The CRP Companion

Grades 3 - 5

2002
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Division of Language Arts/Reading
Miami-Dade County Public Schools

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Introduction

For the past five years, the Division of Language Arts/Reading has been working together with teachers and students in Miami-Dade County Public Schools to implement the Comprehensive Reading Plan (CRP). The vision of the CRP is to develop and accelerate the reading performance of all students in all grade levels in Miami-Dade County Public Schools.

The CRP requires each student in Grades K-5 to receive two consecutive, uninterrupted hours of language arts/reading instruction daily. The components of this daily instruction must include:

- Grade-level reading instruction which includes the objectives of the Sunshine State Standards and the Competency-Based Curriculum as reflected in the District’s benchmarks for reading;
- Guided instruction in reading using materials at the student’s instructional level;
- Explicit systematic instruction in phonemic awareness, phonics, word-attack skills, grammar, syntax, spelling, and vocabulary building;
- Instruction in the elements of effective writing;
- In-class sustained independent reading and sharing of books selected by the student and/or the teacher (may be in addition to the two-hour block of language arts/reading instruction, but must happen daily);
- Opportunities for fluency practice should occur throughout the instructional day;
- Reading instruction using ESOL strategies when appropriate; and
- Reading instruction through ESOL classes for Limited English Proficient students.

This document, *The CRP Companion 3-5*, is the result of the thousands of hours of workshops and coaching that have been provided by the Educational Specialists and Administrators of the Division of Language Arts/Reading since the Comprehensive Reading Plan was adopted. As befits a product of instructional conversations, it reflects the thoughts of renowned theoreticians as well as those of respected local practitioners. The Division of Language Arts/Reading is particularly grateful to Fran Hancock, Maria Elena Machado, Marina Rodriguez, Katia Lopez, Nanette Raska, Dr. Evelyn Prakash, and Michael D. Robinson, Specialists from the Divisions of Language Arts/Reading and Bi-lingual and World Languages, for the expertise and dedication that they brought to this document.

*The CRP Companion 3-5* is intended to assist teachers and support the delivery of effective reading and writing instruction. The document is organized around the components of the CRP two-hour instructional block. Each section contains information and selected examples of the strategies used in each of the components.

Every effort has been made to select research-based strategies that have been proven effective. In addition, *The CRP Companion 3-5* is designed with the classroom teacher in mind. The information is concise and clear and the examples are specific. Therefore, *The CRP Companion 3-5* is an excellent teacher tool for all teachers. As Lucy Calkins says in *The Art of Teaching Reading*, “The field of reading needs teachers who will be the architects of a new world in which every teacher engages in a lifetime of study on the teaching of reading. The answer to raising standards and holding our profession accountable, to insuring that every child becomes a strong reader and writer, lies not in teacher-proofing the profession but in teacher-education.”
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Language Arts/Reading Instructional Block

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

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

**Students Rotate for Differentiated Instruction**
20 Minute Rotations*

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</tbody>
</table>

*Times are approximate.

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

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

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

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

Structured Independent Reading must take place for thirty minutes daily at any time throughout the day.
**CRP Implementation of Instructional Components of Reading/Writing**

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

**Grades 3-5**

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Grades 3-5</th>
</tr>
</thead>
</table>
| **Opening Routine** | Read Aloud  
Daily Word Work / Language Practice  
Journaling |
| **Read Aloud** | Text Structure  
Genre Immersion  
Text Feature Analysis  
Dialogue  
Author’s Craft  
Grammar |
| **Teacher-Directed Interactive Reading** | Before:  
• expose readers to variety of text structures  
• activate background/develop concepts  
• predict/set purpose for reading  
• introduce critical concept vocabulary  
During:  
• conduct think alouds and use reciprocal teaching strategies  
• develop & provide purpose for reading  
• conduct active rereadings  
After:  
• revisit text to adjust predictions  
• model QAR/reciprocal strategies  
• participate in Read & Retell strategy  
• summarize/synthesize/use Reading Standards Question Task Cards and graphic organizers |
| **Guided Reading Instructional Reading Level** | Day 1  
(Students read independently at their own pace in a whisper or silently.)  
| Before: |  
• story introduction /setting the scene  
• set a strategy focus  
• predict  
• picture walk  
• set a purpose for reading  
During:  
• read the text |  
| After: |  
• revisit the text/adjust prediction  
• minilesson |
<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Grades 3-5</th>
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<tbody>
<tr>
<td><strong>Guided Reading</strong>&lt;br&gt;<strong>Instructional Reading Level</strong>&lt;br&gt;(Students read independently at their own pace in a whisper or silently.)</td>
<td><strong>Day 2</strong>&lt;br&gt;<strong>Before:</strong>&lt;br&gt;• review the text&lt;br&gt;• set a strategy focus&lt;br&gt;• set a purpose for reading&lt;br&gt;<strong>During:</strong>&lt;br&gt;• reread the text&lt;br&gt;<strong>After:</strong>&lt;br&gt;• revisit the text&lt;br&gt;• minilesson</td>
</tr>
</tbody>
</table>

| **Working with Words** | **Phonemic Awareness/Phonics/Structural Analysis/Spelling**<br>• making words<br>• word sorts<br>• rhyming/syllabication<br>**Vocabulary Development**<br>• use strategies for dealing with unknown words<br>• use context clues, multiple meanings, etc.<br>• use mapping activities to develop vocabulary |

| **Effective Writing** | • daily writing to promote fluency<br>• minilesson that target great beginnings, magnificent middles, remarkable resolutions using transition words and elaboration of ideas |

| **Structured Independent Reading**<br>(provide books for students at their independent reading level) | • provide a genre rich classroom libraries<br>• set a purpose for reading<br>• conference with groups |
Opening Routine for Grades 3-5

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

Teacher Read Aloud
The teacher reads aloud at least once daily to the whole class or a small group. A wide variety of texts at grade level or above and across all genres should be used to promote a love of reading.

Poetry
Good poetry at any level offers a smorgasbord of ideas, feelings, and experiences. Rich in figurative language, poetry reinforces similes, metaphors, and vivid verbs in any subject area.

Journaling
The main purpose of journaling is to provide opportunities for students to reflect upon personal thoughts and feelings, enabling them to practice writing in a risk-free environment that is not graded or checked for errors.

Current Events
This activity allows students to select a newsworthy topic, synthesize, paraphrase and summarize the information to be presented.

Daily Grammar/Sentence Editing
This activity provides a quick review and reinforcement of spelling and grammar skills with students editing sentences for proper punctuation, sentence structure, spelling, grammar, and capitalization.
According to the report *Becoming a Nation of Readers*, “the single most important activity for building the knowledge required for eventual success in reading is reading aloud to children” (Anderson, et al., 1985, p.23). Reading aloud to students demonstrates fluency, models intonation, tone, mood and voice while developing a sense of story and knowledge of text structure. It increases vocabulary and promotes oral language development.

Reading aloud provides opportunities for children to hear stories they may not be able to read themselves. Reading aloud also allows teachers to build the background knowledge students might need in order to more easily understand upcoming lessons. The following are guidelines for reading aloud:

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

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

- Fast reading for speedier parts of a story;
- A slow voice for the darkest moments;
- A high voice in moments of great excitement or drama;
- A low voice for frightening parts; and
- P-a-u-s-i-n-g to create an effect before a dramatic mood change.
- Sound effects and gestures provided by students

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

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

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

Poems express feelings and senses that are linked with ideas, connecting the reader to every aspect of human existence. Displaying poetry around the room entices students to read and recite the poems. The advantage to using poetry is that each poem is a complete work, usually short enough to be used in a brief period of time. The rhythm, rhyme and repetition of poetry serves to build fluency. Therefore, after an initial introduction of a poem, students may recite the poem each day either as a whole group or by dividing the poem into parts.

On a foggy day, students can read the famous poem, “Fog” by Carl Sandburg. Later they may use the poem as a model to create their own Miami version, having the fog come in on big alligator feet.

Fog

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then moves on.

*Carl Sandburg*

On a windy day, students may read “Who Has Seen the Wind?” by Christina Rossetti. Later, in their journals or at the writing center, they may change the third line in the poem to fit the school environment, perhaps writing “But when the flag is flapping,” or “But when the palms are waving, the wind is passing through.”

Who Has Seen the Wind?

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I:
But when the leaves bow down their heads
The wind is passing by.

*Christina Rossetti*

_The Random House Book of Poetry for Children_, edited by Jack Prelutsky, is a wonderful poetry book for teachers because it has a subject index. Teachers may look up poems about machines, monsters, or the moon depending on the current topic being studied.
Journaling

The main purpose of journaling is to provide opportunities for students to reflect upon personal thoughts and feelings. Journaling enables them to practice writing in a risk-free environment that is not graded or checked for errors. The students select the topic they want to write about, keeping their reflections in booklets or notebooks. In addition to personal thoughts, students may write poems or stories in their journals. Using journals helps students extend, reinforce and support reading and writing skills as they construct their own personal meanings.

Peer sharing of journal entries provides students with an audience, motivating them to become better writers. When students share their journal writing with a partner, they are validated. When students listen to other students' writing, it sparks new ideas and transference of effective writing strategies. Students should pair-share daily, and then two or three students share aloud with the whole group.

Students should be made aware of books that involve journaling. Sharing some of the books listed below as read-alouds, in a literature circle, or as part of the classroom library may spark interest in journaling and provide ideas for reluctant writers.

Fiction

*Amelia's Notebook* by Marissa Moss
*Amelia Hits the Road* by Marissa Moss
*Dear Mr. Henshaw* by Beverly Cleary
*Heads or Tails: Stories from the Sixth Grade* by Jack Gantos

Historical Fiction

*The Ledgerbook of Thomas Blue Eagle* by Gay Mattaei and Jewel Grutman, illustrated by Adam Cvijanovic
*Pedro's Journal: A Voyage with Christopher Columbus* by Pam Conrad
*Rachel's Journal: The Story of a Pioneer Girl* by Marissa Moss

Non-Fiction

*I, Columbus: My Journal* edited by Peter and Connie Roop
*Only Opal: The Diary of a Young Girl* by Opal Whiteley, selected by Jane Boulton, illustrated by Barbara Cooney
*Zlata's Diary: A Child's Life in Sarajevo* by Zlata Filipovic

Books for Teachers

*Educating Esme: Diary of a Teacher's First Year* by E. R. Codell

**Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them** by the Freedom Writers with Erin Gruwell
Current Events

Students, on a rotating basis, select a newsworthy topic and synthesize, paraphrase and summarize the information to be presented. Through current events, students gain a deeper understanding and appreciation of the relationship between themselves, their community and their world.

Students who are from another state or country might bring in articles that focus on news from that state or country. LEP students might report on the weather in Miami or in the country where they were born, working in pairs with the support of sentence frames (e.g., *Today it will be __________.* )

Daily Grammar/Sentence Editing

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

Guidelines for Sentence Editing:

1. On the board, the teacher writes a sentence containing errors (possibly selected from student writing).
2. The teacher gives a brief explanation of the rule(s) pertinent to the area of focus (e.g., rules of capitalization).
3. Students correct the mistakes found in the sentence(s).
4. The teacher reviews the corrected sentence with the students, emphasizing the targeted skill.
5. The teacher has students read the corrected sentence aloud together.
**Teacher-Directed Instruction for Grades 3-5**

**Purpose:** Using grade level materials (e.g., basals, novels, trade books, magazines, newspaper articles, poems, charts) or other forms of print, the teacher provides direct, supported reading of text to the whole class. In teacher-directed instruction, the teacher systematically and explicitly teaches and models a particular strategy, skill, or process.

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

*Instructing The Reading Standards Procedure with sample lesson plan* was developed to assist teachers in planning reading lessons using grade-level texts.

*Reading Standards Question Task Cards* targeting the tested benchmarks were developed to help teachers and students frame questions that mirror those on FCAT Reading.

*Reading Strategies: Focusing on the Reading Standards* lists strategies by the benchmark they target.

*Graphic Organizers Targeting Reading Benchmarks* demonstrates how certain graphic organizers may be used to address different benchmarks.

*Reading Standards - Focus on Daily Instruction* provides a list of strategies and skills to be incorporated into daily lessons.

*Supportive Reading Strategies* help students learn how their language works and how they can use language to solve problems. These interactive strategies involve both the accurate sequential processing of text and the experiences and expectancies that the reader brings to the text. The following are strategies that will engage students actively with text to construct meaning:

- Reciprocal Teaching
- Read and Retell
- CRISS Strategies
- Questions and Discussions - QARs and Bloom's Taxonomy
- Responses to Literature
- Daily Grade-Level Fluency Practice
- Active Rereading Techniques
Teacher-Directed Instruction Overview

Using grade level materials that may include novels, magazine or newspaper articles, stories from the basal, poems, charts, or other forms of print, the teacher provides direct, supported reading of text to the whole class.

Plan Instructional Focus

- Target Primary Reading Standards Benchmark.
- Determine Secondary or additional benchmarks that may be addressed. All genres support Main Idea, Author’s Purpose and Vocabulary
- Select appropriate informational and/or literary text
- Choose Strategy/Graphic Organizers/Question Task Cards
- Determine Critical Concept Vocabulary as well as vocabulary from the text aligned with the spectrum of the Vocabulary Benchmark
- Develop Phonemic Awareness/Phonics patterns and structures activities
- Arrange for multiple opportunities to reread for fluency practice

Before Reading

- Access prior knowledge.
- Build background by reading a different text on the same topic.
- Bring in concrete objects or pictures that relate to the reading selection (especially important for LEP students).
- Frame a question for discussion or quick write to which all children can respond, relating the children’s personal experience to the main theme.
- Use clues in the title and in pictures to generate predictions about the text.
- Web/map vocabulary that is critical to the understanding of the text.
- Have students draw to conceptualize setting, characters, and anticipated action in a story or to illustrate a concept in nonfiction text.
- Set a purpose for reading.

During Reading

Use interactive strategies to engage students in the lesson.

- Elicit predictions at key points. Read on to verify predictions.
- Intermittently summarize, create questions, clarify vocabulary and concepts.
- Think aloud. Verbalize your own thoughts while reading an ambiguous or confusing passage and demonstrate fix-up strategies.
- Combine several ways of reading the text: teacher reading, buddy reading, choral reading, echo reading, silent reading.
- Engage in Repeated readings to establish vocabulary connections, inferred meanings, and additional benchmark opportunities.
- Have students write a personal response to construct meaning from the text.
After Reading
Use the text to teach a strategy that supports the selected primary benchmark/objective. Choose from the following activities depending upon the instructional focus of the lesson. Have students reread the selection in order to do one of the following:

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Non-fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer FCAT-like question.</td>
<td>Answer FCAT-like question.</td>
</tr>
<tr>
<td>Identify the problem and resolution.</td>
<td>Identify the main idea of the passage.</td>
</tr>
<tr>
<td>Retell events in sequence.</td>
<td>Identify cause/effect relationships in the text.</td>
</tr>
<tr>
<td>Retell the story from another character’s point of view.</td>
<td>Evaluate a text for authenticity.</td>
</tr>
<tr>
<td>Rewrite story in a different genre.</td>
<td>Summarize key events in a selection.</td>
</tr>
<tr>
<td>Compose a different ending.</td>
<td>Locate information in charts, timelines, maps.</td>
</tr>
<tr>
<td><strong>Reread, reread, reread.</strong></td>
<td><strong>Reread, reread, reread.</strong></td>
</tr>
</tbody>
</table>
Plan Instructional Focus

- Target Primary & Secondary* Benchmarks/GLEs/CBCs
- Select appropriate informational and/or literary text
- Choose Strategy/Graphic Organizer/Question Task Cards to develop primary benchmark question
- Determine Critical Concept Vocabulary as well as vocabulary from the text aligned with the spectrum of the Vocabulary Benchmark
- Develop Phonemic Awareness/Phonics Patterns and structure

Teacher Directed Instruction – Selected Grade Level Text

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

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

After
- Use selection to teach appropriate strategy/organizer for retention and application of primary benchmark.

