ERD 005

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| **ERD**  **5** | **Course Description:** The Advanced Reading course is designed to reinforce and expand on the reading skills of a high-intermediate-level student with the goal of being able to understand and utilize authentic advanced-level material with ranging Lexile measures between 1290L to 1405L. As such, students will learn critical thinking and research skills through the use of advanced-level material in a variety of styles/formats such as articles, reports, essays, and unabridged novels and short stories. They will also learn how to recognize stated and implied main idea and make judgements in the selection of supporting details for research purposes, as well as how to employ skimming and scanning techniques, and vocabulary recognition strategies. 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 Five should be able to understand and utilize authentic advanced-level material. | | |
|  | **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 adapted academic texts and authentic academic texts with Lexile measures between 1290L to 1405L* | 1a. Identify stated and implied main ideas in a range of text types  1b. Identify major and minor supporting details and evaluate relevance of information  1c. Paraphrase the explicit and implied main idea in a range of adapted academic texts  1d. Summarize information from various text types for various purposes with attributive devices | Final Exam  Reading Quizzes  Graded classwork  Graded homework  MReader quizzes  At-home reading log  Reader Response |
| **2** | *Read for a purpose and understand and apply critical thinking skills while reading advanced-level fiction and non-fiction material* | 2a.Make meaningful predictions and check on predictions during reading  2b. Outline the organizational structure of the reading  2c. Evaluate text for author’s purpose, bias, tone, and point of view  2d. Make inferences based on the information in the text, charts, graphs, and tables  2e. Compare ideas across multiple texts  2f. Identify literary devices such as figurative language, idioms, and metaphors | Final Exam  Reading Quizzes  Graded classwork  Graded homework  MReader quizzes  At-home reading log  Reader Response  Reading Rate Activity |
| **3** | *Understand, use, and expand vocabulary associated with advanced level academic readings* | 3a. Use vocabulary recognition strategies such as context clues, roots, prefixes, and suffixes  3b. Demonstrate knowledge of word families  3c. Demonstrate knowledge of synonyms and antonyms  3d. Demonstrate receptive knowledge of vocabulary from class readings and from the AWL  3e. Use vocabulary appropriately in context in a meaningful way | Final Exam  Reading Quizzes  Graded classwork  Graded homework  MReader quizzes  At-home reading log  Reader Response  Reading Rate Activity |
| **4** | *Develop reading fluency and build reading rate* | 4a. Read 80,000 words of graded-reading material consisting of 1800-3000 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 2000 headwords with reading rate up to 250 wpm and adapted academic texts with reading rate between 150-190 wpm while maintaining general comprehension | Final Exam  Reading Quizzes  Graded classwork  Graded homework  MReader quizzes  At-home reading log  Reader Response  Reading Rate Activity |

**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.