Evidence-Based Reading Instruction

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Agenda

8:30 - 10:00    Understanding the Four Reading Components
10:00 - 10:15  Break
10:15 - 11:45  Teaching Fluency
11:45 - 12:45  Lunch
12:45 - 2:00  Teaching Vocabulary
2:00 - 2:15   Break
2:15 - 4:00  Teaching Comprehension
              Putting it all Together

This course is funded by:

It’s OK to Write on This Packet!

You can find everything from this workshop at: abspd.appstate.edu Look under: Teaching Resources, CORE Workshops, CORE 04: Evidence Based Reading.

This Workshop Will Help You:

- Describe the four components of reading
- Explain how the four components of reading work together to produce effective reading
- Learn strategies for teaching alphabettics, fluency, vocabulary and comprehension
- Plan reading lessons using direct and explicit instruction
What is Reading?

Students have not truly read something until they ________________________________

When students do not understand what they read, our usual solution is to focus on reading comprehension strategies.

The problem with this approach is that students not understanding what they read may be the result of weaknesses in:

- Alphabets
- Vocabulary
- Fluency
- Some combination of alphabets, fluency and vocabulary

This is especially true for students at the intermediate level (grade level equivalents 4 to 8.9)

The Four Components of Reading
Alphabetics: The process readers use to identify words

<table>
<thead>
<tr>
<th>Basic Alphabetics</th>
<th>Advanced Alphabetics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic awareness</strong> - The ability to hear, identify, and make individual sounds (phonemes) in spoken words</td>
<td><strong>Syllable patterns</strong> – Breaking words into syllables</td>
</tr>
<tr>
<td><strong>Sight word recognition</strong> – Knowing words that do not follow regular phonics rules</td>
<td><strong>Roots</strong> – A basic word to which prefixes and suffixes can be added like rupt, ject, bene.</td>
</tr>
<tr>
<td><strong>Phonics</strong> – Mapping speech to print</td>
<td><strong>Prefixes</strong> – Letters put in front of a root that change its meaning. Examples: dis, re, un</td>
</tr>
<tr>
<td><strong>Suffixes</strong> – Letters placed at the end of a word that can make the word plural or change the grammar. Examples: ed, ing, ly, s, es</td>
<td></td>
</tr>
</tbody>
</table>

Fluency: The ability to read with efficiency and ease. Fluency is made up of:
- Accuracy – Read words correctly in text
- Rate – Read fast enough to understand text
- Prosody – Read in meaningful phrases; pausing to support meaning

Vocabulary: Words whose meanings a person knows and understands
- Breadth – How many words one knows
- Depth – How well one knows words

Comprehension: The ability to process text and understand its meaning
- Remember that some students' weaknesses in comprehension come from their weaknesses in alphabetics, fluency and vocabulary
- Other students may just have a weakness in their comprehension skills
Results from the Adult Reading Components Study (Strucker and Davidson, 2003) show that for intermediate level students (grade level equivalents 4 to 8.9):

<table>
<thead>
<tr>
<th>Area of Biggest Need</th>
<th>Percent of Intermediate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>30</td>
</tr>
<tr>
<td>Alphabets and Vocabulary</td>
<td>30</td>
</tr>
<tr>
<td>Alphabets and Fluency</td>
<td>15</td>
</tr>
<tr>
<td>All Four Components</td>
<td>15</td>
</tr>
<tr>
<td>Fluency</td>
<td>10</td>
</tr>
</tbody>
</table>

This is Key: “Failure to comprehend can be the consequence, not necessarily the cause, of a reading problem.”

How are the Four Components of Reading Interrelated?

1. As Student A reads, she has to carefully sound out many words in the paragraph. When she finishes the paragraph, she does not understand what she read.

   ________________ is affecting ________________

2. As Student B reads a paragraph of 90 words, he has no idea what eight of the words mean. When he finishes the paragraph, he does not understand what he read.

   ________________ is affecting ________________

3. As Student C reads, she stumbles over many words and reads very slowly. When she finishes the paragraph, she does not understand what she read.

