

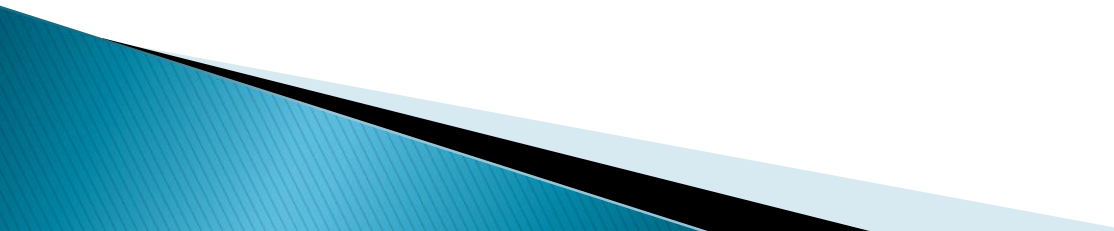
# Three Strategies to Help Students Read Better and Faster

Presented by Donna Price  
San Diego Continuing Education

[dprice@sdccd.edu](mailto:dprice@sdccd.edu)




# Agenda

- ▶ Rationale
  - ▶ Three strategies for improving students' fluency and accuracy (comprehension):
    - 1) Marshall Adult School Timed Reading Program
    - 2) Say Something
    - 3) Making Connections
- 

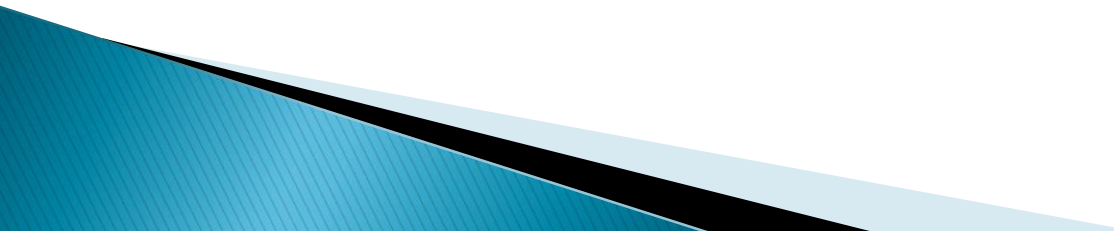
# Objectives

By the end of this workshop, participants will be able to:

- ▶ Identify three techniques to help students read better and faster.
  - ▶ Describe the steps involved in the three techniques.
  - ▶ Identify one technique that will be used in class next week.
- 

# Rationale

Reading is one of the biggest obstacles for our students to transition to:


- ▶ CTE (Career Technical Education) programs
  - ▶ GED (General Educational Development/  
General Education Diploma) programs
  - ▶ College
- 

# Tests to Transition to CTE, GED, College

TABE: Test for Adult Basic Education

Accuplacer: Test to enter college

## **Barriers for students:**

- ▶ Tests are timed
  - ▶ Comprehension problems due to:
    - 1) higher level order questions (prediction, inference)
    - 2) diverse texts
    - 3) lack of background knowledge
- 

## Strategy 1: Timed Reading

Timed Reading: from Marshall Adult School: Reading Skills for Today's Adult

[http://resources.marshalladulthoodeducation.org/reading\\_skills\\_home.htm](http://resources.marshalladulthoodeducation.org/reading_skills_home.htm)

### STEPS (part 1) (p. 3 in handout)

- ▶ Students read an article for one minute.
- ▶ Students record number of words per minute on reading graph.
- ▶ Students read again more slowly for accuracy and answer multiple choice questions, which is also timed.

# Classroom Management for Timed Readings

- ▶ Every student has a checklist with a list of the readings. (p. 4)
- ▶ Every student has a reading and multiple choice questions. (pgs. 5,6)
- ▶ Every student has a reading graph. (p. 7)
- ▶ Teacher does timed reading consistently every week. Teacher uses a ticking clock to time readings.
- ▶ Students can do other levels at home since everything is online.

from Marshall Adult School: Reading Skills for Today's Adult

[http://resources.marshalladulthoodeducation.org/reading\\_skills\\_home.htm](http://resources.marshalladulthoodeducation.org/reading_skills_home.htm)

## Reading Checklist (p.4 In handout)

Marshall's Adult Education Checklist Level 5.0

Name \_\_\_\_\_

[http://resources.marshalladulthoodeducation.org/reading\\_skills\\_home.htm](http://resources.marshalladulthoodeducation.org/reading_skills_home.htm)

