

# Meeting the Literacy Challenge

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Stress-Free Strategies for

# Building Better Readers

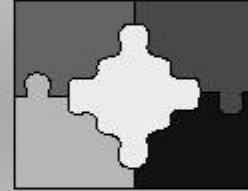
## AGENDA

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- A. The Building Blocks of Literacy
- B. Facilitating Phonemic Awareness
- C. Fun with Phonics
- D. Raising Reading Fluency
- E. Very Vivid Vocabulary
- F. Creating Comprehension
- G. Managing Motivation

CRITICAL SKILLS FOR LITERACY  
DEVELOPMENT

1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Text Comprehension



**Phonemic Awareness**

- Understanding that the sounds of **spoken** language work together to make words.
- A subset of (narrower skill than) phonological awareness.

**Phonics**

- Linking sounds of language to visual symbols (sound/symbol relationships)
- Can be addressed indirectly in speech-language intervention, but is typically addressed in the classroom and with reading specialists.

**Reading Fluency**

- Reading Text Accurately, Quickly, and with Appropriate Expression
- Reading fluently allows readers to comprehend the text better, because they don't have to waste cognitive resources on decoding.

**Vocabulary**

- The more words a student understands in oral language, the easier it is to comprehend written language.

**Comprehension**

- The higher-level, complex skill that encompasses all of the components of reading.
- The entire reason for reading.
- Cannot be broken down into individual components.

# PHONEMIC AWARENESS

- Can typically be addressed easily in conjunction with other goals –especially during intervention for phonology/articulation

## Sample Skills related to Phonemic Awareness

- Phoneme isolation
  - *What sound does cookie start with?*
- Phoneme identity
  - *What sound begins me, might, and many?*
- Phoneme categorization
  - *Which word doesn't belong? Bus, Buns, Rug*
- Phoneme blending
  - *What word is /b/ /I/ /g/?*
- Phoneme segmentation
  - *How many sounds in dark?*
- Phoneme deletion
  - *What is sled without the /s/?*
- Phoneme substitution
  - *The word is "hat." What word do you get when you change the /t/ to /m/?*

## SONGS!

- Songs, fingerplays, and nursery rhymes provide multiple opportunities to play with sounds – they may just need a little tweaking!

Try these:

Old Macdonald  
Farmer in the Dell

## BOOKS!

- Books can also be mined for practice with sound play and alliteration (phoneme identify) See Book Lists for ideas!

## OTHER ACTIVITIES

Head, Shoulders, Knees and Toes  
Picture Pieces  
Pack It Up  
Throw it out the Window!  
Box it Up!

## READING FLUENCY

### NAEP Oral Reading Fluency Scale

	<u>Score</u>	<u>Description of Oral Reading Fluency</u>
<b>FLUENT</b>	<b>4</b>	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from the text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author’s syntax is consistent. Some or most of the story is read with expressive interpretation. Reads at an appropriate rate.
	<b>3</b>	Reads primarily in three- and four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Reader attempts to read expressively and some of the story is read with expression. Generally reads at an appropriate rate.
<b>NON-FLUENT</b>	<b>2</b>	Reads primarily in two-word phrase groups with some three- and four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to the larger context of the sentence or passage. A small portion of the text is read with expressive interpretation. Reads significant sections of the text excessively slow or fast
	<b>1</b>	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur – but these are infrequent and/or they do not preserve meaningful syntax. Lacks expressive interpretation. Reads text excessively slow. A score of 1 should also be given to a student who reads with excessive speed, ignoring punctuation and other phrase boundaries, and reads with little or no expression.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

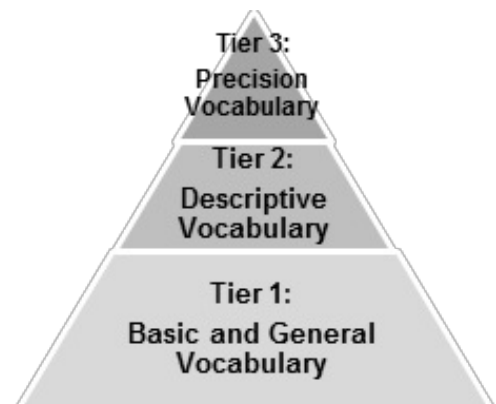
- **Choose books that are appropriate for child’s reading level** (not age level) but be sure to keep the content age appropriate (AND FUN!)
- **Repeated Oral Readings** – very powerful in creating fluency
  - typical readers-4 repetitions to achieve fluency
  - challenged readers-many more!
- **Use Echo Reading to model Reading Fluency**– including expression. Then, have students duplicate your model (you might want to use an audio or video recorder for self-assessment).
- **Progressive stories** can be particularly fun and a powerful way to build fluency as the student reads the same passage over and over while adding a new “piece” each time. Intonation and expression are inherent in most progressive stories. You can use books or make up your own as a small group or an entire class!
- **Chants**—especially those that call for physical participation at various points - are a wonderful way to develop rhythm and cadence (and have fun, too!).
- **Read along with an audiotape or CD** (great for reading expression).
- **Poetry** has many forms which demonstrate rhythm and cadence, expression and emotions and help readers to develop a broad range of fluency skills.
- **Movie Scripts** - Many students enjoy practicing fluency by reading scripts from favorite movies. In effect, they have had the lines modeled by the original actors and they can try to imitate the delivery when they read it. (Check out [www.script-orama.com](http://www.script-orama.com))
- **Partner Practice**

