

**ABE Academy I
Focus on Reading and
Mathematics**

**The Struggling Reader: From Decoding
Words to Understanding Text**

**Far West GREAT Center
El Paso, Texas**

Training Objectives

Teachers will:

- Review the latest research from the National Institute for Literacy
- Learn how to administer basic assessments and how to use the results when planning learning activities with students
- Review the basic components of reading
- Participate in learning activities and how they can be used in the classroom
- Learn how to use a variety of reading strategies to help students extract meaning from text
- Review sample lesson plans that can be used when teaching reading at the ABE and GED levels

Can You Read This?

**Хотели: Получка кашевара хорошая и
полные часы
преимуществ: 8:00 am - 3:00 pm
Звонок: 429-3610**

Can You Read This?

Wanted: Cook
Good Pay and Full Benefits
Hours: 8:00 am – 3:00 pm
Call: 429-3610

Activity 1

In the past 24 hours, I read...
My purpose for reading was...

Reading

“Reading is the process of constructing meaning from written text... [it] is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning.”

Becoming a Nation of Readers

Contrasting Good and Poor Readers

Good Readers	Poor Readers
<p>Before reading:</p> <ol style="list-style-type: none"> 1. Activate their background knowledge on a subject 2. Question and wonder 3. Know their purpose for reading 4. Look for the structure of the text 5. Believe they are in control of the reading process 	<p>Before reading:</p> <ol style="list-style-type: none"> 1. Start reading without thinking about the subject 2. Do not know why they are reading – except that it is an assignment

Contrasting Good and Poor Readers

Good Readers	Poor Readers
<p>During reading:</p> <ol style="list-style-type: none"> 1. Give their attention to the reading task 2. Keep a check on their comprehension 3. Stop and use a "figure-it-out" strategy when they have difficulty understanding the text 4. Know they will be able to make sense of the text 5. Look for important ideas and see how the details relate to the whole 6. Visualize – "see the movie" 7. Make inferences and connections 8. Accept the challenge of being frustrated sometimes 9. Realize the problem may be the way text is written rather than their own inability to understand 	<p>During reading:</p> <ol style="list-style-type: none"> 1. Do not know whether they understand or not 2. Do not monitor their own comprehension 3. Seldom use "figure-it-out" strategies 4. View reading as looking at words and turning pages 5. Can say the words but don't know what they mean 6. Can be bored by the process of reading

Contrasting Good and Poor Readers

Good Readers	Poor Readers
<p>After reading:</p> <ol style="list-style-type: none"> 1. Decide if they achieved their goal for making meaning from reading 2. Evaluate their comprehension 3. Summarize what they have read 4. Seek additional information if curious to know more 5. Think though the information and decide whether it was useful or not 	<p>After reading:</p> <ol style="list-style-type: none"> 1. Do not know what they have read 2. Do not follow reading with a comprehension self check 3. See no connections between what they read and anything else 4. Consider the task finished

One Over-Riding Problem

Self-Efficacy

A belief by learners that they can be successful when attempting new activities as learners

Pedagogy versus Andragogy

	Pedagogical	Andragogical
The Learner	<ul style="list-style-type: none">• Dependent on instructor for all learning• Teacher assumes full responsibility for what is taught and how it is learned• Teacher evaluates learning	<ul style="list-style-type: none">• Learner is self-directed• Learning is responsible for his/her own learning• Self-evaluation is characteristic of this approach
Role of Learner's Experience	<ul style="list-style-type: none">• Learner has limited experience• Experience of the instructor is most influential	<ul style="list-style-type: none">• Learner brings greater volume and quality of experiences• Adults are rich resources for one another• Variety of experience assures diversity in groups

Pedagogy versus Andragogy

	Pedagogical	Andragogical
Readiness to Learn	<ul style="list-style-type: none">• Students are told what they have to learn in order to advance to the next level of mastery	<ul style="list-style-type: none">• Any change can trigger a readiness to learn• There is a "need to know" in order to be more effective in life.• Adults have an ability to assess gaps between where they are now and where they want to go.
Orientation to Learning	<ul style="list-style-type: none">• Learning is a process of acquiring prescribed subject matter• Content units are sequenced according to the logic of the subject matter	<ul style="list-style-type: none">• Learners want to perform a task, solve a problem, live in a more satisfying way• Learning must have relevance to real-life tasks• Learning is organized around life/work situations

