



DEVELOPING VOCABULARY THROUGH SELF-SELECTED TEXT

READING CURRICULUM VOCABULARY UNIT

MLR: READING PROCESS
EFF: READ WITH UNDERSTANDING

Developed by
Capital Area Adult Education Consortium
Augusta, Maine

With support from the
Maine Department of Education

and

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at the
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Introduction

Reading is a process of inquiry through which readers concentrate on comprehension and interpretation; therefore, the following lesson plans reinforce these skills by developing a personal word list to increase vocabulary using the following learning objectives.

- ✓ Given a self-selected text, the student will identify five new words to develop their personal word list.
- ✓ Given the word list and a dictionary, the student will locate and define each word.
- ✓ Given the student's five-word list, the student will write a separate sentence using each word correctly.
- ✓ From the student's personal word list, the student will spell the five new words with 100% accuracy.

Maine Adult Education Reading Curriculum

Outcomes or Essential Understandings:

- Increase vocabulary
- Increase ability to access information
- Ability to read with fluency
- Ability to understand print
- Increased independence of reading
- Summarize main ideas

Tools and Resources:

Dictionary, thesaurus, encyclopedia
 White board
 Newspaper
 Trade books (self-selected books)
 Nonfiction books
 Visual tools
 Book Talks
 Literature Circles
 Internet resources
 Personal stories
 Language Experience
 Technology resources
 Computer software
 Biographies
 Games
 Authentic materials, menus
 Media, television, radio
 Overlays
 Music
 Wilson Reading
 Field Trips
 Guest speakers
 Libraries

Theme or Topic:

MLR: Process of Reading
EFF: Read with Understanding

Essential Question:

What reading skills do students need to apply, to comprehend and to be fluent with the written word?

Assessment:

Pre-Assessment:
 Self-assessment Learning styles tool
 TABE – (461 – 566) PowerPath
 Irlen Miscue Analysis
 Phonemic Awareness
 Running Records Observation Survey
 Reading Interest Survey
 Authentic Reading Materials Checklist
 KWL charts, (know, want to know, want to learn)
 Student Individual Education Programs
 Multiple Intelligences Checklist
Ongoing:
 Journal Exhibit
 Oral presentation Oral reading
 PowerPath Observation
 Teacher Generated Materials
 Read With Understanding Diary
Final: Portfolio
 Journal Exhibit
 Oral presentation Oral reading
 PowerPath Observation
 TABE

Knowledge and Skills:

Alphabetic

Ability to decode
 Ability to decipher work chunks and word families
 Ability to identify letters, make sounds, sounds make words, words make sentences
 Ability to hear and distinguish the correct sounds (phonemes)
 Ability to recognize dictionary symbols

Fluency

Prereading
 Rereading
 Oral reading
 Inflection
 Independent reading

Vocabulary

Spelling
 Writing
 Cueing
 Context clues
 Decoding
 Personal word list

Comprehension

Ability to infer
 Ability to recognize context clues
 Ability to find resources
 Making predictions
 Ability to recall
 Ability to sequence
 Ability to articulate what you have read
 Ability to be able to use a variety of strategies

Maine Adult Education Reading Curriculum Vocabulary Unit

Outcomes or Essential Understandings:

Students will be able to complete the following vocabulary outcomes for NRS Level 4:

- Increase vocabulary
- Integrate and synthesize information
- Read with fluency
- Increase the use of reading in their daily lives
- Increased independence of reading

Tools and Resources:

Dictionary, thesaurus, encyclopedia
 Computer software
 White board
 Authentic materials
 Notebooks, notecards, colored pencils, crayons, chalk, markers,
 Games
 Music
 Wilson Reading resources
 Explode The Code resources
 Content area word lists

Theme or Topic:

MLR: Process of Reading
 EFF: Read with Understanding

Essential Question:

What vocabulary skills do students need to complete the NRS level 4?

