

## Subsection 3D: Tutoring Skills Development

### Overview

**Introduction** Subsection D provides specific instructions for teaching workshop modules for developing tutoring skills.

This subsection contains the following workshop modules (WM):

**In this subsection**

<b>Topic</b>	<b>See Page</b>
WM 3D-1: Speech Sounds and Patterns	3D-3
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WM 3D-3: Word Families (Patterns)	3D-17
WM 3D-4: Motivating Students to Write	3D-21
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## WM 3D-1: Speech Sounds and Patterns

### Introduction

#### *Purpose and outcomes*

The purpose of this workshop module is to

- enable participants to make speech sounds correctly by observing and practicing how sounds are made
- familiarize participants with some of the terminology used to describe speech sounds
- present ways to help students who have difficulty making or distinguishing different sounds
- identify when speech patterns interfere with reading or writing, and
- explain how to teach “standard” English.

**Timing:** 20 – 30 minutes

#### *Workshop segment structure*

This workshop module is divided into the following *required* parts and *alternative* presentations:

- Part A: Introduction
- Part B: How Sounds Are Made
- Part C: Practice of Speech Sounds
- Part D: Ways to Help Students
- Part E: Speech Patterns
- Alternative presentations:
  - Alternative 1: Making Participants Comfortable with the Phonics System
  - Alternative 2: Incorporating Speech Sounds into Lessons 2-6.

### Materials

The following table identifies the materials necessary for the training module.

Type	Materials
Handouts	<ul style="list-style-type: none"><li>• Speech Sounds and Patterns</li><li>• How to Make Speech Sounds</li><li>• Teaching Standard English</li></ul>
Display	<ul style="list-style-type: none"><li>• Common Phrases and Speech Patterns</li><li>• English Sounds</li><li>• Diagram of Face (on poster or visual aid)</li></ul>

**How to prepare.** Study the handouts Speech Sounds, Speech Patterns, and Teaching Standard English.

- List on a poster some phrases or speech patterns commonly heard in your local area, or use the prepared visual aid Common Phrases and Speech Patterns.
- Prepare a poster outlining all the sounds in English or use the prepared visual aid English Sounds.

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## WM 3D-1: Speech Sounds and Patterns, Continued

### How to present Part A

#### *Part A: Introduction*

Follow the steps below to present this part of the workshop module.

<b>Step</b>	<b>Action</b>
1	<p>Explain the reasons for this segment of the workshop on speech sounds:</p> <ul style="list-style-type: none"><li>• Understanding how sounds are made helps us to pronounce sounds correctly and to help a student who is having difficulty with certain sounds.</li><li>• Since part of the <i>Laubach Way to Reading</i> program is based on phonics, it is important to model the sounds correctly. The student will have difficulty decoding a word if the sounds are made incorrectly. For example, p-a-n may sound like “puh-a-nuh” or “piano” if vowel sounds are added. The student may also have difficulty spelling a word correctly if using the incorrect sound.</li><li>• There are many variations in pronunciation and patterns of speaking. It is important to identify when these variations may interfere with reading and writing, but not to set out to change the student’s speech or drill for perfection in pronunciation.</li></ul>
2	<p>Present an overview of the English sound system, using your poster or the prepared visual aid (English Sounds) of consonant and vowel sounds:</p> <ul style="list-style-type: none"><li>• The 26 letters make 43 different sounds.</li><li>• These 43 sounds are made up of 25 consonant sounds and 18 vowel sounds.</li><li>• Most of the consonant sounds are taught in the first five lessons of Skill Book 1.</li><li>• Three of the other consonant sounds are taught at the beginning of Skill Book 2. Call attention to the two sounds for th — the /th/ as in “thanks” and the /th/ as in “mother”. Tutors should not expect a student to sound out all words with “th” after learning the first sound in Skill Book 1.</li><li>• Only 5 of the 18 vowel sounds are taught in the first two Skill Books (the short vowel sounds).</li></ul>

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## WM 3D-1: Speech Sounds and Patterns, Continued

**How to present  
Part B**

**Part B: How Sounds Are Made**

Follow the steps below to present this part of the workshop module.

*Note:* You may want to use the diagram of the face (*Where Sounds are Produced*) to demonstrate.



Step	Action
1	<p>Ask the participants to make the short vowel sounds and notice what is happening in their mouths and their throats.</p> <ul style="list-style-type: none"> <li>• The mouth is open-only the position of the tongue and the width of the jaw opening vary for the short vowel sounds.</li> <li>• There is little obstruction by the tongue, teeth or lips. (Point out that many consonant sounds use the tongue, teeth, and lips.)</li> <li>• There is no stop to the sound.</li> <li>• The sound is made with the vocal cords. We call this a “voiced” sound. (Point out that all vowel sounds are voiced.)</li> </ul>
2	<p>Demonstrate the difference between voiced and unvoiced speech sounds.</p> <ul style="list-style-type: none"> <li>• Ask the participants to put their fingers on their throats and make a prolonged /zzzzzz/ sound. Point out that they should feel a vibration, because this is a voiced sound. Then ask them to make a prolonged /sssss/ sound and compare what is felt with their fingers. Because there is no vibration felt, it is called an unvoiced sound. (Point out that the vibration they are looking for is not their “Adam's apple” going up and down.)</li> <li>• Suggest that another way to hear the difference between voiced and unvoiced sounds is to cup their hands over their ears. When they hear a buzz, it is a voiced sound. Ask the participants to do this and repeat the /z/ and /s/ sounds.</li> <li>• Explain that the /z/ sound and the /s/ sounds are “equivalents” of each other. Both letters in the pair are made with the same parts of the mouth (lip, teeth, etc.) in approximately the same position. The only difference is in the use of the vocal cords.</li> </ul> <p><i>Note:</i> Students often have difficulty in discriminating between these pairs.</p>

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## WM 3D-1: Speech Sounds and Patterns, Continued

### How to present Part B (continued)

Step	Action										
3	<p>Check to ensure that the participants have understood the terms “voiced” and “unvoiced” by giving them sounds (/b/, /c/, /d/, /f/) and asking them which sounds are voiced and which are unvoiced.</p> <p>Have the participants either put their hands on their throats or over their ears. Then ask what the “equivalent” sound would be.</p> <p><b>Suggestion:</b> Make two columns on the board or flipchart; one titled “Voiced” and the other “Unvoiced” as shown below. As the participants identify the category and the equivalent, you can place the letter under the correct heading:</p> <table data-bbox="641 751 1031 940" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><u>Voiced</u></th> <th style="text-align: center;"><u>Unvoiced</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">/b/</td> <td style="text-align: center;">/p/</td> </tr> <tr> <td style="text-align: center;">/g/</td> <td style="text-align: center;">/c/</td> </tr> <tr> <td style="text-align: center;">/d/</td> <td style="text-align: center;">/t/</td> </tr> <tr> <td style="text-align: center;">/v/</td> <td style="text-align: center;">/s/</td> </tr> </tbody> </table>	<u>Voiced</u>	<u>Unvoiced</u>	/b/	/p/	/g/	/c/	/d/	/t/	/v/	/s/
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/b/	/p/										
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4	<p>Explain other terms used to describe speech sounds:</p> <ul style="list-style-type: none"> <li>• a “continuant” is a sound that can be held until the speaker runs out of breath, and</li> <li>• a “stop” sound is one that cannot be held.</li> </ul> <p>Ask the participants for sounds, which are examples of</p> <ul style="list-style-type: none"> <li>• “continuants” (all vowels and /f/, /v/, /h/, /l/, /m/, /n/, /r/, /s/, /z/, /w/, /y/), and</li> <li>• “stops” (/b/, /c/, /d/, /g/, /p/, /t/).</li> </ul> <p>Explain that it is often easier for a student to blend words which have several continuants, since one sound can be held until the next sound is made. For example, “Miss” and “Fran” are easier than “big”, since both /b/ and /g/ are stops.</p>										
5	<p>Explain nasal sounds by asking the participants to make the sound /m/ and then to pinch their noses. All sound should stop since the sound comes through the nose.</p> <p>Ask the participants for other examples of nasal sounds (/n/ and /ng/).</p> <p>Point out that whether the mouth is closed or open makes no difference in making a nasal sound, since with the sound /n/ the mouth is slightly open.</p>										

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## WM 3D-1: Speech Sounds and Patterns, Continued

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How to present  
Part C

### *Part C: Practice of Speech Sounds*

Follow the steps below to present this part of the workshop module.

Step	Action
1	Have the participants look at the handout <i>Speech Sounds</i> . This handout may be useful if a student is having difficulty making a certain sound or the tutor is uncertain about a particular sound. Explain that it is set up so that the sounds are presented in the same order as in the Skill Books along with the key word. Go over the Vocalization Code (v for voiced, etc.).
	2 Together, look at the first sound /b/, particularly the description of how the sound is made under <i>Articulatory Position</i> . Help the participants understand what they are doing to form the sound. Model the sound and have the participants practice as a group.
	3 Continue practicing each sound listed, or choose certain sounds which have caused difficulty for the participants or frequently cause difficulty for the students: <ul style="list-style-type: none"><li>• /l/ — Ensure that the tongue tip is up behind the upper teeth.</li><li>• /r/, /w/, /y/ — Begin to say a word which starts with those letters, but hold on to the consonant sound and don't say the vowel sound.</li><li>• /wh/ (unvoiced equivalent of /w/) — The mouth position is the same as for /oo/, but the sound is more like /hw/, as if blowing out a candle.</li></ul>

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## WM 3D-1: Speech Sounds and Patterns, Continued

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### How to present Part D

#### *Ways to Help Students*

Emphasize that the above material is for the tutor's information and understanding and need not be explained to the student. In the actual teaching situation, the tutor usually models and the student imitates, and no explanation is needed.



