Active Participation - Key to Successfully Teaching of beginning reading the whole notion of "hand raising" driven discussions don’t work - same kids dominate the discussions - and it is usually the high performers/fluent in English etc.

* Kids who need are teaching the most - are least likely to be engaged in it!!

* Must get all kids engaged - not just the most proficient/high performers/fluent in English must avoid the unintentional, but all too common "teach the best & leave the rest"

- practices to avoid: 1) hand raising for discussion, 2) round robin reading, 3) blurting

- practices to use:

1) choral responses - all say together-wakes kids up - give thinking time - very helpful to provide a cue such as holding your hands up - then drop them to signal time to respond, when kids looking down at words - use your intonation, "EVERYONE" - to cue kids to respond chorally

* thinking time is key (kids can signal "thumbs up when you are ready")

2) partner responses - most useful young students to practice responses first...
   - teacher chooses - high with middle performing, middle with lower
   - always put lower performers in the 2's - so you can have 1's model for 2's
   (e.g. 1's read the sentence to your partner, 2's read the sentence to your partner)
   - give a designation of 1 or 2 (or whatever)-so you can choreograph involvement
   - regularly ask kids to share answers with partners BEFORE you randomly call on them: many benefits including:
     1. kids would get feedback from their partner
     2. more time to think and rehearse - encourages reflection
     3. likely to be more confident and willing to share with the group
     4. more kids participating
     5. more kids more attentive/engaged & interested in others responses to compare/contrast with their own

3) individual responses
   - be sure to ask the question first - so all kids think about the answer - not just the one child whose name you have stated...

4) written responses/touch things
   - put your finger under the first word, under the title, etc,
   with young kids “if their finger is attending - greater chance their minds will follow!”
   - good to have kids write things to focus their attention/thoughts & to hold them accountable for responding to your directions (e.g. activate prior knowledge etc.)
BIG Picture of Beginning Reading

Listening - Reading - Practice... just like learning a musical instrument

1) Reading Aloud - Listening
- Vocabulary devel. - gain very low without intentionality of the teacher
  √ stop and teach it √ use it later

** how much? one school did it 1 hr per day (made teachers good readers!)
** found after 1/2 hr - not a significant gain

Reading Research Based Practices
~ Select a book that has:
  - interest
  - action
  - unfamiliar vocabulary
  - unfamiliar prior knowledge... to stretch them!
    (books can bridge experiential gaps from haves/have nots)
- Anita’s story of African American Rhodes Scholar - U W & the power of reading to build prior knowledge - extend the world..think about teacher’s kids
- differences in kids coming to Kinder....
  ~ Teach the book with intention!
    Book Basics: front to back, left to right, book care
  ~ Genre - want a rich variety - and tell kids...
  * one study found K-1 kids actually prefer informational books... balance literature with informational texts (they have more new vocabulary/background knowledge)

Purpose
- introduce a genre
- increase prior knowledge
- intro a life lesson
- teach/practice a comprehension strategy
Comprehension skill/strategy
- rhyming - retell (key to all comprehension)
- prediction - story grammar (have a chart on the wall)
  * title, setting, char, problem/conflict, events, plot, resolution, feelings of char/reader
- Expository
  * paragraph structure: topic/details
    - sequence
    - memory of elements

** open day and after recess: read short stories to whole group close the day with one chapter in a chapter book
** model this kind of intentional reading... define w/examples of new vocab
2) **Reading - Overview of the BIG Picture**

~ **Phonemic Awareness:** blending/segmenting/rhyming  
   - demonstrate blending, segmenting (stretching/isolating)

~ **Letter Sound Associations**  
   * sequenced * explicit * review/practice  
   - many kids don’t discover these & need to be explicitly taught  
   - the "big hint" in beginning reading are the letters  
   - as soon as they learn some sound/symbol relationships need to put them into words & decodable texts...

~ **Decodable Words** - single and multi syllable words, irregular words  
   - research indicates little correlation between ability to read single and multi-syllabic words...

