Literacy Focus of the Month
Grades 6-12

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

Office of Elementary Education and Reading
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

• Assess 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.

Language!™

- Intensive intervention for students in grades 4–12 who are substantially below grade level expectations for literacy.
- An explicit, systematic approach that is proven to accelerate the growth of struggling readers and nonreaders.
- Integrates instruction across key literacy strands—foundational skills, writing, vocabulary, fluency, grammar, comprehension, and spoken English.

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.

Read180™

- Intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program
- Directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in specific reading skills and strategies.
- Monitors and adjusts the level of instruction for each individual and, as a result, allows teachers to target modified and direct instruction to meet the specific needs of students.
- Fosters daily student-teacher interaction through whole-group, small-group, and one-on-one instruction

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.
ReadNaturally™

- Designed to improve reading fluency using a combination of books, audio-tapes, and computer software.
- This program includes three main strategies: repeated reading of English text for oral reading fluency development, teacher modeling of story reading, and systematic monitoring of student progress by teachers.
- Students work at a reading level appropriate for their achievement level, progress through the program at their own rate, and work, for the most part, on an independent basis.
- The Read Naturally strategy is designed to increase time spent reading by combining teacher modeling, repeated reading, and progress monitoring. Although the program was not originally developed for English language learners (ELL), materials for these students are now available.

REWARDS™ Multisyllabic Word Reading Secondary

- An explicitly taught, research-validated reading intervention program.
- It incorporates a highly generalizable and effective strategy for decoding multisyllabic words frequently found in content-area texts. Daily 50- or 60-minute lessons increase oral and silent reading rates (fluency), expand students’ knowledge of general academic and domain-specific vocabulary, and build students’ confidence in their reading ability.
- Research studies have shown that students in REWARDS, including English language learners, make significant gains in fluency and in decoding multisyllabic words. Studies have been conducted in a wide variety of settings, including general education classrooms and small-group interventions.

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></th>
<th>Grade Data Card</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>IEP</td>
<td>ELL</td>
</tr>
<tr>
<td>Gifted</td>
<td>Speech</td>
</tr>
<tr>
<td>Tier</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Grade Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAR (Grade One)</th>
<th>BOY</th>
<th>MOY</th>
<th>EOV</th>
</tr>
</thead>
<tbody>
<tr>
<td>E Lit. / Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress Monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 9 Weeks</td>
</tr>
<tr>
<td>2nd 9 Weeks</td>
</tr>
<tr>
<td>3rd 9 Weeks</td>
</tr>
<tr>
<td>4th 9 Weeks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Days Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
</tbody>
</table>
Resources

Accessing STAR Resources and Reports
Secondary 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”.

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>Score</td>
<td>Score</td>
<td>Score</td>
<td>Score/Week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SLP</td>
<td>SLP</td>
<td>SLP</td>
<td>SLP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Est. ORF</td>
<td>Est. ORF</td>
<td>Est. ORF</td>
<td>Est. ORF</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>64</td>
<td>71</td>
<td>78</td>
<td>1.3</td>
</tr>
<tr>
<td>1</td>
<td>25</td>
<td>69</td>
<td>79</td>
<td>95</td>
<td>2.1</td>
</tr>
<tr>
<td>1</td>
<td>40</td>
<td>73</td>
<td>87</td>
<td>133</td>
<td>2.8</td>
</tr>
<tr>
<td>1</td>
<td>50</td>
<td>76</td>
<td>96</td>
<td>164</td>
<td>3.8</td>
</tr>
<tr>
<td>1</td>
<td>75</td>
<td>90</td>
<td>107</td>
<td>251</td>
<td>6.3</td>
</tr>
<tr>
<td>1</td>
<td>90</td>
<td>105</td>
<td>120</td>
<td>330</td>
<td>4.4</td>
</tr>
</tbody>
</table>

- Log into Renaissance Learning.
- Click on either Reading Assessments or Early Literacy Assessments.
- Click on “Resources”.
- Click on “Benchmarks, Cut Scores, and Growth Rates”.
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.

<table>
<thead>
<tr>
<th>Indicator Skills Grade 3–K</th>
</tr>
</thead>
</table>

<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 multisyllabic words</td>
<td>Decode increasingly difficult multisyllabic 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”.

---

Screening Report

School Benchmark

School: East Elementary School
(Early Fall)

Report Options
Reporting Parameter Group: All Demographics [Default]

Grade: 2

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you worried about and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?
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
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.
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.
Instructional Planning – Student Report

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”.

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

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

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.
• Click on desired radio button across from “Select a goal type” or you may “Define a Custom Goal”.
• Click “Calculate Goal” and then “Save”.

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”.
SECONDARY 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 Common Core State Standards (CCSS)?
- 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.)
# SECONDARY 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>
| **UNIVERSAL SCREENING** | • Oral reading fluency  
• Reading comprehension | • ACT  
• AIMSweb (for use up to 8th grade)  
• Benchmark assessments aligned to CCSS  
  o Measure of Academic Progress (MAP) from NWEA  
  o CTB (McGraw Hill’s acuity assessments)  
• Common assessments aligned to CCSS  
• Curriculum-Based Measures (CBM)  
  o Maze  
  o Oral reading fluency measures  
  o Easy CBM  
• Gates-MacGinitie  
• Gray Oral Reading Test (GORT 4)  
• Group Reading Assessment and Diagnostic Evaluation (GRADE)  
• Iowa Test of Basic Skills (ITBS)  
• iSTEPP  
• Learning Access  
• Northwest Evaluation Association (NWEA)  
• Read Naturally  
• Renaissance Learning (STAR Reading, Math and Early Literacy)  
• Scholastic Reading Inventory (SRI)  
• System to Enhance Educational Performance (STEEP) | Look at these first:  
• Screening Reading Tools Chart  
• Secondary Literacy Instruction and Intervention Guide (Stupski Foundation) – Appendix C contains a detailed chart of 26 assessments  
Other resources:  
• ABCs of CBM by Hosp, Hosp & Howell – complete how-to guide for creating, administering & scoring CBMs  
• Florida Center for Reading Research – maze  
• Florida Center for Reading Research – oral reading fluency  
• Intervention Central CBM Warehouse, free CBMs  
• National Center on RTI – CBM training modules  
• National Center on RTI – Universal Screening  
• Reading-Assessment Instruments – a review of 34 assessments covering K-12  
• Screening for Reading Problems in Grades 4-12  
• SERC Library – assessments available for review or check out for 3-week intervals  
• Universal Screening for Reading Problems: Why and How Should We Do This?  
• Using CBM Reading Assessments to Monitor Progress, includes how-to, finding passages, recommendations for goals |

This is not meant to be a complete resource list.
# SECONDARY READING ASSESSMENTS

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic</td>
<td>• Decoding</td>
<td>Covers multiple components of reading:</td>
<td>See resources in Universal Screening section</td>
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<tr>
<td></td>
<td>o Vowel sounds</td>
<td>• Common assessments aligned to CCSS</td>
<td>• Critical Analysis of Eight Informal Reading Inventories</td>
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<td></td>
<td>o Digraphs, blends</td>
<td>• Curriculum-based measurement (CBM)</td>
<td>• Published Tests for Adults — provides a detailed list of reading assessments appropriate for use with adults, broken out by reading components covered; many of these assessments are appropriate for adolescents</td>
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<tr>
<td></td>
<td>o Prefixes, suffixes, base words</td>
<td>• Developmental Reading Assessment 2 (DRA-2)</td>
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<td></td>
<td>• Fluency</td>
<td>• Diagnostic Assessment of Reading (DAR)</td>
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<td>o Word use</td>
<td>• Fountas &amp; Pinnell (K-8th)</td>
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<td>o Oral reading</td>
<td>• Gray Oral Reading Test (GORT)</td>
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<td>o Passage reading</td>
<td>• Iowa Tests of Basic Skills (for use up to 8th grade)</td>
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<td></td>
<td>• Vocabulary</td>
<td>• Quick Reading Inventory</td>
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<td>o Context clues</td>
<td>• Running records</td>
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<td>o Word parts</td>
<td>• Woodcock Diagnostic Reading Battery</td>
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<td>o Summarizing</td>
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</table>

Decoding:
- Developmental Spelling Inventory (DSI)
- Qualitative Reading Inventory (QRI)
- Quick Phonics Screener (QPS)
- Scholastic Phonics Inventory (Scholastic)
- Test of Word Reading Efficiency (TOWRE)
- Words Their Way Spelling Inventory
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<tr>
<td>Fluency:</td>
<td></td>
<td>• AIMSweb (for use up to 8th grade)</td>
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<td>• DIBELS (for use up to 6th grade)</td>
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<td>• Informal Reading Inventories (IRI)</td>
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<td>o Bader Reading and Language Inventory (6th Ed.)</td>
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<td>o Basic Reading Inventory (10th Ed.)</td>
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<td>o Classroom Reading Inventory (10th Ed.)</td>
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<td>o Comprehensive Reading Inventory: Measuring reading development in regular and</td>
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<td>special education classrooms.</td>
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<td>o Critical Reading Inventory</td>
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<td>o Ekwall/Shanker Reading Inventory (5th Ed.)</td>
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<td>o Qualitative Reading Inventory (QRI)</td>
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<td>• Reading Fluency Progress Monitor (RFPM) by Read Naturally (for use up to 8th grade)</td>
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<td>• Test of Silent Word Reading Fluency (TSWRF)</td>
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<td>• Test of Word Reading Efficiency</td>
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<td>• Group Reading Assessment and Diagnostic Evaluation (GRADE)</td>
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<td>• Informal Reading Inventory (IRI)</td>
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<td>• Stanford Diagnostic Reading Test (SDRT)</td>
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<td>Comprehension:</td>
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<td>• Content Area Reading Inventory (CARI – Vacca and Vacca, 1999)</td>
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<td>• Gates-MacGinitie (GMRT)</td>
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<td>ELL Students:</td>
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<td>Same as in Diagnostic section:</td>
<td>• AIMSweb (for use up to 8th grade)</td>
<td>See resources in Universal Screening and Diagnostic sections</td>
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<td>• CELF-4</td>
<td>• Progress Monitoring Tools Chart (look at this first before deciding on a tool)</td>
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<td>• Common assessments aligned to CCSS</td>
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<td>• Content Area Classroom Based Measures</td>
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<td>• Curriculum-based measures (CBM )</td>
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<td>• Student and family interviews</td>
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<td>• Student work samples</td>
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<td>ELL Students:</td>
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<td>• LAS Links</td>
<td>• Apps Designed with Disability in Mind</td>
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<td>• Charting in Microsoft Excel</td>
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<td>• Graphing Made Easy</td>
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<td>• National Center on RTI</td>
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<td>• National Center on Student Progress Monitoring</td>
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<td>• Research Institute on Progress Monitoring</td>
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<td>• Rubistar, free tool to create rubrics</td>
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<td>• teAchnology, variety of tools to create rubrics for different subjects</td>
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</table>
# SECONDARY MATHEMATICS ASSESSMENTS

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<td>Concepts &amp; applications</td>
<td>Benchmark assessments aligned to CCSS</td>
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<td>Cognitive Tutor</td>
<td>Intervention Central CBM Warehouse, free CBMs</td>
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<td>Common assessments aligned to CCSS</td>
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<td>Iowa Algebra Aptitude Test – group-administered algebra placement test</td>
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<td>Northwest Evaluation Association (NWEA)</td>
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<td>Scholastic Math Inventory – grades 2-8</td>
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<td><strong>DIAGNOSTIC</strong></td>
<td>Computation</td>
<td>Key Math3</td>
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<td>Concepts</td>
<td>Scholastic Math Inventory – grades 2-8</td>
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<td>o Exponents</td>
<td></td>
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<tr>
<td></td>
<td>o Fractions, decimals &amp; percentages</td>
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<td></td>
<td>o Geometry</td>
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<td></td>
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<tr>
<td></td>
<td>o Measurement</td>
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<tr>
<td></td>
<td>o Mental computation &amp; estimation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>o Money</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Number sense</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>o Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Patterns &amp; relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Probability &amp; statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Rational numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Whole numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This is not meant to be a complete resource list.*
## SECONDARY MATHEMATICS ASSESSMENTS