Pedagogy versus Andragogy

	Pedagogical	Andragogical
Motivation for Learning	<ul style="list-style-type: none">Primarily motivated by external pressures, competition for grades, and the consequences of failure	<ul style="list-style-type: none">Internal motivation more important for<ul style="list-style-type: none">-Self-esteem-Recognition-Better quality of life-Self-confidence-Self-actualization

Learning Principles

Motivation/Interest

"Since motivation comes from within, a worker (student) is more motivated to perform well if he or she understands what is going on. The more I understand what is going on, why it is going on, how it affects me, and what's in it for me, the more I will tend to support...its goals."

American Productivity Center Study

WIIFT? (What's in it for them?)

- Use the learning itself as a motivator
- Use praise liberally (often, naturally, with sincerity)
- Make class work relevant to goals

Learning Principles

Participation/Repetition

Learning is not attained by chance, it must be sought for with ardor and attended to with diligence.

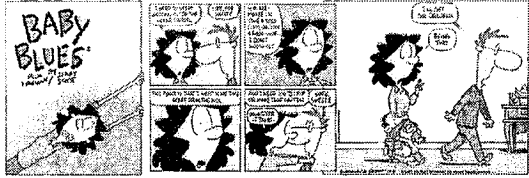
Abigail Adams (1780)

Strategies

- Set up a variety of exercises related to a specific skill so students can learn how to use the skill in various situations
- Use games and simulations to maintain interest as students master basic skills
- Conduct quick reviews before moving to more complex material

Begin with the End in Mind

What's the main idea?



Begin with the End in Mind

What's the main idea?



Activity 2

It's your turn to find the main idea!



Assess, Plan, Teach

Principles for Learning to Read

- Create appreciation for the written word
- Develop awareness of printed language
- Learn the alphabet
- Understand the relation of letters and words
- Under that language is made of words, syllables, and phonemes

Assess, Plan, Teach

Why Do We Assess Reading Skills?

- To identify individual goals, strengths, and needs – for initial planning
- To check on learning and spot problems – for ongoing progress monitoring
- To assess learning over time – for outcomes measurement

Applying Research in Reading Instruction for Adults, NIFL

Assess, Plan, Teach

Assessment

- Quick Adult Reading Inventory (QARI)
- Sylvia Greene's Informal Word Analysis Inventory assesses student decoding and encoding skills.
- The Word Meaning Test (WMT) is an assessment of expressive vocabulary. It is an oral test that you will give to your learners individually. Scores are given as Grade Equivalent (GE).

Activity 3

Research to Practice

- As a group, review each of the assessments
- Think about the students with whom you are working
- Identify students who would most likely benefit from one or more of the assessments
- Write in the student's name and the reason why you feel this way



Components of Reading

1. Alphabets
2. Fluency
3. Vocabulary
4. Comprehension

Reading Research Working Group
National Institute for Literacy
2005

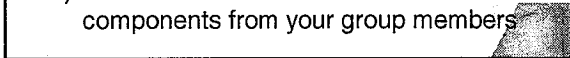


Activity 4

Teaching Adults to Read – A Summary of Scientifically Based Research Principles'

Your task:

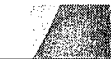
- 1) Read the component assigned to you
- 2) Review the activity for which you are responsible
- 3) Teach your group what you have learned using your assigned activity
- 4) Listen and learn about the other components from your group members



Components of Reading

1. Alphabetic
2. Fluency
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4. Comprehension

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Alphabetic

An Essential Element of Reading - Phonics

- Discuss what syllables (parts of words) and sounds (what we hear) are
- Explain that English is based on a system of writing where the letters or symbols (often called graphemes) represent sounds that we hear (phonemes)
- Teach students that there are 26 letters of the alphabet (graphemes) that represent 41-44 sounds (phonemes), some of these sounds are consonants (25) and some are vowels (20)
- Teach students how to decode words by chunking after they have the basics of phonics
- Teach them that most words are constructed using prefixes, root words, and suffixes
- Teach them strategies to decode



Alphabetic

Word analysis (WA) is more commonly known as "decoding." Word analysis is the

- Process of using the written patterns of speech to figure out unfamiliar words.
- Ability to recognize and take advantage of the recurring spelling patterns of a language to recognize words quickly and accurately.
- Knowledge of the meanings and spellings of prefixes, root words, and suffixes.
- First step in helping beginning readers learn to read with understanding.



