

# MODULE 1: FOUNDATIONS OF READING



**Foundations**

Margaret Menner

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Guided Reading

Literacy Centres

Shared Reading

Independent Reading

Reading Strategies

Assessment

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**READING STRATEGIES**

**Meaning**  
Semantic Cue System  
Does it make sense?

**Structure**  
Syntactic Cues System  
Does it sound right?

**Visual**  
Graphophonic Cue System  
Does it look right?

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### The Literacy Block

<b>Whole Class</b>	
• Shared reading	10 - 20 minutes
• Read Aloud	
<b>Small Group</b>	
• Guided Reading	10 - 30 minutes
• Literacy Centres	
• Independent Reading	
• Language Experience	
• Shared Reading	
<b>Whole Class</b>	
• Review	5 - 10 minutes

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### Shared Reading Made Easy

You will need:

- iDocCam App 
- IPEVO Visualizer software 
- Smart phone or iPad stand 

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### What Really Matters For Developing Readers

Richard Allington

Achievement	Reading Per Day	Words Per Year
90%	40.4 minutes	2,357 000
50%	12.9 minutes	601 000
10%	1.6 minutes	51 000

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**Setting Targets**

Year Level	Minimum Standard	Target
End of First Year of School (Foundation/Kindergarten)	Level 1 Fountas & Pinnell A	Level 5 Fountas & Pinnell D
End of Year 1	Level 15 Fountas & Pinnell I	Level 20 Fountas & Pinnell K
End of Year 2	Level 21 Fountas & Pinnell L	
End of Year 3	Level 24 Fountas & Pinnell O	
End of Year 4	Level 27 Fountas & Pinnell R	
End of Year 5	Level 30 Fountas & Pinnell U	
End of Year 6	Fountas & Pinnell Z	

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**Reading Level 1**  
Fountas and Pinnell A



We like to run.

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**Reading Level 5**  
Fountas and Pinnell D



The horse went in the little house. "What a nice little house!" said the horse.

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Reading Level 15  
Fountas and Pinnell I

This is a koala.  
Koalas live in Australia.



Koalas live in tall trees called gum trees. Koalas have sharp claws. The claws help them climb the trees.



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- Reading Targets
- Research
- Literacy Block



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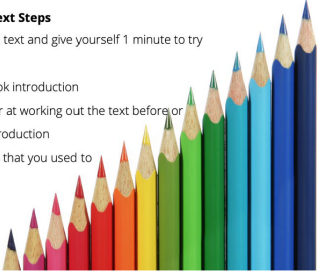
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**Next Steps**

- Check out the 'gobbly gook' text and give yourself 1 minute to try to work it out
- Read through the quick book introduction
- Think about were you faster at working out the text before or after you read the book introduction
- Make a list of the strategies that you used to work out the text



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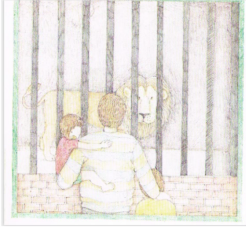
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We lifted Rosie up.  
 She looked at the lion.  
 It walked up and down,  
 up and down.  
 looking at us.

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Book Introduction

This story is called 'Rosie at the Zoo'. It is about dad taking Rosie and her brother to the zoo. They see the lions in the cages. What do you think lions do in cages? In this story, they walk up and down. What do you think Rosie will do when she hears the lion roar?

Now go back to the text and see if it is easier working out the 'gobbly gook' text once you have activated your prior knowledge

[Normally, I would ask lots of questions to activate your prior knowledge about zoos, little girls at zoos and their response to lions, what lions do in zoos etc...]

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We lifted Rosie up.  
 She looked at the lion.  
 It walked up and down,  
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Then the lion roared.  
Rosie cried.  
"I don't like lions," she said.

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List of strategies I think I teach well:

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**Reading Strategies 101**  
Module 1  
Lesson 3

Margaret Menner

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Reading Strategies  
Phonological Awareness

- Rhyme
- Word awareness
- Syllabification
- Initial sounds
- Final Sounds
- Blending

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Reading Strategies

- Finger pointing 1:1 matching
- Picture cues
- Tracking
- Pattern prediction

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Reading Strategies

- Re-reading
- Reading On

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Reading Strategies

A Venn diagram with three overlapping circles. The top circle is light blue and labeled 'Meaning' with 'Semantic Cue System' and 'Does it make sense?'. The bottom-left circle is light yellow and labeled 'Structure' with 'Syntactic Cues System' and 'Does it sound right?'. The bottom-right circle is light pink and labeled 'Visual' with 'Graphophonic Cue System' and 'Does it look right?'. The circles overlap in the center and at the intersections.

