

	<b>MATERIALS/ACTIVITIES</b>	<b>Differentiated instruction/immediate intensive intervention</b> <b>Explicit, systematic instruction</b>	<b>REFERENCES</b>
<b>PHONOLOGICAL AWARENESS</b>	Work on segmenting and manipulating sounds of oral language. Blending, segmenting and rhyming activities, songs, poems, riddles, alliteration, read-aloud books, and other activities that manipulate sounds are all effective vehicles for developing phonemic awareness.	<p align="center"><b><u>GRADES 4-5 (6)</u></b> <b>SAMPLE ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>▪ Spelling polysyllabic words, irregular patterned words</li> <li>▪ Phonics Songs &amp; Rhymes Flip Chart (use of core program’s flip charts and audio tapes)</li> <li>▪ Literacy Centers for reinforcement of skills</li> </ul>	Phonological Awareness Activities for Early Reading Success (Blevins), Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills (Fitzpatrick), Phonics Handbook: Research and Best Practice (component of CCRP - Scott Foresman Reading), Phonics from A to Z (Blevins)
<b>PHONICS</b>	Provide systematic explicit phonics instruction with a multisensory approach in order to provide additional emphasis on the graphophonic cueing system. Use materials such as phonics activity mats, manipulatives, audiotapes, magnetic words and letters for making words, white boards and markers, and word walls. Link phonics instruction directly to reading and writing by providing many opportunities for blending unknown words in context. Focus on developing independent word recognition strategies, by studying the internal structure of words (affixes, roots, word patterns).	<p align="center"><b><u>GRADES 4-5 (6)</u></b> <b>SAMPLE ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>▪ Spelling polysyllabic words, irregular patterned words</li> <li>▪ Phonics Songs &amp; Rhymes Flip Chart (use of core program’s flip charts and audio tapes)</li> <li>▪ Literacy Centers for reinforcement of skills</li> </ul>	Words Their Way (Bear, Templeton, Invernizzi), Phonics They Use (Cunningham), From Phonics to Fluency (Rasinski), Phonics Poetry (Rasinski), Phonics from A to Z (Blevins), Month-By-Month Phonics (Cunningham and Hall), Teaching Phonics & Word Study in the Intermediate Grades: A Complete Sourcebook (Blevins), Making Words: Multi-level, Hands-On Spelling and Phonics Activities (Cunningham and Hall), Phonics Poetry: Teach Word Families (Rasinski)

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<b>FLUENCY</b>	Use oral reading strategies to build fluency. Model oral reading by reading aloud (fluent reader such as the teacher). Provide oral support for reading through the use of choral reading, paired reading, the use of text on tape, shared reading, echo and buddy reading. Provide many practice opportunities through repeated reading, poetry reading, radio reading, and reader's theater. Other activities may be used that focus on fluency, including the Fluency Development Lesson (FDL), phrased text lessons, and Quick Reads. Integrate oral reading into content areas. Round Robin Reading <b>is not</b> an appropriate method of oral reading.	<p align="center"><b><u>GRADES 4-5 (6)</u></b> <b>SAMPLE ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>▪ Teach for fluency and model phrased, fluent reading during read aloud and shared reading</li> <li>▪ Multiple strategies for reading and rereading: Read-aloud, Supported Reading, Repeated Reading, Performance Reading</li> <li>▪ Reader's Theatre</li> <li>▪ Use of Phonics Rhymes Flip Charts for choral reading (Core Reading Program)</li> <li>▪ Use of Readers Take Home Books for rereading (Core Reading Program-Paired timed rereading)</li> <li>▪ Oral reading with audio tape</li> <li>▪ Choral reading</li> <li>▪ Use of Phonics Songs and Rhymes Audio Tapes for oral rereading (Core Reading Program)</li> <li>▪ Use punctuation appropriately</li> <li>▪ Emphasize the importance of reading in phrases, not just reading it fast</li> <li>▪ Literacy Centers for reinforcement of skills</li> </ul>	The Fluent Reader (Rasinski), Building Fluency: Lessons and Strategies for Reading Success (Blevins), High Frequency Word: Strategies that build skills in spelling, vocabulary, and word play (Marland), What's After Assessment: Follow-Up Instruction for Phonics, Fluency, and Comprehension (Strickland), When Reading Begins: The Teacher's Role in Decoding, Comprehension, and Fluency (Cole), Vocabulary Instruction: Research to Practice (Baumann, Kam'enui)
<b>VOCABULARY</b>	Connect explicit vocabulary instruction with strategic reading instruction. Focus on vocabulary meaning within context. Increase vocabulary knowledge through such activities as cloze exercises (classic, zip, maze, synonym), Vocab-O-Grams, Landsdowne cards, graphic organizers, word sorts, word walls, wide reading, structural analysis of words, story impressions, Frayer Model, and teacher read alouds. Focus on Tier 2 words for instruction (see Bringing Words to Life by Beck McKeown, and Kucan)	<p align="center"><b><u>GRADES 4-5 (6)</u></b> <b>SAMPLE ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>▪ Word study of regular and irregular spelling words, prefixes and suffixes, antonyms and synonyms</li> <li>▪ Background Building Audio Tapes to help introduce concept vocabulary prior to reading (Core reading program)</li> <li>▪ Mystery Word (Game of 20 questions to name word that fits into CLOZE sentence)</li> <li>▪ Semantic mapping of a word</li> <li>▪ Making words activities</li> <li>▪ Mind Reader Game (utilizing word wall words)</li> <li>▪ Literacy Centers for reinforcement of skills</li> </ul>	Bringing Words to Life (Beck, McKeown, Kucan), Teaching Vocabulary in All Classrooms (Blachowicz, Fisher), Stretching Students' Vocabulary (Bromley), Words, Words, Words (Allen), Word Savvy (Brand), Teaching Vocabulary to Improve Reading Comprehension (Nagy), Vocabulary Development: From Reading Research to Practice (Stahl)

