The BOSS Literacy Tool

Basic Overview, Self-Assessment, and Self-Implementation

ASSOCIATION OF CHRISTIAN SCHOOLS INTERNATIONAL

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Teaching Reading More Effectively

At the heart of the education crisis plaguing urban children throughout the nation is the crisis in reading. Year after year, national education reports reveal that most children read below the proficiency level. This deficit translates into a whole host of children who cannot read effectively at a functional level. Given that every other subject matter involves reading, the child's ability to read greatly informs the child's academic abilities and performances. Despite all the technological advancement, professional development, and proliferation of tools on the market to enhance a student's reading ability, too many children are being left behind because of their poor reading skills.

If children are to have a fighting chance academically, they must be given the tools to provide a learning foundation that is essential for building academic success. In other words, reading is indeed fundamental. However, what is not needed is yet another reading program or a new education fad. The market has been replete with these. Instead, teachers of reading need to be equipped in how to best utilize proven methodologies that increase reading comprehension.

Many urban children come to school with anemic learning foundations because they have not had the proper stimulation and preparation that train the brain for reading. As a result, these children are prone to learning to read improperly. As the students matriculate through school, their performance lags because they do not have an adequate foundation upon which to build a successful academic structure. The children can manage only to erect what amounts to an academic shack because that's all their learning foundation can effectively accommodate. Although teachers may give them enough educational materials for academic mansions, their learning foundations will not lend themselves to such. Adding more materials in the form of class time, reading materials, or additional assignments can do little to move the needle because the students are not suffering from a lack of information or time. They lack the necessary coaching and training that enables the brain to read effectively.

This literacy tool is designed to remedy the reading problem that continues to plague urban students. The material contained in this booklet is designed to enable educators with the "how" of teaching literacy to urban students. Over the past few years, the Urban Education Leadership Council of the ACSI Urban School Services Department has engaged in a research-based project to identify urban Christian schools and educators that enroll and teach underachieving students and effectively teach them to read. The team has also researched a wide array of reading programs and tools that have proved successful in teaching literacy. Within the material are tools, techniques, and training educators and schools can use to guide them through the critical process of increasing a student's ability to read effectively and efficiently.

I give special thanks to members of the leadership council for their sacrificial time and energy to gather and develop the information: Janice Bowdre, Sandra Figueroa-Torres, Cynthia Gant, Yvonne Jones, and especially to Jenny Lee, the team leader and the one who compiled the material into the form presented in this publication.

Vernard T. Gant
Director of ACSI Urban School Services

What Is Literacy, and How Does Reading Fit In?

The National Council of Teachers of English (NCTE), along with the International Reading Association (IRA), established national standards for English language arts learners. NCTE has defined *literacy* as "a collection of cultural and communicative practices shared among members of particular groups" (1998–2010). The NCTE Executive Committee explains:

> As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies, many literacies.... Twenty-first-century readers and writers need to
>
> - Develop proficiency with the tools of technology
> - Build relationships with others to pose and solve problems collaboratively and cross-culturally
> - Design and share information for global communities to meet a variety of purposes
> - Manage, analyze, and synthesize multiple streams of simultaneous information
> - Create, critique, analyze, and evaluate multimedia texts
> - Attend to the ethical responsibilities required by these complex environments
>
> (National Council of Teachers of English 1998–2010)

The NCTE and IRA produced the following excerpted national standards:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)....
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge....

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum....
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

(1998–2010)

On the basis of this understanding of literacy, it is clear that literacy encompasses much more than reading. The standards make it clear that literate people will have to read, and they will have to do quite a bit with what they read. They will have to be minimally competent readers to succeed. So, what specifically is reading?

Dr. Barbara Swaby, director of the Graduate Reading Program and the Graduate Reading Clinic at the University of Colorado, Colorado Springs, defines *reading* as using everything one knows about language along with letter-sound relationships to decode and comprehend print. It takes an active interaction between the reader and the text to understand print. Reading is a complex act, and it is a gradual process that begins with the student's first connection to print.

National longitudinal studies show that about "75 percent of the students identified with reading problems in the third grade" will have them in the ninth grade (Shaywitz et al. 1992; Francis et al. 1996). "In addition to poor academic achievement, these students suffer emotional and psychological consequences from their reading problems, including low motivation, anxiety, and lack of self-efficacy (Wigfield and Eccles 1994).... Some studies have actually found reading difficulty to cause behavior problems rather than the other way around" (Diamond 2003). This is even more frustrating since we now have research that shows the majority of students, "all but 2 to 6 percent," can learn to read regardless of their backgrounds (Lyon 2002, 24).

Research shows that classrooms made up mostly of students who are English language learners, who have disabilities, or who are perceived as having other risk factors do not provide appropriate learning environments for children. In *Checking for Understanding*, Douglas Fisher and Nancy Frey report the following (2007):

- "Teachers of high-achieving students" talk "55 percent of the class time" versus "teachers of low-achieving students" who talk "at least 80 percent of the time" (Flanders 1970).
- In these classrooms, more basic skills are being taught, and less attention is given to "critical and creative thinking (Stipek 2004)."
- In these classrooms, teachers usually offer " 'less exciting instruction, less emphasis on meaning and conceptualization, and more rote drill and practice activities' than do teachers of high-performing or heterogeneous groups and classes (Cotton 1989)."

Essential Characteristics of a Comprehensive Reading Program

Within the last 10 years, research by the United States in the field of literacy education has provided more direction on how to develop reading abilities. Basically, below are the four overarching themes that help us understand how to teach reading:

- Reading is a strategic, active practice. Children need to learn, to understand, and to use reading strategies while reading.
- Reading instruction needs to be differentiated. Teachers must be flexible to provide instruction to a variety of student performance levels.
- Students must be motivated to do well.
- The ultimate goal of reading is to derive meaning or comprehension of the text. Teachers need to help students understand the author's purpose and provide enough knowledge and support to help students attain that goal.

The reading program itself must do the following:

- It must be *balanced*, ensuring that the skills that will be taught are at the appropriate age level and are given priority relative to other skills.
- It must be *comprehensive*, and it must ensure that students master foundational skills. Students will need these skills as a basis to use language as a tool for thinking, learning, and communicating.
- It must ensure *that students will be fluent readers by the end of the third grade*.
- It must help build positive attitudes toward reading and writing, to help create a higher probability that students will succeed as literate individuals.

Time Components of an Effective Language Arts Program

Characteristics of the instructional time component in an effective language arts program must be given priority and be protected from interruption. They are as follows:

Grades	Time	Type of Classroom
Kindergarten–third grade	2.5 hours daily	Self-Contained
Fourth–eighth grades	2.0 hours daily	Core or self-contained
Ninth–twelfth grades	1 class period daily	Teacher in subject area
Extension of learning for all students	Daily at home, summer reading	

Source: Information compiled from Curriculum Development and Supplemental Materials Commission 2007

Essential Components of Reading Instruction

The National Reading Panel focused on specific areas that are considered essential components of reading instruction (National Right to Read Foundation 2000). These areas include

phonemic awareness, phonics, fluency, comprehension, and teacher preparation. In this document, we are including print awareness, letter knowledge, engagement, and assessment. Integrated throughout these areas are the essential instructional methods that must occur in a reading lesson. The instruction must be as follows:

- Systematic—Concepts are clearly defined, carefully selected, in logical instructional sequences.
- Explicit—Concepts are clearly explained and we know that students "get it"; sometimes this is called direct instruction.
- Modeled—The teacher shows students how to use a strategy generally by "thinking aloud."
- Scaffolded—Concepts are taught in a way that the material proceeds from simple to complex and students can take gradual ownership of understanding the material and know how to use strategies, when to use strategies, and which strategy to use to aid in comprehending text.

Step 1: Early Literacy Components

Who: Pre-K, Kindergarten, and First Grade

What: Print Awareness Is a Child's Earliest Introduction to Print

Print awareness is the knowledge that print is organized a certain way for a purpose. There are letters, words, and spaces, and the words have meaning. There is a way to look at print; in English, it is from left to right. A child understands that reading and writing are ways to obtain ideas and information. "A young child's sensitivity to print is one of the first steps toward reading" (U.S. Department of Education and U.S. Department of Health and Human Services, Early Childhood-Head Start Task Force 2002).

Assessment: Print Awareness

By the end of kindergarten, a child should have the following basic concepts of print (Armbruster, Lehr, and Osborn 2006a, 15–16):

- "Knows the parts of a book and how books are held and read"
- "Identifies a book's title and understands what authors and illustrators do"
- "Follows print from left to right and from top to bottom of a page when stories are read aloud"
- "Understands the relationship between print and pictures"
- "Understands that the message of most books is in the print and not the pictures"
- Knows how to use phonemic awareness in spelling, in recognizing letters, and in writing words
- Demonstrates ability to correctly order written letters in words on the basis of the sounds within the words

Letter Knowledge: What Is It?

Letter knowledge is the understanding that letters are the parts of written words. It is important that students understand the distinction between the three components of letter knowledge: letter names, letter shapes, and letter sounds. Letters do represent the systematic sounds in the spelling of words. There is a clear relationship between the names and sounds of letters; it is not an arbitrary relationship. Handwriting practice helps young students learn and recall letter shapes (Ehri and Roberts 2006; Berninger 1999, 20–22).

Why Teach Letter Knowledge?

It is very important for a child to understand how letters are a part of reading. Research shows that kindergarten letter identification is almost as successful at predicting later reading skill as an entire reading readiness test (Snow, Burns, and Griffin 1998, 113).

