Instructor’s Guide for Reading Acquisition

Topic Area: Instruction

Module: Reading Acquisition

Case Study: First Things First – Bringing Along a Beginning Reader

Summary: Bob, a first grade teacher, is concerned about a student who is not making progress in reading. He has worked with this student for five weeks and is puzzled about the lack of growth. He decides to talk with the other first grade teacher, Jane, who is currently taking classes to obtain her reading specialist licensure. Together Bob and Jane look at Taylor’s strengths and weaknesses as a reader and develop effective interventions.

Characters and Roles:
- Bob, first grade teacher
- Jane, first grade teacher
- Taylor, first grade student

Tools:
- Phonemic Awareness

Artifacts:
- Taylor’s Assessment Results
- Phonological Awareness Skills Test
- Audio Recording of a Conversation Between Bob and Jane
- DIBELS Website – http://dibels/uoregon.edu/
- Gaskins, Ehri, Cress, O’Hara, and Donnelly article
- Elkonin Boxes
- Video of Jane Using Elkonin Boxes
- Audio Recording of Bob and Jane Discussing Elkonin Boxes

Glossary Terms:
- Sight Words
- Co-Teaching
- Reading Specialist License
- Blending
- Segmenting
- Phonemes
- Phonological Awareness
- Phonemic Awareness
- Emergent Reader
- Beginning Reader
- Sounds in Action: Phonological Awareness Activities and Assessment
• Phonemic Awareness Activities for Early Reading Success
• Partial Alphabetic Stage
• Decode
• Elkonin Boxes
• Initial Sound Fluency
• Phoneme Segmentation Fluency (PSF)
• Nonsense Word Fluency (NWF)
• Benchmark
• At Risk
• Automaticity

Web Sites:
• http://dibels.uoregon.edu/
• www.nationalreadingpanel.org/
• www.ed.gov.offices/OESE/readingfirst
• http://www.ksha.org
• www.reading.org
• www.ipl.org
• www.readingonline.org
• www.ncte.org
• www.ncte.org/wlu
• www.eduplace.com

Discussion Points:
• What different types of reading instruction have you used?
• What type of reading instruction have you found most effective?
• How can regular classroom teachers accommodate students who need individual instruction?
• What are the pros and cons of collaborating with other teachers?
• How can school district administrators provide time for teachers to collaborate within the duty day?
• How can teachers communicate with parents about how they can help their children with learning to read?

Activities:
• Brainstorm activities that would help beginning readers develop phonological and phonemic awareness.
• Observe a colleague administering the Phonological Awareness Test and learn how to administer it yourself.
• Observe a colleague administering the DIBELS assessments and learn how to administer it yourself.
• Observe a colleague using Elkonin Boxes and learn how to use them yourself.
• Organize and implement a “Family Reading Night.”

Reflective Question: Scene 3; Question 3 – Why is automaticity an important part of
mastering a skill? Research suggests that word recognition needs to be both accurate and automatic. When readers are accurate, but not automatic, they devote a great deal of mental energy in identifying words as they read. When readers are both accurate and automatic, they are able to recognize words accurately, rapidly, easily, and with relatively little mental energy. Therefore most mental energy will be devoted to comprehending what is read.

Connections:
- Topic Area: Instruction; Module: Reading Comprehension