



# Literacy Leaders Reaching Readers

Leveled Literacy Intervention Newsletter

## November 2013



Hello everyone!

We made it past our initial selection process, writing RIMP plans, getting started with lessons, parent-teacher conferences and the end of the first grading period! Take a moment to reflect on how much you have already done! You can be very proud of all of those things and much, much more!!

As we move on further with our students, keep in mind that although the lessons are pretty clearly laid out, complete with what to say to the students, you need to consider the strengths and the needs of the particular students in your group. What are they doing well in reading? What are they doing well in writing? Don't spend time on something in a lesson if you know your students don't need practice with that particular skill! Time is precious not only in each and every lesson, but over the course of time the students are spending in the intervention. Don't be afraid to spend more time in one area of the lesson (i.e. familiar reading) if your students have shown a need (fluency).

Remember, you are navigating the students through the program and you are the best person to make the decisions!

Thanks for making a difference each and every day! Beth



### Did you know ???

When taking a running record, only count an error on a character name the **first** time. For example, if a student says "Oscar" instead of "Orson", you would only count that error the first time it happens.



### Question Corner

What is the importance of the "self-correction rate" on the reading record?

We want our readers to check on themselves when they are reading and to notice when they make errors. We do not expect them to read with 100% accuracy and some errors are more significant than others.

A good rule of thumb is if the child's self-correction rate is between 1:2 and 1:4, they are correcting enough errors to probably not interfere with the meaning of the text.

If you have a self-correction rate that is higher OR the student never corrects ANY errors, spend some time with him/her during familiar reading time, helping them to notice when an error is made and help them in ways in which they could correct the error.



## LLI Green Kit

### Writing Procedure Sound Boxes

|   |   |   |     |
|---|---|---|-----|
| s | k | a | t e |
|---|---|---|-----|

written by  
teacher after  
student has  
written all  
sounds

During the Writing About Reading portion of even-numbered lessons, an important component of readers/writers at early levels, is using sound boxes. Simply put, a box is drawn for each SOUND in an unknown word. In Foundations terms, this is the same as the number of "taps" a word would receive.

#### Sound box procedures

1. On the practice page, teacher draws the same number of boxes as sounds (student does not have to tell you how many sounds).
2. Ask the child to say the word slowly.
3. Ask the child "What sound do you hear first?"
4. Continue to have the child write the letters in sequence, with teacher assistance when needed.
5. Have the child run their finger under the completed word as they say it.
6. The child may then write the word in his/her sentence.

\*\*Sound boxes can be used to help students during both dictated writing and independent writing.

|   |   |   |   |   |
|---|---|---|---|---|
| c | h | a | i | r |
|---|---|---|---|---|

### Writing Procedure Letter Boxes

## LLI Blue Kit



During the Writing About Reading portion of even-numbered lessons, students at this level are ready to think about spelling patterns that represent a sound. The boxes are a signal to the writer that more than one letter might be required to represent a sound and that the position of those letters should look like patterns they have seen in other words (i.e. in word work, in Foundations).

#### Letter box procedures

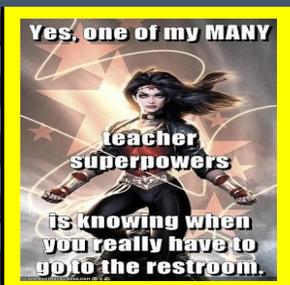
1. On the practice page, teacher draws the same number of boxes as letters (student does not have to tell you how many letters).
2. Ask the child to say the word slowly.
3. Ask the child "What would you expect to SEE first?"
4. Continue to have the child write the letters in sequence, with teacher assistance to consider spelling options for a particular sound (i.e. a-e, -ai, -ay).
5. Have the child run their finger under the completed word and ask "does it look right?" to help them check.
6. The child may then write the word in his/her sentence.

\*\*Letter boxes can be used to help students during both dictated writing and independent writing.



## LLI Orange Kit

"I want to start LLI right now!" Well, you can...kind of. Although you will not have a formal group selected to receive the intervention until later in the year, you can most definitely use the awesome resources the program has right now. Especially helpful as you work your way through introducing all the letters and sounds, are the letter mini-books and My ABC book, both found on the "Lesson Resources" CD and online.



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