

Understanding What Reading Is All About

Teaching Materials and Lessons for Adult Basic Education Learners

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INTRODUCTION

What is in this guide?

Reading teachers are often guided by what they know about the stages and components of the reading process, but they may not share this information with learners.* By understanding how others become fluent readers, learners can reflect on their own process of improving reading skills. This guide offers a set of 13 lessons designed to help learners understand the components of reading that are part of becoming a more fluent reader, and to guide them as they work with the teacher to set their own goals for reading. The lessons can be used as an independent mini-course, or they can be integrated into an existing curriculum. The guide is not intended as a comprehensive reading course or curriculum; rather, it can inform teachers and students as they plan learning activities that address the goals and skill needs of learners. For example, some learners, particularly those at a beginning reading level, may benefit from a highly structured curriculum of direct reading instruction, and this guide can help point them in that direction.

Who is this guide for?

The guide is for teachers of adult basic education learners who read at a 0-6 reading level. Students can take the information they learn from the lessons in this guide and apply it directly to their own reading. It can also be adapted for use with ESOL learners. However, some activities are not appropriate or may need to be modified for beginning-level ESOL learners. The Center for Adult English Language Acquisition (CAELA) Brief, *How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?*, provides helpful information and research-based suggestions for helping ESOL learners learn the components of reading. It is available at: www.cal.org/caela/briefs/readingdif.html.

* Throughout this guide, we usually use the term “learner(s).” In some instances, for stylistic reasons, we use the term “student(s).” Readers should note that we use the two terms interchangeably.

For more information on the research on adult reading instruction, go to: <http://www.nifl.gov/partnershipforreading/publications/adult.html> From this web page, you can download the report *Research-based Principles for Adult Basic Education Reading Instruction* and review the web document “Adult Education Reading Instruction Principles and Practices.”

Why should I teach these lessons?

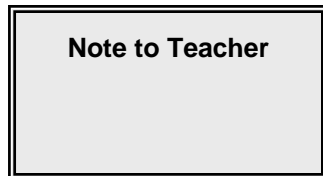
To many new readers, the process of learning to read is mysterious; some learners may think that reading is simply about being “intelligent.” These lessons will help demystify the process of learning to read; students can begin to understand that there are distinct but integrated skills involved in reading. By becoming more reflective about the components of the reading process, students can begin to analyze their reading strengths and needs, learn about strategies for increasing their reading proficiency, and articulate their purposes and goals for reading in their lives as family members, community members, workers, and lifelong learners.

How can I integrate these lessons into my existing ABE class?

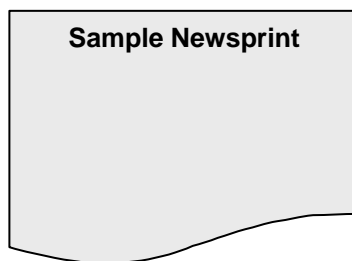
Use this guide in a flexible manner. Scan through it to see what seems practical to you. For example, you may use the first few lessons at the beginning of your own curriculum as a way to help learners set goals and assess their reading skills. You may wait until a later date to introduce other concepts, like sight words or vocabulary development. You can also teach the 13 lessons straight through, then move on to your own curriculum, using this guide as a foundation. Be aware that the lessons vary in length; you may want to combine some of them to fit your class schedule. These lessons introduce strategies, but do not go into them in depth. Some of the teachers who piloted these lessons found it helpful to devote more time to practicing strategies as they were introduced by using supplemental materials.

What do I need to pay attention to as I use this guide?

- The “Note to Teacher” boxes both explain and supplement the instruction in the guide. They look like this:



- You may want to provide a folder or loose-leaf notebook for each learner to keep goal sheets, handouts, vocabulary words, and any writing about reading that they do in these lessons.
- Many lessons have vocabulary words in **bold**. Teachers should write these on a black/whiteboard or a piece of newsprint for learners to copy down and keep.
- Reduced versions of handouts are represented in the text of most of the lessons, wherever reference is made to them. Full-size versions suitable for photocopying can be found at the end of those lessons. Before each lesson that calls for their use, you will need to make copies of the handouts listed under “Materials” for each participant.
- Newsprints that you should prepare beforehand will appear in the steps like this:



- As you teach these lessons, you may want to be sure that a variety of reading materials at various levels is available in your classroom to provide optional materials for learners.
- Lesson Thirteen is called an “optional” lesson because technically spelling is a writing skill, not a reading skill. However, spelling can play a role in alphabetic awareness, so we include a lesson on spelling for those teachers and students who want to learn more about it.

OVERVIEW – LESSON BY LESSON

Lesson One: The Demands of Reading

Learners will review their own reading habits and strategies and will identify the kinds of reading they would like to improve.

Lesson Two: Goals for Reading, Part 1

Learners will be able to explain the role reading plays in their lives, by identifying the kinds of text they need or want to read regularly. They will also explore the role they would like reading to have in their lives by investigating what reading means to experienced readers.

Lesson Three: Goals for Reading, Part 2

Learners will continue to explore what, how, and why experienced readers read and apply this knowledge to their own reading process. Learners will set reading goals in their roles as family members, workers, individuals, and community members.

Lesson Four: The Components of Reading

Learners will understand that reading is a developmental process, with several components. Learners will develop an awareness of their own stage of reading development. Learners will be able to identify the skills they need to learn in order to become proficient readers.

Lesson Five: Analyzing Words

Students will learn how to use (and practice) the following word analysis strategies: Wilson Reading System “tapping strategy” to divide words into individual sounds; “word family” approach for decoding; and base word and suffix identification. Learners will reflect on which strategies they find most useful.

Lesson Six: Reading Words by Sight

Students will learn a “sky writing” strategy for reading phonetically irregular “sight words.”

Lesson Seven: Reading with Fluency

Students will learn about the role reading fluency plays in proficient reading. Students will learn about the importance of reading often as a way to promote fluency. Students will learn how to use the Wilson “scooping” strategy to promote reading fluency.

Lesson Eight: Developing Reading Vocabulary

Students will understand the important role vocabulary plays in reading. Students will learn how to use the following strategies for learning new vocabulary: use context clues to “guess” the meaning of an unfamiliar word; use knowledge of known words; use knowledge of prefixes.

Lesson Nine: Developing Reading Comprehension

Students will understand the important role comprehension plays in reading. Students will learn how to use the following strategies for understanding what they read: a “previewing” strategy to establish a context for new information; a “post-reading questioning” process to assimilate new information; an “imaging” strategy to promote understanding.

Lesson Ten: Developing an Individual Reading Profile

Learners will analyze their strengths and needs in each component of reading. Learners will become more aware of the specific skills they need to work on to become proficient readers.

Lesson Eleven: Reviewing the Individual Reading Profile

By meeting individually with the teacher, learners develop and refine their understanding of their reading strengths and needs and generate a plan for reaching their reading goals.

Lesson Twelve: Understanding Learning Disabilities

Students will acquire a better understanding of what it means to have a learning disability. Students will learn that learning disabilities have no bearing on intelligence. Students will learn

about how they can get tested for a learning disability. Students will discuss some strategies for learning and living with a learning disability.

Lesson Thirteen: Improving Your Spelling (Optional)

Students will understand the role spelling plays in reading. Students will learn strategies for spelling phonetically regular and phonetically irregular words.

LESSON ONE: THE DEMANDS OF READING

Objectives:

Learners will be able to:

- ✓ Understand when during their daily lives they need or want to read.
- ✓ Identify what strategies they use to deal with reading demands, and which strategies are most successful.

Materials:

Authentic, everyday reading materials:

- cereal box
- checklist
- price tag
- form (application form, voter registration form, etc.)
- photo of a street sign
- toothpaste tubes (adult and children's toothpastes)
- children's book
- newspaper
- permission slip for child's school
- sample of child's school homework
- restaurant menu
- paperback novel
- cookbook

Other materials:

- newsprint, pens, tape

Vocabulary:

- *strategy*
- *text*

Time: 30 – 40 minutes

Note to Teacher

If this is the first day with a group of new learners, you may want to devote a whole session or two to welcoming learners, having learners introduce themselves, building community, and reviewing class expectations and guidelines. If you have already covered these areas, you can move into the lessons.

Note to Teacher

The materials listed at the left are intended as possible samples of literacy demands adults encounter during a normal day. Feel free to modify this list and the following activity using materials you find easily available (*TV Guide*, etc.).

Steps:

1. Introduce the lessons

- **Explain** to learners that you will be focusing in several lessons on reading and the reading process. They will learn more about the skills used by good readers, will think about what they want to read, and will develop a plan to help them meet their reading goals.
- **Tell** learners how you propose to use these lessons – your schedule and how the lessons will fit in with other class work. If you plan to give your learners a folder, you may want to do this now so they can begin their reading vocabulary list.

2. Look at daily demands of reading

Note to Teacher

You may want to hang up a blank sheet of newsprint at the beginning of each class so you can jot down new vocabulary words throughout the lesson. Save the sheet and use it to review new words at the beginning of the next lesson. Suggest learners add words to their own vocabulary lists.

- **As the teacher, talk** about your previous day and illustrate all the times you interacted with text. (Explain that you will be using the word “**text**” to refer to many kinds of printed material, not just textbooks.) For example, you may have chosen the adult rather than the child toothpaste (show both tubes), picked a cereal (show a box), read the paper (show any newspaper), checked your kids’ homework (display sample), signed a permission slip for a child’s field trip (display sample), read a story to your child, and so on. Go through a typical day from morning through bedtime examining your reading demands.
- **Ask** learners as a group to think through their previous day, in detail. At what point in the day did they come across text they needed to read? Did anyone:
 - ⇒ *Pick a cereal?* (Display sample box) *How?* (By color of box, picture, and name?)
 - ⇒ *Check a list?* (Display) *How?*
 - ⇒ *Sign for something at a child’s school?* (Display)
 - ⇒ *Have to fill out a form at work?*

- ⇒ *Look at a street sign? (Display photo)*
- ⇒ *Look at a price tag? (Display) How?*
- ⇒ *Scan a menu? (Display) How?*
- ⇒ *Read to a child? (Display children's book)*
- ⇒ *Anything else?*

- **Explain** the following, using this sample language as a guide:

Each of us interacts with text many times each day. Some of it we don't have to "read" because we already know what it says by other cues. Stop signs are an example of how we know what something says by the cues of color, shape, and position at the end of a road. Fast food drive-up windows have pictures of "combos" that can be ordered by number.

Using these cues is one form of "strategy" we use when we take meaning from text without actually "reading" it.

What are other strategies you use during the day when you need to read or write?

- **Write** what they say on the board, saying each word as you write it.

If necessary, prompt your learners by offering some examples, like: "reading" the subway schedule by looking at colored lines, etc.

- **Explain** the following:

These are good strategies, ones that everyone uses, and it's good to have developed them. (For example, if I can't understand a manual that explains how to do something on my computer, I get a co-worker to read it through with me, step-by-step, as I try to follow it. I may have to read the steps out loud as I work on the computer. I have to use the pictures or diagrams to help me understand.) But what happens when you need to read something and these strategies don't work well enough? Then what do you

do? (Prompt a few answers if they are stuck by offering examples like: use a cheat sheet, etc.)

You are studying here because you want to improve your reading skills, which will expand the range of strategies you can use to meet reading demands.

Note to Teacher

To prepare learners for the homework, remind them of the reading items you brought in (toothpaste tube, permission slip, etc.). Then ask for a couple of volunteers to give an example of what they think they might bring in.

Homework:

- **Have learners bring in** text items from their daily lives (home, school, work) that they need to read or want to read. Ask them to bring in about three items each. Remind them of the things you have used as examples from your own life.
- **Ask** learners to think about what strategies they use to understand what something says when they can't completely read it.

3. Wrap up:

- **Review** any new vocabulary words you have jotted down on the newsprint.
- **Have learners copy** the new words into their notebooks.
- **Give** learners about five minutes **to reflect** on the lesson. Do this by grouping learners into pairs and having them ask each other:
 - ⇒ *Did you learn at least two new things from today's class?*
 - ⇒ *What were they?*
 - ⇒ *Is there anything you still have questions about or aren't clear about? If so, what?*
- **Have one person** from each pair **summarize** comments or questions back to the class. It is not necessary to identify who made the comments or asked the questions.
- Answer any questions.

