

# LITERACY 101 TRAINING: THE BIG FIVE

## **Presenters from Reading Partners Seattle:**

Cassy Charyn, Executive Director, : [cassy.charyn@readingpartners.org](mailto:cassy.charyn@readingpartners.org)

Alexis Acciani, Community Engagement and Program Manager: [alexis.acciani@readingpartners.org](mailto:alexis.acciani@readingpartners.org)

### **#1: PHONEMIC AND PHONOLOGICAL AWARENESS**

- Phonemic awareness: the ability to hear and manipulate the individual sounds within words. Ex: The word *bike* has three phonemes: /b/ /i/ /k/, but four letters.
- Phonological awareness: the ability to hear and manipulate groups of sounds within spoken language. Ex: rhyming, identifying syllables, etc.
- **Resource: Check out phonemic awareness resources from “This Reading Mama”:**
  - <https://thisreadingmama.com/phonological-phonemic-awareness/>

### **#2: PHONICS**

- Teaches students to use the relationship between letters and sounds to translate printed text into pronunciation
- “The NRP led to a definite conclusion that systematic phonics instruction gave children a faster start in learning to read than responsive instruction or no phonics instruction.”
- **Resource: Check out “CVC sliders” from “Measured Mom”:**
  - <https://www.themeasuredmom.com/word-slider-cards-short-u/>
- **Using Mouth Shape to Teach Vowel Sounds:**
  - **Source:** <http://www.superenglishkid.com/2014/11/remember-difference-between-short-vowel.html>

### **#3: VOCABULARY**

- Hart and Risley study (1995) showed that children in low-income families were exposed to half as much spoken language during their first four years of life than were children from working-class families.
- A good children’s book is 3 times richer in vocabulary than conversation.
- Prioritize Tier II words for teaching:
  - More precise than Tier I words
  - Found in a variety of contexts
- **Resource: Free Printable Vocabulary Journal from “Measured Mom”:**
  - <https://www.themeasuredmom.com/free-vocabulary-journal-kids/>

### **#4: FLUENCY**

- Being able to read with correct expression, accuracy, and speed
- Strategies to use:
  - Repeated readings
  - Echo reading
  - Choral reading
  - Record and Play Back
  - "Perfect Page"
- **Resource: Books for Building Reading Fluency from "This Reading Mama":**
  - <https://thisreadingmama.com/books-building-fluency/>

## Perfect Page

<b>1</b> <input type="checkbox"/> Good Speed <input type="checkbox"/> Expression <input type="checkbox"/> No Errors	<b>2</b> <input type="checkbox"/> Good Speed <input type="checkbox"/> Expression <input type="checkbox"/> No Errors	<b>3</b> <input type="checkbox"/> Good Speed <input type="checkbox"/> Expression <input type="checkbox"/> No Errors
<b>4</b> <input type="checkbox"/> Good Speed <input type="checkbox"/> Expression <input type="checkbox"/> No Errors	<b>5</b> <input type="checkbox"/> Good Speed <input type="checkbox"/> Expression <input type="checkbox"/> No Errors	<b>6</b> <input type="checkbox"/> Good Speed <input type="checkbox"/> Expression <input type="checkbox"/> No Errors
<b>7</b> <input type="checkbox"/> Good Speed <input type="checkbox"/> Expression <input type="checkbox"/> No Errors	<b>8</b> <input type="checkbox"/> Good Speed <input type="checkbox"/> Expression <input type="checkbox"/> No Errors	<b>9</b> <input type="checkbox"/> Good Speed <input type="checkbox"/> Expression <input type="checkbox"/> No Errors
<b>10</b> <input type="checkbox"/> Good Speed <input type="checkbox"/> Expression <input type="checkbox"/> No Errors	<b>My prize will be:</b> <input type="checkbox"/> <hr style="width: 80%; margin: 5px auto;"/>	

- 1) Every tutoring session your tutor will pick 1 page for you to read PERFECTLY. (Only 1 page per day.)
- 2) If you can read that page with no errors you get a sticker in the box.
- 3) Once you get 10 stickers, you get your prize!

### **#5: COMPREHENSION**

- **Before questions:** prompting students to get their brains ready to read

- **During questions:** training your brain to be a good reader, good readers think while they're reading. The whole point of reading is understanding.
- **After questions:** synthesis of information, honoring the value of the time you just spent reading, if didn't finish, predicting what's going to happen next time, reflecting on favorite part/character

**Let's practice!**

BEFORE	DURING	AFTER

**Use the Question Bank below to sort when a Tutor Read Aloud Question should be asked by the tutor (questions may go into more than one section). Put the number for each question in the columns above.**

**QUESTION BANK:**

1. "What happened on this page?"
2. "What is one thing you learned from the book?"
3. "What do you think \_\_\_\_\_ means?"
4. "Who are the main characters?"
5. "What do you think this book is about?"
6. "Can you tell me what happened last time we read this book?"
7. "What is one thing you learned from what we read?"
8. "What evidence is in the picture?"
9. "How is this book different than the informational text we read last time?"
10. "Why do you think \_\_\_\_\_ is feeling that way?"
11. "What are the main events that happened in the book?"
12. "What do you think is going to happen next?"
13. "What is the title of this book called?"
14. "What was your favorite part of the book? Why?"
15. "Who was your favorite character? Why?"
16. "How do you think the character is feeling on this page?"
17. "Why do think the character \_\_\_\_\_?"
18. "Can you show me where in the text your answer is?"