

MODULE 1: THE FOUNDATION OF READING



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

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Shared Reading Made Easy

You will need:

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

Lacy Ann Strongman-Holter

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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 5 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

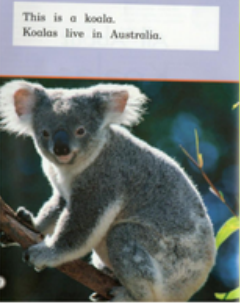

horse went
to the little house.
"It's a nice little house!"
said the horse.



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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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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


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**
- Self Correction

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

 - Skipping
- The slide features a yellow border and a list of three main strategies. The first is 'Self Correction'. The second is 'Self Monitoring', which has two sub-points: 'at a word level' and 'at a sentence or phrase level'. The third is 'Skipping'. A small circular icon is in the bottom right corner.

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-
- Reading Strategies**
- Phonics

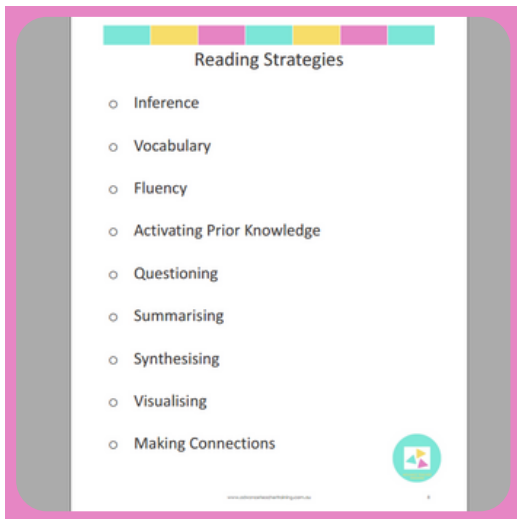
 - Word Analogy

 - Chunking

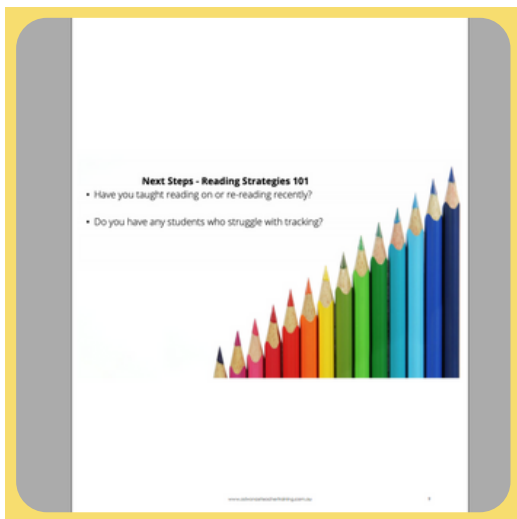
 - Onset and Rime

 - Sliding
- The slide features a teal border and a list of five strategies: 'Phonics', 'Word Analogy', 'Chunking', 'Onset and Rime', and 'Sliding'. A small circular icon is in the bottom right corner.

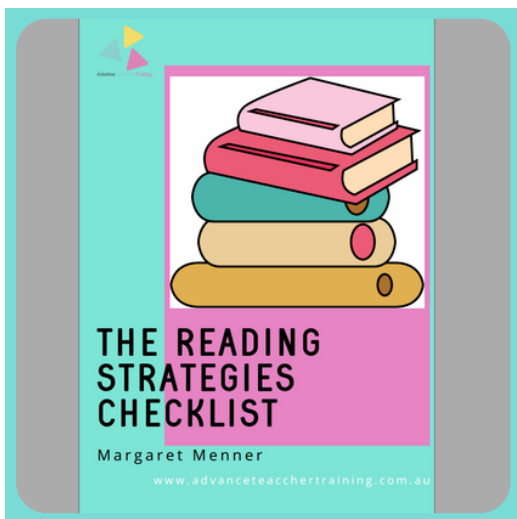
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Hey there,

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 cue

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.

