

# **Alabama Reading Initiative 2010-2011**



**Grades K – 3**

## **Professional Development Module**

This module can be downloaded at [www.alsde.edu](http://www.alsde.edu) by  
accessing the Alabama Reading Initiative link.

# Table of Contents

<b>Section 1: Using Assessment Data .....</b>	<b>2</b>
▪ The Goal of Reading Instruction: Skillful Readers	
▪ Factors that Influence Reading Comprehension	
▪ Progress Monitoring	
▪ Let's Talk About DIBELS	
▪ An Instructional Framework for Reading Intervention	
<b>Section 2: Phonemic Awareness.....</b>	<b>9</b>
▪ More Highly Skilled Instruction	
▪ The Goal of Reading Instruction: Skillful Readers	
▪ A Phonological Continuum	
▪ What?	
▪ Why? When?	
▪ How?	
▪ A Demonstration Lesson	
▪ Practice Lesson and Tools	
▪ Lesson Materials	
<b>Section 3: Phonics.....</b>	<b>27</b>
▪ More Highly Skilled Instruction	
▪ The Goal of Reading Instruction: Skillful Readers	
▪ Factors that Influence Reading Comprehension	
▪ What?	
▪ Why? When?	
▪ How?	
▪ A Demonstration Lesson and Tools	
▪ Practice Lesson and Tools	
▪ Pseudoword Reading Test	
▪ Sample Phonics Progressions	
▪ Decodable Text Sources	
<b>Section 4: Fluency.....</b>	<b>49</b>
▪ Factors that Influence Reading Comprehension	
▪ What?	
▪ Why? When?	
▪ More Highly Skilled Instruction	
▪ The Goal of Reading Instruction: Skillful Readers	
▪ How?	
▪ A Demonstration Lesson and Tools	
▪ Practice Lesson and Tools	

## **Section 5: Vocabulary .....64**

- Factors that Influence Reading Comprehension
- What?
- Why? When?
- More Highly Skilled Instruction
- The Goal of Reading Instruction: Skillful Readers
- How?
- A Demonstration Lesson and Tools
- Practice Lesson and Tools

## **Section 6: Comprehension Instruction.....78**

- Factors that Influence Reading Comprehension
- What?
- Why? When?
- More Highly Skilled Instruction
- The Goal of Reading Instruction: Skillful Readers
- How?
- Questioning Scaffold for Informational Text
- Using a Questioning Scaffold for Informational Text
- Questioning Scaffold for Narrative Text
- Using a Questioning Scaffold for Narrative Text
- A Demonstration Lesson and Tools
- Practice Lesson and Tools

## **Section 7: Effective Intervention.....94**

- The Goal of Reading Instruction: Skillful Readers
- Research Summary
- More Small Group Instruction
- Sample Intervention Schedules
- More Highly Skilled Instruction
- Unofficial Status Report



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# **Alabama Reading Initiative 2010-2011**



## **Using Assessment Data**

# **The Goal of Reading Instruction: Skillful Readers**

**Skillful readers demonstrate . . .**

## **Accuracy**

- saying the words correctly

## **Automaticity**

- recognizing words instantaneously

## **Fluency**

- reading connected text with ease and minimal effort
- reading with accuracy and automaticity, as well as appropriate speed, phrasing, and expression

## **Active building of meaning**

- making ongoing efforts to construct meaning from the text
- drawing on all resources (e.g., knowledge, experiences, language) to understand what they are reading
- using comprehension strategies such as predicting, questioning, and visualizing to help make sense of text

## **Self-regulation**

- knowing at all stages of the reading whether or not the text is “making sense”
- addressing problems as they emerge (includes problems at the word and text level)
- choosing to be actively involved before, during, and after reading

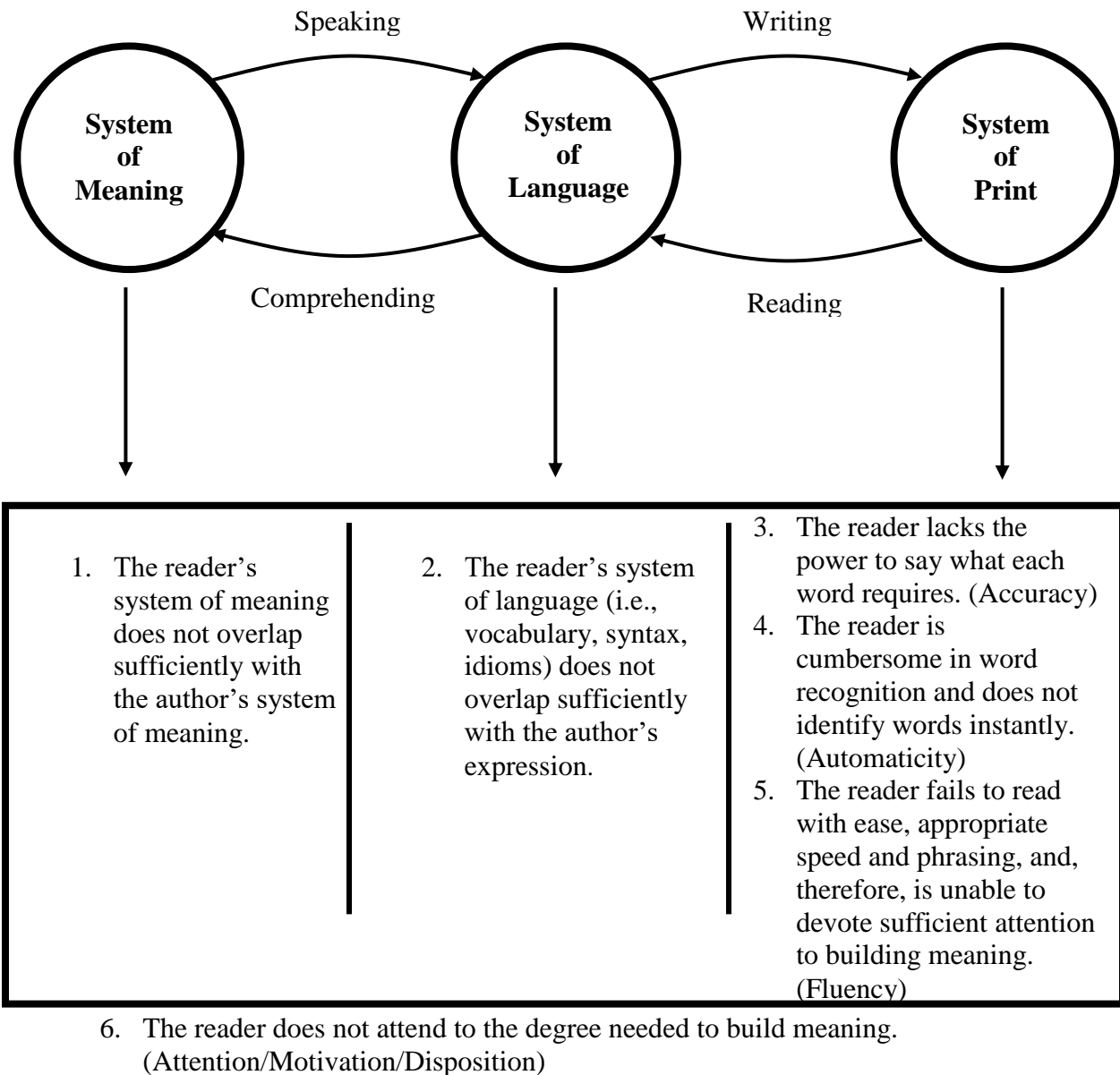
***Those who wish to teach reading well need to  
understand just what good reading is.***

Michael Pressley

# Factors that Influence Reading Comprehension

The reader's system of meaning overlaps sufficiently with the author's system of meaning.  
The reader's system of language overlaps sufficiently with the author's system of language.  
The reader reads words accurately.  
The reader automatically recognizes words.  
The reader reads fluently.  
The reader engages with the printed material.

## Summary of Interferences to Reading Comprehension



# Progress Monitoring

## What?

Progress monitoring is the process of ongoing assessment to determine if students are making adequate progress to achieve grade-level reading outcomes. Progress monitoring assessments are conducted on a routine basis (i.e., weekly, monthly, or quarterly) using comparable and multiple test formats.

## Why?

Progress monitoring allows us to determine:

- if students are learning at the necessary rate to achieve grade level reading outcomes.
- if instruction is effective for all students.
- which students need additional intervention.

