Read and Interpret Simplified Policies/Procedures

One stop on the road to literacy…

LEVEL 3
RC8

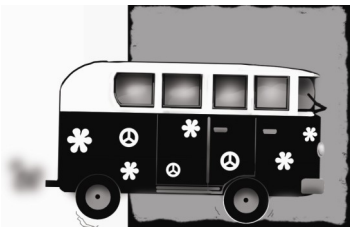
The Outcome

The student will read and interpret simplified policies and procedures.

Why Go There?

Explain to your student that a good reader carefully reads and interprets policies and procedures.

How To Get There



Materials: Casual Dress Code Policy, page 44 and
Make-It-Up International Policy and Procedures, pages 45-46

Directions:

Direct your student to read the passage as outlined on page 2. Then have him read it independently and answer the questions at the end.

Follow Up:

Inviting your student to bring examples from his place of employment and review the information with him.

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Casual Dress Code Policy

Smith Manufacturing has a casual work dress code so our employees can be comfortable in the workplace. These guidelines will help the employee decide what can and cannot be worn to work.

Guidelines

Clothing worn to work should be pressed and never wrinkled. Torn, dirty, or frayed clothing is unacceptable. Casual shirts, dress shirts, sweaters, tops, golf-type shirts, and turtlenecks are acceptable. Casual or dressy slacks, wool pants, dressy "Capri" pants, and conservative skirts are also acceptable. Acceptable shoes include conservative athletic or walking shoes, loafers, boots, flats, and dress heels. Unacceptable work clothing includes sleeveless shirts and tank tops, jeans and athletic pants, flip-flops, slippers, and open-toed shoes. Closed toe and closed heel shoes are required in the manufacturing area.

Any clothing that has words or pictures that may be offensive to other employees is unacceptable. Clothing that has the company logo is encouraged. Sports team and fashion brand names on clothing are generally unacceptable. Clothing that reveals the back, chest, stomach or underwear is not acceptable.

Conclusion

No dress code can cover all items of clothing, so contact a supervisor with questions about acceptable clothing. If clothing fails to meet these guidelines, the employee will be asked not to wear the unacceptable item to work again. If the problem continues, the employee may be sent home to change clothes and will receive a warning. Each failure to follow the dress code will result in more serious action from the supervisor.

Questions

1. Why did Smith Manufacturing decide to have a casual dress code?
2. Under this dress code policy, what is acceptable for an employee to wear?
3. What shoes would not be appropriate to wear to work?
4. What should an employee do if he has a question about what to wear to work?
5. What action will the employer take if the employee wears wear inappropriate clothing to work?

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Make-It-Up International Policies and Procedures

Welcome to the Make-It-Up International. This handbook was developed to provide you with an information resource for common questions and concerns. If you have questions or concerns about these policies, contact your manager or Human Resources.
The policies stated in this handbook are subject to change at any time. From time to time, you may receive updated information regarding any changes in policy.

Hours of Operation/Work Schedules

The office is normally open from 8:30 am until 5:30 pm. Certain employees may be assigned to different work schedules and/or shifts outside of normal office hours. If an employee must be outside of the office, they should inform their manager.

Attendance Policy

Regular attendance is important to the Company and is a necessary condition of employment. When employees are absent other employees must assume added workloads.
Employees are expected to report to work on time. If it is impossible to report for work as scheduled, employees must call their manager before their starting time. If your manager can't be reached, a voice message should be left. If the absence is to continue beyond the first day, the employee must notify their manager on a daily basis. Calling in is the responsibility of every employee who is absent. Absence for three consecutive work days without notifying the manager is considered a voluntary termination.

Leave of Absence

Employees are eligible to apply for an unpaid leave of absence. They must have been a regular employee of the Company for at least one year and be scheduled to work 30 hours or more a week. The employee's manager will make a decision on the leave request. The request for leave will be reviewed based on the reason for the request, previous attendance record, previous leave requests and the impact on the Company.

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Pay and Compensation

Employees are paid on the 1st and 15th of each month.
New employees are required to complete an Employee's Withholding Allowance Certificate (W-4). Employees must present their Social Security card to Employment before beginning work.

