



Update on the Center for the Study of Adult Literacy

**Daphne Greenberg
Maureen Lovett
Art Graesser
May 29, 2015**

Funding Source

The research reported here is supported by the Institute of Education Sciences, US Department of Education, through Grant R305C120001 Georgia State University. The opinions expressed are those of the authors and do not represent views of the Institute or the US Department of Education.

Investigators

Principal Investigator

- Daphne Greenberg, Ph.D., Professor, Educational Psychology, Georgia State University (GSU)

Co-Principal Investigators

- Lee Branum-Martin, Ph.D., Associate Professor, Psychology, GSU
- Maureen Lovett, Ph.D., C.Psych., Senior Scientist, The Hospital for Sick Children and Professor, Pediatrics and Medical Sciences, University of Toronto
- Art Graesser, Ph.D., Professor, Psychology and Institute for Intelligent Systems (IIS), University of Memphis (UM)
- Jan Frijters, Ph.D., Associate Professor, Child and Youth Studies, Brock University

Co-Investigators

- Hongli Li, Ph.D., Assistant Professor, Research and Measurement, GSU
- Robin Morris, Ph.D., Associate Provost, Regents Professor of Psychology, GSU
- Xiangen Hu, Ph.D., Professor, Psychology/IIS, UM
- Andrew Onley Ph.D., Associate Professor and Associate Director of IIS, UM

Staff

Atlanta

- ❑ Stephanie Bagley; Erin Brown; Edison Wolf

Memphis

- ❑ Whitney Baer; Zhiqiang Cai

Toronto

- ❑ Jennifer Goudey; Devi Rodgers; Anthony Pedace; Inga Einarson; Tamara McEachern; Madeline MacKenzie; Kimberly Tsujimoto; Karen Steinbach; Erin White; Sue Butler; Maria De Palma; Meredith Temple

Research Assistants

Atlanta

- ❑ Dariush Bakhtiari; Joy Carter; Iris Feinberg; Timothy Hicks; Camille Karwisch; Lorrie Anne McCrary; Chris Miller; Chelsea Moodie; Katelyn Napier; Soundarya Narayan; Elena Nightingale; Lidia Quinones; Dina Schwam; Amani Talwar; Emily Thiel; Kat Yang

Memphis

- ❑ Qiping Bao; Qinyu Cheng; Danielle Clewley; Raven Davis; Shi Feng; Patrick Hays; Tiffany Hunter; Craig Kelly; Laura Lawson; Haiying Li; Yehui Liu; Megan Reed; Janay Stewart; Breya Walker; Qiong Yu; Parya Zareie

Toronto

- ❑ Emily Brown; Katie Montgomery; Taylor Swift

Advisors and Other Partners

Advisors

- ❑ Dr. Marcia Barnes, University of Texas-Houston Health Sciences
- ❑ Dr. Donald Compton, Vanderbilt University
- ❑ Ms. Francis Ward, Literacy Action, Inc.
- ❑ Dr. Stephen Reder, Portland State University
- ❑ Dr. David Rosen, President, Newsome Associates, Jamaica Plain, Massachusetts
- ❑ Mr. Glen McLeod and Ms. Léa Lacerenza, Toronto Catholic District School Board
- ❑ Ms. Karen Kimball, Cobb County Adult Education Center
- ❑ Dr. Ryan Hall, Literacy Action, Inc.

Partners

- ❑ Texas Institute for Measurement and Evaluation Statistics (TIMES)
- ❑ American Institutes for Research (AIR)

Mission

CSAL is committed to understanding the reading-related characteristics that are critical to helping adult learners reach their reading goals and to developing instructional approaches that are tailored to adult learners' needs and interests.

CSAL Projects

- ❑ Explore the reading skills as well as the underlying motivational and cognitive attributes of adult learners.
- ❑ Refine and develop a multiple-component reading curriculum that includes a web-based e-tutor with conversational agents.
- ❑ Test the reading curriculum.
- ❑ Supplemental studies.
- ❑ Dissemination activities.

Cognitive and Motivational Functioning Studies

Testing

500 Adult Literacy Students

- ❑ 250 in Toronto, 250 in Atlanta
- ❑ Reading between 3.0 and 7.9 grade levels
- ❑ Non-native speakers and native speakers



Tests

37 Tests and Surveys

- ❑ Phonology
- ❑ Morphology
- ❑ Decoding
- ❑ Word Reading
- ❑ Fluency
- ❑ Vocabulary
- ❑ Written Comprehension
- ❑ Oral Comprehension
- ❑ Memory
- ❑ General Information/Academic Knowledge
- ❑ Reasoning
- ❑ Motivation, Computer Familiarity, Demographics

Preliminary Demographics

(n = 252)

- ❑ 64% female; 87% native speakers
- ❑ Average age: 37 with range of 16-70
- ❑ 10% Hispanic/Latino
- ❑ 65% Black; 21% White
- ❑ Highest education attained:
 - ❑ Less than 7th grade: 6%
 - ❑ Grades 7-9: 55%
 - ❑ High School Diploma: 22%

Preliminary Findings

(n = 252)

- ❑ Most skills at the 3.0-5.9 grade equivalency levels
- ❑ The highest grade equivalency score: TIWRE (7.1 GE)
- ❑ The three lowest grade equivalency scores were found in:
 - ❑ Word Attack (3.1 GE)
 - ❑ TOWRE Phonemic Decoding (2.5 GE)
 - ❑ Memory for Words (2.4 GE)

Preliminary Findings (n = 252)

Of 435 correlations, only twelve were correlated at or above .70

Tests	r value
WJ General Information & WJ Picture Vocabulary	.859
WJ General Information & WJ Academic Knowledge	.849
WJ Academic Knowledge & WJ Picture Vocabulary	.839
TOSCRF & TOSWRF	.799
WJ Letter Word ID & TIWRE	.785
WJ Word Attack & TOWRE Phonemic Decoding	.768
CASL Meaning from Context & CASL Inference	.739
CASL Inference & CASL Nonliteral Language	.730
WJ Letter Word ID & TOWRE Phonemic Decoding	.729
WJ Letter Word ID & WJ Word Attack	.723
WJ Passage Comp & WJ Academic Knowledge	.706
CELF Word Classes & CELF Word Definitions	.703

Examples of Additional Studies

- ❑ Interest and Persistence in Reading
- ❑ Adult Literacy Practitioner Survey
- ❑ Affective Themes and Attributions
- ❑ Digital Literacy Skills Assessment
- ❑ Comparisons Across Different Samples

Preliminary Findings from NorthStar Digital Literacy Assessment (an adapted version) (n= 105)

Strengths

Computer Functionality

- ❑ Click on the picture of a mouse. (98%)
- ❑ Click on the keyboard. (96%)
- ❑ Click on the jack where you plug in headphones. (94%)

Program Use

- ❑ In the picture below, drag the document called "September Calendar" into the Recycle Bin. (93%)

Internet Use

- ❑ Click on the hyperlink. (88%)

Preliminary Findings from NorthStar Digital Literacy Assessment (an adapted version) (n= 105)

Difficulties

Program Use

- ❑ Open the Word document in the taskbar. (37%)

Internet Use

- ❑ Type the web address in the address bar below:
www.hotmail.com. Then, click NEXT. (37%)

Filling Out Forms

- ❑ Choose the most secure password from the list below.
Type the password in the "Re-enter password" box.
(18%)

