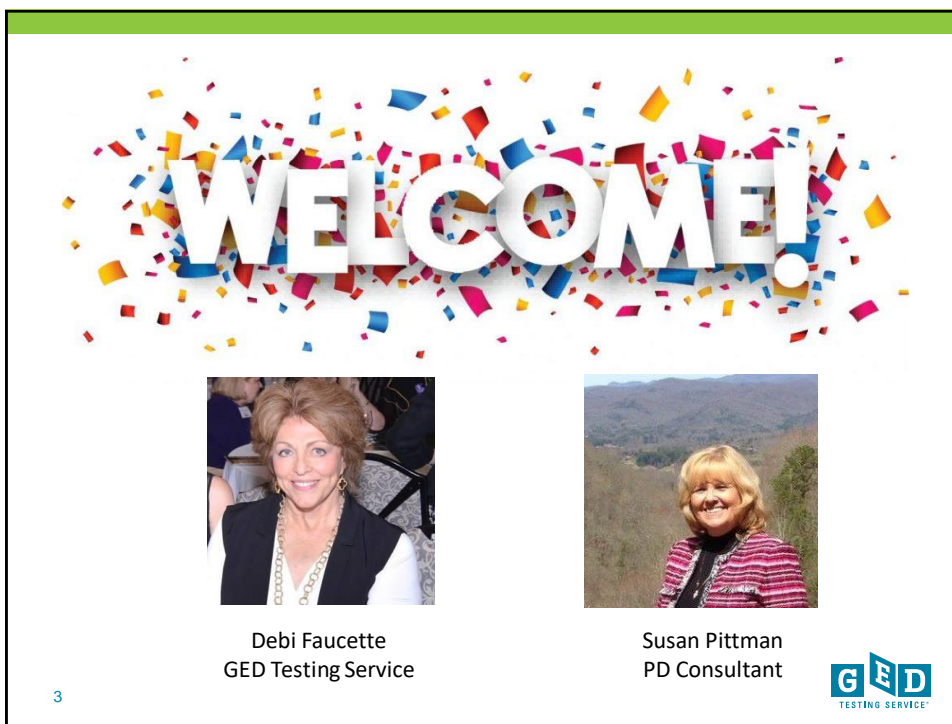


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## Session Objectives

- Discuss issues that students have with reading
  - Reading Rate
  - Vocabulary
  - Basic Comprehension
  - Analysis
- Review strategies and activities to help students improve their reading skills
- Share ideas and resources

4



4

## So...How Can You “Build” a Better Reader and GED® Test Passer?



5




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## Some Advice

- Spend time observing students as they read
- Build reading rate
- Build vocabulary
- Teach before, during, and after reading skills

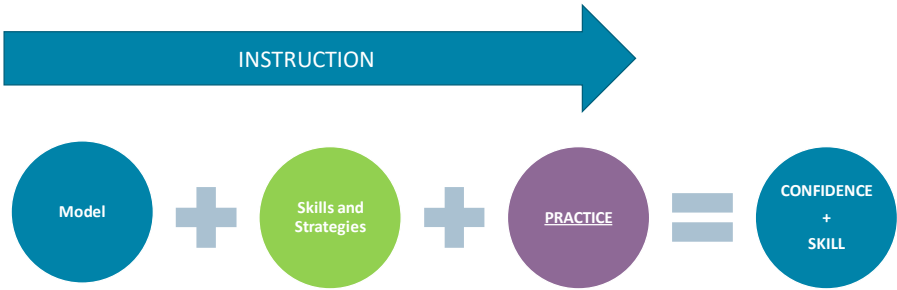
- Teach students how to use inference skills
- Provide opportunities for more reading practice in different content areas
- Show them the joy of reading

6




6

## Building a Better Reader



Model + Skills and Strategies + PRACTICE = CONFIDENCE + SKILL

7



7

## Before Diving In...

A short reminder about the importance of *reading skills*...

Reading...