<table>
<thead>
<tr>
<th>Use</th>
<th>Sample Concepts &amp; Skills</th>
<th>Sample Assessments</th>
<th>Resources</th>
</tr>
</thead>
</table>
|     | o Foundations of problem solving  
|     | o 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  
|     | Same as in Diagnostic section:  
|     | • Computation  
|     | • Concepts  
|     | o Algebra  
|     | o Exponents  
|     | 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 Rational numbers  
|     | o Vocabulary  
|     | o Whole numbers  
|     | • Applications  
|     | o Foundations of problem solving  
|     | o Applied problem solving | Look at this first:  
|     |                           | • Progress Monitoring Tools Chart  
|     |                           | See also resources in Universal Screening section  
|     |                           | 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  

*This is not meant to be a complete resource list.*
### SECONDARY WRITING ASSESSMENTS

<table>
<thead>
<tr>
<th>Use</th>
<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 can be checked out  
• 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 | Content:  
• Common assessments aligned to CCSS  
• Curriculum-Based Measures (CBM)  
• Student and family interviews  
• Student work samples (scored with rubric or checklist)  
• Teacher’s College Reading & Writing Project Assessments – K-8th grades | See resources in Universal Screening section |

Conventions:  
• Spelling  
• Grammar  
• Punctuation  
• Editing  
• Syntactic maturity  
• Writing fluency

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>
<tbody>
<tr>
<td>PROGRESS MONITORING</td>
<td>Same as in Diagnostic section:</td>
<td>• Student and family interviews</td>
<td>See resources in Universal Screening section</td>
</tr>
<tr>
<td></td>
<td>Content:</td>
<td>• Student work samples (scored with rubric or checklist)</td>
<td>• <a href="#">Charting in Microsoft Excel</a></td>
</tr>
<tr>
<td></td>
<td>• Development</td>
<td>• <a href="#">Teacher’s College Reading &amp; Writing Project Assessments</a> – K-8th grades</td>
<td>• <a href="#">Graphing Made Easy</a></td>
</tr>
<tr>
<td></td>
<td>• Focus</td>
<td></td>
<td>• <a href="#">Rubistar - free tool to create rubrics</a></td>
</tr>
<tr>
<td></td>
<td>• Organization</td>
<td></td>
<td>• teAchnology - variety of tools to create rubrics for different subjects</td>
</tr>
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<td></td>
<td>• Revision</td>
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<td></td>
<td>• Structure</td>
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<tr>
<td></td>
<td>• Support/Elaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Vocabulary or semantic maturity</td>
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<td>• Writing fluency</td>
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<tr>
<td></td>
<td>Conventions:</td>
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<tr>
<td></td>
<td>• Spelling</td>
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</tr>
<tr>
<td></td>
<td>• Grammar</td>
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<tr>
<td></td>
<td>• Punctuation</td>
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</tr>
<tr>
<td></td>
<td>• Editing</td>
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</tr>
<tr>
<td></td>
<td>• Syntactic maturity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Writing fluency</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Secondary Behavioral & Social/Emotional Assessments

<table>
<thead>
<tr>
<th>Use</th>
<th>Sample Concepts &amp; Skills</th>
<th>Sample Assessments</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Universal Screening** | • Academic achievement  
• Attachment to & involvement in school community  
• Attendance  
• Following rules  
• Risky behaviors (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 |
| **Diagnostic**       | • Assertion  
• Cooperation  
• Developmentally appropriate behavior  
• Empathy  
• Executive function skills  
  o Emotional control  
  o Flexibility  
  o Goal-directed persistence  
  o Metacognition  
  o Organization  
  o Planning  
  o Response inhibition  
  o Task initiation  
  o Time management  
  o Working memory | • Adaptive Behavior Assessment System II  
• Beck Depression Inventory  
• Behavior Assessment Scale for Children (BASC-2)  
• Behavior and Emotional Rating Scale: A Strength-Based Approach to Assessment  
• Behavior Rating Inventory of Executive Functions  
• Children’s Depression Inventory  
• Clinical interviews  
• Conners Rating Scales (3rd Ed.)  
• Functional Analysis Screening Tool (FAST)  
• Functional behavioral assessment (FBA)  
• Interest inventories  
• Observation-based assessments  
• Record review  
• Reynold’s Adolescent Depression Scale  
• Social Skills Rating Scale (SSRS)  
• Student and family interviews | See resources in Universal Screening section  
• Collaborative for Academic, Social and Emotional Learning (CASEL): Assessment  
• Executive Skills in Children and Adolescents (2nd edition) by Dawson & Guare  
• Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools  
• Teacher Assistant app (iTunes) |
# SECONDARY BEHAVIORAL & SOCIAL/EMOTIONAL ASSESSMENTS

<table>
<thead>
<tr>
<th>Use</th>
<th>Sample Concepts &amp; Skills</th>
<th>Sample Assessments</th>
<th>Resources</th>
</tr>
</thead>
</table>
| PROGRESS MONITORING | Same as in Diagnostic section:  
- Assertion  
- Cooperation  
- Developmentally appropriate behavior  
- Empathy  
- Executive function skills  
  o Emotional control  
  o Flexibility  
  o Goal-directed persistence  
  o Metacognition  
  o Organization  
  o Planning  
  o Response inhibition  
  o Task initiation  
  o Time management  
  o Working memory |  
- Attendance records  
- Behavioral checklists  
- Expulsion records  
- Grades  
- Observation-based assessments  
- Office discipline referrals  
- School staff interviews  
- Service provider interviews  
- Student and family interviews  
- Surveys  
- Suspension records | See resources in Universal Screening and Diagnostic sections |

*This is not meant to be a complete resource list.*

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](http://www.ctb.com/acuity)
- CompassLearning - [https://compasslearning.com/about-us/](https://compasslearning.com/about-us/)
- easyCBM - [https://easycbm.com/](https://easycbm.com/)
- Learn Zillion - [https://learnzillion.com/](https://learnzillion.com/)
- National Center on Intensive Intervention - [www.intensiveintervention.org](http://www.intensiveintervention.org)
- Quick Phonics Screener - [http://www.wovsed.org/Rtl%20Forms/Other%20Rtl%20Forms/QuickPhonicsScreener.pdf](http://www.wovsed.org/Rtl%20Forms/Other%20Rtl%20Forms/QuickPhonicsScreener.pdf)
- Reading Plus - [http://support.readingplus.com/](http://support.readingplus.com/)
- STAR Reading - [http://www.renaissance.com/](http://www.renaissance.com/)
- Study Island - [http://www.studyisland.com/](http://www.studyisland.com/)
Concept Wheel

Display a large circle divided into 4 parts on the board or projector. In one part of the circle, write the main word for the lesson. Write a root word in one quadrant of the circle, and have students brainstorm other words that contain the same root word to write in the other three quadrants.

Ideas for Assessments:

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

- Students can produce other known words including the root
- Students can eliminate nonsense words
- Students can discuss the words with the class (focus on building vocabulary through meaning and introducing content specific words)

*For younger students sign is the root and the other 3 quadrants can be signs, signed, signing.
Divided Circle Map *(5th- 8th grade)*

Students create a circle map with 4 sections: definition, picture, sentence, sample words.

![Diagram](image)

**Eponyms: Places, Things, Actions and the Story Behind Them!**

**Brief Description**

Eponyms are words that refer to places, things, and actions that have been named after an individual (from Greek epi- for “after” and noma for “name”). Many words come from individuals, processes, or contexts that allow students to think about words differently and in relationship to subject area content that is difficult to relate to and understand when taught in isolation. Motivation is often enhanced when students find out where words come from. As words are discovered, they can be recorded in a “Looking into Language” vocabulary notebook and/or displayed on a bulletin board.

Sample eponyms include:

<table>
<thead>
<tr>
<th>Word</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>boycott</td>
<td>Charles Boycott, whose servants refused to work for him because he would not lower rents</td>
</tr>
<tr>
<td>Diesel</td>
<td>Rudolph Diesel, a German engineer who invented an alternative engine to the slow-moving steam engine</td>
</tr>
<tr>
<td>Ferris wheel</td>
<td>G.W.C. Ferris designer of this exciting new ride for the 1893 World’s Fair in Chicago</td>
</tr>
<tr>
<td>Guillotine</td>
<td>Joseph Guillotin, a French physician and the inventor of the device</td>
</tr>
<tr>
<td>Pasteurize</td>
<td>Louis Pasteur, who developed the process whereby bacteria are killed in food and drink</td>
</tr>
<tr>
<td>Sandwich</td>
<td>John Montagu, the Earl of Sandwich, who requested a new type of meal</td>
</tr>
</tbody>
</table>
Materials needed:

- Place related words in a “Looking into Language” section of Vocabulary notebooks. See “Resources” section for additional information.

Procedure:

- Review content and identify words that are likely to be found in a word origins book. This is a wonderful “Hook” or motivational tool for students and teachers.
- Explain the context or tell the story with flair! Connect it to specific content which makes it easier for students to remember.
- Students write words and science or social studies associations in their notebooks and use them as visual and context reminders about word meanings.

Ideas for Assessment:

- Spell, explain, and show how word relates to content being studied
- Generate words when prompted with a root, stem, prefix, suffix
- Sorting words can serve both the task and as an assessment of what students already know about the roots, stems, and terms. Sorts build and monitor understanding throughout a unit. For example, in social studies, terms can be classified into categories such as: regions, places, events, historical eras, and political or economic systems. Likewise, morphological relationships help to clarify relationships.
- Eponyms help students visualize how words and word origins relate meaning. There are unlimited variations in which this activity can be used in social studies and science.
- In short response, ask students to explain the origins of the term __________. If students are showing high retention levels, continue to use it to connect more difficult concepts.

Example-Meaning-Phrase

Teach the new morpheme, having students read the phrases and sentences aloud, with a different group assigned to read each different column in the table, reading across each row (or read aloud in partners, one column per partner, as illustrated below). Discuss the meaning of the words and sentences, using context and morpheme clues in tandem. Have students highlight the morpheme wherever it occurs on the page, circling the root and underlining the affixes. Help students figure out unknown words by combining morpheme clues and context clues. Show them how morphemes and meanings flex with context.
Ideas for Assessments:

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

- Students can infer correct meaning of words by using context and morpheme clues.
- Students can differentiate between the root and affixes.

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>MEANING</th>
<th>PHRASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>granary</td>
<td>“a place for grain”</td>
<td>farmers filling the <strong>granary</strong></td>
</tr>
<tr>
<td>statuary</td>
<td>“a collection of statues”</td>
<td>a group of statues in that <strong>statuary</strong></td>
</tr>
<tr>
<td>library</td>
<td>“a place for books”</td>
<td>numerous books at the <strong>library</strong></td>
</tr>
<tr>
<td>dictionary</td>
<td>“a place for words”</td>
<td>multiple words in the <strong>dictionary</strong></td>
</tr>
<tr>
<td>glossary</td>
<td>“a collection of terms”</td>
<td>a <strong>glossary</strong> at the back of the textbook</td>
</tr>
<tr>
<td>apiary</td>
<td>“a place for bees”</td>
<td>an <strong>apiary</strong> filled with buzzing bees</td>
</tr>
<tr>
<td>topiary</td>
<td>“a collection of sculpted shrubs”</td>
<td>animal-shaped shrubs at the <strong>topiary</strong></td>
</tr>
</tbody>
</table>
List-Group-Label

Purpose

List-group-label is a form of semantic mapping. The strategy encourages students to improve their vocabulary and categorization skills and learn to organize word parts and/or concepts. Categorizing listed words by spelling or meaning, through grouping and labeling, helps students attend to spelling and meaning patterns in words or concepts.

