



New Readers Press

A Publishing Division of ProLiteracy

**Learning to Use
Laubach Way to Reading,
Laubach Way to English,
and *Focus on Phonics***

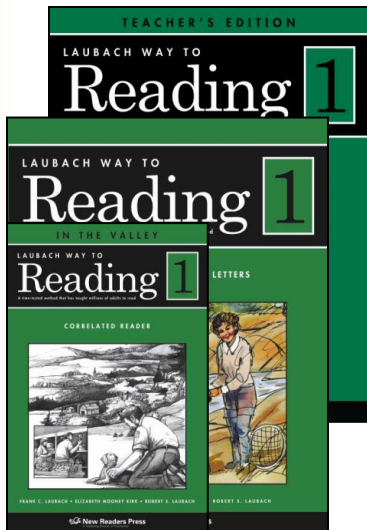


Workshop Goals

1. Identify components of *Laubach Way to Reading*, *Laubach Way to English*, and *Focus on Phonics*
2. Learn to create a positive learning environment for adults
3. Understand how to use *Laubach Way to Reading*, *Laubach Way to English*, and *Focus on Phonics*
4. Learn additional strategies for teaching reading, writing, and oral language skills

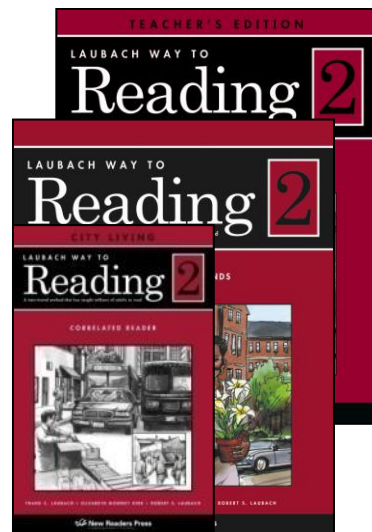
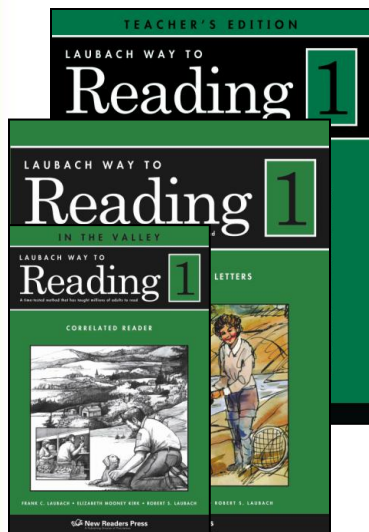
Laubach Way to Reading

0-1: Names and sounds of letters



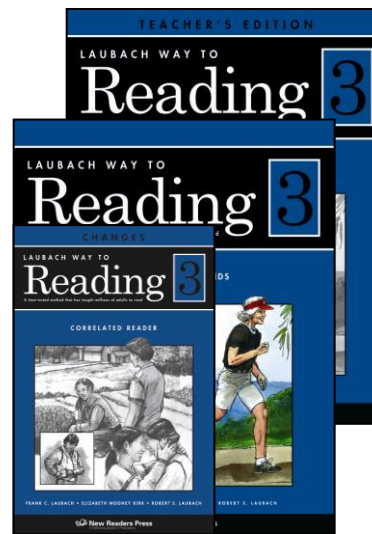
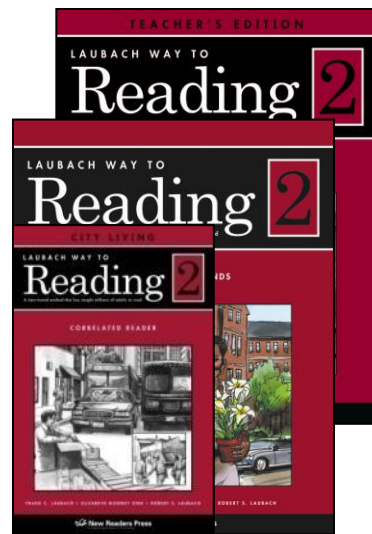
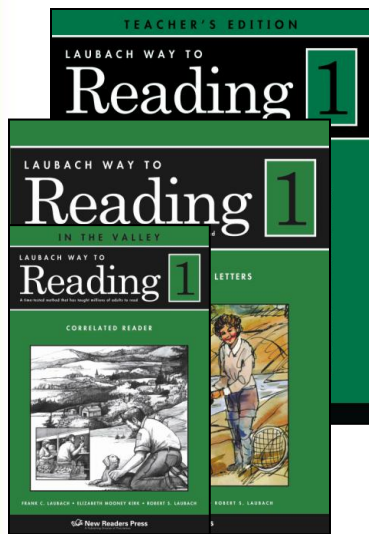
Laubach Way to Reading