Note to Teacher

If you have more advanced learners who are comfortable with writing, you can suggest a writing activity instead of a paired oral activity for wrap-up. Have learners write the answers to the questions at left in their notebook. Collect the notebook, review their responses and questions, and give them your responses in writing as well, right in the notebook. This kind of "dialogue journal" provides another opportunity for reading.

LESSON TWO: GOALS FOR READING, PART 1

Objectives:

Learners will be able to:

- ✓ Identify what kinds of text they need or want to read regularly.
- ✓ Explore what reading means to experienced readers in order to build their ideas of what reading means in their own lives.

Materials:

- homework learners bring in from Lesson One
- “Possible Interview Questions” handout (on page 16)

Time: 30 – 40 minutes

Steps:

1. Follow up from Lesson One and homework

- **Have** the learners **display** the text items they brought in. They can arrange their items right on their desks, or you can set up a table for people to place their items on so everyone can see them.
- **Go** around the room and **ask** each learner to explain which items of text they have strategies for understanding and which ones they find harder to read. This will give you a good sense of what their reading needs are.

2. Look at what experienced readers do

- **Explain** the following:

Let’s talk about what experienced readers do when they read and why they read. For example, I love to read. I read (add examples

Note to Teacher

Explain that all learners are “in the same boat” because they are all trying to improve reading skills. By talking about strategies as a group, students can learn from one another.

If you don’t have time to go through all the learners, ask for a few volunteers.

Higher level learners can explain their strategies or lack of strategies in their notebook in a short writing activity of about 10 minutes.

here of what you like to read: novels, poetry, magazines...). *One of my favorite books is (add your own example here) because (add your own explanation). Reading is a form of relaxation and escape for me. It's also a way I learn things, and it's a way to get new ideas.*

Note to Teacher

The activity at the right has learners come up with questions on their own. If you are short on time, you can have learners use the reading interview question sheet ("Possible Interview Questions") that follows this lesson as a starting point and add any other questions they want to ask. Remember: The main goal of this activity is to generate questions that show how experienced readers read different things in different ways for different purposes.

When I read different things, I read them in very different ways. For example, I read poetry very closely, every word. But when I read the newspaper, I skim through it to see what catches my eye. Sometimes I go right to the sports page or food section or "Dear Abby." I should also add that there are things I hate to read, like computer manuals or technical manuals for how to operate VCRs and things like that! I have to read them over and over and sometimes they still don't make sense to me. I'm kind of afraid of them!

For our next lesson, you're going to interview people who love to read so you can learn about why they like to read, what reading does for them, and what kinds of things they like to read and how they approach different kinds of reading.

Then you'll share this information in class so we can get a picture of the habits of many readers. By understanding what experienced readers do, we can get some ideas of how we can approach reading in our own lives.

- **Ask:** *Is there anyone in your life you look up to who reads a lot? What do you think they read? (If learners have trouble with this question, suggest someone they know from the program who reads a lot.)*

Each learner should come up with at least one person he or she respects who reads regularly.

- **Ask:** Let's think about what kinds of questions we could ask these people about how reading fits into their lives. What questions could you ask him or her about what they read, how they read, and why they read? What would you really like to know about? Write their suggestions on the board. (If learners get stuck, prompt them with some examples,

such as: *How often do you read? Is reading ever difficult for you? What is your favorite kind of reading? What is your favorite book?*)

Homework:

- Have learners **take their questions home** and **interview** someone about his or her reading habits. Ask learners to bring back the questions with their answers to the next class. Explain that they will be sharing their answers in the next class by talking about them. The spelling and grammar of their answers don't matter.

Note to Teacher

It is important to prepare learners carefully for their homework. Here are a few ideas:

1. Go over all the questions in class so learners can read them fluently.
2. Have learners practice asking and answering the questions in pairs with each other. This will give learners a chance to practice jotting down the answers. Reassure them that their answers can be short phrases or a few words and spelling doesn't matter. For learners who have particular difficulty with taking notes, you may want to suggest that they use a tape recorder for the interview.
3. Before learners leave class, make sure each one gives the name of a person they can interview. If anyone cannot think of a person, volunteer yourself. A small group may want to interview you at the same time.

Handout: Possible Interview Questions

Name: _____

Date: _____

1. Why do you read?
2. What have you read this week and why?
3. What is the best thing you have ever read?
4. If you read the newspaper, what is your favorite section?
5. Do you read everything the same way?
6. How often do you read? Why did you like to read?
7. How do you decide what to read about?
8. How do you feel about the reading you do?
9. Do you ever struggle with reading? When? What do you do to understand something when it's difficult?
10. How did you learn to read?
11. Add anything else you would like to say about reading.

LESSON THREE: GOALS FOR READING, PART 2

Objectives:

Learners will be able to:

- ✓ Identify what, how, and why experienced readers read and apply this knowledge to their own reading process.
- ✓ Set reading goals in their roles as family members, workers, individuals, and community members.

Materials:

- interviews with readers from previous night's homework
- "Reading Goals" sheets (on pages 21 and 22)
- blank newsprint, markers

Vocabulary:

- *proficiently*

Time: 40 – 60 minutes

Steps:

1. Follow up on interviews

- **Ask** 4-5 students to share aloud what they learned from their interviews with experienced readers. Have one student report back on questions 1-3, another on 4-6, and so on. Ask if there is anything else any other students would like to add about their interviews.
- **Write** the information down on newsprint as learners give it.

Note to Teacher

The goal of this activity is to demystify the reading process and help learners become aware that experienced readers read different things in different ways for different purposes.

If learners are having a difficult time analyzing the answers from the interviews, you may want to prompt them by asking:

*What kinds of things did the people you interviewed read?
Were they all the same kinds of text?*

Did any of them still have difficulty with any kinds of reading?

What is their feeling about reading?

- **Then ask:** *Let's look at these responses. Have you learned anything new about the way experienced readers read? Does this make you think any differently about your own reading; for example, the kinds of things you'd like to read or read better?*

2. Set goals for reading

- **Explain** to learners: *We've talked about how experienced readers read and how this might make you feel differently about your own reading. Now let's move toward setting goals for reading.*

*Imagine yourself reading **proficiently** (that is, easily). What would you be reading? Think about the reading day you described in our first lesson. You play many roles: family member, worker, community member, individual. What kind of reading do you do in each role? What kind of reading would you like to be able to do or improve? Once you know what you want to be able to read, or to read better, you will be able to make progress more easily because you have specific goals to work toward.*

Note to Teacher

Two Reading Goal sheets are produced on the next page and full-size masters suitable for photocopying can be found on pages 21 and 22. Use the version that best suits the reading level of your learners.

- **Pass out** the sample reading goals sheet (full-size photocopyable masters can be found at the end of this lesson, on pages 21 and 22). Review it with learners. Give a few examples: *Some of you now read menus well, but you struggle with novels. Or: You want to read children's books so you can read with your kids.*

Reading Goals	
Name: _____	
Date: _____	
As a family member, I now read:	I would like to be able to read:
As a community member, I now read:	I would like to be able to read:
At work I read:	I would like to be able to read:
For myself, I read:	I would like to be able to read:

Reading Goals	
Name: _____	
Date: _____	
I want to read So I can	_____

I want to read So I can	_____

(full-size photocopyable masters can be found on pp. 21 & 22)

- **Give** learners about 10 minutes to fill in their sheets.
- **Have** learners keep their sheets in their notebooks so they can refer back to their goals individually and in conferences with you.

Note to Teacher

An excellent tool for setting reading goals is provided by Marilyn Gillespie (1990) in *Many Literacies: Modules for Training Adult Beginning Readers and Tutors*. Amherst, MA: Center for International Education. The useful tool is the Goals List on page 89, reprinted with permission at the end of this guide (see Appendix A).

3. Wrap up

- **Review** any new vocabulary words; have learners copy them into their notebooks.
- **Explain** to learners that they will be revisiting their Reading Goals sheets from time to time so they can revise them and see their progress.

Handout: Reading Goals

Name: _____

Date: _____

As a family member, I now read:	I would like to be able to read:
As a community member, I now read:	I would like to be able to read:
At work I read:	I would like to be able to read:
For myself, I read:	I would like to be able to read:

Handout: Reading Goals

Name _____

Date _____

I want to read _____

So I can _____

I want to read _____

So I can _____

I want to read _____

So I can _____

LESSON FOUR: THE COMPONENTS OF READING

Objectives:

Learners will be able to:

- ✓ Identify reading as a developmental process, with several components.
- ✓ Use the following reading-related vocabulary words: *automatic, decode, blend, fluency, analyze, vocabulary, comprehension, and components.*
- ✓ Develop an awareness of their own reading development.
- ✓ Identify some skills they need in order to move ahead in their reading development.

Note to Teacher

When dealing with beginning-level readers, you should always read aloud what you write on the board to the class.

Materials:

- blackboard or newsprint (one newsprint with the made-up “word” on page 25)
- “The Components (Parts) of Reading” handout (on page 31)
- “Using the Components of Reading” handout (on page 32)
- learner notebooks

Vocabulary:

- *analyze*
- *automatic*
- *blend*
- *components*
- *comprehension*
- *decode*
- *fluency*
- *vocabulary*

Time: About 2 hours

Steps:

Note to Teacher

This lesson, using the analogy between learning to drive and learning to read, introduces students to the concept that reading involves a series of steps.

Note to Teacher

If learners are unable to answer easily, you can guide them to some of the possible answers like those listed at right. Other ideas that reinforce the comparison between reading and driving may come from the learners.

1. Go over first steps in learning to drive

- **Explain** to learners: *Learning to read involves learning things step by step just like learning anything else. For example, let's think of how you learned to drive.*
- **Ask:** *How many people in the class drive? How many would like to know how to drive?*
- **Ask:**
 - ⇒ *When you started learning how to drive, what did you have to learn first? (Use learners' responses to these questions. Possible answers appear below.)*
 - ⇒ *What did you have to learn next?*
 - ⇒ *How did you become comfortable before you started driving on a crowded street? What did you have to do before driving alone on the highway?*

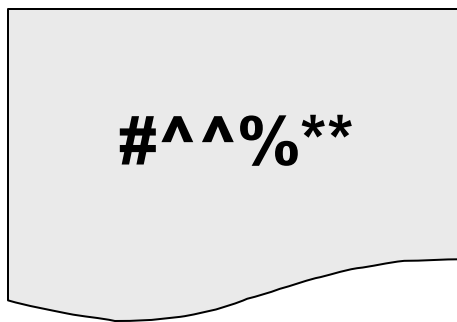
Possible answers:

- ⇒ *First, learn parts of the car.*
- ⇒ *Next, learn to drive in a safe place with an instructor.*
- ⇒ *Then practice a lot.*
- **Ask:** *How do you feel when you drive now? Do you have to think about which pedal to step on for the gas or which one for the brake?*
- **Summarize:** *So, learning to read is like learning to drive. In the beginning, you have to think about everything that you're doing. Eventually, it comes easily and automatically and you don't really have to think about it. But first you have to get good at the skills that make it up, through instruction and practice.*

2. Go over first steps in learning how to read

(Go over the following activity as a preliminary to walking learners through the stages of reading:)

- **Explain:** *Learning to read requires learning things step-by-step or in stages just like learning to drive. Let's find out how we learn to read.*
- **Post** a newsprint with the “word” #^^%** on it. Ask learners why they can't read it.



Answer: They have not seen the word before and do not know what all the symbols mean or understand how they go together to make a word.

- **Ask** learners what they would need to know in order to understand the “word.” If they have trouble responding, guide them to realize that they first need to recognize the letters of the “alphabet” and to produce the sounds that correspond to the letters before they can read the “word.”
- **Ask:** *So, what is the first thing you need to be able to do in order to read real words?* In the steps below, you will guide learners to realize that they must sound out (**decode**) the individual letters in a word and then pull (**blend**) them back together by modeling the process for them.
- **Write** the word “yit” on the board.

Note to Teacher

It is important to spend some time defining the word “analyze.” You can ask: “Has anyone heard of the word “analyze?” What does it mean? Analyze means to take something apart in order to look at it more closely. For example, when someone is angry with you, you might try to analyze the situation by thinking of all the things you might have done to make your friend angry. Encourage learners to think of other times in their lives when they analyze something.

