

## **Reading Class (060) B-2/CLB 7-8**

### **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 complex texts on a widening range of topics used in less predictable personal, professional, or academic situations.

"Complex texts" are those that:

- are factual, descriptive, or argumentative
- contain both explicit opinions and implied meanings
- contain a range of concrete, abstract, and specialized vocabulary, as well as idioms
- are moderate in length

### **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 identify and interpret written texts used in a widening-range of social interactions, such as those discussing current events, conveying opinions, or expressing emotions.

Students should be able to:

- identify specific factual details and implied meanings, using in-text citations and attributions appropriately when asked to answer questions or respond
- describe the purpose and context of the text

- describe the reader/writer relationship
- describe the writer's attitude and mood
- describe the writer's register and style

### **Identifying and Following Instructions**

Students can identify and follow multi-step instructional or academic texts in order to complete set procedures related to specialized tasks.

Students should be able to:

- Follow instructions that are 10-13 steps or contained within 8-15 paragraphs
- Interpret both stated and inferred instructions
- Follow the linking/connecting words/transitions used to organize the text
- Use available visual cues

### **Getting Things Done in personal, professional, and academic endeavors**

A. Students can locate, use, and synthesize 3-4 pieces of information from written texts with complex formatting, such as texts containing multiple sections, visual elements, etc.

Students should be able to:

- identify layout and organization of text to find needed information
- find and synthesize the information so that they can use it for a specific purpose, using in-text citations and attributions appropriately when asked to answer questions or respond in writing
- recognize characteristics of the genre

B. Students can get information from written service or academic texts that contain proposals, recommendations, statements of rules, regulations or policies on less familiar topics, such as university policy statements, service agreements, etc.

Students should be able to:

- identify main ideas, key details, and implied meanings
- scan text and make inferences to select information relevant to their purposes
- recognize the characteristic elements of the genre

### **Demonstrating Understanding of information through written/spoken production**

A. Students can interpret ideas in extended descriptive or narrative texts, feature articles, and reports.

Students should be able to:

- identify organization of text and links between paragraphs
- follow sequences or narrations or processes
- locate and synthesize relevant information across paragraphs/sections of the text, using in-text citations and attributions appropriately when asked to answer questions or respond in writing
- evaluate ideas in text, draw conclusions, offer own opinions

B. Students can interpret information in visual texts, such as diagrams, tables, and graphs that may be embedded in longer written texts.

Students should be able to:

- Interpret the information within its larger context
- present the information contained in the visual text in writing
- recognize the characteristic elements of the genre

C. Students can locate and access information on a topic using effective search strategies from several (online) reference sources and synthesize the information from the different sources.

Students should be able to:

- perform an effective sources search, such as a Google search, a Search@UW search, or a database (e.g. Worldcat) search
- evaluate the authority and usefulness of (online) sources
- find relevant information
- use in-text citations and attributions appropriately when asked to answer questions or respond in writing
- 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: Identify and interpret written texts used in a widening-range of social interactions

### **Identifying and Following Instructions**

IFI: Identify and follow multi-step instructional or academic texts in order to complete set procedures related to specialized tasks.

### **Getting Things Done in personal, professional, and academic endeavors**

GTD1: Locate, use, and synthesize 3-4 pieces of information from written texts with complex formatting

GTD2: Get information from written service or academic texts that contain proposals, recommendations, statements of rules, regulations or policies on less familiar topics.

### **Demonstrating Understanding of information through written/spoken production**

DU1: Interpret ideas in extended descriptive or narrative texts, feature articles, and reports.

DU2: Interpret information in visual texts that may be embedded in longer written texts.

DU3: Locate and access information on a topic using effective search strategies from several (online) reference sources and synthesize the information from the different sources.