A Diagnostic-Remedial Approach to Teaching Language and Math Literacy Skills to ABE Basic and Beginning Literacy Students in a Tutorial Setting

By Greg Eddy,
Sullivan County Adult Education

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Adults have a self-concept of being responsible for their own decisions, for their own lives. Once they have arrived at that self-concept they develop a deep psychological need to be seen by others and treated by others as being capable of self-direction. They resent and resist situations in which they feel others are imposing their wills on them. This presents a serious problem in adult education: the minute adults walk into an activity labeled “education,” “training,” or anything synonymous, they hark back to their conditioning in their previous school experience, put on their dunce hats of dependency, fold their arms, sit back, and say “teach me.” This assumption of required dependency and the facilitator’s subsequent treatment of adults (sic) students as children creates a conflict within them between their intellectual model—learner equals dependent—and the deeper, perhaps subconscious, psychological need to be self-directing. And the typical method of dealing with psychological conflict is to try to flee from the situation causing it—which probably accounts in part for the high dropout rate in much voluntary adult education. As adult educators become aware of this problem, they make efforts to create learning experiences in which adults are helped to make the transition from dependent to self-directing learners.

(Knowles, Holton, and Swanson, 1998, p.65)
Background

I believe a diagnostic-remedial teaching approach could work for any teaching environment, teacher, and learner. I could be wrong. I believe the approach could be used with any Adult Education student. Not that I think it should. I believe the approach works best with self-directed learners (Knowles, Holton, and Swanson, 1998, p.137), including those at lower skill levels. Probably other, even better approaches exist for transitioning from dependency to self-direction. I suspect the dependent adult students would flee an approach as described here. I believe I successfully used the approach during 2004-5 with students originally testing below a Low Intermediate level as measured on the Tests of Adult Basic Education (TABE). I describe my experiences in this mini-grant report.

I learned such an approach as an instructor for students with learning differences at Landmark College. I relied on the approach in my work as Literacy Liaison for Sullivan County Adult Education during 2004-5. I thank Carolyn Olivier, a founding administrator of Landmark College and co-author of the book Learning to Learn (Olivier and Bowler, 1996), for all her help teaching the approach to me so I could share it with you.
New Hampshire Adult Basic Education is not Landmark College. Yet students with learning differences are everywhere. Effective approaches are modifiable. I’m hopeful you’ll let me know if the approach is useful to you. I think our students deserve that mutual understanding.

Process of, Rationale for, and Perspective behind the Approach

Using a diagnostic-remedial approach, a tutor diagnoses learning needs by identifying errors and categorizing them using a checklist of sequenced skills. I created and used two checklists for use in 1-1 tutorials with ABE Basic and Beginning Literacy learners; the first pages of each checklist are included in this report (pp.30-1). Skill needs suggested by types of errors are remediated through learning activities. Copies of activities I created for use with the checklists, as mentioned in this mini-grant report, are also included (pp.32-58). In implementing the approach, my goal was to move students into Low Intermediate levels of literacy (4.0 or above), as measured by scores on the Test of Adult Basic Education (TABE).

In contrast to a medical model, “dis-ease” from the perspective of a diagnostic-remedial approach is a learner not-fully-at-ease as a literate person. “Dis-ease” manifests as a learner’s non-use, non-valuing, or lack of
recognition of existing literacy skills while learning new skills. Effective remedy is learner empowerment. Empowerment comes from re-media-tion of literacy skill, a reciprocated mediation (Knowles, Holton, and Swanson, 1998, p.128) among learner, tutor, and literacy events. Empowerment is only limited by the imaginations and creativity of learner and tutor.

**Introduction to Four Case Examples**

Each case introduced in this section represents a process of application of the diagnostic-remedial approach, applications varying by learners' unique goals, needs and degrees of self-directedness. More thorough descriptions of processes in each case follow in a later section.

Twenty-nine-year-old "April" has a diagnosed specific learning disability and a high school diploma. Her expressed goals are to retain employment and assist with her daughter's schoolwork. April's pre-entry Form 7, Level E TABE scores were 5.8 in Reading, 2.7 in Math Computation, 4.1 in Applied Math (3.2 combined Math), 3.7 in Language, and 4.2 in Spelling, placing her at the Beginning Basic Education level and below Low Intermediate level in math computation and language. After a couple of sessions of use by me as April's 1-1 remedial tutor of the "Structured
Language Checklist” (p.30), April chose to continue program work on language and math skills with a volunteer tutor.

After three months and approximately 20 total contact hours, April post-entry tested on Form 8, Level E of the TABE with scores of 6.9+ in Reading, 3.7 in Math Computation, 4.6 in Applied Math (4.1 combined Math), 6 in Language, and 6.9+ in Spelling. April stopped tutoring in the spring due to conflicts with her daughter’s softball schedule, expressing the hopeful expectation to return to the program in the fall.

Twenty-eight-year-old “Janus” seems to have an undiagnosed specific learning disability; he dropped out of high school and now wants a GED for job advancement and personal satisfaction. Janus initially resisted pre-entry TABE testing during his first month in the program, exhibiting lack of self-confidence. After briefly explaining “dyslexia” (my process for this is described in more detail later) and its possible relevance to Janus, I used parts of the “Structured Language Checklist” (p.30) as his 1-1 remedial tutor for a month in weekly sessions averaging more than two hours each in duration. Subsequently, Janus pleasantly surprised himself by scoring 6.9 in Reading, 6.2 in combined Math, 4.2 in Language, and 4.7 in Spelling on his
initial administration of Form 8, Level E of the TABE, placing him above or within Intermediate range in all areas.

