

Oregon Pathways for Adult Basic Skills Transition to Education and Work Initiative (OPABS)

Bridge Reading Course

Introduction to the Course

Contents of the Facilitator's Guide

This facilitator's guide was designed to help manage the process of teaching the OPABS Bridge Reading course. All the materials needed for instruction, except commonly available items such as flip charts, post-it notes, etc., are contained in this guide. This guide has four sections: Introduction, Lesson plans, Learner Materials, and Teacher Materials. The lesson plans are numbered sequentially, as they are intended to be taught. In addition to this document, this section of the guide contains a course outline, a timeline for instruction, a list of skills taught in the course, and a list of course materials.

Course Overview

This course was developed with three main objectives:

1. Prepare students to pass the GED test;
2. Expose students to a variety of occupational information in high-demand, high-wage job sectors in Oregon; and
3. Prepare students for the demands of entry-level college reading.

The OPABS Bridge Reading course curriculum is targeted to students who: 1) receive a CASAS score of 236 or above upon entry into the Adult Basic Skills program, and 2) do not currently have a high school diploma.

Lessons are developed within the context of three major occupational areas: health care, manufacturing industries, and sales/service industries. These job sectors represent current high-demand, high-wage occupations in Oregon. The GED subject areas of science, social studies, and literature also have been woven into the content of the curriculum.

Basic Skills Taught

The following basic skills are taught in the Bridge Reading Course:

- Identifying main idea and details
- Summarizing
- Determining the meaning of longer words
- Vocabulary development
- Sequencing
- Comparing and contrasting
- Identifying fact and opinion
- Identifying Greek and Latin roots
- Identifying cause and effect
- Identifying inferences
- Interpreting graphic information
- Recognizing conclusions
- Recognizing unstated assumptions
- Assessing the adequacy of information
- Identifying faulty logic
- Identifying values and beliefs

These skills, and the order in which they are listed, reflect the work and research conducted by Mary E. Curtis in the acquisition of higher order reading and thinking skills. Curtis is a well known and published researcher whose work has been featured in the National Institute for Literacy's *Research-Based Principles for Adult Basic Education Reading Instruction*, as well as many articles in the National Center for the Study of Adult Learning and Literacy's *Focus on Basics* journal. The order of the skills listed above represents the sequence in which they will be taught in over the course of the curriculum.

Instructional Strategies

The value of this course lies in its ability to standardize the presentation of the material to ensure that all students receive the same curriculum, and to make it as easy as possible for the instructor to present the lessons.

The lessons follow a standardized format, which includes: activation of background knowledge, presentation of new information and instructor modeling, checking for learners' understanding, guided practice, and feedback to learners. Each lesson will follow this same format.

Each lesson is developed around one of the basic skills and one or more strategies which students can apply to that skill.

Key vocabulary is chosen and highlighted from the readings for each lesson. These words were selected based on the following factors:

- Repetition of the word in the reading;
- Relevance to the GED test; and
- Relevance to entry-level college level courses.

This vocabulary is explored further in every 4-6 lessons, with a lesson that focuses on expanding the depth and breadth of the meaning of each of the key words.

In addition to the curriculum, students have the opportunity to practice their GED test taking skills with official GED practice tests, scheduled at the middle and end of the term. Test taking strategies are discussed on the days on which the practice tests occur.

**Oregon Pathways for Adult Basic Skills
Transition to Education and Work Initiative (OPABS)**

Course Outline—Bridge Reading Course, Term 1

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
1	Tuesday of each week for 10 weeks	<ul style="list-style-type: none"> - Define the goal of the OPABS course - Explain the purpose of a syllabus and locate pertinent information on it - Organize a notebook - Use the pre-test in the GED study book to develop a study plan 	- Study skills	- All	- All	<ul style="list-style-type: none"> - Organize a notebook - Take pre-test in GED study book
2		<ul style="list-style-type: none"> - Discuss when and how graphic information is used in their professional and personal lives - Recognize titles of 	- Identifying Main Idea & Details	- Social studies	<ul style="list-style-type: none"> - Occupation exploration - Identification of high wage, high demand/growth jobs 	<ul style="list-style-type: none"> - Create a graph showing main idea & details - GED reading and questions

