ERD 003

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| **ERD**  **3** | **Course Description:** The Intermediate Reading course is designed to further develop students’ reading skills in English beyond the high-beginner level with the goal of being able to understand and utilize non-authentic passage-length material at an intermediate level leading up to reading at a multi-page passage with Lexile levels ranging between 705L and 1210L. As such, students will learn vocabulary recognition strategies and apply them to terms found in intermediate-level fiction and non-fiction material in a variety of styles/formats. They will also learn critical thinking skills, how to identify the stated and implied main idea and supporting details of paragraphs and longer texts, and how to employ skimming and scanning techniques. During fall and spring semesters, this class meets 4 times a week, twice for 50 minutes and twice for 75 minutes. During summer, the class meets twice a week for 60 minutes and twice a week for 75 minutes. | | |
| **Course Goal:** Students completing Reading Three should be able to understand and utilize authentic and non-authentic material at an intermediate level. | | |
|  | **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 intermediate-level academic and informational texts with Lexile levels between 705L to 1210L* | 1a. Identify stated main idea in a reading  1c. Distinguish between major and minor supporting details explicitly stated in the passage  1c. Paraphrase the explicit main idea  1d. Make simple annotations within a reading  1e. Share reaction to a reading orally or in writing | Final Exam  Reading Quizzes  Graded classwork  Graded homework  MReader quizzes  Reading Rate Activity  At-home reading log  Reader Response Activity |
| **2** | *Use reading strategies independently while reading intermediate-level texts* | 2a. Skim and scan to make predictions and verify predictions during reading  2b. Identify organizational patterns such as examples, definitions, compare & contrast, cause & effect…  2c. Distinguish fact from opinion  2d. Make inferences based on the information in the text and their general knowledge of the world  2e. Interpret simple charts, graphs, and tables and apply the information to answer questions  2f. Use information from the text to support an opinion | Final Exam  Reading Quizzes  Graded classwork  Graded homework  MReader quizzes  Reading Rate Activity  At-home reading log  Reader Response |
| **3** | *Understand, use and expand vocabulary relevant to course readings* | 3a. Apply vocabulary recognition strategies such as context clues, roots, prefixes, and suffixes  3b. Demonstrate knowledge of word families  3c. Define vocabulary in course readings  3d. Develop knowledge of synonyms and antonyms | Final Exam  Reading Quizzes  Graded classwork  Graded homework  MReader quizzes  At-home reading log  Reader Response |
| **4** | *Develop reading fluency and build reading rate* | 4a. Read 40,000 words of graded-reading material consisting of 600-1800 head words by the end of the course with an approximate rate between 138 and 200 wpm while maintaining comprehension  4b. Read informational texts with 1100 headwords with reading rate of up to 250 wpm while maintaining general comprehension  4c. Recognize sight words in prose | Final Exam  Reading Quizzes  Graded classwork  Graded homework  MReader quizzes  Reading Rate Activity  At-home reading log  Reader Response |

**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.