Comprehensive Approach to Literacy Instruction

CALI

Reading Instruction Section

Jefferson County Public Schools
Comprehensive Approach to Literacy Instruction (CALI)

Reading Instruction Section

Jefferson County Public Schools’ Mission Statement:

“To provide a quality education that prepares all children for a successful future.”

Rationale:

Reading is an essential life skill, and all students must learn to read. Reading permeates all aspects of society: home, school, work, community, and leisure. In addition to providing enjoyment, reading makes sense of and gives order to the world.

As students continually develop and refine their reading skills, they are able to decode an array of materials. However, reading is more than word recognition. It involves the integration of what students already know with the new information they gather from the text. Skillful, fluent readers use an array of strategies to understand text, bringing all of their experiences, feelings, and knowledge into play in order to make sense of the written word. Through self-motivation, self-monitoring, effort, and sustained attention, independent readers are able to derive information and enjoyment from increasingly challenging material.

Learning to read is a complex process. As readers encounter a wide range of texts, levels of text difficulty, and purposes for reading, they continually refine this process. Explicit instruction in the skills and strategies of reading is enhanced by and extended through the integration of all of the language arts—speaking and listening, writing, research, critical thinking, and self-evaluation. We must read as writers and write as readers. We make sense of reading when we engage in purposeful dialogue about texts and about our thinking as readers.
Making Decisions for Effective Instruction
A Framework for Using the CALI

As teachers, we are constantly making instructional decisions based upon our knowledge of each student in relation to our learning goals for all students. Our exciting challenge, as Carol Ann Tomlinson, University of Virginia expert on differentiated instruction, so aptly puts it, is “[to] reach out effectively to students who span the spectrum of learning readiness, personal interests, culturally shaped ways of seeing and speaking of the world, and experiences in the world”. (Carol Ann Tomlinson)

We must consider each student’s entry point into a particular instructional experience, monitor his/her progress, and continually adjust our instruction in order to maximize student achievement. We hold all students to high standards, keeping sight of the learning focus while “providing routes of access. . . [so that] each student comes away with pivotal skills and understandings, and each student is appropriately challenged”. (Carol Ann Tomlinson)

The CALI promotes effective instructional decision-making by providing tools, instructional activities, and background information to support literacy instruction for students in grades K-6. Teachers utilize the CALI for planning and need to frame instructional decisions through the following critical questions:

- What do I want students to know and be able to do as a result of this instruction?
- How will I formally and informally assess student knowledge and ability, over time, to determine the appropriate entry point of instruction?
- Based on my assessments, what instructional approaches might I use, for how long, and at what level of intensity?
- How will I continually assess/monitor the effectiveness of my instruction?
- Based on what each student is learning, how will I change or adjust my instruction to meet individual needs? How will I know when to make a change or adjustment?
- How will I provide opportunities for each student to practice and reapply the learning in other contexts—transfer and reapplication?
- How will I provide for...
  - preteaching?
  - reteaching?
  - extending learning?
- How do I teach for transfer, creating opportunities for each student to connect his/her learning across day(s) and beyond the classroom?
### Jefferson County Guiding Principles and Classroom Implications for Reading Instruction

**Components of Reading Instruction (Comprehension, Vocabulary, Fluency, Phonics, Phonemic awareness + motivation, oral language)**

- Clear comprehension is the desired result of the reading process.
- Readers use prior knowledge, metacognition, and reflection in order to connect to and actively interact with text.
- Readers set their own purposes for reading, and they adjust their use of reading strategies as they work through texts.
- Readers must be fluent (automaticity with phonics, phonemic awareness, structural analysis), strategic, and able to construct meaning from text (comprehension, vocabulary).
- Students engage in oral language practice in order to build comprehension and vocabulary.
- Motivation is vital to engagement and stamina AND Reading a variety of texts across content areas develops life-long readers.

**Instructional Practice**

- Teachers analyze and choose resources that are aligned with student needs, and are culturally representative of the classroom, community, and the world.
- Reading instruction is interactive and includes listening, speaking, and viewing.
- Reading and writing are connected.

**Assessment and Intervention**

- On-going analysis and evaluation of multiple types of assessment data is essential:
  - to effectively differentiate and guide targeted instruction to meet individual student’s needs;
  - to monitor individual student’s response to instruction;
  - to confirm the effectiveness of instructional practices; and
  - to move toward the acquisition of identified targets (*Prioritized Benchmarks and Essential Learnings*).
- Decisions about differentiated instruction must be based on quality assessment data from multiple sources.
- Targeted intervention occurs at the earliest indication of need, based on multiple data points.

*Right click here for the complete Guiding Principles and Classroom Implications for Reading Instruction, which includes what the teacher does, what students are doing, and what the environment includes.*
Components of Reading Instruction
Phonological Awareness and Phonemic Awareness
PHONOLOGICAL AWARENESS AND PHONEMIC AWARENESS

Phonological Awareness is a broader term than Phonemic Awareness and should be in place for most students by the end of Kindergarten. Phonemic awareness should be in place by the end of first grade for most students (Put Reading First).

Research tells us...

“Embed phonological awareness into everyday reading…experiences. The necessity of embedding phonological awareness into language arts programs that include many different types of literacy experiences is underscored many times” (Opitz, 2000).

“Phonemic awareness instruction does not need to consume long periods of time to be effective. In these analyses, programs lasting less than 20 hours were more effective than longer programs” (National Reading Panel, 2000).

“In addition to teaching phonemic awareness skills… it is important for teachers to help children make the connection between the skills taught and their application to reading and writing tasks” (National Reading Panel, 2000).

Phonological Awareness—The ability to hear, identify, and manipulate larger parts of spoken language, such as words, syllables, and onsets and rimes. It also includes other aspects of sound, such as rhyming, alliteration and intonation (Put Reading First). Phonological awareness refers to awareness of many aspects of spoken language (Opitz, 2000).

Phonemic Awareness - The ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words; the ability to focus on and manipulate sounds in spoken words (Put Reading First). Phonemic Awareness is the understanding that words are made up of sounds.

Because of the similarity between the terms, Phonological Awareness and Phonemic Awareness, there is naturally confusion between the definitions. However, as there is a definite difference between phonological awareness and phonemic awareness, so too is there a difference between phonemic awareness and phonics.

Instructional Implications and Considerations

Teachers provide appropriate instruction in phonemic awareness, thereby helping students make meaning of the complexities of language.

Teachers need to:

- determine which children will benefit from instruction in phonemic awareness through informal and formal assessment;
- determine the specific phonological or phonemic awareness needs for each student;
- choose the instructional strategies that will promote student learning;
- embed phonological and phonemic awareness instruction in the context of classroom literacy activities;
- identify ways to help students transfer their learning.

Phonemic awareness instruction helps children know how to check on their reading. Teachers offer explicit instruction in oral activities for phoneme manipulation, blending, and segmentation of sounds. Phonemic awareness instruction should take place in group settings that promote interaction and social learning among children. Instruction may be brief but focused, requiring only a few minutes of instruction a day; drill and rote memorization activities in isolation do not help students transfer their learning as effectively.
## Stages of Phonological Awareness Behavior

The following chart indicates the stages through which most students are likely to progress. The stages are listed in a hierarchy. Explicit instruction could follow this order. Some students might gain these skills in a different order, so teachers must be aware of student mastery of these stages. All tasks are assessed orally rather than through printed text.

<table>
<thead>
<tr>
<th></th>
<th>Preschool</th>
<th>Kindergarten</th>
<th>1st Grade</th>
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</thead>
<tbody>
<tr>
<td><strong>Word Awareness</strong></td>
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<tr>
<td>(The ability to identify the</td>
<td>Identify the</td>
<td>Identify the</td>
<td>Identify the separate-</td>
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<tr>
<td>separateness in phrases,</td>
<td>separateness</td>
<td>separateness</td>
<td>ness in some words in</td>
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<td>etc.)</td>
<td>in very familiar</td>
<td>in known words (ex.</td>
<td>unknown words (ex.</td>
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<td></td>
<td>words (ex. you-can-</td>
<td><em>you can out of breath</em>).)</td>
<td><em>Pledge of Allegiance</em>).</td>
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<td>come = you can</td>
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<td>come);</td>
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<td>Recognize violations of</td>
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<td>word order;</td>
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<td></td>
<td>Engage in sentence play.</td>
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<tr>
<td><strong>Rhyming</strong></td>
<td>Recognize rhymes.</td>
<td>Engage in word play;</td>
<td>Produce rhyming words.</td>
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<tr>
<td>(The ability to recognize and</td>
<td>Recognize rhymes.</td>
<td>Recognize pairs of rhyming and pro-</td>
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<tr>
<td>produce rhyming words.)</td>
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<td>duce rhyming words.</td>
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<tr>
<td><strong>Segmenting Syllables</strong></td>
<td>Identify the missing</td>
<td>Identify syllables in one-, two-,</td>
<td>Identify syllables in</td>
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<tr>
<td>(The ability to identify syllables</td>
<td>sound or word in a</td>
<td>and some three-syllable words.</td>
<td>words.</td>
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<tr>
<td>in words.)</td>
<td>string of words.</td>
<td></td>
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<tr>
<td><strong>Segment Onset and Rime</strong></td>
<td>Segment the onset and</td>
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<tr>
<td>(The ability to divide words</td>
<td>rime in simple single-</td>
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<td>into units that are smaller</td>
<td>syllable words.</td>
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<tr>
<td>than syllables, but larger</td>
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<tr>
<td>than phonemes.)</td>
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<tr>
<td><strong>Alliteration</strong></td>
<td>Play with language through songs, alliteration, and word substitution.</td>
<td>Identify two out of three words that begin with the same sound.</td>
<td>Play with alliteration with more complex words (ex. alligator and astronaut); Play with tongue twisters.</td>
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<tr>
<td>(The ability to hear and generate several words that begin with the same initial sound.)</td>
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<tr>
<td><strong>Initial Consonant Segmentation</strong></td>
<td>Isolate initial consonants in single-syllable familiar words.</td>
<td>Isolate initial consonants.</td>
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<tr>
<td>(The ability to hear and identify the beginning sound in a word.)</td>
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<tr>
<td><strong>Final Consonant Segmentation</strong></td>
<td>Isolate final consonants in single-syllable familiar words.</td>
<td>Isolate final consonants.</td>
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<tr>
<td>(The ability to hear and identify the last consonant sound in a word.)</td>
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### Stages of Phonemic Awareness Behavior

The following chart indicates the stages through which most students are likely to progress. The stages are listed in a hierarchy. Explicit instruction could follow this order. Some students might gain these skills in a different order so that teachers must be aware of student mastery of these stages.

All tasks are **assessed orally** rather than through printed text.

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<td><strong>Phoneme Segmentation</strong></td>
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<tr>
<td>(The ability to break a word down into discrete sounds.)</td>
<td></td>
<td>Segment the phonemes in single-syllable words.</td>
<td>Segment individual sounds of simple words.</td>
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<tr>
<td>Phoneme Isolation</td>
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<td>Phoneme Identity</td>
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<td>Phoneme Categorization</td>
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<tr>
<td>Recognition of Medial Phonemes</td>
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<td><strong>Assessed with DIBELS:</strong></td>
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<td><strong>Phoneme Segmentation Fluency</strong></td>
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<tr>
<td><strong>Phoneme Blending</strong></td>
<td>Blend familiar word parts (ex. butter fly.)</td>
<td>Blend onsets and rimes to form words; Blend segments of simple meaningful words.</td>
<td>Blend phonemes of simple one syllable words; Blend phonemes to create syllables, blend syllables to create multisyllabic words.</td>
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<tr>
<td>(The ability to hear the isolated sounds in words and to blend these sounds together to make a word.)</td>
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<tr>
<td><strong>Phoneme Manipulation</strong></td>
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<tr>
<td>(The ability to blend, delete, add or substitute one phoneme for another in words.)</td>
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<td></td>
</tr>
<tr>
<td>Phoneme deletion</td>
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<tr>
<td>Phoneme addition</td>
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<td></td>
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<tr>
<td>Phoneme substitution</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Begin to substitute phonemes in simple words; Begin to add phonemes to simple words.</strong></td>
<td></td>
<td><strong>Substitute phonemes in words; Add phonemes to words; Delete phonemes from words Substitute phonemes in words.</strong></td>
<td></td>
</tr>
</tbody>
</table>

### A Sampling of Instructional Activities to Develop Phonological Awareness

The sampling of instructional activities on the following pages is intended to match the stages in the above charts. These activities are examples of appropriate student practice that would reinforce the teaching of the intended skill. This list is not inclusive of all activities possible for the stages. Many resources are available for teachers to review and use to expand this list of activities in order to have a more complete list of appropriate activities for extended work in each of the stages. Some recommended resources are:

- Diller, Debbie. *Making the Most of Small Groups*
- Fitzpatrick, Jo. *Phonemic Awareness, Playing with Sounds to Strengthen Beginning Reading Skills*
- Leber, Nancy Jolson. *Picture Sorting for Phonemic Awareness*
- Opitz, Michael. *Rhymes & Reasons: Literature and Language Play for Phonological Awareness*
- Paulson, et al. *Building Early Literacy and Language Skills*
- Pinnell, Gay Su. *Sing a Song of Poetry K-2*
- Zgone, Yvette. *Sounds in Action: Phonological Awareness*
### A Sampling of Instructional Activities to Develop Phonological Awareness

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Awareness</strong></td>
<td>Children break up sentences into words and identify words in a sentence. Children are asked to represent words in a sentence with a counter, bead, or other token. (Sentences can be “pulled” from a subject area, student news, etc.) <strong>Example:</strong> The sentence is, <em>The dog can run.</em> Children responding correctly to the task would have four counters in front representing the four words in the sentence.</td>
<td>Children sit in a circle and someone begins by saying a sentence. The teacher indicates what word should be changed. The next person repeats the sentence, word for word, substituting a new word for the one indicated. Play continues around the circle. <strong>Example:</strong> The sentence is: <em>The dog can run.</em> The teacher asks that the word <em>the</em> be changed. The next child would say, “My dog can run.” Children create an oral sentence that contains the number of words indicated on a random card. Cards are numbered 2 through 6. <strong>Example:</strong> The teacher holds up the number 5. The child responds by saying, “I read my book today.” Grouping: Large or small groups</td>
</tr>
<tr>
<td><strong>Rhyming</strong></td>
<td>Children recognize and create rhymes as they develop awareness that rhyming words end with the same sounds. Children are asked to listen to and learn poems that have rhythm and rhyme.</td>
<td>Children are asked to identify whether or not words, in pairs, rhyme. The teacher states the words. The children hold up yes or no cards. Children are asked to solve “Hink Pink” riddles and then create their own. <strong>Example:</strong> Prompt: <em>What do you call a chubby kitty?</em> Response: <em>A fat cat.</em> Grouping: Large or small groups</td>
</tr>
<tr>
<td><strong>Segmenting Syllables</strong></td>
<td>Children hear and can break words into syllables. Children are asked to identify syllables in words by clapping, tapping, or clicking fingers, placing tokens on a chart, or feeling their jaws drop. <strong>Example:</strong> The teacher says the word <em>water.</em> The children respond by clapping two times.</td>
<td>Children are asked to raise one hand for one-syllable words and two hands for two-syllable words. Children are asked to listen as the teacher says a two-syllable word, slowly separates the syllables, then asks the children to blend the syllables together to create the original word. <strong>Example:</strong> The teacher says <em>cowboy,</em> “cow—boy.” The children respond by saying <em>cowboy.</em> Grouping: Large or small groups</td>
</tr>
<tr>
<td>A Sampling of Instructional Activities to Develop Phonological Awareness</td>
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<td>-------------------------------------------------------------</td>
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</tbody>
</table>
| **Segment Onset and Rime**  
*Children are asked to segment words into units that are smaller than syllables, but bigger than phonemes. The onset is the letter or letter cluster that precedes the vowel in a monosyllabic word, and the rime is the vowel and any subsequent consonants.* | **Children are asked to substitute words that contain the featured rime for words in common songs. Example: The teacher might use “The Wheels on the Bus” song for the featured rime of –ink. (The water in the sink goes plink, plink, plink. The pans in the sink go clink, clink, clink.)**  
Grouping: *Large or small groups* |
| **Alliteration**  
*Children are asked to hear and generate several words that begin with the same initial sound.* | **Children are asked to select an object from a basket, say the item’s name and add an alliterative word to describe that object. Example: The child pulls a plate from the basket and responds by saying plastic plate.**  
**Children are asked to name objects that begin with the b sound to take with them on a “bear hunt” or objects that begin with the m sound to take with them on a “mouse hunt” etc. Example: For the bear hunt children could respond by saying a box, a brush, a boat. For the mouse hunt children could respond by saying a mop, a motor, a moth.**  
Grouping: *Large or small groups* |
| **Initial Consonant Segmentation**  
*Children hear and identify beginning consonant sounds.* | **Children are asked to stand and line up when they hear the sound at the beginning of their name.**  
**Children are asked to identify the initial sounds of small objects pulled from a “Grab bag.” Children can then sort them into groups by beginning sounds.**  
Grouping: *Large or small groups* |
| **Final Consonant Segmentation**  
*Children hear and identify ending consonant sounds.* | **Select a final consonant sound such as /d/ on which to focus. Children give a “thumbs up” signal each time they hear the /d/ sound at the end of a word.**  
**The teacher reads three words, two of which have the same final consonant sound. Children say the two words that have the same final consonant sound.**  
Grouping: *Large or small groups* |
<table>
<thead>
<tr>
<th>Phoneme Isolation</th>
<th>Children are asked to say the first sound in their name before they join a table group.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Children recognize individual sounds in a word</em></td>
<td>Children are given picture cards of food items. The teacher has a paper plate and asks the students to help her make a “Silly Dinner.” The children are then asked to say the beginning sound of the food item on the card before it can go on the “Silly Dinner” plate.</td>
</tr>
<tr>
<td><strong>Grouping:</strong> Large or small groups</td>
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</table>

<table>
<thead>
<tr>
<th>Phoneme Identity</th>
<th>Children are given picture cards of common objects. The teacher mentally chooses a target phoneme. The teacher selects students whose pictures begin with the “secret” phoneme and directs them to move to the front of the class. Classmates must guess the “secret” sound.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Children recognize the same sounds in different words.</em></td>
<td>Children are asked to select a word with the featured beginning consonant sound to fill in the blank of a sentence. <em>Example:</em> The teacher says the sentence, <em>Pat paints pictures with ________ paint. Which word fits—green, red, or purple?</em></td>
</tr>
<tr>
<td><strong>Grouping:</strong> Large or small groups</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Phoneme Categorization</th>
<th>Children are asked to look at a group of three or four picture cards of common objects. All but one of the objects begins with the same sound. The teacher asks one student to point to the card, and say the beginning sound that does not belong in the group.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Children recognize the word that has the “odd” sound out of a set of three or four words.</em></td>
<td>Play “Odd Man Out.” The teacher says three words. Two have the same beginning, ending, or medial sound. The children say which one is odd man out.</td>
</tr>
<tr>
<td><strong>Grouping:</strong> Small groups</td>
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</tbody>
</table>
# A Sampling of Instructional Activities to Develop Phonemic Awareness

| **Recognition of Medial Phonemes**  
| Children recognize the medial sound in words. | See “Silly Dinner” from the Phoneme Isolation section.  
| See the Phoneme Identity section for instructional activities.  
| Play “Odd Man Out.” The teacher says three words. Two have the same medial sound. One does not. Children respond by telling which word is odd man out.  
| Grouping: *Small groups or one-to-one*  
| **Phoneme Blending**  
| *Children listen to a sequence of separately spoken phonemes and then combine the phonemes to form a word. Then they write and read the word.* | The teacher states that since turtles move very slowly and deliberately, they must also talk very s-l-o-w-l-y. The teacher will use “Turtle Talk,” and the students must translate what the teacher is saying into “Kid Talk.”  
| Have three children stand in a row. Choose a three phoneme word. Whisper one phoneme to each child in the order in which they’re standing. Each child then says his or her sound. The class says the word that the three phonemes make.  
| Grouping: *Small groups or one-to-one*  
| **Phoneme Segmentation**  
| *Children break a word into its separate sounds by saying each sound. Then they write and read the word.* | The teacher may use Elkonin boxes by drawing a box or line for every sound in a word. Students then would hear the sound and place the symbol for that sound in the box or on the line. Touching the boxes or lines in sequence would help the child begin to discriminate between the sounds in sequence.  
| Children repeat words from their reading slowly, putting their hands to their mouths and pretending to s-t-r-e-t-c-h bubble gum out in front of them.  
| Grouping: *Small groups or one-to-one*  
| **Phoneme Deletion**  
| *Children recognize the word that remains when a phoneme is removed from another word.* | The teacher reads words from a word list one at a time. Children are asked to determine what letter needs to be dropped to uncover the “hidden word.” *Example:* The teacher says the word *meat* and asks the children which sound is dropped to change the word to *eat*.  
| The difficulty level of this activity can be increased by using words with blends or digraphs.  
| Grouping: *Small groups or one-to-one*  

## A Sampling of Instructional Activities to Develop Phonemic Awareness

| **Phoneme Addition**  | The teacher reads words from a word list one at a time. Children are asked to determine what letter needs to be added to create the new word. *Example:* The teacher says the word *eat*, then asks which sound needs to be added to make the word *seat*. The children respond by saying /s/.

The difficulty level of this activity can be increased by adding blends or digraphs to words.

**Grouping:** Small groups or one-to-one |
|---|---|
| **Phoneme Substitution**  | The class is divided into two teams. The teacher gives a word-family sound like –*at*, and the students are asked to make a word using that word-family, such as *rat*. Students must say the word and identify the sound that is needed in order to receive a point for their team. The first team to earn 10 points wins.

Students are placed in two lines facing each other. Each person receives a picture card. The last student in the line shows his/her card (e.g., *boot*) to the person across from them and says “replace the /b/ with a /c/ and tell me the word.” This continues on in a zigzag fashion between the two lines.

**Grouping:** Large group or whole class |
Phonics
PHONICS

Phonics—The relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language (Put Reading First). The relationship between the phonological aspects of language (the sounds) and the graphic signs (the letters and combination of letters) is an important source of information for readers (Fountas and Pinnell).

Phonics is defined as letter-sound correspondences in a language. As one of the major processing systems effective readers use, phonics is an essential part of the reading process. Phonics is also an essential part of spelling in the writing process. Each process complements and supports learning in the other. The reading of words and the writing of words relates to what writers and readers understand about meaning. Words and their structures have different functions in our language, and the way the words are put together creates specific meanings.

- Reading words accurately and automatically enables children to focus on the meaning of text (Put Reading First).
- Through repeated readings, the reader has more attention for the way words look and is able to learn more about phonics and word patterns (Fountas and Pinnell).
- “Effective phonics instruction provides ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories” (Put Reading First).

Instructional Implications and Considerations

- Instruction is systematic and organized around essential phonics elements and is based on student need (Fountas and Pinnell).
- Instruction should focus on teaching strategies. “The ultimate goal is to empower [students] to transfer their learning to many novel situations with words. It is much less effective to teach phonics through individual words, rules, or principles” (Fountas and Pinnell).
- All children need explicit, systematic instruction in phonics and exposure to rich literature, both fiction and nonfiction (Moats).
- Phonics instruction occurs in spelling and writing (encoding) and/or during daily word study (Fountas and Pinnell).
- Although children need instruction in phonics in early reading development, even then, attention to meaning, comprehension strategies, language development, and writing are essential (Moats).
- As they introduce texts, support reading, and revisit the text after reading, teachers bring children’s attention to features of words and strategies for decoding words, e.g., common sound-spelling patterns, consonant blends, diphthongs, phonograms (Fountas and Pinnell).
### Effective Practices In Phonics Instruction

<table>
<thead>
<tr>
<th>MORE EFFECTIVE</th>
<th>LESS EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO...</strong> Actively teach students, explain and model the use of the alphabetic principles, and provide practice and feedback.</td>
<td><strong>DON’T...</strong> Rely on worksheets to teach phonics.</td>
</tr>
<tr>
<td><strong>DO...</strong> Teach students to recognize and use patterns in words they read and write. Being able to state a rule is not equivalent to being able to use a rule.</td>
<td><strong>DON’T...</strong> Teach students to recite complex spelling rules.</td>
</tr>
<tr>
<td><strong>DO...</strong> Deliberately integrate phonics instruction with reading and writing instruction.</td>
<td><strong>DON’T...</strong> Teach phonics as a separate subject unrelated to anything else students are taught throughout the day.</td>
</tr>
</tbody>
</table>


### Integrating Phonics Instruction

“... [educators and policy makers must recognize the place of phonics in a beginning reading program. The goal of making every child a reader is not easy. There is no magic pill to make it happen. Systematic phonics instruction by itself does not help students acquire all of the processes they need to become successful readers. Phonics needs to be combined with other forms of instruction to create a comprehensive reading program” *(McCardle et al, p. 182).*

### Effective Use of Professional Resources for Phonics Instruction

Because the skill of phonics is so complex, it is recommended that teachers consider professional resources to support instructional decisions. Instruction should be based on student need as determined through assessment.

### Suggestions for effective use of professional resources:

- Assess students to determine needs through teacher professional observations (formative assessments such as running records, listening to students read), as well as formal assessments.
- Use these assessment data to determine which phonics skill(s) is needed.
- Teach the identified skill to small groups of students with similar needs.
- Include follow-up activities within the independent practice and application time of daily guided reading groups.
- Embed informal assessment of students within

For resources to support phonics instruction, refer to the [Recommended Resources List](#) for resources identified by the *Jeffco Literacy Team.*
Grades K-2

The following pages contain support to align phonics instruction and lessons with assessment and CAP for grades K-2.
K-1 Assesment Sections and Kindergarten
*Phonics Lessons* Connections

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<td>-----------------------------------------------</td>
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<tr>
<td><strong>Phonological awareness</strong></td>
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<td><strong>Phonological awareness</strong></td>
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<td><strong>Alphabet knowledge</strong></td>
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</table>
### K-1 Assessment Sections and Kindergarten

*Phonics Lessons* Connections

| KINDERGARTEN |
|-----------------|-----------------|-----------------|
| **K-1 COMPONENT ASSESSED** | **PHONICS LESSONS ASSESSMENT** | **PHONICS LESSONS MINI LESSON** |
| **High Frequency Word Knowledge** 20 words *Administered: April and May* | Reading Words p. 70 Locating Words p. 9 | **HF1** – Building and Writing High Frequency Words 1 p. 373 *(Dec.)*  
**HF2** – Building and Writing High Frequency Words 2 p. 377 *(Jan.)*  
**HF3** – Recognizing High Frequency Words p. 381 *(Feb.)*  
**HF4** – Building and Writing High Frequency Words 3 P. 385 *(Feb.)*  
**HF5** – Building and Writing High Frequency Words 4 p. 389 *(Mar.)*  
**HF6** – Building and Writing High Frequency Words 5 p. 393 *(Apr.)*  
**HF7** – Locating High Frequency Words in Text p. 397 *(May)* |
## DIBELS Probes and Kindergarten

*Phonics Lessons Connections*

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|              | Initial Sound Fluency  
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|              | Letter naming Fluency  
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LK8 – Learning Letters p. 239 *(Dec.)*  
LK9 – Learning Letter Names p. 243 *(Dec.)*  
LK10 – Learning Letters in Names p. 247 *(Dec.)*  
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LK14 – Learning to Look at Letter Features 2 p. 263 *(Jan.)*  
LK15 – Identifying Letters in Words p. 267 *(Feb.)*  
LK17 – Recognizing Uppercase and Lowercase Letters p. 275 *(Mar.)*  
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<td><strong>PA17</strong> – Hearing First and Last Sounds p. 169 <strong>(Feb.)</strong></td>
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<td><strong>PA23</strong> – Hearing Sounds in Sequence p. 193 <strong>(Apr.)</strong></td>
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<td><strong>Nonsense Word Fluency</strong></td>
<td>Matching Consonant Letters and Sounds at the Beginning of Words p. 50</td>
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<td><strong>LS3</strong> – Beginning Consonant Letters and Sounds p. 321 <strong>(Jan.)</strong></td>
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<td><strong>LS5</strong> – Beginning Consonant Letters and Sounds p. 325 <strong>(Jan.)</strong></td>
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<td><strong>LS6</strong> – Learning Letters and Beginning Sounds p. 329 <strong>(Mar.)</strong></td>
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<td><strong>LS7</strong> – Learning Letter Names and Sounds p. 333 <strong>(Mar.)</strong></td>
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<td><strong>LS8</strong> – Recognizing Beginning and Ending Consonant Sounds p. 337 <strong>(Apr.)</strong></td>
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**READING CALI Core Reading Instruction**

**DIBELS Probes and Kindergarten**

*Phonics Lessons Connections*
# K-1 Assessment Sections and Grade 1

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<tr>
<td>Recognizing rhyming pairs:</td>
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<tr>
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## K-1 Assessment Sections and Grade 1

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| GRADE 1 |
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| **High Frequency Word Knowledge** | Reading High Frequency Words p. 96 | HF1 – Learning High Frequency Words 1 p. 325 *(Oct.)*  
HF2 – Learning High Frequency Words 2 p. 329 *(Nov.)*  
HF3 – Learning High Frequency Words 3 p. 333 *(Nov.)*  
HF4 – Learning High Frequency Words 4 p. 337 *(Nov.)*  
HF5 – Learning High Frequency Words 5 p. 341 *(Nov.)*  
HF6 – Learning High Frequency Words 6 p. 345 *(Jan.)*  
HF7 – Learning High Frequency Words 7 p. 349 *(Feb.)*  
HF8 – Learning High Frequency Words 8 p. 353 *(Feb.)* |
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<td>LK7 – Recognizing Letters p. 159 (Oct.)</td>
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<td>LK9 - Recognizing and Naming Letters p. 167 (Oct.)</td>
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<td>LK12 – Identifying Letters p. 179 (Oct.)</td>
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<td>Phoneme Segmentation Fluency</td>
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<td>PA3 – Hearing Sounds in Sequence p. 97(Sept.)</td>
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<td>PA4 – Hearing Ending Sounds p. 101 (Oct.)</td>
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<td>PA5 – Hearing Beginning and Ending Sounds in Words p. 105 (Oct.)</td>
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<td>PA9 – Hearing Middle Sounds p. 121 (Dec.)</td>
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<td>Nonsense Word Fluency</td>
<td>Alphabet Test p. 42</td>
<td>LS2 – Learning Letter Names and Sounds p. 201 (Sept.)</td>
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<td>LS4 – Learning about Beginning Consonant Letters and Sounds p. 209 (Nov.)</td>
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<td>Matching Beginning Consonant Letters and Sounds p. 55</td>
<td>LS5 – Learning About Beginning Consonants o. 213 (Nov.)</td>
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<td>Matching Short (Tense) Vowel Letters and Sounds p. 60</td>
<td>LS13 – Recognizing Long and Short Vowel Sounds : e p. 245 (Dec.)</td>
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<td>LS14 – Recognizing Long and Short Vowel Sounds : i p. 249 (Dec.)</td>
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<td>LS15 – Recognizing Long and Short Vowel Sounds : o and u p. 253 (Feb.)</td>
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<td>LS16 – Consolidating Knowledge about Vowels p. 257 (Feb.)</td>
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<td>Oral Reading Fluency</td>
<td>Reading Text—Monitoring, Checking, Word Solving p. 140</td>
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<td>Administered: Winter, Spring</td>
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<td>WSA4 – Recognizing Words Quickly p. 427 (Nov.)</td>
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<td>WSA5 – Using What You Know about Words p. 431 (Jan.)</td>
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<td>WSA8 – Noticing Word Parts p. 443 (Jan.)</td>
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## DIBELS Probes and Grade 2

### Phonics Lessons Connections

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<th>PHONICS LESSONS MINI LESSON</th>
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</table>
| Nonsense Word Fluency  
Administered: Fall | Hearing and Representing Beginning and Ending Sounds in Words p. 6  
Matching Short Vowel Sounds with Letters p. 11  
Matching Long Vowel Sounds with Letters p. 12  
Matching Long and Short Vowel Sounds with Letters p. 13 | LS2 - Identifying Words with Short Vowel Sounds p. 75  
LS3 – Identifying Words with Long Vowel Sounds p. 79  
LS4 – Identifying Long and Short Vowel Sounds in Words p. 83  
LS12 – Identifying Medial Consonant Sounds and Letters p. 115 |
| Oral Reading Fluency  
Administered: Fall, Winter Spring | Using Known Words to Read or Spell New Words p. 116  
Using Letter, Sound, and Word Knowledge to Solve Words and Monitor Reading p. 117  
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WSA 9 - Making Connections Between Words with the Same Pattern p. 449  
WSA 10 - Using Word Parts to Solve Words p. 453  
WSA11 – Using What is Known to Solve Words p. 457  
WSA12 – Using Letter Clusters to Solve Words p. 461 |
Fluency
**FLUENCY**

**Fluency**—The ability to read a text accurately and quickly; includes automatic recognition of words and grouping of words to gain meaning, pacing, phrasing, and expression (Put Reading First). Much more than fast, accurate reading, truly fluent reading conveys the reader’s understanding of content through expressive, interpretive reading of text (Prescott-Griffin).

Research on fluency states that fluency is the ability to read smoothly with appropriate pacing, phrasing, and expression. It rests on automaticity or rapid and accurate word recognition (Beers 2003). “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” (Put Reading First).

“If children fail to make the transition to fluent reading, they will encounter significant difficulties in constructing meaning from the text” (Stahl & Kuhn, 2002, p. 582). Research shows a strong correlation between comprehension and fluency. “Moreover, for most children, slow reading is associated with poor comprehension. Research dating back over 60 years suggests that faster readers tend to have better comprehension over what is read and tend to be, overall, more proficient readers” (Rasinski, 2000).