Preliminary Findings from One Comparison Study

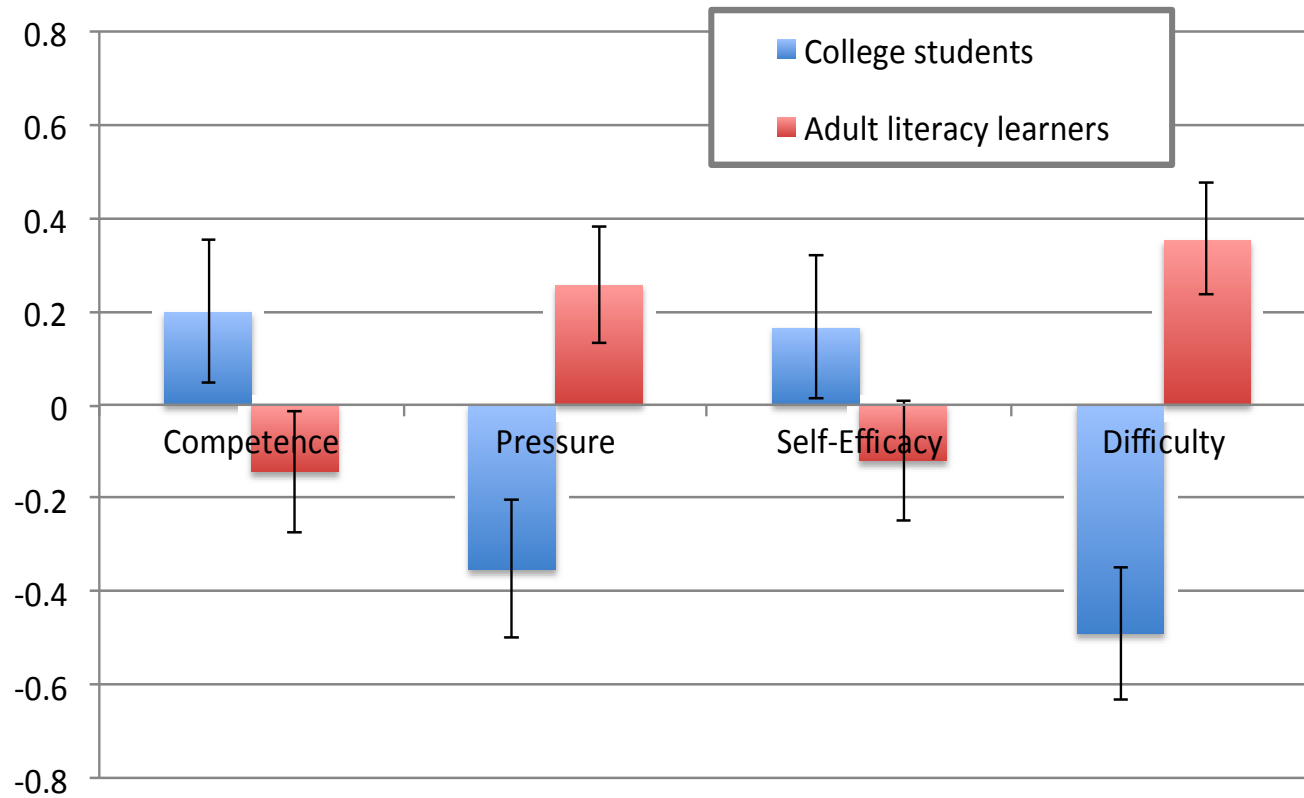
Participants

- ❑ 278 CSAL Participants
- ❑ 167 College students:
 - ❑ 1st generation university students,
 - ❑ economically disadvantaged,
 - ❑ reading at adult levels (WJ Reading Fluency SS = 102.1)

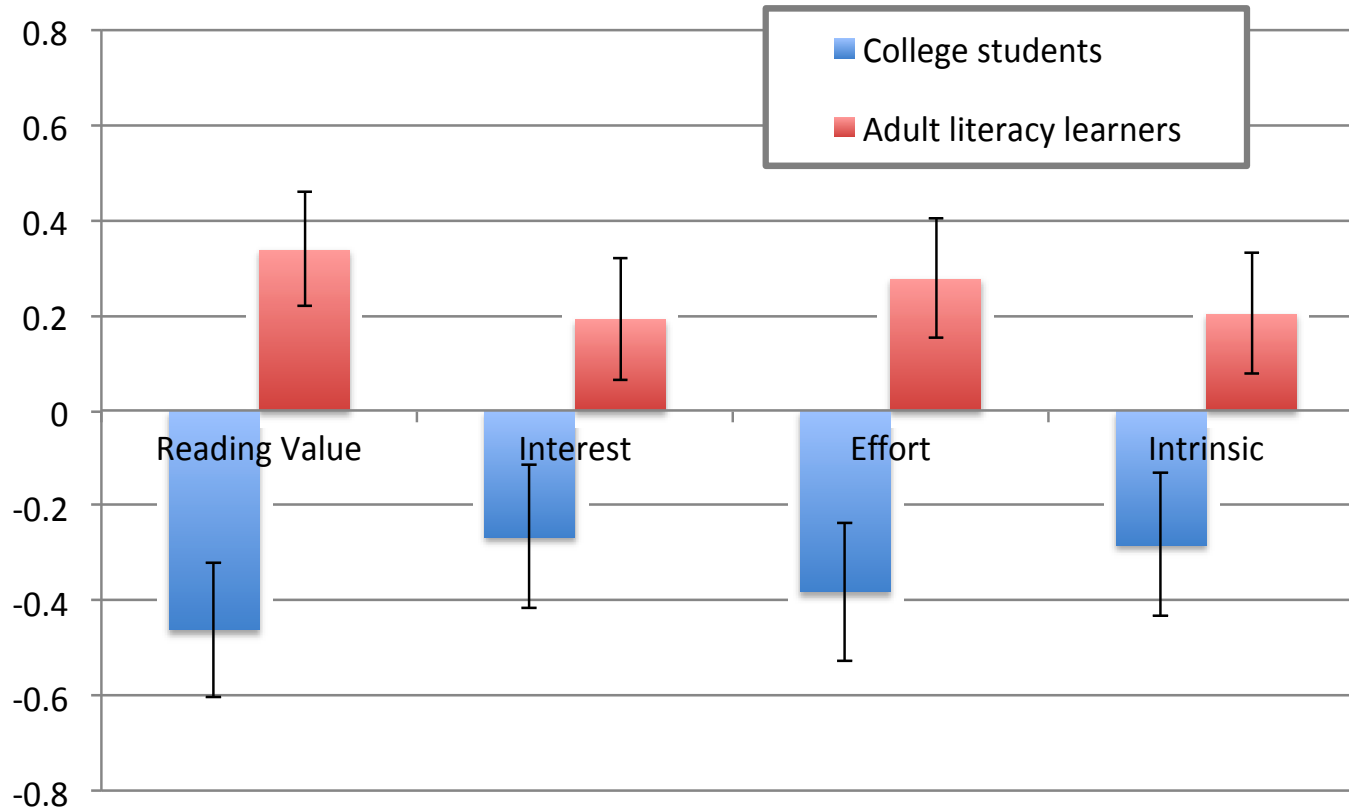
Motivation Surveys

- ❑ Expectancy Value Questionnaire (EVQ: Eccles & Wigfield, 1995; 2002)
- ❑ Intrinsic Motivation Inventory (IMI: Ryan, 2002)
- ❑ Reading Motivation Scale (RMS: Guthrie & Wigfield, 2009)

Competence, Pressure, Self-Efficacy, and Difficulty



Value, Interest, Effort, and Intrinsic Motivation



Curriculum

Curriculum Components

- ❑ Human instruction in decoding
- ❑ Human instruction in comprehension
- ❑ AutoTutor
- ❑ Independent Reading

Adult PHAST PACES

CSAL's Teacher-Led Group Instruction Programs

Adult PHAST Program

- ❑ Flexible strategies for decoding unfamiliar words
- ❑ Addresses gaps in letter-sound knowledge (*igh, ea, ie*)
- ❑ Identifying multisyllabic words with greater ease

Adult PACES Program

- ❑ Strategies to predict author's purpose, acquire new vocabulary, and clarify confusion in text
- ❑ Promotes deeper comprehension through evaluating, elaborating, and summarizing from text
- ❑ Offers training in research and internet skills for learners at higher levels

Adult PHAST Decoding Strategies

SOUNDING OUT

Filling gaps in
letter-sound knowledge
and basic decoding skills

PEELING OFF

Learning affixes
and how to deal with
multisyllabic words

VOWEL ALERT

Learning variable vowel
pronunciations and
vowel combinations

Sounding Out Strategy

Phonology Basics

Goal:

- Teach the phonological preskills necessary for successful strategy application (reading and spelling)

Skills for monosyllabic words:

- Letter-sound knowledge
- Blending and segmenting sounds
- Strategy steps and dialogue
- Application to text reading

Concepts:

- Consonant blends
- Vowel teams and consonant teams
- Silent 'e' rule and consonant teams rule

Worksheet applications:

- Sound practice/dictation; word and sentence reading/dictation

Vowels (always continuous)

a e i o u *w *y

Continuous Consonant Sounds

f l m n qu r s v w x y z

Stop Consonant Sounds

b c d g h j k p t

Peeling Off Strategy

Goal:

- ❑ Teach affix preskills necessary for successful strategy application (reading and spelling)

Skills for multisyllabic words:

- ❑ Identifying and articulating affixes
- ❑ Blending and segmenting syllables
- ❑ Strategy steps and dialogue
- ❑ Application to text reading

Concepts:

- ❑ Affix(es) can be 'peeled off' and root remains
- ❑ Multiple affixes must be connected
- ❑ Be flexible with variable affix pronunciations

Worksheet application:

- ❑ Prefix and suffix practice/dictation; word and sentence reading/dictation

Vowel Alert Strategy

Goal:

- ❑ Teach learners to be flexible with single vowel and vowel team sounds for successful strategy application

Skills for multisyllabic words:

- ❑ Recognizing and articulating the variable sounds of single vowels and vowel teams—and c, g, gh, ch effects
- ❑ Consonant teams—tch, dge
- ❑ Strategy steps and dialogue
- ❑ Application to text reading

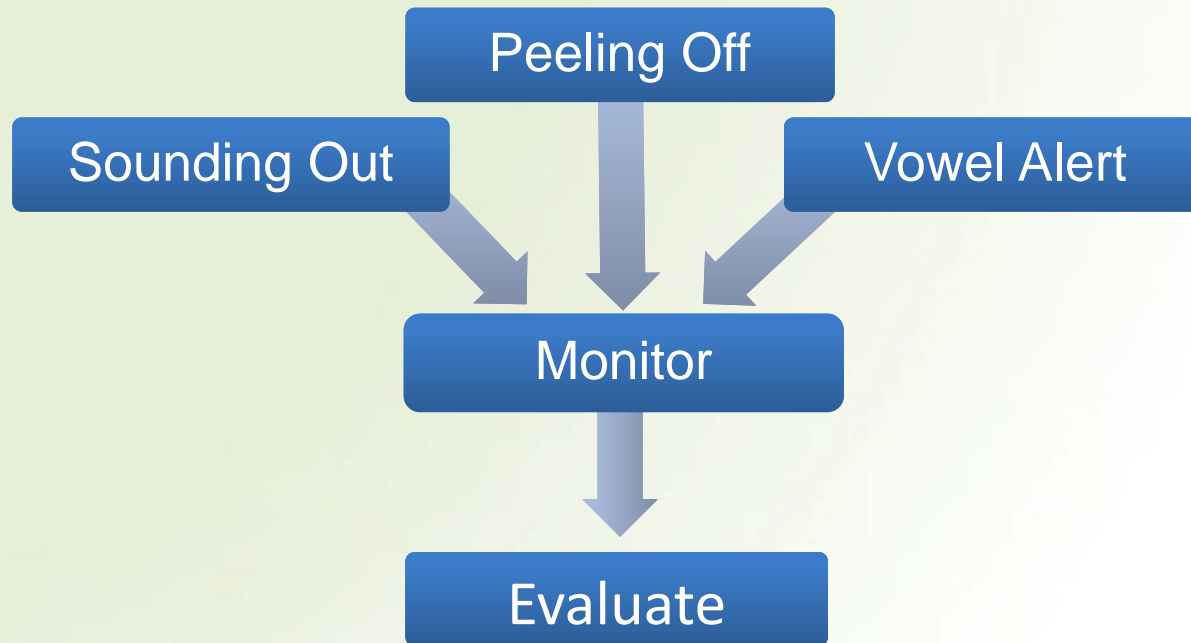
Concepts:

- ❑ Flexibility with variable vowel sounds
- ❑ c and g alert; gh and ch alert

Worksheet application:

- ❑ Variable sound practice/dictation; word and sentence reading/dictation

Using the Three Decoding Strategies

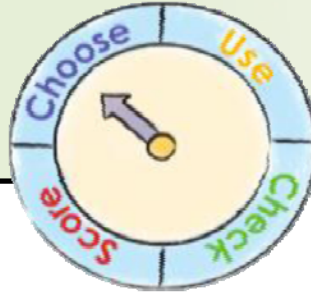


SELECT the best strategy
APPLY the strategy correctly
MONITOR each step - "How am I doing?"
EVALUATE the result - "That's a word I know. I did it!"



Weeding the garden is **backbreaking** work.

backbreaking



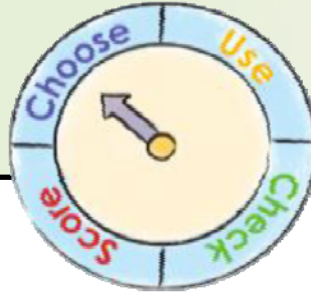
Weeding the garden is **backbreaking** work.

backbreaking



Weeding the garden is **backbreaking** work.

✓
backbreaking
CVCC



Weeding the garden is **backbreaking** work.

✓
backbreaking

cvcc

bead
head
great

Metacognition

- ❑ Self-talk and self-regulated learning
- ❑ Conscious awareness of strategy use
- ❑ Learner understands strategies, can name and describe them, knows when to use them
- ❑ Select, Apply, Monitor, and Evaluate
- ❑ Multi-strategic, flexible, and persistent
- ❑ Attributes success to strategy use



Challenge Words

collaboration

application

orientation

correspondence

Workplace

references

apprenticeship

promotion

occupational

Challenge Words

amortization

mortgage

audit

bank reconciliation

Finance

authorization

recession

commodity

revenue



Adult PACES Comprehension Program

P

Predicting the Author's Purpose.

A

Acquiring Vocabulary using Context Clues.

C

Clarifying Common Sources of Confusion.

E

Evaluating and Elaborating through Questioning.

S

Summarizing Important Information.

Lesson Anatomy

Utilizing Gradual Release of Responsibility Principles

EXPLANATION

- Clear discussion as to the skills and strategies that will be taught in the lesson.

JUSTIFICATION

- Discussing the utility and benefits of the skills and strategies taught.

MODEL EXAMPLE(S)

- Instructor lead demonstrations of the skills and strategies.

GROUP EXAMPLES(S)

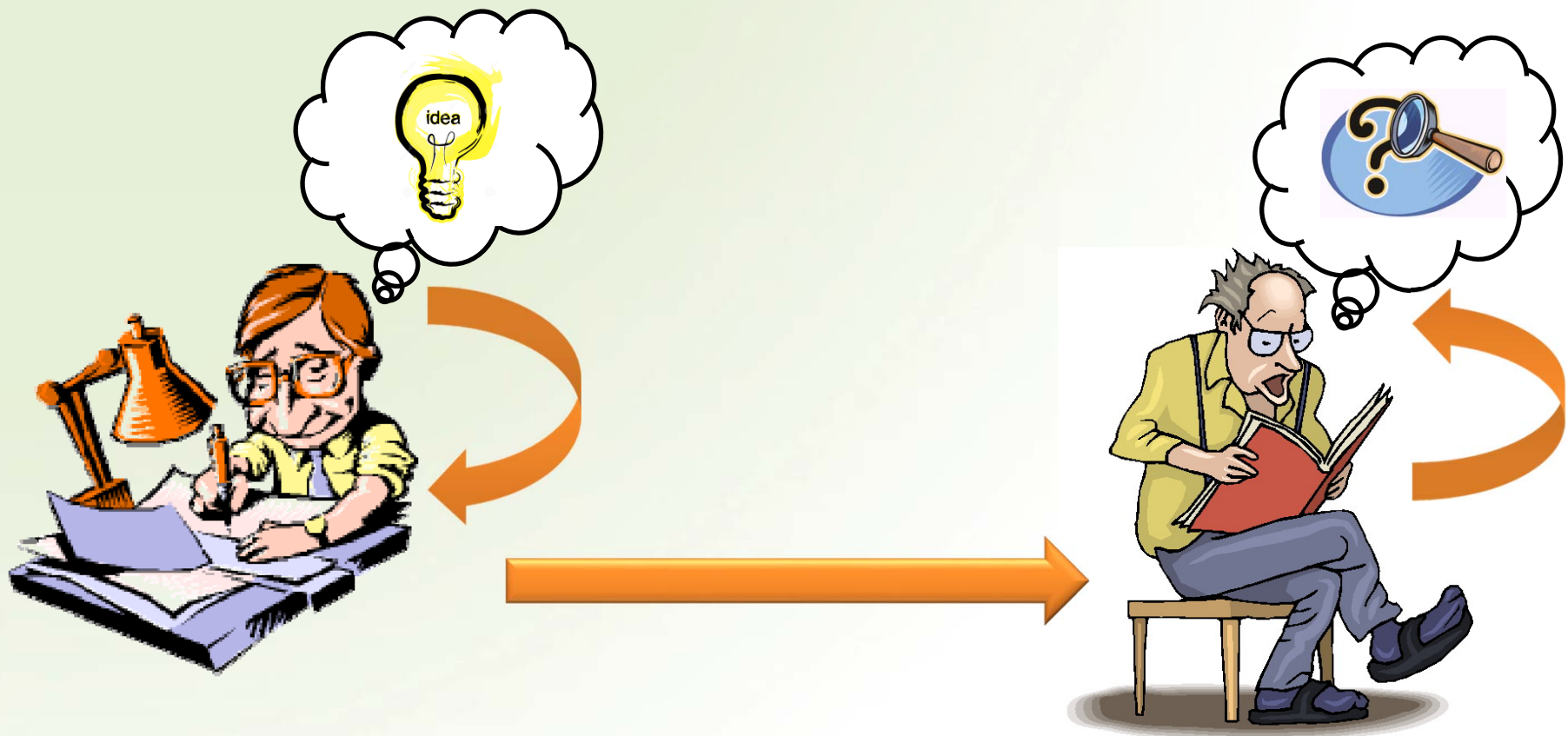
- Instructor guided demonstrations where the instructor encourages correct responses and interjects as needed.

