FIVE ESSENTIAL COMPONENTS OF READING

Instruction and Intervention Strategies

Reading Component	Instruction/Intervention Strategy

Phonemic awareness is closely related to phonics because both involve the connection between sounds and words. While phonics is the connection between sounds and letters, phonemic awareness is the understanding that words are created from phonemes (small units of sound in language). These may seem like the same thing, but there is a subtle difference in the two. Phonics is used only in written language because it involves letters. Phonemes are sounds only. While they can be represented using letters, they can also be simply the auditory sounds of words. Phonemes are most often learned before a child begins to read because they are centered on the sounds of language rather than written words.	**Elkonin Boxes**
	
	Sound Boxes–It is important to not leave out any of the stages of this activity, but some students will move more rapidly through the beginning stages. These activities will help the child to distinguish easy to hear sounds, hard to hear sounds, common spelling/sound patterns, 'quirky' spelling/sound patterns.
	
	1. Hearing Syllables: ask the child to clap the parts he/she can hear in a few two- or three- syllable words that are well known to the child. After the child can successfully clap one- and two- syllable words, try three- and four- syllable words. Return to this activity occasionally as a reminder and to support reading and writing multisyllabic words.
	
	2. Sound Boxes: make a few picture cards for simple words (ex. Me, boy, cat, bus, boy, ship, house, jump, train). Have a set of "boxes" and counters ready. This activity teaches the child to say the word slowly and attend to the sounds in sequence.
	
	    a. Step One: Slow articulation and hearing sounds/phonemes
	        o Slowly and deliberately articulate the word for the child. Let the child hear the sounds separated, but in a natural way. DO NOT over extend the sound when modeling.
	        o Ask the child to articulate the word aloud – to *'Say it slowly.'*
	        o If necessary, ask the child to watch your lips while you say it, and then to copy you. Or: use a mirror to help the child become more aware of what his lips and tongue are doing.
	        o Use stress to emphasize any sound you want the child to notice.

Phonemic awareness (cont.)	**(Elkonin Boxes, cont.)** b. Step Two: Using the boxes for hearing the sounds in words (phonemic analysis) o Choose a card with a square for each phoneme in the word (ex. 3 squares for /c/-/a/-/t/, or for /ch/-/o/-/p/) – do not use picture cards at this point. o Model the task for the child: articulate the word very slowly and push the counters into the boxes, sound by sound. o Have the child try: get the child to articulate the word slowly while you push the counters. Then you articulate the word slowly while the child pushes the counters. Alternate roles to allow the child to practice both tasks. o As soon as possible, have the child complete the whole task independently. Choosing the words to use in boxes: • Words in which it is easy to hear the sounds • Words which use 'easy to see' letters already known – and avoid confusable situations like 'bed' • Words the child will need to use often • Words with simple letter-sound relationships • Words which will lead to other words • Words with four or five sounds Adapted from *Literacy Lessons Designed for Individuals, Part Two: Teaching Procedures,* Marie M. Clay

Phonemic awareness (cont.)	**What Did I Say?** Objective: When given a segmented word, students will blend the sounds and identify the word. Materials: Word list for the teacher Sequence: CVC words, two-syllable words, words with blends and digraphs. 1. Tell students to listen carefully to the sounds you say, and then tell you the word. 2. Model the task by blending phonemes into words. For example, say "/s/ /a/ /t/. What word is that? Yes, the word is *sat*." If students have difficulty hearing the sounds and blending sounds into words, stretch the sounds. If students still have difficulty, stretch the first sound (the onset) and say the last two sounds (the rime) as a syllable (/s/ /at/). 3. Have students do several words with you. For example, "/c/ /a/ /n/. Say the word with me: *can*." 4. Give students two or three words to blend. Determine whether students are performing the task correctly by asking each student to blend sounds into a word. 5. After all students are performing the task correctly, continue giving them words for a short time. Variation: Let students provide the words. Scaffolds: • Extend each sound. For example, /mmmm/ /aaaa/ /t/. • Extend the first sound (onset) /m/ and say the last two sounds (rime) as one syllable, /at/. • Give students chips. Model the task by lining the chips up in a row, but apart from each other. Move the first chip into the second chip and into the third chip as students blend the sounds together. Have students use the chips as they blend words. • Use the Elkonin boxes. Have students touch the first box and slide a finger across the boxes as they blend the sounds together to make a word.