Brief Description

- It helps students organize their understanding of specific vocabulary and concepts.
- It builds on students' prior knowledge about a topic.
- It actively engages students in learning new vocabulary and content by activating their critical thinking skills.
- It teaches categorizing and labeling skills.

Materials needed:

- Blank word sort template, prefixes, suffixes, base words, roots, and or stem words from reading selection(s)

Procedure:

1. Select a main concept for meaning or select prefixes, suffixes, base words, or Latin roots /Greek stems from a reading selection.
2. List: Have students brainstorm all the words they think relate to the topic.
   - Visually display student responses.
   - At this point do not critique student responses. Some words may not reflect the main concept, but hopefully students will realize this as they begin grouping the words in the next step.
3. Group: Divide your class into small groups. Each group will work to cluster the class list of words into subcategories. As groups of words emerge, challenge your students to explain their reasoning for placing words together or discarding them.
4. Label: Invite students to suggest a title or label for the groups of words they have formed. These labels should relate to their reasoning for the grouping

Ideas for Assessment:

- Students generate paragraphs and explain one word origin per topic discovered. For example, Native Americans lived in teepees, longhouses, wigwams, and igloos depending on where they are geographically located. Northwestern Indians lived in
longhouses. This word comes from _________________ meaning to ______________. We get our words_________ from it.

- Divide words into morpheme units and have students act out word part meaning while others name the word part and put it together to form the key word.
- Include 3 related words per category that students have not been in contact with to determine whether meaning or key word part knowledge is transferring.

**Sample: List-Group-Label by Meaning**

**Directions:** Sort the following words into meaning groups, sharing common meanings. You will want to label each group with a specific title. You may create as many groups as you wish, as long as the group has a label or title that shows how all words fit into that category intricately. When grouping words, students can move words around based on features that words share and must be able to explain how words are connected at the word analysis level. Be prepared to share your List Group Label with the class and defend your decisions.

<table>
<thead>
<tr>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>tepee</td>
</tr>
<tr>
<td>coffee</td>
</tr>
<tr>
<td>tobacco</td>
</tr>
<tr>
<td>Hogan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food</th>
<th>Shelter</th>
<th>People</th>
<th>Tools</th>
<th>Fun Stuff</th>
<th>We Don't Know</th>
</tr>
</thead>
</table>
| • maize  
• coffee  
• buffalo | • tepee  
• longhouse  
• igloo  
• wigwam  
• hogan | • Shaman  
• brave | • sinew  
• tomahawk  
• arrow  
• peace pipe  
• toboggan  
• blowgun  
• bow | • lacrosse  
• cat’s cradle  
• tobacco  
• powwow  
• totem pole  
• katchina doll  
• dreamcatcher  
• prayer stick | • wampum  
• moccasins |
Morphological Matrix

This tool represents the structure of morphological word families. Teachers take on the instructional role of “word scientist” with their students, investigating the morphological structure of words to facilitate a deeper understanding of the relationship between spelling, pronunciation, and meaning.

Quartet

Purpose

This strategy is used to help students associate and understand meaning parts of words share elements such as base words, root words, and derivatives.

Materials needed:

- Paper to create cards
- List of Greek roots and Latin stems common to your content area

Procedure:

- Create 10-12 suits of four cards composed of words that share a common root (ex. biology, biography, biome, antibiotic)
- Use words that are common to content in your discipline, order of curriculum, and that comes from the frequency of occurrence.
- Write the words at the top left so the words can be read when they are held in the hand
- Each player is dealt seven cards; the rest are put in the deck. Each player looks through his or her cards for words in the same suit
- The first player turns to the next and asks for a particular root: “Give me any cards with the bio root.” If player does not have any matches, he or she responds, “Draw one” and the first player draws from the deck.
- Play proceeds in a clockwise fashion. When a player has a complete suit or four cards, he or she may lay them down. The player who has the most suits at the end – when someone runs out of cards- is the winner.
Spelling/meaning word sorts

Purpose:

Word sorts (Gillett & Temple, 1983) help students recognize derivational relationships among key words.

Brief Description:

This strategy can be used in two different ways. In a “closed sort,” the teacher provides categories into which students assign the words. In an “open sort,” students group words into categories and create their own labels for each category. Word sorts help students develop a deeper understanding of key concepts by analyzing words at their basic levels. It can also be used to develop the complex reasoning skills of classification and deduction.

How to use it:

1. List terms on 3” X 5” cards (one concept per card).
2. Allow students, individually or in groups, to sort the words into categories. Depending on the concepts and students’ level of understanding, the sorts can be “closed” (teacher provided categories) or “open” (student generated categories). Model this process for students by “thinking aloud” as cards are sorted.
3. As students become more proficient at classifying, they should be encouraged to complete “open sorts” and to find more than one way to classify the vocabulary terms. Classifying and then reclassifying helps students extend and refine their understanding of the concepts.

Examples of spelling and meaning sorts:

#1 - Feature R: Vowel Changes (Across the Content Areas)

- When students are studying vowel changes they are focusing on the addition or deletion of word parts. There are times when this changes the vowel and the vowel sound within the word.
  - one example is below

<table>
<thead>
<tr>
<th>Long to Short</th>
<th>Long to Schwa</th>
<th>Short to Schwa</th>
</tr>
</thead>
<tbody>
<tr>
<td>suffice</td>
<td>preside</td>
<td>metallic</td>
</tr>
<tr>
<td>democrat</td>
<td>president</td>
<td>metal</td>
</tr>
<tr>
<td>wise</td>
<td>inspire</td>
<td>emphatic</td>
</tr>
<tr>
<td>decide</td>
<td>mandate</td>
<td>emphasis</td>
</tr>
<tr>
<td></td>
<td>narrate</td>
<td>habit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>habitat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>excel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>excellent</td>
</tr>
</tbody>
</table>
#2 - Feature S: Latin-Derived Suffixes (Common to Science & Math)

- There are thousands of words in our English language that are derived from Latin and Greek languages. The most common influences are noticed in science (corp, ped, bio, terr) and math (mono-, uni-, oct-, dec). Understanding how each part of a word helps build the understanding and meaning.
  - Use blank word sort template (see attachments)

<table>
<thead>
<tr>
<th>gen (birth or beginning)</th>
<th>mort (death)</th>
<th>bio (life)</th>
</tr>
</thead>
<tbody>
<tr>
<td>generate</td>
<td>mortal</td>
<td>biology</td>
</tr>
<tr>
<td>genre</td>
<td>immortal</td>
<td>antibiotic</td>
</tr>
<tr>
<td>regenerate</td>
<td>mortician</td>
<td>biography</td>
</tr>
<tr>
<td>genetic</td>
<td>mortified</td>
<td>biome</td>
</tr>
</tbody>
</table>

Ideas for Assessment:

- Spell and define in student-friendly terms.
- Generate words when prompted with a root, stem, prefix, suffix
- Provide a sentence and ask student to supply or select a target word, as in the following: He loved to learn magic tricks and wanted to become a __________.
- Sorting words can serve both the task and as an assessment of what students already know about the roots, stems, and terms. Sorts build and monitor understanding throughout a unit. For example, in social studies, terms can be classified into categories such as: regions, places, events, historical eras, and political or economic systems. Likewise, morphological relationships help to clarify relationships.
- Sorting helps students visualize how concepts are connected. There are unlimited variations in which this activity can be used in social studies.

Syllabicating the "Big Words"

Ask your students to preview the next chapter of their textbooks and write down 10 "Big Words." Next, have them highlight the root words that they recognize and take off any affixes that they see. Next they should break up the remaining parts of the word into syllables. Encourage them to infer the meaning of the word based on these word parts. Ask them how they would pronounce the word.
Ideas for Assessment:

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

- Students can pronounce words correctly using their knowledge of roots.
- Students can divide words into syllables and apply syllable rules for pronunciation.

Metamorphosis: Oxygenate:

Root: Morph (change)  Root: Oxygen (an element on the periodic table)
Affix: meta (whole/big picture)  Affix: -ate (to fill)
Possible meaning: change of the whole thing  Possible meaning: to fill with oxygen
Possible pronunciation: meta/morph/a/sis  Possible pronunciation: ox/y/gen/ate

You Teach the Word

Purpose

- A strategy used to help students associate and understand meaning parts of words with their definition

Materials needed:

- Cards, notebook paper cut into same size to fit on word wall, markers/pens, dictionary or online dictionaries for origins (See resource list)

Procedure:

- Identify target vocabulary words
- Assign one word to each student who then becomes responsible for teaching that word to the rest of the class (using connecting visual are encouraged)
- Ask each student to create a small poster to add to class word wall
- Use the following keys: definition, a synonym and/or antonym, an etymology, a sentence, a visual/illustration, and/or act it out
- Present using a creative way to help each other learn the word, such as acting it out
- Write words on board and encourage students to speculate word meanings
- Discuss student speculations in relationship to the context
- Evaluate student knowledge of words and determine if follow-up will be necessary
“You Teach the Word” Sample Cards

| effervescence | /ɛfər-vəsˈəns/ |

**Definition:** The bubbling of a solution due to the escape of gas.

**Origin:** French “the action of boiling up,”

**Example Context:** Soda has effervescence. How can you tell? Just look for bubbles.

**Bringing it to life:**

![](image)

**Ideas for Assessment:**

- Students assess certain cards each day using a rubric for quality of examples and how the visual represents the idea or connects with reading selections
- Underline the prefix, suffix, and root; define the element; and spell the word.
Templates

Blank Word Sort Template
Divided Circle Map
Vocabulary Knowledge Self-Rating
Morphological Matrix
You Teach the Word
<p>| | | | |</p>
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</tbody>
</table>
Divided Circle Map
Informal Student Assessment

Vocabulary Knowledge Self-Rating

Directions: Check the column that best describes your knowledge of the words. For each word marked “I know it!” write a short definition.

<table>
<thead>
<tr>
<th>Vocabulary Words</th>
<th>I Know It!</th>
<th>I've heard of it....</th>
<th>I've never seen it before</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Morphological Matrix
### “You Teach the Word”

<table>
<thead>
<tr>
<th><strong>Word:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pronunciation:</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Definition:** |  |

| **Origin:** |  |

| **Example:** |  |

| **Bringing to life visual:** |  |
Resources

- [http://dyslexiahelp.umich.edu/professionals/dyslexia-school/morphological-awareness](http://dyslexiahelp.umich.edu/professionals/dyslexia-school/morphological-awareness)
- [http://files.realspellers.org/PetesFolder/Articles/Bowers_Cooke_Morphology.pdf](http://files.realspellers.org/PetesFolder/Articles/Bowers_Cooke_Morphology.pdf)
- [http://www.readingrockets.org/strategies/list_group_label](http://www.readingrockets.org/strategies/list_group_label)
- [http://www.scps.k12.fl.us/curriculum/AcademicCore/LanguageArtsandReading/SecondaryReading/VocabularyBuilding.aspx](http://www.scps.k12.fl.us/curriculum/AcademicCore/LanguageArtsandReading/SecondaryReading/VocabularyBuilding.aspx)
- [https://myvocabulary.com/word-list/biology-vocabulary/](https://myvocabulary.com/word-list/biology-vocabulary/)
- [https://quizlet.com/subject/words-their-way-sort-derivational/](https://quizlet.com/subject/words-their-way-sort-derivational/)
- [https://sites.google.com/a/apps.fluco.org/carysbrook-literacy-partners/word-study/derivational-relations-stage](https://sites.google.com/a/apps.fluco.org/carysbrook-literacy-partners/word-study/derivational-relations-stage)
A-B-C Brainstorming Strategy

Before instructing your students to talk about a major topic, it is essential to activate their background knowledge. Using the template, students try to think of a word or phrase associated with the topic, matched to each letter of the alphabet.

Concept Definition Map

Students place each important term/concept from a text in a circle and then show how the concepts link together using words and lines.

Ideas for assessment:

Discuss the responses with the class. Focus on how responses show understanding of the concept or word.

