Three Strategies to Help Students Read Better and Faster

Presented by Donna Price
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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
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.

Strategy 1: Timed Reading

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

http://resources.marshalladulteducation.org/reading_skills_home.htm
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.marshalladulteducation.org/reading_skills_home.htm
## Marshall's Adult Education Checklist  Level 5.0

Name: __________________________

[Link to resource page](http://resources.marshalladulteducation.org/reading_skills_home.htm)

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A Healthy Pregnancy

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.

Level 5.0
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.marshalladulteducation.org/reading_skills_home.htm
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Reading | Date
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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.

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.

2. Why do doctors recommend eating healthy foods and drinking lots of water during pregnancy?
   a. To keep the baby healthy.
   b. To keep the mom healthy.
   c. Both a and b.

3. What are some harmful effects of smoking, drinking alcohol, and using drugs during pregnancy?
   a. Birth defects.
   b. Premature birth.
   c. Both a and b.

4. What is the purpose of prenatal classes?
   a. To prepare parents for the birthing process.
   b. To learn about feeding newborns.
   c. Both a and b.

5. What is the nursery for?
   a. Nursing mothers.
   b. Nursing babies.
   c. Nursing the doctors.
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.

from Marshall Adult School: Reading Skills for Today’s Adult
http://resources.marshalladulteducation.org/reading_skills_home.htm
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:
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:
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:
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:
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…

Strategy 2: Say Something Stem Starters (p. 10)

Say Something:
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:
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:
Strategy 2: Say Something Stem Starters (p. 10)

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:
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...
Ask a question
- Why did...
- Why...
- What does this part/word 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...

Students refer to poster on classroom wall while reading
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?” or “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 responders, and 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 about how to answer small talk questions. In some cultures, people of 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 different 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 move 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.

Ventures College and Career Readiness Worksheets, Transitions
Unit 6

Refer to p. 8 for steps.
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
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
“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?

Strategy 3: Making Connections Stem Starters (p. 12)

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

Making Connections:
https://sites.google.com/a/alaska.edu/diane-kardash/Home/making-connections
“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?
One thing I learned from this session that I plan to use in my teaching is ........