Assessment:

Pre-Assessment:

San Diego quick assessment
 Slosson
 PowerPath
 BEST, TABE,
 Irlen (Scotopic Sensitivity Syndrome)
 CASAS

Ongoing:

Journal	Exhibit
Oral presentation	Oral reading
PowerPath	Observation
Teacher Generated Materials	

Final:

San Diego quick assessment
 Slosson
 PowerPath
 BEST, TABE, Irlen
 Portfolio – personal word list

Knowledge and Skills:

Vocabulary

Cueing
 Spelling
 Decoding
 Writing
 Context clues
 How to develop and use a personal word list

Vocabulary Unit Outline

Lesson Plans 1 - 4

How to develop a Personal Word List

- A. Choose a book to read
 - 1. Identify the new words
 - 2. Guided oral reading
 - 3. Model unfamiliar vocabulary
 - 4. Verbal checkpoints on vocabulary

- B. Learn dictionary skills
 - 1. Define in context
 - 2. Dictionary definition
 - 3. Rewrite definition in own words

- C. Constructing sentences using new vocabulary words
 - 1. Context clues
 - 2. Ability to integrate and synthesize words through writing

- D. Six-Step Spelling
 - 1. Look at the word
 - 2. Visualize word
 - 3. Spell the word

Lesson Goal w/EFF:

Goals: To Increase Vocabulary				
Objectives: <ol style="list-style-type: none"> 1. Identify the new words 2. Define each word in context 3. Construct meaningful sentences 4. Spell each word 100% accurately 				
Standard: Read with Understanding				
Learners must be able to:	How is component addressed in this lesson?	What knowledge & skills are needed?	What practice activities can be used?	What evidence can be used to show progress?
First Component Identify new words	Listen Actively Take Responsibility for Learning Read with Understanding	Strategies for decoding Phonetic base Participate in active listening	Shared reading Teacher models new words KWL Teacher generated hangman etc	Developed personal word list (journal) Develop and share word activities
Second Component Learn Dictionary Skills and Demonstrate Them	Listen Actively Take Responsibility for Learning Read With Understanding	Cooperative Learning Manage Dictionary Resources Effective Use of Words in Context	Utilization of Graphic Organizer Application of Dictionary Skills	Complete teacher-generated assessments over each chapter
Third Component Construct new sentences with new vocabulary words in meaningful sentences	Read with Understanding Manage Resources Work Together Observe Critically	Organize and present information in a grammatically correct format Active Listening for Feedback	Creating Sentences Peer Review of sentences Constructive Feedback monitored by teacher	Demonstrate sentence writing on word cards Checklist and revisions
Fourth Component Spell each word with 100% accuracy	Use Information and Communications Technology Speak so Others Can Understand Solve Problems and Make Decisions	Basic Computer Skills Generate Meaningful activities Establish activity for Word List	Create Activities for Peers Six-step Spelling Practice the Six-step process	Evaluate Effectiveness Of Activity Weekly Spelling Tests Unit Test Reviews TABE

Class: _____ Student: _____
 Instructor: _____

Rubric: To Increase Vocabulary				
Objectives:				
1. Identify the new words 2. Define each word in context 3. Construct grammatically correct sentences 4. Spell each word with 100% accuracy				
Standard: Read with Understanding				
Learners must be able to:	Accomplished 3	Developing 2	Beginning 1	Total
Identify new words	Self-selects words independently	Will self-select words with minimal help from instructor	Instructor assists in the process of selecting words with student	
Demonstrate dictionary skills	Effectively demonstrates dictionary resources	Manage dictionary resources with minimal input from instructor	Does not demonstrate effective use of the dictionary	
Organizes and presents information in a grammatically correct format	Creates sentences with 100% grammatical accuracy	Creates sentences with 99% to 75% grammatical accuracy	Creates sentences with 75% or below accuracy in grammar and structure	
Spells words with 100% accuracy	Demonstrates ability to spell words with 100% accuracy	Demonstrates ability to spell words with 75% to 51% accuracy	Demonstrates ability to spell words with 50% accuracy	
Teacher Comments:				

