

Literacy Quick Card

Reading

8 Ways to Bring Literacy to Every Class Everyday

(Adapted from *How to Teach Reading when You're Not a Reading Teacher* by Dr. Sharon Faber)



1. Anticipation Guides

- Series of 3, 5, or 7 chunks of information are easiest for the brain to process, so...
- List 3, 5, or 7 statements addressing major topics, themes, issues in text that students can argue.
- Students answer and state beliefs to build interest.
- During reading, have students take notes and document where they find the information to support the argument they are making.
- After reading, discuss what they have learned that either confirms or changes their previous knowledge or opinions on the topic.

2. Book/chapter/section walk

- Explicitly teach students about the text they will be using
- Point out text features that make the information delivery unique for your content - title, table of contents, bold face or italics, first and last paragraphs, charts/pictures/graphs, source, date, author, glossary, and side bars.

3. Learning Walls/Word Walls

- Should be used for essential words, concepts, and formulas necessary for

mastery of content.

- This is an intentional use of the power of visualization and should be used at all grade levels in all classrooms. (Traveling teachers can use student folders as portable word walls.)

4. Eye Focus

- some students need to look directly down on print in order to focus on it (allow for this accommodation).

5. Think alouds

- talk about what you are thinking (metacognition) and tell your students every step in your thinking process

• Increase Comprehension through Sorting Activities

- manipulation of content and vocabulary
- great for building spelling, vocabulary, and comprehension skills
- Procedure
 - Determine purpose of the sorting activity
 - Write terms on cards
 - Place sets in zip-lock bags or envelopes
 - Students work in pairs to sort material in a meaningful way
- Sorting activity uses kinesthetic learning to stimulate long term

memory

1. Fix-Up Strategies

- Discuss what to do when coming to something they don't understand in a passage
- Give students fix-up strategies and explain when to use them including examples
- Read text, modeling fix-up strategies using "think aloud" procedures
- *Fix-up strategies are listed on page 4*

2. ABC Brainstorming/Vocabulary Quilt

- list letters of the alphabet down a sheet of paper (or provide them with a sheet with the alphabet boxes)
- students fill in words or phrases that begin with each letter (no particular order)
- begin individually then pair up
- share answers with class, write summary that includes major points, or create a graphic organizer showing what they learned
- can be used to check background knowledge, note key information or create summary/review



brainpopjr.com
guysread.com
pbskids.org/readingrainbow/
pbskids.org/wordgirl/
rubistar.4teachers.org
school.discovery.com/schrockguide/fry/fry.html
www.abcteach.com
www.bookadventure.com
www.educationworld.com/a_curr/provdev105.shtml
www.enchantedlearning.com
www.fountasandpinnellleveledbooks.com

Websites

www.free-reading.net/index.php?title=Most_common_letter_sounds_%28audio_clips%29#a
www.funbrain.com
www.hubbardscupboard.org
www.interactives.org
www.internet4classrooms.com
www.kidsconnect.com
www.kidsreads.com
www.literacycenter.net
www.literacyconnections.com
www.makereadingfirst.com
www.mrsalphabet.com
www.poetryteachers.com
www.pps.k12.or.us/instruction/c/literacy/leveled_books/

www.ppst.com/writing.html
www.proteacher.net
www.readinga-z.com
www.readthewords.com
www.readwritethink.org
www.rif.org/kids/readingplanet.htm
www.starfall.com
www.storyplace.org/storyplace.asp
www.studyzone.org
www.teach-nology.com
www.tooter4kids.com/literacyinteractive.htm
www.wordplays.com

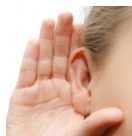


IEP Reminders

Remember: On the PLAAFP address skills not programs!
IEP Goals are written based on student need— not program-specific

Phonemic/Phonological Awareness

- Can be taught to and learned by students of all ages
- Helps students learn to read and spell
- Most effective when students are taught to manipulate phonemes (sounds)
- Most effective when it focuses on one or two types of phoneme manipulation at a time
- An auditory skill - graphemes (letters) are not used in phonemic awareness



Top Phonemic/Phonological Awareness Activities

- **Sound comparison** (Do they begin/end with the same sound?)
- **Manipulating** (adding/deleting sounds at the beginning/end of a word)
- **Blending** (putting sounds together to make words)
- **Segmenting** (separating individual phonemes)
- **Rhyming**

Best Practice

1. Introduce no more than two sounds per instructional session
2. Explicitly model the activities.
3. Individual sounds (phonemes) should be represented by concrete materials such as tiles, pennies, dashes on the board, or hand gestures such as raising a finger per sound. These sounds should never be represented by a letter when teaching phonemic or phonological awareness. Letters will be introduced when teaching phonics.
4. Do not limit the teaching of phonemic awareness to early elementary grades. It can be the key that unlocks reading for older struggling readers as well.

