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Using a Balanced Reading and Spelling Approach to Enhance the "Spell to Write to Read" Program for Preschool to Fifth Grade

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USING A BALANCED READING AND SPELLING APPROACH TO

ENHANCE THE "SPELL TO WRITE TO READ" PROGRAM

FOR PRESCHOOL TO FIFTH GRADE

A Project Report

Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfillment

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Master of Education

Master Teacher

By

Dawn A. Heer

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ABSTRACT

USING A BALANCED READING AND SPELLING APPROACH TO

ENHANCE THE "SPELL TO WRITE TO READ" PROGRAM

FOR PRESCHOOL TO FIFTH GRADE

By

Dawn A. Heer

May 2008

Reading is the foundation of much that society aspires to, even now in the age of technology. The teacher plays a key role in facilitating the learning of reading in an elementary school. By using a balanced reading approach through the use of spelling, phonics, writing and language, teachers will be able to apply user-friendly principles of reading with the curriculum, *Spell to Write to Read.* A handbook will be used to present this information during a workshop for teachers and para-professionals of preschool to fifth grade students.

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CHAPTER I

INTRODUCTION

People in every country and in every society are constantly seeing and reading
words. What a joy it is to see children's eyes sparkle when they realize they have just
read a word. The responsibility to develop the skill of reading in a child is an enormous
task and is not completed but passed on to the student to continue to develop into
adulthood. Educators when questioned on how to teach reading have difficulties
explaining the adopted curriculum based on recent and valid research.

Teachers have voiced concerns about the lack of knowledge and depth in their
classroom reading program. A disheartening statistic reflects the ineffectiveness in
elementary reading programs to teach *every* child. In 1985, the National Assessment of
Educational Progress stated that only 5% of 17 year olds could read at a college-level
(Spalding, 1986). The problem is in finding a balanced literacy program that is able to
teach children all the skills they need to progress in the sequence of reading
development (Chall, 1983).

Since Snow's (1998) report, *Preventing Reading Difficulties in Young Children*,
followed by the National Reading Panel's Report (2000), each State has required new
guidelines and testing mandates. Does this research support what is taught in
elementary classrooms? If these reports support methods of effective teaching of
reading, how can a teacher implement them in a classroom? The author would like to
share some of these findings with fellow reading teachers as a way to encourage them

in their quest to develop great readers.

Purpose of the Project

The purpose of this project was to enhance the Spell to Write to Read Program by Wanda Sansari, a skill based program that uses spelling to begin writing and reading phonetic based words, This program can be supplemented in the areas of reading as given by the National Reading Panel: phonemic awareness, phonics, vocabulary, fluency and comprehension (NRP, 2000). By providing a workshop and handbook for staff development on reading research, teachers will see a connection between phonemic awareness and phonics, fluency and comprehension as they relate to the Essential Academic Learning Requirements. The handbook will provide user-friendly, balanced literacy components to the "Spell to Write to Read" Program. The Spell to Write to Read Program is systematic instruction that is skilled-based with phonics learned through spelling. With direct teaching the student learns to make words by writing letters for the sounds they hear (phonemic awareness). Teachers will be able to expand this spelling-phonics based curriculum into an effective, thorough literacy program to include language arts for preschool through fifth grade students.

Research also supports creating a successful classroom atmosphere by taking what a student already knows (activating prior knowledge) and using it to jump start a child's learning where the teacher plays a vital role (Burns, 1999). Educators must also see they are a key factor in facilitating their student's learning (Snow et. al, 1999). To assume that an educator, with no prior knowledge of reading research, can capture a

child's ability to develop the intricate knowledge base of understanding the English language is a lofty goal. But when professional development with valid research is synthesized and applied in such a way as to build skills, strategies, confidence and joy in a reader, the goal of every teacher is reached (Snow et. al, 1999).

Significance

The author would like to make a second order change in the elementary school environment. The small town school has made first order changes, such as small classes, planning based on Washington State Learning Requirements, etc. but the author would like to establish a learning environment based on teaching strategies and coordinated, focused curriculum, a second order change that would provide a consistent, effective reading curriculum for every student. Currently, this school is using a variety of curriculum and methods to teach reading to preschool through fifth grade students. The author would like to see a reading program implemented in these grades that has one foundational curriculum with research-based strategies as a supplement. Because the adopted reading program is not a basal series with textbooks, the teacher must provide all other materials needed to make a balanced program. The author would like to provide a user-friendly supplement in the form of a handbook to assist teachers not familiar with a phonics through reading program, in which spelling is not an isolated subject, but a phonics language arts based instruction, taught as a precursor to reading.

Limitations

This project does not address the continued need for teaching reading strategies in middle school and high school. It does not also address the state standards for those grade levels. This project also only applies to schools that are currently using a reading curriculum that is not a basal series but a spell to read program, as described above. The handbook does not include any books that would also be needed to support this type of reading program.

Definitions of Terms

Balanced Literacy Program: The use of a variety of teaching approaches, strategies, and materials to teach students what they need to know (Heilman, 1998)

Comprehension: The ability to understand and attribute meaning to what is heard or read (Sousa, 2005).

Content Area Reading: Reading in curriculum areas where students learn course content, such as facts and concepts, rather than learning skills (Sousa, 2005).

Emergent literacy: Children's reading and writing behaviors that occurs before and develops into conventional literacy (Heilman, 1998)

Fluency: The ability to perform reading skills such as naming letters, reading words, and reading connected text quickly, smoothly, and automatically (Heilman, 1998).

Phonemic Awareness: The ability to hear, identify, and manipulate phonemes in spoken syllables and words (Sousa, 2005).

Phonics: The understanding that there is a predictable relationship between the sounds of spoken language (phonemes) and the letters that represent those sound in written language (graphemes) (Sousa, 2005).

Schema theory: This theory suggests that mental structures resulting from our experiences help us interpret and predict new situations (Sousa, 2005).

Semantics: The study of how meaning is derived from words and other texts forms (Sousa, 2005).

Spell to Write to Read: A student learns to read the "write way" (p. 7) by spelling their way into reading (Sanseri, 2002). Reading is learned by teaching phonics through spelling (Sousa, 2005).

Syntax: The rules and conventions that govern the order of words in phrases, clauses, and sentences (Sousa, 2005).

Project Overview

This project begins in chapter one with a discussion on the challenges of teaching reading in American society that is very devoted to teaching to state mandated tests and a one size fits all style. The purpose is to assist teachers that teach reading in a spell to read program by using researched best practices in their whole literacy program using a balanced approach. The limitations are listed, as well as the definitions.

The review of reading literature, chapter two, on balanced literacy and effective reading strategies begins with a historical view of reading programs in the United States

in the last one hundred years. The process of reading is discussed including preschool

age children through fifth grade. The evidence found in research that supports the

connection between spelling/writing and reading is given and the importance of prior

knowledge to a learner is also explained. And lastly, but most importantly, the role of

the teacher is discussed as the creator of a learning environment and the encourager

and developer of a reader.

Chapter three discusses the procedure the author used to support the evidence

of balanced reading instruction, as well as, the evidence that suggests other best

practices. The First Grade Studies by Bond and Dykstra (1967), Snow's and colleagues '

(1998) conclusions in their report on reading difficulties, and the National Reading

Panel's (2000) conclusions have formed the basis of this project. The author also states

how this research will be put into a handbook for educators as a user-friendly

companion to the spelling program, Spell to Write to Read.

The project is introduced in chapter 4 with a description of how a handbook will

support balanced literacy and differentiated classrooms. The handbook is divided into

two sections according to grade level and will contain supplemental activities to support

a basic spelling program that are not provided by the curriculum.

A summary in chapter 5 supports the project with conclusions and

recommendations for teachers of reading with references for the project. The author

has concluded that a balanced reading program (phonics combined with language arts)

is an effective research-based method to teach reading . To support each child's

learning, it should be used consistently across grade levels with an emphasis on

professional development in the areas of research-based reading practices.

The appendix includes the handbook to provide resources for teachers that

correlate with the Essential Learning Requirements for Washington state. It has reading

strategies listed for help with teaching comprehension.

CHAPTER II

REVIEW OF LITERATURE

A Historical Overview

When looking at history, we see in American education what are called the

"reading wars" (Shanahan, 2003, p. 646) that continue to be repeated between

educators. The age old arguments do not seem to have any resolution in sight. Are

there researched effective methods in reading that everyone agrees on? Can an

educator apply a principle, such as phonemic awareness, to a majority of the students

and be successful? Can an educator scaffold instruction to meet the needs of the other

students? Has professional development reached teachers to include differentiation?

Teacher preparation books on classroom reading (Burns, 1980) used 20 years ago do not

address these issues.

Much has changed and much has stayed the same. Recent research (Sousa,

2005) has shed light on how the brain functions and takes in information as related to

reading. But the role of teacher has and will continue to be an important factor in

learning regardless of new methods. Dewey (1938) stated "In this direction he must, if

he is an educator, be able to judge what attitudes are actually conducive to continued

growth and what are detrimental" (p. 39).

To go back one hundred years is an intriguing reflection of where reading

curriculum stands today. Gray (Reutzal, et al., 2005), an educator of reading, developed

the Gray Oral Reading Test in 1915 to assess student reading. This test was influential in

literacy education for many years to come. Frank Smith wrote his second edition of

Understanding Reading in 1928 that was a foundation for reading theories. In the

1930's, the whole-word method of learning sight words based on the German

researcher Cattell in the 1880's whose Project showed an adult reader recalled

memorized words as quickly as memorized alphabet letters. Shortly what was to follow

was the book series called *Dick and Jane* that relied on sight vocabulary (Reutzel, 2005).

The International Reading Association was founded in 1956. It still continues

today in developing and encouraging professional development in each area of reading

(IRA, 2002).

The 1950's ushered in a new era with the beginning of a wave of reading

philosophies that continued through the 1980's. Reutzel and colleagues (2005) report

that phonics was cited in 1955 by Flesch to be a prominent influence in reading, as well

as Chall in 1967 and Adams in 2001. Literature based reading programs continued to

have their influence as well, developing into what was called the whole language

approach by Heymsfeld (Reutzel, et al., 2005). These two theories collided causing a

continual clash in reading philosophies to create the internal struggle of the reading

wars (Kucer, 2005). Pressley (2002) wrote also in 1998 that both sides were wrong but

there could be balance in literacy.

In 1994, the Washington State Commission on Student Learning (WSCSL) was

formed to reform education in public schools. This committee developed the Essential

Academic Learning Requirements (1997) for each subject to hold teachers and students

accountable. These requirements set higher standards for all students. In the area of

Writing, the requirements for spelling are included. The reading requirements designed

for Washington state are:

1. The student understands and uses different skills and strategies to read.

1.1 Use word recognition skills and strategies to read and comprehend text.

1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.3 Build vocabulary through wide reading.

1.4 Apply word recognition skills and strategies to read fluently.

2. The student understands the meaning of what is read.

2.1 Demonstrate evident of reading comprehension

2.2 Understand and apply knowledge of text components to comprehend text.

2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and

ideas in literary and informational text.

2.4 Think critically and analyze author's use of language, style, purpose, and perspective

in informational and literary text.

3. The student reads different materials for a variety of purposes.

3.1 Read to learn new information.

3.2 Read to perform a task.

3.3 Read for career application.

3.4 Read for literary/narrative experience in a variety of genres.

4. The student sets goals and evaluates progress to improve reading.

4.1 Assess reading strengths & need for improvement.

4.2 Develop interests and share reading experiences. (Washington State's Essential

Learning, 1997)

In 1995, the beginning of the current, widely used reading curriculum began to

emerge as educators began to see the benefits of combining a phonic and a whole

language approach, called interactive theories (Reutzel, et al., 2005). A skills-based

format combined with literature was compiled into basal series. The benefits were

obvious for inexperienced teachers who were provided with a scripted text but the

literature was sacrificed many times to fit this format (Reutzel, et al., 2005).

