It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations — something that will help them make sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own.

Katherine Patterson
Dear Colleagues:

**Reading and writing well are skills we learn**, not abilities that come automatically. Teaching literacy deeply requires much purposeful effort. *The purpose of this handbook is to provide a common guide for all teachers in their journey of implementing a balanced literacy program within the context of the Common Core State Standards.* Effective teaching results from the skillful weaving of curriculum, implementation of best instructional practices, and effective responses to students’ reading and writing activities. As educators, we need to continue to focus on our teaching---on our instructional practices that are conducive to meaningful, sustainable learning. Research evidence has confirmed that teaching—not the program—is the most important variable affecting student achievement (Cunningham and Allington, 2011).

Balanced literacy is a framework that provides components of instruction that will develop students’ abilities to read, write, listen, and speak effectively, expectations outlined in the English Language Arts Common Core State Standards. Literacy growth is based on the five essential components of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. The CCSS treat writing as an equal partner to reading. Writing is the vehicle through which reading work and reading assessment occur. The writing process (prewriting, drafting, revising, editing, publishing) provides the foundation for the teaching of the three types of writing—narrative, informational/explanatory, opinion/argumentative. Through the use of complex texts combined with a *gradual release of responsibility from teacher to student*, students will be able to attain high levels of literacy achievement.

We need to provide opportunities for students to engage in multiple forms and genres of reading and writing. Providing students with choice will allow us to find ways for them to connect with texts they can read, and motivate them to want to both read and write more. Along with our teaching practices, we will need to observe students and collect data to improve and refine our instruction. The basic tools that this literacy guidebook describes can be applied no matter what comes up in each student’s growth as a reader and writer. *No matter how our students read and write when they enter our classrooms, this handbook helps us structure students’ time in school so their reading and writing skills meet high literacy standards.* Most importantly, our students will learn to love and use their reading and writing skills to enable them to be successful literate citizens at both the college and career levels.

Sincerely,

Debra J. Martin, Ed.D.
Director of Educational Programs K-12
“There is a consistent relationship between the amount of reading done in school and for homework and the student’s scale scores [on standardized tests.]”

NAEP, 1999
Instructional Design

Independent Reading & Writing
Student reads independently with 95-100% accuracy and composes text at an independent level

Guided Reading
Teacher guides small groups of students in development of reading strategies toward independent reading

Interactive Reading
Teacher & student choose and read text together

Shared Reading
Teacher models and teaches strategies

Read Aloud
Teacher models proficient reading with a variety of text

Guided Writing
Teacher coaches students through the use of writing strategies as they compose text

Interactive Writing
Teacher & students compose text together

Shared Writing
Teacher and students share composing process as teacher

Modeled Writing
Teacher demonstrates writing by thinking aloud and composing text.

Balanced Literacy Program Components

<table>
<thead>
<tr>
<th>Reading Block</th>
<th>Writing Block</th>
<th>Independent Reading Block</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>90 minutes</strong></td>
<td><strong>60 minutes</strong></td>
<td><strong>30 minutes</strong></td>
</tr>
<tr>
<td>• Direct instruction in <em>phonics, phonemic awareness, fluency, comprehension, vocabulary, word work, spelling</em></td>
<td>• 30 minutes daily of independent, sustained ‘real writing’</td>
<td>• 25-30 minutes daily of independent, sustained ‘real reading’</td>
</tr>
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<td></td>
<td>• Differentiated instruction of literacy skills</td>
<td>• Direct instruction of the writing process, the six-writing traits, <em>craft, structure, mechanics</em></td>
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<tr>
<td></td>
<td>• Personalized learning paths incorporating technology-based programs</td>
<td>• Writing types include descriptive, narrative, persuasive/argumentative, explanatory/informational</td>
</tr>
<tr>
<td><strong>Guided reading groups (minimum of 2 groups daily—meet with lowest reading groups at least 4-5 x a week)</strong> Support staff such as BSI &amp; Reading Specialists will assist with guided reading groups with the lower performing students.</td>
<td>• Teacher and peer writing conferences</td>
<td>• Student maintains reading log</td>
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<td>• Informal and formal assessments (running records, anecdotal notes, program assessments, district assessments)</td>
<td>• Composing on the computer</td>
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<td>• Literature circles/book clubs</td>
<td>• Handwriting</td>
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*Times of each block will vary according to grade level (i.e. half-day kindergarten, primary vs. intermediate elementary levels).*
### Grouping in the Elementary Classroom

<table>
<thead>
<tr>
<th>Why?</th>
<th>Whole group</th>
<th>Small Group</th>
<th>Pairs</th>
<th>Independent</th>
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<tbody>
<tr>
<td>Develops the learning community; time to share culture and literacy.</td>
<td>Common interests; strategy instructions, opportunities to plan, think, work toward a goal.</td>
<td>More intimate group requires less negotiation about agenda; more opportunity to construct.</td>
<td>Allows sustained reading and writing; allows personal choice; time for personal reflections.</td>
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<tr>
<td>Possibilities include discussion in a circle, having a special chair for authors or report givers, shared inquiry/Socratic circles.</td>
<td>Groups of 3 or 4 self-chosen for interest; teacher planned considering social relationships, expertise, or needed literacy support.</td>
<td>Self-chosen partner; teacher assigned partner to assure success—stronger/weaker, expert/novice; to encourage new friendships.</td>
<td>Teacher specified time for independent work; children separate themselves to work alone.</td>
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<tr>
<td>Decision making-class rules; problem solving; listening to stories; choral reading; teacher or “expert” demonstrations; shared experiences; celebrating—completion of a major project, individual accomplishments; sharing individual scholarship.</td>
<td>Discussion groups; literature study; content area explorations; writing support groups; instruction groups; any inquiry project.</td>
<td>Shared reading; study partners; cross-age tutors; letter exchanges; skill pairings—author/illustrator, reader/actor.</td>
<td>Sustained reading and writing; personal investigation; journal writing; gathering personal resources; time for personal reflection.</td>
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</table>

### When?
- Provides a meaning-rich context where language is used to share meaning and students’ individuality is explored and supported.
- Opportunity to use oral language in social context to construct meaning; functional reasons to read and write; allows students to shape their own development of personal literacy.
- Opportunities to practice making personal meanings public in face-to-face interaction with a peer; “two heads are better than one”—learning can go farther with two.
- Allows the child to set a personal place to thinking; allows the child to make personal connections to the class learning; time to savor language; time to use written language.

### How does it foster literacy?
- Shared experiences give the class a shared vocabulary and practice in social meaning making.
- Develop awareness of multiple perspectives; peers to provide support and language opportunities.
- Opportunities to make connections with all class members; reasons to relate in spite of differences.
- Allows time for the child to do what he enjoys without pressure to negotiate with the larger community; time to practice, to own, new learning.

### How does it support students with diverse language, cultural, ability, or experience backgrounds?
- What the children value; what energizes the group; which children need more help in making their meanings public.
- Can see the children try out different perspectives and roles; can see what knowledge is constructed.
- What the child can do with support; what kind of support the child needs; how the child accepts or rejects different perspectives.
- What the child’s interests are; what the child thinks about; what aspects of reading and writing make sense to the child and can be used for her/his own purposes.

### What does the teacher learn from the students?
- Allows time for the child to do what he enjoys without pressure to negotiate with the larger community; time to practice, to own, new learning.
**Reading Block for Grades K-5**

90 minutes

General frameworks provide a focus for each day’s lesson in reading and writing. Specific components and recommended time frames vary according to grade levels.

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<tr>
<th>Format</th>
<th>Component</th>
<th>Recommended Setting/Time</th>
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| **Focus Lesson**| Direct instruction to the whole group aligned to the unit of study. It should be used to teach both surface and deep structure components of literacy.  
• Reading Aloud  
• Shared/Interactive Reading                                          | Whole Group  
• 10-20 minutes                                                    |
| **Student Work Time** | During student work time a variety of literacy activities addressing the five essential components of reading (phonics, phonemic awareness, comprehension, fluency, vocabulary) should occur in the classroom:  
• Partner or individual reading  
• Writing in response to reading  
• Conferring with students  
• Literature circles  
• Shared inquiry discussions  
• Word Work  
• Technology support                                                                                   | Individual, Partner, or Small Group  
• 20-40 minutes                                                   |
| **Guided Reading** | Teacher guides small groups of students in the development of reading strategies toward independent reading. Teachers support individuals and the group by matching books to readers and scaffolding the reading process. | Small Groups based on reading behaviors/needs  
• Approximately 20 minutes per group  
• Approximately a total of 45 minutes daily                                                                 |
| **Sharing**      | A time of gathering together to reinforce the focus lesson of the day, debrief students’ reading, and summarize the overall progress of the group toward learning goals. (Status of the Class) | Whole Group, Small Group, or Partners  
• 5-10 minutes                                                     |
90 Minute Reading Block

15 Minutes
Phonics, Phonemic Awareness, Making Words, Etymology, Structural Analysis

10 Minutes
Spelling from reading texts; word patterns; word sorts

20 Minutes
Shared reading; mentor texts, mini-lessons; teacher modeling; read-alouds; think-alouds

45 Minutes
At least two guided reading groups a day; target bottom groups 4-5 times a week.

Skills: Comprehension, Vocabulary, Fluency

Guided Reading
Direct Instruction
Spelling
Word Work
Read Aloud/Modeled Reading

- **Teacher reads aloud a book, poem, or article to the class. Choice of text is crucial.** A read aloud selection must be developmentally appropriate and representative of a wide variety of genres. Selected read aloud texts should build students’ knowledge about a theme or content area or model a particular comprehension strategy.

- **Plan your read aloud as carefully as you plan any other lesson.** Select vocabulary words to explicitly teach and mark spots that are ripe for questions and for ‘thinking aloud’ about reading comprehension strategies. Write down text-dependent questions and Bloom’s Taxonomy leveled questions at the analytic, synthesis, and evaluative levels that encourage student discourse.

- **Consider carefully when to stop and think during a read aloud.** Stopping too often disrupts the flow of the book and interrupts comprehension. Not stopping enough limits the amount of critical thinking that students can do when sharing their thoughts with a partner or the group.

- **Plan ways for students to respond after read aloud.** In order to fully process the information students listened to during the read aloud, they must respond in a variety of ways--- **orally** (discussion, think-pair-share), **visually** (drawing, imagining), **physically** (pantomime), or in **written form** (journaling or responding to a prompt).

An effective read aloud has several instructional purposes, with some variance by grade level. These purposes include:

- To build **book and print awareness** in kindergarten by modeling reading behaviors and concepts of print.
- To develop **phonological and phonemic awareness** in kindergarten and first grade by choosing books with rhyming or predictable patterns.
- To model **reading accuracy and fluency** for all students by giving them the opportunity to hear the teacher read quickly, expressively, and with ease which allows them to visualize the text.
- To develop all students’ **listening and reading comprehension skills** by asking questions and leading discussions about books before, during, and after reading and by exposing student to sophisticated vocabulary and sentence structure.

**Reading aloud, which has been proven the most influential factor in children becoming readers, promotes story enjoyment and literature appreciation. A variety of genre is chosen to provide a meaningful and enjoyable listening experience, as well as a model of phrased, fluent reading.** (Routman, Fountas and Pinnell)
**Shared Reading**

Shared reading in all grades is when the teacher introduces and reads an enlarged text, small selection, or a short passage, that each student can see (Big Book, overhead projection, charts, or personal copies). Text is selected in order for the teacher to demonstrate a specific strategy by using explicit language when thinking aloud. Shared reading is one way to immerse students in rich literature without worrying about reading level or performance. The teacher reads aloud at a rate that allows students to join in, although usually slightly behind the teacher. Shared reading involves a variety of instructional methods that ensures that students are engaged in repeated readings in which they build their reading **accuracy and fluency**.

- **Choral Reading**: involves the teacher and students reading a text aloud in a chorus.
- **Echo Reading**: involves the teacher reading a sentence, line, or page and then the students reading the same sentence, line, or page one beat behind the teacher.
- **Reader’s Theater**: The teacher selects a script and assigns parts to the students who spend time in structured practice of the script which they present to their classmates.

During the shared reading, teachers model and engage in ‘think-alouds’ demonstrating the **three cueing systems** of reading:

- **Meaning**: Does it make sense?
- **Structure** (Grammar): Does it sound right?
- **Sound-Symbol** ( Phonics): Does it look right?
3 QUESTION CUEING SYSTEM FOR BALANCED LITERACY

Making Meaning Out of Words

MEANING
Does it make sense?
Story Sense
Text/Illustrations
Build Background
Introduce Book
Picture Walk
Independent Read
Journal Writing
Content Writing

STRUCTURE
Does it sound right?
Natural Language
English Grammar
Patterns/Structures
Picture Walk
Build Strategies
Teach Skills
Independent Read
Skills Bank
Structure Writing

SEMANTICS
SYNTACTIC

COMPREHENSION

GRAPHOPHONIC

SOUND-SYMBOL
Does it look right?
Print Conventions
Directionality
Picture Walk
Build Strategies
Teach Skills
Independent Read
Skills Bank
Journal Writing
Structure Writing
Content Writing

Adapted from Guided Reading, Fountas & Pinnell
(also Linda Hoyt)

3/30/03
**Guided Reading**

Guided reading is the core of the instructional reading program.

Guided reading is a time to have students practice using decoding and comprehension strategies as they read a text that is on their instructional level (read with 90% accuracy). **Membership in a guided reading group is flexible and depends on the needs of the students.** The teacher works with a small group of students (ideally, no more than six) who demonstrate similar reading behaviors in order to support their reading. **Teachers should meet with struggling readers on a daily basis in either a small group or individually.** The teacher guides the use of reading strategies during or after the reading, providing the students opportunities for problem-solving and application. *(Routman, Fountas & Pinnell)*

In developing plans for your small instructional reading groups, it is helpful to keep these questions in mind:

1. **What is the identified need?**
   - Why did I group these children together for small flexible group instruction? 
   (common reading behaviors, specific reading skills)

2. **Why did I select this text for my guided reading group?**
   - What specific reading skills will I address and what successful reading strategies will I teach?

"Because of its flexibility, guided reading is a very powerful tool; you can provide more support for students at the beginning of the reading and can gradually release the responsibility to students as the reading progresses."

