

F.A.S.T. Reading System Correlated to ELL Best Instructional Practices

Best Instructional Practices	F.A.S.T. Reading System
1. English Language Learners should receive a cognitive linkage between words and meaning.	Vocabulary is developed through visuals (pictures, gestures) and the four-step vocabulary method.
2. Effective instruction for English Language Learners views learning as an active process and teaching as a means of facilitating a student's active processing.	Children are actively involved in hands-on learning through the use of magnetic boards and letter sets.
3. ELLs require direct teaching of cognitive strategies.	F.A.S.T. directly teaches comprehension skills through P3 (picturing, predicting, and paraphrasing). Teachers' Guides to the books develop vocabulary, background knowledge and comprehension strategies.
4. ELLs should have multiple exposures to words.	The F.A.S.T. Readers are correlated to and support all major phonetic concepts. The F.A.S.T. magnetic board provides multiple exposures to words in a short period of time.
5. Technology is very effective for English Language Learners.	An electronic version of the magnetic board effectively reinforces spelling, sounds, and syllables, as well as whole words and complete phrases.
6. ELLs benefit from specific teaching practices.	Incorporates a number of recognized teaching strategies, including total physical response, language experience approach, dialogue journals, and choral and echo reading.

Best Practices in Sheltered Instruction	F.A.S.T. Reading System
1. Instruction design has appropriate learning sequences.	F.A.S.T. provides multiple opportunities for students to process information verbally and nonverbally.
2. Teacher modifies language used during instruction.	F.A.S.T. controls teacher talk to lessen auditory overload.
3. Teacher provides multiple ways for students to participate.	Students actively participate throughout all phases of a F.A.S.T. lesson.
4. Teacher develops and maintains routines.	F.A.S.T follows a set seven-step routine.

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Best Practices in Phonics Instruction	F.A.S.T. Reading System
<p>1. Peregoy states that “a substantial amount of research on native English readers supports the importance of phonics instruction...we believe English language learners will also benefit from phonics instruction, judiciously applied.”</p>	<p>The F.A.S.T. Reading Program recognizes that phonics instruction must be implemented judiciously, with attention to the specific strengths and needs of ELLs.</p>
<p>2. Teach phonics and other word recognition skills in a meaningful context.</p>	<p>Phonetic concepts are applied directly to actual reading.</p>
<p>3. In general, teach spelling patterns, not rules</p>	<p>This is a basic tenet of the F.A.S.T. Reading System.</p>
<p>4. Remember, phonics is a means to an end: comprehension.</p>	<p>F.A.S.T. does not use meaningless drills; it applies the knowledge of phonetic concepts directly and immediately to reading.</p>
<p>5. Special instruction is given to difficult phonemes for the ELL student.</p>	<p>F.A.S.T.’s revised manual has a list of English-Spanish phonemes and incorporates classroom-tested practices on how to teach the phonemes that do not transfer.</p>

References

1. *Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers* (4th Edition), Boyle, O. and Peregoy, S. (2005). White Plains, N.Y.: Allyn and Bacon.
2. *Effective Teaching Principles for English Language Learners*, Waxman, H. and Tellez, K. (2002). University of Texas.
3. *Strategies and Resources for Mainstreamed Teachers of English Language Learners* (2003). Northwest Regional Educational Laboratory.