“Fluency is not a stage of development at which readers can read all words quickly and easily. Fluency changes, depending on what readers are reading, their familiarity with the words, and the amount of their practice with reading text. Even very skilled readers may read in a slow, labored manner when reading texts with many unfamiliar words or topics” (Put Reading First, p. 23). “Reading rate is influenced by purpose for reading, interest in the material, and passage difficulty, among other factors” (Burns and Roe, p. 29).

While encouraging students to read on their own is recommended for increasing reading competency, deliberate activities to provide guidance and feedback around fluency need to be a part of reading instruction (Put Reading First).
- Teachers must model for and guide students toward appropriate rate, intonation, and phrasing for a variety of texts.
- Limited fluency becomes a major barrier to comprehension, particularly in intermediate and secondary grade levels.

Even though there is little research available to guide the assessment of fluency, there is agreement about some issues regarding fluency assessment (Pikulski et al, 2005):
- The comprehensive assessment of fluency must include measures of oral reading accuracy, rate of oral reading, and quality of oral reading;
- These dimensions of fluency must be assessed within the context of reading comprehension;
- Fluency without accompanying high levels of reading comprehension is of very limited value.

**Instructional Implications and Considerations**

- Consider the needs of the student, as determined through ongoing, individual assessment, when determining the time and intensity of fluency instruction.
- Provide varied opportunities for hearing texts (e.g., teacher read-aloud, choral reading).
- Teach students about fluent reading in a variety of texts, guiding students to articulate what they notice about fluent reading in a variety of texts.
- Teach phrasing and intonation directly. This is especially important for struggling readers.
Instructional Implications and Considerations

- Consider the needs of the student, as determined through ongoing, individual assessment, when determining the time and intensity of fluency instruction.

- Provide varied opportunities for hearing texts (e.g., teacher read-aloud, choral reading).

- Teach students about fluent reading in a variety of texts, guiding students to articulate what they notice about fluent reading in a variety of texts.

- Teach phrasing and intonation directly. This is especially important for struggling readers.
### Fluency Instruction

| For students with low comprehension... | For students with high comprehension...
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Assess decoding (teach if needed); if decoding is weak, assess phonemic awareness (teach if needed). Teach fluency explicitly. Teach comprehension skills and strategies. Build student’s spoken and written vocabulary.</td>
<td>Assess decoding (teach if needed); if decoding is weak, assess phonemic awareness (teach if needed). Teach fluency explicitly. Challenge with high-level comprehension. Develop and extend spoken and written vocabulary.</td>
</tr>
<tr>
<td>Teach comprehension skills and strategies. Build student’s spoken and written vocabulary. Students in this category are “word callers,” students who decode the text, but do not comprehend.</td>
<td>Challenge with high-level comprehension. Develop and extend spoken and written vocabulary.</td>
</tr>
</tbody>
</table>

Adapted from [www.readnaturally.com/rationale-fluencynorms.htm](http://www.readnaturally.com/rationale-fluencynorms.htm)
## A Sampling of Instructional Activities to Develop Fluency

<table>
<thead>
<tr>
<th>Choral Reading</th>
<th>The teacher selects an authentic text at the independent reading level of most of the students. Patterned or predictable books or poetry are especially useful because their repetitious formats invite students to join in.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>After a read-aloud to model proficient reading, the teacher then rereads the text, inviting the students to join in.</td>
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<td>The teacher provides instruction in reading expressively with appropriate phrasing and at a natural rate.</td>
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<td>Repeated readings of the text (3 to 5 times, but not necessarily on the same day) build fluency and confidence.</td>
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<tr>
<td>Radio Reading</td>
<td>The day before radio reading:</td>
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<td>Select a familiar passage from guided reading, basal reader, or trade book that is long enough to be read by four to six students.</td>
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<td>Provide students with a mini-lesson on the importance of reading aloud with expression and meaning, using radio and television announcers as examples of people who do this well.</td>
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<td>Assign parts of the passage to students. Give the most challenging parts to students who are best able to handle them. Assignments do not need to be equal in length.</td>
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<td>Have students practice reading their parts orally, alone or with others, in school or at home.</td>
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<td>Ask each student to develop two questions about his/her part (both a literal, fact-based question and an inferential question).</td>
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<td>The day of radio reading:</td>
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<td>Remind students to read with expression and meaning.</td>
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<td>Have students read their assigned parts orally and in order.</td>
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<td>Deal with any student difficulty in reading quickly to minimize disruption.</td>
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<td>After the readings are complete, students discuss the entire passage, using the questions they prepared the day before.</td>
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<td>At the end of the discussion, have students summarize the story, critique their reading, and make suggestions for the next radio reading.</td>
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</tbody>
</table>
### A Sampling of Instructional Activities to Develop Fluency

<table>
<thead>
<tr>
<th><strong>Readers’ Theatre</strong></th>
<th><strong>Reread familiar text for 2-3 minutes</strong></th>
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</thead>
<tbody>
<tr>
<td><em>An interactive activity in which students read a text aloud, taking the parts of characters and narrator, using voices and facial expressions to convey meaning. Reader’s theatre strengthens fluency, confidence, and enthusiasm for reading.</em></td>
<td><em>Students work with the teachers to select a text (either fiction or nonfiction) and determine which portions should be performed. The text should be at the students’ independent level.</em></td>
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<td><em>Some parts are selected for dialogue and others for narration within the script. Students rehearse through repeated readings of the script, but the parts are not memorized—the emphasis is on reading.</em></td>
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<td><em>The students communicate the meaning of the passage through their voices alone, not through “acting.” Because reader’s theatre emphasizes reading, there are no props or costumes. Occasionally, participants may wear a name tag to identify the character portrayed.</em></td>
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<td><em>Although commercial scripts are available, students benefit from creating the script as a group, perhaps using text from guided reading or independent reading that has previously been read.</em></td>
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<td><em>Preparation should not be complex or require extended periods of time.</em></td>
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<td></td>
<td><em>This effective instructional activity requires no preparation.</em></td>
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<td></td>
<td><em>Use an authentic text at a level easily read by the student. The text may be teacher- or student-selected.</em></td>
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</tbody>
</table>
### A Sampling of Instructional Activities to Develop Fluency

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<thead>
<tr>
<th>Paired Reading</th>
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<tbody>
<tr>
<td><em>Paired reading is an activity shared by two readers, one stronger than the other.</em></td>
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</tbody>
</table>

- Paired reading is one choice for students who are experiencing difficulty with decoding and general fluency on a particular type of authentic text.

- Paired reading could be organized and implemented in a variety of ways. One way allows the student to choose the material to read (either pleasure reading or school assignments are equally acceptable).

- The partners find a comfortable place to sit side by side, positioning the text so it can be easily viewed by both readers.

- They begin reading together, adjusting intonation and rate. The stronger reader reads with a distinct and expressive voice, and at a rate slightly faster than the less fluent student would normally read on his/her own.

- If the student makes an error or hesitates for a few seconds on a word, the stronger reader should wait to see if he or she corrects it. If the student does not self-correct, the stronger reader should pronounce the word and have him or her repeat it. Then they continue reading. Readers review and discuss errors at the end of the session.
### Direct, Explicit Fluency Instruction

The following instruction is intended for students who are dysfluent readers who may need extra instructional support in developing fluency. Refer to the Direct Fluency Instruction chart for guidance in making instructional decisions.

#### Scooping

*In short passages, teachers mark the phrasal boundaries with slashes. Use connected text, possibly something previously used in guided reading.*

1. Student reads selected phrases from the text while scooping under them with the finger or a pencil.

   - At the small trees
   - If he climbed one

2. Student reads selected sentences from the text individually while scooping phrases.

   - He looked
   - at the small trees nearby

3. Student reads the text while scooping sentences within the passage.

   - He looked
   - at the small trees
   - nearby

   - If he climbed one
   - it should give him
   - a better view

4. Student rereads the text as a whole without scooping and without spaces.

5. This reading is compared to the first reading in terms of fluency (accuracy, speed, and rhythm). In the beginning, timing a student as he or she reads connected text may not be as important as monitoring that he or she is applying prosodic features and chunking the text into syntactic units. Timing may be incorporated once rhythm has been clearly established.
### Direct, Explicit Fluency Instruction

The following instruction is intended for students who are **dysfluent readers** who may need extra instructional support in developing fluency. Refer to the *Direct Fluency Instruction* chart for guidance in making instructional decisions.

| Assisted Reading | • The teacher and the student read the same text repeatedly, using the simultaneous reading technique. With each repetition, the teacher softens his or her voice so that the student becomes more dominant and independent in reading.  
• The point in assisted reading is that the child has a model of fluent reading rather than only taking into account just rate and accuracy criteria. The text is at the student’s instructional reading level and relates to a personal interest or school subject.  
• Reading one-on-one this way can be intense for students, so initial sessions should be kept to just a few minutes. |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><em>Oral support similar to paired reading where a student reads orally and simultaneously with a more skilled reader who acts as the tutor.</em></td>
<td></td>
</tr>
</tbody>
</table>
| Echo Reading | • The teacher reads aloud a short passage, modeling strong phrasing, intonation, and expression. The teacher also “thinks aloud” about the explicit choices for how to read the text based on cues included, e.g., *loudly, whispered, cried.*  
• Students repeat the reading, mimicking the reading of the teacher. |
| *The student echoes or imitates the performance of a more skilled reader.* | |
| One-Minute Readings on Familiar Reads | Some of the many variations of this activity include:  
• Read instructional/independent level text for one minute and count the number of words. That provides the number of words per minute.  
• Count 100 words in instructional/independent level text. Time how long it takes a student to read. Calculate the correct words per minute, *CWPM.* Depending on the appropriateness for the student, the student can take responsibility for monitoring the CWPM over time on a variety of texts.  
• Continue this practice over time for students who need it. Structure it in a non-competitively, with students charting their own progress. Discuss with the student how the type of texts and the purpose for reading can impact reading rate. |
| *Students read familiar texts for a specific time and calculate rate.* | |
Technology to support Direct Fluency Instruction for Struggling Readers

Technology can support direct fluency instruction in a variety of ways—from tape-assisted, recorded text readings to fluency programs. Here are some tips to guide instructional decisions regarding computer-assisted technology:

- Students’ needs guide instructional decisions.
- Use technology to support instruction, not to replace instruction.
- When using technology, consider how its use enhances explicit classroom instruction in fluency.

- **Consider:**
  - *Who needs this type of fluency support?*
  - *What instructional need might be met with technology support?*
  - *How am I ensuring that students are engaged and utilizing the technology profitably to improve fluency?*
  - *How might students be held accountable for technology-assisted learning?*
Fluency Assessment

Use both formal and informal methods to assess fluency.

- **DIBELS - Dynamic Indicators of Early Literacy Skills**
  - Follow Jeffco and publisher parameters for use and reporting

- Conduct informal assessment during a running record or miscue analysis. Mark observations on the Phrasing and Fluency Checklist after a running record or miscue analysis to gather data/measure oral reading accuracy, rate of oral reading, and quality of oral reading. Text selection depends on the purpose for gathering data on oral reading accuracy, rate of oral reading, and the quality of oral reading.

  **Sample statements of purpose for using the Phrasing and Fluency Checklist:**
  - To determine how a student performs on grade level texts.
  - To determine how a student performs on class-assigned texts.
  - To validate the independent level of the student.

- Teachers must listen to students read aloud in order to make judgments about their progress in reading fluency. Systematic, individual observations help assess student progress and determine instructional needs.

- During an Informal Reading Inventory, time the reading, and calculate correct words per minute (CWPM). Time the student and record the CWPM per the protocol (e.g., DRA2).

- Contextual reading, rather than reading words in a list (Jenkins, Fuchs, van den Brock, Espin, & Deno, 2003), and oral reading, rather than silent reading, were both found to be best measures of reading rate.

- Use a variety of connected texts to assess fluency. Keep in mind that fluency levels change depending on the purpose for reading and the reader’s familiarity with:
  - the text;
  - the vocabulary; and
  - the topic.
Comprehensive Approach to Literacy Instruction

Reading CALI

Phrasing and Fluency Checklist

Text __________
Level ________
CWPM ________

Name ____________________________ Grade ____ Checklist Date __________

Observations for phrasing and fluency during oral reading:
When reading orally, the student’s phrasing and fluency were:

_____ appropriate for the text, combining short and long phrases and attending to punctuation
_____ in longer phrases        _____ in short phrases    _____ word by word

The reading rate of the student was:

_____ adjusted properly to match the text        _____ too fast for the text
_____ inconsistent                                  _____ slow for the text

Looking at the oral reading rate gives the teacher a sense if the student is on target. The following are ranges for the year.

<table>
<thead>
<tr>
<th>Oral CWPM</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40-90</td>
</tr>
<tr>
<td>2</td>
<td>50-110</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral CWPM</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>70-120</td>
</tr>
<tr>
<td>4</td>
<td>90-140</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral CWPM</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>100-150</td>
</tr>
<tr>
<td>6</td>
<td>110-150</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral CWPM</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>150-180</td>
</tr>
<tr>
<td>8+</td>
<td>180-200+</td>
</tr>
</tbody>
</table>

Note: The recommended rates for reading are based on the research of Good & Kaminski, Barr, and Rasinski.

Additional observations to inform instructional decisions:
Observations of student behaviors during pauses, e.g. eye movements, appealing for help, finger pointing, rereading:

When encountering difficulty, the student used the following strategies:

_____ rereading up to the point of difficulty    _____ breaking words into syllables
_____ reading ahead to gain more information     _____ sounding out words letter by letter
_____ scanning illustrations or other visual clues

Analysis of miscues indicates that miscues change meaning:

_____ not at all        _____ seldom        _____ often

The student self-corrected when the miscues:

_____ interfered with meaning (semantic)       _____ interfered with meaning (semantic
_____ did not match the text (grapheme/phoneme)    _____ did not sound like correct language (syntactic)

Comments:
Vocabulary
## VOCABULARY

**Vocabulary**—The words we must know to communicate effectively; development of vocabulary includes both individual words and word learning strategies (*Put Reading First* 2001). Vocabulary instruction involves word study, including word parts, word families and etymologies. Thus, vocabulary instruction extends beyond short “Stop and Go” lessons for word recognition and short-term memorization.

- All students need vocabulary instruction. Vocabulary acquisition is achieved both directly and indirectly. Extended instruction that promotes active engagement with vocabulary improves word learning. Additionally, teaching specific words in advance of reading, as well as providing exposure to words in several contexts, contribute to the acquisition of vocabulary (*Put Reading First*).

- “Children learn many new words by reading extensively on their own. The more children read on their own, the more words they encounter and the more word meanings they learn” (*Put Reading First*).

- The problem is that many students in need of vocabulary development do not engage in wide reading, especially of the kind of books containing unfamiliar vocabulary (Beck et al).

- “The more oral language experiences children have, the more word meanings they learn” (*Put Reading First*).

- Understanding the facets of word meanings is important for comprehension.

- Teachers examine text selections with attention to opportunities for meaningful vocabulary study, especially of content-specific terms needed for success.

- Students need instruction in words with high-utility words that lead to instructional potential and conceptual understanding.
Instructional Implications and Considerations

- Vocabulary instruction is two-pronged—teaching words and teaching about words.
- Teachers assess students’ reading vocabulary and make flexible instructional decisions after checking a student’s prior knowledge. Depending on need, students will require varying exposures to a word in multiple settings.
- Students and teacher together discuss the meaning of text, including further discussion of word meanings as needed. Teachers must create an environment where words and their meanings are valued.
- Teachers teach processing strategies as a follow-up to reading. These processes may include both word recognition and how to determine word meanings. Special attention is paid to the recognition of context as an aid to determine word meaning.
- Children extend the meaning of the text through writing, which necessarily includes attention to vocabulary.
- Teachers instruct with pre-planned word work, which helps students attend to word parts and word meanings (affixes, word structure, homophones, synonyms, etc.) See Word Knowledge/Word Study section of the CALI – word parts, word families, etymology.
- Teachers integrate subjects, creating connections and the necessary repetition of vocabulary words (Empowering Multiple Voices).

Working with Words to Develop Vocabulary

The tie between comprehension and vocabulary is undeniable. Our students come to us with varying levels of vocabulary. As teachers, we must be aware of ways to increase the current level of vocabulary of all of our students. It is important to provide an environment that supports development of word awareness and to embed activities to support word learning, moving students to independently increase the words they know and their word-solving ability. At times vocabulary will be in the form of “word play;” other times it may be very specific to content learning. At all times, though, vocabulary development is deliberate and purposeful. Every opportunity must be taken to expose students to new words, to increase/extend their understanding of words, and to allow students to experience the benefits of increased word knowledge.

We must teach flexibility in the use of words to develop comprehension. If a student’s understanding of a word is limited to a narrow definition or stereotypical contexts, then many applications of the word will not be comprehensible, limiting the student’s use of the word in speaking, writing, and reading.

Creating a Rich Verbal Environment

Teachers create classrooms that provide a rich verbal environment for students, an environment in which words are valued as interesting and important. Teacher language is a major factor in bringing words to life in the classroom, with teachers being alert to opportunities to apply sophisticated words to everyday situations.
## Vocabulary Instruction at a Glance

<table>
<thead>
<tr>
<th>All students need vocabulary instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Flexible instructional decisions take into account:</em></td>
</tr>
<tr>
<td><em>instructional approaches, time, and level of intensity.</em></td>
</tr>
<tr>
<td>• Impact on instructional decisions:</td>
</tr>
<tr>
<td>• Structure flexible instructional opportunities, taking into account the individual learning needs of the student, considering the student’s background, prior knowledge, as well as learning style and cultural/linguistic diversity;</td>
</tr>
<tr>
<td>• Include instruction to learn words as well as to learn about words;</td>
</tr>
<tr>
<td>• Connect vocabulary instruction to other ongoing classroom subjects, activities, and objectives;</td>
</tr>
<tr>
<td>• Integrate the teaching of vocabulary rather than teaching it in a decontextualized manner;</td>
</tr>
<tr>
<td>• Include evident environmental supports for students’ learning of vocabulary, including a variety of approaches to meet the needs of a wide range of learners and learning styles;</td>
</tr>
<tr>
<td>• Plan for and provide regular instruction of new vocabulary, using a variety of instructional methods.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indirect Vocabulary Instruction:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students learn the meanings of most words indirectly, through everyday experiences with oral and written language.</em></td>
</tr>
<tr>
<td>• Indirect vocabulary instruction should include:</td>
</tr>
<tr>
<td>• Purposeful conversations with students where the teacher is the facilitator of vocabulary use and not the dominant voice;</td>
</tr>
<tr>
<td>• Use of vocabulary-rich text in a variety of instructional approaches to reading, e.g., reading aloud, shared reading, literature study;</td>
</tr>
<tr>
<td>• Extensive reading at the student’s independent level;</td>
</tr>
<tr>
<td>• Opportunities to use new vocabulary in written work.</td>
</tr>
</tbody>
</table>
Vocabulary Instruction at a Glance

<table>
<thead>
<tr>
<th>Direct Vocabulary Instruction</th>
<th>How are words identified to teach?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students learn the meaning of words when they are explicitly taught both individual words and word-learning strategies.</em></td>
<td><em>Thoughtfully and purposefully select words for direct instruction, based on individual student need.</em></td>
</tr>
</tbody>
</table>

- Direct instruction should include:
  - Instruction in word learning strategies, such as how to use context clues and word parts to determine word meanings;
  - Selection of specific words to teach before reading. The teacher should select words that are:
    - **Important** for understanding a concept and ideas within the text;
    - **Useful** and will be used again and again;
    - **Difficult** for students to understand through their own efforts.
  - The context in which a word is learned is critical. Lists are generally less effective than connected text for learning additional vocabulary. Students learn words better if they are actively engaged in the task of inferring meanings from context rather than simply being given the definition.
  - Instruction in the appropriate use of **reference resource skills**, leading students to flexibility in using multiple types of resources.

- Utility levels of words:
  - **Basic level of utility** = words that are common to most students and rarely require instruction in school.
  - **Strong general utility** = words that would offer students a more precise or mature way of referring to ideas they already know. Once learned, these words would then be used with a high level of frequency. **This is the level where most direct vocabulary instruction should be focused.**
  - **Low level of utility** = words that are limited to specific domains and probably best learned when needed in a specific content area.

- Criteria for identifying **strong, general utility words**:
  - Instructional potential
  - Conceptual understanding
  - Importance and utility
## Vocabulary Instruction at a Glance

### What does it mean to know a word?

*Through observations, the teacher assesses the word knowledge of students.*

*Teachers should provide instruction so students develop flexibility in word knowledge and use so they understand multiple meanings of words.*

<table>
<thead>
<tr>
<th>An individual’s word knowledge can be described in several ways:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By three levels:</strong></td>
</tr>
<tr>
<td>- Unknown – “I don’t know it” – The word is completely unfamiliar.</td>
</tr>
<tr>
<td>- Acquainted – “I’ve seen it” – The word is somewhat familiar.</td>
</tr>
<tr>
<td>- Established – “I know it” – The word is familiar.</td>
</tr>
<tr>
<td><strong>In stages:</strong></td>
</tr>
<tr>
<td>- Stage 1: Never saw it before.</td>
</tr>
<tr>
<td>- Stage 2: Heard it, but doesn’t know what it means.</td>
</tr>
<tr>
<td>- Stage 3: Recognizes it in context as having something to do with _________.</td>
</tr>
<tr>
<td>- Stage 4: Knows it well.</td>
</tr>
<tr>
<td><strong>Along a continuum:</strong></td>
</tr>
<tr>
<td>- No knowledge.</td>
</tr>
<tr>
<td>- General sense, such as knowing mendacious has a negative connotation.</td>
</tr>
<tr>
<td>- Narrow, context-bound knowledge, such as knowing that a radiant bride is a beautifully smiling happy one, but unable to describe an individual in a different context as radiant.</td>
</tr>
<tr>
<td>- Having knowledge of a word but not being able to recall it readily enough to use it in appropriate situations.</td>
</tr>
<tr>
<td>- Rich, decontextualized knowledge of a word’s meaning, its relationship to other words, and its extension to metaphorical uses, i.e., understanding the phrase devouring a book.</td>
</tr>
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</table>

### Types of Word Learning

*Informal assessment guides instructional decisions.*

<table>
<thead>
<tr>
<th>Students may need to learn:</th>
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<tbody>
<tr>
<td>- A new meaning for a known word which may also clarify and enrich the meaning of that known word, e.g., a student knows the word branch and is learning branches of rivers and branches of government, or a student is learning the subtle distinctions among running, jogging, trotting, dashing, and sprinting;</td>
</tr>
<tr>
<td>- The meaning for a new word representing a known concept, e.g., a student is familiar with the concept of baseball and globes, but is learning that these are examples of spheres;</td>
</tr>
<tr>
<td>- The meaning of a new word representing an unknown concept, e.g., a student is not familiar with either the process or the word photosynthesis.</td>
</tr>
</tbody>
</table>
### Vocabulary Instruction at a Glance

<table>
<thead>
<tr>
<th>Effective Vocabulary Instructional Methods</th>
<th>Repetition and rich support for learning vocabulary items are important.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The analysis of vocabulary instruction studies found support for a variety of methods. The National Reading Panel’s findings are summarized here.</em></td>
<td>- Select general utility words that occur often enough to be useful in reading, but not just high-frequency words.</td>
</tr>
<tr>
<td></td>
<td>- The context in which a word is learned is critical. Lists are generally less effective than connected text for learning more vocabulary. Vocabulary presented in categories is learned more easily.</td>
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<table>
<thead>
<tr>
<th></th>
<th>Vocabulary tasks and instruction should be restructured when necessary.</th>
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<tbody>
<tr>
<td></td>
<td>- Revising learning materials or designing instruction to meet the needs of learners often facilitates vocabulary learning.</td>
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<tr>
<td></td>
<td>- Try asking a student to give an example of the word or to use it in a sentence rather than asking for a definition.</td>
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<thead>
<tr>
<th></th>
<th>Group learning formats may be helpful for vocabulary instruction.</th>
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<tbody>
<tr>
<td></td>
<td>- Examples of successful group learning formats include learning vocabulary in pairs and peer tutoring.</td>
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<thead>
<tr>
<th></th>
<th>Vocabulary learning should entail active engagement in learning tasks.</th>
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<tbody>
<tr>
<td></td>
<td>- Findings consistently show that having students actively participate in learning vocabulary words is best.</td>
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<thead>
<tr>
<th></th>
<th>Computer technology can be used to help teach vocabulary.</th>
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<tbody>
<tr>
<td></td>
<td>- Multi-media presentations may be particularly effective for helping second-language learners.</td>
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<thead>
<tr>
<th></th>
<th>Vocabulary should be taught directly.</th>
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<tbody>
<tr>
<td></td>
<td>- The question is which words to teach. See section above on word selection.</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Vocabulary can be acquired through incidental learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Not all vocabulary has to be taught explicitly.</td>
</tr>
<tr>
<td></td>
<td>- Incidental learning of vocabulary through listening, other reading instruction, and read alouds was found to improve comprehension.</td>
</tr>
</tbody>
</table>
### A Sampling of Instructional Activities to Develop Vocabulary

<table>
<thead>
<tr>
<th>Word Awareness and Consciousness</th>
<th>Students become interested and enthusiastic about words when instruction is rich and lively. This interest and enthusiasm leads students to attend more closely to words in their environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students need to develop an interest and awareness in words beyond the school assignment to adequately build their vocabulary repertoires. This curiosity must be encouraged and demonstrated by the classroom teacher.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>To foster this type of learning environment, teachers must:</strong></td>
<td></td>
</tr>
<tr>
<td>• Model their own interest and enthusiasm toward words.</td>
<td></td>
</tr>
<tr>
<td>• Choose quality texts that children enjoy listening to. Quality texts that hold student attention are typically full of words that are important, interesting, and fun.</td>
<td></td>
</tr>
<tr>
<td>• Create rich oral language experiences.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Walls</th>
<th>Word Wall Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word walls are typically a section of a wall or multiple walls in a classroom devoted to being a resource for students. This same resource could be created as a word chart or portable word wall in a file folder. Frequent use of this word wall structure requires students to recognize a particular word and to get a visual imprint of the word.</strong></td>
<td></td>
</tr>
<tr>
<td>• Display in an order that makes sense to the purpose;</td>
<td></td>
</tr>
<tr>
<td>• Make accessible to students;</td>
<td></td>
</tr>
<tr>
<td>• Build with the students;</td>
<td></td>
</tr>
<tr>
<td>• Provide opportunities for students to own and use “word wall” words;</td>
<td></td>
</tr>
<tr>
<td>• Establish regular routines with “word walls”—daily is preferable;</td>
<td></td>
</tr>
<tr>
<td>• Generate “word walls” to serve different purposes;</td>
<td></td>
</tr>
<tr>
<td>• Provide opportunities for students to return to the “word walls” often.</td>
<td></td>
</tr>
<tr>
<td><strong>Extended activities for word walls:</strong></td>
<td></td>
</tr>
<tr>
<td>• The teacher may ask students to complete this statement: “If I know this word _______ [from the wall], it helps me to know this word__________ [word that is somehow related orthographically, semantically or syntactically].”</td>
<td></td>
</tr>
<tr>
<td>• Utilize word-sorting activities.</td>
<td></td>
</tr>
<tr>
<td>• Put word wall words on rings and place them in the writing center.</td>
<td></td>
</tr>
<tr>
<td>• Use portable word walls as a “hands-on” activity in guided reading groups.</td>
<td></td>
</tr>
<tr>
<td>• Affix illustrations next to words on the word wall, using student-created illustrations as appropriate.</td>
<td></td>
</tr>
<tr>
<td>• With older students, provide opportunities for them to create their own personal word walls.</td>
<td></td>
</tr>
</tbody>
</table>
A Sampling of Instructional Activities to Develop Vocabulary

<table>
<thead>
<tr>
<th>Use of Teacher Talk</th>
<th>One-Minute Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of teacher talk develops word consciousness and teaches specific vocabulary in context. Thoughtful teacher talk provides intentional, explicit instruction. There are numerous ways to use teacher talk. Here are a few.</td>
<td>What if a teacher spent one minute each day with a selected student? What if the talk were person-to-person rather than teacher-to-student? What if the minute were spent enriching the verbal experience of the student—in content learning, using vibrant language, exposing the student to words that would extend his or her current level of word understanding? This type of brief, targeted, purposeful interchange helps to build student vocabulary through authentic exposure.</td>
</tr>
</tbody>
</table>

**An example:**
Teacher: What have you been up to?
Student: We’ve been working on new exercises in gym.
Teacher: So you’re practicing some new calisthenics. I have been trying to add some new moves into my calisthenics as well. So what are your summer plans?
Student: A trip. To my Aunt’s house.
Teacher: Oh, so you are going on a little journey, eh? Will you be gone long?
Student: Yes, all of June.
Teacher: Extended trips are an excellent way to relax and can be very therapeutic. Enjoy the adventure!

**Mature Talk**
- Teachers, through their own choice of words, should strive to have students become accustomed to hearing words they do not know, words that are beyond their current knowledge. Naturally, the level of sophistication changes based on students’ needs. This helps students stretch their expectations about language. Having unfamiliar words in the environment also encourages students to ask what words mean, which is an excellent habit to encourage. Not every use of a new word has to be in a clear, pedagogical context. The important idea to remember is to use mature talk to develop student vocabulary. Sophisticated words should be a natural part of the classroom conversation, as in the following examples:
  - Use **relentless** to label a student who keeps asking, “When are you going to give us our tests back?”
  - Call a student **pragmatic** if she plans ahead for completing her homework for the week.
  - Comment that the weather forecast is **discouraging** if rain is predicted on a field trip day (Beck, et al, p.121).
### A Sampling of Instructional Activities to Develop Vocabulary

**Word Resources**  
*Parts of a rich verbal environment are resources that students can use to discover and follow up on interesting words. Some ways to use word resources:*

- Teach students how to check more than one dictionary to compare styles of different resources. Seeing the variation in dictionaries can help students understand the openness and flexibility of language—particularly that there is nothing absolute about a dictionary definition.
- Include a few “learner’s dictionaries. These resources were developed specifically for students learning English as a second language, but are well-suited to any student of the language. These dictionaries present definitions in much more accessible language than traditional dictionaries (*The Collins COBUILD English Language Dictionary* is an example.) This dictionary provides discursive explanations rather than traditional definitions. For example, the meaning of *sparse* is presented as follows: “Something that is sparse is small in number or amount and spread out over an area.”

**Definition Sentence Frame**  
*Dictionary definitions alone may give students a meaning of a word that only creates an incomplete knowledge of the word. This activity is designed to help students put a definition into a context and thereby create a more complete and elaborated definition.*

Students are given a sentence frame in which to elaborate on the definition of a word.

A _________________ is (a) ____________________  
that (is/does/has) _________________.  
[critical feature(s)]

For example: A *black bear* is a *mammal* that has a *brown or black shaggy coat and a short tail.*

**Sentence Stems**  
*Use sentence stems to help students describe words in many ways. Students can brainstorm additional sentence stems. The complexity of the sentence stems depends on the purpose and the needs of the student.*

Examples:
- Cities are...
- An ice cube might ....
- A battery would...
- An *autocrat* might engage these activities:
- You know you’re a *tyrant* when...
- Would it be wise to feed your *carnivorous* pet bread, broccoli, and tomatoes?
A Sampling of Instructional Activities to Develop Vocabulary

Semantic Feature Analysis
Definitions and level of understanding are refined and deepened when defining features of words are analyzed and then charted to create a visual representation of similar or overlapping concepts.

- The teacher first selects a concept, and then selects words that demonstrate different aspects of that concept.
- The aspects (features) of the concept are listed on the left side of the chart and the selected words (objects) are listed across the top of the chart.
- Students work to decide which aspects describe each of the words.

<table>
<thead>
<tr>
<th>FEATURES</th>
<th>Square</th>
<th>Rectangle</th>
<th>Parallelogram</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sides of equal length</td>
<td>✓</td>
<td></td>
<td>could have</td>
</tr>
<tr>
<td>Four right angles</td>
<td>✓</td>
<td>✓</td>
<td>could have</td>
</tr>
<tr>
<td>Opposite sides parallel</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Descriptive Graphic Structures – Graphic Organizers
Graphic structures are organizational frames – ways to structure and manage thinking.

- There are many kinds of graphic organizers and many ways to use them to support thinking. Excellent websites as well as numerous books provide examples. Marzano’s book is a good starting place.


EXAMPLE: GRAPHIC STRUCTURE/ORGANIZER—FRAYER MODEL
The Frayer Model is a graphic organizer that helps students learn precise meanings of key concepts. This model helps students select and organize information related to a key concept by focusing their attention on relevant details as they read. There are many variations of the model. Below is one. The addition of a nonlinguistic representation or a sketch to the words in the Description quadrant is helpful.
### A Sampling of Instructional Activities to Develop Vocabulary

<table>
<thead>
<tr>
<th>Clarifying</th>
<th>Use of Technology to Support Vocabulary Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teach students how to use context clues to derive word meanings. The comprehension strategy of Clarifying helps the reader to make sense of words and help the reader make the most of natural contexts.</strong></td>
<td><strong>Use technology to support instruction, not to replace instruction.</strong></td>
</tr>
<tr>
<td><strong>Instructional strategies need to focus on the process of deriving word meanings, in contrast to the product of coming up with the right meaning of an unknown word.</strong></td>
<td><strong>Tools such as Videostreaming, Inspiration, and Kidspiration build background, providing focused instruction and application when used thoughtfully.</strong></td>
</tr>
<tr>
<td><strong>The ability to use various contextual clues to determine a word’s meaning is an important ability for a reader. Words are acquired either by applying context clues in our reading or, in a more limited application, by using outside references such as a desk dictionary.</strong></td>
<td><strong>Tips to Guide instructional decisions regarding technology support for independent practice:</strong></td>
</tr>
<tr>
<td><strong>Although certain basic contextual application skills are acquired fairly early in reading development and used in building new vocabulary, more sophisticated and subtle uses of context clues require direct instruction and more experience with a wider variety of texts and text types.</strong></td>
<td><strong>Student needs guide instructional decisions.</strong></td>
</tr>
<tr>
<td><em>(See Clarifying in the Comprehension Section in the CALI under the Components of Reading Instruction.)</em></td>
<td><strong>When using technology, consider how its use enhances classroom instruction.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Ask:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Who needs this type of vocabulary support?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>What need might be met with technology support?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>How am I ensuring that students are engaged and utilizing the technology profitably to improve vocabulary?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>How might students be held accountable for technology-assisted learning?</strong></td>
</tr>
</tbody>
</table>
A Sampling of Instructional Activities to Develop Vocabulary

<table>
<thead>
<tr>
<th>Overlap of Content Areas</th>
<th>Frame:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Purposeful selection of activities to match the level of time and intensity a student needs with the intended learning outcome.</em></td>
<td>During a unit, e.g., social studies, science, math, literature, or art, on ________________, the teacher knew students would need to know the meaning of ________________ to understand the content. So the teacher ________________. As a check of understanding and to solidify the students’ understanding, the teacher ________________.</td>
</tr>
</tbody>
</table>

An example:

During a 6th grade SS Economics unit, students need to know the meaning of *goods, services, resources, profit, economic change,* and *business organization* in order to understand the content of the unit. So the teacher used a word wall as a structure to bring the words into the classroom environment.

