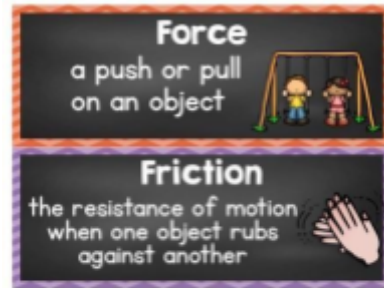


Component Description	Application to content area/classroom. Give an example of how to use this component of reading specifically in your field. Include links and resources. Be sure to note how to adapt the activity for ELL students. * click on most images and activities to learn more😊					
<u>Phonemic Awareness</u> Phonemic Awareness is understanding that words are created from phonemes. Phonemes are small units of sound in language. Being that phonemes are centered on sounds only, rather than written words; it is most often learned before a child begins to read. PA is not only recognition of sounds, it is also the ability to break down, manipulate, and blend those sounds. Phonemic Awareness has three main aspects: • Syllables • Rhymes • Beginning sounds In order to read, children need to recognize each component. Phonemic Awareness is the gap that will be filled between spoken and written language. After a child understands PA they are ready to transfer their newfound knowledge into printed words.	<u>Syllable Hopscotch</u> <table border="1"><tr><td>1</td></tr><tr><td>2</td></tr><tr><td>3</td></tr><tr><td>4</td></tr><tr><td>5</td></tr></table> 1. Science academic terms will be placed on cards along with a colorful illustration. 2. Each student will alternate and pick a mystery card from the pile. 3. Students will jump to the syllables as they say aloud the word they chose. <i>*In order to count syllables students may clap, use their hand under chin as they say the word, or go straight into jumping.</i> Differentiated instruction: Visuals will be on each card and translation of words. As the child jumps, they can count in their native language. Example of cards:	1	2	3	4	5
1						
2						
3						
4						
5						



Middle School Activity:

Rhyming Dictionary-

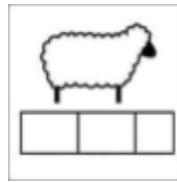
1. Each day teachers can present students with a rhyming challenge by displaying a new academic term on the whiteboard or whichever way works best in your classroom.
2. The students will record using a graphic organizer such as a T-Chart to record the academic word and the words that rhyme.

Science Word	Rhyming Words
Luster	Duster
Spanish- Lustre	Trust her

Differentiated instruction: Visuals and Translate



	Lustre-La forma en que se refleja una superficie de minerals ligero.
Phonics- Primary building block of reading. The relationship between phonemes (sounds) and graphemes (letter symbols) is phonics. The combination of sound-symbol link to create words. Children will understand and start to recognize familiar words and decode unfamiliar words, when they learn to make the connection between individual sounds that each letter represents and putting it all together. The alphabet is the core of phonics and in order to master phonics, children must master the alphabet. It is crucial for teachers to present valuable phonics instruction lessons to each student, especially those struggling because it will have a huge impact on the reading ability of the student.	<u>Park that Sound- using Elkonin Boxes</u> This lesson is presented in game format to generate student motivation and enjoyment using toy cars. Although, teachers can use any object they wish for students to push into the boxes. Park that Sound, using Elkonin Boxes is to help students listen to all of the speech sounds in words. Benefits: • Students build phonological awareness by segmenting words into sounds or syllables • Teach students how to count number of phonemes in the word • Help students better understand alphabetic principle in decoding and spelling. <u>Directions:</u> 1. Pronounce target word slowly, stretching out by each sound. For example, /M/a/r/s 2. Ask child to repeat the word, Mars 3. Student has premade boxes. Remember, one box for each syllable or phoneme. So, the word mass would be /m/a/ss/ 4. Student will count number of phonemes in the word (again, not necessarily the number of letters) 5. Direct student to slide toy car into each box as he/she repeats the word. Differentiated instruction: • Words along with visuals and translation • Words with only two to three phonemes



Click below- park that sound in action

[Park Those Sounds!: Segmenting CVC Words into Phonemes in a Game](#)

Fluency- Foundation for good comprehension

Fluency is the ability to read a text accurately, quickly, and with proper expression. Reading fluency is crucial because it provides a tie between word recognition and comprehension.

Fluency benefits:

- Fluency is a key skill on becoming a solid reader.
- Focus attention on what content means
- Make connections
- Motivated readers
- Ready for demands of upper grades

Reader's Theater

This is a strategy used to develop reading fluency. Reader's Theater involves students in oral reading through reading parts in scripts as dialogue. What is great about this strategy is students do not have to memorize their lines, they simply practice and reread several times, as this develops fluency skills. Readers Theater promotes fluency, helps students learn to read aloud with proper expression, and helps build confidence.

How to implement Readers Theater

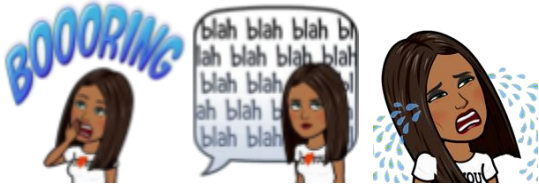
1. Choose a story or content that can be divided into parts, and/or characters
2. Assign reading parts to each student
3. For practice purposes, ask students to read their parts aloud
4. Begin with students reading assigned parts to the audience.

[**Click here-Science Reader's Theater opportunity**](#)



Differentiated instruction:

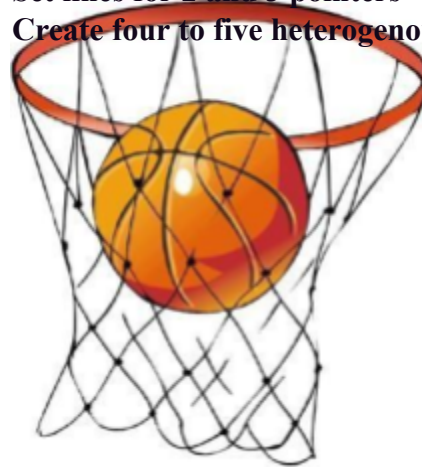
- To add to the ambiance of an amazing Reader's Theater students can create a background, costumes, and props. This serves as an engagement tool for

	every student and will assist ELL students through visuals. • Easier scripts with fewer words • Larger print • Translated scripts • Read parts together  ☐ Extra time
<u>Vocabulary-</u> fundamental role in the reading process Vocabulary refers to words students' must comprehend to communicate effectively. Educators consider four types of vocabulary: 1. <u>Listening-</u> words students to know to understand what is heard. 2. <u>Speaking-</u> words students use when they speak. 3. <u>Reading-</u> students need to know these words to understand what they read. 4. <u>Writing-</u> words students need to know to write effectively. Students learn meanings of most words indirectly by their everyday experiences with oral and written language. As students learn to read more complex content or text, they must learn meanings of new words, that are not part of everyday oral vocabulary.	<u>Quick and Easy Vocabulary Strategies</u>  Developing vocabulary is crucial in students' growth as readers. In order for students to comprehend material, they must understand the words they are reading. There are numerous vocabulary strategies that are not only effective but engaging as well. • Fly Swat • Vocabulary Flip Books • Graphic organizers • Games • Technology <u>Effective strategies, but not as engaging</u>  • Comprehensive notebooks • Write the word, definition, and illustration • Worksheets <u>My favorite Vocabulary activity</u> <u>Baseball Vocabulary</u>

1. Lesson can be played inside the classroom or take your students outside for some vitamin d.
2. Set up teams
3. Set up an area to represent a baseball field. Pitcher's mound, home base, 1st, 2nd, and 3rd base.
4. One team alternate as the Pitcher The
5. other team stand in line behind the batter.
6. Pitcher will draw card and ask the batter to define the word he/she calls out, or they will say the definition and batter must state the word.
7. If the batter gets it correct, they move to 1st base.
8. If batter is incorrect that is a strike.
9. Teams will play until there are three strikes and then switch places.

Basketball Vocabulary

1. Lesson can be played inside if your classroom has a basketball hoop, or you may take the students outside for some vitamin d.
2. Set lines for 2 and 3 pointers
3. Create four to five heterogeneous

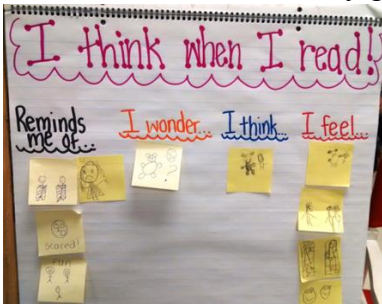


groups.