The No Child Left Behind Act, in 2000, brought changes, especially to children who

lived in poverty and were under the umbrella of Title I. This Act also reflected the

evidence-based approach to reading as set by the National Reading Panel's conclusions

in 2000.

Prior to the National Reading Panel was the Snow and colleagues report

Preventing Reading Difficulties in Young Children (1998). The conclusions of this report

still are prevalent today with the conclusions as follows:

Adequate initial reading instruction requires that children:

*use reading to obtain meaning from print,

*have frequent and intensive opportunities to read,

*are exposed to frequent, regular spelling-sound relationships,

*learn about the nature of the alphabetic writing system, and

*understand the structure of spoken words. (p. 3)

In 1997, the National Institute of Child Health and Human Development was asked by Congress to establish a panel to review the Snow findings. This became the National Reading Panel that was to "assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read" (p. 1). This independent panel mandated by Congress came up with a report listing these strategies as most effective in teaching reading: phonics, phonemic awareness, vocabulary, fluency and comprehension (NRP, 2000). The Panel came to the conclusion that it is the teacher that matters as well (IRA, 2002). Shanahan (2003) and Garan (2001) have disputed the NRP's report by stating that it was biased against qualitative research and solely supports the use of a phonics program. The disputes about the evidence in this panel's report is a conflict still brewing that adds more fire to feuding wars (Garan, 2001).

<div align="center">Processes of Reading</div>

Reading for a very young child begins early in life. Children come into contact with verbal language and written language while still in the crib stage. They are exposed to spoken language by their family, as well as, written language in the form of books, depending on their environment (Wortham, 1998). By the age of two or three, children can recognize signs, pictures, and labels that they find in their home and other surroundings (Strickland, 1989). Studies have also shown that home environments that encourage and participate in multi-literal practices, such as reading aloud, reading books

and newspapers, providing many books, and providing writing materials, develop young

preschool age readers (Samuels, 1992). By the time a child is ready to enter a pre-

kindergarten program, he/she will have experimented with writing and, in turn, reading

through scribbles and drawings (Strickland, 1989). The hierarchy of the development of

writing follows these stages: drawing, scribbling, forms that resemble letters,

well-learned words, invented spelling, and conventional spelling (Pflaum, 1986). In the

Journal of Learning Disabilities, Edwards (2003) confirms children can visualize a map of

sounds that they hear when they write the letters. Through this process the alphabetic

principle is transferred to their reading (Edwards, 2003).

In learning to read, children seem to follow a pattern of learning:

1. Everything has a name you can hear, a spoken word.

2. Everything can be represented visibly, by drawing.

3. Every spoken name of an object can be drawn, with writing.

(Samuel, et al., 1992)

Research shows that the principal concepts of reading and writing follow the

same stages. For both forms of literacy, children learn the alphabet concepts as

representing sounds that are oral or written in a repetitious manner. They also both

show that a letter represents a syllable. And, thirdly children can interpret the

information from the language used.

The key component and foundation of a beginning reader is the letter sounds

that lead to word recognition (Kucer, 2005). Teachers who use an emergent writing

program depend on the child's writing as a way to promote and apply knowledge of letter-sound relationships (Strickland, 1989). These programs emphasized handwriting, as well, that is not just penmanship practice, but reinforcement of letter knowledge (Edwards, 2003).

Children also learn to write by reading (Sousa, 2005). In *The Development of Language and Literacy in Young Children,* Pflaum (1986) documents research that found many children at an early age became more interested in writing than reading. Children at preschool age are very interested in writing their name and the names of their family, mom and dad, then reading them. Later as children's literacy processes begin to emerge, research shows that teaching writing skills, such as spelling and handwriting will encourage beginning reading (Edwards, 2003).

Writing skills, in turn, promote reading. As Kucer (2005, p. 147) pointed out "Word recognition through letter identification is the foundation of the reading process." The key component and foundation of a beginning reader is the letter sounds, in visual or written form that leads to word recognition (Kucer, 2005).

The conclusion reached by the National Reading Panel (2000) was that balanced approaches to reading were the most effective based on their research. There is no one way of teaching reading that is a cure all (Pressley, 2002). A balanced literacy program can be described as a blend of whole language and phonics (Soderman, et al., 2005) as supported by Snow and colleagues' report (1998). The bottom line is that children

respond more effectively to what are considered best practices in literacy instruction (Juel, et al., Gillett, et al., 2004).

Even though the National Reading Panel results have been disputed (Garan, 2001), most educators agree (Shanahan, 2003) that the strategies outlined in the report are not new information but could be used to establish standards for education instruction in the United States (Pressley, 2001).

The National Assessment of Educational Progress (NAEP) has evidence also of a very important factor in children becoming effective readers and that involves the amount of time, in school or out, a child spends as a reader (Allington, 2006). "Schools should have a standard for volume of in school reading including content areas, guided, self-selected, partner, buddy, etc." (Allington, 2006, p. 52). The adage of the more you read the more you know seems to hold true. Even children who are read aloud to become better readers (Trelease, 1979).

When there is a deviation in a child's processing of reading and writing there may be areas for problems in reading to develop (Gillett, et al., 2004). "Reading disabilities are not separate maladies but variations in a distribution of skill in reading" (Gillett, et al., 2004, p.7). The more kids read the better readers they become!

Connections of Reading with Spelling and Writing

Sanseri, author of *Spell to Write to Read* (2002), quotes Dr. Mosse, a specialist in reading difficulties "Contrary to the prevailing educational theory, reading and writing belong together; they reinforce each other" (p. 10). Mosse contends that from spelling,

reading and writing are a natural transition that occurs when a phonics program is

taught that is "early, direct, systematic and intensive" (Sanseri, 2002, p.10).

At a young age children are given the opportunity through experiences in and

around them that reading can begin to take shape through the basic understanding of a

written form of language (Kucer, 2005). For this to take shape and form there must be a

beginning understanding of functions such as spelling, punctuation and syntax. This

initial understanding of writing begins to overflow into their initial understanding

of reading (Kucer, 2005). Children can even begin to understand the big picture of

writing and reading before they even have a complete knowledge of all letters and

sounds (Kucer, 2005).

Phonemic awareness plays a role in the advancement of a child's ability to hear

and process sounds related to words (Nichols, et al, 2004). This awareness precedes the

stages of reading, writing, and spelling. A child's understanding of words is made up of

speech sounds (Ehri, et al, 2001; Castle, et al., 1994).

Phonemic awareness is a key component in the prereading and invented spelling

stage. An effective literacy program will include these aspects to build phonemic

awareness: phoneme isolation, phoneme identity, phoneme categorization, phoneme

blending, phoneme segmentation. This type of instructional program will help develop

children's reading and spelling (Ehri, et al., 2001).

"To invent a spelling, a child must have some degree of phonemic awareness and

some knowledge of letter sounds. By the time children gain insight into all four of these

aspects of sound and print, they are at the end of the emergent stage. To move from emergent to beginning reading, students must have many opportunities to see and experiment with written language" (Bear, et al, 2004, p. 99). As teachers and parents encourage the drawing, scribbling and writing that takes place at an early age, development of future skills, such as reading, writing, and spelling are under way. Bear and colleagues' (2001) insist that children will be writing before they will be reading. Encouragement by others around them can help in the memory processes that develop pretend reading into real reading.

If spelling is used in connection with a writing and reading program, research (Sousa, 2005, Burns, 1999, Willson, 1999) shows how it develops a stronger understanding and meaning of individual words. Studies have shown that the ability of a kindergartner and first grader to spell will be the best predictor of how they will read in the following years (Sousa, 2005). "Good spelling is crucial for recognizing and decoding the meaning of words "(Sousa, 2005, p. 42). "Early spelling knowledge facilitates word reading "(Craig, 2006, p. 716). The effects of a spelling program can be reflected in a child's reading performance for years to come. "Children who are poor readers in first and second grade are unlikely to catch up with their peers" (Vadasy, et, al., 1997, p. 126).

When spelling words are isolated, they are taken out of context, and the meaning related to the spelling of the word is lost. When students use invented spelling, they are relating sounds to words and words to sounds. As Soderman and colleagues stated

(2005), a child will choose to write a letter that represents a syllable in that word. The child will transition later to standard or conventional spelling.

While writing at the emergent level, children feel less confined when using invented spelling even before they can read (Bear, et al, 2004). This leads to "pretend writing and pretend reading" (Bear, et al, 2004, p. 100) which slowly is transferred to true reading and writing. As children continue to spell, in the conventional stage, and read through upper elementary grades, third through sixth, they continue to benefit from word strategies and their relationship with reading (Willson, et al., 1999). Children will transfer their invented spelling to a regulated conventional spelling to be accurate in the final written product (Sanseri, 2002).

Importance of Prior Knowledge

In 1998 the International Reading Association set a framework for teachers called the IRA Standards for Reading Professionals. This framework includes standard 7.3 that states teachers will "teach students to connect prior knowledge with new information" (Vacca, et al., 2003, p. 603). Prior knowledge is information stored in a child's mind that has been filed away until it may be needed to understand a new concept. Schemata theory describes the "prior knowledge, experiences, conceptual understandings, attitudes, values, skills and procedures a reader brings to a reading situation" (Vacca, et al., 2003, p. 16).

A reading professional's goal should be to design a classroom that is based on creating a successful atmosphere for promoting reading skills. Frager (1993) states that

success for a student can be achieved through developing a motivated, confident

learner that is willing to add new information with current schema. "All readers must

draw on past experiences to make the new meanings produced in the transaction with

the text. This experience then flows into the reservoir brought to the next reading

event" (Rosenblatt, 2005).

Consistency and Balanced Literacy

Another factor in creating success for readers is consistency in instruction.

"Achieving consistency across the school district in implementing research-proven best

practices in reading is critical if we are to help all children succeed...." (Cooter, et al.,

2004, p. 388). When different reading approaches, such as basals, were used at

different grade levels , the inconsistency of instruction caused confusion for students in

that school district (Miles, et al., 2004). This conclusion of Miles and the other

researchers (2004) was that educators should "provide for continuity within and

between grade levels" (p. 319).

As a result of Snow's report on reading problems (1998) many reading

professionals now agree that a blend of phonics and whole language,

a balanced literacy approach that teaches reading as a learned skill (Pressley, et al.,

2002; Sousa, 2005), is also important. This type of reading program is based on the

following criteria:

1. No one reading program is the best program for all children.

2. Children need to develop phonemic awareness in order to learn to read successfully.

3. Children need to master the alphabetic principle.

4. Phonics are important but should not be taught as a separate unit through drill and
   rote memorization.

5. Phonics should be taught to develop spelling strategies and word analysis skills.

6. An important component is learning to read for meaning.

7. Enriched literature helps students develop a positive disposition toward reading and
   develops their ability to think imaginatively and critically.

(Sousa, 2005, p. 67)

Balance literacy has been described as a philosophical approach to reading more

than a specific curriculum (Vacca, et al., 2003). Researchers (Snow, et al., 1998) are not

only unable to agree on what is a better approach to reading, phonics or whole

language, but many also disagree on a balanced approach to reading.

