

Putting Reading First in Maine

Professional Viewing Guide

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Putting Reading First in Maine

Professional Viewing Guide

Introduction

Putting Reading First in Maine is a series of 17 video segments developed through the Maine Department of Education's Maine Reading First Initiative in collaboration with Maine Public Broadcasting Network. The video series was originally designed to be used in conjunction with the Maine Reading First Statewide Course which has been offered at over 80 sites statewide and has engaged over 2,000 Maine educators since 2004. Educators who have previously participated in the Maine Reading First Statewide Course may find it helpful to use this guide with the video segments to review the content of the course. For educators who have not taken the Maine Reading First Course, this viewing guide can be an equally valuable tool as they watch the video segments.

This professional viewing guide includes an overview of each video segment as well as questions to engage viewers in conversations and to extend their thinking. A list of additional resources, including professional literacy texts, children's literature titles, and Internet websites, accompanies each segment section. A description of commonly referred to websites is included at the beginning of the guide. Appendices at the end of the guide contain additional resources that support the content of the video segments.

Educators are encouraged to view these video segments with colleagues in order to collaboratively reflect on how the ideas presented in the segments can be applied to classroom instruction. The opportunity to have conversations with colleagues while watching the videos helps deepen learning and application. The following resources may prove useful in strengthening the learning conversations that occur when viewing of the *Putting Reading First in Maine* video series:

1. Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read K-3*. Washington: The National Institute for Literacy. (This document can be downloaded at no charge at <http://www.nifl.gov/partnershipforreading/publications/k-3.html>)
2. Glaude, C. (2005). *Protocols for Professional Learning Conversations: Cultivating the Art and Discipline*. British Columbia: Connections Publishing.
3. Protocols for learning conversations from the National School Reform Faculty website: <http://www.nsrffharmony.org/protocol/protocols.html>.

The footage for the *Putting Reading First in Maine* video segments was captured in K-3 classrooms throughout the state. Maine Reading First and Maine Public Broadcasting Network would like to thank the following schools for their participation in this videotaping project:

*Boothbay Region Elementary School
James Bean School, Sidney
Norridgewock Central Grade School
Guy E. Rowe School, Norway
Livermore Elementary School
Williams Elementary School, Oakland
Oxford Elementary School
Washburn Elementary School
Farrington Elementary School, Augusta
CHIPPY Center*

Descriptions of Frequently Referred to Website Resources

National Reading Panel

<http://www.nationalreadingpanel.org>

This is the main website of the national panel, convened in 1997, whose task was to assess the effectiveness of various approaches used to teach children to read. The website includes publications and materials (including *The Report of the National Reading Panel: Teaching Children to Read*), press releases and testimony, and frequently asked questions.

Reading First Support

<http://www.ed.gov/programs/readingfirst/support/assistance.html>

This website provides information and resources for teachers, parents, and administrators about the details of Reading First, including background information about scientifically-based reading research (SBRR). The website also includes links to professional development resources, state Reading First websites, and the National Reading Technical Assistance Center.

Maine Reading First

<http://www.maine.gov/education/rf/homepage.htm>

This is the homepage for the Maine Department of Education's Reading First initiative. Information about the initiative, as well as professional development opportunities and archived editions of the electronic newsletter, *Literacy Links*, can be found here along with links to other literacy related websites.

National Institute for Literacy (NIFL)

<http://www.nifl.gov>

The National Institute for Literacy provides information and resources in an effort to improve literacy across the lifespan. It is authorized by U.S. Congress under the following two laws: the Adult Education and Family Literacy Act (AEFLA) and the No Child Left Behind Act (NCLB). The National Institute for Literacy serves as a national resource for literacy and disseminates information on scientifically-based reading research as it applies to the implementation of classroom reading programs. The website provides a wealth of research-based information and resources that are accessible to a wide range of audiences (teachers, parents, administrators, and policy-makers). The website offers links to the following publications:

- *A Child Becomes a Reader: Proven Ideas for Parents from Research—Kindergarten through Grade 3*
- *Put Reading First: The Research Building Blocks for Teaching Children to Read*
- *Put Reading First: Helping Your Child Learn to Read—A Parent Guide*
- *Shining Stars Series—K-3 Students Learn to Read*

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

The United States Department of Education and the Institute for Educational Sciences maintain this website to provide a source of scientific evidence for what works in education. Research, publications, and resources related to variety of literacy topics, including beginning reading, English language learners, early childhood education, and adolescent literacy, can be accessed through this site.

Doing What Works Clearinghouse

<http://dwww.ed.gov/index.cfm>

The United States Department of Education and the Institute for Educational Sciences maintain this website to provide support for how to integrate evidence-based practices into classroom instruction.

Big Ideas in Beginning Reading

<http://reading.uoregon.edu/>

This website is designed to provide information, technology, and resources to teachers, administrators, and parents across the country about the five big ideas in early literacy: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension. The website includes definitions and descriptions of the research and theories behind each of the big ideas, describes how to assess the big ideas, gives information on how to teach the big ideas including instructional examples, and finally, shows how to put it all together in a school.

Florida Center for Reading Research

<http://www.fcrr.org/>

The Florida Center for Reading Research (FCRR) was established in 2002 to conduct and disseminate research on reading development, instruction, and assessment. This site showcases research conducted and resources developed by FCRR. Specific tools include reviews of reading programs and materials, literacy center activities for grades K-5, and instructional planning resources.

Vaughn-Gross Center for Reading and Language Arts

<http://www.texasreading.org/utcrla/>

The Vaughn Gross Center for Reading and Language Arts (VGC) is dedicated to improving the educational outcomes of traditionally underrepresented student populations, such as English learners and students with learning disabilities. This website features VGC's ongoing research, as well as professional development tools and instructional materials.

Center on Instruction

<http://www.centeroninstruction.org/>

The Center on Instruction is a gateway to a collection of scientifically based research and information on K-12 instruction in reading, math, science, special education, and English language learning. Links are provided to topic-based professional development materials, syntheses of recent research, publications, and exemplars of best practices.

Pacific Resources for Education and Learning (PREL)

<http://www.prel.org/services/reading--literacy.aspx>

The Pacific Resources for Education and Learning (PREL) is an independent, non-profit organization whose mission is "Building Capacity through Education". This organization aims to bridge the gap between research and practice. Numerous research-based resources related to literacy instruction and assessment are available through this site.

The International Reading Association

<http://www.reading.org/General/Default.aspx>

Since 1956, IRA has been a nonprofit, global network of individuals and institutions committed to worldwide literacy. More than 85,000 members strong, the Association supports literacy professionals through a wide range of resources, advocacy efforts, volunteerism, and professional development activities.

Literacy Coaching Clearinghouse

<http://www.literacycoachingonline.org/>

The Literacy Coaching Clearinghouse (LCC) is a joint venture of the International Reading Association and National Council of Teachers of English. The LCC's mission is to enhance the important work of literacy coaches, reading coaches, reading specialists, and instructional coaches as they strive to increase the quality of teacher instruction and student achievement. This site contains a wide variety of supportive resources for literacy coaches.

ReadWriteThink

<http://www.readwritethink.org>

ReadWriteThink is a partnership between the International Reading Association (IRA), the National Council of Teachers of English (NCTE), and the Verizon Foundation. It offers a wide array of standards-based lesson plans that meaningfully integrate internet content into the teaching and/or learning experience. Lessons can be selected according to grade band. All site content is organized around *The IRA/NCTE Standards for the English Language Arts*. An important component of ReadWriteThink is an extensive collection of Web resources.

Reading Rockets

<http://www.readingrockets.org/>

Reading Rockets is a national multimedia project offering information and resources on how young kids learn to read, why so many struggle, and how caring adults can help. The Reading Rockets project is comprised of PBS television programs, available on videotape and DVD; online services, including the websites ReadingRockets.org and ColorinColorado.org; and professional development opportunities.

Links Learning

www.linkslearning.org/

LINKS Learning includes electronic resources for kids, teachers, principals, superintendents and parents and is also organized by areas of subject matter content.

Segment #1

Introduction to the Reading First Initiative

Segment length~10 minutes, 40 seconds

Segment Overview

Background information and the underlying principles of the Reading First initiative are introduced and discussed in this segment. In 2000, the National Reading Panel released a report, *Teaching Children to Read*, and identified five essential elements critical for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. An overview of these essential elements is included. Characteristics of effective school-wide literacy programs are also explored in this segment.

Questions and Prompts to Extend Video Viewing

- ✓ Discuss which of the five essential elements of reading are most familiar to you and which ones you are eager to learn more about.
- ✓ Why do you think the characteristics of an effective school-wide literacy program, as outlined in this segment, are important?
- ✓ What are other characteristics of effective school-wide literacy programs? How do these characteristics compare with those of other school-wide initiatives, such as *Response to Intervention* and school improvement planning.
- ✓ Assess your school for the presence of some of the characteristics of effective school-wide literacy programs. Which characteristics can you readily identify in your school? Which characteristics should be considered for future focus?

Sampling of Professional Literacy Texts Focused on the Reading First Initiative

- Block, C.C. & Israel, S.E. (2005). *Reading First and Beyond: The Complete Guide for Teachers and Literacy Coaches*. Thousand Oaks, CA: Corwin Press.
- Burns, M. S., Griffin, P., & Snow, C.E. (1999). *Starting Out Right: A Guide to Promoting Children's Reading Success*. Washington, D.C.: National Academy Press.
- Cummins, C. (2006). *Understanding and Implementing Reading First Initiatives: The Changing Role of Administrators*. Newark, DE: International Reading Association.
- Fielding, L., Kerr, N., & Rosier, P. (2007). *Annual Growth for All Students, Catch-up Growth for Those Who are Behind*. Kennewick, WA: New Foundation Press.
- National Institute of Child Health and Human Development (NICHD). (2000a, December). Report of the National Reading Panel. *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction* (NIH Publication No. 00-4754). Washington, DC: Author.
- Snow, C.E., Burns, M.S., & Griffin, P. (1998). *Preventing Reading Difficulties in Young Children*. Washington, D.C.: National Academy Press.
- Vaughn, S. & Linan-Thompson, S. (2004). *Research-Based Methods of Reading Instruction: Grades K-3*. Baltimore, MD: Association for Supervision and Curriculum Development.

Sampling of Websites Related to the Reading First Initiative

National Reading Panel

<http://www.nationalreadingpanel.org>

Reading First Support

<http://www.ed.gov/programs/readingfirst/support/assistance.html>

Maine Reading First

<http://www.maine.gov/education/rf/homepage.htm>

National Institute for Literacy (NIFL)

<http://www.nifl.gov>

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

Doing What Works Clearinghouse

<http://dww.ed.gov/index.cfm>

Big Ideas in Beginning Reading

<http://reading.uoregon.edu/>

Florida Center for Reading Research

<http://www.fcrr.org/>

Vaughn-Gross Center for Reading And Language Arts at the University of Texas

<http://www.texasreading.org/utclra/>

Center on Instruction

<http://www.centeroninstruction.org/>

The International Reading Association

<http://www.reading.org/General/Default.aspx>

Literacy Coaching Clearinghouse

<http://www.literacycoachingonline.org/>

Segment #2

Literacy Learning Theory

Segment length~14 minutes, 12 seconds

Segment Overview

This video segment explores elements related to effective literacy learning. The conditions necessary for literacy learning, as identified by Brian Cambourne (1988), are shared. The concepts of systematic and explicit instruction are also defined and illustrated. When students are learning a new skill, the teacher provides a high level of support, or scaffolding, and then gradually reduces the level of assistance as students become more independent. This process of scaffolding is outlined with an example of young children learning to ride a bike and an instructional lesson from the classroom.