Thirty-five-year-old “Gus” attended high school and self-described as having “severe learning disabilities” and being “mentally challenged” and uses a hearing aid. He wants a GED. He scored 2.1 on pre-entry administration of Form 7, Level L of the TABE. During weekly one-and-a-half hour sessions as Gus’ remedial tutor, I started at the very beginning of the “Basic Literacy Checklist” (p.31) and systematically proceeded through it with learning activities I created, most of which are included in this report. After four months and just over 20 total contact hours, Gus post-entry tested at 2.9+ on the same TABE, moving him closer to an Intermediate level in reading.

Twenty-two-year-old “May” was in a resource room program and completed the 11th grade. She wants a GED. On Form 8, Level E of the TABE she had pre-entry scores of 4 in Reading, 2.3 in combined Math, 3.2 in Language, and 1.6 in Spelling, placing her below Intermediate level in each area except reading. As 1-1 remedial tutor, I used selected, diagnostically relevant parts of the “Basic Literacy Checklist” (p.31) for eight hours total over two months with May. While she hasn’t yet felt ready to post-entry
test, May recently reported that she’s begun reading stories to her daughter.

These case examples illustrate how a diagnostic-remedial approach is adaptable to different students. “April” felt she only needed a brief overview of learning difference and next-to-no remediation before she was ready to work with a volunteer tutor. She exudes personal autonomy and appears to “self-teach” (Knowles, Holton, and Swanson, 1998, pp.135-6).

Janus seemingly felt the need for a period of structured remedial language work before even attempting pre-entry TABE testing. I believe he may have otherwise fled. After some remediation, he achieved test scores revealing to him his existing skills and abilities. Now Janus also exudes personal autonomy and appears to self-teach.

Gus trusted my use of the “Basic Literacy Checklist” as a diagnostic tool suggesting needs for remedial learning activities. He now spontaneously helps create session activities not included on the Checklist. For example, as a writing activity, Gus regularly dictates to the tutor the latest plot twists of a favorite soap opera; the tutor word-processes and prints the manuscript for Gus to read aloud. While Gus shows increasing signs of
personal autonomy as a self-directed learner, he doesn't yet seem to self-teach.

May also has trusted my use of the "Basic Literacy Checklist." She also shows increasing signs of personal autonomy, but doesn't seem to self-teach.

Explanation of Diagnostic-Remedial Principles

The following list of principles is adapted from Carolyn Olivier (Olivier and Bowler, 1996), as are my explanations of the principles.

1.) Make no assumptions
2.) Start at "point zero"
3.) Hold students accountable
4.) Be multi-sensory
5.) Explain structure, patterns, and rules
6.) Treat mistakes positively
7.) Pace instruction
8.) Micro-unit
9.) Use students' interests
10.) Teach to automatization
11.) Spiral back
12.) Recognize successes
13.) Model learning behavior

To make no assumptions means respecting each student's unique skills and needs. Similar students may not benefit from the same process of application of diagnostic-remedial principles. When uncertain, ask the
student and actively listen. Shape, model for, and manage self-directed students by empowering them to achieve their expressed goals.

To start at “point zero” means to begin at the beginning. First things come first. Instruct at the weakest, earliest sub-skill in the chain of skills required for success, moving on to each sub-skill sequentially. Starting at point zero requires fine analysis and detailed planning by a teacher, but also provides a sense of relief to the learner that “nothing’s been missed.”

To hold students accountable means avoiding overestimating weaknesses and underestimating strengths. Each student is stronger in some areas than in others. Expect and require use of mastered skills while learning new ones. Require students to work diligently to master new skills necessary for literacy. Holding students accountable is conducive to group tutorials, as some students independently practice stronger skills while others work with the tutor learning a new skill.

To be multi-sensory means realizing the benefits of and planning for opportunities to see, hear, say, and do while acquiring skills. Such direct experiences reinforce underlying key concepts, critical to learning for students with learning differences. Remember: information is receptive and expressive, written and oral—students should be alternately hearing,
reading, saying, writing, showing, and doing. Being multi-sensory requires teacher responsiveness to learning style differences, as well as learner acceptance and valuing of “hands-on,” experiential learning.

To explain structure, patterns, and rules results in students gradually taking personally meaningful and practical control of learning, necessary for ultimately successful application of recently acquired knowledge to new situations for students with learning differences. Explaining structures, patterns, and rules involves teacher knowledge of their substance and effective teaching procedures, but pays off in even greater learner success and satisfaction.

To treat mistakes positively means helping learners view errors as a “good thing.” Making errors isn’t “being stupid”; rather, errors show what can be “made right.” Errors are feedback indicators, necessary for self-correction. Treating mistakes positively depends on personal buying-into a diagnostic-remedial perspective by the instructor and results in learners reshaping their too often negative self-images into more positive ones.

To pace instruction means to teach neither too rapidly nor too slowly for any particular student on any given day. Pacing instruction requires attunement to each student’s alertness and tiredness, hunger or thirst,
background knowledge and life experiences, processing style and memorization tendencies, confidence and patience, stamina and endurance. Remember: adult education is not a race or a zero-sum game.

To micro-unit means to break complex wholes into constituent parts and teaching parts separately when appropriate. Take one step at a time. Micro-uniting makes plain the steps of literacy processes and sequences of sub-skills, making learning more effective and efficient, and creating more capable, and confident, teachers and learners.

To use students' interests means to capitalize on the intrinsic motivation inherent in students' unique experiences and goals. Everyone's different. We all have important things to share. Using students' interests involves eliciting student examples, letting them pick or design learning activities, and keeping instruction realistic, practical, and authentic.

