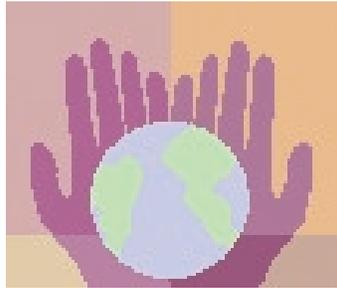


# **Teaching Reading to Adult English Language Learners**

## **A Reading Instruction Staff Development Program**

Prepared by the Center for Applied Linguistics  
For the Adult ESOL Program, Office of Adult and Community Education  
Fairfax County Public Schools

June 2005



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## **A Reading Instruction Staff Development Program**

**Facilitator Guide**

Prepared by the Center for Applied Linguistics  
For the Adult ESOL Program, Office of Adult and Community Education  
Fairfax County Public Schools  
June 2005

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## Preface

*Teaching Reading to Adult English Language Learners: A Reading Instruction Staff Development Program* was developed with a federal English Literacy and Civics Education grant from the Office of Adult Education and Literacy of the Virginia Department of Education. The purpose of this project was to develop and field-test a series of staff development workshops to support instructors of adult English language learners in constructing an understanding of the foundations of reading in a second language and appropriate reading instruction for adult second language learners. Such an understanding is necessary to implement adult ESOL (English for Speakers of Other Languages) content standards and to prepare learners for reading assessments. A companion project for reading instructors of adult native English speakers, *Introduction to Research-Based Adult Reading Instruction*, was completed in 2004.

The objective of the current grant was to create a staff development program that trainers in local programs or from the Virginia Adult Learning Resource Center could implement with small groups of adult ESOL practitioners, either those who had identified improving reading instruction as a need or desire or those who were new to adult ESOL. This workshop series is based on a review of the research literature on reading development among adult English language learners in the United States (Burt, Peyton, & Adams, 2003). The workshops can be tailored for instructors of low-level learners, advanced learners, and mixed levels of learners.

The Fairfax County Public Schools Adult ESOL Program and the Center for Applied Linguistics (CAL) worked together to develop the workshops. The initial concepts were conceived by the adult ESOL coordinator and the then adult ESOL specialist of Fairfax County Public Schools. CAL prepared the *Facilitator Guide* and *Participant Handouts*. A team comprised of the Fairfax County adult ESOL coordinator and three literacy specialists from CAL created and piloted the workshops with Fairfax County adult ESOL teachers in fall 2004 and spring 2005. CAL staff revised the training materials based on the pilot trainings and completed the materials in June 2005.

Reading in a second language is different from reading in a native language. We hope these workshops will enable instructors of adult English language learners to develop their reading lesson plans based on current research on reading and second language acquisition.

### **Program Design**

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### **Literacy Specialists and Workshop Facilitators**

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## Overview of the Training

### Purpose

The purpose of this training is to acquaint participants with the fundamental knowledge and skills required to teach reading effectively to adult nonnative speakers of English. The content is based on research on the reading process in general, on the process of learning to read as an adult, and on learning to read in another language. The training is designed to be delivered by ESL instructional specialists at the local level or by trainers from the Virginia Adult Learning Resource Center, most typically in workshop settings with a practicum component; that is, between workshop sessions, participants apply what they have learned in the previous sessions to their own classroom instruction.

### Organization

The first content session is 6 hours, not including lunch. The three subsequent sessions are each 3 hours. They may be spaced from 1 to 5 weeks apart, with the expectation that participants will try out their developing knowledge and skills in their own classrooms between sessions. The training is flexible to allow for participants to divide into smaller groups for practice and presentation activities. Instructions for dividing participants into groups are included in the *Facilitator Guide*.

### Expected Outcomes

As a result of this training, participants will increase their skills in developing coherent, comprehensive, and appropriate reading lessons based on promising practices.

#### Objectives for Session 1

##### *Introduction to Teaching Reading*

- Identify types of native language literacy
- Describe the effects of various types of native language literacy on learning a new language
- Identify models of reading
- Create activities that foster vocabulary development at a variety of language levels
- Describe the knowledge and skills important to the reading process

#### Objectives for Session 2

##### *Selecting Appropriate Texts and Developing a Good Reading Lesson*

- Select appropriate materials for specific student levels
- Identify elements of a good reading lesson
- Create reading activities

#### Objectives for Session 3

##### *Focus on Pre-Reading*

- Identify activities for pre-reading
- Develop pre-reading activities for specific reading texts

#### Objectives for Session 4

##### *Putting a Reading Lesson Together*

- Identify during-reading and post-reading activities
- Develop a coherent, comprehensive, and appropriate reading lesson that develops each of the four skills important to reading

### Materials

The training materials for the four workshop sessions include *Participant Handouts*, a *Facilitator Guide*, and *Facilitator Notes* (an annotated version of the *Participant Handouts*).

## Key Sources

This workshop series draws primarily from the following sources:

- Burt, M. (2003). *Issues in improving immigrant workers' English language skills*. Washington, DC: Center for Applied Linguistics. Retrieved June 30, 2005, from [www.cal.org/caela/digests/Workplaceissues.htm](http://www.cal.org/caela/digests/Workplaceissues.htm)
- Burt, M., Peyton, J., & Adams, R. (2003). *Reading and adult English language learners: A review of the research*. Washington, DC: Center for Applied Linguistics.
- Burt, M., Peyton, J., & Van Duzer, C. (2005). *How should adult ESL reading instruction differ from ABE reading instruction?* Washington, DC: Center for Applied Linguistics. Retrieved June 30, 2005, from [www.cal.org/caela/briefs/readingdif.html](http://www.cal.org/caela/briefs/readingdif.html)
- Eskey, D. (2005). Reading in a second language. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 563-580). Mahwah, NJ: Erlbaum.
- Florez, M. C., & Burt, M. (2001). *Beginning to work with adult English language learners: Some considerations*. Washington, DC: Center for Applied Linguistics. Retrieved June 30, 2005, from [www.cal.org/caela/digests/beginQA.htm](http://www.cal.org/caela/digests/beginQA.htm)
- Folse, K. (2004). *Vocabulary myths*. Ann Arbor: University of Michigan Press.
- Grabe, W., & Stoller, F. L. (2002). *Teaching and researching reading*. Harlow, England: Pearson Education.
- Hadley, A. O. (1993). *Teaching language in context*. Boston: Heinle & Heinle.
- Hood, S., Burns, A., & Solomon, N. (1995). *Focus on reading*. Sydney, Australia: Macquarie University.
- Kruidener, J. (2002). *Research-based principles for adult basic education reading instruction*. Washington, DC: The Partnership for Reading, National Institute for Literacy. Retrieved June 30, 2005, from [www.nifl.gov/partnershipforreading/publications/html/adult\\_ed/adult\\_ed\\_1.html](http://www.nifl.gov/partnershipforreading/publications/html/adult_ed/adult_ed_1.html)
- Nation, I. M. P. (2005). Teaching and learning vocabulary. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 581-595). Mahwah, NJ: Erlbaum.
- Rivers, W. M. (1981). *Teaching foreign language skills* (2nd ed.). Chicago: University of Chicago Press.
- Weddel, K., & Van Duzer, C. (1997). *Needs assessment for adult ESL learners*. Washington, DC: Center for Applied Linguistics. Retrieved June 30, 2005, from [www.cal.org/caela/digests/Needas.htm](http://www.cal.org/caela/digests/Needas.htm)

## Proposed Training Schedule at a Glance

### Session 1

9:00-9:45	Introduction and Warm-Up
9:45-10:20	Factors Affecting Language and Literacy Development
10:20-10:30	Break
10:30-12:00	Techniques for Developing Vocabulary
12:00-12:30	Lunch
12:30-2:00	Techniques for Developing Vocabulary (cont'd)
2:00-2:15	Break
2:15-3:15	Understanding the Reading Process
3:15-3:30	Assignment and Session Evaluation

### Session 2

6:00-6:15	Introduction and Warm-Up
6:15-6:40	Report on Interim Activities and Review of Reading Skills
6:40-6:55	Selection of Reading Materials
6:55-7:05	Break
7:05-7:35	Demonstration of a Good Reading Lesson
7:35-7:55	Preparation of Reading Activities
7:55-8:55	Presentation and Critique of Activities
8:55-9:10	Assignment and Session Evaluation

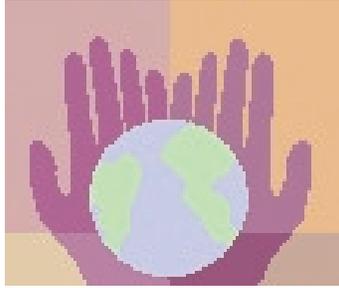
### Session 3

9:00-9:20	Introduction and Warm-Up
9:20-9:50	Report on Interim Activities and Review of Reading Skills
9:50-10:20	Demonstration of Pre-reading Activities
10:20-10:30	Break
10:30-10:50	Preparation of Activities
10:50-11:40	Presentation and Critique of Activities
11:40-12:00	Assignment and Session Evaluation

### Session 4

9:00-9:20	Introduction and Warm-Up
9:20-9:35	Report on Interim Activities and Review of Reading Lesson Components
9:35-10:05	Demonstration of During-Reading and Post-Reading Activities
10:05-10:15	Break
10:15-10:45	Preparation of Activities
10:45-11:45	Presentation and Critique of Activities
11:45-12:00	Wrap-Up and Workshop Series Evaluation





## **Session 1**

# **Introduction to Teaching Reading**



## Session 1 at a Glance

Total time = 5.75 hours (excluding breaks)

<b>Activity</b>	<b>Time</b>	<b>Handouts</b>	<b>Other materials</b>
Introduction and Warm-Up	45 minutes	What do you think about reading? Overview Objectives and Agenda	Flip chart paper, some cut into strips; tape  Agenda on flip chart paper to post
Factors Affecting Language and Literacy Development	30-40 minutes	<i>Reading and Adult English Language Learners: A Review of the Research</i> Questions for Section 1	
Techniques for Developing Vocabulary	3 hours	Early Production Using the Dictionary Negative Prefixes Using Suffixes Running Word List Activities	
Understanding the Reading Process	1 hour	Features of Reading <i>Reading and Adult English Language Learners: A Review of the Research</i> Questions for Section 2	
Assignment and Session Evaluation	15 minutes	<i>How Should Adult ESL Reading Instruction Differ From ABE Reading Instruction?</i> Session 1: Assignment Session 1: Evaluation	



## Session 1

### I. Introduction and Warm-Up

**Purpose:**

- To get to know one another
- To learn the goals and agenda of the workshop

**Time:**

- 45 minutes

**Process****Materials**

Introductions (10 minutes)

1. Introduce yourself. Give your name, place of employment, brief summary of ESL and reading teaching experience. (2 minutes)

Have the participants introduce themselves to the whole group giving their names, the program/site where they teach, and the level of learners they teach. (no more than 8 minutes)

2. Quick Needs Assessment (5 minutes)

Ask participants to raise their hands in response to questions about their experience in ESL, their position, and the type of program they work in.

Experience:

Who has less than 1 year of experience in adult ESL instruction? Who has from 1 to 5 years experience? Who has more than 5 years experience?

Position:

Who is a teacher? Who is an administrator? Who is both a teacher and an administrator? Other?

Type of Program:

Who works in a general ESL program? Who works in a family literacy program? Who works in a workplace program? Who works in an English literacy/civics program? Who works in another type of program?

3. Warm-Up Activity: What do you think about reading? (15 minutes)

On the handout, have the participants mark the scale for where they stand on each question. Then have them discuss their answers with a partner. Go over each question using the Facilitator Notes as a guide.

4. Overview of Workshop Series and Expectations (15 minutes)

Expectations: On strips of flip chart paper, have participants write an expectation for what they hope to take away with them from this series of workshops. Tape their strips to a sheet of flip chart paper. Discuss any recurring themes and relate the expectations to the objectives and agendas of the workshop sessions. Save the flip chart sheet to post at each session.

Overview of sessions: Guide the participants through the workshop materials (Participant Handouts). Point out the overview sheet. Read the objectives and agenda for each session. Go over today's objectives and agenda. Have the agenda posted for reference throughout the workshop.

Objectives:

- Identify types of native language literacy
- Describe the effects of various types of native language literacy on learning a new language
- Identify models of reading
- Create activities that foster vocabulary development at a variety of language levels
- Describe the knowledge and skills important to the reading process

Agenda:

- I. Introduction and Warm-Up
- II. Factors Affecting Language and Literacy Development
- III. Techniques for Developing Vocabulary
- IV. Understanding the Reading Process
- V. Assignment and Session Evaluation

Participant Handouts and Facilitator Notes: What Do You Think About Reading?

Flip chart, strips of flip chart paper, tape

Participant Handouts: Workshop Series Overview

Participant Handouts: Session 1 Objectives and Agenda

Agenda (post on flip chart)

## Session 1

### II. Factors Affecting Language and Literacy Development

**Purpose:**

- To identify types of native language literacy
- To describe the effects of various types of language literacy on learning a new language
- To identify models of reading

**Time:**

- 30-40 minutes

**Process**

1. Have the participants complete the cooperative reading activity from *Reading and Adult English Language Learners: A Review of the Research* (Section 1).
  - a. Explain that part of the workshop is framed around this document, which synthesizes what is known about how adult English language learners learn to read in English, what types of activities facilitate the process, and what research still needs to be done. The paper is based on a review of the research literature on reading development among adult English language learners. There is not a lot out there, but this review of the research offers valuable insight and is supported by second language acquisition research.
  - b. Set up the cooperative reading activity using the questions for Section 1.
    - Have the participants work in groups of 4 or 5. Have each person in the group responsible for certain questions.
    - Have participants read silently and answer assigned questions, then share their answers with their group.
    - The facilitator circulates so that after group discussions he or she can highlight issues discussed.

**Materials**

- Publication: *Reading and Adult English Language Learners: A Review of the Research* (in pocket of Participant Handouts and Facilitator Guide)
- Participant Handouts and Facilitator Notes: Questions on Section 1– Factors influencing adult literacy development in English

## Session 1

### III. Techniques for Developing Vocabulary

**Purpose:**

- To create activities that foster vocabulary development at a variety of language levels

**Time:**

- 3 hours

**Process**

1. Explain that a major difference between native speakers learning to read and nonnative speakers learning to read in English is the amount of vocabulary each has when approaching reading. Reading materials for ESL speakers often take this into account. Reading authentic materials is another matter. Second language (L2) learners need opportunities to increase their vocabulary. First language (L1) learners most often learn new vocabulary from context, but this is not usually the case with L2 learners.
2. Present Early Production activities for beginning levels (1.5 hours). The following resources may be consulted to prepare the presentation:  

Krashen, S., & Terrill, T. (2000). *The natural approach: Language acquisition in the classroom*. Essex, England: Pearson Education (Longman).

McMullen, M., & Savage, K. (1992). *Teacher training through video: Early production*. White Plains, NY: Longman.

Both resources are available through Pearson Longman at [www.longmanusa.com](http://www.longmanusa.com)

  - a. Give brief background information on Early Production including the following information:  
It is based on the Natural Approach—an approach to teaching second and foreign languages based on second language acquisition theory—i.e., language acquisition occurs by understanding messages; language production emerges in

**Materials**

stages; the syllabus is organized by topic and not grammar; the classroom environment is conducive to learning (i.e., friendly, low-anxiety level).

Stages of acquisition for beginners include

- Pre-speech (listening comprehension): silent period, students listen, demonstrate comprehension non-verbally
- Early production: students listen and demonstrate comprehension through one- or two-word responses
- Speech emergence: students begin to produce sentences

b. Do a demonstration of learning through Early Production

Present a 10-minute immersion activity, teaching five words of a foreign language to a group of five participants. Ask “students” and observers what was particularly effective about the technique.

c. Have the participants discuss and practice the two stages just demonstrated.

d. Have participants complete the Early Production worksheet:

**Comprehensible input** provides visual and/or verbal cues to help learn vocabulary.

- Discuss how comprehensible input was presented in the immersion demonstration. (Visuals, My \_\_\_ hurts.)
- Brainstorm ways to present comprehensible input for other topics such as jobs, furniture, food.

**Early production** provides additional comprehension practice and produces one- or two-word responses to simple questions.

- With flashcards, have small groups practice elicitation techniques with each other, teaching in a foreign language if possible.

☐ Participant Handouts and Facilitator Notes: Early Production

3. Present strategies and activities for higher level learners. (1 hour)

a. Using word lists

- Tell participants the following:

Keep a running list of vocabulary items posted in the class. On flip chart paper, write words that are new to most of the learners. These can be words from instructional materials, class discussions, or outside the classroom (i.e., words that learners have heard at home, at work, or in the community and bring to the class to learn the meaning).

Have the learners keep their own vocabulary notebooks where they write the words and their definitions and strategies that help them remember the words (e.g., translation in their native language, drawing, use in a sentence).

- Demonstrate for participants:

On flip chart paper, have 10 foreign words written. Give the definitions to the participants orally. Talk about the importance of retrieval in learning new words—repeated exposure in different ways.

Explain that in every class period, they should review several of the words in a different way so that the learners have lots of exposure to them. Tell the participants that you will continue to do this throughout this section of the workshop.

Go on to the next vocabulary activities. As you finish each activity, go back to the list and ask about the following:

First time: Which word means \_\_\_\_\_?

Second time: Which are *numbers/something to eat/another property*?

Third time: Which could you use to describe something else? What would it describe?

Fourth time: Which words are easy to remember? Why? Which are harder? Why?

↗ Note: A reminder to do a running word list will be given after each of the following vocabulary activities.

## b. Using dictionaries

- Discuss with the participants their experiences with students using dictionaries to learn the meaning of words. What kinds of dictionaries do their students use (e.g., bilingual, learner, monolingual English)? What kinds of activities have the teachers used with dictionaries? What have their successes been? Challenges?
- Tell the participants the following: Using dictionaries to learn the meaning of new words is an important strategy. Many students, even those with intermediate and advanced English skills, have difficulty using an English-only dictionary. Many words have more than one meaning, and students may not know which definition is the correct one. They also may not understand the abbreviations for *noun*, *verb*, *adjective*, and *adverb*, which are included in a dictionary entry. To get students acquainted with using the dictionary, the teacher might do the following activities:

Ask participants to turn to the Using the Dictionary worksheet in their handouts. Have them read the instructions, complete the worksheet, and discuss it with a partner.

With the whole group, discuss the above worksheet. Point out that it is labor intensive to create this type of worksheet, and the activity works best when all the students have their own copy of the same learner dictionary.

↗ Do a running word list activity with the 10 foreign words (see above). Which word means \_\_\_\_\_?

☐ Participant Handouts and Facilitator Notes: Using the Dictionary

c. Using prefixes and suffixes to learn new words

- Discuss with the participants their experiences teaching prefixes and suffixes to adult English language learners. What type of activities have they done? What successes have they had? Challenges?
- Tell the participants that knowing that certain prefixes can change the meaning of a word can increase students' vocabulary. To focus students' attention on prefixes that make a word negative, the following activity could be done.
- Demonstrate the activity.

Present the following sentence:

*In the United States it is illegal to sell certain drugs without a prescription.* (Optimally the sentence would come from students' reading.)

Explain that the underlined part of the word is called a prefix because it comes at the beginning of the word. It changes the meaning of the word. In the case above the *il* makes the word negative, so the meaning of the word *illegal* is "not legal." Other prefixes that change the meaning of a word to make it negative include *un*, *ir*, *im*.

Provide other examples of words that use these prefixes:

Unopened	She returned the letter <u>un</u> opened.
Irresponsible	It is <u>ir</u> responsible to cry "fire" in a crowded theater.
Impossible	It is <u>im</u> possible to travel faster than the speed of light.

Ask participants to turn to the Negative Prefixes worksheet in their handouts. Review the meaning of these words. Then have the participants work in pairs to complete the worksheet. When they have completed the activity, go over it orally.

Discuss the worksheet with the participants. Do they have any questions? Suggestions? Point out that these types of activities can be difficult to create and they should feel free to use prefix activities

in reading texts that are written at the appropriate level for their students.

- ☐ Sentence written on flip chart paper, blackboard, whiteboard, or overhead transparency

- ☐ Participant Handouts and Facilitator Notes: Negative Prefixes

Tell the participants that teaching suffixes is also important. Suffixes can change the part of speech of a word, so in this way participants can increase the vocabulary and the comprehension of students when they teach suffixes.

Discuss with the participants their experiences teaching suffixes to adult English language learners. Demonstrate the following activity, which focuses students' attention on a suffix that both changes the meaning of a word and its part of speech.

- Present the following short passage:  
*I felt bad when my daughter forgot my birthday. Then I remembered that teenagers are often thoughtless.*  
(Optimally the passage should be taken from students' reading or from conversations you have had in class.)
- Explain that the underlined part of the word is called a suffix because it comes at the end of the word. A suffix can change the part of speech of the word. Sometimes the suffix also changes the meaning of the word. In the passage above, the suffix *less* has been added to the noun *thought*. The new word, *thoughtless*, is an adjective. It means "without thought, especially toward other people."
- Ask participants to turn to the Using Suffixes worksheet in their handouts. Review the meaning of the words listed. Have the participants work in pairs to complete the worksheet. When they have completed the activity, go over it orally.
- Discuss the worksheet with the participants. Do they have any questions? Suggestions? Point out that these types of activities can be difficult to create, so teachers should feel free to use suffix activities in reading texts that are written at the appropriate level for their students.

A follow-up activity to this one could be having students create their own sentences with the vocabulary items. For example, the teacher could present the situation and the students could complete the sentence:

My nephew is fearless. Last week he \_\_\_\_\_.

□ Sentence written on flip chart, whiteboard, blackboard, or overhead transparency

□ Participant Handouts and Facilitator Notes: Using Suffixes

Point out that this exercise is an evaluative activity more than a practice activity.

- Discuss with teachers the issue of teaching antonyms. Research on second language acquisition suggests that two words with opposite meanings should not be taught at the same time, because they might be forever confused in the students' mind. For this reason, it is not recommended to introduce the suffix *ful* at the same time the suffix *less* is taught. After both are learned, the activities could be practiced with both suffixes, but they should not initially be presented together.

