**Name:** Choral Reading  
**Type:** Strategy  
**Literacy Skill:** Reading  
**Domain:** Fluency  
**Grade Level Uses:** K-20  
**Special Population:** N/A; Need to modify the reading for ELL and Special Needs with accommodations  
**Cognitive Process:** Comprehension  
**PAR Use:** Assistance  

**Preparation Steps:**
1. Choose a poem, nursery rhyme, finger plays, refrains, or a book with many conversations.  
2. Assign the reading to students, group of students, or the whole class.  
3. Have the student read the selected reading aloud once or silent reading.

**Application Steps:**
1. Once you have assigned the reading to the students have them practice their part if they are in a group.  
2. Model the reading for the students.  
3. Once the students have practiced their parts, start the reading from the beginning.  
4. You may have to do the reading several times to get it right.

**Differentiation:** This strategy can work will all grade level students. The reading will be selected depending on the grade level. The teacher would probably want to make it challenging for the upper grade levels than the lower grade levels. To use is with other subject areas the teacher has to find reading that incorporates other subjects into the reading. For example, if a teacher wants to incorporate math, they will have to find a book that has counting in.

**Things to watch out for:** Some students may not want to participate, it is important when choosing the selected reading it will be interesting for the students. The teacher also does not want to select the reading for an upper level grade and use it for the lower grade levels.

**Description/Application:** Choral Reading provides children with the practice needed to build fluency and self-confidence. It helps them learn how to decode words, develop effective and fluent read aloud skills, improves sight vocabulary, and helps them learn how to pronounce words by hearing their peers read them, and helps them understand rhythm and characters of poems.
Name: Echo Reading
Type: Strategy
Literacy Skill: Reading
Domain: Fluency
Grade Level Uses: K-3
Special Population: N/A
Cognitive Process: Fluency
PAR Use: Assistance
Researched, Field Tested:
Author/Creator:

Preparation Steps: 1. Choose a text that is age appropriate and has only one character telling the story.  
2. Practice reading the text out loud so that students will be able to follow along with you.  
3. Choose the sentences you want your students to “echo” (repeat).

Application Steps: 1. Explain to students that you will read the text and will want them to repeat certain sentences. If those certain sentences are exact repeats (i.e., Brown bear, brown bear), then explain that to students beforehand.  
2. Start reading the text out loud. Pause so that your students can repeat the sentence.

Differentiation: This will be different for different age groups, depending on the text chosen. Also, for English Language Learners, books with simple text should be chosen. For special needs students, simple text books should be chosen as well. Doing this strategy for other curriculum areas such as math or science does not seem very likely. It is better to use this strictly with reading simple text.

Things to watch out for: Students might not “echo” in sequence, resulting in throwing the “echo” off. This is just a minor setback.

Description/Application: Echo Reading is used to help children become more knowledgeable of different words and to add words to their vocabulary. This strategy is done by having students repeat sentences from text that is read out loud to them. It is more likely to be successful for younger students in grades K-3. It is best to use Echo Reading with simple fiction text (i.e., Fiction picture books).
Name: Mental Pushups
Type: Strategy
Literacy Skill: Reading
Domain: Fluency
Grade Level Uses: 5-12
Special Population: Regular Education
Cognitive Process: 
PAR Use: Assistance
Researched, Field Tested: Yes
Author/Creator:

Preparation Steps: 1. Purchase 3x5 index cards
                    2. Select the reading passage

Application Steps: 1. Pass out an index card to each student
                    2. Tell the student to “mentally push” themselves down on a page of reading
                    3. Instruct student to close the book and write down what they learned on the
                       index card.
                    4. Repeat the process until the student can comprehend and write out or
                       verbalize most of what was on the page

Differentiation: There really is no differentiation required for this activity. The only difference
might be a different size index card or higher or lower level reading passage.

Things to watch out for: Make sure that the children do write something on the card. This will motivate
them to retain something from the reading so that they can write it down.

Description/Application: Increase student comprehensive reading speed
Name: Multitext
Type: Strategy
Literacy Skill: Reading, Writing and Math Instruction
Domain: Fluency and Comprehension
Grade Level Uses: K-20
Special Population: Students with different readability levels
Cognitive Process: Reading skills especially comprehension
PAR Use: Preparation-before reading to build background; Assistance-to gain a clear understanding while reading and assisting comprehension; Reflection-to maintain the remembrance of the topic after reading or independent reading

Researched, Field Tested: yes
Author/Creator:

Preparation Steps: 1. Find a variety of text for students to choose from that match their readability levels.
2. Teachers may need to do a readability test before assigning the reading.

