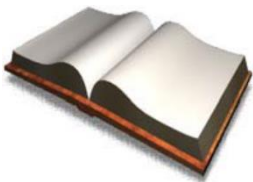


Santee School District Literacy Plan



Santee School District

Literacy Plan

2016
Edition



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Santee School District Literacy Plan

SANTEE SCHOOL DISTRICT LITERACY VISION

Santee School District Comprehensive Literacy Vision



Constructing a comprehensive literacy vision means deliberately aligning the critical components of professional development, assessment, curriculum, instruction, intervention, and resources. The goal is to synchronize these components to maximize learning.

Santee School District Reading Principle:

Students consider themselves readers. They use reading for enjoyment, to access information, to make connections and communicate, and broaden their view of the world.

A Reader in Santee School District...

- Self initiates, corrects, reflects, and assesses
 - Selects material that they can read
 - Re-reads as needed
 - Sees reading as a necessity but also a desired activity
 - Identifies the purpose of what they are reading
- Creates meaning from text
- Commands a balance of reading skills
 - Decoding
 - Fluency
 - Vocabulary
 - Comprehension
- Knows how to independently attack the text using comprehension strategies
 - Context clues
 - Visualizes
 - Inferring
 - Questioning
 - Determining importance
 - Synthesizing
- Makes connections – attaches new meaning to their current schema, their environment, other text
- Reads to access new information and reads a variety of selections (different genre)
- Distinguishes information from a variety of resources (information literacy)
- Is motivated and demonstrates an interest in what they are reading and a passion about a topic or subject area
- Is interested in reading higher level or more complex text
- Discusses what they've read with other readers

Therefore, we will:

- Connect reading to the assessment principle through well integrated assessments (formative and summative)
- Activate student prior knowledge
- Provide opportunities for students to interact with text alongside the teacher (read alouds, think alouds, shared and guided reading) and in peer groups through dialogue, discussions, questioning about texts (into, through, and beyond)
- Provide flexible student grouping based on student need – skills, level, guided reading groups
- Support students in transferring knowledge or concepts to other domains
- Provide frequent practice at their independent level (in and out of school) and at all grade levels using a variety of text
 - Non-fiction
 - Authentic
 - High interest/low level (for at-need students)
 - Nursery rhymes and fables
 - Short stories
 - Novels
 - Anthology, paperback, and online
- Conference individually with students and help students set goals
 - What questions do you ask?
 - What interest surveys do you use?
 - How do students evaluate their goals?
- Provide time for student self reflection, critical thinking and analysis
- Instill and promote an interest in reading for enjoyment
 - student self-selection of text
 - just right books
 - areas of interest based on interest survey

Writing in Santee School District

Current Realities	Writing in Our Near Future
District Trimester Assessments for writing is the District "Writing Program".	Teachers and students use trimester writing prompts, exemplars, and rubrics to design writing goals for students and design writing lessons needed to improve student writing practices.
Teacher modeling of writing occurs in most Pre-K – 3 classrooms.	Teacher modeling of writing is expansive, Pre-K – grade 8 and all content areas.
Feedback provided to students is teacher driven.	Teachers and students provide students with feedback on writing, particularly based on the child's writing goal. Students and teachers conference on writing.
Majority of student writing is based on writing to a genre specific prompt.	Students use writing as a tool to show their understanding and to communicate with an audience.
Students do not write on a daily basis.	Students write daily and have multiple essays or stories "in the works".
Students do not have the ability to re-write and re-write an essay or story until they are satisfied with their results.	Provide students a focus through their personal goal setting and allow them to continue crafting their written work.
Teacher and site administrator professional development has been focused on writing structure, conventions, organization, and to a genre.	Professional development now needs to focus on helping children think as writers, student motivation, use of writing as a tool to communicate, persuade, debate, etc.

Writing Principle:

Students consider themselves writers. They use writing to communicate, persuade, show their understanding, and create. They reflect on their writing and provide constructive feedback to peers.

Therefore, we will:

- move beyond preparing kids to write for a genre to helping kids become writers and use writing to show their thinking
- use authentic literature and student writing to support structure, creativity, voice, and purpose
- spend more time crafting writing lessons built around exemplars and rubrics than by grading and commenting on each paper (Schmoker)
- focus on the art of persuasion and description writing v. narrative experiences
- discuss student thinking by analyzing student written work
 - with colleagues (not in isolation)
 - "strength" based v. deficit based
- provide a variety of settings (traditional response on an exam, blogs, response to a student essay/art work/project)
- expect writing in core subjects for a variety of purposes
- provide opportunities for students to write on a daily basis and allow for multiple pieces of "in progress" writing
- provide students with feedback from peers and adults and students know their audience will change from piece to piece
- expect students to re-write/draft until a final product is completed and the student is satisfied with their product
- prepare a variety of rubrics and give student specific feedback using rubrics
- help children create writing goals based on adult feedback, personal reflection, and peer feedback

Creating a Supportive Literacy Environment

There are several elements of a supportive literacy environment that foster a connection between listening, reading, writing, thinking, and sharing.

Relationships

It is essential for teachers to bond with students. Teachers need to have knowledge of students' individual lives and interests so that they can provide meaningful learning opportunities in the classroom. Likewise, teachers need to share their lives to connect with their students and create an atmosphere in which individuals are valued so that they feel safe and able to take risks.

Structure

The teacher needs to have a firm understanding and use of how to gradually transfer responsibility from teacher to student as literacy is taught. This model of teaching is called the gradual release of responsibility and has been given much emphasis by researchers and staff development experts (e.g., Regie Routman who calls this process the Optimal Learning Model). Initially, this would include direct and explicit instruction for students with some sort of demonstration lesson in which the students watch the teacher and they simply take the information in as observers. The next step of this model includes a shared demonstration in which the teacher does something and the students help. This is then followed by an opportunity for students to try the newly demonstrated learning in a guided practice situation where the students assume responsibility to try the new skill while the teacher is prepared to readily assist. Finally, when teachers gradually release responsibility they encourage learners to take ownership of their learning process during the independent practice phase. The ultimate goal is for the student to independently practice the skills and strategies, to self-monitor, and to apply his learning as the teacher observes.

Ownership

A sound learning community allows for plenty of student choice. Students need to self-select in order to promote a love of learning and inquiry while encouraging them to become independent thinkers and learners. In this kind of classroom community, children take an active role in planning and evaluating their learning. They are not passive recipients. The Gradual Release of Responsibility Model is used when discussing options and choices with students.

Opportunities to Share

Classrooms need to have a regular opportunity to share and celebrate their learning experiences with others (teacher/student, student/student, small group, whole group). In addition, social skills must be explicitly taught—skills like respect and active listening. In order for a collaborative culture to be fostered, expectations or behavior need to be clearly stated and taught.

Time

In learning to read students need time to practice reading. Spending time reading contributes to the development of accurate and fluent reading as well as comprehension. Classrooms need to be structured so that children are given access to large blocks of time to read.

Creating a Supportive Literacy Environment

There are several elements of a supportive literacy environment that foster a connection between listening, reading, writing, thinking, and sharing.

Physical Environment

A classroom that has fostered a truly collaborative climate will have developed a classroom library, posted student generated resources, arranged space in the room for sustained reading time, displayed student created work, and created an area designated for group sharing.

Access to Books and Libraries

A crucial component of the reader's workshop is having an instructional library (book room) accessible for K-6 educators. This could include leveled texts, books for reading strategy instruction, as well as professional references. This will enable teachers to provide books that meet the individual instructional needs of students during reader's workshop (modeled, guided, shared reading, and independent). It is essential to provide a classroom library to support individual student needs for independent reading, classroom, and curricular goals. This library can be organized in a manner that best meets the classroom needs. Books could be clustered by topic, author, series, genre, and level--all for the purpose of facilitating appropriate book choices. The school library is a critical element in promoting independent reading and critical thinking. Student choice and the curriculum are both served and enriched by the wide range of materials available through the school library. It provides students with the essential tools for life-long learning and connects them with the larger learning community.

When it comes to selecting "just right" books for guided and independent reading, school-wide leveled libraries allow teachers easy access to multi-level reading materials to meet the needs of their diverse learners. Leveled libraries should include both fiction and nonfiction—as well as popular series books and short story collections—and genres as diverse as realistic fiction, historical fiction, fantasy, traditional literature, biography, and information books on a variety of content topics. Books are organized by title, by level of difficulty, and by genre to assist teachers not only in providing a range of quality texts in guided reading, but also in making recommendations for independent reading. A good source for schools who are interested in creating leveled libraries is the book *Leveled Books for Readers* by Gay Su Pinnell and Irene Fountas.