✎ Do a running word list activity with the 10 foreign words (see above). Which are *numbers/something to eat/another property*?

#### d. Using study cards to practice vocabulary

- Discuss with the participants their own strategies for learning vocabulary in a foreign language. What has worked best for them? Have they ever used 3x5 cards? Explain that learners can create their own study guide for learning new words using 3x5 cards:

Have the students take a 3x5 file card and, with a pen or pencil, mark off four quadrants.

In the upper left quadrant, have the students write the vocabulary word.

In the upper right quadrant, have the students write a translation of the word in their native language.

In the lower left quadrant, have the students write a brief definition in English.

In the lower right quadrant, have the students write a *collocation* (a phrase or sentence that shows how the word is used). For example, the word *squander* is usually paired with *money* or *time* or *fortune*. The student might write, "squander money."

- Flip chart paper or large file card to demonstrate technique

Have the students take a blank 3x5 file card and cut out one of the quadrants. This card can then be placed over the vocabulary card to reveal one of the four quadrants. Encourage students to remember what is under the other quadrants. For example, if the vocabulary word is exposed, the student would say the definition, collocation, and translation. If the translation is exposed, the student would say the word, the definition in English, and the collocation.

Students can use their sets of cards to study on their own, in pairs, or small groups.

- Demonstrate the activity by having participants write one of the vocabulary words from the immersion Early Production demo on a card.

Hand out 3x5 cards and ask the participants to select a vocabulary word they learned in the demo. Have them follow steps 1-5 above with a partner. Circulate to listen and help while they do this activity.

Discuss the above activity with the participants. Encourage them to try it in their classes. Remind them that for vocabulary practice, they need to provide their students with multiple exposures and multiple practices with the new words.

- ✎ Do a running word list activity with the 10 foreign words (see above). Which [word] could you use to describe something else? What would it describe?

Point out the Running Word List Activities sheet in the Participant Handouts. It describes the activities demonstrated in this section.

- ☐ Participant Handouts:  
Running Word List  
Activities

## Session 1

### IV. Understanding the Reading Process

**Purpose:**

- Describe the knowledge and skills important to the reading process

**Time:**

- 1 hour

**Process**

1. Explain that the following activity will help participants to identify the features of reading. Do Example 1 as a whole group. Ask participants what feature of reading this illustrates—that these are not just marks on a page but represent a system of writing. Then have participants review each “reading” and discuss it with a partner to decide what feature of the reading process is illustrated. See the Facilitator Notes for discussion points. (30 minutes)
2. Explore what the research says about reading. Have participants complete another cooperative reading activity—from *Reading and Adult English Language Learners: A Review of the Research*, Chapter 2. (30 minutes)  
Set it up like the previous cooperative reading activity. After completing the reading and groups share answers, discuss how the features of reading fit into these categories.

**Materials**

- Participant Handouts and Facilitator Notes: Features of Reading
- Publication: *Reading and Adult English Language Learners: A Review of the Research* (in pocket of Participant Handouts and Facilitator Guide)
- Participant Handouts and Facilitator Notes: Questions on Section 2—The process of learning to read in a second language

## Session 1

### V. Assignment and Session Evaluation

**Purpose:**

- To plan ways in which participants can implement a vocabulary building activity into their own lessons during the interim period between Sessions 1 and 2
- To reflect on ways this training may affect teaching reading in participants' own classrooms

**Time:**

- 15 minutes

**Process**

1. Have participants take out *How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?* and the accompanying questions in their workshop materials. Explain that this is for them to read at home during the coming week. They should bring the completed questions to the next session and be ready to discuss their responses.
2. Have participants look at the assignment sheet. Go over together.
3. Give the participants a few minutes to fill out the Session 1 evaluation form and turn it in.

Note: You should read the evaluations prior to the next session to identify questions and issues that might need to be discussed during the Session 2 Warm-Up.

**Materials**

- Participant Handouts: *How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?*
- Participant Handouts and Facilitator Notes: Questions on *How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?*
- Participant Handouts: Session 1 Assignment
- Participant Handouts: Session 1 Evaluation





**Session 2**  
**Selecting Appropriate Texts**  
**and Developing a Good Reading Lesson**



## Session 2 at a Glance

Total time = 3 hours (excluding breaks)

<b>Activity</b>	<b>Time</b>	<b>Handouts</b>	<b>Other materials</b>
Introduction and Warm-Up	15 minutes	Session 2 Objectives and Agenda	Flip chart with agenda
Report on Interim Activities and Review of Reading Skills	25 minutes	Questions for brief	From Facilitator Notes: 26 Letters transparency
Selection of Reading Materials	15 minutes		Flip chart <i>Focus on Reading</i> (pp. 55-70)
Demonstration of a Good Reading Lesson	30 minutes	Arlington Free Clinic Brochure and questions Focus on Phonics Focus on Grammar Lesson Plan	From Facilitator Notes: KWL transparency
Preparation of Reading Activities	20 minutes	Other Voices Children Home Alone Tailor-Made Success Preparation of Reading Lessons Evaluating Reading Lessons	May substitute other reading texts  Flip chart paper or transparencies for each small group
Presentation and Critique of Activities	1 hour	Evaluating Reading Lessons (one copy for each lesson being presented)	
Assignment and Session Evaluation	15 minutes	Session 2 Assignment Session 2 Evaluation Session 3 Objectives and Agenda	



## Session 2

### I. Introduction and Warm-Up

**Purpose:**

- To develop a community of learners among participants
- To learn the goals and agenda of the session

**Time:**

- 15 minutes

**Process****1. Warm-Up Activity (12 minutes)**

Do a warm-up activity that sets the tone and enables participants to get to know each other better.

**2. Review Objectives and Agenda (3 minutes)**

Have the participants open their notebooks to Session 3. Go over the objectives and agenda. Have the agenda posted for reference throughout the workshop.

**Objectives:**

- Select appropriate materials for specific student levels
- Identify elements of a good reading lesson
- Create reading activities

**Agenda:**

- I. Introduction and Warm-Up
- II. Report on Interim Activities and Review of Reading Skills
- III. Selection of Reading Materials
- IV. Demonstration of a Good Reading Lesson
- V. Preparation of Reading Activities
- VI. Presentation and Critique of Activities
- VII. Assignment and Session Evaluation

**Materials**

- Flip chart with agenda
- Participant Handouts: Session 2 Objectives and Agenda

## Session 2

### II. Report on Interim Activities and Review of Reading Skills

**Purpose:**

- To review major concepts explored in Session 1
- To reflect and share teaching and learning experiences from the interim period

**Time:**

- 25 minutes

**Process**

1. Go over the homework reading. (10 minutes)
2. Have participants share what vocabulary building activity they did with their class in the interim period. Guide the discussion to include what worked well and why, and what they might do differently and why. (10 minutes)
3. Review major concepts presented in the previous session by completing the activity with 26 letters (letters, words, phrase). (5 minutes)
  - a. Show the 26 random letters (cover up the words and sentences) for 2-3 seconds. Then cover up the letters and ask participants what they remember.
  - b. Show the next set of 26 letters, arranged in words (keep the sentence covered), for 2-3 seconds. Then cover up the words and ask participants what they remember.
  - c. Show the last set of 26 letters, arranged in a sentence, for 2-3 seconds. Then cover up the sentence and ask participants what they remember.
  - d. Discuss why the last set was easiest to remember and why. Point out that the last was a single unit of meaningful text. Discuss what skills and knowledge the participants used to understand the phrase—e.g., letters combined into meaningful units (words, phrases); cultural information (PTA meetings are usually at night). Emphasize that reading involves visual symbols (letters forming words), linguistic knowledge (morphology, syntax), and world knowledge.

Note: Facilitator will need to create transparency from 26 letters page in Facilitator Notes.

**Materials**

- Session 1 Participant Handouts and Facilitator Notes: Questions on *How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?*
- Facilitator Notes: 26 Letters transparency

## Session 2

### III. Selection of Reading Materials

**Purpose:**

- To explore ways of evaluating reading texts for appropriateness of level
- To evaluate texts used in participants' programs

**Time:**

- 15 minutes

**Process**

1. Have the participants brainstorm challenges in finding appropriate reading materials for their students. Record on flip chart.
2. Briefly discuss two areas to consider:
  - Relevance of the content matter (Is it interesting or motivating for students?)
  - Level of difficulty (Are students able to read with minimal or no assistance?)
3. Give mini lecture on selecting texts, based on *Focus on Reading*.

**Materials**

- Flip chart paper
- Focus on Reading* (Hood, Burns, & Solomon, 1995, pp. 55-70)

## Session 2

### IV. Demonstration of a Good Reading Lesson

**Purpose:**

- To explore and experience a reading lesson using authentic materials appropriate for a multilevel class

**Time:**

- 30 minutes

**Process**

1. Model a good reading lesson. Create your own or use the sample in the participant handouts. The sample is based on an authentic brochure for a community service. If you decide to use it, follow the lesson plan form provided in the participants' handout. If you create your own, provide a copy of the lesson plan and any relevant materials for participants. Substitute your lesson for the sample in the participant handouts.

**Materials**

If using sample:

- Facilitator Notes: KWL transparency
- Participant Handouts: Arlington Free Clinic – Brochure text  
Arlington Free Clinic – Questions  
Arlington Free Clinic – Focus on Phonics  
Arlington Free Clinic – Focus on Grammar
- Participant Handouts and Facilitator Notes: Evaluating Reading Lessons
- Participant Handouts: Arlington Free Clinic – Lesson Plan



Note: Facilitator will need to create transparency from KWL page in Facilitator Notes.

## Session 2

### V. Preparation of Reading Activities

**Purpose:**

- To create a reading lesson

**Time:**

- 20 minutes

**Process**

1. Divide the participants into groups according to interests (e.g., family literacy; workplace ESL; general ESL; beginning, intermediate, or advanced levels; or a combination such as family literacy and beginning or intermediate levels). They may use one of the texts provided in the materials or other texts that you provide.
2. Have the participants work together in their group to create a reading lesson using materials provided by the facilitator.
3. Have participants prepare to present their activities to the whole group. It should be a combination of actually doing some of the activities and describing others. Tell them how much time they will have to present. Have them use the lesson plan evaluations form as a guide.

Note: If the number of participants is large, groups can be divided into clusters so that each group will present to two or three other groups in their cluster. This gives more time for presentations and maximizes participation.

**Materials**

- ☐ Participant Handouts:
  - Other Voices From North America (beginning level)
  - Children Home Alone (multilevel/family literacy)
  - Tailor-Made Success (intermediate level)  
(May substitute other reading texts appropriate for levels and interests of participants' students)
  - Activity: Preparation of Reading Lessons
  - Evaluating Reading Lessons

## Session 2

### VI. Presentation and Critique of Activities

**Purpose:**

- To evaluate strengths and gaps in reading lessons

**Time:**

- 1 hour

**Process**

1. Have each group present their reading lesson to the whole group. (15 minutes per group)
2. Have the listener-participants evaluate the lessons using the evaluation worksheet.
3. After each presentation, lead a critique of the lesson.

**Materials**

- Participant Handouts:  
Evaluating Reading  
Lessons

## Session 2

### VII. Assignment and Session Evaluation

**Purpose:**

- To plan ways for participants to implement reading lessons in their own classes during the interim period between Sessions 2 and 3
- To reflect on ways in which the participants' teaching may be affected by their participation in this training

**Time:**

- 15 minutes

**Process**

1. Lead a discussion of how participants will implement reading lessons in their own classes.

2. Ask participants to use the evaluation worksheet to evaluate their own instruction and come to Session 3 ready to share their experiences.

3. Go over the assignment.

Your homework is to do a reading lesson with your students and to come to the next session prepared to talk about how the activities went, responding to the following questions:

1. How did it go overall?
2. What went well? What didn't go so well?
3. What would you do the same?
4. What would you do differently?

Also, bring a reading selection to the next session that you plan to use with your class. During Session 3 we will specifically focus on pre-reading activities.

4. Answer any remaining questions from participants and share the agenda for Session 3.

5. Have participants fill out the session evaluation form and turn it in.

Note: You should read the evaluations prior to the next session to identify questions and issues that might need to be discussed during the Session 3 Warm-Up.

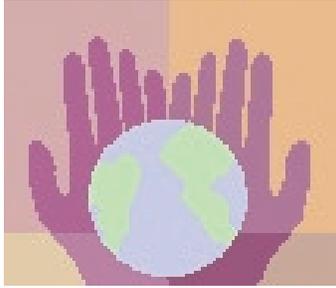
**Materials**

Participant Handouts:  
Session 2 Assignment

Participant Handouts:  
Session 3 Objectives and  
Agenda

Participant Handouts:  
Session 2 Evaluation





## **Session 3**

### **Focus on Pre-Reading**



### Session 3 at a Glance

Total time = 2 hours 50 minutes (excluding breaks)

<b>Activity</b>	<b>Time</b>	<b>Handouts</b>	<b>Other materials</b>
Introduction and Warm-Up	20 minutes	Session 3 Objectives and Agenda Preferences	Flip chart with agenda
Report on Interim Activities and Review of Reading Skills	30 minutes	Reading Comprehension	
Demonstration of Pre-Reading Activities	30 minutes	Sample pre-reading activities from the demonstration (may use those in Facilitator Notes)	
Preparation of Activities	20 minutes		Flip chart paper or transparencies for each participant  Selection of reading materials brought by participants or provided by trainer
Presentation and Critique of Activities	50 minutes		
Assignment and Session Evaluation	20 minutes	Session 3 Assignment Session 3 Evaluation	



## Session 3

### I. Introduction and Warm-Up

**Purpose:**

- To learn the goals and agenda of the session

**Time:**

- 20 minutes

**Process**

1. Welcome the participants.
2. Present the session objectives and agenda.  
Have the participants open their notebooks to Session 3. Go over the objectives and agenda. Have the agenda posted for reference throughout the session.

**Objectives:**

- Identify activities for pre-reading
- Develop pre-reading activities for specific texts

**Agenda:**

- I. Introduction and Warm-Up
- II. Report on Interim Activities and Review of Reading Skills
- III. Demonstration of Pre-Reading Activities
- IV. Preparation of Activities
- V. Presentation and Critique of Activities
- VI. Assignment and Session Evaluation

3. Do a warm-up activity that sets the tone and enables participants to get to know each other better.

**Materials**

- Participant Handouts: Session 3 Objectives and Agenda

- Participant Handouts: Preferences

## Session 3

### II. Report on Interim Activities and Review of Reading Skills

**Purpose:**

- To review major concepts explored in Session 2
- To reflect and share teaching and learning experiences from the interim period

**Time:**

- 30 minutes

**Process**

1. Have participants share how the reading lesson(s) they did with their classes in the interim period went. Guide the discussion to include what worked well and why, and what they might do differently and why. (10 minutes)
2. Review questions and issues from Session 2 evaluations. (5 minutes)
3. Review major concepts presented in the previous session by completing the Reading Comprehension activity. After participants have finished discussing the questions in pairs, ask them what helped them answer the questions, e.g., their knowledge of letters and sounds (phonological processing); their knowledge of grammar (syntactic processing); their background knowledge (vocabulary and schemata).

Ask participants if they understand the passage and why or why not. Discuss the importance of vocabulary and understanding meaning. Point out how many assessment activities look like this. A person with good understanding of grammar could answer the questions but still not comprehend the passage. (15 minutes)

**Materials**

- Participant Handouts:  
Reading Comprehension

## Session 3

### III. Demonstration of Pre-Reading Activities

**Purpose:**

- To explore and experience pre-reading activities for readings of various difficulty levels

**Time:**

- 30 minutes

**Process**

Demonstrate pre-reading activities for texts at three different levels according to the interests of participants.

Sample lessons are provided in the Facilitator Notes for the following:

- Literacy/Beginning level: Mesud's Story from *Collaborations*
- Family literacy/Multilevel: An authentic reading
- Intermediate/Advanced level: Movie ratings taken from *The Washington Post*

If you create your own lessons, remove the sample lessons from the Participant Handouts and add your own lesson plans.

**Materials**

- ☐ Participant Handouts:
  - Reading for Literacy/Beginning Levels
  - Reading for Family Literacy/Multilevel
  - Reading for Higher Level Learners

## Session 3

### IV. Preparation of Activities

**Purpose:**

- To create pre-reading activities

**Time:**

- 20 minutes

**Process**

1. Have the participants break up into groups of four or five according to interests—for example, literacy/beginning level, family literacy, intermediate/advanced level.
2. Using the reading materials participants have brought for use in their classes, have all participants prepare pre-reading activities to demonstrate to their group. Each will have 10 minutes to present their activities.

**Materials**

- Reading materials brought by participants

## Session 3

### V. Presentation and Critique of Activities

**Purpose:**

- To evaluate strengths and gaps in participants' pre-reading activities

**Time:**

- 50 minutes

**Process**

1. Have participants present their activities to their small group. (10 minutes for each participant)
2. Have the listener-participants evaluate the presentations.
3. After each presentation, lead a critique of the activities.
4. Allow time for participants to make changes to their lesson activities.

**Materials**

## Session 3

### VI. Assignment and Session Evaluation

**Purpose:**

- To plan ways in which participants can implement pre-reading activities in their own classes during the interim period between Sessions 3 and 4

**Time:**

- 20 minutes

**Process**

1. Lead a discussion of how participants will implement pre-reading activities in their own classes.

2. Ask participants to use the evaluation worksheet to evaluate their own instruction and come to Session 4 ready to share their experiences.

3. Go over the assignment.

Your homework is to do a reading lesson with your students and to come to the next session prepared to talk about how the pre-reading activities went, responding to the following questions:

1. How did it go overall?
2. What went well? What didn't go so well?
3. What would you do the same?
4. What would you do differently?

Also, bring a reading selection that you plan to use with your class to the next session. During Session 4 we will specifically focus on during-reading and post-reading activities.

4. Answer any remaining questions from participants and share the agenda for Session 4.

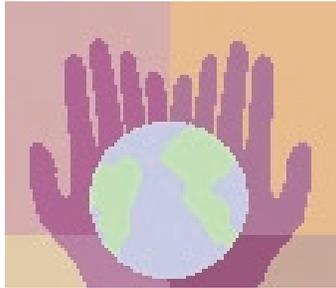
5. Have participants fill out the session evaluation form and turn it in.

**Note:** You should read the evaluations prior to the next session to identify questions and issues that might need to be discussed during the Session 4 Warm-Up.

**Materials**

- Participant Handouts: Session 3 Assignment

- Participant Handouts: Session 3 Evaluation



## **Session 4**

### **Putting a Reading Lesson Together**



## Session 4 at a Glance

Total time = 2.75 hours (excluding breaks)

<b>Activity</b>	<b>Time</b>	<b>Handouts</b>	<b>Other material</b>
Introduction and Warm-Up	20-25 minutes	Session 4 Objectives and Agenda	
Report on Interim Activities and Review of Reading Lesson Components	15 minutes		
Demonstration of During-Reading and Post-Reading Activities	30 minutes	May use sample lessons from Facilitator Notes	
Preparation of Activities	30 minutes	Lesson Plan	Reading texts provided by participants Flip chart paper or transparencies for each participant
Presentation and Critique of Activities	1 hour		
Wrap-Up and Workshop Series Evaluation	15 minutes	Workshop Series Evaluation	



## Session 4

### I. Introduction and Warm-Up

**Purpose:**

- To learn the goals and agenda of the session

**Time:**

- 20-25 minutes

**Process**

1. Welcome participants and present the session objectives.

## Objectives:

- Identify during-reading and post-reading activities
- Develop a coherent, comprehensive, and appropriate reading lesson that develops each of the four skills important to reading

2. Present the session agenda.

## Agenda:

- I. Introduction and Warm-Up
- II. Report on Interim Activities and Review of Reading Lesson Components
- III. Demonstration of During-Reading and Post-Reading Activities
- IV. Preparation of Activities
- V. Presentation and Critique of Activities
- VI. Wrap-Up and Workshop Series Evaluation

Point out that the objectives and agenda are in the participant notebooks.

3. Warm-up activity (15-20 minutes)

- a. Have participants line up according to birthdays. Fold the line and have them pair up with the person across from them and share their interim activity: what they did, what went well, what didn't go so well, and what they would change.
- b. After pairs share with each other, ask participants what they heard that was interesting or noteworthy.

**Materials**

- Participant Handouts: Session 4 Objectives and Agenda

## Session 4

### II. Report on Interim Activities and Review of Reading Lesson Components

**Purpose:**

- To review major concepts explored in the workshops to date
- To reflect and share teaching and learning experiences from the interim period

**Time:**

- 15 minutes

**Process****Materials**

Note: Participants have already shared their experiences with pre-reading activities in the warm-up activity.

1. Review questions and issues from Session 3 evaluations. (5 minutes)
2. Facilitate a discussion on the three parts of a reading lesson. (10 minutes)

What are the parts of a reading lesson? Pre-, During, Post-

What skills need to be covered?

- Phonological processing
- Vocabulary recognition
- Syntactic processing
- Schema activation

How can these skills be integrated into the parts of the reading lesson?

## Session 4

### III. Demonstration of During-Reading and Post-Reading Activities

**Purpose:**

- To explore and experience during-reading and post-reading activities for readings of various difficulty levels

**Time:**

- 30 minutes

**Process**

1. Demonstrate during-reading and post-reading activities for texts at three different levels according to the interests of participants. (See samples in the Facilitator Notes.)
2. Discuss how the various skills were integrated into the whole lesson (pre-reading from previous week, during-reading and post-reading from today). Bring out how each reading was tailored to meet the needs of the class/level. Even the textbook reading did not follow the publishers' suggestions but supplemented where needed and omitted activities that did not fit in with the plan.

**Materials**

- Participant Handouts and Facilitator Notes:
  - Reading for Literacy/ Beginning Levels: "Mesud's Story" from *Collaborations*
  - Reading for Family Literacy: Summer Programs
  - Reading for Intermediate/Advanced Level Learners: Movie ratings taken from *The Washington Post*

## Session 4

### IV. Preparation of Activities

**Purpose:**

- To create a coherent, comprehensive, and appropriate reading lesson that integrates each of the four skills important for reading

**Time:**

- 30 minutes

**Process**

1. Have the participants prepare a complete, comprehensive reading lesson for their class, using the materials they brought with them. (If materials were deemed inappropriate for their level and could not be modified, use materials selected from the array of alternatives provided by the session leader.) Have them use the lesson planning form as a guide.
2. Have participants prepare to present the activities to the whole group.