Phonemic awareness (cont.)	**(What Did I Say? Cont.)** Challenges: Use words that are longer but only have a few sounds, such as tough or might. Use words with blends, digraphs, and vowel blends. *Research-based Methods of Reading Instruction, Grades K-3*
	Which Word is Different? Objective: Given three words, students will identify the one that has a different vowel sound. Materials: Word list for the teacher. Sequence: Words with the target sound in the initial position, words with the target sound in the middle position. 1. Tell students that you will say three words and they will identify the one that has a different vowel sound. 2. Model the task. For example, "Listen carefully to each of these three words. Listen for the vowel sound at the beginning of the word. Tell me the word that is different from the others. Listen: *am, an, it.* Which word begins with a different sound?" Stretch the vowels if you need to. 3. Give students two or three sets of words to ensure they can complete the task. 4. After all students have performed the task correctly, continue giving them sets of words from the word list for a short time. Variation: Use minimal pairs that aren't vowels, such as /ch/ and /sh/. Scaffold: Use words with two distinct vowel sounds /a/ and /i/. Challenge: Use words with similar vowel sounds in the middle position. *Research-based Methods of Reading Instruction, Grades K-3*

Phonemic awareness (cont.)	**Do the Phoneme Shuffle** Objective: Given a word and directions to substitute a phoneme, students will substitute phonemes in words. Materials: Word list for the teacher. Sequence: 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 than 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*." 6. After all students have performed the task correctly, continue giving them words from the word list for a short time. Scaffold: Use manipulatives such as plastic chips or tokens that students can see and move with each sound. These will also help students see how sounds are removed.

Phonemic awareness (cont.)	**(Do the Phoneme Shuffle, cont.)**
	Variation: After students learn a few letter-sound correspondences, use a word list with the learned letter sounds. Give each student a plastic bag containing four or five of the learned letter sounds. (e.g., /a/, /m/, /t/, /s/, and /f/). Ask students to put the letters in a row at the top of their desks. Say, "Move the first sound you hear so it is in front of you: *mat*." (Students move the /m/ in front of them.) Say, "Now change the /m/ to /s/." (Students move the /m/ back and move the /s/ in front of them.) Say, "What is the new word?" (Students say, "*sat*."
	Challenge: Substitute phonemes in all three positions and use longer words.
	Research-based Methods of Reading Instruction, Grades K-3

Reading Component	Instruction/Intervention Strategy
Phonics is the connection between sounds and letter symbols. It is also the combination of these sound-symbol connections to create words. Without phonics, words are simply a bunch of squiggles and lines on a page. If you think about it, letters are arbitrary. There is nothing innately bed-like about the written word "bed". It is simply the collection of letters and corresponding sounds that we agree constitute the word "bed". Learning to make that connection between the individual sounds that each letter represents and then putting those together is essential to understanding what that funny squiggle means.	**Letter / Sound Correspondence** Objective: To increase fluent identification of letter sounds for students who have not yet mastered all letter sounds, or know letter sounds, but do not identify them with high rates of automaticity. Materials: Five Flash cards with 1 letter each on them. Three of these cards should have letters that the student has previously mastered, and the other two are new or un- mastered letter sounds. Sequence: 1. **Explain:** Teacher says to the student "Today you're going to practice saying the sounds for some letters. When I point to the left of a letter, figure out the sounds in your head. When I touch under the letter, say the sound as long as I continue to touch under the letter." 2. **Model:** Teacher says to the student "I'll model for you how to say the sound of the first two letters when I touch under them. My turn." Teacher models for the students, using the signaling procedure described above. 3. **Practice:** Teacher says to the student "Each time I touch under a letter, you say the sound it makes. Your turn." Teacher practices with student, going through the 5 cards repeatedly until the student consistently responds correctly and immediately to all cards. Teacher maintains brisk pace, with little pause between cards. 4. **Correction:** Any time a student responds incorrectly to a letter sound, the teacher immediately says "My turn," demonstrates the correct response, then says "Your turn" has the student respond to the same card, backs up 2 letters and continues forward so that the letter sound identified incorrectly comes back up again. http://www.swsc.org/cms/lib04/MN01000693/Centricity/Domain/91/Letter_Sound_Correspondence_Intervention.pdf

Phonics (cont.)	**Elkonin Boxes**
	Sound Boxes: Before using this strategy, it is important to ensure the student can independently demonstrate understanding of Phonemic Awareness with the Elkonin Sound Boxes. Although some students will move more rapidly through the beginning stages, it is important to not leave out any of the stages of this activity. These activities will help the child to distinguish easy to hear sounds, hard to hear sounds, common spelling/sound patterns, 'quirky' spelling/sound patterns.

1. Intermediate Steps – use this step as a support for the child when writing new and difficult words.
   a. Articulate the word slowly.
   b. Draw a box for each sound segment.
   c. Ask, '*What can you hear?*'
   d. Encourage the child to say the word slowly, pointing to the boxes for each sound.
   e. Ask, '*How could you write it?*' Student writes the letters for each sound heard and known into the appropriate box.
   f. Gradually shift to '*What letters would you expect to see?*'

Example:

b	oa	t

Teacher would add any "silent" letters until the child learns the spelling pattern.

