Literacy Focus
of the Month
Grades Pre-k-5

“The more ways we teach, the more students we are going to reach.”
– Betty Hollas

Office of Elementary Education and Reading
MDE Literacy Focus of the Month Manual

Carey M. Wright, Ed.D., State Superintendent of Education

Office of the Chief Academic Officer
Kim S. Benton, Ed.D., Chief Academic Officer

Office of Professional Development
Trecina Green, Executive Director

Office of Elementary Education and Reading
Nathan Oakley, Executive Director
Kymyona Burk, Ed.D., State Literacy Director (K-12)
Tenette Smith, Ed.D., State Literacy Coordinator (K-3)
MISSISSIPPI DEPARTMENT OF EDUCATION

CAREY M. WRIGHT, ED.D., STATE SUPERINTENDENT OF EDUCATION

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A Message from Dr. Kymyona Burk, State Literacy Director

On behalf of the Mississippi Department of Education and the Office of Elementary Education and Reading, I am pleased to release the Literacy Focus of the Month Manual. Literacy is the capacity to construct and express meaning through reading, writing, and talking about texts. It is a prerequisite to the acquisition of new information and the formulation of new ideas (Bowman & Sadowski, 2005). The vision of the Mississippi Board of Education is to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens. Strong literacy skills are critical for Mississippi students to succeed academically as well as to prosper in the current global economy. Students must be able to read, write, and think at increasingly higher levels of complexity, creativity, and sophistication to prepare for college and career pathways (Zhao, 2009).

The purpose of the Literacy Focus of the Month Manual is to provide guidance to administrators and teachers for supporting a monthly, school wide instructional focus based on best practices and research-based strategies in literacy. This "user-friendly" guide will assist districts and schools in the implementation of reading instruction in classrooms across multiple grade levels, as well as different subjects/content areas.

The topics in this manual range from policies and procedures to the five essential components of reading as identified by the National Reading Panel. The material is devoted to strengthen administration and teacher content knowledge by focusing on one topic each month. Although the monthly focus will highlight and supplement a specific procedure or skill, it is impossible to teach the components in isolation; therefore, the MDE Literacy Focus of the Month Manual should serve to present a school-wide shared commitment to literacy.

I look forward to working with you to improve literacy outcomes for all Mississippi students!

Sincerely,

Kymyona C. Burk, Ed.D.
According to the State Education Resource Center Report (2012), in order to make sure that an assessment is meeting the needs of the student or students, educators will want to discuss certain questions, such as:

- To what extent are our assessments of learning varied, providing multiple and different ways for students to demonstrate understanding?
- To what extent do our assessments empower students to demonstrate deep learning and understanding of concepts?
- To what extent do our assessments reflect the personal and cultural strengths of our students, as well as their learning needs?
- How is this assessment aligned with the curriculum and standards?
- Does this assessment measure student learning in a way that reflects our beliefs about how students learn?
- Does this assessment provide useful data to us and the student/family about what the student understands and what needs to be learned next?

**Note:** This does not represent an all-inclusive list of screening and diagnostic tools that are available. The following list contains tools that various districts have used to provide interventions to students. The information within this document is only intended to be a general summary of information provided to the public. The Mississippi Department of Educations does not endorse or promote any commercial products, or services. The views and opinions of authors expressed in this document do not necessarily reflect those of the MDE and they may not be used for advertising or product endorsement purposes. Please make sure that you choose the tool that best fits the needs of your students, school or district.
August

Examples of Screening & Diagnostic Assessments

Acuity

- With Acuity K–12 diagnostic assessments, educators receive trust-worthy diagnostic insights to help them quickly identify how students are achieving in alignment to the new college and career readiness standards. Acuity goes beyond traditional, multiple-choice assessment by helping educators focus on concepts that more deeply measure student mastery of the new standards.
- Offers ELA diagnostic assessments aligned to English 1-4 provided online, paper-pencil, clickers, or any combination.

Advanced Plus Decoding Survey

- The Advanced Decoding Survey Plus (ADS Plus) is a simple, common-sense, efficient way to determine if decoding effects a student’s ability to understand what they are reading.

AIMSweb

- AIMSweb is the leading assessment and RTI solution in school today—a complete web-based solution for universal screening, progress monitoring, and data management for Grades K-12.
- At the foundation of AIMSweb is general outcome measurement, a form of curriculum-based measurement (CBM), used for universal screening and progress monitoring.
- Can be administered frequently (even several times a week) without disrupting instruction. Provides accurate predictions of reading and math achievement. An increase in ability will be reflected in rising scores on the measure. Can be used accurately by a wide range of education personnel. A valid measure of skills that are central to the domain being measured (reading, math, language arts). Producing consistent results across time or testing conditions. Available in multiple equivalent forms to reduce practice effects on retesting (up to 33 forms per measure, per grade).
Classworks Universal Screener

- Classworks Universal Screener is administered 3 times per year: at the beginning to assess readiness for instruction for all students, mid-year to measure progress, and end of year to measure overall growth.
- Classworks Universal Screeners measure readiness for instruction, diagnose results at the strand level, identify baseline learning levels, and measure growth on a vertical scale. This formal assessment is often used to initiate the Response to Intervention (RtI) process for students requiring additional instructional support in a tiered intervention model.
- Includes specially designed Curriculum-Based Measurement (CBM) probes—brief assessments given online for immediate and automatic scoring and reporting.

easyCBM

- *easyCBM™* is an enhanced district assessment system designed by researchers at the University of Oregon as an integral part of an RTI model. Distributed exclusively by Riverside, it provides school districts, administrators, and teachers with a full suite of assessment and reporting options, offering a complete solution at every tier of the RTI process.
- Provides a full set of Benchmarking and Progress Monitoring assessments, Reading and Math, Grades K through 8 with multiple levels of account access for teachers, principals, district personnel, and administrators.
- Allows various forms of data entry including online student tests, streamlined total score entry of paper-pencil tests, and other options.
- Generates reports by teacher, building, grade-level, or district with customizable percentiles and color-codings.

Measures of Academic Progress® (MAP®)

- Measures of Academic Progress® (MAP®) are K – 12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum.
- Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they’re ready to learn.
- MAP assessments are grade independent and adapt to each student’s instructional level. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for Rasch UnIT—a stable measurement, like inches on a ruler, that covers all grades.

The Fountas & Pinnell Benchmark Assessment System

- System 2, Grades 3 - 8
- Evaluate student reading and comprehension ability with reliable and robust universal screening that is aligned to Leveled Literacy Intervention, and determine each child’s
instruction level for guided reading according to the Fountas & Pinnell A-Z Text Level Gradient™.

- Collect, analyze, and share data on individual and class progress over time. Record, graph, and report weekly progress and monitor fidelity of implementation for Fountas & Pinnell’s K-12 reading systems.

Quick Phonics Screener (QPS)

- QPS is a phonics assessment that can give the administrator quick results.

Reading Plus

- The Reading Plus assessment, InSight, is a computer-adaptive assessment that measures three dimensions essential to successful independent silent reading: capacity, efficiency, and motivation.
- The initial administration of InSight groups students by instructional needs to determine which students are in need of comprehension, vocabulary, and/or silent reading rate development, are proficient readers who will benefit from building capacity with increasingly complex texts, and/or may need a diagnostic assessment to determine if they have the foundational skills needed to begin Reading Plus.
- The initial administration of InSight provides baseline performance measures while subsequent administrations (mid-term and end-of-term) gauge performance changes in comprehension and vocabulary levels, comprehension-based silent reading rate, and various domains of motivation.

San Diego Quick Assessment of Reading Ability (K-11)

- This test measures the recognition of words out of context. Generally, proficient readers read as accurately both in and out of context. This test consists of 13 graded word lists from preprimer to eleventh grade. The words within each list are of about equal difficulty.
- Weak readers overrely on context and recognize words in context more easily than out of context.
- Begin with a list two or three sets below the student’s grade level and continue until the student makes three or more errors in a list. Present the Student Material word list to the student. Use a paper to cover word lists not being read. Mark errors on the Record form by crossing out each missed word. Mispronunciations can be written down next to the word.

When the teacher says “next”, the student should move the paper down and read the next word. Encourage the student to read words that he or she does not know so that you can identify the techniques used for word identification. Wait no longer than five seconds before moving on to the next word.
• Each list completed by the student can be scored as shown below.

<table>
<thead>
<tr>
<th>Errors/List</th>
<th>Reading Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 error</td>
<td>Independent Level</td>
</tr>
<tr>
<td>2 errors</td>
<td>Instructional Level</td>
</tr>
<tr>
<td>3 errors</td>
<td>Frustration Level</td>
</tr>
</tbody>
</table>

Student Reading Level = the student’s reading level is the last grade-level word list in which the student reads eight or more words correctly.

**NOTE:** *KEEP IN MIND THAT THIS IS A QUICK ASSESSMENT OF WORDS OUT OF CONTEXT AND SHOULD ONLY BE USED IN CONJUNCTION WITH OTHER, MORE AUTHENTIC MEASURES OF READING ACHIEVEMENT, SUCH AS RUNNING RECORDS.*

**Scholastic Phonics Inventory**

• Assesses foundational reading skills for grades 3-12.

• Research-based, SPI was created to assess mastery of foundational reading skills by measuring both accuracy and fluency. Validated against the *Test of Word Reading Fluency Efficiency* (TOWRE) and the *Woodcock-Johnson III*, SPI is proven to provide accurate results.

• Hundreds of students can be tested simultaneously with results immediately available at the individual, classroom, school, and district level.

**STAR Reading:**

• STAR Reading is by far the most widely used reading assessment in K12 schools. Educators get valid, reliable, actionable data in about 15 minutes.

• Computer-adaptive reliability and efficiency.

• Assess 46 reading skills in 11 domains.

• Core Progress learning progressions for reading tell you what students know and what they are ready to learn next on an empirically validated learning continuum.

**USA Test Prep**

• Our diagnostic benchmark system provides a performance snapshot at the student, class, school, and district level.

• Easily create a custom test for your students in less than five minutes. Administer and collect data for your class, department, school, and district. Pinpoint student strengths and weaknesses using the data grid view. Export results to Excel. Dig deep with your data to see grade distribution and item analysis. Create and share a benchmark with colleagues. Create and administer an unlimited number of tests.

• Teachers can control difficulty, set random ordering within the class, control availability of results, and add special needs accommodations.

• Auto-Generated Tests have randomly-generated questions that mimic an actual state-administered test.
Intervention Tools

CompassLearning

- Compass Learning solutions identify current performance levels, diagnose skill and concept gaps, and draw upon literally thousands of digital learning activities to prescribe individualized learning paths for each and every student in grades K-12. Learning paths and activities contain Common Core and state standards-aligned direct instruction, supported practice, independent practice, and formative assessment. Instructional content is presented through a blend of highly engaging, grade-appropriate full animation, video, and digital interactivity to deliver the right instruction to the right student at precisely the right time.

Edcite Interactive Assignments

- Edcite is a free resource that enables teachers to create high-quality, easily customizable, interactive content to fit their class. Edcite also addresses the critical issue for students who are unfamiliar with online standardized assessments. At Edcite, students can use the library of teacher-created assignments to get unlimited practice on relevant assignments and can get immediate feedback on their performance. Assignments may be made for the entire class or to select students to differentiate instruction.

Learn Zillion

- A free resource that can be used to identify what students understand as well as provide challenge or support to individualize instruction. Provides thousands of lessons with visuals and conceptual explanations for each standard across grades 2-12.

MindPlay Virtual Reading Coach

- MindPlay Virtual Reading Coach® improves students’ reading performance by assessing reading abilities, developing an individual student syllabus, differentiating instruction, and providing mastery-based activities to address reading gaps. MVRC provides interactive lessons with media-rich content, direct, explicit, and systematic instruction, scaffolded instruction and remediation, virtual reading specialists and speech pathologists, self-paced and mastery-based instruction, and immediate and specific feedback.

MobyMax

- MobyMax is for all students in grades kindergarten through 8th grade. Moby’s adaptive curriculum creates a unique, individualized education plan for each student. Moby Curriculum teaches students to be better problem solvers, critical thinkers, and creative geniuses with thousands of cognitive skill manipulatives. Students are not only fully engaged but also learn a deep intuitive sense of concepts that are retained. Formative assessment drives good instruction in the classroom. Moby allows you to monitor student
progress in real time, so that you know exactly how each student is doing. Analyze data for all standards in the common core by student, class, school, and district.

**Orchard Targeted Instruction Software**

- Orchard Software provides differentiated instruction in mathematics, reading, writing, language arts, and science for grades Pre-K-9. It combines formative and benchmark assessments aligned with state standards, motivating instruction, and qualitative data reporting. Orchard includes more than 160 Skill Trees that cover 5,000 essential skills and concepts in reading, language arts, mathematics, and science.

**Reading Plus**

- *Reading Plus* provides an extensive library of engaging, cross-curricular informational and literary selections that adhere to grade-appropriate Lexile® metrics, and provide grade-appropriate levels of vocabulary complexity, sentence length, and word count. These rigorous controls ensure students encounter ever-increasing levels of text complexity. As a student demonstrates mastery in *Reading Plus*, the selections presented will have richer academic vocabulary, higher word counts, and deeper examinations of topics and themes. For students who require support, the program provides personalized scaffolds that help students engage with challenging texts rather than avoid them.

**Saxon Phonics Intervention**

- Lorna Simmons, author of Saxon's *Phonics* program for the early grades, has created this remedial phonics program for students in grades 4 through adult. It follows a very systematic, incremental approach to teach reading, spelling, and vocabulary. It teaches students "coding"—marking letters and groups of letters with both common and specialized marks (e.g., macrons for long vowels) to show their sounds within words. The program is designed to be taught from the extensive teacher’s manual. Lessons are scripted and include detailed instructions and tools for using all components of the program. Student workbooks are essential, but they are not self-contained and do not provide instruction.

**Study Island**

- Study Island provides rigorous & engaging college & career readiness solutions for K-12. Study Island offers rigorous content built from the Mississippi College and Career Readiness Standards. Study Island supports the learning process and builds off of your students’ enthusiasm for technology with engaging, interactive lessons and activities. Students can work through the web-based program at their own pace, or teachers can guide students through the program.
USA Test Prep

- USA Test Prep empowers teachers to tailor a Learning Pathway to the needs of their students, integrating diagnostic assessments, individualized learning and classroom support. This curriculum companion tool features fun, educational games and tests that provide students with immediate feedback. This interactive element shows students the program works with their strengths and weaknesses in real time.

Data Wall

- Display to identify trends for strengths and weaknesses within the school, by each grade, or by certain student populations
- Use to make instructional decisions
- Collaborate to exchange ideas for interventions and teaching strategies
- Update individual student cards to decrease the chance of losing a student in the system

*NOTE: All Data Walls should be in compliance with FERPA privacy regulations*

**Sample Data Card**

```
<table>
<thead>
<tr>
<th>Grade Data Card</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong></td>
</tr>
<tr>
<td>IEP</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>STAR (9th Grade)</td>
</tr>
<tr>
<td>E Lit. / Reading</td>
</tr>
<tr>
<td>Progress Monitor</td>
</tr>
<tr>
<td>Reading Grade</td>
</tr>
<tr>
<td>Days Absent</td>
</tr>
</tbody>
</table>
```
Resources

Accessing STAR Resources and Reports
Elementary Assessments: Universal Screening, Diagnostic & Progress Monitoring
Accessing STAR Resources and Reports
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Available Resources:


- Log into Renaissance Learning™
- Click on either Reading Assessments or Early Literacy Assessments.
- Click on “Resources”.

Pretest Instructions

- Log into Renaissance Learning.™
- Click on either Reading Assessments or Early Literacy Assessments.
- Click on “Resources”.
- For STAR Reading, click on “Pretest Instructions – Enterprise Test”.
- For STAR Early Literacy, click on “Pretest Instructions”.
Log into Renaissance Learning.
Click on either Reading Assessments or Early Literacy Assessments.
Click on “Resources”.
Click on “Benchmarks, Cut Scores, and Growth Rates”.

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR™ reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A cut score is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

**Moderate growth rate** is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentile</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Moderate Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Scaled Score</td>
<td>Est. ORF</td>
<td>Scaled Score</td>
<td>Est. ORF</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>64</td>
<td>5</td>
<td>71</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>69</td>
<td>13</td>
<td>79</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>73</td>
<td>15</td>
<td>87</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>70</td>
<td>18</td>
<td>95</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>58</td>
<td>29</td>
<td>170</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>90</td>
<td>20</td>
<td>56</td>
<td>160</td>
<td>71</td>
</tr>
</tbody>
</table>
Grade 3 Reading Proficiency Indicators

The document provides a list of proficiency indicator skills from kindergarten through third grade, and a sample parent letters for communicating students' progress.

**Indicator Skills Grade 3–K**

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Core Progress Learning Progression Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify common prefixes</td>
<td>Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un- and -ful, -ly, -ness) and infer how they affect the meanings of words</td>
</tr>
<tr>
<td>Identify common derivational suffixes</td>
<td>Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un- and -ful, -ly, -ness) and infer how they affect the meanings of words</td>
</tr>
<tr>
<td>Know the meaning of common prefixes</td>
<td>Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un- and -ful, -ly, -ness) and infer how they affect the meanings of words</td>
</tr>
<tr>
<td>Know the meaning of common derivational suffixes</td>
<td>Identify the meanings of grade-level appropriate affixes (e.g., dis-, non-, re-, un- and -ful, -ly, -ness) and infer how they affect the meanings of words</td>
</tr>
<tr>
<td>Decode words with common Latin suffixes</td>
<td>Decode words with common Latin suffixes, such as the -or in elevator or -ment in government, and identify the meanings of the words</td>
</tr>
<tr>
<td>Decode multisyllable words</td>
<td>Decode increasingly difficult multisyllable words by identifying syllable patterns (e.g., transportation)</td>
</tr>
<tr>
<td>Read words with irregular spellings</td>
<td>Read grade-level irregularly spelled sight words automatically (e.g., certain, notice)</td>
</tr>
<tr>
<td>Read texts with purpose and understanding</td>
<td>Identify purpose for reading (e.g., for enjoyment, to answer a question, to learn about a subject) and comprehend on-level texts demonstrated by talking about interesting characters or surprising events, writing an answer to the question, or summarizing what was learned</td>
</tr>
<tr>
<td>Read on-level text accurately and fluently</td>
<td>Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks</td>
</tr>
</tbody>
</table>

- Log into Renaissance Learning.™
- Click on either Reading Assessments or Early Literacy Assessments.
- Click on “Resources”.
- Click on “Grade 3 Reading Proficiency Indicators”.

**Changing School Year in STAR**

- Log into Renaissance Learning.™
- In the third row of boxes, click on the third light blue box labeled “School Years”.
- Click on “Work in a Different School Year”.
- Click on the desired year in which you wish to view data.
Screening Report

**Purpose:** This report provides a graphical display of students identified in each of four categories based on percentile rank on universal screener, which is given three times per year.

- Log into Renaissance Learning™
- Click on Reading Assessments or Early Literacy Assessments.
- Click on “Screening, Progress Monitoring, & Intervention”.
- Select the correct school in the drop down box. Then, on the right side of the screen, under Reports, click on “Screening”.
- Under “Customization Options” across from “Students” select either the grade, student, class, or group desired. Usually to view all students’ screening data, grade is selected.
- Across from “Reporting Period”, select desired assessment date.
- Check all boxes across from “Show Student Details”.
- Across from “Group By”, select “class”.
- At the bottom of the page, click “View Report”.

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[Graph and table from the report are also included here for visual representation.]
Summary Report

Purpose: This report allows you to look at data for all students on their most recent assessment. Data includes the student’s age, test date, grade placement, scaled score, sub-domain scores, and literacy classification.

- Log into Renaissance Learning.
- Click on Reading Assessment or Early Literacy Assessments.
- Click on “Reports”.
- Select desired school at the top of the screen.
- Under “Frequently Used Reports” click, “Summary.”
- Under “Customization Options” across from “Students”, select either the student, class, or group desired.
- Click “View Report” at the bottom of the page
STAR Early Literacy Class Diagnostic Report

Purpose: This report allows you to look at data for all students on the most recent assessment. Data includes the student’s age, test date, grade placement, scaled score, sub-domain scores, and literacy classification.

- Log into Renaissance Learning.
- Click on Early Literacy Assessments.
- Click on “Reports”.
- Select desired school at the top of the screen.
- Under “Additional Reports” click, “Diagnostic - Class”.
- Under “Customization Options” across from “Select Students”, select either student, class, or group desired.
- Across from “Reporting Period”, either select a “Predefined Test Date” in the dropdown box or select “Custom Dates”.
- Click “View Report” at the bottom of the page
Student Diagnostic Report

Purpose: This report allows you to look at an individual student’s data in both STAR Reading and STAR Early Literacy. Data provided for STAR Reading includes test date, time for completion, scaled score, percentile rank, grade equivalent, instructional reading level, estimated oral reading fluency rate, and zone of proximal development (ZPD). STAR Early Literacy data provided includes test date, scaled score, and literacy classification. Both reports contain domain scores from 0 to 100.

- Log into Renaissance Learning™
- Click on Reading Assessment or Early Literacy Assessments.
- Click on “Reports”.
- Select desired school at the top of the screen.
- For STAR reading click “Diagnostic” under “Frequently Used Reports”. For STAR Early Literacy click “Diagnostic – Student” under “Additional Reports”.
- Under “Customization Options” across from “Students”, select either student, class, or group desired.
- Across from “Reporting Period”, either select a “Predefined Test Date” in the dropdown box or select “Custom Dates”.
- Click “View Report” at the bottom of the page.
Growth Report

Purpose: This report enables you to compare data from two universal screener assessments for each student in a class or for an individual student.

- Log into Renaissance Learning.
- Click on Reading Assessment or Early Literacy Assessments.
- Click on “Reports”.
- Select desired school at the top of the screen.
- Under “Frequently Used Reports” click, “Growth”.
- Under “Customization Options” across from “Students”, select either the student, class, or group desired.
- Across from “Pretest Reporting Period”, click the dropdown box to select the pretest date.
- Across from “Posttest Reporting Period”, click the posttest date in the dropdown box.
- Select “View Report” at the bottom of the page.
**Instructional Planning – Class Report**

**Purpose**: This report/tool enables you to group students in the software and then identify the skills each group is ready to learn next.

- Log into Renaissance Learning™
- Click on Reading Assessment or Early Literacy Assessments.
- Click on “Reports”.
- Select desired school at the top of the screen.
- Under “Frequently Used Reports”, click on “Instructional Planning – Class”.
- In the dropdown box at the top of the page, select the teacher’s name.
- In dropdown box select the group or class name.
- Select testing end date. Data will be found for up to 30 days prior to date.
- Click “Update”.
- Students’ scaled scores will be listed from highest to lowest and color coded as At/Above Benchmark, On Watch, Intervention, or Urgent Intervention.
- In the dropdown box labeled Instructional Groups, select desired number from 2 to 10.
- Use the radio buttons to assign students to groups based on test results and your professional judgement.
- Click “Preview Report” at the bottom of the page.
Purpose: This report/tool allows you to determine which exact skills an individual student needs to focus.

- Log into Renaissance Learning.™
- Click on Reading Assessment or Early Literacy Assessments.
- Click on “Reports”.
- Select desired school at the top of the screen.
- Under “Frequently Used Reports”, click on “Instructional Planning – Student”.
- Under “Customization Options”, across from “Select Students” make selection.
- Click “View Report” at the bottom of the page.
Core Learning Progressions

Purpose: This tool identifies the continuums of concepts, strategies, behaviors, and skills students need to read successfully. The continuums begin with emergent reading ability, and progress to the level required for college and careers.

Domains—Presents the progression of skills within a specified area to more readily show the growth continuum in a specific area of reading development.

Grade-level domain statements—Describes the desired level of student understanding by the end of the year.

Skill statements—Summarizes the skill expectations in each grade in each domain. Each skill statement addresses a component of or prerequisite to a Common Core state standard.

Focus skills—Identifies the most critical reading skills for a student to learn at a grade level. They are key building blocks to reading and comprehension.

Skill elements table—Provides information that supports teaching and learning the skill.

- Content-Area Vocabulary
- Conceptual Knowledge
- Linguistic Competencies
- ELL Support

- When viewing the instructional planning report, look at the top of the report.
- Click on “Enter Core Progress Learning Progressions”.

13
District State Standards Report

State Standards Report - District

Printed Friday, September 5, 2014 3:12:32 PM

District: Union School District

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: School
List By: Teacher
Sort By: Rank

How STAR Reading Estimates Mastery of State Standards

STAR Reading provides an estimate of the students’ mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. The percentage of students who score in or above this range indicates overall progress toward standards mastery.

