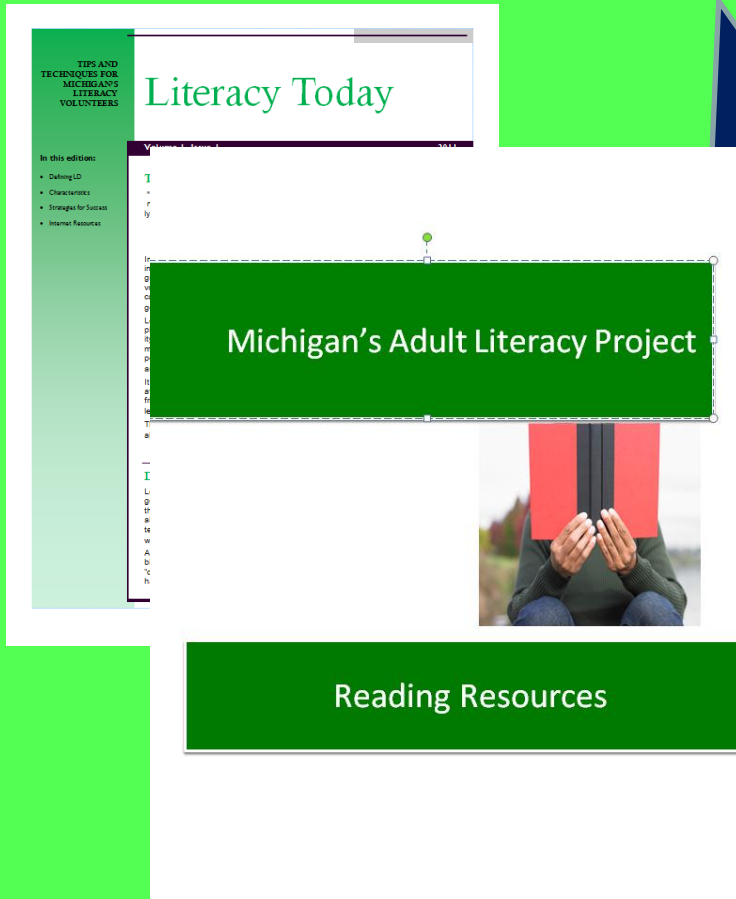




Michigan's Adult Literacy Project

Helping Adults Learn to Read, Part 1

Welcome!




TIPS AND TECHNIQUES FOR MICHIGAN'S LITERACY VOLUNTEERS

Literacy Today

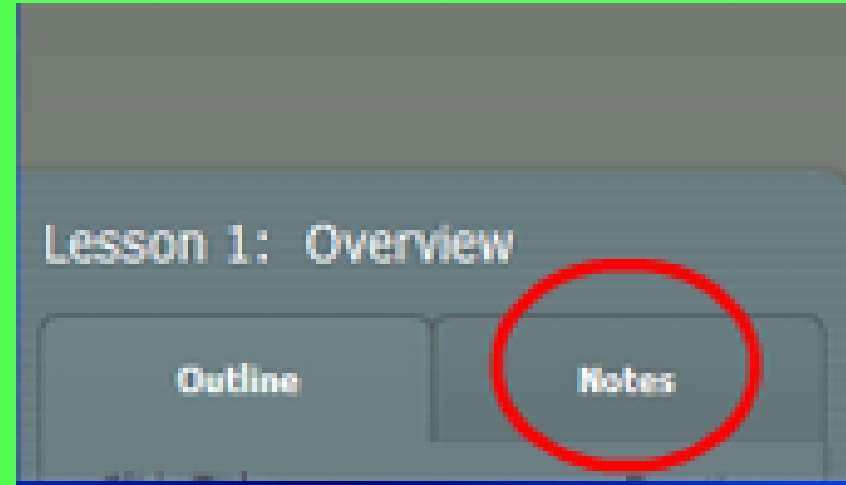
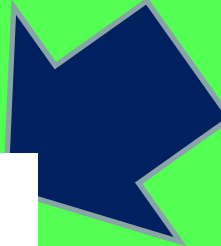
In this edition:

- Defining LD
- Characteristics
- Strategies for Success
- Internet Resources

Michigan's Adult Literacy Project



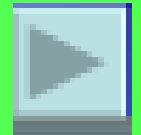
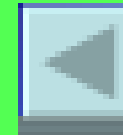
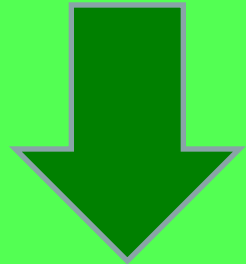
Reading Resources



