

Intensive English Reading Workshop

ESL 130 Reading

0 credit
5 days per week; 1 year
Taught in English

This is a **required course for IE grade students** in the CAT program only. Students in this course will be exposed to a variety of reading materials (a textbook with short non-fiction passages, examples of short novels, fables, short stories, etc), as well as a variety of reading strategies to help improve reading comprehension (activating prior knowledge, predicting, making inferences, skimming, scanning, etc.) Tools to help fully understand a text will also be explored (using context clues, making inferences, using dictionaries effectively, questioning, etc.). We will generate graphic organizers to sequence and identify important events, as well as help to identify the main ideas in our readings. Basic literary concepts will be explored, such as literary genres, setting, character types, and voice. This class will reinforce the grammar points previously learned in Grammar class by providing contextualized examples. It is also a great opportunity for students to increase their academic and everyday vocabulary and practice their communication skills, including reading, writing, listening and speaking. The more one enjoys reading, the more one reads, and the more one reads, the stronger one becomes as a reader. For this reason, students will participate in independent reading of teacher-approved reading material of their choice in addition to assigned material.

Textbooks: Burgmeier, A. (2013) *Inside Reading* (levels Intro & 1), Oxford: Oxford University Press.
Prerequisite: Minimum A2 CEFR level on placement exam

Benchmark Code – Subject: Intensive English Reading = IER

Strand 1 = Vocabulary

Strand 2 = Comprehension

Strand 3 = Literary Elements

Code: Subject.Strand#.Standard#. Benchmark#

Example: IER.1.4.3 – Intensive English Reading, Strand 1, Standard 4, Benchmark 3

Strand 1: Vocabulary

Standard 1: As the student increases his/her oral proficiency in English, the English Language Learner (ELL) also increases his/her knowledge of vocabulary found in written texts. The student applies knowledge or word analysis to expand comprehension of the vocabulary found in text.

IER.1.1.1	The student will break down words to identify the common root words, prefixes, and suffixes (educate, education) to help determine word meaning.
IER.1.1.2	The student will identify words and phrases that introduce ideas in a paragraph.
IER.1.1.3	The student will identify cognates (words similar in 2 languages) for easier language acquisition.
IER.1.1.4	The student will practice using context clues to decipher meaning of a word in context without using a dictionary.

IER.1.1.5	The student will use dictionaries and similar tools effectively to verify the meaning of new words.
Strand 2: Comprehension	
<p>Standard 1: The student reads and understands grade-level appropriate material. The student describes and connects the essential ideas, arguments, and perspectives of the text by using his/her knowledge of text structure, drawing inferences, conclusions, or making generalizations about text and supporting them with textual evidence and prior knowledge.</p> <p>The student also identifies and applies strategies to enhance comprehension of texts.</p>	
IER.2.1.1	The student will distinguish facts from opinions in text.
IER.2.1.2	The student will make connections (relationships) from current text to self, world, and other texts.
IER.2.1.3	The student will use prior knowledge and previewing strategies for easier understanding of events in a story.
IER.2.1.4	The student will use Think Alouds to identify with a situation in a text.
IER.2.1.5	The student will draw conclusions or make logical predictions when reading text.
IER.2.1.6	The student will draw inferences about a text.
IER.2.1.7	The student will describe the main ideas and supporting details of a text.
IER.2.1.8	The student will distinguish between details that are important in a story and those that are unimportant.
IER.2.1.9	The student will generate and respond to comprehension questions related to text.
IER.2.1.10	The student will sequence events.
IER.2.1.11	The student will use graphic organizers when reading for easier understanding and organization of text.
IER.2.1.12	The student will use listening and reading comprehension exercises on the internet to strengthen auditory and comprehension skills.
IER.2.1.13	The student will read aloud with some pacing, intonation, and expression for clarity.
IER.2.1.14	The student will read in literature circles with questions to answer about text.

IER.2.1.15	The student will apply skimming, scanning, or extension reading skills when searching for information in a text.
Strand 3: Literary Elements	
Standard 1: Literary Elements and Techniques: The student identifies and analyzes text elements and techniques of written English.	
IER.3.1.1	The student will identify text features.
IER.3.1.2	The student will identify the reader's purpose for reading a text.
IER.3.1.3	The student will paraphrase periodically in order to check comprehension of a text.
IER.3.1.4	The student will compare and contrast characters in a text.
IER.3.1.5	The student will identify different types of genres, such as but not limited to: romance, suspense, science fiction, historical novels, short stories, biographies, suspense etc.
IER.3.1.6	The student will describe elements of setting, plot, characters and/or events in a text.
IER.3.1.7	The student will identify and compare qualities of the main characters in a text.
IER.3.1.8	The student will identify different characters in a text such as protagonist, antagonist, and minor characters.
IER.3.1.9	The student will identify the speaker in a text (such as 1 st person narration vs. 3 rd person narration).
IER.3.1.10	The student will identify conflict and resolution in a text.