BERMUDA EDUCATION NETWORK

LITERACY CONNECTIONS

SEMINAR SERIES

October 21 | 9am to 12.30pm

Bermuda Underwater Exploration Institute (BUEI)

For Pre-school to P4 classroom teachers

FREE - Refreshments will be served

PD certificates will be provided to B.U.T. registrants

Introduction

Stephanie Hughes

Natalie Roberts

Decoding Tips & Tricks

Monday, October 21, 2024

Stephanie Hughes & Natalie Roberts

Agenda

- Objective
- Insights from the Science of Reading:
  - How to apply the research into classroom practice for the implications of decoding
- Understanding Decoding
- Tips & Tricks:
  - Practical Strategies for the classroom
- Closing & Reflection

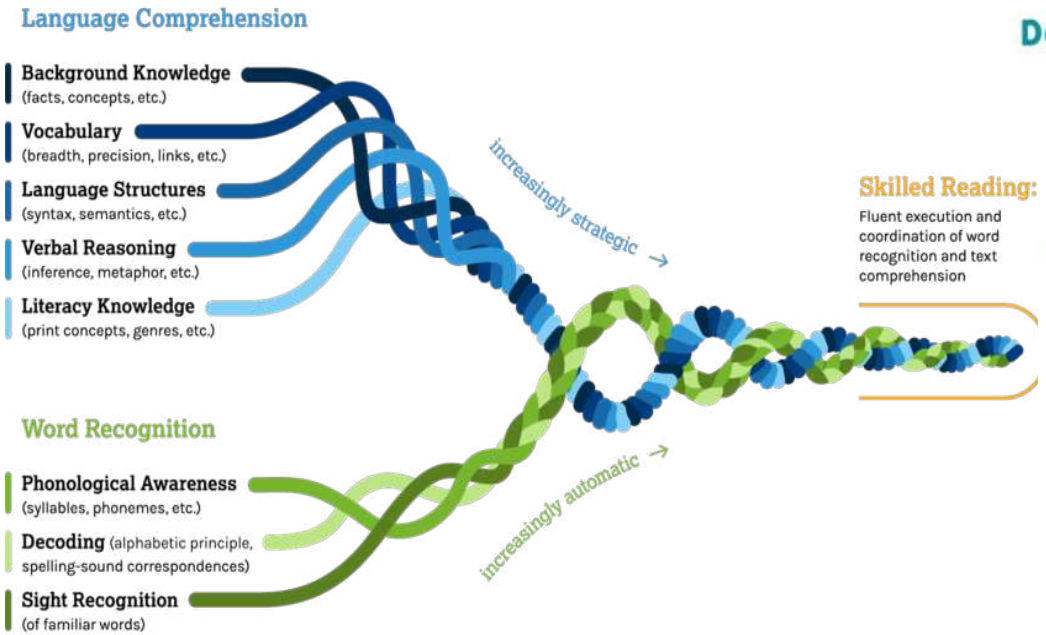
Objective:

To equip lower primary teachers with the skills and knowledge to effectively teach decoding and integrate the Science of Reading framework into daily instruction.

What is SOR?

SOR and Decoding

Scarborough's Reading Rope

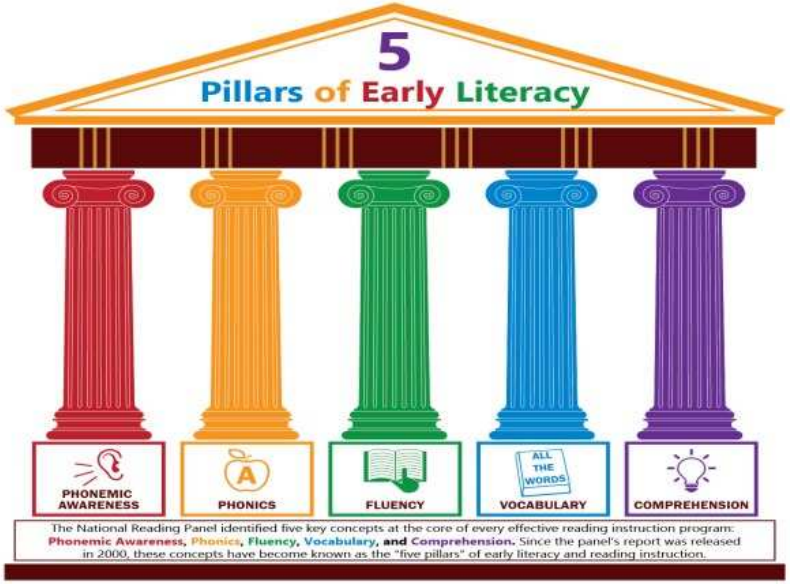


Adapted from Scarborough, H. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory and practice. In S. Newman & D. Dickinson (Eds.), Handbook of Early Literacy Research, pp. 97-110. Guilford Press.

SIMPLE VIEW OF READING

D X LC = R

Decoding | Language Comprehension | Reading w/ Meaning

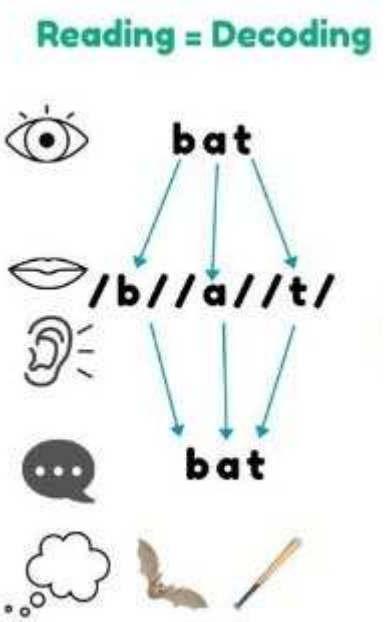


Back to Basics
Decoding

YOUTUBE Link: https://www.youtube.com/watch?v=1cB3hnkKSYY

What is decoding?

"Decoding is the ability to apply knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before."
Dr. Louisa Moats



We see a **printed** word

Our brain uses **letter sound relationships** PLUS our knowledge of **phonemes** to segment and blend spoken sounds.

With multiple exposures and practice, our brains map the letter sequence to long term memory. It becomes a a **sight** word!

h a t

/h/ /ă/ /t/

hat

Phonics supports learning the letter-sound knowledge needed.

bead

/b/ /ē/ /d/

bead

The "ea" pattern in "bead" may be **temporarily irregular** until this pattern is taught.

s a i d

/s/ /ĕ/ /d/

said

The "ai" pattern in "said" is **irregular.** Draw children's attention to the parts of the word that is regular.

Importance of decoding in early readers:

- In the U.S. **20%** of people have an impairment in reading. That's **one in five people**.
- In Bermuda according to the *Bermuda Digest of Statistics Report 2023* there are approx. **8,470** students from primary to high school in private and public education.
- That could possibly mean there are **1,694** students in Bermuda that have an impairment in reading.

Scope and sequence

Explicit and systematic instruction

Scope & Sequence At-a-Glance: All Concepts (K-2)

Alphabet
1. a /ă/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /ĭ/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ŏ/
13. d /d/
14. c /k/
15. u /ŭ/
16. g /g/
17. b /b/
18. e /ĕ/
19. VC & CVC Practice (all)
20. -s /s/
21. -s /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. j /j/
30. y /y/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

Alphabet Review & Longer Words
(incl. CVC, CCVC, CVCC, CCVCC, & CCCVC)
35. Short A Review (incl. Nasalized A)
36. Short I Review
37. Short O Review
38. Short A, I, O Review
39. Short U Review
40. Short E Review
41. Short Vowels Review (all)

Digraphs
42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oll, -ull
44. ck /k/
45. sh /sh/
46. Voiced th /th/
47. Unvoiced th /th/
48. ch /ch/
49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /n/
52. nk/ŋk/
53. Digraphs Review 2 (incl. CCCVC)

VCe
54. a_e /ā/
55. i_e /ī/
56. o_e /ō/
57. VCe Review 1, e_e /ē/
58. u_e /ū/, /yū/
59. VCe Review 2 (all)
60. _ce /s/
61. _ge /j/
62. VCe Review 3, VCe Exceptions

Reading Longer Words
63. -es
64. -ed
65. -ing
66. Closed & Open Syllables
67. Closed/Closed
68. Open/Closed

Ending Spelling Patterns
69. tch /ch/
70. dge /j/
71. tch /ch/, dge /j/ Review
72. Long VCC (-ild, -old, -ind, -olt, -ost)
73. y /ī/
74. y /ē/
75. -le
76. Ending Patterns Review

R-Controlled Vowels
77. ar /ar/
78. or, ore /or/
79. ar /ar/ & or, ore /or/ Review
80. er /er/
81. ir, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

Long Vowel Teams
84. ai, ay /ā/
85. ee, ea, ey /ē/
86. oa, ow, oe /ō/
87. ie, igh /ī/
88. Vowel Teams Review 1

Other Vowel Teams
89. oo, u /oo/
90. oo /ū/
91. ew, ui, ue /ū/
92. Vowel Teams Review 2
93. au, aw, augh /aw/
94. ea /ē/, a /ŏ/

Diphthongs
95. oi, oy /oi/
96. ou, ow /ow/
97. Vowel Teams & Diphthongs Review

Silent Letters
98. kn /n/, wr /r/, mb /m/

Suffixes & Prefixes
99. -s/-es
100. -er/-est
101. -ly
102. -less, -ful
103. un-
104. pre-, re-
105. dis-
106. Affixes Review 1

Suffix Spelling Changes
107. Doubling Rule -ed, -ing
108. Doubling Rule -er, -est
109. Drop -e Rule
110. -y to i Rule

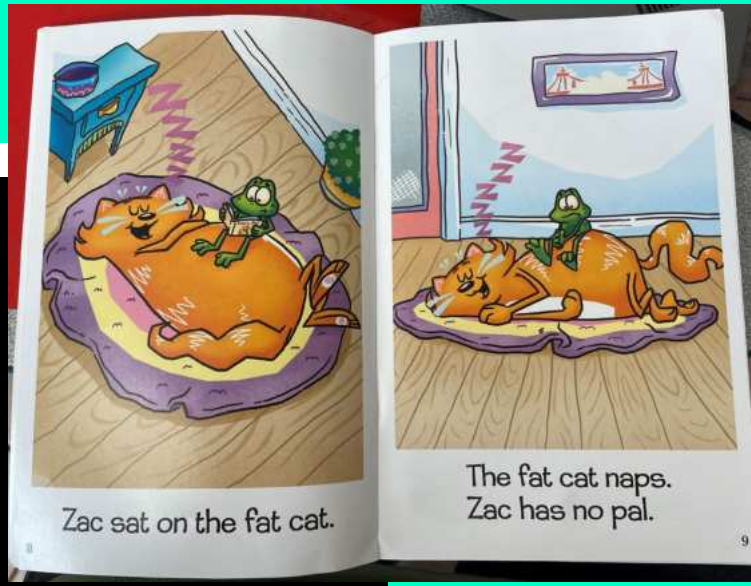
Low Frequency Spellings
111. -ar, -or /er/
112. air, are, ear /air/
113. ear /ear/
114. Alternate /ā/ (ei, ey, eigh, aigh, ea)
115. Alternate Long U (ew, eu, ue /yū/; ou /ū/)
116. ough /aw/, /ŏ/
117. Signal Vowels (c /s/, g /j/)
118. ch /sh/, /k/; gn /n/, gh /g/; silent t

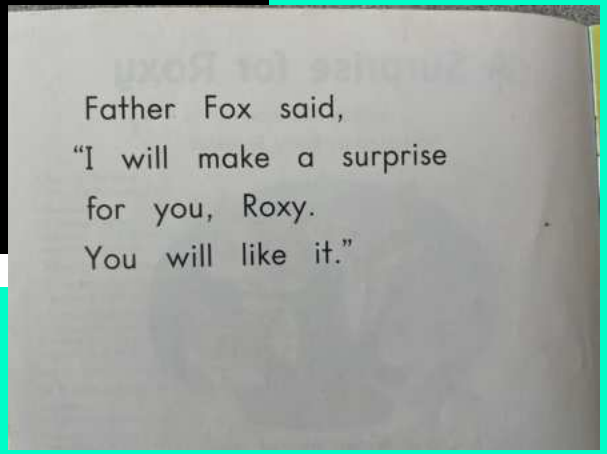
Additional Affixes
119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2

UFLI FOUNDATIONS

What does a child struggling with decoding look like?

