

TOOLS TO TEACH

***A PARENT AND VOLUNTEER GUIDE TO LITERACY
AT
BRIER ELEMENTARY***

Dear Parents and Volunteers,

Thank you for choosing to spend your time helping a child learn to read and write. You are an essential part of our learning community here at Brier Elementary and make a difference in the lives of many of our students.

Just as a carpenter or electrician needs tools to complete their work, you also need the tools and training to be effective both at home and when helping at our school.

With this mind, this program is designed to:

- ***Help you understand each part of a well balanced literacy program,***
- ***Introduce you to some of the ways you can help with literacy instruction***
- ***Provide you with the tools needed to help young readers and writers. Download separately under the Title "Reference Cards"***

The following pages of this guide are divided into the following sections:

Section A: Parts of a well balanced literacy program

Section B: Common ways to help students by grade level

Section C: Reading and writing model used by all classroom teachers

Section D: Levels of Learning (Blooms Taxonomy)

During the writing of this guide, the following were referenced:

Edmonds School District Frameworks and supporting documents from Teaching and Learning available at <http://staff.edmonds.wednet.edu/tl/>

Put Reading First; The research building blocks to teaching children to read available at <http://www.nifl.gov/publications/pdf/PRFbooklet.pdf>

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TABLE OF CONTENTS

LITERACY INSTRUCTION AT BRIER ELEMENTARY	5
SECTION A: AREAS OF LITERACY INSTRUCTION	6
PHONEMIC AWARENESS (WORD STUDY).....	6
<i>How can a volunteer help with phonemic awareness?.....</i>	<i>6</i>
PHONICS (WORD STUDY).....	7
<i>How can a volunteer help with phonics?.....</i>	<i>7</i>
VOCABULARY (WORD STUDY)	8
<i>How can a volunteer help with vocabulary?</i>	<i>8</i>
FLUENCY	9
<i>Why is fluency important?.....</i>	<i>9</i>
<i>How does a reader become fluent?</i>	<i>9</i>
<i>How can a volunteer help with fluency?</i>	<i>10</i>
<i>What should students be reading when practicing fluency?.....</i>	<i>10</i>
TEXT FORMS AND FEATURES.....	11
<i>Why is non-fiction challenging?.....</i>	<i>11</i>
<i>How can a volunteer help with text forms and features?</i>	<i>11</i>
COMPREHENSION.....	12
<i>Which strategies and skills are taught and when?</i>	<i>12</i>
<i>How can a volunteer help with comprehension?.....</i>	<i>12</i>
<i>Descriptions of Comprehension Skills and Strategies.....</i>	<i>13</i>
WRITING.....	14
<i>What are the five steps of writing?.....</i>	<i>14</i>
<i>How can a volunteer help with writing?</i>	<i>14</i>
SECTION B: LITERACY INSTRUCTION BY GRADE LEVEL	15
KINDERGARTEN.....	15
<i>Language and Word Study</i>	<i>15</i>
FIRST GRADE.....	16
<i>Language and Word Study</i>	<i>16</i>
<i>Comprehension.....</i>	<i>16</i>
<i>Fluency.....</i>	<i>17</i>
<i>Writing.....</i>	<i>17</i>
SECOND GRADE.....	18
<i>Comprehension.....</i>	<i>18</i>
<i>Fluency.....</i>	<i>18</i>
<i>Writing.....</i>	<i>18</i>
THIRD GRADE.....	19
<i>Comprehension.....</i>	<i>19</i>
<i>Fluency.....</i>	<i>19</i>

<i>Writing</i>	19
FOURTH GRADE.....	20
<i>Comprehension</i>	20
<i>Fluency</i>	20
<i>Writing</i>	20
FIFTH GRADE.....	21
<i>Comprehension</i>	21
<i>Fluency</i>	21
<i>Writing</i>	21
SIXTH GRADE.....	22
<i>Comprehension</i>	22
<i>Fluency</i>	22
<i>Writing</i>	22
SECTION C: WORKSHOP MODEL	23
SECTION D: BLOOMS TAXONOMY	24