* old English is pretty regular - but high frequency words are often changed to become easier to pronounce - “irregularization” - a big load for early readers

~ **Decodable Text**  
   - not predictable text... these are great for read alouds for teaching English structure - especially for ELL kids  
   - problem: can prompt guessing - especially with at risk kids...  
   - see in even Kinder - how kids have different “schemas” for reading... and a “guessing schema” is the road to special ed!! Not good!

~ **Vocabulary & Comprehension Strategies**

** Reid Lyon: kid who receive 1/2 hr of structured reading/ phonemic awareness in Kinder was worth 2 hrs of intervention in second grade!**

* **Phonemic Awareness: Big Ideas**

* Clarify distinctions between Phonological Awareness and Phonemic Awareness...

**Phonological Awareness is the large Umbrella Concept:** language can be broken into component parts such as words, syllables (e.g. clap parts in Mark, ask “how many parts” - 1, good, repeat with Marcie - clap parts - how many, 2)

**Phonological Segmenting**  
\[ \checkmark \text{ sentences into words} \]  
\[ \checkmark \text{ words into syllables} \]  
\[ \checkmark \text{ words into on-set and rimes (word families)} \]  
\[ \checkmark \text{ words into phonemes (this is phonemic awareness)} \]

**Phonemic Awareness**  
\[ \checkmark \text{ understanding that words are made of sounds} \]  
\[ \checkmark \text{ makes mapping sounds to letters possible} \]  
\[ \checkmark \text{ best predictor of end of first grade reading} \]

** Good News - it can be taught - but is harder for some kids**
Phonemic Awareness Activities in Good Programs will Include

√ sound comparison (do they begin with the same sound?)
√ manipulating (adding/deleting sounds at the beginning/end of a word)
√ blending
√ segmenting (smooth or word stretching then separate segmenting)
√ rhyming (can be hard to learn - because we change the task so often)

** Practice teaching phonemic awareness:

1) blending: group teach:
   ~ "I'll say the sounds and you say the word"

2) segmenting
   ~ "We'll say the words slowly" - smooth stretching of words

3) rhyming (taught just how we use rhyming in reading)
   ~ "Rhymes with at and begins with /m/ - /mat/
   - move through word families
   ~ "rhymes with at and begins with /s/ - think, no blurting, put your
     thumb up when you have it... say to your partner, then whole group
     says /sat/

Implications for Older Kids

√ for older kids - can use it to prompt kids for reading and spelling
   - spelling: "say the sounds in /math/" do it segmenting /m/ /a/ /th/
   - then have kids write the word

Ex. Phonemic Awareness Program

For ANY Curriculum: including Phonemic Awareness in Young Children (PAYC) must remember
to add excellent teaching practices, especially:

1) ** remember more active participation
2) ** add a gesture or something concrete to better ground the knowledge for the kids...
   (e.g. counting sounds by holding up fingers, moving blocks, etc.)
   ~ see pg. 34 in PAYC for an example: add gestures to make it more concrete
   - model the rhyming came: "a cat wearing a hat" - add hand gestures
   - do it together; choral participation
   - partner whisper to each other - then choral...

~ pg. 36 - review the activity for rhyming - think it through...
* always ask: 1) was the activity modeled? (here it was not, so add it)
   2) is active participation included? like partners? (no)

* "the ship is loaded with logs...” think of words that rhyme with logs...
   add a little hint for kids who need it /fr/” - think, thumb up when you
   have one.... share with partner... then do as a class - pass the talking stick when you
   have one to share... Set kids up for success by:
   - modeling - time for thinking - partners - hints...

~ pg. 50 quick perusal of the activity - what is it? changes we need to make?
* here they did add modeling, concrete with gestures, active participation involving everyone - no changes needed here...