Assessment: Letter Knowledge

By the end of the first semester of first grade, students should know how to do the following (Adams 1994):

- Identify the letters of the alphabet in sequence and out of sequence, with automaticity (Children need to overlearn the shapes, names, and sounds of letters so they can work with them automatically.)
- Name visually presented uppercase and lowercase letters

Step 2: Phonemic Awareness: Beliefs About Learning to Read

Who: Pre-K, Kindergarten, and First Grade

What: Before Students Begin to Learn to Read, Phonemic Awareness Instruction Is Critical

Phonemic Awareness: What Is It?

Phonemic awareness is the ability to *hear*, *identify*, and *manipulate* individual sounds—phonemes—in spoken words. It is one component of phonological awareness—the umbrella term that includes word awareness, syllable awareness, onset-rime awareness, and phoneme awareness. It is not phonics. It is the understanding that spoken language can be broken into phonemes.

Correlated studies from the National Reading Panel "have identified phonemic awareness and letter knowledge as the two best school-entry predictors of how well children will learn to read during the first 2 years of instruction (Share, Jorm, MacLean, and Matthews 1984)" (National Institute of

Child Health and Human Development 2000b, 2-9). Research is clear that phonemic awareness skills transfer to learning how to read, spell, and comprehend print.

Students must understand that words are made up of speech sounds, or phonemes. Phonemes are the smallest units constituting spoken language. English consists of about 41 phonemes. Phonemes combine to form syllables and words. Conceptually, spoken language and words are made up of individual sounds. Students must be able to pick out and manipulate these sounds in words. Phonemes are different from graphemes, which are units of written language and which represent phonemes in the spelling of words. Sounds in spoken language and words are represented by symbols or letters. When students learn that these symbols (letters) represent sounds in spoken words, they are letter-sound matching or are learning about the alphabetic principle.

Phonemes: The word *map* has three phonemes: /m/ /a/ /p/—the *m* sound, the *a* sound, and the *p* sound. The word *chop* has three phonemes: /ch/ /o/ /p/—the *ch* sound, the *o* sound, and the *p* sound.
Graphemes: The word *map* has three graphemes: the letter *m*, the letter *a*, and the letter *p*.

Nonnegotiable Beliefs About Phonemic Awareness

The following are nonnegotiable beliefs regarding phonemic awareness, according to the National Reading Panel (National Institute of Child Health and Human Development 2000b, 2-3–2-4, 2-43):

- Phonemic awareness can be taught and learned.
- Phonemic awareness instruction helps children learn to read.
- Phonemic awareness instruction helps children learn to spell.
- Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet.
- Phonemic awareness instruction is most effective when it focuses on only one or two types of phoneme manipulation, rather than several types.

Phonemic Awareness: How Is It Taught?

D. Ray Reutzel and Robert B. Cooter, Jr., in *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*, suggest the following systematic sequence for teaching phonemic awareness (2007, 180–81):

1. Developing letter, sound, word concepts
2. Knowing how to recognize and generate words that rhyme
3. "Hearing sounds in words"
4. "Counting syllables and sounds"
5. "Isolating beginning, ending, and middle sounds in words"
6. "Substituting and deleting sounds in words and syllables"
7. "Blending syllables, onset and rimes, and sounds into words"
8. "Segmenting words into syllables, onset and rimes, and sounds"
9. "Representing sounds in language and words with symbols in spelling and writing"

Learners who do not speak English or who have certain dialects of the United States may need special attention because of the child's inability to auditorily discriminate some sounds. This is especially true for Spanish speakers. Chop and shop may be the same phoneme. For Japanese and Chinese speakers, the /l/ and /r/ are processed as the same phoneme (National Institute of Child Health and Human Development 2000b, 2-32).

Below are some characteristics of effective phonemic awareness instruction (National Institute of Child Health and Human Development 2000b):

- It should be direct. The vocabulary should be clear and consistent, and the objective should be clear.
- It should be explicit. Instruction should be clearly explained, tasks should be modeled by the teacher, and time should be given for students to practice.
- It should follow this model. "I do it." "We do it." "You do it."
- It should be systematic. There should be a planned sequence of instruction that goes from easier to more difficult tasks. The instruction should be scaffolded to ensure that it is cumulative.
- It should be taught in small groups. Groups should include preferably up to five students.
- It should include training that would be greater than 5 hours and on average less than 18 hours over the course of training. Generally training does not need to last more than 20 hours.
- Sessions do not generally last more than 30 minutes. Instruction typically should last at least 15 to 20 minutes. The age of the students helps to determine the session length.
- It should focus on one or two types of phonemic awareness tasks, since additional tasks do not increase learning.
- It is most effective when children are taught to manipulate phonemes by using the letters of the alphabet.
- It lends itself to techniques that involve games and other interactive techniques.
- It should offer concrete ways to help students manipulate phonemes in speech,
- It should involve the use of concrete markers such as cubes, chips, buttons, and blocks to make abstract ideas seem more concrete.

- It should include the practice of blending and segmenting instruction (count words, clap syllables, rhyming).
- It should recognize that the computer does aid in developing phonemic awareness in students.

Assessment: Phonemic Awareness

According to the National Reading Panel, the following tasks are used to assess children's phonemic awareness or to improve their phonemic awareness through instruction and practice:

1. Phoneme isolation, which requires recognizing individual sounds in words, for example, "Tell me the first sound in *paste*" (/p/);
2. Phoneme identity, which requires recognizing the common sound in different words, for example, "Tell me the sound that is the same in *bike*, *boy*, and *bell*" (/b);
3. Phoneme categorization, which requires recognizing the word with the odd sound in a sequence of three or four words, for example, "Which word does not belong? *bus*, *bun*, *rug*" (*rug*);
4. Phoneme blending, which requires listening to a sequence of separately spoken sounds and combining them to form a recognizable word, for example, "What word is /s/ /k/ /u/ /l/? (*school*);
5. Phoneme segmentation, which requires breaking a word into its sounds by tapping out or counting the sounds, or by pronouncing and positioning a marker for each sound, for example, "How many phonemes [individual sounds] in *ship*? (3: /š/ /I/ /p/); and
6. Phoneme deletion, which requires recognizing what word remains when a specified phoneme is removed, for example, "What is *smile* without the /s/? (*mile*).

(National Institute of Child Health and Human Development 2000b, 2-10)

Students should also be able to assess the alphabetic principle, which requires an understanding that letters and sounds go together; when they are put together they form words.

Step 3: Phonics Instruction: Beliefs About Learning to Read

Who: Kindergarten, First Grade, and Second Grade

Key Vocabulary

Decoding—The ability to convert a word from print to speech
Blending—The ability to listen to and combine a sequence of sounds
Segmentation—The ability to break a word into sounds
Regular word—A word that can be decoded by sounding out
Irregular word—A word that cannot be decoded by sounding out
Syllable—A word or part of a word pronounced as a unit
Syllabication—The division of a multisyllabic word into its separate syllables with each syllable containing one vowel sound (It may contain more than one vowel, but it will represent only one vowel sound.)

Phonics Instruction: What Is It?

Phonics instruction is not reading instruction, and phonics is not reading. It is speech coded by letters. Phonics instruction teaches students that there is a connection between a phoneme, an individual sound, and a grapheme, a letter representation of a sound. This helps students sound out or spell words. In addition, there are rules that help. The process of looking at a word, connecting the letters and sounds, and blending those together to form a word is called decoding. Reading adds the layer of meaning between the words and the reader. Phonics instruction is only one part of a comprehensive reading program. It is an important part of the program, but it should be part of an overall program in which vocabulary and comprehension are also developed.

Nonnegotiable Beliefs About Systematic and Explicit Phonics

The following are nonnegotiable beliefs regarding systematic and explicit phonics instruction, according to the National Reading Panel (National Institute of Child Health and Human Development 2000b, 2-91–2-94):

- Significantly improves students' reading and spelling in kindergarten and first grade
- Significantly improves students' ability to comprehend what they read
- Is beneficial for all students, regardless of their socioeconomic status
- Is effective in helping prevent reading difficulties among students who are at risk
- Is beneficial in helping students who are having difficulty learning to read

In addition to teaching phonics, teachers must spend time working on irregular words by teaching sight words or high-frequency words and syllabication.

Phonics Instruction

There are several approaches to teaching phonics. The following are the four most popular:

Synthetic Phonics	Students learn "explicitly to convert letters into sounds (phonemes) and then blend the sounds to form recognizable words." They learn main digraphs and tricky words. This is done at a fairly quick pace. Students practice with decodable texts.
Analogy Phonics	Students learn "unfamiliar words by analogy to known words (e.g., recognizing that the rime segment of an unfamiliar word is identical to that of a familiar word and then blending the known rime with the new word onset, such as reading *brick* by recognizing that *-ick* is contained in the known word *kick*, or reading *stump* by analogy to *jump*)." Students learn different onsets to blend with the rimes to form recognizable words (example: *-ack, back, sack, track, tack).*

Analytic Phonics	Students identify a familiar word. The teacher introduces a sound-spelling relationship within that word and then identifies other words with that same sound (example: *bat /a/ fat, cat, sat, mat)*. Students take those same letter-sound relations previously learned and apply them to new words. Key word sight vocabulary is emphasized. Pronouncing sounds in isolation is not the focus. The strategy of blending is not initially taught.
Embedded Phonics	Students are introduced to phonics informally during "authentic" reading and writing. Teachers focus on word-solving skills. Example: The teacher might ask: Do you know another word that has *igh* in it?

Source: Information adapted from National Institute of Child Health and Human Development 2006

The National Reading Panel has determined that *systematic synthetic phonics instruction* is especially effective for teaching reading to children who are learning disabled, who are low-achievers, or who are beginners from low-socioeconomic backgrounds (National Institute of Child Health and Human Development 2000a).

The following is a general sequence for teaching the phonics components (Chall and Popp 1996):

- Single consonants and short vowels
- Consonant digraphs (*th*, *sh*, *tr*, *wh*)
- Long vowels with silent *e* (CVCe pattern: consonant, vowel, consonant, silent *e*)
- Long vowels at the end of words or syllables
- *Y* as a vowel
- *R*-controlled vowels
- Silent consonants
- Vowel digraphs (*ai* in *train*, *ee* in *seed*, *ie* in tie, *oa* in *boat*)
- Variant vowel digraphs and diphthongs
- Phonograms, onsets, rimes

Blending is the heart and soul of phonics instruction; after the sounds in a word are blended together, the goal is to come up with a recognizable word.

Phonics Element Chart

Single Consonants	b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
Short Vowels	ă, ĕ, ĭ, ŏ, ŭ
Long Vowels	ā, ē, ī, ō, ū
Long Vowels with Silent *e*	ā_e, ē_e, ī_e, ō_e, ū_e

r-Controlled Vowels	The letter *r* affects the sound of the vowel(s) that precedes it. (Examples: er, ir, ur, ar, or)
Silent Consonants	Two consonant letters may represent the sound of only one of them. The other consonant is "silent." (Examples: gn, kn, wr)
Vowel Digraphs (or vowel teams)	Also known as vowel pairs, these pairs make one sound. (Examples: *ee* in *seed*, *ie* in *tie*, *oa* in *boat*) Vowel digraphs create a long vowel sound.
Variant vowel digraphs (or vowel teams)	Variant vowel digraphs create sounds that are not commonly classified as long- or short-vowel sounds. (Examples: aw, au)
Consonant digraphs (or vowel teams)	Two consonant letters together stand for a single sound. (Examples: sh, th, wh)
Consonant blends	Two consonants appear together in a word, and each retains its sound when blended. (Examples: fl, gr, sp, mp)
Diphthongs	A diphthong is a blend of vowel sounds in one syllable. It does not create a long-vowel sound. (Examples: oi, oy, ow, ou)
Phonogram	*Phonogram* is a nonlinguistic term that is sometimes substituted for *rime*.
Onset-rime	A syllable has two parts, the onset and the rime. The onset is the part of the syllable that comes before the vowel, and the rime is the vowel and everything after it. (Example: in *sing*, the rime is *-ing* and the onset is *s*.)

Source: Information adapted from Honig, Diamond, and Gutlohn 2008, 29, 38

Effective phonics instruction should do the following:

- Develop phonemic awareness by using specific activities that
  - teach the shapes of letters with their sounds
  - associate the letters with their sounds
  - introduce the sound with spelling
- Teach good blending routines of individual letters and letter combinations into words
- Sound out and read words—whole word blending that is spelling focused
- Provide sufficient practice in reading words
- Practice reading words in isolation
- Practice reading words in decodable text with controlled vocabulary
- Write words from dictation
- Provide enough opportunity to develop automaticity by repeated practice
- Create activities such as word sorting, word building, and dictation

Assessment: Phonics

Students have the appropriate auditory skills to accomplish the following:

- Auditory discrimination: Recognize similarities and differences among sounds
- Auditory segmentation: Hear individual sounds within words
- Auditory blending: Put segmented sounds together to form whole words
- Auditory memory: Hold unrelated sounds in memory and retrieve them sequentially
- Visual-auditory integration: Respond with the appropriate word when given written letters or letter combinations that are presented sequentially
- Letter names: Name the letters

Phonics assessment comes through observing and keeping records. By the second grade, students should be able to accomplish the following:

Benchmark	Questions for Observation
Recall letter-sound correspondence.	(Point to the letter *k*.) What sound does this letter stand for? (/k/)
Recall letter-sound mnemonic.	(Point to the letter *k*.) What is the name of the picture that goes with this letter? (kite)
Recall letter shape.	Can you write the letter that stands for the /k/ sound?
Recognize consonant digraph sound/spellings.	(Point to the letters *sh*.) What is the sound for these letters? (/sh/)
Discriminate consonant digraphs in initial and final positions in words.	In the word *shirt*, is /sh/ the first sound or the last sound? (first sound)
Recognize short-vowel letter sounds.	(Point to the letter *a*.) What is the sound for this letter? (short a)
Discriminate short vowels in initial and medial positions in words.	In the word *cat*, is /a/ the first sound or the middle sound? (middle sound)
Blend consonant/vowel/consonant (CVC) words.	(Point to the word *cat*.) Can you sound out this word?
Spell CVC words.	The word is *cat*. Can you spell this word?
Blend CCVC words.	(Point to *slam*.) Can you sound out this word?
Spell CCVC words.	The word is *slam*. Can you spell this word?
Identify the vowel sound in a CVCe word.	(Point to the letter *a* in the word *tape*.) What is the sound for this letter? (long a)
Blend CVCe words (silent *e*).	(Point to the word *tape*.) Can you sound out this word?
Spell CVCe words.	The word is *tape*. Can you spell this word?

Benchmark	Questions for Observation
Identify the sound for vowel combination *ai*.	Point to the vowel combination *ai* in the word *rain*. What is the sound for these letters? (long a)
Blend words with vowel combinations.	Point to *rain*. Can you sound out this word?
Spell words with vowel combinations.	The word is *rain*. Can you spell the word?
Identify a phonogram in a word.	Point to the word *light*. Do you see a common letter pattern in this word? (yes, *ight*)
Blend onset and rime.	Add an *n* to *ight*. What is this word? (night)
Read text accurately and fluently.	Point to a sentence. Can you read this sentence aloud?

Source: Adapted from Honig, Diamond, and Gutlohn 2008, 199–239

Step 4: Fluency or "Effortless Reading with Proper Expression"

Who: Second Grade and Beyond

Key Vocabulary

Prosody—The expressiveness of oral speech, the tonal and rhythmic aspects of spoken language (In assessing prosody the following are considered: smoothness, expression, pacing, phrasing, and volume.)

Rate—How quickly and accurately a reader reads the text

Accuracy—The ability to recognize or decode words correctly

Fluency: What Is It?

Fluency is the ability to accurately read text at a conversational rate with proper expression. Fluency has been described as the most neglected reading skill (Allington 1983). Automaticity is the fast, effortless word recognition that comes after a great deal of reading practice. It involves the processing of complex information that usually requires a fair amount of training, allowing the behavior to be executed with little effort or attention.

In the early stages of learning to read, readers may be accurate but slow and inefficient at recognizing words. Continued reading practice helps word recognition become more automatic, rapid, and effortless. The skill typically grows on an incremental continuum, going from slow to fast or poor to excellent. Automaticity refers only to accurate speedy word recognition, not to reading with expression. Therefore, automaticity (or automatic word recognition) is necessary, but not sufficient, for fluency. Fluency has been shown to have a reciprocal relationship with comprehension; each fosters the other.

Level of Text Difficulty (Using a preselected passage of 50–200 words)

Difficulty	Percent of Reading Accuracy
Independent level or easy reading level	95–100 percent accurate (5 or fewer errors per 100 words)
Instructional level or challenging reading level	90–94 percent accurate (6 to 10 errors per 100 words)
Frustration level or difficult reading level	Less than 90 percent accurate (more than 10 errors per 100 words)

Source: Adapted from Armbruster, Lehr, and Osborn 2006b, 23

How to Help Improve Reading Achievement

The National Reading Panel has concluded that guided oral reading procedures such as repeated reading help improve reading achievement.

Assessing a student's oral reading fluency (ORF) helps determine the answer for the following three questions:

1. Is the student reading text quickly and accurately as compared with grade-level norms?
2. Is the student making yearly progress?
3. Does the student's instruction need to be adjusted?

Guided reading includes asking several questions while a student reads aloud for one minute. The following should be considered in assessing prosody:

- Stress patterns (syllable prominence)
- Phrasing
- Intonation (pitch)
- Expression
- Pauses

Bill Honig, Linda Diamond, and Linda Gutlohn, in *Teaching Reading Sourcebook,* suggest asking the following questions for "interpretation and instructional options" as the student reads (2008, 358):

"Does the student equally stress each word in a sentence?"
Have the student "practice placing the stress, or the emphasis, on different words in the same sentence":

- He is **so** glad.
- **He** is so glad.
- He is so **glad**.

"Does the student read primarily word by word?"
- Determine if the student recognizes the words; if not, practice decoding the words first.
- Help the student gain automaticity in decoding unknown words.
- Have the student group words into appropriate phrases.

"Does the student group words into appropriate phrases?"
- The student must be able to read at least 95 percent of the text.
- The student should recognize that a phrase is a meaningful group of words.
- Have the student group the text into appropriate phrases that make sense.
- Teach the student how to put single or double slashes to show how long the pausing should occur.
- Teach the student that phrases are read as separate units with a pause in between each one.

"Does the student use punctuation to guide intonation?"
The student must use punctuation to guide intonation.
- Explain what end marks are for.
- Have the student read "the same sentence with different end punctuation."
  - Visiting the art gallery is fun**!**
  - Visiting the art gallery is fun**?**
  - Visiting the art gallery is fun**.**

"Does the student read in a monotone?"
- Have the student use readers theater to develop expression.
- Have the student practice varying pitch.
- Have the student listen to a recording and practice sounding like the speaker.

Does the student read with appropriate pauses between sentences or at the appropriate punctuation?

Does Repeated Oral Reading Help?

Sometimes repetition is the best practice to achieve the desired level of fluency. Research has shown that repeated, guided, and monitored oral reading will improve all areas of reading fluency—accuracy, rate, and prosody.

Several techniques can be used for repeated readings, including the following:
- Modeling fluent reading
- Having the student and an adult read together
- Repeating the reading
- Using partner reading
- Using choral reading

- Using audio-assisted reading
- Using partner-assisted reading
- Using readers theater
- Reading it three to four times for optimal benefit
- Giving students four seconds to self-correct errors (for example, a wrong, extra, skipped, or stuck word)

What Students Should Read

Fluency develops as a result of many opportunities to practice reading. Therefore, students should practice orally rereading text that contains mostly words that they know or can decode easily. The texts should be at the students' independent reading level. If the text is more difficult, students will focus so much on word recognition or decoding that they will not have an opportunity to develop fluency.

Teachers should "use a variety of reading materials, including stories, nonfiction, and poetry. Poetry is especially well suited to fluency practice because poems for children are often short and they contain rhythm, rhyme, and meaning, making practice easy, fun, and rewarding" Armbruster, Lehr, and Osborn 2006b, 24).

According to the Center for the Improvement of Early Reading Achievement (CIERA), the following is how to have your students practice reading aloud to improve fluency:

> *Student-adult reading* [echo]. In student-adult reading, the student reads one-on-one with an adult. The adult can be you, a parent, a classroom aide, or a tutor. The adult reads the text first, providing the students with a model of fluent reading. Then the student reads the same passage to the adult with the adult providing assistance and encouragement. The student rereads the passage until the reading is quite fluent. This should take approximately three to four rereadings.
>
> *Choral reading.* In choral, or unison, reading, students read along as a group with you (or another fluent adult reader). Of course, to do so, students must be able to see the same text that you are reading. They might follow along as you read from a big book, or they might read from their own copy of the book you are reading. For choral reading, choose a book that is not too long and that you think is at the independent reading level of most students. Patterned or predictable books are particularly useful for choral reading, because their repetitious style invites students to join in. Begin by reading the book aloud as you model fluent reading. Then reread the book and invite students to join in as they recognize the words you are reading. Continue rereading the book, encouraging students to read along as they are able. Students should read the book with you three to five times total (though not necessarily on the same day). At this time, students should be able to read the text independently.

Tape-assisted reading. In tape-assisted reading, students read along in their books as they hear a fluent reader read the book on an audiotape. For tape-assisted reading, you need a book at a student's independent reading level and a tape recording of the book read by a fluent reader at about 80–100 words per minute. The tape should not have sound effects or music. For the first reading, the student should follow along with the tape, pointing to each word in her or his book as the reader reads it. Next, the student should try to read aloud along with the tape. Reading along with the tape should continue until the student is able to read the book independently, without the support of the tape.

Partner reading. In partner reading, paired students take turns reading aloud to each other. For partner reading, more fluent readers can be paired with less fluent readers. The stronger reader reads a paragraph or page first, providing a model of fluent reading. Then the less fluent reader reads the same text aloud. The stronger student gives help with word recognition and provides feedback and encouragement to the less fluent partner. The less fluent partner rereads the passage until he or she can read it independently. Partner reading need not be done with a more and less fluent reader. In another form of partner reading, children who read at the same level are paired to reread a story that they have received instruction on during a teacher-guided part of the lesson. Two readers of equal ability can practice rereading after hearing the teacher read the passage.

Readers' theatre. In readers' theatre, students rehearse and perform a play for peers or others. They read from scripts that have been derived from books that are rich in dialogue. Students play characters who speak lines or a narrator who shares necessary background information. Readers' theatre provides readers with a legitimate reason to reread text and to practice fluency. Readers' theatre also promotes cooperative interaction with peers and makes the reading task appealing.
(Armbruster, Lehr, and Osborn 2006b, 24–25)

Nonnegotiable Beliefs About Fluency

The following are nonnegotiable beliefs about fluency:

- Fluency is important because it frees students to understand what they read.
- Recognizing reading fluency is a skill that teachers can develop in students by modeling fluent reading, having students engage in repeated oral reading, and requiring perseverance.
- Monitoring student progress in reading fluency is useful in evaluating instruction and setting instructional goals, must be addressed often—perhaps showing weekly growth rates—and can be motivating to students, if provided with support and encouragement.

Step 5: Vocabulary

Explicit Vocabulary Instruction

Who: Kindergarten Through Twelfth Grade

Key Vocabulary

Morpheme—A word-part clue, the meaningful part of words
Affixes—Prefixes and suffixes
Prefix—A word part added to the beginning of a root word that changes the meaning of the word
Suffix—A word part added to the end of a root word that changes the meaning of the word
Root words—A single word that cannot be broken into smaller words (A root word is used to form many other words.)

Vocabulary growth is essential to any well-balanced reading program. Numerous studies document the link between vocabulary knowledge and reading comprehension. Therefore, it is imperative that explicit vocabulary instruction occur especially for second-language learners or those who do not come from language-rich backgrounds, since vocabulary knowledge is the single best predictor of their academic achievement across the content areas (Saville-Troike 1984, 199). Research has shown that using a variety of direct and indirect methods to teach vocabulary is effective.

In *Reading for Meaning: Fostering Comprehension in the Middle Grades*, Barbara Taylor, Michael Graves, and Paul van den Broek list four critical elements in vocabulary instruction (2000, 116–135):

1. *Encouraging wide reading of fiction and nonfiction texts.* Vocabulary gains occur because of independent reading and increase in reading volume.
2. *Directly teaching important words.* Teachers directly teach new words.
3. *Teaching independent word learning strategies.* Word learning strategies that include contextual clues, word roots, prefixes, and suffixes help students learn word meaning on their own.
4. *Fostering "word consciousness."* Understanding word parts and teacher-directed activities that include word play help to encourage the awareness of words, holding students accountable to using the words in speaking and writing.

The following three common vocabulary instructional methods have serious shortcomings, and they should not be the only way vocabulary is taught.

1. *Looking up words in the dictionary.* Typically, students do not get a concise enough definition or an age-appropriate example to help them understand the word.
2. *Using written context to figure out word meanings.* This is a good strategy, but it cannot be relied on, since research has shown that the correct meaning usually only occurs 5 to 15 percent of the time.
3. *Using unplanned, extemporaneous (teachable moments) vocabulary teaching.* These are good teaching moments, but vocabulary instruction must be intentional.

Direct Vocabulary Instruction

- *Pronounce the word.* Engage all students in saying the word two to three times. It is helpful to emphasize each syllable.
- *Explain the word.* Try to connect the word to the students' prior knowledge so students can get the gist of the word. Using synonyms or phrases may help the word make sense to the student.
- *Provide examples.* Students need at least two to three examples of the word used in different content areas. Have them orally say the word again. They will need multiple exposures to the words. The student will understand a word better if there is a connection or a visual image (picture) they can remember.
- *Elaborate.* Have students try to generate their own examples, or have them come up with visual images in their mind or create graphic representations.
- *Engage students in activities that add to their knowledge of the terms.* An organized format allows students to have easy accessibility to terms and allows them to add new information as their knowledge deepens over time. Classify the words into categories for ease of use and memorization (transitional, descriptive, comparative, and relational words). Use graphic organizers or study cards with the visual images.
- *Assess.* Practice different quick informal assessments to see if students "get" the word. Use completion of the sentence in which the new word is used as an appositive. Students complete the appositive. Play games. Practice, read, cover, recite, and check (PRCRC).

Choosing Important Words to Teach: Teaching Academic Language

Teachers need to recognize that there are different levels of word knowledge:

- Unknown—The student is totally unfamiliar with the word.
- Acquainted—The student must deliberately think about the word to recall.
- Established—The student recognizes and gives a meaning to the word easily, rapidly, and automatically.
- In-depth—The student thoroughly understands a word, and he or she can associate it.

Teachers must determine whether any particular word falls into one of the above categories: Will students need to know the word, and to what extent will they need to understand the word? Intensive instruction is essential only for those words that are key to the concepts being taught and that will have continued utility across the content area. The following are some guidelines for choosing words to teach (Feldman and Kinsella 2005, 10):

1. "Choose [5 to 10 critical] '**big idea**' words that name or relate to the central concepts addressed in the passage (e.g., *democracy*, *independence*, *fossil fuels*, *ecology*)."
2. "Choose high-use, widely applicable '**academic tool kit**' words that students are likely to encounter in diverse materials across subject areas and grade levels (e.g., *aspect*, *compare*, *similar*, *subsequently*)."

3. "Choose high-use '**disciplinary tool kit**' words that are relevant to your subject area and that you consider vital for students to master at this age and proficiency level (e.g., *metaphor*, *policy*, *economic*, *application*, *species*)."
4. "Choose '**polysemous**' (multiple meaning) words that have a new academic meaning in reading in addition to a more general, familiar meaning (e.g., *wave* as in 'wave of immigrants' vs. a greeting or ocean wave)."
5. Choose words that are likely to be included on a test.
6. Don't spend time teaching words just because they appear in italics or bold font. They need to fit the above criteria as well.

In *Building Academic Vocabulary*, Robert Marzano and Debra Pickering indicate that direct instruction in vocabulary can increase a student's comprehension of content subject matter by about 30 percent (2005, 2). Therefore, it is imperative that systematic, careful selection of words be explicitly taught, especially for students who have word poverty as part of their background.

Dr. Averil Coxhead has developed the Academic Word List, which identifies the most frequently used English academic words across the content areas. "The list contains 570 word families" (Victoria University of Wellington 2007). It specifies which words should be considered essential for students to understand. Students will see these words in their textbooks, and these words are considered important words to include in student academic writing. These words should be systematically and explicitly taught.

Step 6: Engagement in the Classroom

Who: Kindergarten Through Twelfth Grade

Teachers must always plan routines, procedures, and strategies that encourage student attentiveness and broad participation in a mixed-ability classroom. Kate Kinsella and Kevin Feldman recommend observing and ensuring that the following critical features of engagement opportunities are in the classroom (2003):

- Classrooms are highly structured.
  - Students have knowledge of what is expected of them: note taking, highlighting text, circling ideas.
- There is more student talk than teacher talk.
  - Students have practiced phrases such as "I agree with," "our group sees it differently," "I infer," or "in my opinion."
- There is individual student accountability.
  - Even though there is partner or group work, students realize that they will have to demonstrate their own understanding.
- There are tangible "evidence checks" of student engagement.
  - Students use notebooks, adhesive notes, and exit cards.

