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

** WHALES **
- have hair
- live birth
- breathe air
- live in water
- have fins
- can swim

** FISH **
- lay eggs
- have scales
- breathe water

Completed Frayer Model: Math Example

** Term ** quadrilateral

** Definition **
- a polygon with four sides
- and four angles

** Characteristics **
- sum of the interior angles
- 360 degrees
- exactly four sides
- exactly four angles
- made of line segments
- has two diagonals
- closed figure

** Examples **
- parallelogram
- rhombus
- square
- rectangle
- trapezoid

** Nonexamples **
- circle
- triangle
- oval
- straight line
- star
- octagon

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!**
  - Hmmm...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)

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

<table>
<thead>
<tr>
<th>These Acadience Reading Measures...</th>
<th>...Serve as Indicators of These Basic Early Literacy Skills</th>
<th>Method of Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Sound Fluency (FSF)</td>
<td>• Phonemic Awareness</td>
<td>Individual</td>
</tr>
<tr>
<td>Phoneme Segmentation Fluency (PSF)</td>
<td>• Phonemic Awareness</td>
<td>Individual</td>
</tr>
<tr>
<td>Letter Naming Fluency (LNF)</td>
<td>• indicator of risk</td>
<td>Individual</td>
</tr>
<tr>
<td>Nonsense Word Fluency (NWF)</td>
<td>• The Alphabetic Principle and Basic Phonics</td>
<td>Individual</td>
</tr>
</tbody>
</table>
| Oral Reading Fluency (ORF), including Retell | • Advanced Phonics and Word Attack Skills  
• Accurate and Fluent Reading of Text  
• Reading Comprehension | Individual               |
| Maze                               | • 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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