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
		graphs, tables, etc. in order to identify main idea - Locate supporting details in graphs, tables, etc.				
3		- Discuss when & how maps are used in their professional & personal lives - Identify and use key components of maps (compass, keys, etc.) to interpret information - Calculate distances using mileage keys	- Interpreting graphic information	-Social studies	- Occupation exploration - Identify location of high wage, high demand /growth jobs	- Create a map from existing occupational data - GED reading and questions
4		- Identify themes, ideas, words that repeat in a passage in order to identify the main idea	- Identifying Main Idea	- Social Studies	- Medical Assistant job overview	-GED reading and questions

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
5		<ul style="list-style-type: none"> - Connect details to a main idea - Use a graphic organizer to organize details (mind map bubbles) 	<ul style="list-style-type: none"> - Identifying Details (of a Main Idea) 	<ul style="list-style-type: none"> - Literature 	<ul style="list-style-type: none"> - Personal account of life working in the medical field 	<ul style="list-style-type: none"> - Create a mind map to organize details around a main idea - GED reading and questions
6		<ul style="list-style-type: none"> - Identify roots of multi-syllabic words (<i>morpholog</i>), and explain why this skill is helpful for reading comprehension - Recognize consonant & vowel alternation - Successfully use a dictionary - Define 'summary and summarize' - Discuss when they use summaries in their professional and/or personal lives 	<ul style="list-style-type: none"> - Summarizing 	<ul style="list-style-type: none"> - Writing 	<ul style="list-style-type: none"> - Industrial occupation (welding, auto repair) overview 	<ul style="list-style-type: none"> - Use multiple dictionaries to find definition of the word "summarize" - GED questions

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
7		<ul style="list-style-type: none"> - Use the 5 “Wh” questions to assist in summarizing - Use the answers from the 5 “Wh” questions to write a summary sentence 	- Summarizing	- Social Studies	- Industrial occupation overview	<ul style="list-style-type: none"> - Identify answers to the 5 “Wh” questions and write a summary sentence -GED reading and questions
8		<ul style="list-style-type: none"> - Discuss when and how they use sequencing in their professional and personal lives - Employ a timeline in order to identify sequence in a reading 	- Sequencing	- Science	- Oxygen fuel cutting: Exothermic reaction (<i>welding</i>)	<ul style="list-style-type: none"> - Develop a timeline from a reading - GED reading and questions
9		<ul style="list-style-type: none"> - Define compare & contrast - Discuss when they make comparisons and contrasts in their professional and 	- Compare & contrast	- Social studies	- Sales/Service job overview	<ul style="list-style-type: none"> - Use a Venn diagram to compare & contrast occupations - GED reading and questions

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
		personal lives - Use a Venn diagram to compare and contrast				
10		- Define synonyms & antonyms - Use synonyms & antonyms to compare and contrast	- Compare & contrast	- Literature - Writing	- Personal account of life working in the sales/service industry	- - GED reading and questions
11		- Define fact & opinion - Identify fact & opinion signal words - Identify words with Greek combining forms - Define a variety of Greek roots	- Identifying fact & opinion	- Science	- Human anatomy (<i>med. asst.</i>)	- Identify fact & opinion signal words in a passage - Summarize a passage which contains language with Greek roots & combining forms

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
12		<ul style="list-style-type: none"> - Define fact & opinion - Identify fact & opinion signal words - Use a graphic organizer to identify facts & opinions in a passage 	<ul style="list-style-type: none"> - Identifying fact & opinion 	<ul style="list-style-type: none"> - Science 	<ul style="list-style-type: none"> - Human anatomy <i>(med. asst.)</i> 	<ul style="list-style-type: none"> - Use graphic organizer to identify facts & opinions in a scientific passage - GED reading and questions
13		<ul style="list-style-type: none"> - Define cause & effect - Discuss when and how cause & effect occurs in their professional and personal lives - Identify cause & effect signal words in passages - Identify cause & effects in a passage - Summarize cause & effects 	<ul style="list-style-type: none"> - Identifying cause & effect 	<ul style="list-style-type: none"> - Social studies 	<ul style="list-style-type: none"> - Psychology/ human relations <i>(sales/service)</i> 	<ul style="list-style-type: none"> - Identify cause & effect in passage relating to psychology and/or human relations - Summarize cause & effects - GED reading and questions

