

An Overview of Teaching Strategies for SBRR

Scientifically Based Reading Research



Fluency

Comprehension

Vocabulary

Phonemic Awareness

Phonics



Information for this guide was taken directly from the following sources:

Put Reading First: The Research Building Blocks for Teaching Children to Read by Armbruster, Lehr, and Osborn, published in September 2001 by the *Partnership for Reading*. It is available for download online at http://www.ed.gov/offices/OESE/reading_resources.html.

How Now Brown Cow: Phoneme Awareness Activities for Collaborative Classrooms by Patricia J. Edelen-Smith *Intervention in School and Clinic* Volume 33, Number 2, pp. 103-111, Copyright by PRO-ED, Inc. Available online at www.idonline.org.

Information from the website www.earlyreading.info.

Completed by the North Dakota Department of Public Instruction Title I Office.

Fluency: *The ability to read a text accurately and quickly. Fluent readers read aloud effortlessly and with expression. Readers who have not yet developed fluency read slowly, plodding word by word.*

Teaching Ideas:

- ❑ **Prereading and Rereading:** Provide students with many opportunities to read the same passage several times. This aligns perfectly to Title I instruction. Prereading and rereading the actual reading selections from the classroom is a great way to provide supplemental services and increase a child's reading fluency.
 - ❑ **Repeated Oral Reading:** Have students read and reread passages as they receive guidance and feedback. Again, this would work well in a Title I program.
 - ❑ **Tape-Assisted Reading:** Allow students to practice oral reading using audiotapes. Have students read along in their books as they hear a fluent reader read the book on an audiotape.
 - ❑ **Student-Adult Reading:** Have other adults read aloud to students. Have incentives for parents to read aloud to their children at home or have volunteers read with students at school.
 - ❑ **Readers' Theatre:** Have students rehearse and perform before an audience from a dialogue-rich script derived from a book.
 - ❑ **Choral Reading:** In choral, or unison, have students read along as a group with a fluent adult reader.
 - ❑ **Partner Reading:** Have paired students take turns reading aloud to each other. Have more fluent readers paired with less fluent readers.
 - ❑ **Model Fluent Reading:** First, read aloud to students; then have students read the selection.
 - ❑ **Reading Level:** Fluency develops by reading with success. Therefore, have student's practice oral reading from books that are a reasonably easy reading level for them. Use books at a child's independent level of reading ability.
 - ❑ **Text Length:** Short reading selections work effectively. Poetry is well suited to fluency practice because poems are short and contain rhythm, rhyme, and meaning.
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Vocabulary: *The words we must know to communicate effectively.*

Teaching Ideas:

- Reading aloud to students can increase student vocabulary. Students of all ages can learn words from hearing text read aloud to them.
 - Use word parts to help teach vocabulary (i.e., prefixes, suffixes, base words, root words).
 - Do a lesson on the four most common prefixes (*un, re, in, dis*), which will give them clues about the meaning of unfamiliar words.
 - Specifically discuss the meaning of vocabulary words before reading a story.
 - Have students use each of the vocabulary words in a sentence.
 - Encourage the students' use of context clues to determine word meanings.
 - Do lessons on using the dictionary to learn the meaning of new words.
 - Have the students listen for and find in print (magazines, newspapers, etc.) vocabulary words when they are outside of the classroom.
 - Review key vocabulary words in stories before reading them. This could be done in the Title I room or the regular classroom.
 - Extended instruction in vocabulary improves word learning. For example, playing a game like "Bingo" or "Around the World" with the vocabulary words after the lesson.
 - Repeated exposure to vocabulary aids word learning. For example, review the vocabulary words every day, or have the vocabulary words for the week up on the wall, or send a list home for students to review with parents.
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Text Comprehension: *Understanding the meaning of what one is reading.*

Research has identified six comprehension strategies: ---

- ❑ **Monitoring Comprehension:** Help students learn to monitor their own comprehension. Students can learn to “fix up” what they don’t understand as problems arise.
- ❑ **Using graphic and semantic organizers:** Use texts that provide graphic organizers such as maps, graphs, and charts, or have students create their own. Graphic organizers provide students with tools to help them better comprehend what they read.
- ❑ **Answering questions:** Use question-answer instruction, which enables students to learn more as they read and so better comprehend reading selections. For example, have students look back in the text and find answers to questions that they can’t answer after the initial reading. Another example of this strategy is having students answer the questions in a science book at the end of the text unit.
- ❑ **Generate questions:** Teaching students to ask their own questions improves comprehension. For example, students can be taught to ask main idea questions that relate to important information in a text.
- ❑ **Recognizing story structure:** Teach students to learn to identify the categories of content (i.e., setting, characters, plot, events of the story). Instruction in the organization of stories improves students’ comprehension.
- ❑ **Summarizing:** Provide lessons on summarizing the important ideas in a text. When students summarize a text and put it in their own words, they are much more likely to comprehend it.

