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| Table 5.1 Instructional Strategies for Literacy Lessons |

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| Component | Description |
| Fluent Writing | Ask the student to quickly write a word on the dry-erase board or notebook. If the student doesn’t know the word, say, “This is how I write the word \_\_\_\_\_\_\_\_\_\_\_\_,” and then write it, read it, and move on. Repeat this procedure for 1 or 2 more words. Keep a record of words that the child can write fluently, as well as a list of words that will require further practice. Use an Instant Word List (Fry & Kress, 2006) when planning for this task. |
| Reading Aloud | Model what good reading sounds like for the student. Talk about the book with the student and build relationship through genuine conversation, as well as a time to recognize what good readers do as they read: match 1:1, reread to predict, make connections, create mental images, and ask questions. |
| Rereading Familiar Books | This promotes fluent reading: After the first tutoring session, the student should reread all or part of a book that has been previously read. After reading ask a question or statement related to the book’s meaning. |
| Introducing and Reading a New Book  | Select and introduce a new book. The students read and practice bookmark problem-solving strategies. Preview the book so you can tell the student what it’s about when you introduce it. Look through the book with the student and briefly discuss the pictures after your introduction. Ask the student to read the book aloud to you. If the student comes to a “tricky word,” ask him to use a bookmark strategy to help. If the student still can’t get the word, you might use a notebook or dry-erase board or to show a student how to use a known word or “chunk” to figure out a longer, unknown word. Record the name of the book so it can be read again during the Rereading Familiar Books component of another lesson. |
| Writing | Have the student write a sentence or two in their notebook about the book they read aloud. Write about: the favorite part, a real life connection, a question about a character or a statement about the ending.  |
| Letter or Making Words Work | Practice letter recognition, word recognition, or manipulating a word parts or “chunk.” Either select a few dissimilar letters to practice, a high-frequency word that has been troublesome for the students, or select a Working with Words Lesson in order to move from the known to the unknown using a “chunk.” You can use letter cards, a notebook or dry-erase board for this task. |
| Shelfari Website | This website allows students to keep track of the books they have read, are reading, or want to read. They will write about the books they read on the website’s blog section, and keep up their account with the various books that they encounter. |