**Santee School District
Balanced Reading Program Elements**

Modeled Whole Group

Why Modeled Reading:

- Builds a community of learners
- Opens new topics for student interest
- More complex understanding of characters, settings, issues
- Supports strategy and skill development through teacher think alouds
- Activates students' prior knowledge
- Provides students with a model of fluent reading
- Exposes children to new vocabulary and language patterns

Text Level: Select at or above grade level text

Group Size: Whole group

Duration: 10-20 minutes throughout the school day; across content areas

Teacher:

- Strategically utilizes text that is more complex than students can read on their own
- Reads aloud to whole group
- Provides a model of the ongoing thinking done by a reader
- Engages student interest
- Reads for pleasure
- Provides exposure to different genres and authors
- Invites responses and reflection
- Provides a model for fluent reading

Student:

- Is actively involved
- Is engaged
- Responds and reflects on text
- Builds listening comprehension

Possible Materials and Resources:

- Novels
- Non-fiction
- Poetry
- Short stories
- Picture books

**Santee School District
Balanced Reading Program Elements
Shared Whole Group**

Why Shared Reading:

- Demonstrates how to navigate through various texts (fiction, non-fiction, poetry, etc.)
- Provides opportunities for children to apply strategies and skills in whole group or small group settings
- Bridge linking direct instruction, active engagement, and independent reading
- Connects the work of reading to students, with students, and by students
- Allows readers to access more complex texts with increasing independence

Text Level: Select at or slightly above grade level text

Group Size: Whole or small group

Duration: 20 minutes daily

Teacher:

- Reads new and familiar text/material
- Guides students through a review of reading behaviors through brief modeling and reminders (e.g., word solving (MSV), cueing systems, directionality, looking at print and voice–print matching by echo reading)
- Provides brief, focused modeling and practice of skills (phonemic awareness, phonics, and word work) for current goals through interactive, teacher-led activities (e.g., identifying letters and sounds in isolation, making words, word sorts)
- Activates background knowledge of new text, connects new vocabulary to known words and experiences, and previews text and pictures
- Supports skills through reading text together with students (e.g. echo or choral read each line or page), stopping occasionally to model or thinking aloud about text
- Prompts and questions to promote and extend higher level thinking

Student:

- Rereads the new or familiar book with the lowest possible teacher support and focuses on enjoyment, success, fluency, and being “readers”
- Choral reads with teacher support
- Engages in word work
- Responds to teacher questioning and thinking
- Co-constructs text with teacher support
- Connects word work in writing

Possible Materials and Resources:

- Big books or electronic text with predictable language, varied genres
- Picture cards, electronic formats for making words
- Letter cards, pocket charts
- Classroom charts
- Picture and word sorts
- Sentence strips
- Individual white boards
- Poems
- Songs
- Interactive writing selections

**Santee School District
Balanced Reading Program Elements
Guided Small Group**

Why Guided Reading:

- Personalizes learning for students
- Provides explicit reading instruction in word – solving, vocabulary, fluency, and comprehension strategies
- Strengthens comprehension through discussion of instructional level text

Text Level: Select high quality text at instructional level for each student group, as defined by BAS

Group Size: Small group (up to 6 students)

Duration: 15-20 minute group sessions, teacher rotates small groups at least 4 days a week

<p>Teacher:</p> <ul style="list-style-type: none"> • Uses assessment results to form small groups • Determines number of weekly sessions for each student • Provides familiar book for students to re-read • Introduces new instructional text by discussing any of the following: the cover, leading student predictions, picture walk for activating prior knowledge, vocabulary, and text features • Coaches students through reading behaviors similar to shared reading structure • Uses a balance of the three cueing systems to decode unfamiliar words • Provides focused objective for practicing skills and strategies with new text based on student need • Listens as children reread text individually, prompting when necessary • Supports discussion by asking higher level thinking questions aligned to focus skill and strategy • Guides students through response to text, verbal and/or written 	<p>Student:</p> <ul style="list-style-type: none"> • Rereads familiar text with the lowest possible teacher support • Reads new text, self-monitors and self-corrects • Retells the story • Demonstrates understanding of skill or strategy through decoding and teacher questioning • Demonstrates understanding of text through personal connections, inferences, and synthesizing information • Writes in response to text (optional) 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Multiple copies of the same text, each child has his/her own copy
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**Santee School District
Balanced Reading Program Elements
Independent and Collaborative**

Why Independent:

- Develops a love and enjoyment of reading
- Provides practice for self-monitoring and self-correcting strategies
- Allows self-selection of differentiated text
- Increases access to a variety of text

Why Collaborative:

- Strengthens comprehension through discussion with peers
- Allows students to use higher level thinking skills to analyze text

Text Level: Student selects text based on independent reading level

Group Size: Individual or small group

Duration: 20-30 minutes daily

Teacher:

- Provides time for students to read independently and read collaboratively with partners or small group
- Supports students in selecting “just right” books
- Provides a variety of text options and allows students to work in small group (book clubs) or in partners
- Monitors student reading
- Conferences with children regarding personalized skill development and the student’s reading goals

Student:

- Reads for enjoyment and self-selects high interest, accessible books
- Applies new skills and strategies learned through modeled, shared, and guided reading
- Discusses reading content and provides a verbal or written review of the text with other students
- As a part of book clubs, students may listen to other students and deepen their understanding of the book.
- Develops preferences for genres and/or authors

Possible Materials and Resources:

- Leveled books
- Fiction and non-fiction text
- Guided reading books
- Readers’ Theatre material or plays
- Student created books
- Sets or pairs of same text

LITERACY FRAMEWORK FOR ASSESSMENT AND INSTRUCTION

MOTIVATION
(success, pleasure, relevance, purpose)

DECODING/ENCODING

COMPREHENSION

**Word Recognition/
Spelling Strategies**

Fluency

**Academic
Language**

**Comprehension
Strategies**

concepts of print

phoneme awareness

phonics

sight words

automaticity

background (topic) knowledge

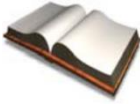
vocabulary

syntax
text structure

comprehension monitoring

(re)organizing text

CONCEPTS OF PRINT



Definition

Concepts about print are insights about book handling and the ways in which print works. They include: book awareness; directionality; punctuation; first and last letters of a word; word boundaries and connecting spoken and written language (Shefelbine, 2007).



Research Based Instructional Strategies and Key Concepts

Teachers model the skill throughout the day (Clay, 1991, 1993) in Pre K and Kindergarten classrooms. Scaffolds can include physical and gestural prompts. Additional modeling of the skills is done in guided reading groups using small books for students to practice with teacher support. Students practice with partners the skills as well. Teachers assess student need and provide additional practice through the guided reading lessons. Students use the skill in reading rotations independently to further practice.

Children learn these concepts through frequent and meaningful experiences with printed language. Teachers model directionality by sweeping their hands along the lines of text as they read aloud from big books and as they write for and with children on charts and other surfaces. They point to text as they read aloud and as they engage children in shared writing activities. They draw children's attention to letter sequences and to spaces between words as they print. "Let's leave space between 'Our' and 'Pet' in the title because these are two different words." Children learn about the alphabetic symbols, seeing them used to communicate their ideas in print and learning letter names and shapes through direct instruction. ("This letter is *l*. Look at its shape. Watch how I write it. I make a straight line, starting from the top. Let's do it together in the air.") Teachers use appropriate terminology (e.g. *letter*, *word*, *period*) and encourage children's use of these academic terms.

The kindergarten program also exposes children to a range of print forms and functions across genres of text. Children interact with books, magazines, Web pages (perhaps projected onto a large screen), online documents, pamphlets, and more. They are exposed to charts, tables, indexes, glossaries, tables of contents, links, and other features of printed and digital text. Teachers share a wide variety of texts through read alouds and through placement in class libraries and centers, ensuring the exposure that is critical to building children's familiarity with a variety of text types and text features.



Instructional time

Embedded throughout the day in Pre K and Kindergarten classrooms. Use the same frequency and duration for intervention with students beyond Kindergarten.

CONCEPTS OF PRINT



Assessment

Diagnostic:

- Concepts of Print section from Marie Clay's Observation Survey
- ESGI
- BAS-Level A

Formative:

- Teacher observation, anecdotal notes from guided reading groups.

Summative:

- ESGI
- BAS-Level A



Interventions

See intervention protocol on the following pages.



Programs and curriculum

- State adopted ELA/ELD language arts programs
- Big Books from content area adoptions

CONCEPTS OF PRINT

CONCEPTS OF PRINT SKILLS/STRATEGIES: A BANK OF PROTOCOLS

IF A STUDENT...	THEN...
Lacks word boundaries	<p>Have students frame the word in a variety of ways (with their fingers, hands, word frame, highlighter tape). Use pointer for first letter and last letter to show a word boundary. Demonstrate using big books and large poems during shared reading time. Count the letters and the words. Have the student construct his/her name in magnetic letters; explain the difference between a word and letter. Write sentences on sentence strips and cut words to show word boundaries.</p>
Lacks left-to-right directionality and/or return sweep on the word or text level	<p>Teacher models using a think-aloud by explicitly modeling 1:1 pointing while reading aloud, thinking aloud for return sweep, left page before right page, and looking left to right across words. Use a green "start" dot at the beginning of a sentence and a red "stop" dot at the end. Sequence the cut up sentence strip. Have a student use an extended pointer. Have the student "read" the alphabet chart or name chart; point left to right across the chart. When reading familiar labels in a book, have students slide their fingers from left to right. Demonstrate using big books and large poems during shared reading time.</p>
Does not routinely demonstrate 1:1 match, pointing under each word	<p>Have the student point 1:1 while the teacher points above the text. Consider the font size, spacing, and placement of text in books read by student. Prompt during reading: "Did your voice match the words you see?" "Did you have enough words to match what you said?" "You said...[repeat what the child read]. That didn't match. Read it again to make your voice match the words." Have the student point to and name objects and/or known words to demonstrate the task. Have the student use an extended pointer (e.g., pencil eraser, drinking straws, etc). Generate a short sentence with the student; cut apart the words; have student reassemble. Generate short story dictated by the child; reread with 1:1 pointing. Use color dot stickers under each word of a sentence for students to touch on as reading each word.</p>

CONCEPTS OF PRINT

IF A STUDENT...	THEN...
Confuses or is unfamiliar with print terminology such as word/letter, capital/lowercase, period/question mark/exclamation mark, comma, quotation marks	Highlight the specific print terminology during guided or shared reading. Have the student point to and elicit correct print terminology; (Show me...and What is this...What is it used for...).

PHONEMIC AWARENESS



Definition

Phonemic awareness (the ability to hear and manipulate the sounds of language) is a key indicator for students who learn to read easily, versus those who continue to have difficulty. Phonemes are the smallest units of speech that distinguish one utterance or word from another (the /r/ in rug or the /b/ in bug). Phonemic awareness is the insight that every spoken word is made up of a sequence of phonemes or speech sounds, including attending to syllables, onsets and rimes, or phonemes (see Fig. 3.8, Chap. 3 pg. 153 and Fig. 3.9, Chap. 3 pg. 154).