- Is fundamental
- Is essential for developing or enhancing higher order thinking skills (e.g. critical thinking, problem solving, and reasoning)
- Is at the heart of all content—without reading skills, content cannot be accessed or learned
- Provides the necessary framework that enables learning

8



8

## Proficient Readers (and Writers) Can...

- Read complex text
- Identify text structure
- Look for key words and phrases
- Unpack the prompt
- Develop a claim or argument
- Find the evidence that supports that claim or argument
- Analyze and evaluate the evidence
- Explain how the evidence is connected to the claim or argument

This holds true across all content areas

9



9

## Overview of RLA Test



- Content - Integrated reading and writing
  - Close reading
  - Clear writing
  - Editing and understanding the use of standard written English in context
- Source texts – 75% nonfiction; 25% fiction
- Passage length – 400-900 words
- Range of text complexity, including texts at the college- and career-ready level
- Technology-enhanced items and extended response

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## Advice

## Spend Time Observing



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## The Complexity of Reading

Reading is like driving a car,  
except...



Readers must

- Build the car (develop the mechanical systems for identifying words)
- Maintain the car (fuel it with print, fix up problems along the way and make sure it runs smoothly)
- And, most importantly, drive the car (which requires us to be motivated, strategic and mindful of the route we're taking)

Marilyn Adams, Ph.D., Brown University

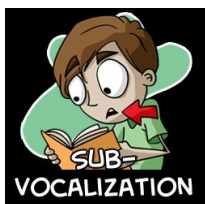
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## Check to See if Students are...

- Rereading the text repeatedly
- Reading less text than their peers
- Using their fingers to point at words as they read
- Sub-vocalize words as they read
- Unable to answer basic questions about what they read




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# Advice


## Increase Reading Rate





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## Do You Know Your Reading Rate?



**Reading Rate Sample**

There are many theories of reading. Some regard reading as a skill which relies heavily on our visual perception and ability to recognize words, letter shapes, sound patterns and so on. Other theories regard reading much like looking at a picture, where we read to get the whole message and the bits and pieces, like the separate brush strokes of a picture, are not singularly important.

Reading instruction often focuses on items of knowledge - words, letters, sounds. Most people respond to this type of teaching. They search for links between the items and they relate new discoveries to old knowledge. They search for relationships and link old knowledge with new. So, there are many things which go on inside a reader's head when reading occurs.

People who fail to progress in reading do not approach print in this way. The skills which they have tried to carry out have not brought order to the complexity of the text and they have often become passive in their confusion. This confusion involves losing track of what they read, which usually results in three things - regression, vocalization and faulty fixations.

Regression occurs to most readers. Have you ever had the experience of thinking you were reading and suddenly realized you haven't taken a word in for ages? Usually we go back and re-read what we missed. We spend as much as a third of our time going back. The second problem most readers have involved saying the words, they are reading, either in their minds - where a little internal voice says the words, or under their breath. Some very slow readers read out loud. A common solution for this is to place a pen or pencil in between the teeth so, talking becomes rather difficult, or chewing on gum often works. The third problem some readers experience involves fixating on every word. The brain only processes the images from the eye when the eye is actually stopped for that split second when it fixates on a word. This means that your brain processes these images by relating them other information to make meaning. The more words you take in when your eyes stop the more information your brain can process. Where you limit your brain to processing one word at a time, you obviously work harder than is necessary. Reading dynamically, in word groups, or dimensionally down the page using a pacer, you have fewer and fewer fixations. This has the potential to increase your comprehension and reading rate at the same time. You simply take in more!

Reading is like any other skill we learn. For example, when we first learn to walk, we tend to move quickly, but with not much stability. The more confident and stronger we become, the slower and steadier we are until we learn how to control our speed. So, when we decide to run, we can usually control the pace, so we avoid falling over. Sometimes we can increase the speed at which we run, other times we purposely reduce the speed, when we realize that if we don't, we could come to harm. When we learn to speed read, we use the same technique. When we read the newspaper, we might fly through at 1000 words per minute. A magazine or journal article might require us to read at about 800 words per minute while a highly technical report and drawings may require that we read at about 500 words per minute. Speed reading then is a tool. It is your choice how you use it.

*This passage on reading is from "Speed Reading: How to read faster and more effectively" a booklet produced by Student Services at the Sunshine Coast University College, Queensland, Australia.*

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## Reading Rate and Fluency

What is the difference?