Level	Title	WPM for 1 minute	Read carefully. Time it takes to read for meaning	Number correct	Teacher's initials
5.0	A Healthy Pregnancy				
5.0	A Speed Limit Myth				
5.0	April Fool's Day				
5.0	Caffeine				
5.0	Environmental Health				
5.0	Flora's Story				
5.0	Good Employees Get...				
5.0	Laughter, the More the...				
5.0	Merry Christmas				
5.0	National Wear Red Day				
5.0	Overcoming Obesity				
5.0	Potty Time				
5.0	Reading and Storytelling				
5.0	Safe Eating on the Go				
5.0	State Symbols				
5.0	Tim Lost His Job				
5.0	TV Parental Guidelines				
5.0	Using an ATM				
5.0	Volunteering in Your...				
5.0	Wanted, a Good Repair...				
5.0	Where Are Your Cell...				
5.0	Young Children and...				



## Example of Reading (p. 5 In handout)

### A Healthy Pregnancy

#### Reading

15 Kim and Ben wanted to have a baby. They are very happy because Kim is  
pregnant. They want to have a healthy baby. Seeing a doctor regularly is an  
29 important part of prenatal care. Kim sees the doctor every month for checkups.

42 At the clinic the nurse weighs Kim. Then she takes Kim's blood pressure and  
56 gets a blood sample. The doctor listens to the baby's heart. She also lets Kim and  
72 Ben listen. It is very exciting for them to hear the "thump, thump, thump" of their  
88 little one's heart!

91 After the checkup, the doctor talks with Kim and Ben. She reminds Kim to  
105 eat healthy foods and drink lots of water. Kim also needs to take a daily vitamin.  
121 Good foods, water and vitamins keep baby and mom healthy.

131 The doctor explains the harmful effects of smoking, drinking alcohol and  
142 using drugs during pregnancy. These activities could harm the baby's health. The  
154 doctor also tells Kim and Ben what to expect as the baby grows.

167 Kim and Ben will visit the hospital soon. They want to tour the place where  
182 their baby will be born. They will see the birthing rooms. They will also visit the  
198 nursery where nurses care for the babies while moms rest.

208 At the hospital, Kim and Ben will **receive** information about prenatal classes.  
220 These classes are a good way to meet other parents and learn more about their baby.  
236 Teachers will talk about the birthing process. They will also discuss feeding,  
248 dressing, diapering, and bathing babies.

253

Level 5.0

from Marshall Adult School: Reading Skills for Today's  
Adult

[http://resources.marshalladulthoodeducation.org/reading\\_skills\\_  
home.htm](http://resources.marshalladulthoodeducation.org/reading_skills_home.htm)

## Example of Questions (p. 6 In handout)

### **Comprehension Questions: A Healthy Pregnancy**

1. At the prenatal checkup, what does the nurse do first?
  - a. She gets a blood sample.
  - b. She listens to the baby's heart.
  - c. She weighs Kim.
  - d. She takes Kim's blood pressure.
2. How often does Kim go to the doctor for checkups?
  - a. Daily.
  - b. Weekly.
  - c. Monthly.
  - d. Yearly.
3. What is something Kim and Ben won't do when they visit the hospital?
  - a. See the birthing rooms.
  - b. Visit the nursery.
  - c. Meet with the doctor.
  - d. Learn about prenatal classes.
4. All of these will help the baby and mother healthy except...
  - a. Vitamins.
  - b. Water.
  - c. Alcohol.
  - d. Foods with nutrients.
5. A synonym for harm on line 142 is:
  - a. injure
  - b. help
  - c. dangerous
  - d. assist

**from Marshall Adult School: Reading Skills for Today's Adult**

**[http://resources.marshalladulthoodeducation.org/reading\\_skills\\_home.htm](http://resources.marshalladulthoodeducation.org/reading_skills_home.htm)**

Reading Graph to Record Time (p.7 In handout)

[illegible]

[http://resources.marshalladulthoodeducation.org/reading\\_skills\\_home.htm](http://resources.marshalladulthoodeducation.org/reading_skills_home.htm)



# Practice Timed Reading (Strategy 1)

## Reading

Kim and Ben wanted to have a baby. They are very happy because Kim is pregnant. They want to have a healthy baby. Seeing a doctor regularly is an important part of prenatal care. Kim sees the doctor every month for checkups.

