

READING COMPREHENSION INSTRUCTOR'S SUMMARY

Title:	Reading Comprehension
Hours:	9 hours
Description:	<p>Reading comprehension is defined as the level of understanding of writing. It is the process of being able to extract and construct meaning through interaction and involvement with written language.</p> <p>Comprehension entails three elements:</p> <ul style="list-style-type: none">• The reader who is doing the comprehending• The text that is to be comprehended• The activity in which comprehension is a part. <p>This module offers a variety of writing examples designed to improve and verify each member's ability to comprehend words and language. This will assist in effective reading for main ideas and details, obtaining word meaning from context, reading between the lines and following written instructions.</p>
Objectives:	After completing this course, members will have improved or enhanced their existing reading comprehension skills, and learned how to apply those skills to business documents. They will also know the proper way to approach written instructions, business documents including procedure manuals, tables of contents and indexes, and to read a publicized job listing to determine the skills employers require for that job.
Materials:	Instructors will need a marker board or chalk board, a course outline handout, in-class exercises, blank paper and a course critique for each member.
Implementation:	The members read the materials independently and then participate in group or individual exercises. Therefore, the instructor must set a comfortable pace for the members to complete their reading. In addition, since members read at varying speeds, instructors must manage the classroom so that the members who read more quickly do not converse while other members are finishing. Talking can be a distraction to the slower reading members and can greatly inhibit their ability to comprehend what they are reading and affect their performance on the exercises. It is important to involve all members in the group in-class exercises, not just the members who volunteer.
Topics:	Reading for Main Idea Reading for Details-Highlighting, Summarizing, and Reviewing Word Meaning from Context-Vocabulary Building Reading Between the Lines Reading Business Stories/Articles Reading Business Letters and Memos Following Simple Instructions

Topics: Following Detailed Instructions
How Employers Interpret Resumes
Reading Procedure Manuals
Using a Table of Contents and Index

Certification Requirements: Score 80% or higher on the Reading Comprehension Online Quiz
Master all competencies for Reading Comprehension (see page RC6)
Score 80% or higher on the Work Certified™ Certification Exam

READING COMPREHENSION COMPETENCIES

RC-01. Member demonstrates knowledge and ability through the application of reading comprehension skills in reading for the main idea, reading for details, determining word meaning from context and reading between the lines as evidenced by observation of performance in this module and throughout this course.

RC-02. Member demonstrates ability to implement the use of reading comprehension skills effectively through application of exercises in reading business stories/articles, reading business letters and memos, following simple and complex instructions, and utilizing a procedure manual, table of contents and index. These skills are evidenced by the member answering a minimum of 4 questions during the instruction on this module.

RC-03. Member demonstrates ability to read effectively by understanding paragraph structure and the use of highlighting, summarizing and reviewing text for content and clarity by answering questions aloud in class as well as in exercises and worksheets.

RC-04. Member demonstrates ability to read out loud confidently and accurately in front of a group by reading a passage from a selected source as evidenced by observation of performance.

RC-05. Member demonstrates vocabulary building through use of resources in improving knowledge and skills of word research by participation in exercises and worksheets.

RC-06. Member demonstrates ability to effectively apply reading comprehension skills by achieving a score of 80% or higher on the **module online quiz**.

READING COMPREHENSION COURSE OUTLINE

LESSON 1

- Course Outline & Competency Requirements
- Fundamentals of Reading Comprehension
- Reading a Business Story/Article
- Reading a Business Story/Article
- Following Simple Instructions

LESSON 2

- How Employers Read Resumes
- Job Search Role-Play
- Vocabulary Building
- Reading a Business Story/Article
- Reading Business Documents

LESSON 3

- Reading Business Documents
- Comprehending Written Procedures
- Reading and Comprehending a Procedure Manual

Reading Comprehension Module Online Quiz

READING COMPREHENSION TEACHING PLAN OVERVIEW LESSON 1

This lesson plan is for three hours. Take two 10-minute breaks at appropriate times.

