Reading Skills for Today's Adults Navigation Guide

Reading Skills for Today's Adults (RSTA) is an online collection of leveled readings addressing various topics of interest for adult learners. Each reading is accompanied by ready-to-use materials, such as vocabulary quizzes and comprehension checks.

The SABES English Language Arts (ELA) PD Team created this detailed RSTA Navigation Guide to support your exploration of the reading instruction resources available on the RSTA website.

For additional support with navigating the RSTA website, please email the SABES ELA Project Coordinator, Elena Ruiz, at elena_ruiz@worlded.org.

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1. Website Navigation

The RSTA homepage is accessible by opening this link. When on the homepage, there are two ways to access the leveled reading texts and activities. One way is through the menu tabs at the top of the homepage. For example, the first tab next to the “Home” tab is where the texts for readers at Level 1 or 2 are located.

Note that RSTA reading levels are not grade-level equivalents and are aligned with CCRS and Lexile levels. See the “Placement Chart” on the “Resources” page of the website or page 12 of this navigation guide for additional information on choosing the appropriate text level for learners.

A. Navigating to Texts

When hovering over the horizontal tabs of the RSTA website, a sub-menu will appear for each level.

The leveled readings and companion activities can also be accessed from the bottom half of the homepage, under the heading “Reading Skills Level”.

After navigating to the desired text level, a list of text titles is displayed. The following image shows the list of Level 13 text titles as an example. Each title links to a page with the text and ready-to-use companion documents.

B. Text Resources

The following image shows the page for the Level 13 text titled “Attitude and Manners at a Job Interview.”

Directions

Pre Questions.pdf

Post Questions.pdf

Story.pdf

Supplement.docx

Wakelet - Online Supplement & MORE!

Count Down Timer

01:00

Start Pause Reset

1st Reading - Attitude & Manners at a Job Int... 00:00 / 02:09

2nd Reading - Attitude & Manners at a Job Int... 00:00 / 00:00

3rd Reading - Attitude & Manners at a Job Int... 00:00 / 00:00

Attitude & Manners at a Job Interview

0 Having a good attitude and good manners are important both
10 at an interview and on the job. Managers agree that a person’s
22 attitude can be more important than work experience. Your
31 attitude makes a big difference.
36

If you are excited about being at the interview and are eager to
49 be hired for the job, the employer will probably consider you
60 for the job. If you speak softly and look at your feet during the
74 interview, the employer may not consider you for the job.
84 Managers are looking for someone who is alert, motivated,
93 and enthusiastic.
95

Using good manners at an interview and at your workplace is
106 very important. The way you act tells a great deal to an
118 employer. If you’re polite and kind, the employer can see that
129 you get along with people and you have a respect for seniority,
141 company managers, and supervisors.
145

One of the first manners an employer will look for is
156 punctuality, or being on time for the interview. This indicates
166 whether you’re reliable and will be to work on time. Being late
178 for an interview could hurt your chances of being hired.
188

When you meet the manager, smile. Then offer a friendly
198 greeting of “Hello” or “Hi.” Give the manager a firm handshake.
209 Address the manager as Mr. or Ms. unless he or she asks you
222 to call him or her by a first name. This shows that you have
236 respect for the manager’s position. Also, look at the manager
246 directly in the eyes, not down at your feet.
255

During the interview, sit up straight in the chair. This shows
266 that you’re alert and interested. Keep your hands and feet still
277 during the interview, and never chew gum.
284

The numbers in the margin are intended to be used to determine how fast a student reads. To calculate how many words are read per minute, a student can use the Count Down Timer on the lower left side of the page. The student begins reading the passage when the timer starts and then stops and marks which word they were reading when the timer goes off. The numbers in the margin can be used to easily count how many words were read in one minute. The student starts counting from the number listed in the margin next to the line that they ended on and stops counting at the word they were at when the timer ended. For example, if the timer ends when the reader is at the word “name”, they can add up from the number in the margin next to the line (222) to calculate 231 words read in one minute.

Under the “Directions” section next to the text, there are several activities that learners can engage with before, during, and after reading the text. The PDF files will open in a new browser tab, while the Word Documents will automatically download to your device.