  - Teachers are circulating in the classroom to ensure understanding and to check for engagement.
- There are prepared participation requirements.
  - Students know that they will be randomly called on, so they must be prepared.
  - Students are required to respond in complete sentences using the academic language that is taught.
- Precise partnering or group choices are prepared by the teacher in advance.
  - Generally, students will be placed in groups or be told whom to partner with to avoid losing time.
- There is a classroom culture of academic formal language that is structured and taught using sentence starters, response frames, or explicit vocabulary instruction.
- Students are allowed to practice with partners before class discussion.
  - Students know that after discussions with their partner or group, some assessment will follow. The assessment may be written or oral.
- There is class debriefing and synthesis.

Please see Dr. Kinsella's page at the California Department of Education website for a copy of her Lesson Observation and Reflection Tool—Structured Learner Engagement: http://pubs.cde.ca.gov/tcsii/prolearningtoolkit/kinsellaindex.aspx. Under "Apply the Concepts," select *Kinsella 1: Take Action*. Under "Structured Learner Engagement," select *Lesson Observation and Reflection Tool—Structured Learner Engagement*.

Step 7: Comprehension: Components of a Reading Lesson

Creating a Culture of Literacy
Who: Kindergarten Through Twelfth Grade

Critical Feature	Reading Aloud to the Students
Purpose	Fosters passion, curiosity, and motivation for reading
	Introduces them to print conventions, format, and genre
	Develops listening skills
	Introduces students to new vocabulary and sight words
	Models oral reading, language, and flow (fluency)
	Develops comprehension by providing background knowledge or connection
	Develops comprehension by emphasizing that reading is thinking, having students answer questions to help develop their oral language and thinking skills
	Develops a student's sense of humor
Who reads or writes	Teacher, whole group instruction
Assessment	Teacher observation and discussion
Frequency/time	Kindergarten–fifth grade, required Sixth–twelfth grades, teacher discretion 10–20 minutes daily

Critical Feature	Direct Reading Instruction: Thinking Aloud *with* the Students, Explicit Modeling and Showing How to Use a Strategy
Purpose	Models to the students the mental processes of thinking while reading; think-alouds show comprehension fix-ups and the inner conversations we have while reading
	Develops thinking skills and strategies
	Develops comprehension and academic language discussion skills
	Develops decoding and word recognition skills
Who reads or writes	Teacher, whole class or small groups or individual
	Group or class collaboration

Critical Feature	Direct Reading Instruction: Thinking Aloud *with* the Students, Explicit Modeling and Showing How to Use a Strategy
Resources	Reading workshop format, mini lessons, teacher modeling, anchor charts to record student thinking, clear understanding of backward design of a unit, lesson to support enduring understanding, essential questions, and differentiation, whole class sharing as a review of new learning
Assessment	Observation, conferencing, end-of-workshop sharing, student notes, exit cards, daily diary, accountable talk, anchor charts, annotation of text, questions, new vocabulary words
Frequency/time	Kindergarten–twelfth grade 10–35 minutes daily

Critical Feature	Reading *by* the Students, Independent Practice
Purpose	Allows students to practice the modeled thinking strategies
	Allows students to practice reading and to comprehend
Who reads or writes	Student independent private reading, student and partner
Resources	Student self-selection, partner or group book club
Assessment	Observations, conferencing, questions in their notebooks, annotation of text, notes, graphic organizers, new vocabulary words
Frequency/time	Kindergarten–twelfth grade, required 10–30 minutes daily and homework time to build stamina

Critical Feature	Direct Reading Instruction: Reading *with* the Students, Guided Practice and Scaffolding—Allowing the Gradual Release of Responsibility to the Students
Purpose	*Models* to the students the mental processes of thinking while reading, using think-alouds to show comprehension fix-ups and the inner conversations we have while reading
	Develops thinking skills and strategies
	Develops comprehension and academic language skills
	Develops decoding and word-recognition skills
Who reads or writes	Teacher, whole class or small groups or individual Partner talk pairs, small groups
	Collaboration as a group or a class

Critical Feature	Direct Reading Instruction: Reading *with* the Students, Guided Practice and Scaffolding— Allowing the Gradual Release of Responsibility to the Students
Resources	Reading workshop format, mini lessons, teacher modeling, anchor charts to display thinking, clear understanding of backward design of a unit, lesson to support enduring understanding, essential questions, and differentiation, whole-class sharing as a review of new learning
Assessment	Observation, conferencing, end-of-workshop sharing, student notes, exit cards, daily diary, anchor charts, annotation of texts, accountable talk, questions, new vocabulary words
Frequency/time	Kindergarten–fifth grade, required Sixth–twelfth grades, teacher discretion 10–35 minutes daily

Critical Feature	Reading *by* the Students, Independent Practice
Purpose	Allows students to practice the modeled thinking strategies
	Allows students to practice reading and to comprehend
Who reads or writes	Student independent private reading, student and partner
Resources	Student self-selection, partner or group book club
Assessment	Observations, conferencing, questions in their notebooks, annotation of text, notes, graphic organizers, new vocabulary words
Frequency/time	Kindergarten–twelfth grade, required 10–30 minutes daily and homework time to build stamina

Critical Feature	Shared Reading
Purpose	Promotes thinking through collaboration and discussion
	Helps students know that their responses to reading are important
	Anchor charts reflect student thinking
	Assesses evidence of student thinking
	Helps students practice public oral skills
	Models appropriate responses/comments to speakers
Who reads or writes	Student Group Teacher
Resources	Student-created materials (anchor charts, sticky notes, journals, drawings)

Critical Feature	Shared Reading
Assessment	Observation, student-created rubrics, exit cards, daily diary—"what I learned today," anchor charts
Frequency/time	Kindergarten–eighth grade, required Ninth–twelfth grades, teacher discretion 10–15 minutes daily for general sharing 15–20 minutes once a week for more formal sharing

Critical Feature	Direct Reading Instruction: Content-Area Reading, Application of the Strategy in Authentic Content-Area Reading Situations
Purpose	Ensures that students can see that reading strategies are to be applied in the reading of all print
	Helps students recognize organization patterns specific to a content area: stories—plot, character development, climax nonfiction—details vs. facts, bold print, and visuals such as graphs and charts
Who reads or writes	Teacher, student, partners, groups, whole class
Resources	Nonfiction readings, textbooks in content area (math, science, history), articles, essays
	Online, primary-source documents
Assessment	Observation, student work, summarization, outlines, notes, academic language, teachers assisting students in transferring skills to any genre of reading
Frequency/time	Daily in content-area teaching

Critical Feature	Language Arts Integration: In Addition to Reading, Listening, Speaking, Writing
Purpose	Helps students see the close relationships between all four aspects of language
Who reads or writes	Teacher, students, partners, groups, or whole class
Resources	Reading/writing workshop format or any content area, student access to all aspects of language to help bring deep comprehension to texts being read
	Interactive student notebooks, memorization of poetry or Bible verses, learning oratorical skills, note taking, and the essentials of writing
Assessment	Observation, student work, student- and teacher-prepared rubrics
Frequency/time	Daily in the appropriate content area

Step 8: Comprehension: Components of a Reading Day

On the basis of the critical features listed in the previous chart, a typical reading day would be as follows:

Daily Time Components for Kindergarten Through Third Grade

Component	Time to Teach
Read-Aloud or Modeled Reading	15–20 minutes
Direct Reading Instruction: Thinking Aloud	10–35 minutes
Direct Reading Instruction: Guided Practice	10–35 minutes
Independent Practice	10–40 minutes
Shared Reading	10–15 minutes
Direct Reading Instruction: Word Study	10–15 minutes
Interactive Writing	5–10 minutes
Writing Workshop	45–60 minutes

Step 9: Comprehension: Deeper Reading—Thinking Strategies

Creating a Classroom Culture of Thinking
Who: Kindergarten Through Twelfth Grade

It is typically assumed that if students can decode in a middle school or high school classroom then they are reading. Unfortunately, many are just doing that, putting sounds to letters. According to the results of the National Assessment of Educational Progress Reading Assessment, in 2007 in the United States, 67 percent of fourth graders and 74 percent of eighth graders were performing at or above the basic achievement level (Lee, Grigg, and Donahue 2007).

The report *Reading Next—A Vision for Action and Research in Middle and High School Literacy*, compiled by nationally known and respected educational researchers, suggests 15 elements of effective adolescent literacy programs aimed at improving the adolescent literacy (Biancarosa and Snow 2006). A full-text PDF of this document is available for free download from www.carnegie.org/literacy.

Just embracing the 15 elements into a school or reteaching adolescents as elementary students will not guarantee reading proficiency. However, it is clear that the teacher can directly make

an impact on student reading through common instructional elements in elementary school, middle school, and high school. The 15 elements of effective adolescent literacy programs are important, but implementing them may require understanding the following:

- How to teach core thinking strategies
- How to help teachers facilitate differentiated instruction in the classrooms
- How to establish common academic-content vocabulary that can be taught across all the disciplines
- How to build interdisciplinary learning teams that will help support literacy strategies
- How to ensure that writing is a part of daily practice and is recognized as an integral part of student literacy
- How to collaboratively formulate a plan for understanding ongoing formative and summative assessment that provides good data to change instruction if needed
- How leadership can support faculty in training and provide current research to use best practices that make sense

The following are some foundational thinking strategies that span reading comprehension for kindergarten through twelfth grade. Educators teach these strategies to help students understand the text.