TOPIC	TIME	COPIES REQUIRED as HANDOUTS
Course Outline & Competency Requirements	10 - 15 minutes	Course Competencies RC6 Course Outline RC7
Break the Ice	10 - 15 minutes	Just For Fun RC12
Reading Comprehension Fundamentals- <i>Competency</i>	25 - 30 minutes	Reading Comprehension Fundamentals Handout RC14-24
Reading a Business Story/Article (“ <i>Dealing With A Layoff</i> ”) - <i>Competency</i>	40 - 50 minutes	Handout- <u><i>Dealing With A Layoff</i></u> By Karen McHenry- pages RC25-26 Exercise-page RC27
Reading a Business Story/Article (“ <i>Rebuilding Your Confidence</i> ”) - <i>Competency</i>	40 - 50 minutes	Handout - <u><i>Rebuilding Your Confidence</i></u> By Kevin Sinclair- pages RC28-29 Exercise-page RC30
Reading a Business Story/Article (“ <i>Right volunteer job is out there waiting for you</i> ”) - <i>Competency</i>	40-50 minutes	Handout- <u><i>“Right volunteer job is out there waiting for you”</i></u> , By Judy Clausen, Bakersfield, California- pages RC31 Exercise-page RC32
Following Simple Instructions- <i>Competency</i>	15 - 20 minutes	Simple Instructions Exercise RC33

Note: There are opportunities throughout the Reading Comprehension materials for students to meet the requirements for mastering the competencies of this module in Lesson 1. The stories, articles, and news articles are optional. You do not have to use each one.

READING COMPREHENSION TEACHING PLAN LESSON 1 (continued)

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Course Outline & Competencies	Course Outline-page RC7 Competencies-page RC6	N/A	Review material on these documents.

INSTRUCTOR NOTES:

Make sure you go over all competency requirements for this module with the members.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Break the Ice	Just For Fun - page RC12	Page RC13	Give members a few minutes to try them and then ask for volunteers.

INSTRUCTOR NOTE:

This does not count for any competency; it is just a fun exercise to get the members in the mood to talk and volunteer responses.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Reading Comprehension Fundamentals <i>Competency</i>	Reading Comprehension Fundamentals Handout - page RC14-20	Page RC21-24	After reviewing the subject matter with the class, call on different members to answer the exercise questions. For the <u>Preconceptions Exercise</u> , record the members' responses on a board or flipchart. There are opportunities during this review of material that will count towards accomplishment of competency requirements.

INSTRUCTOR NOTES:

1. Review reading fast (skimming) and reading slow.
2. Review reading for main idea and reading for details.
3. Review obtaining word meaning from context.
4. Have everyone take notes and then share the notes they took with the class. Compare the notes to see if everyone is on the same page.
5. Review preconceptions. In the Preconceptions Exercise have the members perform all three exercises before discussing the answers. *Do not give any hints (i.e., that Robin is male).

READING COMPREHENSION TEACHING PLAN LESSON 1 (continued)

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Reading a Business Story/Article <u>Competency</u>	“Dealing With A Layoff”, pages RC25-26	N/A	Instructors may have students read aloud by assigning passages or silently read the passage. Upon completion, have the students read and answer the exercise questions that follow each story/article/document. Discuss answers and identify the differences the students have in their comprehension.

INSTRUCTOR NOTES:

1. You can use this story for the oral reading competency and to provide opportunities for members to meet their requirement for answering a minimum of 4 questions correctly during classroom discussions.
2. When reading a document at work they should be sure that they understand all the key points and ask questions as necessary.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Reading a Business Story/Article <u>Competency</u>	“Rebuilding Your Confidence”, pages RC28-29	N/A	Instructors have students read aloud or silently . Upon completion, have the students read and answer the exercise questions that follow each story/article/ document. Discuss answers and identify the differences the students have in their comprehension.
Reading a Business Story/Article <u>Competency</u>	“How Volunteering Can Help You Get a Job”, pages RC31	N/A	Instructors have students read aloud or silently . Upon completion, have the students read and answer the exercise questions that follow each story/article/ document. Discuss answers and identify the differences the students have in their comprehension.