To teach to automatization means to teach until fundamental component sub-skills are automatic so the learner can effortlessly use a larger skill. Practice makes perfect. Teaching to automatization may seem laborious to both learner and teacher, with a great temptation to "cut corners." Remember: automatization of a particular sequence of sub-skills is often necessary for masterful use of a larger skill.
To spiral back means to review sub-skills introduced earlier, checking on levels of mastery acquired and reviewing and re-instructing when needed. Spiraling back is especially important when teaching a set of sub-skills required for completion of a larger skill. Sub-skills introduced early are forgotten; connections to other sub-skills may now need explaining. Constantly revisit skills and needs.

To recognize student successes means building legitimate self-esteem by crediting “jobs well done.” Students come to us with many strengths and abilities already: congratulations are due. As a student masters each new skill, congratulations are due. Such recognition builds self-confidence, mutual respect and admiration, and motivation.

To model learning behavior means to “practice what you preach.” Teachers should demonstrate the skills they want students to learn; otherwise, students will question the skills’ importance and the teacher’s credibility. Be enthusiastic; be inquisitive; be metacognitive; be willing to make and learn from mistakes; be what you want the student to be.
Description of Processes of Application of Principles to Case Examples

I typically rely most on these sources of diagnostic information when starting work with Beginning Literacy and Beginning Basic Education students: item analysis of pre-entry TABE errors in all areas, a spelling sample, a writing sample, and an oral reading sample. I plan each session with three areas of remediation in mind: reading, writing (including spelling), and math.

“April”

I used three primary sources of diagnostic information with “April”: my analysis of pre-entry Form 7, Level E TABE errors, a writing sample, and an oral reading sample. (I acquire diagnostic oral reading samples by picking readings of likely interest to the learner and usually at no more than 2 grade levels below the student’s reading level based on the TABE reading score. I identify the reading levels of oral reading selections by using a readability formula such as the Fry (as found in Laubach Literacy Action, 1999, p.44).)

In April’s case, I chose a generic children’s book (Wallace, 1999), which the publisher indicates is written at a 1st grade level, but which also includes many complex word patterns characteristic of higher reading levels
and representative of types of remedial decoding and spelling patterns. This source confirmed the relatively high reading level suggested by April’s pre-entry TABE reading score, but also resulted in additional diagnostic information in the form of word substitutions.

The type and relative infrequency of errors in April’s writing and oral reading samples confirmed evidence from item analysis of TABE errors that remedial “point zero” for April would be math computation and written language structures. I made no assumptions that because April had been labeled as having a specific language disability, she therefore necessarily needed an intensive, structured program of language remediation. I didn’t use either checklist with April. I offered suggestions of learning activities and let her decide what to learn, either by choosing from among learning activities I offered or by devising her own activities. The first micro-units I offered which she completed with her volunteer tutor were learning activities on multi-column addition and subtraction, as well as long division using selected lessons from *Number Power 1* (Howett, 2000) in a sequence and manner that made sense to her in accord with her expressed goal. Another initial micro-unit was a structured, multi-sensory introduction to comma rules (p. 42).
Before April began with her tutor, I discussed with her my conceptualization of specific learning disability as a way of being very logical with a sometimes illogical system, the English language, such that errors occur. I used my “combo manipulables,” two letters (what I think of as a modified “p-with-a-hook” and an “m”) that can show how all letters consist of the same physical and visual components, straight and curved lines. Using the two combo manipulables, I showed April how covering parts of each alphabetical or numerical symbol and turning the manipulable in space represents how easy it is to visually and spatially alter the appearance and, consequently, the meaning of literacy symbols. I showed how an “l” or “i” can be an “a” with addition of a circle, which then can look like a “o” or “c” or “r” with other parts of the symbol covered by my finger and the symbol turned in space. I showed how a “d” can become a “b” or “p” or “q” or “g” or “h” or “l,” etc.

I explained that “dyslexics” sometimes naturally tend to move such symbols around in the space-of-their-minds, that it’s often problematic for them to get such symbols to “sit on the page” when reading or writing. I explained that for students who appear to have a specific language-based learning disability, known popularly as “dyslexia,” making substitution errors
isn't "dumb" (Jordan, 1996); making such errors may just be the "dyslexia" persisting during reading and spelling. I explain that from another perspective, so-called "dyslexia" is characteristic of an active, creative, multi-sensory mind. Interference with an expectation of ordinary uses of literacy symbols is the negative flip side of a tendency to more actively, creatively manipulate the symbols. I explained my belief and confidence that April could gradually learn to recognize, accept, and correct "mistakes" during her ordinary uses of literacy symbols and that I would assist her in shaping her program to that end.

I reminded April of her success at earning a high school diploma, working a job, being a parent. I also cued her to the value and importance of using and sharing her current literacy skills as she learned new skills. April subsequently set her own pace, in accord with her interests, by choosing a traditional volunteer tutorial (rather than working with the program director in a 1-1 remedial tutorial), and then taking a summer break from the program.

After her 1-1 work with me and at the beginning of her work with the volunteer tutor, I made a list of specific lessons and particular pages or exercises I recommended April work on with her tutor. The list included
learning activities from the following published materials: *The Quick-Word Handbook for Practical Writing* (Sitton and Forest, 1994); *Workforce Writing Dictionary* (Steck-Vaughn, 1998); *The New Oxford Picture Dictionary* (Parnwell, 1998); *Challenger 5* (Murphy, 1985); *Contemporary’s Number Power 1* (Howett, 2000). By the fourth month of her tutorial, April and her tutor spontaneously began paragraph-level writing practice and remediation, without direction from me as program director. When April returns to the program, I will encourage her tutor to spiral back to sub-skills introduced earlier, checking for and modeling automatization of sub-skills, especially in the areas of math computation and written language.