Current - Shown progress on tests taken between 9/2/2014 - 9/5/2014
Projected - Shows likely progress by 6/10/2015. Based on research, 50% of students will achieve this much growth.

Grade: 7
Grade 7: Texas, English Language Arts and Reading, 2008, 110.19. Seventh Grade, Essential Knowledge and Skills, Texas Education Agency

TX RC: *Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

<table>
<thead>
<tr>
<th>School/Teacher</th>
<th>% of Students In or Above the Estimated Mastery Range</th>
<th>Current</th>
<th>Projected (6/10/2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pine Hill Middle School</td>
<td></td>
<td>72% 72 / 100</td>
<td>72% 72 / 100</td>
</tr>
<tr>
<td>Taylor, L.</td>
<td></td>
<td>75% 30 / 40</td>
<td>75% 30 / 40</td>
</tr>
<tr>
<td>Olsen, B.</td>
<td></td>
<td>74% 51 / 42</td>
<td>74% 51 / 42</td>
</tr>
<tr>
<td>Jones, K.</td>
<td></td>
<td>61% 11 / 18</td>
<td>61% 11 / 10</td>
</tr>
</tbody>
</table>

Purpose: This report enables administrators to compare student achievement in classrooms across a grade level on individual state standards.

- Log into Renaissance Learning.™
- Click on Reading Assessment or Early Literacy Assessments.
- Click on “Reports”.
- Select desired school at the top of the screen.
- Under “Additional Reports”, click on “State Standards - District”.
- Under “Customization Options”, across from “Select Students” make selection.
- Across from “Grade” select selection from drop down box.
- Select date across from “Reporting Period”. Data will be displayed for 30 days prior to date.
- Click “View Report” at the bottom of the page.
Class State Standards Report

State Standards Report - Class
Texas TEKS

School: Pine Hill Middle School
Printed Friday, September 5, 2014 4:12:12 PM
Reporting Period: 0/0/2014-0/0/2014

How STAR Reading Estimates Mastery of State Standards

STAR Reading provides an estimate of the students’ mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. Monitor students in this range to confirm their understanding of the standard.

Group: Grade 7 Reading
Teacher: Jones, K.

Grade: 7
110.19. Seventh Grade: Texas, English Language Arts and Reading, 2008, 110.19. Seventh Grade, Essential Knowledge and Skills, Texas Education Agency

Students Grouped By Estimated Mastery

<table>
<thead>
<tr>
<th>Percentile</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>Rice, Heather, Curtis, Jason, Lao, Jone, Johnson, Tim, Waldemar, Dean, Reves, Christina, Mackowski, Gregory, Frisch, Dena</td>
</tr>
<tr>
<td>11%</td>
<td>Major, Jasmine, Atkinson, Rebecca</td>
</tr>
<tr>
<td>33%</td>
<td>Karl, Robert, Hanneman, David, Bussey, Walter, Farrell, Cathy, Okaile, Casey, Locke, Kimberly</td>
</tr>
</tbody>
</table>

Purpose: This report/tool groups students by estimated mastery of State Standards based on STAR Enterprise scaled score.

- Log into Renaissance Learning™.
- Click on Reading Assessment or Early Literacy Assessments.
- Click on “Reports”.
- Select desired school at the top of the screen.
- Under “Additional Reports”, click on “State Standards - Class”.
- Under “Customization Options”, across from “Select Students” make selection.
- Across from “Grade” select selection from drop down box.
- Select date across from “Reporting Period”. Data will be displayed for 30 days prior to date.
- Click “View Report” at the bottom of the page.
Student State Standards Report

Purpose: This report produces a graphical display for each student’s performance on individual state standards which is color coded according to level of mastery.

- Log into Renaissance Learning™
- Click on Reading Assessment or Early Literacy Assessments.
- Click on “Reports”.
- Select desired school at the top of the screen.
- Under “Additional Reports”, click on “State Standards - Student”.
- Under “Customization Options”, across from “Select Students” make selection.
- Across from “Grade” select selection from drop down box.
- Select date across from “Reporting Period”. Data will be displayed for 30 days prior to date.
- Click “View Report” at the bottom of the page.
Setting Progress Monitoring Goals

Purpose: This tool enables you to set a progress monitoring goal tailored to each student in need of intervention.

- Log into Renaissance Learning.™
- Click on Reading Assessment or Early Literacy Assessment.
- Click on “Screening, Progress Monitoring & Intervention”.
- Select the “Progress Monitoring & Goals” tab toward the center of the page.
- Select desired school at the top of the tab.
- Search for student by entering first and last name or by class and click “Search”.
- Click on desired student’s name.
- Across from “Intervention Name” type the Intervention strategy or program to be utilized.
- Use calendar across from “Goal End Date” to select the ending date for the intervention.
- Across from “Goal” in the dropdown box beside “Starting Test” select assessment to use for baseline data.
Progress Monitoring Report

Purpose: This report/tool provides a graphical display for individual students toward their set goal.

- Log into Renaissance Learning.
- Click on Reading Assessment or Early Literacy Assessments.
- Click on “Screening, Progress Monitoring & Intervention”.
- Select desired school in the top middle of the screen.
- Click “Progress Monitoring” under “Reports” on the left side of the screen.
- Under “Customization Options”, across from “Select Students” make selection.
- Across from “Reporting Period”, either select “Predefined Date Range” in the dropdown box or add “Custom Dates”.
- Click “View Report”.

- Click on desired radio button across from “Select a goal type” or you may “Define a Custom Goal”.
- Click “Calculate Goal” and then “Save”.
ELEMENTARY ASSESSMENTS: Universal Screening, Diagnostic, & Progress Monitoring

This document was created as a tool to assist educators in understanding the differences among universal screening, diagnostic, and progress monitoring assessments. It can be used by districts and schools to guide the selection and use of assessments, although it does not contain enough information to be the sole resource for these decisions. In order to make sure that each assessment is meeting the needs of the student or students who will be given it, educators will want to discuss certain questions, such as:

- To what extent are our assessments of learning varied, providing multiple and different ways for students to demonstrate understanding?
- To what extent do our assessments empower students to demonstrate deep learning and understanding of concepts?
- To what extent do our assessments reflect the personal and cultural strengths of our students, as well as their learning needs?
- How is this assessment aligned with the curriculum and standards?
- Does this assessment measure student learning in a way that reflects our beliefs about how students learn?
- Does this assessment provide useful data to us and the student/family about what the student understands and what needs to be learned next?

The document is divided into four main sections based on the focus of the assessments: reading, math, writing, and behavioral & social/emotional. Sample assessment items are in alphabetical order, and there is no explicit or implied endorsement of any assessment instrument or company. Not all sample assessments listed contain all the important characteristics identified by the professional literature.

Each of the sections summarizes information about the following types of assessments:

**Universal screening assessments** are characterized by the administration of quick, low-cost, repeatable testing of age-appropriate skills to all students. Schools typically administer screenings to all students three times a year. These assessments yield two important pieces of information. First, they provide evidence to help assess how functional the core curriculum, environment, and instruction are in the school. At least 80% of all students in the school should be showing adequate progress in a particular curricular element or program. If more than 20% of the students are not making acceptable gains in an area, the school must focus on improving the core curriculum and/or instruction. Secondly, universal screening identifies those students who may not be making expected progress and who may need additional diagnostic assessment and/or intervention, either in small groups or on an individual basis.

Characteristics of universal screening assessments identified in the professional literature:

- Accessible to all students
- Assess critical skills and concepts
- Brief (under 10 minutes), easy to administer and score
- Given to all students (i.e. district, school, grade-level, course)
- Quick turn-around time (1-3 days) of aggregated and disaggregated data to classroom teachers
- Repeatable
- Reliable (Commercial assessments have undergone psychometric analyses to determine reliability. A “teacher-made” assessment cannot be referred to as reliable if it has not been analyzed by a psychometrician.)
• Valid (Commercial assessments have undergone psychometric analyses to determine validity. The inferences made from a “teacher-made” assessment cannot be referred to as valid, if it has not been analyzed by a psychometrician.)

Diagnostic assessments are used to aid educators in understanding the causes for student performance, i.e. the learning strengths and needs that underlie student performance on a universal screening or other assessment. They help teachers identify where a student’s understanding breaks down. This information is used to plan, modify and/or differentiate instruction/intervention.

Other tools that provide diagnostic information (e.g. analysis of student work, teacher observations, and student/family interviews) are important to include in the diagnostic process in order to triangulate data (analyze at least 3 different kinds of data). This helps educators determine the accuracy of any one assessment.

Characteristics of diagnostic assessments identified in the professional literature:
• Given to selected students
• Reliable (Commercial assessments have undergone psychometric analyses to determine reliability. A “teacher-made” assessment cannot be referred to as reliable if it has not been analyzed by a psychometrician.)
• Valid (Commercial assessments have undergone psychometric analyses to determine validity. The inferences made from a “teacher-made” assessment cannot be referred to as valid, if it has not been analyzed by a psychometrician.)

Progress monitoring assessments are used to regularly assess students in specific academic and behavioral areas in order to determine the efficacy of and inform instruction/intervention and to make effective decisions regarding the instructional/intervention needs of a class, small group or individual student. The group’s or student’s current level of performance is determined and a goal that is aligned to the relevant standard(s) is set. Progress is measured regularly (the frequency depends on the intensity of instruction/intervention) to see if the actual rate of learning matches the expected rate. Based on the results, changes in curriculum, instruction and/or environment are made to match the student’s needs.

Progress monitoring helps schools establish more effective programs for children who have not benefited from previous programming, as well as students who are already proficient. It is a useful formative assessment in the classroom, as it yields information about students’ mastery of specific skills or concepts, is sensitive to small increments of growth, and produces results that can be graphed.

Characteristics of progress monitoring assessments identified in the professional literature:
• Administered at regular intervals, with increasing frequency as the intensity of the intervention increases
• Rates of improvement are specified
• Reliable (Commercial assessments have undergone psychometric analyses to determine reliability. A “teacher-made” assessment cannot be referred to as reliable if it has not been analyzed by a psychometrician.)
• Sensitive to improvement/small increments of growth
• Sufficient number of alternative forms of equal difficulty
• Valid (Commercial assessments have undergone psychometric analyses to determine validity. The inferences made from a “teacher-made” assessment cannot be referred to as valid, if it has not been analyzed by a psychometrician.)
## ELEMENTARY READING ASSESSMENTS
(Underlined items are hyperlinked)

<table>
<thead>
<tr>
<th>Use</th>
<th>Sample Concepts and Skills</th>
<th>Sample Assessments</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY SCREENING</td>
<td>- Kindergarten:</td>
<td>• AIMSweb (for use up to 8th grade)</td>
<td>Look at these first:</td>
</tr>
<tr>
<td></td>
<td>- Phonological awareness</td>
<td>• Benchmark assessments aligned to CCSS</td>
<td>• Screening Reading Tools Chart</td>
</tr>
<tr>
<td></td>
<td>- Letter naming</td>
<td>- Measure of Academic Progress (MAP) from NWEA</td>
<td>• Secondary Literacy Instruction and Intervention Guide (Stupski Foundation) – Appendix C contains a detailed chart of 26 assessments for elementary &amp; secondary levels</td>
</tr>
<tr>
<td></td>
<td>- Letter sounds</td>
<td>- CTB (McGraw Hill’s acuity assessments)</td>
<td>Other resources:</td>
</tr>
<tr>
<td></td>
<td>- Nonsense words</td>
<td>• Brigance Screener</td>
<td>• A Comprehensive K-3 Reading Assessment Plan</td>
</tr>
<tr>
<td></td>
<td>- Grade 1:</td>
<td>• Common assessments aligned to CCSS</td>
<td>• ABCs of CBM by Hosp, Hosp &amp; Howell – complete how-to guide for creating, administering &amp; scoring CBMs</td>
</tr>
<tr>
<td></td>
<td>- Phonological awareness</td>
<td>• Curriculum-Based Measures (CBM)</td>
<td>• Florida Center for Reading Research – maze</td>
</tr>
<tr>
<td></td>
<td>- Letter knowledge</td>
<td>- Maze</td>
<td>• Florida Center for Reading Research – oral reading fluency</td>
</tr>
<tr>
<td></td>
<td>- Word identification fluency</td>
<td>- Oral reading fluency measures</td>
<td>• Free maze passages 4-6th grade</td>
</tr>
<tr>
<td>Grades 2 and 3:</td>
<td>- Oral reading fluency</td>
<td>• Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</td>
<td>• Intervention Central CBM Warehouse, free CBMs</td>
</tr>
<tr>
<td></td>
<td>- Word identification fluency</td>
<td>• Developmental Reading Assessment 2 (DRA-2)</td>
<td>• National Center on RTI – CBM training modules</td>
</tr>
<tr>
<td></td>
<td>- Grades 4 - 6:</td>
<td>• Emerging Literacy Survey (ELS)</td>
<td>• Reading-Assessment Instruments – a review of 34 assessments covering K-12</td>
</tr>
<tr>
<td></td>
<td>- Oral reading fluency</td>
<td>• First Steps Reading Map of Development</td>
<td>• Screening for Reading Problems in Preschool &amp; Kindergarten, including table of screening tools, benefits &amp; limitations</td>
</tr>
<tr>
<td></td>
<td>- Reading comprehension</td>
<td>• gates-MacGinitie</td>
<td>• Screening for Reading Problems in Grades 1-3, includes table of screening &amp; diagnostic tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gray Oral Reading Test (GORT 4)</td>
<td>• Screening for Reading Problems in Grades 4-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Group Reading Assessment and Diagnostic Evaluation</td>
<td>• SERC Library – assessments available for review or check out for 3-week intervals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Iowa Test of Basic Skills (ITBS)</td>
<td>• Universal Screening for Reading Problems: Why and How Should We Do This?</td>
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<tr>
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<td></td>
<td>• Learning Access</td>
<td>• Using CBM Reading Assessments to Monitor Progress, includes how-to, finding passages, recommendations for goals</td>
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<td>• Northwest Evaluation Association (NWEA)</td>
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<td>• Phonological Awareness Literacy Screening (PALS)</td>
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<td>• Quick Phonics Assessment (QPA)</td>
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<td></td>
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<td>• Quick Phonics Screener (QPS)</td>
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<td></td>
<td></td>
<td>• Read Naturally</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Renaissance Learning (STAR Reading, Math and Early Literacy)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Scholastic Reading Inventory (SRI)</td>
<td></td>
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<td></td>
<td></td>
<td>• System to Enhance Educational Performance (STEEP)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Teacher’s College Reading &amp; Writing Project Assessments</td>
<td></td>
</tr>
</tbody>
</table>
# ELEMENTARY READING ASSESSMENTS

(Underlined items are hyperlinked)

<table>
<thead>
<tr>
<th>Use</th>
<th>Sample Concepts and Skills</th>
<th>Sample Assessments</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIAGNOSTIC</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Phonological awareness | o Phonemic awareness  
  o Initial sound  
  o Phonemic segmentation | Covers multiple components of reading:  
  • Common assessments aligned to CCSS  
  • Curriculum-based measurement (CBM)  
  • Developmental Reading Assessment 2 (DRA-2)  
  • Diagnostic Assessment of Reading (DAR)  
  • Early Reading Diagnostic Assessment (ERDA)  
  • Fountas & Pinnell (K-8th)  
  • Gray Oral Reading Test (GORT)  
  • Iowa Tests of Basic Skills (for use up to 8th grade)  
  • Quick Reading Inventory (no vocabulary)  
  • Running records  
  • Woodcock Diagnostic Reading Battery (no fluency) | See resources in Universal Screening section  
  • Critical Analysis of Eight Informal Reading Inventories  
  • First Steps Reading Map of Development & Reading Resource Book |
| • Decoding | o Alphabetic principle  
  o Letter knowledge  
  o Vowel sounds  
  o Digraphs, blends  
  o Prefixes, suffixes, base words |                                                                                   |                                                                          |
| • Fluency | o Nonsense word  
  o Word use  
  o Oral reading  
  o Passage reading |                                                                                   |                                                                          |
| • Vocabulary | o Context clues  
  o Word parts  
  o Content area vocabulary |                                                                                   |                                                                          |
| Phonics: |                                                                                          |                                                                                 |                                                                          |
| • Developmental Spelling Inventory (DSI) | • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) | Qualitative Reading Inventory (QRI)  
  Quick Phonics Assessment  
  Quick Phonics Screener  
  Test of Word Reading Efficiency (TOWRE)  
  Woodcock Reading Mastery  
  Words Their Way Spelling Inventory |
<table>
<thead>
<tr>
<th>Use</th>
<th>Sample Concepts and Skills</th>
<th>Sample Assessments</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Comprehension</td>
<td>Fluency:</td>
<td>This is not meant to be a complete resource list.</td>
</tr>
<tr>
<td></td>
<td>o Sequencing</td>
<td>• AIMSweb (up to 8th grade)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Retelling</td>
<td>• Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Predicting</td>
<td>• Developmental Reading Assessment (DRA-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Making inferences</td>
<td>• Informal Reading Inventories (IRI)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Drawing conclusions</td>
<td>o Bader Reading and Language Inventory (6th Ed.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Summarizing</td>
<td>o Basic Reading Inventory (10th Ed.)</td>
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<tr>
<td></td>
<td></td>
<td>o Classroom Reading Inventory (10th Ed.)</td>
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<td></td>
<td></td>
<td>o Comprehensive Reading Inventory: Measuring reading development in regular and special education classrooms</td>
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<td></td>
<td></td>
<td>o Critical Reading Inventory</td>
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<td></td>
<td>o Ekwall/Shanker Reading Inventory (5th Ed.)</td>
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<td></td>
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<td>o Qualitative Reading Inventory (QRI)</td>
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<td></td>
<td></td>
<td>• Reading Fluency Progress Monitor (RFPM) by Read Naturally (for use up to 8th grade)</td>
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<td></td>
<td></td>
<td>• Test of Silent Word Reading Fluency (TSWRF)</td>
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<td>• Test of Word Reading Efficiency</td>
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<tr>
<td></td>
<td>• Vocabulary</td>
<td>Group Reading Assessment and Diagnostic Evaluation (GRADE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Informal Reading Inventory (IRI)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stanford Diagnostic Reading Test (SDRT)</td>
<td></td>
</tr>
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</table>

Comprehension:
- Gates-MacGinitie
- Informal Reading Inventory (IRI)
- Qualitative Reading Inventory (QRI)
<table>
<thead>
<tr>
<th>Use</th>
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<th>Sample Assessments</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Additional:</strong></td>
<td></td>
<td><strong>This is not meant to be a complete resource list.</strong></td>
</tr>
<tr>
<td></td>
<td>• Curriculum-based measurement (CBM)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Running records</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Student work samples</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Teacher’s College Reading &amp; Writing Project Assessments</td>
<td></td>
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<tr>
<td></td>
<td><strong>ELL Students:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• LAS Links</td>
<td></td>
<td></td>
</tr>
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</table>
# Elementary Reading Assessments

(Underlined items are hyperlinked)

<table>
<thead>
<tr>
<th>Use</th>
<th>Sample Concepts and Skills</th>
<th>Sample Assessments</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Progress Monitoring** | Same as in Diagnostic section:  
  - Phonological awareness  
    - Phonemic awareness  
    - Initial sound  
    - Phonemic segmentation  
  - Decoding  
    - Alphabetic principle  
    - Letter knowledge  
    - Vowel sounds  
    - Digraphs, blends  
    - Prefixes, suffixes, base words  
  - Fluency  
    - Nonsense word  
    - Word use  
    - Oral reading  
    - Passage reading  
  - Vocabulary  
    - Context clues  
    - Word parts  
    - Content area vocabulary  
  - Comprehension  
    - Sequencing  
    - Retelling  
    - Predicting  
    - Making inferences  
    - Drawing conclusions  
    - Summarizing  | - AIMSweb  
- Common assessments aligned to CCSS  
- Curriculum-based measures (CBM)  
- Oral Reading Fluency (ORF)  
- Running records  
- Scoring guides  
- Student and family interviews  
- Student work samples  
- Teacher’s College Reading & Writing Project Assessments  
- Yearly Progress Pro  | Look at this first:  
- Progress Monitoring Tools Chart  
See also resources in Universal Screening and Diagnostic sections  
Other resources:  
- Apps Designed with Disability in Mind  
- Charting in Microsoft Excel  
- Graphing Made Easy  
- National Center on RTI  
- National Center on Student Progress Monitoring  
- Research Institute on Progress Monitoring  
- Rubistar, free tool to create rubrics  
- teAchnology, variety of tools to create rubrics for different subjects  |
| ELL Students: LAS Links |

*This is not meant to be a complete resource list.*
<table>
<thead>
<tr>
<th>Use</th>
<th>Sample Concepts &amp; Skills</th>
<th>Sample Assessments</th>
<th>Resources</th>
</tr>
</thead>
</table>
| UNIVERSAL SCREENING | • Computation<br>• Concepts & applications<br>• Early numeracy<br>  o Missing number<br>  o Next number<br>  o Number identification<br>  o Oral counting<br>  o Quantity discrimination | • AIMSweb<br>• Benchmark assessments aligned to CCSS<br>• Common assessments aligned to CCSS<br>• Curriculum-Based Measures (CBM)<br>• *Northwest Evaluation Association* (NWEA)<br>• *Scholastic Math Inventory* – grades 2-8 | • *Doing What Works: RTI in Elementary-Middle Math*
• *Intervention Central CBM Warehouse*, free CBMs
• *SERC Library* – assessments available for review or check out for 3-week intervals
• *The ABCs of CBM* by Hosp, Hosp & Howell – complete how-to guide for creating, administering & scoring CBMs |
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<tr>
<th>Use</th>
<th>Sample Concepts &amp; Skills</th>
<th>Sample Assessments</th>
<th>Resources</th>
</tr>
</thead>
</table>
| DIAGNOSTIC | • Computation  
|          |  o Concepts  
|          |  o Algebra  
|          |  o Fractions, decimals & percentages  
|          |  o Geometry  
|          |  o Measurement  
|          |  o Mental computation & estimation  
|          |  o Money  
|          |  o Number sense  
|          |  o Operations  
|          |  o Patterns & relationships  
|          |  o Probability & statistics  
|          |  o Time  
|          |  o Whole numbers  
|          | • Applications  
|          |  o Foundations of problem solving  
|          |  o Applied problem solving  
|          | • First Steps in Mathematics  
|          | • Key Math3  
|          | • Scholastic Math Inventory – grades 2-8  
|          | • Student work samples  
<p>|          | See resources in Universal Screening section |</p>
<table>
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<tr>
<th>Use</th>
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</tr>
</thead>
</table>
| PROGRESS MONITORING | Same as in Diagnostic section:  
  - Computation  
  - Concepts  
    - Algebra  
    - Fractions, decimals & percentages  
    - Geometry  
    - Measurement  
    - Mental computation & estimation  
    - Money  
    - Number sense  
    - Operations  
    - Patterns & relationships  
    - Probability & statistics  
    - Time  
    - Whole numbers  
  - Applications  
    - Foundations of problem solving  
    - Applied problem solving |  
  - AIMSweb  
  - Curriculum-Based Measures (CBM)  
  - mClass Math  
  - Monitoring Basic Skills Progress (MBSP)  
  - Renaissance Learning (STAR Reading, Math and Early Literacy)  
  - Scholastic Math Inventory – grades 2-8  
  - Student and family interviews  
  - Student work samples  
  - Yearly Progress Pro | Look at this first:  
  - Progress Monitoring Tools Chart  
  See also resources in Universal Screening and Diagnostic sections  
  Other resources:  
  - Charting in Microsoft Excel  
  - Graphing Made Easy  
  - Rubistar, free tool to create rubrics  
  - teAchnology, variety of tools to create rubrics for different subjects |
# ELEMENTARY WRITING ASSESSMENTS

(Underlined items are hyperlinked)

<table>
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<tr>
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<th>Sample Concepts &amp; Skills</th>
<th>Sample Assessments</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **UNIVERSAL SCREENING** | Writing fluency  
• Total words written  
• Words spelled correctly  
• Correct writing sequence  
• Total correct punctuation | • Common assessments aligned to CCSS  
• Curriculum-Based Measures (CBM)  
• Writing prompt (scored with rubric or checklist) | • [ Intervention Central CBM Warehouse](#), free CBMs  
• [National Center on RTI](#) – CBM training modules  
• [SERC Library](#) – assessments available for review or check out for 3-week intervals  
• *The ABCs of CBM* by Hosp, Hosp & Howell – complete how-to guide for creating, administering & scoring CBMs  
• [Six Plus One Traits of Writing rubrics](#) |
| **DIAGNOSTIC** | Content:  
• Development  
• Focus  
• Organization  
• Revision  
• Structure  
• Support/Elaboration  
• Vocabulary or semantic maturity  
• Writing fluency  

