



A PROGRAM OF JCRC

Greater Boston Jewish Coalition for Literacy

Literacy Skills via Remote Learning Training by Lenore Metter

Phonemic Awareness

- I. Rhyming
- II. Letter and sound identification
- III. Word games - how many syllables - clap or jump the syllables
- IV. I am thinking of something that starts with

Phonics

- I. Decoding words
 - a. One syllable words - locate the vowel sound- blend the word- finger tap
 - b. Multi syllable words - how to chunk the word,
look for prefixes and suffixes, root word

(Decide whether to come back to this later, or stop at end of page, or just give the word to aid comprehension while reading.)

Vocabulary

- I. Note words while reading - come back to words afterwards to discuss meaning
- II. In conversation - encourage words to expand beyond mad, sad, glad

Fluency

- I. Great time to work on fluency
- II. Note punctuation
- III. Note quotation marks
- IV. Shared reading - model reading with expression
- V. Have child reread a section

Comprehension

Fiction

- I. **Story map**- characters, setting, problem, solution, steps to solution, events in the story
- II. **Retelling of the story** - part of reading assessment
- III. **Prior Knowledge** - Before reading access prior knowledge or make predictions based on pictures and title.
- IV. **Inferences** - While reading make inferences about the character based on what the character is thinking, doing or saying. Great chance to expand vocabulary

V. **Making connections** –

Text to self
Text to text
Text to world

VI. **Questions to Think about** - attachment

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Non-fiction

- I. **Before Reading** - what do you know about.....
- II. **KWL** - Knowledge, Want you know or Wonder about, Learned

III. **Look at text features**

Table of contents
Pictures and captions
Headings and subtitles
Illustrations

IV. What was the **main idea** of a particular section?

What were the details?
What did you learn about....