

3.8 READING

PURPOSE

P1. To provide students with the reading skills needed for employment in their chosen career fields and to function independently in society.

REQUIREMENTS

R1. Required Instruction

Centers shall provide instruction in the following reading competencies:

- a. Initial skills
 1. Letters of the alphabet
 2. Vowel sounds
 3. Letter sound associations for consonants
 4. Consonant-vowel-consonant-silent e pattern
 5. Sounds of diphthongs and other vowel combinations
 6. Number words: zero through ten
 7. Digraphs and other blends
 8. Compound words
 9. Irregular verbs
 10. Forming plurals
 11. Sounds of silent letter combinations
 12. Sounds of vowels with r
 13. Adding endings to y words
 14. Forming possessive nouns
 15. Syllabification patterns
 16. Prefixes and suffixes

17. Accent marks
- b. Interpret graphic information
 1. Signs
 2. Schedules
 3. Dictionary usage
 4. Index
 5. Reference sources
 6. Card catalog display
 7. Maps
 8. Graphs
 9. Forms
 10. Consumer materials
 - c. Words in context
 1. Same meaning
 2. Opposite meaning
 3. Appropriate word
 - d. Recall information
 1. Details
 2. Sequence
 3. Stated concepts
 - e. Construct Meaning
 1. Character aspects
 2. Main idea

3. Summary/paraphrase
 4. Cause/effect
 5. Compare/contrast
 6. Conclusion
 7. Supporting evidence
- f. Evaluate/Extend Meaning
1. Facts and opinions
 2. Predict outcomes
 3. Apply passage element
 4. Generalizations
 5. Author purpose
 6. Point of view
 7. Style techniques
 8. Genre

R2. Placement in Reading Instruction

Centers shall test all students at the beginning of their enrollment in Job Corps and provide them with reading instruction if they test below 567 on the Reading subtest of the Tests of Adult Basic Education (TABE), Version 7/8. Students will continue to receive reading instruction as a part of their overall academic and vocational training programs, and will not be exempt from follow-up TABE testing, until they achieve the required reading score of 567 or greater on the TABE level M or D form 7/8. Exceptions that apply to students with cognitive disabilities, and specific requirements for TABE test administration, are outlined in Appendices 301 and 305. Centers and operators will have the flexibility to determine where targeted training in reading will take place – in separate reading courses, GED classes, high school courses, or in applied academic skills training in vocational programs. Centers will also have the flexibility to determine students' reading scores for placement in these courses and programs. In Puerto Rico centers, students will receive reading instruction, and will not be exempt from follow-up TABE testing if they test below 760 on the TABE Español. (Initial Test Level – E-M; follow-up – Level M). Students who score 552 or below

on the initial TABE (751 on the TABE Español) are the pool for tracking learning gains as outlined in Appendix 501a. TABE scores for placements of students in English as a Second Language class are specified in “Initial Testing: All Students” in Appendix 301.

R3. Reporting/Documentation/Record Keeping

Centers shall ensure that all student test results and progress are documented and recorded using the Testing Management System (TMS) of the automated Center Information System (CIS).

QUALITY INDICATOR(S)

- Q1. Students can read and understand written technical and safety materials associated with entry-level employment in their chosen career fields.
- Q2. Students can read and understand local newspaper articles, employment applications, and similar items of basic employment literacy.