Application Steps: 1. Gather a variety of texts that will be suitable for various interests.
2. Allow students to choose their own book from the given material.
3. Students should read the book in class or at home, to gain background knowledge, or add to additional knowledge.

Differentiation: for older students you can substitute books for periodicals or scholastic journals. For younger students you should be sure to test the readability of the various text. This can work to build interest for every content area.

Things to watch out for: Watch out for choosing books solely on interest and not on content. It may be interesting to the student but they won’t know anything about the content of the lesson.

Description/Application: Multitext is designed to help students: (a) gain interest in the lesson, (b) gain background, (c) with comprehension, (d) with familiar independent reading. The rationale behind this strategy is to give students variety, instead of the common textbook. This strategy can prepare, assist, or give students needed reflection.
Differentiation: The level of instructional text will be different within each grade level. This will work for all different areas of content. You can incorporate reading in every level of academics. You can also accommodate special needs students and ESL students by using reading texts that suit their instructional level.

Things to watch out for: Keep in mind of the different level of readers in your class and make sure that their reading materials match their instructional level.

Description/Application: *Put Reading First* is a book that recommends different activities to increase reading fluency. First, teachers should read aloud to the children. Second, teachers should engage children in repeated readings of instructional-level text to improve fluency. Such readings include: adult-then-student reading (echo reading), choral reading, tape-assisted reading, partner reading, and reader’s theater. Also in regards to phonics and spelling, *Put Reading First* recommends that teachers should spend no more than 20 hours on their entire phonemic awareness program.
Name: **Repeated Reading**
Type: Strategy
Literacy Skill: Reading
Domain: Fluency
Grade Level Uses: K-6
Special Population: Regular education, but can be modified to help ELL’s and special needs.
Cognitive Process: Reading
PAR Use: Assistance during reading
Researched, Field Tested: Yes
Author/Creator:

**Preparation Steps:**
1. Find books with lots of dialogue and conversation.
2. Try to find books with rhyming words or lines.

**Application Steps:**
1. There are different types of repeated reading and each has its own strategies.

**Differentiation:** The grade level you are teaching might be the determining factor of how you will decide on what type of repeated reading to use. Echo, Choral, and Taped Repeated Readings are good for lower grades. Timed and Paired Readings are better for 3rd-6th.

**Things to watch out for:** Make sure your students are interested in their readings and try to change up the techniques every once in a while to make sure the children learn how to do them, and don’t get tired of one too easily.

**Description/Application:** Repeated Reading is designed to encourage children to a) improve fluency b) identify unknown words c) gain interest in reading. Repeated Reading is a strategy used to help children improve with their fluency in reading. By allowing children to repeat words over and over again, they gain a better understanding of the word and can identify it automatically over a period of time.
**Name:** Rereading  
**Type:** Strategy  
**Literacy Skill:** Reading  
**Domain:** Fluency  
**Grade Level:** Beginning readers; K-12th  
**Special Population:** All students  
**Cognitive Process:** Development of Fluency  
**PAR Use:** All of them  
**Researched, Field Tested:** Yes  
**Author/Creator:**

**Preparation Steps:**
1. There are 5 different ways to practice rereading with the children: echo reading, choral reading, timed repeated reading, paired repeated reading, and taped reading/listening.  
2. For echo reading find a place in which you can demonstrate what an echo is for those students that may not know what an echo is. Do echo reading one sentence at a time. Good and fun books that are useful for this activity are books that have text with different voices or with plays.  
3. Choral reading is best to use with nursery rhymes, poetry, refrains, and books with a lot of conversation.  
4. For taped reading use tape recorders with audio of stories and books that are at the student's instructional level. The students can work in groups or individually.  
5. Timed repeated reading is good to use with the appropriate student's instructional level. For best results, use passages that are of interest to the students. It should be short, no more than 150 words. Students can be in groups. This activity is popular within those students that like “beating their time”.  
6. Paired repeated reading is done with two students and each student takes turns reading. Teacher should model first so students can understand. Good reading material for this are plays, poems, and chants. Students can even perform these after reading them.