“Students acquire foundational skills through excellent, carefully designed systematic instruction and ample opportunities to practice.”

Phonemic awareness is crucial for developing an understanding of the alphabetic principle, which is that individual sounds in spoken words can be represented by letters or groups of letters in print.



Research Based Instructional Strategies and Key Concepts

“Children’s early phonemic awareness that is their ability to distinguish among sounds with auditory language was found to be the important predictor of later literacy achievement.” (Executive Summary-Developing Early Literacy: Report of the National Early Literacy Panel-2009, Washington, DC: National Institute for Literacy)
The general progression of phonological skills, from least to most difficult.

- Sound unit identity
- Sound unit isolation
- Sound unit blending
- Sound unit segmentation
- Sound unit addition
- Sound unit substitution
- Sound unit deletion

Each skill is modeled in whole group, small group, and/or individually with follow up guided practice and some application activity using the same grouping strategies. For example, in syllable blending and segmentation students need to blend word parts to form multisyllabic words and recognize parts of multisyllabic words. The teaching activity would be to clap syllables of recognizable words. Picture clues (such as photographs that represent the word) help all learners. The lessons components need to be visual, auditory, and kinesthetic. Phonemic awareness is manipulating only the sounds in a word with no visual reference to the written symbol. Teachers provide direct instruction in phonological awareness as well as language rich environment that includes frequent explicit play with sounds through songs, games, and books. They monitor student progress frequently through formative assessment and provide

PHONEMIC AWARENESS

additional support as needed.



Instructional time

Embedded throughout the day. Suggested allocation of time includes 15 – 20 minutes a day for 3 to 4 times a week in Kindergarten through first grade. Use the same frequency and duration for intervention with older students.



Assessment

Diagnostic: K-rhyming, segmenting, blending (ESGI), 1-Oral BPST, K - 3rd grades could use the Test of Auditory Analysis Skills (TAAS), the DIBELS segmentation section, and the Yopp-Singer, BAS Assessments, Observation Survey Assessment.

Formative: Teacher observation through guided reading groups, ELKONIN boxes. Use checking for understanding methods (e.g., exit slips, nonverbal cues, think/pair/share, etc).

Summative: K-rhyming, segmenting, blending (ESGI), BAS, Oral BPST.



Interventions

See intervention protocol on the following page.



Programs and curriculum

State adopted ELA/ELD program

KPALS and PALS

Earobics

Beginning SIPPS

Making Words

Leveled Literacy Intervention (Intensive Intervention)

PHONICS

PHONEMIC AWARENESS SKILLS/STRATEGIES: A BANK OF PROTOCOLS

IF A STUDENT...	THEN...
<p>Lacks auditory discrimination and verbal production for rhyming words</p> <p>Example, “Do these two words rhyme?” AND Example, “Give me a word that rhymes with...”</p>	<p>Expose to nursery rhymes and other poems and chants with rhythm and rhyme.</p> <p>Provide opportunities for repeated listening to songs, poems, and chants.</p> <p>Practice choral reading of familiar song lyrics, poems, chants, refrains.</p> <p>Verbally model the words that rhyme in poems, chants, rhymes.</p> <p>Sorts with picture cards.</p> <p>Play “I spy something that rhymes with...”</p> <p>Students interact by showing a sign when they hear a rhyming word.</p> <p>Seek advice from Speech and Language Pathologists, and LAS/IRT</p> <p>Verbally generate word family lists.</p> <p>Earobics and K-PALS are examples of programs that can help children auditorally discriminate rhyming words.</p>
<p>Lacks verbal phonological awareness:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blending sounds <input type="checkbox"/> Segmenting sounds 	<p>Use Elkonin sound boxes, pushing tokens for each sound in single syllable words.</p> <p>Clap the rhythm of first and last names to hear syllables.</p> <p>Use picture cards for segmenting and blending.</p> <p>Use of slinky, color tiles, arm tap, self phones, finger spelling.</p> <p>Play games with deletion and substitution (segment c-a-t, change the first letter to b then segment and blend).</p> <p>Play “Guess My Word” segmenting sounds of a single-syllable word.</p> <p>View mouth movements.</p> <p>Talk about what happens when they produce a sound.</p> <p>Watch teachers mouth or own using mirrors.</p>

PHONICS



Definitions

Phonics is a system of teaching reading and spelling that stresses basic symbol-sound relationships and their application in decoding Words. (Shefelbine, 2007).



Research Based Instructional Strategies and Key Concepts

Phonics is the skill of gaining the ability to process the printed text into meaning. Students must learn the alphabet sound, letter sound, and spelling sound correspondences. The complexity of English can be confusing to many students. The English language is a complicated system where 26 letters and 52 symbols represent more than 40 sounds. Instruction should be explicit and begin with simple patterns and build on more complex ones.

“That direct instruction in alphabet coding facilitates early reading acquisition is one of the most well-established conclusions in all of behavioral science” (Stanovich, 1994).

“...programs including systematic instruction on letter to sound correspondences lead to higher achievement in both word recognition and spelling...”

- Adams, 1990

“There is compelling evidence that systematic, explicit phonics is the most effective type of instruction, especially for students who are “at risk” for academic failure--- those who have fewer literacy experiences at home and those with reading/learning difficulties (Adams, 1990; Chall, 1996; Chall & Popp, 1996)

PHONICS

It is essential that children develop phonological awareness early in the elementary school years, with the goal of attaining phonemic awareness, the most difficult and important level, by the end of grade one, if not well before (RF.1.2). The reason phonemic awareness development is crucial is that English is predominantly an alphabetic orthography, one in which written symbols represent phonemes. Children are best positioned to understand the logic of and gain independence with the English written system when they are aware that spoken language consists of phonemes. Phonemic awareness is crucial for developing an understanding of the alphabetic principle, which is that individual sounds in spoken words can be represented by letters or groups of letters in print. The relationship between phonemic awareness and success in reading acquisition is well documented (NICHD 2000).

Figure 3.8. Phonological Units of Speech

Phonological Unit	Definition	Example
Syllable*	A unit of speech consisting of one uninterrupted vowel sound, which may or may not be flanked by one or more consonants, uttered with a single impulse of the voice	The spoken word <i>man</i> has one syllable: /man/ <i>going</i> has two syllables: /go/-/ing/ <i>computer</i> has three syllables: /com/-/pu/-/ter/ <i>information</i> has four syllables: /in/-/for/-/ma/-/tion/
Onset	The part of a spoken syllable (consonant or blend) that precedes the vowel Some syllables do not have an onset.	/b/ in the spoken word <i>black</i> /st/ in <i>stop</i> /r/ in <i>run</i> There is no onset in the syllable <i>on</i> .
Rime	The part of a spoken syllable that includes the vowel and any consonants that follow All syllables have a rime because all syllables have a vowel sound.	/og/ in the spoken word <i>dog</i> /on/ in <i>on</i> /and/ in <i>sand</i>
Phoneme	The smallest unit of sound in speech English consists of about 43 phonemes.**	/p/ /ă/ and /n/ in the spoken word <i>pan</i> /th/ /r/ and /ē/ in <i>three</i> /ü/ and /p/ in <i>up</i>
<p>*The six syllable types in written English are described in chapter 4. **The number of phonemes in English identified by linguists varies depending upon the phonetic description used (Moats 2000).</p>		

PHONICS

Figure 3.9 provides the 43 commonly identified English phonemes. Other languages have more or fewer phonemes.

Figure 3.9. English Phonemes

Symbol	As heard in . . .	Symbol	As heard in . . .
/ā/	angel, rain	/g/	gift, dog
/ă/	cat, apple	/h/	happy, hat
/ē/	eat, seed	/j/	jump, bridge
/ĕ/	echo, red	/l/	lip, fall
/ī/	island, light	/m/	mother, home
/ĭ/	in, sit	/n/	nose, on
/ō/	oatmeal, bone	/p/	pencil, pop
/ŏ/	octopus, mom	/r/	rain, care
/ŭ/	up, hum	/s/	soup, face
/ōō/	oodles, moon	/t/	time, cat
/ō̄/	put, book	/v/	vine, of
/ə/	above, sofa	/wh/	what, why
/oi/, /oy/	oil, boy	/w/	wet, wind
/ou/, /ow/	out, cow	/y/	yes, beyond
/aw/, /ô/	awful, caught	/z/	zoo, because
är	car, far	/th/	thing, health
ôr	four, or	/th/	this, brother
ûr	her, bird, turn	/sh/	shout, machine
/b/	baby, crib	/zh/	pleasure, vision
/k/	cup, stick	/ch/	children, scratch
/d/	dog, end	/ng/	ring, finger
/f/	phone, golf		

Source
Yopp, Hallie K., and Ruth H. Yopp. 2011. *Purposeful Play for Early Childhood Phonological Awareness*, 13. Huntington Beach, CA: Shell Education. Reprinted with permission.