- e 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:
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Check out my website at
www.advanceteachertraining.com.au



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Reading Strategies 102


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Reading Strategies

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




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Reading Strategies

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



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Next Steps - Reading Strategies 102

1. Think about the reading strategies based on Phonics and have you deliberately taught any of these recently:

- Phonics
- Word analogy
- Chunking
- Onset & Rime
- Sliding

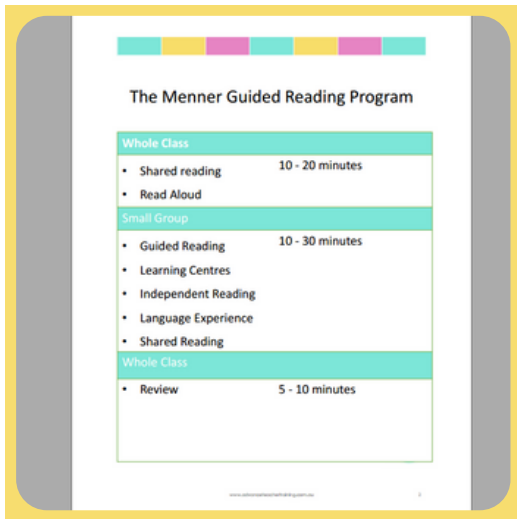
2. Think about the comprehension strategies. Which ones are you confident with and which ones confuse you?



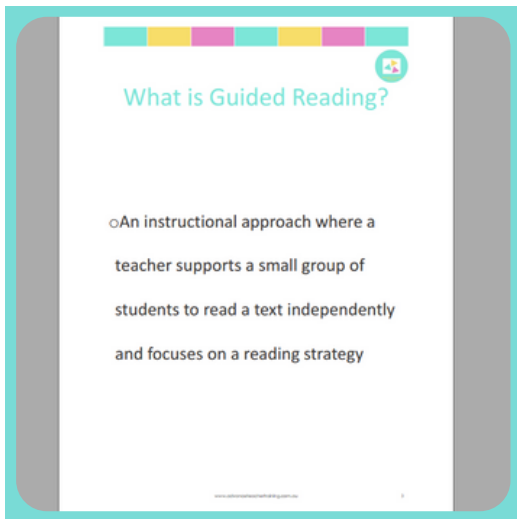
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What is Guided Reading?

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

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What's the Purpose of Guided Reading?

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

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Steps to Guided Reading

Before the Guided Reading Lesson

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

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Steps to Guided Reading

At the beginning of the Guided Reading Lesson:

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

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Steps to Guided Reading

During the Guided Reading Lesson:

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

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Teaching Notes During Guided Reading

p. 10
 read slowly
 p. 11
 teacher was like a / what did
 junkie? / complain?
 Hanna
 p. 12
 good work
 I was at soccer practice / flat.
 p. 13
 Sierra
 I did have a bad habit of / teacher
 hanging my clothes on the floor / complain?
 p. 14
 p. 15
 Mom said I had to do extra /
 jobs to earn money for new clothes /
 struggled to
 make money
 like, really
 hard!

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Steps to Guided Reading

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

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

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Steps to Guided Reading

Optional Extras

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

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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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Roadmap for Guided Reading

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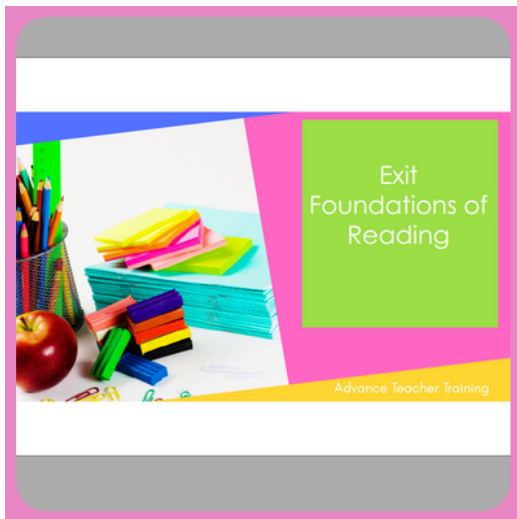
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Next Steps

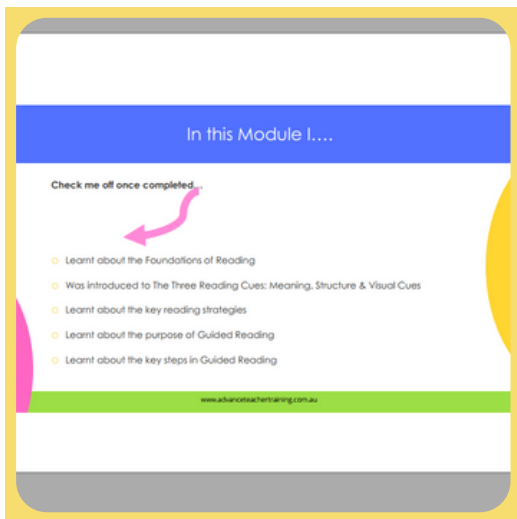
- Is your guided reading the same or different to the steps that have been outlined?
- What might happen if you try guided reading following the roadmap for guided reading?

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