

Every day, in every class, students will read, write, and speak.

Anita L. Archer Ohio Literacy Conference March 2020

Before Passage Reading	
Vocabulary	Teach the pronunciation and meaning of critical, unknown vocabulary words. Teach strategies for determining the meaning of unfamiliar words including: <ul style="list-style-type: none"> • Use of context clues (Inside – Outside) • Use of meaningful parts (prefixes, suffixes, roots, base words) • Use of reference materials
Background Knowledge	Teach or activate any necessary background knowledge .
Previewing	Guide students in previewing the article/chapter.
Purpose	Establish a clear purpose for reading.

During Passage Reading	
Passage Reading Procedures	Choral Reading, Cloze Reading, Partner Reading, Team Reading, Silent Reading
Teacher – Generated Questions	Teacher asks text-dependent questions to guide and monitor comprehension.
Student – Generated Questions	Students generate and answer questions on critical content within passage.
Informational Text – Strategies	Students utilize effective comprehension strategies such as: <ul style="list-style-type: none"> • Getting the gist • Annotating the content • Taking two-column notes
Narrative Text - Strategies	Students utilize “story grammar” to enhance comprehension.

After Passage Reading	
Discussion	Prompt – Plan – Share with Partner – Discuss in Small Groups
Summary Sentences	Students create summary sentences: <ul style="list-style-type: none"> • Because But So • Sentence Expansion • Sentence Combining
Summary Paragraphs	Students generate a paragraph or multi-paragraph summary using <i>List, Cross-out, Connect, Number, Write, Improve</i> . Students generate a paragraph summary using a writing frame.

And More for Some

Decoding	
Advanced Phonemic Awareness	<ul style="list-style-type: none"> • Adding, deleting, substituting, and reversing phonemes within words
Letter-Sound Associations	<ul style="list-style-type: none"> • Saying the sound for the most common vowel graphemes (short and long vowel sounds and vowel teams)
Decoding and Encoding <ul style="list-style-type: none"> • Regular words • Irregular words 	<ul style="list-style-type: none"> • Using common letter /sound associations to read and spell words • Determining the “tricky” part in irregular words
Morphemes <ul style="list-style-type: none"> • Prefixes • Suffixes Multisyllabic Words	<ul style="list-style-type: none"> • Saying the pronunciation of common prefixes and suffixes • Applying strategies to read and spell multisyllabic words

Fluency	
Choral Reading	<ul style="list-style-type: none"> • Teacher and students read short passages orally.
Cloze Reading	<ul style="list-style-type: none"> • Teacher reads orally and pauses on specific words. Students read the word.
Partner Reading	<ul style="list-style-type: none"> • Partners alternate in reading orally. • Partner corrects errors.
Repeated Reading	<ul style="list-style-type: none"> • Students reread a passage a number of times. • Common Structure <ul style="list-style-type: none"> ○ Cold Timing ○ Practice ○ Practice ○ Hot Timing

Vocabulary	
Explicit Instruction on Tier 2 Words	<ul style="list-style-type: none"> • Introduce generalizable Tier 2 words <ul style="list-style-type: none"> ○ Introduce the word’s pronunciation ○ Introduce the word’s meaning ○ Illustrate with examples (non-examples) ○ Check understanding
Explicit Instruction on Content Area Vocabulary	<ul style="list-style-type: none"> • Preteach Tier 2 and Tier 3 words for content area class.
Explicit Instruction on meaning of morphemes	<ul style="list-style-type: none"> • Teach the meaning of prefixes, suffixes, roots. • Determine the meaning of unfamiliar words. • Determine the pronunciation and meaning of words in families (<i>transform transformation, transformer</i>)