

No-Fail Principles for Teaching Reading Successfully

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1. Match Kids with Texts They Can Read.
2. Increase the Volume of Reading.
3. Teach Reading—Don't Just Assign It.
4. Teach Words!

TIPS

The text matches the child's level for INDEPENDENT READING when the student:

Recognizes 95-100% of the words accurately.

Accurately comprehends and retells the story or content adequately or completely.

Responds appropriately to comprehension questions such as:

What is the problem in this story? What information are you gathering about setting, characters, and so on? How is the information being presented? How did the story or section end?

Use the Five Finger Test—Utilize Book Bags/Book Boxes—Create a Classroom Library—Bless Books!

Do You Know Where Reading Is in the Brain?

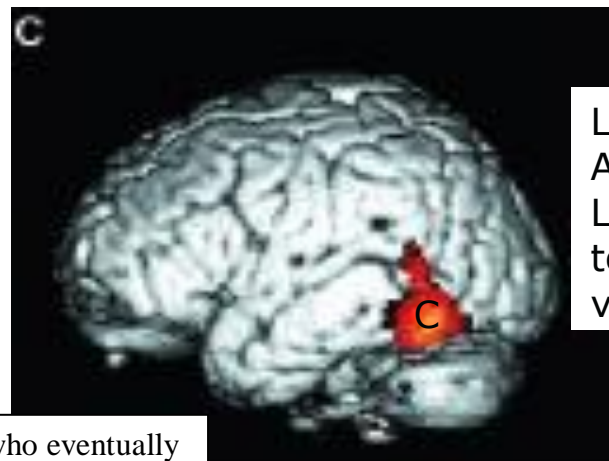
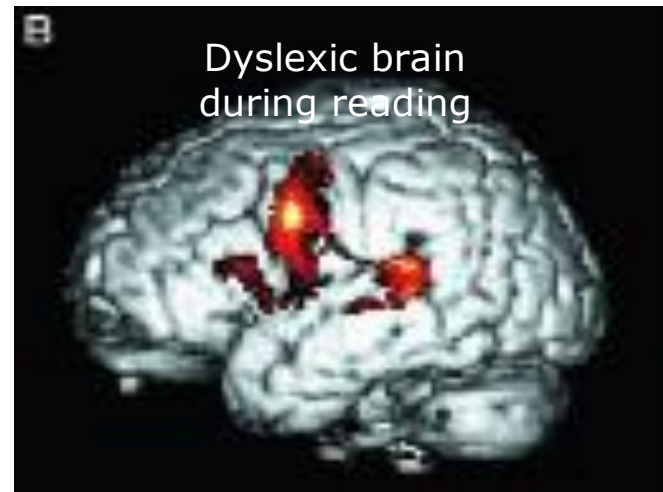
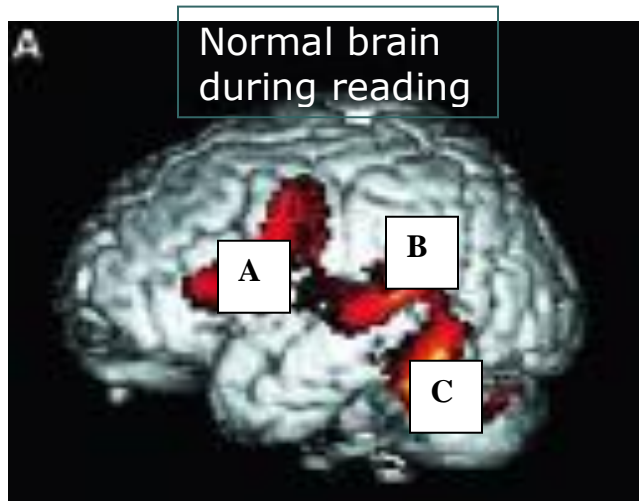
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(Please go to website homepage and click on Teachers for additional handout pages.)

Brain Research: Dyslexia

"Dyslexia: Cultural Diversity and Biological Unity," in *Science*, March 2001 p.2165 by Paulesu et al.



Little activity in Area C
Linking language to visual clues.

Note: Dyslexics who eventually learn to read remain life-long poor spellers!

Gentry's Developmental Phases

Phase 0 : No Letter Use

- o Wavy writing and loopy writing-scribbling
- o Child cannot write his or her name



Phase 1: Non-Alphabetic Writing

- o Random letters on the page
- o Use of letters but no match to sounds
- o Intervene if not observed by mid- Kindergarten



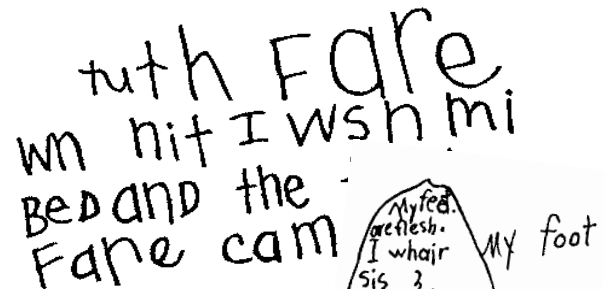
Phase 2: Partial Alphabetic Writing

- o HMT for Humpty
- o DPD for Dumpty
- o Intervene if not observed by the end of Kindergarten



Phase 3: Full Alphabetic Writing

- o CAM for Came
- o NIT for Night
- o Child writes a letter for each of the sounds
- o Intervene if not observed by middle 1st grade



Phase 4: Writing in Chunks of Spelling Patterns

- o EVREWHAIR for Everywhere
- o Child writes EV then RE in a chunk
- o Child analogizes with AIR and writes WHAIR
- o Child consolidates the sounds into chunks of spelling patterns
- o Intervene if not observed by the end of first grade

Procedures for Every Classroom

J. Richard Gentry

Kindergarten

1. Writing Workshop
2. Adult Underwriting with Repeated Readings
3. Guided Reading
4. Browsing Boxes
5. Word Walls
6. Spelling Instruction (including Finger Spelling and Hand Spelling)
7. Read Alouds and Book Talks

First Grade

1. Writing Workshop
2. Adult Underwriting with Repeated Readings (usually drops out during Phase 3 except ELL's)
3. Guided Reading
4. Browsing Boxes
5. Word Walls
6. Spelling Instruction
7. Read Alouds and Book Talks