1-2: Short vowel sounds



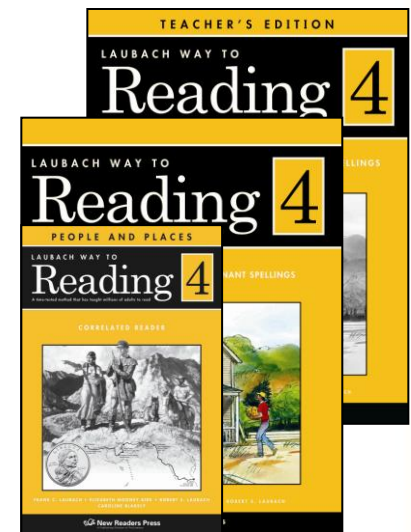
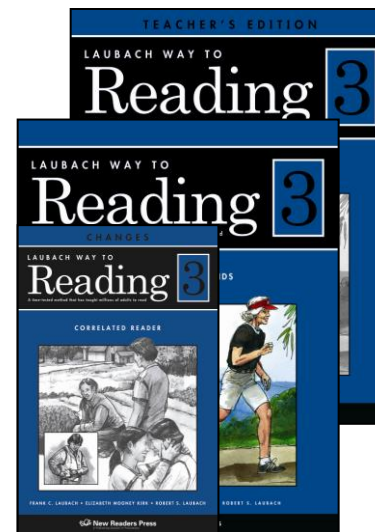
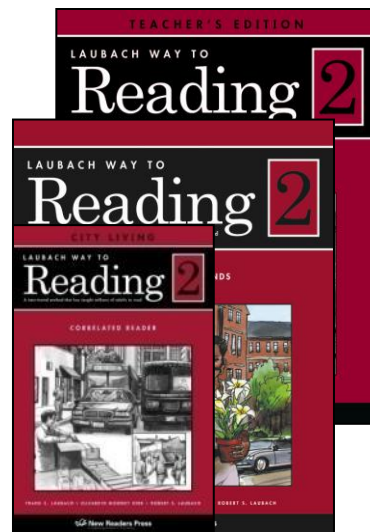
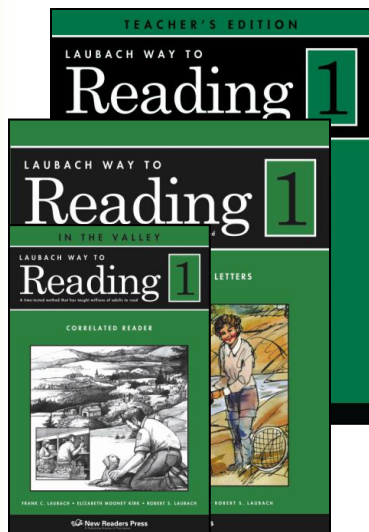
Laubach Way to Reading

2-3: Long vowel sounds

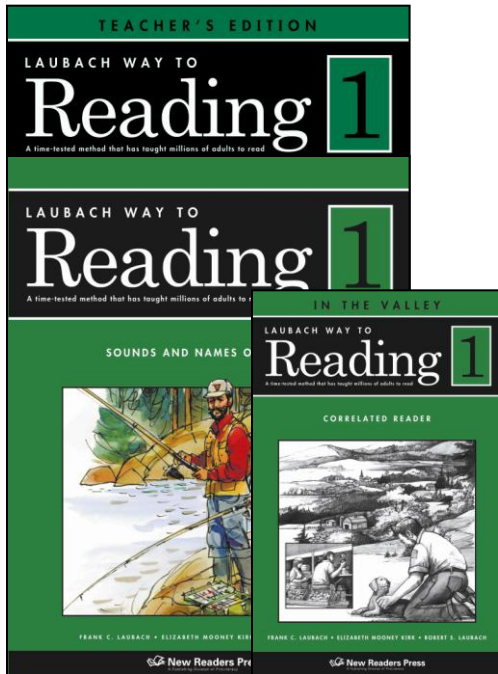


Laubach Way to Reading

3-5: Other vowel sounds and consonant spellings



Laubach Way to Reading



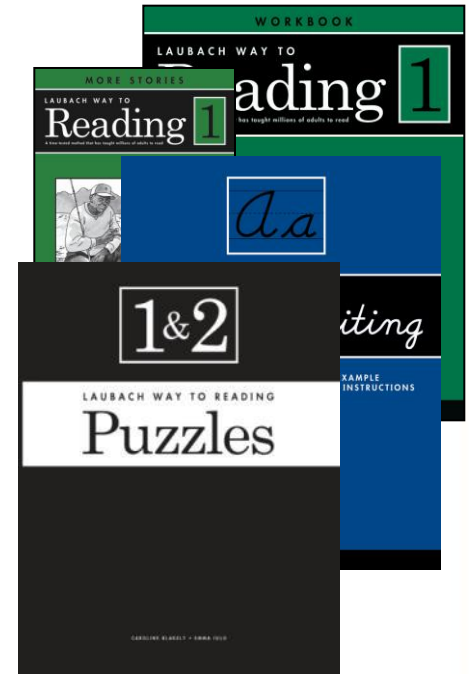
Step-by-step instructions for tutors

Lessons and activities for students

Stories used after each student book

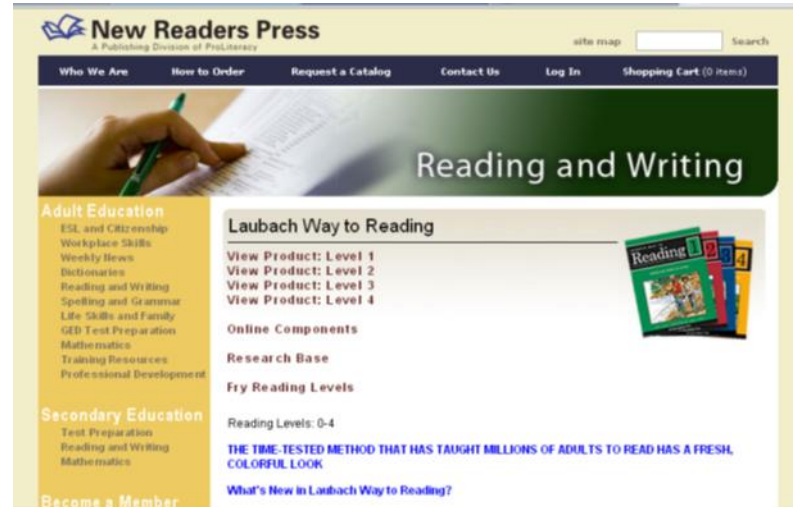
Laubach Way to Reading Supplemental Resources

- *Laubach Way to Reading Workbook*
- *More Stories*
- *Laubach Way to Cursive Writing*
- *Laubach way to Reading: Puzzles*



Laubach Way to Reading Free Online Resources

- Diagnostic inventory
- Checkups
- Student certificates
- Illustrations books for *Laubach Way to English*