**Application Steps:**
1. First thing you have to know for echo reading is make sure that all the students know what an echo is. If not all students know then find a place in the school, like the auditorium, and demonstrate what an echo is. Then, decide what you want the students to reread. This can be a story that have different characters or plays, whichever one you decide on, make sure it’s easy reading, it’s short, and that you read one sentence at a time. After that, read the whole reading material out loud. Once you have read the whole thing you can split up the students into groups, let them chose parts, and then let them act it out.  
2. Use poetry, refrains, books with a lot of conversation, and nursery rhymes for choral reading. Then, decide if you want the whole class together or if you want them in groups. After that, read the material first, you may want to echo read it with the whole class once or twice. Once you have done that, you can let the students read their parts or read the whole thing and even perform it while reading it.  
3. For taped reading/listening chose material that is at the instructional level. Let the child read and listen to the tape as many times as necessary, until the child can read the material independently without the help of the tape. Then the child chooses another book to read/listen on tape until he is fluent with that one too. Students can work individually or in groups.  
4. Use a passage that is of interest for the children for timed repeated reading. Also, make sure that the passage is short, no more than 150 words and that is at the instructional
level of the students. Give the passage to the students and tell them to read it silently to themselves. Tell them to also get ready to read it aloud even if they make minor errors. Have the students read the passage to you, count the errors they make, and the time reading it. After that have the reader, read the passage again silently, and then read it to you again. Do this process until the student has read to you three to four times, and can read the passage fluently.

5. Paired reading should be done with the students in groups. First read the material aloud to them. Then have the students read together as partners to “perfect” the reading of the passage. The partners take turns reading, with each partner reading two to three times. The listener partner helps the reader with word identification and phrasing.

**Differentiation:** This strategy would not be much different, and it can be used for everyone. All that matters is that the reading material is at the student’s instructional level.

**Things to watch out for:**
1. For taped reading/listening make sure that the students know how to chose books or stories that are “just right books” for them.
2. For paired reading make sure that the students are paired up with appropriate partners and that both students are respectful with each other. Try to have the more capable reader read first.

**Description/Application:** The overall purpose of this is to help the students become fluent when reading.
Name: Time Lines
Type: Strategy
Literacy Skill: Reading, and Writing
Domain: Reading and Responding to Literature for Children
Grade Level Uses: K-20
Special Population: Can be used for ELL students who are trying to piece certain periods of times together, also for regular students who are also trying to get a better understanding.
Cognitive Process: Chronology
PAR Use: Preparation – Before Reading, Assistance—During Reading, then Reflection – After Reading.
Researched, Field Tested:
Author/Creator:

Preparation Steps: 1. Have all the story lines and all the dates’ available for the students so they know what they are doing.
2. Talk to them about time lines, and significance of them.
3. Let them know who a time line tells a story with out them reading the book.

Application Steps: 1. Give every student a different time line to construct.
2. Have them read the materials that are provided so they know what they are doing the time line on.
3. Have an example on the board so they know how to get started.
4. Explain to them the importance for the dates and times being correct because if they are wrong then they are going to throw off everything in the rest of the time line.
5. (Optional) if they want to illustrate the time line they are welcome to. It isn’t necessary for them to.

Differentiation: For younger students or different academic areas, it is a good idea to use pictures so they know what is going on. For the older students it may be a little harder for some to concentrate on. So the time line should be interesting. They should know that it doesn’t have to be boring.

Things to watch out for: Some students may want to add in dates that are not necessarily part of the time line. So it is important that they know how crucial it is that they have everything correct on it.