INSTRUCTOR NOTES:

You can use one or both of the above stories/articles for the oral reading competency and to provide opportunities for members to meet their requirement for answering a minimum of 4 questions correctly during classroom discussions.

NOTE: This exercise can be effective read aloud or silently as the instructor chooses.

READING COMPREHENSION TEACHING PLAN LESSON 1 (continued)

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Following Simple Instructions- <i>Competency</i>	Simple Instructions Exercise – page RC33	N/A	Distribute a blank piece of paper and the Simple Instructions Exercise. Ask the members to read and follow the instructions.

INSTRUCTOR NOTES:

1. Inform members that reading instructions is no different than reading a story. Note that simple is not the same as easy (it means straight-forward).
2. Let them know that at work if they are given instructions and do not know what the final outcome is supposed to be, they should ask rather than blindly following the instructions.

This is a competency that they must perform correctly.

READING COMPREHENSION TEACHING PLAN OVERVIEW LESSON 2

This lesson plan is for three hours. Take two 10-minute breaks at appropriate times.

TOPIC	TIME	COPIES REQUIRED as HANDOUTS
Reading Resumes	25 - 30 minutes	Handout- Resume exercise - page RC38. Four sample resumes - pages RC39-RC42
How Employers Read Resumes Job Search Role-play- <i>Competency</i>	25 - 30 minutes	Job Search Role-play - page RC44-45
Reading A Business Story/Article (“Details Matter when Seeking New Employment”) - <i>Competency</i>	35 - 45 minutes	Handout-“ <u>Details Matter when Seeking New Employment</u> ” by Susan Reynolds- pages RC46-47 Exercise-page RC48
Reading a Letter from a Customer	35 - 45 minutes	Custom Rental, Inc. /Southside Equipment, Inc. Letter - page RC49 Exercise - page RC50-51 <u>NOTE:</u> Use for reading comprehension only, solved in Customer Service.

READING COMPRENSION TEACHING PLAN LESSON 2

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Reading Resumes	Handouts- Resume exercise - page RC38. Four sample resumes - pages RC39-RC42	Page RC43	Distribute the Resume Exercise. Ask the members to read the resumes themselves. Call on different members to answer the exercise questions.

INSTRUCTOR NOTES:

Be sure to let the class know that these resumes are simplified for the purpose of this class. More detail would be required for actual resumes. Inform them that they will learn more about resumes in the Pre-Employment module.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
How Employers Read Resumes Job Search Role-Play <u>Competency</u>	Job Search Role-play - page RC44	Page RC45	Break the class into three groups. Assign each group to be the management team for one of the three companies on the Job Search role play. Then ask each group to review the four resumes from the prior assignment and select two individuals to interview. Then ask each group to explain why they selected the two people they did, and why they eliminated the other two. Finally, ask them if either of the two individuals they selected has an inside track on the job before the interview even takes place.

INSTRUCTOR NOTES:

After the role play is over, inform the class that this is a simplified but true-to-life example of how businesses select individuals to be interviewed. Therefore, it is important to read the job posting so that you can concentrate on sending resumes to jobs for which you have a good chance of being interviewed, and it is important to have an effective and well-represented resume so that employers will bring you in for an interview. Getting an interview is the first step toward getting a job.

This is a competency that students must perform correctly.

READING COMPREHENSION TEACHING PLAN LESSON 2

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Reading A Business Story/Article (“ <i>Details Matter when Seeking New Employment</i> ”) <u>Competency</u>	Handout-“ <u>Details Matter when Seeking New Employment</u> ” by Susan Reynolds- pages RC46-47 Exercise-page RC48	N/A	Instructors may have students read aloud by assigning passages or silently read the passage. Upon completion, have the students read and answer the exercise questions that follow each story, article, or document. Discuss answers and identify the differences the students have in their comprehension.

INSTRUCTOR NOTES:

You can use this story for the reading out loud competency and to provide opportunities for members to meet their requirement for answering a minimum of 4 questions correctly during classroom discussions.