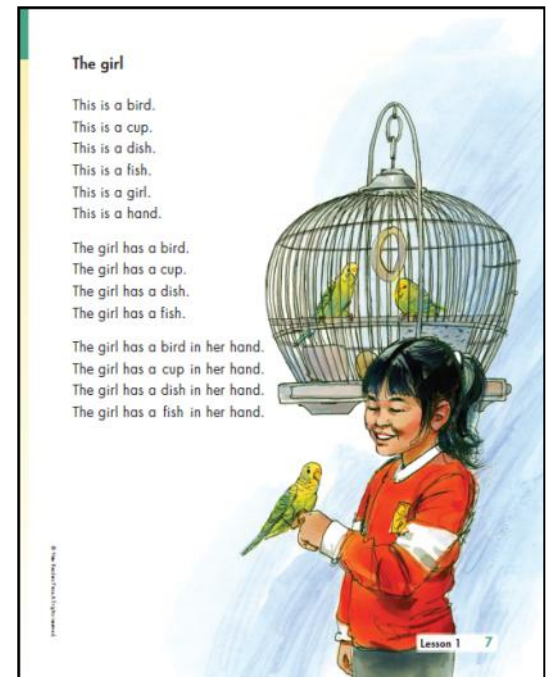


The screenshot shows the New Readers Press website interface. At the top, the logo and name "New Readers Press" are displayed, along with the tagline "A Publishing Division of ProLiteracy". Navigation links include "Who We Are", "How to Order", "Request a Catalog", "Contact Us", "Log In", and "Shopping Cart (0 items)". A search bar is also present. The main content area features a banner for "Reading and Writing" with an image of a hand writing on a document. Below this, there are two main sections: "Adult Education" and "Secondary Education". The "Adult Education" section lists various resources such as "ESL and Citizenship", "Workplace Skills", "Weekly News", "Dictionaries", "Reading and Writing", "Spelling and Grammar", "Life Skills and Family", "GED Test Preparation", "Mathematics", "Training Resources", and "Professional Development". The "Secondary Education" section lists "Test Preparation", "Reading and Writing", and "Mathematics". A "Become a Member" link is located at the bottom left. The "Laubach Way to Reading" section is highlighted, featuring a stack of books and the text: "View Product: Level 1", "View Product: Level 2", "View Product: Level 3", and "View Product: Level 4". Below this, there are links for "Online Components", "Research Base", and "Fry Reading Levels". The "Fry Reading Levels" section indicates "Reading Levels: 0-4" and includes the text: "THE TIME-TESTED METHOD THAT HAS TAUGHT MILLIONS OF ADULTS TO READ HAS A FRESH, COLORFUL LOOK" and "What's New in Laubach Way to Reading?"

Laubach Way to Reading

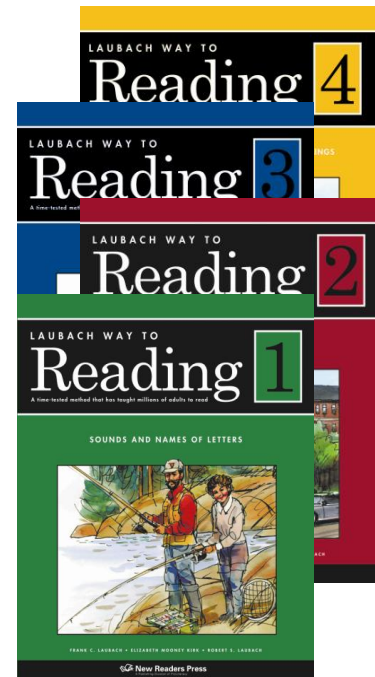
New Features

- Color illustrations in student books
- Illustrations accompany each story
- Multicultural characters
- Updated content



Laubach Way to Reading

- Two audiences
 - Adults with few or no reading skills
 - Tutors who prefer detailed lesson plans
- Consistent format
- Small increments of information
- Immediate success















Laubach Way to Reading

- Alphabetics
 - Phonics
 - Word analysis
- Controlled vocabulary
- Comprehension
- Writing and spelling
- Direct instruction

Lesson 1

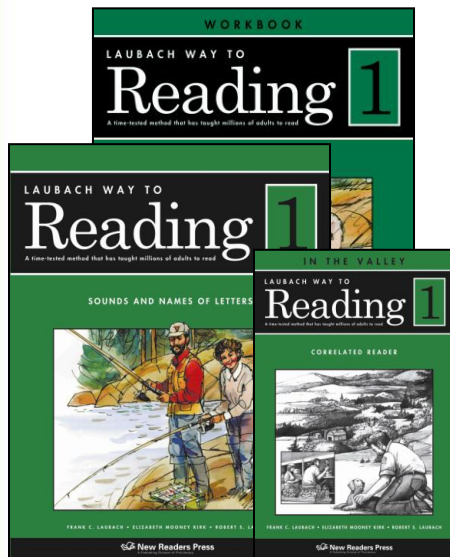
Chart 1

		bird b	b	b
		cup c	c	c
		dish d	d	d
		fish f	f	f
		girl g	g	g
		hand h	h	h

6 Lesson 1

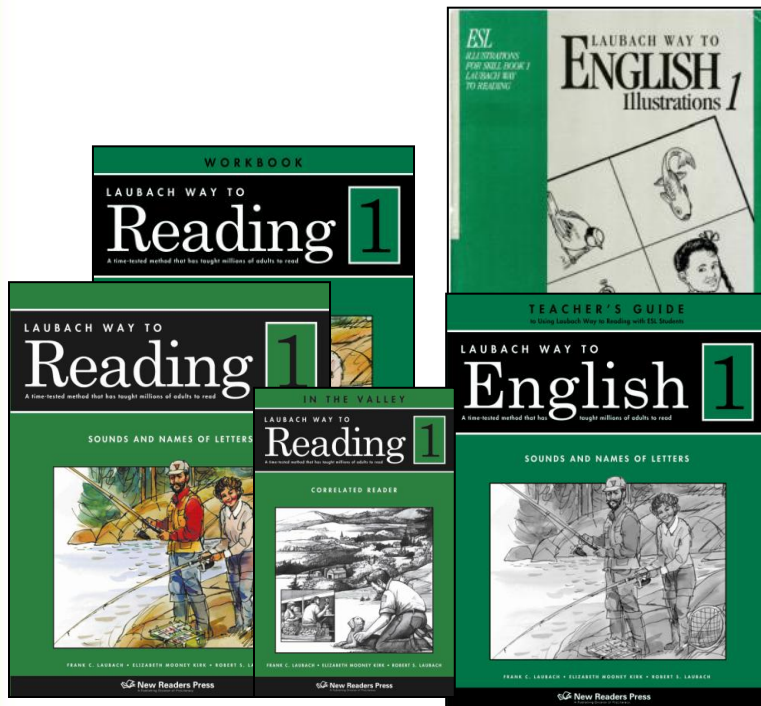
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Laubach Way to English



