

# Instructional Strategies for Reading



# Topics

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Basic components of reading

Combine meaning and decoding

Reading practice

3 explicit strategies for teaching reading:

- RAP: Comprehension strategy
- Onset rime blending: Decoding strategy
- Context analysis: Blends comprehension and decoding

# Reading Sample to use with all videos

## Defer

Defer means “leave it for later.”

But don’t forget about any tasks!

You can defer a task because:

- You want to think about it
- You don’t need to do it until later today
- You will do it next week

If you defer a task, put it on a “For Later” list. Do other important tasks first.

Then look at your “For Later” list. Decide if you need to do or delete tasks.

Look at your “For Later” list every day or week.

Excerpt from **How To Use The 4 Ds Of Effective Time Management** by Bryan Collins.

This excerpt is a clear language adaption of an original article from Forbes online:

<https://www.forbes.com/sites/bryancollinseurope/2018/06/14/effective-time-management/?sh=1141968e1938>

# Basic Components of Reading

## Meaning: Comprehension



Adult literacy learners have huge vocabularies in English because it is their first language. They will know the meaning of many words they can't read.

You can use this strength to help them read words they don't know in print, but use often.

Reading isn't just about understanding words, though. It's about comprehending text as a whole.

Don't lose comprehension by focusing too much on decoding words.

## Print: Decoding



Decoding is figuring out the letters and words on a page. There are many strategies for decoding.

A popular one is phonics: connecting sounds to letters. But phonics alone will not help people learn to read fluently.

Teach learners to recognize and memorize words by sight, too.

Spend a shorter time on decoding in lessons. The repetition needed to master decoding can become boring.

Effective Reading Lessons  
combine  
Meaning with Decoding Print



# Basic Strategy to combine Meaning and Decoding

First, use pre-reading strategies to focus on meaning:

- What does the learner know about the topic?
- Read the headings
- Look at the images

Then read the text, discuss it, and decode words as needed.

Decoding doesn't come first. It comes when the learner needs it.

Overall meaning (or comprehension) is more important than focusing too much on individual words.

If a learner is struggling with many words in a text and needs to decode often, then choose a different reading that's a bit easier. It will be closer to their reading fluency level.



# Reading Practice

We practice reading outside of the classroom in everyday life. Sometimes we practice reading skills without even realizing it.

For example, we practice reading skills when we read signs. We practice reading skills when we sound out, or decode, a word that is new to us. We practice reading skills when we question what we're reading.

Reading becomes easier with everyday practice in real life situations.

For every strategy, ask yourself: **"What types of reading practice could learners do using this reading strategy in their everyday lives?"**

Throughout this workshop, you'll be asked to pause and think of reading practice activities you can suggest learners do between the times they meet with you.



# RAP

## Comprehension Strategy

**R**ead

**A**sk yourself what it means

**P**ut it in your own words

After the learner completes the strategy, ask them:

"What questions do you still have about this reading?"

### Your turn:

What reading practice ideas do you have for this strategy?

Ex. The learner reads an email or letter that is sent from their child's school. They read it over, then put in their own words what the letter is asking them to do.





# Onset Rime Blending Decoding Strategy



This strategy works best with one-syllable words beginning with consonants like F - ISH.

Instructors say the first sound of the word, the onset F-.

Then the last part of the word, the rime -ISH.

Ask the learner to guess the word. Then ask them if they can find the word in print using the onset sound to help them search.

## Your turn:

What reading practice ideas do you have for this strategy?

Ex. The learner could read aloud their family's grocery list: b-eef, l-ime, m-ilk.

# Context Analysis

## Blends Decoding Print and Comprehension

Learners:

- 1 Read the sentence out loud or silently.
- 2 Underline the unknown word(s).
- 3 Predict what the unknown word(s) might be given the words in the rest of the sentence.
- 4 Sound out (decode) the unknown words to the best of their ability. The instructor corrects pronunciation as needed.
- 5 Reread the sentence out loud to hear the word back in context.

### Your turn:

What reading practice ideas do you have for this strategy?

Ex. A learner reads the COVID health policy at work. The headings and images in the text provide context clues as well as the other words in the sentences.