Description/Application:
The point for the Time Lines so to show students that everything has a history. It is very interesting to see how everything involved. It would be a cool activity if you had them draw a time line of their lives so that they can see how everything in their past shapes who they are today.
Name: Tongue Twisters  
Type: Strategy  
Literacy Skill: Reading and Writing  
Domain: Phonics and Spelling  
Grade Level Uses: 1-20  
Special Population: NA  
Cognitive Process: Describing  
PAR Use: Reflection  
Researched, Field Tested: Yes  
Author/Creator:  
Preparation Steps: 1. Find a book such as L. Obligada’s *Faint Frogs Feeling Feverish and Other Terrifically Tantalizing Tongue Twisters*  
  2. Read and enjoy the book several times  
Application Steps: 1. Point out that the author uses some words that “start the same” to make the book funny and interesting to read.  
  2. Identify these words or phrases in the book  
  3. Let the children say the start the “start the same way” words with you as you read the book again  
  4. Have the children come up with their own tongue twisters.  
  5. Create a class book of tongue twisters with everyone’s name  
Differentiation: For younger grades only use a few tongue twisters. A good book for younger students is *Dr. Seuss’s ABC* by T.S. Geisel.  
Things to watch out for: Children may come up with tongue twisters where they hold their tongue in place, which may cause the words they are saying to sound like profanity.  
Description/Application: Tongue twisters are designed to help children to learn to effectively use alliteration skills. The children learn that (a) not all words that start with the same letter rhyme, (b) how some words use the same parts of the mouth and tongue. Tongue twisters attempt to make learning fun for children who otherwise wouldn’t want to read books or create other types of poetry.
**Name:** Using Words You Know  
**Type:** Strategy  
**Literacy Skill:** Reading and Writing  
**Domain:** Phonics and Spelling  
**Grade Level Uses:** K-4  
**Special Population:** N/A  
**Cognitive Process:** Decoding and Spelling  
**PAR Use:** Assistance  
**Researched, Field Tested:** Yes  
**Author/Creator:**

**Preparation Steps:**  
1. Select known words that have lots of rhyming words with the same spelling pattern and write them in index cards.  
2. Make sure you have a rhyming dictionary, such as *The Scholastic Rhyming Dictionary.*

**Application Steps:**  
1. Show students three to five words they know, and have the class pronounce and spell these words. For example, *bike, car, or van.*  
2. Divide the board, a chart, or a transparency into four columns and head each column with *bike, car, or van.* Have students set up the same columns on a piece of paper and write these four words.  
3. Tell students that words that rhyme usually have the same spelling pattern. The spelling pattern in a short word begins with the vowel and goes to the end of the word. Underline the spelling patterns *i-k-e, a-r,* and *a-n* and have students underline them on their papers.  
4. Tell students that you are going to show them some words and that they should write them under the word with the same spelling pattern. Show them words that you have written on the index cards. Let different students go to the board, chart, or transparency and write the words there as all other students are writing them on their papers.  
5. Explain to students that thinking of rhyming words can help them spell also. This time you will not show them the words. After you say the word, the students will have to decide which word rhymes with and then use the spelling pattern to spell it.  
6. End this part of the lesson by helping students verbalize that, in English, words that rhyme often have the same spelling pattern, and that good readers and spellers don’t sound out every letter but rather try to think of a rhyming word and read or spell the word using the pattern in the rhyming word.

**Differentiation:** This strategy will differentiate in the words that are used. Maybe for a higher grade level the teacher might use longer words rather than three or four letter words.

**Things to watch out for:** In doing “Using Words You Know” lessons, we always choose the words students will read and spell. We don’t ask students for rhyming words because there is often another pattern. For the fourth step of this activity, it is really important to NOT let the students pronounce the words aloud until they are all written on the board.

**Description/Application:** “Using Words You Know” is an activity designed to help students learn to use the words they already know to decode and spell lots of other words.
Name: **Word Inquiry**  
Type: Strategy  
Literacy Skill: Reading, Vocabulary Development Speaking, Listening,  
Domain: Comprehension, Fluency  
Grade Level Uses: K-20  
Cognitive Process: Evaluation  
PAR Use: Preparation – Before Reading, Assistance, and then Reflection – After Reading  
Researched, Field Tested:  
Author/Creator:  

**Preparation Steps:**  
1. Have a transparency or some type of object to place words on.  
2. Have paper (for students).  

**Application Steps:**  
1. Tell students to group themselves in pairs.  
2. Ask one student in the pair to be A and the other to be B.  
3. Each student will select a word and write it on a slip of paper so the partner will not see it.  
4. Partner A asks questions to Partner B that can be answered with “yes” or “no” to determine the secret word.  
5. As questions are asked a tally is kept.  
6. When the question is answered the roles are switched.  
7. The one who figures out the secret word using the fewest questions is the winner.  