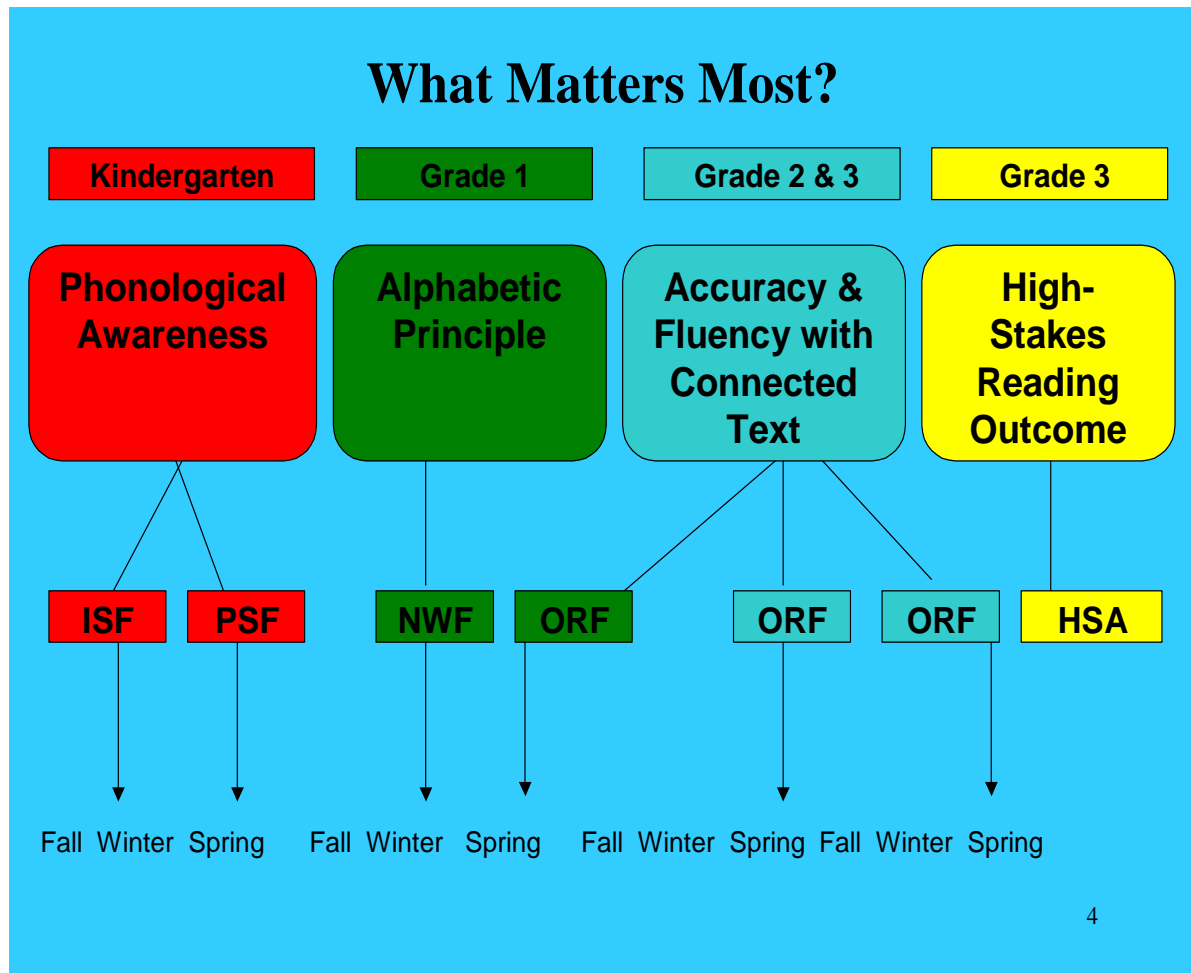
## Questions to ask as you analyze progress monitoring data:

- Is this student making adequate progress toward grade-level outcomes?
- If not, how should I adjust instruction to provide more support for this student? (e.g., more time, smaller group, appropriate leveled materials, etc.)
- After making adjustments, have they been effective in getting this student on trajectory for grade level outcomes?
- Is this student working in the appropriate group?
- When should I monitor the progress of this student again?

# Let's Talk About Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

What is DIBELS?

- **Assessment of Early Literacy Skills**
- **Administered statewide in Alabama**
- **Required K-2 in Alabama**





## Why is DIBELS important?

- It assesses what matters most in grades K, 1, 2, and 3
- It has predictive validity!

## DIBELS Brings Focus To...

- *Critical Content*
  - Initial sound fluency**
  - Phoneme segmentation fluency**
  - Nonsense word fluency**
  - Oral reading fluency**
- *Critical Pacing*
  - Mid-year Kindergarten – ISF**
  - End-of-year Kindergarten – PSF**
  - Mid-year First Grade – NWF**
  - End-of-Year First Grade – ORF**

## Why is Tested Content So Critical?

- *Phoneme Segmentation Fluency*
  - Skill needed to write (spell) any word
  - Which is more serious spelling error?
    - Plej**
    - Pedge**
- *Nonsense Word Fluency*
  - Is the only way of assessing the alphabetic principle
  - Lays the groundwork for reading multi-syllable words
    - fantastic**
    - magnitude**
- *Oral Reading Fluency*
  - Predicts comprehension scores on Stanford better than a passage followed by questions
  - Is a necessary (but not sufficient) condition for comprehension
    - ✓ Size of vocabulary is critical
    - ✓ Range of experience counts

# An Instructional Framework for Reading Intervention

Research has shown that students in need of reading intervention benefit from a comprehensive and balanced classroom literacy program. Research also has indicated that these struggling readers need additional small group time in which they are provided with instruction that targets knowledge and skills that have the highest impact on learning to read and that is attuned to their specific reading difficulties.

What instructional components are most critical to include in the additional reading instruction for struggling readers? Most research-based intervention programs integrate variations of three common components: rereading familiar text, focusing on words, and guided reading of new text. Teachers can use these components to plan and implement highly specialized instruction that matches the needs of individual struggling readers. The needs of the learners should guide the amount of emphasis given to each component. In appropriate proportions and in the hands of a skillful teacher, this instructional framework can lead struggling readers to the accuracy, automaticity, fluency, active building of meaning, and self-regulation that are characteristic of skillful readers.

## Rereading Familiar Text

What? Students reread previously read text.

Why? Students develop accuracy, automaticity, and fluency; as students reread, they have opportunities to refine and self-regulate the building of meaning and to develop confidence and motivation.

## Focusing on Words

What? Teachers use various research-based instructional procedures as they provide explicit and systematic decoding instruction that matches the needs of the students. This instruction typically includes reading and writing words and/or sentences. (See note below.) This component may occur before and/or after Guided Reading of New Text. Areas of focus include the following:

- phonemic awareness
- letter-sound correspondences
- spelling patterns (e.g., “ight) and syllable patterns (e.g., CV, CVC)
- morphemes (e.g., prefixes, suffixes, base/root words)
- high frequency words
- strategies for figuring out unfamiliar words (includes chunking “big” words)

Why? Students develop the knowledge, skills, strategies, and self-regulating behaviors needed to read with accuracy and automaticity and to figure out unfamiliar words rapidly and efficiently. This component enables students to develop the fluency of skillful readers so that they can devote their attention to building meaning.

## Guided Reading of New Text

What? Teachers support students in building meaning and solving problems as students read unfamiliar text at increasingly challenging levels. Support is provided before, during, and after reading as required by the learner.

Why? Students become more adept at orchestrating the knowledge, skills, and strategies necessary to engage in active building of meaning and self-regulation, and they develop the motivation needed to activate and sustain this process.

**Note: Writing is not a specific component of this framework, but it is embedded within Focusing on Words. Ideally, students apply their evolving knowledge and skills as they engage in reading and writing across the curriculum.**

# **Alabama Reading Initiative 2010-2011**



## **Phonemic Awareness**

# More Highly Skilled Instruction

How is highly skilled instruction for struggling readers differentiated from less skilled instruction?

- **More explicit**

Explicit instruction – is teacher directed, clearly stated, distinctly illustrated (not merely implied or ambiguous), and capable of clarifying key points; teachers

- tell students what they are expected to learn
- model what is expected using clear examples that make sense to students
- provide guidance as students practice: acknowledge successful application, provide corrective feedback, offer additional examples/explanations, prompt problem solving and deeper levels of understanding
- promote independent application: gradually withdraw support, monitor use in various contexts, provide students with tools that serve as reminders (e.g., ABC charts, word walls, list of word-solving strategies, list of comprehension strategies)

- **More intensive**

Intensive instruction – is extremely focused, concentrated, energetic, and emotional; teachers

- are persistent and relentless in adjusting instruction to assure student success
- insist that students do the work
- celebrate success
- increase the challenge as students demonstrate understanding
- communicate in a variety of ways “You can do this!”

- **More practice with appropriate texts**

Appropriate texts – student materials that are aligned with what is being taught; additional stories, books, and passages that students can read successfully; general guidelines are

- at least 90% word accuracy for texts used in teacher-directed instruction
- at least 95% word accuracy for texts used for independent practice

- **More coordination across instructional settings**

Coordination across instructional settings - the teacher (or teachers) provide explanations, demonstrations, guided practice, and opportunities for independent practice in many different contexts (e.g., comprehension strategies are applied in the reading block, during math instruction, when watching a video, and when reading directions for planting a tree on the school grounds).