Additionally, details about assessment are introduced in this segment. The primary goal of assessment is to guide and inform instruction. There are four types of assessment which can be used to determine next instructional steps: screening, diagnostic, progress monitoring, and outcome assessments. Examples of assessment tools which can be classified under each of these four types are shared in this segment and will be demonstrated in greater detail in subsequent segments.

Questions and Prompts to Extend Video Viewing

- ✓ As you think about the two video examples of scaffolding, what characteristics of systematic and explicit instruction were demonstrated?
- ✓ Think about a new skill you have recently learned. How did the presence or absence of scaffolding during your learning experiences help or hinder your mastery of the new skill?
- ✓ Think of a reading skill you frequently teach. Describe how you scaffold students as they work to master this skill.
- ✓ Discuss reasons why using four types of ongoing assessment may be more valuable than relying on one type. What other assessment measures help inform your ongoing literacy instruction?

Sampling of Professional Literacy Texts Focused on Literacy Learning Theory and Assessment

- Dorn, L., French, C., & Jones, T. (1998). *Apprenticeship in Literacy: Transitions Across Reading and Writing*. York, ME: Stenhouse.
- Dorn, L. & Soffos, C. (2001). *Shaping Literate Minds: Developing Self-Regulated Learners*. Portland, ME: Stenhouse.
- Hoover, J. (2009). *RTI Assessment Essentials for Struggling Learners*. Thousand Oaks, CA: Corwin Press.
- Hosp, M., Hosp, J., and Howell, K. (2007). *The ABCs of CBM: A Practical Guide to Curriculum Based Measurement*. New York, NY: The Guilford Press.
- McKenna, M. & Stahl, K. (2009). *Assessment for Reading Instruction, 2nd edition*. New York, NY: The Guilford Press.
- Wilhelm, J., Baker, T., & Hackett, J.D. (2001). *Strategic Reading: Guiding Students to Lifelong Literacy*. Portsmouth, NH: Boynton/Cook.

Sampling of Websites Focused on Literacy Learning Theory and Assessment

Literacy Links, monthly electronic newsletter from Maine Reading First

<http://www.maine.gov/education/rf/newsletters.htm>

The following editions have information pertaining to learning theory and assessment:

- December 2005, DIBELS Assessment
- January 2006, DIBELS Assessment
- November 2006, Assessment to Guide Instruction
- March 2007, Explicit Instruction
- September 2007, Systematic Instruction
- March 2009, Universal Screening and Ongoing Progress Monitoring

Reading First Notebook

<http://www.sedl.org/pubs/catalog/items/read100.html>

The *Reading First Notebook* is an electronic newsletter produced for the Reading First initiative. Several editions include articles pertaining to assessment and can be downloaded from this site.

- *Winter, 2004*
- *Winter, 2006*
- *Summer, 2006*

FCRR (Florida Center for Reading Research) Instructional Routines

<http://www.fcrr.org/assessment/et/routines/routines.html>

The Instructional Routines are provided for use during small group instruction. Choose the routines for each small group based on student needs by reading component and grade level. These routines utilize a variety of common classroom materials.

The IRIS Center for Training Enhancements

<http://iris.peabody.vanderbilt.edu/>

The IRIS Center is a national center that aims to provide high-quality resources for college and university faculty and professional development providers about students with disabilities. The IRIS provides numerous professional development tools related to research-based literacy instruction, including online modules, case studies, and informational briefs. Several of these resources provide information related to learning theory and assessment.

CAST (Center for Applied Special Technology)

http://www.cast.org/publications/ncac/ncac_explicit.html

This site provides a clear overview of the components of systematic and explicit instructional pedagogy, as well as a number of web-links and research references.

Segment #3

Oral Language Development

Segment length~9 minutes, 27 seconds

Segment Overview

Oral language is a critical foundation for success with literacy. This segment begins by sharing examples of how and when babies learn to talk from birth to 24 months and beyond. The connection of oral language development to reading and writing development is explained next. Possible methods teachers can use to create language-rich environments are also shared.

Questions and Prompts to Extend Video Viewing

- ✓ Think about a young child you have known. Where would you classify this child's language development based on the information and examples shown in this video segment?
- ✓ Share your observations about how oral language is connected with reading and writing development as demonstrated by the video examples.
- ✓ Describe an experience working with a student whose oral language development has either positively or negatively impacted his/her reading and writing development.
- ✓ Think about ways in which you promote oral language use in your classroom. Share some examples. What are some additional strategies you would like to try?

Sampling of Professional Literacy Texts Focused on Oral Language

- Apel, K. & Masterson, J. (2001). *Beyond Baby Talk: From Sounds to Sentence—A Parent's Guide to Language Development*. California: Prima Publishing.
- Burns, M.S., Griffin, P., & Snow, C.E. (1999). *Starting Out Right: A guide to Promoting Children's Reading Success*. Washington, D.C.: National Academy Press.
- Isreal, S. (2008). *Early Reading First and Beyond: A Guide to Building Early Literacy Skills*. Thousand Oaks, CA: Corwin Press.
- Phenix, J. (2005). *Talking, Writing, and Thinking About Books: 101 Ready-to-Use Classroom Activities that Build Reading Comprehension*. Portland, ME: Stenhouse Publishers.
- Roskos, K., Tabors, P., and Lenhart, L. (2009). *Oral Language and Early Literacy in Preschool: Talking, Reading, and Writing*. Newark, DE: International Reading Association.
- Smith, P. (2001). *Talking Classrooms: Shaping Children's Learning Through Oral Language Instruction*. Newark, DE: International Reading Association.
- Snow, C.E., Burns, M.S., & Griffin, P. (1998). *Preventing Reading Difficulties in Young Children*. Washington, D.C.: National Academy Press.

Sampling of Children's Literature Titles Focused on Oral Language

- Aylesworth, J. (1992). *Old Black Fly*. NY: Holt.
- Brown, M. (1947). *Goodnight Moon*. NY: HarperCollins.
- Cousins, L. (1989). *The Little Dog Laughed and Other Nursery Rhymes*. NY: Dutton.
- Galdone, P. (1968). *Henny Penny*. NY: Clarion.
- Hutchins, P. (1968). *Rosie's Walk*. NY: Simon and Schuster.

Johnson, C. (1955). *Harold and the Purple Crayon*. NY:HarperCollins.
Jonas, A. (1983). *Round Trip*. NY:Greenwillow.
Keats, E. (1962). *The Snowy Day*. NY:Viking.
Martin, B. & Archambault, J. (1989). *Chicka Chicka Boom Boom*. NY:Simon and Schuster.
Nelson, D.B. (2004). *My Teacher Likes to Say*. Chelsea, MI: Sleeping Bear Press.
Nelson, D.B. (2003). *My Momma Likes to Say*. Chelsea, MI: Sleeping Bear Press.
Ringgold, C. (2002). *Cassie's Word Quilt*. NY:Random House.
Suess (1960). *Horton Hatches the Egg*. NY:Random House.

Sampling of Website Resources Focused on Oral Language

Doing What Works

<http://dww.ed.gov/>

Reading Rockets

<http://www.readingrockets.org/>

National Early Literacy Panel Reports

<http://www.nifl.gov/earlychildhood/NELP/NELPreport.html>

The National Early Literacy Panel (NELP) was convened in 2002 to conduct a synthesis of the scientific research on the development of early literacy skills in children ages zero to five. Summaries of the research findings on early literacy development, including oral language, can be located through this site.

Raising Readers

<http://www.raisingreaders.net/>

Raising Readers is a Maine based organization dedicated to promoting literacy with children ages birth to five. This site has many resources for parents and educators related to oral language development, including a listing of children's literature that can be searched by topics of interest.

Child Development Institute

http://www.childdevelopmentinfo.com/development/langauge_development.shtml

The Child Development Institute provides research and resources on a number of child development topics, including oral language development.

Schools Moving Up

<http://www.schoolsmovingup.net>

Schools Moving Up, a WestEd initiative, helps schools and districts address the challenge of raising student achievement. In an interactive web format, Schools Moving Up offers resources to help education professionals make sound decisions and take action in their school reform efforts. Research articles and webinars related to many educational topics, including language development, can be located at this site.

Segment #4

Reading and Writing Development

Segment length~12 minutes, 37 seconds

Segment Overview

This segment begins with a description of the three sources of information, or cueing systems (meaning, structure, and visual), which proficient readers use to make sense of text. The four stages of reading and writing development (emergent, beginning, transitional, and fluent) are then identified, described, and illustrated. Suggested activities which parents and teachers can do to support students' development at each stage are shared. Connections between reading and writing development at each stage are also highlighted.

Questions and Prompts to Extend Video Viewing

- ✓ Discuss the implications of understanding the characteristics of the stages of reading and writing development on classroom instruction.
- ✓ Discuss instructional techniques for scaffolding children's learning at the various developmental stages.
- ✓ Evaluate the examples of teaching shown on the video. Can you think of other explicit ways to teach each instructional strategy?
- ✓ Identify the developmental stage of the students with whom you work. Share a new practice you learned from the video which would support students' development.
- ✓ Think about the reciprocal relationship between reading and writing. How can this reciprocity be supported with classroom instruction?
- ✓ Discuss examples in the video and extend your thinking with ideas you'd like to try.

Sampling of Professional Literacy Texts Focused on Reading and Writing Development

- Adams, M. (1990). *Beginning to Read: Thinking and Learning about Print*. Champaign, IL: Center for the Study of Reading.
- Braunger, J. & Lewis, J. P. (2005). *Building a Knowledge Base in Reading (2nd Ed.)*. Newark, DE: International Reading Association.
- Burns, M. S., Griffin, P., & Snow, C.E. (1999). *Starting Out Right: A Guide to Promoting Children's Reading Success*. Washington, D.C.: National Academy Press.
- Chall, J.S. (1996). *Stages of Reading Development*. Orlando, FL: Harcourt.
- Clay, M. (2001). *Change Over Time in Children's Literacy Development*. Heinemann.
- Diller, D. (2007). *Making the Most of Small Groups: Differentiation for All*. Portland, ME: Stenhouse.
- Dorn, L., French, C., & Jones, T. (1998). *Apprenticeship in Literacy: Transitions Across Reading and Writing*. York, ME: Stenhouse.
- Gansky, K. (2000). *Word Journeys*. New York, New York: The Guilford Press.
- McCarrier, A, Fountas, I, & Pinnell, GS. (1999). *Interactive Writing*. Portsmouth, New Hampshire: Heinemann.
- Miller, D. (2002). *Reading with Meaning*. Portland, Maine: Stenhouse.

- Routman, R. (2007). *Teaching Essentials: Expecting the Most and Getting the Best from Every Learner, K-8*. Portsmouth, New Hampshire: Heinemann.
- Spandel, V. (2008). *Creating Young Writers: Using the Six Traits to Enrich Writing Process in Primary Classrooms*. Boston, MA: Pearson.

Sampling of Children's Literature Titles Focused on the Joys of Reading and Writing

- Auch, M.J. & Auch, H. (2003). *Souperchicken*. New York: Holiday House.
- Bertram, D. (2003). *The Best Place to Read*. New York: Random House.
- Bertram, D. (2005). *The Best Time to Read*. New York: Random House.
- Gifford, P. (2007). *Moxy Maxwell Does Not Love Stuart Little*. Schwartz & Wade.
- Haseley, D. (2002). *A Story for Bear*. New York: Harcourt, Inc.
- Hill, S. (2001). *Stuart at the Library*. New York: HarperCollins Publishers.
- Lies, B. (2008). *Bats at the Library*. New York: Houghton Mifflin Co.
- Marshall, R. & Delessert, E. (2004). *I Hate to Read*. Creative Paperbacks.
- Numeroff, L. (2008). *If You Give a Cat a Cupcake*. New York: HarperCollins Publishers.
- Parr, T. (2005). *Reading Makes You Feel Good*. New York: Little, Brown, and Company.
- Scotton, R. (2008). *Splat the Cat*. New York: HarperCollins Publishers.
- Sierra, J. (2008). *Born to Read*. New York: Alfred A. Knopf.
- Sierra, J. (2004). *Wild About Books*. New York: Alfred A. Knopf.