Context Clues Chart

Context clues can be either helpful or unhelpful. Using a student anthology or content-area textbook, teacher will look for words that may be unfamiliar to students. From target-word context, find one example of each type of context clue listed on the chart. For each context sentence or sentences, identify the target word by underlining it in blue; the signal words and signal punctuation by underlining them in red; and the context clues by underlining them in green.

Definition Format

This is a three-column format with a word (left column), its general definition (second column) and its specific characteristics (right column).

Frayer-Model Map

This graphic organizer contains four compartments for recording information related to a concept/term. The four quadrants are: definition, characteristics, examples, and non-examples.
Ideas for Assessment:
- Post a completed model
- Present a model orally
- Publish a class dictionary

Key Word Method (Word-Meaning Recall)

Mnemonic strategies are systematic procedures for enhancing memory. The keyword method has been shown to be effective with students who have learning difficulties and those who are at risk for educational failure (Mastropieri and Scruggs 1998). This strategy may lead to significant improvement in students’ recall of new vocabulary words. Instruct students to define the target word, think of a keyword for the target word, link the keyword with the meaning of the target word, and recall the meaning of the target word.

Morpheme Word-Family Marathon

According to Nagy and Anderson (1984), a word family is a group of words related in meaning. Working with a partner or small group, students will locate words from preselected reading materials. They will generate a list of words that are formed from root words. They will complete a word-family chart to identify the root word and other words in the same family. Orally, they will explain how the meaning of the root word relates to the meaning of the other words in the family.

Ideas for Assessment:
- Use the dictionary to check responses and to record correct responses in different color ink.

Partner Chatter

After new vocabulary has been introduced and discussed in a variety of contexts, and many examples have been given, students will partner up and chatter. Chatter provides opportunities for students to use new word in conversation. Teacher will monitor the conservations to ensure students are using target words correctly in their conservations. (LETRS Module 4, p. 50)
**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](image)

**Select and Connect**

This group activity is very effective for reviewing previously taught vocabulary and is a great oral language builder. Teacher will create and display two columns of words from previous lessons on a whiteboard or chart paper. The number of words will be determined by the age of the students. Teacher will instruct students to choose a word from column 1 and a word from column 2 that can
be associated with the column 1 word. Teacher will have students to draw a line connecting the two words. Students will write an explanation of how the words can go together on a sticky note and place it in the middle of the connecting lines between the two words.

**Ideas for Assessment**: Discuss responses orally

**Semantic Map**

This graphic organizer helps students visually organize and graphically show the relationship between one piece of information to another. When using it for vocabulary, place the target word in the center. Have students to give synonym, common context, descriptors, multiple meaning, personal associations, examples of the word, and its word structure. (LETRS, Module 4, p. 17)

**Text Talk**

This lesson model is based on Text Talk, a research-based method developed by Isabel Beck and Margaret McKeown (Beck et al. 2002). In Text Talk, text-specific vocabulary is extensively introduced after reading a story aloud to the students. Teacher will contextualize the word by providing familiar situation from the text. Students will say the word. Teacher will give a student-friendly explanation of the word and provide a different context for the use of the word. Teacher will provide playful opportunities for students to interact with the word and process its meaning right away. Students will say the word again. An example of this strategy is provided below.

- **Contextualize** Say: In the story, Anansi waded through the streams.
- **Say the Word**: Say Let’s say the word together: waded. Ask: What is the word? (waded)
- **Student-Friendly Explanation**: Say: Wading has to do with walking through water or mud that is not deep. When you are wading, it is usually not too hard to move your legs to take a step forward.
- **Different Context**: Say: Some kids like to wade in puddles after a heavy rain.
- **Engage actively with the Word**: Questions: Ask questions that require students to apply the target word’s meaning. Choices: Making choices enable students to apply the meaning of a target word. Tell them you are going to name some places, and if a place is where someone could wade, they say “slish-slosh” the noise someone would make when wading.
- **Say the Word Again**: Ask: What is the word that describes walking through mud or water that is not deep? (wading)

**Vocabulary Note-taking Guide**

This strategy is used to have students keep track of new, important vocabulary words or terms in a note-taking guide. Teacher will instruct students to write the word/term, indicate the word’s part of speech, write a definition, and provide an example or sentence to show that they have learned the new word.
**Vocabulary Word Circles**

In the center circle, student will write the vocabulary term. In the remaining circles, students will define the term or give a synonym, use the word in a sentence, give an antonym, and draw a picture illustrating the correct use of the word.

**Word Walls**

A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all student seating areas. These words are referred to continually throughout a unit or term by the teacher and students during a variety of activities.

> **Word walls:**
>  - provide an approach to meaningful teaching of vocabulary with an emphasis on student engagement and higher level thinking skills;
>  - build vocabulary, thereby improving reading comprehension and writing style;
>  - reinforce understanding of subject-specific terminology with a focus on students internalizing key concepts;
>  - help students improve spelling and awareness of spelling patterns;
>  - provide visual cues for students;
>  - encourage increased student independence when reading and writing.

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Templates

A-B-C Brainstorming Template
Concept Definition Map
Definition Format
Frayer Model Diagram
Morpheme Word-Family Marathon
Multiple Meaning Word Map
Semantic Map
Vocabulary Note Taking Guide
Vocabulary Word Circles
**ABC Brainstorming**

**Topic:** __________________________

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<thead>
<tr>
<th>A</th>
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<td>L</td>
<td>R</td>
<td>XYZ</td>
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</tbody>
</table>
Concept Definition Mapping

What is it? (definition)

What is it Like?

The Word

What are some examples?
<table>
<thead>
<tr>
<th>Word</th>
<th>General Definition</th>
<th>Specific Characteristics</th>
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</table>
# Morpheme Word-Family Marathon

<table>
<thead>
<tr>
<th>Word I Found</th>
<th>Root Word of Word I Found</th>
<th>Other Words in Family</th>
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<tbody>
<tr>
<td>Disagree</td>
<td>agree</td>
<td>agreeable, agreeing, agrees, agreed, agreement</td>
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</table>
Multiple Meaning Word Map
Semantic Map
<table>
<thead>
<tr>
<th>Word (Part of Speech)</th>
<th>Definition</th>
<th>Example/Sentence</th>
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</tbody>
</table>
Vocabulary Word Circles

Word

Sentence

Synonym/Definition

Antonym/Opposite

Illustration/Picture
Resources

- [http://www.hendersoncountypublicschoolsnc.org/elementary-education/files/2012/02/concept_definition_mapping_template_20110830_132750_8.pdf](http://www.hendersoncountypublicschoolsnc.org/elementary-education/files/2012/02/concept_definition_mapping_template_20110830_132750_8.pdf)
- [http://www.readingquest.org/strat/wordmap.html](http://www.readingquest.org/strat/wordmap.html)
- [http://www.studenthandouts.com/Assortment-01/Graphic-Organizers](http://www.studenthandouts.com/Assortment-01/Graphic-Organizers)
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
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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90</td>
<td>–</td>
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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>
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| 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 unrehearsed 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 & Loatham, 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=CLpEkMUqZJg](http://www.youtube.com/watch?v=CLpEkMUqZJg)
- [http://www.youtube.com/watch?v=dnF8sYsmWo8](http://www.youtube.com/watch?v=dnF8sYsmWo8)
- [http://www.youtube.com/watch?v=LFRzl2Oe_BS&feature=related](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://www.LikeToRead.com)
- [http://myweb.stedwards.edu/mikekb/ReadStrong/choralreading.html](http://myweb.stedwards.edu/mikekb/ReadStrong/choralreading.html)
- [http://www.readinga-z.com/poetry/lesson_plans/choral_poetry/choralpoetry_print.html](http://www.readinga-z.com/poetry/lesson_plans/choral_poetry/choralpoetry_print.html)
- [http://www.readingrockets.org/strategies/tape_assisted_reading](http://www.readingrockets.org/strategies/tape_assisted_reading)
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- [http://www.readingrockets.org/strategies/timed_repeated_readings](http://www.readingrockets.org/strategies/timed_repeated_readings)
- [http://www.readingrockets.org/strategies/word_walls](http://www.readingrockets.org/strategies/word_walls)
- [http://www.scilearn.com/blog/developing-oral-reading-fluency](http://www.scilearn.com/blog/developing-oral-reading-fluency)
- [http://www.theschoolbell.com/Links/word_walls/words.html](http://www.theschoolbell.com/Links/word_walls/words.html)
- [http://www.thebestclass.org/rtscripts.html](http://www.thebestclass.org/rtscripts.html)
- **Interactive Word Wall:** [http://www.teachnet.com/lesson/langarts/wordwall062599.html](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](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](http://www.teachingfirst.net/wordwallact.htm)
- **www.explicitinstruction.org** - Anita Archer Alternative Oral Reading Strategies model lessons
December

Reading Comprehension Strategies across Content Areas

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.

Get the GIST (Generating Information between Schemata and Text)

Get the gist is a strategy to help students identify main ideas during reading. One way to identify the main idea is to answer the following questions: (a) “Who or what is it about?” and (b) “What is most important about the who or what?” In addition, students are taught to limit their response to ten words or less, so that their gist conveys the most important idea(s), but not unnecessary details.

Get the gist can be taught by focusing on one paragraph at a time. While students read the paragraph, the teacher asks them to identify the most important person, place, or thing. Then the teacher asks students to tell what is most important about the person, place, or thing. Finally, the teacher teaches students to put it all together in a sentence containing ten words or less.

KNFS Chart (Math)

The purpose for the KNFS chart is to help students figure out what information is important to solving the problem and what information they do not need for solving the problem. This chart is similar to the KWL chart. Students place the information under the headings and are able to use the important information to solve the problem.

What KNFS means:

- What information do we already know in the problem?
- What numbers are not needed to solve the problem?
- What information are we being asked to find?
- What is our strategy for solving the problem?
KNWS Chart

The purpose of the KNWS chart is similar to the KWL chart. It is a tool that helps students break down the problem so that they are able to look at the important information and disregard the information that isn’t important for solving the problem.

What KNWS means:

- What do I KNOW from the information stated in this problem?
- What information do I NOT need in order to solve this problem?
- WHAT exactly does this problem ask me to find?
- What STRATEGY or operation will I use to solve this problem?

Link and Rethink

This is an inferential strategy that seeks to link a reader’s prior knowledge and experiences with their 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.

Mathematics Word Wall

The purpose of the Mathematics Word Wall is to identify words and phrases that students need to understand and use so as to make good progress in mathematics. Mathematical language is crucial to children’s development of thinking. If students do not have the vocabulary to talk about math concepts and skills, they cannot make progress in understanding these areas of mathematical knowledge. They need to be familiar with mathematical vocabulary and mathematical terms to understand written and spoken instructions.

A structured approach to the teaching and learning of mathematical vocabulary is essential if students are to begin using the correct mathematical terminology.

- Introduce new words in a suitable context, for example, with relevant real objects, pictures and/or diagrams.
- Explain their meanings carefully and revisit them several times.
- Students cannot learn the meaning of words in isolation and the use of questions is critical in helping them to understand mathematical ideas and to use mathematical terms correctly. It is important to ask questions in different ways so that students who do not understand the first time may pick up the meaning subsequently.
Mathematics Word Walls are to be active and built upon. Words are to be posted as they are introduced in the day's lesson. Mathematics spirals and students need to explore multiple exposures to important concepts and skills.

**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.

**Preview**

Preview is a strategy to activate students’ prior knowledge, to facilitate their predictions about what they will read, and to generate interest. Preview consists of two activities: (a) brainstorming and (b) making predictions.

A teacher introduces previewing to students by asking them to think about the previews they have seen at the movies. The teacher prompts students to tell what they learn from previews by asking questions such as, “Do you learn who is going to be in the movie?” or “Do you learn in what historical period the movie will take place?” Then, the teacher asks them to skim information such as headings, pictures, and words that are bolded or underlined to determine (a) what they know about the topic and (b) what they think they will learn by reading the text.

**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 understanding (*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's 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.