-J. David Cooper-
## Guided Reading Notes

**Month of:**

**Students:**

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<th>Strategy:</th>
<th>Text/Level:</th>
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## Sample Guided Reading Notes

### Strategy: Using picture clues

<table>
<thead>
<tr>
<th>Name</th>
<th>Text/Level: J</th>
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</thead>
<tbody>
<tr>
<td><strong>Alex</strong> Needs prompting</td>
<td><strong>Kristen</strong> Refer to picture for unknown words</td>
</tr>
<tr>
<td><strong>Tammy</strong> Refer to picture for unknown words</td>
<td><strong>Bob</strong> Refer to picture for unknown words</td>
</tr>
<tr>
<td><strong>Rick</strong> Needs prompting</td>
<td><strong>Bob</strong> Refer to picture for unknown words</td>
</tr>
</tbody>
</table>

### Strategy: Using picture clues

<table>
<thead>
<tr>
<th>Name</th>
<th>Text/Level: J</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alex</strong> Uses picture clues to read unknown words</td>
<td><strong>Kristen</strong> Uses picture clues to read unknown words</td>
</tr>
<tr>
<td><strong>Tammy</strong> Uses picture clues to read unknown words</td>
<td><strong>Bob</strong> Uses picture clues to read unknown words</td>
</tr>
<tr>
<td><strong>Rick</strong> Uses picture clues to read unknown words</td>
<td><strong>Rick</strong> Uses picture clues to read unknown words</td>
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</table>

### Strategy: Retelling

<table>
<thead>
<tr>
<th>Name</th>
<th>Text/Level: K</th>
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<tbody>
<tr>
<td><strong>Alex</strong> Needs graphic organizer</td>
<td><strong>Kristen</strong> Omits relevant details</td>
</tr>
<tr>
<td><strong>Tammy</strong> Omit relevant details</td>
<td><strong>Bob</strong> Includes beginning, middle, and end</td>
</tr>
<tr>
<td><strong>Rick</strong> Needs graphic organizer</td>
<td><strong>Rick</strong> Needs graphic organizer</td>
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</table>

### Strategy: Retelling

<table>
<thead>
<tr>
<th>Name</th>
<th>Text/Level: K</th>
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</thead>
<tbody>
<tr>
<td><strong>Alex</strong> Uses graphic organizer effectively</td>
<td><strong>Kristen</strong> Includes beginning, middle, and end</td>
</tr>
<tr>
<td><strong>Tammy</strong> Includes beginning, middle, and end</td>
<td><strong>Bob</strong> Includes details</td>
</tr>
<tr>
<td><strong>Rick</strong> Uses graphic organizer effectively</td>
<td><strong>Rick</strong> Uses graphic organizer effectively</td>
</tr>
</tbody>
</table>
Fountas and Pinnell Guided Reading Level
Characteristics and Strategies for
Developing Independent Readers

Levels A-B (Gr. K-1)

- Using a pattern to predict
- Using picture clues
- Understanding left-to-right directionality
- Matching one-to-one speech to print
- Pointing under the words
- Locating known words on a page and using them as anchors

Levels C-D (Gr. K-1)

- Understanding how patterns change
- Using picture cues to search for meaning
- Understanding left-to-right directionality when there is more than one line of print
- Locating known words on a page and using them as anchors
- How to know when a book is “just right”
- Monitoring for meaning—checking to make sure it makes sense
- Monitoring for language—does it sound right?
- Attending to beginning letters in a word—predicting from first letter or letters
- Going back to reread when stuck
- Locating some high frequency words with automaticity

Levels E-F (Gr. 1)

- Rereading
- Self-correcting
- Cross-checking one cue against another
- Monitoring for meaning
- “Just right” book selection
- Using word analogies to decode simple unknown words
- Using graphophonic knowledge to look across words
- Recognizing common “chunks” in words
- Using the pointing finger only at difficulty
- Locating many high frequency words automatically
- Words with common chunks
- Understanding the difference between fiction and nonfiction texts
Levels G-H (Gr. 1-2)

- Rereading
- Self-correcting
- Reading fluently
- “Just right” book selection
- Integrating cues from meaning, structure, and visual cues
- Ongoing monitoring for meaning
- Using increasingly difficult chunks within words
- Independence in reading
- Learning how to read nonfiction texts by using the table of contents, headings and captions

Levels I-J (Gr. 1-2)

- All of the before mentioned strategies
- Skipping a word, going on, and coming back
- Using context clues to understand an unknown word
- Reading with intonation
- How to use punctuation cues to read with phrasing
- Retelling using names, important events, and general gist of story
- Inferring from illustrations
- Making text-to-self connections
- Using diagrams, captions, index, etc. to read nonfiction texts

Levels K-L (Gr. 2-3)

- Self-correcting regularly
- Reading with fluency, intonation and phrasing
- “Just right” book selection
- Using more challenging graphophonic strategies to problem-solve through text
- Solving unknown words with relative ease
- Learning how to carry a story line through chapters
- Inferring from pictures, character’s actions, author’s choice of words
- Retelling the gist of the story, including connected, personal thoughts
- Making text-to-text connections
- Understanding how series books are organized
- Skimming and scanning nonfiction texts for important information
- Understanding longer descriptive words and content-specific/technical vocabulary
Levels M-P (Gr. 3-4)

- Using meanings of word parts (prefixes, suffixes, root words) to decipher unknown words
- Inferring from multiple sources within text
- Determining importance of events/facts within text
- Making text-to-world connections (as well as previously stated connections)
- Building stamina for reading longer
- Understanding theme
- Characterization
- How characters change from beginning to end of a book and why
- Using nonfiction for research

Levels P –R (Gr. 3-4)

- Understanding fictional and informational content topics to go beyond reader’s personal experience
- Automatically read and understand a full range of genres
- Challenging themes
- Use of descriptive and figurative language that is key to understanding plot
- Understanding complex content-specific words in nonfiction, defined in text, illustrations, or glossary
- Identify and use underlying organizational structures in text
- Search for information in illustrations and complex graphics
- Decode multi-syllable words and use a full range of word solving skills
- Fluency and phrasing in oral reading are well established

Levels S-T (Gr. 4-5)

- Automatically read and understand multiple genres (biographies, fiction, informational text, Hybrid genres)
- Process lengthy, complex sentences
- Interpret new vocabulary, some defined in text and some unexplained
- Read and understand texts in a variety of layouts/formats
- Read longer texts, remember information, and connect ideas over a long period of time (a week or two)
- Read and interpret complex fantasy, myths, legends that contain symbolism
- Understand perspectives different from their own
Levels U-W (Gr. 5-6)

- Automatically read and understand a full range of genres
- Read and understand longer texts and connect ideas over many days of reading
- Interpret complex fantasy, myths, legends that contain symbolism and classical motifs
- Encounter mature themes that expand their knowledge of social issues
- Read and interpret more realistic forms of literature (satire) and literary devices (irony)
- Understand multidimensional themes on different levels
- Reads expressively when presenting poetry and readers’ theater
- Apply background knowledge of historical events, archaic language and/or regional dialects when reading

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### Reading Level Correlation Chart

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Reading Recovery</th>
<th>Fountas-Pinnell Guided Reading</th>
<th>DRA</th>
<th>Basal Equivalents</th>
<th>Lexile Levels</th>
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<tbody>
<tr>
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<td>Readiness</td>
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<td>Grade 1</td>
<td>A</td>
<td>J, K</td>
<td>20</td>
<td>Grade 2</td>
<td>300-399</td>
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<td>19</td>
<td>L, M</td>
<td>23</td>
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<td>400-499</td>
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<tr>
<td>Grade 2</td>
<td>22</td>
<td>N</td>
<td>30</td>
<td>Grade 3</td>
<td>500-599</td>
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<td>23</td>
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<td>600-699</td>
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<tr>
<td>Grade 3</td>
<td>24</td>
<td>O, P</td>
<td>38</td>
<td>Grade 4</td>
<td>700-799</td>
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<td></td>
<td>25</td>
<td>Q, R, S</td>
<td>40</td>
<td></td>
<td>800-999</td>
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<tr>
<td>Grade 4</td>
<td>26</td>
<td>T, U, V</td>
<td>44</td>
<td>Grade 5</td>
<td>900-999</td>
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<tr>
<td>Grade 5</td>
<td>27</td>
<td>W, X, Y</td>
<td>48</td>
<td></td>
<td>1000-1100</td>
</tr>
<tr>
<td>Grade 6</td>
<td>28</td>
<td>Z</td>
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<td>Grade 7</td>
<td>29</td>
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<tr>
<td>Grade 8</td>
<td>30</td>
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</tbody>
</table>
**Literature Study**

Literature study can occur in **Book Clubs** and/or **Literature Circles**. These heterogeneous discussion groups help students develop a deeper appreciation and understanding of literary texts. During book discussions, students have the opportunity to share their personal responses about a piece of literature. In book clubs and literature circles, students engage in the elements of shared inquiry learning. *(The Great Books Foundation)*

- **Collaboration**: Students collaborate with peers by listening and sharing ideas and questions, agreeing and disagreeing, or weighing alternative interpretations.
- **Questioning**: Students ask questions to clarify and deepen their understanding of the text.
- **Interpretive Focus**: Students develop their own interpretations and evaluations of the text through discourse with peers who offer more than one valid answer.
- **Evidence**: Students support their interpretations and opinions by offering consistent text-evidence from their reading.

**The Great Books Shared Inquiry** sequence of activities to provide sustained interaction and the construction of meaning from complex texts aligns with the ELA Common Core State Standards:

- Pre-reading activities
- First reading and note-taking
- Sharing questions
- Rereading activities, including note-taking
- Shared inquiry discussion
- Extending the inquiry through writing, evaluative or creative responses
## Independent Reading Block for Grades K-5

### 30 minutes

<table>
<thead>
<tr>
<th>Format</th>
<th>Component</th>
<th>Recommended Setting/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus Lesson</strong></td>
<td>Direct instruction to the whole group or small groups may occur 1 or 2 days a week to address independent reading:</td>
<td>Whole Group</td>
</tr>
<tr>
<td></td>
<td>• Selecting an appropriate leveled book</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading a variety of genres</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Completing a daily reading log</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing in response to a reading prompt aligned with the CCSS (at least 2 responses a week)</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td><strong>Student Work Time</strong></td>
<td>• During student work time, students read appropriately <strong>lexile-leveled books of their own choice</strong> that include a variety of genres.</td>
<td>Individual</td>
</tr>
<tr>
<td></td>
<td>• During this time the teacher confers with individual students, completes anecdotal records, listens to students reading aloud, conducts running records, or provides written feedback to students in their reading notebooks.</td>
<td>20-30 minutes</td>
</tr>
<tr>
<td><strong>Sharing</strong></td>
<td>A time of gathering together as a whole class <strong>once a week</strong> to discuss the books they are reading. <em>(Critics Corner)</em></td>
<td>Whole Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10-15 minutes</td>
</tr>
</tbody>
</table>

"It’s called ‘reading’. It’s how people install new software into their brains.”
Independent Reading

Students self-select books at their reading level (books they can read with 95-100% accuracy). Students take responsibility for working through the challenges of the text independently. The teacher’s role is to observe, acknowledge, and teach the students during conferences. A sustained period of time is set aside each day for independent reading (30-minute Independent Reading Block). Independent reading affords the students the uninterrupted time to apply reading strategies, develop fluency, and build their confidence as readers.

What are students reading?

- Students are reading books on their independent reading level.
- Students have choice as to the books they read. Therefore, teachers have the responsibility of teaching students how to select “just right” books.
- Reading researcher Richard Allington has noted that every classroom library should contain 750 to 1500 texts equally split between fiction and non-fiction. Organization is key: books should be kept in baskets so that student can see the front cover and should be grouped by genre, reading level, author study, or series. Students should have several “just right” books in a portable bookshelf. (Ziploc bag, magazine holder)
- Students will maintain a ‘Reader’s Notebook’ to log the books read and to reflect and respond to prompts about the books they are reading.

![Diagram of The 5 Finger “Tips” of Choosing a Book to Read](image-url)

1. Open your book to any page.
2. Read the words on that page.
3. Count the number of words you do not know on that page.
4. Now use the fingertips to help you decide if this a good book for you to read by yourself.

FIVE WORDS = Try a different book.
FOUR WORDS = Tough to Read.
THREE WORDS = You may need help reading this.
TWO WORDS = Still a good choice.
ONE WORD = OK
What is the teacher doing?

- Teachers will listen to individual students read and confer with them about the books they are reading.
- Teachers will use informal assessments that include anecdotal notes and running records identifying students’ decoding skills, fluency, and comprehension.
- Teachers may want to administer more formal assessments that can include Fountas & Pinnell’s running records, the Developmental Reading Assessment (DRA), or the reading series assessments.
- Teachers will provide written feedback to students’ reflections and responses in their Reader’s Notebook.

At the primary grades of kindergarten and first grade, students are often “reading” the pictures of their books and revisiting texts read during shared reading. Students at this emergent stage of reading will read out loud, read with a partner, or listen to a book on tape for a portion of their independent reading block. Students in the intermediate elementary grades will be switching between independent reading and journal writing to track their thinking and monitor their comprehension. The time students spend reading independently varies according to their grade level and the time of year.
Reading Response Notebook

Your Reading Response Notebook (RRN) is a place for you to record your thoughts, reactions, feelings, and questions about what you read each day for homework. Please follow the guidelines listed below when you write your reading response entry. Refer to the sample entry if you need help in getting started. On the back inside cover of your notebook there is a list of questions which may help to jump-start your thinking and help to show you some areas in which you may not have thought of writing about before. Don’t try to answer everything, pick one or two areas you feel are important and write about them. Don’t give a detailed plot summary; rather try to think and react with your feelings and mind to what you read.

Writing a Reading Response Entry

1. Write the date in the margin of the notebook page.
2. Write the title of the book and the author on the same line as the date.
3. On the next line, begin to write the journal response. All entries should be written in paragraph form. Sentences should start with capital letters and end with proper punctuation.
4. Each written response should be about one side of a page. Use the front and back of the notebook pages.
5. Write neatly and do your best job.

