

MODULE 5: TOOLKIT OF LITERACY CENTRES

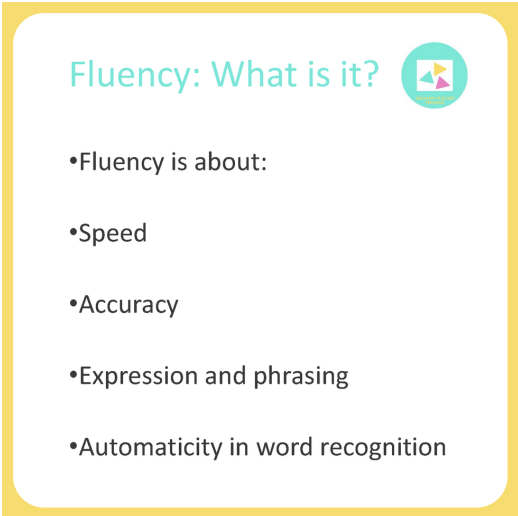


Teaching Fluency

Margaret Menner

www.advanceteachertraining.com.au

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Fluency: What is it?

- Fluency is about:
- Speed
- Accuracy
- Expression and phrasing
- Automaticity in word recognition

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Fluency: Why is it important?

Fluency assists with comprehension

- Students are able to focus on **comprehension** because their brain space is not taken up with decoding

They can:

- Make connections
- Activate knowledge
- Ask questions
- Visualise
- Monitor their reading

[meaning, visual and structure cues]



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Fluency: Why is it important?



- Fluency improves student reading outcomes



"I'm getting so good at reading ..."

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Fluency: How do we teach it?



- If we want our students to read fluently...

STOP INTERRUPTING!



Just let me read...!

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Fluency: How do we teach it?



Struggling readers are:

- More likely to be reading material that is too difficult

While better readers are:

- More likely to be reading material that is of appropriate difficulty

Struggling readers are:

- More likely to be asked to read aloud

While better readers are:

- More likely to be asked to read silently

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Fluency: How do we teach it?

Struggling readers are:

- More likely to be interrupted when they miscall a word

While better readers are:

- More likely to be expected to self-monitor and self-correct

Struggling readers are:

- More likely to be interrupted more quickly

While better readers are:

- More likely to be interrupted after a wait period or at the end of a sentence

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Fluency: How do we teach it?

Struggling readers are:

- More likely to pause and wait for an adult to prompt

While better readers are:

- More likely to attempt to work out the word independently

Struggling readers are:

- More likely to be told to sound out a word

While better readers are:

- More likely to be asked to re-read or cross-check when interrupted

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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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What Really Matters For Developing Readers

Richard Allington

- Children need to read a lot
- Children need books they can read

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Fluency: How do we teach it?



Models of reading
Children learn about:

- Phrasing
- Rhythm
- Speed
- Intonation
- Naturalness
- Use of voice [for different characters]

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Fluency: How do we teach it?



Volume of reading
The more children read:

- The greater their vocabulary
- The faster they read
- The more they comprehend
- The more they read with automaticity
- The more accurately they read

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Fluency: How do we teach it?



Fluency

Students need:

- Time for free choice reading
- Access to a variety of text
- ‘Just right’ text
- ‘Home-Run Books’
- To feel successful as readers

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Fluency: How do we teach it?



Reading to:

- Modelled reading
- Shared reading
- Read Aloud

Students need to hear fluency and phrasing demonstrated regularly

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Fluency: How do we teach it?



Reading with:

- Guided Reading
- Shared Reading

Deliberately teaching fluency strategies

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Fluency: How do we teach it?

- Independent reading
 - of 'just right' texts
 - of free choice texts
 - of a huge variety of texts

Improves accuracy, vocabulary and automaticity

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Fluency: How do we teach it?

Enable time to practice fluency strategies:

- Literacy Centres
- Independent Reading

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Fluency: How do we teach it?

Commercial Program that assist fluency:

- Rainbow Reading
- Audio Reading [www.audible.com]
- Pen scanners [C-Pen Reader]

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Fluency: How do we teach it?

