

## Two Competency Mastery Points for Learning Support in Reading

	<p><b>FIRST COMPETENCY MASTERY POINT FOR LEARNING SUPPORT IN READING *</b></p> <p>The student will successfully demonstrate mastery of the following skills and strategies when reading and studying uncomplicated† early high school level passages (readability of 9-10<sup>th</sup> grade)</p>	<p><b>EXIT COMPETENCY MASTERY POINT FOR LEARNING SUPPORT IN READING</b></p> <p>The student will successfully demonstrate mastery of the following skills and strategies when reading and studying uncomplicated† college entry-level passages.</p>
<b>Main Ideas</b>	Identify clear main ideas or purpose.	Identify and infer main ideas or purpose.
<b>Supporting Details</b>	<p>Locate basic facts that are clearly stated.</p> <p>Summarize basic ideas and events.</p>	<p>Locate important details.</p> <p>Summarize basic ideas and events.</p>
<b>Organization/ Relationships</b>	<p>Determine when events occurred.</p> <p>Identify clear cause-effect relationships.</p> <p>Identify similarities and differences between people, ideas, and events.</p>	<p>Order simple sequences of events.</p> <p>Identify clear cause-effect relationships.</p> <p>Identify similarities and differences between people, ideas, and events.</p>
<b>Vocabulary Development</b>	Use context to understand words and phrases, including basic figurative language.	Use context to understand literal and figurative language.
<b>Critical Reading/ Logic</b>	<p>Draw simple generalizations and conclusions about people, ideas, and so on.</p> <p>Distinguish fact from opinion.</p> <p>Demonstrate the ability to comprehend, apply, analyze, synthesize and evaluate information and ideas from text.</p>	<p>Draw generalizations and conclusions about people, ideas, and so on.</p> <p>Distinguish fact from opinion; evaluate assertion and evidence.</p> <p>Demonstrate the ability to comprehend, apply, analyze, synthesize and evaluate information and ideas from text.</p>
<b>Strategic Reading</b>	<p><b>Demonstrate the use of cognitive reading process elements to aid comprehension and memory, such as activating, integrating, and building background knowledge; using visual and other sensory images; and developing emotional connections to text.</b></p> <p>Demonstrate appropriate adjustment of reading method and rate according to difficulty of text and purpose for reading.</p>	<p><b>Demonstrate the use of cognitive reading process elements to aid comprehension and memory, such as activating, integrating, and building background knowledge; using visual and other sensory images; and developing emotional connections to text.</b></p> <p>Demonstrate appropriate adjustment of reading method and rate according to difficulty of text and purpose for reading.</p>

	<p>Create effective study guides (maps, outlines, summaries, etc.) that incorporate understanding texts' of main ideas, supporting details, and organizational patterns.</p> <p>Use information from visual aids such as maps, charts, graph, time lines, tables, and diagrams in understanding text.</p> <p>Employ a study method that includes steps such as previewing, marking or annotation, questioning and reviewing material.</p> <p>Use a textbook's features such as table of contexts, preface, introduction, titles, subtitles, index, glossary, appendix, and bibliography to acquire information efficiently.</p>	<p>Create effective study guides (maps, outlines, summaries, etc.) that incorporate understanding of texts' main ideas, supporting details, and organizational patterns.</p> <p>Use information from visual aids such as maps, charts, graph, time lines, tables, and diagrams in understanding text.</p> <p>Employ a study method that includes steps such as previewing, marking or annotation, questioning and reviewing material.</p> <p>Use a textbook's features such as table of contexts, preface, introduction, titles, subtitles, index, glossary, appendix, and bibliography to acquire information efficiently.</p>
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\* Credit for learning support in reading will not be awarded to students who cannot comprehend early high school level text. This requirement is satisfied when a student demonstrates mastery of all of the skills and strategies in column one when working with early high school level passages.

† Definitions for uncomplicated text can be found in ACT college standards. *Uncomplicated informational text* refers to informational material that contains a limited amount of data, addresses basic concepts using familiar language and conventional organizational patterns, has a clear purpose, and is written to be accessible. *Uncomplicated literary narratives* refers to essays, short stories, and novels that tend to use simple language and structure, have a clear purpose and a familiar style, present straightforward interactions between characters, and employ only a limited number of literary devices such as metaphor, simile, or hyperbole.

## Overview and Best Practices: Learning Support for Reading

**Placement** in learning support for the reading area will be determined by the student's ACT Reading score and by a secondary diagnostic assessment (standardized, institutionally created, etc.). Those students who are not prepared for college-level reading must complete learning support.

**Formats** for offering learning support in reading may vary. Some possibilities include semester-long courses; modules or minicourses; an intensive accelerated course; combined reading and writing instruction; or supplemental instruction linked to reading-intensive college-level courses. Each institution will submit a plan for learning support in reading to the TBR for approval.

**Assessment** of satisfactory completion of learning support in reading may be based on an array or portfolio of assessments. To exit students will demonstrate mastery of the aggregate of skills designated in the outcomes chart. Measures which most authentically reflect the goal task itself, the independent reading and understanding of text at the college entry-level should play a significant role in the assessment.\*\* Standardized reading test scores may be included. Satisfactory exit scores should be those deemed to be equivalent to the ACT /COMPASS college level cut-off scores. An institution may award partial credit to students who have enrolled in, but not completed learning support, if the student has met the **minimum standards** for this award (see column one of competency chart). Each institution will indicate in BANNER when a student has completed learning support in reading. Only after this completion should students be allowed to enroll in unsupported college-level reading intensive courses.

**The delivery of learning support for the reading area should be based on the following accepted principles:**

Learning support in reading

- should emphasize (in placement, instruction, and assessment) the application of skills in the context of authentic reading tasks like those tasks assigned in college entry-level courses.
- should include instruction, carefully guided practice, experience with texts of progressive difficulty and reading entire books with the goal of leading students to become more confident, independent readers.
- should be customized in response to individual students' strengths and weaknesses. Instructional design should allow students to exit the program once mastery of skills is demonstrated.
- should employ technology to make instructional materials easily available, to provide timely feedback and reinforcement, and to expand opportunities for practice.
- should include texts from a variety of genres and disciplines and instruction in discipline specific comprehension strategies.
- should emphasize the role of the collaborative component in the learning process. Discussion of textual meaning and interpretation among students and between students and instructors motivates, provides feedback, and extends understanding of reading materials.

\*\*The Common Core Standards for Literacy in History/Social Studies & Science, Appendix A has an excellent discussion of how to measure text difficulty, quantitatively and qualitatively.