

Level One Reading and Vocabulary — Term A

Students will focus on basic reading skills (students should already know English letters, sounds, and basic sight words).

GOALS

1. Emphasize massive vocabulary acquisition
2. Develop reading skills and strategies using simple stories, texts and articles
3. Be able to comprehend passages of 100 words
4. Become familiar with parts of speech in decoding process
5. Improve oral reading fluency
6. Discuss various topics from adapted works of fiction and non-fiction (current events, magazine articles)
7. Learn to enjoy reading in English!

OBJECTIVES

Reading

1. Identify and develop reading skills: predicting, skimming, scanning and guessing meaning from context
2. Recognize transition words
3. Paraphrase short passages (orally)
4. Strengthen word/sound association through weekly oral reading sessions
5. Identify and label parts of speech in the decoding process
6. Use a bilingual or monolingual dictionary to find words and phrases, pronunciations

Vocabulary

7. Expand L2 vocabulary by 50-60 words per week: 350-420 words per term. Track in notebook.
8. Build word families to increase vocabulary

Level One Reading and Vocabulary — Term B

Students will focus on basic reading skills (students should already know English letters, sounds, and basic sight words).

GOALS

1. Emphasize massive vocabulary acquisition
2. Develop reading skills and strategies using simple stories, texts and articles
3. Be able to comprehend passages of 100 words
4. Become familiar with parts of speech in decoding process
5. Improve oral reading fluency
6. Discuss various topics from adapted works of fiction and non-fiction (current events, magazine articles)
7. Learn to enjoy reading in English!

OBJECTIVES

Reading

1. Use short texts to reinforce reading skills: predicting, skimming, scanning and guessing meaning from context
2. Make inferences based on prior knowledge
3. Recognize transition words
4. Paraphrase short passages (orally)
5. Strengthen word/sound association through weekly oral reading sessions
6. Identify roots and word components
7. Identify and label parts of speech in the decoding process
8. Use a bilingual or monolingual dictionary to find words and phrases, pronunciations

Vocabulary

9. Expand L2 vocabulary by 50-60 words per week: 350-420 total for semester. Track in notebook.
10. Continue building word families to increase vocabulary

Level Two Reading and Vocabulary — Term A

Students will further develop their reading skills and become aware of relationships between ideas.

GOALS

1. Emphasize heavy vocabulary acquisition
2. Reinforce reading skills using newspapers and magazines
3. Be able to comprehend passages of 300 words
4. Identify compound sentences and clauses
5. Identify use of perfect tenses and modals
6. Develop ability to summarize articles or texts
7. Learn to enjoy reading in English!

OBJECTIVES

Reading

1. Identify the use of prefixes, roots, and suffixes
2. Use articles to reinforce reading skills: predicting, skimming, scanning, guessing meaning from context
3. Make inferences based on prior knowledge
4. Understand purpose and technique of descriptive writing
5. Understand use of chronological sequencing in narrative writing and articles
6. Recognize and understand select idioms and phrasal verbs in reading
7. Develop organizational skills (e.g., lists, maps)
8. Summarize main points and tone of an article or text, and compare and contrast ideas
9. Understand structure of compound sentences and clauses
10. Use an English-English dictionary to find words and phrases, pronunciations

Vocabulary

11. Expand L2 vocabulary by 40-50 words per week. 280-350 vocabulary words per term. Track in notebook.

Level Two Reading and Vocabulary — Term B

Students will further develop their reading skills and become aware of relationships between ideas.

GOALS

1. Emphasize heavy vocabulary acquisition
2. Reinforce reading skills using newspapers and magazines
3. Be able to comprehend passages of 300 words
4. Identify complex sentences and clauses
5. Identify use of passive and active voice and conditionals
6. Develop ability to outline articles or texts

OBJECTIVES

Reading

1. Recognize and memorize synonyms and antonyms
2. Use articles to reinforce reading skills: predicting, skimming, scanning, guessing meaning from context
3. Make inferences based on prior knowledge
4. Understand purpose and technique of narrative writing
5. Understand use of logical sequencing in editorials and other readings
6. Expand knowledge of select idioms and phrasal verbs in reading
7. Outline main ideas, supporting ideas and details of an article or text
8. Understand structure of complex sentences and clauses
9. Use an English-English dictionary to find words and phrases, pronunciations

Vocabulary

10. Expand L2 vocabulary by 40-50 words per week. 280-350 vocabulary words per term. Track in notebook.

Level Three Reading and Vocabulary — Term A

Students will expand upon existing reading skills and strategies.

GOALS

1. Emphasize moderate vocabulary acquisition; focus on nuance and subtly in vocabulary development
2. Reinforce reading skills using short stories, newspapers and internet articles
3. Increase reading rate and further develop oral reading fluency
4. Identify features of longer “novelettes”
5. Be able to comprehend passages of 600 words
6. Learn to enjoy reading in English!