A type of balanced literacy is known as the comprehensive literacy instruction

(Reutzel, et al., 2005). It is based on five recently published research reports including

Snow's (1998) and the National Reading Panel's (2000). It comprises the following

attributes:

Explicit, Direct, Systematic Instruction of

*Comprehension

*Phonemic Awareness

*Phonics

*Vocabulary

*Fluency

Comprehension Instruction

*Story Structure

*Self-Monitoring

*Prediction

*Clarifying

*Making Inferences

*Summarizing

*Activating Background Knowledge

*Text Structures

*Questioning (Self, Author, Differing Types)

*Imagery

Early Reading Instruction

*Oral Language Development

*Concepts of Print

*Letter Recognition and Production

*Phonemic Awareness

*Phonics

*Common Spelling Patterns

*High-Frequency Sight Words

Book Reading and Literature Study

*Use discussion groups (i.e., book clubs, literature circles)

*Read a variety of text types and genres

*Provide time and practice reading books

*Provide an independent reading program

*Establish a print-rich classroom

*Promote out-of-school reading programs

Quality Reading Instruction of All Grades

*Teach strategy lessons

*Design consistent, focused, and cohesive instruction

*Teach the purposes of reading and writing

*Read aloud to students

*Use guided reading, especially for younger children

*Give students oral feedback on decoding, meaning, and fluency of their

reading

Writing Instruction

*Provide time for writing extended texts

*Teach children grammar, handwriting, spelling, and conventions

*Publish children's writing (Reutzel, et al., 2005, p. 21 - 22)

Teacher: The Key Factor

The critical importance of the teacher in the prevention of reading difficulties

must be recognized, and efforts should be made to provide all teachers with adequate

knowledge about reading and the knowledge and skill to teach reading or its

developmental precursors. It is imperative that teachers at all grade levels understand

the course of literacy development and the role of instruction in optimizing literacy

development (Snow, et al., 1998, p. 9-10).

Conclusions drawn 30 years before Snow and colleagues, by Bond and Dykstra in

1967, also stated that the most influential factor in a student's life is the teacher. An

effective teacher can help a child overcome many negative factors that could otherwise

become stumbling blocks (Marzano, et al., 2001). Ineffective teaching can lead to

ineffective learning that slows down academic progress (Marzano, et al., 2001). "The

main implication ... is that children learn to read by reading. The function of teachers is

not so much to teach reading as to help children read" (Smith, 1928, p. 3).

Because research has validated the lack of a single, effective reading program

(Cox, et al., 2006), the teacher must be the facilitator that provides the missing elements

of the adopted curriculum. The teacher is the consistent driving force that uses

observation and assessment to fill in the gaps for students (Clay, 1998).

The professional development of the reading educator is essential (Strickland,

1995). When a teacher is also a lifelong learner, they can more effectively encourage

and support students in their individual needs (Marzano, et al., 2001, Marzano, 2003).

Research shows that educators that are proficient in teaching content using a variety of

strategies deemed necessary through assessment are more effective than using a

program that has scripted text with a sequenced skill list (Craig, 2006). Research

concludes that a balance between basal readers and trade books provides a more thorough literacy program (Craig, 2006).

Effective teaching also combines reading and writing throughout a school day as a way to teach and reinforce skills and higher level of thinking (Cunningham, et al, 2007). Adding curriculum or materials to a classroom has not shown more productive than adding to a teacher's knowledge (Allington, 2006).

Educators will also recognize, what Vygotsky discovered, that children will use their environment and what they know to motivate them to further learning (Soderman, et al., 2005). Through Vygotsky's work, the term scaffolding was termed to describe an effective method to support student learning (Soderman, et al., 2005). A student's weaknesses are supported by an effective teacher who works in developing the skill into a strength.

Differentiation is also used by effective teachers instead of the age old one size fits all teaching style (Tomlinson, et al., 2003). An effective teacher will be guided by "who she teaches, where she teaches, what she teaches, and how she teaches" (Tomlinson, et al., 2003, p. 3). An atmosphere of success is developed when the needs of every student are a priority to the teacher.

As stated by the International Reading Association (1999, p. 1 - 2) effective teachers recognize these 13 core principles:

1. Reading is a construction of meaning from written text. It is active, cognitive, and affective process.

2. Background knowledge and prior experience are critical to the reading process.

3. Social interaction is essential in learning to read.

4. Reading and writing develop together.

5. Reading involves complex thinking.

6. Environments rich in literacy experiences and models facilitate reading development.

7. Engagement in the reading task is key in successfully learning to read.

8. Children's understandings of print are not the same as adults' understandings.

9. Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities, models and demonstrations.

10. Children learn successful reading strategies in the context of real reading.

11. Children learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills.

12. Children need the opportunity to read, read, read.

13. Monitoring the development of reading processes is integral to student success.

In discussing the assessment of reading difficulties in students, Gillett and colleagues (2004) suggest that two main priorities of any school would be to provide staff development of effective reading practices and meaningful assessment procedures. An effective teacher of reading needs to know the process of reading, foundations of reading theories, the weakness of those theories and how to look for ways to bridge gaps in a student's reading journey.

CHAPTER III

DESIGN OF THE PROJECT

Introduction

The purpose of this project was to develop a handbook that would support the

classroom practices of the educators using the Spell to Write to Read Program in

preschool through fifth grade classrooms at a small, private school in Washington. The

author concluded that this spelling-reading program was not user-friendly to reading

teachers, though, it was based on research. The author attended several meetings of a

reading committee that discussed the pros and cons of this program and the role of the

teacher in the implementation of the curriculum. The conclusions were inconclusive

leading the author into the realm of reading research and the battlefield of the reading

wars.

Procedures

The author began by reviewing research to find the most effective reading

curriculum and to compare it to the Spell to Write to Read as a method of validation.

Research defined different reading theories and appeared to support the effectiveness

of integrating spelling and writing to promote reading readiness and emergent reading.

This lead the author into other areas such as continuity in instruction to support slow

learners, differentiation to accommodate both high and low learners, and reading

strategies to scaffold reading in the upper elementary grades.

As the author continued to find peer reviewed research, the important role of

the teacher and his/her relationship with the students and its impact on student learning is discussed. When discussing reading philosophies with fellow reading educators, the author found different levels of professional development and reading base knowledge. Even though most educators want to provide excellence in their classrooms with their students and parents, it is sometimes very difficult to know how to proceed down the road to best practices. Even the researchers disagree on what appears to be best practices.

The author used the foundational research of the First Grade Studies by Bond and Dykstra (1967), Snow and colleagues report on reading difficulties (1998) and the National Reading Panel's conclusions (2000) to use as the basis of support for the support theory of balanced literacy programs. These reports appear to be the most widely respected in the reading community and most other recent research is founded on their conclusions.

After reviewing the literature, the author developed a handbook to provide activities consistent with reading strategies based on research, the Washington State Essential Academic Learning Requirements, and the spell to read approach to reading. The handbook is divided into two sections based on age level strategies: preschool through first grade and second through fifth.

The five areas outlined extensively in the National Reading Panel's report, phonemic awareness, phonics, vocabulary, fluency, and comprehension, are used as the outline for teaching the grade level reading requirements. Assessment components are

also included to support the learner as assessment drives instruction (Vadasy, et al,

1997).

CHAPTER IV

THE PROJECT

Introduction

This project is intended to provide a handbook with reading strategies and

activities for preschool through fifth grade educators. The research for this project was

based on recent peer reviewed articles and professional textbooks of reading. The

information is to provide support for the currently used curriculum of reading that

engage students in active, effective strategies of relevant reading elements and support

the Washington State Essential Academic Learning Requirements.

Included in the project based on research (Snow, et al., 1998), are five major

areas that should be included for reading students in an effective literacy program:

- Use reading to obtain meaning from print,

- Have frequent and intensive opportunities to read,

- Are exposed to frequent, regular spelling-sound relationships,

- Learn about the nature of the alphabetic writing system, and

- Understand the structure of spoken words (p.3)

Educators in effective classrooms use what students already know (schema) to

help them learn a new strategy or new information (Allington, 2006). Using schema to

develop learning is included in this project. Before beginning the activities the educator

should review the definitions and list of reading strategies to understand the underlying

concepts behind the following activities. For example, the educator needs to read and

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understand the definition of phonemic awareness before teaching the activity that

supports that reading concept. The educator can use the section based on his/her

grade level currently teaching or also review the following grade level to see what the

following expectations of his/her students.

A consistent, balanced program, one that uses curriculum in a continual

progression from one grade to the next and balances phonics with language arts, is also

a researched foundation for reading. Early childhood educators and primary teachers

should focus on these grade level requirements:

Preschool/Kindergarten:

- Phonological awareness: syllables, onset/rime, phonemic awareness

- Phonics and word study: print awareness, alphabetic knowledge, alphabetic

  principle, decoding

- Vocabulary: oral vocabulary

- Comprehension: Listening comprehension, sense of story

  (Adapted from Research-Based Methods of Reading Instruction K-3)

First Grade:

- Phonological awareness: Phonemic awareness

- Phonics and word study: alphabetic principle, decoding, irregular word

  reading, decodable text reading

- Fluency: connected text

- vocabulary: oral and reading vocabulary

- comprehension: listening comprehension, reading comprehension

  (Adapted from Research-Based Methods of Reading Instruction K-3)

Second Grade & Third Grade:

- Fluency: connected text

- Vocabulary: reading vocabulary

- Comprehension: reading comprehension strategies in narrative and

  expository text:

    *Predict, retell, question, reread, browse, K-W-H-L, visualize, brainstorm,

    skim, cause/effect, context clues, identify confusing parts, Venn diagram

    (Adapted from Reading Strategies That Work: Teaching your Students to

    Become Better Readers)

Fourth Grade & Fifth Grade:

- Vocabulary: reading vocabulary

- Comprehension: reading comprehension strategies in narrative, expository

  and content area textbooks:

    *Predict, question, reread, read-pause-retell, skim, brainstorm, visualize,

    fast write, K-W-H-L, cause/effect, context clues, self-correct, Venn

    diagram, book selection.

    (Adapted from Reading Strategies That Work: Teaching your Students to

    Become Better Readers)

The activities are to supplement the scope and sequence of the Spell to Write to

Read Program.   The Appendix includes the handbook with references that would

provide for other activities to expand the Spell to Write to Read Program further.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Reading is a crucial and foundational subject taught in America's elementary

schools today. The teaching of reading has even been referred to as a rocket science

(Moats, 1999). Educators have known the importance of teaching reading for many,

many decades but schools do not agree on a one specific approach that serves every

child. Thus, what have come upon American education have been the reading wars:

whole language versus phonics instruction. Educators have battled over philosophies

and theories even if their theory only educated part of their students. "Among fourth-

graders, only 54 percent read something for pleasure every day. By twelfth grade, only

19 percent read anything for pleasure daily" (Trelease, 2006).

The historical road for reading has been an interesting one with valuable research

accomplished in the last ten years by Snow and colleagues (1998) and the National

Reading Panel (2000). These two reports have influenced state education

administrations to adopt grade level learning expectations to provide a more consistent

research-based approach to reading and other subjects.

Recent brain research by Bransford (2000) and Sousa (2005) has supported these

grade level learning requirements including letter-sound relationships (the connection

between spelling and reading) and activating prior knowledge. Sousa (2005) reports

that "good spelling is crucial for recognizing and decoding the meaning of words.

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Studies show that the accuracy of a student's spelling in kindergarten and grade 1 is a

predictor of later reading ability" (p. 42). Connecting with what kids already know

(prior knowledge) is a vital ingredient to cultivating comprehension (Bransford, 2000).

Researchers, (Sousa, 2005; Bransford, 2000) agree on the key factor in any subject

or classroom is the teacher. Their theories also support a consistent, balanced literacy

program as one that included the best practices in reading, not one specific theory such

as a strictly whole language or phonics only program. "A balanced approach of

phonemic awareness, direct instruction in sound-symbol relationship (phonics) and

reading connected text seems to hold particular promise for at risk readers as well as

average readers" (Burns, 1999, p. 25).

<p align="center">Conclusions</p>

To best meet the needs for **every** student, not the traditional one method fits all

style, educators must establish a flexible learning environment with a systematic

approach to teaching phonics (spelling and phonemic awareness) and literature

(vocabulary, fluency, and comprehension) that encompasses the Washington state

learning requirements in reading. Elementary teachers need to be aware of the

importance of continued professional development in reading so as to be informed

about balanced instruction and not drawn into conflicts of the reading wars. Each

teacher needs to see the importance of research-based curriculum but more

importantly the key role of the educator. "Even in the presence of high-quality

curriculum and instruction, we will fall woefully short of the goal of helping each learner

build a good life through the power of education unless we build bridges between the

learner and the learning" (Tomlinson, 2001, p. 9).

