**TS (TESOL Technology Standard)**

**OUTCOMES/OBJECTIVES:**

<table>
<thead>
<tr>
<th>BEGINNER</th>
<th>Textbooks:</th>
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<tbody>
<tr>
<td>Beginner reading is a strategies-based course; students will read simple texts of up to 200 words and use strategies to understand topics, identify details, fill in charts and graphs, plot out simple story maps, and learn new vocabulary words and phrases; students are introduced to basic morphology, such as high frequency suffixes. This course meets twice a week for 3 hours per meeting. There is no prerequisite.</td>
<td>Skills for Success Intro: Reading and Writing w/ online practice, (Chapters 1-5) Sarah Lynn, Penguin Active Reader Level 1 (Choice of novella)</td>
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<tr>
<td>Outcome 1: Comprehend and map out short stories</td>
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<tr>
<td>Outcome 2: Comprehend and respond to a text of 100-200 words using strategies for topic and detail identification</td>
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<tr>
<td>Outcome 3: Use strategies and tools to learn new vocabulary words</td>
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- Identify topics and main ideas in a text
- Scan texts for specific information, such as proper nouns and numbers
- Make predictions about the text using titles, pictures and captions
- Create story and character maps that demonstrate understanding of characters, plot, setting, conflict and resolution
- Answer comprehension questions about texts that inquire about who, what, when and where
- Read and fill in simple charts, maps, or surveys, using information from the text or the student’s life
- Distinguish between word forms, such as noun, verbs, adjectives and auxiliaries
- Maintain a vocabulary log and use index cards as a strategy for learning vocabulary
- Use a dictionary to locate information about pronunciation, word form, definition, spelling and synonyms
- Classify words by topic and word form by filling out a chart

- Comprehend the meaning and identify words containing suffixes: -er, -ly, -ness, -ful, -able

<table>
<thead>
<tr>
<th>BASIC</th>
<th>Textbooks:</th>
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<tr>
<td>Students will read texts of up to 400 words and continue building on their strategic repertoire to help them become stronger readers and vocabulary learners by using strategies for reading quicker, predicting text information, and highlighting important ideas; students will also learn how to use an online dictionary; this course meets twice a week for 3 hours per meeting; successful completion of Beginner Reading or placement based on PALS placement exam is required for entrance into this course.</td>
<td>Q: Skills for Success Intro: Reading &amp; Writing w/ online practice, Sarah Lynn (Chapters 6-10)</td>
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<tr>
<td>Outcome 1: Comprehend and respond to a text of 200-400 words using strategies for topic and detail identification</td>
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<td>Outcome 2: Use strategies and tools to learn new vocabulary words</td>
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<td>Outcome 3: increase reading fluency using strategies</td>
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**Assessment Methods**

**Formative:** Corrective feedback during in class exercises and tasks, Qskills Reading

**Summative:** Quizzes, Midterm, Final, Self-Assessment sheets, Qskills (Online Workbook)
### Review strategies for scanning and topic identification

- Review vocabulary strategies (index card/journals) from previous level
- Skim a text before reading to understand the gist and make predictions about the content of the text
- Make predictions about the text while reading by stopping guessing what will happen next
- Underline and highlight text to call out key information
- Use the strategy of *skip and go on* when they don’t understand the meaning of a word in the text
- Interpret and fill in simple charts, maps, or surveys, using information from the text or the student’s life
- Understand relationships of clauses that use *and, or, but*
- Create a word wheel to help learn new vocabulary words
- Use an online dictionary to locate information about pronunciation, word form, definition, spelling and synonyms (TS)
- Recognize common language chunks and academic words by underlining them in a text
- Classify words by topic and word form by filling out a chart

#### LOW INTERMEDIATE

In this course, students expand their strategic repertoire for comprehending texts and learning vocabulary, using a variety of graphic organizers and relating texts and vocabulary to their daily lives; students will also expand their knowledge of morphology through the study of common and frequently used suffixes; applying inferential and chunk reading, students will improve their reading fluency throughout the session, reading texts of up to 600 words; this course meets twice a week for 3 hours per meeting; successful completion of Basic Reading or placement based on PALS placement exam is required for entrance into this course.

