

## **Reading Instruction for Adults**

*Adapted from* McShane, S. (2005). *Applying Research in Reading Instruction for Adults: First Steps for Teachers*. National Center for Family Literacy.



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### **Phonemic Awareness Instruction**



- Say the sound several times, asking learners to listen carefully and watch your mouth as you say it
- Show several items or pictures that begin (or end) with the letter and say the words one at a time, asking learners to repeat after you
- Have students find other words that begin or end with the sound
- Say a letter sound and have students underline the letter in words
- Use flash cards with the letters to practice the sounds

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### **Decoding Instruction**



- Help students to “decode” and “sound out” words using:
  - Consonants
  - Short vowel sounds
  - Long vowel sounds
  - Consonant diagraphs - 2 letters that stand for one sound (ch, sh, wh, ph, etc. )
  - Consonant blends (br, cr, dr, bl, pl, sn, st, scr, etc.)
  - Plurals (s, es)
  - Verb endings (s, ing, ed, ly, ful, less, ish, ent, etc.)
  - Common prefixes (re, un, anti, ex, non, pre, post, etc.)
  - Sight words - high utility words that are recognized quickly (the, in, of)
  - Root words – basic part of a complex word (“disappearance” is based on the root word “appear”)
- Use flash cards with the letters to practice sounds, word components, and sight words

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### **Fluency Instruction**



- Most texts provide clues to phrasing, emphasis, and tone:
  - Punctuation
  - Bold print
  - Descriptive words
  - Signal words (first, finally, however, therefore)

Fluent readers notice and use these clues to understand what the writer means

- **Echo reading:**
  - Give students a copy of the reading
  - Read a sentence or a phrase aloud and ask the students to “echo” your reading
  - Model correct pronunciation, intonation, stress, and rhythm

- **Choral reading:**

- Give students a copy of the reading
- Read the text aloud simultaneously with students
- Divide into pairs and ask students to read aloud to each other
- Ask students to read aloud independently to you

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### Vocabulary Instruction



- Good readers learn new words through reading
- Pre-teach words from instructional text
- Ensure multiple exposure to new words
- Keep learners actively engaged
- Teach word-learning strategies (prefixes, suffixes, root words, dictionary skills)

Ask students to develop **Personal Dictionaries**

- Write down unfamiliar words whenever they see them
- Define words by writing definition, part of speech, pronunciation, use in a sentence
- Review regularly
- Use new words while talking or writing
- Play word games with other students

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### Comprehension Instruction



Instructional strategies include:

1. **Metacognition**
2. **Think Aloud**
3. **Pre – During – Post Questions**
4. **Graphic Organizers**
5. **Bloom’s Taxonomy**

**1. Metacognition:** “to think about your own thinking”

- **self-assessment** : the ability to assess your own thinking and understanding
- **self-management:** the ability to manage your own further cognitive development

**2. Think Aloud**

- Modeling by the teacher—The teacher models his/her comprehension strategies while reading sample text
  - The teacher verbalizes the thought process he or she is using to gather meaning from the text
- a. Read a passage aloud to the learners and “give voice” to how you process the information
  - b. Talk about what
    - You are thinking
    - Your predictions

- The images you see
- The questions you have
- How the reading fits with what you know

c. When you run into problems, express your confusion and talk through your thinking as you solve the problem

- Stopping to reread or restate a difficult section
- Summarizing long sentences and putting them in your own words
- Looking back in the text to locate the person or thing that a pronoun refers to
- Identifying important or not-so-important information
- Using various strategies to identify or determine the meaning of an unknown word
- Relating the information to your “prior knowledge

### 3. Pre, During, Post, Questions

a. **Before:** Identify "what you know" and "what you don't know" and what you predict

b. **During:** Talk about thoughts and images; predictions and conclusions; self-regulate and self-evaluate

c. **After:** What did I learn and what do I want to remember;

### 4. Graphic Organizers

- “Power Pictures” that paint important pictures on the brain
- Diagrams or charts that represent concepts and the relationship of ideas and information
- They often illustrate the organization and structure of text

### Links for Graphic Organizers

*Region 15 Graphic Organizers*

<http://www.region15.org/curriculum/graphicorg.html>

*Education Place: Graphic Organizers*

<http://www.eduplace.com/graphicorganizer/index.html>

*Ed Helper*

[http://www.edhelper.com/teachers/graphic\\_organizers.htm](http://www.edhelper.com/teachers/graphic_organizers.htm)

### 5. Bloom’s Taxonomy

Benjamin Bloom developed his “Taxonomy of Learning Domains” in the mid-1950s. His hierarchy of skills is key to developing “higher order thinking skills” (HOTS).

These are the six levels in ascending order:

- **Knowledge:** to observe and recall information
- **Comprehension:** to understand knowledge
- **Application:** to use knowledge
- **Analysis:** to break down and interpret knowledge
- **Synthesis:** to integrate, own, and combine ideas
- **Evaluation:** to assess, verify, and make choices

