

# Study Circle: Research-based Adult Reading Instruction

## STUDY CIRCLE OVERVIEW

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The Research-based Adult Reading Instruction Study Circle is one of a series of study circles that the National Center for the Study of Adult Learning and Literacy (NCSALL) has developed in its efforts to connect research and practice in the field of adult basic education and adult literacy. Please visit NCSALL's Web site at: [www.ncsall.net](http://www.ncsall.net)

Welcome to this study circle that is designed to engage adult basic education (ABE), adult secondary education (ASE), and English-for-speakers-of-other-languages (ESOL) practitioners in discussing theories and concepts related to reading instruction. Questions about what research says about teaching adults how to read are particularly relevant as programs and teachers struggle with choosing the most effective ways to develop adults' reading skills.

We anticipate that it will take you two to three hours to complete each session. The chats will be held on Wednesday during Sessions 2, 5, and 8. Join us at 12:30-1:30 or 1:30-2:30 pm Eastern Time for the chats.

Questions about your registration or payment for this course should be directed to [literacy@worlded.org](mailto:literacy@worlded.org). Technical assistance is available from the Help Desk by calling 1-800-434-0899. This course uses Internet resources that function best with broadband access.

We also assume that you are comfortable using computers, the Internet, and e-mail. The facilitator is familiar with the technological aspects of the courseware and may be able to help with some questions, but you may need to find someone in your location to help with technology issues.

## YOU, AS A PARTICIPANT, ARE EXPECTED TO:

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- Start each lesson early in the week and complete activities according to the outline below
- Read/view carefully the assigned readings and materials
- Reflect on the readings and materials, then respond to the discussion prompts by posting to the forum area and participating in chats
- Check back into the discussion areas at least once a day to read and respond to what others have posted

- Respond thoughtfully to others' postings with positive feedback, helpful suggestions, and clarifying questions
- Notify the facilitator about any problems with your participation

We want you to have a good experience and enjoy the discussions and activities. Full participation is encouraged and establishing a schedule for reading, reflecting, and posting to the course may help you get the most from the study circle.

#### **THE FACILITATOR'S ROLE IS TO GUIDE THE PROCESS**

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The facilitator will not participate in the discussions and activities. However, you can expect support and encouragement from the facilitator. The facilitator will:

- Read the discussions in the forum areas and respond occasionally
- Answer any specific questions addressed specifically to the facilitator within 36 hours
- Check the discussions and e-mail a couple of times a day; be available by telephone during normal working hours
- Facilitate the group discussions
- Follow up with participants to encourage timely completion of activities

#### **STUDY CIRCLE OUTLINE**

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Each session (lesson) will begin on Thursday and end on Wednesday. Completing the activities as outlined below will allow you to participate fully, as well as have time to post so others can read your reflections and ideas and respond to you.

*Please note that the chat times are listed for the Eastern Time zone.*

<b>Weeks</b>	<b>Lessons/Activities</b>	<b>Due Dates</b>
September 18– September 24	<b>Study Circle Overview</b> <ul style="list-style-type: none"> <li>• Study Circle Outline</li> <li>• Study Circle Overview</li> <li>• Pre-Study Survey</li> </ul>	Complete overview and pre-study survey by Wednesday, and start Session 1
Week 1 September 25–October 1	<b>Introductions and Beliefs</b> <ul style="list-style-type: none"> <li>• What We Will Do</li> <li>• Introductions</li> <li>• Models of Reading</li> <li>• Skills-driven Model</li> <li>• Comprehension-driven Model</li> <li>• Integrated Model</li> <li>• Where Do You Stand?</li> <li>• Summary</li> </ul>	Post introduction by Thursday Complete readings by Saturday Post by Sunday; read by Monday Post by Monday; read by Tuesday Post by Tuesday; read by Wednesday Post by Wednesday