Vacation

All full-time employees are eligible for vacation pay.
New full-time employees will receive one vacation day for each month worked in the hired calendar year, not to exceed 10 days.
In the first full calendar year and through the calendar year in which the employee's 2 year anniversary of employment occurs, employees will receive 10 vacation days each year.
In the calendar year of the employee's 3 year anniversary of employment, employees will receive 17 vacation days each year.
In the calendar year of the employee's 10 year anniversary of employment, employees will receive 25 vacation days each year.
Up to 8 unused vacation days may be carried over into the next year.

Questions

1. What should an employee do if they need to be outside the office during normal hours?

2. Explain the procedure if you cannot arrive to work on time.

3. Can you take a leave of absence after working for 6 months?

4. How many paychecks will employees receive each month?

5. How long must you work for the company to get 25 vacation days per year?

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Think-aloud and Visualize While Reading

One stop on the road to literacy…

LEVEL 3
RC9

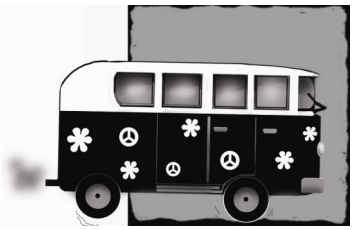
The Outcome

The student will think-aloud and visualize while reading.

Why Go There?

As a good reader reads, she asks herself questions, makes predictions about what will happen next, and pictures what is going on in the passage.

How To Get There



Think-aloud: Explain to your student that a good reader has two voices going on inside his head as he reads. One voice is reading and the other is thinking about what is read. **Next, read the top paragraph on page 48 aloud** to your student. Stop reading at points to explain what you are thinking as you read. The text in parentheses and italics are suggestions. **Then have your student read the bottom paragraph aloud to you,** inviting him to stop and tell you what he's thinking as he reads.

Visualization: Introduce your student to visualization by completing the activity on page 49. **Tell your student** that good readers picture what the author is reporting. **Model** for your student how it is done by reading aloud the first paragraph and explaining what you have pictured in your mind. **Then have your student read** the rest of the paragraphs silently, telling you what he pictured after each. If necessary, point out descriptions he omitted.

Follow up by encouraging your student to think-aloud and visualize during the reading of various selections.

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Introduction to Think-aloud

Sherry slammed the door behind her. *(Who is Sherry ? Is she slamming the door because she is angry? If so, what is she angry about?)*

Shaking with fury, she stormed about the empty room. *(Why is it empty? Where is the room? Is she moving out?)*

Who did he think he was to go back on a deal? *(Who is he? What was the deal—buying the house with the empty room?)*

And why did that man always put her in a rage? *(So she knows this man.)*

Sherry marched to the door, opened it, and slammed it again. Ohhh, that felt good. *(I think she may be calming down.)*

"Next time I see that big-headed, inconsiderate oaf, I'll give him a piece of my mind!" Sherry muttered angrily. "I don't care if he is cute!" *(I think she may like this guy!)*

Practice with Think-aloud

Sammy ducked behind the huge boulder. Had he been seen? Trying to control his ragged breath, he strained his ears for the sound of pounding footsteps. Quiet. He could feel the stillness about him and knew he had lost his pursuers. His back to the solid rock, he slid down and dropped his head back to gulp in air. His feet were pulsing from the frantic run through the untamed forest. His heart was still banging as if it wanted to escape his chest. "I did it!" Sammy thought gleefully and a grin grew across his normally serious face. "Won't Lucy be proud?"

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Introduction to Visualization

Helen leaned on the balcony railing. Her puffy eyes and pale face reflected the full moon which had risen large and red above the ocean's horizon. She pulled the navy striped shawl snuggly around her hunched shoulders and hunkered down for the dark night ahead.

The newborn's wailing pulled the young mother out of her deep slumber. Rolling to the edge of the warm bed, she opened a bleary eye to look into the blue and white bassinette. This was the blessing she loved so much? Tiny fists were clinched, harmlessly yet angrily punching the air. Impatience etched a red, tear stained face as the demand for food grew louder. "Hmmm," thought the tired mother as she rolled on her back. "You remind me a lot of your father!"