   ________________ is affecting ________________

4. As Student D reads, he struggles pronouncing many words. Because of this, he reads very slowly and his reading is choppy.

   ________________ is affecting ________________

5. Create your own example: As Student E ______________________________________
   ________________________________________________________________________

   ________________ is affecting ________________
Placement tests (TABE/CASAS) only measure silent reading ability and provide a very limited picture of students’ strengths and weaknesses in the four components.

Each reading component can be assessed using a diagnostic assessment and each component can be taught!

Conducting Diagnostic Assessments Overview

Alphabets Assessment
- Start at the students’ TABE or CASAS reading level.
- Student reads aloud words from graded word lists until reaching highest level or gets less than 7 out of 10 correct.
- Mastery level – grade level of highest list with at least 70% correct.

If student’s mastery level is at or below 4th grade, give phonics assessment.

If a student’s mastery level is above 4th grade, look at error patterns.

Fluency Assessment
- Start at the alphabets mastery level.
- Student reads aloud graded passages until reaching ninth grade OR the passages become too difficult to continue.
- Mastery level for fluency is the highest level rated “3”.

Vocabulary Assessment
- Start at the level recommended by the test.
- Mastery level – depending on test, highest-grade level where 75-80% of words are defined correctly.

Comprehension Assessment
- Start at the level recommended by the test.
- Mastery level – depends on test; if using questions, highest-grade level at which at least 75% answered correctly.
- The instructor interviews student about what the student reads and the sorts of things they do when they read.

- To give each assessment, follow the directions in the EBRI Reading Diagnostic Assessments handout

- A video tutorial for each assessment can be found by Googling abspd abe reading and scrolling down to assessment
# Direct and Explicit Instruction

<table>
<thead>
<tr>
<th><strong>Fundamentals of Effective Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide rationale and clear explanation <em>(I Do)</em></td>
</tr>
<tr>
<td>Model the learning process <em>(I Do)</em></td>
</tr>
<tr>
<td>Guided Practice <em>(We Do)</em></td>
</tr>
<tr>
<td>Application <em>(You Do)</em></td>
</tr>
<tr>
<td>Provide feedback</td>
</tr>
</tbody>
</table>

## Explicit Instruction Planning Guide

1. **Purpose of Instruction**: What am I going to teach? Create outcome based learning objectives.

2. **Materials to be Used**: What do I need to teach this lesson?

3. **Introduction**: How will I generate interest in this lesson? How will I connect what I am going to teach to students' prior knowledge?

4. **Explanation (I Do)**: How will I describe the concepts or procedures?

5. **Modeling (I Do)**: What examples/demonstrations will be used?

6. **Guided Practice (We Do)**: How will learning be supported? What will students do? What will the instructor do?

7. **Application (You Do)**: What will students do to show they know what has been taught? How will success be monitored?

8. **Assessment**: How will you monitor student success? What will students do to prove their understanding?
Alphabetics

Skills to Teach

Phonemic Awareness (pre-print skills) find rhymes, consonance, assonance, initial/media/terminal sounds, sound substitutions

Phonics and Sight Words – Teach letter-sound relationships and sight words through numerous exposures and practice

