

## Reading Strategies: Word Recognition



### Sight Words

Words that readers recognize instantly without having to stop to figure them out. The more proficient readers are, the more words they recognize by sight.



### Phonics

The use of sound-symbol relationships to decode words.



### Word Patterns

The use of familiar letter groupings to help recognize parts of words.



### Context

The use of surrounding words to help figure out an unfamiliar word.



### Word Parts

The use of root words, suffixes, prefixes, and other word parts to recognize a word.

# Reading Strategies: Comprehension

(excerpts from *Six Reading Strategies for Adult Educators* by Mary Jo Clark, M. Ed. and Leonore Ganschow, Ed.D., Copyright 1995 Ohio Dept. of Education)

## Directed Reading Thinking Activity

Directed Reading Thinking Activity (DRTA) is a reading comprehension strategy that is used in each of the three stages of reading (pre-reading, during reading, and post-reading). It emphasizes **prediction** (thinking ahead), **verification** (confirmation), and **reading with a purpose**.

DRTA helps students realize that prediction and verification of predictions are essential parts of the reading process. Students learn that by reading with a purpose, they can more easily focus their predictions.

Good readers automatically predict and confirm what will or will not happen in the text and merge their knowledge and ideas with the author's. Poor readers do not make predictions or verifications as they read. DRTA helps readers learn to make predictions before they read and verify those predictions as they read.

Use DRTA with students who have difficulty comprehending text or who need help understanding that reading is an interactive process between the author and the reader.

Teach DRTA in-group or one-on-one situations. After working through the strategy with the students (guided practice), encourage them to use it independently.

Below are the guidelines for helping students apply DRTA in each of the three stages of reading.

### Pre-Reading

- Survey the text with the students, looking for clues about the content – clues such as titles, section headings, key words, illustrations.
- Help the students make predictions about the text's content.
- Have students write their predictions down on a Prediction Verification Checklist, as you write them on the board or overhead transparency.
- Make sure the students understand how to use the checklist to classify their predictions as: proved, disproved, partially right/wrong, requires revision, not mentioned, not enough information.
- Help the students establish a purpose for reading by directing them to read the text to determine whether it proves or disproves their predictions.

### During Reading

- Have the students read the text, silently or aloud, individually or in groups, to verify their predictions.

- Instruct the students to place a check mark under the appropriate category on the Prediction Verification Checklist as they read the text.

### **Post-Reading**

- Have the students compare their predictions with the actual content of the text.
- Ask the students to analyze their checklist and determine how well they predicted the content of the text.
- Verify that the students have learned the DRTA strategy by having them answer the following metacognitive questions:  
 What is the name of the strategy you learned?  
 How does the strategy help you understand what you read?  
 What should you do before you read? While you read? After you read?

### **Know-Want-Learn**

Know-Want-Learn (KWL) is a reading comprehension strategy that is used in each of the three stages of reading. By using KWL, students learn to consider their prior knowledge about the topic of their reading to determine what they already know about the topic and what they want to learn from the text. This strategy helps students develop their comprehension monitoring ability--their ability to check their understanding of the text...by helping them recognize that they can use what they know to determine what they want to learn through reading. With KWL, students learn to draw on their prior knowledge about the topic of their reading to aid in their understanding of the text, determine their own purposes for reading, and summarize what they have learned from reading.

Use KWL when students need to learn how to focus their attention on the text and how to monitor their comprehension. KWL helps students realize that through reading they can confirm prior knowledge and also gain new knowledge.

Teach KWL in small group, large group, or one-on-one settings. After working through the strategy with the students, encourage them to use it independently.

Below are the guidelines for helping students apply KWL in each of the three stages of reading.

### **Pre-Reading**

- Engage the students in a group discussion to brainstorm what they already know about the topic of the text they are reading.
- Have the students record the things they know about the topic on a worksheet, as you write them on the board or on an overhead transparency.
- Have the students think of at least three questions that they want to have answered as they read. Have them write those questions on their worksheets.

### **During Reading**

- Have the students read the text silently or aloud, individually or in groups.
- Instruct the students to look for the answers to their questions as they read and write those answers on their worksheets.
- Have the students add to their worksheets any new questions that emerge as they read.

### **Post Reading**

- Engage the students in a group discussion of what they learned from their reading.
- Have the students write the answers to their pre-reading questions on their worksheets (if they have not already done so during reading).
- Discuss with the students any new questions generated during reading to see how they were (or could be) answered.
- Verify that the students have learned the KWL strategy by having them answer the following metacognitive questions:
  - What is the name of the reading strategy you have learned?
  - How does the strategy help you understand what you read?
  - What should you do before you read? While you read? After you read?