Conventions:  
• Spelling  
• Grammar  
• Punctuation  
• Editing  
• Syntactic maturity  
• Writing fluency | Content:  
• Common assessments aligned to CCSS  
• Curriculum-Based Measures (CBM)  
• [First Steps Writing Map of Development](#)  
• Student and family interviews  
• Student work samples (scored with rubric or checklist)  
• [Teacher’s College Reading & Writing Project Assessments](#) – K-8th grades  

Conventions:  
• Common assessments aligned to CCSS  
• Curriculum-Based Measures (CBM)  
• Developmental Spelling Inventory (DSI)  
• Student work samples (scored with rubric or checklist)  
• [First Steps Writing Map of Development](#) | See resources in Universal Screening section  
• [First Steps Writing Map of Development & Writing Resource Book](#) |
<table>
<thead>
<tr>
<th>Use</th>
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</tr>
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</table>
| PROGRESS MONITORING | Same as Diagnostic section:  
Content:  
- Development  
- Focus  
- Organization  
- Revision  
- Structure  
- Support/Elaboration  
- Vocabulary or semantic maturity  
- Writing fluency  
Conventions:  
- Spelling  
- Grammar  
- Punctuation  
- Editing  
- Syntactic maturity  
- Writing fluency | - Student and family interviews  
- Student work samples (scored with rubric or checklist)  
- Teacher’s College Reading & Writing Project Assessments | See resources in Universal Screening and Diagnostic sections  
- Charting in Microsoft Excel  
- Graphing Made Easy  
- Rubistar, free tool to create rubrics  
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## ELEMENTARY BEHAVIORAL & SOCIAL/EMOTIONAL ASSESSMENTS
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<table>
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<tr>
<th>Use</th>
<th>Sample Concepts &amp; Skills</th>
<th>Sample Assessments</th>
<th>Resources</th>
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</thead>
</table>
| UNIVERSAL SCREENING     | • Academic achievement  
• Attachment to & involvement in school community  
• Attendance  
• Following rules  
• Risky behaviors (use of alcohol, tobacco, drugs, etc.) | • Attendance records  
• Expulsion records  
• Grades  
• Office discipline referrals  
• Mental health surveys  
• Minor discipline reports  
• School climate surveys  
• Suspension records | • Center for Mental Health in Schools: Virtual Toolbox for Mental Health in Schools  
• CT Clearinghouse Screening Tools for Mental Health, Substance Abuse and Wellness  
• Screening for Risk Factors that Inhibit School Success  
• SERC Library – assessments available for review or check out for 3-week intervals |
<table>
<thead>
<tr>
<th>Use</th>
<th>Sample Concepts &amp; Skills</th>
<th>Sample Assessments</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>DIAGNOSTIC</td>
<td>● Assertion</td>
<td>● Achenbach Child Behavior Checklist</td>
<td>See resources in Universal Screening section</td>
</tr>
<tr>
<td></td>
<td>● Cooperation</td>
<td>● Adaptive Behavior Assessment System II</td>
<td>● Collaborative for Academic, Social and Emotional Learning (CASEL): Assessment</td>
</tr>
<tr>
<td></td>
<td>● Developmentally appropriate behavior</td>
<td>● Attention Deficit/Hyperactivity Disorder Test</td>
<td>● Executive Skills in Children and Adolescents (2nd edition) by Dawson &amp; Guare</td>
</tr>
<tr>
<td></td>
<td>● Empathy</td>
<td>● Battelle Developmental Inventory (2nd Ed.)</td>
<td>● Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of</td>
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<tr>
<td></td>
<td>● Executive function skills</td>
<td>● Behavior Assessment Scale for Children (BASC-2)</td>
<td>Assessment Tools</td>
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<tr>
<td></td>
<td>o Emotional control</td>
<td>● Behavior and Emotional Rating Scale: A Strength-Based Approach to Assessment</td>
<td>● Teacher Assistant app (iTunes)</td>
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<tr>
<td></td>
<td>o Flexibility</td>
<td>● Behavior Rating Inventory of Executive Functions</td>
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<td>o Goal-directed persistence</td>
<td>● Children’s Depression Inventory</td>
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<td>o Metacognition</td>
<td>● Clinical interviews</td>
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<td>o Organization</td>
<td>● Conners Rating Scales (3rd Ed.)</td>
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<td>o Planning</td>
<td>● Functional Analysis Screening Tool (FAST)</td>
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<td></td>
<td>o Response inhibition</td>
<td>● Functional behavioral assessment (FBA)</td>
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<td>o Task initiation</td>
<td>● Interest inventories</td>
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<td>o Time management</td>
<td>● Motivation Assessment Scale</td>
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<td>o Working memory</td>
<td>● Observation-based assessments</td>
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<td>● Record review</td>
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<td>● Reynold’s Depression Inventory</td>
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<td>● Scale for Assessing Emotional Disturbance</td>
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<td>● Social Skills Improvement System (SSIS)</td>
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<td>● Social Skills Rating Scale (SSRS)</td>
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<td>● Student and family interviews</td>
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<td>● Vineland Adaptive Behavior Scales: Classroom Edition</td>
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## ELEMENTARY BEHAVIORAL & SOCIAL/EMOTIONAL ASSESSMENTS
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<td>• Surveys</td>
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<td></td>
<td>• Suspension records</td>
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</tbody>
</table>

To provide suggestions for changes and additions, please contact Cortney Sharpe at SERC: sharpe@ctserc.org or 860-632-1485 x 238.
Resources

- Acuity - www.ctb.com/acuity
- AIMSweb - http://www.aimsweb.com/
- Classworks Universal Screener - www.classworks.com/features/universal-screeners
- CompassLearning - https://compasslearning.com/about-us/
- easyCBM - https://easycbm.com/
- Edcite Interactive Assignments - http://www.edcite.com/
- Learn Zillion - https://learnzillion.com/
- MobyMax - http://www.mobymax.com/
- National Center on Intensive Intervention - www.intensiveintervention.org
- National Center on Response to Intervention - www.rti4success.org
- Orchard Targeted Instructional Software - http://www.orchardsoftware.com/
- Quick Phonics Screener - http://www.wovsed.org/Rtl%20Forms/Other%20Rtl%20Forms/QuickPhonicsScreener.pdf
- Reading Plus - http://support.readingplus.com/
- Scholastic Phonics Inventory - http://teacher.scholastic.com/products/readingassessment_spi/
- STAR Reading - http://www.renaissance.com/
- Study Island - http://www.studyisland.com/
- USA Test Prep - http://www.usatestprep.com/
Phonemic Awareness

- the ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words
- does NOT involve written words
Rhyming: (K-2nd grade)

1. Begin the lesson by teaching students to sing the song "A-Hunting We Will Go."
   Oh, a-hunting we will go, a-hunting we will go.
   We'll take a little fox and put it in a box
   and then we we'll let it go.

2. Ask students to identify the two words that sound the same in the song (fox and box). Continue to sing the song with the following phrases to replace the second line. As you sing the song, pause (-) for the second rhyming word and allow students to sing the word they think rhymes. This should be easy and fun for students.
   We'll take a little whale (-) and put it in a pail.
   We'll take a little frog (-) and put it on a log.
   We'll take a little fish (-) and put it on a dish.

3. Allow students to sing the song together several more times using both the original lyrics and the three new verses.

4. Ask students to brainstorm other animals that could be used in the song. List these animals on chart paper. Then ask students to think of words that rhyme with each animal name. For example:
   snake: lake, cake, rake
   bear: hair, dare, chair
   cat: hat, mat

5. Model for students how these words can be used to create new verses of the song. For example:
   We'll take a little snake (-) and put it in a lake
   We'll take a little bear (-) and hug it if we dare
   We'll take a little cat (-) and put it on a mat
Sound Deletion: (K-2nd grade)

Students manipulate final phonemes and match new word to pictures.
1. Place pie pieces in a stack face down at the center. Provide each student with a different Picture Pie.
2. Taking turns, students select the top pie piece from the stack.
3. Say the name of the picture on the pie piece, delete final phoneme, and say the new word (e.g., “hammer” becomes “ham”).
4. Find the picture of the new word (“ham”) on the Picture Pie and place the pie piece (“hammer”) on top of it. If picture of the new word is not on student’s game board, return pie piece to the bottom of the stack.
5. Continue until all pie pieces are placed.
6. Peer evaluation

Syllable Awareness: (PreK-1st grade)

The purpose of this activity is to make students aware of compound words being formed from multiple base words.

Directions: Say, “We are going to practice putting two words together to make one word. Once you learn to do this, you will be able to take two words like sun and shine and combine them to make the word sunshine.” Place a green felt square on the left side of a white board. Place a red felt square on the right side. Use the words dog and house. Touch the green square and say the first word: dog. Touch the red square and say the second word: house. Move the felt squares together and with your fist “stamp” where the felt squares connect while saying the new word: doghouse. Examples of words to use: classroom, hairbrush, cornbread, airplane, moonlight, pancake, popcorn, homework, coastline, proofread, landslide, frostbite, baseball, firefly, doorbell.
Associating sounds/words with objects: (PreK-1st grade)

Students must be able to identify phonemes within a word. This activity allows students to identify the sounds they hear and count those phonemes.

### Routine

**I do:** (It is recommended that each student begin with a green felt square. We are going to tap our felt squares each time we hear a sound. One square for each sound. Watch as I tap out the word ‘cat’ as in ‘My cat is brown.’

- /c/
- /a/
- /t/

Glide your finger under the felt squares after tapping out the sounds and then say the whole word “cat”.

**We do:** Let’s tap out the word ‘cat’ as in ‘I have a brown cat.’ Complete with students.

**You do:** Allow students to practice independently of your voice.

Repeat steps with additional words.

### Positive Error Correction

**Always return to “I do” (modeling) when there is a student error or confusion.**

**I do:** If a student (“Billy”) taps each sound correctly but misses the word when gliding his finger under the word, say, you tapped each sound correctly. Listen as I glide my finger under each sound.

**We do:** Provide a practice with the whole group. Complete with students.

**You do:** Billy, can you tap out the word ‘cat’ as in ‘My cat is brown’?

### Variations

**Objects:** felt squares, plastic discs, erasers

**Can be used for:** segmenting phonemes, onset & rime, segmenting syllables, etc.

---

**Phoneme Manipulation: (PreK-1st grade)**

These leveled activities, arranged in order from easier to more complex order, can be used to develop phonemic awareness:

- **Sound matching** – requires the student to match a word to a particular sound. The student may be given the sound /t/ and be asked to match words that have the same initial sound. Sound matching progresses from initial sounds to medial vowel sounds.

- **Sound isolation** – requires the student to determine the beginning, middle, or final sounds in a word. For example, the student would identify /c/ as the initial sound in cat or /t/ as the final sound in cat.

- **Sound blending** – requires the student to pull individual sounds together to make a word. (This is the knowledge needed when decoding words using phonics. One activity is to play a game such as: “I’m thinking of a pet and here are the sounds in its name: /c/ /a/ /t/. What is it?” As students gain proficiency, they can create their own questions and segment the sounds for one another.

- **Sound substitution** – requires the student to subtract, add, or substitute sounds presented in words. For example, “What do you get when you take the /b/ off of bat?” Sound substitutions require the student to segment sounds from the word and then re-blend the sounds using the remaining sounds. After the student has mastered adding and subtracting sounds from given words, they can try substituting sounds. For example, “This is Luke. If we substitute the first sound in his name with /d/, his name would be Duke.” Substituting of individual sounds can be done with middle and ending sounds as well. For example, “This is cat. If we substitute the middle sound /a/ in the word cat with /u/, the word would be cut.”
• Sound segmenting – requires the student to progress from isolating one sound to isolating all the sounds within the word. For example, lips would be segmented as /l/ /i/ /p/ /s/. Start with short, two sound words initially and then move to more complex words.

**Phonics:**

• The relationship of letter-sound correspondences and their use in reading and spelling.

**Alphabet Knowledge**

Alphabet knowledge is a significant predictor of future reading success. Assessing alphabet knowledge will allow you to align instruction to meet the needs of your students. As you administer this task, you should take note of the automaticity of your students’ responses.

**Letter-Sound Correspondence**

Letter-Sound Correspondence is the ability to produce a sound associated with a letter and the ability to write a letter that stands for a sound.

**Letter-Sound Strategy (K-1st grade)**

**Purpose:** Increase students’ ability to recognize the letter and its corresponding sound

Step 1: Connect the Integrated Picture to a Letter Sound

  o Point to the integrated picture of the house. Say: This is a house. The house is drawn in the shape of the letter h. Ask: What is this? (house) Say: The first sound in house is /h/. Ask: What is the first sound in house? /h/. Say: The sound the letter makes stands for the first sound in house. /h/ Watch as I trace the picture of the house.

Step 2: Make a copy of the integrated picture
Step 3: Trace the letter and make it into an integrated picture
Step 4: Write the letter and connect it to the picture name
Letter Picture Worksheet Example

1  

2  

3  

4  

umbrella
# Bumpy Blending (K-2nd grade)

## Routine
**I do:** Listen to me do bumpy blending one sound at a time.

- **Sad**
  - Tap the 1st dot. /s/
  - Tap the 2nd dot. /a/
  - Tap the 3rd dot. /d/
  - Glide hand under word from left to right ‘sad’.
  - ‘She is sad’

**We do:** Complete together.

**You do:** Have students complete independent of your voice. Students may take turns. All students should be following along even when it is not their turn to speak.

*Use with I do, We do, You do. Repeat steps with additional words.*

## Positive Error Correction
**Always return to “I do” (modeling) when there is a student error or confusion.**

**Errors to watch for:**
- If a student says /s/ /a/ /b/ instead of /s/ /a/ /d/, say, you said two sounds correctly. Watch me bumpy blend the word ‘sad’. Go back to I do, we do, you do.

## Tips
- When creating, place one dot under each spoken sound in the word.
- Pause between each sound.
- Be sure students touch dots as they say them.
**Multisyllabic Syllable Segmentation: (2nd & 3rd grade)**

<table>
<thead>
<tr>
<th>VC/CV</th>
<th>C/CV (75%)</th>
<th>VC/CCV</th>
<th>Consonant - le</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 consonants</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>between 2 vowels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If 2 consonants</td>
<td>1 consonant</td>
<td>3 consonants</td>
<td>Consonant – le forms a separate</td>
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<tr>
<td>come between 2</td>
<td>between 2</td>
<td>between 2</td>
<td>syllable</td>
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<tr>
<td>vowels, divide the</td>
<td>vowels</td>
<td>vowels</td>
<td>If the first syllable end with</td>
</tr>
<tr>
<td>consonants. The 1st</td>
<td>If a word has</td>
<td>Keep the letters</td>
<td>a consonant, try the short</td>
</tr>
<tr>
<td>vowel will be short.</td>
<td>1 consonant</td>
<td>in a consonant</td>
<td>sound of the first vowel.</td>
</tr>
<tr>
<td><em>rab-bit</em></td>
<td>between 2</td>
<td>blend or digraph</td>
<td>If the first syllable ends with</td>
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<tr>
<td></td>
<td>vowels</td>
<td>together in</td>
<td>a vowel, try the long sound.</td>
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<td></td>
<td>divide the</td>
<td>the same</td>
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<td>word after the</td>
<td>syllable.</td>
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<td>first vowel</td>
<td><em>hun-dred</em></td>
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<td>and give the</td>
<td><em>ink-well</em></td>
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<td>vowel the long</td>
<td><em>ath-lete</em></td>
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<td>sound. If this</td>
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<td>does not</td>
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<td>word then</td>
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<td>divide the word</td>
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<td>after the</td>
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<td>consonant and</td>
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<tr>
<td></td>
<td>give the vowel</td>
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<td></td>
<td>a short sound.</td>
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<td></td>
<td><em>mu-sic nap-kin</em></td>
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<tr>
<td>3 consonants</td>
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<tr>
<td>between 2 vowels</td>
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<td></td>
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<tr>
<td>Keep the letters in</td>
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<tr>
<td>a consonant blend or</td>
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<tr>
<td>digraph together in</td>
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<tr>
<td>the same syllable.</td>
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<td></td>
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<tr>
<td>Consonant - le</td>
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</tbody>
</table>

1. Syllable Clap or Syllable Chin Drop
2. Talk with children about why knowing about syllables can help them when they read and write.
3. Ask them to clap with you as you say these words:

<table>
<thead>
<tr>
<th>sunshine</th>
<th>vacation</th>
<th>delicious</th>
<th>dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>astronaut</td>
<td>alphabet</td>
<td>communication</td>
<td>calendar</td>
</tr>
<tr>
<td>school</td>
<td>wonderful</td>
<td>merry-go-round</td>
<td>television</td>
</tr>
</tbody>
</table>

**Onset and Rime Chunks: (K-1st grade)**

- It is essential for students to know that in a syllable, the onset is the initial consonant or consonants. The rime is the vowel and any consonants that follow (e.g., the word “sat”: the onset is “s” and the rime is “at”. In the word “flip” the onset is “fl” and the rime is “ip”).
- Activity:
  - **I Do:** I am going to make a word using the letter rod with b and the rod with –ug on it. Point to each rod and say, “The sound for the onset is /b/; the sound for the rime is /ug/. Put them together (click rods together), glide your finger under the word from left to right hand read “bug”. The bug is crawling on the leaf.”
  - Next write the word on the magnetic board as you spell it and then have students to do the same.
  - Put the b onset rod aside, use ug rime rod to build another word together and write.
- **We Do:** Make one more word with students following the same procedure.
• **You do:** Call students one by one to build word by selecting an onset letter rod, attaching it to the rime, reading the word, using it in a sentence and then everyone spelling and writing the new word on his/her magnetic board.

• Once all onset letter rods are used, model reading your list of words from the board and then having students read the words to a partner and/or individually as they are called.

**Phoneme-Grapheme Mapping: (K-3rd grade)**

- This is considered an effective method to help students understand the often confusing relationship between phonemes (the sounds we hear in a word) and graphemes (the letters that represent those sounds). Students who have difficulty transferring their phonological awareness to print will learn to map words while diagramming the letter/sound relationship.

- Pronounce a target word slowly, stretching it out by sound.

- Ask the child to repeat the word.

- Draw "boxes" or squares on a piece of paper, chalkboard, or dry erase board with one box for each syllable or phoneme.

- Have the child count the number of phonemes in the word, not necessarily the number of letters. For example, wish has three phonemes and will use three boxes. /w/, /i/, /sh/

- Direct the child to slide one colored circle, unifix cube, or corresponding letter in each cell of the Elkonin box drawing as he/she repeats the word.

**The example below** shows an Elkonin Box for the word "sheep," which consists of three phonemes (sounds): /sh/ /ee/ /p/

![Elkonin Box Diagram](image)
Phoneme Segmenting: (K-1st grade)

Sound Counting:

### Routine

**I do:** Watch me count the sounds in the word ‘light’ as in ‘turn on the light’. Hold up your thumb and say /j/, hold up index finger and say /v/. How many fingers do I have up? 3 is correct. The word ‘light’ has 3 sounds.

**We do:** Let’s count the sounds in the word ‘light’ as in ‘turn on the light’. Complete with students. Good! Let’s try another word. The word is ‘sun’. The sun is hot. Let’s count the sounds in ‘sun’. Start with your thumb. /s/ /u/ /n/. How many fingers do you have up? 3 is correct. The word ‘sun’ has three sounds.

**You do:** Provide students with additional words to try. Allow students to practice independently of your voice. Return to I do. We do. You do if errors are made. Individual students may be selected to practice and all other students should count along silently. Mary, can you count the sounds in ‘fan’ for me? ‘Fan’. The breeze from the fan felt good. ‘Fan’

Repeat steps with additional words.

### Positive Error Correction

Always return to “I do” (modeling) when there is a student error of confusion.

**I do:** If a student (“Mary”) says the word ‘light’ has 4 sounds instead of 3, say, you got three sounds right. Listen as I count the sounds in ‘light’.

**We do:** Everyone, please count the sounds in the word ‘light’ with me. /l/ /i/ /t/. How many fingers do we have up? That’s right, we have 3 fingers up so the word ‘light’ has 3 sounds.

**You do:** Mary, can you count the sounds in the word ‘light’ by yourself? How many sounds do you hear in the word ‘light’?

### Variations

Ask students to identify certain sounds:
- What is the first sound you heard in the word ‘light’? /l/
- What is the second sound you heard in the word ‘light’? /i/
- What is the last sound you hear in the word ‘light’? /t/

Stretch & Shrink:

### Routine

To stretch and shrink, make your hands into fists and touch your hands, knuckle to knuckle.

1. Say the word with hands together. *Mat. I stepped on the mat.*
2. Stretch: Slowly pull your fists apart (until your reach your shoulders) while saying the word very slowly, sound-by-sound, with sounds connected. *mmmamaaat*
3. Shrink: Quickly shrink by pulling your fists back together until knuckles are touching. Simultaneously say the word. *Mat*
4. Repeat the sentence. *I stepped on the mat.*

**Use with I do, We do, You do. Repeat steps with additional words.**

### Positive Error Correction

Always return to “I do” (modeling) when there is a student error of confusion.

**Errors to watch for:**
- Stretching arms too far / being more aware of arms than sounds.
- Segmenting sounds (/m/ /a/ /t/ instead of mmmamaaat.)
- Omitting sounds
- Attempting to stretch sounds that are stops (/t/, /c/, /b/, etc)

### Variations

Rubber bands or slinkies may be used to model Stretch and Shrink.
**Rhyming Activity: (Pre K-1st grade)**

The purpose of this activity is to explain that nursery rhymes have rhyming words and to identify rhyming words in a nursery rhyme.

**I DO:** I will explain that one characteristic of nursery rhymes is that they have rhyming words. I will add this characteristic to my Characteristics of Nursery Rhymes Chart (Example Chart is provided in Unit Teacher and Student Materials). Rhyming words are words that sound the same at the end of the word but are different at the beginning. I will show students two sets of words that rhyme, such as “pat” and “mat,” read them aloud to hear the same sound, and then underline the letters that sound the same at the end of the word. I will model how to identify the first pair of rhyming words in the nursery rhyme, “Humpty Dumpty” (included in the unit) by listening for words that sound the same and underlining words that have the same ending sounds. I will note that usually rhyming words in a nursery rhyme come at the end of a line or sentence.

**Think Check**
- Ask: "How do I identify rhyming words in a story?" Students should answer that you listen for words that sound the same at the end. You can look at the words, and underline words with similar endings, but have different beginning sounds.

**Guided Practice**
- **WE DO:** We will continue to read the nursery rhyme, "Humpty Dumpty" and work together to identify the next pair of rhyming words. We will reflect that there were many rhyming words in the rhyme that make it a nursery rhyme, so we will add “Humpty Dumpty” to our chart, along with an example pair of rhyming words identified. We will read and listen to “Three Blind Mice” (included in this unit).

**Independent Practice**
- **YOU DO:** You will listen to the nursery rhyme “Three Blind Mice.” Then, you will write or draw two words that you hear that rhyme. The teacher may need to read the poem several times so you can identify the rhyming words. We will add our words to the chart. You will explain how you know this is a nursery rhyme.
Syllable Split: (1st – 3rd grades)

After explicitly teaching the six syllable types (CLOVER: closed, consonant-l-e, open, vowel team, silent e, r-controlled), students should be aware of syllable patterns and how to identify them.

Activity:
The teacher will review the syllable pattern being taught (closed, VC=e, open, vowel teams, r-controlled, C+le). The teacher will then produce an assembled Reading Rod containing a word that fits the syllable pattern being taught and modeled how to read the word and identify the syllable pattern. After identifying the pattern, the teacher will break the Reading Rod in the different syllables.

Ex:

<table>
<thead>
<tr>
<th>m</th>
<th>o</th>
<th>t</th>
<th>o</th>
<th>r</th>
</tr>
</thead>
</table>

Read the word on the Reading Rod.

Identify the syllable (in this case: open and r-controlled), and split the syllables. Read each syllable separately.

<table>
<thead>
<tr>
<th>m</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>o</td>
</tr>
</tbody>
</table>

Have the student practice with other Reading Rods.

