READY TO READ

READING FOR EVERYDAY LIFE

A PRACTICAL ADULT LITERACY READER

HOME LIFE | ERRANDS | BILLS | WORK | COMMUNITY

READ. GROW. USE IT TODAY.

READY TO READ

Reading for Everyday Life

A 16-Week Practical Adult Literacy Semester Program

Program Design

32 complete lessons across 16 weeks

Everyday reading passages about chores, errands, bills, shopping, work, cooking, appointments, labels, notices, and more

Direct instruction in decoding, vocabulary, fluency, comprehension, and functional reading

Instructor teaching scripts and reproducible learner pages

A practical "Today I learned to..." outcome in every lesson

Designed for adult learners who need foundational reading instruction in an adult, respectful, practical context.

Instructor Introduction

This curriculum is built on a simple adult-education principle: a learner should be able to leave class with something useful she can read, understand, explain, or do that same day.

The lessons do not treat adult learners like children. Instead of elementary topics, they use the reading adults encounter in daily life: bills, labels, grocery lists, receipts, work schedules, forms, notices, recipes, appointment cards, text messages, signs, calendars, and community information.

Everyday material is the context, but reading instruction is the purpose. Each lesson intentionally develops foundational reading skills such as sound-symbol relationships, decoding, high-frequency words, vocabulary, sentence reading, fluency, comprehension, locating key information, sequencing, and following written directions.

The program is designed for approximately two 75- to 90-minute sessions per week for 16 weeks. Instructors should adjust pacing. Some learners may need more than one class period for a lesson, and repeated reading is encouraged.

Use fictional information on practice forms. Never ask learners to write real Social Security numbers, bank account numbers, passwords, medical identifiers, or other sensitive personal information on classroom worksheets.

Core Lesson Routine

1. Connect the subject to the learner's experience.
2. Preview 6-8 useful words.
3. Teach one reading skill directly.
4. Model the everyday-life paragraph.
5. Read the paragraph together.
6. Have the learner reread independently.
7. Use a realistic document, sign, form, label, notice, or list.
8. Complete a practical scenario.
9. End with a “Today I learned to...” statement.

Semester Scope and Sequence

Week	Lesson	Topic	Reading Focus	Practical Outcome
1	1	My Information	beginning sounds and recognizing common form words	Complete a simple personal-information form using fictional practice information.
1	2	Reading Signs Around Me	short vowels and sight-word recognition	Read and explain common public signs.
2	1	Morning Chores	short a and short i words; reading action words	Read a chore list and put tasks in order.
2	2	Laundry Day	sh, ch, th digraphs and sequence words	Read a simple clothing-care label and follow the sequence.
3	1	Making a Grocery List	word families and grouping words by category	Create and read a grocery list.
3	2	Reading Grocery Prices	reading dollar amounts and comparing simple information	Find prices in a practice grocery ad and compare two items.
4	1	Checking a Receipt	locating key information and reading totals	Locate the total and change on a practice receipt.
4	2	Needs and Wants	long vowel patterns and main idea	Sort everyday purchases into needs and wants.
5	1	Reading an Appointment Card	days, dates, and locating information	Read an appointment card and identify date, time, and instructions.

5	2	Calling to Change an Appointment	sentence fluency and question words	Read a phone-message note and identify what information belongs on it.
6	1	Reading a Medicine Label Safely	syllables and locating directions	Find the directions and warning area on a fictional practice label.
6	2	Reading Food Labels	multisyllable words and scanning	Locate serving size, sodium, and ingredients on a fictional food label.
7	1	Using a Calendar	months, weekdays, and sequencing dates	Read a weekly calendar and answer date questions.
7	2	Reading a Work Schedule	tables, abbreviations, and time	Read a simple weekly work schedule and find start and end times.
8	1	Reading Text Messages	punctuation and reading conversational sentences	Read a short text exchange and identify the changed time.
8	2	Writing Down a Phone Message	who, what, when, where questions	Complete a practice phone-message slip from a short scenario.
9	1	Reading Directions	left, right, next to, across from; following steps	Follow written directions on a simple practice map.
9	2	Running Errands	sequencing and efficient order	Read an errand list and choose a sensible order.

10	1	Reading an Electric Bill	headings, due dates, and amounts	Locate account number, amount due, due date, and service dates on a fictional bill.
10	2	Reading a Rent Notice	formal vocabulary and important details	Read a fictional housing notice and locate two kinds of information.
11	1	Reading a Workplace Note	context clues and concise instructions	Read a supervisor note and list the tasks in order.
11	2	Reading Safety Signs at Work	imperative verbs and warning words	Read several common safety signs and explain the action each requires.
12	1	Completing a Simple Application	directions, check boxes, and form vocabulary	Complete a fictional practice application.
12	2	Reading Mail Before Throwing It Away	headings, sender, and purpose	Identify the sender, date, heading, and action needed on a practice notice.
13	1	Reading a Bank Statement	columns, deposits, withdrawals, and balances	Read a fictional bank statement and identify deposits, withdrawals, and balance.
13	2	Protecting Personal Information	compound words and identifying sensitive information	Identify which pieces of information should remain private in a

				practice scenario.
14	1	Reading a Simple Recipe	sequence words and measurement abbreviations	Read a short recipe and put the steps in order.
14	2	Reading Food Storage Directions	before/after, refrigerate, and expiration language	Read fictional food-storage labels and identify the required action.
15	1	Reading a Community Notice	main idea, details, and action words	Read a community notice and identify what changed and what stayed the same.
15	2	Reading an Emergency Notice	signal words and finding essential information quickly	Identify the action words and key details in a fictional emergency notice.
16	1	Planning a Day	integrating schedules, lists, and time	Use a calendar, appointment card, and list together to plan a day.
16	2	I Can Read Everyday Life	fluency, comprehension, and independent functional reading	Complete a practical reading portfolio and demonstrate several independent reading tasks.

Beginning-of-Semester Reading Snapshot

Purpose
This is not a high-stakes test. It gives the instructor a starting point for planning.
Record what the learner can do independently, what she can do with help, and what still causes difficulty.

A. Functional Word Reading

name address exit total due date appointment label schedule notice

B. Sentence Reading

The bill is due Friday.

Please bring your photo ID.

Wash the shirt in cold water.

The store closes at six.

Turn right at Oak Street.

C. Short Paragraph

Maria has an appointment on Tuesday at ten. She writes the time on her calendar. Before she leaves home, she checks the appointment card and puts her photo ID in her purse.

D. Instructor Record

- Words read automatically: _____
- Words decoded with effort: _____
- Fluency notes: _____
- Comprehension notes: _____
- Functional-reading strengths: _____
- Priority skills for first four weeks: _____

Week 1 - Lesson 1

My Information

Lesson Purpose

Everyday-life context: personal forms.

Reading focus: beginning sounds and recognizing common form words.

Practical outcome: Complete a simple personal-information form using fictional practice information.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice beginning sounds and recognizing common form words.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Complete a simple personal-information form using fictional practice information.
- Explain one thing learned today in the learner's own words.

Target Words

name • address • city • state • phone • date • sign • number

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about my information. This is something adults may need to read or do in everyday life. We are also going to practice beginning sounds and recognizing common form words."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

NAME: Say the word together. Ask, “What does name mean in this lesson?”

ADDRESS: Say the word together. Ask, “What does address mean in this lesson?”

CITY: Say the word together. Ask, “What does city mean in this lesson?”

STATE: Say the word together. Ask, “What does state mean in this lesson?”

PHONE: Say the word together. Ask, “What does phone mean in this lesson?”

DATE: Say the word together. Ask, “What does date mean in this lesson?”

SIGN: Say the word together. Ask, “What does sign mean in this lesson?”

NUMBER: Say the word together. Ask, “What does number mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

My name is Maria Green. I live at 125 Oak Street. My city is Monroe. My state is Louisiana. My phone number is written on my contact card. When I fill out a form, I look for the words name, address, city, state, and phone. I read each line before I write.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

My Information

My name is Maria Green. I live at 125 Oak Street. My city is Monroe. My state is Louisiana. My phone number is written on my contact card. When I fill out a form, I look for the words name, address, city, state, and phone. I read each line before I write.

Words to Know

name • address • city • state • phone • date • sign • number

Reading Skill

Today we are practicing beginning sounds and recognizing common form words.

Talk About It

1. What word tells you where to write who you are?

2. What word tells you where you live?

3. What should you do before writing on a form?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

name _____

address _____

city _____

state _____

phone _____

date _____

sign _____

number _____

Notice the Reading Skill

Reading focus: beginning sounds and recognizing common form words.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Complete a simple personal-information form using fictional practice information.

Practice Document

PRACTICE FORM

Name: _____

Address: _____

City: _____

State: _____

Phone: _____

Date: _____

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with my information. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Complete a simple personal-information form using fictional practice information.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

name • address • city • state • phone • date • sign • number

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Complete a simple personal-information form using fictional practice information.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 1 - Lesson 2

Reading Signs Around Me

Lesson Purpose
Everyday-life context: public signs.
Reading focus: short vowels and sight-word recognition.
Practical outcome: Read and explain common public signs.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice short vowels and sight-word recognition.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read and explain common public signs.
- Explain one thing learned today in the learner's own words.

Target Words

stop • exit • open • closed • office • restroom • enter • wait

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading signs around me. This is something adults may need to read or do in everyday life. We are also going to practice short vowels and sight-word recognition."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

STOP: Say the word together. Ask, “What does stop mean in this lesson?”

EXIT: Say the word together. Ask, “What does exit mean in this lesson?”

OPEN: Say the word together. Ask, “What does open mean in this lesson?”

CLOSED: Say the word together. Ask, “What does closed mean in this lesson?”

OFFICE: Say the word together. Ask, “What does office mean in this lesson?”

RESTROOM: Say the word together. Ask, “What does restroom mean in this lesson?”

ENTER: Say the word together. Ask, “What does enter mean in this lesson?”

WAIT: Say the word together. Ask, “What does wait mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

On Monday, Maria goes to the community center. The front door says OPEN. A sign near the hall says OFFICE. Another sign points to the RESTROOM. When class is over, Maria follows the EXIT sign. Signs use short words to give important information quickly.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading Signs Around Me

On Monday, Maria goes to the community center. The front door says OPEN. A sign near the hall says OFFICE. Another sign points to the RESTROOM. When class is over, Maria follows the EXIT sign. Signs use short words to give important information quickly.

Words to Know

stop • exit • open • closed • office • restroom • enter • wait

Reading Skill

Today we are practicing short vowels and sight-word recognition.

Talk About It

1. Which sign tells Maria the center is open?

2. Which sign helps her leave the building?

3. Why are signs useful?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

stop _____

exit _____

open _____

closed _____

office _____

restroom _____

enter _____

wait _____

Notice the Reading Skill

Reading focus: short vowels and sight-word recognition.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read and explain common public signs.

