ERD 004

|  |  |
| --- | --- |
| **ERD****4** | **Course Description:** The High-Intermediate Reading course is designed to reinforce and expand on the reading skills of an intermediate-level student with the goal of being able to understand and utilize authentic and non-authentic material at a high-intermediate-level with Lexile levels ranging from 1000L to 1370L. As such, students will learn vocabulary recognition strategies and apply them in comprehending high intermediate-level fiction and non-fiction material in a variety of styles/formats such as articles, reports, essays, abridged novels, and abridged short stories. They will also learn critical thinking skills including inferences, analysis, and supporting an opinion, as well as how to identify the stated and implied main idea and supporting details of paragraphs and entire articles, 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 Four should be able to understand and utilize authentic and non-authentic material at a high-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 simplified academic texts and authentic informational texts with Lexile levels ranging from 1000L to 1370L* | 1a. Identify and understand stated and implied main ideas and paraphrase them1b. Distinguish between major and minor supporting details for summary purposes1c. Annotate text independently while reading 1d. Respond to a reading by explaining an opinion and using support from texts | [ ]  Final Exam [ ]  Reading Quizzes [ ]  Graded classwork [ ]  Graded homework [ ]  MReader quizzes[ ]  Reading Rate Activity[ ]  At-home reading log[ ]  Reader Response Activity |
| **2** | *Read for a purpose and understand and apply critical thinking skills while reading high-intermediate level fiction and non-fiction material*  | 2a. Skim for main idea and scan for details2b. Analyze the organizational structure of a reading 2c. Compare ideas across two texts2d. Make inferences based on the information in the text 2e. Distinguish fact from inference2f. Understand literary devices such as figurative language, idioms, and metaphors  | [ ]  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 and other high-frequency academic vocabulary* | 3a. Use vocabulary recognition strategies such as context clues, roots, prefixes, and suffixes3b. Demonstrate knowledge of word families3c. Define vocabulary in course readings and other relevant academic vocabulary3d. Develop knowledge of synonyms and antonyms3e. Use vocabulary from class readings appropriately in context in a meaningful way | [ ]  Final Exam [ ]  Reading Quizzes [ ]  Graded classwork [ ]  Graded homework [ ]  MReader quizzes[ ]  Reading Rate Activity[ ]  At-home reading log[ ]  Reader Response |
| **4** | *Develop reading fluency and build reading rate* | 4a. Read 60,000 words of graded-reading material consisting of 1000-2500 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 1500 headwords with reading rate up to 250 wpm while maintaining general comprehension4c. 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.