SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 456

COURSE TITLE

ESL BEGINNING READING

TYPE COURSE

NON-FEE   ESL

CATALOG COURSE DESCRIPTION

This course develops students' reading skills at beginning ESL levels with a focus on vocabulary development, basic reading strategies, and comprehension. Extensive practice is provided to advance students' reading fluency and accuracy. Critical thinking skills, soft skills, digital literacy, and diversity awareness are integrated throughout the course. (FT)

LECTURE/LABORATORY HOURS

180

ADVISORIES

Completion of ESL Beg Literacy 1 or equivalent

RECOMMENDED SKILL LEVEL

1. Basic conversational skills
2. Score of 185 or higher on a CASAS reading test or equivalent

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
   SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
   SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking
   SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
   SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Develop:

1. Reading skills with emphasis on level-appropriate phonics, word stress, reading accuracy, comprehension and analysis
2. Readiness to take basic standardized reading tests
3. Vocabulary knowledge and strategies to decipher unknown words
4. Grammar skills to promote reading fluency and understanding
5. Background knowledge about a variety of basic topics
6. Ability to interpret charts and graphs
7. Language skills, critical thinking skills, soft skills, digital literacy, and cultural awareness needed to succeed in workplace, community, and academic settings

COURSE OBJECTIVES

1. Apply level appropriate phonics and word analysis skills in decoding words.
2. Demonstrate measureable increase in reading fluency.
3. Demonstrate increase in reading accuracy and comprehension based on standardized reading tests and other assessments.
4. Demonstrate understanding of key vocabulary appearing in school, workplace, and community texts.
5. Demonstrate understanding and use of strategies to build reading skills.
6. Identify the meaning of words using context clues.
7. Identify elements of a sentence and verb tenses to understand text.
8. Analyze the meaning of a text.
9. Demonstrate critical thinking skills while interacting with others in text-based discussions.
10. Demonstrate an increase in general knowledge based on reading.
11. Identify main topic and details in a simple text.
12. Identify the reasons an author gives to support points in a text.
13. Interpret simple maps, charts and graphs.
14. Demonstrate workplace and academic readiness, including digital literacy and soft skills, and awareness and appreciation of diversity.

SECTION II

COURSE CONTENT AND SCOPE

1. Foundations of Reading
    1.1. Reading left to right and top to bottom
    1.2. Phonics
        1.2.1. Segmenting and decoding sounds
        1.2.2. Vowel sounds
        1.2.3. Consonant sounds
        1.2.4. Blends
        1.2.5. Rhyming sounds
        1.2.6. Contrastive sounds
    1.3. Syllables
    1.4. Word stress
    1.5. Basic prefixes and suffixes
    1.6. Symbols, logos and abbreviations
2. Pre-Reading Skills
    2.1. Activating previous knowledge
        2.1.1. Interpreting pictures
        2.1.2. Interpreting titles
    2.2. Previewing
    2.3. Predicting
    2.4. Skimming
    2.5. Scanning
3. Reading Skills
    3.1. Using context clues
    3.2. Checking comprehension
    3.3. Understanding sentence and paragraph structure
    3.4. Understanding main ideas
    3.5. Drawing conclusions based on text
    3.6. Making inferences about content
4. Post-Reading Skills
    4.1. Identifying main ideas and details
    4.2. Sequencing events
    4.3. Paraphrasing
    4.4. Summarizing
        4.4.1. Highlighting key information in a text
        4.4.2. Listing ideas about the reading passage
        4.4.3. Making a simple outline of a passage
        4.4.4. Writing a summary
    4.5. Identifying author's purpose and point of view
        4.5.1. Identifying purpose of text
        4.5.2. Identifying the author's thoughts, feelings and emotions
    4.6. Citing text-based evidence to draw conclusions
        4.6.1. Identifying key words, numbers and concepts

COURSE CONTENT AND SCOPE (CONTINUED)

