

Reading Resources

**Tutor In-service
Kenosha Literacy Council**

Material in this presentation was adapted from Applying Research in Reading Instruction For Adults by Susan McShane. An electronic copy of the book can be found at:

<http://www.nifl.gov/partnershipforreading/publications/adult.html>

What are the components of reading?

- Phonemic awareness
- Decoding
- Fluency
- Vocabulary
- Comprehension

What are the components of reading instruction?

- Phonemic awareness training
- Phonics instruction
- Fluency development
- Vocabulary development
- Comprehension-strategies instruction

It's your turn!

1. Definition
2. Summary
3. 1 or 2 interesting bits
4. Sample activity

*please include relevant page numbers

Phonemic Awareness

- Why is it important?
 - It is the foundation that is required for developing decoding skills.
 - English is an alphabetic language.
- Who needs it?
 - Adult nonreaders, adult beginning readers
 - Some intermediate ABE readers

Decoding

- Why is it important?
 - English is an alphabetic language, and writing is a sort of “code.”
 - Unless adults learn to break the code they aren’t able to identify words independently and rapidly, and they aren’t able to read fluently.
- Who needs it?
 - Adult nonreaders, adult beginning readers
 - Some intermediate ABE readers

Decoding

How does it work?

1. Learn letter-sound relationships and common spelling patterns.
2. Use this knowledge to sound out an unknown word.
3. Match with words in speaking vocabulary.
4. Check to see if it makes sense.

Slide Strategy

Sound: Sound it out

Look: Look for a pattern, familiar syllable, or letter combination.

Is: Is this a word I know?

Decide: Decide if it makes sense.

End: Read to the end; remember you guess; check yourself.

Understanding Sight Words

- Some words are taught as sight words:
 - Irregular spelling
 - High frequency
 - Immediate need
- All words become sight words with repeated exposure.

Fluency

- Why is it important?
 - Fluency is required for comprehension. Accurate and efficient word identification allows the reader to pay attention to meaning.
- Who needs it?
 - Most adult beginning readers & many others.

Fluency

Guided Repeated Oral Reading Techniques

1. Reading to the teacher/tutor
2. Echo reading
3. Dyad and choral reading
4. Paired or partner reading
5. Tape-assisted reading
6. Performance reading
7. Cross-generational reading

It's your turn!

1. You will work with a partner for this activity. One of you will be the “learner” and the other will be the “tutor”.
2. Choose a guided repeated oral reading technique.
3. Use that technique with your “learner” while reading the provided selection.

Let's take a break!

It's your turn!

- Each group will be given a note card with a word written on it.
- Within your group, brainstorm the many different uses of that word. This will include: definitions, type of word (noun, verb, etc), idioms
- Get creative and have fun!

Vocabulary

- Why is it important?
 - For beginners, oral vocabulary is the basis for meaningful reading.
 - Readers can't understand a writer's message unless they understand most of the words, so they must learn new word meaning to become better readers.
- Who needs it?
 - Non-native speakers (ESL students)
 - Many intermediate & higher-level readers

Vocabulary: Defining Terms

- Oral vocabulary & reading vocabulary
- Receptive & expressive vocabulary
- Levels of word knowledge: unknown, acquainted, established

Vocabulary Development

- Pre-teach unfamiliar words in instructional text
- Ensure multiple exposures to words by teaching useful, “real-life” words and words learners will encounter in subject-matter texts they are studying.
- Teach word-learning strategies like structural analysis (i.e.: looking for the root word), using context clues, using a dictionary.

Vocabulary Development

Which words to pre-teach?

- The word is important for comprehension of the text.
- The word is not well defined by the context.
- It provides an opportunity to apply/reinforce word-learning strategies previously taught.

It's your turn!

1. In small groups, read the selection.
2. Decide which words should be pre-taught and why.
3. Identify words that a learner might be able to define from context clues.
4. Identify words that a learner might be able to define using structural analysis.

Comprehension

- What is it?
 - Reading comprehension has been defined as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (Rand Reading Study Group, 2002).
- Why is it important?
 - Many readers don't know they are not “getting it,” and are unaware of the kind of active processing good readers do.

Comprehension

- What causes comprehension breakdowns?
 - Limited vocabulary and/or background knowledge
 - Weak decoding skills/slow word identification
 - Limited use of strategies
- Who needs it?
 - Most (maybe all) learners can benefit from comprehension-strategy instruction.

Comprehension-Strategy Instruction

- Comprehension monitoring
- Graphic organizers
- Story Structure
- Question answering
- Question generating
- Summarization
- Multiple-strategies instruction
- Cooperative learning

Comprehension Monitoring

Thinking aloud: A teacher & reader strategy

What might you demonstrate for learners?

- Re-reading & restating a difficult passage
- Showing confusion by asking questions
- Identifying important or not-so-important information
- Figuring out meanings of words using context clues

Strategy Instruction

What it is:

- Teaching a learning tool learners can use independently to solve problems or accomplish learning tasks.

For example:

- The SLIDE strategy for decoding
- Using context clues to derive word meanings

Strategy Instruction

What it is not:

- Helping
- Identifying words
- Giving word meanings
- Discussing answers without sharing how they arrived at the answers

Suggestions for Strategy Instruction

- Start with only one or two strategies.
- For introduction, choose materials with familiar words and subject matter (unless the strategy involves word identification or using context clues).
- Be explicit about when to use it.
- Model strategy use and give lots of practice.
- Review strategies often.

It's your turn!

- In small groups, you will practice using a comprehension strategy.
- Begin by reading the article.
- Choose the comprehension strategy your group would like to use.
- Practice using that strategy to better understand that article.