Practice Document

OPEN
CLOSED
EXIT
OFFICE
RESTROOM
STOP
ENTER
WAIT

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading signs around me. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read and explain common public signs.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

stop • exit • open • closed • office • restroom • enter • wait

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read and explain common public signs.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 2 - Lesson 1

Morning Chores

Lesson Purpose
Everyday-life context: home chores.
Reading focus: short a and short i words; reading action words.
Practical outcome: Read a chore list and put tasks in order.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice short a and short i words; reading action words.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read a chore list and put tasks in order.
- Explain one thing learned today in the learner's own words.

Target Words

make • bed • wash • dish • sweep • trash • clean • list

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about morning chores. This is something adults may need to read or do in everyday life. We are also going to practice short a and short i words; reading action words."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

MAKE: Say the word together. Ask, “What does make mean in this lesson?”

BED: Say the word together. Ask, “What does bed mean in this lesson?”

WASH: Say the word together. Ask, “What does wash mean in this lesson?”

DISH: Say the word together. Ask, “What does dish mean in this lesson?”

SWEEP: Say the word together. Ask, “What does sweep mean in this lesson?”

TRASH: Say the word together. Ask, “What does trash mean in this lesson?”

CLEAN: Say the word together. Ask, “What does clean mean in this lesson?”

LIST: Say the word together. Ask, “What does list mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria starts her morning by making the bed and opening the curtains. She washes the breakfast dishes and wipes the table. Then she sweeps the kitchen floor and takes out the trash. Before she leaves home, she checks a short list to make sure the chores are done.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Morning Chores

Maria starts her morning by making the bed and opening the curtains. She washes the breakfast dishes and wipes the table. Then she sweeps the kitchen floor and takes out the trash. Before she leaves home, she checks a short list to make sure the chores are done.

Words to Know

make • bed • wash • dish • sweep • trash • clean • list

Reading Skill

Today we are practicing short a and short i words; reading action words.

Talk About It

1. What does Maria do after breakfast?

2. What does she check before leaving?

3. Which chore comes before taking out the trash?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

make _____

bed _____

wash _____

dish _____

sweep _____

trash _____

clean _____

list _____

Notice the Reading Skill

Reading focus: short a and short i words; reading action words.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read a chore list and put tasks in order.

Practice Document

MORNING CHORE LIST

□ Make the bed

□ Wash dishes

□ Wipe the table

□ Sweep the floor

□ Take out trash

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with morning chores. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read a chore list and put tasks in order.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

make • bed • wash • dish • sweep • trash • clean • list

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read a chore list and put tasks in order.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 2 - Lesson 2

Laundry Day

Lesson Purpose
Everyday-life context: laundry labels.
Reading focus: sh, ch, th digraphs and sequence words.
Practical outcome: Read a simple clothing-care label and follow the sequence.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice sh, ch, th digraphs and sequence words.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read a simple clothing-care label and follow the sequence.
- Explain one thing learned today in the learner's own words.

Target Words

wash • shirt • load • soap • rinse • dry • label • cold

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about laundry day. This is something adults may need to read or do in everyday life. We are also going to practice sh, ch, th digraphs and sequence words."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

WASH: Say the word together. Ask, “What does wash mean in this lesson?”

SHIRT: Say the word together. Ask, “What does shirt mean in this lesson?”

LOAD: Say the word together. Ask, “What does load mean in this lesson?”

SOAP: Say the word together. Ask, “What does soap mean in this lesson?”

RINSE: Say the word together. Ask, “What does rinse mean in this lesson?”

DRY: Say the word together. Ask, “What does dry mean in this lesson?”

LABEL: Say the word together. Ask, “What does label mean in this lesson?”

COLD: Say the word together. Ask, “What does cold mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria sorts the laundry before she starts the washer. She reads the label on a blue shirt. The label says WASH COLD. She puts the shirt in the washer with the dark clothes. After the load is washed, she moves it to the dryer. She folds the clean clothes and puts them away.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Laundry Day

Maria sorts the laundry before she starts the washer. She reads the label on a blue shirt. The label says WASH COLD. She puts the shirt in the washer with the dark clothes. After the load is washed, she moves it to the dryer. She folds the clean clothes and puts them away.

Words to Know

wash • shirt • load • soap • rinse • dry • label • cold

Reading Skill

Today we are practicing sh, ch, th digraphs and sequence words.

Talk About It

1. What does the shirt label say?

2. What does Maria do after the load is washed?

3. Why does she read the label?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

wash _____

shirt _____

load _____

soap _____

rinse _____

dry _____

label _____

cold _____

Notice the Reading Skill

Reading focus: sh, ch, th digraphs and sequence words.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read a simple clothing-care label and follow the sequence.

Practice Document

CARE LABEL
WASH COLD
WASH WITH LIKE COLORS
TUMBLE DRY LOW
DO NOT BLEACH

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with laundry day. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read a simple clothing-care label and follow the sequence.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

wash • shirt • load • soap • rinse • dry • label • cold

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read a simple clothing-care label and follow the sequence.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 3 - Lesson 1

Making a Grocery List

Lesson Purpose
Everyday-life context: shopping lists.
Reading focus: word families and grouping words by category.
Practical outcome: Create and read a grocery list.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice word families and grouping words by category.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Create and read a grocery list.
- Explain one thing learned today in the learner's own words.

Target Words

milk • bread • eggs • rice • beans • soap • fruit • list

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about making a grocery list. This is something adults may need to read or do in everyday life. We are also going to practice word families and grouping words by category."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

MILK: Say the word together. Ask, “What does milk mean in this lesson?”

BREAD: Say the word together. Ask, “What does bread mean in this lesson?”

EGGS: Say the word together. Ask, “What does eggs mean in this lesson?”

RICE: Say the word together. Ask, “What does rice mean in this lesson?”

BEANS: Say the word together. Ask, “What does beans mean in this lesson?”

SOAP: Say the word together. Ask, “What does soap mean in this lesson?”

FRUIT: Say the word together. Ask, “What does fruit mean in this lesson?”

LIST: Say the word together. Ask, “What does list mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria looks in the kitchen before she goes to the store. She has bread, but she needs milk and eggs. She also needs rice, beans, fruit, and dish soap. She writes the items on a grocery list. At the store, she checks off each item as she puts it in the cart.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Making a Grocery List

Maria looks in the kitchen before she goes to the store. She has bread, but she needs milk and eggs. She also needs rice, beans, fruit, and dish soap. She writes the items on a grocery list. At the store, she checks off each item as she puts it in the cart.

Words to Know

milk • bread • eggs • rice • beans • soap • fruit • list

Reading Skill

Today we are practicing word families and grouping words by category.

Talk About It

1. What does Maria already have?

2. Name two foods she needs.

3. What does she do after putting an item in the cart?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

milk _____

bread _____

eggs _____

rice _____

beans _____

soap _____

fruit _____

list _____

Notice the Reading Skill

Reading focus: word families and grouping words by category.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Create and read a grocery list.

Practice Document

GROCERY LIST

□ Milk

□ Eggs

□ Rice

□ Beans

□ Fruit

□ Dish soap

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with making a grocery list. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Create and read a grocery list.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

milk • bread • eggs • rice • beans • soap • fruit • list

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Create and read a grocery list.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 3 - Lesson 2

Reading Grocery Prices

Lesson Purpose
Everyday-life context: store ads.
Reading focus: reading dollar amounts and comparing simple information.
Practical outcome: Find prices in a practice grocery ad and compare two items.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice reading dollar amounts and comparing simple information.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Find prices in a practice grocery ad and compare two items.
- Explain one thing learned today in the learner's own words.

Target Words

price • sale • each • save • total • pound • small • large

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading grocery prices. This is something adults may need to read or do in everyday life. We are also going to practice reading dollar amounts and comparing simple information."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

PRICE: Say the word together. Ask, “What does price mean in this lesson?”

SALE: Say the word together. Ask, “What does sale mean in this lesson?”

EACH: Say the word together. Ask, “What does each mean in this lesson?”

SAVE: Say the word together. Ask, “What does save mean in this lesson?”

TOTAL: Say the word together. Ask, “What does total mean in this lesson?”

POUND: Say the word together. Ask, “What does pound mean in this lesson?”

SMALL: Say the word together. Ask, “What does small mean in this lesson?”

LARGE: Say the word together. Ask, “What does large mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria reads a grocery ad before shopping. Apples are on sale for $1.29 a pound. A loaf of bread costs $2.49. Milk is $3.69 a gallon. Maria circles the items she needs and writes the prices beside them. Reading the ad helps her plan before she goes to the store.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading Grocery Prices

Maria reads a grocery ad before shopping. Apples are on sale for $1.29 a pound. A loaf of bread costs $2.49. Milk is $3.69 a gallon. Maria circles the items she needs and writes the prices beside them. Reading the ad helps her plan before she goes to the store.

Words to Know

price • sale • each • save • total • pound • small • large

Reading Skill

Today we are practicing reading dollar amounts and comparing simple information.

Talk About It

1. How much are apples?

2. How much is bread?

3. Why does Maria read the ad before shopping?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

price _____

sale _____

each _____

save _____

total _____

pound _____

small _____

large _____

Notice the Reading Skill

Reading focus: reading dollar amounts and comparing simple information.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Find prices in a practice grocery ad and compare two items.

Practice Document

WEEKLY GROCERY AD
Apples ..... $1.29 lb.
Bread $2.49
Milk ..... $3.69 gallon
Rice ..... $2.19 bag
Dish Soap $2.99

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading grocery prices. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Find prices in a practice grocery ad and compare two items.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

price • sale • each • save • total • pound • small • large

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Find prices in a practice grocery ad and compare two items.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 4 - Lesson 1

Checking a Receipt

Lesson Purpose
Everyday-life context: receipts.
Reading focus: locating key information and reading totals.
Practical outcome: Locate the total and change on a practice receipt.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice locating key information and reading totals.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Locate the total and change on a practice receipt.
- Explain one thing learned today in the learner's own words.

Target Words

receipt • item • price • tax • total • cash • change • store

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about checking a receipt. This is something adults may need to read or do in everyday life. We are also going to practice locating key information and reading totals."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

RECEIPT: Say the word together. Ask, “What does receipt mean in this lesson?”

ITEM: Say the word together. Ask, “What does item mean in this lesson?”

PRICE: Say the word together. Ask, “What does price mean in this lesson?”

TAX: Say the word together. Ask, “What does tax mean in this lesson?”

TOTAL: Say the word together. Ask, “What does total mean in this lesson?”

CASH: Say the word together. Ask, “What does cash mean in this lesson?”

CHANGE: Say the word together. Ask, “What does change mean in this lesson?”

STORE: Say the word together. Ask, “What does store mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

After shopping, Maria looks at her receipt before she leaves the parking lot. She finds the milk, bread, and apples on the list. She checks each price. At the bottom she sees the word TOTAL. She also checks how much cash she gave and how much change she received.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Checking a Receipt

After shopping, Maria looks at her receipt before she leaves the parking lot. She finds the milk, bread, and apples on the list. She checks each price. At the bottom she sees the word TOTAL. She also checks how much cash she gave and how much change she received.

Words to Know

receipt • item • price • tax • total • cash • change • store

Reading Skill

Today we are practicing locating key information and reading totals.

