**Reading Comprehension Schedule**

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| Week | Topic/Activities | Skills | Texts |
| 1. | U Introduction Introduction; assess reading abilities gro | Assessment of reading strategies and practices | Assessment: Three Moroccan Authors |
| 2. | 3id and Thanksgiving Stories | Reading comprehension process; DR-TA; comparison/contrast summaries | A British Guide to Thanksgiving; Thanksgiving Stories |
| 3. | Facebook and Vocabulary | Vocabulary development: Semantic mapping; Vocabulary Self-Selection (VSS) | Video clip from The Social Network; Facebook: 6 New Facts |
| 4. | Narrative and Vocabulary: Autobiography of Malcolm X | Question the Author; identifying point of view | Video clip of the movie, X; From Malcolm X |
| 5. | Author’s Point of View; Vocabulary Development; Nonsequential Narratives | Comparing author’s and other points of view; vocabulalry in context; sequencing from context clues | Biography of Malcolm X; Treasure Hunt; Nonsequential Stories |
| 6. | Vocabulary Reading Quiz; Oral Interpretation of Poetry | Oral interpretation; making inferences | Quiz; Vocabl, Oct. 21-Nov. 4; Archibald Higbie; Poems for small group discussion |
| 7 | Reading and Adapting a Short Story | Basic plot/character analysis | “The Last Leaf,” by O. Henry; The Last Leaf Annotated |
| 8. | Scientific exposition | Reading informational texts; Reciprocal teaching; note-taking | Readings: Spinosaurus, The Kem Kem Beds, Spinosaurus Largest Carnivore |
| 9. | Scientific narrative | Reading complex narratives; vocabulary development | Information organizer; Readings: New York Times, National Geographic, How was Spinosaurus Discovered |
| 10. | Representing and Analyzing Details froma Descriptive Text: Ibn Battuta and Western Travel Narratives | Reading for details; note-taking; representing information non-linguistically | Readings: Western narratives of Morocco, Ibn Battuta Readings, Ibn Battuta Travels (full text) |
| 11. | Analyzing Multiple Perspectives on French as a World Language | Identifying opposing points of view; distinguishing these from one’s own opinions | Readings: From the Government of France; Is the Future Domination of French More Real Than You Think, The Decline and Fall of the French Language, French Declining Among Senegalese Students |
| 12. | Reading persuasive writing; Opinion pieces | Identifying author’s point of view; evaluating rhetorical styles | Toulmin example; Readings: French Language Revival in Morocco, On Being French in Morocco, English Should Replace French, Is Morocco Speaking the Wrong Language? |
| 13. | Analyzing an author’s argument | Critical analysis of texts | Readings: European Refugee Crisis, Asahi Shimbun, LA Times |
| 14. | Final Assessment |  |  |