**Materials**

- Reading texts provided by participants
- Participant Handouts:  
Lesson Plan

## Session 4

### V. Presentation and Critique of Activities

**Purpose:**

- To evaluate strengths and gaps in participants' reading lessons

**Time:**

- 1 hour

**Process**

1. Have all participants present their activities to their small group.
2. After each presentation, lead a critique of the lesson. Have participants identify which of the four skills were covered during each part of the lesson.
3. Allow time for participants to make changes to their lesson activities.

**Materials**

## Session 4

### VI. Wrap-Up and Workshop Series Evaluation

**Purpose:**

- To reflect on ways teaching may be affected by participation in this training

**Time:**

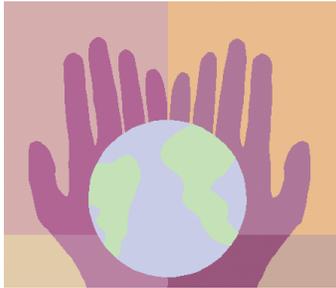
- 15 minutes

**Process**

1. Lead a discussion of how participants will implement reading lessons in their own classes. Discuss how the four skills can be integrated into the lesson.
2. Have participants complete the workshop evaluation form
3. Answer any remaining questions from participants.

**Materials**

- Workshop Series Evaluation



# **Teaching Reading to Adult English Language Learners**

## **A Reading Instruction Staff Development Program**

**Facilitator Notes**

Prepared by the Center for Applied Linguistics  
For the Adult ESOL Program, Office of Adult and Community Education  
Fairfax County Public Schools  
June 2005

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## **Session 1**

# **Introduction to Teaching Reading**



# Workshop Series Overview

## Teaching Reading to Adult English Language Learners

**Goal:** Increase skills in developing coherent, comprehensive, and appropriate reading lessons for adult English language learners based on promising practices

### Session 1: Introduction to Teaching Reading

#### Objectives:

- Identify types of native language literacy
- Describe the effects of various types of native language literacy on learning a new language
- Identify models of reading
- Create activities that foster vocabulary development at a variety of language levels
- Describe the knowledge and skills important to the reading process

### Session 2: Selecting Appropriate Texts and Developing a Good Reading Lesson

#### Objectives:

- Select appropriate materials for specific student levels
- Identify elements of a good reading lesson
- Create reading activities

### Session 3: Focus on Pre-Reading

#### Objectives:

- Identify activities for pre-reading
- Develop pre-reading activities for specific reading texts

### Session 4: Putting a Reading Lesson Together

#### Objectives:

- Identify during-reading and post-reading activities
- Develop a coherent, comprehensive, and appropriate reading lesson that develops each of the four skills important to reading

## What Do You Think About Reading?

*Directions: What do you think about the following statements? Mark yourself on the scale. Discuss your responses with the person(s) sitting next to you.*

1. Although in everyday life we listen and speak more than we read and write, reading is power.  
Agree \_\_\_\_\_ Disagree

*Every day, we listen 2 times more than we speak and 4-5 times more than we read or write (Rivers, 1981); yet to truly rise on a job, be successful, etc., an individual needs good reading skills (Burt, 2003).*

2. All English language learners, regardless of their native language literacy, need direct teaching in the English symbol system and in English sound-symbol correspondence.  
Agree \_\_\_\_\_ Disagree

*English language learners may have no literacy skills in their native language, or they may have literacy skills in a language that uses characters rather than letters, such as Chinese; a language that uses a different alphabet, such as Cyrillic or Arabic; or a language that uses the Roman alphabet, such as Spanish, but that has different pronunciations than English for many of the letters. Therefore, all English language learners need direct teaching in English sound-symbol correspondence (Burt, Peyton, & Adams, 2003).*

3. Reading instruction needs to be planned as a process over time.  
Agree \_\_\_\_\_ Disagree

*Most adult ESL programs do not have a scope and sequence for teaching reading, yet learners need to learn the phonology, vocabulary, and syntax of the language. These components of reading will not just be picked up indirectly (Eskey, 2005).*

4. Learner needs assessment is not important when teaching reading; what matters is teaching learners what you know they need to learn.  
Agree \_\_\_\_\_ Disagree

*All learners, especially adults, learn more when they are motivated to learn. Responding to their expressed needs and desires will motivate them (Moss & Ross-Feldman, 2003). Furthermore, as adults, they have specific purposes for learning the language, and these should be addressed (Florez & Burt, 2001).*

5. In learning another language, vocabulary is not as important as grammar.  
Agree \_\_\_\_\_ Disagree

*While fluent English speakers possess a written English vocabulary of 10,000-100,000 words, second language learners generally know only 2,000-7,000 English words when they begin their academic studies (Hadley, 1993).*

6. Guessing words from context is an excellent strategy for learning second language vocabulary.  
Agree \_\_\_\_\_ Disagree

*In order to successfully make use of context clues to determine the meaning of unknown vocabulary items, the reader needs to know 95-98% of the words in the reading passage; this is usually not the case when reading a passage in the second language (Nation, 2005).*

7. Direct teaching of grammar and syntax (e.g., word order, past tense markers) has no place in the adult ESL reading class.

Agree \_\_\_\_\_ Disagree

*As with vocabulary items and sound-symbol correspondence, direct teaching of syntax is key to reading comprehension. Consider the case of word order as the difference in meaning between "The man bit the dog" and "The dog bit the man" (Eskey, 2005).*

8. Even a good text should be supplemented with additional materials to meet student needs.

Agree \_\_\_\_\_ Disagree

*Good teachers are responsive to the needs of the individual students in their classes. This means using authentic materials and adapting and revising the text to meet these needs (Weddel & Van Duzer, 1997)).*

# Objectives and Agenda

## Session 1: Introduction to Teaching Reading

### Objectives

- Identify types of native language literacy
- Describe the effects of various types of native language literacy on learning a new language
- Identify models of reading
- Create activities that foster vocabulary development at a variety of language levels
- Describe the knowledge and skills important to the reading process

### Agenda

- I. Introduction and Warm-Up
  - Who we are
  - Objectives and agenda
  - Warm-up activity
- II. Factors Affecting Language and Literacy Development
  - What the research says
- III. Techniques for Developing Vocabulary
  - Activities for beginning levels
  - Activities and strategies for higher levels
- VI. Understanding the Reading Process
  - Discovering the reading process
  - What the research says
- V. Assignment and Session Evaluation

## ***Reading and Adult English Language Learners: A Review of the Research***

### **Questions on Section 1: Factors influencing adult literacy development in English**

Read the questions. Then find the answers in the text.

- 1) What are some of the factors that affect the literacy development of adults learning English? (page 7)

*age, motivation, sociocultural background, socioeconomic background, native language literacy, educational background, second language literacy, environment (instructional, living, working), learner goals*

- 2) What are the six types of first language (L1) literacy background described in this section? (page 8)

*Pre-literate: Literacy is uncommon in everyday life*

*Nonliterate: Literacy is available, but not sufficient access to it*

*Semiliterate: Literacy is available but individual has not achieved a high level*

*Non-Roman-alphabet literacy*

*Roman-alphabet literacy*

*Non-alphabetic literacy*

- 3) How are the needs of pre-literate, nonliterate, and semiliterate learners the same? How are they different? (pages 8-10)

**Same:** *Progress is slow; written materials as teaching aids have limited value; need opportunities to increase self-confidence in educational situations; may need to develop a positive self-image in relation to reading; native language literacy may be helpful (especially for the nonliterate or semiliterate)*

**Different:** *Learners have varying degrees of awareness of and exposure to literacy*

- 4) How are the needs of non-alphabet, non-Roman-alphabet, and Roman-alphabet literate learners the same? How are they different? (pages 10-12)

**Same:** *Have experience deciphering meaning and assigning meaning to print; may have skills in the first language that can be transferred to the second*

**Different:** *Although may recognize words, may have problems with phonology and sound-symbol correspondence; directionality may be different*

- 5) Describe some ways L1 literacy may affect the transfer of literacy skills from L1 to L2 reading. (pages 14-15)

*L1 may interfere (e.g., sound-symbol correspondence is not the same in English and Spanish); may be able to use metacognitive knowledge developed in L1 to aid in L2 literacy*

- 6) When should teachers take learners' literacy levels into consideration? (page 15)

*When assigning learners to classes or levels, planning lessons, teaching literacy skills*

- 7) How might differences in learners' educational backgrounds affect their expectations about learning to read in L2? (page 16)

*They might be unaccustomed to sitting and interacting in a classroom setting; instruction needs to be relevant and delivered in a comfortable, nonthreatening environment; if highly literate, they might focus more on accuracy than fluency.*

8) What component of language proficiency has a strong effect on reading comprehension? (page 17)

*Vocabulary knowledge*

9) What is the difference between breadth and depth of vocabulary knowledge? (page 18)

**Breadth:** *Number of words one knows; number of content areas one is familiar with*

**Depth:** *Knowledge about individual words, such as phonology and pronunciation, orthography, morphology, syntax, connotations, polysemy, and register*

10) What are some ways to address the need for increased vocabulary? (page 19)

*Through direct instruction, computer-assisted vocabulary activities, using texts that repeat vocabulary and highlight words that are key to comprehension*

## Early Production

**A. Comprehensible Input:** Using visual and verbal cues to help learners comprehend the vocabulary items

*Answer the following questions.*

1. How was the comprehensible input presented in the demonstration?

*e.g., illustrations, mime, verbal cue*

2. How could comprehensible input be presented for the topics below?

*Note: Visuals could be listed as one context for each of these topics, other suggestions are listed next to the topic*

*Jobs: place of work; job duties; tools*

*Food: category (meat, dairy, produce, etc); how prepared; breakfast, lunch, dinner*

*Housing: rooms of the house (to identify furniture); furniture grouped according to rooms (to identify rooms)*

*Transportation: land, sea, air*

*Clothing: men's, women's, children's; seasons*

**B. Early Production:** Replies to simple questions elicit responses that demonstrate students' comprehension of the vocabulary and allow for speech to emerge through single words or short phrases.

*Nonverbal: "Show me the picture of an arm."*

*Who questions: "Who has the picture of the arm?"*

*Yes/No questions: "Does my arm hurt?"*

*Or questions: "Does my neck or my arm hurt?"*

*Wh questions other than who: "What's the matter?"*

*Open-ended statements: "I hurt my \_\_\_\_."*

*Practice questioning strategies with a partner.*

## Using the Dictionary

You cannot always guess the meaning of a word from its context, that is, from the words and sentences that are around the word. Sometimes you need to look up the word in a dictionary. Use a learner's dictionary, such as those published by Longman, because learner dictionaries are generally written clearly and show the words in sentences. To choose the correct definition, follow the steps below:

1. Look at the word in the sentence to get a general idea about the word. What part of speech is it? A noun? A verb? An adjective? An adverb?
2. Here are the abbreviations that are used in most dictionaries to show the parts of speech:  
noun = n  
verb = v  
adjective = adj  
adverb = adv
3. Look at the sentence and determine the part of speech of the word. Choose the definition that is the correct part of speech and makes the most sense in the sentence.

*Directions: Read the following sentences and choose the dictionary definitions (adapted from Longman Dictionary of Contemporary English) that best fits the meaning of the underlined word in the sentence.*

1. That witch put a spell on me.

spell <sup>1</sup> /spel/ *n* a condition caused by magical power. *I fell under the spell of his wonderful green eyes.*

spell <sup>2</sup> /spel/ *v* to name in order the letters of a word. *He spells his name S-M-Y-T-H, not S-M-I-T-H.*

spell <sup>3</sup> /spel/ *n* a period of time during which a specific activity or type of weather has occurred.  
*We've had a cold spell all month.*

Definition number \_\_\_\_\_ 1 \_\_\_\_\_

2. At the close of the meeting, no one was speaking to any one else.

close <sup>1</sup> /kloz/ *v* to shut, make no longer open. *Close your mouth when you chew!*

close <sup>2</sup> /kloz/ *n* the end of an activity or period of time. *At the close of the day, the crickets start to chirp.*

close <sup>3</sup> /klos/ *adj* near *Don't stand so close to me!*

Definition number \_\_\_\_\_ 2 \_\_\_\_\_

## Negative Prefixes

*Directions: For each sentence, find the word in the list below that has the same meaning as the underlined words. Then write each sentence using the word from the list. You will use each word one time only. Cross out each word as you use it.*

irresponsible, unsafe, undecided, ~~illegal~~, impolite

### Example:

It is against the law to use firecrackers in Washington, DC.

*It is illegal to use firecrackers in Washington, DC.*

1. It is dangerous to smoke while filling your car with gasoline.

*It is unsafe to smoke while filling your car with gasoline.*

2. It is bad manners to cough without covering your mouth.

*It is impolite to cough without covering your mouth.*

3. Many voters are not sure yet about which candidate they will support.

*Many voters are undecided about which candidate they will support.*

4. Many people think that teenagers are not dependable.

*Many people think that teenagers are irresponsible.*

## Using Suffixes

Review the list below. Each word has the suffix *less*. This suffix means “without.” Discuss each word in the list with the person(s) sitting next to you. Then choose the best word to complete each sentence. Write that word in the blank. You will use each word one time only. Cross out each word in the list as you use the word. When you have finished, discuss your answers with the person(s) sitting next to you.

hopeless      homeless      fearless      senseless      painless

### Example:

“Don’t worry,” said the doctor. “This won’t hurt. It will be painless.”

1. There is usually no reason for violence. It is senseless.
2. Young people are often fearless because they think that nothing bad will happen to them.
3. Many of the people who live on the streets have no other place to live. They are homeless.
4. Sometimes the situation in the world seems hopeless: You feel that things will never change and there will always be poverty and violence.

## Running Word List Activities

Every class period, review several of the words in a different way so that the learners have lots of exposure to the words. Choose from the following list or develop your own.

1. Give the meaning of the word and ask which word it refers to.

belt or strap for safety in the car = **seatbelt**

2. Find a theme and ask which words belong. For example, ask which words are things to eat (or colors or numbers, as appropriate):

house

car

apples

education

job application

landlord

grapes

red

3. Ask about words that can go together. For example, ask which words can be used to describe something else on the list.

red house

red car

red apples

red grapes

4. Ask which words are hard to remember and which words are easy to remember.

<b>Hard-to-Remember Words</b>	<b>Easy-to-Remember Words</b>
meeting	transportation
neighborhood	banana
seatbelt	school

*Note.* From *The Why and How of Teaching Vocabulary* (Workshop presentation), by K. S. Folse, March/April 2004, Long Beach, CA: Teachers of English to Speakers of Other Languages (TESOL) 38th Annual Convention. Adapted with permission.

## Features of Reading

### Example 1

مكتب البريد

*Feature knowledge: Readers must recognize that they are looking at a writing system and not at random marks.*

### Example 2

w x p t i q

*Letter knowledge: Readers must recognize that individual letters are the basis for creating words in English.*

### Example 3

red spring intimidate

*Letter-cluster knowledge and word knowledge: Readers must recognize that letters combine in predictable ways in the writing system to represent sounds and that they are looking at a combination of letters that represents a word.*

### Example 4

red strawberry red barn red sunset red hair

*Word-specific knowledge: Readers must recognize that all words have a specific meaning in the context in which they occur, even though it is the same word. This specific meaning knowledge is derived from background experience of the reader and from a lot of reading.*

### Example 5

We jibed suddenly and the boom snapped across the cockpit.

*Word knowledge in context: Many readers may not understand “jibe” out of context, but when they see it in this sentence, they can now say much more about it, even though they are still not sure of its exact meaning. Using their knowledge of English grammar and word forms, they can tell this is a verb being used in the past tense, and it is an action verb. It occurs in a sailboat. Readers use their background knowledge, word knowledge, and grammatical and other linguistic knowledge to determine the meaning of this word in context. (Jibe, used here as a verb, means to shift from one side to the other when running the wind, as a fore-and-aft sail.)*

### Example 6

The man walked into the room. He saw a window, so he opened it.

*Sentence knowledge: Readers must have knowledge of grammar and word meanings in order to read these two sentences effectively. They also need knowledge of the world in general to determine that this is a likely occurrence. A reader who knows every word of this sentence and has no trouble reading any element of this sentence reads with automaticity. Automaticity is the term used in reading to indicate that readers are so familiar with the words and grammar of a short sentence or phrase that they do not need to direct any conscious attention to understanding this portion. Their conscious attention can be directed to understanding the text in general or to context processing. Readers who have not developed automaticity are able to read with understanding only after several rereadings and conscious attention to all elements of the text, a very laborious and time-consuming process.*

*Sentence-boundary knowledge: Readers must have enough experience with the language to be able to read beyond the sentence. As in this example, many sentences that follow an original sentence require referent knowledge, that is, knowledge of what pronoun and other words refer to. Here “he” can only refer to a masculine singular noun that preceded it. Knowledge of the meaning of commas is also needed here in order to understand that two actions are occurring in the same sentence. Knowledge of relationships is signaled by the use of “so,” which here indicates cause and effect.*

### **Example 7**

With hocked gems financing him, our hero bravely defied all scornful laughter that tried to prevent his scheme. “Your eyes deceive,” he had said, “An egg, not a table, correctly typifies this unexplored planet.” Now three sturdy sisters sought proof, forging along sometimes through calm vastness. Yet more often over turbulent peaks and valleys, days became weeks as many doubters spread fearful rumors about the edge. At last from nowhere welcome winged creatures appeared, signifying momentous success.

*Note: After participants read the example, ask them if they understand it or could retell it. Then tell the participants that the title is “Christopher Columbus.” Ask them to reread the text. Do they understand it better now?*

*Context knowledge: Readers must know the title of this text before reading in order to understand it and recall it. Having the context (in this example, the title) after reading does not help in comprehension and recall. Readers need context before reading a text to understand and recall it.*

### **Example 8**

Tony slowly got up from the mat, planning his escape. He hesitated a moment and thought. Things were not going well. What bothered him most was being held, especially since the charge against him had been weak. He considered his present situation. The lock that held him was strong but he thought he could break it. He knew, however, that his timing would have to be perfect. Tony was aware that it was because of his early roughness that he had been penalized so severely—much too severely from his point of view. The situation was becoming frustrating; the pressure had been grinding on him for too long. He was being ridden unmercifully. Tony was getting angry now. He felt he was ready to make his move. He knew that his success or failure would depend on what he did in the next few seconds.

*Note: After the participants have read the text, ask them who Tony is. Participants will have identified Tony as a wrestler or as a prisoner, depending on their perspective. Most will not have seen the other interpretation until it was pointed out.*

*Perspective is critical here; the perspective readers have influences their interpretation of a text.*

### **Example 9**

Mary heard the ice cream man coming down the street. She remembered her birthday money and rushed into the house.

*Background knowledge: Readers must recognize that this text makes sense because they know American customs and that what is happening is seen as normal.*

*Note: Tell participants to add “and locked the door” to the end of the second sentence. Discuss how this changes comprehension. Readers must recognize that what is happening is not normal in the American setting, and they must readjust their interpretation. This readjusting, or monitoring, is critical for effective reading.*

### Example 10a

In many parts of the world, a reading knowledge of a foreign language is often important to academic studies, professional success, and personal development. This is particularly true of English, as so much professional, technical, and scientific literature is published in English today. In fact, it is frequently the case that the ability to read in English is required of students by the subject departments, often assessed by a test of reading comprehension.

### Example 10b

From a little after two o'clock until almost sundown of the long still hot weary dead September afternoon they sat in what Miss Coldfield still called the office because her father had called it that—a dim hot airless room with the blinds all closed and fastened for forty-three summers because when she was a girl someone had believed that light and moving air carried heat and that dark was always cooler, and which (as the sun shone fuller and fuller on that side of the house) became latticed with yellow slashes full of dust motes which Quentin thought of as being flecks of the dead old dried paint, itself blown inward from the scaling blinds as wind might have blown them.

*Have participants read 10a and 10b before discussing.*

*Discourse knowledge: Readers must recognize that these texts are different and that the information is arranged differently. The first text is an expository text, designed to convey information. The second is a narrative text, designed to tell a story. Each type of text requires special reading skills. Expository texts are often written with a more restrictive vocabulary because of the domain, and the sentences are often simple. The organization of the text, however, is unpredictable because the writer will have organized it to suit his or her needs. Expository texts can be organized as cause and effect, similarities and differences, problems and solutions, and sequence of events or information. A writer will choose one or more of these ideas. Readers cannot know this before reading the text. Narrative texts are much more predictable because most fiction follows a similar “story grammar” of setting, conflict, and resolution. Fiction, however, has a more unpredictable vocabulary and can have more complex sentence structure, as in Example 10b from William Faulkner’s Absalom, Absalom!*

Notes.

Example 5 from

Anderson, R. C., & Freebody, P. (1985). Vocabulary knowledge. In H. Singer & R. B. Ruddell (Eds.), *Theoretical models and processes of reading*, (3rd ed.), Newark, DE: International Reading Association.

Example 7 from

Dooling, D. J., & Lachman, R. (1971). Effects of comprehension on retention of prose. *Journal of Experimental Psychology*, 88, 216-222.

Example 8 from

Anderson, R. C., Reynolds, R. E., Schallert, D. L., & Goetz, E. T. (1977). Frameworks for comprehending discourse. *American Educational Research Journal*, 14, 367-382.

Example 9 from

Rumelhart, D. E., & Ortony, A. (1977). The representation of knowledge in memory. In R. C. Anderson, R. J. Spiro, & W. E. Montague (Eds.), *Schooling and the acquisition of knowledge*. Hillsdale, NJ: Erlbaum.

Example 10a from

Alderson, J. C. (1984). Reading in a foreign language: A reading problem or a language problem? In J. C. Alderson & A. H. Urquhart, (Eds.), *Reading in a foreign language*. London: Longman.

Example 10b from

Faulkner, W. (1986). *Absalom, Absalom!* (p. 3). New York: Random House. (Original work published 1936)

## **Reading and Adult English Language Learners: A Review of the Research**

### **Questions on Section 2: The process of learning to read in a second language**

Read the questions. Then find the answers in the text.