Affixes (Prefixes and Suffixes) and Word Roots

Syllable Types

Common Prefixes and Suffixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>un*</td>
<td>not</td>
<td>unhappy</td>
</tr>
<tr>
<td>re*</td>
<td>again</td>
<td>rewrite</td>
</tr>
<tr>
<td>in, im, ir, il*</td>
<td>not</td>
<td>inaccurate, impossible, irregular, illegal</td>
</tr>
<tr>
<td>dis*</td>
<td>not</td>
<td>disagree</td>
</tr>
<tr>
<td>en, em</td>
<td>in</td>
<td>enclose, embed</td>
</tr>
<tr>
<td>non</td>
<td>not</td>
<td>nonfiction</td>
</tr>
<tr>
<td>in, im</td>
<td>in or into</td>
<td>inhale, immerse</td>
</tr>
<tr>
<td>over</td>
<td>too much</td>
<td>overpriced</td>
</tr>
<tr>
<td>mis</td>
<td>bad</td>
<td>misbehave</td>
</tr>
<tr>
<td>sub</td>
<td>under, below</td>
<td>subzero</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>s, es*</td>
<td>plural</td>
<td>cats, boxes</td>
</tr>
<tr>
<td>ed*</td>
<td>past tense</td>
<td>walked</td>
</tr>
<tr>
<td>ing*</td>
<td>action</td>
<td>singing</td>
</tr>
<tr>
<td>ly*</td>
<td>forms adverb resembling</td>
<td>fatherly</td>
</tr>
<tr>
<td>er, or</td>
<td>one who (person)</td>
<td>teacher, sailor</td>
</tr>
<tr>
<td>er</td>
<td>comparative adj. or adv.</td>
<td>stronger, faster</td>
</tr>
<tr>
<td>ion, tion, ation, ition</td>
<td>state or quality of</td>
<td>suspicion, caution, ignition,</td>
</tr>
<tr>
<td>ible, able</td>
<td>is able</td>
<td>combustible, comfortable</td>
</tr>
<tr>
<td>al, ial</td>
<td>relating to</td>
<td>maternal</td>
</tr>
<tr>
<td>y</td>
<td>forms adj. or diminutive</td>
<td>chewy, Billy</td>
</tr>
</tbody>
</table>

* These 8 prefixes/suffixes account for 97 percent of use in printed school English

Syllable Rules

- When two consonants come together, divide between them
- When a vowel is followed by a single consonant, try dividing after the vowel
  - If that does not make sense, divide after the consonant
- When a word ends in a consonant plus *le*, divide it before the consonant
- Each syllable has only one vowel sound, although many syllables have more than one vowel
**Teaching Fluency**

**Collaborative Oral Reading**

- The instructor selects a longer text/novel to be read aloud in small groups of students near the same instructional level.
- The instructor models fluent reading and each student reads 3-5 lines and then passes the turn to another group member.
- Turns are short so less fluent readers can participate comfortably.
- The instructor and students stop occasionally to briefly discuss the passage.

**Reader’s Theater**

- The instructor selects a script/play to be read aloud and parts are assigned.
- The students practice for the “performance,” they read, rather than memorize.
- Scripts may have many parts, few parts, and parts that are read by all participants.
- For free scripts, Google: the best class reader’s theater scripts and aaron shep readers theater editions.

**Marked Phrase Boundaries**

- The instructor marks meaningful phrases in the text and models good prosody by reading the marked text.
- The learner practices reading the marked text aloud and gets feedback.
- The learner marks a copy of the same text.
- Eventually, students learn to read the text with no markings.

**Marked Phrase Boundaries Practice**

“Giving money makes you happier. In a recent study, participants were given $20. Half were told to spend the sum on themselves; the other half were told to spend it on others. It was the charitable half that reported greater happiness after spending their windfall, even though participants believed that spending on themselves would make them happier. Similarly, in a representative study of American citizens, those who donated a greater proportion of their income were happier, as were workers who donated a larger proportion of their bonuses.

“And it’s been found that one of the most important factors in job satisfaction is how much your work affects the well-being of others. Feeling that you’re making a difference makes it easier to get into the state of flow, or complete immersion in an activity. And, the greater significance you attribute to your work, the higher your job performance.
“Finally, I can speak from personal experience. I work because I want to help others. This has improved my life in many ways. I now have a deeper sense of meaning and completeness in my life. I know I’m living up to my own values, rather than following the crowd. And I feel a tremendous clarity and resolution of purpose. There’s no messing around trying to find the ‘true me’—it doesn’t exist. In contrast, the problems in the world are real, and concrete. So I never doubt my aims now: altruism is the one thing you can do that you know you won’t regret.