QAR (Question-Answer Relationship)

Question-Answer Relationship (QAR) is a strategy to be used after students have read a story or passage. The technique 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.

**RACE**
This reading strategy may be used across all content areas and includes the following four steps:

1. **Restate** the question in a complete sentence.
2. **Answer** ALL parts of the question.
3. **Cite** textual evidence.
4. **Explain** how the evidence supports your answer. (Give examples of text connections you made.)

Text evidence sentence starters:

- According to the text...
- The author states that...
- On page __, it states that...
- The author writes...
Explain the evidence sentence starters:

- This means...
- This reveals...
- This supports my answer because...
- This highlights the differences between...
- This illustrates...

**Reading and Writing to Learn Mathematics**

Mathematics is about problem solving, and reading comprehension is an important component, especially for word problems. Writing, too, is a critical component, because students should monitor and reflect on the process of mathematical problem solving as well as communicate their thinking during problem solving.

Problem solving in mathematics often is viewed with a conceptual model proposed by George Polya (1957). Polya's model has four steps:

1. **Understand the problem.**
   
   Determine what information is given, what is the unknown, what information is needed or not needed, and the context or conditions of the problem. Restate the problem to make sure terminology and facts are understood.

2. **Devise a plan.**
   
   Consider how to go about solving the problem and what strategies would help in finding a solution. This may be as simple as selecting the numbers and operations demanded by the problem. It might include examining different ways to approach the problem; for example, comparing it to problems solved previously, or finding related problems, or making and checking predictions.

3. **Carry out the plan.**
   
   Use the plan as devised and check or prove that each action taken is correct.

4. **Look back (and forward).**
   
   Examine the result or solution to make sure it is reasonable and solves the problem. Ask if there could be other solutions or if there are other ways to get a solution. Perhaps extend or generalize the problem.
Semantic Feature Analysis Grid

The Semantic Feature Analysis Grid strategy engages students in reading assignments by asking them to relate selected vocabulary to key features of the text. This technique uses a matrix (grid) to help students discover how one set of things is related to one another. Use this strategy to help students:

- understand the meaning of selected vocabulary words
- group vocabulary words into logical categories
- analyze the completed matrix

Benefits

- improves students’ comprehension, vocabulary, and content retention
- helps students to examine related features or concepts and make distinctions among them
- assists students with visualizing connections, making predictions, and better understanding important concepts when they analyze the completed matrix (grid)

Teachers may use this strategy with the whole class, small groups, or with individual students. Monitoring each student’s matrix (grid) provides teachers with information about how much the students know about the topic. This allows teachers to tailor instruction accordingly.

Create and use the strategy

- Select a passage of text for students.
- Model the procedure for using the matrix as a tool for recording reading observations.
- Provide students with key vocabulary words and important features related to the topic.
- Assist students as they prepare their matrix. Vocabulary words should be listed down the left hand column and the features of the topic across the top row of the chart.
- Once the matrix outline is complete, review all the words and features with the students and have them carefully read the text selection.

Follow the steps below for using the Semantic Feature Analysis Grid strategy:

1. Ask students to read the assigned text.
2. As they read, instruct students to place a "+" sign in the matrix when a vocabulary word aligns with a particular feature of the topic. If the word does not align students may put a "-" in the grid. If students are unable to determine a relationship they may leave it blank.
3. After reading and completing the matrix, encourage students to analyze their completed graphics by:
   - sharing their observations;
   - discussing differing results; and/or
   - writing a summary of what they learned.
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:

Survey: Students review the text to gain initial meaning from the headings, bolded text, and charts.

Question: Students begin to generate questions about their reading from previewing it.

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.

Recite: As students move through the text they should recite or rehearse the answers to their questions and make notes about their answers for later study.

SQ3R requires the teacher to model.

- Explain to students that effective readers do many things while reading, including surveying, questioning, reading, reciting and reviewing.
- Choose a content area passage to read and model the five SQ3R steps.
- During each step, make sure to explain what you're doing and why you're doing it.
- 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.
- 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?
- 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, so help students understand, not just, how to apply it, but when to apply it.
**Tic-Tac-Toe**

Tic-Tac-Toe, also known as Think-Tac-Toe, is a differentiation tool that offers a collection of activities from which students can choose to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board and students may be expected to complete from one to “three in a row”. The activities vary in **content, process, and product** and can be tailored to address different levels of student readiness, interests, and learning styles. The center square may be left open for students to select an activity of their own. Tic-tac-toe activities may be given to every student in the class, higher ability students for extension activities, or lower students for review and practice.

Involvement in this strategy encourages independent learning. Teachers should check in with students periodically and require students to keep a log of their progress. In place of lengthy activities, the tic-tac-toe board may also be used with shorter, open-ended questions posed at varying levels of Blooms Taxonomy.

**Example Tic-tac-toe board for reviewing a math unit:**

<table>
<thead>
<tr>
<th>Write clear directions for performing the math computation skills from this unit</th>
<th>Solve two of the five challenge problems</th>
<th>Create a math rap or rhyme that will help someone remember a concept from this unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create three word problems from information learned in this unit</td>
<td>Student Choice Activity (with teacher approval)</td>
<td>Define the unit’s vocabulary words with sketches or drawings</td>
</tr>
<tr>
<td>Complete the review problems in the text book</td>
<td>Develop a game using skills learned in this unit</td>
<td>Identify four ways the concepts in this unit are used in the real world</td>
</tr>
</tbody>
</table>
Wrap up

Wrap up is a strategy that teaches students to generate questions and to review important ideas in the text they have read. Wrap up consists of two activities: (a) generating questions and (b) reviewing.

- A teacher initially teaches students to wrap up by telling students to pretend they are teachers and to think of questions they would ask on a test.
- The teacher suggests the following question starters: who, what, when, where, why, and how.
- The teacher also encourages students to generate some questions that require an answer involving higher-level thinking skills, rather than literal recall.
- Finally, the teacher asks students to write down the most important ideas from the day’s reading assignment.
Appendix

Common Content Area Roots and Affixes
GIST Strategy
KNFS Chart
KNWS Chart
Mathematics Word Wall Cards
Semantic Feature Analysis Grid
Tic-Tac-Toe
<table>
<thead>
<tr>
<th>Common Root, Prefix or Suffix</th>
<th>Meaning</th>
<th>Science</th>
<th>Social Studies</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able</td>
<td>capable or worthy of</td>
<td>invisible, predictable</td>
<td>adaptable, acceptable, remarkable</td>
<td>divisible</td>
</tr>
<tr>
<td>-ation</td>
<td>forms nouns from verbs</td>
<td>creation, information, determination</td>
<td>civilization, automation, speculation</td>
<td>interpretation, evaluation</td>
</tr>
<tr>
<td>de</td>
<td>down, from</td>
<td>detach, deodorize, decompose</td>
<td>deploy, destruction, depression</td>
<td>descend, decrease</td>
</tr>
<tr>
<td>demo</td>
<td>people</td>
<td>epidemic</td>
<td>democracy, demographic</td>
<td></td>
</tr>
<tr>
<td>dia</td>
<td>through, between, across</td>
<td>diagram, dialect, dialogue</td>
<td>diameter, diagonal, diagram</td>
<td></td>
</tr>
<tr>
<td>dict</td>
<td>to say</td>
<td>predict, contradict</td>
<td>dictate, edict</td>
<td></td>
</tr>
<tr>
<td>dl, dys, dif</td>
<td>not, negative</td>
<td>disperse, disconnect</td>
<td>differ, dysfunction</td>
<td>difference</td>
</tr>
<tr>
<td>equi</td>
<td>equal</td>
<td>equilibrium, equator</td>
<td>equinox, equitable</td>
<td>equation, equidistant, equilateral, equal</td>
</tr>
<tr>
<td>ex-</td>
<td>former, completely</td>
<td>external</td>
<td>exit, exalt, exclude</td>
<td>expanded</td>
</tr>
<tr>
<td>exter, extra</td>
<td>outside of</td>
<td>external, extract, extrasensory</td>
<td>extradite, extrinsic, extreme</td>
<td>exterior</td>
</tr>
<tr>
<td>frag, fract</td>
<td>break</td>
<td>fracture, fragment</td>
<td>fraction</td>
<td>fraction</td>
</tr>
<tr>
<td>flux, flu</td>
<td>flow</td>
<td>fluctuate</td>
<td>influence, influx</td>
<td>reflux, confluence</td>
</tr>
<tr>
<td>graph, gram</td>
<td>to write</td>
<td>polygraph, graphite, electrocardiogram</td>
<td>biography, telegram, hierarchiography</td>
<td>graph, graphic</td>
</tr>
<tr>
<td>gress</td>
<td>to walk</td>
<td>progress</td>
<td>trangress, digress</td>
<td></td>
</tr>
<tr>
<td>hyper</td>
<td>over, above</td>
<td>hypersensitive, hyperventilate, hyperkinetic, hypersonic</td>
<td>hyperlink, hypertext</td>
<td>hyperbole</td>
</tr>
<tr>
<td>mier-</td>
<td>between</td>
<td>intermittent</td>
<td>international</td>
<td>intercept</td>
</tr>
<tr>
<td>log, logo, loc</td>
<td>word, speak</td>
<td>logic</td>
<td>monologue, dialogue, eulogy</td>
<td>logarithm</td>
</tr>
<tr>
<td>mal</td>
<td>bad, badly</td>
<td>malaria, malfunction, malformation</td>
<td>melice, malady, malcontent</td>
<td></td>
</tr>
<tr>
<td>-ity, -ly</td>
<td>state of, quality of</td>
<td>electricity, peculiarity, certainty</td>
<td>subtlety, cruelty, frailty, loyalty, royalty</td>
<td>similarity, technicality</td>
</tr>
<tr>
<td>meta</td>
<td>beyond, change</td>
<td>metamorphosis, metabolism</td>
<td>metacognitive, metahistorical</td>
<td></td>
</tr>
<tr>
<td>meter</td>
<td>measure</td>
<td>micrometer, altimeter, thermometer, multimeter</td>
<td>perimeter, metrics, geometry, kilometer</td>
<td></td>
</tr>
<tr>
<td>multi</td>
<td>many</td>
<td>multimedia</td>
<td>multitude, multiparite, multinational</td>
<td>multiplication</td>
</tr>
<tr>
<td>non-</td>
<td>not</td>
<td>nonabrasive, nonfat, nonferrous, nonskid, nonmetallic</td>
<td>nonfiction, nonprofit, nonresident, nonviolence</td>
<td>noncollinear, noncoplanar, nonessential</td>
</tr>
<tr>
<td>pan</td>
<td>all, whole</td>
<td>pandemic, panacea, panoply</td>
<td>pandenonium, penoply, pan-American</td>
<td></td>
</tr>
<tr>
<td>para</td>
<td>beside</td>
<td>paramedic, parachute</td>
<td>paraphrase, compare</td>
<td>parabola, parallel</td>
</tr>
<tr>
<td>pend</td>
<td>to hang</td>
<td>pendulum</td>
<td>append, depend, impend</td>
<td></td>
</tr>
<tr>
<td>peri</td>
<td>around</td>
<td>periscope, periodontal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>poly</td>
<td>many</td>
<td>polymorphous</td>
<td>polytheist, polygamy</td>
<td>polygon, polynomial</td>
</tr>
<tr>
<td>re-</td>
<td>again, back</td>
<td>remake, return</td>
<td>rerun, rewrite</td>
<td>rearrange, rebuild, recall</td>
</tr>
<tr>
<td>scrib, scripi</td>
<td>to write</td>
<td>describe, prescribe</td>
<td>subscribe</td>
<td>describe</td>
</tr>
<tr>
<td>sect, sec</td>
<td>cut</td>
<td>dissect</td>
<td>section</td>
<td>intersect</td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
<td>subsoil, subsiandard, subhuman</td>
<td>submarine, subway, subtitles</td>
<td>subset</td>
</tr>
<tr>
<td>struct</td>
<td>build</td>
<td>structure</td>
<td>instruct</td>
<td>construct</td>
</tr>
<tr>
<td>tract</td>
<td>to pull, drag, draw</td>
<td>attract, contract</td>
<td>contract, retract</td>
<td>protract, subtract</td>
</tr>
<tr>
<td>vert</td>
<td>to turn</td>
<td>convert, invert</td>
<td>divert, revert, extravert</td>
<td>vertical, invert</td>
</tr>
</tbody>
</table>

