Comprehensive Reading Plan

Come with me

Open these

Marvelous

Pages

And

Navigate

Insightful

Outstanding

Notable

Support

Strategies
Miami-Dade County Public Schools

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Acknowledgements

Many thanks to two dedicated Division of Language Arts /Reading Curriculum Support Specialists, Cathleen Constantine and Margie Stutz whose continual pursuit to assist teachers and students in reaching the highest standards of becoming life long learners is reflected in this document.

Their creativity, vision and desire to develop a teacher friendly document emphasizing student engagement, best practices and critical thinking drew upon the expertise (collective intelligence) of Curriculum Support Specialists as well as Supervisors from the Division of Language Arts /Reading.

This CRP Companion Grades K-2 offers teachers support strategies that will help lay the foundations necessary for primary learners to be successful in mastering the Sunshine State Standards/Competency Based Curriculum/Grade Level Expectations.

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# Comprehensive Reading Plan

**K-2 Companion**

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Welcome To The CRP Companion

I will guide you through this collection of engaging, BEST PRACTICE strategies that build higher-level thinking while supporting the CRP.

Be on the look out for

Tip

who will share practical classroom ideas.
CRP Companion Grades K-2

Introduction

Primary Teachers K-2 play a critical role in laying the “foundation” of higher levels of thinking necessary for learners to understand, succeed with, and perform well on the State’s Reading Standards.

The Who

Teachers, administrators, Reading Leaders, and Curriculum Specialists work together to implement the Comprehensive Reading Plan.

The What

This practical guide with authentic classroom tips is a compilation of BEST PRACTICE strategies supporting the CRP 2 Hour LA Block.

It is the result of workshops and coaching provided by Curriculum Specialists and Administrators of the Division of Language Arts/Reading and a product of renowned theoreticians whose research based strategies have proven effective.

The Where

This living document is to be used in classrooms, staff development, coaching conferences and grade level meetings etc. It is designed with the classroom teacher in mind.

The When

The CRP Companion is organized around the two-hour Language Arts Block. Use it when planning, to refresh a strategy or for practical ideas/tips.

The Why

The Companion provides teachers with resources, tips and connections to their grade level initiatives, and the new basal series while providing strategies that lay the foundation/framework for thinking that supports the state reading standards and higher levels of thinking.

As Lucy Calkins says in The Art Of Teaching Reading, “The field of reading needs teachers who will be the architects of a new world in which every teacher engages in a lifetime of study on the teaching of reading. The answer to raising standards and holding our profession accountable, to insuring that every child becomes a strong reader and writer, lies not in teacher-proofing the profession but in teacher-education.”
Language Arts/Reading Instructional Block

**Opening Routine**
10 minutes of whole group instruction

**Teacher Directed Instruction**
50 minutes of whole group instruction
- Grade-Level Text
- Effective Writing
- Working With Words

**Students Rotate for Differentiated Instruction**

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
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<tbody>
<tr>
<td>Guided Reading</td>
<td>Working with Words</td>
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<tr>
<td>Working With Words</td>
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<td>Guided Reading</td>
</tr>
</tbody>
</table>

*Times are approximate.*

The teacher meets with each guided reading group while the other students work independently in centers involving reinforcement activities from lessons taught during the teacher-directed component with grade-level text, effective writing, and working with words.

Each of these components of the **two-hour uninterrupted** instructional block should be woven together to create a seamless instructional flow allowing skills and strategies to overlap and to encourage students to become active, engaged readers.

This two-hour block includes the following five essential elements of reading instruction daily: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Formal and informal writing to learn must be an integral part of the instructional program.

**Structured Independent Reading must take place for thirty minutes daily at any time throughout the day.**
Miami-Dade County Public Schools
LANGUAGE ARTS TWO-HOUR INSTRUCTIONAL BLOCK
Direct Instruction (DI) Reading

Sunshine State Standards
Grade Level Expectations
Competency-Based Curriculum

Teacher-Directed Interactive Instruction to Mastery
At Student Instructional Level
using Flexible Grouping
  - Oral Language Development
  - Phonemic Awareness
  - Systematic, Explicit Phonics
  - Fluency
  - Vocabulary
  - Text Comprehension

Practice / Transfer / Apply / Revise
  - Independent Work
  - Special Projects
  - Ongoing Assessment

Transitional Activities
  - Read Aloud
  - Word Wall Activities
  - Read Around the Room
  - Journal Writing

Teacher-Directed Interactive Instruction from Grade-Level Texts

Teacher-Directed Effective Writing

Practice / Transfer / Apply / Revise
  - Teacher Conferencing
  - Small Group
  - Pairs
  - Individuals

Structured Independent Reading
  - Accelerated Reader
  - Book-Alike Groups
  - Individual Reading
  - Reader Response

Note:
Instructional times may vary
CRP Implementation of Instructional Components Of Reading/Writing

In order to successfully implement the CRP teachers need to organize, plan, and deliver effective instruction emphasizing the Reading Standards, GLEs/CBCs. Effective instruction includes learning strategies intrinsic to students’ reading growth and intellectual development. Students who have access to effective learning strategies can learn to improve their reading comprehension and to utilize their acquisition of knowledge of text to make meaning. These interactive strategies involve both the accurate sequential processing of text and the experiences and expectations that the reader brings to the text. “We believe that if children grow up always seeing reading as thinking guided by print, we won’t always have problems with comprehension starting in grade 3.” (Calkins, 2001).

Prekindergarten – Grade 2

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Prekindergarten – Grade 2</th>
</tr>
</thead>
</table>
| Opening Routine | Read Aloud  
News of the Day  
Daily Word Work / Language Practice  
Journaling |
| Read Aloud | Genre Immersion  
Text Features |

**Teacher-Directed Interactive Reading**

Before:
- activate background / develop concepts  
- conduct picture walk  
- elicit predictions/set purpose for reading  
- introduce critical vocabulary

During:
- read text aloud with chime-in opportunities  
- engage readers in active rereadings  
- think aloud / reciprocal teaching strategies

After:
- revisit text to adjust predictions  
- develop instructional focus for rereading  
- use Reading Standards Questions Task Cards with graphic organizers  
- participate in Read & Retell strategy  
- model thinking, responding & checking comprehension

**Guided Reading**

Instructinal Reading Level

(Student read independently at their own pace in a whisper or silently.)

**Day 1**

Before:
- story Introduction /setting the scene  
- set a strategy focus  
- predict  
- picture walk  
- set a purpose for reading

During:
- read the text

After:
- revisit the text/adjust prediction  
- minilesson

**Day 2**

Before:
- review the text  
- strategy focus  
- set a purpose for reading

During:
- reread the text

After:
- revisit the text  
- minilesson
<table>
<thead>
<tr>
<th>Area of Focus</th>
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<td>Print Awareness</td>
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<td>Phonemic Awareness</td>
<td></td>
</tr>
<tr>
<td>• clap syllables</td>
<td></td>
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<tr>
<td>• segment sounds</td>
<td></td>
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<tr>
<td>• rhyme words</td>
<td></td>
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<tr>
<td>• blend sounds</td>
<td></td>
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<tr>
<td>• delete sounds</td>
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<td>• substitute sounds</td>
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<td>Phonics Concepts and Patterns</td>
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<td>• making words</td>
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<td>• word sorts</td>
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<tr>
<td>Vocabulary Development</td>
<td></td>
</tr>
<tr>
<td>• use strategies for dealing with unknown words</td>
<td></td>
</tr>
<tr>
<td>• use context clues, multiple meanings, etc.</td>
<td></td>
</tr>
<tr>
<td>• use mapping activities to develop vocabulary</td>
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<td><strong>Effective Writing</strong></td>
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<tr>
<td>• journal for fluency</td>
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<tr>
<td>• write daily and illustrate</td>
<td></td>
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<td>• model responses to literature through retellings</td>
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<tr>
<td>• participate in process writing activities</td>
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<tr>
<td>• extend and elaborating student ideas</td>
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<td>• show not tell</td>
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<td>• writing pictures</td>
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<td><strong>Structured Independent Reading</strong></td>
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<tr>
<td>(provide books at student’s independent reading level)</td>
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<tr>
<td>• provide a genre rich classroom libraries</td>
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<tr>
<td>• set a purpose for reading</td>
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<tr>
<td>• conference with groups</td>
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Instructional Time
Language Arts – Two-Hour Block

Each student in grades K-5 must receive at least two consecutive, uninterrupted hours of language arts/reading instruction daily that reflects the Reading/Writing Standards, Competency Based Curriculum and GLEs.

The Com-bone-nts Of Daily Instruction

Opening Routines
- Reviewing and reinforcing current and previous concepts
- Reflecting what is being taught through visuals, graphics and word walls

Teacher-Directed Reading Instruction
- Reflecting Reading Standards Instructional Procedure
- Reflecting Before, During and After Strategies
- Reflecting rereading for fluency

Guided Reading
- Implementing Good Reader Strategies and building fluency
- Utilizing reading material at the learner’s instructional level

Working With Words
- Providing systematic instruction in
  - Phonemic Awareness
  - Phonics
  - Word-attack skills
  - Grammar
  - Spelling
  - Vocabulary building
- Providing systematic instruction in building automaticity/fluency
  - Daily word work with high frequency words and phrases

Effective Writing
- Utilizing writing to learn and formal writing strategies

Independent Reading
- Selecting books at the learner's independent reading level
- Sharing books
- Reading and rereading to build fluency

*Schools using the Success For All or SRA-Direct Instruction program will comply with the instructional requirements of those programs.

*Use ESOL strategies when appropriate for reading instruction.
Comprehensive Reading Plan
Implementation of Components

The following guide is designed to assist classroom teachers, reading leaders, educational specialists and administrators in effectively implementing the components of the reading instructional block. The guide is intended to contain not only the non-negotiables* of daily instruction but also effective and engaging support strategies/activities that the teacher must choose when designing daily and long-range plans. These strategies/activities should be appropriately selected according to the user's instructional needs.

**Print Rich Environment**
- Word Wall*
- Library Corner
- Labeled Room
- Good Reader Strategy Chart

**Cooperative Group Learning/ Seating**
- Table groupings of four to six students
- Table groupings containing multi-level learners (LEP, ESE, Standard Curriculum)
- Student pairing of varying ability levels (i.e. mid proficient with a less proficient learner)

*Non-negotiables are areas that must occur daily in instruction.

**Cooperative group seating promotes the collaboration necessary for learning.**

*These instructional practices have been the focus of comprehensive staff development provided in the Kindergarten Project Right Beginnings, first grade Project B.E.A.R. and second grade Project O.W.L as well as Best Practices. Teachers and Reading Leaders have participated in the trainings for these initiatives.
Opening Routines

Review and reinforce current instruction.

- Teacher Read Aloud
- Journaling
- News of the Day
- Reading Around The Room
- Daily Word Work/Word Wall
- Phonemic Awareness Practice
- Daily Grammar/Sentence Editing

Tip

Word Walls are a non-negotiable instructional tool.
Opening Routines Grades K-2

Purpose:
The activities during Opening Routines review and reinforce current instruction as well as previous concepts, skills and instruction. The visuals, word walls and graphics around the room should reflect what is being taught and help to make the concepts and skills clear and memorable.*

- **Teacher Read Aloud** provides opportunities for children to hear stories they may not be able to read themselves. The teacher reads aloud at least once daily using a variety of texts demonstrating fluency, intonation, tone, mood and voice while helping students develop story sense and knowledge of text structure.

- **Journaling** provides opportunities for students to reflect upon personal thoughts and feelings, enabling them to practice writing in a risk-free environment that is not graded or corrected. Observing students’ writing provides insight for remediation.

- **News of the Day** provides a framework and suggestions on the use of oral language and writing skills, making a connection between what is “said” and what is “written”.

- **Reading Around the Room** provides opportunities to build an awareness of as well as read environmental print. The learner uses, applies, relates, interprets, and reproduces information within the environment. See the Working With Words section for samples of poetry and rhyme activities.
  - **Daily Word Work** provides the opportunity to introduce and review word wall words, high frequency words with phrases

- **Phonemic Awareness Practice** provides exposure to oral and ultimately written language through word play activities. Students develop the understanding that sounds make up words and by manipulating these sounds new words can be made. This is the foundation for letter sound relationship instruction. (Refer to Project Right Beginnings for songs and strategies as well as the Working With Words portion of this document.)

- **Daily Grammar/Sentence Editing** provides a quick review and reinforcement of spelling and grammar skills. Learners can begin this activity as soon as they enter the classroom.

*Pick and choose appropriately from the above suggestions. You want to be sure to cover the non-negotiables for your grade level.
Teacher Read Aloud

According to the report Becoming A Nation of Readers, “the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children” (Anderson, et al., 1985, p.23). Reading aloud to children demonstrates fluency, models intonation, tone, mood and voice (prosody) while developing a sense of story and knowledge of text structure. It increases vocabulary and promotes oral language development.

Opportunities to Hear Stories

Reading aloud provides opportunities for children to hear stories they may not be able to read themselves. Reading aloud also allows teachers to build the background knowledge learners might need in order to relate to many topics. The following are guidelines for reading aloud:

× Read aloud daily
× Select a book or article that both the teacher and the students will enjoy.
× Allow time for discussion during and after each read-aloud period.
× Do not allow the discussion to become time to “test” children on the book.
× Read with expression and feeling.

Engaging the Reader

Expressive reading is reading that is remembered. Teachers can keep listeners engaged by using their voices with contrasts: loud and soft, fast and slow. Some techniques for reading aloud are:

× Fast reading for speedier parts of a story;
× A slow voice for the darkest moments;
× A high voice in moments of great excitement or drama;
× A low voice for frightening parts;
× A dramatic mood change created by appropriate P-a-u-s-i-n-g

Reading aloud puts children in touch with their own emotions in a non-threatening way. In Reading Magic, Mem Fox states that when we read aloud to children, “we share the words and pictures, the ideas and viewpoints, the rhythms and rhymes, the pain and comfort, and the hopes and fears and big issues of life that we encounter together in the pages of a book.”(Fox, 2001, p.10).

Reading aloud opens the world to children, allowing them to “visit” places they do not have a chance to visit in real life. When choosing books to read aloud, teachers should choose some books that are mirrors, allowing students to see themselves in the characters and some books that are windows, allowing students to see other worlds.

The New Read-Aloud Handbook by Jim Trelease is an excellent resource that provides lists of good read alouds for different ages and interests.
Journaling

The main purpose of journaling is to provide opportunities to reflect upon personal thoughts and feelings, enabling learners to practice writing in a risk-free environment that is not graded. Teachers or students select the topic to write about, keeping their reflection in booklets or notebooks. In addition to personal thoughts students may write poems or stories in their journals. Journals can also be used to respond to literature and content materials. Using journals helps learners extend, reinforce and support reading and writing skills as they construct their own personal meanings.

Peer sharing of journal entries provide students with an audience, motivating them to become better writers. When students share their journal writing with a partner, the writer feels validated. When students listen to other students' writing, it sparks new ideas and transference of effective writing strategies.

Daily Independent Writing

Each journal page should have a space for the date, writing and a picture.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
</tr>
</thead>
</table>
| Note Student Progress  
  - Scribble Writing  
  - Temporary Spelling | Note Student Progress  
  - Temporary Spelling  
  - Conventional Spelling  
  High Frequency Words  
  High Utility Words | Note Student Progress  
  - Conventional Spelling in place |

Tips

- Partners briefly share their writing.
- Select two to three students to share with the whole group.
- Use an “Author’s Chair” to feature the speaker.
- Review a targeted number of journals per day until all have been reviewed then begin again.
- Notice student progress and opportunities for mini-lessons.
- Make positive comments.
News of the Day

News of the Day is an activity used daily to give the students an opportunity to practice oral language and writing skills. This activity helps the students see the connection between what they "say" and what they "write."

A questioning session should immediately follow News of the Day. Example: News- "I lost my tooth yesterday." Questions -"What did you do with your tooth?" "When and where did you lose it?" "Did it hurt?" etc. This teaches the students to construct questions and include details when writing in their journals.

*Note: Kindergarten – begin with Stage 1 and move through Stage 2  
First Grade – begin with Stage 2 and move through Stage 3  
Second Grade – begin with Stage 3

STAGE 1

**Purpose:** Demonstrates to students that "what you say, you can write".  
**Instructional Implications:** Emphasizes phonemic awareness, phonics, conventions of print, language mechanics, high frequency words, etc.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I lost my tooth yesterday.</td>
<td>The teacher writes the news on a calendar.</td>
<td>Students draw a picture in their journals depicting their own news. Then students will write the news in their journals, perhaps using scribble writing or temporary spelling.</td>
</tr>
<tr>
<td>A student shares news orally: “I lost my tooth yesterday”. Recite and count the number of words in the news (using a finger for each word). Next, draw a line for each word on the board or chart. Then, the teacher models writing on the board by thinking aloud, sounding out words and stopping to elicit letters known by students.</td>
<td>*Step 2 is optional</td>
<td></td>
</tr>
</tbody>
</table>

*Step 2 is optional*
**STAGE 2**

**Purpose:** Teaches students to hear and record sounds.  
**Instructional Implications:** Emphasizes phonemic awareness, phonics, spelling techniques, language mechanics and conventions of print, etc.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am mi</td>
<td>lost my tooth yesterday</td>
<td>The teacher edits writing with the whole class.</td>
</tr>
<tr>
<td>tuf yesrda.</td>
<td>Tuf yesrda.</td>
<td>The teacher writes the revised news on a calendar.</td>
</tr>
</tbody>
</table>

A student shares news orally, “I lost my tooth yesterday.” Recite it and count the number of words in the news (using a finger for each word). Next, draw a line for each word on the board or chart. Then the teacher writes news on the board using students’ dictation.

Step 4

Students draw a picture in their journals depicting their own news. Then the students write the news in their journals using temporary spelling.
STAGE 3

Purpose: Gives students the opportunity to write alone and use their knowledge of the writing process to compose and construct their own texts.
Instructional Implications: Emphasizes phonics, spelling mechanics, language mechanics, conventions of print, etc.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>i ls my</td>
<td>I lost</td>
<td>The teacher edits</td>
</tr>
<tr>
<td>tf yrda</td>
<td>i ls my</td>
<td>The teacher or student writes the revised news on a calendar.</td>
</tr>
<tr>
<td></td>
<td>tooth yesterday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tf yrda</td>
<td></td>
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<tr>
<td></td>
<td>he student share.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher edits</td>
<td></td>
</tr>
</tbody>
</table>

*step 3 is optional

Step 4

The students will write their own news in their journals moving from temporary spelling to conventional spelling for high frequency and high utility words. Then the students will draw a picture to match their news.
Daily Grammar Sentence Editing

This activity provides a quick review and reinforcement of spelling and grammar skills with students editing sentences for proper punctuation, sentence structure, spelling, grammar, capitalization, etc. The ultimate goal of this activity is to help students extend, transfer and apply the Writing Standards, GLEs and CBCs to their authentic writing.

Guidelines for Sentence Editing

1. The teacher writes the selected sentence (with errors) on the board. The sentence can be selected from the Teacher's Manual, story, trade book, or text being used.
2. The teacher gives a brief explanation of the rule(s) pertinent to the focus area such as the rules of capitalization.
3. The teacher calls on students to correct mistakes found in the sentence(s).
4. The teacher reviews the corrected sentence, with the students emphasizing the targeted skill.
5. The teacher has the students choral read the corrected sentence.

Tips

- Morning Warm-up
  - Have sentence(s) on the board before class.
  - Learners begin correcting the sentence(s) as soon as they enter the classroom.
Reading Around The Room

Reading Around the Room provides learners with a brief daily reading activity at the beginning of the instructional block. This strategy reviews and reinforces instruction that has taken place in the classroom. It serves as a springboard for new learning. The classroom print should be clearly written, highly visible and easy to read. The learners read around the room as the teacher/students points to the print items. These activities provide opportunities for students to gain fluency.

The teacher initially points to and reads labels, charts, etc. and students repeat what the teacher has read. Later students read around the room as the teacher/students point to the environmental print items.

Labels
- General classroom objects (i.e. door, chair, table, etc)
- Update/add labels periodically using more complex language (i.e. ceiling, air conditioner, chalkboard ledge, etc.)
- Make a duplicate copy of the labels to use for a matching activity

Poem Charts (update/add poems periodically)
- Nursery Rhymes (Humpty Dumpty, etc.)
- Concept Poems (seasons, holidays, rhymes, etc.)

Concept Charts
- Color words
- Numbers
- Seasons, months, days of the week, etc.

Word Walls (refer to the Working with Words section for rationale and suggestions)

Daily Word Work (introduction of the 5 new weekly word wall words) or On the Back Activities (Be A Mind Reader/Easy Rhyming) can be done during Read Around the Room.
Teacher Directed Instruction

Base weekly instruction on the SSS selected Primary and Secondary Benchmarks and focus question.

Use the Reading Standards Instructional Procedure as a guide.

Lesson Foundation

Include daily:

- Building background knowledge
- Developing vocabulary
- Rereading
- Discussing
- Informal writing to learn
- Thinking aloud
- Checking comprehension
- Being metacognitive
Teacher Directed Instruction
Grades K-2

Purpose: Using grade level materials, (e.g., basals, novels, trade books, magazines, newspaper articles, poems, charts or other (forms of print) the teacher systematically and explicitly teaches and models a particular strategy, skill, or process based on the Reading Standards, CBCs and GLEs.

Teacher Directed Instruction Overview explains the procedure for developing a lesson for teacher-directed instruction.

Reading Standards - Focusing on Daily Instruction provides a list of strategies and skills to be incorporated into daily lessons. These essential reading strategies help learners become strategic thinkers and problem solvers. The interactive strategies involve both the experiences and expectancies that the reader brings to the text and the accurate sequential processing of text. The following are strategies that will engage students actively with text in order to construct meaning:

- Graphic Organizers targeting Reading Standard benchmarks
- Discussion and Instructional Conversations
- Questioning:
  - Question Answer Relationship - QAR
  - Reading Standards Task Cards
  - Bloom’s Taxonomy and Critical Thinking
- Fluency building:
  - Active Rereading Techniques
  - Reading aloud
- Shared Reading
- Read and Retell
- Reciprocal Teaching
- Informal Writing to Learn
- Shared Writing
- Response To Literature
- Metacognition: Think Aloud

The Reading Standards Instructional Procedure with a sample basal lesson plan assists teachers in planning reading lessons using grade level text.
Teacher Directed Instruction Overview

The teacher provides direct, supported reading instruction of grade level text to the whole class. Teaching should center on these essential components each day:

- Activating/Building prior knowledge before reading.
- Reading/rereading using interactive strategies during reading.
- Providing comprehension checks (teacher check or self-check/metacognition) during and after reading.

Plan Instructional Focus

- Target Primary Reading Standards Benchmark
- Determine Secondary or additional benchmarks that may be addressed; the following benchmarks must be addressed with all texts when reading for meaning: Main Idea, Author’s Purpose, and Vocabulary
- Select and read appropriate informational and/or literary text
- Identify the targeted reading concept.
- Make sure pre-requisite lessons for the benchmarks have been taught.
- Choose question strategy/graphic organizer/Reading Standard Task Card.
- Formulate a strategic question/learning goal.
- Select critical concept vocabulary as well as vocabulary from the text aligned with the spectrum of the Vocabulary Benchmark.
- Develop Phonemic Awareness/Phonics/Pattern and Structure activities
- Provide multiple opportunities to reread for fluency practice

Teacher Directed Instruction

Before Reading:

- Activate/build prior knowledge. (read aloud, quickwrite, discussion)
  - Read different text of the same topic/genre
  - Bring in artifacts or pictures that relate to the selection (ESOL strategy)
  - Create a personal response to main theme/reading concept
- Introduce critical concept vocabulary. Using (web/map see vocabulary/working with words section)
- Formulate main prediction based on title or cover.
- Conduct a picture walk. (note vocabulary, text structure, patterns, story concepts)
- Set purpose for reading/target amount of text to be read.
- Select a reading mode. (teacher reads, choral, echo etc.)

During Reading:

- Read and adjust prediction, summarize and address author's purpose.
- Pause for clarifications and questions. Predict throughout. (think ahead)
- Pause to visualize as text allows.
- Summarize/discuss important ideas/concepts related to the Primary & Secondary Benchmarks in whole group or pairs.
- Remind students to self monitor learning (metacognition).
- Use repeated readings with various modes (shared reading, buddy reading, reader's theater silent reading to develop fluency as well as vocabulary connections, inferred elements and secondary benchmark connections.
- Teacher models thinking (think aloud) to support comprehension.
- Respond to text portion using graphic organizer or response to literature frame.

After Reading:

- Complete instructional focus lesson. (guided by task card strategic question)
- Model thinking and responding.
- Consider what the question requires in order to answer it correctly.
- Reread (to support answer/fluency), respond (written/oral), improve answers and share (individually or groups).
- Teacher checks comprehension. (assessing responses, observing)
Focusing On Daily Instruction
Support the Reading Standards

Materials

- Use various forms of literature such as short stories, fables, plays, personal narratives and poetry.
- Use various forms of non-fiction text such as articles from newspapers and magazines etc. Familiarize students with using captions, charts, maps, graphs, and footnotes to locate information.

Instructional Strategies

- Teach students the value of rereading as a way to increase overall achievement. Additionally teach rereading as a means to developing fluency.
- Include open-book questions on tests and in lessons that require students to use information from the text. Make most questions higher-level questions.
- Make transparencies of the text being used in the classroom and have students underline/designate specific details to answer response questions.
- Use discussion and instructional conversation to assist students in developing meaning and building background as they interact and respond to relevant information.
- Use informal writing to learn activities, a visible record of thinking, to ensure active, purposeful listening as well as writing practice.
- Use whole class instruction to model good written/oral responses and to demonstrate how to improve weak responses.
- Use Reading Standards Task Cards to design short and extended response questions for use with classroom reading selections. Have students use question task cards to design their own questions. For example kindergarten and first can begin with who, what, where, when, why and how questions.
- Model the use of graphic organizers to help students organize their thinking.
- Use Primary and Secondary Benchmarks for weekly assessment. For example, have student’s retell (paraphrase), summarize, and compare/contrast etc.
- Emphasize structured independent reading in school and at home.
Focusing On Daily Instruction
Support the Reading Standards

Student Engagement

- Go back to the text when answering questions orally or in writing. State ideas from the text in their own words. (retell or paraphrase)
- Use writing to learn strategies such as quick writes, free response or illustrations; also jot down answers to discussion questions before anyone answers orally.
- Use graphic organizers to help organize thinking.
- Use question task cards to design questions.
- Use metacognitive strategies to enable readers to “think about their thinking”/understanding of text as they monitor and adjust the reading process to support their comprehension.
- Practice reciprocal teaching strategies: predicting, clarifying, questioning, visualizing, and summarizing.
- Use discussion and instructional conversation to assist students in developing meaning and building background as they interact and respond to relevant information.
- Reread to increase understanding of text and increase fluency.
- Read independently at school and at home.
Graphic Organizers illustrate concepts and the interrelationships between ideas using diagrams or pictures.