“When it comes to self-interest, everyone is competing for the same things: money, fame, power, status. So if you want anything, you’ve got to fight everyone else for it. But when it comes to altruism, there’s no competition—everyone wants the same thing, namely to make people better off. So it’s much easier to be wildly successful as an altruist—you’ll find other people supporting you at every step.

“So does that mean you should drop everything and work for Oxfam - not necessarily! What it does mean is that you should start finding out what’s valuable, and get help working out the ways in which your career can make for a better world.”

Source: William MacAskill, The Best Career Advice You’ll Never Find in a Graduation Speech

Repeated Reading: The student . . . .

• Along with the instructor, sets fluency goals
• Performs an unpracticed reading with a short text at their instructional level
• Hears a fluent reading of the text
• Independently practices reading the text
• Reads the text for the instructor

Monitor Fluency Progress: Are students…

• Pausing at appropriate points in text?
• Making few repetitions?
• Making few errors in reading words?
• Reading with expression, as when speaking?
• Reading at an appropriate rate?

ABSPD Lending Library

• Visit: abspd.appstate.edu, Teaching Resources, CORE 04: Evidence Based Reading, Fluency
• Request a classroom set of books to borrow for a semester
• Return by media mail at end of semester
Vocabulary: Word Tiers

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Basic</td>
<td>▪ Abstract</td>
<td>▪ Content specific</td>
</tr>
<tr>
<td>▪ Concrete</td>
<td>▪ In written language</td>
<td>▪ Low occurrences in text</td>
</tr>
<tr>
<td>▪ In oral vocabulary</td>
<td>▪ Across academic areas</td>
<td></td>
</tr>
</tbody>
</table>

Examples: chair, desk, car, house
Examples: obvious, complex, establish, verify
Examples: photosynthesis, radius, quorum

Activity  Write the Tier number next to each of these words:

<table>
<thead>
<tr>
<th>friend</th>
<th>diameter</th>
<th>morning</th>
<th>concurrent</th>
<th>reform</th>
<th>annuity</th>
<th>precious</th>
<th>neurosis</th>
<th>accuracy</th>
<th>demonstrate</th>
<th>meager</th>
<th>polygon</th>
<th>prosody</th>
<th>opinion</th>
<th>ultimate</th>
<th>tolerate</th>
<th>house</th>
<th>daughter</th>
</tr>
</thead>
</table>

Vocabulary Teaching Methods

- Rating Chart
  - Direct instruction while students fill out quadrant charts
  - Scaffolded activities with discussion: fill in the blank, sentence completion, yes/no/why, and read and respond

Vocabulary Rating Chart

- Before introducing new vocabulary words, ask students to rate their knowledge of the meanings of those words.
- After the words have been introduced, ask students to check their ratings. Were they accurate? Would they change any of their ratings? Why?
- Once students have had multiple encounters with the words, ask them to rate the words again. Are these ratings different from their initial ones?

<table>
<thead>
<tr>
<th>Word</th>
<th>I don’t know this word</th>
<th>I’ve heard this word, but I’m not sure what it means.</th>
<th>I know this word; it has something to do with...</th>
<th>I know the meaning of this word</th>
</tr>
</thead>
<tbody>
<tr>
<td>considerable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>alter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Quadrant Chart Example

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considerable</td>
<td>Large enough to be important or have an effect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples</th>
<th>Same</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help: We needed considerable help to move to a new house.</td>
<td>Big</td>
<td>Small</td>
</tr>
<tr>
<td>Cost: A new car costs a considerable amount of money</td>
<td>Sizeable</td>
<td>Tiny</td>
</tr>
<tr>
<td>Effort: It takes considerable strength to lift 400 pounds.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### When Teaching Vocabulary . . .

- Dictionaries and context clues are **ineffective** techniques for teaching vocabulary to intermediate level learners.
- Teach words using direct instruction, supply context for each word, and ask students to supply their own context for each word.
- Provide students with multiple opportunities to learn word meanings in several contexts.
- Teach no more than five new Tier 2 words per week.
- Realize it takes 8 to 10 exposures for a student to really learn a word.
- Encourage students to look for their new vocabulary words outside of class.