"Janus"

I used three primary sources of diagnostic information in starting my work with "Janus": my item analysis of pre-entry TABE Form 7 and 8 Locator Test errors, a spelling sample, and two oral reading samples. While getting 15 of 17 correct on the Reading section, Janus barely scored high enough on the Math and Language sections of the Locator Test to justify his taking Form 7, Level E instead of Level L.

For a spelling sample, I sometimes have students attempt to spell a half-a-dozen words of increasing complexity, first trying to spell aloud
verbally, then writing each if they choose. Here were Janus' spellings:

pancake (OK spoken and written); potato/paoto (spoken)/poto (written);
petrified/petrfd (spoken)/petirfd (written); physical/phisale
(spoken)/phyciale (written); psychological (no attempt, spoken or written).

These errors suggested to me the likely intellectual, emotional, and
motivational benefits to Janus of starting with learning activities chosen or
designed using the "Structured Language Checklist" as a guide. I believed
that an overview of basic language structures could give him a feeling that
“nothing had been missed.” He agreed.

For oral reading samples in Janus' case, he chose articles of interest
from recent issues of the News for You (New Readers Press, 2005) weekly
newspaper. His oral reading errors on the "300 Sight Words Inventory"
(included in Reddington; also see Fry, 1997A) were what I think of as “classic
dyslexic” word substitutions that can impact comprehension (e.g.,
were/where; though/through; form/from; there/three), a phenomenon we
discussed, eliciting an "ah-ha" reaction from Janus. I advised Janus that
when he read silently to himself and the sentence didn't make sense, a basic
strategy should be to reread, checking for words where he may have made
such substitutions by leaving out or transposing letters.
The type and relative infrequency of errors in Janus’ oral reading confirmed evidence from item analysis of TABE Locator Test errors that remedial “point zero” for Janus would be math computation and written language structures. I made no assumptions that because Janus appeared to me to have a language-based learning disability, he necessarily required an intensive, structured program of language remediation. While I used the "Structured Language Checklist" (p.30) with Janus for his first three more-than-2-hour sessions (a teaching strategy I suggested with which he agreed) Janus balked at my intention to use parts of the Spalding curriculum (Spalding, 1990) by his fourth session, deciding instead to complete his pre-entry TABE testing during his fifth and sixth sessions. Janus then decided to take the GED Practice Tests, getting 25 of 25 correct in Social Studies (800 raw score), 19 of 20 correct in Reading (650 raw score), and 19 of 25 correct in Science (450 raw score), but struggling with the Math and Language Arts sections.

Janus recently expressed his commitment to next work on improving his math and language skills and reiterated his plan to take the GED as soon as he believes he’s ready. After he completes the GED Practice Tests, I suspect he’ll want to proceed in the program like April did, with a 1-1 tutor.
As program director, I'll be mindful of spiraling back to have Janus complete appropriate micro-units to automatization on math computation skills, probably using *Number Power 1* (Howett, 2000), and on written language structures using learning exercises such as “The Six Comma Rules” and “Six Capitalization Rules” learning activities (pp.42-3), while Janus also begins using math and language pre-GED materials.

In the process of applying diagnostic-remedial principles with Janus, I offered suggestions and let him decide what to learn, in a way that made sense in accord with his expressed goals. I used my “combo manipulables,” as Janus believed they applied to him. I reminded Janus of his prior successes as an athlete, a family provider, and a learner currently committed to earning a GED by continuing in adult education. I cued him to the value and importance of using and sharing current literacy skills as he learned new skills. Janus set his own pace, in accord with his goals, choosing to end (what I saw as) pre-Intermediate-level remedial work when he felt the time was right, to do the GED-specific work more in line with his long-term goals. “Gus”

I used three primary sources of diagnostic information with "Gus": my item analysis of pre-entry TABE Form 7, Level L errors, samples of materials
found in his existing file (especially flashcards of particular sight words),
and Gus’ responses to items on the “Reading/Writing Goals” and “Math
Survey” checklists (in Reddington). Using the “Basic Literacy Checklist”
(p.32) as a guide, we moved steadily through Gus’ completion of learning
activities I chose; Gus stores these in a master notebook (Olivier and

The item analysis of Gus’ pre-entry TABE revealed significant
difficulties recognizing and distinguishing sounds of letters within words.
(On his post-entry TABE, Gus missed more on the pre-reading skills section
for middle and ending sounds than on the pre-entry administration, yet got
all the reading skills section correct. I tend to attribute this phenomenon
to Gus not yet having mastered all the varieties of sounds the same vowel
can make and his relative lack of understanding of vowel and consonant
combination sounds, skills on which we continue to work). Months later, we
continue work on micro-units spiraling back to provide practice in recognizing
the differences in the sounds of short vowel phonograms. I created a set
of flash cards of short vowel phonograms (featuring many words found on
the list on pp.34-5; see Fry, 1997B for comprehensive lists of such words).
We occasionally play games as learning activities for practicing letter sound
recognition (see Daniel, 1997A, p.14; Daniel, 1997B, p.10 for samples). Gus has just started work on final, silent “e” words (pp.32-3).

A primary, regular learning activity for Gus is oral reading. We used carefully selected articles (at just below Gus’ readability level) from News for You (New Readers Press, 2005) and some easy reading trade paperbacks (Royston, 1998; Wallace, 1999; Brink, 1936: these are generally difficult for Gus; we alternate reading sentences aloud and I keep track of all his errors for diagnostic-remedial purposes). We now are using the “Timeless Themes” series with great success (Rieff, 1991; Rieff, 1993), as that series is more sequentially controlled by both readability level and sub-skill application than our other sources of oral reading materials. I convert errors from oral reading into word wheels or slipcharts (Fry, 1997B, p.9) for use in subsequent sessions.

