

Instructional Activities to Support the Five Elements of Reading

Phonemic Awareness

Phonemic awareness is the ability to pay attention to and manipulate individual sounds. A phoneme is a speech sound that distinguishes one word from another word.

Phonemic Awareness Activities:

- **Isolating**
What is the first sound of cat? /k/
- **Identifying**
What sound is the same in car, can, and cake? /k/
- **Categorizing**
Which word doesn't belong? can book car
Which words rhyme? ton tar bun
- **Blending**
What word is /c/ /a/ /t/? cat
- **Segmenting**
What sounds do you hear in fan? /f/ /a/ /n/
- **Deletion**
What is chair without the /ch/? air
- **Addition**
What word do you have if you add /p/ to late? plate
- **Substitution**
The word is boat. Change the /b/ to /g/.
What's the new word? goat

Phonics

Phonics is the relationship between the letters of written language and the sounds of spoken language.

- Matching letters to sounds
- Requires eyes to be open
- Sound/symbol relationship
- Activities involve writing letters to match sounds

Phonics instruction includes:

- Consonant Sounds
- Vowel Sounds
- Consonant Blends /bl/ blue, /str/ stripe
- Diagraphs /ch/ chip
- Syllables
- Word Families

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Vocabulary

Vocabulary includes both oral (speaking and listening) and written (reading and writing) vocabulary. Most new words are learned through everyday experiences with language, including:

- talking to and interacting with others,
- listening to stories, articles and poems read aloud,
- reading and talking about different types of text.

Sentence Creation

- Write 8 – 10 content related words from the text that the student will read at the top of a sheet of paper.
- Ask the student to use 2 or more words from the list in sentences. Say, “These words all come from something you will read. Make a sentence with them and include at least two words in the sentence.
- After the student makes sentences, ask, “What do you think you will be reading about? Why?”

Vocabulary Games

Word games like “Concentration”, “Scrabble”, “Boggle”, and “Hangman” can easily be adapted to focus on vocabulary.

Context Clues

Students use context (the words surrounding an unknown word) to develop vocabulary using the cloze procedure.

- Students fill in the blanks with words that make sense.
- Add the first sounds of the words to the blanks:
The student’s j___ is to fill in the bl___ with w___ that make sense.
- Create cloze activities using articles, stories, poems, etc. that the student has already read.
- Cloze activities can easily be created by whiting out or blacking out certain words on copied text, magazines or newspapers.

Vocabulary knowledge is essential to learning to read with comprehension. Oral vocabulary consists of the words used when speaking or listening. Reading vocabulary refers to the words understood in print. Students use their oral vocabulary to help them understand the words they see in print. The larger the student’s vocabulary, the easier it will be. Two principles should guide effective vocabulary instruction: a) Encourage students to relate vocabulary words to what they already know, b) Foster an interest and enthusiasm for learning words. Students need to listen as others read, participate in discussions about the text, and read independently to learn new vocabulary.

Tutorial Activities to Enhance Vocabulary

Word Sorts:

Open Word Sort: The student creates groups for the words based on their understanding and then explains the groups.

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Closed Word Sort: Categories are predetermined for sorting (ex. nouns, verbs, adjectives, or people, places, things).

Prior to reading, select ten to twenty words or phrases from the text. Write each word on a small sticky note or piece of paper. Have the student sort the words in an open or closed sort. The student makes predictions about the text based on the word sorts. After completing the initial word sort, students read the text. After reading, the original sort can then be reviewed and resorted based on the new information from the text. Resorting the same set of words in a variety of ways helps students think about the specific characteristics of different words.

List—Group—Label

This is a brainstorming activity that helps students think about a topic before reading. You will need a sheet of paper and small sticky notes. Begin by announcing the theme or topic of the text and asking the student to say as many words related to the topic as he or she can in 2 minutes. For example, you might say, “We’re going to read about a hero. What words come to mind when I say hero? As the student says words, write them down on the sticky notes. This is the “List” part of the activity. Next, you and the student “Group” the words by looking for words that belong together and placing them together on the sheet of paper. After you have grouped the words, talk with the students about “Labels” for the groups, and write the labels above each group. Return to this sheet after reading and add more words from the text. I.e. hurricanes

Read the story. Pick out nouns and sort into categories.

Religious Freedom in Pennsylvania

William Penn was born in 1644 in London, the son of a British admiral, William Penn, Sr. As a young man, Penn led a privileged life: he attended college briefly, studied law briefly, and managed his father’s estate in Ireland. All that changed, however, when Penn converted to Quakerism, a religion based on the ideas of tolerance and pacifism. Because Quaker ideas conflicted with Puritan doctrine in England, Quakers were imprisoned for holding or attending public meetings, and Penn was imprisoned for his writings. As a result, Penn began to envision a utopian community in which people with different religious beliefs could live together peacefully.

Penn soon gained the resources by which he created his vision. To repay a debt owed to Penn’s father, King Charles II gave Penn the rights to a large tract of land in America. Penn requested and received a charter from the king, allowing him to establish a colony call Pennsylvania in honor of William Penn, Sr.

Penn came to America in 1682 to establish a colony based upon principles of political and religious freedom for all. Penn visited America only twice, in 1682-1684 and 1699-1701, each time less than two years. Still, he left a lasting mark on our nation.

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Fluency

The ability to read a text accurately and quickly with prosody and intonation.

“Woman, without her man, is nothing.”

“Woman! Without her, man is nothing.”

Discussion Starters

Never underestimate the power of talking about the books. Following are discussion starters for before, during, and after a story.

- What do you think the story might be about?
- What do you think will happen next?
- Why do you think the character....?
- What would happen if...?
- If you were _____, what would you have done?
- I wonder why.....
- Have you ever....?
- That reminds me of How about you?
- What was the favorite part of the story? Why?
- If you could be any character, who would you be? Why?
- That was funny when....
- I wonder if the author....

