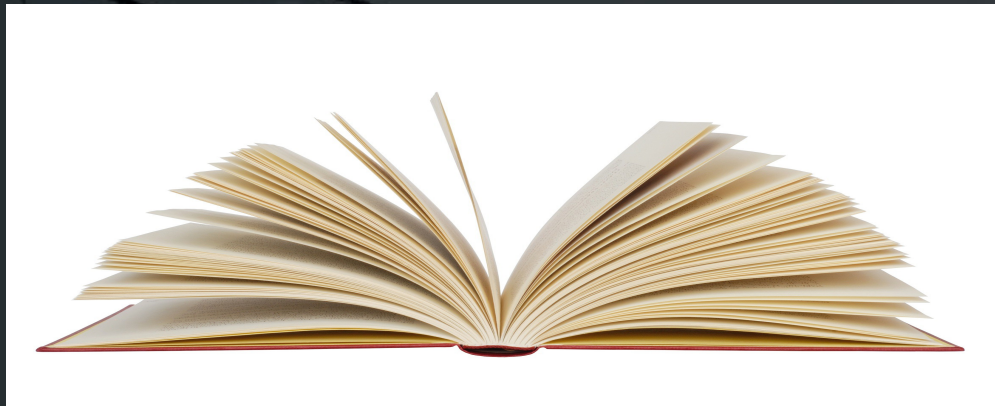


Reading Strategies & Techniques that Increase Student Progress and Learning



Techniques & Strategies to Strengthen Your Guided Reading Lessons

Overview of Guided Reading Lesson Components:

“The goal of guided reading is to help students build their reading power—to build a network of strategic actions for processing texts...all operating simultaneously in the reader's head.” (Fountas & Pinnell)

1. Book Selection
2. Book Introduction
3. Reading the Book
3. Responding to the Book & Learning About Reading
4. Assessing Behavior

The Importance of Multi-Sensory Instruction



“The use of multiple input channels is thought to enhance memory storage and retrieval by providing multiple “triggers” for memory.” (Sherman, 2007)

“Incorporating visual, tactile, and kinesthetic opportunities can help all students improve their concentration and focus their attention.”

(Benninghof, 2010)

The Book Selection

- Students' needs should be at the center of this decision
- Use the characteristics of a text along with the description of “Behaviors to Notice & Support” to help determine if the text and/or reading level will match the student's needs and abilities



★ Great Resource:

The Teacher's Guidelines for Reading Instruction:
Characteristics of Guided Reading Levels

The Book Introduction

- Probably the most difficult component of a successful guided reading lesson
- This is where you have the opportunity to teach and provide most of the support to your students
- Every child deserves a strong book introduction
- Critical to helping unlock the text for students
- GOAL: To have students be able to read the text in its entirety with minimal teacher support

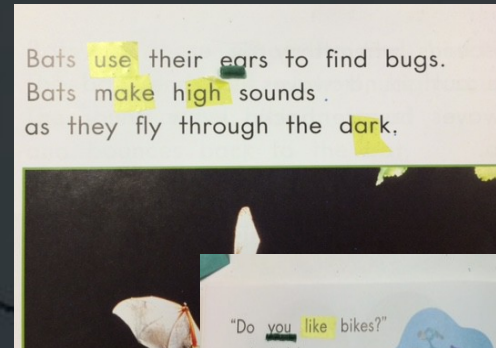
The Book Introduction

Strategy!

- Highlighting Tape, Highlighters, Wikki Sticks



"Color is commonly used to focus our attention-think of yellow hazard lights, bright advertisements, neon "sale" stickers. Color can be an effective means for focusing student attention in the classroom, too." (Beninghof 2010)



Reading the Book

- Essential that every student gets the opportunity to read the entire text on his own
- Students are given the opportunity to independently problem-solve their way through the text
- Teachers are there to provide support as necessary, note reading behaviors that the students are using, and offer praise and reinforcement of strategy use

(Pinnell, 2007)

Reading The Book

Strategy!