OBJECTIVES

Reading

1. Review all reading skills in texts (articles, stories, etc.) of increased complexity
2. Expand knowledge of prefixes, roots, and suffixes
3. Increase individual reading rate and oral reading fluency; use drills and activities to increase rate and fluency
4. Distinguish fact from opinion/persuasive from informative
5. Approach works from writer's perspective
6. Outline passages and identify point of view, audience and purpose
7. Extend dictionary skills (e.g., multiple meanings, parts of speech) using an English-English dictionary

Vocabulary

8. Expand L2 vocabulary by 30-40 words per week: 450-600 total for semester. Track in notebook.

Level Three Reading and Vocabulary — Term B

Students will expand upon existing reading skills and strategies.

GOALS

1. Emphasize moderate vocabulary acquisition; focus on nuance and subtly in vocabulary development
2. Reinforce reading skills using short stories, newspapers and internet articles
3. Increase reading rate and further develop oral reading fluency
4. Identify features of longer “novelettes”
5. Be able to comprehend passages of 600 words
6. Learn to enjoy reading in English!

OBJECTIVES

Reading

1. Review all reading skills in texts (articles, stories, etc.) of increased complexity
2. Increase individual reading rate and oral reading fluency; use drills and activities to increase rate and fluency
3. Identify parallel structures
4. Understand critical distance of passive voice
5. Predict possible questions related to reading
6. Answer questions on readings in outline form
7. Extend dictionary skills (e.g., multiple meanings, parts of speech) using an English-English dictionary

Vocabulary

8. Expand L2 vocabulary by 30-40 words per week: 450-600 total for semester. Track in notebook.

Level Four Reading and Vocabulary — Term A

Students at this level will develop their comprehension skills to a beginning college level ability.

GOALS

1. Emphasize moderate vocabulary acquisition; focus on nuance and subtlety in vocabulary development
2. Polish critical and analytical reading skills using sophisticated articles, novelettes or plays
3. Be able to comprehend passages of 1200 words
4. Move toward college-level reading rate and oral reading fluency
5. Formulate critical questions to analyze underlying hypothesis and propositions in advanced-level texts
6. Learn to enjoy reading in English!

OBJECTIVES

Reading

1. Develop increased proficiency in use of reading skills in complex and sophisticated readings
2. Identify cause and effect relationships between ideas
3. Discover rhetorical patterns and false logic
4. Identify and understand use of similes and metaphors
5. Identify and understand literal and figurative usage
6. Distinguish tone and intention
7. Expand knowledge of prefixes, roots, and suffixes

Vocabulary

8. Expand L2 vocabulary by 25-30 words per week: 450-600 total for semester. Track in notebook

Level Four Reading and Vocabulary — Term B

Students at this level will develop their comprehension skills to a beginning college level ability.

GOALS

1. Emphasize moderate vocabulary acquisition; focus on nuance and subtlety in vocabulary development
2. Polish critical and analytical reading skills using sophisticated articles, novelettes or plays
3. Be able to comprehend passages of 1200 words
4. Move toward college-level reading rate and oral reading fluency
5. Formulate critical questions to analyze underlying hypothesis and propositions in advanced-level texts
6. Learn to enjoy reading in English!

OBJECTIVES

Reading

1. Develop increased proficiency in use of reading skills in complex and sophisticated readings
2. Explore ambiguity in meaning; look at the multiple meanings words can take within a text
3. Understand technical vocabulary and text features in content areas requested by students
4. Distinguish tone and intention
5. Understand punctuation cues
6. Expand knowledge of phrasal verbs

Vocabulary

7. Expand L2 vocabulary by 25-30 words per week: 450-600 total for semester. Track in notebook

Reading and Vocabulary — All Levels

Suggested Reading and Vocabulary Tasks for the Classroom

Reading Fluency

Web activity to improve reading rate. <http://www.tc.columbia.edu/academic/tesol/Han/reading.html>

Timed Reading Exercises from *Reading Power* series (Longman)

Reading Sprints using pleasure reading books. (*More Reading Power*, Longman, p. 184)

Prereading and Predicting

Ask the Right Question. Use news articles with subtitles and graphics. Cut out and display only preview sections. Students form questions they believe will be answered. (*New Ways—Reading*, 33)

Weaving the Web. Webbing or clustering to reflect prior knowledge of topic. (*New Ways—Reading*, 39)

Skimming

Find My Answer. Use newspaper articles. Students make up questions for classmates to skim for. (*New Ways—Reading*, 144)

Scanning

Scanning Races. (*New Ways—Reading*, 127)

True/false? Make up true false questions to be answered from a short passage. (*New Ways—Reading*, 132)

Sequencing

Jigsaw Reading. Cut a short selection into paragraphs for students to put in order. (*New Ways—Reading*, 115)

Making Inferences

Read aloud play excerpts to have students identify setting and context. (*More Reading Power*)

Main Ideas and Supporting Details

Piecing Together Ideas. Uses sentence strips for main idea and supporting details. (*New Ways—Reading*, 98)

Up Against the Wall. Paragraphs cut and displayed around the room must be matched with questions. (*New Ways—Reading*, 101)

Using Context

Without a Dictionary. Read and underline unknown. Repeat reading to see what whole passage revealed about unknown words. (*New Ways—Reading*, 217)

Reverse Cloze. (*New Ways—Reading*, 220)

Punctuation Cues

Sentence Busting. Deconstruct a difficult sentence. (*New Ways—Reading*, 119)

Reading Strategies

Using Think-Alouds. (Anderson, pp 82-83) (*New Ways—Reading*, 86)