- 1) What are three of the models that researchers use to describe the reading process? (pages 24-25)  
**Bottom-up:** Focus is on extracting information from the text; particularly that letters and sounds form words, words form phrases and sentences; also concerned with how sound is represented in print.  
**Top-down:** Focus is on predicting meaning based on clues from the text and the reader's background knowledge.  
**Interactive:** Both top-down and bottom-up processes work together  
**Learner's own model:** Often subconscious; may focus on perfecting either top-down or bottom-up; may make reading difficult
- 2) How do these models affect how adult English language learners might approach literacy? (page 25)  
*A reader may rely on one or the other. If readers utilize mostly a bottom-up process, it can lead to a focus on perfecting decoding—so meaning is difficult to ascertain. If readers rely heavily on background knowledge and predictions, they might ignore text clues and misinterpret the message of the text.*
- 3) What four skills are important in reading development? Describe each briefly. (pages 26-28)  
**Phonological processing:** Interpreting letters as sounds; combining sounds to produce syllables and words; phonemic awareness (individual sounds and phonemes); morphophonemic awareness (the way language is represented in print—i.e., phonemes, words, syllables, word breaks)  
**Vocabulary recognition:** The quicker one can comprehend vocabulary, the better understanding one has of the whole; struggling at the word level may lead to difficulty connecting prose  
**Syntactic processing:** Recognizing grammatical relationships  
**Schema activation:** Filling in what is not stated; using background knowledge; relating the passage to cultural knowledge
- 4) Why do some programs separate literacy learners from those who are literate in their first language? (page 28)  
*Each group is likely to progress at different rates.*
- 5) What are some phonological processing skills, and how can they be taught? (pages 29-30)  
*Matching letters to sounds; matching morphemes, meanings, and pronunciation; oral reading, choral reading*
- 6) What can teachers do to help learners increase vocabulary recognition? (pages 30-31)  
*Preview vocabulary before a text is read; teach high-frequency vocabulary; help learners to use dictionaries (picture, monolingual English); use glosses for vocabulary that is beyond the reader's level.*
- 7) How can teachers help learners develop syntactic processing skills? (page 31)  
*Use cloze exercises; identify parts of speech and their roles; general sentences using specific words and grammatical forms.*
- 8) What are some ways to help learners activate schema? (pages 31-32)  
*Build on ideas and concepts from the readers' cultures; use visual aids; preview unfamiliar ideas, actions, settings; preview title, pictures, graphics, and any other text structures.*

# How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?

By Miriam Burt, Joy Kreeft Peyton, and Carol Van Duzer

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## Background on Adult Learners

Adult education programs serve both learners who are native English speakers and those whose first, or native, language is not English. Native English speakers attend adult basic education (ABE) classes to learn basic skills so they can get high school equivalency certificates or to achieve other goals related to job, family, or further education. English language learners attend English as a second language (ESL) or ABE classes to improve their oral and written skills in English and to achieve goals similar to those of native English speakers. Sometimes ABE classes include both native English speakers and English language learners.

## Audience for This Brief

This brief is written for the following audiences:

- Practitioners: teachers, teacher trainers, curricula writers, and program administrators who work with adult English language learners in ESL classes or in mixed ABE classes (with native English speakers and English language learners)
- Educational researchers

## Background

Literacy and language proficiency in English seem to be related to economic self-sufficiency. Immigrants who are literate only in a language other than English are more likely to have non-continuous employment and to earn less than those literate in English (Greenberg, Macías, Rhodes, & Chan, 2001). An analysis of the 2000 U.S. Census data on immigrant earnings revealed a positive relationship between earnings and English language and literacy (Chiswick & Miller, 2002).

Increasing the English reading skills of adult immigrants is an important task. Unfortunately, little research exists on how adult immigrants learn to read in English and which instructional practices are the most successful. In order to provide evidence-based suggestions for teaching reading to adult English language learners, this brief summarizes the research base on adult English speakers learning to read and the suggestions for instruction from these studies (Kruidenier, 2002).

Then, using findings from a synthesis of research on adult English language learners learning to read (Burt, Peyton, & Adams, 2003), it describes how these learners differ from native English speakers, and how these differences should affect instruction.

## Research Base

A review of research related to adult literacy and reading instruction in adult basic education (ABE) was completed by a group convened by the National Institute for Literacy and the National Center for the Study of Adult Learning and Literacy. The Reading Research Working Group looked at approximately 70 research studies (Kruidenier, 2002). Only five of the studies address English language learners specifically; the rest are normed on native English speakers.

Another review focused on reading development among adult English language learners in the United States (Burt, Peyton, & Adams, 2003). The review found only 47 studies that addressed this group of learners. Of those, only 24 were conducted in non-postsecondary education settings (adult education programs, community-based programs, and workplace literacy programs). The others were conducted in college-based intensive English programs (IEP). Although the body of research is small and preliminary, it provides valuable information about English language learners in adult education programs and can be used as the springboard for future research studies.

## Research Findings

Kruidenier (2002) discusses the following components of reading:

- vocabulary
- alphabets and word analysis
- fluency
- comprehension

These components are defined below with corresponding suggestions (from Kruidenier, 2002) for teaching reading to adult learners in ABE programs. Note: The suggestions marked with an \* may not be effective with adults learning English. The suggestions are followed by a brief discussion of the marked items

and the ways that these might be handled with English language learners. This discussion is informed by the review by Burt, Peyton, and Adams (2003) and writings on second language acquisition by Birch (2002), Eskey (2005), Folse (2004), Hadley (1993), Qian (1999), and Nation (2000, 2005). This literature suggests that the differences between adult English speakers and those learning English may affect both the ways that adults learn and how they should be taught to read.

## Vocabulary

Vocabulary refers to the words that a person knows. Reading vocabulary is critical to the comprehension processes of a skilled reader. The Kruidenier report (2002) makes the following suggestions for teaching ABE learners:

- Conduct oral assessments, where learners either choose the one correct meaning of a word from multiple choices or define terms in their own words.
- Teach vocabulary in semantic sets.\*
- Encourage students to get meaning of new vocabulary items through context.\*

### Issues for English language learners

Folse (2004) reviewed the research on teaching vocabulary in semantic sets (e.g. colors, foods, furniture, days of the week) and found that grouping words in this way can actually impede the learning of vocabulary. This is because if similar new words are presented together, such as a set of colors or the days of the week, the learner is likely to confuse the words. The same is true if antonym pairs such as *hot/cold*, *fat/thin*, *right/left* are presented together. Folse suggests grouping new vocabulary around looser themes such as going out to eat, planning a trip, or celebrating an anniversary. Nation (2000, 2005) recommends teaching high-frequency vocabulary first. For example, rather than presenting *red*, *yellow*, *blue*, *black*, *white*, etc. at one time, he suggests beginning with one color. In this way *red*, which is used more frequently than orange, would be taught before *orange*. *Tuesday*, which is used more frequently than *Thursday*, would be taught before *Thursday* (Nation, 2000). This separation of *Tuesday* and *Thursday* would also avoid the confusions that surface between these two words, which are similar phonologically and in spelling (Folse, 2004).

Acquiring the meaning of a vocabulary item through context clues – a strategy often taught by ABE teachers – is difficult for learners of English as a second language, because they often do not have the vocabulary in English that native speakers have (Eskey, 2005). For example, while fluent English speakers possess a written English vocabulary of 10,000-100,000 words,

second language learners generally know only 2,000-7,000 English words when they begin their academic studies (Hadley, 1993). This gap can impede success in listening to lectures, reading academic material, or writing essays. Using context to understand new vocabulary requires an understanding of more than 98% of the words of a passage (Nation, 2005). Furthermore, even if the meaning of a word can be guessed from context, knowledge of the word may be superficial. Truly knowing a word includes knowing its pronunciation, spelling, morphological and syntactic properties (e.g., part of speech, prefixes and suffixes it has), and multiple meanings; the contexts in which it can be used; the frequency with which it is used; and its collocates, or how it combines with other words (e.g., the word *squander* is often paired with *resources*, *time*, or *money*; Folse, 2004). For these reasons, vocabulary teaching needs to be planned and deliberate with English language learners.

### Suggestions for teaching adult English language learners

Because of the need for English language learners to acquire more English vocabulary for all aspects of their lives, Birch (2002), Eskey (2005), Folse (2004), and Nation (2000, 2005) suggest the following:

- Pre-teach the vocabulary in a reading passage.
- To limit the number of vocabulary items that must be pre-taught, select reading passages that are only slightly above what learners can read independently.
- Teach high-frequency words first.
- Provide learners with multiple exposures to specific words in multiple contexts.
- Provide learners with lists of words for intentional learning.
- Avoid presenting synonyms, antonyms, or words in the same semantic set together.
- Teach learners to use both monolingual and bilingual dictionaries. Because even English dictionaries designed specifically for learners contain about 2,000 words (Nation, 2005) and the definitions and examples are in English, learners at basic reading levels may not understand the definitions and explanations. They will need to use bilingual dictionaries.
- Encourage learners to use word cards – notes cards with the English words on one side and the translation on the back – and to study them frequently.
- Encourage vocabulary learning through regular tests where students can prove receptive knowledge of words through matching words to definitions or multiple choice exercises.

- After reading, have students write sentences in which they use specific words and grammatical forms.

### Alphabetics and word analysis

Kruidenier's report defines alphabetics and word analysis as the "whole process of using the letters in a written alphabet to represent meaningful spoken words" (p. 35). Adult beginning readers typically have difficulty applying letter-sound knowledge to figure out new words while reading. Word analysis refers to the methods that readers use to recognize words. These include understanding letter-sound correspondences and recognizing sight words; using context to determine meaning; knowing prefixes, suffixes, and root words; and using dictionaries. The Kruidenier report makes the following suggestions for teaching ABE learners:

- Assess beginning readers' letter-sound knowledge through their pronunciation of letters, word parts, or whole words that are decodable using common rules or generalizations.
- Assess knowledge of sight words with lists of regularly and irregularly spelled words.
- Provide adult beginning readers with explicit instruction in word analysis.
- When assessing letter-sound knowledge, consider using nonsense words to ensure the reader does not know the words as sight words.\*

### Issues with English language learners

English language learners may not have literacy skills in any language, or they may be literate in a non-alphabetic system such as Chinese, a non-Roman alphabet such as Cyrillic, or a Roman alphabet such as Spanish. All will experience some difficulties in English sound-symbol relationships (Burt, Peyton, & Adams, 2003). Alphabetics instruction with native English speakers generally assumes high oral language skills and vocabulary. Nonnative English speakers do not have the vocabulary base in English that native speakers do in either written or oral expression. As a result, instructional strategies that rely on oral comprehension of vocabulary and use of nonsense words to teach sound-symbol correspondence are not likely to be successful with English language learners (Nation, 2005; Qian, 1999).

### Suggestions for teaching adult English language learners

- Teach English letter-sound correspondences to all learners.
- When assessing knowledge of letter-sound relationships, use actual English words

that follow patterns such as *bat/pat/sat* (not nonsense words).

- Teach morphophonemic relationships in the English writing system. For example, point out that while the regular past tense has different pronunciations depending on the phonological structure of the verb, past tense morphology for regular English verbs has only one written form –ed (e.g., *laughed /t/, climbed /d/, wanted, /Id/).*
- Teach word analysis skills including word prefixes and suffixes.
- Identify parts of speech and their roles.

### Fluency

Fluency is the ability to read easily and accurately, with appropriate rhythm, intonation, and expression. For ABE learners and children, fluency instruction and practice may lead to increases in reading ability. The Kruidenier report makes the following suggestions for teaching ABE learners:

- Assess fluency of learners by rating the accuracy and speed of their oral reading. \*
- Involve learners in repeated reading of texts and words, taped and live. \*

### Issues with English language learners

Extensive individual oral and choral reading is of questionable value in the adult ESL classroom. Accuracy in oral reading of adults learning English may be complicated by native language interference at every level from the letter-sound relationship, to suprasegmentals of the language (stress, intonation, and pauses).

### Suggestions for teaching adult English language learners:

- Consider limited use of choral readings. When choral readings are used, select short segments that emphasize English stress and intonation.
- When involving learners in oral and choral reading of texts, be certain that they first hear a native-speaker-like model of the reading.

### Reading comprehension

Reading comprehension is the ability to make meaning from the written text. Skilled readers are purposeful and active and apply comprehension strategies to the text. The Kruidenier report makes the following suggestions for teaching ABE learners:

- Have students complete cloze passages (in which learners fill in specific words that are left out of a text).
- Provide instruction in comprehension strategies such as using headings and graphics to predict meaning, summarizing verbally, skimming, and scanning.

- Assess students' strategy use by asking them which comprehension strategies they used.
- Assess learners' reading comprehension by having them read passages and answer comprehension questions about the text in multiple choice or short answers.\*
- Have students summarize readings.\*

### Issues with adult English language learners

Cultural issues might impede text comprehension. What seems to be a straightforward text, for example, an article about a tree house or one about a family going to the Dairy Queen in a station wagon may present the reader with difficulties in comprehension because of cultural differences. It is of limited value to assess reading comprehension when readers lack the cultural knowledge needed to understand the text. Summarizing is difficult and should not be asked of learners until they understand the text (Hood, Solomon, & Burns, 1996).

### Suggestions for teaching adult English language learners

- Find out what students know, need to know, and want to know and then build on ideas and concepts from learners' cultures and experiences whenever possible. Select readings on topics they may be most familiar with.
- Pre-teach vocabulary and preview unfamiliar ideas, actions, vocabulary, and settings as well as titles, pictures, graphics, text structure, and discourse markers (e.g., words such as "first" or "next").
- Use visual aids and physical objects to help learners build background knowledge.
- Assess learner comprehension through short answers, cloze exercises, and summary writing only after pre-teaching vocabulary, previewing cultural contexts, and discussing the text.

### Conclusion

Some of the suggestions for working with adult English speakers based on research may be of use with English language learners, such as teaching letter-sound correspondence and word analysis skills and providing instruction in comprehension strategies. However, other suggestions, such as using nonsense words in instruction, or relying on context clues to build vocabulary knowledge, are not useful with nonnative English speakers. Difficulties arise because of cultural differences, gaps in English oral

vocabulary between English speakers and English language learners, and interference from the native language. Instructors need to consider these differences when planning and delivering instruction for adult English language learners. Researchers might consider investigating issues raised in this brief.

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## Questions on *How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?*

*Directions: Answer the first question before reading the brief.*

What do you think are some differences between teaching reading to adult native English speakers and teaching reading to adult English language learners?

*This is the homework assignment. Solicit a few responses from the class during the next class session. Since the responses to this item were given before reading the brief, all reasonable responses are acceptable.*

*Directions: Answer the next question after reading the brief.*

What does the article say are the differences between teaching reading to adult native English speakers and teaching reading to adult English language learners?

***In vocabulary:*** Grouping words in semantic sets can impede the learning of new vocabulary with English language learners. Acquiring the meaning of a new vocabulary item through context clues is not a good strategy for adult English language learners as their English vocabulary bank is so much smaller than that of native speakers (2,000-7,000 words vs. 10,000-100,00), and one must know at least 95% of the words in a passage to benefit from context clues.

***In alphabetic and word analysis:*** Alphabetic instruction with native speakers generally assumes and relies on high oral language skills and vocabulary, which English language learners may not have. Therefore, when teaching English letter-sound correspondence to English language learners, nonsense words should NOT be used.

***In fluency:*** Accuracy in oral reading with English language learners may be complicated by native language interference; therefore choral readings in the adult ESL classroom should be short and focused, and learners need to hear a native-speaker-like model of the reading.

***In reading comprehension:*** Although they may understand the vocabulary and syntax of a passage, cultural issues may impede comprehension of a text for English language learners. For this reason, with English language learners, it is best to initially select readings on topics they are familiar with, to pre-teach vocabulary, and to preview unfamiliar ideas with the students. Activities that test learner comprehension should be done **after** pre-teaching vocabulary, previewing cultural contexts, and discussing the text.

*Directions: Answer the following question and be prepared to discuss it with the entire group.*

What did you find interesting about these differences?

*Solicit feedback from a handful of students; for example, ask one student per table to respond. All reasonable answers are acceptable as this is an opinion question.*

## Session 1: Assignment

1. Try one of the types of vocabulary building activities with your students. Come to the next session ready to report how it went. Prepare answers to the following questions:
  - What worked well? Why?
  - What might you change next time? Why?
2. Read the brief *How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?* and answer the accompanying questions. Come to Session 2 prepared to discuss your responses.





**Session 2**  
**Selecting Appropriate Texts**  
**and Developing a Good Reading Lesson**



## Objectives and Agenda

### Session 2: Selecting Appropriate Texts And Developing a Good Reading Lesson

#### Objectives

- Select appropriate materials for specific student levels
- Identify elements of a good reading lesson
- Create reading activities

#### Agenda

- I. Introduction and Warm-Up
- II. Report on Interim Activities and Review of Reading Skills
- III. Selection of Reading Materials
- IV. Demonstration of a Good Reading Lesson
- V. Preparation of Reading Activities
- VI. Presentation and Critique of Activities
- VII. Assignment and Session Evaluation

## 26 Letters

a l x j h e o s u b e l u v g p e m n e g n e t s e

jumps

house

eleven

bagel

next

PTA meeting tonight at seven

# KWL

What do you <b>know</b> about the Arlington Free Clinic?	What do you <b>want to know</b> about the clinic?	What have you <b>learned</b> about the clinic?

# A History

In 1991, physicians with the Arlington County Medical Society were increasingly aware that the number of people needing free or low cost medical care was growing. It was estimated that approximately 10% of the county's population of 185,000 people were low-income and without health insurance. Through the efforts of these physicians, a Steering Committee was formed in 1993 to evaluate the possibility of establishing a free clinic in Arlington.

At that time, Virginia had 20 free clinics in other communities around the state. It now has 29 clinics and each is designed with the specific needs of its community in mind. All are staffed by volunteer physicians, nurses, pharmacists and other community volunteers.

The Arlington Free Clinic opened its doors at Thomas Jefferson Middle School on January 11, 1994, treating 12 people on that cold, wintery night. The Arna Valley Clinic site opened independently as a result of a grass roots community effort in November, 1995 and became part of the Arlington Free Clinic in the fall of 1996.

The Free Clinic now treats approximately 75 people each week in its four clinics:

- General Medical at Thomas Jefferson
- General Medical at Arna Valley
- Women's Health at Thomas Jefferson
- Chronic Care at Thomas Jefferson

**New Free Clinic Offers Medical Care**



**By BILL THUGAULT**  
Staff Writer

Open to the public, the new free clinic at Thomas Jefferson Middle School is making a difference in the lives of many in the community.

The new 70-space, two-story building was constructed by the county and is staffed by a team of volunteer physicians, nurses, pharmacists, and other medical professionals. The clinic is open to all people in the county, regardless of their income level.

A study done in 1992 revealed that 10 percent of the county's population has no health insurance, and that 10 percent of the county's population has low income and no health insurance. The new free clinic is designed to provide medical care to these people.

In the spring of 1993, the Arlington County Medical Society began working with the county to establish a free clinic in Arlington. The society's members, including Dr. Joseph A. Becker, president of the society, and Dr. Joseph A. Becker, president of the society, are working to establish the clinic.

Dr. Joseph A. Becker, president of the society, is working to establish the clinic. He is also a member of the society's board of directors.

Continued on page 11

# B

## The Mission

*Operated primarily by volunteers, the Arlington Free Clinic provides free medical services to low-income, uninsured Arlington County residents.*

## Volunteers

Nearly 50 volunteers work each week in the clinics including physicians, nurse practitioners, nurses, physician's assistants, pharmacists, lab personnel and other non-medical people who act as receptionists, screeners and translators. Please call the Clinic if you are interested in becoming a volunteer.

# C Services

- General medical care for adults and children
- Specialized screening services for women
- Education and treatment for persons with chronic illnesses
- Lab tests and X-rays as ordered by physician
- Medications

The Arlington Free Clinic does not provide any services which are available at the Department of Human Resources. Referrals will be made for those services.

Clinic services are available to low-income residents of Arlington County. Patients must bring documentation regarding residency and income level.

# D

## Hours by Appointment

**General Clinic at Thomas Jefferson**

Open Tuesdays 6-9 PM

Appointments made Fridays at 10:00 AM

Call 703 522-3733

**General Clinic at Arna Valley**

Open Wednesdays 6-9 PM

Appointments made Fridays at 10:00 AM

Call 703 522-3733

**Women's Health Clinic at Thomas Jefferson**

Open 2nd & 4th Thursdays 6-9 PM

Appointments made anytime

Call 703 522-3733

**Chronic Care Clinic at Thomas Jefferson**

Open 3rd Thursday 6-9 PM

By referral only

Note. Copyright 2000 by the Arlington Free Clinic, Arlington, VA (www.arlingtonfreeclinic.org). Reprinted with permission.

## **Arlington Free Clinic: Questions**

### **A. History**

1. When did the Arlington Free Clinic open at Thomas Jefferson Middle School?
2. When did the Arna Valley Clinic open?
3. What are the three clinics at Thomas Jefferson?

### **B. The Mission**

4. What does the Arlington Free Clinic do?
5. Who works at the clinic?
6. Do the people who work at the clinic get a salary?

### **C. Services**

7. What kind of medical care does the clinic have for adults and children?
8. I have a chronic illness. How can the Arlington Free Clinic help me?
9. Can I get lab tests and X-rays ordered?
10. What do I need to bring with me to the clinic?

### **D. Hours by Appointment**

11. How many clinics are at Thomas Jefferson?
12. What telephone number do I call to make an appointment?
13. When is the General Clinic at Arna Valley open?
14. When is the General Clinic at Thomas Jefferson open?

Name \_\_\_\_\_

Date \_\_\_\_\_

### Arlington Free Clinic: Focus on Phonics

*In each column, write words that begin with the same letter and same sound as the example at the top of the column.*

patient /p/

physician /f/

free /f/

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*In each line below, circle the two words that begin with the same sound.*

1.    phone                    pen                    pencil
2.    paper                    photo                    physician
3.    pharmacists            phone                    pen
4.    principal                    physician                    prescription
5.    pencil                    paper                    phone
6.    photo                    free                    pen



## Evaluating Reading Lessons

Which reading skills are highlighted in each stage of the reading lesson? How are they developed?