Recommendations

Because the Spell To Write To Read Program, in the author's opinion, is not user

friendly for inexperienced teachers or teachers not familiar with the best practices of

reading as guided by Snow's (1998) report and the National Reading Panel's conclusions

(2000), the author has provided research and supplementary material to complement

and enhance this type of reading program. Teachers not familiar with the spell to read

curriculum will need to support their literacy teaching with Caldecott literature,

Newberry literature and decodable text through a personal or loaned library.

Professional training of the spelling/phonics section of the Sanseri (2002) methods, as

well as personnel research or other professional development in the area of best

reading practices in fluency (EALR 1) and comprehension (EALR 2) are of vital

importance in an effective reading classroom.

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Appendix

Appendix A

A Balanced Literacy Approach

To

Enhance "Spell to Write and Read"

By

Dawn Heer

May 2008

Table of Contents

INTRODUCTION

Reading is now viewed as a science instead of the old adage of just teaching the

alphabet. With the project on reading difficulties by Snow and colleagues (1998),

research has provided more insight into the processes of reading that enable a student

to become a good reader. The results of this project outline 5 major areas that should

be included in reading instruction:

*use reading to obtain meaning from print,

*have frequent and intensive opportunities to read,

*be exposed to frequent, regular spelling-sound relationships,

*learn about the nature of the alphabetic writing system, and

*understand the structure of spoken words (p. 3)

Bransford (2000) has also enlightened educators with brain research and the

importance of activating a student's previous acquired knowledge that affects their

learning. The more knowledge a student brings into a learning activity the more he/she

will be able to apply to new strategies. This schema should be activated before, during,

and after instruction (Robb, 2003).

The role of the teacher to activate this knowledge is also a key factor. Snow

(1999) states "The critical importance of the teacher in the prevention of reading

difficulties must be recognized, and efforts should be made to provide all teachers with

adequate knowledge about reading and the knowledge and skill to teach reading or its

developmental precursors. It is imperative that teachers at all grade levels

understand the course of literacy development and the role of instruction in optimizing

literacy development " (p. 9 – 10).

Reading programs in elementary schools have swung to both sides of the

pendulum from whole language to phonics philosophies with several other theories in

between (Reutzel, 2005). To better meet the needs of all students, educators can

create a learning environment that involves a balance between the extreme whole

language and phonics drill based programs (Sousa, 2005). As stated by the

International reading Association (1999, p. 1 – 2) effective teachers recognize these 13

core principles:

1. Reading is a construction of meaning from written text. It is an active, cognitive,

   and affective process.

2. Background knowledge and prior experience are critical to the reading process.

3. Social interaction is essential in learning to read.

4. Reading and writing develop together.

5. Reading involves complex thinking.

6. Environments rich in literacy experiences and models facilitate reading

   development.

7. Engagement in the reading task is key in successfully learning to read.

8. Children's understandings of print are not the same as adults' understandings.

9. Children develop phonemic awareness and knowledge of phonics through a variety

   of literacy opportunities, models and demonstrations.

10. Children learn successful reading strategies in the context of real reading.

11. Children learn best when teachers employ a variety of strategies to model and

    demonstrate reading knowledge, strategy, and skills.

12. Children need the opportunity to read, read, and read.

13. Monitoring the development of reading processes is integral to student success.

    Based on the National Reading Panels research supported by Congress in 1997,

The Washington State Commission on Student Learning established the Essential

Academic Learning Requirements to meet five areas of instruction: phonemic

awareness, phonics, vocabulary, fluency and comprehension. These learning

requirements are as follows:

1.   The student understands and uses different skills and strategies to read.

1.1 Use word recognition skills and strategies to read and comprehend text.

1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.3 Build vocabulary through wide reading.

1.4 Apply word recognition skills and strategies to read fluently.

2.   The student understands the meaning of what is read.

2.1 Demonstrate evident of reading comprehension.

2.2 Understand and apply knowledge of text components to comprehend.

2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and

    ideas in literary and informational text.

2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

3. The student reads different materials for a variety of purposes.

3.1 Read to learn new information.

3.2 Read to perform a task.

3.3 Read for career application.

3.4 Read for literary/narrative experience in a variety of genres.

4. The student sets goals and evaluates progress to improve reading.

4.1 Assess reading strengths and need for improvement.

4.2 Develop interests and share reading experiences.

To describe each learning requirement briefly:

*EALR one emphasizes fluency.

*EALR two emphasizes constructing meaning (comprehension).

*EALR three emphasizes the use of a variety of materials.

*EALR four emphasizes student self-assessment.

The following activities reinforce the state learning requirements and are divided according to grade level. Also listed in the appendix are the grade level equivalents for each of the learning requirements.

Preschool/Kindergarten/First Grade

*Definitions

*Process of Reading

*Activities

DEFINITIONS

Alphabetic principle: The principle that letters in written words represent sounds in spoken words.

Blending: The process of combining individual sounds or word parts to form whole words either orally or in print. Example: combining the speech sounds /c/, /a/, and /t/ to form the word *cat*.

Decoding: Using letter-sound relationships and word knowledge to convert printed words into spoken language. Example: converting *c, a,* and *t,* into the /c/, /a/, and /t/ sounds to read the word *cat.*

Onset –rime instruction: the use of word patterns to read unfamiliar words. The *rime* involves the vowel and final consonants of the word, such as the /at/ in *sat;* the *onset* refers to the initial consonants of the word, such as the /s/ in *sat* or the /tr/ in *train.*

Phoneme: The smallest unit of sound.

Phonemic awareness: The ability to recognize and manipulate phonemes in spoken words by orally blending, segmenting, adding, and deleting them.

Phonics: The systematic process of teaching sound-symbol relationships to decode words.

Phonological awareness: The ability to manipulate the sound system of spoken language, including words, rhymes, syllables, onset-rimes, and phonemes. Phonological awareness is a broad term encompassing phonemic awareness.

Print concepts: The components of written language. Examples: words, sentences, and (in English) print moving from left to right.

Segmenting: Breaking whole words into individual sounds or word parts. Example: breaking up the word *cat* into the speech sounds /c/, /a/, and /t/.

Systematic instruction: A planned, sequential program of instruction.

Word family: A group of words sharing the same rime. Example: *cat, bat, sat, mat,* and *flat* form a word family.

(Adapted from *Research-Based Methods of Reading Instruction Grades K-3*)

PROCESSES OF READING

Research (Armistead, et.al, 2005, p. 36 – 37)) suggests nine major literacy targets for

young learners:

1. Concepts of print. EALR 1.1.1

2. Phonological awareness (and phonemic awareness). EALR 1.1.2

3. Alphabetic principle. EALR 1.1.1

4. Letter-sound knowledge (phonics). EALR 1.1.4

5. Vocabulary. EALR 1.2.1, 1.2.2, 1.3.1, 1.3.2

6. Oral language. EALR 1.1.3

7. Listening or reading comprehension. EALR 1.1.3, 2.1

8. Understanding of genre. EALR 2.1

9. Motivation to engage with text (Clay, 1998)

Phonological awareness skills (including phonemic awareness) give learners the ability

to:

*Discriminating. Students listen to determine if two words begin or end with

the same sound.

*Counting. Students clap the number of words in a sentence, syllables in a

word, sounds in a word.

*Rhyming. Students create word families with rhyming words.

*Alliteration. Students create tongue twisters.

*Blending. Students say the sounds in a word and then "say them fast" while the teacher combines blocks or letters to demonstrate blending.

*Segmenting. Students say the word and then say each syllable or sound.

*Manipulating. Deleting, adding, and substituting sounds and syllables. (Vaughn, et. al, 2004, p. 11)

In a spelling program that teaches students to read, the student learns to "segment words into phonemes and to make words by writing letters for phonemes" (Sousa, 2005, p. 75). Effective programs for phonics instruction:

*Include knowledge of the alphabet, phonemic awareness, vocabulary development, the reading of text, and systematic instruction in phonics.

*Help teachers systematically and explicitly instruct students in how to relate sounds and letters, how to break words into sounds, and how to blend sounds to form words.

*Help children understand why they are learning relationships between sounds to form words.

*Help children apply their knowledge of phonics as they read text.

*Help children apply what they learn about sounds and letters to their own writing.

*Can be adapted to the needs of individual students.

ACTIVITIES TO SUPPORT THE PROCESSES FOR READING WITH THE EALRS:

EALR 1. The student understands and uses different skills and strategies to read.

1.1.1   Understand and apply concepts of print.

1.   Read aloud to students.

A list of preschool and kindergarten favorites for read aloud:

Joseph Had a Little Overcoat by Simms Taback (Viking)

Officer Buckle and Gloria by Peggy Rathmann (Putnam)

The Snowy Day by Ezra Jack Keats (Viking)

Blueberries for Sal by Robert McCloskey (Viking)

Frog and Toad by Arnold Lobel (HarperCollins)

The Grouchy Ladybug by Eric Carle (HarperCollins)

Is Your Mama a Llama"? by Deborah Guarino (Scholastic)

The Kissing Hand by Audrey Penn (Child Welfare League of America)

The Napping House by Audrey Wood (Harcourt)

(Adapted from Balancing Literacy: A Balanced Approach to Reading and Writing

Instruction K-2, 2002)

2.   The shared book experience.

The teacher, using preferably big books, shares a predictable story, such as *The*

Napping House by Audrey Wood. Listed are a shared book components:

Introduction (prereading)—Look at the cover and point out features of the book,

such as the author's name, the illustrator's name, and the title page. Then ask,

"What do you think this book will be about?" or some other predictive question.

*The teacher then reads the story with full dramatic punch, maybe overdoing it a little. The children join in on the predictable text. The teacher may pause to encourage predictions or comments. If the teacher wants to stress directionality and tracking of print, he or she will point to every word while reading it.

*A discussion occurs before, during, or after the text reading. Children ask questions or talk about favorite parts or characters.

*The story is then reread on subsequent days with the whole group, in smaller groups, with student pairs, or to individual students—acting out and enjoying the language patterns.

(Adapted from Are You Prepared to Teach Reading?, 2007)

3. Story Chain

Distribute five different colored sentence strips to five children. Read a story and then repeat a sentence from the story. Write the sentence on the different strips of paper, putting one word on each color. Staple the words by linking the pieces together to make a chain and puts the sentence back together. Ask the students if they see any words that have the same letter as in their name. Ask them if they can see how each word is separate. Then reread the sentence and ask them what part of the story did the sentence come from, the beginning, the middle, or the end.

(Adapted from Balanced Literacy: A Balanced Approach to Reading and Writing Instruction K-2, 2002)

1.1.2   Understand and apply phonological awareness and phonemic awareness.

1. Discriminating:

All Aboard the Ending Sound Train: Reinforce the concept of ending sounds with picture references. Explain that words are made up of sounds. These sounds can come at the beginning, middle, or end of a word. For example, ask, "What sound do you hear at the end of the word *cat*?" Then ask, "What sound is the same in the words *sun, bin,* and *can*?" Students should identify the /t/ and /n/ sounds. Give students more practice if they have difficulty identifying the ending sounds. Next, give each student three white paper squares, each approximately 3" x 3, a piece of black paper, string, scissors, crayons or markers, and access to a hole punch. Direct each student to think of three objects that have the same ending sound and that are easy to draw. For example, drawing a *bus* is much easier than drawing the word *pass*. Have each student draw her three objects on the three white paper squares (train cars), then punch a hole on the right side of one drawing, on the left and right sides of the second drawing, and on the left side of the third drawing. Have each student cut two pieces of string and tie the train cars together. Let each child create an engine with the black paper and attach it to the front of the train.

Allow students to show their projects to the class. Have the class identify the ending sound that is the same in all three pictures. Post the trains around the classroom. For an extra challenge, have students try to identify train cars

that shows words with the same beginning sounds.