Over several days, the students sorted these words by categories, talked about them with the teacher and other students, and used the Frayer Model as a way to capture and extend their learning of these vocabulary terms.

As a check for understanding, the teacher used sentence stems to observe whether the students used the words correctly.

<table>
<thead>
<tr>
<th>Other ideas for vocabulary instruction and related resources</th>
<th>Some further instructional activities to develop vocabulary include:</th>
</tr>
</thead>
</table>
| *Vocabulary instruction is a broad and far-reaching topic that crosses content boundaries. Vocabulary knowledge is tied to comprehension.* | - Analogies  
- Word Maps  
- Semantic Maps |
Comprehension
COMPREHENSION

**Comprehension**—Constructing meaning is the goal of comprehension (Harvey & Goudvis, 2007). The ability of the reader to make meaning out of text, it is the reason for reading; if readers can read the words but do not understand what they are reading, they are not really reading *(Put Reading First)*.

Although readers may look and sound competent, they may be reading at a superficial level unable to go beyond detailed retelling by delving deeper into the text to discuss the author’s purpose, to determine theme, or to create a concise summary. “Text comprehension can be improved by instruction that helps readers use specific comprehension strategies” *(Put Reading First)*.

Explicit instruction in the comprehension strategies based on the needs of the students can move students into deep comprehension. “... reading comprehension performance, measured in a variety of ways, can be significantly improved with effective teaching (Allington, 2005). “Teachers not only must have a firm grasp of the content presented in text, but also must have substantial knowledge of the strategies themselves, of which strategies are most effective for different students and types of content and how best to teach and model strategy use” (National Reading Panel).

“Comprehension strategies are not ends in themselves; they are means of helping your students understand what they are reading” *(Put Reading First)*. They must be taught over time until students can apply them independently and in a variety of texts, both fiction and nonfiction. “In general, the evidence suggests that teaching a combination of reading comprehension techniques is the most effective. When students use them appropriately, they assist in recall, question-answering, question-generation, and summarization of texts (National Reading Panel).

Effective comprehension strategy instruction must occur systematically over time. Students need to spend enough time focused on each individual strategy to allow the strategy to become deeply ingrained. Students indicate a readiness to move to another strategy when they begin to claim ownership through their language as they refer to texts: “I inferred . . .”, “I clarified . . .”, “I questioned . . .”

**Instructional Implications and Considerations**

- Comprehension instruction occurs before, during, and after reading.
- Comprehension strategy instruction needs to include opportunities to practice application of the strategies in a variety of genre.
- Readers benefit when teachers construct lessons that make the comprehension processes visible.
- Strategy instruction is recursive. As the text difficulty increases, bringing new challenges for the reader, strategies need to be revisited.
Explicit Instruction in Comprehension

Strategy Instruction

“We explicitly teach reading comprehension strategies so that readers can use them to construct meaning. We are likely to teach a strategy by modeling the strategy for the class, guiding students in its practice in small groups and pairs, and providing large blocks of time for students to practice using and applying the strategy. Eventually the goal is for readers to use these strategies automatically and seamlessly” (Goudvis & Harvey, 2007).

Recursive Steps of Explicit Strategic Instruction

- The teacher explains what makes up a strategy.
- The teacher explains why this strategy is important.
- The teacher explains when to use the strategy in actual reading or what to notice in a text that informs the reader this strategy will help.
- The teacher models how to perform the strategy in an actual context and the students observe.
- The teacher sets up guided practice and supports students during class as they try a strategy. Continue guided practice until students can explain the strategy and its usefulness and can use it with a variety of texts.
- Students independently use the strategy in different reading contexts.

THE GRADUAL RELEASE OF RESPONSIBILITY MODEL

Scaffolded Instruction that Guides Students Toward Strategic Independence

Examples of Teacher Talk to Prompt Comprehension

The prompts on the following pages could be used across the structures [read aloud, shared, guided, and independent].

- Teachers use the language on the following pages to prompt student thinking, to prompt students into action to use the thinking to make meaning out of text, and to guide students to independently applying and ‘owning’ the thinking.

- These examples are the “short list” of ways to teach, model, and think aloud—reinforcing the reading skills and strategies about comprehension.
  - See previous pages in this section of the CALI for expanded ideas.
  - This list is not intended to limit teacher talk, but rather to be a beginning to use questions to frame teacher thinking and modeling, as well as leading students to independently apply these thinking skills on a variety of texts over time.

- Evaluation and interpretation of student responses results in adjustment to instruction and is part of a formative process—provides formative assessment data to inform instruction, as well as a way to progress monitor student understanding and application of comprehension strategies.

- Develop metacognition in students by being metacognitive in front of students.
  - Ask students, “Why did you say that?” “What in the text led you to say that?”
  - Be sure to make the connection to HOW this strategy relates to comprehending text.
  - “Where else might this thinking be used?”
COMPREHENSION STRATEGIES
Students apply the comprehension strategies [thinking skills] on a variety of texts—fiction and informational.

The comprehension strategy of…. 

CLARIFYING
The reader determines or verifies the meaning of words/phrases or concepts from the text that he or she finds confusing. The reader uses background information, as well as the context of the text, to contemplate and/or correct understanding of the meaning.

DETERMINING IMPORTANCE
The reader identifies significant ideas or messages in the text. This strategy is critical for the reader to compare and contrast information, sort facts and supporting details, recognize an author’s point of view, and/or identify an author’s purpose for writing. It also assists the reader in prioritizing information as he/she reads and is critical for summarizing effectively.

INFERRING
The reader connects background knowledge with information presented in the text to make an “educated guess” about events in the text, or to draw a meaningful conclusion based on “clues” from the text. The reader must make reasonable and logical inferences before, during, and after reading, using information that is not explicitly stated in the text.

QUESTIONING
Effective readers ask both spontaneous and purposeful questions as they read. They create questions while reading to:
- extend understanding;
- speculate about text yet to be read;
- locate an answer, which may be found “right there in the text,” or may require the reader to put together several sections of the text, to combine textual information and background knowledge, and/or to consult an outside source.

SCHEMA/CONNECTING
The reader takes what h/she already knows and connects it to the text. The reader connects the reading to the world, to self, and to other texts, then uses those connections to extend and deepen his/her schema and background knowledge. The instructional focus is on how to use schema appropriately without over imposing background knowledge, thus skewing comprehension.

SUMMARIZING
Summarizing requires the reader to capture the key points of the text and bring them together. The comprehension strategy of SUMMARIZING is about capturing the gist to support moving forward in the text. IMPORTANT DISTINCTION: The comprehension strategy of SUMMARIZING is not the same as a summary.

SYNTHESIZING
The reader utilizes multiple strategies to construct new insight or perspective as more information and ideas are added to his/her schema.

VISUALIZING/ENVISIONING/SENSORY IMAGES
The reader creates images in his/her mind during reading, “picturing” information through the senses. Visualization enhances understanding as the reader replays and reflects on information presented in the text.
### Examples of Teacher Talk to Prompt Metacognition Around Comprehension

Revisit the strategies on increasingly sophisticated texts in fiction and nonfiction. Always lead students to the metacognition around the comprehension strategy. It is about **teaching the reader** to be a thinker. It is not about **teaching the reading**.

- **How does this comprehension strategy help you understand the text?**
- **How else might this strategy be used?**

<table>
<thead>
<tr>
<th>Comprehension Strategy</th>
<th>Teacher prompts students by saying…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clarifying</strong></td>
<td>• Clarify <em>(from the text)</em>. Explain what <em>(from the text)</em> means based on what you have been reading and what you understand so far.</td>
</tr>
<tr>
<td></td>
<td>• Find <em>(word/phrase/concept)</em>. What in the text helps you understand the meaning?</td>
</tr>
<tr>
<td><strong>Determining Importance</strong></td>
<td>• What did the author think was important in this reading? How do you know?</td>
</tr>
<tr>
<td></td>
<td>• What are important ideas the author wanted me to remember about this reading? Why – what in the text makes you say that? What did the author do to ‘show’ you that was important?</td>
</tr>
<tr>
<td></td>
<td>• How do _____ and _____ compare? What evidence is there from the text?</td>
</tr>
<tr>
<td><strong>Inferring</strong></td>
<td>• Why do you think <em>(_____ did _____, or _____ happened)</em>?</td>
</tr>
<tr>
<td></td>
<td>• What do you think the author meant by _____?</td>
</tr>
<tr>
<td></td>
<td>• What is the text causes you to infer that?</td>
</tr>
<tr>
<td></td>
<td>• What can you infer based on the sentence tags, e.g., <em>he said with a laugh</em>?</td>
</tr>
<tr>
<td><strong>Questioning</strong></td>
<td>• What were you wondering when you read this part?</td>
</tr>
<tr>
<td></td>
<td>• What were you curious about here….?</td>
</tr>
<tr>
<td></td>
<td>• Show me a part of the text where you had a question about why ________. What was the question? What was going on in your head? What were you wondering?</td>
</tr>
<tr>
<td><strong>Schema/Connecting</strong></td>
<td>• How are you like <em>(one of the characters)</em>? Why do you say that? How does knowing how the character <em>(looks, feels, acts)</em> help you understand the text?</td>
</tr>
<tr>
<td></td>
<td>• Show me a part of the text that reminds you of something that you have done or know something about.</td>
</tr>
<tr>
<td></td>
<td>• How is this like … another book you have read? …the book I read to class last week?</td>
</tr>
<tr>
<td></td>
<td>• Tell me about it. How does that connection help you understand what is going on in the text?</td>
</tr>
<tr>
<td><strong>Summarizing</strong></td>
<td>• Tell me a sentence or two about the part you just read.</td>
</tr>
<tr>
<td></td>
<td>• What is what you read mainly about?</td>
</tr>
<tr>
<td></td>
<td>• What is the gist <em>(central idea)</em> of your reading?</td>
</tr>
<tr>
<td></td>
<td>• What do you know after reading this section today? <em>(Now say it in a sentence or two)</em>.</td>
</tr>
<tr>
<td></td>
<td>• Pulling all of the pieces <em>(parts)</em> together, tell me about the problem of this story.</td>
</tr>
<tr>
<td></td>
<td>• Tell me about the big ideas in this nonfiction piece.</td>
</tr>
<tr>
<td><strong>Synthesizing</strong></td>
<td>• Predict the outcome if _________________.</td>
</tr>
<tr>
<td></td>
<td>• What would happen if…?</td>
</tr>
<tr>
<td></td>
<td>• What new insights have you gained?</td>
</tr>
<tr>
<td></td>
<td>• How has your understanding of _____ changed after reading about ________?</td>
</tr>
<tr>
<td><strong>Visualizing</strong></td>
<td>• How does the character walk/dress? How does s/he or she look/sound? How do you know?</td>
</tr>
<tr>
<td></td>
<td>• What details helped you create a sensory image/picture? <em>(Focus on one sensory image at a time.)</em></td>
</tr>
<tr>
<td></td>
<td>• What can you imagine about the surroundings from reading the text?</td>
</tr>
</tbody>
</table>
**Instructional Practices for Teaching CLARIFYING**

The comprehension strategy of clarifying requires the reader to determine the meaning of certain words/phrases and concepts. Students identify words, phrases, or ideas in the text that are unclear. What do certain words or phrases mean based upon the context of the story? The reader may need to infer and/or use background knowledge as the level of the text increases. When readers clarify, they generate synonyms for words/phrases/concepts, based on contextual clues, inference, and background knowledge.

“Awareness and monitoring go hand in hand, enabling an active reader to constantly check for understanding” (Goudvis and Harvey, 2000). Clarifying questions help teachers understand when meaning breaks down for the reader.

**The teacher:**
- prompts students to identify words/phrases or concepts that they don’t understand;
- encourages students to use background knowledge to clarify unknown words;
- teaches students to use the context of the text to provide more clues about the words or phrases the student is trying to clarify;
- instructs students to predict what words/phrases or concepts mean based upon context in conjunction with background knowledge;
- asks students how the story structure helps them to clarify unknown words/phrases or concepts;
- teaches students to determine when clarifying from context clues is helpful and when it is not an effective tool for comprehending.

### Clarifying

<table>
<thead>
<tr>
<th>Examples of Student Talk</th>
<th>Examples of Teacher Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When you <strong>(from the text)</strong>, you are <strong>(meaning)</strong>.</td>
<td>• Clarify <em>(from the text)</em>. Explain what <em>(from the text)</em> means based on what you have been reading and what you understand so far.</td>
</tr>
<tr>
<td>• This (word/phrase/concept) means.... I think this because...</td>
<td>• Find (word/phrase/concept). What in the text helps you understand the meaning?</td>
</tr>
<tr>
<td>• This strategy helps me understand the text because...</td>
<td>• How does this comprehension strategy help you understand the text?</td>
</tr>
<tr>
<td></td>
<td>• How else might you use this strategy?</td>
</tr>
</tbody>
</table>
### Instructional Practices for Teaching *DETERMINING IMPORTANCE*

<table>
<thead>
<tr>
<th>Teach students how to use the features of text including such features as those listed to the right.</th>
<th>Informational Text: Features</th>
<th>Narrative Text: Features</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Note:</em> The descriptors in the columns to the right do not reside exclusively in informational or narrative text; however, they are generally observable in the categories where charted.</td>
<td>• Bold</td>
<td>• Location/arrangement in the text (to begin/end a passage or location in the text)</td>
</tr>
<tr>
<td></td>
<td>• Bullets</td>
<td>• Repetition for emphasis</td>
</tr>
<tr>
<td></td>
<td>• Captions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Graphics</td>
<td>• Character or setting prominence</td>
</tr>
<tr>
<td></td>
<td>• Graphs/charts/tables</td>
<td>• Conflict</td>
</tr>
<tr>
<td></td>
<td>• Italics</td>
<td>• Foreshadowing</td>
</tr>
<tr>
<td></td>
<td>• Location in the text (to begin or end a passage and/or location on the page)</td>
<td>• Symbolism</td>
</tr>
<tr>
<td></td>
<td>• Repetition for emphasis</td>
<td>• Theme (author’s message)</td>
</tr>
<tr>
<td></td>
<td>• Shading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Text boxes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of color, e.g., fonts, symbols, text boxes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teach students how to recognize and use text structures to comprehend text.</th>
<th>Common text structures include:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• <strong>Cause and Effect</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• This structure of text tells something which has happened (the effect) and what has made it happen (the cause).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Problem/Solution</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <em>How could the problem be solved?</em> Such structures emphasize problem and solution.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Description</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Text with a descriptive structure explains and teaches in detail about many parts of the topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Question and Answer</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• In this type of text, the author poses a question and uses the text of the article to answer the question.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Comparison and Contrast</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Authors using this type of structure explain how things are alike (comparison) and/or how they are different (contrast).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Sequence</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• This text structure explains something step by step, or tells about something by putting the events in chronological order.</td>
<td></td>
</tr>
</tbody>
</table>
Instructional Practices for Teaching *DETERMINING IMPORTANCE*

The teacher:

- teaches that words carrying meaning tend to be more important than other words in a passage, e.g., in the previous sentence words, carry meaning, tend, more important, passage are more important than *that, in, a*;

- instructs that final conclusions about importance are typically made *after* reading;

- encourages discussions stemming from disputes about what is most important — students work toward defending their positions, but there is rarely a cleanly defined set of most important ideas;

- reminds students to reflect on the application of the strategy of determining importance and to consider its role in understanding the text.

Additionally, the teacher must consider the following:

- As texts become more difficult, the text features listed above become more sophisticated.

- Authors are purposeful in selecting text features and critical attributes to draw the reader’s attention and to emphasize important points in the text.

### Determining Importance

<table>
<thead>
<tr>
<th>Examples of Student Talk</th>
<th>Examples of Teacher Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Some ideas <strong>the author thought</strong> were important were... I think they are important because in the text the author...</td>
<td>• What did <strong>the author think</strong> was important in this reading? How do you know? <em>(Focus the determining importance lesson on one/two examples listed on the previous page. Guide the students to use those author’s tools as their evidence.)</em></td>
</tr>
<tr>
<td>• An important thing the author wanted me to remember about this reading is... because in the text...</td>
<td>• What are important ideas the author wanted me to remember about this reading? Why – what in the text makes you say that? What did the author do to ‘show’ you that was important? <em>(See list on the previous page.)</em></td>
</tr>
<tr>
<td>• This <em>(character/idea/event)</em> is like/ unlike one another ____________ because in the text...</td>
<td>• How do _____ and _____ compare? What evidence is there from the text?</td>
</tr>
<tr>
<td>• This strategy helps me understand the text because...</td>
<td>• How does this strategy help you understand the text? • How else might you use this strategy?</td>
</tr>
</tbody>
</table>
Instructional Practices for Teaching INFERRING

Inferential thinking occurs when text clues merge with the reader’s prior knowledge and questions to point toward a conclusion about an underlying theme or idea in the text. Inferring allows readers to make their own discoveries without the direct comment of the author (Goudvis and Harvey, 2000). “Inferences occur in situations when you anticipate content and make predictions about upcoming material or fill in gaps in material during reading” (Vacca and Vacca, 1999).

The teacher:

- explains that inferring can happen before, during, and after reading. Readers make inferences from information the author supplies in the text (text-based inferences) and from knowledge that they have about the world (knowledge-based inferences);
- demonstrates drawing conclusions from the text;
- instructs students to make reasonable and logical predictions before, during, and after reading, as this is part of inferring;
- teaches students to recognize cause and effect and problem-solution structures in texts and teaches students how to use those structures to make inferences;
- directs students to provide textual evidence to support their critical thinking;
- models making inferences by thinking aloud while reading to students, thus making inferential thinking processes transparent.

Inferring

<table>
<thead>
<tr>
<th>Examples of Student Talk</th>
<th>Examples of Teacher Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think ____ (inference) ____ because ____ (evidence from the text) ____ .</td>
<td>Why do you think (_____ did _____, or ______ happened)?</td>
</tr>
<tr>
<td></td>
<td>What do you think the author meant by ____?</td>
</tr>
<tr>
<td></td>
<td>What is the text causes you to infer that?</td>
</tr>
<tr>
<td>The student is able to identify the antecedent and tell why the response is correct.</td>
<td>What can you infer based on the sentence tags, e.g., he said with a laugh?</td>
</tr>
<tr>
<td>This strategy helps me understand the text because. . .</td>
<td>How does this comprehension strategy help you understand the text?</td>
</tr>
<tr>
<td></td>
<td>How else might I use this strategy?</td>
</tr>
</tbody>
</table>
Instructional Practices for Teaching QUESTIONING

“Questioning is the strategy that propels readers forward. Proficient readers ask questions before, during, and after reading. They question the content, the author, the events the issues, and the ideas in the text” (Goudvis and Harvey, 2007).

The teacher:
• prompts students with, “I wonder...” statements to draw the reader
• into the text to search for answers, whether or not the answers are actually found;
• prompts for deeper questions – beyond “I wonder what....”
• to “I wonder how...., I wonder why
• instructs readers to ask questions to speculate about the text yet to be read;
• models questioning, “Is the answer in the text, or do I need to infer?”

Additionally, the teacher must consider the following:
• Questions are at the heart of teaching and learning;
• Readers purposefully ask different kinds of questions;

Questioning

<table>
<thead>
<tr>
<th>Examples of Student Talk</th>
<th>Examples of Teacher Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I wonder (why, how, ...)</td>
<td>• What were you wondering when you read this part?</td>
</tr>
<tr>
<td>• I am curious about...</td>
<td>• What were you curious about here....?</td>
</tr>
<tr>
<td>• I have some wonders here. What did...? Why did....? Who will...? I wonder if...?</td>
<td>• Show me a part of the text where you had a question about why _______. What was the question? What was going on in your head? What were you wondering?</td>
</tr>
</tbody>
</table>
| • This strategy helps me understand the text because... | • How does this comprehension strategy help you understand the text?  
• How else might this strategy be used? |
Instructional Practices for Teaching **SUMMARIZING**

Capturing the key points of both fiction and nonfiction is what summarizing is all about. This includes such skills as reciting the events of a story in sequential order, explaining the main idea of a story, or the important details. Summarizing uses short statements that capture the main idea. The comprehension strategy of SUMMARIZING is not the same as ‘summary’.

**NOTE:** The comprehension strategy of SUMMARIZING is for the reader, where a summary is for an external audience. The comprehension strategy of SUMMARIZING is an in the head strategy readers use to carry the ‘gist’ with them as they move through text.

The use of graphic organizers helps teach students to “chunk” the reading into manageable pieces to summarize. Graphic organizers are “word pictures” created to help organize and identify important ideas in reading and may be used with fiction or nonfiction texts. With fiction, they help keep track of important events in the plot, inferences about characters, and clues about the setting. In both fiction and nonfiction, they help identify and organize important facts and details to evaluate evidence.

**The teacher:**
- prompts students to identify 2-3 key points as they read and put them in a one or two sentence summarizing statement;
- teaches that summarizing puts the pieces together to determine what the reading is mainly about;
- reminds students to keep in mind that determining importance is used to summarize. Determining importance responses are generally “right there,” whereas summarizing is the gist;
- teaches readers to stop along the way to summarize while reading;
- instructs students to summarize periodically which supports the reader into the next section of text. Keeping the summarized portions in mind allows deep comprehension of succeeding segments of the text.

### Summarizing

<table>
<thead>
<tr>
<th>Examples of Student Talk</th>
<th>Examples of Teacher Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>- This text is mainly about… <em>(1-2 sentences)</em></td>
<td>- Tell me a sentence or two about the part you just read. What is this mainly about?</td>
</tr>
<tr>
<td>- The gist of the reading today is...</td>
<td>- What is the gist (central idea) of your reading?</td>
</tr>
<tr>
<td>- After reading this section today, I know...</td>
<td>- What do you know after reading this section today?</td>
</tr>
<tr>
<td><em>Student pulls from several sources in the reading and comes up with one or two key pieces of information, not simply a repeat of what was just read.</em></td>
<td>- Pulling all of the pieces (parts) together, tell me about the problem of this story. …tell me about the big ideas in this non-fiction piece.</td>
</tr>
<tr>
<td>- This strategy helps me understand the text because...</td>
<td>- How does this comprehension strategy help you understand the text? How else might you use this strategy?</td>
</tr>
</tbody>
</table>
Instructional Practices for Teaching SYNTHESIZING

Synthesizing is the most complex of comprehension strategies. It involves merging new information with existing knowledge to create an original idea, see a new perspective, or form a new line of thinking to achieve insight.

Synthesizing information integrates the words and ideas in the text with the reader’s personal thoughts and questions and gives the reader the best shot at achieving new insight.

The teacher:
- instructs readers to combine separate ideas into a new whole;

- encourages students to use what they already know and combine that schema with the new ideas presented in the text;

- models integration of the content from a variety of sources leads the students to make sense of the new schema.

Additionally, the teacher must consider the following:
- While summarizing brings together information from the text, synthesizing involves taking that information and creating newly organized and formed understandings that are different from the text and also different from the reader’s previous understandings.

- In synthesizing, readers see the relationships between ideas and expand their personal understanding.

## Synthesizing

### Examples of Student Talk

<table>
<thead>
<tr>
<th>Examples of Student Talk</th>
<th>Examples of Teacher Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>• If ________________, then the outcome may be ________________.</td>
<td>• Predict the outcome if ________________.</td>
</tr>
<tr>
<td>• If __________ happened, <em>(explanation of what they imagine as the resulting of the change in the text)</em>.</td>
<td>• What would happen if...?</td>
</tr>
<tr>
<td>• My understanding of _______ has changed as a result of reading this text. When I read about __________, it caused me to think _________________.</td>
<td>• What new insights have you gained?</td>
</tr>
<tr>
<td>• This strategy helps me understand the text because...</td>
<td>• How has your understanding of ______ changed after reading about __________?</td>
</tr>
<tr>
<td></td>
<td>• How does this comprehension strategy help you understand the text?</td>
</tr>
<tr>
<td></td>
<td>• How else might you use this strategy?</td>
</tr>
</tbody>
</table>
Instructional Practices for Teaching **SCHEMA/CONNECTING**

Schema is about making connections. “When children understand how to connect the texts they read to their lives, they begin to make connections between what they read and the larger world” (Goudvis and Harvey). Students need to be taught the strategies of accessing prior knowledge and making connections.

Prior knowledge is stored in the brain in frameworks called *schema* or *schemata*. “Researchers Marvin Minsky (1975) and Richard Anderson (1984) hypothesized that a reader uses past knowledge and experiences and interacts with and constructs meaning from new information in written and spoken texts” (Robb, 2003).

The teacher:
- shows students how to make meaningful rather than tangential connections;
- determines what the learner already knows about the topic;
- decides how to support the student’s background knowledge to make the comprehension of the text more manageable;
- creates ways to build the background knowledge of the student;
- selects texts that can help with activating prior knowledge;
- instructs readers to activate their prior knowledge before, during, and after reading.

Additionally, the teacher must consider the following:
- The focus is on teaching students to use schema and background knowledge appropriately to comprehend texts—so students do not impose incorrect schema on a text that skews comprehension;
- Teaching students to apply meaningful schema, to go beyond the surface.
  - Lead students from, “I cried at my birthday party,” to “I cried at my birthday party like the character in the text so I know how the character feels.”
  - Lead students beyond simplistic text to text, text to self, text to world connections by prompting and cuing to get them to think about **HOW** the connection helps them understand the current text.
### Instructional Practices for Teaching SCHEMA/CONNECTING

#### Schema/Connecting

<table>
<thead>
<tr>
<th>Examples of Student Talk</th>
<th>Examples of Teacher Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I am like (one of the characters) because...</td>
<td>• How are you like (one of the characters)? Why do you say that? How does knowing how the character (looks, feels, acts) help you understand the text?</td>
</tr>
<tr>
<td>• Because I know how the character (looks, feels, acts), I know that ______________.</td>
<td></td>
</tr>
<tr>
<td>• This part of the text reminds me of ... because...</td>
<td>• Show me a part of the text that reminds you of something that you have done or know something about.</td>
</tr>
<tr>
<td>• Knowing this helps me understand __________.</td>
<td></td>
</tr>
<tr>
<td>• This book is just like ______________ because __________. Since I connect to that, I know (understand) ______________ about the text.</td>
<td>• How is this like ... another book you have read? ...the book I read to class last week?</td>
</tr>
<tr>
<td>• This strategy helps me understand the text because...</td>
<td>• Tell me about it. How does that connection help you understand what is going on in the text?</td>
</tr>
<tr>
<td></td>
<td>• How does this comprehension strategy help you understand the text?</td>
</tr>
<tr>
<td></td>
<td>• How else might this strategy be used?</td>
</tr>
</tbody>
</table>

#### NOTE:

As students move beyond early reading stages, it is important to focus instruction in SCHEMA/CONNECTING on a higher level, beyond MAKING connections to INTERPRETING connections, i.e., asking “how does (the connection) help you understand the text?”, not simply connecting to the text.
Instructional Practices for Teaching VISUALIZING

“When we visualize, we are in fact inferring, but with mental images rather than words and thoughts. Visualizing and inferring are first cousins, the offspring of connecting and questioning” (Goudvis and Harvey, 2007).

Visualizing is about creating sensory images in the reader’s mind – sight, sound, touch, taste, and smell. Images should represent the characters, setting, relationships, the action and/or the facts of the text as well as ideas and concepts. Visualizing helps us to personalize the reading. It can be used with both fiction and nonfiction. It is a strategy that enables students to make the words on a page real and concrete.

An important component of the comprehension strategy of visualizing is about envisioning ideas and concepts. Goal: For students to envision concepts and ideas, moving beyond “making a movie in your mind” – it is about filling in the picture in order to understand the text.

The teacher:
- prompts students to use specific evidence from the text to create mental images;
- emphasizes use of sensory images to enhance understanding;
- encourages readers to create visual images from text before and after reading;
- instructs students to use background knowledge to help create mental images and enhance understanding;
- models how readers use sensory and emotional clues from the text and from prior knowledge to create the world of the story in the mind;
- teaches students to stop and think about their reading, and to construct mental images.

Visualizing

<table>
<thead>
<tr>
<th>Examples of Student Talk</th>
<th>Examples of Teacher Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>• _____ (character) walks/dresses/looks/sounds like... I know this because in the text it says___________.</td>
<td>• How does the character walk/dress? How does s/he or she look/sound? How do you know?</td>
</tr>
<tr>
<td>• When this part of the text says... I can (see, hear, feel [touch], smell, taste)....</td>
<td>• What details helped you create a sensory image/picture? (Focus on one sensory image at a time.)</td>
</tr>
<tr>
<td>• The sights, sounds and smells of the surroundings in my reading are... because in the text it says...</td>
<td>• What can you imagine about the surroundings from reading the text?</td>
</tr>
</tbody>
</table>
| • This strategy helps me understand the text because... | • How does this comprehension strategy help you understand the text? • How else might you use this strategy?
A Sampling of Instructional Activities to Support Comprehension

The following activities represent a sample only. Use these supports for reading practice/application activities, as well as to support learning across the day.

<table>
<thead>
<tr>
<th>Reciprocal Reading</th>
<th>Reciprocal reading is based on the understanding that discussion is the responsibility of the reader, not the teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Reciprocal reading is based on the understanding that discussion is the responsibility of the reader, not the teacher.</td>
</tr>
<tr>
<td></td>
<td>• It is important that students understand that skilled readers employ these strategies every time they read something, and that this is a great habit to develop as a way to improve their comprehension skills.</td>
</tr>
<tr>
<td></td>
<td>• Once students understand and are able to apply all four strategies, it is time for the students to work independently at first, by annotating examples of all four strategies on a short text for homework. Students can annotate in the margins, or the teacher may want to create a graphic organizer or note sheet where students can record their questions and commentary.</td>
</tr>
<tr>
<td></td>
<td>• Then, the next day in class, small groups form to share their annotations and construct their own meaning of the text. One student in the group is chosen/appointed/elected to be &quot;the teacher&quot; of the group. His/her responsibilities are essentially to facilitate the group’s task, progress, and time management.</td>
</tr>
<tr>
<td></td>
<td>• During the discussion, it is crucial that each student cite reference points in the texts that are the focal point of his/her questions and/or evidence to clarify or support their questions and/or commentary. During the discussion, students add commentary to their sheets/annotations to construct a richer and deeper understanding of the text.</td>
</tr>
<tr>
<td></td>
<td>• Students and teacher construct meaning in a social setting using modeling, think aloud, and discussion.</td>
</tr>
<tr>
<td>Somebody Wanted But So</td>
<td>Students select one of the characters as somebody and identify what the character wanted. But is what happened to keep something from occurring and so is how it all worked out. As students explore this activity, the Somebody column brings them to consider characters and select the main character. In the Wanted column, the events of the story, plot, main ideas, and details come to attention. The But column requires an examination of the conflict while resolutions reside in the So column.</td>
</tr>
<tr>
<td>Provides students a framework for identifying the main idea and can be used as a basis for a summary in narrative text.</td>
<td>• Grouping: Individual or small groups</td>
</tr>
<tr>
<td>Example below:</td>
<td></td>
</tr>
<tr>
<td><strong>Somebody...</strong></td>
<td><strong>Wanted...</strong></td>
</tr>
<tr>
<td>Cinderella</td>
<td>To attend the ball</td>
</tr>
</tbody>
</table>
### A Sampling of Instructional Activities to Support Comprehension

The following activities represent a sample only. Use these supports for reading practice/application activities, as well as to support learning across the day.

<table>
<thead>
<tr>
<th>Graphic Organizers</th>
<th>QAR – (Question-Answer Relationship) Students categorize questions according to the source of their answers.</th>
</tr>
</thead>
</table>
| “The more we use both systems of representation—linguistic and nonlinguistic—the better we are able to think about and recall knowledge.” (Marzano, Pickering, & Pollock, 2001) | • “Right There” (literal level) questions may be answered with information taken directly from the text. Who, what, when, where, and why questions fall into the “Right There” category.  
  
• “Think and Search” questions may also be answered with information from the text, but require the reader to gather information from multiple places within the text.  
  
• “Author and You” and “On My Own” questions necessitate independent thinking. “Author and You” questions require students to infer, predict, summarize, and analyze as well as bring their own background knowledge, adding it to the information from the text.  
  
• “On My Own” questions come from the students’ experiences, feelings, and ideas. “On My Own” questions elicit responses from students that reflect personal opinions and connections.  
  
• Grouping: Individual or small groups |
| Graphic organizers support comprehension by providing a visual diagram (nonlinguistic representation) for arranging the details or ideas from a text.  
  
• They may be as simple as a Venn diagram or a character map and may be used for fiction or nonfiction texts. A wide variety of examples may be found in through professional development in Thinking Maps, in The Reader’s Handbook, published by Great Source, and in Guiding Readers and Writers Grades 3-6 by Fountas and Pinnell. Teachers begin by modeling the construction of the graphic organizer, thinking aloud as they explain the purpose for its use.  
  