*Please note that the above excerpts discuss only two of many reading strategies that can be effective with adult learners. Other strategies include: Quadrant Charts (for vocabulary development), DISSECT and Multisensory Phonics (for word recognition), and Paired Reading (for fluency). If you have questions or need resources for helping your students with their reading skills, contact you Regional Resource Center.*

# **DRTA Prediction Verification Checklist**

## **Instructions**

Before reading, record your predictions about the content of the text in the first column of this checklist. As you read, place a check mark in the appropriate column to the right of each prediction to indicate if the prediction was proved, disproved, partially right or wrong, not mentioned, or if there was not enough information to prove or disprove the prediction.

<b>Prediction</b>	<b>Proved</b>	<b>Disprov ed</b>	<b>Partiall y Right/</b>	<b>Not Mentio ned</b>	<b>Not Enough Informa</b>

# Readability Formulas

## Gunning Fog Index

Readability formulas are used to determine the grade level of supplementary reading materials you use with your student. For instance, your student may wish to read the brochures from his/her health insurance company, a workplace instructional manual, or a reading level of written materials. If these materials are above the reading grade level of the student, he/she may become frustrated.

The Fog Index is based upon counts of long words and sentence lengths. It includes a factor to make it represent the approximate number of years of schooling needed to comprehend the prose being tested. Thus, the higher the Fog Index, the harder the writing is to read.

To find the Fog Index of a passage, follow these steps:

1. Take a sample of approximately 100 words, stopping at the end of the sentence nearest to 100 words. Thus the sample may be from 96 to 104 words.

**Number of words in the passage:** \_\_\_\_\_

2. **Count the number of sentences in the sample:** \_\_\_\_\_

3. Get the average number of words per sentence by dividing the number of sentences into the number of words in the sample.

**Average number of words per sentence:** \_\_\_\_\_

4. Count the number of polysyllabic words (words with three or more syllables) in the passage (these are considered to be hard words). Only count each hard word the first time it appears in the passage. Omit from this count proper nouns and easy compound words. Also omit from this count any three-syllable words made up of a two-syllable word with one of the following endings:

**-s    -es    -'s    -ed    -er    -ing    -est    -ly**

*Do* count as a hard word any two-syllable word with one of the following endings:

**-or    -ier    -iest    -ily**

**Number of hard words:** \_\_\_\_\_

5. Add the average number of words per sentence (#3) to the number of hard words (#4)
6. Multiply the sum of #5 by .4

**Approximate grade level of the reading matter:** \_\_\_\_\_

## Suggested Reading Resources Books

Meyer, Valerie & Keefe, Donald. *Reading for Meaning: Selected Teaching Strategies*. Scott, Foresman and Company. 1990.

**A practical “recipe” book for teachers and tutors of adults; provides a holistic method of helping readers “make meaning” from context and presents a variety of instructional strategies for non-readers through high school level readers.**

Rasinski, Timothy & Padak, Nancy. *A Handbook of Effective Instruction in Literacy*. Kent State University. 1995.

**Provides an overview of effective literacy instructional practices for teachers who work with adults and children on literacy.**

*Recommended Trade Books for Adult Literacy Programs*. Ohio Literacy Resource Center. 1996.

**Contains information on over 200 pieces of literature, each selected because of its strength as a piece of literature and its potential usefulness in adult literacy programs. Also available on OLRC website: <http://literacy.kent.edu>**

## Websites

### **Laubach Literacy**

<http://www.laubach.org>

Home of the world’s oldest and largest literacy organization. Provides information on promoting literacy as well as help for reading problems.

### **Literacy Volunteers of America**

<http://literacyvolunteers.org>

A national network of 353 locally based programs promoting adult literacy.

### **Literacy Online**

<http://literacyonline.org>

A gateway to electronic resources and tools for the national and international literacy communities.

### **LD Online**

<http://www.LDOnLine.org>

Includes links to current research on learning disabilities, an on-line store that offers resources, book reviews and extensive links to LD topics.