- **Slowly sound out** each letter /y/-/i/-/t/ and ask the learners to describe what you are doing. You explain that this process of sounding out the letters is called sounding out or **decoding**. Then you model how to put the sounds back together to form “yit,” and again ask the learners to describe what you have done. You explain to learners that putting the sounds back together is called **blending**.
- **Explain:** We call decoding and blending words back together “*analyzing words*.”
- **Explain:** *When we read the word “yit,” we have to look at each letter and sound it out. Then we have to blend the sounds back together. When we “decode” or “blend” sounds back together, we are analyzing words because we are looking very closely at parts of individual words.*

3. Explain parts of reading

- **Explain** to learners that you are going to introduce the various parts, or components, involved in the reading process and that you will return to each of these components in more detail in later lessons. Post these definitions on newsprint.

Note to Teacher

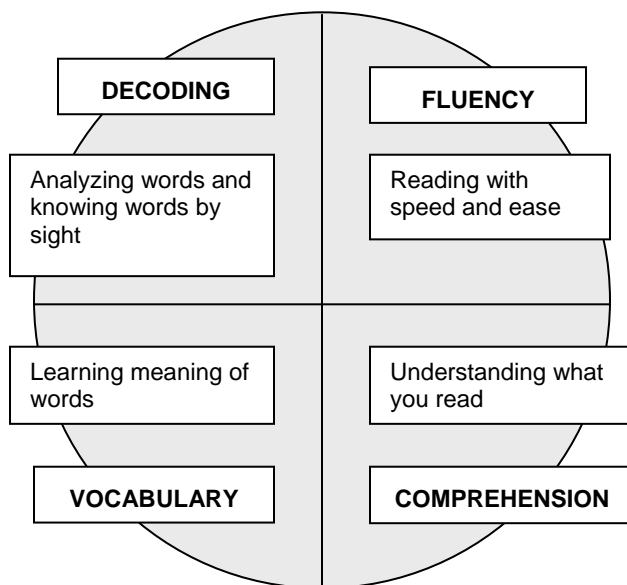
Some students learn words by sight before they learn how to decode. Sight word reading, however, becomes a less effective strategy as higher level texts begin to include a larger number of unfamiliar words.

Automatic	Feeling comfortable with something: doing it without having to think
Decode	The process of sounding out individual letters
Blend	Putting individual letters back together again
Fluency	Reading with ease, reading with speed
Analyze	Decoding and blending words back together
Vocabulary	Words and their meanings
Comprehension	Understanding what you read
Components	Parts

- **Pass out** the pie chart titled “The Components (Parts) of Reading” to each learner (a reduced version is shown below; the photocopyable full-size master can be found on page 31). Point out that “components” means “parts.” Ask learners to save the pie charts in their notebooks because you will be referring to it frequently in future lessons. You can also enlarge the pie chart on newsprint or make an overhead.
- You can point to the various sections of the pie to **explain each part**. Refer to the pie chart to explain the following:
 - ⇒ *“Decoding”* is the process of sounding out or analyzing individual letters and words.

Explain that sometimes it is not possible to sound out or decode a word because the word does not follow the rules. For example it is difficult to decode the word “because.” It is easier to memorize the word or “learn it by sight.”

The Components (Parts) of Reading



(full-size photocopyable master can be found on p. 31)

Go back to the driving analogy. Explain to students that after they learn to analyze words, they need to practice their reading skills in order to read fluently or smoothly,

the same way they had to practice driving in order to drive smoothly.

⇒ *“Fluency”* is reading with ease.

Explain that we need to read with speed and accuracy to easily understand what we read. Practice builds fluency.

⇒ *“Vocabulary”* refers to words and their meanings.

Explain that knowing what a word means is often as important as knowing how to say it.

⇒ *“Comprehension”* means understanding what you read.

Explain to learners that we need to be able to understand what we read so we can get information, be entertained, communicate, etc.

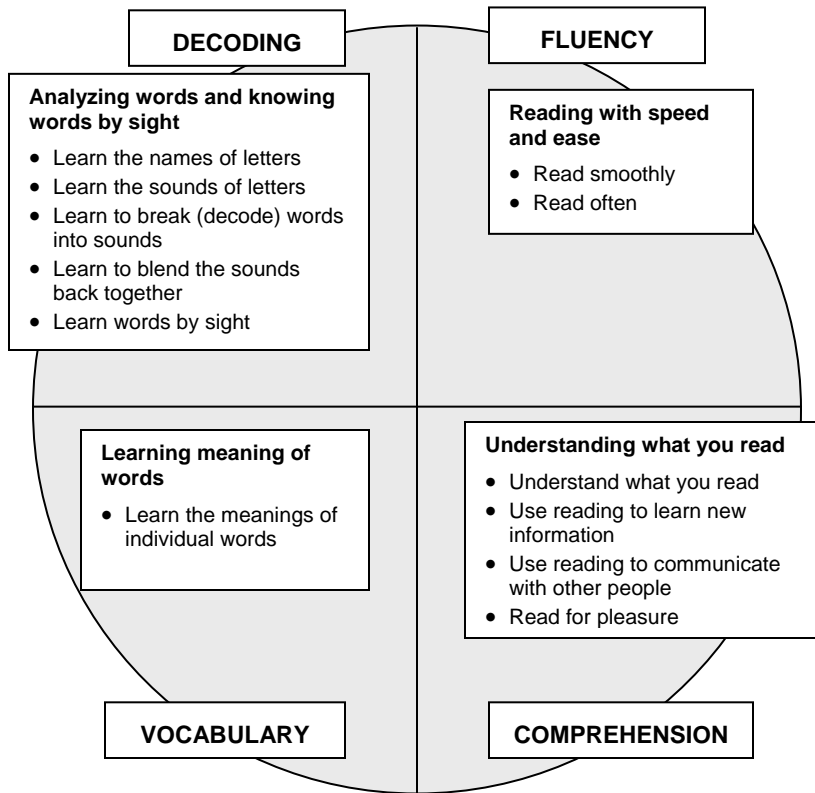
4. Ask learners to reflect

Note to Teacher

You might want to place learners in pairs as they examine their own reading process. Using a "think aloud protocol" where learners talk about their reading may help them articulate their strengths and weaknesses.

- **Ask** learners to think about which components of reading they feel better at and which ones need more work. Have learners explain the reasons for their choices. Ask learners what skill(s) they need to focus on.
- **Explain** that skilled readers use all the components of reading simultaneously. For example, a proficient reader decodes words and understands their meanings at the same time while she reads.
- **Pass out** the “Using the Components of Reading” handout and review the suggestions for each component (a reduced version is reproduced on the following page; the full-size photocopyable version can be found on page 32):

Using the Components of Reading



(full-size photocopyable master can be found on p. 32)

Analyzing words and knowing words by sight

- Learn the names of the letters
- Learn the sounds of the letters
- Learn to break (decode) words into sounds
- Learn to blend the sounds back together
- Learn words by sight

Reading fluently

- Read smoothly
- Read often

Learning new vocabulary

- Learn the meanings of individual words

Understanding what you read

- Understand what you read
- Use reading to learn new information
- Use reading to communicate with other people
- Read for pleasure

5. Wrap up & reflect

There are a number of ways you can help students reflect on what they learned during the session. Use the question prompts below (you should post these on newsprint) and have students choose from the following ways of reflecting:

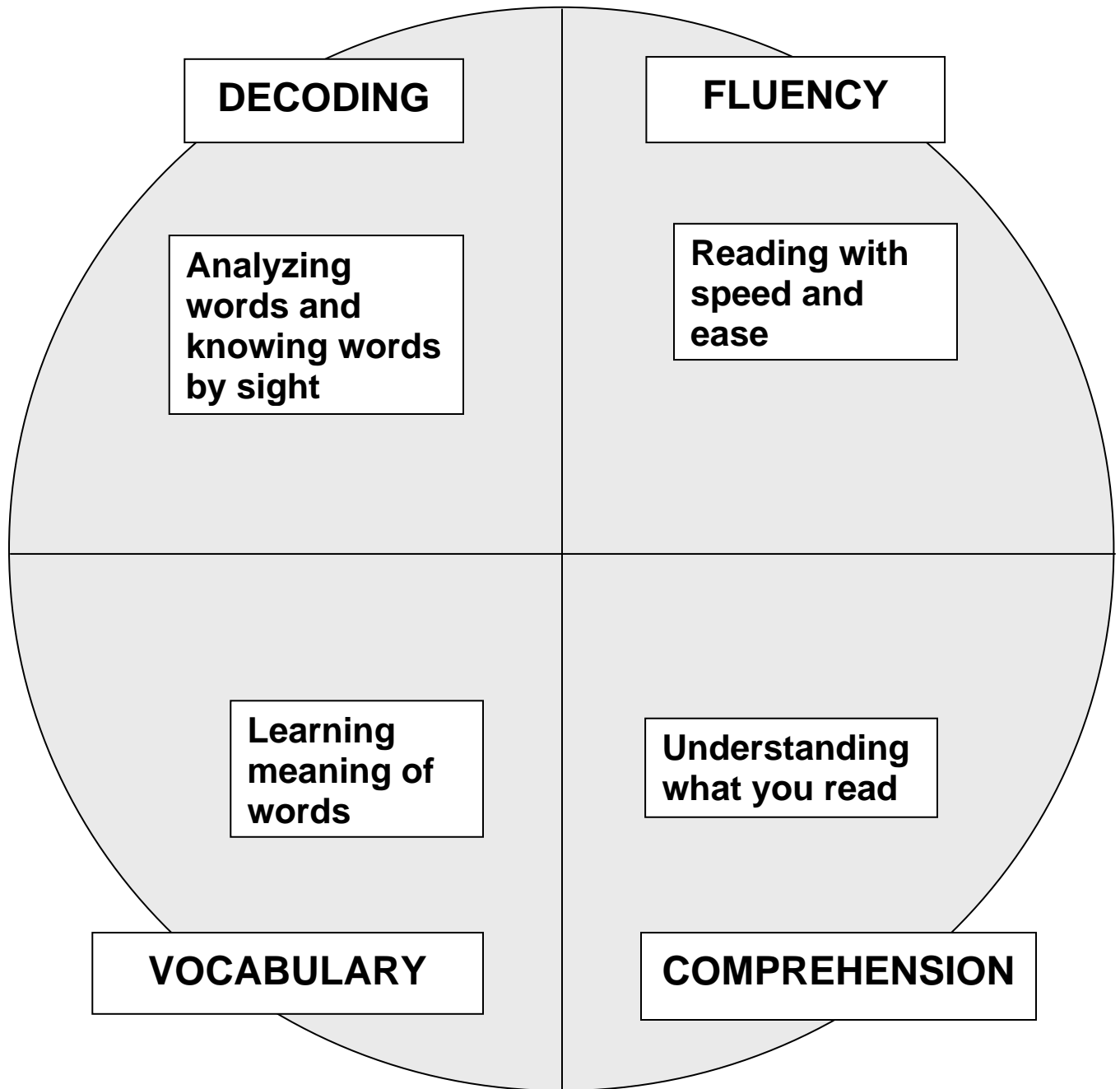
- ⇒ Write in a journal
- ⇒ Discuss the questions with a partner
- ⇒ Make brief notes to himself or herself

Tell learners that spelling, grammar, and correctness do not matter for this kind of writing – here, writing is a tool to help them reflect on what they are learning.

