Adult Basic Skills
Instructor Training Manual

Randy Whitfield
Gerald Lee Parker
Thomas Winston Childress

North Carolina Department of Community Colleges and Appalachian State University
1992
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Instructor Training
Manual

by

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Gerald Lee Parker
Thomas Winston Childress

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Appalachian State University
1992
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For information write:
Adult Literacy Program
303F Duncan Hall
Appalachian State University
Boone, NC 28608
About the Authors

**Randy Whitfield** has an Ed. D. in Reading Education from the University of North Carolina at Greensboro. She has eighteen years of experience in various roles as an adult educator, from instructor to coordinator of adult basic skills at Davidson County Community College. For two years, Dr. Whitfield coordinated the Adult Basic Skills Instructor Training Project sponsored by the North Carolina Department of Community Colleges and located at Appalachian State University. She presently is a workplace literacy consultant for Levi Strauss & Co. and lives in Knoxville, TN.

**Gerald Lee Parker** has an Ed. D. in Reading Education from the University of Georgia. He has instructed adults as coordinator of a learning lab in a community college, established literacy programs in correctional facilities, developed programs for workplace literacy, taught graduate courses in adult literacy and presently directs the Adult Basic Skills Instructor Training Project, Phase II sponsored by the North Carolina Department of Community Colleges and located at Appalachian State University.

**T. Winston Childress** has a Ph. D. in Reading Education from Florida State University. He has a wide range of experiences in teaching adults from teaching English as a second language to tutoring adults with severe learning problems. He has conducted workshops and institutes in training others to teach adults to read. He has developed programs for workplace literacy, taught graduate courses in adult literacy and is presently professor in the Adult Basic Skills Instructor Training Project, Phase II sponsored by the North Carolina Department of Community Colleges and located at Appalachian State University.
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Introduction

More than twenty-seven million adults in the United States could benefit from basic skills instruction. Many of these adults experienced failure when they were in school. Therefore, when they return to school as adults, instruction must be excellent. For many adults, the quality of instruction they experience will make the difference between their having no job or a better job, being unable to help their children or being able to help their children with their schoolwork, or being a problem for society or making a contribution to society.

Adults who need basic skills instruction must have knowledgeable, skillful and caring instructors. Based on the belief that a well trained instructor is the most effective resource in basic skills instruction, selected content and strategies have been arranged in this manual to facilitate the training of professional and volunteer instructional personnel. The purpose of this manual is to give support to trainers of new adult basic skills instructors and experienced instructors.

Much of the content within this manual has been developed and refined over years of experience in instructor training by the authors. The manual content is based on the characteristics of adult learners, knowledge and skills needed by adults, and methods and materials useful in assisting adults in accomplishing their goals.

In July of 1988, the North Carolina Department of Community Colleges funded a three-year project, Adult Basic Skills Instructor Training (ABSIT). The project was housed in the Department of Language, Reading, and Exceptionalities, Appalachian State University. The project was designed to develop a cadre of adult basic skills instructor trainers who could effectively meet the training and development needs of local community college instructors. The following four curriculum areas form the basis for the training: (1) establishing and sustaining interpersonal communication with adult learners; (2) effectively assessing and diagnosing learner's strengths and weaknesses; (3) selecting appropriate methodologies and materials; individual learners and groups of learners; (4) participating in meaningful program evaluation.

Seventy-one instructor competencies were developed in these four areas. The competencies were the bases for five regional workshops over three years and three summer institutes at Appalachian State University. The project served over 450 individuals from all 58 community colleges.
The manual should be most beneficial to instructor trainers who have been trained to use the experiential learning cycle and those who have participated in the training modeled by the authors. The lessons in the manual are clustered by categories, therefore training should NOT proceed sequentially through the manual.

Ideally, experienced instructors should self-evaluate their competencies in each area. Instructor training should then be provided on a need basis. The training sequence shown below is suggested for pre-service training of new instructors, basic training for instructors under close supervision, and intermediate training for experienced instructors who are on their own.

**Adult Basic Skills Instructor Training:**
Suggested Lesson Sequence

**Pre-Service Training**

**Interpersonal Communication**
- Needs of the Adult Learner .................................................. 3
- Initial Interview ................................................................. 11

**Assessment**
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- Administration and Interpretation of IRI ............................... 37

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**Basic Training**

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- Effective Listening .............................................................. 19

**Assessment**
- IRI Case Studies .............................................................. 51

**Methods in Reading**
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- Word Identification ........................................................... 157
# Intermediate Training

## Interpersonal Communication
- Motivation .................................................................................................................. 23

## Assessment
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## Methods in Reading
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Interpersonal Communications

Needs of the Adult Learner 3
Guidelines for a Good ABS Instructor 7
Initial Interview 11
Effective Listening 19
Motivation 23
Needs of the Adult Learner

Time: 30 minutes

Objective(s):
* Knows adult learning needs.
* Relates instruction to needs and experiences of adults.

Lesson Plan:
Introduction
* Have participants discuss needs of the adult learner.
* Record the needs on chart paper.
* Have participants rate the top five important needs.

Lecture
* Present the list of five basic needs of the adult learner. (p. 5)
* Compare the list to the one participants made.
* Give specific examples of how instructors may help students fulfill each need.

Guided Practice
* Have participants make a list of specific ways to fulfill student needs.
* Discuss the lists in small groups.
* Have each group share with the entire group one or two examples for each need.

Closure

Processing Questions for Participants to Answer:
Sharing:
What did this exercise reveal to you about the learning needs of adult students? Retell major points.
What do you think/feel about it?

Interpreting:
What are the basic themes/patterns of adult learning?
Interpersonal Communications

Generalizing
What rule(s) or generalization(s) about teaching techniques for adults can you make from this?

Applying
How could you use this information about adult learning?
How could you adapt this information to your class?

Summarizing
Why is knowing adult learning needs important?
In what ways did this exercise help you to be more aware of these needs?

Resources Needed:
* page 5 for each participant
* chart paper/marker
* overhead/transparency of page 5

Instructor Notes:
* Specific examples for needs:
  To be self-directed and independent.
  Instructors can give students directions on what to do if they complete their work before the instructor can help them.
  To have learning based on prior knowledge.
  Instructors can give diagnostic tests to discover students’ prior knowledge.
  To see relationship between learning and needs.
  Instructors can ask students what they need to learn and set up a program based on those needs.
  To experience achievement and satisfaction in learning.
  Instructors give students materials to work with that are on or below the students’ reading levels to ensure success.
  To feel secure and comfortable in learning situation.
  Instructors have beginning students read orally in private, not where other students can overhear.
AN ADULT LEARNER NEEDS...

To be self-directive and independent.

To have learning based on prior knowledge.

To see relationship between learning and needs.

To experience achievement and satisfaction in learning.

To feel secure and comfortable in learning situation.

NOTES
Guidelines for a Good Adult Basic Skills Instructor

Time: 1 hour

Objective(s):
* Knows how to motivate adults.
* Helps adults overcome low self-concept and sense of failure and develop confidence.
* Acts as a facilitator of learning.
* Gives encouragement to students.
* Aids students in becoming independent learners.

Lesson Plan:
Introduction
* Divide participants in small groups and have them make lists of ways Adult Basic Skills instructors can (1) build rapport, (2) avoid student frustration and embarrassment, (3) encourage bonding between students, (4) plan appropriate instruction, (5) encourage independent, not dependent learning, and (6) encourage life-long learning.

Lecture
* Give handout to participants entitled “A Good Adult Basic Skills Instructor.” (p. 9-10)
* Discuss the items on the list.
* Have a person from each group raise his/her hand for each item they got.
* Have groups add to the lists.

Guided Practice
* Have two participants from each group role play examples of the right and wrong way to build rapport, avoid student frustration and embarrassment, etc.
Closure

Processing Questions for Participants to Answer:
Sharing:
  Describe the exercise on a good ABS instructor.
Retell major points.
  What do you think about it?
Interpreting:
  What are the basic themes/patterns?
Generalizing
  What rule(s) or generalization(s) can you make from this?
Applying
  How could you use this information about good instruction in your classes?
  What changes would you make?
Summarizing
  What is significant about this experience?

Resources Needed:
  * pages 9-10 for each participant
  * overhead/transparencies of pages 9-10

Instructor Notes:
  * Instructors could begin the lesson with a role play of an Adult Basic Skills instructor who is good and one who is ineffective. Participants may make their lists after their observations.
  * Another prompt for the list would be to give examples of each category to participants.
A GOOD ADULT BASIC SKILLS INSTRUCTOR...

BUILDS RAPPORT
1. Decides with student how to address each other.
2. Shares pertinent personal background (strengths, weaknesses, interests, etc.) with students.
3. Interviews students to determine background and interests.
4. Asks non-threatening personal interest questions.
5. Makes accommodations for physical and other limitations of student.
6. Offers positive feedback often.
7. Whenever possible, asks rather than tells.
8. Doesn’t assume to know every adult’s feelings or responses to any issue.

AVOIDS STUDENT FRUSTRATION AND EMBARRASSMENT
1. Explains rationale for testing and tries to make the testing situation as comfortable as possible.
2. Places students in materials below standardized test scores to help ensure success and eliminate frustration.
3. Gives students several different/appropriate materials and lets them help choose the ones they feel most comfortable using.
4. Recognizes the urgency of adult learning and provides the opportunity for a student to learn something the first night.
5. Gives students the opportunity to read something silently before being asked to read it aloud.
6. Has students read orally in private, not where other students can hear.
7. Initially writes words students can’t spell rather than referring them to dictionary.
8. Initially pronounces words for students instead of telling them to sound them out.
9. Writes in manuscript print — not cursive letters for beginning readers.
ENCOURAGES BONDING BETWEEN STUDENTS
1. Introduces new class members to other students.
2. Encourages group interaction by group discussion periods and/or by dividing class into small groups periodically.
3. Uses class members for peer tutoring or for sharing classroom information with new students. (For example, a class member may show a new student how to sign in name each period or how to locate materials in class.)

PLANS APPROPRIATE INSTRUCTION
1. Has program that is student-centered, not material-centered.
2. Recognizes differences in learning styles and uses different methods to accommodate those styles.
3. Builds upon adults’ experiences by using LEA, group discussions, etc.
4. Incorporates vocabulary, comprehension and rate development into reading program.
5. Uses a variety of methods and materials.
6. Lets students co-plan instruction.

ENCOURAGES INDEPENDENT, NOT DEPENDENT LEARNING
1. Encourages silent reading during each period.
2. Gives students directions on what to do if they run out of work before the teacher can help them. (For example, students may be encouraged to use such times to review previous lessons or read recreational materials.)
3. Encourages each student to work with different people rather than just the teacher.
4. Limits oral reading to not more than ten minutes per session and uses oral reading mainly for the purposes of diagnosis, monitoring progress or group entertainment.

ENCOURAGES LIFE-LONG LEARNING
1. Gives students the opportunity to do recreational as well as functional reading.
2. Reads orally to students to provide access to print and share the benefits of reading.
3. Increases student awareness of the importance of literacy in today’s society.
Initial Interview

Time: 2 hours

Objective(s):
* Knows components of the initial interview.
* Demonstrates behaviors that result in effective interviews.
* Has awareness of experiences/emotions of adult students.
* Has awareness of cultural and social backgrounds of adult students.
* Understands the psychological and physical problems of adults.

Lesson Plan:
Introduction:
* Discuss the possible reasons why some adults did not learn how to read very well.

Lecture:
* Discuss handout on components of initial interview (p. 13).

Role play:
* Have participants observe a role play that has a poor initial interview.
* Have participants observe a successful initial interview.

Guided practice:
* Have participants discuss the problems of the poor interview and give suggestions for improvement.
* As participants observe second role play, have them fill out sheet entitled “Observation Guide” (p. 15).
* Divide participants in small groups and have them identify interviewer behaviors that result in successful initial interviews. Discuss these behaviors with entire group and write on chart paper.
* Distribute handout on successful interviewer behaviors (p. 17).
Interpersonal Communications

Closure

Processing Questions for Participants to Answer:

Sharing:
Describe what happened during the role plays?
Retell major points.
What are your thoughts/feelings about both interviews?

Interpreting:
What basic themes/patterns do you see as a result of
watching these interviews?

Generalizing
What rule(s) or generalization(s) can you make from this?

Applying
How will you use this?
What changes would you make?

Summarizing
What is significant about this experience?

Resources Needed:

*pages 13-17 for each participant
*overhead/transparencies of pages used
*chart paper/marker
*dialogue for role players

Instructor Notes:

*In unsuccessful interview, have interviewer make the following type mistakes:
not building rapport
asking questions in a threatening manner
not helping clarify student's needs
not recognizing student strengths and accomplishments
COMPONENTS OF THE INITIAL INTERVIEW

In an effective initial interview, the interviewer:

1. BUILDS RAPPORT by putting the student at ease
2. OBTAINS INFORMATION in non-threatening ways
3. CLARIFIES STUDENTS' IMMEDIATE NEED and reasons for being there
4. RECOGNIZES STUDENT STRENGTHS and accomplishments and gives positive feedback
5. PERFORMS BASIC PLACEMENT
6. GIVES STUDENT IMMEDIATE SUCCESS by using a trial lesson
NOTES
Observation Guide

Ways instructor helped build rapport:

Techniques the instructor used for obtaining information in a non-threatening way:
Things instructor did to clarify student's needs and reasons for wanting to improve:

Ways the instructor recognized the student's strengths and accomplishments:
Interviewer Behaviors
That Result in Successful Initial Interviews

Building Rapport
* interviewer identifies self and states purpose of interview
* interviewer informs student of what kinds of information is needed and how the information will be used
* interviewer gives learner information about the program

Obtaining Information in Non-threatening Ways
* interviewer respects learner's privacy and doesn't ask any questions that are not necessary
* interviewer asks open-ended questions
* interviewer gives learner "think time" to answer questions
* interviewer tries to avoid "you" statements
* interviewer avoids value judgments and responds neutrally to "unusual" behaviors or comments of learner

Clarifying Student's Immediate Needs
* interviewer practices good listening skills
* interviewer listens for goals or "wishes" in learner's comments and restates them as clearly as possible
* interviewer asks how learning to read would effect learner's career, family life, etc
* interviewer asks learner about kinds of support that would be helpful or best learning styles

Recognizing Student Strengths and Accomplishments
* interviewer commends learner on wanting to get more education
* interviewer comments on something that the student does well at home, on the job, etc.
* interviewer asks learner about what he/she did best when in school.
Effective Listening

Time: 1 hour

Objective(s):
* Establishes mutual trust and respect with students.
* Has an accepting, open-minded attitude.
* Knows how to incorporate listening skills in the classroom

Lesson Plan:
Introduction
* Give an example of something that bothers you when you are trying to talk to someone (e.g., the person answers the telephone and has a long conversation or they don’t look at you while you are talking).
* Have participants make a list of things that bother them when they are trying to talk to someone.
* Discuss the observations and record them on chart paper.

Lecture
* Present list of steps to effective listening (p. 21).
* Discuss the list, explaining how good listening techniques will help eliminate some of the problem areas in communication that bother people (such as those recorded).

Guided Practice
* Have participants practice effective listening skills in pairs.
* Instructor will monitor and make suggestions.
* Discuss how participants felt about following the guidelines for effective listening and how they can apply it to working with adults.
Interpersonal Communications

Closure

Processing Questions for Participants to Answer:

Sharing:
Describe the listening exercises and your reactions to them.

Interpreting:
What basic principles do you see operating about listening?

Generalizing
What rule(s) or generalization(s) can you make from this?

Applying
How could you use listening exercises in your classroom?
What changes would you make?

Summarizing
What is the significance of having instructors learn effective listening techniques? adult students?

Resources Needed:
* page 21 for each participant
* chart paper/marker
* overhead/transparency of page 21

Instructor Notes:
* Participants may select their own topics for practice in effective listening or instructor may assign a general topic. A controversial subject would be a good topic, such as views on capital punishment or abortion.
STEPS TO EFFECTIVE LISTENING

*Give the speaker your full attention.*
  * Look at the speaker.
  * Notice the speaker’s facial expression and body language.
  * Resist internal and external distractions.
  * Listen carefully to content and feelings.

*Respect the speaker’s right to be heard.*
  *Listen eagerly and do not interrupt or hurry speaker.
  *Concentrate on what is being said, not your response.
  *Be tolerant of different opinions.
  *Judge content, not delivery.

*Let the speaker know you are actively listening.*
  *Paraphrase or summarize speaker’s words.
  *Ask questions.
  *Ask for clarification if necessary.

*Be flexible and willing to learn from speaker.*
  *Evaluate the accuracy and value of what you’ve heard.
  *Gather additional information from other sources.
  *Examine your own feelings, thoughts, and values.
Time: 2 hours

Objective(s):
* Knows how to motivate adults.
* Sees adults as individuals who each have their own reasons for attending Adult Basic Skills classes.
* Knows how to use motivational factors to enhance instruction.

Lesson Plan:
Introduction
* Discuss extrinsic and intrinsic motivators.
* Have participants list in groups reasons why they attended training session. Share those reasons with entire group.

Lecture
* Distribute and explain sheets on Beder and Valentine’s study of motivational profiles of ABS students (p. 28-29).
* Explain handout entitled “Motivational Factors” and discuss activities to motivate students under each category (p. 25-27).

Guided Practice
* Divide participants into groups and have them compare/contrast their own students and their reasons for attending classes to those in the Beder and Valentine study.
* Have participants devise plan or survey to determine student motivators.
* Have groups devise activities for motivation.

Closure
Processing Questions for Participants to Answer:
Sharing:
What went on/happened? Retell major points. How do you feel about it?

Interpreting:
What does the Beder and Valentine study tell us about adult motivation for attending ABS classes?
Interpersonal Communications

Generalizing
What generalization(s) can you make from this study?

Applying
How can you use this study to assess the motivators of your own ABS students?
What changes would you make?

Summarizing
What is significant about examining the motivational factors of adults?

Resources Needed:
*pages 25-29 for each participant
*overhead/transparencies of pages used

Instructor Notes:
*Although the Beder and Valentine study gives insight to motivators of adult students, it should not be overly emphasized. Instead, participants should be asked to use the results of this study as a way to assess the motivating factors of their own students.
MOTIVATIONAL FACTORS


I. SELF-IMPROVEMENT

Reasons for taking class:
- improve
- feel better about self
- learn more/learn new things
- gain confidence/independence

Motivators:
- help identify person reading goals
- locate materials that discuss things students want to learn

II. FAMILY RESPONSIBILITIES

Reasons for taking class:
- be better parent/husband/wife
- help children/family

Motivators:
- use "how-to" books & magazine articles on parenting and family relationships
- use children's books

III. DIVERSION

Reasons for taking class:
- meet people
- try something new
- relieve boredom

Motivators:
- use bonding activities
- encourage working in pairs/use group work
Interpersonal Communications

IV. LITERACY DEVELOPMENT

Reasons for taking class:
- become better reader, writer, speaker, communicator

Motivators:
- discuss standard English and when/where it should be used
- help students understand editing — bring something you've written and edited as example
- use examples of famous people who have had some learning problems — i.e. Einstein flunked English

V. COMMUNITY/CHURCH INVOLVEMENT

Reasons for taking class:
- read Bible better
- become more active in church/community
- be better voter/shopper

Motivators:
- use current events
- get free brochures on money-saving tips
- have students do comparative shopping

VI. JOB ADVANCEMENT

Reasons for taking class:
- do job better
- get better job

Motivators:
- use classified ads
- use reference books on career descriptions

VII. LAUNCHING

Reasons for taking class:
- get more respect/prevent being taken advantage of
- want to move
- planning to get married or are pregnant

Motivators:
- teach propaganda tools and how to recognize them
- use “how-to” books or articles on relationships
VIII. ECONOMIC NEED

*Reasons for taking class:*
- earn more money
- unemployed and want work
- get off welfare
- children moved out of house

*Motivators:*
- use classified ads
- use career tests/books

IX. EDUCATIONAL ADVANCEMENT

*Reasons for taking class:*
- prove I can finish
- get diploma
- go to college

*Motivators:*
- use content area reading — history, geography, etc.
- use college catalogs to discuss requirements

X. URGING OF OTHERS

*Reasons for taking class:*
- friends/family/people at work urged

*Motivators:*
- give progress reports to students so they can share with others
- make class newsletters
# MOTIVATIONAL PROFILES


<table>
<thead>
<tr>
<th>I Mainstream Women</th>
<th>II Urged</th>
<th>III Young Adults</th>
<th>IV The Climbers</th>
<th>V Least Affluent &amp; Least Employed</th>
<th>VI Low Ability Strivers</th>
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</thead>
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<td>12.1%</td>
<td>8.4%</td>
<td>6.5%</td>
<td>30%</td>
<td>10.2%</td>
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<td>more women (80%)</td>
<td>64% female</td>
<td>67% female</td>
<td>62% female</td>
<td>high number of males (30%)</td>
<td>highest % of males (56%)</td>
</tr>
<tr>
<td>average age 30</td>
<td>highest age bracket (35)</td>
<td>lowest age group (20)</td>
<td>high age group (34)</td>
<td>average age 31</td>
<td>average age 30</td>
</tr>
<tr>
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<td>average in cognitive ability in math, but low in reading</td>
<td>best test performance</td>
<td>low reading level</td>
<td>average academic tests</td>
<td>less academically able</td>
</tr>
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<td>low household income</td>
<td>income close to average</td>
<td>2nd highest income</td>
<td>lowest average income</td>
<td>income less than average</td>
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<tr>
<td>high % unemployed</td>
<td>high number employed but highest % unemployed and not seeking jobs</td>
<td>highest % unemployed</td>
<td>most employed as skilled workers</td>
<td>smallest % employed &amp; skilled</td>
<td>highest % unskilled workers</td>
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<tr>
<td>low number on public assistance</td>
<td>highest % on public assistance</td>
<td>low on public assistance</td>
<td>high number on public assistance</td>
<td>lowest number on public assistance</td>
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<tr>
<td>more married with high % of children at home</td>
<td>large % never married</td>
<td>1/2 separated, divorced or widowed</td>
<td>low % married &amp; less likely to have children at home</td>
<td>low number married &amp; with children at home</td>
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<tr>
<td>high number left school for pregnancy/marriage</td>
<td>left school early to go to work</td>
<td>school dropouts</td>
<td>lowest grade completion level (8)</td>
<td>highest level grade completion with less achievement (10)</td>
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<td>small towns/rural areas</td>
<td>urban/large towns</td>
<td>city/town</td>
<td>25% required to attend</td>
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<tr>
<td>smallest number required to attend (6%)</td>
<td>13% required to attend</td>
<td>largest % required to attend (26%)</td>
<td>11% required to attend</td>
<td>9% required to attend</td>
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<tr>
<td>Mainstream Women</td>
<td>Urged</td>
<td>Young Adults</td>
<td>The Climbers</td>
<td>Least Affluent &amp; Least Employed</td>
<td>Low Ability Strivers</td>
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<td>large number rent home</td>
<td>large number neither rent nor own home</td>
<td>significant number of Black Americans</td>
<td>rent rather than own home</td>
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<td>large number non-Caucasian, but less Black (10% born out side the USA)</td>
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<td>more time in community/church</td>
<td>little time in community/church</td>
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<td>spend few hours in community</td>
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<td>highest % homemakers</td>
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<td>highest incidence of self reported handicaps</td>
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### Motivational Factors

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<th>low Literacy Development</th>
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<td>high Family Responsibilities</td>
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<td>high Diversion</td>
<td>high Urging</td>
<td>very low Urging</td>
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<td>very high Urging</td>
<td>very high Launching</td>
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<td>high Job Advancement</td>
<td>high Educational Advancement</td>
<td>very low Educational Advancement</td>
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<td>very low Community/Church Advancement</td>
<td>very low Economic Need</td>
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</table>
Assessment

Purposes of Assessment: Informal/Formal 33
Administration and Interpretation of IRI 37
IRI Case Studies 51
Purposes of Assessment: Formal/Informal

Time: 2 hours

Objective(s):
* Has understanding of the purposes of specific diagnostic and standardized tests.
* Knows how to explain rationale for testing.
* Makes testing environment comfortable for adults.
* Knows advantages/disadvantages in using formal and informal assessment.
* Knows how to use instructor observation as part of assessment.
* Uses pre- and post-testing data to determine student progress.

Lesson Plan:
Introduction:
* Have participants discuss possible reasons some adults have had problems learning to read (physiological, emotional, intellectual, environmental). Distribute handout “Why Some Adults Have Not Learned to Read Well” (p. 35), and have participants fill in possible reasons and solutions.
* Have participants discuss
  What they know about assessment.
  What they would like to know.

Lecture/Discussion:
* Distribute handout “Assessment Instruments”(p. 36) and explain formal and informal assessment instruments.
* Discuss appropriate assessment environment.
* Discuss the role of instructor observation in assessment.

Role Play:
* Have participants role play instructor giving rationale for taking a test to an adult student.
Assessment

Closure

Processing Questions for Participants to Answer:

Sharing:
Describe your reactions to the assessment exercises. What happened in the role play? the assessment analysis? What do you think/feel about formal and informal assessment?

Interpreting:
What are the basic themes/patterns?

Generalizing
What rule(s) or generalization(s) can you make about assessment procedures from this?

Applying
How will you use this information on assessment?
What modifications can you make work for you?

Summarizing
What is significant about this experience of using formal and informal assessment for adults?

Materials and Equipment:
*pages 35-36 for each participant  
*overhead/transparencies of pages used

Instructor Notes:
*Role Play may be done individually or in small groups.
WHAT ARE SOME POSSIBLE REASONS WHY ADULTS HAVE NOT LEARNED TO READ WELL

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<th>Emotional/Intellectual</th>
<th>Environmental</th>
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Inappropriate instruction

POSSIBLE SOLUTIONS:

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Appropriate instruction

Why is Assessment Essential for Appropriate Instruction?

Students develop confidence and competence when they are placed in materials in which they read with 90% comprehension and 98% word identification. This is considered their “independent reading level.”
ASSESSMENT INSTRUMENTS

FORMAL

Word lists such as the SORT or WRAT measure how well the learner pronounces words, and can be used to find a "rough" starting place for real reading.

Standardized tests such as the Test of Adult Basic Education (TABE) or the Adult Basic Learning Exam (ABLE) give comparisons of learners with the national sample. This information makes record keeping objective. Program growth, comparisons, and needs can be determined.

INFORMAL

Informal Reading Inventory or A selection from instructional materials provides a sample that is very much like the materials that the learner will be using.

Informal assessment can provide information about comprehension and word identification skills. It is a model for ongoing monitoring, and provides information for planning instruction.

The more closely a test resembles the actual materials and experiences the learner will be using, the more valid the data for instructional planning.

Questions about the Informal Reading Inventory:

*What information can I get from a word list?
*How can I best use this information?
*What can I learn from having the learner read paragraphs?
*How will assessing comprehension help me in planning instruction?
*How will marking word identification errors help me in planning instruction?
Informal Reading Inventory (IRI): Administration & Interpretation

Time: 2 hours

Objective(s):
* Understands advantages and uses of IRI
* Knows how to administer and evaluate an IRI
* Knows how to use results of IRI to determine independent, instructional, and frustration levels
* Knows how to use results of IRI for planning instruction.

Lesson Plan:

Introduction:
* Distribute sample IRI and explain administration procedures using “Collaborative Assessment” handout (p. 39-40).
* Distribute “Criteria for Reading Levels” (p. 41) and discuss independent, instructional, and frustration reading levels.
* Distribute “Marking an Informal Reading Inventory” (p. 42-44) to participants. Read sentences to participants and have them mark errors on sample IRI pages.

Guided Practice:
* Distribute and explain blank flow chart and modified miscue analysis forms. (p. 47 & 49)
* Have students fill out form marking placement according to test results.
* Practice completing “Minimum Information Flow Chart”.
* Have participants fill out form on use of IRI and discuss (p. 45).

Role play:
* Have participants role play administration of an IRI to a beginning level adult reader.

Closure
Processing Questions for Participants to Answer:
Sharing:
Describe what you learned about IRI’s. Retell major points.
How do you feel about the use of IRI’s?
Assessment

Closure (cont’d.)
Interpreting
What are the basic patterns you discovered using an IRI?
Generalizing
What rule(s) or generalization(s) can you make from this?
Applying
How will you use this information about IRI?
What modifications can you make work for you?
Summarizing
What is significant about this experience using IRI’s?

Materials and Equipment:
*pages (39-49) for each participant
*overhead/transparencies of pages used
*sample IRI

Instructor Notes:
*Use workshop leaders for role play.
*Have workshop leader read sample sentences, making mistakes typical of adult beginning readers.
DIRECTIONS FOR COLLABORATIVE ASSESSMENT

Goal: Instructor views the student as a collaborator in the assessment process. The instructor encourages the student to monitor his/her own performance.