Sampling of Website Resources Focused on Reading and Writing Development

Pacific Resources for Education and Learning
<http://www.prel.org/services/reading--literacy.aspx>

Reading Rockets
www.readingrockets.org/

Links Learning
www.linkslearning.org/

ReadWriteThink
<http://www.readwritethink.org>

The Literacy Web at the University of Connecticut
<http://www.literacy.uconn.edu/index.htm>

The Literacy Web, created by Dr. Donald J. Leu and Julie Coiro at the University of Connecticut, is designed to promote the use of the Internet as a tool to assist classroom teachers in their search for best practices in literacy instruction, including the new literacies of Internet technologies. There are links to current research and theory that supports traditional and new literacy practices for students at all grade levels.

Segment #5

Instructional Frameworks for Comprehensive Literacy Programs

Segment length~15 minutes, 17 seconds

Segment Overview

A comprehensive literacy program includes four types of reading and four types of writing:

Comprehensive Reading Program	Comprehensive Writing Program
1. read aloud	1. write aloud
2. shared reading	2. shared and interactive writing
3. guided reading	3. writing workshop (can include guided writing and 1:1 writing conferences)
4. independent reading	4. independent writing

The process of scaffolding instruction is a critical element within a comprehensive literacy program because teachers vary the amount of support they provide students depending on the type of instruction (whole group, small group, individual) and the needs of the students based on assessments.

Read aloud and write aloud involve the highest level of teacher support whereas independent reading and writing provide limited teacher support and full student participation. Shared and guided instruction, using the gradual release model, result in increasingly less support given by the teacher. During independent reading and writing, teachers continue to offer feedback as necessary, but students direct their own learning which is the fundamental goal of literacy instruction.

Examples of the different components within a comprehensive literacy program are included in this video segment. The guided reading lessons from both grade 1 and grade 3 classrooms are included in order to compare the design of this type of instruction across grade levels.

Questions and Prompts to Extend Video Viewing

- ✓ Share observations about similarities and differences between the two guided reading lessons.
- ✓ Select a component of a comprehensive reading program you utilize frequently in your classroom and share some tips for successful implementation including how you differentiate instruction for all readers.
- ✓ With a partner, take a look at your daily schedules and check to be sure all of the comprehensive literacy components are included. If not, add the missing components into your daily routines and give it a go back in your classrooms.
- ✓ Reflect on the level of scaffolding you include within each of the different components of a comprehensive literacy program. Are there refinements you would like to make?

Sampling of Professional Literacy Texts Focused on Comprehensive Literacy Programs

Diller, D. (2007). *Making the most of small groups: Differentiation for all*. Portland, ME: Stenhouse
Dorn, L., French, C., & Jones, T. (1998). *Apprenticeship in Literacy: Transitions Across Reading and Writing*. York, ME: Stenhouse.

- Fountas, I.C. & Pinnell, G.S. (1996). *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.
- McCarrier, A., Fountas, I.C. & Pinnell, G.S. (2000). *Interactive Writing*. Portsmouth, NH: Heinemann.
- Parke, B. (2000). *Read It Again: Revisiting Shared Reading*. Portland, ME: Stenhouse Publishers.
- Routman, R. (2003). *Reading Essentials: The Specifics You Need to Teach Reading Well*. Portsmouth, NH: Heinemann.
- Schulman, M.B. & Payne, C.D. (2000). *Guided Reading: Making It Work*. New York: Scholastic.
- Spandel, V. (2008). *Creating Young Writers: Using the Six Traits to Enrich Writing Process in Primary Classrooms*. Boston, MA: Pearson.
- Trelease, J. (2006). *The Read Aloud Handbook (6th edition)*. Penguin.
- Walpole, S., McKenna, M. (2009). *How to plan differentiated reading instruction: Resources for grades K-3*. NY: Guilford Press.

Sampling of Children's Literature Titles Focused on the Joys of Reading and Writing

- Creech, S. (2001). *Love that Dog*. New York: Harper Collins.
- Garland, M. (2006). *Miss Smith Reads Again*. New York: Dutton Children's Books.
- Garland, M. (2003). *Miss Smith's Incredible Storybook*. New York: Dutton Children's Books.
- Linch, T. (2000). *My Duck*. New York: Scholastic.
- McGee, M. & Beck, I. (2006). *Winston the Book Wolf*. New York: Walker and Company.
- McPhail, D. (1984). *Fix It*. New York: Penguin Putnam Books.
- Sierra, J. (2004). *Wild About Books*. New York: Alfred A. Knopf Books.

Sampling of Websites Focused on a Comprehensive Literacy Program

Literacy Links, monthly electronic newsletter from Maine Reading First

<http://www.maine.gov/education/rf/newsletters/index.html>

The following archive editions provide additional information on the content in this video segment:

- March, 2006, Interactive Read Aloud
- September, 2006 Shared Reading
- Feb 2006, Literacy Centers
- Nov 2006, Using Assessment to Guide Instruction

Into the Book

<http://reading.ecb.org/>

This site has interactive resources for teachers and students, mainly pertaining to comprehension, but also contains downloads related to the gradual release of responsibility model.

National Institute for Literacy

<http://www.nifl.gov/>

Center on Instruction

<http://www.centeroninstruction.org/index.cfm>

Reading First Support

<http://Ed.gov/programs/readingfirst/support/assistance.html>

Florida Center for Reading Research

<http://www.fcrr.org/>

Segment #6

Classroom Environments

Segment length~10 minutes, 27 seconds

Segment Overview

Effective classroom design supports literacy learning because it enables students to become independent, self-regulated learners who take ownership for achieving their own learning goals. Arrangement of the classroom environment should promote active engagement and cooperative learning while also accommodating the following grouping structures for instruction:

- whole group,
- small group, and
- independent.

In addition to the physical arrangement of the classroom, this video segment also illustrates considerations for the organization of literacy materials, classroom library, and literacy centers. A well-stocked classroom library includes plenty of books representative of a variety of genres (fiction, nonfiction, poetry, etc.) and types (books, magazines, newspapers, etc.). Various examples of literacy centers and samples of workboards to guide students' rotation through literacy centers are shared. Classroom tours in grade 1 and grade 3 conclude this video segment.

Questions and Prompts to Extend Video Viewing

- ✓ Describe the design of your classroom environment to a colleague. Is there an area of your classroom that you would like to redesign to create a better flow or make materials more accessible to students?
- ✓ Describe the design of your classroom library to a colleague. How can you use the information and examples from the video to reorganize your classroom library?
- ✓ Using the [classroom library checklist](#) (Appendix A), reflect on the organization, accessibility and design of your classroom library.
- ✓ Share observations about the design and use of literacy centers in the two classroom tours. How did the teachers on the video utilize a center board to direct their students? How would you organize your students for literacy centers?
- ✓ Share examples of literacy centers that connect with the five essential elements. How could centers be differentiated to meet the learning goals of all students?

Sampling of Professional Literacy Texts Focused on Classroom Design (including literacy centers and nonfiction)

- Diller, D. (2008). *Spaces & Places: Designing Classrooms for Literacy*. Portland, ME: Stenhouse Publishers.
- Diller, D. (2007). *Making the Most of Small Groups: Differentiation for All*. Portland, ME: Stenhouse Publishers.
- Diller, D. (2005). *Practice with Purpose: Literacy Work Stations for Grades 3-6*. Portland, ME: Stenhouse.
- Diller, D. (2003). *Literacy Work Stations: Making Centers Work*. Portland, ME: Stenhouse Publishers.
- Duke, N.K. & Bennett-Armistead, S. (2003). *Reading and Writing Informational Text in the Primary Grades*. New York: Scholastic.

- Hoyt, L. (2002). *Make It Real: Strategies for Success with Informational Texts*. Portsmouth, NH: Heinemann.
- Kristo, J. & Bamford, R. (2004). *Nonfiction in Focus*. New York: Scholastic.
- Kristo, J. & Bamford, R. (2003). *Making Facts Come Alive: Choosing and Using Quality Nonfiction*. Norwood, MA: Christopher-Gordon Publishers.
- Morrow, L.M. (2002). *The Literacy Center: Contexts for Reading and Writing*. Portland, ME: Stenhouse.
- Southall, Margo. (2007). *Differentiated Literacy Centers: 85+ Leveled Activities-With Reproducible Planning Sheets and Student Pages-to Support Centers in Fluency, Reading Comprehension, and Word Study*. New York: Scholastic.
- Tyner, B. (2003). *Small Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers*. Newark, DE: International Reading Association.

Sampling of Websites Focused on Elements of Classroom Environments

**The Florida Center for Reading Research
K-5 Literacy Centers and Instructional Routines**
<http://www.fcrr.org/SCASearch/>

Hundreds of student center activities, as well as small group instructional routines, for grades K-5 are available for free download.

**The Florida Center for Reading Research
Principal Reading Walkthrough Checklists**
<http://www.fcrr.org/Curriculum/curriculum.htm#Principal>

Walkthrough checklists that can be used in grades K-5 are available free at this link.

***Literacy Links*, monthly electronic newsletter from Maine Reading First**
<http://www.maine.gov/education/rf/newsletters.htm>

The following archive editions provide additional information pertaining to the content of this video segment:

- February, 2006 (literacy centers)
- April, 2006 (nonfiction)
- May, 2006 (word walls)
- June, 2006 (classroom design)
- January, 2007 (selecting quality children's books, part 1)
- February, 2007 (selecting quality children's books, part 2)
- May/June, 2007 (grouping for instruction)
- November, 2007 (managed independent practice)
- May/June, 2009 (purposeful text selection)

Reading First Notebook
<http://www.sedl.org/pubs/catalog/items/read100.html>

The *Reading First Notebook* is an electronic newsletter produced for the Reading First initiative. Several editions include articles pertaining to assessment and can be downloaded from this site.

- *Spring, 2006*

Segment #7

Phonological and Phonemic Awareness Research and Assessment

Segment length~11 minutes, 26 seconds

Segment Overview

Phonological awareness is the awareness of sounds in oral language. Phonological awareness is a broader label which includes rhyming, alliteration, and awareness of sounds at the sentence, word, and syllable level. Phonemic awareness is a sub-skill of phonological awareness. Phonemic awareness involves the ability to identify, segment, blend, and manipulate individual sounds (or phonemes) in words. Examples of phonological and phonemic awareness skills are shared in this segment. Three assessments for phonological and phonemic awareness are also demonstrated in this video segment: DIBELS Initial Sound Fluency (ISF), DIBELS Phoneme Segmentation Fluency (PSF), and the Kirwan Assessment.

Questions and Prompts to Extend Video Viewing

- ✓ Discuss ways in which phonemic awareness skills support children's reading and writing development across the K-3 grade span.
- ✓ Consider the value in using a variety of phonological awareness assessment tools which measure different sub-skills of phonological and phonemic awareness.
- ✓ Reflect on the level of phonological and phonemic awareness knowledge of your students. What would be the most appropriate next step for instruction?
- ✓ Which levels of phonological and phonemic awareness do you feel you address regularly in your classroom? Which levels do you feel need more instructional attention?
- ✓ How can you help children connect what they are learning about phonological awareness to reading and writing?

Segment #8

Phonological and Phonemic Awareness Instructional Strategies

Segment length~14 minutes, 58 seconds

Segment Overview

The research on phonological and phonemic awareness is reviewed and suggestions for effective instruction targeting these areas are identified and illustrated. Phonological and phonemic awareness instruction should be playful and it can be valuable to use children's literature and student names to target the various sub-skills. Phonological and phonemic awareness are typically only a focus of instruction in Kindergarten and grade 1 (refer to the chart included below).