At the clinic the nurse weighs Kim. Then she takes Kim's blood pressure and gets a blood sample. The doctor listens to the baby's heart. She also lets Kim and Ben listen. It is very exciting for them to hear the "thump, thump, thump" of their little one's heart!

After the checkup, the doctor talks with Kim and Ben. She reminds Kim to eat healthy foods and drink lots of water. Kim also needs to take a daily vitamin. Good foods, water and vitamins keep baby and mom healthy.

The doctor explains the harmful effects of smoking, drinking alcohol and using drugs during pregnancy. These activities could harm the baby's health. The doctor also tells Kim and Ben what to expect as the baby grows.

Kim and Ben will visit the hospital soon. They want to tour the place where their baby will be born. They will see the birthing rooms. They will also visit the nursery where nurses care for the babies while moms rest.

At the hospital, Kim and Ben will **receive** information about prenatal classes. These classes are a good way to meet other parents and learn more about their baby. Teachers will talk about the birthing process. They will also discuss feeding, dressing, diapering, and bathing babies.

Marshall's Adult Education Checklist Level 5.0

Name \_\_\_\_\_

<http://www.marshalladulthoodeducation.org/index.php/reading-skills-for-todays-adult>

Level	Title	WPM for 1 minute	Read carefully. Time it takes to read for meaning	Number correct	Teacher's initials
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5.0	Potty Time				
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5.0	Safe Eating on the Go				
5.0	State Symbols				
5.0	Tim Lost His Job				
5.0	TV Parental Guidelines				
5.0	Using an ATM				
5.0	Volunteering in Your...				
5.0	Wanted, a Good Repair...				
5.0	Where Are Your Cell...				
5.0	Young Children and...				

NAME _____	LEVEL _____
440	
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Reading Date _____	

## Comprehension

### Questions: A Healthy Pregnancy

- At the prenatal checkup, what does the nurse do first?
  - She gets a blood sample.
  - She listens to the baby's heart.
  - She weighs Kim.

Timed Reading: (continuing with steps-p. 3 in handout)

To teach 'speed reading', students sit in pairs.

- ▶ Student A reads article as fast as she can for 15 seconds (teacher keeps time) and puts a mark on the paper where she has finished.
- ▶ Student B starts from where Student A began and tries to beat Student A's speed.
- ▶ Do that 3–5 times through.
- ▶ Teach students phrase reading by circling phrases (circle who, what, where, when, how, why). Compare if phrase reading is faster than word for word reading.

## Strategy 2: Say Something

### STEPS (p. 8)

- ▶ Students read 2–5 lines or a paragraph silently.
- ▶ Students get in groups of 2–3 and take turns reading a few sentences or a paragraph aloud.
- ▶ Student A reads her 2–3 sentences or paragraphs and then pauses to “say something” about what she is reading. The partner responds to what the first student has said, and then a different student continues the reading until the next time they pause to say something.
- ▶ Give students ‘stem starters’ to give them ideas for comments. (p. 10 in handout)

Say Something:

[http://education.nh.gov/spotlight/ccss/documents/say\\_something.pdf](http://education.nh.gov/spotlight/ccss/documents/say_something.pdf)

## Strategy 2: Say Something Rules

### Rules for Say Something (p. 8)

1. With your partner, decide who will say something first. Both partners have to say something.
2. When you say something, do one or more of the following:
  - Make a prediction
  - Ask a question
  - Clarify something you misunderstood
  - Make a comment
  - Make a connection

Say Something:

[http://education.nh.gov/spotlight/ccss/documents/say\\_something.pdf](http://education.nh.gov/spotlight/ccss/documents/say_something.pdf)

## Strategy 2: Say Something Rules

### RULES (continued p. 8)

3. If you can't do one of those five things, then you need to reread.
4. Your partner should comment on what you have shared by doing one of the following:
  - Answering your question or asking a follow-up question
  - Making an additional comment or connection
  - Help clarify understanding the content/meaning.

Say Something:

[http://education.nh.gov/spotlight/ccss/documents/say\\_something.pdf](http://education.nh.gov/spotlight/ccss/documents/say_something.pdf)



## Stem Starters for Say Something (1)

Ask a question:

- Why did...
- What's this part about?
- What would happen if...
- Why...
- What does this section mean?
- Who is...

