

**Adult Education Class Outline**  
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**1.1001 English Language Arts**

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**Date Posted:** 9/10/2001

**Title:** Basic Reading - Beginning

**Prepared For:** Sacramento City USD

**Submitted by:**

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**Sacramento City Unified School District**

**ADULT EDUCATION COURSE OUTLINE**

**ADULT SCHOOL:** Sacramento City Unified School District

**UPDATED:** August 1997

**II. COURSE TITLE: Basic Reading - Beginning**

Total Course Hours: 60 Hours

**BRIEF COURSE DESCRIPTION:**

This is a course of study for adults whose reading ability is in the beginning range. It introduces the basic reading skills at the elementary level. Students who successfully complete this course continue into Basic Reading - Intermediate.

**III. MAJOR GOALS AND PURPOSES OF THE COURSE:**

The purpose of this course is to assist the student to cope with situations which call for the ability to read. Thus the student will be able to function better in society and derive the personal benefits which accrue to him as a result. Emphasis is placed on the ability to solve problems in the seven areas of human need as defined by CASAS.

**IV. PERFORMANCE OBJECTIVES**

A. Demonstrate the ability to recognize letters, sounds, and basic sight vocabulary words:

- Name, print and write the letters of the alphabet
- Use word cards to practice sight words with a partner or in team

- B. Use word attack skills to analyze words phonetically and structurally:
- Phonic analysis
  - Relate spoken sounds of vowels and consonants to the written forms
  - Blend sounds into words
- C. Use vocabulary building techniques to determine the meaning of words by learning synonyms, antonyms, and homonyms:
- Recognize, read, and comprehend the meaning of basic sight words, simple sentences and paragraphs
  - Recognize and use:
    1. simple common compound words
    2. simple abbreviations and contractions
    3. simple prefixes and suffixes
    4. simple antonyms, synonyms, and homonyms
    5. simple roots and stems, and syllabication to assist in identifying and determining meaning of new words.
    6. choose the correct meaning of possessives
- D. Define unfamiliar vocabulary through the use of context clues:
- Words with multiple meanings
- E. Apply comprehension skills such as finding specific details to understand a simple reading passage:
- Identify the main idea of a paragraph
  - Identify a sequence of ideas/events
  - Use visual and context clues to determine meaning
- F. Use reference materials such as a beginning dictionary or map to locate specific information:
- Use a dictionary to check pronunciation, spelling, and meaning of words.
- G. Apply reading skills to life situations such as survival signs, reading coupons or want ads.
- Read and understand
    1. simple fractional signs
    2. simple forms and applications
    3. simple notes, letters and memos
    4. simple advertisements
    5. simple directions, schedules, and maps
- H. Learn to read simple maps, charts, graphs, and schedules
- Locate and use printed information from sources such as telephone books, catalogs, newspapers, maps, schedules, etc.
- I. Develop the connection between reading and writing skills such as using the language experience story to enhance reading ability and interest.

J. Use books on tape to increase comprehension and to assist in the enjoyment of the reading process.

K. Read books for pleasure.

## **V. INSTRUCTIONAL STRATEGIES:**

The students are given an informal, individual test by the teacher and are placed in the appropriate level of the *Challenger Series, Books 1-4*. Students proceed at their own pace through this material. At the end of each book there is a completion test. On the basis of the test, students move to the next book in the series or use parallel materials until the beginning skills are mastered.

The instructor works with small groups, whole class, and individuals in direct instruction as needed in the following activities:

- Words cards are used for drill and practice of the Dolch words
- Read along tapes are used to increase comprehension

## **VI. TIMES OF INSTRUCTION:**

Units of Instruction	Approximate Hours
Alphabet sounds and sight words	Ongoing
Word Attack Skills	15
Vocabulary Building	Ongoing
Context Clues	12
Comprehension Skills	20
Reference Materials	5
Life Skills Reading	Ongoing
Maps, charts, graphs, schedules	4
Language Experience Writing	4
Reading for Pleasure	Ongoing
<b>Total</b>	<b>60</b>

## **VII. EVALUATION:**

Methods that may be used include: Unit and/or chapter tests/quizzes, supplemental activities are evaluated, daily assignments at 70% accuracy, weekly evaluation of written work and daily oral response and participation. Students will compile a portfolio of completed assignments and/or journal entries to document progress, oral quizzes, study guides, oral presentations, projects, written reports.

## **VIII. REPETITION:**

A student may repeat a course if he/she has shown progress but has not met course objectives.