Talk About It

1. Where does Maria find the total?

2. What does she check besides prices?

3. Why is it useful to read a receipt?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

receipt _____

item _____

price _____

tax _____

total _____

cash _____

change _____

store _____

Notice the Reading Skill

Reading focus: locating key information and reading totals.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Locate the total and change on a practice receipt.

Practice Document

MARKET RECEIPT
Milk $3.69
Bread $2.49
Apples $3.12
Tax $0.33
TOTAL $9.63
Cash $10.00
Change $0.37

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with checking a receipt. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Locate the total and change on a practice receipt.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

receipt • item • price • tax • total • cash • change • store

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Locate the total and change on a practice receipt.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 4 - Lesson 2

Needs and Wants

Lesson Purpose
Everyday-life context: spending choices.
Reading focus: long vowel patterns and main idea.
Practical outcome: Sort everyday purchases into needs and wants.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice long vowel patterns and main idea.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Sort everyday purchases into needs and wants.
- Explain one thing learned today in the learner's own words.

Target Words

need • want • food • rent • shoe • save • plan • money

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about needs and wants. This is something adults may need to read or do in everyday life. We are also going to practice long vowel patterns and main idea."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

NEED: Say the word together. Ask, “What does need mean in this lesson?”

WANT: Say the word together. Ask, “What does want mean in this lesson?”

FOOD: Say the word together. Ask, “What does food mean in this lesson?”

RENT: Say the word together. Ask, “What does rent mean in this lesson?”

SHOE: Say the word together. Ask, “What does shoe mean in this lesson?”

SAVE: Say the word together. Ask, “What does save mean in this lesson?”

PLAN: Say the word together. Ask, “What does plan mean in this lesson?”

MONEY: Say the word together. Ask, “What does money mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria has forty dollars left after paying her important bills. She needs food for the week, but she also sees a new purse she likes. The purse can wait. Food is a need. The purse is a want. Maria buys the food and puts the rest of the money aside for another expense.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Needs and Wants

Maria has forty dollars left after paying her important bills. She needs food for the week, but she also sees a new purse she likes. The purse can wait. Food is a need. The purse is a want. Maria buys the food and puts the rest of the money aside for another expense.

Words to Know

need • want • food • rent • shoe • save • plan • money

Reading Skill

Today we are practicing long vowel patterns and main idea.

Talk About It

1. What does Maria need?

2. What does she want?

3. What choice does she make?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

need _____

want _____

food _____

rent _____

shoe _____

save _____

plan _____

money _____

Notice the Reading Skill

Reading focus: long vowel patterns and main idea.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Sort everyday purchases into needs and wants.

Practice Document

NEED OR WANT?

Rent

Food

Medicine

New purse

Movie ticket

Electric bill

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with needs and wants. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Sort everyday purchases into needs and wants.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

need • want • food • rent • shoe • save • plan • money

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Sort everyday purchases into needs and wants.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 5 - Lesson 1

Reading an Appointment Card

Lesson Purpose
Everyday-life context: appointments.
Reading focus: days, dates, and locating information.
Practical outcome: Read an appointment card and identify date, time, and instructions.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice days, dates, and locating information.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read an appointment card and identify date, time, and instructions.
- Explain one thing learned today in the learner's own words.

Target Words

appointment • date • time • Monday • Tuesday • office • arrive • bring

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading an appointment card. This is something adults may need to read or do in everyday life. We are also going to practice days, dates, and locating information."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

APPOINTMENT: Say the word together. Ask, “What does appointment mean in this lesson?”

DATE: Say the word together. Ask, “What does date mean in this lesson?”

TIME: Say the word together. Ask, “What does time mean in this lesson?”

MONDAY: Say the word together. Ask, “What does Monday mean in this lesson?”

TUESDAY: Say the word together. Ask, “What does Tuesday mean in this lesson?”

OFFICE: Say the word together. Ask, “What does office mean in this lesson?”

ARRIVE: Say the word together. Ask, “What does arrive mean in this lesson?”

BRING: Say the word together. Ask, “What does bring mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria has an appointment on Tuesday, October 6, at 10:30 in the morning. The card says to arrive fifteen minutes early and bring a photo ID. Maria writes the appointment on her calendar. The night before, she puts the card and her ID by her purse.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading an Appointment Card

Maria has an appointment on Tuesday, October 6, at 10:30 in the morning. The card says to arrive fifteen minutes early and bring a photo ID. Maria writes the appointment on her calendar. The night before, she puts the card and her ID by her purse.

Words to Know

appointment • date • time • Monday • Tuesday • office • arrive • bring

Reading Skill

Today we are practicing days, dates, and locating information.

Talk About It

1. What day is the appointment?

2. What time is it?

3. What should Maria bring?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

appointment _____

date _____

time _____

Monday _____

Tuesday _____

office _____

arrive _____

bring _____

Notice the Reading Skill

Reading focus: days, dates, and locating information.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read an appointment card and identify date, time, and instructions.

Practice Document

APPOINTMENT CARD
Maria Green
Tuesday, October 6
10:30 a.m.
Please arrive 15 minutes early.
Bring photo identification.

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading an appointment card. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read an appointment card and identify date, time, and instructions.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

appointment • date • time • Monday • Tuesday • office • arrive • bring

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read an appointment card and identify date, time, and instructions.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 5 - Lesson 2

Calling to Change an Appointment

Lesson Purpose
Everyday-life context: phone notes.
Reading focus: sentence fluency and question words.
Practical outcome: Read a phone-message note and identify what information belongs on it.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice sentence fluency and question words.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read a phone-message note and identify what information belongs on it.
- Explain one thing learned today in the learner's own words.

Target Words

call • change • cancel • time • message • return • please • confirm

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about calling to change an appointment. This is something adults may need to read or do in everyday life. We are also going to practice sentence fluency and question words."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

CALL: Say the word together. Ask, “What does call mean in this lesson?”

CHANGE: Say the word together. Ask, “What does change mean in this lesson?”

CANCEL: Say the word together. Ask, “What does cancel mean in this lesson?”

TIME: Say the word together. Ask, “What does time mean in this lesson?”

MESSAGE: Say the word together. Ask, “What does message mean in this lesson?”

RETURN: Say the word together. Ask, “What does return mean in this lesson?”

PLEASE: Say the word together. Ask, “What does please mean in this lesson?”

CONFIRM: Say the word together. Ask, “What does confirm mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria cannot keep her Thursday appointment because she has to work. She calls the office and leaves a message. She says her name, her phone number, and the reason for the call. She asks the office to call her back. When they return the call, she writes down the new date and time.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Calling to Change an Appointment

Maria cannot keep her Thursday appointment because she has to work. She calls the office and leaves a message. She says her name, her phone number, and the reason for the call. She asks the office to call her back. When they return the call, she writes down the new date and time.

Words to Know

call • change • cancel • time • message • return • please • confirm

Reading Skill

Today we are practicing sentence fluency and question words.

Talk About It

1. Why does Maria call the office?

2. What information does she leave?

3. What does she write down later?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

call _____

change _____

cancel _____

time _____

message _____

return _____

please _____

confirm _____

Notice the Reading Skill

Reading focus: sentence fluency and question words.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read a phone-message note and identify what information belongs on it.

Practice Document

CALL-BACK NOTE
Name: Maria Green
Reason: Need to change Thursday appointment
Phone: 555-0123
New date: _____
New time: _____

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with calling to change an appointment. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read a phone-message note and identify what information belongs on it.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

call • change • cancel • time • message • return • please • confirm

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read a phone-message note and identify what information belongs on it.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 6 - Lesson 1

Reading a Medicine Label Safely

Lesson Purpose
Everyday-life context: medicine labels.
Reading focus: syllables and locating directions.
Practical outcome: Find the directions and warning area on a fictional practice label.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice syllables and locating directions.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Find the directions and warning area on a fictional practice label.
- Explain one thing learned today in the learner's own words.

Target Words

medicine • tablet • dose • take • daily • hours • warning • label

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading a medicine label safely. This is something adults may need to read or do in everyday life. We are also going to practice syllables and locating directions."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

MEDICINE: Say the word together. Ask, “What does medicine mean in this lesson?”

TABLET: Say the word together. Ask, “What does tablet mean in this lesson?”

DOSE: Say the word together. Ask, “What does dose mean in this lesson?”

TAKE: Say the word together. Ask, “What does take mean in this lesson?”

DAILY: Say the word together. Ask, “What does daily mean in this lesson?”

HOURS: Say the word together. Ask, “What does hours mean in this lesson?”

WARNING: Say the word together. Ask, “What does warning mean in this lesson?”

LABEL: Say the word together. Ask, “What does label mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria buys a bottle of pain reliever. Before taking it, she reads the label. The directions say to take two tablets with water. The label also tells how often the medicine may be taken and gives warnings. Maria knows that if she does not understand the label, she should ask a pharmacist or health professional.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading a Medicine Label Safely

Maria buys a bottle of pain reliever. Before taking it, she reads the label. The directions say to take two tablets with water. The label also tells how often the medicine may be taken and gives warnings. Maria knows that if she does not understand the label, she should ask a pharmacist or health professional.

Words to Know

medicine • tablet • dose • take • daily • hours • warning • label

Reading Skill

Today we are practicing syllables and locating directions.

Talk About It

1. What does Maria read before taking the medicine?

2. What should she do if she does not understand the label?

3. Where can warnings be found?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

medicine _____

tablet _____

dose _____

take _____

daily _____

hours _____

warning _____

label _____

Notice the Reading Skill

Reading focus: syllables and locating directions.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Find the directions and warning area on a fictional practice label.

Practice Document

PRACTICE LABEL - NOT REAL MEDICINE
Directions: Take 2 tablets with water.
Do not take more often than the label allows.
Warning: Ask a pharmacist or health professional if you do not understand the directions.

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading a medicine label safely. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Find the directions and warning area on a fictional practice label.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

medicine • tablet • dose • take • daily • hours • warning • label

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Find the directions and warning area on a fictional practice label.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: “What can you do now that you could not do as easily before this lesson?”
Place one successful page or sample in the learner's Things I Can Read folder.

Week 6 - Lesson 2

Reading Food Labels

Lesson Purpose
Everyday-life context: nutrition and packaging.
Reading focus: multisyllable words and scanning.
Practical outcome: Locate serving size, sodium, and ingredients on a fictional food label.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice multisyllable words and scanning.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Locate serving size, sodium, and ingredients on a fictional food label.
- Explain one thing learned today in the learner's own words.

Target Words

serving • calories • sugar • sodium • ingredient • package • amount • label

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading food labels. This is something adults may need to read or do in everyday life. We are also going to practice multisyllable words and scanning."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

SERVING: Say the word together. Ask, “What does serving mean in this lesson?”

CALORIES: Say the word together. Ask, “What does calories mean in this lesson?”

SUGAR: Say the word together. Ask, “What does sugar mean in this lesson?”

SODIUM: Say the word together. Ask, “What does sodium mean in this lesson?”

INGREDIENT: Say the word together. Ask, “What does ingredient mean in this lesson?”

PACKAGE: Say the word together. Ask, “What does package mean in this lesson?”