Literacy Instruction at Brier Elementary

The belief of Edmonds School District including Brier Elementary is that an effective literacy program includes a balance of time and attention to all aspects of communicating - reading, writing, speaking, listening, viewing, and thinking. Students are taught using a combination of the following:

- Direct instruction – The teacher shows, demonstrates or models while the class watches
- Guided instruction – The student practices what they have learned with help from the teacher
- Independent learning – The student is given a task to complete independently and the opportunity to share what they learned or discovered

Literacy instruction at Brier Elementary can be divided into 5 sections. All sections are taught at each grade level.

1. Language and Word Study

Students explore language across multiple genres including literature, poetry, informational, and technical texts. They investigate the meaning and structure of words and the conventions and forms of written language. Language and word study includes listening for sounds, sounding out words, discussing word endings and using reference books to figure out and confirm new words

2. Comprehension

Students use skills and strategies to gain understanding from words and text. They think about their thinking and become active readers as they make connections, ask questions, visualize and summarize what they are reading. They demonstrate an understanding by responding in various ways including written, oral, critical, and creative response.

3. Genres/Text Forms and Features

Students learn about the forms, formats, audiences, and purposes different texts and media address. They learn to think about the author's reason for writing and how features such as screen menus, table of contents and captions can help a reader.

4. Fluency

Students learn to identify words accurately and rapidly, enabling them to think about what they are reading. They gain fluency through practice and use of strategies to figure out unknown words.

5. Writing Process

Students use a 5-step writing process to create a written piece; pre-writing, first draft, revision, editing, and publishing. They move back and forth through the various stages to develop an effective piece of writing.

Section A: Areas of Literacy Instruction

Phonemic Awareness (Word Study)

Phonemic awareness is the ability to hear the sounds that words make. Most of these skills in this area are taught in kindergarten and first grade but are used by students for the remainder of time they are in school and the rest of their lives.

Phoneme
The sound in a word
"Chip" has 3 phonemes:
ch i p

How can a volunteer help with phonemic awareness?

Phoneme isolation

Children recognize individual sounds in a word.

Teacher: What is the first sound in **van**?

Children: The first sound in **van** is /v/.*

Phoneme identity

Children recognize the same sounds in different words.

Teacher: What sound is the same in **fix**, **fall**, and **fun**?

Children: The first sound, /f/, is the same.

Phoneme categorization

Children recognize the word in a set of three or four words that has the "odd" sound.

Teacher: Which word doesn't belong? **bus**, **bun**, **rug**.

Children: **Rug** does not belong. It doesn't begin with /b/.

Phoneme blending

Children listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word. Then they write and read the word.

Teacher: What word is /b/ /i/ /g/?

Children: /b/ /i/ /g/ is **big**.

Phoneme segmentation

Children break a word into its separate sounds, saying each sound as they tap out or count it.

Then they write and read the word.

Teacher: How many sounds are in **grab**?

Children: /g/ /r/ /a/ /b/. Four sounds.

Phoneme deletion

Children recognize the word that remains when a phoneme is removed from another word.

Teacher: What is **smile** without the /s/?

Children: **Smile** without the /s/ is **mile**.

Phoneme addition

Children make a new word by adding a phoneme to an existing word.

Teacher: What word do you have if you add /s/ to the beginning of **park**?

Children: **Spark**.

Phoneme substitution

Children substitute one phoneme for another to make a new word.

Teacher: The word is **bug**. Change /g/ to /n/.

What's the new word?

Children: **Bun**.

* A letter with a backslash refers to the sound the letter makes, not the letter name.

Phonics (Word Study)

Phonics instruction teaches children about the relationship between the letters of written language and the individual sounds of spoken language. Knowing this relationship will help children recognize familiar words accurately and “decode” new words.

How can a volunteer help with phonics?

