***060 – Reading – B1***

**Course Description:** Students will read and interpret, through written or spoken production, moderately complex texts on a variety of familiar topics used in predictable, practical, and relevant situations.

“Moderately complex” texts are those that:

* Are mostly concrete, factual, and descriptive
* Use mostly high-frequency vocabulary with some abstract specialized vocabulary and some common idioms
* Are occasionally supported by visuals
* Are relatively short, between 3-10 paragraphs or 1-2 chapters of a book, depending on complexity

***Reading Comprehension Student Learning Outcomes***

**RC1**: Locate and use information in moderately complex texts for a variety of purposes.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Distinguish between main ideas and supporting details.
* Identify the main idea of a text.
* Identify relevant supporting details
* Identify key words and concepts in a text
* Skim text to understand gist.
* Scan text to find specific information relevant to their purpose
* Identify and use relevant synonyms
* Identify online information to attribute to own content, such as author, title, place of publication, and date of publication of online source
 | * Write a basic summary that indicates the main idea of a text with one or two major supporting points.
* Write a simple paraphrase of a moderately complex text.
* Identify and describe traits of the main character in a text.
* Answer comprehension questions about the meaning of a text.
* Answer comprehension questions about a graph or chart.
* Read through several different academic program descriptions to identify which program(s) the student would like to apply to.
* Read a message (from a friend, professor, etc.) and have the students respond to it appropriately, addressing the concerns or issues presented in the message.
* Read a fictional text and determine the main idea with evidence from the text to support.
* Answer questions or fill in the blanks providing relevant attribution information.
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**RC2**: Follow instructions or procedures found in a moderately complex text on a familiar subject.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Identify instructions through identification of the imperative, modals, or other verbs indicating instructions
* Identify descriptive details that relate to the “when” and “how” of instructions
* Identify order of instructions through identification of linking verbs and connective devices
* Identify key words related to subject of instructions
 | * Follow directions for how to cook a complex recipe.
* Complete a passport or visa renewal application
* Complete a scholarship application
* Solve a mathematical word problem.
* Answer questions about a “how-to” document related to winter home preparation, filing a grievance or complaint, paying a parking ticket, or filing a police report.
* Read the instructions to a board or card game and play.
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***Text Analysis Student Learning Outcomes***

**TA1:** Deduce the meaning of unknown words using context clues and word parts in texts on a familiar subject or related to their field of interest.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Identify a variety of context clues
* Identify prefixes, suffixes, and/or root words to deduce meaning of unknown word
* Make inferences of word’s meaning based on images, if provided
* Make inferences of word’s meaning based on headings and subheadings, if applicable
 | * Provide students with an article on a familiar subject that contains unknown words and have students deduce meaning based on context before using a dictionary to confirm meaning
* Highlight unfamiliar words in a text and ask students to circle or underline the context clue and identify what kind of context clue it is (definition, synonym, antonym, example, picture, word part, etc.)
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**TA2:** Describe and connect main ideas in a short moderately complex text involving familiar situations to personal experiences.

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| **Instructional Objectives:** | **Suggested Methods of Assessment:** |
| * Compare and contrast elements of a character in a text to themselves (character personality & physical traits, emotions, occupations, interests, etc.)
* Relate events in a text to similar events that they have experienced in their life
* Compare and contrast ideas about a topic form two different texts to personal experience
* Compare & contrast elements of setting to their own experiences
 | * Conduct a character analysis and compare the character to themselves
* Describe which character they identify with the most and why
* Describe the emotions that the work evokes in the reader and why
* Create a graphic organizer (i.e. Venn diagram or chart) identifying similarities and differences between elements of the text and reader’s own life/person.
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**TA3**: Identify and make inferences about basic rhetorical elements of a text (genre, audience, and purpose) and infer meaning from them.

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| **Instructional Objectives** | **Suggested Methods of Assessment:** |
| * Identify different genres and their basic characteristics
* Infer an author’s audience
* Infer an author’s purpose
* Distinguish fact from explicit opinion
* Predict and infer using headings, subheadings, titles, and headlines.
 | * Provide a list of characteristics and ask students to identify the genre.
* Ask students to analyze a variety of genres of texts (movie review, letter of complaint, editorial, newspaper article, short story, narrative essay, etc.) indicating some (or all) of the following:
	+ Audience
	+ Purpose
	+ Fact or opinion
	+ Genre
* Provide students with a title or headline of a text and ask them to predict what the text is about.
* Provide students with headings and subheadings of a text and ask them to predict what information they will find in that section.
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***Digital Literacy Student Learning Outcomes:***

**DL1**: Identify connections of main ideas in short online exchanges on a familiar topic of interest.

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| **Instructional Objectives:**  | **Suggested Methods of Assessment:**  |
| * Identify connection of main ideas between contributions in a thread
* Use online dictionary to identify meaning of unknown vocabulary words in thread
 | * Contribute to a short online discussion in Canvas, on social media, or in an email exchange on a familiar topic of interest, provided they can prepare the text beforehand and have access to online tools
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**DL2** - Evaluate online sources, for personal use, for relevance and credibility

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| **Instructional Objectives:**  | **Suggested Methods of Assessment:**  |
| * Identify basic elements of an online source that may impact its credibility, such as expertise of author and place of publication
* Evaluate websites and other sources for relevance and credibility
 | * Provide students with links to a variety of websites from both credible and non-credible sources and ask them to identify whether the information is credible or not and why.
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**DL3** - Use digital media environments to acquire everyday knowledge and skills.

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| **Instructional Objectives:**  | **Suggested Methods of Assessment:**  |
| * Use a variety of search methods to identify digital platforms with relevant information for a class assignment/project, such as forums, discussion boards, etc.
* Navigate different characteristics of digital platforms for purposes, e.g. filters, use of groups, search bar, etc.
 | * Incorporate info. from a digital platform into a class assignment, citing it appropriately
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