AMOUNT: Say the word together. Ask, “What does amount mean in this lesson?”

LABEL: Say the word together. Ask, “What does label mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria compares two cans of soup. She looks at the serving size, sodium, and ingredients on each label. She notices that the cans are the same size but the sodium amounts are different. She chooses the one that fits her needs and puts it in the cart.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading Food Labels

Maria compares two cans of soup. She looks at the serving size, sodium, and ingredients on each label. She notices that the cans are the same size but the sodium amounts are different. She chooses the one that fits her needs and puts it in the cart.

Words to Know

serving • calories • sugar • sodium • ingredient • package • amount • label

Reading Skill

Today we are practicing multisyllable words and scanning.

Talk About It

1. What three things does Maria compare?

2. Are the cans the same size?

3. What information helps her choose?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

serving _____

calories _____

sugar _____

sodium _____

ingredient _____

package _____

amount _____

label _____

Notice the Reading Skill

Reading focus: multisyllable words and scanning.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Locate serving size, sodium, and ingredients on a fictional food label.

Practice Document

PRACTICE FOOD LABEL
Serving Size: 1 cup
Calories: 180
Sodium: 520 mg
Total Sugar: 6 g
Ingredients: vegetables, broth, beans, seasoning

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading food labels. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Locate serving size, sodium, and ingredients on a fictional food label.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

serving • calories • sugar • sodium • ingredient • package • amount • label

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Locate serving size, sodium, and ingredients on a fictional food label.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 7 - Lesson 1

Using a Calendar

Lesson Purpose
Everyday-life context: calendars.
Reading focus: months, weekdays, and sequencing dates.
Practical outcome: Read a weekly calendar and answer date questions.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice months, weekdays, and sequencing dates.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read a weekly calendar and answer date questions.
- Explain one thing learned today in the learner's own words.

Target Words

month • week • today • tomorrow • Friday • Saturday • event • calendar

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about using a calendar. This is something adults may need to read or do in everyday life. We are also going to practice months, weekdays, and sequencing dates."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

MONTH: Say the word together. Ask, “What does month mean in this lesson?”

WEEK: Say the word together. Ask, “What does week mean in this lesson?”

TODAY: Say the word together. Ask, “What does today mean in this lesson?”

TOMORROW: Say the word together. Ask, “What does tomorrow mean in this lesson?”

FRIDAY: Say the word together. Ask, “What does Friday mean in this lesson?”

SATURDAY: Say the word together. Ask, “What does Saturday mean in this lesson?”

EVENT: Say the word together. Ask, “What does event mean in this lesson?”

CALENDAR: Say the word together. Ask, “What does calendar mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria keeps a calendar on the refrigerator. On Friday she has class at nine. On Saturday she plans to visit her sister. Her electric bill is due next Monday. Maria checks the calendar each morning so she knows what is coming next.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Using a Calendar

Maria keeps a calendar on the refrigerator. On Friday she has class at nine. On Saturday she plans to visit her sister. Her electric bill is due next Monday. Maria checks the calendar each morning so she knows what is coming next.

Words to Know

month • week • today • tomorrow • Friday • Saturday • event • calendar

Reading Skill

Today we are practicing months, weekdays, and sequencing dates.

Talk About It

1. What happens on Friday?

2. What does Maria plan for Saturday?

3. When is the electric bill due?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

month _____

week _____

today _____

tomorrow _____

Friday _____

Saturday _____

event _____

calendar _____

Notice the Reading Skill

Reading focus: months, weekdays, and sequencing dates.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read a weekly calendar and answer date questions.

Practice Document

WEDNESDAY PLAN
9:00 - Class
11:30 - Lunch
1:30 - Appointment
3:00 - Grocery Store
Electric bill due Monday

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with using a calendar. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read a weekly calendar and answer date questions.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

month • week • today • tomorrow • Friday • Saturday • event • calendar

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read a weekly calendar and answer date questions.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 7 - Lesson 2

Reading a Work Schedule

Lesson Purpose
Everyday-life context: work schedules.
Reading focus: tables, abbreviations, and time.
Practical outcome: Read a simple weekly work schedule and find start and end times.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice tables, abbreviations, and time.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read a simple weekly work schedule and find start and end times.
- Explain one thing learned today in the learner's own words.

Target Words

shift • start • end • break • Monday • Friday • hours • schedule

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading a work schedule. This is something adults may need to read or do in everyday life. We are also going to practice tables, abbreviations, and time."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

SHIFT: Say the word together. Ask, “What does shift mean in this lesson?”

START: Say the word together. Ask, “What does start mean in this lesson?”

END: Say the word together. Ask, “What does end mean in this lesson?”

BREAK: Say the word together. Ask, “What does break mean in this lesson?”

MONDAY: Say the word together. Ask, “What does Monday mean in this lesson?”

FRIDAY: Say the word together. Ask, “What does Friday mean in this lesson?”

HOURS: Say the word together. Ask, “What does hours mean in this lesson?”

SCHEDULE: Say the word together. Ask, “What does schedule mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria's work schedule is posted every Friday. On Monday she works from 8:00 a.m. until 1:00 p.m. On Wednesday she starts at 10:00 a.m. She checks the schedule carefully because her start time can change from day to day.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading a Work Schedule

Maria's work schedule is posted every Friday. On Monday she works from 8:00 a.m. until 1:00 p.m. On Wednesday she starts at 10:00 a.m. She checks the schedule carefully because her start time can change from day to day.

Words to Know

shift • start • end • break • Monday • Friday • hours • schedule

Reading Skill

Today we are practicing tables, abbreviations, and time.

Talk About It

1. When does Maria work on Monday?

2. Which day begins at 10:00?

3. Why does she check the schedule carefully?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

shift _____

start _____

end _____

break _____

Monday _____

Friday _____

hours _____

schedule _____

Notice the Reading Skill

Reading focus: tables, abbreviations, and time.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read a simple weekly work schedule and find start and end times.

Practice Document

WORK SCHEDULE
Monday 8:00 a.m. - 1:00 p.m.
Tuesday OFF
Wednesday 10:00 a.m. - 3:00 p.m.
Thursday 8:00 a.m. - 1:00 p.m.
Friday 9:00 a.m. - 2:00 p.m.

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading a work schedule. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read a simple weekly work schedule and find start and end times.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

shift • start • end • break • Monday • Friday • hours • schedule

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read a simple weekly work schedule and find start and end times.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: “What can you do now that you could not do as easily before this lesson?”
Place one successful page or sample in the learner's Things I Can Read folder.

Week 8 - Lesson 1

Reading Text Messages

Lesson Purpose
Everyday-life context: phone messages.
Reading focus: punctuation and reading conversational sentences.
Practical outcome: Read a short text exchange and identify the changed time.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice punctuation and reading conversational sentences.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read a short text exchange and identify the changed time.
- Explain one thing learned today in the learner's own words.

Target Words

text • message • meet • late • today • tomorrow • reply • thanks

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading text messages. This is something adults may need to read or do in everyday life. We are also going to practice punctuation and reading conversational sentences."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

TEXT: Say the word together. Ask, “What does text mean in this lesson?”

MESSAGE: Say the word together. Ask, “What does message mean in this lesson?”

MEET: Say the word together. Ask, “What does meet mean in this lesson?”

LATE: Say the word together. Ask, “What does late mean in this lesson?”

TODAY: Say the word together. Ask, “What does today mean in this lesson?”

TOMORROW: Say the word together. Ask, “What does tomorrow mean in this lesson?”

REPLY: Say the word together. Ask, “What does reply mean in this lesson?”

THANKS: Say the word together. Ask, “What does thanks mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria receives a text from her friend: 'Can we meet at 2:00 instead of 1:00?' Maria reads the message twice. She replies, 'Yes. I will see you at 2:00.' A few minutes later her friend writes, 'Thanks!' Maria checks the time before she leaves home.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading Text Messages

Maria receives a text from her friend: 'Can we meet at 2:00 instead of 1:00?' Maria reads the message twice. She replies, 'Yes. I will see you at 2:00.' A few minutes later her friend writes, 'Thanks!' Maria checks the time before she leaves home.

Words to Know

text • message • meet • late • today • tomorrow • reply • thanks

Reading Skill

Today we are practicing punctuation and reading conversational sentences.

Talk About It

1. What time did the friend first plan to meet?

2. What is the new time?

3. What does Maria do before leaving?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

text _____

message _____

meet _____

late _____

today _____

tomorrow _____

reply _____

thanks _____

Notice the Reading Skill

Reading focus: punctuation and reading conversational sentences.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read a short text exchange and identify the changed time.

Practice Document

TEXT MESSAGE
Friend: Can we meet at 2:00 instead of 1:00?
Maria: Yes. I will see you at 2:00.
Friend: Thanks!

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading text messages. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read a short text exchange and identify the changed time.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

text • message • meet • late • today • tomorrow • reply • thanks

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read a short text exchange and identify the changed time.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: “What can you do now that you could not do as easily before this lesson?”
Place one successful page or sample in the learner's Things I Can Read folder.

Week 8 - Lesson 2

Writing Down a Phone Message

Lesson Purpose
Everyday-life context: message slips.
Reading focus: who, what, when, where questions.
Practical outcome: Complete a practice phone-message slip from a short scenario.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice who, what, when, where questions.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Complete a practice phone-message slip from a short scenario.
- Explain one thing learned today in the learner's own words.

Target Words

caller • name • number • called • message • return • time • note

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about writing down a phone message. This is something adults may need to read or do in everyday life. We are also going to practice who, what, when, where questions."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

CALLER: Say the word together. Ask, “What does caller mean in this lesson?”

NAME: Say the word together. Ask, “What does name mean in this lesson?”

NUMBER: Say the word together. Ask, “What does number mean in this lesson?”

CALLED: Say the word together. Ask, “What does called mean in this lesson?”

MESSAGE: Say the word together. Ask, “What does message mean in this lesson?”

RETURN: Say the word together. Ask, “What does return mean in this lesson?”

TIME: Say the word together. Ask, “What does time mean in this lesson?”

NOTE: Say the word together. Ask, “What does note mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria answers the phone at the office while her coworker is away. The caller asks for Ms. Brown. Maria writes the caller's name, phone number, time of the call, and a short message. She reads the note back to make sure it is correct.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Writing Down a Phone Message

Maria answers the phone at the office while her coworker is away. The caller asks for Ms. Brown. Maria writes the caller's name, phone number, time of the call, and a short message. She reads the note back to make sure it is correct.

Words to Know

caller • name • number • called • message • return • time • note

Reading Skill

Today we are practicing who, what, when, where questions.

Talk About It

1. Whom does the caller ask for?

2. What four things does Maria write?

3. Why does she read the note back?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

caller _____

name _____

number _____

called _____

message _____

return _____

time _____

note _____

Notice the Reading Skill

Reading focus: who, what, when, where questions.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Complete a practice phone-message slip from a short scenario.

