**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