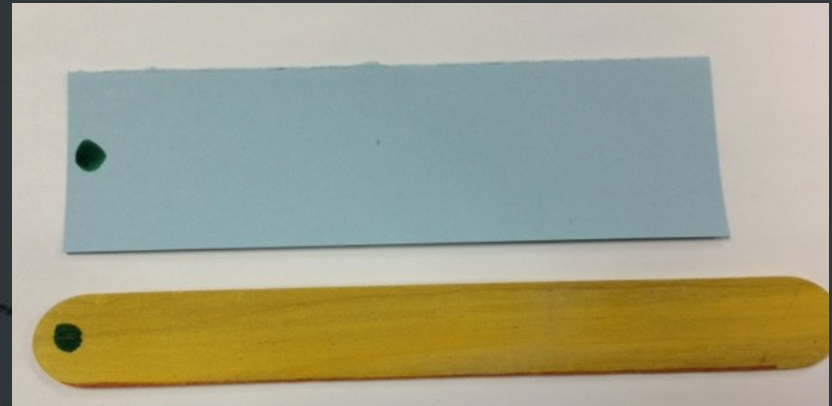
➤ Sticky Notes!



Reading The Book

Strategy!

➤ Fluency Strips!



Reading The Book

Strategy!

➤ Tracing!
(2 Fingers)



Reading The Book

Strategy!

➤ Timers!

“Low to moderate stress can actually encourage sustained attention”
(Jenson, 2006)



Reading The Book

Strategy!

“Rereading with a purpose is perhaps the most vital strategy for promoting both fluency and deep understanding of texts in every discipline” (Perkins-Gough, 2002)

➤ Rereading!



Responding to the Book & Learning About Reading

- Dictated by Student Needs
 - Meaning Making
 - Word Solving
 - Fluency

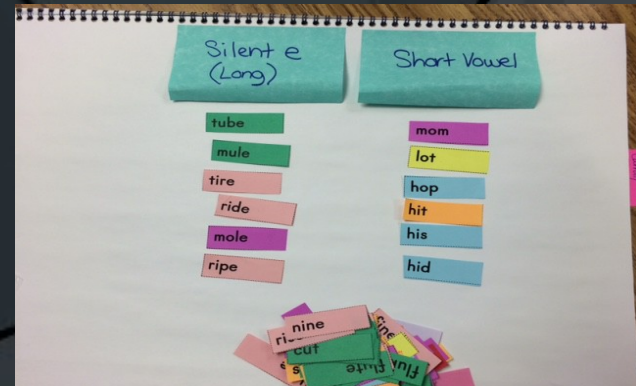
A Network of Processing Systems for Reading



(Fountas & Pinnell)

Word Solving: Decoding

Strategy!



“The ability to notice pairs and sets generates numerous cognitive benefits—increasing memory, improving understanding, and generating creative new ideas. Comparative thinking is considered by some experts to be fundamental to learning (Garner, 2007)”

➤ Sorting & Categorizing!

“The ability to make comparisons allows students to look for patterns and make connections, which then increase links between neural networks and boosts understanding and memory”

(Brooks, J. and M.: 1993)

Word Solving: Decoding

Strategy!

➤ Tracing!
(2 Fingers)



Word Solving: Decoding

Strategy!

➤Casino!