Phonics (cont.)	**(Elkonin Boxes, cont.)**
	
	2. Spelling Boxes: this shift comes when the child knows how to listen for sounds, how to find letters for recording them, and how to find the beginning sound and move through the sounds of a word in sequence. **The shift**: now there is a box for *every letter* in the word.
	   a. The student will no longer "push" the sounds. Now the child will slide a finger under the boxes when articulating the word.
	   b. The child will write the letters heard, and the teacher supports by adding the silent and hard to hear letters.
	   c. In early lessons, the teacher should anticipate the challenges and quickly put in the correct spelling for the child. As the child learns the spelling patterns, they can write in the letters.

s	h	i	P

h	o	u	s	e

Choosing the words to use in boxes:
- Words in which it is easy to hear the sounds
- Words which use 'easy to see' letters already known – and avoid confusable situations like 'bed'
- Words the child will need to use often
- Words with simple letter-sound relationships
- Words which will lead to other words
- Words with four or five sounds

Adapted from *Literacy Lessons Designed for Individuals, Part Two: Teaching Procedures,* Marie M. Clay

Phonics (cont.)	**Read the Word** Objective: Given a regular word, students will read it. Materials: Word cards using words from the following list: - VC: *in, at, am, it, up, ox* - CVC: *mat, hop, cut, sit, pi, can, ten, get, not, cup, cut, tap, red, him, cob, run, gum, ham, mad, hid, dip, box, bug, big* - CCVC: *stop, flap, snap, trip* - CVCC: *mast, jump, bunk, fall, hand, will, bend, rock, told, dash, back, duck* - CVCe: *bike, take, joke, made, time, more, cape, kite, five, name* - CCVCC: *truck, sport, blast, small* Sequence: 1. Tell students they will be reading new words. 2. Tell students that when shown a word card, they will first sound out each letter-sound and then read the word fast. 3. Show students a word card. Model the task by saying each sound continuously as you point to each letter ("*iiiinnnn*"). 4. After sounding out the word, read the word fast ("*in*"). 5. Show a word and ask the students to say each sound. Determine that all students have said each sound correctly. If a student makes an error, review the correct letter-sound correspondence and repeat. 6. Once students have sounded out the word, ask them to read it fast. If a student reads the word incorrectly, as him or her to wound it out first and then read the word fast. 7. Continue with the remaining word cards.

Phonics (cont.)	**(Read the Word, cont.)** Scaffolds: • Review the individual letter-sound correspondences that appear in the words shown. • Students point to each sound as they pronounce it, and sweep their fingers under the word when reading it fast. • Students use letter tiles, pulling down each title as they say the w=sound and sweeping a finger under the tiles when they say the word fast. *Research-based Methods of Reading Instruction, Grades K-3*

Phonics (cont.)	**Structural Analysis: Let's Add Word Parts** Objective: Student will understand that affixes change the meanings of words. Materials: Chart paper, markers, and a list of root words students can read and give the meaning. Sequence: Most common prefixes and suffixes, less common prefixes and suffixes. 1. Tell students that adding parts to a word will change its meaning. Tell them that prefixes appear at the beginning of a word, and they will learn the meaning of the prefix, then add it to root words. 2. Write a prefix on the chart paper. Read the prefix and tell students its meaning. 3. Ask students to read the prefix and say what it means. 4. Write a root word on the chart paper. Ask students to read the word and say what it means. If students do not know the meaning, provide it. 5. Write the root word with the prefix. Ask students to read the word. 6. Model how to determine the meaning of the new word. For example, say, "The new word is *unhappy*. *Un-* means 'not' and happy means 'with joy,' so unhappy means 'not happy' or 'without joy.'" 7. Provide additional root words and ask students to read and define the prefix, read the root word, read the word with prefix added and define the new word. 8. Repeat steps 2-7 using the second prefix. Variation: Use suffixes. Scaffold: Limit the number of prefixes introduced. *Research-based Methods of Reading Instruction, Grades K-3*