### Vocabulary Lessons that Teach Five Tier Two Words

- ABSPD website has 38 already prepared vocabulary lesson plans
  - Google: ABSPD vocabulary lessons
- The Adult Learning Resource Center has 19 already prepared vocabulary lessons:
  - Google: Adult learning resource center vocabulary lessons
- ATLAS has 16 already prepared vocabulary lessons
  - Google: ATLAS ebri vocabulary lessons
Teaching Comprehension Overview

**Key Point:** Teach strategies learners can use with all readings!

- Focus on fixing weaknesses in alphabetic, fluency, and vocabulary before teaching specific comprehension skills
- Teach a strategy until students’ master it and only then move on to another strategy
- Select teaching materials at students’ instructional levels

Comprehension Teaching Strategies

Get the Gist

- This comprehension strategy helps students understand the main idea and the key point in a text
- Find the script for this technique, Google: Get the gist script abspd

Recognizing Text Structure

- Understanding how a text is organized can help students connect ideas in the text
- Recognizing text structure will also help students summarize a text
- The five structures below represent most informational text

<table>
<thead>
<tr>
<th>Structure</th>
<th>Purpose</th>
<th>Signal Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause &amp; Effect</td>
<td>Show the relationship between two causal events, individuals, ideas or actions</td>
<td>If...then, If...then, impact, because, as a result, caused, parallels, effect</td>
</tr>
<tr>
<td>Problem &amp; Solution</td>
<td>Concerns or problems that need to be solved</td>
<td>Problems, concerns, issues, solve, confusion</td>
</tr>
<tr>
<td>Description</td>
<td>Describe an event, idea, or person</td>
<td>For example, about, characteristics, traits, definition, meaning</td>
</tr>
<tr>
<td>Time Sequence</td>
<td>Chronological explanation, steps, order, series</td>
<td>First, next, then, finally, following</td>
</tr>
<tr>
<td>Compare &amp; Contrast</td>
<td>Show differences and/or similarities</td>
<td>By comparison, unlike, opposite, on the other hand, differences, similarities</td>
</tr>
<tr>
<td>Matching Text Structures – Match each paragraph with its text structure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cause &amp; Effect</td>
<td>Problem &amp; Solution</td>
<td>Description</td>
</tr>
<tr>
<td>Time Sequence</td>
<td>Compare &amp; Contrast</td>
<td></td>
</tr>
</tbody>
</table>

1. Even though Arizona and Rhode Island are both states of the U.S., they are strikingly different in many ways. For example, the physical size of each state is different. Arizona is large, whereas Rhode Island is only about a tenth the size. Another difference is in the size of the population of each state. Arizona has about four million people living in it, but Rhode Island has less than one million. In addition, while Arizona is a landlocked state and thus has no seashore, Rhode Island lies on the Atlantic Ocean and does have a significant coastline.

2. Yellowstone National Park lies on a volcanic hot spot. Thus, Yellowstone is well known for its hydrothermal features such as geysers. A geyser is a vent in the earth’s surface that periodically shoots out hot water and steam. As you watch Yellowstone’s most famous geyser, “Old Faithful,” you will see a little steam rising up from the surface most of the time. About every 90 minutes, a huge column of hot water and steam erupts from below the earth’s surface. The water cascades around the vent sending blasts of white steam everywhere. The height of the water column can reach about 150 feet!

3. It was a terrible Caribbean storm and the Columbian destroyer was fighting high waves. Most of the crew, including Luis Velasco, was topside to help keep the cargo tied down. Then the ship was hit broadside by a high wave, the cargo began shifting, breaking loose of its bindings. Until Luis swam to the surface, he didn’t realize that he had fallen overboard along with the cargo. Suddenly, a life raft came into view. Letting go of the crate he had been holding onto, Luis began swimming for the life raft. Finally, he was able to make it to the raft and pull himself in. Luis thought the ship had sent an SOS out on the radio and that rescue would be coming soon. Luis was wrong. Luis survived without food or water on the drifting life raft, eating only a few fish he managed to catch. He was found, half dead, on a deserted beach in northern Columbia. Luis was the only survivor of the eight-crew members who had been washed overboard.

