Literacy Tool Kit

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EDRG 444

Topic #1

Differentiation

<http://www.members.shaw.ca/priscillatheroux/differentiating.html>

This site offers a plethora of information in regards to differentiation, constructivism and collaborative learning techniques. Differentiating instruction for readers of any age can make or break how they take reading through out their lives. Assessment is the key to understanding where your students are at in their reading development. Strategies that involve readiness and ability assessment will help determine where to start.

Another solid strategy the site offers is adjusting questions to the level of reader or student ability level. If a read aloud is happening, and some kids get the higher order questions, some may not. So adjusting questions to fit where a child is, will give confidence and motivation to keep going.

Flexible grouping is always a quality differentiating activity, especially with young readers, if they see their peers reading at a certain level, the others may be motivated to pick up the pace. In order for learning to keep expanding kids may need to move up and down in groups so they can be more challenged in different groups, and be of help in other groups.

<http://teachingtoday.glencoe.com/howtoarticles/differentiating-reading-instruction-in-the-language-arts-classroom>

This site offered a tiered approach to reading differentiation, from the struggling reader to the advanced reader there are strategies that will be beneficial to all.

Topic #2

Assessment for reading instruction

<http://www.cde.state.co.us/rti/LearnAboutRtI.htm>

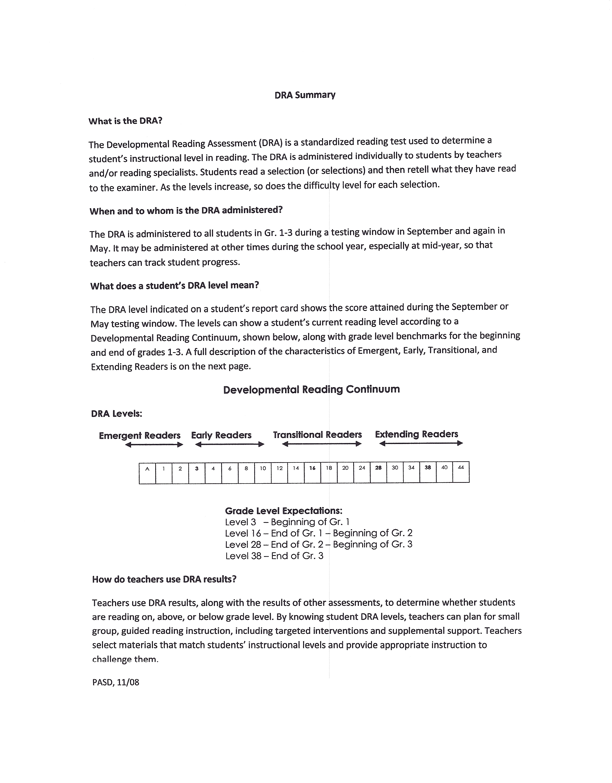
This link from the Colorado Dept of Education explains the reading intervention process, in order to assess readers that may need intervention. Through the use of progress monitoring techniques, benchmark testing, and running record assessment like DIBELS students are in an on-going reading assessment. CDE looks at a target level for intervention, which encapsulates challenged or under achieving students who need intervention. And, the intensive level which for students who are in need of serious help.

<http://www.oswego.edu/plsi/16types.htm>

<http://www.maretsoftware.com/intel/intel.asp>

These two sites offer traditional assessment in the form of a Myers-Briggs learning style assessment, and a multiple intelligences test that will help kids understand where their tangible and intangible strengths are. This would be good for assessment of reading, so kids can be paired with their strengths for comprehension, fluency and reading organization.

Below is a DRA assessment summary that gives examples of what the DRA is, how it is administered, and what DRA levels mean. It also gives a levels scale and where expectations are in reading once readers hit certain grades. This a great tool for reading assessment.



Topic #3

Phonemic and Phonological awareness

<http://www.bridgew.edu/library/cags_projects/vcain/Assessments.htm>

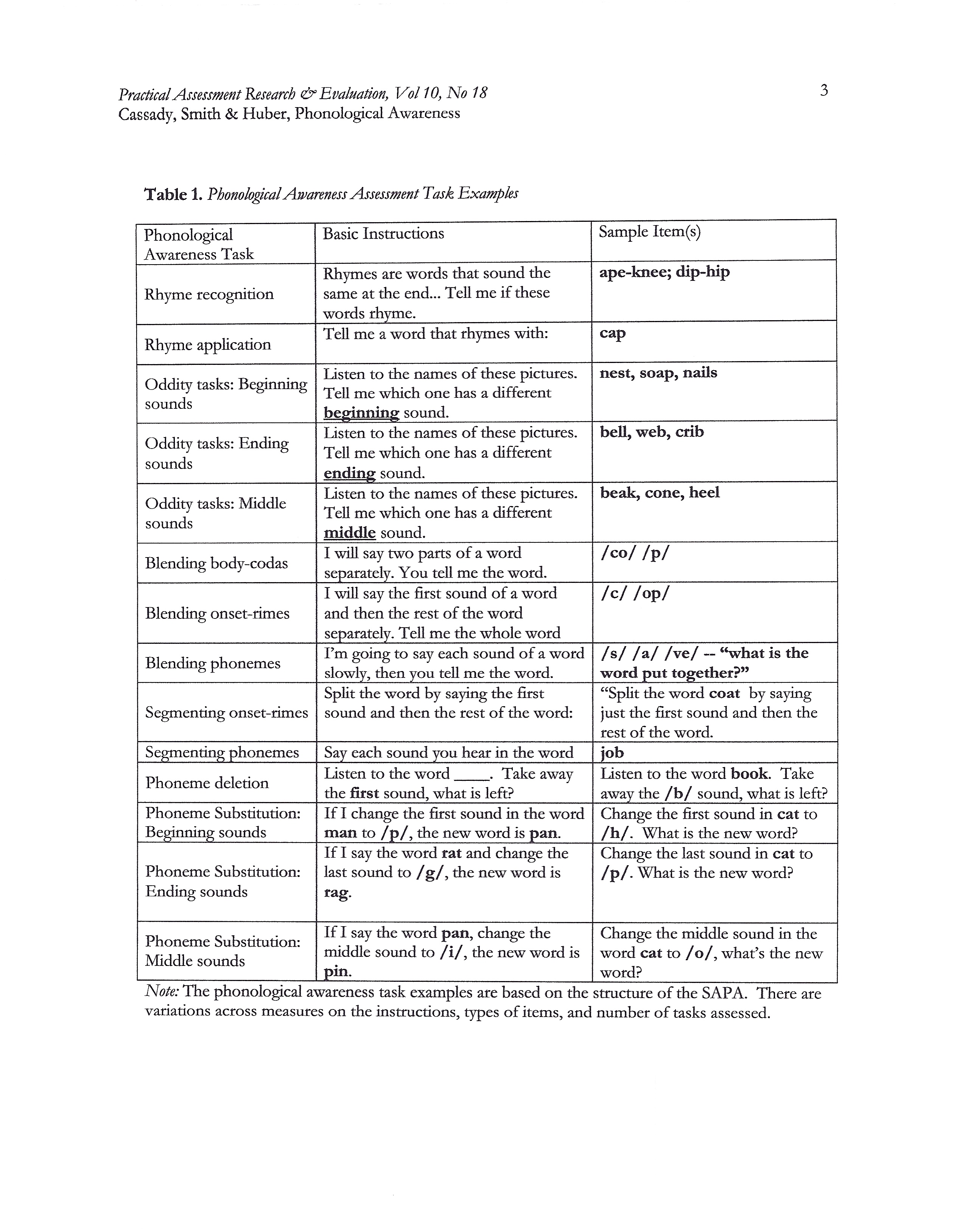
This tool offers three different assessments for phonological and phonemic awareness. The Yopp-Singer test of phoneme segmentation is designed to measure a student’s ability to orally segment the phonemes in a word in their correct sequence. The test is given in 5-10 minute increments can be used as a predictor of reading and spelling difficulties and to help plan interventions if needed.