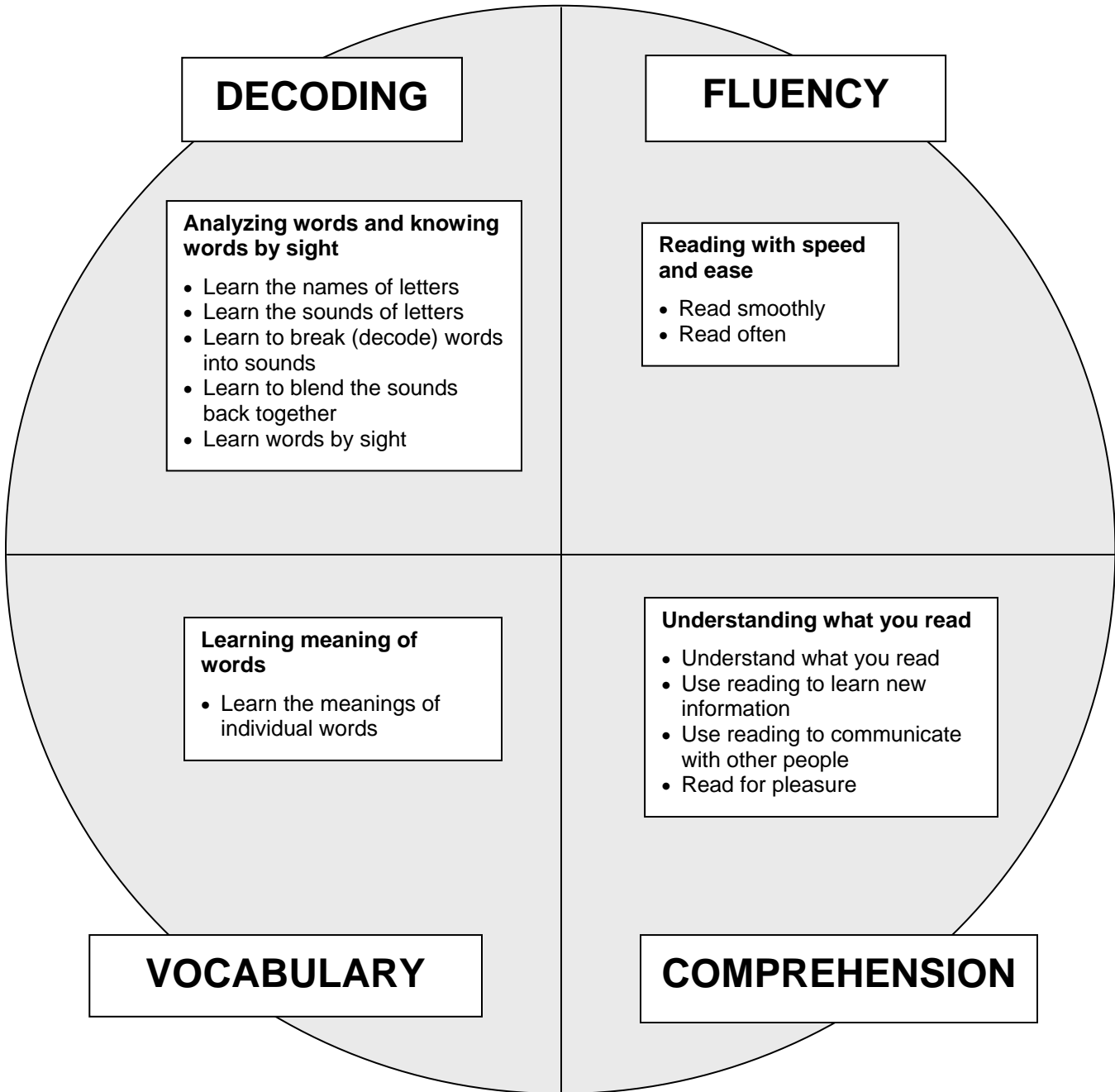
Question Prompts:

- What did you learn today?
- Did you learn anything that surprised you?
- Why do you think I am teaching you about how we learn to read?
- How might this help you?

Handout: The Components (Parts) of Reading



Handout: Using the Components of Reading



LESSON FIVE: ANALYZING WORDS

Objectives:

Learners will be able to:

- ✓ Use (and practice) the following word analysis strategies:
 - Wilson Reading System “sound tapping” strategy to divide words into individual sounds
 - “word family” strategy for decoding
 - base word and suffix identification
- ✓ Think about which strategies they find most useful.

Note to Teacher

In addition to encouraging learners to analyze words, the strategies mentioned at left promote reading accuracy.

Materials:

- blackboard or overhead projector
- “Word Analysis Strategies” handout (on page 41)
- “Strategies for Improving Reading Skills” handout (on page 42)

Vocabulary:

- *base word*
- *suffix*

Time: 40-60 minutes (can be broken up into mini-lessons and should be for lower-level learners)

Steps:

1. Define “strategy”

- **Review** the components or parts of reading introduced in the last lesson (decoding, fluency, vocabulary, and comprehension). Tell them this lesson will focus on analyzing words.

- **Explain:** *Strategies are what we use to help us accomplish a task. A strategy is like a plan of action. Runners, for example, must have a strategy to win a race. They must decide how fast to start out, when to pass someone, and how to pace themselves so they have some energy left for the last stretch of the race.*

Here's another example. When we decide we are interested in someone, we devise a strategy to attract that person's attention and win their affection. What kinds of strategies might someone use to attract another person's attention? (Possible answers include, make ourselves look attractive, try to impress the person, try to be helpful, considerate, polite, etc.) Can you think of other situations that require a strategy?

Skilled reading also requires strategies. We use strategies to figure out words we do not know. In this lesson we are going to learn about some strategies for reading (decoding) words we do not recognize by sight.

2. Demonstrate “sound tapping” strategy

Note to Teacher

The “sound tapping” strategy is only appropriate for phonetically regular words. Many words in the English language are not phonetically regular. Beginning readers may not be able to distinguish the distinct sounds and this activity may not be appropriate for these learners.

- **Show** how to use the Wilson Reading System “sound tapping” strategy to decode unfamiliar words.
- **Explain:** *We are going to learn how to tap out the sounds in words using our fingers. This helps us hear each of the sounds in a word. It also helps us blend or put the sounds back together in the right order. Please use the hand you write with. Each finger will stand for one sound. We will tap out the first sound with our index finger (hold up your index finger), the second sound with our middle finger and thumb (demonstrate), the third sound with our ring finger and thumb (demonstrate) and the fourth sound with our pinkie and thumb. If we run out of fingers, we just go back to the index finger again (demonstrate how to return to the index finger on the same hand).*

Let's practice by tapping out the word “cat.” “C-a-t” has three sounds so it gets three taps.

Let's try “spit.” “S-p-i-t” has four sounds so it gets four taps.

- **Write** the following words on the board:

Splat made this

- **Observe** while learners tap out the following words, intervening when necessary.

“splat” (five sounds = five taps)

“made” (three sounds = three taps because the e is “silent”)

“this” (three sounds because “th” makes one sound = three taps)

- **Provide** enough examples to ensure that learners are able to use the Wilson “sound tapping” strategy. Examples of nonsense words appropriate for Wilson “sound tapping” are shown below in order of difficulty.

vit	zam	wox
yep	sux	et
slig	trum	bont
cust	smim	frix
srint	thrimp	squelt
blesk	splust	

- **Ask** learners to **reflect** on the Wilson “sound tapping” strategy using the following questions as prompts:

⇒ *Did you find it easy to use?*

⇒ *How would you use it when you are reading?*

Note to Teacher

The words to the left will be difficult for many learners. You may want to substitute words with 1:1 sound letter correspondence.

Note to Teacher

Using “nonsense words” requires learners to use their decoding skills to read unfamiliar words. When using real words, you will never be sure whether a learner is decoding or relying on her previous sight memory of the word.

3. Demonstrate “word family” strategy

Note to Teacher

The “word family” always starts with the vowel and includes the letters that follow it.

- **Explain:** *Another approach we can use to read words we don’t recognize by sight is the “word family” strategy. “Word families” are groups of letters that have the same sound and often go together in words. For example, “ing” is a word family because many words have “ing” in them (sing, ring, wing, thing).*

Write these words on the board, underlining the “ing” in each word, and encourage learners to add to the list.

sing ring wing thing

- **Write** the following nonsense words on the board and ask learners to decode them by identifying and reading the “word family” first. Do this as a whole class activity, asking learners to volunteer to read the “family” in the first column, second column, and so on.

sprank	glick	brunk	kish
trank	zick	lunk	tish
pank	krick	krunk	gish

- **Encourage** learners to generate lists of words for other common “word families” (“and,” “ent,” “ath,” etc.). Write these on the blackboard
- **Divide** learners into pairs.
- **Hand out** the “Word Analysis Strategies” handout that appears on the next page (full-size photocopyable master can be found on page 41).

Note to Teacher

The “word family” strategy is best for words that end in “ng” or “nk” because those sounds are so difficult to separate.

- **Have learners practice** using the “sound tapping” and “word family” strategies to read the words on the sheet.

Word Analysis Strategies

“sound tapping” strategy	“word family” strategy
ash, cash, lash, splash	ash, cash, lash, splash
luck, truck, pluck	luck, truck, pluck
tank, sank, thank, spank	tank, sank, thank, spank

(full-size photocopyable master can be found on p. 41)

- **Ask:** Which of these strategies did you find more useful? Why?

4. Explain base words and suffixes

- **Explain:** Now we are going to learn another strategy for decoding words using base words and suffixes.

A **base word** is the part of a word that can stand by itself and the **suffix** is the part that is added to the base word at the end.

- **Write** the word “cats” on the board.

In the word “cats,” the “base word” is cat and the suffix is “s.”

- **Write** the word “crying” on board and then write again with base word and suffix separated in boxes as below.

For example:

CRYING



In the word “crying”, the base word is “cry” and the suffix is “ing.”

Note to Teacher
 Explain to learners that they will be focusing on base words and suffixes here and they will examine prefixes in more detail in a future class.

Note to Teacher
 To avoid confusion, you should select words in which the final consonant is not doubled as it is in *running* or *stopped*.

- **Underline** the base word “cat” and circle the suffix “s.”
Point out that suffixes change the meaning of the base word.
- **Write** a list of words on the board and ask learners to volunteer to come up and identify the base word and the suffix in each word by underling the base word and circling the suffix.

spit (s) jump (ing) smash (ed)
wild (est) kiss (ing) lump (y)
frank (ly) fast (er) long (est)
hate (ful) kind (ness)

Note to Teacher

It is sometimes helpful to have the learner write each strategy on an index card.

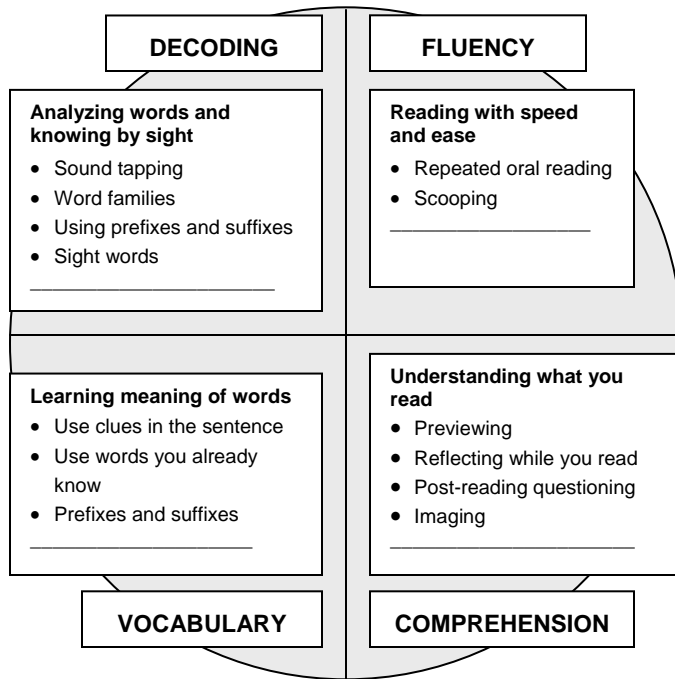
- Tap words out
- Find the word family
- Underline the base word and circle the suffix

Before reading, learners can lay out their cards to remind them to use various strategies.

5. Wrap up & reflect

- **Review** the three strategies for reading unfamiliar words (“sound tapping,” “word family,” and finding the base word and suffix).
- **Pass out** the “Strategies for Improving Reading Skills” handout that appears on the next page (full-size version can be found on page 42).
- **Explain** that this chart is a place to keep track of strategies that they have found useful. **Ask** learners to think about which of the word analysis strategies was most useful and identify them by circling the strategy on their pie chart.
- **Explain** that in future lessons, you will demonstrate the strategies listed under fluency, vocabulary, and comprehension.

