

The Essential Components of Reading

WyLLA

August 10, 2023

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The logo for LINCS (Literacy Information and Communication System) features the word "LINCS" in a bold, blue, sans-serif font. A red, curved swoosh underline is positioned beneath the letters.

Literacy Information and Communication System

Workshop Goal

This workshop is designed to increase your awareness, knowledge, and use of research-based practices for adult reading assessment and instruction for the 4 components of reading:

- **alphabetics**
- **fluency**
- **vocabulary**
- **comprehension**

The Workforce Innovation and Opportunity Act (WIOA)

WIOA focuses on the important role that strong basic skills play in adults' ability to:

- attain a secondary school diploma
- transition to postsecondary education and training
- secure employment

The law specifies that “the essential components of reading instruction” be incorporated into instruction.

The Workforce Innovation and Opportunity Act (WIOA)

The learner must be:

- assessed in all four components of reading
- provided with appropriate instruction based on the results of their individual diagnostic and formative assessment

Reading components are the foundation of the ultimate goal of helping students learn from **challenging, complex texts** in postsecondary education and training and for lifelong learning.

The Components of Reading

- **Alphabets:** The use of letters in an alphabet to represent spoken words
 - **Phonemic Awareness:** Knowledge of speech sounds
 - **Word Analysis (Phonics plus):** Letter-sound knowledge
- **Fluency:** Ability to read with speed, accuracy, ease, phrasing and expression
- **Vocabulary:** Knowledge of word meanings
- **Comprehension:** Understanding a text, or “constructing meaning”

Reading is More than Comprehension

The Components of Reading

Print-Based Components

Alphabetic:

Phonemic Awareness

Word Analysis

(decoding,
word recognition;
structural analysis)

Fluency

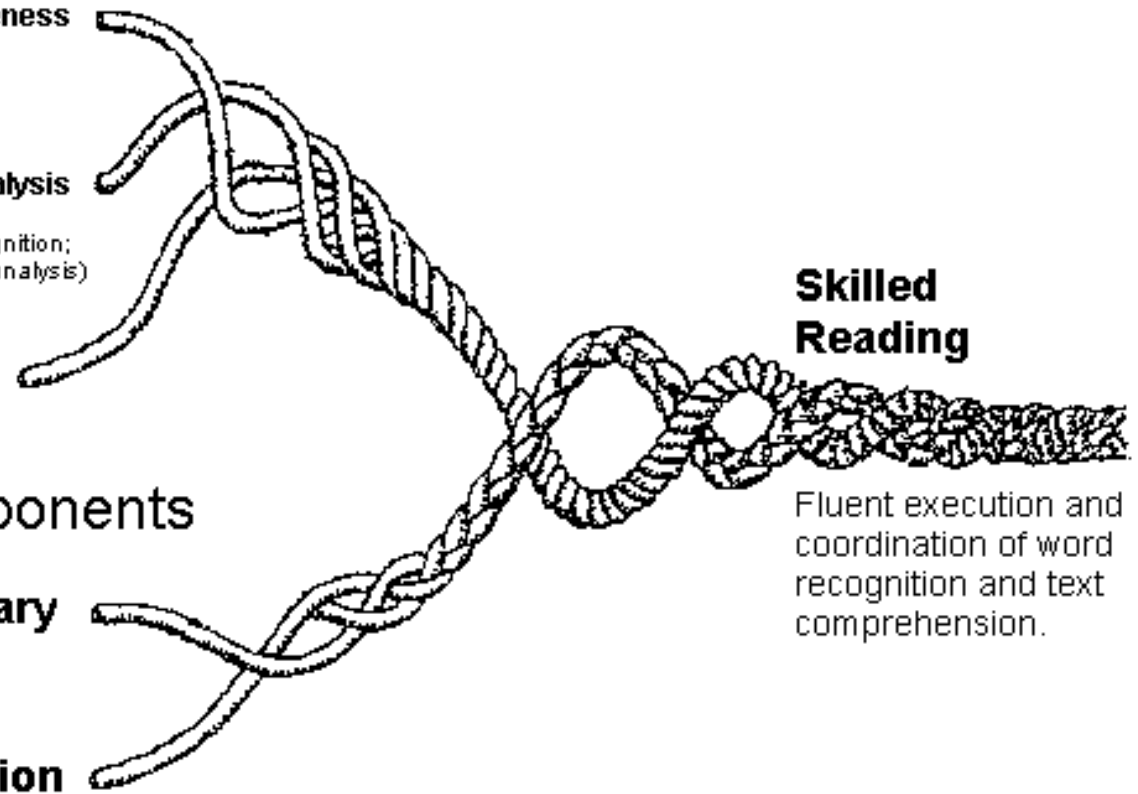
Meaning-Based Components

Vocabulary

Comprehension

**Skilled
Reading**

Fluent execution and
coordination of word
recognition and text
comprehension.



Alphabetic



What is Alphabetic?

- The skills of phonemic awareness and decoding

What is Phonemic Awareness?

- Phonemes- the smallest units of sound in spoken language
- Phonemic awareness- the ability to perceive individual sounds within words
- Must be learned through reading and writing—it is **not** just acquired naturally
- Adult nonreaders have no phonemic awareness

Phonemic Awareness

- This isn't a hearing issue. It's a perception issue.
- Some people can hear the words but don't perceive the individual sounds.
- Rug = /r/ /u/ /g/

Phonemic Awareness

Why is it important?

- Phonemic awareness is necessary for successful phonics instruction and for learners to be able to use phonics to identify words as they read and to spell words as they write.

Who needs it?

- Adult nonreaders
- Adult beginning readers
- Some intermediate ABE readers with poor decoding skills
- Some ELL students

- **Nonnative Speakers of English (NNSE)** in ABE classes who are fluent readers of their native languages usually have little difficulty transferring what they have learned about how phonemes work in reading and spelling to learning English print skills, especially if their native language is alphabetic like Spanish, Russian or Arabic.

- Possible exceptions:
 - some (but not all) readers of logographic languages like Chinese; *and*
 - the small percentage of NNSE who may have a reading disability.

- If NNSE are in Beginning Level classes and they are **not** literate in their native language, they will probably have difficulties with Phonemic Awareness that will adversely affect learning to read.
- Like other beginning readers, they will need explicit instruction in phonemics and phonics.
- NNSE in Intermediate Level and ASE classes are usually able to transfer what they know about the relationship between sounds and letters to reading English words, especially if they are already literate in another alphabetic language such as Spanish. They may, however, need instruction in some of the English letter sounds that are hard for them to distinguish and produce. This will also aid their pronunciation and spelling.

Assessment- The Six PA Tasks

- **Phoneme isolation-** recognizing individual sounds in words
- “Tell me the first sound in **paste**”

ANSWER: /p/

(be careful NOT to say /puh/)

Assessment- The Six PA Tasks

- **Phoneme identity-** recognizing the common sound in different words
- “Tell me the sound that is the same in **bike, boy and bell.**”

ANSWER: /b/

Assessment- The Six PA Tasks

- **Phoneme categorization-** recognizing the word with the odd sound in a sequence of three or four different words
- “Which word does not belong?
bus, ban, rig”

ANSWER: rig

Assessment- The Six PA Tasks

- **Phoneme blending-** listening to a sequence of separately spoken sounds and combining them to form a recognizable word
- “What word is /d/ /o/ /g/?”

ANSWER: dog

Assessment- The Six PA Tasks

- **Phoneme segmentation-** breaking a word into its sounds by tapping out or counting the sounds or by pronouncing and positioning a marker for each sound
- “How many sounds are there in **sip**?”

ANSWER: Three - /s/ /i/ /p/

Assessment- The Six PA Tasks

- **Phoneme deletion-** recognizing what word remains when a specified phoneme is removed
- “What is **smile** without the /s/?”

ANSWER: mile

Assessment- The Six PA Tasks Practice

- Find a partner and practice each of the 6 tasks following the directions in your handout packet.
 - Each partner will roleplay being a teacher and a student.
 - If time, discuss the practice as a large group.
- You will have 10 minutes for this activity.

What Kind of Instruction Is Most Effective?

- Provide a significant amount of explicit, systematic phonemic awareness instruction for adult beginning readers
- Teach when and for as long as necessary
- Teach in combination with phonics instruction and other reading skills
- Focus on 1 or 2 types of tasks at a time
- Segmenting and blending may be most useful
- Use letters as well as sounds

Teaching Phonemic Awareness to Adults

- Use materials developed for children sensitively, especially when adapting them
- Explain the importance of activities to reading goals
- Don't wait to teach phonics until mastery is achieved
- Use other approaches to emphasize meaningful, goal-related reading

What Is Decoding?

- A word identification skill involving letter-sound correspondence to recognize words in print
- Used by beginning learners to identify words when reading and to approximate the spelling of words when writing
- Learned through **sight word** memorization and **phonics** practice

Examples of Sight Words

- eight
- quay
- could
- through
- enough
- stop
- danger
- What others can you name?

Why Is Decoding Important?

- Readers must be able to identify words independently and rapidly in order to read **fluently enough** to read with understanding.
- Many native-English speaking adult readers already know the **meaning** of many words in the texts they're reading.
- Once they can efficiently recognize those words in print, they can understand what they read.

Who Needs Phonics Instruction?

- Adult nonreaders
- Adult beginning readers
- Adult intermediate readers whose decoding skills are less than automatic

What Kind of Instruction Is Most Effective?

- Research indicates that **explicit, systematic phonics instruction** is most effective for beginners.
- In explicit, systematic phonics instruction, a body of phonics content-- letter-sound correspondences and common word patterns-- is identified, logically sequenced and directly taught.

Examples of Systematic Phonics Instruction

Synthetic Phonics:

- Learners are taught the letter sound correspondences and then are taught to blend the sounds to identify words.
- What word does /d/ /o/ /g/ make?
- dog

Examples of Systematic Phonics Instruction

Analytic Phonics:

- Learners do not pronounce the sounds in isolation. They analyze the sounds in a word that is already identified.
- What sounds do you hear in the word **dog**?
- /d/ /o/ /g/

Examples of Systematic Phonics Instruction

Phonics Through Spelling:

- Learners break a word into its sounds and then identify the corresponding letters to spell the word.
- What **sounds do you hear** in the word **dog**?
- /d/ /o/ /g/
- How do you **spell** the word dog?
- dog

Examples of Systematic Phonics Instruction

Phonics In Context:

- Learners are taught to use **both** letter-sound correspondences and context clues to identify unfamiliar words.
- The dog has a **collar** with a tag on it.

Examples of Systematic Phonics Instruction

Phonics by Analogy:

- Learners use parts of words they already know to identify unfamiliar words by analogy (word patterns).

- **og**

- **dog**

- **bog**

- **log**

- **_og**

- **_og**

Systematic Phonics Instruction

All instruction requires **immediate and plentiful practice** by students for long-term retention and rapid and automatic application.

- Appendix B of *Applying Research in Reading Instruction for Adults* by Susan McShane
- To watch a demonstration of explicit systematic phonics instruction go to: <https://www.youtube.com/watch?v=TlbRLrZjRoY>
- To watch a demonstration of multisensory phonics instruction go to: <https://www.youtube.com/watch?v=kkniEVusyUk>

Systematic Phonics Instruction

A Sample Video- Alphabetics- Decoding

Part 1: Tutoring Using Synthetic Phonics

As you watch the video, think about these questions:

- What might be new information?
- What strikes you as interesting?
- What questions, if any, does the video raise for you?
- How might you use this type of video?

Practice-text Materials for Beginning Readers

- Have students read and re-read words on lists and flashcards.
- Use controlled-vocabulary texts for students to practice reading words in context.
- Compose simple texts for students yourself.
- Make a list of decodable words and ask students to create sentences and stories using them.
- Phonics-based textbook series and other packaged programs may provide structure and simplify decisions about content and sequence.

Meeting Immediate Needs

- Read material aloud to learner.
- Record material for independent study.
- Provide computer-based text readers.
- Read interesting, relevant stories, articles and real life materials in class.
- Teach high-frequency sight words to aid independent reading.
- Encourage collaborative learning with project-based instruction.

Fluency



What is Fluency?

The ability to read **smoothly** and with **expression**, at an adequate **rate**, **without making errors** in pronunciation.

Fluency

The Three Aspects of Fluent Reading

- Speed
- Accuracy in word identification
- Phrasing and expression (prosody)

Research Findings: Fluency

Why is it important?

- Fluency is required for comprehension. Accurate and efficient word identification allows the reader to pay attention to meaning.
- Fluent reading is comprehensible because it sounds like speech.

Who needs it?

- Most adult beginning readers and many others, especially those with reading problems.

Research Findings

- Fluency can be taught to adults.
- Teaching fluency increases overall reading achievement.
- Strategies for fluency instruction include **guided, repeated, oral readings** of text to improve accuracy, rate, and rhythm.
- Fluency instruction and improvement can be motivational.

Fluency Assessment

Mastery vs. Automaticity

- **Mastery:** the ability to perform a skill reliably without obvious deliberate effort but with some obvious conscious application of underlying skills needed to accomplish a task
- **Automaticity:** the ability to perform a skill with ease, accuracy and speed and without the conscious application of underlying skills needed to accomplish a task

Why Assess Fluency?

- We need to know if readers are having problems comprehending what they read because they read too slowly, make too many mistakes when they read or don't read with phrasing or expression which help convey the meaning of a text.

Assessing Oral Reading Rate

Why do we need to measure oral reading rate?

- It is a measure of word recognition automaticity.
- It is the first step in an informal assessment of fluency.

Assessing Oral Reading Rate

- **How do we measure reading rate?**

words per minute = number of words in
passage ÷ reading time (in seconds) x 60

Assessing Oral Reading Rate

Oral Reading Rate Formula Practice

“It was on a dreary night of November that I beheld the accomplishment of my toils. **With an anxiety that almost amounted to agony, I collected the instruments of life around me, that I might now infuse a spark of being into the lifeless thing that lay at my feet...**”

100 wpm; 200 wpm; 250 wpm; 300 wpm

Frankenstein

Diagnostic Assessments of Reading, (1992). Riverside: Itasca Oral Reading passage,
Level 8

Assessing Oral Reading Accuracy

Reading Accuracy

- Are words read correctly?

Assessing Oral Reading Accuracy

Scoring Oral Reading Accuracy

Real Errors

- Mispronunciations—count only *first time* the error is made
- Substitutions
- Insertions
- Omissions
- Supplied words

Assessing Oral Reading Accuracy

Scoring Oral Reading Accuracy

Not Real Errors

- Self-corrections
- Repetitions
- Errors in word endings: -ing, -ed, -s
- Pronunciation errors in proper nouns

Assessing Oral Reading Accuracy

A type of drawing of a person that we often see in newspapers is a caricature. A caricature portrays someone so that he or she can be recognized, but looks peculiar or funny. Usually the people who are drawn are famous politicians or public figures.

“Caricature”

Diagnostic Assessments of Reading, (1992).

Riverside: Itasca Oral Reading passage, Level 5

Assessing Oral Reading Accuracy

A type of drawing of a person that we often see in **a** newspapers is a caricatures. **1 real**

A caricatures **s** portrays someone so that he or she can be recognized **d**, but looked **ed** peculiar or funny. Usually the people who are drawn are (famous) **funny** politicians or public figures. **1 real**

“Caricature”

Diagnostic Assessments of Reading, (1992).

Riverside: Itasca Oral Reading passage, Level 5

Assessing Oral Reading Accuracy

One of the secrets of caricatures is to take part of the person's face which is in real life rather striking (a big nose, perhaps) and use that feature as the basis for the drawing. Very few of us have regular faces with everything of standard size, and perhaps if you look in the mirror, you will find something that is specially in you.

