

## INSTRUCTIONAL RECOMMENDATIONS – READING (PROSE LITERACY) 2

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 2 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.

<p><b>CLIENT REPORT STATEMENTS</b></p>	
<p><b>INTERPRETATION</b></p>	<p>A score at <b>Level 2</b>, in <b>Reading [Prose Literacy]</b>, indicates that your skills are somewhat below where they need to be to help ensure your success at work and in daily life.</p> <ul style="list-style-type: none"> <li>• You will have some difficulty completing tasks requiring Reading skills.</li> <li>• You will also have some difficulty using, in new situations, knowledge you already have.</li> <li>• You may have some weaknesses in your language skills, if English is not your first language.</li> </ul> <p>At <b>Reading [Prose Literacy] Level 2</b>, your reading skills include the ability to:</p> <ul style="list-style-type: none"> <li>• read short texts to locate a single piece of information.</li> <li>• follow simple instructions located in a short text.</li> <li>• read somewhat complex texts to locate a single piece of information.</li> <li>• read less complex texts to locate multiple pieces of information.</li> <li>• make basic inferences from information in a single source.</li> </ul>
<p><b>LEARNER RECOMMENDATIONS</b></p>	<p><b>Here are some ways you can improve your skills:</b></p> <ul style="list-style-type: none"> <li>• On your own, or with your instructor, decide on a clear and measurable goal, before you start working on your skills.</li> <li>• Use materials with content that is of interest to you.</li> <li>• 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.</li> <li>• Play games like Concentration everyday, to improve your short term memory.</li> <li>• Read every day for a total of at least 30 minutes. Read silently and read out loud. Read increasingly difficult texts.</li> <li>• Practice to increase your speed and accuracy at sounding out words. There are literacy sites on the internet that provide free word lists for practice. Your instructor can help you to find practice activities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Keep a journal of new words you read or hear.</li> <li>• Practice guessing the meaning of new words by using your understanding of the other words and sentences around them.</li> <li>• Look up the new words in a dictionary and record their meanings. Compare the meanings in the dictionary to the meanings you guessed.</li> <li>• Practice finding synonyms and antonyms for new words.</li> <li>• Based on specific criteria defined by your instructor, practice locating and sorting multiple pieces of information.</li> <li>• Check your progress regularly.</li> </ul>
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<b>INSTRUCTIONAL RECOMMENDATIONS</b>	
<b>GENERAL RECOMMENDATIONS READING (PROSE LITERACY) LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Assist clients in defining clear and measurable goals, before starting any training.</li> <li>• As much as possible, use content or topics that are of high interest or are of high value to them and their literacy goal.</li> <li>• Monitor clients' progress so you know when they have achieved their set goal or when you need to shift them to a different strategy.</li> <li>• Individualized learning plans are very useful as is regular and frequent review of progress.</li> <li>• Instruction could be a blend of paper and computer -based. Computer-based training should be closely facilitated, until it is confirmed the learner has the technical skills and motivation to succeed with less supported online training.</li> <li>• The ultimate goal is for learners to strengthen the skills they have and to expand their skills to include those required at Level 3.</li> </ul>
<b>SPECIFIC RECOMMENDATIONS READING (PROSE LITERACY) LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Learners with scores at Level 2 in Reading [Prose Literacy], have skills that are somewhat below what they require in order for them to be able to efficiently complete tasks requiring literacy skills. Level 2 skills make it difficult for learners to transfer existing knowledge to new contexts or situations. They can manipulate clear and concrete information from and between tasks and documents. They function at the literal level of the information provided and are likely proficient at following clear, short, simple directions multiple times, whether provided orally or in writing. They have minimal ability to deal with competing or distracting information in a task or information source.</li> <li>• Learners who score at Level 2 in Prose Literacy have 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.</li> <li>• If a learner scores at Level 2 in 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.</li> </ul>

- Recommendations for improving learners' skills are provided below. The recommendations target skills that when mastered will significantly improve overall literacy performance.

Clients at Reading [Prose Literacy] Level 2 need to:

- play games like Concentration every day, to improve their short term memory.
- read every day for a total of at least 30 minutes. Read silently and read out loud. Read increasingly difficult texts.
- practice to increase their speed and accuracy at sounding out words. There are literacy sites on the internet that provide free word lists for practice. For example: <http://spencerlearning.com/ultimate-phonics/resources/free-word-lists.html>
- keep a journal of new words they read or hear.
- practice guessing the meaning of new words by using context clues.
- look up the new words in a dictionary and record their meanings. Compare the meanings in the dictionary to the meanings they guessed.
- practice finding synonyms and antonyms for new words.
- based on specific criteria you define for them, practice locating and sorting multiple pieces of information.