TOPIC	TOOL	ANS KEY	LECTURE FLOW
Reading a Letter from a Customer <u>Competency</u>	Custom Rental, Inc. /Southside Equipment, Inc. Letter- pageRC49 Exercise - page RC50 <u>NOTE:</u> Use for reading comprehension only, solved in Customer Service.	Page RC51	Custom Rental, Inc. /Southside Equipment, Inc. Exercise and, after reading the customer letter, ask the members to write down answers to the questions individually. Then call on different members for their answers. After an answer is offered, ask the rest of the class if they agree by a show of hands.

INSTRUCTOR NOTES:

You can use this story for the reading out loud competency and to provide opportunities for members to meet their requirement for answering a minimum of 4 questions correctly during classroom discussions. This story also counts toward the business documents competency.

NOTE - Be sure not to extend this exercise into potential solutions for the client’s problems. This exercise is used again in the Customer Service module where solutions to these problems are reviewed after a lecture on customer service.

READING COMPREHENSION TEACHING PLAN OVERVIEW LESSON 3

This lesson plan is for three hours. Take two 10-minute breaks at appropriate times.

TOPIC	TIME	COPIES REQUIRED as HANDOUTS
Reading a Business Document <i>Competency</i>	45 - 60 minutes	Business Memo Exercise - pages RC55-56 Exercise - pages RC57-58
Using an Index and Table of Contents with a Procedure Manual <i>Competency</i>	45 - 60 minutes	Procedure Manual Handout - page RC62 Sample Procedure Manual with Table of Contents - pages RC63-70 Sample of Procedure Manual-Index-page RC71 Procedure Manual Individual Exercise - page RC72
Reading Comprehension Quiz <i>Competency</i>	35 - 45 minutes	Reading Comprehension Module Online Quiz

READING COMPREHENSION TEACHING PLAN

LESSON 3

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Reading a Business Document	Business Memo- page RC56-57 Exercise - pages RC58-59	Page RC60-61	Instructors may have students read aloud by assigning passages or silently read the passage. Upon completion, have the students read and answer the exercise questions that follow each story, article, or document. Discuss answers and identify the differences the students have in their comprehension. Distribute the Business Memo Exercise. Have the members read and perform the assignment individually. Then call on different members to answer the exercise questions. After an answer is given ask the rest of the class if they agree by a show of hands.

INSTRUCTOR NOTES:

You can use this story to provide opportunities for members to meet their requirement for answering a minimum of 4 questions correctly during classroom discussions. Explain the format for the business memos including abbreviations such as RE (subject) and cc (carbon copy). Also review note taking. Go back over the memo and show what items you would highlight or what notes you would jot down.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Using an Index and Table of Contents with a Procedure Manual- <i>Competency</i>	Procedure Manual Handout - page RC62 Sample Procedure Manual with Table of Contents - pages RC63-70 Sample of Procedure Manual- Index-page RC71 Procedure Manual Individual Exercise - page RC72	Page RC73	Distribute the Procedure Manual Handouts and go over the material with the class. Then distribute the Procedure Manual Individual Exercise. Have the members complete the exercise and then review the answers by calling on different members. After an answer is given ask the rest of the class if they agree by a show of hands.

INSTRUCTOR NOTES:

The main points of this exercise are to teach the members what a procedure manual is (use real life examples such as an employee handbook, a manual on how to use a computer system, a manual on how to fill out paperwork, etc.), how to use an index and how to use a table of contents.

This is a competency that students must perform correctly.

READING COMPREHENSION TEACHING PLAN LESSON 3

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
<u>Competency-</u> Reading Comprehension Quiz-	<u>Competency-</u> Reading Comprehension Module Online Quiz	Online Scoring Paper/Pen Quiz- See Chapter 3	Distribute the Member Program Evaluation Form (see Chapter 2) just prior to handing out this quiz and be sure to fill out your Instructor Program Critique Form (see Chapter 2). Members must score 80% or higher on this online quiz to be eligible for certification. LMS Database/Program Website- www.workcertified.org

This is a competency that students must perform correctly.