(Adapted from Phonemic Awareness and Phonics, 2005)

2.   Counting (syllables).

Pom-Pom Syllables: Write each child's name on a cardboard strip. Glue a small

pom-pom under each syllable. Give children their name strip. Have children

touch each pom-pom they are saying a syllable in their name. Invite children to

read and count the syllables in their classmates' names.

(Adapted from Balancing Literacy: A Balanced Approach to Reading and

Writing Instruction, 2002)

3.   Rhyming

Rhyme Hop: Provide the first three rhyming words and then ask children to

expand the list. For example, the teacher says, "Pop, hop, top," and then asks

for more words with the *op* rhyme. The children would say *mop, flop,* and so on.

(Adapted from Are You Prepared to Teach Reading?, 2007).

4.   Alliteration

The Picnic Game: The teacher begins by using an example with each student's

name. "We're going on a picnic. Everyone will bring or eat something that starts

with same sound as their name. Alice at apples. Ben brought bagels, Cameron

carted carrots...." Word families (e.g., ay: day, play, say, may, stay) are a way to

use onset and rimes to make tongue twisters.

(Adapted from Scaffolding Emerging Literacy, 2005, p. 36).

5. Blending

Silly Sally: Read *Silly Sally* by Audrey Wood. Tell the students to listen carefully. When the teacher stops, she will say a word slowly. " Listen to each sound part of the word. Put the sounds together to make a word that makes sense with the other words in the nursery rhyme."

(Adapted from Shared Reading for Today's Classroom)

6. Segmenting

This is the most difficult of the phonemic awareness tasks. Children are challenged to isolate and identify the sounds in a spoken word. To teach this directly, the teacher should start with words with only two sounds. Remember, the teacher should always model the desired student behavior first. The teacher would say "I am going to say a word and then slowly say the sounds in the word. *Bee*. (pause) */b/* (pause) */e/*." Then the teacher would ask the students to say the sounds in two-sound words. After the children have shown they can segment two-sound words, lessons should focus on words with three sounds. The lesson challenges children to segment words with minimal differences, like *cap, cat,* and *cab* .

(Adapted from Are Prepared to Teach Reading?)

7. Manipulating.

Phoneme Shuffle: Substitute phonemes in the initial position, final position, medial position, all three positions.

1. Review with students that words are made up of phonemes or sounds.

2. Tell students that they will be changing one phoneme or sound in a word to create a different word.

3. Model the task by changing the phoneme in the initial position of two or three words. For example, "The word is *hat*. I change the /h/ to /b/ and I get *bat*. Now you do it. The word is *sit*. Change the /s/ to /l/. What do you get? That's right, *lit*."

4. Give students two or three practice words. See that they are performing the task correctly before moving on to changing the phoneme at the end of the word.

5. Changing sounds at the end of the word is more difficult that at the beginning of the word. Model by changing the phoneme in the final position of two or three words. For example, "Listen to the sounds and tell me the word, /f/ /a/ /t/. That's right, the word is *fat* Now drop the /t/ sound. What do you get? That's right, you get *fa*. Now add /n/ to the end of *fa*. What word do you get? That's right you get *fan*."

(Adapted from Research-Based Methods of Reading Instruction)

1.1.3   Apply understanding or oral language skills to develop reading skills.

Read Aloud: Between the covers

Directions:

After reading a book with your child, to "between the covers," as Cleo

does on Between the Lions, and take on the role of an intrepid reporter

interviewing a character in the story played by the student. Ask her to retell the

story so far. Pose a few questions about who the other characters are and how

the student's character feels about them. Ask why events in the story happened

the way they did, and what she thinks will happen next.

(Adapted from The Between the Lions Book for Parents)

1.1.4 Apply understanding of phonics.

Game: Short Vowel Circle Sort

Materials:

*Approximately 30 small items with short vowel sounds in their names.

*1 hat

*1 net

*1 dish

*1 pot

*1 child's umbrella (opened and turned upside down)

*1 box to hold all items

Preparation: Collect the small items and place them inside the box

Directions:

1. Have students sit in a circle with the box of items in the center. Empty the box onto the floor and tell students the name of each item.

2. Ask each student to select one item, name it, and tell which short vowel sound she hears in the word.

3. Have the student place the item in the appropriate container for that vowel. Short "a" items go in the hat, short "e" items go in the net, short "I" items go in the dish, short "o" items go in the pot, and short "u" items go in the umbrella.

4. Provide plenty of opportunities for students to change their minds and move their

    items if they make mistakes.

(Adapted from Teach The Way They Learn)

1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Understand how to use resources to learn new word meanings.

Writing: My Draw and Tell Journal

Directions:

Staple several blank sheets of paper together to create a journal for each child. This type of journal provides children with an opportunity to view themselves as writers because they can draw pictures as a form of written communication. As children learn about letter and sound connections, have them label their pictures with letter strings, words, phrases, and then sentences. Have a buddy reader help their partner find words in a picture or children's dictionary to look up words and definitions.

(Adapted from Balancing Literacy—A Balanced Approach to Reading and Writing Instruction K-2)

1.2.2 Apply vocabulary strategies in grade-level text.

Materials:

Reading strategies bookmark

The Very Hungry Caterpillar Book

Directions:

Gather children in the group meeting area. Explain that you will be looking at a book that everyone in the class knows very well. Turn to the first page of the text, reading: *In the light of the moon, a little egg lay on a leaf.* Ask children: *How might you figure out the word* leaf *if you could not read it?* Guide children into saying, *Look at the illustrations,* and *Use the initial letter of the word.* Explain to children that these are just a couple of strategies readers use when they have trouble figuring out unknown words.

Distribute the bookmarks to children. Read the title of the bookmark and the first two strategies. Explain to children that they will keep this bookmark with them during independent reading time to remind them of strategies to use to figure out unknown words. Read the other strategies aloud, asking children to follow along with you as you read.

Turn to the last page of *The Very Hungry Caterpillar* that says: *...he was a big beautiful butterfly.* Ask children what strategies they might use if they did not know the word *butterfly.* Lead them to suggest the strategy of looking for little words in the word. Show children that they know the word *butter* and the word *fly*, so figuring out this word would not be difficult.

Next, turn to the page describing what the caterpillar ate on Saturday. Show children how they know the word *day.* Point out that if they look at the initial letter of the word and think about the days of the week, the word would have to be either *Saturday* or *Sunday.* If they look through the word, they would realize that it could not be *Sunday.*

Say: *As you can see, you can use more than one strategy to figure out an unknown word. I want you to try out these different strategies in your reading every day.*

(Adapted from Managing Independent Reading)

1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

Chorale reading: Love You Forever

Materials:

Love You Forever by Robert Munsch

Directions:

In refrain chorale reading, one student reads most of the text, and the whole group chimes in to read key segments chorally. The song read by the mother in Robert Munsch's *Love You Forever* is a fine example of refrain. The first and last stanza of Robert Service's poem *The Cremation of Sam McGee* is a good choice as well. Write tests like these on the chalkboard and read them as a class.

(Adapted from The Fluent Reader)

1.3.2 Understand and apply content/academic vocabulary.

Shared Reading: Leaping Frogs

Materials:

Leaping Frogs by Melvin Berger

Directions:

Begin a discussions with students at the shared reading corner. The teacher leads the discussion about the book. *Today I want to teach you something that good readers do to help them remember the important ideas from their reading. When I read, I stop every once in a while and think about the important ideas that I've read. Sometimes I write down these ideas from their reading. When I read, I stop every once in a while to think about the new words I hear. I reread the sentence and look at the pictures to get clues on the meaning of the word.*

I am learning some new things about frogs. I will put a sticky note star above the word that is new that I don't know. It says that the baby frog is called a tadpole. Let's put a star there so that I will remember to look back on that new word. It is important that we know that a baby frog is called a tadpole. Thumbs up if you agree!

The teacher continues throughout the book starring new words that they may not know. Together they look at the initial sound for clues,

pictures in the book, meaning from the sentence, and do blank strategies

to discover the definitions of these words.

(Adapted from Managing Independent Reading)

1.4 Apply word recognition skills and strategies to read fluently.

1.4.1 Know common sight words appropriate to grade-level

Sight word bingo

Materials:

*Sight word bingo cards

*An edible bingo chip, like raisins, fruit loops, jelly beans, popcorn

Directions:

After familiarizing students with the sight words from the Fry

Instant Word List, use the edible bingo chips to play bingo. The teacher

can call on a student to read a word from the word list while everyone

else looks for it on their card.

(Adapted from Learning Sight Words is Easy)

EALR 2: The student understands the meaning of what is read.

2.1 Demonstrate evidence of reading comprehension.

2.1.1 Understand how to ask questions about text.

Shared reading: Asking questions

Materials:

Busy as a Bee by Melvin Berger

Directions:

Alert readers have questions or natural wonderings before,
during, and after we read. These questions help a student set a
purpose for reading and actively engage the student in the text. To start
the teacher discusses the reading: *I want to teach you how readers often
wonder or ask questions in their head when they read. They ask
questions to help them understand the reading or to help them when they
don't understand. I'll begin by showing you how I ask questions as I read.
I'll stop along the way and think aloud. Then I'll ask you to try it with me
by sharing some of the questions you have. To help us keep track of our
questions, we'll write them on sticky notes and put them on this chart. It
has three columns. One says* Questions. *We'll put the questions we are
thinking about here. The second column says* Answered, *and the last one*

says More Research. *Later we'll check to see if our questions have been answered or if we have to do more research.* Share the book with the students asking questions throughout the text.

Here is an example of the question and answer chart:

Questions	Answered	More Research
*How do the bees make the wax?		
*What is a honeycomb?		
*Can worker bees sting?		

(Adapted from Shared Reading From Today's Classroom)

2.1.2   Understand how to create mental imagery.

Shared reading: visualizing

Materials:

The Lion and the Mouse by Cheyenne Cisco

Directions:

Good readers make mental pictures in their mind. It helps the reader understand and remember important details from what they have read. Each reader will have a different mind picture based on his or her experiences. To begin the teacher starts a discussion: *Readers, today I want to teach you how we make pictures in our mind when we read. It's like having a movie in your head. When I read, I make imaginary pictures to help me understand. I'm going to show you what I mean. Then I'm going to ask you to try it with me.*

The teacher reads pages 2 through 5 together. The teacher stops at the end of page 5 and demonstrates how he/she visualizes. *Let me tell you about the picture I have in my mind. I see this tiny little mouse creeping very slowly and quietly because he doesn't want to wake up the big, sleeping lion. It's like when I had visitors at my house for dinner and I didn't even notice a mouse tiptoeing around my kitchen until my dinner guest told me. In my mind picture, the mouse's mouth is watering as he thinks about the red berry he's going to eat. Now I want you to close your*

eyes and get a picture in your mind. Open your eyes. Who has a picture in their mind to share? Listen to students share their different images.

The teacher continues reading the book stopping at two more selected points for students to share. An extension activity can require the students to draw one of their images on paper.

(Adapted from Shared Reading for Today's Classroom)

2.1.3 Understand that some parts of the text are more important than others.

Shared reading: Fact Search

Materials:

Read aloud book

White board

Directions:

During a class discussion, the teacher uses the following format to brainstorm ideas about the book with the students. During and after reading the text, the teacher will write the important facts or information from the text for the students to discuss.

Fact Search

Before I read...	While I read...
Things I want to know	New facts I learned

(Adapted from Teaching Reading Strategies in the Primary Grades)

2.1.4   Understand how to use prior knowledge.

Shared reading: Just Me and My Dad

Materials:

Just Me and My Dad by Mercer Mayer

Directions:

Children constantly look for connections between what they already know and what they are learning. When children bring in past experiences to their reading, their reading comprehension increases.

Gather children in the group meeting area. The teacher tells the children that for today's read-aloud, they will be reading about a character that is very much like the children in their class. The teacher asks the children to think about what they can do that the character could do. Explain that Little Critter is growing up and learning to do all kinds of things by himself. Ask children to think about how they are growing up and to consider what they can do that Little Critter can do.)