PHONICS

Term	Definition	Example
Prefix	An affix attached to the beginning of a root word	<i>re</i> in <i>redo</i> <i>un</i> in <i>unkind</i> <i>pre</i> in <i>preschool</i>
Suffix	An affix attached to the end of a root word (See inflectional ending and derivation)	<i>ing</i> in <i>discussing</i> <i>less</i> in <i>useless</i> <i>ful</i> in <i>helpful</i>
Inflectional Ending	A type of suffix that does not change a word's part of speech but does change its: <ul style="list-style-type: none"> • tense • number • comparison • person 	<i>ed</i> in <i>jumped</i> ; <i>ing</i> in <i>flying</i> <i>s</i> in <i>dogs</i> ; <i>es</i> in <i>wishes</i> <i>er</i> in <i>faster</i> ; <i>est</i> in <i>hardest</i> <i>s</i> in <i>plays</i>
Derivation	A type of suffix that changes the root word's part of speech or grammatical role	<i>ly</i> in <i>swiftly</i> <i>tion</i> in <i>projection</i>
Decodable Words	Words that are wholly decodable on the basis of the letter-sound and spelling-sound correspondences already taught	Assuming the relevant letter-sound and spelling-sound correspondences have been taught: <i>dog</i> <i>run</i> <i>ship</i>
Sight Words	(1) Words that are taught as whole units because they are irregularly spelled or because the spelling-sound correspondences have not yet been taught (2) Regularly spelled words that have been decoded enough times that they are recognized on sight, that is with little conscious effort	<i>they</i> <i>there</i> <i>could</i> Assuming the relevant letter-sound and spelling-sound correspondences have been taught and practiced enough times for automatic recognition: <i>fish</i> <i>jump</i> <i>catch</i>
Irregularly Spelled High-Frequency Words	High-frequency words that are not decodable in that the letter-sound or spelling-sound correspondences are uncommon or do not conform to phonics rules	<i>said</i> <i>of</i> <i>was</i> <i>come</i>
*The long /i/ sound is classified by some as a diphthong.		

PHONICS

Six steps in a comprehensive phonics lesson:

1. Phonemic warm-up. Phonemic awareness activities support phonics instruction. These activities include sound discrimination, oral blending, and segmentation.
2. Teach sound/spelling. Picture cards and key words are used to exemplify each sound/spelling and reinforce alphabetic recognition.
3. Practice blending and segmenting. Strategies include sound by sound, vowel first, and whole word blending (vowel first would be word families, e.g. it, bit, sit, kit).
4. Apply to decodable text. Connected reading practice in decodable text develops fluency and automaticity.
5. Dictation and spelling. In order to make the reading writing connection, students must understand that they use sound/spelling knowledge in spelling and writing as well as in reading.
6. Word work. Students build, manipulate, and sort words. Multi-syllabic word analysis.

PHONICS



Instructional time

Upwards to 60 minutes daily based on student assessment and teacher judgment and the grade level.



Assessment

Diagnostic, Formative, and Summative: Grades K-3 (or beyond if necessary)

- BAS Reading Record
- BPST-Basic Phonics Skills Test
- Use checking for understanding methods (e.g. exit slips, think pair share etc.)



Interventions

Fountas and Pinnell Leveled Literacy Intervention Systems



Programs and curriculum

District Adopted Language Arts Program
K-PALS and PALS
Phonics for Reading

PHONICS

PHONICS SKILLS/STRATEGIES: A BANK OF PROTOCOLS

IF A STUDENT...	THEN...
Lacks letter identification	<p>Singing alphabet related songs Play "I spy the letter..." Word walls Read and create alphabet books Using sand, chalk, water painting, rainbow writing, letter stamps, shaving cream, magnetic letters, sandpaper Paint a large consonant or vowel and surround it with pictures of things that start with that letter Matching uppercase and lowercase letters Identifying and practice with a variety of fonts Play matching games and memory games with letters and pictures Routinely practice reciting the key word pictures to the ABC chart Computer games and Internet sites(e.g. Starfall) Sing, Spell, Read, and Write K-PALS</p>
Lacks letter/sound correspondence	<p>Singing alphabet related songs Play "I spy something that starts with /m/..." Create collages of magazine photos representing a given sound Picture and letter sorts by consonants and vowels Work on two or three distinctly different sounds at a time Employ kinesthetic representations of letter sounds Routinely practice reciting the key word pictures to the ABC chart Computer games and Internet sites (e.g. Starfall) K-PALS and PALS Signs for Sounds Zoophonics Seeing Stars</p>
Lacks the ability to decode words	<p>Manipulate sounds within the words using flip books Provide word sorts in which students search for specific features (open and closed) Word family word walls Write word on whiteboards and demonstrate how to chunk familiar clusters across a longer word Guided reading emphasizing three cuing systems:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syntax Does it sound right? <input type="checkbox"/> Semantics Does it make sense? <input type="checkbox"/> Graphophonics Does it look right? <p><i>Making Words</i>, Cunningham <i>Words Their Way</i>, Bear and Templeton</p>

SIGHT WORDS



Definitions

Sight words are printed words that children can identify immediately on sight. These words include words that are important to their lives and environment (e.g. their own names, names of significant others, classroom labels) and common high frequency words. These words have high utility. Some of the words are irregularly spelled (e.g. they, said, was), and some are regularly spelled but the children have not yet learned the relevant letter-sound or spelling-sound correspondences.

Beginning in kindergarten, early reading instruction should include the systematic study, practice, and review of high frequency words. When introducing words that are irregular, teachers should point out the specific irregularities while focusing student attention on all the letters that make up the word. This is to keep students in the habit of visually scanning all of the letters so they can come up with an approximate pronunciation.

Spelling irregular words helps with retention and reading achievement.

“Knowledge of high frequency words is necessary for fluent reading. Although many high frequency words carry little meaning, they affect the flow and coherence of text”. (Blevins, 1998).



Research Based Instructional Strategies and Key Concepts

Guidelines for teaching high frequency words:

- Select words from the BAS word lists that are developmentally appropriate for each student.
- Limit the number of words introduced at one time.
- Avoid confusion by separating the introduction of similar high-frequency words such as was and saw; were and where; or them, they, and there.
- Teach high-frequency irregular words in both isolation and connected text.
- Provide a cumulative review of high frequency words as part of daily reading instruction.



Instructional time

5 - 10 minutes daily, 3 – 4 times a week. This could be good homework practice as well.

SIGHT WORDS



Assessment

- Diagnostic and Summative:
 - BAS-Word Lists (25/50/100/200)
 - Irregular Word Test (Shefelbine)
- Formative:
 - Student writing
 - Teacher observation and anecdotal notes from guided reading



Interventions

See intervention protocol on the following page.



Programs and curriculum

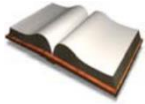
State adopted ELA/ELD Curriculum

SIGHT WORDS

SIGHT WORDS SKILLS/STRATEGIES: A BANK OF PROTOCOLS

IF A STUDENT...	THEN...
Lacks sight word knowledge	<p>Use the following for repeated exposure to sight words:</p> <ul style="list-style-type: none"><input type="checkbox"/> Flashcards<input type="checkbox"/> spell and say<input type="checkbox"/> tactile practice (sand, chalk, water painting, rainbow writing, letter stamps, shaving cream, magnetic letters, sandpaper)<input type="checkbox"/> word walls<input type="checkbox"/> writing known words <p>Guided and shared reading</p> <ul style="list-style-type: none"><input type="checkbox"/> framing words<input type="checkbox"/> word hunts<input type="checkbox"/> highlight given words in text<input type="checkbox"/> count the number of times a sight word appears in text <p>Play games and use engaging Apps</p> <p>Using controlled text focusing on sight words for the week</p> <p>Just So Simple Sight Word Curriculum (La Mesa)</p>

FLUENCY AUTOMATICITY



Definitions

Automaticity is the ability to recognize a word (or series of words in text) effortlessly and rapidly (Shefelbine, 2007).

Fluency: Accuracy + Rate + Prosody

Accuracy: Most words are read correctly

Rate: Most words are read with automaticity

Prosody: Text is read with expression and natural phrasing.

The primary importance of fluency is that it supports comprehension. Fluency instruction is not a matter of having students mindlessly race through texts. If students can maintain rate and prosody while silent reading, comprehension will be increased. Children work toward fluency in the context of purposeful and meaningful reading activities.



Research Based Instructional Strategies and Key Concepts

“Repeated and monitored oral reading improves reading fluency and overall reading achievement.”

(Fountas, I.C.& Pinnell, G.S (2003) Teaching for Comprehension and Fluency: Thinking, Talking, and Writing About Reading, KS. Portsmouth, N.H.: Heinemann.)

See the Oral Reading Fluency Norm Chart 1st – 8th Grade (Appendix D)

Gradual Release of Responsibility model is used in the instructional process or as a component in the overall lesson design. Modeling, guiding students and student independent practice includes these strategies:

- Shared reading and choral reading
- Echo reading and Neurological Impress method (NIM)
- Design listening centers with books on tape/CD/IPOD
- Repeated reading of authentic text (poetry, two voice, journal entries, letters, songs, scripts for reader’s theatre (Martinez et al., 1999), oratory and speeches, monologues, and chants and cheers. (See Rasinski, T. *Creating Fluent Readers* www.timrasinski.com)
- Rereading familiar text such as the story summaries in adopted support materials
- Rereading sight word phrases such as “along the way” and “how many are there” www.reallygoodstuffreading.com
- Buddy and cross-age reading
- Parent involvement – Family literacy training on sight word and fluency practice for a home/school connection.
- Reading high quality literacy and informational texts independently every day.
- Reading independent level text daily.



Instructional time

Approximately 15 minutes a day 3-4 times a week in small group or partner readings and in early grades this practice is embedded throughout the day.

FLUENCY AUTOMATICITY

Assessment



Diagnostic:

- Benchmark Assessment System
- DIBELS
- Fluency Assessment Grades 2-5

Formative:

- District repeated reading binder
- DIBELS progress monitoring for striving readers
- Teacher observations
- Running record

Summative:

- Benchmark Assessment System
- Fluency Assessment Grades 2-5



Interventions

See intervention protocol on the following page.



Programs and curriculum

Adopted ELA/ELD Curriculum

Read Naturally – www.readnaturally.com

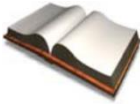
LLI-Intensive Intervention

FLUENCY AUTOMATICITY

FLUENCY/AUTOMATICITY SKILLS/STRATEGIES: A BANK OF PROTOCOLS

IF A STUDENT...	THEN...
Lacks rate (automaticity) (words read quickly and effortlessly)	<p>“True” repeated reading: Child reads the entire passage, teacher records time and error rate, child charts time/errors, then continues to practice that text. Each day the passage is re-timed. They ultimately want to practice until they reduce their errors in half and are able to read the passage in less time.</p> <p>Fluency charts One minute reads Practice choral and echo reading with poetry and shared reading Neurological Impress Method Find text with refrain and some repetition Listening centers Rereading sight word phrases Model the difference between word-by-word and fluent phrasing Modeled reading example using an adult reader (read-aloud, CD/tape) For children who have tracking or attention difficulties, use a tracking device such as a masking card along the text from left to right to encourage eye movement across the text Reading in independent level text</p>
Lacks accuracy (words read correctly)	<p>Assessment of student decoding ability (miscue analysis) High frequency/irregular word assessment Then refer to section needed for the child (phonics, sight words, etc.) Self-monitoring prompts Retrospective Miscue Analysis (Wilde, 2000) Vocabulary instruction</p>
Lacks prosody (text read with expression and natural phrasing)	<p>Opportunities for repeated reading:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Neurological Impress method <input type="checkbox"/> Read aloud/modeled reading <input type="checkbox"/> Readers’ Theater <input type="checkbox"/> Poetry <input type="checkbox"/> Listening centers <input type="checkbox"/> Teaching punctuation as road signs (e.g. stop = period, yield= comma)

BACKGROUND KNOWLEDGE



Definitions

Background knowledge is the information a student brings to the reading and writing tasks. It includes general knowledge of words used across subject areas, and specialized knowledge of topic-related concepts in a particular subject area (Shefelbine, 2007).

The National Center on Accessing the General Curriculum had extensively studied the area of background knowledge. It is important to assess student background knowledge prior to instruction.

Background knowledge helps students retrieve information and make connections to new learning. Through meta-analysis, researchers have identified a strong relationship between background knowledge and vocabulary development (Marzano, 2004).

Background knowledge and vocabulary building go hand in hand (cognitive psychologists recognize how words trigger prior knowledge).



Research Based Instructional Strategies and Key Concepts

Linguistic and non-linguistic representations are common tools.

- Video and fieldtrips to build background knowledge
- Guest speakers
- Technology supports such as webcasts, video, video or web conferencing, etc
- Semantic maps and graphic organizers (Goldmine notebook and Marzano's *Building Background Knowledge*)
- Methods for prediction and generating questions using Bloom's Taxonomy and Webb's Depth of Knowledge (DOK)
- Opportunities for language interaction (academic discussions)
- Drawing of students primary language and home culture
- Realia and visual cues also stimulate learning.
- Experience in wide reading of complex text (fiction and non-fiction)
 1. Students identify topics of interest to them.
 2. Students select reading materials based on interest and reading ability.
 3. Student are provided reading time.
 4. Students synthesize information from multiple sources and represent their reading.
 5. Students have time to interact, participate, and engage in discussing their reading in structured language experiences.

The six steps of vocabulary instruction ties directly to how you would develop background knowledge. See *next section*.



Instructional time

Time will vary based on assessment of student knowledge as well as content. Building background knowledge is embedded throughout the day.

BACKGROUND KNOWLEDGE



Assessment

Diagnostic, Formative, and Summative:

- Anticipatory guide
- KWL
- Classify and categorize
- Compare and contrast
- Inference
- Academic Conversations (Literature Circles, Expert Gap Jigsaw, Think/Pair/Share, Discussion Web)
- Use checking for understanding methods (e.g., exit slips, nonverbal cues, think/pair/share, etc.)
- Analyze and Evaluate
- Synthesize and Create (Movie, Graphic Organizers, Presentation)



Interventions

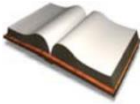
See intervention protocol on the following page.



Programs and curriculum

State adopted ELA/ELD curriculum across all content areas

VOCABULARY



Definitions

While direct instruction in specific concepts and vocabulary is needed, wide reading is essential to learning vocabulary and must be an integral component of instruction.

Vocabulary knowledge is a direct result of how much a student reads (Shefelbine, 2007). Shefelbine suggested that vocabulary selection should be identified within context to improve retention of these words. Words should be selected from the content areas to attach meaningful experiences and provide multiple exposures in context.

Marzano (2004) asserted that vocabulary knowledge deepens over time with multiple exposures.

Students who were given direct instruction in word meanings are better able to discern meanings of untaught words (Beck, Perfetti, and McKeown, 1982).

Teaching 350 words each year may augment learning from context by 10 percent to 30 percent, a significant amount (Stahl and Fairbanks, 1986).

Nagy, Anderson, and Herman (1987) have found that a reader has about a 5 percent chance of learning a new word fully from encountering it only once in print.



Research Based Instructional Strategies and Key Concepts

Marzano, 2001 and 2005 created a six step process for teaching new terms *explicitly*.

Lesson design includes *Gradual Release of Responsibility*: (see Appendix F) I do, we do, and you do. This model is fluid and flexible based on student need.

Step 1: Provide a description, explanation, or example of the new term.

- Introduce direct experiences, such as a field trip or guest speaker, that provide examples of the term.
- Tell a story that integrates the term.
- Use video or computer images as a stimulus for understanding information.
- Ask students to help with investigations of words.
- Use current events to help make the term applicable to something familiar to students.
- Describe your own mental picture of the term.
- Find or create pictures that exemplify the term.

Step 2: Ask students to restate the description, explanation, or example in their own words.

- Critical that students do NOT copy what you have said, but that they construct their own descriptions, explanations, or examples.

VOCABULARY

- Monitor student work and help clear up misconceptions.
- If students struggle with restating the description, explanations, or examples in their own words, consider the following: go back and provide additional descriptions, allow students to discuss the term with a partner or small group, may move to step 3 and ask them to create a non-linguistic representation and then go back to the linguistic description.

Step 3: Ask students to construct a picture, symbol, or graphic representing the term. *This is an important step for helping children connect the new term to prior knowledge.* For students who believe they can not draw, model, model, model your own drawing. Provide examples of students' drawings and your own drawings that are rough but represent the idea and you can have students work together on the drawings.

Step 4: Engage students in activities that add to their knowledge of terms.

- Highlight a prefix or a suffix that will help them remember the meaning of the term.
- Identify synonyms or antonyms.
- Draw an additional picture or graphic.
- Create metaphors and/or analogies.
- Semantic mapping
- Translate the term into the child's primary language.

Step 5: Ask students to discuss terms with one another. Marzano suggests that the teacher pair partners with student of similar abilities for this discussion time.

- Comparing the description of the term.
- Describing their pictures to each other.
- Explain to each other any new information or "ah-ha's"
- Identify areas of disagreement.
- Seek clarification.

Step 6: Involve students in games that allow them to play with terms.

Using vocabulary in writing would indicate a student's ability to apply this new knowledge.



Instructional time

20 minutes should be devoted to daily vocabulary instruction.



Assessment

Diagnostic: Houghton Mifflin - key vocabulary sheet in practice book English in a Flash – pretest (used with English Learners)

Formative:

- District adopted ELA/ELD curriculum – selection tests
- English in Flash – post test (used with English Learners)
- District adopted ELA/ELD textbook curriculum - key vocabulary
- Teacher-created vocabulary tests

VOCABULARY

- Use checking for understanding methods (e.g., exit slips, nonverbal cues, think/pair/share, etc).
- Curriculum embedded vocabulary tests

Summative:

- District benchmark assessments
- District writing rubric – vocabulary section
- Curriculum embedded vocabulary tests



Interventions

See intervention protocol on the following page.



Programs and curriculum

District adopted ELA/ELD textbook curriculum across all content areas

VOCABULARY

VOCABULARY SKILLS/STRATEGIES: A BANK OF PROTOCOLS

IF A STUDENT...	THEN...
<p>Lacks comprehension of vocabulary skills (either expressive or receptive)</p>	<p>Multiple exposures over time in different ways (oral and written practice using the word correctly) Repeat first teaching ideas, will include additional guided practice with the teacher in a small group or 1:1 Use your speech and language pathologists for ideas Teacher think aloud Step asides (modeling what the word means)</p> <p>Children typically understand or recognize more words than they actually use when speaking.</p> <ul style="list-style-type: none"> • By the time a child reaches school-age and heads to kindergarten, he/she will have between 2,100 – 2,200 word vocabulary. • The 6 year old child typically has a 2,600 word expressive vocabulary (words he or she says), and a receptive vocabulary (words he or she understands) of 20,000 – 24,000 words. • By the time a child is 12 years old, he/she will understand (have a receptive vocabulary) of about 50,000 words.

STRUCTURE AND TEXT COMPLEXITY



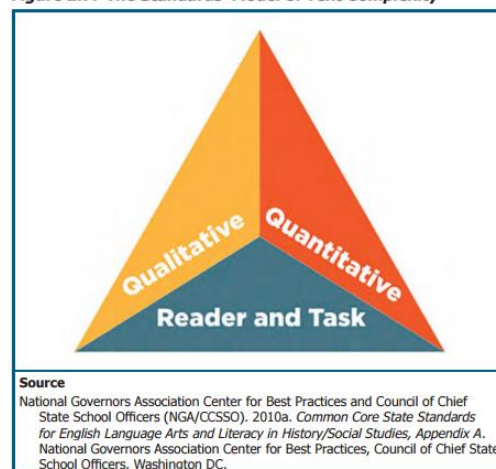
Definitions

Meaning making is at the heart of ELA/literacy and ELD instruction. Meaning making should be central for interacting with text, producing text, participating in discussions, giving presentations, and engaging in research. Meaning making includes literal comprehension but is not confined to it at any grade or with any student. Inference making and critical reading are given substantial and explicit attention in every discipline. Student's awareness and understanding of text organization plays a key role in reading comprehension (Dickson, Simmons, and Kameenui 1998). Text organization encompasses both the physical representation of the text (headings, subheadings, and graphics) and the underlying text structure.

The reading standards for both literary and informational text clearly focus on meaning making. Students demonstrate literal and inferential comprehension. They determine the main themes or main ideas in texts, drawing on key details, and summarize texts. Students describe literary elements in depth, drawing on key details, and compare and contrast them. Reading standards related to craft and structure focus on students' understanding of how the authors' choice about language and structure, including point of view and purpose, impact meaning. Reading standards related to integration of knowledge and ideas require students to make connections between and analyze different presentations of information, including authors' use of reasons and evidence to support points in informational text, and to extend their thinking and integrate information across texts.

Reading Standard 10 of the California Common Core Standards for ELA/Literacy establishes a staircase of increasing complexity in terms of the texts students should be able to read. This is crucial if students are to develop the skills and knowledge required for college and careers. The goal is to challenge students so they increase their skill interacting with texts; however, this requires effective teaching. Teachers select texts that are appropriately challenging, yet not so challenging that they are inaccessible and not so simple that there is no growth. Texts represent a range of genres and are closely connected to the school curriculum and content standards.

Figure 2.7. The Standards' Model of Text Complexity



STRUCTURE AND TEXT COMPLEXITY



Research Based Instructional Strategies and Key Concepts

Teachers would explicitly teach these text structures through read aloud, shared reading, guided reading groups, whole class demonstrations, and in writing instruction.

In Kindergarten, teachers regularly engage in thinking aloud, initially with simple texts and eventually with more challenging texts. In doing so, teachers model the strategies they employ to make sense of print. See CA ELA/ELD Framework pages 202-204.

In second and third grade, students are provided substantial instructional support as they are guided toward reading texts in this grade span proficiently and independently by the end of grade 3. They learn to read complex texts closely. Students re-read text for different purposes: to determine a character's perspective, identify how the author's word choice impacts meaning, and examine the organization of information. See CA ELA/ELD Framework pages 290-293.

In fourth and fifth grades, students are provided scaffolding as needed to engage meaningfully with literary and informational texts at the high end of the grades 4 – 5 text complexity band whereas by the end of grade five, students do so independently and proficiently. Text complexity is determined on the basis of quantitative and qualitative dimensions of text as well as reader motivation, experiences, and knowledge and task considerations. See CA ELA/ELD Framework pages 400 – 402.

In sixth, seventh, eighth grades, students in grades six through eight encounter text that are substantially more complex than those they encountered in elementary school, and by the end of grade eight they are to read at the high end of the grades six through eight complexity band independently and proficiently. The increasing complexity of text occurs across a number of dimensions: levels of meaning and purpose; text structure; linguistic features and language conventions, including vocabulary; and knowledge demands, including life experiences, cultural and literary knowledge, and content knowledge. See CA ELA/ELD Framework pages 514 – 518.

Narrative:

At an early age, children can develop a sense of text structure. Narrative structure is generally used for stories, including fiction and nonfiction. It typically includes an introduction to characters, a setting, a goal or problem, a plot focused on achievement of the goal or overcoming the problem, and a resolution. Children should have ample exposure to and sufficient instruction in the range of text structures so they can use their knowledge of text structures to understand increasingly challenging texts in the grade span and years ahead.

STRUCTURE AND TEXT COMPLEXITY

Informational Text:

Informational texts are a considerable source of the knowledge that students acquire as they move through their years of schooling, and students should be taught how to read these texts in terms of language, organization, and text features. Students need instruction in how to read a range of informational texts, including how to gain meaning from graphics and visuals.

Refer to the California ELA/ELD Framework for grade specific elements and expectations for narrative and informational text.



Instructional time

Embedded in reading and writing instruction on a daily basis.



Assessment

Diagnostic:

- Benchmark Assessment System (BAS) or ARI
- Achieve 3000

Formative:

- Writing samples
- Questioning strategies with both text types
- Close reading student response samples

Summative:

- Achieve 3000
- Benchmark Assessment System (BAS) or ARI
- Writing samples



Programs and curriculum

District adopted ELA/ELD materials

Achieve 3000

Non-fiction text, digital

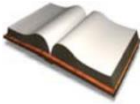
LLI, Leveled Literacy Intervention

STRUCTURE and TEXT COMPLEXITY

TEXT STRUCTURE SKILLS/STRATEGIES: A BANK OF PROTOCOL

IF A STUDENT...	THEN...
Does not efficiently scan text for key information (to answer questions and/or to locate supportive evidence)	<p>Set a specific purpose for reading based on genre, structure, interest, predictions</p> <p>Teach the students to read questions first to help set a purpose Have students highlight key words in text that link to the question</p> <p>Teach the student highlight key words in text that link to the question</p> <p>Teach the student to notice signal words (first, next, in addition, finally, in conclusion)</p> <p>Teach students to use nonfiction text features to help locate information</p> <p>Teach students to anticipate the answer and possible words/phrases to scan for</p>
Does not use nonfiction text features to gather information before and during reading	<p>Model different text features are used to help make meaning in the text</p> <p>Identifying text frames such as: Cause/Effect, Concept/Definition, Goal/Action/Outcome, Problem/Solution, Persuasive, Compare/Contrast</p> <p>Have the student locate text features across a variety of informational texts and build familiarity with what each provides</p> <p>Have students write captions, make a table of contents, generate graphs and charts for books on a topic of interest Provide a more in-depth book introduction to include the layout of nonfiction features</p> <p>Lifting text – Stephanie Harvey’s book Strategies that Work p. 33</p>
Does not recognize specific nonfiction text structures to help set purpose for reading	<p>Introduce six text structures and their attributes, showing specific examples (descriptive, chronological, problem- solution, compare/contrast, question/answer, cause/effect) Create an anchor chart of signal words associated with each structure</p> <p>Using a stack of nonfiction texts, have student groups label the text structure with sticky notes and give evidence (attributes and/or signal words)</p> <p>Have students use graphic organizers matched to each text structure to take notes</p> <p>Read aloud nonfiction text and think aloud about what structure the text might be and why</p> <p>Before reading nonfiction, have students anticipate the content based on the identified structure</p>

COMPREHENSION MONITORING: Informational/Narrative/Text Features



Definitions

Comprehension monitoring is the active process readers use to determine whether they understand the text and how to improve their understanding (Shefelbine, 2007).

“In 89 percent of the reading studies reviewed, metacognitive knowledge and reading comprehension were related significantly” (Dickson et al., 1998a).

Books of reference for helping understand how to teach comprehension include *Strategies that Work* by Stephanie Harvey, *Reading for Meaning* by Debbie Miller, *Mosaic of Thought* by Keene and Zimmermann.



Research Based Instructional Strategies and Key Concepts

Lesson design includes *Gradual Release of Responsibility*. (see Appendix F) I do, we do, and you do. This model is fluid and flexible based on student need.

Teachers would explicitly teach comprehension strategies through read alouds and/or guided reading, whole class, and individually with students using the Gradual Release of Responsibility model (see Appendix F). There are seven key strategies (Keene and Zimmermann, 2007) for explicitly teaching comprehension:

- Monitoring for learning
Proficient readers know when it makes sense and when it does not. They can solve word and sentence level problems.
- Using and creating schema
Text to Self, Text to Text, Text to World
Use background knowledge to understand the text during and after reading.
- Asking questions
Proficient readers spontaneously and purposefully ask questions before, during, and after reading.
- Inferring
When students infer, they draw conclusions from text, make reasonable predictions when they read and then test and revise those predictions, create interpretations of text, make connections, and make critical or analytical judgments about what they've read.
- Visualizing
Proficient readers create images to immerse themselves in rich detail as they read.
- Determining importance
Students are aware of the importance of word level, sentence level, and text level. They recognize how words build into sentences and sentences build to text. They can determine what is important and relevant at each

COMPREHENSION MONITORING: Informational/Narrative/Text Features

of these levels. Students should be able to articulate *how* to make these decisions.

- Synthesizing
Proficient readers are aware of their ideas and conclusions about a text. They monitor the overall meaning and themes and are aware of text elements.

Other reading strategies include:
Reciprocal teaching (Marzano, 2001)
See matrix of activities chart (Appendix E)



Instructional time
30 – 60 minutes daily



Assessment

Diagnostic:

- Benchmark Assessment System (BAS), grades K - 3
- Teachers of students in grades 4-8 use the Analytic Reading Inventory (ARI) for all students with a CST ELA score below 325

Formative:

- Listening comprehension, District adopted curriculum read aloud
- District adopted curriculum selection tests
- Adopted textbooks across the content areas – use comprehension strategies and support materials for expository text
- Anecdotal records
- Use checking for understanding methods (e.g., exit slips, nonverbal cues, think/pair/share, etc).

Summative:

- K – 6 BAS and grades 4 – 8 ARI
- District benchmark assessments

COMPREHENSION MONITORING: Informational/Narrative/Text Features



Interventions

See intervention protocol on the following pages.



Programs and curriculum

Adopted language arts curriculum and other adopted content curriculum and grade level literature

ELA/ELD FRAMEWORK PAGES OF INTEREST:

<http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf>

Pgs. 75-76 Figure 2.10 Strategies for Supporting Learners Enjoyment with Complex Text

Pg. 76 Figure 2.11 Text Dependent Questions (Student Achievement Partners 2013)

Pg. 86 Figure 2.15 Structure for Engaging All Students in Academic

Pg. 87 Ideas for Accountable Talks (7 ideas)

- Active Listening – Students use eye contact, nodding, and posture to communicate attentiveness.
- Meaningful Transitions – Students link what they are about to say to what has just been said, relating it to the direction/purpose of the conversation.
- Shared Participation – All students share ideas and encourage table mates to contribute.
- Rigor and Risk – Students explore original ideas, ask important questions that do not have obvious or easy answers, and look at the topic in new ways.
- Focus on Prompt – Students help each other remain focused on the key question, relating their assertions back to the prompt.
- Textual/Evidentiary Specificity – Students refer often and specifically to the text in question or to other evidence that supports their claims.
- Open-Minded Consideration of All Viewpoints – Students are willing to alter initial ideas, adjust positions to accommodate others' assertions, and “re-think” claims they have made.

