Five Essential Components of Reading Instruction:

1. phonemic awareness
2. phonics
3. fluency
4. vocabulary
5. comprehension
Reading Pyramid

- Phonemic Awareness
  - Phonemic awareness + explicit phonics instruction → automatic word decoding
  - Automatic word decoding → fluency
- Fluency
- Phonics
- Vocabulary
- Comprehension
Importance of Decoding skills:

- In many schools, 1st and 2nd grade instruction focuses on FVC instead of PA and P. (decoding)
- For our students, the holes in the foundation tend to be in PA and P.
- Please prioritize setting a firm foundation!
- For 1st month of tutoring, don’t worry about weaving in FVC instruction.
Fluency/Vocabulary/Comprehension Instruction:

- What does it look like for 1st/2nd graders?
- How do I weave this instruction into each lesson?
- What are fun supplemental activities for “TAKE a BREAK” sessions?
Fluency:

- **ALP Manual: Tab 5, pp. 174-178**

- The ability to read text accurately and quickly. Scored as words read correctly per minute.

- **ONLY DECODABLE TEXT!** Easy independent reading level (95% success)

- Requires **repeated ORAL** reading practice with a partner providing *modeling, feedback, and assistance*

- Includes PROSODY: appropriate expression, inflection, pacing
Activities to Promote Fluency

Each session:

- You will already be doing repeated oral reading practice in lesson parts 3-5, 9

- To add fun and prosody practice, when student rereads sentences in part 5, play “Roll Punctuation” or “Roll a Face.” Parts 3-5, 9. Handout B.
Fluency “Take a Break” session activities:

- **Paired Reading**: Reading aloud along with your student to promote correct pacing, inflection, expression.
  
  [https://www.youtube.com/watch?v=H5RJyUnAkWM](https://www.youtube.com/watch?v=H5RJyUnAkWM)

- **Punctuation Punch**: Periods, commas, question marks, exclamation point. Fun AVK stimulation!
  
  Use book *Yo! Yes!* to teach this technique.
Let’s Practice!

- Mary, Beth, and Bill already had cookies.
- Mary, Beth and Bill already had cookies!
- Captain! Fire in the hole!
- There’s a storm brewing?
- There’s a storm brewing!
- Holy smokes, Batman! Wasn’t that a close call?
Let’s review:

- Phonemic Awareness + Explicit Phonics Instruction
- Automatic Word Decoding
- Fluency + ???????????????????
Vocabulary instruction supports understanding of word meanings, pronunciation, and use.

*Developed indirectly through:*
- Listening to text read aloud.
- Reading aloud to a partner or adult.
- Some independent reading.

*Developed directly through:*
- Explicit instruction of words and strategies.
Levels of Vocabulary words:

- **Tier 1**: most basic words. *peg, shed, tug* (ESL?)

- **Tier 2**: high frequency words for maturing language users. *absurd, coincidence, industrious*

- Tier 3: low frequency words best taught in content areas. *plateau, amoeba*
Vocabulary Instruction for our students:
Each session you may:

► Plan ahead!

► Choose 1-2 Tier 1 or Tier 2 words to target.

► Connect to words the student already knows. A bonnet is a hat.

► Use pictures.

► Add words to the Vocabulary section of their student notebook.
To fill Tier 1 gaps:

Find words in Wilson Student reader or decodable reader - lesson parts 2-5, 7-9. Engage with questions.

- What would you keep in a **shed**?
- Name something you might **tug**.
- Who wears a **bib**?
- What sleeps in a **den**, and where would you find one?

Print pictures or have “at the ready” on your phone or tablet.

*Try a word card/picture matching activity in lesson part 3*
Enrich with Tier 2 words:

- IMPLIED by the story in decodable readers: hilarious, frightened, absurd. Part 9
  Example: Primary Phonics Cop Cat pp. 12 & 13

- from your read-aloud book. Part 9
  Ask engaging questions
  Connect to pictures and/or known words
  Act out with facial expressions & movements
Vocabulary “Take a Break” activities:

- Read-aloud, then in-depth interactive Tier 2 Vocabulary study- Handout A. **on website under tutor resources
- Visual Imagery
And FINALLY.....

- Phonemic Awareness + Explicit Phonics Instruction
- Automatic Word Decoding
- Fluency + Vocabulary
Comprehension

- ALP Manual: Tab 5 pp. 179-198

- The student’s ability to read, understand, remember, and communicate with others (orally and in writing) what has been read. Students are expected to “do something with it.”
A note about testing expectations:

- **TRC:** Text Reading and Comprehension Score (includes written response component)

- Students expected to **cite evidence from text** in responses. Students taught to preview Q’s before reading and answer in **COMPLETE SENTENCES**.
Some elements of reading comprehension in 1st and 2nd grade

- Main character
- Main idea
- Setting
- Problem in story: How solved?
- Continue story: What’s next?
- Compare/contrast different settings/characters
- Sequencing: first, next, last
Active Read-Alouds are FUN!!!

- Allow student a **choice** of read-aloud books, especially in the beginning. Perhaps have a couple of books with comprehension/vocab instruction at the ready. You will learn a lot about your student, and he/she gets practice and joy of **making a choice**.

- Ask **“Why did you choose this one?”**

- Take a **Picture walk** - What do you think will happen?

- Ask **open-ended questions** about the text requiring more than a “yes” or “no” response.
Promote Comprehension in each session:

- Ask Questions: Part 5 and 9
  - who, what, when, where, why?
  - Always have student refer back to text to support their COMPLETE SENTENCE RESPONSES. RACe strategy for student notebook Handout D

- Acknowledge punctuation using gestures from Yo! Yes? Parts 5 and 9
R
Restate the question

A
Answer the question and all its parts

C
Cite evidence from the text

E
Explain the evidence
Comprehension activities for “Take a Break” sessions:

**Deep or Close** analysis of a Decodable or a Read-Aloud.

- Joanie Gerken’s Literacy Star - Handout C
- RACE Strategy - Handout D - emphasize RAC
- Visual Imagery

- Thinking about Mac & Tab and Making Connections 1 & 2 in partner school resource collections.

- Graphic organizers (ALP manual, pp. 199-209)
Joanie’s Literacy Star
Remember:

- Wait a month.
- **Decoding (PA + P) is still the foundational skill! Do not sacrifice this instruction!**

In a month:

- Each lesson, **plan** for weaving in of fluency, vocabulary, and comprehension instruction.
- Plan for “Take a Break” sessions approximately twice a month, **based on your student’s needs.**
Resources:

- YOUR AUGUSTINE MANUAL!!!
- Partner School resources:
  - Collins COBUILD Primary Learner’s Dictionary
  - Oxford Picture Dictionary for Kids (Spanish/English)
  - Making Connections 1 & 2
  - Yo! Yes! (Raschka)
  - Primary Phonics: Thinking about Mac and Tab (EPS)

- Bringing Words to Life (Beck, McKeown, and Kucan)
- The Fluent Reader (Raskinski)
- Literacy Star courtesy of Joan Gerken, AOGPE fellow