Strategies for Improving Reading Skills

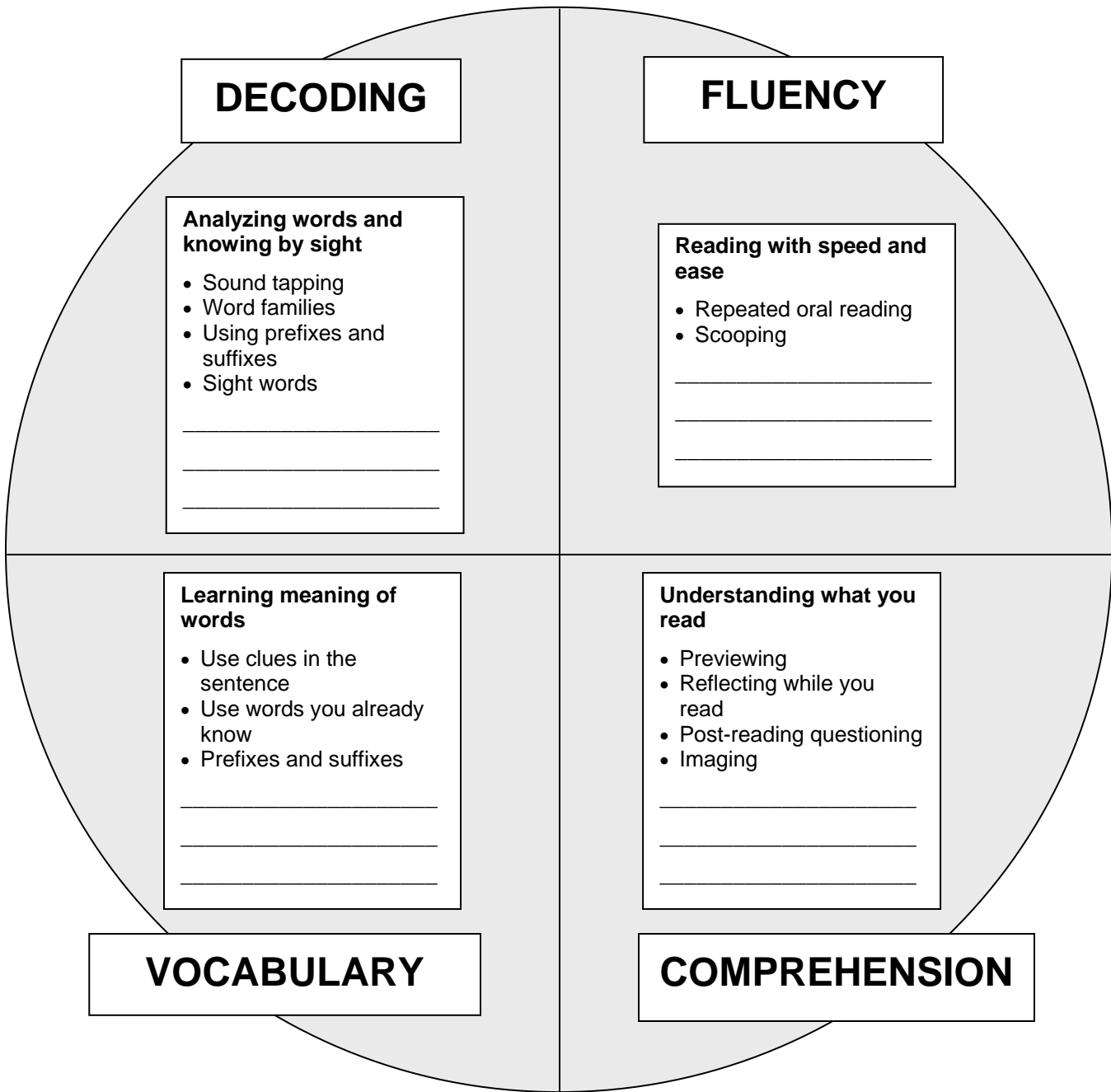


(full-size photocopyable master can be found on p. 42)

Handout: Word Analysis Strategies

“sound tapping” strategy	“word family” strategy
ash, cash, lash, splash	ash, cash, lash, splash
luck, truck, pluck	luck, truck, pluck
tank, sank, thank, spank	tank, sank, thank, spank

Handout: Strategies for Improving Reading Skills



LESSON SIX: READING WORDS BY SIGHT

Objectives:

Learners will be able to:

- ✓ Use a “sky writing” strategy for reading phonetically irregular words that can’t be sounded out.

Materials:

- blackboard
- scrap paper

Time: 30 minutes

Steps:

1. Review decoding strategies

- **Remind** students of the three strategies they learned for analyzing or decoding words.
- **Explain** how to use “sky writing” for reading phonetically irregular words: *Now I am going to teach you a strategy for remembering words you can’t sound out. (Give a few examples, like “there,” “should.”) Many people who have studied reading have done research on how people learn best. They have discovered that people learn best when they use all their senses. Senses are our ability to see, hear, touch, smell, and taste. By engaging three of the five senses – seeing, hearing, and touching – the “sky writing” strategy helps us to remember how words “look.” We are going to use our ability to see, hear, and touch, and use our entire body to help us remember these words that need to be memorized by sight.*

Note to Teacher

This is a very short lesson and you may want to combine it with Lesson 5. If you do, be sure to emphasize that this strategy is for remembering words that are difficult to sound out. Sky writing is not a decoding strategy.

2. Demonstrate “sky writing”

- **Review** the following steps and model each step using a phonetically irregular word such as “they” or “sight.”
 - ⇒ **Write** a phonetically irregular word in large letters on the board (e.g., **right, two**).
 - ⇒ **Have learners trace** the letters of the word in the air using their entire arm. (Check to make sure learners keep their elbows straight.)
 - ⇒ **Point out** that they are using their whole body to remember the order of the letters in the word.
 - ⇒ **Have learners say** the name of each letter as they trace each letter in the air.
 - ⇒ **Erase** the word and have learners trace the word in the air again from memory, saying the name of each letter as they trace it.
 - ⇒ **Have learners “write”** the word on the table with their finger three times, repeating the name of each letter as they write it.
 - ⇒ **Have learners write** the word three times on a piece of scrap paper, covering the word each time they write it and repeating the letter names as they write them.

Note to Teacher

You may want to introduce Fry's 300 Instant Sight Words list at this point. Give learners a copy and suggest they use sky writing for words on the list that they do not recognize. This list can be downloaded from:
www.usu.edu/teachall/text/reading/frylist.pdf

3. Wrap up & reflect

- **Ask** learners if they thought “sky writing” would help them remember words they cannot sound out. Why do they think it will help?
- If learners found this strategy helpful, they should circle it on their strategies pie chart.

LESSON SEVEN: READING WITH FLUENCY

Objectives:

Learners will be able to:

- ✓ Understand the role reading fluency plays in proficient reading.
- ✓ Understand the importance of reading often as a way to promote fluency.
- ✓ Use the Wilson “scooping” strategy to increase reading fluency.

Note to Teacher

Listening to a learner read out loud is a way that you can keep track of a learner's ability to recognize words with ease.

Materials:

- blackboard or newsprint
- selections of texts that the teacher can read aloud to model fluency
- “Reading Fluency Practice” handouts (two versions on pages 51 and 52)

Vocabulary:

- *accurately*
- *automatic*
- *fluently*

Time: 40 minutes

Steps:

1. Define “fluency”

- **Explain** concept of “reading fluency”:

*Effortless reading depends on two things; first we must be able to read the words correctly or “**accurately.**” Otherwise we won't be*

able to understand what we are reading. Practicing analyzing words, including decoding and blending, and learning words by sight helps improve one's ability to read words accurately.

We must also be able to read smoothly or "fluently." Otherwise we'll find it hard to understand what we are reading.

- **Encourage** learners to think about the importance of reading often. *Think back to when we were talking about learning to drive and how important it was to practice. Only by reading often will reading become effortless or "automatic."*
- **Explain** that if learners are having trouble reading the words on the page, they won't have enough energy to think about what they are reading. Model this by reading (without showing them) a passage aloud in a halting manner and asking learners to provide a summary of what you read.

Read the following passage in a halting manner:

"We know that ... some ... events cause other ... events to ... happen. For example, sunlight ... causes plants to ... grow. This is what we ... call a ... cause- ... and-effect ... relationship."

[Note: Presented below is the same passage, without ellipses to indicate pauses:]

"We know that some events cause other events to happen. For example, sunlight causes plants to grow. This is what we call a cause-and-effect relationship."

Note to Teacher

To be a good reader, it is important to get meaning from the text. Tell learners that you will discuss comprehension, or making sense of what is read, and vocabulary, or understanding word meanings, in future classes. Help learners to understand that even though they can read all the words, they cannot understand the full meaning of the sentence without knowing the meaning of words. That is why it is important to learn new vocabulary.

- **Ask** learners: *Was it difficult to understand what I was reading? Let's see how much easier it is to understand when I read the passage accurately and fluently.*
- **Reread** the same passage modeling accurate, fluent reading. Then ask learners to summarize what you read. Compare the difference.
- **Ask:** *Why is it important for reading to be automatic? Think back to what it was like when you were learning to drive and you still had to think about where all the parts of the car were located*

and how they worked. Did you have enough energy left to watch the road, think about the best way to get to your destination, or talk to your friend in the passenger seat?

2. Demonstrate “repeated oral reading” strategy

- **Have learners** use a strategy for increasing fluency called “repeated oral reading.”
 - ⇒ Put learners into pairs.
 - ⇒ Give each pair the appropriate short selection of text contained in the “Reading Fluency Practice” handout (see below for samples; full-size masters of each version can be found on pages 51 and 52).
 - ⇒ Learners take turns reading aloud to each other.
 - ⇒ Each learner reads the same selection twice, noting how much more fluently he or she reads the second time around.

Reading Fluency Practice

To the learner: Please read the following passage out loud to your partner. Then read it out loud over again. Notice how much more fluent you are the second time you read it.

Version A My daughter often asks me: “Mom, what is your favorite season?” I find it hard to choose from spring, summer, and fall. I am always amazed at the changes spring brings and the hope I feel when I find first signs of life forcing their way through the snow. Though I love summer’s freedom, trips to the ocean, and life’s slower pace during July and August, I am always most grateful for the brisk and energetic days in October.

Version B
Lower Level My child often asks me: “Mom, what is your best time of the year?” I like spring, summer, and fall the best. It is hard to choose. I love spring when the flowers begin to grow. I like the warm days of summer when I can go to the sea. I also love fall, when the days are cool.

(full-size photocopyable masters of each version can be found on pp. 51 & 52)

3. Demonstrate the “scooping” strategy

- **Introduce** the Wilson “scooping” strategy for increasing reading fluency. Explain: *Today we are going to learn a strategy that will help you read more smoothly or “fluently.” We are going to learn how to “scoop” sentences into smaller chunks or phrases so that when we read, it sounds as smooth and natural as when we talk.*

Let’s think about what “scooping” means. What kinds of things do we scoop? (Answer: ice cream, sugar, etc.) Scooping means gathering smaller pieces together. Let’s try it.

Note to Teacher

Feel free to make up appropriate sentences for your particular class.

- **Write** the following sentence on the board and ask a learner to read the sentence aloud. Select a learner who will experience some difficulty reading this sentence fluently the first time around.

The man with the red hat is hot.

- **Model** how to scoop the sentence into phrases, reading each phrase aloud as you scoop it.

Explain: *Start by putting your pencil under the first letter of the first word. You drag your pencil under the first few words in the sentence making a semi circle under the phrase.*

The man **with the red hat** **is hot.**

- **Ask** learners to read the sentence again the way it has been “scooped” and note the difference in their fluency.
- **Show** how the sentence can be “scooped” another way. You should read this sentence aloud first and have the learners read it after you.

The man with the red hat **is hot.**

- **Write** the following sentences on the board and then scoop them into phrases. Have learners volunteer to read each

Note to Teacher

You can also use the sentence at right to explore how words can change meaning depending on context. For example, how would the word “hot” differ in meaning if followed by these sentences below?

The man with the red hat is hot. He is sweating.

The man with the red hat is hot. I’d love to go out with him.

sentence aloud the way it has been “scooped.” As learners gain confidence, they can try “scooping” the sentences themselves. It is fun to experiment with finding as many ways as possible to “scoop” the same sentence.

- 1) **Sid and Meg** **met Ben** **at the shop.**
- 2) **That tax** **on gas** **is not bad.**
- 3) **The Red Sox** **had to win!**
- 4) **Max got** **six fish** **with his rod.**
- 5) **Did Ms. Lin** **get the bus** **at 10 am?**

4. Wrap up & reflect

- **Ask** learners if they found the “scooping” strategy useful. Learners who felt it was helpful can circle it on their strategies pie chart.

Handout: Reading Fluency Practice (Version A)

To the learner: Please read the following passage out loud to your partner. Then read it over again. Notice how much more fluent you are the second time you read it.

My daughter often asks me: “Mom, what is your favorite season?” I find it hard to choose from spring, summer, and fall. I am always amazed at the changes spring brings and the hope I feel when I find the first signs of life forcing their way through the snow. Though I love summer’s freedom, trips to the ocean, and life’s slower pace during July and August, I am always most grateful for the brisk and energetic days in October.