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<b>COMPREHENSION</b>	<p>Provide explicit scaffolded instruction in comprehension in order for students to learn to monitor and adjust their own reading comprehension. Increase comprehension by teaching students how to successfully employ the following cognitive strategies:</p> <ul style="list-style-type: none"> <li>▪ Make connections (text-to-self, text-to-text, text-to-world)</li> <li>▪ Question to understand the text</li> <li>▪ Visualize to create pictures in the mind while reading</li> <li>▪ Determine important ideas of the text (main ideas and author’s message)</li> <li>▪ Synthesizing by combining known information with new information to understand the text</li> <li>▪ Making inferences about the text based on questioning, predicting, and reflecting</li> <li>▪ Identifying and using “fix-up” strategies to repair comprehension when it breaks down</li> <li>▪ Teach students to use the strategies before, during, and after reading text.</li> </ul>	<p style="text-align: center;"><b><u>GRADES 4-5 (6)</u></b> <b>SAMPLE ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>▪ Retelling</li> <li>▪ Teach for comprehension and model comprehension strategies during read aloud and shared reading</li> <li>▪ Demonstrate that reading is supposed to make sense</li> <li>▪ Make connections using schema or background knowledge</li> <li>▪ Create mental images</li> <li>▪ Ask questions</li> <li>▪ Infer</li> <li>▪ Synthesize information</li> <li>▪ Summarize</li> <li>▪ Graphic Organizers (Core Reading Program and supplementary)</li> <li>▪ Background Building Audio Tapes prior to reading (Core Reading Program)</li> <li>▪ Post reading projects to produce product of comprehension</li> <li>▪ Author’s purpose study</li> <li>▪ Genre study and comparison</li> <li>▪ Guess the Covered Word Activity (Cloze activity)</li> <li>▪ Literature Circles</li> <li>▪ Literacy Centers for reinforcement of skills</li> </ul>	<p>Strategies that Work (Harvey, Goudvis), Reading with Meaning (Miller), Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop (Keene, Zimmerman), Guiding Readers and Writers: Grades 3-6 (Fountas, Pinnell), Improving Comprehension with Think-Aloud Strategies (Wilhelm), Reading Strategies That Work: Teaching Your Students to Become Better Readers (Robb), Guided Comprehension in Action: Lessons for Grades 3-8 (McLaughlin, Allen), Guided Reading (Fountas, Pinnell), Knee-to-Knee, Eye-to-Eye (Cole), Comprehension Right From the Start (Marriot), Revisit, Reflect, Retell (Hoyt), Comprehension (Owocki)</p>