8/27/07 The Janitor’s Boy - by Andrew Clements

After reading the first two chapters of The Janitor’s Boy,
I felt like I could really relate to the story. I have gotten anxious
before going back to school just like Jack did. While my dad does
not work at my school, I can still imagine how embarrassed he is.
My mom embarrasses me all the time and she works in a doctor’s
office so I don’t see her when I am at school. She tells silly stories
about me to people I don’t even know, like the time I ripped my
shorts on the playground and my underwear was showing. Another
way I can relate to Jack is that I also love watermelon gum, I just
can’t imagine chewing so many pieces at once. In addition, I think
Jack is going to get caught for putting bubblegum everywhere.
I think I think the music teacher might tell his dad he smeared
the sweet-smelling watermelon gum all over the bottom of the desk
and chair.
# Reading Response Journal Rubric

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Level 1 Judgments</th>
<th>Level 2 Supported</th>
<th>Level 3 Informed</th>
<th>Level 4 Thoughtful</th>
<th>Level 5 Insightful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language, Details, and Ideas</strong></td>
<td>Responds to vocabulary, concrete details, directly stated ideas of key points in their reading</td>
<td>Responds to concrete details, strongly implied ideas or key points in their reading</td>
<td>Responds to more abstract language, details, and ideas in their reading</td>
<td>Responds to subtle language, details, and ideas in their reading</td>
<td>Responds to elements of style, selections of detail, matters of organization and characterization as well as complex ideas in their reading</td>
</tr>
<tr>
<td><strong>Purpose, Content, and Relationships</strong></td>
<td>Makes judgments about the purpose, content, or relationships in their reading</td>
<td>Makes supported judgments about the purpose, content, or relationships in their reading</td>
<td>Makes informed judgments about the purpose, content, or relationships among elements in their reading</td>
<td>Makes well-supported judgments about purpose, content, or relationships in their reading</td>
<td>Makes insightful judgments about purpose, content, or relationships in their reading</td>
</tr>
<tr>
<td><strong>Understanding and Appreciation</strong></td>
<td>Explores their reading in the context of personal experience</td>
<td>Explores their reading in the context of personal experience and understanding</td>
<td>Explores and demonstrated personal understanding and appreciation in their reading</td>
<td>Explores and integrates a thoughtful understanding and appreciation in their reading</td>
<td>Explores and integrates insightful understanding and appreciation in their reading</td>
</tr>
</tbody>
</table>

Adapted from Saskatoon Public Schools’ website Instructional Strategies Online.
# Reading Conference Notes

**Student**

<table>
<thead>
<tr>
<th>DATE/BOOK TITLE/LEVEL</th>
<th>WHAT DOES THE STUDENT KNOW?</th>
<th>WHAT DOES THE STUDENT NEED TO LEARN?</th>
<th>HOW CAN I TEACH THIS?</th>
</tr>
</thead>
<tbody>
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</table>
Sample Reading Conference Notes

<table>
<thead>
<tr>
<th>DATE/BOOK/TITLE/LEVEL</th>
<th>WHAT DOES THE STUDENT KNOW?</th>
<th>WHAT DOES THE STUDENT NEED TO LEARN?</th>
<th>HOW CAN I TEACH THIS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/17 Dan the Flying Man Level C</td>
<td>How to look at the first letter and the picture</td>
<td>How to locate and use word parts- <em>an</em>, <em>at</em></td>
<td>Use magnetic letters to make and break words. Find books with these word families for student to practice using word parts.</td>
</tr>
<tr>
<td>10/22 Tracks Level C</td>
<td>Reads for meaning. Relies on first letter. Used word parts when prompted</td>
<td>More work on word parts. Sight words and, it, is</td>
<td>Practice with decodable books so student can practice using word parts.</td>
</tr>
<tr>
<td>10/24 At the Ball Park Level D</td>
<td>Used word parts independently</td>
<td>Make sure she is rereading and self-questioning</td>
<td>Guided reading group with graphic organizer and modeled reading from teacher</td>
</tr>
<tr>
<td>Student</td>
<td>Date</td>
<td>Title/Level</td>
<td>Strategies Used</td>
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A Balanced Classroom Library

According to Richard Allington, a balanced elementary classroom library consists of approximately 750 to 1,500 books providing children with the opportunity to engage in reading rich literature. Research shows that having a wide range of quality books in the classroom contributes to students’ reading success.

Understanding How Classroom Libraries Work: Research & Results

- Children need access to meaningful and personally interesting books. They need to be provided choice in their book selections and be exposed to a wide range of genres, authors, and topics.
- While the best predictor of reading success is the amount of time spent reading, reading achievement is also influenced by the frequency, amount, and diversity of reading activities.
- By providing access to a rich classroom library, teachers promote greater amounts of reading, increased reading frequency, and more diverse reading experiences among their students, thus helping them to attain greater levels of reading achievement.
- Reading comprehension is enhanced by reflection and social interaction. Therefore, students must be provided with multiple opportunities to respond to their reading and interact with their peers through a variety of activities such as book clubs, discussions, written reflections, Critics Corner, or The Week’s Top Ten Books.
- Increased vocabulary knowledge leads to enhanced understanding of what one reads. A reciprocal benefit of independent reading is vocabulary growth and reading comprehension.
- When students read books at their appropriate readability level (matching students and text levels), they can read independently with success, which in turn enables them to grow as readers.

What is needed to set up a classroom library that supports literacy?

✓ Access to Quality Literature

When determining what type of books should be included in a classroom library, Debbie Miller (Reading with Meaning, 2002) recommends, “Be choosy. Build your collection slowly. Children should be reading well-written books that promote thinking and have believable, compelling characters who talk the way real people talk and do things real people do”.

When building a library, include texts with a variety of genres, authors, reading levels, text structures, multi-cultural, gender archetypes, age appropriate magazines, and student publications.
### Authors

<table>
<thead>
<tr>
<th>Realistic Fiction</th>
<th>Informational Texts</th>
<th>Genre</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Poetry Collections</td>
</tr>
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<td></td>
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<td>Magazines</td>
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<td></td>
<td>Biographies</td>
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<td></td>
<td>Fantasy</td>
<td>Memoir</td>
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</tbody>
</table>

### Levels

<table>
<thead>
<tr>
<th>Emergent Readers</th>
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</thead>
<tbody>
<tr>
<td>DRA 28-34</td>
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</table>

<table>
<thead>
<tr>
<th>Predictable Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Books</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lexile Level 450</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fountas &amp; Pinnell Level P</td>
</tr>
<tr>
<td><strong>Text Features</strong></td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Provide access to books with different text features so that children get independent practice problem-solving the way text is presented.</td>
</tr>
</tbody>
</table>

![Repeated, wrap around text](image1)

![Geographical text](image2)

![Circular story text](image3)
✓ A Warm, Inviting Space

Create a classroom library space for students that is organized with books easily accessible and organized by levels, genres, and authors. Make the reading location comfortable with carpeting, pillows, and bean bag chairs. Students will read with more concentration if the classroom library space is separate from the general flow of traffic in and out of the room. When establishing classroom routines, be sure to include the use of the classroom library that ensure that children understand the behaviors of a good reader.

✓ Sensible Organization

Classroom library books can be easily organized by genre, author, and level by using plastic tubs. Organizing and labeling racks, shelves, baskets, crates, and plastic bags enable easy access and accountability for book usage.
✓ **Ample Supplies and Resources**

A classroom library that supports independent readers will have:
- books appropriate for a variety of interests, levels, and genres.
- anchor charts to remind readers of strategies.
- reading logs and response journals readily accessible.
- tools and supplies including clipboards, post-its, response pages, pencils, date stamps, etc.

---

<table>
<thead>
<tr>
<th>Anchor Charts</th>
<th>Reading Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Anchor Charts" /></td>
<td><img src="image2" alt="Reading Journals" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date Stamps, Pencils</th>
<th>Clipboards, Post-its</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Date Stamps, Pencils" /></td>
<td><img src="image4" alt="Clipboards, Post-its" /></td>
</tr>
</tbody>
</table>
There are a plethora of sites that show what other teachers have done to establish a welcoming place for students to read in their classrooms such as:

http://www.cornerstoneliteracy.org  Cornerstone Literacy for Teachers

http://www.mandygregory.com/classroom_library1.htm

Check out the bin labels for author boxes! Contains numerous links to support your classroom library and independent reading.

**Classroom Library Checklist**

1. Are there a minimum of 15 to 20 books per student?
2. Do the materials reflect the range of reading levels represented in the classroom, so that all students can find books that are appropriate to their independent reading level?
3. Does the library contain a variety of materials: books, magazines, catalogs, listening center with books-on-tape, computer and computer software, art supplies and writing paper to respond to reading, etc.?
4. Is there a balance between the fiction and non-fiction books?
5. Do the books represent a wide variety of genres and types: picture books, chapter books, poetry, folktales, joke books, historical fiction, mystery, science fiction, fantasy, biography, classics, series, multicultural, nonfiction, etc.?
6. Are the books attractive and in good condition?
7. Are there multiple copies of popular titles, so that students can read books together?
8. Do the books reflect cultural and linguistic diversity?
9. Are the materials accessible to the students?
10. Are the books categorized and arranged in a logical and clear manner: authors, genre, themes, series, topics, new books, read-alouds, award winners, etc.?
11. Is there easy-to-read and highly visible signage to aid the students in finding materials?
12. Does the organization and signage invite browsing and use?
13. Are most of the books arranged with their covers facing outward?
14. Does the organization promote the reading of different genres, authors, and types of materials?
15. Is there a management system for checking out materials and monitoring their return?
16. Is the classroom library weeded of old, tattered, and worn books on a regular basis?
17. Is the classroom library located in one area of the room?
18. Are the reading areas defined with rugs or furniture arrangements for quiet reading?
19. Are the students encouraged to use the classroom library throughout the school day?
20. Are students provided chunks of time to read for a variety of purposes throughout the school day: for pleasure, for information, to perform a task?
**Why Can’t I Skip My 20 Minutes of Reading Tonight?**

<table>
<thead>
<tr>
<th>Student “A”</th>
<th>Student “B”</th>
<th>Student “C”</th>
</tr>
</thead>
<tbody>
<tr>
<td>reads 20 minutes each day</td>
<td>reads 5 minutes each day</td>
<td>reads 1 minute each day</td>
</tr>
<tr>
<td>3600 minutes in a school year</td>
<td>900 minutes in a school year</td>
<td>180 minutes in a school year</td>
</tr>
</tbody>
</table>

1,800,000 words (90th percentile)  
282,000 words (50th percentile)  
8,000 words (10th percentile)

By the end of 6th grade Student “A” will have read the equivalent of 60 whole school days. Student “B” will have read only 12 school days. Which student would you expect to have a better vocabulary? Which student would you expect to be more successful in school...and in life?

(Nagy & Herman, 1987)
**Writing Block for Grades K-5**  
60 minutes

<table>
<thead>
<tr>
<th>Format</th>
<th>Component</th>
<th>Recommended Setting/Time</th>
</tr>
</thead>
</table>
| **Focus Lesson**| Direct instruction for the whole group aligned with the unit of study/writing genre.  
  • Writing Process  
  • Shared/Interactive Writing  
  • Genre Study (descriptive, narrative, persuasive/argumentative, explanatory/informational)  
  • Author Study  
  • Craft, Structure, Mechanics, Grammar  
  • Word Work | Whole Group  
  • 10-15 minutes |

| **Student Work Time** | During student work time a variety of writing activities occur focused on individual actual student writing which can include:  
  • Shared/interactive writing  
  • Individual writing  
  • Writing in response to reading  
  • Teacher conferring with students  
  • Peer revising and editing  
  • Independent research  
  • Publishing | Individual or Small Group  
  • 30 minutes |

| **Sharing** | A time of gathering together to reinforce the focus lesson of the day, debrief students’ writing, and summarize the overall progress of the group toward learning goals. (Status of the Class) | Whole Group, Small Group, or Partners  
  • 5-10 minutes |

| **Handwriting** | Direct instruction and practice for manuscript and cursive handwriting. *(Introduction of cursive will occur in Grade 2 during the second half of the year).* | Whole Group or Individual  
  • 5-10 minutes |
60 Minute Writing Block

- 5 Minutes: Handwriting: K-2 Manuscript; Gr. 2-5 Cursive
- 10 Minutes: Teacher & peer writing conferences; small group skill instruction
- 15 Minutes: Writing Process; teacher modeling; craft & structure; mechanics
- 30 Minutes: Individualized Writing: prewriting, drafting, editing, revising, publishing

- Independent Writing
- Direct Instruction
- Guided /Independent Practice
- Handwriting
The Writing Process

Prewriting
- purpose and audience
- brainstorming
- form

Writing
- organization
- voice
- word choice
- sentence fluency

Responding
- teacher/peer conference
- self/peer evaluation

Revising
- clarifying
- reorganizing
- refining
- using precise language

Editing
- conventions

Publishing/Sharing
- bulletin board
- website
- performance
- author's chair
Modeled Writing (*Think Aloud*)

- The teacher *demonstrates the act of writing by thinking aloud* while composing text in front of students.
- Modeled writing allows students to hear the thinking that accompanies the process of writing, such as topic choice, how to start a piece, looking for a better word, revising, and editing.
- The teacher provides *exemplars* that can be posted in the classroom and creates written language resources for the classroom.

**The role of the teacher is to:**
- introduce the lesson/topic by modeling how to begin writing.
- plan text and help students generate ideas for writing.
- record students’ ideas.
- reinforce print conventions such as capitalization, punctuation, and grammar.
- demonstrate how different genres are structured.
- introduce the structures of various fiction and nonfiction genres.

**The role of the students is to:**
- provide ideas for the writing.
- suggest features to suit the particular genre.
- read and make critical comments about the composition with the teacher.

**What should the teacher model?**

- **Topic Selection**
  Teachers need to model how to select a topic, how to give reasons for topic selection, and how to write on a variety of topics. It is also beneficial for students to see their teacher keeping a topic list.

- **Gathering and Selecting Information**
  Teachers need to model the usefulness of drawing pictures or diagrams, making graphic organizers, jotting in margins, and note-taking.

- **Writing in a Variety of Forms**
  In order for children to write in a variety of forms, they need to hear and see the variations. The teacher can model variety by reading different genres and styles of writing aloud to children. Discussion with the class about the various genres and literacy styles will enable them to discover the defining characteristics of each form.
Voice
What is “voice”?
Voice is the personal quality of the writing, a sense of the writer behind the words – their individual fingerprints on the page. It is the “flavor” or tone appropriate to the purpose for the writing and audience. The teacher can model voice by interjecting her thoughts and feelings into her writing and choosing vivid, specific verbs.

C: "What do you want to write about today?"
S: Mike
C: Is Mike just a friend?... (shakes head) or a boyfriend? (smiles & nods)... Okay! Then I think I'll write about MY boyfriend... my husband, Robert. I like Robert. Ya know, I like him a whole lot, so I need to add another word in there that makes it sound that way. I know - I can use 'really.' I really like Robert. That sounds good. OK, I should say something about who he is. Let's see... I don't need to write his name again, instead I can say 'he.' He is my husband I want to add something about what we like to do. I like to go hiking with him..."
(C reads text while showing S - they laugh together. C turns over paper, then says, "Now it's your turn to write about Mike.")
S: I love Mike. I'm going movie. I like play Uno.
C: "You get to go to the movie with Mike? (nods) And play Uno with him too? (nods). Cool!"
Shared Writing (Think Along)

- Shared writing is an activity, either whole-class or small-group, in which the teacher and students share the composing process. The teacher acts as the scribe. By recording what he/she and the class want to say, the teacher reinforces concepts of print.
- The students learn about the writing process through structured conversations during the sharing session. The focus is on the content of the message. The content can be a daily message, response to literature, lists, stories, prose, non-fiction and so forth.

Why Is It Important?

Regie Routman (1994) lists several benefits of utilizing the shared writing strategy with students. Some of these include the recognition that shared writing:

- reinforces and supports reading as well as writing.
- makes it possible for all students to participate.
- encourages close examination of texts, words, and options of authors.
- demonstrates the conventions of writing-spelling, punctuation, and grammar.
- focuses on composing and leaves transcribing to the teacher.

Shared writing, along with modeled writing, is a step in the process of moving students toward independent writing. It is another level in the scaffold that gives students support as they learn the mechanics, conventions, and processes of writing. The strategy allows students to gain competence and confidence in their writing skills while it allows the teacher to demonstrate the usually internal thinking process that takes place as writers write.
Guided Writing *(Think on My Own with Coaching)*

- The teacher works with a small group of students *(up to 6)* who have similar needs and coaches them as each one writes a composition, leading them to independent writing.
- The teacher guides the process and provides close-up, customized instruction, coaching, and encouragement to foster creativity and the ability to craft one’s writing.

