

# WEBINAR WORKBOOK

3 Steps to  
**REACH**  
**ALL READERS**

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## What are the 3 steps to reach all all readers?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**What is the science of reading?**

**Why is the concept of “bulls-eye science” important?**

## Phonemic awareness

- Phonemic awareness is necessary for \_\_\_\_\_ and \_\_\_\_\_.
- Phonemic awareness develops as children learn to \_\_\_\_\_ and \_\_\_\_\_.
- When it comes to phonological awareness, we want to get to the \_\_\_\_\_ level as soon as possible.
- Students do not need long periods of \_\_\_\_\_ phonemic awareness activities.
- Students benefit from integrating phonemic awareness with \_\_\_\_\_.

## Phonics

- Students are more successful at reading when beginning reading instruction has a \_\_\_\_\_ emphasis.
- Phonics instruction should be \_\_\_\_\_ and \_\_\_\_\_.
- Good phonics instruction leads to less reliance on \_\_\_\_\_ because students will orthographically map words and recognize them by sight.

- Phonics instruction should include frequent \_\_\_\_\_ and \_\_\_\_\_.
- Phonics is not a \_\_\_\_\_.

## Fluency

- \_\_\_\_\_ is a prerequisite for good reading comprehension.
- Building fluency takes \_\_\_\_\_.
- \_\_\_\_\_ with feedback is an excellent way to improve reading fluency.
- \_\_\_\_\_ reading and \_\_\_\_\_ reading are also ways to improve reading fluency.

## Vocabulary

- Vocabulary knowledge is closely related to reading \_\_\_\_\_.
- Students benefit from \_\_\_\_\_ vocabulary instruction.
- It's important to \_\_\_\_\_ vocabulary words over days and weeks.
- One of the best ways to promote vocabulary growth is to promote wide, regular reading after students are \_\_\_\_\_ at word-reading skills.

## Comprehension

- Higher levels of \_\_\_\_\_ help students understand text.
- Students benefit from \_\_\_\_\_ instruction in reading comprehension strategies with the text (not the strategy) as the focus.
- Powerful strategies include monitoring comprehension, understanding text \_\_\_\_\_, and \_\_\_\_\_.

## What to consider when evaluating possible programs

AN SOR-ALIGNED PROGRAM <b>DOES NOT</b> ...	AN SOR-ALIGNED PROGRAM <b>DOES</b> ...
<ul style="list-style-type: none"> <li>• teach students to solve words using the picture, context, or first letter of a word</li> </ul>	<ul style="list-style-type: none"> <li>• explicitly teach _____ awareness, phonics and _____</li> </ul>
<ul style="list-style-type: none"> <li>• teach beginning readers to read using _____, _____ text</li> </ul>	<ul style="list-style-type: none"> <li>• teach beginning readers to decode words using _____ text</li> </ul>
<ul style="list-style-type: none"> <li>• neglect teaching children how to blend sounds into words</li> </ul>	<ul style="list-style-type: none"> <li>• include frequent blending practice and practice reading longer words</li> </ul>
<ul style="list-style-type: none"> <li>• teach students to memorize "sight words" as _____</li> </ul>	<ul style="list-style-type: none"> <li>• teach irregular high frequency words by drawing attention to _____ and _____ spellings</li> </ul>
<ul style="list-style-type: none"> <li>• have students spend most of class time reading _____</li> </ul>	<ul style="list-style-type: none"> <li>• provide many opportunities for students to read _____ with _____</li> </ul>
<ul style="list-style-type: none"> <li>• use a _____ model in which most of the reading is student selected</li> </ul>	<ul style="list-style-type: none"> <li>• read complex texts to and (when they're ready) with students while focusing on _____, _____, _____, and text structure</li> </ul>

## Possible programs to evaluate / consider

*notes*

### Have a smart system

- Administer a universal screener 3 times a year.
- Examine your class data. Which would make the most sense: whole group or small group foundational skills instruction?
- Work out the logistics.
  - Whole group
  - Small group
- Have a plan for progress monitoring and for helping students who need extra support to reach benchmarks.

*notes*