4. I set the bottle of Diet Pepsi® on the ground. I took two Mentos® candies and added them to the Pepsi®. I only had to wait a few seconds as a shower of brown liquid blasted from the bottle. I wonder what chemicals reacted to create this geyser of cola?

5. The war in Europe and America had been a heavy drain upon the treasury of England. Her national debt doubled. The government was very concerned about this issue. It naturally desired to lay upon its American subjects a portion of this burden. The result was a new system of taxation, which the king and his ministers sought to impose upon the colonies.
Monitoring Comprehension

- Help students realize when they do not understand what they read (metacognition)

Text Marking Strategy

- Active reading tool that helps students realize when they do not understand what they read
- Symbols used in text marking
  - ✔ I knew this before
  - ! This is new for me
  - ? I’m not sure what this means

Text Marking Practice

To get, and keep, a job you typically need a repertoire of technical skills. Dentists need to know how to fill cavities. Accountants need to be certified.

Beyond the technical skills, though, which dentist do you go to? The one who is pleasant and takes time to answer your questions; or the one who treats you like a number in a long line of numbered mouths? Which administrative assistant do you retain when times are lean? The one whose attitude is positive and upbeat, and who is always willing to help; or the one who is inflexible and has a hard time admitting mistakes?

In these situations, and all the others like them, it's the soft skills that matter.

While your technical skills may get your foot in the door, your people skills are what open most of the doors to come. Your work ethic, your attitude, your communication skills, your emotional intelligence and a whole host of other personal attributes are the soft skills that are crucial for career success.

With these soft skills you can excel as a leader. Problem solving, delegating, motivating, and team building are all much easier if you have good soft skills. Knowing how to get along with people – and displaying a positive attitude – are crucial for success.

The problem is, the importance of these soft skills is often undervalued, and there is far less training provided for them than hard skills. For some reason, organizations seem to expect people know how to behave on the job. They tend to assume that everyone knows and understands the importance of being on time, taking initiative, being friendly, and producing high quality work.

Source: Why Soft Skills Matter, Mindtools.com
Fix Up Strategies

Fix up strategies help improve comprehension when students realize they no longer understand what they are reading. Introduce these strategies one at a time using direct instruction:

<table>
<thead>
<tr>
<th>Fix Up Strategy Practice</th>
<th>It is okay to read difficult parts slowly and speed up on the easier parts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slow down your reading rate</td>
<td>Sometimes it is difficult to understand new information by reading it once. By rereading a few times, you may understand what the author is saying.</td>
</tr>
<tr>
<td>Reread</td>
<td>Sometimes the author helps you understand new information by using context clues to define, explain, and give examples.</td>
</tr>
<tr>
<td>Continue reading</td>
<td>Use word parts, such as prefixes, suffixes, base words, and root words. Use a dictionary or other reference aid.</td>
</tr>
<tr>
<td>Check your understanding of the vocabulary</td>
<td>Sometimes authors use maps, charts, graphs, or marginal notes that are easier to understand than the text.</td>
</tr>
<tr>
<td>Use text aids</td>
<td>Connecting your own memories, personal experiences, or background knowledge to the text can help you understand.</td>
</tr>
<tr>
<td>Make a connection between the text and your life</td>
<td>Think about what you have read and retell or summarize it in your own words.</td>
</tr>
<tr>
<td>Retell</td>
<td>Clarify by asking who, what, when, where, how, or why.</td>
</tr>
<tr>
<td>Ask yourself a question and try to answer it</td>
<td>Create images in your head to help make sense of what the words are saying.</td>
</tr>
<tr>
<td>Visualize</td>
<td></td>
</tr>
</tbody>
</table>