~ pg. 65 - quick read - think of enhancements we might need to insure this activity went well (share with a partner)
  * model first - "my turn first"
  * add a gesture for blending /f/ /ox/
  - active participation was good w/choral responses...
  * there is only 2 words - but add additional examples

~ pg. 74 - read the part called "analysis" - how to improve?
  * possibility of management problems w/blocks but you do want to provide something concrete... could use a piece of paper with 2 colored squares on it - accomplish the same thing without blocks!
  "put your finger on the read square - say the first sound you hear in /bow/ that's right /b/ - then touch the blue square as you say /o/"

~ pg. 89 Troll Talk Two - how would you improve this activity?
  * model it first - "my turn first" so kids understand the task
  * need to get all kids practicing: so the challenge here is participation
  -what is the gift the troll wants to give? T says ch ee ze "what is the gift? as soon as you know put your thumb up"... whisper to your partner, everyone say it fast... cheese" (don't just want one kid figuring out what the Troll is going to give us - want all kids doing this!)

++ PACY is an excellent curriculum - but like any program teachers need to use it thoughtfully - in this case, looking to add: 1) active participation so all kids are practicing all activities and 2) concreteness enhanced by gestures/objects to touch/move/manipulate...

Letter Sound Associations: Big Ideas

Why is this so important? Historical Roots?
1) Three Cueing Systems
   - Phonological cueing
   - Syntactical
   - Semantic

*often presented as 3 equal systems and kids taught to use them all...BIG Error - research is clear, good readers of any age do not do this...
* use phonological cues to decode - and syntactical/semantic to check
* this is even more critical to the most "at risk" learners...

2) Letter-Sound Associations
   - Alphabetic language
   - Successful readers rely on letters
   - Teach high frequency letter-sound associations

** most validated programs use 45-60 phoneme/grapheme associations
(one program actually taught 125 - this is nuts!!, one pattern of long i occurred in only 2 English words!!)

3) Continuous vs. Stop Sounds - sort alphabet into these categories...
   - all vowels are continuous (no obstructions ) - interesting that most operas are in French/Italian - 2 languages with the most vowels... so it sounds very melodious... compare to Japanese/Chinese opera... with many stop sounds - sounds very dissonant...
   - point this out to parents and teachers - it can really confuse kids...
   ++ key thing is to not teach high frequency stop consonants as continuous - don't teach /b/ as buhhhhhh but a quick /b/ (same for c, d, p, t, etc.)

4) Sequence for Phonics Instruction (what to look for)
   - high frequency first
   - separate letters that are visually/auditorily similar or both
     e.g. e/i visually diff/auditorily similar, b/d & m/n both
   - easy before difficult
   ~ b/d confusions... the constancy issue from their prior knowledge, can be cleared up by writing b on an overhead - taught "/b/" and "not /b/" as you move it in space... directly teach kids that orientation in space makes a difference - this is new to many kids
   - be sure to firm them up by teaching this is b, turn it to d and say this is not b don't try to teach d at the same time - too much confusion!!
   - teach major sounds first for letters with more than one sound
   - teach easier before harder...

** this knowledge is very helpful if you are on adoption committees to choose a new reading program - and/or if you've adopted a program with problems - you can pull sounds out to teach them in a way that won't confuse kids...

~ Kinder issues: Are we not just forcing reading into Kindergarten?
* pragmatic issues - kids enter kinder with huge differences in prior knowledge
  - if schools don't fill the gaps - we can predict who will struggle in gr. 1-2
  - all K classes are comprised of haves & have nots - we must fill the gaps!
* insure neediest kids get a "double dose" of instruction/practice to catch up
* studies have confirmed (e.g. Southwest Regional Labs 20 yrs ago) that it we directly teach kids pre/early reading in K - followed up to high school - they did far better (HS graduation/college/etc.) than control groups - this is NOT new information!
* teachers

5) Most Common Vowel Sound Chart
   - found ay, ai easy to learn - but au as in sauce tough for kids to retain...
   - note ow has a major sound (low) and a minor sound (down)
   - same for oo, moon-book
   - same for ea - meat-thread
* teach both - teach kids to be flexible and try major first - then minor, asking self if it is a real word & makes sense...
** see local Sonoma County teacher, Dan Gurney's SOUNDABET program as an example of teaching the 40 most common phonemes - including commons digraphs like ch/sh/th and vowel digraphs/diphthongs such as: ay, oo, oa, ee, directly in Kindergarten - kids sing the Soundabet Song NOT the alphabet song... it is the sounds - not the names that is key! dangurney@yahoo.com or (707) 795-5050 to find out more...

