

Learning Module #3

- **Learning Plans**
- **Teaching Strategies**

Learning Module #3: Learning Plans & Teaching Strategies

Resources needed for this module:

Go to www.arbforadults.ca where you will find the Level 2B under the Learn tab.

- Alberta Reading Benchmarks for Adults, (2nd ed)
- Level 2B video
- Level 2B Teaching Strategies

Tasks:

- 1) Watch the Level 2B video.
- 2) Read the Level 2B section of the Alberta Reading Benchmarks for Adults, (2nd ed) - pages 24-27.
- 3) Review Level 2B Teaching Strategies.
- 4) Complete the Learning and Response.

Objective:

Learning Module #3 is designed to help you to continue becoming familiar with the ARB descriptors by looking at level 2B. You will also get the opportunity to find ways to plan for instruction by identifying skills to work on for a learning plan and finding teaching strategies to teach specific reading skills and knowledge.

LEARNING MODULE #3

Learning and Response:

Alberta Reading Benchmarks Levels 2B

Refer to Level 2B video and *Alberta Reading Benchmarks, edition 2* for these questions...

Text Characteristics

Cut and paste the information from your Learning Module #2 chart into this one. Now add the relevant information for level 2B.

	1C	2A	2B
Sentence Structure			
Text Length			
Text Characteristics unique to this level			

Reading Vocabulary and Decoding Skills

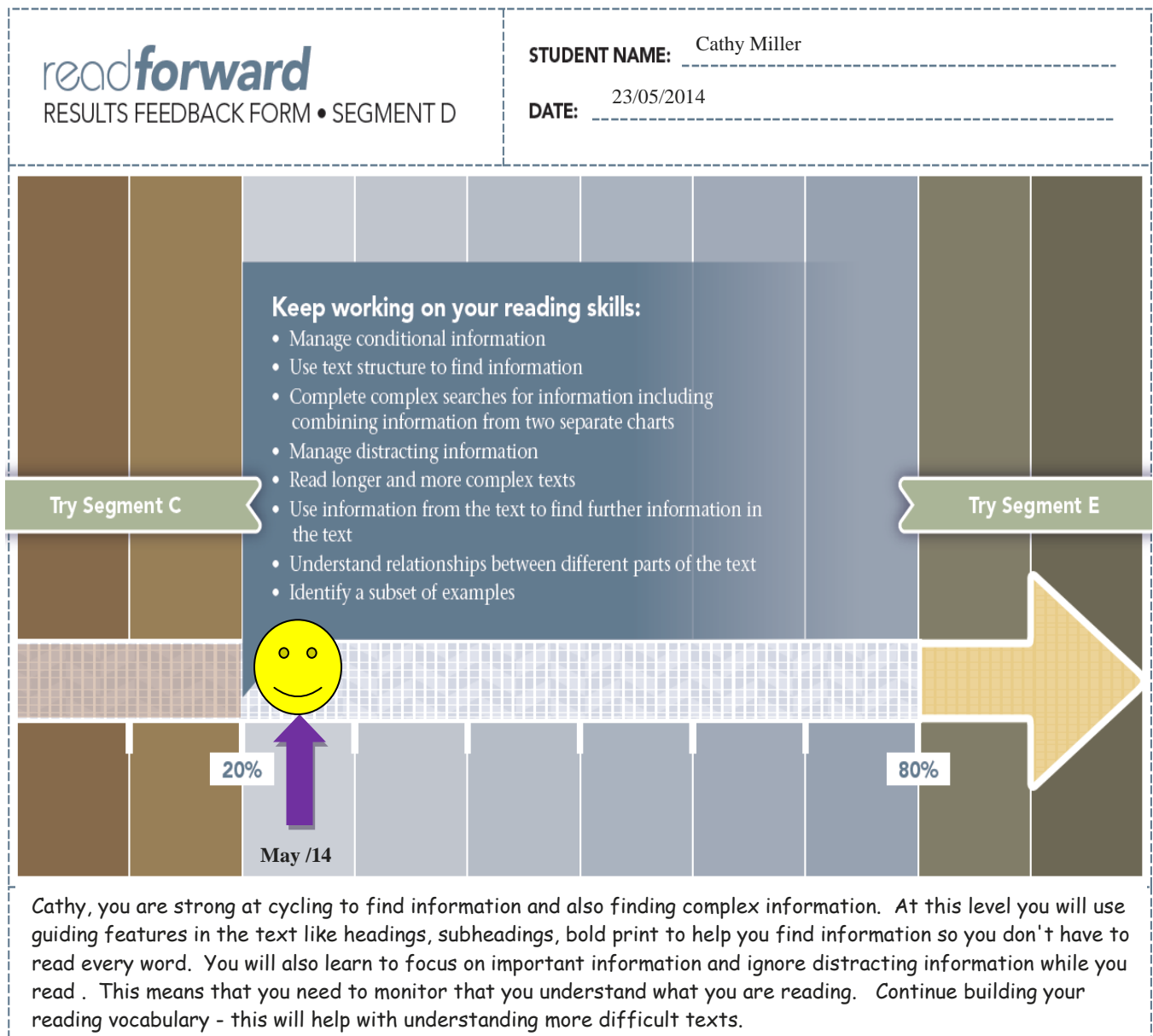
At level 2B readers are moving from a focus on concrete vocabulary, which is easy to understand and to find, to managing more abstract vocabulary. This means that not only are the words abstract but the meaning in the text may be less direct and more subtle. How do you think this might affect a reader's search for information? What considerations should you keep in mind when thinking about teaching cycling and searches for complex information at level 2B?