Instructor requests the student's help in finding the answers to questions about the student's reading. The student should also participate in a discussion as to why the information might be helpful and how the student can help monitor his/her progress.

For example: What range can the student read with good comprehension, high accuracy and appropriate fluency?

An instructor might say: "I need to get some idea of the things you do really well (instantly) while reading. I need to know the kinds of things you can figure out, but might take a second or two. Finally, I need to know the kinds of things you can't do so well, so we can work together to help you improve your reading."

What seems to be the problem which keeps the student from being a good reader at the upper end of his/her independent reading level? Is it:
1. comprehension
2. word identification skills
3. fluency/anxiety?

Administration of Word Lists:

To determine level of independent and instructional reading, first give the student a graded word list to be read silently. (WRAT-R or word list from an informal reading inventory.)

Ask the student to:
1. Put a check mark next to each word s/he instantly recognizes.
2. Underline each word which s/he must think about for more than a second or two to figure out.
3. Circle words which the student is not sure of or does not know.
(If you think the student will have problems remembering three things to do, just have him/her circle words s/he does not know.)
Administration of Paragraphs:

Based on the words which students can instantly recognize and can figure out in a few seconds (words checked or underlined), select paragraphs of equal or lesser difficulty to determine independent and instructional reading levels.

Determine the place to start reading paragraphs. Share with the student that you will have him/her read some paragraphs and tell about what s/he has read. Give the student a choice to read silently or orally.

If student elects to read silently, at the completion, have the student retell what s/he remembers about the selection. Ask probing questions about any part of the story not recalled. After comprehension check is completed, have the student underline each word s/he did not instantly recognize, and circle each word that the s/he could not figure out.

If the student elects to read the materials orally, mark errors during oral reading and assess comprehension.
IRI: Administration and Interpretation

CRITERIA FOR READING LEVELS

INDEPENDENT READING LEVEL:
A. Ninety percent comprehension demonstrated by retelling significant information from a selection or by answering a variety of types of questions (e.g. detail, main idea, inference, etc.);
B. Instant and accurate pronunciation of ninety-eight to one-hundred percent of the words in the passage;
C. Reading with good phrasing and expression;
D. Ability to anticipate meaning;
E. Freedom from tension or other overt behavior showing frustration; and
F. A desire to read.

INSTRUCTIONAL READING LEVEL:
A. Seventy percent comprehension demonstrated by retelling significant information from a selection or by answering a variety of types of questions (e.g. detail, main idea, inference, etc.);
B. Instant and accurate pronunciation of ninety-five percent of the words in the passage;
C. Reading with good phrasing and expression;
D. Ability to anticipate meaning; and
E. Freedom from tension or other overt behavior showing frustration.

FRUSTRATION READING LEVEL:
A. Below seventy percent comprehension demonstrated by retelling significant information from a selection or by answering variety of types of questions (e.g. detail, main idea, inference, etc.);
B. Below ninety-five percent of instant and accurate pronunciation of words in a passage;
C. Reading without good phrasing and expression;
D. Inability to anticipate meaning; and
E. Exhibiting tension or other overt behavior showing frustration.

A suggested use of time:
75% of total reading time - independent
25% of total reading time - instructional
0% of total reading time - frustration

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Assessment

MARKING AN INFORMAL READING INVENTORY

There are four types of "counted" errors to look for during the administration of an informal reading inventory:

SUBSTITUTIONS - the learner substitutes a different word for the one that is printed

*Write the substituted word above the line.
(If the substituted word is a nonsense word, write it phonetically.)

Bob and Sue have to get a car. The old car will not run.

Bob and Sue have to get a car. The old car will not run.

Bob and Sue have to get a car. The old car will not run.

Bob and Sue have to get a car. The old car will not run.

OMISSIONS - the learner omits a word or leaves off an ending or part of a word

*Circle the word or part that the student does not say.

Bob and Sue like to fish. The car they get will have to be big.

Bob and Sue like to fish. The car they get will have to be big.

Bob and Sue like to fish. The car they get will have to be big.

Bob and Sue like to fish. The car they get will have to be big.

Here's a chance to try marking both:

Bob and Sue have to get a car. The old car will not run.

Bob and Sue like to fish. The car they get will have to be big.
They have a big dog. The dog likes to ride in the car.

Sue wants the car to be blue. Bob says he wants a red car.

---

Here's a chance to try marking all four errors:

Bob and Sue have to get a car. The old car will not run. They have a big dog. The dog likes to ride in the car. Bob and Sue like to fish, too. The car they get will have to be big. Sue wants it to be blue. Bob says he wants a red car.
Assessment

"Non-counted" Errors - These errors are not "counted" but should be marked to indicate possible problems.

CORRECTIONS - The learner makes an error and then corrects it himself.
   *Mark the error as usual and then put a "C" over it.
   
   They have a big dog.

REPETITIONS - The learner repeats a word or phrase.
   *Draw an arrow beneath the word or phrase repeated.

   They have a big dog.

CHOPPINESS - The learner reads in a choppy manner.
   *Mark the sentence with slash marks where choppy.

   They have a big dog.

PUNCTUATION - The learner ignores punctuation.
   *Circle the punctuation mark that the learner left out.

   They have a big dog. The dog likes to ride in the car.

Try marking some of these:

The small bird hopped over the tiny twig. Then it flew away.

The small bird hopped over the tiny twig. Then it flew away.

The small bird hopped over the tiny twig. Then it flew away.

The small bird hopped over the tiny twig. Then it flew away.

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HOW CAN I USE THE INFORMATION THAT I GET FROM AN INFORMAL READING INVENTORY?

Here are some questions to ask when scoring an informal reading inventory:

Is this level comfortable for the learner?

Did the learner's errors make sense?

Does the learner know basic sight words?

What kinds of questions did the learner answer correctly?

How well did the learner understand the selection?

At which level(s) does the learner read independently, instructionally, or with frustration?

What keeps the learner from reading well at the next level?

Other questions:
Minimum Information Flow Chart
Gerald L. Parker Ed.D.
Appalachian State University
Boone, NC 28608 (704) 262-6040

Stage 1
Determine the student's Instructional Reading Level.
(Comprehension at least 70% with 95 to 98% word identification)

Instructional Reading Level

\[ \begin{array}{cccccccccc}
\text{AA} & \text{A} & \text{B} & \text{C} & \text{D} & \text{E} & \text{F} & \text{G} & \text{H} & \text{I} \\
\hline
<\text{PP} & \text{PP} & \text{P} & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & +
\end{array} \]

Key: \( \square \) Independent \( \square \) Instructional \( \circ \) Frustration

Stage 2
Determine what is necessary to turn the instructional level into an independent level.
Rank in order priorities for instructional emphasis. (#1 is of most importance)

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Word Identification</th>
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Stage 3
Determine which subskill needs special attention.

Reading lots of meaningful material on an independent reading level produces faster growth.

Comprehension
- Detail
- Sequence
- Vocabulary Meaning
- Main Idea
- Making Predictions
- Inferences
- Evaluation
- Making Generalizations
- Application

Word Identification
- Sight Words
- Context Clues
- Initial Consonants
- Initial Con. Blends/Digraphs
- Final Consonants
- Structural Analysis
- Syllabication Gen.
- Short/Long Vowels
- Variant Vowels

(Get this information from an IRI and/or during instruction.)
# Modified Miscue Analysis

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<tr>
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<th>Text Word</th>
<th>Substitution</th>
<th>Sight Word</th>
<th>Context Clue</th>
<th>Initial conson.</th>
<th>Digraph/ Blend</th>
<th>Final conson.</th>
<th>Syllabication</th>
<th>Short Vowels</th>
<th>Long Vowels</th>
<th>Variant Vowels</th>
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Informal Reading Inventory: Case Studies

Time: 2 hours

Objective(s):
* Has practice in administering and evaluating informal reading inventories.

Lesson Plan:
Introduction:
* Have participants review rationale and procedures for administering informal reading inventories.

Guided practice:
* Read information about case study #23. Have participants complete "Minimum Information Flowchart" and "Miscue Analysis" forms according to the case information (p. 53-67).
* Repeat for case studies #12, #22, #1S, and #5JP (p. 69-123).

Further discussion:
* Have participants analyze their strengths/weaknesses in administering the IRI.
* Have participants discuss these strengths/weaknesses in groups. Let groups come up with possible solutions for weak points.

Closure
Processing Questions for Participants to Answer:
Sharing:
Describe the process of administering and scoring an IRI. How do you feel about this process?

Interpreting:
What are the basic themes/patterns you see in using informal tests?

Generalizing
What rule(s) or generalization(s) can you make from this?

Applying
How could you use an IRI in your classroom? What modifications can you make work for you?
Assessment

Closure (cont’d)

Summarizing

Describe the significance of using IRI’s. What did you learn by doing these exercises?

Materials and Equipment:

*Case study packet 53-123 for each participant
*overhead/transparencies of pages used
*Informal Reading Inventory

Instructor Notes:

*Use as many case studies as necessary for participant proficiency.
*If possible, have participants bring data concerning actual students and use their data instead of case study data.
*Data for all case studies is based on actual basic skills students.
Student's Name: Case 23
Location: 
Instructor: 
Student Information: Single - 19 yrs. old
Male, Left school at 16 - Works at Hardee's 35 hrs./wk.
*Encourager - Girlfriend
Beginning Date: 

Stage 1
Determine the student's Instructional Reading Level.
(Comprehension at least 70% with 95 to 98% word identification)

Instructional Reading Level: A B C D E F G H I

Key: [Independent] [Instructional] [Frustration]

Stage 2
Determine what is necessary to turn the instructional level into an independent level.
Rank in order priorities for instructional emphasis. (#1 is of most importance)

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<tr>
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<tr>
<td>Application</td>
<td>Variant Vowels</td>
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Stage 3
Determine which subskill needs special attention.

Comprehension
- Detail
- Sequence
- Vocabulary Meaning
- Main Idea
- Making Predictions
- Inferences
- Evaluation
- Making Generalizations
- Application

(Reproductive Information from an IRI and/or during instruction.)

Word Identification
- Sight Words
- Context Clues
- Initial Consonants
- Initial Con. Blends/Digraphs
- Final Consonants
- Structural Analysis
- Syllabication Gen.
- Short/Long Vowels
- Variant Vowels

(Reproductive Information from miscue analysis collected from IRI and/or during instruction.)
Minimum Information Flow Chart
Gerald L. Parker Ed.D.
Appalachian State University
Boone, NC 28608 (704) 262-6040

Stage 1
Determine the student's Instructional Reading Level.
(Comprehension at least 70% with 95 to 98% word identification)

Instructional Reading Level: <AAA AAA AA A B C D E F G H I
<PP PP P 12 3 4 5 6 7 8 9 +

Key: □ Independent □ Instructional □ Frustration

Stage 2
Determine what is necessary to turn the instructional level into an independent level.
Rank in order priorities for instructional emphasis. (#1 is of most importance)

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Stage 3
Determine which subskill needs special attention.

Reading lots of meaningful material on an independent reading level produces faster growth.

(Student's Name) Case 23
Location
Instructor
* Encourager - Girlfriend

Student's Goals:
GED
Become manager of Hardee's
Get married
Interests: Basketball and Girlfriend

(Get this information from IRI and/or during instruction.)

(Get this information from miscue analysis collected from IRI and/or during instruction.)
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<td>10. warrant</td>
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D
Charlie lives in a small farming community. He wears overalls or jeans.
On his farm, Charlie grows corn, cabbage, and green beans. He also has some animals including a hog and horses. Charlie likes to see a cool rain shower, but doesn't like the ground to freeze. Everything on the farm has to be scheduled so that nothing is neglected. Though farming is hard work, Charlie thinks it is rewarding. Charlie takes care of himself and enjoys his independence.

Percent of Word Identification in Context

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Percent of Comprehension

Questions for Level D

F 1. What kind of work does Charlie do? (farming)

VOC 2. What does the word “overalls” mean? (loose-fitting trousers with bib front and shoulder straps)

I 3. Why does Charlie like rain? (crops need water)

I 4. Why doesn't he like the ground to freeze? (could damage crops)

VOC 5. What does the word “neglected” mean? (overlooked/not taken care of)

F 6. What does Charlie think of farming? (it is rewarding)

VOC 7. What does “independence” mean in the story? (freedom/not relying on anyone else)

F 8. What crops does Charlie grow? (corn, cabbage, green beans)

E 9. Why might Charlie like taking care of himself? (any reasonable answer)

VOC 10. What does the word “community” mean? (group of people living in an area)
“Jean, I will be bringing a guest for dinner tonight,” said Mark. “Is it someone I know, Mark?” asked Jean. “No. He is a new member of the company,” Mark said. Jean asked, “What should I serve?” They decided to have chicken with vegetables and rice. While Mark was at work, Jean went downtown to shop. She picked up chicken, mushrooms, carrots, and a tomato. Then she bought a pumpkin pie. As Jean arrived home, her excitement grew. She enjoyed planning dinners for special events. When Mark and his guest arrived, dinner was ready. “Delicious, as usual, Jean,” said Mark.

### Questions for Level C

**F1.** Who is Mark bringing home for dinner?  
(guest/new member of company)

**MI 2.** What is a good title for this story?  
(Dinner Guest/Planning for Dinner...)

**F, I 3.** Where did Jean go to shop?  
(downtown/grocery store)

**SEQ 4.** What did she do after she bought the chicken and vegetables?  
(bought a pumpkin pie)

**VOC 5.** What does the word “delicious” mean in the story?  
(tastes good)

**I 6.** How did Jean feel about Mark bringing someone for dinner?  
(happy/excited)

**F 7.** Did Jean know the person Mark brought for dinner?  
(no—he was new)

**F 8.** Was the guest a man or woman?  
(man)

**VOC 9.** How did you know?  
(used pronoun “he”)

**SEQ 10.** What happened after Jean bought the pie?  
(she went home)
John and Mary have an apartment in the city. He is a doctor and she works at the bank. They are planning to go to the beach Friday. “We need to pack our things tonight so we’ll be ready to go after work tomorrow,” said John. “Yes,” agreed Mary, “I suppose we should.” “What kind of weather will we have?” asked John. Mary told him the days would be sunny, but it might rain Saturday night. They decided to take some warm clothes for the evenings. “We’ll need towels for the beach,” said Mary. Soon they had their bags packed. “Let’s get some sleep, Mary,” said John.

### Percent of Word Identification in Context

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### Percent of Comprehension

**Questions for Level B**

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<td>1. Where do John and Mary live? (apartment in the city)</td>
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<tr>
<td>F</td>
<td>2. Where does Mary work? (bank)</td>
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<tr>
<td>MI</td>
<td>3. What is a good title for this story? (Packing for the Beach...)</td>
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<tr>
<td>F, I</td>
<td>4. Why did Mary and John decide to take some warm clothes? <em>(it might rain/may be cool in evenings...)</em></td>
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<tr>
<td>I</td>
<td>5. What will they do with towels at the beach? <em>(lie on them/sun/dry off)</em></td>
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<tr>
<td>VOC</td>
<td>6. What does the phrase “...their bags...” mean in the story? <em>(suitcases/what they carry things in)</em></td>
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<tr>
<td>F, I</td>
<td>7. When did they pack? <em>(night before leaving/Thursday night)</em></td>
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<tr>
<td>I</td>
<td>8. Why do Mary and John need to get some sleep? <em>(to be ready for Friday/it's late/long trip after work...)</em></td>
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<tr>
<td>E</td>
<td>9. What else might they have packed for the trip? <em>(swimsuit/suntan lotion)</em></td>
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<tr>
<td>I</td>
<td>10. Why did John ask about the weather forecast? <em>(to know what to pack, to wear)</em></td>
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<td>Level</td>
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### Stage 1

Determine the student's Instructional Reading Level.

(Comprehension at least 70% with 95 to 98% word identification)

**Instructional Reading Level**

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**Key**

- Independent
- Instructional
- Frustration

### Stage 2

Determine what is necessary to turn the instructional level into an independent level.

Rank in order priorities for instructional emphasis. (#1 is of most importance)

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### Stage 3

Determine which subskill needs special attention.

**Reading lots of meaningful material on an independent reading level produces faster growth.**

(Get this information from an IRI and/or during instruction.)

**Student's Name**: Case 12

**Location**

**Instructor**

**Student Information**: Female 24 - married

No children - unemployed - some marital concerns - may need to be on her own some day - Sister, Susan * Encourager

**Beginning Date**

**Student's Goals**: Get a job. Wants to buy a mobile home.

High School Diploma.

Interests: Church - extended family / cooking.
### Stage 1

Determine the student's Instructional Reading Level.
(Comprehension at least 70% with 95 to 98% word identification)

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### Stage 3

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Lee and Ann took their children to the zoo.
The children wanted to see everything.
"Let's look at the tigers first," said Cindy.
They watched the tigers play on the stone.
"Can we see the snakes?" asked Tom.
"Yes," said Ann, "then we will go to the petting zoo."
Cindy didn't like the snakes.
At the petting zoo, they saw horses and sheep.
A clown picked Cindy up so she could pet the horse.
It began to get dark.
Lee said, "It's time to go home."
Everyone got in the car and Lee started home.

Questions for Level A

F 1. Where did Lee and Ann take the children? (to the zoo)
F 2. What did they see at the zoo? (tigers, snakes, horses, sheep)
M 3. What is a good title for this story? (A Visit to the Zoo...)
F, I 4. How did Cindy feel about the snakes? (didn't like them/scared)
VOC 5. What is a petting zoo? (Place where you can touch the animals)
I 6. The clown picked Cindy up to pet the horse. Why? (she is very small/short...the horse was big)
SEQ 7. What happened when it began to get dark? (Lee said, "It's time to go home." They got into the car.)
I, VO 8. What does the phrase "...Lee started home" mean? (began driving toward home)
I 9. Who are Lee and Ann? (parents)
E 10. How do you think the children felt about their visit to the zoo? (any reasonable answer)
Lee and Ann took their children to the zoo. The children wanted to see everything. "Let's look at the tigers first," said Cindy. They watched the tigers play on the stone. "Can we see the snakes?" asked Tom. "Yes," said Ann, "then we will go to the petting zoo." Cindy didn't like the snakes. At the petting zoo, they saw horses and sheep. A clown picked Cindy up so she could pet the horse. It began to get dark. Lee said, "It's time to go home." Everyone got in the car and Lee started home.

Percent of Word Identification in Context

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Percent of Comprehension

Questions for Level A

F + 1. Where did Lee and Ann take the children? (to the zoo)

F + 2. What did they see at the zoo? (tigers, snakes, horses, sheep)

M1 + 3. What is a good title for this story? (A Visit to the Zoo... They went to a zoo)

F, I + 4. How did Cindy feel about the snakes? (didn't like them / scared)

VOC +5. What is a petting zoo? Place to pet animals (Place where you can touch the animals)

I + 6. The clown picked Cindy up to pet the horse. Why? (she is very small / short... the horse was big)

SEQ +7. What happened when it began to get dark? (Lee said, "It's time to go home." They got into the car.)

I, VO +8. What does the phrase "...Lee started home" mean? (began driving toward home)

I +9. Who are Lee and Ann? (parents) Mother and Father

E 10. How do you think the children felt about their visit to the zoo? (any reasonable answer) They liked it.
2nd selection AA

The boys are playing ball next to the house.  
Mother and Father look out the window.  
They see Bill pick up a bat.  
John has a ball.  
The ball flies into the street and under the truck.  
There is a lot of water under the truck.  
Father runs outside to find the ball.  
Mother calls the boys into the house.  
When Father looks up, he is surprised.  
Where did the boys go?  
He goes to the house and opens the door.  
The boys laugh.  
Father looks like he went swimming!

Questions for Level AA

MI  1. What title would you give this story?  
(The Ball Game...any reasonable answer)
I  2. Why does the ball fly into the street?  
(Bill hit it...John threw it)
F  3. Where does the ball go when it gets into the street? (under a truck)
F  4. Who goes to find the ball? (Father)
I  5. Why did Mother call the boys inside? (for a joke...for a drink...)
F, I 6. Why is Father surprised? (the boys are gone)
F, SEQ 7. What does he do next? (goes to the house, opens the door)
F  8. Why do the boys laugh? (Father is wet/looks like he's been swimming)
I  9. How did Father get wet? (had to crawl under truck for ball/water there)
E 10. How would you get the ball out from under the truck? (any reasonable answer)
The boys are playing ball next to the house. Mother and Father look out the window. They see Bill pick up a bat. John has a ball. The ball flies into the street and under the truck. There is a lot of water under the truck. Father runs outside to find the ball. Mother calls the boys into the house. When Father looks up, he is surprised. Where did the boys go? He goes to the house and opens the door. The boys laughed. Father looks like he went swimming!

Percent of Word Identification in Context

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Percent of Comprehension

| 0=100 | 1=90 | 2=80 | 3=70 | 4=60 |

Questions for Level AA

1. What title would you give this story? How Father gets wet. (The Ball Game...any reasonable answer)

2. Why does the ball fly into the street? (Bill hit it...John threw it) Don't know (we) someone hit or threw it.

3. Where does the ball go when it gets into the street? (under a truck)

4. Who goes to find the ball? (Father)

5. Why did Mother call the boys inside? (for a joke...for a drink...) Don't know. (supper)

6. Why is Father surprised? (the boys are gone) The boys are not there.

7. What does he do next? (goes to the house, opens the door)

8. Why do the boys laugh? (Father is wet/looks like he's been swimming)

9. How did Father get wet? (had to crawl under truck for ball/water there)

10. How would you get the ball out from under the truck? (any reasonable answer) Get a stick.
John and Mary have an apartment in the city.
He is a doctor and she works at the bank.
They are planning to go to the beach Friday.
"We need to pack our things tonight so we'll
be ready to go after work tomorrow," said John.
"Yes," agreed Mary, "I suppose we should."
"What kind of weather will we have?" asked John.
Mary told him the days would be sunny, but it
might rain Saturday night.
They decided to take some warm clothes for
the evenings.
"We'll need towels for the beach," said Mary.
Soon they had their bags packed.
"Let's get some sleep, Mary," said John.

---

Questions for Level B

F 1. Where do John and Mary live?  
   (apartment in the city)
F 2. Where does Mary work?  
   (bank)
M 3. What is a good title for this story?  
   (Packing for the Beach...)
F, I 4. Why did Mary and John decide to 
   take some warm clothes?  
   (it might rain/may be cool in evenings...)
I 5. What will they do with towels at 
   the beach?  
   (tie on them, sun, dry off)
VOC 6. What does the phrase "...their bags..." mean in the story?  
   (suitcases, what they carry things in)
F, I 7. When did they pack?  
   (night before leaving, Thursday night)
I 8. Why do Mary and John need to get 
   some sleep?  
   (to be ready for Friday, it's late/long trip after work...)
E 9. What else might they have packed for 
   the trip?  
   (swimsuit, suntan lotion)
I 10. Why did John ask about the weather 
    forecast?  
    (to know what to pack, to wear)
John and Mary have an apartment in the city. He is a doctor and she works at the bank. They are planning to go to the beach Friday. “We need to pack our things tonight so we’ll be ready to go after work tomorrow,” said John. “Yes,” agreed Mary, “I suppose we should.” “What kind of weather will we have?” asked John. Mary told him the days would be sunny, but it might rain Saturday night. They decided to take some warm clothes for the evenings. “We’ll need towels for the beach,” said Mary. Soon they had their bags packed. “Let’s get some sleep, Mary,” said John.

Questions for Level B

F  1. Where do John and Mary live? (apartment in the city) Don’t remember (doctor’s office)

F  2. Where does Mary work? (bank) Working in a doctor’s office.

MI 3.– What is a good title for this story? (Packing for the Beach...)

F, I 4. Why did Mary and John decide to take some warm clothes? (it might rain/may be cool in evenings...) It was cold.

I  5. What will they do with towels at the beach? (lie on them/sun/dry off)

VOC 6. What does the phrase “...their bags...” mean in the story? (suitcases/what they carry things in)

F, I 7. When did they pack? (night before leaving/Thursday night) Don’t remember

I  8. Why do Mary and John need to get some sleep? (to be ready for Friday/it’s late/long trip after work...)

E  9. What else might they have packed for the trip? (swimsuit/suntan lotion) Camera, balls, glove

I  10. Why did John ask about the weather forecast? (to know what to pack, to wear) To see if there was going to be a hurricane.
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| 7. mouth                  |         |
| 8. believe                |         |
| 9. whisper                |         |
| 10. mail                  |         |

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| 1. cousin                 |         |
| 2. unusual               |         |
| 3. drown                 |         |
| 4. pale                  |         |
| 5. disappointed          |         |
| 6. cork                  |         |
| 7. dozen                 |         |
| 8. flight                |         |
| 9. lamp                  |         |
| 10. zip                  |         |

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| 1. awkward               |         |
| 2. nephew                |         |
| 3. cowards               |         |
| 4. trousers              |         |
| 5. knowledge             |         |
| 6. argument              |         |
| 7. cartoon               |         |
| 8. daily                 |         |
| 9. habit                 |         |
| 10. item                 |         |

| E                         |         |
| 1. contrary              |         |
| 2. wreath                |         |
| 3. hustling              |         |
| 4. sandals               |         |
| 5. disperse              |         |
| 6. plateau               |         |
| 7. conceal               |         |
| 8. expense               |         |
| 9. vapor                 |         |
| 10. warrant              |         |

| F                         |         |
| 1. humbly                |         |
| 2. intersect             |         |
| 3. legal                |         |
| 4. knowingly              |         |
| 5. scant                 |         |
| 6. tangible              |         |
| 7. video                 |         |
| 8. withheld              |         |
| 9. transition            |         |
| 10. urgency              |         |
**Stage 1**

Determine the student's Instructional Reading Level.
(Comprehension at least 70% with 95 to 98% word identification)

Instructional Reading Level

- Key: □ Independent □ Instructional □ Frustration

**Stage 2**

Determine what is necessary to turn the instructional level into an independent level.

Rank in order priorities for instructional emphasis. (#1 is of most importance)

- □ Comprehension
- □ Word Identification

**Stage 3**

Determine which subskill needs special attention.

- Comprehension
  - Detail
  - Sequence
  - Vocabulary Meaning
  - Main Idea
  - Making Predictions
  - Inferences
  - Evaluation
  - Making Generalizations
  - Application

- Word Identification
  - Sight Words
  - Context Clues
  - Initial Consonants
  - Initial Con. Blends/Digraphs
  - Final Consonants
  - Structural Analysis
  - Syllabication Gen.
  - Short/Long Vowels
  - Variant Vowels

(Get this information from an IRI and/or during instruction.)

(Student's Name) Case 22

Location

Instructor

Student Information: Male 57 unemployed sometime does odd jobs such as yard work

Beginning Date

Student's Goals

- Get a permanent job - grocery store

Interests: Watching football

(Get this information from miscellaneous analysis collected from IRI and/or during instruction.)
Minimum Information Flow Chart
Gerald L. Parker Ed.D.
Appalachian State University
Boone, NC 28608 (704) 262-6040

Student's Name: Case 22
Location: 
Instructor: 
Student Information: Male, 37, Unemployed, sometimes does odd jobs such as yard work.
Beginning Date: 

Stage 1
Determine the student's Instructional Reading Level.
(Comprehension at least 70% with 95 to 98% word identification)
Instructional Reading Level: A A A A A A A A
<AAA AAA A A B C D E F G H I
<PP PP P 1 2 3 4 5 6 7 8 9 +
Key: Independent Instructional Frustration

Stage 2
Determine what is necessary to turn the instructional level into an independent level.
Rank in order priorities for instructional emphasis. (#1 is of most importance)

Comprehension
- Detail
- Sequence
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Stage 3
Determine which subskill needs special attention.
Reading lots of meaningful material on an independent reading level produces faster growth.

Comprehension
- Detail
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Answer
Get a permanent job - grocery store.
Interests: Watching football.

(Get this information from an IRI and/or during instruction.)
(Get this information from miscue analysis collected from IRI and/or during instruction.)
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</table>
John and Mary have an apartment in the city. He is a doctor and she works at the bank. They are planning to go to the beach Friday. "We need to pack our things tonight so we'll be ready to go after work tomorrow," said John. "Yes," agreed Mary, "I suppose we should." "What kind of weather will we have?" asked John. Mary told him the days would be sunny, but it might rain Saturday night. They decided to take some warm clothes for the evenings. "We'll need towels for the beach," said Mary. Soon they had their bags packed. "Let's get some sleep, Mary," said John.