### *Arlington Free Clinic: Lesson Plan*

#### **Warm-Up/Review**

**Schema activation:** Review of previous vocabulary; relate lesson to learners' own experience (i.e., where they go when they need medical assistance)

**Vocabulary recognition:** Review of learned vocabulary

#### **Introduction**

#### **Presentation (Pre-reading)**

**Schema activation:** Brainstorming what learners already know about the topic

**Vocabulary recognition:** Ask learners to circle new words

#### **Practice (During-reading)**

**Syntactical processing:** Recognizing question words and words in the text that answer these questions

#### **Evaluation**

**Schema activation:** Confirming background knowledge; adding to knowledge

#### **Expansion (Post-reading)**

**Phonological processing:** Focusing on particular sounds/spelling; worksheet

**Syntactical processing:** Focusing on grammar point; worksheet

## Arlington Free Clinic: Lesson Plan

### ***Lesson Objective***

Read a brochure about a community service.

#### Language Skills

Reading

#### Life skills

Access community services

#### Materials

Brochure from local service agency

KWL (know, want to know, learned) transparency

Copies of brochure text divided into four reading sections

Questions on each section of the reading

### ***Stages of the Lesson***

#### **Warm-Up/Review**

Review health problem (e.g., fever, flu, broken leg) and when and where to go for help.

#### **Introduction**

Introduce today's lesson by telling the learners what they are going to read.

#### **Presentation (Pre-reading activities)**

1. Using the KWL transparency, brainstorm what students already know about the clinic and what they want to know.
2. Show students the brochure.
3. Prepare a jigsaw reading activity:
  - Divide the students into heterogeneous groups of four (i.e., groups of mixed reading ability).
  - Assign each student a letter (A, B, C, or D): A for the highest level reader in each group, D for the lowest level reader, and so forth.
  - Regroup the students so that all the As are together, all the Bs are together, etc.
  - Hand out the reading sections from the brochure (A being the most difficult, D being the easiest) and the accompanying questions.
  - Ask students to read their section and circle words they do not know, then discuss them in groups. Circulate to help students with words they don't know.

#### **Practice (During-reading activities)**

Have each group read their section and answer the questions. Have them make sure that each member of the group writes down and understands the answer to the questions. When they have completed their questions, have the students return to their original heterogeneous groups. Hand out complete copies of the brochure text and all the questions. In their groups, have the students share the answers to the questions in their reading section.

#### **Evaluation**

Put a KWL grid on the board or overhead projector and ask the students what they have learned about the clinic.

#### **Expansion (Post-reading activities)**

Have students work on using *must* and *have to* in everyday contexts and identify words that begin with the sounds /f/ and /p/.

## Other Voices From North America



I live in Arlington, Virginia. My neighbor on the left is from the U.S. On the right is a Latin American. In the front is an Ethiopian.

My neighbors from the U.S. are not friendly. I don't know them. We only say "hi" when we bump into each other in the elevator or on the street. Nobody has time to talk. Everybody is busy.

Berhane Admasu is from Ethiopia. She studies ESL at the Willston Center in Fairfax County, Virginia.

From *Collaborations: English in Our Lives. Beginning 1 Student Book* (p. 76), by J. Huizenga and G. Weinstein-Shr, 1996, Boston: Heinle & Heinle, a division of Thomson Learning ([www.thomsonrights.com](http://www.thomsonrights.com) Fax 800-730-2215). Photograph by B. Lynch. Reprinted with permission.

## Activity: Preparation of Reading Lessons

1. With the others in your group, prepare a reading lesson based on the reading selected for your group. You will have 15 minutes to present your lesson to all the workshop participants. Everyone has all of the readings, so you will be able to have the participants actually do some of the activities. You will have to describe the other activities.
2. In your group, select a recorder to write the lesson plan on flip-chart paper, a recorder to fill out the evaluation sheet, and a presenter.
3. In your lesson, include instructions on each of the four skills important to reading: schema activation, phonological processing, syntactic processing, and vocabulary recognition. These skills should be incorporated into the stages of the lesson that make most sense for the level and needs of your students.

## Children Home Alone

When is it safe to leave a child home alone? This is a difficult question for parents to answer.

Fortunately, here in Fairfax County, social work and community professionals have guidelines to help parents decide when it might be safe to leave a child unsupervised.

**Questions?**  
**Child Protective Services**  
**HELPLINE**  
**703-324-7400**  
TTY 703-222-9452

## Child Supervision Guidelines

The following represent minimally acceptable standards for the supervision of children. These guidelines are from social work professionals in collaboration with the community. REMEMBER, they are guidelines only.

### Age Guidelines

#### **7 years and under:**

Should not be left alone for any period of time. This may include leaving children unattended in cars, playgrounds, and backyards. The determining consideration would be the dangers in the environment and the ability of the caretaker to intervene.

#### **8 to 10 years:**

Should not be left alone for more than 1½ hours and only during daylight and early evening hours.

#### **11 to 12 years:**

May be left alone for up to 3 hours but not late at night or in circumstances requiring inappropriate responsibility.

#### **13 to 15 years:**

May be left unsupervised, but not overnight.

#### **16 to 17 years:**

May be left unsupervised (in some cases, for up to two consecutive overnight periods).

*Note.* From "Children Home Alone," Fairfax County, Virginia, Family Services Web site: [www.co.fairfax.va.us/service/dfs/ChildrenYouth/homealone.shtm](http://www.co.fairfax.va.us/service/dfs/ChildrenYouth/homealone.shtm)

# Tailor-Made Success

LEONOR TORRES FINDS HAPPINESS IN AMERICA

by Michael Slezak

There's nothing more important to Leonor Torres than her family. The 40-year-old came to the United States from Ecuador in 1982. She wanted to find a better way of life for her children.

When she moved to the U.S., Torres and her husband had to leave behind their son Geovanny and daughter Janneth. The children lived with Torres' mother in Ecuador while their immigration papers were processed. "It was very hard for me to leave my children," Torres says.

In Ecuador, Torres sewed clothes for clothing designers. That helped her get into the garment industry when she came to New York City.

Torres had a hard time learning English. She worked long hours and didn't have much time for classes. Then, a few years ago, she joined UNITE, a union for garment workers. Tor-

res took English classes through the union to help her receive her high school equivalency diploma.

"I want to be a good example and teach my kids to fight hard for the things they want," she says. Both of Torres' children will attend college in the fall.

Torres is now a sample maker with a clothing manufacturer. She loves her job. She even gives suggestions to the designers about how the clothing should look.

And what about her future? "Someday, I'd like to go to college. Maybe I'll be an ESL (English as a second language) teacher. I'd like to be able to help other parents who want a better way of life for their children."

*[excerpted with permission from English Digest, (1997, Jean-Claude Van Damme issue, p18). New York: City Family, Inc.]*

## **Evaluating Reading Lessons**

Which reading skills are highlighted in each stage of the reading lesson? How are they developed?

**Warm-Up/Review**

**Introduction**

**Presentation (Pre-reading)**

**Practice (During-reading)**

**Evaluation**

**Expansion (Post-reading)**

## **Evaluating Reading Lessons**

Which reading skills are highlighted in each stage of the reading lesson? How are they developed?

**Warm-Up/Review**

**Introduction**

**Presentation (Pre-reading)**

**Practice (During-reading)**

**Evaluation**

**Expansion (Post-reading)**

## **Evaluating Reading Lessons**

Which reading skills are highlighted in each stage of the reading lesson? How are they developed?

**Warm-Up/Review**

**Introduction**

**Presentation (Pre-reading)**

**Practice (During-reading)**

**Evaluation**

**Expansion (Post-reading)**

## Session 2: Assignment

1. Your homework is to do a reading lesson with your students and to come to the next session prepared to talk about how the pre-reading activities went, responding to the following questions:
  - How did the pre-reading activity go?
  - How well did the pre-reading activity prepare the students to understand the reading?
  - What would you do the same?
  - What would you do differently?
2. Bring a reading selection that you plan to use with your class to the next session. During Session 3 we will focus specifically on pre-reading activities.

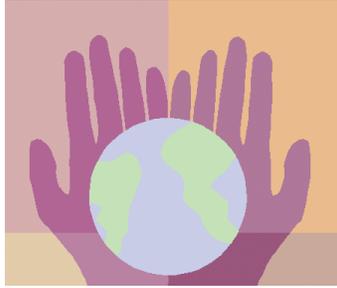
## Session 2: Evaluation

1. An interesting thing I learned about teaching reading today is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

2. I still need more information about \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

3. I look forward to trying \_\_\_\_\_ in my classroom.

4. Finally, I would like to say \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



## **Session 3**

### **Focus on Pre-Reading**



# Objectives and Agenda

## Session 3: Focus on Pre-Reading

### Objectives

- Identify activities for pre-reading
- Develop pre-reading activities for specific reading texts

### Agenda

- I. Introduction and Warm-Up  
Preferences
- II. Report on Interim Activities and Review of Reading Skills  
Reports on reading lesson  
Review of reading process
- III. Demonstration of Pre-Reading Activities  
Activities for beginning levels  
Activities for family literacy/multilevel  
Activities for higher levels
- IV. Preparation of Activities  
Create pre-reading activities for specific texts
- V. Presentation and Critique of Activities
- VI. Assignment and Session Evaluation

## Preferences

*Directions: Interview your neighbor to find out his or her favorite . . .*

1. State, City \_\_\_\_\_
2. Soup \_\_\_\_\_
3. Beverage \_\_\_\_\_
4. Dessert \_\_\_\_\_
5. Book \_\_\_\_\_
6. Play \_\_\_\_\_
7. Poet \_\_\_\_\_
8. Opera \_\_\_\_\_
9. Symphony \_\_\_\_\_
10. Athletic Team \_\_\_\_\_
11. Animal \_\_\_\_\_
12. TV Program \_\_\_\_\_
13. Vacation \_\_\_\_\_

## Reading Comprehension

*Read the passage below and then answer the questions.*

Zing quackles and randles estrates were zickled. While zickling the quackles frumpled, zooped and finally predacked. All quackles generally predack, but if immigted prior to zickling, they sometimes will not predack and may only frumple and zoop.

1. What were zickled?
2. What happened to them during zickling?
3. How do you prevent predacking?
4. In your own words, explain whether you think zickling would be an enjoyable experience.

*With a partner, discuss the following:*

- Were you able to read the passage?
- What knowledge did you use in reading it?
- Did you understand the passage?
- What enabled you to understand or not understand?
- Were you able to answer the exercise questions?

*Note.* From *Focus on Reading* (new ed., pp. 3-4), by S. Hood, N. Solomon, and A. Burns, 1996, Sydney, Australia: National Centre for English Language Teaching and Research (NCELTR). Reprinted with permission.



## Reading for Family Literacy/Multilevel: Pre-Reading Activities

TEXT: "Summer Programs"

Sometimes, family literacy teachers have the challenge of making higher level, content-rich readings accessible to adult immigrants who need to understand authentic texts for real-life purposes. Even if authentic texts from the public school, health department, or government are not written at an academic level, they are often full of idiomatic words and phrases and elliptical structures. Because of this, developing and presenting pre-reading activities becomes particularly important.

### **Pre-reading activities:**

Demonstrate for participants how to do the following with their classes:

Lead a full-group brainstorm/review of the current school year, with questions about the dates for spring break, teacher conferences, next report card, end of the school year, and so forth, writing selected information on the board.

Ask parents what their children did last summer vacation and what they think might happen this year; check their understanding of summer school and provide additional information (e.g., when to register).

Presentation of Vocabulary:

Virginia Standards of Learning Assessments (SOL tests)

Enrichment opportunities

Fees

Central location

Special education

Retained sixth graders

Conditionally promoted sixth graders

Skimming and Scanning:

After handing out text, lead discussion and practice (review from previous lessons) on how to look at a whole text for clues to general meaning and specific data.

## Summer Programs

Summer programs are available for students who will complete Grades K-11 during the 2004-2005 school year. Summer programs include opportunities for students to strengthen the skills and knowledge required for the Standards of Learning (SOL) tests and for middle school Promotion Benchmarks. Enrichment opportunities in all academic areas are available as well as extended day programs, camps, and online courses. The summer school booklet, *Encore 2005*, will be mailed in March to families whose children attend Fairfax County Public Schools (FCPS). The booklet contains information on summer school course offerings, locations, fees, and registration. *Encore 2005* will also be available at every Fairfax County public school, public library, other FCPS administrative offices, and on this Web site.

### Summer School Schedule and Calendar

Elementary School ----- July 11 - August 5  
Middle School----- July 11 - August 10  
High School----- July 11 - August 11

### Transportation

Fairfax County students may ride a FCPS school bus or use other means of transportation. The student will be picked up at a central location. The student will be returned to the same central location at the end of the program. Students who attend elementary morning summer school programs may also receive transportation to SACC and Rec-PAC sites within the attendance area of their summer school site. There are some summer programs where transportation is not offered.

Special education students who receive alternate transportation during the regular school year will receive similar services during the summer.

### Elementary Programs – Students Currently in Grades K-5 and Retained 6th Graders

The elementary learning program offers classes for students to maintain and reinforce academic skills and to improve achievement on the Virginia Standards of Learning Assessments. Academic skills focus on language arts, reading, mathematics, and English for speakers of other languages (ESOL). Retained sixth graders will attend elementary summer school. Students select one course in the elementary summer school program. Promoted or conditionally-promoted sixth graders will attend middle school summer school and select two courses.

The elementary programs run for 20 days from Monday, July 11 through Friday, August 5. Elementary summer school sites will include the following locations:

Bailey	Belle View	Cherry Run	Colin Powell
Deer Park	Halley	Herndon	Keene Mill
Lane	Ravensworth	Marshall Road	Oak Hill
Rose Hill	Shreveewood	Sunrise Valley	Terre Centre
Waples Mill	Wakefield Forest		

Special education elementary programs are located at designated elementary sites or various special education centers. Not all programs are offered at all locations. There will be limitations on class enrollment at each location, and locations are subject to change.

## **Middle School Programs – Students Currently in Middle School, Rising 7th Graders, and Promoted and Conditionally-Promoted 6th Graders**

The middle school program is designed to maintain and improve academic skills and to improve achievement on Standards of Learning (SOL) Assessments. Students select two classes at the appropriate grade level in English or language arts, mathematics, science, or social studies. The middle school program is 23 days, from Monday, July 11 through Wednesday, August 10. Middle school summer school sites will include the following locations:

<b>Frost</b>	<b>Herndon</b>	<b>Holmes</b>	<b>Kilmer</b>	<b>Liberty</b>	<b>Whitman</b>
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## **High School Programs – Students Currently in High School**

High school courses include Algebra 1, Algebra I Part I, Algebra 2, Biology, Chemistry, Computer Science, English 9 (repeat only), English 10, English 11, English 12, Geometry Part I, Geometry, Geosystems, Physics, VA and U.S. Government, VA and U.S. History, World History and Geography 1(repeat only), and World History and Geography 2. The prerequisites for each course are outlined in *Encore 2005*, the summer school booklet.

The program runs for 24 days from Monday, July 11 through Thursday, August 11. Students taking courses for new or repeat credit are required to attend class for the entire time period. High school summer school sites will include the following locations:

<b>Lee</b>	<b>Mount Vernon</b>	<b>Oakton</b>	<b>West Springfield</b>	<b>Madison</b>
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*Note.* From “Summer Programs,” Fairfax County Public Schools Web site: [www.fcps.k12.va.us/news/sumsch.htm](http://www.fcps.k12.va.us/news/sumsch.htm)

## Reading for Higher Level Learners: Pre-Reading Activities

TEXT: "History: Not as Easy as A-B-C"

From: *The Washington Post* (2004, November 9), p. C14.

This article discusses the movie rating system used in the United States. Although it is a *Kids Post* article (found in the Style section of the daily newspaper), it has high interest for adult learners and is an example of an authentic text. Previous to reading this article, the students must have already discussed and practiced the passive voice. They also should know the pronunciations of the past tense morpheme *-ed*. Note: When using photocopied newspaper articles, be sure to bring in the original article and the rest of the newspaper, so students can locate articles and sections when reading articles on their own.

### Pre-reading activities

- Discussion of movies, e.g., movies students saw in their countries, how they select movies to see in their home countries, how they do this in the United States, and how they know whether movies are appropriate for the whole family.
- Presentation of vocabulary from the article:
  - movie ratings system
  - appeals board
  - came into being
  - supposed to
  - watch out for
  - released
  - way too
  - cautioned
  - accompanying
- Identification of movie rating abbreviations chart (after handing out the article)

# The Washington Post

## History: Not as Easy as A-B-C; [FINAL Edition]

The Washington Post. Washington, D.C.: Nov 9, 2004. pg. C.14

Full Text (280 words)

Copyright The Washington Post Company Nov 9, 2004

The movie ratings system was created 36 years ago this month. Eight to 11 citizens are chosen to be on the ratings board. They watch each movie and then vote on what they think the rating should be. They don't all have to agree: Whichever rating gets the most votes is selected.

If the maker of the film disagrees with that rating, the decision can be appealed to -- or reviewed by -- the appeals board. That group is made up of people who make, distribute and show films.

The current ratings came into being in 1984. Before that, movies were rated G for all audiences, M for Mature (all ages could be admitted, but parents were supposed to watch out for younger children), R for Restricted to people over 16 unless they were with a parent, and X for no one under 17 admitted.

Later, the M category was changed to PG -- many people seemed to think that M meant the movies were for viewers older than the ratings board intended. After "Indiana Jones and the Temple of Doom" was released in 1984 with a PG rating, the Motion Picture Association of America, led by Jack Valenti, decided there needed to be a rating between PG and R, and added PG-13. Valenti says it was a scene showing a live, beating heart from "Indiana Jones" that caused them to add the new category.

In the same year, "Gremlins" got a PG rating, but most parents and movie critics felt it was way too scary for kids to see.

In 1990, the Ratings Board began adding descriptions to the letters to explain why movies were rated as they were.

<p><b>G</b></p> <p>General audiences</p>
<p><b>PG</b></p> <p>Parental guidance suggested. Some material may not be suitable for children</p>
<p><b>PG-13</b></p> <p>Parents strongly cautioned. Some material may be inappropriate for children under 13</p>
<p><b>R</b></p> <p>Restricted, under 17 requires accompanying parent or adult guardian</p>
<p><b>NC-17</b></p> <p>No one 17 and under admitted.</p>

From *The Washington Post* (p. C14), 2004, November 9, © 2004 by *The Washington Post*. Reprinted with permission.

### Session 3: Assignment

1. Your homework is to do a reading lesson with your students and to come to the next session prepared to talk about how the pre-reading activities went, responding to the following questions:
  - How did the pre-reading activity go?
  - How well did the pre-reading activity prepare the students to understand the reading?
  - What would you do the same?
  - What would you do differently?
2. Also, bring a reading selection that you plan to use with your class to the next session. During Session 4 we will focus on during-reading and post-reading activities and how to put a reading lesson together.

### Session 3: Evaluation

*Fill in the blanks.*

1. I found \_\_\_\_\_ especially useful.

2. In my class, I plan to try \_\_\_\_\_  
\_\_\_\_\_.

3. I still have a question about \_\_\_\_\_  
\_\_\_\_\_.

4. To date, I have found \_\_\_\_\_  
\_\_\_\_\_ to be the most relevant topic/activity/information for my current  
teaching assignment.





## **Session 4**

# **Putting a Reading Lesson Together**



# Objectives and Agenda

## Session 4: Putting a Reading Lesson Together

### Objectives

- Identify during-reading and post-reading activities
- Develop a coherent, comprehensive, and appropriate reading lesson that develops each of the four skills important to reading

### Agenda

- I. Introduction and Warm-Up
- II. Report on Interim Activities and Review of Reading Lesson Components  
Reports on pre-reading activities
- III. Demonstration of During-Reading and Post-Reading Activities  
Activities for beginning levels  
Activities for family literacy/multilevel  
Activities for higher levels
- IV. Preparation of Activities  
Participants create during- and post-reading activities for their own class text
- V. Presentation and Critique of Activities
- VI. Wrap-Up and Workshop Series Evaluation

## Reading for Literacy/Beginning Levels: Complete Lesson Plan

TEXT: "Mesud's Story"

From *Collaborations: English in Our Lives. Literacy Worktext* (pp. 31-32), by D. Moss, C. C. Shank, and L. Terrill, 1997, Boston: Heinle & Heinle, a division of Thomson Learning (www.thomsonrights.com Fax 800-730-2215). Reprinted with permission.

This story is useful at the beginning of a learning cycle. It focuses on learning strategies and studying outside of class.

**Presentation (Pre-reading):** Predictions with the picture  
Listening to the story on the tape  
Discussion of answers to listening comprehension questions

**Practice (During-reading):** Reading along with the tape  
Silent reading  
Vocabulary check

**Evaluation:** Discussion

**Expansion (Post-reading):** Conversion grid  
/p/ versus /b/  
Language practice—cloze with missing verbs

### Conversation Grid

What's your name?	What did you learn about Mesud that you think is interesting?	Do you study at home?	What helps you learn English?

### Cloze Activity

I \_\_\_\_\_ English at home.  
I \_\_\_\_\_ pictures with words.  
I \_\_\_\_\_ at the pictures.  
I \_\_\_\_\_ the words.  
I \_\_\_\_\_ the words.  
The pictures \_\_\_\_\_ me learn.

have	say	look	read	help	study
------	-----	------	------	------	-------

## Reading for Family Literacy/Mixed Levels: Complete Lesson Plan

TEXT: "Summer Programs"

From Fairfax County Public Schools Web site: [www.fcps.k12.va.us/news/sumsch.htm](http://www.fcps.k12.va.us/news/sumsch.htm)

This article would be useful for ESL parents in a family literacy class, so they could receive, process, and understand information that may be important to the family. If appropriate, parents could use the information to help sign up children for summer school.