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
14		<ul style="list-style-type: none"> - Identify root words (<i>morphology</i>) - Define infer, inference - Distinguish the difference between stated and unstated information - Identify inferences and the information that leads to them 	<ul style="list-style-type: none"> - Identifying inferences 	<ul style="list-style-type: none"> - Literature 	<ul style="list-style-type: none"> - Personal account of life working in an industrial occupation 	<ul style="list-style-type: none"> - Identify inferences in a reading passage - GED reading and questions
15		<ul style="list-style-type: none"> - Identify stated information in a political cartoon (list what they see in the picture) - List what they know about the stated information - Identify unstated information (inference) based on the stated 	<ul style="list-style-type: none"> - Identifying inferences 	<ul style="list-style-type: none"> - Social studies 	<ul style="list-style-type: none"> - Current issues and difficulties facing medical, sales/service, and industrial occupations 	<ul style="list-style-type: none"> - Identify an inference in a political cartoon and the stated information that supports it - GED reading and questions

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
		information - Explain a strategy for interpreting political cartoons				
16		- Identify when and how graphic information is used in their professional & personal lives - Recognize key components of graphs, charts, tables, drawings, and diagrams - Use key components to interpret information in graphic	- Interpreting graphic information	- Science	- Scientific graphs, charts, tables, drawings and diagrams relating to the three target occupational areas	- Create a graphic from presented information and/or data - GED reading and questions
17		- Take a practice test - Analyze test results - Create a study plan /schedule based on practice test results	- Study skills - Test preparation	- All	- Developing schedules	- Study plan/schedule

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
18		<ul style="list-style-type: none"> -Identify the details of a process by using a graphic organizer - Define the main idea based on details of a process 	<ul style="list-style-type: none"> - Identifying main idea & details - Sequencing 	<ul style="list-style-type: none"> - Social studies 	<ul style="list-style-type: none"> - Economics of the retail industry 	<ul style="list-style-type: none"> - Use a graphic organizer to show a process which shows details and defines a main idea - GED reading and questions
19		<ul style="list-style-type: none"> - Name three basic forms of writing structure - Identify when and/or how the three forms are used in their professional and personal lives - Identify key characteristics of each structure - Identify the writing structure in a passage 	<ul style="list-style-type: none"> - Identifying fiction & non-fiction structure 	<ul style="list-style-type: none"> - Literature - Social studies 	<ul style="list-style-type: none"> - History of nursing/medical profession (non-fiction & historical fiction) 	<ul style="list-style-type: none"> - Create a fiction or non-fiction writing using one of the three basic structure forms - GED reading and questions

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
20		<ul style="list-style-type: none"> - Define compare & contrast - Identify how and when Ss use this thinking skill in their professional & personal lives - Use a graphic organizer to compare & contrast - Write a paragraph which summarizes comparisons & contrasts found 	<ul style="list-style-type: none"> - Compare & contrast 	<ul style="list-style-type: none"> - Science 	<ul style="list-style-type: none"> - Scientific distinctions between the eight different types of welding 	<ul style="list-style-type: none"> - Use a graphic organizer to compare & contrast and write a summary of findings -GED reading and questions
21		<ul style="list-style-type: none"> - Distinguish between outside narrators and narrators who are part of the story - Identify verbal cues that signal author's point of view - Match evidence in 	<ul style="list-style-type: none"> - Recognizing point of view 	<ul style="list-style-type: none"> - Social studies - Literature 	<ul style="list-style-type: none"> - History and development of industrial occupations in the U. S. (non-fiction and historical fiction) 	<ul style="list-style-type: none"> - Identify point of view of author & provide evidence to support it - GED reading and questions

