

## ***Afterschool Achievers: Reading Club Connections to Reading First***

| Reading First Areas of Instruction*   | <i>Afterschool Achievers: Reading Club</i>  |
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| <p><b>Phonemic Awareness</b><br/>The ability to hear, identify, and manipulate the individual sounds—phonemes—in spoken words. Phonemic awareness is the understanding that sounds of a spoken language work together to make words.</p>  | <p>The lessons that teach phonological and phonemic awareness appear in the Words Games and Building Words strands. Activities such as chanting a rhyme help students develop an appreciation for the sounds in language. Students also learn to clap the syllables in words and match words with the same phonemes. Through these games, students gain awareness of the sounds of language and the phonemes in words.</p>  |
| <p><b>Phonics</b><br/>The understanding that there is a predictable relationship between phonemes—the sounds of spoken language—and graphemes—the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.</p>   | <p><i>Afterschool Achievers: Reading Club</i> provides meaningful phonics lessons in the Building Words strand of the program. Students are asked to build words with letter cards and rearrange words to create new words. They also practice working with words that have the same phonogram. Through these activities students learn their letters and letter sounds.</p>  |
| <p><b>Vocabulary Development</b><br/>Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:</p> <ul style="list-style-type: none"> <li>• <b>listening vocabulary</b>—the words needed to understand what is heard;</li> <li>• <b>speaking vocabulary</b>—the words used when speaking;</li> <li>• <b>reading vocabulary</b>—the words needed to understand what is read;</li> <li>• <b>written vocabulary</b>—the words used in writing.</li> </ul> | <p><i>Afterschool Achievers: Reading Club</i> provides opportunities for children to acquire a large store of words in the Word Games strand of the program; A major purpose of this strand is to help children expand their reading vocabulary. Students expand their vocabulary with activities that ask them to classify words and work with the meaning of words and word parts, antonyms and synonyms, homophones and homographs, and parts of speech and idioms. Students also work together to generate words that describe a character in a story they have just read or explore shades of word meanings in the Word Games section.</p>                                       |
| <p><b>Reading Fluency—<br/>including oral reading skills</b><br/>Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.</p>   | <p>In <i>Afterschool Achievers: Reading Club</i>, Read Out Loud is the strand that helps foster reading fluency. Teachers first model for students how to read fluently and demonstrate how different texts need to be read to best convey the author’s intended meaning. Oral reading is used as a means to help students become more able silent readers; that is, it teaches them how to attend to text features so that when they are reading silently, they will be able to use the features to better comprehend text. Students have frequent practice reading aloud in small groups. (Selections are read several times to help students to build confidence and fluency.)</p> |
| <p><b>Reading Comprehension Strategies</b><br/>Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.</p>   | <p><i>Afterschool Achievers: Reading Club</i> includes lessons in comprehension strategies such as making connections, making predictions, monitoring understanding, summarizing, and visualizing. In the early grade levels, students also learn concepts of print. During the Think About Reading activities, the teacher models for students, leading them to independent use of the given strategy. Students write in response to selections, practice the strategies, and use graphic organizers to aid their comprehension.</p>   |

\*Reproduced from U.S Department of Education, Office of Elementary and Secondary Education. (2002, April). Guidance for the Reading First Program. Available at: <http://www.ed.gov/programs/readingfirst/guidance.pdf>