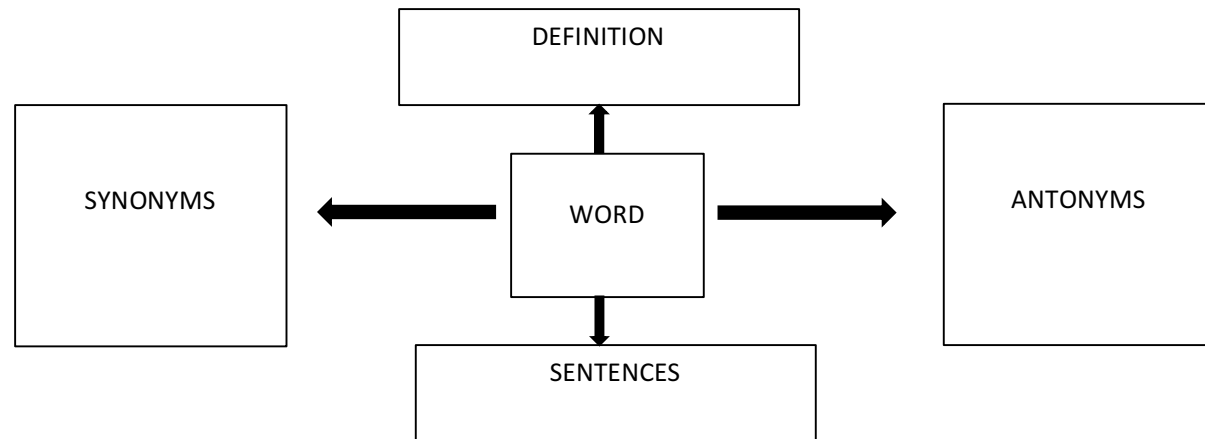| Reading Component	Instruction/Intervention Strategy
Vocabulary: In order to read words we must first know them. Imagine how frustrating and fruitless it would be to read this article if all of the words were unfamiliar to you. As children become stronger, more advanced readers they not only learn to connect their oral vocabularies (the words we know when they are spoken) to their reading vocabularies (the words we know when they are used in print) they also strengthen each of these areas by adding new words to their repertoires. Vocabulary development is an ongoing process that continues throughout one's "reading life".	**Elaborating Words** Objective: Students will provide at least one detail to describe a word in a sentence. Materials: Familiar words (*dog, ocean, hat*), words that describe familiar words. Sequence: 1. Explain that students can elaborate on or say more about words to make sentences more interesting. 2. Write a sentence that uses a familiar word. Be sure to underline the word. Example: "The dog chased the cat." 3. Read the sentence, and have students read it aloud. 4. Model how to elaborate and add more words to describe the word. Example: "I will think of some words that tell more about the dog." 5. Add several descriptive words (*large, black, white*) to the sentence. 6. Rewrite the sentence, adding the descriptive words. Example: "The large black and white dog chased the cat." 7. Read the sentence, and have students repeat it. 8. Write another sentence. Be sure to underline the familiar word. 9. Read the sentence, and have the students repeat it. 10. Ask students to think of words that tell more about the familiar word. Example: "What are some words that tell more about the ocean?" 11. Prompt students if necessary. Example: "Tell me about the size of the ocean." 12. Rewrite the sentence, adding the descriptive words. Example: "The shark lives in the huge, blue, and salty ocean." 13. Read the sentence, and have students repeat it. 14. Ask student to independently think of at least three words to describe or tell more about the familiar word. 15. Have several students share their descriptive words. Rewrite the sentence, adding the words. Variation: Use pictures of objects with specific details. *Research-based Methods of Reading Instruction, Grades K-3*

	Creating Word Maps
Vocabulary (cont.)	Objective: Students will learn how to create a word map for a targeted vocabulary word in a text. Materials: Targeted vocabulary words, copy of a word map for each student. Sequence: 1. Introduce the targeted word. Write the word (e.g. *wicked*). Say the word, and have the students repeat it. Then have students write it on their individual word maps. 2. Ask students to define the word. Example: "What does the word *wicked* mean?" 3. Discuss responses. As a group, determine the best definition. Write the definition on the word map and read it, then have students repeat the definition and write it on their word maps. 4. Write one example sentence ("Tom always lies to his friends.") and one non-example sentence ("Diana is a considerate boss who is always willing to listen.") for the word. Label each. 5. Have students turn to their neighbors. On their word maps, have each pair write one example sentence and one non-example sentence of the word. 6. Have students read their sentences. Provide corrective feedback. 7. Ask students to identify synonyms and antonyms of the word. Example: "What is a synonym for *wicked*? What is an antonym for *wicked*? 8. Have students record synonyms (*unkind, bad*) and antonyms (*good, considerate*) on their word maps. 9. Encourage students to use the word in conversation and to look for it in print. DEFINITION SYNONYMS ⬅ WORD ➡ ANTONYMS SENTENCES *Research-based Methods of Reading Instruction, Grades K-3*

Vocabulary (cont.)	**Learn from Context** Objective: Students will be able to learn words from context in other texts that they read. Materials: Copy of instructional level text for each student, white boards, paper, or notecards may be used for writing target words, meanings, and sentences to reinforce the learning. Sequence: There are five steps for teaching students to use context to derive the meaning of words. Some steps may not be necessary if the word is "almost familiar" to students and the learning seems solid. As students learn words "on the run" while reading, the process will become quick, streamlined, and largely unconscious. At this point, students won't necessarily follow the five steps described in a methodical manner. 1. *Identify*: Read the sentence with the word aloud (or read the entire paragraph, if it is important). Ask students to say the word and to think what it means in the story or book. As students become more sophisticated (or if the text is easy for them), ask them to say the word and then read the sentence or paragraph themselves. In this case, use the word in a sentence with the meaning stated in the story. 2. *Hypothesize*: Have students hypothesize the meaning from context. Alternatively, provide a student-friendly meaning and clarify their understanding if needed. 3. *Expand*: Discuss the word in this context and others so that students begin to understand that word meaning may stay constant or vary across contexts. Ask students to give their own examples of the word in a sentence or provide at least two other contextualized examples. Multiple contexts are needed to construct a meaningful and memorable representation of the word. If appropriate, expand understanding by connecting the word with related words. – for example, *embrace, brace, bracelet; digest, digested, digestion*. 4. *Interact*: Invite students to interact with the word. For example, ask: "Which of these two things would make you gleeful? Which would be more incredible? When are times you are exhausted?" 5. *Summarize*: Have students repeat the word they learned. Provide a summary of the words learned, relating to each other if appropriate. *Leveled Literacy Intervention, Red System*

