

CLUE Literacy Strategies

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Outcomes

Participants will learn strategies in:

- Practicing **Phonemic Awareness** and **Phonics**
- Increasing **Reading Fluency**
- Building **Vocabulary**
- Increasing **Comprehension**



Phonemic Awareness Prior to Phonics

- Usually acquired by age 3
 - No printed text or letters
- Child's ability to hear, identify and manipulate sounds in words
- Lack of awareness of phonology is the core deficit for reading disabilities



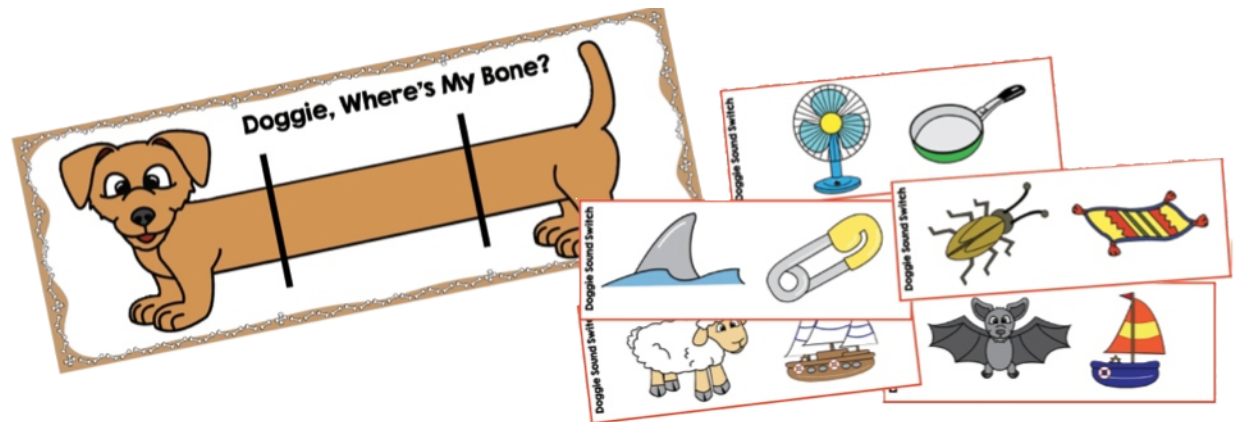
(Dr. Reid Lyon, 1995)

Examples of Phonemic Awareness Skills

- **Blending:** What word am I trying to say? *Nnnnn-oooo--t.*
- **Segmentation** (first sound isolation): What is the first sound in *not*?
- **Segmentation** (last sound isolation): What is the last sound in *not*?
- **Segmentation** (complete): What are all the sounds you hear in *not*?

Center 1: Phonemic Awareness

- Phonemic Awareness in 5 minutes cards
- Spin and Tell Phonemic Wheel
- Doggie, Where's My Bone"



Why Read to Children?



- Bond with the reader
- Build a love of reading
- To learn sounds and structure of the English Language
- Build background knowledge
- Build vocabulary



Read! Read! Read!

- Students who read:

5 mins/week → 21,000 words/year

10 mins/day → 622,000 words/year

15 mins/day → 1,146,000 words/year

1 hour/day → 4,358,000 words/year



How do I Begin?



- Begin as soon as possible.
- Use repetitious, predictable books.
- Read the same books over and over again.
- Encourage your child to join in and respond.
- Select books on topics your child is interested in.

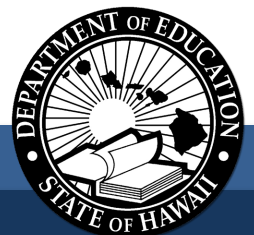
How to Read Aloud

- Say the title of the book, name of author
- Bring the author to life
- Discuss the illustration on the cover
- Make connections—build on background knowledge
- Ask questions—have your child make predictions



How to Read Aloud, cont.