- Parent's Perspective
  - "I end up reading the text to them."
- Teacher's Perspective
  - "I've taught all the sounds but when she reads she's unable to match the phoneme to the grapheme."
- Child's Perspective
  - "I don't know how to sound out the words."
  - "It takes so much energy and I can't figure out what it means."


Zac sat on the fat cat.
The fat cat naps.
Zac has no pal.


Father Fox said,
"I will make a surprise
for you, Roxy.
You will like it."

Teacher perspective continued: What does a child struggling with decoding look like in the classroom?

- The child has difficulty matching sounds and letters, which can affect reading and spelling.
- The child decodes in a very labored manner.
- The child has trouble reading and spelling phonetically.
- The child has a high degree of difficulty with phonics patterns and activities.
- The child guesses at words based on the first letter or two.
- Even though I taught several short vowel sounds (or other letter sounds or patterns), the corresponding letters are not showing up in his writing samples.
- Even though I taught certain letter patterns, she isn't able to recognize them when reading words.

Poor Comprehension

go back to fluency

Poor Fluency

go back to word recognition

Poor Word Recognition

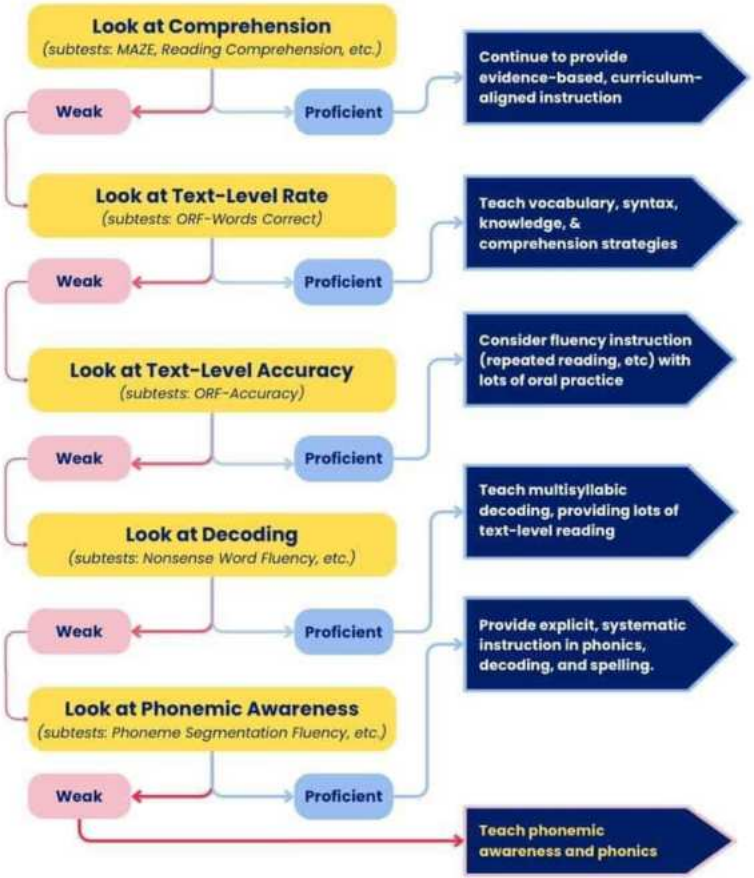
go back to phonics and decoding

Poor Phonics & Decoding

go back to phonemic awareness

ONlit

Making Sense of Screening



CORE Phonics Survey—Record

Name _____ Grade _____

SKILLS SUMMARY

Alphabet Skills and Letter Sounds

_____/26	A.	Letter names—uppercase
_____/26	B.	Letter names—lowercase
_____/21	C.	Consonant sounds
_____/5	D.	Long vowel sounds
_____/5		Short vowel sounds

Reading and Decoding Skills

_____/15	E.	Short vowels in CVC words
_____/15	F.	Consonant blends with short vowels
_____/15	G.	Short vowels, digraphs, and *-tch* trigraph
_____/15	H.	*R*-controlled vowels
_____/15	I.	Long vowel spellings
_____/15	J.	Variant vowels
_____/15	K.	Low frequency vowel and consonant spellings
_____/24	L.	Multisyllabic words

Skills to review: _____

_____

Skills to teach: _____

_____

CORE Phonics Survey — Teacher Record

Name Lorenzo Grade P3

SKILLS SUMMARY

Alphabet Skills and Letter Sounds

19/26	A.	Letter names—uppercase
20/26	B.	Letter names—lowercase
14/21	C.	Consonant sounds
0/5	D.	Long vowel sounds
3/5		Short vowel sounds

Reading and Decoding Skills

7/15	E.	Short vowels in CVC words
0/15	F.	Consonant blends with short vowels
/15	G.	Short vowels, digraphs, and *-tch* trigraph
/15	H.	*R*-controlled vowels
/15	I.	Long vowel spellings
/15	J.	Variant vowels
/15	K.	Low-frequency vowel and consonant spellings
/24	L.	Multisyllabic words

Skills to review: _____

Skills to teach: _____

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Alphabet Skills and Letter Sounds

PART A Letter names—uppercase

DIRECTIONS: Say to the student: *Can you tell me the names of these letters?* If the student cannot name three or more consecutive letters, say: *Look at all of the letters and tell me which ones you do know.* If the letter name given is correct, do not mark the Record Form. If it is incorrect, write the letter name the student gives above each letter. If no letter name is given, circle the letter.

D	A	N	S	X	Z	J	L	H
T	Y	E	C	O	M	R	P	W
K	U	G	B	F	Q	V	I	

19/26

Sang alphabet

PART B Letter names—lowercase

DIRECTIONS: Say to the student: *Can you tell me the names of these letters?* If the student cannot name three or more consecutive letters, say: *Look at all of the letters and tell me which ones you do know.* If the letter name given is correct, do not mark the Record Form. If it is incorrect, write the letter name the student gives above each letter. If no letter name is given, circle the letter.

d	a	n	s	x	z	j	l	h
t	y	e	c	o	m	r	p	w
k	u	g	b	f	q	v	i	

20/26

Sang alphabet

PART C Consonant sounds

DIRECTIONS: Say to the student: *Look at these letters. Can you tell me the sound each letter makes?* Be sure to ask the student if he or she knows of another sound for the letters *g* and *c*. If the sound given is correct, do not mark the Record Form. If it is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, say: *Look at all of the letters and tell me which sounds you do know.*

d	l	n	s	x	z	j
t	y	p	c	h	m	r
k	w	g	b	f	q	v

14/21

PART D Vowel sounds

DIRECTIONS: Ask the student: *Can you tell me the sounds of each letter?* If the student names the letter, count the long vowel sound. Then ask: *Can you tell me another sound for the letter?* The student should name the sh vowel sound.

e /i/ ✓ / s	i ✓ / s	a ✓ / s	o ✓ / s	u /ŭ/ ✗ / ·

l = long sound s = short sound

On the first line, write the letter *l* if the student says the correct long vowel sound. On the second line, write letter *s* if the student says the correct short vowel sound. If the vowel sound given is incorrect, write the sou the student gives above the corresponding vowel letter.

0/5 Long vowel sounds (count the number of *l*'s above)

3/5 Short vowel sounds (count the number of *s*'s above)

Reading and Decoding Skills

DIRECTIONS: For Parts E through K, students must read both real and pseudowords (i. e., made-up words). For real words, tell the student: *I want you to read each line of words aloud.* If the student cannot read two or more of real words in each line, do not administer the line of pseudowords. Go to the next part of the assessment. Before asking the student to read the line of pseudowords, say: *Now I want you to read some made-up words. Do not tr to make them sound like real words.* When administering Parts F through K as a screening or diagnostic measure, continue testing even if a student does not perform well on the previous part of the test.

PART E Short vowels in CVC words

2/5	sip	mat	let	bun	hog		(real)
3/5	rut	fit	bat	hot	set		(real)
2/5	nop	sut	dit	pem	fap		(pseudo)

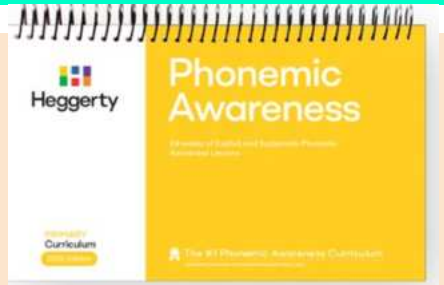
7/15

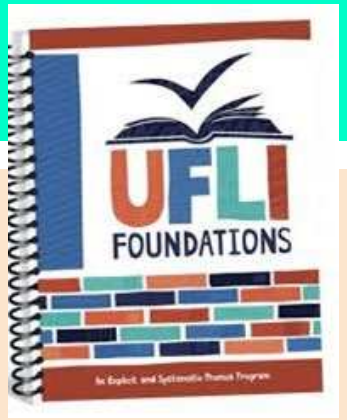
PART F Consonant blends with short vowels

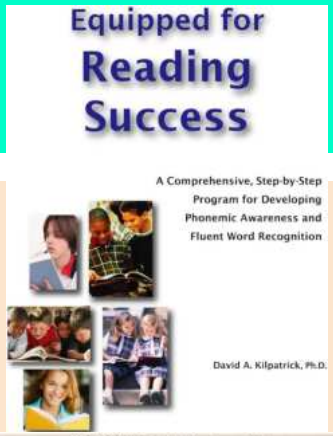
0/5	stop	trap	quit	spell	plan		(real)
0/5	silk	fast	sank	lump	held		(real)
0/5	nask	dilt	qued	cang	dran		(pseudo)

0/15

If a child struggles with decoding what do you think you should do?