Read a few pages of the book, then ask: *Have you ever said the things that Little Critter is saying?* Read a few more pages and repeat the question (or ask a similar one, such as: *Can you do what the character is doing?* Or *have you learned to _____ yet?* Finish reading the book, then themselves.

(Adapted from Managing Independent Reading)

2.1.5 Understand how to infer/predict meaning.

Shared reading: The Ugly Duckling

Materials:

The Ugly Duckling by Brenda Parkes and Judith Smith

Directions:

Readers anticipate words or events in the texts they read. Good readers continually predict, check that their predictions are confirmed or disconfirmed, and then revise their predictions as they gather new information from the text. This enhances reading comprehension.

The teacher begins the discussion by stating: *Today I want to show you how I predict when I'm reading. A prediction is like making a smart guess about what will happen in the story. I make a smart guess by thinking about what I know and y thinking about what I'm reading. The illustrations help me make predictions, too, Predicting helps me understand what I'm reading and makes me want to read on to find our if my predictions are right. I'll make some predictions then I'm going to let you try it with me.*

The teacher and students look at the illustration on the cover to predict what the story will be about. Continue to preview, read the next page, predict the next illustrations, and continue with this pattern.

(Adapted from Shared Reading for Today's Classroom)

2.2 Understand and apply knowledge of text components to comprehend text.

2.2.1 Understand story sequence

Shared reading: Corduroy

Materials:

Corduroy by Don Freeman

Balloon Retelling Page

Directions:

After reading Corduroy, the teacher directs the students to identify the key points of the story. Decide on the important parts of the beginning. Children record this information in the "beginning" balloon. The teacher helps the children complete the "middle" balloon by writing or drawing about what took place in the middle of the story. Children fill in the "end" balloon information about the story's conclusion. Encourage a discussion on how the students decided on what was important and did the beginning impact the "middle" and the "end" balloons.

(Adapted from First Graphic Organizers: Reading)

2.2.2 Understand features of printed text and electronic sources.

Integrated Social Studies: My Family

Materials:

    *Storyboard pages

    *Teacher-created computer templates

    *HyperStudio

Directions:

Before the computer work, have the students create a six-card HyperStudio stack on the "My Family" storyboards. On the computer have students transfer data from their storyboards to the HyperStudio Project Computer Template. The students should complete the sentences and use the draw tools to draw illustrations. Then the students may print out their storyboards.

(Adapted from Integrating Technology into the Social Studies Curriculum)

2.2.3   Understand story elements.

Shared reading: Mrs. Wishy-Washy

Materials:

*Mrs. Wishy-Washy by Joy Cowley

*Character connection page

Directions:

As the teacher reads, help the children note times when a character in the story exhibits a particular feeling. Have children record the title. Help children locate and record the page on which a character is happy. By drawing or writing, children show how they know the character is feeling that way.

Students continue identifying the character's feelings and supporting their judgments, based on proof from the story. Used the organizer to encourage discussion:

*Why did the character feel a certain way? How do you know? (Did the text tell you, did you figure it out from an illustration, or did you gather other information and infer that the character felt a certain way?)

*Why is it important to recognize how a character feels?

*What makes a character's feelings change over time?

(Adapted from First Graphic Organizers: Reading)

2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.1 Understand similarities within and between informational/expository text and literary/narrative text.

Shared reading: Mask a character

Materials:

*1 painter's mask for each student

*pipe cleaners, yarn, and other craft items

*If You Give a Mouse a Cookie by Laura Numeroff

Directions:

Each student chooses his favorite character from a book, like If You Give a Mouse a Cookie. Using the materials provided, he creates on his painter's mask the facial features of the character, adding embellishments as he chooses. Pipe cleaners make good whiskers, yarn can become a mustache, etc.

Each child dons his decorated mask. As he does this, he "becomes" his character. Students ask each other questions about the characters and the stories. For example, someone talking to the mouse from If You Give a Mouse a Cookie might ask him why he likes cookies. Each student responds as the character represented by his mask.

(Adapted from Teach the Way They Learn)

2.3.2 Understand concept of categories.

Home-school connection

Directions:

*Have children and their families find pictures of favorite foods to bring

in for sorting. Put pictures in categories of different types of foods.

Make a class mural or to be used in planning balanced menus.

*During a unit on shapes, invite the children to find items at home that

are triangular, cylindrical, or square. As children bring their items in to

share with their classmates, they can make a Shape Museum.

(Adapted from Teaching Reading Strategies)

2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

2.4.1   Understand how to give personal responses and make connections to text.

Example of differentiated first grade classrooms approach to reading:

This class uses the student's interest in many different topics to provide connections to text in the contents of a flexible reading program. There are times when the class meets as a whole group to listen to a story and talk about it, or to volunteer to read parts of the story. Sometimes a small group of students meets with their teacher to work on decoding, comprehension strategies, or talking about reading just for the pleasure of sharing ideas. At other points, students meet with peers who want to read on a topic of mutual interest, regardless of their reading readiness. There may be books at different reading levels on the same topic.

(Adapted from How to Differentiate Instruction in Mixed-ability Classrooms)

2.4.2 Understand purposes of simple text.

Whole group discussion: Clap syllables

Materials:

Variety of cereal boxes

Directions:

The teacher can use any of the environmental print words you are helping children learn. *Cheerios* is a three-beat word. *Kix* takes only one clap and has one beat. Once children can clap syllables and decide how many beats a given word has, help them see that one-beat words are usually shorter than three-beat words—that is, they take fewer letters to write. To do this, write some words have short strips and long words have long strips. Have some of the words begin with the same letters but be of different lengths, so the children will need to think about word length in order to decide which word is which

(Adapted from Classrooms That Work)

Second Grade – Fifth Grade

*Definitions

*Processes of Reading

*Word Identification Skills

*Comprehension Strategies

*Activities

DEFINITIONS

Automaticity: The ability to quickly and accurately recognize letters, sounds, and words without hesitation.

Chorale reading: Reading of text by several students in unison.

Comprehension: The ability to understand and get meaning from written language.

Decodable text: Connected text in which most of the words are comprised of previously taught letter-sound correspondences.

Expository text: Informational text that is designed to teach or explain a specific topic to the reader.

Fluency: The ability to perform reading skills such as naming letters, reading words, and reading connected text quickly, smoothly, and automatically.

Guided reading: A teaching strategy in which teachers support student reading and rereading of leveled books, providing incidental word recognition instruction within the context of reading.

Listening comprehension: The ability to understand and get meaning from spoken language.

Matthew effect: A term used to describe the effect of good readers reading more print and, therefore, improving their reading skills faster than poor readers, who may have less contact with print.

Narrative text: Text that tells a story and follows a common story structure.

Phonics: The systematic process of teaching sound-symbol relationships to decode words.

Reading level: Information for teachers about the difficulty of a text for a particular student. Reading levels are *instructional* (90% of words correct and above 60% of comprehension questions correct), *independent* (98% or more words correct and 90% of comprehension questions correct) , and *frustrational* (less than 90% of words correct and less than 60% of comprehension questions correct).

Repeated reading: The process of reading text several times with feedback to develop speed and accuracy.

Scaffolding instruction: Temporary supports provided during initial skill instruction, each task becomes increasingly more difficult until the skill is mastered. Examples: changing the difficulty of the content or task; changing the amount of support provided by materials or teacher guidance.

Story structure: The components of narrative text, including characters, setting, events, problem and resolution.

Summarizing: The process of synthesizing the main ideas in a text.

Think-aloud: The act of modeling independent comprehension by stopping periodically during reading to say aloud what the reader is thinking.

Word recognition: A strategy readers use to identify written words.

(Adapted from Research-Based Methods of Reading Instruction)

PROCESSES OF READING

EALR 1: The student understands and uses different skills and strategies to read.

*phonological awareness   -blending and segmenting words at the phoneme

level with or without support

-other phonemic awareness skills: adding,

deleting, rhyming

*phonics/word study -blending sounds to read words

-reading decodable text

-dictating words and sentences

*fluency   -partner reading

-tape-assisted reading

-choral reading

*vocabulary   -teaching words and their extended

meanings systematically

-sight words

Word identification strategies:

Structural analysis (root words, base words, affixes) –EALR 1.2.2

Graphophonic cueing system (phonics)—EALR 1.1.4

Context Clues (deriving meaning from context)—EALR 1.2.2

(Adapted from Are You Prepared to Teach Reading?)

EALR 2: The student understands the meaning of what is read.

Comprehension improves when students are taught word identification skills and

comprehensions strategies (NRP, 2000: Snow et al., 1998).

Comprehension strategies:

- Comprehension monitoring: Before reading, simply ask them to clarify their purpose

for reading this text and preview the text with them. As part of the preview, ask the

students what they already know about the content of the selection (EALR 2.2.2,

2.1.4)

- Using graphic and semantic organizers: Visual organizers provide cues about

connections between and among ideas that can help students better understand

difficult concepts (EALR 2.1.3).

- Answering questions: Teachers' questions strongly support and advance how much

students learn from reading (EALR 2.1).

- Generating questions: Students generate their own questions (EALR 2.3).

- Recognizing story structure: Story structure describes how the events and content

of a story are organized into a plot (EALR 2.2.3).

- Summarizing: Students identify the main ideas, connect them to each other,

eliminate unnecessary information, and remember what they read (EALR 2.3, 2.4).

- Mental imagery: Readers who form mental pictures, or images, during reading

  understand and remember what they read better than readers who do not visualize

  (EALR 2.1)

- Paraphrasing: This strategy aids in comprehension by having students first hear the

  text read aloud, then reading it quietly themselves and taking notes, rewriting it in

  their own words, and discussing their paraphrased text with their classmates (EALR

  2.3)

(Adapted from How the Brain Learns to Read)

EALR 1: The student understands and uses different skills and strategies to read.

1.1 Use word recognition skills and strategies to read and comprehend text.

1.1.4 Apply understanding of phonics.

Whole class activity: Five Fabulous Phonics Minutes

Materials:

List of 1 -3 phonics skills for the day

Directions:

*Start a lively rally of verbal prompts with a question that requires one of the skills the teacher has selected. If the teacher chooses rhyme , he can say, *"Which word doesn't rhyme with the other two? 'Big,' 'fig,' or 'tug'?"* (Using verbal prompts rather than written ones helps students discriminate among the sounds.)

*Encourage students to respond quickly, calling out the answers (in this "tug") together. Or call on an individual student to respond to each prompt. (Adapted from Teach the Way They Learn)

1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1 Apply reference skills to determine word meanings.

Shared reading: Nonfiction vocabulary

Materials:

Nonfiction books

Journals

Directions:

*Have students head a page in their journals. Invite students to think-pair-share

(Students think about their read, then share and discuss ideas with a partner.)

about a concept.

*Ask students to write what they have learned about a concept. Students can

use words or pictures and words. Check definitions in the dictionary.

*Call on for four of five volunteers to share their journal entries with the class.

Support those who need additional concept-building by working one-on-one or

in groups of two or three.

(Adapted from Teaching Reading in Social Studies, Science, and Math)

1.2.2 Apply vocabulary strategies in grade-level text.

Team game: Vocabulary volleyball

Materials:

Large piece of tagboard

Velcro

Cardboard

Directions:

Draw a volleyball court on a large piece of tagboard, and place a piece of Velcro on each side of the court. Make a cardboard volleyball, and place a piece of Velcro on the back of it. Display the court so the entire class can see it. Divide the class into two teams. Have one team sit in a line to the left of you and the other sit in a line to the right of you. Place the volleyball on the left side of the court. This represents that it is the turn of the team to the left of you. Ask that team *"Which word means the same as "really good"?* Invite the first person in line for that team to answer the question. If he or she is correct, the ball is hit over the "net" to the other side. If he or she answers incorrectly, the other team gets a point and the "ball." The opposing team gets a new question and if their team member answers it correctly, the ball goes back to the other side. Continue in this manner until a team gets 10 points.