Toward the bottom of the page are three audio files with a recording of the text being read at three different speeds. The first recording is the slowest of the three recordings and the third file is the fastest. The recordings can be used by students to practice repeated or echo reading, effective strategies for building reading fluency.

Each story has a collection of companion resources organized on Wakelet, accessible by selecting the “Wakelet - Online Supplement & MORE!” button under “Directions”. Wakelet is an online platform designed for teachers and students to organize materials from different sources in one place. The image on the next page of this guide shows an example Wakelet for the “Attitude & Manners at a Job Interview” reading. The Wakelet for each text on the RSTA website contains a text-specific Quizlet vocabulary deck, a link to the text on RSTA website, and a comprehension check activity on Google Forms.

Teachers can share a Wakelet with their students by providing them with the URL, or selecting the “Share” button found at the top of the Wakelet page, as shown in the following image.

2. RSTA Instructor Resources

Many of the companion documents associated with each reading can be edited by the instructor. To access and begin modifying the supplemental material, navigate to the Instructor Resources: Marshall Leveled Reading Program page. Edits can be made by selecting the sections on this website titled “Marshall Level Reading Program” or “Marshall Leveled Reading Program Resource Library.”

A. Marshall Leveled Reading Program

The first option, “Marshall Leveled Reading Program,” leads to the Marshall Leveled Reading homepage on the CrowdedLearning platform. About a third of the way down the page, under the heading “Flexible, Customizable Reading Practice”, you’ll find links to Wakelet collections of all the RSTA readings categorized by CCRS Level.

Note: Some Wakelets have been converted to Skillblox and there is now a “Launch in Skillblox” option. The Skillblox versions will eventually phase out all Wakelet versions, and an updated navigation guide will be published.

To access and edit the Wakelet activities, navigate to any CCRS level and select the “Launch in Wakelet” button. You will be taken to a page with all the Wakelet collections for that level. Choose the collection for your desired reading. Once in that reading’s Wakelet, select the “Make a copy” button at the top of the Wakelet. Check off the account you want the copy to go to and select the “copy” button.

Please note that the option to copy the Wakelet will not be available unless the user is logged into a free Wakelet account. To create a Wakelet account, select “Sign Up” next to the “Login” button, or follow this sign-up link.

B. Marshall Leveled Reading Program Resource Library

The second way to access and edit the Wakelets is to select “Marshall Leveled Reading Program Resource Library” on the [Instructor Resources: Marshall Leveled Reading Program](#) page. This spreadsheet provides a link to the companion documents for each reading that is available on the RSTA website. The links to copy the “Comprehension Checks” are available in the “Forms COPY URL” column. When an instructor copies a Google Form, they can add the copied form to the copied Wakelet of the selected reading. They can then assign the Wakelet activities to their learners and view the results.

To copy a Google Form, select the link in the “Forms COPY URL” column corresponding to the desired reading. Once the link in that cell is selected, there will be a prompt to make a copy of the form.

When “Make a copy” is selected, the form will be copied to the Google account that is signed into the browser. The title of the form and questions can then be edited. To add the copied Google Form to a Wakelet, return to the “Marshall Reading Program EdTech Resources” Google Sheet and select the Wakelet link corresponding with the reading. Make a copy of the Wakelet following the instructions provided on page 9 of this guide. Copy and paste the Google Form URL into the section of the Wakelet that says “Paste any web address.”

Once the URL is pasted in, a new block will appear in the Wakelet. You can use the same process to link materials from other platforms to the Wakelet and create additional blocks.

3. Helpful Resources

The RSTA website contains multiple resources that can help navigate the website and the materials. To navigate to the “Resources” tab, select the first “More” button on the menu at the top of the page and select “Resources”.

OR scroll to the bottom of the website and select “Resources.”

On the “Resources” homepage, you’ll find colored boxes with the following labels: “Start-Up”, “Directions,” “Audios,” “Operating System,” “Timer,” “Placement Chart,” “Graph of Words Per Minute over Time,” and “Story Details.” Each box leads to a resource page. Explore each resource to learn more about specific tools available on the RSTA website.

The “Placement Chart” page provides information about the alignment of RSTA reading levels with CCRS and Lexile levels. This information can be used to select the appropriate text levels for reading instruction based on students’ instructional needs.