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
		passage to a point of view				
22		<ul style="list-style-type: none"> - Identify stated information in a political cartoon (list what they see in the picture) - List what they know about the stated information - Identify unstated information (inference) based on the stated information - Explain a strategy for interpreting political cartoons 	- Identifying inferences	- Social studies	- Current issues and difficulties facing medical, sales/service, and industrial occupations	<ul style="list-style-type: none"> - Identify an inference in a political cartoon and the stated information that supports it - GED reading and questions
23		<ul style="list-style-type: none"> - Define cause & effect - Identify how and when this occurs in their professional & 	- Identifying cause & effect	- Science	- Human biology: homeostasis	<ul style="list-style-type: none"> - Identify and summarize cause & effect of a case study involving human biology

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
		personal lives - Identify cause & effect signal words in passages - Identify cause & effects in a passage - Summarize cause & effects				- GED reading and questions
24		- Identify root words - Define conclusion - Identify how and when Ss draw conclusions in their professional & personal lives - Recognize words which signal a conclusion - Identify evidence that supports a conclusion	-Drawing conclusions from passages	-Literature	- Background knowledge of retail industry Context: Biography of successful person in retail sales industry	- Draw conclusion(s) from passage & provide evidence to support the conclusion - GED reading and questions

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
25		<ul style="list-style-type: none"> - Define conclusion - Identify evidence that supports a conclusion in a graph, chart, table, etc. 	<ul style="list-style-type: none"> - Drawing conclusions from graphic information 	<ul style="list-style-type: none"> - Social studies 	<ul style="list-style-type: none"> - Governmental safety regulations and standards for auto repair 	<ul style="list-style-type: none"> - Draw conclusion(s) from graphic information & provide evidence to support the conclusion -GED reading and questions
26		<ul style="list-style-type: none"> - Define adequate - Identify sufficient details to support a main idea or conclusion - Be aware of their own knowledge of a topic - Consciously refrain from using personal knowledge to support a conclusion in a passage 	<ul style="list-style-type: none"> - Assess adequacy of written information 	<ul style="list-style-type: none"> - Science 	<ul style="list-style-type: none"> - Gas physics: properties of acetylene and oxygen (<i>welding</i>) 	<ul style="list-style-type: none"> - Determine if adequate details are provided to support conclusion in a passage or list details needed to provide adequate support - GED reading and questions

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
27		<ul style="list-style-type: none"> - Define adequate - Identify sufficient details to support a main idea or conclusion in graphs, tables, charts, etc. - Be aware of their own knowledge of a topic - Consciously refrain from using personal knowledge to support a conclusion in a graphic 	<ul style="list-style-type: none"> - Assess adequacy of graphic information 	<ul style="list-style-type: none"> - Social studies 	<ul style="list-style-type: none"> - Economics: financial health of large and small medical facilities 	<ul style="list-style-type: none"> - Determine if adequate details are provided to support conclusion in graphic information or list details needed to provide adequate support - GED reading and questions
28		<ul style="list-style-type: none"> - Define faulty logic, oversimplification, either-or error, and circular argument - Identify oversimplification, either-or errors, or circular arguments 	<ul style="list-style-type: none"> - Recognizing faulty logic 	<ul style="list-style-type: none"> - Science 	Human biology: organ systems (<i>med. asst.</i>)	<ul style="list-style-type: none"> - Identify faulty logic through identification of oversimplification, either-or errors, or circular arguments - GED reading and questions

Lesson	Day/Date	Objectives Students will be able to:	Basic Skills	GED Content	Occupational Skills, Knowledge	Assessment
		in passages				
29		<ul style="list-style-type: none"> - Define values - Identify values - Identify value signal words - Determine the values of author of a passage 	Identifying values & beliefs	- Social studies	- Labor laws (Sales/service)	<ul style="list-style-type: none"> - Identify values of an author of a passage - GED reading and questions
30		<ul style="list-style-type: none"> - Take a practice GED test - Analyze test results - Draw conclusions based on test results 	<ul style="list-style-type: none"> - Study skills - Test preparation - Analysis - Evaluation 	- All	- Report writing	<ul style="list-style-type: none"> - Present written summary of test results with conclusion for next steps (more study, take an official GED test, etc.). Provide evidence to support conclusion.