Other aspects which relate to fluency:

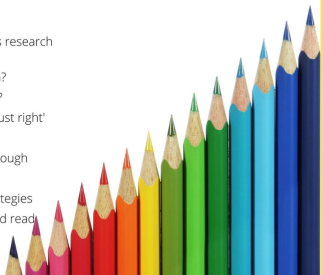
- Phonological awareness and phonics
- Vocabulary knowledge
- Sentence structure [grammar]
- Punctuation [for rhythm, phrasing & intonation]

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Next Steps

Think about Richard Allington's research and ask yourself:

- Am I interrupting too much?
- Am I interrupting too soon?
- Are my student's reading 'just right' books each day?
- Are my students getting enough reading time each day?
- Am I modelling fluency strategies through shared reading and read aloud?



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Fluency Literacy Centres

Margaret Menner

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Fluency: How do we teach it?

Introduce Literacy Centres that:

- Encourage as much reading as possible
- Encourage repeated reading
- Encourage expression & phrasing
- Extend vocabulary

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Fluency: How do we teach it?

Enable time to practice fluency strategies:

- Readers theatre
- Minute Madness
- Peer reading
- Independent reading

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Readers Theatre

- Voice performance of a piece of writing
- An authentic way to promote repeated readings
- Repeated readings enhance fluency

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Readers Theatre



Steps in Readers Theatre:

- Simple, humorous poetry
- Choral readings with parts
- Scripted Plays

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Readers Theatre



- Work with 2-3 others
- Choose a poem to read
- Read through it
- Work out how you will break it into parts
- Work out who will read each part
- Work out how will you read the parts' [volume, speed, expression, unison]
- This is a voice performance so you don't need props or costumes

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Readers Theatre Rubric



	4	3	2	1
Clarity, Pace and Volume	<ul style="list-style-type: none"> Can be heard by audience Volume is used to engage audience 	<ul style="list-style-type: none"> Can be heard by audience most of the time Levels of volume is used sometimes 	<ul style="list-style-type: none"> Can just be heard by audience Occasionally volume is changed 	<ul style="list-style-type: none"> Voices is too quiet to understand The same volume is used the entire text
Expression	<ul style="list-style-type: none"> Exaggerated voices and facial expression convey the message 	<ul style="list-style-type: none"> Voices and facial expression convey the message 	<ul style="list-style-type: none"> There is some voice and facial expression 	<ul style="list-style-type: none"> Voices and facial expression is the same throughout the text
Eye contact & Gestures	<ul style="list-style-type: none"> Excellent, consistent, eye contact with audience Gestures entertain & engage the audience 	<ul style="list-style-type: none"> Eye contact with the audience Some gestures to convey the text message 	<ul style="list-style-type: none"> There is some eye contact with the audience There are occasional gestures to engage the audience 	<ul style="list-style-type: none"> There is not eye contact with the audience There are not any gestures

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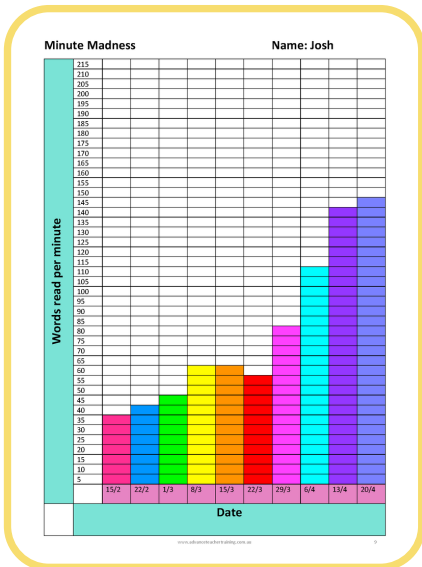
Fluency: How do we teach it?



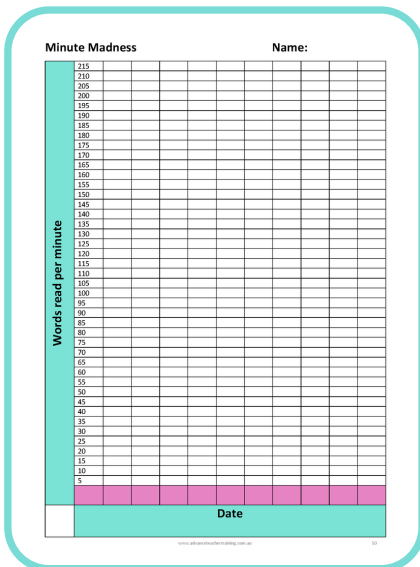
Minute Madness

- With a pencil, lightly mark in your book where you are going to start reading
- When the teacher says, "Go," Start reading (quietly!) for one minute
- When the teacher says "Stop," Use your pencil to lightly mark in your book where you read to
- Count how many words you read
- Record your scores on graph paper

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Fluency: What do we assess?