• Grouping: Individual or large or small groups |
### A Sampling of Instructional Activities to Support Comprehension

The following activities represent a sample only. Use these supports for reading practice/application activities, as well as to support learning across the day.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Predict, Read, Revise Prediction** | Designed to take students beyond simple predictions to include inferential thinking, selecting evidence from the text, and verbal revision.                                                                                   | - Students orally make predictions before reading a section of text and share their prediction with a partner.  
- Students then read the text and confirm or adjust their predictions, again sharing with a partner and providing evidence from the text for their thinking.  
- The process is repeated through the selected text sections.  
- Grouping: Small groups or partners |
| **Coding the Text**       | Provides a purpose for reading. Students mark the text using pencils, highlighters, or sticky notes.                                                                                                            | - Codings can be customized for any purpose or any text.  
- The teacher thinks aloud while modeling the activity on the overhead.  
- Students practice the activity. Then they share and compare their thinking with other students.  
- Students should be taught how to transfer and apply the strategy to a variety of texts, including content area reading.  
- Grouping: Individuals or small or large groups |
| **Say Something**         | Helps students stay focused on their reading.                                                                                                                                                               | - Students read a text selection knowing they will stop at pre-selected spots and respond to what they have read.  
- The first student makes a prediction, a comment, a question, or a connection. Each of the other reading partners responds briefly to the first student’s statement.  
- The readers repeat the process with the next segment of the text, beginning with a different partner  
- Grouping: Partners or triads |

[NOTE: Variants of **Say Something** in a less formal way are **Turn and Talk, Think/Pair/Share, Share out what your partner said...** These are very critical components of shared reading.]
Structures for Teaching Readers

Comprehensive Approach to Literacy Instruction

CALI
A kindergarten teacher gathers her students to sit on the large rug in a corner of the classroom. She begins to read from *Oh My Gosh, Mrs. McNosh!* by Sarah Weeks. Quiet time? Just another enjoyable story for students?

No, this instructional read-aloud is purposeful, with instruction aimed at helping students achieve a targeted goal—developing phonological awareness through syllable segmentation, questioning the text to develop and internalize comprehension strategies, or providing a model of fluent reading.

In a sixth-grade classroom, the teacher and his students read an informational text. Students learn new strategies that they can transfer and apply to all reading contexts. Shared reading might be used to provide direct, explicit instruction in concepts of print, text features, fluency, phonics, vocabulary, comprehension depending on the needs of the students.

Five fourth grade students work intently with their teacher, focusing on a short fiction text in order to work on the comprehension strategy of clarifying. The work they do to clarify word and phrase meanings will carry over into work each student will later do with word sorts and word study. Other small groups of students work on a variety of purposeful reading activities, from independent reading to small literature discussions, from word work to character comparisons. These flexible groups vary, based on ongoing assessment of individual student needs, with continuous monitoring of student progress. Guided reading is the vehicle for direct reading instruction focused on specific skills, strategies, and processes within any of the components of reading instruction.

All students deserve and should receive explicit reading instruction each day. Structures work in harmony and form the basis for core reading instruction in Jefferson County. The Jeffco Literacy Block further delineates their application and use. This section of the CALI provides teachers with a description of each structure/approach, guidelines for their uses, and examples of them in action. Additionally, the document supports teachers in differentiating the structures to meet the reading needs of the range of students in each classroom.

As frames for direct, explicit instruction, these structures are essential, but without consistent, meaningful, intentional activities for student practice and application, they are not sufficient. Literature study and independent reading round out the core reading instruction each Jeffco student receives. Through independent reading, students transfer and apply reading strategies and skills to the understanding of a variety of genre—fiction and non-fiction texts. This transfer supports students as they read a variety of texts at their independent level. Literature study focuses on important concepts of lifelong literacy through author and genre studies and historical surveys with an emphasis on appreciating and utilizing the aesthetic aspects of literature—figurative language, symbolism, and theme, for example—to understand literature and its role in our lives. This section of the CALI supports teacher planning and decision-making regarding intentional, purposeful, and systematic practice and application of reading skills, strategies, and processes through both literature study and independent reading.
**Structures for Teaching Readers**

*Direct instruction through:*  
- Read Aloud  
- Shared Reading  
- Guided Reading

*Practice and Application through:*  
- Literature Study  
- Independent Reading

*The Gradual Release of Responsibility Model is used for the ‘just right’ amount of scaffolding—in order to differentiate instruction.*

- **An instructional Read-aloud** is planned as *explicit instruction* which develops word-solving, fluency, comprehension, and vocabulary skills and strategies. Teachers might also use a read aloud to teach conventions of language and author’s craft, to develop phonemic awareness in our early readers, and as a model for comprehension through the teacher thinking aloud about *problem-solving/meaning making*.

- **Shared reading** engages teachers and students as they share the responsibility of reading a text together, developing fluency, increasing skills in phonics and phonemic awareness, and developing vocabulary as they make meaning out of the text. As _explicit instruction_, shared reading is an opportunity to teach text structures, develop background knowledge and vocabulary, comprehension strategies, and provide an example of fluent reading.

- **Guided reading** is *explicit instruction* and occurs _while students are reading_. Teachers respond to the nuances of understanding exhibited by the students and it is about *precision teaching_. Guided reading takes place in small groups with similarly performing students. The groupings are flexible and purposeful. Guided reading focuses on a specific reading skill/strategy based on student needs _as determined by assessments_. Guided reading serves as an extension and a reinforcement of reading skills and strategies as students take on more of the reading work.

- **Literature study** may focus on author studies, genre studies, historical periods, and/or the aesthetics (or characteristics) of literature. Literature study supports and deepens understanding as students read across curriculum areas and affords students opportunities to _transfer and reapply_ the thinking skills and strategies of reading that have been previously taught.

- **Independent reading** builds on the components of reading through the _transfer and reapplication_ of previously taught thinking skills and strategies of reading. Students read texts that they self-selected or texts that are assigned by the teacher for specific learning goals.
Every child deserves excellent reading teachers because teachers make a difference in children's reading achievement and motivation to read.

Literacy experts agree that learning to read is a complex process. The skilled teaching of reading resembles the creation of an intricate symphony, masterfully directed. Multiple research studies identify expert teachers as the key to effective reading instruction.

Teaching reading requires continuous decision making to move students to proficiency and beyond. Some of those decisions include:

- choosing the appropriate reading structure (read aloud, shared reading, guided reading, literature study, or independent reading) to model, teach, and practice reading skills and strategies;
- selecting multiple kinds of assessments to accurately measure each student’s level of skill in each of the components of reading;
- administering and analyzing multiple kinds of assessments of student strengths and needs;
- determining specific skills and strategies to be taught based on data acquired from the assessments;
- selecting high-quality, engaging texts matched to the students’ levels;
- designing specific, direct instruction suitable for the specific needs of individual students and groups;
- determining appropriate and timely assessments for evaluating the effectiveness of instruction to impact student learning.

This section of the CALI provides support for using each of the structures for teaching reading. The format for each structure includes definitions, ways to use the structure, and guidelines for text selection. Sample lesson plans are included where appropriate, and should be used as models for planning and extending instruction.

This document presents the structures for delivering Core Reading Instruction in Jefferson County Schools. The structures can be applied successfully to the variety of reading materials and/or programs that have been selected by your school – leveled texts, published programs, or a combination.
Planning Direct Instruction

How does the teacher plan for the effective use of a structure to provide explicit instruction?

Explicit instruction using the structures of read-aloud, shared reading, and guided reading begins with deciding the learning outcome.

Teaching support in this document includes descriptions of:

- Each structure;
- Ways to use the structures to teach the components of reading;
- Differentiation in the structures to meet the reading needs of the range of students in each classroom;
- Additional sources to extend teacher learning.

The teacher asks:

- What student data am I using to make instructional decisions about the lesson(s)?
- How do I tie instructional decisions to the CAP documents?
- What do I expect the students to learn from this lesson?
- How will I make the learning objective clear to the student(s)?
- How will I model the thinking I want the students to bring to other texts?
- How will I purposefully design opportunities for students to transfer this learning into other reading, writing, speaking, or listening? ...into other contents?
- Am I teaching reading skills and strategies or am I supporting content understanding. Am I teaching the reader or the reading?
- How will my instruction ensure direct, explicit teaching?
- How will I differentiate the lesson to meet the needs of all of my students?

Links to other Jeffco documents:

- Jeffco's Guiding Principles and Classroom Implications for Reading
- All CAP Documents and Related Support Documents
  - see most current documents in Blackboard
- The Literacy Blocks
  - Half Day Kindergarten
  - Full Day Kindergarten
  - Grades 1-3
  - Grades 4-6
- Reading Scenarios

Right click on the above links to open hyperlinks.
## Structures for Teaching Readers

### Well-Balanced and Comprehensive Reading Framework

<table>
<thead>
<tr>
<th>Structure</th>
<th>Grouping</th>
<th>Text</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READ ALOUD</strong></td>
<td>whole or small</td>
<td>above</td>
<td>explicit reading instruction as the teacher reads TO students (students may not have access to the text)</td>
</tr>
<tr>
<td><em>Text is read TO</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SHARED</strong></td>
<td>whole or small</td>
<td>grade-level or above</td>
<td>explicit reading instruction with support as the teacher reads WITH the students (students have access to the text)</td>
</tr>
<tr>
<td><em>Text is read WITH</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GUIDED</strong></td>
<td>small</td>
<td>instructional level</td>
<td>explicit, targeted Instruction</td>
</tr>
<tr>
<td><em>Text is read BY</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LITERATURE STUDY</strong></td>
<td>various sizes</td>
<td>TO = appropriate listening level&lt;br&gt;WITH = instructional/independent level&lt;br&gt;BY = independent level</td>
<td>transfer/application of skills/strategies&lt;br&gt;develop understanding of concepts of literature</td>
</tr>
<tr>
<td><em>Text is read TO, WITH, or BY</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INDEPENDENT</strong></td>
<td>Individual or collaborative learning</td>
<td>independent level</td>
<td>transfer/application of skills/strategies&lt;br&gt;development of reading stamina&lt;br&gt;opportunities for collaborative learning</td>
</tr>
<tr>
<td><em>Text is read BY</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Specific information to teach reading in each of the above structures is found in the CALI section—*Structures for Teaching Reading*. 
Definitions of Small Group Structures

The following helps to define small group use of various structures.
See this section in the CALI for additional uses of these structures in whole group/small group settings.

<table>
<thead>
<tr>
<th>Small Group Read To (20% student/80% teacher)</th>
<th>Emergent Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Similar to a read aloud, but done with a small group of students as an instructional strategy for K-1 and an intervention strategy for 2nd grade.</td>
<td></td>
</tr>
<tr>
<td>• Listening comprehension precedes reading comprehension.</td>
<td></td>
</tr>
<tr>
<td>• Use this strategy if students are struggling to understand (comprehend) text.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small Group Shared Reading (50% student/50% teacher)</th>
<th>Emergent to Transitional Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effective for students with low oral language scores for whom attending to print concepts is still a challenge.</td>
<td></td>
</tr>
<tr>
<td>• Process is the same as whole group with greater attention to individual students.</td>
<td></td>
</tr>
<tr>
<td>• Used mostly for primary, but could be used at intermediate grades to scaffold strategies for students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guided Reading (80% student/20% teacher)</th>
<th>All Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instruction for students who are able to read independently.</td>
<td></td>
</tr>
<tr>
<td>• Teachers support students as they use strategies modeled in shared reading to read text independently.</td>
<td></td>
</tr>
<tr>
<td>• Teaches students more about how to read and what to do with the information they have read.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reciprocal Reading (90% student/10% teacher)</th>
<th>All Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Based on the understanding that discussion is the responsibility of the reader, not the teacher.</td>
<td></td>
</tr>
<tr>
<td>• Improves comprehension and critical reading skills.</td>
<td></td>
</tr>
<tr>
<td>• Used as an intervention for below level readers in intermediate grades</td>
<td></td>
</tr>
<tr>
<td>• This model allows the teacher and students to scaffold and construct meaning in a social setting using modeling, think aloud, and discussion.</td>
<td></td>
</tr>
<tr>
<td>• Based on discussion, cooperative learning, and metacognition.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Language Reading</th>
<th>Emergent—Beginning Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Oral language reading instruction is CORE at K and 1st grades. From 2nd through 6th it is an intervention.</td>
<td></td>
</tr>
<tr>
<td>• Always a small group strategy.</td>
<td></td>
</tr>
<tr>
<td>• Intent is to generate as much oral language as possible.</td>
<td></td>
</tr>
<tr>
<td>• What students produce they can readily anticipate and recall (What I think, I can say. What I say, I can write. What I can write, I can read.)</td>
<td></td>
</tr>
<tr>
<td>• Oral language and reading comprehension are linked.</td>
<td></td>
</tr>
</tbody>
</table>
Approximate Correlation of Reading Levels

Please note that levels of texts are not discrete and the correlation levels are approximate. Teachers need to consider the supports and challenges a text presents to the students.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>DRA2 Continuum Stage</th>
<th>DRA2 Level</th>
<th>Fountas and Pinnell Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>Emerging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Emerging</td>
<td>1, 2, 3</td>
<td>A, B, C</td>
</tr>
<tr>
<td>1st Grade</td>
<td>Early</td>
<td>4, 6, 8, 10</td>
<td>D, E, F, G</td>
</tr>
<tr>
<td>1st Grade</td>
<td>Transitional</td>
<td>14, 16, 18</td>
<td>H, I, J</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>Transitional</td>
<td>20, 24, 28</td>
<td>K, L, M</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>Extending</td>
<td>30, 34, 38</td>
<td>N, O, P</td>
</tr>
<tr>
<td>4th Grade</td>
<td>Intermediate</td>
<td>40</td>
<td>Q–S</td>
</tr>
<tr>
<td>5th Grade</td>
<td>Intermediate</td>
<td>50</td>
<td>S–V</td>
</tr>
<tr>
<td>6th Grade</td>
<td>Intermediate</td>
<td>60</td>
<td>V–X</td>
</tr>
</tbody>
</table>
Oral Language

Oral language is the foundation upon which the ability to use knowledge, meaning, and grammar is founded. Talking familiarizes children with words and knowledge so that they are able to enjoy and understand fiction and nonfiction books.

When students do not have a firm oral language foundation, comprehension breaks down at even the earliest reading levels. These students need many opportunities to work on oral language skills with their peers and with fluent adult speakers in small group situations.

Language makes learning possible. Jerome Bruner (1966) said language precedes thought. It is now widely agreed that we cannot think without language. Abstract thought requires words as vehicles for thinking.

Language is purposeful. Classrooms should provide students with many language opportunities that serve a variety of purposes, such as formulating ideas, seeking information, expressing opinions, engaging in discussions, relating information, questioning and challenging, describing, and persuading.

Language is universal. Language conveys meaning. All language is governed by rules, but the rules may change when one considers the background and culture of the individual.

Oral language develops through use. Language develops without formal teaching, but language-deficient students need intervention to catch up. Language learners come to understand spoken language before they are able to produce it themselves.

The purpose of working with oral language at the reading acquisition stage is to help students understand that their thoughts can be talked about, written about, and read about.

Adapted from Mondo Guidebook for Instruction
By Carmel Crevola and Mark Vineis
Speaking and Listening for Preschool through Third Grade
by Lauren B. Resnick and Catherine Snow
Some thoughts to consider...

The **gradual release of responsibility model** stipulates that the teacher moves from assuming ‘all of the responsibility for performing a task… to a situation in which the students assume all of the responsibility’.

Specific skills such as leadership, decision-making, trust building, turn taking, active listening, and conflict management must be taught. Using language as a **tool for learning** is another component of collaborative learning.

- **How can I plan for collaborative learning as I plan shared and guided instruction?**
- **Since collaborative learning is not the time to introduce new information, how can I plan for transfer and application of learning in the collaborative setting?**
- **How can I use the gradual release model to both teach and assess student use of language as a tool in collaborative learning situations?**
- **What are ways I can intentionally teach specific skills that support efficient and effective collaborative learning?**

**Misconception Alerts:**

- **Collaborative Learning just happens.**
  - Not quite ~ the teacher **intentionally plans** for collaborative learning. Collaborative learning ties to previously taught skills/strategies.
  - As teachers plan focus lessons and guided practice, they also plan for meaningful collaborative learning.

- **It is too difficult to hold individual students accountable.**
  - Thinking **individual accountability** through as you plan is critical ~ and then teach students their **roles and responsibilities** to the group work and individual work.
  - The key to collaborative learning is the requirement for **independent products** from group collaboration.
  - This approach differs from many group-learning situations in which one product is produced.
    - ◦ That is not the case in collaborative learning as used in the gradual release framework.
    - ◦ For these reasons, collaborative learning is not necessarily the same as cooperative learning.

- **Every lesson has to have a collaborative learning component.**
  - Not so! The teacher plans for collaborative learning as it is appropriate to the learning objectives. Students just don’t ‘do’ collaboration ~ it is intentionally planned …and intentionally taught.
  - It must serve a purpose.
To be able to reflect on and assess their own learning, to plan next steps, to apply their learning in novel ways—these are the ultimate goals we hold for our students, which thoughtfully designed group work can move students towards.

From Productive Group Work, p. 112

**Collaborative Learning Connected to the Literacy Block**

Possibilities for intentional collaborative learning in the Literacy time:

- **Students work in collaborative learning groups**: During the time the teacher is meeting with guided groups, such as when the teacher is with:
  - guided reading groups,
  - conferring in writing, and
  - guided groups in word study.
  - The teacher is not available to the collaborative learning groups because the teacher-focus in on the guided groups.

  Note: In literacy instruction, the teacher spends the most time in guided groups.

- **Brief diagnostic observations prior to teacher joining a guided group**: Periodically, the teacher may take a few minutes after planned, meaningful collaborative learning begins and prior to the teacher joining a guided group to listen into the collaborative learning to gather formative assessment data.

- **“Catch and Release”**: During pre-planned BRIEF stops in modeled and shared instruction, where the teacher releases the learning to partners/triads to ‘turn and talk’ about the learning in the lesson.

  - Teacher listens in to gather assessment data (formative/observational data).
  - The teacher observes the content of the ‘turn and talk’, listening for misconceptions. This data can then be used to form fluid guided groups or take back into a whole group model/shared.
  - The teacher also notes participation and engagement in a brief ‘turn and talk’ - Do I need to teach/reteach HOW to work in effectively and efficiently collaborative learning? [using language as a tool for learning]

**A sample of resources to support collaborative learning decisions:**

From a 2nd, 4th, and 6th grade plan book....

The following pages show ‘samples’ of how reading and writing instruction might play out in a day.

The samples are intended to be ‘ripped from a plan book’ snapshots.

Included:
- Sample Daily Schedule
- Sample lesson plans
- ‘Givens’ - what needs to be in place as expectations and classroom management
- Details on what might occur in a day as teachers plan for reading and writing instruction for students
- Sources for ideas for reading and writing across the day

The following pages are samples of minutes to reflect the instructional day.

The placement of the contents will vary from school to school.

The pacing for the curriculum delineated in CAP for reading and writing is based on the minutes shown in the examples.

Consider: How might the transfer, practice, and reapplication of reading and writing skills and strategies occur across the day?

- The Literacy Blocks
  - Half Day Kindergarten
  - Full Day Kindergarten
  - Grades 1-3
  - Grades 4-6

Right click on the above links to open hyperlinks.
A sample day from a 2nd grade plan book…

How reading and writing instruction, as well as the transfer/practice of reading and writing, might play out in a sample day.

The following is a sample of minutes to reflect the instructional day. The placement of the contents will vary from school to school.

<table>
<thead>
<tr>
<th>Sample Daily Schedule</th>
<th>“Givens”</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15—8:30</td>
<td>Opening</td>
</tr>
<tr>
<td>8:30—8:45</td>
<td>Literacy Block - Word Study</td>
</tr>
<tr>
<td>8:45—10:15</td>
<td>Literacy Block - Reading</td>
</tr>
<tr>
<td>10:15—11:15</td>
<td>Literacy Block - Writing</td>
</tr>
<tr>
<td>11:15—12:00</td>
<td>Science or Social Studies</td>
</tr>
<tr>
<td>12:00—12:45</td>
<td>Lunch and recess</td>
</tr>
<tr>
<td>12:45—1:00</td>
<td>Literacy Block - Shared Reading</td>
</tr>
<tr>
<td>1:00—1:45</td>
<td>Specials</td>
</tr>
<tr>
<td>1:45—2:45</td>
<td>Math</td>
</tr>
<tr>
<td>2:45—2:50</td>
<td>Clean up/Dismiss</td>
</tr>
</tbody>
</table>

8:15–8:30 OPENING
Set the stage for the day; homework; attendance; lunch count using efficient structures for student self-monitoring.

LITERACY BLOCK
Follow the Literacy Block for time usage. Pull instructional focus from the CAP documents for Reading and Writing.

8:30–8:45 PHONICS
As a whole class lesson, do the TEACH portion of Summarizing Consonant Digraph lesson from the Pinnell and Fountas Phonics Lessons, Grade 2, p. 120. Phonics instruction is also included in small group instruction.

8:45–10:15 GUIDED READING
A Work Board is used to engage students in meaningful practice and application activities while the teacher is meeting with a small group for direct explicit reading instruction.

WORK BOARD: (Note- Students are instructed to complete the items with an * and then may choose 3 other activities from the Work Board. These choices are for one week.)

- *Do the APPLY portion of the word study lesson with a partner from Phonics Lessons
- *Write in journals.
- Listening center w/reflection: Ira Sleeps Over
- Technology center for phonics practice (computer, white board)
- Big book center for reader’s theatre. This center provides time for students to develop fluency.
- Poetry center
- Independent reading to develop fluency
LITERACY BLOCK
10:15-11:15 WRITING (Writer’s Workshop) 60 minutes

Writing Mini-Lesson—10 minutes:
Background: The teacher is focused on character descriptions (see Writing Curriculum Map).

Using a book about a famous person, the teacher reads aloud while having the students focus on how the author uses character descriptions to bring life to the writing. Since this is a new focus, the teacher has planned several places to stop in the book and model their thinking. The descriptions will be written on a class anchor chart entitled, “Words that Bring Characters to Life”.

Writing/Conferences—40 minutes:
— to teach and to gather formative assessment for diagnostic and progress monitoring as students write

STUDENTS:
Students continue to write narratives and are encouraged to give it a go to include descriptions.

TEACHER:
• The teacher checks in with three students and has “over the shoulder” conferences focused on KUD’s and Essential Learnings from August-November.
• After these conferences, the teacher pulls a small group to work on endings. The teacher has determined by informal assessments that this group needs explicit instruction on endings.
• The teacher jots down anecdotal notes on students about strengths and opportunities for their growth as writers to make instructional decisions for tomorrow’s lesson.

Writing Closure—10 minutes:
Students have a quick standing conversation with a partner and share where they have tried to add description to their writing.
The teacher pulls all students together as a large group and asks, “How do character descriptions bring life to writing?” Students engage in a Think-Pair-Share.

11:15-12:00

SCIENCE OR SOCIAL STUDIES

Read Aloud (5 minutes) - using the student pages in Investigating Plants. The purpose is to support science content understanding developed through hands-on learning.

Read aloud (5 minutes) about George Washington Carver. The purpose is to support social studies content understanding.

Teacher thinking:
- Trade books on the same topic will be used during the independent reading time tomorrow, applying the comprehension strategy of DETERMINING IMPORTANCE.
- A read aloud was used prior to this science or social studies lesson in order to reinforce the content learning; the read aloud was done as students returned from lunch.
12:45-1:00  ↔  SHARED READING
Whole group using the structure of Shared Reading.

Text: *We’re Off to Thunder Mountain* (Mondo)

Lesson Focus:
Retell explicit main idea of fiction or non-fiction text. (from CAP)
Use text features such as repeats, titles, and illustration support to determine importance with guidance. (from CAP)

**Introduce** the book by previewing the cover, illustration, title, and back cover blurb.
Ask students what this book might be about. Guide student to think about using information in the book to determine the main idea. What does the author want us to remember? Have students prove their ideas with evidence from the text.

**Read** the text to page 9.
Use illustrations to model confirming ideas, changing their ideas, or provide new ideas.
Turn and Talk: Teacher asks “What do you think are important details? How do you know?”
Share out ideas.

**Ask:** Looking at these important details and the illustrations, what do you think the main idea of the rest of the story will be? Turn and Talk or teacher models.

1:00-1:45  ART, MUSIC, or PE

1:45-2:45  MATHEMATICS

2:45-2:50  CLEAN UP and DISMISSAL

---

**Teacher future thinking**  *Next Day Notes:*

8:30-8:45  ↔  PHONICS
During this time the students SHARE their completed Four Way Sorts about consonant digraphs that were developed as a part of the APPLY component of Phonics Lessons, if they did this activity during the practice and application portion of the guided reading time yesterday.

12:45-1:00  ↔  READ ALOUD
As the LINK portion of the lesson from Phonics Lessons on consonant digraphs (LS13, p. 119), read aloud *The Little Old Lady Who Was Not Afraid of Anything*. At this time, the children find examples of words that begin or end with consonant digraphs and dictate these words as the teacher as s/he writes them on a white board.
*The above read aloud links to a phonics lesson.*

---

**Reading and Writing Across the Day:**
Teachers plan for transfer and application opportunities for previously taught reading and writing skills, strategies, and processes, which are identified in the *Reading and Writing CAP documents.*

**Sources for Ideas for Reading and Writing Across the Day:**
For ideas about *Writing to Learn* in the contents, refer to the following documents:

- the *Writing to Learn* Planning Template,
- the *Writing Curriculum Map* Unit of Study for Writing to Learn, and
- *Writing to Learn* in the *Additional Supports for Writing Instruction.*
A sample day from a 4th grade plan book....

How reading and writing instruction, as well as the transfer/practice of reading and writing, might play out in a sample day.

The following is a sample of minutes to reflect the instructional day. The placement of the contents will vary from school to school.

<table>
<thead>
<tr>
<th>Sample Daily Schedule</th>
<th>“Givens”</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:10–8:20</td>
<td>Opening Activities</td>
</tr>
<tr>
<td>8:20–9:05</td>
<td>Social Studies</td>
</tr>
<tr>
<td>9:05–9:50</td>
<td>Science</td>
</tr>
<tr>
<td>9:50–10:50</td>
<td>Math</td>
</tr>
<tr>
<td>10:50–11:35</td>
<td>Specials</td>
</tr>
<tr>
<td>11:35–12:20</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:20–2:35</td>
<td>Literacy Block</td>
</tr>
<tr>
<td>2:35–2:45</td>
<td>Closing the Day</td>
</tr>
<tr>
<td></td>
<td>(What students have been taught prior to the lesson):</td>
</tr>
<tr>
<td></td>
<td>• Clear expectations for whole group student behavior;</td>
</tr>
<tr>
<td></td>
<td>• Criteria and standards for practice and application activities;</td>
</tr>
<tr>
<td></td>
<td>• Clear expectations for writer’s workshop etiquette;</td>
</tr>
<tr>
<td></td>
<td>• Criteria for speaking and listening are set.</td>
</tr>
</tbody>
</table>

Note: Learning outcomes are clearly communicated.

8:10–8:20 OPENING
Set the stage for the day; homework; attendance; lunch count using efficient structures for student self-monitoring.

Word Study Mini-lesson (whole group) – Direct instruction provided through word sorts. Students have shown confusion with dropping a final e when adding -ing. Example: file to filing. Small group word study occurs on Mondays, 15 minutes for each group (see Reading Scenarios).

Teacher thinking:
• The word study mini-lesson addresses the confusions identified in students’ writing and will extend to small group explicit instruction, differentiated by student need.

8:20–9:05 SOCIAL STUDIES
9:05–9:50 SCIENCE
9:50–10:50 MATHEMATICS
10:50–11:05 ART, MUSIC, or PE
11:35–12:20 LUNCH

READING AND WRITING ACROSS THE DAY:
Teachers plan for transfer and application opportunities for previously taught reading and writing skills, strategies, and processes, which are identified in the Reading and Writing CAP documents.

SOURCES FOR IDEAS for READING AND WRITING ACROSS THE DAY:
For ideas about Writing to Learn in the contents, refer to the following documents:
• the Writing to Learn Planning Template,
• the Writing Curriculum Map Unit of Study for Writing to Learn, and
• Writing to Learn in the Additional Supports for Writing Instruction.
12:20-2:35 LITERACY BLOCK
Follow the Literacy Block for time usage. Pull instructional focus from the CAP documents for Reading and Writing.

12:20—12:35 ➔ SHARED READING
Whole group using the structure of Shared Reading.
Text: Caught with a Catch (Scholastic Books), pages 8-9
Lesson Focus: Teach setting expectations of text through previewing the text. Students will also develop background knowledge of Africa and vocabulary.

- Model previewing text and setting expectations of text prior to reading the text to the students.
- Read text and use the instructional strategy of having students ‘turn and talk’ at pre-planned stopping points; students turn and talk at these points about their expectations of the text.
- Next day: Using the same text, reread the text to the students and model asking questions (I wonder why…. I wonder how....)

12:35—1:35 ➔ GUIDED READING

Teacher thinking during planning for small group instruction:
- Explore the Reading Scenarios for grouping guidelines and ideas
- Text: instructional level text;
- Direct, explicit small group instruction;
- Groupings are fluid and students are regrouped;
- Students are grouped based on similar instructional needs;
- Students engage in Work Board activities when not with the teacher in guided reading groups, focusing on practice and application activities (see below).
**12:35–1:35**  
**GUIDED READING** – Direct instruction in the comprehension strategy of inferring.

---

**Work Board** (rotations explanation below)

Students have 4 literacy tasks to complete on the work board. These can go over multiple days. Students select the order in which the jobs will be completed. The guided reading schedule is posted so that students can plan.

**STUDENTS:**

1. **Completion of science observation sketch/drawing in Science Notebook.** Complete a **written description** and labeling of the sketch/drawing and **write** about the following inquiry question: “Do these kinds of interactions happen in every environment? Explain your answer.”

2. **Independent reading** (student choice of reading material)

3. **Word Study** – Practice and application from small group explicit instruction on Monday - working with a partner, find examples of the word patterns being studied in your word study group this week – in books, around the room. Resort your words and explain your thinking to your partner; then write the new words found in your notebook and explain how they fit the pattern of this week’s words for your group.

4. **Partner Reading**

**TEACHER:**

- **The teacher meets with 3 guided reading groups** – small, flexible groupings that are generally homogeneous with the same learning need. See the **Reading Scenarios** for ideas.

*Note: Teacher does a brief walkabout between guided reading groups to monitor several students’ understanding of the independent work.*

---

**Teacher thinking during the planning of Work Board activities:**

- Specific and purposeful routines already established
- Outcome: students connect and reapply the thinking skills of both reading and writing
- How can meaningful independent work extend the learning of the students for reading and writing?
12:20-2:35  LITERACY BLOCK

1:35–2:35 WRITING (Writer’s Workshop)

➡️  Writing Mini-Lesson—10 minutes:

Background: Students have begun inquiry on “What makes persuasion persuasion?” for a unit on persuasive writing.

Mini-lesson for today is to continue this inquiry. Students review attributes listed on their anchor chart that they have discovered from previous mini lessons. Students pair up to look at a common piece of text and determine additional attributes to add to their class anchor chart entitled “What makes persuasion persuasion?” After partner discussion, the teacher pulls the class back together and they discuss ideas to add to their class chart.

➡️  Writing/Conferences—40 minutes:

—to teach and to gather formative assessment for diagnostic and progress monitoring as students write

STUDENTS:
• Students continue to work on choice writing or pieces from earlier in the year.
• The students work independently writing or peer conferring when not meeting with the teacher (see below).

TEACHER:
• The teacher meets with one preselected group of 4 students (determined by informal assessment of student writing and writing behaviors) for about 10 minutes.
  • The teacher has observed that this group of students often has a difficult time developing a list of possible topics to write about.
  • The teacher confers with the small group on possible topics so that they will have ideas to share on the next day when the whole class will brainstorm possible topics.
• After meeting with this small group, the teacher has brisk ‘over the shoulder’ conferences with about three to four individual students on individual needs related to the KUD’s and Essential Learnings on CAP.
• The teacher jots down anecdotal notes on students about strengths and opportunities for their growth as writers to make instructional decisions for tomorrow’s lesson.

➡️  Writing Closure—10 minutes:

The teacher pulls all students together as a large group and ends the lesson by revisiting the question “What makes persuasion ‘persuasion’?” Students partner share how they know a piece of writing is persuasive.

Teacher thinking during planning:
• Review the section on Conferences with Students in the Additional Writing Supports document for details on effective writing conferences.

2:35–2:45 CLOSING THE DAY
A sample day from a 6th grade plan book....

How reading and writing instruction, as well as the transfer/practice of reading and writing, might play out in a sample day.

The following is a sample of minutes to reflect the instructional day. The placement of the contents will vary from school to school.

<table>
<thead>
<tr>
<th>Sample Daily Schedule</th>
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<tbody>
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</tr>
<tr>
<td>9:05—9:50</td>
<td>Specials</td>
</tr>
<tr>
<td>9:50—10:35</td>
<td>Science</td>
</tr>
<tr>
<td>10:35—11:20</td>
<td>Social Studies</td>
</tr>
<tr>
<td>11:20—12:20</td>
<td>Math</td>
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<tr>
<td>12:20—1:00</td>
<td>Lunch</td>
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<tr>
<td>1:00—3:15</td>
<td>Literacy Block</td>
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<td>3:15—3:25</td>
<td>Closing the Day</td>
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<td>8:50—9:05</td>
<td>Clear expectations for whole group student behavior;</td>
</tr>
<tr>
<td>9:05—9:50</td>
<td>Criteria and standards for practice and application activities;</td>
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<tr>
<td>9:50—10:35</td>
<td>Clear expectations for writer’s workshop etiquette;</td>
</tr>
<tr>
<td>10:35—11:20</td>
<td>Criteria for speaking and listening are set.</td>
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</tbody>
</table>

Note: Learning outcomes are clearly communicated.