Refer participants to the *How to Make Speech Sounds* section of the [Speech Sounds](#) handout that describes each sound in detail. If a student is having difficulty this is particularly helpful.

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### How to present Part E

#### *Part E: Speech Patterns*

Follow the steps below to present this part of the workshop module.

Step	Action
 1	Display the poster of common phrases and speech patterns that you have prepared or the visual aid <i>Common phrases and speech patterns</i> , but do not provide the translations. Ask the participants to read the words. <b>Handout:</b> <i>Speech Patterns</i> .
2	Ask the participants who speaks in this way. Explain that at times we all use “non-standard” English. Invite the participants to share some of their own non-standard speech patterns. Ask the participants when they have used “non-standard” English. Explain that speech habits formed in early childhood remain with us as adults. We are most likely to use them when we are excited, or when we are relaxed with family or close friends. Ask the participants when “standard” or “correct” English is used (by TV announcers, teachers, government officials, speakers, or simply anyone wanting to make a good impression during a job interview or business contact, etc.)
 3	Explain to the participants that their student may also have unique speech patterns, which differ from their own. They must not try to change the student's speech or “put them down” because of the way the student speaks. <b>Note:</b> The word “differ” does not imply that one style is better than another.

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## WM 3D-1: Speech Sounds and Patterns, Continued

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### How to present Part E (continued)

Step	Action
4	<p>Explain that it is particularly important not to correct speech or pronunciation when the student is reading.</p> <p>Reading has been a frustrating process for many students, and tutors should make it as positive an experience as possible. Constant corrections and interruptions only discourage a student. The tutor must decide if the error is due to a speech pattern or is truly a reading problem.</p> <p>For example, when reading “This is a girl”, if the student reads</p> <ul style="list-style-type: none"><li>• “dis” for “this”, it is a speech pattern, and you should not interrupt to correct</li><li>• “dat” for “this”, it is a reading error and needs to be corrected.</li></ul>
5	<p>Ask the participants to give examples of how speech patterns might interfere with reading or writing.</p> <ul style="list-style-type: none"><li>• The written form may differ so greatly from the spoken form that a student has difficulty understanding a word or phrase.</li><li>• A student may not be able to hear certain sounds in some words because they are not in their speech.</li><li>• Spelling may be poor if a student transfers incorrect sounds to paper.</li><li>• Poor grammar may be common in writing.</li></ul>

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## WM 3D-1: Speech Sounds and Patterns, Continued

### How to present Part E (continued)



Step	Action
6	<p>Explain to the participants that the student may need or want to develop “standard” speech patterns (for a job situation, etc.). This should be done after the reading is completed and only at the request of the student. Here are some ways to help a student develop the use of “standard” English:</p> <ul style="list-style-type: none"><li>• The tutor can be a model of “standard English” and present the student with an alternative. If the student sees an advantage in acquiring the “standard” English way of speaking, they will do so.</li><li>• Use flash cards for a student to practice words beginning with a certain sound (this, that, these, those, etc.), or to recognize differences between “standard” items and the spoken equivalents (for example, “dis” and “this”).</li><li>• The tutor should be careful to work on only one element at a time and not give the student the impression that everything they say is wrong.</li><li>• One of the most common mistakes which tutors make in teaching sounds, is making the student do tedious, tiring drills. If the <i>Skills Practice</i> section is taught consistently, the student will learn to hear the sounds they have missed.</li><li>• Role-playing (such as a job interview) can help a student practice “standard” speech patterns.</li></ul> <p><i>Handouts: Teaching Standard English and Speech Patterns</i></p>
7	Refer to the handout “ <i>Speech Patterns</i> ” and encourage the participants to read it on their own.

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## WM 3D-1: Speech Sounds and Patterns, Continued

### Alternative presentations



#### *Alternative 1: Making Participants Comfortable with the Phonics System*

In some cases a participant may feel insecure about their ability to make or teach sounds because they learned to read by a different method.

You can help reduce this fear by allowing a few extra minutes at the beginning to do the following:

Step	Action
1	<p>Place a poster with the following sentences (or ones you made yourself) in front of the participants. Explain that these are “nonsense sentences”.</p> <ul style="list-style-type: none"><li>➤ <i>Osa tanged a boin zot to Fridley.</i></li><li>➤ <i>Bin Fridley swit the zot and chutted missily.</i></li></ul> <p>Ask the participants to read both sentences aloud.</p>
2	<p>Ask the participants how they knew how to read the words. Point out that they used the sounds of the letters and their knowledge of the English language. Explain that, even though some people didn't learn sounds when they were in school, they do know some phonics simply because they already know and use the English language.</p>
3	<p>Explain that it is important to talk more about how these sounds are made. Then continue with the presentation as outlined beginning with Part A.</p>

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## WM 3D-1: Speech Sounds and Patterns, Continued

Alternative presentations  
(continued)

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### *Alternative 2: Incorporating Speech Sounds into Lessons 2-6*

Presented below is another way to help reduce the insecurity that participants may have about making or teaching sounds correctly.

Step	Action
1	Before beginning Lesson 2, explain that the correct pronunciation of sounds is important because the <i>Laubach Way to Reading</i> program is based on phonics. Explain the difference between voiced and unvoiced sounds and the difference between stops and continuants.
2	As you model the sounds for the letters in Charts 2-5, spend extra time and ensure that the participants know how to make each sound correctly. Point out to them the importance of not adding a vowel sound to the consonant sound.  Have the participants identify <ul style="list-style-type: none"><li>• whether each sound is voiced or unvoiced</li><li>• which sound is its equivalent, and</li><li>• whether it is a continuant or stop.</li></ul> Point out that /m/ and /n/ are nasal sounds.
3	With Lesson 4, discuss how vowel sounds are made. Ask the participants to notice what is happening in their mouths. Contrast this with the way consonant sounds are made.
4	With Lesson 6, explain to the participants that it is usually easier for a student to blend words, which have several continuants. The student holds one sound until they are ready to make the next. With the <i>Skills Practice</i> exercises, point out the difficulty when a student is asked to discriminate between voiced and unvoiced pairs, (class and glass, bug and buck). Discuss how these exercises will help the student.
5	Point out to the participants the handout <i>Speech Sounds</i> . Explain that this may be useful if a student is having difficulty making a certain sound or the tutor is uncertain about a particular sound. Explain how it is used.

**Note:** Part E, a ten-minute segment on speech patterns, should be presented sometime during the workshop. It does not need to follow Lesson 6.

## WM 3D-2: Sight Words

### Introduction *Purpose and outcomes*

The purpose of this workshop module is to

- explain why a new reader needs to have a sight word vocabulary
- describe ways to promote instant recognition of words, and
- have participants become sensitized to the use of flash cards for learning sight words.

**Timing:** 10 – 15 minutes

### *Workshop module structure*

This workshop segment is divided into the following *required* parts:

- [Part A: Introduction](#)
- [Part B: Use of flash cards](#)
- [Part C: Other ways to practice sight words.](#)

### Materials

The following table identifies the materials necessary for this workshop module.

Type	Materials
Handouts	<ul style="list-style-type: none"><li>• Most Frequently Used Words</li><li>• Social Sight Words/Phrases</li><li>• Teaching Sight Words</li><li>• Ameruss Chart and Story</li></ul>
Teaching Aids	<ul style="list-style-type: none"><li>• Sets of Ameruss flash cards</li></ul>

### How to prepare

Prepare sets of Ameruss word flash cards. One set is needed for every two or three participants using the prepared teaching aid *Ameruss flash cards*.

**Note:** You may decide to incorporate this presentation (or the section on flash cards) into a discussion of *Review and Reinforcements for Skill Book 1*. It would also be appropriate before the discussion of *Language Experience*, since many sight words occur in these stories.

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## WM 3D-2: Sight Words, Continued

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### How to present Part A

#### *Part A: Introduction*

Follow the steps below to present this part of the workshop module.

<b>Step</b>	<b>Action</b>
1	Remind the participants that students have been learning to recognize words by sight since the first lesson in Skill Book 1.
2	Discuss why a new reader needs to have a “sight word” vocabulary (words which are instantly recognized): <ul style="list-style-type: none"><li>• Less time is spent decoding words—so there should be more fluent reading and better understanding of content.</li><li>• Some social and survival words need to be recognized immediately (Washroom, Poison, and Danger).</li><li>• Some words are irregular and cannot be decoded.</li><li>• The burden of unknown words that confronts the new reader is reduced.</li></ul>
3	Ask the participants to suggest sources for a “sight words” <i>word bank</i> . <ul style="list-style-type: none"><li>• Names of family members and friends.</li><li>• Student's address.</li><li>• Words related to work.</li><li>• Social and survival words (Handout: <i>Social Sight Words</i>).</li><li>• Most Frequently Used Words (Handout: <i>Most Frequently Used Words</i>).</li><li>• Language Experience stories.</li><li>• Laubach Way to Reading Story words.</li></ul>

### How to present Part B

#### *Part B: Use of flash cards*

Follow the steps below to present this part of the workshop module.