As part of his multi-sensory language strategy, I encourage Gus to talk. Talking is a natural springboard to writing. He enjoys being a “poet” in discussing and completing “Two-Line Rhyme” sheets (see pp.38-41). He also enjoyed discussing, completing, and hand-delivering greeting cards I make for him on the computer. After a month reading the stories in “Timeless Themes,” Gus spontaneously began a session one day by proceeding...
On General Hospital, Michael Correntos is a very kind, active boy with a brother named Morgan and a sister named Christina (by Alexis Davis). Sonny Correntos and Jason Quartermaine are gangsters.

When Jason (the Quartermaine’s son) found out Michael was alive, Jason went to look for Michael. Jason was so shocked to see Michael alive, that then Allen Quartermaine and A.J. hid Michael up in the attic.

A.J. said, “Don’t turn your back on me; don’t turn against me.”

A.J. had a gun and shot Allen, his own father, in the back.

The police arrested Carly Correntos, Sonny’s wife, for murdering A.J.

When Michael saw that, he wasn’t happy, saying, “Don’t arrest my Mommy. Don’t arrest my Mommy.”

I anticipate this text (which we now add to each session and from which Gus enjoys reading aloud) will eventually become a reference for writing structure remediation, to which we’ll spiral back in later sessions.

Multi-sensory math learning activities are effective for Gus. I use coins with the math worksheets (pp.48-58), starting just with pennies with Gus. After six months and approximately 40 hours of total contact time moving progressively through the “Basic Literacy Checklist,” Gus has just
started learning concepts underlying multiplication (such as grouping and counting by 2s, 3s, etc.). We regularly spiral back to already introduced addition and subtraction math facts using flashcards. Gus has expressed interest in learning to use a checkbook; I have materials ready (as found in Reddington), but Gus has yet to master the spelling of all the number names (pp.46-7). Gus invited me to become a member of his person-centered planning (The Person Centered Planning Education Site, 2005) team. Engagement in the planning process seems to motivate Gus to learn: he wants to operate his own business some day. As part of my role as person-centered planning team member, I've recently begun creating conversational scripts (pp.44-5) for practice with and use by Gus.

"May"

I used four primary sources of diagnostic information with "May": my item analysis of pre-entry TABE Form 8, Level E errors, a writing sample, a couple of oral reading samples, and her responses to "Reading/Writing Goals" and "Math Survey" checklists (in Reddington). As her oral reading errors are relatively few and far between for her grade level as determined by her pre-entry TABE reading score, and her spelling errors are primarily phonetic (e.g., gallon/galon; president/presedent; collect/culect; against/agenst), I
suggested May work first on math computation and writing structures. She agreed. May has worked primarily on math worksheets and composition of “Two-Line Rhymes,” following the order of learning activities given on the “Basic Literacy Checklist” (p.31) as a guide. As with Gus, she stores her work in a master notebook (Olivier and Bowler, 1996, pp.187-90). May and Gus regularly meet with me in consecutive 1-1 tutorials with some overlap time that functions as a group tutorial.

May typically works independently on math and “Two-Line Rhyme” sheets. My 1-1 work with May typically involves micro-units on sub-skills such as adding versus multiplying with zero; we also use sets of math facts flash cards. May also uses pennies as math manipulables and math facts flashcards. On the “Math Survey,” May indicated her interest in learning computer uses; she has a calculator in her master notebook she sometimes uses to complete math sheets.

My expectation is that completion of “Two-Line Rhyme” sheets will provide an accountability experience of “showing what she knows,” while also exposing more uncommon spelling patterns among rhyming words (p.40-1). My hope is that this experience will result in more diagnostic information (from misspellings of words used in completing the “Two-Line Rhyme” sheets,
but not given on the page), as well as a growing sense of familiarity with words spelled non-phonetically. Such a sense of familiarity may be important for achieving a level of comfort helpful for successful spelling remediation later.

An occasional, secondary learning activity for May is oral reading. We use the “Timeless Themes” series (Rieff, 1991; Rieff, 1993), sometimes during the overlap time with Gus. This series is written below her reading level, but she seems to enjoy the content and maybe a feeling of being held accountable for demonstrating success with her current reading ability. While I’ve converted some errors from oral reading into slipcharts (Fry, 1997B, p.9) we have yet to use them.

Conclusion

There are other students not mentioned here with whom I had success using a diagnostic-remedial approach. There were a couple others for whom the approach did not seem as helpful. Maybe those students would be better served by approaches more intent on developing self-directedness than the approach described here. Maybe I could better
elicit, shape, monitor, and support students' literacy goals. Sounds like a subject for a future mini-grant proposal.

REFERENCES


Reddington, Denise (date unknown). *Reading and Writing for ADULTS*. Bureau of Adult Education. New Hampshire Department of Education: Concord, NH.