INDIVIDUAL PRACTICE

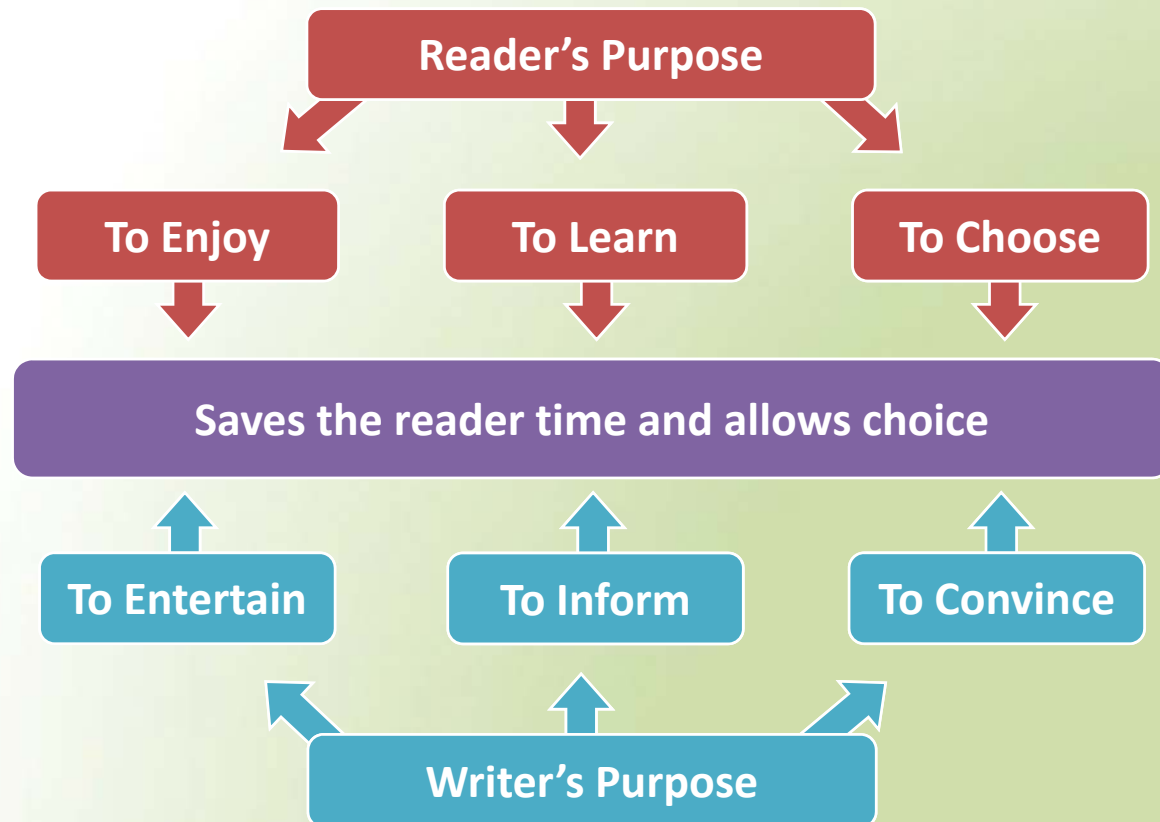
- Independent applications of the skills and strategies taught on a computer running the AutoTutor adult literacy computer program.

Relating reader and writer

Reading is a conversation between the reader and writer. It is up to the writer to pass on information in a clear way, and it is up to the reader to engage with the writer's ideas and make sense of the information.



The Goal of Predicting Writer's Purpose



P

Predicting Purpose using Text Signals

Print/Mail Co. in NE has 2 positions. General Accounting, data-entry. Macintosh or W95 exp. preferred. Full benefits. If homebased Fax resume w/ salary req. to: 770-555-1234

HELP WANTED

Part-time Retail Sales Associate needed for CSAL SPORTS STORE (weekday, evenings, up to 24 hours per week)

3 years experience in retail sales, good communication skills, and demonstrated interest in sports.

All employees receive an hourly rate plus commissions.

Interested candidates should submit their resume and cover letter to: csalsportsstore@gmail.com

Print/Mail Co. in NE has 2 positions. General Accounting, data-entry. Macintosh or W95 exp. preferred. Full benefits. If homebased Fax resume w/ salary req. to: 770-555-1234

ACCOUNT REP

Print/Mail Co. in NE has 2 positions. General Accounting, data-entry. Macintosh or W95 exp. preferred. Full benefits. If homebased Fax resume w/ salary req. to: 770-555-1234

IMMEDIATE

2009 State Fair queen
Plymouth County girl credits her 4-H journey for leading her to state fair honors.
Page 2A

Chuck wagon cookin'
Ashburn man inches himself to cook authentic outdoor cowboy fare.
Page 1B

CSAL NEWS

A Messenger Publication Serving farmers in Northwest and North Central Iowa

VOL. 15, NO. 28 www.farm-news.com FRIDAY, AUG. 21, 2009 3 SECTIONS, 34 PAGES

Driving Rampage

Danger in CSAL Superstore parking lot

The hail

ce-in-lifetime m makes ducers seek r options

BY SHARCY KOUZNETZ MAULEST

Harold Peyton, right, who farms east of Sac City, showed samples of his produce from the area to the members of the Iowa State Fair's Ambassador Tour, who visited the Peyton farm on Aug. 18.

The 2009 Ambassador Tour is designed to promote the state's produce and to help growers find new markets for their crops.

Harold Peyton, right, who farms east of Sac City, showed samples of his produce from the area to the members of the Iowa State Fair's Ambassador Tour, who visited the Peyton farm on Aug. 18.

The 2009 Ambassador Tour is designed to promote the state's produce and to help growers find new markets for their crops.

Be alert for **Text Signals** and gather information to make good predictions.

A

Acquiring Vocabulary

Affix Knowledge

write	→	<u>re</u> write
happy	→	<u>un</u> happy
honest	→	<u>dis</u> honest
do	→	<u>un</u> do

Word Type

foreign words	attaché
jargon	hippocampus
proper names	Sidney Poitier
abbreviations	Mr.
acronyms	CNN

Punctuation

- ❑ Student *obligations*: be on time, be prepared, be respectful.
- ❑ *Kale* (a leafy green vegetable) can help lower cholesterol levels and keep you healthy.
- ❑ The dip will be served with bagels/*baguettes*.
- ❑ *Superfoods* are nutrient-rich and lead to good health.
- ❑ *Luxor*, a city in Egypt, contains many magnificent temples.
- ❑ *Vegan* – someone who does not eat animals, or anything from an animal.

Context Clues

word definition signals
other familiar words
glossary
visual cues

Acquiring Vocabulary from Context

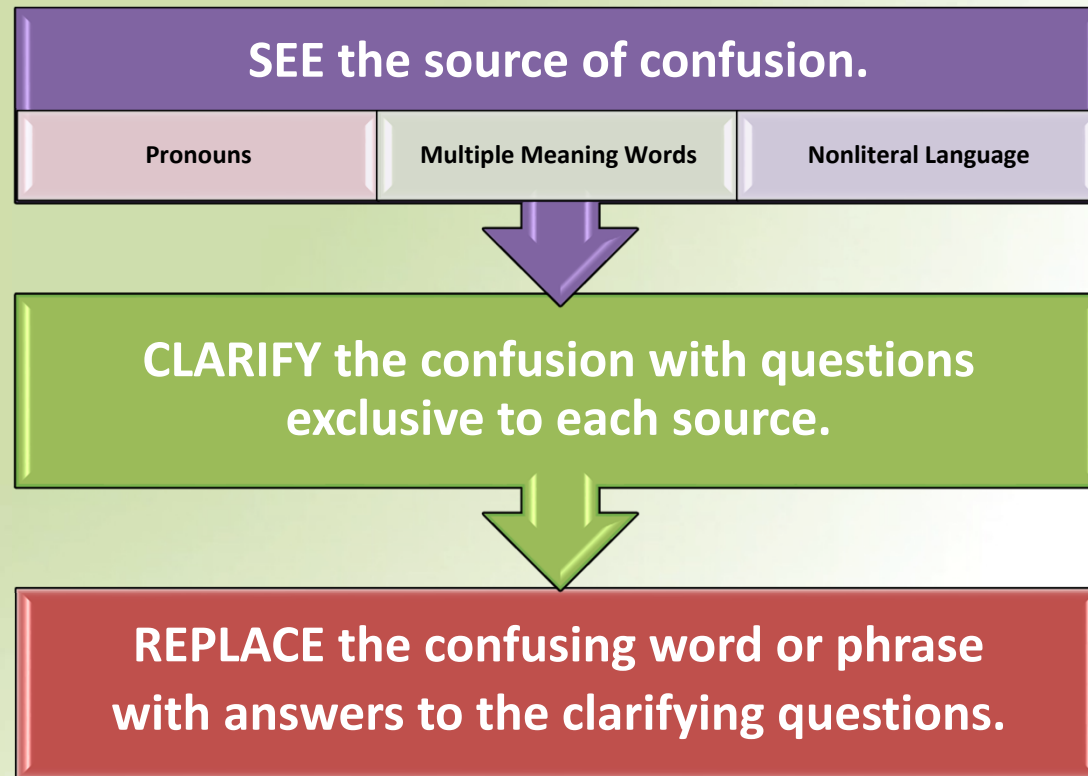
Acquiring Vocabulary means learning *new words* as I read.