Basic Skills Taught in Bridge Reading Course

The following basic skills are taught in the Bridge Reading Course:

- Identifying main idea and details
- Summarizing
- Determining the meaning of longer words
- Vocabulary development
- Sequencing
- Comparing and contrasting
- Identifying fact and opinion
- Identifying Greek and Latin roots
- Identifying cause and effect
- Identifying inferences
- Interpreting graphic information
- Recognizing conclusions
- Recognizing unstated assumptions
- Assessing the adequacy of information
- Identifying faulty logic
- Identifying values and beliefs

Timeline: Bridge Course Curriculum

(three lessons per week)

- ☐ GED pre-test
- ▒ GED practice testing
- Vocabulary development

Week 1			Week 2			Week 3			Week 4			Week 5			Week 6			Week 7			Week 8			Week 9			Week 10		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

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OPABS Bridge Reading Course: List of Materials for Term 1

Name: Wendy Campbell-Windle
Course Name: Bridge Reading, Term 1

School: Columbia George Community College
Date Completed: 7/08

Title	Date Pub.	Author	Publisher	Price	Web Address	AS= Needed for All Students
<i>GED Social Studies</i>	2002	Northcutt, E. & Higgins, J. (Eds.)	Steck-Vaughn Austin, TX	\$20	steckvaughn.harcourtachieve.com/	AS
<i>GED Science</i>	2002	Northcutt, E. & Higgins, J. (Eds.)	Steck-Vaughn Austin, TX	\$20	steckvaughn.harcourtachieve.com/	AS
<i>GED Reading</i>	2002	Northcutt, E. & Higgins, J. (Eds.)	Steck-Vaughn Austin, TX	\$20	steckvaughn.harcourtachieve.com/	AS
<i>Official GED Practice Tests (Forms A, B, C, D, and E for Science, Social Studies, and Language Arts)</i>	2002	Steck-Vaughn	Steck-Vaughn Austin, TX	\$7	steckvaughn.harcourtachieve.com/	AS
<i>Practice Tests Answer Correlation Charts</i>	2002	Steck-Vaughn	Steck-Vaughn Austin, Tx		steckvaughn.harcourtachieve.com	AS
<i>Career: Customer Service Rep.</i>	2007	MN Dept. of Employment and Economic Development	n/a	n/a	www.iseek.org/sv/Careers?id=13000:100293	AS
<i>Career: Sales Worker Supervisor</i>	2007	MN Dept. of Employment and	n/a	n/a	www.iseek.org/sv/Careers?id=13000:100440	AS

Title	Date Pub.	Author	Publisher	Price	Web Address	AS= Needed for All Students
		Economic Development				
<i>Career: Medical Assisting</i>	2007	MN Dept. of Employment and Economic Development	n/a	n/a	www.iseek.org/sv/Careers?id=13000:100125	AS
<i>Career: Welding</i>	2008	MN Dept. of Employment and Economic Development	n/a	n/a	www.iseek.org/sv/Careers?id=13000:100482	AS
<i>Unemployment Rates Oregon Job Growth</i>	2008	Oregon Employment Dept.: OLMIS	n/a	n/a	www.qualityinfo.org/olmisj/OlmisZine	AS
<i>Medical Assisting</i>	2008	American Assoc. of Medical Assistants	n/a	n/a	www.aama-ntl.org/resources/library/07MAcareer.pdf	AS
<i>A Day in the Life of a Nurse</i>	2004	Palmeri, Christi	n/a	n/a	www.useless-knowledge.com/articles/apr/62.html	AS
<i>Nurse Anesthetist</i>	2008	Iowa Public Television	n/a	n/a	www.careers.iptv.org/enhanced/1038/ec_dayinthelife_trans.cfm	AS
<i>A Day in the Life of a Nurse</i>	no date given	Nursing School	n/a	n/a	www.nursing-school.org/nurselife.htm	AS