**Differentiation:** For younger students, you can use pictures on cards such as flash cards to help the student have a visual to remember the words. Visuals are useful with vocabulary, because it draws higher senses from people through its various shapes its brilliant color. We are more likely to have background knowledge about pictures than new vocabulary word. This will allow student to relate pictures with the word.  

**Reflection Steps:** For reflection the students will write two sentences apiece for each vocabulary word. This activity will allow the student to apply their comprehension and demonstrate how much they have learned.  

**Things to watch out for:** There may need to be a discussion about what is appropriate given the age of the students. It’s also important to model this strategy with students by asking for a volunteer and then giving the compliments and taking them. For older students you can ask them to write a short essay rather than sentences which will be more challenging for them.  

**Description/Application:**  
Word Inquiry helps see the close examination of the words as students consider what kinds of questions meaning, roots compound words, parts of speech, and so on.
**Word Search**

**Type:** Assessment Technique  
**Literacy Skill:** Reading and Writing  
**Domain:** Phonics and Spelling  
**Grade Level Uses:** K-20  
**Special Populations:** ELL Learners, Special Needs, and Regular Students  
**Cognitive Process:** Cognitive  
**PAR Use:** Preparation—Before Reading, Reflection—after reading.

**Preparation Steps:**
1. Have the students look over the puzzle and get familiar with the puzzle.
2. Make sure that they understand the concept for looking for the words.

**Application Steps:**
1. Tell the students to start with the first word.
2. Let them know that words go up, down, backwards, across.
3. Give them some pointers on how to find the words. Like starting with the first three letters and the move on up from that.

**Differentiation:** For Special Needs students, it may be a little more difficult for them. So the puzzles need to be made with fewer words, and the letters should be bigger so that the students can see them. If you see that they are getting frustrated then go and help them.

**Things to watch out for:** Sometimes when you are looking at a word search for a long periods of time your eyes cannot focus. So it isn't a good idea to have the kids work on these for more than fifteen minutes. Also if you have kids in your class that have ADD/ADHD then you cannot prolong this activity for they will get bored also.

**Description/Application:**
The purpose of this activity is to help the kids with there spelling skills. If they know how to spell the word, then they are not going to be going back and forth tying to make sure that they spelled the word right. It is designed to help the kids “cool” down after their spelling lesson.
Name: Word Sort (DR-TA Vocabulary search Word Family)
Type: Strategy
Literacy Skill: Reading, Vocabulary Development Speaking, Listening,
Domain: Comprehension, Fluency
Grade Level Uses: K-20
Cognitive Process: classification
PAR Use: Preparation-Before Reading, Assistance and Reflection After Reading
Researched, Field Tested:
Author/Creator:

Preparation Steps: 1. Have a story or chapter to read.
2. Have paper (for students).

Application Steps: 1. Teacher asks students to jot down difficult vocabulary terms.
2. The student lists are to be given to the teacher without student names, and these terms become the words to be studied after the DR-TA or at the beginning or the next class period.
3. The teacher first teaches word recognition by using a “word family” phonics approach to sound out the word. (For example is the word is expressive, the teacher asks for words in the same word family: express, expression, press, pressure and so on.
4. Students work through the word family to sound out the word, thereby achieving word recognition.
5. Next comes skimming and scanning.
6. The teacher begins by asking “Who can find expressive give me the page, column, and paragraph number then read the paragraph the word is in.”
7. After the word search, the paragraph is read, and with the help of the teacher student try to figure the meaning of the story in the context of the story or chapter.
8. Here the teacher can ask the students to use context clue discovery strategy.

Differentiation: For younger students you by just using fewer words and they should be given the should be given the words that are related to that word with help from teacher putting the word on the board, projector and so on, because most likely young children such as kindergarteners may have a hard time getting that concept.

Reflection Steps: Because this activity is so detailed and somewhat tedious, for the reflection stage I would just get quick comments from volunteers to explain what they learned and those who may not get to make a comment would still be able to check their understanding through those who did get the opportunity to reflect verbally.

Things to watch out for: Because this activity is kind of long and tedious (but useful) students may become bored or some students may tend to lag behind a little so, for the teacher he/she should be sure that this activity has been planned well making sure that is timed and balanced to involve all diverse students learning needs.

Description/Application: This word search approach teaches word recognition, speed reading, and comprehension through the use of context clues. Keep in mind that the words that are to be studied should be the one the students are actually having difficulty in.