Student name__________________

STRUCTURED LANGUAGE CHECKLIST

#1 (done at home, before first class session)

Reading
____ Basic Informal Reading Inventory
____ 300 Sight Words Inventory

#2

Reading
____ “Syllable” understanding
____ Distinguish consonants/vowels
____ Read alphabet
____ Recall names of letters
____ Orally reads in context: diagnostic

Spelling
____ Spell name with manipulables
____ Recite alphabet
____ Syllabicate names: diagnostic

Writing
____ Begin writing "Page One" (from Spaulding Method curriculum), vowel “e”

#3

Reading
____ Recognize letter sounds
____ Recite vowel names/long sounds
____ Recite consonant names
____ Orally read final silent e/long vowel sound words, b-l: diagnostic

Spelling
____ Syllabication: accent
____ Syllabication: vc/cv
____ Syllabicate names: vc/cv

____ Continue writing “Page One” (from Spaulding Method curriculum), through vowels

#4

Reading
____ Recite all letter sounds
____ Recite short vowel sounds
____ Orally read closed syllables, b-l: diagnostic

Spelling
____ Syllabication review: accent
____ Syllabication review: vc/cv
____ Syllabication: closed syllable vc/cv words, #1
Student name____________________

BASIC LITERACY CHECKLIST

#1
Reading
_____ Recognizes printed name
_____ Spells name: manipulables
_____ Recites alphabet
_____ Recalls names of letters

Math
_____ Recognizes numbers 1-20
_____ Counts to 20
_____ Number/thing corres. 1-10
_____ Adds single digits, 1-5

Writing
_____ Prints name
_____ Prints residential address

#2
Reading
_____ Recognizes letter sounds
_____ Recite long vowel sounds
_____ Reads number names, 1-10
_____ Orally reads in context: diagnostic

Math
_____ Writes numbers, 1-10
_____ Subtracts single digits, 1-5
_____ Recognizes number 0

Writing
_____ Helps write two-line rhyme, given closed syllable word wheel

#3
Reading
_____ Recites letter sounds
_____ Reads number names, 11-20
_____ Remediaion: word wheels, slip-charts, etc.
_____ Orally reads in context: diagnostic

Math
_____ Writes numbers, 11-20
_____ Adds single digits, 6-9

Writing
_____ Helps write simple thank you cards from templates

#4
Reading
_____ Recognizes short vowel sounds
_____ Orally read closed syllables,
   b-l: diagnostic
_____ Remediaion: word wheels, slip-charts, etc.
_____ Orally reads in context: diagnostic

Math
_____ Subtracts single digits, 6-9

Writing
_____ Helps write simple birthday and/or holiday cards from templates
Silent Final E/Long Vowel Sound Words, #1 (b-l)

<table>
<thead>
<tr>
<th>Word 1</th>
<th>Word 2</th>
<th>Word 3</th>
<th>Word 4</th>
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Some Homophones

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<td>fare/fair</td>
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<td>cite/site</td>
<td>fate/fete</td>
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<td>bite/byte/bight</td>
<td>core/corps</td>
<td>fore/four/for</td>
<td>here/hear</td>
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<tr>
<td>bore/boar</td>
<td>dine/dyne</td>
<td>gale/Gail</td>
<td>hire/higher</td>
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Silent Final E/Long Vowel Sound Words, #2 (m-z)

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<td>vice</td>
<td>wade</td>
<td>ware</td>
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</table>

Some Homophones

| made/maid | none/nun | raze/raise | sale/sail |
| male/mail | pale/pail | rite/write | side/sighed |
| Mame/main | pane/pain | rode/road/rowed | site/sight/cite |
| mane/main | pare/pair/pear | role/roll | sole/soul |
| mete/meat/meet | Pete/peat | rote/wrote | tale/tail |
| mode/mowed | pole/poll | rude/rued | tide/tied |
| mote/moat | pore/pour | ware/wear/where | vane/vein/vain |
| vise/vice | wade/weighed | | |
### Closed Syllable/Short Vowel Sound Words, #1 (b-k)

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SYLLABICATION PRACTICE: vc/cv, #1
(vowel, consonant/consonant, vowel)

badman    cubby    Fenway    haggard
bagman    cupboard    fibbed    hamlet
Batman    cupcake    fibber    hatter
bedroom    cutting    fitted    hemline
begging    dabbed    fitting    henhouse
better    daddy    foggy    hepcat
bidding    dammed    funny    hidden
bigger    Danny    gabby    hipster
bitter    Debbie    gabbed    hitman
bogged    defjam    gagged    hitter
bopped    Denny's    gallant    hopped
bottom    digger    gassy    hotter
busman    dimwit    gassed    hubcap
busboy    dinner    godly    Huggies
cabbie    dipper    gummy    Hummer
caddy    disgust    gummed    jabbed
cannot    ditto    gunned    jammed
capgun    doggy    gutted    Jenny
catcall    dotted    ginmill    jigger
codfish    dubbed    gypped    jogger
conman    fanned    giblet    jotted
copper    fatted    Hadley    jutted
SYLLABICATION PRACTICE: VC/CV, #2
(vowel, consonant/consonant, vowel)

ladder  nocturnal  potted  rutted
laggard  nodded  potpie  sadden
lapdog  nutmeg  puppet  sadder
legging  nutty  puppy  sagged
letdown  padded  ragged  Sally
lobby  Paddy  rammed  Sammy
lobbed  palpitate  ramrod  sapper
logger  pancake  rancid  setter
logged  Patriots  rapper  Sidney
lottery  Patty  redder  sinner
madder  Peggy  ribbed  sipper
manmade  pencil  ridded  sitter
manners  pepper  rigger  sodden
mapping  petted  ripcord  sonny
matted  petty  robber  sotted
molten  piggy  rotten  summer
mommy  pigpen  rotgut  supper
mopped  pinhead  rubber  tablet
nabbed  pitted  rugged  Tammy
nagged  pitfall  rummy  Teddy
napped  plodder  runner  tenfold
Two-Line Rhymes, #1

Directions: Write a rhyme on the lines. Use words from each group.