<b>Step</b>	<b>Action</b>
1	Describe briefly how flash cards can be made (using large, clear print on index cards). The student may help to make these cards or use the prepared teaching aid <i>Ameruss Flash Cards</i> .
2	Explain to the participants that you will use Ameruss sight words to illustrate how flash cards can be used to learn sight words.

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## WM 3D-2: Sight Words, Continued

### How to present Part B (continued)

Step	Action
3	<p>Flash the Ameruss words (one by one) to the participants as a group. Ask them to score their answers privately—do not let them call out answers.</p> <p>If the participants do not remember most of the words, as they probably won't, ask them what would have helped them to remember more words.</p> <p>Emphasize that the student needs to review words many times before words are learned. The use of flash cards may help with this.</p>
4	<p>Give a set of Ameruss flash cards to each pair of participants.</p> <ul style="list-style-type: none"><li>• Place Part 2 of the Ameruss Story in front of the group. Ask the participants to match each flash card to the word in the Story. They should be able to figure out most words they did not know.</li><li>• Ask them to hold up any words they cannot figure out. If it is a Chart word, place the Ameruss Chart in front of them. If not, ask them to read the sentence where the word first appears in the Ameruss Story.</li><li>• Have the participants form sentences with their words, such as the following:<ul style="list-style-type: none"><li>- This is a chair.</li><li>- Has this boy a ship?</li><li>- This ship has a ladder.</li><li>- This rope is on a chair.</li><li>- This boy is on a rope ladder.</li></ul></li><li>• Quickly check the sentences to make sure they are correct, or have the participants check each other.</li><li>• Have each participant check their partner(s) by flashing cards one by one.</li></ul>
5	<p>Ask the participants if they improved their recognition of Ameruss words during the exercise.</p> <p>Discuss the ways flash cards were used to help them learn these sight words.</p> <ul style="list-style-type: none"><li>• Matching the card to a known Story or Chart word</li><li>• Manipulating cards to form sentences. (probably helped the most)</li><li>• Flashing cards to each other.</li></ul>

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## WM 3D-2: Sight Words, Continued

### How to present Part B (continued)

Step	Action
6	Explain that similar methods may be used with a student trying to learn sight words. Because words in context are generally remembered more easily than in isolation, it may help to print a sentence on the back of each card.
7	Suggest to the participants that student flash cards be kept in a “ <i>Word Bank</i> ” (see <i>Teaching Sight Words</i> handout.)

### *Part C: Other ways to practice sight words*

#### How to present Part C

Step	Action
1	Refer participants to the <i>Teaching Sight Words</i> handout and discuss the other ways to practice sight words that are identified. Explain that these methods are usually used in addition to flash cards.
2	Stress that tutors should <ul style="list-style-type: none"><li>• spend only five to ten minutes each lesson practicing sight words with their students</li><li>• review sight words often and at random times throughout the lesson, and</li><li>• <b>not</b> drill the student for long periods of time.</li></ul>



## WM 3D-3: Word Families (Patterns)

### Introduction *Purpose and outcomes*

The purpose of this workshop module is to describe how to teach word families to a student.

*Timing:* 5 – 10 minutes

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### Materials

The following table identifies the materials necessary for the training module.

Type	Materials
Books	<ul style="list-style-type: none"><li>• Skill Book 2</li><li>• Focus on Phonics 2a and 2b</li></ul>
Visual aid	<ul style="list-style-type: none"><li>• Tachistoscope (slip strip)</li></ul>

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### How to prepare

- Select a Skill Book 2 lesson which has at least five “word family” words in it.
  - Prepare a tachistoscope (see *Review and Reinforcements* handout).
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### How to present

Follow the steps below to present this workshop module.

Step	Action
1	Discuss how an understanding of word families (or rhyming words) will help a student. <ul style="list-style-type: none"><li>• It reduces the total number of words to be learned.</li><li>• It helps the student with spelling.</li></ul>
2	Mention that word families can be taught after Lesson 5 in Skill Book 1 because basic consonant sounds have been taught. Lesson 6 in Skill Book 1 introduces the “an” family with “Ann”, “Dan”, and “Fran”.

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## WM 3D-3: Word Families (Patterns), Continued

### How to present (continued)

Step	Action																								
3	<p>Demonstrate how word families can be taught to a student using the following four steps.</p> <table border="0" data-bbox="526 457 1360 961"> <thead> <tr> <th data-bbox="526 457 850 489">Step</th> <th data-bbox="850 457 1360 489">Action</th> </tr> </thead> <tbody> <tr> <td data-bbox="526 489 850 562">1.</td> <td data-bbox="850 489 1360 562">Write a word that the student has already learned (“hand”).</td> </tr> <tr> <td data-bbox="526 562 850 657">2.</td> <td data-bbox="850 562 1360 657">Take off the beginning letter and ask the student to read the ending (/and/).</td> </tr> <tr> <td data-bbox="526 657 850 919">3.</td> <td data-bbox="850 657 1360 919">           If needed, review the sounds of consonants which could be added. Then add these letters to the ending which remains,           <ul style="list-style-type: none"> <li>• b + /and/</li> <li>• l + /and/</li> <li>• s + /and/</li> <li>• st + /and/</li> </ul> </td> </tr> <tr> <td data-bbox="526 919 850 961">4.</td> <td data-bbox="850 919 1360 961">Ask the student to form new words by adding other letters.</td> </tr> </tbody> </table>	Step	Action	1.	Write a word that the student has already learned (“hand”).	2.	Take off the beginning letter and ask the student to read the ending (/and/).	3.	If needed, review the sounds of consonants which could be added. Then add these letters to the ending which remains, <ul style="list-style-type: none"> <li>• b + /and/</li> <li>• l + /and/</li> <li>• s + /and/</li> <li>• st + /and/</li> </ul>	4.	Ask the student to form new words by adding other letters.														
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4.	Ask the student to form new words by adding other letters.																								
4	Caution the participants that endings which can be spelled in more than one way should be avoided (“ox” and “ocks”).																								
5	<p>Show samples of teaching aids which can be used to help a student with word families:</p> <ul style="list-style-type: none"> <li>• A tachistoscope (or slip strip)</li> <li>• Focus on Phonics 2</li> </ul>																								
6	<p>Using a lesson in Skill Book 2, ask the participants to pick out families which could be worked on using the Chart and new Story words.</p> <p>For example,</p> <table border="0" data-bbox="526 1367 1211 1593"> <tr> <td data-bbox="526 1367 651 1398"><b>Lesson 4:</b></td> <td data-bbox="651 1367 954 1398">/uck/</td> <td data-bbox="954 1367 1096 1398"><b>Lesson 7:</b></td> <td data-bbox="1096 1367 1211 1398">/en/</td> </tr> <tr> <td></td> <td data-bbox="651 1398 954 1430">/ut/</td> <td></td> <td data-bbox="1096 1398 1211 1430">/ed/</td> </tr> <tr> <td></td> <td data-bbox="651 1430 954 1461">/it/</td> <td></td> <td data-bbox="1096 1430 1211 1461">/end/</td> </tr> <tr> <td></td> <td data-bbox="651 1461 954 1493">/ud/</td> <td></td> <td data-bbox="1096 1461 1211 1493">/em/</td> </tr> <tr> <td></td> <td data-bbox="651 1493 954 1524">/ing/</td> <td></td> <td data-bbox="1096 1493 1211 1524">/ell/</td> </tr> <tr> <td></td> <td data-bbox="651 1524 954 1556">/unt/</td> <td></td> <td data-bbox="1096 1524 1211 1556">/ick/</td> </tr> </table>	<b>Lesson 4:</b>	/uck/	<b>Lesson 7:</b>	/en/		/ut/		/ed/		/it/		/end/		/ud/		/em/		/ing/		/ell/		/unt/		/ick/
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## WM 3D-3: Word Families (Patterns), Continued

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### Alternative presentation



#### *Using Ameruss Words to Teach Word Families*

Instead of using English words to demonstrate word families (in Part 3), you may use the Ameruss words “ship” and “chair”.

Step	Action
1	Review the sounds of the five Cyrillic letters.
2	Show the participants the word “ship” and ask them to read.
3	Take off the first letter and ask what remains (/ip/).
4	Add the Cyrillic letters one by one, and ask the participants what new word is formed: <ul style="list-style-type: none"><li>• /l/ + /ip/</li><li>• /ch/ + /ip/</li><li>• /r/ + /ip/.</li></ul>
5	Make new words by repeating Steps 2 - 4 for the Ameruss word “chair”: <ul style="list-style-type: none"><li>• /b/ + /air/</li><li>• /sh/ + /air/</li><li>• /r/ + /air/.</li></ul>

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## WM 3D-4: Motivating Students to Write

### Introduction *Purpose and outcomes*

The purpose of this workshop module is to

- discuss why some students are reluctant to write, and
- describe ways to motivate students to communicate in writing.