How do Graphic Organizers assist learners with narrative and informational text?
- They organize information assisting comprehension.
- They help with the understanding of text structure.
- They aid writing.

When do students use Graphic Organizers?
- Before reading
- During reading
- After reading

What are some examples of Graphic Organizers?
- KWL
- Webs (clusters)
- Venn Diagram
- Story Map
- Somebody Wanted But So Chart
- Sequence Chart/Timeline

Use Graphic Organizers when students need visual prompting in order to learn.
Use Graphic Organizers to instill comprehension for learners. For example:
- Somebody Wanted But So Chart assists the learner in understanding the plot of a story.
- A web shows the inter-relationships between ideas.

Remember to summarize the information collected in the Graphic Organizer through writing or oral discussion.
Somebody/Wanted/But/So

<table>
<thead>
<tr>
<th>Somebody (character)</th>
<th>Wanted (goal)</th>
<th>But (problem)</th>
<th>So (resolution)</th>
</tr>
</thead>
</table>

**Summary Statement:**

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

23
Venn Diagram

Similarities

Differences

Differences

Summary Statement:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Summary Statement:

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
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_______________________________________________________________________
Sequence Chain For
Story Map

Setting:

________________________________________________

Characters:

________________________________________________

________________________________________________

________________________________________________

________________________________________________

Problem:

________________________________________________

________________________________________________

________________________________________________

________________________________________________

Major Events:

________________________________________________

________________________________________________

________________________________________________

________________________________________________

Solution:

________________________________________________

________________________________________________

________________________________________________
Timeline

Beginning

End

One Sentence Summary:
First, ________________________________________________________________
then_________________________________________________________________
next______________________________ (and ) _____________________________
and finally ___________________________________________________________
Instructional Conversation

Students learn when they are actively involved in meaningful discussion and instructional conversation. These conversations allow learners to link their understanding and share ideas through talk. They emerge with a better knowledge of the concepts taught and a clearer focus for learning.

Discussion helps bridge-learning gaps while building background knowledge. Through conversation, students may share ideas and personal connections about characters/people, settings/places or events in stories and informational text. Discussion, a multi-level activity, allows diverse students the opportunity to participate and learn.

Managing discussion and instructional conversation requires the establishment of social skills and rules for interaction with peers. Class rules can be developed as a whole group activity and may include:

<table>
<thead>
<tr>
<th>Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>✘ Listen to your partner.</td>
</tr>
<tr>
<td>✘ Be polite.</td>
</tr>
<tr>
<td>✘ Look at your partner.</td>
</tr>
<tr>
<td>✘ Use your partner’s name.</td>
</tr>
<tr>
<td>✘ Share your ideas and give examples.</td>
</tr>
</tbody>
</table>

What does discussion and instructional conversation look like?
- Think (learners write or illustrate an idea)
- Pair with a partner (discuss)*
- Share with a small group and then limited whole class share

What should the teacher observe?
- Monitor LEP, ESE and Standard Curriculum Students for
- On task discussion
- Speaking clearly and fluidly
- Providing complete ideas and detail

*Reminder: Cooperative group seating should contain pairs of students at varying levels of ability (i.e. mid-proficient with less proficient students).
Questioning

Traditionally, questioning students about what they have read has provided insight into student understanding of text. Questioning strategies assist learners by:

- Activating student background knowledge of a topic
- Setting a purpose for reading
- Highlighting what is to be learned
- Engaging the student in the reading process
- Encouraging self monitoring of understanding

The goal is to teach students how to “self-question” as they read and how to create questions that go beyond recall. This will develop critical thinkers with an improved understanding of text.

Students require many experiences, modeling, and guided practice before the questioning process can be used independently.

Tips

A Framework For Thinking
Ways To Model Questioning

A teacher says to the students, “One thing that will help you understand a poem or a story is to ask yourself questions.”

“For example, when I read *Jack and Jill* I asked myself, Where does the rhyme *Jack and Jill* take place? I thought about the poem and remembered that they were going to a well to get water and it was up a hill, so they must be outside. I better reread to make sure.”

“Then I thought, did the characters *Jack and Jill* have a problem? I read that they got hurt falling and all the water must have spilled.”

“Think about the poem. Can you ask a question?” (Repeat the process/discussion)

Sample Question Stems

Instruction in primary classrooms should not only focus on recall questions (which help learners identify facts and details) but on thinking questions which assist learners in synthesizing and summarizing information with multiple concepts found in different parts of text.

<table>
<thead>
<tr>
<th>Recall Questions</th>
<th>Thinking Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who __________________?</td>
<td>Why __________________________?</td>
</tr>
<tr>
<td>What___________________?</td>
<td>How __________________________?</td>
</tr>
<tr>
<td>Where__________________?</td>
<td>What caused____________________?</td>
</tr>
<tr>
<td>When___________________?</td>
<td>What happened___________________?</td>
</tr>
<tr>
<td></td>
<td>What happened just before/after __?</td>
</tr>
<tr>
<td></td>
<td>How is ____ the same as ________?</td>
</tr>
<tr>
<td></td>
<td>How is ____ different from ______?</td>
</tr>
</tbody>
</table>
Writing Questions – Finding Answers

Question Answer Relationships – QAR’s

Teachers need to assist students in developing an understanding of how questions are written and where answers are located in the text. When students understand how questions are crafted they gain a facility with answering them as well as distinguishing between simple recall and higher level questions.

According to Raphael there are two basic QAR categories of questions, In The Book and In My Head.

<table>
<thead>
<tr>
<th>In The Book</th>
<th>In My Head</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right There:</strong> The answer is in the selection, usually easy to find. The words used to answer the question are right there in the same sentence.</td>
<td><strong>Author and You:</strong> The answer is not directly stated in the text. You need to think about what you know, what the author tells you, and how it fits together.</td>
</tr>
<tr>
<td><strong>Think and Search:</strong> The answer is in different places in the text and needs to be put together.</td>
<td><strong>On My Own:</strong> The answer is not in the text. You need to use your own experience and prior knowledge.</td>
</tr>
</tbody>
</table>

**Tips**

Using QAR’s

**QAR (Question Answer Relationship)**

**Right There:** Who went up the hill with Jill?

**Think and Search:** What events led to Jack getting hurt?

**Author and You:** How would you help Jack?

**On My Own:** Did you ever get hurt?

Jack and Jill went up the hill, to fetch a pail of water. Jack fell down and broke his crown, and Jill came tumbling after.
Bloom’s Taxonomy and Critical Thinking

by Barbara Fowler, Longview Community College

Bloom’s Taxonomy divides the way people learn into three domains. One of these is the cognitive domain, which emphasizes intellectual outcomes. This domain is further divided into categories or levels. The key words used and the type of questions asked may aid in the establishment and encouragement of critical thinking, especially in the higher levels. The key words and question stems that follow may be used when planning for instruction and formulating questions.

---

**Level 1: Knowledge** – exhibits previously learned material by recalling facts, terms, basic concepts and answers.

**Key words**: who, what, why, when, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

**Questions**:

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

---

**Level 2: Comprehension** – demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas

**Key words**: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

**Questions**:

- How would you classify the type of...?
- What facts or ideas show...?
- Which statements support...?
- Can you explain what is happening...?
- What can you say about...?
- Will you state in your own words...?
- How would you rephrase the meaning...?
- How would you compare...? contrast...?
- What is the main idea of...?
- What is meant...?
- Which is the best answer...?
- How would you summarize...?
**Level 3: Application** – solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

*Key words:* apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify

*Questions:*

How would you organize _________ to show…?  What would result if…?
How would you show your understanding of…?  What approach would you use to…?
What facts would you select to show…?  How would you use…?
What elements would you choose to change…?  What examples can you find to…?
What other way would you plan to…?  Can you make use of the facts to…?
What questions would you ask in an interview with…?
How would you apply what you learned to develop…?
How would you solve _________ using what you have learned?

**Level 4: Analysis** – examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.

*Key words:* analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion

*Questions:*

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

**Level 5: Synthesis** – compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

*Key words:* build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, improve, adapt, minimize, maximize, delete, elaborate, test, improve, happen, change
Level 6: Evaluation – presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Key words: award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct

Questions:

Do you agree with the actions…? With the outcomes…?
What is your opinion of…? Would it be better if…?
What did the character choose…? How would you evaluate…?
How would you prove…? Disprove…? How would you prioritize…?
What choice would you have made…? How could you determine…?
How would you justify…? What would you select…?
What judgment would you make about…? Why was it better that…?
How would you compare the ideas…?
Based on what you know, how would you explain…?
What information would you use to support the view…?

Tips

⼀️ Use Bloom’s questioning levels as a guide to help go beyond recall to higher levels that develop critical thinkers.

⼆️ Use Bloom’s questioning levels to reflect on the questions in the basal and content series thus selecting the most challenging.
Fluency

Quick, accurate, effortless expressive reading of text is fluent reading. In order to perform this task, a reader needs to be free of word identification problems so that he/she may build a mental awareness of the passage. Students who comprehend well, pause between sentences, decline pitch at the end of sentences, and read in an adult-like manner (prosody).

Reading fluency can be developed through teacher modeling of the fluent reading process (accuracy, speed, and expression), repeated readings of text and other active rereading techniques (see the Active Rereading section) allow students to become more proficient, expressive and metacognitive. Rereading is the most powerful tool used to build fluency.

Teacher modeling of instructional level text
- Read targeted selection to the students with speed, accuracy and expression
- Students listen and follow along

Student repeated readings of targeted selection take many forms
- Pair students (less fluent with more fluent reader)
  - One listens and follows along while the other reads aloud
  - Reverse roles after the first reading is completed
  - Reread approximately four times
  - Teacher circulates and monitors fluency practice
- Whole group rereading of a targeted selection
- Multiple opportunities for practice

Tips
- Learners can read and track a taped selection
  - Record tape at an appropriate rate for tracking
  - Whole class or listening center
- Poems are great sources for fluency practice.
  - Short selections
  - Easy to read and understand
  - Require expression, rhyme and rhythm
  - Contain dialogue
- Working with vocabulary and decoding supports automaticity.*
- Making words (phonics patterns and structures)
- Word Wall activities
  - Repeated readings with high frequency words and phrases

*Automaticity, the rapid recognition of words, is only one aspect of fluency.
Rereading techniques that involve an entire class or group are:

**STORY THEATRE**

- most appropriate for a lot of action, less dialogue
- group(s) of readers to practice and read portions of selection
- a group of “act outers”

**READERS’ THEATRE**

- most appropriate for a lot of dialogue, less action
- individuals (pairs, triads) to read parts and serve as narrator(s)

**READ WHILE LISTENING**

- silent – students reading silently as teacher reads aloud (or with a tape)
- whisper – students using “1 inch” voices to read along
- Divide the text into sets of pages and assign the reading of each set of 1-3 pages to specific table/group of readers. The story is then read aloud by the tables of readers (and the teacher standing near them reading softly).

- Groups of students share selection with class. One table/group or two students are the narrator, other pairs are the characters while other students in a group make appropriate sounds for the book or section (i.e., footsteps, door creaking, thunder). Silent reading of designated sections and planning for the “noises” precedes the “performance”.

- Students select the character they wish to be. Everyone rereads to bone-up on that character. Volunteer sits in the “Hot Seat” and identifies his/her character. Everyone lists the character’s name and writes a question. Teacher circulates (finds “good” question) and calls on a student to ask question. “Character” responds, continue with questions. Character stays in “Hot Seat” for 2-3 minutes. Collect questions for check on comprehension but DO NOT grade papers.
TALK SHOW

- Students in each group are asked to develop questions for characters in selection or panel of experts on topic. One student is the talk show host; other students are the characters. Students are encouraged to act like the character they are representing. Talk Show host asks questions prepared by students and character responds

SHARED READINGS

- reader’s “chiming in” with the teacher, usually after an initial reading and best with predictable language books
- especially Big Books

PLAY PRODUCTION

- preparation of an actual script, with parts assigned, props used, and informal performance given

Any of the above would be appropriate second reading. Paired/Buddy or tutorial settings are recommended for further practice.
PARTNER/BUDDY READING

- alternating reading of passages from the current core or (other) selection (informally or following specific steps)

YOUR SIDE/ MY SIDE

- use one text, each partner reads on their side of the book
- switch places and read again

READ WHILE LISTENING

- with a tape or aide

FIRST PAGE/LAST PAGE

- limiting the rereading activity to the first and last page of a selection (or a segment as short as a paragraph if necessary), gradually adding pages with subsequent selection as fluency improves.

The use of predictable language materials is strongly recommended for repeated reading practice for beginning readers and struggling older readers.
Shared Reading

What is Shared Reading?
Shared Reading is a process where the teacher or a fluent reader reads a selection aloud as learners follow along and "share" in the reading experience. For the early reader Shared Reading is a model for good reader behaviors and for the older primary learner Shared Reading is used when text is complex or the student is having difficulty constructing meaning.

What materials are used in Shared Reading?
Big books, narrative or expository, that have patterns or predictable text are used primarily with emergent readers whereas individual books are used with older primary students.

What does Shared Reading look like?
Shared Reading is a successful experience for learners due to the reading support provided by the teacher. The initial reading is done in a fluent manner in order to focus on meaning. Shared Reading supports the development of concepts of print, language exploration, an understanding of decoding, patterns and structures while highlighting comprehension.

- Read and talk about the book.
- Encourage the children to join in.
- Act out the story.
- Match words to text.
- Generate words with the same initial sound emphasized in the story.
- Generate or emphasize rhyming words
## Tips for Focusing On Shared Reading

Shared Reading models good reader behaviors and concepts of print. *This list is a guide to help you focus on the structure of Shared Reading.*

<table>
<thead>
<tr>
<th>Teacher Behavior</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before:</strong></td>
<td></td>
</tr>
<tr>
<td>• Build background knowledge</td>
<td></td>
</tr>
<tr>
<td>• Make a personal connection to text</td>
<td></td>
</tr>
<tr>
<td>• Informal writing (response journal, quick write, draw/write) then share</td>
<td></td>
</tr>
<tr>
<td>• Discuss (pair share, group share, whole class share)</td>
<td></td>
</tr>
<tr>
<td>• Develop key concept vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Make a text prediction</td>
<td></td>
</tr>
<tr>
<td>• Picture walk</td>
<td></td>
</tr>
<tr>
<td>• Build vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Set a purpose for reading</td>
<td></td>
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<tr>
<td><strong>During:</strong></td>
<td></td>
</tr>
<tr>
<td>• Read or reread text (choral, echo, chant, dramatization, cloze)</td>
<td></td>
</tr>
<tr>
<td>• Predict throughout</td>
<td></td>
</tr>
<tr>
<td>• Model good reader strategies, think aloud</td>
<td></td>
</tr>
<tr>
<td>• Students track</td>
<td></td>
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<tr>
<td>• Students join in</td>
<td></td>
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<tr>
<td><strong>After:</strong></td>
<td></td>
</tr>
<tr>
<td>• Revisit learner predictions (oral, drawn, written)</td>
<td></td>
</tr>
<tr>
<td>• Revisit favorite:</td>
<td></td>
</tr>
<tr>
<td>• Page</td>
<td></td>
</tr>
<tr>
<td>• Phrase</td>
<td></td>
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<tr>
<td>• Colorful Language</td>
<td></td>
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<tr>
<td>• Make print connections</td>
<td></td>
</tr>
<tr>
<td>• Comprehension check</td>
<td></td>
</tr>
<tr>
<td>• Summarize</td>
<td></td>
</tr>
<tr>
<td>• Retell</td>
<td></td>
</tr>
<tr>
<td>• Question</td>
<td></td>
</tr>
</tbody>
</table>

**Reflection:**
Read and Retell

Read and Retell is a strategy that enables learners to transform a whole or a portion of text into their own words (paraphrasing), thus demonstrating their understanding of what is read. Read and Retell is suitable for a wide range of language abilities, allowing LEP students and less proficient language users to participate with the whole class. Students learn cooperatively and individually as they internalize features of text that spill over into their speaking and writing. Retellings force students to focus on meaning, recreate meaning, and discuss meaning.

The retelling procedure is a multi-step process that involves the four most common forms of language behavior (reading, writing, speaking and listening). It can take 5 to 6 days to complete the process.

**Immersion:**
- Build prior knowledge in preparation for the formal retelling.
- Immerse the students in the theme, topic or genre.

**Predicting:**
- Students write, draw, or discuss what the text will be about based on the title and/or the book cover.
- Students predict words that might be encountered.
- Students pair-share.

**Reading:**
- Read the text aloud while students listen.
- Students adjust their predictions.
- Students reread the text using pairs, echo, choral or silent reading.

**Written Retelling:**
- Students complete a written/drawn or oral retelling.
  - Passage is out of sight
  - Adequate time is allotted for the retelling
  - ESOL Level I and II as well as less proficient learners may retell the story orally or through drawing.

**Share and Compare:**
- Students pair-share comparing their writing or drawing.
- Students may borrow bits from each other.

**Second Retelling:**
- Students use share and compare feedback to revise or rewrite their retelling.

**Assessment:**
- Holistic scoring with a rubric reveals the students’ level of comprehension.
  Rubrics can be class generated.
- Compare the first and second retellings to see if ideas and suggestions were incorporated.
Read and Retell Tips

<table>
<thead>
<tr>
<th>Share and Compare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pairs use these models to guide their conversations.</td>
</tr>
<tr>
<td>These questions should be introduced one at a time to allow opportunity for practice</td>
</tr>
<tr>
<td>and understanding.</td>
</tr>
<tr>
<td><strong>Different Retellings</strong></td>
</tr>
<tr>
<td>• “What did I include or omit that is different from what you included or omitted?”</td>
</tr>
<tr>
<td>• “Why did you omit this part?”</td>
</tr>
<tr>
<td><strong>Muddled Meanings</strong></td>
</tr>
<tr>
<td>• “Did I muddle up, change, or omit something that changed the meaning?”</td>
</tr>
<tr>
<td><strong>Powerful Paraphrasing</strong></td>
</tr>
<tr>
<td>• “Did you use words and phrases that are different from those in the story but mean</td>
</tr>
<tr>
<td>the same thing? Where are these paraphrases?”</td>
</tr>
<tr>
<td>• Good examples of paraphrasing should be shared with the whole class.</td>
</tr>
<tr>
<td><strong>Borrowed Bits</strong></td>
</tr>
<tr>
<td>• Ask your partner: “If you could borrow a bit of my retelling to include with yours, which part would it be? Why?”</td>
</tr>
</tbody>
</table>

(Brown and Cambourne, Read and Retell 33-34)

**Model, Model, Model**

- Instruct students to do their retelling as if they were telling a friend a story they may not have heard before.
- Student storytellers can retell the story using student-generated pictures of each event. Display the pictures and label with transition words first, second etc.
- Place multiple copies of text on the chalk tray displaying the pictures representing the sequence of events. Place transition words above each event. The pictures trigger recall of the passage as they retell.
- Guide the students on the selection of appropriate bits to use in their retelling after examples of “good borrowed bits” are written on the board or chart paper.
- Share and compare can be done at the pictorial level. Learners can borrow parts of pictures from their classmate’s illustrations to enhance their drawn retelling.
<table>
<thead>
<tr>
<th>Teacher does</th>
<th>Student does</th>
<th>Rationale</th>
<th>Done (Yes/No)</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immerses students in the genre, content. Sets clear instructional purpose.</td>
<td>Reviews/learns about genre, content. Sets purpose for reading.</td>
<td>Builds background information, schema and purpose for reading the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes title, asks for prediction from the title, and three words that could be in text.</td>
<td>Predicts in writing what the text is about, and three words that could be in text. (Primary grades may predict orally.)</td>
<td>Uses prior knowledge to learn the new knowledge and engages more deeply with text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tells students to pair/share, clarify, justify predictions.</td>
<td>Reads the written prediction and words and tells REASONS for prediction.</td>
<td>Extends vocabulary/concepts, validates thinking process (solving meaning-related problems).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads passage aloud.</td>
<td>follows along silently while listening.</td>
<td>Uses language arts skills to acquire information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tells students to silently reread annotating (marking, highlighting, underlining) the text. (Primary grades may do repeated readings, echo reading, choral reading.)</td>
<td>Rereads passage looking for organizational pattern, main ideas, important facts while annotating.</td>
<td>Develops deeper understanding of text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tells students to put passage out of sight and retell in writing. Students also write a one or two sentence summary. LEP students may draw or retell orally.</td>
<td>Writes passage and summary. (Primary grades may retell orally before writing, and/or drawing: teacher models summary.)</td>
<td>Demonstrates understanding by recreating text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks students to pair-share what they have written looking for Borrowed Bits to add, Muddled Meanings to clarify, and Powerful Paraphrasing to include.</td>
<td>In pairs, one reads what was written, other listens and responds adding Borrowed Bits, clarifying Muddled Meanings, or including Powerful Paraphrasing.</td>
<td>Compares own thinking to that of others to learn more about the content, process of thinking of other student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks two or three students to read retellings and summaries.</td>
<td>Listens and discusses retellings and summaries.</td>
<td>Provides feedback and models different performance levels (see rubric).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proceeds with the instructional purpose behind the selection.</td>
<td>Learns/reviews instructional purpose.</td>
<td>Provides opportunity for application of new knowledge.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Retelling Procedure: A Time Line of Teaching/Learning Activities

**Immersion**
- Prior to actual retelling
- Same theme, topic or genre
- Build background

**Predicting**
- Predict plot
- Predict words
- Pair-share to clarify or justify

**Reading**
- Teacher reads aloud
- Students read
  - Paired reading
  - Silent reading

**Written Retelling**
- Retell in writing without text
- Add one or two sentence summary
- Alternatives for LEP students
  - Oral retelling
  - Retelling through Drawing

**Share and Compare**
- Share
- Clarify
- Justify

**Second Retelling**
- Use feedback from Share and Compare to revise first retelling
### Scoring Rubric for Read and Retell

<table>
<thead>
<tr>
<th>MEANING</th>
<th>STRUCTURE</th>
<th>LANGUAGE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>• amount of information</td>
<td>• organization/focus</td>
<td>• sentence structure</td>
</tr>
<tr>
<td>• accuracy of information</td>
<td>• development/sequence</td>
<td>• word choice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• mechanics</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td><strong>The retelling presents a</strong></td>
<td><strong>Sentences are correctly</strong></td>
</tr>
<tr>
<td><strong>The retelling presents a</strong></td>
<td><strong>substantial amount of</strong></td>
<td><strong>written. The retelling exhibits</strong></td>
</tr>
<tr>
<td><strong>substantial amount of</strong></td>
<td><strong>information. The retelling</strong></td>
<td><strong>similar word choice and</strong></td>
</tr>
<tr>
<td><strong>information. The retelling</strong></td>
<td><strong>is accurate in meaning.</strong></td>
<td><strong>powerful paraphrasing. Few</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>if any errors in mechanics are</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>present.</strong></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td><strong>The retelling presents a</strong></td>
<td><strong>Sentences are correctly</strong></td>
</tr>
<tr>
<td><strong>The retelling presents a</strong></td>
<td><strong>moderate amount of</strong></td>
<td><strong>written, but there may be a</strong></td>
</tr>
<tr>
<td><strong>moderate amount of</strong></td>
<td><strong>information. Some minor</strong></td>
<td><strong>few errors. Retelling exhibits</strong></td>
</tr>
<tr>
<td><strong>information. Some minor</strong></td>
<td><strong>inaccuracies may appear.</strong></td>
<td><strong>appropriate word choice and</strong></td>
</tr>
<tr>
<td><strong>inaccuracies may appear.</strong></td>
<td></td>
<td><strong>appropriate paraphrasing. There</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>may be some errors in</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>mechanics.</strong></td>
</tr>
<tr>
<td><strong>2</strong></td>
<td><strong>The retelling presents a</strong></td>
<td><strong>There may be some errors in</strong></td>
</tr>
<tr>
<td><strong>The retelling presents a</strong></td>
<td><strong>minimal amount of</strong></td>
<td><strong>sentence structure. Retelling</strong></td>
</tr>
<tr>
<td><strong>The retelling presents a</strong></td>
<td><strong>information. It may</strong></td>
<td><strong>exhibits limited appropriate</strong></td>
</tr>
<tr>
<td><strong>minimal amount of</strong></td>
<td><strong>contain frequent or serious</strong></td>
<td><strong>word choice. There may be</strong></td>
</tr>
<tr>
<td><strong>information. It may</strong></td>
<td><strong>inaccuracies.</strong></td>
<td><strong>several errors in mechanics.</strong></td>
</tr>
<tr>
<td><strong>contain frequent or serious</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>inaccuracies.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1</strong></td>
<td><strong>The retelling may present</strong></td>
<td><strong>There may be many errors in</strong></td>
</tr>
<tr>
<td><strong>The retelling may present</strong></td>
<td><strong>almost no information. It</strong></td>
<td><strong>sentence structure. Word</strong></td>
</tr>
<tr>
<td><strong>almost no information. It</strong></td>
<td><strong>may reflect serious</strong></td>
<td><strong>choices are more limited or</strong></td>
</tr>
<tr>
<td><strong>may reflect serious</strong></td>
<td><strong>misunderstanding.</strong></td>
<td><strong>unsuitable. There may be</strong></td>
</tr>
<tr>
<td><strong>misunderstanding.</strong></td>
<td></td>
<td><strong>many errors in mechanics.</strong></td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

*When assessing written retellings, emphasis is on the construction and communication of meaning. The first two columns, Meaning and Structure, should guide the assessment. The conventions of written language are less important as a measure of comprehension, but reflect the spillover that happens when students use writing as a means for comprehension.