**Outcome 1:** Comprehend, critically analyze and respond to a different text types of 400-600 words using reading strategies
**Outcome 2:** Apply strategies for vocabulary learning
**Outcome 3:** Analyze words and their component parts

#### Textbooks:
- Skills for Success 2 with online practice (Units 1-5) by Joe McVeigh and Jennifer Bixby + a short novel of 100 pages or less

#### Supplements:
- authentic readings from other genres (newspapers, magazines, poems, short stories)

#### Internet/Lab Activities:
- Online practice

### Review strategies for topic and detail identification in a paragraph

- Activate background knowledge by making mental lists of what the student knows about the topic
- Determine purpose for reading by making questions before and after the reading
- Make connections between texts and self by providing personal examples drawn from the students experience to augment the text
- Aid comprehension through the use of footnotes and glosses
- Read in chunks by selectively attending to content words rather than function words
- Guess unknown words by using surrounding context
- Categorize information using a graphic organizer
- Recognize sequence in a reading by ordering its ideas

Apply the reading strategy *stop and review* to consolidate information drawn from the text by writing short summaries in the margin

- Review index cards, vocabulary journals, and word wheels; Apply the Loci Method to help remember new vocabulary
- Understand the meaning of and analyze words for suffixes –ion, –al, –ful, –er, –est & prefixes: -in, -un, -im
- Recognize common language chunks and academic words by underlining them in a text

#### HIGH INTERMEDIATE

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<td>authentic readings from other genres (newspapers, magazines, poems, short stories)</td>
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<td>Internet/Lab Activities:</td>
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<tr>
<td>Online practice</td>
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In this course, students broaden their strategic repertoire to help them comprehend and respond to a variety of text types and genres; students will use strategies to help them make inferences from the text, determine a text’s purpose or rhetorical organization, as well as distinguish between fact and opinion and denotation and connotation; this course meets twice a week for 3 hours per meeting; successful completion of Low Intermediate Reading or placement based on PALS placement exam is required for entrance into this course.

Outcome 1: Comprehend, critically analyze and respond to a text of 600-700 words by applying reading strategies
Outcome 2: Analyze words for their component parts
Outcome 3: Memorize new vocabulary by applying a variety of strategies

Skills for Success 2 with online practice, Joe McVeigh and Jennifer Bixby (Units 6-10) + a short novel of 100 pages or less

Supplements:
authentic readings from other genres (newspapers, magazines, poems, short stories)

Internet/Lab Activities:
Microsoft Word Graphic Organizers

Discuss elements of a story, such as setting, themes, character and conflict/resolution
Visualize while reading to aid retention and comprehension
Recognize a variety of organizational patterns, such as descriptive, cause & effect, problem solution, listing, sequence, comparison/contrast by analyzing text for related connectors
Make inferences about the text from stated information
Determine purpose for reading by making questions before and after the reading
Distinguish between personal blogging and factual reporting by understanding audience, purpose and production of writing in each genre
Summarize the main ideas of a text orally or in writing
Distinguish between denotation and connotation
Distinguish between fact and opinion
Synthesize information from two sources
Remember new vocabulary words by using the key word strategy.
Distinguish phrasal verbs from prepositional verbs in a text
Review previously learned strategies for building reading fluency: skip and go on, & chunk reading. Apply speed reading strategies of: not translating, not looking up new words while reading, not following with your finger or mouthing words to read a text more efficiently and become a more fluent reader
Recognize common language chunks and academic words by underlining them in a text

LOW ADVANCED

In this course, students broaden their strategic repertoire for comprehending and responding to thematic and context based texts as well as learning vocabulary. The readings are up to 800 words long and include common academic vocabulary. As such, this course represents a transition between thematic readings and academic readings; students will compare text types and distinguish stylistics associated with different genres of writing; this course meets twice a week for 3 hours per meeting; successful completion of High Intermediate Reading or placement based on PALS placement exam is required for entrance into this course.

