

Reader's Choice, 6th edition
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6TH
EDITION



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MICHIGAN

Scope and Sequence

Unit	Reading Goals	Reading Tasks	Learning Outcomes
Unit 1: Building Skills	<ul style="list-style-type: none"> • Learn about resources and tools for determining meaning at the word, sentence, and paragraph level • Learn reading strategies for comprehension and reading critically 	<ul style="list-style-type: none"> • Practice reading from context clues • Utilize prefixes, stems, and suffixes to understand new vocabulary • Use resources to understand new vocabulary 	<ul style="list-style-type: none"> • Read for thorough comprehension at the word, sentence, and paragraph level • Begin developing a critical reading practice
Unit 2: Critical Reading Skills	<ul style="list-style-type: none"> • Begin comprehending longer reading passages • Begin using context reading for learning new vocabulary 	<ul style="list-style-type: none"> • Use basic analysis to read longer passages • Practice using the larger meaning within sentences to interpret new words 	<ul style="list-style-type: none"> • Begin putting together multiple topically related pieces to enlarge understanding of a topic • Increase critical reading tools • Begin practicing reading tools regularly
Unit 3: Charts and Graphs	<ul style="list-style-type: none"> • Learn new genres of non-prose reading materials • Increase ability to read scientific prose • Increase ability to read data in charts and graphs 	<ul style="list-style-type: none"> • Compare graphs and charts with non-fiction prose materials • Use charts to answer critical questions and show understanding 	<ul style="list-style-type: none"> • Read multiple kinds of charts and graphs • Interpret material in charts and graph to demonstrate basic scientific literacy • Assess the accuracy of scientific prose based on chart and graph reading skills
Unit 4: Critical Reading	<ul style="list-style-type: none"> • Practice reading persuasion essays that use evidence • Comprehend specific facts within passages intended to persuade the reader • Improve critical reading capacity 	<ul style="list-style-type: none"> • Factor in personal experience while evaluating persuasion essays • Study passages for evidence • Look for other evidence to determine whether to disagree or agree with arguments 	<ul style="list-style-type: none"> • Feel more confident to factor in opinions based on experience • Relate reading materials to current experiences and world events • Increase contextual and quantitative vocabulary skills

<p>Unit 5: Contextual Reading</p>	<ul style="list-style-type: none"> • Learn to read and analyze survey data • Use evidence from survey data and reading passages to answer key questions 	<ul style="list-style-type: none"> • Introduce and use survey data to compare experiences of different groups • Practice developed reading skills to test ability • Practice using context clues from larger passages 	<ul style="list-style-type: none"> • Improved contextual readings skills • Understanding of reading survey data from charts and prose • Deepened critical reading abilities • Demonstrate building upon earlier critical reading skills
<p>Unit 6: Infographics</p>	<ul style="list-style-type: none"> • Learn about commonly used infographics • Learn to extract necessary information from infographics • Learn to evaluate information and compare between infographics and prose 	<ul style="list-style-type: none"> • Review and practice earlier learned skills for more complex purposes • Use reading skill-kit to interpret and make meaning from infographics • Compare infographics to prose passages • Practice critical reading and critical thinking to evaluate sources 	<ul style="list-style-type: none"> • Interpret and read infographics, including maps • Improved critical reading and critical thinking abilities • Evaluate infographics and prose sources • Build upon earlier skills and use those skills for more sophisticated reading tasks
<p>Unit 7: Deeper Contextual Reading</p>	<ul style="list-style-type: none"> • Revisit analysis of charts and graphs • Learn about more complicated charts and graphs • Further develop contextual reading skills 	<ul style="list-style-type: none"> • Use context from multiple sources to determine meaning • Use stems, prefixes, and suffixes to break down new vocabulary • Use titles, headings, and subheadings to predict the overall content of reading material 	<ul style="list-style-type: none"> • Understand and be able to use information from more complex charts and graphs • Improved ability to read through prose and data representations utilizing contextual reading skills
<p>Unit 8: Practice and Review</p>	<ul style="list-style-type: none"> • Deepen reading skills using multiple tasks from throughout the book • Learn about figurative language and idioms and how to interpret them 	<ul style="list-style-type: none"> • Revisit, review, and practice critical reading strategies and tools for comprehension • Use composition and presentation skills to relay learned information 	<ul style="list-style-type: none"> • Analyze longer passages in greater detail • Separate main ideas from supporting details • Compose using information from other sources