### SUMMARY

<table>
<thead>
<tr>
<th><strong>4</strong></th>
<th>The summary contains essential ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td>The summary mentions some important ideas.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>The summary has the general idea with some inaccuracies.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>The summary does not reflect the meaning of the passage.</td>
</tr>
</tbody>
</table>
Primary Reciprocal Teaching

What is Reciprocal Teaching?
Reciprocal Teaching is a self-monitoring/metacognitive practice, that utilizes five interactive reading strategies (predicting, questioning, summarizing, visualizing and clarifying) in order to understand text.

Prediction:
- Telling what will initially happen in the text by using clues from titles, pictures, etc.
- Telling what will happen throughout the text based on events, actions, sequence, cause and effect relationships or possible conclusions

Visualization:
- Connecting ideas in your mind
- Picturing characters, setting, actions etc.

Questioning:
- Asking "teacher-like" questions

Summarization:
- Explaining the main idea of a paragraph(s) or entire text

Clarification:
- Explaining the meaning of a word, phrase or concept

Why use Reciprocal Teaching in primary Classrooms?
The National Research Council in *Starting Out Right* reported that using the Reciprocal Teaching Model with primary students resulted in gains in comprehension and fewer referrals to remedial programs or special classes. The goal of the process is to have students develop the ability to monitor their own comprehension (metacognition) thus becoming independent thinkers and learners.

How do you implement Reciprocal Teaching?
In the primary grades the teacher must directly model and instruct the five strategies of Reciprocal Teaching. A poster or visual chart should be made representing the strategies. Each strategy should be taught individually before introducing another. Vary the pace according to the student’s instructional needs.

Provide many opportunities for the students to practice each strategy. Practice can take place in whole class and in small groups to support the learner before the strategies are applied independently.
## Reciprocal Teaching Tips

<table>
<thead>
<tr>
<th><strong>Summarization</strong></th>
<th>Use your own words to condense the main ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use oral summaries.</td>
<td></td>
</tr>
<tr>
<td>• Use written summaries.</td>
<td></td>
</tr>
<tr>
<td>• Frames i.e. first, next, last</td>
<td></td>
</tr>
<tr>
<td>• Shared writing (teacher models by recording dictated summary sentences)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Question</strong></th>
<th>Refer to QAR and Bloom to help develop higher level questioning beyond recall.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Model self questioning throughout shared or guided reading.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Prediction</strong></th>
<th>Think about what you know and apply it to the story to form an idea of what will happen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use the story title or cover for clues.</td>
<td></td>
</tr>
<tr>
<td>• Use clues in the text to tell what happens next. Predict throughout.</td>
<td></td>
</tr>
<tr>
<td>• Read to verify.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Visualization</strong></th>
<th>Good readers make pictures in their mind as they read. This aids comprehension.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Select a portion of text that lends itself to visualization. Students can illustrate.</td>
<td></td>
</tr>
<tr>
<td>• Stop after reading in order to draw a mental picture of what the author means.</td>
<td></td>
</tr>
<tr>
<td>• Point out key vocabulary that assists in the mental imaging. i.e. Rhyme: Jill came tumbling after.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Clarification</strong></th>
<th>Think out words, phrases, or concepts that are not understood.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reread the unclear part.</td>
<td></td>
</tr>
<tr>
<td>• Use good reader strategies</td>
<td></td>
</tr>
<tr>
<td>• Find the little word in the big word</td>
<td></td>
</tr>
<tr>
<td>• Find root or affix.</td>
<td></td>
</tr>
<tr>
<td>• Use context for definition or explanation.</td>
<td></td>
</tr>
<tr>
<td>• Read skip read, Read on to get the general idea.</td>
<td></td>
</tr>
</tbody>
</table>

### Model, Model, Model

- **Kindergarten:** Use in shared reading across the curriculum. Familiarize students with the terms/meaning of the 5 interactive Reciprocal Teaching strategies.

- **First/Second:** Refer to Kindergarten. Repeat Reciprocal teaching process at least 20 times before the students are expected to use strategies independently. You can practice using small portions of text at a time.
CLARIFY HARD PARTS WHEN:
- you don't understand
- you can't follow the text
- you don't know what a word means
  Clarifying Stems:
  - I can't really understand...
  - A question I have is...
  - One word/phrase I do not understand is...
  How to Clarify:
  - Look for little words inside big words.
  - Look for root words, prefixes or suffixes.
  - Look for a comma which follows an unfamiliar word.
  - Keep reading to see if you can get an overall sense of the meaning.

VISUALIZE A PICTURE IN YOUR MIND
- When I read this, I imagine that...
- As I read, in my mind I see...

SUMMARIZE
HOW TO DO A SUMMARY
- Look for the topic sentence
- Look for who, what, when, where, why, how
- Omit unnecessary information

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

A FRAMED SUMMARY SENTENCE:
This story/paragraph begins with __________, discusses (or develops) the idea that __________, and ends with __________.

CLARIFY HARD PARTS WHEN:
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- you don't know what a word means
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Summary Stems
- This story/paragraph is mostly about...
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- The author is trying to tell me...

A FRAMED SUMMARY SENTENCE:
This story/paragraph begins with __________, discusses (or develops) the idea that __________, and ends with __________.
Informal Writing To Learn

What is informal writing?
Informal writing or "writing as you go" in kindergarten, first and second grade ensures that the students are active participants in the learning process. Children adopt a purposeful listening stance when informal writing is required. This writing is a visible record of their thinking and engagement. The more opportunities to practice writing, the more proficient the writers become. Writing responses may take the form of illustration, stringing letters, spelling approximations, and standard spelling. Writing to learn affords our multi-level learners the ability to grow.

Informal writing, a non-graded activity, allows students to interact with the text or lesson topic, which increases overall understanding. During informal writing students can negotiate meaning by expressing ideas, relating to information and making personal connections.

How do you use informal writing in the classroom?
Informal writing is incorporated into classroom instruction when learners jot down predictions, respond to questions, link family, home and experiences, relate feelings, explore ideas or concerns, question and clarify.

A writing to learn technique that is brief, pointed and engaging is the quickwrite.

- A student performs a quickwrite when he/she responds briefly to the lesson as directed by the teacher.
- Students should be trained to respond within two to three minutes when performing a quickwrite.

Longer writing activities can take place as time permits or depending on the focus of the lesson.

Where do you record informal writing?
Students need a place to record their writing such as a composition book (notebook) or booklet (made by folding paper). These books can be titled a journal, a log or a learning log and should be available for written interaction during the school day and for home learning.

Notebooks validate a child’s existence. Notebooks say, “Your thoughts, ... your noticings, matter.” We want our learners to put their thinking into print. We do not want them to walk around unwritten. (Adapted from Lucy Calkins, 1991)

Tip

Informal written entries in composition books (notebooks) or booklets are often referred to as journaling, (the act of making entries in a book) but no matter what you call the act or the book, we must give our students many opportunities to engage in daily writing to learn activities across the curriculum.
Types Of Informal Writing Entries

- **Free-response** Teachers stop at portions of the text and have students jot down their feelings or personal connections/reactions. This helps learners connect with the piece being read. (use a quickwrite)

- **Dialogue** Students write their thinking, then partners trade books and respond to each other. (This may be a longer writing activity.) Students can also dialogue with teachers.

- **Pre/Post** Students can quickwrite pre or background knowledge building activities such as brainstorming, KWL or webbing. They can enter their predictions. After reading they can revisit predictions or note things learned as well as a process learned. Students can also reflect on their learning.

- **Observation** Students write down observations that can lead to further questioning. An example would be observing a stem of a flower, an experiment result, an artifact, etc.

- **Perspective** Students’ writing can reflect how they have taken on the role of a character, animal, famous person or inanimate object. For example, the child might write as Jack in *Jack and Jill*.

- **Explanation** Students write explanations of ideas, concepts or a process. Then it becomes clear to both the reader and writer what is understood. This is particularly valuable in math and science.

- **Literacy Elements** Students can note information about character/s, setting and problem, etc.

- **Exit Slip** This is a way to discover what students have learned and what is still challenging them.

Tips For Sharing Informal Writing

- Students should briefly share writing with a partner (one to two minutes). Group share on a limited basis as time permits. *
- Students who only illustrate should be encouraged to add letters/words to their drawing.
- LEP, ESE and Standard Curriculum students should be encouraged to participate in writing and their progress should be continuously observed.

*Reminder: Cooperative group seating should have pairs of students at varying ability levels.
Shared Writing

Shared or interactive writing engages the teacher and learners as they work together to write a group story on the chalkboard, a chart, or the overhead projector. This process finds the teacher leading the students, sharing ideas and then recording these ideas as the students watch. Shared writing helps learners understand the thinking that is behind the writing process.

Shared writing is used during teachable moments, as well as to demonstrate process writing. It can be a very brief activity or span a 5-day period. It is an opportunity for children to view what good writers do in a variety of situations. The teacher listens to the suggestions of many children and then records the "gist" but not the "exact words" of any child.

Shared writing provides the opportunity to rework awkward constructions that students may offer. Reworking these sentences collaboratively and aloud with students allows the teacher to model the shift from oral to written language. Children can also view the revising/editing process that all writers must learn. It is a time to work with or point out alphabetic principles and support phonological awareness.

Shared writing provides the model, then the learners apply the knowledge gained by writing a similar piece on their own or with a partner.

Tips

What does shared writing look like?

- News of the day
- Curriculum related writing
  - Graphic organizers
  - Predictions
  - Benchmark/FCAT question
  - Response to literature
- Original story endings
- Retellings of stories
- Class journal entries
- Letters, notes, greeting cards
- Reports
- Evaluations of books and self reflections
- Wall stories and big books
- Stories, essays, and poems
- Weekly newsletter to parents
Tips for Focusing On Shared Writing

Shared Writing models the thinking and mechanics behind the writing process. This list is a guide to help you focus on the structure of Shared Writing.

<table>
<thead>
<tr>
<th>Teacher Behavior</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before:</strong></td>
<td></td>
</tr>
<tr>
<td>✴ Select a Topic (Build Background Knowledge)</td>
<td></td>
</tr>
<tr>
<td>• Decide on a type of writing.</td>
<td></td>
</tr>
<tr>
<td><strong>During:</strong></td>
<td></td>
</tr>
<tr>
<td>✴ Teacher enthusiastically sets a purpose for writing.</td>
<td></td>
</tr>
<tr>
<td>✴ Learners brainstorm and make suggestions.</td>
<td></td>
</tr>
<tr>
<td>✴ Learners and teacher interact on how to begin while teacher writes the “gist” of what is said. This can be written on:</td>
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<tr>
<td>• Overhead</td>
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<tr>
<td>• Chalk or white board</td>
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<tr>
<td>• Chart paper</td>
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<tr>
<td>✴ Teacher models writing with the learners.</td>
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</tr>
<tr>
<td>• Rework the sentences collaboratively and aloud showing the shift from oral to written language.</td>
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</tr>
<tr>
<td><strong>After:</strong></td>
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</tr>
<tr>
<td>✴ Teacher and learners orally reread the piece revising and editing where needed.</td>
<td></td>
</tr>
<tr>
<td>• Learners give ideas.</td>
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</tr>
<tr>
<td>• Changes are made to the original piece while the thinking process is shared.</td>
<td></td>
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<tr>
<td>• Use this as a time to reinforce appropriate skill.</td>
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</tr>
<tr>
<td>✴ Learners apply the knowledge gained by writing a similar piece on their own or with a partner.</td>
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</table>

**Reflection:**
Responses to Literature & Expository Text
Response Starters

Instruction must provide opportunities for students to respond to their reading and writing. This is the essence of literacy—constructing personal meanings. It is important that when students read they are making text-to-self, text-to-world, text-to-text connections. Responses to literature and expository text must be authentic and may take place before, during and after students read or write. Students should respond in ways of their own choosing or teachers may direct them by offering suggestions for types of responses they might make.

Learners should be encouraged to make personal responses before, during or after reading in which they “construct meaning” from the text based on their own prior knowledge, experiences and what has been read. Some ways of beginning these personal responses include:

After reading the book, chapter, story, article or poem use one of the following:

- I noticed… (cause/effect)
- A question I have is…
- I wonder why…
- I began to think of (relationships in their own lives)
- It seems like… (inferences and predictions)
- I can’t really understand…
- I’m not sure…
- I know the feeling…
- I loved the way the author used…
- I realized…
- I was surprised…
- If I were…
- I discovered…
Metacognition enables readers to think about their understanding of text and monitor or adjust the reading process to support their comprehension. For example, during Guided Reading students develop self-monitoring when they understand good reader strategies as they encounter text. They might know to get their mouth ready to make the first sound, look for chunks (word parts) in words, reread or just read, skip, read. Also, the learner might slow his reading speed in order to understand a difficult part of text or question if the portion read made sense. The learner becomes aware of what they do or do not understand and how to correct it, thus, gaining control over their reading.

Teachers support metacognition by modeling their thinking in an audible manner while reading. Effective application of reading strategies modeled in a “think aloud” can be transferred and applied by students when they read. Self-awareness of learning, metacognition, is a necessary reading behavior for multi-level students.

Think Aloud Tips For “Thinking About Thinking”

Verbalize your thinking.

Teacher: “I am not sure about this word. Let me get my mouth ready to make the first sound.” “Fff”
“I remember I learned the word box. It has the same chunk “ox”. The word must be fox.”
“That looks right and makes sense because I see a picture of a fox.”
“Let me read the sentence, I’m as sneaky as a fox…”
“That sounds right!”
**The Reading Standards**

**Question Task Cards**

---

**QUESTION TASK CARD**

**MAIN IDEA**
(L.A.A.2.2.1)

Design a question that requires students to find the main idea of the passage. Support answers with details and information from the passage.

- What is the MAIN IDEA of this story/article?
- Write a summary of ____________________________.
- Why do you think this story/article has the title “__________________”?  
- Retell a portion of the story.  
- What would be another good title for this story?  
- What is the essential message in the story/article?

---

**QUESTION TASK CARD**

**Supporting Details**
(L.A.A.2.2.1)

Design a question for which students must identify relevant facts and details in order to form an answer. Encourage higher order thinking by asking questions that require students to infer.

- How?  
  - What happened?
- Why?  
  - What caused…?
**QUESTION TASK CARD**

**CHRONOLOGICAL ORDER**
(L.A.A.2.2.1)

Design a question for which students must use sequencing in order to form an answer.

- What happened just BEFORE/AFTER ________________________________?
- What happened first, last, etc. …?
- What happened between ___________________ and ____________________?
- What is the first step in _____________________________________?
- Retell the events leading up to/following _______________________.

**QUESTION TASK CARD**

**VOCABULARY**
(L.A.A.1.2.3)

Design a question that requires students to determine the meaning of a word in context, including the use of prefixes, suffixes, root words, multiple meanings, synonyms, antonyms, homonyms, and word relationships.

- Read this sentence from the passage.
  
  Copy sentence from passage here.
- What does the word ______________________mean?
- Choose the word that means the SAME as ____________________.
- Choose the word that means the OPPOSITE of __________________.
- What two words best describe the word _____________________.
- Which two words mean the same/opposite?
QUESTION TASK CARD

COMPARE AND CONTRAST
(LA.A.2.2.7)

Design a question that requires students to recognize the use of comparison and contrast in text. Support your answer with facts and details from the story/article.

• How are _____________________ and _____________________ ALIKE?
• How is _____________________ DIFFERENT from _____________________?
• How is _____________________ both SIMILAR to and DIFFERENT from _____________________?
• What is one DIFFERENCE between _____________________ and _____________________?
• How is _____________________ dissimilar to _____________________?
• What are the Differences between _____________________ and _____________________?
• What are the SIMILARITIES between _____________________ and _____________________?

QUESTION TASK CARD

SIMILARITIES/DIFFERENCES IN TEXT
(LA.E.1.2.3)

Design a question which requires students to find similarities and differences in characters, settings, and events presented in various texts.

• How are _____________________ and _____________________ ALIKE?
• How is _____________________ DIFFERENT from _____________________?
• How is _____________________ both SIMILAR to and DIFFERENT from _____________________?
• What is one DIFFERENCE between _____________________ and _____________________?
• How is _____________________ dissimilar to _____________________?
• How did the character change from the beginning of the story until the end?
• What are the DIFFERENCES between _____________________ and _____________________?
• What are the SIMILARITIES between _____________________ and _____________________?
QUESTION TASK CARD

CAUSE AND EFFECT
(L.A.E.2.2.1)

Design a question that requires students to describe the cause or effect of an action or event in fiction, nonfiction, poetry or drama.

- What caused __________________________ to ____________________?
- What effect did __________________________ have on _______________?
- What are the events that caused ____________________________________?
- What might happen if ____________________________________________?
- What is the effect of  ______________________________________________?
- Why does a character take a particular action  _________________________?
- What were the results of an event or action?

QUESTION TASK CARD

MULTIPLE REPRESENTATIONS OF INFORMATION
(L.A.E.2.2.8)

This Benchmark could actually include any of the other tested benchmarks such as Cause/Effect, Compare/Contrast, etc. It requires the student to gather the information from charts, graphics, maps and captions as well as the text.

Design a question using a stem from the matching benchmark task card and direct the reader to the appropriate graphic and the text to answer the question.

e.g., Look at the picture next to Step 5. Why is the box held up to the air?
QUESTION TASK CARD

PLOT DEVELOPMENT/RESOLUTION
(LA.E.2.2.2)

Design a question that requires students to identify plot development and/or problem resolution in the story?

• What problem did the character face?
• What happens that causes the character to change from the beginning to the end of the story?
• How is the problem solved in the story?
• What events lead to the resolution of the problem in the story?

QUESTION TASK CARD

AUTHOR’S PURPOSE
(LA.A.2.2.2)

Design a question that requires students to identify the author’s purpose and support it by returning to the text for details and information.

• What does the author mean when he/she writes __________?
• Why did the author write the article/story?
• What is the author’s purpose in writing this article/story?
• With which statement would the author most likely agree?
• Why did the author begin the article/story with __________?
• Why did the author include the description of _____ in the article/story?
### Reading Strategies: Focusing on the FCAT

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<thead>
<tr>
<th>MAIN IDEA</th>
<th>CAUSE &amp; EFFECT</th>
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</thead>
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<tr>
<td><strong>Strategies</strong></td>
<td><strong>Strategies</strong></td>
</tr>
<tr>
<td>• Main Idea Table</td>
<td>• Summary Frame</td>
</tr>
<tr>
<td>• One-Sentence Summary</td>
<td>• Flow Chart</td>
</tr>
<tr>
<td>• Somebody/Wanted/But/So</td>
<td>• Cause/Effect Chain</td>
</tr>
<tr>
<td>• Two-Column Notes</td>
<td>• Two-Column Notes</td>
</tr>
<tr>
<td>• Summarizing</td>
<td>• Somebody/Wanted/But/So</td>
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<table>
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<tr>
<th>FACTS &amp; DETAILS</th>
<th>MULTIPLE REPRESENTATIONS OF INFORMATION</th>
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<td><strong>Strategies</strong></td>
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<td>• Main Idea Table</td>
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<td>• Selective Underlining/Highlighting</td>
<td>• Graphs</td>
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<tr>
<td>• Concept Map</td>
<td>• Maps</td>
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<tr>
<td>• Illustrations of Passage</td>
<td>• Textbook Captions</td>
</tr>
<tr>
<td>• Summarizing</td>
<td>• Footnotes</td>
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<tr>
<td>• Power Notes</td>
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<th>PLOT DEVELOPMENT/ RESOLUTION</th>
<th>AUTHOR'S PURPOSE</th>
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<tr>
<td>• Story Map</td>
<td>• PIES -</td>
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<td>• Retellings</td>
<td>- Persuade</td>
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<tr>
<td>• Flow Chart</td>
<td>- Inform</td>
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<tr>
<td>• Somebody/Wanted/But/So</td>
<td>- Entertain</td>
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<tr>
<td>• Pattern Puzzle</td>
<td>- Share and Experience</td>
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</table>

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<tr>
<th>COMPARE &amp; CONTRAST</th>
<th>SIMILARITIES/DIFFERENCES IN TEXT</th>
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<tr>
<td><strong>Strategies</strong></td>
<td><strong>Strategies</strong></td>
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<tr>
<td>• Venn Diagram with Written Summary</td>
<td>• Venn Diagram with Written Summary</td>
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<tr>
<td>• Semantic Feature Analysis</td>
<td>• Detailed Illustrations</td>
</tr>
<tr>
<td>• Summary Frame for Compare/Contrast</td>
<td>• Character Map</td>
</tr>
<tr>
<td>• Content Frame</td>
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<tr>
<td>• Similes and Metaphors</td>
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<tr>
<th>CHRONOLOGICAL ORDER</th>
<th>VOCABULARY</th>
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<tr>
<td><strong>Strategies</strong></td>
<td><strong>Strategies</strong></td>
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<td>• Timeline</td>
<td>• Concept of Definition Map</td>
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<td>• Story Map</td>
<td>• Vocabulary Map</td>
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<td>• Story Board</td>
<td>• Word Wall</td>
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<tr>
<td>• How-To Book</td>
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<td>• Flow Chart</td>
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### Reading Standards Instructional Procedure

#### Planning Instructional Focus
- **Target Primary & Secondary* Benchmarks/GLEs/CBCs**
- **Select appropriate informational and/or literary text**
- **Choose Strategy/Graphic Organizer/Reading Standards Question Task Cards**
- **Determine Critical Concept Vocabulary as well as vocabulary from the text aligned with the spectrum of the Vocabulary Benchmark**
- **Develop Phonemic Awareness/Phonics Patterns and structure**
- **Provide Multiple opportunities to reread Fluency Practice**

#### Teacher Directed Instruction – Selected Grade Level Text

**Before**
- Activate/build background knowledge
- Introduce critical concept vocabulary, using webs/maps
- Preview and predict selection
- Set a purpose for reading

**During**
- **Initial Reading** to adjust prediction, summarize, and address Author’s Purpose
- **Repeated readings** using various modes (shared reading, buddy reading, silent reading) to develop fluency as well as vocabulary connections, inferred elements and secondary benchmark connections

**After**
- Use selection to teach appropriate strategy/organizer for retention and application of primary benchmark
- Formulate model questions for primary benchmark using Reading Standards Question Task Cards

#### Teacher Modeling/Think Aloud
- Teacher/student analyze question by discussing what is necessary to fulfill the requirement of the task
- Teacher/students examine text to support the responses.

#### Write Answers To The Questions
- Students write individual answers
- Students share written responses in pairs/groups

#### Improving Responses

**Compare and Justify**
- Guide students in discussing whether the answer fulfills the reading concepts embodied in the task and are supported by the selection

**Develop Better Responses**
- Use student responses to build and model complete paraphrased text-based answers

#### Application For Ongoing Instruction
- Students practice responding to similar questions and apply strategies independently with various texts
- Teachers select assessments for primary and secondary benchmarks using a reading standards format

*Primary Benchmark refers to the comprehension skill most evident in the reading selection. Secondary Benchmarks are the additional comprehension skills that are consistent with text structure and genre format. The following benchmarks must be addressed with all text when reading for meaning: Main Idea, Author’s Purpose, and Vocabulary*
Sample Lesson Plans

The following selected lesson plan includes:

- A general lesson plan for teacher-directed instruction
  
  *The Very Hungry Caterpillar* by Eric Carle

Tips for Planning Lessons

- Build weekly instruction around the Sunshine State Standard selected benchmarks (primary and secondary) and focus question.
- Use the Reading Standards Instructional Procedure Chart as a guide.
- Create a foundation for lessons which include:
  - Building background knowledge
  - Developing key concept vocabulary/word study
  - Rereading to build fluency
  - Discussion
  - Metacognition
  - Informal writing to learn
  - Comprehension checks

As you plan for future instruction reflect on the above elements that provide a basic foundation for any lesson in order to maximize learner engagement and understanding. Refer to the CRP Companion table of contents for additional information and tips regarding these elements. Use best practice strategies as appropriate that are also found in the CRP Companion.

Incorporate into lessons activities and practices from:

- Kindergarten Project Right Beginnings
- First Grade Project B.E.A.R.
- Second Grade Project O.W.L.
Reading Standards Instructional Procedure
A Sample Lesson Plan

This Reading Standards Instructional Procedure is designed to infuse sound instructional practices into the teacher-directed component of the Language Arts block. This procedure may be completed over a period of four to five days and should also be used in content area instruction.

Plan Instructional Focus
Primary Benchmark:

L.A.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

Question Task Card: Chronological Order
Strategy: Flow Chart

Secondary Benchmarks:
L.A.A.1.2.3 Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, clarifying meaning from context, and word relationships.
L.A.A.2.2.2 Author’s Purpose

Teacher-Directed Instruction
Grade Level Text
Literary or Informational Text

Selected text: The Very Hungry Caterpillar by Eric Carle
Summary of text:
This story tells of a caterpillar whose appetite increases as he eats one or more of an item each day of the week. The little caterpillar eats its way into maturity and flies away.

Before Activate/Build Background Knowledge
- Choose a read aloud which describes a life cycle.
  Example: The Life Cycle of a Tree by John Williams
  Pumpkin, Pumpkin by Jean Titherton
- Discuss with learners ways that the life cycle involves change and growth
- Web critical concept vocabulary: caterpillar
- Preview title and illustrations to predict what story is about.
- Picture walk, begin to adjust prediction, download vocabulary, and structure
- Set purpose for reading
During Read/Reread Selection Together:
read aloud/shared reading/buddy reading/silent reading
- Select a mode for the initial reading of the text.
- Adjust prediction, summarize and discuss.
- Provide opportunities for subsequent rereading of the text to develop fluency, to locate days of the week, compound words, number words, food words, and adjectives.

After Use text to teach strategy which supports the benchmark.
- Teach/model the strategy of The Flow Chart to check the learners’ comprehension of the selection. The Flow Chart is a graphic organizer which helps learners to identify the order of events.

The caterpillar ate through the green leaf.
He felt better.
He grew big and fat.
He built his cocoon around himself for two weeks.
He chewed and pushed his way through the cocoon.
The caterpillar became a beautiful butterfly.

- Elicit a one-sentence summary using the information from the chart.

Example:

The caterpillar ate through the green leaf until he became a beautiful butterfly.

Formulate an FCAT-like question using a Question Task Card.

Question Task Card
Chronological Order
(L.A.A.2.2.1.)

Design a question for which students must use sequencing in order to form an answer.