Quality:

Measure the quality of students' reading.

The use of:

- Rhythm
- Speed
- Phrasing
- Intonation
- Naturalness
- Use of voice

[for different characters & moods]

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Fluency: What do we assess?

Efficiency

- Measure the accuracy of students' reading
- The number of errors, compared to the number of words read correctly
- The reading rate – the number of words read per minute

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Assessing Fluency

'What Really Matters in Fluency.' Richard Allington

As you listen to a student who is struggling with fluency consider why the reader is having fluency problems.

Is it because:

- He seems anxious and uncomfortable reading out loud?
- She reads more fluently when she has read the text silently before reading aloud?
- She is trying to read fast and is not thinking about comprehension
- He is not self-monitoring while reading
- She doesn't know the meaning of many words she is reading
- She waits for an adult to help rather than attempting an unknown word independently
- He decodes words slowly, letter by letter
- She seems to be missing decoding skills
- He doesn't recognise many high frequency words at a glance

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Fluency: How do we assess it?



- Self assessment
- Peer assessment
- Teacher assessment

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Fluency: How do we assess it?



Teacher assessment:

Running Records

- Access Accuracy

But, you also need to check for:

- Speed
- Comprehension
- Expression

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Fluency: How do we assess it?



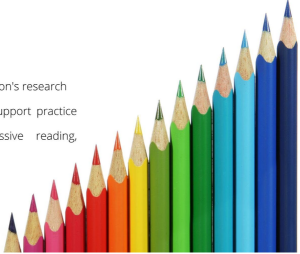
- Quality and efficiency are only indications for reading achievement



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Next Steps

- Try Readers Theatre
- Try Minute Madness
- Think about Richard Allington's research
- Do you literacy centres support practice volume changes, expressive reading, rereading and vocabulary?



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Readers Theatre Poem List

- The Bogus-boo - James Reeves
- Godfrey Gordon Gustavus Gore - William Brightly Rands
- Would You Mind Repeating That? Max Fatchen
- Jillian McDarter - Janeen Brian
- Clothesblind - Elizabeth Honey
- The Land of the Bumble Boo - Spike Milligan
- Song of the Witches - William Shakespeare
- The Crocodile's Toothache - Shel Silverstein
- Spaghettii! Spaghettii! Jack Prelutsky



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Summarising Literacy Centres

Margaret Menner

www.advanceteachertraining.com.au



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Sequencing → Summarising

Sequence Retell Summarise

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Summarising:
What is it?

- The ability to identify the most important parts of a text and retell them succinctly

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Summarising:
Why is it important?

- Demonstrates the text has been fully understood

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Summarising:
Why is it important?



Life-long reading skills:

- Higher education
- Legal contracts
- Work situations
- Winning arguments with a spouse

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Summarising
How do we teach it?



Summarising skills:

- Select key words
- Locate topic sentences
- Articulate that idea in one sentence
- Rinse and repeat...

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Summarising
How do we teach it?



- Make sure they are reading text they can understand
- Demonstrate it
- Encourage partner work
- Have realistic expectations
- Practice activities many times on a variety of text
- Have fun with it...

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Summarising How do we teach it?

- Shared Reading
- Read Aloud – Modelled Reading
- Guided Reading
- Literacy Centres

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Summarising: Literacy Centre Ideas

- Scrolls *
- What's the heading? *
- Summarising Flip Book
- Cartoon Summarising
- Jumbles Stories
- True or False
- Fact or Opinion
- Multiple Choice Challenge
- Important Vs Interesting
- Silly & Sensible Summaries

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Summarising

Scroll Summaries

'More Learning Centres to Support Guided Reading'