Practice Document

PHONE MESSAGE
For: Ms. Brown
Caller: _____
Phone: _____
Time: _____
Message: _____

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with writing down a phone message. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Complete a practice phone-message slip from a short scenario.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

caller • name • number • called • message • return • time • note

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Complete a practice phone-message slip from a short scenario.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 9 - Lesson 1

Reading Directions

Lesson Purpose
Everyday-life context: directions.
Reading focus: left, right, next to, across from; following steps.
Practical outcome: Follow written directions on a simple practice map.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice left, right, next to, across from; following steps.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Follow written directions on a simple practice map.
- Explain one thing learned today in the learner's own words.

Target Words

left • right • turn • next • across • block • street • corner

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading directions. This is something adults may need to read or do in everyday life. We are also going to practice left, right, next to, across from; following steps."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

LEFT: Say the word together. Ask, “What does left mean in this lesson?”

RIGHT: Say the word together. Ask, “What does right mean in this lesson?”

TURN: Say the word together. Ask, “What does turn mean in this lesson?”

NEXT: Say the word together. Ask, “What does next mean in this lesson?”

ACROSS: Say the word together. Ask, “What does across mean in this lesson?”

BLOCK: Say the word together. Ask, “What does block mean in this lesson?”

STREET: Say the word together. Ask, “What does street mean in this lesson?”

CORNER: Say the word together. Ask, “What does corner mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria needs to find the library. The directions say: Go two blocks on Pine Street. Turn right at Oak Avenue. The library is next to the bank and across from the post office. Maria reads one step at a time and checks the street signs as she walks.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading Directions

Maria needs to find the library. The directions say: Go two blocks on Pine Street. Turn right at Oak Avenue. The library is next to the bank and across from the post office. Maria reads one step at a time and checks the street signs as she walks.

Words to Know

left • right • turn • next • across • block • street • corner

Reading Skill

Today we are practicing left, right, next to, across from; following steps.

Talk About It

1. How many blocks does Maria go first?

2. Where does she turn?

3. What is across from the library?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

left _____

right _____

turn _____

next _____

across _____

block _____

street _____

corner _____

Notice the Reading Skill

Reading focus: left, right, next to, across from; following steps.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Follow written directions on a simple practice map.

Practice Document

DIRECTIONS TO THE LIBRARY

1. Go two blocks on Pine Street.
2. Turn right at Oak Avenue.
3. The library is next to the bank.
4. The post office is across from the library.

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading directions. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Follow written directions on a simple practice map.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

left • right • turn • next • across • block • street • corner

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Follow written directions on a simple practice map.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 9 - Lesson 2

Running Errands

Lesson Purpose
Everyday-life context: errand lists.
Reading focus: sequencing and efficient order.
Practical outcome: Read an errand list and choose a sensible order.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice sequencing and efficient order.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read an errand list and choose a sensible order.
- Explain one thing learned today in the learner's own words.

Target Words

bank • store • mail • library • first • next • then • last

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about running errands. This is something adults may need to read or do in everyday life. We are also going to practice sequencing and efficient order."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

BANK: Say the word together. Ask, “What does bank mean in this lesson?”

STORE: Say the word together. Ask, “What does store mean in this lesson?”

MAIL: Say the word together. Ask, “What does mail mean in this lesson?”

LIBRARY: Say the word together. Ask, “What does library mean in this lesson?”

FIRST: Say the word together. Ask, “What does first mean in this lesson?”

NEXT: Say the word together. Ask, “What does next mean in this lesson?”

THEN: Say the word together. Ask, “What does then mean in this lesson?”

LAST: Say the word together. Ask, “What does last mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria has four errands. She needs to mail a letter, return a library book, buy milk, and make a bank deposit. She writes the errands on a list. She plans the order so she does not have to drive back and forth across town.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Running Errands

Maria has four errands. She needs to mail a letter, return a library book, buy milk, and make a bank deposit. She writes the errands on a list. She plans the order so she does not have to drive back and forth across town.

Words to Know

bank • store • mail • library • first • next • then • last

Reading Skill

Today we are practicing sequencing and efficient order.

Talk About It

1. Name two errands Maria must do.

2. Why does she plan the order?

3. What does an errand list help her remember?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

bank _____

store _____

mail _____

library _____

first _____

next _____

then _____

last _____

Notice the Reading Skill

Reading focus: sequencing and efficient order.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read an errand list and choose a sensible order.

Practice Document

TODAY'S ERRANDS

□ Mail a letter

□ Return library book

□ Buy milk

□ Make bank deposit

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with running errands. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read an errand list and choose a sensible order.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

bank • store • mail • library • first • next • then • last

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read an errand list and choose a sensible order.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 10 - Lesson 1

Reading an Electric Bill

Lesson Purpose

Everyday-life context: utility bills.

Reading focus: headings, due dates, and amounts.

Practical outcome: Locate account number, amount due, due date, and service dates on a fictional bill.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice headings, due dates, and amounts.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Locate account number, amount due, due date, and service dates on a fictional bill.
- Explain one thing learned today in the learner's own words.

Target Words

bill • account • amount • due • date • payment • service • balance

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading an electric bill. This is something adults may need to read or do in everyday life. We are also going to practice headings, due dates, and amounts."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

BILL: Say the word together. Ask, “What does bill mean in this lesson?”

ACCOUNT: Say the word together. Ask, “What does account mean in this lesson?”

AMOUNT: Say the word together. Ask, “What does amount mean in this lesson?”

DUE: Say the word together. Ask, “What does due mean in this lesson?”

DATE: Say the word together. Ask, “What does date mean in this lesson?”

PAYMENT: Say the word together. Ask, “What does payment mean in this lesson?”

SERVICE: Say the word together. Ask, “What does service mean in this lesson?”

BALANCE: Say the word together. Ask, “What does balance mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria opens her electric bill. Near the top she sees her account number. In a larger box she finds the amount due and the due date. She reads the service dates to see what time period the bill covers. Before paying, she checks that the name and address are correct.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading an Electric Bill

Maria opens her electric bill. Near the top she sees her account number. In a larger box she finds the amount due and the due date. She reads the service dates to see what time period the bill covers. Before paying, she checks that the name and address are correct.

Words to Know

bill • account • amount • due • date • payment • service • balance

Reading Skill

Today we are practicing headings, due dates, and amounts.

Talk About It

1. What two items are in the larger box?

2. What does Maria check before paying?

3. What do service dates tell her?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

bill _____

account _____

amount _____

due _____

date _____

payment _____

service _____

balance _____

Notice the Reading Skill

Reading focus: headings, due dates, and amounts.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Locate account number, amount due, due date, and service dates on a fictional bill.

Practice Document

ELECTRIC SERVICE STATEMENT
Account: 4628-190
Service Dates: Sept. 1 - Sept. 30
Amount Due: $86.42
Due Date: October 18
Payment Address: P.O. Box 100

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading an electric bill. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Locate account number, amount due, due date, and service dates on a fictional bill.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

bill • account • amount • due • date • payment • service • balance

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Locate account number, amount due, due date, and service dates on a fictional bill.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 10 - Lesson 2

Reading a Rent Notice

Lesson Purpose
Everyday-life context: housing notices.
Reading focus: formal vocabulary and important details.
Practical outcome: Read a fictional housing notice and locate two kinds of information.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice formal vocabulary and important details.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read a fictional housing notice and locate two kinds of information.
- Explain one thing learned today in the learner's own words.

Target Words

rent • notice • lease • office • due • late • maintenance • contact

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading a rent notice. This is something adults may need to read or do in everyday life. We are also going to practice formal vocabulary and important details."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

RENT: Say the word together. Ask, “What does rent mean in this lesson?”

NOTICE: Say the word together. Ask, “What does notice mean in this lesson?”

LEASE: Say the word together. Ask, “What does lease mean in this lesson?”

OFFICE: Say the word together. Ask, “What does office mean in this lesson?”

DUE: Say the word together. Ask, “What does due mean in this lesson?”

LATE: Say the word together. Ask, “What does late mean in this lesson?”

MAINTENANCE: Say the word together. Ask, “What does maintenance mean in this lesson?”

CONTACT: Say the word together. Ask, “What does contact mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria receives a notice from her apartment office. It says the rent is due on the first day of the month. The notice also gives a phone number for maintenance requests. Maria reads the whole notice, not just the first line, because different parts contain different information.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading a Rent Notice

Maria receives a notice from her apartment office. It says the rent is due on the first day of the month. The notice also gives a phone number for maintenance requests. Maria reads the whole notice, not just the first line, because different parts contain different information.

Words to Know

rent • notice • lease • office • due • late • maintenance • contact

Reading Skill

Today we are practicing formal vocabulary and important details.

Talk About It

1. When is rent due?

2. What number is included for maintenance?

3. Why does Maria read the whole notice?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

rent _____

notice _____

lease _____

office _____

due _____

late _____

maintenance _____

contact _____

Notice the Reading Skill

Reading focus: formal vocabulary and important details.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read a fictional housing notice and locate two kinds of information.

Practice Document

APARTMENT NOTICE
Rent is due on the 1st day of each month.
For maintenance requests, call 555-0140.
Office hours: Monday-Friday, 8:00-5:00.

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading a rent notice. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read a fictional housing notice and locate two kinds of information.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

rent • notice • lease • office • due • late • maintenance • contact

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read a fictional housing notice and locate two kinds of information.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 11 - Lesson 1

Reading a Workplace Note

Lesson Purpose
Everyday-life context: workplace notes.
Reading focus: context clues and concise instructions.
Practical outcome: Read a supervisor note and list the tasks in order.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice context clues and concise instructions.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read a supervisor note and list the tasks in order.
- Explain one thing learned today in the learner's own words.

Target Words

stock • shelf • break • clock • manager • clean • check • finish

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading a workplace note. This is something adults may need to read or do in everyday life. We are also going to practice context clues and concise instructions."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

STOCK: Say the word together. Ask, “What does stock mean in this lesson?”

SHELF: Say the word together. Ask, “What does shelf mean in this lesson?”

BREAK: Say the word together. Ask, “What does break mean in this lesson?”

CLOCK: Say the word together. Ask, “What does clock mean in this lesson?”

MANAGER: Say the word together. Ask, “What does manager mean in this lesson?”

CLEAN: Say the word together. Ask, “What does clean mean in this lesson?”

CHECK: Say the word together. Ask, “What does check mean in this lesson?”

FINISH: Say the word together. Ask, “What does finish mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria arrives at work and finds a note from her manager. It says: 'Please stock the front shelf before 10:00. Check the price labels. Take your break after the delivery arrives.' Maria reads the note again and underlines the three tasks.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading a Workplace Note

Maria arrives at work and finds a note from her manager. It says: 'Please stock the front shelf before 10:00. Check the price labels. Take your break after the delivery arrives.' Maria reads the note again and underlines the three tasks.

Words to Know

stock • shelf • break • clock • manager • clean • check • finish

Reading Skill

Today we are practicing context clues and concise instructions.

Talk About It

1. What should Maria stock?

2. What should she check?

3. When should she take her break?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

stock _____

shelf _____

break _____

clock _____

manager _____

clean _____

check _____

finish _____

Notice the Reading Skill

Reading focus: context clues and concise instructions.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read a supervisor note and list the tasks in order.