DEVELOPING VOCABULARY THROUGH SELF-SELECTED TEXT

Date: December 2004	Name: Capital Area Consortium: Reading Curriculum
NRS Level: 3 - 4	Maine Learning Result: Process of Reading A-M.2.4 (see resource list)
Theme/Topic:	Read with Understanding/Process of Reading
Lesson Plan Title: #1	How to develop a personal word list
Essential Understandings: (Outcomes)	To increase vocabulary
Learning Objectives: (What will the student be able to do and know by the end of the lesson).	Given a self selected text, the student will identify five new words to develop their personal word list.
EFF Tools Used:	Read With Understanding: Common Activity- Manage Resources; Work Together
Learning Activities:	<ol style="list-style-type: none"> 1. Teacher will read a short excerpt from each book (Book Talk), that is at the students' reading level. 2. The student will choose one of the three selected books. 3. The teacher will model new word recognition by selecting five new vocabulary words from the reading. 4. Students will participate in shared reading from the selected text. 5. The teacher will document the student's unfamiliar or miscued words. 6. The student will review the teacher's documented list as described in the above number 5 7. The student will now choose five words from the list for their personal word list. 8. The students will then write their five new words in their personal word list.
Tools/Resources:	Pre-selected books, paper, pens, pencils, word journals
Assessment: > Prior > Ongoing	<ul style="list-style-type: none"> * KWL (Knowledge, Want to Learn, and Learned) * Students develop their personal word list * Students self-report in their journal * Students' shared word list (see page 12) * Summarize * T.A.B.E.(Test of Adult Basic Education)
Closure: (Recap key concepts, help students consolidate knowledge)	Students developed their personal vocabulary word list.
Follow up lessons/activities:	Students create word search puzzles and play "hangman" using their vocabulary words.

Assessment

Topic	K What do you <u>Know</u> ?	W What do you <u>Want</u> to know?	L How do you want to <u>Learn</u> it?

DEVELOPING VOCABULARY THROUGH SELF-SELECTED TEXT

Date: December 2004	Name: Capital Area Consortium: Reading Curriculum
NRS Level: 3 - 4	Maine Learning Result: Process of Reading A-M.2.4 (see resource list)
Theme/Topic:	Read with Understanding: Process of Reading
Lesson Plan Title: #2	Learning dictionary skills
Essential Understandings: (Outcomes)	To increase vocabulary
Learning Objectives: (What will the student be able to do and know by the end of the lesson.)	Given the student vocabulary word list and a dictionary, the student will locate and define each word.
EFF Tools Used:	Standard: Common Activities: work together, managing resources.
Learning Activities:	<p>Review dictionary skills using teacher-generated material. (see attachment #2 page 14)</p> <ol style="list-style-type: none"> 1. Teacher models, using a familiar word to the class, how to look the word up in the dictionary. 2. The student looks up words from their word lists. 3. The teacher models using the same familiar word in a sentence in the "Graphic Organizer" see attachment # 3 page 15 & 16 4. The student will add the contextual definition of each word to their personal word list.
Tools/Resources: (available)	journals, selected reading book, highlighter, index cards, each student has the same dictionary (see resource list page 30).
Assessment: > Prior > Ongoing	<ul style="list-style-type: none"> * KWL (Knowledge, Want to Learn, and Learned) * Students develop their personal word list. * Student self-report in their journals * Students' shared word list. * summarize * T.A.B.E.(Test of Adult Basic Education) * Teacher generated (ie: see attached graphic organizer)
Closure: (Recap key concepts, help students consolidate knowledge)	The student will be able to identify and use each word in their personal word list.
Follow up lessons/activities:	Choosing the contextual definition for the words from the student's word list. (See examples "Sign of the Beaver" activity attachment #s 4a & 4b pages 17 & 18)

Lesson Exercise to Increase Dictionary Skills

First ask the students if they are familiar with why one uses the dictionary.

Students need to know dictionaries:

- A. Can be used to find the correct spelling of words
- B. Find and define the meanings of individual words.
- C. Give the correct pronunciation through symbols and decoding skills.
- D. Are arranged in alphabetical order with signal words at the top of each page.

Be sure students know the alphabetical order of words. Use a simple lesson such as “what letter (words) come after **m** and then what two letters go between **f** and **I**.”

Ask students to open to the front of the dictionary and then identify what letter (words) will be found: middle, end. This helps to locate words easier and faster than flipping from page to page.

Students will arrange a group of words in alphabetical order. A suggestion such as flash cards with different animal names, soup names, or book titles would be ideal. The telephone directory is another source to consider.

Start with students arranging words in order that all begin with a different letter. Advance to words that begin with the same letter but a different second letter and so on.

Explain to students what the guidewords are at the top of each page in the dictionary. Assist them as they do this exercise.

Give students a list of words to look up in the dictionary. Allow them a certain number of times to look them up correctly. In other words, open the dictionary once towards the middle, front, or end depending on what the word is and continue this process until the word is found.