Margaret and Roy Menner

- You can work alone or with a partner
- Choose a text to read, it can be fiction or non-fiction
- Read the text
- Write the title in the first box of the summary strip
- Now try to summarise your text in the next four boxes
- You can either draw or write your summary
- Stick the strip to the cardboard roll
- Roll the strip around the cardboard roll
- Put a rubber band around it
- Unroll your scroll and share your summary with a friend

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Summarising



Guess the Heading

Source: *Learning Centres to Support Guided Reading Book 2*
Margaret Menner

- Work with a partner
- Choose a non-fiction book each
- Work alone and use a sticky-note to cover the headings
- Swap books with your partner
- Each person tries to guess the heading by reading the text and thinking what the heading might be
- Discuss with your partner why some headings were easier to guess than others
- Try this with another book

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Summarising



Key Words Competition

"*Learning Centres To Support Guided Reading*"
Margaret & Roy Menner

- Work with a partner
- Choose a non-fiction book that you have not seen before
- Don't open the book yet...
- Both you and your partner have one minute to make a separate list of words that you think will be in the book
- The words can't be common words such as is, and, the...
- The words must be important words
- Now you can both read the book
- As you read, tick each word on your list that is in the book
- The person with the most ticks is the winner

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Budding Actors



- Be clear on what strategy you want students to practice
- Turn it into a game or competition
- Ensure there is lots of reading
- Make it fun...

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Next Steps
Think about any literacy centres you already have that support summarising

- Are the student's having fun?
- Are the students able to transfer the summarising skill to other text?
- Have a try at introducing one of the summarising literacy centres



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Barrier Game Literacy Centres

Margaret Menner


www.advanceteachertraining.com.au



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What are Barrier Games?



- Barrier games are simple procedures based on giving and receiving instructions

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What are Barrier Games?



Barrier Games can be:

Simple sequences or pattern making:

- Students describe the successive items in an array or sequence such as bead threading, patterning or a clothes-line



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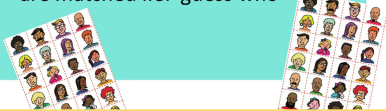
What are Barrier Games?



Barrier Games can be:

Matching pairs:

- Students take turns describing objects or pictures until all pictures are matched i.e. 'guess who'



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What are Barrier Games?



Barrier Games can be:

Assembly:

- Students assemble pictures or objects from a choice of parts and the partner copies from verbal instructions i.e. 'tangrams'



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What are Barrier Games?



Barrier Games can be:

Construction:

Students describe steps in building a construction and the partner copies i.e. blocks, Lego techniques



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What are Barrier Games?



Barrier Games can be:

Location:

Students choose and place items in relation to each other on a picture board



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What are Barrier Games?



Barrier Games can be:

Grids:

Students describe the position of a marker using grid co-ordinates



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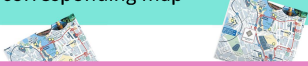
What are Barrier Games?



Barrier Games can be:

Route finding:

Students describe how to get from one point on a map to another location. The partner follows instructions and draws the route on the corresponding map



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Why Use Barrier Games?



- Assist children in giving explicit instructions
- Assist children in learning to monitor information and follow instructions
- Assists children in asking questions to clarify information
- Assist children to develop a descriptive vocabulary

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How Do We Use Barrier Games?



- During literacy centres
- Small groups of no more than 6
- Partner work
- Introduce Barrier Games following the steps mentioned in the earlier video
- If there are uneven numbers in a group one child becomes the observer
- Useful for all primary students
- Also useful for husbands who need help finding stuff!

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What, Why & How of Barrier Games

What:

- procedures based on giving and receiving instructions

Why:

- assists children [and husbands] to follow and give instructions
- assists with descriptive language and clarifying questions

How

- as a literacy centre

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Next Steps

- Think about how you could use Barrier Games with your class
- Make some Barrier Games suitable for your year level



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More Ideas for Literacy Centres

Margaret Menner

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Purposeful Literacy Centres



- Ensure your literacy centres are purposeful
- Ensure your students know the purpose of the literacy centre
- Ensure there is lots of reading

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What's the Purpose?



