

# Public Schools of Brookline Tool

## Classroom- and Research-Based Strategies Supplement: Reading

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Listed below are successful teaching strategies. Please check/highlight those you have implemented.

**To improve phonological awareness, the following instruction/activities were delivered 1-1 or in a small group:**

- ☐ Oral rhyming activities
- ☐ Segmenting spoken sentences into words
- ☐ Segmenting spoken words into syllables
- ☐ Identifying and practicing onset and rhyme sounds
- ☐ Identifying spoken words w/ same initial sounds
- ☐ Identifying spoken words w/ same end sounds
- ☐ Blending orally presented phonemes into words
- ☐ Segmenting orally presented words into phonemes

**To improve decoding skills:**

- ☐ Checked vision
- ☐ Presented phonemic awareness activities
- ☐ Used rhyming activities
- ☐ Used multi-sensory or VAKT (visual, auditory, kinesthetic, tactile) instruction
- ☐ Matched letter letters/sounds (initial and final letters)
- ☐ Used blending sounds to read real and nonsense words
- ☐ Used cues for sound blending
- ☐ Used finger/markers for tracking left-to-right
- ☐ Presented and practiced syllabication rules
- ☐ Synthesized words (part of whole)
- ☐ Segmented words (whole to part)
- ☐ Used a variety of texts
- ☐ Used word families
- ☐ Provided opportunities for daily reading
- ☐ Repeated phonic rules verbally (auditory cues)
- ☐ Presented phonic rules on a chart (visual cues)
- ☐ Used log of misread words for practice
- ☐ Used literature-based instruction w/ semantic cues
- ☐ Provided instruction in small groups
- ☐ Provided instruction 1-1
- ☐ Sent home word list for home practice sessions
- ☐ Set up a home reading system w/ parents
- ☐ Used guided reading groups
- ☐ Used read alouds: charts, stories, CVC, CVCe, blends, word families, diphthongs, etc.
- ☐ Paired students for practice reading aloud

**To improve sight word recognition:**

- ☐ Provided flash cards for drill/practice
- ☐ Used configuration cues
- ☐ Sent home word lists for home practice
- ☐ Used language experience/concrete meaning
- ☐ Used a word wall

**To improve reading comprehension skills:**

- Pre-read story to student
- Re-read favorite stories and independent-leveled text
- Read stories w/ predictable text

- ☐ Taught self monitoring
- ☐ Taught use of graphic/semantic organizers
- ☐ Taught use of questions to guide reading
- ☐ Taught ways to generate questions
- ☐ Taught story structures
- ☐ Taught summarization
- ☐ Taught elaboration (prediction, prior knowledge, etc.)
- ☐ Discussed pictures before reading text (visual cues)
- ☐ Had student answer questions orally
- ☐ Had student illustrate sentences or stories
- ☐ Highlighted key concepts in text
- ☐ Had student write sentences for or illustrate reading vocabulary words
- ☐ Had student to list details of story
- ☐ Used sequence pictures then retold story
- ☐ Had student to complete cloze sentences and/or paragraphs
- ☐ Had students finish incomplete stories
- ☐ Used guided reading materials
- ☐ Used high interest texts at instructional and independent reading levels
- ☐ Used supplemental materials/resources (list):

**To improve fluency:**

- ☐ Modeled fluent reading
- ☐ Multiple readings of same text
- ☐ Choral reading
- ☐ Echo reading
- ☐ Shared reading
- ☐ Multiple readings of texts at independent level

**To improve vocabulary acquisition:**

- ☐ Sorted words into basic categories
- ☐ Described common objects
- ☐ Classified categories of words
- ☐ Taught common synonyms and antonyms
- ☐ Used known word in compound word
- ☐ Taught homophones/homographs
- ☐ Used dictionary/thesaurus to locate words meanings
- ☐ Taught strategy of using knowledge of word origins, synonyms, etc. to derive meaning
- ☐ Other strategies, including consultations with other specialists: