

Use a Systematic Approach for Accelerated Literacy: Connect Oral Language to Print

Oral language is still the vital foundation needed for a successful literacy program. However, in order to connect oral language to print and accelerate reading development, we **need** a systematic plan of differentiated instruction. With the support of repeated readings, children build fluency and confidence.

Give children meaningful and memorable language as an invitation to read. Teach them to sign and perform the language with confidence. Then plan the environment to systematically support reading behavior until mastery is obtained. Transition from the support of shared and guided reading to individual practice using helpers trained in the Neurological Impress Method (a gradual release of responsibility model). When we teach children to recite, perform and read language with confidence, fluency, and joy these positive beginnings build motivation and reading independence.

1. **Use a Big Book, language chart or pocket chart** with enlarged text to model the strategies that successful readers use. Teach new literacy skills and high-frequency words within the context of the whole piece of language. Focus on one part of the text for explicit instruction and then return to reading/singing/signing the entire text in unison, while tracking the words.
2. **Consider making class books or “poem boards”** for songs and rhymes that are not already available in book format (and easily accessible for classroom reading). 10" x 12" poem boards can be laminated and stored in a “poetry board” box. These can be selected for daily “read to self” time throughout the year by the children, even after newer poems, songs, chants and pledges have replaced earlier language charts in key positions on classroom walls. (Alas, there is never enough wall space!)
3. **Give every child a growing collection of personal Little Books and/or “I Can Read” Notebook** pages of the new language for further reading practice. (**Buddy reading** with a fluent, trained 4th grader is helpful.) Little Books and “I Can Read” Notebooks go home for **family reading**.

Shared Reading → **Guided Reading Practice** → **Independent Rehearsal**



Language is printed on individual word cards that can be manipulated in a pocket chart. Colored acetate overlays high-frequency words. Children recite words in unison. Skills are taught in context.



A class book is made featuring children signing The Pledge of Allegiance. (Notice the spacing between words.) This book is available in the library or the child's book boxes for guided and independent reading.



The same lyrics are also placed in each child's "I Can Read" or "Read Together" Notebook as an anthology page or Little Book so they can be read over and over again with fluency and delight.



What organized system have you developed to accelerate literacy with predictable and memorable print?