- Survival



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The Purpose of Comprehension Activities



- Readers learn to activate prior knowledge and information to make meaning from the text
- Key Word Competition

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The Purpose of Comprehension Activities

- Making connections assists readers to concentrate more attentively on the text
- Questioning assists in keeping readers engaged and clarifies understanding

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Questioning

The Question Game

'Learning Centres To Support Guided Reading'
Margaret & Roy Menner

- You and your partner choose the same text to read
- Decide how much you can read in the time
- As you are reading try to think of two tricky questions your partner might not know the answer to
- Write each question on a sticky note and stick it on the page where the question occurred
- When you have both finished play the question game
- You get a point for each correct answer
- If you ask a question that you can't answer yourself your partner will get two points
- The person with the most points is the winner of the game

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The Purpose of Comprehension Activities

- Summarizing assists readers in locating key ideas that are central to the meaning of the text
- Vocabulary activities help readers extract meaning as they read when they come to unfamiliar words
- Fluency activities help readers with comprehension and speed

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The Purpose of Comprehension Activities

- Visualising assists readers to notice the pictures that form in their head as they are reading

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Visualising

Picture This

'More Learning Centres to Support Guided Reading'
Margaret & Roy Menner

- Work with a partner
- Read a fiction text without illustrations
- You may read it independently or together
- You may choose to play the game for each chapter
- As you read try to visualise what you are reading and think about how you could draw that
- Now one player quickly draws and the other person tries to quickly guess – this can be timed
- The guess must be the exact part of the text the partner is drawing about
- Points can be scored for correct guesses
- Try this 2 or 3 times and then read some more
- Rinse and repeat

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Online Read Aloud Sites

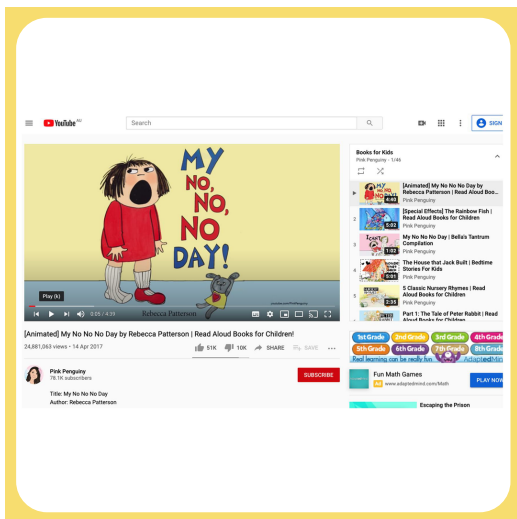
- Storybox library – Australian site – Paid subscription
- Storyline Online – USA site, read by actors, free
- Just Books Read Aloud – USA site, over 700 books, free
- Pink Penguin – USA site, good quality books, read by a child actor, selling other stuff
- Storytime Station – USA site

**some of these sites have adverts*

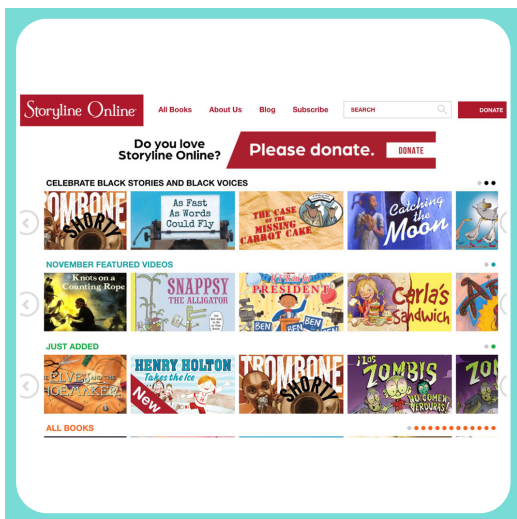
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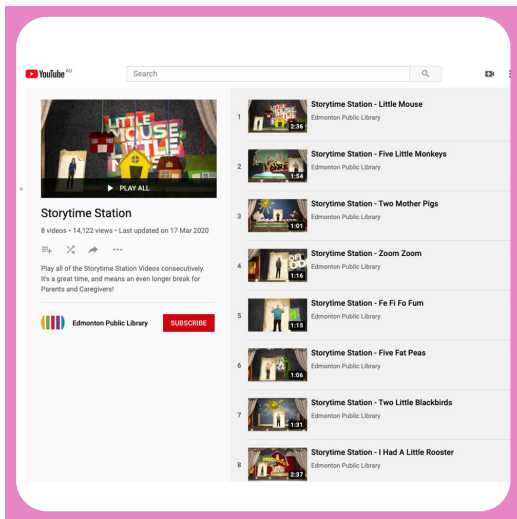
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Tips and Tricks