Common Sources of Confusion

- ❑ Pronouns
- ❑ Unfamiliar words and jargon
- ❑ Multiple Meaning words
- ❑ Nonliteral language
- ❑ Contradictions
- ❑ Ambiguous words/phrases

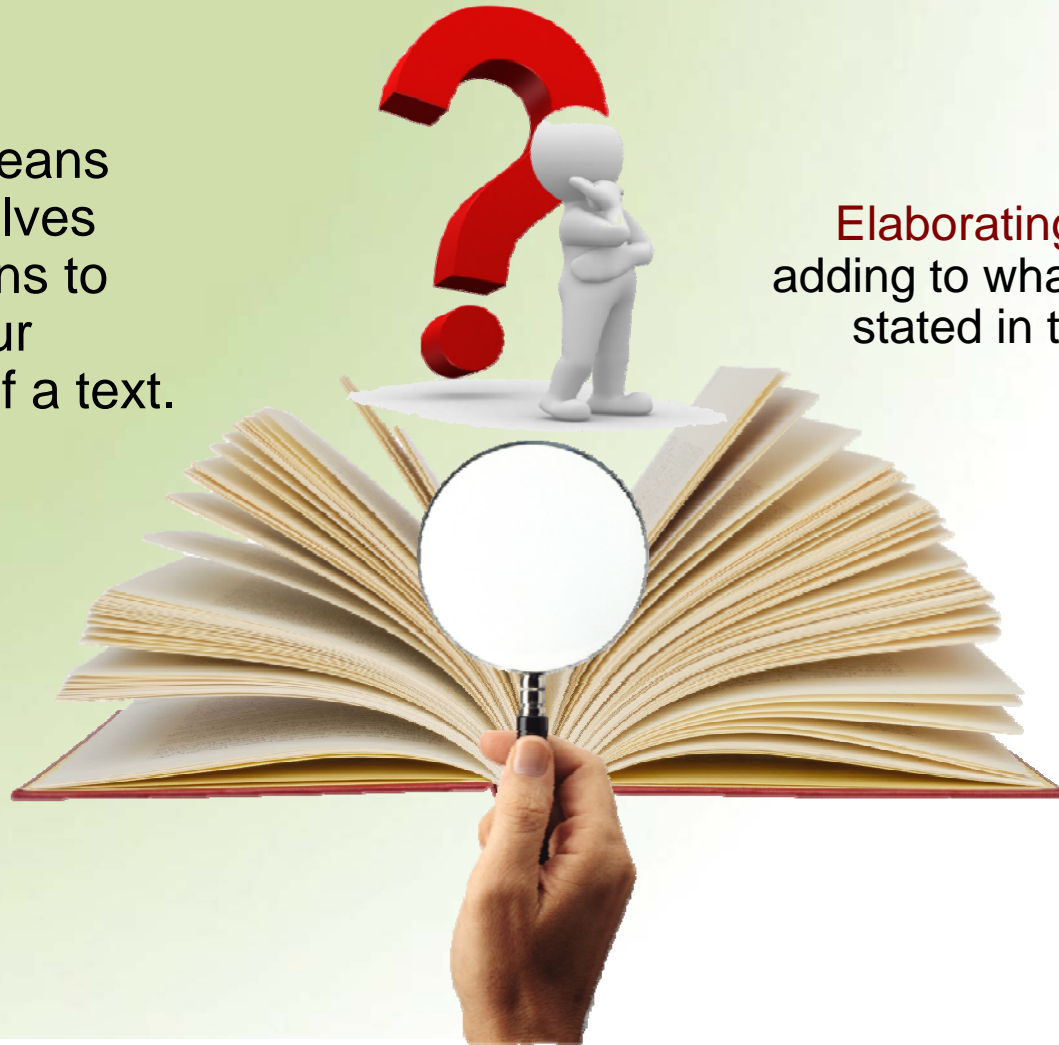
Clarifying Confusion with Questions



Evaluating and Elaborating Through Questioning

Evaluating means asking ourselves good questions to monitor our understanding of a text.

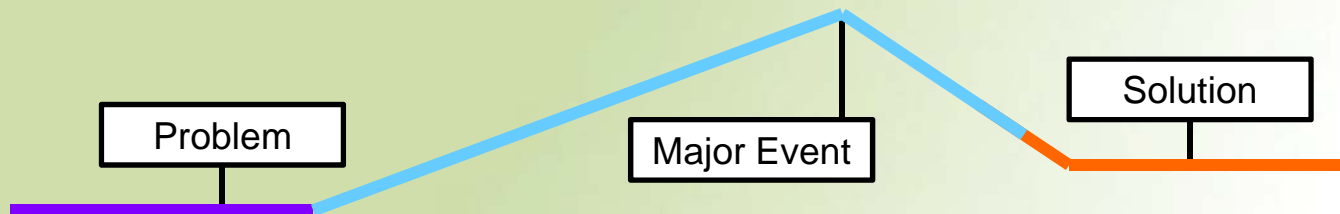
Elaborating means adding to what is directly stated in the text.



E

Evaluating and Elaborating Through Questioning

Evaluating Our Understanding of Narrative Texts (First level)



Beginning	Middle	End
Who are the main characters? How would you describe them? What are the character's motives?	What are the important events/actions in the plot? Why did the event/action occur? How are other characters affected by an event/action?	How is the problem solved?
Where and When does the story take place?	What is the major shift in the plot? (Where the problem starts getting resolved.)	
What is the problem? What caused the problem?		



Summarizing Narrative using Plot Graph



Title: _____

Beginning	Middle	End
Who are the main characters? How would you describe them? What are the character's motives?	What are the important events/actions in the plot? Why did the event/action occur? How are other characters affected by an event/action?	How is the problem solved?
Where and When does the story take place?	What is the major shift in the plot? (Where the problem starts getting resolved.)	
What is the problem? What caused the problem?		

E

Evaluating and Elaborating Through Questioning

To evaluate our understanding of informative texts, we ask ourselves:

What is the topic?

What is the main idea?

What information supports the main idea?



Computers: Faster than the Speed of Byte



Computers are very valuable machine because the work so fast. In the time it takes to push a few buttons a bank manager can develop a mortgage payment plan for a potential home owner. Within seconds, telephone computers connect thousands of callers around the world. Long and difficult mathematical problems can be solved in milliseconds.

S

Informational, Persuasive vs. Narrative Text

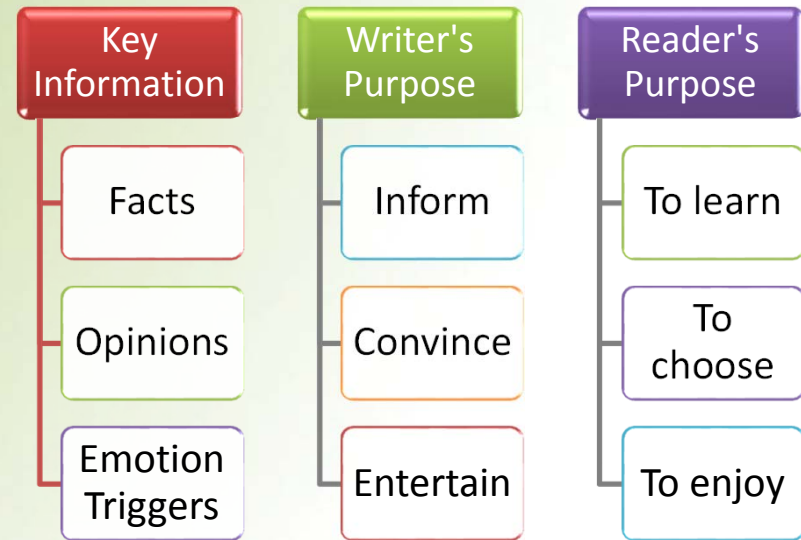
Ways to determine text type:

1. Ask yourself 'Is this...

- ❑ '...*telling me a story?*'
- ❑ '...*giving me information?*',
- ❑ '...*stating an argument?*'

2. Look for Key information.

- ❑ Informative texts will be packed with ***facts***.
- ❑ Persuasive texts will have both ***facts*** and ***opinions***.
- ❑ Narrative texts will contain many ***emotion triggers***.



