

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

<b>Best Instructional Practices</b>	<b>F.A.S.T. Reading System</b>
<b>1.</b> 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.
<b>2.</b> 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.
<b>3.</b> 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.
<b>4.</b> 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.
<b>5.</b> 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.
<b>6.</b> 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.

<b>Best Practices in Sheltered Instruction</b>	<b>F.A.S.T. Reading System</b>
<b>1.</b> Instruction design has appropriate learning sequences.	F.A.S.T. provides multiple opportunities for students to process information verbally and nonverbally.
<b>2.</b> Teacher modifies language used during instruction.	F.A.S.T. controls teacher talk to lessen auditory overload.
<b>3.</b> Teacher provides multiple ways for students to participate.	Students actively participate throughout all phases of a F.A.S.T. lesson.
<b>4.</b> 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><b>1.</b> 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><b>2.</b> Teach phonics and other word recognition skills in a meaningful context.</p>	<p>Phonetic concepts are applied directly to actual reading.</p>
<p><b>3.</b> In general, teach spelling patterns, not rules</p>	<p>This is a basic tenet of the F.A.S.T. Reading System.</p>
<p><b>4.</b> 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><b>5.</b> 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.