“Caricature”

Diagnostic Assessments of Reading, (1992). Riverside: Itasca Oral Reading passage, Level 5

Assessing Oral Reading Accuracy

One of the secret(s) of the caricatures is to take 1
part of (the) a person's face which is in real life rather 1
striking (a big nose, perhaps) and use (that) the 1
(feature) future as the basee(is) for the drawing. Very 2
few of us have regular face(s) (with) which everything 1
of standard size, and perhaps if you looked in the mirror,
you will find something that is specially in you. 1

Total real errors for the entire passage (both slides) 9

“Caricature”

Diagnostic Assessments of Reading, (1992). Riverside: Itasca Oral Reading passage, Level 5

Assessing Oral Reading Prosody

- **Reading Prosody**
- Does the reader chunk words into meaningful phrases bringing a rhythm to the text and some evidence of comprehension?

Assessing Oral Reading Prosody

- 3** Smooth reading, with pauses occurring at appropriate points and few (if any) repetitions
- 2** Fairly steady reading, but with pauses occurring sometimes within phrases and/or some repetitions
- 1** Uneven/choppy reading, with frequent repetitions and/or lapses in phrasing and/or sounding out of words
- 0** Labored, word-by-word reading, with continual repetitions, frequent stopping, and/or sounding out of words

Assessing Oral Reading Prosody

We don't know when or where it started– the fusion of African and European elements that made possible the uniquely American music called jazz. We don't even know where the strange four-letter word itself really came from. Its etymology is as obscure as the origins of the music.

"Jazz" in Diagnostic Assessments of Reading, (1992). Riverside: Itasca Oral Reading passage

Assessing Oral Reading Prosody

- How many people think I was a 1?
- How many people think I was a 2?
- How many people think I was a 3?

This is a good strategy, but it **requires training** to ensure **uniform scores** from different assessors. Assessors must be **consistent**.

What Kind of Instruction Is Most Effective?

- Use **guided, repeated, oral reading** techniques to build reading fluency.
- For good descriptions of the seven types of guided, repeated, oral reading techniques, see pages 52-53 of *Applying Research to Reading Instruction for Adults* by Susan McShane.

Guided, Repeated Oral Reading Techniques

- Reading to the teacher or tutor
- **Echo reading**
- **Dyad (duet) and choral reading**
- Paired or partner reading
- Tape-assisted reading
- Performance reading
- Cross-generational reading

Guided, Repeated, Oral Reading Techniques

Watch an Access to Learning video of a tutor working with a student using the guided, repeated, oral reading strategy

- **Dyad/ duet reading**

https://www.youtube.com/watch?v=aANRq5e3Ps&index=3&list=PLZfx1RWm8nvhSaic5cEi15cVHuYA_8GXd

Guided, Repeated, Oral Reading Practice

- Echo reading: Time Machine passage **(prosody)**
- Dyad/duet reading: Huckleberry Finn passage **(speed)**

Be sure to practice each passage **3 times**.

Once is not enough!

You have 10 minutes total for this.

Another Approach

- If word identification is part of the fluency problem, phonics instruction and sight-word practice may make a difference.

Other Issues in Fluency Development

- Appropriate difficulty level of materials
 - Easier text for speed and phrasing
 - More difficult text for accuracy (decoding practice)
- Audiotapes or CDs
- Teacher guidance
 - Limit interruptions
- Silent reading (before oral)

An Online Fluency Resource

- “Reading Skills for Today’s Adults”
 - An online collection of stories and articles for reading practice across a wide range of readability levels
 - Oral readings users may access for each selection (readings at three different speeds)
 - A timer that users may download to time their own readings
 - A downloadable chart students may use to record their timed readings

readingskills4today.com

Vocabulary



What is Vocabulary?

- Knowledge of word meanings
- The words we understand
- Background knowledge

Developing vocabulary isn't just about learning the meaning of isolated words.

It's also about the bigger concepts and bodies of knowledge to which words relate and refer.

