***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. |

**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. |

***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.) |

**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. |

**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. |

***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 |

**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. |

**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 |