Teacher Modeling/Think Aloud

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

Write Answers To The Questions

- Students write individual answers
- Students share written responses in pairs/groups

Improving Responses

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

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

Application For Ongoing Instruction

- Students practice responding to similar questions and apply strategies independently with various texts
- Teachers select assessments for primary and secondary benchmarks using the reading standards format

*Primary Benchmark refers to the comprehension skill most evident in the reading selection. Secondary Benchmarks are the additional comprehension skills that are consistent with text structure and genre format. The following benchmarks must be addressed with all text when reading for meaning: Main Idea, Author’s Purpose, and Vocabulary.
This Reading Standards Instructional Procedure is designed to infuse sound instructional practices into the teacher-directed component of the Language Arts block. This procedure may be completed over a period of four to five days and should also be used in content area instruction.

Plan Instructional Focus
Primary Benchmark:
L.A.E.1.2.2 Understands the development of plot and how conflicts are resolved in the story.
Question Task Card: Plot Development/Resolution
Strategy: Somebody/Wanted/But/So

Secondary Benchmarks:
L.A.A.1.2.3 Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, clarifying meaning from context, and word relationships.
L.A.A.2.2.1 Main Idea
L.A.E.1.2.3 Similarities and Differences
L.A.A.2.2.2 Author's Purpose

Teacher-Directed Instruction
Grade Level Text
Literary or Informational Text

Selected text: The Great Kapok Tree by Lynne Cherry

Summary of text:
The Amazon rain forest falls silent when two men arrive. One of the men orders the other to chop down a great Kapok tree. The man chops and chops at the tree, but the wood is hard, and soon he grows tired. He rests under the great tree and falls asleep. The different animals that live in or depend on the tree visit him one by one. They whisper in his ear the many reasons why he should not chop down the tree. For example, they tell him how they depend on the tree to give them food, a home, and oxygen. They also tell him how the tree prevents erosion and provides beauty. The last visitor is a rain forest child. When the man awakens, he is awed by the beauty of the forest and the animals. As he picks up his ax to begin chopping down the tree again, he turns and looks at the animals and the little child. The man then drops the ax and walks out of the forest.

Before Activate/Build Background Knowledge
- Choose a read aloud which describes a rain forest environment.
  Example: Rain Forest Secrets by Arthur Dorros
  A Walk in the Rainforest by Kristin Joy Pratt
- Discuss with learners ways that trees are important to people and animals.
- Web critical concept vocabulary: rainforest.
• Preview title and illustrations to predict what story is about.
• Set purpose for reading

**During** Read/Reread Selection Together:
read aloud/shared reading/buddy reading/ silent reading

• Select a mode for the initial reading of the text.
• Adjust prediction, summarize and discuss.
• Provide opportunities for subsequent rereading of the text to develop fluency, to locate collective nouns, synonyms, prefixes, suffixes, and inflectional endings.

**After** Use text to teach strategy which supports the benchmark.

• Teach/model the strategy of **Somebody/Wanted/But/So** to check the learners’ comprehension of the selection. Somebody/Wanted/But/So is a graphic organizer which helps learners identify character, goal, problem and resolution.

<table>
<thead>
<tr>
<th>Somebody</th>
<th>Wanted</th>
<th>But</th>
<th>So</th>
</tr>
</thead>
<tbody>
<tr>
<td>A man (character)</td>
<td>to chop down the Kapok tree</td>
<td>the animals told him how important the tree was to them</td>
<td>he decided not to chop down the tree</td>
</tr>
</tbody>
</table>

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

Example:

*A man wanted to chop down the Kapok tree but the animals told him how important the tree was to them so he decided not to chop down the tree.*
Formulate an FCAT-like question using a Question Task Card.

<table>
<thead>
<tr>
<th>Question Task Card</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plot Development/Resolution</strong></td>
</tr>
<tr>
<td>(L.A.E.1.2.2)</td>
</tr>
</tbody>
</table>

Design a question that requires students to identify plot development and/or problem resolution in the story. Use details and information from the text to support your answer.

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

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

The teacher will do the following:

- Identify a good question from the textbook.

  Why does the man drop his ax and walk out of the rain forest?

- Use the Question Task Card to change the textbook question to an FCAT-like question that will require a written response.

  Why does the man drop his ax and walk out of the rain forest? Use details and information from the text to support your answer.

  or

- From the Question Task Card, choose an FCAT-like question that is appropriate to the text.

  What happens that causes the man to change from the beginning to the end of the story? Use details and information from the story to support your answer.
Teacher Modeling/Thinking Aloud

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

The modeled question is a highly complex one that requires three components in the response. The learner must relate information about what happens at the beginning, what happens at the end, and what happens that causes the man to change.

In order to identify the three components necessary to respond completely to the question, the teacher will instruct the learners to draw a squiggly line under the word “beginning,” underline the word “end,” and draw a box around the words “what happens that causes the man to change.”

What happens that causes the man to change from the beginning to the end of the story? Use details and information from the story to support your answer.

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

Write Answers to the Questions

Students write individual answers and share their written responses with a partner. In writing their responses, the learners will apply the information acquired from analyzing the question, completing the Somebody/Wanted/But/So graphic organizer and examining the text. After finishing their written responses, the learners share with a partner, adding any missing information to their individual answers.
Improve Responses to Reading Standards Tasks

Compare and Justify

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

Example:

What happens that causes the man to change from the beginning to the end of the story? Use details and information from the story to support your answer.

To begin, what causes a man to change is that the man wanted to cut down the tree and all the animals told him not to. For example, the honey bee told the man not to because the bee’s hive was inside the great Kapok tree. Also, the jaguar said that the Kapok tree was his home if the man cut it down where would he find his food. Then when the man woke up he didn’t cut the tree down because he heard the animals and he left.

Learner’s Response

To begin, what causes the man to change is that the man wanted to cut down the tree and all the animals told him not to. For example, the honey bee told the man not to because the bee’s hive was inside the great kapok tree. Also, the jaguar said that the Kapok tree was his home if the man cut it down where would he find his food. Then when the man woke up he didn’t cut the tree down because he heard the animals and he left.

Develop Better Responses

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

During whole group discussion the teacher will do the following:

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

Applications for Ongoing Instruction

Students practice responding to similar questions

Students apply the strategies independently with various texts

Teachers develop assessments using the FCAT Reading format
Students practice responding to similar questions.

For example:

*What happens that causes the character to change from the beginning to the end of the story? Use details and information from the story to support your answer.*

*What events lead to the resolution of the problem in the story? Use information and details from the story to support your answer.*

Students apply the strategies independently with various texts.

- The learners will apply the *Somebody/Wanted/But/So* strategy to demonstrate comprehension of the text.
- Learners will apply the strategies for analyzing questions and examining text to identify the requirements of the task.

Teachers develop assessments using the FCAT Reading format.

- Similar questions should be developed from current texts to provide the learners with continued practice in writing short and extended responses.
- Teachers need to focus instruction on the following:
  - Read text carefully
  - Understand what the question is asking
  - Refer to the text to answer the question
  - Paraphrase the information
  - Answer fully
  - Use FCAT Reading rubric evaluate and improve responses

In reviewing the written responses, teachers should assess, analyze, and prioritize the strengths and weaknesses in the learners' responses in order to make adjustments for further instruction. Mini-lessons will then focus on the targeted needs so that the learners may be successful when writing short and extended responses to FCAT-like questions.
Question Task Cards

QUESTION TASK CARD

MAIN IDEA
(L.A.A.2.2.1)

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

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

QUESTION TASK CARD

SUPPORTING DETAILS
(L.A.A.2.2.1)

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

How? What happened?

Why? What caused?
QUESTION TASK CARD

CHRONOLOGICAL ORDER  
(LA.A.2.2.1)

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

- What happened just BEFORE/AFTER ______________________________?  
- What happened first, last, etc. …?  
- What happened between _______________ and ______________________?  
- What is the first step in ______________________________________?  
- Retell the events leading up to/following ______________________.  

QUESTION TASK CARD

VOCABULARY  
(LA.A.1.2.3)

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

- Read this sentence from the passage.  
  Copy sentence or phrase from passage here.  
  What does the word __________________ mean?  
  What does the author mean when he says __________________?  
- Choose the word that means the SAME as __________________.  
- Choose the word that means the OPPOSITE of ______________.  
- What two words best describe the word __________________.  
- Which two words mean the same/opposite?
QUESTION TASK CARD

COMPARE AND CONTRAST
(LA.A.2.2.7)

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

- How are _____________________ and _____________________ ALIKE?
- How is ___________________ DIFFERENT from ____________________?
- How is _________ both SIMILAR to and DIFFERENT from ____________?
- What is one DIFFERENCE between _____________ and ________________?
- How is __________________ dissimilar to ___________________?
- What are the DIFFERENCES between ______________ and ____________?
- What are the SIMILARITIES between ______________ and ____________?

QUESTION TASK CARD

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

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

- How are _____________________ and _____________________ ALIKE?
- How is ___________________ DIFFERENT from ____________________?
- How is _________ both SIMILAR to and DIFFERENT from ____________?
- What is one DIFFERENCE between _____________ and ________________?
- How is __________________ dissimilar to ___________________?
- How did the character change from the beginning of the story until the end?
- What are the DIFFERENCES between ______________ and ____________?
- What are the SIMILARITIES between _____________ and ________________?
QUESTION TASK CARD

PLOT DEVELOPMENT/RESOLUTION
(LA.E.2.2.2)

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

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

QUESTION TASK CARD

AUTHOR’S PURPOSE
(LA.A.2.2.2)

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

- What does the author mean when he/she writes ____________________?
- Why did the author write the article?
- What is the author’s purpose in writing this article?
- With which statement would the author most likely agree?
- Why did the author begin the article/story with ____________________?
- Why did the author include the description of _________ in the article/story?
**QUESTION TASK CARD**

**CAUSE AND EFFECT**

(L.A.E.2.2.1)

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

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

---

**QUESTION TASK CARD**

**REFERENCE AND RESEARCH**

(MULTIPLE REPRESENTATIONS OF INFORMATION)

(L.A.E.2.2.8)

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

Design a question using a stem from the matching benchmark task card and direct the reader to the appropriate graphic and the text to answer the question e.g. *Look at the picture next to step 5. Why is the box held up in the air?*
# Reading Strategies: Focusing on The Reading Standards

## MAIN IDEA

### Strategies
- Main Idea Table
- One-Sentence Summary
- Somebody/Wanted/But/So
- Two-Column Notes
- Summarizing

## CAUSE & EFFECT

### Strategies
- Summary Frame
- Flow Chart
- Cause/Effect Chain
- Two-Column Notes
- Somebody/Wanted/But/So

## FACTS & DETAILS

### Strategies
- Main Idea Table
- Selective Underlining/Highlighting
- Concept Map
- Illustrations of Passage
- Summarizing
- Power Notes

## MULTIPLE REPRESENTATIONS OF INFORMATION

### Strategies
- Charts
- Graphs
- Maps
- Textbook Captions
- Footnotes

## PLOT DEVELOPMENT/RESOLUTION

### Strategies
- Story Map
- Retellings
- Flow Chart
- Somebody/Wanted/But/So
- Pattern Puzzle

## AUTHOR’S PURPOSE

### Strategies
- PIES - Persuade
  - Inform
  - Entertain
  - Share and Experience
- QARs- Question/Answer
  - Relationships

## COMPARE & CONTRAST

### Strategies
- Venn Diagram with Written Summary
- Semantic Feature Analysis
- Summary Frame for Compare/Contrast
- Content Frame
- Similes and Metaphors

## SIMILARITIES/DIFFERENCES IN TEXT

### Strategies
- Venn Diagram with Written Summary
- Detailed Illustrations
- Character Map

## CHRONOLOGICAL ORDER

### Strategies
- Timeline
- Story Map
- Story Board
- How-To Book
- Flow Chart

## VOCABULARY

### Strategies
- Concept of Definition Map
- Vocabulary Map
- Word Wall
Graphic Organizers Targeting The Reading Standards Benchmarks

Graphic organizers are maps or graphs that summarize information to be learned and illustrate the relationship between ideas. They provide a means for presenting concepts and vocabulary, and they help students clarify thinking. According to David Pearson, “Students understand and remember ideas better when they have to transform ideas from one form to another.” A completed organizer should be extended to writing to verify the students' understanding of the text.

Students may use the following graphic organizers that target Reading Standards Benchmarks after a text has been read. The story Lon Po Po: A Red-Riding Hood Story From China by Ed Young is used as a model to demonstrate how different benchmarks can be addressed using the same piece of text.

**Benchmark:**

**Strategy:**

**Similarities and Differences**

**Venn Diagram**

Using a Venn diagram, list the similarities and differences between the story of Lon Po Po and the story of Little Red Riding Hood.

<table>
<thead>
<tr>
<th>Lon Po Po</th>
<th>Little Red Riding</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mother visits the grandmother’s house.</td>
<td>The little girl visits the grandmother’s house.</td>
</tr>
<tr>
<td>The wolf goes to the girls’ house.</td>
<td>The wolf goes to the grandmother’s house.</td>
</tr>
<tr>
<td>Three girls trick the wolf.</td>
<td>The wolf tricks one girl.</td>
</tr>
</tbody>
</table>

**Benchmark:**

**Strategy:**

**Plot Development**

**Somebody Wanted But So chart**

Identify main character(s), the goal of the main character(s), the problem, and the solution in the story of Lon Po Po.

<table>
<thead>
<tr>
<th>Somebody (character)</th>
<th>Wanted (goal)</th>
<th>But (problem)</th>
<th>So (resolution)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The three little girls</td>
<td>Wanted to stay home safe while their mother visited the grandmother</td>
<td>But the wolf wanted to eat the little girls and got into the house by pretending to be the grandmother</td>
<td>So the girls realized it was a wolf and planned to outwit him, making him fall from the top of a tree, killing him.</td>
</tr>
</tbody>
</table>
Benchmark: Cause and Effect
Strategy: Two-Column Notes

Recognize one instance of a cause and effect relationship in the story *Lon Po Po* and write it in the two-column note format.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>The girls pulled the rope until the basket with the wolf inside reached the top of the tree. Then they all let go of the rope.</td>
<td>The basket fell down and the wolf died</td>
</tr>
</tbody>
</table>

Benchmark: Main Idea
Strategy: Main Idea Table

Identify the main idea and find the details/ideas that support the main idea.

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Things are not always what they appear to be.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details</td>
<td>Details</td>
</tr>
<tr>
<td>Wolf blew out the candles so the girls would not recognize him.</td>
<td>Wolf pretended to be the grandmother so he could go into the house.</td>
</tr>
</tbody>
</table>
Benchmark: Sequence of Events  
Strategy: Events and Reactions by Characters chart

After discussing characters in the story, develop a character chart to illustrate events in each character’s life and their responses to the events.

<table>
<thead>
<tr>
<th>Event</th>
<th>Reactions of Shang</th>
<th>Reactions of Tao and Paotze</th>
<th>Reactions of wolf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wolf disguises himself as the grandmother and knocks on the door.</td>
<td>Questions the wolf because of the low voice</td>
<td>Excited that the grandmother is there</td>
<td>Rushes the girls</td>
</tr>
<tr>
<td>Wolf blows out the candle so as not to be recognized.</td>
<td>Questions the wolf as to the dark room</td>
<td>Rush to hug their grandmother</td>
<td>Embraces the girls in the dark</td>
</tr>
<tr>
<td>The wolf and the girls get into bed.</td>
<td>Questions the wolf about his tail and claws</td>
<td>Do not react</td>
<td>Acts patient, giving excuses</td>
</tr>
</tbody>
</table>

Below are samples of activities related to Lon Po Po.

