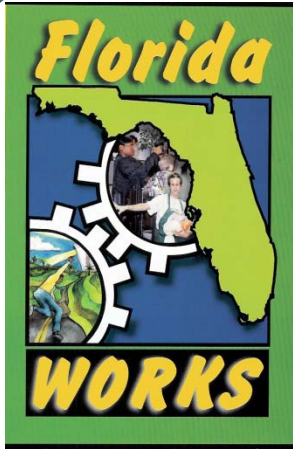


*Developing Reading Fluency
and ESOL Competency with
Florida Works*

An ACE of Florida
Presentation



Florida Works

**A Project ACE of Florida, your state
Adult Education Professional Organization.
Funded by the Florida Department of Education
Division of Community Colleges and Workforce
Development.**



What is Reading Fluency?

The ability to read accurately with an acceptable rate and with appropriate expression.

What Good Readers Can Do!

I cdnuolt blveiee taht I cluod aulacly uesdnatnrd waht I was rdanieg The phaonmneal pweor of the hmuan mnid Aoccdrnig to rscheearch taem at *Cmabrigde Uinervtisy, it deosn't mttar in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Such a cdonition is arppoiatly cllaed Typoglycemia :-)*

- ***Amzanig huh? Yaeh and yuo awlyas thought slpeling was ipmorantt.***

Characterization of Poor Oral Readers

- Chippy reading
- Frequent errors
- Slow, halting
- No appropriate expression
- Frequently re-read
- Mispronounce words
- Needs help

Target Students for this Pilot

- The ABE or ESOL student who reads at a 4th to 6th grade level.
- Such students are often overlooked.
- Lowest students get tutors
- Those above 6.0 can often direct own improvement.
- There is little help for the mid-level ABE/ESOL student in many classes.

Research and Fluency

- Students must have a model to know what is expected.
- Repeated Readings Work
- Techniques include: Assisted Reading, Paired Reading, Shared Reading, Collaborative Oral Reading and Listening Passage Preview

Neurological Impress

- The above techniques are drawn from Neurological Impress Theory.
- The idea is that the brain absorbs many characteristics of words through repetition even though no one is calling attention to specific word parts.
- To make this work the student must have a model, meaningful material and sufficient practice.
- With the above in mind we developed our model.

Florida Works Selections

- 6 passages selected
- Length varies from 152 – 340 words
- Florida Works material can give reading practice while content emphasizes employment topics
- Readability at 4th to 6th grade level
- Level is perfect for the oft-neglected mid-level ABE/ESOL student

Model Proposed

- Optimum rate will be over 150 words per minute with no more than 3 miscues per 100 words.
- Each passage has a minimum target time along with an acceptable number of errors.
- Students continue to work on a passage until targets are met.
- This is like an athlete or dancer who goes over fundamental footwork over and over again until mastered.

Steps

- Student chooses one selection (usually from shortest to longest)
- Times self on the reading and compares to target time
- Reads selection over and over using the narration to assist
- Student reads with narration until comfortable –Then signals instructor

Steps (cont.)

- Student reads selection to the instructor
- Instructor uses another copy to record time and errors possibly organizing the errors to identify patterns.
- Student, instructor or group discuss key question
- After steps are successfully completed student selects next reading and starts over

Marking Reading Errors

Guidelines follow for counting errors:

- Instructor supplied word
- Skipped words (omissions)
- Substitutions
- Count as error each time same mistake made
- Mispronunciations
- Do not count self-corrections or repetitions

Class/Group Discussion

- Each Florida Works selection will have one or more key questions which can be used to stimulate a discussion between pairs, tutor and student or the whole class!
- The questions have no absolute answer – The answer depends on a point of view.
- The question might also be used to stimulate a written persuasive paragraph in which the student defends a position.

Rationale

- Opportunity for ABE or ESOL students to practice repeated reading of specific selections until mastered within an individualized setting.
- The goal is to allow students to develop automatic reading skills on material designed for this level.



CASAS Competencies: Content Areas

- 0. Basic Communication**
- 1. Consumer Economics**
- 2. Community Resources**
- 3. Health**
- 4. Employment**
- 5. Government and Law**
- 6. Computation**
- 7. Learning to Learn**
- 8. Independent Living Skills**

The CASAS system offers more than 300 competency statements in these content areas. CASAS updates and revalidates competency statements annually in response to program and learner needs. The complete list is available from CASAS directly or online at <www.casas.org>.

CASAS Employment Competency Areas

- 4.1 Understand basic principles of getting a job
- 4.2 Understand wages, benefits and concepts of employee organizations
- 4.3 Understand work-related safety standards and procedures
- 4.4 Understand concepts and materials related to job performance and training.

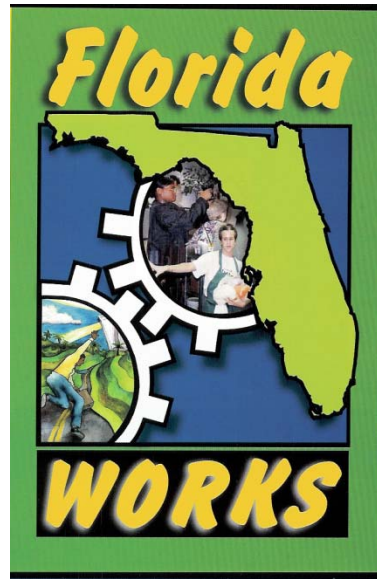
CASAS cont.

- 4.5 Effectively utilize common workplace technology and systems
- 4.6 Communicate effectively in the workplace
- 4.7 Effectively manage workplace resources
- 4.8 Demonstrate effectiveness in working with other people

Florida Works Website

Demonstration of content which addresses Adult ESOL applications at the Florida Works site.

www.floridaworks.org



Teamwork Activity

Designed to....

- Build teamwork and communication skills
- Provide structured opportunities for dialogue and reflection

**Complete Sample Teamwork or PSJ
Activity**

Misunderstanding

Read next slide to get an idea how easy it is to misunderstand even simple English!

Sometimes the Meaning of a Particular Word Gets Lost Even When We Know the Word!

For all of us who are married, were married, wish you were married, wish you weren't married... Something to smile about the next time a bottle of wine is opened.

Sally was driving home from one of her business trips in Northern Arizona when she saw an elderly Navajo woman walking on the side of the road. As the trip was a long and quiet one, she stopped the car and asked the Navajo woman if she would like a ride. With a word or two of thanks, she got in the car.

After resuming the journey and a bit of small talk, the Navajo woman noticed a brown bag on the seat next to Sally. "What's in the bag?" asked the old woman. Sally looked down at the brown bag and said, "It's a bottle of wine. **Got it for my husband.**"

The Navajo woman was silent for a moment, and then speaking with the quiet wisdom of an elder said, "Good trade."

Florida Works Contact Information

- Joe Mizereck – Florida Works Chief Statewide Trainer
- Email - jmizereck@comcast.net
- Phone – (850) 509 1920
- ACE of Florida – www.aceofflorida.org
- Other Trainers – Ron Froman, natrain@aol.com
Tony Lagos, effecttrain@aol.com