Say Something:

[http://education.nh.gov/spotlight/ccss/documents/say\\_something.pdf](http://education.nh.gov/spotlight/ccss/documents/say_something.pdf)

## Stem Starters for Say Something (2)

Make a comment

- This is good/interesting because...
- This is hard because...
- I like the part where...
- I don't like this part because...
- My favorite part so far is...
- I think that...

Say Something:

[http://education.nh.gov/spotlight/ccss/documents/say\\_something.pdf](http://education.nh.gov/spotlight/ccss/documents/say_something.pdf)

## Stem Starters for Say Something (3)

Make a connection

- This reminds me of...
- This part is like...
- I also (name something in the text that has also happened to you)
- I never (name something in the text that has never happened to you)
- This character/setting makes me think of...

Say Something:

[http://education.nh.gov/spotlight/ccss/documents/say\\_something.pdf](http://education.nh.gov/spotlight/ccss/documents/say_something.pdf)

## Stem Starters for Say Something (4)

Make a prediction:

- I predict that...
- I bet that...
- I think that...
- I wonder if...
- Reading this part makes me think that this...is about to happen.

Say Something:

[http://education.nh.gov/spotlight/ccss/documents/say\\_something.pdf](http://education.nh.gov/spotlight/ccss/documents/say_something.pdf)

