



Literacy at Cornerstone

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Think-Pair-Share

- How did you learn to read?
- What things have impacted your attitude towards reading?
- What skills does one need to read and understand a story?

NRP (National Reading Panel) Report: The “Big 5” Reading Skills

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Phonemic Awareness

- The ability to hear, identify and manipulate sounds of spoken words
- You only need your ears!
- Phonemic awareness is one of the best early predictors for reading success.
- It lays the foundation for reading, spelling and writing.

Heggerty Phonemic Awareness Curriculum



Phonemic Awareness Tasks

- Isolation

How many sounds are in the word “fan”?

- Identity

How are cat, mat and sat alike?

- Blending

When I say /s/ /e/ /t/, can you tell me the word?

Phonemic Awareness Tasks

- Segmentation

When I say “tub,” can you say each sound you hear in the word?

- Deletion

What is “smile” without the /s/?

- Substitution

Say “fan.” Change /f/ to /p/ and the word is?

Phonemic Awareness Activities

- Songs and books that rhyme
 - “Banana Fana Fo Fana!”
 - The Cat in the Hat
- Sound walk
 - Walk around the room/building and say what you see, the child identifies the beginning/ending sounds in each word
- I Spy
 - Something that starts with /b/ and ends with a /k/

Phonics

- The relationship between letters of written language and sounds of spoken language
- Decades of scientific research has revealed that reading is not a natural process, like learning to talk. Children need to be explicitly taught how to connect sounds with letters-phonics.

Phonics Instruction

- Sandpaper Letters
- Moveable Alphabet
- Inventive Spelling
- Object Boxes
- Words Their Way

Phonics Interventions

- Word dictation
 - Children “finger stretch” the word, then write it or build it with magnetic letters
- Word envelopes
 - Show one sound at a time and guess the word, then blend and check with the picture
- Orton Gillingham
 - Explicit, systematic, multi-sensory approach to teaching and practicing phonics
- Syllable Work
 - Students learn the types of syllables and break words apart

Fluency

- Fluent readers can read text with speed, accuracy and proper expression.
- Fluency is measured by rate (words per minute) and accuracy (words read correctly/total words read).
- Fluency is the bridge between word recognition and comprehension. Students who are low in fluency may have difficulty understanding what they are reading.

How Do Students Develop Fluency?

- They read a lot of “just right” books
- They learn high frequency words (the, want, you, said)
- They know strategies for decoding unknown words (reread, context clues, look back, visualize, slow down/speed up)
- When fluency does not come naturally, repeated oral reading of meaningful text at a student’s independent level is the most effective intervention

Fluency Instruction

- Teacher read-alouds modeling fluency
- Student reading aloud to an adult/skilled peer that can give immediate corrective feedback
- Plays/reader's theater
- Puzzle words/high frequency/heart words (sometimes labeled sight words)
- Poem/presentation memorization

Fluency Interventions

- Repeated readings (cold/hot read)
 - Students are given a passage at their independent reading level
 - They read aloud for one minute: graph “cold read” WCPM and percent accuracy
 - They read the passage with coaching/modeling from a skilled reader (paying close attention to decoding strategies, phrasing, expression, and comprehension)
 - They read the passage 3-6 times throughout the day/week
 - They graph a one minute “hot read” after practicing

Vocabulary

- Vocabulary is all the language and words either used or understood by a person or group of people
- Vocabulary and comprehension are closely related.

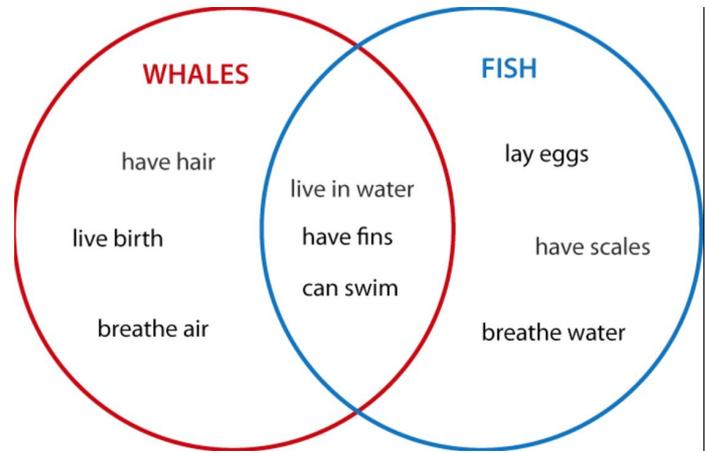
Vocabulary Instruction

- Indirect Instruction
 - Students talk and listen to others
 - Students listen to adults read to them
 - Students read extensively on their own
- Direct Instruction
 - Teach individual words and word learning strategies
 - Teach use of dictionaries, glossaries, thesauruses, how to use word parts, and context clues
 - Teach morphology (the study of words, how they are formed and how they relate to other words)

Vocabulary Instruction

- Graphic Organizers

Venn Diagram



Completed Frayer Model:
Math Example

Definition a polygon with four sides and four angles	Characteristics <ul style="list-style-type: none">• sum of the interior angles = 360 degrees• exactly four sides• exactly four angles• made of line segments• has two diagonals• closed figure
Examples <ul style="list-style-type: none">• parallelogram• rhombus• square• rectangle• trapezoid	Nonexamples <ul style="list-style-type: none">• circle• triangle• oval• straight line• star• octagon

Term
quadrilateral

Frayer Model adapted from Frayer, D. A., Frederick, W. C., & Klausmeier, H. G. (1969). A schema for testing the level of concept mastery (Technical report No. 16). Madison, WI: University of Wisconsin Research and Development Center for Cognitive Learning.

