

## **Activities**

Activities are designed to teach/reinforce reading strategies which students can apply across the curriculum. Research based materials such as those from Johns/Lenski's *Improving Reading* and Patricia Cunningham's books are used. *Best Practices in Literacy Instruction* is utilized as it outlines quality research based practices, and Kyleene Beers's *When Kids Can't Read: What Teachers Can Do* has proven essential in providing activities which target the needs and support the growth of the struggling reader.

Excellent guided readers that accompany our current reading series, *Scott Foresman*, are used along with an instructional guide designed and aligned with *Reading First*. (These are particularly effective in the Title room because students are being exposed to the same vocabulary words and reading levels they encounter in the regular classroom, yet time often does not allow their use in the regular classroom.)

↳ Schedules are set to guarantee core subjects/instruction aren't missed when students are pulled out for small group instruction.

## **Types of research based activities used to support/accelerate growth in Language Arts used in the Title program:**

### **Reading Types (Including All Genres)**

↳ Primarily engaging texts at student's instructional RL

- ↳ Guided
- ↳ Assisted
- ↳ Impress
- ↳ Shared
- ↳ Plays
- ↳ Radio
- ↳ Independent—Self Selected
- ↳ Wide Reading
- ↳ Buddy Reading (Grades 1 and 3)
- ↳ Read Alouds (Students hear more complex language than speaking.)
- ↳ Using reading to solve problems in (and gain an understanding) life (Such as those activities designed around current events with the use of newspaper and magazine articles)

### **Comprehension** (Requires the reader to be an active constructor of meaning.)

Promoting comprehension is the definitive goal in the teaching of reading, therefore, a main objective of Title I is to enhance the students' reading skills at their instructional level by combining all language abilities including speaking, writing, and thinking. Strategies for identifying main ideas, facts and details, sequencing, predicting, comparing, and evaluating information read are taught, reinforced, and practiced. Basic skill development (phonemic awareness, phonics, vocabulary, sight words, structural analysis, and fluency, etc.) is also strongly emphasized.

Three critical steps are included to facilitate and enable students to learn: The behavior, strategy or skill is first modeled. Next, numerous opportunities are given for students to apply the behavior to real tasks and then talk about how it worked or didn't work. Finally, students take responsibility for the behavior. This strategic teaching process supports the gradual transfer of power and responsibility from the teacher to the student.

↳ Graphic organizers can be/are utilized at any or all three phases of the reading process.

### **Before Reading**

- 📖 Picture Walks
- 📖 Understand the features of narrative text—literary elements:  
characters/setting/problem/ plot/resolution/theme
- 📖 Understand the features of expository text: compare/contrast    problem/solution  
cause/effect    main idea/details    sequences
- 📖 Activate Background knowledge
- 📖 Anticipation Guides
- 📖 Brainstorm
- 📖 Cluster
- 📖 Quick Write
- 📖 Web
- 📖 KWL
- 📖 List
- 📖 Predict
- 📖 Skim
- 📖 Text Features (Text Structure)
- 📖 Question
- 📖 Pre teaching New Vocabulary and Concepts (Setting the stage)
- 📖 Set Purposes (Author’s for writing; Teacher’s for reading)

### **During Reading**

- 📖 Visualization
- 📖 Think Aloud and/or Say Something (Active reading)
- 📖 Interact with text by questioning, predicting, extending
- 📖 Making connections to text/world/self
- 📖 Monitor Comprehension/Understanding
- 📖 Identify unfamiliar vocabulary using context clues and word-attack skills
- 📖 Adjust Reading Rate
- 📖 Predict/Support
- 📖 Confirm/Adjust/Clarify
- 📖 Reciprocal Teaching (Small Group: Ask questions, Summarize, Clarify, Predict)
- 📖 Self-Correct—Use an arsenal of “fix-up” strategies
- 📖 Backtrack
- 📖 Skimming; Scanning
- 📖 Read/Pause/Summarize (Link in writing applications)
- 📖 Determine Importance—Main idea
- 📖 Draw Conclusions—Making Inferences
- 📖 Read/Cover/Remember/Retell

### **After Reading**

- 📖 Synthesizing information from a variety of sources to develop an understanding  
and thinking about next steps (What else do I need to know?)
- 📖 Confer/Adjust Predictions
- 📖 Retell
- 📖 Skim

- 📖 Reread
- 📖 Relate/Reflect
- 📖 Respond/React
- 📖 Analyze/Apply
- 📖 Drama
- 📖 Artistic Expression
- 📖 Story Maps
- 📖 Somebody, Wanted, But, So
- 📖 Discussion—Literature Circles
- 📖 Assess—Check comprehension

### **Word Recognition**

#### **(Areas of Phonemic Awareness, Phonics, Structural Analysis)**

- 📖 Direct approach used for Phonics—Progress from alphabetic (letter-by-letter) to orthographic (spelling-pattern decoding)
- 📖 Skills taught systematically
- 📖 Phonological Awareness (Integrated with reading and writing—Blending and Segmentation; Rhyming)
- 📖 Decoding (Instruct on sound combinations, word families, syllables/segmentation, vowels/vowel rules, blends, etc.)
- 📖 Systematic Phonics Instruction—Clear, direct, cover all the basic patterns (44 phonemes of English language including consonants, consonant digraphs and blends, vowels—long, short, and variant—Integrated with text being read)
- 📖 Automaticity (Automatic Word Recognition of sight words and common rhymes/Needed for fluency)
- 📖 Sight Word Work
- 📖 Word Sorts
- 📖 Word Walls (Phonemic and Sight)
- 📖 Songs/Chants
- 📖 Recognizing patterns stressed (over rule learning; rules are addressed)

### **Fluency**

- 📖 Model appropriate phrasing, intonation, and expression (prosody)
- 📖 Stress speed and accuracy