<table>
<thead>
<tr>
<th>Questions for Level B</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 1. Where do John and Mary live? (apartment in the city)</td>
</tr>
<tr>
<td>F 2. Where does Mary work? (bank)</td>
</tr>
<tr>
<td>M 3. What is a good title for this story? (Packing for the Beach... Going to the beach.)</td>
</tr>
<tr>
<td>F, I 4. Why did Mary and John decide to take some warm clothes? (It might rain/may be cool in evenings... It was winter.)</td>
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<tr>
<td>I 5. What will they do with towels at the beach? (lie on them/sun/dry off)</td>
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<tr>
<td>VOC 6. What does the phrase &quot;...their bags...&quot; mean in the story? (suitcases/what they carry things in)</td>
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<tr>
<td>F, I 7. When did they pack? (night before leaving/Thursday night)</td>
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<tr>
<td>I 8. Why do Mary and John need to get some sleep? (to be ready for Friday/it's late/long trip after work...)</td>
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<tr>
<td>E 9. What else might they have packed for the trip? (swimsuit/suntan lotion)</td>
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<tr>
<td>I 10. Why did John ask about the weather forecast? (to know what to pack, to wear)</td>
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</table>

To find out about the weather. Tell him if it was going to rain or not.
Questions for Level C

F1. Who is Mark bringing home for dinner?
   (guest / new member of company) a friend

M1 2. What is a good title for this story?
   (Dinner Guest / Planning for Dinner...) Bringing home friends.

F, I 3. Where did Jean go to shop?
   (downtown / grocery store)

SEQ 4. What did she do after she bought the chicken and vegetables?
   (bought a pumpkin pie) went home

VOC 5. What does the word “delicious” mean in the story? (tastes good) good

I 6. How did Jean feel about Mark bringing someone for dinner? (happy / excited) She liked it.

F 7. Did Jean know the person Mark brought for dinner? (no – he was new) yes

F 8. Was the guest a man or woman? (man) Don’t remember

VOC 9. How did you know? (used pronoun “he”) Skip question

SEQ 10. What happened after Jean bought the pie? (she went home) Did she buy a pie?
### Minimum Information Flow Chart

Gerald L. Parker Ed.D.
Appalachian State University
Boone, NC 28608 (704) 262-6040

<table>
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<tr>
<th>Student's Name</th>
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<td>Location</td>
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<td>Instructor</td>
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</table>

Student Information: Male, 31 - Plumber's helper
- 3 children, ages 2, 4, and 7 / Single parent
- His mother helps with children
- Primary encourager

Beginning Date

---

### Stage 1

Determine the student's instructional reading level.
(Comprehension at least 70% with 95 to 98% word identification)

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Key: [ ] Independent [ ] Instructional [ ] Frustration

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### Stage 2

Determine what is necessary to turn the instructional level into an independent level.

Rank in order priorities for instructional emphasis. (#1 is of most importance)

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### Stage 3

Determine which subskill needs special attention.

Reading lots of meaningful material on an independent reading level produces faster growth.

(Get this information from an IRI and/or during instruction.)

---

(Student's Goals: Learn to read so he can help his children with school. Become a plumber. Interests: Stock Car racing, TV.)
Stage 1

Determine the student's Instructional Reading Level.
(Comprehension at least 70% with 95 to 98% word identification)

Instructional Reading Level: ✓ [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

Key: ☑ Independent ☑ Instructional ☑ Frustration

Stage 2

Determine what is necessary to turn the instructional level into an independent level.

Rank in order priorities for instructional emphasis. (#1 is of most importance)

Comprehension

Word Identification

Stage 3

Determine which subskill needs special attention.

Reading lots of meaningful material on an independent reading level produces faster growth.

Comprehension

Word Identification

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Sight Words

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Vocabulary Meaning

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(Get this information from an IRI and/or during instruction.)

(Get this information from miscue analysis collected from IRI and/or during instruction.)
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AAA

Bob and Sue have to get a car. The old car will not run.
They have a big dog. The dog likes to ride in the car.
Bob and Sue like to fish, too. The car they get will have to be big.
Sue wants it to be blue. Bob says he wants a red car.

Questions for Level AAA

F, I  1. What kind of car will Bob look for? (new or used, big, blue/red)
Ml   2. What is a good title for this story? (The New Car...any reasonable answer)
F, I  3. Why do they need a big car? (carry dog, fishing equipment)
VOC  4. Who are “they” in the story? (Bob and Sue)
I    5. Who will look for the car? (Bob and Sue)
I    6. If the story continued, what would happen next? Why? (accept any reasonable answer)

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AAA

Bob and Sue have to get a car. The old car will not run. They have a big dog. The dog likes to ride in the car. Bob and Sue like to fish, too. The car they get will have to be big. Sue wants it to be blue. Bob says he wants a red car.

Questions for Level AAA

1. What kind of car will Bob look for? (new or used, big, blue/red)  A big car
2. What is a good title for this story? (The New Car...any reasonable answer)
3. Why do they need a big car? They got a big dog.
4. Who are "they" in the story? (Bob and Sue) Bob and Susan (got friend named Bob and Susan)
5. Who will look for the car? (Bob and Sue) Bob

Percent of Word Identification in Context

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Percent of Comprehension
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Date: __________
Instructor: __________
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The Linguistic Model for Reading

Time: 1 hour

Objective(s):
* Has knowledge of current methods in ABS instruction.
* Relates instruction to needs and experiences of adults.
* Understands the components of the “top-down” and “bottom-up” approaches to reading

Lesson Plan:
Introduction
* Distribute the handout, “The Linguistic Model for Reading” (p. 129) and review the objective statement. Call attention to the three systems of language: semantic, syntactic and the phonic.

Lecture
* Discuss the model. Stress that all human languages have these three systems and that they are mutually supporting systems. Point out that successful readers make use of the three supporting systems while reading. Therefore, reading instructors should make use of the three systems while teaching reading to adult students.
* Present the handout, “Goodman Linguistic Reading Model” (p. 130) and call attention to Goodman’s quote at the top. Note that the reading act is imprecise and a “guessing game.” Point out the model’s components: good readers sample, predict, confirm, and comprehend.
* Use this sentence to show how good readers use the Goodman model. “Hit the _______ with a bat, Bob” (ball). Note that an effective reader in order to read this sentence must sample, predict (guess), confirm (make sense and meet expectations), and comprehend (remember). Stress that the model works when the reader reads past the unknown word and the reader has a big enough sample with which to make a good prediction for the unknown word. Note that the model will work for ABS students when they use their knowledge of syntax (grammar), the meaning of words (semantics) surrounding the unknown word and some knowledge of initial consonant clues (phonics).

Guided practice
* Distribute the handout “Linguistic Model Activities.” (p. 131) Next, put the participants in pairs and have each pair complete the activity. Call upon the participants to share their solutions orally.
Methods in Reading

*Solicit from the participants their insights into how they were able to perform the closures. Help them understand that it was through their knowledge of syntax and phonics (common spelling patterns) that this activity was done. Note in this instance, the meaning system was missing.

Additional Lecture

*Present the handout, “Top-Down Reading Instruction.” (p. 135) Note the differences between top-down (reader centered) and bottom-up (text centered) instruction. Let the participants translate this information into their own words.

Role Play

*Pre-select two participants who hold strong views on the issues to hold a debate: “Top-down” reading instruction vs. “Bottom-up” reading instruction. While the debate is going on, the participants will use the note sheet, “Reading Theory: Top-Down and Bottom-Up” (p. 132) to record their notes.

*Summarize the debate, and point out to the participants the usefulness of the Goodman linguistic model and the value of the “Top-Down” approach in teaching new adult readers. Distribute and explain the handout, “Matching Reading Approaches and Materials.” (p. 133)

Closure

Processing Questions for Participants to Answer:

Sharing:
What did this unit reveal to you about the linguistic reading model and top-down/bottom-up approach to reading?

Interpreting:
What are the basic themes/patterns in using the different models?

Generalizing
What rule(s) or generalization(s) about reading instruction can you make from this unit?

Applying
How could you use this? What changes would you make?

Summarizing
Why is knowing about various approaches to reading instruction important for adults?

Resources Needed:
*pages 129-135 for each participant
*overhead/transparencies of pages used

Instructor Notes:
*Pre-select two participants who hold strong opposing views on “Top-Down” and “Bottom-Up” issues to hold a debate.

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Objective: It is the intent that participants will understand the three systems of language and their functions.
Method in Reading

GOODMAN LINGUISTIC READING MODEL

"Reading is a psycholinguistic guessing game."
Kenneth Goodman

Goodman's view of the reading process:

While reading, good readers...

1. Sample
2. Predict
3. Confirm
4. Comprehend

What Reading Research Reveals

Good readers do not perceive every letter in every word, but focus on a few key words which they perceive as a whole. They then infer the meaning of the whole phrase.

Linguistic Model Activities

Hit the ________ with the bat, Bob.

Notes to Myself: What Processes did I use in the exercise above?

Activity

craved  ploving  planess
yob  mup  quatism
thunful  kloption  dobful

The _____ was _____ on the _____ pip.

Key: The yob was ploving on the dobful pip.

Activity Questions:

Comprehension: How was this done?

1. Who/What was on the pip? Knowledge of:
   1. Syntax/grammar/parts of speech
   2. Spelling patterns
   3. Knowledge of oral language
   (what sounds correct)
   4. Two language systems
   5. Past experince/learning

2. What was the yob doing?

3. Characterize the pip.

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### Reading Theory: “Top-Down” and “Bottom-Up”

<table>
<thead>
<tr>
<th>Characteristics of Top-Down:</th>
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<tr>
<th>What are the strengths of a top-down method?</th>
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What are some ways that top-down and bottom-up methods can work together?
MATCHING READING APPROACHES
WITH MATERIALS

Top-down Approaches (Meaning Emphasis) for Global Learners

Approach
Whole word approach:
Individualized approach:
Whole Language:
Literature Based:
Language Experience:
Fernald's Word Tracing:

Material
- Look-say materials
- Student self-selected reading books and materials
- Language arts materials
- Selections from literature
- Literacy Volunteers of America materials
- VAKT variation of language experience and teacher made materials

Bottom-Up Approaches (Code-Phonic Emphasis) For Analytic Learners

Approach
Phonic:
Pattern Phonics:
Orton-Gillingham:

Material
- Pegasus Pace, Distar, or Laubach Way to Reading materials
- Word families or phonogram based materials
- A phonic method variation with materials
TOP DOWN READING INSTRUCTION

A whole language model:
Reader driven

Semantics
student expects meaning from written ideas

Syntax
student reads his/her own personal language in written sentence form

Morphology
student reads self-selected, basic sight words

Phonics
student learns letters and sounds inductively (Phonics comes last!)

A skills model:
Text/Instructor driven

Phonics
Instructor selects and teaches letters and sounds

Morphology
Instructor selects new basal on previously taught letters and sounds

Syntax
Instructor selects sentences for the student to read

Semantics
Instructor demands the meaning of the sentences (Comprehension comes last!)
Language Experience Approach

Time: 1 hour

Objective(s):
* Understands the Language Experience Approach (LEA) and how to use it with adults.
* Constructs or helps students to construct their own instructional materials.

Lesson Plan:
Introduction:
* Distribute handout on advantages of LEA and steps for using LEA (p. 139) as well as the handout on using LEA with a group (p. 144).
* Briefly explain LEA uses and procedures.
* Have participants who have used LEA discuss their reactions to it.

Role play:
* Have participants observe role play of instructor using LEA technique.
* Distribute handout of LEA/VAKT approach for beginning reader. (p. 140-142). Have participants observe role play of instructor using this technique.
* Have participants discuss possible variations of LEA and distribute “LEA - Skill Development” (p. 143).

Guided practice:
* Have participants divide into pairs and through role play practice using the general LEA technique and then the LEA/VAKT for beginning readers.
* Have participants discuss their reaction to the procedures.

Closure
Processing Questions for Participants to Answer:
Sharing:
Describe your experience using LEA. Retell major points in the process.
What are your thoughts/feelings about LEA?
Interpreting:
What are the basic themes/patterns?
Methods in Reading

Generalizing
What rule(s) or generalization(s) can you make from this?

Applying
How could you use LEA with your beginning readers?
What variations of LEA can you make work for you?

Summarizing
What is significant about this experience and the LEA?

Materials and Equipment:
* pages 139-144 for each participant
* overhead/transparencies of pages used
* 3x5 index cards and envelopes for every pair of participants

Instructor Notes:
THE LANGUAGE EXPERIENCE APPROACH (LEA)

ADVANTAGES OF LEA:
- LEA utilizes learners' experiences.
- LEA utilizes learners' own language.
- LEA capitalizes on the learners' interests.
- LEA is non-threatening.
- LEA is motivational.

TECHNOLOGY APPROACH:

STEPS FOR USING LEA:

1. The learner copies the sentence onto paper.
2. The learner practices reading the sentence(s) several times.
3. The learner reads the sentence(s) aloud with assistance.
4. The instructor and the learner read the sentence(s) together.
5. The instructor prints (types, if possible) the sentence(s) on paper in the learners' own language (manuscript - upper and lower case).
6. From the conversation, the instructor selects one or more sentences to be used for instruction.
7. The instructor has a conversation with the student.
Teaching Reading to the Beginning Reader:
Language Experience Approach (LEA) and
Visual-Auditory-Kinesthetic-Tactile (VAKT)

The following suggestions are for students who have demonstrated some difficulty learning to read. The student should be able to listen to a short story and retell significant parts. The student should speak in sentences which average at least five words. The student should demonstrate an interest in looking at books and/or learning to read.

LEA:

Step 1: Talk to the student. Choose one idea (key sentence) that the student talks about which seems to be important to him/her.

Step 2: Instructor/tutor prints or types the key sentence on card or envelope. The words should be in lower case letters.

My dog is sick.

Step 3: The instructor/tutor reads the sentence several times, and then points to each word as it is read aloud.

Step 4: Instructor/tutor types the sentence again on a 3x5 card. The instructor/tutor cuts the words apart.

My dog is sick.

Step 5: The instructor/tutor matches and says each word.
**Step 6:** The instructor/tutor mixes up the words.

My  

is  

dog  

sick.

**Step 7:** The instructor/tutor places and says each word except the last word. Let the student place and say the last word.

My dog is sick.

My dog is sick.

**Step 8:** Continue to mix up the words. The instructor/tutor should allow the student to add more words each time until he or she is putting the whole sentence together.

**Step 9:** Take away the sentence card or envelope. Mix the words up. The instructor/tutor should place and say the first word or two then let the student finish the sentence. Repeat this process until the student seems to recognize the words instantly.

My dog is sick.
Step 10: Let the student draw a picture on the card or envelope. If the student forgets the sentence the picture may help the student with recall.

My dog is sick.

VAKT

Step 11: On the other side of the card or envelope the instructor/tutor should print in large letters a key word from the sentence. Choose the name of an object or a word the student often confuses.

dog

Step 12: Teacher traces the word and says the word while tracing. Do NOT spell the word.

Step 13: Let the student trace and say the word. Help the student trace the letters correctly.

Step 14: Have the student mix up the words, put together the sentence and read the sentence again and again until the student is confident. Review the words in the sentence several times each day.

Caution !!! BE sure one sentence is mastered before going to another. Go very slow. Give honest praise for small gains. Some students will need 50 to 100 experiences before words are instantly recognized.
LEA SKILL DEVELOPMENT

Here are some variations on LEA that can be used to teach skills, during the lesson, using the same sentences:

The learner practices using context clues with unfamiliar words.

The learner circles words as the instructor calls the words aloud.

The instructor mixes the words up and the learner recombines the words into the original sentences.

The learner works on sight word development, using words typed on flashcards.

The learner writes new sentences with the words.

(The instructor places a copy of the completed lesson in the student file, and keeps the instantly recognized words in a word bank for the student.)
Using LEA With A Group

Select an experience which is familiar to all students, such as a field trip or a film that the class has seen together, or read an interesting selection to the group. Have individuals share the experience from their point of view.

The instructor records (prints) the story on chart paper as the students compose it.

Have each individual in the group(s) “read” the part s/he shared. Encourage students to work on one or more of the sentences they want to learn.

Other Alternatives for Group LEA

Select a language experience story by an adult beginning reader to read to the class as an example. Give the students some background about who wrote the story and how/why it was written. Then, read the story aloud to the class.

Encourage discussion by evaluating the story with questions such as: Do you think this event could happen here? What would you have done had you been this person? Has a similar experience ever happened to you?

The group and the instructor can choose one person’s experience from the discussion to use as a subject for a new story, or the group can compile a story from their mutual experiences. (At this point, if there are more than 5 people, it would be best to divide into small groups.)

At the next class the instructor can use a typed copy of the story (or a “newspaper” of the stories) as a reading text for individuals or the whole class. The instructor can also use the story or stories for skill development.

Time: 1 hour

Objectives:
* Knows the different components for teaching reading skills.
* Knows strategies for teaching comprehension skills (such main idea, details, sequence, tone, etc.)
* Knows vocabulary skills needed by adults and how to develop vocabulary effectively.

Lesson Plan:
Introduction
* Give an overview of reading comprehension by using the "Adult Comprehension Model". (p. 147)
* Show the interaction between context, text and the reader.
* Call attention to the strategies the reader may use while comprehending reading material.

Lecture
* Explain and discuss the handout “Schema Theory.”(p. 147)

Guided practice
* First, without any prior discussion, have the participants read article, “Getting the Jump on the Toad Lickers” (p. 148) Then, have each participant develop a schema based on the article. Finally, use an overhead and develop a schema based on the input from all of the participants.
* Have the participants suggest some ways schema and vocabulary development can be used with adult students.

Closure

Processing Questions for Participants to Answer:
Sharing:
What did this lesson reveal to you about reading comprehension and schema theory?
Interpreting:
What are the basic themes/patterns in using schema theory and vocabulary development?
Methods in Reading

Closure (cont'd.)

Generalizing

What rule(s) or generalization(s) about schema theory can
you make from this lesson?

Applying

How could you use this theory? What changes would you
make?

Summarizing

Why is knowing about reading comprehension and schema
theory important for adults?

Resources Needed:

*pages 147-148 for each participant
*overhead/transparencies of pages used
*Optional resource: The Michigan Department of Education has an
article that would provide an excellent example. The paragraph begins,
"The procedure...". After participants have read the paragraph, ask
them to guess what it is about. (It is about doing the laundry.) You may
then call attention to the fact that no one has a clue as to which schema
to use before reading the paragraph, and have participants discuss their
frustrations.

Instructor Notes:

Purchase or have on hand:
Strategies. Glenview, Ill.: Scott, Foresman and Co.
SCHEMA THEORY

**Definition:** The knowledge we have about the world is stored in our brains in a system of categories which psychologists call schemata. Each category is called a schema. We have schemata in our memories for generalized concepts about classes of people and things (Indians, cats, etc.), actions (working in jobs, driving cars, etc.), and events (weddings, dining in restaurants, etc.).

Schemata are the basic building blocks of the human information processing system. An individual searches existing schemata to make sense of incoming information from the environment. Comprehension of new information is directly related to existing knowledge or schemata. Schemata can be established, changed or organized to reflect new information.

Knowledge of schema theory should make instructors aware of the importance of relating new information to prior knowledge and the significance of presenting new material in an organized way.
Methods in Reading

Getting the Jump on the Toad Lickers

Have you heard the tale about the princess who turned a toad into a prince with a kiss? South Carolina Rep. Pat Harris wants to outlaw toad kissing in his state.

South Carolina's Drug Enforcement Administration has issued an alert warning against licking or kissing a South American cane toad that secretes a hallucinogenic toxin. "It's the latest wave in hallucinating," said Harris. "It is potentially an explosive phenomenon which could pale crack cocaine in significance," he said.

The toad, a Bufeomarinus, grows to the size of a dinner plate and weighs up to five pounds. It is often found in Miami and south Florida where it was introduced in the 1930's to control the sugar bee population in the sugar cane fields.

However, the cane toad produces a toxin called "bufotenine" to ward off predators. When licked in its raw form, the toxin acts as a hallucinogen. The DEA has seen bufotenine turn up from time to time in its research labs after drug arrests.

In Miami, dog owners who feed their dogs outside are often surprised to find a cane toad sitting beside the dog dish helping itself to a serving of dog food. This looks humorous, but this is a serious situation for a pet. Often, a dog will catch a cane toad while playing. When a dog takes a cane toad in its mouth, it also gets a small amount of the toxin, too. If the pet owner does not take quick action to get the dog to a veterinarian, the dog will likely die.

Cane toads are sold in Columbia area pet stores. However, the climate in South Carolina is too cold for the state to have a sustaining population of the tropical toads in the wild.

Harris, D-Anderson, admitted his bill was good for nothing more than a laugh. He said, "It's a kind of tongue-on-the-toad deal."
Time: 1 hour

Objective(s):
* Knows the different components for teaching reading skills.
* Knows strategies for teaching comprehension skills (such main idea, details, sequence, tone, etc.)
* Knows three levels of comprehension—literal, critical, and affective—and helps students understand reading on all three levels.

Lesson Plan:
Introduction
* Discuss instructor questioning techniques on three levels: 1. literal (text dependent answers); 2. inferential (analytical answers) and; 3. evaluative or critical (text independent, reader generated answers).

Lecture
* Distribute the handout, “Wait-time.” (p. 151) Define and discuss the importance wait-time. Summarize the positive results when wait-time is allowed and make applications to adult basic skills instructional situations.
* Distribute the handout, “Comprehension Instruction.” (p. 152)
  Call attention to the two ways that reading comprehension has traditionally been taught: through teacher questioning strategies and reading materials. Point out that these two strategies are usually evaluated based on their products: oral or written answers by the student. Point out that traditionally, there has been little emphasis on teaching comprehension processes.
* Note that direct instruction of reading comprehension involves processes. Present the handout, “Reading Comprehension Instruction” (p. 153) and discuss the following points.
  Good reading comprehension instruction should progress in this order: 1. instruction of skill, 2. trial of skill, 3. practice of skill, and 4. application of skill. Note that direct instruction follows this order and the types of materials that may be used in direct instruction.
Methods in Reading

Guided Practice

* Distribute the handout, “A Model of Direct Instruction.” (p. 155)
  Note the proportion of responsibility for task completion. Show
  the movement from all teacher tasks—to joint responsibility
  tasks—to all student tasks.
* Using the handout “Direct Instruction Lesson Format” (p. 154) and
  present each step. The instructor will clarify by taking questions
  from the participants. The instructor will use a sample lesson
  from a skill builder workbook on the main idea to model the direct
  instruction format. The instructor should “think aloud” all of the
  processes so the participants can monitor the steps.

Closure

Processing Questions for Participants to Answer:
Sharing:
  What did this unit reveal to you about comprehension
  instruction?
Interpreting:
  What are the basic themes/patterns in using the different
  instruction techniques?
Generalizing
  What rule(s) or generalization(s) about reading
  comprehension can you make from this unit?
Applying
  How could you use this information? What changes would
  you make?
Summarizing
  Why is knowing about reading comprehension instruction
  important for adults?

Resources Needed:
  * pages 151-155 for each participant
  * overhead/transparencies of pages used

Instructor Notes:
WAIT-TIME

Wait-time is the amount of time the instructor waits after asking a question before the instructor makes a response. Wait-time is an important concept associated with discussion periods and questions asked of students. Based on research by Rowe, instructors should allow students at least three to four seconds to respond. When this is done, the following positive results occur:

The length of student response increases.

The number of unsolicited but appropriate student responses increases.

Failure to respond decreases.

Confidence in student responses increases.

Student to student comparisons of information increase.

Evidence-inference statements increase.

The frequency of student questions increases.

COMPREHENSION INSTRUCTION

Via

3 STRATEGY

Teacher Questioning

Instructional Materials

Direct Instruction

EVALUATION

Product: Answers

Product: Answers

Model: Processes
## READING COMPREHENSION INSTRUCTION

<table>
<thead>
<tr>
<th>Application of skill</th>
<th>Reading for work and pleasure</th>
<th>Newspapers, books, magazines, manuals</th>
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</thead>
<tbody>
<tr>
<td>Practice of skill</td>
<td>Parallel materials at instructional level</td>
<td>Other workbooks, books, worksheets, games</td>
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<tr>
<td>Trial of skill</td>
<td>Instructional level materials</td>
<td>Textbooks, workbooks and worksheets</td>
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<tr>
<td>Instruction of skill</td>
<td>Direct instruction of skill</td>
<td>With individual or small group</td>
</tr>
</tbody>
</table>

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DIRECT INSTRUCTION LESSON FORMAT

EXPLORATION (Teacher task)
Teacher directs students to correct schema related to the skill
Teacher analyzes the students’ knowledge of the skill
Teacher diagnoses the students’ ability to use the skill

EXPLICATION (Teacher task)
Teacher names the skill
Teacher gives a definition of the skill
Teacher states the relevance of the skill
Teacher gives an example of the skill
Teacher helps the students tap into their prior knowledge/schemas to be used

STUDENT TRANSLATION (Student task)
Students paraphrase the teacher’s definition and explanation of the skill

MODEL (Teacher task)
Directs attention to the teacher’s actions
Shows and demonstrates skill use
Thinks aloud all mental processes while using the skill
Notes sequence and steps used in performing the skill

TRIAL RUN (Teacher-Student joint task)
Students and teacher perform the task step by step
Teacher clarifies students’ questions at each step
Teacher and students correct the material
Teacher corrects incorrect processes (most important activity)

GUIDED PRACTICE (Teacher-Student joint task)
Teacher monitors the students’ performance of the skill
Teacher gives feedback when required
Teacher encourages group interaction while performing the skill

APPLICATION (Student task)
Students use skill in alternative instructional materials
Students use skill in content areas
Students use skill in functional settings

CLOSURE (Teacher task)
Teacher reviews skill
Teacher discusses skill application in school tasks
Teacher discusses skill use in real world encounters

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A MODEL OF DIRECT INSTRUCTION

Proportion of responsibility for task completion

- All teacher
- Joint responsibility
- All student

- Exploration
- Explication
- Translation
- Modeling

Guided practice

Trial Run

Closure

Application

Word Identification: General

Time: 4 hours (Total unit)

Objective(s):
* Knows teaching strategies for word identification skill (sight words, phonics, context clues, structural analysis, and dictionary usage).
* Understands the sequence of teaching word identification skills.
* Understands the components of the “top-down” and “bottom-up” approaches to reading.
* Uses general and functional sight word lists for adults.
* Knows the different components for teaching reading skills.

Lesson Plan:
Introduction
* Give an overview of the word identification skills by using the chart of word identification skills (p. 161).
* Present a working definition of each skill.
* Have the participants give reasons for the importance of each skill.

Lecture/Guided Practice
* Refer to individual lessons on word identification and distribute case studies (p. 159-160) to accompany each lesson:
  1. Sight words (p. 163-166)
  2. Context Clues (p. 167-170)
  3. Structural Analysis (p. 171-174)
  4. Phonics (p. 175-179)
  5. Dictionary Skills (p. 181-183)

Closure
Processing Questions for Participants to Answer:
Sharing:
What did this unit reveal to you about word identification skills?

Interpreting:
What are the basic themes/patterns in using the different skills?

Generalizing
What rule(s) or generalization(s) about word identification skills can you make from this unit?
Applying

How could you use this? What changes would you make?

Summarizing

Why is knowing about word identification skills important for adults?

Resources Needed:

* pages from each lesson for each participant
* overhead/transparencies of pages used

Instructor Notes:

* Refer to the chart on word identification skills used in the introduction of this unit (p. 161). Call attention to the order of the skills: sight words, context clues, structural analysis, phonics, and dictionary skills. Develop a rationale for teaching ABS students to use this order by discussing chunking, understanding (meaning), time, three language systems, and the reading process. Clarify and answer questions about word identification skills.

* Purchase or have on hand:
CASE STUDIES BASED ON
A MISCUE ANALYSIS

Sight Words: Sidney, 38 year old, unemployed.

Sidney's instructional reading level is at the primer level (AA).

Sidney failed to instantly recognize common words below his reading level. For example, he failed to instantly recognize these preprimer (AAA) words: because, from, house, just. While reading from instructional materials at the primer (AA) level, he couldn't pronounce 95 per cent of the words. He failed to instantly recognize: about, them, then, these, through. He had to stop and analyze many more words than an average reader at the primer (AA) level. He had no fluency in his oral reading. Sidney tended to be a slow, word-by-word reader.

Context Clues: Contessa, 22 year old, housewife.

Contessa's instructional reading level is at the 3rd grade level (C).

Contessa was unable to derive meaning and/or pronounce a word from the way it is used in a sentence. For instance, in the sentence, "When Mary awakens late in the morning, she is tardy for school also." She couldn't infer the meaning of tardy. While reading orally the sentence, "The showy woman wore a g____ dress", Contessa couldn't use the letter "g" as a clue for the word "gaudy", a synonym for showy. After reading silently, she was questioned about the meaning of certain words where the meaning is evident from the context. Contessa couldn't use meaning or her past experience to infer the meaning of unknown words.
Methods in Reading

Structural Analysis (Morphology): Strom, age 50, laborer.

Strom’s instructional reading level is 2nd grade (B).