Once this task has been successfully completed the students could move on to more difficult tasks for dictionary use. Such as, words that can be both a verb and a noun, words that are spelled the same but have different meanings, words that are spelled differently but have the same meaning, and two different words that are thought to have the same meaning but do not. Such as, damp and wet, elevated and high, raining and drizzling. Finally the students will use the words in sentences to check for context and understanding.

Graphic Organizer: EXAMPLE

WORD:

CONTEXT:

DEFINITION:

SYNONYMS:

ANTONYMS:

ILLUSTRATION:

ORIGINAL SENTENCE:

Graphic Organizer: EXAMPLE

WORD: vacant

VACANT

CONTEXT:

Maniac Magee pg. 38

He was passing a vacant lot

DEFINITION:

empty

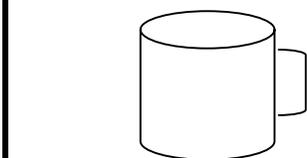
SYNONYMS:

vacuos, void, deserted,
abandoned

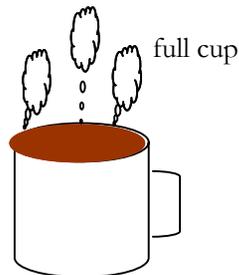
ANTONYMS:

full, occupied

ILLUSTRATION:



empty cup



full cup

ORIGINAL SENTENCE:

Our school is vacant in the summer.

association is "no vacancy"

Name: _____

Date: _____

Review Word List

The Sign of the Beaver

Chapter 1

knack

coiled

scampered

ruefully

reckoned

Penobscot River

cedar

possessed

presently

gently

finest

daubed

stretched

Fill in the sentences below with the words from the above box.

Change tenses as needed.

1. So, who told you I _____ a sixth sense?
2. Many individuals have a natural _____ for making others angry.
3. Upon waking in the morning, Derek goes through a series of _____ exercises.
4. Where is the _____ located?
5. Debra made a mess with the plaster as she _____ it on the wall.
6. Don't you love to watch the squirrels _____ across the park collecting nuts.
7. _____ wash your clothes on the delicate cycle of the washer.
8. As the snake went to strike his victim, he un _____ his body.
9. Did you _____ that he understood his comments?
10. Carrie loves the smell of a _____ chest.
11. Tammy _____ glared at Kassie this morning.
12. Some of the _____ homes are found in Hollywood, California.
13. Could someone help me _____ load the computer software?

Name: _____

Date: _____

Word List

The Sign of the Beaver

Chapter 2

chink	accompanied	recognize	rummaging	pounce
solitary	deacons	quavering	mournful	boughs
proprietor	confidently	encourage		

Fill in the words below with a word from the box above.

1. When the owners of the store return, please call me.
2. Who **went with** Rae-Ann to the club?
3. How many officers of the church do you pay?
4. After you make the notches in the wood, fill in any cracks.
5. Those branches of the elm tree are all diseased.
6. Teachers try to support and mentor the students in his or her new classes.
7. How often can you identify the subject and the verb in a sentence.
8. During the earth quake, the earth was shaking and trembling.
9. Watch out for the lions in the zoo, they suddenly appear and spring or leap at the fence.
10. Racoons are similar animals known for searching through people's garbage for food.
11. Sadful eyes watched the funeral procession as they carried the coffin.
12. Professor Shaw walked boldly into the mob of people outside the college campus.

DEVELOPING VOCABULARY THROUGH SELF-SELECTED TEXT	
Date: December 2004	Name: Capital Area Consortium: Reading Curriculum
NRS Level: 3 - 4	Maine Learning Result: Process of Reading A-M.2. (see resource list)
Theme/Topic:	Read with Understanding/ Process of Reading
Lesson Plan Title: #3	Constructing sentences using vocabulary words
Essential Understandings: (Outcomes)	To increase vocabulary
Learning Objectives: (What will the student be able to do and know by the end of the lesson).	Given the student's five-word list, the student will construct a separate sentence using each word correctly.
EFF Tools Used:	Read with Understanding, Common Activity: Manage Resources/Working Together
Learning Activities:	<ol style="list-style-type: none"> 1. The student will write a separate sentence on word cards so its context is similar to that in the story. Students will exchange sentences with peers checking for contextual correctness, while being observed by the teacher. 2. contextual correctness, while being observed by the teacher. 3. The teacher will give feedback on sentence usage and structure. 4. Corrected sentence will be added to the journal or graphic organizer.
Tools/Resources: (available)	Reading material, student's word list/journal, index cards, graphic organizer
Assessment:	* KWL
>Prior	* T.A.B.E.(Test of Adult Basic Education)
>Ongoing	* Teacher generated; student self-report in their journals
	* summarize
Closure: (Recap key concepts, help students consolidate knowledge)	Students will use their word cards to construct new sentences.
Follow up lessons/activities:	Instructors will provide students with sentence worksheets for reinforcements. (see attachment # 5 Sample Fill in The Blank Worksheet page 20)