Practice Document

NOTE FROM MANAGER

Please stock the front shelf before 10:00.

Check the price labels.

Take your break after the delivery arrives.

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading a workplace note. Your friend says, “I can see the words, but I am not sure what information matters.” Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read a supervisor note and list the tasks in order.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

stock • shelf • break • clock • manager • clean • check • finish

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read a supervisor note and list the tasks in order.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: “What can you do now that you could not do as easily before this lesson?”
Place one successful page or sample in the learner's Things I Can Read folder.

Week 11 - Lesson 2

Reading Safety Signs at Work

Lesson Purpose
Everyday-life context: workplace safety.
Reading focus: imperative verbs and warning words.
Practical outcome: Read several common safety signs and explain the action each requires.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice imperative verbs and warning words.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read several common safety signs and explain the action each requires.
- Explain one thing learned today in the learner's own words.

Target Words

caution • wet • floor • wear • gloves • danger • hot • report

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading safety signs at work. This is something adults may need to read or do in everyday life. We are also going to practice imperative verbs and warning words."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

CAUTION: Say the word together. Ask, “What does caution mean in this lesson?”

WET: Say the word together. Ask, “What does wet mean in this lesson?”

FLOOR: Say the word together. Ask, “What does floor mean in this lesson?”

WEAR: Say the word together. Ask, “What does wear mean in this lesson?”

GLOVES: Say the word together. Ask, “What does gloves mean in this lesson?”

DANGER: Say the word together. Ask, “What does danger mean in this lesson?”

HOT: Say the word together. Ask, “What does hot mean in this lesson?”

REPORT: Say the word together. Ask, “What does report mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

At work, Maria sees a yellow sign that says CAUTION: WET FLOOR. In the supply area, another sign says WEAR GLOVES. Safety signs are short because workers need to understand them quickly. Maria stops, reads the sign, and follows the direction.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading Safety Signs at Work

At work, Maria sees a yellow sign that says CAUTION: WET FLOOR. In the supply area, another sign says WEAR GLOVES. Safety signs are short because workers need to understand them quickly. Maria stops, reads the sign, and follows the direction.

Words to Know

caution • wet • floor • wear • gloves • danger • hot • report

Reading Skill

Today we are practicing imperative verbs and warning words.

Talk About It

1. What does the yellow sign warn about?

2. What does the supply-area sign tell workers to do?

3. Why are safety signs short?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

caution _____

wet _____

floor _____

wear _____

gloves _____

danger _____

hot _____

report _____

Notice the Reading Skill

Reading focus: imperative verbs and warning words.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read several common safety signs and explain the action each requires.

Practice Document

CAUTION: WET FLOOR
WEAR GLOVES
HOT SURFACE
REPORT SPILLS TO A MANAGER

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading safety signs at work. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read several common safety signs and explain the action each requires.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

caution • wet • floor • wear • gloves • danger • hot • report

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read several common safety signs and explain the action each requires.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 12 - Lesson 1

Completing a Simple Application

Lesson Purpose
Everyday-life context: applications.
Reading focus: directions, check boxes, and form vocabulary.
Practical outcome: Complete a fictional practice application.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice directions, check boxes, and form vocabulary.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Complete a fictional practice application.
- Explain one thing learned today in the learner's own words.

Target Words

application • position • experience • available • yes • no • signature • date

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about completing a simple application. This is something adults may need to read or do in everyday life. We are also going to practice directions, check boxes, and form vocabulary."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

APPLICATION: Say the word together. Ask, “What does application mean in this lesson?”

POSITION: Say the word together. Ask, “What does position mean in this lesson?”

EXPERIENCE: Say the word together. Ask, “What does experience mean in this lesson?”

AVAILABLE: Say the word together. Ask, “What does available mean in this lesson?”

YES: Say the word together. Ask, “What does yes mean in this lesson?”

NO: Say the word together. Ask, “What does no mean in this lesson?”

SIGNATURE: Say the word together. Ask, “What does signature mean in this lesson?”

DATE: Say the word together. Ask, “What does date mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria fills out a simple job application. She reads each question before answering. She checks YES or NO where needed. If a question does not apply to her, she asks what to do rather than guessing. At the end, she reads the statement above the signature line before signing.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Completing a Simple Application

Maria fills out a simple job application. She reads each question before answering. She checks YES or NO where needed. If a question does not apply to her, she asks what to do rather than guessing. At the end, she reads the statement above the signature line before signing.

Words to Know

application • position • experience • available • yes • no • signature • date

Reading Skill

Today we are practicing directions, check boxes, and form vocabulary.

Talk About It

1. What does Maria do before answering?

2. What does she do if she does not understand a question?

3. What should she read before signing?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

application _____

position _____

experience _____

available _____

yes _____

no _____

signature _____

date _____

Notice the Reading Skill

Reading focus: directions, check boxes, and form vocabulary.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Complete a fictional practice application.

Practice Document

PRACTICE APPLICATION
Name: _____
Position: _____
Available Monday? YES / NO
Previous experience: _____
Signature: _____
Date: _____

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with completing a simple application. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Complete a fictional practice application.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

application • position • experience • available • yes • no • signature • date

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Complete a fictional practice application.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 12 - Lesson 2

Reading Mail Before Throwing It Away

Lesson Purpose
Everyday-life context: mail and notices.
Reading focus: headings, sender, and purpose.
Practical outcome: Identify the sender, date, heading, and action needed on a practice notice.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice headings, sender, and purpose.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Identify the sender, date, heading, and action needed on a practice notice.
- Explain one thing learned today in the learner's own words.

Target Words

mail • notice • sender • important • account • reply • deadline • address

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading mail before throwing it away. This is something adults may need to read or do in everyday life. We are also going to practice headings, sender, and purpose."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

MAIL: Say the word together. Ask, “What does mail mean in this lesson?”

NOTICE: Say the word together. Ask, “What does notice mean in this lesson?”

SENDER: Say the word together. Ask, “What does sender mean in this lesson?”

IMPORTANT: Say the word together. Ask, “What does important mean in this lesson?”

ACCOUNT: Say the word together. Ask, “What does account mean in this lesson?”

REPLY: Say the word together. Ask, “What does reply mean in this lesson?”

DEADLINE: Say the word together. Ask, “What does deadline mean in this lesson?”

ADDRESS: Say the word together. Ask, “What does address mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria used to throw away mail that looked confusing. Now she first looks for the sender's name, a heading, a date, and words such as IMPORTANT or NOTICE. If she is unsure, she keeps the paper and asks someone she trusts to help her understand it.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading Mail Before Throwing It Away

Maria used to throw away mail that looked confusing. Now she first looks for the sender's name, a heading, a date, and words such as IMPORTANT or NOTICE. If she is unsure, she keeps the paper and asks someone she trusts to help her understand it.

Words to Know

mail • notice • sender • important • account • reply • deadline • address

Reading Skill

Today we are practicing headings, sender, and purpose.

Talk About It

1. What four things does Maria look for first?

2. What does she do if she is unsure?

3. Why might throwing away unread mail cause a problem?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

mail _____

notice _____

sender _____

important _____

account _____

reply _____

deadline _____

address _____

Notice the Reading Skill

Reading focus: headings, sender, and purpose.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Identify the sender, date, heading, and action needed on a practice notice.

Practice Document

IMPORTANT NOTICE
From: Community Services Office
Date: October 10
Please reply by October 20.
Call 555-0199 if you have questions.

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading mail before throwing it away. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Identify the sender, date, heading, and action needed on a practice notice.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

mail • notice • sender • important • account • reply • deadline • address

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Identify the sender, date, heading, and action needed on a practice notice.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 13 - Lesson 1

Reading a Bank Statement

Lesson Purpose

Everyday-life context: banking.

Reading focus: columns, deposits, withdrawals, and balances.

Practical outcome: Read a fictional bank statement and identify deposits, withdrawals, and balance.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice columns, deposits, withdrawals, and balances.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read a fictional bank statement and identify deposits, withdrawals, and balance.
- Explain one thing learned today in the learner's own words.

Target Words

deposit • withdrawal • balance • date • amount • card • bank • statement

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading a bank statement. This is something adults may need to read or do in everyday life. We are also going to practice columns, deposits, withdrawals, and balances."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

DEPOSIT: Say the word together. Ask, “What does deposit mean in this lesson?”

WITHDRAWAL: Say the word together. Ask, “What does withdrawal mean in this lesson?”

BALANCE: Say the word together. Ask, “What does balance mean in this lesson?”

DATE: Say the word together. Ask, “What does date mean in this lesson?”

AMOUNT: Say the word together. Ask, “What does amount mean in this lesson?”

CARD: Say the word together. Ask, “What does card mean in this lesson?”

BANK: Say the word together. Ask, “What does bank mean in this lesson?”

STATEMENT: Say the word together. Ask, “What does statement mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria reads a practice bank statement. She sees a deposit from her paycheck and several card purchases. Each line has a date and an amount. At the end of the list, she sees the balance. She compares the statement with her own receipts and notes.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading a Bank Statement

Maria reads a practice bank statement. She sees a deposit from her paycheck and several card purchases. Each line has a date and an amount. At the end of the list, she sees the balance. She compares the statement with her own receipts and notes.

Words to Know

deposit • withdrawal • balance • date • amount • card • bank • statement

Reading Skill

Today we are practicing columns, deposits, withdrawals, and balances.

Talk About It

1. What deposit does Maria see?

2. What information is on each line?

3. What does she compare with the statement?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

deposit _____

withdrawal _____

balance _____

date _____

amount _____

card _____

bank _____

statement _____

Notice the Reading Skill

Reading focus: columns, deposits, withdrawals, and balances.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read a fictional bank statement and identify deposits, withdrawals, and balance.

Practice Document

PRACTICE BANK STATEMENT
Sept. 1 Deposit +$450.00
Sept. 2 Grocery -$42.16
Sept. 3 Fuel -$30.00
Sept. 5 Pharmacy -$18.25
Balance: $359.59

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading a bank statement. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read a fictional bank statement and identify deposits, withdrawals, and balance.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

deposit • withdrawal • balance • date • amount • card • bank • statement

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read a fictional bank statement and identify deposits, withdrawals, and balance.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 13 - Lesson 2

Protecting Personal Information

Lesson Purpose
Everyday-life context: privacy.
Reading focus: compound words and identifying sensitive information.
Practical outcome: Identify which pieces of information should remain private in a practice scenario.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice compound words and identifying sensitive information.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Identify which pieces of information should remain private in a practice scenario.
- Explain one thing learned today in the learner's own words.

Target Words

password • account • private • number • share • safe • message • scam

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about protecting personal information. This is something adults may need to read or do in everyday life. We are also going to practice compound words and identifying sensitive information."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

PASSWORD: Say the word together. Ask, “What does password mean in this lesson?”

ACCOUNT: Say the word together. Ask, “What does account mean in this lesson?”

PRIVATE: Say the word together. Ask, “What does private mean in this lesson?”

NUMBER: Say the word together. Ask, “What does number mean in this lesson?”

SHARE: Say the word together. Ask, “What does share mean in this lesson?”