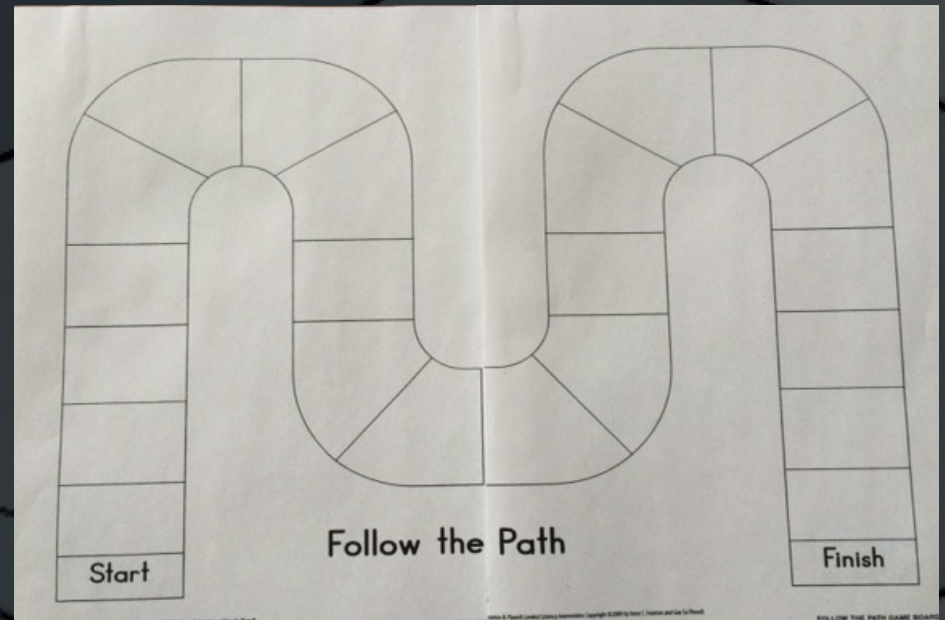
- Word level fluency practice
- Use a timer & word cards
- GOAL: 1 word per second



Word Solving: Decoding

Strategy!

➤ Follow The Path
Game!



Encoding



➤ Gross to Fine Motor Tracing!

- Use when introducing NEW material

“Rather than just talking students through a complex cognitive skill, you can incorporate simple movement to increase the potential for learning. Every time we move our bodies, our brains release acetylcholine. This neurotransmitter stimulates the brain and yields new synaptic growth.

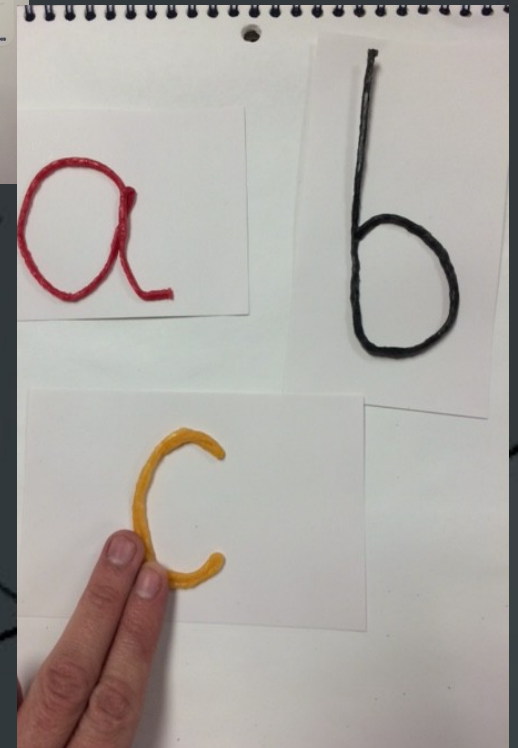
The *neural pathways* become stronger!”

(Jones, 2003)

Encoding

Strategy!

➤ Tactile Cards!



Encoding



➤ LLI's Verbal Path!