Review activity: Have students review previously taught syllable patterns by having them break apart Reading Rod words and sorting the syllables into their appropriate rule group.

Challenge activity: Have the student create pseudo words, or nonsense/made-up words, using the syllable combinations and read the word phonetically using the syllable rules.

Word Chaining: (K-3rd grade)

Word chaining is a good strategy for students to recognize subtle differences in or among similar sounding words. (*Word Chaining* differs from *Making Words* lessons which are much less systematic).

Ideas for Assessment:

*How do I assess word knowledge? How do I monitor student progress?*

At the beginning, middle, and end of the year, you measure students’ word knowledge through various tasks on the PALS. Alphabet Knowledge, Letter Sound Knowledge, Word Recognition in Isolation and Context, and Spelling are all tasks that provide information about students’ developing word knowledge. Additionally, you can analyze the errors your students make while reading word lists and passages.

It is also important to monitor students’ progress by assessing their word knowledge on a regular but informal basis. Such assessments are especially crucial for struggling readers. These informal assessments help you determine if students are making progress in their word knowledge and if you need to modify your instruction. Taking several measures across time will give you a more complete picture of your students’ word knowledge development.
Phonics Instructional Routine (LETRS® Module 7): (PreK – 3rd grade)

1. Goal and purpose of lesson
2. Review: speed drills
3. New concept: identify sound, match to symbol (explicitly teach)
4. Word reading for accuracy: blend and read new words
5. Word practice for fluency: word chain, sort, or phoneme-grapheme mapping
6. Dictation
7. *Word meaning
8. *Read connected text

*May be completed in a small group setting

WHAT

The CORE Phonics Survey assesses the phonics and phonics-related skills that have a high rate of application in beginning reading. Each survey presents a number of lists of letters and words for the student to identify or decode. Pseudo words, or made-up words, are included since the student must use decoding skills to correctly pronounce these words and cannot have memorized them. These assessments are best used to plan instruction for students in the primary grades and to develop instructional groups. They may be administered every four to six weeks.

WHY

A student’s ability to use knowledge of sound/letter correspondences (phonics) to decode words determines, in large measure, his or her ability to read individual words. A detailed assessment of a student's phonics skills points to areas in which the student is likely to benefit most from systematic, explicit phonics instruction. Also, knowing the skills that the student does possess will help in selecting reading tasks that offer the most effective reinforcement of those skills.

HOW

Instructions for administering each part of the survey are included on the Record Form. Students read from the Student Material on the pages that follow the Record Form. To focus the student's attention on the part of the test being given, cover the other parts with a piece of paper. The Record Form shows the same material that appears on the Student Material, in a reduced size, so that you may easily record the student’s responses. Following administration, score each of the test parts, and transfer the results to the first page of the Record Form under Skills Summary. Retest every 4–6 weeks but only on parts not yet mastered. Be aware of the student's behavior during testing. If the student is tiring or making many consecutive errors, discontinue testing at that time.
WHAT IT MEANS

This test is a mastery test. It is expected that students will ultimately get all items correct.

• In five-item subtests, a student who misses two or more items would benefit from more direct instruction in the indicated element.

• In ten-item subtests, three or more errors warrant attention.

WHAT'S NEXT?

Use the information to monitor phonics instruction and to design skill groups in direct instruction in the particular element measured. Older students who score poorly on the CVC portion of the survey may need further assessment, such as the CORE Phoneme Segmentation Test.
Resources

CORE Phonics Survey
Phoneme-Grapheme Mapping
Word Chain
SKILLS SUMMARY

Alphabet Skills

___/ 26 Letter names - uppercase
___/ 26 Letter names - lowercase
___/ 23 Consonant sounds
___/ 5 Long vowel sounds
___/ 5 Short vowel sounds

Reading and Decoding Skills

___/ 10 Short vowels in CVC words
___/ 10 Short vowels, digraphs, and -tch trigraph
___/ 20 Consonant blends with short vowels
___/ 10 Long vowel spellings
___/ 10 Variant vowels and diphthongs
___/ 10 r- and l-controlled vowels
___/ 24 Multisyllabic words

Spelling Skills

___/ 5 Initial consonants
___/ 5 Final consonants
___/ 5 CVC words
___/ 5 Long vowel spellings

Skills to review:

Skills to teach:
1. Letter Names – Uppercase

**Say to the student:** Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.

D A N S X Z J L H
T Y E C O M R P W
__/ 26 K U G B F Q V I

2. Letter Names – Lowercase

**Say to the student:** Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.

d a n s x z j l h
t y e c o m r p w
__/ 26 k u g b f q v i

3. Consonant Sounds

**Say to the student:** Look at these letters. Can you tell me the sound each letter makes? If the sound given is correct, do not mark the Record Form. If it is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, say: Look at all of the letters and tell me which sounds you do know.

d l n s x z j
 t y p c h m r
__/ 23 w g b f q v

4. Vowel Sounds

**Ask the student:** Can you tell me the sounds of each letter? If the student names the letter, count it as the long vowel sound. Then ask: Can you tell me the other sound for the letter? The student should name the short vowel sound.

e _ _ i _ _ a _ _ o _ _ u _ _
l = long sound s = short sound

Record l on the first line for the long sound (letter name) and s for the short sound on the second line. If the student makes an error, record the error over the letter.

__/5 Long vowel sounds (count the number of l’s above)
__/5 Short vowel sounds (count the number of s’s above)
5. Reading and Decoding

For items A through G, students must read both real and pseudowords (made-up words). For the first line of real words, tell the student: *I want you to read these words.* If the student cannot read two or more of the real words, do not administer the line of pseudowords. Go to the next set of items. Before asking the student to read the line of pseudowords, say: *Now, I want you to read some made-up words. Do not try to make them sound like real words.*

A. Short vowels in CVC words

___/5  sip  cat  let  but  hog  (real)
___/5  vop  fut  dit  kem  laz  (pseudo)

B. Short vowels, digraphs, and -tch trigraph

___/5  when  chop  ring  shut  match  (real)
___/5  weheck  shom  thax  phitch  chud  (pseudo)

C. Consonant blends with short vowels

___/5  stop  trap  quit  spell  plan  (real)
___/5  stig  brab  qued  snop  dran  (pseudo)
___/5  clip  fast  sank  limp  held  (real)
___/5  frep  nast  wunk  kimp  jelt  (pseudo)

D. Long vowel spellings

___/5  tape  keylute  paid  feet  (real)
___/5  loe  bine  joad  vaysoat  (pseudo)

E. r- and l-controlled vowels

___/5  bark  horn  chirp  term  cold  (real)
___/5  ferm  dall  gorf  murd  chal  (pseudo)

F. Variant vowels and diphthongs

___/5  few  down  toyha  wk  coin  (real)
___/5  voot  rew  fout  zoyba  wk  (pseudo)
G. Multisyllabic words

Administer this item if the student is able to read most of the single-syllable real and pseudowords in the previous items. **Say to the student:** Now I want you to read down the first column of words. Each of the real words in this column has two syllables. Point to the first column. If the student can read at least 3 out of 8 of the words in this column, say: Now I want you to read some made-up words. Do not try to make them sound like real words. Point to the second column. Repeat the same procedure for the third column. **NOTE:** The following made-up words can be pronounced in two ways: sunop (su-nop or sun-op); wopam (wo-pam or wop-am); potife (po-tife or pot-ife); zuride (zu-ride or zur-ide); and zubo (zu-bo or zub-o).

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<td>_/3</td>
<td>Closed-closed</td>
<td>kidnap</td>
<td>pugnad</td>
<td>quibrap</td>
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<tr>
<td>_/3</td>
<td>Closed silent e</td>
<td>compete</td>
<td>slifnate</td>
<td>prubkine</td>
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<tr>
<td>_/3</td>
<td>Open or closed</td>
<td>depend</td>
<td>sunop</td>
<td>wopam</td>
<td></td>
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<tr>
<td>_/3</td>
<td>Open or closed</td>
<td>zero</td>
<td>zubo</td>
<td>yodu</td>
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<tr>
<td>_/3</td>
<td>Silent e</td>
<td>locate</td>
<td>potife</td>
<td>zuride</td>
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<tr>
<td>_/3</td>
<td>Consonant + le</td>
<td>stable</td>
<td>grickle</td>
<td>morkle</td>
<td></td>
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<tr>
<td>_/3</td>
<td>R-Controlled</td>
<td>further</td>
<td>tirper</td>
<td>pharbid</td>
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<tr>
<td>_/3</td>
<td>Vowel team</td>
<td>outlaw</td>
<td>doipnoe</td>
<td>loymaud</td>
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6. Spelling

Give the student a pencil and a sheet of lined paper. Write the student’s responses over the words.

A. **Tell the student:** Listen to each of the words I read and write the **first sound** you hear.

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<tr>
<td>_/5</td>
<td>fit</td>
<td>map</td>
<td>pen</td>
<td>kid</td>
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B. **Tell the student:** Listen to each of the words I read and write the **last sound** you hear.

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<td>rub</td>
<td>fled</td>
<td>leg</td>
<td>sell</td>
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C. **Tell the student:** Listen to each of the words I read and write the **whole word**.

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<td>_/5</td>
<td>fork</td>
<td>yam</td>
<td>sip</td>
<td>shop</td>
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<tr>
<td>_/5</td>
<td>coin</td>
<td>float</td>
<td>steep</td>
<td>drive</td>
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Phoneme-Grapheme Mapping: (K-3rd grade)

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Phoneme-grapheme Mapping Protocol

1. Teacher: “The word is ____. What’s the word?”
2. Students: “______”
3. Teacher: “Segment it!”
4. Students pull down markers/chips and segment each sound/phoneme.
5. Teacher: “First sound?”
6. Students say first sound.
7. Teacher: “Voiced or unvoiced?”
8. Students respond.
9. Teacher: “Stopping or continuous?”
10. Students respond.
11. Teacher: “Letter name?”
12. Students respond.
13. Teacher: “Write it!” (Repeat steps 5-13 for each proceeding sound.)
14. Teacher: “Write the word on the side and spell it (aloud).”
15. Teacher: “Stand up.”
16. Students stand up. Class body maps while spelling! We call it “Spell-er-cize!”
Word Chain

Manipulate **one** phoneme at a time.
1. Teacher: “The word is _____. What’s the word?”
2. Students: “______”
3. Teacher: Delete the “/___/” in ____ and change it to “/___/”.
4. Teacher: “What’s the (new) word?”
5. Students articulate new word while teacher monitors responses.
6. Teacher: “Write it!”
7. Students write new word, one phoneme (sounds)
Resources:

Barksdale Reading Institute
http://msreads.org/

CORE: Teaching Reading Sourcebook
https://www.corelearn.com/Services/Common-Core-Standards/CORE-Teaching-Reading-Sourcebook-Correlations.html

Reading Rockets
http://www.readingrockets.org/
Basic Vocabulary Routine (K-12)

Choose Tier 2 words that deserve the greatest focus in the current text being used in the classroom and that the students will be likely to encounter again. Choose words the students have a concept of and can provide synonyms for. Limit the number of words chosen for each reading passage based on the age level of the students.

Word Introduction

- Say the word, pronounce the word clearly, discuss pronunciation based on the level of the students' phonetic knowledge, and give them multiple opportunities to say and pronounce the words with their peers (knee partners, pair sharing, boys say then girls say, etc.)
- Give the students the opportunity to write, or “sky write,” the words. Then, let them discuss any familiar parts of the words they might see.
- Give the students a student friendly definition of the word that includes the word in terms that they will understand.
- Say the word again using it in context. Give several examples, synonyms, or non-examples, antonyms, of the word.
- Ask the students the word meaning.
- Ask the students to share, discuss, and use the word.

Assessment

- Listen for understanding as the students participate in think-pair-share.

Sample

- Dr. Anita Archer: Explicit Vocabulary Instruction for Elementary
- Dr. Anita Archer: Explicit Vocabulary Instruction for Secondary

Frayer Model (Grades K-3 and up)

The Frayer Model is a graphic organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by defining the term, describing its essential characteristics, providing examples of the idea, and offering non-examples of the idea. This strategy stresses
understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples. The Frayer model helps critical thinking and also helps students to identify and understand unfamiliar vocabulary. This can be used with the entire class, small groups, or for individual work. The model draws on a student’s prior knowledge to build connections among new concepts and creates a visual reference by which students learn to compare attributes and examples.

**Directions**

1. Review vocabulary words or concepts list with the class before students read the selection.
2. Have students read the assigned text and carefully define the target concepts.
3. Have students complete the four-square chart for each concept.

**Assessment**

Ask the students to share their conclusions with the class to check for understanding. These presentations may be used to review the entire list of new vocabulary or concepts.

**Sample**

![Sample Image](image_url)
Gestures (All Grades)

Each student will be given a previously taught vocabulary word from the word wall. Students will stand in a circle holding their words. (More words and more students will increase the challenge of the activity.) Choose a student to begin and rotate clockwise around the circle. The first student states the word on his/her card, says the definition (in his/her own words), and creates a gesture that corresponds with the word. Repeat the following with each student until everyone has a turn. When the activity reaches the first person once again, that student says his/her word, but the rest of the group must restate the definition provided by the original student and the gesture that matches the word.

Marzano’s Six Step Process

**STEP ONE:** The teacher will give a description, explanation, or example of the new term.
- Provide learners information about the term.
- Determine what the learner already knows about the term.
- Ask learners to share what they already know (as a means of monitoring misconceptions and to use this knowledge as a foundation for more learning).
- Utilize examples or descriptions, but not definitions. Definitions are not a recommended method for vocabulary instruction as they do not provide learners an informal, natural way to learn new vocabulary.
- Instruct learning of proper noun terms through identifying characteristics of the proper noun.

**STEP TWO:** The teacher will ask the learner to give a description, explanation, or example of the new term in his/her own words
- Remind learners to not copy the definition, but define the word using their own words.
- Monitor students to determine if any confusion exists.
- Provide more descriptions, explanations, or examples if necessary.
- Request that students record these on their Academic Notebook Worksheet. These notebooks can travel with the learner as he/she moves through each class, or grade level, and become a compilation of vocabulary terms mastered.

**STEP THREE:** The teacher will ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.
- Provides learners a nonlinguistic method of vocabulary mastery.
- Share examples of other learners’ drawings or allow students to work in teams to help those who complain that cannot draw.
- Use graphics from magazines or the Internet.
- Illustrating terms through symbols, drawing the actual term, illustrating with a cartoon, or drawing an example of the term should be encouraged.
STEP FOUR: The learner will participate in activities that provide more knowledge of the words in their vocabulary notebooks (For notebook and academic notebook worksheet go to: http://www.jc-schools.net/tutorials/vocab/notebook.htm)

- Remind learners to not copy the definitions, but to use their own words.
- Distribute the Academic Notebook Worksheet to assist learners in organizing their vocabulary terms.
- Encourage learners to identify prefixes, suffixes, antonyms, synonyms, related words for the vocabulary term as "new info" on the Academic Notebook Worksheet.
- If English is a second language to the learner, provide an opportunity to translate the word into their native language.

STEP FIVE: The learner will discuss the term with other learners.
Think-Pair-Share Strategy:
- **THINK:** Allow think time for learners to review their own descriptions and images of the terms.
- **PAIR:** Put learners in pairs to discuss their descriptions, images, and any new info related to the terms.
- **SHARE:** Provide opportunity for groups to share aloud and discuss conceptions and misconceptions.
- Monitor as learners help each other identify and clear up confusion about new terms.

STEP SIX: The learner will participate in games that provide more reinforcement of the new term.

- Walk around the room and check their work when learners are working on their Academic Notebook Worksheet.
- Check the notebooks to evaluate accuracy.
- Listen for misconceptions when learners are playing games/activities.
- Provide an opportunity for learners to work together
- A variety of games are available at this website:
  - http://www.jc-schools.net/tutorials/vocab/notebook.htm
  - (PowerPoint Games, Word Game Boards, Excel Games, WORDO, Twister, Fly Swat)

Million Dollar Word Walls (Grades 2nd and Above)

**Variation 1:** Using a Pocket Chart, place common nouns, verbs, adjectives, adverbs etc. on the front of the pocket.

- **Step 1:** Students use a thesaurus to find synonyms and antonyms of the words on the front of the pocket.
- **Step 2:** Students create sentences from the common words on the front of the pockets (underlining them), then pass their sentences around to their group for each
person to write another sentence but using a synonym or antonym for the common word.

- **Step 3:** Students can edit sentences, or create paragraphs using expansion words
- **Step 4:** Common words can be retired as the students master their replacements.
- **Step 5:** Words on pockets can be changed and activity repeated as needed.

**Variation 2:** Create an interactive anchor chart with the most common overused words written on pockets or attached containers. Place “exciting” synonyms inside the pockets so that students can use alternative words to enhance vocabulary during writing.

**Extensions**
- Allow students to begin picking words to place in the pocket chart from stories or books.
- Have a contest to see who can create the strongest sentence from the chart and present them orally to the class for a class vote.
- Using a Pocket Chart, place common nouns, verbs, adjectives, adverbs etc. on the front of the pocket.

**Assessment**
- Review students’ expanded sentences for comprehension and understanding.

**Samples:**
Dead Word Wall Activity (Grades K and up)

Students participate in a funeral for the words they overuse in their writing. Objectives: Students will recognize words that are overused in their writing, understand that they can replace many overused words with more interesting words, develop a list of alternate words for those overused words and start to make an effort to avoid overused words in their writing.

- Step 1: Establish a rule for use of words from the Dead Word Wall; for example, a student who uses a Dead Word in his or her writing will face an appropriate penalty -- perhaps minus 1 point from the grade on the paper that includes the word.

- Step 2: Each time an overused word appears in student writing, invite students to join in a brief mock funeral. They might, for example, hum the funeral march as the new word is posted to the list.

- Step 3: Cut from craft paper the shape of a grave headstone. At the top of the headstone, print R.I.P. in large letters. Display the headstone on a classroom bulletin board. Explain to students that this is the Dead Word Wall. Dead words are words -- such as thing, stuff, cool, good, nice, awesome -- that students use again and again in their writing even though other words would do a better job of conveying meaning. (The Dead Word list will vary by grade level.)

Extension activity 1
- Select a paragraph from a book that students are reading. Challenge students to replace as many of the words in that paragraph as possible with words from the Dead Word Wall. The resulting paragraphs will provide a spoof of the actual writing some students pass in and help drive home the point that such words can make writing seem uninteresting, even ridiculous!

Extension activity 2
- Invite students to work in groups to create a list of alternate words that might be used in place of each word on the Dead Word Wall. Keep a file of index cards (one card for each dead word) as a thesaurus-like resource for students.

Assessment
Students will reduce their use of words from the Dead Word Wall in their writing.
Multiple Meaning Words & Using Context Clues

Purpose

Context clues help students figure out the meaning of unknown words by using hints in the surrounding text. These hints include pictures, syntax, text format, grammatical constructions, mood or tone, mechanics, and surrounding words that provide synonym, antonym, logic, or example clues.

Nancy Fetzer’s Word Masters to Movie Scripts (Grades K-1)

The Movie Script is an oral language activity that includes the vocabulary words into a storytelling activity. This language activity is critical because students utilize their vocabulary words in a different context than the focus story from which they were extracted. In order to develop flexibility of these words (the ability to retrieve a word while writing or reading in any context) students need to use them in flowing language and different contexts.
PAVE Map (3rd and above)

The PAVE Procedure (Bannon, Fisher, Pozzi, & Wessel, 1990) was developed to encourage students to check the dictionary definition against the context in which the word appeared. It also helps students remember word meanings by associating the word with a visual image. PAVE stands for the four parts of the procedure - prediction, association, verification, and evaluation. Students should predict the meaning of the word based on the context clues, associate the word with a mental image, verify the word’s meaning by consulting a dictionary, then evaluate the prediction they made.

![PAVE Map Diagram]

1. Context Sentence from the reading containing the target word:
   
   Jake snapped pictures of every new vista.

2. Target Word:
   
   vista

3. Predicted Meaning (What YOU Think) for the target word:
   
   nice view

4. Sentence Using YOUR definition of the target word:
   
   From our motel room, we can see a vista from the parking lot.

5. Word’s Dictionary Definition:
   
   A distant view from a high place

6. Revised Sentence dictionary definition of the target word:
   
   From the scenic overlook, there is a spectacular vista of snow-covered mountains that goes as far as the eye can see.

PAVE Map
Snowball Fight (Grades 2-3)

- Have your students each choose two pieces of white paper. The students will write a vocabulary word on one piece and write the definition on the other piece.
- Crumple the papers up and have a snowball fight for a set amount of time. Once the fight is over, everyone has to pick up one of the snowballs and find their partner with the matching word/definition.
- You can also prepare the words in advance if you want to review certain vocabulary words.

Words in Context (Grades 2-3)
Morphology

Morphology is defined as the study of the meaningful units in language and how they are combined into word formation (Moats, 2009). The ability to identify and understand word structure has been found to be a key factor in vocabulary acquisition and comprehension. Students who develop a strong understanding of prefixes, suffixes, and root words in the early grades have significantly higher comprehension and fluency scores in fourth grade and beyond.

Michael J. Kieffer and Nonie K. Lesaux recommend 4 basic principles for teaching Morphology:

- Teach Morphology in the context of rich, explicit vocabulary instruction: should be done as part of basic vocabulary routine with words that apply to what is being covered in the classroom and are relevant to what is being studied.
- Teach students to use morphology as a cognitive strategy with explicit steps: students should be able to recognize words they don’t understand or know completely, analyze the word for morphemes he or she recognizes (both affixes and roots), hypothesize a meaning based on what they know of the word parts, and be able to check their hypothesize against context.
- Teach the underlying morphological knowledge needed in two ways—both explicitly and in context: students will need an understanding of how words get transformed with affixes, and the ability to extract root words from derived words.
- ELL students need morphology taught in relation to cognate instruction: students will need to see the cognate relationships between their words and the words in English. This is also important for teaching all students the origins of words and their roots as it is a vital part of morphological analysis.
**Objective**

The student will identify the meaning of compound words.

**Materials**
- Compound Word triangles (Activity Master V.009.AM1a - V.009.AM1b)
- Trivia cards (Activity Master V.009.AM2a - V.009.AM2c)
- Answer key (Activity Master V.009.AM3a - V.009.AM3b)
  
  *An answer key is provided.*
- Game pieces (e.g., counters)

**Activity**

Students identify the meaning of compound words by playing a trivia game.

1. Place trivia cards face down in a stack at the center. Provide each student with a Compound Word triangle and game pieces.
2. Taking turns, students draw a card from the stack and read it (e.g., five-legged sea creature).
3. Look for word on triangle that fits description (e.g., starfish). Read word and place game piece on that spot. Place trivia card in a discard pile.
4. If no word is found which matches description, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation

**Extensions and Adaptations**

- Make other compound word triangles and trivia cards (Activity Master V.009.AM4).
Objective
The student will identify words containing the same root.