Hallie K. Yopp published in the Reading Teacher September, 1995

California State University at Fullerton

The file below is a sample assessment of phonological awareness from Practical Assessment, Research and Evaluation an electronic journal. It looks at rhyme, blending, onset-rimes, phoneme substitution, beginning, middle and ending sounds.

Cassady, J., Smith,L., and Huber, K., Ball State University



Topic #4

Teaching Phonics

<http://www.cloudworld.co.uk/english-spelling-rules.htm>

This above site offers great synopsis of the spelling rules for English. And can help fix the problem Americans and Brits have with getting spelling confused on certain words that have the quirky rules applied to them.

<http://english.glendale.cc.ca.us/phonics.rules.html>

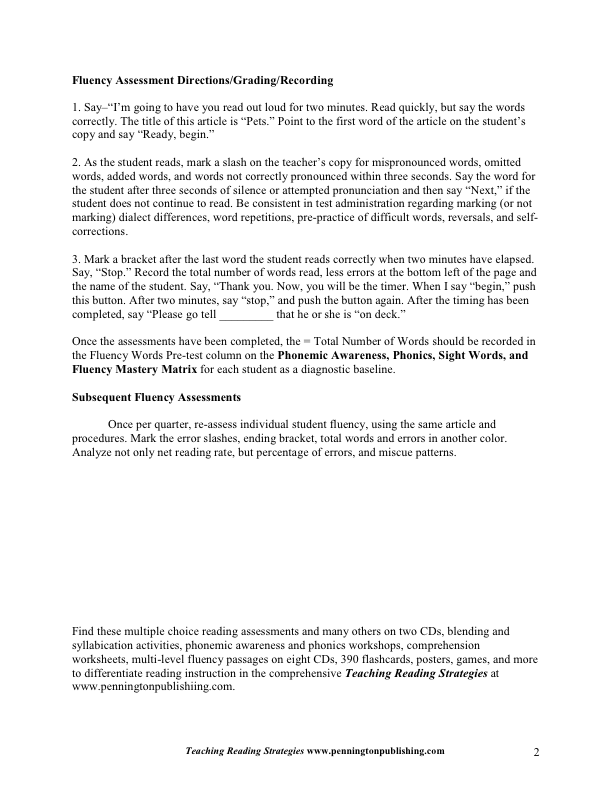
<http://www.cs.oswego.edu/~borgert/OCM/rdagenda-1.html>

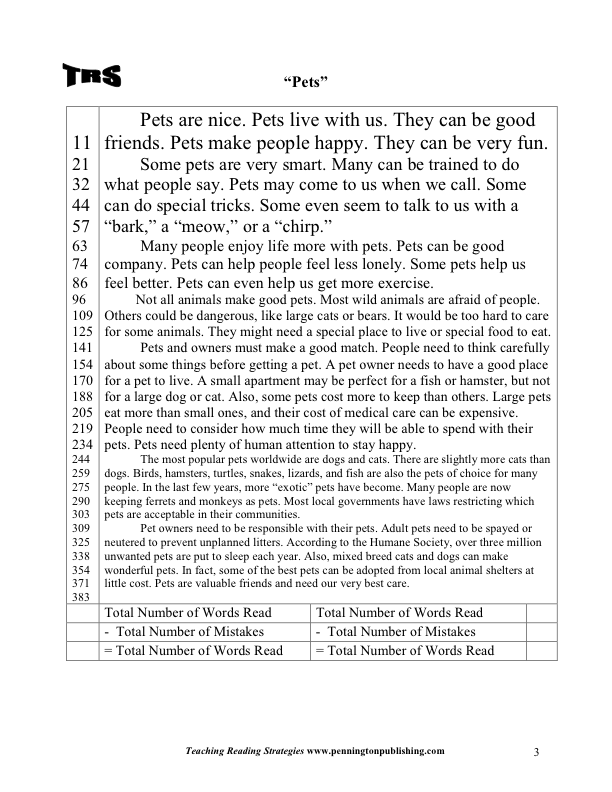
This link offers a wonderful agenda for decoding instruction for diverse learner. It outlines a three-session strategy for the diverse learner. Excellent stuff!