<b>Weeks</b>	<b>Lessons/Activities</b>	<b>Due Dates</b>
Week 2 <i>October 2–8</i>	<p><b>Components of Reading Instruction</b></p> <ul style="list-style-type: none"> <li>• What We Will Do</li> <li>• Terminology and Reference Readings/Matching Game</li> <li>• Components of Reading Instruction Readings</li> <li>• Posters on Components of Reading Instruction</li> <li>• Group Discussion</li> <li>• Summary</li> </ul>	<p>Complete game by Saturday</p> <p>Complete readings by Sunday Complete posters by Monday Respond to posters by Wednesday Join chat at 12:30 or 1:30 pm (Eastern) on Wednesday</p>
Week 3 <i>October 9–15</i>	<p><b>Techniques for Teaching Reading</b></p> <ul style="list-style-type: none"> <li>• What We Will Do</li> <li>• Checklist of Techniques</li> <li>• Techniques for Teaching Reading</li> <li>• Instruction for Different Levels of Readers</li> <li>• Create a Lesson</li> </ul> <p>• Summary</p>	<p>Complete checklist by Thursday Complete readings by Saturday Post your responses by Sunday Read &amp; respond to both levels by Tuesday Post experiences with teaching the lesson by Monday of next week; read others' entries by Wednesday</p>
Week 4 <i>October 16–22</i>	<p><b>Reading Profiles</b></p> <ul style="list-style-type: none"> <li>• What We Will Do</li> <li>• Reading Profiles</li> <li>• Two Different Views</li> <li>• Summary</li> </ul>	<p>Complete readings by Monday Post responses by Monday; read by Wednesday</p>
Week 5 <i>October 23–29</i>	<p><b>Literacy Practices</b></p> <ul style="list-style-type: none"> <li>• What We Will Do</li> <li>• Literacy Practices</li> <li>• Road Map to the Guide</li> <li>• Discussion Group</li> <li>• Summary</li> </ul>	<p>Complete readings by Sunday Preview guide by chat time Join chat at 12:30 or 1:30 pm (Eastern) on Wednesday</p>
Week 6 <i>October 29–November 5</i>	<p><b>Research on Component Skills</b></p> <ul style="list-style-type: none"> <li>• What We Will Do</li> <li>• Adult Reading Component Study Panel</li> <li>• Research on Reading Component Skills</li> <li>• Assessment Strategies &amp; Reading Profiles</li> <li>• Match a Profile/Plan a Lesson</li> <li>• Summary</li> </ul>	<p>View video by Saturday</p> <p>Complete readings and post by Sunday</p> <p>Explore the Web site by Tuesday</p> <p>Complete instructional plan by Wednesday</p>
Week 7 <i>November 6–12</i>	<p><b>Reading Resources</b></p> <ul style="list-style-type: none"> <li>• What We Will Do</li> <li>• Teaching Learners What Reading is All About</li> <li>• Reading-related Resources &amp; Web Sites</li> <li>• Summary</li> </ul>	<p>Complete self-study course by Monday</p> <p>Investigate other resources by Wednesday</p>
Week 8 <i>November 13–19</i>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• What We Will Do</li> <li>• Next Steps and Your Plan</li> </ul> <p>• Group Discussion</p> <p>• Summary</p>	<p>Share plan with partner by Sunday Provide feedback to partner by Monday Post final plan by Tuesday E-mail plan by chat time Join chat at 12:30 or 1:30 pm (Eastern) on Wednesday</p>

Weeks	Lessons/Activities	Due Dates
November 20–26	<b>Study Circle Summary</b> <ul style="list-style-type: none"> <li>• Summary</li> <li>• Post-Study Survey</li> </ul>	Complete survey by Wednesday

## WHAT IS A STUDY CIRCLE?

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A study circle is a *small-group discussion* involving deliberation and problem-solving, in which an issue is examined from many perspectives; it is enriched by members' knowledge and experience, and often informed by expert information and discussion materials; it is aided by an impartial facilitator whose job it is to manage the discussion.

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*The study circle is not* a training that will provide you with handouts or demonstrations on teaching techniques or materials for teaching. This study circle, however, *will cue* you into the areas of reading instruction that research has shown to be important and effective in teaching adults. Hopefully, this research will guide you as you make decisions about how best to teach adults to read.

## THE STUDY CIRCLE IS FOR DISCUSSING:

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- Theories and concepts from the research
- Your context and experiences in relation to the topic
- Your ideas about the implications of the theories and research for your own and other practitioners' practice and policy