**Timing:** 15 – 30 minutes (if practice is included)

### *Workshop module structure*

This workshop module is divided into the following *required* parts:

- [Part A: Brainstorming](#)
  - [Part B: The writing process](#)
  - [Part C: Other ways to encourage writing.](#)
- 

### Materials

The following table identifies the materials necessary for the training module.

Type	Materials
Visual Aids	<ul style="list-style-type: none"><li>• Sample(s) of students writing</li></ul>
Handouts	<ul style="list-style-type: none"><li>• Teaching Students to Write</li></ul>
Display	<ul style="list-style-type: none"><li>• Books that help adults master good writing skills</li></ul>

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### How to prepare .

- Talk to experienced tutors and previous students about their experiences with writing anything. Discuss what is difficult about expressing oneself in writing and what makes writing easier.
  - Collect a sample of a student's writing which contains many mechanical mistakes but which is quite expressive. Provide it as a visual aid or handout. Be sure that the student's name does not appear on the handout.
- 

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## WM 3D-4: Motivating Students to Write, Continued

How to present  
Part A

### ***Part A: Brainstorming***

Follow the steps below to present this part of the workshop module.

<b>Step</b>	<b>Action</b>
1	<p>Ask the participants to brainstorm all of the reasons anyone might want to write something down. This could include:</p> <ul style="list-style-type: none"><li>• To communicate information to family members, friends, school officials, business associates, or the public</li><li>• To keep in touch with family or friends</li><li>• To express an opinion (such as a letter to the editor or a letter of complaint)</li><li>• To organize oneself and aid memory (lists of things to do or buy, and appointments)</li><li>• To apply for something (such as a job or government benefits)</li><li>• To share knowledge of how to do something</li><li>• To keep a record of what has been done or what has happened (a work report, minutes of a meeting, or a diary)</li><li>• To explore and express feelings to others or just to oneself</li><li>• To make a financial or legal commitment.</li></ul>
2	<p>Mention that most adults use writing for a specific purpose, as a means of satisfying some need. The <i>need</i> to write can be a powerful motivator to write.</p>
3	<p>Ask the participants to think of something they found hard to write. Then discuss why many people find writing difficult.</p> <ul style="list-style-type: none"><li>• There is so much involved in the writing process (finding a pen and paper, thinking of what to say, making sure the tone is right, spelling correctly, rewriting, etc.)</li><li>• Writing is more permanent than speaking. It reflects a person's thoughts, feelings, and personality. This can be very intimidating for someone with low self-esteem.</li><li>• People think they must write without error. Society focuses more on the technical aspects of a written piece than on the content of the message.</li><li>• Dislike of writing may lead to avoidance. Without practice, writing will not improve. It can become a vicious circle.</li></ul>

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## WM 3D-4: Motivating Students to Write, Continued

How to present  
Part B

### *Part B: The writing process*

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Explain that writing may be easier if the tutor and student break down the writing process into smaller tasks and tackle one at a time.</p> <p><i>Reference:</i> See <i>Teaching Students to Write</i> handout.</p>
<b>Task 1: Deciding What to Say</b>	
2	<p>Discuss the first step: <i>Deciding What to Say</i>. This is often the first stumbling block for would-be writers.</p> <p>Explain that it is important to choose a topic which is</p> <ul style="list-style-type: none"> <li>• familiar to the student.</li> <li>• relevant to the student's need to write.</li> </ul> <p>Ask the participants to suggest writing topics for students.</p> <p><i>Note:</i> The student should start by expressing ideas orally. The tutor might try using a <i>Language Experience</i> story or a tape recorder to help the student work out what they want to say.</p>
3	<p>Demonstrate to the participants how the student could “map out” what they want to include using a topic such as “Me”.</p> <p>Note that the tutor should offer any spelling help needed.</p>
<b>Task 2: Drafting the First Copy</b>	
4	<p>Inform the participants that during this stage</p> <ul style="list-style-type: none"> <li>• the student should be encouraged to let ideas flow with little concern for correct spelling or grammar</li> <li>• if the student is reluctant to do this, the tutor might encourage the student to write as many words as possible within a time period (five or ten minutes)</li> <li>• the tutor should emphasize that the rough draft <ul style="list-style-type: none"> <li>· need not be shown to anyone (including the tutor)</li> <li>· should be written on every other line</li> <li>· could be produced using a word processing application to reduce the barriers to writing, since corrections can be made easily.</li> </ul> </li> </ul>

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## WM 3D-4: Motivating Students to Write, Continued

### How to present Part B (continued)

Step	Action
<b><i>Task 3: Revising the Draft Copy</i></b>	
5	Review Step 3 from the <i>Teaching Students to Write</i> handout.
6	<p>Emphasize to the participants the importance of careful listening and positive feedback if the student chooses to read their story aloud.</p> <p>Point out that this may be difficult for tutors who are more used to a visual inspection of a draft.</p> <p>Encourage the participants to ask questions to demonstrate interest and to point out ideas that are not clear.</p>
7	If there is time, read a rough draft of a student's story, and ask them to respond positively and helpfully. What questions might they ask to clarify any point?
<b><i>Task 4: Editing the Work</i></b>	
8	Have the participants look at a sample of a student's writing that contains many spelling and/or grammatical errors and imagine that their student had written this.
9	<p>Have the participants offer positive feedback about what has been written.</p> <p>Remind them that writing involves communicating ideas and information, and this student has done that very effectively. The mechanics of spelling, punctuation, and cursive writing are less important, and should be worked on if the student wants or needs to improve this piece of writing.</p>
10	<p>Point out that the writer <i>must</i> complete the first three tasks in the writing process. Only the writer knows what they want to say and how they want to say it.</p> <p>Ask the participants to suggest how editing for spelling could occur.</p> <p><b><i>Reference:</i></b> See <i>Teaching Students to Write</i> handout for suggestions.</p>

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## WM 3D-4: Motivating Students to Write, Continued

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How to present  
Part C

### *Part C: Other ways to encourage writing*

Follow the steps below to present this part of the workshop module.

Step	Action
1	Refer the participants to the section of the handout that deals with methods to encourage writing. Ask if the participants have any other ideas to add to the list.
2	Point out to the participants that students should be encouraged to write on a <i>daily</i> basis. It is through writing, not isolated mechanical drills that students learn to write.
3	Emphasize that <ul style="list-style-type: none"><li>• a safe environment for writing is important (absence of fear of writing)</li><li>• mistakes are needed for learning to occur, and</li><li>• tutors should focus first on helping students get their ideas down on paper, then as the student becomes more confident in their ability to write, the tutor can encourage them to edit spelling and grammar errors.</li></ul>
4	Point out some of the books which can help a student with the writing process (see <i>Teaching Students to Write</i> handout). Pick out one or two which you have found useful with students and talk about how they might be used. You could also point out any stories in your council library written by student to show what can be achieved.

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# WM 3D-5: Writing for Your Student

## Introduction *Purpose and outcomes*

The purpose of this workshop module is to

- practice writing original reading material for students, using a controlled vocabulary and following the guidelines outlined in the handouts
- develop a sense of the skill-building process used in the *Laubach Way to Reading* books.
- have participants appreciate how difficult it is to write interesting material at a low level.

**Timing:** 20 – 30 minutes (if practice is included)

## *Workshop module structure*

This workshop module is divided into the following parts:

- [Part A: Why original material matters](#)
- [Part B: Guidelines for writing](#)
- [Part C: Writing practice](#)
- [Part D: Discussion of writing](#)
- [Alternative presentations](#)
  - [Alternative 1: Writing Individual Stories](#)
  - [Alternative 2: In-Depth Small-Group Work](#)
  - [Alternative 3: Simplifying Existing Material.](#)

## Materials

The following table identifies the materials necessary for the training module.

Type	Materials
Visual Aids	<ul style="list-style-type: none"><li>• Black / White board</li></ul>
Handouts	<ul style="list-style-type: none"><li>• How to Write for the New Reader</li><li>• Word Selector for Skill Book 1</li><li>• Sample Stories from Tutors for New Readers</li></ul>

**How to prepare** . Read the handout material listed below.

- Review the section *WM 3D-6: Readability* in this manual
- Determine whether the participants will write a story at the Skill Book 1 or Skill Book 2 level.
- Read through the appropriate Word Selector list several times so that you will know when the participants use a word not included in this list.
- Practice writing some sample stories controlled to a specific lesson in Skill Book 1. Note the difficulties you encounter. If you can, collect several stories written by tutors at this level.

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## WM 3D-5: Writing for Your Student, Continued

How to present  
Part A

### *Part A: Why original material matters*

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Remind the participants that many methods have been introduced to reinforce the reading skills students are learning.</p> <p>You might want to review these with the participants:</p> <ul style="list-style-type: none"> <li>• Supplementary books</li> <li>• <i>Focus on Phonics</i></li> <li>• Flash cards</li> <li>• Games</li> <li>• Homemade reinforcements</li> <li>• Language Experience</li> <li>• Life skills material.</li> </ul>
2	<p>Explain that writing original material for the student is another method of reinforcing skills.</p> <p>Ask for the advantages of doing this:</p> <ul style="list-style-type: none"> <li>• Topics can be selected from the student's own interests.</li> <li>• Words or structures can be selected to reinforce a weak skill.</li> </ul> <p>Few books or magazines exist with Skill Book 1 and Skill Book 2 vocabulary. Writing original text fills a need for high-interest, low-level material.</p> <ul style="list-style-type: none"> <li>• It provides an interesting change of pace.</li> </ul>
3	<p>Explain that the choice of subject matter depends on the student's own.</p> <p><i>For example:</i> Literacy groups in the North may publish materials on frostbite and coping with the cold; literacy groups in the Maritimes may publish stories about deep-sea fishing, recipes with fish, etc.</p>

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## WM 3D-5: Writing for Your Student, Continued

### How to present Part B

#### Part B: Guidelines for writing

Follow the steps below to present this part of the workshop module.