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Reading Strategies

- Self Correction
- Self Monitoring
  - at a word level
  - at a sentence or phrase level
- Skipping

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Reading Strategies

- Phonics
- Word Analogy
- Chunking
- Onset and Rime
- Sliding

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Reading Strategies

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- Inference
- Vocabulary
- Fluency
- Activating Prior Knowledge
- Questioning
- Summarising
- Synthesising
- Visualising
- Making Connections

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# THE READING STRATEGIES CHECKLIST

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Hey there,

This is an overview of all the strategies you need to teach reading. The strategies are pretty similar over various reading abilities. Introducing more complex text adds layers of difficulty to each strategy.

Sometimes, having a checklist isn't enough, so if you want to see how to actually teach these strategies explicitly register for the online training or contact me to find out more.

cheers  
Margaret Menner



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## PHONOLOGICAL AWARENESS

**RHYME**  
Recognising rhyme and able to produce rhymes

**WORD AWARENESS**  
Knowing what a word is, what a letter is, what a picture is

**SYLLABIFICATION**  
Recognising syllables and able to produce syllables


**INITIAL SOUNDS**  
Recognising and able to hear and produce initial sounds

**FINAL SOUNDS**  
Recognising and able to hear and produce final sounds

**BLENDING**  
Putting together all the phonemes or sounds to form a word

**PHONEMIC SEGMENTATION**  
Decomposing a word into its phonemes or sounds

**PHONEMIC MANIPULATION**  
Deletion or additions of an initial sound or phoneme



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## READING STRATEGIES

### DIRECTIONALITY

Reading from left to right, word after word and return sweep.

### FINGER POINTING

Pointing to each word as it is read [From level 5 this might become head pointing or eye pointing]

### 1:1 MATCHING

Matching of one word read to one word said aloud

### TRACKING

Matching finger to word or running finger under lines or down the middle of paragraphs to keep place

### PICTURE CUES

Searching pictures/diagrams/charts to predict and confirm reading.

### NOTICING VISUAL CUES

Attending to details in print such as noticing some features of letters and words

### PREDICTION

Predicting what makes sense or what will happen next

### PATTERN PREDICTION

Recognising and using the pattern of the text to predict what will come next

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## READING STRATEGIES

### RE-READING

- Reread the sentence or phrase
- Reread the sentence or phrase and checking first letter
- Reread the sentence or phrase and checking picture
- Reread the sentence or phrase and checking picture and first letter
- Rereading sentence or phrase and chunking a part of a word

### READING ON

- Reading on past an unknown word and predicting the word using meaning.
- Reading on past an unknown word and predicting the word using structure cues
- Reading on past an unknown word and predicting the word using visual cues
- Reading on past an unknown word and predicting the word using meaning, structure and visual clue

### MEANING CUES

Noticing what has been read doesn't make sense or predicting a word based on what would make sense

### STRUCTURE CUES

Noticing that what has been read doesn't sound right [grammatically correct] or predicting words on what would sound right

### VISUAL CUES

Noticing that what has been read doesn't look right [match the print] or predicting words based on print

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## READING STRATEGIES

### CROSS-CHECKING

Using meaning, structure and visual cues together

### SELF-CORRECTION

- Noticing that something doesn't make sense, sound right or look right
- Fixing up when the text does not either make sense, sound right or look right

### WORD SELF MONITORING

Constantly checking while reading that guesses and substitutions make sense, sound right and look right

### TEXT SELF MONITORING

Noticing that several words, sentence or phrases after the error something doesn't make sense, sound right or look right and going back to fix it up

### SKIPPING

Omitting a difficult word and continuing to read if meaning is maintained



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## READING STRATEGIES

### WORD ANALOGY

Using the pattern in known words to get to unknown words: "Do I know a word like that?"

### SIGHT WORDS

Recognising a growing bank of sight words that can be read quickly and accurately

### CHUNKING

Using the first parts of a word to guess the rest of the word:  
gr, thr, str

### ONSET AND RIME

Breaking words into natural parts to read the word quickly:

- c at
- str eet
- f ish

This is faster and more efficient than sounding out each individual phoneme

### SLIDING

Using the finger to slide through a word using the onset and rime

### SYLLABIFICATION

Breaking large words into parts  
yes-ter-day

### VOCABULARY

Understanding the meaning of a variety of words

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## READING STRATEGIES

### FLUENCY

Reading with expression, phrasing & speed.

### ACTIVATING PRIOR KNOWLEDGE

Thinking about information already known about the topic, content or genre.

### QUESTIONING

Asking questions of yourself as you read, to monitor your understanding.

### SUMMARIZING

Identifying the text sequence or important parts of the text, after reading.