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Research Note:

Explicit/Synthetic Method - demonstrate: I, we, you do it
 Implicit/Analytic Method - at, cat, am to then infer a = /a/

* talk over which one you would guess is most effective and why...
  - explicit far better - and better generalization to new words
  - implicit: about 40% did not discover...

* can teach it with a key word cat, and then teach /a/
* no matter how taught it - will have to use it w/some words one phoneme at a time....
    ~ see National Reading Panel report for a detailed review of this research ~

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6) Format for teaching sound/symbol relationships
   - either /cat/ to /a/ or just /a/
   - "I do it, We do it, You do it" model is critical to use, and to teach paraeducator to do this... so if a kid is absent the assistant can do this - also teach it to parents...
   research on learning sounds: brief introduction - eternal review!!
   - model sound practice: touching under a letter/student says sound as long as your touching under it... (be sure to be quick with stop sounds), choral review - not just calling on one kid at a time...
   - teach complex vowels right away - Dan does it in Kindergarten... so you can include ar/er/ir - ch/sh/th - and so on...

7) Put the sounds to work in Words Immediately!
   - kids in Kinder - or any age - as soon as they learn sounds, put 'em to work where they can read and spell...

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** Anita Archers Essential Decoding Strategy**

1) Say the sounds
2) Say the sounds fast
3) Say the word
4) Ask yourself:  - Is it a real word? Does it make sense?
** Key to teaching the decoding of words - depends on the word type - the features you want to focus on based on what the kids know - and what it new & potentially challenging

8) Format for Sounding Out & Blending Words: VC, CVC, CVCC, CCVC,
    * can begin with Vowel First... /a/ /at/ /b/ then /ba/ then /ba/ /t/ /bat/
    ~ can do this for complex vowel digraphs/diphthongs too such as /ai/ rai/ rain
    - helpful since vowel sounds are source of major confusion for many kids
    - also helpful to discourage blurters (if you put up whole words - Jason who reads at 4th gr. level blurs out /rain/ before others can think/process/learn
      - Moats found Vowel First was more useful than consonant first for struggling or at risk kids in particular
    * or left to right decoding mmmmmmm/aaaaaaa/nnnnn - man
    * use words kids will be reading/writing that day, include word with the new sounds

Note: use words in kids language - never use nonsense words (nonsense words are great for assessment as with DIBELS (see www.scoe.org, reading corner for more info on DIBELS) - and can be fun in making words activities - using letter cards and play the “is it a word game?”... but for direct instruction by the teacher - real words only!!

** also practice the “touch under it” method... I - We - You... for CVC words
** Fade out by leaving out the model (I) and then the “we”.... and by how often you review, be sure to go back to the new sound regularly - after one sound, then two, then three - so the short term memory loads get longer for kids...
    ~ can do the same thing by reviewing with flash cards - just hold the continuous sound cards up longer - quick flash for the stop sounds
    ~ pick up pace - make it perky/build fluency - make it fun...

9) Format for Teaching Sounds w/More Complex Sound/Symbol Correspondences
   - same format - doesn't change - just the content is more complex...
   - precorrect by teaching the vowel sound first (e.g. /oo/ or /oi/ or /ai/)
   - then blend it into a word
   * can do vowel first if kids need that much support: ai stai stain
   ~ for consonant digraphs (sh/the/ch etc.) be sure to prompt kids to make the single sound
   ~ for blends - such as tr, sp, bl - blend each sound until kids have it, then treat like digraphs or single sounds (want to be sure kids can blend at the phoneme level - and then expand to blends and word parts/word families as they expand
**Note:** for all new elements - precorrection works great - simply pre-teach the new element: e.g. ch makes what sound? kids say /ch/ then read chip...

