**Strategies for Reading Instruction**

Explicit Instruction should be used to teach these instructional strategies. When working with beginning readers, text complexity should be considered and appropriate reading levels should be chosen.

| **Alphabetics** | **Fluency** | **Vocabulary** | **Comprehension** |
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| Environmental Text* Words that the student sees every day. Ex., stop signs, fast food restaurant signs

Phonemic Awareness - do these activities with and without letter tiles or letter cups. Vowels should be a different color from consonants.* Phoneme isolation
* Phoneme identification
* Phoneme categorization
* Phoneme blending
* Phoneme addition and deletion
* Phoneme segmenting
* Phoneme substitution

Word Sorts* As a pre-reading activity, small groups of students are given words from a reading selection and directed to sort them into categories.
* Students can’t put all the words in one category or each word in its own category.
* After the sort, students share how their group sorted the words and why.

Language Experience Activity (LEA)* A LEA is an activity in which the teacher writes down a story as the student dictates it. The student then reads the story back to the teacher. The story can be about anything the student wants. The teacher/tutor writes the story in exactly the words the student uses with no changes in grammar or sentence structure. The story then becomes the text for practicing reading skills like decoding, word recognition, and fluency.

Word Ladders* In word ladder activities, students start with a word and follow a series of steps to change or rearrange one or two letters at a time to end up with a different word. Click [here](http://timrasinski.com/presentations/foot_to_ball.docx) to see an example.

Synthetic Phonics* Learners are taught the letter sound correspondences and then are taught to blend the sounds to identify words
* “What word does /d/ /o/ /g/ make?”
* dog

Analytic Phonics• Learners do not pronounce the sounds in isolation. They analyze the sounds in a word that is already identified• “What sounds do you hear in the word dog?”• /d/ /o/ /g/Phonics by AnalogyLearners use parts of words they already know to identify unfamiliar words by analogy (word patterns)• ack• back• sack• tackElkonin Boxes* Elkonin boxes (or 'sound boxes') can be used to build phonemic awareness and spelling skills.. Elkonin boxes help students segment words into their individual sounds and syllables. Boxes are drawn on a piece of paper, dry-erase board, or chalkboard and students are asked to listen to a word and mark a single box for each phoneme heard.
 | Neurological Impress Method* Oral read-along practice provides one-on-one fluent, expressive language modeling

Paired/Shared Reading (accuracy)* Student and stronger reader read orally together.
* If student struggles, stronger reader keeps reading.
* Keep the pace comfortable for student.

Duet Reading (speed/rate)* First Read: Student reads passage aloud and teacher provides correction immediately after each student error
* Second Read: Teacher and student sit side-by-side, alternately reading each word. Teacher reads first word with excellent expression; tracking with finger under words; while pressing pace forward. Teacher provides immediate error correction.
* Third Read: Student reads entire passage alone.

Echo Reading (prosody)* Teacher reads sentence orally. Student(s) read the same sentence while trying to read with same speed and expression as instructor.
* Teacher may need to break sentence into parts.
* After several sentences are echo read, teacher reads the set of sentences or the paragraph and students echo this.

Choral Reading* Students practice reading the same passage orally as a group.

Readers’ Theater* Suitable text is re-written in the form of a play.
* Students choose parts and are given the chance to practice reading them.
* Students “perform” the play by reading their parts expressively.
* No costumes or acting is necessary but props may be used.

Tape-assisted Reading* Tape provides the guidance and the student can replay as often as necessary

Phrase Marking* A passage, or text such as a poem, is broken up either by putting separate sentences on different pieces of paper, or using visual cues within the text such as \ and \\ to denote pauses

 | Word Wall* Collection of words displayed in large letters on the classroom wall or display surface. Use as an interactive tool for students when reading and writing.

Possible Sentences* Pre-reading strategy to activate prior knowledge.
* Provide students with short list of words from reading. Students create, based on prediction of reading, a meaningful sentence for each concept. Check after reading for accuracy or if revision is necessary.

Graffiti Vocabulary* Students create word posters by using own words and images of the term.

Word Sorts* See Alphabetics

List/Group/Label* Key word is written on the board and students share related words/ideas.
* Teacher writes the student responses on the board. The more responses, the better.
* Teacher and students discuss the words and any connections that are not clear.
* Students group words according to meaning.
* Students determine a label for each group.

Concentration* Game that matches the word to a picture or definition.

Sentence Frames* Determine the critical vocabulary necessary for comprehension of a passage.
* Develop the sentence frames you will use for structured practice.
* While writing the sentence frames, keep in mind the target language that you will be replacing with blanks.
* You will also need to create a word bank for students to draw from.

Cloze* Teacher rewrites a passage and leaves out some of the words.
* Students use context clues to decide what words are left out.
* For a variation, leave the first letter of the word that has been left out.

Knowledge Rating Scale* Choose list of words from text and display for students.
* Rate the words as (1) don’t know anything about it; (2) heard it, but not sure what it means: (3) can define/use the word.
* Clarify meaning of words.
 | Retelling* Students retell what they read including important details and correct sequence.

K-W-L* Teacher prepares a 3 column chart with the following headings: Know; Want to Know; Learned.
* Before reading, students discuss what they know and want to know about a topic as the teacher records their answers.
* After reading, students discuss what they learned as the teacher records their answers.
* Students may also discuss what was in their “Want to Know” column that they didn’t find out from the reading selection.

DR-TA/DL-TA* Stands for Directed Reading-Thinking Activity or Directed Listening-Thinking Activity.
* Students are asked to make predictions from the title of the reading selection.
* At various predetermined points in the selection, the students or teacher stops reading, discusses what is happening, confirms or reject the previous prediction, and makes a prediction about what will happen next.
* Repeat this until the passage or story is finished.

Sketch to Stretch* Students read or listen to a passage.
* Students make quick sketches (realistic or symbolic) of something related to the text that they found interesting, important, etc. (Note: The teacher should announce a 3-minute time limit so that “art anxiety” doesn’t affect students.
* In small groups, students show their sketches to each other and invite the others to interpret their sketch.
* The illustrator can then comment on the sketch.

Think/Pair/Share* In pairs, students listen or read to a predetermined stopping point.
* Students think about what they read, consider what was interesting or puzzling, and make notes about their thoughts.
* The partners talk to each other about their thinking, then each pair shares with the entire group.
* Repeat this process until the reading is finished.
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**More Resources**

* Eureka! On-line resource with teaching strategies, standards based lesson plans, and a database of library books for adult beginning readers. <http://literacy.kent.edu/eureka/index2.html>
* Creating Authentic Materials and Activities for the Adult Literacy Classroom <http://www.ncsall.net/fileadmin/resources/teach/jacobson.pdf>
* Understanding What Reading is All About <http://www.ncsall.net/fileadmin/resources/teach/uwriaa.pdf>
* Apply Research in Reading Instruction for Adults: First Steps for Teachers <http://www.nifl.gov/partnershipforreading/publications/applyingresearch.pdf>