

INSTRUCTIONAL RECOMMENDATIONS – READING (PROSE LITERACY) 1

The purpose of this document is to provide recommendations for instructors who are using TOWES™ Focus results to develop learning plans for clients. These recommendations relate to planning instruction for clients who achieved Level 1 in Reading (Prose Literacy) on a TOWES™ Focus assessment. The first two rows of information are provided to clients as part of their score reports. The two rows that follow are instructional recommendations, from general to specific.

CLIENT REPORT STATEMENTS	
INTERPRETATION	<p>A score at Level 1, in Reading [Prose Literacy] indicates that your reading skills are below where they need to be to help ensure your success at work and in daily life.</p> <ul style="list-style-type: none"> You will have difficulty completing tasks requiring Reading skills. You will also have difficulty using, in new situations, knowledge you already have. You may have some weaknesses in your language skills, if English is not your first language. <p>At Reading [Prose Literacy] Level 1, your skills include the ability to:</p> <ul style="list-style-type: none"> read short texts to find one piece of information follow simple instructions found in a short text
LEARNER RECOMMENDATIONS	<p>Here are some ways you can improve your skills:</p> <ul style="list-style-type: none"> Before you start, on your own or with your instructor, decide on a clear and measurable goal. Use materials with content that is of interest to you. Consider taking short tests of the components of reading. These tests let you know exactly what parts of your reading skills need work. Then you can be sure you are improving the skills that are weak. Play games like Concentration every day, to improve your short term memory. Read every day for a total of at least 15 minutes. Read silently and read out loud.

- Practice to increase your speed and accuracy at sounding out words. Your instructor can help you find practice activities.
- Keep a journal of new words you read or hear.
- Practice guessing the meaning of new words by using your understanding of the other words and sentences around them.
- Look up the new words in a dictionary and record their meanings. Compare the meanings in the dictionary to the meanings you guessed.
- With your instructor, develop a plan to check your progress regularly.

INSTRUCTIONAL RECOMMENDATIONS

**GENERAL
RECOMMENDATIONS
READING
(PROSE LITERACY)
LEVEL 1**

- Assist clients in defining clear and measurable goals, before starting any training.
- As much as possible, use content or topics that are of high interest or are of high value to them and their literacy goal.
- Monitor clients' progress so you know when they have achieved their set goal or when you need to shift them to a different strategy.
- Individualized learning plans are very useful as is regular and frequent review of progress.
- Instruction should be mainly paper-based and utilize individual or small group instruction.
- If computer-based materials are to be used, they must be used in a setting that includes a facilitator and close support.
- The ultimate goal is for the learners to improve their skills to the point where they can function more easily and independently in a variety of familiar situations - social, educational and work-related.

**SPECIFIC
RECOMMENDATIONS
READING
(PROSE LITERACY)
LEVEL 1**

- Learners with scores at Level 1 in Reading [Prose Literacy] have skills that are significantly below what they require in order for them to be able to efficiently complete tasks requiring literacy skills or to transfer existing knowledge to new contexts or situations. Their lack of written language comprehension skills is often compensated by over use of listening and oral communication skills. Learners at Level 1 have some ability to follow short, simple written directions; they cannot deal with competing or distracting information in a task or in an information source required to complete the task.
- Learners who score at Level 1 in Reading [Prose Literacy] have significant weaknesses in their reading skills. They may benefit from further assessment of individual reading skills and from access to a specialist who can determine if they have learning disabilities.
- If a learner scores at Level 1 in Reading [Prose Literacy] and the learner's first language is not English, an English oral fluency assessment is recommended to determine whether their language skills are impeding the application or improvement of their literacy skills.
- Recommendations for improving learners' skills are provided below. The recommendations target skills that when mastered will contribute to improved overall literacy performance.

Clients at Reading [Prose Literacy] Level 1 need to:

- improve their short term memory. Games like Concentration, using letters or words, are useful for improving this skill.
- read every day - silently and out loud.
- practice to increase their speed and accuracy at sounding out words. This can be done using high-frequency word lists that are readily available free on the internet. For example: <http://spencerlearning.com/ultimate-phonics/resources/free-word-lists.html>
- keep a journal of new words.
- practice guessing word meaning from surrounding context.
- look up in a dictionary any new words they have listed and record the meanings. They should compare the meanings in the dictionary to the meanings they guessed.