Reading and writing instruction

Laubach Way to English



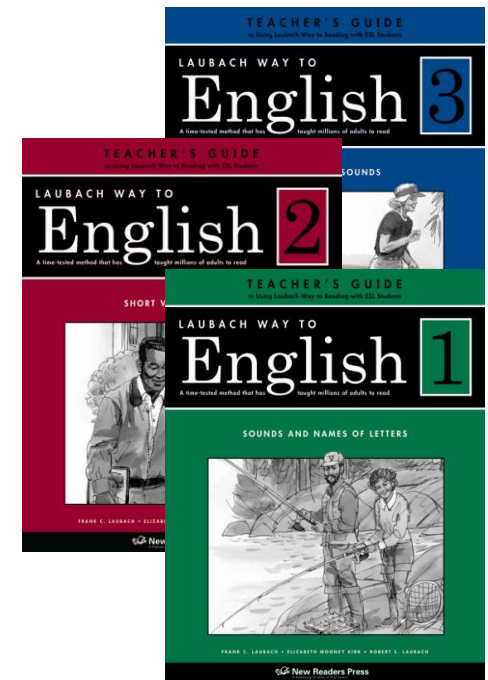
Black line drawings

Lesson notes for oral language skills

Reading and writing instruction

Laubach Way to English

- Teacher's Guide for levels 1-3
- Students transition into traditional adult education materials



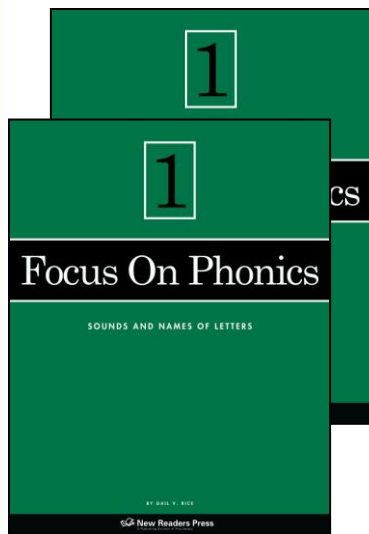


Laubach Way to English

- Two audiences
 - Adults with minimal skills in English and native language
 - Tutors who prefer detailed lesson plans
- Consistent format
- New information in small increments
- Oral skills linked to reading and writing
- Emphasis on oral language
 - Dialogs
 - Vocabulary
 - Language structure
 - Pronunciation
- Direct instruction
- One-to-one and group instruction

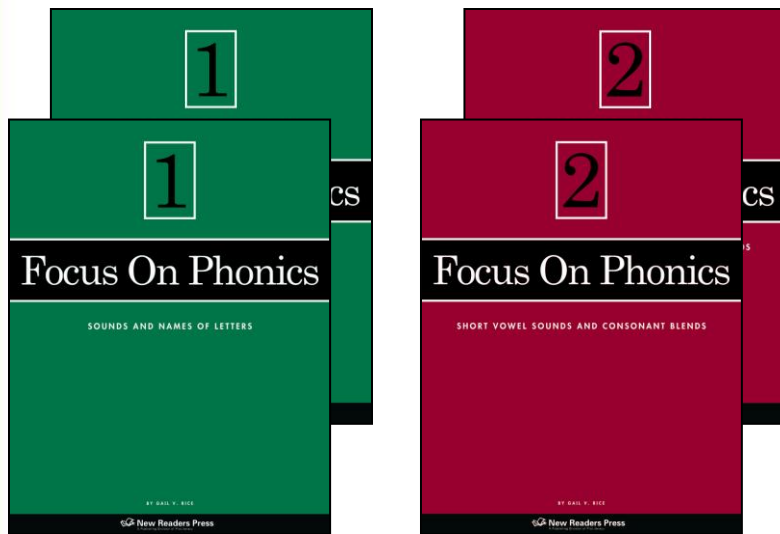
Focus on Phonics

Names and sounds of letters



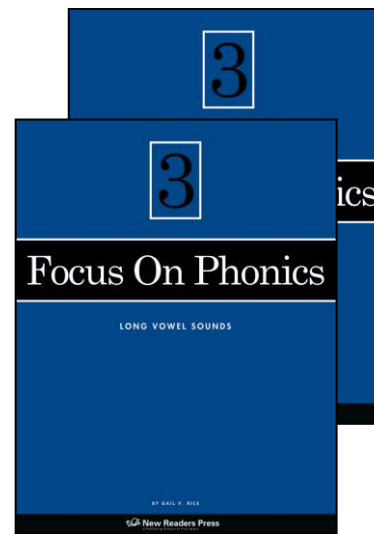
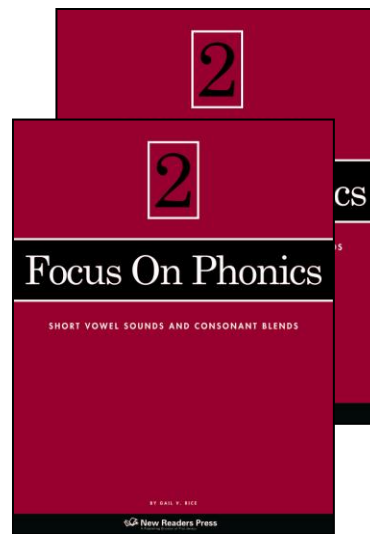
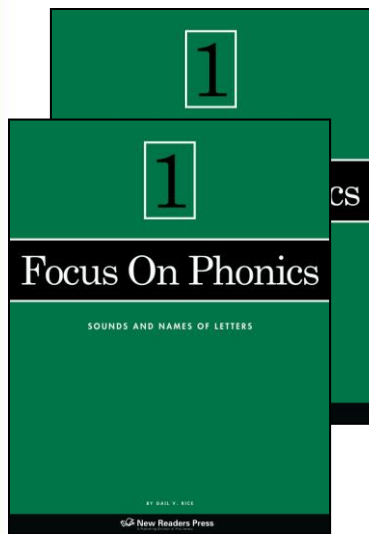
Focus on Phonics