**The role of the teacher is to:**
- observe and assess students’ writing.
- meet with individuals or small groups who have similar needs.
- prompt, coach and guide young writers.
- respond as a reader.
- ask open-ended questions.
- extend students’ thinking in the process of composing.
- foster writing independence.
- accept and expect approximations of spellings of unusual or unknown words.

**The role of the student is to:**
- make choices and decisions.
- write for a variety of purposes and audiences.
- write in a variety of genres.
- respond to peers and to reflect on peer responses to their writing.
Independent Writing *(Think on My Own)*

- Independent writing provides students with the opportunity to practice their writing skills. They have the opportunity to write about their interests and to write for many purposes, using different genres as appropriate for the grade level.
- **Students must have time each day to write, revise, and publish stories and other texts of their choosing.** Students become authors with purpose, and consider who their audience might be. They have the opportunity to write using many different styles and in several genres.

**The role of the teacher is to:**
- create opportunities for students to engage in authentic, purposeful writing.
- respond to the content of the students’ writing.
- assist students with the revision, editing, and publishing process.

**The role of the student is to:**
- write for his/her own purpose, to document what he/she has learned, express their feelings, respond to readings, etc.
- select the topic and content for writing.
- use different writing genres.
- revise and edit writing.
- accept feedback from peers and the teacher.
According to the National Reading Panel’s *Teaching Children to Read: An Evidenced-Based Assessment of the Scientific Research Literature on Reading and its Implication for Reading Instruction* (2000), the five essential components of reading instruction identified for a balanced literacy program include:

- **Comprehension**: Comprehension is an *active process that requires an intentional and thoughtful interaction between the reader and the text*. Comprehension is the *essence of reading*.

- **Vocabulary**: Vocabulary development (word knowledge) is the *ability to understand* (receptive) *and use* (expressive) words to acquire and convey meaning.

- **Fluency**: Fluent readers are able to read orally with *speed, accuracy, and proper expression*.

- **Phonics**: The primary focus of phonics instruction is to help beginning readers understand how *letters are linked to sounds* (phonemes) to *form letter-sound correspondences and spelling patterns* and to help them learn how to apply this knowledge to read words.

- **Phonemic Awareness**: Instruction in phonemic awareness involves teaching children *how to blend or segment the sounds in words using letters*. 
Phonemic Awareness (K-2)

Phonemic awareness is closely correlated with overall success at reading. It enables students to learn to see the relationship between spoken and written language.

Definition:
Phonemic Awareness is the ability to recognize that language is made up of a series of small sounds. Phonemes are the smallest unit of a sound. Each phoneme makes a sound, but not every letter represents a phoneme. For example, *cat* has three letters and three phonemes (c/a/t), while *stick* has five letters and three phonemes (st/i/ck). **Phonemic awareness is defined as the ability to count, identify, and manipulate phonemes.**

- Students participate in oral activities that involve rhyming, blending, segmenting and manipulating sounds and alliteration.
- Students’ progress should be frequently assessed.
- Classrooms should be print-rich, multi-sensory and engage the students in story, language and sight words.

Phonics (K-5)

Definition:
Phonics is the study of the alphabetic principle (the relationship between letters and sounds). Phonics is taught in order to facilitate word recognition, reading comprehension, and spelling. The study of phonics along with other decoding strategies gives students multiple ways to comprehend text, build vocabulary, expand their store of known letters and words, and reduce the effort of decoding while reading.

- **Alphabetic understanding** requires the understanding that letters and sounds in words flow from left to right.
- **Phonological decoding** requires the use of knowledge of letters and sounds to reproduce the pronunciation of an unfamiliar word in print or to spell words.
- Phonics lessons grow into more complex word work study that involves breaking words apart and using knowledge of familiar words to understand unfamiliar ones.

Mastery of phonics concepts allows children to develop **automaticity**, the ability to decode words without effort as they read. **This automaticity allows them to spend more mental energy on comprehending and promotes reading fluency.**
**Decoding Strategies**

<table>
<thead>
<tr>
<th>What do you do when you come to a tricky word?</th>
<th>Look at the pictures.</th>
<th>Is your mouth ready?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start again.</td>
<td>Does that make sense?</td>
<td>Say the word slowly.</td>
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<tr>
<td>←→</td>
<td></td>
<td>m-o-m d-o-g</td>
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<tr>
<td>Skip it, read on, then go back.</td>
<td>Look for chunks.</td>
<td>Where have I seen that before?</td>
</tr>
<tr>
<td>↘→ ←</td>
<td>an in ing sh ack</td>
<td></td>
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</tbody>
</table>
Fluency (K-5)

Fluency refers to the ability to read quickly and accurately, both silently and aloud. Fluent readers are able to read aloud with expression and provide the proper emphasis.

- Fluency develops after students have progressed from using an alphabetic approach to reading words (identifying & blending sounds) to the orthographic phase of reading (reading words as whole units by sight).
- Reading aloud makes students develop their eye-voice span or ability to keep their eyes several words ahead of their voice. Reading aloud enables students to develop the ability to divide sentences into meaningful chunks, so that their intonation and expression help convey the meaning of the text to their listeners.
- The ability to read with expression is related to comprehension. In order to read with expression, the reader must understand the relationship among words in a sentence and ‘chunk’ these words into meaningful clauses and phrases. The chunking provides a bridge between word recognition and comprehension.

Fluency development requires:
- that students are provided opportunities to read silently for extended periods of time.
- that students are provided opportunities to read aloud and practice and polish their skills.
- that teachers model reading with fluency and expression (shared reading & read aloud).
- that students practice and can read the high frequency sight words.
- that students engage in multiple re-readings of a text.
**DOLCH WORD LISTS**

<table>
<thead>
<tr>
<th>Pre-primer (40)</th>
<th>Primer (52)</th>
<th>1st Grade (41)</th>
<th>2nd Grade (46)</th>
<th>3rd Grade (41)</th>
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<td>right</td>
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<td>please</td>
<td>open</td>
<td>sing</td>
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<td>you</td>
<td>they</td>
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<td>I</td>
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End of 1st Grade  End of 1st Grade  End of 1st Grade  End of 2nd Grade  End of 3rd Grade
| a     | I     | run   |
| and   | in    | said  |
| away  | is    | see   |
| big   | it    | the   |
| blue  | jump  | three |
| can   | little| to    |
| come  | look  | two   |
| down  | make  | up    |
| find  | me    | we    |
| for   | my    | where |
| funny | not   | yellow|
| go    | one   | you   |
| help  | play  |       |
| here  | red   |       |

Your child identifies all circled words. Our goal is 100% by the end of November. Thanks for your help in practicing at home.

Jill Perkins © 1998
Dolch Primer Sight Vocabulary

Name: __________________________ Date Pretest: __________ % Correct: __________

Date of test: ______________ % Correct: ______________

all    into    that
am    like    there
are    must    they
at    new    this
ate    no    too
be    now    under
black    on    want
brown    our    was
but    out    well
came    please    went
did    pretty    what
do    ran    white
eat    ride    who
four    saw    will
get    say    with
good    she    yes
have    so    yes
he    soon

Your child identifies all circled words. Our goal is 100% by the end of February of 1st Grade.
Thanks for your help in practicing at home.
Jill Perkins © 1998
Dolch First Grade Sight Vocabulary

Name: ___________________________ Date Pretest: _______ %Correct: ______
Date of test: _______ %Correct: ______

after  has  over
again  her  put
an  him  round
any  his  some
ask  how  stop
as  just  take
by  know  thank
could  let  them
every  live  then
fly  may  think
from  of  walk
give  old  were
going  once  when
had  open

Your child identifies all circled words. Our goal is 100% by the end of May of 1st Grade.
Thanks for your help in practicing at home.
Jill Perkins © 1998
# Dolch Second Grade Sight Vocabulary

<table>
<thead>
<tr>
<th>Name: ____________________</th>
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<th>% Correct: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of test: _____________</td>
<td>% Correct: ____________</td>
<td></td>
</tr>
</tbody>
</table>

- always
- around
- because
- been
- before
- best
- both
- buy
- call
- cold
- does
- don't
- fast
- first
- five
- found
- gave
- goes
- green
- its
- made
- many
- off
- or
- pull
- read
- right
- sing
- sit
- sleep
- tell
- these
- those
- upon
- us
- use
- very
- wash
- which
- why
- wish
- work
- would
- write
- your
- their
- upon
- us
- very
- wash
- which
- why
- wish
- work
- would
- write
- your
- their

Your child identifies all circled words. Our goal is 100% by the end of March of 2nd Grade.

Thanks for your help in practicing at home.

Jill Perkins © 1998
Dich Third Grade Sight Vocabulary

Name: ___________________ Date Pretest: __________ % Correct: __________

Date of test: __________ % Correct: __________

about hold seven
better hot shall
bring hurt show
carry if six
clean keep small
cut kind start
done laugh ten
draw light today
drink long together
eight much try
fell myself warm
far never
full only
full never
full only

got own

grow pick

eyour child identifies all circled words. Our goal is 100% by the end of March of 3rd Grade. Thanks for your help in practicing at home.
Jill Perkins © 1998
**Vocabulary (K-5)**

**Vocabulary knowledge is critical to reading comprehension and learning.** The larger the reader’s vocabulary (either oral or print vocabulary), the easier it is to make sense of the text.

- Before entering school, children learn most words informally. In the early grades, they typically learn word meanings by (1) engaging in conversation, (2) listening to adults read to them, or (3) by reading on their own.
- Between first and third grade, students should learn approximately 5,000 words per year.
- Research shows that between second and fifth grade, students who read outside of the school for as little as ten minutes a day, experience substantially higher rates of vocabulary growth than students who do little or no reading.
- When a child’s vocabulary grows consistently, he/she is able to comprehend more text and speech and become increasingly articulate when writing and speaking.
- Use of word webs, word charts, and content-based word walls provide students with vocabulary development supports in the classroom.
- The language used in classrooms – termed ‘academic language’ – is different from everyday language and takes significantly longer to learn. Academic language is more abstract, more formal, and is less common.

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**Vocabulary Instruction**

**Choosing Words to Teach**

**Tier III**
Tier III words are low-frequency words and are limited to a specific domain. They often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter.
Examples: atom, molecule, metamorphic, sedimentary, continent

**Tier II**
Tier II words are high-frequency words that occur across contexts. These words are used by mature language users and are more common in written than in everyday speech. Tier II words are important for students to know to enhance comprehension of a selected text. Tier II words the best words for targeted explicit vocabulary instruction.
Examples: hilarious, endure, despise, arrange, compare, contrast

**Tier I**
Tier I words are the words we use everyday in our speech. These words are typically learned through conversation. These are common words that rarely require direct instruction.
Examples: come, see, happy, table

Source: Bringing Words To Life (Baker, McKeown, & Kucan 2002)
**Academic Vocabulary/ Tier 2 Words**

Words are not just words. They are the nexus—the interface between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understanding they afford. 


**What is academic vocabulary?**
Academic vocabulary is the vocabulary critical to understanding the concepts of the content taught in schools.

**Why teach academic vocabulary?**
The strongest action a teacher can take to ensure that students have the academic background knowledge to understand the content they will encounter is providing them with direct instruction in these terms (Marzano, 2005). When students understand these terms, it is the easier for them to understand the information they will read and hear in class.

**Three Tiers of Words**

- **Tier 3 – Domain Specific Words**
  - Highy specialized, subject-specific; low occurrences in texts; lacking generalizations; domain specific words
  - *E.g.*, trapezoid, tonsillectomy, carburetor, lava

- **Tier 2 – General Academic Words**
  - Abstract, general academic (across content areas); encountered in written language; high utility across academic areas
  - *E.g.*, consistent, expectation, observation, relative

- **Tier 1 – Words of Everyday Speech**
  - Basic, concrete, encouraged in conversation/oral vocabulary; words most students will know at a particular grade level
  - *E.g.*, school, house, walk, eat, animal, road
# Strategies for Teaching Academic Vocabulary

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Frayer Model**  | Students are given a four square graphic organizer to analyze a word.  
![](frayer_model.png) |
| **Word Chain**    | Students are given a start word. To create the chain, they must add a related word (meaning, antonym/synonym, etc) and be able to orally explain their chain. (Optional challenge— also provide the ending word.) |
| **Word Games such as Fly Swat** | Divide your class into 2 groups. Display on the blackboard 20 vocabulary words. (Words could also be displayed on the Word Wall.) Choose one student from each team and ask them to turn their backs to the words. Give both students a fly swatter. The teacher gives a definition for one of the words. The students will face the words and attempt to be the first to "fly swat" the word to earn points for their team. |
| **Analogy Problems** | Students complete analogy statements. There are one or two words missing. Students provide the terms that complete the analogy. If only one term is missing the accurate answers are narrowed. If two terms are missing, then many different perspectives can be applied. |

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**Best Practices to Reinforce Academic Language**

- **Use Context** - Academic vocabulary should be explained in the context of the text. Use gestures, expressions, and visuals to support meaning.
- **Use Visuals** - Use charts, transparencies, and graphic organizers to explain key terms to help students understand classroom language.
- **Model** - Use academic vocabulary, as you teach to help students understand instruction.
Comprehension (K-5)

Comprehension is a complicated process that takes place in the reader’s mind. Researchers have determined that the seemingly effortless activity described as “good reading” is made up of a set of **highly complex, well-developed, and well-practiced skills and abilities**. Particularly impressive is the way in which good readers actively and consciously coordinate these skills and strategies **before, during, and after reading a text**.

**Before reading, good readers:**

- identify the purpose for their reading.
- note the structure or organization of the text.
- create a mental overview of the text to see if it is relevant to their purpose for reading.

**During reading, good readers:**

- read words accurately and quickly, and simultaneously deal with the meanings of those words and phrases.
- connect the meaning of one sentence to the meaning of another.
- use their background knowledge to try to clarify word meanings.
- make predictions about what might happen next to understand ideas.
- interact with the text by asking themselves about its content.
- make inferences and look for clues in the text to supply information about characters or events.
- create mental images; visualize settings, events, or characters to better understand the text.
- monitor their comprehension as they read by applying “fix-up” strategies.

**After reading, good readers:**

- think about or reflect on what they read.
- mentally summarize major points or events in the text.

Good readers are **strategic readers** using a number of comprehension strategies to get meaning from text. They are readers with **metacognitive awareness**, who are able to consciously and automatically select the appropriate comprehension strategies for use with a particular text.
Comprehension Strategies

**Connect**
- Connect what you’re reading to other stories.
- Connect what you’re reading to your experiences.
- Connect what you’re reading to the world around you.

**Predict and Infer**
I think this is about...
I know this because the clues include...
I inferred... by using the clues... and what I knew about...

**Monitor & Clarify**
Does the reading make sense? What are the difficult words & ideas? How can you fix up the problem? (reread, read on, look for parts you know)

What would a teacher ask?
I would like to ask the author...
I am wondering...

