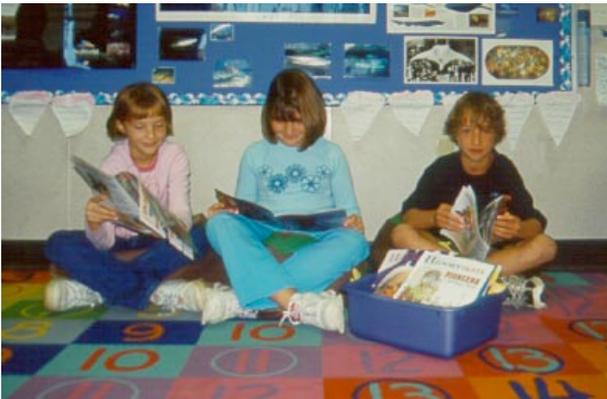


Enhancement Newsletter

Oregon Reading First

November 2007
Volume 2, Number 4



“Comprehension is active and intentional thinking in which meaning is constructed through interactions between the text and the reader.”

Durkin, 1973

November Activities Checklist

Kindergarten

- ❑ Review Jill Jackson's Advanced Phonics/Decoding session handouts
- ❑ Quiz: Card #15
- ❑ Video and Template Practice
 - Card #1
 - Card #2
 - Card #9
 - Card #15 (No video)
- ❑ Observations to be completed by Coach (generic observation attached)
 - Card #3
 - Card #4
 - Card #11

Grade 1

- ❑ Review Jill Jackson's Advanced Phonics/Decoding session handouts

In This Issue

- What is Comprehension?
- November Activities Checklist
- Helpful Hints for Template Use
 - Card #10
 - Card #15
- Quiz: Card #15 – Procedures for Strategy Instruction
- ELL Corner

Support Pages (sent in a separate email):

- Template Practice Pages
- Quiz: Card #15
- Generic Observation Form

At any time, please let Trish or Carol know of any concerns, problems, or suggestions so that we can incorporate those ideas into future newsletters!

ttravers@uoregon.edu

cdissen@uoregon.edu

- ❑ Post Word Learning Strategies Poster on wall, if applicable
- ❑ Post Comprehension Strategies Poster on wall, if applicable
- ❑ Quiz: Card #15
- ❑ Video and Template Practice
 - Card #10 – multisyllabic words (Do not use the video when practicing this card)
 - Card #15 (no video)

- ❑ Observations to be completed by Coach (generic observation attached)
 - Card #6
 - Card #8
 - Card #11 (Do not use video when practicing this card)
 - Card #12 (Do not use video when practicing this card)



Grade 2

- ❑ Review Jill Jackson's Advanced Phonics/Decoding session handouts
- ❑ Quiz: Card #15
- ❑ Video and Template Practice
 - Card #10 – multisyllabic words (Do not use the video when practicing this card)
 - Card #15 (No video)
 - Card #16 (Do not use the video when practicing this card)

- ❑ Observations to be completed by Coach (generic observation attached)
 - Card #6
 - Card #10
 - Card #11
 - Card #12
 - Card #13
 - Card #14





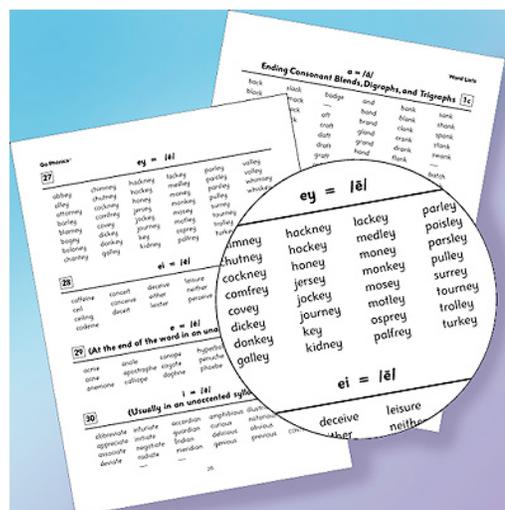
Grade 3

- ❑ Review Jill Jackson's Advanced Phonics/Decoding session handouts
- ❑ Quiz: Card #15
- ❑ Video and Template Practice
 - Card #10 – multisyllabic words (Do not use the video when practicing this card)
 - Card #15 (No video)
 - Card #16 (Do not use the video when practicing this card)
- ❑ Observations to be completed by Coach (generic observation attached)
 - Card #10
 - Card #11
 - Card #12
 - Card #13
 - Card #14

Helpful Hints for Template Use

Card #10: Multisyllabic Word Reading

Card #10 only refers to the sound-focus blending for each syllable and does not include all of the detailed directions for reading multisyllabic words. Refer to the multisyllabic document (attached) for detailed directions to multisyllabic word reading. There is additional information on multisyllabic blending on the last page of the multisyllabic document. Make sure you read through this carefully. Teachers frequently have difficulty with multisyllabic word reading, so it is important that you, as a coach, are familiar with all of the multisyllabic word reading strategies and can assist teachers with these strategies.



Card #15: Procedure for Strategy Instruction

Card #15 is used with ALL strategy instruction (phonics decoding strategy, vocabulary/ word learning strategy, and reading strategies for comprehension). Remind teachers to include enough models (only teacher talking) and guided practice (all students engaged) during strategy instruction. We will spend some time on Card #15: Procedures for Strategy Instruction at the Enhancement session immediately following the Regional Coaches' session in December

Quiz - Card # 15: Procedure for Strategy Instruction

The Procedure for Strategy Instruction Quiz (attached) should be used as a discussion topic in Grade Level Team meetings in November. Explain to teachers that they will be instructing students in using the Phonics/Decoding Strategy (Card #16), and we want to review how to use Card #15 when teaching students this strategy. Make sure each teacher has Card #15 out and your group has reviewed each step. Ask each teacher to complete the quiz by reading the teacher action and determining what step from Card #15 the action describes (Explain, Model, Guided Practice, or Application). Once the teachers have completed the quiz, talk about each action and the step it describes. This is an excellent time to reinforce the importance of providing enough models and guided practice during strategy instruction.

ELL Corner:

When using Card #15 in a class with a large number of ELLs, make sure students understand the difference between a teacher think aloud and a teacher explanation of the strategy. For example, use gestures or a sign to show that you are thinking aloud (e.g., point to your head or place a picture of a cloud taped to a stick behind your head like in the comic strips). During the modeling step, avoid very lengthy explanations. You can even scaffold the modeling section by breaking it into steps. For example, when modeling a phonics decoding strategy, say: *When I come to a word I can't read, I do 3 things (emphasize 3) to read the word:*

First (lift a finger or write 1 on the board), I break the word apart and read each part slowly. (Model with a specific example).

Second (lift a second finger or write 2 on the board), I read the word fast and see if I can recognize the word (Model with a specific example).

Third (lift a second finger or write 2 on the board), I read the whole sentence again and see if it makes sense (Model with a specific example).

Ells may need additional practice in using strategies. Repeat the activity during small group instruction and practice Card #15 frequently.