5. Understanding Information in a Variety of Formats and Media
   5.1. Simple charts and graphs
   5.2. Maps
   5.3. Photographs
   5.4. Schedules
   5.5. Closed-captioned videos
6. Strategies to Increase Reading Fluency and Accuracy
   6.1. Oral reading
   6.2. Developing reading habits
   6.3. Reading in chunks
   6.4. Skipping over unknown words
   6.5. Reading sprints
   6.6. Reading rates
   6.7. Identifying word stress
7. Vocabulary Building and Word Analysis
   7.1. Academic, life-skill, and domain-specific words
   7.2. Synonyms and antonyms
   7.3. Parts of speech
   7.4. Word structure, word forms and word collocations
   7.5. Phrasal verbs
   7.6. Transitional words
   7.7. Context clues
8. Applying Grammar Knowledge
   8.1. Interpreting parts of speech and syntax
   8.2. Past, present and future tenses
   8.3. Basic modals
9. Reading Comprehension Strategies and Skills
   9.1. Text-based discussions
   9.2. Making connections
   9.3. Self-monitoring
       9.3.1. Re-reading
       9.3.2. Visualizing
   9.4. Charting paragraphs
   9.5. Understanding grammatical structures in reading content
       9.5.1. Using *WH*-questions (who, what, where, when, why, how) to discuss a text
       9.5.2. Word order and comprehension
   9.6. Graphic organizers
   9.7. Annotating
10. Test-Taking Strategies
    10.1. Pre-reading questions before the text
    10.2. Looking for key words
    10.3. Skimming for gist/main ideas
    10.4. Maximizing test scores

COURSE CONTENT AND SCOPE (CONTINUED)

       10.4.1.   Eliminating wrong answers
       10.4.2.   Answering all questions
    10.5. Interpreting text-dependent and non-text dependent questions
11. Workplace and Academic Readiness
    11.1.   Understanding work and academic schedules
    11.2.   Using software and websites to increase reading skills
    11.3.   Building background knowledge about basic topics
    11.4.   Increasing awareness of customs and traditions in various cultures
    11.5.   Using critical thinking skills to interpret and discuss texts

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

1. Level-appropriate non-fiction articles from websites and print media
2. Simple fictional stories
3. Instructor-prepared materials
4. Simple history texts
5. Workplace materials such as job descriptions and job applications
6. Charts, graphs and schedules

WRITING ASSIGNMENTS

Appropriate writing assignments may include, but are not limited to:

1. Writing answers to comprehension questions on assigned readings
2. Annotating texts while reading
3. Writing sentences or a paragraph to summarize a text
4. Making level-appropriate entries in reading response journals

OUTSIDE ASSIGNMENTS

Appropriate outside assignments may include, but are not limited to:

1. Guided reading outside of class
2. Reading response journals
3. Assigned articles and texts
4. Signs, informational bulletins and flyers in the community

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include, but are not limited to:

1. Classification and categorization of words
2. Analyzing information in texts
3. Distinguishing fact from fiction/opinion in a text

EVALUATION

Evaluation consists of monitoring students' progress on a continuing basis and assessing students on the attainment of the objectives listed in this course outline. Evaluation procedures may include but are not limited to:

1. Attendance and class participation, including working cooperatively in diverse environment
2. Timed readings with comprehension checks
3. Untimed reading tests
4. Vocabulary tests

Upon successful completion of each course in the program, a Certificate of Course Completion will be issued. Upon successful completion of all the courses included in the program, a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction may include but are not limited to:

1. Reading practice: reading out loud and silently
2. Instructor presentations/lectures and lab
3. Cooperative learning activities that encourage students to interact cooperatively in diverse environment
4. Class activities that require critical thinking
5. Text-based discussions
6. Pronunciation practice
7. Field trips

Technology is integrated into instruction via Internet research and resources, class websites, social media and digital devices. This course, or sections of this course, may be offered through distance learning.

TEXTS AND SUPPLIES

Class texts may include but are not limited to:

Very Easy True Stories, Sandra Heyer, Addison-Wesley Publishing Company, current edition
Easy True Stories, Sandra Heyer, Longman Pub Group, current edition
True Stories, Sandra Heyer, Longman Pub Group, current edition
Active Skills for Reading Intro and Book, Neil J. Anderson, Cengage, current edition
Reading Adventure 1, Carmella Lieske and Scott Menking, Cengage, current edition
Reading Explorer Foundations, Becky Tarver Chase, Kristin L. Johannsen, David Bohlke, Cengage, current edition
New Password 1 and 2, Linda Butler, Pearson, current edition
What a World: Reading 1, Milada Broukal, Pearson, current edition
Read This! Intro, Daphne Mackey, Cambridge, current edition
For Your Information 1, Karen Blanchard, Christine Root, Pearson, current edition
Pathways Foundations: Reading, Writing and Critical Thinking, Mari Vargo, Laurie Blass, Cyndy Fettig, Cengage, current edition
Weaving It Together 1, Milada Broukal, Cengage, current edition

Supplemental texts, supplies and other resources may include but are not limited to:

Instructor-created materials
Web-based articles
Newspaper articles

PREPARED BY: Maria Allan, Jan Forstrom, Janet Foster   DATE: _June 6, 2018___

REVISED BY: _____   DATE: _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002