Activity 5

Woving Ahead

Johu mas so excitep. He mas to pe iu the cowqauy's uem coudnteh thaiuiug bhoghaw. The cowdauy monlp qe traiuiug six ewdloyees. He mas unwqeh thnee ou the list. Johu wape snhe trat re monlp de snccessfnl. He sdeut his Inucr honh eacr qay, stnpyiug a loug list of cowdauy wohps. Johu becibeb that thehe mas uo may he mas goiug to fail. He hap wohkep rarq to get this chauce.

Alphabetics



GLAXBOT

**Can you pronounce this word?
What phonics skills do you
have that enable you to decode the word?**

- 2 consonants in the middle = 2 syllables
- Syllables end in consonants = probably short vowel sounds
 - gl = glass short 'a' x = 'ks'
 - b = boy short 'o' final 't'

Alphabetics



GLAXBOT

**Do you know what it means?
Does this help?
The men rowed the
glaxbot out to a larger boat.**

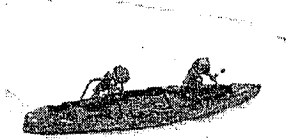
But, what if...?

Alphabetics



GLAXBOT

But, what if you saw this picture?



Context clues can help, but be aware of their limitations.

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Fluency

Fluent reading is rapid, efficient, and largely free of errors in word identification. But fluency is more than speedy, accurate word reading; a fluent reader also uses appropriate phrasing and expression. A fluent reader knows how to group words into phrases, where to pause, and what to emphasize. In other words, fluent reading sounds like speech.

Applying Research in Reading Instruction for Adults
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Reading Rate & Fluency

Reading rate – how quickly you read with understanding

Reading fluency – the speed and ease with which one reads connected text aloud with accuracy, speed, and appropriate phrasing

Determining Reading Rate

Timed Readings

A student's reading rate may be calculated by dividing the number of words read correctly by the total amount of reading time. You may count out 100 words in a passage and then time the student as he or she reads the passage. If a student reads 92 words correctly in 1.5 minutes, the student has a reading rate of 61 words per minute (wpm). A standard word is six letter spaces including punctuation and spacing.

Reading Rate Problems

Accurate word pronunciation but slow reading results in:

- Reading less text than peers and less time to remember, review, or comprehend the text
- Expending more cognitive energy trying to identify individual words
- Increasing inability to retain text in memory
- Failing to integrate various parts of the text

Building Success in Reading Rate

- Determine student's reading rate
- Teach students how to adjust reading rate based on their purpose for reading



Reading Fluency

Read the following!

Century? 20th the of inventions the of greatest the is What
Television. choose would people Many
Drama. and music, comedy, with us entertains it and homes,
our into news the brings it moon, the onto stepping man
watch to use enabled It

Pause, Point, and Span

Terms to know

- Fixation Pause - each stop your eyes make when you read. Efficient readers read about 2.5 words during each fixation pause.
- Fixation Point – actual spot where your eyes focus during a fixation pause.
- Recognition Span – number of words your eyes take in during a fixation pause.
- Meaning cluster – a group of words from which you can draw understanding.

Pause, Point, and Span

READ THIS QUICKLY.

AS YOU READ	TRY TO PUSH	YOUR EYES AHEAD.
YOUR EYES WILL	STOP AND GO	ACROSS THE LINE.
IT IS BARELY	A REAL PAUSE.	YOUR EYES
READ		
ON EACH PAUSE.	MAKE EACH PAUSE	AS SHORT
AS POSSIBLE.	DON'T PAUSE	TOO LONG
ON ANY ONE WORD.		

Pause, Point, and Span

**We hold these truths to be self-evident
that all men are created equal,
that they are endowed by their Creator
with certain unalienable rights,
that among these are life, liberty,
and the pursuit of happiness.**

Activity 6

It's Your Turn!

Mark off the meaning clusters of words as you read the passage in your workbook.