Strategy	Readers ...	Writers …
Reading with a purpose	understand that they may read text for a variety of reasons	write with a purpose and to an audience
Activating background knowledge or your schema	connect text to themselves, to other texts, and to the world may be assessed by teachers at this point to determine whether additional support to access the text is needed bring together the known to the unknown, connecting to the text and understanding it better	use prewriting activities to guide and organize their writing
Recognizing text structure	understand that narrative and expository text has its own organizational logic	understand that genres of writing have specific characteristics understand the basic text structures of writing for each genre or form of writing

Strategy	Readers ...	Writers …
Recognizing patterns and relationships	are asked to compare what they know with what is new, are asked to see if something happens regularly (An example would be at the beginning of every sentence. How does the first letter of the first word look compared with the next word in that sentence?)	know how to use a variety of sentence structures and length to add life and rhythm use a variety of techniques to add interest and create tone
Asking questions	are not "told" how to think but question themselves to clarify, predict, and question the author's purpose; distinguish between deeper or open-ended questions; or question to satisfy curiosity are given open-ended questions that should lead back to truth	use key questions to help assess their writing
Visual imagery (graphic organizers)	create mental movies or images to help them understand (These images may include feelings evoked while reading.) realize that visualization "is essential in abstract thinking and planning" (Garner 2007, 17) (The reader must be able to use images, symbols, words, pictures, designs, and diagrams to manipulate and create mental representations. Visualization reveals whether students understand relationships among the elements.)	use imagery for appropriate forms of writing create tone and mood with imagery
Predicting	make informed guesses about what will be happening next (It helps to focus reading and while reading, guide and confirm those predictions.)	use predictions and hypothesis, especially in content areas such as math and science
Drawing inferences	understand that authors may not explicitly state a thought or a message in the text but that they may use clues to imply those ideas (The difference between a prediction and an inference is in the text. The text supports the inference.)	imply themes, thoughts, and ideas by using clues such as the action or words of other characters in a novel without directly stating the message use drafts, revisions, and editing to produce a final written piece (They understand the core traits of good writing and self-assess their writing.)

Strategy	Readers ...	Writers …
Monitoring for meaning	question whether they are "getting" the gist or know that they get what they are reading (Readers take responsibility for their own comprehension of the text.) know how they learn and think and they are aware if they understand the text	use drafts, revisions, and editing to produce a final written piece (They understand the core traits of good writing and self-assess their writing.)
Summarizing	can provide a brief statement that conveys the essential idea (or ideas) of a longer text	realize that research shows that knowing how to summarize is an essential tool for understanding text
Paraphrasing	use their own words to state the main idea and major details	use their own words to state the main idea and major details
Problem solving	know what to do when they are not understanding what they are reading can self-regulate and adapt their thinking and learning to do better	know what to do when confronted with writer's block or other common writing roadblocks
Determining importance	prioritize what is an important fact or detail vs. what is just an interesting detail	can narrow their focus and be clear about their main idea or thesis
Synthesizing	are reflective step back from the text, consider the themes or messages, determine their position, make connections or application to themselves, and when appropriate, beyond their own boundaries can transfer their learning to new situations and problems	use reflection and analysis to convey new learning and their point of view

Source: Information compiled from Public Education and Business Coalition 2004

Step 10: Assessment: Understanding Your Learners

The mantra for all assessment should be that "assessment informs instruction." Educators must assess students to determine the overall effectiveness of the program and the teacher. Using the data from the assessments, the teacher can modify the pacing or intervene by reteaching or providing strategic help. Most of the hard work occurs in the ongoing monitoring and diagnosing, which direct and modify new instruction. Many times students can participate in their own assessment by self-monitoring via reading and thinking logs that track their own recurring errors.

There are generally four major types of reading assessments:

Type	Purpose	Administration
Screening	To determine whether students are ready for the next step in their learning (Where does this student need to begin learning?)	Elementary: Usually occurs at the beginning of the school year or as needed Middle school and high school: Usually occurs at the end of the previous school year
Formative, ongoing, monitoring	To determine whether students are making adequate progress To aid the teacher in validating that instruction has been explicit (teaching vs. learning) To determine whether the instruction needs to be modifed or retaught.	If monitoring a student's progress, occurs at least after each report period (four times a year) (If the student is struggling, weekly or biweekly assessment may be necessary.) Ongoing informal and formal assessments made throughout the unit
Diagnostic	To clarify specifically a student's area of weakness To provide insight regarding which skill and instructional need is necessary	If a student is not making sufficient progress after initial attempts at intervention
Summative	To determine the effectiveness of a reading program (Have students reached a certain competency or met certain standards?)	At the end of a school year

The following chart explains the differences between criterion- and norm-referenced tests:

	Criterion-Referenced Tests	Norm-Referenced Tests
Purpose	Determine whether each student has achieved specific skills or concepts Find out how much students know before instruction begins and after it has finished	Rank each student with respect to the achievement of others in broad areas of knowledge Discriminate between high achievers and low achievers
Content	Measure specific skills that make up a designated curriculum (These skills are identified by teachers and curriculum experts. Each skill is expressed as an instructional objective.)	Measure broad skill areas sampled from a variety of textbooks, syllabi, and judgments of curriculum experts

	Criterion-Referenced Tests	Norm-Referenced Tests
Item characteristic	Each skill—tested by at least four items to obtain an adequate sample of student performance and to minimize the effect of guessing (The items that test any given skill are parallel in difficulty.)	Each skill—usually tested by fewer than four items. (Items vary in difficulty. Items are selected that discriminate between high achievers and low achievers.)

Source: Information adapted from Popham 1993

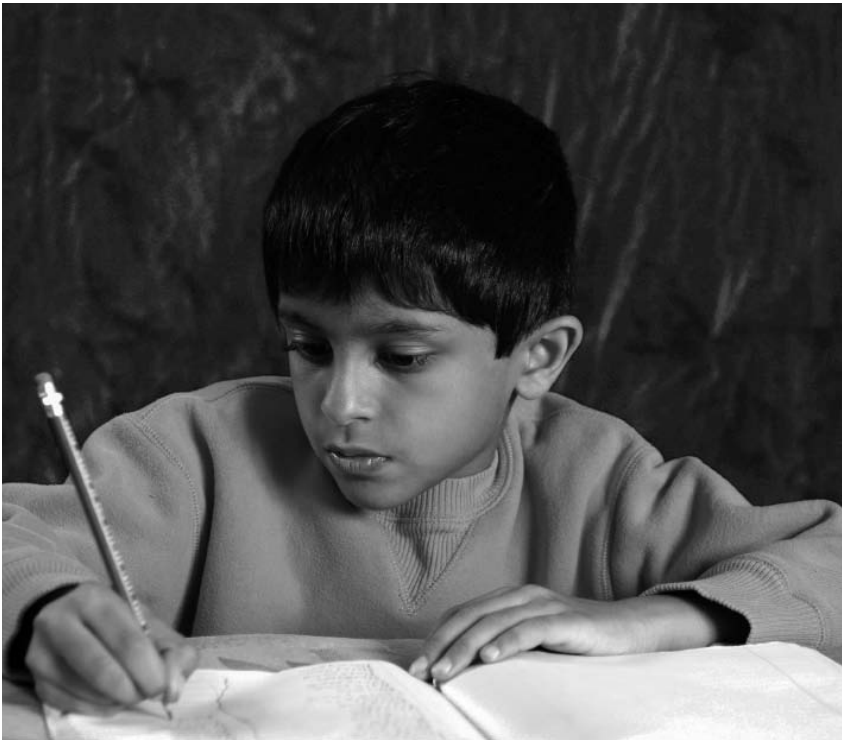
Four Learners

Learner	Characteristics	Curriculum and Assessment
Advanced	• May already know much of the content • At or above grade-level standards • Benefits from opportunities for elaboration • May appear bored	• Advanced classes • Extended opportunities within the regular program • Enrichment
Benchmark	• Generally can meet standards • Average learner • Can adapt and adjust to the teacher's style	• Regular program (about two periods in MS) • "Well-checks" every 5–8 weeks • Occasional in-class modifications • Proven vocabulary and comprehension strategies instruction
Strategic	• Typically tests between the 30th and 49th percentile on normative measures • Gaps in skills and knowledge • 1–2 years behind • Can basically read but not with depth • Does not apply himself/herself and may appear unmotivated • Content area work may be challenging • May not complete homework	• May be in regular core program (usually two periods) with added support (back-up) class • Targeted intervention • Separate reading intervention of 1–2 periods, replacing English class, but for a short time (semester) • Added tutoring period • "Well-checks" every 3–5 weeks
Intensive	• Tests below the 30th percentile on normative measures • Very low performance • Reading skills are very limited • Very frustrated and unmotivated • Demonstrates behavior and absentee problems • Cannot handle content area work • Does not turn in homework	• Separate intensive intervention of at least 2 hours replaces traditional English class plus something else for 1–2 years • "Well-checks" every 1–3 weeks • Explicit, systematic instruction and direct instruction

Source: Information quoted from Diamond 2003

An assessment tool looks at three levels: the individual student, the whole classroom, and the whole school. Your program is effective and teachers are implementing it as designed if at least 75 to 80 percent of students in a given classroom are meeting benchmark targets. However, if your program is effective but less than 75 percent of the students within a given classroom are meeting the targets, the individual teacher will need assistance to implement the program. The focus of support becomes the teacher rather than the students.

A school whose indicators show strength in its literacy policies and practices has established one key component of success for its students—*excellent* reading instruction. Providing excellent reading instruction is the best intervention for helping children with reading problems. Therefore, we must first invest in the success of all teachers in effectively instructing reading strategies in all content areas. It is necessary to build teacher knowledge, explicitly teach the appropriate application of strategies, and provide peer collaboration along with ample supervision. Furthermore, it is imperative that teachers skillfully combine content area knowledge with reinforcement of reading strategies to ensure greater success for all students.