Short vowel sounds



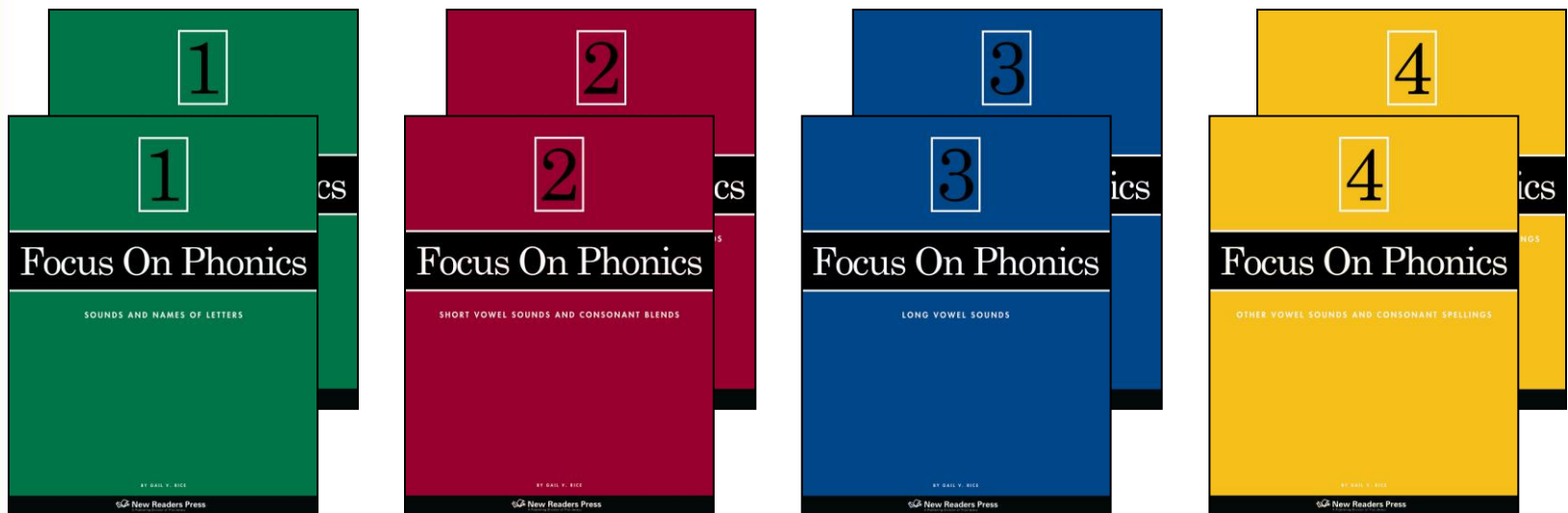
Focus on Phonics

Long vowel sounds



Focus on Phonics

Other vowel sounds and consonant spellings



Focus on Phonics New Features

- New design
- New illustrations
- New Appendix: Phonics, Phonemic Awareness, and the Process of Reading

APPENDIXES:

Appendix A: Phonics, Phonemic Awareness, and the Process of Reading

Note: When slash marks are used, pronounce the letter(s) inside the slash marks (e.g., *ss* is made up of the sounds /s/, /s/, and /r/).

In using *Focus on Phonics* or any other phonics instructional materials, you need to understand the place of phonics in the process of reading. Much of this section summarizes parts of Chapters 2 and 4 of the report *Applying Research in Reading Instruction to Adults: First Steps for Teachers* by Susan McShane (Washington, DC: National Institute for Literacy, The Partnership for Reading, 2005), pp. 7–15 and 29–47.

The Process of Reading

The U.S. Congress authorizes the National Institute for Literacy to collect and make available the scientific research on the reading process. Research has identified these components of reading:

- **Alphabetic:** the ability to identify words in print. This term refers to phonemic awareness, decoding, and sight-word recognition. These terms will be explained in more detail shortly.
- **Fluency:** the ability to identify words rapidly and accurately with little effort.
- **Vocabulary:** the ability to translate printed words into words in readers' speaking vocabularies, to understand the meanings of words used in the text.
- **Comprehension:** the ability to understand the text and also to monitor readers' understanding of what they read. Comprehension is the goal of reading instruction, and all of the components must work together for comprehension to take place.

Phonics instruction such as *Focus on Phonics* deals especially with the alphabetic component of reading. But as this view of reading makes clear, phonics instruction by itself does not teach people to read. Although *Focus on Phonics* can help to develop vocabulary, fluency, and comprehension, you will need other materials and strategies that develop these components more directly, since all components are critical to the reading process. Although beginning reading instruction often focuses on the foundational alphabetic skills, the components are not learned sequentially, but together. All the components reinforce each other and often develop simultaneously. Weaknesses in any of the components hinder the ability to read well.

The components of reading listed above can also be categorized as *print-based* or *meaning-based* skills. Print-based skills have to do with reading words accurately and rapidly. The components of alphabetic and fluency are print-based skills. If the student can use these skills comfortably

and automatically, he can pay attention to the meaning of the text, concentrating on vocabulary and comprehension (which are meaning-based skills). Reading researchers suggest that adults whose meaning skills are significantly stronger than their print skills may have a reading disability. Research also suggests that most reading disabilities are related to reading words quickly. If your student has an adequate speaking vocabulary and can understand material that is read to him but struggles with print-based skills, you may suspect that he has a reading disability or a difficulty related to orthodoxy or fluency. (The situation is usually different for ESL learners, who are often skilled in alphabetic and fluency but who have a limited English vocabulary that hinders comprehension.)

A Closer Look at Alphabetic

As noted above, alphabetic is the ability to identify words in print. One part of identifying words is recognizing sight words. Sight words are words that readers recognize automatically and read rapidly (that is, they are words that are known immediately on sight), and if your student cannot automatically recognize a word, he must use decoding skills to identify it. Decoding skills involve using letter-sound correspondences to figure out unknown words. (Advanced decoding or word analysis skills are used on larger words, such as dividing words into syllables, recognizing prefixes and suffixes, etc.) Phonics instruction teaches the relationships between the letters (called graphemes) of written language and the individual sounds (called phonemes) of spoken language. Students with weak decoding skills need explicit and systematic phonics instruction, such as is provided in *Focus on Phonics*. Your student might first identify a word by decoding, but after many exposures to the same word, the word becomes part of his growing sight vocabulary. Eventually, most words become sight words to a good reader.