Materials
- Tree sort boards (Activity Master V.014.AM1a - V.014.AM1d)
  
  Note: Roots used are port-carry, act-do, graph-write, tract-pull or drag.
- Student sheet (Activity Master V.014.SS1)
- Word cards (Activity Master V.014.AM2)

Activity
Students identify and sort words by common roots.
1. Place the word cards face down in a stack. Place tree sort boards face up next to each other. Provide each student with a student sheet.
2. Working in pairs, student one selects top card and reads it (e.g., photograph).
3. States root portion of the word (i.e., graph).
4. Places word card on the tree sort board with matching root.
5. Reverse roles and continue until all words are sorted.
6. Record meaning of the root and words on student sheet.
7. Teacher evaluation

Extensions and Adaptations
- Write other roots and related words (Activity Master V.014.SS2 and Activity Master V.014.SS3)
- Play memory game with cards by matching words with the roots.
Resources

PAVE Procedure
Root a Word
Vocabulary Activities (Florida Center for Reading Research)
Vocabulary Word Map
Word Image

1. Context Sentence from the Reading containing the Target Word:

2. Target Word:

3. Predicted Meaning (What YOU think) for the Target Word:

4. Sentence using YOUR Definition of the Target Word:

5. Word’s Dictionary Definition:

6. Revised Sentence dictionary definition of the Target Word:
<table>
<thead>
<tr>
<th>root</th>
<th></th>
<th>root</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>meaning</td>
<td></td>
<td>meaning</td>
<td></td>
</tr>
</tbody>
</table>

V.01 4.SS2

Root-A-Word
<table>
<thead>
<tr>
<th>The _____ on the tree is rough.</th>
<th>I hope that the dog doesn’t ____ all night.</th>
</tr>
</thead>
<tbody>
<tr>
<td>They looked for gold in the _____.</td>
<td>Put your shoes next to _____.</td>
</tr>
<tr>
<td>My uncle works in a ten ____ building.</td>
<td>I read a ____ about a dog that finds a lost boy.</td>
</tr>
<tr>
<td>There are three feet in a _____.</td>
<td>My brother will mow the _____ today.</td>
</tr>
<tr>
<td>There were two pigs living in the _____.</td>
<td>Do you write with a pencil or a ____?</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>The ____ had many fun rides and interesting animals.</td>
<td>The weather was rainy yesterday, but today it is sunny and _____.</td>
</tr>
<tr>
<td>She was absent on Monday, but ____ today.</td>
<td>I got a nice ____ for my birthday.</td>
</tr>
<tr>
<td>Many cars were stopped and they caused a traffic _____.</td>
<td>She puts lots of strawberry ____ on her toast.</td>
</tr>
</tbody>
</table>
### Answer Key B

<table>
<thead>
<tr>
<th>Land behind a house</th>
<th>Backyard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracks made by the things that you walk on</td>
<td>Footprints</td>
</tr>
<tr>
<td>Round thing in your head that helps you see</td>
<td>Eyeball</td>
</tr>
<tr>
<td>Current events that are written on sheets of paper folded together</td>
<td>Newspaper</td>
</tr>
<tr>
<td>All over the globe</td>
<td>Worldwide</td>
</tr>
<tr>
<td>Time that follows 12:00 in the daytime</td>
<td>Afternoon</td>
</tr>
<tr>
<td>Strings that hold together the things that you walk in</td>
<td>Shoelaces</td>
</tr>
<tr>
<td>Animals that are not tame</td>
<td>Wildlife</td>
</tr>
<tr>
<td>Thing you ride with two wheels and an engine</td>
<td>Motorcycle</td>
</tr>
<tr>
<td>A very tall building that seems to rub against the place where there are clouds</td>
<td>Skyscraper</td>
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<tr>
<td><strong>Answer Key A</strong></td>
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<td>-----------------</td>
<td>-------</td>
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<tr>
<td>place outdoors where children can enjoy games and have fun</td>
<td>playground</td>
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<tr>
<td>container where letters are put</td>
<td>mailbox</td>
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<tr>
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<td>birthday</td>
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<td>starfish</td>
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<td>shipwreck</td>
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<td>yellow seeds from a cob that jump</td>
<td>popcorn</td>
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<td>to shorten what grows on your head</td>
<td>haircut</td>
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<td>homework</td>
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Vocabulary

behave
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model
cheap
honest
possible
legal
loud
Vocabulary

Build-A-Word

ripe

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protect
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<td>biography</td>
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<td>graphite</td>
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</tbody>
</table>
VOCABULARY WORD MAP

Definition in Your Own Words

SYNONYMS

VOCABULARY WORD

Use It Meaningfully in a Sentence

Draw a Picture of It
Resources

- Barksdale Reading Institute [msreads.org]
- Florida Center for Reading Research [www.fcrr.org]
- West Virginia Phonics [www.readingfirst.virginia.edu/prof_dev/phonics/introduction.html]
November

Oral Reading and Fluency

Break-in Read

One group of students, or the teacher, begins reading orally. All other students follow along silently. The teacher stops mid-sentence or mid-passage to switch to the next group that will read orally.

Echo Reading

The teacher reads a sentence from a previously read text. The student then reads the same sentence echoing the phrasing and prosody of the teacher. The teacher may repeat the echoed sentence and ask the student to read again if practice is needed. To extend the activity, the teacher may continue this process until the entire paragraph is read and practiced sentence by sentence. The teacher then asks the students to re-read the entire paragraph.

ERT= Everyone Read To.....

Teacher sets a purpose for reading and assigns a section of the text for all students to silently read.

Procedure:

- Teacher sets a purpose for reading (question/skill)
- Assigns a section of the text to read
- When time is up, students share information obtained with their partner (turn and talk, think pair share)
- Teacher observes partner sharing
- Teacher shares information with group

Impress Reading

The teacher and students read a passage aloud at the same time. The students are simultaneously hearing a good model and mimicking that model. This direct, guided practice helps with impression, pacing, and fluency.
Independent Reading

Students silently read at their independent reading level. Teacher confers with individual students.

Procedure:
- Teacher provides a purpose for reading
- Students select books to read independently
- Teacher holds conferences with individual students to monitor fluency, accuracy and/or comprehension
- Students record in reader’s response journals/or have book talks with their partners

Inquiry Reading

Students read silently for a purpose. The teacher assigns the students a question to answer or an answer they have to support using text evidence.

It’s All in How You Phrase It

Teacher prepares phrases (prepositional phrases, dependent clauses, quotations, etc.) which students may have difficulty reading in a passage. Prior to reading, students practice the phrases using flashcards, handouts, or sentence strips. Students may practice as individuals, pairs, small groups, or chorally as a class.

Phrase-Cued Reading

Phrase-Cued Reading is a fluency strategy that helps students read with appropriate phrasing, which allows the reader to process the text in meaningful phrases. A phrase-cued text is a passage marked explicitly, or cued, for the reader to show phrases.

Procedure:
- To begin instruction, the teacher will read a familiar text to students using non-traditional or incorrect phrasing. The teacher will then lead a discussion on the importance of phrasing in our spoken language.
- The teacher will then select a relatively short passage at the students’ independent reading level. Students should be able to effectively decode the words before fluency practice can begin.
- The passage will be marked with phrase breaks (/). Mark short pauses (phrases) within the sentence with one mark (/) and longer pauses (end of sentences) with two marks (//).
- The teacher will explain the meaning of the marks in the text.
- The teacher will model reading the passage with the appropriate (even slightly exaggerated) pauses.
- On subsequent readings, the students will read the text using the marks to guide their phrasing. Choral reading may be used for this practice. This can be followed by individual turns reading.
Partner Reading

Students help each other increase their knowledge and understanding of text and vocabulary words by reading the text aloud to each other. While one student reads aloud, the other student listens and then summarizes what he/she heard as main ideas.

Procedure:
- Assign students partners
- Designate amount to read to partner
- When an error is heard, have students use the “Ask, then Tell” procedure:
  - Ask “Can you figure out this word?”
  - Tell “The word is ________.”
  - “Read the sentence again.”

Variations:
*Side by Side- Reading to a Partner*
Students sit next to each other with one book between them. One partner reads & points to the words; the other partner follows along. Students take turns reading a section.

*Shoulder to Shoulder- Reading to a Partner*
Students sit facing opposite directions with shoulders aligned. Each partner has a book. Students take turns reading a section.

*Reading WITH a Partner*
Students sit side to side with one book between them. Both partners read at the same time as partner one touches the words.

*Playschool Groups*

Used for rereading, students are divided into groups with mixed ability readers. One student acts as the teacher keeping group on track, asking questions, assigning reading, etc. Students then read for a purpose: acting out a story, completing graphic organizer, discussing story elements, etc.

*Radio Reading*

Teacher assigns text to students to read. Students present the text, as a radio announcement, in their “radio voice.”

Procedure:
- Teacher assigns reading
- Students independently read assignment
- Students transform text into a radio news announcement to provide relevant information
- Students rehearse “news” announcement
- Students present to class
- Discuss announcement
**Rapid Word Recognition**

Students read lists of words orally to see how many they can read in a given time frame.

**Procedure:**
- Teacher will provide a list of words that are within the student’s instructional reading level.
- Teacher gives student a certain time to read the words.
- Student reads the words and teacher checks off words missed.
- Teacher and student can chart the time and words correct on a word recognition chart.
- Student practices the words missed several times before reading the whole word list to the teacher again.
- Teacher times and charts the words again once student has had adequate time to practice the words.
- Words should get increasingly harder as the student progresses through the lists.

**Reader’s Theater**

When reading a story or play, students are assigned different parts to read aloud. One student, pairs, or triads read the individual parts or dialogue.

**Repeated Reading**

This technique is designed for children who read slowly despite adequate word recognition.

**Procedure:**
- Select a passage which is 50-100 words long and slightly above the student’s independent reading level.
- Have the student read the passage orally while they are being timed to see how many words they get correct.
- Record the time and the errors (number of incorrect words).
- Have student reread the passage to themselves, practice words that were difficult, and practice accuracy of the passage.
- Have student reread the passage orally to you and time them again counting the errors.
- Have the student to practice reading the selection repeatedly.
- The teacher charts the progress until the student can read the passage fluently with few errors.
**Choral Reading**

Choral reading is reading aloud in unison with a whole class or group of students. After hearing the teacher read and discuss a selection, students reread the text together. Choral reading helps build students’ fluency, self-confidence, vocabulary knowledge, motivation, and enjoyment of literature. Reading and rereading shared texts may have the additional benefit of building a sense of community in the classroom.

**Antiphonal Choral Reading**

Divide the group into groups and assign parts of the text to each group. Give students an opportunity to practice how they will read before bringing them back together to read chorally.

**Dialogue Choral Reading**

Select a text that contains different speaking parts. Assign the part of the narrator to one group and each character to other groups.

**Cumulative Choral Reading**

The number of students reading gradually builds as the text is read. An individual or small group reads the first line or section of a passage, and then they are joined by another group of students. By the end of the passage, the whole group is reading. (This can also be done in reverse, starting with whole group and ending with just one person or group.)

**Impromptu Choral Reading**

As a text is read, students join in or fade out as they choose. Some students may choose to highlight certain words or sections of the text, read every other line, or the whole selection. Students choose ahead of time what section(s) of the text they will read. (If no one selects a section, someone usually jumps in!)

**Sticky Note**

Partners are given sticky notes to mark things they want to remember. There are a limited number of notes and partners have to decide together what to mark as important, interesting, or confusing.

**Stop and Jot**

Read to a certain point, stop, and have students write.

**Audio-Assisted Reading**

Students read along in their books as they listen to a recording of a fluent reader model the text. For audio-assisted reading, you need text that is at a student’s independent reading level. The recording should not have sound effects or music.
**Teacher Modeling of Fluent Reading**

By listening to good models of fluent reading students learn how a reader's voice can help written text make sense. Fluent readers read aloud effortlessly and with expression.

**Three Ring Circus**

Teacher assigns a variety of reading arrangements. Some students read in partners, some individually, some in triads, etc.

**Two Read Then One Reads**

Partners read passage chorally. Then one partner rereads passage.

**Whisper Read**

Similar to *Everyone Read To*, students read aloud, but in a whisper. The teacher monitors the group or class to see and hear who is reading for themselves. This is an effective strategy for a small group.
Appendix

Hasbrouck-Tindal Table of Oral Reading Fluency Norms
Six-Minute Fluency Solutions
Round Robin Reading: An Ineffective Strategy
Hasbrouck-Tindal table of oral reading fluency norms

The Hasbrouck-Tindal table shows the oral reading fluency rates of students in grades 1 through 8, as determined by data collected by Jan Hasbrouck and Gerald Tindal. Teachers can use this table to draw conclusions and make decisions about the oral reading fluency of their students. The table can also be used to set the long-term fluency goals for struggling readers.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentile</th>
<th>Fall WCPM*</th>
<th>Winter WCPM*</th>
<th>Spring WCPM*</th>
<th>Avg. Weekly Improvement*</th>
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*WCPM = Words Correct Per Minute

**Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by dividing the difference between the fall and spring scores by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by dividing the difference between the winter and spring scores by 16, the typical number of weeks between the winter and spring assessments.
## Steps for Six-Minute Fluency Solutions

<table>
<thead>
<tr>
<th>TIME</th>
<th>PROCEDURE</th>
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</table>
| Minute 1 | • Teacher announces it is time for fluency practice; students retrieve fluency folder  
           • Partners record date on their respective record sheets  
           • Students identify Partner 1 and Partner 2 |
| Minute 2 | • Teacher sets timer and says, “Begin”  
           • Partner 1 reads, and Partner 2 marks errors and stopping point |
| Minute 3 | • Partner 2 tells Partner 1 how many words he/she read and how many errors were made, and does error correction procedure  
           • Partner 1 records the numbers on his/her record sheet |
| Minute 4 | • Teacher again sets timer and says, “Begin”  
           • Partner 2 reads the same passage to Partner 1  
           • Partner 1 records errors and stopping point |
| Minute 5 | • Partner 1 tells Partner 2 how many words he/she read and how many errors were made, and does error correction procedure  
           • Partner 2 records the numbers on his/her record sheet |
| Minute 6 | • Students return their passages, record sheets, and materials |

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Round Robin Reading: An Ineffective Strategy

Overview

Round Robin Reading—defined in *The Literacy Dictionary* as “the outmoded practice of calling on students to read orally one after the other” (Harris & Hodges 1995, p.222)—poses many problems.

Abandoning Round Robin reading does not mean foregoing all oral reading. There is a place for oral reading in the classroom in addition to silent reading, but it must be done for specific, authentic purposes: to develop comprehension, to share information, to determine strategies students use in reading, and to help a struggling reader achieve greater fluency. Oral reading is a means to an end, not the end itself.

From *Goodbye Round Robin Reading* by Opitz and Rasinsky 1998

Despite its widespread use, Round Robin reading has never been widely advocated nor endorsed by scholars of reading. For example, Eldredge, Reutzel, and Hollingsworth (1996) found that it was inferior to the shared book experience, another form of instructional book reading, in promoting word recognition, accuracy, fluency, vocabulary acquisition, and comprehension.

Round Robin reading’s drawbacks have been recognized by scholars for years. So why do teachers continue to practice it? The answer lies in the fact that teachers have not been given many viable alternatives (Hoffman, 1987). Indeed, in many teacher education classes, the only alternative to such traditional forms of oral reading is silent reading. Without more progressive forms of oral reading, silent reading is given primacy in elementary classrooms by default or oral reading is simply not an option.

From *The Fluent Reader* by Timothy Rasinski (2003)

The majority of teachers believe that Round Robin reading is the way to help children practice fluency, share content and build comprehension through oral language. In fact the only purpose it serves is to assess students’ oral reading skills before the child has had adequate time to practice. However, as Glazer and Moats (2008) describe, teachers do need to monitor and assist students while they are reading to improve their fluency by listening to students read, providing feedback, asking for a retell, and assisting with decoding of unknown or missed words.
Problems with Round Robin Reading

1. Round Robin Reading can cause unnecessary sub-vocalization. While one reader is reading aloud, the others are expected to follow along, reading silently. Because oral reading is slower than silent reading, the silent readers are therefore encouraged to sub-vocalize every word. This sub-vocalization may become internalized and cause slower reading rates. (Opitz and Rasinski)

2. Round Robin Reading lowers the quantity of reading. Oral reading is much slower than silent reading and the amount of reading that will occur during Round Robin Reading is less, both in quantity and meaning (Hoffman & Rasinski, 2003). One of the most serious concerns regarding Round Robin Reading is that it does not provide an accurate view of reading for students. It assigns too much importance that reading be pronunciation-perfect instead of recognizing the importance of comprehension. (Durkin, 2004)

3. Round Robin Reading can lower self-esteem. Students do not gain confidence during Round Robin Reading, instead they are often embarrassed and their self-esteem is lowered. Round Robin Reading is unhearsed and can be challenging and frustrating especially because teachers correct students' errors in a public way, usually before the students can attempt to self-correct. (Beach, 1993; Hoffman, 1987; Kelly, 1995)

4. Round Robin Reading can cause inattentive behaviors, leading to discipline problems. Although students are expected to follow along, they rarely do. Instead they are reading ahead, because either they are faster readers than the person who is reading aloud or they are practicing the part they will be expected to read. Or they aren't paying attention at all but are poking and whispering to the other children. The result? Little attention is given to the meaning of the passage being read. Also, some children may be reprimanded for not following along, which leads them to a less than favorable view of reading.

5. Round Robin Reading consumes valuable classroom time that could be spent on other meaningful activities. Because oral reading, being much slower than silent reading, takes longer, the number of words that students will read over a school year can actually decrease (Stanovich 1986). Add to this slower rate the additional time that is used to keep students on track, reminding them where to focus, and a considerable amount of time has been invested in an ineffective activity. (Opitz and Rasinski)

6. Round Robin Reading can hamper listening comprehension. Instead of truly listening to others read, students are preoccupied with following lines of print and looking ahead, either because they are bored or because they are trying to give themselves some practice before they will be expected to read aloud before others. In short, they are distracted. Yet we know that listening comprehension is an important skill. Some
studies suggest that listening comprehension and reading comprehension are related and that children who do poorly with listening comprehension will also do poorly with reading comprehension. (Daneman, 1991). “In terms of listening and meaning-making, this strategy is a disaster”. (Sloan & Lotham, 1981, p.135)

7. Round Robin Reading can be a source of anxiety and embarrassment for students. Reading aloud to others without the opportunity to rehearse causes much anxiety and embarrassment. Students are so focused on “saving face” that they forget the real purpose of reading—to comprehend.

8. Round Robin Reading can work against all students developing to their full potential. Research has shown that when children make a mistake when reading aloud—especially children who are struggling with reading—they are corrected by others before they have an opportunity to correct themselves (Allington, 1980). One of the most important skills for all children to learn, however, is to monitor themselves, paying attention to meaning and self-correcting when meaning is interrupted. Because less fluent readers are generally not afforded this opportunity, they are less likely to develop this most important skill.
Resources

- http://www.youtube.com/watch?v=CLpEkMUqZlg
- http://www.youtube.com/watch?v=dnF8sYsmWo8
- http://www.youtube.com/watch?v=LFRzl2Oe Bs&feature=related
- "Ditch Round-Robin Reading and Read More!, Round Robin Alternative, Karen Haag, www.LikeToRead.com
- http://myweb.stedwards.edu/mikekb/ReadStrong/choralreading.html
- http://www.readingrockets.org/article/what-guided-oral-reading
- http://www.readingrockets.org/strategies/tape_assisted_reading
- http://www.readingrockets.org/strategies/tape_assisted_reading
- http://www.readingrockets.org/strategies/timed_repeated_readings
- http://www.readingrockets.org/strategies/word_walls
- http://www.scilearn.com/blog/developing-oral-reading-fluency
- http://www.theschoolbell.com/Links/word_walls/words.html
- http://www.thebestclass.org/rtscripts.html

Interactive Word Wall:
http://www.teachnet.com/lesson/langarts/wordwall062599.html

Resource: Download Shared Reading: An Instructional Strategy for Teachers:
http://www.readingrockets.org/content/pdfs/SharedReading.pdf


The Six-Minute Solution: A Reading Fluency Program (Primary Level), Gail Adams and Sheron Brown, 2007, Sopris West Educational Services

Word Wall Activities: http://www.teachingfirst.net/wordwallact.htm

www.explicitinstruction.org- Anita Archer Alternative Oral Reading Strategies model lessons
December

Comprehension

3-2-1

Purpose:
This strategy provides a structure for students to record their own comprehension and summarize their learning. It also gives teachers the opportunity to identify areas that need re-teaching, as well as areas of student interest.

Procedure:

- **Three** – After the lesson, instruct each student to record three things he or she learned from the lesson.
- **Two** – Next, instruct students to record two things that they found interesting and would like to learn more about.
- **One** – Then, instruct students to record one question they still have about the material.
- **Review** – Finally, the most important step is to review the students’ responses. You can use this information to help develop future lessons and determine if some of the material needs to be taught again.

Variations

*Compare and Contrast 3-2-1*

As a way to compare and contrast, ask students to record three similarities between two items, two differences, and one question they still have about them.

*Reading 3-2-1*

When reading, ask students to record three of the most important ideas from the text, two supporting details for each of the ideas, and one question they have about each of the ideas.

*Pyramid 3-2-1*

Ask students to create a triangle and divide it into three sections horizontally. In the bottom section, the students record three things they learned for the day. In the middle section, the students record two questions they have. In the top section, the students describe how the information learned is applicable to their everyday lives.
Academic Vocabulary 3-2-1

To increase comprehension and use of academic language, ask students to explore a concept through 3-2-1. First, have them speak with a partner. Provide the structure for 3 minutes of conversation using targeted academic language. Then, ask students to write 2 sentences using the language. Finally, have students read 1 paragraph, which contains the targeted vocabulary.

ABC Brainstorm

Before students read or talk about a major topic, it is essential to activate their background knowledge. The ABC Brainstorm is simple. Students think of a word or phrase associated with the topic and match it to each letter of the alphabet. The teacher may give students time to think of many different ideas, and then allow students to work in small groups to fill in the blanks for the letters they have not completed.

Ideas for Assessment

This strategy can be used as a pre-assessment tool to see what background knowledge students are bringing to the topic. It can also be used as a formative assessment to see the students’ understanding of the topic being learned.

Close Reading

Purpose

Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text’s form, craft, meanings, etc. It directs the reader’s attention to the text itself.

Close reading includes:

- Using short passages and excerpts
- Diving right into the text with limited pre-reading activities
- Focusing on the text itself
- Rereading deliberately
- Noticing things that are confusing
- Discussing the text with others
  - Think-Pair Share
  - Turn and Talk frequently
  - Small groups and whole class
- Responding to text-dependent questions
**Samples:**

| First Reading | ✓ Get to know the text  
<table>
<thead>
<tr>
<th></th>
<th>✓ Read for enjoyment/build fluency</th>
</tr>
</thead>
</table>
| Second Reading | ✓ Reread a selection of the text  
|               | ✓ Use annotation symbols to locate important information and make connections to unfamiliar words/phrases  
|               | ✓ State the central idea, or main ideas, of the paragraph (short phrases in the margin)  
|               | ✓ Determine the meaning of unfamiliar words or phrases |
| Third Reading | ✓ Student reread the targeted sections  
|               | ✓ Students respond to text-dependent questions (not basic recall questions) |

---

**Plan for a Close Read of Text for Three Purposes**

**1st Read - What does the text say? (Key Ideas and Details/ Standards 1, 2, & 3)**

- Key Details- GIST
  - Who, what, where, when, why, and how
  - GIST Summary
  - Connect to supporting details and evidence

**2nd Read - How does the text work? (Craft and Structure/ Standards 4, 5, & 6)**

- Vocabulary (context clue, transition words)
- Text structure/features (pictures, captions, etc.)
- Point of View (author)

**3rd Read - What does the text mean? (Integration of Knowledge and Ideas/ Standards 7, 8, & 9)**

- Purpose (author’s purpose)
- Point of view/Narrative perspective (reader)
- Inferences- prediction/Drawing conclusions
- Connection- text to self, text to text, and text to world
### Teachers’ Roles for a Close Read

- Select challenging and appropriate text
- Analyze the text’s content and language ahead of time
- Anticipate potential challenges the text may present for certain students (ex. English Learners; students reading far above or below level)
- Write text-dependent questions that engage students in interpretive tasks
- Lead rich and rigorous conversations through the use of text-dependent questions
- Ensure reading activities stay closely connected to the text

### Students’ Roles for a Close Read

- Read the text more than once
- Persevere in reading and comprehending challenging text
- Analyze the text for purposes and/or levels of meaning
- Use evidence from the text to ask and answer text-dependent questions
- Increase comprehension of a text through multiple re-readings
- Participate in rich and rigorous conversations about a common text

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**GO Charts**

**Purpose/Description**

The GO Chart is a graphic organizer designed to help students get the most out of their reading assignments by encouraging them to actively engage with content. The GO Chart focuses on comprehension, vocabulary, and personal connections.

<table>
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<tr>
<th>Predictions</th>
<th>Vocabulary</th>
<th>Understandings</th>
<th>Interpretations</th>
<th>Connections</th>
<th>Retelling</th>
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<tr>
<td>This is what I think the story might be about...</td>
<td>I think the author might use these words to tell the story...</td>
<td>I noticed...</td>
<td>I wonder...</td>
<td>This reminds me of...</td>
<td></td>
</tr>
</tbody>
</table>


In addition, the Go Chart graphic organizer simplifies the summarizing process for a fictional text. A triangle, square, and circle are the components of a Go Chart. The triangle represents the beginning of the text, square represents the middle of the text, and the circle represents the ending of the text.
Triangle: Beginning of the Text
Each corner of the triangle is labeled. Characters, setting, and plot are the 3 headings in the triangle. All three of these components encompass the beginning of the fictional text. Students write the correct information in short form beside the headings. The questions of who, what, and where are answered, usually at the beginning of the text. Characters represent “who,” setting represents “where,” and problem represents “what.” Main characters, setting, and the problem are usually in the first few chapters of text for a novel and the first few pages for a picture book.

Square: Middle of the Text
Students usually are able to define the beginning of the text with accuracy but struggle with the important events in the middle of the text.

