**Literacy Comparison and Notes**

**Direct Instruction Model**

1. Opening/Introduction
2. Modeling
* Teacher led
1. Guided Practice
* Teacher begins to give up responsibility as students take more control of their learning
1. Independent Practice
* Students have control of their learning

**Informal Reading Assessment (Preassessments)**

* Early literacy skills preassessment
	+ Concepts of print
	+ Concepts of word
	+ Letter naming (upper and lower case)
	+ Letter sound naming
	+ Letter writing
	+ Phonological and phonemic awareness
* Qualitative Reading Inventory (QRI)
	+ Learn accuracy, fluency, and comprehension
	+ Done 3 times per year (Beginning, middle, and end)
	+ Steps to administer
1. Word Lists
	* + Words identified automatically vs decoded
2. Passages
	* + Concept questions (pre-reading to assess background knowledge)
		+ Reading the passage and scoring omissions, insertions, repeated words, substitutions, self-corrections, reversal, and punctuation
		+ Retelling the story to gage comprehension
		+ Comprehension questions answered without looking back at text
		+ Look backs (looking back at text to find information)
3. Calculating Accuracy, comprehension, and fluency

**Phonological and Phonemic Awareness**

* **Phonological Awareness**
	+ The ability to detect and manipulate sounds in spoken language
		- Skills from easiest to hardest to learn
		- Listening
		- Rhyming
		- Alliteration
		- Sentences
		- Syllables (deletion or blending of syllables or compounds)
		- Onset- Rime (onset: beginning of word & rime: vowel to end of the word)
		- Phonemes (individual sounds(phonemes))
* **Phonemic Awareness**
	+ Ability to manipulate the individual sounds (phonemes) in spoken/written words
	+ Recognizing sounds in the beginning, middle, and the ending of words

**On-Going Assessments**

* **Informal Reading Inventories (IRI)**
	+ Time the student read a 100-300 word passage
	+ Record errors
	+ Look for patterns in errors
	+ Record WCPM for accuracy and/or ask reading comprehension questions

**Word Study**

* Taught to groups of students on the same reading level
* Types of sorts:
	+ Teacher directed: closed
	+ Teacher directed: Guess my category
	+ Student centered: closed
	+ Student centered: open
	+ Repeated sorts
	+ Buddy sorts: sorting with a partner
	+ Writing sorts: students wright words under headers
	+ Speed sorts: timed sorts
	+ Blind sorts: students are given the headers and listen to the word the teacher reads. Sudents point to the correct header the word belongs to
	+ Blind writing sorts: Same as blind sort but students write the word under the correct header

**Words their Way Spelling Assessment**

* Primary reading assessment
* Elementary reading assessment
* Intermediate reading assessment
* Upper reading assessment
* Spelling Assessment
	+ Diphthong: two vowels where the sound starts with one vowel, then changes/shifts to the other vowel sound
	+ Digraph: two vowels that only make one sound
	+ Blends: Two consonants blending their sounds together, but can still identify two different sounds
	+ Consonant Digraphs: two consonants that only make one sound

**Emergent Reader**

* Concepts of print (prek-K)
	+ Orientation or layout of the book (front and back)
	+ Print, not pictures, carry the message
	+ Direction of print
	+ Page sequencing
	+ Difference between letter and word
* Concept of Word (Cow)
	+ Difference between letter and word
	+ Syllables and words
* Reading
	+ Coral and echo reading (Modeled)
	+ Learn simple sight words
	+ Able to follow along pointing to each word that is read
	+ Discuss story events
	+ Knows only a couple letters
* Writing/Spelling
	+ Pretend writing and drawing
	+ Learning the alphabet
	+ Elkonin Boxes
* Phonological awareness
	+ Rhyming
	+ Onset-Rime (splitting the word from beginning and vowel to end of word)
* Phonemic awareness

**Beginning Reader**

* Letter name (k-2)
	+ Diphthong: two vowels where the sound starts with one vowel, then changes/shifts to the other vowel sound
	+ Digraph: two vowels that only make one sound
	+ Blends: Two consonants blending their sounds together, but can still identify two different sounds
	+ Consonant Digraphs: two consonants that only make one sound
* Letter-sound correspondence (K-1)
* Points to each word that is read
* Dysfluent reading (reading word by word)
* Read aloud
* Begins to remember words
* Learning to read (vs reading to learn)
* Books
	+ Read decodable books
	+ Repeating words
	+ Simple plot
	+ Full of high-frequency words
* Build Fluency
	+ Partner read
	+ Echo read
	+ Choral reading
	+ Reader’s theatre

**Transitional Reader**

* Spelling within a word (2-3)

**Intermediate Reader**

* Build words with multi-syllables (2-4)

**Advanced Reader**

* Word meanings (5+)

**Sight Word Lists**

* Fry’s sight word list
* Dolch’s sight word list