Outcome 1: Comprehend, critically analyze and respond to a text off 750-850 words by applying reading strategies
Outcome 2: Discuss multicultural themes

Textbooks:
Reading Explorer 3, Nancy Douglas (Units 1-5) + Short Novel

Supplements:
Readings from authentic and diverse genres, such as newspapers, magazines, poems, short stories, songs, or speeches

Internet/Lab Activities:
Google Advanced Search
<table>
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<tr>
<th>Outcome 3: Distinguish between text genres</th>
<th>Textbooks: Reading Explorer 3, Nancy Douglas (Units 6-10) + Short Novel</th>
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<tr>
<td>Outcome 4: Analyze words and their component parts</td>
<td>Supplements: Readings from authentic and diverse genres, such as newspapers, magazines, poems, short stories, songs, or speeches, Reading Explorer 4</td>
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<tr>
<td>Outcome 5: Use internet tools to locate information about words</td>
<td>Internet/Lab Activities: Vocabprofiler</td>
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**Distinguish between different purposes for writing, such as to inform, to entertain, to persuade**

**Discuss multicultural themes through reading a cultural-based text and comparing its perspectives with those of the native culture**

**Recognize a variety of organizational patterns, such as descriptive, cause & effect, problem solution, listing, sequence, comparison/contrast by analyzing text for related connectors**

**Analyze and distinguish genres and text patterns, such as paragraph length and word choice by comparing two texts from different genres**

**Classify information in a reading by filling out a variety of graphic organizers, such as Venn diagrams, Timelines**

**Identify key word substitutions used in a paragraph to establish cohesion**

**Draw inferences from information that may or may not be stated in the text using background knowledge and textual elements**

**Note frequency information about phrases using Google Advanced Search (TS)**

**Review previously learned vocabulary strategies (word wheel, vocab journal, index cards, and the Loci Method. Create word pictures to remember new vocabulary words by finding and downloading images from the internet, and then adding text to the image using PAINT application on computer (TS)**

**Review previously learned strategies for building reading fluency: **skip and go on, & chunk reading**. Apply speed reading strategies of: not translating, not looking up new words while reading, not following with your finger or mouthing words

**Recognize common language chunks and academic words by underlining them in a text**

**HIGH ADVANCED**

In this course, students broaden their strategic repertoire for comprehending and responding to thematic and context based texts as well as learning vocabulary. The readings are up to 800 words long and include common academic vocabulary. As such, this course represents a transition between thematic readings and academic readings; students will compare text types and distinguish stylistics associated with different genres of writing; this course meets twice a week for 3 hours per meeting; successful completion of Low Advanced Reading or placement based on PALS placement exam is required for entrance into this course.

**Outcome 1: Comprehend, critically analyze and respond to a text off 800-1000 words by applying reading strategies**

**Outcome 2: Discuss multicultural themes through reading a cultural-based text and comparing its perspectives with those of the native culture**

**Outcome 3: Distinguish between text genres**

**Outcome 4: Analyze words and their component parts**

**Outcome 5: Use internet tools to locate frequency information about word**

**Monitor reading speed progress by filling out a form tracking progress throughout the session**

**Synthesize life experience and ideas and information from multiple texts by relating personal examples to the texts**

**Discuss multicultural themes through reading a cultural-based text and comparing its perspectives with those of the native and target cultures**