Square has each corner labeled with a number from 1-4. Each number represents one event in the story. Often a story has more than 4 events but it is important for students to learn that not all events need to be highlighted when retelling a story. Students appreciate the comparison of book summaries to television show summaries. A student is unable to retell a television show word for word and the same is true of retelling a fictional text. As well, the events highlighted in the middle of the text are different for the students. The important element of the middle of the story is to identify the important events but not to disclose the closing of the book.

Circle: End of the Text
Circle represents the end of the text as it brings everything together. The end reveals the solution to the problem and gives a little insight to what might happen next. Students write the solution in the circle and add any thoughts about the book.

Guided Reading

Purpose/Description

Guided Reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. The text is easy enough for students to read with teacher support. The text offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency. Selections are chosen that students can read with about 90 percent accuracy to help students expand their strategies.

Procedure

- The teacher works with a small group of students with similar needs.
- The teacher provides introductions to the text that support children’s later attempts at problem solving.
- Each student reads the whole text or a unified part of the text.
- Readers figure out new words while reading for meaning.
The teacher prompts, encourages, and confirms students’ attempts at problem solving.

The teacher and student engage in meaningful conversations about what they are reading.

The teacher and student revisit the text to demonstrate and use a range of comprehension strategies.

**High 5**

**Purpose/Description**

The High 5 Reading Strategy is a simple and effective approach formulated to enhance the comprehensive abilities of students. By using this technique, students are able to understand the material and direct their attention to the details.

**Procedure**

1. **Activating Background Knowledge**
   - KWL Charts
   - Anticipation Guides
   - Prediction Guides
   - Background Knowledge Research
   - Think Alouds

2. **Questioning**
   Use Bloom's taxonomy to help students create higher-level thinking questions.
3. **Analyzing Text Structure**

Reading text that is not narrative is often difficult for students because they are unable to recognize the different patterns of text. Teaching students the different text structures will greatly increase their abilities to comprehend the reading of texts.

4. **Creating Mental Images**

Narrative text allows readers to use their senses to experience the reading. Expository text may be more difficult to picture, so using the graphic organizers may help students to visualize the text and better understand what the author is trying to portray.

5. **Summarizing**

**Interactive Reading Notebooks**

Interactive Notebooks serve many purposes in the classroom. The notebooks become an “anchor” for the standards taught, as well, as a reference that students can use throughout the year. Interactive notebooks are engaging and address multiple intelligences. Students are allowed to become active participants in their learning. Students organize systematically as they learn. Interactive notebooks become a portfolio of individually learning.

**Samples:**
Link and Rethink

This is an inferential strategy that seeks to link a reader's prior knowledge and experiences with his or her comprehension of a given text by posing questions prior to reading and encouraging discussion after reading. The teacher will develop a set of two pre-reading questions for each main idea selected for the planned reading assignment. The first question should elicit prior knowledge of the topic, and the second should encourage students to imagine, speculate, and project beyond their past knowledge. Students will write their predictions and speculations before reading the selection. Then after reading, the students will review their written predictions about the passage. Discuss as a class how the new information from the text changed or reshaped the students' prior knowledge.
**Note Taking**

*Sticky Notes* – Students will use sticky notes to mark interesting passages or places where they have questions or make connections while reading.

*Sticky Notes #2* – Students respond to a Text Dependent Question charted on large paper by placing a sticky note on the chart.

**Idea for Assessment**

Utilizing *Sticky Notes #2* creates student product for a formative assessment, checking for their understanding of the Text Dependent Question.

**QAR (Question-Answer Relationship)**

**Purpose/Description**

Question-Answer relationship (QAR) is a strategy to be used after students have read. QAR teaches students how to decipher what types of questions they are being asked and where to find the answers to them. Four types of questions are examined in the QAR:

- **Right There Questions**: Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.
- **Think and Search Questions**: Answers are gathered from several parts of the text and put together to make meaning.
- **Author and You**: These questions are based on information provided in the text but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question.
- **On My Own**: These questions do not require the student to have read the passage but he or she must use his or her background or prior knowledge to answer the question.

**Procedure**

1. Depending on your students, you may choose to teach each type of question individually or as a group. Explain to students that there are four types of questions they will encounter. Define each type of question and give an example.
2. Read a short passage aloud to your students.
3. Have predetermined questions you will ask after reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer.
4. Next, show your students how find information to answer the question (i.e., in the text, from your own experiences, etc.).
5. Model your thinking process for each type of question, and invite students to read another passage on their own, using a partner to determine the type of question and how to find the answer.
6. After students have practiced this process for several types of questions and over several lessons, you may invite students to read passages and try to create different types of questions for the reading.

Students may work by themselves, in pairs or small groups. Remind students that they should be prepared to discuss and debate their reactions to the questions and how they figured out their answers. QARs require students to activate both literal and critical thinking skills. For students who have a hard time thinking beyond the text, this will be a challenging task and will require a lot of time to apply to their own readings. These students will need consistent practice in determining the type of thinking the text is requiring them to answer.

Queries

Traditional questions are often aimed at retrieval of information from a text. Queries, however, serve to “crack open” meaning from the text. The teacher asks queries throughout the shared oral or silent reading at critical points in the text. They often address the why and how of the narrative or topic. Queries are normally open-ended but are also asked with the intent to foster specific understandings (see LETRS Module 6, 2nd Edition).

- Queries teach students to construct meaning during reading
- Queries, or discussion questions, encourage students to engage with ideas in text to build meaning
- Queries help teachers facilitate group discussion and student-to-student interaction

Sample Queries:

- What was the reason for that?
- Why do you think the character said that?
- What does that have to do with what the character just said or did?
- What does the author want us to think here?
- Why did the author choose this word?
- What's this all about?
- Were you surprised here? Why?
- What might happen now?
- What do you wish would happen here?
- Is that part clear to you?
- So, what has happened so far?
- What problem is the person trying to solve?
- What do we know about ________ at this point?
Queries (During Reading)

- Pose queries at critical junctures in text
- Model the thoughts and questions of an inquiring reader by thinking aloud
- Teach children to: (a) ask for clarification; (b) summarize; (c) anticipate; and (d) ask questions of the author as they read
- Visualize or construct a mental image of settings, events, and concepts

Questioning the Author

This strategy is done during reading, and it allows teachers to ask specific questions of the students that will help them create meaning and reflect on the text while reading. During classroom discussion, teachers will assist students in going beyond sharing their opinions and ideas about a text they have read.

Read-Talk-Write

This strategy helps to monitor comprehension during reading. Students will read a small section of the text, then talk in pairs about what they read. Then, students will write a summary of the information from the text. Variations include: read-draw-write, read-draw-talk, and listen-talk-write.

Reciprocal Teaching

Reciprocal teaching is an instructional method or procedure that is designed to enhance students’ reading comprehension. Scaffolded dialogue is the centerpiece of reciprocal teaching, designed to provide students with the skill to work in small groups or individually employing these same strategies without direct teacher involvement (but with continued teacher monitoring).

To begin, teachers model four reading strategies:
1) predicting
2) questioning
3) clarifying, and
4) summarizing.

The strategies are introduced, one at a time, over several lessons (four or more) and then practiced with teacher direction over many more lessons (10-12). After the initial introduction, students use reciprocal teaching to read and study in small groups. Reciprocal teaching has been used to help students who decode fairly well but struggle with comprehension. It is a useful learning and reading strategy for all readers in all content areas (2004 America’s Choice Ramp-Up to Middle Grades Literacy).
Role Play

Students are required to step out of their role as the student and take on the characteristic of a character from the text. Role-play encourages creativity and high levels of thought from the student. This strategy is most successful when students are given time to research the character they are portraying.

Idea for Assessment

Use a rubric to score the students’ interpretation and understanding of the character.

Selective Highlighting

Selective Highlighting/Underlining is used to help students organize what they have read by selecting what is important. This strategy teaches students to highlight/underline ONLY the key words, phrases, vocabulary, and ideas that are central to understanding the reading.

SQ3R

SQ3R is a comprehension strategy that helps students think about the text they are reading while they’re reading. Often categorized as a study strategy, SQ3R helps students "get it" the first time they read a text by teaching students how to read and think like an effective reader.

This strategy includes the following five steps:

1. **Survey**: Students review the text to gain initial meaning from the headings, bolded text, and charts.
2. **Question**: Students begin to generate questions about their reading from previewing it.
3. **Read**: As students read, they need to look for answers to the questions they formulated during their preview of the text. These questions, based on the structure of the text, help focus students’ reading.
4. **Recite**: As students move through the text they should recite or rehearse the answers to their questions and make notes about their answer for later studying.
5. **Review**: After reading, students should review the text to answer lingering questions and recite the questions they previously answered.

SQ3R requires the teacher to model.

1. Explain to students that effective readers do many things while reading, including surveying, questioning, reading, reciting and reviewing.
2. Choose a content area passage to read and model the five SQ3R steps.
3. During each step, make sure to explain what you're doing and why you're doing it.
4. After modeling, invite students to independently read a selection and practice applying the SQ3R steps. This could be completed as an in-class or take-home assignment.
5. Afterwards ask students to review their notes and reflect on the process. Were they surprised by how much they remember by using the SQ3R method?
6. Students may not be "sold" on this strategy the first time they try it. Not all readings will be worth the time it takes to complete the SQ3R steps. Help students understand, not just how to apply it, but when to apply it.

**Summarizing**

Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area.

- It helps students learn to determine essential ideas and consolidate important details that support them.
- It enables students to focus on keywords and phrases of an assigned text that are worth noting and remembering.
- It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.

**Procedure:**

- Begin by reading OR have students listen to the text selection.
- Ask students the following framework questions:
  - What are the main ideas or central messages?
  - What are the crucial details necessary for supporting the ideas?
  - What information is irrelevant or unnecessary?
- Instruct students to use keywords or phrases to identify the main points from the text.
Text Dependent Questions

Text-dependent questions can only be answered by referring back to the text being read. The College and Career-Readiness Standards require students to read closely to determine what the text says explicitly and to make logical inferences from it.

Text Dependent Questions...

- Can only be answered with evidence from the text.
- Can be literal (checking for understanding) but must also involve analysis, synthesis, and evaluation.
- Focus on the word, sentence, and paragraph, as well as larger ideas, themes, or events.
- Focus on difficult portions of text in order to enhance reading proficiency.
- Can also include prompts for writing and discussion questions.

Prompts for Text Dependent Questions

**FICTION – CHARACTER ANALYSIS**
- What do you know about (character)? What words does the author use to show you?
- What are (character’s) strengths? Weaknesses? What words and phrases does the author use for each?
- How does the main character treat other characters? What evidence does the author include?
- How does the main character change throughout the story? What evidence does the author include?
- How does the author show each character’s feelings?

**FICTION ELEMENTS AND STRUCTURES**
- How does the author help you learn about the setting (time, place, season)? What do you learn from the text? From the illustrations?
- How does the character react to the setting? How do you know?
- How does the setting change through the story? How do you know?
- How does the dialogue help you understand the interaction between characters?
- An author usually does some research to help him/her write the text. What evidence of research do you find in this text?
- Can you tell if the story describes a particular culture? How do you know? Would the story be different if set in a different culture/setting?
- How does the sequence of events develop the story? Describe the major events of ___ in order.
AUTHOR’S WORD CHOICE
- What words or phrases grab your attention?
- What words or phrases tug at your heart?
- What beautiful language does the author use?
- What words (color, size, shape, material, proper names) help the author be specific?
- What strong verbs do you notice? How do they help you visualize the author’s meaning?
- How do the author’s words help develop sensory images?
- How does the author use transition words (such as first, last, suddenly, later) to help you transition from sentence to sentence, paragraph to paragraph, and section to section?
- What comparisons (simile, metaphor, personification) do you notice in the text? How do they help you understand the text?
- What onomatopoeia, interjections, and alliteration does the author use? How does it support you as a reader?

GENERAL QUESTION PROMPTS
- How do you know?
- Explain your thinking. What is the evidence?
- What is the author’s purpose? How do you know?
- What is the author’s point of view? How do you know?
- The phrase __ means __.
- I think the author means __ when he/she says __.
  - ___ is an example of ___.
- What does the author want us to know about ___?
- What is the author’s message to his/her readers?
- What ideas in the text support/validate ___?
- What do you learn from the illustrations?
- What do we know from the title and cover?
- What context clues tell you what (word) means?
- What do you notice about the author’s use of punctuation?
- What does ___ mean? How do you know?

NONFICTION TEXT FEATURES
- What new information did you learn from the captions?
- Why did the author use (specific text feature) on this page?
- How does the author use ___ (table of contents, index, glossary, labeled diagram, heading, bold/underlined/italicized words) to help you gain information?
- What text structure(s) does this author use (question/answer, problem/solution, description, cause/effect, sequence, compare/contrast)? Why was this a good choice?
NONFICTION

• What did you learn after reading this ___ (sentence, paragraph, passage, page)?
• What is the most important point in this ___ (paragraph, passage, page, piece)? How do you know?
• What supporting details does the author include to help you learn about ___?
• What does the author think about ___?

Two-Word Summary

The objective of this strategy is for students to briefly summarize chunks of text into two words.

Visualizing

Read aloud a descriptive passage while students close their eyes and imagine how it looks. After reading, allow students to draw or write what they see, and justify how the text supports their image. When students cannot visualize what they have read, they have more difficulty comprehending.
Appendix

3-2-1 Strategy
ABC Brainstorming
Go Charts
Guided Reading Lesson Plan Template
High 5
Question Answer Relationship
Reciprocal Teaching
Retelling Organizer
SQ3R
Text Dependent Questions
# ABC Brainstorming Strategy

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<td>Build background knowledge around the story you have chosen. Read the title of the book, covering the illustration and ask the students to predict what they think the story might be about. Discuss the reasoning behind the predictions. Show the students the picture on the front cover and ask them to make further predictions about what they think the story might be about. Students may modify their predictions based on the new information. Record their responses under PREDICTIONS on the GO! Chart. Ask the students to confirm or disconfirm the accuracy of their predictions and see which vocabulary words appeared in the story. Do a think-pair-share involving an explicit question. Students will share their ideas after a few minutes of ‘thinking’ with a partner. Record their response(s) to your explicit question under UNDERSTANDINGS on the GO! Chart. This activity encourages students to deepen their understandings about characters’ feelings and actions, about the setting, and about the problem and solution.</td>
<td>Before Reading Review the predictions and the vocabulary words that were made the day before. During Reading Read the story with fluency and expression. Do a think-aloud. Tell the students what you noticed and explain how you know this. Show the students that ‘... the answer is right here in the text.’ Your ‘think-aloud’ will lead to a deeper understanding of the text. After Reading Ask the students to confirm or disconfirm the accuracy of their predictions and see which vocabulary words appeared in the story. Do a think-pair-share involving an explicit question. Students will share their ideas after a few minutes of ‘thinking’ with a partner. Record their response(s) to your explicit question under UNDERSTANDINGS on the GO! Chart. This activity encourages students to deepen their understandings about characters’ feelings and actions, about the setting, and about the problem and solution.</td>
<td>Before Reading Read over the UNDERSTANDINGS and INTERPRETATIONS comments on the GO! Chart. Discuss how we found the answer in the text. During Reading Re-read the text or portions of the text as a review. Do a think-aloud. Tell the students what you wonder about and how you have come to a ‘conclusion’ about what you are wondering. Explain that the answer is implied (we used to infer). My ‘conclusion’ is based on clues in the text and what is in ‘my head/wat I think’. Remember, your think-aloud(s) will lead to a deeper understanding of the text. After Reading Do a think-pair-share involving an implicit question. Students will share their ideas after a few minutes of ‘thinking’ with a partner. Record their response(s) to your implicit question under INTERPRETATIONS on the GO! Chart.</td>
<td>Before Reading Re-read the UNDERSTANDINGS and INTERPRETATIONS comments on the GO! Chart. Discuss how sometimes we find the answers in the text and sometimes the answers are in your head (and in the text). During Reading Re-read the text or portions of the text as a review. This time, your think-aloud will involve making connections. When making connections, model how we choose a specific passage from the text and explain how ‘this reminds me of...’ or ‘this makes me think of a time when...’. After Reading Ask students to make their own connections to a specific passage in the text. Students should make connections between the text and their own feelings and experiences (text-to-self), other texts (text-to-text), and their knowledge of the world (text-to-world). Record their responses under CONNECTIONS on the GO! Chart.</td>
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<td>Group/Students</td>
<td>RF Standards</td>
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<tr>
<td>CCRS Focus Standard Teaching Point(s)</td>
<td>RF Standards</td>
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<td>RF: Reading Foundational Skills</td>
<td>Print Concepts RF1, Phonological Awareness RF2, Phonics RF3, Fluency RF4</td>
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<td>RL: Reading Literature</td>
<td>RL Standard 1: Infer Drawing Conclusion(s), RL Standard 2: Theme/Message/Lesson/Moral Key Details, RL/RI Standard 3: Character Analysis RL Sequence of Events RL Cause and Effect RI</td>
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<tr>
<td>Before Reading</td>
<td>Title: Lexile Level or GE:</td>
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<td></td>
<td>• Running record/DIBELS-Familiar reading • Introduce vocabulary • Set purpose for reading &amp; link to schema (Picture walk) • Emphasize strategy/teaching point • May ask questions to be answered through reading (may give tools such as sticky notes, graphic organizers, etc. for students to use as they read)</td>
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<td>Words to Locate: Page #:</td>
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Set Purpose/Teaching Point:

Book Introduction Notes:
| During Reading | Students read at their pace (Rate)  
|               | Teacher listens to students read (Expression & Accuracy) individually. (Lower level students typically need to whisper/read aloud.)  
|               | Provide cues & prompts  
|               | Students may use tools (sticky notes, graphic organizer, etc.)  
|               | Check for use of strategy – emphasis on strengths with perhaps a point to work on  
|               | Makes notes about the skills/strategy use of different readers. | Notes: |
| During Reading Behaviors: | s-t-r-e-t-c-h-i-n-g | Flipping vowel sounds | Reading through the words |
|               | One-to-one match | Self-Correcting | Chunking |
|               | Cross Checking | Re-Reading | Sight Word Recognition |
| After Reading | Discuss book/story-emphasize higher level questions, especially for higher students  
|               | Focus on teaching point- may revisit text for examples  
|               | Assesses student’s understanding of what they read. Students may respond through writing (Comprehension/Writing Connected to Text)  
|               | May do fluency practice | |
| After Reading Comp Questions | Literal | |
|               | Inferential | |

Next Steps/Reflection:
HIGH 5!
Comprehension Strategies

1. Activating
   background knowledge

2. Questioning

3. Analyzing text
   structure

4. Creating
   mental images

5. Summarizing

???
# Question-Answer Relationships

<table>
<thead>
<tr>
<th>In the Book</th>
<th>In My Head</th>
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<tbody>
<tr>
<td><strong>Right There</strong></td>
<td><strong>Author and You</strong></td>
</tr>
<tr>
<td>The answer is easily found</td>
<td>The answer is not in the</td>
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<tr>
<td>in the text. The exact</td>
<td>text. The reader combines</td>
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<td>words for the questions</td>
<td>previous knowledge with</td>
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<td>and answers are located in</td>
<td>text information to create</td>
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<tr>
<td>the same sentence.</td>
<td>a response.</td>
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<td></td>
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<tr>
<td><strong>Think and Search</strong></td>
<td><strong>On My Own</strong></td>
</tr>
<tr>
<td>The answer is in the text,</td>
<td>The answer is not in the</td>
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<tr>
<td>but requires gathering</td>
<td>text. The reader uses</td>
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<tr>
<td>information from different</td>
<td>previous experience to</td>
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<td>places in the selection.</td>
<td>respond.</td>
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# Reciprocal Teaching

<table>
<thead>
<tr>
<th>Predict:</th>
<th>Clarify:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on what you’ve read and what you know, what do you think will happen next?</td>
<td>Was there a word you weren’t sure about? What is it? What page is it on?</td>
</tr>
<tr>
<td>What clues helped you to think about what will happen next?</td>
<td>What can we predict it means?</td>
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<tr>
<td>Is your prediction logical?</td>
<td>How can we check it?</td>
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</table>

<table>
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<tr>
<th>Question &amp; Connect:</th>
<th>Summarize:</th>
</tr>
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<tr>
<td>Is there anything that you did not understand?</td>
<td>What are the most important ideas or events?</td>
</tr>
<tr>
<td>Is there anything that did not make sense?</td>
<td>What does the author want you to remember or learn from this?</td>
</tr>
<tr>
<td>What were you thinking about as you were reading?</td>
<td>What is the most important information in this passage?</td>
</tr>
<tr>
<td>Has anything like this ever happened to you?</td>
<td>What was this passage mostly about?</td>
</tr>
<tr>
<td>Have you ever known anyone like this character?</td>
<td>In your own words...</td>
</tr>
<tr>
<td>What are you curious about?</td>
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</table>
Reciprocal Teaching Cards

**Predict**
Based on the title, I predict this is going to be about ___.
I think the next part will be about ___.
Based on (a clue), I predict ___.

**Teacher-Like Question**
Who is ____?
What is/does ____?
When is ____?
Where is ____?
Why is ____ important?
Why does ____ happen?

**Clarify**
1. Reread
2. Look for little words inside big words
3. Look for root words, prefixes or suffixes
4. Look for commas, parentheses, or bold-face type.
5. Think of a similar word
6. Substitute a word
7. Use a reference

**Summarize**
This story/paragraph is mostly about ___.
The topic sentence is ____.
The author is trying to tell me ____.
This is mostly about ____.

A FRAMED SUMMARY SENTENCE:
This story/passage about _________ begins with _________, discusses (or develops) the idea that _________, and ends with _________.
Retelling Organizer

The Beginning | Setting, Characters and Problem

The Middle | Events towards solving the problem

The End | The resolution to the problem
SQ3R

- Survey
- Question
- Read
- Recite
- Review
TEXT DEPENDENT QUESTIONS

General Understanding
Main Idea, Organization
Is the argument the author presents effective? Using examples from the text, explain why or why not.

Key Details
Who, What, When, Where, Why
What is the central idea of _____ (title of text)? Summarize the story/drama/poem objectively.

Vocabulary & Text Structure
Literal, Inferential, Figurative
Which words help the reader understand the meaning of _____? How does the text structure contribute to the story? Use examples from the story.

Author's Purpose
Entertain, Inform, Persuade, POV
What is the author's purpose? How does the author use rhetoric to advance that purpose? Use examples from the text.

Inference
Clues, Conclusions, Connotation
What values and beliefs motivate the main character? What inferences can you draw from your analysis of the text?

Opinions, Arguments, Intertextual Connections
Author's Opinion, Claims, Evidence
Is the argument the author presents effective? Using examples from the text, explain why or why not.

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Text Dependent Question Stems

KEY IDEAS AND DETAILS: STANDARDS 1-3

CCRA.R.1
- Cite evidence to prove what is indirectly stated in the text.
- Cite examples to show what the author is trying to say.
- What clues show you...?
- Who are the main characters? Cite evidence to prove it.
- What is the setting? Cite evidence. When does the story take place? How do you know?
- What evidence showed...? Cite evidence to show how...

CCRA.R.2
- What is the central idea? Cite evidence to prove it?
- What is the central message? Cite evidence to prove it.
- What is the theme? Cite evidence to prove it?
- What is the topic? Cite evidence to prove it.
- What are key ideas or details?
- Where does the author prove the intended message?
- Summarize the main ideas, details, or points of the text.
- Explain how the author shows the central idea. Cite evidence.

CCRA.R.3
- What evidence shows that a character is working on a solution?
- What evidence shows that a character is having a conflict?
- Explain and cite evidence that shows how the characters relate to each other.
- Cite evidence to show that a specific character is changing.
- Cite evidence to show how the events unfold.
- How did the central idea of the text develop? Cite evidence.
- Cite evidence to show how the plot is revealed.
- Explain how the key points, ideas, and message are made known. Cite evidence.
CRAFT AND STRUCTURE STANDARDS 4-6

CCRA.R.4
• What is the meaning of ____ as used in the text?
• What is the meaning of the phrase____ as used in the text?
• How does the word___ contribute to the____?
• How does the phrase___ contribute to____?
• What is the purpose of this word? What is the purpose of this phrase? What in the text helped you understand this work?
• What in the text helped you understand the meaning of this phrase?