**Summarizing**
Summarizing is when you tell what’s important in your own words.
You can summarize by saying “Somebody-wanted-but-so”.

**Evaluate**
How do I rate the reading material, author’s style, ideas, and my reading?
Comprehension Strategy: Reciprocal Teaching

Reciprocal teaching is built on four strategies good readers use to comprehend text: predicting, questioning, clarifying, and summarizing (Palinscar & Brown, 1984). In order for reciprocal teaching to be effective, certain instructional foundations must be in place. Teacher scaffolding provides readers the support they need in order to become successful at using all four strategies. Students view the teacher modeling each of the strategies, try the strategies out for themselves in a supported environment, and work independently using the strategies to comprehend text. At any time, students can and should receive teacher support, which helps them move through more difficult texts and reading tasks.

Reciprocal Teaching is a dialogue between teacher and students. As part of this dialogue, teacher and students “alternate” demonstrating their thinking and use of a strategy. The teacher begins by modeling the use of the strategies and scaffolds the practice of this “monitoring” technique for students. Ultimately, the teacher relinquishes control to students so they can be responsible for their own learning.

<table>
<thead>
<tr>
<th>Predict</th>
<th>Clarify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students make predictions about what will happen next in fictional text or what will be learned in non-fictional text. This strategy is done prior to reading a new section of text or after a section of text when students have more to read in that selection.</td>
<td>Students clarify anything in the text that was unclear to them. This includes how to say a word, the meaning of a word, or an idea (i.e. figurative language). Students write down words/ideas to clarify as they are reading or when they are finished reading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Summarize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students generate questions about the section of text read (silently) to ask other students. Also, students may ask themselves a question about something that was unclear as they are silently reading. Teachers should have students develop higher-level thinking questions.</td>
<td>Students summarize orally the main ideas in a section read silently. Then, the summary may be written. A graphic organizer is a visual tool to assist students with summarizing. Also, students should be asked to summarize as a review.</td>
</tr>
</tbody>
</table>
Reciprocal Reading Comprehension Bookmark

Make a **Prediction** when:
- a title is given
- headings are provided
- the author poses a question in the text
- the text suggests what will be discussed next

**Prediction stems:**
- Based on the title, I predict this is going to be about...
- I already know these things about the topic/story...
- I think the next chapter/section will be about...
- Based on (a clue), I predict...
- Based on what ____ said/did, I predict...

**Clarify hard parts when:**
- you don’t understand
- you can’t follow the text
- you don’t know what a word means

**Clarifying stems:**
- I don’t really understand...
- A question I have is...
- A question I’d like answered by the author is...
- One word/phrase I do not understand is...

**Visualize a picture in your mind:**
- When I read this, I imagine that...
- As I read, in my mind I see...

**Ask Questions:**
- Who is _________?
- What is/does _________?
- When is _________?
- Where is _________?
- Why is _________ significant?
- Why does _________ happen?
- What are the parts of _________?
- How is ____ an example of _________?
- How do ____ and ____ compare?
- How are ____ and ____ different?
- How does ______ happen?
- What is most the important _________?
- What is your opinion of _________?

**How to do a Summary:**
- Look for the topic sentence.
- Look for who, what, when, where, why, and how.
- Omit unnecessary information.

**Summary stems:**
- This story/paragraph is mostly about...
- The topic sentence is...
- The author is trying to tell me...

**A framed summary sentence:**
- This story/passage about _________ begins with _________, discusses (or develops) the idea that _________, and ends with _________.
QAR: Question Answer Relationship
Teaching Children Where to Seek Answers to Questions

What is it?
Taffy Raphael developed QAR as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them realize the need to consider both information in the text and information from their own background knowledge. Without QAR instruction students often over rely on text information or background knowledge.

Why use it?
This strategy:
✓ explicitly shows the relationship between questions and answers.
✓ categorizes different types and levels of questions.
✓ helps students to analyze, comprehend and respond to text concepts.
✓ helps refute the common misconception held by students that the text has all the answers.

QAR as a Framework for Comprehension Instruction

QAR is useful as a tool for conceptualizing and developing comprehension questions. QAR creates a way of thinking about the types of questions that are most appropriate for different points in guiding students through a text. Questions asked before reading are usually On My Own QARs. They are designed to access relevant prior knowledge. In creating questions asked during reading it is important to balance text based and inference questions. Search and Locate QARs should dominate and should build to the Author and Me QARs. Finally, after reading questions are primarily Author and Me and On My Own QARs. Please remember that too many Right There QARs may indicate and overemphasis on literal, detail questions.

QAR is useful as a student tool in providing a basis for three comprehension strategies:
✓ locating information
✓ determining text structures and how they convey information
✓ determining when an inference would be required.

It initially helps children understand that information from both texts and their knowledge base and experiences are important to consider when answering questions. It helps students search for key words and phrases to locate the appropriate information for answering questions. Finally, QARs help students recognize whether or not information is present in the text and if not, whether it is necessary.
QAR

In the book
- Right there
- Think & search

In my head
- Author & me
- On my own

4 Types of Comprehension Questions:

**Right There**
The answer is there, in one spot, in the passage.
- "According to the passage..."
- "How many..." "Who is..."
- "Where is..." "What is..."

**Think and Search**
This requires you to think about how different parts of the passage work together.
- "The main idea of the passage"
- "What caused..."
- "Compare/contrast..."

**Author and Me**
Use ideas and information that is not stated directly in the passage to answer the question. Think about what you have read and formulate your own ideas or opinions.
- "The author implies..." "The passage suggests..." "The speaker's attitude..."

**On My Own**
Can be answered using your background knowledge on a topic. This type of question does not usually appear on tests of reading comprehension because it does not require you to refer to the passage.
- "In your opinion..." Based on your experience...
- "Think about someone/something you know..."
To, With, and By Continuum

The literacy program is also balanced along a continuum of **student independence**. Students will move from activities that are teacher directed (teachers provide direct instruction to students), to collaborative activities (teachers provide instruction with the students) and independent activities (where work is produced by the students with little or no support from the teacher). **This effective model for successful student learning is also termed, the gradual release of responsibility model.** The gradual release of responsibility “emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Buehl, 2005). This gradual release of responsibility model of instruction has been documented as an effective approach for improving writing achievement (Fisher & Frey, 2003), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003).

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**TEACHER RESPONSIBILITY**

- **Focus Lesson**
- **Guided Instruction**
- **Collaborative**
- **Independent**

**STUDENT RESPONSIBILITY**

A Model for Success for All Students

Lesson Structure

Connect (Learning Objective & Anticipatory Set)
Teachers tell students:
• what will happen today (ELA objective on board) (Refer to overview of CCSS reference sheet.)
• how this learning connects to earlier work
• how this new learning helps readers and writers

Model (Instructional Input)
Teachers model skills & strategies by:
• reading and writing in front of students
• thinking aloud to show the specific strategies students should try out
• breaking down authors’ techniques so that student readers and writers can imitate and extend them

Try It Out (Guided Practice & Check for Understanding)
Readiness for independent work comes when:
• students test out the modeled strategy
• teachers observe students’ practice to see who ‘gets it’ and who needs additional support

Solidify (Independent Practice)
Teachers make sure students are ready for independent work by:
• providing any last-minute clarifications and restating procedures/process
• observe and assess students to modify and adjust instruction based on individualized needs

[Diagram: Bloom's Taxonomy for Thinking]

Knowledge

- Recall
- Understanding
- Using knowledge in new situations
- Critical thinking
- Creative thinking
- Putting things together
- Breaking things down
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

Evaluation Judgement

Knowledge Retention Foundation for higher order thinking
Bloom’s Taxonomy

Bloom’s Taxonomy provides an important framework for teachers to use to focus on higher order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with students, and providing feedback on student work.

This resource is divided into different levels each with Key Words that exemplify the level and questions that focus on that same critical thinking level. Questions for Critical Thinking can be used in the classroom to develop all levels of thinking within the cognitive domain. The results will be improved attention to detail, increased comprehension and expanded problem solving skills. Use the key words as guides to structuring questions and tasks. Finish the questions with content appropriate to the learner.

The six Levels are:

Level I: Knowledge
Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers.

Key Words

| who   | what | why  | when | omit | where | which
|-------|------|------|------|------|-------|------
| choose| find | how  | define| label| show  | spell
| list  | match| name | relate| tell | recall | select

Questions

• What is...?
• Who were the main...?
• When did...?
• How did ___ happen...?
• Can you select?
• Which one...?
• Can you recall...?
• Can you list the three..?
• Where is...?
• Why did...?
• Who was...?
• How is...?
• When did ____ happen?
• How would you describe...?
• How would you explain...?
• How would you show...?

Level II: Comprehension
Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptors and stating main ideas.

Key Words

| compare | contrast | demonstrate | interpret | explain
|---------|----------|-------------|-----------|-------
| extend  | illustrate | infer      | outline  | relate
| rephrase| translate  | summarize   | show     | classify

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Questions

- How would you classify the type of...?
- Will you state or interpret in your own words..?
- What facts or ideas show..?
- Which statements support...?
- What can you say about...?
- Can you explain what is happening..?
- How would you compare...? Contrast..?
- How would you rephrase the meaning?
- What is the main idea of...?
- Which is the best answer  ?
- How would you summarize...?
- What is meant by...?

Level III: Application

*Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way.*

**Key Words**

<table>
<thead>
<tr>
<th>apply</th>
<th>build</th>
<th>choose</th>
<th>construct</th>
<th>develop</th>
</tr>
</thead>
<tbody>
<tr>
<td>interview</td>
<td>make use of</td>
<td>organize</td>
<td>experiment with</td>
<td>plan</td>
</tr>
<tr>
<td>select</td>
<td>solve</td>
<td>utilize</td>
<td>model</td>
<td>identify</td>
</tr>
</tbody>
</table>

Questions

- What examples can you find to...?
- How would you use...?
- How would you organize ______ to show...?
- What approach would you use to...?
- What would result if...?
- What elements would you use to change...?
- What questions would you start an interview with?
- How would you show your understanding of....?
- How would you apply what you learned to develop...?
- What other way would you plan to...?
- Can you make use of the facts to...?
- What facts would you select to show...?
- How would you solve _____ using what you’ve learned?

Level IV: Analysis

*Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.*

**Key Words**

<table>
<thead>
<tr>
<th>analyze</th>
<th>categorize</th>
<th>classify</th>
<th>compare</th>
<th>contrast</th>
<th>discover</th>
<th>dissect</th>
<th>divide</th>
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</thead>
<tbody>
<tr>
<td>examine</td>
<td>Inspect</td>
<td>simplify</td>
<td>survey</td>
<td>test for</td>
<td>distinguish</td>
<td>list</td>
<td>distinction</td>
</tr>
<tr>
<td>theme</td>
<td>relationships</td>
<td>function</td>
<td>motive</td>
<td>inference</td>
<td>assumption</td>
<td>conclusion</td>
<td>take part in</td>
</tr>
</tbody>
</table>
Questions

- What are the parts or features of...?
- Why do you think...?
- What motive is there...?
- What inference can you make...?
- How would you classify...?
- Can you identify the different parts...?
- What is the relationship between...
- What is the function of...?
- How is _____related to?
- What is the theme.....?
- Can you list the parts...
- What conclusions can you draw...
- How would you categorize...
- What evidence can you find...
- Can you make the distinction between...
- What ideas justify...

Level V: Synthesis

*Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.*

Key Words

<table>
<thead>
<tr>
<th>build</th>
<th>choose</th>
<th>combine</th>
<th>compile</th>
<th>compose</th>
<th>construct</th>
</tr>
</thead>
<tbody>
<tr>
<td>create</td>
<td>design</td>
<td>develop</td>
<td>estimate</td>
<td>formulate</td>
<td>imagine</td>
</tr>
<tr>
<td>invent</td>
<td>make up</td>
<td>originate</td>
<td>plan</td>
<td>predict</td>
<td>propose</td>
</tr>
<tr>
<td>solve</td>
<td>solution</td>
<td>suppose</td>
<td>discuss</td>
<td>modify</td>
<td>change</td>
</tr>
<tr>
<td>original</td>
<td>improve</td>
<td>adapt</td>
<td>minimize</td>
<td>maximize</td>
<td>theorize</td>
</tr>
<tr>
<td>elaborate</td>
<td>test</td>
<td>happen</td>
<td>delete</td>
<td></td>
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</tr>
</tbody>
</table>

Questions

- What changes would you make to solve...?
- What would happen if...?
- Can you propose an alternative...?
- How would you adapt ____________ to create a different...?
- What facts can you compile...?
- What could be combined to improve (change)...?
- How would you test...?
- Can you predict the outcome if...?
- What could be done to minimize (maximize)...?
- Can you think for an original way for the...?
- How would you improve...?
- Can you elaborate on the reason...?
- Can you invent...?
- How could you change (modify) the plot (plan)...?
- What way would you design...?
- Suppose you could _____what would you do...
- Can you formulate a theory for...
- How would you estimate the results for...
- Can you construct a model that would change...?
Level VI: Evaluation

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Key Words

<table>
<thead>
<tr>
<th>award</th>
<th>choose</th>
<th>conclude</th>
<th>criticize</th>
<th>decide</th>
<th>defend</th>
</tr>
</thead>
<tbody>
<tr>
<td>determine</td>
<td>dispute</td>
<td>evaluate</td>
<td>judge</td>
<td>justify</td>
<td>measure</td>
</tr>
<tr>
<td>compare</td>
<td>mark</td>
<td>rate</td>
<td>recommend</td>
<td>rule on</td>
<td>select</td>
</tr>
<tr>
<td>agree</td>
<td>appraise</td>
<td>prioritize</td>
<td>opinion</td>
<td>interpret</td>
<td>explain</td>
</tr>
<tr>
<td>support</td>
<td>importance</td>
<td>criteria</td>
<td>prove</td>
<td>disprove</td>
<td>assess</td>
</tr>
<tr>
<td>influence</td>
<td>perceive</td>
<td>value</td>
<td>estimate</td>
<td>deduct</td>
<td></td>
</tr>
</tbody>
</table>

Questions

- Do you agree with the actions/outcome...?
- How would you prove/ disprove...?
- Would it be better if...?
- What would you recommend...?
- How would you evaluate...?
- What choice would you have made...?
- How would you prioritize...?
- How would you justify...?
- How would you prioritize the facts...?
- What would you cite to defend the actions...?
- What information would you use to support the view...?
- What is your opinion of...?
- Can you assess the value or importance of...?
- Why did they (the character) choose...?
- How would you rate the...?
- How could you determine...?
- What would you select...?
- What judgment would you make about...?
- Why was it better that...?
- How would you compare the ideas...? the people...?
- What data was used to make the conclusion...?
- Based on what you know, how would you explain...?
## Reading: To, With and By Students

