READING

Level 1 (High Beginning) Objectives IELI 1160 Reading 1	Level 2 (Low Intermediate) Objectives IELI 1260 Reading 2	Level 3 (Intermediate) Objectives IELI 2360 Reading Authentic Texts	Level 4 (High Intermediate-Advanced) Objectives IELI 2460 Reading from Academic Sources Program Assessment / Exit Criteria*

• identifying main ideas in a text
• listing examples and details that support main ideas in a text
• filling in/creating graphic organizers such as timelines, Venn diagrams, and tables
• responding to text by giving opinions and disagreeing, asking and answering questions, etc.
• demonstrate vocabulary development by recognizing the meanings of affixes
• demonstrate vocabulary development by using new words in context
	• develop reading skills (e.g. skimming, finding main ideas details, general vs. specific idea, summarizing)
	• develop vocabulary attack skills (affixes, word webs, etc.)
	• use dictionary
	• recognize main ideas and details
	• use technology relevant to course goals
		• Students demonstrate improvement in reading comprehension by . . .
		  o identifying the main idea of a text
		  o answering questions about details
		  o using graphic organizers
		• Students will show their knowledge of vocabulary by . . .
		  o identifying and using word parts
		  o using new words orally and in writing
			• Given a range of discipline-specific texts, students demonstrate reading/study skills and strategies* by . . .
			  o identifying the purpose of text by previewing and stating the relevant ideas
			  o taking notes that capture the important content and represent the organization of a text
			  o writing coherent summaries
			  o locating specific items of information and correctly answering content-relevant questions
			
			• Given a range of discipline-specific texts, students demonstrate ability to use a text as a source of vocabulary study by . . .
			  o identifying key vocabulary
			  o providing definitions (bilingual and/or English)
			  o providing examples of context-relevant usage
			
			• Given a topic, students demonstrate information-seeking skills and strategies by . . .
			  o identifying and locating a variety of appropriate text-based and electronic articles.
			  o assessing the genre, purpose, and credibility of the article