While Strom was reading orally sentences containing the words paint, paints, painted, and painting, he could read correctly the word paint, but not the words paints, painted, and painting. He couldn’t analyze words for their similarities and differences or common endings. Because he didn’t know these words as sight words, Strom had no means of decoding them. For the same reason, he couldn’t read the compound words, notebook and workman. He had no way of figuring out the pronunciation or meanings of unjust and reread, because he had no knowledge of the prefixes, un- and re-

Phonics Clues: Phillip, 20 years old, unemployed.

Phillip’s instructional reading level is 1st grade (A).

While reading orally, Phillip instantly recognized preprimer, primer and most first grade sight words. However, when he encountered a word not instantly recognizable, he had no analytic ability or strategy for unlocking it. For example, in the sentence, “The red car raced by the checkered flag in front of the blue car”, Phillip couldn’t recall the beginning sound of the consonant digraph “ch” or the ending sound of “d”. In the sentence, “The workman pushed a waxer” across the new tile floor”, Phillip couldn’t furnish a sound associated with the letter “w” at the beginning of waxer or the ending sound for “er”. While reading aloud, he misread can for cane, got for goat, and block for black.

Dictionary: Dick, age 50, service station attendant.

Dick’s instructional level is 4th grade (D).

Dick was unable to locate words in a dictionary that are alphabetized beyond the second letter. For example, he couldn’t locate on a page the word “smog” when it fell between the words smock and smoke. He completely ignored the dictionary guide words at the top of the page while looking for a word. Dick typically looked at every word on a page while searching for a word. When Dick was lucky enough to find a word, he always chose the first definition of a word even though a word had multiple meanings. Dick had no idea what the abbreviations mean or what the pronunciation key is for.
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<td>Reading Process</td>
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**Word Identification: Sight Words**

**Time:** 1 hour

**Objective(s):**
*Knows teaching strategies for word identification skills (sight words).
*Uses general and functional sight word lists for adults.

**Lesson Plan:**

**Introduction**
*Distribute the case study of "Sidney" (p. 159) and call attention to the fact that one of Sidney's problems is his lack of sight words. Note and discuss his symptoms.

**Lecture**
*Distribute and explain the handout "Steps in teaching sight words to ABS students." (p. 165) The instructor should discuss each step with the participants.
*The instructor should model the steps in teaching sight words and answer participants' questions.
*Summarize the lesson, process, clarify, and answer questions.

**Guided practice**
*Use the handout "Sight word activity." (p. 166) Have the participants read the handout silently and underline words with meanings of which they are uncertain. The instructor will clarify the meanings of all words underlined.
*Next, put the participants in pairs and have each participant take turns teaching and learning one underlined sight word from the activity and using the steps in teaching the sight words.

**Closure**

*Processing Questions for Participants to Answer:*

**Sharing:**
What did this lesson reveal to you about word identification skills?

**Interpreting:**
What are the basic themes/patterns in using sight words?

**Generalizing**
What rule(s) or generalization(s) about using sight words can you make from this lesson?
Methods in Reading

Applying
How could you use this lesson? What changes would you make?

Summarizing
Why is knowing about sight words important for adults?

Resources Needed:
* pages 165-166 for each participant
* overhead/transparencies of pages used

Instructor Notes:
STEPS IN TEACHING SIGHT WORDS
TO ABS STUDENTS

1. Select the word.
The student should select the new sight word to be learned. The next best procedure is for the instructor to select the new sight word to be learned.

2. Present the new word in sentence context on a 3x5 card.
The more meaningful the word is to the student, the easier it will be remembered by the student. The sentence should be written by the instructor in such a way that the student can tell from the sentence construction the meaning of the word. The new word in the sentence should be underlined by the instructor. The instructor will read the sentence aloud. The student will read the sentence aloud.

3. Show the new word and name the word.
The instructor will write the new word on the other side of the 3x5 card. The student will look at the word and as the instructor says the word. The student will get a clear image of the word and hear its proper pronunciation by the instructor.

4. Have the student look and say the word.
The student will analyze the word for distinctive features (shape, beginning, medial, and final letters). While the student is analyzing the word, the student will say the word.

5. Have the student trace the word as the student says the word.
The student will write the word as the student says the word.

6. Have the student practice the word.
The instructor will flash the word to the student and have the student read the word aloud. The student will drill and practice reading the word aloud. If the student can't remember the word, the instructor should show the student the word written in a sentence (step 2) and repeat steps 3-6.

7. Have the student use the word.
Have the student use the word by writing or dictating several new sentences containing the word. Have the student read the word in other print contexts. Have the student add the new word to his/her list of words to be learned as spelling words.
SIGHT WORD ACTIVITY

No doubt you have learned that whales can sing. But did you know that elephants sing songs also?

Spend a day among elephants, and you will come away mystified. Sudden, silent, synchronous activities — a herd taking flight for no apparent or audible reason, mass of scattered animals simultaneously raising ears and freezing in their tracks — such events demand explanation, but none is forthcoming.

Elephant sounds include barks, snorts, trumpets, roars, growls, and rumbles. The rumbles are the key to our story, for although elephants can hear them well, human beings cannot. Many are below our range of hearing, in what is known as infrasound. Fluttering and vibrating as air passes through the nasal passage, the skin on an elephant's forehead signals that infrasonic vocalizations are taking place.

The universe is full of infrasound: It is generated by earthquakes, wind, thunder, volcanoes, and ocean storms — massive movements of the earth, air, fire, and water.

Suddenly we realized that if wild elephants use infrasound, this could explain some extraordinary observations on record about the social lives of these much loved, much studied animals.

For instance, how do male and female elephants find one another for reproduction? Adult males and females live independently from one another, moving unpredictably over great territory, with no fixed breeding season. A male spends part of each year in a condition called musth, when he crisscrosses large areas in an endless, irritable search for females in breeding condition. Well might he feel irritable. With two years gestation followed by two more of nursing, a female is receptive only a few days every four or five years.

But they do find one another. The amazing thing is that the female is no sooner in estrus than she is surrounded by males that gather from all directions, some from far away.

How has the estrous female informed males from far and wide of her condition? The answer may lie in a unique sequence of intense, low-frequency calls that a receptive female makes during her estrus. This sequence always has the same form and thus technically may be called a song.

Adapted from:
Word Identification: Context Clues

Time: 1 hour

Objective(s):
* Knows teaching strategies for word identification skills (context clues).

Lesson Plan:

Introduction

* Distribute the case study of "Contessa" (p. 159) and call attention to the fact that one of Contessa’s problems is her lack of use of context clues. Note and discuss her symptoms.

* Call attention to Kenneth Goodman’s reading model: good readers sample, predict, confirm and comprehend. Use this sentence to show how good readers use the Goodman model to develop context clues. “Hit the ______ with a bat, Bob.” (ball)

* Note that good readers in order to use context clues must read past the unknown word(s). Then they have big enough samples with which to make good predictions as to the unknown words. Note that context clues work for ABS students when they use their knowledge of syntax, the words surrounding the unknown word(s) and some knowledge initial consonant clues.

Guided practice

* Present the handout “Context Clues ABS” (p. 169-170) and read the seven examples of the classifications. Using the handout “Context Clues ABS”, the instructor will clarify by taking questions from the participants. Next, put the participants in pairs and have each pair complete the activity. Call upon the participants to share their work orally.

* Summarize this portion of the lesson and point out to the participants usefulness of their ability to write good sentences in the teaching of vocabulary lessons.

Closure

Processing Questions for Participants to Answer:
Sharing:
What did this lesson reveal to you about word identification skills?
Methods in Reading

Interpreting:
What are the basic themes/patterns in using context clues?

Generalizing
What rule(s) or generalization(s) about context clues can you make from this lesson?

Applying
How could you use this lesson? What changes would you make?

Summarizing
Why is an understanding of context clues important for adults?

Resources Needed:
* pages 169-170 for each participant
* overhead/transparencies of pages used

Instructor Notes:
CONTEXT CLUES ABS
Classifications of contextual analysis

1. Definition: The descriptive context defines the unknown word. For example, The building is a place where people go to eat. It is a __________.
   Write two more examples.

2. Experience: Adults use past experiences to complete the thought. For example, Bill gave his girlfriend a __________ to wear on her finger.
   Write two more examples.

3. Comparison with known ideas: The unknown word is compared to some thing known. For example, Usually, we work by day and __________ at night.
   Write two more examples.

4. Synonym: The following context offers a synonym of the unknown word. For example, The policeman yelled, “Halt!” We had to __________.
   Write two more examples.

5. Familiar expression: Our language is filled with expressions that are meaningful to native speakers, but confusing to those learning the language. For example, A rolling stone gathers no __________.
   Write two more examples.
6. Summary: An unknown word serves to summarize previous concepts. For example, Down the street came the floats, bands and marching units. Crowds of people stood at curb. The _____________ had started.
   Write two more examples.

7. Reflection of a mood or condition: For example, The clouds were shadowy. Hardly any moonlight came through the window. The room seemed extremely dark and ___________.
   Write two more examples.
Word Identification: Structural Analysis

Time: 30 minutes

Objective(s):
* Knows teaching strategies for word identification skills (structural analysis).

Lesson Plan:

Lecture
* Distribute the case study of “Strom” (p. 160) and call attention to the fact that one of Strom’s problems is his lack of structural analysis. Note and discuss his symptoms.
* Explain the handout “Structural Analysis.” (p. 173) The instructor should discuss each step with the participants and note that the handout furnishes good definition of structural analysis.
* The instructor should model the steps in teaching structural analysis using the example, the word “transported.” Answer participants’ questions.
* Distribute the handout “High Utility Affixes for ABS Students” (p. 174) and discuss the utility of those affixes listed. Discuss some ways of teaching them using in “real life or work” situations.

Closure

Processing Questions for Participants to Answer:
Sharing:
What did this unit reveal to you about word identification skills?
Interpreting:
What are the basic themes/patterns in using structural analysis?
Generalizing
What rule(s) or generalization(s) about structural analysis can you make from this unit?
Applying
How could you use this? What changes would you make?
Summarizing
Why is knowing about structural analysis important for adults?
Methods in Reading

Resources Needed:
* pages 173-174 for each participant
* overhead/transparencies of pages used

Instructor Notes:
STRUCTURAL ANALYSIS

Steps for instruction:

1. Divide the word into usable parts
   Syllables
   Compounds
   Roots or stems
   Affixes-
   Prefixes
   Suffixes
   Common endings

2. Give each syllable an appropriate sound

3. Place an accent on the correct syllable

4. Blend the parts

Teaching Principles:

1. Analyze words structurally before phonically.

2. Sequence whole to parts to whole again.

3. Should not be confused with "finding the little words in big words."

4. Overemphasis should be avoided.

5. Should not be isolated from reading as a meaningful process.

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# HIGH UTILITY AFFIXES FOR ABS STUDENTS

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Objective(s):
*Knows teaching strategies for word identification skill (phonics).

Lesson Plan:
Introduction
*Distribute the case study of “Phillip” (p. 160) and call attention to the fact that one of Phillip’s problems is his lack of phonics. Note and discuss his symptoms.

Guided Practice
*Distribute the handout “ABS Instructor’s Knowledge of Phonics.” (p. 177) Explain that this activity is not a test, but will be used for discussion purposes. Have each participant complete the activity, alone. Discuss the results when all have finished. Note that almost every phonic rule has exceptions and that memorizing phonic rules has little value to the ABS student. A better method of learning phonic rules might be to let ABS students discover rules for themselves.
*Distribute the handout “Phonic Skills Checklist.” (p. 178) Let the participants present some ways the checklist could be used in an ABS classroom.
*Summarize the six points of the principles of teaching phonics, process, clarify and answer questions.

Closure
Processing Questions for Participants to Answer:
Sharing:
What did this unit reveal to you about word identification skills?
Interpreting:
What are the basic themes/patterns in using phonics skills?
Generalizing
What rule(s) or generalization(s) about phonics skills can you make from this lesson?
Methods in Reading

Applying
   How could you use this? What changes would you make?
Summarizing
   Why is knowing about phonics skills important for adults?

Resources Needed:
   *pages 177-178 for each participant
   *overhead/transparencies of pages used

Instructor Notes:
Directions: Circle the item that doesn't belong with the others. Give a brief reason for your choice.

1. br, cl, tw, wh, spr
2. m, s, u, x, w
3. ph, gh, sh, st, th
4. ce, ee, ai, oa, ea
5. un, de, ness, en, ad
6. age, able, ly, ship, mis

KEY:
1. br, cl, tw, spr consonant letter digraph, others are consonant blends
2. m, s, u, x, w consonant letter, others are vowels
3. ph, gh, sh, th consonant letter blend, others are consonant digraphs
4. ce, ee, ai, oa, ea soft sound for "c", others are vowel letters for vowel sounds
5. un, de, en, ad suffix, others are prefixes
6. age, able, ly, ship, mis prefix, others are suffixes
ABS PHONIC CHECK SHEET

Directions to the instructor: Circle the phonic associations as they are learned by the student.

1. Consonants sounds are represented by the letters: \( b, d, f, h, j, k, l, m, n, p, r, s, t, v, w, \) and \( z. \)

The letter \( y \) functions as a consonant at the beginning of words as \( y = \text{yellow}. \)

The letter \( q \) is always followed by \( u \) and \( qu = kw \), the sound heard at the beginning of \( queen. \)

The letters \( c \) and \( g \) represent two sounds:

\[
\begin{align*}
  c &= k \\
  ca &= cat \\
  ce &= cent \\
  co &= cot \\
  cu &= cup
\end{align*}
\]

\[
\begin{align*}
  c &= s \\
  cs &= cent \\
  gi &= giant \\
  gu &= gum \\
  gy &= gym
\end{align*}
\]

The consonant \( x \) has the sounds of the letters \( ks. \)

Consonant digraphs represent sounds different from the consonants that form them. Some digraphs are: \( ch, ph, sh, th, wh, \) and \( gh. \)

Consonant blends are two or more consonants in combination. Some consonant blends are: \( bl, br, cl, cr, dr, dw, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sn, sk, sl, sm, sn, sp, spr, sq, st, str, sw, tr, \) and \( tw. \)

2. Vowels sounds are represented by \( a, e, i, o, u \) and often \( y. \)

Short vowels are represented by the vowel sounds heard at the beginning of the words: \( a = \text{apple}, e = \text{egg}, i = \text{it}, o = \text{ox}, \) and \( u = \text{up}. \)

Long vowels are represented by their letter names: \( a = \text{ape}, e = \text{eat}, i = \text{ice}, o = \text{oat}, \) and \( u = \text{use}. \)

The letter \( y \) functions as a vowel in the middle and at the end of words and has an \( e \) or \( i \) sound.

R-controlled vowels are influenced by the letter \( r : ar = \text{car}, er = \text{her}, ir = \text{bird}, ur = \text{curl}, \) and \( or = \text{for}. \)

Vowel digraphs represent unique vowel sounds. They are: \( au, aw, \) and \( oo. \)

Diphthongs are a combination of two vowel sounds blended together. They are: \( oi, oy, ou \) and \( ow. \)
GENERAL PRINCIPLES OF
TEACHING PHONICS

1. Phonic instruction should be systematic for most ABS students. Instruction should begin with simple, high utility phonic generalizations. Instruction should progress to the more complex phonic generalizations. Only about seven to nine phonic generalizations have high utility.

2. ABS phonic instruction should be functional. Instruction should stress phonic generalizations which the student encounters at his/her instructional level. Instruction should allow the student to practice and apply the phonic generalizations using “real” print contexts. Hence, phonic instruction should proceed on a need to know basis.

3. ABS phonic instruction should be adapted to individual student differences, needs, and interests. Therefore, phonic instruction should be individualized.

4. For most ABS students, phonic generalizations can be learned inductively. Allow the student to discover phonic rules for him/herself. The ABS student should learn phonic analysis skills so the skills become automatic and apply them only when they are needed.

5. ABS phonic generalizations should be taught using “real” words that have meaning to the student. Phonic generalizations can be expanded rapidly through use of word families or patterns.

6. The ABS instructor and student should never lose sight of the fact that word meaning and reading comprehension should be stressed in all phonic instruction.
Objective(s):
* Knows teaching strategies for word identification skills (dictionary usage).

Lesson Plan:
Introduction

* Distribute the case study of “Dick” (p. 160) and call attention to the fact that one of Dick’s problems is his lack of dictionary skills. Note and discuss his symptoms.

Lecture

* Distribute the handout “Dictionary Skills.” (p. 183) The instructor should identify and discuss each dictionary skill the participants. Note that dictionary skill development is a long-term instructional goal of ABS instructors. Students should be reading on about the third grade level before serious dictionary skills instruction is undertaken.

* Distribute copies of ”The Quick-Word Handbook” for examination. Suggest that participants can develop a teacher made version of the handbook for their students by making an alphabetical booklet for their students to write new words in.

* Summarize the lesson, process, clarify, and answer questions.

Closure

Processing Questions for Participants to Answer:
Sharing:
What did this unit reveal to you about word identification skills?

Interpreting:
What are the basic themes/patterns in using dictionary skills?

Generalizing
What rule(s) or generalization(s) about dictionary skills can you make from this unit?
Methods in Reading

Applying
How could you use this? What changes would you make?

Summarizing
Why is an understanding of dictionary skills important for adults?

3 Resources Needed:
* page 183 for each participant
* overhead/transparencies of page 183

Instructor Notes:
DICTIONARY SKILLS

1. Alphabetizing skills—Alphabetizing beyond the first letter

2. Guide words—Using guide words to find correct page

3. Pronunciation key

4. The main entry
   Entry word
   Pronunciation
      Preferred pronunciation
      Respelling
      Diacritical marks
      Accent marks
   Part-of-speech labels
   Inflected forms
   Definitions
   Context usage
   Synonyms

5. Abbreviations

6. Special sections

Steps in dictionary use:

1. Locate the word.

2. Pronounce the word.

3. Get the meaning of the word.
Functional (Real Life) Reading

Time: 2 hours

Objective(s):
* Knows how to relate classroom experience to student's job or personal life.
* Help student see application of learning.
* Uses functional sightwords for teaching adults.

Lesson Plan:
Introduction:
* Read monologue entitled "I Taught All" (p. 187).
* Have participants discuss implications of monologue.

Role Play:
* Distribute "Summit CC Job Application Form" to participants and have them fill out form (p. 188). Tell them to role play with you by pretending they have just lost their jobs and the only ones available are at Summit CC.
* Have participants discuss their reactions, especially feelings, to filling out the form.

Lecture:
* Distribute handout on functional reading (p. 189). Discuss definition, rationale for use, a way to teach functional reading, and possible materials. Discuss benefits of using material students bring to class as well as published materials.

Guided Practice:
* Divide participants into groups. Have them choose any three words on Summit application form and have one person teach the others using the method discussed for teaching functional reading.
* Distribute list of functional reading activities (p. 190-201). Divide participants into groups and have them recommend other activities.

Closure

Processing Questions for Participants to Answer:
Sharing:
What went on/happened? Retell major points.
How do you feel about it?
Methods in Reading

Interpreting:
What are the basic themes/patterns?

Generalizing:
What rule(s) or generalization(s) can you make from this?

Applying:
How could you help instructors incorporate functional reading into their basic skills classes?
What modifications can you make work for you?

Summarizing:
What is the importance of functional reading?
How could this exercise be used to encourage instructor to use functional reading?

Materials and Equipment:
*pages 187-201 for each participant
*overhead/transparencies of pages used

Instructor Notes:
*Materials using functional reading may also be shared during this session.
*Trainers need to stress the significance of satisfying adults' immediate needs through the use of functional reading.
I Taught All

I have taught in adult basic skills for ten years. During that time I have given assignments, among others, to a 16-year-old mother, a grandmother, a policeman, a plant custodian, and a seventy-year-old retired farmer.

The young mother was a quiet girl who answered every question in every book and never asked for my help; the grandmother, a jovial woman who constantly talked about wanting to be able to read to her grandson; the policeman, a tense young man whose voice trembled when he read out loud; the custodian, a man who rarely smiled; and the retired farmer, a religious man who took his Bible everywhere.

The young mother awaits death in the state penitentiary for beating her infant daughter to death when the child would not stop crying. The grandmother who wanted to learn to read to her grandson never did. Eventually they both dropped out of school. The policeman lost his job because he could not fill out his accident reports correctly and the custodian lost his job when his plant became computerized because he couldn't read his daily assignments on the screen. The retired farmer died of a heart attack, and I hope he is reading his Bible in Heaven because he never learned to read it during his life.

All of these pupils once sat in my room, sat and looked at me gravely across worn brown desks. I must have been a great help to those pupils — I taught them that vowels in one-syllable words are usually short and how to change a “y” to an “i” before adding “es.”

Randy Whitfield

In the style of: Naomi White’s “I Taught All”
SUMMIT COMMUNITY COLLEGE
APPLICATION FORM

3 Cognomen: _______________ Praenomen: _______________
Address: ____________________________________________

1. Were you ever rusticated?  ___ yes  ___ no

2. Have you ever had to miss work due to...
   accouchement?  ___ yes  ___ no
   contagion?  ___ yes  ___ no

3. Would you describe yourself as being...
   vituperative?  ___ yes  ___ no
   assiduous?  ___ yes  ___ no
   acrimonious?  ___ yes  ___ no

4. Have you ever been accused of...
   peculation?  ___ yes  ___ no
   catachresis?  ___ yes  ___ no
FUNCTIONAL (REAL LIFE) READING

Functional (Real Life) Reading
Functional reading is reading based on materials that adults need to read such as menus or job application forms. Using functional or “real life” materials gives adults the opportunity to help select the reading content which is most applicable to their lives. Many textbooks for adults contain functional reading materials, but the use of materials that students bring to class or those collected from the students' own environment help adults believe that what they are learning is “real.”

Rationale for Using Functional Reading
1. Helps adults apply learning to real needs and events in their lives.
2. Gives adults the opportunity to take an active role in choosing instructional materials.

One Way to Teach Functional Reading Material
1. Help student select material to be used.
2. Have student circle the words on the material which he/she does not know or know how to pronounce.
3. Discuss the unknown words, being careful to use them in context.
4. Have student do activities with the vocabulary words such as making up sentences with them.
5. Have student engage in conversations using some of the key words. The instructor then writes down their sentences using key words.
6. Have student read the material.
7. Do related activities (such as reading/writing).

Materials Used for Teaching Functional Reading
1. ads
2. application forms
3. Bible
4. bills
5. checks/checkbook statements
6. coupons
7. dictionary
8. greeting cards
9. labels
10. letters/mail
11. manuals
12. maps
13. menus
14. newspaper stories
15. phone book
16. recipes
17. street signs
18. work orders/contracts
19. yellow pages
20. any other materials that an adult brings to read
FUNCTIONAL (REAL LIFE) READING ACTIVITIES

CONSUMER ECONOMICS

Meal Planning (recipes, measurements, comparison shopping, reading labels and advertisements):
1. Have students plan a meal, letting them select recipes, make a grocery list, look at grocery ads in newspapers and make price comparisons, go to a grocery store (or bring in selected items such as several sizes and brands of green beans) and have students note ingredients and price and make best selections, have students do a time schedule for when each food will be prepared, and have them study the proper place settings. If possible, have students actually get together and prepare the meal or have them prepare one part at home and have a pot luck dinner.

2. Send students on a scavenger hunt. Give them a list of items and prices. Have them actually go to several different stores or look through advertisements to find the items at the given prices.

Sewing/Clothing Care:
1. Have students look through pattern book to select style and size of pattern desired. (Stores may donate old pattern books.) Have student determine how much material would be needed for different width fabric and what the price would be at different costs per yard (such as 2.50 per yard or 3.99 per yard, etc.)

2. Have students bring clothing care labels to class. Discuss different fabrics and what type care each should receive. Have students read washing labels and guess what might happen if directions aren't followed. Have students determine which clothes they would prefer based on the care labels and their life styles.

Money Management:
1. Bring credit application forms from local stores into classroom. Explain the different parts and have students circle words they do not know. After students become familiar with the words, have them practice filling out the forms. Also, let them make up their own form for a company they might own.

2. Have a banker or lawyer or representative from a Better Business Bureau come to class to discuss how to obtain and maintain good credit.

3. Have students bring in coupons and figure the cost of a grocery order with and without them.
4. Give students the following assignment: You want to buy a new home. You make $500 a week. Select a house and determine if you can afford it. Then bring real estate magazines, newspaper housing ads, and real estate forms to class. Help students discover definitions for real estate terms as well as real estate symbols and abbreviations. Then have them select a home they want. Use charts from banks/savings & loans to help students determine if they will be able to purchase the house. Have several loan application forms so that they may practice filling out the forms.

5. Have students bring sales catalogs to class and fill out a purchase order form. You may give them a specific assignment such as: You have a family of four — husband, wife, 11-year-old son and 5-year-old daughter. You have $500 to buy new clothes for your family. You need to purchase socks, shoes, underwear, dress clothes and work/school clothes. Make a list of the items you want, then fill out an order form, complete with costs, etc.

6. Help students set up a family budget as a group. Have students determine a monthly income as well as what items will need to be included on a monthly budget (food, gas, clothing, etc.) Bring in copies of sample bills, help them read and interpret the bills, and then make budget.

7. Discuss terms used in checking and savings accounts. Bring application forms to class and help students fill them out. Bring in samples of a monthly statement and discuss the different parts of the statement. Show students how to balance the account and let them practice balancing sample accounts.

**Driver's License:**

1. Use driver's license manual as a textbook for those interested in getting a license. Tape (or have a volunteer tape) the manual for those students who cannot read that level.

2. Use flash cards to work on road signs and technical driving terms. (Have students make up sentences with each term.)

3. Have students compare driving today to driving in the past.

4. Have students do mini-research in one of the following topics: the effects of alcohol on driving, the percentages of wrecks caused by different age groups, driving rules and regulations in other countries, safety records of different makes of cars (from *Consumer Reports*), etc.

5. Have students study the point system and how it affects insurance. They may interview people who have had wrecks to determine the difference their wrecks made in insurance costs.
Methods in Reading

6. Have students choose a place they would like to visit. Let them select the appropriate route to take and estimate distances and approximate driving time.

7. Help students do problems on computing gasoline mileage.

COMMUNITY RESOURCES

Telephone:
1. Bring telephone directories to class for drill and practice (or copy pages for class). Discuss the different types of listings and how they are arranged. Have students look up the answers to questions such as the following:
   * What is the phone number for John Smith on Route 3?
   * What is John G. Smith's phone number?
   * What is the phone number for the retired service officer named John Smith?
   * Mary Anderson is an attorney for what law firm?
   * Westside Gulf is at the intersections of which highways?

2. Help students locate emergency numbers and study the correct procedure for placing emergency calls.

3. Show students a sample telephone bill and help them understand the different sections, abbreviations, charges, etc.

4. Using telephone rates, have students determine the costs of different telephone calls. They may even make up their own — i.e., "What is the cost of calling Raleigh, NC, from Boone, NC, on a Friday night at 9:00 and talking for 30 minutes?"

Transportation/Travel:
1. Have students write or give oral directions to their home or job and draw a map including their homes/jobs and the classroom site. Have students exchange maps and trace their route on the map following the given directions.

2. Have students pick out a dream vacation site. Collect information about trips and prices from different travel agencies. Have them select the best deal, chart the route on a map (by plane, train, or car) and estimate over all costs.

Time:
1. Use clocks to practice telling time. Make flash cards with pictures of different times and have students drill until they can tell time quickly.

2. Use calendars to study months of the year. Give students a list of all the holidays and have them practice recognizing them and/or spelling them.
Letter Writing:
1. Have students write personal and business letters, then address envelopes and determine way letters should be mailed as well as estimated cost.

2. Bring postal forms to class, such as “Overnight Express” forms, and help students fill them out.

Community Agencies/Services:
1. Get samples of forms and rules/regulations for community agencies such as Social Services, Employment Security Commission, public library, Health Department, etc. and help students learn terminology and rules/regulations.

2. If possible, take field trips to different agencies.

Restaurants:
1. Bring menus in from several local restaurants. Have students learn key words and write language experience stories using the words.

2. Have students select several different meals and figure up costs plus taxes and appropriate tips.

Personal/Social Awareness:
1. Have people in class from different counties or ethnic groups to discuss customs in their countries/groups. (You may want to have guests join the class if you do not have a variety in your class.) For example, have different people tell about wedding ceremonies (length of engagement, color of bride’s dress, etc.) Let each person tell the customs, then write them down. You may want to make a booklet with everyone’s descriptions.

2. Have students do mini-research on different religious groups and have them share the research with the class.

3. Have students write stories introducing themselves as a person from a specific religious group — such as “Sharon, the Catholic” (or Muslim or Methodist or Buddhist, etc.) Have them describe their religious beliefs and customs, plus their feelings about their religion.

4. Have students make a list of ideas they like from other religions.

5. Have students read articles about different aspects of relationships between men and women. Do not show them the authors’ names—have them guess whether the authors are male or female. Have students rewrite the articles, giving the opposite point of view.