For years, teachers taught decoding and phonics skills without considering phonemic awareness, without realizing that phonemic awareness was necessary to develop accurate decoding skills. Phonemic awareness is about speech sounds only. Phonemes are the smallest units of sound in a spoken language, and phonemic awareness is the ability to detect and manipulate those individual sounds within words.

Phonemic awareness is one part of *phonological awareness*, a broader and more general term that refers to the sounds of speech as distinct from their meanings, and especially the way that spoken language can be subdivided. Phonological awareness ranges from the simplest level (such as being aware of rhyming words), moving up to an awareness of words within sentences, syllables within words, and onsets (initial letter sounds) and rimes (also called phonograms, with a vowel and ending consonant

How Adults Learn

- Think of a recent learning experience
- Think about what made it good or bad
 - Subject
 - Teacher
 - Materials
 - Instructional approach
 - Learning environment
 - Other students
 - What was going on in your life








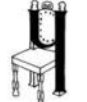




How Adults Learn








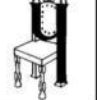


In groups of 3

- Share your experiences and how the factors made them good or bad
- Use your experiences to develop principles about adult learning
- Compare your principles to “Principles of Adult Learning” handout

Instructional Approach

		БОЙ Б	Б Б
		ШИП Ш	ШШ
		ЛАДР Л	ЛЛ
		ЧЭР Ч	ЧЧ
		РОП Р	РР

Instructional Approach

		БОЙ Б	Б Б
		ШИП Ш	Ш Ш
		ЛАДР Л	Л Л
		ЧЭР Ч	Ч Ч
		РОП Р	Р Р

ДИС ИЗ А БОЙ.



ДИС ИЗ А ШИП.

ДИС ИЗ А ЛАДР.

ДИС ИЗ А ЧЭР.

ДИС ИЗ А РОП.

Instructional Approach

		БОЙ Б	Б Б
		ШИП Ш	Ш Ш
		ЛАДР Л	Л Л
		ЧЭР Ч	Ч Ч
		РОП Р	Р Р

ДИС БОЙ ХАЗ А ШИП.
ДИС БОЙ ХАЗ А ЛАДР.
ДИС БОЙ ХАЗ А ЧЭР.
ДИС БОЙ ХАЗ А РОП.













ДИС БОЙ ИЗ ОН А ШИП.
ДИС ЛАДР ИЗ ОН А ШИП.
ДИС ЧЭР ИЗ ОН А ШИП.
ДИС РОП ИЗ ОН А ШИП.



Laubach Way To Reading

- What would a beginning-level student like about this lesson?
- What was the role of the tutor?
- Think about the principles of adult learning you discussed earlier. Which of these were reflected in the lesson?

Laubach Way To Reading: Book 1

Lesson 1				
Chart 1				
		bird		
		b	b	b
		cup		
		c	c	c
		dish		
		d	d	d
		fish		
		f	f	f
		girl		
		g	g	g
		hand		
		h	h	h

6 Lesson 1


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The girl

This is a bird.
This is a cup.
This is a dish.
This is a fish.
This is a girl.
This is a hand.

The girl has a bird.
The girl has a cup.
The girl has a dish.
The girl has a fish.

The girl has a bird in her hand.
The girl has a cup in her hand.
The girl has a dish in her hand.
The girl has a fish in her hand.



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Lesson 1 7



Laubach Way To Reading: Book 1

- How does the picture in the chart help the student remember the letter's shape and sound?
- Why did the tutor trace the picture and the letter?
- Which was emphasized more—the name or the sound of the letter? Why?
- Why did the tutor say, “Read *bird*.”?
- How did the tutor help the student read the word *bird* in the story?
- What helped the student read sentences?



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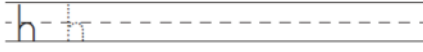








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Laubach Way To Reading: Book 1

With a partner

- Each teach 3 lines of the chart
- Each teach one paragraph of the story

Laubach Way To Reading: Book 1

Writing Lesson	Homework
	
	
	
	
	
	



Laubach Way To Reading: Book 1

- Lessons 1-5, The Alternate Method
- Decoding skills
 - Sight words
 - Phonics
 - Word patterns
 - Word parts
 - Context clues
- Directed reading
- Skills Practice
- Review
- Writing
- Homework
- Checking Progress
- Meeting Individual Needs
- Correlated reader



Lesson Plan Books 1 & 2

- Reading
 - Chart
 - Story
- Skills Practice
- Review
 - Check homework
 - Checkup
 - Listen and Write
- Writing
- Homework



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Teaching Phonics

d



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Teaching Phonics

b



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Teaching Phonics

d



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l

r



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Teaching Phonics

literacy



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Teaching Phonics

- Voiced
- Unvoiced
- Continuant
- Stopped
- Nasal



Teaching Phonics

In your group

- Group these 14 sounds into voiced/unvoiced pairs
 - Example (f, v)

b, c(k), ch, d, f, g, j, p,

s (snake), s (measure), sh, t, v, z



Teaching Phonics

Voiced

- v
- b
- d
- g
- j
- z
- s (measure)

Unvoiced


- f
- p
- t
- c (k)
- ch
- s (snake)
- sh







Laubach Way To Reading: Book 2

Chart

- One vowel sound
- Introduces words not letters
- Pictures are clues
- Phonetic spelling
- Student decodes chart, tutor facilitates

Lesson 2

i

in

	kitchen	kichen	kitchen
	whistle	whisul	whistle
	sitting	sitting	sitting
	singing	singing	singing
	bringing	bringing	bringing
	dinner	dinner	dinner

10 Lesson 2

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Laubach Way To Reading: Book 2

Story

- Longer
- Smaller type
- New words introduced under story title
- More emphasis on comprehension

The Hills' Dinner

with Hills'

This is a kitchen.
It is a big kitchen.
Mrs. Hill is in the kitchen.
Jill is with Mrs. Hill in the kitchen.

