



SAN ANTONIO
YOUTH
LITERACY

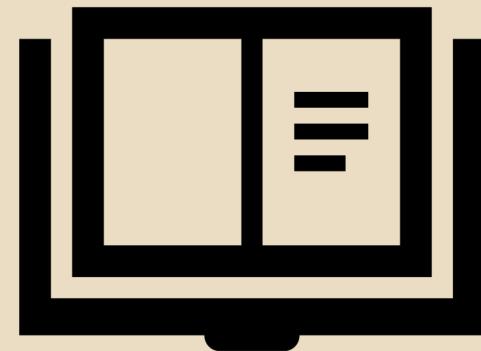


5 AREAS OF FOCUS FOR TRANSITIONAL READERS

Presented by:
San Antonio Youth Literacy

What is a transitional reader?

- Sometimes referred to as intermediate or nearly fluent readers, transitional readers have begun to adopt the reading behaviors that will allow them to progress toward more advanced reading skills
- Transitional readers need reading strategies
- SAYL works with “bubble” students (D-J) and the goal is to help students learn reading strategies through guided reading practices to bump up their levels
- Today we will focus on self-monitoring, fluency, comprehension, vocabulary, and decoding and review strategies to help our transitional readers become stronger and more adept readers



Self-monitoring

A skill used to keep track of your own actions and performance

Readers who have not acquired the skill often skip or substitute words while reading without being aware of their mistakes

Readers who have acquired the skill are able to recognize errors and use decoding strategies or context clues to determine an unknown word

Beginning readers are often not even aware that they have lost focus and understanding

It is important for Reading Buddies to help teach this strategy so students learn to stop themselves and try to regain understanding

Easy ways for RBs to help:



- Instead of immediately correcting an error, pause and ask the student to reread the sentence.
- Ask “Does that sound right?” and discuss other clues from the book/pictures in the book that might help students recognize their mistake.
- Ask “How do you know that didn’t make sense?” and use guiding questions to help the student fix the errors themselves rather than telling them the answer

Fluency

The ability to read text quickly, accurately, and with proper expression, either silently or orally

Mastery of basic phonics skills is necessary for fluency to develop

Reading with fluency frees the brain from having to focus on decoding and analyzing words and allows the student to concentrate on other elements of the text

The National Reading Panel's research findings concluded that oral reading and repeated oral reading had a significant and positive impact on word recognition, reading fluency, and comprehension in students of all ages

Easy ways for RBs to help:



- Make sure students are reading aloud! Fun games to encourage readers who might be hesitant can help (use a die and assign different voice levels to the numbers, ie 1 = loud voice, 2 = normal voice, 3 = soft voice, 4 = funny voice, etc)
- If you do not have a die you can still prompt students to read aloud by asking, “How would the character say that? Can you say it like the character?”
- Use a ruler, bookmark, or have students use their finger when reading
- Choral reading, echo reading

Comprehension

The understanding and interpretation of what is read

Also includes a reader's ability to retell a story in their own words and make connections between what they read and what they already know

Retelling is different in fiction vs non-fiction

Fiction: should include characters, problem, solution, and important details

Non-fiction: should include every main idea supported by at least one or two details, using vocabulary from the book

Weaknesses in foundational reading skills (phonemic awareness, phonics, decoding) can often lead to poor understanding

Easy ways for RBs to help:



- When students struggle with retelling the story, try and reduce the request to a single page or shorter section of the story. Let students look through the pictures in the book for help.
- Set students up for success by asking questions to access any background knowledge they might have about the book before reading.
- Use scaffolding techniques by writing sentence stems on the whiteboard for the student to fill in.
 - The text says _____, so I think _____.
 - _____ in this book reminds me of _____ because _____.

Vocabulary

A stored set of words
that is expandable

Vocabulary
development is closely
connected to
comprehension

Vocabulary acquisition is
important as students begin to
recognize previously unknown
words in print and also learn
their meaning and incorporate
them into speaking/writing

Most students acquire
vocabulary incidentally
through indirect
exposure to words at
home and at school

Easy ways for RBs to help:



- Utilize the piggy bank worksheet and refer to it throughout the course of multiple sessions to ensure the student has retained the information.
- Use student-friendly definitions
 - Characterize the word and how it is typically used
 - Explain the meaning using everyday language that is meaningful and accessible to the student
- Sketch out the words
- Use semantic maps

Draw Picture

Synonym

Gather

Antonym

Write a Sentence

Decoding

The process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) to their sounds (phonemes) and recognizing the patterns that make syllables and words

Vitally important because it is the foundation on which all other reading instruction builds

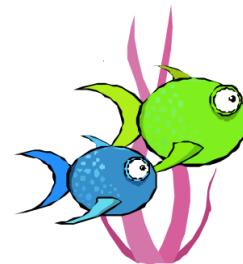
Good decoders break words into parts (chunks) and attend to all inflectional endings

Easy ways for RBs to help:

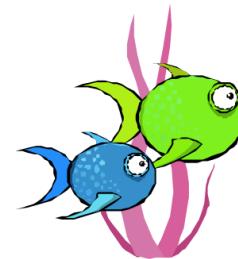


- Practice word building with the white board by changing one letter of a word at a time (*bat, bat, bit, hit, him, bip, hap, map*)

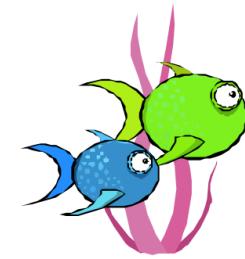
- Use Elkonin boxes
 - Count the sounds in a word and create a box for each sound
 - Review the sounds before writing letters
 - Insert the letters for each sound



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Scenario #1:

◦ You finish reading a 20 page level H book with your student. When you ask them to tell you what happened in the story, they can't. What do you do?



Scenario #2:

- Your student rushes through their sentences and frequently skips words without even seeming to notice. What do you do?



Scenario #3:

- You pick up your student right after they have just gotten in trouble with their teacher. They are feeling bad and do not want to read out loud. What do you do?



Scenario #4:

◦ You have moved up a level and notice some of the words seem a little advanced, and although your student can read them, you’re not sure if they understand what they mean.
What do you do?



Scenario #5:

- °Your student comes across a word ("enough") and stops reading entirely. What do you do?





QUESTIONS?