Changing Emphasis of the Essential Elements of Reading

Element	K	1	2	3
Phonological Awareness				
Phonics	Letter Sounds and Combinations		Multisyllables	
Fluency				
Vocabulary	Listening			
	Reading			
Comprehension	Listening			
	Reading			

The following instructional strategies for phonological and phonemic awareness are illustrated in this segment:

- rhyming in a Kindergarten classroom
- discrimination tasks in a Kindergarten classroom
- identifying phonemes in two Kindergarten classrooms
- segmenting syllables in two Kindergarten classrooms
- segmenting phonemes in a Kindergarten classroom using sound boxes
- substituting phonemes in a Kindergarten classroom

Questions and Prompts to Extend Video Viewing

- ✓ Discuss how the progression of instructional activities included in this video segment corresponds to the process of scaffolding.
- ✓ Identify and share the components of the lesson on segmenting phonemes which make this lesson explicit.
- ✓ Select an instructional activity which you would like to try out with a student (or group of students). Share why you think this activity would be appropriate and how you plan to implement it with the student(s).
- ✓ Discuss the importance of making sure students master the simpler levels of phonological awareness before teaching more complex skills.
- ✓ How can you help children connect what they already understand about phonological awareness to reading and writing text?

Sampling of Professional Literacy Texts Focused on Phonological and Phonemic Awareness

Adams, M.J., Foorman, B., Lundberg, I., & Beeler, T. (1997). *Phonemic Awareness in Young Children: A Classroom Curriculum*. Baltimore, MD: Brookes Publishing.

Beck, I. *Making Sense of Phonics: The Hows and Whys*. New York: The Guilford Press.

Blevins, W. (1999). *Phonemic Awareness Activities for Early Reading Success*. New York: Scholastic.

Ericson, L. & Juliebo, M. (1998). *The Phonological Awareness Handbook for Kindergarten and Primary Teachers*. Newark, DE: International Reading Association.

Gillon, G.T. (2004). *Phonological Awareness: From Research to Practice*. New York: The Guilford Press.

Lane, H. (2003). *Phonological Awareness Assessment and Instruction: A Sound Beginning*. Boston, MA: Allyn and Bacon.

- Love, E. (1996). *A Sound Way: Phonics Activities for Early Literacy*. Ontario: Pembroke Publishers.
- McLaughlin, M., & Fisher, L. (2006). *Research-Based Reading Lessons for K-3: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*. New York: Scholastic.
- Opitz, M. (2000). *Rhymes and Reasons: Literature and Language Play for Phonological Awareness*. Portsmouth, NH: Heinemann.
- Wagstaff, J. (2001). *Irresistible Sound-Matching Sheets and Lessons that Build Phonemic Awareness*. New York: Scholastic.
- Yopp, H.K. & Yopp, R. (1996). *Oo-pples and Boo-noo-noos: Songs and Activities for Phonemic Awareness*. Orlando, FL: Harcourt Brace and Company.

Sampling of Children's Literature Titles Focused on Phonological and Phonemic Awareness

- Base, G. (1997). *Animalia*. New York: Penguin Putnam Books.
- Degan, B. (1995). *Jamberry*. New York: HarperCollins Publishers.
- Fleming, D. (1993). *In the Small, Small Pond*. New York: Henry Holt and Co.
- Fleming, D. (1995). *In the Tall, Tall Grass*. New York: Henry Holt and Co.
- Lester, H. (2002). *Hooway for Wodney Wat*. New York: Scholastic.
- Most, Bernard. (1980). *There's an Ant in Anthony*. New York: HarperCollins Publishers.
- Obligado, L. (1983). *Faint Frogs Feeling Feverish*. New York: Viking Press.
- Silverstein, S. (2005). *Runny Babbit: A Billy Sook*. New York: HarperCollins Publishers.
- Slepian, J. & Seidler, A. (2001). *The Hungry Thing*. New York: Scholastic.
- Wilbur, R. (2001). *The Disappearing Alphabet*. Orlando, FL: Harcourt Brace & Company.
- Wilcox, L. (2005). *Falling for Rapunzel*. New York: Scholastic.

Sampling of Websites Focused on Phonological and Phonemic Awareness

Big Ideas in Beginning Reading

<http://reading.uoregon.edu>

Literacy Links, monthly electronic newsletter from Maine Reading First

<http://www.maine.gov/education/rf/newsletters/index.html>

The following editions provide details on phonemic awareness.

- September, 2005
- December, 2007

Reading First Notebook

<http://www.sedl.org/pubs/catalog/items/read100.html>

The *Reading First Notebook* is an electronic newsletter produced for the Reading First initiative. One edition includes articles pertaining to phonemic awareness and can be downloaded from this site.

- *Winter, 2006*

LINKS Learning

http://www.linkslearning.org/Teachers/2_Reading/index.html

Read, Write, Think

<http://www.readwritethink.org>

Starfall

<http://www.starfall.com>

Starfall reading is designed to be fun, exciting, and to instill confidence in young children as they learn to read. The website was created by carefully observing the way children learn using a computer. The scientific, research-based reading materials and activities are modeled on phonemic awareness, systematic phonics, vocabulary, fluency, and comprehension. See online: [Starfall ABCs](#). Children click on the letters in any order to see, hear, and manipulate the sounds and letters of the alphabet.

DIBELS Interventions Electrified

<http://www.teachers.cr.k12.de.us/~galgano/dibel2.htm>

This website was developed by a technology resource teacher and includes links to several interactive and web-based activities sorted by the skills assessed within the following DIBELS tasks focused on phonemic awareness—Initial Sound Fluency and Phoneme Segmentation Fluency.

Segment #9

Phonics Research and Assessment

Segment length~15 minutes, 12 seconds

Segment Overview

An introduction to systematic and explicit phonics instruction is provided in this segment. Phonics instruction targets the alphabetic principle (the relationship between letters and their sounds). Phonics skills move in a sequential order from simple to more complex. Therefore, in order to make instruction most effective, teaching of phonics skills should be systematic so simpler skills (for example—vowel sounds) are mastered before more complex skills (for example—prefixes and suffixes) are introduced. Effective phonics instruction is also explicit. Teachers should use clear and precise language to identify the skill being taught and show how students should apply it to their independent reading and writing.

Phonics assessments provide information about which skills students have mastered and which are in need of future teaching. The following assessment tools for phonics are demonstrated in this video segment:

- DIBELS Letter Naming Fluency (LNF)
- DIBELS Nonsense Word Fluency (NWF)
- Nonsense Word Test
- CORE Phonics Survey
- Names Test of Decoding

Questions and Prompts to Extend Video Viewing

- ✓ Discuss the importance of balancing phonics instruction with instruction focused on the other elements of reading (fluency, vocabulary, and comprehension).
- ✓ Reflect on the level of phonics understanding your students currently demonstrate. What would be appropriate next steps for instruction?
- ✓ Discuss the similarities and differences between the phonics assessment tools shown in the video. How do these compare to other phonics assessment tools you have used?
- ✓ Discuss the relationship between phonological awareness and phonics.

Segment #10

Phonics Instructional Strategies

Segment length~15 minutes, 40 seconds

Segment Overview

Characteristics of explicit and systematic phonics instruction were initially introduced in the previous segment and are explored in greater depth in this segment. Considerations for making phonics instruction most effective are also shared. The chart below illustrates the shift in phonics instruction from a focus on letter sounds in Kindergarten and grade 1 to a focus on decoding multisyllabic words in grades 2 and 3.

Changing Emphasis of the Essential Elements of Reading

Element	K	1	2	3
Phonological Awareness				
Phonics	Letter Sounds and Combinations		Multisyllables	
Fluency				
Vocabulary	Listening			
	Reading			
Comprehension	Listening			
	Reading			

The following strategies for phonics instruction are shared:

- lessons on the relationships between letters and sounds in Kindergarten, grade 1, and grade 3 classrooms
- lessons on sight words (or high frequency words) from two Kindergarten classrooms
- lessons using the “Making Words” procedure developed by Patricia Cunningham from two grade 1 classrooms

Questions and Prompts to Extend Video Viewing

- ✓ Compare and contrast explicit and systematic teaching of phonics with incidental teaching of phonics.
- ✓ Analyze the sequence for phonics currently used in your school. Is there evidence of the skills building from simpler to more complex levels throughout the grades?
- ✓ Discuss the purpose and importance of using a variety of techniques to teach sight words.
- ✓ Select an instructional activity which you would like to try out with a student (or group of students). Share why you think this activity would be appropriate.

Sampling of Professional Literacy Texts Focused on Phonics

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction*. Upper Saddle River, NJ: Prentice Hall.

Beck, I. (2006). *Making Sense of Phonics: The Hows and Whys*. New York: The Guilford Press.

Beers, K. (2003). *When Kids Can't Read: What Teachers Can Do*, Portsmouth, NH: Heinemann.

Blevins, W. (2006). *Phonics from A to Z: A Practical Guide* (2nd Ed.). New York: Scholastic.

Blevins, W. (2001). *Teaching Phonics and Word Study in the Intermediate Grades: A Complete Sourcebook*. New York: Scholastic.

Cunningham, P. & Hall, D. (2001). *Making Words: Multilevel, Hands-on, Developmentally Appropriate Spelling and Phonics Activities*. Grand Rapids, MI: Good Apple.
(The following titles are also available in this series: *Making More Words, Making Big Words, and Making More Big Words*.)

Fox, B. (2005). *Phonics for the Teacher of Reading* (9th Ed.). New York: Prentice Hall.

Ganske, K. (2000). *Word Journeys: Assessment-Guided Phonics, Spelling, and Vocabulary Instruction*. New York: The Guilford Press.

Lyon, A. & Moore, P. (2003). *Sound Systems: Explicit, Systematic Phonics in Early Literacy Contexts*. Portland, ME: Stenhouse Publishers.

McLaughlin, M., & Fisher, L. (2006). *Research-Based Reading Lessons for K-3: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*. New York: Scholastic.

O'Connor, R.E. (2007). *Teaching Word Recognition: Effective Strategies for Students with Learning Difficulties*. NY: Guilford Press.

- Rasinski, T. & Padak, N. (2007). *From Phonics to Fluency* (2nd Ed.) *Effective Teaching of Decoding and Reading Fluency in the Elementary Classroom*. Boston, MA: Allyn and Bacon.
- Wilde, S. (1997). *What's a Schwa Sound Anyway? A Holistic Guide to Phonetics, Phonics and Spelling*. Portsmouth, NH: Heinemann.
- Walpole, S. & McKenna, M. (2009). *How to Plan Differentiated Reading Instruction*. NY: Guilford Press.

Sampling of Children's Literature Titles Focused on Phonics

- dePaola, T. (1973). *Andy*. New York: Scholastic.
- Falwell, C. (1998). *Word Wizard*. New York: Clarion Books.
- Kontis, A. (2006). *AlphaOops! The Day Z Went First*. Cambridge, MA: Candlewick Press.
- Most, B. (1980). *There's an Ant in Anthony*. New York: HarperCollins Publishers.
- Shulman, M. (2005). *AA for Aadvark: Double the Letters! Double the Fun!* New York: Sterling Publishing Company.
- Sierra, J. (2000). *There's a Zoo in Room 22*. San Diego: Gulliver Books.
- Turner, P. (1996). *The War Between the Vowels and the Consonants*. New York: Sunburst.

Sampling of Websites Focused on Phonics

Big Ideas in Beginning Reading

<http://reading.uoregon.edu>

Pacific Resources for Education and Learning

<http://www.prel.org>

PREL has developed a *Early Literacy and Assessment for Learning (K-3) Series* which includes the following documents related to phonics:

- Letter Knowledge: A Teacher's Story
- Word Identification: A Teacher's Story

Literacy Links, monthly electronic newsletter from Maine Reading First

<http://www.maine.gov/education/rf/newsletters/index.html>

The following editions contain information about phonics:

- October, 2005
- January 2008
- February 2008

Reading First Notebook

<http://www.sedl.org/pubs/catalog/items/read100.html>

This website has many resources related to the Reading First initiative including an electronic newsletter, *Reading First Notebook*, which is published quarterly and available for free download.

The following editions include articles pertaining to phonics instruction:

- Spring, 2006
- Winter, 2006
- Summer, 2006

LINKS Learning

http://www.linkslearning.org/Teachers/2_Reading/index.html

Florida Center for Reading Research
K-5 Center Activities and Instructional Routines
<http://www.fcrr.org/SCASearch/>

Schools Moving UP

<http://www.schoolsmovingup.net>

Schools Moving Up at West Ed provides a multitude of webinars on many literacy topics including Phonics instruction. All their webinars are archived. Simply go to the home page and click on Webinars and there are a search windows for topics and subtopics.

Starfall

<http://www.starfall.com>

This interactive and fun website engages readers with various materials sorted for different reading levels. There is a section on the Starfall website devoted entirely to letter identification and sounds.

DIBELS Interventions Electrified

<http://www.teachers.cr.k12.de.us/~galgano/dibel2.htm>

This website was developed by a technology resource teacher and includes links to several interactive and web-based activities sorted by the skills assessed within the following DIBELS tasks focused on phonics—Letter Naming Fluency and Nonsense Word Fluency.

Segment #11

Fluency Research and Assessment

Segment length~10 minutes 42 seconds

Segment Overview

Fluency is the ability to read texts accurately, automatically, and with appropriate expression. When students read text fluently, they spend less effort and energy on decoding words and can focus more fully on comprehending the text. So fluency is the bridge between word recognition and comprehension. Factors that inhibit fluency include: unfamiliarity with text, limited vocabulary, difficulty with syntax, and difficulty decoding words. Fluent readers read more text than non-fluent readers, which impacts reading development.

Fluency assessments are used to measure the various elements of fluency: accuracy, reading rate, and prosody (reading with expression, phrasing, and intonation). This video segment illustrates examples of various fluency assessments. One-minute readings are commonly used to measure students' reading rate. Oral Reading Fluency (ORF) from DIBELS is one example of a one-minute reading assessment for fluency. Rubrics are typically used to assess the level of prosody that students display while reading.

Questions and Prompts to Extend Video Viewing

- ✓ Discuss why it is important for students to practice fluency on texts at their high-instructional or independent reading level rather than frustration level texts.
- ✓ Share how the different assessment tools included in this video provide information about the different components of fluency (accuracy, rate, automaticity, and prosody) and why it would be valuable to use a combination of fluency assessment tools.
- ✓ Discuss the impact fluency development has on students' reading achievement.
- ✓ Discuss the similarities and differences between oral reading fluency of connected text and fluency of other foundational reading skills (phoneme segmentation, letter naming, sight vocabulary).
- ✓ Discuss the importance of having students re-read text.

Segment #12

Fluency Instructional Strategies

Segment length~15 minutes 20 seconds

Segment Overview

The two techniques identified by the National Reading Panel as effective for promoting fluency (repeated oral reading and guided repeated oral reading) are reviewed and illustrated in this segment. The chart below indicates that students typically do not begin focusing on integrating fluency within their independent reading until grade 1 at which point they are reading connected text.

Changing Emphasis of the Essential Elements of Reading

Element	K	1	2	3
Phonological Awareness				
Phonics	Letter Sounds and Combinations		Multisyllables	
Fluency				
Vocabulary	Listening →			
	Reading →			
Comprehension	Listening →			
	Reading →			

The following instructional strategies for fluency are also demonstrated:

- choral reading in Kindergarten and grade 1 classrooms
- echo reading in grade 1 classrooms
- Reader's Theater in Kindergarten, grade 1, grade 2, and grade 3 classrooms
- partner reading in grade 1 and grade 3 classrooms

Questions and Prompts to Extend Video Viewing

- ✓ Discuss the progression of fluency development across the various instructional examples in this segment.
- ✓ Share observations about how each of the instructional strategies included in this video helps students practice the components of fluency.
- ✓ Discuss ways in which some of these fluency instructional strategies, including opportunities for repeated readings, can be built into your classroom instruction.
- ✓ Discuss ways in which feedback (from teachers and/or peers) can be used to improve fluency.

Sampling of Professional Literacy Texts Focused on Fluency

- Allington, R. (2008). *What Really Matters in Fluency: Research-based Practices Across the Curriculum*. Boston, MA: Allyn & Bacon.
- Blevins, W. (2002). *Building Fluency: Lessons and Strategies for Reading Success*. New York: Scholastic.
- Fountas, I.C. & Pinnell, G.S. (2006). *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*. Portsmouth, NH: Heinemann.
- Johns, J. & Berglund, R. (2008). *Fluency Strategies and Assessments, 3rd edition*. Newark, DE: International Reading Association.
- McLaughlin, M., & Fisher, L. (2005). *Research-Based Reading Lessons for K-3: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*. New York: Scholastic.
- Moore, P. & Lyon, A. (2005). *New Essentials for Teaching Reading in PreK-2: Comprehension, Vocabulary, Fluency*. New York: Scholastic.
- Opitz, M. (2008). *Goodbye Round Robin: 25 Effective Oral Reading Strategies, updated edition*. Portsmouth, NH: Heinemann.
- Rasinski, T. (2003). *The Fluent Reader*. New York: Scholastic.
- Rasinski, T. (Ed.) (2005). *Fluency Instruction: Research-Based Best Practices*. New York: The Guilford Press.
- Rasinski, T. & Padak, N. (2008). *From Phonics to Fluency (2nd Ed.)*. Boston, MA: Allyn and Bacon.

Samuels, S. & Farstrup, A. (2006). *What Research Has to Say About Fluency Instruction*. Newark, DE: International Reading Association.

Sampling of Children's Literature Titles Focused on Fluency (including poetry for phrasing practice and readers' theater)

- Barchers, S. (1993). *Reader's Theatre for Beginning Readers*. New York: Teachers Idea Press.
- Bauer, C. (1991). *Presenting Reader's Theatre*. New York: H.W. Wilson.
- Bloom, B. (1999). *Wolf!* New York: Scholastic.
- Braun, W. (2000). *A Reader's Theatre Treasury of Stories*. New York: Braun & Braun.
- Hoberman, M.A. (2006). *You Read to Me, I'll Read to You: Short Stories*. New York: Little Brown and Company.
- Hoberman, M.A. (2005). *You Read to Me, I'll Read to You: Mother Goose Tales*. New York: Little Brown and Company.
- Hoberman, M.A. (2004). *You Read to Me, I'll Read to You: Fairy Tales*. New York: Little Brown and Company.
- Martin, B. (1986). *Treasure Chest of Poetry*. New York: DLM Teaching Resources.
- Pulver, R. (2004). *Punctuation Takes a Vacation*. New York: Holiday House.
- Prelutshky, J. (2000). *The Random House Book of Poetry*. New York: Random House.
- Prelutshky, J. (1999). *The 20th Century Children's Poetry Treasury*. New York: Knopf.
- Schenk de Regniers, Moore, E., White, M., & Carr, J. (1988). *Sing a Song of Popcorn: Every Child's Book of Poems*. New York: Scholastic.
- Truss, L. (2006). *Eats, Shoots, and Leaves: Why Commas Really DO Make a Difference!* New York: G.P. Putnam's Sons.

Sampling of Websites Focused on Fluency

Big Ideas in Beginning Reading

<http://reading.uoregon.edu>

Pacific Resources for Education and Learning

<http://www.prel.org>

PREL has developed a *Research-Based Practices in Early Reading Series* which includes the following documents related to fluency:

- A Focus on Fluency
- Assessing Reading Fluency

***Literacy Links*, monthly electronic newsletter from Maine Reading First**

<http://www.maine.gov/education/rf/newsletters/index.html>

The following editions have information about fluency:

- May 2005
- May 2008
- June 2008
- August 2008

LINKS Learning

http://www.linkslearning.org/Teachers/2_Reading/index.html

Reading First Notebook

<http://www.sedl.org/pubs/catalog/items/read100.html>

The *Reading First Notebook* is an electronic newsletter produced for the Reading First initiative. Several editions include articles pertaining to fluency and can be downloaded from this site.

- Spring, 2006
- Summer, 2006

National Institute for Literacy

<http://www.nifl.gov/>

Reading First Support

<http://Ed.gov/programs/readingfirst/support/assistance.html>

Florida Center for Reading Research

K-5 Center Activities and Instructional Routines

<http://www.fcrr.org/SCASearch/>

Reading Rockets

<http://www.readingrockets.org/teaching/reading101/fluency>

Segment #13

Vocabulary Research and Assessment

Segment length~9 minutes, 34 seconds

Segment Overview

Details about vocabulary are shared in this segment, including how vocabulary develops, the importance of vocabulary development, and the various types of vocabulary. Research findings pertaining to vocabulary development and instruction are briefly shared. There are tens of thousands of vocabulary words in the English language so it is fortunate that students learn the meanings of many of these words indirectly through conversations and wide reading. However, direct instruction of specific words is also important.

Ideas for vocabulary assessment are covered in this segment. Unlike assessments for phonics or fluency, many of the techniques which are commonly used to informally measure students' vocabulary knowledge can also be used as instructional techniques.

The following vocabulary assessment techniques are shared in this video:

- DIBELS Word Use Fluency (WUF)
- cloze activities
- Knowledge Rating Chart
- sentence generation activities

Questions and Prompts to Extend Video Viewing

- ✓ What personal connections can you make to the graphic which illustrates how the different types of vocabulary develop and change over time?
- ✓ Discuss why it would be helpful to use both formal and informal vocabulary assessments.
- ✓ What are some ways you currently foster vocabulary development in your classroom?
- ✓ What methods of assessing vocabulary from the video might prove useful for informing instruction in your classroom?

Segment #14

Vocabulary Instructional Strategies

Segment length~15 minutes, 20 seconds

Segment Overview

Vocabulary instruction which is rich and active helps students develop an excitement and awareness for learning the meanings of new words. In addition to focusing on teaching specific vocabulary words, instruction should also address strategies for word learning. There are far too many words to teach directly so students need to learn strategies for learning new words independently. As indicated in the chart below, vocabulary instruction initially begins through listening during conversations or read alouds. As students begin reading more texts independently, the focus of instruction adds the next layer of teaching and learning words through reading.

Changing Emphasis of the Essential Elements of Reading

Element	K	1	2	3
Phonological Awareness				
Phonics	Letter Sounds and Combinations		Multisyllables	
Fluency				
Vocabulary	Listening			
	Reading			
Comprehension	Listening			
	Reading			

The following instructional strategies are demonstrated in this segment:

- Knowledge Rating Chart in a grade 1 classroom
- Build a Story lesson in a grade 3 classroom
- Key words and phrases in a grade 3 classroom
- Using base words in a grade 3 classroom
- Examples/non-examples in a grade 2 classroom
- Word learning strategies in a grade 3 classroom

Questions and Prompts to Extend Video Viewing

- ✓ Discuss ways in which some of the vocabulary instructional strategies from this segment can be built into your classroom instruction.
- ✓ Discuss why teaching word-learning strategies is as important as teaching individual word meanings.
- ✓ What are other methods of vocabulary instruction which you have found to be effective?
- ✓ Practice the process of selecting words for direct vocabulary instruction.

Sampling of Professional Literacy Texts Focused on Vocabulary

Baumann, J. & Kame'enui, E. (Eds.). (2004). *Vocabulary Instruction: Research to Practice*. New York: The Guilford Press.

