

# Do This Not That

## Decoding

### Do This

### Not That

**Reading** - Instruct students to look at each letter and connect the letters to sounds when reading.

**Reading** - Encourage children to look away from the words (pictures, context clues)

**Sight Words** - Use letter - sound connections to teach BOTH regularly and irregularly spelled words

**Sight Words** - Whole word memorization of "sight words".

**Spelling** - Activities that focus the child on letter - sound relationships when spelling. Ex: Tap the sounds, then write the letters to represent each sound.

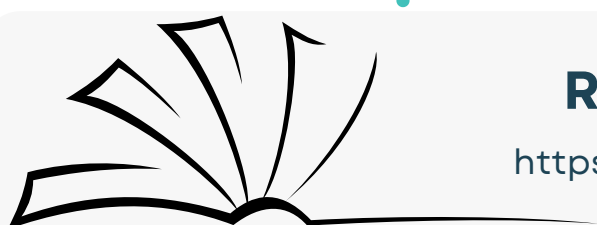
**Spelling** - Memorizing letters, letter shapes, shape of the word (rainbow writing, word searches, writing words 10X each)

Teach phonics explicitly, with many opportunities to practice reading and writing words with the phonics patterns in isolation and in context (decodable texts).

Teach phonics through discovery, incidental instruction, and using leveled texts.

Follow a scope and sequence of skills, using high quality instructional materials.

Randomly teach phonics patterns



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# Do This Not That

## Vocabulary

### Do This

**Explicitly teach** vocabulary words before and after reading a text. Teach the sounds, spelling, meaning, and use of the words. Use pictures and gestures to aid in learning the meaning.

**Model using** new vocabulary in context, through both oral and written language. Then have students use the vocabulary in discussion and writing.

Choose vocabulary words from texts the students are reading.

**Academic Talk** – Use sophisticated language daily in conversations and interactions with students.

**Complex Texts** – Read aloud and have children read challenging texts with academic language and complex vocabulary.

### Not That

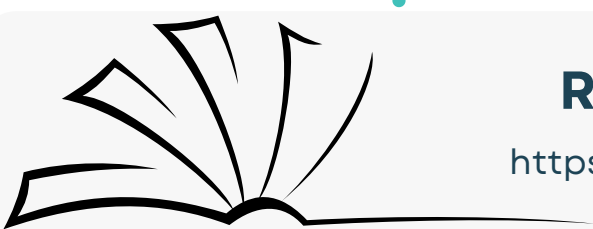
Instruct students to look up all vocabulary in a dictionary or glossary.

Tell students to write words in a sentence after looking them up in a dictionary.

Choose vocabulary words randomly or from a list.

Use simple language and words to make things easier for the child to understand.

Read aloud or have children read only texts with simple language or leveled texts.



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# Do This Not That

## Comprehension

### Do This

Help students to work with **grade level, challenging, complex texts.**

Ask questions based on the text, having students find the answers from within the text(s) first. Then move to connecting the text to their lives, experiences.

Use **text sets (multiple texts on the same topic)** to maximize vocabulary and **background knowledge** growth and build comprehension

Group students based on need for scaffolding of the complex text. Differentiate the scaffolding for each group.

Model the use of multiple strategies (summarizing, questioning, predicting, monitoring) to gain both knowledge and meaning from texts in a text set.

### Not That

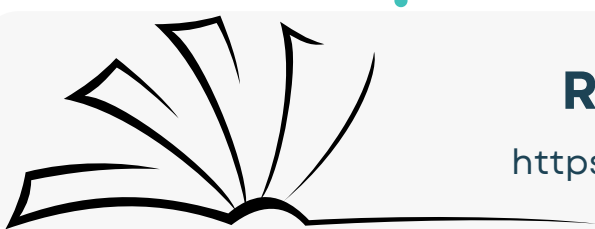
Use leveled texts at their “independent level”

Ask “text to self” questions to start.

Using unrelated texts to practice reading skills/strategies or identify text features or genres

Group students by reading level. Differentiate the level of the text.

Teach students one strategy at a time to use in disconnected texts.



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# Do This Not That

## Fluency

### Do This

Oral reading, with teacher guidance, modeling, and immediate feedback.

Repeated reading of decodable texts (in phonics instruction) and grade level texts with teacher support

Read aloud strategies such as cloze reads, echo reading, and partner reading.

### Not That

Sustained silent reading or drop everything and read

Reading texts at a "good fit" level.

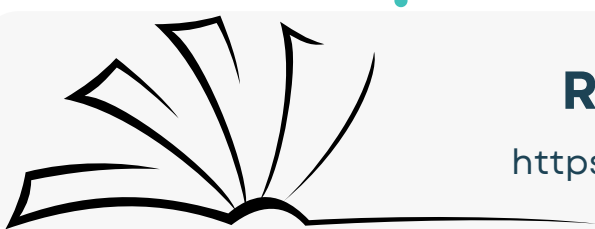
Single reads of a text.

Round robin reading of texts in whole or small groups.

Accuracy

Automaticity

Access Meaning



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## Assessment

### Do This

Use **efficient, valid and reliable screeners** that assess essential literacy skills 3 times a year.

Use data from **informal diagnostic assessments (intervention based diagnostics)** that target specific reading skills to plan instruction.

Use brief, curriculum-based measures to progress monitor interventions every 2-3 weeks.

Make changes to interventions based on the progress monitoring data (time, intensity, type of intervention).

1-minute Oral Reading Fluency CBM. Analyze data for accuracy (percentage of words read correctly), fluency (number of words read), and comprehension (retell).

### Not That

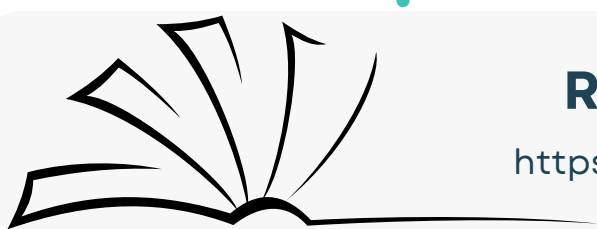
Benchmark assessments that do not have validity and reliability data to validate their use and monopolize significant amounts of instructional time.

- Only use formal diagnostic data for IEP planning
- Use reading levels to plan interventions

- Only assess students 3 times a year (screeners)
- Progress monitor using time-consuming assessments (more than 2-5 minutes)

Keep students in the same interventions all year, without making changes based on the progress monitoring data.

Running records that are based on the 3 Cueing System or assessments that assign students to a reading level



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