## VOCABULARY – The Building Blocks of Reading

“Good Readers know the meaning of more words than poorer readers.”

**Vocabulary is Learned 2 ways:**  
**Indirectly**

- Talking/Engaging in everyday oral language
- Being Read To
- Reading on their Own



# Evidenced-Based Instruction for Building Vocabulary

## READING ALOUD

- A study by Haynes and Ahrens (1988) revealed that children’s books contain approximately twice as many infrequently used or rare (think Tier 2 and 3) words than even conversations among college students.
- Exposure to rich vocabulary like this in context is an important building block to helping children develop strong vocabulary.
- Students of all ages can learn words from hearing texts of various kinds read to them.
- READ ALOUD to students – no matter what grade or age.
- Talk with students about new vocabulary and concepts and help them relate the words to their prior knowledge and experiences.

## More Vocabulary-Building Activities

To Actively Engage Students in Becoming More WORD CONSCIOUS~

### Last Person Standing

#### Four Square

- All you need for this surprisingly powerful strategy is a piece of paper and a writing utensil!
- You can create a pre-printed template or students can simply fold their paper into four quarters!

Definition	Classification
Synonyms	Antonyms

- Several variation available – works particularly well with older students for academic vocabulary

### Commonyms and Hink Pinks

- Students can participate in these vocabulary-building activities as either the “player” or the “creator.”
- **Find Commonyms and Hink-Pinks you can use with your students at:**  
[www.wuzzlesandpuzzles.com](http://www.wuzzlesandpuzzles.com)

## **Cinquains**

An Effective Way to Help Students become more **Word Conscious**

### Cinquain

- Line 1: One word (noun) which names topic
- Line 2 – Two words (adjectives) which describe topic
- Line 3 – Three words to express action of noun (verbs)
- Line 4 – Four words to express feelings or make an observation
- Line 5 – Repeat topic, or one word that sums it up or is a synonym

## **Word Ladders**

- Word ladders start with two words.
- Students must solve a series of definition clues to help them move from the word on the bottom of the ladder to the top.
- The answer to each clue is a word that differs by one letter from the two adjacent words.

**Find Word Ladders of varying difficulty at:**

[www.enchantedlearning.com/wordladder/](http://www.enchantedlearning.com/wordladder/)

## **Word Sorts**

- Word sorts can be modified for use with individuals, small groups, or entire classes.
- The basic premise is to take a group of words and sort them into various categories.
- The key to making word sorts really work is to encourage students to think creatively about how words can be grouped and labeled.
- The goal is for students to brainstorm, discuss, compromise, and create!

### **Variations**

- Take the same set of words and have student/s try to sort them into completely DIFFERENT groups.
- Give the words to the student(s) in pre-sorted groups and have the student(s) try to figure out an appropriate label for each.
- Students sort into groups. However, rather than labeling the groups, they challenge another student or group to figure out the sorting scheme(s).

### **TAKE AWAY Message**

- ❖ *Oral Vocabulary is CRITICAL to literacy.*
- ❖ *Our goal is to facilitate WORD CONSCIOUS students.*
- ❖ *Facilitating vocabulary can be supported in conjunction with other IEP goals*



## Comprehension

- Good Readers are have a PURPOSE for reading
- Good Readers are ACTIVE
- Good Readers READ MORE than Weaker Readers (they are motivated to read!)