Phonics

- Phonics instruction needs to be systematic and explicit
- Significantly improves students' word recognition & spelling
- Strong decoding skills will impact students' reading comprehension
- Most effective when introduced early
- Particularly beneficial for children who are having difficulty learning to read & who are at risk for developing future reading problems
- Phonics instruction is not an entire reading program

Top Phonics Activities

- **Sound boxes (Elkonin Boxes)**
Slide letter card or write letters in boxes as they segment the word
- **Word Sorting Activities**
Sort word cards by categories
- **Letter Manipulation**
Manipulate letter tiles to change one word to another word
- **Structural elements** including:
Inflectional endings (-ed, -s, -es, ing)
Prefixes and suffixes (80% of all words have a prefix or suffix)
- **Decoding of multisyllabic words**
(teach to all ages; don't wait)

- **Provide ample opportunities** for students to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.
- **Learning Sequence**
 - Alphabetic Principle (sound/symbol)
 - Blending
 - Building Automaticity
 - Sight word knowledge
 - Self-monitoring when decoding



Fluency

- Fluency is the bridge between phonics and reading comprehension
- When students read fluently, decoding requires less attention, so attention can be given to comprehension
- Laborious decoding and low fluency results in little comprehension.
- An accurate, fluent reader is likely to read more.



Top Fluency Activities

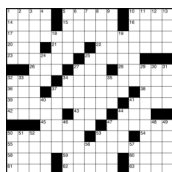
- **PRACTICE-PRACTICE-and more PRACTICE**
- **Work on fluency at the word level**
When reading word lists, correct all errors & have students reread word lists until accurate & fluent
- **Repeated reading increases fluency.**
Reading materials should be at the students' independent or instructional reading levels
- **Model Fluent Reading**
Teachers model reading with expression, intonation and phrasing

- **Encourage independent reading**
At the students' independent reading level
- **Reading procedures to promote reading practice**
(e.g. echo reading, choral reading, and partner reading)
- **Fluency is not just about reading fast**, but it is about reading with the appropriate inflection and expression (ways to address this include Reader's Theater and Echo Reading—see *Literacy Intervention Guide* for more on Reader's Theater and Echo Reading)

Vocabulary



- Students learn the meanings of most words indirectly, through everyday experience with oral and written language (through reading)
- Some vocabulary must be taught directly
- Build background knowledge to increase vocabulary



Top Vocabulary Activities

- **Explicit, robust vocabulary instruction.** (Carefully select words for vocabulary instruction. Focus on words that are unknown, important, or used frequently)

- Step 1. **Introduce the word**
- Step 2. **Present a student-friendly explanation**
- Step 3. **Illustrate the word with Examples/non-examples**
- Step 4. **Check students' understanding**

- **Use sophisticated vocabulary in the classroom**
- **Read books to students**
 - select interesting books that
 - engage students select books with challenging vocabulary
 - read narrative and expository materials
 - provide a little explanation of unknown words
 - ask questions - focus on retell & prediction

Comprehension

- Comprehension is the **goal** of **ALL** reading instruction
- Comprehension strategies can and should be taught as before, during and after reading strategies
- Comprehension strategies should be taught through explicit instruction (I do, we do, you do)
- Some comprehension strategies lend themselves better to narrative text and others to expository text.
- Comprehension includes everything from simple recall to higher order thinking skills such as inferring
- Remember—Good comprehension depends on strengths in decoding, fluency and vocabulary

Top Comprehension Strategies

- **Activating Prior Knowledge through the use of Prediction** this is where students can make connections to the text
- **Question Generating** students ask questions about the text in order to deepen their understanding as they read
- **Visualization and Imagery** students are encouraged to make pictures in their mind about what they seeing, feeling, hearing, etc from the text
- **Text Structure** Narrative and Expository have different structures
 - Narrative text structures (e.g., title, settings, main characters, problem)