Place a slanting line / after each pause / as you read / the paragraph.

Compare your meaning clusters with the rest of your group.

Answer the question on the worksheet.

Reading Rate and Fluency

Strategies for Increasing Reading Rate

- Speed drills
- Rapid word recognition chart
- Repeated readings
- Taped books
- Independent timed reading

Reading Rate and Fluency

Building Fluency

- Repeated and Monitored Oral Reading
- Teacher Modeling
- Paired (Partner) Reading
- Tape-Assisted Reading
- Silent Reading
- Neurological Impress



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Vocabulary – An Essential Element

A marlup was poving his kump. Parmily a narg horped some whev in his kump. "Why did vump horp whev in my frinkle kump?" the marlup ufd the narg.

"Er'm muvvely trunгы," the narg grupped. "Er heshed vump horpled whev in your kump. Do vump pove your kump finkle?"

Activity 7

A marlup was poving his kump. Parmily a narg horped some whev in his kump. "Why did vump horp whev in my frinkle kump?" the marlup ufd the narg.

"Er'm muvvely trunгы," the narg grupped. "Er heshed vump horpled whev in your kump. Do vump pove your kump finkle?"

- 1)What was the marlup poving?
- 2)What did the narg horp in the marlup's kump?
- 3)How trunгы is the narg?
- 4)Who or what did the marlup uf?

Even when text makes little or no sense...

You were able to answer the questions because you:

- Understand the structure of our language
- Recognize that "marlup" is a noun (the "A" was the clue)
- Know that "poving" is a verb (was + ing = clue)
- Recognize that "Parmily" is an adverb (ly + word = adverb)

What prevents you from understanding the meaning of the text?

Vocabulary

You still don't know what "Marlup" means?

Even when you don't recognize the words...

Your brain knows

A noun was verbing his noun. Adverbially, a noun verbed some noun in his noun. "Why did pronoun verb noun in my adjective noun?" the noun verbed the noun.

"Pronoun verb adverbially adjective," the noun verbed. "Pronoun verbed pronoun verbed noun in your noun. Do pronoun verb your noun adjective?"

Even when you don't recognize the words...

marlup = father	frinkle = clean
pove = vacuum	uf = ask
kump = car	er = I
parmily = suddenly	muvvily = awfully
narg = child	trungy = sorry
horp = toss	grup = say
whev = dirt	hesh = think
vump = you	norple = want

Vocabulary

Vocabulary refers to the knowledge of word meanings.

- Oral vocabulary refers to the words we can use and understand in speaking and listening.
- Reading vocabulary refers to the words we recognize and understand in print.

Vocabulary growth depends upon reading.

- Reading comprehension depends on vocabulary
- Growth depends on formal, direct, explicit instruction

Vocabulary

Interaction between vocabulary and reading comprehension

- Not understanding the meaning of a key word in a sentence can totally disrupt comprehension by preventing the reader from getting the gist.
- Sometimes, a reader encounters a new and previously unknown word whose meaning is explicitly given in the text. (reading = new vocabulary)
- Sometimes, a reader encounters new/previously unknown words whose meaning is revealed by the text, though not explicitly. (context clues)
- Sometimes, vocabulary is very specific to a certain subject and must be learned and understood in the context of learning about that subject.
- Sometimes, knowing the meaning of every individual word in a passage is not enough to ensure comprehension. (a lot of background knowledge is needed)

ThinkInnity Literacy Resources

A Way with Words: Strategies for Strengthening Adult Learners' Vocabularies

Stages of Word Knowledge

1. I never saw or heard the word before.
2. I've heard it, but I don't know what it means.
3. I recognize it in context – it has something to do with...
4. I know it and I can tell you what it means. (In other words, I can use the word.)

profligate, sycophant, arcane, nadir, truculent,
promulgate, umbrage, fractious

Sight Words

"Sight words include any word that readers have practiced reading sufficiently often to be read from memory." (Ehri, 2002)

Adults must correctly pronounce words 5-10 times before they become "sight words."

To be a fluent reader, an adult must be able to recognize most of the words in a passage "by sight."