- What happened just BEFORE/AFTER ________________________?
- What happened first, last, etc., _____________________________?
- What happened between _____________ and ___________________?
- What is the first step in _____________________________?
- Retell the events leading up to/following ____________________.

Most textbooks provide good questions meant for discussion; however, these questions do not require the learner to respond in writing. The learners need to experience writing short and extended responses to FCAT-like questions.

The teacher will do the following:
- Identify a high level question from the textbook otherwise adjust or create an FCAT-like question
- Use the Question Task Card to change the textbook question to an FCAT-like question that will require a written response.
From the Question Task Card, choose an FCAT-like question that is appropriate to the text.

*What happened after the caterpillar ate through the green leaf? Use details and information from the story to support your answer.*

**Teacher Modeling/Thinking Aloud**

Teacher/students analyze the question by discussing what is necessary to fulfill the requirements of the task. Highlighting key words in the question enables learners to identify information needed to formulate a complete response.

In order to identify the components necessary to respond completely to the question, the teacher will instruct the learners to draw lines under the words “caterpillar ate the green leaf”, and draw a box around the words “what happened AFTER.”

What happened AFTER the caterpillar ate through the green leaf? Use details and information from the story to support your answer.

Teacher/students examine text to support their responses. Learners will reread the text to locate the information that will fulfill the requirements of the task. Initially the teacher will model and guide the learners through this process. As the learners gain experience, the teacher will gradually reduce support. The ultimate goal is to enable the learners to accomplish this task independently.

**Write Answers to the Questions**

Students write individual answers and share their written responses with a partner.

In writing their responses, the learners will apply the information acquired from analyzing the question, completing the Flow Chart graphic organizer and examining the text. After finishing their written responses, the learners share with a partner, adding any missing information to their individual answers.

**Improve Responses to Reading Standards Tasks**

Compare and Justify

Guide students in discussing whether the answers fulfill the requirements of the task and are supported by the text.

Develop Better Responses

Use student responses to build and model complete paraphrased text-based answers.
Improve Responses to Reading Standards Tasks

Compare and Justify

Guide students in discussing whether their answers fulfill the requirements of the task and are supported by the text. Applying the same symbols used in analyzing the question, the learners will identify in their responses the three components that the question requires. This will enable the learners to recognize what information and details from the text are needed to make their answers complete.

Develop Better Responses

Use student responses to build and model complete paraphrased text-based answers.

During whole group discussion the teacher will do the following:

- Elicit responses from the whole class.
- Model the building of a correct response using learners’ input.
- Record the completed response on an overhead or chart and display this response so the learners may revisit it as needed.

Applications for Ongoing Instruction

Students practice responding to similar questions.

For example:

*What happens between Sunday and Friday in the life of the caterpillar? Use facts and details from the story to support your answer.*

*Retell the events leading up to the caterpillar becoming a larger caterpillar. Use information and details from the story to support your answer.*

Students apply the strategies independently with various texts.

- The learners will apply the Flow Chart strategy to demonstrate comprehension of the text.
- Learners will apply the strategies for analyzing questions and examining text to identify the requirements of the task.
Teachers develop assessments using the FCAT Reading format.

- Similar questions should be developed from current texts to provide the learners with continued practice in writing short and extended responses.

- Teachers need to focus instruction on the following:
  - Read text carefully
  - Understand what the question is asking
  - Refer to the text to answer the question
  - Paraphrase the information
  - Answer fully
  - Use rubric to score responses

In reviewing the written responses, teachers should assess, analyze, and prioritize the strengths and weaknesses in the learners’ responses in order to make adjustments for further instruction. Mini-lessons will then focus on the targeted needs so that the learners may be successful when writing short and extended responses to FCAT-like questions.
Guided Reading
“On the Run Strategies Towards Independence” Janet Allen

Lesson Foundation

✓ Group students according to their instructional level.
✓ Match reader to text accurately. (Use Automated Literacy Labels as a guide)
✓ Use books on a two day cycle.
✓ Focus on/model Good Reader Strategies.
✓ Build background, predict, picture walk.
✓ Set a purpose for reading.
✓ Intervene and support learners as they read independently.
✓ Revisit prediction. (Day1)
✓ Mini Lesson

Tip
Be sure to see your less proficient groups daily. Check inside for ideas on “What to do with the others”.

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Guided Reading For Primary Learners

Purpose:
Guided reading is an approach in which teachers support each reader's development of effective "good reader" strategies thus allowing the learner to problem solve as they read. Students develop comprehension and fluency as they process a variety of increasingly challenging texts at their instructional level. Janet Allen describes Guided Reading as “On the Run Strategies Towards Independence.”

Guided Reading In The Primary Classroom
- Rationale
- Overview

How to Prepare for a Primary Guided Reading Group

Stages of Reading Development Grades K-2
- Characteristics

The Primary Guided Reading Lesson Framework
- Two Day Lesson Format
  - Emergent/Early Stage
  - Early Fluent/Fluent Stage

Prompts to Help Students Problem-Solve While Reading

The Three Cueing Systems
- Meaning, Structure, Visual

Good Readers Chart

Teaching For Strategies and Skills
- Strategies for Mini-lessons

What to do with the Others
- Managing Guided Reading
**Guided Reading In The Primary Classroom**

**What is Guided Reading?**
Guided reading is an explicit instructional approach in which teachers support each reader’s development of “good reader” strategies allowing the learner to problem solve during reading. Students develop comprehension and fluency as they process a variety of increasingly challenging texts at their instructional level. Janet Allen describes Guided Reading as “On the Run Strategies Towards Independence.”

**Who will benefit from Guided Reading?**
In our diverse classrooms we have students of multiple reading abilities. Some learners are developing basic reading strategies (e.g., using picture clues, getting their mouth ready to make the first sound etc.) while others need assistance developing more complex understanding of text. During Guided Reading all of these learners are afforded the opportunity of small group instruction to accelerate their reading abilities.

**How is Guided Reading taught?**
Our multi-level learners are grouped according to their instructional levels. This is determined by appropriate assessments and teacher observation. The teacher regularly meets with small groups on the same instructional level for 20-minute sessions. Teachers model good reader strategies and learners transfer and apply them to the text during a two- day cycle. As students progress they are moved to higher levels. The least proficient or emergent/early readers are seen daily whereas the more proficient or early fluent/fluent readers may be seen once or twice per week. Two lesson plans that serve as a model for instruction follow. One is for the least proficient or emergent/early readers and the other is for the more accelerated or early fluent/fluent readers.

**Which materials are used?**
One of the most critical aspects of guided reading is properly matching the reader to text. Students should be able to read most of the Guided Reading book with ease due to picture and text support, yet some portions of the text should be difficult for the child. This allows the teacher to observe how the student solves problems encountered during reading. In order to match the student to text a computer software system A.L.L coordinates books with various reading levels. The reading levels are color coded and labels are available for the coordinating books. This helps facilitate matching a reader’s known instructional level to text. However, a teacher’s knowledge of “text features” plays a key role in text matching accuracy.

**What will the students be able to do as a result of Guided Reading?**
- Connect prior knowledge to text
- Expand vocabulary
- Problem solve strategically
- Form opinions and predict
- Read for meaning
- Apply strategies to different genre and text structures
- Read more challenging text
How To Prepare For A Guided Reading Group

**Classroom Setup**
- Designate an accessible, practical area.
- Clearly display the “Good Readers” strategy chart.
- Make a table copy of the “Good Reader” strategy chart accessible for use during the lesson.

**Grouping Students**
- Use the results of student diagnostic assessments and teacher judgment.

**Lesson Preparation**
- Be familiar with or have available Prompts to Help Students Problem-Solve and the Guided Reading Lesson Framework.
- Select appropriate text (variety of genre) for each group at their instructional level. (Automated Literacy Labels will assist)
  - narrative
  - informational text
  - historical fiction
  - newspaper articles/magazines
  - poetry
  - essays
- Read the selected book. Target the “Good Reader” strategy appropriate for the group. (See Strategies and Skills)

**Tips**

- Kindergarten: Model “Good Reader” strategies during shared reading and throughout curriculum.
### Stages of Reading Development

<table>
<thead>
<tr>
<th>Emergent</th>
<th>Early</th>
<th>Early Fluent</th>
<th>Fluent</th>
</tr>
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</table>
| - Developing concepts of print: | - Inconsistently uses early strategies:  
  - One-to-one matching  
  - Monitoring (repeating, self-correcting) | - Searches for and uses cues more independently  
  - Self-monitors and self-corrects when prompted and on his/her own  
  - Reads familiar text fluently (less reliant on finger pointing) | - Uses cues flexibly and effectively  
  - Integrates use of cues/strategies  
  - Self-monitors |
|  
  - Reads left-to-right  
  - Makes return sweep to next line  
  - Points to the front/back of the book and the first and last page  
  - Points to words without one-to-one matching  
  - Requires simple illustrations that highly support text  
  - "reads" patterned text using picture and oral language cues |  
  - Reads easy and patterned text fluently with picture support  
  - Practices skills acquired on easy materials  
  - Is able to link known initial and final sound-symbols to new words  
  - Gets "mouth ready" for an unknown word  
  - Has limited sight vocabulary  
  - Retells text with simple interchangeable storyline  
  - Responds to text at more literal level  
  - Oral reading is usually word by word and sounds very choppy  
  - Retelling reflects very little comprehension:  
    - Focuses on limited part of the story/1 or 2 facts/some characters omitted |  
  - Searches for and uses cues more independently  
  - Self-monitors and self-corrects when prompted and on his/her own  
  - Reads familiar text fluently (less reliant on finger pointing)  
  - Lacks stamina needed for chapter books/novels  
  - Reads more extensive text with smaller print  
  - Reads with good phrasing and expression  
  - Hears/uses some medial sounds to problem-solve  
  - Identifies "chunks" and analyzes longer words on own/with support  
  - Has a more developed sight vocabulary  
  - Retells text with story structure to capture story elements  
  - Responds to reading content with inconsistent comprehension |  
  - Uses cues flexibly and effectively  
  - Integrates use of cues/strategies  
  - Self-monitors  
  - Reads smoothly and at appropriate speeds  
  - Is able to scan ahead/predict  
  - Transfers known information to unknown independently  
  - Is able to visually analyze word in text "on the run"  
  - Has control of multi-syllabic words  
  - Reads longer books with more complex style of writing  
  - Has an extensive sight vocabulary  
  - Retells more complex storyline to include plot along with some story detail  
  - Is able to respond to variety of reading genre with comprehension |
Primary Guided Reading Lesson
Emergent/Early Readers

Day 1

Preparing For Guided Reading
Learners are grouped according to their instructional levels and are accurately matched to text. A good reader strategy focus is identified for each guided reading group.

BEFORE
The teacher prompts and discusses reading strategies prior to the reading.
Teacher: “When you come to a word you don’t know, what do you do to figure it out?”
Student: “I get my mouth ready to make the first sound and look at the pictures to help me. I check to see if what I am reading makes sense.”
Teacher: “Those strategies are on our good readers chart. Let’s practice a few.” Give children one or two examples.
“Today when we read we will practice these strategies.”
On the good reader strategy chart, highlight the focus strategy/ies and make it visible for the learners to see.

Story Introduction /Setting the Scene
• Read title, share cover or opening page.
• Activate and build background knowledge. Help children make personal connections.
• Elicit predictions and ask open-ended questions.
  Literary text: Ask: “What is going to happen?”
  “Why do you think so?”
  Informational text: Ask: “What do you think you will learn?”
  “What makes you think so?”

Picture Walk
• Explore text using key vocabulary/structure/concepts while briefly discussing pictures/text features with students.
  “What is happening in the picture?”
  “What could the character be saying?”
• Implant specific vocabulary and/or text patterns through questioning/discussion.
Purpose for Reading

• Establish the purpose for reading with the students, focusing on a strategy or comprehension objective.

• Emphasize rereading expectation. An example follows:
  Teacher: “Who can remind the group about what good reader strategies we will focus on today?”
  Student: “We will get our mouth ready to make the first sound and use picture clues.”
  Teacher: “After we read I will ask you to explain how you figured out a word you did not know. Also think about whether your prediction was correct. I am going to ask you to reread the text at least three times if you finish before the group. Remember, the more you reread the better your understanding.”

DURING

Reading the text

• Have students read the whole text or a selected part on their own, at their own pace, using soft voices or silently. (not choral or round robin)

• Move around listening and observing students' reading behaviors. Make notes about each child being monitored. (Tap a student on the shoulder as a signal that you are listening to them read. Note how the reader is processing the text.)
  - Help students problem-solve unknown words when needed. Refer to Good Readers chart.
  - Assist students as they monitor comprehension.

• Have students read and reread text during this time.

AFTER

Revisiting the text

• Have students check, confirm or adjust predictions.

• Assess students' comprehension through discussion and questioning.
  - “What did happen?” (literary text)
  - “What did you learn after reading the selection?” (informational text)

• Celebrate the use of good reader behaviors (e.g., “I like the way you stopped and reread that section when something was not clear. I like the way you got your mouth ready to make the first sound and looked at the picture clues.”)
Teacher: “Who would like to share a word you figured out? Tell us what page it is on.”
Student: “I had trouble with the word fox. I got my mouth ready to make the first sound fff. I looked at the picture and thought it was a wolf but I knew it began with the sound of fff, which is the letter f so the word couldn’t be wolf.”
Teacher: “Great job. Is there anyone else that would like to share another word?”
- Return to text for mini-lesson, providing instruction based on your observation of students’ needs.

Day 2

The teacher identifies the focus strategy and mini-lesson objective based on observations made during previous sessions.

BEFORE

Reviewing the Text
- Have students orally retell or summarize the selection discussing the main idea/details or literary elements.
- Have students identify strategies emphasized on Day 1 that help determine the meaning of unknown words.

Purpose for Reading
- Establish the purpose for reading with the students, focusing on a strategy or comprehension objective.
- Emphasize rereading expectation.

DURING

Rereading the text
- Have students read the whole text or a selected part on their own, at their own pace, using soft voices or silently. (not choral or round robin)
- Move around listening and observing students’ reading behaviors. (Tap a student on the shoulder as a signal that you are listening to them read. Note how the reader is processing text. Target students not heard on the first day.)
  - Help students problem-solve unknown words when needed. Refer to Good Readers chart.
  - Assist students as they monitor comprehension.
- While students reread text the teacher assesses the application of strategies taught.
**AFTER**

**Strategy Mini-Lesson**

- Focus on strategy development, print features, vocabulary, literary elements, and/or language structures. See *Teaching for Strategies and Skills*.
- Pose specific comprehension questions to focus students (e.g., story elements for literary piece, author's purpose, main idea and details for informational piece).
- Note miscues/errors, strengths, and focus for next mini-lesson for this group.
- Extension activities are optional as independent work.
- The book selection used for this two-day cycle may become part of the learner's independent reading collection.

******************

**Independent Rereading To Develop Fluency**

During independent practice, students apply and practice learned strategies.

- Have students reread the guided reading book independently or with a buddy.
- Have students read from guided reading books that have been previously read.

**Continuation Of The Guided Reading Cycle**

- Select new books from the same instructional level until students change levels. Automated Literacy Labels should facilitate the selection of books.
- Continue by repeating the two-day cycle. This provides transfer and application of strategies learned.
- Continually monitor progress and adjust placements by using running records to validate your instructional decisions.
- Use a clip board to jot down miscues/errors, strengths, and focus for next mini-lesson for this group.
Guided Reading Lesson Framework
Early Fluent/Fluent Reader

The teacher identifies the strategy focus and mini-lesson objective based on observations made during previous sessions.

BEFORE
Story Introduction/Setting the Scene
  □ Talk about table of contents, glossary or index, if appropriate (magazine, chapter book).
  □ Introduce genre, title and author.
  □ Build background knowledge. Introduce (main idea) information about the content of the article, if appropriate.
  □ Elicit predictions and ask open-ended questions. Students use background knowledge to predict the information they will find in text.
    Literary text: Ask: “What is going to happen?”
    “Why do you think so?”
    Informational text: Ask: “What do you think you will learn?”
    “What makes you think so?”

Text Exploration
  □ Explore text using key vocabulary/structure/concepts while briefly discussing pictures/graphic features/text features with students.
    “What is happening in the picture?”
    “What could the character be saying?”
  □ Prompt students to search for information in text that will help them comprehend better (bold words, italicized word, pronunciation keys, pictures with captions, symbols, maps, graphs) if appropriate.
  □ Implant specific vocabulary. Remind students to use print features to access information (footnotes, context clues, definitions, synonyms) if appropriate.

Purpose for Reading
  □ Establish the purpose for reading with the students, focusing on a strategy or comprehension objective. Instruct students to search for important information while reading (benchmark question).

DURING
Reading the text
  □ Have students read the whole text or a selected part to themselves;
  □ Have students read on their own, at their own pace, silently or using soft voices.
  □ Have students mark the spot(s) using sticky notes or jot down where the information is found in the text, if appropriate.
Move around, observing students’ reading behaviors. (Tap a student on the shoulder and listen as the student whisper reads. Note how the reader is processing the text.)

—Help students problem-solve unknown words when needed using the prompts from the good readers chart.
—Assist students as they monitor comprehension.
—Have students read and reread text during this time.

AFTER

Revisiting the text
—Have students check, confirm or adjust predictions.
—Assess students’ comprehension through discussion and questioning.
  —“What did happen?” (literary text)
  —“What did you learn after reading the selection?”
  —“Why do you think the author wrote the book?”
  —“Did the author accomplish the goal in this article?” (informational text)
—Celebrate the use of good reader behaviors (e.g., “I like the way you stopped and reread that selection when something was not clear.” “I like the way you figured out the meaning of that word by rereading the paragraph.”).
—Return to text for mini-lesson, providing instruction based on your observation of students’ needs. Students share what they marked or wrote, and discuss the rationale for their choices. Students revisit the text to support their thinking, if appropriate.

Day 2

The teacher identifies the strategy focus and mini-lesson objective based on observations made during previous sessions.

BEFORE

Reviewing the Text
—Have students orally retell or summarize the selection.
—Have students discuss the main idea and details or the literary elements of the selection.
—Have students identify strategies used to determine the meaning of unknown words (e.g., context clues, prefixes, suffixes, root words, and word relationships).
DURING
Rereading the text
□ Have students reread text on their own at their own pace after establishing purpose for rereading.
□ Prompt and question students as needed. See Prompts to Help Students Problem-Solve While Reading.

AFTER
Strategy Mini-Lesson
□ Focus on strategy development, print features, vocabulary, literary elements, and/or language structures.
□ Pose specific comprehension questions to focus students (e.g., story elements for literary piece, author's purpose, main idea and details for informational piece).
□ Note miscues/errors, strengths, and focus for next mini-lesson for this group.

*************************************
INDEPENDENT REREADING TO DEVELOP FLUENCY

During independent practice, students apply and practice learned strategies.
□ Have students reread the guided reading book independently or with a buddy.
□ Have students read from guided reading books that have been previously read.
Cueing Systems Prompts

Choose a prompt based on the type of error that the child makes.

Meaning (Semantic)

Does it make sense?
- Look at the pictures.
- What happened in the story when ...?
- What do you think it might be?
- Can you reread this?
- Let's review. What is happening now?
- Let's go back...

Structure (Syntactic)

Does it sound right?
- Can you reread that?
- Can you say it another way?
- Do you know any part of that word?
- What other word might fit here?

Visual (Graphophonic)

Does it look right?
- What sound/letter does it start with?
- What would you expect to see at the beginning, middle and end?
- What can you do to figure this out?
- Point to the word.
- Did that match?
- Can you find...?

Supporting Fluency

How does your reading sound?
- Read your words so it sounds like you are talking.
- Make your voice show the author's meaning.
- Read it like this (model phrases).
- Make it sound like the characters are talking.
- Make your voice go down when you see the period.
- Get excited when you see the exclamation point.
The Three Cueing Systems

M - Meaning: Do children understand what is happening in the story? Can they use text and illustrations to help make sense of their reading?

S - Structure: Is what children say grammatically correct? Does their personal “grammar” contain the structures required to read a particular book?

V - Visual: Do children use visual cues taken from letters and words?
Good Readers…

Look at the Pictures

Get your MOUTH ready to make the first sound

Skip

Then go back
Read SKIP Read

Re-READ

Go back and read again

THINK

about the meaning of the story…

CHUNK IT

By looking for parts you know
<table>
<thead>
<tr>
<th>Lesson Focus</th>
<th>Students’ Role</th>
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<tbody>
<tr>
<td>Problem-solving words</td>
<td>Use sound-symbol relationships to help solve unknown words.</td>
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<td></td>
<td>Monitor whether the reading sounds right, looks right, and makes sense.</td>
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<tr>
<td></td>
<td>Search for meaning in pictures and text.</td>
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<td></td>
<td>Use patterns of words to read new words. (-ake: bake, make, shake, flake, mistake, earthquake)</td>
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<tr>
<td></td>
<td>Use phonics elements to read new words. (consonants, digraphs, blends, r-controlled vowels)</td>
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<tr>
<td></td>
<td>Use knowledge of variant vowel patterns to read new words. (long e sound: be, green, seat, chief)</td>
</tr>
<tr>
<td></td>
<td>Chunk the word, looking for a part that is known.</td>
</tr>
<tr>
<td></td>
<td>Develop recognition of parts of words (prefixes, suffixes, root words).</td>
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<tr>
<td></td>
<td>Read the sentence, skipping the unknown word.</td>
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<tr>
<td></td>
<td>Reread, thinking about the meaning of the text.</td>
</tr>
<tr>
<td></td>
<td>Use context clues to problem-solve the meaning of unknown words.</td>
</tr>
<tr>
<td>Activating prior knowledge/building background</td>
<td>Searching for, noticing, and making connections to their own personal experience, to their knowledge of the world (content knowledge) and to other texts they have read.</td>
</tr>
<tr>
<td>Predicting</td>
<td>Predict what is likely to happen or be learned next. Search for meaning in titles, pictures, headings, and captions.</td>
</tr>
<tr>
<td>Confirming/adjusting predictions</td>
<td>Revisit and confirm or adjust predictions.</td>
</tr>
<tr>
<td>Clarifying</td>
<td>Explain the process used to clear up confusing parts or unknown words.</td>
</tr>
<tr>
<td>Visualizing</td>
<td>Visualize or illustrate a difficult sentence or paragraph in the text.</td>
</tr>
<tr>
<td>Questioning</td>
<td>Question themselves to check understanding and to identify what is important to remember.</td>
</tr>
<tr>
<td>Retelling</td>
<td>Read a paragraph and retell only the main points.</td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Summarize</td>
<td>Retell key points of what was read in their own words.</td>
</tr>
<tr>
<td>Inferring</td>
<td>Use the clues in the text and prior knowledge to figure out what the author means.</td>
</tr>
<tr>
<td>Monitoring comprehension</td>
<td>Revisit the text to provide evidence for thinking.</td>
</tr>
<tr>
<td>Developing phrasing and fluency</td>
<td>Pattern their own phrasing after teacher’s model. Reread to attain smooth, phrased reading while thinking about the meaning of the text.</td>
</tr>
<tr>
<td>Using varied print features in texts</td>
<td>Locate information in charts, diagrams, photographs, maps, glossaries, etc.</td>
</tr>
<tr>
<td>Understanding complex sentences</td>
<td>Use punctuation and cue words (e.g., therefore, when) to access the underlying meaning of the sentence.</td>
</tr>
<tr>
<td>Understanding text structure</td>
<td>Utilize text structure (e.g., compare/contrast, cause/effect) to understand how to get information.</td>
</tr>
<tr>
<td>Adjusting reading rate for different genres and different purposes</td>
<td>Skim text to obtain an overview. Scan to locate specific information. Read slowly when each detail is critically important (e.g., directions, recipes)</td>
</tr>
<tr>
<td>Analyzing the author’s craft</td>
<td>Identify techniques used by the author to create mood, tone or voice. Closely examine elements of the text to determine how the text is organized in order to understand how to gather information.</td>
</tr>
<tr>
<td>Synthesizing</td>
<td>Bring together information from the text and from personal experience, world and literary knowledge to create new understanding.</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Evaluate and critique a text for quality or authenticity.</td>
</tr>
</tbody>
</table>

**Tip**

Match strategies and skills to the instructional needs of the learner.
What To Do With The Others

Working with small groups of students always gives rise to the question of "what to do with the others." Students must be engaged in meaningful literacy activities while the teacher is with students during the Guided Reading portion of a balanced literacy program. Students are usually assigned independent or group activities related to the grade level instruction. However, there are students that will finish their work quickly, learners that come into the room from special classes, or students that need various other types of assistance. Independent reading activities that support a balanced literacy program should be planned to assist these learners and aid in classroom management.

"What do I do with the rest of the students in the classroom?"

- **Listening Station**- This area contains a variety of stories on tape. These tapes may be secured commercially, recorded by the teacher, other students, and/or other expert readers. There may be an extension activity that accompanies these stories. A listening station is especially critical for ESOL Level I and II students.

- **Computer Station**- In this area learners may engage in Accelerated Reader testing. Accelerated Reader is a motivational program for independent reading. This center may also have appropriate software available reinforce reading and language arts skills.

- **Library Station**- This area contains a wide range of reading material which students self-select. Books may be grouped by author, theme, genre, or illustrator. Classrooms with limited English proficient students should have books in the students’ home language as well as English.

- **Writing Station**- This area should be clearly defined and provided a range of writing materials (e.g. paper, colored pencils, crayons, stapler). Poetry books, ABC books, and books that model rich vocabulary and figurative language, as well as a dictionary and thesaurus, should also be available in this area. Students may write from their personal experiences or may use comic strips with blank speech bubbles to create their own dialogue, or write their own stories.

- **Making Words**- Making words is a hands-on manipulative activity for practicing the use of letter-sound associations and word patterns to decode and spell words. Guidelines and sample word activities for Making Words can be found in the Working With Words section of this manual and in *Making Words* by Patricia Cunningham, 1994.
**Literature Circles** - In literature circles, students who have read the same book get together to discuss it and react to it. Guidelines for using literature can be found in *Literacy-Helping Children Construct Meaning* by David Cooper, 2000.