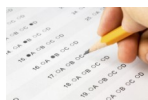
- Expository text structures (e.g. titles, subtitles, graphs, tables, captions)
- **Summarizing Content** preferably in writing
- **Clarifying** helps student monitor their own comprehension as they identify problems they are having understanding the text
- **To increase comprehension of a specific passage:**
 - pre-teach the pronunciation of passage words
 - Pre-teach the meaning of vocabulary
 - activate or teach background knowledge
 - preview the passage



Formative and Summative Assessments

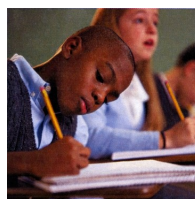
Formative Assessments

- **Ongoing** assessments given before and during instruction
- Used to make **instructional decisions**
- Assesses where students are in relation to the standard and what **instruction** they need to reach it
- Used for **planning** and **revising** instruction



Summative Assessments

- Summarizes student progress at the end of the unit or given time-frame
- Administered after learning takes place
- Evaluates effectiveness of instruction



Examples of Assessments used as Formative

- AIMSweb
- Curriculum-Based Measures

Examples of Assessments used as Summative

- MAP
- MAP-A
- Jerry Johns (BRI)

“Teach the stuff and cut the fluff.” - Anita Archer

Glossary

Automaticity - reading without conscious effort or attention to decoding

Blending - the task of combining sounds rapidly, to accurately represent the word

Chunking - breaking down words into manageable parts

Comprehension - strategies for understanding, remembering, and communicating with others what has been read

Digraph - two consecutive letters that represent one phoneme, or sound (e.g.— th, ph, ng, ch, ea)

Diphthong - a vowel produced by the tongue shifting position during articulation (e.o.i, oy, ou, ow)

Explicit - direct explanation including teacher modeling, guided practice and leading to individual application

Fidelity - instruction follows intent

and design of program

Fluency - the ability to read text accurately and quickly. Fluent readers recognize words and comprehend at the same time

Formal Assessment - standard procedure for administration and scoring. Scores are based on norms

Informal Assessment - teacher made tests, end of unit tests, running records

Metacognition - speaking aloud about one's own thinking

Phonemic Awareness - the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words; understanding that the sounds of spoken language work together to make words

Phonics - the understanding that there is a predictable relationship between phonemes (sounds) and graphemes (letters) that spell words (sound/symbol relationship)

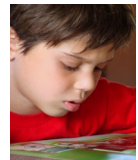
Prosody - reading with expression, intonation and phrasing

Running Record - an assessment used to code, score and analyze a student's oral reading behaviors

Scaffolding Instruction - active monitoring of student learning to add support and guidance to assist students in making connections between prior knowledge and new information

Systematic Instruction - sequence for instruction that is planned to meet the learners' needs that builds on previously taught information

Vocabulary - development of stored information about the meanings and pronunciation of words—listening, speaking, reading, writing



Dr. Faber's Fix-Up Strategies—Steps to Empower the Reader

- ◆ Ask yourself what you already know about the text. Use prior knowledge and make an informed guess—predict what you think it is about.
- ◆ Re-read the sentence with the “clunk” (confusing word or concept) and look for ideas. Read slower.
- ◆ Re-read the sentence before and after the “clunk” and look for the clues.
- ◆ Keep reading and ignore the confusing word or concept.
- ◆ Study the bold print, headings, captions, diagrams, charts, visuals, graphs, and pictures.
- ◆ Use prefixes and suffixes to figure out the meaning of the word or phrase. Break the word into smaller parts.
- ◆ Look up key words or concepts in the glossary, thesaurus, or dictionary.
- ◆ If it does not make sense reading the text silently, read it out loud.
- ◆ Ask someone for help.

Remember:

Use at least 3 of these strategies before you ask the teacher for assistance.



Additional Resources

Diamond, L., & Thorsnes, B. (2008). *Assessing Reading Multiple Measures*. (2nd edition). Novato, California: Arena Press.

Faber, S. (2006). *How to Teach Reading When You're Not a Reading Teacher*. (Revised edition). Nashville, Tennessee: Incentive Publications.

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Honig, B., et.al (2008). *Teaching Reading Sourcebook*. Berkley, California; CORE

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Literacy Quick Card Sources

Anita Archer, Ph.D, Educational Consultant <archerteach@aol.com>

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Special School District of St Louis County Literacy Coaches for providing educational websites.