

Top 3 Literacy Strategies to Engage Early Readers

(Grades K-2)

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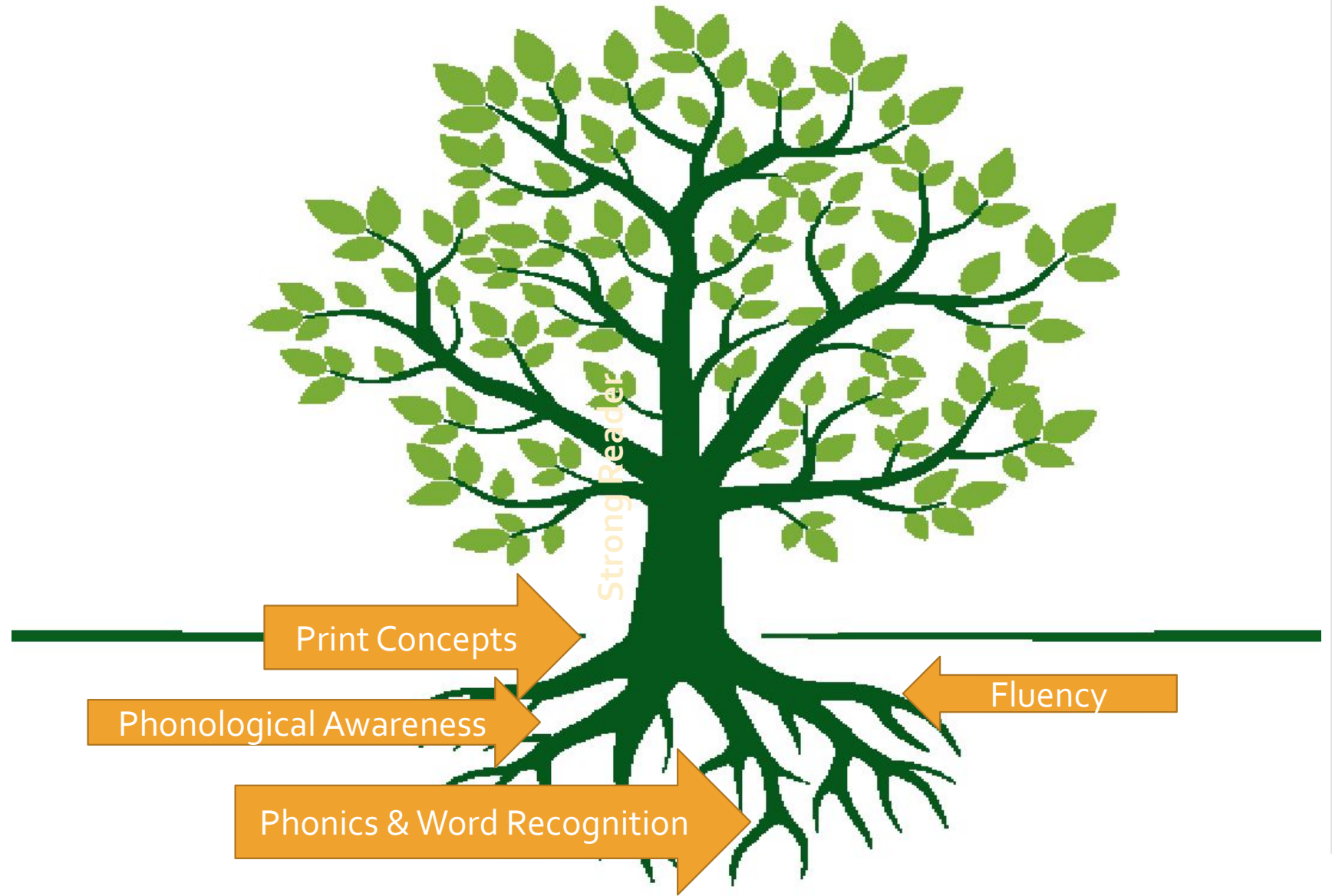
My Top 3

1. Examine students' foundational skills.
2. Target activities and resources towards students' deficits.
3. Read!

#1:
Examine
Students'
Foundational
Skills

- Print Concepts (RF.1) **K & 1**
- Phonological Awareness (RF.2) **K & 1**
- Phonics and Word Recognition (RF.3) **K, 1, 2, 3, 4 & 5**
- Fluency (RF.4) **K, 1, 2, 3, 4 & 5**

Offering Students Strong Roots





”..they risk becoming the students who are reading five (or more) years below grade level in high school – the ones who rarely graduate.”