**Extension Activities** - Students may complete extension activities related to the Teacher-Directed lesson.

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**Tips**

- Teach social skills.
- Take a 5 minute break to answer student questions and attend to student behavior before calling the next Guided Reading group.
- Use a "Management Board" to display centers. (Fountas and Pinnell, *Guided Reading*, 1996, copies available in each school)
- Introduce and model use of each center individually - one at a time.
- Model rotation from center to center.
- Limit the number of students at each center.
- Have learners keep ongoing center work in an organized folder for teacher observation and tracking.
- Provide time for students to share work products with peers as well as reflect on successes and challenges of center work.
Working With Words

Word solving strategies are taught within the working with words component. Our learners must “think out” words thus transferring and applying their knowledge.

Highlights
- Exploring language
  - Phonemic awareness
  - Systematic sequential phonics
- Understanding patterns and structures
  - Making Words
- Interactive Word Walls
  - High Frequency Words and Phrases (Daily Word Work)
- Vocabulary and Spelling

Tip

Remember the non-negotiables!
Working With Words

Purpose: Working With Words is the component of the 2-Hour language arts instructional block where learners practice and apply a wide range of strategies to solve unknown words and construct meaning. At the primary level, word-solving strategies are taught within the Working With Words component as well as integrated into Opening Routine, Shared Reading and Shared Writing activities, and throughout the curriculum. These strategies, exploring language, understanding patterns and structure, using context clues, manipulating sounds, using syllabication, expand vocabulary and spelling which the student can transfer and apply to all areas of learning.

Phonemic Awareness refers to a student’s ability to recognize that words are made up of a discrete set of sounds (phonemes) that can be manipulated. Reference the work of Cunningham and Adams for additional information.

Phonics refers to the relationship between sounds and written symbols. The primary focus of phonics instruction is to help beginning readers form letter-sound correspondences and apply that knowledge in reading and writing.

• Basic Rime Patterns refers to a collection of 37 rime patterns found in the English language which assists the student in reading many words.
• Phonics Generalizations refers to the rules that are most consistent.

Making Words (a non-negotiable activity) refers to a hands-on thinking activity in which students learn how to look for word patterns and manipulate letters to create new words. Reference the work of Cunningham for additional information: Month by Month Phonics For First Grade, Systematic Sequential Phonics They Use, Making Words for Second Grade, and Phonics They Use.

Interactive Word Walls, Theme Boards, and Charts (a non-negotiable activity) refer to an element which is essential in establishing a literate classroom environment. Used as instructional tools, they contribute by providing support in areas across the curriculum.

• High Frequency Words are featured on Interactive Word Walls. Learning of these abstract high frequency words from the displayed words offer visual support during reading and writing activities. Children are familiar with the accessible words through many activities such as Daily Word Practice and On- The- Back Activity. Students are afforded opportunities to transfer the learning to new words. Included in this section are the first 300 high frequency words (the Fry List), as well as sample nursery rhymes and poems used for practicing high frequency words.
• Theme Boards and Charts are teaching tools that display important words that are currently being used in the classrooms. For example, theme words for Spring might include: wind, flowers, rabbit, rain and seeds. Kindergarten students may create environmental print charts to explore words.
• Guess the Covered Word (thinking about the unknown word in a sentence) provides practice and transfer experiences for students. Learners see if the proposed word: fits the context, makes sense, has appropriate structure and matches the letters and sounds.
Words for this non-negotiable activity may be selected from the word wall, high frequency lists, literature/content or theme units.

**Spelling** refers to a student's ability to represent language by means of a writing system. Spelling generalizations/rules, troublesome words, creating a spelling list and a spelling review are included in this section.

**Context Clues** refers to moving the reading focus beyond the individual word to other words, features and structure to obtain meaning of the unknown word.

**Structural Analysis** refers to a skill in which knowledge of the meaningful parts of words aids in the identification of an unknown word. Word Stringing activity is included in this section.

**Vocabulary Strategies** refer to activities in which the students explore word meaning.
- Selecting **Critical Vocabulary** explains the steps teachers need to consider when choosing key concept words from the text which require direct teaching.
- Relationships Among **Word Meanings** features Linear Array, Word Spectrum, Vocabulary Map, Multiple Meaning Chart and Concept of Definition Map.
- Vocabulary Show and **Tell** uses meaning and context of the text sentence to assist the learner in generating a new sentence for the vocabulary word.

**Kindergarten teachers** should refer to the Project Right Beginnings materials as well as utilize the book provided at the in-service, *Phonemic Awareness In Young Children: A Classroom Curriculum*.

**First Grade teachers** should refer to Project B.E.A.R. materials as well as utilize the following Patricia Cunningham books provided at the in-service which include *Phonics They Use*, *Systematic Sequential Phonics* and *Month-By-Month Phonics for First Grade*.

**Second Grade teachers** should refer to Project O.W.L. as well as utilize the books provided at the in-service.
Phonemic Awareness Practice provides exposure to oral and ultimately written language through word play activities. Students develop the understanding that sounds make up words and by manipulating these sounds new words can be made. This is the foundation for letter sound relationship instruction. Key areas of Phonemic Awareness are taught in kindergarten and continued throughout the primary grades to support learners with varying ability levels.

Learners rhyme, segment sounds (phonemes), blend sounds, manipulate sounds by substitution and deletion as well as work with syllables during Phonemic Awareness activities.

Instruction should follow a progression:
- Listening activities for a sequence of individual sounds
- Awareness of words in sentences
- Awareness of syllables in words

Tips

Opening Routines is a perfect time to take a few minutes and explore the sounds of language. Use:
- Listening games
- Rhyming activities (poetry, songs, jingles)
- Syllable awareness activities

Kindergarten teachers should refer to the Project Right Beginnings materials as well as utilize the book provided at the in-service, Phonemic Awareness In Young Children: A Classroom Curriculum.
First Grade teachers should refer to Project B.E.A.R. materials as well as utilize the following Patricia Cunningham books provided at the in-service which include Phonics They Use, Systematic Sequential Phonics and Month-By-Month Phonics for First Grade.
Second Grade teachers should refer to Project O.W.L. as well as utilize the books provided at the in-service.
Phonics Patterns

Phonics is the relationship between sounds (phonemes) and written symbols (graphemes). The primary focus of phonics instruction is to help beginning readers form letter-sound correspondences and apply that knowledge in reading and writing. Phonics instruction consistent with brain research refers to the idea that decoding and spelling are learned by finding patterns in words. The brain is a pattern detector that recognizes familiar spelling patterns (or known words with similar letter groups) to figure out unknown words. The eye automatically divides a word during the reading process. (For example, c-at) Word families (phonograms), onset and rimes and syllables help readers decode.

Phonics instruction should be provided systematically. Systematic phonics instruction is planned and taught on a daily basis. Teachers may vary their phonics instruction if their reading materials contain certain phonics concepts. Research indicates that the students must be provided opportunities to transfer and apply phonics concepts in real reading and writing experiences. In other words, phonics instruction is one component of a balanced literacy program (Cunningham, 2000).

Cunningham’s Scope and Sequence refers to systematic sequential phonics instruction in which the teacher has a daily planned scope and sequence. This scope and sequence is the traditional order may educators use. However, research reveals that there is NO prescribed sequence to follow. You may vary the order taught when necessary. For example, if you are reading material that lends itself to certain phonics concepts, then introduce them as appropriate.

Tips

ียว In our diverse classrooms phonics instruction is a multi-level activity. There are multiple things to learn and multiple paths a learner can take to understand the information. In this diverse classroom setting phonics instruction is often combined with phonemic awareness activities (oral language) in order to meet the needs of all learners.

❖ Each grade level needs to follow the curriculum guidelines for instruction.

Kindergarten teachers should refer to the Project Right Beginnings materials as well as utilize the book provided at the in-service, Phonemic Awareness In Young Children: A Classroom Curriculum.

First Grade teachers should refer to Project B.E.A.R. materials as well as utilize the following Patricia Cunningham books provided at the in-service which include Phonics They Use, Systematic Sequential Phonics and Month-By-Month Phonics for First Grade.

Second Grade teachers should refer to Project O.W.L. as well as utilize the books provided at the in-service.
**Some Basic Rimes**

Nearly 500 primary-grade words can be derived from the following set of only 37 rimes.

<table>
<thead>
<tr>
<th>-ack</th>
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<td>-ore</td>
<td>-ot</td>
<td>-oke</td>
<td>-ap</td>
</tr>
<tr>
<td>-ump</td>
<td>-unk</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Phonics Generalizations

| Two Sounds of C | • When the letter c comes before E, I and y in a word it usually represents the sound of /s/ **cent, excite, bicycle**.  
• When the letter c comes before a, o and u in a word, it usually represents the sound /k/ **cake, coke, cup**. |
| Two Sounds of G | • When the letter g comes before e, I and y, in a word, it usually represents the sound of /j/ **gig, gym**  
• When the letter g comes before a, o and u in a word, it usually represents the sound of /g/ **gate, goat, gum**. |
| Kn- and Wr | • In the words beginning with kn- and wr-, the first letter in not pronounced. |
| The Two Sounds of Q | • In the qu pattern q always represents the /kw/.  
• In most words the letter represents the /kw/ sound **quick, quiz, quilt**  
• Sometimes letter u is silent **antique, bouquet** |
| Sh and Ph | • Consonant digraphs are two letters that represent one sound, /sh/ **shoe** and /f/ **phone**. |
| Vowel Digraph | • Vowel digraphs are two vowels that represent one sound  
• The long sound of the first vowel is heard **mail, say, meet, eat, and boat**. |
| Variant Vowel Digraphs/Diphthongs | • Variant vowel digraphs/diphthongs are two adjacent vowels in a word that does not say a long or short sound.  
• They make a whining sound **down, boy, coin** and **cool**. |
| Letter Y as a Vowel | • The letter y usually represents the long I sound at the end of the short words, **fly**. |
| Letter Y as a Consonant | • The letter y represents the /y/ as in **yell**. |
| R Controlled Vowels | • Vowels followed by the letter r are overpowering and are neither short nor long. **car, fur, tar, fir**  
• An exception is **fire**. |

Note: This information is for teachers use only. It is not necessarily appropriate for students to memorize these rules.
Endings (suffixes):
s, ed, ing, er (taller) est (tallest) lv

Patricia Cunningham, Systematic Sequential Phonics The Use pp 4-5

Phonics Generalizations are rules that help clarify spelling patterns in English. Generalizations help children read and write because of how often they encounter them. The better their knowledge of the system, the better they are at decoding an unfamiliar word, inventing a correct spelling, or guessing a word’s meaning.
Making Words lessons are a hands-on activity in which students manipulate a limited number of letters in order to discover letter-sound relationships and learn how to look for patterns in words. Students also learn that changing just one letter or even just the sequence of the letters changes the whole word (Cunningham & Cunningham, 1992). The students are guided through this process as words are introduced in a purposeful order. This multi-level (developmental) activity takes on an instructional format that provides learners with a myriad of possibilities for learning about our alphabetic system. Those who lack phonemic awareness enhance their skills by listening for the sounds in words in order to make them. Those who are more proficient in phonemic awareness delve further into letter sound relationships and spelling patterns.

Making Words further reinforces phonics patterns and structures (research provides that the brain is a pattern detector) by teaching students to decode by analogy (think out the word). Students begin to use their known reading vocabulary to figure out an unknown word by observing patterns in the unknown word, for example, truck, and then accessing the known word pattern in duck and luck. The learner transfers and applies this information to the new word truck and is now able to read it.

**Tips**

*Kindergarten* teachers can apply Making Words activities when appropriate but simply the lessons to only one or two patterns at most. Reference *Systematic Sequential Phonics They Use* or *Month-By-Month Phonics For First Grade*. Copies are available in each school.

*First Grade* Project B.E.A.R. provides teachers with *Systematic Sequential Phonics They Use*. The making words activities in this book are developed around a phonics scope and sequence. Teachers do not have to follow the lessons in order but may use them as appropriate to their particular basal instruction. *Month-By-Month Phonics For First Grade* provides instruction in the November section on how to create Making Words lessons. Making Words is a non-negotiable for this grade.

*Second Grade* Project O.W.L. provides teachers with *Month-By-Month Phonics For Second Grade* as well as *Making Words For Second Grade*. The October section of *Month-By-Month* begins instruction on how to create Making Words lessons. Making Words is a non-negotiable for this grade.
Steps In Teaching A Making Words Lesson

Materials Needed:

Students
- Letter cards for students
  - Lower case on one side
  - Upper case on the other side
  (Necessary for words that are capitalized)
  - Vowels are differentiated (by color, shape, etc.) form consonants (include y)

Teacher
- Large set of letter cards
- Large set of word cards for the designated lesson plus extra words for transfer
- Pocket Chart (for displaying letters and words)

<table>
<thead>
<tr>
<th>Step 1: Making Words</th>
<th>Step 2: Sorting patterns</th>
<th>Step 3: Transferring words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place the large index cards with the letters in the top of the pocket chart.</td>
<td>Direct students attention to the words on index cards in the pocket chart.</td>
<td>Use words learned and patterns/rhyming words sorted to read new words.</td>
</tr>
<tr>
<td>Students put matching letters on their desk in a row.</td>
<td>Teacher directs the sort.</td>
<td>Hold or place in the pocket chart an additional word that fits the pattern/rhyming words learned.</td>
</tr>
<tr>
<td>The teacher names each letter then the children hold them up and name the matching letter.</td>
<td>• Beginning letter/sound</td>
<td>Say: “Pretend you are reading and you come to this word (don’t say the word). Who can put it with the pattern/rhyming words learned?”.</td>
</tr>
<tr>
<td>Tell children that every word must have a vowel. Point to a vowel in the lesson.</td>
<td>• Medial letter/sound</td>
<td>Say: “Thinking of patterns/rhyming words can help you when you are writing, too. What if you were writing and had to figure out how to spell ____?”</td>
</tr>
<tr>
<td>Write a numeral on the board. Say, “The word I want you to make has ___ letters. Make the word __.” Teacher elongates. Use the word in a sentence.</td>
<td>• Ending letter/sound</td>
<td>• Rhyming pattern</td>
</tr>
<tr>
<td>Have a child who has made the word correctly make it in the pocket chart.</td>
<td>Example of sorting by spelling pattern:</td>
<td></td>
</tr>
<tr>
<td>Others fix their cards.</td>
<td>• Pick a word pattern, for example: and</td>
<td></td>
</tr>
<tr>
<td>Next place the word card in the pocket chart.</td>
<td>• Ask children to find other words with the same pattern and place them under and in the pocket chart.</td>
<td></td>
</tr>
<tr>
<td>Repeat process until all words are completed.</td>
<td>• Repeat the process with other pattern words if appropriate.</td>
<td></td>
</tr>
<tr>
<td>Last use all the letters to find the secret word.</td>
<td></td>
<td>• Repeat this transfer and application process using two or three words.</td>
</tr>
</tbody>
</table>
Tips For Teaching A Making Words Lesson

Materials: If letters are unavailable use white paper and cut it into squares
- Keep squares in baskets on tables
- Students write letters on the squares (lower case on one side, upper case on other)
- Use a red crayon for the vowels
- After lesson students take home the letters for practice

When: Preferably everyday but a minimum of three days per week.

Time: Twenty minute sessions during the Working With Words portion of the day. Five minutes at the end of the lesson is used for sorting, transfer and application. Lessons may take longer until the students get into the routine of the activity.

Pacing: The lessons should be rapid. It is not necessary to wait for every child to complete their word. Once a student makes the word in the pocket chart have the remaining students adjust their letters accordingly.

Transfer: Prepare two or three additional words that coincide with the pattern/rhyming words being taught. These will be used at the end of the lesson for transfer and application.

Kindergarten: Begin to introduce your students to Making Words as a whole group activity. Once the process is understood, the students can work individually. Limit the pattern/rhyming words to one or two variations.

Secret Word: Each lesson should have a “secret word” that uses all of it’s letters. As the learners become more experienced they try to figure out the “secret word” right away.

“Children enter our classrooms with all different levels of word knowledge. Making Words activities allow the whole range of children to make discoveries about words.” (Cunningham, 1997)
**Word Wall**

**Daily Word Practice (Word Wall Activity)**
Daily Word Practice using the word wall is a non-negotiable part of instruction. Add five new high frequency words per week. “The best words to use are those that occur frequently in whatever the children are reading.” (Cunningham, 1997) The five words are taken from the list of high frequency words. These words should be placed on the word wall prior to instruction.

It is suggested that daily word practice can take place during Opening Routines or the Working with Words portion of the two-hour language arts block. Daily Word Practice uses three modalities to help foster learning for multi-level students. The procedure is as follows:

- Give the students a half sheet of paper and have them number from 1-5.
- Have students focus on the word wall and then fix their eyes to the first word that you call out. (visual modality)
- After you read the word the students cheer for the word by calling out each letter. “M-E ---me!” (auditory, rhythmic modality)
- Next the children write the word on the first line of their paper as you write and model correct letter formation. (kinesthetic modality)
- Repeat the procedure for the remaining words
- Lastly, students check their spelling and handwriting by drawing around the words. They then become aware of the word configuration.

This practice is continued each day to ensure that these words become “over learned” and automatic. A review of previously learned words can also become part of this Daily Word Practice.

**On-The-Back Activity (Word Wall Activity)**
On-The-Back Activities using the word wall is a non-negotiable part of instruction. Its mane implies that the activity is done on the back of the half sheet of paper used for Daily Word Practice. Patricia Cunningham in Phonics They Use says, “The on-the-back activity is designed to provide additional practice with word wall words or to help children learn that some of the words on the wall can help them spell lots of other words.” Some on the back activities are:

- Easy Rhyming Activity and Harder Rhyming Activity
- Easy Ending Activity and Harder Ending Activity
- Combining Rhyme and Endings
- Be A Mind Reader
- Ruler Tap

Further explanation of these activities for First and Second Grade Teachers can be found in the Patricia Cunningham’s materials given at Project B.E.A.R. (first) and Project O.W.L. (second). Kindergarten teachers can also reference these materials since copies are available in each school. They can be used in conjunction with Project Right Beginnings.
A Word Wall is a non-negotiable instructional tool that is an essential part of the K-2 classroom. It is a place to display words that are “truly important”. These high frequency words help children to read and write.

The Word Wall is an interactive tool that plays a part in the learner’s daily word practice which includes introductory and review activities providing sufficient practice to ensure the learner’s automaticity. The words are read and spelled with ease and fluency.

Having A Word Wall is not sufficient. You have to “do” a word wall. Patricia Cunningham

<table>
<thead>
<tr>
<th>Doing A Word Wall</th>
<th>Location</th>
<th>Structure</th>
<th>Word Display</th>
<th>Activities</th>
</tr>
</thead>
</table>
|                   | • Prominent location  
                   | • Easily seen by all  
                   | • Limit to those really common words  
                   | • Add words gradually 5 per week  
                   | • Star or bold a word that represents a pattern (You must be able to make 4 words in the pattern.)  
                   | • Provide for multi-levels  
                   | • Alphabetical by first letter  
                   | • Written in big black letters (11/2 to 21/2”)  
                   | • Colored paper is used for easily confused words  
                   | • Cut around words (configuration)  
                   | • Daily Word Practice  
                   |                   |                   |                   | Practice by looking, cheering and writing  
                   |                   |                   |                   | • On-The -Back  
                   |                   |                   |                   | Regular review  
                   |                   |                   |                   | activities to provide automaticity  

<table>
<thead>
<tr>
<th>Having A Word Wall</th>
<th>Location</th>
<th>Structure</th>
<th>Word Display</th>
<th>Activities</th>
</tr>
</thead>
</table>
|                   | • Words are “somewhere in the room”  
                   | • Grouped on crowded chart  
                   | • Words are often displayed without a consistent plan  
                   | • Often only rote drill  

100
Select five words per week
Place words on the word wall alphabetically by first letter.

| Aa | Alex  
at* and* |
| Bb | Blake  
biggest be |
| Cc | Cleo  
can* children |
| Dd | Devon  
day* |
| Ee | Emily  
end* eat* |
| Ff | Frances  
friend float* |
| Gg | had* has he |
| Hh | if in* is |
| Jj | jump* jumping |
| Kk | kite* kittens |
| Li | Lilly little |
| Mm | Matthew  
make* me |
| Nn | Nattie  
night* |
| Oo | on oil* or |
| Pp | Paul  
pet* player |
| Qq | run* ride* rain* |
| Ss | Sara  
so stop* |
| Tt | things* this train* |
| Uu | up us use |
| Vv | |
| Ww | |
| Xx | |
| Yy | |
| Zz | Zac |

* high frequency words that have patterns
High Frequency Words

High Frequency Words are words that appear many more times than most other words in spoken or written language. It is estimated that 50% of all words we read and write come from 100 high frequency words (Fry, Fountaoukkdis, & Polk, 1985). When children learn at an early age to recognize and automatically spell the most frequently occurring words, they become more fluent and all their attention is freed to process meaning (Cunningham, 1998). It is important to automatically recognize and spell high frequency words because many are not pronounced or spelled in logical ways. (e.g. the or was)

Effective instruction of some high frequency words requires that one teach the word in a meaningful context (use phrases):

- Because most high frequency words seem to be abstract in nature (e.g. are or have).

- Because there are many words that share similar letters which often confuse learners (e.g. for, of or from)

  have some candy  piece of pie  from the store  for my mother

Tips

Teachers must explicitly instruct the minimal contrast features in words that have similar letters. For example: one and once.

Compare and Contrast (Sunshine State Standard L.A.A. 2.2.7.)
Teacher: “What is the same about these two words?”
Students: “The o, the n and the e are in both words.”
Teacher: “What is different about these words?”
Student: “The c is not in the number word one.”

Build Meaning
Teacher: “Have you ever heard the word once before?”
Student: “Yes, in the beginning of the Three Little Pigs when it says Once upon a time...”

Reflection
Teacher: “What did we learn about the words one and once?”
Student: "Once is a story word and one is a number word. Once has four letters and a c is before the e while one has 3 letters and no c."
The FRY Word List

<table>
<thead>
<tr>
<th>First Hundred</th>
<th>Second Hundred</th>
<th>Third Hundred</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 25</td>
<td>1st 25</td>
<td>1st 25</td>
</tr>
<tr>
<td>2nd 25</td>
<td>2nd 25</td>
<td>2nd 25</td>
</tr>
<tr>
<td>3rd 25</td>
<td>3rd 25</td>
<td>3rd 25</td>
</tr>
<tr>
<td>4th 1D</td>
<td>4th 2D</td>
<td>4th 3A</td>
</tr>
</tbody>
</table>

- the
- of
- and
- a
to
-
-
- or
- one
- had
- by
- word
- will
- up
- other
- about
- could
- number
- no
- way
- sound
- take
- only
- little
- new
- great
- where
- help
- though
- another
- well
- put
- kind
- hand
- picture
- again
- change
- every
- near
- add
- food
- between
- left
- don't
- few
- while
- along
- until
- student
- side
- feet
- car
- idea
- enough
- eat
- face
- watch

- in
- is
- you
- that
- it
-
-
- but
- not
- what
- all
- were
- many
- then
- them
- these
- so
- my
- than
- first
- water
- been
- work
- Know
- place
- year
- live
- before
- large
- must
- big
- even
- such
- off
- play
- spell
- air
- away
- own
- below
- country
- plant
- last
- might
- close
- something
- seem
- next
- mile
- night
- walk
- white
- sea
- far
- Indian
- real
- almost
- let

- he
- was
- for
- on
- are
- we
- when
- your
- can
- said
- same
- her
- would
- make
- like
- call
- who
- oil
- now
- find
- me
- back
- give
- most
- very
- old
- any
- same
- tell
- boy
- became
- turn
- here
- why
- ask
- animal
- house
- point
- letter
- school
- father
- keep
- tree
- never
- hard
- open
- example
- begin
- life
- began
- grow
- took
- River
- four
- above
- girl
- mountain
- sometimes
- cut

- as
- with
- his
- they
I
- there
- use
- an
- each
- which
- him
- into
- time
- has
- look
- long
- down
- day
- did
- get
- after
- thing
- our
- just
- name
- follow
- came
- want
- read
- need
- show
- also
- went
- men
- answer
- found
- study
- still
- mother
- city
- answer
- found
- study
- still
- start
- always
- those
- page
- letter
- never
- school
- father
- keep
- tree
- never
- hard
- open
- example
- begin
- life
- began
- grow
- took
- River
- four
- above
- girl
- mountain
- sometimes
- cut

- at
- be
- this
- have
- from
- she
- do
- how
- their
- if
- two
- more
- write
- more
- see
- come
- made
- may
- part
- over
- good
- sentence
- man
- think
- say
- around
- form
- three
- small
- set
- different
- home
- us
- move
- try
- learn
- should
- America
- world
- high
- thought
- head
- under
- story
- saw
- got
- group
- often
- run
- important
- stop
- without
- second
- late
- miss
- leave
- family
- body
- music
- color

Common suffixes: -s, -ing, -ed, -er, -ly, -est
Jack Be Nimble

Jack be nimble
Jack be quick
Jack jumps over the candlestick

Have your child find each word below in a sentence or line, read the sentence or line then say the word.

be over the

Randomly point to the words above and have your child read them.

Have your child say a sentence using two or more of these words. Have him/her try to write the sentence (only the words on the list must be spelled correctly)
Rain, Rain

Rain rain, go away.
Come again some other day.
Little Johnny want to play.

Have your child find each word below in a sentence or line, read the sentence or line then say the word.

<table>
<thead>
<tr>
<th>go</th>
<th>away</th>
<th>come</th>
<th>some</th>
</tr>
</thead>
<tbody>
<tr>
<td>other</td>
<td>day</td>
<td></td>
<td>to</td>
</tr>
</tbody>
</table>

Randomly point to the words above and have your child read them.

Have your child say a sentence using two or more of these words. Have him/her try to write the sentence (only the words on the list must be spelled correctly)
So Long

So long, it's been good to know you,
So long, it's been good to know you,
So long, it's been good to know you,
We've got to be drifting along.

Have your child find each word below in a sentence or line, read the sentence or line then say the word.

<table>
<thead>
<tr>
<th>so</th>
<th>long</th>
<th>it's</th>
</tr>
</thead>
<tbody>
<tr>
<td>been</td>
<td>to</td>
<td>you</td>
</tr>
<tr>
<td>we've</td>
<td>be</td>
<td></td>
</tr>
</tbody>
</table>

Randomly point to the words above and have your child read them.