Self-Assessment

Indicators of Schoolwide Literacy Policies and Practices

This rubric was created to help school leaders document literacy policies and practices. The goal is to have each practice add up to 100 percent. It is suggested that only three scores be recorded:

Not evident = 0 points
Some evidence = 17 points
Substantial evidence = 33 points or clearly observed = 34 points

An observation or a dialogue or an interview is needed to score most of these practices.

For example, does the school encourage professional learning teams? Administration encourages the teams but does not support the effort by providing time for the teams to meet. According to conversations with grade-level teachers, they have committed to meeting once a week after school and they have done so for the past semester (noted that only a few teams were making the effort to meet). The points shown in Documented would be 33 points, Implemented 19 points, and Observed 18 points. The total score would be 70, an average rating for this practice.

Each category—Documented, Implemented, Observed—is given the following points: 33, 33, and 34 points, respectively.

Infrastructure	Documented 33 points	Implemented 33 points	Observed 34 points	Total Score	Total Possible 100 points	%
Schoolwide Practice:						
Can the *school leaders* articulate the schoolwide literacy initiatives?						
Can the *faculty* articulate the schoolwide literacy initiatives?						

Infrastructure	Documented 33 points	Implemented 33 points	Observed 34 points	Total Score	Total Possible 100 points	%
Do the schoolwide literacy initiatives span all content areas?						
Does the school encourage professional learning teams (grade levels or content areas)?						
Do professional learning teams cross grade levels?						
Are there opportunities for the different content-area teams to collaborate and discuss specific literacy needs?						
Are teachers given opportunities for peer observations?						
Are the instructional programs periodically reviewed for effectiveness?						
If the programs are deemed ineffective, is there a process in place for modification?						
Instructional Time	**Documented 33 points**	**Implemented 33 points**	**Observed 34 points**	**Total Score**	**Total Possible 100 points**	**%**
K–2nd						
Are there 120–150 minutes of daily protected and extended time for explicit, systematic, teaching of reading?						
3rd–5th						
Are there 100–120 minutes of daily protected and extended time for explicit, systematic, teaching of reading?						

Instructional Time	Documented 33 points	Implemented 33 points	Observed 34 points	Total Score	Total Possible 100 points	%
6th–8th						
Are there 100–120 minutes of daily protected and extended time for explicit, systematic, teaching of reading?						
9th–12th						
Are there 50–60 minutes of daily protected and extended time for explicit, systematic, teaching of reading? Some block schedules do not allow for daily meeting, but on average do students meet weekly for 250–300 minutes?						
Instructional Practices	**Documented 33 points**	**Implemented 33 points**	**Observed 34 points**	**Total Score**	**Total Possible 100 points**	**%**
Is there an established system for documentation of curriculum maps, unit plans, or pacing guides produced by faculty?						
Are general weekly lesson plans prepared? Or do teachers have unit plans that they are following?						
Are lesson plans reviewed by administration when needed (spot checks, new teachers, concerns)?						
Are objectives clearly stated and visible?						
Do teachers read aloud to their students regularly (daily for K–2nd, frequently for 3rd–8th, and regularly for 9th–12th)?						

Instructional Practice	Documented 33 points	Implemented 33 points	Observed 34 points	Total Score	Total Possible 100 points	%
Is there direct vocabulary instruction?						
Do teachers model strategies? (The teachers say, "This is what I do.")						
Do teachers practice think-alouds in their classrooms?						
Do teachers practice strategies with their students?						
Do teachers allow students time to do independent practice (Do students do the work)?						
Are teachers using a diversity of text—fiction and nonfiction?						
Are the thinking strategies integrated and applied into other subject areas?						
Classroom Practice	**Documented 33 points**	**Implemented 33 points**	**Observed 34 points**	**Total Score**	**Total Possible 100 points**	**%**
Within the content areas, is there evidence that greater than three strategies are being modeled and taught?						
Is there evidence that there are clear routines and procedures in place that support engagement and literacy development (partner, group, whole class discussion procedures)?						
Do teachers articulate their classroom reading goals?						

Classroom Practice	Documented 33 points	Implemented 33 points	Observed 34 points	Total Score	Total Possible 100 points	%
Are teachers observed and evaluated on the implementation of the reading strategies?						
Do teachers have well-prepared exemplars for illustrating lesson expectations?						
Have the teachers thought about when peer collaboration and interaction might be most effective?						
Is there evidence of student engagement in the classroom?						
Does the teacher know what evidence is necessary to know that students "get" it?						
Is academic language vs. conversational English required for responses in class?						
Is there evidence of a balance of student talk and teacher talk in the classroom?						
Is there a commitment for an extensive classroom library or regular access to a school or public library?						

Professional Development (PD)	Documented 33 points	Implemented 33 points	Observed 34 points	Total Score	Total Possible 100 points	%
Are there at least two days of PD per school year devoted to discussing best practices for improving literacy?						
Is there at least one additional day of PD per school year devoted to review and discussion of the school's literacy standardized test scores?						
Is PD based on research?						
Is PD relevant and based on school data?						
Are teachers observed for implementation of PD?						
Are there programs to support parental partnership in improving literacy?						
Assessment	**Documented 33 points**	**Implemented 33 points**	**Observed 34 points**	**Total Score**	**Total Possible 100 points**	**%**
Are teachers aware of the different types of assessment (formal, informal, formative, and summative)?						
When appropriate, do teachers use screenings and diagnostic tests?						
Are teachers observed and evaluated on how they use data to modify their instruction?						

Classroom Literacy Environment Profile

To view the Classroom Literacy Environment Profile (CLEP), visit www.coe.usu.edu/ecc/images/pdf/presentations/Wolfersberger_Reutzel.pdf. See page 48 in the document for directions in

using the CLEP; the CLEP follows. "The CLEP is an instrument that can be used by teachers, administrators, and researchers to assess the 'print richness' of kindergarten and elementary school classrooms (K-6)."

Evaluating Student Progress, Kindergarten Through Third Grade

Visit the websites below to view reading accomplishments of successful learners during the early school years, kindergarten through third grade, in *Preventing Reading Difficulties in Young Children* by Catherine E. Snow, M. Susan Burns, and Peg Griffin, editors (1998):

- Kindergarten and First-Grade Accomplishments: www.nap.edu/openbook.php?record_id=6023&page=80
- Second-Grade and Third-Grade Accomplishments: www.nap.edu/openbook.php?record_id=6023&page=82

Literacy-Based Unit Plan

Verify with a *Y* (yes) or an *N* (no) if the following items are documented.

Literacy-Based Unit Plan	Notes (optional)	Observed (Y: Yes or N: No)
Is there evidence of a literacy-based unit plan?		
Does it state the unit's overarching or enduring objective (1–2 major big ideas)? Students will understand ... (who, what, where, when, why, how)?		
Does it state the unit's essential objectives? Students will … (use a verb—*determine*, *summarize*, *evaluate*, *analyze*, *graph*, *convert*, *apply* …) Record the objectives:		
Does it state the unit's essential questions? The questions will usually answer the who, what, where, when, why, and how.		
Does it state the type of assessment that will be used (written test, lab report, essay, project …), and if appropriate is there a rubric?		
Record connections to God's truth:		
Does it list the appropriate content standards? Are the verbs highlighted to assure compliance?		

Lesson Observation Tool

For each numbered section, rank what is observed, using a score of 1–4 or N/A for the lesson observed.

Rubric Score	Descriptor
4	Highly evident—Considered exceptional
3	Evident—At expectation
2	Some evidence—Slightly below expectation
1	Not evident—Needs intensive help

Literacy-Based Lesson Plan	Notes (when applicable)	Rubric Score
To what extent is there evidence of a literacy-based lesson plan? **Section 1**		
To what extent is the objective visually evident (on the board) **and** clearly stated (for auditory learners)? **Section 2**	Objective:	
To what extent is the key academic and formal vocabulary explicitly taught so students are prepared for the lesson and will feel comfortable responding? (10–15 minutes) **Section 3**		
Building Background Knowledge or Schema (10–15 minutes) **Section 4** **To what extent** is background knowledge explained and described to a student before accessing the text?		
Direct Instruction and Strategies Used This is the **direct instruction** portion of the lesson. This is where the teacher tells, shows, and explains processes and procedures to the students. The teacher connects previous lessons and demonstrates or models new ways to think or to do things.		
To what extent is there systematic and explicit instruction being taught as follows? (15–20 minutes)		

Literacy-Based Lesson Plan	Notes (when applicable)	Rubric Score
Is there a daily read-aloud, or is there a teacher-modeled think-aloud? **Section 5**		
To what extent is there evidence of the appropriate strategies (see below) being used while teaching reading? **(Not all of these strategies are used in one lesson.) Section 6** • Is there annotation of the text? • Is there connection to the text? • Are there any personal connections to the text? Discuss any of your own (text to self). • Are there are any connections from one text to another text that the students know (text to text)? • Is there a connection between this text and the world (text to world)? • Does the student recognize the author's purpose or know his or her own purpose for reading the text? • Is there discussion of text structure, features, or other patterns? • Is prediction about the text (a guess based on a visual review of the book and title) demonstrated? • Is inference about the text demonstrated? (There is text from the book that a student uses to support a conclusion not clearly stated or a previous guess now supported by the text.) • Are students being questioned for understanding while reading the text? (The teacher uses more open-ended questioning.) • Is creating mental images of the text demonstrated? • Are students shown how to differentiate between what is important vs. interesting details? • Is there paraphrasing or summarization of the text (in earlier grades—retelling)? • Does the teacher identify student confusion about the text? • Do students clarify any confusion about the text? Do they monitor their own understanding of the text? • Does the teacher provide clear demonstration of synthesizing, application, and reflection of the text?		