Phonics is taught through direct instruction by the teacher and then practiced by the students. Some of these practice activities include:

Research has shown that teaching phonics significantly improves kindergarten and first grade children’s word recognition and spelling.

Decoding

Children break the word into sounds then blend the sounds together.

Teacher: Sound out the word **top** (segmenting)

Child: /t/ /o/ /p/

Teacher: Now blend the sounds together

Children: /t//o//p/

Word Sort

Children look at words and put them in groups according to a common characteristic. They then explain their reasoning.

Column 1	Column 2	Column 3
big	dog	but
dig	fog	hut
fig	bog	cut

Teacher: Why did you put those words in column 1?

Child: They all have “ig”

Teacher: You’re right. Read all the words you put in column 1 and let’s listen for a sound you hear in all the words.

Child: big, dig, fig

Teacher: What sound do you keep hearing

Child: /ig/

Reading Decodable Books

Children read a book that focuses on a certain sound or letter combination (word family).

Teacher: Read the title of the book to me.

Child: The dog and hog like to jog.

Teacher: What letters do you think we are going to see a lot of in this book?

Child: o and g

Teacher: What sound does og make?

Child: /og/

Letter substitution

Using cards or letter tiles, children are given a short 3 or 4 letter word such as “best”. They change the beginning letter and read the new word.

best → rest → nest → test →

Teacher: Read the first word.

Child: best.

Teacher: Now take off the b and add a r.

Child: rest.

Teacher: Now take off the r and add a n

Child: nest.

Vocabulary (Word Study)

Vocabulary refers to the words we must know to communicate effectively. In general, it can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.

Beginner readers have a much more difficult time reading words that are not already part of their oral vocabulary. Vocabulary also is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.

How can a volunteer help with vocabulary?

Good readers rely on a variety of strategies to figure out unknown words. As they become more proficient, they begin to use them more quickly and effortlessly. They become automatic. A student might have trouble remembering to use a strategy or might not know which one is best.

As a volunteer you can help them to rely on and choose the best strategy from the following list:

Stopping to ask themselves:

- What word sounds right in the sentence?
- What word would make sense?
- What does the word look and sound like?

Taking the following action:

- Looking at the words around it.
- Backing up and reading the sentence again.
- Skipping it to see if it can be figured out later or appears again.
- Looking the word up in the dictionary.
- Studying how the word begins (prefix) or ends (suffix)

Fluency

Fluency is the ability to read text accurately and quickly. Some of the signs of a fluent reader are:

- They recognize words automatically
- They group or “chunk” words together
- They use expression and sound natural as if they are speaking
- They need to make very little effort

Why is fluency important?

Fluency is important because it provides a connection between reading the words and understanding them. A fluent reader does not have to think much about what the word is and therefore is able to concentrate on what the word or words mean. A reader who is not fluent does not have much of a chance to understand what they are reading.

How does a reader become fluent?

Fluency develops over time and with lots of practice. In the early or “emergent” stages of reading, most readers are still connecting letter names and sounds and their reading is slow. As they build up a list of words they can read automatically, they then work on reading them in chunks.

Less fluent reader	Fluent reader
We are going to the park.	<u>We are going to the park.</u>

There is no stage at which a reader can say they are fluent at reading all text. Fluency changes, even for adults, depending on how familiar they are with the words, what the text is about and how much they have practiced it. For example, a person (who does not have a medical background) probably would not be fluent at reading a medical journal article for the first time.

How can a volunteer help with fluency?

Research has shown that students who repeatedly read out loud with feedback and/or guidance from a better reader (volunteer, teacher, parent etc.) become better readers themselves.

Most readers need to read something 3-4 times before they become fluent at it.