Note: When multiple programs are used and when students receive instruction by more than one teacher, coordination across instructional settings eliminates *layering* (i.e., implementing instructional activities from different programs that lack a common focus).

# **The Goal of Reading Instruction: Skillful Readers**

**Skillful readers demonstrate . . .**

## **Accuracy**

- saying the words correctly

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## **Fluency**

- reading connected text with ease and minimal effort
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## **Active building of meaning**

- making ongoing efforts to construct meaning from the text
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## **Self-regulation**

- knowing at all stages of the reading whether or not the text is “making sense”
- addressing problems as they emerge (includes problems at the word and text level)
- choosing to be actively involved before, during, and after reading

***Those who wish to teach reading well need to  
understand just what good reading is.***

Michael Pressley

# A Phonological Awareness Continuum

Phonological awareness is an awareness of speech sounds, including: words, syllables, onsets, rimes, and phonemes. Phonological awareness is considered the umbrella under which phonemic awareness is a part. The following is one example of a phonological awareness continuum and how a teacher could create appropriate tasks for different purposes. There is no research base to support one phonological awareness continuum over another; in fact, it is not clear that phonemic awareness does develop in any specific order.

## **Song: Twinkle, Twinkle Little Star**

1. **Rhyming** – Matching the ending sounds of words.
  - Examples: star, are, far, car; high, sky, buy, fly
  - Additional support: Give clues for words (e.g., something you ride in); supply the initial sound; say the onset and rime.
2. **Alliteration** – Producing groups of words that begin with the same initial sound.<sup>1</sup>
  - Examples: star, sky, Simon, sun
  - Additional support: Give clues for words (e.g., something you see in the sky during the daytime); say the onset and rime.
3. **Sentence Segmentation** – Segmenting sentences (or phrases of a song) into spoken words.
  - Example: Twinkle twinkle little star
  - Additional support: Show the printed sentence/line and physically cut it into words.
4. **Syllables** - Combining syllables to say words or segmenting spoken words into syllables.
  - Examples: /twink/ /ul/ /wun/ /der/ /dI/ /mund/
  - Additional support: Use fingers/counters or clapping/jumping to emphasize the syllables.
5. **Onsets and Rimes** – Blending and segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds that follow (rime).
  - Examples: /st/ /ar/ /h/ /ow/ /wh/ /ot/ /y/ /oo/
  - Additional support: Repeat the line that contains the target word.
6. **Phonemic Awareness** – Blending phonemes into words, segmenting words into individual phonemes, and manipulating the phonemes in words.
  - Examples of blending/segmenting: /s/ /o/ /l/ /l/ /k/ /s/
  - Examples of manipulation: Add /z/ at the end of the spoken word *you*; take /l/ away from the spoken word *world*; substitute the /w/ in the spoken word *world* with /k/.
  - Additional support: Use words with 2-3 phonemes, target words that begin with continuous sounds such as /s/ and /m/, and stretch the sounds.

**KTRA videotapes contain sample small group lessons.**

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<sup>1</sup> In an alliteration task, teachers can prompt students to isolate the beginning sound of the target word, identify other words with that begin with the same sound, and sort or categorize words as they determine whether or not a word begins with the same sound as the target word. Teachers can increase the challenge by asking students to create a sentence with words beginning with the same sound (e.g., Simon saw a star in the sky.)

# What?

## 1. What is a phoneme?

A phoneme

- is the smallest unit of sound in a spoken word.
- is represented in a written word by a *grapheme*, which may consist of one letter or several letters.

## 2. What is phonemic awareness?

Phonemic awareness

- is the ability to hear, identify, and manipulate individual sounds--phonemes--in spoken words.
- is a subset of *phonological awareness*—an awareness of the multiple units of oral language.

Children cannot attain full phonemic awareness without understanding that oral language consists of sentences, sentences consist of words, words consist of syllables, and syllables consist of sound chunks (e.g., onset/rime).

- represents a series of related tasks that vary in difficulty.

For example, isolating an initial sound is easier than isolating a final sound which is easier than isolating a medial sound. Blending a continuous sound and a vowel (e.g., /ssssss/ /E/) is easier than blending a stop sound and a vowel (e.g., /b/ /E/).

- develops alongside a growing awareness of print concepts.

Students' awareness that spoken sentences consist of words and that these spoken words consist of sounds is intertwined with their awareness that printed sentences consist of words and that these printed words consist of letters. This relationship helps explain why teachers need to use letters to link phonemic awareness activities and print awareness activities. The purpose of this instruction is not to systematically teach the letters and their sounds but to visually show students how words can be broken apart and put back together. Once students are sufficiently aware that spoken words consist of sounds and that printed words consist of letters, they are ready for explicit and systematic phonics instruction.

Teachers must carefully choose when to use and not use letters to facilitate growth in phonemic awareness instruction. For example, using letters to blend, segment, and manipulate the phonemes in the word *so* helps students see how both spoken and printed words work; attempting the same tasks using letters in the written word *high* would create confusion for many students.

## Why?

- To read an alphabetic language such as English, students must learn and use the *alphabetic principle*--an understanding that phonemes of spoken words are mapped onto the letters of written words in systematic and predictable ways.
  - Before students can grasp the alphabetic principle, they must understand that spoken words consist of sounds, or phonemes.
  - The relationship between phonemic awareness and the alphabetic principle explains why a child's level of phonemic awareness in kindergarten is considered the best single predictor of successful reading acquisition.
- Students enter school with varying levels of phonemic awareness.
  - Some students have a rich background of language experiences that stimulate awareness of the sounds in the language (e.g., being read to, singing songs, chanting rhymes, and engaging in word play); other students have a much more limited background of language experiences.
  - A small percentage of students may experience difficulty in developing phonemic awareness due to weaknesses in phonological processing. Many of these students exhibit advanced oral language development but do require highly skilled phonemic awareness instruction. (International Reading Association, 1998).
- Some degree of planned phonemic awareness instruction accelerates reading and spelling development for all beginning readers.
  - Spoken words are seamless; the sounds overlap. Language users do not consciously attend to the sounds in words when speaking and listening (Torgeson & Mathes, 2001).
  - Children do not become phonemically aware unless they engage in activities that help them develop this awareness.

## When?

- Provide phonemic awareness instruction as needed before the onset of phonics instruction, but don't go overboard. Research suggests that most students need no more than 20 hours of phonemic awareness instruction before beginning explicit and systematic phonics instruction that integrates blending, segmenting, and manipulation tasks with the teaching of letter-sound correspondences.
  - Spending too much time on oral language activities to stimulate phonemic awareness can waste valuable instructional time.
  - Explicit phonics instruction and invented spelling stimulate continued development of phonemic awareness (Torgeson & Mathes, 2001).
- Incorporate phonemic awareness tasks throughout the day (e.g., during shared reading, morning message, journal writing, phonics instruction).
- Provide phonemic awareness instruction in Kindergarten and additional instruction as needed to struggling readers beyond Kindergarten. Typically the tasks of blending, segmenting, and manipulations are included as part of phonics instruction for struggling readers in Grades 1 and above.



# How?

## 1. Provide explicit and systematic instruction in phonemic awareness.

- **Explicit instruction** is teacher directed, clearly stated, distinctly illustrated (not merely implied or ambiguous), and capable of clarifying key points; includes
  - telling students what they are expected to learn.
  - modeling for students what is expected using clear examples.
  - providing guidance as students practice: acknowledge successful application, provide corrective feedback, offer additional examples/explanations, prompt problem solving and deeper levels of understanding.
  - promoting independent application by providing students with tools that serve as reminders and enable independent problem solving (e.g., ABC charts, word walls, list of word-solving strategies, list of comprehension strategies).
- **Systematic instruction** is orderly, planned, and gradually builds from basic elements to more subtle and complex structures.

Note: The explicit and systematic phonemic awareness instruction of the most skillful teachers includes prompting and guiding students to attend to the sounds of words throughout the school day—not just during the reading block.

## 2. Apply specific findings from research on effective phonemic awareness instruction.

- Emphasize blending and segmenting tasks, the most critical skills for success in beginning reading.
  - Students need to practice blending and segmenting with a wide range of one-syllable words rather than focus on a specific word family (rime) or specific letter-sound correspondences.
- Make use of letters (printed words) when appropriate.
  - The development of phonemic awareness and print awareness represents a reciprocal relationship. Insights into one stimulate insights into the other.
  - Letters and printed words *visually* show children how sounds can be blended to form words and how words can be pulled apart into sounds. Teachers can use counters and fingers when letters would be confusing.
  - Students will continue to develop phonemic awareness as they participate in explicit and systematic phonics instruction.
- Use systematic assessment to inform small group instruction.