Literacy-Based Lesson Plan	Notes (when applicable)	Rubric Score
Active Engagement (Is the student taking on the responsibility of the new learning?) To what extent does the teacher prepare before the class begins by preassigning clear partners or groups? Section 7		
To what extent are there prepared organizers, sentence starters, and structured note forms for students to use? Section 8		
Guided Practice and Independent Work • Do the teacher and students practice a portion of the assignment together? (*Guided Whole Class Instruction*, 10–25 minutes) Section 9 • Do the students practice a portion of the assignment together? (*Partner or Small-Group Practice*, 10–15 minutes) Section 10 • Does the student practice a portion of the assignment independently? (*Independent Practice* 10–15 minutes) Section 11		
Closure Whole Class Shared Reading: (10–15 minutes) To what extent does the teacher reiterate what was accomplished (the objective) today and forecast what the expectations are for continuing in his or her work? Section 12 • Is there an anchor chart or other whole class product that was created to summarize the day's thinking? • Is that summary a part of the student's notes, or is it made into a display and used as a visual reminder of the day's thinking?		
Informal Assessment (Does the teacher check for understanding by using nonverbal, oral, and written response?) **Nonverbal:** To what extent does the teacher require the students do the following? Section 13 • Mark or highlight their text • Point or track • Look at the teacher, the text, and the board • Use thumbs up or down for understanding • Show fingers of understanding: 3, 2, 1		

Literacy-Based Lesson Plan	Notes (when applicable)	Rubric Score
Oral: To what extent does the teacher do the following? Section 14 • Call on students to answer questions—random or volunteer • Require academic English spoken in complete sentences • When appropriate require a whole class response • Have procedures for partner or small-group accountable talk • Provide a teacher-prepared sentence starter for academic responses?		
Written: To what extent are the students doing the following? Section 15 • Copying from the board, filling in the blanks, or using sentence starters • Taking notes—structured note taking • Creating graphic organizers, journals, charts, or documents to share • Preparing exit cards		
To what extent is the teacher monitoring by doing the following? Section 16 • Circulating around the classroom • Checking for understanding • Keeping students focused and on task • Providing feedback		
To what extent did the teacher follow up with a formal assessment? Section 17 (*Generally* only one of the types below is used.)		
Written (List the type of assessment—essay, multiple choice, short answer, fill-in, calculation, etc.)		
Oral/speaking (Does the student use formal academic language and speak in complete sentences?)		
Individual project (List the project.)		
Group project (List the project.)		
Other formal assessment (Note the assessment.)		
To what extent are the following documents provided in advance of the formal assessment?		
Rubric (specific to the genre or activity) Section 18		
Study Sheet Section 19		

Literacy-Based Lesson Plan	Notes (when applicable)	Rubric Score
To what extent is technology integrated if available? **Section 20**		
To what extent is there evidence of hands-on tools, such as manipulatives, realia, maps, and word games being used? (List if noted.) **Section 21**		
To what extent is the sequence of the lesson's pacing and timing appropriate? **Section 22**		

Suggested Resources

Literacy-Based Internet Resources

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

This is the What Works Clearinghouse site, an initiative of the U.S. Department of Education's Institute of Education Sciences.

http://pubs.cde.ca.gov/tcsii/prolearningtoolkit/kinsellaoneindex.aspx (middle school)

Dr. Kinsella is a popular lecturer, consultant, and renowned researcher who focuses on effective strategies for teaching academic language. She places particular emphasis on practices that are successful in teaching English language learners. To access Dr. Kinsella's Lesson Observation and Reflection Tool—Structured Learner Engagement, look under "Apply the Concepts," select *Kinsella 1: Take Action*. Under "Structured Learner Engagement," select *Lesson Observation and Reflection Tool—Structured Learner Engagement*.

http://web001.greece.k12.ny.us/academics.cfm?subpage=304 (K–12)

This is the website for the Greece Central School District (North Greece, New York), Office of English Language Arts. It is a very well-organized and extensive website featuring explicit notes and handouts for teachers.

www.academicvocabularyexercises.com/

Gerry Luton provides vocabulary exercises for the Academic Word List.

www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf

Teaching Reading Is Rocket Science by the American Federation of Teachers is easy to read and contains well-explained terminology for teachers and parents alike.

www.all4ed.org/files/ReadingNext.pdf (middle school and high school)

Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York by Gina Biancarosa and Catherine E. Snow is a well-respected published report that lists clear research-based recommendations for improving adolescent reading.

www.cde.ca.gov/CI/cr/cf/documents/rlafw.pdf (K–12)

Reading/Language Arts Framework for California Public Schools provides helpful charts for progress-monitoring assessment schedules for a school.

www.coe.usu.edu/ecc/images/pdf/presentations/Wolfersberger_Reutzel.pdf

Go to page 48 of this document for directions in the using the Classroom Literacy Environment Profile (CLEP); the CLEP follows. "The CLEP is an instrument that can be used by teachers, administrators, and researchers to assess the "print richness" of kindergarten and elementary school classrooms (K–6)."

www.corelearn.com/SB2Resources.html

View resources, explicit examples, from the back of *Teaching Reading Sourcebook*, second edition, by Consortium on Reading Excellence, Inc. (CORE).

www.englishcompanion.com/ (high school)

Jim Burke is an amazing teacher and author. Slide your mouse over Classroom Resources. Scroll down and select *Tools for Teachers*. You will find an extensive compilation of graphic organizers (see his book *Tools for Thought* also). Also see The *Weekly Reader* under Classroom Resources.

www.nap.edu/catalog.php?record_id=6014

Select the link (*Read this Book Online, Free!*) on this site to read the online version of *Starting Out Right: A Guide to Promoting Children's Reading Success* by M. Susan Burns, Peg Griffin, and Catherine E. Snow.

www.nap.edu/openbook.php?record_id=6023

This is the respected report *Preventing Reading Difficulties in Young Children* by Catherine E. Snow, M. Susan Burns, and Peg Griffin and the Committee on the Prevention of Reading Difficulties in Young Children, National Research Council. Listed are benchmark accomplishments for K–3. The National Academies Press maintains many other noted research documents that can be read online.

www.ncte.org/ (K–12 and college)

The National Council of Teachers of English has an extensive listing of free lesson plans. Move your mouse over Resources, and select *Lesson Plans*.

www.nichd.nih.gov/publications/nrp/upload/report.pdf

This website leads to the National Reading Panel's 2000 report. It is used frequently as a resource. Some subsections can be viewed separately, i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, teacher preparation, and technology.

www.readingrockets.org/ (readable text for parents and professionals)

This is a website for Reading Rockets, a national multimedia project that offers "information and resources on how young kids learn to read, why so many struggle, and how caring adults can help."

www.readwritethink.org/

The National Council of Teachers of English and the International Reading Association collaborated to create this database of well-thought-out lesson plans and resources for K–12 reading.

www.ncte.org/ (National Council of Teachers of English)

www.reading.org/general/publications/Journals/RT.aspx (International Reading Association)

www.teachers.cr.k12.de.us/~galgano/dibel2.htm

www.teachers.cr.k12.de.us/~galgano/dibelsound.htm

(generally for K–5, maybe middle school)

These sites provide activities that are great for young, beginning students who like to play phonemic awareness games and phonics games.

www.victoria.ac.nz/lals/resources/academicwordlist/information.aspx

Dr. Averil Coxhead developed a list of 570 words that students should learn to assist them in academic reading. On the site above, Dr. Coxhead's methodology is explained and information is provided about the word list. The following site lists the words but also sells items, and Gerry Luton provides vocabulary exercises for the Academic Word List: www.academicvocabularyexercises.com/.

Suggested Reading

Suggested Reading for Students

For a list of suggested reading books, visit the following:

http://kids.nypl.org/reading/recommended2.cfm?ListID=61

100 Picture Books Everyone Should Know

www.teachersfirst.com/100books.cfm

100 Best Books selected by the National Education Association in 1999

www.teachersfirst.com/getsource.cfm?id=153

Teacher's First Lifetime Reading List

Highly Recommended Reading for Administrators and Teachers

- Accomplishments for Kindergarten Through Third Grade, in *Preventing Reading Difficulties in Young Children* by Catherine E. Snow, M. Susan Burns, and Peg Griffin, editors (Washington, DC: National Academy Press, 1998)
  Kindergarten and First-Grade Accomplishments: www.nap.edu/openbook php?record_id=6023&page=80
  Second-Grade and Third-Grade Accomplishments: www.nap.edu/openbook.php?record_id=6023&page=82
- *Report of the National Reading Panel. Teaching Children to Read: An Evidence Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction; Reports of the Subgroups* by the National Institute of Child Health and Human Development (NIH Publication No. 00-4754. Washington, DC: U.S. Government Printing Office, 2000): www.nichd.nih.gov/publications/nrp/upload/report.pdf
- *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*, 3rd edition, by D. Ray Reutzel and Robert B. Cooter, Jr. (Upper Saddle River, NJ: Pearson, 2007)
- *Teaching Reading Sourcebook*, 2nd edition, by Bill Honig, Linda Diamond, and Linda Gutlohn (Berkeley, CA: CORE, 2008)

Other Resources

- *Checking for Understanding: Formative Assessment Techniques for Your Classroom* by Douglas Fisher and Nancy Frey (Alexandria, VA: Association for Supervision and Curriculum Development, 2007)
- *Deeper Reading: Comprehending Challenging Texts, 4–12*, by Kelly Gallagher (Portland, ME: Stenhouse Publishers, 2004)
- *Read 180* by Scholastic
  http://teacher.scholastic.com/products/read180/
  http://teacher.scholastic.com/products/read180/overview/ell.htm
- *Reading with Meaning: Teaching Comprehension in the Primary Grades* by Debbie Miller (Portland, ME: Stenhouse Publishers, 2002)

- *Teaching with Intention: Defining Beliefs, Aligning Practice, Taking Action, K–5*, by Debbie Miller (Portland, ME: Stenhouse Publishers, 2008)

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Notes


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