

I. COURSE DESCRIPTION

Department Information:

Division: Humanities

Department: Adult Literacy and College Preparation Skills

Course ID: READ 920

Course Title: Reading Skills I

Units: 4

Lecture: 3 hours

Laboratory: 3 hours

Prerequisite: None

Catalog and Schedule Description:

A comprehensive, diagnostic-prescriptive program for students requiring basic reading skills, including instruction in phonics, vocabulary development, and literal and inferential 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 decode words using phonetic analysis, structural analysis, and syllabication.
- B. Employ basic comprehension skills (based on materials determined to be at sixth grade level when Fry's Readability Scale is applied) of determining main idea, locating supporting details, learning vocabulary in context, and drawing logical inferences.
- C. Compose written and oral responses to readings showing critical thinking.
- D. Demonstrate one level of increased vocabulary development showing understanding of meaning, pronunciation and usage.
- E. Demonstrate the ability to read at or above sixth grade level based on a standardized test or alternative assessment device.

IV. CONTENT

- A. Assessment
 1. Confirms appropriate placement
 2. Allows for individualized assignments
- B. Phonics
 1. Consonants
 - a. Single sounds
 - b. Blends
 - c. Digraphs
 2. Vowels
 - a. Long
 - b. Short
 - c. Digraphs
 - d. Diphthongs
 3. Syllables
 - a. Division
 - b. Syllable types
- C. Comprehension
 1. Literal Comprehension
 - a. Basic Recall
 - b. Locating the Answer

- c. Locating a stated main idea
- 2. Inferential Comprehension
 - a. Determining unstated main ideas
 - c. Drawing conclusions
 - d. Applications to Previous and Future Experience
- 3. Book Reports
 - a. Identify character traits
 - b. Identify setting
 - c. Identify author's tone
 - d. Evaluate
- 4. Read and Respond to short stories
- 5. Life skills
- 6. Workplace literacy
- C. Vocabulary Development
 - 1. Dictionary Use
 - a. Alphabetical order
 - b. Guide words
 - c. Parts of speech
 - d. Determining best definition
 - 2. Using context clues
 - 3. Workplace vocabulary
 - 4. Completion of one level of vocabulary development

V. METHODS OF INSTRUCTION:

Varies by instructor, but could include:

- A. lecture
- B. audio and video tape
- C. computer-assisted instruction
- D. manipulatives
- E. collaborative and cooperative learning groups
- F. Individualized laboratory work based on student achievement and ability

VI. TYPICAL ASSIGNMENTS:

- A. Book Reports: Read an assigned or self-selected book and answer the following questions:
 - 1. Choose one character and describe him or her. Include personality, appearance, positive and negative traits. What does he/she think about him/herself and what do others think about him/her?
 - 2. Describe the setting. Include a description of the time and place. If appropriate, also include and cultural or social traditions that are evident.
 - 3. What is the author's main point? Is there a lesson or a moral?
 - 4. Evaluate the novel. Did you like it? Why or why not?
- B. Response Journals:
 - 1. After reading an article about Jaime Escalante, respond, in writing, to the following questions: Have you ever had a teacher or a significant person in your life who inspired you to excel? Who was this person, and what made him/her inspirational?
- C. Computer-Generated Activities
- D. Instructor created activities utilizing a variety of media including audio and video and manipulative activities

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. Regular vocabulary quizzes and tests. Sample test question:
 - a. Which of the following words contains a short "a" sound?
 1. bat
 2. beat
 3. brake
 4. bleak
 5. boat
 3. Exams covering comprehension skills
 4. Written book reports and response journals
 5. Completion of workbook activities and other homework activities
 6. Completion of laboratory contracts
- B. Frequency of Evaluation: Varies by instructor, but could include
 1. 15 Vocabulary quizzes
 2. 3 Vocabulary tests
 3. 3 exams covering skills
 4. Departmental final exam

VIII. TYPICAL TEXT(S)

- A. Broderick, Bill. Groundwork for College Reading Skills 3rd ed , NJ: Townsend Press, 2000.
- B. Morris, H. EDL Word Clues, Levels CA, DA. FL: Steck-Vaughn, Inc., 1989.
- C. Nadell, J. Vocabulary Basics. NJ: Townsend Press, 1998.
- D. Reading Strategies Software, Levels DA and FA.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS:

Assorted novels, dictionaries, lab packet, personal headphones for use with computer programs.