6. Include the reading of good literature in the class.
Methods in Reading

Reference Materials:
1. Show students the various parts of a dictionary excerpt. Have them do exercises using a dictionary. Sample questions are:
   * Is the word “already” an adjective or adverb?
   * What did the word “bonfire” originally mean?
   * What are the guide words on the page where the word “child” is located?

2. Show students how to use indexes and tables of content in books.

3. Take students to the library to learn how to use the card catalog and other reference materials. Give them specific exercises to complete which will help them remember the visit. Sample questions are:
   * Is your last name in the card catalog?
   * What is the closest name to yours in the card catalog?
   * If you have a job, is it listed in the card catalog?
   * Look up your hobby in the card catalog. How many books does the library have about your hobby?

HEALTH

Medical Forms:
1. Bring health forms to class — forms used by doctors and dentists, insurance companies, hospitals, etc. Have students learn words and practice filling out the forms.

2. Have students make a list of any medical problems in their family history (i.e., cancer, diabetes, etc.) and keep the list in their wallets or billfolds to use when filling out forms.

Prescriptions:
1. Give students samples of doctors’ prescriptions and have them interpret the directions.

2. Have students read and interpret various medicine labels.

3. Have students compare different strengths of medicines and dosages. Have them compute how many pills of one type would equal the strength of another — i.e., how many motrin tablets of 200 grams each would equal one of 800?

Health Care Professionals:
1. Have a discussion about different health care professionals and what they do, including different doctors and which ones to go to for which problems.
2. Study root words which help label health care specialists, such as:
   - ped = child  pediatrician (child doctor)
   - pod = foot  podiatrist (foot specialist)
   - gyn = woman  gynecologist (female specialist)
   - card = heart  cardiologist (heart specialist)

Health/Home Hazards:
1. Make lists of "danger" words such as "poison" and have students learn to read and understand them.

2. Discuss home hazards with students. Have students put them on a check list so they can take the lists home and check out their own homes.

3. Have students do mini-research on the hazards of drugs, tobacco, and alcohol abuse. Have them write a letter, pretending to be one of the hazards, warning young people what they will do to their bodies. For example, Mr. Pot or Ms. Mary Juanna can write about the effects of smoking marijuana.

First Aid:
1. Have students study simple first-aid measures and preventative measures. Then give them sample cases and have them prescribe appropriate treatment. For example:
   - *Your son falls off his bike and is unconscious. What should you do?*
   - *Your mother burned her hand while cooking dinner. What should you put on the burn?*

Nutrition:
1. Demonstrate to students the basic food groups and how to select a balanced diet. Have students plan three balanced meals for one day and list the calorie/fat count.

2. Have students compare the calories/fat content in the same food cooked in different ways or at different places. For example, they could compare chicken that is boiled to that baked and fried or they could compare ham burgers cooked on a grill at home to one cooked at Hardee's, McDonald's, etc.

3. Have students keep a record of what they eat during a week and then estimate the calories/fat they got from their food.

Dental Health/Hygiene
1. Help students identify practices that promote dental health, cleanliness, and good hygiene. Have them collect and bring in articles from newspapers and magazines on these topics. From these articles, have them make a list of major ways to promote dental health and good hygiene.
Methods in Reading

2. Have students write a letter to a child explaining why dental health, cleanliness and good hygiene are important.

Child Care:

1. Have students make a list of questions that concern child rearing. Bring professionals in class to show good parenting techniques in the areas mentioned.

2. Give students examples of problems people have with their children. Have the group offer suggestions for dealing with these problems.

Stress:

1. Have a discussion of mental and physical stress. Let students make a list of stresses in their lives.

2. Have students make a list of ways they can overcome stress.

OCCUPATIONAL KNOWLEDGE

Job Applications:

1. Bring job application forms, social security forms, and other job-related forms to class. Have students learn the words and how to fill out the various forms.

2. Discuss ways to find out about a job opening — friends, newspaper/tv/magazine advertisements, Employment Security Commission, private employment agencies, school placement offices, etc.

3. Let students plan role plays for job interviews, making obvious mistakes. Let the students observing list the mistakes and tell what could have been done instead.

Business Forms/Signs:

1. Go to local businesses and ask them for samples of their business forms that employees would have to read. Use these materials as part of your class work.

2. Have students look for safety signs that they see in their workplace or in public buildings. Let the class help interpret the various signs.

3. Find out policies from various companies on reporting injuries and damages. Share these with students and compare how the different companies handle accidents.
4. Bring in medical claims forms and help students learn terminology and correct way to fill out forms. Let them practice filling out the forms for various injuries.

**Job Behavior:**
1. Ask students to make a list of appropriate and inappropriate job dress. Let them discuss how this may differ from job to job (i.e., Is it appropriate for a receptionist of a major corporation to wear jeans to work? Is it appropriate for the custodian of that firm to wear jeans?)

2. Give students examples of different attitudes and/or job behaviors. Have the students pretend to be the boss and evaluate the attitudes/actions.

**Computers:**
1. Let students have practice using a computer. (Even students who are beginning readers may use computers for math.) Working with computers in class gives students some experience which may help them if they ever have to use computers at work.

2. Give students a zeroxed copy of a computer keyboard. Show them how it works and let them take it home to practice.

**GOVERNMENT AND LAW**

**Voting:**
1. Bring sample voter registration forms and ballots to class. Help students interpret the forms and give them practice filling them out.

2. Have a mock election in class. Divide class into two different political parties and let each group decide on its major platform. (Example: You could have two parties — the Do'ers and the “Procrastinators.” The first might have a platform issue such as “We stand for encouraging students to study every single night,” while the second might prefer, “We will pass a law making it illegal to study for tests more than one night ahead of time.” Have the parties make their platforms and elect their representative for class president. Let each candidate give a speech, then have students vote.

**History:**
1. Have students write letters to historical figures, telling them the impact they have had in today’s world.

2. Encourage students to read biographies or mini-biographies of historical figures.
Methods in Reading

Legal Rights & Responsibilities:
1. Get information from local government about laws/procedures in the community and have students discuss these laws/procedures.

2. Bring citizenship forms to class and discuss steps to citizenship.

Taxes:
1. Bring income tax forms to class and discuss the various components, then practice filling them out.

2. Bring in old sales receipts, folding back sales tax and totals. Have students compute sales tax and total cost.

Government Activities:
1. Bring in brochures from various governmental agencies (i.e., law enforcement, military, etc.) and have students discuss brochures.

2. Bring in a representative from one of these agencies to explain agencies to students.

Civic Responsibilities:
1. Have students bring in newspaper articles about local issues.

2. Have students write a letter to the editor of the local newspaper concerning a community issue.

3. Have students list civic organizations and public service groups in your community. Give the students the list and let them ask other people to add to it. Then discuss what each organization does.

Environmental Information:
1. Have students list major environmental concerns in the world, U.S. and their community. Use magazine articles that cover environmental concerns to help students gather data about the issues.

2. Make up a list of all the things a person can do to help protect the environment (recycle paper, etc.). Have students keep a checklist for a week of everything they did to help.

3. Discuss environmental concerns in the community. Have students notice over several weeks, areas of concern they can locate in their own neighborhoods.

4. Have students watch weather channels or listen to weather reports on radio, then make their own reports, maps, etc.
Economics:
1. Bring to class comparisons of average costs for different decades — rent, food, etc. — and have students compare standards of living.

2. Bring in articles about national and global economy. Have students make comparisons.

NEWSPAPERS

News:
1. List descriptions of stories and have students decide if the stories should be included as front page news stories. If not, have them decide the appropriate sections.

2. Give a news story in mixed-up order and have students put the story in order of sequence and/or importance.

3. Give students news headlines. Let them predict events, label correct section, and/or write a story to fit the heading.

4. Have students follow a newspaper story for a week. Have them note the position of the story each day (front page, 2nd page, etc.) and the amount of space devoted to the story.

5. Have students read articles to find the 5 “W’s” — Who? What? When? Where? Why?

6. Give students an article with the first paragraph missing. Have them write the paragraph.

7. Have students take a news story and rewrite it as a feature story or vice versa.

8. Give students stories and have them make up headlines. You may give them the stories and headlines mixed up and have them match.

9. Have students change headlines from past to present tense.

10. Have students change verbs in headline and/or article to stronger ones (or more emotional ones).
Example: City Council Reduces Mayor's Pay — City Council Slashes Mayor's Pay
Methods in Reading

11. Make up historical headlines that could have been found in newspapers and omit words. Have students fill in the blanks.
   Examples: BUSH DECLARES _______ IN THE GULF
              JAPANESE _______ PEARL HARBOR

Editorials:
1. Have students take news statements and rewrite them as editorial statements.
   Example: John Williams pulled 4-year-old Amanda Smith to safety from a burning car.
   John Williams deserves a medal for his heroism in saving 4-year-old Amanda Smith's by pulling her out of a burning car.

2. Have students write a letter to the editor.

Cartoons:
1. Have students explain the messages in political cartoons.

2. Have students explain symbols used in political cartoons.

3. Have students write punchlines for cartoons — political or others.

4. Cut apart cartoons and have students arrange them in sequence.

Movie/Television:
1. Have students write a review for a tv show or movie.

2. Give students movie/tv schedules and have them explain terminology and special symbols/abbreviations used.

Advertisements:
1. Have students write their own advertisements.

2. Have students make grocery lists with costs from grocery store advertisements. Have them compare prices from different stores.

Horoscopes:
1. Have students look at horoscopes and answer questions about them.
   Example: Which horoscope sign is warned not to take a trip today?

2. Discuss horoscopes and signs with students. Ask questions such as, Is astrology a science? Are the horoscopes based on fact? Who writes the horoscopes for the paper? Where do the symbols come from and what do they mean?
Sports:
1. Give students a list of terms from sports section and have them group the terms under the correct sports event.
   Example:  slam dunk (basketball)
             home stretch (horse racing)
             sand trap (golf)

Weather:
1. Have students practice reading weather maps.
2. Have students make their own maps based on information given.
   Example: "There will be rain throughout the Southeast, from Florida to North Carolina, snow in the Rocky Mountains, clear skies in California and Texas," etc.

Editing:
1. Give students a list of topics that could be in a newspaper. Have them act as editors and select the one(s) they think are newsworthy.
2. Give students a long article and have them edit it for publication.
3. Give students an article with mistakes and have them edit it.
4. Have class make their own ABE classroom newspaper, including all sections — news, sports, horoscopes, cartoons, etc. — using news about students or local news. Let them write the stories, make up headlines, edit the articles, and then place them in the correct sections.

Vocabulary Development

Time: 2 hours

Objective(s):
* Aids students in becoming independent learners.
* Relates instruction to needs and experiences of adults.
* Uses general and functional sight word lists for adults.
* Knows vocabulary skills needed by adults and how to develop vocabulary effectively.

Lesson Plan:
Introduction
* Distribute the handout, “Vocabulary and Study Skills,” (p. 205) and note that the handout gives an overview of this lesson.

Lecture
* Using the handout above, cover the points under vocabulary and learning.
* Present and discuss the principles of vocabulary instruction.

Guided Practice
* Introduce the vocabulary exercise to the participants by distributing the handout, “Word Sorting Activity.” (p. 206) Be sure to go over the directions orally and carefully with the participants. Have the participants complete this activity. Follow the directions in the handout.
* Using the handout, “Word Webbing,” (p. 207-209) introduce this activity by discussing the description and instruction portions of the handout. Give examples of word webbing by showing the examples provided. Put the participants in pairs and ask them to complete this activity using the blank word webs. Have them share their work with the class.
* Discuss with the participants the handout, “Semantic Mapping,” (p. 211-213) Note that a semantic mapping activity occurs after a silent or oral reading activity. For example, after reading about an automobile or Thomas Jefferson, the instructor and the student(s) would complete this activity, together. See the examples of how the semantic maps might look. Place the participants in pairs for this activity and ask them to construct semantic maps using the blank semantic maps furnished in the handouts. Ask everyone to share the results.
Methods in Reading

*Pass out the handout, “Paper & Pencil Exercise-Making a Budget.” (p. 215-216) This paper and pencil activity will serve as model for the participants to follow in making vocabulary activities for their own students. Note that the vocabulary and concepts used in this exercise should have been previously taught to students and that this exercise is intended to give students practice in applying the vocabulary and concepts in a contextual situation. Ask the participants to complete the paper and pencil activity. Discuss their answers, answer questions, and get the participants’ reactions to a paper and pencil vocabulary activity. This is an example of teacher-made vocabulary exercise tailor made for the specific vocabulary needs of students.

Closure

Processing Questions for Participants to Answer:
Sharing:
What did this unit reveal to you about vocabulary skills?

Interpreting:
What are the basic themes/patterns in using the different skills?

Generalizing
What rule(s) or generalization(s) about vocabulary skills can you make from this unit?

Applying
How could you use the different approaches? What changes would you make?

Summarizing
Why is knowing about vocabulary skills important for adults?

Resources Needed:
*pages 205-216 for each participant
*overhead/transparencies of pages used
*Blank 3X5 cards for the word sorting activity. Each pair of participants will need approximately 40 cards.

Instructor Notes:
For the Semantic Mapping exercise, choose two selections for the participants to read for the semantic mapping activity. One selection should be about a thing, the other about a person.
VOCABULARY AND STUDY SKILLS

VOCABULARY LEARNING

The function of vocabulary in the interactive view of reading: constructing meaning
Language and meaning vocabulary: concrete and vicarious experiences
Word knowledge: definitional and contextual knowledge
Vocabulary and concept expansion: making connections with prior knowledge, generalizing concepts and discriminating concepts

PRINCIPLES OF VOCABULARY INSTRUCTION

Use direct vocabulary instruction (multi-sensory)
Build concepts before introducing vocabulary words
Provide opportunities for wide ranged reading (indirect instruction)
Use generative vocabulary techniques: roots, prefixes and suffixes

DIRECT INSTRUCTION METHODS

Word sorting
Word webbing
Semantic mapping
Paper and pencil vocabulary activity
Pyramiding
WORD SORTING ACTIVITY

This is a good activity to use to review vocabulary words. Students must be able to recognize and know the meanings of the words used in this activity.

Directions:
1. The vocabulary words use in the sorting activity may come from content areas such as: science, history, etc., or from business or technology, or from a generic word list as shown below.
2. The instructor or students will print each word on one side of a 3x5 index card.
3. Students will spread out the set of word cards face up so every word can be seen.
4. Students will think of a category and sort out all words that relate to that category.
5. Some possible categories are: words with consonant blends, or words which are action words (verbs), or words which are related to a person, place, thing, or situation.
6. If there are several groups of students word sorting, each group could try to guess the other group's category.

Thinking skills used in this activity: remembering (vocabulary), analyzing, discriminating similarities and differences, comparing, generalizing, categorizing (topic), divergent and inductive reasoning.

A sample word list:

<table>
<thead>
<tr>
<th>a</th>
<th>pretty</th>
</tr>
</thead>
<tbody>
<tr>
<td>an</td>
<td>quickly</td>
</tr>
<tr>
<td>at</td>
<td>run</td>
</tr>
<tr>
<td>attitude</td>
<td>school</td>
</tr>
<tr>
<td>beach</td>
<td>ski</td>
</tr>
<tr>
<td>big</td>
<td>skip</td>
</tr>
<tr>
<td>chair</td>
<td>slowly</td>
</tr>
<tr>
<td>church</td>
<td>small</td>
</tr>
<tr>
<td>couch</td>
<td>softly</td>
</tr>
<tr>
<td>door</td>
<td>table</td>
</tr>
<tr>
<td>feelings</td>
<td>tall</td>
</tr>
<tr>
<td>Florida</td>
<td>the</td>
</tr>
<tr>
<td>freedom</td>
<td>to</td>
</tr>
<tr>
<td>from</td>
<td>ugly</td>
</tr>
<tr>
<td>hospital</td>
<td>walk</td>
</tr>
<tr>
<td>jog</td>
<td>window</td>
</tr>
<tr>
<td>knowledge</td>
<td></td>
</tr>
<tr>
<td>memory</td>
<td></td>
</tr>
</tbody>
</table>

Kinds of words in sample of words for sorting:

- **Nouns**
  - 5 concrete
  - 5 abstract
  - 5 places
- **Verbs**
  - 5 action words
- **Prepositions** 3
- **Adjectives** 5
- **Adverbs** 3
- **Articles** 3

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WORD WEBBING

Description: Word webbing is a graphic way to organize clusters of vocabulary words. It illustrates the superordinate idea (topic) and its relationship to subordinate ideas (vocabulary).

Instruction: The instructor may select word clusters from materials students have read or new words. Direct instruction should be use to teach vocabulary clusters through reading, spelling and writing.

Thinking and study skills used in this activity: remembering (vocabulary), analysis, discrimination of similarities and differences, comparisons, generalizing, categorizing (topic), and inductive thinking

Some examples of word webbing:

Holidays (topic or category)
Halloween
Easter
Christmas
Thanksgiving
Independence Day
Veteran’s Day

Shoes (topic or category)
sport (subcategory)
running
golf
bowling
women’s (subcategory)
pumps
sandals
oxfords
men’s (subcategory)
loafers
boots
wing-tips
brogans

Other word webbing suggestions:

Shapes, tools, vegetables, trees, insects, animals, vehicles, planets, clothes, sports, shoes, food groups, etc.
Word Webbing

Independence Day

Halloween

Easter

Veteran's Day

Thanksgiving

Christmas

Holidays

Shoes

Men's

boots

loafers

brogans

wing-tips

Women's

oxfords

sandals

pumps

Sports

running

golf

bowling

hiking
Word Webbing Exercise
SEMANTIC MAPPING

Description: Semantic mapping employs many of the principles for vocabulary instruction. It enables students to extend their vocabularies, see relationships between familiar and new concepts, grasp multiple meanings of words, and learn from direct involvement. Semantic mapping arranges information categorically (or clusters) so students can more easily see relationships of new words and concepts to their existing background (schema) knowledge.

Instruction:
1. The instructor selects a word that is central to topic or story.
2. Next, the instructor writes the central word on the chart or chalkboard.
3. Then, the students brainstorm words related to central topic or theme and the instructor writes these words in random order as they suggested.
4. The students group the words into categories and label these categories.
5. The students and instructor note additional words essential to the topic and place these additional words in the appropriate categories.
6. Upon completion of a semantic map, the instructor discusses with the students how the new vocabulary words relate to words they already know.
7. The instructor will emphasize group discussion. Students must think about the relationships between the central word and their experiences.

Thinking and study skills used in this activity: remembering (vocabulary), analysis, comparisons, generalizing, categorizing (topic), and divergent and inductive reasoning.

Some examples of semantic mapping to be organized:

- automobile
- has a motor
- Chevrolet
- has seats
- Ford
- used to drive to work
- Plymouth
- vehicle
- Toyota
- has tires
- Thomas Jefferson
- educated at college
- designed Monticello
- liked music
- Declaration of Independence
- invented devices
- third president
- good writer
- American statesman
- dumb waiter
Semantic Mapping

What is it?

vehicle

What is it like?

has a motor

used to drive to work

has seats

has tires

automobile

Chevrolet

Plymouth

Toyota

What are some examples?

Who was he?

American statesman

Thomas Jefferson

Educated at college

liked music

good writer

inventor

third President

designed Monticello
dumb waiter

Declaration of Independence

What was he like?

What are some examples of his contributions?
Semantic Mapping Exercise

What is it?

What is it like?

What are some examples?

What was he like?

Who was he?

What are some examples of his contributions?
Pencil and Paper Exercise:
Making a budget

This vocabulary activity will help you with the new words you will need to understand as you plan to pay your insurance premiums. The words are: annually semi-annually quarterly bi-monthly

This activity will also give you practice using the words: policy and premium.

REVIEW: Can you list six different types of insurance coverage?

__________________________________________  ________________________________________  ________________________________________

Part 1
The insurance salesman writes up a document stating what type of insurance coverage you have. This document is called your ____________________________.
The amount of money you have agreed to pay either in one sum or in installments for your insurance is called the ____________________________.

Part 2
You will use this section to learn more about the four words listed at the top of the page which tell when you may pay your premiums. You will also practice using a dictionary as you answer each of the questions.

1. I pay my insurance premium just once a year; I pay it ____________________________.
   Look in your dictionary to find the word annual. Write its meaning below.

   ______________________________________________________

   Use the word annual in your own sentence. Tell about something you know that happens once a year in your community.

   ______________________________________________________

2. Look up the word semi in your dictionary. What is its meaning?

   If you pay a premium semi-annually, how many times during the year will you pay on the premium? ____________________________
   If you pay the first part of your premium on January 1, you will pay the second part on what date? ____________________________
   Now look back at the word semi in the dictionary. What is its second meaning? Write a synonym for semi. ____________________________
Methods in Reading

(If you are not sure of your answer at this point, let the instructor check it with you so that you can proceed correctly to complete the next part of this exercise using the word *semi*.

You can see that the word *semi* sometimes means *half*, but it also has the meaning *partly*. Locate the underlined words in the following sentences. Write the meaning of each word.

3. Using the dictionary, look up the word *quarterly*. How many months are in a quarter of a year? Divide the months below into quarters by circling them.


How many quarters are in a year? ____ What fraction represents a quarter? ____

Look back in your dictionary and locate the two words below which also mean for or fourth. Write their meanings and then use them in your own sentence.

quartet - 

quarter hour - 

4. Look up the word *bi-monthly*. What number represents the number of months in this unit of time? ________

How many times during the year would you pay on your premium if you sent installments *bi-monthly*? ________

Look up these additional words listed below. Notice how the use of *bi* forms a word expressing some unit of two.

- bicentennial
- biweekly
- biceps
- bicycle
- bikini
- bisect
Vocabulary References


Communication Barriers to Critical Thinking

Time: 1 hour

Objective(s):
* Has an accepting, open-minded attitude.
* Is sensitive to ethnic and gender discrimination.
* Is aware of communication barriers and knows how to effectively overcome them.

Lesson Plan:

Introduction
* Have participants offer examples of miscommunication.

Role Play
* Have participants observe a role play of two people who are miscommunicating because of one or several communication barriers on the handout, "Communication Barriers to Critical Thinking." (p.221-222)
* Have participants discuss any barriers to communication that they detected.

Lecture
* Using the handout on communication barriers distributed earlier, explain the handout to participants, giving examples for each barrier.

Guided Practice
* Have participants divide into small groups and discuss how knowing the barriers could help communication in their classes.
* Have groups share their observations.

Closure

Processing Questions for Participants to Answer:
Sharing:
What were the major communication barriers discussed?
What is your reaction to these barriers?

Interpreting:
What are the basic themes/patterns about communication barriers that you observed?

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Methods in Reading

Generalizing
What rule(s) or generalization(s) can you make from this?

Applying
How could you minimize these barriers in your classroom?
What modifications can you make work for you?

Summarizing
Why is an understanding of these barriers important?

Materials and Equipment:
*pages 221-222 for each participant
*overhead/transparencies of pages used

Instructor Notes:
*Under the section “By-passing Meanings,” communication barriers due to homonyms, slang language and literal versus figurative interpretation of language may be discussed. Several good sources for this are the children's books, The King Who Rained and A Chocolate Moose for Dinner by Fred Gwynne and the Amelia Bedelia series by Peggy Parrish.
(These books are also useful for English as a Second Language classes.)

*Preselect role players. Practice in advance
COMMUNICATION BARRIERS TO CRITICAL THINKING

Fact Versus Personal Judgment
Barrier: relying on personal judgment rather than fact
Example: Radar operators detected an air fleet 56 minutes before Pearl Harbor was attacked during World War II. They inferred the set was out of order.

“We are never deceived; we deceive ourselves.” (Goethe)

By-Passing Meanings
Barrier: having one set way of looking at language
Example: Words often have several meanings such as the word “fast.” People can run fast, be tied fast, go on a fast to diet, or be fast asleep.

Knowing-It-All
Barrier: thinking you know everything from your perspective
Example: “The Blind Men and the Elephant” by John G. Saxe

It was six men of Indostan
To learning much inclined,
Who went to see the elephant
Though all of them were blind
That each by observation
Might satisfy his mind.

The first approached the elephant
And happening to fall
Against the broad and sturdy side,
At once began to bawl:
"Why bless me! But the elephant
Is very much like a wall!"

The second feeling of the tusk,
Cried: "Ho! What have we here
So very round and smooth and sharp?
To me, tis very clear,
This wonder of an elephant
Is very like a spear!"

The third approached the animal
And happened to take
The squirming trunk within his hands
Thus boldly up he spake:
"I see," quoth he, "The elephant
Is very like a snake!"

The fourth reached out his eager hand
And felt about the knee:
"What most the wondrous beast is like
Is very plain," quoth he:
"Tis clear enough the elephant
Is very like a tree!"

The fifth who chanced to touch the ear
Said: "E'en the blindest man
Can tell what this resembles most --
Deny the fact who can:
The marvel of an elephant
Is very like a fan!"

The sixth no sooner had begun
About the beast to grope
Than seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong;
Though each was partly in the right,
And all were in the wrong.

“To be conscious that you are ignorant is a great step toward knowledge.”
(Disraeli)
Methods in Reading

Neglect of Differences
Barrier: being insensitive to differences; stereotyping
Example: Statements such as:
"All women love to go shopping."
"All men think about is sports."

Polarization
Barrier: categorizing things as all good or all bad - not seeing "shades of gray"
Example: We can easily give opposites, but it is more difficult to see the "in-between." Try with the following words:
good honest polite successful

Frozen Evaluation
Barrier: not letting people grow or situations change
Example: Prisoners are often the victims of this, but so are many people in the minds of their former school teachers.

Guilt by Association
Barrier: judging people by their associations, not themselves
Example: Would you go to see a psychiatrist or psychologist named Dr. Looney?

Failure to Appreciate Other’s Culture or Background
Barrier: thinking people should act the same way
Example: Some Americans have criticized the table manners of Europeans because they eat with their left hand after cutting food instead of switching hands.

Gobbledygook
Barrier: using big words and unclear phrases when simple language would best suit the audience
Example: All that coruscates with effulgence is not ipso facto aurous.
(All that glitters is not gold.)
Critical Thinking & Reasoning Activities

Time: 45 minutes

Objective(s):
* Knows how to motivate adults.
* Knows how to foster critical thinking skills.

Lesson Plan:
Introduction
* Show participants a difficult thinking activity on an overhead ("1a" p. 225 is a good example) and ask them to try to solve it.
* Chide participants if they don’t get it quickly.
* Ask participants to discuss how they felt about trying to solve the activity and your negative comments.

Lecture
* Distribute the handout, “Critical Thinking/Reasoning Activities.” (p. 225-226)
* Explain that although these activities may be motivating, they may also be threatening to many adults unless properly taught. Students need to understand the patterns and “tricks” necessary to solve such problems.

Guided Practice
* Demonstrate with the group how you would teach these activities. A good way to demonstrate would be to explain the pattern or “trick” and solve problem “a” for each one. Then let them solve “b.”

Closure
Processing Questions for Participants to Answer:
Sharing:
What went on/happened when you tried to solve the first problem? What happened after you learned the patterns?
How do you feel about using these activities in a classroom?

Interpreting:
What are the basic themes/patterns you observed while trying to solve these problems?
Methods in Reading

Generalizing
What rule(s) or generalization(s) can you make from this?

Applying
How could you use these exercises with your students?
What other exercises could you use?

Summarizing
What is the importance of doing critical reading/thinking exercises?

Materials and Equipment:
*pages 225-226 for each participant
*overhead/transparencies of pages used

Instructor Notes:
*Another way participants may be shown how to lessen anxiety over such exercises would be to tell them to encourage their students to bring to class their own examples and try to "stump" the instructor.
*Inform participants that these exercises may be used on all level ABS students if they are done orally and/or in groups (In order for beginning readers to do the thinking exercises, the words and letters used need to be read out loud.)
*An answer sheet for the activity is included (p. 227).
CRITICAL THINKING & REASONING ACTIVITIES

Suggestions for Teaching

1. Use as warm-up activities for the whole class.
2. Teach students how to do the activities.
   a. Have students interpret the exercises literally.
   b. Show students patterns involved.
   c. Model different types.
3. Let students create their own exercises or share some they have found.

Examples of Thinking Activities

1. Pattern: Something is “in or by” something else.
   a.  
   b.  
   \[
   \begin{array}{c}
   \text{If land} \\
   \text{If if sea}
   \end{array}
   \]
2. Pattern: Letters are scrambled.
   a.  
   b.  
   K D I
   USNT
3. Pattern: One word is over, under, around, or after another.
   a.  
   b.  
   HEAD
   STANDING
   HEELS
   MISS
   \[
   \begin{array}{c}
   \text{R} \\
   \text{G ROSIE I} \\
   \text{N}
   \end{array}
   \]
   d.  
   NOON SUNDAY

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Methods in Reading

4. Pattern: *Something is repeated* — *use the word “pair” or “double.”*

a. PANTS, PANTS
b. EXXPOSURE

5. Pattern: *A missing word is graphically depicted.*

a. RANGER
b. BAN, ANA

**Examples of Reasoning Activities**

1. Trick: *A key word will detract attention from the obvious answer.*
   a. Why can't a man living in Raleigh be buried west of the Mississippi?
   b. List three former presidents of the United States not buried within the United States.

