

STUDENT
ACHIEVEMENT
PARTNERS

Module 6 Handout:

Practice, Practice, Practice

Suggested Practice Tasks for Foundational Skills K-2

Suggested focus points for tasks during early kindergarten include:

- Name writing
- Letter recognition
- Handwriting (proper letter formation)
- Uppercase/lowercase match of taught letters
- Rereading decodable or wordless books
- Retelling read alouds based on pictures
- Creating storylines for wordless books based on pictures
- Practice tasks and activities based on phonological awareness or phonics skill
- Practice tasks and activities reviewing high-frequency words taught as wholes

Suggested focus points for tasks during mid- to late-kindergarten include:

- Name writing (as needed)
- Letter recognition (as needed)
- Handwriting (proper letter formation as needed)
- Uppercase/lowercase match of taught letters (as needed)
- Retelling read alouds based on pictures
- Letter/sound recognition
- Practice tasks and activities based on phonological awareness or phonics skill
- Practice tasks and activities reviewing high-frequency words taught as wholes
- Re-reading/retell previously taught decodables (independent or buddy reading)
- Retelling read aloud based on pictures
- If available, phonics games on tablets/computers

Suggested focus points for tasks during first grade include:

- Practice tasks and activities based on current phonics skill(s)
- Practice tasks and activities reviewing high-frequency words taught as wholes
- Re-reading/retelling previously taught decodables (independent or buddy reading)
- Retelling read aloud texts based on pictures
- If available, phonics games on tablets/computers
- Decodable games from decodable readers
- Writing center connected to current read aloud/ writing instruction
- Sentence-making tasks with high-frequency words and phonics patterns
- *Late First Grade: Fluency work (buddy reading, reader's theater with a paraprofessional /aide/volunteer) for those students decoding with accuracy and automaticity

Suggested focus points for tasks during second grade include:

- Practice tasks and activities based on phonics skill(s)
- Practice tasks and activities reviewing high-frequency words taught as wholes
- Re-reading previously taught decodables (independent or buddy reading)
- Listening to/following along with anchor texts from read aloud lessons at a listening center
- If available, phonics games on tablets/computers
- Decodable games from decodable readers
- Writing center connected to current read aloud/ writing instruction
- Fluency work (buddy reading, reader's theater with a para/aide/volunteer) for those students decoding with accuracy and automaticity

Reading TO Students (Read Aloud):

- Models fluent reading
- Students learn how books “work”
- Builds general knowledge
- Exemplifies differences between *written* language and *everyday* conversation
- Builds vocabulary:
 - Hear new words (listening vocabulary)
 - Discuss the use of new words
- Improves comprehension
 - Listening comprehension is critical to reading comprehension

Reading WITH Students (Choral Reading):

- Based on a powerful research base
- Benefits ALL readers, not just those who struggle
- Easy, quick, and flexible to implement
- Allows all students to participate with support
- Provides “anonymity” for students embarrassed to read
- Allows practice with text that may be challenging for many students
- Can be implemented through middle school

LISTEN to Students:

- Repeated reading
- Buddy or independent reading
- Teachers or volunteers monitor students, address miscues, encourage and provide feedback on progress

Choral Reading Process:

- *Read the text aloud to the class while students follow along silently with their copy.*
- Remind students to attend to word pronunciation (especially unknown words), phrasing, pacing, and how the teacher reads with expression.
- Advise students that the goal of choral reading is to read in unison with one voice - like a choir sings.
- Students must read softly enough so as to hear both the teacher and their neighbors reading - a conversational voice.
- Students mimic the pacing of the teacher and the teacher’s use of expression.
- Begin students reading by counting down from “3, 2, 1.”