Step	Action
1	<p>Ask the participants to look at a copy of the handout <i>How to Write for the New Reader</i>. Briefly go over the guidelines with the participants.</p> <p>Emphasize the following points:</p> <ul style="list-style-type: none"> <li>● <b>Controlled vocabulary:</b> Materials for beginning readers should be written with a controlled vocabulary, using primarily those words already known by the student. <i>For example:</i> A student who has finished Skill Book 1 should be able to read all the words from the Word List.</li> <li>● <b>Limit number of new words:</b> New words may be introduced, but only one new word should be used for every twenty words in the story. <i>For example:</i> A story of one hundred words should have a maximum of five new words. Each new word should be used five times, as soon as possible, for reinforcement.</li> <li>● <b>Use short, easy words:</b> Point out that words do not have to be difficult to create interesting stories. Tutors should not feel that they must use longer, more difficult words because they are writing for adults. Short, easy words are best.</li> </ul> <p>Share with them the following quote from <i>Toward World Literacy</i>:</p> <p><i>“The simple words make us laugh or weep. None of us ever weeps or laughs much over words that we read in books but never use in conversation. The words which bring with them a flood of emotions are the words which we have heard since childhood.”</i></p>
2	<p>Ask the participants to look at the handout <i>Word Selector for Skill Book 1</i>.</p> <p>Explain that this is easier to use than the word list at the back of the Skill Book:</p> <ul style="list-style-type: none"> <li>● It classifies words according to nouns, verbs, etc.</li> <li>● It lists the words by lesson number. If a student has finished Lesson 8, the tutor can place a sheet of paper under the Lesson 8 words and immediately see which words the student has already learned.</li> </ul>

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## WM 3D-5: Writing for Your Student, Continued

### How to present Part B (continued)

Step	Action
3	<p>Explain that, after choosing a subject of interest, the tutor can use the Word Selector to list all the possible vocabulary relating to the subject.</p> <ul style="list-style-type: none"> <li>• Nouns may be converted to verbs and vice versa if the basic meaning does not change (such as hand and dish).</li> <li>• Verbs will influence the plot.</li> </ul> <p>Point out that the spellings in the Word Selectors have optional forms in Canada (color and colour, center and centre).</p>
4	<p>Remind the participants that when writing the story, they should use the following:</p> <ul style="list-style-type: none"> <li>• Active voice (“The man throws the ball.” <i>not</i> “The ball is thrown by the man.”)</li> <li>• Concrete ideas</li> <li>• simple structure</li> <li>• short sentences (averaging ten words or less).</li> </ul>
5	<p>You may</p> <ul style="list-style-type: none"> <li>• want to read some stories written by previous workshops participants to inspire the participants and to demonstrate what can be done at a beginning level, or</li> <li>• choose to wait and read these after the participants have produced their own writings.</li> </ul> <p><i>Reference:</i> See handout <i>Sample Stories from Tutors</i>.</p>

### Part C: Writing practice

#### How to present Part C

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Explain that, as a group, they are now going to write a story for a local student who has finished Skill Book 1. They may use all the words introduced in Skill Book 1 (including In the Valley) and should follow the writing guidelines.</p>
2	<p>Ask for someone to volunteer a topic, which might be relevant to this student.</p> <p><i>Suggestion:</i> To save time, you could prepare your own topic in advance, such as boats or skiing and print it on the board.</p>

*Continued on next page*

## WM 3D-5: Writing for Your Student, Continued

### How to present Part C (continued)

Step	Action
3	<p>Ask the participants to use the <i>Word Selector for Skill Book 1</i> handout to call out words, which might be useful in a story on this topic. Encourage participants to use their imagination.</p> <p>Record the words on the board or flipchart.</p> <p>If a word could be used in more than one way, ask the contributor what they had in mind. For example: “packs” might be backpacks; a “run” might be the trail on a ski hill.</p> <p><i>Notes:</i> Nouns may be converted to verbs and vice versa (except for ESOL students). As words are suggested, particularly verbs, the story possibilities will begin to unfold.</p>
4	<p>Ask the participants to give you the first sentence for the story.</p> <p>Encourage participants to suggest a sentence that urges the reader on — perhaps a question or an exclamation.</p> <p>Make sure all the words used are listed on the handout.</p> <p>If a new word is introduced, remind the participants that it must be used at least five times.</p>
5	<p>Continue writing the story on the board as dictated by the participants. Use printing (not cursive) to write the story, one sentence per line. There is no paragraph indentation and the writing pattern should be similar to that used in Skill Book 1.</p> <p>The entire training team should have copies of the <i>Word Selector for Skill Book 1</i> handout and should help check for any new words introduced.</p> <ul style="list-style-type: none"> <li>• You and the other training team members should be ready to suggest sentences if the participants encounter difficulty.</li> <li>• Do not spend more than the allotted time on the story, even if it has not been completed by that time.</li> </ul>

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## WM 3D-5: Writing for Your Student, Continued

### How to present Part C (continued)

Step	Action
6	<p>If this activity cannot be completed in the time allotted, ask the participants to</p> <ul style="list-style-type: none"> <li>• complete the story (they will need to transcribe the story and words from the board) or</li> <li>• write their own Skill Book 1 story.</li> </ul> <p>Remind the participants to list any new words at the top of the page and to create a title for their story.</p> <p><b>Note:</b> You will need to allow about ten extra minutes in the next training session to</p> <ul style="list-style-type: none"> <li>• have the participants to read their stories to the group</li> <li>• invite constructive comments from other participants, and offer further clarification of rules if necessary.</li> </ul>

**Suggestion:** Collect the stories for use as samples in later workshops or for compilation into booklets for use by tutors.

### Part D: Discussion of writing



### How to present Part D

To present this part, ask the participants what difficulties they encountered when writing using a controlled vocabulary. Summarize by expressing

- appreciation of the difficulty involved and
- hope that some tutors will become interested in pursuing writing for new readers.

### Alternative presentations



#### Alternative 1: Writing Individual Stories

**Timing:** 20 – 30 minutes

If you use this method, you may need to allow more time for writing in the workshop. Keep in mind that there may be some people who catch on quickly and others who do not. It is important for members of the training team to circulate and provide assistance when needed.

Step	Action
1	Teach Parts A and B.
2	<p>Explain to the participants that</p> <ul style="list-style-type: none"> <li>• they are each going to write a story for a student who has completed Skill Book 1, and</li> <li>• they should use words from the <i>Word Selector for Skill Book 1</i> and follow the general rules for writing for new readers.</li> </ul>
3	Collect the stories or have them complete them for homework.

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## WM 3D-5: Writing for Your Student, Continued

Alternative presentations (continued)

ALT

### *Alternative 2: In-Depth Small-Group Work*

**Timing:** at least 30 minutes

If you use this method, you may need to allow more time for writing in the workshop. It is important for members of the training team to circulate and provide assistance when needed.

Step	Action
1	Teach Parts A and B.
2	<p>Explain that each small group is going to write a story for a student who has completed Lesson 5 of Skill Book 2.</p> <p>Describe the student.</p> <p><i>Example:</i> “A twenty-five-year-old man who is married, has two children, works in a factory, and enjoys outdoor activities.”</p>
3	<p>Have each group select a one-word, broad topic that could be of special interest to the student or relate to his job.</p> <p><i>Note:</i> For purposes of describing this method, we assume the topic selected is boats.</p>
4	<p><b><i>Develop the word list</i></b></p> <p>Have the groups generate a list of possible words to use in the story by checking the Word-Selector lists.</p> <p>Have the individuals in each group check part of the word list. For example, one person might look at the nouns, one at verbs, etc.</p> <p>The participants should pick out all words that could conceivably be used in their story. Urge them to use their imagination.</p> <p>Have a “scribe” in each group write down the words.</p>
5	<p><b><i>Discover the story possibilities</i></b></p> <p>Ask the groups to pick out several words that show imagination and ask the contributor what he had in mind. For example, “packs” might be backpacks carried in the boat; “box” might be a box to put fish in.</p> <p>As they continue to do this, the story possibilities will begin to unfold.</p> <p>Determine the “who”, “when” and “where”.</p> <p>Encourage the participants to make the characters adults, if possible, and to determine the viewpoint, present or future. (Note that at this level the past tense has not yet been introduced.)</p>

*Continued on next page*

## WM 3D-5: Writing for Your Student, Continued

### Alternative presentations (continued)

Step	Action
6	<p><b><i>Develop the plot</i></b></p> <p>Suggest that the participants list a logical sequence of events or actions. Encourage them to resolve a problem or overcome an obstacle, such as:</p> <ul style="list-style-type: none"> <li>• A man owns a boat.</li> <li>• He takes the boat to the river to fish.</li> <li>• He gets stuck in the mud.</li> <li>• A friend pulls it out.</li> </ul>
7	<p><b><i>Start the story</i></b></p> <p>Encourage groups to think of a captivating beginning. The first sentence usually lacks dynamism.</p> <p>Encourage participants to work for a beginning sentence that urges the reader on—perhaps a question or an exclamation.</p>
8	<p>Allow the groups to work on their story.</p> <p>They should select a title that excites the imagination or curiosity, such as for our boat story, “Mud, Not Fish”.</p>
9	<p>Allow time for each group to share its story.</p>

**Note:** If necessary, the participants may have to complete the story individually for homework.



### ***Alternative 3: Simplifying Existing Material***

If the students in your area would like to read or need to be able to read material that is too difficult for them, you may want to have the participants practice simplifying existing material rather than writing original material.