Fix Up Strategy Practice

Although there are a number of existing self-report scales that have been created to measure presenteeism, some are disease specific and designed to measure how particular chronic conditions such as asthma or gastroesophageal reflux might affect workplace productivity. Two existing measures, however, are generic self-report scales designed to be used with any health condition. Both the Work Productivity and Activity Impairment Questionnaire-Specific Health Problem (WPAI-SHP)10 and the Stanford Presenteeism Scale 6 (SPS-6) were designed such that a specific diagnosis can be substituted for “problem” or “health problem” on those scales. Although both scales have demonstrated good psychometric properties in terms of reliability and validity, neither is norm referenced. In the general population, individuals may not be productive at work for any number of reasons (eg, highly distractible, unmotivated, bored). However, the aforementioned scales were designed to assess the degree to which a specific health condition might cause a presenteeism effect. Therefore, in
theory, an individual completing either of the scales who does not have the disorder in question would report zero loss in productivity because of that specific disorder. Because of their supposed utility in measuring presenteeism across any health condition, both the WPAI-SHP and the SPS-6 might be useful in studying presenteeism in those with a voice disorder such as SD. However, it should be noted that the two scales vary dramatically in terms of their presentation.

The SPS-6 was created by Koopman et al when the concept of presenteeism had a positive rather than a negative connotation according to those authors (ie, the opposite of absenteeism). Today, however, the common consensus is that presenteeism is not a positive quality and that if an individual exhibits a high degree of presenteeism, then the quantity or quality of that person's work is being adversely affected because of working while ill. Half of the statements on the SPS-6 are negative in nature whereas the others are positive. The three negative items are reversed scored such that a higher total score yields a more positive result (ie, the health condition has less of an impact on workplace productivity).

Source: Isetti and Meyer, 2014

Putting It All Together

Planning to Teach
- Use students’ diagnostic assessment results to identify students’ needs
- Plan lessons based on students’ needs
- Plan frequent, short (10-20 minute) lessons for each component of reading
- Develop a class routine and keep the same routine for each class each week
- Use direct instruction

EBRI Key Points
- Teach skills appropriate to the learners’ needs
- Explain why a skill is being taught
- Use materials at students’ instructional level
- Model skills being taught
- Provide opportunities for learners to practice
- Monitor students’ progress

For More Information about EBRI . . .

Attend the STAR (STudent Achievement in Reading) workshop for an in-depth look at teaching the four components of reading.
Evidence Based Reading Research and Resources

Alphabetics Instruction

Skills to Teach

Phonemic Awareness (pre-print skills) find rhymes, consonance, assonance, initial/media/terminal sounds, sound substitutions

Phonics & Sight Words – teach letter-sound relationships and sight words through numerous exposures and practice

Affixes & Word Roots

Syllable Types

Follow the scope and sequence from Susan McShane’s Applying Research in Reading Instruction for Adults

Resources

Megawords® teaches how to decode and understand multi-syllabic words

The Florida Center for Reading Research has over 100 activities that teach phonics skills http://www.fcrr.org/resources/resources_sca_k-1.html

Google “Explicit Systematic Phonics,” click literacyconnects.org link. Sequenced explanation and activities in phonological awareness, sound-spelling, phonics maintenance, blending, word building, and dictation/spelling

See NCCCS ABE Content Standards, Reading Levels 1 & 2 for phonemic awareness benchmarks and activities. (ABSPD>Teaching Resources>Applying Content Standards: GPS for Success)

For basic letter/sound correspondeces, see Sylvia Greene’s Informal Word Analysis Inventory (phonics test) in ABSPD Teaching Resources Assessment Packet

For most common sight words, google “common sight word list.” “300 Most Common Sight Words” is a good one.