10) Onset rime or word families
~ teaching onset & rime is an excellent strategy AFTER kids have learned how to blend at the phoneme level (so teaching final phonograms is great later - not as a foundation - problem with only doing onset/rime or word families is kids didn't generalize, especially your neediest students... 2 good reasons to teach onset/rimes 1. great for building fluency: at 2. helpful for spelling - patterns stay the same!
   rat
   fat
   sat
* fun for kids to do quick “speed reads” - 1 min. dash and such with reading word families

11) Format for Sounding Out CVCE Words
- same idea - precorrect: “is there an e at the end of this word?” etc. to prompt kids to say the name or the sound... by focusing on the attribute
- many rules are not worth teaching (2 vowels go walking) - this one is, but even here be sure to encourage kids to check by asking is it a real word? does it make sense?
   ~ kids will almost always get close - so for love if I say “I lo v you - kids will use their own oral/aural language to correct
- for ELL kids may want to add “e is silent” since all letters have sounds in Spanish...

12) Multisyllabic Words
- key is to get these words broken into “decodable chunks” - learning all the rules of syllabication is not necessary!
  * each chunk needs to have a vowel sound
- next key is to realize 80% of multisyllabic words affixes - kids need to learn the common affixes over time - so learning to pick them off is very helpful
~ for beginning readers we chunk it for them - older readers taught a strategy to do this (see REWARDS from Sopris West for example)
  * so we might give them “fan-tast-ic” when we are previewing our reading today...
- BIG problem that decoding is not directly taught beyond 2nd grade in most programs
  * in gr. 1-3 the teacher points out the parts - then coach the kids to blend con sid er - into consider won der ful into wonderful
  * use “loop loop” to point under the parts as you teach it... this prompts kids to view the words in decodable chunks... “the chunker tool”
  * pre-teach these long words before the readings in science/social studies/etc. so kids can generalize and extend their knowledge of prefixes and suffixes etc.
  * for older kids (say end of 2 - for sure in 3) - teach the common prefixes & suffixes and their meanings... many are irregular so we need to teach them - such as tion is not tie - on but shun...
13) Irregular Words
   - few studies, but one found that "spell and read" worked best
     "this word is /again/ what word /again/ spell and read: a-g-a-i-n
   - another study found could teach kids word families of irregular words
     * would - could - should or why-cry-dry, she-he-me

Spelling
   - for beginning readers integrating spelling/writing is very important to build visual
     memory/phonemic awareness/decoding skills
   - choose words from the lesson word list - see Appendix (pg. 101)
     √ not every word - but pick 4-6 high frequency words kids are likely to use in
     their writing
     √ focus on generalization: use every day practice spelling words using same
       pattern NOT just the same 10 words to memorize
       - e.g. lesson word is /rub/ - practice with /tub/ /club/ etc.
     √ for memorizing word lists - use Sight Words - irregular, small number worth
       memorizing...
     √ Parents want to see spelling tests on Friday !!

Spelling from Dictation
1.) Short regular words based on same pattern as the regular story words:
   usually 4-6 words for K-3
   1. the word is /him/ what word? /him/ - stretch out the sounds,
      /hhhhhhiiiiiiiiimmmmm/
   2. say the sounds to yourself as you write it
   3. Write /him/ on the board - model for checking...
      - if you have it wrong - cross out the word and write it again
         not just fix one letter - rewrite the whole word, spelling is
         a sequential skill - important to rewrite the whole word.
   ** critical to write the word for the kids too - so have a visual check
      to build visual memory
   ~ as kids get more proficient fade out the stretching....
   ** this is part of the daily lesson routine - be sure to pick high frequency decodable words
      using the same patterns as your story words
2.) Long Regular Words: (challenge words in Appendix pg. 101)
   ** pick 1-3 words - useful or higher frequency
   ~ same process - but break the word into parts (each w/vowel)
   √ in/let say the parts to yourself as you write it
   √ same visual/auditory check after each word
   √ kids cross out if an error - rewrite whole word
3.) Sentence Dictation - to increase generalization
   ~ T writes a sentence that includes 1-3 or the lesson spelling
      words & any irregular words used up to that tim
   ~ sentence must be meaningful
(harder than it looks - can pick them right out of the student response book, e.g. pg. 53 Lesson 13 “The cub had hidden nuts in the den.”)
√ listen to the sentence
√ listen to the first part of the sentence, say it
√ write the words
√ listen to the second part of the sentence, say it
√ write the words
√ proofread the sentence (T rereads the sentence - tell kids to add any words or make corrections if needed)

