

ABE: Unpacking the TABE 11/12 Standards for Highly Engaging Reading Instruction

Resources for the **Adult Education Practitioner**



Webinar Handbook (November, 2019)

Institute for the Professional Development of Adult Educators

RESOURCES FOR THE ADULT EDUCATION PRACTITIONER

ABE: Unpacking the TABE 11/12 Standards for Highly Engaging Reading Instruction

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Guiding Questions

Think about the following guiding questions as you participate in today's session. Write down your thoughts and be prepared to share your ideas.

Slide(s)	Guiding Questions	My Thoughts
4	Think about what you want to take-away from this session.	
10	Define the term "phonics."	
11	What is decoding in reading?	
12	What is word analysis?	
14-16	What is the difference between figurative and literal language?	
25	Define alliteration and provide examples of this type of figurative language.	
31-38	How can you integrate the reading matrices and activities into your classroom?	
40	Share the one thing that you found most useful from this session.	

Points to Ponder Checklist

Points to Ponder	Pre-Presentation Instructional Perspectives 1. I know all of these strategies. 2. I know most of the effective strategies. 3. I am interested in learning more. 4. I am new to ABE and could use the additional support.	Post Webinar Reflections What would you do differently when teaching as result of this presentation?
How are adult learners in my class currently mastering new vocabulary words?		
As an instructor, am I supporting the adult learner in learning new vocabulary words to improve reading skills?		
How are the adult learners in the class currently being assessed for skill mastery on new vocabulary covered?		
After instructing on new vocabulary skills, am I making a concerted effort to ensure that new vocabulary is learned?		
As an instructor, am I charting a path to reading success through my vocabulary lessons?		

Phonemic Awareness vs. Phonics

Phonics	Phonemic Awareness
Segmentation and blending sounds ability is required	Hears the sounds of the words (e.g., similar to a friend that is a good listener)
Connects the sounds (the long e sound makes a specific sound)	The ability to rearrange sounds and create new words
Sound mastery of the alphabet is necessary	No mastery of the alphabet is needed to start learning the sounds the letters make

Phonemic Awareness is the foundational level of spoken language. There are forty-one phonemes. Phonemes are combined to create syllables in words.



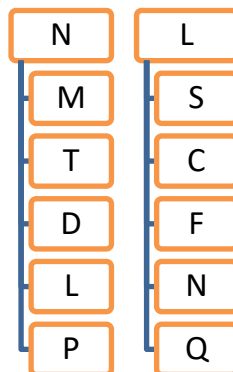
Early Language Learner (ELL)

The Early Language Learner may have an added layer of learning challenges because seventy-seven percent of the learner's native language may not have some **phonemes** found in the English language. This makes it difficult for the learner to learn how to pronounce sounds correctly.

Phonics

Learning phonics has much to do with understanding and knowing the consistent relationships between letters and sounds. When providing instruction in reading, be open to radical approaches to teaching and instruction.

The letters that are most similar to that of the English language are as follows:



Parts of Speech Vocabulary for Reading



Noun a word (other than a pronoun) used to identify any of a class of people, places, or things (*common noun*) or to name a particular one of these (*proper noun*).

Adjective a word or phrase naming an attribute, added to or grammatically related to a noun to modify or describe it.

Verb a word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence, such as:
hear, become, happen.

Conjunction a word used to connect clauses or sentences or to coordinate words in the same clause
(e.g., *and, but, if*).

Preposition a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause, such as: "The man is *on* the platform." "She arrived *after* dinner," "What did you do it *for*?"

Article is a word used to modify a noun, which is a person, place, object, or idea

Interjection an abrupt remark, made especially as an aside or interruption.

Adverb used to describe a verb, adjective, clause, or another **adverb**

Pronoun is a word that replaces a **noun** in a sentence

Early Language Learners (ELL)



When introducing the parts of speech to Early Language Learners, the instructor may want to have the learner use highlighters, label pictures, and play games that reinforce learning and retention.

Decoding Unknown Vocabulary Words

Effective Strategies for Unknown Vocabulary Words	
1. Ask the question: What would make sense in the sentence if you knew the word?	2. Go back to the beginning of the sentence and start again. (*If the adult learner is struggling to complete the sentence in question be sure to encourage, remind, and encourage again.)
3. Ask the question: When you read _____, does that make sense to you?	4. Skip over the word and continue reading until the end of the sentence. (*The adult learner may become frustrated and embarrassed. Empathize and remind the learner that you, as the instructor, learn new words every day.)
5. Look at the picture to help you read the word (*this strategy can help an adult learner activate prior knowledge to support him or her in learning new vocabulary words).	6. Ask the question: Do you see a part of the word (word chunk) that you already know?
7. Think about what is happening in the story right now. (* Adult learners may find that they are able to empathize with a character is the question regarding their perspective is asked)	8. Ask the question: Can you break the word into syllables?

Instructional Vitamin: *The above table is a great resource tool to have when conducting a reading pull out or push in session with learners.

Word Analysis for Reading

A word analysis, also known as a **word study**, is when students engage in fracturing words into their smallest units of meaning.

Morphemes

A morpheme is a meaningful linguistic unit that consists of a word, such as *cat*, or a word element, such as the *-s* at the end of *cats*. A morpheme cannot be divided into smaller meaningful parts.

What qualifies as a Morpheme?