- Interact and involve your child in the story, have them point to pictures
- Read with lots of expression
- Read slowly enough for your child to build mental pictures
- Talk about the story when done



Questions Before Reading

- What do you think this story is going to be about?
(Make predictions)
- Who are the main characters?
- Does this remind you of another story we've
heard/read?
- Where do you think this story takes place?
- Is this a factual story (real) or fiction (make believe)

- When does this story take place?
- Have you ever seen a _____ before?



Questions During Reading

- Is this story what you thought it was going to be about? (Confirm or correct predictions)
- What do you think is going to happen next?
- How do you think the main character feels?
- How would you feel?
- Do you think this can really happen?



Questions After Reading

- Did you like this book? Why or why not?
- Which character did you like the best?
- How was that character like you?
- What happened first, second, next..
- **Somebody Wanted But So (Beers)**



Reading Fluently with Prosody

- Fluency is the ability to read a text accurately and quickly.
- Repeated and monitored oral reading improves reading fluency
- Fluency changes depending on what readers are reading



Fluent Readers

- Make connections among the ideas in the text and between the text and their background knowledge
- Divide text into meaningful chunks
- Focus on the meaning of text and not on decoding words.

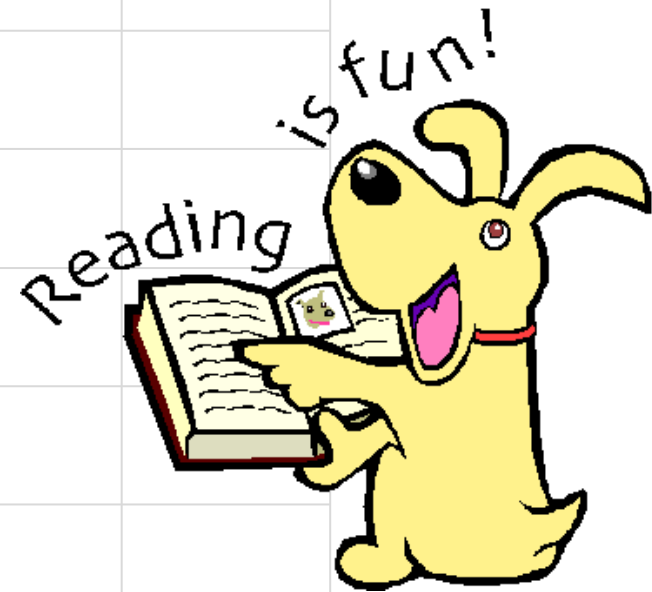
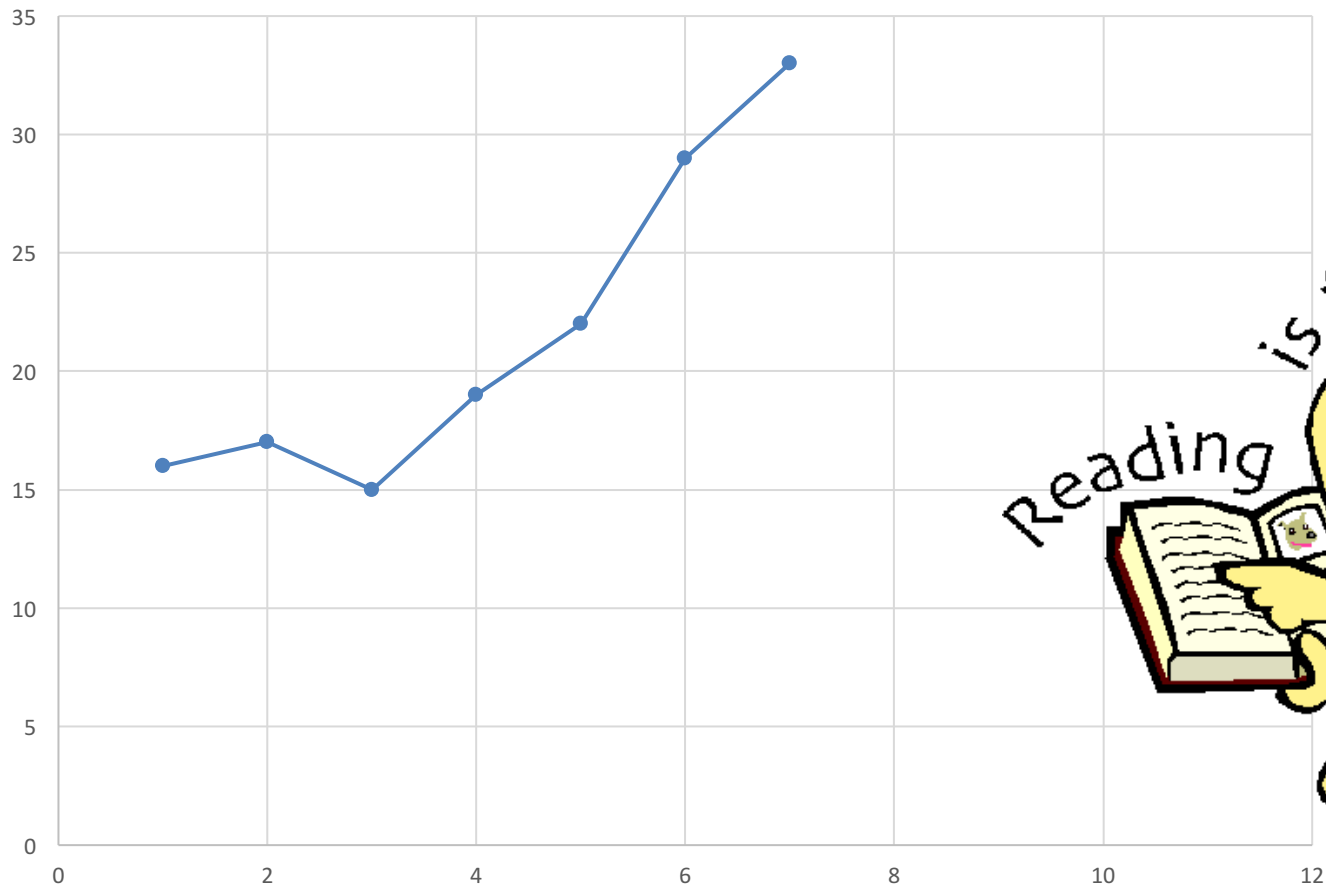