(Hernandez, 2001)

Assessments



Running Records, Foundational Assessments and Benchmarks

<https://readingandwritingproject.org/resources/assessments/running-records> Then scroll.



OVERVIEW OF INFORMAL READING ASSESSMENTS ALL ASSESSMENTS SHOULD BE GIVEN ONE-ON-ONE

READING COMPONENT MEASURED	WHAT IT MEASURES	EXAMPLES OF ASSESSMENT QUESTIONS	AGE OR GRADE Typically Mastered	When should component be assessed?
LETTER/SOUND (ALPHABET) RECOGNITION	Ability to recognize letters and sounds	Show a student one letter at a time and ask: "Can you tell me what letter this is?" (Record response) "Can you tell me the sound it makes?" (Record response)	<ul style="list-style-type: none"> Many students enter Kindergarten with the ability to recognize letters Few students recognize letter sounds Both are taught in Kindergarten 	Assess letter/sound recognition three times a year. At the beginning, middle and end of Kindergarten.
CONCEPTS OF PRINT ASSESSMENT	Understanding <ul style="list-style-type: none"> That print has meaning That print can be used for different purposes The relationship between print and speech There is a difference between letters and words That words are separated by spaces That there is a difference between words and sentences That there are (punctuation) marks that signal the end of a sentence That books have parts such as a front and back cover, title page, and spine That stories have a beginning, middle and end That text is read from left to right and from top to bottom 	Give student a book and ask the following questions: "Can you show me _____?" <ul style="list-style-type: none"> A letter A word A sentence A space Point to the end of the sentence (punctuation mark) The front of the book The back of the book Where I should start reading this story How should I hold this book Show me the title of the book How many words are in this sentence 	Some students enter Kindergarten with an understanding of print concepts, but other students must receive instruction in this area	Assess concepts of print twice per year. At the beginning and mid-year during Kindergarten.

<http://www.readingrockets.org/teaching/reading-basics/assessment>

Assessments



Literacy Resources Assessments

<https://heggerty.org/downloads/>

Assessment

Early Reading Assessment Guidance

<https://achievethecore.org/page/3296/2020-21-early-reading-assessment-guidance>

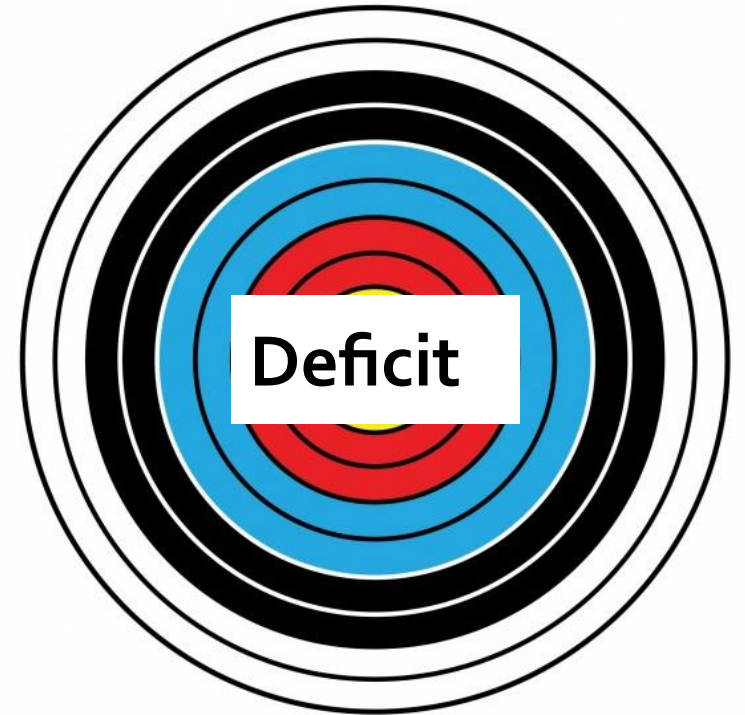
The screenshot displays the Achieve the Core website interface. At the top, there is a navigation bar with links for 'About Us', 'Join the Network', 'Aligned Blog', and 'Events'. The main header reads 'ACHIEVE THE CORE' and includes a 'Log In' button and a search icon. Below the header, there are three dropdown menus: 'Professional Learning', 'Planning for Instruction', and 'Classroom Resources'. The main content area features a resource card for '2020-21 Early Reading Assessment Guidance'. The card includes the following information:

- Date: 08/27/20 | ADJUSTED: 09/07/20 | 1 FILE
- Grades: K-3
- Actions: Share (link icon) and Favorite (star icon)
- Title: 2020-21 Early Reading Assessment Guidance
- Author: Student Achievement Partners
- File Type: pdf
- Downloads: <500
- File Size: 203KB
- Buttons: View File (eye icon) and Download (down arrow icon)

Below the resource card, there is a short paragraph of text: 'The 2020–21 school year presents a unique set of opportunities and challenges. What data is most important to gather about early readers? This guidance outlines three specific areas of literacy that warrant strategic assessment in the coming year.'

#2: Target the Deficit

**Strategies, Games
and Activities**



Resources

Building the Foundation

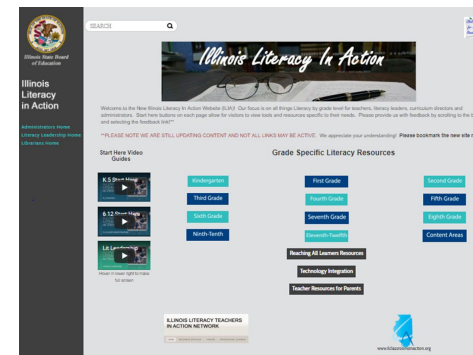


<http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf>

FCRR



[https://www.fcrr.org/student-center-activities/kinde
rgarten-and-first-grade](https://www.fcrr.org/student-center-activities/kindergarten-and-first-grade)



[http://www.illinoisliteracyinaction.or
g/on-grade-lvl-by-3rd.html](http://www.illinoisliteracyinaction.org/on-grade-lvl-by-3rd.html)

EL Resource



The screenshot shows the homepage of the English Learners Success Forum (ELSF). At the top, the title "EL Success Forum" is displayed in large, bold, black letters on a yellow background. Below the title, the ELSF logo is on the left, and navigation links for "Access the Guidelines", "Explore the Resources", "About ELSF", and "From the Field Voices" are in the center. On the right, there are links for "For Content Developers" and "For Educators", along with search and share icons. The main content area features a background image of students in a classroom. Overlaid on this image is the text "FOR EDUCATORS" in yellow, followed by the question "Are your instructional materials and teaching practices working for your EL students?" in white. Below this, a yellow banner contains the text "Take a pulse check to get started." and a button labeled "TAKE THE PULSE".

