

**I. COURSE DESCRIPTION:**

Department Information:

Division: Humanities

Department: Adult Literacy and College Preparation Skills

Course ID: READ 950

Course Title: Reading Skills II

Units: 4

Lecture: 3 hours

Laboratory: 2 hours laboratory

Pre-requisite: Reading 920 or eligibility for 950 as determined through the SBVC assessment process.

**Catalog and Schedule Descriptions:**

Designed to assist students in improving reading through an emphasis on word attack skills, vocabulary development, general comprehension skills, and study skills. Not applicable to associate degree.

**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. Apply vocabulary and word attack strategies as required for eighth-grade level reading material.
- B. Demonstrate one level of increased vocabulary development showing understanding of meaning, pronunciation, and usage.
- C. Employ basic and advanced comprehensive skills: vocabulary in context, recognizing main ideas, locating supporting details, patterns of organizations, critical reading, and critical thinking skills as required for eighth-grade level materials.
- D. Compose written and oral responses to reading showing critical reading and thinking skills.
- E. Demonstrate the ability to read at or above the eighth-grade level based on a standardized test or alternative assessment instrument.
- F. Locate words and definitions in the dictionary and employ reference skills.

**IV. CONTENT**

- A. Vocabulary Development
  1. Word attack skills
  2. Phonetic analysis and structural analysis
  3. Vocabulary in context
  4. Dictionary skills
- B. Literal/ Interpretive Comprehension Skills
  1. Locating stated and unstated main ideas
  2. Supporting details
  3. Patterns of organizations
  4. Inferences
  5. Drawing logical conclusions
  6. Study Skills
- C. Writing Applications
  1. Book Reports

**V. METHODS OF INSTRUCTION:**

Varies by Instructor, but could include:

- A. Lecture

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- B. Individualized group instruction
- C. Computer-Assisted instruction
- D. Collaborative and cooperative learning group discussion
- E. Role playing ( i.e. buzz groups)
- F. Cognitive style mapping and simulations
- G. Audio and videotapes
- H. Individualized lab activities

**VI. TYPICAL ASSIGNMENTS:**

- A. Given a set of vocabulary words, the students are asked to identify affixes, indicate the parts of speech, write a definition or a synonym, and write a sentence for each word
- B. Weekly comprehension assignments, based on text, and/or supplementary materials (newspapers, magazines, novels). Example: Read the "My Turn" article from this week's *Newsweek Magazine*. Identify the author's main idea, and at least three supporting details. Do you agree with the author? Why or why not?
- C. Reading of novels. Book reports. After reading a novel, students are asked to answer questions such as: Describe the main characters in the story. What is the setting of the story? How are the cultural norms the same or different from your cultural norms? How does the story conclude? If you could change the ending, would you? If yes, what changes would you make?

**VII. EVALUATION(S)**

- A. Methods of Evaluation
  - 1. Diagnostic pre and post- tests using the Nelson-Denny Reading Test or other assessment instruments
  - 2. Regular vocabulary quizzes and Mastery Tests. Sample test question:
    - a. Find the word that contains a schwa sound
      - 1. see
      - 2. ago
      - 3. teach
      - 4. oar
      - 5. ail
  - 3. Comprehension mastery tests based on textbook chapters
  - 4. Written Book Reports
  - 5. Completion of workbook activities and other homework activities
  - 6. Completion of laboratory contracts
- B. Frequency of Evaluation  
Varies by instructor, but typically:
  - 1. Weekly vocabulary quizzes
  - 2. Bi-weekly content quizzes
  - 3. Two exams (approximately 1/3 term)
  - 4. Departmental Final Exam based on lecture, and textbook activities
  - 5. Three Written book reports at 1/3 term each

**VIII. TYPICAL TEXT(S)**

- A. Langan, John. Ten Steps to Building College Reading Skills, 3<sup>rd</sup> edition NJ: Townsend Press, 1998
- B. Morris, H. EDL Words Clues, Levels G, H. FL: Steck-Vaughn, Inc. 1989.
- C. Novels such as Lowry, The Giver, Frederick Douglass, Narrative of the Life of Frederick Douglass, Steinbeck, The Pearl, Silko, Ceremony.
- D. Reading Strategies Software, Levels G and H

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS:**

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Assorted novels, a college level dictionary, lab packets, Scan-Tron answer sheets, computer diskettes, headphones.

## PREREQUISITE COURSE

**Target Course:**            **Reading 950, Reading Skills II**

**Prerequisite Course:** **Reading 920, Reading Skills 1**

**Instructions:**

1. List exit competencies (skills) from Prerequisite Course. These skills are listed in the "Student Outcomes" section of the Course Outline ("upon completion of the course, the student should be able to...")
2. Indicate which of the listed exit competencies (skills) are necessary entry skills needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entry skill for course success, using the following rating scale:

1=Critical                      2=Very Helpful                      3=Desirable

### Skills Analysis

Exit Skills in Prerequisite Course Reading 920	Entry Skills Needed for Success in Target Course (Mark with an X if needed.)	Degree of Importance (Rate 1 – 3)
1. Decode words using phonetic analyses, and syllabication	X	1
2. Employ basic comprehensive skills (based on materials determined to be at sixth-grade level when Frye's Readability Scale is applied) of determining main idea, locating supporting details, learning vocabulary in context, and drawing logical inferences.	X	1
3. Provide written and oral responses to readings showing Critical thinking.	X	1
4. Complete 1 level of vocabulary development showing Understanding of meaning pronunciation and usage.	X	1
5. Read at or above the sixth-grade level based on a standardized Test or alternative assessment device.	X	1