4. Pick a student from each group or have them draw to see who shoots first.
5. Each team has a whiteboard
6. Teacher will ask a series of vocabulary questions throughout the activity.
7. The team who has written the correct answer first will send their first player.

- | | |
|--|--|
| | <ol style="list-style-type: none">8. Student has This Photo by Unknown Author is a choice to shoot a 2 or licensed under CC BY-NC-ND 3 pointer.9. Each team is also in charge of keep track of their points.10. Students alternate until every student has had a chance. |
|--|--|

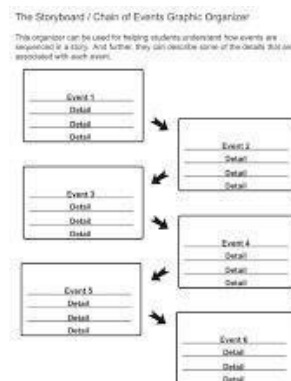
Differentiated instruction:

	• Accommodate ELL Students by providing visuals for each academic term. • Word Walls • Translation • Support- often Ell students are shy and do not want to participate in front of the class. Simply offering a warm body standing next to them will make them confident enough to participate.
Comprehension- Reason for reading Comprehension is having sufficient vocabulary or knowing the meanings of adequate words. Readers who read the words but not connecting or understanding the content, are not reading. Proficient readers are purposeful and active. These students have the skills to absorb what they read, able to analyze, make sense of it, and make it their own. In order to help great readers, understand what they are reading, they have acquired skills that assist them: • Draw on prior knowledge • Make inferences • Self- monitor • Form mental images • Summarize and retell	<u>7 Strategies for improving text comprehension</u> 1. <u>Monitoring comprehension-</u> comprehending material means noticing thinking as students read. When teaching comprehension, you are teaching students to monitor their own thinking they did as they were reading. Below is a simple example that can used for any grade level  2. <u>Metacognition-</u> “thinking about thinking” Students may use these strategies: • Identify where difficulty occurs • What the difficulty is • Restate the difficult content in their own words • Look back through text • Look forward in the text for information that may help resolve the difficulty



3. Graphic Organizers- organizers illustrate concepts and relationships between the concepts in the text or using diagrams. This helps readers focus on concepts and the relation to other concepts.

The Storyboard/Chain of Events Graphic Organizer



4. Answering Questions- good questions can be effective because they:
- Purpose for reading
 - Attention focused on what they learn
 - assist students to think actively as they read
 - encourage students to monitor comprehension
 - help students review content and relate what they have learned to what they already know

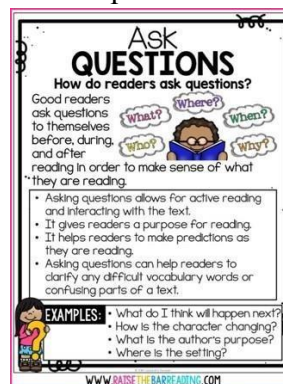


Question-Answer Relationship Strategy

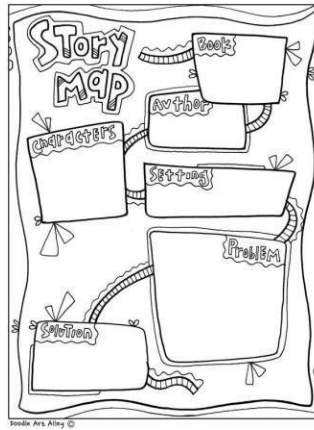
This strategy is encouraging students to learn how to answer questions better.

Four different types of questions:

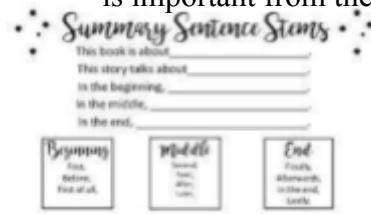
- o “Right There”- these are questions found right in the text.
 - o “Think and Search”- questions based on recall of facts that are directly found in text several places.
 - o “Author and You”- students must understand text and relate to prior knowledge
 - o “On your Own” questions are based on student’s prior knowledge and experiences.
5. Generating Questions- students become aware if they can answer questions.



6. Recognizing Story Structure- Students can identify categories of content: characters, settings, events, problems, and resolution.



7. Summarizing- identify what is important from the content.



Differentiated instruction:

- ☐ Small group learning
 - Graphic organizers
 - Circulate to ensure groups are on tasks and managing work well
 - Monitor comprehension by asking questions

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