Vocabulary (cont.)	**Figures of Speech** Objective: Students will learn figures of speech. Materials: A pocket chart, index cards with figures of speech, index cards with the meanings of the expressions. Sequence: 1. Explain that a figure of speech consists of a group of words that has a different meaning from each individual word's meaning (e.g., *down and out* means "without hope," *heavy heart* means "sad," *burn a hole in one's pocket* means "a desire to spend money as soon as possible"). 2. In a pocket chart, place a card with a figure of speech (*on the carpet*). 3. Say the phrase and have the students repeat it. 4. Write a sentence that contains context clues to help students figure out the meaning of the phrase. Example: "Chang's teacher called him *on the carpet* after he broke the window." 5. Help students look at the other words in the sentence to determine what the phrase means. 6. Scaffold students' responses, if necessary. Example: "Because Chang broke the window, he would probably be in trouble with his teacher. So, *on the carpet* means 'in trouble.'" 7. In the pocket chart, place the meaning card beside the phrase card. 8. Repeat the same procedure with other figures of speech. 9. Provide opportunities for students to practice. Example: After modeling all the phrases and their meanings, remove the cards from the pocket chart, shuffle them, and ask students to match the phrase cards (*on the carpet*) with their corresponding meaning cards ("in trouble"). *Research-based Methods of Reading Instruction, Grades K-3*

Vocabulary (cont.)	**Use Morphology and Word Parts** Objective: Students will notice prefixes, suffixes, root words or base words, and connected words (words sharing common elements such as *courage* and *courageous*). Students will know how to examine root and base words and understand how affixes (prefixes and suffixes) create words that are different but related in meaning. Sequence: There are six steps for teaching students to use morphology: 1. *Identify*: Students know that they do not understand the word (or have only partial understanding). 2. *Analyze*: Students analyze the word for parts that are recognizable. They think about the meaning and whether an affix requires a change in sound or spelling. 3. *Hypothesize*: Students hypothesize the meaning of the word based on their analysis of word parts. 4. *Check*: Students check their understanding of the meaning by using the context of the sentence, the paragraph, or a larger part of the text. 5. *Expand*: Expand understanding of the word by asking students to use the word in a sentence or provide their own examples. Provide clarifying examples yourself as needed. You can also expand understanding by showing students words that are related in some way – for example, having the same base or root word, or the same affixes. 6. *Summarize*: Summarize the learning to make it explicit. *Leveled Literacy Intervention, Red System*

Reading Component	Instruction/Intervention Strategy
Fluency is a reader's ability to read with speed, accuracy and expression. Thus, it requires him to combine and use multiple reading skills at the same time. While fluency is most often measured through oral readings, good readers also exhibit this skill when they are reading silently. Think about the way a book "sounds" in your mind when you are reading silently. You "hear" the characters "speak" with expression. Even passages that are not written in dialogue "sound" as if the words fit the meaning. A particularly suspenseful action sequence moves quickly through your mind creating a palpable sense of tension. Your ability to move through a piece of text at a fluid pace while evoking the meaning and feeling of it demonstrates your fluency.	**Folding In** "My Pile, Your Pile": Extends the known set of words and teaches for flexibility when it is hard to remember. Designed specifically for a particular child or group and used for a brief period of time to help increase the items a child remembers. Materials: Master list of high frequency words (e.g. Dolch or Fry words), flashcards of high frequency words Procedure: 1. Teacher creates flashcards of known words, words that are "half-known," or new. Words read correctly and quickly (within 3 seconds) are sorted into the child's pile. Cards read incorrectly, or with hesitation are sorted into the teacher's pile. When the student can read all sight words in the pile correctly, the cards are updated. If the child reads the word incorrectly or hesitates, the teacher says the correct word and has the child repeat. 2. Teacher uses 10 words each time. No more than 3 words should be "half-known." Variations: • Use the cards to compare visually similar words (her/here, want/went, etc.). Write both words on cards. Notice similarities and differences – size, length, letters, etc. • Place 3 cards on the table, including 2 that are visually similar and easily confused (and/said, like/look, come/came). Ask the child to find a specific word from the group on the table. Adapted from *Literacy Lessons Designed for Individuals, Part Two: Teaching Procedures,* Marie M. Clay