	<ul style="list-style-type: none"> • Gain a better understanding of how to use dictionaries as a critical reading tool 	<ul style="list-style-type: none"> • Use overall context of material to understand new vocabulary • Continue exercising and building contextual reading skills 	<ul style="list-style-type: none"> • Develop a more complex understanding of vocabulary and be able to define new words and associate them with synonyms
<p>Unit 9: Putting Skills Together</p>	<ul style="list-style-type: none"> • Consider and discuss reading materials that deal with difficult topics • Read, interpret, and critically think about much longer, more difficult research materials 	<ul style="list-style-type: none"> • Employ reading and interpretive skills to compare cultures • Employ critical reading strategies such as contextual reading • Practice discussing multiple aspects of materials presented • Practice composing original ideas related to what you read 	<ul style="list-style-type: none"> • Be ready to move into more complex research tasks • Apply what has been learned to many genres of academic and non-academic prose • Use learned reading skills-kit to engage thoroughly in reading, critical thinking, and discussion activities in other courses

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Appendix A

Appendix B

Nonprose Reading

Subway Map

New York City hosts more than 55 million visitors each year. The city has five boroughs¹. One of them, Manhattan, has most of the sites that we think of when we think of New York: museums, universities, performance centers. One of the easiest ways to get around the city is by subway. On page XXX is a partial map of Manhattan subways, from the south end of Central Park to the southern end of Manhattan Island. The exercises in this section will give you practice in nonprose reading.



1 Borough: part of a city with its own local government, division, administrative unit.

Scanning

Below are some common destinations for visitors to New York. Circle the following major locations on the subway map on page XXX. Your teacher may want to read these aloud as you quickly scan to locate them.

Transportation Centers

1. Grand Central Station
2. Port Authority (Bus) Terminal
3. Penn Station
4. Ferry to the Statue of Liberty

Arts and Performance Centers

1. Lincoln Center for the Performing Arts
2. Madison Square Garden
3. Carnegie Hall
4. Museum of Modern Art
5. Radio City Music Hall

Famous Locations

1. Rockefeller Center
2. Wall Street
3. World Trade Center Site
4. China Town
5. United Nations
6. New York University
7. Central Park
8. Brooklyn Bridge

GETTING ORIENTED

Indicate if the statements below are true (T) or false (F). Your teacher may want to read these aloud as you quickly scan to find the answers.

1. T / F The names of neighborhoods are shown in red.
2. T / F The different subway lines are indicated by color.
3. T / F All of the individual train routes within a subway line are indicated by numbers.
4. T / F Avenues run east/west.

Comprehension

Answer the following questions. True/False questions are indicated by a T / F preceding a statement. Your teacher may want you to work on your own or in pairs.

1. You are arriving at Penn Station, and you will be staying near Columbus Circle. What subway will you take to get to your hotel? _____
2. You are staying near 8th Avenue and 58th Street, and you want to go to Carnegie Hall. Would you take the subway or walk? _____
3. You know that you will be visiting Rockefeller Center Monday and the site of the World Trade Center on Tuesday. You want to visit the Museum of Modern Art (MOMA) on one of those days. Which day would you visit the MOMA if you wanted to visit two sites that are near each other? _____
4. You are at Rockefeller Center, and you want to have dinner in Chinatown. How will you get there? Indicate which subway line(s) you would take whether you will choose to walk at certain points.

5. You are at the site of the World Trade Center and want to visit Wall Street. How would you get there?

6. Your friends are going to drive you to the Newark Airport in New Jersey. They ask you to meet them at the subway station closest to the Holland Tunnel. At what station would you get off? If you are coming from Columbus Circle, will you need to change trains?

7. **T / F** You can visit Ellis Island and the Statue of Liberty on the same trip?
8. **T / F** You can take the Red 2/3 train directly from Columbus Circle to the South Ferry.
9. **T / F** The Yellow line stops at Chambers Street, near Chinatown.

Critical Reading

Your teacher may want you to work on the following questions in pairs or small groups.

1. Some of your friends will only have one day in New York City. They want to visit New York University (NYU) and then see some of the sites. Plan a day including NYU and three other locations. Tell how you would use the subway system on this day.

2. One of the most popular outdoor observation sites in the world is the deck of the Empire State Building, but the building is not listed on the subway map. Find out where it is located.

3. How would you get there by subway from Columbus Circle?

3. A favorite activity for visitors and locals alike is walking across the Brooklyn Bridge. You've been told that you will need to get off at one of the nearest subway stops and follow the crowds. If you want to get to the Brooklyn Bridge, how would you do it? What subway stops are closest to the bridge?