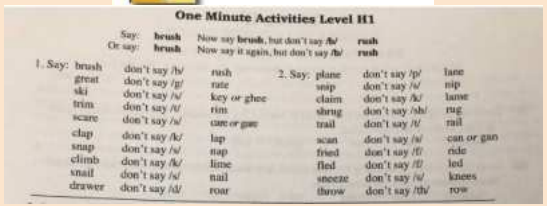






Blending Phonemes		
Teacher says the phonemes for each word. Students blend the sounds to say the whole word.	s-c-ă-b	scab
	s-l-ă-p	slap
Ex. T: s-m-ī-l S: smile	s-m-ī-l	smile
	s-n-ō	snow
	s-p-ē-k	speak
	s-t-ā-t-s	states
	s-w-ō-n	swan
	s-t-ā-k	stake
	s-p-ĕ-l-er	speller
*Say sounds, not letter names	s-w-i-m-er	swimmer

1: Phonemic Awareness	
Blend	**Segment**
/f/ /ĭ/ /sh/ (fish)	**shin** (/sh/ /ĭ/ /n/)
/r/ /ŭ/ /sh/ (rush)	**shock** (/sh/ /ŏ/ /k/)
/sh/ /ĭ/ /p/ (ship)	**dash** (/d/ /ă/ /sh/)
/sh/ /ŭ/ /t/ (shut)	**brush** (/b/ /r/ /ŭ/ /sh/)



PHONEMES & GRAPHEMES

LONG VOWELS

VARIANT VOWELS

SCHWA

VOWEL Rs

DIGRAPHS

tools 4 reading
tools4reading.com

Blendable Sounds

Why do some children confuse some sounds?

Phoneme Pairs			
/b/ /p/	/d/ /t/	/g/ /k/	/v/ /f/
/TH/ /th/	/z/ /s/	/zh/ /sh/	/j/ /ch/

Continuous sounds

/f/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/, and all vowels.

nose fish zip

STOP SOUNDS

/b/, /d/, /g/, /j/, /c/, /h/, /k/, /p/, /t/

truck give dog

What to do if the child doesn't decode a word correctly?

She is quick.

Tips & Tricks: Practical Strategies on how to teach decoding within the classroom

1) Explicit

2) Start with continuous sounds
3) Use word building activities
4) Visuals
5) Incorporate multisensory techniques
6) Model, model, model
7) Practice - short passages, decodable books etc

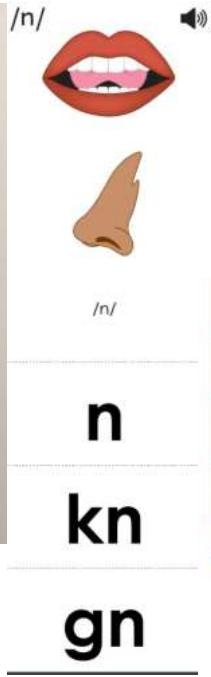
Word building activities

https://www.reallygreatreading.com/heart-word-magic

Visuals

SOUND WALLS

about
use
own
fight
off
out



/n/
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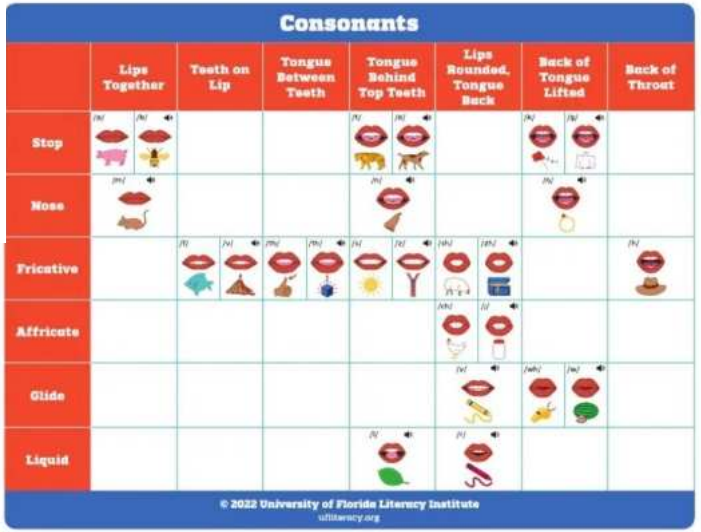

Consonants
Lips Together
Teeth on Lip
Tongue Between Teeth
Tongue Behind Top Teeth
Lips Rounded, Tongue Back
Back of Tongue Lifted
Back of Throat
Stop
Nose
Fricative
Affricate
Glide
Liquid
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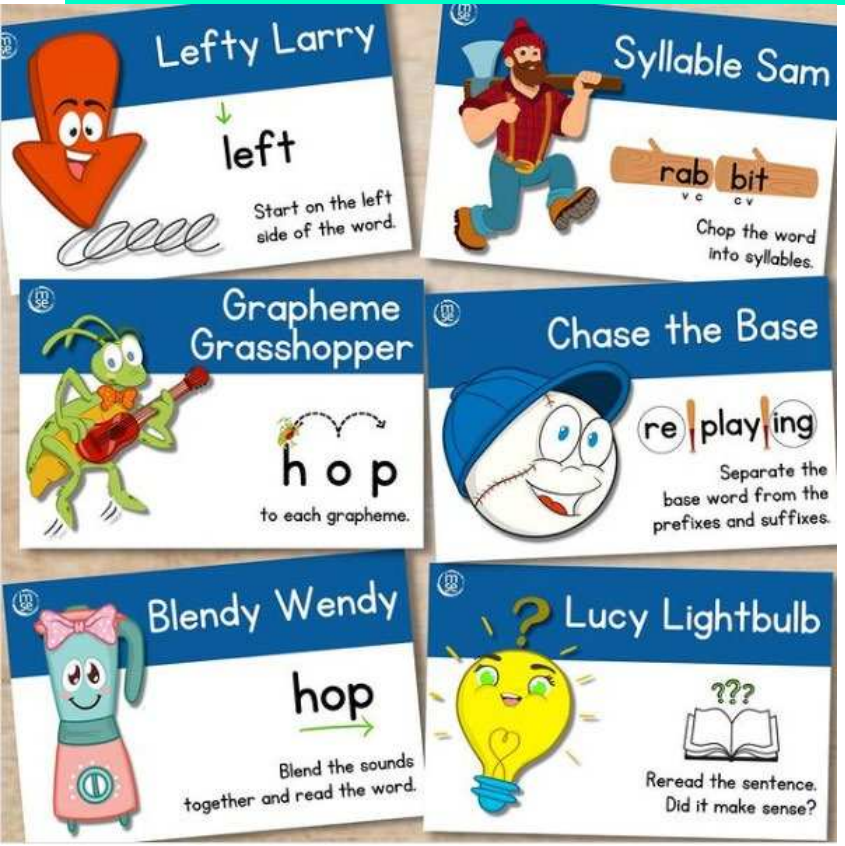
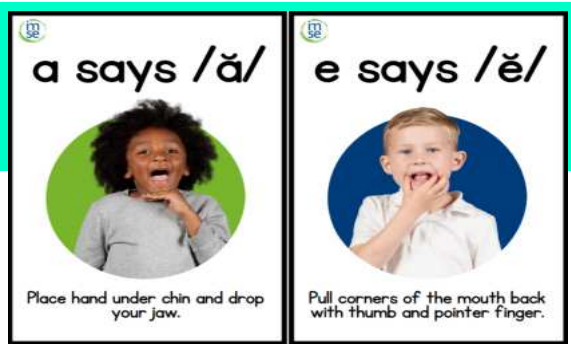
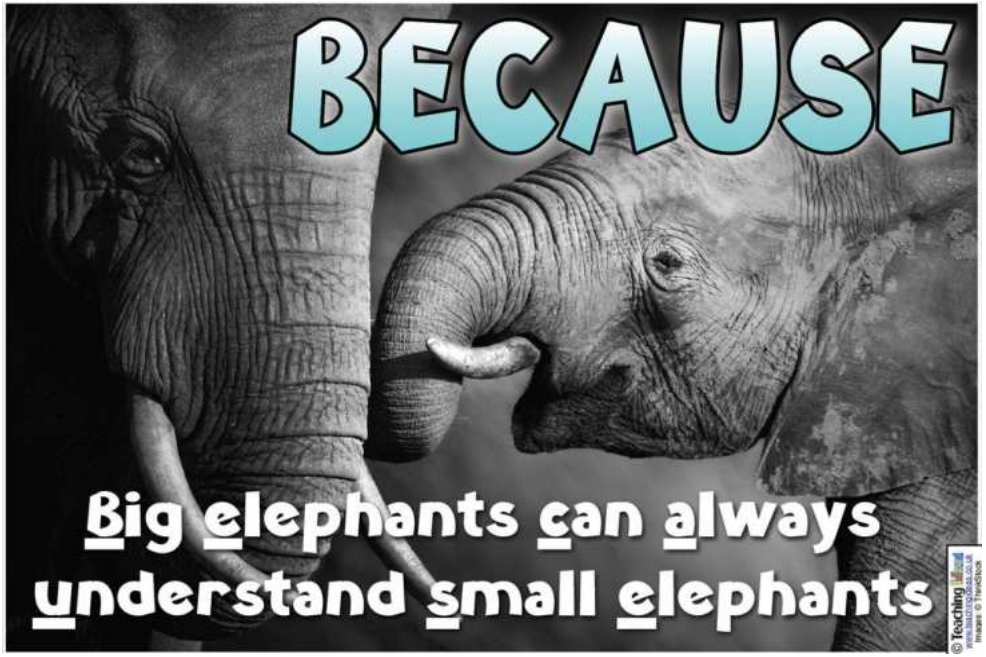
Visual aids & Mnemonics







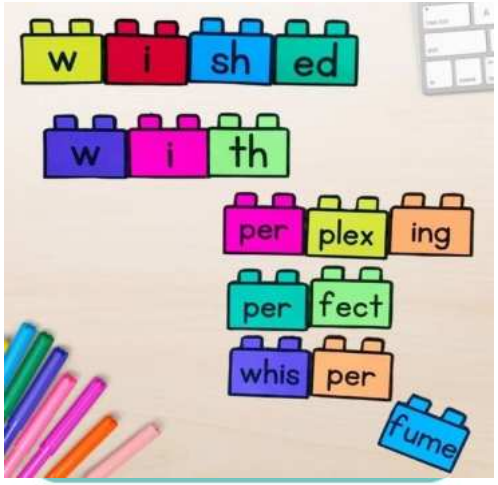
Multi sensory techniques

Multisensory Strategies

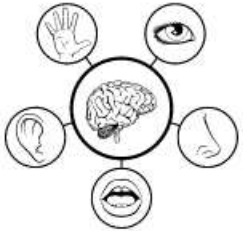
Multisensory strategies are a component of multisensory structural language education which focuses on the structured, systematic, direct teaching of the organization of language. Multisensory strategies **combine two or more** of the senses **simultaneously**.

V	A	K	T
visual	auditory	kinesthetic/ motor	tactile

THE Dyslexia CLASSROOM



THE Dyslexia CLASSROOM



Multisensory strategies are a component of multisensory structural language education which focuses on the structured, systematic, direct teaching of the organization of language. Multisensory strategies combine two or more of the senses simultaneously.

V visual A auditory K kinesthetic T tactile

THE Dyslexia CLASSROOM

Examples of Multisensory Instruction within the components of a Structured Literacy lesson

Phonology

- look at mouth in mirror to identify articulatory features (mouth position, voice on/off, movement of tongue) V A K T
- Identify position of sound within word A with manipulatives V T
- Phoneme manipulation tasks (without manipulatives) A K
- Phoneme manipulation tasks (with manipulatives or letters) V A K T

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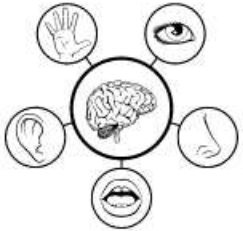

Sound-Symbol Correspondence

Multisensory strategies are a component of multisensory structural language education which focuses on the structured, systematic, direct teaching of the organization of language. Multisensory strategies combine two or more of the senses simultaneously.

V visual A auditory K kinesthetic T tactile

THE Dyslexia CLASSROOM

Examples of Multisensory Instruction within the components of a Structured Literacy lesson

- linking sound to letter representation A V
- connecting to letter formation K T
- discriminate letters V discriminate sounds A
- blending A V and segmenting K T (reading and spelling)
- discriminate letter by feel/sound (articulatory features) A K
- segment by tapping/manipulating item
- sky writing, sand tray T V add letter name and sound K A
- word chains/word ladders V A K T
- plastic letters V A K T

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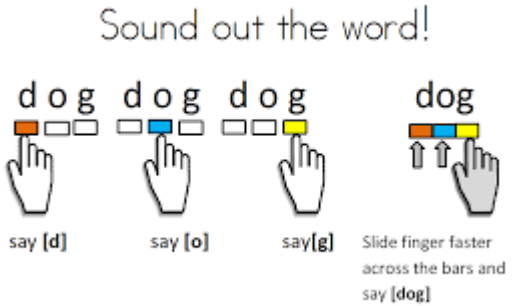
MODEL

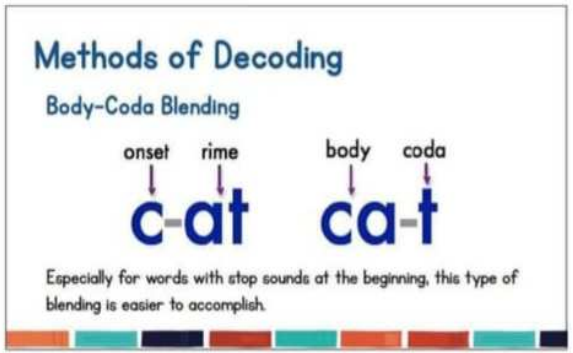
Blending and decoding



Sound by Sound blending

Successive Blending

Body-Coda Blending



Sound by Sound Blending

/sh/ /o/ /p/ - /shop/

sh

o

p

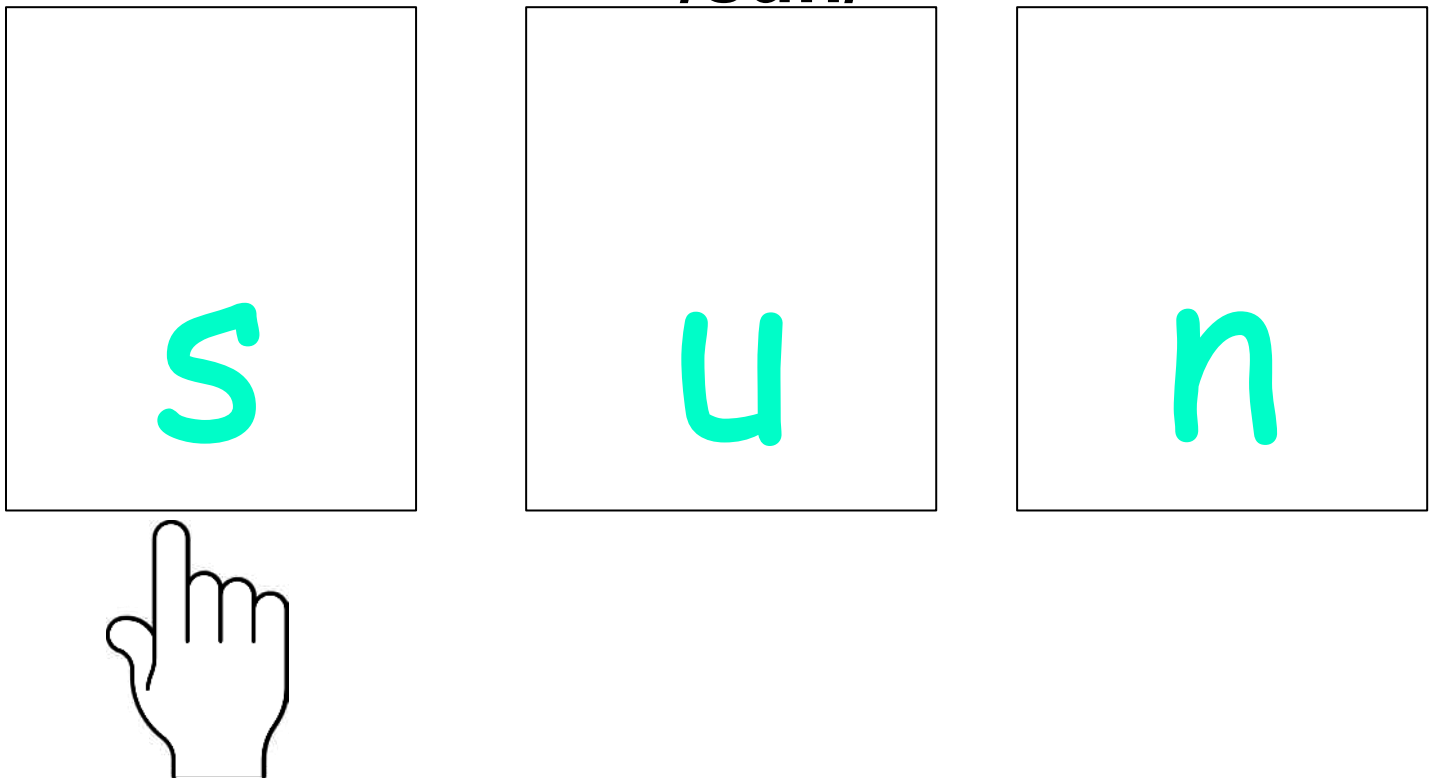
Successive Blending

/f/ /fr/ /fro/ /frog/ - /frog/

f	r	o	g

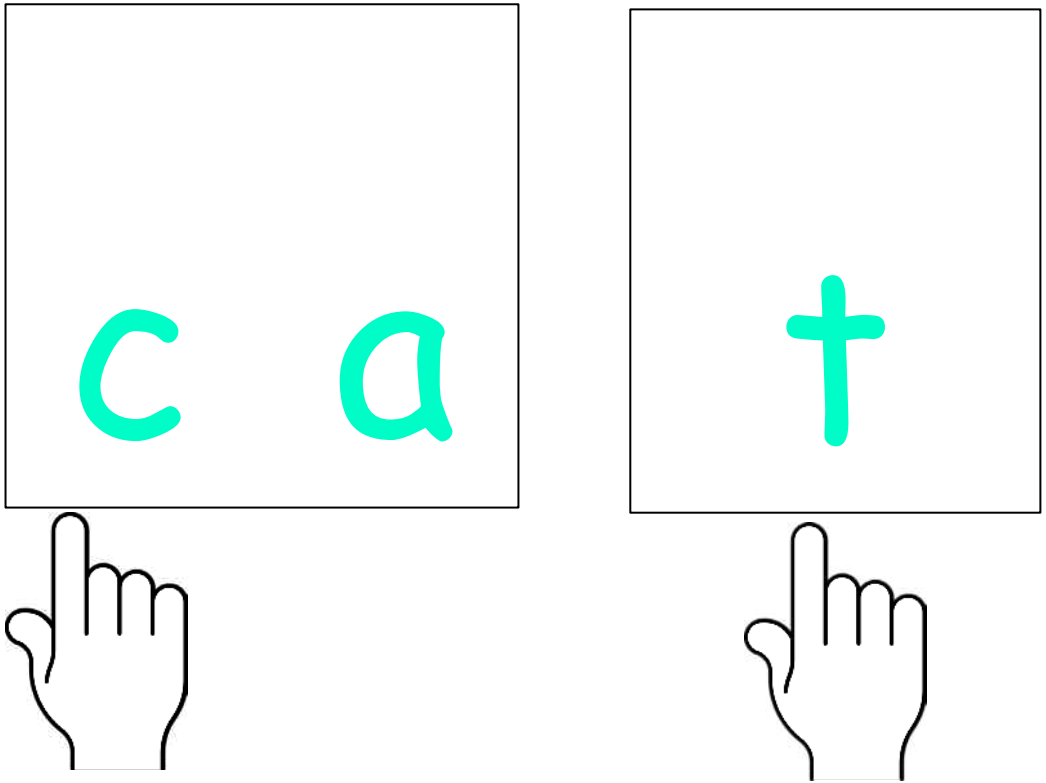
Connected Phonation

/sssssuuuunnnn/ - /sun/



Body-Coda Blending

/ca/ /t/ - /cat/



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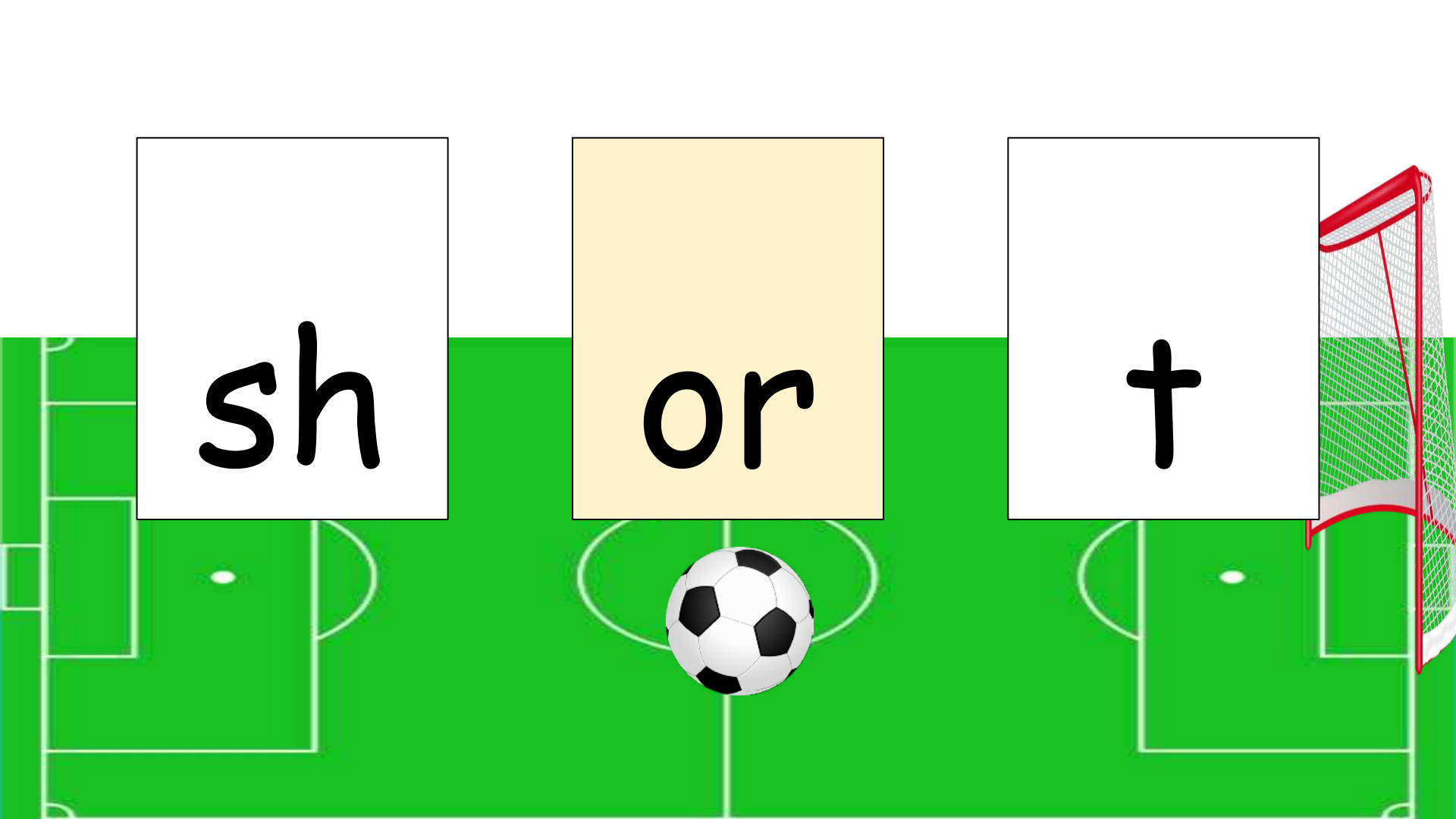

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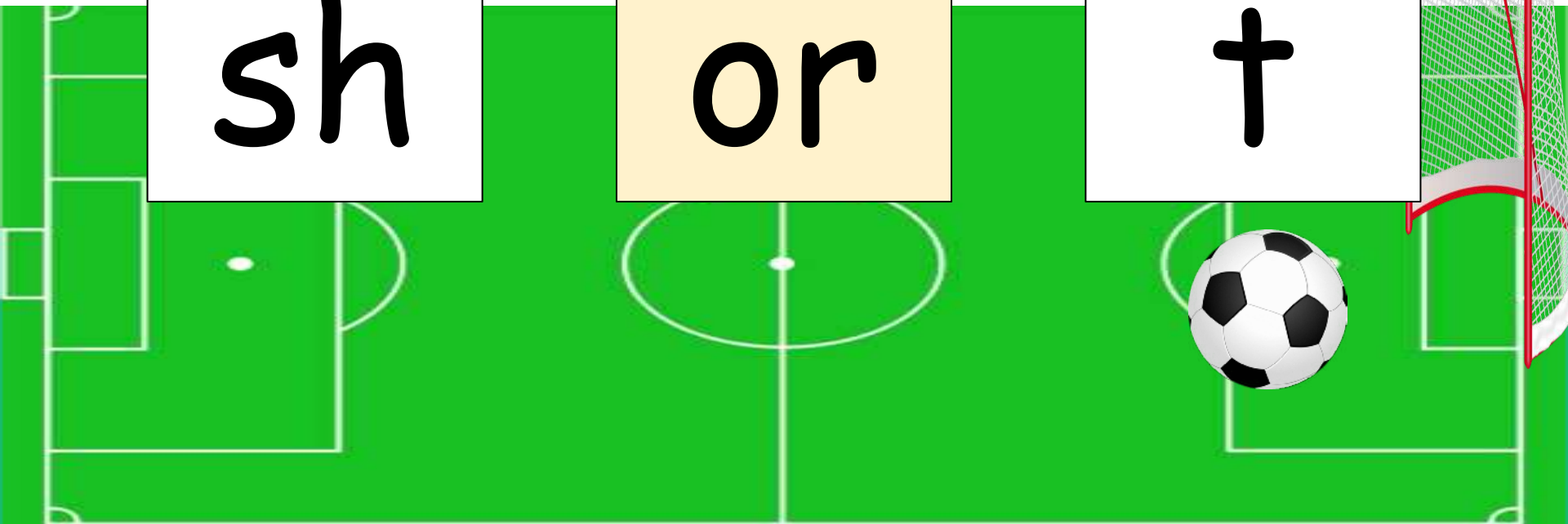


sh

or

t

Syllable types

Closed

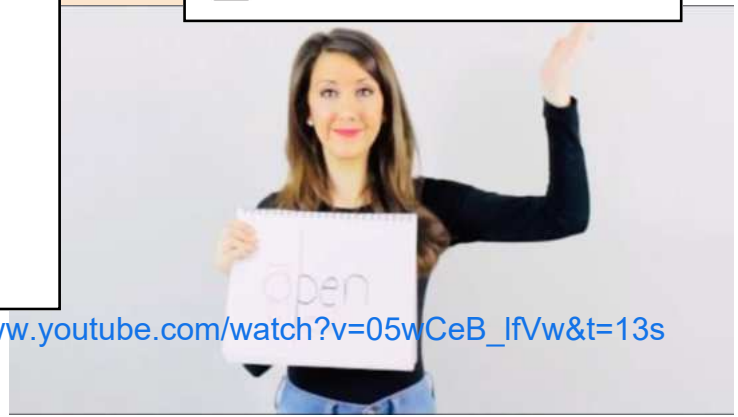
Open

Silent e

Vowel team

R-controlled

Consonant -le

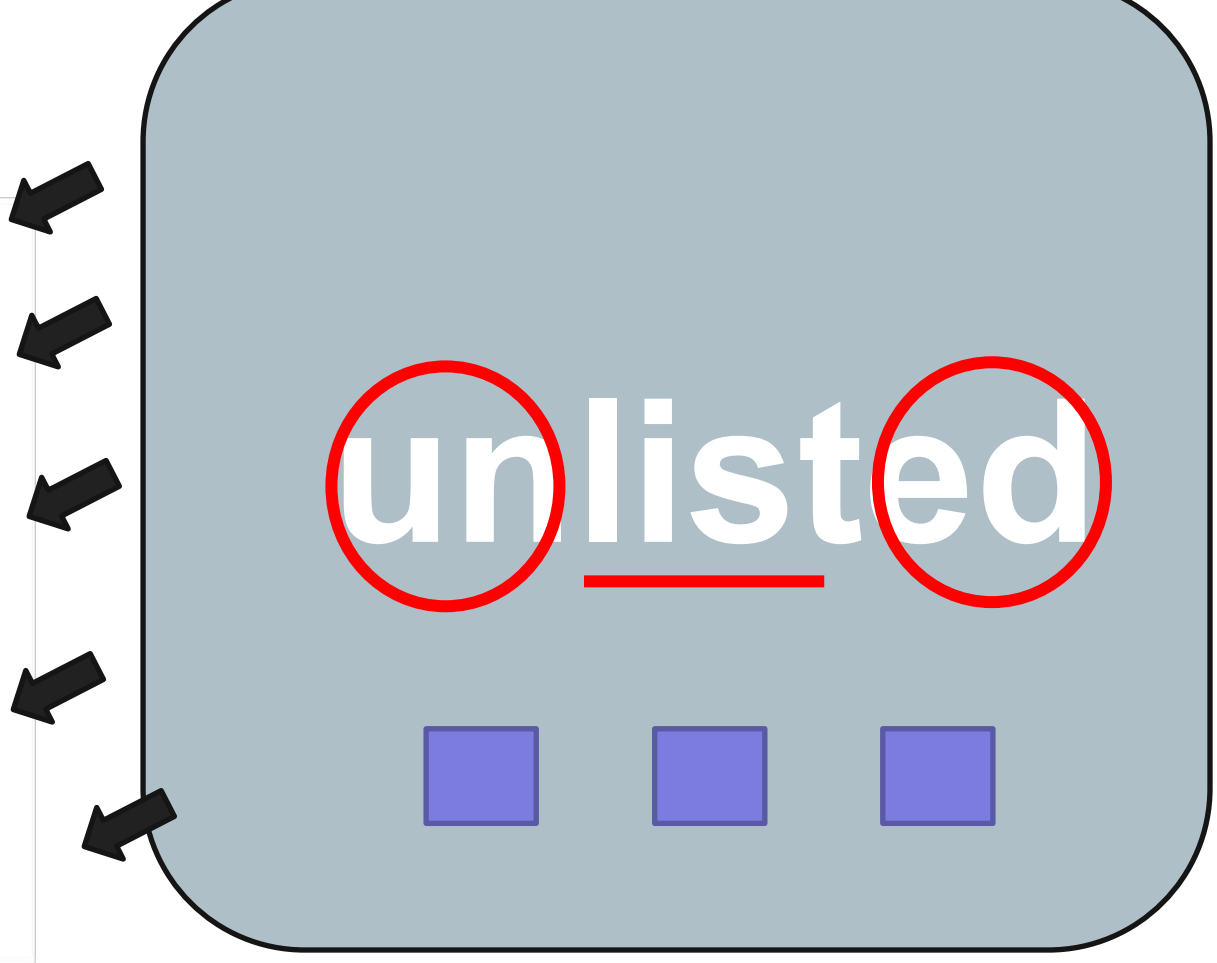


https://www.youtube.com/watch?v=05wCeB_IfVw&t=13s

Teacher: Lets take a look at this word to see how we can break it apart into recognizable or manageable chunks. This will help us read the whole word.

Decoding Big Words

1. Look for the word parts (prefixes) at the beginning of the word.
2. Look for the word parts (suffixes) at the end of the word.
3. In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.
4. Sound out and blend together the word parts.
5. Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: "Is it a real word?" "Does it make sense in the sentence?"



Name _____ Date _____

Decoding Big Words

Decoding Big Words Strategy

1. Look for the word parts (prefixes) at the beginning of the word.
2. Look for the word parts (suffixes) at the end of the word.
3. In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.
4. Sound out and blend together the word parts.
5. Say the word parts fast. Adjust your pronunciation as needed. Ask yourself, "Is it a real word? Does it make sense in the sentence?"

Directions: Use the Decoding Big Words Strategy to decode the words below. With a partner, discuss the information in each step that helped you determine how to pronounce each word.