### Presentation (Pre-reading)

- Discussion (whole group) to brainstorm/review important school information and dates, what their children did last summer, predict about coming summer, talk about summer school
- Vocabulary introduction emphasizes the specialized school words (including *fee/free*)
- Skimming and scanning to help get general understanding of topic and to pinpoint specific data (with further discussion to prepare for the reading)

### Practice (During-reading)

- Jigsaw reading first homogenous groups (with peer or teacher assistance as needed), then heterogeneous groups (Note: Groups could be decided partly on ages of children)
- Vocabulary check and extension, including pronunciation issues

### Evaluation

- Whole class discussion of comprehension questions regarding *what, when, where, why, how*, and what other information is needed and where it can be found (e.g., FCPS *Encore 2005* booklet to be mailed to parents' homes)

### Expansion (Post-reading)

- Individuals (or parent pairs) use text to find and write information regarding their child or children on form for future reference

Name of child	Summer school dates	School level	Location

- Review and extension of suffixes as whole group (*location/education; assessment/enrichment*)
- Introduction of *-ed* forms in adjectival uses (*retained/promoted*); review of /t/ /d/ /ɪd/
- Homework: Individuals (or parent pairs) follow up on summer school or other vacation activities for their children and report to the class; this would also include bringing challenges or issues to the class so peers and others could offer advice and assistance (e.g., bring booklets and forms to class)

## Reading for Advanced Level Learners: Complete Lesson Plan

TEXT: "History: Not as Easy as A-B-C"

From: *The Washington Post* (2004, November 9), p. C14.

This article discusses the movie rating system used in the United States. Although it is a *Kids Post* article (found in the Style section of the daily newspaper), it has high interest for adult learners and is an example of an authentic text. Prior to reading this article, the students must have already discussed and practiced the passive voice. They also should know the pronunciations of the past tense morpheme *-ed*. Note: When using photocopied newspaper articles, be sure to bring in the original article and the rest of the newspaper, so students can locate articles and sections when reading articles on their own. Remember: You can only use newspaper articles within 2 weeks of publication without written permission from the newspaper.

### Presentation (Pre-reading)

- Discussion of movies, how students select movies to see in the United States, movies they saw in their countries, etc.
- Vocabulary introduction and discussion
- Chart of rating symbols discussed briefly after handing out the article

### Practice (During-reading)

- Silent individual reading
- Individual identification of pre-taught vocabulary in the article
- Class discussion of pre-taught vocabulary as used in the article
- Class discussion of other vocabulary in article

### Evaluation

- Class discussion of questions
  - How do films get their ratings?
  - What can the filmmaker do if he doesn't like the rating his film receives?
  - What does PG refer to? Before 1984, what letter was used for this category? Why did the ratings board change it?
  - What two films that were released in 1984 caused the Motion Picture Association of America to add the PG-13 category? Why?

### Expansion (Post-reading)

- Whole class reading of movie ad from a current (within 2 weeks) local newspaper to identify the rating code for each movie
  - the whole family
  - two 12-year-old children
  - two teenagers, one 16 years old, the other 18 (on a date)
  - themselves and their friends (or spouses)
- Students discuss selections with a classmate
- Whole group review of passive voice: focus on past tense morpheme /t/ /d/ /ɪd/
- Students work in pairs to identify passive verbs in article
- Class discussion of passive voice used in article
- Homework: Students find newspaper articles written with passive voice and bring the articles to class for the next session

**Lesson Plan**  
**Lesson Objective**

Language Skills

Life skills

Materials

**Stages of the Lesson**

**Warm-Up/Review**

**Introduction**

**Presentation (Pre-reading activities)**

**Practice (During-reading activities)**

**Evaluation**

**Expansion (Post-reading activities)**

# Workshop Series Evaluation

## Teaching Reading to Adult English Language Learners

### I. EXPECTATIONS ABOUT CONTENT OF ACTIVITY

(1) What did you hope to gain from these workshops? *(please check all that apply)*

- Basic introduction or exposure to subject
- In-depth theory or study of subject
- Strategies and ideas about how to implement subject
- Information to take back and share at program
- More general information about subject
- Other

(2) Were your expectations and needs fulfilled? *(please circle one)*

Not at all                  Barely                  Sufficiently                  A great deal                  Completely

Explain why you circled the above \_\_\_\_\_  
 \_\_\_\_\_

### II. QUALITY OF THE WORKSHOPS

*(please comment on the following and be sure to give specific suggestions for improvement)*

AREA	QUALITY <i>(please check one)</i>				COMMENTS/SUGGESTIONS FOR IMPROVEMENT
	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Trainer/Facilitator Style	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Presentation and Progress <i>(Balance between facilitator and participant involvement, kinds of activities, etc.)</i>	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Material <i>(Handouts, etc.)</i>	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Organization of Workshops <i>(Arrangement of content, flow of activities)</i>	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	

### III. FOLLOW-UP ACTIVITY

As a result of these workshops, what do you hope to try in your classroom or program? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### IV. OTHER COMMENTS \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_



# **Teaching Reading to Adult English Language Learners**

## **A Reading Instruction Staff Development Program**

**Participant Handouts**

Prepared by the Center for Applied Linguistics  
For the Adult ESOL Program, Office of Adult and Community Education  
Fairfax County Public Schools  
June 2005

This product was paid for under the Adult Education and Family Literacy Act of 1998. The funds were provided through English Literacy and Civics Education grant number RISDP-2004-029-1. The opinions expressed herein do not necessarily represent the position or the policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

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## Preface

*Teaching Reading to Adult English Language Learners: A Reading Instruction Staff Development Program* was developed with a federal English Literacy and Civics Education grant from the Office of Adult Education and Literacy of the Virginia Department of Education. The purpose of this project was to develop and field-test a series of staff development workshops to support instructors of adult English language learners in constructing an understanding of the foundations of reading in a second language and appropriate reading instruction for adult second language learners. Such an understanding is necessary to implement adult ESOL (English for Speakers of Other Languages) content standards and to prepare learners for reading assessments. A companion project for reading instructors of adult native English speakers, *Introduction to Research-Based Adult Reading Instruction*, was completed in 2004.

The objective of the current grant was to create a staff development program that trainers in local programs or from the Virginia Adult Literacy Resource Center could implement with small groups of adult ESOL practitioners, either those who had identified improving reading instruction as a need or desire or those who were new to adult ESOL. This workshop series is based on a review of the research literature on reading development among adult English language learners in the United States (Burt, Peyton, & Adams, 2003). The workshops can be tailored for instructors of low-level learners, advanced learners, and mixed levels of learners.

The Fairfax County Public Schools Adult ESOL Program and the Center for Applied Linguistics (CAL) worked together to develop the workshops. The initial concepts were conceived by the adult ESOL coordinator and the then adult ESOL specialist of Fairfax County Public Schools. CAL prepared the *Facilitator Guide* and *Participant Handouts*. A team comprised of the Fairfax County adult ESOL coordinator and three literacy specialists from CAL created and piloted the workshops with Fairfax County adult ESOL teachers in fall 2004 and spring 2005. CAL staff revised the training materials based on the pilot trainings and completed the materials in June 2005.

Reading in a second language is different from reading in a native language. We hope these workshops will enable instructors of adult English language learners to develop their reading lesson plans on current research on reading and second language acquisition.

### **Program Design**

David L. Red, Fairfax County Public Schools, Virginia

MaryAnn Florez, Arlington Education and Employment Program (formerly of Fairfax County Public Schools)

### **Literacy Specialists and Workshop Facilitators**

Carol Van Duzer, Miriam Burt, and Lynda Terrill, Center for Applied Linguistics, Washington, DC



## Overview of the Training

### Purpose

The purpose of this training is to acquaint participants with the fundamental knowledge and skills required to teach reading effectively to adult nonnative speakers of English. The content is based on research on the reading process in general, on the process of learning to read as an adult, and on learning to read in another language. The training is designed to be delivered by ESL instructional specialists at the local level or by trainers from the Virginia Adult Literacy Resource Center, most typically in workshop settings with a practicum component; that is, between workshop sessions, participants apply what they have learned in the previous sessions to their own classroom instruction.

### Organization

The first content session is 6 hours, not including lunch. The three subsequent sessions are each 3 hours. They may be spaced from 1 to 5 weeks apart, with the expectation that participants will try out their developing knowledge and skills in their own classrooms between sessions. The training is flexible to allow for participants to divide into smaller groups for practice and presentation activities. Instructions for dividing participants into groups are included in the *Facilitator Guide*.

### Expected Outcomes

As a result of this training, participants will increase their skills in developing coherent, comprehensive, and appropriate reading lessons based on promising practices.

#### Objectives for Session 1

##### *Introduction to Teaching Reading*

- Identify types of native language literacy
- Describe the effects of various types of native language literacy on learning a new language
- Identify models of reading
- Create activities that foster vocabulary development at a variety of language levels
- Describe the knowledge and skills important to the reading process

#### Objectives for Session 2

##### *Selecting Appropriate Texts and Developing a Good Reading Lesson*

- Select appropriate materials for specific student levels
- Identify elements of a good reading lesson
- Create reading activities

#### Objectives for Session 3

##### *Focus on Pre-Reading*

- Identify activities for pre-reading
- Develop pre-reading activities for specific reading texts

#### Objectives for Session 4

##### *Putting a Reading Lesson Together*

- Identify during-reading and post-reading activities
- Develop a coherent, comprehensive, and appropriate reading lesson that develops each of the four skills important to reading

## Key Sources

This workshop series draws primarily from the following sources:

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## **Session 1**

# **Introduction to Teaching Reading**



# Workshop Series Overview

## Teaching Reading to Adult English Language Learners

**Goal:** Increase skills in developing coherent, comprehensive, and appropriate reading lessons for adult English language learners based on promising practices

### Session 1: Introduction to Teaching Reading

**Objectives:**

- Identify types of native language literacy
- Describe the effects of various types of native language literacy on learning a new language
- Identify models of reading
- Create activities that foster vocabulary development at a variety of language levels
- Describe the knowledge and skills important to the reading process

### Session 2: Selecting Appropriate Texts and Developing a Good Reading Lesson

**Objectives:**

- Select appropriate materials for specific student levels
- Identify elements of a good reading lesson
- Create reading activities

### Session 3: Focus on Pre-Reading

**Objectives:**

- Identify activities for pre-reading
- Develop pre-reading activities for specific reading texts

### Session 4: Putting a Reading Lesson Together

**Objectives:**

- Identify during-reading and post-reading activities
- Develop a coherent, comprehensive, and appropriate reading lesson that develops each of the four skills important to reading



## What Do You Think About Reading?

*Directions: What do you think about the following statements? Mark yourself on the scale. Discuss your responses with the person(s) sitting next to you.*

1. Although in everyday life we listen and speak more than we read and write, reading is power.

Agree \_\_\_\_\_ Disagree

2. All English language learners, regardless of their native language literacy, need direct teaching in the English symbol system and in English sound-symbol correspondence.

Agree \_\_\_\_\_ Disagree

3. Reading instruction needs to be planned as a process over time.

Agree \_\_\_\_\_ Disagree

4. Learner needs assessment is not important when teaching reading; what matters is teaching learners what you know they need to learn.

Agree \_\_\_\_\_ Disagree

5. In learning another language, vocabulary is not as important as grammar.

Agree \_\_\_\_\_ Disagree

6. Guessing words from context is an excellent strategy for learning second language vocabulary.

Agree \_\_\_\_\_ Disagree

7. Direct teaching of grammar and syntax (e.g., word order, past tense markers) has no place in the adult ESL reading class.

Agree \_\_\_\_\_ Disagree

8. Even a good text should be supplemented with additional materials to meet student needs.

Agree \_\_\_\_\_ Disagree



# Objectives and Agenda

## Session 1: Introduction to Teaching Reading

### Objectives

- Identify types of native language literacy
- Describe the effects of various types of native language literacy on learning a new language
- Identify models of reading
- Create activities that foster vocabulary development at a variety of language levels
- Describe the knowledge and skills important to the reading process

### Agenda

- I. Introduction and Warm-Up
  - Who we are
  - Objectives and agenda
  - Warm-up activity
- II. Factors Affecting Language and Literacy Development
  - What the research says
- III. Techniques for Developing Vocabulary
  - Activities for beginning levels
  - Activities and strategies for higher levels
- VI. Understanding the Reading Process
  - Discovering the reading process
  - What the research says
- V. Assignment and Session Evaluation







- 7) How might differences in learners' educational backgrounds affect their expectations about learning to read in L2? (page 16)
  
- 8) What component of language proficiency has a strong effect on reading comprehension? (page 17)
  
- 9) What is the difference between breadth and depth of vocabulary knowledge? (page 18)
  
- 10) What are some ways to address the need for increased vocabulary? (page 19)



## Early Production

**A. Comprehensible Input:** Using visual and verbal cues to help learners comprehend the vocabulary items

*Answer the following questions.*

1. How was the comprehensible input presented in the demonstration?

---

2. How could comprehensible input be presented for the topics below?

Jobs

Food

Housing

Transportation

Clothing

**B. Early Production:** Replies to simple questions elicit responses that demonstrate students' comprehension of the vocabulary and allow for speech to emerge through single words or short phrases.

Nonverbal: "Show me the picture of an arm."

*Who* questions: "Who has the picture of the arm?"

*Yes/No* questions: "Does my arm hurt?"

*Or* questions: "Does my neck or my arm hurt?"

*Wh* questions other than *who*: "What's the matter?"

Open-ended statements: "I hurt my \_\_\_\_."

*Practice questioning strategies with a partner.*



## Using the Dictionary

You cannot always guess the meaning of a word from its context, that is, from the words and sentences that are around the word. Sometimes you need to look up the word in a dictionary. Use a learner's dictionary, such as those published by Longman, because learner dictionaries are generally written clearly and show the words in sentences. To choose the correct definition, follow the steps below:

1. Look at the word in the sentence to get a general idea about the word. What part of speech is it? A noun? A verb? An adjective? An adverb?
2. Here are the abbreviations that are used in most dictionaries to show the parts of speech:  
noun = n  
verb = v  
adjective = adj  
adverb = adv
3. Look at the sentence and determine the part of speech of the word. Choose the definition that is the correct part of speech and makes the most sense in the sentence.

*Directions: Read the following sentences and choose the dictionary definition (adapted from Longman Dictionary of Contemporary English) that best fits the meaning of the underlined word in the sentence.*

1. That witch put a spell on me.

spell <sup>1</sup> /spel/ *n* a condition caused by magical power. *I fell under the spell of his wonderful green eyes.*

spell <sup>2</sup> /spel/ *v* to name in order the letters of a word. *He spells his name S-M-Y-T-H, not S-M-I-T-H.*

spell <sup>3</sup> /spel/ *n* a period of time during which a specific activity or type of weather has occurred.  
*We've had a cold spell all month.*

Definition number \_\_\_\_\_

2. At the close of the meeting, no one was speaking to anyone else.

close <sup>1</sup> /kloz/ *v* to shut, make no longer open. *Close your mouth when you chew!*

close <sup>2</sup> /kloz/ *n* the end of an activity or period of time. *At the close of the day, the crickets start to chirp.*

close <sup>3</sup> /klos/ *adj* near *Don't stand so close to me!*

Definition number \_\_\_\_\_



## Negative Prefixes

*Directions: For each sentence, find the word in the list below that has the same meaning as the underlined words. Then write each sentence using the word from the list. You will use each word one time only. Cross out each word as you use it.*

irresponsible, unsafe, undecided, ~~illegal~~, impolite

### **Example:**

It is against the law to use firecrackers in Washington, DC.

*It is illegal to use firecrackers in Washington, DC.*

1. It is dangerous to smoke while filling your car with gasoline.

---

2. It is bad manners to cough without covering your mouth.

---

3. Many voters are not sure yet about which candidate they will support.

---

4. Many people think that teenagers are not dependable.

---



## Using Suffixes

Review the list below. Each word has the suffix *less*. This suffix means “without.” Discuss each word in the list with the person(s) sitting next to you. Then choose the best word to complete each sentence. Write that word in the blank. You will use each word one time only. Cross out each word in the list as you use the word. When you have finished, discuss your answers with the person(s) sitting next to you.

hopeless      homeless      fearless      senseless      painless

### Example:

“Don’t worry,” said the doctor. “This won’t hurt. It will be painless.”

1. There is usually no reason for violence. It is \_\_\_\_\_.
2. Young people are often \_\_\_\_\_ because they think that nothing bad will happen to them.
3. Many of the people who live on the streets have no other place to live. They are \_\_\_\_\_.
4. Sometimes the situation in the world seems \_\_\_\_\_: You feel that things will never change and there will always be poverty and violence.



## Running Word List Activities

Every class period, review several of the words in a different way so that the learners have lots of exposure to the words. Choose from the following activities or develop your own.

1. Give the meaning of the word and ask which word it refers to.

belt or strap for safety in the car = **seatbelt**

2. Find a theme and ask which words belong. For example, ask which words are things to eat (or colors or numbers, as appropriate):

house

car

apples

education

job application

landlord

grapes

red

3. Ask about words that can go together. For example, ask which words can be used to describe something else on the list.

red house

red car

red apples

red grapes

4. Ask which words are hard to remember and which words are easy to remember.

<b>Hard-to-Remember Words</b>	<b>Easy-to-Remember Words</b>
meeting	transportation
neighborhood	banana
seatbelt	school

*Note.* From *The Why and How of Teaching Vocabulary* (Workshop presentation), by K. S. Folse, March/April 2004, Long Beach, CA: Teachers of English to Speakers of Other Languages (TESOL) 38th Annual Convention. Adapted with permission.



## Features of Reading

### Example 1

مكتب البريد

### Example 2

w x p t i q

### Example 3

red spring intimidate

### Example 4

red strawberry red barn red sunset red hair

### Example 5

We jibed suddenly and the boom snapped across the cockpit.

### Example 6

The man walked into the room. He saw a window, so he opened it.

### Example 7

With hocked gems financing him, our hero bravely defied all scornful laughter that tried to prevent his scheme. "Your eyes deceive," he had said, "An egg, not a table, correctly typifies this unexplored planet." Now three sturdy sisters sought proof, forging along sometimes through calm vastness. Yet more often over turbulent peaks and valleys, days became weeks as many doubters spread fearful rumors about the edge. At last from nowhere welcome winged creatures appeared, signifying momentous success.

### Example 8

Tony slowly got up from the mat, planning his escape. He hesitated a moment and thought. Things were not going well. What bothered him most was being held, especially since the charge against him had been weak. He considered his present situation. The lock that held him was strong but he thought he could break it. He knew, however, that his timing would have to be perfect. Tony was aware that it was because of his early roughness that he had been penalized so severely—much too severely from his point of view. The situation was becoming frustrating; the pressure had been grinding on him for too long. He was being ridden unmercifully. Tony was getting angry now. He felt he was ready to make his move. He knew that his success or failure would depend on what he did in the next few seconds

### Example 9

Mary heard the ice cream man coming down the street. She remembered her birthday money and rushed into the house.



### **Example 10a**

In many parts of the world, a reading knowledge of a foreign language is often important to academic studies, professional success, and personal development. This is particularly true of English, as so much professional, technical, and scientific literature is published in English today. In fact, it is frequently the case that the ability to read in English is required of students by the subject departments, often assessed by a test of reading comprehension.

### **Example 10b**

From a little after two o'clock until almost sundown of the long still hot weary dead September afternoon they sat in what Miss Coldfield still called the office because her father had called it that—a dim hot airless room with the blinds all closed and fastened for forty-three summers because when she was a girl someone had believed that light and moving air carried heat and that dark was always cooler, and which (as the sun shone fuller and fuller on that side of the house) became latticed with yellow slashes full of dust motes which Quentin thought of as being flecks of the dead old dried paint, itself blown inward from the scaling blinds as wind might have blown them.

#### *Notes.*

Example 5 from

Anderson, R. C., & Freebody, P. (1985). Vocabulary knowledge. In H. Singer & R. B. Ruddell (Eds.), *Theoretical models and processes of reading*, (3rd ed.), Newark, DE: International Reading Association.

Example 7 from

Dooling, D. J., & Lachman, R. (1971). Effects of comprehension on retention of prose. *Journal of Experimental Psychology*, 88, 216-222.

Example 8 from

Anderson, R. C., Reynolds, R. E., Schallert, D. L., & Goetz, E. T. (1977). Frameworks for comprehending discourse. *American Educational Research Journal*, 14, 367-382.

Example 9 from

Rumelhart, D. E., & Ortony, A. (1977). The representation of knowledge in memory. In R. C. Anderson, R. J. Spiro, & W. E. Montague (Eds.), *Schooling and the acquisition of knowledge*. Hillsdale, NJ: Erlbaum.

Example 10a from

Alderson, J. C. (1984). Reading in a foreign language: A reading problem or a language problem? In J. C. Alderson & A. H. Urquhart, (Eds.), *Reading in a foreign language*. London: Longman.

Example 10b from

Faulkner, W. (1986). *Absalom, Absalom!* (p. 3). New York: Random House. (Original work published 1936)







7) How can teachers help learners develop syntactic processing skills? (page 31)

8) What are some ways to help learners activate schema? (pages 31-32)



# How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?

By Miriam Burt, Joy Kreeft Peyton, and Carol Van Duzer

Center for Adult English Language Acquisition

## Background on Adult Learners

Adult education programs serve both learners who are native English speakers and those whose first, or native, language is not English. Native English speakers attend adult basic education (ABE) classes to learn basic skills so they can get high school equivalency certificates or to achieve other goals related to job, family, or further education. English language learners attend English as a second language (ESL) or ABE classes to improve their oral and written skills in English and to achieve goals similar to those of native English speakers. Sometimes ABE classes include both native English speakers and English language learners.

## Audience for This Brief

This brief is written for the following audiences:

- Practitioners: teachers, teacher trainers, curricula writers, and program administrators who work with adult English language learners in ESL classes or in mixed ABE classes (with native English speakers and English language learners)
- Educational researchers

## Background

Literacy and language proficiency in English seem to be related to economic self-sufficiency. Immigrants who are literate only in a language other than English are more likely to have non-continuous employment and to earn less than those literate in English (Greenberg, Macías, Rhodes, & Chan, 2001). An analysis of the 2000 U.S. Census data on immigrant earnings revealed a positive relationship between earnings and English language and literacy (Chiswick & Miller, 2002).