Research Findings: Vocabulary

Why is it important?

- For beginners, oral vocabulary (knowledge of word meanings) is the basis for meaningful reading.
- Readers can't understand a writer's message unless they understand most of the words, so they must learn new word meanings to become better readers.

Who needs it?

- Non-native speakers (ELL students)
- Many intermediate and higher-level readers

Vocabulary Assessment: Edgar Dale's Degrees of Knowing Word Meanings

1. I never saw or heard the word before.
2. I know there is such a word but I don't know what it means.
3. I've heard it and seen it. I know what it has to do with but I can't tell you what it means specifically.
4. I know what it means, I'll recognize it whenever I see it or hear it, I can use it.

Dale, E. (1976.) The living word vocabulary. Elgin, IL: Dome Press.

What Kind of Instruction Is Most Effective?

Direct Approach

- Pre-teach unfamiliar words in instructional text.
- Ensure multiple exposures to words by teaching useful, “real-life” words and words learners will encounter in subject-matter texts they are studying.

What Kind of Instruction Is Most Effective?(continued)

- Engage learners in using and working with the words in several ways.
- Teach word-learning strategies like structural analysis, using context clues, and using a dictionary.

Indirect Approach

- Encourage wide reading of level-appropriate materials in varied subject-matter areas.

In Text—Which Words to Pre-teach?

Teach those words that

- Are important for comprehension of text
- Are not well defined by context
- Are unfamiliar or especially difficult
- Allow opportunities to apply/reinforce word-learning strategies previously taught

In General—Other Words and Word-learning Strategies to Teach

Useful Words

- Signal words
- Idioms
- Words in the news
- Subject-matter words (e.g., science and social studies)
- Roots, prefixes, and suffixes

In General—Other Words and Word-learning Strategies to Teach

Difficult Words

- Homophones

words that sound the same but have different spellings and meanings-aloud and allowed, board and bored, cell and sell, brake and break

- Homographs

words that look the same but have different meanings-bear (animal), bear (support or carry), and bear (tolerate), or content (what's inside) and content (satisfied)

In General—Other Words and Word-learning Strategies to Teach

Difficult Words

- Types of context clues:
 - Restatement
 - Definition
 - Synonym
 - Antonym

Choosing Words to Teach: Another Approach

Consider how useful they are—how frequently a reader will encounter them.

Three “tiers” of words have been identified by Isabel Beck (2002).

Beck, I., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.

Three Tiers of Words

Tier One: The most basic words that rarely require instruction (*car, sad, man*)

Tier Two: High-frequency words for mature language users (*coincidence, insistent, reluctant*)

Tier Three: Low-frequency words, often limited to specific domains (*isotope, entomologist, lathe*)

Tier Two Words Activity

- Step One: Assemble in pairs.
- Step Two: Using the text titled *Prohibition* in your handout, identify Tier Two words and terms/phrases in this selection that should be taught to adult students.

Questions to Ask in Planning:

- Does this word have wide potential for use?
- Will students often encounter it in print?
- Is it limited to a specific context?
- Is it a strongly expressive word?

Comprehension



Comprehension

Reading comprehension has been defined as “the process of simultaneously **extracting** and **constructing** meaning through **interaction** and **involvement** with written language.”

(Rand Reading Study Group, 2002)

Why is Comprehension Important?

- Many readers don't know they're not "getting it" or they just pretend to understand. They don't always "demand that it makes sense".
- They might not know what they're missing or notice inconsistencies.
- Many are unaware of the kind of active processing good readers do.
- They don't know what's causing the "comprehension breakdowns".

Who needs comprehension strategy instruction?

Most (maybe all) learners in ABEL and family literacy classrooms can benefit from **comprehension strategy instruction.**

Jabberwocky

Tw'as brillig and the slithy toves

Did gyre and gimble in the wabe.

All mimsy were the borogoves

And the mome roths outgrabe.

Lewis Carroll, Through the Looking Glass

Comprehension Questions

1. What was slithy?
2. What did the toves do?
3. Describe the borogoves.
4. What did the mome raths do?

Little Jack Horner

Little Jack Horner sat in the corner
eating his Christmas pie.