Step	Action
1	<p>Ask the participants for reasons tutors might rewrite existing material.</p> <ul style="list-style-type: none"> <li>• There is little published material at a low reading level.</li> <li>• The material may be of high interest to the student but too difficult.</li> <li>• The student may need information (e.g., for a job).</li> <li>• Words or structures can be used to reinforce a weak skill for the student.</li> </ul>
2	<p>Distribute copies of an original work (only a few paragraphs), which would be too difficult for a beginning student.</p> <p><b>Note:</b> To the extent possible, the passage should be appropriate to the needs or interests of the students with whom the tutors will be working.</p>

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## WM 3D-5: Writing for Your Student, Continued

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Alternative presentations (continued)



Step	Action
3	Go over the guidelines from the <i>How to Write for the New Reader</i> handout with the participants, applying each step to the sample material they were given.
4	Have the participants (individually or in small groups) try to simplify the material given to them.  Explain that <ul style="list-style-type: none"><li>• their student has completed Lesson 5 (or Lesson 12) of Skill Book 2</li><li>• they may use all the words introduced in Skill Books 1 and 2 up to this point, and</li><li>• they should follow the writing guidelines on their handout.</li></ul>
5	Ask the participants to share their simplified versions of the material.  Invite constructive comments from other participants and offer further clarification of the guidelines if necessary.  Ask the participants what difficulties they encountered when writing using a controlled vocabulary.  Summarize by expressing appreciation of the difficulty involved and expressing hope that some tutors will become interested in writing for their new readers.

**Note:** In order to encourage tutors to write material for their students, it may be necessary to devote more time to this topic than is available in a workshop. An in-service session which gives tutors some hands-on experience developing materials for their own students may provide the incentive for writing. Consider using one or more of these alternatives for this session.

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## WM 3D-6: Readability

### Introduction *Purpose and outcomes*

The purpose of this workshop module is to

- identify the benefits of clearly written material
- describe the elements of clear writing, and
- have participants practice assessing the readability of selected print materials.

*Timing:* 20 – 30 minutes

### *Workshop module structure*

This workshop module is divided into the following *required* parts:

- [Part A: Clear writing](#)
- [Part B: Readability tests](#)
- [Part C: Using Cloze to assess readability](#)
- [Part D: More practice assessing readability.](#)

### Materials

The following table identifies the materials necessary for the training module.

Type	Materials
Visual Aids	<ul style="list-style-type: none"><li>• Examples of unclear writing and their plain language version</li></ul>
Handouts	<ul style="list-style-type: none"><li>• Clear Writing</li><li>• Plain Language Listing</li><li>• SMOG Readability Formula</li><li>• Gunning FOG Readability Formula</li><li>• Sample text for readability assessment (30 sentences)</li><li>• Selection of texts from magazines, books, or newspapers that can be used for readability assessments.</li></ul>

### How to prepare .

- Collect a variety of print materials that participants can use to assess readability or use the prepared *Sample Text for Readability Assessment*.
- Prepare a visual aid with two or three examples of unclear writing in everyday life or use the prepared visual aid *Examples of Unclear Writing*.

*Continued on next page*

## WM 3D-6: Readability, Continued

### How to present Part A

#### *Part A: Clear writing*

Follow the steps below to present this part of the workshop module.

*Reference:* See *Clear Writing* handout for more details and suggested responses.

Step	Action
1	Present the <i>Examples of Unclear Writing</i> visual aid or two or three of your own examples of unclear writing.
2	Explain that “readable” material is presented in such a way that it is easy for everyone to read and understand. It uses direct, concrete, familiar words. It takes into account how the material looks, as well as what it says (“Clear Design”).
3	Ask participants why it is important to have clearly written material.
4	State that the four main elements of clearly written material are <ul style="list-style-type: none"> <li>• appearance</li> <li>• structure</li> <li>• content, and</li> <li>• plain language.</li> </ul>
5	Ask participants what makes material look like you want to read it.
6	Point out that the way material is organized also affects its readability. Identify the following guidelines: <ul style="list-style-type: none"> <li>• instructions are in the order to be followed</li> <li>• point form is used wherever possible</li> <li>• clear headings are used</li> <li>• critical points are boxed or set apart</li> <li>• material is organized into manageable units or “chunks”.</li> </ul>
7	Ask participants what type of sentences are easiest to read and understand.
8	Explain that the language used also greatly affects readability. Point out that simple words can often be used instead of more formal or difficult language. Quote the following: <p style="text-align: center;"><i>“Don’t use utilize if you can utilize use.”</i></p> Distribute the <i>Plain Language Listing</i> handout and read aloud from the list of words and phrases and ask for the simpler words which could be used instead. <p><i>Reference:</i> See <i>Plain Language Listing Suggestions</i> for suggested responses.</p>

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## WM 3D-6: Readability, Continued

### Part B: Readability tests

#### How to present Part B

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Explain that there are many readability tests available.</p> <p>Point out that a <i>readability test</i> is used to estimate the level of difficulty in a passage. It uses a formula which considers the</p> <ul style="list-style-type: none"> <li>• average sentence length</li> <li>• number of sentences, and</li> <li>• number of polysyllabic words (3-syllables and more) in the text.</li> </ul> <p><i>Note:</i> The readability feature on Microsoft Word is flawed. It cannot give a reading higher than Grade 12 and is not accurate in its reading of lower Grade levels.</p>
2	<p>Caution participants that readability tests cannot take into account how well written the material is, how complex the ideas are, or the appearance and format. All of these are important factors in readability.</p>
3	<p>Distribute the prose text that you have selected for participants to assess or use the prepared <i>Sample Text for Readability</i></p> <p>Have them read the selection and, using some of the elements of clear writing discussed previously, estimate what Grade level it might be written at.</p>
4	<p>Explain that they will now have an opportunity to assess readability using one formula, known as SMOG.</p> <p>Distribute the <i>Readability Tests</i> handout.</p>
5	<p>Explain SMOG and mention that in a long document, they should take 10-sentence samples from the beginning, middle and end of the document. This gives a truer result than taking a 30 sentence passage from one section only.</p>
6	<p>Have the participants work individually to circle the polysyllabic words and to use SMOG to provide the Grade level of the selection. It is only 30 sentences long, so participants do not have to count out the number of sentences.</p>
7	<p>Explain that</p> <ul style="list-style-type: none"> <li>• SMOG is only one of many assessment tools that are available</li> <li>• two others are described in the <i>Readability Tests</i> handout, and</li> <li>• there are now many electronic tools for readability assessment available.</li> </ul>

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## WM 3D-6: Readability, Continued

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**How to present  
Part C**     *Part C: Using Cloze to assess readability*

Follow the steps below to present this part of the workshop module.

Step	Action
1	Explain that Cloze may be used to assess readability.
2	Inform the participants that if they do not know if a book is suitable for a student, they should give the student a passage of about 100 words with blanks every fifth word. If the student can complete the passage with about 80% accuracy, the material is considered appropriate for the student's reading level.

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**How to present  
Part D**     *Part D: More practice assessing readability*

Follow the steps below to present this part of the workshop module.

Step	Action
1	Ask participants how they assess readability for themselves. Explain that most students will also indicate if material is too difficult for them.
2	Distribute a selection of books and magazines or newspapers. Have participants break into small groups to rank the readability of the materials.
3	Have each small group present the results to the full group and discuss any areas of difficulty in the assessment.



## WM 3D-7: Reading Strategies

### Introduction *Purpose and outcomes*

The purpose of this workshop module is to

- define reading
- identify some of the skills and strategies involved in reading, and
- inform participants that individual skills or strategies taught in the workshop are part of the overall process of reading.

**Timing:** 15 – 30 minutes

### *Workshop module structure*

This workshop module is divided into the following *required* parts:

- Part A: Definition of reading
- Part B: Reading skills and strategies.

### Materials

The following table identifies the materials necessary for the training module.

Type	Materials
Visual Aids	<ul style="list-style-type: none"> <li>• Skills and Strategies for Reading</li> <li>• Reading for Meaning</li> <li>• Decoding Strategies</li> <li>• Can You Read These Words?</li> <li>• What Does This Mean?</li> </ul>
Handouts	What is Reading?

### How to prepare

- Answer the questions on the What is Reading? handout for yourself.
- Make a poster or use the prepared visual aid Skills and Strategies for Reading.

Place it at the front of the room and leave it there throughout the workshop.

### **Part A: Definition of reading**

Follow the steps below to present this part of the workshop module.