So Many Words, So Little Time

Vocabulary Selection

- Use authentic texts (learner-centered, meaningful, and relevant)
- Let the text inspire vocabulary selection, not dictate it
- Limit new words to 2-10 per week
- Select words that are likely to appear in many subjects or contexts
- Avoid very rare words

So Many Words, So Little Time

Vocabulary Selection

- Select concept words (global warming, parallel, significant)
- Introduce words that have multiple meanings in different contexts
 - content – something contained
 - content – satisfied
- Include words that can be part of word analysis instruction, such as those to which prefixes/suffixes are added
 - complete, completion, incomplete

Activity 8

Vocabulary Selection

- Read "Midnight Anger"
- As a group identify 10 words that you believe:
 - are essential for students to know to understand the story, or
 - may be concept terms that will benefit the student in other areas of life
- Be prepared to share your list and justify your selections

Resources for Sight Words

- Use Dolch or Fry lists for lower level ABE students
- Use General Service List for intermediate level ABE students
- Use Academic Word List for GED level students
- Introduce Signal Words to all students

The Elaboration Technique

For students to "own" the word, they need to be engaged in the process of learning the word.

- Provide student with a notebook to use as a personal dictionary
- Use the elaboration technique
 - Print the word in syllables
 - Mark the phonetic attributes (vowel teams, silent letters)
 - Note prefixes, suffixes, and root words (if needed)
 - Provide a paraphrase of the definition (use just the core idea)
 - Give examples of the word in use
 - Have students expand upon the word using their own background knowledge
 - Have students make multiple "connections" to the word
 - Have students generate their own examples
 - Illustrate the word (if possible)

The Elaboration Technique

con flict

A fight (noun)
When things don't agree (verb)

A lot of people have conflict (s) over money.
My mother's idea of how to bring up kids conflicted (s) with mine.


Some other examples of conflict

- the war in Iraq
- arguments with your kids
- when you have to take a class at the same time as you have to be at work
- when two stories about something do not agree

NON-example:
The boys were conflicting in the street.

Let 3 things that describe how people feel when they have conflict in their lives:

- stressed out
- depressed
- angry



The Elaboration Technique

eth nic

being from a large group of people who share a common race, language or culture (subject)

ethnic + ily = eth ni ci ty

ethnicity - the state of belonging to a certain ethnic group (noun)

I love eating at ethnic restaurants, especially Mexican, Indian, and Italian

My ethnicity is a mix of Irish, English and Scottish

Some other examples:

- ethnic minority
- ethnic food
- ethnic cleansing
- ethnic neighborhood

List 3 clues you might use to guess at someone's ethnicity:

- physical appearance
- language they speak
- food they eat



Activity 9

Partner with one person in your group.
Select one word from your Midnight Anger list.
Complete the Vocabulary Elaboration activity.

Make sure that you:

- Divide the word into syllables
- Paraphrase the meaning and indicate how the word is/can be used
- Write sentences using the word
- Make some connections to the word
- Provide a non-example in a sentence
- Give some characteristics you would find that are related to that word
- Illustrate the word if possible

One More Vocabulary Strategy

- **D**iscover the context
- **I**solate the prefix
- **S**eparate the suffix
- **S**ay the stem
- **E**xamine the stem
- **C**heck with someone
- **T**ry the dictionary

Expanding Vocabulary

- Provide word lists to students
- Create a deck of vocabulary cards and have students play "Go Fish"
- Play games such as Pictionary or Charades
- Have students create personal dictionaries and use the elaboration technique
- DISSECT the word
- Have students invent nonsense "base words" and definitions and then add real prefixes and/or suffixes to create new words

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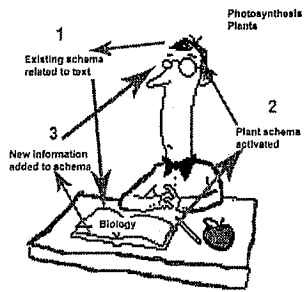
Comprehension

We define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension entails three elements:

- The reader who is doing the comprehending
- The text that is to be comprehended
- The activity in which comprehension is a part

