

**Reading Toolkit**

**Directions:** Complete various sections of the template for the Topic 2, 3, 5, and 6 assignments. You will complete parts of the “Glossary” section for each topic. Below the “Glossary” section you will also see topic-specific sections that are required. Be sure to scroll to the end of the “Glossary” section to access these additional sections. Read the directions for each section carefully prior to completion.

**Glossary:**

Complete each section of the Glossary of Terms related to language and literacy development. The terms are divided by topic, and you should complete only the terms required for each topic during the assigned topic week. In your own words, provide the definition for each term.

**Topic 2 Glossary Terms**

* Alliteration:
* Onset:
* Phonics:
* Phonological awareness:
* Rime
* Rhyming:
* Scarborough’s Reading Rope:
* Science of Reading:
* Sentence segmentation:
* Syllable:

Stop here. You have completed all of the Topic 2 glossary terms.

**Topic 3 Glossary Terms**

* Decoding:
* Fluency:
* Print concepts:
* Sight word recognition:

Stop here. You have completed all of the Topic 3 glossary terms.

**Topic 5 Glossary Terms**

* Background knowledge:
* Comprehension:
* Text-to-self, text-to-world, and text-to-text strategy:
* Vocabulary:

Stop here. You have completed all of the Topic 5 glossary terms.

**Topic 6 Glossary Terms**

* Figurative language:
* Informational/Expository text:
* Imaginative/Literary text:
* Language structure
* Literacy knowledge:
* Literal language:
* Semantics:
* Syntax:
* Verbal reasoning:

Stop here. You have completed all of the Topic 6 glossary terms.

**Topic 2: Levels of Phonological Awareness Chart**

Using the topic Resources and your own research, complete the chart that identifies the levels of phonological awareness and the age/grade range where students typically demonstrate the milestone skills.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Level** (In one sentence explain the level.) | **Milestone Skills** (Provide 2-3 examples of milestone skills typically exhibited at the level.) | **Age/Grade Range** (List age/grade range when students typically demonstrate the milestone skills.) | **Performance Indicators** (List 2-3 indications that a student may be struggling with the level.) | **Assessments** (List an assessment that can be used to determine whether a student is working toward meeting the milestone skills.) |
| Rhyming and Alliteration |  |  |  |  |
| Sentence Segmentation |  |  |  |  |
| Syllables  |  |  |  |  |
| Onsets and Rimes  |  |  |  |  |
| Phonemic Awareness |  |  |  |  |
| **References:** Cite at least one scholarly resource that supports the chart content. |

**Topic 3: Reading Foundational Skills Chart**

**Directions:**

Using your research and state literacy standards, complete the chart below by providing the following information.

Complete the “Reflection” prompt below the chart.

Support the assignment with three scholarly resources in the “References” section.

* For each of the foundational skills listed, select a K-8 grade level and identify an associated state literacy standard related to each skill.

**NOTE:** Since some skills are specific to early grades and some can transcend grade levels, you may use different grade levels for each of the four foundational skills listed.

* Summarize in general terms the key skills students should be mastering in each of the reading foundational skills areas based on the state literacy standards.
* Identify signs that indicate a student may be struggling with applying a specific foundational reading skill.
* Describe a specific action step that can be taken to help struggling students apply key skills.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Reading Foundational Skills** | **Grade Level** | **State Literacy Standard** | **Summary of Key Skills** | **Signs of Struggle to Apply Key Skills** | **Action Step to Support Application of Key Skills** |
| **Print Concepts** |  |  |  |  |  |
| **Phonological Awareness** |  |  |  |  |  |
| **Phonics and Word Recognition** |  |  |  |  |  |
| **Decoding** |  |  |  |  |  |
| **Reflection:** In no more than 250 words, address the following:* Discuss how foundational skills such as phonological awareness, phonics, word recognition, and print concepts and describe how these components work together to support and increase reading fluency.
* Discuss the long-term consequences of poor reading instruction by identifying three specific challenges middle and high school students can face if they do not master foundational reading skills in Grades K-3.
 |
| **References:** Cite at least one scholarly resource that supports the chart content. |

**Topic 5: Strategies for Activating Background Knowledge and Teaching Vocabulary**

Select either the K-3 or 4-8 grade band and a content area you currently teach or are most interested in teaching and use that information to complete the chart below.

|  |  |
| --- | --- |
| **Grade Band:** | **Content Area:**  |
| **Task** | **Strategy 1** | **Strategy 2** | **Strategy 3** | **Strategy 4** | **Strategy 5** |
| **Activating Background Knowledge**(Describe five grade level appropriate strategies for activating background knowledge.) |  |  |  |  |  |
| **Teaching Vocabulary**(Describe five grade level appropriate strategies for teaching vocabulary.) |  |  |  |  |  |
| **Reflection:** In 250 words, discuss the following.* Explain what research says about the importance of activating background knowledge and teaching vocabulary, and the role that each of these plays in reading comprehension.
 |
| **References:** Cite at least one scholarly resource that supports the chart content. |

**Topic 6: Strategies for Understanding Language Structure, Verbal Reasoning, and Literary Knowledge**

Select either the K-3 or 4-8 grade band and a content area you currently teach or are most interested in teaching and use that information to complete the chart below.

|  |  |
| --- | --- |
| **Grade Band:**  | **Content Area:** |
| **Task** | **Strategy 1** | **Strategy 2** |
| **Syntax and Semantics** (Describe two grade level appropriate instructional activities or strategies that could be used in the content areas to help students understand syntax and semantics.) |  |  |
| **Making Inferences and Figurative Language Devices**(Describe two grade level appropriate instructional activities or strategies that could be used in the content areas to help students make inferences and identify and/or understand figurative language devices.) |  |  |
| **Print Concepts and Types of Text**(Describe two grade level appropriate instructional activities or strategies that could be used in the content areas to help students teach print concepts and distinctions between imaginative/literary and informational/expository text and the purpose of reading.) |  |  |
| **Reflection:** In 250 words, discuss the following.* Discuss why it is important for content area teachers to present information using both informative/expository and imaginative/literary texts.
* Describe how the varied structure of different types of text can help students improve reading comprehension skills.
 |
| **References:** Cite at least one scholarly resource that supports the chart content. |