Beck, I., McKeown, M., & Kucan, L. (2008) *Creating Robust Vocabulary: Frequently Asked Questions and Extended Examples*. NY: Guilford Press

Beck, I., McKeown, M., & Kucan, L. (2003). Taking delight in words: Using oral language to build young children's vocabularies. *American Educator*. Retrieved June 1, 2007 from http://www.aft.org/pubs-reports/american_educator/spring2003/words.html

Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guilford Press.

Blachowicz, C. & Fisher, P. (2005). *Teaching Vocabulary in All Classrooms*. (3rd Ed.). New Jersey: Prentice Hall.

Bromley, K. (2002). *Stretching Student's Vocabulary*. New York: Scholastic.

Bromley, K., et. al. (2008). *Greek and Latin Roots: Keys to Building Vocabulary*. CA: Shell Education.

Block, C.C. & Mangieri, J. (2006). *The Vocabulary-Enriched Classroom: Practices for Improving the Reading Performance of All Students in Grades 3 and Up*. New York: Scholastic.

- Diamond, L., Gutlohn, L. (2006). *Vocabulary Handbook*. Berkeley: CORE.
- Graves, M. (2006). *The Vocabulary Book: learning and Instruction*. Newark, DE: International Reading Association.
- Hart, B. & Risley, T. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator*. Retrieved June 1, 2007 from http://www.aft.org/pubs-reports/american_educator/spring2003/catastrophe.html
- McLaughlin, M., & Fisher, L. (2006). *Research-Based Reading Lessons for K-3: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*. New York: Scholastic.
- Moore, P. & Lyon, A. (2005). *New Essentials for Teaching Reading in PreK-2: Comprehension, Vocabulary, Fluency*. New York: Scholastic.
- Robb, L. (1999). *Easy Mini-Lessons for Building Vocabulary*. New York: Scholastic.
- Stahl, S. & Nagy, W. (2006). *Teaching Word Meanings*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Stahl, S. (2003). Words are learned incrementally over multiple exposures. *American Educator*. Retrieved June 1, 2007 from http://www.aft.org/pubs-reports/american_educator/spring2003/stahl.html
- Tompkins, G. & Blanchfield, C. (2004). *Teaching Vocabulary: 50 Creative Strategies K-12*. Newark, DE: International Reading Association.

Sampling of Children's Literature Titles Focused on Vocabulary

- Banks, K. (2006). *Max's Words*. New York: Frances Foster Books.
- Frasier, D. (2000). *Miss Alaineus: A Vocabulary Disaster*. New York: Harcourt, Inc.
- Hopkins, L.B. (2004). *Wonderful Words: Poems about Reading, Writing, Speaking, and Listening*. New York: Simon & Schuster Books for Young Readers.
- Keliher, B., and Nolen, J. (2005) *Plantzilla*. New York: Harcourt
- Levitt, P., E. Guralick, and D. Burger. (1989). *The Weighty Word Book*. Longmont, CO: Bookmakers Guild.
- O'Connor, J. (2007). *Fancy Nancy and the Posh Puppy*. New York: HarperCollins Publishers.
- O'Connor, J. (2005). *Fancy Nancy*. New York: HarperCollins Publishers.
- Rand, A. & Rand, P. (2006). *Sparkle and Spin: A Book About Words*. San Francisco, CA: Chronicle Books.
- Sierra, J. (2004) *Wild About Books*. NY: Random House.
- Sweet, M. (2005). *Carmine: A Little More Red*. Boston, MA: Houghton Mifflin.
- Terban, M. (1983). In *A Pickle: And Other Funny Idioms*. New York: Clarion Books.

Sampling of Websites Focused on Vocabulary

Big Ideas in Beginning Reading

<http://reading.uoregon.edu>

Pacific Resources for Education and Learning

<http://www.prel.org>

PREL has developed a *Research-Based Practices in Early Reading Series* which includes the following document related to vocabulary:

- A Focus on Vocabulary

***Literacy Links*, monthly electronic newsletter from Maine Reading First**

<http://www.maine.gov/education/rf/newsletters/index.html>

The following editions contain information about vocabulary:

June 2005

January 2007

March 2008
April 2008
August 2009
September 2009

Reading First Notebook

<http://www.sedl.org/pubs/catalog/items/read100.html>

The *Reading First Notebook* is an electronic newsletter produced for the Reading First initiative. Several editions include articles pertaining to vocabulary and can be downloaded from this site.

- Spring, 2006
- Winter, 2006
- Summer, 2006

LINKS Learning

http://www.linkslearning.org/Teachers/2_Reading/index.html

Reading Rockets

www.readingrockets.org

Literacy Matters

www.literacymatters.org

This is a great website with many helpful vocabulary links. It provides guidelines for vocabulary instruction and includes website links to all areas of vocabulary instruction including: Content reading vocabulary, lesson plans for content reading vocabulary, and tools for teaching vocabulary. Enjoy exploring and using these many ideas.

Florida Center for Reading Research

K-5 Center Activities and Instructional Routines

<http://www.fcrr.org/SCASearch/>

Schools Moving Up

<http://www.schoolsmovingup.net>

Schools Moving Up at West Ed provides a multitude of webinars on many literacy topics including Vocabulary Instruction. All webinars are archived..

Longman English Language Teaching

<http://www.longman.com>

Although the focus of this website is for English Language Learners and Teachers, the ideas and resources focused on vocabulary would be helpful for all students and teachers. There are many interactive activities available

National Clearinghouse for English Language Acquisition

<http://www.ncela.gwu.edu/rcd/bibliography/BE023502?printable>

The National Clearinghouse for English Language Acquisition collects, coordinates and conveys a broad range of research and resources in support of an inclusive approach to high quality education for ELLs.

Segment #15

Comprehension Research and Assessment

Segment length~9 minutes, 19 seconds

Segment Overview

The ultimate goal of reading is for readers to construct meaning of what they read. This video segment outlines characteristics of proficient readers and what the research by the National Reading Panel discovered about comprehension instruction.

Similar to informal vocabulary assessments, many of the comprehension assessment tools can also be used as instructional techniques. The following comprehension assessment tools are demonstrated:

- DIBELS Retell Fluency (RTF)
- Informal Reading Inventories (IRI)
- retellings with students in Kindergarten, grade 2, and grade 3 using both fiction and nonfiction texts.

Questions and Prompts to Extend Video Viewing

- ✓ Think of the comprehension assessments that you are currently using and the assessments featured on the video. Discuss why it would be helpful to use both formal and informal comprehension assessments?
- ✓ Reflect on the comprehension assessments that you are currently using and the assessments featured on the video. Which comprehension strategies are targeted by each assessment tool?
- ✓ Think about the comprehension strategies listed on the video, recommended by the National Reading Panel, identify the strategies that you are most familiar.
- ✓ Discuss the purposes and differences between retelling and summarizing.
- ✓ Reflect on the current level of comprehension for your students. What would be most appropriate next steps in strategy instruction?

Segment #16

Comprehension Instructional Strategies

Segment length~16 minutes, 28 seconds

Segment Overview


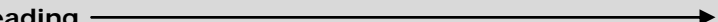


Comprehension instruction is important before, during, and after reading so students learn the importance of constructing and monitoring meaning throughout their reading. Specific strategies were identified in the research by the National Reading Panel as effective for improving reading comprehension:

- monitoring comprehension
- using graphic organizers
- asking and answering questions
- recognizing text structure

- summarizing
- making use of prior knowledge
- visualizing

Proficient readers apply and integrate these strategies in a seamless manner as they construct meaning from text. In the early grades, the focus of instruction is on listening comprehension and then reading comprehension is added as a focus once students begin reading more texts independently.

Changing Emphasis of the Essential Elements of Reading

Element	K	1	2	3
Phonological Awareness				
Phonics	Letter Sounds and Combinations		Multisyllables	
Fluency				
Vocabulary	Listening 			
	Reading 			
Comprehension	Listening 			
	Reading 			

The following instructional strategies for comprehension are illustrated in this video segment:

- think aloud in a grade 2 classroom
- interactive read aloud in Kindergarten and grade 1 classrooms
- lesson on questioning in a grade 3 classroom
- lesson on inferring in a grade 3 classroom
- lesson on story elements of narrative text in Kindergarten and grade 3 classrooms

Questions and Prompts to Extend Video Viewing

- ✓ Discuss ways in which some of the comprehension instructional strategies can be built into your classroom.
- ✓ Discuss why it is important to be explicit when teaching comprehension strategies.
- ✓ Share instructional methods which you find effective for teaching the comprehension strategies identified in the video.
- ✓ Have viewers select a piece of children's literature that could be used for comprehension instruction. Discuss with a partner which comprehension strategy could be targeted and identify an instructional method for sharing the book with students.

Sampling of Professional Literacy Texts Focused on Comprehension

- Beck, I. & McKeown, M. (2006). *Improving Comprehension with Questioning the Author: A Fresh and Expanded View of a Powerful Approach*. New York: Scholastic.
- Block, C. & Pressley, M. (2001). *Comprehension Instruction: Research-Based Best Practices*. New York: Guilford.
- Cole, A.D. (2003). *Knee to Knee, Eye to Eye: Circling in on Comprehension*. Portsmouth, NH: Heinemann.
- Dorn, L., Soffos, C., & Lyons, C. (2005). *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland, ME: Stenhouse Publishers.
- Fountas, I.C. & Pinnell, G.S. (2006). *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*. Portsmouth, NH: Heinemann.

- Harvey, S. & Goudvis, A. (2007). *Strategies that Work: Teaching Comprehension for Understanding and Engagement* (2nd Ed.). Portland, ME: Stenhouse Publishers.
- Hoyt, L. (2004). *Spotlight on Comprehension: Building a Literacy of Thoughtfulness*. Portsmouth, NH: Heinemann.
- Hoyt, L. (2002). *Make It Real: Strategies for Success With Informational Text*. Portsmouth, NH: Heinemann.
- Hoyt, L. (2000). *Snapshots: Literacy Minilessons Up Close*. Portsmouth, NH: Heinemann.
- Hoyt, L. (1998). *Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension*. Portsmouth, NH: Heinemann.
- Keene, E.O. & Zimmerman, S. (2007). *Mosaic of Thought* (2nd Ed.): *The Power of Comprehension Strategy Instruction*. Portsmouth, NH: Heinemann.
- Klingner, J.K., Vaughn, S., & Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: Guilford.
- McLaughlin, M., & Fisher, L. (2006). *Research-Based Reading Lessons for K-3: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*. New York: Scholastic.
- McLaughlin, M. & DeVoogd, G. (2004). *Critical Literacy: Enhancing Students' Comprehension of Text*. New York: Scholastic.
- McLaughlin, M. (2003). *Guided Comprehension in the Primary Grades*. Newark, DE: International Reading Association.
- McLaughlin, M. & Allen, M. (2002). *Guided Comprehension: A Teaching Model for Grades 3-8*. Newark, DE: International Reading Association.
- Miller, D. (2002). *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Portland, ME: Stenhouse.
- Moore, P. & Lyon, A. (2005). *New Essentials for Teaching Reading in PreK-2: Comprehension, Vocabulary, Fluency*. New York: Scholastic.
- Oczkus, L. (2003). *Reciprocal Teaching at Work: Strategies for Improving Reading Comprehension*. Newark, DE: International Reading Association.
- Pinnell, G.S. & Scharer, P. (2003). *Teaching for Comprehension in Reading, Grades K-2*. New York: Scholastic.
- RAND Reading Study Group. (2002). *Reading for Understanding: Toward an R & D Program in Reading Comprehension*. Santa Monica, CA: RAND Science & Technology Policy Institute.
- Raphael, T., Highfield, K., & Au, K. (2006). *QAR Now: A Powerful and Practical Framework that Develops Comprehension and Higher-Level Thinking in All Students*. New York: Scholastic.
- Wilhelm, J. (2001). *Improving Comprehension with Think-Aloud Strategies: Modeling What Good Readers Do*. New York: Scholastic.
- Wood, K., Lapp, D., Flood, J. & Taylor, D.B. (2007). *Guiding Readers Through Text: Strategy Guides for New Times*. Newark, DE: International Reading Association.