** T writes fist word on the board - check each word in the sentence as the T writes it, if you made a mistake, cross out the word - and write it again**
- for older kids you can have them check the whole sentence...

Regular Words (decodable)
- daily dictation as described above:  - 4-6 single syllable
- 2-3 longer words
- one sentence

** these words vary - but use same patterns being taught during reading instruction

Irregular (memorize)
- 5-10 short list of irregular words
- practice same list of words for a spelling test
- use the “copy cover write check” strategy

@@Remember integrating spelling w/reading - builds both!! It is a reciprocal relationship-spelling/writing strengthens the phoneme/grapheme associations

Note: An organized - correlated formal spelling program is VERY important to build word knowledge, the above treatment of spelling is for brief daily reinforcement of exactly what is taught in reading. A correlated spelling program would assess students word knowledge (e.g. Bear et al. Qualitative Spelling Inventory) - and insure daily experience in word study at their level examining/comparing/contrasting word patterns appropriate for them. Major focus on word sorting (closed/open/speed), word hunts, word study notebooks etc. (see Words Their Way (Prentice Hall, Bear et al. 2000 for a good example).

Fluency Building
3 major approaches:
1) Passage Reading that involve ALL kids
2) Read Naturally - repeated readings w/tape support (www.readnaturally.com)
3) Repeated readings using partner reading & other whole class approaches (e.g. PALS “peer assisted learning strategies”)

Dr. Anita Archer  Beginning Reading - A Strategic Start 1/24/01
Passage Reading:
1. choral reading - read together "keep your voice with mine"
2. cloze reading - teacher reads and leaves out every 6-7th meaningful word... kids supply the word chorally
   ~ all kids alert and paying attention
   ~ can move through material more rapidly
   ~ must delete meaningful words or have zip comprehension
3. silent reading **
   ** can also have kids read silently first... BUT remember, many struggling readers are "silent reading fakers"! So we must be smarter than the kids!! Tell kids if they finish to re-read the section... make the task eternal: AVOID THE VOID!

Keys to Effective Silent Reading
1) pose a question to look for an answer to as they read
2) as you monitor - hand on back means whisper read (accountability!!)
3) partner share answers (1's tell 2's) - call on kids randomly

** kids play the odds: if it is 1 out of 2 as in partners - kids more likely actually read: if it is hand raising/call on 1 in 30...very low accountability- kids play the odds!
** same in SSR or DEAR time - monitor kids, whisper read gives you a chance to insure kids have right level books, and get to hear kids read aloud - informal assess.
Monitoring does make a difference (note your behavior on the freeway as a CHP goes by!! - especially true with middle grade students)
** for lower kids - silently read first - then chorally/cloze or partner read...
4. partner reading

Basic Partner Reading:
~ Set up pairs - alternate ranking (high with middle, middle with lower)
~ Roles are 1) READER and 2) COACH
   - teach kids how to be a good coach - be positive, provide feedback
* humans naturally kind/empathetic - but many middle grade kids have this inherent kindness masked over with attitude!
   - if you partner asks you for a word - simply tell them
   - if your partner makes a mistake - ask them if they can figure it out, wait 4 seconds - tell them the word, repeat the word, reread the whole sentence

Why reread the word in a sentence?
~ practice in rereading the word - repeated readings
~ if you stop to correct, can lose the gist: if you reread can get back into the comprehension and retain the gist
* Researchers found struggling readers very prone to carelessness and guessing... if I know I have to go back and reread it I will read more carefully and pay
attention to the words - and guess less
- this is a form of “response cost” - the choice costs your something

