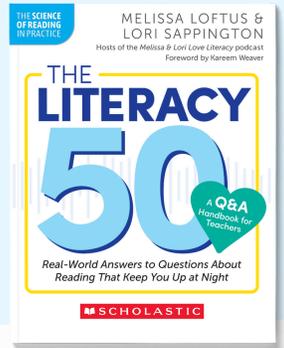


TIPS FROM

# *The Literacy 50:* *A Q&A Handbook for Teachers*



**Should I move away from using leveled texts? What should I do instead?**

**✓ yes!**

- Use complex, grade-level texts
- Scaffold vocabulary, reread, discuss and write

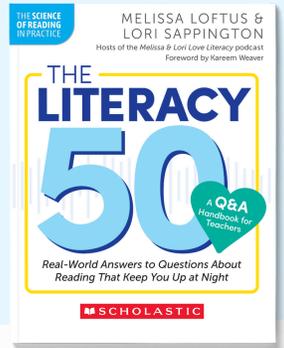


**If students are still learning to decode:**

- Practice with decodable texts
- Avoid too many untaught words
- Engage in read-alouds

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Should I name and show letters when I teach phonemic awareness?

✓ **yes!**

Using letters in phonemic awareness instruction matters more than how often you do the instruction!



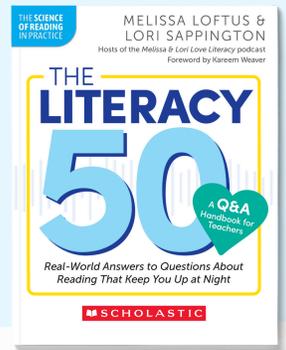
**Teach:**

- Isolating
- Blending
- Segmenting



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Is there a place for sustained silent reading in the school day?

There's no evidence to support SSR. Struggling readers read silently just like they do out loud. The best way to maximize instruction time is with... instruction!

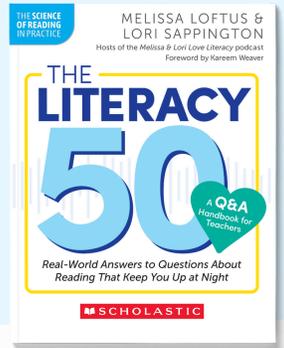
## What can you do instead?

- Read **full-length texts**
- Read **sets of texts on a topic** including novels, articles, essays, videos, posters, songs, maps, and more!



TIPS FROM

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Should I teach strategies in isolation?  
What can I do instead?

**✘** *no!*

Strategy instruction is most effective  
when it's paired with building  
student's knowledge and vocabulary!

Get a copy  
of our book!