2. Trick: *Words that have special connotations to us are used literally.*
   a. Do they have the fourth of July in England?
   b. How many birthdays does the average person have?

3. Trick: *It looks like a math problem, but it is not.*
   a. A farmer has 17 sheep. All but 9 died. How many did he have left?
   b. Take two apples from three apples. How many apples do you have?

4. Trick: *False information is given.*
   a. How many of each species did Moses take on the ark?
   b. In which book of the Bible does it tell about Abel slaying Cain?

5. Trick: *Shows people in roles that go against our stereotyped images.*
   a. A woman looks out the window and sees a beggar. She is the beggar's sister, but the beggar is not her brother. Who is the beggar?
   b. A man and his son are in an automobile accident. The man is killed instantly. His son has to be rushed to the nearest hospital for emergency surgery. The doctor who is the Chief Surgeon takes one look at the boy and says, "I cannot operate on this boy. He is my son." What is the relationship of the doctor to the boy?
Critical Thinking and Reasoning Activity Answers

Thinking Activities:

1a. sock in the eye
1b. one if by land, two if by sea

2a. mixed up kid
2b. mixed nuts

3a. head over heels
3b. misunderstanding
3c. ring around the rosie
3d. Sunday afternoon

4a. pair of pants
4b. double exposure

5a. Lone Ranger
5b. banana split

Thinking Activities:

1a. He's not dead.
1b. Any 3 of the following: Reagan, Carter, Ford, Nixon

2a. Of course, but it's not independence day there.
2b. All of them.

3a. 9
3b. 2

4a. None. Noah had the ark.
4b. None. It was the other way around.

5a. Her sister.
5b. His mother.
Critical Reading Activities/Materials

Time: 1 hour

Objective(s):
* Aids students in becoming independent learners.
* Knows how to foster critical thinking/reading.

Lesson Plan:
Introduction
* Have participants divide into small groups and make a list of ways instructors may foster critical reading/thinking skills.
* Write their ideas on chart paper.

Lecture
* Discuss the handout, "Critical Reading Activities/Materials," explaining the ones that are not on the participants' lists.
  (p. 231-232)

Guided Practice
* Divide participants into small groups and have them choose an item from their list or the handout, then construct and actually complete an exercise based on that item.
* Trainer will monitor and make suggestions.
* Let groups show and explain their exercises to others.

Closure
Processing Questions for Participants to Answer:
Sharing:
  What are the critical reading exercises discussed in the unit?
  What are your reactions to these exercises?
Interpreting:
  What are the basic themes/patterns?
Generalizing
  What rule(s) or generalization(s) can you make from these exercises?
Applying
  How could you use critical reading activities in your classroom?
  What modifications can you make work for you?
Methods in Reading

Closure (cont’d.)

Summarizing

What is significant about this experience on incorporating these activities into your classroom?

---

Materials and Equipment:

* pages 231-232 for each participant
* chart paper/marker
* overhead/transparencies of pages used
* tabloids, newspapers, magazines (or articles from each including movie reviews, editorials, personal advertisements, article headlines, and advertisements).

---

Instructor Notes:

* Have a wide variety of materials for participants to use in making their own exercises.
* Participants may be asked ahead of time to bring in their own materials to use.
* It would be helpful to have a few examples of exercises for participants to use as guides.
CRITICAL READING
ACTIVITIES/MATERIALS

Mystery Words
Insert a nonsense mystery word for the name of a person, place or thing. The student must determine what the word is by picking out clues from the sentences.
Example: Yink
Yink is my favorite food.
I ordered a yink for supper last night.
I asked for one with pepperoni and extra cheese. (pizza)

Predicting
Have students do exercises with simple predictions.
1. Make index cards with easily predicted patterns, such as:
   2, 4, __, 8, 10 ... or ab __ de __ gh. Help students recognize the patterns. Make the patterns increasingly difficult.
2. Give students headlines from newspapers and have them predict the story content.
3. Have students read everything except the ending of a story and predict the outcome.

Using Riddles
Prepare or select riddles and have students try to solve them. Start out with easy ones and get progressively more difficult.
Example: Everyone needs me.
Some days you can see me.
Some days you cannot see me.
Without me, there would be no light.
I give the earth light.
Who am I? (sun)
I sing.
I eat worms.
I can fly.
What am I? (bird)
Have students make up their own riddles.

Questioning Using Tabloids
Have students look at tabloid headlines and predict questions that will be answered in the article. Have them read the article and list questions they would like to ask the author. Have participants predict changes the person written about would make.
Methods in Reading

Finding Propaganda in Advertisements
Have students look at various magazines and newspapers and compare the types of ads. Have them find examples of propaganda devices and emotional words. Let them design their own ads for a product.

Finding Propaganda in Personals
Have students read the personals from a newspaper or singles' magazine. Let them write a brief prediction of the person's personality and looks. Let them write a personal ad for themselves.

Finding Emotional Language in Editorials
Have students read an editorial and underline words that are emotional. Have students rewrite the editorial to make it objective. You could also rewrite an editorial to make it objective and have students rewrite it to make it emotional.

Evaluating Persuasion in Movie Reviews
Have students read movie reviews and list all the main points the author is making. Have students label those points as fact or opinion. Have them spot examples of emotional language and propaganda. Make students aware of their own biases and preconceptions, then have them write their own reviews.

Understanding Viewpoints in Newspaper Articles
Have students read two opposing editorials on a topic. Have students spot examples of emotional language and propaganda. Have students write their own personal position paper on the topic.

Comparing Books and Movies
Have students compare a movie they have seen to the book. They could discuss or write the answers to the following questions: Which one was more convincing? Which one was more logical? Which one was more accurate? Which do you like the best? Did they have the same purpose and point of view? What was the same? What was different?

Comparing Two Accounts of Historical/Current Events
Have students read the description of a historical event from two sources and contrast/compare them. Have students watch the news on different stations to compare the reporting of stories about the same events.

Propaganda Techniques for Critical Thinking

Time: 1 hour

Objective(s):
* Knows propaganda techniques that deter critical thinking.
* Knows how to help students think/read critically despite the use of these techniques.

Lesson Plan:
Introduction:
* Have participants discuss propaganda techniques they have observed in the media.

Lecture:
* Discuss propaganda techniques listed in handout (p. 235-236).
  Give concrete examples for each one. Have participants add their own examples.

Guided Practice:
* Divide participants into groups. Have them plan ways to use propaganda techniques with adults.
* Give “Propaganda Exercise” (p. 237) for added practice.

Closure

Processing Questions for Participants to Answer:
Sharing:
What went on/happened? Retell major points.
How do you feel about it?

Interpreting:
What are the basic themes/patterns?

Applying
How can you use propaganda techniques with your ABS students?
What modifications would you make?

Summarizing
What is the importance of teaching propaganda techniques?
Materials and Equipment:
* pages 235-237 for each participant
* overhead/transparencies of pages used

Instructor Notes:
* Participants may want to use their own labels for propaganda techniques or group some techniques together.
* Participants may be encouraged to have students start class file of propaganda techniques they find in the media.
PROPAGANDA TECHNIQUES DESIGNED ESPECIALLY FOR UNCRITICAL THINKERS

NAME CALLING
Connecting opponent or something to “bad” words

Example: “He’s a Racist.”

Other examples:

GLITTERING GENERALITIES
Connecting self or something to “good” words

Example: “Our skin care program will make you look young and healthy.”

Other examples:

UNQUALIFIED GENERALITIES
Making generalizations that are not logical

Example: "Exercise is good for you. Everyone should exercise."

Other examples:

TRANSFER
Using authority, sanction and prestige of something respected and revered to carry over to something else

Example: “Hot dogs, apple pie, USA, and Chevrolet”

Other examples:

EGO APPEAL
Praising people to get them to accept idea or product

Example: “Order from our catalog of fabulous fashions for fabulous folks.”

Other examples:
TESTIMONIAL
Having a well known person publicly acknowledge and endorse something

Example: Celebrities endorsing everything from soft drinks to underwear

Other examples:

PLAIN FOLKS
Winning confidence by appearing to be good common folk like everyone else

Example: A North Carolina senator who was a Harvard graduate claimed to be a “plain old country lawyer.”

Other examples:

BAND WAGON
Enticing people to follow the crowd by proclaiming, “Everybody's doing it.”

Example: "Everyone else’s parents are letting them go!"

Other examples:

CARD STACKING
Using all arts of deception such as lies, distortions, omissions

Example: tabloid headlines such as “Creature from Outer Space Kidnaps Couple”

Other examples:
PROPAGANDA EXERCISE

Directions: Match each item below with the correct propaganda technique.

a. name calling
b. glittering generalities
c. unqualified generalities
d. transfer
e. ego appeal
f. testimonial
g. plain folks
h. band wagon
i. card stacking

__ 1. Boston Celtic star Larry Bird thinks Reebok shoes are the best.

__ 2. Drink our fine wine to appreciate the fine things in life.

__ 3. Order from our catalog of fabulous fashions for fabulous folks.

__ 4. Already, over 90 percent of our workers have given to this cause.

__ 5. Linda Evans says, “Of course I use Ultress.”

__ 6. Use Dial soap for the “sweet smell of success.”

__ 7. Welcome to the High Country/the Crystal Coast.

__ 8. “She’s got sheer energy.” (She wears Sheer Energy hose.)

__ 9. Pro-abortionists are murderers. Non-abortionists are child abusers.

__ 10. “Mayor Responsible for Child’s Death” — headline which implies
      mayor killed child, when actually he did not have an old building
      torn down and the child was killed playing in the building.

__ 11. People in every walk of life buy this product.

__ 12. Attend ASU’s Adult Basic Skills Training Workshops and become a
      better instructor/trainer.
Methods in Language Arts

Effectiveness in Teaching Models 241
Reading/Writing Exercises 245
Writing to Learn 253
Spelling 259
English as a Second Language 265
Effectiveness of Teaching Models for Writing

Time: 1 hour

Objective(s):
* Knows methods for teaching language arts to adults.
* Knows the effectiveness/ineffectiveness of different methods of teaching writing to adults.

Lesson Plan:
Introduction
* Distribute the writing exercise to participants. (p. 243)
* Give participants the following directions: “You are a traveler to the newly discovered planet, Rammarg. The Rammarg language is very similar to English with the eight exceptions on the sheet you have been given. Write a paragraph to your hosts describing yourself. Please follow the eight rules so you will be understood. After you finish, have someone check your work to be certain that you have followed the rules.”
* Have participants discuss how they felt about doing this exercise.

Lecture
* Explain that although grammar is important in writing, it can stifle creativity and flow of writing when emphasized too much in the beginning stages.
* Discuss different ways of teaching writing and their significance.

Guided Practice
* Have participants share ways they can incorporate the methods listed for teaching writing as well as other methods that have been effective for encouraging writing.

Closure

Processing Questions for Participants to Answer:
Sharing:
What went on/happened during this exercise? Retell major points.
How do you feel about writing using the 8 rules?

Interpreting:
What are the basic themes/patterns?
Methods in Language Arts

Generalizing
What rule(s) or generalization(s) can you make about teaching writing from this?

Applying
How could doing this writing assignment affect your teaching of writing?

Summarizing
What is significant about this experience?

Resources Needed:
* page 243 for each participant
* overhead/transparency of page 243

Instructor Notes:
* If there is extra time, participants could also be asked to write a second paragraph for people on the planet Eerf. They should be told that these people can understand English as it is and do not care whether or not punctuation or proper grammar are used.
* Planet Rammarg is Grammar backwards; Eerf, is Free.
* Examples of the different teaching models could be given.
Effectiveness of Teaching Models for Writing

WRITING EXERCISE

1. Circles go at the end of every sentence, not periods.

2. Short pauses are marked by the symbol < .

3. Long pauses are marked by the symbol > .

4. There are no capitals at the beginning of each sentence.

5. The last word in each sentence is capitalized.

6. Every vowel is doubled, i.e. “e” would be “ee” and “ea” would be “eeaa.”

7. There is no consonant “s” in the language. The “s” sound is represented by the following symbol: * .

8. There is no present tense in the language. All verbs are in past tense.
NOTES
Time: 1 hour

Objective(s):
* Knows methods for teaching language arts to adults.
* Stimulates students' interest in writing through a variety of exercises.
* Incorporates writing into all levels of ABS instruction.
* Emphasizes student writing through journals.

Lesson Plan:
Introduction
* Explain the importance of writing exercises for all levels of ABS students, and distribute handout (p. 247-250).

Lecture
* Discuss the beginning level writing activities.
* Have participants add their own exercises to the list.
* Discuss the intermediate level exercises.
* Have participants add their own exercises to the list.

Guided Practice
* Divide participants into small groups and have them construct writing activities for beginning and advanced ABS students.

Closure
Processing Questions for Participants to Answer:
Sharing:
What went on/happened during this writing discussion and sharing session? Retell major points. Give your reactions.

Interpreting:
What are the basic themes/patterns of teaching writing that you can see from this exercise?

Generalizing
What rule(s) or generalization(s) can you make about teaching writing?

Applying
How could you use this with your beginning level students? Advanced students? What modifications can you make work for you?

Summarizing
What is significant about using writing in ABS classes?
Methods in Language Arts

Resources Needed:
* pages 247-251 for each participant
* magazines
* newspapers
* tabloids
* ABS workbooks/textbooks
* scissors
* paste/tape
* blank paper
* magic markers

Instructor Notes:
* It may be helpful to have examples of exercises for participants to preview.
* Participants may be told in advance to bring their own materials for the exercises.
READING/WRITING EXERCISES

Beginning Levels

Copying
Instructor writes while student watches. Then student copies material over. Examples:

1. LEA sentences or stories
2. lists — grocery lists, “things to do,” etc.
3. sight words

Fill-in-the-blanks
Students are given exercises with blanks and words that go in the blanks. They copy the correct word in each blank. Examples:

1. Logo exercises
   Cut out ads from newspapers and/or magazines of well-known brand name items or logo names (i.e. Pizza Hut). Put brand/logo names in one section and pictures in another. Have students copy the correct logo under each picture.

2. Sentence stems
   Students are given sentence stems and fill in the blanks. Beginning students may need the words written down for them to copy.
   i.e: I like _______________.
       School is _______________.
       I hate _______________.
       Work is _______________.

3. Predictable stories
   Students are given predictable stories to read. Then they are given a copy of the story (or a part or summary of the story) with the predictable words left out. They copy the correct words from a list.

   i.e: I went to McDonald’s and ordered a cheeseburger.
       The order taker brought me a hamburger instead.
       I said I had asked for a cheeseburger.
       The order taker brought me a chicken sandwich instead.
       I said I had asked for a cheeseburger.
McDonald’s said chicken sandwich
instead asked cheeseburger brought

I went to ___________ and ordered a ____________.
The order taker __________ me a hamburger __________.
I said I had ______ for a cheeseburger.
The order taker brought me a ____________ instead.
I ______ I had asked for a cheeseburger.

4. Cloze exercises
Students are given a story to read. Then they are given the same story
with the major words omitted. They fill in the blanks from a word list
supplied.
i.e., John and Mary want to buy a bigger house.
They want a bigger house because they are going to
have a baby. They need a house with two bedrooms

baby bedrooms bigger house need

John and Mary want to buy a bigger ______
They want a _______ house because they are going
to have a _____. They ______ a house with two
___________.

Dictation
The student writes down a sentence or sentences that the instructor dictates.
(This may also be used to assess student’s incoding skills by having the dictation
sentence pertain to the lesson. For example, a student who has just been
studying a lesson on the “br” blend may be given a sentence to copy such as
“The car is brown.”)

Chunking
Students are asked to connect words together or expand sentences by adding
phrases.
Examples:
1. Category chunking
   Students are given lists of three words and a list of the corresponding
categories. They write the correct category beside each set of words.

ie: fruit school baseball
    bat, ball, glove _____________
    apple, pear, banana ___________
    desk, book, teacher ___________
2. **Sentence chunking**
   Students are given a list of words and a base phrase for a sentence. They add the words to the sentence to expand it.
   
i.e: Mary home friend's house from her skated
   
   Mary skated.
   Mary skated ________ (home)
   Mary skated home ____________ (from her friend’s house.)

**Journal Writing**
Students are asked to write about any topic in a journal for 5-10 minutes each class period. They should be told not to worry about mechanics and that they don’t have to show anyone their writing unless they would like to share. If they can’t think of anything to write or can’t write words on their own, they may use this time to copy sentences in their journal.

**Conversation Writing**
Instructor and student decide on a conversation topic. They discuss the topic and write down their comments. Then they take turns reading what they have written.

**Intermediate Level**

**Riddle/Limerick Writing**
Let students read riddles and/or limericks and have them write their own.
   
i.e: I have wings.
   I can fly.
   I sing.
   What am I? (bird)

**Summarizing**
Students read material, then summarize it in writing.
Examples:
1. **Story Retelling**
   Students read a story and then retell it in writing.

2. **Nonfiction Summarizations**
   Students read an article or a textbook section, then rewrite the main points in several sentences or they write down seven or eight key words from the selection.
List/Group/Label
(Hillocks, 1987) Students list every word or phrase they can think of about a subject. Next they group items on their lists into groups that go together. Then they label each group. Students then use the categorized lists to write paragraphs or themes.

Imitation Writing
Students read material and then either rewrite it or write something similar.
Examples:

1. Tabloid Writing
   Students read an article in a tabloid. They can write a list of questions to ask the author, rewrite the story to make it more factual, or write their own tabloid story.

2. Ads/Editorials
   Students read ads or editorials to spot propaganda techniques. They rewrite the ads or editorials to make them more objective. They may also want to write their own, using the same propaganda techniques they have discovered.

3. Movie Reviews
   Students read movie reviews, then write their own for movies they have seen.
READING/WRITING BIBLIOGRAPHY


Writing to Learn

Time: 2 hours

Objective(s):
* Helps students learn efficiently and effectively through writing.
* Aids students in becoming independent learners.

Lesson Plan:
Introduction
* Have participants complete the first two columns in the pre-reading guide (p. 258) about writing to learn, answering the questions “What do you know about the topic?” and “What do you think you will learn? Want to learn?”
* Have participants share their answers with each other in small groups and then with the entire group.

Lecture
* Explain the writing strategies used for learning in three stages: prereading, during reading, and postreading. (p. 255)
* Have participants add their own suggestions to each stage.

Guided Practice
* Have participants make samples of the exercises using adult basic education materials. They should make samples for at least one strategy in each stage: prereading, during reading and postreading.
* Have participants share their work with each other.

Closure

Processing Questions for Participants to Answer:
Sharing:
What went on/happened? Retell major points.
Describe your reactions to the learning strategies in this unit.

Interpreting:
What are the basic themes/patterns?

Generalizing
What rule(s) or generalization(s) can you make about writing to learn from this?
Methods in Language Arts

Applying
How could you use these techniques in your class?
What changes/additions would you make?

Summarizing
What is significant about this writing to learn unit?

Resources Needed:
* pages 255-258 for each participant
* overhead/transparencies of pages used
* adult basic education textbooks/workbooks

Instructor Notes:
* Participants may complete the exercises individually or in small groups.
* It would be helpful to have samples of exercises to share with participants.
WRITING TO LEARN

PRE-READING WRITING STRATEGIES
*Rationale: Sets purposes for reading
Answers questions:
   What do I already know about the topic?
   What do I think I will learn?
   What do I want to learn?

*Strategies:
1. Pre-Reading Guides (p. 258)
2. Brainstorming on paper
3. Clustering
4. Others?

WRITING STRATEGIES DURING READING
*Rationale: Helps to understand what is being read
Answers questions:
   What am I learning?
   What am I not learning?

*Strategies:
1. SQ3R (p. 256)
2. Underlining/Notetaking
3. Content Journals
4. Others?

POST-READING WRITING STRATEGIES
*Rationale: Helps process reading
Answers questions:
   What did I learn from reading?
   How can I connect this to what I already know?
   How can I apply the knowledge I learned from this?

*Strategies:
1. Summarizing
2. Story Grammar (p. 257)
3. Journals
4. Pre-Reading Guides
5. Others?

SQ3R
A Study Technique by Francis P. Robinson

SURVEY
*Survey the chapter for 3 to 5 minutes.
*Look at: title of article/chapter
boldface headings
pictures/charts/diagrams/maps.
*Skim introductory & summary paragraphs (1st & last).

QUESTION
*Read the questions at the end of the chapter.
*Turn each heading into a question.

READ
*Read section by section to answer questions.

RECITE
*Look away from text and answer each question.
*Reread sections if necessary.

REVIEW
*Review immediately after reading.
STORY GRAMMAR

Setting: __________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Characters: __________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Problem: __________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Events: ____________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Resolution: ________________________________________
_________________________________________________________________________
### Pre-Reading Guide

<table>
<thead>
<tr>
<th>Know about the topic?</th>
<th>Think you will learn? Want to learn?</th>
<th>See as possible applications?</th>
</tr>
</thead>
</table>

Time: 45 minutes

Objectives:
* Knows methods of teaching language arts to adults.
* Matches materials to students on basis of student interests and ability levels.
* Constructs or helps construct own instructional materials.

Lesson Plan:
Introduction:
* Present and discuss “Spelling Study Method” (p. 261)
* Distribute and discuss “What Researchers Say About Spelling” (p. 262-263) and any high frequency word list.

Guided Practice:
* Instructor models spelling study method. Divide participants into pairs and have them practice using the spelling study method with words selected from a high frequency word list. The instructor will observe, give feedback and make corrections.
* The instructor will summarize the steps in spelling study method.

Closure:
Processing Questions for Participants to Answer:
Sharing:
What did this exercise reveal to you about spelling study methods? Retell major points.

Interpreting:
What are the basic themes/patterns of the spelling study method?

Generalizing
What rule(s) or generalization(s) about teaching spelling to adults can you make from this?

Applying
How could you use the spelling study method with your students?

Summarizing
What is significant about understanding the spelling study method?
Methods in Language Arts

Resources Needed:
* pages 261-263 for each participant
* overhead/transparencies of page

Instructor Notes:

SPERMING STUDY METHOD

Study Method:

1. Look at the word and say it to yourself.

2. Close your eyes. Try to see the word as you spell it to yourself.

3. Check to see if you were right. (If not, begin again at step 1.)

4. Cover the word and write it.

5. Check to see if you were right. (If not, begin again at step 1.)

6. Repeat step 4 and 5 two more times.

The study method is an essential part of a good spelling program and one that must constantly be taught.


Spelling differs from reading in that letters must be produced one at a time, in correct order. Spelling is a sequential process which requires complete knowledge of a word’s structure.

WHAT RESEARCHERS SAY ABOUT SPELLING
Robert Hillerich, John Carroll, Thomas Horn, Paul Hanna and others

We must develop spelling a conscience, a desire for spelling correctly.

Correct spelling is a mechanical skill and, like math or any other mechanical skill, it gets rusty from disuse.

Spelling ought to be recognized and taught as one element of writing.

If students aren’t going to write there is no point in wasting precious instructional time in learning to spell.

Instructors should provide beginning ABS students with lots of Language Experience Approach writing experiences with spelling focused on a few high frequency words.

Students shouldn’t get into the habit of interrupting their thoughts in the middle of a sentence just because they don’t know how to spell a word, or—worse—of using a simpler or less appropriate word merely because they know how to spell that word.

Students who write frequently and receive no correction on their papers will write more, have more creative ideas, enjoy writing more, and—at worst—make no more mechanical errors than do those who receive correction on their papers.

Students who do not receive corrections make even fewer errors in capitalization, punctuation, and spelling.

Correct spelling is nothing more than a courtesy to the reader.

The use of a dictionary for spelling is nothing more than educated guessing.

No one can develop generalizations that will assure correct spelling that has not been examined specifically for spelling.

There is no need of a spelling book. All the teacher needs is a good word list.

A well-selected word list of 2500-3000 words will account for 96 percent of all words anyone will ever write in a lifetime.
No one can guess which of the remaining 4 percent will be needed in the future. Efficient use of the a dictionary must account for these.

Since no generalizations should be taught through lists, words do not need to be grouped according to spelling.

The use of a pretest with immediate correction by the student accounts for about ninety-five percent of all learning that takes place in spelling.

It does no good to point out “hard spots” in words because different people have different hard spots in the same word.
English as a Second Language

Time: 1 1/2 hours

Objective(s):
* Knows methods for teaching English as a second language.
* Knows methods of teaching language arts to adults
* Uses all forms of communication skills in curriculum: reading, speaking and listening.
* Understands the relationship of dialects to standard English and helps students understand that dialects are not wrong, just inappropriate for some situations.
* Helps students understand the rationale for using good grammar.

Lesson Plan:
Introduction:
* Present structured overview of ESL lesson (p. 267).
* Have participants list reasons why students attend ESL classes and some student goals.
* Distribute and discuss ESL Adults in Need of Literacy Training (p. 268).

Lecture:
* Distribute and explain “Principles of Second Language Learning and some Implications” (p. 269).
* Distribute and discuss “Tips for Helping ESL Student Survive” and “ESL Books” (p. 270 & 271).
* Distribute and explain “Informal Oral Language Assessment” handout (p. 272).

Guided Practice:
* Present and discuss “ESL Training Activity Directions”(p. 273), a card sorting activity using “Customs in Conflict” (p. 274). Solicit from participants examples of foreign customs/feelings.
* Discuss “ESL Methods, Materials, and Activities” (p. 275-276) and have participants work in pairs to develop a Survival English lesson. Distribute handout, “Survival English Lesson Topics” (p. 277) for situation ideas.
Closure:

*Processing Questions for Participants to Answer:*

Sharing:
What went on/happened during this ESL lesson? Retell the major points.

Interpreting:
What are the basic themes/patterns of teaching ESL?

Generalizing
What rule(s) or generalization(s) about teaching ESL can you make from this?

Applying
How could you use these ESL exercises with your students?
What modifications would you make for your students?

Summarizing
What is significant about this ESL lesson?

Resources Needed:
*pages 267-277 for each participant
*overhead/transparencies of “Structured Overview of ESL”

Instructor Notes:

*Prepare 3x5 cards by gluing one custom to a card from “Customs in Conflict”. You will need a set of cards for each pair of participants.

*Order and have on hand, *English as a Second Language Oral Assessment* (ESLOA) (1980) by Coy, Gonzalez and Satopietro, Literacy Volunteers of America, Inc.


*Also obtain: *The Laubach Way to English Leader Guide*.
STRUCTURED OVERVIEW

ENGLISH AS A SECOND LANGUAGE

(ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)

STUDENT'S GOALS
STUDENT'S CULTURE
INSTRUCTION MATERIALS
INSTRUCTION METHODS
DIAGNOSTIC TESTING
ESL Adults in Need of Literacy Training

1. Preliterate - Native language is not written.

2. Illiterate - Illiterate in written native language.


4. Non-Roman Alphabetic - From groups who's language is not based on the alphabet. (Arabic, Chinese, etc.)
Principles of Second Language Learning
and Some Implications

1. The second language learner is concerned with communication, not with correctness.

2. There is a natural series of language development stages that the second language learner must follow.

3. A person learns a language better if he feels a low level of anxiety and a high level of success.

4. There is often a feeling of social and psychological distance between the language learner and the people who speak the "target" language.

