



**Wyoming Adult Education
SEA: Wyoming Community College Commission**

Policy #05012020: Essential Components of Reading

Date: May 1, 2020

Federal Legislation Pub. L. 113-128, July 2014, Title II, Sec. 203(8) specifies that “the essential components of reading instruction” be incorporated into Adult Education curriculum, which means explicit and systematic instruction in the following areas:

- (A) phonemic awareness;
- (B) phonics;
- (C) vocabulary development;
- (D) reading fluency, including oral reading skills; and
- (E) reading comprehension strategies.

OCTAE and The Workforce Innovation and Opportunity Act (WOIA) “focuses on the important role that strong basic skills play in adults’ ability to attain a secondary school diploma, transition to postsecondary education and training, and secure employment.”

Services to be provided are detailed as follows:

- (i) Alphabetics (which includes phonemic awareness, phonics, and decoding) is the process readers use to identify words. Readers must rely on alphabetic knowledge and decoding skills to read unfamiliar words.
- (ii) Fluency is the ability to read with efficiency and ease (speed and accuracy). Without fluency, readers attend more to decoding than to understanding the meaning of what they are reading. When word and sentence reading are automatic and fluent, readers can concentrate more fully on understanding and connecting sentences and paragraphs, which enables them to create meaning from the text.
- (iii) Vocabulary is the body of words whose meanings a person knows and understands. Vocabulary knowledge— specifically, the depth, breadth, and flexibility of a person’s knowledge about words—is a primary predictor of reading success.
- (iv) Reading comprehension is the process and product of understanding text, and requires a high level of metacognitive engagement with text.

Part II: Standardization of Essential Components of Reading

As OCTAE specified, “It is important to understand that none of the essential components of reading alone is sufficient. The learner must also be assessed and provided with appropriate instruction based on the results of their individual diagnostic and formative assessment. Reading components are the foundation of the ultimate goal of helping students learn from challenging, complex texts in postsecondary education and training and for lifelong learning.”

Effective FY 2020/21, local programs in Wyoming are directed to implement this policy as outlined below.

- (1) All students will be individually assessed for phonemic awareness, fluency, vocabulary, and comprehension to determine his or her level of differentiation and the appropriate focus for beginning and/or continuing reading instruction. Initially all student will be assessed through TABE, Best Plus or TABE Clas-E, as appropriate.
- (2) Following this, students should be assessed individually for specific instructional needs. Possible assessments include but are not limited to: Orton-Gillingham (OG) reading strategy, appreciative inquiry/observation, PowerPath Assessment of Phonological Skills (APS), New Readers Scoreboost, and assessments extracted from online software programs, such as Reading Horizons Elevate, At Your Own Pace.

Once differentiation is identified at the student's educational functioning level, appropriately leveled instruction should commence. The following reading curriculum/paths may be appropriate:

Alphabetics

ESL students and students TABE testing and assessing at levels L1 and L2 (as needed) should begin a process of learning phonemic awareness, phonics and decoding (review of letters and sounds); They should be given lessons to learn how to use phonics to decode unfamiliar words. Examples are to use repetition, make lessons engaging. All reading should be at the appropriate level. Phonics may also be used as analogy and in context, where a student may not be familiar with a word, but they can learn to decode by associating the new word/word parts with a familiar word. Modeling is a good practice for this as students are able to hear the sounds correctly.

Possible resources include: The Color Vowel Chart and a corresponding app called Blue Canoe, Color Vowel minimal pair practice books, Youglish.com. Spelling practice should also be incorporated into all levels of instruction.

Fluency

ESL students and students whose TABE test results place them into NRS levels 1-4 (as appropriate) should have a focus of fluency for reading instruction. Fluent reading is best modeled with activities that feature both the student and an instructor or peer reading aloud to one another or a group. No student should be coerced into reading aloud in front of a group unless they feel comfortable doing so. This is not to be confused with encouragement, which some students need and can benefit from. Reading plays aloud as a group is one method for creating equity in this process. Other methods could include: timed partner reading, walking dictation, sentence-level prosody, reductions. Level-appropriate readings should always be provided to students so that they are not reading too easy or too difficult a text, and fluency can be properly assessed and built.