CCRA.R.5
• The text begins with…How does the beginning shape the text?
• What does the opening help you recognize?
• How does the sentence…affect the structure?
• How the chapter …affect the overall text?
• How does stanza… fit into the overall structure?
• How does paragraph… fit into the overall structure?
• Where in the text does the author show…? How does this affect the text?
• The text ends with…Describe how this wraps up or closes the text?

CCRA.R.6
• How does the author develop the point of view in the text?
• What is the purpose of the text? The author included ___ in the text. Determine why. Cite evidence to support.
• Locate a sentence, phrase, or paragraph that persuades. Cite evidence to explain how.
• Locate a sentence, phrase, or paragraph that informs. Cite evidence to explain how.
• Locate a sentence, phrase, or paragraph that entertains. Cite evidence to explain how.
• Locate a sentence, phrase, or paragraph that describes or explains something. Cite evidence to explain how.

INTEGRATION OF KNOWLEDGE AND IDEAS
STANDARDS 7-9

CCRA.R.7
• What is the purpose of the information that is graphically displayed? Cite evidence to explain.
• What information did you gain from the graphics that is not written in the text? Cite evidence to explain.
• How do the graphics affect the meaning of the text? Cite evidence to explain.
• What is the purpose of the illustrations? Cite evidence to explain.
Describe the relationship between the graphics and the text.
Explain the purpose of the______.
How do the graphics enhance the meaning of the text? Cite evidence.

CCRA.R.8
- How does the author support the points of the text? Cite evidence to explain.
- Describe how the author proves the key ideas of the text. Cite evidence.
- Does the author support the intended message with adequate information? Cite evidence to support your opinion.
- Cite evidence that supports the various points of view in the (text, article, paragraph, graphic, picture, etc.)
- How does the tone of the text change? Why does it change? Cite evidence to explain.
- What evidence does the author give that relates to the argument?
- Describe which reasons and evidence support specific points.

CCRA.R.9
- How do the two texts address similar themes? Cite evidence to explain.
- How do the texts address similar topics? Cite evidence to explain.
- Cite evidence that supports the similarities of the texts.
- Compare and contrast the texts.
- Describe the different approaches the authors of the (articles, paragraphs, pictures, graphics, etc.) use to communicate information on the same topic. Cite evidence to explain.
- Describe how the concepts/information about the same topic are presented in the (articles, paragraphs, pictures, graphics, etc.)

Using text dependent questions and close reading strategies will help students move towards being able to:

Read and comprehend complex literary and informational texts independently and proficiently. (CCRA.R.10)

*Adapted from Text Dependent Question Stems and Frames, available on Teachers Pay Teachers, Teacher 247
Resources

- [http://csai-online.org/sites/default/files/resource/38/Supporting%20Students%20in%20Close%20Reading.pdf](http://csai-online.org/sites/default/files/resource/38/Supporting%20Students%20in%20Close%20Reading.pdf) (Article)
- [http://forpd.ucf.edu/strategies/stratABC.html](http://forpd.ucf.edu/strategies/stratABC.html)
- [LETRS Module 6](http://literacymalden.wikispaces.com/file/view/LETRS_Module_6.pdf)
- [http://literacymalden.wikispaces.com/file/view/Tic%20Tac%20Toe%20for%20Reciproal%20Teaching.pdf](http://literacymalden.wikispaces.com/file/view/Tic%20Tac%20Toe%20for%20Reciproal%20Teaching.pdf) (Tic Tac Toe)
- [http://www.adlit.org/strategies/19802](http://www.adlit.org/strategies/19802)
- [http://www.adlit.org/strategies/19803/](http://www.adlit.org/strategies/19803/) (Background/Benefits)
- [http://www.bhsd228.com/reading/docs/pdfs/sq3rreadingworksheet.pdf](http://www.bhsd228.com/reading/docs/pdfs/sq3rreadingworksheet.pdf) (Student template)
- [http://www.desotocountyschools.org/?PN=Pages&SubP=Level1Page&L=1&DivisionID=10922&DepartmentID=11058&PageID=17991](http://www.desotocountyschools.org/?PN=Pages&SubP=Level1Page&L=1&DivisionID=10922&DepartmentID=11058&PageID=17991) (Guided Reading Videos)
- [http://www.gedtesting.com/uploads/files/91b04ab85d851656f4ac959aadb57cf0.pdf](http://www.gedtesting.com/uploads/files/91b04ab85d851656f4ac959aadb57cf0.pdf) (Steps in Close Reading; Close Reading Template; Sample Lesson)
- [http://www.glencoe.com/sec/teachingtoday/subject/creating_learn_centered.phtml](http://www.glencoe.com/sec/teachingtoday/subject/creating_learn_centered.phtml)
- [http://www.learner.org/inorth/tm/ReadStrat17.html](http://www.learner.org/inorth/tm/ReadStrat17.html)
- [http://www.neiu.edu/~kcrueda/linkandinsertstrategy.doc](http://www.neiu.edu/~kcrueda/linkandinsertstrategy.doc)
- [http://www.readingrockets.org/strategies/question_the_author](http://www.readingrockets.org/strategies/question_the_author)
- [http://www.readingrockets.org/strategies/reciprocal_teaching](http://www.readingrockets.org/strategies/reciprocal_teaching)
- [http://www.studygs.net/texred2.htm](http://www.studygs.net/texred2.htm) (Description/Steps)
• [http://www.teachtci.com/pdf/webinar_handouts/Interactive_StudentNotebook_Getting_Started.pdf](http://www.teachtci.com/pdf/webinar_handouts/Interactive_StudentNotebook_Getting_Started.pdf) (How to get started with interactive notebooks)
• [http://www.world-affairs.org/globalclassroom/curriculum/ReadingToLearn2.pdf](http://www.world-affairs.org/globalclassroom/curriculum/ReadingToLearn2.pdf)
• [https://www.learninga-z.com/commoncore/close-reading.html](https://www.learninga-z.com/commoncore/close-reading.html)
**1 x 3 x 10 Writing Activity (1st-5th Grade)**

The 1 x 3 x 10 writing activity is a great way to develop writing fluency in a short amount of time. Students are given a short amount of time to write, the writing task becomes a game as students race against the clock. There will not be time for prewriting and planning, so let students know that they have to put pen to paper and go! Students can write their responses in their journals, notebooks, or on a separate piece of paper.

**Steps:**

1. Develop a writing task that has high interest and is familiar. Students should use what they know and information that they have read about the topic to support their ideas.

2. Provide a writing prompt verbally and in writing.

3. Establish your expectations. Do not allow students to ask questions once the time has started. Let students know that this is an exercise and will not hurt their grades if they do not finish on time.

4. Set students to task. Provide time benchmarks along the way.

**Ideas for Assessment:**

Some initial qualities to look for when examining the responses include:

- Concepts/ideas relevant or key to the content/topic at hand
- Writing Fluency
- Discuss the responses with the class—focus on how responses show understanding of the content/topic at hand

**Variations of the 1 x 3 x 10**

<table>
<thead>
<tr>
<th>1 page</th>
<th>3 paragraphs</th>
<th>10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 paragraph</td>
<td>3 supporting details</td>
<td>10 minutes</td>
</tr>
<tr>
<td>1 sentence</td>
<td>3 descriptive words</td>
<td>10 minutes</td>
</tr>
<tr>
<td>1 claim</td>
<td>3 examples of evidence</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
3-2-1 Strategy (1st-5th)

After reading a non-fiction (informational) book or passage and when the teacher closes out the lesson, the students will reflect on what they have learned through their reading by completing this graphic organizer. Students can do this individually, in pairs, or in a small group.

Idea for Assessment:

- Use the information and questions that the students write to drive instruction further for the lesson topic
- Use the information written by students to gauge the level of student understanding of the lesson topic and reading.

Analyzing Writing Prompt Activity (1st-5th Grade)

Students often have trouble writing in response to reading simply because they do not understand the prompt. This activity gives students a strategic formula to help breakdown any prompt that is given to them.

Use the steps below to help you analyze (breakdown) your writing prompts.

1. **Circle Verbs**
   Circle verbs in your prompt like summarize, list, explain, and identify.
   
   Example: *Summarize the events in a story.*

2. **Underline Your Tasks**
   Underline what the verbs in the prompt ask you to do. If there is a Who, What, Where, When, Why type question in the prompt, rewrite the question into statement that begins with a verb.
   
   Example: *Summarize the events in a story.*

3. **Number Your Verbs**
   Go back and number each of the verbs you circled. Number your verbs in the order you will write about them.

4. **Box Your Audience**
   Draw a box around the stated audience. If the prompt does not state your audience, write in a formal tone.
   
   Example: *Explain the story to your friend.*
Ideas for Assessment:

Some initial qualities to look for when examining the responses include:

- Concepts/ideas relevant or key to the content/topic at hand
- Prompt was responded to in its entirety
- Discuss the responses with the class—focus on how responses show understanding of the content/topic at hand

Four Square Writing Strategy (K-5th Grade)

After reading a story or passage, students will use the four square model organizer to identify the main idea or topic of text and then add supporting details. This organizer will aid in the transition of writing a summary or paragraph that includes main idea and key details. Teachers can also place a text dependent question in the center of the organizer and use the outer spaces to use text evidence to answer the question.

Ideas for Assessment:

Teacher will use student’s content written in organizer to determine level of understanding of main idea of passage and written communication skills.

Persuasion Map (3rd-12th Grade)

The Persuasion Map is a graphic organizer that enables students to map out their arguments for a persuasive essay or debate. Students begin by determining their goal or thesis. They then identify three reasons to support their argument, and three facts or examples to validate each reason. This map may be used electronically by going to this website:

http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html

Some initial qualities to look for when examining the responses include:

- Concepts/ideas relevant or key to the content/topic at hand
- Prompt was responded to in its entirety
- Discuss the responses with the class—focus on how responses show understanding of the content/topic at hand
Reader’s Response Journal (1st -6th Grade)

There are different ways readers can respond to literature in order to gain insight into text, reveal their thinking, and interact with literature in meaningful ways. A reader’s response journal is a perfect way to engage students in literature through writing. It also teaches students how to comprehend what they read at a higher level because it teaches them to think about their reading.

Process:

- At the beginning of the year, model for your students the purpose and use of reader’s response journals. You can do this as part of one of your mini-lessons when introducing students to independent reading or Reader’s Workshop.
- As you read, write your personal response in your reading log.
  - State your feelings, thoughts, reactions, and questions about situations, ideas, actions, characters, settings, symbols, plots, themes, and any other elements in the story. You can’t be wrong in your responses, so take risks and be honest.
  - Write about what you like and dislike, what seems confusing or unusual to you.
  - Tell what you think something means.
  - Make predictions about what might happen later.
  - Relate your personal experiences which connect with the plot, characters, or setting. Don’t just summarize the plot. Let me hear your voice. Remember your response journal is a place to record your reactions and questions, not a place to simply summarize what you have read. Sometimes a summary will be necessary to get your point across, but make sure you include more than just a summary of what is happening.
  - Support your summaries with what you are feeling as you read your book. Doing this will help you get the MOST from your book.

Ideas for Assessment:

Some initial qualities to look for when examining the responses include:

- Ensure that students are writing more than just a summary.
- Verify that students are making connections and responding to the books they are reading.
- Discuss the responses with the class—focus on how responses show understanding of the content/topic at hand.

Reading Response Tic-Tac-Toe (1st-5th Grade)

A tic-tac-toe board is a great way to give students a choice with their assignments for reading response. On days when students are doing a quick response they can choose an open square on the tic-tac-toe board and respond to it on a page in their reading binder. Part of the fun is trying to achieve a tic-tac-toe, but students are actually answering prompts that are within, about, and beyond the text.
Story Mapping for Comprehension Strategy (1st-5th Grade)

After students have read a story or passage at their instructional level, then discuss what happened in the story or passage and the student's reaction to it. Discuss the setting, names of characters, story problem, and solution to the problem.

Steps:

1. Give each student a piece of paper.
2. Have students fold the paper in half lengthwise, then twice widthwise, to make eight symmetrical rectangles.
3. In the first rectangle, have the students write the title and author of the story.
4. In the following rectangles, have the students write/draw the characters, setting, plot, and solution. A story element may take more than one rectangle. Continue work for more than one day if necessary.

Ideas for Assessment:

Some initial qualities to look for when examining the responses include:

- Concepts/ideas relevant or key to the content/topic at hand
- Eliminating responses that definitely do not fit
- Discuss the responses with the class—focus on how responses show understanding of the content/topic at hand

Text Dependent Questions Worksheet Strategy (K-5th Grade) See Appendix

Prior to beginning a close read:

- **Identify the Core Understandings and Key Idea of the Text**
  As in any good reverse engineering or “backwards design” process, teachers should start by identifying the key insights they want students to understand from the text-keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

- **Think about how this text fits into the culminating assessment**
  Remember, any culminating activity should integrate the key ideas or understandings identified at the onset and should include (a) mastery of one or more of the standards, (b) involves writing, and (c) is structured to be completed by students independently.

- **Identify the Standards That Are Being Addressed**
  The teacher will use the Text Dependent Questions Worksheet to develop text dependent questions to ask throughout a close read. The students will use written responses to answer the questions while referring back to text. The students can answer questions individually, in pairs, or in small groups.
Text Structure Resource Strategy: (K-5th Grade) See Appendix

The teacher will guide the students to decide what the text structure is of the text, story or passage, read. After discussion and agreement of the text structure used, the students will use the text structure work-map resource to choose a graphic organizer and then will use the paragraph frame to write.

Wondering Reading Response (2nd-5th Grade)

Developing readers benefit from being taught to stop and think about what they are reading. After mini-lessons on this topic, students use this organizer to help them remember to stop and reflect on what they've read. When the students are just beginning to use this strategy, guide them with pre-selected stopping points “during reading” periodically while they are reading.

Process:

The students ask questions before, during, and after reading. They record their questions on sticky notes and place them in the spaces provided. When answers to the questions are discovered, the students record those answers under the appropriate sticky note.

Ideas for Assessment:

Some initial qualities to look for when examining the responses include:

- Questions are relevant or key to the reading
- Questions are being answered
- Discuss the responses with the class—focus on how responses show understanding of the reading

Top Hat Strategy for Comparing and Contrasting (K-5th Grade)

The Top Hat Graphic Organizer is used for comparing and contrasting. It is an alternative to the Venn diagram. It is great for all subjects; comparing texts, words, experiments, properties, equations, numbers, etc. Students can use this to compare two stories, two ideas, two characters, etc. Students can use this organizer when transferring information to a writing piece by adding signal words between the differences on the top part of the hat. This organizer places the differences side by side for easier transfer to a writing piece.

Ideas for Assessment:

Some initial qualities to look for when examining the responses include:

- Concepts/ideas relevant or key to the content/topic at hand
- Eliminating responses that definitely do not fit
- Discuss the responses with the class—focus on how responses show understanding of the content/topic at hand
Appendix

3-2-1 Strategy
Four-Square Writing Method
Persuasion Map
Reading Response Tic-Tac-Toe
Top Hat Graphic Organizer
Wondering Reading Response
<table>
<thead>
<tr>
<th></th>
<th>Things I Learned Today ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Things I Found Interesting ...</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Question I Still Have ...</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Things I Learned Today ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Things I Found Interesting ...</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Question I Still Have ...</td>
</tr>
</tbody>
</table>
Four-Square Writing Method

(Paragraph)
# Four-Square Writing Method

**(Essay)**

<table>
<thead>
<tr>
<th>Reason:</th>
<th>Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail</td>
<td>Detail</td>
</tr>
<tr>
<td>Detail</td>
<td>Detail</td>
</tr>
<tr>
<td>Detail</td>
<td>Detail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introductory Paragraph</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reason:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail</td>
</tr>
<tr>
<td>Detail</td>
</tr>
<tr>
<td>Detail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wrap up paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Top Hat Graphic Organizer

Directions: Use the Top Hat Graphic Organizer to Compare and Contrast the following topics:

<table>
<thead>
<tr>
<th>Topic 1:</th>
<th>Topic 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Similarities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Good readers ask questions before, during and after reading to understand the text better.</td>
</tr>
<tr>
<td>---</td>
</tr>
</tbody>
</table>
Do one of the activities below in your reading binder and mark it off with an X. The next time you do an activity, mark it with a O. Switch back and forth between X and O until you have a tic tac toe!

<table>
<thead>
<tr>
<th>Why did you choose this book to read?</th>
<th>Write a three sentence summary of what you read today. Write the details in order.</th>
<th>If you could ask your main character one question, what would it be?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of a book with a worm]</td>
<td>[Image of a pencil and paper]</td>
<td>[Image of a cartoon head with a question mark]</td>
</tr>
<tr>
<td>What character in your story would you like to invite over to your house? Explain why.</td>
<td>If you were the author, what’s one thing you would change about the book and why?</td>
<td>If you wrote a sequel to this book, what title would you give it and why?</td>
</tr>
<tr>
<td>[Image of a cartoon house]</td>
<td>[Image of a detour sign]</td>
<td>[Image of a book with a title]</td>
</tr>
<tr>
<td>Describe the setting in your book including time and place.</td>
<td>You are going to give one character in your book an award for one of their character traits. What would the award be and why?</td>
<td>What lesson do you think the author wants you to learn from reading this</td>
</tr>
<tr>
<td>[Image of a cartoon cityscape]</td>
<td>[Image of a trophy]</td>
<td>[Image of a teacher and a blackboard]</td>
</tr>
</tbody>
</table>
Resources

- http://commoncoreresources.weebly.com/writing-resources.html
- http://teacher.scholastic.com/professional/teachwriting/
- http://writingfix.com/RICA/constructed_response.htm#passages
- http://www.commoncorestandardswriting.com/
- http://www.footy4kids.co.uk/short_history_of_football.htm
- http://www.plattsced.org/parents/6+1overview.pdf
- http://www.poetry4kids.com/m/?pid=649#.UmRrwK4o5D9
- http://www.readingquest.org/strat/abc.html
- http://www.studenthandouts.com/Assortment-01/Graphic-Organizers/ABC-Brainstorming-Directions.html
- http://www.theteacherscorner.net/daily-writing-prompts/
- http://www.tncurriculumcenter.org/resources/48

- http://www.ttms.org/
- http://www.writingfix.com/
- Nancy Fetzer's Writing Curriculum
Fan-n-Pick

This is a cooperative learning strategy that is often used as a review activity but can be utilized in other ways. It fosters a sense of accountability and interaction as students work together in groups of four with defined individual roles. The strategy uses a set of cards for each group of four students. The teacher or the students may construct the questions.

1. Student #1 fans the cards to Student #2 and says, "Pick a card."
2. Student #2 chooses a card and reads the card aloud.
3. Student #3 answers the question aloud to the group.
4. Student #4 checks the answer for accuracy and gives coaching, if needed, or praise if the answer is correct.
5. The roles rotate clockwise. Student #1 gives the cards to Student #2 who fans for Student #3 and so on.

Ideas for Assessment:

This may be used as a formative assessment tool to gauge student comprehension and understanding of a standard/skill.

Four Corners

This technique stimulates student learning through movement and discussion, and it may also be used as a formative assessment. Four Corners promotes listening, verbal communication, critical thinking, and decision-making.

1. Prepare
Generate a controversial statement or a question related to your topic of study. Create four different opinions (often teachers use “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree”) related to the statement or four possible answer choices to the question. Post these on chart paper in four different areas of your classroom. The opinions/answers may also be shown on the overhead in multiple choice format, while each corner of the room is labeled as A, B, C, or D.
2. Present
Read the statement or problem to the class without giving them choices. Allow time for students to independently think about an answer to the statement/question. You may ask them to write down their answer and reason for their choice. Then, provide the answer choices. Ask students to choose the option that comes closest to their original answer.

3. Commit to a Corner
Ask students to gather in the corner of the room that corresponds to their choice. In each corner, students form groups of two or three to discuss the reasons for selecting a particular choice.

4. Discuss
Allow two or three minutes of discussion. Call on students to present a group summary of their opinions. This can be done through an oral presentation or as a written statement.

Jigsaw

Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a topic (for example, one group studies habitats of rainforest animals, another group studies predators of rainforest animals). Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group serves as a piece of the topic's puzzle and when they work together as a whole, they create the complete jigsaw puzzle.

Why use jigsaw?

- It helps build comprehension.
- It encourages cooperative learning among students.
- It helps improve listening, communication, and problem-solving skills.

How to use jigsaw

- Introduce the strategy and the topic to be studied.
- Assign each student to a "home group" of 3-5 students who reflect a range of reading abilities.
- Determine a set of reading selections and assign one selection to each student.
- Create "expert groups" that consist of students across "home groups" who will read the same selection.
- Give all students a framework for managing their time on the various parts of the jigsaw task.
• Provide key questions to help the "expert groups" gather information in their particular area.

• Provide materials and resources necessary for all students to learn about their topics and become "experts."

• **Note:** It is important that the reading material assigned is at appropriate instructional levels (90–95% reading accuracy).

• Discuss the rules for reconvening into "home groups" and provide guidelines as each "expert" reports the information learned.

• Prepare a summary chart or graphic organizer for each "home group" as a guide for organizing the experts' information report.

Remind students that "home group" members are responsible to learn all content from one another.

**Ideas for Assessment:**

• A rubric should be used to evaluate group activities (stayed on task, worked well together, took turns, etc.)

• Students may also use self-evaluation to assess their individual performance (eg stayed with the group, helped each other, completed the task, etc.)

**Literature Circles**

In literature circles, small groups of students gather together to discuss a piece of literature in depth. The discussion is guided by students' response to what they have read. You may hear talk about events and characters in the book, the author's craft, or personal experiences related to the story. Literature circles provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books. Collaboration is at the heart of this approach. Students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response.

Here are some roles that teachers might assign:

• **Passage Picker:** Your job is to pick parts of the text that you found significant, engaging, or unusual, record them and explain why.
  - These may be: an interesting part, a good description, a funny part, a scary part, or a sad part
• **Word Wizard:** Your job is to look for special or unknown words in the text.
  o Words that are: new, different, strange, funny, interesting, important
  o Find and record what the words mean.

• **Artful Artist:** Your job is to visually depict anything about the story that engaged you: a character, the setting, an event, a surprise, a problem, a prediction of what will happen next

• **Summarizer:** Your job is to write and share a brief but interesting overview of the reading of the text so far.

• **Connector:** Your job is to find and record connections between the book and the outside world.
  o This means connecting the reading to: your own life, other stories, other people, similar events at other times and places

• **Discussion Director:** Your job is to write down some good questions that you think your group would want to talk about.

**Ideas for Assessment:**

Use Literature Circle Reflection forms/rubrics for group and self-assessment.

**Numbered Heads Together**

Numbered Heads Together is a strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.

**Numbered Heads Together Activity – Instructions for the Teacher**

This strategy enables the teacher to check for understanding while engaging every student in simultaneous interaction and group processing. The benefit of this strategy is that each student can use all four language domains – listening, speaking, reading, and writing – to further academic language development.
Steps of Numbered Heads Together

1. Number students off from 1 to 4 within their teams.
2. Call out a question or problem. (Example: Where do plants get their energy?)
3. Students in teams put their heads together to discuss the answer. They must make sure everyone on the team knows the answer.
4. Randomly call a number from 1 to 4 (use a spinner, draw popsicle sticks out of a cup, roll a die, etc.)
5. On each team, the student whose number was called writes the answer on the team response board. They place the response board face down when ready.
6. When all teams are ready, have the designated student stand and hold up their response board to show their answer. Check each team's answer for accuracy.
7. Repeat with additional questions as time allows.

Ideas for Using Numbered Heads in Your Class

- **Science** - Reviewing for a test, discussing experiment results,
- **Math** - Solving word problems, reviewing geometric shapes, reviewing terms like prime number, multiple
- **Reading** - Discussing setting, plot, theme, characters of a book; listing character traits of various characters in a book; finding the main idea of articles in Weekly Reader or Scholastic News magazines; reviewing poetic terms (onomatopoeia, alliteration, etc.); finding examples of poetic devices in poems
- **Writing** - Revising and editing written work samples (place work sample on overhead, students put heads together to discuss specific errors in punctuation, spelling, etc.)
- **Grammar** - Finding nouns, verbs, etc., in sentences; reviewing common versus proper nouns; plural versus possessive nouns; diagramming sentences

Ideas for Assessment:

Teachers may use this as a formative assessment to check the understanding of students as he/she listens into the group discussions and final answers.
Quiz-Quiz Trade

This cooperative-learning technique has students review information with other students by asking and answering questions.

1. Create Questions

Provide each student with flash cards about the current unit of study. One side of the card has a question or vocabulary term and the other side provides the answer or definition.