Sample: Fill In The Blank Worksheet

Sample words from student's personal word list

Vanish, Rustling, Silent, Twilight, Strict

Sample Sentences that students have written from their personal word list.

1. The sunlight seems to vanish when the clouds fill the sky.
2. I heard the rustling of the leaves when the wind blew.
3. She was silent during dinner.
4. My parents have been very strict with me.
5. The stars begin to come out when it is twilight.

Sample fill in the blank sentences using the above words:

1. I can hear the _____ of paper when the cat is playing with the paper bag.
2. I am _____ about my children going to bed on time.
3. Students are _____ when the teacher comes into the room.
4. The sky turns many colors when the sun sets at _____.
5. The rainbow seems to _____ after a little while.

DEVELOPING VOCABULARY THROUGH SELF-SELECTED TEXT

Date: December 2004	Name: Capital Area Consortium Reading Curriculum
NRS Level: 3 - 4	Maine Learning Result: Process of Reading A-M.2.4 (see resource list)
Theme/Topic:	Read with Understanding/Process of Reading
Lesson Plan Title: #4	Spelling
Essential Understandings: (Outcomes)	To increase vocabulary
Learning Objectives: (What will the student be able to do and know by the end of the lesson).	From their personal word list, the student will spell the five new words at 100% accuracy.
EFF Tools Used:	Standard Results That Matter and Common Activities
Learning Activities:	<ol style="list-style-type: none"> 1. Teacher will model how to study a word for spelling (see attachment #6, "How to Study a Word", page 22) 2. Students will write their five selected words onto index cards. 3. The students will study their five words by utilizing the "How to Study a Word" model. Students will develop an activity to share with peers (ie: word search, crossword puzzles, hangman and computer web sites: see resource list). 4. search, crossword puzzles, hangman and computer web sites: see resource list).
Tools/Resources:	Index cards, computer/printer, internet, handout, whiteboard, markers, personal word list, and pencils
Assessment: > Prior > Ongoing	<ul style="list-style-type: none"> * concentration (see attachment 8a & 8b, pages 24 & 25) * T.A.B.E.(Test of Adult Basic Education) * "Trace,Copy and Recall" (see attachment 7, page 23) * Unit Tests using multiple test approaches (ie: word match, word scramble, fill-in-the-blank), * Weekly Spelling tests- orally given
Closure: (Recap key concepts, help students consolidate knowledge)	Students are able to use "How to Study a Word"
Follow up lessons/activities:	Upon completion of the pre-selected book a comprehensive spelling test will be administered.

How to Study a Word

Follow these steps for learning how to spell new words.

1 LOOK 

at the word.

- * How many syllables does it have?
- * Do you know what the word means?

2 Say 

the word out loud.

- * What vowel sounds do you hear?
- * What consonant sounds do you hear?

3 Cover 

the word.

- * Can you see the word in your mind?
- * What are the sounds and letters in the word?

4 Write 

the word.

- * How is each sound spelled?
- * Can you form the letters carefully?

5 Check 

the spelling.

- * Did you spell the word correctly?

6 
If you make a mistake,
repeat the steps.

Concentration

1. Choose 2 numbers 2. Do they match in definition, yes or no. 3. If "no" put numbers in your memory and next person or team chooses 2 numbers. 4. If "yes" pull numbers and put them on your team's side. 5. When you get a match your team gets another turn.					
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

Sample: Concentration

possibility 1-13	beginner 2-25	truthful 3-12	heathen 4-33	straight firm 5-15	detest 6-29
bent over 7-22	grudgingly 8-19	picky 9-28	lines in music or poetry 10-36	impatience 11-24	honest 12-3
maybe 13-1	pesky 14-31	rigid 15-5	hesitate 16-27	surprise 17-30	beaver 18-34
not willingly 19-8	disdainfully 20-21	doesn't like 21-20	hunched 22-7	Attean 23-32	not patient 24-11
primer 25-2	Matt 26-35	stop for a minute 27-16	finicky 28-9	strong dislike 29-6	astonishment 30-17
very active 31-14	Indian Boy 32-23	doesn't believe in God 33-4	animal 34-19	American Boy 35-26	versus 36-10

Glossary Terms

BEST: Basic English Skills Test, a type of assessment used by low-level learners to assess reading ability.