Reading Tasks

Learner Profile

Cathy is a 29 year old single mother living in an urban centre far from her rural home community. She is raising her daughter on her own without the support she would have in her home community. Her goal is to find a job that provides medical benefits and an income that allows her to pay for some extras like hockey for her daughter and a holiday once in awhile. She heard about the Women Building Futures program and would like to get into the trades but she did not have the reading and writing skills to gain entrance into the program. She was given a Read Forward assessment to determine her reading skills.

Reading Assessment:



Creating a Learning Plan

Assessment results from Read Forward or from your own informal assessments can be used to create a learning plan and to guide you in finding appropriate teaching strategies.

Setting Direction:

A personalized response is written to Cathy on the bottom of the Read Forward assessment. Read it to find out what 2B level tasks are being focused on from the assessment?

NOTE: These tasks can form the basis of a learning plan for Cathy. We now know what to focus on in her learning. There are more tasks listed on the feedback form (under Keep working on your readings skills.) for this level but we will phase them in a couple at a time.

Building Skills and Knowledge

Look in the Content to be Taught section of level 2B in the ARB. What are some suggestions that would support learning the above tasks?

NOTE: These suggestions can be added to Cathy's learning plan. They will build in more detail for how to teach the specific skills for mastering the 2B tasks.

Selecting Teaching Strategies

Read over the Level 2B Teaching Strategies. Select 4 teaching strategies you could use to teach the 2B level skills and content you identified for Cathy.

ARB Learning Module #3

Answer Key

Learning Module #3 Answer Key:

Reading Vocabulary and Decoding Skills

At level 2B readers are moving from a focus on concrete vocabulary, which is easy to understand and to find, to managing more abstract vocabulary. This means that not only are the words abstract but the meaning in the text may be less direct and more subtle. How do you think this might affect a reader's search for information? What considerations should you keep in mind when thinking about teaching cycling and searches for complex information at level 2B?

This question is intended for you to think about how you would approach teaching cycling at this level. Below are some suggestions that are not exhaustive but for you to consider along with what you have come up with your own.

- Readers will not be able to easily match words in the question/task to the words in the text and will need to skim and scan longer strings of words, and even multiple sentences, to find all of the related pieces of complex information.
- Readers may need more reading time to interpret the abstract meanings in the text and to make low level inferences.
- Instructors can identify potentially difficult vocabulary to pre-teach and to help readers connect to the main idea/context of the text.
- Instructors can monitor a reader's ability to make connections between words and information in the text, particularly with complex information and provide additional guidance if needed.

Reading Tasks

Creating a Learning Plan

Assessment results from Read Forward or from your own informal assessments can be used to create a learning plan and to guide you in finding appropriate teaching strategies.

Setting Direction:

What 2B level tasks are being focused on in the feedback form for Cathy?

- Use guiding features in the text to find information
- Manage distracting information, synonyms and the presence of extra information
- "Building reading vocabulary" will include abstract words

NOTE: These tasks can form the basis of a learning plan for Cathy. We now know what to focus on in her learning. There are more tasks listed on the feedback form for this level but we will phase them in a couple at a time.

Building Skills and Knowledge

Look in the Content to be Taught section of level 2B in the ARB. What are some suggestions that would support learning the above tasks?

- Synonyms, homonyms, antonyms
- Abstract concepts and words
- Pre-reading, using headings, formatting and other guiding features to navigate text
- Finding relevant information among other irrelevant information
- Use of dictionaries

NOTE: These suggestions can be added to Cathy's learning plan. They will build in more detail for how to teach the specific skills for mastering the 2B tasks.

Selecting Teaching Strategies

Read over the Level 2B Teaching Strategies. Select 4 teaching strategies you could use to teach the 2B level skills and content you identified for Cathy.

Using guiding features to find information:

- Modelling
- Scanning

Manage distracting information, synonyms and the presence of extra information

- Context clues
- Retelling
- Skimming

Building vocabulary - abstract words

- Visualization
- Skipping an unknown word
- Context clues
- Pre-teach
- Inferring