SAFE: Say the word together. Ask, “What does safe mean in this lesson?”

MESSAGE: Say the word together. Ask, “What does message mean in this lesson?”

SCAM: Say the word together. Ask, “What does scam mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria receives a message asking for her bank password. She knows passwords and account numbers are private. She does not reply or click the link. Instead, she contacts the bank using a trusted phone number. Reading carefully helps her notice when a message asks for information she should not share.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Protecting Personal Information

Maria receives a message asking for her bank password. She knows passwords and account numbers are private. She does not reply or click the link. Instead, she contacts the bank using a trusted phone number. Reading carefully helps her notice when a message asks for information she should not share.

Words to Know

password • account • private • number • share • safe • message • scam

Reading Skill

Today we are practicing compound words and identifying sensitive information.

Talk About It

1. What information does the message ask for?

2. Does Maria reply?

3. How does she contact the bank safely?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

password _____

account _____

private _____

number _____

share _____

safe _____

message _____

scam _____

Notice the Reading Skill

Reading focus: compound words and identifying sensitive information.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Identify which pieces of information should remain private in a practice scenario.

Practice Document

PRACTICE FORM
Name: _____
Address: _____
City: _____
State: _____
Phone: _____
Date: _____

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with protecting personal information. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Identify which pieces of information should remain private in a practice scenario.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

password • account • private • number • share • safe • message • scam

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Identify which pieces of information should remain private in a practice scenario.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 14 - Lesson 1

Reading a Simple Recipe

Lesson Purpose
Everyday-life context: recipes.
Reading focus: sequence words and measurement abbreviations.
Practical outcome: Read a short recipe and put the steps in order.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice sequence words and measurement abbreviations.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read a short recipe and put the steps in order.
- Explain one thing learned today in the learner's own words.

Target Words

cup • spoon • mix • bake • heat • oven • minutes • recipe

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading a simple recipe. This is something adults may need to read or do in everyday life. We are also going to practice sequence words and measurement abbreviations."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

CUP: Say the word together. Ask, “What does cup mean in this lesson?”

SPOON: Say the word together. Ask, “What does spoon mean in this lesson?”

MIX: Say the word together. Ask, “What does mix mean in this lesson?”

BAKE: Say the word together. Ask, “What does bake mean in this lesson?”

HEAT: Say the word together. Ask, “What does heat mean in this lesson?”

OVEN: Say the word together. Ask, “What does oven mean in this lesson?”

MINUTES: Say the word together. Ask, “What does minutes mean in this lesson?”

RECIPE: Say the word together. Ask, “What does recipe mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria makes cornbread from a simple recipe. First, she heats the oven. Next, she mixes the dry ingredients. Then she adds the wet ingredients and stirs. She pours the batter into a pan and bakes it for the number of minutes listed in the recipe.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading a Simple Recipe

Maria makes cornbread from a simple recipe. First, she heats the oven. Next, she mixes the dry ingredients. Then she adds the wet ingredients and stirs. She pours the batter into a pan and bakes it for the number of minutes listed in the recipe.

Words to Know

cup • spoon • mix • bake • heat • oven • minutes • recipe

Reading Skill

Today we are practicing sequence words and measurement abbreviations.

Talk About It

1. What does Maria do first?

2. What does she do before pouring the batter?

3. Where does she find the baking time?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

cup _____

spoon _____

mix _____

bake _____

heat _____

oven _____

minutes _____

recipe _____

Notice the Reading Skill

Reading focus: sequence words and measurement abbreviations.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read a short recipe and put the steps in order.

Practice Document

SIMPLE CORNBREAD
1 cup cornmeal
1 cup flour
1 cup milk
1 egg
1. Heat oven.
2. Mix ingredients.
3. Pour into pan.
4. Bake until done according to recipe directions.

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading a simple recipe. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read a short recipe and put the steps in order.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

cup • spoon • mix • bake • heat • oven • minutes • recipe

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read a short recipe and put the steps in order.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: “What can you do now that you could not do as easily before this lesson?”
Place one successful page or sample in the learner's Things I Can Read folder.

Week 14 - Lesson 2

Reading Food Storage Directions

Lesson Purpose
Everyday-life context: food safety labels.
Reading focus: before/after, refrigerate, and expiration language.
Practical outcome: Read fictional food-storage labels and identify the required action.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice before/after, refrigerate, and expiration language.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read fictional food-storage labels and identify the required action.
- Explain one thing learned today in the learner's own words.

Target Words

keep • cold • refrigerate • open • use • date • freeze • package

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading food storage directions. This is something adults may need to read or do in everyday life. We are also going to practice before/after, refrigerate, and expiration language."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

KEEP: Say the word together. Ask, “What does keep mean in this lesson?”

COLD: Say the word together. Ask, “What does cold mean in this lesson?”

REFRIGERATE: Say the word together. Ask, “What does refrigerate mean in this lesson?”

OPEN: Say the word together. Ask, “What does open mean in this lesson?”

USE: Say the word together. Ask, “What does use mean in this lesson?”

DATE: Say the word together. Ask, “What does date mean in this lesson?”

FREEZE: Say the word together. Ask, “What does freeze mean in this lesson?”

PACKAGE: Say the word together. Ask, “What does package mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria buys a package of chicken. The label says KEEP REFRIGERATED. She also sees a use-by date. When she gets home, she puts the chicken in the refrigerator right away. She reads storage directions because they tell her how to keep food safely.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading Food Storage Directions

Maria buys a package of chicken. The label says KEEP REFRIGERATED. She also sees a use-by date. When she gets home, she puts the chicken in the refrigerator right away. She reads storage directions because they tell her how to keep food safely.

Words to Know

keep • cold • refrigerate • open • use • date • freeze • package

Reading Skill

Today we are practicing before/after, refrigerate, and expiration language.

Talk About It

1. What does KEEP REFRIGERATED mean Maria should do?

2. What other date does she see?

3. Why are storage directions important?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

keep _____

cold _____

refrigerate _____

open _____

use _____

date _____

freeze _____

package _____

Notice the Reading Skill

Reading focus: before/after, refrigerate, and expiration language.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read fictional food-storage labels and identify the required action.

Practice Document

DIRECTIONS TO THE LIBRARY

1. Go two blocks on Pine Street.
2. Turn right at Oak Avenue.
3. The library is next to the bank.
4. The post office is across from the library.

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading food storage directions. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read fictional food-storage labels and identify the required action.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

keep • cold • refrigerate • open • use • date • freeze • package

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read fictional food-storage labels and identify the required action.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 15 - Lesson 1

Reading a Community Notice

Lesson Purpose
Everyday-life context: community notices.
Reading focus: main idea, details, and action words.
Practical outcome: Read a community notice and identify what changed and what stayed the same.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice main idea, details, and action words.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Read a community notice and identify what changed and what stayed the same.
- Explain one thing learned today in the learner's own words.

Target Words

community • meeting • change • location • date • time • bring • contact

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading a community notice. This is something adults may need to read or do in everyday life. We are also going to practice main idea, details, and action words."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

COMMUNITY: Say the word together. Ask, “What does community mean in this lesson?”

MEETING: Say the word together. Ask, “What does meeting mean in this lesson?”

CHANGE: Say the word together. Ask, “What does change mean in this lesson?”

LOCATION: Say the word together. Ask, “What does location mean in this lesson?”

DATE: Say the word together. Ask, “What does date mean in this lesson?”

TIME: Say the word together. Ask, “What does time mean in this lesson?”

BRING: Say the word together. Ask, “What does bring mean in this lesson?”

CONTACT: Say the word together. Ask, “What does contact mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria sees a notice at the community center. It says the Tuesday class will meet in Room 4 instead of Room 2. The time has not changed. Maria circles the new room number and writes it on her calendar so she will go to the right place.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading a Community Notice

Maria sees a notice at the community center. It says the Tuesday class will meet in Room 4 instead of Room 2. The time has not changed. Maria circles the new room number and writes it on her calendar so she will go to the right place.

Words to Know

community • meeting • change • location • date • time • bring • contact

Reading Skill

Today we are practicing main idea, details, and action words.

Talk About It

1. What changed?

2. What stayed the same?

3. What does Maria write on her calendar?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

community _____

meeting _____

change _____

location _____

date _____

time _____

bring _____

contact _____

Notice the Reading Skill

Reading focus: main idea, details, and action words.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Read a community notice and identify what changed and what stayed the same.

Practice Document

COMMUNITY CENTER NOTICE
Tuesday class will meet in ROOM 4.
The class time is still 9:00 a.m.
Questions? Ask at the front desk.

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading a community notice. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Read a community notice and identify what changed and what stayed the same.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

community • meeting • change • location • date • time • bring • contact

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Read a community notice and identify what changed and what stayed the same.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 15 - Lesson 2

Reading an Emergency Notice

Lesson Purpose

Everyday-life context: emergency information.

Reading focus: signal words and finding essential information quickly.

Practical outcome: Identify the action words and key details in a fictional emergency notice.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice signal words and finding essential information quickly.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Identify the action words and key details in a fictional emergency notice.
- Explain one thing learned today in the learner's own words.

Target Words

emergency • warning • shelter • storm • call • safe • area • follow

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about reading an emergency notice. This is something adults may need to read or do in everyday life. We are also going to practice signal words and finding essential information quickly."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

EMERGENCY: Say the word together. Ask, “What does emergency mean in this lesson?”

WARNING: Say the word together. Ask, “What does warning mean in this lesson?”

SHELTER: Say the word together. Ask, “What does shelter mean in this lesson?”

STORM: Say the word together. Ask, “What does storm mean in this lesson?”

CALL: Say the word together. Ask, “What does call mean in this lesson?”

SAFE: Say the word together. Ask, “What does safe mean in this lesson?”

AREA: Say the word together. Ask, “What does area mean in this lesson?”

FOLLOW: Say the word together. Ask, “What does follow mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

During bad weather, Maria receives an emergency notice on her phone. She reads the location, the type of warning, and the time it is in effect. She follows official directions and does not depend on a rumor from social media. Important notices often use clear action words such as SEEK SHELTER or AVOID THE AREA.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Reading an Emergency Notice

During bad weather, Maria receives an emergency notice on her phone. She reads the location, the type of warning, and the time it is in effect. She follows official directions and does not depend on a rumor from social media. Important notices often use clear action words such as SEEK SHELTER or AVOID THE AREA.

Words to Know

emergency • warning • shelter • storm • call • safe • area • follow

Reading Skill

Today we are practicing signal words and finding essential information quickly.

Talk About It

1. What three details does Maria read first?

2. What kind of directions does she follow?

3. Name one clear action phrase from the passage.

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

emergency _____

warning _____

shelter _____

storm _____

call _____

safe _____

area _____

follow _____

Notice the Reading Skill

Reading focus: signal words and finding essential information quickly.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Identify the action words and key details in a fictional emergency notice.

Practice Document

PRACTICE EMERGENCY NOTICE
SEVERE STORM WARNING
Area: North County
In effect until: 8:30 p.m.
Action: SEEK SHELTER and follow official instructions.