Do's & Don'ts of EL Instruction in Distance Learning

EL Resources

<https://www.elsuccessforum.org/resource>

Resources



WE ARE
TEACHERS

27 Awesome Free (or low-cost) Websites
for Practicing Reading

<https://www.weareteachers.com/best-reading-websites/>

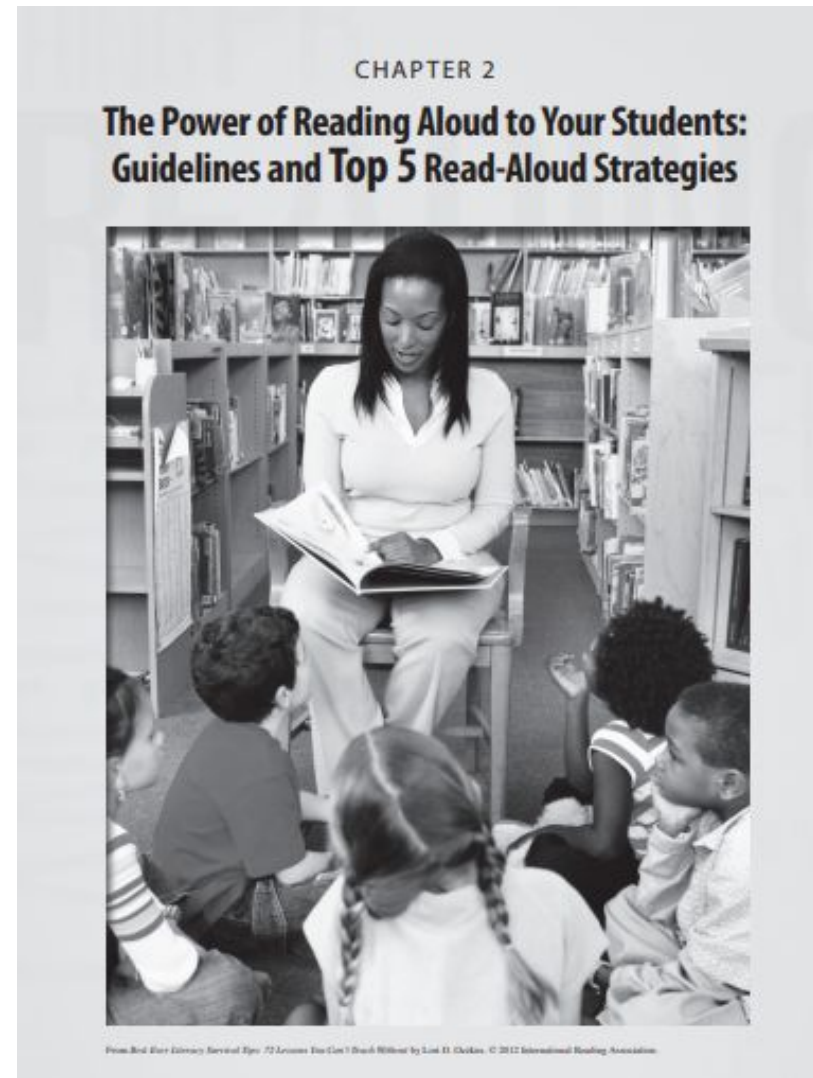
#3: Read!



Read Alouds



The Power of Reading Aloud



<https://www.literacyworldwide.org/docs/default-source/bonus-materials/813-chapter-2.pdf?sfvrsn=4>



Literacy Leadership
Librarians
Shift Kits
Lesson Study
Seeking Feedback
Page

ILIA Home

Moving Towards Reading on Grade Level by Third Grade

An ISBE State Goal

Items on this page are in Draft Form



<http://www.illinoisliteracyinaction.org/on-grade-lvl-by-3rd.html>

(Guidance for Moving Towards Reading on Grade Level by 3rd Grade)
Ways to Use the Resources

Some files below are Zip files and must be downloaded and then “unzipped” or extracted to open.