## Stem Starters for Say Something (5)

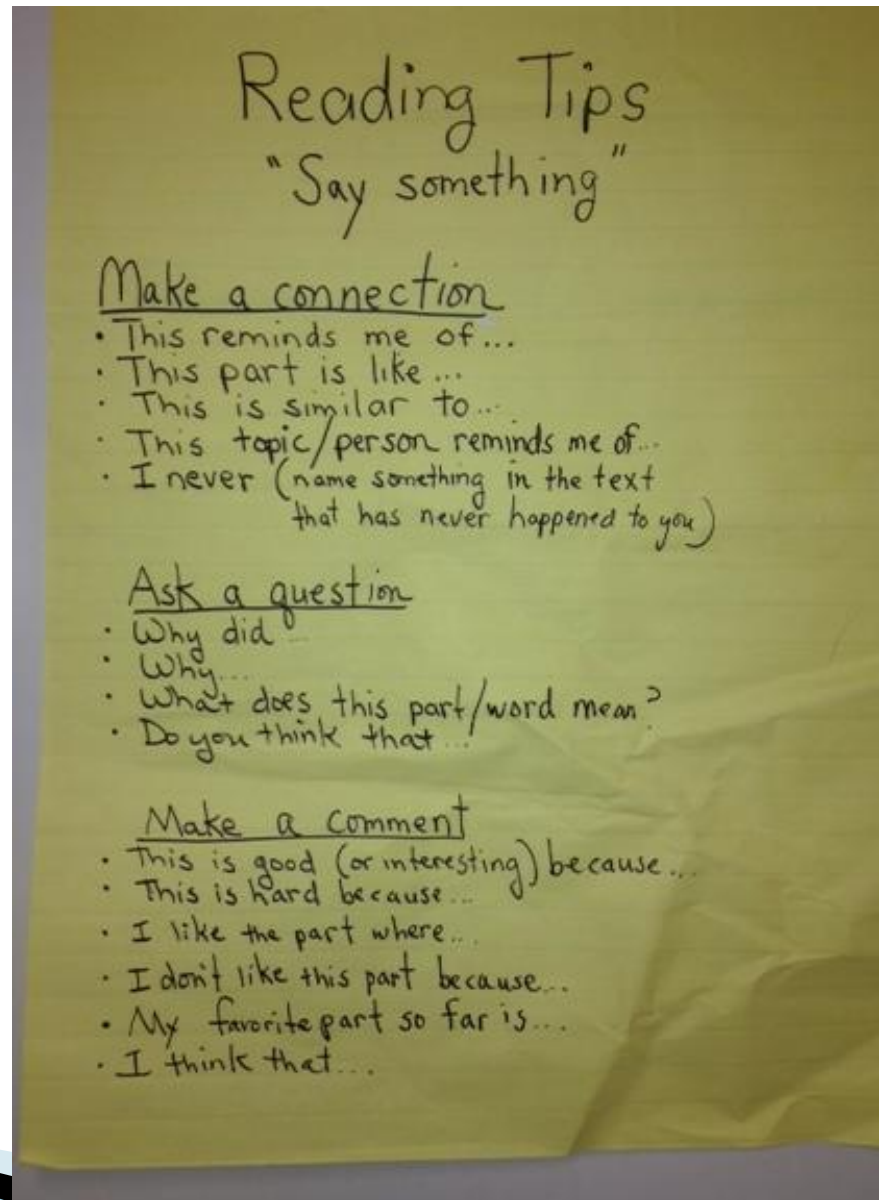
### Clarify something

- Oh, I get it.
- Now I understand.
- No, I think it means...
- I agree with you. This means...
- At first I thought..., but now I think...

Say Something:

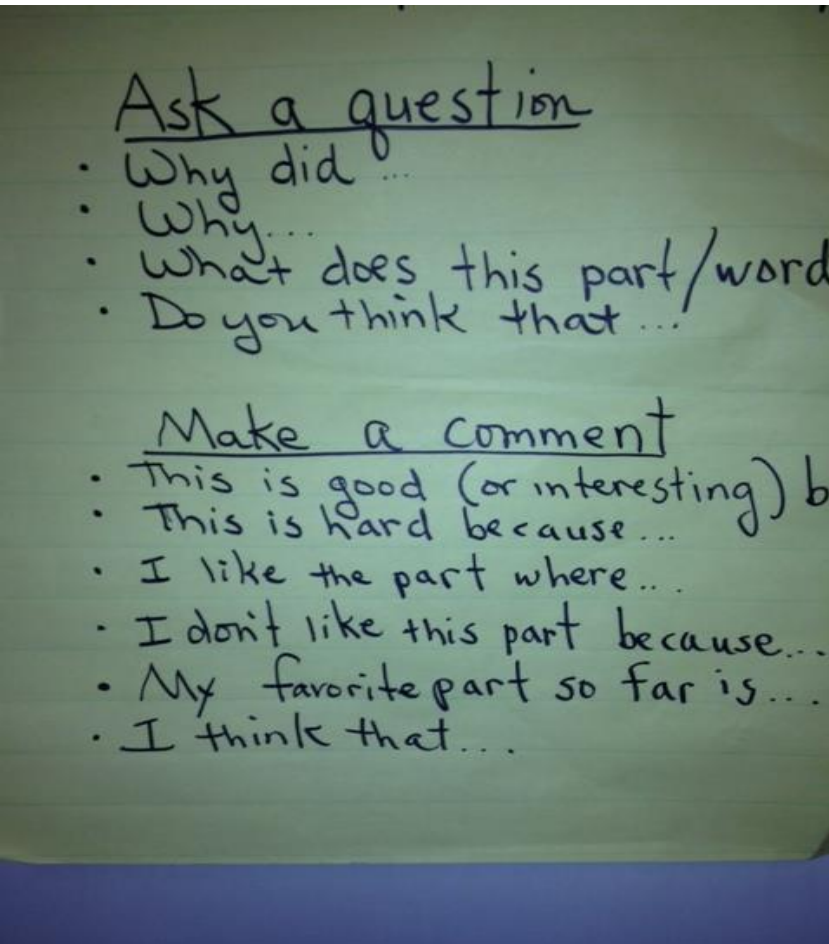
[http://education.nh.gov/spotlight/ccss/documents/say\\_something.pdf](http://education.nh.gov/spotlight/ccss/documents/say_something.pdf)

## Say Something Stem Starters in the Classroom (p.10)



Say Something  
stem starter  
poster on wall in  
classroom

# Say Something Poster on the Classroom Wall



**Students refer to poster on classroom wall while reading**



# Practice "Say Something" p. 9

## UNIT 6

### Extended reading worksheets

Before you read the entire article, read the first paragraph and determine the focus of the article. Then read the last paragraph and identify the key supporting points.

## Making the Best of Small Talk

Small talk is defined by the Merriam-Webster's dictionary as "informal, friendly conversation about unimportant subjects." People use it to initiate conversation or as a greeting and don't expect detailed answers. However, when using small talk, there are several things to consider.

