**ERD003**

* **Goal:** Students completing Reading Three should be able to understand and utilize non-authentic material at a developing-academic-level.
* **Objectives:**
* Teach students an understanding and application of critical thinking skills including inferences and basic analysis
* Teach students an understanding and application of developing-academic-level fiction and non-fiction material in a variety of styles/formats such as non-authentic articles, reports, essays, novels, and short stories
* Teach students to successfully identify the stated and implied main idea and supporting details of developing-academic-level paragraphs and developing-academic-level longer texts
* Teach students to successfully employ skimming and scanning techniques
* Teach students an understanding and application of vocabulary recognition strategies such as context clues; and roots, prefixes, and suffixes as they arise
* Teach students an understanding and application of literary devices such as figurative and idiomatic language

**Week 1** Diagnostic Test

*A Natural Way to Run*

* Introduce main idea and supporting details
* Introduce vocabulary recognition strategies

**Week 2**

*The Runner’s High*

*Spring Forward, Fall Back*

* Continue main idea and supporting details
* Continue vocabulary recognition strategies
* Introduce skimming and scanning techniques

**Week 3**

*In Search of an Accurate Calendar*

*Drinking Water*

* Continue skimming and scanning techniques
* Continue vocabulary recognition strategies

Introduce critical thinking skills including inferences and basic analysis

* Introduce summarizing [outline format]

**Week 4**

*The Bottled-Water Debate*

*Extreme Diving*

* Continue skimming and scanning techniques
* Continue critical thinking skills including inferences and basic analysis
* Continue summarizing

**Week 5**

*Disaster Tourism*

*Human and Cattle: A Shared History*

*Story of an hour – short story*

* Practice main idea and supporting details
* Practice critical thinking skills including inferences and basic analysis
* Introduce literary devices such as figurative and idiomatic language
* Critical Analysis & Response Writing

**Week 6**

*Taming the Wild*

*Safer Homes in Earthquake Zones*

* Practice skimming and scanning techniques
* Practice critical thinking skills

**Week 7**

*Urban Architecture in the 21st Century*

*Sibling Personalities*

*Short Story*

* Continue literary devices such as figurative and idiomatic language
* Practice vocabulary recognition strategies
* Practice critical thinking skills including inferences and basic analysis

**Week 8**

*Epigenetics*

*The Golden Age of Islamic Invention*

* Practice main idea and supporting details
* Continue critical thinking skills including inferences and basic analysis

**Week 9**

*Origami: The Practical Applications of a Familiar Art*

*Robots to the Rescue*

* Critical Analysis & Response Writing

**Week 10**

*Humanoids*

*The Invisible Enemy p. 75 (Longman Academic Reading)*

*Dugon – short story*

* Continue literary devices such as figurative and idiomatic language
* Continue skimming and scanning techniques
* Practice critical thinking skills including inferences and basic analysis
* Critical Analysis & Response Writing

**Week 11**

*That Mothers Might Live p. 83* (Longman Academic Reading)

* Practice all reading skills

**Week 12**

*Bad Food? Tax it, and Subsidize Vegetables p. 53 (Longman Academic Reading)*

*Humane Treatment for the Animals we Eat p. 59 (Longman Academic Reading)*

* Review before the final exam / Practice all reading skills

**Week 13**

Final exam