<table>
<thead>
<tr>
<th>Instructional Strategy</th>
<th>Reading By Students: Independent Reading</th>
<th>Reading With Students: Guided Reading</th>
<th>Reading With Students: Shared Reading</th>
<th>Reading To Students: Read Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of support</strong></td>
<td>Students read on their own or with partners. It is important that the texts used are ones they can comprehend largely on their own, and that students have opportunities to respond to their reading.</td>
<td>Teachers: identify a small group with similar strengths and needs; select a text that all group members can comprehend successfully and that offers opportunities to practice skills and strategies appropriate for the group; and introduce the text and, in a brief lesson, identify a specific reading strategy to practice. Every student reads the whole text, mostly independently. (This is not choral or round robin reading.)</td>
<td>Teachers provide full support by reading to students. Students may respond in conversation before and/or after the reading, or at a few strategically chosen points in the story.</td>
<td>Teachers select and read a text to the class, modeling fluent reading behaviors and the use of comprehension strategies. Periodically, teachers may encourage students to discuss the text. When reread, these texts become familiar, touchstone texts and can be referred to in future mini-lessons.</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>A classroom collection containing a variety of texts in various genres is required. This collection must contain enough books on a range of levels that are appropriate for the students in the class. Students should keep a small collection in a personal bin, plastic bag, or basket.</td>
<td>One copy of the same short text for every student. Once a student can read the text with fluency and comprehension, it can be added to his/her individual book bin to be reread during independent reading.</td>
<td>Readings include easily visible text, such as a big book, text copied on chart paper, an overhead transparency, or individual copies for every student. Songs and poems are often read and reread to support students’ developing phonological awareness and fluency.</td>
<td>One text held by the teacher, that allows the teacher to model fluency and expose students to the language, craft and structure of writing that is more challenging than they could read on their own.</td>
</tr>
<tr>
<td><strong>When to Use</strong></td>
<td>When the text offers more supports than challenges to readers at a particular level; When the goal is for students to practice reading strategies they can implement actively and independently</td>
<td>When the text presents a manageable degree of challenge with teacher guidance and support; When a small group of students share an instructional need</td>
<td>When the text presents a manageable degree of challenge with teacher guidance and support; When the goal is to develop common, critical strategies for making meaning of text; When the goal is to enhance young children’s knowledge of letters, sounds, and words</td>
<td>When the challenges in the text considerably outweigh the supports; When the primary goal is to model fluency, have students absorb literary language and structure, and/or to have students think about and discuss rich texts</td>
</tr>
</tbody>
</table>
### Writing: To, With and By Students

<table>
<thead>
<tr>
<th>Instructional Strategy</th>
<th>Level of Support</th>
<th>Materials</th>
<th>When to Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing With Students: Interactive Writing</strong></td>
<td>Teachers write an enlarged text that all the words for the text while young children attend to spelling or punctuation. The teacher writes most of the text, but students occasionally come up to write words parts of words, or to punctuate the text. Children work with the teacher to make sure the text is conventionally written.</td>
<td>Easily visible text, such as chart paper or overhead transparency, around which children can gather.</td>
<td>When the goal is to develop new spelling strategies or build alphabetic and phonemic awareness; When the goal is to build new knowledge of punctuation skills</td>
</tr>
<tr>
<td><strong>Writing With Students: Shared Writing</strong></td>
<td>Teachers write an enlarged text that all the students can see clearly. Teachers generate the ideas and most of the words for the text while young children attend to spelling or punctuation. The teacher writes most of the text, but students occasionally come up to write words parts of words, or to punctuate the text. Children work with the teacher to make sure the text is conventionally written.</td>
<td>Easily visible text, such as chart paper or overhead transparency, around which children can gather.</td>
<td>When the goal is to develop new spelling strategies for developing the content or style of text; When the goal is to focus on a particular aspect of spelling or punctuation</td>
</tr>
<tr>
<td><strong>Writing To Students: Modeled Writing</strong></td>
<td>Teachers create text during mini-lessons to demonstrate strategic writing to students. Teachers write while students watch them create and discuss writing strategies most students do not yet apply independently. While they write, teachers describe the thinking behind their choices to help students understand how authors purposefully craft text.</td>
<td>Easily visible text, such as chart paper or overhead transparency, around which children can gather.</td>
<td>When teaching students to apply a particularly unfamiliar writing strategy; When the primary goal is to model how to make writing choices while applying writing techniques</td>
</tr>
<tr>
<td><strong>Writing With Students: Guided Writing</strong></td>
<td>Teachers identify a small group with similar instructional needs. Teachers introduce a strategy that could improve the writing of all group members. While they write, teachers continue to practice the strategy after the guided writing lesson ends.</td>
<td>Access to the same model text (e.g., book, photocopy, chart paper), and the individual texts each student is writing independently.</td>
<td>When a writing strategy presents a manageable degree of challenge with teacher guidance and support; When a small group of students share an instructional need</td>
</tr>
<tr>
<td><strong>Writing By Students: Independent Writing</strong></td>
<td>Students write on their own. All of the students in a class usually write in the same genre at the same time, but each may write about a different topic.</td>
<td>Writers notebooks and/or folders, containing a variety of genres and a range of levels; a small student collection stored in a personal bin, plastic bag, or basket.</td>
<td>When the goal is for students to practice writing strategies they can implement actively and independently</td>
</tr>
</tbody>
</table>

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**When the goal is to build new knowledge of punctuation skills**

- When teaching students to apply a particularly unfamiliar writing strategy;
- When the primary goal is to model how to make writing choices while applying writing techniques;
- When a writing strategy presents a manageable degree of challenge with teacher guidance and support;
- When a small group of students share an instructional need.
Overview of Common Core State Standards for K-5 English Language Arts

<table>
<thead>
<tr>
<th>Standards Strand</th>
<th>Sub-strand</th>
<th>CCR Anchor Standards Cluster</th>
<th>Focus of Each Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Literature</td>
<td>• Key Ideas and Details</td>
<td>1. Supporting understanding of text; details; inference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Craft and Structure</td>
<td>2. Retelling and summarizing, theme</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Integration of Knowledge and Ideas</td>
<td>3. Characters, setting, events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Range of Reading and Level of Text Complexity</td>
<td>4. Meanings of words and phrases</td>
</tr>
<tr>
<td></td>
<td>Informational Text</td>
<td>• Key Ideas and Details</td>
<td>5. Narrative text structure</td>
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<td></td>
<td></td>
<td>• Craft and Structure</td>
<td>6. Point of view</td>
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<td></td>
<td></td>
<td>• Integration of Knowledge and Ideas</td>
<td>7. Visual and multimedia elements</td>
</tr>
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<td></td>
<td></td>
<td>• Range of Reading and Level of Text Complexity</td>
<td>8. Not applicable to literature</td>
</tr>
<tr>
<td>Foundational Skills</td>
<td>• Print Concepts (K and 1)</td>
<td>9. Comparing and contrasting elements and texts</td>
<td></td>
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<td></td>
<td></td>
<td>• Phonological Awareness (K and 1)</td>
<td>10. Reading grade-level literature</td>
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<tr>
<td></td>
<td></td>
<td>• Phonics and Word Recognition</td>
<td>1. Supporting understanding of text; details; inference</td>
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<tr>
<td></td>
<td></td>
<td>• Fluency</td>
<td>2. Main idea, summarizing’</td>
</tr>
<tr>
<td>Writing</td>
<td>• Text Types and Purpose</td>
<td>3. Connections between events, ideas, and concepts</td>
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<td></td>
<td></td>
<td>• Production and Distribution of Writing</td>
<td>4. Meanings of words</td>
</tr>
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<td></td>
<td></td>
<td>• Research to Build and Present Knowledge</td>
<td>5. Informational text features and structures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Range of Writing</td>
<td>6. Point of view</td>
</tr>
<tr>
<td></td>
<td>Speaking and Listening</td>
<td>7. Visual and multimedia elements</td>
<td>1. Organization and features of print</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Comprehension and Collaboration</td>
<td>2. Spoken words, syllables, and sounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Presentation of Knowledge and Ideas</td>
<td>3. Grade-level phonics and word analysis skills</td>
</tr>
<tr>
<td></td>
<td>Language</td>
<td>• Conventions of Standard English</td>
<td>4. Fluent reading of grade-level text</td>
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<tr>
<td></td>
<td></td>
<td>• Knowledge of language</td>
<td>1. Opinion pieces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Vocabulary Acquisition and Use</td>
<td>2. Informative/explanatory texts</td>
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<td></td>
<td></td>
<td></td>
<td>3. Narrative texts</td>
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<td></td>
<td>4. Development and organization (grades 3-5)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>5. Revising and editing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Use of technology</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>7. Short research projects</td>
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<td></td>
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<td></td>
<td>8. Varied sources</td>
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<td></td>
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<td>9. Evidence to support analysis, reflection, and research (grades 4 and 5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10. Extended time frames, varied purposes (grades 3-5)</td>
</tr>
</tbody>
</table>

**Reading: Common Core Guidelines**

**What is close reading?**

Close reading involves focused, sustained reading and rereading of a text for the purpose of understanding key points, gathering evidence, and building knowledge.

Close, analytical reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately. Directing student attention on the text itself empowers students to understand the central ideas and key supporting details. It also enables students to reflect on the meanings of individual words and sentences; the order in which sentences unfold; and the development of ideas over the course of the text, which ultimately leads students to arrive at an understanding of the text as a whole. (PARCC, 2011, p. 7)

**Criteria for text selection when doing a close read:**

- a text worth reading
- related to a unit of study
- short texts
- select both fiction and non-fiction texts

**Anchor Standards for Reading call for students throughout Gr. K-12 to:**

- analyze the individuals, events, and ideas in a selection.
- analyze the central ideas or themes of a text.
- evaluate the arguments and specific claims in a text.

**Focus on...**

**Ideas**

- make inferences & draw conclusions based on a text
- reflect on reading, formulate ideas, opinions, & personal responses to texts

**Evidence**

- support ideas with relevant evidence
- consider and respond to other’s ideas, questions, and arguments

**Responses**

- use graphic organizers to plan writing
- establish a thesis
- use examples from text to support conclusions
Close Reading

Close reading is careful and purposeful reading in order to understand what the author says and then the reader brings one’s own ideas to the text (critical reading). Close reading allows the reader to slow down and reflect on the meaning of the text.

- Introduce the text and set a purpose for the first reading.
- Read with ‘pencil in hand’ (annotate).
- Turn and talk with a partner (discussion & reflection).
- Multiple readings and rereadings of the text. Teacher can read aloud as students listen closely for specific components.
- After the second and third readings, students discuss content, author’s purpose, vocabulary and word choice, key details and general understandings.
- Students record information to text-dependent questions based on text evidence from the selection. Students read with argumentation.

Close Reading
Text Toolbox

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>I understand.</td>
</tr>
<tr>
<td>★</td>
<td>Important</td>
</tr>
<tr>
<td>?</td>
<td>I am unsure. or I have a question.</td>
</tr>
<tr>
<td>!</td>
<td>I am surprised.</td>
</tr>
<tr>
<td>∞</td>
<td>This reminds me of something else.</td>
</tr>
</tbody>
</table>
COMMON ANNOTATION MARKS

- **Underlining** - of major points; of important or forceful statements.
- **Vertical lines at the margin** - to emphasize a statement already underlined or to point to a passage too long to be underlined.
- **Star, asterisk, or other doodad at the margin** - to be used sparingly, to emphasize the ten or dozen most important statements or passages in the book. You may want to fold a corner of each page on which you make such marks or place a post-it on the pages.
- **Numbers in the margin** - to indicate a sequence of points made by the author in developing an argument.
- **Numbers of other pages in the margin** - to indicate where else in the book the author makes the same points, or points relevant to or in contradiction of those where marked.
- **Circling of key words or phrases** - This serves much the same function as underlining.
- **Writing in the margin, or at the top or bottom of the page** - to record questions (and perhaps answers) which a passage raises in your mind; to reduce a complicated discussion to a simple statement; to record the sequence of major points right through the book.
Teach students to ask the questions:

- What is the author **telling** me here?
- Are there hard or important **words**?
- What does the author want me to **understand**?
- How does the author play with **language** to add to meaning?

---

**Example Annotation**

I Spy

Charlie Stowe waited until he heard his mother sleep before he got out of bed. Even then he moved with caution, closing the window. The front of the house was irregular so that it was possible to see a light burning in his mother's room, but now all the windows were dark. A searchlight passed across the sky, lighting the banks of cloud and probing the dark deep spaces between them. Thin, slanting shadows. The wind blew from the sea, and Charlie Stowe could hear his mother's voice through the beating of the waves. A thought through the cracks in the window-frame stirred his mind.

Charlie Stowe was frightened. But the thought of the tobacconist's shop which his father kept down a dozen wooden stairs drew him on. He was twelve years old, and already boys at the County School mocked him because he had never smoked a cigarette. The pockets were piled twelve deep below. **Gold Flake** and **Players**. **Deerfield, Abdullah**. **Woodchips**, and the little shop lay under a thin haze of stale smoke which would completely disguise his crime. That it was a crime to steal some of his father's stock Charlie Stowe had no doubt, but he did not love his father... his father was very proud of him, a youth, taking this seriously, who noticed him only sporadically and let even punishment to his mother. For his mother he felt a passionate, demonstrative love; her large boisterous presence and her noisy charity filled the world for him; from her speech he judged her the friend of everyone, from the rector's wife to the 'dear Queen'.

**Zapples** - blanking out.

At the bottom of the stairs he came out quite suddenly into the little shop. It was too dark to see his way, and he did not dare touch the switch. For half an hour he sat in despair on the bottom step with...
Types of Questions

Factual
✓ 1 correct answer that can be supported with evidence from a text
✓ “I know…”

Interpretative
✓ 2 or more answers that can be supported with evidence from a text
✓ “I think…”

Evaluative
✓ asks us to decide whether we agree with someone else’s idea or point of view in light of our own knowledge, values or experience of life
✓ “I feel…”

Speculative
✓ asks about something for which there is no evidence in the text and no other place to find an answer
✓ “I predict…”

Research
✓ asks about something for which there is no evidence in the text but can be found in another text or body of information
✓ “I found…”
Examples of Text-Dependent Questions

Text: Salvador Late or Early

Salvador with eyes the color of caterpillar, Salvador of the crooked hair and crooked teeth, Salvador whose name the teacher cannot remember, is a boy who is no one’s friend, runs along somewhere in that vague direction where homes are the color of bad weather, lives behind a raw wood doorway, shakes the sleepy brothers awake, ties their shoes, combs their hair with water, feeds them milk and cornflakes from a tin cup in the dim dark of the morning. Salvador, late or early, sooner or later arrives with the string of younger brothers ready. Helps his mama, who is busy with the business of the baby. Tugs the arms of Cecilio, Arturito, makes them hurry, because today, like yesterday, Arturito has dropped the cigar box of crayons, has let go the hundred little fingers of red, green, yellow, blue, and nub of black sticks that tumble and spill over and beyond the asphalt puddles until the crossing-guard lady holds back the blur of traffic for Salvador to collect them again.