# **A Demonstration Lesson**

## ***(Phonemic Awareness Focus: Segmenting and Blending)***

**Objective:** Students will be able to segment the sounds in words.

**Materials:** picture cards, Elkonin boxes for students and teacher, counters for each person

### **Tell Students:**

Words are made up of sounds. Good readers and writers listen for all the sounds they hear in words. We can stretch a word to hear all the sounds. We can also say all the sounds we hear.

### **Model for Students:**

- Teacher models stretching a word like stretching bubble gum out of your mouth.
  1. Say the word, show the picture card, clarify meaning by using it in a sentence.
  2. Stretch the word by slowly saying each sound.
  3. Stretch the word and stop after the first sound. What sound did you hear?
  4. Stretch the word and listen for the second sound. What sound did you hear at the end?
- Say the sounds and push a counter into a box for each sound.
- Say the sounds to blend the word, sliding your finger below the boxes from left to right.

### **Guide Student Practice:**

Teacher guides the students to practice stretching the word and saying the sounds they hear. Students will push the counter into the box for that sound. Students will blend the sounds to say the word.

1. Say the word, show the picture card, clarify meaning by using it in a sentence.
2. Stretch the word by slowly saying each sound.
3. Say the sounds and push a counter for the first sound into the box. Say the sounds and push a counter for the last sound into the box.
4. Say the sounds to blend the word, sliding their fingers below the boxes from left to right.

### **Promote Independent Application:**

Have individual students practice saying the sounds, phoneme by phoneme, pushing the counters into the boxes for each sound. Have students blend the phonemes together to say the word. Continue individual practice, providing corrective feedback as necessary.

Demonstration Lesson  
A Tool for Planning for Phonemic Awareness

*Notes about students:*

*Anticipated problems:*

*Outcome:*

*Tell* students:

*Model* for students:

*Provide guidance:*

*Promote independent application:*

**Demonstration Lesson**  
**A Tool for Recording Reflections – Phonemic Awareness**

**Instruction**

**Student Learning**

# Practice Lesson

## A Tool for Planning for Phonemic Awareness

*Notes about students:*

*Anticipated problems:*

*Outcome:*

*Tell* students:

*Model* for students:

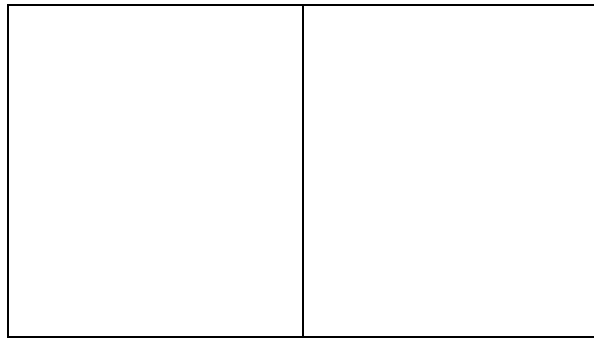
*Provide guidance:*

*Promote Independent Practice:*

**Practice Lesson**  
**A Tool for Recording Reflections – Phonemic Awareness**

**Instruction**

**Student Learning**



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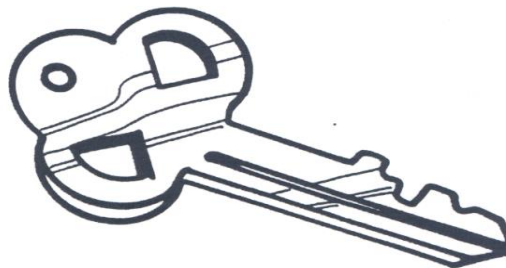
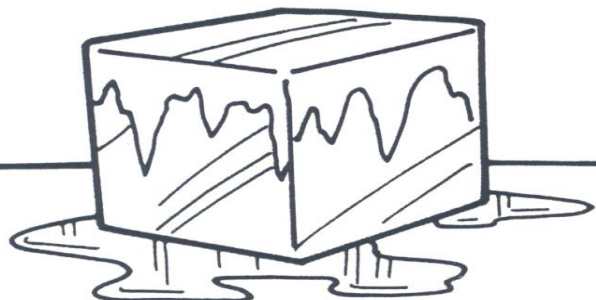
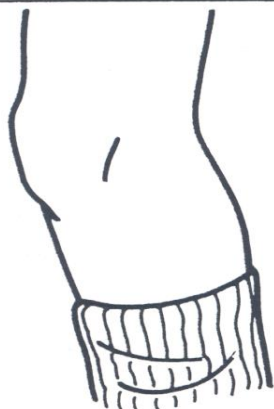
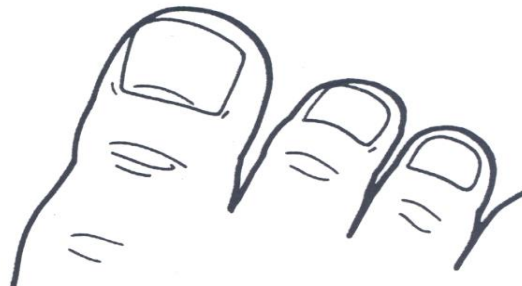


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# Two-Phoneme Picture Cards

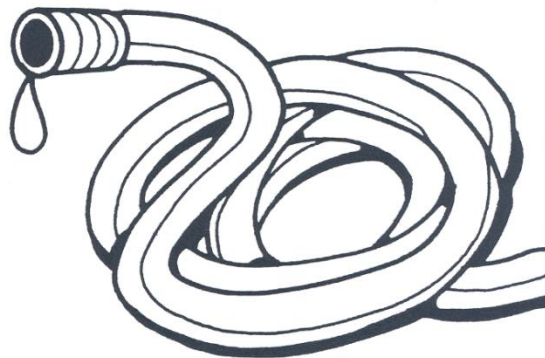
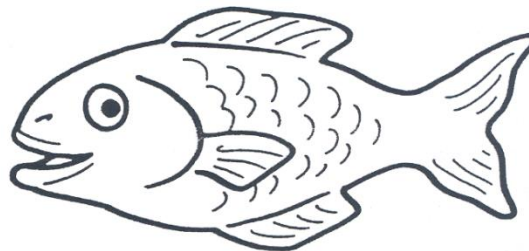
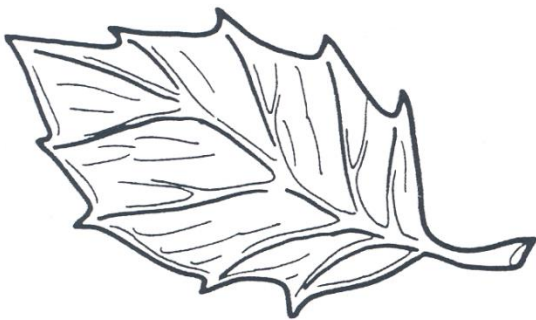
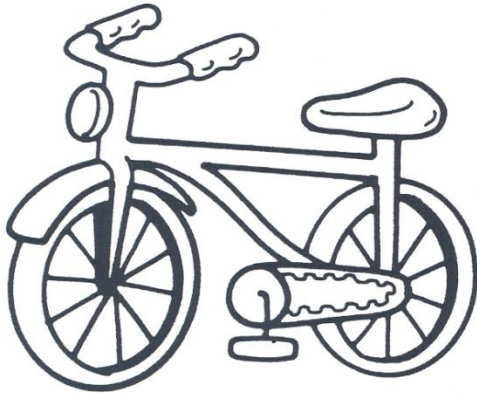
pie, toe, knee, tea, ice, key