Reading Horizons: Computer-based phonics instruction

Language Experience Approach: Literacy level reading technique in which text composed by the teacher and students is used for reading, vocabulary, and literacy activities. See “The Language Experience Approach and Adult Learners” at http://www.cal.org/caela/esl_resources/digests/LEA.html. The article is about ESL teaching but the technique is clearly described and can be applied to any learners.
Syllable Types: Article “Six Syllable Types,” by Louisa Moats and Carol Tolman, at Reading Rockets:  http://www.readingrockets.org/article/six-syllable-types --Also good syllable activities


Affixes and Word Roots: PrefixesSuffix.com – English Language Roots Reference
  In depth explanations and resources for understanding and teaching
  http://www.prefixsuffix.com/

Affixes: Quizlet.com - list of common affixes w/meanings and flashcards

Fluency Instruction

Instructional Methods

Echo Reading
Repeated Reading
Collaborative Oral Reading
Marked Text Boundaries
Readers’ Theater

  Set specific fluency goals as you use each of these methods

Resources

ABSPD Lending Library will loan levelled books for free for a semester
  http://abspd.appstate.edu/fluency-texts

Lit2Go is a free online collection of stories and poems in Mp3 (audiobook) format. An abstract, citation, playing time, and word count are given for each of the passages
  https://etc.usf.edu/lit2go

Openculture.com has recordings of lectures and readings so students can hear good fluency models
  http://www.openculture.com

Librivox.org has free public domain audiobooks
  https://librivox.org

For a short video about how to get Microsoft Word to read texts, see
  https://www.youtube.com/watch?v=vyP89pQWaBU
Vocabulary

**Teach Words with Direct Instruction Using:**

Word Introduction: definition, personal context examples, quadrant chart

Sentence Completion (first person / target word in sentence stem)

Fill in the Blank

Read and Respond

Yes/No/Why

**Resources**

ABSPD website has 38 already prepared vocabulary lesson plans
Google: ABSPD vocabulary lessons or [http://abspd.appstate.edu/vocabulary-lessons](http://abspd.appstate.edu/vocabulary-lessons)

The Adult Learning Resource Center has 19 already prepared vocabulary lessons:

ATLAS has 16 already prepared vocabulary lessons
Google: ebri vocabulary atlas abe or [http://atlasabe.org/resources/ebri/ebri-vocabulary](http://atlasabe.org/resources/ebri/ebri-vocabulary)

Tier 2 words: google The Academic Word List (School of Linguistics and Applied Language Studies. Victoria University, New Zealand). Click sublists in left column

McGraw Hill’s *Words to Learn By*, EPS *Wordly Wise*, and the Townsend Press Vocabulary Series are based on Tier 2 words.

Comprehension

Teaching Techniques
Get the Gist
Questioning
KWL & Graphic Organizers
Fix Up Strategies
Text Marking
Text Structures - Five most common types for secondary academic text:
  - Narrative
  - Description
  - Cause and Effect
  - Compare and Contrast
  - Sequence

Resources
Find Levelled Texts Online at:
ReadWorks.org
Newsela.com
Changeagent.nelrc.org ($20 for a one year subscription)
Reading Skills for Today’s Adults
http://resources.marshalladulteducation.org/reading_skills_home.htm
E Reading Worksheets
Reading worksheets, activities, and resources aligned with Common Core State Standards.
http://www.ereadingworksheets.com/

Find Free Books at:
Project Gutenberg  It has over 50,000 free ebooks
gutenberg.org

The National Book Fund provides books to programs who cannot afford them. Grants may be written each spring.  https://proliteracy.org/What-We-Do/Programs-Projects/National-Book-Fund
Other Resources:

For short nonfiction passages with graphic organizers that map their structure, see http://www.ereadingworksheets.com/text-structure/text-structure-worksheets


“Summarizing,” Reading Quest.org http://www.readingquest.org/strat/summarize.html


“Seven Strategies to Teach Students Reading Comprehension,” including graphic organizers – Reading Rockets http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension

Evidence Base


See McShane’s Appendix B for “The Content of Phonics Instruction”

What Will I Do with What I Have Learned?

1. What strategies do you want to try in your classroom?

2. How will you do the strategy?

3. How will you know whether this new strategy has an effect on student learning?