Salvador inside that wrinkled shirt, inside the throat that must clear itself and apologize each time it speaks, inside that forty-pound body of boy with its geography of scars, its history of hurt, limbs stuffed with feathers and rags, in what part of the eyes, in what part of the heart, in that cage of the chest where something throbs with both fists and knows only what Salvador knows, inside that body too small to contain the hundred balloons of happiness, the single guitar of grief, is a boy like any other disappearing out the door, beside the schoolyard gate, where he has told his brothers they must wait. Collects the hands of Cecilio and Arturito, scuttles off dodging the many schoolyard colors, the elbows and wrists crisscrossing, the several shoes running. Grows small and smaller to the eye, dissolves into the bright horizon, flutters in the air before disappearing like a memory of kites.

General Understandings and Key Ideas
What are his strengths? What are his needs? What words and phrases does the author use for each?

Vocabulary
How does Cisneros use color words? How does Cisneros use school words? To what effect?

Text Structure
What do you notice about the author’s use of punctuation? What effect does it have on the reader?

Author’s Purpose
Examine the use of contrasts again. What does the author want us to know about Salvador?

Inference
What is the significance of the character’s name?

Opinions and Arguments
Would a title change to Heather, Late or Early change your perspective? Why?
How would this story differ if was written by Salvador’s mother?
Writing: Common Core Guidelines

The Common Core standards are grounded in the **writing process**. The standards address the types and purposes of writing, production and distribution of writing, using research to build present knowledge, and the range of writing. Additionally, the **language** standards address grammar and usage; punctuation, capitalization, and spelling; and understanding how language functions in different contexts. Students are expected to demonstrate the command of three fundamental types of writing:

<table>
<thead>
<tr>
<th>Argument/Opinion Writing</th>
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<tbody>
<tr>
<td>The standards expect students to write arguments in support of claims made about substantive topics or texts, using sound reasoning and relevant evidence. Arguments can be used to:</td>
</tr>
<tr>
<td>• change the reader’s point of view.</td>
</tr>
<tr>
<td>• bring about some action or emotion on the reader’s part.</td>
</tr>
<tr>
<td>• convince the reader to accept the writer’s explanation or evaluation.</td>
</tr>
</tbody>
</table>

**Argumentative writing will account for 30% of the writing assignments at Gr. K-5 and 35-40% at Gr. 6-12.**

<table>
<thead>
<tr>
<th>Informative/Explanatory Writing</th>
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<tbody>
<tr>
<td>Students are expected to write informative/explanatory texts that investigate and explain complex ideas and information through clear organization and style. Informative/explanatory writing can be used to:</td>
</tr>
<tr>
<td>• increase the reader’s understanding of a subject.</td>
</tr>
<tr>
<td>• explain a procedure or the steps of a process.</td>
</tr>
<tr>
<td>• enhance the reader’s comprehension of a concept.</td>
</tr>
</tbody>
</table>

**Informative/explanatory writing will account for 35% of the writing assignments at Gr. K-5 and 35% at Gr. 6-8.** As students progress through the grades, they will expand their knowledge of a wide array of informative/explanatory genres and enhance their aptitude for writing in these genres.

<table>
<thead>
<tr>
<th>Narrative Writing</th>
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</thead>
<tbody>
<tr>
<td>Students will write narrative to convey real or imagined experiences, using effective storytelling techniques, vivid details, and precisely structured event sequences. Students’ narrative writing will:</td>
</tr>
<tr>
<td>• have a clear purpose to inform, instruct, persuade, or entertain.</td>
</tr>
<tr>
<td>• provide insight into characters, using dialogue and interior monologue.</td>
</tr>
<tr>
<td>• convince readers of the narrative’s believability through usage of sensory details.</td>
</tr>
</tbody>
</table>

**Narrative writing will account for 35% of the writing assignments at Gr. K-5 and 30% at Gr. 6-8.** This area includes creative fictional stories, memoirs, anecdotes and autobiographies.
Types of Writing and the Common Core

On the upcoming transitional NJASK and the PARCC assessments students are expected to be able to write in the following modes which have been renamed by the CCSS:

- Persuasive..................Opinion (K-5)  Argumentative (6-12)
- Expository..................Informative/Explanatory
- Narrative...................Narrative (tell stories in history, science, sequence of events)
- Descriptive................Part of the other modes

Common Core defines Narrative Writing:

- Includes a wide array of genres
- Tells a real or imagined story
- Employs time as its “deep structure”
- **English Language Arts:** fictional stories, memoirs, anecdotes, autobiographies
- **Social Studies:** accounts about individuals; construct event models of what happened, selecting relevant information from sources
- **Science:** descriptions of step-by-step procedures for investigations

Common Core defines Informative/Explanatory writing:

- Conveys information accurately about a subject/concept
- Draws on what student already knows and from primary & secondary sources
- Genres: fact sheet, news article, feature article, website, report, analytic memo, research report, non-fiction book, how-to-book, directions, lab report, summaries, précis writing, instructions, manuals, applications, resumes

<table>
<thead>
<tr>
<th>Informative</th>
<th>Explanatory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types</td>
<td>Processes</td>
</tr>
<tr>
<td>Features</td>
<td>Relationships</td>
</tr>
<tr>
<td>Components</td>
<td>Causes</td>
</tr>
<tr>
<td>Size</td>
<td>Effects</td>
</tr>
<tr>
<td>Shape</td>
<td>Function</td>
</tr>
<tr>
<td>Consistency</td>
<td>Behavior</td>
</tr>
<tr>
<td>Little-known facts</td>
<td>How things work</td>
</tr>
<tr>
<td>Other characteristics</td>
<td>Why things happen</td>
</tr>
</tbody>
</table>
Common Core defines Opinion/Argumentative writing:

“Argument” and “Persuasion”

“When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy audiences are more likely to believe what they say. Another is an appeal to the audience’s self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college-and-career-ready writing.”

(CCSS, Appendix A, p. 24)

<table>
<thead>
<tr>
<th>Argument Writing</th>
<th>Opinion Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes a claim</td>
<td>States an opinion</td>
</tr>
<tr>
<td>Defends the claim with reasons, examples, and evidence</td>
<td>Supports the opinion with reasons and examples</td>
</tr>
<tr>
<td>Weighs and evaluates evidence from experience and/or sources</td>
<td>Often focuses upon personal experience</td>
</tr>
<tr>
<td>Moves beyond expository structures (like cause/effect)</td>
<td>Elaborates using expository structures (like cause/effect)</td>
</tr>
<tr>
<td>Is more deeply analytical</td>
<td>Is more concrete/observational</td>
</tr>
<tr>
<td>Is comparatively well developed and sophisticated</td>
<td>Is still developing and less sophisticated</td>
</tr>
</tbody>
</table>
Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K-5, the term “opinion” is used to refer to this developing form of argument.

CCSS, Appendix A, p. 23

This may be the most crucial condition of all. The writing you get out of students can only be as good as the classroom literature that surrounds and sustains it....What matters is not just the literature that surrounds the writing but also the talk that surrounds the literature. It has been said that in a classroom the writing and the reading “float on a sea of talk.” Teachers face this challenge: How can we create a rich band of talk around the text, a real conversation in which students can use their own language to grapple with what the author is trying to do?

Craft Lessons, R. Fetcher & J. Portalupi
Glossary of Literacy Terms

A-B

Alphabetic Principle

The relationship between letters and their sounds.

Alternative Assessment

Alternative assessment provides many different ways, in addition to standardized or in-class tests, for teachers to evaluate student work. Alternative assessment should depict a more complete portrait of the student learner. This assessment provides opportunities for positive interaction and feedback between teacher and student. In this way, both can see student progress and what needs to be learned. A portfolio is an example of an alternative assessment.

Anchor Papers

Anchor papers are student work samples that exemplify varying levels of proficiency according to task-appropriate rubrics. They help students and teachers analyze, examine, and compare student work.

Basal Readers

These are commercially published collections of reading selections, including stories, informational texts, poetry, and plays that have been grouped together by grade level and according to difficulty. Often these selections are leveled. Today, they are more focused on presenting quality literature for students. Many are now redesigned to be “anthologies” and still can be used for specific selections of unabridged literature selections.

Big Books

Oversized books, usually containing rhyme, rhythm, and predictable content, that teachers use for read-alouds in situations that are designed to replicate parent-child book reading and acquaint students with the reading process. These books can be both fiction and non-fiction. These books are often large enough for shared reading and, with the use of post-its, minilessons and interactive reading.

Blending

Quickly putting together the sounds of individual letters to produce a word. This is an essential part of the Word Work covered in mini-lessons, one-to-one conferences, phonics instruction, and guided reading/practice (K-3).
Checklists

Checklists are record-keeping devices for teachers to record and observe performance in targeted skill areas. They may also be devices for students to check their own work prior to a conference. Checklists can provide structures for assessing student work by identifying criteria of specific tasks.

Choral Reading

An instructional strategy to help beginning readers who struggle with fluency when they encounter difficult text. The teacher and student(s) look at the same text, the teacher reads aloud slowly, and the student(s) reads along with or slightly behind the teacher’s voice. This is often confused with Shared Reading, but they are not the same.

Classroom Libraries

Books that are a permanent part of a classroom and from which students choose during daily independent reading time. Classroom libraries should offer a wide-range of genre at different levels. These books should be thoughtfully presented to the students so they are both inviting and easy to select. Classroom libraries should be in every classroom including Science, Health, Mathematics. Teachers need to help students make appropriate book selections so that books support and expand students reading abilities while providing opportunities for students to apply new strategies.

Coaching

Teaching that takes the form of prompts and cues to scaffold students from dependent to independent reading behaviors. Coaching is also a model of professional development that supports teacher learning.

Collection, Selection, Reflection

This is the process by which students and teachers choose and work for standards-based portfolios.
- **Collection:** a compilation of student work over time.
- **Selection:** a specific selection of work from the collection chosen by the student and/or teacher for placement in the portfolio.
- **Reflection:** teacher and student analyze, discuss, and assess the work.

Comprehension

This involves constructing meaning from text. By including strategies or processes so the reader activates existing knowledge, makes connections between text and existing knowledge, questions the text, visualizes, inferences, summarizes, synthesizes, and self-monitors.

Concept of Word

This is an important focus in early childhood classrooms. The focus of explicit mini-lessons in reading, writing and word work, it provides knowledge that a written word is stable over time and space (e.g., the letters c - a - t will always be read as cat). This is an essential learning goal for all students. Also identified as the ability to match spoken word when reading or leaving spaces between words during writing.
Concepts of Print
Like the concept of word, the knowledge of written text that students must develop to become proficient (e.g., matching written words to spoken words, moving through a book from front to back, reading from top to bottom, etc.). Explicit minilessons, with specific selections of texts to read to the students support students’ understanding. Immersing students with reading and writing is an essential foundation in the student’s emerging concepts.

Conferencing
Conferencing refers to conversations that occur between a teacher and an individual student, a teacher and a small group, or between students, about a piece of work in any subject area. During this time, a teacher gets to know the students’ strengths and weaknesses, and provides strategies and techniques in order to enhance student performance. Students set goals for future pieces of work during this time. The teacher takes notes and collects evidence about future instructional steps.

Connect
A comprehension strategy. Proficient readers join their personal experiences and knowledge to portions of the text they are reading in order to construct their own meaning.

Constructivism
A theory of knowledge or learning that describes students as activity learners who organize new information and relate it to their prior knowledge and learning.

Cueing Systems
Different kinds of sources of information that help the reader to make sense of text. Readers use semantic, syntactic and graphophonic systems to understand text. The semantic system is the information about the meaning of the word which can come from illustrations, prior knowledge of a topic or from predictions. Syntactic information is based upon the familiarity with language “knowing what sounds right”. The graphophonic system draws on the reader’s knowledge of letters and their sounds. Reading and comprehension is most effective when the student is able to use these three cueing systems together and at service to one another.

Decodable Text
Decodable text is text that is matched to the reading level of the reader. The words in decodable text (except for a limited number of high frequency words) are restricted to spelling patterns that the reader can decode given his or her existing correspondence knowledge.

Decoding
The ability to translate the alphabet letters into recognizable sounds (e.g., saying /f/ for the letter f) and to use that knowledge to sound out and pronounce words. This is an essential part of Word Work.
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration</td>
<td>This is a part of Camborne’s Conditions of Learning and a critical component of read-alouds, shared reading and writing as well as the mini-lessons during the literacy block. In the TO-WITH-BY continuum, demonstration is part of the “TO”. Modeling and think-alouds are other examples.</td>
</tr>
<tr>
<td>Determine Importance</td>
<td>A comprehension strategy. Proficient readers move through text and determine which pieces of information are necessary to construct meaning. This is an important strategy for non-fiction, web-based text and test-taking strategies.</td>
</tr>
<tr>
<td>Developmental Spelling</td>
<td>Spelling patterns that young students demonstrate as they move toward correct or conventional spelling. Often referred to as emergent, invented, or temporary spelling, this is core concept in understanding how students construct meaning in their writing and how to best support them. Student portfolios can help illustrate how spelling can change over time. It also provides a conceptual frame to look at student’s writing and how to best support a child’s growth towards standard or conventional spelling.</td>
</tr>
<tr>
<td>Dialect</td>
<td>Language variations across cultures. Dialects differ from the standard language forms used in written works.</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>A planned, explicit, systematic sequence of instruction that has a goal or set of goals -- teacher directed.</td>
</tr>
<tr>
<td>Directionality</td>
<td>Beginning readers’ understanding that print is read and written from left to right and moves from top to bottom of a page.</td>
</tr>
<tr>
<td>Echo Reading</td>
<td>An instructional strategy to help beginning readers with difficult text. Teacher and student(s) each have the same text. The teacher reads one part alone (e.g., sentence, line, page). Then the student(s) reads that same text a beat behind the teacher.</td>
</tr>
<tr>
<td>Emergent Literacy</td>
<td>A view that literacy learning begins at birth and is encouraged by having students participate early in a range of literacy and language activities. Activities formerly identified as pretend reading and/or scribble writing are now recognized as valid, systematic, important developmental steps through which students move on the way to correct or conventional reading and writing.</td>
</tr>
</tbody>
</table>
Environmental Print

Common words and messages that guide us through our world (e.g., signs, advertisements, labels, directions). This is print that can surround a classroom as well as print that can be found outside of the school in the community.

Explicit Instruction

A teacher-directed strategy that emphasizes the teaching of a specific task and the steps needed to master it. Often associated with Word Work, this is a strategy that provides students direct and clear instruction. This is part of the “TO” in the TO-WITH-BY continuum.

Family Literacy

Varied and complex ways that family members use written literacy during their interactions with each other (e.g., lists, letters, messages, storybook reading).

Feedback

The teacher’s response to students’ behaviors as they demonstrate what has been taught. Intended to accelerate learning and encourage self-monitoring. This feedback can occur during one-to-one conferences, portfolio feedback etc.

Flexible Grouping

The temporary grouping of students, for instruction, based on some common need or learning goal. This is an essential part of Guided Reading.