### Activities to Build PURPOSEFUL and ACTIVE Readers

- **Wordless Books**
- **What's My Purpose?**
- **Predict-a-Gram (Predict, Do, Review)**

## The MOTIVATION to Read!

- The research is clear in demonstrating a strong correlation between HOW MUCH a student reads and how WELL they read.
- In other words, the best readers read the most and poor readers read the least.
- While we can't claim that reading more CAUSES children to be better readers, it is possible that that better readers may simply CHOOSE to read more (because they enjoy it!)
- BE SURE TO INCLUDE BOOKS AND ACTIVITIES THAT ARE MOTIVATING AND FUN TO ENCOURAGE STUDENTS TO READ MORE





# Building Better Readers Book Lists

## **Phonemic Awareness**

Bendmolina	Jan Slepian
Ook the Book and Other Silly Rhymes	Lissa Rovetch
There's a Wocket in my Pocket	Dr, Suess
Alligator Arrived with Apples	Anna Childs
Pants on Ants*, Go By Goat*, The Bark Park*	Liz Kriston
Some Smug Slug	Pamela Duncan Edwards
The Hungry Thing	Jan Slepian

## **Phonics**

Alpha City	Stephen Johnson
A is for Angry: An Animal and Adjective Alphabet	Sandra Boynton
Hidden Alphabet	Laura Vaccaro Seeger
Tomorrow's Alphabet	Donald Crews
Q is for Duck	Mary Elting
I Spy: An Alphabet in Art	Lucy Micklethwait

## **Fluency**

The Seals on the Bus	Lenny Hort
Where the Sidewalk Ends	Shel Silverstein
For Laughing Out Loud	Jack Preluski
Take me Out of the Bathtub	Alan Katz
I Ain't Gonna Paint No More	Karen Beaumont
Old Black Fly	Jim Aylesworth
Jack's Garden	Henry Cole

## **Vocabulary**

Behind the Mask: A Book about Prepositions	Ruth Heller
Capering Cows*, Shivering Sheep**	Shari Robertson
Click, Clack Moo: Cows that Type	Dorren Cronin
Falling for Rapunzel	Leah Wilcox
How Much can a Bare Bear Bear? (Words are Categorical Series)	Brian Cleary
Eight Ate: A Feat of Homonym Riddles	Marvin Terbain
Miss Alanius	Debra Frasier
I Can Do That!**	Suzy Lederer
Imagine	Allison Lester
Once there was a Bull...Frog (Adventures in Language Series)	Rick Walton
Nearly, Dearly, Insincerely	Brian Cleary
Pest Fest	Julia Durango
What Do You Do?	William Wegman

## **Motivation**

<b>WORDLESS BOOKS</b>	
Chalk	Bill Thompson
Rainstorm	Barbara Lehman
Flotsam	David Weisner
Tuesday	David Weisner
Sector Seven	David Weisner
The Polar Bear Waltz	Outside Magazine Editors
The Lion and the Mouse	Jerry Pinkney
The Silver Pony	Lynd Ward
Changes, Changes	Pat Hutchins
Museum Trip	Barbara Lehman
<b>BOOKS FOR VISUAL LEARNERS</b>	
Bad Day at Riverbend	Chris Van Allburg
Mirror Mirror: A Book of Reversible Verse	Marilyn Singer
Stephen Biesty's Cross Sections Series	Stephen Biesty
Fun With Hand Shadows	Sati Achath
Look Alikes (there are a number in this series)	Joan Steiner
Zoom (also Re-Zoom)	Istvan Banyal
Round Trip	Ann Jonas
Bones	Steven Jenkins
Lines that Wiggle	Candace Whitman
<b>JUST FOR FUN BOOKS</b>	
Diary of Wombat	Jackie Lynch
Animals Should Definitely Not Wear Clothing	Judi Barrett
Olive, the Other Reindeer	J. Otto Seibold
A Porcupine Named Fluffy	Helen Lester
Parts	Todd Arnold
Children Make Terrible Pets	Peter Brown
Naked Mole Rat Gets Dressed	Mo Williams
Tacky the Penguin	Helen Lester
The Stinky Cheeseman and Other Fairly Stupid Tales	Jon Scieszka
The Adventure of Hank the Cowdog (Series)	John Erickson
Shark Versus Train	Chris Barton
The Diary of a Worm, Diary of a Spider, Diary of a Fly	Doreen Cronin

**\*Available through Dynamic Resources (at lower price than Amazon and multiple book discounts)**

**\*\* Coming soon**

## Websites

[www.squidoo.com/hink-pinks](http://www.squidoo.com/hink-pinks)

[www.wuzzlesandpuzzles](http://www.wuzzlesandpuzzles) (hink pinks and commonyms)

[www.lightupyourbrain.com](http://www.lightupyourbrain.com) (lots of great activities)

[www.gigglepoetry.com](http://www.gigglepoetry.com) (try the poetry theatre – great for building reading fluency!)

## **Primary Reference: Building Better Readers: The Complete Guide to Literacy Development for SLPS**

**(extensive booklists for each area, websites, activities and  
background info)**

**By Shari Robertson, Ph.D., CCC-SLP**

[www.dynamic-resources.org](http://www.dynamic-resources.org)