### SYNTHESIZING

Combining new information, with existing knowledge, to form an original idea or interpretation.

### VISUALIZING

Creating mental visual images as you read.

### MAKING CONNECTIONS

Making connections between what has been read and the readers' own life, other text or the larger world.

### INFERRING

Looking for hidden messages in the text and illustrations that the author has hinted at, but not stated explicitly.

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Thank You

I hope you've found this information on reading strategies useful.

If you would like to see how to teach these strategies in shared reading, guided reading and literacy centres give me a burl.

cheers  
Margaret Menner

I'd love to hear from you. Email me at:  
[margaret@menner.com.au](mailto:margaret@menner.com.au)

Check out my website at  
[www.advanceteachertraining.com.au](http://www.advanceteachertraining.com.au)



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**Reading Strategies 102**  
Module 1  
Lesson 4

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Reading Strategies

- Phonics
- Word Analogy
- Chunking
- Onset and Rime
- Sliding

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- Inference
- Vocabulary
- Fluency
- Activating Prior Knowledge
- Questioning
- Summarising
- Synthesising
- Visualising
- Making Connections

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# What is Guided Reading?

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Whole Class	
• Shared reading	10 - 20 minutes
• Read Aloud	
Small Group	
• Guided Reading	10 - 30 minutes
• Learning Centres	
• Independent Reading	
• Language Experience	
• Shared Reading	
Whole Class	
• Review	5 - 10 minutes

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## What is Guided Reading?

○An instructional approach where a teacher supports a small group of students to read a text independently and focuses on a reading strategy

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## What is Guided Reading?

- Small groups of students with similar reading ability [ 6 or less]
- Multiple copies of a book
- Teacher facilitates the session and coaches students in a reading strategy

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## What's the Purpose of Guided Reading?

- To teach students reading strategies at their point of need
- To coach students to use reading strategies
- To assist students to progress as readers
- To check that students are comprehending text
- To assess which strategies are being applied

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## Steps to Guided Reading

### Before the Guided Reading Lesson

- Plan your groups according to assessments
- Choose the reading strategy
- Choose the text
- Plan your introduction

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## Steps to Guided Reading

At the beginning of the Guided Reading Lesson:

- Introduce the text
- State the strategy and demonstrate how to apply the strategy
- Give clear instructions for 'early finishes'

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## Steps to Guided Reading

During the Guided Reading Lesson:

- Invite each student to read the [whole] text independently
- Listen to each student read and coach them on the strategy
- Make notes of examples where the child has applied the strategy
- Make notes for future lessons of new teaching points you need to address
- Make notes on the text difficulty for each student

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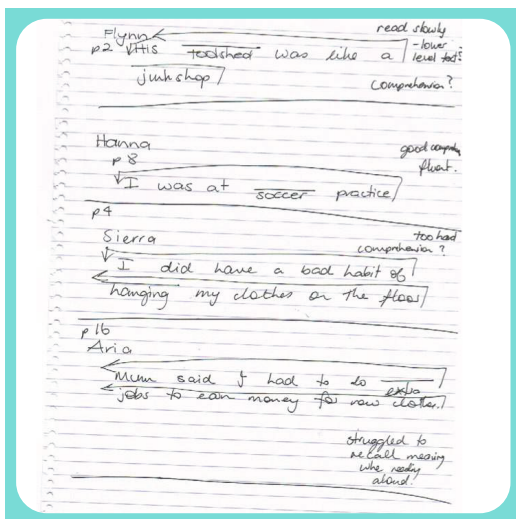
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## Steps to Guided Reading

After you have heard each student read a part of the text independently:

- Come together as a group
- Invite each student to have a conversation about the text
- Re-emphasize the strategy using examples from your notes
- Coach the students in the language to explain how they have applied the strategy
- Set 'Next Step' goals for them so they can continue to improve in reading

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## Steps to Guided Reading

### Optional Extras

- Word work – magnetic letter and whiteboards to deliberately teach phonics skills
- Follow up activities

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## Toobaloo Auditory Reading Phones or Phonics Phones



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## Summary of Guided Reading

1. Nutshell Statement
2. Activate Prior Knowledge
3. Introduce Tricky Parts
4. Explain Early Finishers
5. Introduce Strategy
6. Demonstrate Strategy
7. Hear children read independently
8. Make notes
9. Have a conversation with group to check in on comprehension
10. Praise them on use of strategy
11. Encourage them to use the strategy with all reading
12. Optional word work

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## Checking In...

•Think about how the guided reading I've talked about. Is the same or different to yours?

•Think about what might happen if you tried to do guided reading a different way to how you have usually done it.

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**Exit**  
**Foundations**  
**of Reading**  
**Module 1**  
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