He put in his thumb
and pulled out a plum
and said, “What a good boy am I!”

Comprehension Questions

1. Jack Horner was little.
2. Jack was sitting in the corner while he was eating.
3. Jack was sitting in a chair.
4. Jack was eating a plum pie.
5. Jack is a good boy.

Questions to Ask

What's behind the comprehension problem?

- **Print skills?**
 - Word-reading difficulty?
 - Limited decoding skills?
- **Fluency problem?**
 - Slow/inaccurate word identification?
 - Lack of phrasing or expression?
- **Meaning skills?**
 - Limited vocabulary?
 - Limited background knowledge?
 - Few comprehension strategies?
- **Or both:** Limited print and meaning skills?

Comprehension Assessment

- How do you know if your learners are or aren't "getting it?"
- What are some ways (other than tests and textbook questions) that your learners can demonstrate their comprehension?

Comprehension Strategy Instruction

For good readers procedural strategies for understanding are **automatic**. We do them without thinking.

But poor readers need to be **explicitly taught** the **reading strategies** that good readers use.

Teach reading strategies for **before**, **during** and **after** reading

- Using titles, headlines, pictures
- Thinking about what you already know
- Making predictions
- Skimming, scanning
- Using context clues
- Re-reading
- Posing and answering questions

Comprehension Strategy Instruction (ARRIA)

Research-based Strategies

- Comprehension monitoring or Think Aloud (p. 80–82)
- Graphic organizers (p. 83–87)
- Story structure (p. 88)
- Question answering (p. 89–91)

Comprehension Strategy Instruction (ARRIA) Continued

Research-based Strategies (continued)

- Question generating (p. 92)
- Summarization (p. 93–96)
- Multiple-strategies instruction (p. 97)
- Cooperative learning (instructional approach) (p. 98)

Video Demonstration Comprehension Strategy Instruction

Watch instructor Meg Schofield teach comprehension strategies to two adult students in Richmond, California.

<https://youtu.be/hbrky4PpQGA>

Comprehension Monitoring

Think Aloud: A Teacher and Reader Strategy

What might you demonstrate for learners?

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

Migration/Movement of Peoples

*When did people first **migrate** to the **Western Hemisphere**?*

From Europe's discovery of the American "Indian" at the end of the fifteenth century to the present, the questions of who the native American populations are and how they came to the Western Hemisphere have intrigued scholars, clergymen, and laymen.

Early theories (put forth primarily by clergymen and not long after Columbus arrived in the Americas in 1492) posited that the New World's indigenous people were descended from the ten lost tribes of Israel, or that the Indians' ancestors were Welshmen, or even that the natives came from the fabled lost continents of Atlantis and Mu.

Nelson, R. (1999). Exploration & Migration. In *The Handy History Answer Book* (p. 69).

Canton, MI: Visible Ink Press

Think Aloud Pair Practice

- Find a partner.
- Select a text to read (either Prohibition or Eating for Healthy Heart).
- Plan a think-aloud demonstration.
- Demonstrate your think aloud to your partner.
- Provide feedback to your partner on the think-aloud.

You have 10 minutes for this exercise.

Suggestions for Strategy Instruction

- Start with only one or two that are broadly applicable.
- For introduction, choose materials with familiar words and subject matter (unless the strategy involves word identification or using context clues).
- Be explicit about **when** as well as **how** to use it.
- Model strategy use and give lots of practice, reading text aloud so weaker readers can participate.
- Review strategies often.

Working with Beginners

- Teach one strategy at a time.
- Stop more frequently.
- Use materials at appropriate level.

Access to Learning Videos (Web-based)

- These videos feature tutor-learner pairs demonstrating evidence-based reading strategies. You can watch them to learn more about reading research and to pick up tutoring strategies to try with your own students.

<http://www.tinyurl.com/literacytutoring>

Questions, Comments and Answers

- What questions or comments do you have?

Thank You!

Thank You!