In the classroom, volunteers can do the following:

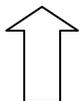
- Model what fluent reading sounds like, then have the student reread the same text.
- Listen to a student reread text repeatedly while giving them feedback on how it sounded.
- Meet with a group of students and have them read the same text at the same time. (choral read)
- Show how to chunk or put words together in groups.
- Help a student record on tape, video, or computer their reading, then listen to it and talk about how it sounds.
- Work with a student or students to practice dialogue they will be reading out loud. (readers theater)

What should students be reading when practicing fluency?

Choosing the right books is another area where volunteers can help. While it's important for students to have a say and read things that interest them, they do not always choose the right books to read. When working with student on fluency, a teacher might choose the book because they know it is "just right" or they have been using or will use the book in class and the student needs further practice.

After listening to a student read, a teacher would use one of the following to describe the level of that book for that student. The instructional level is used when working directly with the teacher on word recognition or comprehension. The independent level is used for fluency.

Independent Level	Instructional Level	Frustration Level
Relatively easy < 1 in 20 words difficult 95% successful	Challenging but can be read < 1 in 10 words difficult 90% successful	Difficult >1 in 10 words difficult Less than 90% successful



Level for Fluency Practice
Short Text
50 – 200 words

Text Forms and Features

Readers encounter text in a wide variety of forms. Newspapers, websites, brochures, how to books all contain different features and are organized in their own unique way. As a reader, we rely on our knowledge of these various formats to help us; 1) understand what we are reading and 2) find the information we need.

Why is non-fiction challenging?

Much of the text that students encounter on tests in the intermediate grades is non-fiction (also called expository). This text can be challenging for students for the following reasons:

- Content – Often times non-fiction text deals with abstract ideas and asks readers to not only understand the details but to also to synthesize them into one main idea or theme.
- Vocabulary – As opposed to fictional stories that students read, each topic that a student may read about in a non-fiction text has its own set of unique words that are often brand new to the reader.
- Text Features – Unlike stories that move along in an often predictable way with one event leading to another, non-fiction often does not. There are frequent interruptions of photos and drawing with captions, side notes, headings and subheadings. All of this on a page can sometimes be overwhelming for a reader.
- Text Structure – Unlike stories with a beginning, middle and end, non-fiction can be presented in a variety of ways:
 - Compare and contrast
 - Cause and effect
 - Problem and solution
 - Description
 - A sequence or time order
 - A combination of all of these

How can a volunteer help with text forms and features?

While many of the strategies used for comprehending fiction can be used, it's also important to consider the following when helping student with non-fiction:

Is the student able to:

understand the author's purpose?
recognize how the text is organized?

use the text features to find information?
figure out the meaning of new vocabulary?

Comprehension

Understanding is the purpose of reading. Whether it's to be entertained, learn something new, or accomplish a task, without comprehension, you are not actually reading.

As they read, good readers are two things:

- Purposeful- They understand why they are reading and are aware of this purpose as they read.
- Active – They think as they read. They use a combination of many things to make sense of what they are reading. These include
 - What they know (prior knowledge)
 - Knowledge of vocabulary and language structure
 - Thinking Strategies (visualizing, asking questions etc...)
 - Recognizing when they don't understand something (monitoring for comprehension)
 - Text Analysis (sequencing, summarizing, recognizing author's purpose)

**Comprehension
Strategies**
*Plans or steps good
readers follow to
make sense of what
they are reading.*

The Edmonds School District and the staff at Brier Elementary believe that directly teaching students comprehension strategies will help them better understand what they are reading.

Which strategies and skills are taught and when?

After being introduced most skills and strategies are used throughout the grades but with text that increases in difficulty from Kindergarten to sixth grade.

How can a volunteer help with comprehension?