Module One: Print Concepts

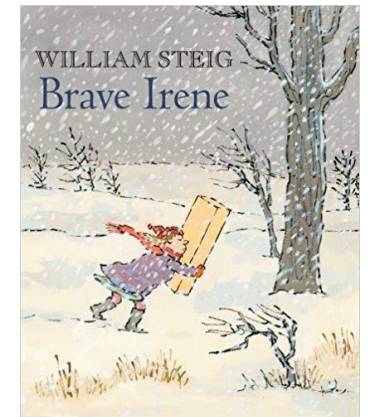
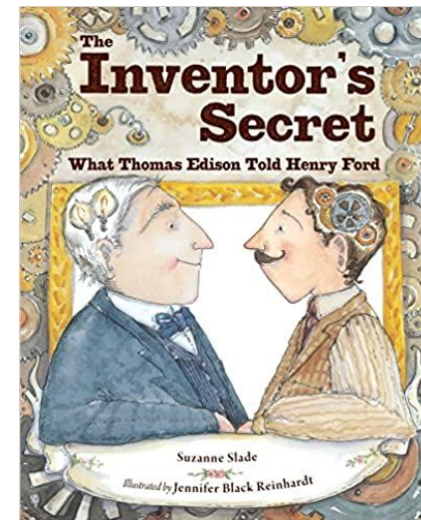
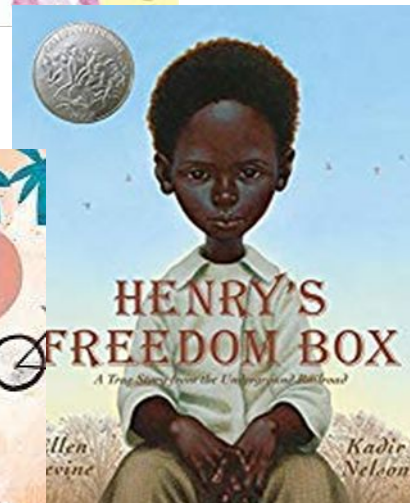
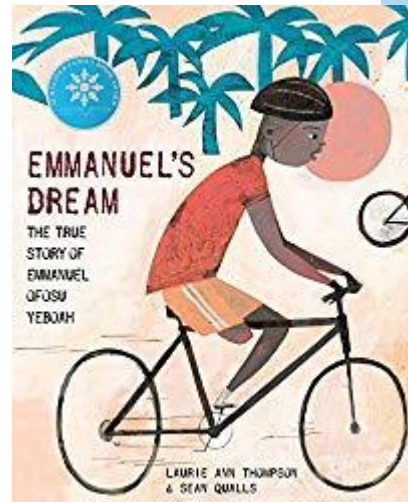
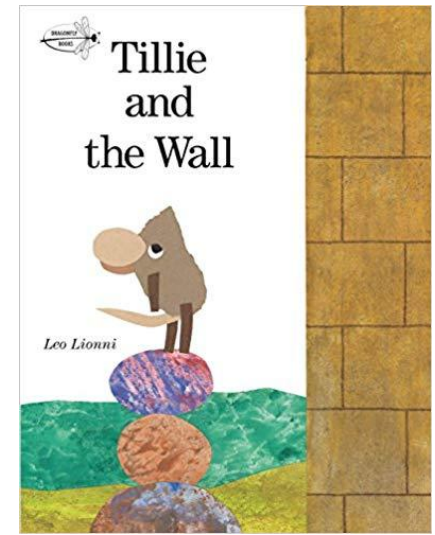
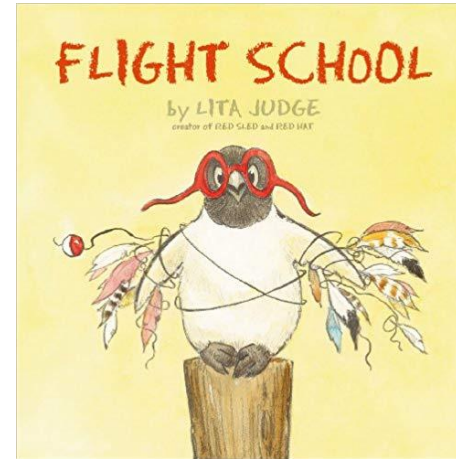
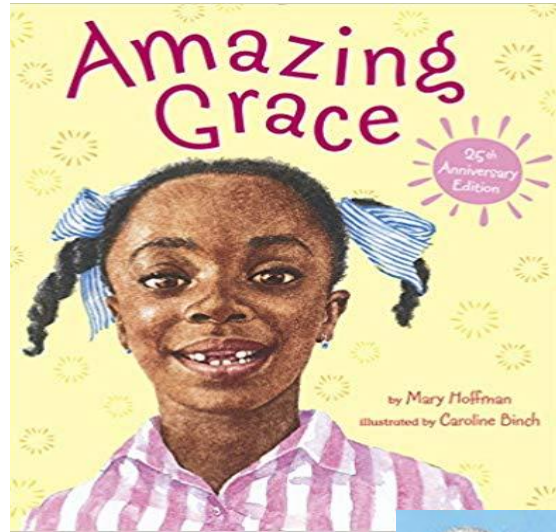
- Facilitator Guide
- PowerPoint Presentation
- PowerPoint Presentation Handouts
- Assessments
- Optional Activities

Module Two: Phonological Awareness

- Facilitator Guide
- PowerPoint Presentation
- PowerPoint Presentation Handouts
- Assessments
- Optional Activities



Stamina and Perseverance Read Alouds



A hand on the left holds a yellow marker pointing to the letter 'Q'. A hand on the right holds the right edge of the blackboard. The text 'Q & A' is written in a light gray, casual font on the blackboard surface.

Q & A