Comprehension

- The ability to understand what is read
- What is necessary for comprehension to occur?
 - Decoding
 - Fluency
 - Vocabulary
 - Prior knowledge of a topic
 - Active comprehension strategies
 - Metacognition (awareness of thinking)

Comprehension Instruction

- Teach before, during and after reading strategies
 - Before: Present “big ideas”, pre-teach vocabulary, make predictions
 - During: Students underline or use post-it notes to identify words or ideas they don’t understand and use fix-up strategies (reread, context clues, look back, visualize, slow down/speed up)
 - After: Students retell the story and give a summary of the most important parts

Comprehension Instruction

- ASK, ASK, ASK!
 - Did that make sense?
 - What just happened?
 - Why do you think...?
- MODEL, MODEL, MODEL!
 - Hmm...that was a long, confusing sentence. I am going to slow down and read it again
 - I don't know what that word means. I'm going to read the sentences around it to try to figure it out
 - Wow, that sentence told me a lot about the setting. I can visualize it in my mind!

Comprehension Intervention

- Click or Clunk to teach metacognition
 - Sentence-->Paragraph-->Page
 - Ask yourself, "Did I understand this?"
 - If you understand, say "Click!" If you don't understand, say, "Clunk" and use a fix-up strategy

The Reading Rope (Scarborough, 2001)

Cornerstone Montessori Elementary School
www.cornerstone-elementary.org

Background Knowledge
(facts, concepts, etc)

Vocabulary
(breadth, precision, links, etc)

Language Structures
(syntax, semantics, etc)

Verbal Reasoning
(inference, metaphor, etc)

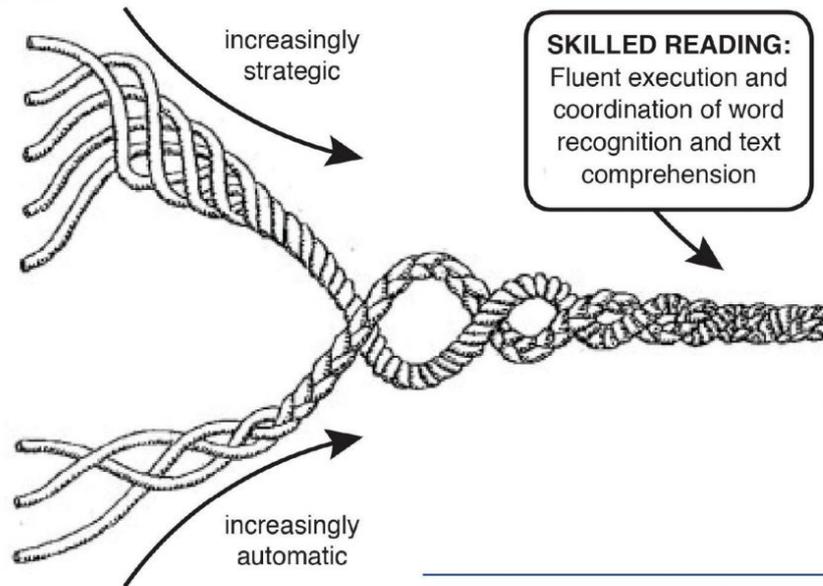
Literacy Knowledge
(print concepts, genres, etc)

WORD RECOGNITION

Phonological Awareness
(syllables, phonemes, etc)

Decoding (alphabetic principle,
spelling-sound correspondences)

Sight Recognition
(of familiar words)



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Figure 1. The Reading Rope (Scarborough, 2001)

DIBELS (Acadience Reading) is used for:

- universal screening to find students who may be at risk for reading difficulties;
- identifying skills to target for instructional support;
- progress monitoring at-risk students while they receive additional, targeted instruction; and
- examining the effectiveness of school-wide literacy supports.

DIBELS (Acadience Reading) Assessment

These Acadience Reading Measures...	...Serve as Indicators of These Basic Early Literacy Skills	Method of Administration
First Sound Fluency (FSF)	<ul style="list-style-type: none"> • Phonemic Awareness 	Individual
Phoneme Segmentation Fluency (PSF)	<ul style="list-style-type: none"> • Phonemic Awareness 	Individual
Letter Naming Fluency (LNF)	<ul style="list-style-type: none"> • indicator of risk 	Individual
Nonsense Word Fluency (NWF)	<ul style="list-style-type: none"> • The Alphabetic Principle and Basic Phonics 	Individual
Oral Reading Fluency (ORF), including Retell	<ul style="list-style-type: none"> • Advanced Phonics and Word Attack Skills • Accurate and Fluent Reading of Text • Reading Comprehension 	Individual
Maze	<ul style="list-style-type: none"> • Reading Comprehension 	Group-Administered

The Joy of Reading!

Whenever you can, make reading a joyful experience. Make it part of an everyday routine. Perhaps you can read as a family right after supper or right before bed. Let your child pick books they are interested in. Cozy up!

It's helpful for children to experience reading in different ways: Read TO them, read WITH them and let them read BY themselves. TO, WITH, BY

Reading With Children

- Get comfortable with your child, smile a lot, enjoy the story and give positive feedback whenever possible.
- In general, when a child is stuck, cue the child just enough so **they** can have the "aha" moment.
- It's very important to give the child plenty of wait time before giving them cues.
- If the child is getting frustrated, the text is probably too difficult. Help the child use the "5 finger rule" to find a "good fit" book.

Thank you!

Questions or comments?

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