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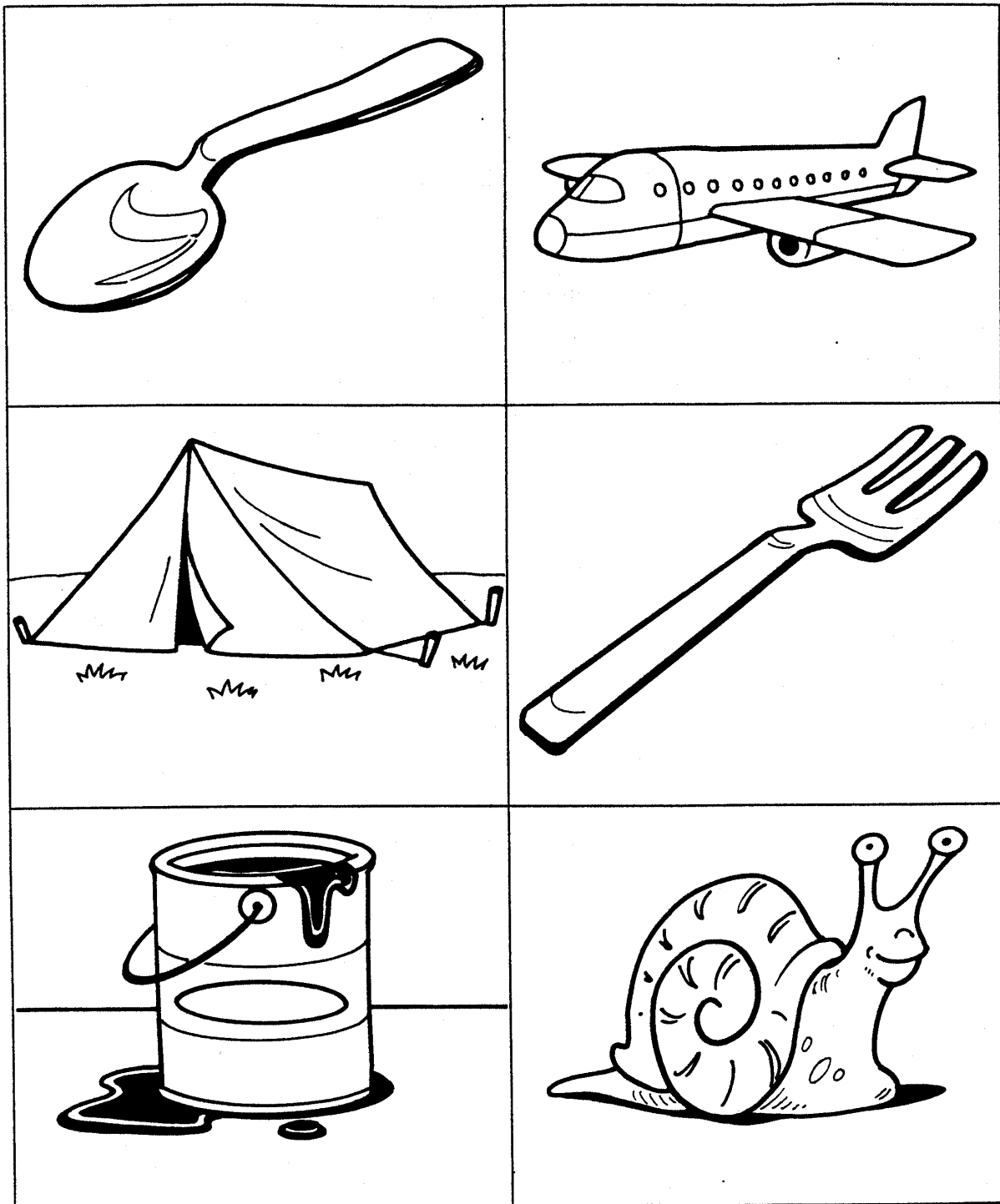
# Three-Phoneme Picture Cards

bike, pin, leaf, fish, nail, hose



# Four-Phoneme Picture Cards

spoon, plane, tent, fork, paint, snail



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# Alabama Reading Initiative 2010-2011



## Phonics

# More Highly Skilled Instruction

How is highly skilled instruction for struggling readers differentiated from less skilled instruction?

- **More explicit**

Explicit instruction – is teacher directed, clearly stated, distinctly illustrated (not merely implied or ambiguous), and capable of clarifying key points; teachers

- tell students what they are expected to learn
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- provide guidance as students practice: acknowledge successful application, provide corrective feedback, offer additional examples/explanations, prompt problem solving and deeper levels of understanding
- promote independent application: gradually withdraw support, monitor use in various contexts, provide students with tools that serve as reminders (e.g., ABC charts, word walls, list of word-solving strategies, list of comprehension strategies)

- **More intensive**

Intensive instruction – is extremely focused, concentrated, energetic, and emotional; teachers

- are persistent and relentless in adjusting instruction to assure student success
- insist that students do the work
- celebrate success
- increase the challenge as students demonstrate understanding
- communicate in a variety of ways “You can do this!”

- **More practice with appropriate texts**

Appropriate texts – student materials that are aligned with what is being taught; additional stories, books, and passages that students can read successfully; general guidelines are

- at least 90% word accuracy for texts used in teacher-directed instruction
- at least 95% word accuracy for texts used for independent practice

- **More coordination across instructional settings**

Coordination across instructional settings - the teacher (or teachers) provide explanations, demonstrations, guided practice, and opportunities for independent practice in many different contexts (e.g., comprehension strategies are applied in the reading block, during math instruction, when watching a video, and when reading directions for planting a tree on the school grounds).

Note: When multiple programs are used and when students receive instruction by more than one teacher, coordination across instructional settings eliminates *layering* (i.e., implementing instructional activities from different programs that lack a common focus).

# **The Goal of Reading Instruction: Skillful Readers**

**Skillful readers demonstrate . . .**

## **Accuracy**

- saying the words correctly

## **Automaticity**

- recognizing words instantaneously

## **Fluency**

- reading connected text with ease and minimal effort
- reading with accuracy and automaticity, as well as appropriate speed, phrasing, and expression

## **Active building of meaning**

- making ongoing efforts to construct meaning from the text
- drawing on all resources (e.g., knowledge, experiences, language) to understand what they are reading
- using comprehension strategies such as predicting, questioning, and visualizing to help make sense of text

## **Self-regulation**

- knowing at all stages of the reading whether or not the text is “making sense”
- addressing problems as they emerge (includes problems at the word and text level)
- choosing to be actively involved before, during, and after reading

***Those who wish to teach reading well need to  
understand just what good reading is.***

Michael Pressley

## Factors that Influence Reading Comprehension

The reader's system of meaning overlaps sufficiently with the author's system of meaning.

The reader's system of language overlaps sufficiently with the author's system of language.

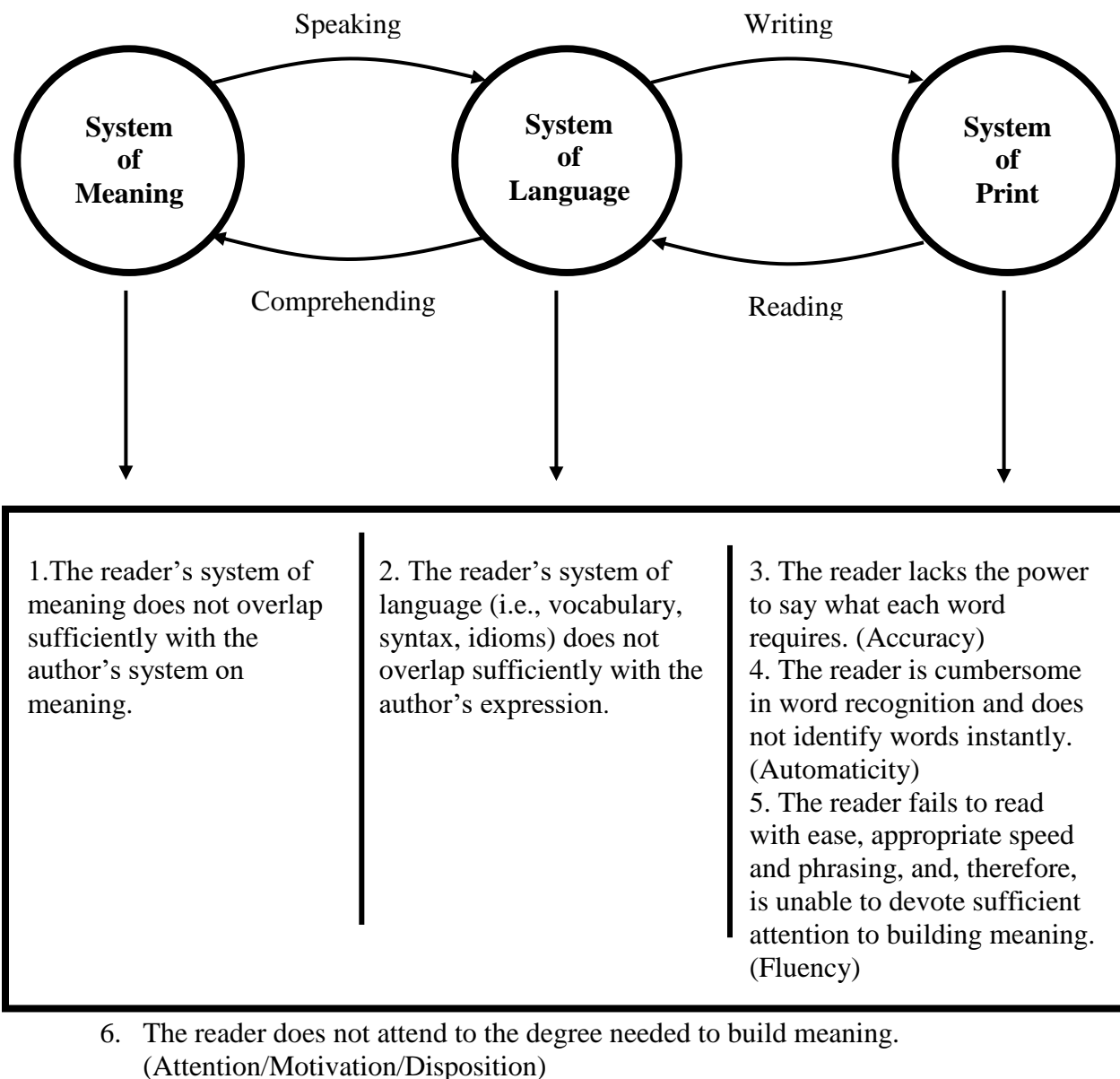
The reader reads words accurately.