Verbal Path for Letter Formation

The Formation of Letters

TEACH	PROMPT	REINFORCE
<i>Use this language to show how to start and form each letter. You may want to model it with a large formation at first and then move to standard size.</i>	<i>Have the students say the language with you as they trace or write a letter.</i>	<i>Have the students make the letter without using the language.</i>
<i>Listen to how I say words to help me. Say the words to help you make the letters.</i>	<i>You know how to start it.</i>	<i>You knew how to start it.</i>
	<i>Think about how to write it.</i>	<i>You knew how to write it.</i>

LOWERCASE LETTER FORMATION	UPPERCASE LETTER FORMATION
a – pull back, around, up, and down	A – slant down, slant down, across
b – pull down, up, around	B – pull down, up, around and in, back and around
c – pull back and around	C – pull back and around
d – pull back, around, up, and down	D – pull down, up, around
e – pull across, back, and around	E – pull down, across, across, and across
f – pull back, down, and cross	F – pull down, across, across
g – pull back, around, up, down, and under	G – pull back, around, across
h – pull down, up, over, and down	H – pull down, pull down, across
i – pull down, dot	I – pull down, across, across
j – pull down, curve around, dot	J – pull down, curve around, across
k – pull down, pull in, pull out	K – pull down, slant in, slant out
l – pull down	L – pull down, across
m – pull down, up, over, down and up, over and down	M – pull down, slant down, slant down, pull down
n – pull down, up, over and down	N – pull down, slant down, pull up
o – pull back and around	O – pull back and around
p – pull down, up, and around	P – pull down, up, and around
q – pull back, around, up, and down	Q – pull back and around and cross
r – pull down, up, and over	R – pull down, up, around, in, and slant down
s – pull back, in, around, and back around	S – pull back, in, around, down, and back around
t – pull down and cross	T – pull down, across
u – pull down, around, up, and down	U – pull down, around, up, and down
v – slant down, up	V – slant down, slant up
w – slant down, up, down, up	W – slant down up, down up
x – slant down, slant down	X – slant down, slant down
y – slant in, slant and down	Y – slant in, slant, and down
z – across, slant down, across	Z – across, slant down, across

Encoding

Strategy!

➤ Sonday's Touch Spelling!



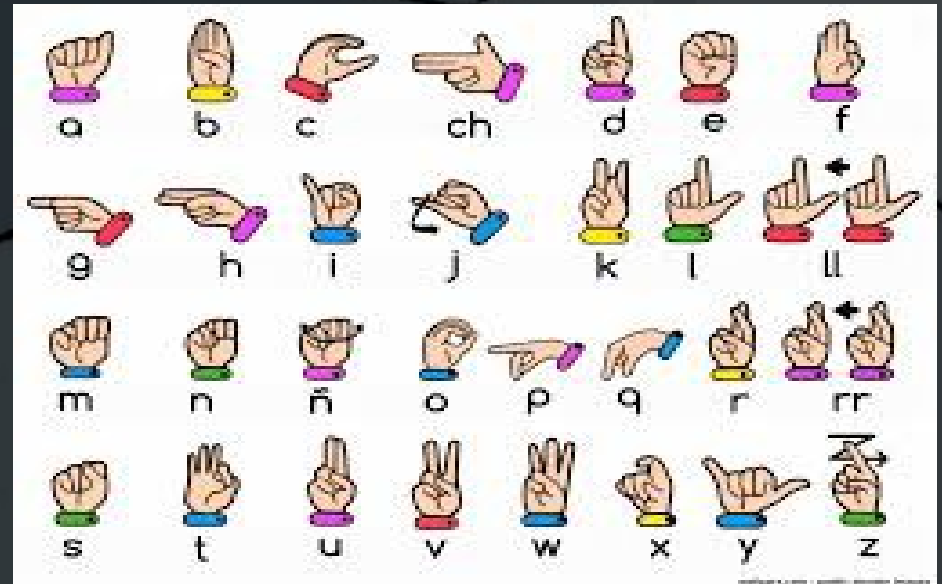
Right-Handed



Left-Handed

Encoding

Strategy!



➤ Sign Language Spelling!

Assess Behavior

- The day after a new text is read, observe and note the ability level and progress of one of the children in your group
- Reflect and Plan for future instruction
- ★ Great Resource: The Teacher's Guidelines for Reading Instruction: Characteristics of Guided Reading Levels
- ★ Great Resource: Reflection Guide

QUESTIONS???

COMMENTS???