Sampling of Children's Literature Titles Focused on Comprehension Strategies

Making Connections

- Hoffman, M. (1991). *Amazing Grace*. NY: Dial Books for Young Readers.
- McCully, E.A. (1997). *Mirette on the High Wire*. NY: Putnam Juvenile Books.
- Palacco, P. (1992). *Mrs Katz and Tush*. NY: Bantam-Double Day.
- Palacco, P. (1998). *Thank You, Mr. Falker*. NY: Penguin-Putnam Books.

Questioning

- Abercrombie, B. (1995). *Charlie Anderson*. NY: Aladdin.
- Heide, F.P., Gilliland, J.D. (1990). *The Day of Ahmed's Secret*. MacMillan McGraw-Hill School Publishing.

Polacco, P. (1994). *Pink and Say*. NY: Penguin-Putnam Books.
McDonald, M. (1994). *The Potato Man*. NY: Scholastic.
Bunting, E. (2003). *A Day's Work*. SRA McGraw Hill.
Bunting, E. (1993). *Fly Away Home*. Sandpiper.
Bunting, E. (1989). *The Wednesday Surprise*. NY: Clarion.
Steig, W. (2009). *Sylvester and the Magic Pebble*. NY: Atheneum.

Visualizing

Day, D. (1997). *Good Dog Carl*. NY: Aladdin.
Baylor, B. (1995). *I'm in Charge of Celebrations*. NY: Aladdin.
Fletcher, R. (1997). *Twilight Comes Twice*. NY: Clarion.
London, J. (2007). *Baby Whale's Journey*. CA: Chronicle Books.

Inferring

Bunting, E. (1995). *Dandelions*. Harcourt. Reprinted (2001) Sandpiper.
Mills, L. (1991). *The Rag Coat*. Little Brown.
Golenbock, P. (1992). *Teammates*. Sandpiper.
Hazen, B.S. (1983). *Tight Times*. NY: Puffin.
Van Allsburg, C. (1979). *The Garden of Abdul Gasazi*. Houghton-Mifflin.

Sampling of Websites Focused on Comprehension

Big Ideas in Beginning Reading

<http://reading.uoregon.edu>

Into the Book

<http://reading.ecb.org/>

The Wisconsin Educational Communications Board, in collaboration with the Wisconsin Department of Public Instruction and a team of educators, has developed this website focused entirely on comprehension. The student section of "Into the Book" includes interactive reading comprehension activities for several comprehension strategies. The section of the website for teachers includes lesson plans, classroom design ideas, posters, and video clips focused on the same strategies.

Pacific Resources for Education and Learning

<http://www.prel.org>

PREL has developed a *Research-Based Practices in Early Reading Series* which includes the following document related to comprehension:

- A Focus on Comprehension

PREL has also developed a *Early Literacy and Assessment for Learning (K-3) Series* which includes the following document related to comprehension:

- Exploring Comprehension through Retelling: A Teacher's Story

Literacy Links, monthly electronic newsletter from Maine Reading First

<http://www.maine.gov/education/rf/newsletters.htm>

The following editions contain information about comprehension:

- November, 2005
- December, 2006
- November, 2008
- December, 2008

Reading First Notebook

<http://www.sedl.org/pubs/catalog/items/read100.html>

The *Reading First Notebook* is an electronic newsletter produced for the Reading First initiative. Several editions include articles pertaining to phonemic awareness and can be downloaded from this site.

- Spring, 2006
- Summer, 2006
- Winter, 2006

LINKS Learning

http://www.linkslearning.org/Teachers/2_Reading/index.html

Read, Write Think

<http://www.readwritethink.org>

The Florida Center for Reading Research K-5 Literacy Centers and Instructional Routines

<http://www.fcr.org/SCASearch/>

Reading Rockets

<http://readingrockets.org>

National Institute for Literacy

<http://www.nifl.gov>

The Literacy Web at the University of Connecticut

<http://www.literacy.uconn.edu/compre.htm>

Schools Moving Up Webinars

<http://www.schoolsmovingup.net/cs/smu/print/htdocs/smu/webinars/past.htm>

Segment #17

Broad Supports for Literacy

Segment length~10 minutes, 11 seconds

Segment Overview

Promoting the literacy development of students should be a collaborative effort. There are many organizations and associations available in Maine that teachers can use as resources to help support their efforts in boosting literacy achievement.

Many schools recognize that in order to help students be successful in literacy, they need the support and involvement of families. Communities and schools which have developed family literacy programs have found them to be effective in helping families build their literacy learning which in turns impacts their children's literacy learning. The four components of family literacy programs are:

1. intergenerational literacy
2. adult literacy
3. parenting education
4. early childhood literacy

Examples of these four components of a family literacy program are illustrated in this segment.

Questions and Prompts to Extend Video Viewing

- ✓ Discuss which literacy related state agencies or organizations in Maine you currently access and which ones you plan to investigate further.
- ✓ Share observations about why seamless integration of the four components within a family literacy program would be critical to its success.
- ✓ Brainstorm ways to increase family involvement in your classroom or school.
- ✓ Consider ideas for promoting literacy with families in your community before children enter school.

Sampling of Professional Literacy Texts Focused on Family Literacy

- Allen, J. (2007). *Creating Welcoming Schools: A Practical Guide to Home-School Partnerships with Diverse Families*. Newark, DE: International Reading Association.
- Bennett-Armistead, S. Duke, N. & Moses, A. (2007). *Beyond Bedtime Stories: A Parent's Guide to Promoting Reading, Writing, and Other Literacy Skills from Birth to 5*. New York, NY: Scholastic.
- DeBruin-Parecki, A & Krol-Sinclair, B. (2003). *Family Literacy from Theory to Practice*. Newark, DE: International Reading Association.
- Dyer, R. (2003). *Successful Strategies in Family Literacy*. Augusta, ME: Maine Department of Education.
- Hutchins, D., Greenfield, M. & Epstein, J. (2008). *Family Reading Night*. Larchmont, NY: Eye on Education.
- Michalove, B., Shockley, B. & Allen, J. (1995). *Engaging Families: Connecting Home and School Literacy Communities*. Portsmouth, NH: Heinemann.

Sampling of Children's Literature Titles for Family Reading

Bunting, E. (1989). *The Wednesday Surprise*. NY: Clarion
Burton, V. (1939). *Mike Mulligan and His Steam Shovel*. MA: Houghton-Mifflin.
Carle, E. (1986). *Papa, Please Get the Moon for Me*. NY: Simon and Schuster.
Dorros, A. (1991). *Abuela*. NY: Dutton.
Freeman, D. (1976). *Corduroy*. NY: Viking.
Keats, E. (1962). *The Snowy Day*. NY: Viking.
Martin, B. (1992). *Brown Bear, Brown Bear, What Do You See?* NY: Holt.
McCloskey, R. (1976). *Blueberries for Sal*. NY: Viking.
Say, A. (1993). *Grandfather's Journey*. MA: Houghton-Mifflin.
Williams, V. (1982). *A Chair for My Mother*. NY: Greenwillow.

Sampling of Websites Focused on Broad Supports for Literacy

Reading Rockets

<http://www.readingrockets.org>

This website includes books, forums, resources, and current articles about teaching children to read and helping children who struggle.

Maine Reads

<http://www.mainereads.org>

Maine Reads is a non-profit organization which was founded under the guidelines of the national Verizon Reads program. The two main programs maintained by Maine Reads are "Read with ME" and "Maine Reads Community Literacy Project". "Read with ME" is a statewide initiative that delivers a book to every Kindergarten student in Maine schools. "Maine Reads Community Literacy Project" is designed to provide funds which libraries can access through grant awards in an effort to strengthen the connection of the library with its community.

Raising Readers

<http://www.raisingreaders.net>

Raising Readers is an initiative to promote the health and literacy of all young children in Maine. As part of a young child's regular well child visits between the ages of birth and five years, Raising Readers gives each child a new book. This translates into a dozen books for every child in the state by age five. Raising Readers also works with health care providers to provide training in the areas of early childhood literacy and adult literacy. The website for Raising Readers now includes sample activities for many of the books distributed to children.

Maine Parent Federation

<http://www.mpf.org>

The Maine Parent Federation is a non-profit organization that provides information, training, and support for parents and professionals in an effort to improve the lives of children in Maine. The Maine Parent Federation offers an extensive lending library which houses valuable resources (books, children's books, and videos) that families and professionals can borrow. The most updated list of resources in the lending library is available on the website. The Maine Parent Federation also publishes a free quarterly newsletter, "Parent Connection", which offers articles on topics of interest to parents and educators. The Maine Parent Federation also serves as the Parent Information and Resource Center (PIRC) for the State of Maine which is funded by the U.S. Department of Education. Some of the initiatives with which PIRC is involved include: increasing partnerships between homes and schools by providing support to schools in developing their parent involvement programs (including the "First Day" celebration), presenting workshops, helping parents and educators

understand the No Child Left Behind Act (NCLB), and providing home visits through the Parents as Teachers (PAT) program. All of the services through Maine Parent Federation are offered at no cost.

University of Maine Cooperative Extension Human Development

<http://www.extension.org/parenting>

Cooperative Extension, based at the University of Maine, has developed several programs, events, activities, and publications to promote and support strong and healthy child and family development. There are many resources available through the University of Maine Cooperative Extension. Some examples include parent education programs ("The Mothers Project" and "Parents-To-Be"), developmental fact sheets ("The Growing Years"), and a research newsletter ("Family Issues").

Maine Humanities Council

<http://www.mainehumanities.com>

Maine Humanities Council is a non-profit organization that strives to make Maine a "more thoughtful, literate, and humane place in which to live". Many of its programs encourage conversations about books. Two of the literacy initiatives maintained by the Maine Humanities Council are "Born to Read" and "New Books, New Readers". Born to Read provides books, training, and support to parents, child care providers, and volunteers in an effort to insure that young children (ages 0-5) enjoy read alouds on a regular basis. New Books, New Readers is a program that introduces adults who are new to reading to the world of literature by using theme-related children's literature selections.

Family Literacy

National Center for Family Literacy

<http://www.famlit.org>

Maine Family Literacy Initiative (MEFLI)

<http://www.maine.gov/education/aded/dev/mefli/mefli2005.htm>

The Maine Family Literacy Initiative (MEFLI) is a partnership between the Barbara Bush Foundation for Family Literacy and the Maine Department of Education whose belief is that the "parent is a child's first teacher, the home is a child's first school, and reading is a child's first subject". Family literacy services are available for "low-income families where one parent or primary caregiver and at least one child between the ages of birth and 8 would benefit from literacy instruction." Family literacy programs involve the following four components:

- adult literacy,
- early childhood literacy,
- parent education, and
- intergenerational literacy activities.

Early Reading First

<http://www.ed.gov/programs/earlyreading/index.html>

The Early Reading First initiative is federally funded and supports literacy development for children from birth through entry to school in high need communities throughout the United States.

International Reading Association (IRA)

<http://www.reading.org>

Website of the membership organization of literacy professionals which provides information, research, and resources to help anyone in the educational community interested in promoting literacy. The website includes details about the association (membership and events), publications, and web resources (teaching tools, issues in literacy, and literacy communities).

New England Reading Association

<http://www.nereading.org>

Website of the membership organization of literacy professionals for the six New England states. The website presents details about membership, annual conference, research scholarships, and mini-grant awards.