S

Summarizing Informative and Persuasive Text Structures

- ❑ Statement and Explanation
- ❑ Problem and Solution
- ❑ Cause and Effect
- ❑ Compare and Contrast
- ❑ Description and Spatial
- ❑ Order: Time and Importance
- ❑ Procedural



Building Bridges

E

Elaborating Through Questioning

**Elaborating means adding to what is directly stated in a text.
To do this we ask questions that help us make inferences.**

Work It Out

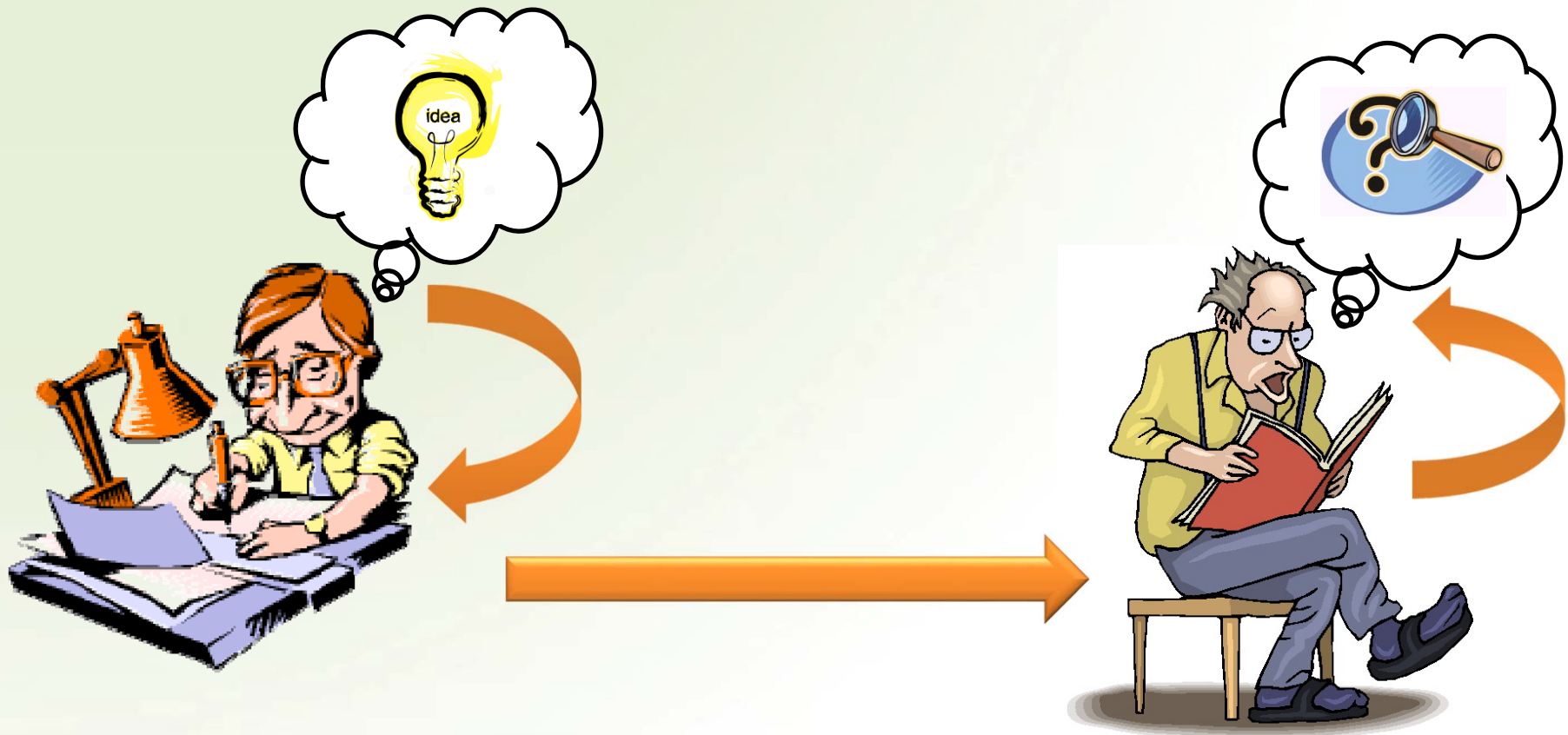
- *What is the writer suggesting here?*
- *Why is the writer telling me this?*

Uncover the
Message

- *What are we supposed to learn from this text?*
- *What main messages is the writer trying to get across?*

Evaluating the Author Through Questioning

Reading is a conversation between the reader and writer. Sometimes, writers do a good job of explaining something, but other times, they do not. So as we are reading, we should *Question the Writer* for clarity, quality, and credibility.



E+

Evaluating the Writer Through Questioning

Sometimes, writers do a good job of explaining something, but other times, they do not. So as we are reading, we should **Question the Writer** for clarity, quality, and credibility.

Check for Clarity, Organization and Quality

Does the writer explain this information or argument clearly?

How could the writer have explained things more clearly?

How well is the text organized?

How well are the ideas connected to each other? Does the text flow? Does the text make sense?

What are the flaws in this text?

How could the writer improve this text?

What are the strengths of this text?

Check the Writer

Who is the writer?

What are the writer's credentials?

Is the writer an expert?

Check the Source

Where did the text come from?

Is the text self-published or professionally published?

When was the text written?

Check for Bias

What is the bias towards?

Is the writer transparent about their bias?

Research and Internet Navigation

URL Knowledge

.com - commercial (i.e. dictionary.com)

.edu - education (i.e. csal.gsu.edu)

.gov - government (i.e. usa.gov)

.org - organization (i.e. wikipedia.org)

.net - network (i.e. slideshare.net)

.us – United States (i.e. vote.us)

.ca – Canada (i.e. google.ca)

.uk – United Kingdom (i.e. google.co.uk)

.au – Australia (i.e. google.com.au)

Research and Internet Navigation

Search bar / box

Title of Text

URL / Source

Description

Using a search engine to research a topic, like genetically modified foods.

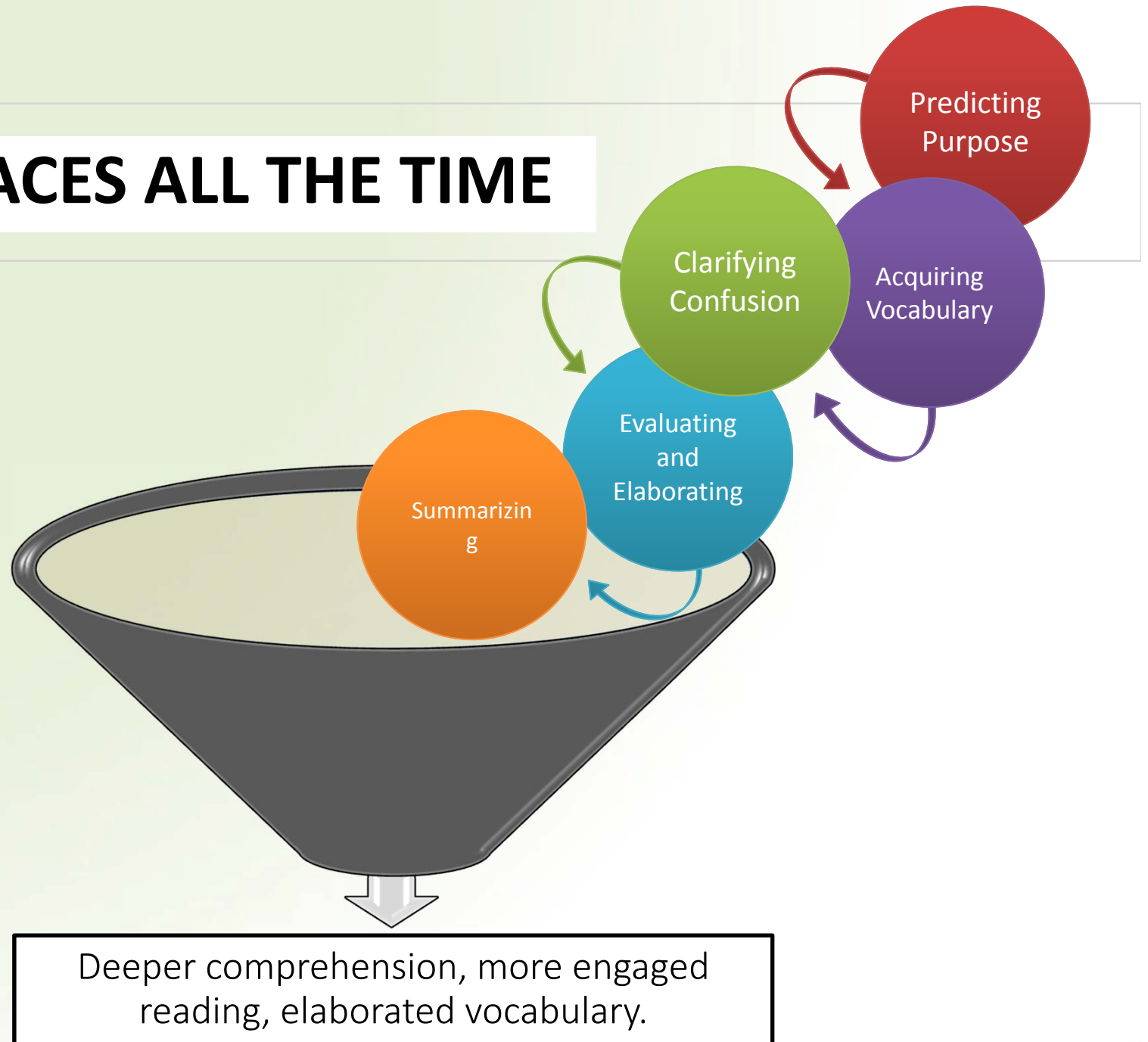
Texts related to 'peanut allergy symptoms'

