

Mankato ABE STAR Course Description

CASAS Score Ranges: 211-220

TABE Score Ranges: 461-566

Grade Level Ranges: 4-8.9

Alphabets Score Ranges: 4-7

Fluency Score Ranges: 4-7

Vocabulary Score Ranges: 4-7

Comprehension Score Ranges: 0-8+

For details and additional resources, see EBRI Manual or STAR training guide

Course Content:

Intermediate Alphabets Instructional Plan: Intermediate level students with TABE/CASAS GLE 4.0-8.9 and Alphabets Mastery Levels 4-8 typically need alphabets instruction that includes compounds, syllable types and rules, common prefixes, suffixes, and roots.

1. Analyze students' errors on the Word Reading Test: are common errors in the beginning, middle, or ending of words? Most intermediate-level students can read first syllables correctly, but make errors in the middle or ending syllables.
2. Plan intermediate alphabets instruction according to this typical sequence: compounds (combining small words to form new, longer words), syllabication (using the 6 syllable types and 5 syllabication rules to chunk longer words), affixes (adding prefix or suffix word parts to form new, longer words), and roots (knowing word parts that carry the meaning of longer words).
3. Explain the purpose of intermediate alphabets instruction to students: "Knowing word parts (syllables, affixes, and roots) improves reading and spelling (separating and sounding out) of longer words, connections to oral vocabulary knowledge, oral and silent reading fluency, and ultimately, comprehension of text meaning." Note: Adjust language as needed.
4. Teach compounds explicitly as an introduction to syllabication. They tend to be easier for students to understand, but be sure to explain that the two words in compounds can be joined or hyphenated.
5. Teach syllable types and related syllabication rules explicitly and one at a time.
6. Teach common prefix, suffix, or root patterns explicitly and one to three at a time - depending on commonality and relationships. a. The 10 most common prefixes are: un, re, in/im/il/ir, dis, en/em, non, in/im, over, mis, and sub. b. The 10 most common suffixes are: s/es, ed, ing, ly, er/or, ion/tion/ation/ition, able/ible, al/ial, y, ness
7. Begin with word lists that demonstrate the compound, syllable, prefix, suffix, or root patterns. Model how to identify the patterns, use any rules, and decode longer words. Then guide students in reading and spelling the same words.
8. ALWAYS provide application of taught alphabets skills with teacher-guided, oral reading of phrases, sentences, or passages. Go to <http://atlasabe.org/resources/ebri/ebri-fluency> for a variety of FREE, leveled passages ranging from Beginning to Advanced and Adult Secondary.

Intermediate Fluency Instructional Plan:

Students with Fluency Instructional Levels 4-8 will enjoy and benefit from teacher-guided oral reading:

1. Select fiction or non-fiction text at or in the middle of the group's range of fluency (i.e. Level 4 for level range 3-5 or Level 5 for level range 4-6).
2. Preview the text to determine more complex or difficult sections. Plan to model oral reading proficiency for those sections rather than have students stumble through them.
3. Explain the purpose of fluency instruction: "Learning to read connected text accurately, smoothly, in meaningful phrases, and with expression will improve your reading interest and comprehension." Note: Adjust language as needed.
4. Set and enforce considerate rules for guided oral reading: a. The teacher starts by modeling how to read the first several paragraphs. b. Then she calls upon a student to read a paragraph or two – but no more than half a page. c. Then students call upon other readers – including the teacher. d. Make sure everyone is called upon to read multiple times. e. Only the teacher guides attention to text signals and corrects pronunciations, phrasing, or expression.
5. Check students' understanding of the text by occasionally stopping and asking a few "W" questions.

Ideas for Using Volunteers or Educational Assistants (EAs):

MN STAR teachers find that volunteers or EAs provide essential assistance with explicit fluency modeling and guided practice – especially if there is more than one fluency group.

- Begin by training volunteers or EAs in your preferred fluency techniques and have them observe your use of fluency techniques with students.
- When they are ready, alternate fluency groups with the volunteer or EA
- Have them monitor partner repeated reading of previously modeled text. MN STAR teachers find that students really enjoy reading short, high interest, novels together orally. Many students report this is the first time they have ever read an entire book!

Practical Vocabulary Instructional Plan

- **Vocabulary Mastery Levels 4-8 will benefit from explicit instruction of Tier Two or academic vocabulary words.**
- Vocabulary Mastery Levels \geq 9 do not need Tier Two vocabulary instruction. If staffing and time permits, they may benefit from instruction of content-specific vocabulary (Tier Three) selected from GED Science, Social Studies, Language Arts, or Mathematics texts

Practical Comprehension Instructional Plan

- **Asking questions:** Model and guide how to stop and ask Who, What, Where, When, Why, and hoW questions after each paragraph or section. If questions cannot be answered, the text needs to be re-read.
- **Finding the topics:** Model and guide how to find the topic of each paragraph by looking for repeated or key words in each paragraph or section.
- **Identifying the main ideas:** Model and guide how to write a sentence that describes what the main ideas are for each paragraph or section.
- **Summarizing:** Model and guide how to combine identified main idea sentences into a written summary of key information.
- **Using graphic organizers:** Model and guide how to complete simple charts or maps during or after reading that visually analyze topics, main ideas, supporting details, or event sequences.