- o For programming

- o For making and organizing literacy centres

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Programming for Literacy Centres

- o List your centres into various categories

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Literacy Centres Planning Ideas

Comprehension Activities	
Questioning	Summarising
<ul style="list-style-type: none"> • What's the Question • Reading for a Purpose • Question Game • Three Questions • Character Interviews • Wondering Whimsies • Fat & Skinny Questions 	<ul style="list-style-type: none"> • Puppet Retells • Silly & Sensible Summaries • Important Vs Interesting Information • Scroll Summaries • Multiple Choice Challenge • Headline News • Guess the Heading • Cartoon Summaries • Summarising Flip Book • Jumbled Stories • Story Bag • Fact or Opinion • True or False
Vocabulary	Monitoring Comprehension
<ul style="list-style-type: none"> • Skim Reading • Word Definition Competition • Unfamiliar Words • Best Guess 	<ul style="list-style-type: none"> • Knowing When We Don't Know • How Many Will Fit? • Reading On...
Activating Prior Knowledge	Visualising
<ul style="list-style-type: none"> • Key Words Competition 	<ul style="list-style-type: none"> • Picture This

www.thinkingtechnology.com.au

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Literacy Centres Planning Ideas

Comprehension Activities	
Sequencing	Sentence Work
<ul style="list-style-type: none"> • Picture Sequencing • Picture & Text Sequencing • Finger Play Sequencing • Nursery Rhyme Sequencing • Song Sequencing • Big Book Sequencing • Joke Sequencing • Nursery Rhymes – Who Said That? 	<ul style="list-style-type: none"> • Simple Sentences • Initial Sound Sentences • Final Sound Sentences • Blend Sentences • Right or Wrong • Silly Sentences • Sensible or Silly • Two Part Silly Sentences • Three Part Silly Sentences • Does it Sound Right? • Sounds Right – Sounds Wrong • Animal Match Up • Crazy Dice Pictionary • Xmas Sentences • Easter Sentences • Halloween Sentences
Fluency	Synthesizing
<ul style="list-style-type: none"> • Readers Theatre 	<ul style="list-style-type: none"> • Add Ons
Making Connections	Inference
<ul style="list-style-type: none"> • Sticky Notes Connections • Connections 	<ul style="list-style-type: none"> • Inference Board Games • Reading Between the Lines

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Literacy Centres Planning Ideas

Phonics Activities	
Word Work	Letter, Pattern & Sound Work
<p>Connect Four:</p> <ul style="list-style-type: none"> • Sight Words • Contractions <p>Memory</p> <ul style="list-style-type: none"> • Compound Words • Sight Words • Final Blends <p>Word Search [Big Books]</p> <ul style="list-style-type: none"> • Pattern Word Search <p>Bingo</p> <ul style="list-style-type: none"> • Homophones • Rhyme • Contractions <p>Word Sorts</p> <ul style="list-style-type: none"> • Initial and final Sound • Syllables • Two & Three Letter Word <p>Dominoes</p> <ul style="list-style-type: none"> • Synonyms • Homophones 	<ul style="list-style-type: none"> • Initial Sound Sentences • Magnetic Letter Sort • ABC Memory • Initial Sound Ice creams • Final Sound Cakes • Three Way Sort • Letter/Sound Search [Big Books] • Onset & Rhyme Recognition • Alphabet Train • Memory Final Sound • Memory – Onset Match • Memory Middle Sound Match • Cookie Jar Match Up
Phonological Awareness	
<ul style="list-style-type: none"> • Elkonin Boxes • Rhyming Word Match • Compound Match Up 	<ul style="list-style-type: none"> • Memory – Rhyming Pictures • Bingo – Rhyming Pictures

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Programming for Literacy Centres

- o Group your students for literacy centres in non – ability groups

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Literacy Centres Weekly Program

Groups	Monday	Tuesday	Wednesday	Thursday	Friday

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Programming for Literacy Centres

- o Choose five different centres for the week ensuring there is a balance in all areas
- o Use a pattern to plan quickly

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Literacy Centres Weekly Program