### How to present Part A

Step	Action
1	Distribute the <i>What is Reading?</i> handout.  Give the participants about five minutes to jot down some answers to the questions. Suggest they think back to the Ameruss lesson. <b>OR</b> Divide the participants into small groups to discuss <i>What is Reading?</i> .
2	Ask for volunteers to share their definitions of reading. Accept all answers.

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## WM 3D-7: Reading Strategies, Continued

### How to present art A, Continued

Step	Action
3	Show the visual aid <i>Reading for Meaning</i> that presents these three important components of reading: <ul style="list-style-type: none"> <li>• an ACTIVE process</li> <li>• of getting MEANING</li> <li>• from WRITTEN LANGUAGE.</li> </ul>
4	Emphasize to the participants that reading involves a form of <i>communication</i> . We should not expect a student to be able to read something they cannot communicate or understand orally
5	Ask the group what they think about as they are reading. Answers might include: <ul style="list-style-type: none"> <li>• picturing what is happening</li> <li>• wondering what will happen next</li> <li>• figuring out why something happened</li> <li>• comparing to their own experience</li> <li>• asking “Does this make sense?”</li> </ul> Point out that reading is an <i>active</i> process. Because we read actively, we are able to comprehend the meaning behind the words.
6	Point out that reading is more than just identifying words on a page. Reading involves <i>meaning</i> . To demonstrate this, show participants the visual aid <i>Can You Read These Words?</i> Ask if everyone can read and understand these everyday words. Show a paragraph containing this same list of words from the visual aid <i>What Does This Mean?</i> Ask if anyone can explain what this means. Most people will have difficulty unless they have a mathematical background. Point out that it is necessary to bring previous knowledge and experience to the text in order to get meaning out of it.

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## WM 3D-7: Reading Strategies, Continued

How to present  
Part B

### *Part B: Reading skills and strategies*




Follow the steps below to present this part of the workshop module.

Step	Action
<b><i>Skills and Strategies for Reading</i></b>	
1	<p>Using the visual aid <i>Skills and Strategies for Reading</i>, point out to participants the skills needed in order to READ something:</p> <ul style="list-style-type: none"> <li>• discrimination of letter shapes (Letter Recognition)</li> <li>• figuring out the words (Word Recognition)</li> <li>• putting the words together (Fluency)</li> <li>• getting some meaning out of it (Comprehension).</li> </ul>
2	<p>Explain that fluent readers usually have many strategies available to help them to read.</p> <p>Ask participants how they figure out unknown words. Answers will probably include:</p> <ul style="list-style-type: none"> <li>• sounding out words</li> <li>• comparing new words to words they already know (like when they probably compared the Ameruss story words to the chart words)</li> <li>• guessing based on pictures, the sentence structure and the meaning of the passage.</li> </ul> <p>Remind the participants that they had never seen the Ameruss words “on the” when reading the last paragraph—they inserted words that fit the structure and meaning of the sentence.</p>
<b><i>Common Decoding Strategies</i></b>	
3	Show the visual aid <i>Decoding Strategies</i> .
4	<p><b><i>Graphic Strategy</i></b></p> <p>Explain that the graphic strategy uses the shape and structure of words.</p> <p>Ask the participants to try to decode the two passages.</p> <ul style="list-style-type: none"> <li>• “A rolling stone gathers no moss”</li> <li>• “You can lead a horse to water, but you can’t make him drink.”</li> </ul> <p>Explain that we use graphic strategies when we recognize words by their length and shape, familiar letter patterns, words within words, etc. That is why words written in lower case letters are easier to read.</p>

*Continued on next page*

## WM 3D-7: Reading Strategies, Continued

### How to present Part B (continued)

Step	Action
 <p>5</p>	<p><b>Phonetic Strategy</b></p> <p>Point out that this strategy uses the sounds of letters or letter groups. Ask the group to read the “Trog” passage from the <i>Decoding Strategies</i> visual aid.</p> <p>Note that phonics can be used to sound out these words; however, we cannot get meaning using phonics alone. We need to know what a “trog” is. Once participants know that a trog is a spider, they can figure out the rest of the passage.</p>
 <p>6</p>	<p><b>Grammatical Substitutions</b></p> <p>Point out that this strategy what fits the grammatical structure of the sentence to determine the meaning.</p> <p>Using the “Three Blogs” passage from the visual aid, give the group a few minutes to substitute words for the unknown words.</p> <p>Point out that they substituted</p> <ul style="list-style-type: none"> <li>• nouns for “blogs”</li> <li>• verbs for “skotted”</li> <li>• proper names for “Barfy” and “Jaffy”</li> <li>• a pronoun for “bo”, and</li> <li>• adjectives for “krupped” and “zussed”.</li> </ul>
 <p>7</p>	<p><b>Meaning</b></p> <p>What fits the meaning of the sentence? Using the passage about the boys’ arrows, have the group quickly read the passage out loud (without looking ahead). They will make mistakes in pronouncing some of the words but will usually self-correct to make the passage make sense.</p>
<p><b><i>Using these Skills and Strategies</i></b></p>	
<p>8</p>	<p>Point out that the objective of the workshop is to help tutors use many of these strategies with students who are learning to read.</p> <p>If possible, leave the skills and strategies poster up or draw the participants’ attention to the visual aid.</p>

# WM 3D-8: Improving Reading Comprehension

## Introduction *Purpose and outcomes*

The purpose of this workshop module is to

- present the factors which affect reading comprehension
- describe ways to encourage active reading, and
- provide ways to help a student develop specific comprehension skills, including resources.

**Timing:** 15 – 45 minutes

### *Workshop module structure*

This workshop module is divided into the following *required* parts:

- Part A: Factors that influence comprehension
- Part B: Active reading
- Part C: Comprehension patterns
- Part D: Developing specific comprehension skills
- Part E: Resources.

## Materials

The following table identifies the materials necessary for the workshop module.

<b>Type</b>	<b>Materials</b>
Visual Aids	<ul style="list-style-type: none"> <li>• Definition of Reading</li> <li>• Inferences (2)</li> <li>• Voyager Lesson Samples</li> </ul>
Handouts	<ul style="list-style-type: none"> <li>• Setting a Purpose for Reading</li> <li>• Reading Comprehension Skills</li> <li>• Active Reading Exercise</li> <li>• Using Questions</li> <li>• Common Comprehension Patterns</li> <li>• Main Idea Exercise: Juggling</li> <li>• Prediction Exercise: Jane</li> </ul>
Display	Voyager, Cliffhangers, Challenger copies

## How to prepare .

Read articles about comprehension development in literacy books, such as Judith Gallagher's Foundations: Reading or books by Dr. Pat Campbell.

- Read the introduction to the Voyager series.
- Choose parts of the Voyager series to use as visual aids to show how comprehension strategies are developed.

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## WM 3D-8: Improving Reading Comprehension, Continued

How to present  
Part A

### *Part A: Factors that influence comprehension*

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Review the definition of reading using the <i>Definition of Reading</i> visual aid:</p> <p style="text-align: center;"><i>Reading is the active process of getting meaning from written language.</i></p> <p>Point out that reading without comprehension is not reading.</p>
2	<p>Distribute the <i>Setting a Purpose for Reading</i> handout.</p> <p>Ask the participants to think about four or five examples of reading they have done during the past week at home and/or at work.</p> <p>For each, list the purpose of reading it and how it was read (skimmed, read for specific detail, read headings only, read thoroughly, read several times etc.)</p> <p>Note that most of us read an envelope, minutes of a meeting, a job advertisement, a novel, or a newspaper quite differently.</p>
3	<p>Point out that the meaning we get from print is determined by how we read something, and how we read something should be determined by our purpose in reading.</p> <p>Emphasize that if a student has no purpose for reading something or does not read in a way suited to the purpose, comprehension will likely be poor.</p>
4	<p>Ask participants what other factors influence comprehension under the headings: <b>text</b> and <b>reader</b>. Write these on the board or flipchart.</p> <p><b>Reference:</b> See the <i>Reading Comprehension Skills</i> handout for a listing of other factors.</p>
5	<p>Point out that it is difficult to decode, read and think at the same time.</p> <p>If a student has to decode more than ten of the words in a passage, comprehension will be difficult. Therefore, most words must be automatic or sight vocabulary.</p>

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## WM 3D-8: Improving Reading Comprehension, Continued

### *Part B: Active reading*

#### How to present

##### Part B

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Point out that students who have poor comprehension usually indicate nothing is going on in their heads as they read.</p> <p>Note that encouraging <i>active</i> reading may be the most important thing a tutor does for a student.</p>
2	<p>Pair up or group the participants to do an exercise which will illustrate what active readers do as they read.</p> <p>Distribute the <i>Active Reading Exercise</i> handout and have the participants follow the instructions on the handout.</p>
3	<p>Discuss briefly the variety of thoughts that readers had as they read the passage.</p> <p>Categorize them into groups as outlined in the Active reading section of the <i>Reading Comprehension Skills</i> handout.</p>
4	<p>Explain that students may need to practice using their imaginations.</p> <p>As examples of practice exercises, ask what pictures, sounds and smells come to mind for the following settings (place and time):</p> <ul style="list-style-type: none"><li>• a fairground on the weekend</li><li>• a hockey arena at 5 a.m.</li><li>• a romantic dinner in a restaurant</li><li>• a courtroom before a jury verdict is given.</li></ul>
5	<p>Point out other ways a tutor can encourage active reading:</p> <ul style="list-style-type: none"><li>• modeling active reading (reading out loud)</li><li>• asking questions before and during reading</li><li>• encouraging the student to ask questions before, during and after reading.</li></ul>
6	<p>Ask participants what questions could be asked before reading:</p> <ul style="list-style-type: none"><li>• What do I already know about this topic?</li><li>• What do I want to find out? (What is my purpose?)</li><li>• What might this passage tell me?</li></ul> <p>Note that reading for a specific purpose is called <i>directed reading</i>.</p>