Have your child say a sentence using two or more of these words. Have him/her try to write the sentence (only the words on the list must be spelled correctly)
Little Boy Blue

Little Boy Blue come blow your horn!
The sheep's in the meadow,
The cow's in the corn.
Where's the little boy who looks after the sheep?
He's under the haystack fast asleep!

Have your child find each word below in a sentence or line, read the sentence or line then say the word.

<table>
<thead>
<tr>
<th>come</th>
<th>your</th>
<th>the</th>
<th>in</th>
<th>who</th>
</tr>
</thead>
<tbody>
<tr>
<td>looks</td>
<td>he's</td>
<td>will</td>
<td>you</td>
<td>him</td>
</tr>
<tr>
<td>no</td>
<td>not</td>
<td>for</td>
<td>if</td>
<td>do</td>
</tr>
<tr>
<td>to</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Randomly point to the words above and have your child read them.

Have your child say a sentence using tow or more of these words. Have him/her try to write the sentence (only the words on the list must be spelled correctly)
Five Little Pumpkins

Five little pumpkins sitting on a gate,
The first one said, “Oh my, it’s getting late.”
The second one said, “There are witches in the air.”
The third one said, “But we don’t care.”
The fourth one said, “Let’s run and run and run.”
The fifth one said, “I’m ready for some fun.”

Have your child find each word below in a sentence or line, read the sentence or line then say the word.

<table>
<thead>
<tr>
<th>but</th>
<th>on</th>
<th>a</th>
<th>the</th>
<th>first</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>said</td>
<td>my</td>
<td>it’s</td>
<td>getting</td>
</tr>
<tr>
<td>there</td>
<td>are</td>
<td>in</td>
<td>I’m</td>
<td>we</td>
</tr>
<tr>
<td>and</td>
<td>for</td>
<td>some</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Randomly point to the words above and have your child read them.

Have your child say a sentence using two or more of these words. Have him/her try to write the sentence (only the words on the list must be spelled correctly)
The Noble Duke of York

Oh, the noble Duke of York
He had ten thousand men.
He marched them up
To the top of the hill
And he marched them down again.

Now, when they were up,
They were up.
And when they were down,
They were down.
And when they were only halfway up,
They were neither up nor down.

Have your child find each word below in a sentence or line, read the sentence or line then say the word.

<table>
<thead>
<tr>
<th>the</th>
<th>of</th>
<th>he</th>
<th>had</th>
<th>them</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>to</td>
<td>and</td>
<td>down</td>
<td>now</td>
</tr>
<tr>
<td>when</td>
<td>they</td>
<td>were</td>
<td>up</td>
<td></td>
</tr>
</tbody>
</table>

Randomly point to the words above and have your child read them.

Have your child say a sentence using two or more of these words. Have him/her try to write the sentence (only the words on the list must be spelled correctly)
Miss Mary Mack

Miss Mary Mack, Mack, Mack
All dressed in black, black, black
With Silver buttons, buttons, buttons
All down her back, back, back.

She asked her mother, mother, mother.
For fifteen cents, cents, cents
To see the elephants, elephants, elephants
Jump over the fence, fence, fence.

They jumped so high, high, high
They reached the sky, sky, sky
And never came down, down, down
Till the Fourth of July, ly, ly.

Have your child find each word below in a sentence or line, read the sentence or line then say the word.

<table>
<thead>
<tr>
<th>all</th>
<th>in</th>
<th>with</th>
<th>her</th>
<th>she</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>to</td>
<td>see</td>
<td>the</td>
<td>over</td>
</tr>
<tr>
<td>they</td>
<td>and</td>
<td>of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Randomly point to the words above and have your child read them.

Have your child say a sentence using two or more of these words. Have him/her try to write the sentence (only the words on the list must be spelled correctly)
Make a Cake

Could you, world you make me a cake?
    make me a cake,
    make me a cake?

Could you, would you make me a cake
So early in the morning?

Yes, we’ll add eggs, cooking oil and water,
    Cooking oil and water,
    Cooking oil and water.

Yes. We’ll add eggs, cooking oil and water.
Then you shall have a cake.

Have your child find each word below in a sentence or line, read the sentence or line then say the word.

<table>
<thead>
<tr>
<th>could</th>
<th>make</th>
<th>some</th>
<th>you</th>
<th>would</th>
</tr>
</thead>
<tbody>
<tr>
<td>then</td>
<td>have</td>
<td>a</td>
<td>so</td>
<td>in</td>
</tr>
<tr>
<td>the</td>
<td>well</td>
<td>oil</td>
<td>and</td>
<td>water</td>
</tr>
</tbody>
</table>

Randomly point to the words above and have your child read them.

Have your child say a sentence using tow or more of these words. Have him/her try to write the sentence (only the words on the list must be spelled correctly)
It's 'Time For a Song

It's time for music, time for a song
It's time for music, all sing along
Let's clap our hands, it's time for a song
It's time for music, time for a song.

It's time for music, time for a song
It's time for music, all play along
Let's clap our hands, it's time for a song
It's time for music, time for a song.

It's time for music, time for a song
It's time for music, all listen along
Let's clap our hands, it's time for a song
It's time for music, time for a song.

Have your child find each word below in a sentence or line, read the sentence or line then say the word.

| it's    | time   | for    | a     | all   |

Randomly point to the words above and have your child read them.

Have your child say a sentence using tow or more of these words. Have him/her try to write the sentence (only the words on the list must be spelled correctly)
Mary Wore Her Red Dress

Mary wore her red dress, red dress, red dress
Mary wore her red dress, all day long.

Mary wore her red hat, red hat, red hat
Mary wore her red hat, all day long.

Mary wore her red gloves, red gloves, red gloves
Mary wore her red gloves, all day long.

Mary cooked her red cake, red cake, red cake
Mary cooked her red cake, all day long.

Where’d you get your shoes from, shoes from , shoes from,
Where’d you get your shoes from, all day long?

Got them from dry goods, dry goods, dry goods,
Got them from dry goods, all day long.

Where’d you get your butter from, butter from, butter from,
Where’d you get your butter from, all day long?

Got it from the grocer, grocer, grocer,
Got it from the grocer, all day long.

Mary was a red bird, red bird, red bird,
Mary was a red bird, all day long.
Have your child find each word below in a sentence or line, read the sentence or line then say the word.

<table>
<thead>
<tr>
<th>her</th>
<th>all</th>
<th>day</th>
<th>long</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>get</td>
<td>your</td>
<td>from</td>
<td>them</td>
</tr>
<tr>
<td>the</td>
<td>it</td>
<td>was</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Randomly point to the words above and have your child read them.

Have your child say a sentence using two or more of these words. Have him/her try to write the sentence (only the words on the list must be spelled correctly)
Put Your Finger In the Air

Put your finger in the air
in the air

Put your finger in the air
And leave it about a year

Put your finger in the air
in the air

Put your finger on your head
on your head

Put your finger on your nose
on your nose

Put your finger on your chin
on your chin

Put your finger on your cheek
on your cheek

Put your finger on your cheek
And leave it about a week
Put your finger on your cheek
on your cheek

Put your finger on your finger
on your finger

Put your finger on your finger
On your finger, on your finger

Put your finger on your finger
on your finger

Have your child find each word below in a sentence or line, read the sentence or line then say the word.

<table>
<thead>
<tr>
<th>put</th>
<th>your</th>
<th>on</th>
<th>in</th>
</tr>
</thead>
<tbody>
<tr>
<td>tell</td>
<td>me</td>
<td>head</td>
<td>them</td>
</tr>
<tr>
<td>and</td>
<td>where</td>
<td>that</td>
<td>is</td>
</tr>
</tbody>
</table>

Randomly point to the words above and have your child read them.

Have your child say a sentence using two or more of these words. Have him/her try to write the sentence (only the words on the list must be spelled correctly)
The Wheels On the Bus

The wheels on the bus go round and round,
Round and round, round and round.
The wheels on the bus go round and round,
All through the town.

The wiper on the bus go swish, swish, swish,
Swish, swish, swish, swish, swish, swish..
The wiper on the bus go swish, swish, swish,
All through the town.

The people on the bus go up and down,
Up and down, up and down.
The people on the bus go up and down,
All through the town.

The baby on the bus go wah, wah, wah,
Wah, wah, wah, wah, wah, wah.
The baby on the bus go wah, wah, wah,
All through the town.

Which part of the bus goes squeak, squeak, squeak.
Squeak, squeak, squeak; squeak, squeak, squeak?
Which part of the bus goes squeak, squeak, squeak.
All through the town?

Use some oil on it squirt, squirt, squirt.
Squirt, squirt, squirt, squirt, squirt, squirt.
Use some oil on it squirt, squirt, squirt.
All through the town.

The owner of the bus says many, many thanks,
Many, many thanks; many many thanks.
The owner of the bus says many, many thanks.
All through the town.

Have your child find each word below in a sentence or line, read the sentence or line then say the word.

| the | on | go | and | people |
| up  | down | which | part | use |
| some | oil | it | many |

Randomly point to the words above and have your child read them.

Have your child say a sentence using tow or more of these words. Have him/her try to write the sentence (only the words on the list must be spelled correctly)
Guess The Covered Word

Guess The Covered Word provides students with an opportunity to learn to cross-check or think about what would make sense by using meaning and context, the structure of language, and visual cues taken from the letters.

Guess The Covered Word is a non-negotiable instructional strategy that should take place at least three times per week. It is a fifteen-minute activity. The words may be selected from the word wall, high frequency lists, literature and content or theme units.

Steps In Teaching A Guess The Covered Word Lesson

Materials Needed:
Teacher
- Chalk or white board, sentence strip or chart paper used for writing the sentence/sentences.
- Sticky notes (2) used for covering the word.
  - The first sticky note covers the first letters of the word up to the vowel. Early lessons should use words with a single consonant to start.
  - The second sticky note covers the first vowel and all the other letters in the word.

NOTE: Place the second sticky note on the word first, and then the first sticky note. The purpose of doing placing them this way is so when you remove the first sticky note it doesn’t pick up the second sticky and show the whole word.

Students
- This is an oral activity.

Steps: 1. Read and discuss the sentence. Note the missing word. Students can give three or four guesses that are written near the sentence. If the guess does not make sense explain why and do not write the word.
2. Uncover the letter up to the vowel. Draw a line through any guesses that don’t begin with the correct letter.
3. Have students make more guesses which both make sense and begin with the correct letter. Write a few.
4. Uncover the whole word to see if any of the guesses were correct. Help children confirm the word that makes sense and matches the letters.
Spelling

Spelling ability is directly related to the richness of students' experiences with words. Learning to spell is a gradual process in which proficiency is developed over time. In early stages, phonetic spelling is encouraged. Appropriate word study supports standard spelling acquisition throughout the elementary school years. Phonemic Awareness, exploring phonics patterns and structures, assists the primary learner in the process of acquiring standard spelling.

Being A Strategic Speller
As they write, students may need some support to move beyond using only known standard spelling words to more complex descriptive words. In order to become a competent speller, the following strategies are helpful.

- Use a displayed word on the word wall that has the same spelling pattern to spell a new word.
- Find known patterns or chunks within the unknown word to assist in spelling. (e.g. cost in costly)
- Apply generalizations or rules.
- Consider how the word looks. (e.g. Is note spelled like boat or vote?)
- Get help from a classmate, dictionary or teacher.
- Find the word in the environmental print.

What does spelling instruction look like?
Effective spellers learn to spell pattern by pattern not word by word. This is supported by the following spiraling instructional practices:

- Phonemic Awareness activities: rhyming, segmenting, manipulating
- Phonics patterns, generalizations (rules) and structures
- Structural analysis
- Interactive word walls (high frequency words)

Spelling acquisition strategies reflected in the K-2 Companion are:

- Making Words
- Daily Word Practice (Word Wall Activity)
- On-The-Back Activities (Word Wall Activity)
- Guess The Covered Word

Reference Project Right Beginnings (K), Project B.E.A.R. (1), and Project O.W.L. (2) for additional support.
How To Generate A Spelling List

When generating a spelling list consider the following areas:

- Pattern/structure words
- High Frequency words
- Content and literature words
- Frequently misspelled words from student writing
- Spelling troublemakers (homophones and homonyms)

The amount of targeted words is subject to class needs; however, it should include the 5 high frequency words introduced each week as well as the phonics pattern or structure reflected in the grade level instruction.

Pattern Words
Effective spellers learn to spell pattern-by-pattern, not word-by-word. When selecting pattern words First Grade should use Systematic Sequential Phonics They Use (Project B.E.A.R.) coordinated with the basal series to determine the pattern to include whereas Second Grade can refer to Month-By-Month Phonics for Second Grade and Making Words for Second Grade (Project O.W.L.) in conjunction with their basal series. Some types of words may be:

<table>
<thead>
<tr>
<th>Sound and letter pattern</th>
<th>Visual pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>-at</td>
<td>soft/c/</td>
</tr>
<tr>
<td>bat</td>
<td>city</td>
</tr>
<tr>
<td>cat</td>
<td>cent</td>
</tr>
<tr>
<td>brat</td>
<td>circle</td>
</tr>
<tr>
<td>flat</td>
<td>fancy</td>
</tr>
<tr>
<td></td>
<td>package</td>
</tr>
<tr>
<td></td>
<td>manage</td>
</tr>
<tr>
<td></td>
<td>garbage</td>
</tr>
<tr>
<td></td>
<td>village</td>
</tr>
</tbody>
</table>

High Frequency Words (Fry List) (include the five words introduced each week)

<table>
<thead>
<tr>
<th>First Grade</th>
<th>Second Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>said</td>
</tr>
<tr>
<td>girl</td>
<td>they</td>
</tr>
<tr>
<td>is</td>
<td>was</td>
</tr>
<tr>
<td>has</td>
<td>have</td>
</tr>
<tr>
<td>like</td>
<td>because</td>
</tr>
</tbody>
</table>
How To Generate A Spelling List

**Spelling Generalizations/Rules**

There are a few spelling generalizations that are helpful for students to know. Rather than giving students a list of rules, it is very effective to have them develop the rule themselves by analyzing or thinking out examples and non-examples.

Apply these spelling generalizations/rules to the words that are selected for the weekly spelling list.

<table>
<thead>
<tr>
<th>Spelling Rule</th>
<th>Examples</th>
<th>Exceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simply add the ending to most root words.</td>
<td>walk</td>
<td>learn</td>
</tr>
<tr>
<td></td>
<td>walks</td>
<td>learns</td>
</tr>
<tr>
<td></td>
<td>walked</td>
<td>walked</td>
</tr>
<tr>
<td></td>
<td>walking</td>
<td>learning</td>
</tr>
<tr>
<td>Change the <strong>y</strong> to <strong>i</strong> when adding <strong>es</strong>, <strong>ed</strong>, <strong>er</strong>, when the <strong>y</strong> is preceded by a consonant.</td>
<td>study</td>
<td>cry</td>
</tr>
<tr>
<td></td>
<td>studies</td>
<td>cries</td>
</tr>
<tr>
<td></td>
<td>studied</td>
<td>cried</td>
</tr>
<tr>
<td></td>
<td>No change when adding <strong>ing</strong> (studying, crying). No change when <strong>y</strong> is preceded by a vowel (stayed, player).</td>
<td></td>
</tr>
<tr>
<td>Drop the silent <strong>e</strong> when adding <strong>ing</strong>.</td>
<td>hope</td>
<td>shine</td>
</tr>
<tr>
<td></td>
<td>hoping</td>
<td>write</td>
</tr>
<tr>
<td></td>
<td>shining</td>
<td>writing</td>
</tr>
<tr>
<td>Double the final consonant before adding <strong>ing</strong>, <strong>er</strong>, or <strong>ed</strong> for words ending in a single consonant.</td>
<td>hop</td>
<td>sit</td>
</tr>
<tr>
<td></td>
<td>hopping</td>
<td>sitting</td>
</tr>
<tr>
<td></td>
<td>hopped</td>
<td>batting</td>
</tr>
<tr>
<td></td>
<td>batted</td>
<td>batter</td>
</tr>
<tr>
<td>Write <strong>i</strong> before <strong>e</strong> except after <strong>c</strong> or when sounded like <strong>a</strong> as in neighborhood or weight.</td>
<td>achieve</td>
<td>receive</td>
</tr>
<tr>
<td></td>
<td>believe</td>
<td>ceiling</td>
</tr>
<tr>
<td></td>
<td>height</td>
<td>foreign</td>
</tr>
</tbody>
</table>
How To Generate A Spelling List

Content and Literature Words
Choose words that students need when writing about the reading selection and content area subjects. Depending on the needs of the students only one or two content or literature words may be included.

Frequently Misspelled Words From Student Writing
As teachers reflect on student journals and other written work they should take note of frequently misspelled words. Often these are high frequency words and can be included in the 5 weekly words. Additional words can be added depending on the needs of the students.
The list below contains some of the words students misspell most often:

a lot  believe  know  said
always  finally  people  they
because  friend  play  tomorrow
with  when  went  you
use  don’t  can’t  house
there  their  they’ re  could

Spelling Troublemakers (homophones, homonyms)
Often learners come upon words that are spelled differently but have the same sound (homophones) or words that are spelled the same, may have different pronunciations and different meaning (homonyms). These words can cause spelling problems. Include these words as appropriate.

<table>
<thead>
<tr>
<th>Homophones</th>
</tr>
</thead>
<tbody>
<tr>
<td>ant  aunt</td>
</tr>
<tr>
<td>desert  dessert</td>
</tr>
<tr>
<td>hour  our</td>
</tr>
<tr>
<td>pair  pear</td>
</tr>
<tr>
<td>their  there  they’ re</td>
</tr>
<tr>
<td>blew  blue</td>
</tr>
<tr>
<td>hear  here</td>
</tr>
<tr>
<td>it’ s  its</td>
</tr>
<tr>
<td>your  you’re</td>
</tr>
<tr>
<td>to  two  too</td>
</tr>
<tr>
<td>cent  sent</td>
</tr>
<tr>
<td>hole  whole</td>
</tr>
<tr>
<td>know  no</td>
</tr>
<tr>
<td>who’s  whose</td>
</tr>
</tbody>
</table>

Other “trouble makers” are words with minimal contrast. Refer to the High Frequency section in the K-2 Companion.

are  of  than  when  where
our  off  then  went  were
Spelling Review
Vocabulary, Structural Analysis, Spelling

Preparation
For this activity, use words that have been generated for students’ spelling list:

- Include pattern and structure words
- Include high frequency words
- Include words from content and literature
- Include frequently misspelled words from students’ writing
- Include spelling troublemakers that are easily confused words that have the same spelling but different meanings (homonyms) or words that sound the same but have different meanings (homophones).

Write the week’s spelling list on a chart and hang the chart where all students can see it. Desk copies of the list can be made by the students.

Procedure
1. Have students fold paper into four boxes and number 1 to 3 in each box.
2. First box- Recognition: Say a word from the spelling list. After the students write the word, point to the word and have students check the spelling. Continue with other two words.
3. Second box- Meaning: Give the meaning or definition of a word from the spelling list. For example: “What is another word for huge?” (enormous) Point to the word and have students check their work. Continue with two other definitions.
4. Third box- Phonics or Structural Clue: For example: “What word rhymes with follow?” (hollow) or “What word has the same number of syllables as riddle?” (foggy) Have students check their work. Continue with two other clues.
5. Fourth box- Mini-test: Cover the words on the spelling chart and say a word from the list. Have students write the word and check their work. Continue with two other words. Adjust the number of targeted words to fit the needs of the students. The practice Spelling Review may be used frequently during the week.
5. Have students turn their paper over. Dictate one or two sentences containing a few of the spelling words. Write the dictated sentences on the board and have students correct their papers.
Context Clues

Context clues is a term that refers to a student's attempt to understand the intended meaning of a word by scrutinizing surrounding context, that is "figuring out a word by the way in which it is used." Using context means educated guessing. Context clues are very powerful and useful word-identification procedures (Gipe 1980). The following are eight major types of context clues found in texts.

**Definition** - The unknown word is equated to a more familiar word or phrase; usually a form of the verb "to be" is used. (e.g., *Entomology is the study of insects.*)

**Restatement or Synonym** - The meaning is usually right after the unfamiliar word and often separated from the rest of the sentence with commas, dashes, or parentheses; sometimes *or, that is, or in other words* is used. (e.g., *Meat eaters, or carnivores, are at the top of the food chain.*)

**Contrast or Antonym** - The unfamiliar word is shown to be different from or unlike another word and is often an opposite; *but, however, although, otherwise, unless, instead, on the contrary, on the other hand, while, never, no, or not* may be used to signal the contrast. (e.g., *Mike's parrot was loquacious but Maria's said very little.*)

**Comparison** - The unfamiliar word is shown to be the same as or like another word; *too, like, as, similar to, or in the same way* may be used to signal the comparison. (e.g., *My brother is enthralled by birds in the same way that I am fascinated by insects.*)

**Example** - The unfamiliar word is cleared up by giving an example; *for instance, such as, and for example* may be used as signals. (e.g., *The archeologists found different amulets, such as a rabbit's foot and bags of herbs, near the ancient altar.*)

**List or Series** - The unfamiliar word is included in a series of related words that give an idea of the word's meaning. (e.g., *North American predators include grizzly bears, pumas, wolves and foxes.*)

**Cause and Effect** - The meaning of an unfamiliar word is signaled by a cause-and-effect relationship between ideas in the text. (e.g.) *Due to a dearth of termites, the aardvark starved to death.*

**Description or Inference** - The meaning of an unfamiliar word can be inferred from the description of a situation or experience. (e.g. The monkeys', vociferous chatter made me wish I had earplugs.)
Structural Analysis

Structural analysis may be considered both a word recognition and a comprehension skill. A reader may use structural analysis either as an aid to the pronunciation of an unknown word or as an aid to understanding the meaning of an unknown word. Structural analysis includes but is not limited to base words, prefixes, suffixes, inflectional endings, compound words, contractions and syllabication.

The following four prefixes account for 58% of all prefixed words:

- on-
- re-
- in-
- dis-

Add the following sixteen prefixes and together you have accounted for 97% of all prefixed words (White, Sowell, & Yanigihara, 1989):

- en-/em-
- non-
- in-/im-
- over-
- mis-
- sub-
- pre-
- semi-
- inter-
- anti-
- fore-
- mid-
- de-
- trans-
- under-
- super-

Prefixes are chunks at the front of words with predictable pronunciations and spellings. Students need to look for them and depend on them to help them spell and pronounce new words. Sometimes the prefix also gives meaning clues.

A list of the most common prefixes, their most common meanings, and examples of words in which the prefix is a meaning help along with examples of words in which the prefix is only a help for spelling and pronouncing the word can be found in Phonics They Use by Patricia M. Cunningham. Below is a sample of that list.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Meaning Chunk</th>
<th>Spelling/Pronunciation Chunk</th>
</tr>
</thead>
<tbody>
<tr>
<td>re-</td>
<td>back</td>
<td>replace</td>
<td>refrigerator</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>rewrite</td>
<td>reward</td>
</tr>
<tr>
<td>under-</td>
<td>below</td>
<td>underweight</td>
<td>understand</td>
</tr>
</tbody>
</table>

The suffixes s/es, ed, and ing account for 65% of the suffixed words. Adding the suffixes listed below accounts for 87% of suffixed words:

- ly
- er/-or
- al
- ion/-tion
- ible/-able
- y
- ness
- ity
- ment

The remaining useful suffixes are:

- er/-est
- less
- ic
- ous
- en
- ive
- fur

"Learning to read, spell, and understand how meaning is affect for a relatively small number of suffixes gives readers a huge advantage with multi-syllabic words" (Cunningham).
Word Stringing
Structural Analysis/ Phonics

Word stringing helps struggling readers identify known parts of a word in addition to the prefixes and suffixes which can be added. By understanding how words are put together, students are better able to take words apart when decoding or spelling.

Teacher Preparation
1. Select a phonogram from the 37 Basic Rime Patterns
2. List words that contain that phonogram by substituting initial consonants (single, blends, and digraphs) and by adding prefixes and suffixes. If applicable, have one or two compound words on the list.

  -ight
  right
  bright
  tight
  light
  lightning
  moonlight
  night
  midnight

Word Stringing Lesson
3. Have students write the phonogram ight. Pause. Explain that they will be adding letters to the beginning and ending of the phonogram to make words. Tell them to write ight again, add a letter to make it say sight. After they have written the word, write the word on the board so that they may check the spelling.

4. Continue this process by having the students write the words you dictate.
5. Finally dictate a sentence that uses several of the words made. For example: The moonlight was bright at night.
6. Follow-up: Have students write sentence(s) that use at least two of the words. Pair and share sentences.
Vocabulary
Unlocking The Mystery of Words

Vocabulary is the understanding of word meaning. The ultimate goal of vocabulary instruction is for students to learn how to learn new words independently. Direct teaching of vocabulary leads to improved comprehension. The greatest gains in vocabulary knowledge are made through wide reading experiences and multiple exposures to new words to be adopted into the learner’s vocabulary.

Develop Word Awareness:
• Immerse students in language through read alouds and independent reading while exploring new words.
• Immerse students in genre commonalities of language and structure by exploring selections from the same genre both in read alouds and independent reading.
• Highlight and discuss the words from the narrative and informational passages read. This leads to increased comprehension, and understanding of the Reading Standards e.g., main idea, authors purpose, plot development etc.
• Display the words on theme boards, word walls, room labels and highlight them during shared reading of big books.
• Relate new words to categories or themes. (LEP and ESE strategy)
• Make visible meaning connections using
  • Webs
  • Word maps

Access Prior Knowledge:
• Link the new information about words to student’s personal experiences with the topic.
• Students guide instruction by relating their level of knowledge about a word.
  • No recognition of the word
  • Recognition of the word but not its meaning
  • Recognition of the word and its general meaning
  • Recognition of the word with full and precise meaning
• Activate prior knowledge through brainstorming and sharing ideas about words.

Personalize Word Learning:
• Role-play or act out word meaning.
• Students generate personal examples for a key word.
• Students develop personal word bank, word wall or dictionary.
• Designate a special journal page for interesting words.

Use Words In Meaningful Ways:
• Word play allows students to explore language such as rhymes, similes etc.
• Writing provides an opportunity to revisit and use new words.
• Encourage the application of new words in discussion.
Selecting Critical Vocabulary

Teachers must constantly decide which words to focus on during a literacy lesson. Consider these steps when deciding which key-concept words in a text need direct teaching.

Step One
Read the text to determine the story’s reading concept.