Handout: Reading Fluency Practice (Version B)

To the learner: Please read the following passage out loud to your partner. Then read it out loud over again. Notice how much more fluent you are the second time you read it.

My child often asks me: “Mom, what is your best time of the year?” I like spring, summer, and fall the best. It is hard to choose. I love spring when the flowers begin to grow. I like the warm days of summer when I can go to the sea. I also love fall, when the days are cool.

LESSON EIGHT: DEVELOPING READING VOCABULARY

Objectives:

Learners will be able to:

- ✓ Understand the important role vocabulary plays in reading.
- ✓ Use the following strategies for learning new vocabulary.
 - Context clues to “guess” the meaning of an unfamiliar word.
 - Knowledge of known words.
 - Knowledge of prefixes.

Materials:

- blackboard or newsprint

Vocabulary:

- *context clue*
- *prefix*

Time: 1 hour and 15 minutes

Steps:

1. Introduce vocabulary as a reading skill

- **Explain:** *There are still a few more reading skills we need to know about. Once we are able to read words and longer passages well (fluently), what do we have to be able to do in order to understand what we read? (Know what the words mean.) This is called vocabulary.*

Note to Teacher

Research shows that 90% of new words are learned in the context of reading. That is another reason why it is so important for learners to read frequently and to read about varied subject matter.

⇒ **Write** the following sentence on the board (and read it aloud):

*My dad loves to **slomp** every day.*

⇒ **Ask** a learner to read the sentence aloud. Then ask: *Does anyone know what the word **slomp** means?*

⇒ **Help** learners to understand that even though they can “read” (sound out) all the words, they cannot understand the full meaning of the sentence without knowing the meaning of the word **slomp**. That is why it is important to learn new vocabulary.

2. Demonstrate “context clues” and “known words” strategies to learn vocabulary

- **Ask:** *If you read a word and you don’t know what it means, how can you figure out what the word means? Learners will probably mention using the dictionary and/or asking someone. Write these responses on the board and ask: *What if we do not have a dictionary and no one is around to ask? Let’s explore that.**

- **Write** the following sentence on the board and read it aloud.

It was hot and sticky. I was hungry and tired. I felt smucky.

- **Ask:** *What do you think the word “smucky” means? What can help you to figure out the meaning of this word that you have never seen before?*

- **Use** the following guided questioning to help learners discover the value of using **context clues** and **thinking about words they already know** as strategies for understanding new words.

⇒ **Ask:** *What words in the sentence provide clues to the meaning of the word **smucky**? Are hot, sticky, tired, and hungry used to describe positive or negative feelings?*

- ⇒ **Ask:** *What word do you know that sound like **smucky**? (Possible answer “yucky,” “mucky.”) Are these words used to describe positive or negative feelings?*
- ⇒ **Explain:** *So, even though you don’t exactly know what **smucky** means, you can make a guess by looking at the other words in the sentence and by seeing how the new word is used. When we take an educated guess about what a new word means because of how it is used in the sentence, we are using the “**context clues**” strategy. When we guess a new word’s meaning by the way it is used with words we already know, we are using the “**known words**” strategy.*

3. Explain prefixes

- **Explain:** *There is another important strategy that can help you to figure out the meaning of words. This strategy involves looking at letters that are added to the beginning of words. These word parts are called “**prefixes**” and they change the meaning of the word.*

Remind learners how we used base words and suffixes to figure out how to say a word and how suffixes changed the meaning of words. Now we will look at how prefixes help us determine what a word means.

- **Write** the following list of words on the board and read them aloud. Ask volunteers to come up and underline the base word and circle the prefix in each word. Have learners discuss the meaning of the base word and reflect on how the prefix “un” changes the meaning of the base word (“un” means “not”).

- **Write** the following words on the board and read them aloud.

reuse **remake** **review**
redo **rewrite**

Note to Teacher

The following words can be used with more advanced learners:

- **preunptial**
- **premeditated**

Note to Teacher

Explain to learners that even though the meaning they guess may not be exact, it will probably be accurate enough to help them move on with their reading and not get stuck on a new word. If learners are not comfortable with guessing using the strategies above, they can use the “list it and skip it” strategy. Learners write an unfamiliar word down on a bookmark made for this purpose. They still try to predict the meaning of the word, but they can also list it on the bookmark and look it up in a dictionary later. This allows learners to keep reading.

- **Ask:** *What do these words have in common? Any idea what the prefix “re” might mean?*

Explain that “re” means “again.” Have learners discuss the meaning of each base word and consider how the meaning is changed once the prefix is added. Use the following examples to explore what the prefix “pre” means.

preview pretest

prepay

4. Put it all together: Practice new strategies

- **Have learners practice** the above mentioned vocabulary strategies to figure out the possible meanings of the nonsense words in the following sentences written on the board:

⇒ Sam and Beth *jaggled* the ball to each other.

⇒ We went to the shop to pick up some milk, eggs, and *sups*.

⇒ Tam rode her *zoop* to the store.

⇒ He was *unzum* about the job.

5. Wrap up & reflect

- **Have learners refer** to their strategies chart and review the three strategies for learning new vocabulary. They can do this by working in pairs and discussing the strategies or by writing in a journal.
 - Use clues in the sentence.
 - Think about other words in the sentence you already know.
 - Find the prefix and the base word.

Note to Teacher

When learners are involved in a particular classroom activity, you can ask: *What are we working on* (e.g., vocabulary, word analysis)? *How is _____ helpful for reading?* This mini-reflection exercise can help promote learners' awareness of reading strategies.

LESSON NINE: DEVELOPING READING COMPREHENSION

Objectives:

Learners will be able to:

- ✓ Understand the important role comprehension plays in reading.
- ✓ Use the following strategies for understanding what they read:
 - “previewing” to understand the context for new information
 - “reflecting while reading”
 - “post-reading questioning” process to take in new information
 - making images to promote understanding

Materials:

- “Previewing Strategy” handout (on page 65)
- “Post-Reading Questioning Strategy” handout (on page 66)
- text selection – **Before this lesson, choose a short text with pictures and captions or subtitles. The text should be at the learners’ current reading level or slightly above, preferably on a topic that you know they are interested in.** (If your learners have a great deal of variation in reading ability, you may want to choose more than one selection.)
Make copies for every learner.

Vocabulary:

- *imaging*

Time: 60 minutes

Steps:

1. Review goals for reading

Note to Teacher

If you have not done the Step 2 activity in Lesson 3, this is a good time to introduce it. If you have already done this activity in Lesson 3, you can review it with learners. Use what they have already filled out as a way to check their progress and to plan even further. They may want to modify their purposes for reading as they go from lesson to lesson.

- *Ask: What is the purpose of reading the words on a page? Let's think about why you want to read.*

I like/want to read	So I can

- **Encourage** learners to jot down some things they read or would like to read better. Then ask them for the reasons they read these things. The discussion should show that people read for different purposes: to get information, to relax, to get directions for something, etc.
- **Ask** if learners read things the same way. For example, do they read the newspaper the same way they read a computer manual?
- **Encourage** learners to share their reading goals so they can see that the goal goes beyond being able to read the words on the page; the ultimate goal is to get information, be entertained, etc. (mention some of their own goals).

2. Illustrate what comprehension is

- **Have learners participate** in the following activity to illustrate "comprehension." (Make sure that the passage below is written on the blackboard or newsprint.)

The zut went to the spud to get the nid for Gim and Dim. When he got back, Gim and Jim were zigging and did not want the nid from the zut.

Ask learners to:

1. Read aloud the passage on the blackboard.
2. Provide an oral summary. (Learners should find that because they do not understand the words, they cannot provide a summary. This illustrates the need for comprehension.)

Explain that in the rest of this lesson they will learn and practice strategies that help with comprehension.

3. Demonstrate “previewing” strategy before reading

- **Explain** that it is important to look through a text before beginning to read. “Previewing” or looking over the passage is helpful for two reasons:
 - ⇒ It gives the reader an idea of what the passage will be about.
 - ⇒ It gives the reader a chance to think about what he/she already knows about the topic.
- **Pass out** the “Previewing Strategy” handout and the short text selection described in the Materials list for this lesson. Explain that these are things learners can do before they read to help them understand what they read. **Important note:** The text selection must include a title and pictures with captions and subtitles.

Note to Teacher

It is essential that learners be able to read 100% of the words in this passage. You should feel free to substitute nonsense words that are familiar to your learners or to write your own paragraph. Also, you can take the opportunity to have learners speculate about what they think the nonsense words might mean in a passage like this. Some clues (for example, the “ing” in “zigging”) suggests that this is a verb.

Note to Teacher

Use the process at left to explain the “previewing” strategy. Pass out the “Previewing Strategy” handout (full-size version on page 65) to learners so they can practice with the piece of text. Very beginning-level learners may not be comfortable writing their answers, so they can use the handout as a way to talk out their answers with another learner, or take it home to use with another reader.

Previewing Strategy

Step 1: Turn the title into questions.

- What
- Why
- Who

Step 2: Look at the pictures or graphics. Summarize what you see.

Step 3: Read the captions. What do they tell you?

Step 4: Think about what you already know about this topic. Write a little about what you already know.

Step 5: Think about what you would like to know about this topic.

(full-size photocopyable master can be found on p. 65)

- **Explain** the “previewing” strategy.

Use the passage you chose for the learners and go through the steps of the “previewing” strategy together.

1. **Write** the following words on the board or a sheet of newsprint:

- What
- Why
- Who

2. **Read:** 1: *Turn the title into questions.*

Have learners practice turning the title into a question using the “signal words” that are written on the board. (Go through these questions with your learners.)

- What...?
- Why...?
- Who...?

3. **Read:** 2: *Look at the pictures or graphics.*

Encourage learners to look at the pictures, to describe what they see, and to predict what will be discussed in the passage.

4. **Read:** 3: *Read the captions.*

Learners briefly discuss what the captions tell them about what the text is about.

5. **Read:** 4: *Think about what you already know about this topic.* Learners discuss what they know about the topic, while you record what they say on the left side of the blackboard. If there is disagreement, put a question mark by the statement. (You should write everything the learners say on the board, even if the information is incorrect. Faulty information will be corrected later.)

6. **Read:** 5: *Think about what you would like to know about this topic.*

Learners generate a list of questions while you record these questions on the right-hand side of the blackboard. You may want to add a couple of questions that you know will be answered in the passage.

4. Demonstrate “reflecting while reading” strategy

- **Post on newsprint** the following strategies and review with the learners:

Reflecting While Reading

Highlight anything that surprises you while you read.

Respond to what you are reading by making notations in the margins such as: ?, !

Think about the what, why, who questions.

- **Have learners read** the passage either silently to themselves or following along as you read aloud. Ask them to use these strategies to mark their text as they read.
- Learners can take turns providing oral summaries of each paragraph.

Note to Teacher

It is helpful if you read the passage aloud before asking a learner to provide an oral summary. This ensures that the learner isn't expending all his or her energy on decoding and can focus on listening comprehension.

Note to Teacher

Research shows that reading comprehension increases significantly when learners are asked to reflect on what they are reading *while they are reading*.*

* **Pressley, M. & McCormick, C.** (1995). Strategies and Metacognitive Regulation of Strategies: Basic Theory and Research. In *Educational Psychology for Educators, Researchers, and Policymakers*. New York: Harper Collins College Publishers.

5. Demonstrate “post-reading questioning” strategy

- **Pass out** the “Post-Reading Questioning Strategy” handout.

Post-Reading Questioning Strategy	
Step 1:	Look at your previewing questions (who? why? what?) to see if you can now answer them.
Step 2:	Look at what you said you already knew about the topic. What would you now correct?
Step 3:	Answer the following:
	<ul style="list-style-type: none"> • What did you learn about _____? • What about the passage surprised you? Why? • What did you find most interesting about what we read?

(full-size photocopyable master can be found on p. 66)

1. **Read:** 1: *Look at your previewing questions (who? why? what?) to see if you can now answer them.*
2. **Read:** 2: *Look at what you said you already knew about the topic. What would you now correct?*
3. **Ask** learners to discuss the following questions (responses can be in an oral discussion or in a writing assignment):

Read: 3: *Answer the following:*

- What did you learn about _____?
- What about the passage surprised you? Why?
- What did you find most interesting about what we read?