Fluency (cont.)	**Fluency Development Lesson** Purpose: Supplemental instruction aimed at helping special-needs readers develop fluency through reading of connected texts in addition to the regular instruction they receive in the classroom. Materials: An assortment of highly predictable and easy-to-read stories, poems, jokes, and riddles. Procedure: 1. The chosen text is read by the teacher one or more times to the students and is followed by a brief discussion of the content and the teacher's reading. 2. Read the chosen text chorally one or more times with teachers and students together. Each student reads from his own copy of the text. Teachers vary the choral reading by including echo, antiphonal (form of choral reading – assigned parts are read by 2 individuals or groups), and small-group choral reading in this part of the lesson. 3. Students work in pairs in different parts of the classroom and nearby hall, practicing the reading three times to the partner, who listens and provides feedback. After three readings by one partner, the roles are reversed. 4. Students return to the large group and are invited by the teacher to perform the text for each group. Individuals, pairs, trios, and quartets read for their own group or other audiences including other classes, the school principal and office staff, and other teachers. 5. Students engage in word bank practice and word play using words chosen from the day's text and previously read texts. 6. Student are encouraged to take the text home and read it to their parents and guardians who have been notified to expect and encourage their children to read to them and give positive feedback for their children's efforts. *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*

Fluency (cont.)	**Chunking** Objective: Given a reading passage, students will read the text phrase by phrase to build fluency. Materials: Copies of independent- or instructional-level texts. Sequence: 1. Pair students so that more proficient readers are paired with less proficient ones. 2. For each pair, select a reading passage at the less proficient reader's instructional level. 3. Prepare each passage by placing slash marks between two- to five-word sentence segments and prepositional phrases. For example: "The big dog/ chased the cat/ through the house." (A slash indicates how the sentence should be chunked for practicing fluency.) 4. Explain to student that phrase-by-phrase reading can help improve fluency. 5. Model fluent reading from a passage while students follow along. Pause to emphasize the chunking of words into phrases. 6. Give students copies of the prepared passages. 7. Have pairs take turns reading aloud. Encourage students to pause briefly between marked phrases. As one student reads, the other can help decode any unfamiliar words. 8. Monitor each pair. Variations: • Write phrases on strips of paper and on chart paper for practice. • For students having difficulty, cut the sentences into phrases, reorder the phrases, and have students practice reading the phrases individually. *Research-based Methods of Reading Instruction, Grades K-3*

Fluency (cont.)	**Partner Reading with Comprehension Check** Objective: Given a selected text, students will increase fluency and improve comprehension by rereading it. Materials: Copies of instructional-level texts and comprehension cue cards. Sequence: 1. Explain that during partner reading, student can stop and check their understanding of stories as they read. 2. Model the task in front of the whole class using a passage they have all read. While reading, consider the answers to the following questions: **WHO** was the main character in the story? **WHEN** did _____ happen? **WHERE** did _____ live/work/eat/sleep/play/etc.? **WHAT** is the meaning of the word _____? **WHY** do you think _____ happened? 3. Give students copies of the text and comprehension cue cards. 4. Have students take turns reading the same text in pairs and checking each other's understanding using the comprehension cue cards. For example: - Partner A reads a page of text. Partner B reads the same text. - Partner A asks Partner B the questions on the comprehension cue card. - Partner A reads the next page of text. Partner B reads the same page and asks the questions on the comprehension cue card. - Partners continue reading the text following the above procedure. 5. Monitor pairs. Provide assistance as needed. Variation: If the reading passage is expository, have students ask questions about the main idea and supporting details; be sure to preview any unfamiliar vocabulary for ELL learners. *Research-based Methods of Reading Instruction, Grades K-3*