*Reading fluency* – the speed and ease with which one reads connected text aloud with accuracy, speed, and appropriate phrasing

*Reading rate* – how quickly you read with understanding



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## Reading Rate Problems

Accurate word pronunciation but slow reading results in:

- Reading less text than peers and having less time to remember, review, or comprehend the text
- Expending more cognitive energy trying to identify individual words
- Increasing inability to retain text in memory
- Failing to integrate various parts of the text



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## How Fast Should My Students Read?

Table 8.1. Average rates for reading with understanding for students in Grades 2-12

Grade equivalent	Standard words per minute
2.5	121
3.5	135
4.5	149
5.5	163
6.5	177
7.5	191
8.5	205
9.5	219
10.5	233
11.5	247
12.5	261

Source: Carver (1990). A standard word is six letter spaces including punctuation and spacing.



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## Doesn't Reading Rate Depend on the Text?

Type of Materials	Purpose for Reading	Desired Level of Comprehension	Appropriate Rate of Reading
Poetry, legal document, argumentative writing	Analyze, criticize, evaluate	100%	Under 200 wpm
Textbooks, research documents	High comprehension recall for exams, writing research reports, following directions	80%	200-300 wpm
Novels, paperbacks, newspapers, magazines	Entertainment, enjoyment, general information	60-80%	300-500 wpm
Reference materials, catalogs, magazines, non-fiction	Overview of material, locating specific facts, reviewing of previously read material	Below 60%	>500 wpm

<http://orelt.col.org/module/unit/2-reading-silently-understanding-and-speed>

Open Sources for English Language Teaching Portal



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## Determining Reading Rate

A student's reading rate may be calculated by dividing the number of words read correctly by the total amount of reading time.

Example: Count out 100 words in a passage and then time the student as he or she reads the passage.

If a student reads 92 words correctly in 1.5 minutes, the student has a reading rate of 61 words per minute (wpm). A standard word is six letter spaces including punctuation and spacing.



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## Building Reading Rate - WARF

### Widen your eye span

If you read word by word, chances are you will read slower than if you were to read larger sections of text at a time.

### Avoid Skip Backs

When people read, they frequently look back to make sure that they understood what they read. Don't do this. Just read along, and the comprehension will come to you.

### sh! Read silently

Studies show that the majority of people can read two to three times faster silently as opposed to reading orally. Quiet

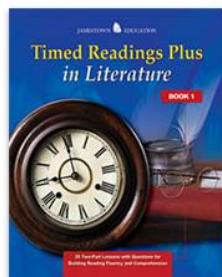
### Flex your rate

When you are driving, you have to slow down at the curves. The same is true of reading. When there are topics that are difficult to understand, you should slow your rate of reading. fast slow



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## Timed Reading Resources



Jamestown Education

- Print only
- GLE 4-13
- 7 books in series

Marshall Adult Education  
HOME | MISSION | SCOPE AND SEQUENCE | STAFF INFORMATION | DATE, SCHEDULE | TECHNOLOGY  
PROGRAMS | RESOURCES | CONNECTION | DIRECTIONS | PARTNER | RESOURCES | STUDENT SERVICES

### Reading Skills for Today's Adults

25 new Health and Wellness Stories have been posted  
These new health and wellness stories were funded by the  
National Head Start Family Literacy Center/Sonoma State University

#### READ THE STORIES

Read the stories on-line  
Reading Skills are divided into 2 groups. Click on the group you want to read.

Group 1 - Levels 0.7 to 4.5

Group 2 - Levels 5.0 to 8.0

#### PRINT THE STORIES

Reading Skills are divided into 2 groups. Click on the group you want to print.

Group 1 - Levels 0.7 to 4.5

Group 2 - Levels 5.0 to 8.0



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## Strategies for Reading Rate

- Speed drills/rapid word recognition chart
- Repeated readings
- Taped books/tape-assisted reading
- Timed readings
- Oral reading
- Chunking



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# Advice

## Build Vocabulary

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## Building Vocabulary

Vocabulary falls into four categories:

1. Listening: the words we understand when we hear them.
2. Speaking: the words we use when talking.
3. Reading: the words we understand when we read
4. Writing: the words we use when writing

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## Word Meaning - Vocabulary

1. I never saw or heard the word before.
2. I've heard it, but I don't know what it means.
3. I recognize it in context – it has something to do with...
4. I know it and I can tell you what it means. (In other words, I can use the word.)