Blooms Taxonomy: A classification of educational objectives developed in the 1950s by a group of researchers headed by Benjamin Bloom of the University of Chicago. Commonly refers to the objectives for the cognitive domain, which range from knowledge and comprehension (lowest) to synthesis and evaluation (highest). The taxonomy has been widely used by teachers to determine the focus of their instruction and is probably the original reference of the term higher-order thinking.

Book Talk: A personal introduction to books so that others can decide whether they want to choose one of the “BOOK TALKS” to read. Read title, author, and share excerpts aloud with any of the “WOW” sections to elicit a response from the listeners.

CASAS: An integrated assessment and curriculum management system.

Context Clues: Clues given throughout the reading of a particular section to give comprehension and meaning to new vocabulary words; therefore, giving one the ability to add new words to their everyday lives.

Contextual Definitions: Word definitions directly related to the reading selection

EFF: Equipped For the Future, a customer driven, standards-based, collaborative initiative of the National Institute for Literacy, which provides a Quality Model for programs to provide services. EFF’s overarching goal is to align the components of the nation’s adult learning system to focus on the range of skills and knowledge that adults need to achieve their primary purposes for learning (i.e. access information, take independent action, express their own ideas and opinions, keep up with a changing world, and exercise their rights and responsibilities as family members, workers, and community members.) EFF has been instrumental in shifting approaches for adult literacy.

(<http://www.nifl.gov/lincs/collections/eff/eff.html>).

EFF Standards: The knowledge and skills all adults need to be effective in meeting the four Purposes and in carrying out activities central to their roles as family members, community members, and workers. The 16 Standards are based on the Generative Skills, which EFF research revealed were required to carry out the **Common Activities** and day-to-day tasks of adult living. Each EFF standard is comprised of the skill name and the components of performance, which offers a shared definition of what the skill includes. The EFF Standards expand the field's understanding of "literacy" to include the Communication, Interpersonal, Decision-Making, and Lifelong Learning skills. They are the heart of EFF and should be central to the planning, learning, and assessment services of any adult learning program. (Stein, 2000).

http://www.nifl.gov/lincs/collections/eff/eff_standards.html and
<http://www.nifl.gov/lincs/collections/eff/eff.html>

EFF Standard "Read with Understanding": one of the 16 Standards based on the generative skills. These skills are to determine the reading purpose, select reading strategies appropriate to the purpose, monitor comprehension and adjust reading strategies, analyze the information and reflect on its underlying meaning, and to integrate it with prior knowledge to address reading purpose.

EFF Common Activities: These common activities are part of the EFF framework that provide learners and instructors a link to all three roles of the learner (citizen/community member, parent/family member, and worker) Activities are only common if they appeared in all three roles.

Manage Resources: One of the common activities that uses the following skills: Find, manage, share, and allocate time, money, and material resources in a way that supports your own needs, goals, and priorities and those of your family, community, and workplace.

Work Together: One of the common activities that uses the following skills: Cooperate with others to learn, accomplish tasks, and pursue common goals.

EFF Results That Matter: The educational theory and research that produced model for programs, staff, and learners for the following: A purposeful and transparent approach to education, a contextualized approach to curriculum and instruction, a constructivist approach to teaching and learning, An approach to assessment based on cognitive science research on adult learning and the development of expertise, a systematic approach to accountability and program improvement based on meeting learner and national goals.

Explode the Code: A systematic approach to phonics with exercises to practice writing, reading, matching, spelling, and copying sounds.

Graphic Organizer: Is an graph that organizes the vocabulary word from a reading to use in context, define, illustrate, and use in an original sentences, then have the ability to find synonyms and antonyms for this particular word.