6. Demonstrate “imaging” strategy

- **Explain** that “imaging” is like replaying an event in your mind to remember the details. Imaging while you read can help you understand and remember what you’ve read.
- **Model** a process for creating images to promote reading comprehension.

- **Read** the following short passage aloud. Explain the meaning of any unfamiliar words and ask learners to provide an oral summary of the passage. Write whatever the learners say verbatim on the board.

In the Puerto Rican rainforest, some frogs communicate with each other by thumping their feet. The vibrations from the thumping can be heard five miles away!

- **Explain** that creating a picture of what one is reading makes it easier to understand what the passage is about.
- **Reread** the passage one sentence at a time and encourage learners to visualize what they hear by thinking about the following kinds of questions or statements after each sentence:
 - What does the forest look like? Would there be pine trees in this forest? Why not?
 - Describe what you think the frogs look like. Show me how big the frogs are with your hands.
 - What do you see that tells you that the vibrations are traveling five miles?
- **Ask** learners to provide another oral summary of the passage and write exactly what the learners say on the board.
 - Reread the two summaries and ask the learners to determine if the second summary is better than the first.
 - Have learners reflect on the usefulness of visualization by responding to the following questions:

⇒ *Did you find it helpful to make pictures in your head while I read the passage aloud? Why or why not?*

7. Wrap up & reflect

- **Review** the different comprehension strategies.

Ask learners to recall the different strategies and prompt them if they don't remember. Write on the board:

- ⇒ Use the “previewing” strategy.
- ⇒ Use the “post-reading questioning” strategy.
- ⇒ Think about what you're reading while you're reading by asking **what, why, who**.
- ⇒ Make pictures in your head while you read.

Ask learners to reflect on which strategies they found most helpful. Learners circle these strategies on their pie chart.

Handout: Previewing Strategy

Step 1: Turn the title into questions.

- **What**
- **Why**
- **Who**

Step 2: Look at the pictures or graphics. Summarize what you see.

Step 3: Read the captions. What do they tell you?

Step 4: Think about what you already know about this topic. Write a little about what you already know.

Step 5: Think about what you would like to know about this topic.

Handout: Post-Reading Questioning Strategy

Step 1: Look at your previewing questions (who? why? what?) to see if you can now answer them.

Step 2: Look at what you said you already knew about the topic. What would you now correct?

Step 3: Answer the following:

- What did you learn about _____?
- What about the passage surprised you? Why?
- What did you find most interesting about what we read?

LESSON TEN: DEVELOPING AN INDIVIDUAL READING PROFILE

Objectives:

Learners will be able to:

- ✓ Analyze their strengths and needs in each component of reading.
- ✓ Become more aware of the specific skills they need to work on to become proficient readers.

Materials:

- new copy of “The Components (Parts) of Reading” pie chart for each learner (full-size photocopyable master on page 31)

Time: 60 minutes

Steps:

1. Reflect on reading skills

- **Guide learners to reflect** on which of the four components are strengths and which skills are more difficult for them.
- **Encourage** learners to help each other think of what they are good at and to provide specific examples of strengths. It is extremely helpful if you model this process by pointing out the specific strengths of a particular learner and providing specific examples. For example, *“I know ‘learning new vocabulary’ is a strength for you because you use colorful words when you write”* or *“I can tell that you are good at ‘understanding what you read’ because you are able to tell me about the story you are reading.”*

- **Divide** the class in pairs and ask learners to take turns asking each other the following questions. (Write these questions on the blackboard or a sheet of newsprint.)

- Which of the four reading components – decoding, fluency, vocabulary, comprehension – are you pretty good at?
- How do you know that you are good at these?
- Which are more difficult?
- How do you know these are more difficult?

Note to Teacher

It may be helpful for learners to divide their notebook into four sections that correspond to the four components of reading: *Analyzing Words & Knowing Words by Sight*, *Reading with Speed and Ease*, *Learning Meaning of Words*, and *Understanding What You Read*.

When you hand something out in class, learners should be encouraged to figure out under which category the paper should be filed. In addition to making them more aware of the underlying skills they are learning, they are also learning how to categorize.

- **Give** each learner a new blank copy of the handout “The Components (Parts) of Reading. **Ask** learners to mark the skills in each quadrant of the “pie chart” handout with the following symbols.

+ sign equals “Good”

- sign equals “Needs Work” or “Is More Difficult”

+/- sign equals “OK”

- **Encourage learners** to share their responses with the full group.
 - ⇒ *What surprised you?*
 - ⇒ *Did you discover that you have some strengths in reading?*
 - ⇒ *Was your partner able to help you recognize your strengths?*

2. Wrap up & reflect

- **Ask:** *Why might it be helpful to think of reading as being made up of different skills?* (Possible answers include: helps to know all the different things I have to learn in order to

improve my reading, helps me understand why we do specific things in class, etc.)

- **Ask:** *What did you learn about your own reading? (Did they learn that they had some strengths that they hadn't thought about before?) Does learning to read feel less or more overwhelming now? Why?*

LESSON ELEVEN: REVIEWING THE INDIVIDUAL READING PROFILE

Objectives:

Learners will be able to:

- ✓ Develop and refine their understanding of their reading strengths and needs.
- ✓ Generate, in consultation with the teacher, a plan for reaching their reading goals.

Materials:

- a new, blank copy of “The Components (Parts) of Reading” pie chart handout identical to the one learners used in the previous activity (full-size photocopyable master on page 31)
- learner’s copy of “Strategies for Improving Reading Skills” pie chart
- pie chart completed by learner in previous lesson

Time: 20-30 minutes for each learner

Steps:

1. Review reading strengths and needs

- **Convene** an individual conference with each learner to review his or her reading profile.
- **Review** the pie chart/reading profile the learner filled out (learner and teacher together). Ask the following questions:
 - ⇒ *What do you think are your strengths in reading?*
 - ⇒ *How do you know these areas are strengths?*
 - ⇒ *What things do you feel that you need to work on?*

⇒ *How do you know that these are areas of need?*

2. Reflect and plan

- **Ask** the learner the following questions:
 - ⇒ *What kinds of things can we do in class that will help you improve in these particular areas?*
 - ⇒ *Do you feel that you have a better understanding of your strengths and needs in reading after doing this activity?*
 - ⇒ *Do you have any questions for me?*
- **Review with the learner** the strategies the learner feels are particularly effective, especially in the areas of reading that have been identified as being areas of need.
- Using the blank chart to record ideas, **plan** with the learner additional learning activities to build reading skills.

LESSON TWELVE: UNDERSTANDING LEARNING DISABILITIES

Objectives:

Students will be able to:

- ✓ Understand what it means to have a learning disability.
- ✓ Recognize that learning disabilities have no bearing on intelligence.
- ✓ Understand how they can get tested for a learning disability.
- ✓ Learn some strategies for successfully dealing with a learning disability.

Materials:

- blackboard
- “What Is a Learning Disability?” quiz (on page 81)
- “Tips for Success” handout (on page 82)

Vocabulary

- *accommodations*
- *learning disabilities*

Time: 60 minutes

Steps:

1. Experience difficulty with a literacy task

- **Give** learners the experience of struggling with a task.
 - ✓ **Ask** learners to hold their pencil in the hand they don’t usually write with.

Note to Teacher

For people with learning disabilities, some tasks (reading, writing, understanding or doing math, for example) are really difficult. It is especially frustrating for people with learning difficulties because it seems to them as if they are the only ones who are having trouble. Other people seem able to easily do what they find difficult. This makes them feel less intelligent.

- ✓ **Ask** learners to write their name backwards (more advanced learner can be required to write their names backwards and upside down).
- ✓ **Ask** learners to hold up their work for the rest of their classmates to see. How do they feel about their work? How does that make them feel about themselves?
- ✓ **Ask** what you could have done to make this activity easier for them.

2. Gauge what you know about learning disabilities

- **Find out** how much the students already know or think about learning disabilities. Ask: *What do you already know about "Learning Disabilities"?*
- **Write** what learners say verbatim on the board and refer back to their comments during the lesson, correcting misconceptions as you go.
- **Give** students the "What Is a Learning Disability?" quiz (see next page; full-size master can be found on page 81). Tell learners that the "quiz" is just for fun and will help you find out how much they already know about learning disabilities. Read each statement aloud. Have learners respond to each statement by circling "yes" or "no" on their sheet. After they fill it out, go over the answers with them.

What Is a Learning Disability?	
1.	A learning disability is the same as mental retardation. Yes? No?
2.	A learning disability is something you are born with. Yes? No?
3.	A learning disability is something that can be cured by taking medicine. Yes? No?
4.	People with learning disabilities cannot get well-paid jobs. Yes? No?
5.	Learning disabilities are inherited (passed down from one family member to another). Yes? No?
6.	The brains of people with learning disabilities work differently. Yes? No?
7.	People with learning disabilities are protected against discrimination by the law. Yes? No?

(full-size photocopyable master can be found on p. 81)

Answers to “What Is a Learning Disability?” quiz

1. *A learning disability is the same as mental retardation.*

No. Learning disabilities are not the same as mental retardation.

Learning disabilities have nothing to do with intelligence. Most people with learning disabilities are of average or above average intelligence. Many famous, brilliant people had (or still have) learning disabilities. (Einstein, the physicist who is believed to be one of the smartest people who ever lived, was a very poor reader and dropped out of school.) It is possible for someone with mental retardation also to have a learning disability, but usually people with learning disabilities have average or above average intelligence.

2. *A learning disability is something you are born with.*

Yes. Most people who have learning disabilities are born with them.

Some people, however, acquire a learning disability as the result of an accident. For example, someone can recover from a coma and no longer be able to read and/or write.

Note to Teacher

In a recent survey, 80% of Americans thought that learning disabilities and mental retardation were the same thing! Discuss common misperceptions about learning disabilities with students.

If, after they are diagnosed with LD, they choose to disclose the presence of their disability to someone else, they will need to be prepared for how people might respond based on their own ignorance.

3. *A learning disability is something that can be cured by taking medicine.*

No. Taking medicine cannot cure a learning disability.

Unfortunately, learning disabilities do not go away even with appropriate instruction. A person with a disability can, however, learn to work around their disability. The following analogy is often helpful: Think of someone who has poor vision and needs to wear glasses. When they wear their glasses they can see as well as anyone else. Their limited vision is not a problem. The poor vision, however, has not gone away. As soon as they take off the glasses, vision becomes problem.

4. *People with learning disabilities cannot get well-paid jobs.*

No. People with learning disabilities can be as successful as anyone else.

Many people with learning disabilities have very high-paying jobs. (Add some examples here.) The key is learning how to work around your disability. This is called “compensating.”

5. *Learning disabilities are inherited (passed down from one family member to another).*

Yes, usually. Learning disabilities often run in families.

Learning disabilities are usually inherited just like eye color or height.

6. *The brains of people with learning disabilities work differently.*

Yes.

We are now able to take pictures of the brain while a person is doing an activity like reading. These pictures show us that, in fact, the brains of people with learning disabilities do work differently. This means that sometimes it may take a little longer for someone with a disability to do a particular task like read a word, remember someone’s name, or understand directions given by a supervisor.

Remember, however, that learning disabilities have nothing to do with intelligence!

7. *People with learning disabilities are protected against discrimination by the law.*

Yes. The Americans with Disabilities Act makes it illegal to treat someone with a physical or a learning disability unfairly.

An employer cannot refuse to hire someone because he or she has a learning disability, as long as he or she can perform the “essential function” of the job. And schools cannot refuse to provide services to someone solely on the basis of a learning disability.

The federal definition of learning disability (which applies to children and adults) says that, to be eligible for services and accommodations, a person must have a significant difference between what an intelligence test indicates he or she can do and their actual academic performance.

A person with a learning disability is allowed to have certain “accommodations” (adjustments) in school and on the job.

Accommodations include:

- extra time for tests or to complete job assignments
- a private room for taking tests
- the use of a tape recorder
- large print materials or note takers
- job coaches (someone that helps them on the job)

Note to Teacher

In order to get these accommodations, however, persons with disabilities must have a report (evaluation) from a doctor that says that they have a learning disability and request specific accommodations.