Topic #5

Fluency and Vocabulary Instruction

These pictures show fluency reading assessment from Teaching Reading Strategies. It gives an explanation and an actual sample assessment.





Topic #6

Reading Comprehension

As I approached this week, I am reminded of my secondary background, and how I can relate my high school experience to what we are doing here. In talking to my cooperating teacher about different facets of American government, I equate different genres to the federal, state and local government.   
  
There is definitely the element of distinguishing fact and opinion, in what we read. Our textbook is the vehicle for examining factual data, and technology tools like blogs, Internet searches, and articles that are presented to the class. In the political world it is pretty ease to separate fact from opinion. For structural text purposes, language and vocabulary play a large role how we decipher text organization. Through the use of PowerPoint presentations and graphic organizers my cooperating teacher was able to break down texts so that they become more understandable and fit for large group and individual consumption.   
  
The essentials of comprehension, fluency, background knowledge, and vocab development are crucial to interpreting U.S. government material. If students are not comprehending text, then the material cannot be taught in a clear and concise manner.   
I observed a literacy interventionist (I won't name names :-)) who was using a memory matching game that was very beneficial to young learners building comprehension through phonological and print recognition. Graphemes and CV combos with pictures were used to help the kids activate background knowledge and connect the letters and pictures to make the word. This was a very effective strategy for comprehension and background knowledge activation.

The picture below is a summary of a comprehension lesson plan on how to get in touch with your inner conversation.

The link is attached here as well.

<http://www.comprehensiontoolkit.com/grade3_6/StrategyBooks.asp>



Topic #7

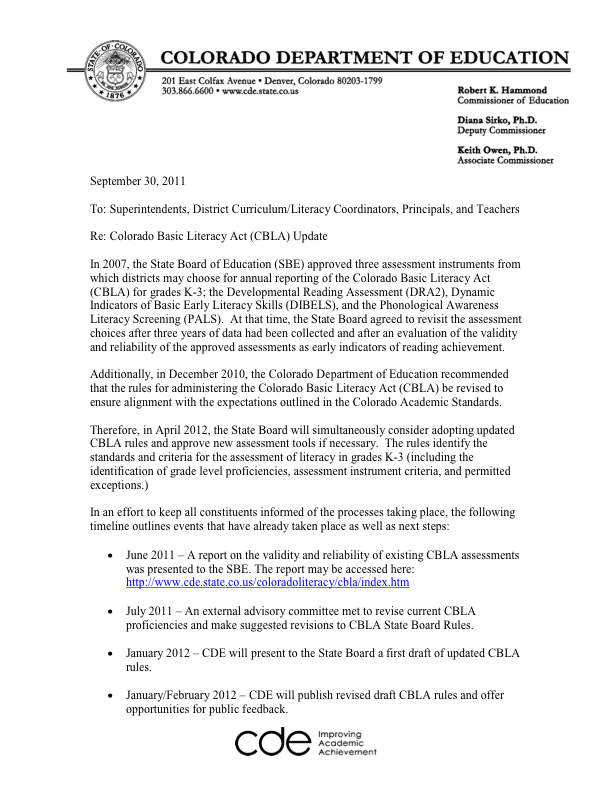
Writing and Written Language Development

<http://www.eschoolnews.com/2010/07/18/technology-a-key-tool-in-writing-instruction/>

Above is an excellent link to an article that talks about obstacles facing teachers in implementing technology in writing. There is hope that web 2.0 tools like, blogs, podcasts, wikis comic creating software can help students engage with technology to enhance their writing skills. The story telling aspect of culture is no longer just in print, videos, digital stories and other technology can portray the story. In our digitally connected world, students can write about current issues and collaborate on writing projects. Writing can be a more fun and interactive experience, yet, educational and learning filled.

Topic #8

<http://www.cde.state.co.us/coloradoliteracy/cbla/index.htm>



TCAP 10th grade benchmarks and standards for reading