Title	Date Pub.	Author	Publisher	Price	Web Address	AS= Needed for All Students
<i>Flow chart (vocabulary)</i>	2004	Education Oasis	n/a	n/a	http://www.pvchico.org/administration/documents/worksheets/vocab/Word Chart Definitions 1.pdf	AS
<i>Welding, Soldering and Brazing Workers (Occupational Outlook Handbook)</i>	2008	U. S. Dept. of Labor	U. S. DOL Washington D. C.	n/a	www.bls.gov/oco/ocos226.htm	AS
<i>Retail Salespersons (Occupational Outlook Handbook)</i>	2008	U. S. Dept. of Labor	U. S. DOL Washington D. C.	n/a	http://www.bls.gov/oco/ocos121.htm	AS
<i>Food and Beverage Serving and Related Workers (Occupational Outlook Handbook)</i>	2008	U. S. Dept. of Labor	U. S. DOL Washington D. C.	n/a	http://www.bls.gov/oco/ocos162.htm	AS
<i>Why People Buy: The Psychology of Sales and Marketing</i>	2005	Marketing Basics	n/a	n/a	http://www.nationalbusiness.org/NBAWEB/Newsletter2005/1099.htm	AS
<i>The Spirit of Service</i>	2007	Hunter, Mark	n/a	n/a	http://www.unitof1.com/article497.html	AS
<i>Do you have what it takes to be a professional salesperson in the 21st century?</i>	2008	Max Sacks Intl.	n/a	n/a	www.maxsacks.com/potential.html	AS
<i>Industrial Jobs</i>	2007		The		http://www.oregon	AS

Title	Date Pub.	Author	Publisher	Price	Web Address	AS= Needed for All Students
<i>Go Begging</i>			Oregonian Portland, OR		live.com/special/oulook/industries.ssf?/base/news/1175993740144970.xml&coll=7	
<i>No title</i>	2008	Various	n/a	n/a	cagle.msnbc.com/news/health/	AS
<i>Service Success!</i>	1994	Kaplan, Daniel	John Wiley & Sons NY, NY	n/a		AS
<i>Homeostasis</i>	2001	May Wong, Edward Hettiarat hi, Gautham Jayachan dran, & Ian Cathers	n/a	n/a	http://www3.fhs.usyd.edu.au/bio/homeostasis/Introduction.htm	AS
<i>Thermo- regulation</i>	2008	BBC	n/a	n/a	http://www.bbc.co.uk/schools/gcsebiteseize/biology/humansorganisms/6homeostasisrev2.shtml	AS
<i>Sam Walton & Wal-Mart: Retail Success Story</i>	2008	Galiano, Amanda			http://littlerock.about.com/cs/homeliving/a/aasamwalton.htm	AS
<i>About Us</i>	2008	Mrs. Fields	n/a	n/a	http://www.mrsfiel ds.com/about/	AS
<i>Empowered College Reading</i>	2008	Lee, Linda	Pearson Education,	n/a	n/a	AS

Title	Date Pub.	Author	Publisher	Price	Web Address	AS= Needed for All Students
			Inc. Upper Saddle River, NJ			
<i>Acetylene</i>	2007	CFC Star Tec, LLC	n/a	n/a	http://www.c-f-c.com/specgas_products/acetylene.htm	AS
<i>Oxygen</i>	2007	CFC Star Tec, LLC	n/a	n/a	http://www.c-f-c.com/specgas_products/oxygen.htm	AS
<i>Special Hazards of Acetylene</i>	no date give n	U. S. Dept. of Labor	n/a	n/a	http://www.msha.gov/alerts/hazards_ofacetylene.htm	AS

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OPABS Bridge Reading Course: List of Materials for Term 2