(Adapted from Balancing Literacy: A Balanced Approach to Reading and Writing Instruction)

1.3 Build vocabulary through wide reading.

1.3.1 Understand and apply new vocabulary.

Group vocabulary game: Gimme a break!

Materials:

List of vocabulary words or spelling words

1 index card for each word

1 dictionary for each student

1 clicker for each team

Directions:

*Write one vocabulary word at the top of each card.

*Hand one card to each student. Divide the class into two teams.

*Using the dictionary and her imagination, each child writes on her card two

false definitions for her word, plus the correct definition. She numbers the

definitions 1, 2, and 3, but does not necessarily use Number 1 for the correct

answer.

* The first student on Team A reads all three of her definitions aloud. Then she

chooses one to read again, telling the other team that this is the correct

definition. This may truly be the correct definition, or the student may be

bluffing.

*Now Team B has a chance to respond. If a member of Team B thinks the

definition that was just read is correct, she sounds the clicker. If she thinks it

was a bluff, she says, "Gimme a Break!" and states what she believes to

be the real definition. If her response is correct, she wins a point for her

team.

* Play goes to Team B. The first player on that team reads all of the

definitions on his card, choosing one to read again, and the process is

repeated.

*Play continues, alternating between teams, until all word cards have

been used.

*The team with the most points wins.

(Adapted from Teach the Way They Learn)

1.3.2 Understand and apply content/academic critical to the meaning of the text.

Word study: Word map

Materials:

Chapter from a textbook

Article from a magazine or nonfiction trade book

Directions:

*Work mapping works best with nouns, but you can also use the strategy

with many action verbs. Set up the tree parts of the word map on chart

paper: What is it? What is it like? What are some examples?

Word Map

Word_____

What is it?   **What is it like?**

What are some examples?

*Write the general class of the word or concept to be studied under

"What is it?" Use a word or short phrase.

*Ask students to give an example or an alternate name for the

word/concept.

*Have students help you list the important properties or features under,

"What 's it like?" Invite students to offer examples.

(Adapted from Teaching Reading in Social Studies, Science, and Math)

1.4 Apply word recognition skills and strategies to read fluently.

1.4.2 Apply fluency to enhance comprehension.

Repeated reading: First 100 words

Materials:

Fry instant word list (1980)

Directions:

There is value in learning high-frequency words but practicing them in isolation too much could have a negative effect. Students can do repeated reading of these words in the context of short sentences and phrases.

The following is the first 100 words from Fry's list:

The people	Look for some people.
Write it down.	I like him.
By the water	So there you are.
Who will make it?	Out of the water
You and I	A long time
What will they do?	We were here.
He called me?	Have you seen it?
We had their dog.	Could you go?
What did they say?	One more time
When would you go?	We like to write.
No way	All day long

A number of people

One or two

How long are they?

More than the other

Come and get it.

How many words?

Part of the time

This is a good day.

Can you see?

Sit down.

Now and then

But not me

Go find her.

Not now

Into the water

It's about time.

The other people

Up in the air

She said to go.

Which way?

Each of us

He has it.

What are these?

If we were older

There was an old man.

It's no use.

It may fall down.

With his mom

(Adapted from The Fluent Reader)

1.4.3 Apply different reading rates to match text.

Readability levels

Students should read the following level of texts during fluency activities,

depending on their skill level:

*Independent-level text. Students can read easily, making fewer than

five mistakes for every 100 words (95 percent correct).

*Instructional-level text. Students typically make fewer than 10 mistakes

for every 100 words (90 percent correct).

*Frustration-level text. Students make more than 10 mistakes for every

100 words (89 percent correct or less).

When students engage in fluency activities alone or with peers, they

should work with independent-level text; when they work with tutors or

other knowledgeable adults, instructional-level text may provide a

greater challenge. Students should not be engaged in fluency activities

with frustration-level text.

(Adapted from Research-Based Methods of Reading Instruction)

EALR 2: The student understands the meaning of what is read.

2.1 Demonstrate evidence of reading comprehension.

2.1.3 Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text.

Group comprehension activity: The main-idea hand

Materials:

1 sheet of drawing paper for each student

Directions:

*Have each student trace his hand on his drawing paper.

*Ask each student to write the question words or phrases on the

digits of the tracing as follows:

Thumb: Who?

Pointer: Did what?

Middle: Where?

Ring: When?

Pinky: How?

*Explain how the answers to these five questions combine to tell the

main idea of the story.

*Collect the papers. Laminate each hand, then return the hand tracings

to students. Remind them often to refer to these Main-Idea Hands any

time they read (or listen to) a story. Repeating the question words and

answering each one will tell them the main idea.

(Adapted from Teach the Way They Learn)

2.1.4   Apply comprehension monitoring strategies before, during, and after

reading: use prior knowledge/schema.

List of strategies

Once students use and understand these strategies, they will

naturally choose and integrate those strategies they need to comprehend

a text.

Strategies to use before learning that activate prior knowledge and

experiences:

*Think aloud

*Browse through texts

*Brainstorm/categorize

*Use graphic organizers

*Pose questions

*Pre-teach vocabulary, concepts

*Preview and Analyze

*K-W-H: What do I know? What do I want to know? How will I find out?

(Adapted from Teaching Reading in Social Studies, Science, and Math)

2.1.5 Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade-level informational/expository text and/or literary/narrative text.

Writing: Predict/react journal

Materials:

1 story

1 sheet of paper per child (size depends on the level of the student)

Scissor

Directions:

*Give each child a sheet of paper.

*The goal is for each child to make a flip book with four flip doors to open. To start the flip book, have each child fold the paper in half vertically.

*Next, the student should unfold the paper and make three evenly spaced cuts. Each cut should go from the long edge of the paper just to the fold.

*Ask the student to re-fold the sheet so that the flip doors are facing him.

*On the first flip door, have the student write the word "predict"; on the second, "react"; on the third, "predict"; and on the fourth, "react."

*Tell the class that this activity will help them to predict or guess what's going to happen in a story and then, after they read more, will give them a chance to react to their earlier predictions.

*Explain that each student should look at the front of the book, especially the title, then lift the first "predict" flap of her flip book and predict in writing what she thinks the story is going to be about.

*Have each student read the story independently, up to the place you've identified as the stopping point.

*Ask each student to lift the second door of his flip book and write his reaction to his earlier prediction(s) now that the has more information from the story itself. For example, a student who predicted that Cinderella was about a poor, mistreated girl might say, "Wow, I was right about the main character, but I didn't think there would be fantasy characters in the story."

*Have the class discuss their initial predictions and their reactions.

*Explain that now each student should make a final prediction as to what he thinks will happen in the story and write that prediction under the third door of the flip book.

*Have students share their new predictions with one another.

*Instruct students to read to the end of the story, again working independently.

*Ask each student to write a reaction to her final predictions under the last door.

*Follow up with a class discussion about the second set of predictions and reactions.

(Adapted from Teach the Way They Learn)

2.1.6 Apply comprehension strategies during and after reading: summarize grade-level literary/narrative text and informational/expository text.

Writing: Frame a Story

Materials:

1 four-foot section of butcher paper per group

Any trade book (1 copy for each student)

Directions:

*Take the butcher and paper and fold it in thirds. At the top of the first section, write the word "Setting." At the top of the second section, write the words "Main characters." At the top of the third section, write the words "What happens." Divide the students into groups of three or four. Give each student a copy of the trade book to be read.

*Have the students look at the front cover of the book and discuss within their groups what they think the story might be about.

*Tell the students the names of the main character. For example, in the story *The Tortoise and the Hare*, you might tell the students that the two main characters are the tortoise, which's very slow, and the hare, which's very fast.

*Give each group a sheet of butcher paper.

*Ask the students to draw pictures in the first section of the butcher paper to show what they think the setting might be, in the second section to show what

they think might happen in the story. (It's helpful to caution students not to write on the backs of their papers if they don't like their first drawings. They'll need that space later.)

*Post the drawings in the classroom.

*Read the story aloud to the students as they follow along silently.

*Give the students time to discuss what they thought about the three main elements of the story. Ask how the drawings of their predictions are different from the actual setting, characters, and plot.

*Have each group return to their original drawings and create new drawings on the back of each sheet of butcher paper. The new drawings should reflect what they've learned about each of the three elements from reading the story. Be sure to encourage them to add detail.

(Adapted from Teach the Way They Learn)

2.1.7 Apply comprehension monitoring strategies during and after reading: summarize informational/expository text and literary/narrative text.

Journal writing: Summarize and synthesize

Materials:

Short article

A chapter from a trade book

Directions:

*First model the process using the following steps. Then collaborate with

students, inviting them to help you complete a summary.

*Read the piece two to three times.

*Think about the main points in the piece.

*List four to five main points on a piece of paper.

*Write your topic or lead sentence. This should include the title and main idea

or point of the article.

*Reread your list of main points. Put them in chronological order if you are

summarizing a story. The teacher can do this by numbering the points on your

list. Otherwise, the teacher puts the main points in a logical order.

*Turn each main point into a complete sentence.

*Write a wrap-up sentence or conclusion that ties all your points together.

Lastly, restate the main idea in a different way.

(Adapted from Teaching Reading in Social Studies, Science and Math)

2.2 Understands and apply knowledge of text components to comprehend text.

2.2.1 Understand sequence in informational/expository text and literary/narrative text.

Writing: Story logs

Materials:

    An instructional-level narrative text

    A story log on chart paper

    Student copies of story logs

Directions:

*Give each student a copy of the text.

*Introduce the story log on the chart paper. Describe each story element.

*Have students read the text aloud.

*As story elements are introduced, model by thinking aloud to help students identify each element. Example: "They are having a picnic in the park. The setting is the park. I wonder if this will be the setting for the whole story."

*After reading, model completing the story log. Have students contribute their ideas. List the characters, setting, problem, important events, and resolution.

*Give a copy of another instructional-level narrative text and a story log to each student.

*With students, read each story element on the log. Ask students to define each element.

*Pair students. Have them take turns reading each paragraph in the story aloud.

*Encourage students to look for each story element as they read.

*After reading the story, have each pair complete a story log.

Story Log

Characters   Setting   Problem   Important Events   Resolution

(Adapted from Research-Based Methods of Reading Instruction)

2.2.2 Understand and apply features of printed and electronic text to locate and comprehend text.

Computer art: A Family History Quilt

Materials:

Teacher-created computer template

Clipart

ClarisWorks or Microsoft Works

Directions:

*The students will use a paint/draw program to make a family history quilt. They will use pieces of clip art to symbolize special family events.

*Discuss where quilt pieces come from. Emphasize that different pieces of quilts sometimes come from a family's old clothing, and a quilt can become a pieced of family history. Show examples of different quilt designs.

*Each student will design a quilt that represents his or her family history.

*Have students share their quilts and tell about special events that have occurred in their families.

(Adapted from Integrating Technology into the Social Studies Curriculum)

2.2.3 Understand story elements.

Writing: Story Sandwich

Materials:

Paper sandwich pieces

1 large-head brass fastener per child

Directions:

*Hand out the brass fasteners and the copies of the sandwich pieces.

*As you write on the board the basic parts of a story, have the students copy each label onto the appropriate sandwich piece. Model how they can use each of the sandwich pieces to help them remember a specific element of the story. We suggest labeling the pieces like this:

-Top piece of bread: lead or topic sentence

-Lettuce: the setting and the main character(s)

-Cheese: a problem or situation that occurs in the story

-Lunch meat: what results from the problem or situation

-Bottom piece of bread: solution or ending to the story

*Explain that each student should place his sandwich pieces in order and use a brass fastener to hold the pieces together.

*Each student now has a guideline to help him identify the elements and sequence of a story as he reads.