Increasing the English reading skills of adult immigrants is an important task. Unfortunately, little research exists on how adult immigrants learn to read in English and which instructional practices are the most successful. In order to provide evidence-based suggestions for teaching reading to adult English language learners, this brief summarizes the research base on adult English speakers learning to read and the suggestions for instruction from these studies (Kruidenier, 2002).

Then, using findings from a synthesis of research on adult English language learners learning to read (Burt, Peyton, & Adams, 2003), it describes how these learners differ from native English speakers, and how these differences should affect instruction.

## Research Base

A review of research related to adult literacy and reading instruction in adult basic education (ABE) was completed by a group convened by the National Institute for Literacy and the National Center for the Study of Adult Learning and Literacy. The Reading Research Working Group looked at approximately 70 research studies (Kruidenier, 2002). Only five of the studies address English language learners specifically; the rest are normed on native English speakers.

Another review focused on reading development among adult English language learners in the United States (Burt, Peyton, & Adams, 2003). The review found only 47 studies that addressed this group of learners. Of those, only 24 were conducted in non-postsecondary education settings (adult education programs, community-based programs, and workplace literacy programs). The others were conducted in college-based intensive English programs (IEP). Although the body of research is small and preliminary, it provides valuable information about English language learners in adult education programs and can be used as the springboard for future research studies.

## Research Findings

Kruidenier (2002) discusses the following components of reading:

- vocabulary
- alphabets and word analysis
- fluency
- comprehension

These components are defined below with corresponding suggestions (from Kruidenier, 2002) for teaching reading to adult learners in ABE programs. Note: The suggestions marked with an \* may not be effective with adults learning English. The suggestions are followed by a brief discussion of the marked items

and the ways that these might be handled with English language learners. This discussion is informed by the review by Burt, Peyton, and Adams (2003) and writings on second language acquisition by Birch (2002), Eskey (2005), Folse (2004), Hadley (1993), Qian (1999), and Nation (2000, 2005). This literature suggests that the differences between adult English speakers and those learning English may affect both the ways that adults learn and how they should be taught to read.

## Vocabulary

Vocabulary refers to the words that a person knows. Reading vocabulary is critical to the comprehension processes of a skilled reader. The Kruidenier report (2002) makes the following suggestions for teaching ABE learners:

- Conduct oral assessments, where learners either choose the one correct meaning of a word from multiple choices or define terms in their own words.
- Teach vocabulary in semantic sets.\*
- Encourage students to get meaning of new vocabulary items through context.\*

### Issues for English language learners

Folse (2004) reviewed the research on teaching vocabulary in semantic sets (e.g. colors, foods, furniture, days of the week) and found that grouping words in this way can actually impede the learning of vocabulary. This is because if similar new words are presented together, such as a set of colors or the days of the week, the learner is likely to confuse the words. The same is true if antonym pairs such as *hot/cold*, *fat/thin*, *right/left* are presented together. Folse suggests grouping new vocabulary around looser themes such as going out to eat, planning a trip, or celebrating an anniversary. Nation (2000, 2005) recommends teaching high-frequency vocabulary first. For example, rather than presenting *red*, *yellow*, *blue*, *black*, *white*, etc. at one time, he suggests beginning with one color. In this way *red*, which is used more frequently than orange, would be taught before *orange*. *Tuesday*, which is used more frequently than *Thursday*, would be taught before *Thursday* (Nation, 2000). This separation of *Tuesday* and *Thursday* would also avoid the confusions that surface between these two words, which are similar phonologically and in spelling (Folse, 2004).

Acquiring the meaning of a vocabulary item through context clues – a strategy often taught by ABE teachers – is difficult for learners of English as a second language, because they often do not have the vocabulary in English that native speakers have (Eskey, 2005). For example, while fluent English speakers possess a written English vocabulary of 10,000-100,000 words,

second language learners generally know only 2,000-7,000 English words when they begin their academic studies (Hadley, 1993). This gap can impede success in listening to lectures, reading academic material, or writing essays. Using context to understand new vocabulary requires an understanding of more than 98% of the words of a passage (Nation, 2005). Furthermore, even if the meaning of a word can be guessed from context, knowledge of the word may be superficial. Truly knowing a word includes knowing its pronunciation, spelling, morphological and syntactic properties (e.g., part of speech, prefixes and suffixes it has), and multiple meanings; the contexts in which it can be used; the frequency with which it is used; and its collocates, or how it combines with other words (e.g., the word *squander* is often paired with *resources*, *time*, or *money*; Folse, 2004). For these reasons, vocabulary teaching needs to be planned and deliberate with English language learners.

### Suggestions for teaching adult English language learners

Because of the need for English language learners to acquire more English vocabulary for all aspects of their lives, Birch (2002), Eskey (2005), Folse (2004), and Nation (2000, 2005) suggest the following:

- Pre-teach the vocabulary in a reading passage.
- To limit the number of vocabulary items that must be pre-taught, select reading passages that are only slightly above what learners can read independently.
- Teach high-frequency words first.
- Provide learners with multiple exposures to specific words in multiple contexts.
- Provide learners with lists of words for intentional learning.
- Avoid presenting synonyms, antonyms, or words in the same semantic set together.
- Teach learners to use both monolingual and bilingual dictionaries. Because even English dictionaries designed specifically for learners contain about 2,000 words (Nation, 2005) and the definitions and examples are in English, learners at basic reading levels may not understand the definitions and explanations. They will need to use bilingual dictionaries.
- Encourage learners to use word cards – notes cards with the English words on one side and the translation on the back – and to study them frequently.
- Encourage vocabulary learning through regular tests where students can prove receptive knowledge of words through matching words to definitions or multiple choice exercises.

- After reading, have students write sentences in which they use specific words and grammatical forms.

### Alphabetics and word analysis

Kruidenier's report defines alphabetics and word analysis as the "whole process of using the letters in a written alphabet to represent meaningful spoken words" (p. 35). Adult beginning readers typically have difficulty applying letter-sound knowledge to figure out new words while reading. Word analysis refers to the methods that readers use to recognize words. These include understanding letter-sound correspondences and recognizing sight words; using context to determine meaning; knowing prefixes, suffixes, and root words; and using dictionaries. The Kruidenier report makes the following suggestions for teaching ABE learners:

- Assess beginning readers' letter-sound knowledge through their pronunciation of letters, word parts, or whole words that are decodable using common rules or generalizations.
- Assess knowledge of sight words with lists of regularly and irregularly spelled words.
- Provide adult beginning readers with explicit instruction in word analysis.
- When assessing letter-sound knowledge, consider using nonsense words to ensure the reader does not know the words as sight words.\*

### Issues with English language learners

English language learners may not have literacy skills in any language, or they may be literate in a non-alphabetic system such as Chinese, a non-Roman alphabet such as Cyrillic, or a Roman alphabet such as Spanish. All will experience some difficulties in English sound-symbol relationships (Burt, Peyton, & Adams, 2003). Alphabetics instruction with native English speakers generally assumes high oral language skills and vocabulary. Nonnative English speakers do not have the vocabulary base in English that native speakers do in either written or oral expression. As a result, instructional strategies that rely on oral comprehension of vocabulary and use of nonsense words to teach sound-symbol correspondence are not likely to be successful with English language learners (Nation, 2005; Qian, 1999).

### Suggestions for teaching adult English language learners

- Teach English letter-sound correspondences to all learners.
- When assessing knowledge of letter-sound relationships, use actual English words

that follow patterns such as *bat/pat/sat* (not nonsense words).

- Teach morphophonemic relationships in the English writing system. For example, point out that while the regular past tense has different pronunciations depending on the phonological structure of the verb, past tense morphology for regular English verbs has only one written form –ed (e.g., *laughed* /t/, *climbed* /d/, *wanted* /Id/).
- Teach word analysis skills including word prefixes and suffixes.
- Identify parts of speech and their roles.

### Fluency

Fluency is the ability to read easily and accurately, with appropriate rhythm, intonation, and expression. For ABE learners and children, fluency instruction and practice may lead to increases in reading ability. The Kruidenier report makes the following suggestions for teaching ABE learners:

- Assess fluency of learners by rating the accuracy and speed of their oral reading. \*
- Involve learners in repeated reading of texts and words, taped and live. \*

### Issues with English language learners

Extensive individual oral and choral reading is of questionable value in the adult ESL classroom. Accuracy in oral reading of adults learning English may be complicated by native language interference at every level from the letter-sound relationship, to suprasegmentals of the language (stress, intonation, and pauses).

### Suggestions for teaching adult English language learners:

- Consider limited use of choral readings. When choral readings are used, select short segments that emphasize English stress and intonation.
- When involving learners in oral and choral reading of texts, be certain that they first hear a native-speaker-like model of the reading.

### Reading comprehension

Reading comprehension is the ability to make meaning from the written text. Skilled readers are purposeful and active and apply comprehension strategies to the text. The Kruidenier report makes the following suggestions for teaching ABE learners:

- Have students complete cloze passages (in which learners fill in specific words that are left out of a text).
- Provide instruction in comprehension strategies such as using headings and graphics to predict meaning, summarizing verbally, skimming, and scanning.

- Assess students' strategy use by asking them which comprehension strategies they used.
- Assess learners' reading comprehension by having them read passages and answer comprehension questions about the text in multiple choice or short answers.\*
- Have students summarize readings.\*

### Issues with adult English language learners

Cultural issues might impede text comprehension. What seems to be a straightforward text, for example, an article about a tree house or one about a family going to the Dairy Queen in a station wagon may present the reader with difficulties in comprehension because of cultural differences. It is of limited value to assess reading comprehension when readers lack the cultural knowledge needed to understand the text. Summarizing is difficult and should not be asked of learners until they understand the text (Hood, Solomon, & Burns, 1996).

### Suggestions for teaching adult English language learners

- Find out what students know, need to know, and want to know and then build on ideas and concepts from learners' cultures and experiences whenever possible. Select readings on topics they may be most familiar with.
- Pre-teach vocabulary and preview unfamiliar ideas, actions, vocabulary, and settings as well as titles, pictures, graphics, text structure, and discourse markers (e.g., words such as "first" or "next").
- Use visual aids and physical objects to help learners build background knowledge.
- Assess learner comprehension through short answers, cloze exercises, and summary writing only after pre-teaching vocabulary, previewing cultural contexts, and discussing the text.

### Conclusion

Some of the suggestions for working with adult English speakers based on research may be of use with English language learners, such as teaching letter-sound correspondence and word analysis skills and providing instruction in comprehension strategies. However, other suggestions, such as using nonsense words in instruction, or relying on context clues to build vocabulary knowledge, are not useful with nonnative English speakers. Difficulties arise because of cultural differences, gaps in English oral

vocabulary between English speakers and English language learners, and interference from the native language. Instructors need to consider these differences when planning and delivering instruction for adult English language learners. Researchers might consider investigating issues raised in this brief.

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## Questions on *How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?*

*Directions: Answer the first question before reading the brief.*

What do you think are some differences between teaching reading to adult native English speakers and teaching reading to adult English language learners?

*Directions: Answer the next question after reading the brief.*

What does the article say are the differences between teaching reading to adult native English speakers and teaching reading to adult English language learners?

*Directions: Answer the following question and be prepared to discuss it with the entire group.*

What did you find interesting about these differences?



## Session 1: Assignment

1. Try one of the types of vocabulary building activities with your students. Come to the next session ready to report how it went. Prepare answers to the following questions:
  - What worked well? Why?
  - What might you change next time? Why?
2. Read the brief, *How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?* and answer the accompanying questions. Come to Session 2 prepared to discuss your responses.



**Session 1: Evaluation**

<b>What information was new or a good reminder in today's session?</b> (Please be specific)	<b>How will you use information from this session in your teaching next week?</b> (Please be specific)	<b>What might have made the session more effective?</b> (Please be specific)
1.	1.	1.
2.	2.	2.
3.	3.	3.

**Date:** \_\_\_\_\_





**Session 2**  
**Selecting Appropriate Texts**  
**and Developing a Good Reading Lesson**



## Objectives and Agenda

### Session 2: Selecting Appropriate Texts And Developing a Good Reading Lesson

#### Objectives

- Select appropriate materials for specific student levels
- Identify elements of a good reading lesson
- Create reading activities

#### Agenda

- I. Introduction and Warm-Up
- II. Report on Interim Activities and Review of Reading Skills
- III. Selection of Reading Materials
- IV. Demonstration of a Good Reading Lesson
- V. Preparation of Reading Activities
- VI. Presentation and Critique of Activities
- VII. Assignment and Session Evaluation



# A History

In 1991, physicians with the Arlington County Medical Society were increasingly aware that the number of people needing free or low cost medical care was growing. It was estimated that approximately 10% of the county's population of 185,000 people were low-income and without health insurance. Through the efforts of these physicians, a Steering Committee was formed in 1993 to evaluate the possibility of establishing a free clinic in Arlington.

At that time, Virginia had 20 free clinics in other communities around the state. It now has 29 clinics and each is designed with the specific needs of its community in mind. All are staffed by volunteer physicians, nurses, pharmacists and other community volunteers.

The Arlington Free Clinic opened its doors at Thomas Jefferson Middle School on January 11, 1994, treating 12 people on that cold, wintery night. The Arna Valley Clinic site opened independently as a result of a grass roots community effort in November, 1995 and became part of the Arlington Free Clinic in the fall of 1996.

The Free Clinic now treats approximately 75 people each week in its four clinics:

- General Medical at Thomas Jefferson
- General Medical at Arna Valley
- Women's Health at Thomas Jefferson
- Chronic Care at Thomas Jefferson

**New Free Clinic Offers Medical Care**



**By BILL THUGAULT**  
Staff Writer

Open five days a week, the new Arlington Free Clinic is making a difference in the lives of thousands of residents in the county.

The new 70-space, two-story building was constructed by bringing in county residents, and Henry Follmer, president of the Arlington Free Clinic, says he has, and she is not doing anything to help, their mother's place.

A study done in 1992 revealed that 10 percent of the county's population has health insurance, even after medical care, or do not qualify for Medicaid.

In the spring of 1993, the Arlington County Medical Society began working with the county to establish a free clinic in Arlington. Virginia already has 29 other free clinics.

"There was a lot of feeling that other people were doing things, but that was not the case," said Dr. Joseph A. Becker, president of the county-based, voluntary membership.

Dr. A. Becker, "Health, the Free Clinic" is on page 11.

The Arlington Free Clinic is located at Dr. Joseph Becker's office, 1100 N. West Street, Arlington, VA 22201. For more information, call 703-522-3733.

# B

## The Mission

*Operated primarily by volunteers, the Arlington Free Clinic provides free medical services to low-income, uninsured Arlington County residents.*

## Volunteers

Nearly 50 volunteers work each week in the clinics including physicians, nurse practitioners, nurses, physician's assistants, pharmacists, lab personnel and other non-medical people who act as receptionists, screeners and translators. Please call the Clinic if you are interested in becoming a volunteer.

# C Services

- General medical care for adults and children
- Specialized screening services for women
- Education and treatment for persons with chronic illnesses
- Lab tests and X-rays as ordered by physician
- Medications

The Arlington Free Clinic does not provide any services which are available at the Department of Human Resources. Referrals will be made for those services.

Clinic services are available to low-income residents of Arlington County. Patients must bring documentation regarding residency and income level.

# D

## Hours by Appointment

**General Clinic at Thomas Jefferson**

Open Tuesdays 6-9 PM

Appointments made Fridays at 10:00 AM

Call 703 522-3733

**General Clinic at Arna Valley**

Open Wednesdays 6-9 PM

Appointments made Fridays at 10:00 AM

Call 703 522-3733

**Women's Health Clinic at Thomas Jefferson**

Open 2nd & 4th Thursdays 6-9 PM

Appointments made anytime

Call 703 522-3733

**Chronic Care Clinic at Thomas Jefferson**

Open 3rd Thursday 6-9 PM

By referral only

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## **Arlington Free Clinic: Questions**

### **A. History**

1. When did the Arlington Free Clinic open at Thomas Jefferson Middle School?
2. When did the Arna Valley Clinic open?
3. What are the three clinics at Thomas Jefferson?

### **B. The Mission**

4. What does the Arlington Free Clinic do?
5. Who works at the clinic?
6. Do the people who work at the clinic get a salary?

### **C. Services**

7. What kind of medical care does the clinic have for adults and children?
8. I have a chronic illness. How can the Arlington Free Clinic help me?
9. Can I get lab tests and X-rays ordered?
10. What do I need to bring with me to the clinic?

### **D. Hours by Appointment**

11. How many clinics are at Thomas Jefferson?
12. What telephone number do I call to make an appointment?
13. When is the General Clinic at Arna Valley open?
14. When is the General Clinic at Thomas Jefferson open?



Name \_\_\_\_\_

Date \_\_\_\_\_

## Arlington Free Clinic: Focus on Phonics

*In each column, write words that begin with the same letter and same sound as the example at the top of the column.*

patient /p/

physician /f/

free /f/

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*In each line below, circle the two words that begin with the same sound.*

1.    phone                    pen                    pencil
2.    paper                    photo                    physician
3.    pharmacists                    phone                    pen
4.    principal                    physician                    prescription
5.    pencil                    paper                    phone
6.    photo                    free                    pen



Name \_\_\_\_\_

Date \_\_\_\_\_

## **Arlington Free Clinic: Focus on Grammar**

*Read the following sentence from the reading.*

Patients must bring documentation regarding residency and income levels.

What does the underlined word mean?

must = \_\_\_\_\_

*Discuss the following questions with a partner in your group.*

1. What are some things you must do today?
  
  
  
  
  
  
  
  
  
  
2. What are some things you have to do everyday?

*After you discuss your answers with two people in your group, write your own answers in the space provided under each question.*



## Evaluating Reading Lessons

Which reading skills are highlighted in each stage of the reading lesson? How are they developed?

**Warm-Up/Review**

**Introduction**

**Presentation (Pre-reading)**

**Practice (During-reading)**

**Evaluation**

**Expansion (Post-reading)**



## Arlington Free Clinic: Lesson Plan

### ***Lesson Objective***

Read a brochure about a community service.

#### Language Skills

Reading

#### Life skills

Access community services

#### Materials

Brochure from local service agency

KWL (know, want to know, learned) transparency

Copies of brochure text divided into four reading sections

Questions on each section of the reading

### ***Stages of the Lesson***

#### **Warm-Up/Review**

Review health problem (e.g., fever, flu, broken leg) and when and where to go for help.

#### **Introduction**

Introduce today's lesson by telling the learners what they are going to read.

#### **Presentation (Pre-reading activities)**

1. Using the KWL transparency, brainstorm what students already know about the clinic and what they want to know.
2. Show students the brochure.
3. Prepare a jigsaw reading activity:
  - Divide the students into heterogeneous groups of four (i.e., groups of mixed reading ability).
  - Assign each student a letter (A, B, C, or D): A for the highest level reader in each group, D for the lowest level reader, and so forth.
  - Regroup the students so that all the As are together, all the Bs are together, etc.
  - Hand out the reading sections from the brochure (A being the most difficult, D being the easiest) and the accompanying questions.
  - Ask students to read their section and circle words they do not know, then discuss them in groups. Circulate to help students with words they don't know.

#### **Practice (During-reading activities)**

Have each group read their section and answer the questions. Have them make sure that each member of the group writes down and understands the answer to the questions. When they have completed their questions, have the students return to their original heterogeneous groups. Hand out complete copies of the brochure text and all the questions. In their groups, have the students share the answers to the questions in their reading section.

#### **Evaluation**

Put a KWL grid on the board or overhead projector and ask the students what they have learned about the clinic.

#### **Expansion (Post-reading activities)**

Have students work on using *must* and *have to* in everyday contexts and identify words that begin with the sounds /f/ and /p/.



## Other Voices From North America



I live in Arlington, Virginia. My neighbor on the left is from the U.S. On the right is a Latin American. In the front is an Ethiopian.

My neighbors from the U.S. are not friendly. I don't know them. We only say "hi" when we bump into each other in the elevator or on the street. Nobody has time to talk. Everybody is busy.

Berhane Admasu is from Ethiopia. She studies ESL at the Willston Center in Fairfax County, Virginia.

From *Collaborations: English in Our Lives. Beginning 1 Student Book* (p. 76), by J. Huizenga and G. Weinstein-Shr, 1996, Boston: Heinle & Heinle, a division of Thomson Learning ([www.thomsonrights.com](http://www.thomsonrights.com) Fax 800-730-2215). Photograph by B. Lynch. Reprinted with permission.



## Activity: Preparation of Reading Lessons

1. With the others in your group, prepare a reading lesson based on the reading selected for your group. You will have 15 minutes to present your lesson to all the workshop participants. Everyone has all of the readings, so you will be able to have the participants actually do some of the activities. You will have to describe the other activities.
2. In your group, select a recorder to write the lesson plan on flip-chart paper, a recorder to fill out the evaluation sheet, and a presenter.
3. In your lesson, include instructions on each of the four skills important to reading: schema activation, phonological processing, syntactic processing, and vocabulary recognition. These skills should be incorporated into the stages of the lesson that make most sense for the level and needs of your students.



## Children Home Alone

When is it safe to leave a child home alone? This is a difficult question for parents to answer.

Fortunately, here in Fairfax County, social work and community professionals have guidelines to help parents decide when it might be safe to leave a child unsupervised.

### Child Supervision Guidelines

The following represent minimally acceptable standards for the supervision of children. These guidelines are from social work professionals in collaboration with the community. REMEMBER, they are guidelines only.

#### Age Guidelines

##### **7 years and under:**

Should not be left alone for any period of time. This may include leaving children unattended in cars, playgrounds, and backyards. The determining consideration would be the dangers in the environment and the ability of the caretaker to intervene.

##### **8 to 10 years:**

Should not be left alone for more than 1½ hours and only during daylight and early evening hours.

##### **11 to 12 years:**

May be left alone for up to 3 hours but not late at night or in circumstances requiring inappropriate responsibility.

##### **13 to 15 years:**

May be left unsupervised, but not overnight.

##### **16 to 17 years:**

May be left unsupervised (in some cases, for up to 2 consecutive overnight periods).