**Character Frame**
Students interact with the text to create a frame describing the personality traits of one or more characters and supporting their opinion with details from the text. Once the frame is completed, students should write a character sketch using the information from the frame.

<table>
<thead>
<tr>
<th>Character</th>
<th>Personality Traits</th>
<th>Other words for trait (synonyms)</th>
<th>Actions which support trait</th>
<th>Conversation by or about character which illustrates trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wolf</td>
<td>cunning</td>
<td>tricky, sly, sneaky</td>
<td>Disguises himself</td>
<td>&quot;My little jewels,&quot; said the wolf, &quot;this is your grandmother, your Po Po.&quot;</td>
</tr>
<tr>
<td>Shang</td>
<td>clever</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary - Word Associations
Students use the story to locate words associated with the underlined words below. Once students generate and write a list of words associated with each underlined word, they play a word game with a partner. One student begins to read the words they found as clues, and their partner has to come up with the word related to the clues.

Example:

<table>
<thead>
<tr>
<th>Gingko Tree</th>
<th>basket</th>
<th>Gingko Nuts</th>
<th>wolf</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
<td>round</td>
<td>soft</td>
<td>fur</td>
</tr>
<tr>
<td>leaves</td>
<td>woven</td>
<td>tender</td>
<td>claws</td>
</tr>
<tr>
<td>branches</td>
<td>empty</td>
<td>grow</td>
<td>teeth</td>
</tr>
<tr>
<td>bark</td>
<td>handle</td>
<td>tree</td>
<td>thorny</td>
</tr>
<tr>
<td>nuts</td>
<td>large</td>
<td>magic</td>
<td>hairy</td>
</tr>
</tbody>
</table>

Vocabulary – Words related to a picture

Students look at the cover of the book. (If you do not have multiple copies of the book, use an overhead transparency.) Students work in groups of 3 or 4 and write on separate pieces of paper or index cards, words related to the picture on the cover of the book. They may use name words, action words, and describing words, so that they end up with a large pile of words.

Students arrange words from the word pile into a sentence that describes the picture. They may add a, an, and the, as well as prepositions as needed.

Vocabulary – Word bank about wolves

Data Bank – Wolf

<table>
<thead>
<tr>
<th>Where it lives</th>
<th>What it eats</th>
<th>What it does</th>
</tr>
</thead>
<tbody>
<tr>
<td>packs</td>
<td>carnivorous</td>
<td>hunts prey in large packs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>runs at high speeds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What it has</th>
<th>Looks Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>muscular, long-legged body</td>
<td>dog</td>
</tr>
<tr>
<td>bushy tail</td>
<td></td>
</tr>
<tr>
<td>ears usually triangular and large</td>
<td></td>
</tr>
<tr>
<td>long muzzle</td>
<td></td>
</tr>
</tbody>
</table>
### Scoring the “Read, Think, and Explain” Questions

Answers to the short-response “Read, Think, and Explain” questions and the extended-response “Read, Think, and Explain” questions are scored with a two-point or four-point rubric. There is often more than one acceptable response. Partial credit is given for accurate but incomplete answers. The characteristics of each score point are provided within each rubric.

#### Two-Point Scoring Rubric

(For Short-Response “Read, Think, and Explain” Questions)

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Points</td>
<td>The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.</td>
</tr>
<tr>
<td>1 Point</td>
<td>The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.</td>
</tr>
<tr>
<td>0 Points</td>
<td>The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student's understanding of the task; or the student has failed to respond to the task.</td>
</tr>
</tbody>
</table>

#### Four-Point Scoring Rubric

(For Extended-Response “Read, Think, and Explain” Questions)

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Points</td>
<td>The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.</td>
</tr>
<tr>
<td>Points</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>3 Points</td>
<td>The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.</td>
</tr>
<tr>
<td>2 Points</td>
<td>The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.</td>
</tr>
<tr>
<td>1 Point</td>
<td>The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.</td>
</tr>
<tr>
<td>0 Points</td>
<td>The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student’s understanding of the task; or the student has failed to respond to the task.</td>
</tr>
</tbody>
</table>
• Use various forms of literature such as short stories, fables, plays and personal narratives. Include poetry since FCAT Reading also uses poems as text.

• Use a wide range of reading materials representing diverse cultures, genres, ability levels, and interests.

• Use various forms of non-fiction such as magazine or newspaper articles since FCAT Reading is 50% informational text.

• Teach students to go back to the text when answering questions orally or in writing. Have students state ideas from the text in their own words.

• Familiarize students with using captions, charts, maps, graphs, and footnotes to locate information.

• Have students jot down answers to discussion questions before anyone answers orally, using writing as a thinking process.

• On tests and in lessons, include open-book questions that require students to use information from the text. Make most questions higher-order questions rather than relying on rote “who, what, when, and where” questions.

• Make transparencies of the text being used in the classroom and have students underline specific details to answer response questions.

• Use whole class instruction to model good responses and to demonstrate how to improve weak responses.

• Practice reciprocal teaching strategies as a whole class and in small groups: predicting, clarifying, questioning, visualizing, and summarizing.

• Teach students the value of rereading as a way to increase their understanding of text.

• Enhance vocabulary acquisition by systematically providing intentional word-learning activities related to carefully selected words and by explicitly teaching independent word-learning strategies.

• Use question task cards to design short and extended response questions for use in all content areas. Have students use question task cards to design their own questions.

• Assess students weekly on targeted Primary and Secondary Benchmarks. Use questions that require answers that are a word, a phrase, a one-sentence summary or an extended response. These responses mirror multiple-choice and performance task formats.

• Emphasize independent reading in school and at home.
THE FIVE STRATEGIES OF RECIPROCAL TEACHING

Predict
Clarify
Visualize
Question
Summarize

Three Phases of Reciprocal Teaching

Phase I: Teacher/Whole Class
Phase II: Student/Whole Class/Cooperative Groups
Phase III: Independent Reading
Reciprocal Teaching

What is it?

Reciprocal Teaching is an interactive reading strategy designed to enhance students' comprehension of expository text by integrating the processes of predicting, clarifying, visualizing, questioning, and summarizing during reading. These strategies may be done in any order, hence the term *reciprocal*. Reciprocal Teaching starts as an oral dialogue between teacher, student, and text. It moves to an automatic conversation.

Reciprocal Teaching as a reading comprehension strategy is based on research done by Palincsar and Brown in 1985. It was originally used with junior high school students.

Why do it?

Students often experience frustration when trying to gain information from their textbooks. They recognize and pronounce words but have poor reading comprehension.

Students who have been taught to practice Reciprocal Teaching strategies have made dramatic improvement in comprehension following twenty sessions of instruction using these strategies. Students gain confidence in their abilities to comprehend text and show improvement in reading for information during independent reading and test-taking.

Students who are proficient readers often do not like Reciprocal Teaching because they have already internalized the strategies that good readers use most often when they read. However, it will help struggling students gain concrete methods to help them stay focused and make meaning as they read any kind of text. Reciprocal Teaching encourages re-reading and metacognition, both of which lead to greater comprehension.

How to do it?

The Reciprocal Teaching strategies are introduced to students and modeled by the teacher in a whole-class situation. Then, as students practice these strategies, the teacher becomes a coach who slowly withdraws support as the students are empowered to read independently with increased comprehension. Research has shown that students must practice Reciprocal Teaching with at least twenty selections before they automatically incorporate the strategies as they read.
PREDICTION

Good readers make **predictions** while they read.

- Predicting incorporates a variety of skills:
  - Drawing conclusions, identifying details, cause/effect, sequencing, finding the main idea, metacognition (thinking about thinking), prior knowledge

CLARIFICATION

Good readers

- **pause** when they come to a word or idea they do not understand.
- Reread the **difficult part**.
- Read beyond the sentence, then **go back** and reread.
- Read the difficult part **out loud**.
- Try to **visualize** the difficult part.

VISUALIZATION

Good readers

- form **pictures** in their minds
- **imagine** that they are characters in the stories they read.
- use **visual tools** to “see” ways in which information is connected.
- Use **mental pictures** to make the abstract concrete.

QUESTIONING

Good readers **ask themselves questions** about what they have just read

- to test themselves to see if they really understand what they have read.
- to identify what is important to remember in the story or the passage.
A good “teacher-like” question helps readers understand the larger meanings of the lesson.

SUMMARIZING

- A summary tells the **most important ideas** in one or two sentences.
- A good summary does not include unimportant information or details
Reciprocal Teaching  
Cooperative Group Worksheet

Names  
________________________  ________________________

________________________  ________________________

Use your “Train Your Brain to Read” bookmark to help complete this sheet. This worksheet may be done in any order as you read, but you must fill in each section.

<table>
<thead>
<tr>
<th>PREDICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write one or two sentences that predict what the passage will be about. Base your response on the title or any other information contained in this text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLARIFY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write down any words, phrases, or ideas that you do not understand as you read. After you have written down the words or ideas that need clarification, try to figure out what they mean by using the clarification clues you have learned. <strong>Do not use a dictionary. You may ask the teacher for help if no one in the group can clarify a word.</strong> If you do not need to clarify any words, phrases or ideas, write NONE in the space provided.</td>
</tr>
</tbody>
</table>
### VISUALIZE – MAKE A PICTURE IN YOUR MIND

After you finished reading, draw a picture of what the passage makes you see in your imagination. Draw it on this paper in the space below.

![Image of a camera]  

### QUESTION – ASK “TEACHER-LIKE” QUESTIONS

Pretend you are the teacher and are going to give a test about what you have just read. Using the back of your bookmark as a guide, write three “teacher-like” questions about the passage.

1. ?
2. ?
3. ?

### SUMMARIZE

Complete this summary sentence about the passage you have just read.

The passage about ________________________________________________

begins with ____________________________________________________________, discusses (or develops) the idea that ________________

_________________________________________________________ and ends with ___________ _____________________________________________.

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MAKE A PREDICTION WHEN:
- a title is given
- headings are provided
- the author poses a question in the text
- the text suggests what will be read next

Prediction stems:
- Based on the title, I predict this is going to be about…
- I think the next part will be about…
- Based on (a clue), I predict…
- Based on what __ said/did, I predict…

TEACHER LIKE QUESTIONS:
- Who is _____? When is _____?
- What is/does _____? Where is _____?
- Why is _____ significant?
- What does _____ happen? What are the parts of _____? How is _____ an example of _____?
- How are _____ & _____ alike/different?
- How does _____ happen? Why does the author _____?
- What caused _____ to _____?
CLARIFY HARD PARTS WHEN:
- you don’t understand
- you can’t follow the text
- you don’t know what a word means

Clarifying Stems:
- I can’t really understand…
- A question I have is…
- One word/phrase I don’t understand is…

How to Clarify:
- Look for little words inside big words.
- Look for root words, prefixes, suffixes
- Look for a comma following an unknown word
- Keep reading to see if you can get an overall sense of the meaning

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

SUMMARIZE (How to do a Summary)
- Look for the topic sentence.
- Look for who, what, when, where, why, how
- Omit unnecessary information

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

FRAMED SUMMARY SENTENCE
This story about ______ begins with ______, discusses (or develops) the idea that ______, and ends with/when ______.
Read and Retell

Read and retell is a strategy used to enable children to transform a text into their own words, taking only what is really understood. Read and retell is suitable for a wide range of language abilities, allowing LEP students and less proficient language users to participate with the whole class. Students learn cooperatively and individually as they internalize features of text that spill over into their speaking and writing. Retellings force students to focus on meaning, recreate meaning, and discuss meaning.

The retelling procedure is a multi-step process that involves the four most common forms of language behavior (reading, writing, speaking, and listening). This Read and Retell component includes an explanation of the procedures of Read and Retell, a Scoring Rubric, a Read and Retell Strategy Checklist. The Strategy Checklist is included as a resource tool for teachers to use to monitor the progress of the Read and Retell procedure.

Retelling Procedure

Immersion
Students should be immersed in the theme, topic or genre in order to build background knowledge. The primary purpose of the immersion stage is to build prior knowledge in preparation for the formal retelling. Below is a list of suggested genres to use with read and retell.

- Fairy tales
- Fables
- Mysteries
- Myths
- Expository texts
- Narrative texts
- Diagrams
- Maps
- Recipes

Part 1 – Predicting
Students write one or two sentences predicting what the text will be about based on the title and/or book cover. Students also predict words they might encounter in the selection. Students pair-share their predictions.
Part 2 – Reading
The teacher reads the text aloud while students listen. Students revisit their predictions and adjust them in writing. Students reread the text using paired reading, echo reading, choral reading, or silent reading.

Part 3 – Written Retelling
Students complete a written retelling. Instructions for the written retelling follow:

• Instruct students to do their retelling for a friend who has not heard the story.
• Have students put the passage out of sight.
• Give a time allotment for students to complete the retelling. Do not allow an extended period of time.
• Have students also write a one or two sentence summary.
• ESOL Level I and II students may retell the story orally or through drawing.

Part 4 – Share and Compare
Students pair-share their written retellings. Below are Share and Compare questions to be used after students share the retelling orally. These questions should be introduced one at a time to allow opportunity for practice and understanding.

Part 5 – Second Retelling
Students use feedback gained during Share and Compare to revise their first retelling or to write a second retelling.
Share and Compare

Different Retellings

- “What did I include or omit that is different from what you included or omitted?”
- “Why did you omit this part?”

Muddled Meanings

- “Did I muddle up, change, or omit something that changed the meaning?”

Powerful Paraphrasing

- “Did you use words and phrases that are different from those in the story but mean the same thing? Where are these paraphrases?”

Borrowed Bits

- Ask your partner: “If you could borrow a bit of my retelling to include with yours, which part would it be? Why?”

(Hazel Brown and Brian Cambourne, Read and Retell 33-34)
Retelling Procedure: A Time Line of Teaching/Learning Activities

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

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

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

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

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

**Second Retelling**
- Use feedback from Share and Compare to revise first retelling
## Read and Retell Strategy Checklist

<table>
<thead>
<tr>
<th>Teacher does</th>
<th>Student does</th>
<th>Rationale</th>
<th>Done (Yes/No)</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immerses students in the genre, content. Sets clear instructional purpose.</td>
<td>Reviews/learns about genre, content. Sets purpose for reading.</td>
<td>Builds background information, schema and purpose for reading the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes title, asks for prediction from the title, and three words that could be in text.</td>
<td>Predicts in writing what the text is about, and three words that could be in text. (Primary grades may predict orally.)</td>
<td>Uses prior knowledge to learn the new knowledge and engages more deeply with text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tells students to pair/share, clarify, justify predictions.</td>
<td><strong>Reads</strong> the written prediction and words and <strong>tells</strong> <strong>REASONS</strong> for prediction.</td>
<td>Extends vocabulary/concepts, validates thinking process (solving meaning-related problems).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads passage aloud.</td>
<td>Follows along silently while listening.</td>
<td>Uses language arts skills to acquire information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tells students to silently reread annotating (marking, highlighting, underlining) the text. (Primary grades may do repeated readings, echo reading, choral reading.)</td>
<td>Rereads passage looking for organizational pattern, main ideas, important facts while annotating.</td>
<td>Develops deeper understanding of text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tells students to put passage out of sight and retell in writing. Students also write a one or two sentence summary. LEP students may draw or retell orally.</td>
<td>Writes passage and summary. (Primary grades may retell orally before writing, and/or drawing: teacher <strong>models</strong> summary.)</td>
<td>Demonstrates understanding by recreating text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks students to pair-share what they have written looking for Borrowed Bits to add, Muddled Meanings to clarify, and Powerful Paraphrasing to include.</td>
<td>In pairs, one reads what was written, other listens and responds adding Borrowed Bits, clarifying Muddled Meanings, or including Powerful Paraphrasing.</td>
<td>Compares own thinking to that of others to learn more about the content, process of thinking of other student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks two or three students to read retellings and summaries.</td>
<td>Listens and discusses retellings and summaries.</td>
<td>Provides feedback and models different performance levels (see rubric).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proceeds with the instructional purpose behind the selection.</td>
<td>Learns/reviews instructional purpose.</td>
<td>Provides opportunity for application of new knowledge.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Scoring Rubric for Read and Retell

<table>
<thead>
<tr>
<th>MEANING</th>
<th>STRUCTURE</th>
<th>LANGUAGE*</th>
</tr>
</thead>
</table>
| • amount of information  
• accuracy of information | • organization/focus  
• development/sequence | • sentence structure  
• word choice  
• mechanics |
| **4**  The retelling presents a substantial amount of information. The retelling is accurate in meaning. | The retelling is clearly organized. The ideas flow logically/sequentially from beginning to end. | Sentences are correctly written. The retelling exhibits similar word choice and powerful paraphrasing. Few if any errors in mechanics are present. |
| **3**  The retelling presents a moderate amount of information. Some minor inaccuracies may appear. | The retelling may obtain minor organizational flaws (digressions or repetitions), or the focus may be somewhat unclear. Ideas flow logically/sequentially. | Sentences are correctly written, but there may be a few errors. Retelling exhibits appropriate word choice and appropriate paraphrasing. There may be some errors in mechanics. |
| **2**  The retelling presents a minimal amount of information. It may contain frequent or serious inaccuracies. | Attempts are made at organization, but the retelling is confusing or illogical, and/or the focus may be unclear. Disruptions in the flow of ideas may be frequent and/or serious. | There may be some errors in sentence structure. Retelling exhibits limited appropriate word choice. There may be several errors in mechanics. |
| **1**  The retelling may present almost no information. It may reflect serious misunderstanding. | There may be little or no evidence of sequence or focus. The ideas do not flow logically. | There may be many errors in sentence structure. Word choices are more limited or unsuitable. There may be many errors in mechanics. |

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

### SUMMARY

- **4** The summary contains essential ideas.
- **3** The summary mentions some important ideas.
- **2** The summary has the general idea with some inaccuracies.
- **1** The summary does not reflect the meaning of the passage.
CRISS Strategies

Project CRISS (Creating Independence Through Student owned-Strategies) is designed to empower teachers to help students develop into independent learners and lifelong readers. The foundation for Project CRISS is a philosophy that is supported by the following principles:

- Background Knowledge
- Active Reading, Listening, and Learning
- Discussion and Instructional Conversations
- Metacognition and Strategic Learning
- Writing and Learning
- Author’s Craft: Text Structure
- Organization and Learning
- Teacher Modeling and Explanation
- Teaching for Understanding
Questions and Discussion

Students at all levels and in all subject areas must have daily opportunities to analyze questions and engage in discussion to determine the best possible answer(s) based on the text.

Students require many experiences with teacher-generated questions before they learn to frame their own essential questions. However, they should not become dependent upon teachers for their comprehension. It is important for students to learn to write questions for leading their own discussions. One way to help students develop their own questions is to teach them about question-answer relationships (Raphael, 1982, 1984). Raphael classifies questions into two categories:

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

QAR Sample Questions based on *Little Red Riding Hood*

**Right There:**
Who is hiding under the covers?

**Think and Search:**
How did the wolf try to trick Little Red Riding Hood?

**Author and You:**
Do you think Little Red Riding should have gone to her grandmother’s house by herself?

**On My Own:**
Why is it important not to talk to strangers?
Bloom’s Taxonomy and Critical Thinking
by Barbara Fowler, Longview Community College

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

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

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

Questions:

<table>
<thead>
<tr>
<th>What is…?</th>
<th>How is…?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is…?</td>
<td>When did _______ happen?</td>
</tr>
<tr>
<td>How did _______ happen?</td>
<td>How would you explain…?</td>
</tr>
<tr>
<td>Why did…?</td>
<td>How would you describe…?</td>
</tr>
<tr>
<td>When did…?</td>
<td>Can you recall…?</td>
</tr>
<tr>
<td>How would you show…?</td>
<td>Can you select…?</td>
</tr>
<tr>
<td>Who were the main…?</td>
<td>Can you list three…?</td>
</tr>
<tr>
<td>Which one…?</td>
<td>Who was…?</td>
</tr>
</tbody>
</table>

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

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

Questions:

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

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

Questions:

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

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

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

Questions:

What are the parts or features of…?   How is _____ related to…?
Why do you think…?   What is the theme…?
What motive is there…?   Can you list the parts…?
What inference can you make…?   What conclusions can you draw…?
How would you classify…?   How would you categorize…?
Can you identify the different parts…?   What evidence can you find…?
What is the relationship between…?   What is the function of…?
Can you make a distinction between…?   What ideas justify…?
Level 5: Synthesis – compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words: build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, improve, adapt, minimize, maximize, delete, elaborate, test, improve, happen, change

Questions:

What changes would you make to solve…?  How would you improve…?
What would happen if…?  Can you elaborate on the reason…?
Can you propose an alternative…?  Can you invent…?
How could you change the plot…?  How would you design…?
Can you predict the outcome if…?  How would you test…?
Suppose you could ______ ; what would you do?  What facts can you gather…?
How would you estimate the results for…?  How would you adapt _____ to create a different…?

Level 6: Evaluation – presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

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

Questions:

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

Instruction must provide opportunities for students to respond to their reading and writing. This is the essence of literacy – constructing personal meaning. It is important that when students read they are making text-to-self, text-to-world, and text-to-text connections. Responses to literature must be authentic and may take place before, during, or after students read. The following stems often help students focus their responses. These stems may be student-selected or teacher-directed.

After reading ____________________________ ,

(the book, chapter, story, article, or poem)

I noticed…

A question I have is…

I wonder why…

I began to think of…

It seems like…

I can’t really understand…

I’m not sure…

I know the feeling…

I realized…

I was surprised…

If I were…

I discovered…

I loved the way the author used…
Daily Grade-Level Fluency Practice

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

Reading fluency can be developed through teacher modeling of the fluent reading process (accuracy, speed and expression) repeated reading of text and other active rereading techniques. This allows students to become proficient, expressive and metacognitive.

**Rereading is the most powerful tool used to build fluency.**

- Teacher modeling of the fluency process occurs through the Read Aloud portion of the 2-hour block as well as through Shared Reading with grade level and instructional level text.
- Student repeated readings of text can take many forms such as paired/buddy reading:
  - Radio reading
  - Say it like a character
  - Co-operative Repeated Reading
  - Book buddies
  - Reader’s theater

- Whole group rereading of a targeted selection
- Learners can read and track a taped selection
  - Record tape at an appropriate rate for tracking
  - Whole class or listening center

- Poems are great sources for fluency practice
  - Short selections
  - Easy to read and understand
  - Require expression, rhyme and rhythm
    - Contain dialogue

- Working with vocabulary and decoding supports automaticity*
- Making words (phonics patterns and structures)
- Word Wall activities
- Repeated readings with high frequency words at centers
- Repeated reading of high frequency phrases at centers

*Automaticity, the rapid recognition of words, is only one aspect of fluency.
ACTIVE REREADING TECHNIQUES

**STORY THEATRE**

*Most appropriate for a lot of action, less dialogue*
- Group(s) of readers practice and read portions of selection.
- Another group acts out the story.

**READERS’ THEATRE**

*Most appropriate for a lot of dialogue, less action*
- Individuals (pairs, triads) read character parts and serve as narrator(s).

**READ WHILE LISTENING**

- Students read silently as teacher reads aloud (or as they listen to a tape).
- Students use "1-inch" (whisper) voices to read along with teacher or tape.

**CHORAL READING/CLUSTERS**

- Divide the text into sets of pages and assign the reading of each set of 1-3 pages to a specific table/group of readers. The story is then read aloud by the tables of readers (with the teacher standing near them reading softly).
RADIO READING

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

HOT SEAT

- Students select the character they wish to be. Everyone rereads to bone-up on that character. The “Hot Seat” and identifies his/her
  Everyone lists the character’s name and writes a question. Students ask questions. “Character” responds. Character stays in “Hot Seat” for 2-3 minutes.

TALK SHOW

- Students are asked to develop questions for characters in a selection. One student is the talk show host; other students are the characters. Students are encouraged to act like the character they are representing. The Talk Show host asks questions prepared by students and the character responds.

PLAY PRODUCTION

- Students prepare a script, assign parts, make props, and produce an informal performance.
PARTNER/BUDDY READING

- Partners alternate the reading of text.

YOUR SIDE/ MY SIDE

- Using one text, each partner reads on his/her side of the book. Partners then switch places and read again.

READ WHILE LISTENING

- Students read along while listening to a recorded story.

FIRST PAGE/ LAST PAGE

- Students read the first and last page of a selection.
Purpose:

Guided reading is an instructional approach designed to help students learn how to read and problem-solve while reading. It helps students process a variety of increasing challenging texts with understanding and fluency.

Guided Reading in the Intermediate Classroom is an overview of the rationale for teaching guided reading in Grades 3-5.

How to Prepare for an Intermediate Guided Reading Group provides an in-depth explanation of the preparation needed before beginning guided reading.

Stages of Reading Development (Grades 3-5) is an overall map with broad categories, designed to help teachers make instructional decisions. There is overlapping within the stages, and the behaviors in each category require a different reading emphasis. Though this chart provides broad guidelines showing overall characteristics, each teacher must look closely at each student’s individual development.

The Intermediate Guided Reading Lesson Framework is a two-day lesson format for guiding readers and accelerating their growth.

Prompts to Help Students Problem-Solve While Reading facilitate effective use of information by struggling readers. The goal is for the students to eventually consider these questions themselves as they use all sources of information to read with fluency.

Teaching For Strategies and Skills should be used to help plan strategy mini-lessons. Clay (1991) describes strategies as operations that allow the learner to use, apply, transform, relate, interpret, reproduce, and re-form information for communication.

Working with Struggling Readers provides ten teaching points that should be incorporated into the guided reading lesson.

What to Do with the Others offers suggestions for creating and managing a student-centered classroom that includes a language rich environment. In order to work successfully with a guided reading group, the teacher needs to establish a daily routine so that those students not working with the teacher are engaged in meaningful literacy.
Guided Reading in the Intermediate Classroom

Guided reading makes it possible for struggling readers to read more because they can read with high accuracy and reasonable fluency. The teacher’s support in a small group setting makes it possible for them to learn from their reading just as stronger readers do.

Even after students have acquired the “basics” they have much to learn if they are to become proficient readers. Explicit instruction is essential for most students and will make reading more powerful for all students. Explicit instruction is the process of clearly modeling for students what they are to learn within the context of a specific text (Cooper 2001). During guided reading, the teacher moves students forward in their reading development by selecting and introducing text which is at the students’ instructional and maturity level. When provided with small group guided reading instruction, students develop effective reading strategies that they can apply across the curriculum (Fountas and Pinnell 2001). While the students are reading the text, the teacher gives them needed support, engages them in discussion, and makes teaching points after the reading, which encourages revisiting the text.

Many students in intermediate grades have control of basic reading strategies (e.g., picture clues, chunking, rereading). Intermediate students need continued teacher support because they are developing more complex understanding and strategies. With each guided reading lesson, the teacher is using a “zoom lens” to provide very specific and focused instruction to small groups of students. According to Fountas and Pinnell, without teaching “at the point of need,” many students will not make as much progress.

The purpose of guided reading is to teach students to read increasingly more difficult text with understanding and fluency. Intermediate students will be able to:

- increase their reading power by learning how to process longer text;
- learn important processing strategies that they can use to process all text structures;
- strengthen their ability to think about the whole text while reading segments over a number of days;
- add words to their vocabulary;
- read actively by attending to important information;
- relate the topic to themselves and the world;
- organize ideas in the text, relating the problem the authors describe and the solutions that arise;
- become interested in further reading and inquiry;
- use reading and writing for real purposes;
- sustain interest in and awareness of characters and plot over several days;
- form opinions about the story and make predictions; and
- use a story map to think about the cohesiveness of a longer story and how it all fits together and develops.
1. When setting up the classroom, designate an area for Guided Reading that is accessible and practical for working with small groups of students. Display the Good Readers chart where students can see it clearly or display the strategies on the table used for guided reading so that students are able to access the strategies immediately when dealing with text that is difficult.

2. To group students for instruction use available data, along with teacher judgment. Teachers should become familiar with the Stages of Reading Development chart; however, no one student will exhibit all of the characteristics at any particular level. Remember, these are flexible groups and students should be moved according to progress made. Use running records and teacher observation to make decisions about moving a student from one group to another. The goal is to achieve consistent progress and accelerate students’ reading level.

3. Select appropriate text for each group at their instructional level and secure a copy of the text for each student in the group. According to Margaret Mooney, the text should be “a lot easy and a little hard” so that students experience success while learning important processing strategies.
   - Intermediate students who are reading below grade level (i.e., they can call out the words but are not constructing meaning or they have difficulty with decoding text and constructing meaning), may use texts that are appropriate for their maturity and interest level.
   - Intermediate students who are functioning on grade level should use grade level texts or challenging texts to enhance comprehension and vocabulary growth. They may participate in literature circles when reading the same text or have discussions to compare different texts being read.

4. Refer to the Intermediate Guided Reading Lesson Framework and Prompts to Help Students Problem-Solve while planning the guided reading lesson.

5. Select targeted strategy and/or skills for lesson focus. Refer to Teaching for Strategies and Skills.

6. Plan an introduction for the text being read to activate students’ prior knowledge, build background, and make personal connections before reading. The length and content of the introduction will depend on the complexity of the text and the readers’ experience with text features, understanding of genre and reading skills.

7. Create a schedule for guided reading rotation, meeting daily with students needing the most help. Refer to Working with Struggling Readers for specific suggestions.

8. Refer to What To Do With The Others to plan meaningful literacy activities for students while they are not working with the teacher.
## Stages of Reading Development (Grades 3-5)

<table>
<thead>
<tr>
<th>Emergent</th>
<th>Early</th>
<th>Early Fluent</th>
<th>Fluent</th>
</tr>
</thead>
<tbody>
<tr>
<td>requires simple illustrations that highly support text</td>
<td>inconsistently uses early strategies such as monitoring and self-correcting</td>
<td>searches for and uses cues more independently</td>
<td>uses cues flexibly and effectively</td>
</tr>
<tr>
<td>reads word-by-word</td>
<td>lacks the ability to link known initial and final sound-symbols to new words</td>
<td>self-monitors and self-corrects when prompted and on his/her own</td>
<td>integrates uses of cues/strategies</td>
</tr>
<tr>
<td>stops when experiencing difficulty</td>
<td>has a limited sight vocabulary</td>
<td>reads familiar text fluently (less reliant on finger pointing)</td>
<td>self-monitors</td>
</tr>
<tr>
<td>relies on support in problem-solving unknown or unexpected words</td>
<td>retells text with simple interchangeable storyline</td>
<td>lacks stamina needed for books/novels</td>
<td>reads smoothly and at an appropriate rate</td>
</tr>
<tr>
<td></td>
<td>oral reading is usually word-by-word and sounds very choppy</td>
<td>reads more extensive text with smaller print</td>
<td>is able to scan ahead/predict</td>
</tr>
<tr>
<td></td>
<td>retelling reflects very little comprehension :</td>
<td>hears/uses some medial sounds to problem-solve</td>
<td>transfers known information to unknown independently</td>
</tr>
<tr>
<td></td>
<td>- focuses on limited part of the story</td>
<td>identifies “chunks” and analyses longer words on own/with support</td>
<td>is able to visually analyze words in text “on the run”</td>
</tr>
<tr>
<td></td>
<td>- only 1 or 2 events/facts recalled</td>
<td>has a more developed sight vocabulary</td>
<td>has control of multisyllabic words</td>
</tr>
<tr>
<td></td>
<td>- some characters omitted</td>
<td>retells text with story structure to capture story elements</td>
<td>reads longer books with more complex style of writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>responds to reading content with inconsistent comprehension</td>
<td>has an extensive sight vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>retells more complex storylines to include plot along with some story detail</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>is able to respond to variety of reading genre with comprehension</td>
</tr>
</tbody>
</table>
Day 1

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

BEFORE

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

Text Exploration
- Explore text using key vocabulary/structure/concepts while briefly discussing pictures/text features with students.
  - “What is happening in the picture?”
  - “What could the character be saying?”
- Implant specific vocabulary.

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

DURING

Reading the text
- Have students read the whole text or a selected part on their own, at their own pace, silently or using soft voices.
- Move around, observing students’ reading behaviors. (Tap a student on the shoulder and listen as the student whisper reads. Note how the reader is processing the text.)
  - Help students problem-solve unknown words when needed. Refer to Good Readers chart.
  - Assist students as they monitor comprehension.
- Have students read and reread text during this time.

AFTER

Revisiting the text
- Have students check, confirm or adjust predictions.
- Assess students’ comprehension through discussion and questioning.
  - “What did happen?” (literary text)
  - “What did you learn after reading the selection?” (informational text)
• Celebrate the use of good reader behaviors (e.g., “I like the way you stopped and reread that section when something was not clear.” “I like the way you figured out the meaning of that word by rereading the paragraph.”).
• Return to text for mini-lesson, providing instruction based on your observation of students’ needs.

Day 2

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

BEFORE

Reviewing the Text
• Have students orally retell or summarize the selection.
• Have students discuss the main idea and details or the literary elements of the selection.
• Have students identify strategies used to determine the meaning of unknown words (e.g., context clues, prefixes, suffixes, root words, and word relationships).

DURING

Rereading the text
• Have students reread text at their own pace after establishing purpose for rereading.
• Prompt and question students as needed. See Prompts to Help Students Problem-Solve While Reading.

AFTER

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

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

INDEPENDENT REREADING TO DEVELOP FLUENCY

During independent practice, students apply and practice learned strategies.
• Have students reread the guided reading book independently or with a buddy.
• Have students read from guided reading books that have been previously read.
• Have students read texts quickly, accurately, effortlessly and with good expression.
Prompts to Help Students Problem-Solve While Reading

The teacher should use these prompts and questions after listening to how the student is processing text. As the student gains more strategic control, the teacher's level of support lessens and the student begins to take ownership of his/her own learning.

### Noticing and Correcting Errors

- Find the part that’s not quite right.
- Where’s the tricky part of the word?
- It starts like that. Now check the last/middle part of the word.
- Something wasn’t quite right. Can you find your error?
- That makes sense but does it look right?
- That sounds right but does it look right?
- That sounds right but does it make sense?

### Using Multiple Sources of Information

- Think of what would make sense and check with the letters.
- Sound the first part and think about what the word could be.
- Predict what that word could mean. Would it fit the sentence?
- Do you know a word that would fit the meaning and looks like (starts like/ends like) this word?
- Read from the beginning and try that again.

### Analyzing Words

- Do you see a part that might help?
- Do you know a word that starts with those letters?
- Think of a word that ends the same way. Now change the beginning sound.
- Look for a part you know.
- Look at the first syllable.
- Look at the prefix/suffix.
- Look at the ending of the word.
- Cover the last part of the word.
- Cover the first part of the word

### Supporting Reading Fluency

- How do you think your reading sounded?
- Make your voice go down when you see the period.
- Take a short breath when you see the comma.
- Make it sound like the characters are talking.
- Read it like this: [model the phrase].
- Use emphasis when you see the exclamation point.
- Put your words together so it sounds like the way you talk.
- Make your voice show what you think the author meant.

### Deriving Word Meaning

- Read the sentences. What could that word mean?
- Is that word like any other word you know?
- Think about the root word.
- Read the sentence skipping the word you are having problems with. Then go back and reread.

Adapted from Fountas & Pinnell, *Guiding Readers and Writers: Grades 3 – 6.*
Good Readers...

**Look at the Pictures**

**Skip**
Then go back
Read SKIP Read

**Get your MOUTH**
ready to make the first sound

**Re-READ**
Go back and read again

**CHUNK IT**
By looking for parts you know

**THINK**
about the meaning of the story...
### Key Areas for Strategy and Skill Instruction

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

1. Involve students in **guided reading daily**.

2. Provide **instructional level text** for students to read. Students cannot use reading strategies effectively when text is too difficult.

3. Guide students to **search for information in the text** to support their thinking.

4. Provide time for students to **practice reading with fluency**. Reading word by word or phrase by phrase interferes with comprehension. The slower the student reads, the harder it is to construct meaning. Activities that support the development of fluency such as Radio Reading, Say it Like a Character, Co-operative Repeated Reading develop automaticity as well as deepened understanding of text.

5. Invite students to **discuss their reading**. According to Fountas and Pinnell, “oral language supports and extends students’ understanding of what they read. More than other students, struggling readers need time to talk before reading, while reading, and after reading. The greater their struggle with reading, the more essential the conversation.”

6. Ask students to **write in connection with what they read**. Writing extends understanding of what has been read. It helps students to construct meaning and to become more proficient readers and writers.

7. Provide students with opportunities to **read silently**. If students are reading at an appropriate level of difficulty, they will be able to read silently with comprehension. The teacher does not need to hear every word a student reads, but can listen to a portion of the text read orally to ensure that the student is reading with fluency.

8. Begin or end the lesson with a few minutes of **word work** to help struggling readers understand how words work. For example, have them change letter clusters using the same rime (e.g., -ake, bake, shake, flake, mistake, earthquake).

9. Provide struggling readers with **multiple opportunities to read a variety of texts**. According to Fountas and Pinnell, “filling out worksheets will not help these students read better; there is not a shred of evidence that such activity fosters achievement.”

10. Introduce students to **series books** in guided reading lessons. Almost all intermediate readers enjoy series books. Series books are particularly good for struggling readers because once they have read one book in the series, the characters, the text structure, and often the setting are already familiar to them, making it easy to read more.
What To Do With The Others

Working with small groups of students always gives rise to the question of “what to do with the others.” Students must be engaged in meaningful literacy activities while the teacher is with students on the Guided Reading portion of a balanced literacy program. According to Ford and Opitz, “instruction away from the teacher needs to be as powerful as instruction with the teacher.”

“What do I do with the rest of the students in the classroom?”

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

- **Responses to Literature** – Students may respond to any kind of reading in which they have been engaged. The followings are examples of stems that students may use when responding to literature. An extensive list can be found in the Teacher-Directed Instruction section of this manual.

  - I noticed……………………
  - A question I have is.........
  - I began to think of..........
  - It seems like................
  - I know the feeling...........
  - I realized.....................

- **Literature Circles** - In literature circles, students who have read the same book get together to discuss it and react to it. Guidelines for using literature circles can be found in *Literacy-Helping Children Construct Meaning* by J. David Cooper, 2000.

- **Making Words Activities** - Making Words is a hands-on manipulative activity for practicing the use of letter-sound associations and word patterns to decode and spell words. Guidelines and sample word activities for Making Words can be found in *Making Words* by Patricia Cunningham, 1994.

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

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

- **Library Station** – This area contains a wide range of reading material which students may self-select. Books may be grouped by author, theme, genre, or illustrator. Classrooms with limited English proficient students should also have books in the students’ home language.
- **Writing Station** – This area should be clearly defined and provide a range of writing materials (e.g., paper, colored pencils, crayons, stapler). Poetry books, ABC books and books that model rich vocabulary and figurative language, as well as a dictionary and thesaurus, should also be available in this area. Students may write from their personal experiences or may use comic strips with blank speech bubbles to create their own dialogue, or write their own stories.
**Purpose:** Working with words is the component of the two-hour language arts block where students practice and apply a wide range of strategies to solve unknown words in order to construct meaning. At the intermediate level, word-solving strategies are taught within the Working with Words component as well as integrated into reading and writing instruction. These strategies, which include structural analysis, syllabication, analyzing word patterns, and using context clues, expand vocabulary and spelling abilities.

**Vocabulary Strategies** includes the use of several graphic organizers for expanding vocabulary.

- Relationships among Word Meanings
- The Spectrum of a Word
- Vocabulary Show and Tell
- Vocabulary Map

**Context Clues** moves the focus beyond the individual word to other words, the structure of the sentence, and other features that can help pinpoint the meaning of the unfamiliar word.

**Multiple Meanings Chart** is a graphic organizer designed to help students recognize that many words have multiple meanings and to provide practice in determining the meaning of a word in context.

**Structural Analysis** is a word recognition skill in which knowledge of the meaningful parts of words aids in the identification of an unknown word.

**Word Stringing** provides practice in adding prefixes and suffixes and in forming compound words.

**Spelling Instruction** provides suggestions for generating spelling lists for students.

**Spelling Review** is an activity that combines spelling, vocabulary, and structural analysis.
Relationships among Word Meanings

Linear charts show students the relationships among word meanings and help them expand their vocabularies. The charts can help LEP students see the relationships among words more concretely.

<table>
<thead>
<tr>
<th>cold</th>
<th>hot</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>cold</th>
<th>chilly</th>
<th>hot</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>freezing</th>
<th>cold</th>
<th>chilly</th>
<th>cool</th>
<th>lukewarm</th>
<th>warm</th>
<th>hot</th>
<th>scorching</th>
<th>burning</th>
<th>tepid</th>
</tr>
</thead>
</table>

The Spectrum of a Word

When introducing a word, teachers need to elicit from and develop with students the word and all its forms and uses.
**Vocabulary Show and Tell**

**Purpose:** To teach/reinforce vocabulary words from a selection

**Materials:** newsprint, pencil, text (basal, trade book, magazine article)

**Procedure:**

1. The teacher chooses four vocabulary words from the selection and writes them on the board.
2. Students fold newsprint to make four rows.
3. Students go back to the selection and copy the sentences in which the word appears. They then illustrate the word.
4. Students write their own sentence using the word.

**Words the Teacher Chooses from the Selection**

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>gash</strong></td>
<td>He looked at the gash the ax had made in the tree.</td>
</tr>
<tr>
<td></td>
<td>(sentence from the text)</td>
</tr>
<tr>
<td></td>
<td>The boy got a gash in his leg when he fell on the cement.</td>
</tr>
<tr>
<td></td>
<td>(original sentence)</td>
</tr>
<tr>
<td><strong>slithered</strong> -</td>
<td></td>
</tr>
<tr>
<td><strong>canopy</strong> -</td>
<td></td>
</tr>
<tr>
<td><strong>hesitated</strong> -</td>
<td></td>
</tr>
</tbody>
</table>
Example:

**definition** fragile or easily broken.

**synonym** weak, fragile

**antonym** tough

Older people must be careful when they walk because their bones are often brittle and can break.

**chapter** 4

**sentence**

**page** 36

**picture**
Students can often determine the meaning of a word from its context - that is, from the way the word is used in a sentence. Since authors may give context clues that help determine the meanings of unfamiliar words, it is important that students know the major types of clues and how to use them. Teachers should introduce these major types and "think aloud" how to use them.

<table>
<thead>
<tr>
<th>Type of Clue</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>The unknown word is equated to a more familiar word or phrase; usually a form of to be is used.</td>
<td><em>Entomology</em> is the study of insects.</td>
</tr>
<tr>
<td>Restatement or Synonym</td>
<td>The meaning is usually right after the unfamiliar word and often separated from the rest of the sentence with commas, dashes, or parentheses; sometimes or, that is, or in other words is used.</td>
<td>Meat eaters, or <em>carnivores</em>, are at the top of the food chain.</td>
</tr>
<tr>
<td>Contrast or Antonym</td>
<td>The unfamiliar word is shown to be different from or unlike another word and is often an opposite; but, however, although, otherwise, unless, instead, on the contrary, on the other hand, while, never, no, or not may be used to signal the contrast.</td>
<td>Mike's parrot was <em>loquacious but</em> Maria's said very little.</td>
</tr>
<tr>
<td>Comparison</td>
<td>The unfamiliar word is shown to be the same as or like another word; too, like, as, similar to, or in the same way may be used to signal the comparison.</td>
<td>My brother is <em>enthralled</em> by birds <em>in the same way</em> that I am fascinated by insects.</td>
</tr>
<tr>
<td>Example</td>
<td>The unfamiliar word is cleared up by giving an example: for instance, such as, and for example may be used as signals.</td>
<td>The archaelogist found different <em>amulets</em>, <em>such as</em> a rabbit's foot and bags of herbs, near the ancient altar.</td>
</tr>
<tr>
<td>List or Series</td>
<td>The unfamiliar word is included in a series of related words that give an idea of the word's meaning.</td>
<td>North American predators include grizzly bears, <em>pumas</em>, wolves, and foxes.</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>The meaning of an unfamiliar word is signaled by a cause-and-effect relationship between ideas in the text.</td>
<td>Due to a <em>dearth</em> of termites, the aardvark starved to death.</td>
</tr>
<tr>
<td>Description or Inference</td>
<td>The meaning of an unfamiliar word can be inferred from the description of a situation or experience.</td>
<td>The monkeys' <em>vociferous</em> chatter made me wish I had earplugs.</td>
</tr>
</tbody>
</table>
Structural Analysis

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

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

- *un*
- *re*
- *in*
- *dis*

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

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

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

*Phonics They Use* by Patricia M. Cunningham contains a list of the most common prefixes, their meanings, and examples of words in which the prefix helps determine the meaning. The list also includes examples of words in which the prefix is only a help for spelling and pronouncing the word. Below is a sample of that list.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Meaning Chunk</th>
<th>Spelling/Pronunciation Chunk</th>
</tr>
</thead>
<tbody>
<tr>
<td>re</td>
<td>Back</td>
<td>replace</td>
<td>refrigerator</td>
</tr>
<tr>
<td>re</td>
<td>Again</td>
<td>rewrite</td>
<td>reward</td>
</tr>
<tr>
<td>under</td>
<td>Below</td>
<td>underweight</td>
<td>understand</td>
</tr>
</tbody>
</table>

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

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

The remaining useful suffixes are: *er/est*  *ic*  *ous*  *en*  *ive*  *ful*  *less*.

"Learning to read, spell, and understand how meaning is affected for a relatively small number of suffixes gives readers a huge advantage with multisyllabic words" (Cunningham 156).
Multiple Meanings Chart

1. Select words that have multiple meanings from a novel or other text.

2. Construct a chart with a list of the words and the page numbers (or paragraphs) where they can be found. For example, the word markers is used on page 31 of E. L. Konigsburg's *The View from Saturday*.

3. Have students go to the text and find the word. The sentence from the novel follows: "Many people from Century Village walked the beach where there was a sidewalk with markers for every half mile."

4. Have students determine what the word means in context and fill in the “Meaning in the Text” column. If there are not enough clues in the context to get the meaning, check in a dictionary.

5. Have each student create a picture or symbol to help him/her remember the word's meaning in the text.

6. Have students fill in the “Other Meanings for the Word” column from their prior knowledge of the word.

**Example**

<table>
<thead>
<tr>
<th>Word</th>
<th>Page Number/Paragraph</th>
<th>Meaning in the Text</th>
<th>Picture/Symbol</th>
<th>Other Meanings for the Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>markers</td>
<td>p. 31</td>
<td>signs</td>
<td>4 miles</td>
<td>Magic Markers</td>
</tr>
</tbody>
</table>
Structural analysis may be considered both a word-recognition and a comprehension skill. A reader may use structural analysis either as an aid to the pronunciation of an unknown word or as an aid to understanding the meaning of an unknown word. Structural analysis includes, but is not limited to base words, prefixes, suffixes, inflectional endings, compound words, contractions, and syllabication.

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

- **un-**
- **re-**
- **in-**
- **dis-**

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

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

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

*Phonics They Use* by Patricia Cunningham contains a list of the most common prefixes, their meanings, and examples of words in which the prefix helps determine the meaning. The list also includes examples of words in which the prefix is only a help for spelling and pronunciation. Below is a sample form that list.

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

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

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

The remaining most useful suffixes are: **-er/-est -ic -ous -en -ive -ful -less.**

“Learning to read, spell, and understand how meaning is affected for a relatively small number of suffixes gives readers a huge advantage with multisyllabic words” (Cunningham, 156).
Word Stringing (Phonics/Structural Analysis)

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

Teacher's Preparation
1. Select a phonogram from the Thirty-Seven Key Phonograms Chart.
2. Make a list of words that contain that phonogram by substituting initial consonants (single, blends, and digraphs) and by adding prefixes and suffixes. If applicable, have one or two compound words on the list

- ight
  sight
  might
  mighty
  flight
  fright
  frighten
  frightening
  night
  midnight
  light
  lightening
  moonlight

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

4. Continue this by having students write the words you dictate.
5. Finally, dictate a sentence that uses four or more of the words made. For example, At midnight, the moonlight help us see the frightening sight.
6. Follow-up: Have students write sentence(s) that use at least two of the words. Share in pairs.

Thirty-seven Key Phonograms

- ack - all - ain - an - ale - ame - ank - ap - ash - at
- ate - aw - ay - ail - eat - est - ell - ick - ide - ice
- ill - ine - ight - ing - in - ip - ink - it - ole - op
- ock - ot - ore - uck - ug - ump - unk
“Spelling ability develops over time and is directly related to the richness of students’ experience with words. In the upper elementary grades, most students go from beginning-level spelling to something close to adult level. (Fountas & Pinnell, 2001). It is important for teachers to recognize that learning to spell is a complex process. We need to encourage phonetic spelling at the early stages of development and provide developmentally appropriate word study throughout the elementary school years.

Grouping words by patterns
Children learn to spell pattern by pattern – not word by word. Therefore, when generating spelling lists for their students, teachers need to consider grouping words by the following patterns:

<table>
<thead>
<tr>
<th>Sound &amp; Letter Patterns</th>
<th>Visual Patterns</th>
<th>Semantic Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>gin, gain, maintain</td>
<td>cough, rough</td>
<td>nation, vacation</td>
</tr>
<tr>
<td>pain, strain</td>
<td>thought, through</td>
<td>collection, election</td>
</tr>
<tr>
<td>soft /c/ celebrate, clergy, call, cement</td>
<td>bubble, gobble, rabbit, ribbon, wobble</td>
<td>thought, thought, through</td>
</tr>
</tbody>
</table>

Including words from the content area and from literature
In addition to grouping words by pattern, teachers should choose words that students need when writing about the reading selection and content area subjects. For example, students would need to know how to spell the words lonely, divorce, and custodian to write about the novel Dear Mr. Henshaw by Beverly Cleary. Science words might include habitat, environment, and mammal.

Selecting words from students’ writing
In choosing words for spelling instruction, teachers need to examine student writing for frequently misspelled words. The list below contains some of the words students misspell most often:

- a lot
- always
- because
- believe
- finally
- friend
- know
- people
- play
- said

Spelling troublemakers
Homophones are words that are spelled differently and have different meanings but sound the same, causing spelling problems.

- accept, except
- desert, dessert
- hour, our, past, passed
- their, there, they’re
- bear

- hear, it’s, your
- to, too
- clothes, hole
- close, whole

81
Students often confuse words with minimal contrast:

- *are* of *than*
- *our* off *then*
- *when* *went*
- *where* *were*

**Some spelling rules**

There are a few spelling rules that are helpful for students to know. Rather than giving students a list of rules, it is very effective to have them develop the rule themselves by analyzing examples and non-examples. For instance, students might examine why some words that end in *y* change they to *i* and others do not.

<table>
<thead>
<tr>
<th>Spelling Rules</th>
<th>Examples</th>
<th>Exceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simply add the ending to most root words</td>
<td>walk</td>
<td>learn</td>
</tr>
<tr>
<td></td>
<td>walks</td>
<td>learns</td>
</tr>
<tr>
<td></td>
<td>walked</td>
<td>learned</td>
</tr>
<tr>
<td></td>
<td>walking</td>
<td>learning</td>
</tr>
<tr>
<td>Change the <em>y</em> to <em>i</em> when adding <em>–es, -ed, -er</em> when the consonant <em>y</em> is</td>
<td>study</td>
<td>pretty</td>
</tr>
<tr>
<td>added by a consonant.</td>
<td>cry</td>
<td>prettier</td>
</tr>
<tr>
<td></td>
<td>studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cried</td>
<td></td>
</tr>
<tr>
<td>Drop the silent <em>e</em> when adding <em>–ing</em>.</td>
<td>hope</td>
<td>write</td>
</tr>
<tr>
<td></td>
<td>shining</td>
<td>write</td>
</tr>
<tr>
<td></td>
<td>hoping</td>
<td></td>
</tr>
<tr>
<td>Double the final consonant before adding <em>–ing, -er, or –ed</em> for words ending</td>
<td>hop</td>
<td>bat</td>
</tr>
<tr>
<td>in a single vowel and single consonant.</td>
<td>hopping</td>
<td>batted</td>
</tr>
<tr>
<td></td>
<td>sits</td>
<td>batting</td>
</tr>
<tr>
<td></td>
<td>hopped</td>
<td>battler</td>
</tr>
<tr>
<td>Write <em>i</em> before <em>e</em> except after <em>a</em> or when sounded like an <em>a</em></td>
<td>achieve</td>
<td>height</td>
</tr>
<tr>
<td>after <em>c</em> or when sounded like an <em>a</em> as in neighbor or weigh.</td>
<td>believe</td>
<td>foreign</td>
</tr>
<tr>
<td></td>
<td>ceiling</td>
<td></td>
</tr>
</tbody>
</table>

Two excellent resources dealing with spelling instruction are *Word Matters* by Gat Su Pinnell and Irene Fountas, and *Teaching Kids to Spell* by J. Richard Gentry and Jean Wallace Gillet.
Spelling Review (Spelling, Vocabulary, Structural Analysis)

For this activity, use words that have been generated for students' spelling list:
- Frequently misspelled words
- Words from reading selection and content areas
- Frequently confused homonyms

Procedure:
1. Write the week's spelling list on a chart and hang the chart where all students can see it.
2. Have students fold paper into four boxes and number from 1 to 3 in each box.
3. First box - Recognition: Say a word from the spelling list. After the students write the word, point to that word on the chart and have students check their spelling. Continue with two other words.
4. Second box - Meaning: Give the meaning or definition of a word from the spelling list. For example: "What is another word for huge?" (enormous) Point to the word on the chart and have students check their work. Continue with two other definitions.
5. Third box - Phonics or Structural Clue: For example: "What word rhymes with follow?" (hollow) or "What word has the same number of syllables as rid dle?" (fog gy) Point to the word on the chart and have students check their work. Continue with two other clues.
6. Fourth box - Mini-Test: Cover the words on the spelling chart and say a word from the list. Continue with two other words. Uncover the chart and have students check their work

<table>
<thead>
<tr>
<th>Recognition</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phonics</th>
<th>Mini-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

7. Have students turn their papers over. Dictate one or two sentences containing a few of the spelling words. Write the dictated sentences on the board and have students correct their papers.
Purpose:
Writing and reading are reciprocal skills that strongly support one another. It is important that students receive daily instruction in effective writing and that they use writing to demonstrate what they have learned. Writing is thinking made visible; it supports students in learning to construct meaning and become proficient readers. Research supports that the more students write, the more fluent they become as writers.

Writing to Learn/Reflective Writing
- learning logs
- response logs
- journals
- exit slips

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

Writing to Communicate/Product Writing
- Elements of Effective Writing
  - The Importance of Audience
- Florida Writes!
  - Extension and Elaboration
- The Writing Process
  - Keys to Teaching Revising
    - The Bit Count
    - Vivid Verbs
    - Sentence Analysis
    - Conferencing
- Assessing Student Writing
  - Florida Writes! Rubric
  - Sample Papers with annotations
It is important for students to learn to write for reflection and review. When teachers have students use writing as a thinking process, all students are actively engaged.

**Learning logs**: Following instruction of a concept or topic, students spend about five minutes responding to the following types of questions:
- What did I learn about ________________?
- What was hard for me?
- What was easy for me?
- What do I still need to know?
Students may record observation entries, perspective entries, or explanation and process entries in their learning logs. Students might write in the learning logs several times during a class period. The goal of the lesson determines the type of response. (CRISS 1996).

**Response Logs**: While reading a story or informational text, the teacher stops periodically and asks a question to which all students jot down answers with no oral response. After students have writing their responses or at the end of the reading, the teacher conducts a "sweep" of these answers to generate discussion. Sentence stems help students focus free-response entries (See page 43 of this manual).

**Journaling**: Journaling allows students to practice writing in a risk-free environment. (See page 5 in this manual.)
Exit Slips

At the end of a class period, an exit slip is a valuable way to discover what students have learned and what still remains a challenge for them.

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

Exit Slip

Before you leave today, respond to one of the following questions:

1. What did you learn today?
2. What puzzled you?
3. What did you enjoy (hate, accomplish) today?
4. How was your performance today?
5. Today’s lesson was mostly about ____________________
   ________________________________________________
6. The word ____________________ means _____________
   ________________________________________________
Learning to Write/Practice Writing

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

- Showing, Not Telling sentences/paragraphs
- Magnified Moments
- Magic Words
- Vivid Verbs
- The Bit Count
- Sentence Analysis

In addition, students need to practice the following:

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

Daily Grammar/Sentence Editing (explained on page 6 of this manual) may take place at any time during the school day but should concentrate on errors found in student writing.

Daily Grammar/Sentence Editing

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

Guidelines for Sentence Editing:

6. On the board, the teacher writes a sentence containing errors (possibly selected from student writing).
7. The teacher gives a brief explanation of the rule(s) pertinent to the area of focus (e.g., rules of capitalization).
8. Students correct the mistakes found in the sentence(s).
9. The teacher reviews the corrected sentence with the students, emphasizing the targeted skill.
10. The teacher has students read the corrected sentence aloud together.

The goal of practice writing is to help students extend, transfer, and apply these skills to their authentic writing.
Showing, Not Telling

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

Look at the following examples:

**Telling sentence:**

*It was very dark inside.*

**Showing sentence:**

*I held my hand in front of my eyes but couldn’t see even its outline. The walls were invisible and it was impossible to see the bottom of the steep stairs.*

**Telling sentence:**

*I was really mad.*

**Showing sentence:**

*I ran to the door, threw it open with a loud bang against the wall, and yelled, “Get in this house right this minute! You are three hours late!”*

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

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

After practicing “Showing, Not Telling,” remind students to SHOW, NOT TELL in their product writing.
Practice writing "Magnified Moments," using the frame on the following page. Once students understand this concept, they will be able to add a magnified moment in their papers with ease.

- Put "The Locked Door" on the board or a transparency.
- Read the essay aloud to the class.
- Tell students that they are going to elaborate on one sentence only and ask them to think about the sentence they might want to choose.
- Explain to them that their task is to use the sentence they choose only as the start of their writing and to write several sentences beginning with that sentence. They might want to add dialogue or reactions.
- Explain that the only requirement is that they must "stay in the moment" of the sentence. They cannot write about what happens after the moment or they will change the course of events in the paragraph.

  For example, for the second sentence, "First, I would open the door and slowly go through," a student might add, "I stopped just inside the door. For a minute, I couldn't walk any further because my knees were shaking so much. I took a deep breath to calm myself and got the courage to explore."

- Ask for a show of hands for each sentence. Be sure every sentence has at least one volunteer.
- After about 10 minutes of writing time, ask for a volunteer to read each sentence (one volunteer per sentence only). Each volunteer stands and, beginning with sentence #1, each reads the sentence as well as the sentences they have written which follow it. When all have read, a second group may volunteer, stand, and read their magnified moments.
- Discuss with students what happens to the writing.
- Remind them to magnify important moments in their own writing.

Note: This technique was created by Lynda Chittenden, Bay Area Writing Project consultant.
The Locked Door

(1) If I would always try to open a door and it was locked and then one day it was unlocked here is what would be on the other side.

(2) First I would open the door and slowly go through.

(3) There were a lot of creepy and faint noises.

(4) There was also a lot of blue misty smoke coming from the cold ground.

(5) There was a very little bit of light and space to walk through.

(6) I was tripping over things like opals and shiny gems.

(7) Finally I tripped over a shiny ice crystal and fell out the door.
(8) The door shut and locked.

(9) But every now and then I try to open the mysterious door.
Effective writers know how important each sentence in a piece of writing can be, and how important it is to use a variety of interesting sentence lengths and types. An effective way to write interesting sentences is to use "magic" words, or conjunctions.

Consider the following pairs of sentences:

Edgar's bruise hurts.
Edgar's bruise hurts, but he refuses to permit himself to groan.

The crowd scattered.
When the downpour persisted, the crowd scattered.

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

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

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

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

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

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

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

Peter bellowed when he saw the spider. Janet only stared at it.

**Peter bellowed when he saw the spider while Janet only stared at it.**
Interactive Word Walls and Charts

A literate classroom environment is essential in that it fosters and supports the development of written language. Teachers can set the conditions for a literate environment by providing supportive, meaningful situations for learning. One way to support students in their reading/writing is through the use of word banks, word walls and charts. The following is a list of suggested word listings:

- Vivid Verbs
- Magic Words (e.g., when, unless, while, although, if, because)
- Transitional Words/Phrases
- Specific vocabulary (e.g., other words for “said”, “good”, “pretty”)
- Examples of descriptive language (e.g., similes, metaphors, onomatopoeia, sensory words)

In addition to the above list, word walls and charts for LEP students (ESOL Levels I and II) might contain high frequency words and vocabulary specific to the current lesson.

Other words for "said"

- muttered
- mumbled
- whispered
- shouted
- replied
- answered
- cried
Writing to Communicate/Product Writing

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

Elements of Effective Writing
For writing to be effective, it must contain the following four elements:

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

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

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

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

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

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

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

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

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

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

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

**Expository Writing**
- Facts
- Incidents
- Reasons
- Examples
- Statistics

**Narrative Writing**
- Action
- Senses
- Comparisons
- Reactions
- Incidents
- Pictures
- Talk
Effective writing contains supporting ideas that are extended and elaborated through the use of details, examples, vivid language, and specific word choice. It is important that students understand the following terms:

**Bare** - The writer uses a single listing of events or reasons.

**Extension** – The writer’s use of information begins to clarify meaning.

**Elaboration** - The writer’s use of additional details, anecdotes, illustrations, and examples clarifies meaning. The writer has added information that answers the question, “What do you mean?”

The sentences below may be made into a chart to help students understand what is meant by extension and elaboration.

**BARE** - I like to go to school because it is fun.

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

**ELABORATE !!**

I like to go to school because it is fun when the teacher allows us to do experiments with frogs instead of just reading about frogs in books. Experiments allow us to have fun discovering for ourselves how far and fast frogs can jump and what kind of food frogs eat.
The Writing Process
The writing process is a recursive process in which learners take charge of their own writing and learning. It involves five steps: planning, drafting, revising, editing, and publishing. As teachers introduce process writing, they must model, guide, and support the learners until the learners gain independence. The teacher, however, will always be a partner with the learners, interacting through individual and group conferences, writing ideas, and providing mini-lessons. Throughout the process, learners share ideas and parts of their written work with each other. Through this continuous scaffolding, learners will grow into writers and come to think of themselves as authors, a process that will further develop their ability to construct meaning. Process writing should be applied across all modes of writing.