Possible resources include: National Geographic Textbooks: Stand Out, Grammar in Context, World Link Developing English Fluency. Additionally, civics lessons could help ESL students learn about the privileges and obligations of American citizens.

Vocabulary

All students should work towards increasing vocabulary. Word parts, including base/root, prefix and suffix and context clues are tools students would use to help with vocabulary building. Additional methods include daily vocabulary, matching, pre-reading vocabulary, cognates & word families. Suggestions are to teach vocabulary by selecting words from academic plans, as well as teaching vocabulary before, during, and after reading. Additionally, circling unrecognized words, looking them up and rereading a selection helps to build vocabulary.

Advanced vocabulary also includes homonyms, synonyms, antonyms, prefixes, words in context, cause and effect, and conclusions and generalizations.

Vocabulary instruction must be explicit. Explicit vocabulary instruction includes an easy-to-understand definition presented directly to students along with multiple examples and non-examples of the target word, brief discussion opportunities, and checks for understanding.

Vocabulary instruction must include multiple practice opportunities for using words within and across subjects. That is, instruction must be extended over time with opportunities for students to hear, speak, read, and write words in various contexts. This builds students' breadth and depth of vocabulary knowledge.

Vocabulary should be taught across all subject areas. Each subject has a unique set of vocabulary terms, and students need to know their meanings and how to use them in various contexts.

Possible resources and instructional activities may include: Edgar Dale's degrees of knowing word meaning stages, Essential words routine, the Frayer Model, Semantic Mapping, Vocabulary Review Activities, and Morphemic Analysis Routine.

Reading Comprehension

All students should work towards developing reading comprehension skills appropriate to their individual reading level. Improving reading comprehension can be achieved through discussion questions and both formative and summative assessment activities. Text selections should be found in all areas of instruction and incorporate contextualized reading for career aspirations.

Comprehension should be periodically assessed through small reading sections appropriate to the level of instruction, i.e., a sentence or two for lower level students and a paragraph for higher levels. Students should be encouraged to discuss what they have read and to identify inference and figurative language to determine meaning; eventually, critical thinking/metacognitive skills can be strengthened and reach a high enough level to ensure student success. Inference and analysis should be used to begin higher level thinking, as these skills are necessary for the HiSET and college and career readiness.

Initially, pre-reading strategies, text features, and vocabulary building should be mastered prior to higher level activities. Multiple level texts should be provided for differentiation and text-related questions used for checking understanding. Students should be encouraged to learn beyond the classroom, have library cards if possible, choose books for leisure reading, and be encouraged to read a every day or at least a few times per week.

Pre-reading strategies such as looking for pictures, captions, title, subtitles, source, publication date, format, and looking at the verb in the first sentence is a positive method for helping students become comfortable with their reading selections and begin the process of comprehension. Students could be given strategies that allow them to locate, comprehend, evaluate, and apply acquired knowledge by reading real-world material of various sources. In an effort to encourage students to achieve a deeper understanding of the subject matter, instructors solicit answers, opinions, and the students' subjective views on lesson topics. the chance to discuss and debate the lesson with the other students in a round table discussion. Students should also be encouraged to comprehend why an article or passage was written. Students need to read and see the structure of a paragraph so that main ideas and key details are identified and better comprehension can be reached.

Possible Resources include: articles and essays, peer review of writing excerpts, and research opportunities. Daily readings to help understand sequence, theme, or message of a passage.

Part III: Federal Reporting on The Essential Components of Reading

Beginning in FY 2019/20, the State will require a discussion in the end of year narrative that includes:

- (1) efforts made to ensure that the Essential Components of Reading are embedded into instructional methodologies and practices in the local program
- (2) how alphabetic(s), reading fluency, vocabulary development, and reading comprehension are addressed in local classrooms.