



Phonological Awareness Literacy Screening

Pre-K

Kindergarten

Grades 1–3

Choral Reading

Literacy Skills / Oral Reading in Context & Fluency



Materials

1. Overhead transparency or individual copies of a text



Virginia SOLs

1.8, 2.7

Procedure

1. Choose a book or passage that is conducive to reading aloud as a group - typically a story with a repetitive verse or rhyme.
2. Use an overhead projector, or give each student a copy of the book or passage so that every student in the class has access to the text.
3. Read the passage or story to the students.
4. Have all students in the group form a reading chorus and read the story or passage aloud in unison. This exercise can be supportive and encouraging for shy children and struggling readers.



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Paired Reading

Literacy Skills / Oral Reading in Context & Fluency



Materials

1. One struggling reader and one proficient reader
2. Two copies of an interesting reading



Virginia SOLs

1.8, 2.7

Procedure

1. Sit the two students side by side.
2. Give each student a copy of the passage and ask them to read together.
3. When the proficient reader reads, s/he acts as a fluency model. When the less proficient reader reads, the other student is there to provide support.
4. The pairs should be created thoughtfully, with not too great a distance between the students' levels.
5. Keep the pairs together for several weeks before creating new pairs.



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Phonics Phones

Literacy Skills / Oral Reading in Context & Fluency



Materials

1. PVC Pipes



Virginia SOLs

- 1.8, 2.7

Procedure

1. Use PVC pipe corners for students to practice reading familiar texts aloud, thus improving their fluency. By whispering into the pipe, the student's voice is amplified into their ear.



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Poetry Club

Literacy Skills / Oral Reading in Context & Fluency



Materials

1. Various poetry books



Virginia SOLs

1.8, 2.7

Procedure

1. Read aloud several poems to your students and display poetry books throughout the classroom.
2. Give students time to look through the books and select a poem to read to the class. Allow students plenty of time to practice the poem and experiment with different ways of reading it.
3. Students can select a poem on Monday, practice it over the course of the week, and read aloud during Poetry Club on Friday. Post a Poetry Club sign-up sheet where students can choose a time to share their poem.
4. Gather the students during Poetry Club time. Students may include why they chose the poem.



Phonological Awareness Literacy Screening

Pre-K

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Radio Reading

Literacy Skills / Oral Reading in Context & Fluency



Materials

1. Narrative or expository passage
2. Small group of students
3. Objects that provide children with a historical context for radio



Virginia SOLs

1.8, 2.7

Procedure

1. Discuss the content and style of a radio broadcast, emphasizing the importance of listening comprehension and communicating a clear message. You may wish to share a historic broadcast with students and/or find images of children listening to the radio prior to television. Explain that radio, like reading, requires you to use your imagination and visualize images. You may wish to bring in examples of radios today.
2. Distribute the passage and assign a part to each student.
3. Allow students time to practice their part - individually or with a partner.
4. Perform the passage with students reading their assigned parts. There is no need for props or costumes, since this is “radio”.



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Read Around

Literacy Skills / Oral Reading in Context & Fluency



Materials

1. Books, magazines, comics, etc. familiar to students
2. Post-It notes



Virginia SOLs

1.8, 2.7

Procedure

1. Ask students to look through something they have already read to find a favorite sentence or paragraph.
2. Using Post-It notes, students mark the passage. Allow students enough time to practice reading their passage silently or aloud.
3. A student volunteer to reads his/her passage while the other students listen. Instead of calling on students, allow each student to continue the reading with his/her passage as soon as another student finishes. Continue until every student has had a chance to read.
4. After the read around, have students share why they chose their passage.



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Readers Theatre

Literacy Skills / Oral Reading in Context & Fluency



Materials

1. Books or reading passages for students to read



Virginia SOLs

1.8, 2.7

Procedure

1. Select a text that is appropriate for grade level and lends itself to being read aloud by multiple students. Typically, readers theatre should use an independent text.
2. Briefly describe/review the story. Work with students to pick appropriate roles.
3. Students practice reading the script independently (and at home).
4. Explain to students that gestures, props, and movement are not used in Readers Theatre. Instead, the focus is to use one's voice, emotion, and expression.
5. Students practice as a group.
6. When the students are ready, have them perform the story for their classmates.



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Recorded Text

Literacy Skills / Oral Reading in Context & Fluency



Materials

1. Tape player with headphones
2. Audiotape
3. Books or poems appropriate for reading level
4. Microphone



Virginia SOLs

1.8, 2.7

Procedure

1. Record the selected story, indicating when to turn the page.
2. Show students how to read along in the book as they listen to the tape.
3. If you have access to double headphones, two students can listen to and read a story together. Students may benefit from taking the tape and book home for additional practice
4. Students may also record themselves reading a story aloud. It is helpful and exciting for students to hear themselves reading. They can re-record until they are pleased with a final reading.
5. VARIATION: There are a number of software programs that allow students to record their reading on the computer.



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Running Record

Literacy Skills / Oral Reading in Context & Fluency



Materials

1. Running Record form
2. Text for student to read



Virginia SOLs

1.8, 2.7

Procedure

There are two purposes for using a running record: (1) to determine if the material that the student is reading is on an appropriate level, and (2) to see what strategies the student is using to determine unknown words.

1. Select a text that you believe is at the student's instructional level. As the student reads, record his/her performance using either a typed copy of the text or a 100 Word Chart. The Oral Reading in Context QuickCheck includes a great 100 Word Chart template. Use Running Record conventions when scoring. You may find Running Record conventions in the PALS 1-3 Administration and Scoring Guide on page 19.
2. After scoring the running record, calculate the percentage of errors by counting the number of errors and subtracting from 100. This is the student's percentage of accuracy.
3. Determine the student's instructional level using the chart below.

For text above the Preprimer Level	
Independent	98% or above
Instructional	90-97%
Independent	85-90%

Timed Repeated Reading

Literacy Skills / Oral Reading in Context & Fluency



Materials

1. Timed Repeated Reading chart
2. Passage from independent level or familiar text
3. Stopwatch or clock



Virginia SOLs

1.8, 2.7

Procedure

1. Select an easy passage of approximately 100 words.
2. The child reads aloud a selection while the teacher records the time. The student's first or second reading of the passage is to be used as a baseline to chart improvement with each reading.
3. There are many ways to conduct a Timed Repeated Reading:

One minute reading - The student reads for 1 minute. The teacher or partner counts the number of words read during each trial.

Timed Reading - The student reads the same passage each time. The teacher or partner counts how many seconds it took to read the same passage.

Words per minute - Choose a passage. Time the student when s/he reads the passage. To determine WPM, use the total number of words in the passage and multiply this by 60. Take this total and divide by the total number of seconds it took the child to read the passage.

4. The Oral Reading in Context QuickCheck is a great template for recording the student's progress. Children are motivated by and often enjoy personally charting their progress.