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## Word Meaning - Vocabulary

How many words does a typical native speaker know?

- a. 5,000
- b. 10,000
- c. 20,000
- d. 40,000



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## Word Meaning - Vocabulary

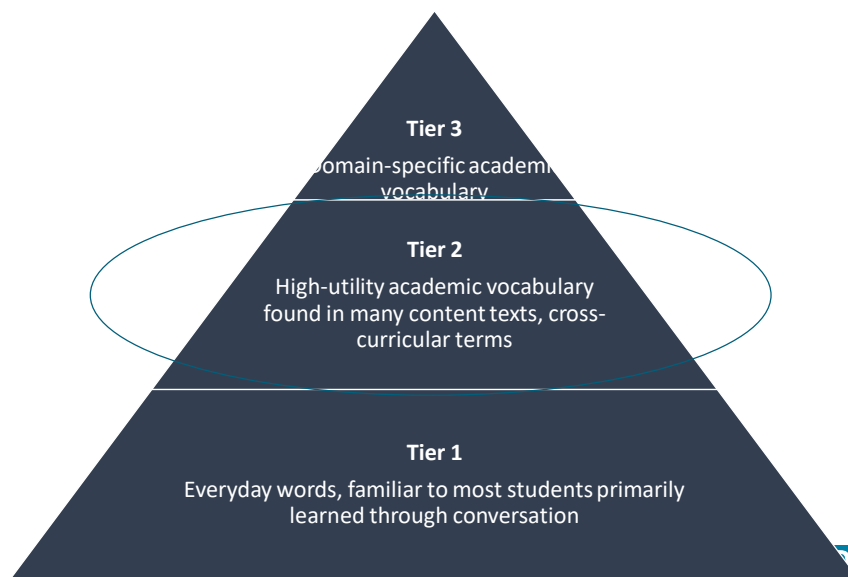
What level of reading vocabulary is fun, challenging, or frustrating for students?

- 98% of words                      fun
- 95% of words                      challenging
- <90% of words                    frustrating



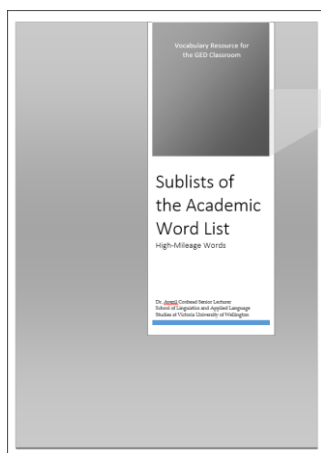
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## Tiered Vocabulary



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## Resource for the Classroom



### Sample Word Family - interpret

*interpretation*  
 interpretations  
 interpretative  
 interpreted  
 interpreting  
 interpretive  
 interprets  
 misinterpret  
 misinterpretation  
 misinterpretations  
 misinterpreted  
 misinterpreting  
 misinterprets  
 reinterpret  
 reinterpreted  
 reinterprets  
 reinterpreting  
 reinterpretation  
 reinterpretations

Most common form of the word family



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## Activities to Improve Vocabulary

Before and After Vocabulary Grid Template

Word List	What I think the word means	Revised definition

K (Key Idea)	I (Information)	M (Memory Clue)
drought	Little or no rain over a period of time	
coup	Take over of government by the military	

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## Activities to Improve Vocabulary

**Heteronyms (A Different “nym”)**

A heteronym is a word that has a different sound and different meanings, but the same spelling. All of the heteronyms on the list contain more than one syllable. In Column I, write each heteronym with the accent indicating the meaning that you have chosen. In Column II write a phrase containing the word you have chosen.

Heteronym	Column I	Column II
1. content		
2. invalid		
3. object		
4. minute		
5. conduct		
6. digest		
7. contract		
8. converse		
9. address		
10. compound		
11. desert		
12. complex		

Name: \_\_\_\_\_

### Vocabulary Four Square

Write the definition.	Use it in a sentence using 7 words or more.
Write a synonym.	Draw a picture.


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## Advice

# Teach Before, During, and After Reading Strategies

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## Research to Practice


Before Reading	During Reading	After Reading
<ul style="list-style-type: none"> <li>Look at title</li> <li>Review headings and subheadings</li> <li>Identify structure</li> <li>Activate prior knowledge</li> <li>Determine Purpose</li> </ul>	<ul style="list-style-type: none"> <li>Ask Question</li> <li>Make connections based on what they already know</li> <li>Use signal words</li> <li>Use context to identify unfamiliar words</li> <li>Reread and make notes</li> </ul>	<ul style="list-style-type: none"> <li>Summarize</li> <li>Ask clarifying questions</li> <li>Evaluate what has been read</li> <li>Discuss with the group</li> </ul>



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## Before Reading - TIPP It!

TIPP?	
Title	What do the titles/subheadings and layout tell me?
Introduction	Skim this to get the main idea.
Paragraph	Read the first line of paragraphs/text boxes.
Pictures	What do the diagrams, photos, and graphs show me?
?	Can you come up with any questions?



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## During Reading – Get the Signal

<b>Continuation</b>	<b>Change of Direction</b>	<b>Sequence</b>
<b>Time</b>	<b>Illustration</b>	<b>Emphasis</b>
<b>Cause, Condition, Result</b>	<b>Spatial</b>	<b>Compare/ Contrast</b>
<b>Conclusion</b>	<b>Fuzz</b>	<b>Nonword Emphasis</b>

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## Question-Answer-Relationship (QAR)

<b>In the Book</b>	<b>In My Head</b>
<p><b>Right There</b></p> <p>The answer is easily found in the text. The exact words for the questions and answers are located in the same sentence.</p>	<p><b>Author and You</b></p> <p>The answer is not in the text. The reader combines previous knowledge with text information to create a response.</p>
<p><b>Think and Search</b></p> <p>The answer is in the text, but requires gathering information from different places in the selection.</p>	<p><b>On My Own</b></p> <p>The answer is not in the text. The reader uses previous experience to respond.</p>

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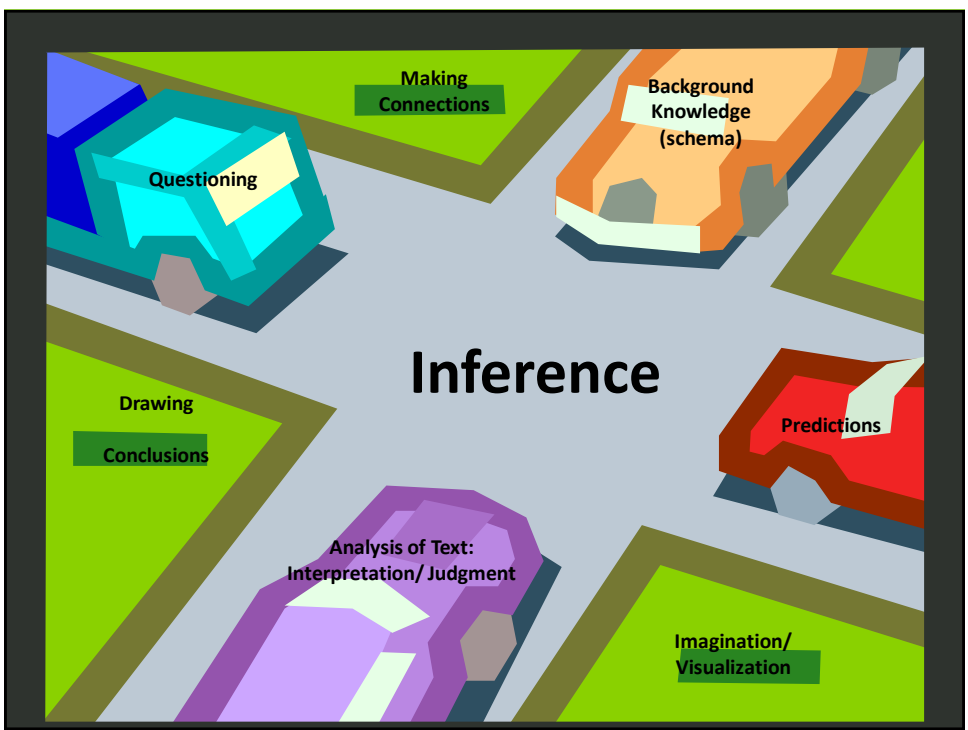
**Advice**

**Build Inference Skills**


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“ To infer is to create new knowledge from existing knowledge.”