Step Two
Select key vocabulary words that highlight the reading concept.

Step Three
Determine which of these key vocabulary words students may already know and which are clearly explained in context. These need no explicit instruction.
Identify the words that students can "think out" through the structure of the words. These need no explicit instruction.
• Word chunks
• Prefixes, suffixes, or base words
• Patterns

Step Four
Determine the essential concept words not easily understood. These require explicit instruction.
Ask yourself:
• Which words need to be taught before the reading to develop the key reading concept?
• Are there any words that need clarification during the reading?
• Are there any words to address after the reading that may need a post discussion?

Step Five
Select the appropriate teaching tool/strategy. For example:
• Before - Use a concept of definition map to develop the key reading concept.
• During - If multiple meanings occur use the multiple meaning chart to discuss the word definitions.
• After - To show relationships between certain words you can use a linear array. For example the word chilly can be placed on the hot, cold array.
Linear charts show students the relationships among word meanings and help them expand their vocabularies. The charts can help LEP students see the relationships among words more concretely.

| cold | hot |

As students read and find words related in meaning, they discuss where the new words fit on the chart.

| cold | chilly | hot |

The discussion surrounding the placement of the new word is as important as the final decision. Some words are so close in meaning that they might be aligned in the same way.

Freezing → cold → chilly → cool → lukewarm → tepid → warm → hot → scorching → burning

**The Spectrum of a Word**

When introducing a word, develop all its forms and uses.
**Vocabulary Map**

**definition**: move in fast manner

**synonym**: fast

**antonym**: slow

**sentence**: He was so quick that he disappeared from view in seconds.

**chapter**: 2

**page**: 8

**picture**
Multiple Meanings Chart (Context Clues)

1. Select multiple-meaning words from a novel or other reading assignment.

2. Construct a chart with a list of the words and the page numbers (or paragraphs) where they can be found in the first column. For example, the word *den* is used on page 22 in Michael Medearis’ *Seasons*.

3. Have students fill in the “Means to Me” column from their prior knowledge of the words. A student might say a den is a room to watch TV in my house.

4. Go to the story and find the word. The sentence from the story follows: “The animal will dig a den. It will nap for the winter.”

5. Determine what the word means in the context. If there are not enough clues in the context to get the meaning, check in a dictionary.

6. Create a picture or symbol to help remember the word’s meaning in the story.

Example:

<table>
<thead>
<tr>
<th>Word</th>
<th>Means to Me</th>
<th>Means in the Story</th>
<th>Picture/Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>den</em></td>
<td><em>A place I watch t.v. in my house</em></td>
<td><em>A place where a bear sleeps for the winter</em></td>
<td>![Picture of den]</td>
</tr>
</tbody>
</table>
Concept of Definition Map

What is it?

What is it like?

What are some examples?

Sentence:

Illustration:
Concept of Definition Map

What is it?
One of the 4 parts the year is divided into.

season

winter summer spring

What is it like?
group of months
weather related
various holidays

What are some examples?
Sentence:
My favorite season is summer because I jump and splash in the pool.

Illustration:
Vocabulary Show and Tell

Purpose: To teach/reinforce vocabulary words from the selection

Materials: newsprint, pencil, text (basal, tradebook, magazine article)

Procedure:

1. The teacher chooses 4 vocabulary words from the selection and writes them on the board.

2. Students fold newsprint to make four rows.

3. Students write each of the 4 words on a row.

4. Students go back to the selection to copy the sentence in which the word appears. They then illustrate the word.

5. Students write their own sentence using the word.

<table>
<thead>
<tr>
<th>animal</th>
<th>This animal will dig a den.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(sentence from text)</td>
</tr>
<tr>
<td></td>
<td>The animal slept all winter.</td>
</tr>
<tr>
<td></td>
<td>(original sentence)</td>
</tr>
</tbody>
</table>

| flower          |                                  |

| cold            |                                  |

| fall            |                                  |
Effective Writing

Writing is thinking made visible.  
“We do not want our students to walk around unwritten.”  
Lucy Calkins

Tip

To ensure that our learners are active participants in the learning process, they must have many opportunities to write throughout the day and across the curriculum.
Effective Writing

Purpose:
Writing and reading are reciprocal skills that strongly support one another. It is important that students receive daily instruction in effective writing and that they use writing to demonstrate what they have learned. Writing is thinking made visible; it supports students in learning to construct meaning and become proficient readers. Research supports that the more students write, the more fluent they become as writers. Daily writing to learn activities support writing fluency.

Writing is shaped by purpose and audience. Every piece of writing, even writing that is not shared, has a purpose whether it is to express feelings, to be creative, to explain or inform, to persuade, or to clarify thinking.

Informal Writing To Learn
- What
- How
- Where
- Types and Tips
- Exit slips

Learning to Write/Practice Writing/Modes of Writing
- Showing, Not Telling
- Magnified Moments
- Magic Words
- Daily Grammar/Sentence Editing
- Interactive Word Walls and Charts

Writing to Communicate/Product Writing
- Elements of Effective Writing
  - The Importance of Audience
- Florida Writes!
  - Extension and Elaboration
- The Writing Process
  - Keys to Teaching Revising
  - Conferencing
  - Vivid Verbs
- Assessing Student Writing
  - Florida Writes! Rubric
  - Sample Papers with annotations
  - Stages of Writing
Informal Writing To Learn

What is informal writing?
Informal writing or "writing as you go" in kindergarten, first and second grade ensures that the students are active participants in the learning process. Children adopt a purposeful listening stance when informal writing is required. This writing is a visible record of their thinking and engagement. The more opportunities to practice writing, the more proficient the writers become. Writing responses may take the form of illustration, stringing letters, spelling approximations, and standard spelling. Writing to learn affords our multi-level learners the ability to grow.

Informal writing, a non-graded activity, allows students to interact with the text or lesson topic, which increases overall understanding. During informal writing students can negotiate meaning by expressing ideas, relating to information and making personal connections.

How do you use informal writing in the classroom?
Informal writing is incorporated into classroom instruction when learners jot down predictions, respond to questions, link family, home and experiences, relate feelings, explore ideas or concerns, question and clarify.

A writing to learn technique that is brief, pointed and engaging is the quickwrite.

- A student performs a quickwrite when he/she responds briefly to the lesson as directed by the teacher.
- Students should be trained to respond within two to three minutes when performing a quickwrite.

Longer writing activities can take place as time permits or depending on the focus of the lesson.

Where do you record informal writing?
Students need a place to record their writing such as a composition book (notebook) or booklet (made by folding paper). These books can be titled a journal, a log or a learning log and should be available for written interaction during the school day and for home learning.

Notebooks validate a child's existence. Notebooks say, “Your thoughts, ... your noticings, matter.”

We want our learners to put their thinking into print. We do not want them to walk around unwritten. (Adapted from Lucy Calkins, 1991)

Tip

Informal written entries in composition books (notebooks) or booklets have been known as journaling, (the act of making entries in a book) but no matter what you call the act or the book, we must give our students many opportunities to engage in daily writing to learn activities across the curriculum.
Types Of Informal Writing Entries

- **Free-response**  Teachers stop at portions of the text and have students jot down their feelings or personal connections/reactions. This helps learners connect with the piece being read. (Use a quickwrite.)

- **Dialogue**  Students write their thinking, then partners trade books and respond to each other. (This may be a longer writing activity.) Students can also dialogue with teachers.

- **Pre/Post**  Students can quickwrite background knowledge building activities such as brainstorming, KWL or webbing. They can enter their predictions. After reading they can revisit predictions or note things learned as well as a process learned. Students can also reflect on their learning.

- **Observation**  Students write down observations that can lead to further questioning. An example would be observing a stem of a flower, an experiment result, an artifact, etc.

- **Perspective**  Students’ writing can reflect how they have taken on the role of a character, animal, famous person or inanimate object. For example the child might write as Jack in *Jack and Jill*.

- **Explanation**  Students write explanations of ideas, concepts or a process. Then it becomes clear to both the reader and writer what is understood. This is particularly valuable in math and science.

- **Literacy Elements**  Students can note information about character, setting and problem.

- **Exit Slip**  This is a way to discover what students have learned and what is still challenging them.

Tips For Sharing Informal Writing

- **Students** should briefly share writing with a partner. (one to two minutes)  Group share on a limited basis as time permits.  

- **Students** who only illustrate should be encouraged to add letters/words to their drawing.

- **LEP, ESE and Standard Curriculum** students should be encouraged to participate in writing and their progress should be continuously observed.

*Reminder:  Cooperative group seating should have pairs of students at varying ability levels.
Exit Slip

At the end of a class period, an exit slip is a valuable way to discover what students have learned and what is still a challenge for them. Exit slips allow children to reflect on their learning. Misconceptions and questions can be addressed the next day.

The following questions and any others the teacher may want to add may be posted on a chart or written on the board so that students may refer to them while writing their answer on a half sheet of paper. Primary students require teacher modeling of this metacognitive activity.

1. What did you learn today?

2. What puzzled you?

Exit Slip

Before you leave today, respond to one of the following questions:
Learning To Write / Practice Writing

Students may be taught to develop support in their writing by using one or more of the following strategies which are explained in depth on the following pages.

- Expanding Sentences
- Showing, Not Telling sentences/paragraphs
- Magnified Moments
- Magic Words
- Vivid Verbs

In addition, students need to practice the following:

- Writing similes and metaphors
- Using dialogue
- Using sensory details
- Writing a variety of sentence types and lengths.

Daily Grammar/Sentence Editing (explained in the opening routine section of this manual) may take place at any time during the school day but should concentrate on errors found in student writing.

Tips

- Shared Writing Activities and News of the Day are the vehicles to model, discuss and explore the above strategies.
- Use questioning techniques to extract more details and support for student writing. (e.g. “You wrote about a trip. Could you tell me more so I can picture where you were and what you did?”)

The goal of practice writing is to help students extend, transfer, and apply these skills to their authentic writing.
**Modes of Writing**

Five modes of writing may be used as part of instruction and learning:

- **Shared Writing**
  This mode of writing allows the teacher to model the writing process on a chart, board or overhead. The teacher thinks aloud about the writing process as he/she records the shared ideas on the selected topic. In addition to helping create the text, children listen and read what is being written. This modeling process for writing may be used successfully in all primary classrooms. Mini-lessons may be developed to help students overcome problems in writing.

- **Interactive Writing (Teacher-Directed Instruction)**
  Following the steps of process writing, the teacher and students work together to write. In the beginning, the teacher might do the actual writing, but in time, students might take turns writing different parts of the story. Teachers may also build into the process some problems similar to the ones the students are experiencing. In this way, teachers can model techniques to solve the writing problems. Elements of effective writing (e.g. grammar, figurative language) can be presented as well.

- **Guided Writing**
  Students work on their own products, and the teacher is available to guide them through prompting and questioning. Using writing frames and models to structure their writing may further support students. Frames are particularly useful for LEP students.

- **Collaborative Writing**
  When students write collaboratively, they work with a partner or partners on a single product, often taking turns doing the actual writing. This mode of writing gives support by allowing them to work together to share ideas. It is often a good way to support the writer who is unmotivated.

- **Independent Writing (Students writing alone)**
  This writing mode assumes that the students are available to develop their own writing products with little or no support. Every day and in every classroom students should have time for self-initiated independent writing.
Showing, Not Telling

Telling sentences tell us about something. They give information but it is general, non-specific, and often vague. Showing sentences show us - they help us see by using clear, specific details to create clear, strong pictures in our minds.

Look at the following primary examples:

**Telling sentence:**
*My room was messy.*

**Showing sentence:**
*There were toys all over, the bed was not made, and the clothes were all over the room.*

**Telling sentence:**
*The man was old.*

**Showing sentence:**
*His face was wrinkled. He wears glasses. He uses a cane.*

Have students practice writing “showing” sentences for the following “telling” sentences:

The party was great. I was very embarrassed.
My room is a mess. The math test was a killer.
He looked guilty. The food at the party was incredible.
He eats like a pig. The pizza tasted good.
My parents are great people. The weather was perfect.
The girl changed. The streets were crowded.
The puppy was bad. They lived happily ever after.
The new student was lonely. The substitute teacher was strange.

After practicing “Showing, Not Telling,” remind students to SHOW, NOT TELL in their product writing.

*Adapted from Writers in Training by Rebekah Caplan*
Magnified Moments

Practice writing "Magnified Moments," using the frame on the following page. Once students understand this concept, they will be able to add a magnified moment in their papers with ease.

- Put "My First Bike" on the board or a transparency.

- Read the essay aloud to the class.

- Tell students that they are going to elaborate on one sentence only and ask them to think about the sentence they might want to choose.

- Explain to them that their task is to use the sentence they choose only as the start of their writing and to write several sentences beginning with that sentence. They might want to add dialogue or reactions.

- Explain that the only requirement is that they must "stay in the moment" of the sentence. They cannot write about what happens after the moment or they will change the course of events in the paragraph. For example, when expanding the moment in the second sentence a student might write:

  It was a two wheeler, but I did not know how to ride it. (second original sentence)

  "It was the biggest bike with just two wheels. Where are the training wheels? I thought, "Can I ride this bike?" (Student's magnified moment)

- Ask for a show of hands for each sentence. Be sure every sentence has at least one volunteer.

- After about 10 minutes of writing time, ask for a volunteer to read each sentence (one volunteer per sentence only). Each volunteer stands and, beginning with sentence #1, each reads the sentence as well as the sentences they have written which follow it. When all have read, a second group may volunteer, stand, and read their magnified moments.

- Discuss with students what happens to the writing.

- Remind them to magnify important moments in their own writing.

Note: This technique was created by Lynda Chittenden, Bay Area Writing Project consultant
Magnified Moments

My First Bike

(1) When I was 7 years old, I got my first bike.

(2) It was a two wheeler, but I did not know how to ride it. (3) Every time I got on it, I fell off. (4) Then, I got on and was balanced and coasting down a hill. (5) I was going faster and faster, but I did not know how to stop. (6) There was a big bush at the bottom of the hill. (7) Then, I crashed into it and that’s how I stopped.

This was created by Lynda Chittenden, Bay Area Writing Project consultant
Magic Words – The Magic of Conjunctions

Effective writers know how important each sentence in a piece of writing can be, and how important it is to use a variety of interesting sentence lengths and types. An effective way to write interesting sentences is to use "magic" words, or conjunctions.

Consider the following pairs of sentences:

George's cut hurts.
George's cut hurts, but he did not cry.

The crowd scattered.
When the downpour started, the people scattered.

The sneakers smelled.
The sneakers smelled, so the boy's mother tossed them in the washer.

The "magic" words but, when, and so allow the writer to compose sentences that vary in length, pattern, and interest. They also allow the writer to convey more information in each sentence.

Students should include "magic" words in their writing as frequently as possible. Introduce conjunctions by reading sentences similar to those above and having students identify the conjunctions. Hang or post a list of these words in the classroom as a reminder to students to include them when drafting and revising their writing pieces. Students will discover additional conjunctions as they read and should add them to the list. Possible words include the following:

<table>
<thead>
<tr>
<th>after</th>
<th>because</th>
<th>if</th>
<th>then</th>
<th>while</th>
</tr>
</thead>
<tbody>
<tr>
<td>although</td>
<td>but</td>
<td>just as</td>
<td>though</td>
<td>where</td>
</tr>
<tr>
<td>as</td>
<td>before</td>
<td>provided that</td>
<td>therefore</td>
<td>yet</td>
</tr>
<tr>
<td>and</td>
<td>even though</td>
<td>since</td>
<td>unless</td>
<td></td>
</tr>
<tr>
<td>as if</td>
<td>for</td>
<td>so</td>
<td>until</td>
<td></td>
</tr>
<tr>
<td>also</td>
<td>however</td>
<td>still</td>
<td>when</td>
<td></td>
</tr>
</tbody>
</table>

Conjunctions can also be used to combine several short sentences into a longer, more interesting one:

Maria dawdled on the way to school. Pia dashed ahead of her.

Maria dawdled on the way to school, so Pia dashed ahead of her.

Devon bellowed when he saw the spider. Rosa only stared at it.

Devon bellowed when he saw the spider while Rosa only stared at it.

Sentence Analysis
When students use the sentence analysis chart to analyze their own writing, they become aware of the need to vary sentence structure and length. In the example below, the student would note that most of the sentences start with the subject/verb and that the subject is often "I." In addition, the student might realize the need for special words (vivid verbs or specific nouns) and for varying the type of sentence.
Daily Grammar Sentence Editing

This activity provides a quick review and reinforcement of spelling and grammar skills with students editing sentences for proper punctuation, sentence structure, spelling, grammar, capitalization, etc. The ultimate goal of this activity is to help students extend, transfer and apply these skills to their authentic writing.

Guidelines for Sentence Editing

1. The teacher writes the selected sentence (with errors) on the board. The sentence can be selected from the Teacher's Manual, story, trade book, or text being used.
2. The teacher gives a brief explanation of the rule(s) pertinent to the focus area such as the rules of capitalization.
3. The teacher calls on students to correct mistakes found in the sentence(s).
4. The teacher reviews the corrected sentence, with the students emphasizing the targeted skill.
5. The teacher has the students choral read the corrected sentence.

Tips

- Morning Warm-up
  - Have sentence(s) on the board before class.
  - Learners begin correcting the sentence(s) as soon as they enter the classroom.
Interactive Word Wall, Charts & Theme Boards

A literate primary classroom environment that supports the development of written language is essential for young learners. Teachers can craft the conditions for a literate environment by providing supportive, meaningful situations for learning. One way to support the writing and reading of students is through the use of word walls and charts. Students should be encouraged to reference the Word Wall in order to correctly spell words as they write. The following suggestions are for word walls or charts:

- **Word Wall (non-negotiable)**
  - High Frequency Words

- **Charts**
  - Vivid verbs
  - Describing words
  - Examples of descriptive language (e.g. sensory words, similes, onomatopoeia, metaphors)
  - Transitional words and phrases
  - Magic words (e.g. when, unless, if, because, while, although)
  - Specific vocabulary (e.g. other words for *said* or *good*)

- **Theme Board**
  - Current lesson vocabulary (for charts or theme boards)

**Sample**

<table>
<thead>
<tr>
<th>Other words for “said”</th>
</tr>
</thead>
<tbody>
<tr>
<td>muttered</td>
</tr>
<tr>
<td>mumbled</td>
</tr>
<tr>
<td>whispered</td>
</tr>
<tr>
<td>shouted</td>
</tr>
<tr>
<td>replied</td>
</tr>
<tr>
<td>answered</td>
</tr>
<tr>
<td>cried</td>
</tr>
</tbody>
</table>

**Tip**

A word wall supports student learning by including challenging high frequency and pattern words from which students can generate other words.
Writing to Communicate/Product Writing

When students write letters, essays, reports, stories, poems, or speeches, they are writing to communicate. A well-written piece needs to incorporate elements of writing in such a way that a reader can experience the writer's intended meaning, understand the writer's ideas, and accept or reject the writer's point of view.

**Elements of Effective Writing**

For writing to be effective, it must contain the following four elements:

**Focus**
A paper that is focused has a consistent awareness of topic. A focused paper avoids loosely related or extraneous information.

**Organization**
The paper follows an organizational pattern that includes a beginning, middle and end. Transitional devices are used. Points relate to one another.

**Support**
Ideas are elaborated through the use of well-chosen details and mature word choice.

**Conventions**
Conventions refer to punctuation, capitalization, spelling, and sentence structure. Effective writing follows the conventions of standard written English.

**The Importance of Audience**
Readers affect what and how something is said in a piece of writing. Students must consider the following questions regarding audience prior to writing:

- Why am I writing for this audience? Do I want to inform or persuade them? to share a personal experience, amuse them, or stir their emotions?
- What does my audience already know about my topic?
- What will this particular audience be looking for or find interesting?

Writing is shaped by purpose and audience. Every piece of writing, even writing that is not shared, has a purpose, whether it is to express feelings, to be creative, to explain or inform, to persuade, or to clarify thinking.
Two types of writing are tested at grade four: Expository and Narrative.

- **Expository writing** gives information, explains something, clarifies a process, or defines a concept. The purpose of this type of writing is to inform, clarify, explain, define or instruct.

- **Narrative writing** recounts a personal or fictional experience or tells a story based on a real or imagined event. The purpose of this type of writing is to create a central theme or impression in the reader's mind.

Under the elements of effective writing, **support** refers to the quality of the details used to explain, clarify or define. The quality of the support depends on word choice, specificity, depth, credibility, and thoroughness.

There are two acronyms used to remind students of the details, elaboration and extensions that should be used in each mode of writing. They are as follows:

<table>
<thead>
<tr>
<th>Expository Writing</th>
<th>Narrative Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts</td>
<td>Action</td>
</tr>
<tr>
<td>Incidents</td>
<td>Senses</td>
</tr>
<tr>
<td>Reasons</td>
<td>Comparisons</td>
</tr>
<tr>
<td>Examples</td>
<td>Reactions</td>
</tr>
<tr>
<td>Statistics</td>
<td>Incidents</td>
</tr>
<tr>
<td></td>
<td>Pictures</td>
</tr>
<tr>
<td></td>
<td>Talk</td>
</tr>
</tbody>
</table>

| Tips |

- Be aware of the state writing standards and assessments.
- Informal writing to learn provides on-going practice, shared writing activities provide modeling, process writing and independent writing provide experience. These are the foundations necessary for primary students to meet the writing goals in fourth grade.
Extension and Elaboration

Effective writing contains supporting ideas that are elaborated through the use of details, examples, vivid language, and specific word choice. It is important that students understand the following terms:

- **Bare**: The writer uses a single listing of events or reasons.
- **Extension**: The writer's use of information begins to clarify meaning.
- **Elaboration**: The writer's use of additional details, anecdotes, illustrations, and examples clarifies meaning. The writer has added information that answers the question, “What do you mean?”

**BARE**

zzz

I like to go to school

**EXTEND**

Yawn!

I like to go to school because it is fun when the teacher allows us to do experiments with frogs.

**ELABORATE**

I can see it!

I like to go to school because it is fun when the teacher allows us to do experiments with frogs instead of just reading about frogs in books. Experiments allow us to have the fun of discovering for ourselves how far and fast frogs can jump and what kinds of food frogs eat.
Process Writing

The writing process is a recursive process in which learners take charge of their own writing and learning. It involves five steps: planning, drafting, revising, editing, and publishing. As teachers introduce process writing, they must model, guide, and support the learners until the learners gain independence. The teacher, however, will always be a partner with the learners, interacting through individual and group conferences, writing ideas, and providing mini-lessons. Throughout the process, learners share ideas and parts of their written work with each other. Through this continuous scaffolding, learners will grow into writers and come to think of themselves as authors, a process that will further develop their ability to construct meaning. Process writing should be applied across all modes of writing.

The writing process is a cycle. The following diagram shows the stages that usually take place during the writing process. Students may write many drafts before deciding to take one to publication.

<table>
<thead>
<tr>
<th>Prewriting</th>
<th>Writing a Draft</th>
<th>Sharing</th>
<th>Evaluating and Revising</th>
<th>Proofreading, Editing and Publishing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choosing a purpose, subject and audience</td>
<td>Putting ideas down on paper</td>
<td>Sharing with a partner or an early audience helps you hear how your writing sounds. It is a way to begin revision.</td>
<td>Making judgments about content, organization, and style</td>
<td>Correcting errors in grammar, usage, and mechanics</td>
</tr>
<tr>
<td>Gathering ideas, using prewriting techniques</td>
<td>Including new ideas you discover as you write</td>
<td></td>
<td>Making changes to improve the draft</td>
<td>Sharing your writing</td>
</tr>
</tbody>
</table>
Keys to Teaching Revising

Selection of Material
Choose the rough draft of the material (story, poem, etc.) to be taken through the writing process for revising and editing.

Teaching Revising
Explain that during revision only four things can be done to the papers:

<table>
<thead>
<tr>
<th>Revising (Revisiting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add something</td>
</tr>
<tr>
<td>Take something away</td>
</tr>
<tr>
<td>Change something</td>
</tr>
<tr>
<td>Move something</td>
</tr>
</tbody>
</table>

Adding includes
- Transitional words and phrases (provides movement for the reader)
- Expanded sentences
- “Showing sentences”
- “Magnified moments”
- Adding a “magic” conjunction (combining two short sentences)
- Quotations or dialogue
- Specific vocabulary

Taking away includes
- Eliminating unrelated ideas
- Eliminating too many I’s
- Eliminating too many “and thens”

Changing includes
- Using vivid verbs for overused words
- Changing declarative sentences into exclamatory sentences/questions
- Substituting specific words (nouns & verbs) for vague words

Moving includes
- Putting sentences, or ideas in the best order (e.g. the least to the most important)

Strategies such as using vivid verbs and conferencing are important ways to assist students in revising their work. Explanations of these strategies are found in the K-2 Companion.

Tips
- Kindergarten Whole Group Activity: Revise an original class story or poem for publishing
- K-1: Use revision during shared writing activities
Conferencing is an integral part of the writing process. Conferencing may be teacher or peer led and should occur once the student/writer needs feedback for a work in progress. According to Graves (1983), during a conference the student writer leads and the teacher or peer reacts to the written piece by giving praise, seeking clarification and making suggestions.

Conferences may be informal on-the-spot mini-conferences or formal planned events. Informal conferences may occur at any time during the day and occur as a spontaneous “teachable moment.” Lucy Calkins suggests that when conferencing, “listening is the key. Conferences should be conversational, with the writer doing at least as much talking as the teacher...Another key to an effective conference is to have as your goal teaching the writer, not refining or fixing the particular piece being discussed. Students should walk away knowing more about how to write, not just improve a particular project” (Fountas and Pinnell, Guiding Readers and Writers - Grades 3-6, 2001).

Writing conferences may involve:

- Listening to students read the writing aloud.
- Talking with students about specific aspects of his/her writing.
- Finding the “gems” in a student’s writing and celebrating them.
- Reinforcing the writer’s strengths.
- Asking the writer what help is needed with this piece of writing.
- Showing the writer how to do something.
- Reviewing the writer’s notebook or completed drafts.
- Setting writing goals.

(Fountas and Pinnell 2001)

Tips

- Remember it is the process of student and teacher collaboration that is important, not the teacher correcting work.
- Some conferences may just deal with one aspect of writing that is being taught. (e.g. introduction or organization of the support)
Vivid Verbs

What are vivid verbs?