Volunteers most often work with students in grades 3-6 on comprehension. In general, most need support in the following:

- Finding the main idea with supporting details (synthesizing or summarizing)
- Keeping track of when they do not understand something (monitoring for comprehension)
- Asking questions about what they are reading
- Clarifying words they don't understand

Descriptions of Comprehension Skills and Strategies

<p>Prior knowledge (Schema)</p>	<p>Activating prior knowledge before, during, and after reading Making personal connections (text-to-self) Making connections between texts (text-to-text) Making connections beyond (text-to-world) Connections support reading, make it interesting and understandable</p>
<p>Questioning</p>	<p>Asking who, what, when, where, why, and how questions Asking where the answers to questions can be found Reading selectively to find answers to questions Clarifying understanding</p>
<p>Monitoring Comprehension</p>	<p>Using meaning, language conventions, and visual information to check for reading accuracy and understanding.</p>
<p>Visualizing</p>	<p>Creating mental images in the mind from what is read Images enhance understanding</p>
<p>Inferring</p>	<p>Hypothesizing beyond the text about what the author means Thinking ahead to make a judgment</p>
<p>Determining Importance</p>	<p>Differentiating between key ideas and less important ideas Using text format, sequence, and features to help make decisions about what is important</p>
<p>Synthesizing</p>	<p>Combining new information with existing information to form ideas or interpretations Comparing and contrasting Identifying similarities and differences Noticing author’s craft</p>
<p>Summarizing</p>	<p>Retelling Including references to your own experiences or other things you have read Identifying and understanding the most important ideas</p>

Writing

What are the five steps of writing?

Students at Brier Elementary use a 5 step writing process:

1. Idea	Thoughts about a writing topic	Make drawings Write keywords Look at photos	Read about a topic Talk with others
2. Draft	First try at writing	Expand on ideas using complete sentences	
3. Revise	Making changes to how writing <u>sounds</u>	Use different words Change sentence structure Improve organization	
4. Edit	Making changes to how writing <u>looks</u>	Add punctuation Fix spacing	Capitalize words Improve handwriting
5. Publish	Turn writing into something that can be shared	Print from computer Create a book Add to a piece of art Contribute to a class book	

In the early grades, the focus is on steps 1 and 2 as these new authors apply what they have learned about letter sounds and sight words. In the grades 2 and 3 they begin to take more control (revising and editing) by analyzing their own writing as well as of their peers. They begin to vary their length and structure of their sentences and think about word choice. The purpose of their writing changes as they persuade, inform and entertain. By grades 5 and 6, they are expected to complete the entire process with teacher guidance.

How can a volunteer help with writing?

Students are taught to evaluate their writing in 6 areas. As a volunteer, you may be asked to help a student with 1 or more of these. These areas or “traits” are:

<p>Ideas</p> <p>Ideas are the heart of the message. They reflect the purpose, the theme, the primary content, or main point of the piece.</p>	<p>Organization</p> <p>Organization is the internal structure of the piece. It includes a powerful beginning, strong transitions, effective sequencing, and a strong ending.</p>	<p>Voice</p> <p>Writing that is alive with voice is engaging and hard to put down; Voice is the personal imprint of the writer on the page; thus it is different with each writer and purpose.</p>
<p>Word Choice</p> <p>Careful writers seldom settle for the first word that comes to mind. They constantly search for the “just right” word or phrase that will help a reader get the point</p>	<p>Sentence Fluency</p> <p>Fluent writing is graceful, varied, rhythmic – almost musical. Sentences are well built. They vary in structure and length.</p>	<p>Conventions</p> <p>Spelling, punctuation, grammar, capitalization, and penmanship are the conventions of writing. Correct use ensures that others can easily read the student’s work.</p>

Section B: Literacy Instruction by Grade Level

Kindergarten

Kindergarten is often the first time in a child’s life that they receive direct instruction in how to read. At this age, they are still finding out that words have meaning and the ability to read opens up a whole new world for them. Some students find learning to read very easy and seem to need very little help. Others struggle with remembering letter names and sounds and need more repeated practice with an adult to guide them.

In the classroom, students are taught directly through modeling of good reader behavior and use of skills, conferences with their teacher and opportunities to practice what they have learned.