Ideas for Teaching Comprehension Strategies: ---

In order for students to comprehend what they read, they need to be taught the above comprehension strategies. This can be done by:

- The teacher providing a **direct explanation** of a strategy.
 - The teacher **modeling** how to apply the strategy.
 - The teacher providing **guided practice** as students apply the strategy.
 - The teacher helping students **practice the application** of a strategy until they can do it independently.
 - The teacher using **cooperative learning** by having students work together as partners while they apply the strategy.
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Phonemic Awareness: *The ability to notice, think about, and work with the individual sounds in spoken words.*

Teaching Ideas

Targeted Skill	Strategy	Example
Phoneme Isolation	Have students identify individual sounds in a word.	Sammy snake says “-----.” (/s/)
Phoneme Identity	Have students practice selecting the same sounds in different words.	What is the same in “fix,” “fall,” and “fun?”
Phoneme Categorization	Have students practice selecting words, which do not begin like the others in a group.	Which one doesn’t belong? (weed, bead, pill, seed)
Phoneme Blending	Have students combine phonemes to form words, i.e., using dictation where the teacher says a word and students, independently or as a group, write the sounds.	What word is /b/ /i/ /g/? /b/ /i/ /g/ is “big.” Now let’s write the sounds in “big:” /b/ write “b”; /i/ write “i”; /g/ write “g.” Now we’re going to read the word “big.”
Phoneme Segmentation	Have students break a word apart saying each sound that they hear.	What sounds do you hear in the word “ball?” Say each one.
Phoneme Deletion	Have students practice recognizing a word when a phoneme is removed.	Say hotdog without the “dog.” What sound do you hear in “meat” that is in “eat?” What word would be left if you take the /n/ off “moon.”
Phoneme Addition	Have students add a phoneme to an existing word.	What word do you have if you add /s/ to “park?” (spark)
Phoneme Substitution	Have students practice substituting one phoneme for another to make new words.	The word is “bug.” Change /g/ to /n/. What is the new word? (bun)

Phonics Instruction: *Teaching children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.*

Teaching Ideas

Targeted Skill	Strategy	Example
Synthetic Phonics	Instruction in how to convert letters or letter combinations into sounds, and then how to blend the sounds together to form recognizable words.	Have students practice making new words by extrapolating different sounds from words they know to create new words. For example, if a student wants to write the word “book” and he/she knows how to spell and use the word “look,” have the student use “look” to create “book.”
Analytic Phonics	Instruction in how to analyze letter-sound relationships in previously learned words so they don’t pronounce sounds in isolation.	Have students practice reviewing previously taught sounds (e.g. “oa” in “boat”) in words that they know so that they will recognize that sounds in other words when they read.
Analogy-based Phonics	Instruction in how to use parts of <i>word families</i> that students know in order to identify words they don’t know that have similar parts.	Have students practice clustering words together from the same word family to show how they can make an analogy and figure out a word that has the same ending of a word they already know.
Phonics Through Spelling	Instruction in how to segment words into phonemes to make words by writing letters for phonemes.	Use journal writing and spelling to teach phonics. This reinforces having students make words by writing letters for sounds they hear.
Embedded Phonics	Instruction in recognizing letter-sound relationships during the reading of connected text.	Teach lessons using stories where certain sounds are embedded in the text. An example could be a tongue-twister like “Peter Piper picked a peck of pickled peppers” where the text is connected by certain sounds. By using context clues, the student can determine the sound of a word he/she doesn’t know.
Onset-rime Phonics Instruction	Instruction in identifying the sound of the letter or letters before the first vowel (the onset) in a one-syllable word and sound of the remaining part of the word (the rime).	Teach lessons using word families. For example, the word wheels. /f/ /m/ at /b/ Students identify the sound of the first letter then the remaining part of the word.