**Classify information in a reading by filling out a variety of graphic organizers, such as Venn diagrams, Timelines**

**Draw inferences that may or may not be stated in the text using background knowledge and textual elements**

**Identify and distinguish between rhetorical devices such as rule of 3 and repetition**

**Analyze a text for noun and pronoun reference**
| Create audio recordings of new vocabulary words to help remember new vocabulary (TS) |
| Analyze vocabulary of a digital text to determine word frequency information by using the VocabProfiler (TS) |
| Critically analyze a text to determine the writer’s opinion and supporting arguments and build on these arguments with additional or counter-examples from background knowledge or experience |
| Recognize transitional signals for time and contrast, particularly academic connectors |
| Recognize common language chunks and academic words by underlining them in a text |

| EAP 1 |
| In this course, students broaden their strategic repertoire for comprehending and responding to readings in the academic genre and content areas. The readings are up to 1200 words long and include common academic, content and technical vocabulary; this course meets twice a week for 3 hours per meeting; successful completion of High Advanced Reading or placement based on PALS placement exam is required for entrance into this course. |

| Outcome 1: Comprehend, critically analyze and respond to a text in the academic content areas by applying reading strategies |
| Outcome 2: Recognize and discuss rhetorical devices |
| Outcome 3: Use internet tools to locate frequency and genre information about word |

| Course Text: |

| Supplements: |
| Academic Journals, Newspaper Articles |

| Internet/Lab Activities: |
| Word and Phrase Info |

| Skim an academic article selectively by reading abstract, intro, topic sentences, conclusion and discussion |
| Review and apply strategies for becoming a more fluent reader (chunk reading, skip and go on, thinking in English, not translating etc.,) |
| Track reading speed by estimating the number of words in a text, timing yourself while reading, and calculating how many words per minute you can read |
| Skim and scan electronic texts using FIND and SKIP functions (TS) |
| Make predictions and inferences about a text using background knowledge and textual elements |
| Summarize general ideas in a text by interpreting charts, tables and graphs |
| Identify and comprehend metaphors by pointing them out in a text and explaining their meaning |
| Recognize academic vocabulary in content-readings and use academic vocabulary in short writings |
| Annotate a text for different purposes, such as providing a counter argument, writing a questions, or summarizing a main idea or detail by writing notes in the margin |
| Identify word forms and collocations for academic words and use them in short writings |
| Interact with the text through marginal annotation |
| Identify word form and collocations for academic words |
| Use an electronic corpus to analyze concordances, infer meanings, identify common collocates, and identify frequencies of academic words |
| Use graphic organizers to help remember and learn vocabulary and word forms |
EAP 2

In this course, students broaden their strategic repertoire for comprehending and responding to readings in the academic genre and content areas. The readings are up to 1200 words long and include common academic, content and technical vocabulary; this course meets twice a week for 3 hours per meeting; successful completion of EAP 1 Reading or placement based on PALS placement exam is required for entrance into this course.

Outcome 1: Comprehend, critically analyze and respond to a text in the academic content areas by applying reading strategies
Outcome 2: Recognize and discuss rhetorical devices
Outcome 3: Use internet tools to locate frequency and genre information about word

Course Text:

Supplements:
Academic Journals, Newspaper Articles

Internet/Lab Activities:
Word and Phrase Info

- Skim and scan electronic texts using FIND and SKIP functions
- Review and apply strategies for becoming a more fluent reader (chunk reading, skip and go on, thinking in English, not translating etc.,)
- Track reading speed by estimating the number of words in a text, timing yourself while reading, and calculating how many words per minute you can read
- Skim an academic article selectively by reading abstract, intro, topic sentences, conclusion and discussion
- Interact with the text through reverse outlining, including stating the purpose, rhetorical mode and rhetorical devices
- Recognize cause and effect links in a text
- Identify homonyms and distinguish between their meanings in a text
- Recognize and distinguish between different cohesive devices within a text
- Distinguish fact from opinion, and fact from theory
- Critically evaluate generalizations and analogies and the roles they play in a text
- Make inferences about the author’s attitude through analysis of their word choices
- Identify word form and collocations for academic words
- Use an electronic corpus to identify common academic words in the different content areas
- Use graphic organizers to help remember and learn vocabulary and word forms