Pg. 98 Figure 2.16 Framing Questions for All Students

Pg. 112 Figure 2.20 Sentence Unpacking

Also see grade level specific chapters for comprehension strategies.

**COMPREHENSION MONITORING:
Informational/Narrative/Text Features**

COMPREHENSION SKILLS/STRATEGIES: A BANK OF PROTOCOLS

IF A STUDENT...	THEN...
<p>Student does not effectively summarize the gist of the text</p>	<p>Lesson design =Gradual release of responsibility (Appendix F) Read text aloud for student Practice with a detailed picture to identify the whole idea versus the details Teach the students to look at the beginning or end of passage or paragraph to locate the topic sentence Have student locate the big idea or topic sentence from a paragraph and highlight it (Lift Text strategy) Have the student identify titles for paragraphs, chapters, or articles Cut titles off short articles; have students match them up Teach students to list a sequence of key words and write a summary statement Determine and sequence events and ideas Categorize and classify using text information and background knowledge Paraphrasing Synthesizing ideas and events Marginalia – sticky notes and/or writing your thinking in the margins Reciprocal teaching strategy (predicting, questioning, clarifying, and summarizing) in small chunks</p>
<p>Student does not infer meaning (theme, humor, generalizations, time shifts, characteristics symbolism, etc.)</p>	<p>Lesson design=Gradual release of responsibility (Appendix F) Have student practice “reading between the lines” from pictures; what can the student tell about the setting and character emotions? Use picture books, wordless books, and digital. Access to Harris Burdick, harrisburdickproject.weekly.com, Chris Van Allsburg books. Teach the student QAR (question-answer relationships); have students learn to identify “right there” literal answers vs “you and the author” inferential answers Model how to make predictions and confirm or adjust them “as you go” citing evidence or phrases from the text (Two column journals) Cornell Notes, cite evidence. Add to the two column journal (Did it change my thinking?). Literature circles-primary.</p>

**COMPREHENSION MONITORING:
Informational/Narrative/Text Features**

IF A STUDENT...	THEN...
<p>Student does not self monitor during reading</p>	<p>Lesson design=Gradual release of responsibility (Appendix F) Use the three cueing systems (, does it look right, does it sound right, and does this make sense) Practice the specific strategy in leveled text Anchor charts for each strategy Create sticky notes using the strategy in leveled text ReQuest as a questioning strategy (readwritethink.org Lesson 289) Students self-select their own reading (graphic novels, magazines, and books) Response journals for their reading I wonder... QAR Strategy Question Answer Relationship</p>
<p>Student does not make meaningful connections to the text</p>	<p>Lesson design=Gradual release of responsibility (Appendix F) Visualization strategy (play the movie in your head) Anticipation guide to build interest and background knowledge Key ideas from the story and they create a paragraph from this as a prediction strategy Visual thesaurus to scaffold visualization strategies Text to self, text to text, text to world (making a connection) Bring in concrete objects to support background knowledge and visualization strategies and making connections Anchor charts using these strategies Strategy of I know and I wonder Student Selected Text</p>

(RE) ORGANIZING TEXT



Definition

(Re) organizing text is the active process of making connections with previous knowledge and arriving at new associations, ideas, and relationships while reading and writing text (Shefelbine, 2007).



Research Based Instructional Strategies and Key Concepts

Teachers could teach reorganization of text through whole class book/selection discussions, small group discussions, and individual reading conferences.

Lesson design includes *Gradual Release of Responsibility*: (see Appendix F) I do, we do, and you do. This model is fluid and flexible based on student need.

Students engage in a metacognitive process in these discussions (thinking about your thinking). Students think while they read, share what they visualize while reading. Students make connections with their own personal experiences, with other reading, and with other world knowledge. They are able to synthesize information and create new understandings based on known knowledge and new learning experiences. Students demonstrate this ability in response journals and through multiple modalities (artistic expression, oral discussions, written discourse, think, pair share, metacognition, etc.)



Instructional time

Embedded in time utilized for reading comprehension.



Assessment

Formative: Students are able to discuss and reflect on their own learning process applying comprehension strategies. Reading conferences and reading responses. Use checking for understanding methods (e.g., exit slips, nonverbal cues, think/pair/share, BAS Assessment etc.)

Summative: Response to Literature



Programs and curriculum

Adopted language arts curriculum and other adopted content curriculum, intervention materials, grade level literature, literacy apps, ABC Mouse, Spelling City

APPENDICES

Appendix A Phonemic Awareness Instructional Scope and Sequence



INSTRUCTIONAL SCOPE AND SEQUENCE																				
SKILL	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20*
Word Segmentation	●	●	●																	
Rhyme Recognition	●	●	●																	
Rhyme Production			●	●	●	●	●													
Syllable Blending	●	●	●	●																
Syllable Segmentation		●	●	●	●															
Syllable Deletion			●	●	●	●														
Onset and Rime Blending			●	●	●	●	●	●												
Onset and Rime Segmentation				●	●	●	●	●	●											
Initial Phoneme Matching and Isolating				●	●	●	●	●	●	●										
Final Phoneme Matching and Isolating					●	●	●	●	●	●										
Medial Phoneme Matching and Isolating							●	●	●	●	●	●								
Phoneme Blending							●	●	●	●	●	●	●	●	●	●	●	●	●	●
Phoneme Segmentation								●	●	●	●	●	●	●	●	●	●	●	●	●
Initial and Final Phoneme Deletion																●	●	●	●	●
Initial Phoneme in Blend Deletion																		●	●	●
Second Phoneme in Blend Deletion																			●	➤
Initial and Final Phoneme Substitution								●	●	●	●	●	●	●	●	●	●	●	●	➤
Letter/Sound Correspondences																		●	●	➤

*Chart shows only 20 of a typical 36-week school year. Arrows indicate that instruction continues through all 36 weeks of instruction.

from Core Teaching Reading Sourcebook by Honig, Diamond, and Gutlohn, 2000.

APPENDICES

Appendix B

SYNCHRONY OF READING AND SPELLING DEVELOPMENT			
Stages of Reading Development	Layers of English Orthography	Stages of Spelling Development	Examples
Pre-alphabetic		Preilliterate	<p>Students learn that text is read from left to right. They recognize the letters of their names in environmental print and use pictographic writing: for example,</p> <div style="display: flex; align-items: center; justify-content: center;">  for bug, or  for house. </div>
Early Alphabetic	Alphabetic	Early Letter Name	<p>Students begin to read CVC words and represent words with a single predominant sound, usually a consonant. Later they spell first and last consonant sounds: for example, KR for car.</p>
		Middle and Late Letter Name	<p>Students include a vowel in each syllable. They spell regular short-vowel patterns, but use the letter name for long-vowel sounds: for example, CAK for cake.</p>
Mature Alphabetic	Pattern	Within Word Pattern	<p>Students know most sound/spellings and recognize common “chunks” like phonograms and word endings. They begin to experiment with long-vowel markers: for example, SNAIK for snake.</p>
Orthographic		Syllable Juncture	<p>Students process words using syllable and morphemic information. They read unknown words by analogy to known words: for example, <i>should</i> → <i>would</i>. They join syllables correctly by doubling or changing letters when using inflectional endings.</p>
	Meaning	Derivational Constancy	<p>Students focus on meaning and correctly spell derived forms with affixes and roots.</p>

Based on Moats 1998 and Bear et al. 1996.

from Core Teaching Reading Sourcebook by Honig, Diamond, and Gutlohn, 2000.

APPENDICES

Appendix C

PROGRESSION OF WORD DIFFICULTY	
Word Type	Key Words
VC and CVC words beginning with a continuous sound and ending with either a stop or a continuous sound	at, am, mop, man
VCC and CVCC words beginning with a continuous sound and ending with either a stop or a continuous sound	end, its, sack, fill
CVC words beginning with a stop sound and ending with either a stop or a continuous sound	dog, tan
CVCC words beginning with a stop sound and ending with a consonant blend	tent, jump
CCVC words beginning with a consonant blend in which both consonants are continuous sounds	frog
CCVC words beginning with a consonant blend in which one consonant is a stop sound	blob
CCVCC, CCCVC, and CCCVCC words beginning with a two- or three-letter consonant blend	slick, split, stress

(Carnine et al. 1997)

from Core Teaching Reading Sourcebook by Honig, Diamond, and Gutlohn, 2000.