Picture Walk

A picture walk is a way to introduce a book to a student so that he can read it independently with success. During a picture walk, the tutor “reads through” the pictures in the book to help the student get a feeling for what the story is about. A picture walk can stir prior knowledge, implant language, and introduce concepts.

You will want to include sentences such as:

- **Tell me what you see on this page.**
- **What is this?**
- **Look here. I wonder what is happening.**
- **What are they doing here?**
- **What’s on this page?**
- **What do you think is going to happen on the next page?**

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Read Aloud

When you read aloud and vary your voice, phrasing, rate, expression, or volume, you are modeling fluent reading. Ask the student to listen for differences in the way you read. Ask the student what they noticed about the way you read. Did they hear the differences in voice, tone, volume, inflection, expression, rate, and phrasing?

Read with the Student

Good readers provide models of what fluent reading should sound like.

- **Buddy Read:** Read aloud while the student follows along silently or you may want to tape record a text so the student may practice on their own.
- **Echo Read:** Take turns reading the lines, paragraphs, or pages.
- **Duet Read:** You and the student read out loud together.

Create opportunities for success by selecting text that the student can read. A good rule of thumb is, if the student makes 5 errors before getting to the bottom of the page, the text is too hard. Read the text to the student before s/he reads it alone.

Repeated Readings

Reading the same text more than once improves student performance on that text. Over time that improvement will transfer to other texts. A passage for repeated readings should be approximately 100 to 200 words and not too difficult for the student to read.

Remember that it is okay for children to make mistakes in their reading. In fact, a child who is making mistakes and self-correcting may actually be demonstrating better reading than a child reading perfectly. We know for sure that a child who is self-correcting is reading for meaning.

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Comprehension

Read this:

There are several measures of correlation to express the relationship between two or more variables. For example, the standard Pearson product moment correlation coefficient (r) measures the extent to which two variables are related; there are various nonparametric measures of relationships that are based on the similarity of ranks in two variables; Multiple Regression allows one to assess the relationship between a dependent variable and a set of independent variables; Multiple Correspondence Analysis is useful for exploring the relationships between a set of categorical variables.

What were you doing as you read this? Did you *see* anything?

Good readers use many strategies to gain meaning when reading.

Visualizing. Readers who create sensory images in their mind while reading are more likely to understand what they are reading.

Questioning. Good readers clarify meaning by stopping and asking themselves questions.

Connecting. Good readers form connections between text and themselves, the world, their experiences and other text.

Tutorial Strategies to Enhance Comprehension

Determining important ideas. Good readers identify essential information as they read in 10 words or less.

Drawing inferences. Reading between the lines requires inferential thinking. Inferring is essential when searching for answers to questions that are not answered directly in the text.

Synthesizing information. Reviewing, sorting and sifting information leads to new insights that change the way readers think.

Adapted from Keene and Zimmerman (1997) *Mosaic of thought: Teaching Reading Comprehension in a Reader's Workshop*

10th grade FCAT- Download sample FCAT tests at <http://www.fcateplorer.com/> . Use these with your student.

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Tutorial Activities to Enhance Comprehension

Think-aloud. Good readers monitor what they are reading while they are reading. By modeling what good readers do when reading, students may become aware of their own mental processes and thinking during reading. Try to become aware of what you do as a good reader and then model these thinking processes aloud while reading to the student.

Coding the Text. One way for students to become more aware of their thinking while reading is to code the text while reading. This is easily done by having the student use a “code mark” to indicate their thinking. For example, students could use a question mark to indicate where they had a question, an exclamation mark where something was important, an X where the student made a connection with self, world, or another text and a V to indicate new or important vocabulary words. The actual codes do not matter. What is important is for students to be actively engaged and aware of their own thinking while reading text.

Questioning. Good readers ask themselves questions while reading. Comprehension questions direct the student’s thinking in certain ways. Here are some sample questions:

- Why do you think?
- What would happen if?
- Did you make connections as you read? How did that work?
- Were there some tricky words? What did you do?
- How would you change?
- What choice would you have made?
- What do you think about ...?
- Why did [name] ...?
- Where was?
- Which one ...?
- How did [name] ...?
- How would you explain ...?
- What can you say about?
- What examples can you find to?
- What conclusions can you draw?
- What did you do to get the meaning?
- How did you use what you already know when you read?
- Did you ask yourself questions as you read? How did that work?
- What would make sense here?
- Check the picture.
- Does that make sense?
- Why don’t you start that sentence again?
- Skip that word and go on. Does that help?

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- Does that sound right?
- Get your mouth ready to say that word.
- Look at how the word begins.
- Have you seen that word before?
- Think of a word that you know with the same sound in it.
- Is that right? Check it again. Does it match the letters?
- What can you do to help yourself?

You can tell the word to the student if they aren't successful in figuring it out (usually about 5 seconds is a good idea).

Reinforcement Strategies

It is important to encourage good strategies when your student displays them. Do this by saying positive statements such as:

- I like the way you looked at the first letter of that word and got your mouth ready to say it.
- I'm proud of how you tried hard to work on that word all by yourself.
- I noticed that you looked at the picture to see if it helped. That is a good way to figure out a word.
- Excellent! You really thought about what would make sense there.
- It was a good idea to read that part over again. It seems like that really helped you.
- I noticed that you tried _____ when you had trouble. Good for you! That's what good readers do.

Responses to Literature. Having students respond to literature in writing is a great way to determine if the student really understood what they read. You can read the material to your student.

- Summarize. Have the student write a 10 word summary of the passage.
- Quick Write. The student writes for one minute about the passage.