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### Start with What Students Know



**BODY LANGUAGE**



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## Inferences

Proficient readers can “read between the lines” and draw deeper understanding and appreciation for what is being read.



Types of Inferences	
Location	Time
Action	Instrument
Object	Category
Occupation or Pastime	Cause-Effect
Problem-Solution	Feeling-Attitude



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## Strategies for Making Inferences

- **Step 1:** Gather clues and read “between the lines.”
- **Step 2:** Reach conclusions based on **evidence and reasoning** (Ask: Does it make sense?)



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## Move from Simple to Complex



Inference = Finding the Clues

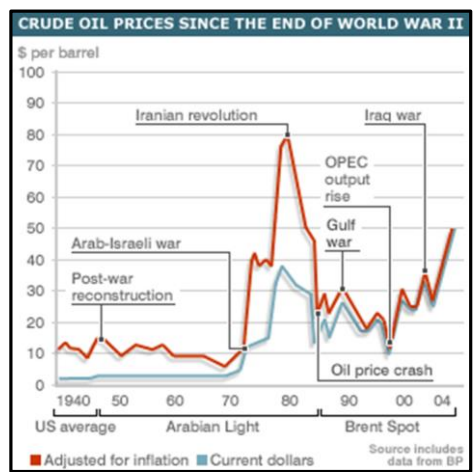
From <b>Simple</b> to			Complex		
Pictures/ Advertis-ments	Comics	Sentences	Short paragraphs	Longer, more intricate passages – fiction/ mysteries	Longer, more intricate passages - nonfiction

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## What Can You Infer?



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## What Can You Infer?



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## Teach Inference from Simple to Complex



Inference = Finding the **Clues**

From Simple to		→		Complex	
Pictures/ Advertisements	Comics	Sentences	Short paragraphs	Longer, more intricate passages – fiction/ mysteries	Longer, more intricate passages – nonfiction

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## What can you infer?

1. A character in a story has a diaper in her hand, spit-up on her shirt, and a bottle warming on the counter.
2. A person has a briefcase, is on a plane, and is late for a meeting.
3. A detective enter the house, which has been ransacked. He sees blood on the floor, and it leads out the back door.
4. Your friend walks past you without smiling. Her head is hanging down. She wipes a tear from her eye and looks at her phone.

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49

## What can you infer?

*Screech!* Karen stomped on the gas pedal the moment the light turned green. She looked over her left shoulder and zigged past a semi-truck. She zoomed ahead and looked over her right shoulder and then zagged past a motorbike. She glanced at the clock on the console and darted into the parking lot. Whipping into a parking spot, she grabbed her suitcase and ran through the lot, up the escalator, and into the terminal. Her heavy suitcase was bumping and bouncing the whole way. Just as she entered the terminal, she heard an announcement over the loudspeaker, "*Final boarding call for flight 205 to JFK...*" Karen looked at her ticket and then at the line to get through the security checkpoint, which wrapped around several turnstiles and slithered like a lethargic snake. Karen sighed and then slowly walked to the customer service desk.

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## Example: It Says – I Say – And So

Question	It Says	I Say	And So
Read the question.	Find information from the text to help answer each question – paraphrase or quote answers from text.	Consider what you know about the information.	Put together the information from the text with what you know, then answer the question.
Why are forest fires on the increase in the Black Hills of South Dakota?	For the last several years, precipitation amounts--snowfall has decreased.	Less snowfall could mean dry conditions throughout the Black Hills	Dry conditions resulting from a decrease in precipitation may lead to conditions that might make fires more likely to occur.

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## Remember - Inference is Process-Driven

The alchemy of inference:

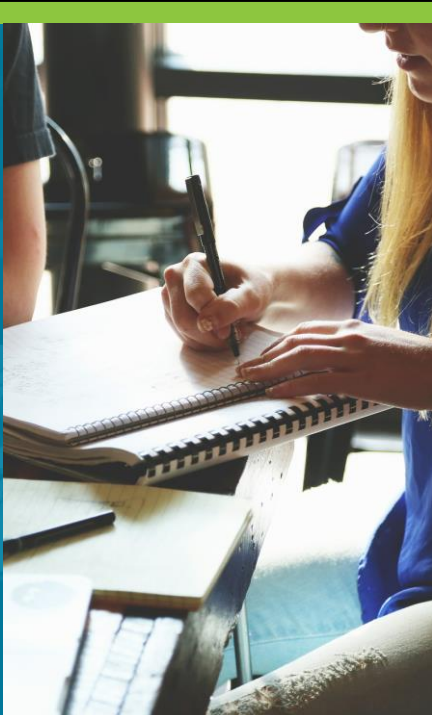
- Using active reading skills (beyond the basics)
- Engaging with the text and/or information presented
  - Questioning
  - Thinking critically
  - Making connections

Students need to be reminded that an inference is not a wild guess!

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**Advice**

**Provide opportunities for practice**

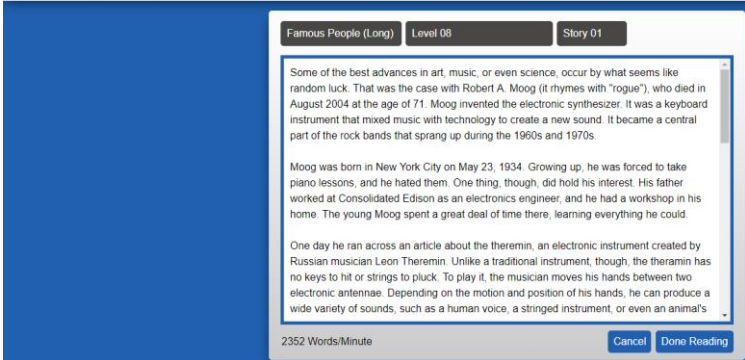
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## Check Your Reading Speed

**Free Reading Speed Test**  
Test your reading speed and comprehension



Famous People (Long) Level 08 Story 01

Some of the best advances in art, music, or even science, occur by what seems like random luck. That was the case with Robert A. Moog (it rhymes with "rogue"), who died in August 2004 at the age of 71. Moog invented the electronic synthesizer. It was a keyboard instrument that mixed music with technology to create a new sound. It became a central part of the rock bands that sprang up during the 1960s and 1970s.


Moog was born in New York City on May 23, 1934. Growing up, he was forced to take piano lessons, and he hated them. One thing, though, did hold his interest. His father worked at Consolidated Edison as an electronics engineer, and he had a workshop in his home. The young Moog spent a great deal of time there, learning everything he could.

One day he ran across an article about the theremin, an electronic instrument created by Russian musician Leon Theremin. Unlike a traditional instrument, though, the theremin has no keys to hit or strings to pluck. To play it, the musician moves his hands between two electronic antennae. Depending on the motion and position of his hands, he can produce a wide variety of sounds, such as a human voice, a stringed instrument, or even an animal's

2352 Words/Minute Cancel Done Reading

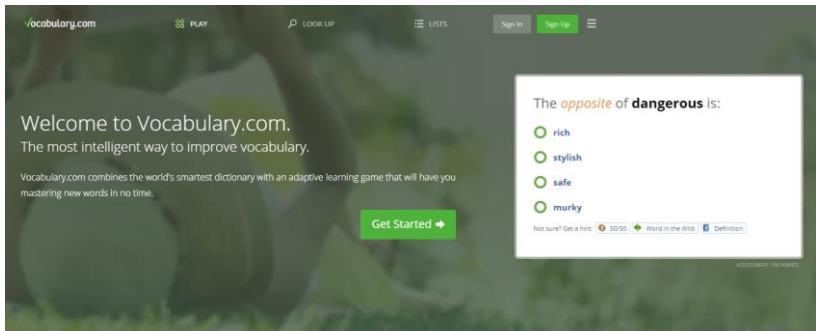
<http://www.freereadingtest.com/>

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## Build Vocabulary



Welcome to Vocabulary.com.  
The most intelligent way to improve vocabulary.

Vocabulary.com combines the world's smartest dictionary with an adaptive learning game that will have you mastering new words in no time.