**Questions?**  
**Child Protective Services**  
**HELPLINE**  
**703-324-7400**  
TTY 703-222-9452

*Note.* From "Children Home Alone," Fairfax County, Virginia, Family Services Web site: [www.co.fairfax.va.us/service/dfs/ChildrenYouth/homealone.shtm](http://www.co.fairfax.va.us/service/dfs/ChildrenYouth/homealone.shtm)



# Tailor-Made Success

LEONOR TORRES FINDS HAPPINESS IN AMERICA

by Michael Slezak

There's nothing more important to Leonor Torres than her family. The 40-year-old came to the United States from Ecuador in 1982. She wanted to find a better way of life for her children.

When she moved to the U.S., Torres and her husband had to leave behind their son Geovanny and daughter Janneth. The children lived with Torres' mother in Ecuador while their immigration papers were processed. "It was very hard for me to leave my children," Torres says.

In Ecuador, Torres sewed clothes for clothing designers. That helped her get into the garment industry when she came to New York City.

Torres had a hard time learning English. She worked long hours and didn't have much time for classes. Then, a few years ago, she joined UNITE, a union for garment workers. Tor-

res took English classes through the union to help her receive her high school equivalency diploma.

"I want to be a good example and teach my kids to fight hard for the things they want," she says. Both of Torres' children will attend college in the fall.

Torres is now a sample maker with a clothing manufacturer. She loves her job. She even gives suggestions to the designers about how the clothing should look.

And what about her future? "Someday, I'd like to go to college. Maybe I'll be an ESL (English as a second language) teacher. I'd like to be able to help other parents who want a better way of life for their children."

*[excerpted with permission from English Digest, (1997, Jean-Claude Van Damme issue, p18). New York: City Family, Inc.]*



## **Evaluating Reading Lessons**

Which reading skills are highlighted in each stage of the reading lesson? How are they developed?

**Warm-Up/Review**

**Introduction**

**Presentation (Pre-reading)**

**Practice (During-reading)**

**Evaluation**

**Expansion (Post-reading)**



## **Evaluating Reading Lessons**

Which reading skills are highlighted in each stage of the reading lesson? How are they developed?

**Warm-Up/Review**

**Introduction**

**Presentation (Pre-reading)**

**Practice (During-reading)**

**Evaluation**

**Expansion (Post-reading)**



## **Evaluating Reading Lessons**

Which reading skills are highlighted in each stage of the reading lesson? How are they developed?

**Warm-Up/Review**

**Introduction**

**Presentation (Pre-reading)**

**Practice (During-reading)**

**Evaluation**

**Expansion (Post-reading)**



## Session 2: Assignment

1. Your homework is to do a reading lesson with your students and to come to the next session prepared to talk about how the pre-reading activities went, responding to the following questions:
  - How did the pre-reading activity go?
  - How well did the pre-reading activity prepare the students to understand the reading?
  - What would you do the same?
  - What would you do differently?
2. Bring a reading selection that you plan to use with your class to the next session. During Session 3 we will focus specifically on pre-reading activities.



## Session 2: Evaluation

1. An interesting thing I learned about teaching reading today is \_\_\_\_\_

---

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2. I still need more information about \_\_\_\_\_

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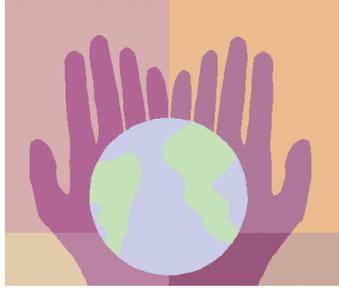
3. I look forward to trying \_\_\_\_\_ in my classroom.

4. Finally, I would like to say \_\_\_\_\_

---

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## **Session 3**

### **Focus on Pre-Reading**



# Objectives and Agenda

## Session 3: Focus on Pre-Reading

### Objectives

- Identify activities for pre-reading
- Develop pre-reading activities for specific reading texts

### Agenda

- I. Introduction and Warm-Up  
Preferences
- II. Report on Interim Activities and Review of Reading Skills  
Reports on reading lesson  
Review of reading process
- III. Demonstration of Pre-Reading Activities  
Activities for beginning levels  
Activities for family literacy/multilevel  
Activities for higher levels
- IV. Preparation of Activities  
Create pre-reading activities for specific texts
- V. Presentation and Critique of Activities
- VI. Assignment and Session Evaluation



## Preferences

*Directions: Interview your neighbor to find out his or her favorite . . .*

1. State, City \_\_\_\_\_
2. Soup \_\_\_\_\_
3. Beverage \_\_\_\_\_
4. Dessert \_\_\_\_\_
5. Book \_\_\_\_\_
6. Play \_\_\_\_\_
7. Poet \_\_\_\_\_
8. Opera \_\_\_\_\_
9. Symphony \_\_\_\_\_
10. Athletic Team \_\_\_\_\_
11. Animal \_\_\_\_\_
12. TV Program \_\_\_\_\_
13. Vacation \_\_\_\_\_



## Reading Comprehension

*Read the passage below and then answer the questions.*

Zing quackles and randles estrates were zickled. While zickling the quackles frumpled, zooped and finally predacked. All quackles generally predack, but if immigted prior to zickling, they sometimes will not predack and may only frumple and zoop.

1. What were zickled?
2. What happened to them during zickling?
3. How do you prevent predacking?
4. In your own words, explain whether you think zickling would be an enjoyable experience.

*With a partner, discuss the following:*

- Were you able to read the passage?
- What knowledge did you use in reading it?
- Did you understand the passage?
- What enabled you to understand or not understand?
- Were you able to answer the exercise questions?

*Note.* From *Focus on Reading* (new ed., pp. 3-4), by S. Hood, N. Solomon, and A. Burns, 1996, Sydney, Australia: National Centre for English Language Teaching and Research (NCELTR). Reprinted with permission.







## Reading for Family Literacy/Multilevel: Pre-Reading Activities

TEXT: "Summer Programs"

Sometimes, family literacy teachers have the challenge of making higher level, content-rich readings accessible to adult immigrants who need to understand authentic texts for real-life purposes. Even if authentic texts from the public school, health department, or government are not written at an academic level, they are often full of idiomatic words and phrases and elliptical structures. Because of this, developing and presenting pre-reading activities becomes particularly important.

### **Pre-reading activities:**

Demonstrate for participants how to do the following with their classes:

Lead a full-group brainstorm/review of the current school year, with questions about the dates for spring break, teacher conferences, next report card, end of the school year, and so forth, writing selected information on the board.

Ask parents what their children did last summer vacation and what they think might happen this year; check their understanding of summer school and provide additional information (e.g., when to register).

Presentation of Vocabulary:

Virginia Standards of Learning Assessments (SOL tests)

Enrichment opportunities

Fees

Central location

Special education

Retained sixth graders

Conditionally promoted sixth graders

Skimming and Scanning:

After handing out text, lead discussion and practice (review from previous lessons) on how to look at a whole text for clues to general meaning and specific data.



## Summer Programs

Summer programs are available for students who will complete Grades K-11 during the 2004-2005 school year. Summer programs include opportunities for students to strengthen the skills and knowledge required for the Standards of Learning (SOL) tests and for middle school Promotion Benchmarks. Enrichment opportunities in all academic areas are available as well as extended day programs, camps, and online courses. The summer school booklet, *Encore 2005*, will be mailed in March to families whose children attend Fairfax County Public Schools (FCPS). The booklet contains information on summer school course offerings, locations, fees, and registration. *Encore 2005* will also be available at every Fairfax County public school, public library, other FCPS administrative offices, and on this Web site.

### Summer School Schedule and Calendar

Elementary School ----- July 11 - August 5  
Middle School----- July 11 - August 10  
High School----- July 11 - August 11

### Transportation

Fairfax County students may ride a FCPS school bus or use other means of transportation. The student will be picked up at a central location. The student will be returned to the same central location at the end of the program. Students who attend elementary morning summer school programs may also receive transportation to SACC and Rec-PAC sites within the attendance area of their summer school site. There are some summer programs where transportation is not offered.

Special education students who receive alternate transportation during the regular school year will receive similar services during the summer.

### Elementary Programs – Students Currently in Grades K-5 and Retained 6th Graders

The elementary learning program offers classes for students to maintain and reinforce academic skills and to improve achievement on the Virginia Standards of Learning Assessments. Academic skills focus on language arts, reading, mathematics, and English for speakers of other languages (ESOL). Retained sixth graders will attend elementary summer school. Students select one course in the elementary summer school program. Promoted or conditionally-promoted sixth graders will attend middle school summer school and select two courses.

The elementary programs run for 20 days from Monday, July 11 through Friday, August 5. Elementary summer school sites will include the following locations:

Bailey	Belle View	Cherry Run	Colin Powell
Deer Park	Halley	Herndon	Keene Mill
Lane	Ravensworth	Marshall Road	Oak Hill
Rose Hill	Shreveewood	Sunrise Valley	Terre Centre
Waples Mill	Wakefield Forest		

Special education elementary programs are located at designated elementary sites or various special education centers. Not all programs are offered at all locations. There will be limitations on class enrollment at each location, and locations are subject to change.



## **Middle School Programs – Students Currently in Middle School, Rising 7th Graders, and Promoted and Conditionally-Promoted 6th Graders**

The middle school program is designed to maintain and improve academic skills and to improve achievement on Standards of Learning (SOL) Assessments. Students select two classes at the appropriate grade level in English or language arts, mathematics, science, or social studies. The middle school program is 23 days, from Monday, July 11 through Wednesday, August 10. Middle school summer school sites will include the following locations:

<b>Frost</b>	<b>Herndon</b>	<b>Holmes</b>	<b>Kilmer</b>	<b>Liberty</b>	<b>Whitman</b>
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## **High School Programs – Students Currently in High School**

High school courses include Algebra 1, Algebra I Part I, Algebra 2, Biology, Chemistry, Computer Science, English 9 (repeat only), English 10, English 11, English 12, Geometry Part I, Geometry, Geosystems, Physics, VA and U.S. Government, VA and U.S. History, World History and Geography 1(repeat only), and World History and Geography 2. The prerequisites for each course are outlined in *Encore 2005*, the summer school booklet.

The program runs for 24 days from Monday, July 11 through Thursday, August 11. Students taking courses for new or repeat credit are required to attend class for the entire time period. High school summer school sites will include the following locations:

<b>Lee</b>	<b>Mount Vernon</b>	<b>Oakton</b>	<b>West Springfield</b>	<b>Madison</b>
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*Note.* From “Summer Programs,” Fairfax County Public Schools Web site: [www.fcps.k12.va.us/news/sumsch.htm](http://www.fcps.k12.va.us/news/sumsch.htm)



## Reading for Higher Level Learners: Pre-Reading Activities

TEXT: "History: Not as Easy as A-B-C"

From: *The Washington Post* (2004, November 9), p. C14.

This article discusses the movie rating system used in the United States. Although it is a *Kids Post* article (found in the Style section of the daily newspaper), it has high interest for adult learners and is an example of an authentic text. Previous to reading this article, the students must have already discussed and practiced the passive voice. They also should know the pronunciations of the past tense morpheme *-ed*. Note: When using photocopied newspaper articles, be sure to bring in the original article and the rest of the newspaper, so students can locate articles and sections when reading articles on their own.

### Pre-reading activities

- Discussion of movies, e.g., movies students saw in their countries, how they select movies to see in their home countries, how they do this in the United States, and how they know whether movies are appropriate for the whole family.
- Presentation of vocabulary from the article:
  - movie ratings system
  - appeals board
  - came into being
  - supposed to
  - watch out for
  - released
  - way too
  - cautioned
  - accompanying
- Identification of movie rating abbreviations chart (after handing out the article)



# The Washington Post

## History: Not as Easy as A-B-C; [FINAL Edition]

The Washington Post. Washington, D.C.: Nov 9, 2004. pg. C.14

Full Text (280 words)

Copyright The Washington Post Company Nov 9, 2004

The movie ratings system was created 36 years ago this month. Eight to 11 citizens are chosen to be on the ratings board. They watch each movie and then vote on what they think the rating should be. They don't all have to agree: Whichever rating gets the most votes is selected.

If the maker of the film disagrees with that rating, the decision can be appealed to -- or reviewed by -- the appeals board. That group is made up of people who make, distribute and show films.

The current ratings came into being in 1984. Before that, movies were rated G for all audiences, M for Mature (all ages could be admitted, but parents were supposed to watch out for younger children), R for Restricted to people over 16 unless they were with a parent, and X for no one under 17 admitted.

Later, the M category was changed to PG -- many people seemed to think that M meant the movies were for viewers older than the ratings board intended. After "Indiana Jones and the Temple of Doom" was released in 1984 with a PG rating, the Motion Picture Association of America, led by Jack Valenti, decided there needed to be a rating between PG and R, and added PG-13. Valenti says it was a scene showing a live, beating heart from "Indiana Jones" that caused them to add the new category.

In the same year, "Gremlins" got a PG rating, but most parents and movie critics felt it was way too scary for kids to see.

In 1990, the Ratings Board began adding descriptions to the letters to explain why movies were rated as they were.

<p><b>G</b> General audiences</p>
<p><b>PG</b> Parental guidance suggested. Some material may not be suitable for children</p>
<p><b>PG-13</b> Parents strongly cautioned. Some material may be inappropriate for children under 13</p>
<p><b>R</b> Restricted, under 17 requires accompanying parent or adult guardian</p>
<p><b>NC-17</b> No one 17 and under admitted.</p>

From *The Washington Post* (p. C14), 2004, November 9, © 2004 by *The Washington Post*. Reprinted with permission.



### Session 3: Assignment

1. Your homework is to do a reading lesson with your students and to come to the next session prepared to talk about how the pre-reading activities went, responding to the following questions:
  - How did the pre-reading activity go?
  - How well did the pre-reading activity prepare the students to understand the reading?
  - What would you do the same?
  - What would you do differently?
2. Also, bring a reading selection that you plan to use with your class to the next session. During Session 4 we will focus on during-reading and post-reading activities and how to put a reading lesson together.



### Session 3: Evaluation

*Fill in the blanks.*

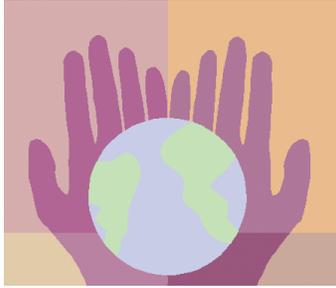
1. I found \_\_\_\_\_ especially useful.

2. In my class, I plan to try \_\_\_\_\_  
\_\_\_\_\_.

3. I still have a question about \_\_\_\_\_  
\_\_\_\_\_.

4. To date, I have found \_\_\_\_\_  
\_\_\_\_\_ to be the most relevant topic/activity/information for my current  
teaching assignment.





## **Session 4**

# **Putting a Reading Lesson Together**



# Objectives and Agenda

## Session 4: Putting a Reading Lesson Together

### Objectives

- Identify during-reading and post-reading activities
- Develop a coherent, comprehensive, and appropriate reading lesson that develops each of the four skills important to reading

### Agenda

- I. Introduction and Warm-Up
- II. Report on Interim Activities and Review of Reading Lesson Components  
Reports on pre-reading activities
- III. Demonstration of During-Reading and Post-Reading Activities  
Activities for beginning levels  
Activities for family literacy/multilevel  
Activities for higher levels
- IV. Preparation of Activities  
Participants create during- and post-reading activities for their own class text
- V. Presentation and Critique of Activities
- VI. Wrap-Up and Workshop Series Evaluation



## Reading for Literacy/Beginning Levels: Complete Lesson Plan

TEXT: "Mesud's Story"

From *Collaborations: English in Our Lives. Literacy Worktext* (pp. 31-32), by D. Moss, C. C. Shank, and L. Terrill, 1997, Boston: Heinle & Heinle, a division of Thomson Learning (www.thomsonrights.com Fax 800-730-2215). Reprinted with permission.

This story is useful at the beginning of a learning cycle. It focuses on learning strategies and studying outside of class.

**Presentation (Pre-reading):** Predictions with the picture  
Listening to the story on the tape  
Discussion of answers to listening comprehension questions

**Practice (During-reading):** Reading along with the tape  
Silent reading  
Vocabulary check

**Evaluation:** Discussion

**Expansion (Post-reading):** Conversion grid  
/p/ versus /b/  
Language practice—cloze with missing verbs

### Conversation Grid

What's your name?	What did you learn about Mesud that you think is interesting?	Do you study at home?	What helps you learn English?

### Cloze Activity

I \_\_\_\_\_ English at home.  
I \_\_\_\_\_ pictures with words.  
I \_\_\_\_\_ at the pictures.  
I \_\_\_\_\_ the words.  
I \_\_\_\_\_ the words.  
The pictures \_\_\_\_\_ me learn.

have	say	look	read	help	study
------	-----	------	------	------	-------



## Reading for Family Literacy/Mixed Levels: Complete Lesson Plan

TEXT: "Summer Programs"

From Fairfax County Public Schools Web site: [www.fcps.k12.va.us/news/sumsch.htm](http://www.fcps.k12.va.us/news/sumsch.htm)

This article would be useful for ESL parents in a family literacy class, so they could receive, process, and understand information that may be important to the family. If appropriate, parents could use the information to help sign up children for summer school.

### Presentation (Pre-reading)

- Discussion (whole group) to brainstorm/review important school information and dates, what their children did last summer, predict about coming summer, talk about summer school
- Vocabulary introduction emphasizes the specialized school words (including *fee/free*)
- Skimming and scanning to help get general understanding of topic and to pinpoint specific data (with further discussion to prepare for the reading)

### Practice (During-reading)

- Jigsaw reading first homogenous groups (with peer or teacher assistance as needed), then heterogeneous groups (Note: Groups could be decided partly on ages of children)
- Vocabulary check and extension, including pronunciation issues

### Evaluation

- Whole class discussion of comprehension questions regarding *what, when, where, why, how*, and what other information is needed and where it can be found (e.g., FCPS *Encore 2005* booklet to be mailed to parents' homes)

### Expansion (Post-reading)

- Individuals (or parent pairs) use text to find and write information regarding their child or children on form for future reference

Name of child	Summer school dates	School level	Location

- Review and extension of suffixes as whole group (*location/education; assessment/enrichment*)
- Introduction of *-ed* forms in adjectival uses (*retained/promoted*); review of /t/ /d/ /ɪd/
- Homework: Individuals (or parent pairs) follow up on summer school or other vacation activities for their children and report to the class; this would also include bringing challenges or issues to the class so peers and others could offer advice and assistance (e.g., bring booklets and forms to class)



## Reading for Advanced Level Learners: Complete Lesson Plan

TEXT: "History: Not as Easy as A-B-C"

From: *The Washington Post* (2004, November 9), p. C14.

This article discusses the movie rating system used in the United States. Although it is a *Kids Post* article (found in the Style section of the daily newspaper), it has high interest for adult learners and is an example of an authentic text. Prior to reading this article, the students must have already discussed and practiced the passive voice. They also should know the pronunciations of the past tense morpheme *-ed*. Note: When using photocopied newspaper articles, be sure to bring in the original article and the rest of the newspaper, so students can locate articles and sections when reading articles on their own. Remember: You can only use newspaper articles within 2 weeks of publication without written permission from the newspaper.

### Presentation (Pre-reading)

- Discussion of movies, how students select movies to see in the United States, movies they saw in their countries, etc.
- Vocabulary introduction and discussion
- Chart of rating symbols discussed briefly after handing out the article

### Practice (During-reading)

- Silent individual reading
- Individual identification of pre-taught vocabulary in the article
- Class discussion of pre-taught vocabulary as used in the article
- Class discussion of other vocabulary in article

### Evaluation

- Class discussion of questions
  - How do films get their ratings?
  - What can the filmmaker do if he doesn't like the rating his film receives?
  - What does PG refer to? Before 1984, what letter was used for this category? Why did the ratings board change it?
  - What two films that were released in 1984 caused the Motion Picture Association of America to add the PG-13 category? Why?

### Expansion (Post-reading)

- Whole class reading of movie ad from a current (within 2 weeks) local newspaper to identify the rating code for each movie
- Students individually select a movie for
  - the whole family
  - two 12-year-old children
  - two teenagers, one 16 years old, the other 18 (on a date)
  - themselves and their friends (or spouses)
- Students discuss selections with a classmate
- Whole group review of passive voice: focus on past tense morpheme /t/ /d/ /ɪd/
- Students work in pairs to identify passive verbs in article
- Class discussion of passive voice used in article
- Homework: Students find newspaper articles written with passive voice and bring the articles to class for the next session



## Lesson Plan

### ***Lesson Objective***

Language Skills

Life skills

Materials

### ***Stages of the Lesson***

Warm-Up/Review

Introduction

Presentation (Pre-reading activities)

Practice (During-reading activities)

Evaluation

Expansion (Post-reading activities)



# Workshop Series Evaluation

## Teaching Reading to Adult English Language Learners

### I. EXPECTATIONS ABOUT CONTENT OF ACTIVITY

(1) What did you hope to gain from these workshops? *(please check all that apply)*

- Basic introduction or exposure to subject
- In-depth theory or study of subject
- Strategies and ideas about how to implement subject
- Information to take back and share at program
- More general information about subject
- Other

(2) Were your expectations and needs fulfilled? *(please circle one)*

Not at all                      Barely                      Sufficiently                      A great deal                      Completely

Explain why you circled the above \_\_\_\_\_  
 \_\_\_\_\_

### II. QUALITY OF THE WORKSHOPS

*(please comment on the following and be sure to give specific suggestions for improvement)*

AREA	QUALITY <i>(please check one)</i>				COMMENTS/SUGGESTIONS FOR IMPROVEMENT
	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
<b>Trainer/Facilitator Style</b>	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
<b>Presentation and Progress</b> <i>(Balance between facilitator and participant involvement, kinds of activities, etc.)</i>	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
<b>Material</b> <i>(Handouts, etc.)</i>	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
<b>Organization of Workshops</b> <i>(Arrangement of content, flow of activities)</i>	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	

### III. FOLLOW-UP ACTIVITY

As a result of these workshops, what do you hope to try in your classroom or program? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

IV. OTHER COMMENTS \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_