2. Pair Up

Use the stand up/hands up/pair up method for students to find a partner. Partner A holds up the flash card to show Partner B the question. Partner B answers. Partner A praises if correct or coaches if incorrect. They switch roles and Partner B asks Partner A the next question.

3. Hands Up

After thanking each other and switching cards, Partners A and B raise their hands to find a new partner and repeat the process for an allotted amount of time.

Note: For elementary or intermediate students, the teacher can monitor the time for each interaction. For example, music can be played and stopped, at which time each student has to put their hand up and find a partner. They can be given only a minute (or more, depending on the group and the difficulty of the content) to answer and discuss the questions. They trade flash cards. Then, the music comes back on and when it goes off, students must find a new partner and repeat the same process.

Ideas for Assessment:

Teacher may circulate and listen to the responses given through a formative process. Students may also create their own question and answer cards, which the teacher may view ahead of time to check content/comprehension knowledge.

Showdown

Showdown is a fast-paced, interactive, and fun way to review content and skills. This strategy is not designed for in-depth problem-solving or discussion. Showdown works best when team members are not too far apart in ability level.

Showdown Directions

- Seat students in teams of three to five and give each person a dry erase board, eraser, and marker. You'll also need a set of problem cards or task cards for each group. Designate who will be the first Leader in each team.
• Stack the problem cards face down in the center of the team. (If the cards have answers on the backs, place them face up).

• The Leader reads the first problem aloud and places the card face up in the center of the team.

• Without talking, everyone (including the Leader) writes the answer on his or her own dry erase board.

• All students place their dry erase boards face down when finished.

• The Leader says “Showdown!”

• Flip over dry erase boards and show answers. Check the answer by looking on the back of the card, using a key, or referring to another source like a textbook. Discuss answers that are different and celebrate correct answers.

• If everyone had the correct answer, remove the card from the deck. If not, place it at the bottom to repeat later.

• Rotate Leaders clockwise for each round. Repeat as time allows

**Ideas for Assessment:**

This activity may be used to check for mastery of concepts and skills, as a review before a quiz or test, or to assess student skills.

**Stand Up/Hand Up/Pair Up**

This grouping strategy helps teachers, easily and quickly, identify if every student has a partner.

1. Teacher poses a question or problem and gives think time
2. Teacher calls, “Stand up, hand up, pair up.”
3. Students stand, put their hand up, and pair up with a student from a different table.
4. Pairs discuss the question/problem

Students share their responses with the team or class

**Teach/Okay/Switch**

This technique allows teachers to simultaneously engage students in all four learning modes -- seeing, saying, hearing, and doing. When using “Teach/Okay” you’ll notice that you have some students who are chronic talkers and some who are chronic listeners. We want the talkers to learn to listen and the listeners to come out of their shells and talk! This is where the “Switch” command comes in handy.
• Divide your class so that your top students are paired with your bottom students and your middle students with your middle students (of course, you don’t reveal the basis for the pairing to your kids.)
• Next, count off your students in ones and twos. If you have an odd number of kids in your class, one group will have two ones. When you are ready for your class to teach each other, explain that you want the ones to teach the twos. When you call out "Switch", they should respond "Switch!" Then the twos will teach the ones. Thus, you are guaranteed that every student in class is equally involved in speaking and listening.

For additional information on this strategy visit:
http://www.wholebrainteaching.com/index.php?option=com_k2&view=item&layout=item&id=164&Itemid=131

Ideas for Assessment:

When monitoring pairs, the teacher must look for the following:

Are students talking/gesturing?

Do students understand what has been taught?

Are students on task? (Are they discussing something other than the lesson?)

Think-Pair-Share

Think-pair-share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading.

This technique requires students to:

1. Think individually about a topic or answer to a question
2. Share ideas with classmates.

Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

• **Think:** Teachers begin by asking a specific higher-level question about the text or topic students will be discussing. Students "think" about what they know or have learned about the topic for a given amount of time (usually 1-3 minutes).
• **Pair:** Each student should be paired with another student. Teachers may choose whether to assign pairs or let students pick their own partner. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (usually 2-5 minutes).
• **Share:** Once partners have had ample time to share their thoughts and have a discussion, teachers expand the "share" into a whole-class discussion. Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class.

**Ideas for Assessment:**

Think-Pair-Share may be used as a formative assessment tool. Teachers may use this method to determine a student(s) level of comprehension and understanding of material as they listen in on group conversations and/or whole group presentations.

**Three Step Interview**

Three-step interview encourages students to share their thinking, ask questions, and take notes. It works best with three students per group, but it can be modified for groups of four.

- Put students into groups of 3.
- Assign each student a letter A (interviewer), B (Interviewee), and C (reporter).
- Switch roles after each student has had an opportunity to conduct and interview.
- Use the Round Robin format to have students share the information that they wrote down when they were the reporter (C).
Appendix

Fan-n-Pick
Four Corners
Jigsaw Activity
Literature Circles Roles
Literature Circles Rubric
Nonfiction Discussion Foldable
Numbered Heads Together
Spelling Showdown
Storymap Interview
Quiz-Quiz Trade
FAN-N-Pick

1. fan
   Fan & hold cards for #2

2. pick
   Read card & give think time

3. answer
   Answer the question

4. respond
   Check, restate, and praise

Created by
www.igrowstricks.com/boob
Four Corners

Name _____________________________________  Date__________________

Read the following question or problem:

My Response/Opinion
Write the response or opinion that you think best answers the question.

1. ______________________________________________________________________

My Reasons
Think of three reasons why you chose this response or opinion and write them below.

1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________

New Reasons
As you listen to the ideas of your corner-group, write down three more ideas or reasons you liked.

1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________
Jigsaw Activity

**Topic**

As you read and discuss with your group, write down important facts about your topic. After you have become an expert on your own topic, you will share your findings with a group of classmates, and learn about their topics as well.

<table>
<thead>
<tr>
<th>Important Ideas</th>
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<tbody>
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<th>Summary</th>
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<table>
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<tr>
<th>Other Facts</th>
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</table>
The role cards will be printed and laminated. They will be made into badges for the students to wear. This will ensure that they have a clearly identifiable role within the group.

**Gatekeeper:** The main role of the gatekeeper is to make sure that the group discussion stays on topic and task.

**Timekeeper:** The timekeeper is given a stopwatch and keeps track of the amount of time left to complete the task and communicates this with group members.

**Recorder:** The recorder acts as a scribe and writes down all the information and ideas the group puts forward.

**Speaker:** Communicates group findings to whole class at the conclusion of the activity. Need a confident student to take on this role.
**Passage Picker**
Your job is to pick parts of the text that you found significant, engaging or unusual, record them and explain why.

These can be:
* an interesting part
* a good description
* a funny part
* a scary part
* a sad part

**Word Wizard**
Your job is to look for special or unknown words in the text.
Words that are:
* new
* different
* strange
* funny
* interesting
* important

Find & record what the words mean.

**Artful Artist**
Your job is to visually depict anything about the story that engaged you:
* a character
* the setting
* an event
* a surprise
* a problem
* a prediction of what will happen next.

**Summariser**
Your job is to write and share a brief but interesting overview of the reading of the text so far.

**Connector**
Your job is to find & record connections between the book and the outside world. This means connecting the reading to:
* your own life
* other stories
* other people
* similar events at other times and places

**Discussion Director**
Your job is to write down some good questions that you think your group would want to talk about.

Record different questions with:


---

**Literature Circle Evaluation**

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points (0 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary (Concise, yet Complete and Accurate)</td>
<td></td>
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<tr>
<td>Vocabulary (Word Choice and Definitions)</td>
<td></td>
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<tr>
<td>Questions (Quality of Questions and Answers)</td>
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<tr>
<td>Graphic Organizer (Completeness and Quality)</td>
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</tr>
<tr>
<td>Participation in Literature Circle Meeting</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points/ letter grade**

0 - 5 = F, 6 - 10 = D, 11 - 15 = C, 16 - 20 = B, 21 - 25 = A

Name: __________________________

Comments: __________________________
# Nonfiction Discussion Foldable

<table>
<thead>
<tr>
<th>Main Ideas</th>
<th>My Questions</th>
<th>My Favorite Part</th>
<th>My Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the main ideas or main points you believe the author was trying to make. Think about the most important ideas and state them in your own words.</td>
<td>List questions to discuss with a partner or group. Try to create questions that you will enjoy discussing. It’s okay if you don’t know the answers to your questions.</td>
<td>Give the page number of your favorite part. Write a brief description of this part of the book and tell why you liked it.</td>
<td>What surprised you? What do you think is the most important thing you learned? How can you use this information in your life?</td>
</tr>
</tbody>
</table>
Numbered Heads Together

Name: __________________________________________ Date: _______________________

Question: ____________________________________________________________________________
_____________________________________________________________________________________

<table>
<thead>
<tr>
<th>What I thought about the topic:</th>
<th>What my partner thought about the topic:</th>
<th>What we decided to share:</th>
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### Numbered Heads Together Activity – Student Worksheet

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<td>6.</td>
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</tr>
</tbody>
</table>
NUMBER CARDS 1-4

1 2

3 4
# Questions

<table>
<thead>
<tr>
<th>Do any of the characters change in the story? What caused them to change?</th>
<th>Would you like to read something else by this author? Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are you different from one of the characters? Explain.</td>
<td>How might the story be different if it had happened somewhere else (or in a different time period)?</td>
</tr>
<tr>
<td>If you could trade places with one of the characters, which one would it be, and why?</td>
<td>If you had been the main character in this story, would you have acted differently? Explain why or how.</td>
</tr>
<tr>
<td>Was there a character you didn’t like? Why didn’t you like this character?</td>
<td>How did you feel about this story? Would you recommend it to someone else? Why or why not?</td>
</tr>
<tr>
<td>What was the theme or the author’s message? What events helped you figure out the message?</td>
<td>What do you think was the best part of the story? Why?</td>
</tr>
</tbody>
</table>
**Spelling Showdown**

You will need:
- white board and markers
- spelling cards
- beans

1. Cut apart the cards, mix them up, and stack them face down. Decide who will be the first Leader.

2. The Leader turns over the first card and reads it and the definition to the team. He or she should not let the others see the card.

3. Everyone writes the word on their white board. They put their boards face down to show they are ready.

4. The Leader says “Showdown!” and checks the spellings.

5. The Leader reveals the answer and gives one bean to each person who has a correct spelling.

6. The person on the Leader’s left becomes the next leader and the game continues.

7. At the end of the game, count the beans to see who’s the winner.

8. To make the game harder, for the next round, give the definition and everyone has to think of the word and spell it correctly. Give 2 beans for doing both correctly.
## Quiz-Quiz Trade

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Answer 1</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Question 2</th>
<th>Answer 2</th>
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<table>
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<tr>
<th>Question 3</th>
<th>Answer 3</th>
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<tr>
<th>Question 4</th>
<th>Answer 4</th>
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<table>
<thead>
<tr>
<th>Question 5</th>
<th>Answer 5</th>
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</table>
Resources:

- http://kooncescorner.blogspot.com/search?q=cooperative+learning
- http://www.adlit.org/article/39823/
- http://www.adlit.org/strategies/22371/
- http://www.busyteacherscafe.com/literacy/literature_circles.htm
- http://www.educationworld.com/a_lesson/03/lp304-04.shtml
- http://www.jigsaw.org
- http://www.readingrockets.org/strategies/jigsaw
- http://www.rockwood.k12.mo.us/tahg/hm/kindergarten/Lists/Calendar%20of%20Events/Attachments/5/Fan%20n%20Pick%20Directions-Short-More%20Detailed.pdf
- https://www.teachervision.com/group-work/cooperative-learning/48538.html?page=1
- http://www.wholebrain教学ing.com
- http://www.litcircles.org/Overview/overview.html
- https://www.youtube.com/watch?v=IN39ugwgGlU
Before, During, & After Reading Strategies
(Content Specific)

Reading involves connecting new text to that which is already understood (prior knowledge). A typical reading lesson can be organized into a three-part framework with specific activities used before, during, and after reading (BDA).

BDA strategies are used to get students to activate existing knowledge, thereby creating a mental framework to which new text, terms, ideas, etc. can be attached. This mental framework starts before reading even begins, strengthened as students interact with the text during the reading, and reflected upon after reading as students incorporate what they have just read into their core knowledge. Key processes used throughout BDAs are writing, conversation, and reading.

*Note: All strategies should be modeled for students before they are used independently by students.*
Before Reading Strategies

Anticipation Guide (K-5th grade)

An anticipation guide is a comprehension strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the text; they're often structured as a series of statements with which the students may choose to agree or disagree. Anticipation guides stimulate students' interest in a topic and set a purpose for reading.

How to use an anticipation guide:

1. **Construct the anticipation guide.** Construction of the anticipation guide should be as simple as possible for younger students. The teacher should write four to six statements about key ideas in the text - some true and some false. Include columns following each statement, which may be left blank or may be labeled Yes or No (Maybe can also be used).

   NOTE: Teachers may wish to create an additional column (ex. - Evidence) for revisiting the guide after the material has been read.

2. Read each of the statements and ask the students if they agree or disagree with it. Provide the opportunity for discussion. The emphasis is not on right answers but to share what they know and to make predictions.

3. Read the text aloud or have students read the selection individually. If reading aloud, teachers should read slowly and stop at places in the text that correspond to each of the statements.

4. Bring closure to the reading by revisiting each of the statements.
First Lines (K-5th grade)

First Lines is a **pre-reading** comprehension strategy in which students or teacher reads the beginning sentences from a book and the students make predictions about that book. This technique helps students focus their attention on what they can tell from the first lines of a story, play, poem, or other text. As students read the text in its entirety they discuss, revisit and/or revise their original predictions. The teacher could make an anchor chart with student predictions to revisit.

**K-W-L**

KWL is a 3-column note-taking strategy where students jot down the following: What I KNOW, What I WANT TO LEARN, and What I LEARNED throughout the reading of the text.

**During Reading Strategies**

Concept Map (2nd-5th grade)

A concept map is a visual organizer that can enrich the students understanding of a new concept. Using a graphic organizer, students think about the concept in several ways. Most concept map organizers engage students in answering questions such as, "What is it? What is it like? What are some examples?" Concept maps deepen understanding and comprehension.

**Ideas for assessment:** Teachers may use the concept map to assess students' knowledge of the story or topic.
Partner Reading (K-5th grade)

Partner Reading is a cooperative learning strategy in which two students work together to read an assigned text. This strategy is often used as part of the Peer-Assisted Learning Strategies (PALS). PALS is a class wide peer tutoring program in which teachers carefully partner a student with a classmate. The Partner Reading strategy allows students to take turns reading and provide each other with feedback as a way to monitor comprehension.

**Why use partner reading?**

- It allows students to take turns reading and provide each other with feedback as a way to monitor comprehension.
- It provides a model of fluent reading and helps students learn decoding skills by offering positive feedback.
- It provides direct opportunities for a teacher to circulate in the class, observe students, and offer individual remediation.

**How to use partner reading:**

1. Choose the assigned reading and introduce the text to the students.
2. Create pairs within the classroom by identifying which children require help on specific skills and who the most appropriate children are to help other children learn those skills.
3. Model the procedure to ensure that students understand how to use the strategy.
4. Have each member of the teacher-assigned pair take turns being "Coach" and "Player." These pairs are changed regularly, and over a period of time as students work. Thus, all students have the opportunity to be "coaches" and "players."
   
   Note: It is important for teachers to monitor and support students as they work together.
5. Ask the stronger reader to begin this activity as the "Player" and read orally for 5 minutes. Have the "Coach" follow along and correct any mistakes when necessary.
6. Have the pair switch roles and ask the weaker reader to become the "Player." The "Player" rereads the same passage for the next 5 minutes and the "Coach" provides corrective feedback. One point is earned for each correct sentence read (optional).

Reciprocal Teaching (2nd-5th Grade)

Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: **summarizing, question generating, clarifying, and predicting.** Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read.
Why use reciprocal teaching?

- It encourages students to think about their own thought process during reading.
- It helps students learn to be actively involved and monitor their comprehension as they read.
- It teaches students to ask questions during reading and helps make the text more comprehensible.

How to use reciprocal teaching:

Before Reciprocal Teaching can be used successfully by your students, they need to have been taught and had time to practice the four strategies that are used in reciprocal teaching (summarizing, questioning, predicting, clarifying).

One way to get students prepared to use reciprocal teaching: (from Donna Dyer of the North West Regional Education Service Agency in North Carolina)

1. Put students in groups of four.
2. Distribute one note card to each member of the group identifying each person’s unique role:
   - Summarizer
   - Questioner
   - Clarifier
   - Predictor
3. Have students read a few paragraphs of the assigned text selection. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
4. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.
5. The Questioner will then pose questions about the selection:
   - Unclear parts
   - Puzzling information
   - Connections to other concepts already learned
6. The Clarifier will address confusing parts and attempt to answer the questions that were just posed.
7. The Predictor can offer predictions about what the author will tell the group next or, if it’s a literary selection, the predictor might suggest what the next events in the story will be.
8. The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read. (Source: ReadingQuest)
9. Throughout the process, the teacher’s role is to guide and nurture the students’ ability to use the four strategies successfully within the small group. The teacher’s role is lessened as students develop skill.
Story Map (K-5th grade)
(During and After Reading Strategy)

A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. By identifying story characters, plot, setting, and problem and solution, students read carefully to learn the details. There are many different types of story map graphic organizers. The most basic focus on the beginning, middle, and end of the story. More advanced organizers focus more on plot or character traits.

Ideas for Assessment: Use the story map to understand story comprehension.
**After Reading Strategies**

**Exit Slips (1st-5th Grade)**

Exit slips are written student responses to questions teachers pose at the end of a class or lesson. They provide teachers with an informal measure of how well students have understood a topic or lesson. They help students reflect on what they have learned, allow students to express what or how they are thinking about new information, and teach students to think critically.

1. At the end of your lesson ask students to respond to a question or prompt.
2. You may state the prompt orally to your students or project it visually.
3. You may want to distribute 3x5 cards for students to write down their responses.
4. Review the exit slips to determine how you may need to alter your instruction to better meet the needs of all your students.
5. Collect the exit slips as a part of an assessment portfolio for each student.

**Ideas for Assessment:** Exit slips may be used to quickly assess students' understanding of the material.

**Question-Answer Relationship (QAR) (K-5th grade)**

The question-answer relationship (QAR) strategy helps students understand the different types of questions. By learning that the answers to some questions are "Right There" in the text, that some answers require a reader to "Think and Search," and that some answers can only be answered "On My Own," students recognize that they must first consider the question before developing an answer.

Why use question-answer relationship?

- It can improve students' reading comprehension.
- It teaches students how to ask questions about their reading and where to find the answers to them.
- It helps students to think about the text they are reading and beyond it, too.
- It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.
How to use question-answer relationship:

1. Explain to students that there are four types of questions they will encounter. Define each type of question and give an example.

Four types of questions are examined in the QAR:

- **Right There Questions**: Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.
- **Think and Search Questions**: Answers are gathered from several parts of the text and put together to make meaning.
- **Author and You**: These questions are based on information provided in the text, but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question.
- **On My Own**: These questions do not require the student to have read the passage but he/she must use their background or prior knowledge to answer the question.

2. Read a short passage aloud to your students.

3. Have predetermined questions you will ask after you stop reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer.

4. Show students how find information to answer the question (i.e., in the text, from your own experiences, etc.).

**Summarizing (K-5th grade)**

Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area.
**Why use summarizing?**

- It helps students learn to determine essential ideas and consolidate important details that support them.
- It enables students to focus on key words and phrases of an assigned text that are worth noting and remembering.
- It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.

**How to use summarizing:**

1. Begin by reading OR have students listen to the text selection.
2. Ask students the following framework questions:
   a) What are the main ideas?
   b) What are the crucial details necessary for supporting the ideas?
   c) What information is irrelevant or unnecessary?
3. Have them use key words or phrases to identify the main points from the text.
Appendix

Anticipation Guide
First Lines
Concept Map
Reciprocal Teaching
Story Maps
Exit Slip
Anticipation Guide

Name

Topic

Read each statement below. Respond in the left column whether you agree (A) or disagree (D) with each statement. Think about why you agree or disagree, and be prepared to share.

<table>
<thead>
<tr>
<th>Before Reading Agree/Disagree</th>
<th>Statement/Question</th>
<th>After Reading Agree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>9.</td>
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<td>10.</td>
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<td>First line</td>
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<tr>
<th>Prediction</th>
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<table>
<thead>
<tr>
<th>Explanation</th>
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<thead>
<tr>
<th>Revision</th>
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</tbody>
</table>
Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Page</th>
<th>Were you right?</th>
<th>Reflect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>6.</td>
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<td>7.</td>
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</tbody>
</table>
Concept Map

Concept:


From Our Classroom Strategy Library

Concept Map

Name _______________________________________________________

Use this map to organize your thoughts and make connections to your topic. Write the main idea in the center and add supporting ideas or related topics in each surrounding oval. Continue to expand on your thoughts by adding more spokes to the map.

All About Adolescent Literacy www.adlit.org
Resources for Parents and Educators of Kids Grades 4—12
# Reciprocal Teaching Worksheet

**Prediction:** Before you begin to read the selection, look at the title or cover, scan the pages to read the major headings, and look at any illustrations. Write down your prediction(s).

<table>
<thead>
<tr>
<th>Prediction:</th>
<th>Support:</th>
</tr>
</thead>
</table>

**Main Ideas:** As you finish reading each paragraph or key section of text, identify the main idea of that paragraph or section.

<table>
<thead>
<tr>
<th>Main Idea 1:</th>
<th>Question 1:</th>
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</table>

<table>
<thead>
<tr>
<th>Main Idea 2:</th>
<th>Question 2:</th>
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</table>

<table>
<thead>
<tr>
<th>Main Idea 3:</th>
<th>Question 3:</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Main Idea 4:</th>
<th>Question 4:</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Idea 5:</th>
<th>Question 5:</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

**Questions:** For each main idea listed, write down at least one question.

<table>
<thead>
<tr>
<th>Question 1:</th>
<th>Question 2:</th>
</tr>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Question 3:</th>
<th>Question 4:</th>
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</thead>
<tbody>
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</table>

| Question 5: | |
|-------------| |

**Summarize:** Write a brief summary of what you read.

**Clarify:** Copy down words, phrases, or sentences in the passage that are unclear. Then explain how you clarified your understanding.

<table>
<thead>
<tr>
<th>Word or Phrase:</th>
<th>Clarify:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Predict:</td>
<td>Clarify:</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Based on what you’ve read and what you know, what do you think will happen next?</td>
<td>Was there a word you weren’t sure about? What is it? What page is it on?</td>
</tr>
<tr>
<td>What clues helped you to think about what will happen next?</td>
<td>What can we predict it means?</td>
</tr>
<tr>
<td>Is your prediction logical?</td>
<td>How can we check it?</td>
</tr>
<tr>
<td></td>
<td>Were there any ideas that were confusing to you or that you don’t understand?</td>
</tr>
<tr>
<td></td>
<td>What strategies can we use to figure this out?</td>
</tr>
<tr>
<td>Question &amp; Connect:</td>
<td>Summarize:</td>
</tr>
<tr>
<td>Is there anything that you did not understand?</td>
<td>What are the most important ideas or events?</td>
</tr>
<tr>
<td>Is there anything that did not make sense?</td>
<td>What does the author want you to remember or learn from this?</td>
</tr>
<tr>
<td>What were you thinking about as you were reading?</td>
<td>What is the most important information in this passage?</td>
</tr>
<tr>
<td>Has anything like this ever happened to you?</td>
<td>What was this passage mostly about?</td>
</tr>
<tr>
<td>Have you ever known anyone like this character?</td>
<td>In your own words…</td>
</tr>
<tr>
<td>What are you curious about?</td>
<td></td>
</tr>
</tbody>
</table>
# Story Map

**Title:** ___________________________________________________

<table>
<thead>
<tr>
<th>Who is in the story?</th>
<th>Where does the story take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the problem?</th>
<th>How is the problem solved?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Story Map 3
Write notes in each section.

Beginning

Middle

End
EXIT SLIP

Name______________________________________________

TITLE & AUTHOR:

3 THINGS I LEARNED WHILE READING...

2 INTERESTING FACTS...

1 QUESTION I STILL HAVE...

Created by R.Rojas
EXIT SLIPS

Discuss one way today's lesson could be used in the real world.

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
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Describe one topic that we covered today that you would like to learn more about.

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Rate your understanding of today’s topic on a scale of 1-10. What can you do to improve your understanding?

______________________________________________________________________________________
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Write ONE thing you learned today.

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