Appendix A

Maine Department of Education Classroom Library Inventory

School: _____

Grade Level(s): _____

Person or People Completing Inventory: _____

Date: _____

Use the inventory below to document strengths and gaps in classroom libraries. Then, summarize your findings and state your plan for strengthening the text environment(s) in the space provided.

Features	Strengths	Gaps
Wide Variety of Genres		
Fictional Literature		
Realistic Fiction		
Fantasy		
Mystery		
Legends		
Fairy Tales		
Folk Tales		
Tall Tales		
Historical Fiction		
Multicultural Stories		
Poetry		
Riddle & Jokes		
Informational Text		
Biography/Autobiography		
Nonfiction Magazines		
How-To Books		
Picture Books		
Leveled Texts		
Chapter Books		
Series Books		
Author Studies		
Award Winning Books		
Books on Tape		

Computerized Books		
Magazines		
Newspapers		
Brochures		
Reference Charts		
Student Generated Text		
Quantity of Texts		
Quality of Texts		
Content		
Language		
Design		
Accessibility of Texts		
Decodability		
Predictability		
Text Display		

Identified Strengths
Identified Gaps
Plan for Addressing Identified Gaps
Anticipated Purchases (List by Publisher and specify costs)

Appendix B

University of Oregon Phonemic Awareness Maps for K-3

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
Focus 2: Rhyming ^c									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			X	X					
* 3b: Orally blends separate phonemes					X	X	X		
Focus 4: Segmentation									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies first sound in 1-syllable words	8 ^a	X	X	X	25 ^a				
* 4e: Segments individual sounds in words					18 ^b	X	X	X	35 ^b

* High priority skill

a. DIBELS ISF Score

b. DIBELS PSF Score

c. Optimal time for rhyme instruction not established

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound Isolation									
1a: Identifies initial sound in 1-syllable words	X	X							
1b: Identifies final sound in 1-syllable words	X	X	X						
1c: Identifies medial sound in 1-syllable words		X	X	X					
Focus 2: Sound Blending									
* 2a: Blends 3-4 phonemes into a whole word	X	X	X	X	X				
Focus 3: Sound Segmentation									
* 3a: Segments 3- and 4-phoneme, 1-syllable words	35 ^a								

* High priority skill

a. DIBELS PSF Score

Appendix C

University of Oregon Alphabetic Principle Maps for K-3

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Correspondence									
1a: Identifies letter matched to a sound	X	X	X	X	X	X			
* 1b: Says the most common sound associated with individual letters			X	X	13 ^a	X	X	X	25 ^a
Focus 2: Decoding (Sounding Out Words)									
* 2a: Blends letter sounds in 1-syllable words					13 ^a				25 ^a
Focus 3: Sight-Word Reading									
3a: Recognizes some words by sight						X	X	X	X

- * High priority skill
- a. DIBELS NWF Score

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter & Letter Combinations									
* 1a: Produces L-S correspondences (1/sec)	X	X	X						
* 1b: Produces sounds to common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
* 2a: Decodes words with consonant blends		X	X	X					
* 2b: Decodes words with letter combinations			X	X	X	X	X		
* 2c: Reads regular 1-syllable words fluently	24 ^a	X	X	X	50 ^a	X	X	X	X
* 2d: Reads words with common word parts				X	X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Read accurately (1 error in 20 words)				X	X	X	X	X	X
* 4b: Reads fluently (1 word per 2-3 sec mid year; 1 word per sec end of year)	X	X	X	X	X	20 ^b	X	X	40 ^b
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

- * High priority skill
- a. DIBELS NWF Score
- b. DIBELS ORF Score

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
* 1a: Produces diphthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
* 2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
* 2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Reads 90-100 wpm	44 ^a	X	X	X	68 ^a	X	X	X	90 ^a
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 ^b	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

* High priority skill

a. DIBELS ORF Score

b. Minutes of practice per day

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Decoding and Word Recognition									
* 1a: Produces common word parts	X	X							
* 1b: Reads regular multisyllabic words		X	X	X	X				
1c: Reads compound words, contractions, possessives, inflectional endings		X	X	X	X	X			
1d: Uses word meaning and order in the sentence to confirm decoding efforts		X	X	X					
1e: Uses word structure knowledge to recognize multisyllabic words		X	X	X					
Focus 2: Sight-Word Reading									
2a: Increases sight words read fluently	X	X	X	X	X	X	X	X	X
Focus 3: Reading Connected Text									
* 3a: Reads 110-120 wpm	77 ^a	X	X	X	92 ^a	X	X	X	110 ^a
3b: Reads with phrasing, expression, and inflection	X	X	X						
* 3c: Increases independent reading	5 ^b	10	10	15	15	20	20	25	30

* High priority skill
a. DIBELS ORF Score
b. Minutes per day

Appendix D

University of Oregon Vocabulary Maps for K-3

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Naming and Use									
* 1a: Names pictures of common concepts	X	X	X	X	X	X	X	X	X
* 1b: Uses words to describe location, size, color, and shape	X	X	X	X	X	X	X	X	X
* 1c: Uses names and labels of basic concepts	X	X	X	X	X	X	X	X	X
Focus 2: Categorization									
2a: Identifies and sorts pictures of common words into basic categories	X	X	X	X	X	X	X	X	X
Focus 3: Vocabulary Development and Use									
* 3a: Learns new vocabulary through stories and instruction	X	X	X	X	X	X	X	X	X
3b: Listens to new vocabulary in multiple contexts to understand its use	X	X	X	X	X	X	X	X	X
3c: Uses newly learned vocabulary on multiple occasions to reinforce meaning	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Sorts grade-appropriate words with or without pictures into categories	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words introduced in stories and informational passages	X	X	X	X	X	X	X	X	X
* 2b: Increases knowledge of word meanings and uses new vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes words into sets and groups	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and texts	X	X	X	X	X	X	X	X	X
2b: Understands and explains common antonyms and synonyms	X	X	X	X	X	X	X	X	X
* 2c: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2d: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2e: Examines word usage and effectiveness to expand descriptive vocabulary	X	X	X	X	X	X	X	X	X
2f: Makes inferences about the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2g: Uses word structure to learn meaning	X	X	X	X	X	X	X	X	X
2h: Identifies simple multiple-meaning words	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Vocabulary	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes increasingly complex words into sets and groups	X	X	X	X	X	X	X	X	X
1b: Categorizes words hierarchically	X	X	X	X	X	X	X	X	X
1c: Draws and uses semantic maps and organizers to convey word relations	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
* 2a: Learns and uses unfamiliar words that are introduced in stories and passages	X	X	X	X	X	X	X	X	X
* 2b: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2c: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2d: Uses more descriptive vocabulary	X	X	X	X	X	X	X	X	X
2e: Determines the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2f: Uses dictionary to determine word meaning	X	X	X	X	X	X	X	X	X
2g: Uses knowledge of prefixes and suffixes to determine word meaning	X	X	X	X	X	X	X	X	X

* High priority skill

Appendix D

University of Oregon Comprehension Maps for K-3

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Predicting									
1a: Uses pictures and information about the story to predict what will happen next				X	X				
Focus 2: Identifying Information From Stories									
* 2a: Answers <i>who</i> ¹ , <i>where</i> ² , and <i>what</i> ³ questions after listening to a sentence or short paragraph	1,3	1,3	1-3	1-3					
2b: Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences	X	X	X	X	X	X	X	X	X
Focus 3: Retelling and Summarizing									
* 3a: Retells a familiar story with a book				X	X				
3b: Retells a familiar story without a book including beginning, middle, and end						X	X		
3c: Retells a story and includes characters, settings and important events							X	X	
3d: Identifies the correct sequence of events in a story read orally by someone else								X	X
Focus 4: Making Connections									
4a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Identifying Information From Stories									
* 1a: Answers <i>who</i> ¹ , <i>what</i> ² , <i>when</i> ³ , <i>where</i> ⁴ , and <i>how</i> ⁵ questions after listening to or reading paragraph(s)	1,2	1,2	3,4	3,4	3,4	5	5	I ^f	I ^f
* 1b: Tells the main idea of a simple story or topic of an informational passage	1	1	1	1,2	1,2				
* 1c: Identifies and answers questions about characters ^C , settings ^S , and events ^E	C	C,S	C,S	C, S,E					
Focus 2: Making inferences									
2a: Makes and verifies predictions based on information from the story				X	X	X			
2b: Draws conclusions about information or stories read						X	X	X	
Focus 3: Retelling and Summarizing									
* 3a: Retells the main idea of simple stories		X	X	X					
3b: Retells a story and includes characters, settings and important events			X	X	X	X	X	X	X
3c: Retells correct sequence of events in a story or a chronological passage					X	X	X	X	X
3d: Summarizes main ideas learned about a topic from an informational passage							X	X	X
Focus 4: Monitoring Comprehension									
4a: Stops while reading to assess understanding and clarify	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X

* High priority skill

f. Integrated

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
* 1a: Answers questions about main characters, ^{MC} settings, ^S and events ^E	MC	MC	MC S	MC S	MC S,E	MC S,E			
1b: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X	X			
1c: Makes and confirms predictions based on information from the story							X	X	X
* 1d: Answers <i>what-if</i> , <i>why</i> , and <i>how</i> questions				X	X	X			
* 1e: Distinguishes main idea/details ^{MD} ; fact/opinion ^{FO} ; cause/effect ^{CE}		MD	MD	FO	FO	CE	CE		
Focus 2: Comprehending Informational Text									
2a: Uses text structure to aid understanding				X	X	X			
2b: Uses information from simple tables, maps, and charts to learn about a topic					X	X	X		
2c: Uses titles, table of contents, and chapter headings to locate information						X	X	X	
Focus 3: Comprehension Monitoring									
3a: Reads for understanding	X	X	X	X	X	X	X	X	X
3b: Interacts with stories ^S and informational ^I text to clarify and extend comprehension	S	S	S	S,I	S,I	S,I			
Focus 4: Retelling, Summarizing, Synthesizing									
* 4a: Retells explicit ^E and implicit ^I main ideas		E	E	E	I	I	I		
* 4b: Identifies the correct sequence of events	X	X	X						
* 4c: Draws conclusions based on content			X	X	X				
4d: Identifies/discusses theme of text					X	X	X		
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections					X	X	X	X	X

* High priority skill

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Comprehension	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
* 1a: Answers literal ^L , inferential ^I , and evaluative ^E questions	L	L	I	I	E	E			
1b: Makes, confirms, and modifies predictions based on text information		X	X						
* 1c: Answers questions about main characters ^{MC} , setting ^S , theme ^T , and plot ^P	MC S	MC S	MC S,P	MC S,P	MC S,P,T	X	X	X	X
1d: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X				
* 1e: Distinguishes main idea/details ^{MD} ; fact/opinion ^{FO} ; cause/effect ^{CE}	MD	MD	FO	FO	CE	CE	X	X	X
Focus 2: Comprehending Informational Text									
* 2a: Uses structure of informational text to aid understanding			X	X	X				
* 2b: Uses information in tables, graphs, diagrams, maps, and charts					X	X	X		
2c: Follows multiple-step written instructions	X	X	X	X	X	X	X	X	X
Focus 3: Comprehension Monitoring									
3a: Checks and adjusts for understanding while reading	X	X	X	X	X	X	X	X	X
3b: Interacts with stories and text to clarify and extend comprehension	X	X	X	X	X	X	X	X	X
Focus 4: Retelling, Summarizing, Synthesizing									
* 4a: Retells the main ideas of stories or informational text	X	X	X	X	X	X	X	X	X
4b: Recalls the correct sequence of events in a story ^S or informational passage ^I	S	S	I	I	X	X	X	X	X
4c: Draws conclusions ^C and generalizations ^G	C	C	C	G	G	G			
4d: Identifies important themes from readings and examines from multiple points of view	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections	X	X	X	X	X	X	X	X	X

* High priority skill