The reader automatically recognizes words.

The reader reads fluently.

The reader engages with the printed material.

## Summary of Interferences to Reading Comprehension





# What?

## 1. What is phonics instruction?

Phonics instruction focuses on teaching the relationships between sounds (phonemes) and letters (graphemes). Effective phonics instruction

- helps students use these relationships to read and write words.
- includes blending, segmenting, and manipulating tasks as students practice using the taught letter-sound correspondences in their reading and spelling.
- includes letter recognition activities as needed.

## 2. What is the alphabetic principle?

Acquisition of the alphabetic principle is the goal of phonics instruction. This principle reflects an understanding that the phonemes of spoken words are mapped onto the letters of written words in systematic and predictable ways.

## 3. What is a phonics progression?

A phonics progression is a logical ordering of letter-sound correspondences from simple to more complex. Research has not identified a single, most effective phonics progression. Many progressions begin with a few consonants and a few short vowels. After introducing the common letter sound relationships for consonants and short vowels, progressions typically move to consonant blends, consonant digraphs, and vowel combinations.

## 4. What do skillful readers do to figure out unrecognized words?

Skillful readers at times encounter unrecognized words (i.e., words that are in their oral vocabulary but that they do not immediately recognize in print). They use all they know to address the problem. They look at the entire word carefully, and they think about what makes sense. They try out different pronunciations until they find a word that matches the spelling and fits the context. In contrast, less skillful readers tend to look at only part of the word (e.g., the beginning sound) then guess.

## 5. What different types of texts support beginning and struggling readers as they learn how to figure out unrecognized words?

Decodable and transitional texts are the two most common types of texts used to help beginning and struggling readers learn how to use all they know to figure out unrecognized words.

Decodable texts consist primarily of words containing previously taught letter-sound correspondences. These texts provide students with opportunities to apply the alphabetic principle and help them become accurate and automatic at processing all the information found within words. Any irregular words (e.g., *said*, *of*) are introduced and taught before reading. Whether or not a text qualifies as decodable depends on a reader's cumulative knowledge of letter-sound correspondences and irregular words.

Transitional texts feature less controlled vocabulary than decodable texts. Although these texts feature many words consisting of taught letter-sound correspondences and representing taught irregular words (e.g., *said, of*), they also contain

- some untaught, irregular words
- some words with regular but not yet taught letter-sound correspondences (e.g., “mouth”).

These texts encourage students to practice processing all the information within a word *as completely as possible* but also to think about what makes sense as they try out different pronunciations and use context clues for verification.

Note: Research has not established a percentage of decodability best suited for beginning and struggling readers. Many experts recommend that teachers offer their beginning and/or struggling readers a balanced “diet” of decodable and transitional text. Some of these scholars suggest, however, that all texts contain *at least* 70% fully decodable words (Beck & Juel, 2001; Brown, 2000; Hiebert, 1999).

## **6. What are the different “levels” used to process information within words?**

Letter-sound correspondences – This level focuses on sound-by-sound processing. For example, to decode the word “chill,” a young reader could blend the three phoneme-grapheme correspondences (ch-i-ll).

- Some scholars indicate that successive blending (e.g., ch, chi, chill) is easier than saying all of the sounds then blending them together (Beck & Juel, 2001).

Spelling patterns/chunks – This level moves beyond sound-by-sound processing and makes use of larger “chunks” of words. For example, a young reader could decode the word “chill” as two chunks (ch-ill) rather than three. Examples of instruction in spelling patterns and word chunks includes the following:

- The final e marker for long vowels – A silent and final e in many words signals a long vowel (e.g., made, rice).
- Common rimes – A rime consists of the vowel and everything that follows within a syllable (e.g., hill, back). Students can use the rimes in familiar words to figure out other words (e.g., use “hill” to read “chill”). Multisyllabic words have a rime in each syllable (e.g., ho/tel).
- Syllable patterns – A syllable consists of the rime and its onset. (An onset is the information that comes before the vowel.) Students learn to recognize common syllable patterns (e.g., a CVC pattern typically has a short vowel sound while a CV pattern typically has a long vowel sound; *le* as in *little* and *table* is pronounced /ul/).

Morphemes – This level focuses on groups of letters that represent meaningful word parts—morphemes. Morphemes are the smallest units of meaning within a word; morphemes include prefixes (e.g., undo), suffixes (e.g., sadly), and root words (e.g., undoing). Morphemic analysis is sometimes referred to as structural analysis.

## Why?

- Skillful readers have a firm grasp of the alphabetic principle—an understanding that enables them to read words accurately and automatically.
- One of the most pervasive characteristics of struggling readers is difficulty in reading words accurately and automatically.
- Skillful readers process all the information within a word (e.g., letter-sound correspondences, spelling patterns/chunks, and morphemes) and use context clues for verification. Struggling readers are more apt to use only partial information within a word (e.g., beginning sounds) and depend more heavily on context clues than their more skillful peers.

## When?

- In kindergarten, begin teaching a phonics progression that includes common letter-sound correspondences. Start the progression after students have developed a sufficient level of phonemic awareness.

Research has not identified an optimal point in phonemic awareness development to begin phonics instruction; however, research has clearly shown that phonemic awareness continues to develop as students participate in explicit phonics instruction in which they are reading and spelling words (Torgeson & Mathes, 2001).

- Continue to teach the progression of common letter-sound correspondences until students have demonstrated mastery in using these correspondences to read and spell words. Speed up or slow down the progression as needed to stay in step with the instructional needs of the students. Approximately two years of instruction in letter-sound correspondences is sufficient for most students.
- As a complement to a progression of letter-sound correspondences, provide instruction in grade-appropriate spelling patterns/chunks (e.g., -ill, -le) and morphemes (e.g., celebration, illegal, biologist). Also include instruction in how to figure out unrecognized words (i.e., fully process information within the word and think about what makes sense). This form of instruction extends throughout high school as students are faced with challenging multisyllabic words in the literature they read and in the content areas.

Prompt and assist students in applying what they know about letter-sound correspondences, spelling patterns/chunk, and morphemes as they read and write during and beyond the block of time set aside for reading instruction.

# How?

## 1. Provide explicit and systematic phonics instruction.

- **Explicit instruction** is teacher directed, clearly stated, distinctly illustrated (not merely implied or ambiguous), and capable of clarifying key points; includes
  - telling students what they are expected to learn.
  - modeling for students what is expected using clear examples.
  - providing guidance as students practice: acknowledge successful application, provide corrective feedback, offer additional examples/explanations, prompt problem solving and deeper levels of understanding.
  - promoting independent application by providing students with tools that serve as reminders and enable independent problem solving (e.g., ABC charts, word walls, list of word-solving strategies, list of comprehension strategies).
- **Systematic instruction** is orderly, planned, and gradually builds from basic elements to more subtle and complex structures

Note: The explicit and systematic phonics instruction of the most skillful teachers includes prompting and guiding students to use their phonics knowledge throughout the school day—not just during the reading block.

## 2. Apply specific findings from research on effective phonics instruction.

- Include blending, segmenting, and manipulating tasks as letter-sound correspondences are taught.
- Include activities in which students apply what they have been taught as they read and write words; when appropriate, encourage students to spell words like they sound (invented spelling).
- Provide sufficient practice so that students can become automatic and fluent in what was taught (apply effortlessly).
- Use systematic assessment to inform instruction.

## A Demonstration Lesson

In this demonstration lesson, a teacher implements the **components of an explicit phonics lesson** with a small group of students. Participants are shown the phonics progression so that they know which letter-sound correspondences have been taught previously. The reading practice is with text that is closely aligned with the phonics progression (i.e., *decodable text*).

1. Begin the lesson with a short **phonemic awareness warm-up** activity.
2. Focus on the new **correspondence** by stating, explaining, and modeling how to decode and spell words.
3. Have children practice **blending words** using the correspondence that is being studied that day.
4. Have children practice **spelling words** using the correspondence that is being studied that day.
5. Have children practice using the **new correspondence** through **connected writing activities** (e.g., dictation and composition).
6. Give opportunities to apply the day's lesson by reading **decodable text**.

# **A Demonstration Lesson**

In this demonstration lesson, a teacher follows the **format for an intervention lesson**. During the focusing on words of the demonstration lesson teachers provide explicit and systematic decoding instruction that matches the instructional needs of the students.

## **Rereading familiar text**

### **Focusing on words**

Explain and model how skillful readers figure out unrecognized words. As needed, show students how to become more independent in figuring out words by referring to charts aligned with the phonics progression (e.g., ABC charts, word family charts).

### **Guided reading**

In this portion of the lesson, use a scaffold that includes asking students to identify “problem” words and to share how they figured them out (e.g., What word problems did you have? How did you solve that problem?).

Demonstration Lesson  
A Tool for Planning – Phonics

Notes about students:

Text selection and anticipated problems w/text:

Outcome:

Phonemic awareness warm-up:

Focus on new correspondence

Practice blending and spelling

Blending

Spelling

Connected writing activities

Read decodable text:

# Demonstration Lesson

## A Tool for Recording Reflections – Phonics

<b>Instruction</b>	<b>Student Learning</b>
<i>Phonemic awareness warm-up</i>	
<i>Focus on new correspondence</i>	
<i>Blending words</i>	
<i>Spelling words</i>	
<i>Practice through connected writing</i>	
<i>Apply in decodable text</i>	



# Practice Lesson

## A Tool for Planning – Phonics

*Notes about students:*

*Text selection and anticipated problems w/text:*

*Outcome:*

*Phonemic awareness warm-up:*

*Focus on new correspondence:*

*Practice blending and spelling*

*Blending*

*Spelling*

*Connected writing activities*

*Read decodable text*

# Practice Lesson

## A Tool for Recording Reflections - Phonics

<b>Instruction</b>	<b>Student Learning</b>
<i>Phonemic awareness warm-up</i>	
<i>Focus on new correspondence</i>	
<i>Blending words</i>	
<i>Spelling words</i>	
<i>Practice through connected writing</i>	
<i>Apply in decodable text</i>	

# Pseudoword Reading Test

## Pseudoword Reading Test: Pretest version

**Materials:** Print the pseudowords below on plain cards or on a sheet of paper. Write the response on the line; you may have to invent a spelling. Do not help the reader decode the word in any way.

**Directions:** I'm going to show you some made up words. They aren't really words, but some people can read them anyway. Can you?

**Interpretation:** The ability to decode even one pseudoword shows that the reader knows how to sound and blend to recognize words. Successes in the first column show the ability to blend simple short vowel words. Successes in the second column show the ability to decode more complex long vowels signaled by digraphs or silent *e*. Successes in the third column show decoding mastery by recognition of sight chunks or analogizing. Miscue analysis will reveal missing correspondences.

fim _____	yain _____	snitting _____
sep _____	bire _____	bathtail _____
lat _____	nool _____	inteakness _____
dob _____	pote _____	overtodded _____
huz _____	jeek _____	rebenderable _____

# Systematic Phonics

## Sample Progression 1

Consonants and short vowels

Examples: *sit, run, up, slip, drag, spent*

Consonant digraphs

Examples: *sh, ch, th, wh*

R-controlled vowels

Examples: *fur, care, or, car*

Schwa

Examples: *mother, upon, wagon, garden, a man, the pet*

Long vowels and their common spellings

Examples: *ate, see, ice, home, cute, pain, soap, bead*

Other vowels and their common spellings

Examples: *all, saw, how, boy, took, pool*

Other common spellings for vowel and consonant sounds

Examples:

soft g and c

vowel “y” (Examples: *funny, my*)

unsounded letters (such as *kn, gn, wr, gh, lk*)

final clues (*ph, tion*)

## A Tent in the Garden

Sam has a tent in the garden. Dad set it up. Sam lets his sister, Pat, sit in the tent with him.

At dusk, as the sun sets in the west, Sam and Pat step in the tent. The grass in the garden is wet, but a mat is on top of the grass in the tent. Sam and Pat sit on the mat.

Pat tells Sam that her cat is fantastic. Sam tells Pat that his pet frog swims in the bathtub.

At seven, Mom stops at the tent with a wagon. In Mom's wagon is dinner for the children.

# Systematic Phonics

## Sample Progression 2

<i>Phonics Progression</i>	<i>Decodable Text</i>
Consonants and short vowels	
Short vowel <i>a</i>	<i>Sam Sat</i> <i>Sam and Tat</i> <i>Tat is Sad</i> <i>Is Nan In?</i> <i>Fans</i> <i>A Pan for Pam</i> <i>Dan and the Fan</i> <i>Sam and Nan</i> <i>A Pan of Jam</i> <i>Hap and the Hat</i> <i>A Can of Gas</i>
Short vowel <i>o</i>	<i>Come on, Dot</i> <i>Jog to the Dam</i> <i>Hop, Jog, and Tap</i> <i>A Bad Job?</i> <i>We can!</i>
Short vowel <i>i</i>	<i>Jim Pig is Mad</i> <i>Pigs and Dogs Play Ball</i> <i>A Hat for Nan</i> <i>Come and Get It</i> <i>A Rag for Miss Rat</i> <i>Can I Have a Cat?</i>
Short vowel <i>u</i>	<i>A Nap Is Not Fun</i> <i>A Bug in a Rug</i> <i>A Cup for a Cub</i> <i>Can Kim and Kip Play</i> <i>A Van in the Mud</i> <i>Yip and Yap</i>
Short vowel <i>e</i>	<i>Are They Here Yet?</i> <i>Jen and the Pets</i> <i>No, Not Yet</i> <i>Quit It!</i> <i>The Ox in the Pit</i> <i>The Buzz in the Box</i>

This phonics progression is aligned with the Wright Skills Decodable Books, and is provided for illustrative purposes, only.

<b><i>Phonics Progression</i></b>	<b><i>Decodable Text</i></b>
<b>Consonant Blends</b>	
<i>l</i> -family blends	<i>Flip, Flap, and Fluff</i>
<i>r</i> -family blends	<i>A Dress for Fran</i>
<i>s</i> -family blends	<i>What Is That Smell?</i>
final blends- <i>nd, -nk, -nt</i>	<i>The Pink Tent</i>
final blends – <i>mp, -st</i>	<i>At Camp with Gramps</i>
3 letter blends- <i>ster,scr,spr,spl</i>	<i>Splink and Splank</i>
<b>Long Vowels</b>	
Long vowel <i>a</i> , CVCe pattern	<i>Jake’s Big Day</i> <i>Wake Up!</i>
Long vowel <i>o</i> , CVCe pattern	<i>Bones</i> <i>Cole’s Notes</i>
Long vowel <i>i</i> , CVCe pattern	<i>A Very Fine Time</i>
Long vowel <i>u</i> , CVCe pattern	<i>Tunes for June</i> <i>Rude Luke</i>
Long vowel <i>e,y</i> , CVCe and final <i>y</i> pattern	<i>Will Eve Win?</i> <i>The Kitty</i>
Open vowel pattern, words ending in <i>y</i> with long vowel <i>i</i> sound, ending in <i>o</i> , ending in <i>e</i>	<i>By the Pond</i> <i>Can Jo Fly?</i>
<b>Consonant Digraphs</b>	
Digraph <i>sh</i>	<i>Shelly’s Shell</i>
Digraph <i>ch</i>	<i>Chad Is the Champ</i>
Digraph <i>th</i>	<i>Thud! Thump! Thud!</i>
Digraph <i>wh</i>	<i>The Tale of a White Whale</i>
Digraph <i>ph</i>	<i>Too Many Graphs</i>
Digraph – <i>ck, -ng</i>	<i>The Bee Sting</i>
<b>Vowel Digraphs</b>	
Long <i>a</i> digraphs	<i>Fay and Kay by the Bay</i>
Long <i>e</i> digraphs	<i>A Hike in the Trees</i>
Long <i>o</i> digraphs	<i>Joe’s Toe</i>
Digraphs <i>ie, ue</i>	<i>The Blue Fruit Pie</i>
<b>Other Vowels</b>	
Variant vowels <i>al, au, aw</i>	<i>Paws, Jaws, and Claws</i>
Variant vowel <i>oo</i>	<i>The Crook by the Brook</i>
Diphthongs <i>ou, ow</i>	<i>Meow-Meow Gets Out</i>
Diphthongs <i>oi, oy</i>	<i>A Royal Deal</i>
<b>R- Controlled Vowels</b>	
<i>r</i> -controlled <i>a</i>	<i>The Farm Party</i>
<i>r</i> -controlled <i>o</i>	<i>A Stormy Story</i>
<i>r</i> -controlled <i>e, i, u</i>	<i>The Summer Mermaid</i>
<b>Hard and Soft <i>c</i> and <i>g</i></b>	<i>Giants in the City</i>

This phonics progression is aligned with the Wright Skills Decodable Books, and is provided for illustrative purposes, only