Hangman: A game designed to increase spelling and word recognition. The learner or instructor will think of a vocabulary word and put the number of blanks on the board, then learners will guess any letter of the alphabet until the learners either recognize the word or the man which is being drawn with incorrect guesses is hung.

Irlen: (Scotopic Sensitivity Syndrome) an assessment that uses particular color overlays or lenses and to identify possible tools that may assist an individual with a reading difficulty.

KWL: A type of assessment designed for the learner to identify what he or she **KNOWS, What do you WANT to know, and How do you want to LEARN it.** Learner will identify on the columns the topic and continue to fill in the KWL then it becomes a resource to check and assess progress.

Maine Learning Results: Six guiding principles which describe the characteristics of a well-educated individual. Created to develop concrete goals and standards for school performance and student performance to improve learning results as established by the Maine legislature.

Miscued Words: Words that the learner will say such as: house when the actual word on the page is home. They understand from the context, but they do not actually recognize the word on the page.

Modeling: Instructor's will show by example visually, orally, or written what a student needs to accomplish. This provides an ideal teaching prompt to give the responsibility to the learner for his or her learning to take place.

NRS: National Reporting System which is an outcome-based reporting system for the state-administered, federally funded adult education program required by Title II of the Workforce Investment Act. The goals of the NRS were to establish a national accountability system for education programs by identifying measures for national reporting and their definitions, establishing methods for data collection, developing software standards for reporting to the U.S. Department of Education, and developing training materials and activities on NRS requirements and procedures. EFF is working with the NRS to align outcomes required for federal reporting to the EFF standards. (<http://www.air-dc.org/nrs>; Stein, 2000).

Peer Review: Learners will assess their own work and another learner's to create an additional tool to increase vocabulary awareness and editing.

Personal Word List: A notebook created by each individual student that contains a word list from the assigned readings. The notebook will contain words, definitions, and sentences to increase student's vocabulary.

Power Path: Assessment tool utilized by a trained instructor to identify a learner's academic strengths and barriers to the learning process.

Sand Diego Quick Assessment: A resource to assess low-level readers for sight vocabulary, comprehension, and words in context.

Six-Step Approach: Steps for learning how to spell new words.

TABE: Tests of Adult Basic Education available in 5 levels to be used as an assessment tool by programs to measure a student's progress and academic ability according to specific performance levels.

Teacher Feedback: Teachers reflect on learner's work through discussion in class and one-on-one. This is done to offer concrete suggestions for corrections on work and increasing the learner's skills.

Trade Books: Library books from all genres used for instruction or personal reading.

Wilson Reading Program: A reading and spelling program. The system uses decoding skills that incorporate sound/symbol relationships in a multi-sensory manner, and syllable types and "word construction" rules.

Resource List

Book Publishers

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Beaulieu, Evelyn, Director. Reading Essentials for Adult Literacy “REAL 2003”. Orono, ME 2003.
<http://www.umaine.edu/call/>

Bingman, Beth and Stein. Results That Matter: An Approach to Program Quality Using Equipped for the Future. National Institute for Literacy, Washington D. C. August 2001.
<http://www.nifl.gov>

International Reading Association. What is Evidence-Based Reading Instruction? Newark NJ, 2002. <http://www.reading.org>

Krensky, Joan, Sheila Ziernicki, and Robert Forest. Quick-Word: Dictionary of Classroom Words. Curriculum Associates, 1995.

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Sonbuchner, Gail Murphy. Help Yourself: How to take advantage of your learning styles. Syracuse: New Readers Press, US Publishing, Division of Laubach Literacy International, 1991.

Spear, Elizabeth. The Sign of the Beaver. Boston: Houghton Mifflin, 1984.

Stein, Sondra. Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century. National Institute for Literacy: Washington D.C.2001.
<http://www.nifl.gov>

Thorndike, E.L. and Clarence Barnhart. Scott Foresman Intermediate Dictionary ,Glenview, Illinois: Scott Foresman, 1993.

Web Sites of Interest subject to change:

<http://www.discoverykids.com>

<http://www.puzzledpot.com>

<http://www.puzzlemaker.school.com>

<http://www.wilsonlanguage.com>

<http://www.clat.psu.edu/gems/Other/LSI/LSI.htm>

<http://www.merexcorp.com/ls.htm>

<http://webmail.pas.earthlink.net/wam.jsp?msgid=1565&folder=INBOX&x=1576411895>