Ed is sitting in the kitchen.
Kim is sitting in the kitchen.
Ed is sitting with Kim.
He is sitting with his little sister.

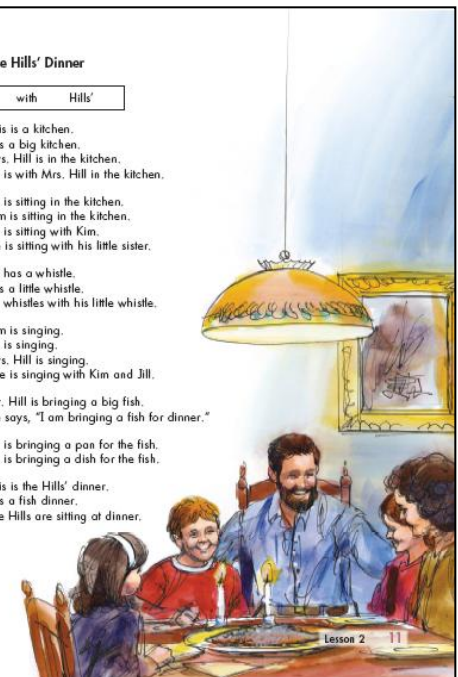
Ed has a whistle.
It is a little whistle.
Ed whistles with his little whistle.

Kim is singing.
Jill is singing.
Mrs. Hill is singing.
She is singing with Kim and Jill.

Mr. Hill is bringing a big fish.
He says, "I am bringing a fish for dinner."

Jill is bringing a pan for the fish.
Ed is bringing a dish for the fish.

This is the Hills' dinner.
It is a fish dinner.
The Hills are sitting at dinner.



Lesson 2 11



Lesson Plan: Books 1 & 2


- Reading
 - Chart
 - Story
- Skills practice
- Review
 - Check homework
 - Checkup
 - Listen and Write
- Writing
- Homework

Lesson Plan: Book 3







- Reading
 - Chart
 - Story

Lesson 8

ea = ē



eat = ēt
ea = ē

	meat	meat	meat
	meal	meal	meal
	beans	beanz	beans
	tea	tea	tea
	teacher	teach er	teacher
	please	pleaz	please

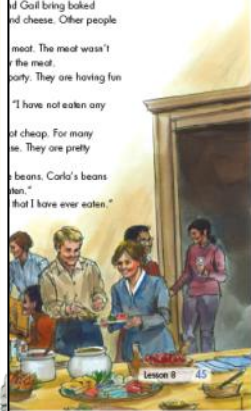
44 Lesson 8

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The Class Party

each	cheese (chēz)	best
cheap	people (pēpl)	something (səmθɪŋ)

... party. There will be a big
eat. Carlo brings beans.
of Gail bring baked
nd cheese. Other people
meat. The meat wasn't
of the meat.
party. They are having fun
"I have not eaten any
at cheap. For many
se. They are pretty
beans. Carlo's beans
men."
that I have ever eaten."




Lesson Plan: Book 3

- Reading
 - Chart
 - Story
 - Story Checkup
 - Reading for Living
- Skills practice

Reading for Living

ad



Green Hills Market

Hamburger \$2.69 Butter \$1.99 100 Tea Bags \$3.99

Milk quart 95¢ Apple Jelly \$1.00

Headache \$2.29 Cheese \$3.99 Large Apples \$1.29

Please read this ad. Then write the answers.

1. Hamburger is in the ad. What other meat _____
2. What three things to drink are in this ad?

3. What does a quart of milk cost? _____
4. What does a half gallon of milk cost? _____
5. What does the bread cost? _____
6. What does a box of 100 tea bags cost? _____
7. What do two cans of green beans cost? _____
8. What does a jar of instant coffee cost? _____

Story Checkup

The people at the party eat their dinner. Then Ray passes apples and cheese. The teacher brings coffee and tea to the table. She asks each person, "Will you have coffee or tea?"

"I'll have tea, please," says Gail. "And Jason will have coffee."

"This is the best party that we have ever had," says Carla. "Let's have another one."

Write a short answer.

1. Who is having a party? _____
2. What does Carla bring? _____
3. What do Jason and Gail bring? _____
4. Who brings the meat? _____
5. Who pays for the meat? _____

Read these words.
Then write one of the words in each sentence.

eat meal tea please cheap

1. The people are eating a big _____.
2. Each person brings something to _____.
3. _____ pass the meat.
4. Will you have coffee or _____?
5. The meat wasn't _____.

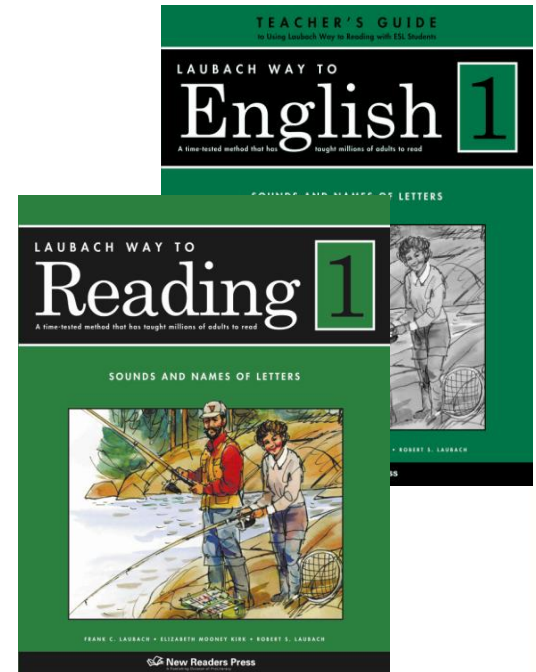
46 Lesson 8

Lesson Plan: Book 4

- Reading
 - Chart
 - Story
 - Story Checkup
 - Reading for Living
- Skills practice
- Review
 - Check homework
- Writing
 - In notebook
 - Exercise in skill book
- New homework

Laubach Way To English 1

- Four oral language skills
 - Dialogs
 - Vocabulary
 - Structures (grammar, the way language is put together)
 - Pronunciation
- Six introductory conversation lessons





Teaching Dialog

- What was the teacher saying?
- How do you know the teacher was giving a greeting?
- What Russian words did you learn?
- What about the process made it easy or difficult for you to learn this dialog?