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## WM 3D-8: Improving Reading Comprehension, Continued

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### How to present Part B (continued)

Step	Action
7	<p>Point out that during and after reading, questions should be phrased to encourage thinking and comprehension on several levels.</p> <p>Refer participants to the <i>Using Questions</i> handout. Go over examples of questions at each level:</p> <ul style="list-style-type: none"><li>• acquiring specific facts, information or ideas (who, what, when, where?)</li><li>• relating these facts to prior knowledge or to each other (why, explain, compare, contrast)</li><li>• predicting, speculating or inferring beyond the facts (what if..., what will happen.. .how do you know.. .what is the author's bias?)</li><li>• reacting to the information and evaluating it (what do you think..., do you agree...)</li><li>• applying the information to other contexts (what would you do if/when...)</li></ul>
8	<p>Mention that all of these levels of comprehension should occur even with very basic reading material.</p> <p>Give an example of how one could use critical reading skills even with a stop sign. One could speculate why the stop sign was erected at a particular intersection, agree or disagree with the message, and evaluate what might happen if the message is obeyed or ignored based on previous experience.</p>

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### How to present Part C

#### *Part C: Comprehension patterns*

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Explain that there are three common ways students interact with a text.</p> <p>Refer the participants to the <i>Common Comprehension Patterns</i> handout, in which three different students were asked to read the text about Sam and Mrs. Kay and then tell in their own words what happened.</p>

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## WM 3D-8: Improving Reading Comprehension, Continued

### How to present Part C (continued)

Step	Action
2	<p>Read <i>Unaided Recall #1</i>.</p> <p>Explain that this student has a <b>text-based</b> comprehension pattern. Most of the information relayed contains facts that are directly stated in the passage. This student does not rely on his own experience, and may have difficulty answering inferential or implicit questions which involve “reading between the lines”.</p>
3	<p>Ask what techniques might help the text-based reader. Possible answers include the following:</p> <ul style="list-style-type: none"> <li>• discussing the student’s knowledge about the topic before reading</li> <li>• asking questions which involve explaining, predicting, making inferences, and expressing opinions</li> <li>• stopping during the reading to confirm or reject predictions and to relate what he is reading to what he knows.</li> </ul>
4	<p>Read aloud to the participants <i>Unaided Recall #2</i>.</p> <p>Note that this student has a <b>meaning-based</b> comprehension pattern. She uses her background knowledge and experience, rather than information from the text, to answer questions and draw conclusions. This results in problems if the reader’s understanding is different from the author’s intended meaning.</p>
5	<p>Discuss what type of questions would help the meaning-based reader:</p> <ul style="list-style-type: none"> <li>• who? (character)</li> <li>• what? (plot)</li> <li>• when and where? (setting)</li> </ul> <p>Inform the participants that when asking these questions they should have the student point to the answer in the text.</p> <p>They can also have students find supporting details from the text to back up the main idea, opinion, prediction etc.</p>
6	<p>Read aloud to the participants <i>Unaided Recall #3</i>.</p> <p>Note that this student shows an <b>integrated</b> comprehension pattern, using both the text information and background knowledge to understand the passage. This reader uses background knowledge to make predictions and inferences, but pays attention to the author’s message. This is the pattern of a good reader.</p>

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## WM 3D-8: Improving Reading Comprehension, Continued

How to present  
Part D

### *Part D: Developing specific comprehension skills*

Follow the steps below to present this part of the workshop module.



Step	Action
1	Point out that comprehension skills must often be taught directly.
<i>Finding the Main Idea and Supporting Details</i>	
2	<i>Skills</i> Distribute the <i>Main Idea Exercise</i> handout with the <i>Juggling Daycare and a Job</i> article. Ask the participants to answer the questions.
3	Explain that the <b>main idea</b> is the most important point the author wants to communicate to the reader.  Ask the participants how they selected a main idea. <i>Reference: See Reading Comprehension Skills</i> handout.
4	Discuss learning activities which may help a student to find main ideas.  <i>Reference: See Reading Comprehension</i> handout.
<i>Sequencing Events</i>	
5	Explain that <b>sequencing</b> involves putting facts in relationship to each other. This could be a time relationship, or a cause and effect relationship.  Note that students could practice sequencing by putting <ul style="list-style-type: none"> <li>• the steps of a daily routine in order</li> <li>• the frames of a comic strip in order</li> <li>• actual or story events on a time line.</li> </ul>
6	Ask the participants for a list of words that students should learn to recognize as time cues.

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## WM 3D-8: Improving Reading Comprehension, Continued

### How to present Part D (continued)

Step	Action
<i>Making Inferences</i>	
7	Explain that there are many types of activities which could be used with students to give them practice in making inferences and that you will be demonstrating a couple of them.
8	<p>Read the following sentences, one at a time, as they are displayed using the <i>Inferences</i> visual aid.</p> <p style="padding-left: 40px;"><i>The woman came indoors, turned off the air-conditioner, and put on a cardigan sweater and a pair of socks before starting dinner.</i></p> <p style="padding-left: 40px;"><i>A man, woman and child are walking together. The man and woman are holding the child's hands. The man and woman are wearing wedding rings.</i></p> <p>On the board or flipchart, list the inferences which the participants make from each sentence. Ensure that each conclusion is based on a fact from the sentence.</p> <p>Note how the individuals' experience and bias affects the conclusions drawn.</p>
9	<p>Read the following story, one section at a time, as it is displayed using the visual aid. (Be sure to keep the subsequent sections covered.) At the end of each section, ask the participants how they think the man would think and feel. Explore how the inferences about the man's feelings change as the story progresses.</p> <p style="padding-left: 40px;"><i>Robert was working very hard. Sometimes he worked fourteen hours a day. He had worked for the last ten days straight. He was looking tired.</i></p> <p style="padding-left: 40px;"><i>Robert was saving for a new sports car.</i></p> <p style="padding-left: 40px;"><i>He finally heard from the dealer that his car had arrived. He had not told his wife about the car. But he hurried to pick it up.</i></p> <p style="padding-left: 40px;"><i>The car was for his wife's birthday tomorrow.</i></p> <p style="padding-left: 40px;"><i>As he sat in the beautiful, shiny red sports car, waiting for the traffic light to change, he admired the purr of the engine. He was waiting to turn on to the freeway.</i></p> <p style="padding-left: 40px;"><i>The light finally changed. So did the reverse lights of the large, black pickup truck ahead of him. Its engine roared...</i></p>
10	Suggest that illustrations could also be used with students to practice inferences. In fact, comics often rely on inferences for humour.

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## WM 3D-8: Improving Reading Comprehension, Continued

**How to present  
Part D  
(continued)**

Step	Action
<b><i>Predicting</i></b>	
11	<p>Give (or read) the passage about Jane from the <i>Prediction Exercise</i> handout.</p> <p>Ask the participants to answer the questions. When discussing the answers, ask them to defend their selection.</p>
12	<p>Note whether the predictions are based on the participants' background knowledge and experience or on information in the text. The best predictions are usually based on both.</p> <p>Suggest that students be asked to list information in the text and their own knowledge about a subject when making predictions.</p>
13	<p>Ask the participants whether their answer to Question #1 influenced their answers to the other questions.</p> <p>Point out that it is often necessary to generalize before making predictions.</p>
14	<p>Mention that Cloze exercises will help a student to predict words in a passage.</p> <p><b>Reference:</b> See <i>Cloze Procedure</i> handout for more details.</p>

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## WM 3D-8: Improving Reading Comprehension, Continued

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**How to present  
Part E**     *Part E: Resources*

Follow the steps below to present this part of the workshop module.

Step	Action
1	<p>Explain that comprehension is a major focus of the <i>Voyager series</i>. Point out that</p> <ul style="list-style-type: none"><li>• each lesson works on developing strategies and skills for understanding and relating to the text</li><li>• the stories are organized into theme units which stress positive concepts (hopes and dreams, thrilling moments, friendship).</li></ul> <p>Show parts of a lesson from <i>Voyager</i> to demonstrate the pre-reading,</p>
2	<p>Describe <i>Cliffhangers</i> as an interesting collection of newspaper stories. Each involves a real-life adventure, but the ending is omitted.</p> <p>The student is asked a number of questions about the reading, and is then asked to predict the ending of the story. The actual ending is in the Teacher's book.</p>
3	<p>Remind participants that each of the stories in the <i>Challenger series</i> contains written comprehension questions. There are also exercises on vocabulary development which is crucial to comprehension.</p>
4	<p>Suggest that having the student create a <i>personal dictionary</i> of new words encountered is a good way of increasing their vocabulary.</p>

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