3. Define “learning disabilities”

- **Discuss** the definition of “learning disability.” A “*learning disability*” usually means that a person is experiencing significant difficulty with one or more learning skills. For example, a learning disability may affect one’s ability to read, write, spell, understand what one reads, do math, pay attention, or establish relationships with other people.
- **Explain:** *Each of us is good at some things and struggles with other things. We all have strengths and weaknesses. (Present an example from your own life.) Just because something is*

difficult for you, however, doesn't mean you have a learning disability. A difficulty becomes a 'learning disability' only when it makes it extremely difficult for you to accomplish your goals or realize your potential. If you are unable to accomplish your goals (e.g., get a better job, help your children with their homework, pass the citizenship test or the GED) AND you have been to school, you may have a learning disability.

- **Refer back** to the statements on the quiz and elaborate on each point. Learners should be encouraged to ask questions at any time. If you do not know the answer, it is perfectly all right to say: *I don't know but I will try to find out.* One good source of information is the LINCS Literacy and Learning Disabilities Special Collection found at: <http://ldlink.coe.utk.edu>

4. Explain testing for learning disabilities

- **Describe** the process for being tested for a learning disability.
Ask: How do you know if you have a learning disability? Can you take a test?
- **Explain:** *You can get tested for a learning disability by taking certain tests. These tests measure your general intelligence level and measure your ability to do certain things like read, write, solve mathematical problems, or understand (comprehend) what you read. The doctor will also ask you questions about your past experiences in school, about your health, and about your family.*

In order for the doctor to decide that you have a learning disability, there must be a gap between what you could do (your potential), which is measured by the intelligence tests, and how you are currently doing (what you have already achieved), which is measured by tests in reading, spelling, math, and other academic skill areas.

If you are diagnosed with a learning disability, you would be able to get the accommodations we talked about earlier.

Getting tested for a learning disability can be very expensive (ranging from \$300 to \$1,500!). It is expensive because a doctor

must have special training to give the intelligence tests. It is a good idea to see if your health insurance will cover the costs of the testing. Medicaid, which is the federal program that provides free medical care to people with low incomes, may cover the costs of LD testing. (Note: In many states, Medicaid is known by a different name. Ask your local social services agency or public hospital for more information.)

If you want to get tested for a learning disability, call your local hospital and ask where you can go. They may ask for a referral from your regular doctor before they are willing to give you an appointment.

Note to Teacher

You may want to list the phone number of some testing specialists within your learners' community as a way to help them take the first step.

5. Discuss strategies for success

- **Pass out** “Tips for Success,” which appears below (full-size photocopyable master can be found on page 82).
- **Explain** each of the tips for success for students with learning disabilities.

Tips for Success

1. Learn as much as possible about your particular learning disabilities and your strengths.
2. Learn strategies to compensate (work around) your disability.
3. Get formal documentation from a doctor that includes a diagnosis of a learning disability and recommendations for accommodations.
4. Ask your doctor to review the report with you and answer your questions.
5. Talk to your teacher and/or your employer about your disability and what kind of accommodations you will need. Remember that you are only entitled to accommodations if you have documentation of your learning disability.
6. Focus on the things you are good at so that you are working from your areas of strength and don't become discouraged.
7. Be persistent. Don't give up!!

Take a look at <http://www.schwablearning.org/articles.asp?r=742>. This is a link to one of several articles taken from Marshall Raskin's longitudinal research on “Success Attributes” of adults with learning disabilities.

The materials found at http://ldlink.coe.utk.edu/living_with_ld.htm are another good source on living with learning disabilities.

(full-size photocopyable master can be found on p. 82)

Handout: What Is a Learning Disability?

1. A learning disability is the same as mental retardation.

Yes? No?

2. A learning disability is something you are born with.

Yes? No?

3. A learning disability is something that can be cured by taking medicine.

Yes? No?

4. People with learning disabilities cannot get well-paid jobs.

Yes? No?

5. Learning disabilities are inherited (passed down from one family member to another).

Yes? No?

6. The brains of people with learning disabilities work differently.

Yes? No?

7. People with learning disabilities are protected against discrimination by the law.

Yes? No?

Handout: Tips for Success

1. Learn as much as possible about your particular learning disabilities and your strengths.
2. Learn strategies to compensate (work around) your disability.
3. Get formal documentation from a doctor that includes a diagnosis of a learning disability and recommendations for accommodations.
4. Ask your doctor to review the report with you and answer your questions.
5. Talk to your teacher and/or your employer about your disability and what kind of accommodations you will need. Remember that you are only entitled to accommodations if you have documentation of your learning disability.
6. Focus on the things you are good at so that you are working from your areas of strength and don't become discouraged.
7. Be persistent. Don't give up!!

Take a look at <http://www.schwablearning.org/articles.asp?r=742>. This is a link to one of several articles taken from Marshall Raskin's longitudinal research on "Success Attributes" of adults with learning disabilities.

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LESSON THIRTEEN: IMPROVING YOUR SPELLING (OPTIONAL)

Objectives:

Learners will be able to:

- ✓ Understand the role spelling plays in reading.
- ✓ Discover strategies for spelling phonetically regular and phonetically irregular words.

Materials:

- poker chips (two different colors)
- blackboard or overhead projector
- scrap paper

Time: 60 minutes

Steps

1. Discuss importance of spelling

- **Introduce** spelling as a skill related to reading.
Explain: *Now let's think about what we need to be able to do to write words correctly. What do you need to be able to do if you want to write a letter to a friend or to a family member? (Answer: Spell)*
- **Explain** how different strategies are used to spell different kinds of words. *Today we are going to learn some strategies for spelling. The first strategy that I am going to show you is a good one to use when spelling words that you can sound out. This strategy will help you hear all the sounds in a word. Then I will show you a strategy for memorizing the spellings for words that you cannot sound out.*

Note to Teacher

While spelling is not exactly a “reading skill,” it is an effective way to reinforce both word analysis and word recognition. Research consistently indicates that fluent, skilled readers (both children and adults) use their knowledge of spelling patterns when they read and, conversely, reading itself promotes a memory of how words are spelled.

2. Demonstrate “poker chip” strategy

- **Explain** that the “poker chip” strategy is for spelling phonetically regular words. Hand out five same-colored poker chips to each learner. These poker chips will represent the consonant sounds. Each learner also receives one poker chip of a different color. This poker chip will represent the vowels. Learners should have a clear work space to lay out their chips.
- **Explain:** *I am going to say a word and I want you to pull down one (mention the color of the same-colored chips) chip for each sound you hear. The word is “zup.” How many sounds do you hear? There are three sounds so you should pull down three chips. Now I want you to find the vowel sound and replace the chip with different-colored chip that will represent the vowel sound. (Make sure that learners replace the “consonant” chip with the “vowel” chip.) The total number of sounds (and chips) remains the same. Now you are ready to spell the word. Write the letter that corresponds to each chip and let me know when you are ready for me to check your work.*
- **Give** learners an opportunity to practice using the “poker chip” strategy for spelling phonetically regular words. Dictate the following words:

start	slip	smelt	fond	trust
--------------	-------------	--------------	-------------	--------------
- **Have learners use** the chips to identify the sounds before they assign letters to the sounds. The teacher should check that learners identify the correct number of sounds with the chips before they are allowed to assign letters to the sounds.

3. Demonstrate “sky writing” strategy

- **Introduce** strategy for spelling phonetically irregular words.
Explain: *Now I am going to teach you a strategy for spelling the “sight words” that you can’t sound out. Research shows that people learn best when they use more than one sense. Senses mean our ability to see, hear, touch, smell, and taste. By engaging three*

out of our five senses (seeing, hearing, and touching), the “sky writing” strategy helps us to remember how words we cannot sound out “look.” In addition to our ability to see, hear, and touch, we will use our entire body to help us remember the word.

- **Review** the following steps and model each step using a phonetically irregular word such as “they.”
 - ⇒ **Write** the word in large letters on the blackboard.
 - ⇒ **Have learners trace** the letters of the word in the air using their entire arm. (Check to make sure learners keep their elbows straight.) Point out that they are using their whole body to remember the order of the letters in the word.
 - ⇒ **Have learners say** the name of each letter as they trace each letter in the air.
 - ⇒ **Erase** the word and have learners trace the word in the air again from memory, calling out the name of each letter as they trace it.
 - ⇒ **Have learners “write”** the word on the table with their finger three times, repeating the name of each letter as they write it.
 - ⇒ **Have learners write** the word three times on a piece of scrap paper, covering the word each time they write it and repeating the letter names as they write them.

Appendix A

Goals List*

* Excerpted from Marilyn Gillespie (1990), *Many Literacies: Modules for Training Adult Beginning Readers and Tutors*. Amherst, MA: Center for International Education. Reprinted with permission.

GOALS LIST

Name: _____ Date: _____

Interviewer: _____

Part I: In your own words, can you tell me your reasons for coming to school now?

Part II: Here are some goals other students in this program have mentioned. Tell me if this is something you already can do, something you would like to do, or something you really have no interest in. (Write YES or NO and/or Comments after each item.)

Personal

Read/write your name and address:

Read signs (which ones):

Read labels/instructions:

Read/write notes to/from family:

Read and write shopping lists:

Read a calendar, bus schedules, TV guides:

Use a phone book:

Read menus or recipes:

Read bills:

Write checks:

Read maps:

Read information related to health:

Fill out forms:

Read/write personal letters:

Read the newspaper (which sections):

Read magazines (which ones):

Use a dictionary:

Improve handwriting:

Excerpted from Marilyn Gillespie (1990), *Many Literacies: Modules for Training Adult Beginning Readers and Tutors*. Amherst, MA: Center for International Education. Reprinted with permission.

Children

Read to your children/grandchildren

Ages:

Help children with homework:

Read/write notes from school:

Take part in school-related meetings and events:

Personal – Books and Writing

Read books for enjoyment (what kind – adventure, mystery, romance, historical, books about people):

Read books to get information (what kind – personal research, current events, jobs, children, health, religious, hobbies, entertainment):

Write for yourself (what kinds – journal or diary, experiences you've had, advice for others, your opinions, reports about something you've read, your life story or autobiography, other stories, poems, words to songs):

Work

Fill out a job application:

Use reading to find out about jobs:

Use reading to learn to do your job better or open a business:

Read and write notes from and to co-workers:

Read or write work reports, logs, announcements:

Excerpted from Marilyn Gillespie (1990), *Many Literacies: Modules for Training Adult Beginning Readers and Tutors*. Amherst, MA: Center for International Education. Reprinted with permission.

Fill out order forms/lists:

Participate in work-related meetings; take notes:

Community

Register to vote

Apply for citizenship

Read leases/contracts

Apply for a library card

Take the driving test

Participate in community meetings/clubs/religious meetings

Join a group to work on a problem

Publish a newsletter or other writing

Education

Attend a job training program

Attend classes to learn something new (hobbies, self-improvement)

Pass a work-related test

Get a GED

Part III: Can you think of any other goals you have which we have not mentioned?

Part IV: Of all the goals we mentioned, name two or three which are important to you right now.

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National Center for the Study of Adult Learning and Literacy

NCSALL's Mission

NCSALL's purpose is to improve practice in educational programs that serve adults with limited literacy and English language skills, and those without a high school diploma. NCSALL is meeting this purpose through basic and applied research, dissemination of research findings, and leadership within the field of adult learning and literacy.

NCSALL is a collaborative effort between the Harvard Graduate School of Education, World Education, The Center for Literacy Studies at The University of Tennessee, Rutgers University, and Portland State University. NCSALL is funded by the U.S. Department of Education through its Institute of Education Sciences (formerly Office of Educational Research and Improvement).

NCSALL's Research Projects

The goal of NCSALL's research is to provide information that is used to improve practice in programs that offer adult basic education, English for speakers of other languages, and adult secondary education services. In pursuit of this goal, NCSALL has undertaken research projects in four areas: (1) learner persistence, (2) instructional practice and the teaching/learning interaction, (3) professional development, and (4) assessment.

NCSALL's Dissemination Initiative

NCSALL's dissemination initiative focuses on ensuring that practitioners, administrators, policy makers, and scholars of adult education can access, understand, judge and use research findings. NCSALL publishes *Focus on Basics*, a quarterly magazine for practitioners; *Focus on Policy*, a twice-yearly magazine for policy makers; *Review of Adult Learning and Literacy*, an annual scholarly review of major issues, current research, and best practices; and *NCSALL Reports* and *Occasional Papers*, periodic publications of research reports and articles. In addition, NCSALL sponsors the Connecting Practice, Policy, and Research Initiative, designed to help practitioners and policy makers apply findings from research in their instructional settings and programs.

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