‘Get the Gist’ to Summarize a Chapter or Story

<table>
<thead>
<tr>
<th>Gist for first paragraph/section</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gist for second paragraph/section</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gist for third paragraph/section</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gist for fourth paragraph/section</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
## KNFS Chart

<table>
<thead>
<tr>
<th>KNOW</th>
<th>NOT NEEDED NUMBERS</th>
<th>FIND</th>
<th>SOLVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information do we already know in the problem?</td>
<td>What numbers are not needed to solve the problem?</td>
<td>What information are we being asked to find?</td>
<td>What is our strategy for solving the problem?</td>
</tr>
<tr>
<td>Write down any pertinent information in this column. It can be abbreviated or you can just rewrite the entire problem. (Students may also write down any words that imply an operation.)</td>
<td>Write down any unnecessary numbers here.</td>
<td>Write down what you are being asked to solve.</td>
<td>How will I solve this problem? What operations or procedures will I use?</td>
</tr>
</tbody>
</table>
KNWS Chart

<table>
<thead>
<tr>
<th>K</th>
<th>What do I KNOW from the information stated in this problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>What information do I NOT need in order to solve this problem?</td>
</tr>
<tr>
<td>W</td>
<td>WHAT exactly does this problem ask me to find?</td>
</tr>
<tr>
<td>S</td>
<td>What STRATEGY or operation will I use to solve this problem?</td>
</tr>
</tbody>
</table>

Adapted from *Teaching Reading in Mathematics* by Mary Lee
Mathematics Word Wall Cards

even

odd

fraction

Regional Center II, August 2006
percent

multiples of 2
2, 4, 6, 8, ...

prime numbers
2, 3, 5, 7, 11, ...

perimeter perimeter perimeter perimeter

reflection reflection reflection

Regional Center II, August 2006
perpendicular

translation

line
concentric circles

line segment

Regional Center II, August 2006
ray
PATTERNS

parallel

function
greater than

less than
mean

median
Semantic Feature Analysis Chart
*The Outsiders*

**Directions:** This chart has a list of characters from *The Outsiders* and a list of attributes. One by one, analyze each of the characters and decide if he can be described by these words. Put an 'X' in the boxes that describe the character, and leave those blank that do not. Do this for each of the eight characters listed. Be prepared to defend your answers.

<table>
<thead>
<tr>
<th>Character</th>
<th>Attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gallant</td>
</tr>
<tr>
<td></td>
<td>Egotistical</td>
</tr>
<tr>
<td></td>
<td>Ambitious</td>
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<tr>
<td></td>
<td>Benevolent</td>
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<td></td>
<td>Gregarious</td>
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<tr>
<td></td>
<td>Witty</td>
</tr>
<tr>
<td></td>
<td>Striking</td>
</tr>
<tr>
<td></td>
<td>Malicious</td>
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<td></td>
<td>Apathetic</td>
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<tr>
<td></td>
<td>Introverted</td>
</tr>
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<td></td>
<td>Passionate</td>
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<tr>
<td>Ponyboy</td>
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<tr>
<td>Sodapop</td>
<td></td>
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<tr>
<td>Darry</td>
<td></td>
</tr>
<tr>
<td>Dally</td>
<td></td>
</tr>
<tr>
<td>Johnny</td>
<td></td>
</tr>
<tr>
<td>Two-Bit</td>
<td></td>
</tr>
<tr>
<td>Cherry</td>
<td></td>
</tr>
<tr>
<td>Randy</td>
<td></td>
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</tbody>
</table>

Christy Bateman, 2006
Semantic Feature Analysis Grid

**Category:**

**Terms**

<p>| | | | | | | | | | |</p>
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</tbody>
</table>
# Tic-Tac-Toe

<p>| | | |</p>
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<thead>
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</tr>
</tbody>
</table>

---
Question-Answer Relationships (QAR)

<table>
<thead>
<tr>
<th>In the Book</th>
<th>In My Head</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>in the text. The exact</td>
<td>text. The reader combines</td>
</tr>
<tr>
<td>words for the questions</td>
<td>previous knowledge with</td>
</tr>
<tr>
<td>and answers are located in</td>
<td>text information to create</td>
</tr>
<tr>
<td>the same sentence.</td>
<td>a response.</td>
</tr>
</tbody>
</table>

| **Think and Search**         | **On My Own**                  |
| The answer is in the text,   | The answer is not in the        |
| but requires gathering       | text. The reader uses           |
| information from different   | previous experience to          |
| places in the selection.     | respond.                        |
Resources

- Mathematics Word Wall
  
  http://www.broward.k12.fl.us/studentsupport/ese/PDF/MathWordWall.pdf

- Semantic Feature Analysis
  
  www.adlit.org/strategies/22731/


- http://forpd.ucf.edu/strategies/stratABC.html


- http://www.neiu.edu/~kcrueda/linkandinsertstrategy.doc


- http://www.world-affairs.org/globalclassroom/curriculum/ReadingToLearn2.pdf

- http://www.tc.umn.edu/~jewel001/CollegeWriting/READSPEAKTHINK/READ/HowToRead.htm#Critical

- http://www.glencoe.com/sec/teachingtoday/subject/creating_learn_centered.phtml

- http://www.adlit.org/strategies/23332/


According to the *Teaching Reading Sourcebook* (2013), readers are assisted in forming their thoughts about a passage or text by communicating their ideas and opinions in writing. Responding to text through writing boosts reading comprehension and allows students to go deeper in the text meaning, style, and structure. Written responses can improve students’ interaction with all types of texts before the actual reading, during the passage, and after reading the text. The strategies presented in this section are designed to set the stage for writing, support student thought processes, and/or facilitate writing structure in response to text in all stages of writing.

*Note:* This does not represent an all-inclusive list of strategies for writing in response to text. The following list entails methods, tools, and strategies that could be utilized during writing instruction. Please choose the tool or support that best fits the needs of your students to obtain proficient writing skills.
Carousel and Carousel Brainstorming

After a shared instructional experience, students generate big questions they have about the material. The big questions are used to invite interpretations and discussion. Teachers can also create prompts and/or use images for response. Questions are recorded on chart paper and posted around the room. Student groups circulate with markers (a different color for each group). They respond to the questions and/or images or to previous responses. Students return to their first station and then report out to the whole class the interesting threads to each question or a synthesis of the conversation. Optional: students return to their seats and complete an individual reflection on the experience.

- What surprised you?
- What new learning occurred for you?
- What areas would you like to explore further?
- Was there any reinforcement of, or expansion on, your original idea?

Ideas for Assessment

- Group Summary
- Individual Reflection
- Whole Group Share Out
- Exit Slips

Double Entry Diary

A double entry diary is a useful tool in reading a complex text that will require inference skills. Students list direct quotations from their reading, along with the page number in the first column. Students record questions, reactions to the quotation, and predictions in the second column. This also can be used for a longer writing assignment.
Four-Square Writing Method

The four-square writing method is useful in teaching writing skills, as well as in the deconstruction of writing.

- Students begin by placing a topic sentence in the center square.
- Then, students compose an opening supportive sentence in the top left square, followed by two supportive sentences, and end with a summary sentence.

An extension of this strategy would be to have each square represent a paragraph with a topic sentence.

- Students list supporting details in each square to support each topic sentence.
- Each paragraph supports the controlling sentence in the center square.
- The last square is the concluding paragraph where students summarize or restate main ideas from each supportive paragraph. This process will aid in generating the multi-paragraph paper.

Ideas for Assessment

- Rubric
- Essay/Paragraph Completion

Note-taking

When reading a complex text, it is imperative that students are equipped with strategies to gather and synthesize important information. By having multiple note-taking strategies at hand, students will be armed with a means of using this information to create summaries and/or essays.

3-2-1 Strategy

Students list the following:

- 3 things I found out...
- 2 interesting or unusual things...
- 1 question I still have...

Note-taking Grid

Students read a text or view a video and record information in boxes. Teachers can determine stopping points and allow students to meet and discuss information. Students can then fill in new information on their note-taking grid.
**3-Column Notes**

While reading about a specific topic, students arrange information that explains three different characteristics about the overall topic under specific headings. The notes found can be used to develop a multi-paragraph paper. It can be flexible based on the assignment.

**Ideas for Assessment**

- Summaries
- Analytical Essays
- Rubrics

**Poem for Two Voices**

This is a strategy that can be used in a multi-genre research project. Students gather and synthesize information and then use the information to create a poem that compares and contrasts two sides/topics/individuals/etc.

**Ideas for Assessment**

- Poem Presentation
- Poem for Two Voices Template
- Individual Reflection
- Analytical Essay

**RAFT (Role-Audience-Format-Topic)**

Students demonstrate their understanding of a text by creating a new product in which they take on a role and write for a specific audience. RAFT offers flexibility and limitless opportunities for creativity.

- **Role**: In developing the final product, what role will the writer need to take on?
- **Audience**: Who should the writer consider as the audience for the final product?
- **Format**: What layout is the best way for the student to demonstrate an in-depth understanding of the topic?
- **Topic**: The When, Who, or What that will be the focus of the final product.

**Ideas for Assessment**

- Rubric
- Student presentation
- Student reflection
Read like a Writer

Teaching the process a writer goes through when creating a written piece is a valuable step when instructing students to write. Teacher modeling, viewing model text, examining text structure, reviewing an author’s paragraph or sentence construction skills, and mining a piece of writing for evidence of traits are all important strategies to guide students through the writing process. When students read for enjoyment, they notice what the writer writes. When students read like a writer, they notice how the writer writes. This in turn will equip students with tools to become successful writers.

Ideas for Assessment

- Examine a text to look at the writer's craft. Jot information on sticky notes.
- Students begin writing after teacher modeling or viewing a mentor text.

Read, Retell, Mark, and Record

Students use the Read, Retell, Mark, and Record strategy to record information from both visual and written text.

- **Step 1** – Partners look at the visual and gather information. Record the information on bulleted list chart.
- **Step 2** – Partner A reads the text associated with the visual aloud. Partner B listens attentively.
- **Step 3** – Partner B retells the information to Partner A.
- **Step 4** – Partners mark key parts of the text.
- **Step 5** – Partners record key parts on the chart.

Once the text has been read through completely, partners use the chart to write a summary of the information.

Ideas for Assessment

- Rubric
- Essay
- Exit slips
- Complete bulleted list chart
Routine Writing

Reading Response Journal

Journals provide learners with an opportunity to record their personal thoughts, emotions, ideas, questions, reflections, connections, and new learning on what they hear, view, read, write, discuss and think.

Text-Coding

Use symbols for guiding questions during reading. Text coding teaches students to read for specific information and gives them a guide for organizing this information.

Concept Mapping

Students place each important concept from a text in a circle and then show how the concepts link together using words and lines.

Jot Lists

This is a prewriting strategy that allows students to make connections to the text while reading. After reading, students review their jot lists and then pair together related ideas to write an essay.

Ideas for Assessment

- Summaries
- Essays
- Questioning

Summarizing

Summarizing allows students to analyze text, equipping them with tools to determine a text’s central meaning. Summarizing strategies are useful, especially in an extended or complex text. Students can use these strategies while reading the text to increase understanding. Summarizing is a way to aid comprehension of what is read and can be used in every content area.

GIST (Generating Information between Schemata and Text) Strategy

GIST is a comprehension strategy that is used both during reading and after reading. It is one approach to summarizing a text. When using GIST, students must delete trivial information, select key ideas, and generalize in their own words.
**Herringbone Pattern**

Students look for and identify the answers to the six questions – Who, What, When, Where, How, and Why – while reading a text or listening to a presentation. Students are reminded that the “Who” will not always be answered with a person’s name or proper noun. Students fill in the answers to the six questions on the Herringbone graphic organizer. Students then create a main idea sentence from the information they have organized that answers the question “Who did what?” to write a summary of the information. Students may also create an annotated timeline of the events in the text.

