

## **TEACHING READING TO ADULTS in ABE/GED CLASSROOMS**

### **Course Description**

This course is designed to bring adult literacy professionals together to form a learning community focused on the teaching of reading in ABE and GED classrooms. Participants will discuss what they, as instructors, believe about teaching reading to adults and connect those beliefs to existing theory and related instructional strategies. Assessing learner needs and setting learner goals will also be discussed. Throughout the course, participants will share their personal experiences and successful strategies for multi-level reading instruction and will ultimately use one of three instructional approaches to design a lesson on one of the four major components of reading.

#### **Unit 1: What do teachers believe about teaching reading?**

In Unit 1, participants will discuss their personal beliefs about teaching reading and see how their perceptions align with three instructional models that have dominated the field of reading since 1930.

#### **Unit 2: How do teachers assess the reading needs of adult learners?**

In Unit 2, participants will discuss how to determine reading goals for adult learners. We will examine both formal and informal assessment, as well as the unique needs of adults as learners and how those needs impact instruction.

#### **Unit 3: What are some strategies for teaching reading to adults?**

In Unit 3, participants will examine three types of reading instruction; the Language Experience Approach, the Directed Reading Activity, and the Project-Based Approach. In addition to these approaches, participants will have to opportunity to study four other approaches in their supplemental reading: The Individualized Reading Approach (IRA), the Computer Assisted Instructional Approach (CAI), The Visual, Auditory, Kinesthetic, Tactile Approach (VAKT), and the Eclectic / Balanced Approach (EA/BA).

#### **Unit 4: How would you design a reading activity that includes at least ONE of the major components of reading?**

In Unit 4, participants will explore the difference between print-based skills (Phonemic Awareness, Decoding, and Fluency) and Meaning-based Skills (Vocabulary and Comprehension). They will design an instructional activity which includes at least ONE of the four major components of reading: Alphabetic (Word Recognition and Word Analysis), Fluency, Vocabulary, and Comprehension.