Language and Word Study

As a volunteer, you may help students with:

Substituting 1 sound in a word for another	<u>c</u> at ⇒ b <u>a</u> t
Listening for words that rhyme or do not rhyme	pin, fin, sit , win
Segmenting words they <u>hear</u> into sounds	rip r i p
Blending sounds they <u>hear</u> to say a word	/c/ /u/ /p/ ⇒ cup
Counting the syllables heard in a word	Dinosaur Di no saur 1 2 3

Phonemic awareness or the ability to hear, isolate and change the sounds in a word is an essential step in the journey to becoming a reader.

Naming and knowing the sounds of the alphabet	Vowels: a, e, i, o, u sometimes y Consonants: all other letters
<u>Seeing</u> a letter and saying the sound it makes	w “wuh”

Knowing phonics or the relationship between letters in print and the sounds they make contributes greatly to a child’s ability to figure out unknown words.

First Grade

By first grade, most students know the letters and sounds of the alphabet and reading short words in text or alone become the focus. They learn to sound out words, use picture clues and think about what makes sense to help them figure out an unknown word. They build a list of “sight words”, words they can read quickly. They become faster at reading books at their level and begin to learn about other types of reading besides stories. To understand what they read, they begin to visualize the events, put them in order and think about questions they have about what they are reading.

Language and Word Study

As a volunteer, you may help students with:

Rapidly reading 3 letter words	Can, fan, man tan
Building a list of sight words	is, the, it, on
Looking for clues to figure unknown words	Hate <u>e</u> e at the end changes the sound the a makes
Sorting words by how they look	Eat, meat, seat Tell, bell, fell

Comprehension

As a volunteer, you may help students with:

Putting the events of a story in order	Sequencing
Asking students about questions they have about what they have read or heard read	Questioning
Using what they already know (prior knowledge) to understand the story)	Schema
Creating a picture or “movie” in their head as they read or listen to someone read	Visualizing or Creating Mental Images
Making connections between the text and their lives, another book or in our world.	Text – Self Text – Text Text - Word
Predicting using evidence what might happen next	Inferring
Identifying the characters, important events and where the story takes place (setting)	Story Elements

Over 30 years of research has shown that teaching students directly how to comprehend what they are reading can help them better understand, remember and communicate with others what they have read.

Fluency

As a volunteer, you may help students with:

Finding a "Just Right Book"	Able to read most of the words
Rapidly reading short rhyming words	Can, fan, man tan
Building a list of words they can automatically	is, the, it, on
Sharing their progress and helping them set new goals	"Read 3 more times and listen again"
Sorting words by how they look	Eat, meat, seat Tell, bell, fell

Writing

As a volunteer, you may help students with:

Planning their writing using pictures and words
Maintaining momentum
Checking for spacing, capital letters and punctuation
Improving how their writing sounds with word choice and changes in sentence structure

Second Grade

In second grade, text becomes more complex and much of the focus for students becomes building up speed while understanding what they are reading. They begin to think about and identify the theme in what they are reading and what details support it. In writing, they make significant progress as they move from single-idea and patterned sentences to more detailed and sequential text, often including more than one event or descriptive element. They plan purposefully and work towards accuracy and effectiveness by making some conscious word choices. Sentence structures are varied within a single piece of writing. They notice mistakes while rereading and revise by adding details.

Comprehension

As a volunteer, you may help students with:

Summarizing and putting the events of a story in order	Sequencing
Identifying the main idea and supporting details	Analyzing Text
Responding to an event, a character or setting of a story	Personal Response
Use comprehension strategies before, during, and after reading	Strategies

Fluency

As a volunteer, you may help them students with:

Reach fluency goal for the grade level	90-100 words per minute
Choose books that are "Just Right"	Able to read most words
Use strategies to figure out unknown words	

Writing

As a volunteer, you may help students with:

Identifying the purpose of the writing and choosing words to fit that purpose
Using an editing list to fix mistakes in spelling, punctuation
Improving sentence fluency and structure

Third Grade

In third grade, students select and combine skills to read fluently with meaning and purpose. They apply comprehension and vocabulary strategies to a wider variety of literary genres and informational text. Students demonstrate comprehension by participating in discussions, writing responses, and using evidence from text to support their thinking. They read for pleasure and choose books based on personal preference, topic, or author. They write longer texts, especially short stories (narratives). Their stories show time and place and develop characters through detail and dialogue. They listen to others' writing, offer feedback, and begin to consider suggestions from others about their own writing.

