

## **IELI 1160 – Reading 1**

### **Catalog Description**

Focuses on comprehension of expository texts at a high-beginning level. Emphasizes word knowledge, vocabulary development, knowledge of sentence structure, and general organization of text.

### **Course Goals**

Students will . . .

- improve reading comprehension at a high beginning level
- develop vocabulary

### **Expected Learner Outcomes**

- 1) Given a text, students show improvement in reading comprehension by . . .
  - identifying main ideas
  - listing examples and details that support main ideas
  - 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.
- 2) Students demonstrate vocabulary development by . . .
  - recognizing the meanings of affixes
  - using new words in context

### **Typical Classroom Topics/Activities**

- summarizing
- differentiating between main ideas and details
- identifying sentences with the same or different meaning
- filling in/creating graphic organizers such as tables, timelines, Venn diagrams, etc.
- identifying word forms (for dictionary use)
- use a dictionary (monolingual and/or bilingual)
- meaning-in-context activities (meaning of word/phrase and dictionary usage)
- introduction to authentic texts (USU *Statesman*, advertising, *News for You*, etc.)
- predicting from title, topic, photos, etc. & asking questions
- rhetorical modes of development, e.g., definitions, examples, description, process, etc.
- discourse structure of a reading (introduction, body and conclusion)
- using contextual information to get word meaning
- deciding if a word is worth looking up in a dictionary depending on reading purpose