ERD 002

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| **ERD**  **2** | **Course Description:** The High-Beginning Reading course is designed to build upon students’ basic reading skills in English with the goal of being able to understand and utilize non-authentic passage-length material at a high-beginning level leading up to reading at an eight to ten paragraph passage level, with Lexile range of 180L to 910L. As such, students will learn vocabulary recognition and application strategies such as context clues, roots, prefixes, and suffixes, limited critical thinking skills such as making inferences and predictions about specific content they will read in high-beginning-level passages, and how to identify the stated main idea and supporting details. During the fall and spring semesters class meets twice a week for 50 minutes and twice for 75 minutes. During summer class meets twice a week for 60 minutes and twice a week for 75 minutes. | | |
| **Course Goal:** Students completing Reading Two should be able to understand and utilize significantly simplified informational and fictional texts. | | |
|  | **Course Objectives**  *Through course content and activities, students will be taught how to:* | **Student Learning Outcomes**  **(SLOs)**  *Based on the stated general objectives, students will be able to:* | **Assessing SLOs**  *These SLOs are observed and measured primarily through:* |
| **1** | *Read beginning-level fiction and non-fiction material with Lexile range of 180L to 910L* | 1a. Recognize topic and main ideas in readings  1b. Find directly stated supporting details in readings  1c. Make simple annotations within a reading following teacher guidance  1d. Summarize readings orally in 2-3 sentences  1e. Share reflections on readings both orally and in writing | Final Exam  Reading Quizzes  Graded classwork  Graded homework  MReader quizzes  Reading Rate Activity  Graded book report  At-home reading log |
| **2** | *Apply reading and critical thinking strategies in beginning-level fiction and non-fiction material* | 2a. Skim to identify topic and make meaningful predictions about the text  2b. Scan for specific information in a text  2c. Make simple logical inferences  2h. Understand discourse structures by locating signal words and completing simple graphic organizers  2f. Interpret simple charts, graphs, and tables | Final Exam  Reading Quizzes  Graded classwork  Graded homework  MReader quizzes  Reading Rate Activity  Graded book report  At-home reading log |
| **3** | *Develop vocabulary knowledge of the content vocabulary from class readings* | 3a. Use a bilingual and/or English-English dictionary to understand key words and expand personal vocabulary  3b. Infer meaning of vocabulary from context clues  3c. Distinguish word forms/parts of speech  3d. Define high-frequency vocabulary and topically relevant vocabulary in course readings | Final Exam  Reading Quizzes  Graded classwork  Graded homework  MReader quizzes  Reading Rate Activity  Graded book report  At-home reading log |
| **4** | *Build reading fluency* | 4a. Read aloud with correct intonation and pausing  4b. Recognize sight words  4c. Read 30,000 words of graded-reading material consisting of 150-600 headwords by the end of the course with an approximate rate between 138 and 200 wpm while maintaining comprehension | Final Exam  Reading Quizzes  Graded classwork  Graded homework  MReader quizzes  Reading Rate Activity  Graded book report  At-home reading log |

**Course Description:** A description of the goals, methods, and timelines for a course.

**Course Goal:** The overall intended outcome or target for the course. The goal guides the development of meaningful course objectives and informs students and teachers of the purpose of the course.

**Course Objective: A** specific curricular element taught through content and activities. The course objectives guide instruction and lesson planning in order to provide a learning experience for all students, and, in aggregate, address the course goals.

**Student Learning Outcome:** A description of what the student will know or be able to do with the language as a result of the course of instruction. A student learning outcome is written in terms of observable and measurable language skills. Along with course objectives, student learning outcomes provide the foundation of assessment by implying what will be assessed and appropriate methods of assessment.