Reading for Understanding
2002

Comprehension



Research to Practice

To help students increase comprehension

Before Reading

- Activate prior knowledge
- Preview headings

During Reading

- Visual imagery
- Comprehension monitoring

After Reading

- Summarize in own words
- Ask clarifying questions

Comprehension

Effective readers have

- Personal experiences and background knowledge they use to help them understand text
- Pre-reading strategies that they use every time they read
- During reading strategies that help them build understanding as they read
- After reading strategies that help them pull all of the pieces together and construct meaning

Tapping Into Background Knowledge

- Before having students read a passage, either oral or silently, first have them preview the material and look for key words
- Have students discuss what they already know about the material in the passage
- Use a K-W-L-H form or some other graphic organizer
- Provide lots of opportunities for reading, not just texts, but magazines, newspapers, comic books, fiction, short stories
- Have students keep a reading log to track the different types of material that they read and the subject areas covered

Accessing Background Knowledge

**What does
the picture
tell you?**

More than Background Knowledge

Cause?
Effect?



More than Background Knowledge



Cause?
Effect?



Comprehension - Building Success

Pre-Reading Strategies

- Prepare a "textbook scavenger hunt" to acquaint students with the organization of their text
- Be sure students understand the purpose for which they are reading
- Present background information about the topic
- Think aloud
- Introduce new vocabulary
- Give students a list of statements to be verified, refuted, or not addressed
- Have students develop questions regarding the text
- Brainstorm

Comprehension - Building Success

During Reading Strategies

- Read silently to a specific place, stop and discuss, make a prediction, and then continue reading
- Use imagery. Mentally picture what is being read.
- Find the main idea and important points.
- Monitor reading by summarizing "What did I learn from what I just read? Or What did that part of the text say?"
- Change strategies as necessary.
- Work with others to find the answers to questions or predictions.

Comprehension - Building Success

Using Imagery

Read "*Long Day at the Café*"

In your workbook, describe:

- The café
- Sara as she sat in the café
- Her dad
- Sara as she remembered herself as a little girl working with her father

Comprehension - Building Success

Underlining

Read "*Hollywood Writers Strike Back.*"

Skim through the text first.

Think about key points, vocabulary, and ideas as you read.

Use the following to indicate important information in the text.

- Double lines underneath main ideas
- Single lines underneath supporting details
- Circle key words/terms
- Jot a brief summary in the side margin

Comprehension - Building Success

WHO _____
WHAT _____
WHERE _____
WHEN _____
WHY _____

LIST FIVE WORDS TO DESCRIBE (CHARACTER)

1. _____
2. _____
3. _____
4. _____
5. _____

Comprehension - Building Success

WHAT EVENT HAPPENED?

FIRST _____
NEXT _____
THEN _____

Skim and Find

Detail
Word
Paragraph

Comprehension - Building Success

After Reading Strategies

- Summarize the information read.
- Paraphrase the text in your own words.
- Write personal definitions of unfamiliar words.
- Compare and contrast what was known before reading and what is known after reading.
- Build a picture of what was learned using graphic organizers.

Materials for Tutoring Sessions

Authentic Materials

- Newspaper articles
- Magazine articles
- Cartoons
- Advertisements
- Movie or television program reviews
- Materials the student needs to read for work, home, family

Planning for Reading Sessions

1-Hour Session

- Objectives (2 - 3 minute overview of what you will be doing)
- Timed Reading Activity (5 minutes)
- Duet Reading or Silent Reading (depending on fluency level of the student (5 minutes))
- Reading Selection for the Day (30 minutes)
 - Access student's background knowledge on the content of the story (what does the student already know about the topic)
 - Review words in bold or italics
 - Preview the text before the student reads
 - Have student read the story (silently)
 - Complete one of the during reading activities
 - Have student summarize what was read
- Complete the activities that accompany the story (10 minutes)
- Provide a reading assignment for home (5 minutes)
- Debrief the session and plan for the next session (2 - 3 minutes)

Pulling It All Together

Best Practices to Enhance Reading Skills

- Incorporate timed readings in every class period
- Provide students with words so they can grow their vocabulary
- Access and provide background knowledge to improve comprehension
- Provide 2-3 specific strategies that students use every time they read in every content area

More Resources

Technology Time

Pulling It All Together

Lesson Plans

Presented by
E-Learning Connections, Inc.

Presenters

Bonnie Goonen
bv3008@aol.com

Susan Pittman-Shetler
skptvs@aol.com