8:50—9:05 OPENING
Set the stage for the day; homework; attendance; lunch count using efficient structures for student self-monitoring.

READ ALOUD (8:55-9:05) – Read from Chapter 1 of The Lightning Thief. Ask prior to reading: What can you learn from the dialogue and from the narration to infer the mood of the text? Think aloud about this during the reading about the question.

Teacher thinking:
- This text selection lends itself to inferring the mood of the text from dialogue. Fluency, phrasing, and intonation is modeled when reading aloud.
- Introduces this skill for work in Shared and Guided Reading coming in a few weeks.

9:05—9:50 ART, MUSIC, or PE
9:50—10:35 SOCIAL STUDIES
10:35—11:20 SCIENCE
11:20—12:20 MATH
12:20—1:05 LUNCH

READING AND WRITING ACROSS THE DAY:
Teachers plan for transfer and application opportunities for previously taught reading and writing skills, strategies, and processes, which are identified in the Reading and Writing CAP documents.

SOURCES FOR IDEAS for READING AND WRITING ACROSS THE DAY:
For ideas about Writing to Learn in the contents, refer to the following documents:
- the Writing to Learn Planning Template,
- the Writing Curriculum Map Unit of Study for Writing to Learn, and
- Writing to Learn in the Additional Supports for Writing Instruction.
LITERACY BLOCK

Follow the Literacy Block for time usage. Pull instructional focus from the CAP documents for Reading and Writing.

1:05–2:15 READING

蟆 SHARED READING Whole group (1:05-1:20)

Lesson Focus: Determining Importance—2nd day with this text
Text: An article from the newspaper; Day 1 focused on Previewing text. This lesson is the 2nd day with the same text and a new lesson focus - Determining Importance.

- As the text is read by the teacher, the comprehension strategy of determining importance through key words is modeled.
- Ask and model the following: What did the author think was important in the text and how do I know? How do readers distinguish between important details and interesting details?
- Students turn and talk at predetermined points in the text to briskly discuss (1-2 minutes) what the author thought was important and use of evidence from the text to support their thinking.
- Teacher listens in to the turn and talk to gather diagnostic information, using observation as formative assessment to determine next instructional steps.

Lesson closure: The teacher asks:
- How does determining importance help a reader understand the text?
- What are some ways readers distinguish between important details and interesting details?

Teacher thinking:
- The text is accessible to all students;
- Lesson focus – teach how to read for important information (determining importance) based on evidence in the text;
- Use modeling and thinking aloud to teach the specific skill of determining importance through repeated words/phrases;
- Next day: use the same text with a lesson focus of envisioning

蟆 GUIDED READING (1:20-2:15) – Small group explicit instruction in the comprehension strategy of determining importance, extending the mini-lesson focus in shared reading.

Teacher thinking:
- Explore the Reading Scenarios for grouping guidelines and ideas
- Text: instructional level informational text;
- Direct, explicit small group instruction;
- Groupings are fluid and students are regrouped;
- Students are grouped based on similar instructional needs;
- Students engage in Work Board activities when not with the teacher in guided reading groups, focusing on practice and application activities (see below).
Work Board (rotations explanation below)
Students have 4 literacy tasks to complete on the work board. These can go over multiple days. Students select the order in which the jobs will be completed. The guided reading schedule is posted so that students can plan.

STUDENTS:
1. Application of distinguishing important details from interesting details – read an article (on a country in the Western Hemisphere); provide a photo copy; partner work; include rationale for choices – T-chart (important details/why – evidence from the text for choice)

2. Independent reading (student choice of reading material)

3. Word Study – Practice and application from small group explicit instruction on Monday - working with a partner, find examples of the word patterns being studied in your word study group this week – in books, around the room. Resort your words and explain your thinking to your partner; then write the new words found in your word study notebook and explain how they fit the pattern of your groups words this week.

TEACHER:
The teacher meets with 3 guided reading groups – small, flexible groupings that are generally homogeneous with the same learning need. See the Reading Scenarios for ideas.

Note: Teacher does a brief walkabout between guided reading groups to monitor several students’ understanding of the independent work.
1:05–3:15 LITERACY BLOCK

2:15–3:15 WRITING (Writer’s Workshop)

📝 Writing Mini-Lesson—10 minutes:

- **Background:** Students have begun inquiry on informational text exploring “What makes informational writing informational writing?” and “How do authors engage their readers in informational writing?” The form they are using is BROCHURE and the topic is a country in the Western Hemisphere. Students have been through the IMMERSION stage of this genre study around informational texts and moved through planning and drafting in the writing process.

Now as students write their own informational text, an area of need has arisen from the group as a whole is around the use of transitional phrases. Today’s skill lesson ties back to the KUD’s on CAP. Through assessment notes in conferences as students are writing their own informational piece, the teacher observed a teaching point they all needed as a class around transitional words. **This is one-day craft lesson** to explore “What makes writing flow?”

In the mini-lesson for today, the teacher uses a mentor text which contains effective transitional phrases that are natural-sounding/not ‘stilted’; ask the students prior to a shared reading: “What makes writing flow?” Chart transitional phrases to create the beginnings of an anchor chart for transitional phrases. (10 minutes)

📝 Writing/Conferences—40 minutes:

- to teach and to gather formative assessment for diagnostic and progress monitoring as students write

**STUDENTS:**

Students continue to work on their own informational text according to their research plan [when not meeting with the teacher (see below)].
- The students work independently—giving it a go to adjust/add transitional phrases per the mini-lesson. or
- The students may engage in peer conferring on transitional phrases as today’s topic.

**TEACHER:**

- The teacher meets with **two preselected group of 4 students** (determined by informal assessment of student writing and writing behaviors) for about 10 minutes each.
  - Through targeted observations over the last few days, the teacher determined that:
    - One group of students often has a difficult time using transitional phrases and this small group will benefit from targeted instruction following the mini-lesson today.
    - The focus of the second small group lesson will be on the critical attributes of informational texts through reading together some of the mentor texts.
  - After meeting with these small groups, the teacher has **individual conferences** (about 4-5 minutes each) with about 3-4 individual students regarding individual needs related to the KUD’s and Essential Learnings on CAP.
  - The teacher jots down anecdotal notes on students about strengths and opportunities for their growth as writers to make instructional decisions for tomorrow’s lesson.

📝 Writing Closure—10 minutes:

The teacher pulls all students together as a large group and ends the lesson by revisiting the question “What makes writing flow?” Students partner share an example or two from their writing of how transitional phrases impact the reader.

3:15 – 3:25 CLOSING THE DAY
Instructional Read Aloud

Purpose/Rationale:

When a teacher reads aloud to students, that teacher models the characteristics of fluent, expressive, independent reading. A student’s listening comprehension level is typically higher than the instructional reading comprehension level. Reading aloud enables students to hear the rich language of stories and texts they cannot yet read on their own or might not select as reading choices. The teacher, through purposeful and carefully constructed scaffolding techniques, engages each student in the literary piece and elevates both instruction and learning.

An Instructional Read Aloud...

- Provides students with an adult demonstration/modeling of phrased, fluent reading;
- Provides models of effective listening comprehension strategies through “think-alouds” (On the next page, see “Ideas for Think-Aloud Stems to Model Comprehension”);
- Increases vocabulary skills in listening, speaking, reading, and writing;
- Develops knowledge of written language syntax and how texts are structured;
- Demonstrates the power of constructing meaning before, during, and after reading;
- Immerse students in a variety of genres and cultures;
- Expands constructive thinking skills including imagination, schema, questioning, clarifying, summarizing, visualizing, inferring, connecting, synthesizing and determining importance;
- Develops phonemic awareness skills through poetry, songs, rhymes, or chants;
- Creates a repertoire of known texts for students to use as a basis for writing and connecting learning across content;
- Encourages rereading of texts for multiple purposes;
- Creates a community of readers who can express ideas and questions freely.

Text Selection:

- After deciding on the purpose for using a read aloud, carefully select a text to support that purpose.
- The teacher pre-reads the selection to determine the appropriateness for the students. Check with the Teacher Librarian for professional reviews of books to help with your selection. Just because a book is popular with students does not automatically make it an appropriate read aloud selection. Thoughtful decisions are needed to determine the appropriateness.
- The text selected should include special features that promote the pre-selected purpose or focus.
- An instructional read aloud is not just about reading aloud ~ it is about reading aloud to teach.

Guidelines for a Read Aloud:

- The teacher may decide to read to the whole class, a small group of students or with an individual student.
- Texts are read aloud as the author intended them to be read (tonality, voice, pace), providing a model of fluent and expressive reading.
- The teacher pauses purposefully throughout the text and interacts directly with students by raising and receiving reflective questions and promoting discussions, not necessarily answers.
- Texts may be read multiple times with multiple purposes and become available for self-directed student exploration.
Planning Direct Instruction

Direct and explicit instruction using the structure of a read-aloud begins with deciding the learning outcome. How does the teacher plan for the effective use of reading aloud as a structure for direct, explicit reading instruction?

In addition to the planning questions in the Structures Introduction, the teacher asks:

- Which reading or comprehension strategy/skill am I teaching?
- How will I use think-alouds and modeling?

Ideas for Think-Aloud Stems to Model Comprehension

- “I’m thinking that…”
- “I’m curious why…”
- “Why did the character do that? I think______ because in the text it said______.”
- “I wonder why the character said it that way.” (sentence tag)
- “You know, that (sentence, paragraph, section) made me think about…”
- “The illustrations make me wonder about…”
- “I am not sure about that word. I wonder if there are some clues in the text to help me figure it out.”
- “I have a picture in my mind…”
- “Hmmm I am wondering how _____ and _____ compare.”
- “I’m going to read that again. I’m a little confused about…”
- “What was going through my mind was…”
- “Let me rethink this…”
- “One of the things good readers do is think about…”
- “From the title and cover illustration, I’m going to predict that…”

See the Comprehension Section of the CALI for more think-aloud stems to model and teach comprehension.
Examples of Direct Instruction Using the Structure of a Read-Aloud
A read-aloud can be used to achieve a variety of learning outcomes. The following are ideas for the focus of the lesson during a read aloud. Read-alouds can also be used to support the learning of content.

Using Read-Alouds to Teach the Components of Reading
- **Phonemic Awareness** - During early literacy development, teachers model through read-alouds, which can include chants, songs, and rhymes to develop phonemic awareness. Word play and alliteration can also be highlighted.
- **Phonics** - Phonics instruction occurs when students have access to print. Read-aloud is not a structure for teaching phonics.
- **Vocabulary** - Students comprehend text at a higher level through listening as compared to reading texts. This builds background for vocabulary development, providing repetitions of words in multiple contexts. The teacher can model the comprehension strategy of clarifying to teach students how to problem-solve unfamiliar words.
- **Fluency** - As students listen to read-alouds, they experience fluency as they hear texts read with prosody and cadence.
- **Comprehension** - As the teacher purposefully and intentionally thinks aloud and models during a read-aloud, students receive direct and explicit instruction in how to use comprehension strategies and the relationship of the strategies to understanding text. Another way to use read-alouds is to support student comprehension on above grade level texts.

Examples of Lessons Ideas and Lesson Plans for Instructional Read-Alouds
Read-alouds are a flexible, yet powerful, structure that meets a variety of teaching and learning goals. The following lesson ideas and examples represent ways to use different kinds of texts. The list is meant to be a sampling of ideas for using the example texts.

Teachers can adapt the ideas in order to meet the varying needs of the students, but teachers must be clear about the learning objective and be specific in communicating the lesson focus to students. Several of the examples may be used with both primary and intermediate stu-
Instructional Read Aloud

Examples of Direct Instruction Using the Structure of a Read-Aloud

In order to maximize the teaching/learning, choose one instructional focus for a particular lesson.

Teaching/Learning with Primary Read-Alouds

Text: More Than One by Miriam Schlein with by Donald Crews.

The illustrations and ideas in this picture book engage the reader while exploring the concept of unitizing (“1” can represent more than one quantity, e.g., one week = seven days).

IDEAS for using this text:

- Support understanding of the mathematical concept of unitizing. Vocabulary; Content learning

- Support understanding of critical vocabulary necessary to understand the content of the book: “school of fish” and “flock”. Vocabulary

- Notice and discuss the text structure of larger font and color – text feature analysis. “I notice that on this page some of the words are a different color and a different size. I wonder why the author did that? Hmmmm…I’d better pay attention to those. The author must think they are important.” Comprehension strategy: Determining importance – text feature analysis (bold and font changes)

- Think aloud about the flock of birds to access schema in order for students to understand the density of the birds and why they would be hard to count. Comprehension strategy: Schema/connecting

Note: a complete lesson plan using this book is at the end of the Read-Aloud section

Vocabulary Development Tips:

When selecting words to teach, choose carefully.

Teachers choose a few words...

- which are essential to understanding the content of the text.
- that students would likely encounter in other reading or learning experiences.
- for one lesson, supporting vocabulary development while allowing students the opportunity to problem solve some words. Students need the opportunity to transfer and apply previously taught word solving strategies.

See the Vocabulary section of the Reading CALI for more on vocabulary development and Phonics Section and the Framework for Word Study for ideas to teach word solving.
Examples of Direct Instruction Using the Structure of a Read-Aloud

In order to maximize the teaching/learning, choose one instructional focus for a particular lesson.

Teaching/Learning with Primary Read-Alouds

Text: *Oh My Gosh, Mrs. McNosh!* by Sarah Weeks

*One day as Mrs. McNosh is walking her dog, George, a mischievous little squirrel crosses their path. Suddenly, George breaks free from his leash and wreaks havoc everywhere he goes! How will Mrs. McNosh ever catch him?*

**IDEAS for using this text:**

- Teach through thinking aloud how good readers stop and question the text. *Comprehension Strategy: Questioning – I wonder why… I wonder how… I am curious about who…*

- Provide a model of fluent reading by reading aloud with appropriate rate and prosody, emphasizing the rhythm and flow of the text, e.g., using voice inflection, the text’s conventions, and patterns.

- Develop phonological awareness through a read-aloud, e.g., teach the skill of *syllable segmentation*.

*Note: a complete lesson plan using this book is at the end of the Read-Aloud section*

**Possible Extensions:**

- Use the word sort activity from *Phonics Lessons* by Pinnell and Fountas as a center for independent sorting *(Phonics, Word Structure, Vocabulary, and/or Spelling)*

- Illustrate a part of the story and write or orally express the action or event portrayed. *(Comprehension)*

- Clap out words before helping the teacher write two or three syllable words. *(Interactive Writing)*

- Make an “Oh, My Gosh!” class book that captures vocabulary used in the story. *(Word Knowledge)*
Examples of Direct Instruction Using the Structure of a Read-Aloud

In order to maximize the teaching/learning, choose one instructional focus for a particular lesson.

Teaching/Learning with Intermediate Read-Alouds

Text: *Up North at the Cabin* by Marsha Wilson Chall, illustrated by Steve Johnson

The author paints word pictures on each page, describing in detail and with rich language her memories of summer vacation at her grandparent’s cabin on a lake. The illustrator enhances the story with beautifully rendered watercolors, capturing the writer’s words with warmth and detail. (This book could also be used effectively as a primary level read-aloud.)

**IDEAS for using this text:**

- Ask the students to listen to the beautiful words as you expressively read the text, using your voice to deepen meaning.
  
  **Fluency with prosody**

- Teach the comprehension strategy of visualizing by thinking aloud after reading the first line. “On the way up north to the cabin, the sunshine sits in my lap all morning.” How might that feel to have the sunshine sit in your lap?
  
  **Comprehension Strategy: Visualizing – using visualization and sensory images to deepen understanding**

- Pause after, “Grandma serves my sunnies...” and think aloud, questioning the meaning of sunnies and modeling how proficient readers clarify the meaning of unknown words or phrases.
  
  **Vocabulary; Comprehension Strategy: clarifying – using contextual clues to clarify words/ phrases**

- Notice and discuss the language the writer uses to develop the character.
  
  **Literature Study**

- Call attention to the author’s craft in the use of the repeating line “up north at the cabin...” Have students select a line from their Writer’s Notebook that they might repeat in a memoir.
  
  **Comprehension Strategy: Determining Importance – using the structure of the writing to support comprehension (repeating lines signifying importance) and/or Literature Study—interpreting the use of the literary device of repeating lines.**

**Note:** this text could also be used as a mentor text to teach the writer’s craft of repeating a word or line.
Instructional Read Aloud

Examples of Direct Instruction Using the Structure of a Read-Aloud

In order to maximize the teaching/learning, choose one instructional focus for a particular lesson.

Teaching/Learning with an Intermediate Read-Aloud

Text: *W is for Wind* by Pat Michaels, illustrations by Melanie Rose

Written with a blend of poetry, prose, informational text, this book explores weather concepts. The book presents a collection of facts and observations that will engage readers of all ages. (This book could also be used effectively as a primary level read-aloud.)

**IDEAS for using this text:**

- Notice and discuss the two types of writing the author used. Teach the structure of this text as well as the strategy of determining importance by pausing to think aloud about the way the author uses both poetry and expository text written in a narrative style. “As I read this page, I want you to notice how the author used different types of writing.”

As the book is read aloud, stop and point out specific examples of the structure used. “I think I need to pay attention to this difference. Why do you think the author did that?” Don’t overdo—just a few examples will be enough to model the use of the strategy.

**Comprehension Strategy—determining importance: text structure**

- Notice and discuss how the text provides facts, as well as helping the reader form images through descriptive language. Use a think-aloud as well as interactive discussions tied to the text.

**Comprehension Strategy: visualizing—using sensory images to comprehend text**

- Think aloud about word solving strategies, e.g., on the “E” page: read about evaporation in the upper left of the page, stopping to think aloud about how you clarified the word “evaporation.” Point out how the word vapor is in the word evaporation. “I wonder if the word evaporation has something to do with vapor since vapor is part of the word?”

**Comprehension strategy: clarifying using contextual clues; clarifying using word parts**

- Be purposeful in having students think about the way the writer organized the text to make it interesting. Note: possible use of this text in a mentor text activity as an example of how writers use the arrangement of text and illustrations in purposeful ways to support understanding and to engage the reader.

- Support understanding of science concepts, e.g., the water cycle, the sun providing light and heat, recognize that energy can affect common objects and is involved in common events.

**Vocabulary; Content Learning**

Note: The above examples are ways to use this book as an instructional read-aloud. Transition to shared reading to explicitly teach the text features of the book, e.g., the author’s use of the information in the artwork and text boxes to provide information, text structure, and to support content learning would work for several grade level. Specifically, this book explores first and fifth grade science concepts about the water cycle and is written on different levels. (Vocabulary—building an understanding of words/concepts; Comprehension—determining importance or visualizing; Mentor text to teach information presentation choices.)
Examples of Direct Instruction Using the Structure of a Read-Aloud

In order to maximize the teaching/learning, choose one instructional focus for a particular lesson.

Teaching/Learning with an Intermediate Read-Aloud

Text: Woodsong (Chapter 1) by Gary Paulsen

Gary Paulsen, a popular author of texts for early adolescents, opens this book with an intricate and highly detailed description of a pack of wolves killing a deer. Although graphic and somewhat gory, it juxtaposes the beauty of the surroundings with the honesty and reality of the predator/prey relationship.

IDEAS for using this text:

- Model the thinking behind the comprehension strategy of inferring. Make the purpose of the lesson clear to the students: how readers infer based on information in the text combined with the reader’s background knowledge.
  
  The teacher begins reading at paragraph 7, “I lived in innocence for a long time . . .” stopping to make several inferences.
  
  - “I think the character is feeling ________ because the text describes the intense beauty around him.”
  
  - “I think the character would like to change ________ because the text says __________.”
  
  - “I think the character understands wolves because the text says __________.”

Comprehension Strategy – Drawing inferences

- Read Chapter 1 in its entirety with expression, paying careful attention to phrasing and punctuation. Fluent reading with prosody.

- Draw attention to author’s use of strong verbs and descriptive language to create vivid mental images. Comprehension Strategy – Visualizing

- Use the excerpt as a mentor text for strong descriptive writing, calling attention to the rich language, varied sentence length and structure, and strong verbs. Descriptive writing

- Focus the students’ attention on the way the author shifts from a tone of contentment and serenity to horror and killing. How does he build tension and foreshadow the events to come? Literature Study

Note: a complete lesson plan to model fluent reading and to teach the comprehension strategy of visualizing is at the end of the Read-Aloud section.
Specific Lesson Plans for Read-Aloud

The Read Aloud lesson plans on the following pages:

- “Crack open” a specific idea for using books in a read-aloud approach.
- Provide teachers with models to design lessons.
- Offer models of explicit, focused instruction.
- Demonstrate clear lesson purposes.

Guiding Questions for Teachers:

- **What is my instructional focus? How does this match the needs of my students?**
- **What is the intended learning outcome? How does this tie to CAP?**
- **How can I use explicit language to support student learning through modeling, thinking aloud, and use of questions?**
Examples of Direct Instruction Using the Structure of a Read-Aloud

The following example “cracks open” one idea listed on previous pages. Use this as a model as other instructional read-aloud lessons are planned.

Specific Lesson Plan for Primary—Teaching/Learning with Primary Read-Aloud

Using a Read-Aloud to Support Content Learning

Read-alouds in mathematics offer students visual representations of concepts/ideas embedded contextually in stories, while simultaneously providing mathematical terminology to those representations.

Lesson plan suggested for first and second grade students, whole-group instruction

Read-aloud focus: To support mathematics content learning - unitizing

Text: *More Than One* by Miriam Schlein

The story begins with a question: *Can one be more than one?* The teacher may invite students to prove or disprove this thought through a classroom scavenger hunt. Students might find one card, one crayon, or one tissue. Would these examples be equal to one or greater than one? What if a student found a deck of cards, a pack of crayons or a box of tissues? Would this change his/her thinking about the number one? The story goes on to ask another question: *Can one be different, different every time?* This proposes the idea of change in numbers or groupings of one. One family of four can become a family of five. A flock of birds can increase or decrease in number, but it is still considered one flock. The teacher might have students work in teams to brainstorm when one can be different every time, write about it, and illustrate their ideas. The story concludes that one can be one, and one can be more. Consider making a class book that shows different representations of one or groups of one. Allow students to have hands-on practice showing these different groupings.

Text Selection:

- In reading aloud particular types of content related text, students see the natural overlap between topics studied in and beyond the classroom. Text selection from multiple content areas focuses students on purposeful reading and reading for meaning. Read-aloud can be used at any point in a lesson: introduction, focus, or summary. Overlap is intentional and the purpose defined.
Examples of Direct Instruction Using the Structure of a Read-Aloud

The following example “cracks open” one idea listed on previous pages. Use this as a model as other instructional read-aloud lessons are planned.

Specific Lesson Plan for Primary—Teaching/Learning with Primary Read Aloud

Text:  *Oh My Gosh, Mrs. McNosh!* by Sarah Weeks

*One day as Mrs. McNosh is walking her dog, George, a mischievous little squirrel crosses their path. Suddenly, George breaks free from his leash and wreaks havoc everywhere he goes! How will Mrs. McNosh ever catch him?*

These two lesson plans are suggested for kindergarten, whole-group instruction

**Focus: Fluency and Phonological Awareness**

The first read is intended for enjoyment with a focus on modeling oral fluency. The teacher models oral fluency by emphasizing the rhythm and flow of the text using the text’s conventions, patterns, and use of voice. The second read is intended for building phonemic awareness. The teacher informs the students that they will be carefully listening to the story, filling in a word that fits the rhyming pattern and makes contextual sense. Each time the students fill in the blank/pause with the correct word, the teacher orally reaffirms that the words rhyme because of their ending sounds.

**Text Excerpt:**

*Mrs. McNosh took a walk in the park.*

*Her dog saw a squirrel and started to _____, (bark)*

*‘Stop barking! Stop pulling!’ said Nelly McNosh.*

*But George wouldn’t listen, and so—Oh, my _____! (gosh)*

*He zipped through the flowers and skipped through the trees,*

*barking at bicycles, babies, and _____ (bees)*

*Here is another way to use this text. Using the same text provides familiarity with the story line, allowing students to concentrate on the new phonological skill. Note: Allow time to pass before using this text again for a different focus so as to not confuse the students.*

**Focus: Word Structure/Syllabication**

The teacher has previously taught a lesson from *Phonics Lesson* in Pinnell and Fountas, *Recognizing Syllables* in the Word Structure portion (Lesson WS 4 Kindergarten). The teacher provides a link to that learning through an Interactive Read-Aloud. The teacher informs the students that they will be carefully listening to the story and when the teacher pauses, they clap out the syllables in the words from the story. The teacher carefully selects the words to clap. One-syllable, two-syllable, and three-syllable words should be chosen based on students’ understanding of syllables.

**Text Excerpt:**

*He zipped through the flowers*  
*And skipped through the trees,*  
*Barking at bicycles, (pause to clap three times) babies, (pause to clap twice) and bees (pause to clap once).*
Instructional Read Aloud

Examples of Direct Instruction Using the Structure of a Read Aloud

The following example “cracks open” one idea listed on previous pages. Use this as a model as other instructional read-aloud lessons are planned.

Specific Lesson Plan for Intermediate—Teaching/Learning with Intermediate Read-Aloud

Text: Chapter 1 Woodsong by Gary Paulsen

A popular author of texts for early adolescents, Paulsen opens this book with an intricate and highly detailed description of a pack of wolves killing a deer. Although graphic and somewhat gory, it juxtaposes the beauty of the surroundings with the honesty and reality of the predator/prey relationship.

Read-aloud focus: To teach the reading strategy of visualizing to deepen comprehension. Through thinking aloud, the teacher models the creation of vivid sensory images in the mind of the reader by paying careful attention to the author’s use of strong verbs, descriptive language, and varied sentence length and structure.

Day 1 - Teacher explains the purpose for the read aloud. “I’m going to read part of Woodsong to you. Visualizing scenes and actions from a text can improve comprehension. This text can create vivid sensory images in the mind of the reader. Listen carefully, thinking about how the scene might have looked, sounded, and smelled. Teacher begins reading at paragraph 7 ‘I lived in innocence for a long time . . .’ and reads expressively (paying careful attention to Paulsen’s sentence fluency and punctuation) through the end of chapter 1 without stopping. Fluency with prosody “Turn to a partner and describe what you visualized.”

Day 2 – Teacher explains: “Today, I am going to reread the same section of Woodsong that we read yesterday. You know, I notice that Paulsen uses beautiful language and long flowing sentences to describe the snow and the lake and the dogs and the deer. Listen closely.” Teacher reads the same section of Woodsong, stopping at the bottom of page 3 after ‘. . . seemed suspended in slow motion.’ “I know what is going to happen, and I already feel sort of anxious about it; I want to really pay attention to some of the clues the author gives me that will help me build a visual image.” Remind students that visualizing while reading deepens comprehension. Direct students to turn to a partner or triad, and share a line or phrase that created a clear image in their minds. Invite a few students to share their image. “What did you see in your head?” Follow up with this question: “What did the author do to create that image?” Comprehension Strategy – Visualizing; Literature Study

Day 3 - In Writers Workshop, use the excerpt as one of several mentor texts, e.g., Charlotte’s Web by E.B. White; Chapter 3, The Teddy Bear by David McPhail, to model descriptive writing. Call attention to the author’s craft in selecting powerful words and varying sentence length and structure, to create images in the mind of the reader. Brainstorm a wide variety of events that could serve as subjects for strong descriptive writing, e.g., a memorable birthday, a time you were injured, the acquisition of a new pet, a special place, a time you lost a valued possession. “Select an event that you would like to describe to create a vivid image in the minds of your readers.” Author’s craft
Examples of Direct Instruction Using the Structure of a Read Aloud

Use this as a model as other instructional read-aloud lessons are planned.

Specific Lesson Plan for Intermediate—Teaching/Learning with Intermediate Read-Aloud

**Text:** *Rock Climbing at Yosemite National Park* by Marilee Robin Burton—Wright Group

**Instructional Focus:** Determining Importance—To teach how readers make meaning out of text through the use of text features

The book is set up in a consistent format that uses text features such as bolded vocabulary, text boxes, questions, illustrations to support the reader. The book contains a table of contents, a glossary of terms, and is organized in chapters.

This book will be used over two days for a read aloud. The teacher is explicit the first day to model how readers do a quick text walk, taking 1-2 minutes to thumb through the book for a preview of the text, setting expectations of what they might find in the book and the organizational features that may support the reader.

**Set the stage:**

- I found this book on rock climbing and was interested to find some information on that topic. I see people with equipment for rock climbing and wonder how they use it, what it is all for, and what keeps them safe.

- So as I thumb through the book, I notice [1-2 minutes at the most]....
  - An index in the back. That might be helpful for finding specific topics because there are page numbers.
  - The glossary—that will help me—what do you think? How might a reader use that?
  - As I take a quick peek at the main part of the book, I notice [text boxes, illustrations, ...]. Those kind of look the same, same headings in them. I am going to pay attention to those as I look for information.

**Read aloud the table of contents and pages 4-7:**

- As the pages are read, the teacher stops periodically to think aloud about the text and how the pages the text features support he/her understanding of the text.

  - I can tell by these bolded word (harness, assent, summit) that I need to pay attention to them as I figure out what all of the rock climbing equipment is for and how it keeps climbers safe.

  - Wow—the caption on the photograph really explains the history of rock climbing. I never knew it was so hard in the 'old days'. Paying attention to what the author calls out in illustrations and photographs and the words the author puts by these helps me as a reader know what is important to pay attention to.

**Closure:** So as I read today, I was able to use some of the author’s clues—clues given in the form of text boxes, captions, illustrations, bolded words—to find some of the information I was looking for about rock climbing. As a reader, paying attention to those helps me figure out what is important that the author wants me to pay attention to.
Shared Reading

Purpose/Rationale:

Shared reading is an opportunity for the teacher to read a text with students [all eyes on a shared text]. Shared reading provides time for the teacher to think aloud and model the reading process while explicitly instructing through teacher modeling of what readers do. The teacher predetermines the lesson focus. Any genre, stage of the reading process, purpose, and/or strategy can be shared reading. Students have access to the text and follow along and/or read with the teacher. Shared reading provides time for explicit reading strategy and skill instruction appropriate for the student. Shared reading provides exposure for all students to grade level or above Essential Learnings and texts in a supported learning environment.

Shared reading is BRISK! 10-15 minutes

Shared Reading:

- Provides opportunities for direct, explicit instruction in concepts of print, text features, phonemic awareness, fluency, phonics, vocabulary, or comprehension,
- Develops prosody, fluency, and expression in students while they observe an expert reader reading a common text;
- Engages readers in repeated use of high-frequency words and conventions of print in authentic ways;
- Increases reading confidence in students;
- Develops and expands oral language;
- Develops critical thinking as the teacher models higher level thinking skills;
- Encourages participation as part of the lesson;
- Demonstrates for students a sense of the language of books and the structures of writing genres;
- Models English language structures and grammar;
- Allows students to learn in a supportive environment which allows, values and encourages risk-taking.

Guidelines for Shared Reading:

The teacher:

- Plans a FOCUS LESSON based on the learning outcome(s).
- Consults the CAP documents for lesson focus, as well as considering the needs of the students.
- May decide to use shared reading with the whole class or a small group of students, as appropriate.
- Uses enlarged text, an electronic copy, display on an overhead, or individual copies, to ensure that all students have access to the text to be read.
- Models how to interact with the text, thinking aloud as appropriate for the learning outcome (see the Comprehension and Read Aloud sections for prompt ideas).
- Asks higher level comprehension questions to develop critical thinking skills.
- Anticipates how many readings of the text will be beneficial and keep students engaged over several readings if multiple readings are part of the plan.
- Gathers anecdotal data during the lesson in order to monitor and evaluate students’ progress and determines instructional next steps.
  - The data becomes part of a body of evidence.
  - Uses this data to plan small group instruction.

Text Selection:

- After deciding on the focus for Shared Reading, carefully select a text to support that focus.
- The teacher pre-reads the text prior to using in the shared reading lesson.
- The text selected should include special features that promote the pre-selected purpose or focus.
### Shared Reading

#### Teaching and Learning Applications

Shared reading is a teacher-directed, collaborative reading activity. Use shared reading to directly and explicitly teach either a reading or comprehension strategy/skill. The defining characteristic of shared reading is that teacher and student both have access to a common text for the purpose of “sharing” a reading experience. The “look” of shared reading evolves as students move through the grades because the needs of the student and the purpose established by the teacher changes. The same text is revisited over a series of days (2-5) with a different instructional focus each day.