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Fluency (cont.)	**The MAPP Approach**
	The MAPP approach to fluency instruction includes the following components: Modeling- teacher and peer modeling of fluent reading to help students understand what reading with fluency looks and sounds like; Assistance- students reading along with more fluent readers or recordings of fluent readers; Practice- students get to practice reading selected passages aloud to help build their fluency skills; Performance- students read practiced passages aloud to an audience (teacher, peers, or others). These components form an instructional cycle that provides students with the necessary modeling, support, practice, and motivation they need to build their fluency skills (Rasinski, 2006).
	• When establishing routines for the MAPP approach, note that students must feel that they are in a safe learning environment that encourages them to learn from mistakes and celebrate their accomplishments as they practice their reading fluency.
	1. Poetry for Multiple Voices
	• All poetry is written with a special attention to language and word choice and is thus great for practice with fluency (choose poems that represent a variety of cultural perspectives).
	• A student reads portions of the poem in different "voices" with a focus on appropriate *expression and volume*.
	2. Tongue Twisters and Alliteration
	• A student reads the same piece repeatedly, noting and correcting areas of difficulty with a focus on *accuracy* and/or *rate and flow*.
	3. Hyperbole and Quotations
	• To maintain student engagement, select statements and quotes related to topics of student interest or study.
	4. First-Person Accounts (e.g., interviews, journals, letters, speeches, etc.)
	• To maintain student engagement, select interviews, journals and speeches related to topics of student interest or study.
	• Focus can vary, but these types of resources lend themselves particularly well to practicing *phrasing and punctuation* and/or *expression and volume*.
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Reading Component	Instruction/Intervention Strategy
Comprehension is what most people think reading is. This is because comprehension is the main reason why we read. It is the aspect of reading that all of the others serve to create. Reading comprehension is understanding what a text is all about. It is more than just understanding words in isolation. It is putting them together and using prior knowledge to develop meaning.	**Purposeful Reading** Objective: Given the title and pictures from a narrative text, students will set a purpose for reading by generating questions they want the text to answer. Materials: Instructional-level text with pictures or subheadings (e.g., chapter titles, section headings), a chart paper with the story web. Sequence: 1. Give a copy of the text to each student. 2. Ask students to read the title aloud. 3. Write the title in the center circle of the story web. 4. Model how to generate a question about the story from the title. Example: "I wonder why Sal goes to France. I will write that question: 'Why does Sal go to France?' I want to see if I can find the answer when I read the story." 5. Write the question in one of the ovals that are connected to the title circle. 6. Ask students if they have any other questions about the story. 7. Write each additional question in a separate oval. 8. Continue to preview the text, looking at the pictures and subheadings. 9. After each picture or subheading, have students generate questions they want answered in the story. Record these questions on the web. 10. Before reading the story, review each question. 11. Encourage students to look for the answers to the questions as they read the story. 12. Have students read the story aloud. 13. When students find an answer to a question, stop and write the answer under that question on the story web. 14. After reading, discuss any unanswered questions on the web.

Comprehension (cont.)	Variation: Use the web with expository texts. Change the title from "story web" to "content web," and begin the lesson by writing the topic of the text in the center circle. Story/Content Web: **Title** *Research-based Methods of Reading Instruction, Grades K-3*
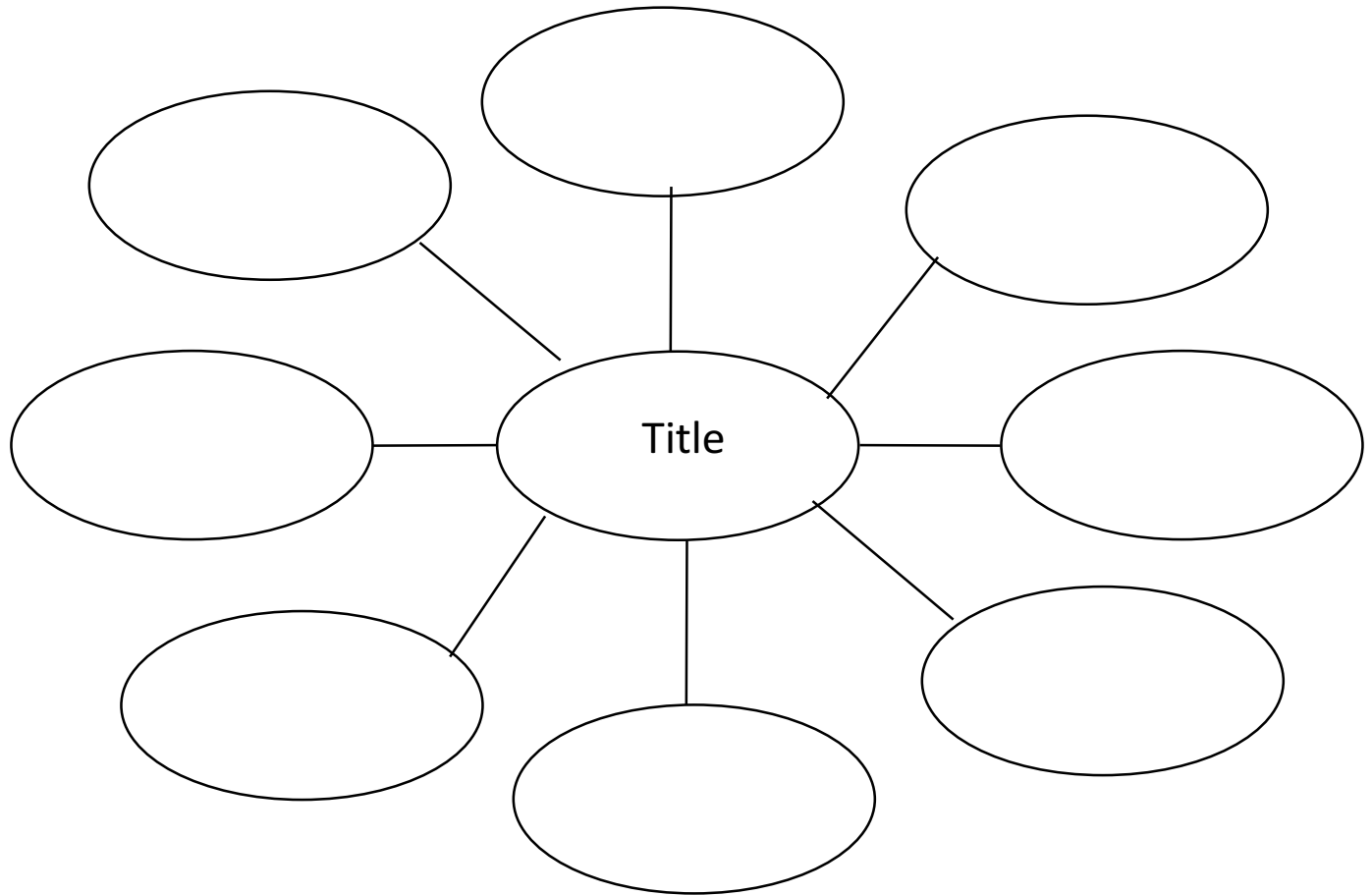
Comprehension (cont.)	**Asking Different Types of Questions (After Reading)**
	
