**Examining Textbooks for "The Five Pillars of Literacy Instruction"**

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Name of textbook: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit examined: \_\_\_\_\_\_\_\_\_\_\_\_

**Section 1: The Five Pillars of Literacy:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Phonemic Awareness** | **Phonics** | **Reading Fluency** | **Vocabulary** | **Reading Comprehension** |
| Page number |  |  |  |  |  |
| Total number of activities for this topic |  |  |  |  |  |
| Percentage of coverage |  |  |  |  |  |

**Section 2: EFL specific literacy areas**:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Grammar** | **Speaking** | **Listening** | **Writing** | **Spelling** |
| Page number |  |  |  |  |  |
| Total number of activities for this topic |  |  |  |  |  |
| Percentage of coverage |  |  |  |  |  |

**Total number of activities in the entire unit: \_\_\_\_\_\_**

**To determine the amount of coverage of each if these topics in a textbook the number of activities devoted to each will be divided by the total number of activities in the unit of the textbook. This number will be multiplied by 100 to determine the percentage of coverage.**

**Example:** If the unit contains 30 activities and 5 of those activities are devoted to reading comprehension then calculate as follows: 5 / 30 x 100 = 16.6%

**Phonemic awareness activities** **such as**: identifying sounds at the beginning or end of words; practicing oral rhyming; counting the number of sounds in words; deleting or switching one sound in a word

**Phonics activities such as:** teaching the sounds of the letters; teaching the names of the letters; teaching the sounds of the letter combinations; providing phonic texts for reading practice

**Reading Fluency activities such as:** silent repeated reading of texts (3 times or more); reading of a text aloud by the teacher to expose the pupils to correct punctuation and intonation; reading aloud in pairs or small groups

**Vocabulary activities connected to the topic in the unit such as:** teaching of different types of vocabulary items (single words / chunks of language) connected to the topic in the unit; **connected to phonics such as:** teaching of vocabulary items containing the phonic sounds being taught; **connected to frequent words:** teaching commonly used words that are not directly connected to the topic in the unit (only, just, but, etc.)

**Reading Comprehension activities such as:** identifying the main idea of a text; independent reading of simple texts silently and demonstrating understanding by answering questions orally or in writing; comparing what pupils have read to their own personal experiences or to other things that they have read; making predictions about what will happen next in a text; identifying and describing types of texts

**Grammar activities such as:** teaching and practicing word order in sentences; teaching and practicing prefixes and suffixes; teaching letter/s added to nouns, verbs and adjectives for different grammatical forms; teaching grammar explicitly (explaining the grammar rule and providing practice) and/or implicitly (providing practice and eliciting the grammar rule)

**Speaking activities such as:** having the pupils gather information by walking around and asking their classmates questions; providing the pupils with post speaking tasks that they will be required to do before they do the actual speaking

**Listening activities such as:** having the pupils draw a picture according to a description that they listen to; providing the pupils with post listening tasks that they will be required to do before they do the actual listening

**Writing activities such as:** practicing the shapes of the letters; copying, coloring or dictation of single letters; writing words according to the phonic sounds taught; writing sentences

**Spelling activities such as:** teaching of spelling rules; various dictations to assess spelling of words that have common phonic sounds; writing activities that practice the capitalization and punctuation rules