Lesson 1: Overview

Outline

Notes



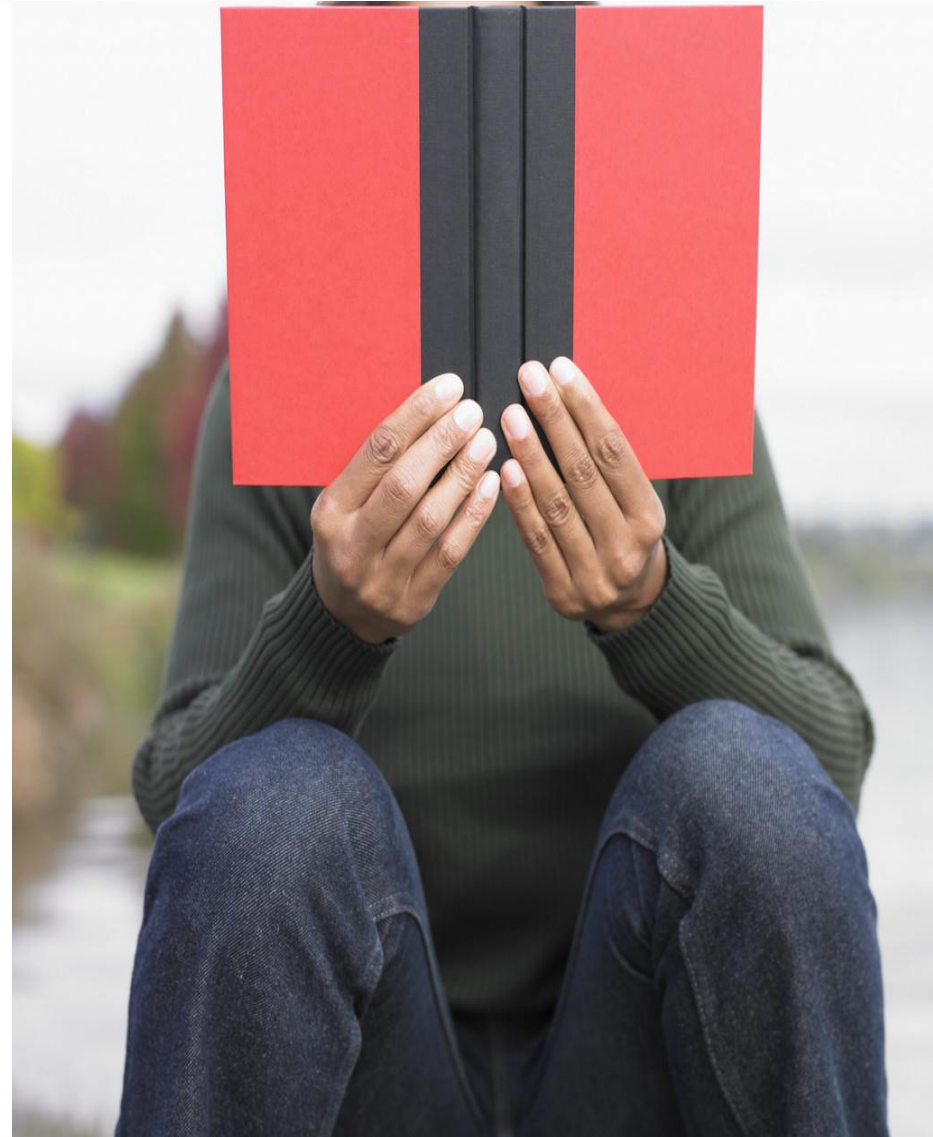
Getting Started

This presentation contains audio.
Please adjust your speakers or earphones.



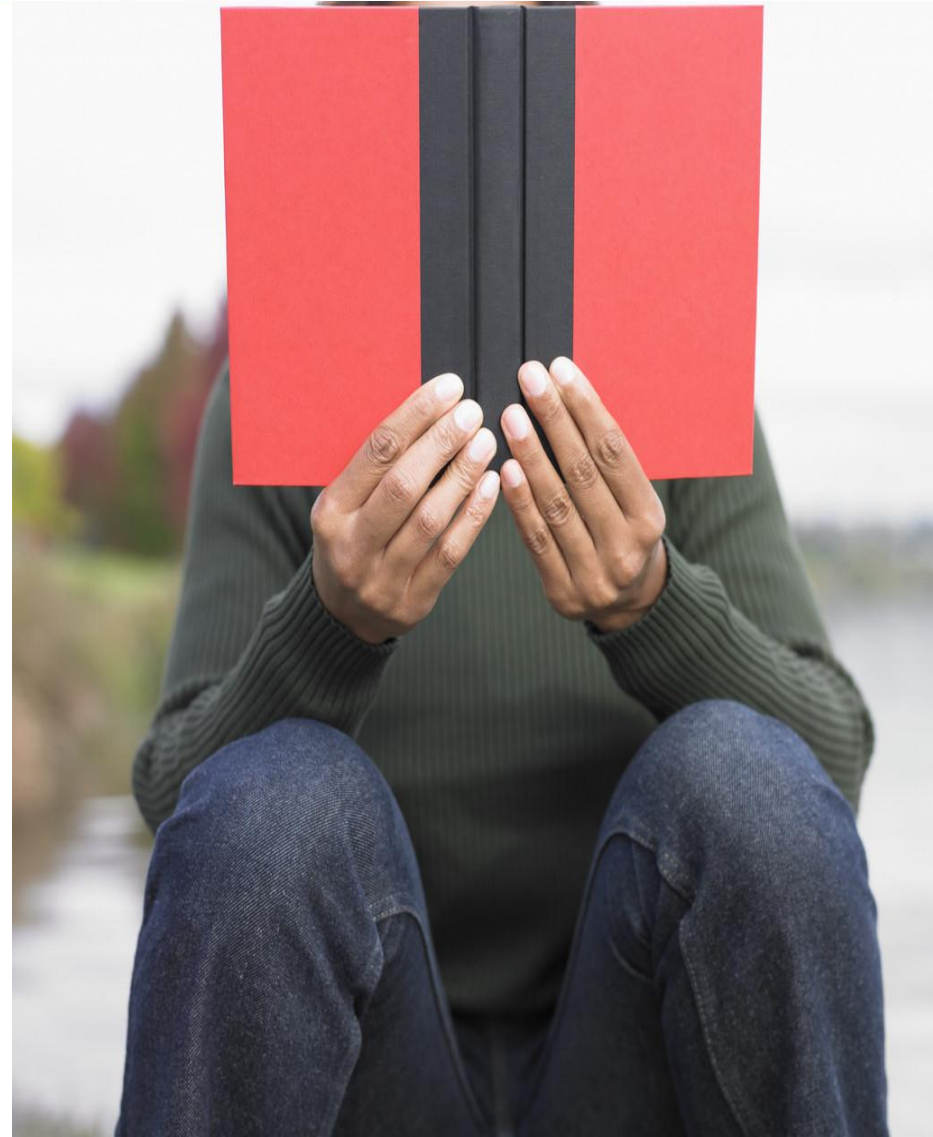
Welcome and Thanks in Advance

So You've
Decided to
Become a
Literacy Volunteer



Helping Adults Learn to Read

**Reading – An
Essential Skill
for Life**



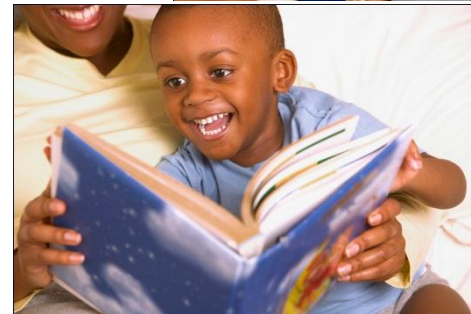
It All Comes Down to Reading

Today a reader,
tomorrow a leader.

Margaret Fuller

Thinking Back

**How did
you
learn to
read?**



Components of Reading

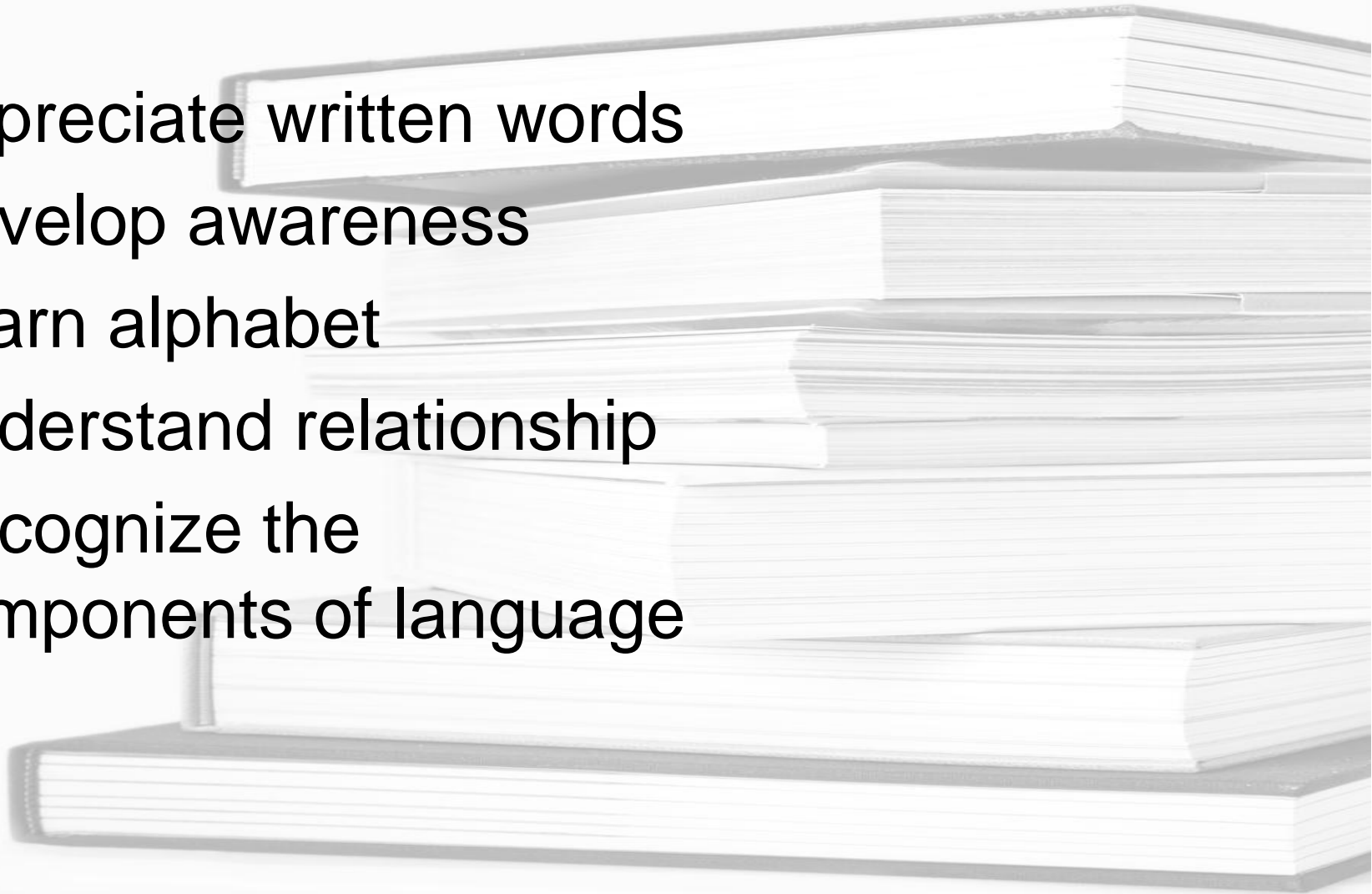


Alphabetics

Meaning Skills

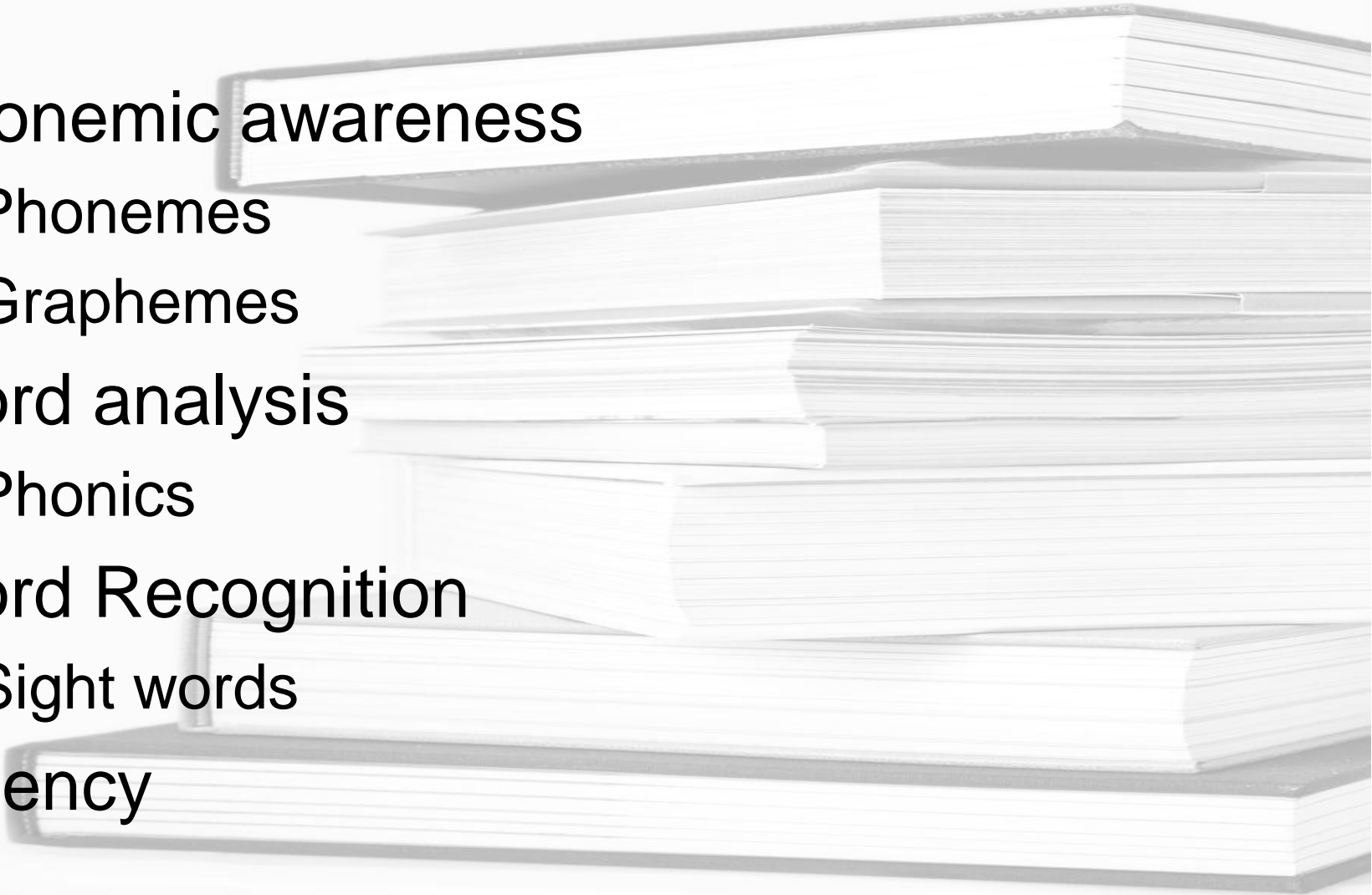
Principles of Learning to Reading

- Appreciate written words
- Develop awareness
- Learn alphabet
- Understand relationship
- Recognize the components of language



Reading Vocabulary 101

- Phonemic awareness
 - Phonemes
 - Graphemes
- Word analysis
 - Phonics
- Word Recognition
 - Sight words
- Fluency



Phonemic Awareness

Phonemes are

- Smallest unit of sound in a word
- Represented by letters of the alphabet
- Basic sounds of spoken words

You Try It!

How many phonemes and graphemes in each of the following words.

That

Take

Read

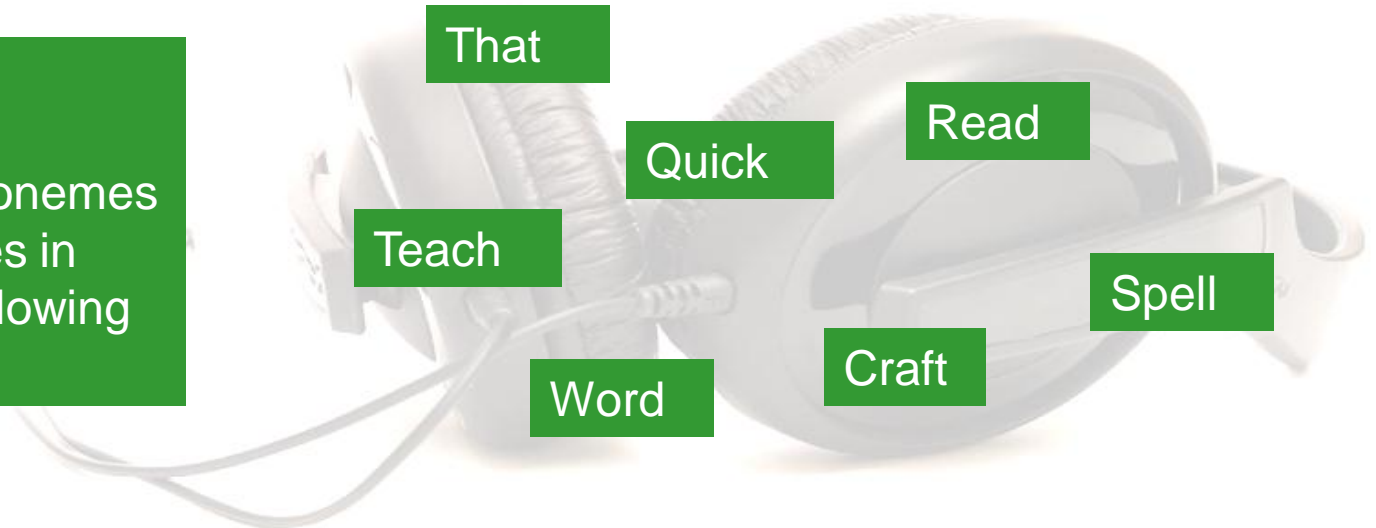
Quick

Teach

Spell

Word

Craft



Phonemic Awareness and Phonics

- Building blocks
- Decoding



Phonics

26 letters to learn

a, b, c, d, e, f, g....

44 phonemes to worry
about

/b/, /c/, /d/, /ā/...

Phonemes-Graphemes-Examples

Phonics

At the next level,
work on

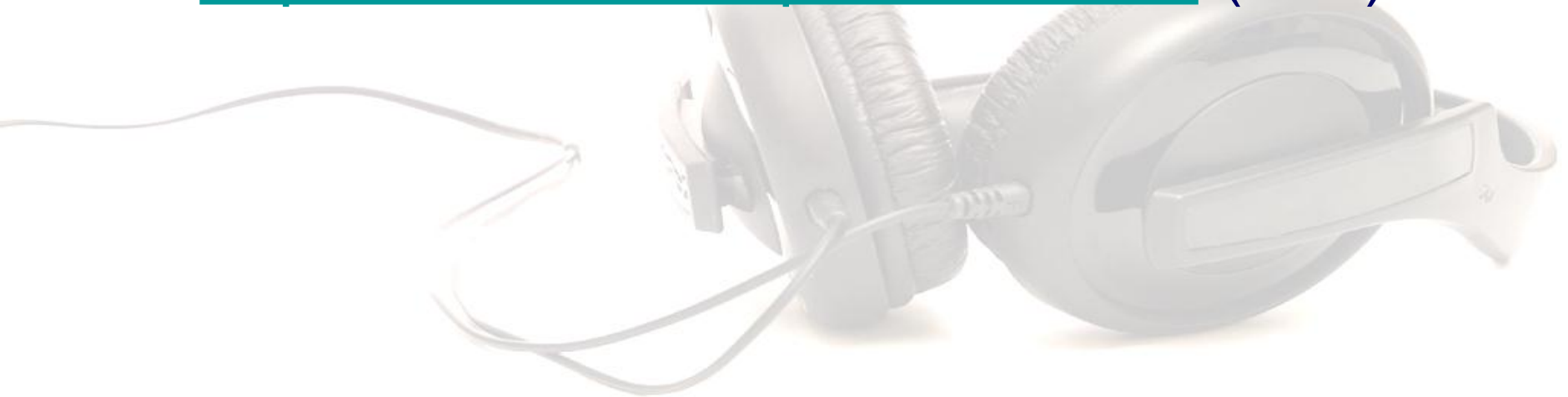
- Syllables
- Prefixes,
suffixes, and
root words

1 syllable	2 syllables	3 syllables	4 syllables
cart	into	afternoon	altogether
bank	sailboat	anyway	anybody
desk	without	butterfly	avocado
flame	horseshoe	December	dictionary
grade	undo	eleven	February
jump	starfish	grandmother	independent
light	funny	important	misunderstand
March	candle	potato	underwater
nose	pencil	telephone	motorcycle
stood	water	triangle	watermelon

Online Resources – Phonics

ABC Fast Phonics

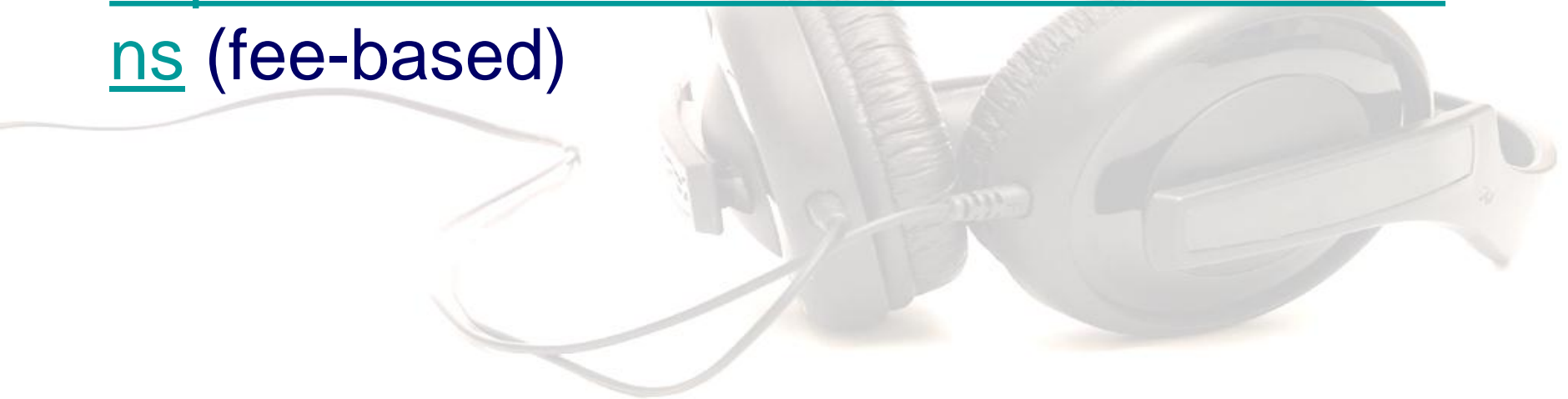
<http://www.abcfastphonics.com/> (free)



Online Resources – Phonics

We All Can Read

<http://weallcanread.com/Online.html#lessons>
ns (fee-based)



Identifying Words

It's not only the use of letter-sound correspondence to recognize words in print.



Assessing Decoding Skills

Sylvia Greene's Informal Word Analysis Inventory



Decoding Activities

Alphabetic: Phonemic Awareness Training and Phonics Instruction

Alphabetic: Phonemic Awareness Training and Phonics Instruction

SAMPLE ACTIVITY: RECOGNIZING THE /S/ SOUND

Goal:

- Build awareness of a consonant sound in the initial position in words

Background:

This activity might be used with non-readers or beginning readers as one of the first steps in building phonemic awareness. The activity is limited in focus:

- It involves only simple phonemic awareness tasks (isolation and categorization).
- One sound only is practiced. The /s/ sound is often one of the first consonant sounds introduced because it is a continuant, which makes it easy to blend with a vowel. A speaker can continue the /s/ and slide into the next sound, as in /s/-/s/-/s/-/s/-/s/-/d/ (sad). (Stop sounds like /b/ and /t/, on the other hand, cannot be continued, so they're harder to blend. For instance, try holding onto the /b/ to blend it with a vowel, as in /b/-/b/-/b/-/b/-/b/-/d/ (bad).)
- Awareness is limited to the initial position only.

Focus:

- Recognize /s/ at the beginning of words

Materials:

- Curriculum or teacher-made materials

Grouping:

- Small groups or one-to-one

Directions:

1. Explain to learners the purpose of the listening activities to come, and make the connection to the goal of independent reading. Being aware of the sounds in words will help them learn how to recognize and spell words on their own.
2. Make the sound /s/ several times, asking the learners to listen carefully and watch your mouth as you say it.
3. Show several items (or pictures) that begin with /s/ (**sock**, **soap**, **soup**, **sandwich**, **sign**) and say the words one at a time, asking the learners to repeat after you. (Avoid words beginning with consonant blends, like **stack**, or **skip**. It's easier to hear the /s/ when it's followed by a vowel.) Say the words again, exaggerating the initial /s/, and have them repeat again.
4. Hold up a card with the letter **s** on it and explain that most of the time **s** stands for /s/ when you see it in words.
5. Explain that you are going to name several things in the room and hold up the card every time the word begins with /s/. Demonstrate with six or seven items, and be sure that some of them don't begin with /s/.
6. Hand out **s** cards to each learner and have them all practice with you as you say several words, raising their cards when they hear /s/ at the beginning of a word.
7. Watch carefully to be sure everyone is able to perform this task. (In groups, it's possible, of course, to just do what the others are doing.)
8. Moving from one learner to the next, ask them to compare the initial sounds of two words: Does **bank** start like **sock**? Does **song** start like **sock**?
9. If they seem to be able to perceive the initial /s/, you could try some independent practice. Ask them to number their papers 1-10, and then call out ten words, one at a time. Tell them to write an **s** next to the number of any word that begins with /s/. (This assumes some writing ability—which most adult learners have—and knowledge of the numerals. This practice could also be done orally using the cards.)

Next steps:

After students have learned one sound, you can compare it to the next sounds they learn, pointing out differences. (Where are your lips and teeth when you say /t/? When you say /s/? Or /m/?) When they've learned several sounds, they can practice by identifying the beginning sounds in words you speak, or they could practice independently by listening to words on tape. As they begin to work on phonics and can read a few words, they might also write (copy) words that begin with sounds they have studied. Working with sounds at the end of words might come next.

Phonemic awareness is taught along with other reading skills. Learners should be developing decoding skills and beginning to read as they continue to develop phonemic awareness. As they progress, you'll find numerous opportunities for quick phonemic practice activities, perhaps integrated with oral reading or spelling tasks.

Summary: Phonemic Awareness Tips in a Nutshell

- Teach phonemic awareness explicitly and systematically to learners who have phonemic awareness deficiencies.
- Use letters as well as sounds in teaching the phonemes. Use a structured phonics curriculum to develop phonemic awareness and decoding skills.
- Focus on one or two types of phonemic tasks; segmenting and blending may be most useful.
- Be sure learners understand the connection between phonemic awareness activities and their long-term reading goals.
- Integrate short phonemic awareness activities within the reading lesson. In each lesson, try to address all needed components of reading instruction—phonemic awareness and phonics, fluency, vocabulary, and comprehension—as well as opportunities to experience and learn from adult-relevant materials.

SAMPLE ACTIVITY ON INITIAL R-BLENDS

Goal:

- Improve decoding skills

Background:

This activity is intended for a group that has been working on decoding skills, has studied all the consonant sounds and long and short vowel sounds, has worked with onsets and rimes, and knows many of the common patterns (**ay**, **il**, **ip**, **at**, **am**, etc.). In this activity they are introduced to initial consonant blends. The activity is narrowly focused (one blend only) and should be explicitly taught, including several opportunities for learners to say, read, and write the letter combination and words being taught.

Focus:

- Introduce or review the initial consonant blend **tr**

Materials:

- Curriculum materials

Grouping:

- Small groups and/or one-to-one

Directions:

1. Review the /r/ sound by asking the learner(s) to read flash cards with words beginning with **r**.
2. Explain that **r** often combines with another consonant sound at the beginning of words, and give several examples of words beginning with **br**, **cr**, etc. Be sure to say and write the words, and point out the **r**-blends.
3. For this activity focus on **tr** words only so the learners hear several similar examples. Write several **tr** words on the board and point to each as you read them. Examples: **tree**, **try**, **truck**.
4. Pronounce the words carefully perhaps exaggerating the initial sounds. Ask what the words have in common. Then have the learners pronounce the **tr** blend and each of the words several times.
5. Using letter cards and/or an overhead transparency, do a visual and oral demonstration, blending the two sounds as you speak, while putting the two letters together.
6. Ask the learners to copy the words, writing each one three times, underlining the **tr** at the beginning and reading each word aloud, running a finger under the letters as the sounds are spoken.
7. Add the **tr** onset to several rimes the group has studied: **ay**, **ip**, **ick**, **ap**, **ail**, **ain**. Begin by reviewing a series of words in one of the patterns, and adding the **tr** onset last.

Example may
 lay
 pay
 say
 gray

Then introduce the other rimes, having the learners work with the words in various ways: reading aloud, writing them, building words with letter cards, etc. Monitor and help as needed with this practice.

8. Give the learners a paragraph or story that includes several examples of **tr** words, and have them read it silently, and then aloud.

Next steps:

The remaining **r**-blends (**br**, **cr**, **dr**, etc.) would be taught at another time, to be followed perhaps by the **l**-blends (**bl**, **cl**, **fl**, etc.) and the blends that begin with **s** (**sc**, **sk**, **sp**, **st**, etc.).

Applying Research in Reading Instruction

Dolch or Fry

Dolch List

- 220 words
- 50-75%
- Service words
- Hold thoughts together

Fry List

- 1000 words
- Updated list
- Ordered by frequency
- 90%

Working with Sight Words

Adults must correctly pronounce words 5-10 times before they become “sight words”

[Dolch Kit - Activities with Sight Words](#)

[Fry List – Word Search](#)

The End Goal – Sight Words

Sight words include any word that readers have practiced reading sufficiently often to be read from memory” (Ehri, 2002)

What's Your Reading Rate?

Take this test and see!

<http://mindbluff.com/askread.htm>

Reading Rate and Fluency

Reading rate



how quickly one reads
with understanding

Reading fluency



the speed and ease
with which one reads
connected text aloud
with accuracy, speed,
and appropriate
phrasing

Reading Rate

- Assessing
- Improving



Reading Rate a

Widen your eye span

If you read word by word, chances are you will read slower than if you were to read larger sections of text at a time.

Avoid Skip Backs

When people read, they frequently look back to make sure that they understood what they read. Don't do this. Just read along, and the comprehension will come to you.

sh! Read silently

Studies show that the majority of people can read two to three times faster silently as opposed to reading orally. **Quiet**

Reading Rate and Fluency

Three elements that compose fluent reading:

- Rate (fast decoding)
- Accuracy
- Reading with proper rhythm, intonation, and expression

<http://www.idonline.org/article/6354>

http://www.prel.org/products/re_/assessing-fluency.htm

Grade Equivalent	Standard Words Per Minute
2.5	121
3.5	135
4.5	149
5.5	163
6.5	177
7.5	191
8.5	205
9.5	219
10.5	233
11.5	247
12.5	261

They Have to Believe

Self-Efficacy

A belief by learners that they can be successful when attempting new activities as learners.

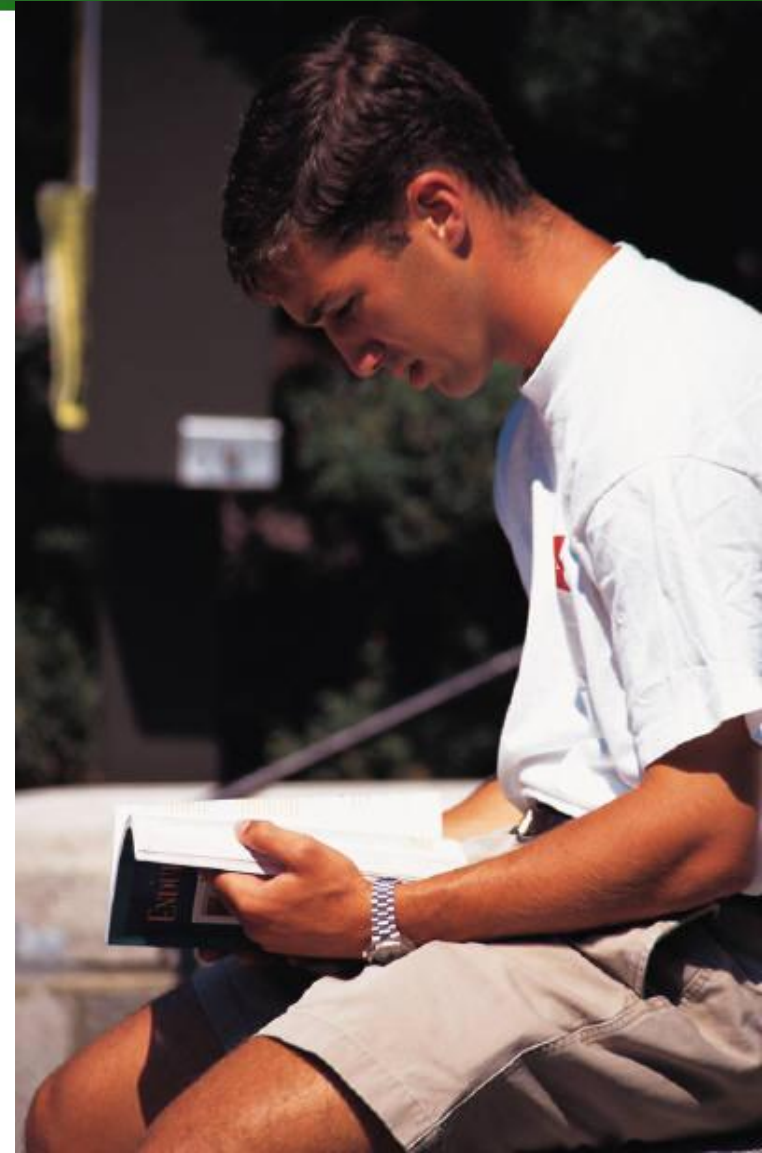
Quick Review

Two main components of reading

- Alphabetics
- Meaning skills

Mastering alphabetics is essential learning to read

- Phonemic awareness
- Phonics
 - Decoding
- Word Recognition
 - Sight words
- Reading fluency leads to improved comprehension



More Tutorials and Resources

Helping Adults Learn to Read, Part 2

- Strategies and resources for building vocabulary and comprehension

Writing – An Essential Skill

- Strategies and resources to help students move from sentences to paragraphs

Numeracy – Helping Students Gain a Strong Foundation



**This project was developed by
National Human Resources Development, Inc.
(NHRD) in cooperation with the
Michigan Economic Development Corporation,
Workforce Development Agency State of Michigan,
Office of Adult Learning
and funded through a grant under
the Wagner-Peyser Act.**

**For more information visit:
<http://www.maepd.org>**