**Some Ideas for Instruction**

Taken from: *What’s after assessment? Follow-up Instruction for Phonics, Fluency, and Comprehension.* Kathleen Strickland. Heinemann. 2005

|  |
| --- |
| Foundational Literacy Skills If a student has difficulty matching letters with corresponding sounds, then help the reader realize that words are made up of letters that correspond with speech sounds  * Counting words in speaking and writing * Clapping syllables * Sound boxes * Alphabet sound word examples * Word games – match word with beginning letter * Rhyming * Rhyming books  If a student does not recognize word units, then help the reader realize that print is made up of words that match speech  * Shared reading * Interactive writing * Morning news * Word wall  If a student has difficulty with letter-sound correspondence, then help the reader learn high frequency letter sound correspondence (consonants) in the context of real reading situations or as a result of examining text in real reading situations  * Letters in the context of real reading * Tongue twisters * Nursery rhymes |
| Word Recognition If a student guesses at words using only initial consonant sound as cues, then help reader see words as wholes and in the context of an authentic reading situation  * Cloze activities during shared reading * Interactive writing   Help reader use multiple strategies for decoding   * Word families * Word sorts * Word banks * Making words * Contextual analysis * Bag words   ***If a student can decode but uses only letter sounds, then*** help reader see that decoding words involves multiple strategies such as onsets/rimes, words within words, structural analysis, context clues   * Word sorts * Onset/rime * Word bank * Making words * Contextual analysis * Finding little words in big words   ***If a student has problems with sight words, then*** help reader build a repertoire of sight words by connecting words to life/experience for long-term memory   * Word walls * Personal dictionary * Bag words   Demonstrate to reader that sight words are usually built from reading, not before reading   * Word study after reading * Writing   ***If a student guesses at unknown words, using no graphic cues, then*** help reader pay attention to the visual aspects of word identification while still using syntactic and semantic cues.   * Cloze with initial consonant sound * Finding little words in big words * Structural analysis * Onset/rime * Word sorts * Writing   ***If a student reads words he knows but stops at every new or unfamiliar word, then*** help reader realize reading is not just reading words, help learn to use all three cueing systems.   * Cloze activities * Use of prediction before and after reading * Guided reading * Think-alouds   ***If a student doesn’t recognize new words built on known words, then*** help reader learn that words are not always individual letters, but often have parts.   * Structural analysis * Word sorts * Making words * Word games * Rhyming words * Word families * Shared reading |
| Vocabulary and Concept Development  ***If a student does not have a large vocabulary, then*** provide multiple opportunities for students to learn new words   * Read alouds * Guided reading * Word explorations * Labeling the classroom * Word of the week |
| Comprehension  ***If a student reads quickly but inaccurately and with limited comprehension, then*** help reader read at a pace that supports comprehension and help read for meaning.   * CROP-QV (Connections, Reactions, Opinions, Predictions, Questions, Visualization) * Anticipation guide * Guided reading * Pair-think-share  If a student reads so slowly that comprehension is compromised, then take time for prereading  * Activate prior knowledge * Set purpose for reading * Anticipation guides * Guided reading * KWL * Create a scenario   Model fluent reading and attend to meaning before having student read independently   * Think alouds   Make sure text is at appropriate level   * Choose a book at independent/instructional level  If a student reads fluently but can’t retell, then make sure student understands how to retell  * Webbing/mapping * Interpretive questions * Story frames * Semantic webbing   Make sure student is constructing meaning while reading   * Imagery * Predicting * Guided reading * Reciprocal teaching * Directed reading-thinking activity (DRTA)   If a student reads fluently but can’t (or sometimes doesn’t) identify main idea or purpose, then help reader bring meaning to text, connect to experience and previous knowledge, and organize the elements of the text during and after reading.   * Story mapping * Compare and contrast charts * Paraphrasing * Asking for help * Venn diagram * Response logs * Summarizing/retelling * Connecting   If a student isn’t able to make inferences (recalls literally), then … help reader realize that when making meaning one must put pieces of information together to make sense of text; help reader see not everything is stated directly.   * Think-alouds * Response logs * Say something * Summarizing/retelling * Connecting * Literature circles   If a student has difficulty reading for information, then help reader develop techniques for reading nonfiction.   * Think-alouds * Anticipation guide * KWL * Webbing |
| Fluency  If a student reads words letter by letter, then ***model fluent reading***   * Shared reading   Help student see words as wholes   * Word sorts * Word walls * Alphabet books * Personal dictionary * Word of the day * List-group-share * Visual-auditory-kinesthetic-tactile (VAKT) approach   Help student see word patterns   * Onset/rime * Structural analysis  If a student reads word by word, then present opportunities for rereading  * Repeated reading * Reader’s theatre * Environmental print   Work on prereading so student makes predictions and reads to confirm or adjust predictions   * Pretelling * Anticipation guides * Activate prior knowledge * Set purpose for reading   Model fluent reading   * Shared reading * Paired reading * Read alouds  If a student reads slowly but comprehends, then present authentic reasons for reading.  * Reader’s theatre * Writing texts for struggling readers * Rereading   Model fluent reading  Present opportunities for student to read fluently with support   * Choral reading * Paired reading with fluent readers * Tape-recorded reading |