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with reading an emergency notice. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Identify the action words and key details in a fictional emergency notice.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

emergency • warning • shelter • storm • call • safe • area • follow

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Identify the action words and key details in a fictional emergency notice.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: “What can you do now that you could not do as easily before this lesson?”
Place one successful page or sample in the learner's Things I Can Read folder.

Week 16 - Lesson 1

Planning a Day

Lesson Purpose
Everyday-life context: daily planning.
Reading focus: integrating schedules, lists, and time.
Practical outcome: Use a calendar, appointment card, and list together to plan a day.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice integrating schedules, lists, and time.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Use a calendar, appointment card, and list together to plan a day.
- Explain one thing learned today in the learner's own words.

Target Words

plan • schedule • errand • appointment • before • after • leave • check

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about planning a day. This is something adults may need to read or do in everyday life. We are also going to practice integrating schedules, lists, and time."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

PLAN: Say the word together. Ask, “What does plan mean in this lesson?”

SCHEDULE: Say the word together. Ask, “What does schedule mean in this lesson?”

ERRAND: Say the word together. Ask, “What does errand mean in this lesson?”

APPOINTMENT: Say the word together. Ask, “What does appointment mean in this lesson?”

BEFORE: Say the word together. Ask, “What does before mean in this lesson?”

AFTER: Say the word together. Ask, “What does after mean in this lesson?”

LEAVE: Say the word together. Ask, “What does leave mean in this lesson?”

CHECK: Say the word together. Ask, “What does check mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

Maria has a busy Wednesday. She has class at 9:00, an appointment at 1:30, and needs to buy groceries afterward. She checks her calendar, writes a short list, and plans when to leave home. Because she reads the information before she starts the day, she feels prepared.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

Planning a Day

Maria has a busy Wednesday. She has class at 9:00, an appointment at 1:30, and needs to buy groceries afterward. She checks her calendar, writes a short list, and plans when to leave home. Because she reads the information before she starts the day, she feels prepared.

Words to Know

plan • schedule • errand • appointment • before • after • leave • check

Reading Skill

Today we are practicing integrating schedules, lists, and time.

Talk About It

1. What happens at 9:00?

2. What happens at 1:30?

3. What does Maria do after the appointment?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

plan _____

schedule _____

errand _____

appointment _____

before _____

after _____

leave _____

check _____

Notice the Reading Skill

Reading focus: integrating schedules, lists, and time.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Use a calendar, appointment card, and list together to plan a day.

Practice Document

WEDNESDAY PLAN
9:00 - Class
11:30 - Lunch
1:30 - Appointment
3:00 - Grocery Store
Electric bill due Monday

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with planning a day. Your friend says, "I can see the words, but I am not sure what information matters." Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Use a calendar, appointment card, and list together to plan a day.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

plan • schedule • errand • appointment • before • after • leave • check

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Use a calendar, appointment card, and list together to plan a day.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: "What can you do now that you could not do as easily before this lesson?"
Place one successful page or sample in the learner's Things I Can Read folder.

Week 16 - Lesson 2

I Can Read Everyday Life

Lesson Purpose

Everyday-life context: semester review.

Reading focus: fluency, comprehension, and independent functional reading.

Practical outcome: Complete a practical reading portfolio and demonstrate several independent reading tasks.

Learning Objectives

- Read the lesson paragraph with increasing accuracy and confidence.
- Practice fluency, comprehension, and independent functional reading.
- Recognize and understand the target words in context.
- Use reading to complete this real-life task: Complete a practical reading portfolio and demonstrate several independent reading tasks.
- Explain one thing learned today in the learner's own words.

Target Words

read • understand • find • follow • check • plan • choose • learn

Materials

- This lesson's learner pages
- Pencil or pen and highlighter
- Optional real-life sample related to the lesson, with all personal information removed
- Learner's Things I Can Read folder

Instructor Preparation

- Read the paragraph aloud before class and identify words the learner may need help decoding.
- Do not require the learner to use real account numbers, passwords, Social Security numbers, medical identifiers, or other sensitive information.
- Plan to reread the passage at least three times: instructor model, shared reading, and learner rereading.
- Praise specific reading behaviors such as sounding out a word, rereading, finding a heading, or locating the answer independently.

Teaching Script

1. Connect to Real Life

Say: "Today we are going to read about i can read everyday life. This is something adults may need to read or do in everyday life. We are also going to practice fluency, comprehension, and independent functional reading."

Ask: "When have you seen or used something like this?" Allow time for the learner to talk. Connect the lesson to her experience without testing her.

2. Preview the Words

Show the target words one at a time. Read each word, have the learner repeat it, discuss its meaning, and locate a helpful sound or word part.

READ: Say the word together. Ask, “What does read mean in this lesson?”

UNDERSTAND: Say the word together. Ask, “What does understand mean in this lesson?”

FIND: Say the word together. Ask, “What does find mean in this lesson?”

FOLLOW: Say the word together. Ask, “What does follow mean in this lesson?”

CHECK: Say the word together. Ask, “What does check mean in this lesson?”

PLAN: Say the word together. Ask, “What does plan mean in this lesson?”

CHOOSE: Say the word together. Ask, “What does choose mean in this lesson?”

LEARN: Say the word together. Ask, “What does learn mean in this lesson?”

3. Model the Reading

Say: "I will read the paragraph first. Follow with your finger or a card. Listen for the target words."

At the beginning of the semester, Maria avoided many papers because reading felt hard. Now she knows how to slow down, look for headings, find key words, sound out unfamiliar words, and ask for help when needed. She can read more of the things she sees every day. Each new success gives her another reason to keep learning.

4. Read Together

- Read one sentence at a time together.
- If the learner stops at a word, give enough time to look at the first sound and word parts before supplying it.
- Have the learner reread the complete sentence after a difficult word is solved.
- Ask one meaning question after each sentence or two.

5. Independent Rereading

Say: "Now read as much of the paragraph as you can. If a word is hard, stop, look at it, try the sounds, and then reread the sentence."

Learner Page - Read It

I Can Read Everyday Life

At the beginning of the semester, Maria avoided many papers because reading felt hard. Now she knows how to slow down, look for headings, find key words, sound out unfamiliar words, and ask for help when needed. She can read more of the things she sees every day. Each new success gives her another reason to keep learning.

Words to Know

read • understand • find • follow • check • plan • choose • learn

Reading Skill

Today we are practicing fluency, comprehension, and independent functional reading.

Talk About It

1. What strategies does Maria use now?

2. What can she do with everyday reading?

3. Why should she keep learning?

_____

_____

_____

Learner Page - Work With the Words

Read each word. Then copy it once.

read _____

understand _____

find _____

follow _____

check _____

plan _____

choose _____

learn _____

Notice the Reading Skill

Reading focus: fluency, comprehension, and independent functional reading.

Circle or underline a sound, syllable, ending, heading, number, or clue that helps you read the word.

_____

_____

_____

_____

Say It in a Sentence

Choose three target words. Say a sentence using each word. Write one sentence if you can.

_____

_____

_____

_____

_____

Learner Page - Use It in Everyday Life

Today's real-life task: Complete a practical reading portfolio and demonstrate several independent reading tasks.

Practice Document

I CAN READ EVERYDAY LIFE

Practice task: Complete a practical reading portfolio and demonstrate several independent reading tasks.

Read each line slowly. Find the important word or number.

Ask: What does this tell me to do?

Find the Information

Circle or underline the word, number, date, or direction that answers each question.

1. What is the most important information on this page?

2. Is there a date, time, amount, place, or action you need to notice?

3. What should a person do after reading this?

_____

_____

_____

Learner Page - Try a Real-Life Scenario

You are helping a friend with i can read everyday life. Your friend says, “I can see the words, but I am not sure what information matters.” Read the practice material from this lesson. Explain what the important information is and what the person should do next.

What Would You Say?

_____

_____

_____

_____

_____

_____

Show What You Learned

I can now: Complete a practical reading portfolio and demonstrate several independent reading tasks.

One word I can read more easily now is: _____

One thing I can explain to someone else is: _____

_____

_____

Take-Home Practice

Read these words once today and once tomorrow:

read • understand • find • follow • check • plan • choose • learn

Use It Outside Class

Look for an example related to this lesson in everyday life. Do not bring private information to class. You may copy or describe what you found instead.

Practice this skill: Complete a practical reading portfolio and demonstrate several independent reading tasks.

Today I Learned To...

Complete the sentence and share it with someone if you would like:

Today I learned to _____.

_____

_____

_____

Instructor Check Before the Learner Leaves

Ask the learner to read one sentence, one key word, and one practical item independently.
Ask: “What can you do now that you could not do as easily before this lesson?”
Place one successful page or sample in the learner's Things I Can Read folder.

Midsemester Progress Check - After Week 8

- Reread one passage from Week 1 and one from Week 8.
- Record words read accurately and words requiring help.
- Ask the learner to explain the main idea in her own words.
- Give one unfamiliar but similar practical document and observe how she finds headings, dates, times, amounts, and directions.
- Ask the learner which reading tasks feel easier now.

Functional Gains Record

□ Independent □ With help □ Not yet Can locate a date on a notice

□ Independent □ With help □ Not yet Can locate an amount due

□ Independent □ With help □ Not yet Can read a short list

□ Independent □ With help □ Not yet Can use a calendar

□ Independent □ With help □ Not yet Can read common signs

□ Independent □ With help □ Not yet Can follow 2-3 written steps

□ Independent □ With help □ Not yet Can identify key information on a label

□ Independent □ With help □ Not yet Can explain a short paragraph

End-of-Semester Reading Snapshot

Repeat selected beginning-of-semester tasks and compare performance. The goal is to document growth in both reading ability and real-life independence.

Portfolio Demonstration

- Read a short everyday paragraph.
- Locate the due date and amount on a fictional bill.
- Read an appointment card.
- Read a recipe step and explain what to do.
- Read a short workplace or community notice.
- Explain one safety label or sign.
- Complete a simple fictional form.
- Describe at least three reading strategies that help when a word or document is difficult.

Learner Reflection

Something I can read now that used to be harder:

_____

_____

A word-reading strategy that helps me:

_____

_____

A real-life task I feel more confident doing:

_____

_____

Something I want to keep practicing:

_____

_____

Instructor Progress Record

Date	Lesson	Words/skills mastered	Needs more practice	Real-life gain observed

Things I Can Read - Portfolio Checklist

□ A personal-information form

□ A public sign

□ A chore list

□ A clothing-care label

□ A grocery list

□ A grocery ad

□ A receipt

□ A needs-and-wants list

□ An appointment card

□ A phone message

□ A practice medicine label

□ A food label

□ A calendar

□ A work schedule

□ A text message

□ Directions

□ An errand list

□ An electric bill

□ A rent notice

□ A workplace note

□ A safety sign

□ A simple application

□ An important notice

□ A practice bank statement

□ A privacy/scam message

□ A recipe

□ A food-storage label

□ A community notice

□ An emergency notice

□ A daily plan

Final Encouragement to the Learner

Every word you learn gives you another tool. Every form you understand, every sign you recognize, every paragraph you finish, and every question you answer is evidence that your reading is growing. Keep reading the things that matter in your life.