

# Strategic Literacy Instruction

A video series featuring Dr. Anita Archer



## About Dr. Archer

Anita Archer, Ph.D., recipient of eight outstanding educator awards, has taught elementary and middle school students and has been a faculty member at San Diego State University, the University of Washington, and the University of Oregon. She currently serves as an educational consultant to school districts on effective instruction, classroom management, language arts instruction, and study skills instruction. She is a nationally known presenter and has authored training and curriculum materials, chapters, and books. Among her works are the acclaimed REWARDS reading program and the Tough Kid Video Series.

## Alternative Passage Reading Procedures, 3rd grade

Often teachers use the round-robin technique to call on individual children to read, but the disadvantages of this strategy are well-known to teachers:

1) reduced amount of reading practice as it is distributed among children, 2) voices that can't be heard, 3) embarrassed low-performing children, 4) off-task students, 5) management challenges emerging in the void, and 6) boredom.

In this video, Dr. Archer gives a brief reminder of other possible passage reading procedures. Though she does these in quick succession for the purposes of this short video, these practices might be used for subsequent re-readings of the passage in a large or small group.

**Focus ...** As you watch the video,

1. Identify the alternative passage reading procedures that are used.
2. Note other good instructional practices that you observed.

**Feedback ...** After you've watched the video, review the alternative passage reading procedures described on the following pages.

“ My primary vision has always been the delivery of effective instruction

## Silent Reading

### *Benefits*

- In the primary grades, students can read material silently before oral reading. As a result, they will be more accurate and confident during oral reading.
- Students have an opportunity to practice their decoding skills on unknown words.
- All students are practicing reading. However, unless good instructional procedures are used, there will be a number of “silent reading fakers.”

### *Procedure*

- Teacher indicates the amount to be read silently.
- Realizing that there will be early finishers, the teacher directs early finishers to re-read the material silently.
- The teacher tells students that they will be reading quietly to the teacher when she touches their book or their back.
- The teacher moves around the room listening to the students and recording formative data on their reading (3 = fluent, accurate reading; 2 = accurate, but not fluent; 1 = neither accurate nor fluent).

## Choral Reading

### *Benefits*

- All students are reading. Lots of reading practice is occurring.
- The teacher is modeling fluent reading with expression.
- There is built-in scaffolding for the lowest-performing students. If they don't know a word, they will hear it.

### *Procedure*

- Anticipating that a student might rush ahead, the teacher pre-corrects the group, “Keep your voice with mine.”
- The teacher ensures that all students are in the correct place by having them put their finger under the first word and check that their partner is in the right place.
- The teacher reads at a moderate rate (though it could have been a little slower than shown in this video).

## Cloze Reading

### *Benefits*

- All students are reading. Lots of reading practice is occurring.
- The teacher is modeling fluent reading with expression.
- There is built-in scaffolding for the lowest performing students. If they do not know a word, they will hear it.
- The technique provides good practice when all students need to be focused and the material needs to be read quickly.
- It provides excellent practice for reading story problems, directions, and instructional items.



## About the video

Filmed at Aloha-Huber Park Elementary School in Beaverton, Oregon

Videographer, Dima Yaremenko

Production date, May 2008

Elapsed time, 7:18 minutes

This video was produced as part of a series developed by Dr. Archer with support from the Sonoma County Office of Education in Santa Rosa, California, [www.scoe.org](http://www.scoe.org).

### *Procedure*

- The teacher reads a little material, then stops and has the students read the next word.
- The teacher selects words that have the most meaning within a passage for the students to read.
- If two words go together (e.g., yellow bus, United States), the teacher selects the second word for student reading.

### **Partner Reading**

#### *Benefits*

- Lots of reading practice is occurring.
- The teacher can move around the room and monitor the students' reading.
- It is an excellent procedure for re-reading passages.
- It helps create a cooperative environment in the classroom.

#### *Procedure*

- The teacher assigns partners, with the lowest-performing students paired with middle-performing students.
- The teacher assigns each student a number, 1 or 2, to ensure even distribution of practice.
- The students were previously taught how to correct each other's errors (this is not shown in the video).
- The teacher monitors partner reading to promote on-task behavior and correction of oral reading errors.
- If partners finish reading, they re-read the page/passage. Thus, the expectation is very clear that all students should be reading.

Other good instructional practices illustrated in this video include:

- The teacher reviewed the pronunciation and meaning of difficult words before passage reading.
- When reviewing the meaning of words, the teacher used a set instructional routine so that the students could attend to the vocabulary terms rather than the task. (The teacher asked a question. The students put their thumbs up when they had an answer. The students whispered their answers to their partners. The students said the answer.)
- The teacher constantly monitored the performance of the students.
- When introducing the "strategy focus," the teacher "thought out-loud."
- A positive, supportive climate was created.