<table>
<thead>
<tr>
<th>Qualities Evident in Shared Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and teacher have <strong>access to a common text</strong>.</td>
</tr>
<tr>
<td>The <strong>teacher reads</strong> the text to the students.</td>
</tr>
<tr>
<td>A <strong>teacher-directed activity</strong> used to explicitly teach reading or comprehension skills and strategies.</td>
</tr>
<tr>
<td>The <strong>gradual release of responsibility</strong> model is used.</td>
</tr>
<tr>
<td>May be <strong>whole class or small group</strong>.</td>
</tr>
<tr>
<td>The teacher <strong>predetermines the lesson focus</strong>.</td>
</tr>
<tr>
<td>The <strong>teacher models</strong> how to interact with the text, <strong>thinking aloud</strong> and <strong>asking high level comprehension questions</strong> in order to develop critical thinking skills.</td>
</tr>
<tr>
<td><strong>Multiple genres</strong> are used.</td>
</tr>
<tr>
<td>The lesson <strong>focus in not on the content</strong>, but on developing reading skills/strategies and metacognition in the students— <strong>teaching the reader, not the reading</strong>.</td>
</tr>
<tr>
<td>Provides all students <strong>exposure to grade-level</strong> reading curriculum as defined in CAP.</td>
</tr>
<tr>
<td>Text selection supports the learning of a variety of reading skills/strategies.</td>
</tr>
<tr>
<td>Students might be invited to read along with the teacher at times as appropriate.</td>
</tr>
<tr>
<td>The same text may be revisited over a series of days with a different focus.</td>
</tr>
<tr>
<td>The teacher <strong>gathers formative data</strong> as the students <strong>turn-and-talk</strong> during the lesson.</td>
</tr>
<tr>
<td>Text is at or above most students’ instructional level.</td>
</tr>
</tbody>
</table>

#### Using Shared Reading to Teach the Components of Reading

- **Phonemic Awareness** - During early literacy development, the time in shared reading sessions could also include using chants, songs, and rhymes to develop phonological and phonemic awareness.
- **Phonics** - Teachers model decoding strategies to word solve.
- **Vocabulary** - Teachers model how to clarify the meaning of specific words through the use of textual clues. Shared reading also provides exposures to new words, capitalizing on repeat exposures.
- **Fluency** - Students build fluency as they read texts in choral reading settings and through reader’s theatre. Teachers demonstrate prosody and expression.
- **Comprehension** - In shared reading, predetermined comprehension strategy and skill instruction occurs. The goal is to develop metacognition in students around comprehension skills and strategies so that they transfer in other reading situations more independently.
Shared Reading

Teaching and Learning Applications

Shared Reading in the Primary Grades: Five Key Elements
The basic quality of shared reading remains the same in primary and intermediate grades. The changes are in the focus of the lesson, the amount of teacher support, and the duration of the lesson. Teachers must think about whether the text will be used once or used over several days. In the primary grades, shared reading has five key elements: introducing the text, modeling the text, reading the text together, discussing the text, and teaching points.

Introducing the Text
Teacher engages students by giving a brief statement about the text that involves conversation.

- Prompt children to make connections
- Build background knowledge
- Use vocabulary in conversation
- Provide important information about setting or characters
- Connect to others texts
- Set the children up to anticipate the meaning of the text
- Point out the title, author, and illustrator
- Make predictions about the text (teacher does as a model or students join in)

Model Reading the Text
Teacher models reading the text with enthusiasm and expression while pointing to the words, pausing intentionally to allow readers to problem solve.

- Demonstrate fluency and phrasing
- Demonstrate interpretation of the text
- Pause for problem-solving opportunities
- Talk about what to notice about print or punctuation
- Show how to check on yourself as a reader
- Show how to take a word apart
- Point to text as you read aloud

Read the Text Together
Students and teacher coral read the text with variations for different purposes.

- Prompt children to track to track print, first word-by-word and then phrases
- Support children in reading with fluency and phrasing
- Prompt children to attend to punctuation
- Encourage children to read with expression related to the meaning of text

During early literacy development, the time in shared reading sessions also includes using chants, songs, and rhymes to develop phonological and phonemic awareness.
Shared Reading

Teaching and Learning Applications

Shared Reading in the Primary Grades: Five Key Elements continued

Teaching through Discussion

Children and teacher discuss the meaning of the text,

⇒ Help children remember and summarize important information
⇒ Help children infer characters’ motivations
⇒ Help children notice the language or story structure.
⇒ Invite children to form opinions about the text

Teaching Points

Teacher makes specific teaching points related to the reading process; often specific pages are revisited.

⇒ Demonstrate or reinforce any aspect of a strategic processing system
⇒ Revisit pages of the text to show how to solve words, make inferences, make connections, make predictions, notice and synthesize new information, analyze the text, criticize the text.

Extend the learning around reading skills and strategies through centers and partner-reads.

Reproductions and innovations are excellent ways to add to the classroom library of big books. Smaller copies can also go into student reading baskets.

In the primary grades, shared reading has broader implications than learning about letters, sounds, and words.

⇒ Experience many texts that they can draw on as examples of written language
⇒ Acquire new vocabulary
⇒ Learn the structures of written language
⇒ Learn a core of high frequency words that they recognize instantly
⇒ Develop word-solving strategies by making connections among words and by noticing letter/sound relationships and visual aspects of words
⇒ Hear and participate in phrased fluent reading of continuous text so that they learn how oral reading should sound.
Shared Reading

Examples of Shared Reading Lessons

Teachers can use the following example as a scaffold to develop shared reading lessons using other texts. The format and teacher language remain the same.

Teaching/Learning with Primary Shared Reading

Kindergarten or First Grade
Text: The Long, Long Tail, The Wright Group

This big book is the story of a cat who naps on top of a doll house. The dolls inside the house follow the tail throughout the house.

IDEAS for Shared Reading:

- Words in the text can be used to work on the –ed and –at phonograms.
- Students can illustrate the text to create a reproduction of the story for the big book center.
- Students can change the theme, setting, or characters, with teacher, help to create an innovation on this text for the big book center.
- Work with multi-syllable and single-syllable words can be a skill lesson using this text.
- Use the word mat on page 6 in the text to provide specific work around the print processing systems. If students read the word as rug, take the time to show that when readers read, they look at the pictures and the words to help understand the text. Words like the following will help students begin to cross-check and self-monitor their reading: The word rug would make sense and does match the picture, but you need to look at the word in the text, too. What word would make sense in the text and begin with the initial consonant “m”?

Specific Lesson

Purpose: to work with single and multi-syllable words in continuous text

Text Selection: The Long, Long Tail, The Wright Group, whole text

Text Display: Students are gathered around an easel where the big book version of the text is prominently displayed.

Day One

1. Introduce the text
   - Point out the title, author, and illustrator.
   - Think aloud about how to approach the text: When I read this text, I need to make sure that I point to each word as I read and that my finger stays under the word the whole time I’m reading that word.

2. First reading
   - Point to the text as you read aloud, modeling by thinking aloud about both single and multi-syllable words.
   - Read with enthusiasm and expression.

3. Second reading
   - Ask students to read with you, paying attention to each word as you point to it. This reinforces voice-print match.

4. Teaching through the discussion
   - Extend students’ thinking with questions that encourage re-telling the story.

5. Skill Lesson
   - Re-read pages 2, 4, and 7. Prompt students to observe where your finger stays as you read the words tail and table. Then ask students to clap the word tail as you say it together. Do the same for table. Compare the two words and the number of claps (syllables) each word has. Tell students that you kept your finger under table longer because it’s a longer word. Do the same with pages 4 and 7, each time pointing out that the multi-syllable word means that you must keep your finger under it longer when you read.

6. Responding to the Text
   - Show students that the text will be placed in the big book center for them to re-read during Learning and Application time.

Day Two – Four: See CAP and the previous page for the Key Elements in Shared Reading for ideas.
Examples of Shared Reading Lessons

Teachers can use the following example as a scaffold to develop shared reading lessons using other texts. The format and teacher language remain the same.

Teaching/Learning with Primary Shared Reading

Text: “Donkey, Donkey”, from Sing a Song of Poetry Grade 2. First Hand Heinemann
This 2nd grade collection of poetry is a resource for phonics, word study, and fluency work.

IDEAS for Shared Reading:

• Use the comprehension strategy of clarifying for words such as market, and fair from the poem.
• Have children suggest actions to go with the poem as they read the poem for fluency.
• Sequence the events in the poem.
• Use multi-syllable words such as donkey, gently, indeed, market, butter, and melting to teach children to recognize closed syllables in words.
• Read the poem several times and add to student poetry notebooks for practice work with fluent reading.
• Reread the poem for phrasing and fluency.

Specific Lesson (Day 2)  The specific lesson example below is Day 2 of a Shared Reading lesson. The Day 1 lesson focus: on a skill lesson on fluency and main idea.

Purpose: to recognize closed syllables in words in order to help with pronunciation and meaning-making in text

Text Selection: “Donkey, Donkey”, from Sing a Song of Poetry Grade 2. First Hand Heinemann, page 85

Text Display: The poem is written on chart paper for all students to see.

• Read the text that was introduced in Day 1.
• Reread the text using “football player” voices.
• Focus on the skill of closed syllables (see page 407 Phonics Lessons, Grade 2, Pinnell and Fountas) introduced on the previous day during the Word Work section of the Literacy Block. Ask students to think about what the reading is mostly about.

Based on the APPLY section of the phonics mini-lesson from yesterday with two-syllable word cards, lead the students to find two syllable words from the poem “Donkey, Donkey.” As students find a two syllable word, call on one student to make the word with magnetic letters on a cookie sheet while another student underlines the word in the poem. (Students will find the words donkey, gently, indeed, market, butter, and melting.) Have another student demonstrate, with assistance the first time, how to divide the word into syllables. As other words are found, follow the same procedure, providing less assistance with dividing the word each time.

When several words are found restate the principle from Word Solving lesson 26. “When a syllable ends with a vowel and at least one consonant, the vowel sound is usually short.” Establish that this is a principle that can help when solving some unknown two-syllable words. Remind students to use this principle when reading unfamiliar texts.

Finish the lesson by rereading the poem and asking the students ‘tell me in a sentence what this mostly about’.
Shared Reading

Teaching and Learning Applications

Shared Reading in the Intermediate Grades
During shared reading, the teacher reads the selection with the students. Shared reading extends over several days with the same text. These sessions of shared reading focus on the following teaching and learning points:

- Teacher modeling of what readers do;
- Teacher modeling through thinking aloud around problem-solving in the text, e.g., word knowledge, vocabulary, fluency, comprehension;
- Teacher extends the student thinking through thinking aloud and teaches for transference of the reading skills and strategies;
- Teacher modeling of higher level thinking skills to develop critical thinking.

To prepare, the teacher:
1. Identifies the reading comprehension instructional focus of the shared reading session;
2. Selects the text;
3. Decides how to display the text so can be a “shared text” used for the “shared reading” - on an overhead transparency, reproducing on chart paper; or securing a copy of the selection for each student, using electronic displays;
4. Decides how to use the text to teach the predetermined reading comprehension focus. Considering both the needs of the students and the purpose of the shared reading session, the teacher uses specific techniques to achieve the learning outcome(s).

Some purposes for shared reading:

- Develop vocabulary, e.g., create exposures to new words and repeat exposures, clarify the meaning of specific words, demonstrate the skill clarifying meaning from textual clues.
- Model how to use text features (both in fiction and non-fiction texts) in order to comprehend texts and their specific features.
- Use the text as a teaching tool. Such as...
  - teach comprehension strategies and critical thinking about a variety of types of texts;
  - teach how to question text, paying attention to the questions readers ask (I wonder why... I wonder how...);
  - teach students how to determine important information in a variety of fiction and non-fiction texts.
- Discuss and model how text features support comprehension. (What in the text helps you understand what you read?)
- Show how the shared text can be used as a mentor text, connecting to student writing of a particular genre.
- Model think-alouds about how to process the information contained in the text, scaffolding student understanding and accessibility to the text.
Examples of Shared Reading Lessons

Teachers can use the following example as a scaffold to develop shared reading lessons using other texts. The format and teacher language remain the same. FOCUS: developing strategic readers.

Teaching/Learning Using Intermediate Shared Reading

Text: On the Savanna from Caught with a Catch: Poaching in Africa—Scholastic Shockwave book; p. 8-9

This is a 4th grade informational text. The text is displayed on a docu-cam or overhead projector so each student has access to the text.

The teacher uses the same pages for four (4) days, revisiting the text by reading to the students; there is a new lesson focus with the same text each day.

DAY 1—Focus/Goal: Previewing the text.

Explore: How do readers preview the text before reading to set expectations of the text. What genre is this text? How do you know? What are my expectations for the text?

Teacher language: What are you noticing? I noticed......Text boxes, bold words, use of pictures and maps, italics in the first paragraph, the title.

Turn and talk: What genre is this text? What are your expectations for the text? I expect.... to learn about elephants and Africa because of the pictures. See how the elephant is big here in this picture and in the foreground. Artists/photographers put items they want us to notice larger and in the foreground. I expect to learn about the savannah because of the title. Teacher reads pages 8-9 aloud.

Closure: What did you already know? What was new?

DAY 2—Focus/Goal: Questioning

Teacher language: Today we are going to read the text and ask questions. Readers ask questions before, during, and after reading the text. Some questions are answered as we read on and other questions keep us searching for the answers. Before reading, questions I have from the title are ..... Where are the savannas? Do we have savannas in America?

Turn and talk: share a question you have. (Share out a few.) Teacher reads Shocker on page 8. Model question: It says here worldwide animals are in danger of extinction. I wonder if that means animals in America are in danger or extinction.

Turn and share: share your questions with a partner.

The teacher reads remainder of the piece.  Repeat..... What is the author’s purpose for writing this piece? And how do you know?

Closure: Readers ask questions and wonder as they read in order to make sense of and understand the text.

DAY 3 - Focus/Goal: Inferring (author’s purpose, pronoun antecedents)

Teacher language: Yesterday we questioning..... today we are working on inferring. Authors do not write everything down. They give us hints and readers infer. We can infer many ideas including the author’s purpose and from pronouns. Teacher reads the 1st paragraph stopping at “Its”, “They” “It” and ask who the pronoun refers to and how they know. Teacher reads the remainder of page 8. Ask: Who does “Their” refers to in the last sentence? What is the author’s purpose for writing this piece? And how do you know?

Turn and talk. Listen in as the students talk. Possibly share. The teacher reads the remainder of the piece. Repeat..... What is the author’s purpose for writing this piece? And how do you know?

Turn and talk. Listen in as the students talk. Share out ideas. Make sure students understand that the author’s purpose is to inform and persuade. “I know this by the bold words, the Shocker fact, and the last sentence of page 8 are appeals to persuade the reader because these animals may be extinct in our lifetime.”

Closure: As readers, paying attention to the hints authors provide about the pronouns/who those refer to and the hints about their purpose for writing allows us to infer. Inferring supports the reader to make sense of the text.
Shared Reading

Examples of Shared Reading Lessons

Teachers can use the following example as a scaffold to develop shared reading lessons using other texts. The format and teacher language remain the same. FOCUS: developing strategic readers.

Teaching/Learning Using Intermediate Shared Reading

Text: *On the Savanna from Caught with a Catch: Poaching in Africa*—Scholastic Shockwave book; p. 8-9 (continued)

**DAY 4—Focus/Goal: Synthesizing**

**Teacher language:** Yesterday we inferred…. today we are going to synthesize our learning. Synthesizing is connecting the dots between our knowledge, the text, and our new thinking. I am going to think about how my thinking has changed.

Teacher reads aloud to the class: page 8

**Teacher language:** I was thinking as I began to read that life is idyllic, peaceful and calm, on the savannah because the author paints a picture of this with animals at sun rise. Then I changed my thinking as we read about the poachers. Rereading the third paragraph, I noticed words such as endangered, illegal, poachers which emphasize the danger these animals are in. I now think the author wants to emphasize what life could be like for these animals, but the reality is not this idyllic picture.

Let’s read all the text boxes and think about how your thinking has changed and what are you going to remember as we say goodbye to this text.

Read the text boxes. Have the students turn and talk about their thinking.

CLOSURE: Students share a few of their thoughts about how their thinking has changed after the 4th read of this text.
Shared Reading

Examples of Shared Reading Lessons

Teachers can use the following example as a scaffold to develop shared reading lessons using other texts. The format and teacher language remain the same. FOCUS: developing strategic readers.

Teaching/Learning Using Intermediate Shared Reading


For these lessons, students receive a copy of the pages to write on and add to their reading notebook as an example of their thinking around this type of text. The text is also displayed on a docu-cam.

The teacher uses the same pages for four (4) days, revisiting the text each day by reading to the students; there is a new lesson focus with the same text each day.

**DAY 1—Focus/Goal: Previewing the text.**

Explore: *What are my expectations for the text? What genre is this text? How do I know?*

Teacher language: *What am I noticing about this text? I noticed.....there is a table of contents, there are chapters listed in the table of contents, the chapter titles are interesting.*

**Turn and talk:** *What genre is this text? What are your expectations for the text? I expect.... That it is a story (narrative text) from the first page or two and from the chapter titles, I expect it is someone telling a story—I see the word ‘I’ as I scan the table of contents and the first few pages.*

Teacher reads the table of contents (some) and page 1-middle of page 2 aloud as the students read along.

**Closure:** *What was confirmed from your expectations? What was new? Tomorrow we will determine what the author thought was important in this text.*

**DAY 2—Focus/Goal: Determining Importance**

Teacher language: *Yesterday we worked on previewing a text to set expectations of the text. Today we are going to read the text and determine what the author thought was important.. Authors give the reader clues about what they think is important. In narrative text, the author sometimes repeats words or phrases, spends time on a topic, use foreshadowing, or there may be character prominence. Readers need to pay attention to what the author thinks is important. So as I am reading, I am going to look for clues that the author might give me about what is important—see what technique the author uses.*

Teacher reads the table of contents (some) and page 1-middle of page 2 aloud as the students read along.

**After reading the first eight chapter titles:** *I notice that the titles have some humorous parts. Maybe the author wants the reader to pay attention to the humor of the book. I need to read more to see if that is important.*

**After reading the first 4 paragraphs:** *I notice a few things the author is doing—there are several words that deal with danger (dangerous, killed in painful, nasty ways, scary). I also notice some foreshadowing (it’s only a matter of time before they sense it too, and they’ll come for you. Don’t say I didn’t warn you.) I am thinking the author thought that dangerous and someone might come for you are pretty important and as a reader, I need to pay attention to that. I need to read on to see.*

**After reading to the middle of page 2:** *Yep, I am thinking the author thinks danger is important to pay attention to The author spends some time with that idea.*

**Turn and talk:** *What clues do you see around danger, trying to be safe? (Share out a few.)*

**Closure:** *Readers pay attention to what the author thinks is important in order to make sense of and understand the text. It is not about what the READER thinks is important, but rather paying attention to what the AUTHOR thinks is important. Tomorrow we will work on inferring from the text.*
Shared Reading

Examples of Shared Reading Lessons

Teachers can use the following example as a scaffold to develop shared reading lessons using other texts. The format and teacher language remain the same. FOCUS: developing strategic readers.

Teaching/Learning Using Intermediate Shared Reading

(continued)


**DAY 3 –Focus/Goal: Summarizing**

Teacher language: Yesterday we determined importance, paying attention to what the author thought was important…. today we are going to summarize from the text. The comprehension strategy of summarizing is about identifying the gist or what the reading is mainly about. The reader pays attention to the ideas and important parts, but summarizes—with a gist statement—AFTER reading.

Teacher reads aloud the first 8 entries in the Table of Contents and the first page of the text, stopping to think aloud at predetermined spots.

Teacher language:

Stop to think aloud after the Table of Contents first 8 entries: As I read these parts, I was thinking that humor was important. Hmm… Is this what this is mainly about—humor? I need to read on.

Stop to think aloud after reading to the end of page 1: Hmm…. There is some hints at danger and worry. In the text is says that ‘they may be coming after …’ the character.

**Turn and talk.** Brief—1-2 minutes *How can you put into a sentence or two what we read is mainly about?* Share out a few.. [The teacher listens in during the turn and talk in order to gather formative assessment information to guide instructional next steps.]

Stop to think aloud after reading to the middle of page 2: I am going to stop reading this text for now. As a reader, I make a quick gist statement in my head about what the reading so far is mainly about. The text so far is mainly about a character who is narrating a story where there the character makes references to danger and scary things all shared with a sense of humor.

**Closure:** When readers summarize, they pay attention to the details and carry with them what the text they just read is mainly about so that they can take a brief statement or two into the next section of the reading. This helps the reader carry the ‘gist’ with them instead of all of words and ideas. Readers create this gist or ‘what the reading is mainly about’ after reading. Readers adjust their ideas about the gist statement/mainly about along the way as they gather more details.
Remember to keep in mind...

- The structures of instructional read aloud, shared reading, and guided reading are what you use to teach the reader, not something you “do”.
  
  For example,
  - teachers don’t ‘do’ guided reading. They use the guided reading structure in order to teach the readers.
  - Teachers don’t ‘do’ shared reading. They use the shared reading structure in order to teach the readers.

- When used properly, the use of these structures provides differentiated instruction for the range of learners in the classroom through the appropriate amount of scaffolding.

- The gradual release plays out in a variety of ways—the teacher needs to be aware of the amount of scaffolding to use so they do not over-scaffold or under-scaffold. “Just right” scaffolding supports the learner to independence.

INDEPENDENCE IS THE GOAL!
Guided Reading

Purpose/Rationale:

Guided reading is an interactive structure for teaching reading. A “hallmark” of guided reading is that instruction occurs while the students are reading. The teacher provides explicit instruction through modeling and use of explicit teacher language. Teachers reinforce, talk about, model or re-model the strategies needed by the students as identified through screening, progress monitoring, as well as formative assessments. Groupings are based on student need and are dynamic, flexible, and temporary. The focus of guided reading lessons is about the HOW, WHEN, and WHY of reading skills, strategies, and processes, not the WHAT (the content) of text; nor is it about the quantity of text read during the lesson.

Teacher language prompts the student to action - - to apply thinking skills and strategies to reading.

Thoughts to Ponder about Guided Reading . . .

- Guided reading is an indispensable arena for linking skills and strategies that you have already taught, modeled, and practiced together during read aloud and shared reading.
- The reading process remains the same in all of the instructional formats (read aloud, shared, guided, independent). The texts and the varying support of the teacher facilitate this consistency.
- Supports the development of effective strategies/skills in order to transfer those strategies/skills to independence in reading.
- Provides on-going formative assessment information to form and re-form flexible groupings based on need.
- Develops critical thinking skills in students as the teacher models higher level thinking skills.
- Provides opportunities for teachers to teach, observe, monitor, and coach students as they read.
- Requires participation of the students as part of the lesson as they develop metacognitive, transferable skills and strategies.

Text Selection: A carefully selected text is critical to the guided reading lesson.

- After deciding on the lesson focus for guided reading, carefully select a text to support the focus.
- Match the text to the needs of the student and to the focus of the lesson. Instructional level text offers just the right amount of supports and challenges to allow students to successfully apply problem solving strategies to the text.
- As teachers pre-read the text, they ask themselves: What supports and challenges does this text present?
- Text is short.
- As students move through the primary grades, the text levels become less discrete.
- Appropriate text selection supports the students’ level of background knowledge.
- It is about the teaching the READER, not the READING—the HOW, not the WHAT.

Teachers of guided reading typically . . .

- Teach in small groups that are flexible
- Attempt to match students to texts at their instructional level
- Use a gradient of some kind to help them match texts and students
- Teach groups with a common text
- Present an introduction of the text
- Listen to individual students read the text
- Scaffold student reading with prompts
- Ask students questions about the story or engage them in conversation about the text
- Engage students in some element of direct instruction based on reading behavior they exhibited during the reading

- Adapted from Preventing Misguided Reading, Burkins and Croft, 2010.
Guided Reading

Teaching and Learning Applications

Using Guided Reading to Teach the Components of Reading

Guided reading is an effective structure to develop metacognition in students about the reading processes. The teacher prompts, questions, and uses cues to promote the thinking of students. The teacher’s role is also to set deliberate expectations through supported learning so that students can be successful in using reading skills and strategies. The teacher uses explicit language to make the learning outcome clear to the students and to prompt thinking.

- **Phonemic Awareness** - When text is attached to sound, phonemic awareness becomes phonics. Therefore, guided reading is not a structure for teaching phonemic awareness. See the Phonological Awareness of the Five Components of Reading Instruction section of the CALI for specific ideas to teach phonemic awareness.

- **Phonics** - Readers are taught to apply decoding strategies to solve unfamiliar words.

- **Vocabulary** - Readers learn how to clarify the meaning of specific words through the demonstration and application of the use of textual clues, as well as through the appropriate use of background knowledge. Teachers introduce unusual or new vocabulary during the book introduction.

- **Fluency** - Readers build fluency as they reread familiar text. Readers practice fluency when rereading texts independently.

- **Comprehension** - Teacher application of specific and intentional teacher-talk prompts students to independently apply comprehension strategies while reading.

Q&A: What are the differences between guided reading and literature discussion groups?

Guided reading differs from literature discussion groups in several key ways. Teachers need to keep these differences in mind as they focus on the learning outcomes in order to make instructional decisions.

- Guided reading is about HOW, WHEN, and WHY to use reading skills, strategies, and processes, while literature discussion groups are about the WHAT of reading (the content of the text). Guided reading develops the metacognition around how to use reading skills, strategies, and processes of reading so students can transfer to new contexts.

- In guided reading, the texts used are at the instructional level of the students and the same text is used for short periods of time—a few days. The text is read BY the students in guided reading.

- In literature discussion groups, texts can be read TO, WITH, or BY the students. When the text is read BY students in literature discussion groups, the text is at the independent level, and the same text will be used for a longer period than in guided reading because the purpose of learning differs.
Guided Reading

Qualities of Effective Guided Reading

Guided reading affords a flexible structure for explicit reading instruction. This flexible approach allows teachers to make instructional decisions based on the needs of the students, thereby differentiating the lesson to best meet those needs. There are specific characteristics, or qualities, that are evident in the implementation of guided reading. The presence of these qualities are the “markers” that identify a guided reading lesson.

Qualities of effective guided reading instruction evident in classrooms:

- Small, flexible groupings of students with similar needs.
- Text is at the instructional level of the students in the group.
- Explicit instruction occurs while the students are reading text.
- Teacher uses continuous assessment to guide decision-making for instruction.
- The lesson follows a specific and purposeful format.
- The guided reading lesson focuses on comprehension and word solving.
- The lesson focus is about HOW to read, providing students with tools to apply to a variety of reading experiences with increasingly sophisticated texts.
- The lesson centers on the predetermined focus, with teacher language used to guide students to the use of the lesson focus.

Q&A: What is the typical size of a guided reading group?

The size of a guided reading group depends on the needs of the students. Typically, the size is from 4-6 students. Guided reading groups should be no larger than eight students. Struggling readers may require more attention and necessitate smaller groups of 3-4 students.

Analyzing and Selecting Texts for Guided Reading

A carefully selected text matching to the needs of the reader is critical to the guided reading lesson.

- Guiding questions the teacher asks as the text is analyzed for the lessons:
  - What skill or strategy do I want the reader to grasp?
  - What supports and challenges will the text present to the reader?
  - What does the text demand of the reader?
  - What knowledge and strategies will students need in order to read this text with understanding?
  - What opportunities to extend student understanding of how to read and comprehend text does this text offer?
- Text difficulty is determined by how accessible the text is to the reader.
- The process of selecting texts requires the teacher to read the text prior to the lesson, analyzing it to identify SUPPORTS and CHALLENGES presented in the text.
- The job of the teacher in selecting texts for guided reading is to keep the reading process in mind in order to see the potential in each text and decide what to call to students’ attention as teaching points that supports the focus of the lesson.
Guided reading provides the power of one-on-one teaching within a small group structure. The differentiated instruction in guided reading allows teachers to meet individual student needs, allowing reading growth to be maximized. Formative assessment can be done quickly so teachers can evaluate the effectiveness of the lesson and develop next steps for the students during the lesson. Feedback can be readily given to students on the spot, addressing questions, confusions, or miscues as they occur. Feedback to students using the data gathered while the student is reading also provides reinforcement of effective reading behaviors so that students are more likely to transfer these skills and strategies to other reading contexts outside of the lesson.
**Misunderstandings and New Understandings about Guided Reading**

“To effectively teach guided reading, it helps to understand the reading process as it represents the ways a reader accesses and integrates information from multiple cues for the purpose of gaining understanding. . . Teaching guided reading is about teaching toward a particular student’s reading process. Guided reading is not about teaching ‘little books.’ It is not about prompting for strategies or about leveling texts or students. It is first and foremost about developing in students reading processes that are what Marie Clay refers to as ‘a smoothly operating reading system’ “.

“Guided reading lessons should be responsive to the needs of a particular group of students (Fountas and Pinnell, 1996) because sound reading instruction is all about knowing how individual students interact with text.”

- Excerpt from Preventing Misguided Reading, Burkins and Croft, 2010, pg. 2-3

<table>
<thead>
<tr>
<th>Misunderstandings</th>
<th>New Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Guided reading is the only time we really teach reading.</td>
<td>– Read aloud, shared reading, guided reading, and independent reading are connected and equally important in supporting students as they establish a reading process that focuses on meaning making.</td>
</tr>
<tr>
<td>– Students need to read challenging texts in order to become better readers.</td>
<td>– If students cannot practice a smoothly operating reading process in a text, the text is too hard.</td>
</tr>
<tr>
<td>– The levels in a text gradient are scientific, discrete, and absolute.</td>
<td>– Text leveling, matching readers to texts, and student learning along a gradient are all subjective and unpredictable.</td>
</tr>
<tr>
<td>– The most important thing we teach in K-2 is how print works.</td>
<td>– Print and story are equally important, even for beginning readers.</td>
</tr>
<tr>
<td>– Students who have skill in print and skill in story will automatically integrate the two.</td>
<td>– The goal of all literacy instruction is to teach students to integrate print and story.</td>
</tr>
<tr>
<td>– Running records and benchmarking are primarily for identifying instructional reading level and making grouping decisions.</td>
<td>– Running records and benchmarking give teachers valuable insight into students’ reading processes.</td>
</tr>
</tbody>
</table>

- Adapted from Preventing Misguided Reading, Burkins and Croft, 2010
Clarity Around the Guided Reading Process...

Is there only one way to use the structure/approach of guided reading? Do I have to use the lesson plans?

- There are many ways to approach guided reading. Keep these ideas in mind:
  - the students are doing the work in the lesson
  - the teacher prompts the students to use the strategies and to become metacognitive about the strategies
  - it is about the reader, not the reading
- The lesson plans provide a support for teacher planning and effective use of the lesson time—the lesson plans are guides, not prescriptive; yet guided reading has consistent components.

What is ‘writing for comprehension’?

- A productive activity which connects reading and writing.
- Different stages of reading focus on increasing sophistication of connecting reading and writing:
  - Increasing expectation of students, they later are expected to hold the sentence(s) in their heads as they problem-solve through both the composition and spelling involved in the writing and include specific references to the text.
  - Metacognitive—writing about how the strategy helps them understand text and flexible usage of strategies.

Components of the lesson: What about word work/phonics? Or writing for comprehension?

- Periodically, depending on what the students in a group may need, the teacher may add in the options of word work/phonics or writing for comprehension.
- Keeping to the time parameters of the reading block is tricky—so teacher as decision-maker comes into play.
- See The Phonics section and The Framework for Word Study word work ideas.
- These are BRISK, PURPOSEFUL components when added occasionally into the guided reading lesson.

**WORD WORK/PHONICS:** 5 minutes Word work focuses on the development of self-extending strategies; not about the ‘rules’ but about generalizations—seeing patterns, and prompted to application to new words.

**WRITING FOR COMPREHENSION:** 8-10 minutes (Guide writing to connect to evidence from the text. Students extend writing as time allows. The writing ties to the comprehension that was the focus of the lesson)

Prompt for writing: (same language from comprehension discussion)

Optional components which may be added into the lesson plan occasionally. Consider: if these components are not in the lesson, where will they occur?

The Additional Support for Reading contains additional ideas, such as more lesson plan examples for guided reading, a section on Running Records, ideas for using Daily Five.
Guided Reading

Cueing Systems
As readers process text, they think about the text. The teacher uses specific language to prompt, question, and cue students to think about their reading. The following pages support teachers as they choose the most appropriate language to move students to independence in reading.

“The unless a printed word can connect both the phonological memory for the word and also with the syntactical and meaning aspects of the word, it cannot be fluently decoded or read.”

Pikulski

The Cueing System

Structure (Syntax)
Interrelationships among words, phrases & sentences
Grammar

Visual (Phonics)
Sound/Symbol relationships
Phonetic analysis
Structural analysis

Meaning (Semantics)
Background knowledge/schema
Sense of story/text structure
Context
Illustrations/text features

Teacher prompting students to use the cueing system occurs in many reading situations.

See the following section on Reading Strategy Prompts for specific teacher language ideas to prompt student thinking.
Shared/Guided Small Group
Early Reading Strategy Prompts

The use of specific teacher language produces instruction that is direct and explicit. Purposeful word choice prompts the desired thinking in students. The following teacher language is used to prompt student thinking. Teachers make language use choices based on the learning outcome. Once the student has an understanding of what is required of them, then the teacher’s language will change over time so that the student moves toward independence.

These prompts are arranged in order from developing concepts of print, to the use of the cueing

Prompts for Early Reading Behaviors

To prompt directionality:
- How do you hold a book?
- Show me where you will start reading?
- Which way do you go? Show me.

To prompt location of known words:
- Show me ________________ .
- Point to _______________. How did you know?

To prompt location of new words:
- Can you find ______________ ?
- How did you know that was ______ ?

Prompts for Using the Cueing Systems

To prompt the use of the Visual Processing System
- You said ______. Does it look right? Why?
- What sounds and letters can you see and hear?
- What would look right? What sounds would match those letters?
- You said ______. What would you expect to see at the beginning of that word if it was ______? ...in the middle of that word? ...at the end of that word?
- Do you know a word like that? (That starts/ends with those letters)
- Reread and get your mouth ready.
- Think about the way the word looks. What could it be?
- It starts like that. Now check the last part of the word.
- Chunk it. Look for a part of the word you know.
Shared/Guided Small Group
Early Reading Strategy Prompts continued

Prompts for Using the Cueing Systems—continued

To prompt the use of the Structure Processing System:

- You said _______. Does that sound right? Why?
- What would sound right?
- Do we talk that way?
- Check it. Does it sound right to you?

To prompt the use of the Meaning Processing System:

- You said _______. Does that make sense? Why?
- What would make sense here?
- Could it be _______? Why?

Prompts for Self-Monitoring

To prompt cross-checking:

- Does what you said match the picture?
- Would you expect that word in this text?
- It could be ________, but look at ________.
- That does look like ________. Check to see if it sounds right and makes sense in the story.
- What you said makes sense, but does that word look like this?
- What are you trying? Is it working?
- What else can you try?
- Use the sounds of the first letters and what you know about the story. What could the word be?
- Does it...sound right? ...look right? ...make sense? You did it!
- That sounds right, but does it look right?