(Adapted from Teach The Way They Learn)

2.2.4 Apply understanding of simple text organizational structures.

Science compare/contrast: Venn diagram

Materials:

A section from a textbook, a magazine article, or passage from a trade

book

Directions:

*Find examples of sequencing that use diagrams and illustrations with captions

and sequencing written as a paragraph or two. Share with your students.

*Read the text out loud and have students follow. Think-aloud and discuss the

structure.

*Example: Read a particular section from *Physical Science* by Smith, Ballinger,

and Thompson. Discuss the elements that are alike and those that differ.

*If you're using a paragraph, point out the words that signal compare/contrast.

*Organize your compare/contrast into a graphic organizer called a Venn

diagram. A visual way of comparing two concepts, characters, algorithms,

or events, the Venn diagram consists of two concentric circles that overlap.

*Write common elements in the intersection of the circles; write elements that

differ on each part of the circle that doesn't overlap.

*Write common elements in the intersection of the circles; write elements that

differ on each part of the circle that doesn't overlap.

*Note, if applicable, the words in the passage that signaled compare and contrast under the Venn diagram.

*Continue to model and collaborate with students until you feel they can work independently.

*Invite students to complete a compare/contrast using a Venn diagram.

(Adapted from Teaching Reading in Social Studies, Science, and Math)

2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in informational and literary text.

2.3.1 Understand and analyze the relationship between and among informational/expository text and literary/narrative text.

Whole group discussion: Cause and effect

Materials:

A section from a textbook, a magazine article,

Directions:

*Introduce cause and effect by explaining a cause statement and the term *effect*. Explain that cause statements result from actions and events, such as: *The hurricane's eye passed over our city;* or *South Carolina seceded from the Union.*

*Help younger students and struggling readers understand cause/effect by starting with cause statements that relate to their lives. They may be familiar with the following statement: *It rained when we camped out in the park.*

*Have students generate a list of effects. Here are the effects from the last statement: *We got wet; We couldn't sleep; Our food got soggy; Our sleeping bags got soaked; We got cold.*

*Continue using cause/effect statements from students' lives until they understand the relationship.

(Adapted from Teaching Reading in Social Studies, Science, and Math)

2.3.2 Understand how to locate specific information.

Writing: Bucket of words

Materials:

A section from a textbook

Copy of Bucket of words page for each student

Directions:

*Fill in the bucket with a quote from the book, showing how the word is used in context. Record the title at top. Then, copy the page for each child and distribute.

*Read the word and the sentence aloud.

*Ask the students to think about what the word means and record their thoughts in the top box. Then ask them to think of any other words the focus word reminds them of, and record their answers in the middle box.

*Together, check the dictionary for the definition of the focus word and compare answers. Record the final definition in the box labeled, "It means…."

(Adapted from First Graphic Organizers: Reading)

2.3.3 Understand literary/narrative devices.

Creative Writing; Onomatopoeia

Materials:

A Light in the Attic by Shel Silverstein

Directions:

Children can be shown many interesting examples on

onomatopoeia and creative words from the world of great children's

literature. The natural extension to their own writing comes swiftly.

Children may want to add a special section to their word banks for

onomatopoeia and creative words to enhance their own written

creations.

After reading Hippo's Hope from A Light in the Attic have students

brainstorm ways to write their own poem. The teacher can model first

and then write a poem together with the students.

(Adapted from The Essentials of Teaching Children to Read)

2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

2.4.1 Understand how to draw simple conclusions and give a response to informational/expository text and literary/narrative text.

Whole group reading: Critical analysis of text

Materials:

A biased or skewed reading selection that relates to the curriculum

Directions:

*Have students read a short passage that has bias, opinions, or stereotyping. A short text helps students to understand the process.

*Select questions (from those that follow) that are appropriate to the texts students are reading.

*Think aloud to show students how you go about answering the questions. Modeling is important, since many of these questions require close reading and the ability to judge and evaluate texts.

*Here are some questions, followed by examples in italics that foster critical analysis:

-What is the purpose of the text? *Does it entertain, inform, persuade, promote a political or social perspective?*

-Who is the author? Is he or she qualified to write about this topic? *Does the author have expertise in and/or experience with the topic?*

-Does the author have a vested interest in the topic? *Does the writer work for the company whose opinion he's promoting? Will the writer make lots of money by persuading others?*

-Are sources of information given? Are they reliable? *Is there a bibliography? Are sources provided within the text?*

-Can you separate opinions from facts? *Does the author use words and phrases, such as* might, probably, could have, from my perspective, *to signal an opinion is coming?*

-Is there an abundance of stereotyping or generalizations? *Does the author take one event and make sweeping statements about a group of people, historical figures, and minority religions that lead to prejudice?*

(Adapted from Teaching Reading in Social Studies, Science and Math)

2.4.2 Understand the author's purpose for and style of writing in both informational/expository text and literary/narrative text.

Writing: Scoops of details

Materials:

Elmer by David McKee

Scoops of details page for each student

Directions:

*Read Elmer to the students prior to this activity.

*Brainstorm with students to determine the main idea of the story and write it in the box at the bottom left.

*The students will fill in the ice cream scoops by writing supporting facts.

*Use the organizer to encourage discussions:

-How do the details support the main idea?

-How is a cone like a main idea? (it "carries" the details/scoops)

-How did you decide what the main idea was?

(Adapted from First Graphic Organizers: Reading)

2.4.3 Understand the difference between fact and opinion.

Whole group discussion: Fact and opinion

Materials:

Picture from an article or a magazine

Chart paper or whiteboard

Directions:

*Ask students the difference between a fact and an opinion. Guide students to understand that a fact is something that you can prove, and an opinion is someone's idea, but one may not be able to prove it. With students, create a list of facts and opinions on the whiteboard or chart paper.

*Tell students that facts are things that you can look up in a book or things that you can see. Many times facts include specific details or numbers. Tell students that many times opinions are just people's ideas, feelings, or preferences.

*Show the students an object in the room (book, clock, desk, etc.). Together, make a list of facts and opinions about this object.

*Tell students that they will use a picture to create their own facts and opinions. Complete one fact and opinion together as an example. Allow students to work together or independently.

(Adapted from Reading Skills)

2.4.4 Evaluate author's effectiveness for a chosen audience.

Group discussion: Our town

Materials:

Local newspaper

Journals

Directions:

*Preview the different sections of the newspaper.

*Read the editorial column as a group and discuss the general topic of

the article.

*Ask the students if they agree with the author. *Was the author*

convincing in his article or not?

*Have the students write in their journal a reply to the author of the

article and have them state their opinions.

2.4.5 Understand how to generalize from text.

Writing: Same and different

Materials:

Molly Bannaky by Alice McGill

Molly's Pilgrim by Barbara Cohen

Directions:

*As a group, write the name of the two main characters from these two

books.

*Have the students compare the characters and determine what they

have in common. They write what is same in the middle section of the

Venn diagram.

*Have the students contrast the characters and determine what is

different about them. They write this information in the respective

outer sections of the circles.

*Use the organizer to encourage discussion.

(Adapted from First Graphic Organizers: Reading)

EALR 3: The student reads different materials for a variety of purposes.

3.1   Read to learn new information.

3.1.1   Understand how to select and use appropriate resources.

Group discussion: White House pets

Materials:

Internet connection

Directions:

*Ask students who lives in the White House and with what pets. Besides

the First Family, discuss the pets and what it might be like for them to live

in the White House.

*Go to www.whitehouse.gov/WH/Kids/html/ for a virtual tour of the

White House.

*Make a list of interesting facts about pets in the White House.

(Adapted from Integrating Technology into the Social Studies)

3.2 Read to perform a task.

3.2.1 Understand information gained from reading to perform a specific task.

Art: Assembly Line

Materials:

ClarisWorks or Microsoft Works

Directions:

*The students will assemble the digitized picture, such as a face of a

clown. Define the term assembly line and identify products that are

made on an assembly line.

*Divide the students into groups of five. Give each group a completed

picture to serve as a model.

*Use different ink or textures for each part of the face.

*Have students read the directions to assemble their own picture.

*Share the assembly-line pictures.

(Adapted from Integrating Technology into the Social Studies)

3.2.2 Understand a variety of functional documents.

Writing: News of the day

Materials:

News of the day page for each student

Online news facts

Directions:

*As a whole group, discuss what happened during the day. Ask the

students what was the news for the day. Have them write down two

news facts from their day at school.

*Discuss two points of news from an online news resource. Have

students write down two events from the United States for the day.

*Compare the news of the day to other forms they may be taking home

from school. How are they similar and how are they different?

(Adapted from Managing Independent Reading: Effective Classroom

Routines)

3.4 Read for literary/narrative experience in a variety of genres.

3.4.1 Understand different perspective of family, friendship, culture, and traditions found in literature.

Small group: Student-led book discussions

Materials:

Choose one of the following: a book, an author study, a science project or experiment, jigsawing a text, a research project

Directions:

*Pick a topic or a theme.

*Choose a group leader and rotate this position, so every student experiences this role.

*Invite a student to be the group's spokesperson, and rotate this position, too.

*Require that all group members take note on the main points covered in the discussion and those points they will present to the class.

*Pace the work by asking students to prepare and discuss one day and present to everyone the next day.

*Post prompts on chart paper.

*Offer positive feedback.

(Adapted from Teaching Reading in Social Studies, Science and Math)

3.4.2 Understand contemporary and traditional literature written in a variety of genres.

Independent reading: Variety of genres

Materials:

Variety of books of different genres

Reading log

Directions:

*Encourage students to read a wide range of reading materials from a variety of genres. Challenge them to read at least one book from each of the following genres during the school year. Have them record each in a reading log.

Nonfiction genre:	Fiction genre:
-Folklore	-Biography
-Fantasy	-Expository/Informative
-Fairy Tale	
-Humor or Comedy	
-Mystery	
-Drama	
-Adventure	
-Science & Historical Fiction	

(Adapted from Balancing Literacy: A Balanced Approach to Reading and Writing Instruction)

3.4.3 Understand a variety of literature representing different cultures and traditions.

Partner reading: Radio readings

Materials:

Tape recorder

Book of interest to a reader

Directions:

*The students will partner with a classmate and a book of their choice. The students will discuss what they thought of their book choice.

*Using the tape recorder, one student interviews the other student who discusses what they liked about their book. They will explain how the author's was similar or different from that of the reader.

(Adapted from The Fluent Reader)

EALR 4: The student sets goals and evaluates progress to improve reading.

4.1 Assess reading strengths and need for improvement.

4.1.1 Understand how to monitor own reading progress.

The One-Minute Reading Probe is a quick assessment that gives a glimpse of a student's reading.

Questions to ask in a conference to learn more about a reader:

*Would you describe yourself as a reader?

*Do you like to read?

*How often do you read for pleasure at home?

*Do you read for pleasure at school?

*What are you good at in reading?

*What are some areas you think you need to improve in your reading?

*When you come to a word you don't know while reading, what do you do?

*What do you do when you dome to a passage that is difficult to read?

*What do you need to do to become a better reader?

(Adapted from The Fluent Reader)

4.1.2 Understand how to set a grade-level appropriate reading goals.

Student self-evaluation

Materials:

Reading attitude survey

Student self-evaluation

Directions:

*Meet with each student and complete the reading attitude survey.

Discuss their answers with the student.

*Next , have the student complete the student self-evaluation. Then

meet again with them to write goals for their reading at the bottom of

the evaluation.

(Adapted from Developmental Continuums: A Framework for Literacy

Instruction and Assessment K-8)

4.2 Develop interests and share reading experiences.

4.2.1 Understand that readers have favorite books.

Self-selected books

To assist students read fluently, follow these guidelines for word

recognition accuracy:

*Independent level—96% to 100% accuracy.

Can read text independently without assistance.

*Instructional level—90% to 95% accuracy.

Can read text with instructional assistance.

*Frustration level—below 90% accuracy.

Has great difficulty reading the text, even assistance.

(Adapted from The Fluent Reader)

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