The screenshot shows a Google search for "peanut allergy symptoms". The search bar at the top contains the text "peanut allergy symptoms" and a magnifying glass icon. Below the search bar, the results are displayed. The first result is titled "Severe Food Allergies" and includes a link to "www.allerject.ca/severe-food-allergies". The second result is titled "Peanut Allergy Symptoms? - anaphylaxis.ca" and includes a link to "www.anaphylaxis.ca". The third result is titled "Kids With Peanut Allergy - kidswithfoodallergies.org" and includes a link to "www.kidswithfoodallergies.org". The fourth result is titled "What Are the Symptoms of a Peanut Allergy? - Healthline" and includes a link to "www.healthline.com/health-slideshow/peanut-allergy-symptoms". The fifth result is titled "Peanut Allergy Symptoms - Mayo Clinic" and includes a link to "www.mayoclinic.org/diseases-conditions/peanut-allergy/symptoms/200278...". The sixth result is titled "What Are the Symptoms of a Peanut Allergy? - Healthline" and includes a link to "www.healthline.com/allergies/home". The seventh result is titled "Peanut Allergy-Overview - WebMD" and includes a link to "www.webmd.com/allergies/peanut-allergy-overview".

Annotations on the screenshot:

- A green arrow points from the text "Search bar / box" to the Google search bar.
- A green arrow points from the text "Title of Text" to the title "Peanut Allergy Symptoms? - anaphylaxis.ca".
- A green arrow points from the text "URL / Source" to the URL "www.anaphylaxis.ca".
- A green arrow points from the text "Description" to the description "If you Suspect a Peanut Allergy, Learn How to Get it Diagnosed".
- A green bracket on the right side of the screenshot groups the results "What Are the Symptoms of a Peanut Allergy? - Healthline" and "Peanut Allergy-Overview - WebMD" under the text "Texts related to 'peanut allergy symptoms'".

USING PACES ALL THE TIME



AutoTutor Highlights

- ❑ **Conversation Patterns**

- ❑ Interacts with students by questioning, hinting, eliciting information, filling in gaps, correcting the student
- ❑ Direct and indirect feedback
- ❑ Intelligent conversational scaffolding

- ❑ **Multiple Agents (Trials)**

- ❑ Human, student agent, and teacher agent
- ❑ Vicarious learning and interactive tutoring versus learning by teaching
- ❑ Tutoring modes: Helping the peer, game competition, and authentic contexts rather than schoolish drill

- ❑ **Evaluating and Responding to Student Contributions**

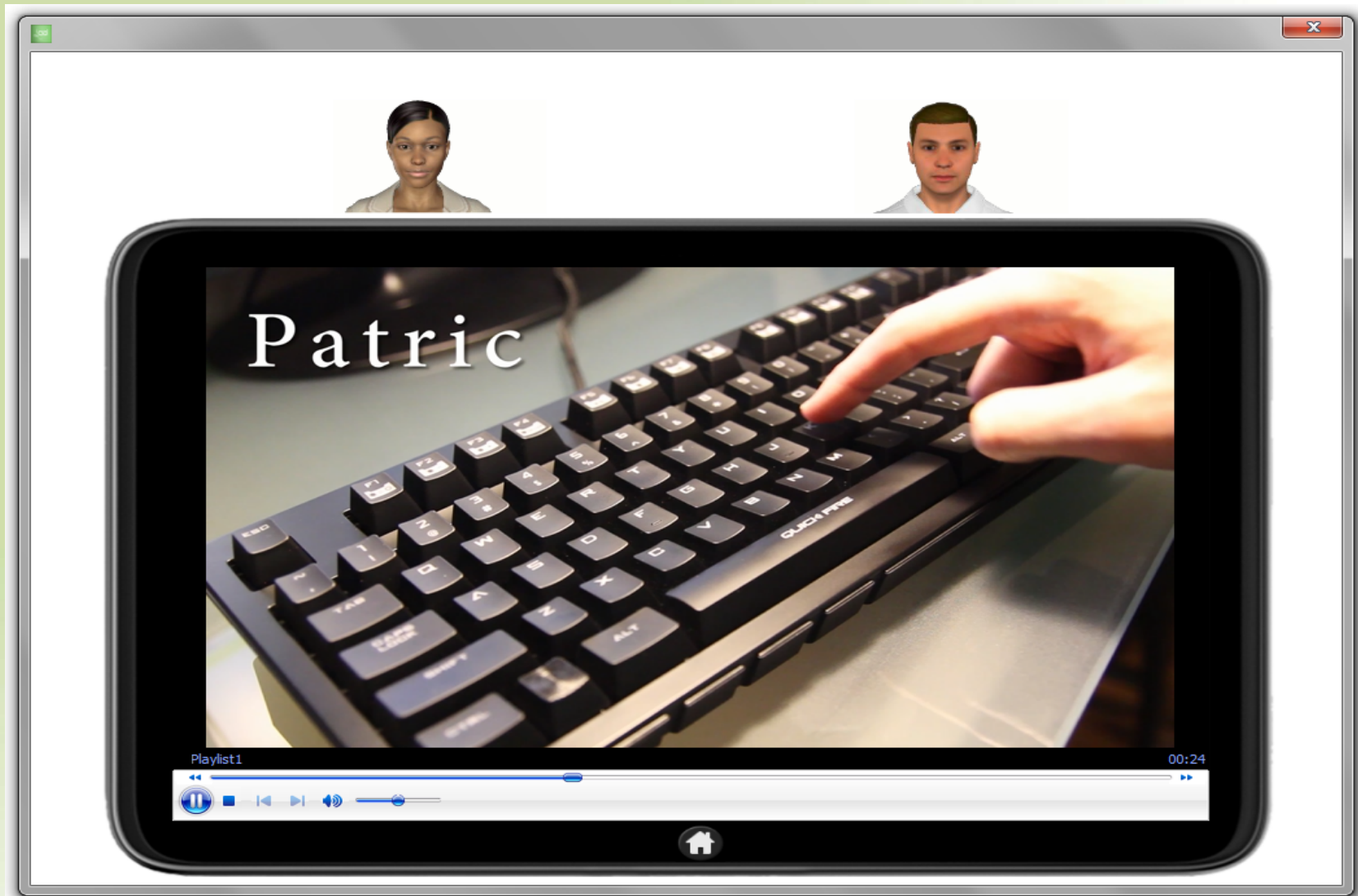
- ❑ Advances in computational linguistics
- ❑ Content knowledge, skills, strategy use, emotions, motivation
- ❑ Individualized instruction by responding adaptively to the student's answers

- ❑ **Multiple Media**

- ❑ **Practical Texts and Tasks for Adults**



Typing tutorial instructs students how to use a keyboard



Scope and Sequence of PACES Adult Comprehension Program

Lesson 0	Introduction to Program/Orientation
Lesson 1	Predicting Using Text Signals
Lesson 2	Predicting the Writer's Purpose
Lesson 3	Predicting the Writer's Purpose in Hybrid Texts
Lesson 4	Affixes
Lesson 5	Punctuation Pre Skills for Acquiring
Lesson 6	Word Types and Context Clues
Lesson 7	Acquiring Words Strategy
Lesson 8	Clarifying: Multiple Meaning Words
Lesson 9	Clarifying: Pronouns
Lesson 10	Clarifying: Non Literal Language
Lesson 11	Review (PAC)
Lesson 12	Differentiating Between Narrative, Informational, Persuasive Texts Using Key Information
Lesson 13	Questioning Strategy: Narrative Texts
Lesson 14	Bridge Building in Narratives
Lesson 15	Summarizing Narratives Using a Plot Graph