Strategies for Improving Fluency

1. Model Fluent Reading
2. Use Guided Practice
3. Read Together
4. Use Repeated Readings
5. Time and Graph a Reading Passage



Number of Words Per Minute



Importance of Vocabulary

- Leads to gains in reading comprehension
- Is related to overall achievement
- Improves communication and levels of thinking
- Is the mark of an educated, literate individual



Vocabulary Gap

Meaningful Differences in
Cumulative Experiences

	Words heard per hour	Words heard in a 100-hour week	Words heard in a 5,200 hour year	3 years
Welfare	620	62,000	3 million	10 million
Working Class	1,250	125,000	6 million	20 million
Professional	2,150	215,000	11 million	30 million

Station #2: Strategies to Build Vocabulary

- Word Walls
- Word Spins
- Teach Word Parts (prefixes, root words, suffixes)



Comprehension Activity

With hocked gems financing him, our hero bravely defied all scornful laughter that tried to prevent his scheme.

“Your eyes deceive.”

“It is like an egg, not a table.”



Now three sturdy sisters sought truth. Forging along, sometimes through calm vastness, yet more often over turbulent peaks and valleys, days became weeks as many doubters spread fearful rumors about the edge. At last, from nowhere, winged creatures appeared signifying momentous success.

What Do Competent Readers Do?...

- Preview
- Monitor comprehension
- Adjust reading rate
- Connect information to experiences/knowledge
- Question
- Make predictions
- Summarize



Station 3: Comprehension Strategies

Directions for folding mini-booklet.

Print the other side of this page and follow these steps to make a small writing book.