Kent wanted to look superfine tonight. He hadn't had a date since his divorce a year ago. He was ready for this double date with a new couple from work and a woman they were going to introduce him to. Shoot, he didn't even know her name and he didn't care. It was a fresh start! Whistling, he stood freshly showered and wrapped in a large, blue striped bath towel before the open closet door. He pulled out his newly pressed gray pants and his favorite black leather belt. He'd bought a new green and grey plaid shirt that would look great with the pants. He double checked the shine on his black loafers. Feeling his mood soar even higher, Kent was ready in no time. As he grabbed his keys and closed the front door behind him, Kent had a bounce in his step. A date! Little did Kent know, that on the other side of town his date was eagerly looking forward to going out. After all, she hadn't had a date since her divorce a year ago.

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Follow Punctuation Cues When Reading Aloud

One stop on the road to literacy…

LEVEL 3
RC10

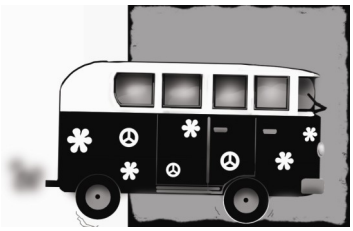
The Outcome

The student will follow punctuation cues when reading aloud.

Why Go There?

Explain to your student that a good reader observes punctuation when reading because punctuation plays a role in understanding what one reads.

How To Get There



Materials: page 51

Directions:

Discuss with your student the importance of punctuation.

Next, have her read the top passage on page 51 aloud. *DO NOT HAVE HER READ SILENTLY FIRST.*

Then have her read the bottom passage aloud.

Discuss which one was easier to read and understand and why.

Follow Up: Give your student opportunities to read aloud selected passages and reinforce observing punctuation. Remember to select passages your student has already read silently to boost confidence.

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Introduction to Punctuation Cues

Read the following paragraph aloud to your tutor.

the time traveler awoke with a start where am I he thought his gut twisting in panic the memory of losing control of the time travel machine and crashing into an unknown territory rushed back to him checking himself for injuries he realized he was lucky he crawled from the heap of contorted metal as he shook his head to clear his mind he heard rustling to his right who's there he whispered wanting to know but afraid of the answer silence mocked him panic surged through every fiber of his being as the helplessness of his situation hit him he had no idea where he was or what dangers faced him he had no provisions no weapons suddenly the hair on the back of his neck stood up a long low howl cut through the fog it rose slowly and torturously until it became a piercing wail was it human who's there he screamed and like a demon fear laughed at the panic that was an old familiar friend

Read the following paragraph aloud to your tutor.

The time traveler awoke with a start. "Where am I?" he thought, his gut twisting in panic. The memory of losing control of the time travel machine and crashing into an unknown territory rushed back to him. Checking himself for injuries, he realized he was lucky. He crawled from the heap of contorted metal. As he shook his head to clear his mind, he heard a rustling noise to his right. "Who's there?" he whispered, wanting to know but afraid of the answer. Silence mocked him. Panic surged through every fiber of his being as the helplessness of his situation hit him. He had no idea where he was or what dangers faced him. He had no provisions, no weapons. Suddenly the hair on the back of his neck stood up. A long, low howl cut through the fog. It rose slowly and torturously until it became a piercing wail. Was it human? "Who's there?!" he screamed and like a demon, fear laughed at the panic that was now an old, familiar friend.

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Scanning Text

One stop on the road to literacy…

LEVEL 3
RC11

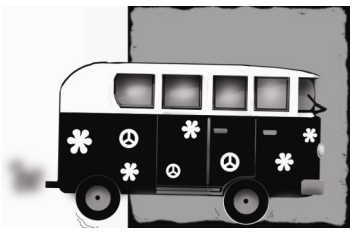
The Outcome

The student will scan text before reading and note chapter titles and/or subheadings.

Why Go There?

Before a good reader reads informational text, he scans the text to prepare his mind for the new information. He reads titles, looks at pictures, and reads summaries.

How To Get There



Materials: a newspaper

Directions:

Tell your student that there are times a good reader scans to get information. A reader scans when he knows what he's looking for. He quickly looks across the page for a keyword or idea.

Demonstrate by scanning for your horoscope. Explain that you don't want to read all the horoscopes, so you look for your sign which is in bold.

Then give him something of interest to scan for in the paper. Continue in the manner until he is comfortable with the skill of scanning.

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