Source: MLVC-Basic Literacy Tutor Training Workshop Manual

# Writing Process

The writing process approach to teaching writing is intended to focus less on the writing than on the writer. A teacher who employs the process approach assists the writer through the steps in the process. The steps in the process of writing are roughly divided into task groups:

- ✍ Prewriting
- ✍ Drafting
- ✍ Revising
- ✍ Editing
- ✍ Presenting a final draft

## **Prewriting:** Think, Discuss, and Observe it.

- ➔ Observe, imagine
- ➔ Brainstorm
- ➔ Interview
- ➔ Discuss
- ➔ Conference, share, reflect
- ➔ Gather the information

## **Drafting:** Get It Down.

- ✍ Organize, combine, delete.
- ✍ Develop topic sentences.
- ✍ Add to the topic sentences with specifics such as the following:  
Who? What? When? Where? Why?
- ✍ Use supporting details and specific information .
- ✍ Circle words if spelling is uncertain.
- ✍ Mark any words, sentences, paragraphs, or sections that need more work.

## **Revising:** Ask yourself.

- ↑ Is my message clear?
- ↑ Have I included enough information?
- ↑ Did I speak to my audience?
- ↑ Did I accomplish my purpose?

## **Editing:** Check how it works.

- ✂ Read it aloud to yourself (How does it *sound*?)
- ✂ Ask a friend/peer to listen or read it aloud (Any suggestions?)
- ✂ Read it (How does it *look*?)
- ✂ Ask a friend/peer to read it (Any suggestions?)
- ✂ Check the mechanics:  
Capitalization, Punctuation, Spelling, Standards of Edited American English.

## **Publishing: Share with others.**

- ☞ Submit to instructor/peers/newspaper/etc.
- ☞ Send to interested individuals/groups.
- ☞ Display it.
- ☞ Read it aloud.
- ☞ Submit it for publication.

## Suggested Writing Resources Books

*Teaching Writing to Adults.* New York State Education Department, Office of Continuing Education, 1991.

**An instructional package designed to meet the needs of adult education teachers as they prepare students for the writing sample portion of the GED.**

*Critical Thinking Through the Writing Process.* Community Colleges of Spokane, Washington. 1994.

**Guides the learner through the process of learning how to think and write critically, creatively, and intellectually.**

Smith, R. Kent & Mohr, Carol. *Basic English Brushup.* Townsend Press, 1994.

**A guide to the basic grammar, punctuation, and usage skills needed to write clearly and effectively.**

## Websites

**Webster University On-Line Writing Center** <http://www.webster.edu/acadaffairs/asp/wc/websterowl.html>

A series of lessons on grammar and writing that students can complete online. Covers wide array of topics.

**English Zone.com** <http://english-zone.com>

Explore writing, grammar, lesson plans and anything having to do with learning and teaching English at this entertaining and educational site.

**Links to Educational Resources: Writing** <http://www.writeenvironment.com/linksto.html>

Includes links to many lesson plans and activities for the enhancement of students' writing skills.

# Adult Numeracy Network (ANN) Standards for Mathematical Literacy

There are three “process” standards for adult numeracy. The Massachusetts ABE Math Standards posted problem solving, communication, reasoning, and connections. Through ANN’s further research, these four standards, often referred to as the “**process**” standards, were consolidated into three adult numeracy themes:

## **Relevance/Connections, Problem Solving/Reasoning/Decision-Making, and Communication.**

Responses from the ANN study showed that it was difficult for individuals to distinguish between problem solving and reasoning, both key skills in decision making. The data also revealed that the issue of relevance frequently occurred.

The remaining seven Massachusetts ABE Math Standards have been integrated into four adult numeracy **content themes**. **Number and Number Sense** includes two previous standards, Estimation and Number, Operations and Computation. Data is similar to the standard of Statistics and Probability. **Geometry: Spatial Sense and Measurement** incorporates two previous standards. The two standards of Patterns, Relationships, and Functions, and Algebra correspond to the adult numeracy themes of **Algebra: Patterns and Functions**. This reorganization is a reflection of the words of adult learners, teachers, and stakeholders as they told the ANN about the math that they need and use.

In addition to the three process and four content themes, a good deal of data collected dealt with mathematical empowerment. These affective issues continually emerged: learner self-confidence, attitudes about mathematics, and math anxiety. Since learners were concerned with their self-confidence in doing math and their sense of competency about tasks involving math. Therefore, there is a section (titled **Competence and Self-Confidence**) on adults’ feeling and attitudes about math.

These are not the final standards, but merely a framework of themes for developing true standards, a true “honest list” of what is needed for adult numeracy. Much more work and reflection remains. This is merely the beginning and we invite you to be a part of it.

