

Reading Class (060) C-1/CLB 9-10

Independent Study Requirement:

Teachers will assign reading task 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 demanding texts on a wide range of topics used in unpredictable situations.

"Demanding texts" are those that:

- are chosen from a wide range of genres and purposes
- have abstract, conceptual, or specialized vocabulary
- are linguistically complex and may include some idiomatic and figurative language
- are visually complex, lengthy, or dense

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 conveying stated and unstated values and assumptions, such as editorials, letters to the editor, personal essays, and fiction.

Students should be able to:

- differentiate between fact and opinion

- identify and explain values and assumptions
- describe the purpose and context of the text
- describe the writer's mood and attitude
- draw inferences about the writer's implied meanings
- describe the structure/format of the text
- use in-text citations and attributions appropriately when asked to answer questions or respond in writing
- describe characteristics of the genre

Identifying and Following Instructions

Students can summarize instructional texts about familiar procedures when the instructions are clear and explicit but not step-by-step, such as an essay discussing how to be happy, successful, or a good writer, etc.

Students should be able to:

- summarize the information into clear, comprehensive multistep instructions.
- locate and integrate several pieces of information to interpret and follow instructions correctly
- extract important details and present instructions in point form

Getting Things Done in personal, professional, and academic endeavors

Students can obtain and accurately interpret and summarize information from multiple complex texts to inform significant decisions, such as reading various online articles when deciding whether to get vaccinated, determining the pros and cons of purchasing one type of electronic device over another, etc.

Students should be able to:

- summarize information and ideas from multiple texts
- integrate several pieces of stated and implied information
- use in-text citations and attributions appropriately when asked to answer questions or respond in writing

Demonstrating Understanding of information through written/spoken production

A. Students can summarize and evaluate the development of arguments in lengthy texts, such as research papers, problem-solution essays, or persuasive articles using in-text citations and attributions appropriately when asked to answer questions or respond in writing.

Students should be able to:

- identify fallacies in arguments
- distinguish a proposition from its argument
- identify the logical line of argumentation in support of a conclusion
- identify connective words and phrases that convey causal relationships

B. Students can summarize information and ideas contained in texts with complex formatting such as research papers containing statistics, research briefs with figures, etc.

Students should be able to:

- Present, in an alternate form, information contained in complex formatted texts, such as summarizing or capturing in bullet form, important information found in a graph, etc.

C. Students can conduct a search of relevant (online) sources to research a topic.

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
- find materials that are appropriate for their reading level and purposes

Learning Outcomes

Interacting with Others in everyday, professional, and academic situations

IWO: Identify and interpret written texts conveying stated and unstated values and assumptions.

Identifying and Following Instructions

IFI: Summarize instructional texts about familiar procedures when the instructions are clear and explicit but not step-by-step.

Getting Things Done in personal, professional, and academic endeavors

GTD: Obtain and accurately interpret and summarize information from multiple complex texts to inform significant decisions

Demonstrating Understanding of information through written/spoken interaction/production

DU1: Interpret, summarize, and evaluate the development of arguments in lengthy texts

DU2: Interpret and summarize information and ideas contained in texts with complex formatting.

DU3: Conduct a search of relevant (online) sources to research a topic.