- A word or word part that has meaning
- It cannot be split into a smaller meaningful sub-part without changing its meaning
- It is able to maintain its meaning no matter the verbal environment

Free Morphemes can stand alone with a definite meaning	Bound Morphemes cannot stand alone with meaning
book	play
and	occasion
little	cheap
lagoon	bright
pick	cranberry
dog	able
tooth	rude
eye	regular
but	treat

Effective Strategies for Instruction on Word Analysis for Reading

- Be clear when modeling
- Role Play
- Be Creative with the word choice
- Personalize the “why” of learning the new vocabulary words
- Visuals Images
- Introduce the spelling patterns

Early Language Learner (ELL)



When introducing word analysis to Early Language Learners, the instructor may want to use pre-teaching vocabulary strategies (e.g., role-plays; charades; pointing to pictures, having the learner say the same word in their native language) to spark interest, as well as labeling pictures and playing games that reinforce learning and retention.

Figurative Language

Describes something as a comparison to something else. There are more than twenty-one types of literary devices and techniques. Examples of variation forms include:

1. Understate or emphasize
2. Relationship
3. Figures of sound
4. Verbal sounds



Alliteration

The occurrence of the same letter or sound at the beginning of adjacent or closely connected words.

Hyperbole

A technique where exaggeration is used to create a strong effect.

Metaphor

A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.

Personification

The attribution of personal, nature, or human characteristics to something nonhuman or the representation of an abstract quality in human form.

Simile

A figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid.

Idioms

A group of words established by usage as having a meaning not deducible from those of the individual words.

Onomatopoeia

The formation of a word from a sound associated with what is named.

Oxymoron

A figure of speech in which apparently contradictory terms appear in conjunction.

Allusion

A brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary or political significance. It does not describe in detail the person or thing to which it refers.



Early Language Learner (ELL)

Figurative language may be especially tricky for Early Language Learners as they may still be grappling with the Literal English language. The instructor is encouraged to use the following strategies:

- Illustrations drawn by the learner
- Real-world examples
- Simple sentence sorting examples, such as:
 1. I am as tired as a dog.
- Task Cards

Reading Fluency and Oral Reading Skills

Guided Oral Reading is an instructional strategy used to support the foundational reader with becoming more comfortable with oral reading. The instructor will generally model oral reading from a mentor sentence or text. This allows the learner to reread the text typically with expression.

Reading Fluency or **Oral Reading** is the ability to read a text accurately with voice and tone variation. Fluency is divided into three levels; those levels are as follows:

- **Independent Level** – The learner reads at 95% proficiency.
- **Instructional Level** – The learner has some challenge, but is able to read with 90% proficiency.
- **Frustration Level** – The learner has difficulty with reading the text and reads at less than 90% proficiency.

Early Language Learners (ELL)



Reading fluency may have an added challenge to the understanding of how the text should be read for the Early Language Learner. A recommendation would be to have the learner participate in listening (fluent reading) activities, as well as reading shorter excerpts of a text.

Activity 1

Thanks-in-My-Basket

Objectives:

1. Students will learn how to make a paper basket.
2. Students will improve phonemic awareness, spelling, and decoding skills.



Materials needed to complete the activity

- 18 x 24 Construction Paper
- Glue Sticks
- Stapler
- Confetti Paper
- Glitter (Brown, Gold, Orange)
- Sharpie Marker
- Scissors
- Colored Pencils (may be used)
- Vocabulary Word List



Instructions to Complete Activity 1:

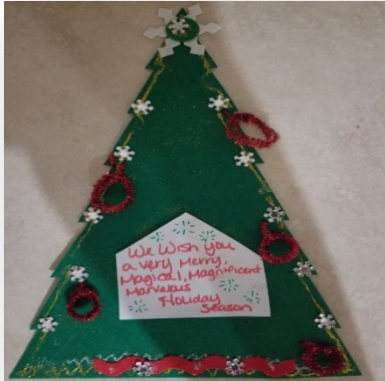
1. Divide the class into learner groups of 2-4 people
2. Distribute the construction paper
3. Review the instructions with the learners
4. Set up a materials' station for all other materials to be picked up
5. Have the learner groups complete their baskets with full of thanks
6. Extension Activity: Encourage the math instructor to include the activity their lesson plan.
7. Family Literacy: Encourage learners to go home and complete the activity with their families

Activity 2

Alliterate-My-Holiday Card

Objectives:

1. Students will learn how to make an Alliterate-My-Holiday Card.
2. Students will improve phonemic awareness, spelling, and decoding skills.



Materials needed to complete this activity

- Colored Wire
- Glue Sticks
- Glitter Glue
- 18 x 24 White Construction Paper
- Colored Pencils
- Vocabulary Word List (Figurative Language Bonus word: **Alliteration**)
- Stickers Auto Collants
- Felt Ornament Kits



Instructions to Complete Activity 2:

1. Divide the class into learner groups of 2-4 people
2. Distribute the felt ornament kits
3. Review the instructions with the learners
4. Set up a materials' station for all other materials to be picked up
5. Have the learner groups complete their baskets with full of thanks
6. Extension Activity: Encourage the math instructor to include the activity their lesson plan.
7. Family Literacy: Encourage learners to go home and complete the activity with their families

Website Citations

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A World of Language Learners

<https://www.aworldoflanguagelearners.com/figurative-language/>

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<https://mesewcrazy.com/2016/03/how-to-make-a-paper-basket.html>

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