Steps for Learning Dialog

- Tutor **models** the whole dialog.
Student **listens**.
- Tutor **models** each line. Student **repeats**.
- Tutor and student each **take a role**.
- Tutor and student **exchange** roles.



Steps for Learning Vocabulary

- Tutor **models** the word in a sentence, using an object. Student **listens**.
- Tutor **models** the sentence. Student **repeats**.
- Tutor **asks** a question. Student **answers**.
- **Review** all previous words after each new word.



Steps for Learning Structures

- Tutor **models** the underlined words and sentences. Student **listens**.
- Tutor **models** each sentence. Student **repeats**.
- Tutor says the **first** sentence and models the **second** sentence. Student says **second** sentence.
- Tutor says the **first** sentence. Student says the **second** sentence.



Evaluating Pronunciation

- Is each word **understandable**?
- How well does the student **pronounce** the **vowel** sounds?
- How is the **intonation**?



New Readers Press

A Publishing Division of ProLiteracy

Laubach Way to English: **Book 1, Lesson 1**

Conversation Skills

- Dialog
- Vocabulary
- Structures
- Pronunciation

Print Skills

- Reading
 - Chart
 - Story
- Writing lesson
- Homework





Focus on Phonics 1

- **Isolation:** recognizing individual sounds in words
- **Identity:** recognizing common sounds in different words
- **Categorization:** distinguishing if sounds are the same or different
- **Blending:** combining a sequence of individual sounds
- **Segmentation:** breaking a word into individual sounds
- **Deletion:** recognizing what remains when a sound is removed.

Focus on Phonics 1

- Recognizing beginning sounds
- Recognizing beginning letters
- Recognizing ending sounds
- Recognizing ending letters
- Discriminating between different consonants

Practice 12-A: b and d

1.  **b** bird **b** big 5. r o b b
  **d** dish **d** dig r o d d

2. Circle all the letters that are the same as the one in the box. Work from left to right.

b b b b d d b b d b b b d 6. Circle all the words that are the same as the first one.

d b b b d d d d b b b b b r o b r o b r o d r o b r o d
 r i d r i d r i b r i b r i d r i d
 w e b w e d w e b w e b w e d
 w e b w e b

3. Circle all the words that are the same as the first one.

big big dig big big big
 dig dig big dig dig dig
 dust bust dust dust bust bust
 dust dust bust dust dust dust
 buck buck buck duck buck buck
 duck duck duck buck duck duck

4. Listen for the beginning sound. If you hear the sound /b/, write b in the blank. If you hear the sound /d/, write d in the blank.

1. ___ 4. ___ 7. ___ 10. ___
 2. ___ 5. ___ 8. ___ 11. ___
 3. ___ 6. ___ 9. ___ 12. ___

7. Listen for the ending sound. If you hear the sound /b/, write b in the blank. If you hear the sound /d/, write d in the blank.

1. ___ 4. ___ 7. ___ 10. ___
 2. ___ 5. ___ 8. ___ 11. ___
 3. ___ 6. ___ 9. ___ 12. ___

8. Circle all the words that are the same as the first one.

b i b b i d b i b d i d b i b b i b
 b i d b i d b i b b i b b i b b i d
 d o g d o g b o g d o g d o g g o d
 g o b b o g b o g d o g g o d g o d
 b a d d a d b a d d a d d a b b a d
 b a d b a d d a d d a b b a d b a d

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Focus on Phonics 2 - 4

- Word families
- Endings
- Compound words
- Syllables
- Homonyms

Practice 5-B: Long a (-ame, -ade)

1. name made
came shade
-ame -ade

2. Write the letters and say the word.

c	<u>c</u> _ame	f	<u>f</u> _ade
f	<u>f</u> _ame	m	<u>m</u> _ade
g	<u>g</u> _ame	w	<u>w</u> _ade
s	<u>s</u> _ame	sh	<u>sh</u> _ade
t	<u>t</u> _ame	bl	<u>bl</u> _ade
sh	<u>sh</u> _ame	gr	<u>gr</u> _ade
bl	<u>bl</u> _ame	tr	<u>tr</u> _ade
fl	<u>fl</u> _ame	sp	<u>sp</u> _ade
fr	<u>fr</u> _ame		

3. Read the words.

tame	blame	trade	made
shame	came	shade	grade
flame	frame	fade	wade
same	game	spade	blade
fame			

4. Write the word you hear.

1. <u>fade</u>	10. <u>spade</u>
2. <u>wade</u>	11. <u>shame</u>
3. <u>tame</u>	12. <u>grade</u>
4. <u>fame</u>	13. <u>made</u>
5. <u>came</u>	14. <u>flame</u>
6. <u>shade</u>	15. <u>same</u>
7. <u>game</u>	16. <u>blame</u>
8. <u>frame</u>	17. <u>trade</u>
9. <u>blade</u>	

5. Read the sentences.
Review words: name, Jason

- Jason plans to trade in his car.
- We came back the same way we went.
- The colors are starting to fade.
- Kay made a frame for the picture.
- The first grade kids play games.
- This blade is sharp. It cuts well.
- The women have the same last name.
- This bird is tame. It sits in my hand.
- My son wades in the lake.
- Do not blame me for what happens.
- It is a shame his grades are so bad.
- The building went up in flames.
- Jason made a shade for our lamp.
- The TV star wants fame and money.
- He came out of the sun into the shade.
- I bid one spade in the card game.

6. Homonyms: made and maid

The house was made of bricks.
She made six dollars an hour as a maid.
The maid cleans the hotel room.
Mom made a good dinner for us.
The maid dusted the desk.
He made good money on that job.
A maid lets the guests in.

13



Review

- Overview of Laubach Way to Reading, Laubach Way to English, and Focus on Phonics
- How adults learn
- Laubach instructional approach
- Teaching phonics
- Teaching dialogs, vocabulary, and language structures
- Using the materials