	Objective: Students will learn how to generate different types of questions about narrative and expository texts.
	
	Materials: Copies of three- to five-paragraph narrative or expository text for each student.
	
	Sequence:
	1. Give each student a copy of the text and explain that there are three types of questions:
	   - "Right There" questions, the answers to which are explicit in the text ("Who is the main character?)
	   - "Think and Search" questions, the answers to which are in the text, but need to be composed by students based on what they have read ("What causes a volcano to erupt?")
	   - "On My Own" questions, the answers to which are not in the text and need to be inferred by students based on a combination of their previous experiences and what they learned from the text ("How do you know that saber tooth tigers will not be in a zoo?")
	2. Read the entire text aloud.
	3. Model how to ask each type of question using who, what, when, where, why, and how questions.
	4. Provide opportunities for guided practice. Example:
	   - Give each student a copy of the text and have them take turns reading aloud.
	   - Have several students ask "Right There" questions and say why they are "Right There" questions, using evidence from the text.
	   - Record student-generated questions on chart paper or the board.
	   - Repeat the same procedure for "Think and Search" and "On My Own" questions.
	5. Provide independent practice. Example:
	   - Give each student a copy of the text and review the three types of questions.
	   - Pair students and have them take turns reading aloud.
	   - After reading the entire text, have pairs write one of each type of question.
	   - Monitor students to ensure that they take turns reading and correctly generate the three types of questions.
	   - As a whole group, discuss questions generated by student pairs.
	
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Comprehension (cont.)	**Schema Story**
	Purpose: Students will reconstruct the order of a text based on meaning and story grammar to learn to anticipate such elements as setting, problem to be addressed by the characters, key events in the story, and resolution of the story.
	Materials: Stories that contain familiar beginning and ending phrases, such as *Once upon a time* and *They lived happily ever after*. Copy the text and cut it into sections, or parts, that are long enough to contain at least one main idea.
	Procedure: 1. Distribute a section or part of the story to each small group of students and have them read their story part. 2. Ask if any group believes they were given the section of the story that comes at the beginning of the story. Those that believe they have the beginning of the story must state why they believe so. 3. After discussing and deciding which story part is first, the group proceeds to the next segment of the story. 4. Continue the process until all segments have been placed in a predicted order.
	Variations: • After modeling and practicing the activity with a larger group, students can work with schema stories in small groups, managed independent learning centers, or independently. • As children work through a schema story lesson, they talk about how language works, ways authors construct texts, and how meaning can be used to make sense out of the scrambled elements of a text or story.
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Comprehension (cont.)	**Where's the Evidence?** Objective: Students will generate questions that can be answered in an expository or narrative text. Materials: Copies of instructional-level text (narrative or expository) for each student. Sequence: 1. Distribute the text to the students and read a short section of the text aloud. 2. Model how to generate questions. Example: "How did the girls find the bracelet?" 3. Write the answer on the board. 4. Ask students to find the answer to the question in the text. 5. Have students give the answer and identify the words in the text that helped them determine the answer. 6. Write the answer next to the question. 7. Ask students to generate a question from the text. On paper, have them write the question, its answer, and the page number wherever the answer is in the text. 8. Have students ask their questions without revealing the answers. 9. After other students respond, have the student who asked the question confirm whether the answer is correct or incorrect. If incorrect, the student gives the correct answer and the page number in the text where the answer is located. Other students locate the answer in the text. 10. Have students read the next section of the text. 11. Ask students to generate three or four questions, the answers, and the page numbers where the answers are in the text. 12. Assign one student to be the "teacher." Have this student ask a question and call on classmates to provide the answer and the page where the answer is located. Have the student repeat the procedure with other questions. 13. Have students take turns being the "teacher." Variation: After generating questions, students ask the teacher to answer them without using the text. Students confirm whether the teacher's answers are correct by looking in the text. *Research-based Methods of Reading Instruction, Grades K-3*

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