APPENDICES

Appendix D

Table 1
Oral Reading Fluency Norms, Grades 1-8

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97

Hasbrouck, J. and Tindal, G. (April 2006). *The Reading Teacher*, v. 59, no. 7, p. 639.
WCPM: *Words Correct Per Minute

from California Reading and Literature Project, 2008

APPENDICES

Appendix E

Matrix of Activities

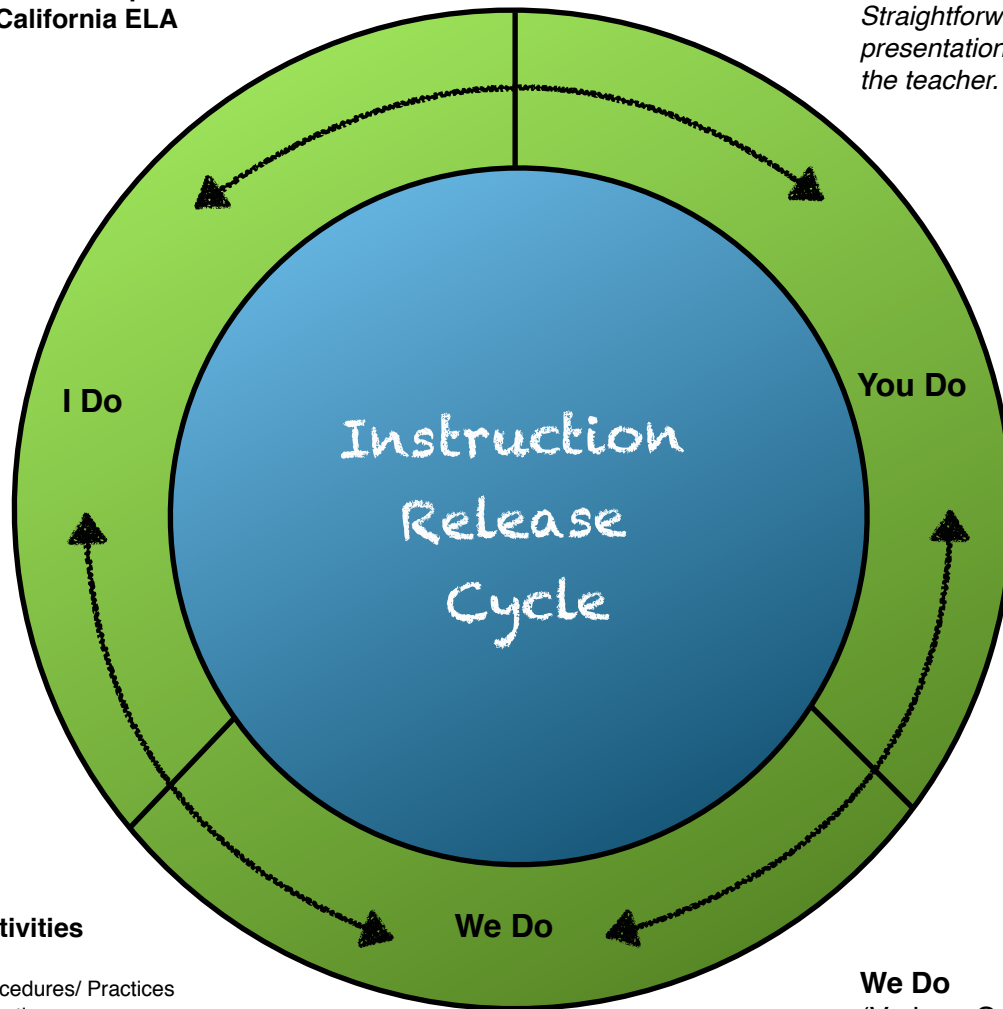
Frontloading	During reading	Postreading
Get students interested <ul style="list-style-type: none"> <input type="checkbox"/> Observing real objects <input type="checkbox"/> Student generated questions <input type="checkbox"/> Use charts, maps, illustrations <input type="checkbox"/> Read Alouds 	Help students use strategies <ul style="list-style-type: none"> <input type="checkbox"/> DRTA, ReQuest <input type="checkbox"/> Reciprocal teaching <input type="checkbox"/> Literature circles <input type="checkbox"/> Reader's Theatre 	Extend understanding <ul style="list-style-type: none"> <input type="checkbox"/> Reports <input type="checkbox"/> Reading for pleasure <input type="checkbox"/> Conferencing on strategy use
Build and activate background knowledge <ul style="list-style-type: none"> <input type="checkbox"/> Discussion using accountable talk (questioning, elaborating, extending, providing sentence stems) <input type="checkbox"/> Video <input type="checkbox"/> Pictures <input type="checkbox"/> Make connections 	Focus student attention on text structures <ul style="list-style-type: none"> <input type="checkbox"/> Guided reading <input type="checkbox"/> Shared reading <input type="checkbox"/> Responding to text <input type="checkbox"/> Comprehension strategy instruction <input type="checkbox"/> Story maps 	Check students understand text structures <ul style="list-style-type: none"> <input type="checkbox"/> Create their own story map <input type="checkbox"/> Write a script for Reader's Theatre <input type="checkbox"/> Create their own Nonfiction article
Help students understand text structure <ul style="list-style-type: none"> <input type="checkbox"/> Picture walk <input type="checkbox"/> Captions, bold face type, graphics, etc <input type="checkbox"/> Organizational walk-through 	Help students understand vocabulary and concepts <ul style="list-style-type: none"> <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Six steps process for explicit instruction on vocabulary (Marzano) <input type="checkbox"/> Games 	Use ideas from reading <ul style="list-style-type: none"> <input type="checkbox"/> Create a book jacket or CD to influence another reader <input type="checkbox"/> Timelines <input type="checkbox"/> Create a response to the story through drama, poetry, etc.
Provide a purpose for reading <ul style="list-style-type: none"> <input type="checkbox"/> K-W-L <input type="checkbox"/> Anticipation guides <input type="checkbox"/> Modeling metacognitive strategies (Think alouds) 	Help students construct and extend their understanding <ul style="list-style-type: none"> <input type="checkbox"/> Group retelling <input type="checkbox"/> Think-pair-share <input type="checkbox"/> Table topics <input type="checkbox"/> Summary <input type="checkbox"/> Response to Literature 	Help students construct and extend their understanding <ul style="list-style-type: none"> <input type="checkbox"/> Book clubs <input type="checkbox"/> Book talks

Appendix F

Direct instruction is intended to be used as a strategic partner to collaborative learning and student-driven inquiry. It focuses on the learning experience between the teacher and the student. Within any session of instruction, teachers may employ any or all components of this cycle. (California ELA Framework, Chapter 2)

I Do
(Direct Instruction)
Beneficial when teaching discrete skills and typically includes modeling, samples, and verbal explanation.

Straightforward, systematic presentation information by the teacher.



Possible Activities

- Modeled Procedures/ Practices
- Explicit Instruction
- Think-Alouds
- Discussion Webs
- Anticipation Guides
- Question Charts
- KWL
- Interactive Reading Guides
- QAR
- Cooperative Experiences
- Shared Experiences
- Guided Experiences
- Making connections
- Generate Questions
- Visualize and Create
- Mental Images
- Make Inferences
- Determine Importance
- Synthesize
- Monitor and Clarify

We Do
(Various Groupings)
Partnership between teacher and groups or individual students. Teacher acts as facilitator.

Beneficial for exploration and application of new concepts or skills.

You Do
(Independent Practice)

Beneficial for skills practice, concept reinforcement.

APPENDICES

Appendix G

Reading Assessment Matrix

	Emerging Literacy Survey	BPST III	Fountas and Pinnell High Frequency Words	BAS K – 3 Running Record	BAS Supplemental Assessments	ARI 4 - 8	Achieve 3000
Concept of Print	(D, F, S)				(D, F, S)		
Phonemic Awareness	rhyiming, segmenting, blending (D, F, S)				(D, F, S)		
Phonics	(D, F, S)	(D, F, S)			(D, F, S)		
Sight Words	(D, S)		(D, S)		(D, S)		
Fluency				(D, S)		(D, S)	
Text Structure				(D, S)	(D, S)	(D, S)	
Comprehension				(D, S)		(D, S)	(F)

(D) = Diagnostic, defining what a child knows/understands (pre-assessment of learning)

(F) = Formative, progress monitoring, daily classroom assessment, part of the instructional program

(S) = Summative, what children have learned over a period of time

PROFESSIONAL TEXTS

Observation Survey by Marie Clay
Evidence-Based Instruction in Reading: A Professional Development Guide to Phonemic Awareness by Maryann Mraz, Nancy Padak, and Timothy Rasinski
Phonics They Use by Patricia Cunningham (HarpersCollins)
Phonics Lessons by Fountas and Pinnell (Heinemann)
Word Journeys by Ganske (Guilford Press)
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Bear, Invernizzi, Templeton, and Johnston (Pearson Prentice Hall) (These authors have also published a separate book from the Emergent speller stage to the Derivational Relations Spellers stage through Pearson Prentice Hall.)
Increasing fluency with high frequency word phrases in grade 1 by Rasinski, and Fry, (Shell Education)
The Fluent Reader: Oral reading strategies for building Word Recognition, Fluency and Comprehension by Rasinski (Scholastic)
Don't Speed Read! by Opitz (Scholastic)
Fluency instruction: Researched based best practices by Rasinski, Blachowicz, and Lems, (Guilford Press)
Building Background Knowledge by Marzano (ASCD)
Building Academic Vocabulary by Marzano (ASCD)
Bringing Words to Life: Robust Vocabulary Development by Beck, McKeown, Kucan (Guilford Press)
Guided Reading: Good First Teaching for All Children by Fountas and Pinnell (Heinemann)
Guiding Readers and Writers: Grades 3-6 by Fountas and Pinnell (Heinemann)
Preventing Misguided Reading: New Strategies for Guided Reading Teachers by Jan Miller Burkins (Corwin Press)
The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader by Jan Richardson (Scholastic)
Reading with Meaning by Miller (Stenhouse)
Teaching with Intention by Miller (Stenhouse)
Strategies That Work by Harvey and Goudvis (Stenhouse)
Mosaic of Thought by Zimmermann and Keene (Heinemann)
Seven Keys to Comprehension by Zimmerman and Hutchins
Nonfiction Matters by Harvey (Stenhouse)
Classrooms that Work by Allington and Cunningham (HarperCollins)
Check for Understanding by Doug Fisher and Nancy Frey
Improving Adolescent Literacy: Strategies at Work by Doug Fisher and Nancy Frey
Classroom Strategies for Interactive Learning by Doug Buehl
4 Powerful Strategies for Struggling Readers Grades 3 – 8 by Lois A. Lanning
Deeper Reading: Comprehending Challenging Texts, 4 – 12 by Kelly Gallagher
Reading Reasons: Motivational and Mini-Lessons for MS & HS by Kelly Gallagher
Igniting a Passion for Reading by Steve Layne (Scholastic)
Reading Units of Study by Lucy Calkins (Heinemann)

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