Groups	Monday	Tuesday	Wednesday	Thursday	Friday
Bill Alan Peter Tom Verona Victoria	Questioning	Summarising	Audio	Readers Theatre	Fact Centre
Geoffrey Carleen Trevor Denise Fred Wilbur	Fact Centre	Questioning	Summarising	Audio	Readers Theatre
Pauline Jennifer Maree Mohamad Jesus Filip	Readers Theatre	Fact Centre	Questioning	Summarising	Audio
Mat Pichai Amelia Roy Xy Tracey	Audio	Readers Theatre	Fact Centre	Questioning	Summarising
Ben Eve Poppy John Gerry Ellen	Summarising	Audio	Readers Theatre	Fact Centre	Questioning

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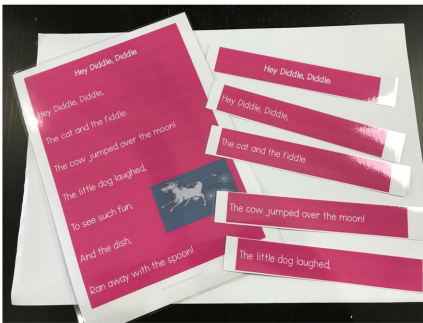
Programming for Literacy Centres

oIn the following week take out one centre and replace it with a different centres

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Tips and Tricks

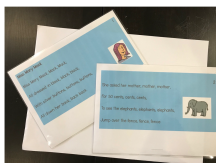
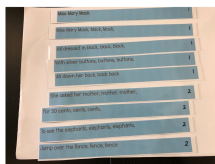
oColour co-ordinate



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Tips and Tricks

oMake it self-correctable



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Tips and Tricks



Think of how you will organize it?

- o Baskets
- o Boxes
- o Plastic pockets
- o Tubs



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Tips and Tricks



Easy to pack up

- o Shelving
- o Accessibility

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Tips and Tricks



Small bites

- o Numbers for long text
- o Breaking big games into smaller packs



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The Final Word on Literacy Centres ^{4.3}

Debbie Diller

- o Focus on the purpose – not just the ‘stuff’
- o Link centres to other subject areas
- o Slow down to speed up

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The Final Word on Literacy Centres

Debbie Diller

- o Balance the process and the product
- o Less really is more
- o Use novelty
- o Apply the K.I.S.S principle

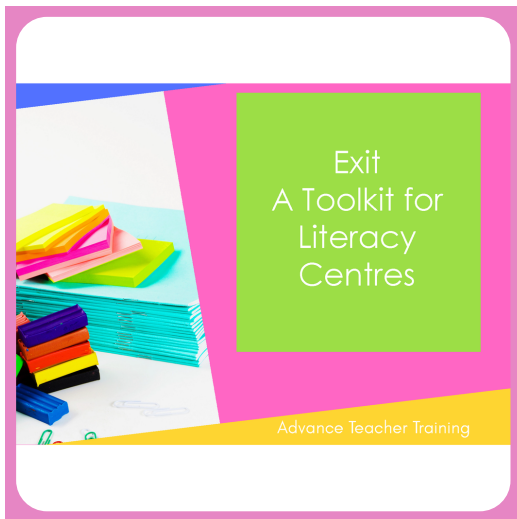
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Next Steps

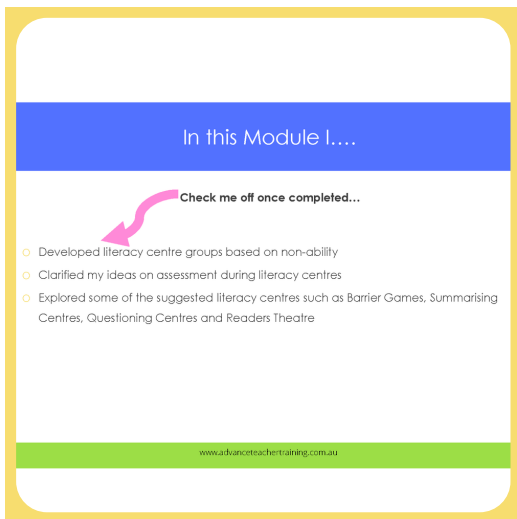
- Make a list of the 5 most important priorities for your literacy centres
- Next to each item on your list, set a time/date you will complete the task



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