PALS “peer assisted learning strategies” for 2nd & Above (Fuchs, Fuchs, & Mathes) once kids up and reading... is one excellent example of a structured partner reading program
* fluency and comprehension strategies*
√ background: Fuchs & Fuchs found middle grade kids only reading about 5 min a day out of the entire reading period - as teachers used round robin reading or silent reading (lower kids were not reading much!)
~ stronger reader always goes first - helpful to have all of your 1’s as the stronger readers relative to their partner, 2’s are the weaker readers

3 basic routines for PALS:

1) Partner reading - fluency building & retelling activity
   √ stronger reader reads first for 5 min.
   √ weaker reader re-reads same passage for 5 min.
   √ weaker reader re-tells orally big ideas for 2-3 min.
   * Re-tell is the most elemental comprehension strategy - foundational for all other more sophisticated strategies such as paraphrasing/summarizing/etc.
PALS Lesson One pg. 60 provides detailed instructions/activities for teaching kids to perform partner reading: learn to use point sheets, error correction procedure, etc.

2) Paragraph Shrinking - summarization/paraphrasing strategy
   √ 5 min. of reading by stronger reader w/new text
   √ stop after each paragraph and “shrink”
     ~ name the who/what the paragraph is about
     ~ tell the most important things about the who/what
     ~ say the main idea in 10 words or less “paraphrasing straight jacket! prompts them to be concise
     ~ if reader goes over - coach says “shrink it”
   √ 5 min. the weaker reader continues with new text-same process
   * PALS Lesson 3 (pg. 79) provides detailed instructions/examples for how to do paragraph shrinking...
   * PALS assumes nothing - even teaches kids what a paragraph is
   ** studies indicate all 3 groups (low, middle, high) of kids made significant gains compared with non-PALS groups...

3) Prediction Relay - add prediction/revision to Paragraph Shrinking
   √ stronger reader predicts what the story will be about
   √ stronger reader w/new text reads a paragraph
   √ stops - stronger reader tells if his prediction came true
   √ then he shrinks as above...
   √ makes a new prediction
reads on - continuing to predict/shrink

PALS represents the research knowledge on essential comprehension strategies packaged into dynamic partner routines... & kids love it!

Specific Fluency Building Activities

1) **Read Naturally** - Candy Ihnot (www.readnaturally.com)
   ~ based on retreated readings & teacher modeling w/taped support
   ~ kids monitor themselves and graph their improvement daily
   ~ excellent program for a paraeducator to run, since it is a practice program it doesn't require extensive training to run it well...

**Steps in Read Naturally**

1. Select a Reading from your folder & get the tape it (based on in program assessment - must be 40-60 words correct per min.)
2. Prior Knowledge - write down something about the topic
3. Cold Timing on New
   ~ set timer, whisper read, underline difficult words, mark last word
4. Graph Cold Timing in Blue & Set Goal
5. Read Aloud w/tape support
   ~ at least 3 times, touch & look at words as your listen to/say words
   ~ accuracy is the precursor to fluency... tape insures this
6. Practice w/out Tape Support
   ~ practice story several times using the timer until you can reach goal... turn Red Card up & **Keep Reading until teacher comes**
7. Hot Timing w/Teacher
   ~ if student passes/graph in red
   ~ if doesn't pass - student continues to practice w/tape
8. Graph in Red
9. Answer Comprehension Questions (4 types literal to inferential)
10. Check Answers
11. Written Retelling
    ~ set timer for 5 min/write about the selection/count words written
    graph the total number of words written... (often left out, but this is very important - and most low readers are not solid writers!)

** red card strategy is VERY clever, in regular classes can just use a deck of playing cards - during independent work when cover is up, means I am fine - when number/suit side is up - I know you need help & will get there as soon as I can - MEANWHILE - keep working - if can't do anything on the math page - get out a book and read - but LOOK BUSY! (a life skill!!)

