***060 – Reading – A2***

**Course Description:** Students can demonstrate, through spoken or written production, that they can read short, simple texts related to everyday subjects and situations.

“Short, simple” texts are those that:

* are concrete
* use common and descriptive vocabulary
* are in everyday and less familiar contexts
* have a length of 1-2 paragraphs

***Reading Comprehension Student Learning Outcomes***

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

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Identify information in standard, routine communications appropriate to level such as inquiries, admission letters, bills, bank statements, etc. * Locate information in practical, concrete, predictable texts (e.g. guidebooks, recipes, websites offering goods for sale), graphs/charts provided they are - written in simple language, such as costs/prices, measurements, ingredients, dimensions of a product, etc. * Identify simple descriptive information in short narratives and/or descriptive texts, such as that describing people, places, situations, etc., e.g. simple descriptive adjectives, simple descriptive adverbs, sentences that describe where, when, who, how, why, etc. | * Read standard, routine communication such as an admission letter, bank statement, or bill and answer comprehension questions about it. * Find a website offering consumer goods, such as articles of clothing, and describe what the student would like to buy and why, using a word bank. Answer comprehension questions about a simple graph or chart. * Write a response to a text (dating profile, biography, guidebook, etc.) expressing an opinion and/or preference about it. * Identify the main idea of a simple news report/article, such as a short article on a sports game, an obituary, etc. |

RC2: Follow short instructions or procedures, possibly with visual support.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Follow short instructions for such things as installing or operating a new technology, operating a type of equipment, cooking a dish, operating a cell phone, following directions to get somewhere, etc. * Identify and follow the imperative and simple modals that indicate instructions, e.g. “You should...” * Identify and follow simple sequential language, i.e. first, second, next, finally, etc. * Identify some familiar connecting words to follow ideas, i.e. and, but, or, after that, before. * Identify simple prepositions to follow ideas, i.e. in, on, at, over, under, next to, etc. | * Have students perform a demonstration of instructions on how to perform a task such as installing or operating a new technology. * Have students follow a simple recipe and prepare a dish. * Have students find different locations on a map by following written instructions that may include different traffic signs. * Locate relevant online instructions for tasks such as how to download an app, make an online purchase, pay a bill, etc. |

RC3: Correspond with others for a variety of purposes.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Identify key vocabulary related to simple feelings, such as likes and dislikes. * Identify key vocabulary related to basic interactive situations * Identify and respond to basic interactive situations, e.g. a customer complaint, a friend’s email, a teacher’s evaluation, etc. * Identify the difference between simple formal and informal language used in different genres. For example, formal language in a teacher evaluation vs. Informal language (slang, omitted language, etc.) in an online comment thread/social media post | * Read a short text or email from a “friend” and have the students respond to the text or email by completing a provided script, using a word bank * Read a standard, routine academic or business communication such as a bill, bank statement, or letter of admission and have the students answer comprehension questions or prepare responses. * Draft a simple response to an email from a student complaining about a product or class |

***Text Analysis Student Learning Outcomes***

TA1: Use context clues to identify the meaning of simple unknown words and formulaic expressions.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Use contextual and visual clues to deduce the meaning of unfamiliar words/signs in short expressions, e.g. simple phrasal verbs, etc. | * Provide students with an illustrated text or video that contains unknown words and have students deduce meaning before looking up the definition * Read a conversation and guess the meaning of unknown words using context clues. |

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

DL1: Use an online dictionary to find meanings and appropriate use of words.

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| **Instructional Objectives**:   * Search for a definition, synonym, antonym, and other forms of a word using several online dictionaries. * Can identify different uses and meanings of a word in an online dictionary and determine which use is best for student’s purpose, e.g. identify the different definitions based on different parts of speech and context | **Suggested Methods of Assessments:**   * Provide students with a text in which they don’t know some words. Students will then use an online dictionary to find the meaning of the words appropriate to the context. |

DL2 – Use search engines effectively for conducting research on concrete information.

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| **Instructional Objectives:**   * Identify possible keywords related to items students wish to search * Use filter features in search engines to narrow search, identifying key vocabulary to choose filters as appropriate * Use “ ” in searches to find exact words or phrases when using search engines | **Suggested Methods of Assessments:**   * Conduct a search to respond to questions asking for factual information, noting key words used and listing articles identified using key words |