[Get Started](#)

The *opposite* of **dangerous** is:

- rich
- stylish
- safe
- murky

Not sure? Get a hint. 50/50 Word in the Wild Definition


Have some words you need to learn?  
Whatever you're learning (or teaching), Vocabulary.com can help.

Quiz coming up?  
Enter the words you want to learn and click the "Start Learning" button. We'll work with you until you know them cold.

Teaching a book or article in class?  
Paste up to 100 pages of text into the box and we'll create a learning activity you can assign to your students. It's like magic.

<https://www.vocabulary.com/>

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## Need Resources for Source Texts?

**Science & Math**

### Endangered Species: The snow leopard

By Gail, Cengage Learning, adapted by Newsela staff  
05/03/2018

Text Level **6**  
Word Count **610**





Image 1. A snow leopard pictured in a protected area in Kyrgyzstan, a country in central Asia. The area is run by the Nature and Biodiversity Conservation Group, a German organization that works to restore snow leopard populations and fight against poaching. Photo from Vyacheslav Cheredko/AFP/Getty Images.

The snow leopard, or ounce, has a beautiful coat of long, pale gray fur with white underneath. Its coat is patterned with solid black spots on its head and legs and dark gray rosettes on the rest of its body. Although it is called a leopard, it is most closely related to the tiger.

### Sports industry gears up for virtual reality revolution

By James Preby, Agence France-Press  
10/17/2018


Text Level **12**  
Word Count **605**



New England Patriots running back James White uses a virtual reality headset at a training camp on the practice field at Gillette Stadium in Foxborough, Massachusetts. Photo by Pat Greenhouse/The Boston Globe via Getty Images.

From training with Major League Baseball pitchers to bone-jangling racing on board an F1 car, technology's potential to revolutionize sport was the hot topic as industry leaders met in London, England, in early October.

Newsela <https://newsela.com/>



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## The Battle of the Bagel

Assign Print

Passage StepReads Vocabulary Question Set

0:00 / 4:44

**DETAILS**

**Social Studies: Arts & Culture, Geography & Societies**

Grade: 9-10  
Words: 723  
Lexile: 1120L  
Nonfiction

**Vocabulary**

culture  
tradition  
unique

**StepReads (SR)**

SRT: 910L, 820 words

**Standards**

CCSS.ELA-LITERACY.CCRA.R.1  
CCSS.ELA-LITERACY.CCRA.R.2  
CCSS.ELA-LITERACY.CCRA.R.10

**Author**

ReadWorks

**RELATED**

De Soto's Discovery of the Mississippi, 1541

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## Awesome Stories

<https://www.awesomestories.com/>

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# Show Students the Joy and Value of Reading



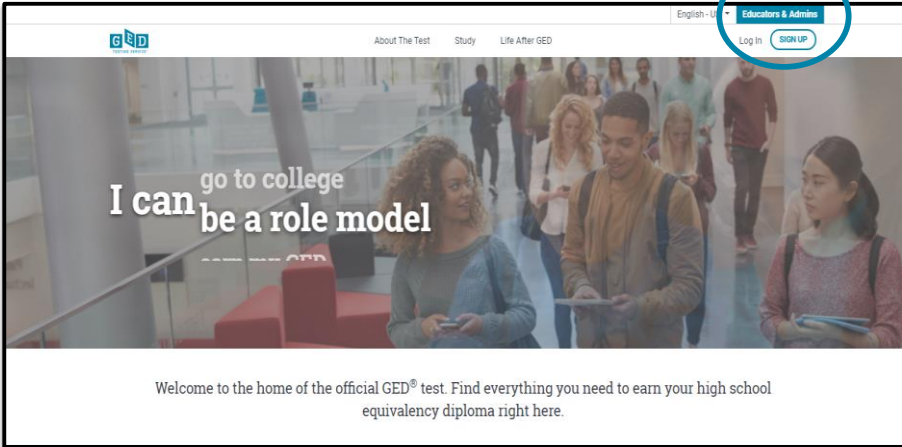
“The more you **read**  
the more **things** you know.  
The more that you **learn**  
the more **places** you’ll go.”  
-Dr. Seuss



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Questions?  
Concerns?

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Thank you!

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