

I. COURSE DESCRIPTION:

Division: Humanities
Department: Adult Literacy and College Preparation Skills
Course ID: READ 910
Course Title: Reading Fundamentals
Units: 4
Lecture: 3 hours
Laboratory: 3 hours laboratory
Prerequisite: None

Catalog and Schedule Descriptions:

A reading fundamentals course which provides an individualized beginning reading program, including reading readiness, phonics, word perception, dictionary usage, syllabication, context clues, spelling, verbal and written expressions, and beginning comprehension skills.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS

Upon completion of the course, the student should be able to:

- A. Demonstrate the ability to use basic phonics skills to decode single and double syllable words
- B. Define and use Dolche's (or similar) sight vocabulary list of fourth grade words.
- C. Demonstrate increased fluency in the pronunciation of English consonants and vowels in words, phrases, and sentences.
- D. Apply rules of phonics (in English) to improve spelling and pronunciation of common English words.
- E. Demonstrate the ability to correctly pronounce unfamiliar words from pronunciation symbols and diacritical markings used in the dictionary.
- F. Analyze the appropriate stress and intonation patterns for accurate pronunciation of words, phrases, and sentences.
- G. Create and justify word lists with appropriate definitions.
- H. Identify and explain common English expressions and idioms.
- I. Apply basic comprehension skills to materials at the fourth grade level as measured by Fry's Readability Analysis.

IV. CONTENT

- A. Reading Readiness
 1. Visual Perception
 2. Auditory Perception
- B. Phonics
 1. Consonants
 - a) Single (one or more than one sound)
 - b) Blends
 - c) Digraphs
 - d) Silent
 2. Vowels
 - a) Long and short vowels
 - b) Y as a vowel
 - c) Digraphs
 - d) Diphthongs
 - e) Schwa
 3. Syllabication

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- a) Rules
 - b) Structural analysis, word attack skills: decoding words
- C. Vocabulary Development
- 1. Context clues
 - a) Synonyms
 - b) Antonyms
 - c) Examples
 - d) Inferences
 - e) Use of punctuation
 - f) Word structure
 - (1) Greek/Latin roots, affixes
 - (2) Compound words
 - 2. Identifying new and unfamiliar words and locating appropriate definitions based on context.
- D. Dictionary Skills
- 1. Alphabetical Order
 - 2. Guide Words
 - 3. Dictionary Entries
 - 4. Syllabication
 - 5. Spelling
 - 6. Pronunciation
 - 7. Accent Marks (Primary/secondary)
 - 8. Parts of Speech
 - 9. Word Meanings
- E. Comprehension Skills
- 1. Common English expressions
 - 2. Idioms
 - 3. Locating factual information in readings at fourth grade level based on Fry's Readability Analysis.
 - 4. Identifying a topic sentence in readings at fourth grade level based on Fry's Readability Analysis.

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Audio and video tape
- C. Computer-assisted instruction
- D. Manipulatives (may include letter and word blocks, syllable strips, flash cards, etc.)
- E. Collaborative and cooperative learning groups
- F. Individualized laboratory activities based on student achievement and ability

VI. TYPICAL ASSIGNMENTS:

- A. Given a reading that is at fourth grade level, as measured by Fry's Readability Analysis, answer the following series of factual questions:
 - 1. Who is the main character?
 - 2. Where does the story take place?
 - 3. How long ago did it happen?
- B. Identify five new or unfamiliar words from the story you just read. Alphabetize these words. Then, using guidewords, locate them in the dictionary. Use pronunciation symbols and diacritical markings to pronounce the words correctly. Based on the context, identify and write the correct definitions.
- C. Define these common English expressions:

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1. "It's raining cats and dogs."
2. "Make it your own."
3. "Get up for the race."

VII. EVALUATION(S)

A. Methods of Evaluation

1. Diagnostic pre- and post-tests using the Nelson Reading Skills Test or alternative assessment to confirm placement and to allow for appropriate follow-up counseling.
2. Vocabulary quizzes based on teacher selected and student selected lists from texts and other materials.
3. Exams covering class lecture, discussion, text and other activities. Typical exam question: Which of the following letters are sometimes consonants and sometimes vowels?
 - a. c
 - b. l
 - c. q
 - d. y
 - e. w
4. Completion of workbook activities and other homework activities.
5. Completion of laboratory contracts.

B. Frequency of Evaluation

1. 10-15 vocabulary quizzes
2. 2-3 exams
3. weekly workbook, homework, and laboratory assignments
4. 1 final exam

VIII. TYPICAL TEXT(S)

- A. Wilf, Selma, Basic Skills for Effective Reading, 4th edition, Upper Saddle River, NJ: Prentice Hall, 1998
- B. Hartman, Pamela, & Kirn, Elaine. Interactions 1 2nd edition. NY: McGraw-Hill, 1999.
- C. Morris, H. EDL Language Clues, Levels AA, BA, CA, DA. FL: Steck-Vaughn, Inc. 1989.
- D. Laubach, Kirk. Laubach Way to Reading, Book 4, NY: New Reader's Press, 1991.
- E. Reading Horizons Software
- F. Reading Strategies Software, Levels AA, BA, CA, and DA.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS:

- A. Headphones (for use with computer software).
- B. Laboratory answer sheets (Available in the SBVC Bookstore).
- C. 3 ½ inch floppy disk.