### **Techniques Used:**

- 📖 Echo
- 📖 Readers Theater
- 📖 Repeated
- 📖 Choral
- 📖 Sight Word Speed Practice

### **Vocabulary**

- 📖 Demonstrated that real understanding/ownership of a word takes time—as one fully experiences the word in the process of reading, thinking, and sharing.
- 📖 Several exposures are needed and varied contexts required for the student is expected to incorporate the word into speaking vocabulary.
- 📖 Define new words in own terms
- 📖 Taught in meaningful clusters
- 📖 Context Clues used

- 📖 Useful word elements stressed such as Common Roots/Prefixes/Suffixes
- 📖 Dictionary Usage
- 📖 Graphic organizers employed to stress interrelationships.
- 📖 Words selected on basis of utility and frequency
- 📖 Rivet
- 📖 Concept Sorts
- 📖 Feature analysis
- 📖 Charting
- 📖 Webbing
- 📖 Possible sentences
- 📖 List-group-label

### **Writing**

- 📖 7 Traits of Good Writing
- 📖 Sensory/Descriptive—The writer presents a picture with words.
- 📖 Imaginative—Creative/Narrative—The writer tells a real or imaginary story.
- 📖 Practical/Informative—The writer presents basic information clearly.
- 📖 Analytical/Expository—The writer tries to analyze, explain, and persuade
- 📖 Informational including Biography & Autobiography
- 📖 Letter
- 📖 Guided/Shared Writing
- 📖 Young Author Contest Open to All

### **Literary Devices**

- 📖 Alliteration
- 📖 Metaphor
- 📖 Simile
- 📖 Onomatopoeia
- 📖 Hyperbole

### **Other**

- 📖 Idiom

### **Computer Activities**

- 📖 Utilized for reinforcement and practice of reading skills on such sites as: [Internet4classrooms.com](http://Internet4classrooms.com) (listed in the *101 Best Websites* for schools)
- 📖 Research/explore topics of interest/current events
- 📖 Align with classroom weekly story at [sfreading.com](http://sfreading.com)
- 📖 Programs such as *Microsoft Word* and *Print Shop* are used
- 📖 Organized by topic for students and parents at [Minduniversity.com](http://Minduniversity.com); all sites visited in class are accessible from the site; students are taught to navigate the site.
- 📖 [Study Island.com](http://StudyIsland.com) (test prep site) is made available to all students in Grades 3-4-5

### **Listening**

- 📖 Discriminative (distinguish sounds)
- 📖 Aesthetic (for pleasure/enjoyment)
- 📖 Efferent (understand a message)
- 📖 Critical (evaluate messages)
- 📖 Therapeutic (listen sympathetically)

### **Miscellaneous**

- 📖 Gardner's Multiple Intelligences considered (Verbal-Linguistic; Visual-Spatial; Musical-Rhythmic; Interpersonal; Intrapersonal; Body-Kinesthetic; and Naturalistic) in planning; Title students often do not learn in traditional/typical ways.
- 📖 Activities/materials that promote a positive self image are sought. Students need to experience success and a sense of well-being, as well as a favorable attitude towards reading in order to reach their intellectual capacity.
- 📖 Games: To reinforce learning/provide motivation

### **Parents**

- 📖 Joint book reading with family members helps children develop a wide range of knowledge that supports school-based reading. Methods/practical ideas are shared: Giving child responsibilities; Family field trips; Listening techniques; Routine family reading time; Baking—following recipes; Making cards; Reading Aloud/Questioning; Flash cards/Concentration; Mapping/Labeling; Listing; Board games; Surfing the web/Interactive, Learning game sites.
- 📖 Parents are encouraged to model good reading habits and monitor homework as well as television viewing.
- 📖 Take home stories
- 📖 Family Reading Night
- 📖 Open House/Arts Night
- 📖 Poetry readings—"open mic" setting.
- 📖 Parent-Teacher Conferences
- 📖 Phone in classrooms makes communication both expedient and unproblematic.
- 📖 Informed of participation and supplied with ways to become/stay involved

### **Children's 10 Rights to Excellent Reading Instruction (International Reading Association) provides a foundation for our Title I program**

#### **"Children have a right ...**

- ☞ to appropriate early reading instruction based on their individual needs.
- ☞ to reading instruction that builds both the skill and the desire to read increasingly complex materials.
- ☞ to well-prepared teachers who keep their skills up to date through effective professional development.
- ☞ to access a wide variety of books and other reading material in classroom, school, and community libraries.
- ☞ to reading assessment that identifies their strengths as well as their needs and involves them in making decisions about their own learning.
- ☞ to reading instruction that involves parents and communities in their academic
- ☞ to reading instruction that makes meaningful use of their first language skills.
- ☞ to classrooms that optimize learning opportunities.
- ☞ to equal access to the technology used for the improvement of reading instruction.
- ☞ to receive \*intensive instruction from professionals specifically trained to teach reading. (\*struggling readers)"

### **Final Note**

Stated in *The Literacy Coach's Handbook: A Guide to Research-Based Practice* by Walpole/MCKenna (Guilford Press 2004, Page 162):

#### ***“The best intervention***

- ☞ is active, aggressive, and provided at the onset of a problem. It furnishes additional modeling, support, feedback, and practice in a particular domain.*
- ☞ is also intensive—usually daily, with no time wasted, provided individually or in very small groups.*
- ☞ is targeted—maximizing supported practice in a specific domain of need, rather than including all segments of the literacy diet”*

Pawnee School believes in a balanced reading program, tailoring instruction to identified needs. Phonemic awareness, explicit phonics skills, vocabulary development, comprehension, appreciation of literature, and higher order thinking are among our program components. These are reinforced through the use of various innovative methods derived from recent research.