**Ideas for Assessment**

- Rubrics
- Graphic Organizers
- Finished writing product

**Written Discussion/Conversation**

Written discussion is conducted by groups of 3 or more.

- Students begin by reading the text.
- Students then silently write their thoughts for two minutes.
- Next, the students pass their papers to the right and respond to the thoughts, questions, and/or feelings of the person whose name is at the top of the paper.
- After two minutes, students pass their papers to the right again and repeat.
- When everyone has his or her paper back, culminate with a whole class discussion.

Each group of students shares one or two highlights of the written discussion. This can be modified into a written conversation by assigning partner groups to respond to each other in one round.

**Ideas for Assessment**

- Group summary
- Individual reflection
- Whole group share
- Exit slips
Appendix

GIST
Word Wall Gist
Double-Entry Diary
Five-Paragraph Outline
Four-Square Writing Method
Herringbone Technique Organizer
Poem for Two Voices
RAFT Template
Read, Retell, Mark, Record
Text Comprehension Text Coding
Sum It UP!

Title and pages: ________________________________

1. While reading, think about keywords and phrases that explain the main idea. List the keywords or phrases below.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

2. Circle all the keywords above that are the most important in the text.

3. Summarize your learning in 20 words:
Word Wall Gist

Write a summary of what you have read using as many main idea words/phrases as you can from the word wall below.

**Topic:**

Summary
<table>
<thead>
<tr>
<th>Direct Quotation from the Text with Page Number</th>
<th>My Questions/Reactions/Predictions</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
# Five Paragraph Outline

## PARAGRAPH ONE: INTRODUCTION

- **Sentence one** (Restate the question as a sentence – “what will be proven”):
- **Sentence two** (Summarize first main point):
- **Sentence three** (Summarize second main point):
- **Sentence four** (Summarize third main point):

## PARAGRAPH TWO: FIRST MAIN POINT OR TOPIC

- Sentence one (Introduce this topic):
- Sentence two:
- Sentence three:
- Sentence four:
- Sentence five:

## PARAGRAPH THREE: SECOND MAIN POINT OR TOPIC

- Sentence one (Introduce this topic):
- Sentence two:
- Sentence three:
- Sentence four:
- Sentence five:

## PARAGRAPH FOUR: THIRD MAIN POINT OR TOPIC

- Sentence one (Introduce this topic):
- Sentence two:
- Sentence three:
- Sentence four:
- Sentence five:

## PARAGRAPH FIVE: CONCLUSION

- **Sentence one** (Summarize first main point):
- **Sentence two** (Summarize second main point):
- **Sentence three** (Summarize third main point):
- **Sentence four** (Restate the question as a sentence – “what has been proven”):
Four-Square Writing Method

(Essay)

Reason:
Detail
Detail
Detail

Reason:
Detail
Detail
Detail

Introductory Paragraph

Reason:
Detail
Detail
Detail

Wrap up paragraph
Poem for Two Voices Template

<table>
<thead>
<tr>
<th>Voice #1</th>
<th>Spoken Together</th>
<th>Voice #2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
# RAFT Writing Template

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Writing Piece**

---

This template is designed to help students organize their writing by clarifying the role they are playing, the audience they are writing for, the format of the writing piece, and the topic they are exploring. It's a useful tool for planning and drafting.
<table>
<thead>
<tr>
<th>Topic:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Information from visual</td>
<td></td>
</tr>
<tr>
<td>Information from text</td>
<td></td>
</tr>
<tr>
<td>Topic:</td>
<td></td>
</tr>
<tr>
<td>Information from visual</td>
<td></td>
</tr>
<tr>
<td>Information from text</td>
<td></td>
</tr>
</tbody>
</table>
Textbook Comprehension Text Coding

1. Model for students when it is appropriate to use each of the symbols below.

2. Explain that using the symbols below will help each student pay attention to their own understanding of what the student is reading.

3. Students will draw the symbols in the margin at each point where his/her thinking fits into one of the seven categories below.

4. If students cannot write on the reading passages (for example a textbook) draw the symbol on a small sticky note and place it alongside the appropriate part of the passage.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅</td>
<td>Confirms what you thought</td>
</tr>
<tr>
<td>✗</td>
<td>Contradicts what you thought</td>
</tr>
<tr>
<td>?</td>
<td>Raises a question you’d like to discuss with others</td>
</tr>
<tr>
<td>??</td>
<td>Confuses you... go back and reread</td>
</tr>
<tr>
<td>⭐</td>
<td>Seems important... Answers a question</td>
</tr>
<tr>
<td>!</td>
<td>Is new, interesting, or surprising</td>
</tr>
<tr>
<td></td>
<td>An unknown word or a word that gets repeated</td>
</tr>
</tbody>
</table>
Resources

- [http://www.nbss.ie/sites/default/files/publications/get_the_gist_comprehension_strategy_0.pdf](http://www.nbss.ie/sites/default/files/publications/get_the_gist_comprehension_strategy_0.pdf)
- [www.nbss.ie](http://www.nbss.ie)
- [http://www.nbss.ie/sites/default/files/publications/get_the_gist_comprehension_strategy_0.pdf](http://www.nbss.ie/sites/default/files/publications/get_the_gist_comprehension_strategy_0.pdf)
- [http://www.readwritethink.org/classroom-resources/printouts/raft-writing-template-30633](http://www.readwritethink.org/classroom-resources/printouts/raft-writing-template-30633)
- [https://rpdc.mst.edu/media/center/rpdc/documents/RAFT_Jigsawcenters.pdf](https://rpdc.mst.edu/media/center/rpdc/documents/RAFT_Jigsawcenters.pdf)
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**

This strategy incorporates roles and responsibilities and involves choice within a given structure. It gives students an opportunity to take responsibility for their own learning. Literature Circles guide students to deeper understanding of what they read through structured discussion and extended written.

Here are some roles that teachers might assign:

• Discussion Leader: creates Socratic questions for discussion
• Wordsmith: defines significant vocabulary
• Literary Luminary: illuminates the literary sections by reading aloud
• Character Actor: role-plays characters, actions, motives, etc.
• Illustrator: captures key images from the reading
• Surveyor: graphs the plot line of the story

**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

This is a team activity. Students work alone to answer a question and then have "showdown" with their team to share their work and discuss. This activity engages all students and allows for discussion and justification of answers.

Showdown Directions

- Teams stack their question cards in the middle of the table face down.
- One partner is designated the Showdown Captain for the round. They flip over the top card revealing the question to the team.
- All teammates read the question and record their answers on their recording document (dry erase board or paper). Students keep their recording documents hidden from their teammates' view and there is no talking during this time.
- When the showdown captain notices that all students are finished, they call "Showdown!" All team members show their answers to their teammates.
- Teams discuss their answers and must come to an agreement on one answer. (This creates some great conversation!)
- The Showdown Captain checks the teams’ answer for accuracy using the answer key. If correction is needed, the team corrects. If not, the team celebrates!
- The role of Showdown Captain rotates around the table so each team member has that opportunity.

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](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

Fan & hold cards for #2
Read card &
Give think time &
Answer the
Question
Pick

Check, restate,
and praise

Respond

Answer

Fan-N-Pick

Created by
www.teachers等地.COM/BOB

1

2

3

4
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>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
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</table>

<table>
<thead>
<tr>
<th>Summary</th>
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</table>

<table>
<thead>
<tr>
<th>Other Facts</th>
</tr>
</thead>
<tbody>
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<p>| | | | |</p>
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</tbody>
</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.
# Literature Circle Evaluation

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

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

Comments:
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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</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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<td>Question 2</td>
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<td>Question 5</td>
<td>Answer 5</td>
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Resources:

- https://www.youtube.com/watch?v=IN39ugwgGlU
- https://www.teachervision.com/group-work/cooperative-learning/48538.html?page=1
- http://www.rockwood.k12.mo.us/tahg/hm/kindergarten/Lists/Calendar%20of%20Events/Attachments/5/Fan%20n%20Pick%20Directions-Short-More%20Detailed.pdf
- http://cte.unt.edu/content/files/_MKT/MKT_BestPractices/Coop_Learn/Coop_Learning_info_all.pdf
- http://eworkshop.on.ca/edu/pdf/Mod36_coop_3-step_interview.pdf
- www.jigsaw.org
- http://www.readingrockets.org/strategies/jigsaw
- http://www.educationworld.com/a_lesson/03/lp304-04.shtml
- http://kooncescorner.blogspot.com/search?q=cooperative+learning
- http://www.adlit.org/article/39823/
- http://www.busyteacherscafe.com/literacy/literature_circles.htm
March/April

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.
Anticipation Guide

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.
Concept Sorts

Description

A concept sort is a strategy used to introduce students to the vocabulary of a new topic or book. Teachers provide students with a list of terms or concepts from reading material. Students place words into different categories based on each word’s meaning. Categories can be defined by the teacher or by the students. When used before reading, concept sorts provide an opportunity for a teacher to see what his or her students already know about the given content. When used after reading, teachers can assess their students’ understanding of the concepts presented.

Purpose

Concept sorts enhance reading skills by providing the content to which students can attach new oral vocabulary.

Samples

1. Introduce the book or topic to be read;
2. Choose relevant, important vocabulary terms;
3. Write or print out the terms on cards (one term per card), making several sets;
4. Create and label the categories OR assist students with creating their own categories as they sort the cards.

**Note:** As with all strategy instruction, teachers should model the procedure to ensure that students understand why and how to use the strategy.

Provide the students with the cards containing the selected terms. Have the students sort the cards and then explain why they grouped the terms as they did. The students continue the activity by developing a chart of their sort.

**Note:** A more structured way to use concept sorts with a new book is to create story categories (i.e., character, setting, problem, & solution) and have students determine where the selected terms go. Teachers can then ask the students to write a short prediction of what the story will be about.
The following example introduces students to a book about trees.

1. Introduce and discuss the following pre-selected terms:

- deciduous
- leaves
- water
- bark
- evergreen
- forests
- branches
- mountains
- sunlight
- soil
- roots
- rainforest

2. Then, ask students to sort the terms according to the following categories OR ask the students to sort the cards in a way that is meaningful to them and follow up to check their understanding of the concepts.
   - Parts of a tree
   - Types of trees
   - Where trees grow
   - What trees need to grow

**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**

**Carousel Brainstorming**

**Description**

Carousel Brainstorming provides scaffolding for new information to be learned or existing information to be reviewed through movement, conversation, and reflection. Small groups of students rotate around the classroom, stopping at various “stations” for a designated period of time (usually 1-2 minutes). At each station, students activate their prior knowledge of a topic or concept and share their ideas with their small group. Each group posts their ideas at each station for all groups to read.

**Purpose**

The purpose for Carousel Brainstorming is to help scaffold new materials and to review information previously taught.
Sample

Choose several major topics/concepts that are new to your students or that are being reviewed from a lesson previously taught. Write each topic/question at the top of a piece of chart paper and tape the paper to the wall.

- Before beginning a lesson on the topic, you might post the names of some key people and events about the topic to draw out students’ background knowledge.
- Upon finishing, you might choose to pose different critical thinking questions about the topic as a means to review the story.
- After the unit, you might post guiding questions about the major topics covered in the unit to review the material.
- Divide your class into groups of three or four and assign each group a different colored marker with which they will write their responses on the chart paper. Assign each group to a particular “station” or piece of chart paper.
- Give groups 1-2 minutes to discuss, among group members, the topic/concept/question noted on the piece of chart paper and then write down everything they know or have learned about the topic on the piece of chart paper (using their assigned colored marker).
- After the allotted 1-2 minutes, each group should rotate to the next station where they will read the new topic/concept/question and what others have written about it, discuss it with their group, and add new information. Students can also write questions about things that other groups wrote (existing answers/notes about the topic/question).
- Continue this process until each group is back to their original station.

