to 10 steps or contained within 3-5 paragraphs
- Interpret both stated and inferred instructions
- Follow the linking/connecting words used to organize the text
- use available visual cues

Getting Things Done in personal, professional, and academic endeavors

A. Students can locate and use 2-3 pieces of information from written texts that include visual elements and/or specialized formats, such as maps, brochures, course calendars, website navigation menus, etc.

Students should be able to:

- identify layout and organization of text to find needed information
- find the information by scanning the text
- recognize characteristics of the genre

B. Students can get information from written service or academic texts that make requests, offer advice, or provide detailed procedures or action items on familiar topics, such as class syllabi, assignments, university notifications, etc.

Students should be able to:

- identify main ideas, factual details, and some implied meanings
- find the information by scanning the text
- recognize the characteristic elements of the genre

Demonstrating Understanding of information through written/spoken production

A. Students can interpret ideas in descriptive or narrative texts on familiar topics.

Students should be able to:

- recognize the difference between fact and opinion
- Identify and distinguish between main ideas and supporting ideas
- retell, paraphrase, and summarize the main points
- identify the text's organization and linking/connecting words between paragraphs

B. Students can interpret information in visual texts, such as diagrams, tables, and graphs.

Students should be able to:

- identify purpose, main ideas, and key details from the text
- recognize the characteristic elements of the genre

C. Students can locate and access information on a topic from 2-3 sources, including online, and compare the information from the different sources.

Students should be able to:

- perform an effective online search, such as a Google search
- evaluate the authority and usefulness of sources, particularly online sources
- find relevant information
- find materials that are appropriate for their reading level and purposes

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: Recognize and interpret written texts used in familiar everyday interpersonal messages in personal or academic contexts

Identifying and Following Instructions

IFI: Follow written multi-step instructional texts in order to complete everyday tasks

Getting Things Done in personal, professional, and academic endeavors

GTD1: Locate and use 2-3 pieces of information from written texts that include visual elements and/or specialized formats

GTD2: Get information from written service or academic texts that make requests, offer advice, or provide detailed procedures or action items on familiar topics

Demonstrating Understanding of information through written/spoken production

DU1: Interpret ideas in descriptive or narrative texts on familiar topics

DU2: Interpret information in visual texts.

DU3: Locate and access information on a topic from 2-3 sources, including online sources, and compare the information from the different sources.