Source: The Laubach Way to English Leader Guide.
LISTENING:

1. Simplify the input
2. Focus questions
3. Use body language
4. Use real objects
5. Give visual cues
6. Teach note taking
7. Audio tape lessons
8. Tap prior knowledge
9. Teach key vocabulary
10. Check for understanding
11. Recap key points

SPEAKING:

1. Form small groups
2. Use cooperative learning
3. Allow wait time (3-5 seconds)
4. Encourage "I don't understand"
5. Teach multiple word meanings
6. Encourage personal opinions and point of view
7. Teach/use paraphrasing
8. Use brainstorming

READING:

1. Do front loading
2. Use graphic organizers
3. Teach key vocabulary
4. Use study guides
5. Use discussion
6. Rewrite materials
7. Use alternative materials
8. Use read along
9. Teach reference tools
10. Use language experience approach
11. Encourage wide reading

WRITING:

1. Teach writing process
2. The instructor should model writing during language experience activity
3. Keep a vocabulary book
4. Teach students to illustrate and label to explain concepts
5. Frequently use and practice vocabulary already learned
6. Have students write summaries
7. Use read-around-groups (RAGS)
8. Teach note taking

Adapted from:
## ESL Instructional Materials

<table>
<thead>
<tr>
<th>ESL BOOK</th>
<th>PUBLISHER</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A New Start</td>
<td>Dormac, Inc</td>
<td>Basic</td>
</tr>
<tr>
<td>Amnesty A Real Life Approach, 1</td>
<td>Steck-Vaughn</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Amnesty A Real Life Approach, 2</td>
<td>Steck-Vaughn</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Doorman and Audiotape</td>
<td>Dormac, Inc</td>
<td>Basic-Inter.</td>
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<tr>
<td>English for Life Through Pictures</td>
<td>Dormac, Inc</td>
<td>Basic-Inter.</td>
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<tr>
<td>ESL Miscellany, Resource Handbook, Number 2</td>
<td>Pro Lingua Associates</td>
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<tr>
<td>Get Up and Go</td>
<td>Dormac, Inc</td>
<td>Prebeginner</td>
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<tr>
<td>Gift of the Magi and Audiotape</td>
<td>Dormac, Inc</td>
<td>Basic-Inter.</td>
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<tr>
<td>In Other Words, Life Skill Vocabanary in Context</td>
<td>Dormac, Inc</td>
<td>Basic</td>
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<tr>
<td>Jealousy and Audiotape</td>
<td>Dormac, Inc</td>
<td>Basic-Inter.</td>
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<td>Passwords to English Grammar for Spanish Speakers</td>
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<td>Basic</td>
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<td>Intermediate</td>
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<tr>
<td>Welcome, Neighbor!. 1</td>
<td>Dormac, Inc</td>
<td>Basic-Inter.</td>
</tr>
<tr>
<td>Welcome, Neighbor!. 2</td>
<td>Dormac, Inc</td>
<td>Basic-Inter.</td>
</tr>
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</table>
INFOMRAL ORAL LANGUAGE ASSESSMENT

LEVELS

PREBEGINNER LEVEL  NO PRACTICAL SPEAKING ABILITY
May know a few isolated words and phrases which are of little practical use.

BASIC LEVEL
Able to handle routine daily needs and minimum courtesy requirements.
Limited language experience. Makes errors in structures which are simple and
common. Has a limited vocabulary and sometimes uses the wrong word. Pronunciation is poor.

INTERMEDIATE LEVEL
Able to speak the language with sufficient structural accuracy and vocabulary
to participate in most formal conversations on practical topics. Vocabulary is
sufficient to talk with confidence about familiar subjects and situations, but
gropes for words. Pronunciation is “foreign”.

ADVANCED LEVEL
Able to use the language fluently on all levels pertinent to school related
needs. Has near perfect grammar and speaks the language with extensive and
precise vocabulary. “Foreign pronunciation is apparent, but not distracting.
ESL TRAINING ACTIVITY DIRECTIONS

Objective: The students will learn how our customs differ from the customs of people from other countries and cultures.

Procedure: Follow these steps:

1. Form groups of two or three students.

2. Mix the cards.

3. Put all cards face up.

4. Sort the 22 cards into two piles. There should be 11 cards in each pile as shown here.

   How they seem to us                      How we seem to them
   eating habits
   marriage
   etc.

5. Finally, sort the cards so they are parallel. See the example below.

Example:

   How they seem to us                      How we seem to them
   eating habits
   marriage
   etc.

Evaluation: Check your results using the handout. "Customs in Conflict."

ABS Instructor Training Manual © 1992 Whitfield, Parker & Childress
CUSTOMS IN CONFLICT
Chinese

How they seem to us

+ often go places and do things in groups.

+ will offer food or a beverage many times. It is impolite for a visitor to accept before the second or third offer.

+ it is impolite to indicate a dislike directly until they know someone quite well.

+ respect age and are matter of fact about weight.

+ feel free to look at other’s possessions and personal items.

+ little casual dating.

+ little physical contact between men and women, whether married or single.

- men often walk arm in arm with men and women with women.

- improper for a man and a woman to be alone together, unless married to each other or are relatives.

+ women hold many positions of real power. Men are respected more than women.

- friends, neighbors and coworkers take an active interest in each other’s activities and relationships.

How we seem to them

+ often go places and do things alone.

+ will offer guests food or a beverage once. If refused, the host may not offer again.

+ will generally indicate if they don’t like something.

+ are sensitive about age and weight. Young and thin are good. Old and fat are bad.

- very protective of their privacy and possessions.

+ much casual dating.

+ men and women often hold hands and sometimes kiss in public.

+ little touching between people of the same sex.

+ men and women associate fairly freely with one another.

+ women hold few positions of real power. Men are respected more than women.

+ may have many friends, but their friends do not always know each other.
ESL METHODS, MATERIALS AND ACTIVITIES

Hand gestures
Listen, stop, beckon and say: repeat or say

Survival English Lesson
Example: Going to a doctor
Instructor will brainstorm key vocabulary

1. Words the student might have to say to the doctor
2. Words the student might have to understand when the doctor speaks to him
3. Words the instructor will say to teach the student the English he needs to go to a doctor
4. Construct a dialog: It is not meant to give the student all of the English he will need for his doctor’s appointment, but will provide the basis for a role play in the lesson.
5. Identify the visual aids needed.
6. Teach the dialog:
   - Instructor: May I help you?
   - Student: Yes, I’d like to see the doctor.
   - Instructor: Have you been here before?
   - Student: No, I’m a new patient.
   - Instructor: Please fill out this form.
   - Student: Thank you.
7. Role play

Total Physical Response (TPR)
1. Model the action as you give the new command.
2. Do the action with the students several times as you give the command.
3. Give the command without modeling the action yourself.
4. Help the students if they have difficulty carrying out the command.

Examples of TPR commands: stand up, sit down, walk, stop, walk slowly, turn around, sit down slowly, touch the head, touch the nose, point to (an object)

Concentration Game
1. Use pictures or single letters for beginning students.
2. Use a picture on one card and the vocabulary word on the matching card.
3. Use words for more advanced students.

Word list: girl, man, woman, boy, children, apple, egg, quarter, hand, leg, neck, one, two, three, four
Methods in Language Arts

**Out of Focus:** (Small group activity)
1. Set up slide or overhead projector with an out of focus picture of an everyday scene containing a good amount of detail.
2. Have the students name as many objects as possible.
3. The instructor lists the objects.
4. The instructor encourages the students to ask questions about what they think they see.
5. The instructor brings the projector into half focus.
6. The instructor lists additional objects and makes corrections.
7. The instructor focuses the projector, allows the students to verify their answers and discuss their results.

**Language experience activity:** (Dictation to instructor)
Instructor will keep a student file folder, pictures and word cards for each ESL student.

Select 7-8 key words
Create a structure focus exercise
Identify the visual aids needed
Decide which sound to teach
Identify words that might have to be read or written at the doctor's office.
Role play
Survival English Lesson Topics

Addresses
Agencies and services
  fire, police, postal, etc.
Agriculture, plants/trees
Appointments
Babysitting
Banks and money
Barber/Beauty shop
Body parts and uses
Books
  kinds and uses
Businesses and offices
Clothing
Dancing
Days of the week
Eating and drinking
Family members
  activities, ages, names
  relationship, work
Food
  buying, eating, cooking
Friends, making
Eating (see Food)
Getting things
  made and repaired
Gifts
  giving and receiving
Greeting people
Government
Health and safety
Hobbies
Holidays
Housing & housekeeping
Hotels and motels
Introductions
  acknowledging and
  making
Mail
  sending and receiving
Materials
Measures
  distance, quantity, size
Names of persons
Newspapers
  buying and reading
Numbers and math
Occupations
Parties
  enjoying, going to,
  planning
Places in the community
Place names
  city, state, country
Post office
Public library
Recreational activities
Religion
Restaurants
School/classroom activities
  examinations.
  homework
  materials and objects
  subjects studied
  teachers
  transportation to
Stores and shops
  clothing, food, household supplies, toilet
  articles
Sports and games
Telephoning
  getting information,
  leaving messages, long
  distance, public booths,
  saving phone numbers
Television and radio
Theater and arts
Titles for women and men
Time
  measures and seasons
Tools and machines
Transportation
Vacation and travel
Weather and climate
Numeracy

Mathematics for Adults
Mathematics for Adults

Time: 2 hours

Objective(s):
* Knows content and sequence of math instruction on ABS level.
* Knows and uses the problem-solving approach to mathematics instruction.
* Knows different methods for teaching math to adults.
* Knows that math is developmental, that skills build upon others.
* Knows approaches to remedying computational deficiencies.

Lesson Plan:
Introduction:
* Distribute lesson entitled “Mathematics for Adults” (p. 283-288).
  Discuss first page which gives overview of scope, sequence, and management of program and section on components of program.
* Have participants list characteristics of adult learners which may assist or hinder the development of math skills (p. 285).
* Discuss variance in content and sequence for programs from different publishing/educational companies.

Role Play:
* Have participants observe role play in which instructor talks to adult about results of math assessment (p. 286) and gets adult to explain thinking processes while trying to solve problems.

Guided Practice:
* Divide participants into groups and let them analyze student’s test results and recommend appropriate instruction. Have them use information on instruction decisions (p. 286-287) for guidelines.
* Discuss concept of looking for error patterns in math instruction. Have groups figure out what different patterns reveal about students’ math strengths/needs.

Further Discussion:
* Discuss math concepts which may lead students to mistakes in some mathematics problems.
Numeracy

Closure

*Processing Questions for Participants to Answer:

Sharing:
What went on/happened? Retell major points.
How do you feel about it?

Interpreting:
What are the basic themes/patterns of math instruction or error analysis?

Generalizing
What rule(s) or generalization(s) can you make about teaching math from these exercises?

Applying
How will you use this information in your classroom?
What modifications can you make work for you?

Summarizing
What is significant about this experience?

Resources Needed:
*pages 283-288 for each participant
*overhead/transparencies of pages used

Instructor Notes:
Mathematics for Adults: an Overview

1. Goals
   Student’s
   Instructor’s
   Institution’s
   Employer’s
   Society’s

2. Student Characteristics
   Knowledge of Facts
   Past Experience
   Math Anxiety
   Skill in “Problem solving”
   Confused Procedures

3. Content and Sequence

4. Methods and Strategies

5. Materials and Resources

6. Assessment and Management
Numeracy

Mathematics for Adults:
Components

Goals: Personal

Math Interview

1. How do you use numbers (arithmetic/math) during the week?  
   ___ Home ___ Work ___ Shopping

2. How would learning more about math help you?

3. How did you feel about math classes when you were in school?

4. What do you do to try to figure out a hard problem?

5. What math facts do you have memorized? ___ Addition,  
   ___ Subtraction, ___ Multiplication

6. Do you use a calculator?

Goals: Instructor and Institution

1. What numeracy skills does the student need?

2. Are there institutional goals?  
   Entry level math requirements for curriculum courses?

Goals: Employer and Society

What are employers' and society's goals/needs?
Student Characteristics:

What are the characteristics of the adult learners which may assist or hinder in developing math skills?

<table>
<thead>
<tr>
<th>Assist</th>
<th>Hinder</th>
</tr>
</thead>
</table>

Content and Sequence:

What content should be taught? In what sequence should it be taught?

<table>
<thead>
<tr>
<th>Curriculum Associates</th>
<th>Taxonomy: Michigan State University</th>
<th>Fearon's Practical Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counting</td>
<td>Pictorial Models</td>
<td>Budgeting</td>
</tr>
<tr>
<td>Whole Numbers:</td>
<td>Single digit facts</td>
<td>Salary</td>
</tr>
<tr>
<td>Addition</td>
<td></td>
<td>Banking</td>
</tr>
<tr>
<td>Subtraction</td>
<td>Single &amp; Multiple digits</td>
<td>Housing</td>
</tr>
<tr>
<td>Multiplication</td>
<td>Number sentences/ phrases</td>
<td>Food Buying</td>
</tr>
<tr>
<td>Division</td>
<td></td>
<td>Shopping (General)</td>
</tr>
<tr>
<td>Fractions:</td>
<td>Single like fractions</td>
<td>Transportation</td>
</tr>
<tr>
<td>Addition</td>
<td>Unlike fractions</td>
<td>Credit</td>
</tr>
<tr>
<td>Subtraction</td>
<td>Mixed numbers</td>
<td>Recreation</td>
</tr>
<tr>
<td>Multiplication</td>
<td>Decimals</td>
<td></td>
</tr>
<tr>
<td>Division</td>
<td>Percents</td>
<td></td>
</tr>
<tr>
<td>Decimals:</td>
<td>Measurement</td>
<td></td>
</tr>
<tr>
<td>Addition</td>
<td>Units of measurement</td>
<td></td>
</tr>
<tr>
<td>Subtraction</td>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td>Multiplication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Numeracy

Instructional decisions: What to teach?
Diagnostic math tests should reflect samples of content & sequence to be taught.

Math Assessment:
Give computational assessment. Either have the student actually work the problems or put a check mark beside the problems s/he thinks s/he remembers how to work.

Try to determine which problems seem to be somewhat automatic and which problems seem to take significantly more time to complete. When errors begin to occur, ask the student to talk through the process they used to get the answer.

Assess what student remembers, needs to review, needs to unlearn, needs to learn next. What procedures are automatic, can be figured out with some effort, can be figured out with much deliberation, or seems to have little logical understanding of how to solve the problem.

Which fundamental skills are:

<table>
<thead>
<tr>
<th></th>
<th>Automatic/Memorized</th>
<th>Can do with some effort</th>
<th>Can do with much effort</th>
<th>Needs to review/learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizing numerals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addition</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Subtraction</td>
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</tr>
<tr>
<td>Multiplication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place value</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Division</td>
<td></td>
<td></td>
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</tbody>
</table>

Attempts should be made to assess the quality of understanding. Determine why certain operations are being used to get the answer.

Look for possible misconceptions or lack of understanding of prerequisites.

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Instructional decisions: How? Methods

Begin with a review of skills which seem less than automatic.

Select problem solving applications (word problems) in areas where computational skills seem to be excellent. It is preferred that the readability of the word problems be within the student's independent reading level.

What methods and strategies can be used?
- Concrete / Manipulatives
- Visuals
- Direct instruction
- Tutorials / Guided Practice
- Drill and practice
- Word problems
- Applications

Instructional decisions: Materials and Resources

Selection of materials:
1. Content appropriate
2. Instructional / tutorial, guided practice, drill and practice, or application / simulation
3. Are directions and word problems written on a comfortable reading level for the student to read independently?

What resources can be used?
- Real life experiences
- Job related sources
- Instructional materials
- Computers
- Partners/Tutors
Concepts are sometimes memorized without understanding. Faulty learning causes problems later.

1. Read from left to right. Math goes from right to left. Division is different.

2. Subtract the smaller number from the larger number.

\[
\begin{array}{c}
45 \\
- 17 \\
\hline
32
\end{array}
\]

3. Divide the smaller number into the larger number.

\[
\begin{array}{c|c}
322 \\
\hline
3 | 166
\end{array}
\]

4. When you see a zero “0”, write down the other number.

\[
\begin{array}{c}
9 \\
+0 \\
\hline
9
\end{array}
\quad
\begin{array}{c}
9 \\
-0 \\
\hline
9
\end{array}
\quad
\begin{array}{c}
9 \\
\times 0 \\
\hline
0 \text{ (not 9)}
\end{array}
\]

"It's not what we don't know that hurts us. It's what we do know that ain't so."
General Methods and Instructional Management

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Creative Problem Solving 297
Task for Instructional Management 301
Tips for Instructional Management 305
Instructional Management Self-Rating Scale 309
Time Frames for ABS Class 315
Time Management Survey 323
Utilizing Volunteers 327
**Metacognition**

**Time:** 1 hour

**Objective(s):**
- Aids students in becoming independent learners.
- Knows strategies for teaching comprehension skills.

**Lesson Plan:**

**Introduction**
* Distribute the handout, "Metacognition." (p. 293) call attention to the definition of the word, metacognition: meta — along side of — plus cognition — knowing or learning. Note that it carries the meaning of awareness, feedback, and evaluation.

**Lecture**
* Explain the steps and metacognitive strategies an able reader uses while reading: plan, monitor, evaluate, and modify. The instructor should discuss each step with the participants.

**Role Play**
* The instructor should model the steps the able reader uses: plan before you read, monitor as you read, evaluate after you read, and modify your plan after you read. Thus, you are ready to begin a new cycle the next time you read.

**Further Lecture**
* Discuss personal strategies which able readers use during the reading process. Ask for the participants to suggest strategies they use as competent readers to plan, monitor, evaluate, and modify their reading comprehension.
* Distribute the handout. "Understanding Your Textbook." (p. 294) Discuss "clicking" along while reading and hitting a "clunk." Note that able readers demand meaning. Present the fix-up strategies to be used by the read when a "clunk" occurs. Emphasize that these "fix-up" strategies should be learned and mastered by every reader. Discuss how the "fix-up" can be taught.
* Present the handout. "Good Reader Strategies." (p. 295)
General Methods

Closure

Processing Questions for Participants to Answer:
Sharing:
  What did this unit reveal to you about metacognitive skills?
Interpreting:
  What are the basic themes/patterns in using these skills?
Generalizing
  What rule(s) or generalization(s) about metacognitive skills
can you make from this unit?
Applying
  How could you use this information? What changes would
  you make?
Summarizing
  Why is knowing about metacognitive skills important for
  adults?

Resources Needed:
  *pages 293-295 for each participant
  *overhead/transparencies of pages used

Instructor Notes:
METACOGNITION

Teacher directed reading lesson:

PRE-READING STRATEGIES (Plan)
- Motivation/predictions
- Activate schemas
- Teach key word meanings/concepts
- Develop purpose setting questions

READING STRATEGIES (Monitor)
- Assist students in maintaining purpose

POST-READING STRATEGIES (Evaluate)
- Question, discuss, reflect, write
- Apply new information

Student directed reading

PLAN BEFORE YOU READ
- Establish your goals.
- Think about what you already know.
- Preview the assignment.
  - Identify special skills needed.
  - Note available resources.
  - Identify key vocabulary.
  - Allocate time.

MONITOR AS YOU READ
- Read to accomplish your goal.
- Relate new and old information.
- Remain aware of your comprehension.
- Apply “Fix-up” strategies as needed.

EVALUATE AFTER YOU READ
- Determine if you have reached your goal.
- Reflect on how your knowledge has changed.
- Review your reading/study procedure.
- Decide if you need additional information.
General Methods

Understanding Your Textbook

Metacognition Is:

1. "CLICKING ALONG" -- knowing when you understand what you are reading
2. "HITTING A CLUNK" -- knowing when you don't understand what you are reading
3. "TURNING A CLUNK INTO A CLICK" -- knowing what to do when you don't understand

---------------------

Demand Meaning -- "Where's the Beef"

1. It is OK if you do not understand.
2. It is not OK if you do nothing about it.
3. Use the fix-up strategies for get the meaning.

---------------------

Fix-Up Strategies for turning a "CLUNK" into a "CLICK"

When you hit a "CLUNK", start with Step 1 and continue until your "CLUNK" is a "CLICK".

1. Slow down your reading rate.
   You are reading for information and sometimes the author gives you a lot of new information in a few paragraphs.

2. Continue reading.
   Sometimes the author helps you understand new information by using context clues to define, explain, and give examples.

3. Reread.
   Sometimes it is difficult to understand new information by reading it once. By reading a few times you may be able to understand what the author is saying.

4. Use a glossary or dictionary.
   The glossary in a text will help you if you understand the meaning given. When you use a dictionary, be careful to find the meaning of the word as the author uses it in the text.

5. Use text aids, e.g. maps, charts, graphs, marginal notes, footnotes, etc. The author frequently uses them to organize information in a way that is easier to understand than trying to explain it in the paragraphs.

6. Ask a classmate.
   Ask your teacher.
   If none of the earlier steps turned your "CLUNK" into a "CLICK", use this step.

From the M.E.R.I.T., Chapter 2 Project  Philadelphia PA 1983

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GOOD READER STRATEGIES

1. Good readers are active readers.

2. Good readers take chances.

3. Good readers guess at or skip words they are not sure of.

4. Good readers read as though they expect the material to make sense.

5. Good readers try not to read too slowly.

6. Good readers change their approach depending on the purpose of their reading.

The Good Reader Strategies are the foundation for developing in poor readers a better understanding of the reading process. These strategies provide a new understanding of reading and form the basis for changing phonics-bound and word-bound readers into meaning-makers, pp.29-32.

NOTES
Creative Problem Solving

Time: 1 hour

Objective(s):
* Understands benefits of using problem-solving.
* Has awareness of problem-solving techniques.
* Understands use of problem-solving to help adults apply learning to real life experiences.

Lesson Plan:
Introduction:
* Have participants discuss experiences using problem-solving technique.

Lecturette.
* Discuss advantages and uses of problem-solving technique.
* Discuss steps in creative problem-solving.

Guided Practice:
* Divide participants in small groups. Let them analyze data from two basic skills class situations and offer possibilities for solutions to situation (p. 299).

Closure
Processing Questions for Participants to Answer:
Sharing
Describe the process you went through in solving the problem(s).
What do you think/feel about using problem-solving?

Interpreting
What are the basic themes/patterns of problem-solving you observed?

Generalizing
What rule(s) or generalization(s) can you make from this exercise?

Applying
How could you use this in your class?
What type problems could you give to adult students?
What modifications can you make work for you?
General Methods and Instructional Management

Summarizing
Why is using problem-solving important?

Materials and Equipment:
*page 299 for each participant
*overhead/transparencies of page 299

Instructor Notes:
*If possible, let participants create their own problems to solve and work on those instead of hypothetical ones.
CREATIVE PROBLEM-SOLVING

STEPS IN CREATIVE PROBLEM-SOLVING
1. Define the problem.
2. Gather data.
3. Analyze data.
4. Look at all the possibilities.
5. Form tentative conclusions.
6. Test conclusions.
7. Make a decision.

EXAMPLES:
Problem #1: An ABS instructor would like to use some group instruction. But the class is individualized and students come in at different times.
Data: There are 10 students in the class that meets 2 nights per week. 2 hours per night. The students' reading levels are as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane</td>
<td>1.0</td>
</tr>
<tr>
<td>Joe</td>
<td></td>
</tr>
<tr>
<td>Mark</td>
<td>2.0</td>
</tr>
<tr>
<td>Gerry</td>
<td>3.5</td>
</tr>
<tr>
<td>Stephanie</td>
<td>4.5</td>
</tr>
<tr>
<td>Sally, Gene &amp; Martha</td>
<td>5.0</td>
</tr>
<tr>
<td>Jack, Wanda</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Data Analysis & Possibilities:

Problem #2: An ABS instructor has 5 teenagers in a class of 15. Usually 70% of all teenagers drop out of this class. How can s/he retain the students.
Data: The class has 10 other students, ranging in age from 26 to 55. The teenagers don't seem to relate to the other students. Frequently congregating. the five teenagers do little work and often disrupt the class.

Data Analysis & Possibilities:
Tasks for Instructional Management

Time: 30 minutes

Objective(s):
* Knows how to manage an overall classroom situation.
* Knows adult learning principles and strategies.
* Understands role of students and instructor in effective instructional management.

Lesson Plan:
Introduction
* Explain the significance of having adults participate in time management. Base the explanation on adult learning principles (Sect. 1, p. 5). Stress that adults need to be involved in setting and monitoring their learning.
* Have participants make lists in small groups of possible duties of students and instructors in time management.

Lecture
* Distribute the handout, “Student/Instructor Tasks for Effective Instructional Management.” (p. 303)
* Compare this list to lists made by participants.
* Discuss the different ways students and instructors can help improve time management in the classroom.

Guided Practice
* Have participants choose one item from each list that they would like to improve and discuss in small groups how they could implement that change into their classroom.

Closure
Processing Questions for Participants to Answer:
* Sharing:
  What did the exercise reveal about instructor/student responsibility for classroom management? Retell major responsibilities. What are your reactions to these tasks?

Interpreting:
  What are the basic themes/patterns?
General Methods and Instructional Management

Generalizing
What rule(s) or generalization(s) can you make from this?

Applying
How could you use this to help manage your classroom?
What modifications can you make work for you?

Summarizing
Why is it important to analyze responsibilities of students and instructors in classroom management?

Materials and Equipment:
*page 303 for each participant
*overhead/transparency of page 303

Instructor Notes:
*Instructors who are effective time managers may be identified ahead time and asked to share their strategies with the group.
GOAL OF EFFECTIVE CLASS MANAGEMENT:
OPTIMAL LEARNING OCCURRING IN THE LEAST AMOUNT OF TIME

Students will:
1. Be able to identify or help identify their learning goals.
2. Collaborate with the instructor in deciding the most efficient way(s) to accomplish their goals.
3. Learn and apply time management and study skills techniques.
4. Learn established classroom routine and location of materials in the classroom.
5. Use support systems — instructors, assistants, volunteers, peers, computers, etc.
6. Review, drill and preview lessons independently.
7. Be responsible for knowing what to do when they complete their work or when the instructor is working with someone else.
8. Monitor and evaluate their work; make modifications when necessary.
9. Learn how to become confident, independent learners.

Instructors will:
1. Be able to identify and develop their instructional goals.
2. Have students working on tasks which are most appropriate for the students' learning goals.
3. Have daily/long-range lesson plans for each student.
4. Have established routines for dealing with students' work and have students participate in those routines.
5. Use support systems — instructional assistants, volunteers, peer tutors.
6. Have work students can do independently — taped reading selections, easy reading materials, etc.
7. Emphasize silent as well as oral reading.
8. Use group as well as individualized instruction.
9. Help students monitor, evaluate and modify their work.
10. Teach students how to become confident, independent learners.
Tips for Instructional Management

Time: 30 minutes

Objective(s):
   * Knows how to manage an overall classroom situation

Lesson Plan:
Introduction
   * Have participants discuss their own tips for instructional management.
Lecture
   * Present tips for instructional management. (p. 307)
Guided Practice
   * Divide participants into small groups to discuss how they can adapt the techniques for use in their own classrooms.
   * Have small groups share their discussions with the entire group.
Closure
   Processing Questions for Participants to Answer:
Sharing:
   Describe the classroom management techniques discussed in this exercise.
   What are your reactions to these techniques?
Interpreting:
   What are the basic themes/patterns of management you observed?
Generalizing
   What rule(s) or generalization(s) can you make about classroom management from this?
Applying
   How could you use these techniques in your classroom?
   What changes would you make for you?
Summarizing
   What is significant about using these techniques?
   Did this exercise help you see the importance of classroom management?
General Methods and Instructional Management

Resources Needed:
* page 307 for each participant
* overhead/transparency of page 307

Instructor Notes:
* This unit may be used as a preview lesson for instructional management techniques.
TIPS FOR INSTRUCTIONAL MANAGEMENT

Stress the importance of time management to your students.

Have a folder for each student with daily/monthly lesson plans.

**Overplan!**

Make students aware of possible “sponge” time activities, informal or individual activities which take place between formal lessons.

(Examples: recreational reading; writing activities — journals, personal dictionaries; games; puzzles).

Emphasize the importance of preview, review and drill work.
1. Have students review previous lessons during first five to ten minutes of class.
2. After each lesson, have student spend time reviewing and drilling (i.e., copy letters, words sentences; reread).
3. Have students preview each new lesson.

Let students check their own answers, but always review what they have checked.

Limit individualized oral reading.
1. Ten minutes per session is generally sufficient for oral reading.
2. Have students read words, phrases or sentences rather than whole stories.
3. Have students tape reading selections.

Have reading selections on tape for students who need extra help as they read.

Use support systems — instructional assistants, volunteers, peer tutors.

*Encourage Independence!*
Instructional Management: Self Rating Scale

Time: 45 minutes

Objective(s):
* Helps adults identify realistic goals and objectives.
* Acts as a facilitator of learning.
* Aids students in becoming independent learners.
* Relates instruction to the needs and experiences of adults.
* Knows how to manage an overall classroom situation.
* Matches materials to students on the basis of student interest and ability level.
* Uses teacher observations as part of the assessment process.
* Constantly assesses and evaluates teaching effectiveness.

Lesson Plan:

Introduction
* Distribute and explain the “Self Rating Scale on Instructional Management” (p. 311-313)
* Have participants rate themselves using the survey.

Guided Practice
* Have participants select several (3 or more) items which they feel are their major strengths and might feel willing to model as a mentor for other instructors.
* Then have participants select two or more items which they would like to improve.
* Discuss specific plans for implementing an improvement plan.
  What do I plan to do?
  Who will benefit?
  How will I know if I have achieved my goal?
  Who will I tell or Who will ask me about my progress?
  When?

Follow up Activity
* Using the “Self Rating Scale on Instructional Management” as an example, develop a self rating scale for students to evaluate themselves on their status as independent learners.
General Methods and Instructional Management

Closure

Processing Questions for Participants to Answer:
Sharing:
    What did this lesson reveal to you about your own instructional management skills?
Interpreting:
    What are the basic themes/patterns in using instructional management skills?
Generalizing
    What rule(s) or generalization(s) about using these skills can you make from this unit?
Applying
    How could you use these skills in your classroom? What changes would you make?
Summarizing
    Why is it important to know about instructional management skills when working with adults?