Comprehension

As a volunteer, you may help students with:

Summarizing and putting the events of a story in order	Sequencing
Identifying the main idea and supporting details	Comprehension
Responding to an event, a character or setting of a story	Personal Response
Use comprehension strategies before, during, and after reading	Strategies

Fluency

As a volunteer, you may help students with:

Reach fluency goal for the grade level	110-120 words per minute
Choose books that are "Just Right"	Able to read most words
Use strategies to figure out unknown words	Word endings, clues in the story, prior knowledge

Writing

As a volunteer, you may help students with:

Identify the purpose and plan a piece of writing
Work on a draft over several days
Make changes based on feedback
Make changes using an editing checklist

Fourth Grade

In fourth grade, students read skillfully with meaning and purpose using appropriate comprehension and vocabulary strategies. Students read, discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure and continue to choose books based on personal preference, topic, theme, or author.

Comprehension

As a volunteer, you may help students with:

Summarizing and putting the events of a story in order	Sequencing
Identifying the main idea or theme and supporting details	Comprehension
Responding to an event, a character or setting of a story	Personal Response
Use prior knowledge to infer and predict what will happen, how a character or author feels etc..	Strategies

Fluency

As a volunteer, you may help students with:

Reach fluency goal for the grade level	110-120 words per minute
Use strategies to figure out unknown words	Prefixes/suffixes and root words

Writing

As a volunteer, you may help students with:

Identify the purpose and plan a piece of writing
Work on a draft over several days
Make changes based on feedback
Make changes using an editing checklist

Fifth Grade

In fifth grade, students broaden and deepen their understanding of informational and literary text. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. Students discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author.

Comprehension

As a volunteer, you may help students with:

Summarizing and putting the events of a story in order	Text Analysis
Identifying the main idea or theme and supporting details	Text Analysis
Drawing Conclusions	Text Analysis
Determining Importance	Thinking Strategy

Fluency

As a volunteer, you may help students with:

Reach fluency goal for the grade level	125-135 Words per minute
Identify and define unfamiliar words	Vocabulary

Writing

As a volunteer, you may help students with:

Improving organization and sentence structure
Adding voice
Comparing and Contrasting
Response to reading

Sixth Grade

In sixth grade, students are aware of the author's craft. They are able to adjust their purpose, pace and strategies according to difficulty and/or type of text. Students continue to reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. Students discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure and choose books based on personal preference, topic, genre, theme, or author.

Comprehension

As a volunteer, you may help students with:

Summarizing and putting the events of a story in order	Sequencing
Monitoring and revising comprehension	Comprehension
Analyzing story elements	Comprehension
Talking about cause and effect	Strategies

Fluency

As a volunteer, you may help students with:

Reach fluency goal for the grade level	145-155 words per minute
Use strategies to figure out unknown words	Prefixes/suffixes and root words

Writing

As a volunteer, you may help students with:

Writing about science or social studies topics
Adding words and sentences that persuade
Responding to a written prompt

Section C: Workshop Model

When teaching reading and writing, all teachers use what is called “The Workshop Model”. It is composed of 3 parts:

1. Direct teaching of a skill or strategy using one or more of the following:

Mini lesson	Read Aloud	Explicit Modeling	Shared Reading/Writing
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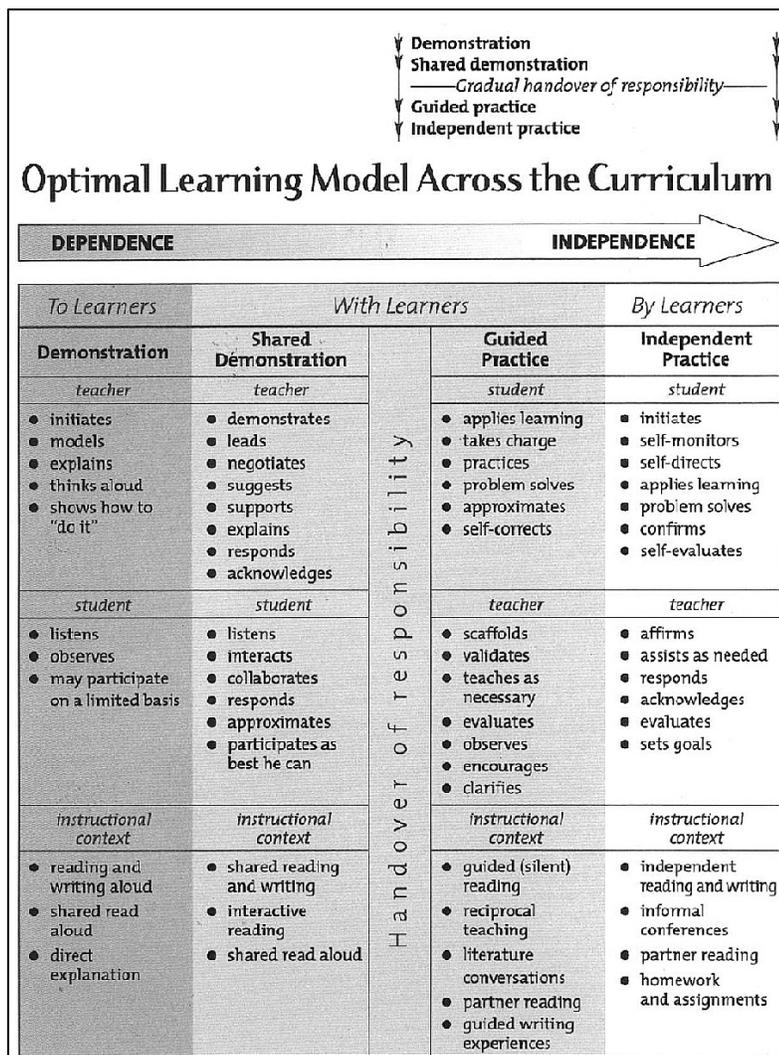
2. Guided or independent practice by students doing one or more of the following:

Reading group	Independent reading	Teacher/student conference	Testing	Projects
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3. Sharing of experiences and learning by one or more of the following:

Peer/teacher feedback	Self Reflection	Publications/Celebrations	Class/Partner Sharing
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With a goal of creating independent readers and writers, this model moves learners across a continuum from dependence to independence.



Section D: Blooms Taxonomy

Created by Benjamin Bloom, to be used by classroom teachers, this list categorizes levels of learning from lowest (Knowledge) to highest (Evaluation).

1. Knowledge	2. Comprehension		3. Application	
list name identify show define recognize recall state	summarize explain say in own words interpret describe compare paraphrase	differentiate demonstrate visualize research restate	solve illustrate calculate use interpret relate manipulate	apply classify modify put into practice
4. Analysis	5. Synthesis		6. Evaluation	
analyze organize deduce choose contrast compare distinguish	design hypothesize support schematize write report	discuss plan devise compare create construct	evaluate choose estimate judge	defend criticize justify

The following is an example of how you can use these levels to help a student think deeper about something they have read. After reading the story, “The Three Little Pigs”, a student responds to the following:

1. Knowledge – Who were the characters in the story?
2. Comprehension – Tell the story in your own words.
3. Application – If you were building a house, what would you use? Why?
4. Analysis – How were the pigs different? Were any of them smarter than the others?
5. Synthesis – How did the little pigs treat each other?
6. Evaluation – What would you have done if you were the wolf? Why?