To prompt self-correcting:

- There was a tricky part on that page. Can you find it?
- You point and I’ll read it like you did. Were you right?
- Are you right? Could that word be ________?
- Something wasn’t quite right.
- Try that again.
- You worked that out. Tell me how you did it. OR Tell me about your thinking here.
- How did you know the word wasn’t ________?
Small Group and Guided Reading Lessons

The following pages:

- provide the big ideas of the roles of teachers and students in small group and guided reading lessons
- Lesson plan templates for different stages of reading
- Sample lesson plans to use as models to build other lesson plans
- The ‘lines between’ the stages of reading are not sharp—teachers need to make decisions

As professionals, teachers make decisions about what to do before, during, and after small group instruction.

The teacher uses very specific questions and language to prompt student thinking in the guided reading lessons.

See the following Early Reading Prompts for early readers.

The Comprehension section of the CALI contains comprehension prompts.

Teachers make decisions every minute. Staying focused on the goals and outcomes helps in this process.

- Use the gradual release model to provide the right amount of support needed—always leading students to independence.
- Teachers teach in a way to develop metacognition in students and so understanding occurs—students are able to transfer and reapply the reading skills and strategies in new situations.
- Explicit and intentional teacher language prompts students to think deeply about reading skills and strategies.
- The goal is to develop strategic readers through explicit instruction.
- Teaching in small groups not a linear process.

For lesson focus selection in guided reading, the teacher ...
- uses formative data obtained through professional observations in shared and independent reading and
- refers to the Reading CAP Documents for instructional targets.

What am I learning in Shared Reading that informs grouping decisions and lesson foci in Guided Reading?

What am I learning in Guided Reading that informs lessons in Shared Reading?
Shared/Guided Small Group
Teaching and Learning Applications

Explanation of the Small Group Lesson Plan
Emerging: DRA2 Levels A and 1

Read Familiar Text [3 minutes]
- During this portion of the lesson the teacher chooses a familiar alphabet book, big book, print from the environment, or chart to reread.
- The teacher listens, observes, and makes mental notes of the early reading behaviors students exhibit.
- The students practice their reading behaviors and strategies to build confidence.

Introduction of New Text and Scaffolded Reading [5-7 minutes]
- A new book or story is introduced almost every day.
- The introduction supports students by giving them information they need in order to read the book successfully.
- The teacher leads the students in a picture preview of the new text. This helps students use schema and background knowledge to bring meaning to the new text.
  The strong match between illustrations and text supports the reader, allowing students to notice the structure and pattern of the text.
- There is no one right way to design an introduction. The challenges and supports of the text, as well as the needs of the students, determine the type of support the teacher provides.

  “Teacher as model” for early reading strategies/comprehension strategies:
  - Concepts of Print
  - Directionality
  - 1:1 Matching
  - Return Sweep
  - Story elements (if the text lends itself to setting, character, events)

Note: Select one lesson focus from above; choose no more than two for each lesson.

Closure [2-5 minutes]
(teachers are looking for evidence of learning and prompting transfer; also use closure as formative assessment)

Choose one as appropriate:
- Today we did _____ as a reader...
- What did we practice today as readers?
- What is important for you to take away from reading today?
- What did you learn today that helps the reader ______

Refer to Early Reading Strategy Prompts earlier in this section and the Comprehension section for specific teacher language to use in the lesson.
## Small Group Lesson Plan
### (Emerging DRA2 Levels A-3)

10-15 minutes

| 10-15 min | 3 min | **READ FAMILIAR TEXT:**
| --- | --- | ---
| | | Students practice reading behaviors. Teacher monitors and takes RR

(1 ½-2 min) Running Record Student___________

| 5-7 min | **INTRODUCE NEW TEXT and SCAFFOLDED READING:**
| --- | ---
| | and:

**Title:** ________________________________________

**Teacher as model for early strategies:**
- Concepts of Print
- Directionality
- 1:1 matching
- Return sweep
- Story elements (setting, character, events)

| 2-5 min | **CLOSURE:** Teachers are looking for evidence of learning and prompting transfer; also use closure as formative assessment. Effective closures build metacognition/reflection. See below for CLOSURE IDEAS.

Refer to Early Reading Strategy Prompts earlier in this section and the Comprehension section for specific teacher language to use in the lesson.

### Planning Questions:
- What did I learn about the students that will help me plan for tomorrow?
- What questions do I have about my students?

### Closure ideas...
- Today we did _____ as a reader...
- What did we practice today as readers?
- What is important for you to take away from reading today?
- What did you learn today that helps readers _______?
# Teaching and Learning Applications

## Sample Small Group Lesson Plan

### Emerging: DRA2 Levels A and 1

**The Birthday Cake**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Text/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-15 min</td>
<td><strong>Read Familiar Text</strong></td>
<td>Read an alphabet book or alphabet chart.</td>
</tr>
<tr>
<td>3 min</td>
<td><strong>Introduction of New Text and Scaffolded Reading</strong></td>
<td>Title: <em>The Birthday Cake</em>, Level 1 Wright Group Publishing</td>
</tr>
<tr>
<td>5-7 min</td>
<td><strong>Closure</strong></td>
<td>Quick recap of the lesson&lt;br&gt;Why is it important to point to words as we read?</td>
</tr>
</tbody>
</table>

### Teacher as model for early strategies:

- **Lesson focus - 1:1 matching:**
  
  “Let’s read this text together. Remember to say the word when I point to it. For example when I point to the word ‘cake’ you say the word ‘cake.’” Or you say the word as students point = 1:1 matching.

  As you read the text with the group, prompt by saying, “Are you matching the words that I say with the words that you point to?”

### Teacher thinking for tomorrow:

**Tomorrow for the familiar text portion, read *The Birthday Cake*. Introduce a new text and continue the focus of 1:1 matching.**

Refer to *Early Reading Strategy Prompts* earlier in this section for specific teacher language to use in the lesson.
Teaching and Learning Applications

**Explanation of the Small Group Lesson Plan**

**Early (level 4-12)**

**Read Familiar Text** Students practice reading behaviors. 
Teacher monitors and takes RR. [3 minutes]
- During this portion of the lesson students choose familiar books to read at their independent level. This is an opportunity for students to practice reading for fluency.
- The teacher targets one specific student during this time and takes a running record
  - using either seen or unseen text, depending on the purpose for this assessment.
  - does a brief check for comprehension after the running record.

**Introduction of New Text** [2 minutes]
- The introduction and picture preview set the stage for the reading of the new text.
- The teacher provides a one or two sentence introduction. Text introductions and picture previews are flexible, based on the complexity of the text and the needs of the students.

**Scaffolded Reading** [7-10 minutes]
- Scaffolded reading is an important part of the guided reading lesson. After the story has been introduced, the students read the text on their own. This is not “round robin” reading.
- The teacher observes, listens, prompts, and assesses to determine which strategies children are using to understand the text.
- The teacher meets briefly with each student during this time, tailoring the conversation and prompting to each student’s particular needs.
- Through purposeful language and questioning techniques, the teacher checks for student understanding of the text and prompts students to use strategies.
- Students reread the text, strengthening phrasing, fluency, and confidence.
- **Focus/Strategy** (choose one based on group needs):
  - learning and using sight words
  - rereading at point of difficulty
  - self-monitor with M/S/V
  - story elements (character, setting, events)** - see CAP for further ideas
- **Move beyond literal comprehension, using specific teacher language to prompt depth of thinking as the text becomes more sophisticated to support it and the students need it.**

**Closure** [3-5 minutes] Teachers are looking for evidence of learning and prompting transfer; also use closure as formative assessment. Effective closures build metacognition/reflection.

**Closure ideas:**
- Today we did _____ as a reader...
- What did we practice today as readers?
- What is important for you to take away from reading today?
- What did you learn today that helps reader _____?

Refer to Early Reading Strategy Prompts earlier in this section and the Comprehension section for specific teacher language to use in the lesson.
## Small Group Lesson Plan (Early: DRA2 Levels 4-12)

15-20 minutes

<table>
<thead>
<tr>
<th>15-20 min</th>
<th>3 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ FAMILIAR TEXT: Students practice reading behaviors. Teacher monitors and takes RR</td>
<td></td>
</tr>
<tr>
<td>(1 ½-2 min) Running Record Student____________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCE NEW TEXT:</td>
</tr>
<tr>
<td>Title: ______________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7-10 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCAFFOLDED READING:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3-5 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLOSURE: Teachers are looking for evidence of learning and prompting transfer; also use closure as formative assessment. Effective closures build metacognition/reflection. See below for CLOSURE IDEAS.</td>
</tr>
</tbody>
</table>

### Planning Questions:
- What did I learn about the students that will help me plan for tomorrow?
- What questions do I have about my students?

### Closure ideas...
- Today we did _____ as a reader...
- What did we practice today as readers?
- What is important for you to take away from reading today?
- What did you learn today that helps readers _____?

Refer to Early Reading Strategy Prompts earlier in this section and the Comprehension section for specific teacher language to use in the lesson.
Teaching and Learning Applications

<table>
<thead>
<tr>
<th>Leveled Text</th>
</tr>
</thead>
</table>

**Small Group Lesson Plan (Early: DRA2 Level 4)**

*What Do You Like to Eat?*

<table>
<thead>
<tr>
<th>15-20 min</th>
<th>READ FAMILIAR TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 min</td>
<td>While the group reads familiar text for fluency, assess one student by taking a running record and a brief check for comprehension on previously read text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 min</th>
<th>INTRODUCTION OF NEW TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title: <em>What Do You Like to Eat?</em> / Level 3-4, Wright Group McGraw Hill Publishing.</td>
</tr>
</tbody>
</table>

**Summary Statement:**
*The teacher says: “Everyone has a favorite food. This book is about the types of food some animals like to eat.”*

**Picture Preview**
Students have a copy of the text. The teacher uses the front cover of the book to identify and name each animal (*monkey, lion, seal, hippo, bear, koala and a boy*) and acknowledges students’ background knowledge, offering them an opportunity to predict what each animal likes to eat. As each page is turned, the teacher asks: “What animal is talking?” “What does s/he like to eat?”

<table>
<thead>
<tr>
<th>7-10 min</th>
<th>SCAFFOLDED READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson focus:</td>
<td></td>
</tr>
<tr>
<td>□ using picture clues</td>
<td></td>
</tr>
<tr>
<td>At the end of each page the teacher paraphrases: <em>(example from p. 4)</em> “You read that the Little Seal liked fish. Does fish match the picture?” “Why do you suppose ________ like to eat ________?”</td>
<td></td>
</tr>
</tbody>
</table>

**Focus/Strategy (choose based on group needs):**
| □ learning and using sight words |
| □ rereading at point of difficulty |
| □ self-monitor with M/S/V |
| □ story elements (character, setting, events)** - see CAP for further ideas for comprehension |

A focus may be also chosen from the Early Strategy Prompts or the Comprehension section as needed.

<table>
<thead>
<tr>
<th>3-5 min</th>
<th>CLOSURE: Teachers are looking for evidence of learning and prompting transfer; also use closure as formative assessment. Effective closures build metacognition/reflection. See below for CLOSURE IDEAS.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>What did we practice today as readers?</strong>______________________(students talk to explain)</td>
</tr>
<tr>
<td></td>
<td>............So as readers, we sometimes use picture clues to help us make sense of text.</td>
</tr>
<tr>
<td></td>
<td>I expect you will be using these strategies when you are reading and I will be checking in with you about that.</td>
</tr>
</tbody>
</table>

Refer to Early Reading Strategy Prompts earlier in this section and the Comprehension section for specific teacher language to use in the lesson.
# Teaching and Learning Applications

<table>
<thead>
<tr>
<th>Leveled Text</th>
</tr>
</thead>
</table>

## Sample Small Group Lesson Plan (Early: DRA2 Level 11-12)

*Animal Hospital*

### READ FAMILIAR TEXT

While the group reads familiar text for fluency, assess one student by taking a running record and a brief check for comprehension on previously read text.

### INTRODUCTION OF NEW TEXT

**Title:** *Animal Hospital* / Level 11-12, Wright Group Publishing.

**Summary Statement:**

Say: “Animals can get sick or hurt just like people do. This book is about how animal doctors help animals feel better.”

**Brief Picture Preview**

This book offers a table of contents and a glossary. Let the students know the purpose of a table of contents and glossary, and focus on these text features to guide a picture preview. Students will see that there are five sections of the book. Each animal has a sickness or hurt that receives treatment.

### SCAFFOLDED READING

**Lesson focus:**

- self-monitor with M/S/V
- prompt for use of retelling beginning, middle, and end

On p. 10, the picture shows the doctor looking at the bird’s wings. The structure of the sentence also supports the word “wings.” However, the text reads “skin.” If a student miscues on this word, the teacher says, “You said wings. What letters would you expect to see at the beginning (middle or end) of the word ‘wings’? “The word ‘wings’ does make sense and sounds right, but it doesn’t look right. You also have to pay careful attention to the print.”

**Focus/Strategy (choose based on group needs)**

- learning and using sight words
- rereading at point of difficulty
- self-monitor with M/S/V
- story elements (character, setting, events)** - see CAP for further ideas for comprehension

### CLOSURE:

Teachers are looking for evidence of learning and prompting transfer; also use closure as formative assessment. Effective closures build metacognition/reflection. See below for CLOSURE IDEAS.

What did you learn today that helps readers make sense out of text? (students talk to explain)

I expect you will be using these strategies when you are reading and I will be checking in with you about that.

Refer to *Early Reading Strategy Prompts* earlier in this section and the *Comprehension* section for specific teacher language.
Guided Reading

Teaching and Learning Applications

Explanation of the Guided Reading Lesson Plan
Transitional/Extending: DRA Levels 14-28
(Primary)

INTRODUCTION (2-4 minutes)
- The introduction sets the stage for the reading of the new text.
- Consider the supports and challenges in the text: The teacher provides an introduction that gives the students the support they need to read and comprehend the text while leaving a manageable number of challenges for the student to problem-solve on their own.
- The teacher may use this time to build background knowledge, introduce new or unusual vocabulary, make students aware of key concepts, or introduce certain text features. Note: if you have to give too much vocabulary, ask yourself if the book is appropriate. It is about teaching the READER, not the READING.
- Introductions at this level are brief, not revealing too much to the students. Teachers need to remember that the purpose of a guided reading lesson is to teach the student how to read. Students need some challenges to stretch their skills.

INDIVIDUAL/SCAFFOLDED READING (5-8 minutes)
- Students individually read while the teacher targets one specific student during this time and takes a running record on that student using unseen text.
- The teacher takes a brief check for comprehension after the running record.
- Scaffolded reading is an important part of the guided reading lesson. After a brief introduction to the text, students read the text on their own either silently or by “whisper reading.” This is not “round robin” reading.
- The teacher works with students one-on-one, circulating to get to as many students as possible during the time frame. The teacher listens to individual students, monitors phrasing and fluency, observes decoding skills, and checks comprehension as students are reading the text.
- The teacher meets briefly with each student during this time, tailoring the conversation to each student’s particular needs. Students can reread the text several times, strengthening phrasing, fluency, and confidence.
- The teacher guides the students through the process of reading and understanding the text. The teacher uses purposeful questions, modeling, and thinking aloud. See ideas for teacher language previous in this section, as well as in the Comprehension section of the CALI.
- Focus of the lesson choices: (Choose based on group needs.)

<table>
<thead>
<tr>
<th>Word-solving strategies</th>
<th>Comprehension Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ self-monitoring with M/S/V</td>
<td>□ Inferring</td>
</tr>
<tr>
<td>□ rereading at point of difficulty</td>
<td>□ Summarizing</td>
</tr>
<tr>
<td>□ crosschecking using M/S/</td>
<td>□ Connecting/ schema</td>
</tr>
<tr>
<td>□ Clarifying</td>
<td>□ Synthesizing</td>
</tr>
<tr>
<td>□ Visualizing</td>
<td></td>
</tr>
</tbody>
</table>
### Teaching and Learning Applications

#### Explanation of the Guided Reading Lesson Plan

**Transitional/Extending: DRA2 Levels 14-28—continued (Primary)**

<table>
<thead>
<tr>
<th>COMPREHENSION STRATEGY DISCUSSION [6-8 minutes]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pull group back together after individual reading. Students discuss with prompting from the teacher. A brief conversation that helps extend comprehension and build metacognition around skills and strategies.</td>
</tr>
</tbody>
</table>

- Teachers elect specific references to the text in order to deepen understanding of the comprehension focus = teaching the READER, not the READING..
- Through purposeful language and questioning techniques, the teacher checks for student understanding of the text and mediates student thinking.
- The teacher identifies specific parts of the text to use to model thinking. Specific models of specific comprehension strategies move students to deeper levels of comprehension strategy use. The language is carefully considered to maximize student learning.
- Supports for teacher language are found at the beginning of this section of the CALI, as well as in the Comprehension section of the CALI.
- Students at this level are moving beyond literal retelling. Teachers need to be mindful of this growth as they move students to deeper levels of thinking about the text.
- Choose one comprehension strategy and use over time in both fiction and non-fiction texts. Revisit the strategy later on with increasingly difficult texts.

<table>
<thead>
<tr>
<th>CLOSURE Cementing the learning and setting expectations for transfer [2 minutes]</th>
</tr>
</thead>
<tbody>
<tr>
<td>The closure is a direct link to support students to transfer/reapply the learning independently. Effective closures build metacognition/reflection around the lesson focus.</td>
</tr>
</tbody>
</table>

Chose a closure from the following list:

- **Today we did _____ as a reader...**
- **What did we practice today as readers?**
- **What is important for you to take away from reading today?**
- **What did you learn today that helps readers _____?**

The teacher keeps in the forefront of the lesson that guided reading is about teaching how to **comprehend text**—the process of reading—so that students develop transferable comprehension/thinking skills and strategies to use on texts outside of the lesson.

### Writing for Comprehension

Refer to the Comprehension section for specific teacher language to use in the lesson.
## Guided Reading Lesson Plan

**Transition/Extending: DRA2 Levels 14-28**

### PRIMARY

15-20 minutes

<table>
<thead>
<tr>
<th>15-20 min</th>
<th>2-4 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION:</strong> Brief setting of the purpose for reading – centering students on the comprehension strategy as they begin reading.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5-8 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDIVIDUAL/SCAFFOLDED READING:</strong> Take a RR on one student in each lesson as other students read individually. After the RR, the teacher listens into individual students (until time is up) as they read. Teacher <em>prompts to the comprehension strategy</em>, as well as making <em>diagnostic observations</em> as the other students are reading individually.</td>
</tr>
</tbody>
</table>

(1 ½-2 min) Running Record Student_________ RR pages ________ Group: read pages ________

<table>
<thead>
<tr>
<th>6-8 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPREHENSION STRATEGY DISCUSSION:</strong> Pull group back together. Students discuss with prompts from the teacher continuing the lesson focus.</td>
</tr>
</tbody>
</table>

- Predetermined specific references to the text – listen for these references after students have read independently and discussion takes place:
  - Notes:
  - Notes:
  - Notes:

- Predetermined specific teacher language to prompt student thinking: 
  - Notes:

<table>
<thead>
<tr>
<th>2 min</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLOSURE:</strong> Teachers are looking for evidence of learning and prompting transfer; also use closure as formative assessment. <strong>Effective closures</strong> build metacognition/reflection. See below for CLOSURE IDEAS.</td>
</tr>
</tbody>
</table>

Refer to Early Reading Strategy Prompts earlier in this section and the Comprehension section for specific teacher language to use in the lesson.

### Planning Questions:

- What did I learn about the students that will help me plan for tomorrow?
- What questions do I have about my students?

### Closure Ideas...

- Today we did _____ as a reader...
- What did we practice today as readers?
- What is important for you to take away from reading today?
- What did you learn today that helps readers _____?
### Lesson Example Guided Reading Lesson Plan Transitional/Extending Primary

15-20 minutes

| Student names: ___________________________ | Grade: 2 | Lesson # 4 on this strategy | Date _____________________ |
| Text: The Mystery of the Cliff Houses | Level 24 | Strategy/Comprehension focus: Summarizing |

#### 15-20 min

<table>
<thead>
<tr>
<th>2-4 min</th>
<th>INTRODUCTION: Brief setting of the purpose for reading – centering students on the comprehension strategy as they begin reading.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set the stage for reading:</td>
<td></td>
</tr>
<tr>
<td>“This text gives information about ancient buildings and ideas about the people who lived there. What comprehension strategy have we been working on?” “When readers use the comprehension strategy of summarizing, they figure out what the text is mainly about.” “While you read today, think about how this strategy helps a reader understand the text. How does summarizing help the reader make sense of text? Today we will read pp. 4-8.”</td>
<td></td>
</tr>
</tbody>
</table>

#### 5-8 min

| INDIVIDUAL/SCAFFOLDED READING: Take a RR on one student in each lesson as other students read individually. After the RR, the teacher listens into individual students (until time is up) as they read. Teacher prompts to the comprehension strategy, as well as making diagnostic observations as the other students are reading individually. |
| --- | --- |
| (1 ½-2 min) Running Record Student___________ RR pages: 4 and half of 5 Group: read pages 4-8 |

#### 6-8 min

| COMPREHENSION STRATEGY DISCUSSION: Pull group back together. Students discuss with prompts from the teacher continuing the lesson focus. |
| --- | --- |
| Predetermined specific teacher language to prompt student thinking: |
| After students have read and reread pp. 4-8 and the teacher has conferred and listened in to as many students as possible in the INDIVIDUAL/SCAFFOLDED reading component of the lesson, the teacher pulls the group together. The teacher prompts the students—pulling the lesson focus through the lesson: What is going in the text? So if we were to say that in a sentence or two to get what the text is mainly about, what could we say? |

#### 2 min

| CLOSURE: Teachers are looking for evidence of learning and prompting transfer; also use closure as formative assessment. Effective closures build metacognition/reflection. See below for CLOSURE IDEAS. |
| --- | --- |
| Today we did _____ as a reader, what comprehension strategy did we work on? What does summarizing mean? How does summarizing help the reader understand text? Gather observational data throughout the lesson to determine next instructional steps. |

Refer to Early Reading Strategy Prompts earlier in this section and the Comprehension section for specific teacher language to use in the lesson.

#### Planning Questions:

**What did I learn about the students that will help me plan for tomorrow?**

**What questions do I have about my students?**

#### Closure ideas...

**Today we did _____ as a reader…**

**What did we practice today as readers?**

**What is important for you to take away from reading today?**

**What did you learn today that helps readers _____?**
Guided Reading

Teaching and Learning Applications

<table>
<thead>
<tr>
<th>Explanation of the Guided Reading Lesson Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-6</td>
</tr>
<tr>
<td>15-20 minutes</td>
</tr>
</tbody>
</table>

**INTRODUCTION: The Lesson Begins** [2-4 minutes]

Introduction of New Text and the Lesson Focus

- The introduction is *brief* and sets the stage for the reading of the new (unseen) text.
- During the text introduction, the teacher introduces or reviews the lesson comprehension focus. The teacher sets the purpose for reading at this time, which is the comprehension strategy that is the lesson focus. The teacher says, “As you read today, pay attention to....”
- The *gradual release of responsibility* is a critical piece—with the teacher holding students more accountable after lesson 1 or 2 with the text /lesson focus as a new focus is used.
- In the introduction, the teacher may BRIEFLY build background knowledge, introduce unusual vocabulary, make students aware of key concepts, or introduce certain text features. If this cannot be done briefly, then the teacher considers if the text selection is appropriate for the guided reading lesson. Students need some challenges to stretch their skills so the teacher should not over scaffold—scaffold just enough to get the students into the reading. And leave opportunities for learning in the guided setting.
- Focus of the lesson choices: (Choose one based on group needs.)

<table>
<thead>
<tr>
<th>Comprehension Strategies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ clarifying             □ determining importance</td>
<td></td>
</tr>
<tr>
<td>□ visualizing            □ inferring</td>
<td></td>
</tr>
<tr>
<td>□ questioning            □ summarizing</td>
<td></td>
</tr>
<tr>
<td>□ synthesizing           □ connecting/schema</td>
<td></td>
</tr>
</tbody>
</table>

- Note: The comprehension strategies of INFERRING and DETERMINING IMPORTANCE are huge and have nuances that need to be specifically taught. It is not helpful to use too global of a lesson focus. Breakdown these strategies in particular—into meaningful chunks for a series of lessons.

Use the Essential Learnings (and the ‘able to do’) from the Jeffco curriculum in CAP to break inferring and determining importance into smaller components and to use as the lesson focus.

Also refer to the Comprehension section earlier in the CALI for more nuanced components of INFERRING and DETERMINING IMPORTANCE, as well as teacher language to use for all of the comprehension strategies.
Guided Reading

Teaching and Learning Applications

Explanation of the Guided Reading Lesson Plan
Grades 3-6 (continued)

INDIVIDUAL READING: Reading the Text [3-6 minutes]

The students read the new text independently while the teacher works one-on-one with an individual student while that student whisper reads:

- After a brief INTRODUCTION to the text and the lesson focus/reading work, the students independently read the assigned portion of text, applying the focus of the lesson.

  - The teacher targets one specific student during this time and takes a running record on that student using a small portion of the new (unseen) reading for the lesson. The running record is brief and has a different purpose than in the earlier grades - the primary purpose of the running record at this level is to determine if the student can read and access the text. And to note reading behaviors (1-2 minutes)....

  - The students read the text independently while the teacher works one-on-one with students, modeling and teaching the comprehension strategy focus.

- As students whisper read, the teacher listens-in. During this time, the teacher confers with individual students about the skill or strategy that is the focus of the lesson.

  - Explicit instruction occurs during this time as the teacher confers with individual students.

  - This is not “round robin” reading.

- The time with each student is brief and the teacher may not get to each student in each lesson—go by time to end this component.

  - This time provides explicit instruction in the focus of the lesson as well as provides formative assessment information to determine next steps for instruction.

- The teacher works with students one-on-one, circulating to get to as many students as possible during the time frame. The teacher listens to individual students as they read, monitors phrasing and fluency, observes decoding skills, and checks comprehension as students are reading the text.

- The teacher models the thinking about the application of the strategy through carefully chosen language that is explicit and purposeful.
**Teaching and Learning Applications**

**Explanation of the Guided Reading Lesson Plan**

**Grades 3-6 (continued)**

15-20 minutes

**COMPREHENSION STRATEGY DISCUSSION: Using the Text** [8-10 minutes] A brief conversation that helps extend comprehension and build metacognition around skills and strategies.

**Prompted discussion:**

After the students have read a common piece of text, they are ready to engage in a meaningful discussion connected to the skill or strategy focus of the lesson.

- Use of intentional “teacher talk” prompts students to use individual comprehension strategies while at the same time students **cite evidence from the text** to support their thinking.
- The teacher prompts the discussion related to the lesson focus by using specific language and pre-selecting specific references to the text that deepen understanding of the comprehension focus.
- Through purposeful language and questioning techniques, the teacher checks for student understanding of the text and mediates student thinking.
- The teacher pre-determines specific parts of the text to use to model thinking.
  - The teacher prepares by reading the new text prior to the lesson in order to predetermine specific parts that provide supports and challenges for students.
  - The language is carefully considered to maximize student learning.
- Supports for teacher language are found at the beginning of this section of the CALI, in the Comprehension section of the CALI.
- Teachers need to be mindful to teach purposefully in order to deepen students’ thinking about the text.
- Use both **fiction** and **non-fiction** texts in a series of 3-5 lessons on the same strategy.
- Revisit the strategy again at another time, using increasingly sophisticated texts.

**CLOSURE: Cementing the learning and setting expectations for transfer** [2 minutes]

The closure is a direct link to support students to transfer/reapply the learning independently. Teachers are looking for evidence of learning and prompting transfer; also use closure as formative assessment. Effective closures build metacognition/reflection around the lesson focus.

Chose a closure from the following list:

- **What was the focus of the lesson?**
- **How does this strategy help a reader understand the text?**
- **Why do readers use this strategy?**
- **How else could you use this strategy?**
- **I expect you will use it.** (To set expectations that the students will transfer and apply the comprehension thinking skill/strategy beyond this lesson.)

The teacher keeps in the forefront of the lesson that guided reading is about teaching **how to comprehend text**—the process of reading—so that students develop transferable comprehension/thinking skills and strategies to use on texts outside of the lesson.
## Guided Reading Lesson Plan Grades 3-6
15-20 minutes

### Student names: ___________________________  Grade _____  Lesson # _____  Date ____________

### Text: _________________________________  Level _____  Comprehension focus: ________________________________

### 15-20 min

<table>
<thead>
<tr>
<th>2-4 min</th>
<th>INTRODUCTION</th>
<th>Brief setting of the purpose for reading – centering students on the comprehension strategy as they begin reading.</th>
</tr>
</thead>
</table>

### 3-6 min

<table>
<thead>
<tr>
<th>8-10 min</th>
<th>INDIVIDUAL READING: Take a RR on one student in each lesson as other students read individually. After the RR, the teacher listens into individual students (until time is up) as they read promoting to the comprehension strategy, as well as making diagnostic observations as the other students are reading individually.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1 ½-2 min) Running Record Student_____________  RR pages ________  Group: read pages _____________</td>
</tr>
</tbody>
</table>

### 2 min

<table>
<thead>
<tr>
<th>2 min</th>
<th>COMPREHENSION STRATEGY DISCUSSION: Teacher predetermines specific references to the text/discussion. Pull group back together after individual reading (above.) Students discuss with the prompts from the teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Predetermined specific references to the text – listen for these references after students have read independently and discussion takes place:</td>
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<tr>
<td></td>
<td>Predetermined specific teacher language to prompt student thinking:</td>
</tr>
</tbody>
</table>

### 2 min

<table>
<thead>
<tr>
<th>2 min</th>
<th>CLOSURE: Teachers are looking for evidence of learning and prompting transfer; also use closure as formative assessment. Effective closures build metacognition/reflection around the lesson focus. See below for CLOSURE IDEAS.</th>
</tr>
</thead>
</table>

### WRITING FOR COMPREHENSION about this text and WORD STUDY occur in other parts of the Literacy Block.

### Planning Questions:
What did I learn about the students that will help me plan for tomorrow?

What questions do I have about my students?

### Closure ideas:
How does this strategy help a reader understand the text?

What was the focus of the lesson?

I expect… (e.g. to see you applying this thinking in… independent reading as I check in with you, in social studies reading, that you tell me how you applied this strategy outside of school.),

How else could you use this strategy?

Why do readers use this strategy?

[Click here for a Word version of the lesson plan.]
**Guided Reading Lesson Plan Grades 3-6**

*Teacher Thinking That Guides Instructional Decisions* page 1

15-20 minute lesson

<table>
<thead>
<tr>
<th>Student names: ___________________________</th>
<th>Grade _____</th>
<th>Lesson # ______________</th>
<th>Date ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text: ___________________________</td>
<td>Level _____</td>
<td>Comprehension focus: ___________________________</td>
<td></td>
</tr>
</tbody>
</table>

### INTRODUCTION

Brief setting of the purpose for reading – centering students on the comprehension strategy as they begin reading.

- Gradual Release of Responsibility—teacher-directed as the teacher releases responsibility to the students. Students should begin to ‘own’ the strategy as the lessons progress around a particular focus.

- Teachers intentionally adjust wait time and the amount of support in this part of the introduction.

- If more vocabulary needs to be reviewed than can be done 30 seconds or less, then the text is probably not appropriate for this group of students—too much background would need to be built.

- Guided reading is not about the CONTENT of the reading but about developing THINKING SKILLS about reading that are transferable to other texts.

- All the bolded parts in following lesson examples can become sentence stems. Teachers customize for the lesson focus, the needs of the students, and how much support to provide.

### INDIVIDUAL READING

Take a RR on one student in each lesson as other students read individually. After the RR, the teacher listens into individual students (until time is up) as they read promoting to the comprehension strategy, as well as making diagnostic observations as the other students are reading individually.

- **(1½-2 min)** Running Record Student: ________ RR pages ________ Group: read pages ________

- **Formative assessment:** Add notes to the lesson plan during the lesson about student reading behaviors, next steps, and things you are wondering about individual students.

- After the brief running record to check if a student can access the text to read it, the teacher moves between the students to ‘listen in’ as a student reads. The teacher confers with students individually—teaching, modeling, questioning—all focused on the lesson objective. These conferring times ‘plant’ ideas to be brought to the group discussion of the lesson focus.
Guided Reading

Guided Reading Lesson Plan Grades 3-6
Teacher Thinking That Guides Instructional Decisions page 2

15-20 minute lesson

Student names ____________________ Grade ____ Lesson # _____________________________ Date _____________

Text: ____________________________ Level _____ Comprehension focus: ____________________________

8-10 min

COMPREHENSION STRATEGY DISCUSSION: Teacher predetermines specific references to the text/discussion. Pull group back together after individual reading (above.) Students discuss with the prompts from the teacher.

Predetermined specific references to the text – listen for these references after students have read independently and discussion takes place:

- Use these predetermined references to guide as needed. Let it unfold and see which of these references the students may come up with or they may come up with others you did not predetermine. It is about being prepared IN CASE students do not come up with references to the text to justify their thinking, not about TEACHING them the references. Keep the instructional focus in mind.

- Predetermined specific teacher language to prompt student thinking:

  - Use the thinking ‘planted’ in the conferring time in the previous lesson component to bring student ideas into the comprehension strategy discussion.
  - Remember: This is about the THINKING about the reading, not about the CONTENT of the reading.

If student aren’t able to come up with references to the text to justify their thinking about their comprehension, it is formative data to use for future lesson planning—in guided, in shared, or while they are reading independently.

The teacher adds notes on the lesson plan DURING and AFTER the lesson—making note of what students can do and note of what next instructional steps might be.

Use the thinking ‘planted’ in the conferring time in the previous lesson component to bring student ideas into the comprehension strategy discussion.

Remember: This is about the THINKING about the reading, not about the CONTENT of the reading.

2 min

CLOSURE: Teachers are looking for evidence of learning and prompting transfer, also use closure as formative assessment. Effective closures build metacognition/reflection around the lesson focus. See below for CLOSURE IDEAS.