## **ANN Numeracy Themes**

### **Processes**

1. Problem Solving/ Reasoning/ Decision Making
2. Communication
3. Relevance and Connections

### **Content**

1. Number and Number Sense
2. Data: Data Analysis, Probability and Statistics, and Graphing
3. Algebra: Patterns and Measurement
4. Geometry: Spatial Sense and Measurement

### **Competence and Self-Confidence**

## Math Strategy Check List

- Look for a pattern.
- Construct a table.
- Account for all possibilities.
- Act it out.
- Make a model.
- Guess and check.
- Work backwards.
- Make a drawing.
- Select appropriate notation.
- Restate the problem.
- Identify given, wanted, and needed information.
- Write an open sentence.
- Identify a sub-goal.
- Solve a simpler problem.
- Change your point of view.
- Check for hidden assumptions.

From *Problem Solving... a basic mathematics goal, Becoming a better problem solver 1*. Inservice Education, Ohio Department of Education. Columbus, Ohio (Page 45)

## Suggested Math Resources Books

Cohen, Sandra R. *Figure It Out: Thinking Like a Math Problem Solver*. Curriculum Associates. 1992.

**A series of six books which provide instruction and examples for using the many problem solving strategies. Teacher guides are available for each book. (800-225-0248)**

Erickson, Tim. *Get It Together*. EQUALS (Lawrence Hall of Science). 1989. ISBN 0-912511-53-2

**The problems in the book span grades 4-12. It covers many math concepts and several lessons can be related to Social Studies, Science and English. The lessons are designed to be used in cooperative groups which would make it a good resource for workplace readiness programs.**

Manly, Myrna. *The Math Problem Solver: Reasoning Skills for Application*. Contemporary Books. 1993. ISBN 0-8092-3764-4

**The book takes a rather untraditional approach to the order in which math skills are normally taught. It is full of excellent ideas.**

Markus, Nancy L. *Adult Numeracy Themes: Ohio Mathematical Planning Committee*. Ohio Literacy Resource Center. Aug. 1996.

**This book contains teacher tested lessons compiled by ABLE instructors throughout Ohio. The lessons are grouped according to the ANN Math Standards. This book is available on the OLRC web site.**

Ohio Department of Education. *Problem Solving... a basic mathematics goal*. Ohio Department of Education. 1980.

**The books, Becoming a better problem solver and A resource for problem solving are full of ideas, techniques and questions to promote problem solving. Ohio teachers can contact Karen in publications (1-614-728-3471) to order discounted copies from ODE.**

Saunders, Hal. *When Are We Ever Gonna Have To Use This?* Dale Seymour Publications. 1988. ISBN 0-9604812-0-6

**This book provides a source of real life, on the job uses of all areas of math. The book truly answers the question, "When are we ever gonna have to use this?"**

Stenmark, Jean Kerr. *Family Math*. The Lawrence Hall of Science. 1986. ISBN 0-912511-06-0

**This book provides lots of great ideas for hands on math lessons for ABLE and GED students.**

Van de Walle, John A. *Elementary School Mathematics: Teaching Developmentally*. Longmann. 1994 ISBN 0-8013-1184-5

**This excellent book covers all topics of math required for the GED test. The section of the book on working with individuals with special needs is very well done. The book also includes an excellent bibliography of math resources.**

## Other Resources/Web Sites

### **Math Literacy Newsletter**

Published by the Ohio Literacy Resource Center this newsletter contains the latest ideas about teaching math. Lesson plans are found in each quarterly issue. Contact the OLRC to put your name on the mailing list. All issues are available online at <http://literacy.kent.edu>

### **Adult Numeracy Network (ANN)**

The Adult Numeracy Network is the professional organization for adult math educators. The group is an affiliate of the NCTM. The quarterly newsletter, *The Math Practitioner*, contains articles and lesson plans on math. Contact Rose Steiner, ANN, Billings Adult Ed. Center, 415 N. 30<sup>th</sup> Street, Billings, MT 59101 or <http://www.std.com/anpn/> to join.

### **Ohio Resource Center**

<http://www.ohiorc.org/>

An interactive site for math, science and reading.

### **Math.com**

<http://www.math.com>

A great interactive math site to get help in all areas of math, with definitions, examples and problem solving activities.

### **Missouri Valley Adult Education Association** <http://www.mvaea.com/casio.html>

Lessons on how to use the new GED calculator.

### **NIFL/EFF**

[http://www.nifl.gov/lincs/collections/eff/eff\\_standards.html](http://www.nifl.gov/lincs/collections/eff/eff_standards.html)

EFF Standards.

*\*Current as of 8/28/02*