Word _____

Which Steps Helped Me: _____

_____

_____

Word _____

Which Steps Helped Me: _____

_____

_____

Word _____

Which Steps Helped Me: _____

_____

_____

Word _____

Which Steps Helped Me: _____

_____

_____

Teaching Phonics & Word Study in the Intermediate Grades (3rd ed.)
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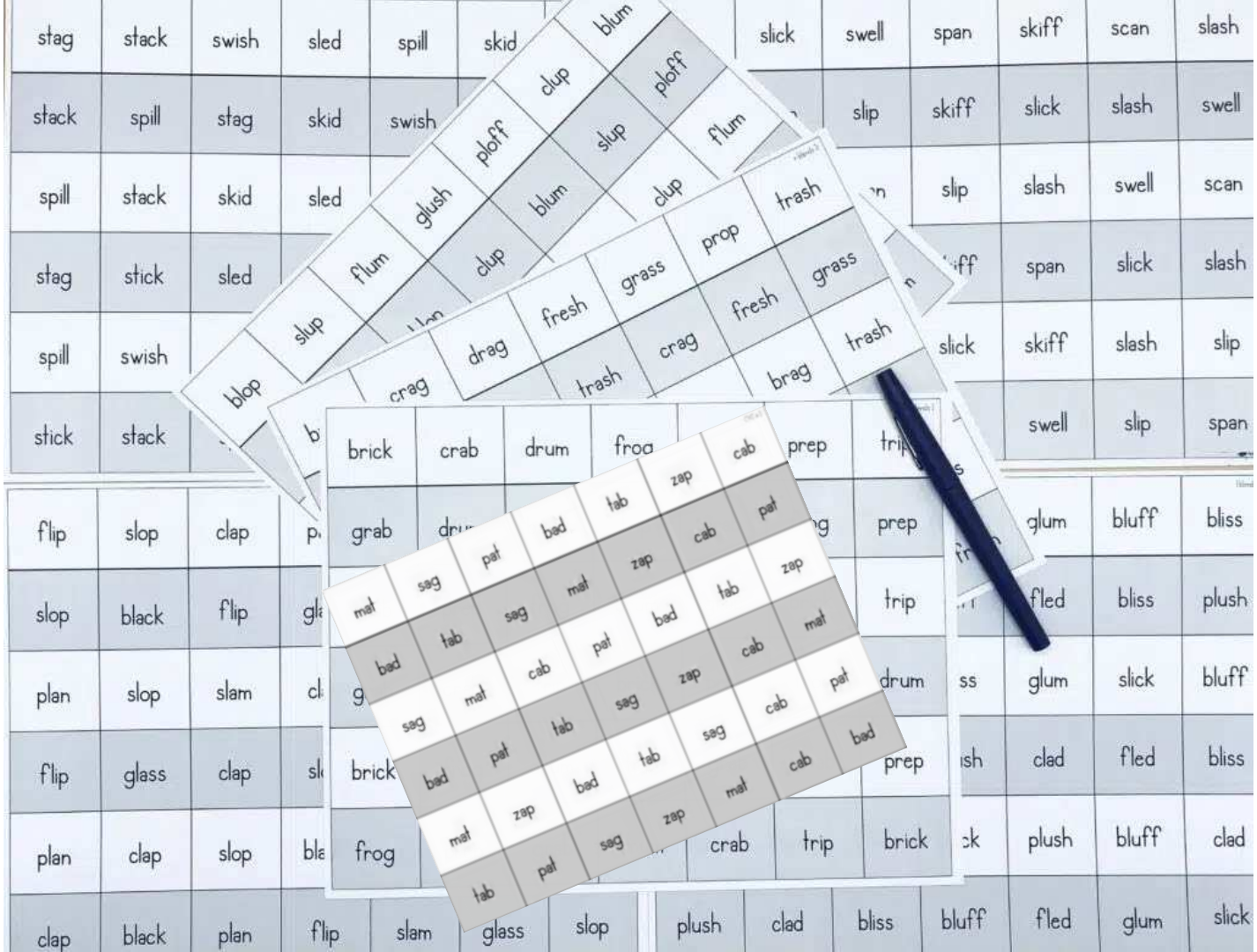
https://youtu.be/XwaSLT-mGoU

PRACTICE


stag stack swish sled spill skid slick swell span skiff scan slash
stack spill stag skid swish slip skiff slick slash swell
spill stack skid sled slip slash swell scan
stag stick sled span slick slash
spill swish slick skiff slash slip
stick stack swell slip span
flip slop clap grab prep glum bluff bliss
slop black flip trip fled bliss plush
plan slop slam drum glum slick bluff
flip glass clap brick prep clad fled bliss
plan clap slop frog crab trip brick plush bluff clad
clap black plan flip slam glass slop plush clad bliss bluff fled glum slick
blum
clup
ploff
slup
flum
glush
blum
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trash
prop
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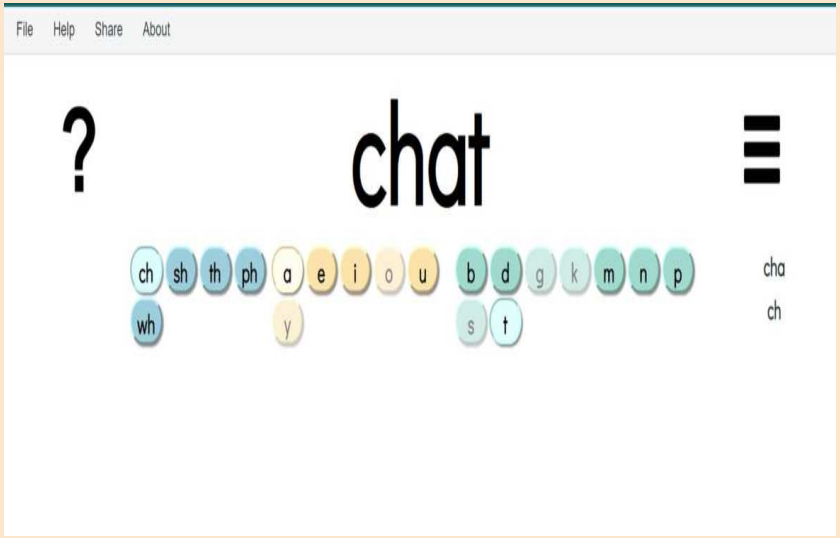
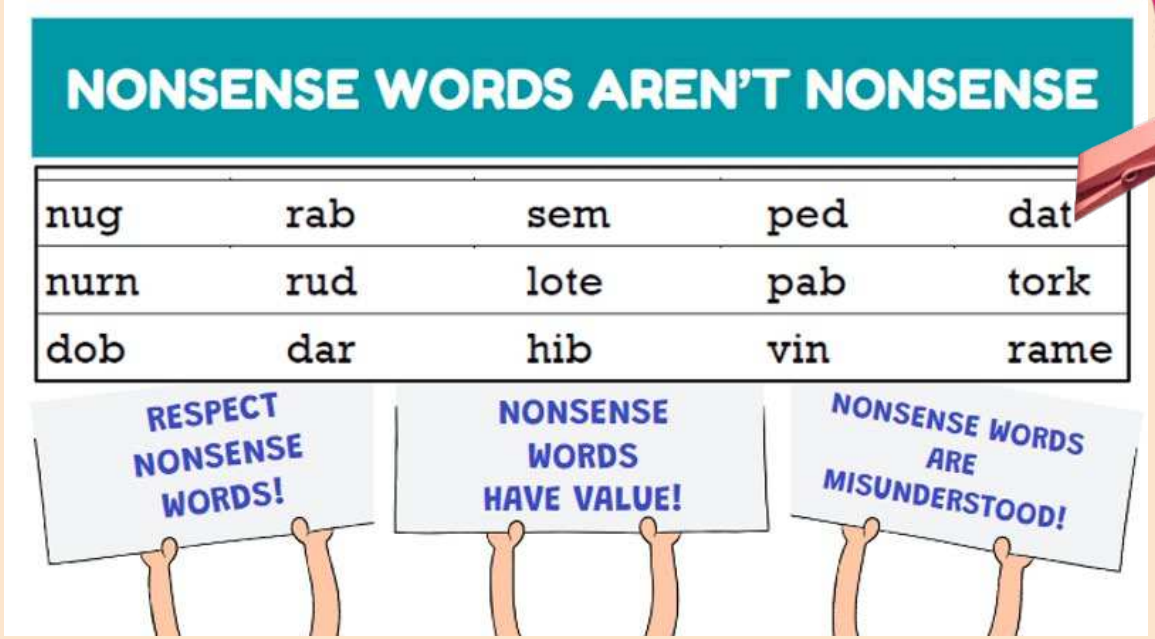
Blending board

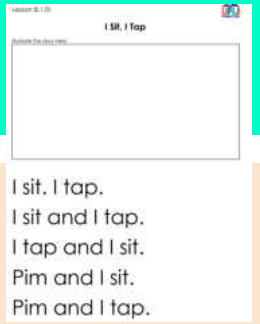
UFLI



Nonsense words



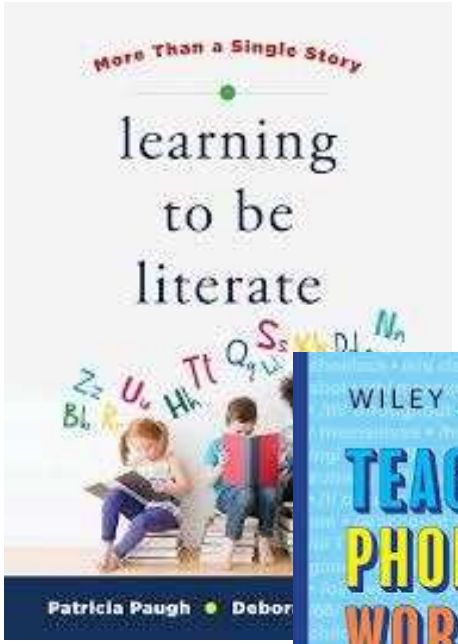
Decodable Texts

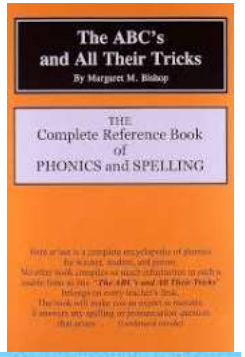


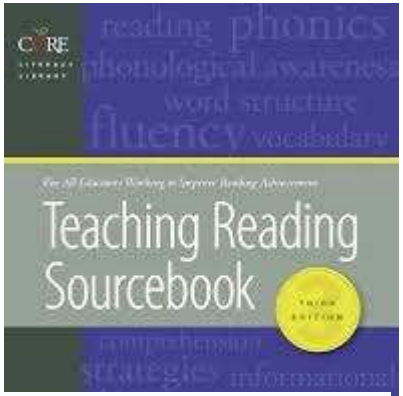
Free resources:

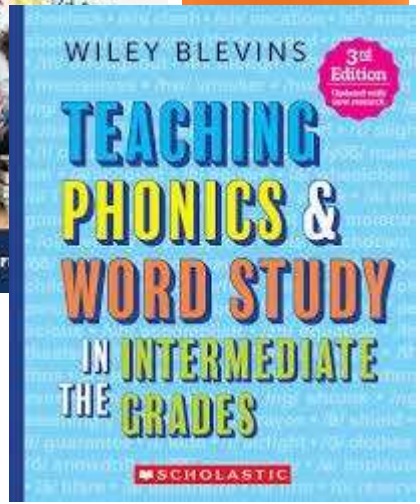
- Flyleaf Publishing: https://portal.flyleafpublishing.com/learners-resources/
- UFLI Passages
- Raz Kids
- AI generated: https://www.projectread.ai/decodable-stories/generator

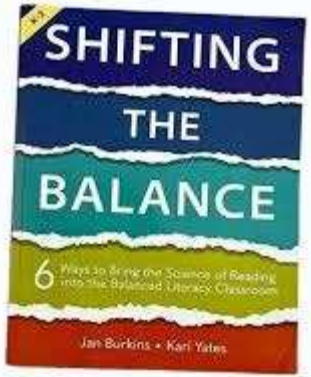
Great books to read to learn more:

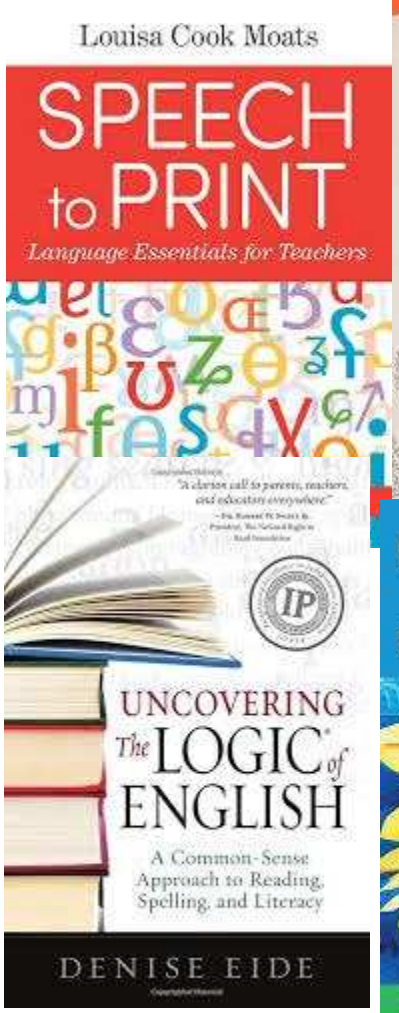


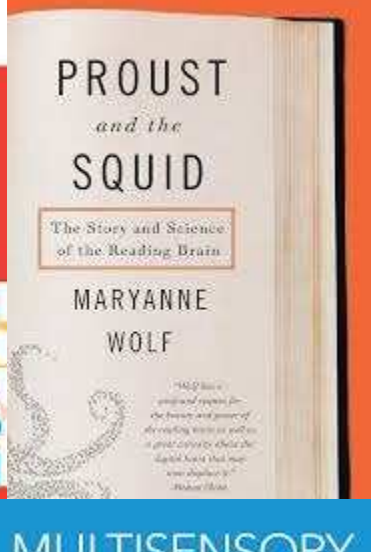


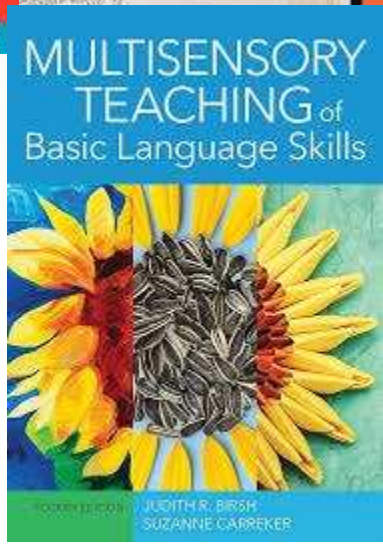






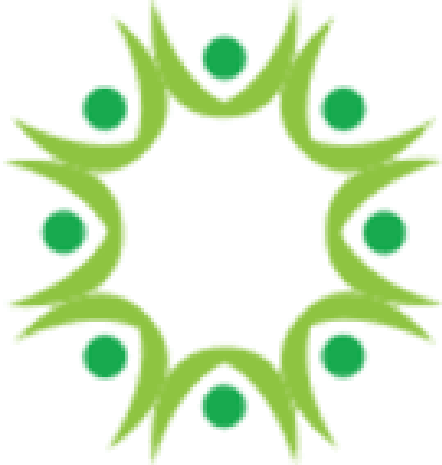




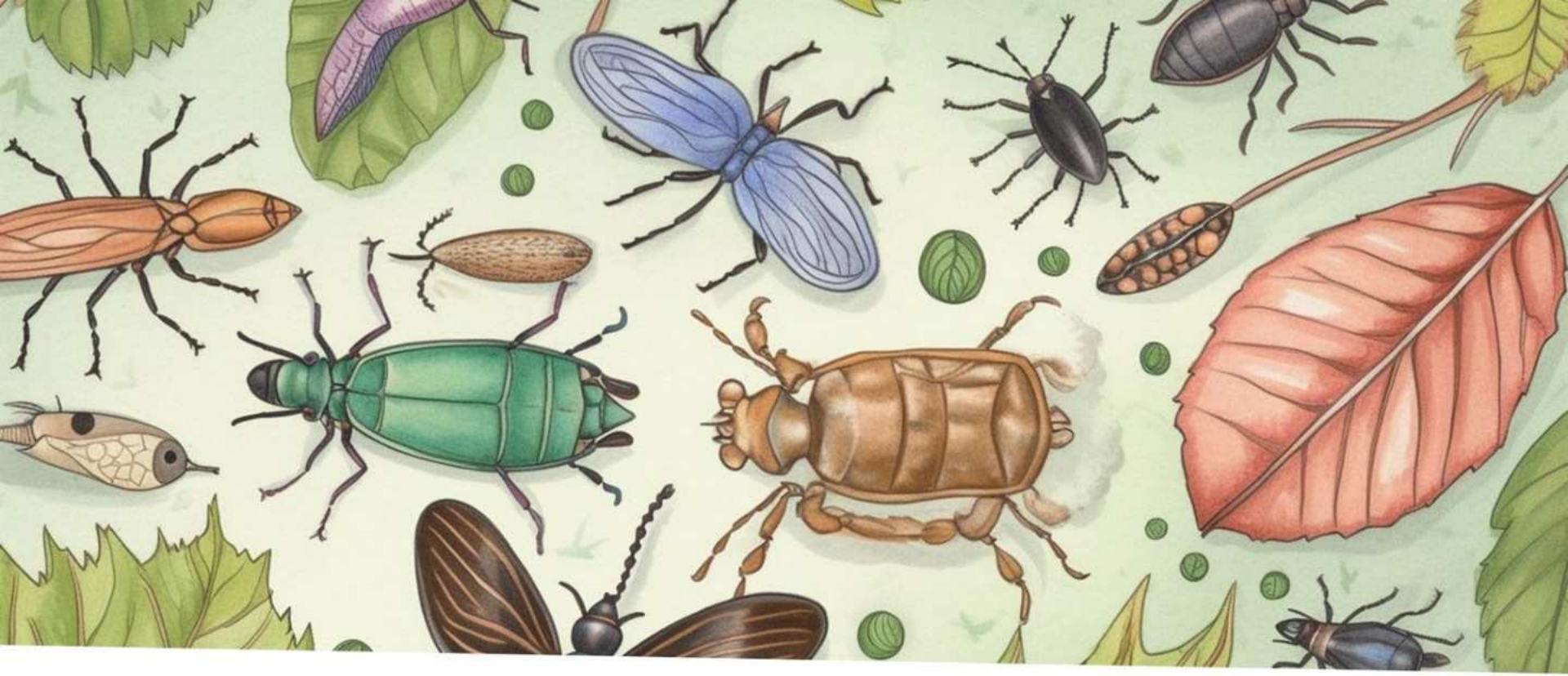


Resources/References

- Wikipedia.org - National Reading Panel
- Dysleiaida.org - Scarborough's rope
- The Dyslexia Classroom:
  - https://www.thedyslexiaclassroom.com/blog/how-to-build-phonemic-awareness-in-a-fun-way
- https://www.readingrockets.org/
- Mrs. Siravo Youtube channel:
  - https://www.youtube.com/channel/UCqQqDmyTl2ty-8QzNpmyd8Q
- Institute for Multisensory Education:
  - https://imse.com/
- A meta-analysis on the effectiveness of phonics instruction for teaching decoding skills to students with intellectual disability
  - https://www.sciencedirect.com/science/article/pii/S1747938X18301660



BERMUDA
EDUCATION
NETWORK



Once Upon a Time

The Hidden Power of Read-Alouds

What considerations do you make when you choose a read-aloud?

SEE, THINK, WONDER

Take a look at: The Bloom of the Corpse flower by Simphiwe Ndzube

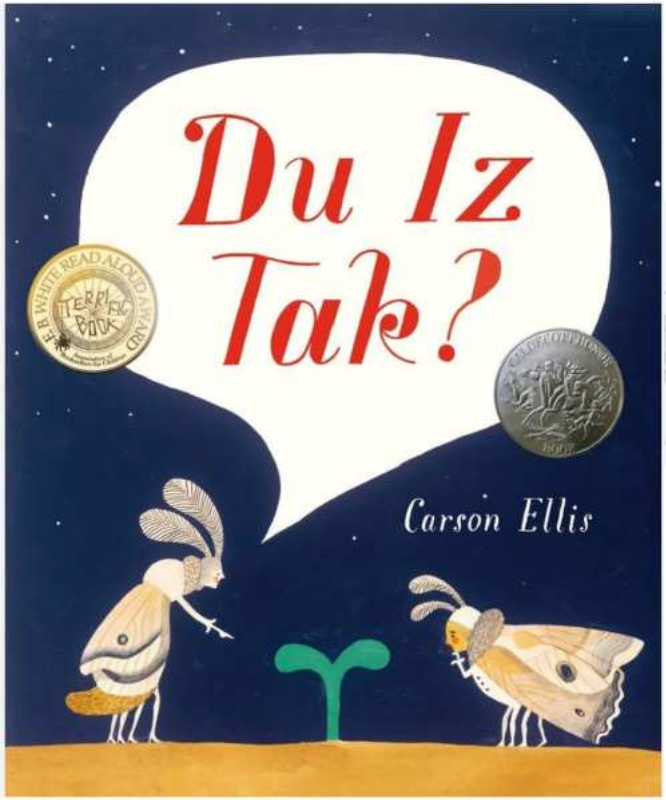
SEE: List only what you see.

THINK: List what you think about what you see.

WONDER: What questions do you have about it?

Du Iz Tak by Carson Ellis

https://www.youtube.com/watch?v=81CxsmxWvO4



Choosing Read-Alouds

SELECT BOOKS THAT STUDENTS WILL LOVE

- Select texts that are funny, moving, exciting, thought-provoking, and interesting.
- Select texts appropriate to the age and interests of your students.
- Select texts that are of high quality (award winners, excellent authors, high-quality illustrations).
- Repeat some texts that have been loved by students.
- Select texts that you love and tell students about them.

Choosing Read-Alouds

SELECT BOOKS WITH LEARNING OPPORTUNITIES

- Plan selections so that you present a variety of cultures; books give students a chance to see themselves represented and to see things from different perspectives.
- Choose texts that help students understand how people have responded to life's challenges.
- Consider books on the significant issues in the age group—peer pressure, friendship, families, honesty, racism, competition.

Choosing Read-Alouds

SELECT BOOKS WITH LEARNING OPPORTUNITIES CONT'D

- Especially for younger readers, select texts that help them enjoy language—rhythm, rhyme, repetition.
- Select different versions of the same story to help students make comparisons.
- Choose texts that will expand your students' knowledge of others' lives and empathy.
- Choose texts that will help students reflect on their own lives.
- Evaluate the texts to be sure the ideas and concepts can be understood by your students.

Choosing Read-Alouds

SELECT BOOKS OF DIFFERENT GENRES AND TYPES

- Mix and connect fiction and nonfiction.
- Select fiction and nonfiction texts on the same general topics.
- Vary genres and forms so that students listen to many different kinds of texts—articles, poems, fiction, informational texts.
- Select informational texts, even if they are long; you can read some interesting parts aloud and leave the books for students to peruse on their own.