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

<table>
<thead>
<tr>
<th>Prewriting</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Choosing a purpose, subject and audience</td>
</tr>
<tr>
<td>- Gathering ideas, using prewriting techniques</td>
</tr>
<tr>
<td>- Discussing ideas</td>
</tr>
<tr>
<td>- Arranging information</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing a Draft</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Putting ideas down on paper</td>
</tr>
<tr>
<td>- Including new ideas you discover as you write</td>
</tr>
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<table>
<thead>
<tr>
<th>Sharing</th>
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<tr>
<td>- Sharing with a partner or an early audience helps you hear how your writing sounds. It is a way to begin revision.</td>
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<table>
<thead>
<tr>
<th>Evaluating and Revising</th>
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<tbody>
<tr>
<td>- Making judgments about content, organization, and style</td>
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<tr>
<td>- Making changes to improve the draft</td>
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<table>
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<tr>
<th>Proofreading, Editing and Publishing</th>
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<tbody>
<tr>
<td>- Correcting errors in grammar, usage, and mechanics</td>
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<td>- Sharing your writing</td>
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96
Keys to Teaching Revising

Students should select from rough drafts the papers they want to take through the writing process for revision, editing, and publication.

Teaching Revising

Tell students that they can do only four things to revise their papers.

<table>
<thead>
<tr>
<th>Revising (Revisiting)</th>
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<tbody>
<tr>
<td>• Add something</td>
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<tr>
<td>• Take something away</td>
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<td>• Change something</td>
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<td>• Move something</td>
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ADDING includes
• transitional word and phrases that provide movement for the reader
• “Showing sentences/paragraphs”
• “Magnified moments”
• specific vocabulary
• quotations (dialogue)
• adding a “magic” conjunction to combine two short sentences

TAKING AWAY includes
• eliminating unrelated information or tightening “loose” ideas
• too many “I’s”
• too many “and then(s)....”

CHANGING includes
• substituting less often used transitional words and phrases for common ones
• substituting vivid words for overused words
• changing declarative sentences into exclamatory sentences or questions

MOVING includes
• putting paragraphs/segments or ideas in the best order (for example, lest to most important)

Strategies such as the Bit Count, Vivid Verbs, Sentence Analysis, and Conferencing are important ways to help students revise their work. Explanations of these strategies are included within this document.
The Bit Count – A Revision Minilesson

Words carry information. Exact words convey precise information while meaningless words add nothing but fluff. This is the concept of “The Bit Count” minilesson.

Donald Murray speaks of revision as a process to “...look through words, beyond words, behind words for information the words symbolize...” This bit count exercise leads beginning writers to this discovery.

The purpose of this exercise is to make the ratio between the number of words in a sentence and the bits of information in the sentence as close as possible.

Step One
Have students determine the ratio of words to the bits of information conveyed in sample sentences.


There are a lot of cows in the field.

9 words
2 bits of information

½   1    1 0 0 1
Several cows graze in the pasture.

6 words
3 ½ bits of information

1 1 1 0 0 1
Six heifers graze in the pasture.

6 words
4 bits of information

Step Two
Count the bits of information using more difficult/complex examples.

Step Three
Count the bits of information using sentences from students' work. Encourage students to use this technique while revising. Stop work on revision from time to time to allow time for counting the bits of information.
Go through your entire paper. List in the left column every verb (action or state-of-being) you used in your writing. In the right hand column, write a substitution for each verb you listed on the left. Then decide which verb, the original or the replacement, you should use in your writing. For example, you might change the verb *walked* to *strolled*, replace the verb *ran* with *dashed*, or replace the *thought* with the verb *pondered*.

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Sentence Analysis

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

If a door is unlocked when it's usually locked and I walked through the other side there would be a jungle. I would look through the jungle. Some of the things I found were animals like tigers, snakes, birds, and many more. I would also find plants and trees I didn't recognize. So now I said to myself I knew what was behind that locked door. I walked around a little more. Suddenly I walked through the doorway I was out of the jungle. Now every time I walk by that door it's locked.

<table>
<thead>
<tr>
<th>Sentence opening - First four words</th>
<th>Subject and verb</th>
<th>Special words</th>
<th># of words per sentence</th>
<th>Ending punctuation</th>
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<tr>
<td>If a door is</td>
<td>jungle would</td>
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<td>I would look through</td>
<td>I would look</td>
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<td>6</td>
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<tr>
<td>Some of the things</td>
<td>Some were</td>
<td>—</td>
<td>15</td>
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<td>I would also find</td>
<td>I would find</td>
<td>recognize</td>
<td>10</td>
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<td>&quot;So now,&quot; I said</td>
<td>I said</td>
<td>—</td>
<td>14</td>
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<td>I walked around a</td>
<td>I walked</td>
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<td>6</td>
<td>.</td>
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<td>Suddenly I walked through</td>
<td>I walked</td>
<td>—</td>
<td>6</td>
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<td>I was out of</td>
<td>I was</td>
<td>—</td>
<td>6</td>
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<tr>
<td>Now every time I</td>
<td>it's</td>
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<td>10</td>
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## Sentence Analysis

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<tr>
<th>Sentence opening - First four words</th>
<th>Subject and verb</th>
<th>Special words</th>
<th># of words per sentence</th>
<th>Ending punctuation</th>
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Conferencing

Conferencing is an integral part of the writing process. Conferencing may be teacher or peer led and should occur once the student/writer needs feedback for a work in progress. According to Graves (1983), during a conference the student writer leads and the teacher or peer reacts to the written piece by giving praise, seeking clarification and making suggestions.

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

Writing conferences may involve:

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

(Fountas and Pinnell 2001)
Assessing Student Writing
Evaluation of student writing should be viewed by students and teachers as a joint effort to make writing more effective, and as an opportunity to build on a paper's strengths. To this end, probably the most important and significant evaluation happens while students are writing, not when the paper is finished.

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

Strategies for Evaluating Student Writing:
• Review the Florida Writes! Rubric with students.
• Assess small chunks of students' writing (for example, beginning or ending, vivid verbs).
• Use sample papers from the Florida Writes! Report on Assessment to assist students in understanding what a "6" paper sounds like.
• Use the language of the Florida Writes! Rubric in making comments on student papers.
  "Good use of sentence variety."
  "Your paper needs transitions between ideas."
  "Strong concluding sentence."
  "Your paper has a good beginning and middle but lacks an ending."

The Florida Writes! Rubric is in this document or available online, followed by two sample papers from the Florida Writes! Assessment.
Score Points in Rubric
The rubric further interprets the four major areas of consideration into levels of achievement.

6 Points. The writing is focused on the topic, has a logical organizational pattern (including a beginning, middle, conclusion, and transitional devices), and has ample development of the supporting ideas. The paper demonstrates a sense of completeness or wholeness. The writing demonstrates a mature command of language including precision in word choice. Subject/verb agreement and verb and noun forms are generally correct. With few exceptions, the sentences are complete, except when fragments are used purposefully. Various sentence structures are used.

5 Points. The writing is focused on the topic with adequate development of the supporting ideas. There is an organizational pattern, although a few lapses may occur. The paper demonstrates a sense of completeness or wholeness. Word choice is adequate but may lack precision. Most sentences are complete, although a few fragments may occur. There may be occasional errors in subject/verb agreement and in standard forms of verbs and nouns, but not enough to impede communication. The conventions of punctuation, capitalization, and spelling are generally followed. Various sentence structures are used.

4 Points. The writing is generally focused on the topic, although it may contain some extraneous or loosely related information. An organizational pattern is evident, although lapses may occur. The paper demonstrates a sense of completeness or wholeness. In some areas of the response, the supporting ideas may contain specifics and details, while in other areas, the supporting ideas may not be developed. Word choice is generally adequate. Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.

3 Points. The writing is generally focused on the topic, although it may contain some extraneous or loosely related information. Although an organizational pattern has been attempted and some transitional devices have been used, lapses may occur. The paper may lack a sense of completeness or wholeness. Some of the supporting ideas may not be developed with specifics and details. Word choice is adequate but limited, predictable, and occasionally vague. Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.

2 Points. The writing may be slightly related to the topic or may offer little relevant information and few supporting ideas or examples. The writing that is relevant to the topic exhibits little evidence of an organizational pattern or use of transitional devices. Development of the supporting ideas may be inadequate or illogical. Word choice may be limited or immature. Frequent errors may occur in basic punctuation and capitalization, and commonly used words may frequently be misspelled. The sentence structure may be limited to simple constructions.

Source: http://www.firm.edu/doe/sas/fcat/pdf/rubcw04.pdf
**FCAT Writing Rubric (continued)**

**1 Point.** The writing may only minimally address the topic because there is little, if any, development of supporting ideas, and unrelated information may be included. The writing that is relevant to the topic does not exhibit an organizational pattern; few, if any, transitional devices are used to signal movement in the text. Supporting ideas may be sparse, and they are usually provided through lists, clichés, and limited or immature word choice. Frequent errors in spelling, capitalization, punctuation, and sentence structure may impede communication. The sentence structure may be limited to simple constructions.

**Unscorable.** The paper is unscorable because

- the response is not related to what the prompt requested the student to do,
- the response is simply a rewording of the prompt,
- the response is a copy of a published work,
- the student refused to write,
- the response is written in a foreign language,
- the response is illegible,
- the response is incomprehensible (words are arranged in such a way that no meaning is conveyed),
- the response contains an insufficient amount of writing to determine if the student was attempting to address the prompt, or
- the writing folder is blank

### Focus

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

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<th>Score</th>
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<tr>
<td>1</td>
<td>does not exhibit organizational pattern; few, if any transitional devices</td>
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<tr>
<td>2</td>
<td>little evidence of organizational pattern; may lack sense of wholeness</td>
</tr>
<tr>
<td>3</td>
<td>organizational pattern attempted; although some transitional devices used lapses may occur</td>
</tr>
<tr>
<td>4</td>
<td>organizational pattern evident, although some lapses may occur; demonstrates some sense of completeness</td>
</tr>
<tr>
<td>5</td>
<td>has an organizational pattern, although some lapses may occur; paper demonstrates a sense of completeness</td>
</tr>
<tr>
<td>6</td>
<td>organizational pattern provides a logical progression of ideas; sense of wholeness and/or completeness</td>
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### Support

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

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<th>Score</th>
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<td>1</td>
<td>frequent errors in sentence structure and usage may impede communication; common words may be misspelled; simple sentence construction</td>
</tr>
<tr>
<td>2</td>
<td>little variation in sentence structure; frequent errors in basic punctuation and capitalization; common words may be misspelled</td>
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<tr>
<td>3</td>
<td>attempt to use variety in sentence structure; knowledge of conventions and mechanics and usage is usually demonstrated; commonly used words are usually spelled correctly</td>
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<tr>
<td>4</td>
<td>attempt to use variety in sentence structure; conventions of mechanics, usage, and spelling are generally followed</td>
</tr>
<tr>
<td>5</td>
<td>various sentence structures used; convention of mechanics, usage, and spelling are generally followed; occasional errors do not impede communication</td>
</tr>
<tr>
<td>6</td>
<td>various sentence structures used; sentences are complete (except for purposeful fragments); subject/verb agreement and verb/noun forms are generally correct</td>
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</table>
Score Point 2
This response is focused, and an organizational pattern is attempted. Most events are bare; however, the “things I found” event is extended with little bits of information: “I would look through the jungle. Some of the things I found were animals like tigers, snakes, birds, and many more. I would also find plants and trees I didn’t recognize.” So now, I said to myself, “I know what was behind that locked door. I walked around a little more. Suddenly, I walked through the door way. I was out of the jungle. Now every time I walk by that door, it’s locked.”
Last Summer when my sisters and I were at my grandpa’s for a couple weeks, because my mom and dad were on a business trip, I always went by a door, looking at my grandma’s old party dresses. Every time I saw the door it was locked. One stormy and cold night the door was unlocked.

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

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

Purpose

Students build reading fluency, practice strategic reading skills, and increase their vocabularies by spending sustained periods of in-class time engaged in independent reading.

Rationale for Structured Independent Reading describes the impact structured independent reading has on students.

Helping Students Select Books offers suggestions on how to help students select books for independent reading.

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

Responding to Reading gives examples of ways students may respond to what they have read.

Literature Circles are part of a literature-based reading program. This section describes the guidelines for using Literature Circles and suggestions for meaningful discussions.

Accelerated Reader is a technology-based literacy program designed to motivate students to read at their independent level. Suggestions are given on setting up and managing this program.

Reading Log - The use of a reading log increases the proficiency of the Accelerated Reader program.

Attitude Survey - An attitude survey helps identify students' interests.
Rationale for Structured Independent Reading

Independent Reading is the crucial part of a balanced literacy program where students are engaged in reading text for a sustained period of time. Students read on their own or with partners from a wide range of materials and genres at their independent reading level. Structured independent reading provides the practice that allows students to put into effect all they have learned during grade-level and guided reading instruction.

Structured independent reading impacts students in the following ways:

- Enhances their reading comprehension
- Provides practice in applying reading strategies
- Challenges them to solve words independently
- Provides them with a wide range of background knowledge
- Accounts for one-third or more of their vocabulary growth
- Provides models of good writing
- Promotes reading as a lifelong activity

In order for independent reading to be successful, students must be surrounded by books. Reading researchers suggest that classroom libraries should contain twenty books per child. An inviting classroom library entices children to read and become immersed in the literature. It should be the hub of the classroom. A classroom library should consist of a wide range of materials with different genres:

- Fairy tales
- Folk tales
- Tall tales
- Mysteries
- Realistic fiction
- Fantasy
- Non-fiction
- Poetry
- Biographies
- Autobiographies

- Novels
- Chapter books
- Series books
- Children's magazines
- Picture books
- Books in students' home language
- Books organized by author
- Books organized by subject
- Books organized by genre

Students in grades 1-12 are required to read for 30 minutes in school and 30 minutes at home daily. The independent reading requirement is not limited to the language arts/reading/ESOL class but must be a school-wide program.
Helping Students Select Books

Students, especially struggling readers, waste a lot of time locating materials and settling down to read. Therefore, independent reading time needs to be very structured and teacher-directed. Here are some suggestions on how to help students with book selection:

- **Identify students’ interests.** Help students figure out what kind of books they would enjoy. Ask about the students’ hobbies, pets, favorite movies, sports, and after-school activities. Use the Attitude Survey at the end of this section to identify students’ attitudes and interests.

- **Encourage students to ask the media specialist about topics of interest.** Suggest that students look for books on these topics as well as other books by authors they have enjoyed.

- **Have students preview books.** Urge students to read the inside flap of the book jacket or the beginning pages to see whether a book will hold their interest.

- **Determine whether students can read the book.** If there are five words on a page that the student doesn’t know, the book is probably too hard; however, leave the final decision on whether to read the book to the student. If the student is really interested in the book, he or she can read challenging material with support and enjoy it.
Conducting a Structured Independent Reading Session

In order to conduct a structured independent reading session, the teacher should do the following:

Before the session
- Provide opportunities for book selection in advance of reading time so that all children have a book before the time begins.
- Pre-select books for children who need more assistance. Provide leveled books in bins or on a shelf.

Beginning the session
- Introduce the session by presenting a book talk, a brief mini-lesson, or a brief read-aloud.

During the session
- Read during the first five minutes or so. This provides an adult model and demonstrates the value of reading.
- Then circulate around the classroom to ask individual students a question about the book they are reading.
- If necessary, support those who need assistance.