√ Can Generalize to a Whole Group w/out the Tapes and Program...
** could do this whole class - and outliers (much higher/lower) with a the tape support...
√ Be sure to tell kids WHY fluency is important - builds comprehension, makes reading more fun, able to build our skills

** Great Leaps - www.greatleaps.com - is another research validated program - for primary through high school for fluency building - Cecil Mercer & colleagues at U of Florida report excellent gains using Great Leaps with seriously struggling special education students...

Materials you could use for group fluency work
- old SRA re/orange/blue kits (copy and add the fluency #’s for all of these)
- Reading for Concepts: again short passages w/questions
- Jamestown: Fluency building books/ Barnell-Loft
- Weekly Reader articles etc.
** make them expository to build vocabulary & prior knowledge
** Fluency building is like going to the driving range - it is not the golf game, but it sure helps you to improve your overall game - especially with a coach!

Reading Comprehension

* directly teach major strategies to boost comprehension for K on with every more sophistication:

1) Story grammar/structure
   - setting, characters, events/problem/solutions, outcomes, etc.

2) Oral and later written re-telling
   - sequencing, stating the gist, identifying story grammar elements, etc.

3) Question Generation/Response
   - literal to inferential
   - compare/contrast etc.

4) Summarization
   - state the gist
   - main idea/details

5) Graphic representations
   - semantic webs/maps
   - mapping text - story grammar maps, etc.

** key is the overt modeling of reading comprehension strategies before/during/after reading... the issues of mental modeling or thinking aloud are central to comprehension...

Effective Assessment is Central to an Effective K-3 Program

** Good assessment must:

1) **Identify level** of students - once up and reading - independent/instructional/ and frustrational to match books to kids in different kinds of settings & levels of support available (more support - harder the book)

2) **Diagnostic insight** - what to teach; what are kids “using but confusing”? where are their "holes" and confusions? what needs to be taught next? what can I build upon?

3) **Progress monitoring** - quick "dip stick" to accurately reflect rate of progress towards goals/standards?

+++ Ideal is a school wide system where everyone is using the same instruments to assess for common conversations/decisions/problem solving - the California Reading & Literature Project - RESULTS provides on such model.

Good K-3 Assessment Needs to Include:
Pre-Reading
* Phonemic Segmentation Fluency (DIBELS)
  - measures phonemic awareness: goal 35+ "segments" per min.
* Concepts of Print

Alphabetic Principle - Beginning Decoding
* Nonsense Word Reading Fluency (DIBELS)
  - measures letter/sound correspondence & blending fluency:
    goal 35+ "sound correspondences" per min.
* BPST - Shefelbine's Basic Phonics Skills Test
  - measures letter knowledge, sound/symbol, long/short vowels & decoding
  - goal - "Improvement -as many as possible"
* Phonics for Reading Placement Test

Spelling & Orthographic Knowledge
* Johnston (Words Their Way) Primary Spelling Inventory
  - goal - "Improvement -as many as possible"
* Use the feature analysis in the new editions of WTW (2000) for excellent
diagnostic analysis of the nature/type of errors students are making - and
where your teaching points are...

Word Reading
* San Diego Quick Assessment
* CRLP sight word reading gr. 1-3

Reading Fluency
* Curriculum Based Measurement using leveled passages Primer - gr. 3
  - see fluency standards for relative benchmarks
  ** remember - students need to be at least 40 words read correct
    per min. in a level to be in their instructional zone!

Comprehension
* Oral re-telling, Accelerated Reader STAR, Scholastic Reading Inventory, or any
  other reasonable measure you have...

TIPS
- if non-readers start with the 2 DIBELS measures
- otherwise be sure to do at least: SD Quick, CBM, & BPST
- do a pre/post for validation of student growth over the 4-6 weeks of Camp

** The California Reading & Literature Project (CRLP) is one of the best collection of
useful curriculum referenced assessments available for K-3, the U of Oregon DIBELS is
another for K-1, the book - Reading: Multiple Measures from CORE, Arena Press in Novato
is one of the best collection of assessments for K-8 at a reasonable price...