Resources Needed:
* pages 311-313 for each participant
* overhead/transparencies of pages used

Instructor Notes:
SELF RATING SCALE ON INSTRUCTIONAL MANAGEMENT

Directions: The statements listed below are competencies recommended for effective ABS classroom management and instruction. Rate yourself according to the extent you show each competency by circling one of the following numbers:

1 - Almost always  4 - Seldom or never
2 - Most of the time  5 - Not applicable
3 - Sometimes

ASSESSMENT DATA NEEDED FOR MANAGEMENT

1. I know the instructional reading level of my students.
   1 2 3 4 5

2. I know the math skills of my students.
   1 2 3 4 5

3. I know my students' writing abilities.
   1 2 3 4 5

4. I know how to evaluate standardized and informal tests.
   1 2 3 4 5

5. I know how to place students effectively using a variety of assessment techniques.
   1 2 3 4 5

6. I continue to monitor students' progress and modify instruction accordingly.
   1 2 3 4 5

7. I help students realize their own strengths and needs.
   1 2 3 4 5

KNOWLEDGE OF METHODS AND MATERIALS NEEDED FOR ASSESSMENT

1. I have knowledge of a variety of current methods in ABS which I use as a basis for my instruction.
   1 2 3 4 5

2. I know how to relate instruction to needs and experiences of adults.
   1 2 3 4 5
General Methods and Instructional Management

3. I am familiar with adult learning principles and strategies. 1 2 3 4 5

4. I know about different learning styles and adapt my teaching to accommodate them. 1 2 3 4 5

5. I use both group and individualized instruction. 1 2 3 4 5

6. I have knowledge of a variety of current ABS materials. 1 2 3 4 5

7. I match students to materials on the basis of student interest, goals and achievement. 1 2 3 4 5

8. I select texts and materials which are interesting and relevant to adults. 1 2 3 4 5

GENERAL PRINCIPLES OF INSTRUCTIONAL MANAGEMENT

1. I have an established routine for orienting, assessing, and placing new students. 1 2 3 4 5

2. I use adult students to assist in motivating, encouraging, and orienting new students. 1 2 3 4 5

3. I help my students set their educational goals for my class. 1 2 3 4 5

4. I help students monitor their progress toward their goals. 1 2 3 4 5

5. I keep students constantly engaged in purposeful activities related to their instructional goals. 1 2 3 4 5

6. I periodically review students' work and make necessary modifications to ensure success. 1 2 3 4 5

7. Several times during each class I monitor the progress of students' independent work and give quick, appropriate feedback. 1 2 3 4 5
Instructional Management Self-Rating Scale

8. I have regular and efficient routines for turning in, checking, and returning work. 1 2 3 4 5

9. I have a daily/long-range lesson plan for each student. 1 2 3 4 5

10. I let each student know ahead of time what kind and quantity of work is expected per period. 1 2 3 4 5

11. I have class materials organized for easy student access. 1 2 3 4 5

12. I balance my time among my students. 1 2 3 4 5

13. I help students know about activities they can do if I am busy or if they complete all their work before the class period ends. 1 2 3 4 5

14. I help students develop independence by showing them how to take responsibility for their learning situation. 1 2 3 4 5

15. I use volunteers and instructional assistants effectively. 1 2 3 4 5

16. I understand that some things are better taught in small groups rather than one-on-one. 1 2 3 4 5

17. I encourage students to help plan, monitor and modify their learning experiences. 1 2 3 4 5
Time Frames for ABS Classrooms

Time: 3 hours

Objective(s):
* Knows the different components for teaching reading skills.
* Has knowledge of current methods in ABS instruction.
* Knows how to manage an overall classroom situation.
* Uses both group and individualized instruction.
* Uses activities for reinforcement of skills.
* Makes daily lesson plans for each student.
* Provides constant feedback of student progress.

Lesson Plan:
Introduction
* Have participants identify typical activities for students during a two hour class.
* Record the activities on chart paper.
* Have participants discuss problems they encounter in teaching these activities to students on many different levels.

Lecture
* Present the handout. “Suggested Time Frames for ABS Classrooms.” (p. 317-320)
* Explain the purpose and significance of each component listed.
  Compare the components on this list with those the participants devised.

Guided Practice
* Distribute the “Class Time/Activity Schedule” (p. 321) and a sample ABS classroom list.
* Using an overhead projector, complete samples with the group on how to fill out the chart for several students.
* Have participants work in pairs, finishing the activity schedule for the class.
* Discuss the advantages and limitations of using such a schedule.
General Methods and Instructional Management

Closure

Processing Questions for Participants to Answer:
Sharing:
What went on/happened in this exercise? Retell major points. What are your reactions?
Interpreting:
What are the basic themes/patterns emerging on time management and/or curriculum design?
Generalizing
What rule(s) or generalization(s) can you make from these activities?
Applying
How could you use this in your classroom? What modifications can you make work for you?
Summarizing
What is significant about this time management experience?

Resources Needed:
*pages 317-321 for each participant
*chart paper/marker
*overhead/transparencies of pages used

Instructor Notes:
*Note that ABS students are not expected to do every activity every class period.
*Help participants understand that the schedules are just guidelines, to be changed according to needs.
*Note that instructors would not have to fill out a schedule for every student, every class — just a representative sample.
*Encourage participants to get students to help set their own schedules based on the components listed plus their interests and needs.
SUGGESTED TIME FRAMES FOR
ABS CLASSROOMS

1. READING TO STUDENT(S)/TAPES

Time frame:
5 minutes (instructor reading only)
5 to 15 minutes (instructor/student reading; student listening to taped materials)

Purposes:
1. Exposes students to model of good reader
2. Gives students access to print
3. Sets an environment for encouraging lifelong reading

Activities:
1. Reading orally to group(s) of students
2. Student listening to and/or reading along with tape recorded materials
3. Student listening to and/or reading along with instructor (or assistant, volunteer, peer)

2. LANGUAGE EXPERIENCE (GROUP/INDIVIDUAL)

Time frame:
10 to 30 minutes

Purposes:
1. Connects reading to students' language and experiences
2. Provides form of self-expression and way to demonstrate acceptance of ideas
3. Introduces reading to beginning adult readers
4. Provides quick, easy method of developing sight words

Activities:
1. Utilization of student-dictated story about experiences for practicing reading and skills work
2. Dictated story by group of students to practice reading, skills work and foster group discussion
3. Students eventually writing own experience stories
General Methods and Instructional Management

3. WRITING

Time frame:
5 to 20 minutes

Purposes:
1. Encourages students to express themselves in print
2. Gives students practice in writing
3. Helps students improve writing abilities/styles, etc.

Activities:
1. Copying sentences and stories
2. Compiling personal dictionaries
3. Keeping journal or doing personal writing
4. Practicing real-life writing skills (functional writing)
5. Working on report/technical writing

4. READING INSTRUCTION (DR-TA)

Time frame:
10 to 30 minutes

Purposes:
1. Helps students establish purposes for reading
2. Develops students' critical reading skills
3. Builds student/teacher rapport
4. Encourages bonding between students
5. Gives students opportunity to do problem-solving with instructor and/or peer

Activities:
1. Instructor directed activities for reading lesson (DR-TA)
2. Explanations/discussions/practice reading, writing, and computational skills
3. Silent/oral reading by student
4. Collaborative teamwork in critical thinking/problem-solving

5. SKILLS

Time frame:
10 to 20 minutes

Purposes:
1. Gives students opportunities to learn, practice, and review basic skills of reading, writing, and computation
2. Helps students build rate, fluency and proficiency in skills
Purposes cont.
3. Gives students and instructors insight into students' strengths and needs

Activities:
1. Individual or group or instruction/discussion/exercises on specific skills
2. Independent reading and exercises in textbooks/workbooks
3. Computer-assisted drill work

6. RECREATIONAL READING

Time frame:
5 to 15 minutes

Purposes:
1. Encourages lifelong reading habits
2. Helps develop independent reading skills
3. Gives students opportunity to direct their own learning situations
4. Provides incentive for reading outside of class

Activities:
1. Silent reading (LEA stories, short stories, poetry, magazines, newspapers and other recreational reading materials)
2. Practice in rate and fluency building in reading

7. PLANNING/MONITORING/EVALUATING

Time frame:
5 to 10 minutes

Purposes:
1. Gives students opportunity to participate in planning, monitoring and evaluation of their progress and overall program on a daily and long-term basis
2. Opens communication between instructor and student
3. Builds student/instructor rapport

Activities:
1. Student/instructor conferences
2. Group discussions on program and/or individual lessons
3. Periodic monitoring by instructor during class period to detect possible problem areas (such as frustration or boredom) and to praise strengths
4. Journal writing which includes self or program evaluation
General Methods and Instructional Management

8. COMPUTING

Time frame:
   20 to 30 minutes

Purposes:
1. Develops students' computational skills
2. Gives beginning readers the opportunity to do independent work
3. Helps prepare students for computational skills needed in their lives

Activities:
1. Explanation, discussion, and drill work — individually or in group setting
2. Work in textbooks/workbooks
3. Functional skill practice — writing checks, balancing a checkbook, figuring out best buys at grocery stores, etc.

9. CONTENT AREAS

Time frame:
   30 minutes to an hour (advanced students)

Purposes:
1. Expands students knowledge base
2. Helps students learn how to read informational materials and how to find answers to questions
3. Prepares students for adult high school and GED programs

Activities:
1. Reading and working exercises in textbooks/workbooks
2. Group or team discussions on content area materials
3. Collaborative team work for critical thinking and problem-solving in content area fields
4. Application of principles learned from content areas to new settings or situations
NOTES
Time Management Survey

Time: 30 minutes

Objective(s):
* Knows how to manage an overall classroom situation.
* Sets goals based on values.
* Understands and tries to overcome barriers to time management.
* Monitors and evaluates time management techniques.

Lesson Plan:
Introduction
* Present "Personal/Professional Time Management Survey" to participants. (p. 325-326).
* Have participants read the survey and answer the questions. (This may be done mentally rather than on paper.)

Lecture
* Have participants share with each other their goals and values for adult basic skills education.
* Discuss the importance of basing time management techniques on these goals.

Guided Practice
* Have participants share with each other which barriers give them the most difficulty and have group give suggestions for overcoming the barriers.

Closure
Processing Questions for Participants to Answer:
Sharing:
What went on/happened? Describe the survey and your thought processes in answering it.
How do you feel about the survey?

Interpreting:
What are the basic themes/patterns you see emerging from the survey?

Generalizing
What rule(s) or generalization(s) can you make from this?
General Methods and Instructional Management

Applying
How could you use this information in planning/managing an ABS program?
What modifications can you make work for you?

Summarizing
What is the significance of this survey to classroom management?

Resources Needed:
*page 325-326 for each participant
*overhead/transparency of pages used

Instructor Notes:
*The most important aspect of this lesson is setting and prioritizing goals for teaching adult basic education students. Participants could also be asked to write down their goals and then share them with the entire group.
Personal/Professional
TIME MANAGEMENT SURVEY

SETTING AND PRIORITIZING GOALS

Do I know what is important to me? What I value? What my goals are?
Do I prioritize my goals and values?
Do I spend most of my quality time on my most important goals or values?

IDENTIFYING BARRIERS TO TIME MANAGEMENT

Do I make daily and long-term plans rather than operate by crisis management?
Do I use minutes as well as hours?
Do I try to take care of most paperwork at once rather than reshuffling or restacking it?
Do I limit physical and mental interrupters?
Do I schedule work during my prime alert time?
Do I concentrate effectively on my task?
Do I limit demands on my time?
Do I limit the time I spend on relatively unimportant tasks?
Do I work on tasks as soon as assigned rather than procrastinate?
Do I set realistic deadlines?
Do I delegate tasks?
Do I break big ideas into small units for implementation?

IMPLEMENTING TIME MANAGEMENT TECHNIQUES

Do I spend quality time doing things I value most?
Do I try to avoid the barriers to time management?
Do I monitor, evaluate and modify my activities daily and on a long-term basis?
General Methods and Instructional Management

TIME MANAGEMENT TECHNIQUES

Set goals.
“Apathy is either not having a goal or either not having a systematic way to get to that goal.” (Tolstoy)
1. List lifetime and daily professional goals.
2. List lifetime and daily personal goals.

Make a “to-do” list.
1. Prioritize the list.
2. Do the important things first.

Make work time quality time.
1. Limit physical and mental interrupters.
2. Work during prime alert time.
3. Concentrate on one thing at a time.

Don’t waste time.
1. Don’t procrastinate.
2. Set realistic deadlines.
3. Handle each piece of paper ONLY ONCE!

Delegate.
1. Decide which activities you can get help with.
2. Delegate those activities to others (i.e. children, colleagues, volunteers, students, etc.)

Use minutes as well as hours.
1. Work intensely during 5 minute periods (maybe during tv commercials).
2. Use 7/11 technique for boring tasks — devote 7 minutes in morning and 11 in afternoon.
Utilizing Volunteers

Time: 1 hour

Objective(s):
* Knows advantages/disadvantages of using volunteers.
* Realizes strengths/weaknesses and job preferences of individual volunteers.
* Knows how to match volunteers to appropriate tasks and/or students.

Lesson Plan:

Introduction:
* Have participants make a list of types of volunteer work they do or friends do. Put list on chart paper.
* Discuss what aspects of each type work they can and cannot do (Example: hospital volunteers can carry medicine from pharmacy to nurses, but can’t dispense medicine to patients.)
* Discuss reasons why people volunteer. Distribute handout on “Instructor Assistant/Volunteer Management” (p. 329).

Case Study:
* Divide participants into groups and have them complete exercise entitled “The More, the Merrier” (p. 330).
* Have participants discuss advantages/disadvantages of using volunteers they see as a result of completing exercise.

Lecturette:
* Discuss positive aspects of volunteers.
* Discuss importance of matching volunteer to appropriate task through use of “Literacy Personnel Application” and “Instructor Assistant/Volunteer Competence and Interest Evaluation” (p. 331 & 332).

Guided Practice:
* Divide participants into pairs and have them take turns filling out application and competence/interest forms. Have each person analyze forms and suggest possible tasks that might be appropriate to that person.
* Have participants draw up list of “Bill of Rights” for volunteers. Share one “Bill of Rights” with them (p. 333).
Closure

Processing Questions for Participants to Answer:

Sharing:
What went on/happened? Retell major points.
What are your reactions to these exercises on volunteers or assistants?

Interpreting:
What are the basic themes/patterns you observed about the use of volunteers or assistants?

Generalizing
What rule(s) or generalization(s) can you make from this?

Applying
How could you use volunteers/assistants in your classroom?
What changes would you make in the forms?

Summarizing
What is significant about this experience on the use of volunteers or assistants?

Resources Needed:
*pages 329-333 for each participant
*overhead/transparencies of pages used

Instructor Notes:
*Include in discussion the importance of having volunteers set specific times for attendance — have participants discuss problems if that does not occur.
*Have participants discuss their experiences with volunteers.
*Have participants discuss ideas for recruitment and retention of volunteers
INSTRUCTOR ASSISTANT/ VOLUNTEER MANAGEMENT

The primary goal of community college literacy programs, as well as literacy associations, is to serve the students. How can this goal be met when individual needs of adult students are often as many and diverse as the number of students? One solution to consider is efficient use of instructor assistants/volunteers.

Why do adults volunteer? Again, the number and variety of reasons may equal the number of individuals. Some of the reasons for volunteering are:

1. To be socially involved in community activities.
2. The desire to help others.
3. The need to achieve.
4. To be part of a worthwhile project.
5. To expand personal awareness about current issues of concern.
6. To explore areas of interest for pursuing future education or career change.

The range of interests of volunteers and diversity of skills resulting from education and life experiences provides a varied resource base for program directors. *Proper assessment of abilities and interests is as important with assistants as it is with students.* The instructor assistant or volunteer might fill out a competence and interest evaluation to simplify placement in an appropriate job position.
EXERCISE: THE MORE, THE MERRIER.....

SETTING AND SITUATION:

It's Saturday morning. Your family is in the kitchen to collaborate in preparing tonight's dinner. Grandparents and other relatives are expected. There will be a total of ten. Those present now are four: you, the parent; 13 year-old son; 9 year-old daughter; 4 year-old daughter. Everyone has agreed to help (with varying degrees of enthusiasm).

You have decided to fix the family's favorite: spaghetti....from scratch. There are meatballs to mix, roll and brown, vegetables to wash and chop, cans and boxes to open, company china to get out, table to set and other chores.

GROUP DISCUSSION

Who decides who does what? Only the parent?

Who needs supervision and how much?

Who supervises? Only the parent?

What parts take longer by accepting other's help?

Overall, is the job simpler with many hands? The first time? Or maybe in the future?
LITERACY PERSONNEL APPLICATION

Name ______________________________________

Address ____________________________________

Phone (work) ____________________________ (home) ____________________________

Employer __________________________________

Occupation __________________________________

What do you like most about your work? ___________________________________________________

What do you like least about your work? ___________________________________________________

Why do you want to work with a literacy program? ___________________________________________

________________________________________________________

Highest grade or degree completed? ______________________________________________________

Other training? ____________________________________________________________

Teaching experience (include volunteer activities): ____________________________________________

________________________________________________________

Days of the week preferred: ____________________________________________________________

Best time of day: __________________________ Number hours available per week: ___________

If you want to work with a student, indicate proficiency level preference:

Adult

_____ beginning (0 - 3)  _____ ESL (English Second Language)  _____ High school student

_____ intermediate (4 - 6)  _____ beginner

_____ advanced (9 and above)  _____ advanced  _____ Lower grades student

On the reverse side of this application, please list three personal references. Include names, addresses and phone numbers.

THANK YOU

ABS Instructor Training Manual © 1992 Whitfield, Parker & Childress
Instructor Assistant/Volunteer
COMPETENCE AND INTEREST EVALUATION

Rate the following items. 5 is very high. 1 is very low or none.

<table>
<thead>
<tr>
<th>COMPETENCE</th>
<th>INTEREST</th>
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<tbody>
<tr>
<td>1 2 3 4 5 Student tutor</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5 Tutor trainer</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5 Tutor mentor</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5 Writer: newsletters</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5 Writer: newspaper articles</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5 Typist</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5 Computer operator</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5 Clerical assistant</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5 Public speaker: groups</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5 Speaker: radio interviews</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5 Oral reader: taping stories</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5 Fund raiser</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1 2 3 4 5 Resource developer</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Please list other skills you have to offer:

___________________________________________________________________

___________________________________________________________________
A Volunteer's Bill of Rights and Responsibilities

RIGHTS

1. To be respected as a co-worker.

2. To be given a meaningful assignment, appropriate to my skills.

3. To have pre-service orientation/training.

4. To receive regular appreciation and/or recognition.

5. To receive ongoing training.

6. To be treated as an integral member of the instructional team with other staff members.

RESPONSIBILITIES

1. To examine reasons for working with literacy program.

2. To be dependable and punctual.

3. To follow through on commitments, not taking on more than is reasonable.

4. To ask questions when in doubt.

5. To help those with whom I work become independent learners.

6. To promote a positive image about the organization and its staff.
NOTES
Materials

Readability

Reading Materials Selection

Recreational and Instructional Materials
Time: 1 1/2 hours

Objective(s):
* Has a knowledge of readability formulas and their advantages or limitations in assessing ABS materials.
* Can evaluate published materials for appropriateness for adults.

Lesson Plan:
Introduction:
* Have participants answer questions on "Reading Difficulty Levels" (p. 339).
* Discuss what they discovered about readability as a result of this exercise.

Lecture:
* Distribute and explain readability formula(s) such as Fry, SMOG, and FORCAST. Do sample readability for each.
* Have participants compare formulas and discuss what various formulas indicate about readability.

Guided Practice:
* Distribute sample ABS materials. Pair participants and have them find reading levels according to various formulas.
  Note: You may use worksheet such as the one entitled "Reability Estimates." (p. 340)
* Share results with group and compare, if possible, 10 levels according to publishers.
* Have participants devise their own checklist or form by checking textbook readability.

Closure
"Processing Questions for Participants to Answer:
Sharing:
  What were the results of the readability analysis?
  How do you feel about using readability formulas?
Interpreting:
  What are the basic themes/patterns?
Materials

Generalizing
What generalization(s) can you make from using readability formulas?

Applying
How will you use this?
What modifications can you make work for you?

Summarizing
What is significant about using readability formulas for ABS materials?

Materials and Equipment:
* pages 339-340 for each participant
* overhead/transparencies of pages used

Instructor Notes:
* Have participants discuss limitations and benefits of readability formulas.
* Recommend choosing one formula and using it on all materials.
* If possible, do readability on series of books so participants can see that sometimes one book in a series is easier than a preceding one.
## READING DIFFICULTY LEVELS

What factors do you believe contribute to your ability to understand what you read? List those factors below.

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
<td>6.</td>
</tr>
<tr>
<td>3.</td>
<td>7.</td>
</tr>
<tr>
<td>4.</td>
<td>8.</td>
</tr>
</tbody>
</table>

Guess the overall average readability levels of the following reading materials. Put the grade level in the blank beside each one.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shogun</td>
<td></td>
</tr>
<tr>
<td>2. Time magazine</td>
<td></td>
</tr>
<tr>
<td>3. Reader's Digest</td>
<td></td>
</tr>
<tr>
<td>4. Psychology Today</td>
<td></td>
</tr>
<tr>
<td>5. Popular Mechanics</td>
<td></td>
</tr>
<tr>
<td>6. A big city newspaper</td>
<td></td>
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<tr>
<td>7. A small town newspaper</td>
<td></td>
</tr>
</tbody>
</table>

Which section in a newspaper generally has the highest readability level?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Front page</td>
<td></td>
</tr>
<tr>
<td>2. Sports page</td>
<td></td>
</tr>
<tr>
<td>3. Financial</td>
<td></td>
</tr>
<tr>
<td>4. Comics</td>
<td></td>
</tr>
<tr>
<td>5. Editorial</td>
<td></td>
</tr>
</tbody>
</table>

READABILITY ESTIMATES

Textbook: ____________________

Publisher: ____________________

Intended Grade Level: ______

I. Fry Estimate

<table>
<thead>
<tr>
<th>Syllables</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Hundred Words</td>
<td>_____</td>
</tr>
<tr>
<td>2nd Hundred Words</td>
<td>_____</td>
</tr>
<tr>
<td>3rd Hundred Words</td>
<td>_____</td>
</tr>
<tr>
<td>Average:</td>
<td>_____</td>
</tr>
</tbody>
</table>

Readability: ______

II. SMOG Estimate

1. No. polysyllabic words for sample 1 (1st 10 sentences) _____
2. No. polysyllabic words for sample 2 (2nd 10 sentences) _____
3. No. polysyllabic words for sample 3 (3rd 10 sentences) _____
4. Total number of polysyllabic words (add 1, 2, & 3) _____
5. Nearest perfect square to number 4 above _____
6. Square root of the perfect square given in number 5: _____
7. Add 3 to the result of number 6: _____

III. FORCAST Estimate

\[
20 - \frac{\text{no. 1-syllable words in 150}}{10} = 20 - \frac{\_}{10} = \_ \]
Reading Materials Selection

Time: 1 hour

Objective(s):
* Has a knowledge of materials widely used for ABS instruction.
* Can evaluate published materials for appropriateness to adults.
* Matches materials to students on basis of student interest and achievement level.

Lesson Plan:
Introduction
* Have participants discuss what questions they would need or want to ask about themselves, their students, the curriculum, and published materials before they would purchase any materials.
* Write their questions on chart paper.

Lecture
* Distribute the handout, "Reading Materials Selection."
(p. 343-344) and have participants compare their list to it.
* Explain the sections, "Choosing the Material," and "Monitoring/ Evaluation of Materials."

Guided Practice
* Have students evaluate an adult basic education textbook or workbook, using the questions provided.

Closure
Processing Questions for Participants to Answer:
Sharing:
Describe the evaluation process in the exercise.
How does this process compare to your present evaluation process?

Interpreting:
What are the basic themes patterns of materials evaluation you observed?

Generalizing:
What rules or generalizations can you make from this?
Materials

Applying
How could you use this process in evaluating materials?
What modifications would you make in the process?
Summarizing
What did this materials evaluation process mean to you?

Materials and Equipment:
* pages 343-344 for each participant
* chart paper/marker
* overhead/transparencies of pages used

Instructor Notes:
* Instructors may be asked to bring their own materials to the session for evaluation.
READING MATERIALS SELECTION
QUESTIONS FOR EVALUATION

Knowing the Student
1. What are the student’s goals?
2. What are the student’s interests and hobbies?
3. What is the students’ instructional reading level?
4. What are the student’s strengths and weaknesses in reading?
5. What is the student’s learning style?
6. What methods of teaching reading does the student prefer?
7. What language arts activities/practices will help foster growth for this student?

Knowing Yourself
1. What are my teaching objectives?
2. What are my priorities for student learning?
3. What is my teaching style?
4. What methods of teaching match my teaching style?

Knowing the Curriculum
1. What is the content of a good reading program?
2. What is the most appropriate scope and sequence for teaching reading?

Knowing the Material
1. Is the material adult in format, appearance and interest level?
2. Is the style of type easy to read and appropriate for adults?
3. What is the readability level?
4. Does the material have selections with literary merit?
5. Is there a balanced representation of different types of literature?
6. Is the material unbiased in presentation of females, different races and ethnic groups?
7. Does the material contain realistic patterns of speech and natural sentence structure?
8. Are all of the language arts — listening, speaking, reading and writing activities — included in the text?
9. Does the material provide activities for introduction, reinforcement and reteaching of reading skills?
10. Is there a balanced approach to teaching word recognition?
11. Are there activities for adequate vocabulary instruction?
Materials

Knowing the Material con't
12. Are the skills presented in a logical sequence?
13. Is there adequate material for teaching comprehension? Is attention given to the different levels of comprehension?
14. Does the material provide suggestions for independent and recreational reading?
15. Are there adequate guides for teaching the material?

CHOOSING THE MATERIAL

Matching the Material to the Student
1. Does the material help the student attain his/her learning goals?
2. Is the material the right instructional level for the student?
3. Does the material cover areas of student needs and interests?
4. Does the material match the student's learning style?

Matching the Material to Yourself
1. Does the material fit in with my teaching objectives?
2. Does the material adequately cover areas that I value for student learning?
3. Does the material fit my teaching style?

Matching the Material to the Curriculum
1. Does the content of the material match the content of a good reading program?
2. Are the reading skills activities adequate and in a logical sequence?

MONITORING/EVALUATION OF MATERIALS

1. Did the material provide activities for helping the student reach his/her goals?
2. Did the material match the student's interest?
3. Did the student think the material was the right reading level?
4. Are my original answers to the questions in the section "Knowing the Material" still valid?
5. Does the material match my teaching values and style?
6. Did the material match the student's learning style?
7. What are the strong/weak features of the material?
8. Does the student like/dislike the material?
9. Is the student learning anything appropriate from the material?
Recreational and Instructional Materials for Adults

Time: 1 hour

Objective(s):
* Has a knowledge of materials widely used for ABS instruction.
* Selects texts and materials which are relevant to adults.
* Uses a variety of materials.

Lesson Plan:
Introduction
* Give participants approximately 30 minutes to browse through samples of recreational and instructional reading materials for ABS students.

Lecture
* Discuss the importance of using a wide variety of adult-centered materials for ABS students.
* Discuss the importance of recreational reading materials as a way to encourage life-long reading.
* Distribute the handouts, “Recreational Reading Series for Adults” and “Instructional Materials for Adults.” (p. 347-360)
* Share with participants some of the textbooks/readers that you think are useful for ABS instruction. Describe the content and format of the books briefly, showing an example of each.
* Have participants show and describe books they like to use.

Guided Practice
* Have a book review fair, letting participants view the materials again to get a better look at those that interested them during the discussion.
Materials

Closure

Processing Questions for Participants to Answer:

Sharing:
Describe the discussion on materials and your reaction to different materials.
How do you feel about the materials you saw?

Interpreting:
How do the materials you examined relate to the materials you have been using?

Generalizing
What conclusions can you form about materials from this exercise?

Applying
How will you use this information in selecting materials?

Summarizing
Was it beneficial to examine new materials?
Can you think of a better way to examine these materials?

Materials and Equipment:
*pages 347-360 for each participant
*ABS recreational and instructional reading textbooks, workbooks, or readers.

Instructor Notes:
*Prior to the workshop, participants may be asked to bring their own textbooks, workbooks, or readers to share with one another.
# Instructional Materials for Adults

*Key: ASU = Readability estimate by Childress & Parker / P = Readability estimate by publisher*

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<td>Fearon</td>
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<td>S.O.S. Series</td>
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<td>Fearon</td>
<td>Clausen</td>
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<tr>
<td>Sudden Twists</td>
<td>Jamestown</td>
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<tr>
<td>Best Short Stories  (middle level)</td>
<td>Jamestown</td>
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