

Literacy Initiative Suggestions

(by Cindy Toth)

After having discussed some literacy needs and brainstorming solutions while at the last PD (Fontas and Pinnell) I have recorded some of our thoughts here. Some of these ideas are from our PLC meetings. Most of these suggestions are literacy initiatives that I had when I owned and operated my own preschool, worked in public schools or in the Special Needs Educational Assistant Program at the Lethbridge College. Teachers ask for consistency across the board and across the grades. Teachers speak of when Brenda Day Chief had her entire school doing Jolly Phonics and No Glam. Once the students get past Jolly Phonics stage, they can do Precision Reading and Accelerated Reading. My biggest argument is that any reading program should have three essential elements: 1) one-on-one reading, 2) phonetic reading (sounding out) and 3) whole language (sightwords/memorizing).

Here is my dream literacy program...

	Phonetic	Whole Lang	Daily
K4	-Students should memorize letter names thoroughly and then write legibly. (For future phonetic skills)	A-Z - Each individual child should read two level aa books to an adult.	Every day: -Students should practice writing a new letter several times (See HWOT) starting with 26 lower case, then do capitals, then numbers. -Rehearse 2 nursery rhymes -Sing alphabet -Write their name -Read 2 level aa books to an adult -Listen to a storybook
K5	CVC words (Word families like cat, bat, sat, mat) -Students should learn the sound of each letter by song, rhyme, Jolly Phonics, ARL, etc.	A-Z - Each individual child should read two level A, B, C books to an adult.	Every day: -Rehearse/read two poems or nursery rhymes. -Sing names and sounds of letters - Read 2 a-z level books -Students should learn putting sounds together like in the Joe & Joan Sprouts Program, Jolly Phonics, ARL keys, etc. -Listen to a story book -Write CVC words
Grade 1	CVC books -Bob books and then phonetic reading practice books	A-Z - Each individual child should read two books to an adult. 1 level A-Z	Every day: -Rehearse/read two poems or repeating verse from books. - Read 1 a-z book and 1 phonics book to an adult

	<p>Spell lists -word families</p> <p>Long Vowels If students are ready introduce phonemes with ARL, J&J, etc.</p>	<p>and one phonics book. -sight words</p>	<p>-Write spell words -Listen to storybook, read-along, etc. -Write with sentence stems.</p>
Grade 2	<p>CVC -Students should read a phonics book to an adult every day -Spell words by phonemes</p>	<p>A-Z -Students should read an a-z book at their level everyday to an adult - sight words</p>	<p>Every day: -Write spell words -Listen to story - Read aloud with other students -Precision Reading -Fast Forward's new reading comprehension program or... -Accelerated reading if able to read on own -Write 1 composition/week of 5 sentences</p>
Grade 3, 4, 5	<p>Students who do NOT read at grade level should be doing the program for the grade level that they are at. They should all be reading both a phonics book and a levelled book, one-on-one to an adult every day. They should be doing precision reading, sight words, handwriting, Jolly Phonics, ARL, or anything that they need.</p> <p>Students, who do read, should be doing a reading comprehension like Accelerated Reading, group/partner reading which allows them to read aloud every day, spelling words at their level, listening to an adult reader and grammar lessons.</p> <p>All students should be writing one self edited composition a week of at least 5 sentences (Gr.3). Can write 1-2 sentences in journal daily.</p>		

Two Kinds of Readers

Top down

Whole Language

Memorizing:

Sight words

Contextual cues

First letter

Sentence sense

Pictures

Relies on immersion or lots of reading

Phoneme association

Bottom Up

Sounding out

Decoding

Memorize letter names, then sounds, then cvc, then word families, then several cvc words, then sight words that can be sounded out (short vowels), then long vowels, then phonemes, then harder sight words, then longer sentences

2/3

4/5