Sample:

The dog was bad
bad  Dad  glad

He was sad
had  mad  sad

__________________________________

bad  Dad  glad

__________________________________

had  mad  sad

__________________________________

bag  gag  nag

__________________________________

rag  sag  tag

__________________________________

bam  Sam  ham

__________________________________

jam  Pam  tam

__________________________________

cap  gap  lap

__________________________________

map  nap  tap

__________________________________

bat  cat  fat

__________________________________

hat  rat  sat

__________________________________

car  far  bar

__________________________________

jar  tar  mar

__________________________________

dish  fish  wish

__________________________________

squish  swish
Directions: Write a rhyme on the lines. Use words from each group.

Sample:

The dog was bad bad Dad glad

He was sad had mad sad

boast coast roast
toast most ghost

blame came game

name same tame
dive five hive

live arrive survive

bark dark hark

mark park remark

barge large Marge

sarge

beep deep peep

seep weep
Two-Line Rhymes, #3

Directions: Write a rhyme on the lines. Use words from each group.

Sample:

The dog was bad                          bad  Dad  glad

He was sad                                had  mad  sad

drink sink link                          cable fable table

think kink pink                          gable stable Mabel

good hood stood                         wood could would

food mood brood                          feed need seed

eat beat heat                           meat seat wheat

bold cold fold                          gold hold sold
Two-Line Rhymes, #4

Directions: Write a rhyme on the lines. Use words from each group.

Sample:

The dog was bad  bad  Dad  glad

He was sad  had  mad  sad

bin  pin  sin

win  shin  tin

cute  suit  shoot

root  mute  fruit

shirt  hurt  dirt

curt  blurt  alert

there  where  stare

care  bear  aware

buy  die  high

my  sigh  guy

gate  great  wait

straight  hate
The Six Comma Rules

1. two independent clauses connected with "fanboys"
2. words in a series
3. person being addressed
4. introductory expression
5. unnecessary information
6. dates, addresses, numbers

1. ________________________, fanboy _________________________.

   The "fanboys": for and nor but or yet so

2. …___________________, _________________, and _________________.

3. _____________________, (person's name), _____________________.

4. (Introductory expression), _________________________________.

5. _________________, (unnecessary information), _________________.

6. (day of week), (month and date), (year)
   (street), (city), (state), (country)
   (1),(000),(000),(000)

1. I went home, and the puppy followed me.

2. The puppy was brown, black, and white.

3. My neighbor, Mrs. Smith, owns the puppy.

4. Later this afternoon, I'll take the puppy back to Mrs. Smith.

5. The puppy, not surprisingly, licked my face.

6. Tomorrow is Friday, May 10. Mrs. Smith lives right next door to me at 1 Main Street, Claremont, NH. They say her puppy is worth $1,000.
Six Capitalization Rules

1. **first words** of a sentence, of a line of poetry, and of a quotation
2. first, last, and important words in *titles of produced works*
3. the pronoun "I" and its contractions
4. *proper nouns* (and their *proper adjectives*): names of people; days, months, holidays; specific products, companies, stores, schools, organizations, and teams; cities, states, provinces, countries, continents, and specific geographic locations; streets, parts of towns, and regions of a country; names of buildings and monuments; specific names
5. *people's titles* and their abbreviations
6. *abbreviations* and *parts of a letter*

1. **Capitalize** the first word of a sentence.
   Capitalize, alas, a line of poetry so fair,
   *Said the poet, "Hark, of capitals, beware."

2. The **Literacy Liaison's Collection of Handouts Extraordinaire**
   Lemony Snicket's **Series of Unfortunate Events**

3. I typed this because I have a job where I'm responsible for the learning of the students I've acquired.

4. **Greg** went on **Monday** to **Wal-Mart** in **Claremont** on **Washington St.** behind **Veteran's Cleaners** to buy **American-made 3M Post-It Notes**.

5. **Mr. Eddy** is both my title and my father's title, although I'm **Mr. Gregory L. Eddy, M.Ed.** because I earned an advanced degree.

6. **Fri., Feb. 28** in **Claremont, N.H.**
   2100 **N. Main St.**
   **Ms. Heidi Kuttner**
   **Director of Adult Education**
I Message

I feel ________________________________

When _________________________________

Because _______________________________

And I would like _______________________

Some feelings:

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Business Telephone Script

(Gus’ phone rings. Gus answers the phone.)

Gus: Hello, this is Gus. Who’s this calling?

The other person: Hi. This is __________________________.

Gus: What can I do for you? How may I help you?

___________ (name of the other person): Gus, could you _____________?

Gus: Where would this be? When would you like me to do this?

___________ (name of the other person): It’s at ___________________.

Gus: I know where that is. OR I don’t know where that is. Could you give me directions from my home?

___________ (name of the other person): So, Gus, can you do this for me?

Gus: Yes, I’ll be there. OR No, I’m sorry, but I can’t do it.
Student name______________________________

NUMBER NAMES

1  one __       __  __________  __

2  two __       __  __________  __

3  three __     __  __________  __

4  four __      __  __________  __

5  five __      __  __________  __

6  six __       __  __________  __

7  seven __     __  __________  __

8  eight __     __  __________  __

9  nine __      __  __________  __

10 ten __       __  __________  __

one __  six __  ten __  five __  seven __  two __
nine __  eight __ three __ one __  eight __  four __
NUMBER NAMES, 11 - 20

11  eleven  __  ________  __  ________
12  twelve  __  ________  __  ________
13  thirteen  __  ________  __  ________
14  fourteen  __  ________  __  ________
15  fifteen  __  ________  __  ________
16  sixteen  __  ________  __  ________
17  seventeen  __  ________  __  ________
18  eighteen  __  ________  __  ________
19  nineteen  __  ________  __  ________
20  twenty  __  ________  __  ________