Fluency

A reader’s expression, phrasing, and speed as she/he reads a text. The term “fluent describes a level of automatic, accurate word recognition and reading that is correlated with better comprehension.

Frustrational Text (“Too Difficult”)

Text that is too difficult for a student to read, even with teacher assistance. Reading is labored or word-by-word, with the capacity for comprehension reduced. (Sometime known as beyond the “zones of proximal development.”) The teacher may use a read-aloud instead of assigning this as student reading. Listening centers and/or buddy reading are also strategies that can be used to support the student.

Functional Print

Print that fills a purpose (e.g., signs, directions, lists). This is often part of narrative procedure so the reader can actually follow the steps, etc,
G

Genre
Categories used to describe written materials that are based on their shared structure, organization, and/or perspective (e.g., first person narrative, biography, historical fiction, poetry, non-fiction). Genre is often used as a criterion when creating inviting classroom libraries.

Grapheme
A letter that represents a sound (e.g., f represents /f/).

Guided Reading
An instructional procedure in which the teacher works with a small group of students who are reading at about the same achievement level. Students each have a copy of the text and read orally or silently at the same time. The teacher observes, coaches, prompts, and evaluates their performance.

Guided Writing
An instructional procedure in which the teacher works with a small group of students who have similar needs and coaches them as they write a composition. The emphasis is on leading students to independent writing.

I

Independent Reading
Text that a student is able to read without assistance. Reading is smooth and fluent with a high percentage of accuracy (95 - 100%) and comprehension.

Independent Writing
The writing that students initiate during journal writing, writing assignments, notes to classmates, notes to parents, etc. It allows a student to practice previously taught writing skills.

Inference
A comprehension strategy that requires readers to “fill in the gaps” in texts. Proficient readers activate and join their own experiences and knowledge with information they read to construct meaning. The combination provides information that is not written in text (e.g., Readers might infer from the sentence “She grabbed the handlebars and began pedaling”, that the character is riding a bike). Inferences can be made between consecutive sentences, across several paragraphs and across more than one text or other source of information.

Informal Assessment
Information that documents student progress; usually occurs during normal classroom instruction as the teacher teaches, observes, and interacts with students. Examples can include running records, reading conferences, etc.
Informational Text  

A text genre that provides information, persuades, or explains, and is based in truth, as opposed to fiction. Examples include textbooks, newspaper articles, some magazines, and encyclopedias.

Instructional Text ("Just Right")  

Text that requires assistance from a teacher but is neither too difficult nor too easy for students to read. Identified by the student’s oral or silent reading rate (faster at each grade level), percentage of correctly read words (optimally 95-98 percent), and percentage of correct comprehension responses (at least 70 percent) as text is read.

Interactive Writing  

Writing in which the teacher and students compose, with the teacher “sharing the pen” with students at strategic points. By evaluating student development, the teacher chooses when to ask for student participation and when to provide instruction.

J-K  

Journal Writing  

A collection of student writing produced over time (often in a notebook). Journal writing an contain correct or emergent spellings and illustrations, can be open-ended or structured by the teacher. It should be used on a regular basis to practice writing instruction that occurs in other settings. This is a place to collect ideas that students may want to develop into more complete writing as they move to publish the pieces.

K-W-L  

An instructional strategy that enhances comprehension by documenting what students already Know, what they Want to Learn, and what they do Learn. Some teachers add the letter “H” (How). This meta-cognitive step asks the student to explain HOW they have come to learn something.

L  

Letter Knowledge  

Knowledge of the names and shapes of letters; to use knowledge of sounds and letters to write phonetically; to learn to recognize high-frequency or sight words; and to use the spelling patterns of known words to decode, read, and spell new words.

Little Books  

The name for sets of small books that are controlled and sequenced for difficulty and length and used to teach reading. Popular in the primary grades, with illustrations closely tied to the text, language is conversational or “natural,” as opposed to the more controlled language of earlier reading materials.
<table>
<thead>
<tr>
<th><strong>Literacy Block</strong></th>
<th>This is a period of uninterrupted time during which students enjoy a variety of appropriately balanced reading and writing experiences with varying levels of teacher support.</th>
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</thead>
<tbody>
<tr>
<td><strong>Mini-Writing Lesson</strong></td>
<td>Short, specific writing lessons that usually address common concerns (e.g., writing process, craft, strategies, writing or print conventions).</td>
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<tr>
<td><strong>Modeled Writing</strong></td>
<td>An instructional procedure in which the teacher brainstorms, plans, and composes a piece of written text as students watch. It is usually accompanied by a verbal explanation of each stage of the process and done on the board, an overhead, or a large chart.</td>
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<tr>
<td><strong>Modeling</strong></td>
<td>The teacher models performance of specific proficient behaviors (e.g. reading, writing, identifying words, self-monitoring) so that students can observe and learn. The procedure gains power when it is accompanied by a teacher think-aloud that explains the specific proficient behavior.</td>
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<tr>
<td><strong>Narrative</strong></td>
<td>A text genre that tells a story. It generally includes the elements of character, setting, plot, and theme. Varieties include first-person narratives, fictional stories, and biographies.</td>
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<tr>
<td><strong>Natural Language Text</strong></td>
<td>Texts written to emphasize meaning in a language closer to conversational speech than some other forms of text (e.g., decodable texts, in which words are chosen for their spelling patterns or frequency of occurrence in print). However, all written text differs from regular conversation, whether it focuses on controlled or natural language.</td>
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<tr>
<td><strong>Onset</strong></td>
<td>All the sounds in a word that come before the first vowel (e.g., the /bl/ in the word blank, the /sh/ in ship).</td>
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<tr>
<td><strong>Partner Reading</strong></td>
<td>A method to provide reading practice in instructional text and/or to help a student through more difficult text. Two students take turns reading from the same text. If the text is more difficult for one student, the other student gives help.</td>
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</tbody>
</table>
Performance Tasks
Performance tasks are activities that encompass many skills and usually have a direct application to real tasks. These tasks involve constructing knowledge and actively engaged students in meeting the goals of a lesson. They may be scored with checklists and rubrics in relation to performance standards.

Phonemes
Phonemes are the basic, distinctive units of speech sounds in a language. The number of phonemes in a word does not always match the number of letters. For example, dog (d/o/g) and chin (ch/i/n) each have three phonemes, but a different number of letters.

Phonemic awareness
Phonemic awareness is the ability to recognize that language is made up of a series of small sounds. Phonemes are the smallest unit of sound. Children who have achieved phonemic awareness can count, identify and manipulate phonemes.

Phonics
Phonics is the study of the alphabetic principle (the predictable relationship between letters and sounds). Phonics is taught in order to facilitate word recognition, reading comprehension and spelling. The study of phonics along with other decoding strategies gives students multiple ways to comprehend text, build vocabulary, expand their store of letters and words and reduce the effort of decoding while reading.

Portfolio Assessment
An evaluation based on a collection of one student’s papers (e.g., writing assignments, assessments) and artifacts (e.g., projects). Provides a multi-faceted way to gauge a student’s progress over a period of time. Portfolios are a form of authentic assessment. A standards-based portfolio provides a critical measure of the student’s independent work in relation to a set of standards and values. Rubrics, checklists and teacher commentary accompany an effective and comprehensive portfolio system.

Portfolio Conference
This is a conversation between a teacher and an individual student around a piece of work to be included in the student’s portfolio. It may be a piece of work selected by the student or teacher. An agenda may be set in advance. The conference may include a discussion of the child as a writer or reader, as well as strategies used in the piece and next instructional steps. The teacher should maintain a log of all conferences to document student growth and areas of need. Teacher and student comments should be attached to the work before inclusion in the portfolio.

Predictable Book
Books that repeat lines and patterns of text. Repetition makes the text memorable and, therefore, easier for young students to remember, read, and reread. Sometimes teachers use author studies and/or genre studies that have a consistent pattern to help students make text-to-text connections.
| **Prediction** | Readers’ ideas about what will happen in a text that are based on connections to other texts, to knowledge of text structure, and to their personal experiences. Proficient readers predict, consciously or unconsciously, how texts evolve from beginning to end and monitor whether their predictions are correct. |
| **Print Rich** | Describes a classroom environment in which there is a wide variety and quantity of writing and reading materials that are both visible and available to students and that play important, ongoing roles in significant daily activities. |
| **Read-Aloud** | A teacher reading aloud a book (usually above students’ ability to read independently) to either a small or large group of students. Read-alouds may be done for teaching or enjoyment. |
| **Reading Proficiency** | Reading in which comprehension, fluency, decoding, and rate are well developed. |
| **Receptive Language** | The level of word knowledge that a student can understand when he/she listens to others. Students usually have a higher level of receptive word understanding than of language that they can use themselves (expressive language). |
| **Reflective Assessment** | The process by which students think or reflect about their work. They think about ways in which they learn and why they “fail.” This metacognitive strategy makes the child become a more aware and self-directed learner. Students are often asked to add a self assessment to their portfolio work. |
| **Repeated Reading** | For teachers, rereading a book aloud to increase students’ understanding and/or memory of the text. For students, rereading a book to increase fluency and understanding or to provide enjoyment. |
| **Retelling** | An oral reconstruction of a previously read text. Retellings can be used as instruction or for assessment. |
| **Rubric** | A rubric is a set of guidelines for distinguishing between performances or pieces of work of different quality. Rubrics should be based on specific standards and be composed of scaled descriptive levels of progress towards results. Rubrics provide clear expectations for both student and teacher. When rubrics are created by the student and teacher together, there is a better chance for students to internalize the criteria and descriptions to support their independent work. Rubrics are an essential part of a standards-based portfolio system. |
Running Record

As a child reads a portion of a book, the teacher notes errors, self-corrections, repetitions, re-readings, hesitations, and appeals for help. The focus, first, is on what the child can do when reading, and, secondly, what the child needs to learn to do to become a better reader. Analysis of the results reveals the child’s accuracy and self-correction rates; further analysis of the errors and self-corrections reveals the cueing systems (meaning, structure and visual) that the student uses and/or ignores. The Running Record allows the teacher to note and record the reading progress of a child over time. The Running Record also allows the teacher to determine if a given book, either a student’s own choice, or a book considered for instruction or for independent reading, is at an appropriate level for him/her.

Scaffolding

Teacher coaching, prompting, and cueing students in response to their behaviors during a specific literacy task. As the student becomes more able, teacher support is gradually withdrawn. In the “TO-WITH-BY” continuum, the teacher provides multiple scaffolds to support independent work.

Self-Monitoring

A comprehension strategy. Proficient readers constantly monitor their understanding and make adjustments as necessary.

Self-Selection

Students select their own texts to read. Sometimes scaffolded by the teacher (e.g., showing students how to select a text at the right reading and interest level). By having a rich collection of books in the classroom library, the student has a wider selection of books to select from. Teachers should encourage students to experiment with different authors and genres to help expand his/her reading repertoire.

Shared Reading

A method of reading a text that is usually too difficult for the student(s) to read without help. The teacher reads aloud at a rate that allows the student(s) to join in, although usually slightly behind the teacher. As she/he reads, the teacher models specific reading behaviors (e.g., decoding, self-monitoring, making meaning).

Shared Writing

An instructional strategy in which the teacher and student contribute to plan, brainstorm, compose, and transcribe a composition. Shared writing is frequently done on the board, an overhead projector, or a large chart. Concepts about print are taught and reinforced during writing.
Standardized Assessment
A testing instrument that has been designed for use in many settings and is accompanied by directions and procedures for administering it in a consistent standardized way that will allow for a common interpretation of scores and an understanding that scores from multiple sites mean the same thing and indicate comparable levels of proficiency. Standardized tests have been checked for validity (i.e., it tests the concept it is intended to test) and reliability.

Strategy Instruction
Instruction that focuses on research-based processes that define particular aspects of reading. Strategy instruction can take place during writing, word study, and comprehension activities.

Synthesize
A comprehension strategy. More complex than a summary, it requires the reader to activate prior knowledge, determine what is important, ask questions of the text, visualize, infer, and self-monitor. These actions come together to create a synthesis of the text and appear to define comprehension or the construction of meaning.

Systematic Word Study
A plan of instruction for teaching, studying, practicing, and learning words that follows a sequence predetermined by the teacher or the curriculum (i.e., a sequence based on how learning words develops).

Teacher Commentary
This is written commentary around a piece of student work. Specific to the portfolio, teacher commentary should include a description of the task and descriptors for student performance. Commentary should be three-fold. It should (a) indicate how/where the student is meeting the standards,(b) where there are areas for growth, and(c) suggested strategies for future instruction. Teacher commentary should be written in developmentally appropriate and student-friendly language

Think-Aloud Strategy
Teacher modeling of a literacy behavior and verbalizing about what he/she is thinking (e.g., reads aloud, stops to ask a question about the text, and verbalizes the question and how it helps him/her to better understand the text).

Tracking
The understanding of and ability to read print from left to right and from the top to the bottom of a page; also described as the ability to match a spoken word to the printed form of the word.
Visualize. A comprehension strategy. Proficient readers create visual images as they read and add their own knowledge to those images to construct meaning.

Vocabulary (Listening, Speaking, Reading and Sight) Listening: the words students understand and know the meaning of when they hear them.
Speaking: the words students can pronounce and use accurately when they are speaking.
Reading: The words students understand the meaning of when they are reading but may not necessarily be able to pronounce.
Sight: the words a student can read and pronounce accurately and automatically, with no necessity for decoding or guessing.

Whole Group Instruction Instruction provided to all members of the class at the same time.

Word Attack Tasks that readers perform when they do not instantly recognize a word (e.g., left-to-right blending of sounds, using known parts of words, phonics, structural analysis, context, beginning sound + pictures).

Word Wall A chart or charts that categorize important vocabulary by beginning sounds. Word walls are used for various word study activities, including practice with writing.

Workshop Model A workshop model is used in both the literacy blocks. In a workshop model, there are three parts. First is a short (10-15 min.) mini-lesson, which includes teacher modeling of specific strategies. Following the mini-lesson, students independently practice these strategies while the teacher confers with individuals and small groups (25-35 min.). Following the independent work, students engage in a whole-class share session (5-10 min.).

Wordless Books Books without print, in which the storylines are carried by illustrations alone.

Writing Cycle The process an author uses to produce a published piece of writing from a “seed idea.” Typically, this process involves the following stages: prewriting, writing, revising, editing, and publishing.
Professional Resources


National Reading Panel. *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. Washington, D.C.: National Institute of Child Health and Human Development, 2000.


**Websites**

**Common Core State Standards**  [www.corestandards.org](http://www.corestandards.org)

**International Reading Association**  [www.reading.org](http://www.reading.org)

**New Jersey Department of Education**  [www.state.nj.us/education](http://www.state.nj.us/education)


**Partnership for Assessment of Readiness for College and Careers**  [www.parcconline.org](http://www.parcconline.org)

**Read Write Think**  [www.readwritethink.org](http://www.readwritethink.org)

**The Teaching Channel**  [www.teachingchannel.org/videos](http://www.teachingchannel.org/videos)