Always return to the focus of the lesson in the closure

The teacher keeps in the forefront of the lesson that guided reading is about teaching how to comprehend text—the process of reading—so that students develop transferrable comprehension/thinking skills and strategies to apply on their own.

WRITING FOR COMPREHENSION about this text and WORD STUDY occur in other parts of the Literacy Block.

Planning Questions:
What did I learn about the students that will help me plan for tomorrow?

What questions do I have about my students?

Closure ideas...
How does this strategy help a reader understand the text?
What was the focus of the lesson?
I expect... (e.g. to see you applying this thinking in...other reading as I check in with you.)
How else could you use this strategy?
Why do readers use this strategy?
Guided Reading Lesson Plan Grades 3-6
Sample of Pre-Planned Lesson including Teacher Language
page 1

Student names: Liza, Jon, Erin, Joe, Gabrielle, Christein  Grade 3  Lesson # 2 out of 3 lessons with this text (this lesson is the next section of the text) Boon Town—previously read pg. 161-168  Date Nov 18

Text: Boon Town (from Treasures by Macmillian/McGraw-Hill  Level: Grade 3  Comprehension focus: Visualizing

<table>
<thead>
<tr>
<th>2-4 min</th>
<th>INTRODUCTION</th>
<th>NOTES:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Brief setting of the purpose for reading – centering students on the comprehension strategy as they begin reading.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What comprehension strategy are we working on?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What is visualizing?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- That is when the reader sees, hears, or feels (physical) what is going on in the reading in order to make sense and comprehend what the author is saying.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Today when you read, pay attention to words/phrases that cause you to visualize.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be prepared to justify your thinking with evidence from the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Be able to discuss how using this strategy helps a reader comprehend text.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3-6 min</th>
<th>INDIVIDUAL READING: Take a RR on one student in each lesson as other students read individually. After the RR, the teacher listens into individual students (until time is up) as they read promoting to the comprehension strategy, as well as making diagnostic observations as the other students are reading individually..</th>
<th>NOTES:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1 ½-2 min) Running Record Student: Joe. RR pages 169-170 Group: read pages 169-175</td>
<td></td>
</tr>
</tbody>
</table>
Guided Reading Lesson Plan Grades 3-6
Sample of Pre-Planned Lesson including Teacher Language

page 2
12-17 minute lesson

Student names: Liza, Jon, Erin, Joe, Gabrielle, Christein  Grade 3  Lesson # 2 out of 3 lessons with this text (this lesson is the next section of the text) Boon Town—previously read pg. 161-168  Date Nov 18
Text: Boon Town (from Treasures by Macmillan/McGraw-Hill  Level: Grade 3  Comprehension focus: Visualizing

<table>
<thead>
<tr>
<th>COMPREHENSION STRATEGY DISCUSSION:</th>
<th>Predetermined specific references to the text – listen for these references after students have read independently and discussion takes place:</th>
</tr>
</thead>
</table>
|                                      | - Pg. 171 “They grumbled and groaned.”  
- Pg. 174 “Soon shirts and sheets fluttered on the line…”  
- Pg. 175 “Sometimes the line snaked clear around the house.” |

Predetermined specific teacher language to prompt student thinking:  
As you read today, what words caused you to visualize what is going on in the text? Show us in the text.

NOTES:

WRITING FOR COMPREHENSION about this text and WORD STUDY occur in other parts of the Literacy Block.

Planning Questions:
What did I learn about the students that will help me plan for tomorrow? I need to find parts in the text that clearly prompt VISUALIZING response in the students.
What questions do I have about my students? Can the students elaborate on what in the text causes them to VISUALIZE – going beyond surface level?

Closure Ideas...
- How does this strategy help a reader understand the text?
- What was the focus of the lesson?
- I expect... (e.g. to see you applying this thinking in...other reading as I check in with you.)
- How else could you use this strategy?
- Why do readers use this strategy?
**Guided Reading**

**Guided Reading Lesson Plan Grades 3-6**

**Sample of Pre-Planned Teacher Language and Teacher Thinking** page 1

15-20 minute lesson

<table>
<thead>
<tr>
<th>Student names:</th>
<th>Stepahn, Felicia, Tim, Desiree, Jennifer, Tyler</th>
<th>Grade</th>
<th>4</th>
<th>Lesson #</th>
<th>2</th>
<th>Date</th>
<th>Oct 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text:</td>
<td>Your Puppy's First Command</td>
<td>Level</td>
<td>O/P</td>
<td>Comprehension focus: Determining Importance using text features</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INTRODUCTION**

Brief setting of the purpose for reading – centering students on the comprehension strategy as they begin reading.

**NOTES:**

Today we will look at
- how authors use text features to help the reader identify what is important.

Scan the text.
- What do you notice about the format of the article?
- How might using text features help you determine what the author thinks is important in the reading?

Read the article and focus on the text features.

Be prepared to justify your thinking with evidence from the text to discuss how determining what the author thought was important helps you understand the text.

**INDIVIDUAL READING:** Take a RR on one student in each lesson as other students read individually. After the RR, the teacher listens into individual students (until time is up) as they read promoting to the comprehension strategy, as well as making diagnostic observations as the other students are reading individually.

(1 ½-2 min) Running Record Student **Felicia** RR pages first half of 1 pg article Group: read pages 1 pg article

**NOTES:**
Guided Reading

Guided Reading Lesson Plan Grades 3-6
Sample of Pre-Planned Lesson Including Teacher Language

Student names: Stephan, Felicia, Tim, Desire, Jennifer, Tyler
Grade 4
Lesson # 2
Date Oct 11

Text: Your Puppy’s First Command
Level O/P
Comprehension focus: Determining Importance using text features

COMPREHENSION STRATEGY DISCUSSION:
Teacher predetermines specific references to the text/discussion. Pull group back together after individual reading (above.) Students discuss with the prompts from the teacher.

Predetermined specific references to the text – listen for these references after students have read independently and discussion takes place:

- Speech bubbles
- 2 columns w/bold headings
- Numbers for steps or colored icon and short phrases

NOTES:

Predetermined specific teacher language to prompt student thinking:

What did the author think was important in the reading today?
How do you know?

- Probe if students do not identify text features that the author used to clue the reader in on what he thought was important by asking:
  - What text features did the author used to help you know what the author thought was important?

NOTES:

CLOSURE:
Teachers are looking for evidence of learning and prompting transfer; also use closure as formative assessment. Effective closures build metacognition/reflection around the lesson focus. See below for CLOSURE IDEAS.

How did…. looking at text features help identify what the author thought was important? How did knowing what the author thought was important help you understand the text? [I knew what to pay attention to……]
I expect….. As you reading independently, think about the organization of the text w/text features and how know that helps you know what the author thought was important.

WRITING FOR COMPREHENSION about this text and WORD STUDY occur in other parts of the Literacy Block.

Planning Questions:
What did I learn about the students that will help me plan for tomorrow?
What questions do I have about my students?

Closure Ideas...

- How does this strategy help a reader understand the text?
- What was the focus of the lesson?
- I expect… (e.g. to see you applying this thinking in…other reading as I check in with you.)
- How else could you use this strategy?
- Why do readers use this strategy?
## Guided Reading Lesson Plan Grades 3-6

**Sample of Pre-Planned Teacher Language and Teacher Thinking**

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<table>
<thead>
<tr>
<th>15-20 minute lesson</th>
</tr>
</thead>
</table>

**Student names:** Stephan, Felicia, Tim, Desire, Jennifer, Tyler  
**Grade:** 4  
**Lesson #:** 3  
**Date:** Oct 12

**Text:** What Dogs Know  
**Level:** O/P  
**Comprehension focus:** Determining Importance to support the main idea

### INTRODUCTION

Brief setting of the purpose for reading – centering students on the comprehension strategy as they begin reading.

**NOTES:**

Yesterday we looked at
- how authors use text features to help us identify what is important

Today we are going to
- Look at another article and apply what we did yesterday in order identify the important details that support the main idea
- Scan the text and illustrations.
  - What do you already know about dog intelligence?
  - In this article we’ll learn about different types of dog intelligences as we identify details that support the main idea of the text.
- Scan the first 2 paragraphs.
  - What types of details will you look for as you read?
- Read the article looking for details to support the main idea.

Be prepared to justify your thinking about the details to support the main ideas with evidence from the text. And be able to discuss how using this strategy helps a reader comprehend text.

---

### INDIVIDUAL READING

Take a RR on one student in each lesson as other students read individually. After the RR, the teacher listens into individual students (until time is up) as they read promoting to the comprehension strategy, as well as making diagnostic observations as the other students are reading individually.

(1 ½-2 min) Running Record Student **Stephan**  
**RR pages:** first half of 1 pg article  
**Group:** read pages 1 pg article

**NOTES:**
**Guided Reading Lesson Plan Grades 3-6**  
Sample of Pre-Planned Lesson including Teacher Language  

Student names: Stephan, Felicia, Tim, Desiree, Jennifer, Tyler  
Grade 4  
Lesson #3  
Date Oct 12

**Text:** What Dogs Know  
**Level:** O/P  
**Comprehension focus:** Determining Importance to support identifying the main idea

<table>
<thead>
<tr>
<th>8-10 min</th>
<th>COMPREHENSION STRATEGY DISCUSSION: Teacher predetermines specific references to the text/discussion. Pull group back together after individual reading (above.) Students discuss with the prompts from the teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Predetermined specific references to the text – listen for these references after students have read independently and discussion takes place:</td>
</tr>
<tr>
<td></td>
<td>* Red—bold letters to identify the 3 kinds of intelligences, with their definition</td>
</tr>
<tr>
<td></td>
<td>* Blue—bold letters to identify the steps to measure a dog’s adaptive intelligence</td>
</tr>
<tr>
<td></td>
<td>* Picture of the dog with glasses sitting at a computer</td>
</tr>
</tbody>
</table>

**NOTES:**

Predetermined specific teacher language to prompt student thinking:

What important details did you identify while reading? What details were not important? How do you know? — probe for elaboration and for evidence from the text.

Based on those important details, how can we say a main idea in a sentence or two? How did the important details support our identifying a main idea?

<table>
<thead>
<tr>
<th>2 min</th>
<th>CLOSURE: Teachers are looking for evidence of learning and prompting transfer; also use closure as formative assessment. Effective closures build metacognition/reflection around the lesson focus. See below for CLOSURE IDEAS.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How did... looking for important details help you understand the text? [important details support the main idea. Others are just interesting. The important ideas help the reader get the gist or the main idea of the text.]</td>
</tr>
<tr>
<td></td>
<td>I expect... As you reading independently, think about the main idea of the chapter or section might be... tied to important details......</td>
</tr>
</tbody>
</table>

**WRITING FOR COMPREHENSION** about this text and **WORD STUDY** occur in other parts of the Literacy Block.

**Planning Questions:**

What did I learn about the students that will help me plan for tomorrow?

What questions do I have about my students?

**Closure ideas...**

* How does this strategy help a reader understand the text?  
* What was the focus of the lesson?  
* I expect... (e.g. to see you applying this thinking in...other reading as I check in with you.)  
* How else could you use this strategy?  
* Why do readers use this strategy?
Guided Reading Lesson Plan Grades 3-6

Sample of Pre-Planned Teacher Language and Teacher Thinking

INTRODUCTION

Brief setting of the purpose for reading—centering students on the comprehension strategy as they begin reading.

(This is the first lesson introducing this strategy so it will be a bit more teacher directed before being released to the students after lessons 1-2)

NOTES:

Today we are going to

- Begin exploring the comprehension strategy of CLARIFYING.
- This is when the reader makes the meaning clearer through contextual clues.
- Sometimes the reader digs deeper into words or phrases that they are not sure of and used the words around the word/phrase or uses the gist of what is going on, they can better understand what they are reading.

So as you read today,

- Use three sticky notes to identify spots in the text where there are words or phrases you are unsure of the meaning
- Read pg. 5-8
- Teacher note: generally, students don’t know what they don’t know—use words/phrases identified in the pre-planning to probe student understanding as students independently read and listen in.

Be prepared to explain your thinking about the words/phrases you identified. And be able to discuss how using this strategy helps a reader comprehend text.

INDIVIDUAL READING: Take a RR on one student in each lesson as other students read individually. After the RR, the teacher listens into individual students (until time is up) as they read promoting to the comprehension strategy, as well as making diagnostic observations as the other students are reading individually.

(1½-2 min) Running Record Student Rhea RR pages page 5 Group: read pages 5-8

NOTES:
Guided Reading Lesson Plan Grades 3-6
Sample of Pre-Planned Lesson Including Teacher Language

Student names: James, Renee, Lucas, Rhea, Ben, Jessie
Grade 5
Lesson # 1 out of 5 lessons with consecutive small sections
Date Sep 18

Text: One Life to Lose Level 5th
Comprehension focus: Clarifying Phrases from Contextual Clues

8-10 min

COMPREHENSION STRATEGY DISCUSSION: Teacher predetermines specific references to the text/discussion. Pull group back together after individual reading (above.) Students discuss with the prompts from the teacher.

Predetermined specific references to the text – listen for these references after students have read independently and discussion takes place:
- “thoughts that ran through his mind” p. 5
- “played my part” p. 7
- “my heart sinks to my stomach” p. 8
- “like a knife through my heart” p. 8

Notes:

Predetermined specific teacher language to prompt student thinking:

As you read today, what words/phrases did you need to clarify?

{Note: first less—they will need modeling with phrases above and the thinking about how to use contextual clues to use the comprehension strategy of clarifying.}

This is how I…….

How do readers use contextual clues to clarify?

2 min

CLOSURE: Teachers are looking for evidence of learning and prompting transfer; also use closure as formative assessment. Effective closures build metacognition/reflection around the lesson focus. See below for CLOSURE IDEAS.

What is CLARIFYING? [Note: this is the first lesson on CLARIFYING—don’t use much wait time here—just ‘tell’ and move on.]

Why do readers use the strategy of CLARIFYING?

WRITING FOR COMPREHENSION about this text and WORD STUDY occur in other parts of the Literacy Block.

Planning Questions:
What did I learn about the students that will help me plan for tomorrow?
What questions do I have about my students?

Closure ideas...
How does this strategy help a reader understand the text?
What was the focus of the lesson?
I expect… (e.g. to see you applying this thinking in…other reading as I check in with you.)
How else could you use this strategy?
Why do readers use this strategy?
**Guided Reading**

**Guided Reading Lesson Plan Grades 3-6**
*Sample of Pre-Planned Teacher Language and Teacher Thinking*

**page 1**

15-20 minute lesson

| Student names: Jake, Troy, Alexi, Meg, Chao, Jen | Lesson # 3 out of 5 lessons with this text (the next section of the text) | Date Feb 25 |
| Text: No Way Out | Grade 6 | Level 6th | Comprehension focus: Inerring Character Traits |

---

**INTRODUCTION**

Brief setting of the purpose for reading – centering students on the comprehension strategy as they begin reading.

*(This is the third lesson with this strategy - they should be held accountable to increasingly ‘own’ the thinking)*

**NOTES:**

What comprehension strategy have we been working on?

*(Prompt if needed – What is an inference? What are character traits?)*

As you read today, continue to use clues from the text to infer what the character is like – what traits they exhibit and how do you know from the way the author reveals this.

Be prepared to explain your thinking about the words/phrases you identified. And be able to discuss how using this strategy helps a reader comprehend text.

---

**INDIVIDUAL READING:** Take a RR on one student in each lesson as other students read individually. After the RR, the teacher listens into individual students (until time is up) as they read *promoting to the comprehension strategy*, as well as making *diagnostic observations* as the other students are reading individually.

*(1 ½-2 min) Running Record Student Troy RR pages 10-11 Group: read pages 10-14* 

**NOTES:**
### Guided Reading

#### Sample of Pre-Planned Lesson Including Teacher Language

**Student names:** Jake, Troy, Alexi, Meg, Chao, Jen  
**Lesson #** 3 out of 5 lessons with this text (the next section of the text)  
**Date** Feb 25

**Text:** No Way Out  
**Grade:** 6  
**Level:** 6th  
**Comprehension focus:** Inferring Character Traits

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 8-10 min | **COMPREHENSION STRATEGY DISCUSSION**  
Teacher predetermines specific references to the text/discussion. Pull group back together after individual reading (above.) Students discuss with the prompts from the teacher.  
Predetermined specific references to the text – listen for these references after students have read independently and discussion takes place:  
- Monique – been to most every country; sung in a rock band; worked on pres. campaign; flashy  
- Nedda – 3rd gr. teacher; stayed at home w/kids; family never went far from home  
- Aletha – bored; typical teenager (pleaded, implored)  
  **NOTES:**  
  Predetermined specific teacher language to prompt student thinking:  
  Let’s recenter on the main characters at this point in the reading...  
  (talk as a group, guiding to the three characters above).  
- Prompts to use as needed:  
  - What do you know about the characters- what they are like as people (character traits) and what in the text makes you say that?  
  - How did the author reveal the character traits?  
  - What can you infer about the characters from the author’s words?  
  Show us in the text. (textual evidence) |
| 2 min | **CLOSURE**  
Teachers are looking for evidence of learning and prompting transfer; also use closure as formative assessment. Effective closures build metacognition/reflection around the lesson focus. See below for CLOSURE IDEAS.  
Why do readers use this strategy?  
How else could you use this strategy of inferring character traits? I’ll check back with you about how you are using the strategy of inferring character traits to make meaning of the text..... |

**Planning Questions:**
- What did I learn about the students that will help me plan for tomorrow?  
- What questions do I have about my students?  

**Closure ideas...**
- How does this strategy help a reader understand the text?  
- What was the focus of the lesson?  
- I expect... (e.g. to see you applying this thinking in...other reading as I check in with you,)  
- How else could you use this strategy?  
- Why do readers use this strategy?  

**WRITING FOR COMPREHENSION** about this text and **WORD STUDY** occur in other parts of the Literacy Block.
Guided Reading

Keys to Successful Literacy Practice and Application

“... students are quite capable of meaningful, independent work, but teachers first have to delineate student options and clearly communicate behavioral expectations. Students must practice and master routines before guided reading lessons begin.” (Fountas and Pinnell, 2001)

Successful small group instruction begins with mutual respect. It requires a solid classroom structure with clearly communicated expectations and accountability. Students must be taught criteria and standards for working independently at a variety of task types from independent reading to quiet speaking/listening during partner work to the etiquette of writer’s workshop.

The teacher:

- designs and plans literacy practice and application tasks carefully and purposefully to -
  - Provides for flexible groups;
  - Allows for both homogeneous and heterogeneous groupings over time;
  - Sets up collaborative learning groupings ('you do together);
  - Ensures that students aren’t “tracked” for the whole literacy block; and
  - Offers challenges for students.

- prepares the materials and tasks thoroughly. This step can be time consuming, but the effort will contribute to student success with the task.

- implements the practice and application tasks over time, introducing them singly and teaching the procedures for each.

- states the purpose of the work, explaining clearly why the students are engaging in the task.

- sets clear expectations for:
  - Quality work – What does it look like?
  - Appropriate behaviors – How do independent and collaborative workers look and sound?
  - Accountability – How will I be held accountable for working and learning?

- models expected behavior using charts, if appropriate, to outline procedures. Although time constraints often tempt teachers to eliminate or rush the modeling, it is critical to show the students what appropriate behaviors look and sound like.

- rehearses routines and procedures, engaging students in the organization, structure, and rehearsal.

Possibilities for meaningful independent literacy practice and application:

Teachers create literacy-focused centers

- Independent reading and/or writing
- Responses to reading
- Content reading and/or writing
- Reading for literature study
- Informational literacy learning
- ...

- Word study/word work
- Incorporate educational technology tools
- Incorporate collaborative groups ('you do together')
- Spelling/handwriting
- Paired reading
- Self evaluation and goal setting
- ...
Literature Study

Purpose/Rationale:

Teachers use literature study to help students talk, think, and question their way through a text. Literature illuminates life by fostering insights into human behavior, revealing the universality and individuality of experiences, and providing a sense of life’s unity and meaning. In literature study, students are able to further understand the human experience and study writer’s craft while developing an appreciation of the aesthetic qualities of literature. Students move through literary analysis and progress beyond analysis of a single text in order to view literature within a larger context.

Guidelines for Literature Study:

- The text may be read to, with, or by the students;
- Literature study occurs during a read-aloud, shared reading, independent reading, discussion groups, and literature circles;
- Groups are organized around a common piece of text and primarily based on student interest. Match student reading levels to the text if students need to read the text independently for literature study;
- Instruction may be teacher-directed or student-directed;
- Discussion groups may be teacher-led in the early grades;
- The teacher determines which enduring understanding to use as the framework for teaching literature concepts;
- The teacher uses literature study throughout the literacy block and in other content areas;
- In the upper grades, as students are taught the skills of group learning, students can at times facilitate the literature discussions in literature circles. The teacher may periodically join this group.
Literature Study

Planning Transfer and Application of Reading Skills, Strategies, and Processes

How does the teacher plan for the effective use of literature study so that students have opportunities to transfer and apply reading strategies and skills?

The teacher:
- Decides if the literature is to be read to the student in a read-aloud, read with the student in a shared reading, or if the student reads the text independently in independent reading;
- Uses time in the literacy block as well as throughout other content areas for literature study;
- Uses a conceptual lens (see ELA Standard 2) as an organizational framework for literature study. A concept is an abstract element such as challenge, diversity, patterns or sustainability that may be used to organize and unify a collection of learning experiences. While similar to theme, a concept is broader and may be applied to a variety of content areas, topics of study, thematic units, and/or interdisciplinary studies;
- Teaches vocabulary, fluency, and comprehension during literature study;
- Provides application and transfer of these reading skills and strategies and monitored the skills and strategies usage;
- Thinks beyond using whole class instruction using a novel set. All of the students may not be able to access the text equally. Novel sets may be appropriate for whole class reading during shared reading.
- Asks: What level of support does the student need?

Ways to Teach Literature Study—Text is read TO, WITH, or BY the student

TO
- During read-alouds, a teacher may choose to elevate one of the concepts from ELA Standard 2.
- Teacher modeling and thinking aloud during read aloud to support student understanding of the conceptual lens, as well as such literary elements as characterization and character development, theme, and the writer’s craft.
- See the Read Aloud section for further ideas.

WITH
- Students and the teacher share the reading of a common piece of text as they analyze it for a particular concept, literary element, or craft of writing.
- As the students and teacher share the reading of a common text, vocabulary and fluency are developed.
- See the Shared Reading section for further ideas.

BY
- Use of Independent Reading-
  - Literature discussion groups are one example of the different ways to teach literature.
  - Literature discussion groups facilitate students’ thinking about and response to a text furthering their understanding of the human experience and the writer’s craft.
  - Form groups either heterogeneously or homogeneously, organize groups around a common piece of text or genre, and base the groupings on student interest.
  - A heterogeneous group may have the book read to them, or if the book is at the lowest independent reading level of the group members, it could be read by the group members independently.
Teaching and Learning Applications

Literature study enriches the learning of reading through a variety of teaching and learning applications. Literature study is about the “what” of reading—the content. It is about seeing the human experience through literature experiences while they apply the strategies and skills of the reading process. It is about teachers providing instruction regarding the writer’s craft evident in the text. Students also increase their vocabulary as text is read to them, with them, or by them. Students apply comprehension strategies and phonics strategies and skills as they read texts independently. They learn and practice phonemic awareness as texts are read to them or when they participate in shared reading experience.

In every experience, the teacher must be purposeful and clear about the intended learning. The language of the teacher is clear and deliberate to prompt thinking skills.

Using Literature Study to Develop Skills in the Components of Reading

- **Phonemic Awareness** - When text is attached to sound, phonemic awareness becomes phonics. Therefore, when literature study is accomplished WITH or BY the student, it is not a structure to teach phonemic awareness. However, a model of phonemic awareness can be developed when literature study is accomplished through the text being read TO the student. See the Phonological Awareness of the Five Components of Reading Instruction section of the CALI for specific ideas to teach phonemic awareness.

- **Phonics** - Through the reading of independent level texts, students apply decoding strategies to solve unfamiliar words as they transfer and apply reading skills.

- **Vocabulary** - Effective instruction includes purposeful selection of vocabulary to teach directly. In addition, wide reading develops vocabulary.

- **Fluency** - As students reread to study author’s crafts, they build fluency. Students also practice fluency when rereading new texts independently.

- **Comprehension** - Students develop critical thinking skills when they interact with texts to construct and expand their ideas.

Examples of Learning Outcomes for Literature Study

At the end of the lesson(s), the students will be able to:

- identify the character traits of the main characters and compare these traits to characters in other texts;

- identify the organizational features of the text that support the reader;

- explain how _________ affects _________;

- evaluate how the writer’s craft supported the development of the plot;

- build a concept map/web and provide evidence from the text to justify placement in the graphic organizer;

- discuss places in the text where a specific concept was evident.
Literature Study

Examples of Possible Literature Study Lessons

Use the following examples as a scaffold in order to develop literature study lessons for other texts chosen for literature study.

Grade 2

Text: *Tacky the Penguin* by Helen Lester
This story is about a penguin whose behavior annoys the other penguins. Tacky marches to the beat of his own drum while the other penguins conform to a set of rules. A couple of hunters arrive and Tacky saves the day with his fearlessness. In the end, Tacky is regarded as a hero by the other penguins.

Teaching and Learning Applications for Literature Study

Some Teaching Points:
- How is Tacky perceived as different from the other penguins?
- Ask students to find places in the text where the behavior of Tacky forces the other penguins not to want to be around him.
- Notice the other characters in the book. How do they tackle their differences?
- Initiate student discussion about how Tacky eventually lives in harmony with the other penguins.

Primary

Grade 3

Text: *Buffalo Hunt* by Russell Freedman
To the Indians of the Great Plains, the buffalo was a sacred animal. Nearly everything they needed to stay alive was part of the buffalo. This included the meat, hide and bones of the buffalo. When the time came for a big hunt, the whole community took part. This book describes in detail the activities involved in the buffalo hunt. The author selected paintings from artists who traveled the West in the 1800s to illustrate this book.

Teaching and Learning Applications for Literature Study

Some Teaching Points:
- Notice how the illustrations enhance understanding the buffalo hunt.
- What challenges did the Plains Indians face during the buffalo hunt?
- How did the Indian community support each other during the hunt?
- As white hunters were killing off many of the buffalo, what was the challenge of the Plains Indian to survive?
- Discuss the lessons learned by the Plains Indians as they faced the challenges to survive.
Examples of Possible Literature Study Lessons—continued

Use the following examples as a scaffold in order to develop literature study lessons for other texts chosen for literature study.

Intermediate

Grade 4

Text: *Sarah Plain and Tall* by Patricia MacLachlan
Sarah answers an ad to move west to become the mother of two small children whose mother has died. This book tells the story of Sarah’s adjustment to the hardships of prairie living and how she adapts to their life.

*Teaching and Learning Applications for Literature Study*

Some Teaching Points:

- Have students notice what some of the external forces are that challenge Sarah to adapt to her new home. What are these struggles?
- How do we know that Sarah is adapting? What is the evidence from the text?
- Compare and contrast Sarah’s old life with her new life.
- What are some ways that Sarah and her new family are learning to adapt?
- Talk about what you notice about the character’s emotions as they adapt to living with one another and the lifestyle change for Sarah.
- How has the author helped us to realize that Sarah has adapted to her new home? What techniques did the author use to help us realize this?

Grade 5

Text: *The Tarantula Scientist* by Sy Montgomery
This text examines the world of the tarantulas. The structure of the text represents fine scientific writing as the authors use experimentation and observation to understand the way spiders live. Rare photographs reveal the tarantula’s eight legs and eyes up close and document hours of tireless investigation, showing how tarantulas eat, hide, and shed their skin.

*Teaching and Learning Applications for Literature Study*

Some Teaching Points:

- What characteristics of the tarantula demonstrate the spider’s resiliency?
- Discuss how the tarantula adapts to change.
- Notice how the photographs are used to help the reader understand the spider’s environment.
- How does resiliency affect the survival of the tarantula? Find places in the text to support your thinking.
- Have students engage in creating a KWL chart to be used before, during, and after the reading.
Independent Reading/Sustained Silent Reading

Purpose/Rationale:

Independent reading/sustained silent reading provides opportunities for students to independently transfer/practice skills and strategies (phonics, fluency, vocabulary and comprehension) that have been previously taught.

- Students apply previously taught reading skills, strategies, and processes in order to improve reading comprehension, increase fluency, and build vocabulary through independent work;
- Students develop critical thinking skills through the teacher-directed components of independent reading—the teacher holds students accountable for their independent time;
- Students build competence and confidence through sustained successful reading on independent level texts.

Independent Reading:

- Requires blocks of time devoted to independent reading to sustain reading behaviors and to build reading stamina;
- Promotes fluency through opportunities to reread familiar texts;
- Includes explicit instruction through:
  - mini-lessons to teach specific independent reading skills and strategies,
  - conferring to teach and/or reinforce effective reading behaviors,
  - observations and monitoring of students in order to make informed instructional decisions;
- Challenges students to apply reading and comprehension strategies to a variety of texts;
- Utilizes specific feedback from the teacher to monitor transfer of skills and strategies and to monitor appropriateness of text;
- Includes organized and thoughtful accountability structures and activities based on student need and productive outcomes. Some ideas for accountability include:
  - written responses beyond book reports,
  - self-reflection, and/or
  - student/parent monitoring of minutes/pages for reading done outside of the school day. The teacher’s role is to analyze what this means in terms of productive outcomes.

Guidelines for Independent Reading:

- Through the observation and monitoring of independent reading, teachers help students adjust application and transfer of reading skills;
- Students may freely choose texts, they may self-select within a designated set of texts, or the teacher may select the text for independent reading;
- Independent reading may take place during:
  - Practice and application opportunities, e.g., while the teacher works with guided reading groups;
  - Outside of school, either assigned or self-selected.

Text Selection:

- The text selected should be at the independent reading level.
- There is a balance of assigned and self-selected texts.
- Teachers carefully evaluate the effectiveness of text selection and the amount of time individual students are expected to read independently to meet individual needs.
- The teacher monitors the work so it is productive.
Independent Reading

Planning Transfer and Application of Reading Strategies and Skills

“Extensive reading of material of many kinds, both in and out of school, results in substantial growth in vocabulary and comprehension abilities and in the information base of students provided the difficulty of the reading material is appropriate to current reading level.”

J.R. Squires, Extensive Reading, 2004

The teacher:

- Understands that each reader needs a variety of engaging books at his/her independent reading level to stimulate and support his/her learning and reading.
- Confers with individual learners about book selection and models how to determine if a book is at one’s appropriate reading level.
- Guides students through questions about their interests in the books and about their background knowledge of the topic, as well as questions about vocabulary, size of the text, and illustrations that support the text.
- Guides students to appropriate reading selection—a reading selection that the student can read and comprehend independently.

Questions to consider:

- What appropriate books are readily available—mixture of fiction and non-fiction texts?
- Is the student choosing books at his/her independent level? How might I use running records along with comprehension checks to help determine this?
- What accountability measure might be most effective for this student? (Amount/number of pages? Time/number of minutes?)
- How will I monitor and evaluate each student’s independent reading?
- What can I use beyond a written “book report” to hold students accountable?
- How might I differentiate depending on the needs of the student?
- How will I know that this student is benefiting from this independent transfer and application of reading strategies and skills?

Specifically for in-class reading:

- How will I use specific teacher language to monitor independent reading comprehension? (See the Comprehension section for teacher language.)

Specifically for outside of class reading:

- Is there home support? If not, how else might this student be supported to read independently outside of class? See “Parent Tips” in this section of the CALI.
Independent Reading

Teaching and Learning Applications
To ensure effective use of independent reading for all students, direct instruction in the expectations and procedures of independent reading must occur. Specific mini-lessons must include:

- Selection of “just right” texts
- Transfer of skills
- Accountability procedures
- Effective use of time
- Goal setting
- Self-reflection/monitoring

Using Independent Reading to Develop Skills in the Components of Reading

- **Phonemic Awareness** - When text is attached to sound, phonemic awareness becomes phonics. Thus, the structure of independent reading does not lend itself to instruction in phonemic awareness. See the Phonological Awareness of the Five Components of Reading Instruction section of the CALI for specific ideas to teach phonemic awareness.
- **Phonics** - Through the reading of independent level texts, students apply decoding strategies to solve unfamiliar words as they transfer and apply reading skills.
- **Vocabulary** - Students gain new vocabulary as they read a variety of genres independently.
- **Fluency** - As students read independently, they build stamina and fluency. Students gain confidence as they read on their own.
- **Comprehension** - Students practice using comprehension strategies as they read a variety of genres.

Materials

In independent reading, students need to access the texts independently. Therefore, classroom materials need to contain a wide variety of levels and types of texts. The teacher or the student chooses materials as appropriate for the learner. Text ideas include:

- Big and little books
- Classroom libraries – fiction and informational/nonfiction texts *(at least 40% informational/non-fiction)*
- Charts and posters
- Writing displayed in the room
- Procedural texts
- Catalogues and brochures
- Graphic novels
- Content area textbooks
- Cross-content reading
- Materials that support classroom learning
- Digital mediums
- Magazines and periodicals
- Newspapers
Teacher Resources

Refer to the Jeffco CAP documents—use the curriculum to focus the reading, i.e., use the KUD’s for ideas to provide a focus question for reading responses.

Brief list of books to consult for teaching ideas:


Parent Resources

Tips for Parents or Other Adults Who Read With Students Outside of the Classroom

The following suggestions provide support to adults as they read with students outside of the classroom.

- Help your student make time for reading.
- Ask your student to explain why s/he likes or dislikes a book. …a character. …a topic. …an author.
- Talk about language as you read together—the rhythm of the words, the double meanings, the word history, the wordplay.
- As your student reads informational texts, point out text features such as bolded words, italics, headings, charts/graphs, and captions and talk about why those features are important for understanding the text.
- Read the same book as your student so you can talk about the book together.
- Encourage your student to read a variety of types of texts and authors.
- Talk to your student about your own thinking process as you tackle new/difficult reading.