Name: Wendy Campbell-Windle
Course Name: Bridge Reading, Term 2

School: Columbia Gorge Community College
Date Completed: 7/08

Title	Date Pub.	Author	Publisher	Price	Web Address	No. of lessons which document was used/ No. of pages used	AS=Needed by all Students
<i>High Demand High Wage chart</i>	2008	Oregon Employment Dept.	n/a	n/a	http://www.ode.state.or.us/teachlearn/pte/pdf/high-demandhigh-wage0414final.pdf	1 lesson, 1 page	AS
<i>Career: Customer Service Rep.</i>	2007	MN Dept. of Employment and Economic Development	n/a	n/a	www.iseek.org/sv/Careers?id=13000:100293	1 lesson, 1 page	
<i>Career: Sales Worker Supervisor</i>	2007	MN Dept. of Employment and	n/a	n/a	www.iseek.org/sv/Careers?id=13000:100440	1 lesson, 3 pages	

Title	Date Pub.	Author	Publisher	Price	Web Address	No. of lessons which document was used/ No. of pages used	AS=Needed by all Students
		Economic Development					
<i>Career: Medical Assisting</i>	2007	MN Dept. of Employment and Economic Development	n/a	n/a	www.iseek.org/sv/Careers?id=13000:100125	1 lesson, 3 pages	
<i>Career: Welding</i>	2008	MN Dept. of Employment and Economic Development	n/a	n/a	www.iseek.org/sv/Careers?id=13000:100482	1 lesson, 3 pages	
<i>Green Mountain Cares About More Than Coffee</i>	2008	Green Mountain Coffee Roasters	n/a	n/a	http://www.greenmountaincoffee.com/ContentPage.aspx?name=SocialResponsibility	1 lesson, 1 page	
<i>Contemporary</i>	2006	Boone, Louis	Southwestern	n/a	n/a	multiple	

Title	Date Pub.	Author	Publisher	Price	Web Address	No. of lessons which document was used/ No. of pages used	AS=Needed by all Students
<i>Business:</i>		& Kurtz, David	College Publishers			lessons, approx. 15 pages	
<i>Flow chart (vocabulary)</i>	2004	Education Oasis	n/a	n/a	http://www.pvchico.org/administration/documents/worksheets/vocab/Word_Chart_Definitions_1.pdf	5 lessons, 1 page	
<i>Welders: A Picture of Portability</i>	2008	Stock Car Racing	n/a	n/a	http://www.stockcarracing.com/techarticles/scrp_0708_welding_techniques/tig_mig_welders.html	1 lesson, 2 pages	
<i>Is TIG welding better than MIG welding?</i>	no date given	WC Welding	n/a	n/a	http://www.wcwelding.com/tig-welding.html	1 lesson, 2 pages	
<i>Reduced HMO Fees Cause Concern for</i>	1996	Rosenthal, Elisabeth	New York Times NY, NY	n/a	http://query.nytimes.com/gst/fullpage.html?res=9E0DE3DA133DF936A	1 lesson, 2 pages	

Title	Date Pub.	Author	Publisher	Price	Web Address	No. of lessons which document was used/ No. of pages used	AS=Needed by all Students
<i>Patient Care</i>					15752C1A960958260		
<i>eCommerce: An Introduction</i>	2008	eCommerce Websites	n/a	n/a	http://www.ecommercewebsites.com.au/article-ecommerce-intro.php	1 lesson, 2 pages	
<i>Nurse Understaffing Harms Patients</i>	2005	Gordon, Suzanne	Globe Newspaper Co. Boston, MA	n/a	http://www.boston.com/yourlife/health/other/articles/2005/05/12/nurse_understaffing_harms_patients/	1 lesson, 2 pages	
<i>Nursing Faculty Shortage Amounts to Medical Emergency</i>	2004	Gordon, Suzanne	Honolulu Star Bulletin	n/a	http://starbulletin.com/2004/05/10/editorial/editorials.html	1 lesson, 2 pages	
<i>Introduction to Hospitality</i>	2002	Walker, John	Pearson Education, Inc. upper Saddle River, NJ	n/a	n/a		

Title	Date Pub.	Author	Publisher	Price	Web Address	No. of lessons which document was used/ No. of pages used	AS=Needed by all Students
<i>Machine Tool and Manufacturing Technology</i>	1998	Steve Krar, Mario Rapisarda, & Albert Check	Delmar Pub. Albany, NV	n/a	n/a		

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