Fold paper in half, length ways (11" direction) with written side out.



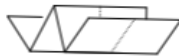
Unfold and fold across 8 1/2" direction, written side out.



With fold maintained lay paper on surface in front of you. Fold the paper edge of just one side of the paper up to the fold line.

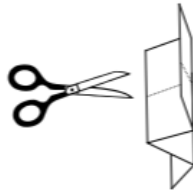


Fold the other side of the paper edge to the fold line.



Pick up the paper by the centerfold --- 2 sections folded up should flap as if they were bird wings.

Take a scissors and cut along the crease created from the first step of folding. Cut from the folded edge to the next crease line.



With the written title page as the front gently fold the pages together to create a writing booklet. There will be 8 pages.



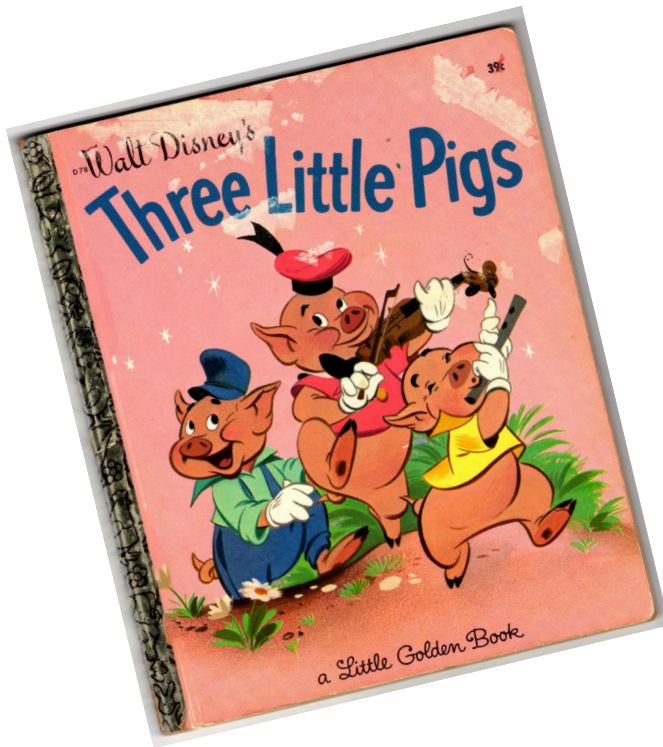
If you desire a larger book use this strategy on a legal sized piece of paper or "11 X 17" piece of paper.

Bev Schumacher, Learning Props L.L.C. 262.619.1119 www.learningprops.com

- Say Something
- Comprehension Dice Game









Somebody/Wanted/ But/So...



Somebody	Wanted	But	So
The wolf	to eat the pigs	the pigs built a house of bricks	the wolf went down the chimney and fell into the boiling pot of water
The first little pig	to build a house of sticks	A wolf wanted to eat the pig, and he blew the house down	the first little pig ran to the second little pigs house



Comprehension Dice Game

Comprehension Dice Game	
Read a book together with a partner. Roll a dice and tell your partner the answer!	
	If you roll a 1... Make a text to self connection with the story.
	If you roll a 2... Tell your partner the 3 most important parts of the story!
	If you roll a 3... What question would you ask the main character in the story?
	If you roll a 4... If you were in this story, what would you see and hear?
	If you roll a 5... Find 3 words that were difficult to read.
	If you roll a 6... How did the characters feel at the end of the story? How do you know?

Review: Clues for...

Practicing **Phonemic Awareness** and
Phonics

Increasing **Reading Fluency**

Building **Vocabulary**

Increasing **Comprehension**



Three Centers

Center 1: Phonemic Awareness

- Phonemic Awareness in 5 minutes cards
- Spill and Tell Phonemic Wheel
- Doggie, Where's My Bone"

Center 2: Vocabulary

- Word Walls
- Word Spins

Center 3: Comprehension

- Say Something Mini Booklet
- Comprehension Dice Game



Any Questions?