Assessment

Students should organize the information from the brainstorming session by using a graphic organizer, writing a summary, doing a gallery walk, or recording useful information.
CSR (Collaborative Strategic Reading)

Description

Collaborative Strategic Reading (CSR) teaches students to use comprehension strategies while working cooperatively. Student strategies include previewing the text; giving ongoing feedback by deciding "click" (I get it) or "clunk" (I don't get it) at the end of each paragraph; "getting the gist" of the most important parts of the text; and “wrapping up” key ideas. This strategy helps students of mixed achievement levels apply comprehension strategies while reading content area text in small groups.

Strategy 1: Preview

Students preview the entire passage before they read each section. The goals of previewing are (a) for students to learn as much about the passage as they can in a brief period of time (2-3 minutes), (b) to activate their background knowledge about the topic, and (c) to help them make predictions about what they will learn. Previewing serves to motivate students’ interest in the topic and to engage them in active reading from the onset.

Introduce previewing to students by asking them whether they have ever been to the movies and seen previews. Prompt students to tell you what they learn from previews by asking questions like the following:

- Do you learn who is going to be in the movie?
- Do you learn during what historical period the movie will take place?
- Do you learn whether or not you might like the movie?
- Do you have questions about what more you would like to know about the movie?

When students preview before reading, they should look at headings; words that are bolded or underlined; and pictures, tables, graphs, and other key information to help them do two things: (a) brainstorm what they know about the topic and (b) predict what they will learn about the topic. Just as in watching a movie preview, students are provided minimal time to generate their ideas and discuss their background knowledge.

You may teach students the previewing strategy from the beginning of the school year and before they read aloud or silently. Like most of the CSR strategies, you may apply it across the curriculum. By using previewing in different subject areas, students become highly familiar with the strategy and its use. They will also have had opportunities to watch you model and apply the strategy with the class as a whole, making its implementation in small groups easier.
Strategy 2: Click and clunk

Students click and clunk while reading each section of the passage. The goal of clicking and clunking is to teach students to monitor their reading comprehension and to identify when they have breakdowns in understanding. Clicks refer to portions of the text that make sense to the reader: "Click, click, click" – comprehension clicks into place as the reader proceeds smoothly through the text. When a student comes to a word, concept, or idea that does not make sense, "Clunk" – comprehension breaks down. For example, when students do not know the meaning of a word, it is a clunk.

Many students with reading and learning problems fail to monitor their understanding when they read. Clicking and clunking is designed to teach students to pay attention to when they are understanding – or failing to understand – what they are reading or what is being read to them. The teacher asks, "Is everything clicking? Who has clunks about the section we just read?" Students know that they will be asked this question and are alert to identify clunks during reading.

After students identify clunks, the class uses "fix-up" strategies to figure out the clunks. You may choose to teach students to use "clunk cards" as prompts to remind them of various fix-up strategies. On each of the clunk cards is printed a different strategy for figuring out a clunk word, concept, or idea:

- Reread the sentence without the word. Think about what information that is provided that would help you understand the meaning of the word.
- Reread the sentence with the clunk and the sentences before or after the clunk looking for clues.
- Look for a prefix or suffix in the word.
- Break the word apart and look for smaller words you know.

As with the other strategies, you may teach students the click and clunk strategy from the beginning of the year and use it in various contexts. Students apply these fix-up strategies at first with help from the teacher and then in their small groups.

Strategy 3: Get the GIST

Students learn to "get the gist" by identifying the most important idea in a section of text (usually a paragraph). The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This strategy can improve students' understanding and memory of what they have learned.

When you teach students to "get the gist," prompt them to identify the most important person, place, or thing in the paragraph they have just read. Then ask them to tell you in their own words the most important idea about the person, place, or thing. Teach students to provide the gist in as few words as possible while conveying the most meaning, leaving out details (20 words or less).
Strategy 4: Wrap up

Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what was read.

Students generate questions that ask about important information in the passage they have just read. The best way to teach wrap up is to tell students to use the following question starters to begin their questions: who, what, when, where, why, and how (the 5 W's and an H).

It is also a good idea to tell students to pretend they are teachers and to think of questions they would ask on a test to find out if their students really understood what they had read. Other students should try to answer the questions. If a question cannot be answered, that might mean it is not a good question and needs to be clarified.

Teach students to ask some questions about information that is stated explicitly in the passage and other questions that require an answer not found in the passage, but "in your head." Encourage students to ask questions that involve higher-level thinking skills, rather than literal recall.

To facilitate students' ability to generate higher-level questions, you may provide question stems, such as the following:

- How were ____ and _____ the same? Different?
- What do you think would happen if ____?
- What do you think caused ____ to happen?
- What other solution can you think of for the problem of ____?
- What might have prevented the problem of ____ from happening?
- What are the strengths (or weaknesses) of ____?

To review, students write down the most important ideas they learned from the day's reading assignment in their CSR Learning Logs. They then take turns sharing what they learned with the class. Many students can share their best idea in a short period of time, providing the teacher with valuable information about each student's level of understanding.

Directed Reading Thinking Activity (DRTA)

Description

The Directed Reading Thinking Activity (DRTA) is a strategy that guides students in asking questions about a text, making predictions, and then reading to confirm or refute their predictions. The DRTA process encourages students to be active and thoughtful readers, enhancing their comprehension.
Purpose

This strategy helps strengthen reading and critical thinking skills. As the teacher guides the process, the DRTA teaches students to determine the purpose for reading and make adjustments to what they think will come next based on the text.

Sample

Determine the text to be used and pre-select points for students to pause during the reading process. The reading should be broken into small sections so that the students have time to think about and process information. The amount of reading should be adjusted to fit the purpose and the difficulty of the text. Introduce the text, the purpose of the DRTA and give examples of how to make predictions. Be aware of the reading levels of each student, and be prepared to provide appropriate questions, prompts, and support as needed. Encourage students not to be intimidated by taking a risk with predictions and not to feel pressure to state only correct predictions.

D - DIRECT - Teachers direct and stimulate students' thinking prior to reading a passage by scanning the title, chapter headings, illustrations, and other explanatory materials. Then teachers should use open-ended questions to direct students as they make predictions about the content or perspective of the text (e.g., "Given this title, what do you think the passage will be about?"). Students should be encouraged to justify their responses and activate prior knowledge.

R - READING - Teachers should have students read up to the first pre-selected stopping point in the text. The teacher then prompts the students with questions about specific information and asks them to evaluate their predictions and refine them if necessary. This process should be continued until students have read each section of the passage.

T - THINKING - At the end of the reading, teachers should have students go back through the text and think about their predictions. Students should verify or modify the accuracy of their predictions by finding supporting statements in the text. The teacher deepens the thinking process by asking questions such as:

- What do you think about your predictions now?
- What did you find in the text to prove your predictions?
- What did you find in the text that caused you to modify your predictions?
Questioning the Author

Description

Question the Author (QtA) is a comprehension strategy that requires students to pose queries while reading the text in order to challenge their understanding and solidify their knowledge (Beck et al., 1997).

Purpose

Primarily used with nonfiction text, QtA lets students critique the author’s writing and in doing so engage with the text to create a deeper meaning.

Sample

Prior to introducing the strategy to students, the teacher should select a passage in the text that students will find interesting and that will create a good discussion. After selecting an appropriate passage, decide on stopping points where you think students need to stop, think, and gain a deeper understanding of the text. Create questions/queries that can be asked of the students at each stopping point to encourage Higher Order Thinking.

Examples of appropriate queries are below.

- **Initiating Queries** (get a discussion started):
  - Does this make sense to you?
  - What do you think the author is attempting to say here?

- **Follow-up Queries** (help students connect emerging meanings with their perceptions of author intention and with other ideas in the text):
  - Why do you think the author chose to use this phrase or wording in this specific spot?
  - Did the author explain this clearly?
  - Did the author tell us why?
  - Why do you think the author tells us this now?

- **Narrative Queries** (help students think about character and craft):
  - How do things look for this character now?
  - How has the author let you know that something has changed?
  - How has the author settled this for us?
  - Once the teacher preparation is complete, display the chosen passage to students, along with one or two of the questions/queries that were created (you
may choose to project this for the class to see, point students to a passage in the
text, or have the passage posted on the board/chart paper).

- Model for the students how one should read the passage and think through the
queries (you may wish to use the "Think Aloud" strategy). Share some
immediate thoughts or ideas about the passage and queries with students.
- Keep in mind that the role of the teacher during this strategy is to facilitate the
discussion and keep it moving among the students—not to lead it by taking
charge and "lecturing". If students ask questions that go unanswered, restate
them and encourage students to continue to investigate and work to determine
the answer.

**After Reading Strategies**

**Exit Slips**

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)

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.
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**

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
Collaborative Strategic Reading (CSR)
Concept Map
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>
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## Anticipation Guide

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<th>Before Agree</th>
<th>Disagree</th>
<th>Statement and Evidence</th>
<th>After Agree</th>
<th>Disagree</th>
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Concept Map

Concept:

[Blank spaces for connections to other concepts]
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.
## CSR Leader's Cue Card

<table>
<thead>
<tr>
<th>Before Reading</th>
<th>During Reading</th>
<th>After Reading</th>
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<tbody>
<tr>
<td><strong>Preview</strong></td>
<td><strong>Read</strong></td>
<td><strong>Wrap up</strong></td>
</tr>
<tr>
<td>Today's topic is ____.</td>
<td>Who would like to read the next section?</td>
<td>Now let's generate some questions to check if we really understood what we read. Remember to start your questions with who, when, what, where, why, or how. Everyone, write your questions in your learning logs.</td>
</tr>
<tr>
<td>Let's brainstorm everything we already know about the topic and write it on your learning logs.</td>
<td><strong>Click and Clunk</strong></td>
<td>Who would like to share their best question?</td>
</tr>
<tr>
<td>Who would like to share their best ideas?</td>
<td>Did everyone understand what we read? If you did not, write your clunks in your learning logs.</td>
<td>In your learning logs, let's write down as much as we can about what we learned today.</td>
</tr>
<tr>
<td>Now let's predict. Look at the title, pictures, and headings and think about what you think we will learn today. Write your ideas in your learning logs.</td>
<td>[If someone has a clunk] Clunk Expert, please help us out.</td>
<td>Let's go around the group and each share something we learned.</td>
</tr>
<tr>
<td>Who would like to share their best ideas?</td>
<td><strong>Get the Gist</strong></td>
<td><strong>Compliments and Suggestions</strong></td>
</tr>
<tr>
<td></td>
<td>It's time to Get the Gist. Gist Expert, please help us out.</td>
<td>The Encourager has been watching carefully and will now tell us two things we did really well as a group today.</td>
</tr>
<tr>
<td></td>
<td>Go back and repeat all of the steps in this column over for each section that is read.</td>
<td>Is there anything that would help us do even better next time?</td>
</tr>
</tbody>
</table>

Adapted from Texas Center for Reading and Language Arts. (2000). Professional development guide: Enhancing reading comprehension for secondary students-part II. Austin, TX: Texas Center for Reading and Language Arts.
<table>
<thead>
<tr>
<th><strong>CSR Learning Log</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong> ________________</td>
</tr>
<tr>
<td><strong>Brainstorm:</strong> What do you already know about this topic?</td>
</tr>
<tr>
<td><strong>Clunks:</strong> Please list your Clunks.</td>
</tr>
<tr>
<td><strong>The Gist (main idea):</strong> Write the Gist of the section you read.</td>
</tr>
<tr>
<td><strong>Make questions:</strong> Make questions about main ideas.</td>
</tr>
</tbody>
</table>

Adapted from Texas Center for Reading and Language Arts. (2000). Professional development guide: Enhancing reading comprehension for secondary students-part II. Austin, TX: Texas Center for Reading and Language Arts. For use in the classroom, this figure should be expanded to fill an entire page.
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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