Vivid verbs are strong “action words” which create pictures in the mind of the reader (e.g. a duck waddled vs. a duck moved). Using the word waddled enables one to clearly visualize the movement of the duck.

How do we teach primary learners about vivid verbs?

- **Build awareness** of vivid verbs during reading. Discuss how using the strong action words brings interest to our language and writing. For example in the story *Mrs. Wishy Washy*, the duck paddled through the mud is a more interesting choice than the duck went through the mud.
- **Role play** or act out the motion of the vivid verb. Have the children “waddle” like a duck to see and feel the movement of the verb.
- **Compare and contrast** sentences with and without the strong verbs. For example in the story *Mrs. Wishy Washy*, the pig rolled in the mud is a more interesting choice than the pig was in the mud.
- **Revise** student’s work by replacing ordinary verbs with more colorful vivid verbs. Model this revision process during shared writing experiences and “the news of the day”.
- **Display** examples of vivid verbs on a “colorful language” chart or bulletin board. Have the children illustrate the action and write a sentence using the verb. The words may come from literature, content, or student’s writing.
- **Celebrate** the usage of vivid verbs in student’s oral language and written work.

**Tip**

Before teaching lessons about vivid verbs, students should be familiar with the concept of action words.
Assessing Student Writing

Evaluation of student writing should be viewed by students and teachers as a joint effort to make writing more effective, and as an opportunity to build on a paper's strengths. To this end, probably the most important and significant evaluation happens while students are writing, not when the paper is finished.

Key concepts:
- All writing need not be graded or assessed.
- Before writing, students should know "what counts."
- Evaluation should vary depending on the purpose.
- Evaluation and assessment must be both on-going and cumulative.
- Evaluation of students' papers should reflect strengths and weaknesses in focus, organization, support, and conventions.

Strategies for Evaluating Student Writing:
Use as appropriate with Primary Students

- Review the Primary Rubric with first and second grade students.
- Teachers K-2 use Stages of Writing to assess student work.
- Assess small chunks of student writing (for example, beginning or ending, vivid verbs).
- Teachers should familiarize themselves with the language of the Florida Writes! Rubric in order to make comments on student papers.
  "Good use of sentence variety."
  "Your paper needs transitions between ideas."
  "Strong concluding sentence."
  "Your paper has a good beginning and middle but lacks an ending."

Tips

Second grade: Share sample papers from the Florida Writes!/FCAT Writing to assist students in understanding the elements of a "6" paper (our writing goal).

Primary teachers should familiarize themselves with the FCAT Writing rubric and sample papers in order to incorporate the language and expectations into instruction.

The Florida Writes! Rubric is on the next page, followed by two sample papers from the Florida Writes! Assessment.
### Fourth Grade Rubric
Vertical Alignment to Show Differences Between Holistic Scoring Points
Examination of Criteria by Score Point

#### Focus

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May only minimally address topic</td>
</tr>
<tr>
<td>2</td>
<td>Is slightly related to topic or may offer little relevant information</td>
</tr>
<tr>
<td>3</td>
<td>Is generally focused on topic but may include extraneous or loosely related material</td>
</tr>
<tr>
<td>4</td>
<td>Is generally focused on topic but may include extraneous or loosely related material</td>
</tr>
<tr>
<td>5</td>
<td>Focuses on topic</td>
</tr>
<tr>
<td>6</td>
<td>Is focused on the topic</td>
</tr>
</tbody>
</table>

#### Organization

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does not exhibit organizational pattern; few, if any transitional devices</td>
</tr>
<tr>
<td>2</td>
<td>Little evidence of organizational pattern; may lack sense of wholeness</td>
</tr>
<tr>
<td>3</td>
<td>Organizational pattern attempted; although some transitional devices used lapses may occur</td>
</tr>
<tr>
<td>4</td>
<td>Organizational pattern evident, although some lapses may occur; demonstrates some sense of completeness</td>
</tr>
<tr>
<td>5</td>
<td>Has an organizational pattern, although some lapses may occur; paper demonstrates a sense of completeness</td>
</tr>
<tr>
<td>6</td>
<td>Organizational pattern provides a logical progression of ideas; sense of wholeness and/or completeness</td>
</tr>
</tbody>
</table>

#### Support

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Supporting ideas sparse; limited or immature word choice</td>
</tr>
<tr>
<td>2</td>
<td>Support is inadequate or illogical; limited or immature word choice</td>
</tr>
<tr>
<td>3</td>
<td>Some support included; development lacks specific and details; limited, predictable, vague word choice</td>
</tr>
<tr>
<td>4</td>
<td>Some supporting ideas may contain specifics and details although development is uneven; word choice is adequate</td>
</tr>
<tr>
<td>5</td>
<td>Adequate development of supporting ideas; word choice is adequate, lacks precision</td>
</tr>
<tr>
<td>6</td>
<td>Ample development of supporting ideas; mature command of language, precise word choice</td>
</tr>
</tbody>
</table>

#### Conventions

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Frequent errors in sentence structure and usage may impede communication; common words may be misspelled; simple sentence construction</td>
</tr>
<tr>
<td>2</td>
<td>Little variation in sentence structure; frequent errors in basic punctuation and capitalization; common words may be misspelled</td>
</tr>
<tr>
<td>3</td>
<td>Attempt to use variety in sentence structure; knowledge of conventions and mechanics and usage is usually demonstrated; commonly used words are usually spelled correctly</td>
</tr>
<tr>
<td>4</td>
<td>Attempt to use variety in sentence structure; conventions of mechanics, usage, and spelling are generally followed</td>
</tr>
<tr>
<td>5</td>
<td>Various sentence structures used; convention of mechanics, usage, and spelling are generally followed; occasional errors do not impede communication</td>
</tr>
<tr>
<td>6</td>
<td>Various sentence structures used; sentences are complete (except for purposeful fragments); subject/verb agreement and verb/noun forms are generally correct</td>
</tr>
</tbody>
</table>
If a door is unlocked when it's usually locked and I walked through the other side there would be a jungle. I would look through the Jungle. Some of the things I found were animals like tigers, snakes, birds, and many more. I would also find plants and trees I didn't recognize. So now, I said to myself, "I know what was behind that locked door. I walked around a little more. Suddenly, I walked through the doorway. I was out of the jungle. Now every time I walk by that door it's locked."

Score Point 2
This response is focused, and an organizational pattern is attempted. Most events are bare; however the “things I found” event is extended with little bits of information: “I would look through the jungle. Some of the things I found were animals like tigers, snakes, birds, and many more. I would also find plants and trees I didn’t recognize.” Word choice is limited, but there is an attempt to vary sentence structure. Knowledge of conventions is demonstrated.
Development of the storyline, elaboration of events, precision in the word choice, and correction of the basic convention errors are needed to improve this response.
Last Summer when my sisters and I were at my grandpa’s for a couple weeks, because my mom and dad were on a business trip, I always went by a door, looking at my grandma’s old party dresses. Every time I saw the door it was locked. One stormy and cold night the door was unlocked.

As I twisted the door knob carefully it opened with a soft squeak. I didn’t want to go in but something, that I saw bulged me forward. As I walked in, the door slammed behind me. I turned around in surprise! I tried to open the door, but it was locked. What I saw shocked me. In the room there was a meadow with tall grass that went above my ankles. There were tiny fairies that looked like large bees. It was beautiful. Deers sipped the water out of a crystal clear stream, with pebbles of all different colors. As I looked down at myself I wasn’t in my regular cut off shorts and skimpy red shirt. I had one of my grandma’s party dresses on with some high black shoes. What happened next almost made me faint.

Suddenly the grassy meadow became a hard wooden dance floor. The deers became men and women dressed in there best. The fairies became little children.
Score Point 6

This writing is focused and has a logical organizational pattern. An imaginative introduction sets up a mystery surrounding “grandma’s old party dresses” and a locked door. After finding he door unlocked, the writer notices that “I wasn’t in my regular cut-off shorts and skinny red shirt. I had one of my grandma’s party dresses on with some high black shoes.” Events are elaborated with specific details: “Suddenly the grassy meadow became a hard wooden dance floor. The deers became men and women dressed in their best. The fairies became little children dancing on stage. Everyone around me was dancing.” A mature command of language, including precision in word choice, is demonstrated. The conclusion contains a surprising twist to the storyline: “After a couple weeks finished the book and found that there was only one chapter and every time I go into the hidden door another chapter adds on.” Sentence structure is varied; however, there were occasional run-on sentences and spelling errors.
Structured Independent Reading
An opportunity to apply strategies while reading text in the reader’s control

Highlights
- Students should be reading at their independent level.
  - Provide leveled books.
  - Assist learners with how to self select books.
- Present a brief book talk to set the tone.
  - Set the purpose for reading.
- Model and circulate.

Tip
Remember to have the students share briefly at the end of the session.

Is Accelerated Reader up and running?
Independent Reading

Purpose
Independent Reading is when students are reading on their own or with partners, from a wide range of materials. Reading can be from a special collection of books at their independent reading level. However when the students are highly motivated about the text or text topic they are likely to have little or no difficulty reading more advanced material. Independent reading provides opportunities to apply strategies while reading text within the reader’s control as well as challenging the reader to solve unknown words. Independent Reading promotes reading fluency.

Rational for Independent Reading describes the impact that reading independently has on learners.

Helping Students Self-Select books offers suggestions on how to assist students with book selection.

Conducting a Structured Independent Reading Session provides a step-by-step procedure for guiding students before, during and after independent reading.

Responding to Independent Reading gives examples of ways students may react to what they have read.

Literature Circles, part a balanced literacy program, describes the guidelines and discussion suggestions for Literature Circles.

Accelerated Reader is a technology-based literacy program designed to motivate learners to read at their independent level. Suggestions are provided for program management and set-up.
Structured Independent Reading is an important part of a balanced literacy program where students are engaged in the purposeful reading of text for a sustained period of time. Students read on their own or with partners, for a purpose, from a wide range of materials and genres at their independent level.

Structured independent reading provides the practice that allows students to transfer and apply all they have learned during grade-level and guided reading instruction.

Structured independent reading impacts students in a variety of ways:
- Enhances their reading comprehension
- Provides practice in applying reading strategies
- Challenges them to solve words independently
- Provides them with a wide range of background knowledge
- Accounts for one third or more of their vocabulary growth
- Provides models of good writing
- Promotes reading as a lifelong activity

In order for structured independent reading to be successful, students must be surrounded by books. These books must include a variety of levels in order to meet the independent reading levels of the multi-level learners in the class. Reading researchers suggest that ideally classroom libraries should contain twenty books per child.

An inviting classroom library entices children to read and become immersed in the literature. This library should have a prominent place and be the hub of the classroom. In primary grades books can be leveled, color coded and placed in baskets so that students know where to go to find books at their independent level. The Automated Literacy Labeling system should assist teachers in locating the various levels needed.

The classroom library should consist of an organized wide range of materials with different genre from fiction to non-fiction including but not limited to folk tales, poetry, biographies, autobiographies, chapter books, newspapers, and magazines to name a few. The library should also contain books in the home language of students whose first language is not English.

The Structured Independent Reading requirement for K is 15 minutes whereas First and Second grade is 30 minutes.
Helping Students Self-Select Books

Students will always learn from books they have selected themselves out of interest. The material should not cause the student excessive difficulty. Here are some suggestions on how to help students with book selections at their independent level:

- **Identify students' interests** - Help students decide what kind of books they would enjoy. Ask about the students' hobbies, pets, favorite movies, sports, and after-school activities. Show different kinds of books such as adventure, mystery, fairy tales, fantasy, and humor. Encourage students to ask the media specialist about topics of interest. Suggest that students look for books on these topics as well as other books by authors they have enjoyed.

- **Have students preview books** - Urge students to read the inside flap of the book jacket, preview the pictures, and scan the beginning pages to see whether a book will hold their interest.

- **Determine whether students can read the book** - Five Finger Method
  When students preview a book encourage them to read several pages. They can raise one finger for each word they don't know. If there are five words on a page that the student doesn’t know, the book is probably too hard. If the student doesn’t raise any fingers then the book is readable but too easy. If one to three fingers are raised the book is challenging. Adjust error rate for Kindergarten. However, if the student is really interested in a difficult book, he or she can probably read it with support, and enjoy it.

Tips

学生们应该在他们的独立阅读水平上阅读书籍。
- 学生们可以独自理解90-95%。
- 学生们正在阅读而不需要帮助。
- 独立阅读将帮助加快阅读速度，获取词汇，提高流利度，并允许应用良好的阅读行为。
- 那些对学习具有挑战性的书籍会导致学生感到沮丧，最终失去兴趣。
- 对于学生来说可能太容易的书籍不会提供足够的挑战，变得无聊，最终导致学生失去阅读的动力。
Conducting a Structured Independent Reading Session

In order to conduct a structured independent reading session, the teacher should do the following:

Before the session:
- Determine the learner’s independent reading level from the K & 1 grade level assessments, S.R.I., D.R.A. or observations.
- Provide opportunities for book selection in advance of reading time so that all children have books.
- Pre-select books for children who need more assistance. Provide leveled books in bins or on a shelf.
- Have social skills in place. (e.g. Do not sharpen pencils during reading time.)

Beginning the session
- Introduce the session by presenting a book talk, a brief mini-lesson, or a brief read-aloud.
- Set the purpose for reading.

During the session
- Read during the first few minutes to provide a model for reading and to demonstrate the value of reading.
- Circulate around the classroom to ask individual students a question about the books being read.
- Encourage rereading.
- Support those who need assistance.

Wrapping up
- Share what you have read to encourage student participation and sharing.
- Have students talk to a partner or write in a journal (if appropriate) about the book.
- Select a few students to share their thoughts or journals.
Responding To Independent Reading

The teacher's excited book talk at the beginning of the Independent Reading session models the tone and sets the purpose for reading.

Teacher: “I want to share with you the wonderful character Francie from the book I am reading called *A Tree Grows In Brooklyn*. She has such courage and kindness that I would love to have her as a friend. Francie gave up her dream of going to college when her father died and went to work to help the family."

“Today when you read, you will tell your partner about your favorite character. Then we will have one person from each table share with the class."

This type of response is an oral response that helps children to be accountable for their reading and should be part of independent reading each day. You can also set the purpose with a question that reflects the benchmark instructional focus. For example asking a sequence, cause and effect, compare and contrast etc. question.

Another way to have students interact with text from their independent reading book is by responding in a reading response journal or log. This can be used as an independent activity while the teacher is conducting guided reading groups, or when the student completes their grade-level assignment from the teacher-directed lesson. Below are some suggestions for responding to independent reading books:

- Describe the portion of the book that impressed you by the way someone or something was described.
- Describe how the book, or a portion of the book reminded you of something similar that happened to you or to someone you know.
- Describe any impressions and/or questions that the reading has inspired.
- After reading this far, what more do you hope to learn about what the characters plan to do, what they think, feel and believe, or what happens to them.
- Think ahead in the story, what possible directions might the story take? How do you hope the story will unfold?
- If the setting and characters were changed to reflect your own neighborhood and friends and acquaintances, how would the events of the story have to change and why would that be so?
- Do you wish that your own life or the people you know were more like the ones in the story you’re reading? In what ways would you like the real world to be more like the world of your book?

When students have completed a book, they can then decide whether they want to share it with the entire class or respond to it some other way. It is not necessary, nor advisable for students to always complete additional activities. Literature Circle discussions described in this section are sufficient for most students. Only when students are really excited about a book should they be encouraged to respond further.
Literature Circles

Literature circles are part of a literature-based reading program in which students meet to discuss books they are reading independently. The books discussed are usually sets of the same title, sets of different titles by one author, or sets of titles with a common theme. The teacher may start the discussion, but students take over the role as soon as they learn to function in the literature circle. The entire class may not be in literature circles at the same time. Others may be doing independent reading.

Prior to starting Literature Circles, it is necessary to train students in the separate activities that are involved in this strategy. Opportunities to work in pairs and in small groups are helpful to ensure smooth implementation.

Features of Literature Circles are:

- Groups of three to five students working with a quality book or other reading selection together at a table or in any comfortable spot in the classroom.
- Group members may be of varied abilities in reading, but all are interested in the same book/selection.
- Volunteering group members read the selection in various ways: silently, aloud, buddy reading, or any other way.
- Groups may meet simultaneously while other small group activities are being conducted.
- After the entire book/selection has been read, the group may prepare a presentation or share information that will entice other students to read their book or read more about a particular topic.

Guidelines for Using Literature Circles

- Selecting Literature
  - One book read by the whole class
  - Multiple books chosen by students
  - Individual self-selection

- Organizing Literature Circles
  - Same book - have students divide themselves into groups allowing them to select their literature.
  - Different book - give them a bit of information as a teaser to spark interest, list the titles and have students sign up for the books they want to read.

- Starting Literature Circles
  1. Begin by reading a short book or selection. They should read the entire book before coming to the circle.
  2. Those reading chapter books can meet at the conclusion of each chapter and at the end of the book.
• **Promoting Discussions**
  - Literature circles meet from 5 to 10 minutes, depending on the book and the students' experience in working in circles. Move from circle to circle to monitor what is taking place.
  - Model and demonstrate good questioning and discussion behaviors.

• **Concluding Literature Circles**
  - When students have completed a book, they can decide whether they want to share it with the entire class or respond to it some other way.

**Literature Circle Discussions**
A beginning step would be to provide practice for responding orally to reading. It might be helpful to use prompts such as
- "What did you notice in this selection?"
- "How does the selection make you feel?"
- "What does this story remind you of in your life?"

It is also necessary to develop open-ended questions for readers to have a meaningful discussion. Several categories of questions are needed:

**Comprehension:**
In your own word, restate...
What is the main idea of ...

**Synthesis:**
What would you predict from...
What would happen if...

**Application:**
Why is...significant?
How would you...?

**Evaluation:**
What is your opinion of...
What is the most important...

**Analysis:**
What can you conclude by...
What evidence can you present for...

**Guidelines for Developing Procedures for Observing Literature Circles**
Select indicators for meaning construction. Use indicators that tell you that your students are effectively constructing meaning. In the beginning, keep the numbers small, remembering the importance of such strategies as predicting, confirming and/or changing predictions, inferring, and summarizing. Following are examples of indicators that may be used:

• **General indicators**
  - participates in discussion
  - listens to responses of others
  - builds own responses on ideas of others

• **Narrative texts**
  - identifies important parts of story (setting, characters and so forth)
  - relates story to own experiences
  - compares to other stories


- **Expository texts**
  - identifies topic
  - identifies main ideas
  - sees relationships in text
  - shows signs of using knowledge gained

It is not necessary to observe every literature circle for assessment purposes. The teacher may either participate in the discussion or sit off to the side to observe.

When observing group discussions the following Discussion Strategies should be noted. The teacher should discuss with the group the strategies that are being used well, and those that need to be brought to their attention.

**Discussion Strategies**
- Level of participation
- Staying on topic
- Contributing appropriate information
- Encouraging others to contribute
- Listening actively
- Looking at the speaker
- Considering other opinions
- Asking for clarification Summarizing
- Speaking clearly and loudly
- Referring to others' ideas
- Using members' names

**Reviewing the Data**
After completing an observation, the teacher looks at the data to see the students' strengths. The teacher reviews and discusses the observations with the students, asking them for their perceptions and reactions.

**Tips**

Adaptations For Kindergarten and First Grade
This lays the foundation for the future more intermediate literature circles.

- Target a simple discussion topic such as sharing a favorite page or character from students' independent reading books.
- One cooperative group models discussion while the class observes and reflects on the process. Repeat until all learners are ready to work together in groups.
- Have learners generate questions as a whole group to use for their group discussion. Display questions.
- Have social skills in place. For example: Stay seated. Listen to the person that is talking. Etc.
Accelerated Reader

Accelerated Reader is a software program designed to enhance reading practice. It motivates students to read at their independent level through a point system, while challenging them to read harder material. The Accelerated Reader program records almost every aspect of the student’s performance and offers 20 different report formats that teachers may use for record keeping. In Kindergarten and First grade Accelerated Reader should be used according to the students' independent level. Some young readers will benefit from this challenge and should be provided with this opportunity.

The Accelerated Reader program uses S. T.A.R. (Standardized Test for Assessment of Reading). It is a computer norm-referenced reading test which is administered individually by the computer, averaging 10 minutes per student. The test format is a modified cloze with a feature that adjusts test questions based on student’s response. The S. T.A.R. reports offer a Z.P.D. (zone of proximal development) score which is the recommended level for which students should be selecting Accelerated Reader books.

In order to motivate students to achieve with the Accelerated Reader program, students should set reasonable goals; the teacher should monitor them closely. A motivational program should be developed to reward students for passing quizzes and reaching point goals.

Setting Up Accelerated Reader

- Students read books that are self-selected, but chosen from assigned reading level selections
- Students take quizzes that may be 5, 10 or 20 multiple choice questions
- Students and teacher access reports on the reading progress
- Emergent readers may take tests on books read to them and have the test read to them so they may earn points
- Test disks should be loaded on individual computers in classrooms or media center
- Students must always use the same computer in which their name was entered
- Provide students with book lists matched to their reading/Lexile level, if possible

Managing Accelerated Reader

- Students/teacher set point goals and book level goals for each grading period.
- Students maintain reading logs and teacher takes "status of the class"
- Students receive TOPS report after taking each test/quiz
- Teacher runs an "At-Risk" report to check students' progress
- Teacher can check Student Points report of any student at any time
10 Things To Do To Get Accelerated Reader Going In Your Class

1. **Schedule daily in-school reading practice time.**
   There is a 30-minute reading requirement for all Dade County Public School students in school and 30 minutes of reading at home.

2. **Find the ZPD (zone of proximal development) for each student.**
   Use the SRI (converted to a grade equivalent), S.T.A.R. (Standardized Test for Assessment of Reading), or any test which will give you a grade equivalent score.

3. **Have students use the reading log.**
   The use of the log increases proficiency of Accelerated Reader by 25-30%.

4. **Take daily status of the class.**
   Monitor reading logs daily making adjustments and recommendations.

5. **Set student reading goals.**
   Set point goals, but most importantly set a reading level goal.

6. **Check TOPS reports daily.**
   Review report to find out why students failed a test.

7. **Review the At-Risk report weekly.**
   Your eventual goal should be no more than 10% of students at-risk.

8. **Focus on 85-92% correct on quizzes.**
   Adjust reading goals so this goal can be achieved.

9. **Create a system of motivators.**
   They may be for a class, grade-level or school-wide.

10. **Network with other teachers.**
    Share what works and what doesn’t work.
**ESOL Strategies**

LEP students have to meet the same goals and objectives as Non-LEP students

---

**Highlight**

- Apply strategies for Oral Language, Literacy, and Content Area.

Use multi-sensory, brainstorming, and cooperative teaching and learning activities.

Don’t miss additional strategies for specific areas.
Limited English Proficient (LEP) students have to meet the same goals and objectives as students who are Non-LEP. Teachers are to use their professional judgment in the implementation of the strategies; they are to adapt the strategies suggested in order to meet the needs and levels of learning of all LEP students.

The following strategies may be used for **Oral Language**, **Literacy**, and **Content Area Development**.

<table>
<thead>
<tr>
<th>Multisensory Activities</th>
<th>Brainstorming</th>
<th>Cooperative Teaching and Learning</th>
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<tbody>
<tr>
<td>Visually</td>
<td>Clustering</td>
<td>Small Group Instruction</td>
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<tr>
<td>Realia</td>
<td>Webbing</td>
<td>Small Group Peer Interaction</td>
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<tr>
<td>Auditory</td>
<td>Concentric Circles</td>
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<td>Kinesthetic</td>
<td>Maps</td>
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<td></td>
<td>Predictions</td>
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<td></td>
<td>Picture Walk</td>
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### Additional strategies for specific areas:

<table>
<thead>
<tr>
<th>Oral Language Development</th>
<th>Literacy Development</th>
<th>Content Area Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Physical Response</strong></td>
<td><strong>Language Experience Approach</strong></td>
<td><strong>Introduction of Topic</strong></td>
</tr>
<tr>
<td>- Teachers interact with students by giving directions, asking students to follow the directions, and assess the extent to which students comply.</td>
<td>- Group or Individual</td>
<td>- Building Background</td>
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<tr>
<td></td>
<td>- Sharing</td>
<td>- Concept Background</td>
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<td></td>
<td>- Illustrations</td>
<td>- Vocabulary Building</td>
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<tr>
<td></td>
<td><strong>Development of Language Drills</strong></td>
<td>- Frontloading</td>
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<td></td>
<td>- Chain</td>
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<td>- Repetition</td>
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| | Games  
| Role Play  
| Oral Reports  
| Writing Genres |
| **Use of Questioning Techniques** | **Follow-up Reading Activities** |
| - Thinking  
| - Comparing  
| - Elaborating  
| - Predicting  
| - Synthesizing  
| - Evaluating | - Cross Disciplinary Reading  
| | - Reader's Theater  
| | - Active Re-reading |
| **Read & Retell** | **Follow-up Writing Activities** |
| - Oral Reading  
| - Illustrated Retelling  
| - Debate | - Writing Pictures  
| | - Writing from a Frame  
| | - Show, Not Tell  
| | - Journals  
| | - Free Writing  
| | - Ponder Pads |
| **Decoding Strategies** |  |
| - Phonics  
| - Context  
| - Rhyme  
| - Word Families  
| - Sound Boxes |
| **Reading Strategies** |  |
| - Self Questioning  
| - Skimming  
| - Reading Aloud  
| - Re-Reading  
| - Summarizing |
| **Read & Retell** |  |
| - Written Retelling  
| - Illustrated Retelling |
BIBLIOGRAPHY


Ford, Michael and Michael F. Optiz. Using centers to engage children during guided reading time: Intensifying learning experiences away from the teacher. The Reading Teacher, 55, 710-717.


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**Title VI of the Civil Rights Act of 1964** – prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964**, as amended – prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

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**Age Discrimination in Employment Act of 1967 (ADEA)**, as amended – prohibits discrimination on the basis of age with respect to individuals who are at least 40.

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**Florida Civil Rights Act of 1992** – secures for all individuals within the state freedom from discrimination because of race, color, religion, national origin, age, handicap, or marital status.

**School Board Rules 6Gx13 – 4A-1.01, 6Gx13 – 4A-1.32, and 6Gx13 – 5D-1.10** – prohibits harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

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Revised 5/9/03