Lesson 16	Questioning Strategy: Informative Texts
Lesson 17	Questioning Strategy: Persuasive Texts
Lesson 18	Review of the Evaluating Strategy
Lesson 19	Summarizing: Statement and Explanation
Lesson 20	Summarizing: Problem Solution
Lesson 21	Summarizing: Cause and Effect
Lesson 22	Summarizing: Description and Spatial
Lesson 23	Summarizing: Compare and Contrast
Lesson 24	Summarizing: Time Order, Order of Importance
Lesson 25	Summarizing: Procedural
Lesson 26	Review of Text Structures
Lesson 27	Elaborating on Narrative Texts
Lesson 28	Elaborating on Informative Texts through Questioning
Lesson 29	Elaborating on Persuasive Texts through Questioning
Lesson 30	Looking at Documents/Question and Answer Structure

Video



**WELCOME TO
CSAL AUTOTUTOR**



Teacher's Access Page Database

Class View

CSAL Teachers' View

LESSONS

CLASSES

STUDENTS

TEACHING MATERIALS

WHITNEY.BAER@GMAIL.COM (ADMIN)

CSAL Database Application Class lai

Meeting Time	TR 9-12
Students	10
Lessons	31

Location	atlanta
Teacher(s)	haskay764@gmail.com darcachereau@gmail.com

Please note that averages are based on the students' *last* attempt on a lesson. You may examine all attempts a student has made by clicking on a score.

Lesson Breakdown

Lesson	Class Avg										
0. Introduction											
1. Text Signals	77%	76% ✓	79% ✓	66% ✓	68% ✓	76% ✓	84%	94%	72%	91% ✓	78%
2. Writer's Purpose	62%	65% ✓	59%	53% ✓	68% ✓	71% ✓	63% ✓	63% ✓	62% ✓	69% ✓	54% ✓
3. Hybrid Texts	81%	76% ✓	79% ✓	73% ✓	87%	87%	79% ✓	93%	95%	73% ✓	79% ✓
4. Affixes	69%	75% ✓	75% ✓	72% ✓	91% ✓	58% ✓	72% ✓	79%		61% ✓	59% ✓
5. Punctuation	71%	92%	92%	75%	77%	57%	50% ✓	83%	83%	89%	57% ✓
6. Context Clues	70%	63%	68% ✓	68% ✓	69% ✓	83% ✓	62% ✓	100%	79% ✓	73% ✓	60%
7. Acquiring New Words	75%	64% ✓	70% ✓	66%	80% ✓	75% ✓	75% ✓	90% ✓	100% ✓	75% ✓	75% ✓
8. Multiple Meaning Words		0% ✓	0%	0% ✓	0%	0% ✓	0% ✓	0% ✓	0% ✓	0% ✓	0%
9. Pronouns	76%	83% ✓	83% ✓	74% ✓	87% ✓	48% ✓	83% ✓	96% ✓	83% ✓	74% ✓	57%
10. Non-Literal Language	76%	83% ✓	80% ✓	80% ✓	77% ✓	60% ✓	83% ✓	67% ✓	87% ✓	67% ✓	73% ✓
11. Review	80%	77% ✓	80% ✓	75%	79% ✓	83% ✓	78% ✓	100% ✓	92% ✓	73% ✓	75% ✓
12. Using Key Information	85%	95% ✓	85% ✓	85% ✓	92% ✓	88%	79% ✓	92%	79% ✓	79%	79% ✓
13. Questioning: Narrative	66%	60% ✓	20% ✓	60% ✓	80% ✓	0% ✓	80% ✓	80% ✓	100% ✓	80% ✓	100% ✓
14. Bridge Building	58%	46%	62% ✓	42% ✓	81% ✓	33%	54% ✓	70% ✓	68% ✓	50% ✓	
15. Summarizing Narrative	55%	58%	63%	38% ✓	70% ✓		28% ✓	53%	75% ✓	60%	52%
16. Questioning: Informational	69%	59% ✓	86% ✓	65% ✓	86% ✓	59% ✓	75% ✓	73% ✓	63% ✓	75% ✓	59% ✓
17. Questioning: Persuasive	58%	75% ✓	57% ✓	64%	79% ✓	44%		43%	52% ✓	59% ✓	58%

Teacher's Access Page Database

Student Details

CSAL DB - Class testclass x

autotutor.x-in-y.com/csaldb/home/classdetails/testclass

CSAL Teachers' View LESSONS WHITNEY.BAER@GMAIL.COM (ADMIN)

CSAL Database

Meeting Time

Students

Lessons

Lesson Breakdown

Lesson

0. Introduction

1. Text Signals

2. Writer's Purpose

3. Hybrid Texts

4. Affixes

5. Punctuation 70%

6. Context Clues 25%

7. Acquiring New Words 69%

8. Multiple Meaning Words

9. Pronouns 69%

10. Non-Literal Language

11. Review 100%

12. Using Key Information 75%

13. Questioning: Narrative

14. Bridge Building

15. Summarizing Narrative

16. Questioning: Informational

17. Questioning: Persuasive

Details for whitney in lesson5

Start	Last	Correct	Reading Time	Total Time	Lesson Path
10/7/2014 12:05:38 PM	10/7/2014 12:05:38 PM	100%		1 mins	
10/7/2014 12:07:19 PM	10/7/2014 12:21:43 PM	61% ✓		14 mins	↓ E
10/7/2014 12:21:43 PM	10/7/2014 12:21:43 PM			< 1 min	
10/7/2014 12:21:43 PM	10/7/2014 12:23:01 PM	100%		1 mins	
10/30/2014 1:52:13 PM	10/30/2014 1:52:13 PM				
11/10/2014 2:21:44 PM	11/10/2014 2:21:44 PM				
11/10/2014 2:45:58 PM	11/10/2014 2:45:58 PM				
11/10/2014 2:45:58 PM	11/10/2014 3:00:41 PM	44%		14 mins	↓ E
11/10/2014 3:00:41 PM	11/10/2014 3:18:30 PM	44% ✓		17 mins	↓ E
11/10/2014 3:18:30 PM	11/10/2014 3:50:15 PM	67% ✓		31 mins	↑ H

CLOSE USER LESSON USER-LESSON DETAILS DEBUG VIEW

	whitney	xiangping
	0%	
	63% ✓	
	78%	
	0%	
	37%	
	67% ✓	
	0%	25%
	91% ✓	45% ✓
	0%	0%
	85%	61% ✓
	0%	
	100%	
		75%

Iterative Development and Feasibility

Iterative Development

- ❑ Lessons created
- ❑ Memphis, Georgia, and/or Toronto gave feedback
- ❑ Lessons revised
- ❑ Cycles of revisions until folks are happy
- ❑ Aspects of lessons tried on adult learners
- ❑ Cycles of revisions until folks are happy
- ❑ Eventually field testing!

Feasibility Studies

Preliminary Demographics

- ❑ Started in January, with 32 in Canada and 20 in US
- ❑ Mean age 41 years, majority female, African American/Canadian, native speakers of English, non high school graduates

Instructional Framework During Feasibility Study



■ PACES Instruction

■ PHAST Instruction

■ AutoTutor Instruction and Application

■ Independent Reading

Feasibility Anecdotes

- ❑ “I love that we are learning the correct sounds of all the letters.”
- ❑ “At the hospital, I was able to use my strategies to know how to find my way around.”
- ❑ “I now know, how to know what to think about when reading something.”
- ❑ “I love how the teacher on the computer talks to me about my answers.”
- ❑ “Poor Jordan, he gets so many answers wrong-he needs to listen to what I say more often.”

Examples of Lessons Learned

- ❑ More time than expected needed on PHAST LESSONS
- ❑ Greater review needed on PACES lessons
- ❑ Enthusiasm for course content and focus greater than expected

Dissemination

Our Website
<http://csal.gsu.edu/>

Future Conference Presentations

Artificial Intelligence in Education

June 22-26, 2015

Society for the Scientific Study of Reading

July 15-18, 2015

ProLiteracy

October 14-17, 2015

QUESTIONS

Use the chat feature
in the lower right corner of the screen
to submit your question to everyone.

Can you see us?

To enlarge video, right-click on the video
and click “Expand to Full-screen Mode”.

