***IEP 060 – Reading – A1***

**Course Description:**  Students can demonstrate, through spoken, written, or gestural production, that they can read letters, numbers, a small number of words and very short, simple texts related to everyday subjects and description of objects and immediate needs.

“Very short, simple” texts are those that:

* are concrete
* use common, everyday vocabulary
* are in non-demanding contexts
* have 3-5 simple sentences

***Reading Comprehension Student Learning Outcomes***

RC1: Locate and use information in everyday texts for a variety of purposes.

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| **Lesson Objectives:** | **Suggested Methods of Assessment:** |
| * Identify information related to “who,” “what,” “where,” and “when” in short, simple texts like emails, texts, postcards, letters, job postings, advertisements, announcements, flyers, course descriptions, etc. * Locate information in lists. | * Read a personal texts, letter or email and answer comprehension questions about * Read an email from a “boss” and answer comprehension questions about it. * Read an advertisement and complete a chart to categorize what things are being sold. * Read a description of a family and fill in a chart to categorize its members * Read through course descriptions, underlining or circling which parts of the description that explain why or why the student would not want to take that course, i.e. does the time work with the student’s schedule, is it a class that works well with the student’s major, etc. * Underline/sort all the words that fall into a certain category (I.e. colors, family members, things in a classroom, etc.) |

RC2: Follow very short, simple instructions used in familiar, everyday contexts with some visual supports.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Identify and follow simple sequential vocabulary, i.e. first, second, third, last, etc. * Identify and follow simple imperative sentences * Identify simple vocabulary related to the task, e.g. for cooking, for following directions on a map, etc. | * Give a homework assignment with 4-5 instructions on how to perform the assignment. * Hold up a card indicating a 2-step classroom task and have a student do it. * Have students follow simple instructions to complete a form about their personal information (name, address, phone number, nationality, etc.) * Have students follow directions on how to cook a simple recipe |

RC3: Correspond with others for personal purposes.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Identify and respond to very simple everyday interpersonal situations, e.g. a birthday, a funeral, a wedding announcement, an illness, simple feelings (happy, sad, angry), etc. * Identify key vocabulary related to everyday interpersonal situations, e.g. greetings (“Congratulations!”), stock phrases that express simple emotions (“That’s wonderful!”, “I’m sorry to hear that,” etc.), etc. | * Read a short email from a “friend” and have the students respond to the email. * Read an obituary, birth announcement, wedding announcement, or similar announcement and have the students identify from a list of options the most appropriate response to it. * Have students read a list of simple problems and match them with the most appropriate piece of advice |

***Text Analysis Student Learning Outcomes***

TA1: Use context clues with the support of visual information to identify the meaning of simple unknown words.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Identify verbal and image context clues * Identify and follow the formula for making inferences (background knowledge + text clues) based on visual information to identify the meaning of the word | * Provide students with an illustrated text or video that contains unknown words and have students deduce meaning before looking up the definition * Play a music video and display lyrics and ask students to identify the meaning of unknown words of the song based on visual clues |

***Digital Literacy Student Learning Outcomes:***

DL1: Use an online dictionary to identify the meaning of unknown words.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Identify and use online dictionaries accurately for finding definitions of unknown words, e.g. wordreference.com, dictionary.com, Merriam Webster, etc. * Identify where to click to search the definition of words. | * Give students a list of new vocabulary words and have them use an online dictionary to find the definitions. |

DL2: Locate simple information online relevant to personal needs.

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| **Lesson Objectives:** | **Suggested Methods of Assessment:** |
| * Identify key words relevant to performing an Internet search on a topic of personal need, e.g. looking for the bus schedule for their area, finding a store that sells something they need, finding a café in the neighborhood, etc. * Scan online information for relevance to a particular personal need, i.e., specific kind of restaurant, its hours, the menu, costs, etc. | * Have students perform an Internet search for a specific need * Provide students with a list of topics to search and have students write the results (i.e., find 3 local Mexican restaurants). * Provide students with websites and have them indicate which site fits the criteria given. |