People may have negative reactions to small talk because they consider it superficial or find it intrusive. Many small talk questions – for example, "How's your day going?" "What's new?" or "Nice day, isn't it?" – are somewhat formulaic. Because these kinds of questions are standard, fixed, or unoriginal, people often don't really listen to the responses; they can usually predict the answer. Some people also find small talk intrusive: if they are thinking about something important, the inconsequential, unimportant questions interrupt their thoughts.

Another problem with small talk is that what is appropriate varies from culture to culture. Cultures with more formal rules for communication and a strong emphasis on social hierarchy may consider it inappropriate or rude to engage in casual conversation with superiors. Similarly, some cultures consider it inappropriate to initiate small talk or share personal information with strangers. Different cultures may also have different expectations on how to answer small talk questions. For example, people from some cultures, when asked "How are you?" may begin a detailed description of how they feel and are confused when the questioner walks away. Yet another difference across cultures is whether it is appropriate to share personal opinions. For example, the speaker may say, "Wasn't that speech

last night great?" When others disagree, it puts them in an awkward position; they are uncomfortable expressing a conflicting point of view.

Some level of small talk is an important part of communication in the United States, but because of differences in attitudes among individuals and differences in expectations across cultures, people need to be aware of ways to address issues that might occur. One way to address the negative perceptions of small talk is to use it as an opener but then go beyond it, using strategies that will result in more meaningful exchanges. New acquaintances often use small talk to learn basic facts about each other, but then they can probe deeper with additional questions. For example, they follow up questions such as "What do you do?" with ones like "How long have you been doing that job?" and "What attracted you to that job?". Friends, family members, and old acquaintances can use small talk to catch up when they haven't seen each other for some time. To move beyond the superficial, the questioner can again ask follow-up questions related to the initial response. For the question "What have you been doing lately?", a possible follow-up to the response might be something like "How long have you been doing that?"

In summary, small talk can have negative results. To make the best of it, people who initiate small talk need to be able to judge a person's attitude about it. In addition, they need to be aware of which small talk topics are acceptable and which are taboo in different cultures. Finally, they should be able to adjust their own small talk behavior.

## Reading Tips "Say something"

### Make a connection

- This reminds me of...
- This part is like...
- This is similar to...
- This topic/person reminds me of...
- I never (name something in the text that has never happened to you)

### Ask a question

- Why did...
- Why...
- What does this part/word mean?
- Do you think that...

### Make a comment

- This is good (or interesting) because...
- This is hard because...
- I like the part where...
- I don't like this part because...
- My favorite part so far is...
- I think that...



## Strategy 3: Making Connections

### STEPS (p. 11)

- ▶ Students read 2–5 lines or a paragraph silently.
- ▶ Students get in groups of 2–3 and take turns reading a few sentences or a paragraph aloud.
- ▶ Student A reads her 2–3 sentences or paragraphs and then pauses to make a connection about what she is reading. Give students ‘stem starters’ to give them ideas for connections. (p. 12 in handout)

Making Connections:

<https://sites.google.com/a/alaska.edu/diane-kardash/Home/making-connections>

### Strategy 3: Making Connections

## Rules for Making Connections (p. 11)

- ▶ With your partner, decide who will say something first.
- ▶ Make a connection in one of the following:
  - Text-to-self
  - Text-to-text
  - Text-to-world

Making Connections:

<https://sites.google.com/a/alaska.edu/diane-kardash/Home/making-connections>

**Text-to-self:**  
**connects reading with reader's own experience**

“This story reminds me of a vacation we took to my uncle’s farm.”

Ask yourself:

- What does this remind me of in my life?
- What is this similar to in my life?
- How is this different from my life?
- Has something like this ever happened to me?

Making Connections:

<https://sites.google.com/a/alaska.edu/diane-kardash/Home/making-connections>

**Text-to-text:**  
**readers are reminded of other things they have read**

“This person has the same problem that I read about in a story last year.”

Ask yourself:

- What does this remind me of in another book I’ve read?
- How is this text similar/different to other things I’ve read??
- Have I read about something like this before?

Making Connections:

<https://sites.google.com/a/alaska.edu/diane-kardash/Home/making-connections>

**Text-to-world:**  
**connects things we learn about through TV,  
movies, magazines, etc.**

“I saw a program on TV that talked about things described in this article.”

Ask yourself:

- What does this remind me of in the real world?
- How is this text similar/different to things that happen in the real world?
- How did that part relate to the world around me?

# Action Plan

One thing I learned from this session that I plan to use in my teaching is .....