Choosing Read-Alouds

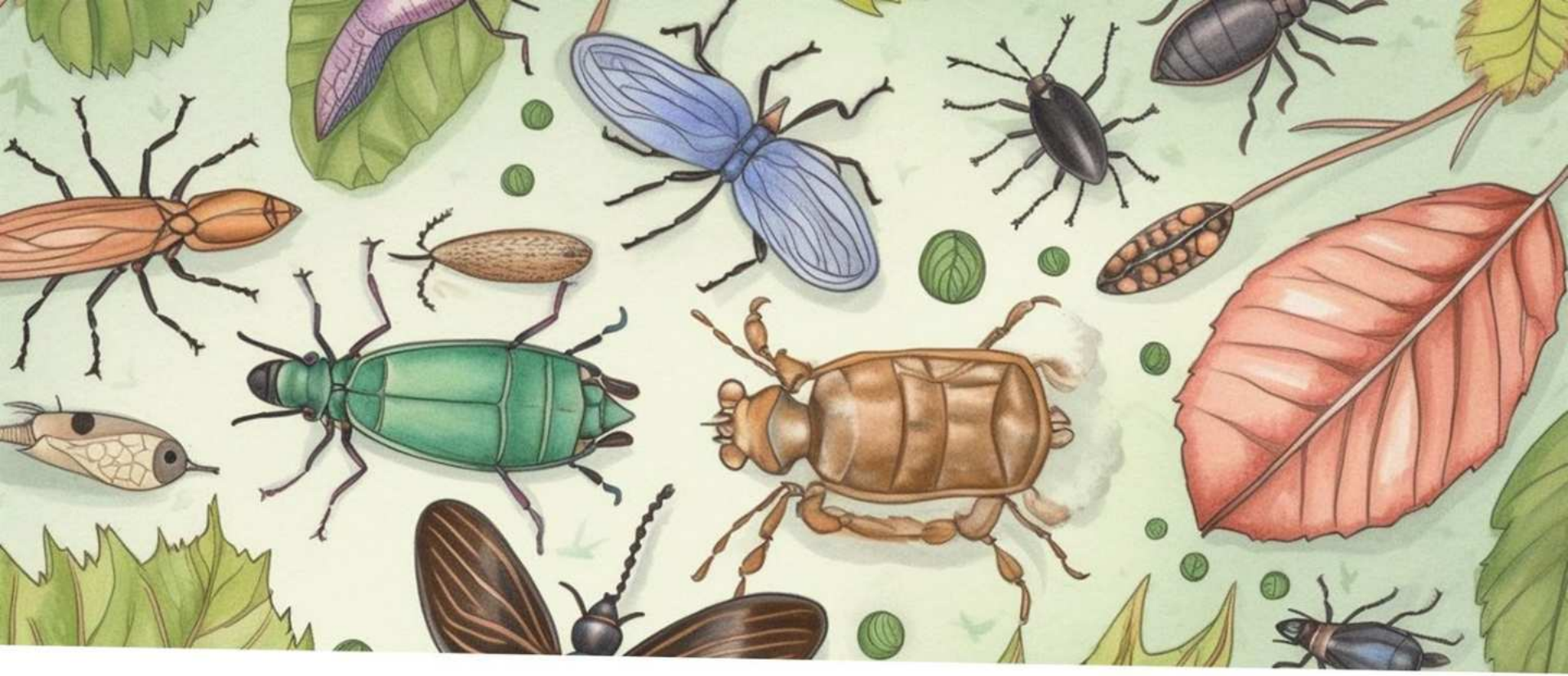
SELECT BOOKS WITH VARIOUS TEXT CHARACTERISTICS

- Consider "text sets" that are connected in various ways beyond genre—theme, structure, time period, issues, series, author, and illustrator.
- Select several texts that help listeners learn from an author's style or craft.
- Select texts that offer artistic appreciation.
- Select texts that build on one another in various ways (sequels, themes, authors, illustrators, topics, settings, structure).
- Link selections in ways that will help students learn something about how texts work.

Choosing Read-Alouds

SELECT BOOKS THAT CONNECT TO OTHER LITERACY CONTEXTS

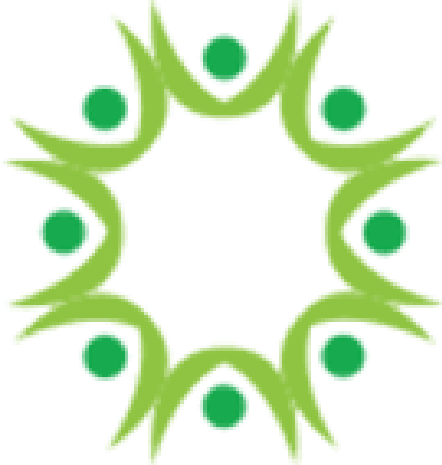
- Select books that provide good foundations for minilessons in reading and writing.
- Consider the curriculum demands; for example, link texts with social studies, science, or the core literature program.



Resources:

Suggestions for selecting texts from Teaching for Comprehending and Fluency by Irene C. Fountas and Gay Su Pinnell

Thank You!



BERMUDA
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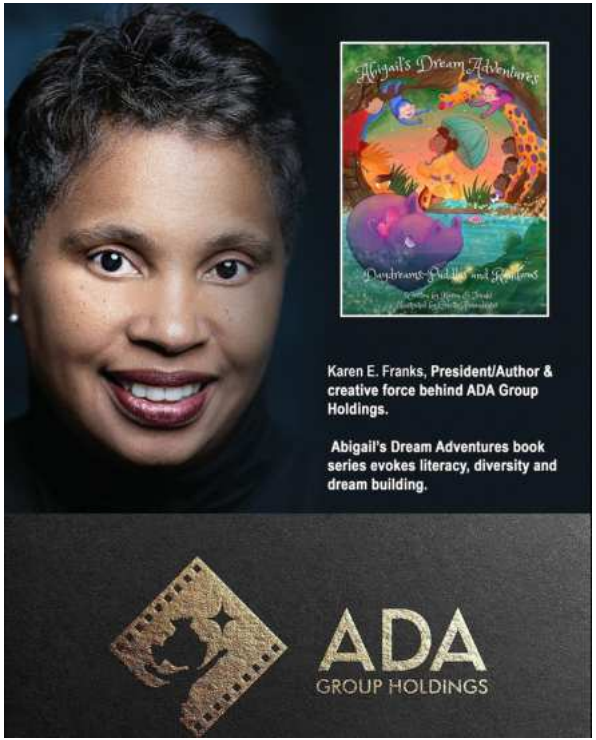
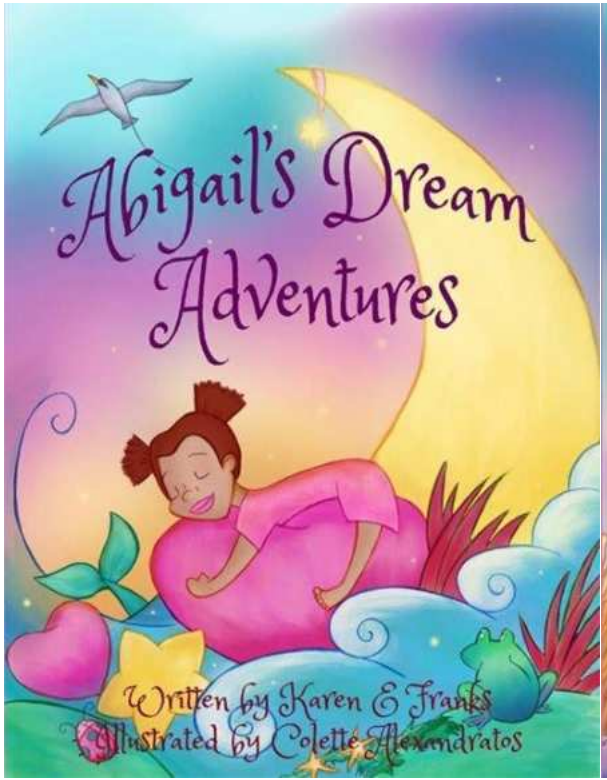
NETWORK

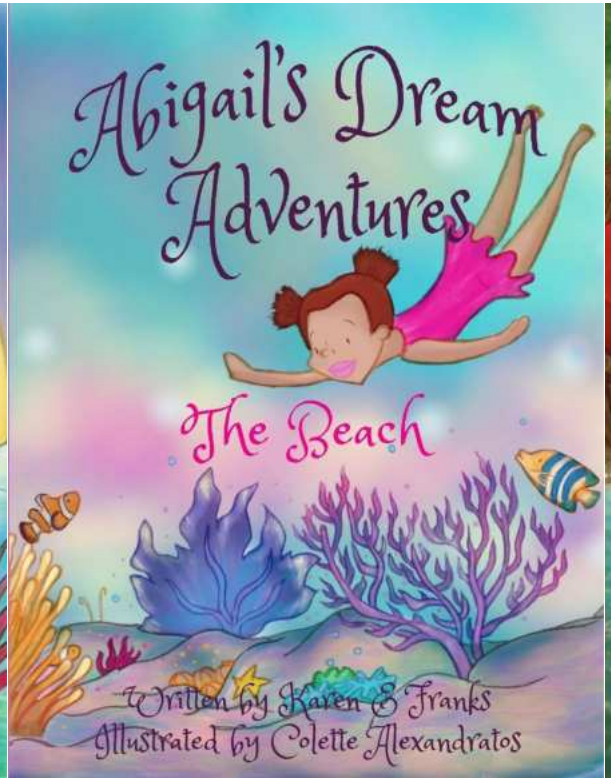
Karen Franks

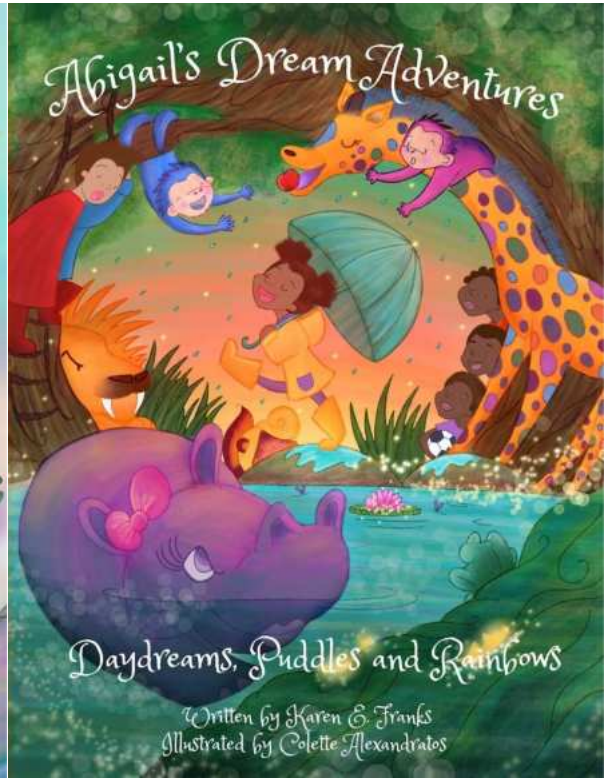


https://www.youtube.com/watch?v=DC_mreR8lfU&t=1s

Interview with Karen Franks







ABIGAIL AND THE
Dream
ADVENTURERS

Save the date…
Saturday, November 30th!

Dr. Patricia Paugh & Mrs. Cynnthia Armano