14  ________  11  ________  12  ________  18  ________
15  ________  19  ________  13  ________  20  ________

eleven  __  sixteen  __  twenty  __  fifteen  __  seventeen  __
nineteen  __  eighteen  __  thirteen  __  twelve  __  nineteen  __
**Student name _______________________**

**ADDING SINGLE DIGITS, 1-5**

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**Student name ______________________**

### ADDING SINGLE DIGITS, 6-9

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ADDING and CARRYING, 5-7

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\hline
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+5 & +4 & +5 & +5 \\
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+4 & +3 & +5 & +6 \\
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Student name ______________________

**ADDING and CARRYING, 8-9**

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**SUBTRACTING SINGLE DIGITS, 1-5**

2 1 2 1 1 - 1 = 2 - 1 = 2 - 2 = 1 - 0 =
-1 -0 -0 -1

3 2 4 4 4 - 1 = 4 - 2 = 4 - 0 = 3 - 3 =
-1 -2 -1 -2

3 4 4 3 3 - 1 = 3 - 2 = 2 - 0 = 4 - 3 =
-2 -2 -3 -0

5 4 5 5 5 - 1 = 5 - 2 = 5 - 3 = 5 - 0 =
-1 -4 -3 -5

4 3 5 5 4 - 4 = 5 - 4 = 5 - 1 = 4 - 0 =
-2 -3 -5 -2

5 4 5 4 5 - 2 = 4 - 3 = 5 - 3 = 4 - 2 =
-5 -4 -3 -3
Student name ______________________

SUBTRACTING SINGLE DIGITS, 6-9

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\begin{array}{cccc}
6 & 6 & 6 & 6 \\
-1 & -2 & -0 & -3 \\
\end{array}
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\begin{array}{cccc}
6 & 7 & 7 & 5 \\
-4 & -2 & -3 & -4 \\
\end{array}
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6 & 8 & 5 & 6 \\
-5 & -2 & -3 & -2 \\
\end{array}
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9 & 7 & 7 & 5 \\
-1 & -1 & -3 & -5 \\
\end{array}
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7 & 6 & 5 & 5 \\
-2 & -3 & -4 & -2 \\
\end{array}
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6 & 4 & 5 & 4 \\
-5 & -4 & -3 & -3 \\
\end{array}
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Student name ______________________

SUBTRACTION FACTS, 10-12

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\_0 & \_1 & \_2 & \_3 \\
10 & 10 & 10 & 10 \\
\_4 & \_5 & \_3 & \_2 \\
11 & 10 & 10 & 10 \\
\_2 & \_2 & \_3 & \_0 \\
10 & 10 & 10 & 10 \\
\_1 & \_4 & \_4 & \_5 \\
12 & 12 & 12 & 11 \\
\_2 & \_3 & \_4 & \_2 \\
11 & 12 & 12 & 10 \\
\_5 & \_4 & \_5 & \_3 \\
12 & 10 & 11 & 10 \\
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Student name ____________________________

SUBTRACTION FACTS, 13-15

13 13 13 13 13 - 4 = 13 - 3 = 13 - 2 = 13 - 0 =
-0 -1 -2 -3

14 14 14 14 14 - 5 = 14 - 1 = 14 - 2 = 14 - 3 =
-4 -5 -3 -2

13 14 13 14 14 - 1 = 13 - 2 = 13 - 0 = 14 - 3 =
-2 -2 -3 -0

15 15 15 15 15 - 3 = 15 - 4 = 15 - 3 = 15 - 0 =
-1 -2 -4 -5

13 14 15 14 13 - 4 = 15 - 4 = 14 - 1 = 13 - 0 =
-2 -3 -4 -2

11 12 14 11 10 - 2 = 12 - 3 = 11 - 3 = 14 - 14 =
-5 -4 -5 -3

14 13 16 11 15 - 4 = 13 - 4 = 15 - 1 = 17 - 0 =
-5 -4 -5 -1
Student name __________________________

SUBTRACTION and BORROWING, 20-22

20 20 20 20 20 - 4 = 20 - 3 = 20 - 2 = 21 - 0 =
_-0 -1 -2 -3

20 20 20 20 20 - 5 = 21 - 1 = 21 - 2 = 20 - 3 =
_-4 -5 -3 -2

21 20 21 20 21 - 1 = 21 - 2 = 21 - 0 = 21 - 3 =
_-2 -2 -3 -0

20 20 21 20 20 - 3 = 21 - 4 = 22 - 3 = 22 - 0 =
_-1 -4 -4 -5

22 22 22 21 20 - 4 = 21 - 4 = 22 - 1 = 21 - 0 =
_-2 -3 -4 -2

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_-5 -4 -5 -3

22 20 21 20 22 - 4 = 21 - 4 = 21 - 1 = 20 - 0 =
_-5 -4 -5 -1

32 40 51 30 42 - 4 = 51 - 4 = 41 - 1 = 30 - 0 =
_-5 -4 -5 -1
### Multiplying Single Digits, 1-5

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MULTIPLYING SINGLE DIGITS, 6-9

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6 7 7 5 7×1 = 2×7 = 3×7 = 6×0 =
×4 ×2 ×3 ×4

3 8 5 6 6×3 = 7×2 = 4×4 = 7×3 =
×6 ×2 ×3 ×2

1 1 3 2 8×1 = 7×0 = 2×8 = 3×6 =
×9 ×7 ×7 ×5

2 3 4 5 9×1 = 0×9 = 5×5 = 1×8 =
×7 ×6 ×5 ×2

5 4 5 3 2×5 = 4×3 = 5×3 = 2×4 =
×5 ×4 ×3 ×4