Wrapping up
- Share what you have read to encourage students to share in pairs or small groups.
- Have students respond to their reading in journals or talk to a partner about their book.
- Have a few students share their journals or their thoughts about their reading.
Responding to Reading

During the last five minutes of the independent reading session, students may write a brief response to their book in a response journal or log or turn to a partner and talk about the book. Sometimes students have difficulty beginning to write or talk about what they have read. Having the following phrases on a chart might help the students get started:

- I noticed...
- I wonder why...
- This part reminds me of...
- I didn't understand...
- I loved the part in which...
- I didn't like...

Students may write lengthier responses as an independent activity while the teacher is conducting guided reading groups, or when the students complete their grade-level assignment from the teacher-directed lesson. Below are some suggestions for responding to independent reading books:

- Describe the portion of the book that impressed you by the way someone or something was described.
- Describe how the book, or a portion of the book, reminded you of something similar that happened to you or to someone you know.
- Describe any impressions and/or questions that the reading has inspired.
- If you think ahead in the story, what possible direction might the story take? How do you hope the story will unfold?
- If the setting and characters were changed to reflect your own neighborhood, friends and acquaintances, how would the events of the story have to change and why would that be so?
- Do you wish that your own life or the people you know were more like the ones in the story you are reading? In what ways would you like the real world to be more like the world of your book?

When students have completed a book, they may then decide whether they want to share it with the entire class or respond to it some other way. It is neither necessary nor advisable for students to always complete additional activities. The Literature Circle discussions described in this section are sufficient for most students.
Literature circles are part of a literature-based reading program in which students meet to discuss books they are reading independently. The books discussed are usually sets of the same title, sets of different titles by one author, or sets of titles with a common theme. The teacher may start the discussion, but students take over the role as soon as they learn to function in the literature circle. The entire class may not be in literature circles at the same time. Others may be doing independent reading.

Prior to starting a literature circle, it is necessary to train students in the separate activities that are involved in this strategy. Opportunities to work in pairs and in small groups are helpful to ensure smooth implementation.

Features of Literature Circles

- Groups of three to five students work with a quality book or other reading selection together at a table or in any comfortable spot in the classroom.
- Group members may be of varied abilities in reading, but are all interested in the same book/selection.
- Volunteering group members read the selection in various ways: silently, aloud, buddy reading, or any other way.
- Groups may meet simultaneously or singly while other small group activities are being conducted.
- After the entire book/selection has been read, the group may prepare a presentation or share information that will entice other students to read their book or read more about a particular topic.
Guidelines for Using Literature Circles

• Selecting Literature
  One book read by the whole class
  Multiple books chosen by students
  Individual self-selection

• Organizing Literature Circles
  Same book - Have students divide themselves into groups, allowing them to select their literature.
  Different book - Give them a bit of information as a teaser to spark interest, then list the titles and have students sign up for the books they want to read.

• Starting Literature Circles
  Begin by having students read a short book or selection. They should read the entire book before coming to the circle.
  Those students reading chapter books can meet at the conclusion of each chapter and at the end of the book.

• Promoting Discussions
  Literature circles meet from 5 to 10 minutes, depending on the book and the students' experience in working in circles. Move from circle to circle to monitor what is taking place.
  Model and demonstrate good questioning and discussion behaviors.

• Concluding Literature Circles
  When students have completed a book, they can decide whether they want to share it with the entire class or respond to it some other way.

Literature Circle Discussions
Students sometimes need practice in responding orally to reading. It might be helpful to use prompts such as the following:
• What did you notice in this selection?
• How did the selection make you feel?
• What does this story remind you of in your life?

It is also necessary to develop open-ended questions for readers to have a meaningful discussion. Several categories of questions are needed:

<table>
<thead>
<tr>
<th>Comprehension:</th>
<th>Synthesis:</th>
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<tr>
<td>In your own words, restate...</td>
<td>What would you predict from...</td>
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<td>What is the main idea of...</td>
<td>What would happen if...</td>
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<th>Application:</th>
<th>Evaluation:</th>
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<td>Why is...significant?</td>
<td>What is your opinion of...</td>
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<td>How would you...?</td>
<td>What is the most important...</td>
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</table>

Analysis:  What can you conclude by...
What evidence can you present for...
Ground rules for Discussions

During group discussions the following points should be noted. The teacher should discuss with the group those that are being used well, and those that need to be brought to their attention.

- Participating
- Staying on topic
- Contributing appropriate information
- Encouraging others to contribute
- Listening actively
- Looking at the speaker
- Considering other opinions
- Asking for clarification
- Summarizing
- Speaking clearly and loudly
- Referring to others’ ideas
- Using members’ names
Accelerated Reader

Accelerated Reader is a software program designed to motivate students to read at their independent level through a point system while challenging them to read harder material. It enables teachers to give their students large amounts of reading practice and helps teachers monitor and guide that practice.

The Accelerated Reader program may be used in conjunction with S.T.A.R. (Standardized Test for Assessment of Reading), a computer norm-referenced reading test which is administered individually by the computer, averaging 10 minutes per student. The S.T.A.R. reports offer a Z.P.D. (zone of proximal development) score that is the recommended level by which students should be selecting Accelerated Reader books.

In order to motivate students to achieve with the Accelerated Reader program, students should set reasonable goals and the teacher should monitor them closely. A motivational program may be developed to reward students for passing quizzes and reaching point or reading level goals.

Materials Needed

In order to implement the Accelerated Reader program, you need the following:
• Computers (Mac or Windows) and printer for the students to take the tests
• Accelerated Reader test/quiz disks
• Accelerated Reader books for classroom and media center

Setting Up Accelerated Reader

• Students read books that are self-selected, but chosen from assigned reading level selections.
• Students take quizzes that may consist of 5, 10, or 20 multiple choice questions.
• Students and teacher access reports on the reading progress.
• Emergent readers may take quizzes on books read to them and have the quiz read to them so they may earn points.
• Test/quiz disks may be loaded on individual computers in classrooms or media center, or on the network server.
• Students should be provided with book lists matched to their independent reading level, if possible.

Managing Accelerated Reader

• Students/teacher set point goals and book level goals for each grading period.
• Students maintain reading logs.
• After taking each quiz, students receive TOPS report with the score for that quiz and points earned.
• Teacher runs an At-Risk or Diagnostic report to check students’ progress.
• Teacher may check the Student Points or Reading Practice reports of any student at any time.
10 Things to do to get Accelerated Reader going in your class

1. **Schedule daily in-school reading practice time.**
   There is a 30-minute in-school reading requirement for all Miami-Dade County Public School students and 30 minutes of reading at home.

2. **Find the ZPD (zone of proximal development) for each student.**
   Use the S.T.A.R. (Standardized Test for Assessment of Reading), Burns and Roe Reading Inventory, or any test that will give you a grade equivalent score.

3. **Have students use the reading log** (see following page).
   The use of the log increases proficiency of Accelerated Reader by 25-30%.

4. **Take a daily status of the class.**
   Monitor reading logs daily, making adjustments and recommendations.

5. **Set student reading goals.**
   Set point goals, but most importantly set a reading level goal.

6. **Check TOPS reports daily.**
   Review report to find out why students failed a test.

7. **Review the At-Risk or Diagnostic report weekly.**
   Your eventual goal should be no more than 10% of students at-risk.

8. **Focus on 85-92% correct on quizzes.**
   Adjust reading goals so this goal can be achieved.

9. **Create a system of motivators.**
   Motivators may be for a class, a grade level or school-wide.

10. **Network with other teachers.**
    Share what works and what does not work.
# Student Reading Log

## Student Name: ________________________________

<table>
<thead>
<tr>
<th>Title</th>
<th>Book Rdg. Level</th>
<th>Pts.</th>
<th>Date</th>
<th>Pages Read in Class</th>
<th>Pages Read out of Class</th>
<th>% Correct</th>
<th>Teacher’s Initials &amp; Notes</th>
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READING ATTITUDE SURVEY

1. How many books would you say you own? ____________
   How many books would you say are in your house? ____________
   How many books would you say you’ve read in the last month? ____________

2. What kinds of books do you like to read? __________________________________________
   __________________________________________
   __________________________________________

3. How do you decide which books you will read? __________________________________________
   __________________________________________
   __________________________________________

4. Have you ever reread a book or books? _____ If so, please write the title(s): ____________
   __________________________________________
   __________________________________________
   __________________________________________

5. In general, how do you feel about reading? __________________________________________
   __________________________________________
   __________________________________________

6. Do you read on your own outside of school? __________

7. What kind of reader do you consider yourself? *Circle one.*
   a. a very good reader
   b. a good reader
   c. an average reader
   d. a poor reader
   e. a very poor reader

8. Is reading well important to you? ____________

9. Do you like receiving books as gifts? _________ If so, what kind(s) of book(s) would you like to
   receive as a present? __________________________________________

10. What makes a book good?
Limited English Proficient (LEP) students have to meet the same goals and objectives as students who are Non-LEP. Teachers are to use their professional judgment in the implementation of the strategies; they are to adapt the strategies suggested in order to meet the needs and levels of learning of all LEP students.

<table>
<thead>
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<th>Oral Language Development</th>
<th>Literacy Development</th>
<th>Content Area Development</th>
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<td>Language Experience Approach</td>
<td><strong>Introduction of Topic</strong></td>
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<td>- Group or Individual Reading</td>
<td>- Building Background</td>
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<td>- Sharing</td>
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<td>Use of Questioning Techniques</td>
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<td>Follow-up Writing Activities</td>
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<td>• Illustrated Retelling</td>
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In order to organize, plan, and deliver effective instruction, after attending the 3 day staff development, all third grade teachers will:

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<tr>
<th>CRP Two-Hour Block Components/Focused Areas</th>
<th>Non-Negotiables Component/Focused Area</th>
<th>Non-Negotiables Component/Focused Area</th>
<th>Non-Negotiables Component/Focused Area</th>
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<td><strong>Guided Reading</strong></td>
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**Read Aloud**
- Introduce a core of books for the purpose of:
  - developing fluency
  - expanding learner’s understanding of text structure
  - modeling inflection and intonation
  - experiencing books from different genres

**Opening Routine**
- Implement “Daily Word Practice” using a variety of “living” word walls and interactive word wall activities
- Daily grammar/sentence editing with teacher support
- Implement daily on a wide array of self selected topics
- Expect correct use of sight words, punctuation and capitalization

**Teacher Directed Interactive Reading**
- Expose learners to a variety of text structures
  - activate/build prior knowledge (read aloud, quick write, discussion)
  - predict/set purpose for reading
  - introduce critical vocabulary
- Guide learners in During Reading Activities:
  - Think Alouds and Reciprocal Teaching Strategies
  - develop and provide purpose for rereading
  - active rereads (e.g. shared, choral, buddy)
- Provide After Reading interaction with text:
  - model QAR strategies through active involvement with text
  - participate in Read and Retell strategy
  - use question task cards to develop strategies for answering comprehension questions
  - complete graphic organizers and transfer into writing

**Guided Reading**
- Assess learners using district and state assessments to form groups
- Utilize A.L.L. to match the instructional level of the group to text
- Establish meaningful, independent activities to facilitate classroom management during guided reading:
  - classroom library, listening center, writing center, extension of Teacher Directed Interactive Lesson
  - Establish Guided Reading area displaying Good Reader’s Strategies and Cueing Systems Prompts (Meaning, Structural, Visual)
  - Meet daily with group of greatest need
- Maintain previously read guided reading books in the classroom
  - Provide opportunities for repeated readings to increase fluency
  - Implement weekly rotation of all groups continuing to meet with the group of greatest need most frequently
  - Continue to analyze miscues (Meaning, Structure, Visual) to target instruction
  - Monitor learner’s developmental progress
  - Reflect on the management system and determine whether the activities are purposeful for learners
  - Continue fluency practice with buddy reading

**FCAT**
- Continue to engage learners in Before/During/After reading experiences with a variety of text structures
  - Provide experiences to extend comprehension of text (e.g. step book, itty bitty book)
  - Provide experiences to extend QAR’s and their relationship to text
  - Use other texts to apply strategies taught (e.g. Cricket, Highlights, Time For Kids, Weekly Reader)

**Journaling**
- Increase use of a variety of words through evolving word walls and interactive word wall activities
  - Provide daily grammar/sentence editing increasing in complexity
  - Expect learners to independently write with focus and elaboration of ideas which include details

**Non-Negotiables**
- Discuss author’s craft focusing on text features such as dialogue and grammar
  - Feature an author, genre, theme, or poem selected by the teacher
  - Make books available in the classroom for independent reading
  - Read different text structures (e.g. literary & non-fiction-informational)
  - Read chapter books at a higher readability level

- Expect learners to use a variety of words appropriately for syntax and semantics
- Expect learners to independently edit sentences for all standard conventions, grammar, and spelling
- Expect learners to independently write paragraphs with focus, support, organization, and conventions

- Expect learners to use a variety of texts/structures at an increasing difficulty level
- Using QARs to provide increasingly sophisticated responses to higher order text based questions
- Expect learners to create and answer teacher like questions in a manner consistent with teacher modeling and classroom instruction

- Reassess student placement in groups using ongoing running records
- Continue fluency practice with repeated readings of leveled text

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<table>
<thead>
<tr>
<th>Working With Words</th>
<th>Effective Writing</th>
<th>Structured Independent Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonics</strong></td>
<td>Model authentic writing using a variety of purposes and audiences (e.g., invitations, post cards, recipes, etc.)</td>
<td>Create an inviting classroom library with a variety of genres to promote reading and develop fluency</td>
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<tr>
<td><strong>Vocabulary</strong></td>
<td>Utilize learner samples to model revision strategies (e.g. great beginnings, magnificent middles, credible conclusions, remarkable resolutions using transition words and elaboration of details)</td>
<td>Establish a daily independent reading time (30 minutes) in school</td>
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<td></td>
<td>Expect writing pieces that contain a focus and organization (beginning, middles, and end)</td>
<td>Implement Accelerated Reader program into structured independent reading time</td>
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<td>Include specific words, incidents, and comparisons in writing pieces</td>
<td>Require 30 minutes of daily independent reading time at home</td>
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<td>Establish a writing portfolio for each student with at least three samples demonstrating the writing process</td>
<td>Maintain reading log for monitoring classroom and home reading</td>
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<td>Write appropriate responses to prompts from both the narrative and expository genre</td>
<td>Reread guided reading books for fluency</td>
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<tr>
<td><strong>Within the context of authentic literature, students will practice and apply a wide range of strategies to solve unknown words to construct meaning</strong></td>
<td><strong>•</strong> Practice and apply writing for a variety of authentic purposes</td>
<td><strong>•</strong> Encourage varied modes of reading while monitoring text (book alike groups, individual reading, book talks, personal reflections)</td>
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<td></td>
<td><strong>•</strong> Apply context clues, multiple meaning strategies, structural analysis, root words and affixes, inflectional endings, subject/verb agreement to various text structures</td>
<td><strong>•</strong> Continue to incorporate strategies to aid comprehension of unknown words</td>
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<td><strong>•</strong> Recognize and analyze the structure of language including inconsistencies</td>
<td><strong>•</strong> Continue to recognize and analyze structure of language using increasingly sophisticated language</td>
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<td><strong>•</strong> Complete mapping activities in order to gain deeper understanding of critical vocabulary with teacher support</td>
<td><strong>•</strong> Incorporate word knowledge into daily reading and writing work</td>
</tr>
<tr>
<td></td>
<td><strong>•</strong> Incorporate critical vocabulary into daily reading and writing tasks</td>
<td><strong>•</strong> Transfer and apply knowledge of word structure to daily reading and writing tasks</td>
</tr>
<tr>
<td></td>
<td><strong>•</strong> Incorporate word knowledge into daily reading and writing tasks</td>
<td><strong>•</strong> Extend and elaborate in writing using increasing details and sophisticated vocabulary</td>
</tr>
</tbody>
</table>


Caplan, Rebekah (1982). *Showing Writing.* Berkeley, CA: Bay Area Writing Project


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