## Phonemic Awareness/Phonics Resources

- *Phonemic Awareness in Young Children*  
by Marilyn Adams (Brookes, 1997)
- *Phonemic Awareness Activities for Early Reading Success*  
by Wiley Blevins (Scholastic, 1997)
- *Phonics from A to Z*  
by Wiley Blevins (Scholastic, 1998)
- *Teaching Phonics, Phonemic Awareness, and Word Recognition*  
by Ashley & Suzanne Bishop (Teacher-Created Materials, 1996)
- *The Phonological Awareness Handbook for Kindergarten and Primary Teachers*  
by Lita Ericson & Moira Graser Juliebo (IRA, 1998)
- *Word Matters*  
by Gay Su Pinnell & Irene C. Fountas (Heinemann, 1998)
- *Teaching Decoding in Holistic Classrooms*  
by J. Lloyd Eldredge (Prentice-Hall, 1995)
- *Words Their Way*  
by Invernizzi, Templeton, Johnston & Bear (Prentice-Hall, 1999)
- *Phonics They Use*  
by Patricia Cunningham (Addison-Wesley, 1999)



## Decodable Text Sources

<b>Books to Remember</b> Flyleaf Publishing Co. P O Box 185 Lyme, NH 03768 (603) 795-2875 <a href="http://www.flyleafpublishing.com">www.flyleafpublishing.com</a>	<b>Modern Curriculum Press</b> P O Box 2649 Columbus, OH 43216 1-800-876-5507
<b>Reading Sparkers</b> The Children's Research and Development Company 216 9th Avenue Haddon Heights, NJ 08037 (609) 546-9896	<b>SRA</b> A Division of the McGraw-Hill Co. 220 East Daniieldale Road DeSoto, TX 75115-2490 1-888-SRA-4543/972-228-1982 fax
<b>Phonics Readers</b> Educational Insights 16941 Keegan Avenue Carson, CA 90746 1-800-995-4436 <a href="http://www.edin.com">www.edin.com</a>	<b>Phonic Remedial Lessons</b> Academic Therapy Publications 20 Commercial Boulevard Novato, CA 94949 1-800-422-7249/415-883-3720 fax
<b>The Wright Skills Decodable Books</b> The Wright Group 19201 120th Avenue NE Bothell, WA 98011 1-800-523-2371 <a href="http://www.wrightgroup.com">www.wrightgroup.com</a>	<b>Dr. Maggie Phonics Readers</b> Creative Teaching Press
<b>Scholastic Phonic Readers</b> <b>Scholastic Phonic Chapter Books</b> <a href="http://www.scholastic.com">www.scholastic.com</a>	

# Guidelines for Dealing with Multi-Syllable Words

The ability to decode multisyllable words does not rely on the ability to apply rules as much as it does the ability to identify vowel sounds in a word. Each syllable contains one vowel sound. Consequently, the location of vowels enables students to take two important steps: (1) identify the chunks (usually syllables) and (2) identify the vowel phoneme, the main carrier of the sound of a chunk. Usually, the decoding of multisyllable words will be accomplished through three steps described below.

## Step 1: Identify recognizable chunks.

Chunks are usually syllables, a single vowel sound accompanied by a consonant or consonants. As students read more, they learn to recognize chunks like *pre*, *in*, *ing* and *tion* automatically. Chunks found at the ending of words (e.g., *ed*, *s*, *ly*) are found easily and can be read first.

## Step 2: Identify the appropriate vowel phoneme.

First, use spelling cues, and try the most common sounds for the vowel or the vowel combination (*ai*, *ow*, *ou*, *oo*). As students read more, they learn to recognize how chunks resemble other words or chunks that occur in known words. (Example: the word *finish* contains a chunk that looks like *pin* and a chunk that looks like *dish*.)

## Step 3: Blend the chunks together and recognize the word.

Don't worry if the pronunciation is not quite right the first time. Usually a similar pronunciation is enough to trigger a known word, especially when the word is found in context. (Wagon may be read as "wag" "on" initially, but that pronunciation sounds close enough to the word *wagon* that it is usually recognized, especially in the context of a sentence or story.) As students read more, they learn how to deal with stressed and unstressed syllables.

**Note:** Phonics is not an exact science. The goal of decoding is to generate a pronunciation that comes close. If phonics were a game of golf, decoding would get you on the green. Context and knowledge of the language will sink the putt. For example, if a reader makes *guillotine* rhyme with *pine*, that would be close enough to recognize the word in context, so long as the word being read is within the student's spoken/listening vocabulary.

# Alabama Reading Initiative 2010-2011



## Fluency

## Factors that Influence Reading Comprehension

The reader's system of meaning overlaps sufficiently with the author's system of meaning.

The reader's system of language overlaps sufficiently with the author's system of language.

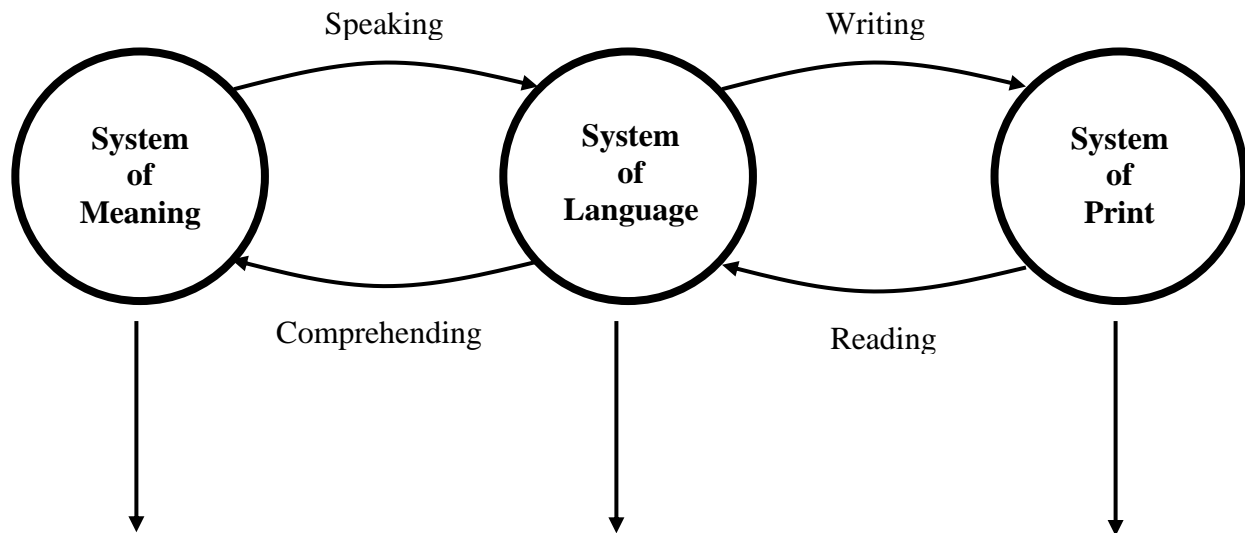
The reader reads words accurately.

The reader automatically recognizes words.

The reader reads fluently.

The reader engages with the printed material.

## Summary of Interferences to Reading Comprehension



6. The reader does not attend to the degree needed to build meaning.  
(Attention/Motivation/Disposition)

# What?

## 1. What is reading fluency?

Reading fluency is the ability to read text easily, quickly, and with expression. It includes the following:

- accurate and automatic word recognition,
- grouping words into meaningful phrases,
- expressive oral reading, and
- comprehension (i.e., actively building and self regulating meaning).

Fluent reading is often quick paced, but not always. Fluent readers slow down and process challenging text more deliberately. They adjust their reading rates according to the purpose of the reading and the challenges posed by the text.

## 2. What is reading rate and how is it related to reading fluency?

- Reading rate indicates how accurately and quickly a reader reads connected text. Reading rate is measured in words per minute (WPM).
- Reading rate is one important and easily measured component of reading fluency.
- Grade-level norms enable teachers to determine how a student's reading rate compares to the rates of grade-level peers.
- A simple way to determine reading rate is to ask a student to read a passage for one minute then calculate the number of words read accurately (subtract word errors from total words attempted).

## 3. What types of information need to be noted as teachers monitor reading fluency?

- Reading Rate
- Word Errors (sometimes referred to as reading *miscues*)
  - Substitutions – The reader says a word other than the printed word.
  - Omissions – The reader skips a word.
- Other deviations from the printed words (not considered errors)
  - Insertions – The reader adds a word.
  - Repetitions – The reader repeats a word or phrase.
  - Self-corrections – The reader substitutes a word and then says the word accurately.
- Comments related to expression
  - Does the reader read smoothly and with ease?
  - Does the reader make use of punctuation marks?
  - Does the reader group words into meaningful phrases?
  - Does the reader emphasize the most important words?

Teachers use various procedures to record this information including marking the information on a copy of the text or creating a *running record* (making a check for each correct word and noting each error).

**4. What is the relationship between reading fluency and comprehension?**

A close relationship exists between reading fluency and comprehension. One-minute measures of oral reading fluency are highly predictive and strongly correlated with reading scores on standardized tests.<sup>2</sup>

**5. What is the goal of fluency instruction?**

The goal of fluency instruction is to make the reading of words and sentences effortless so that students can attend to what the text means.

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<sup>2</sup> Davidson, M., & Myhre, O. (2000). Measuring reading at grade level. *Educational Leadership*, 57(5), 25-28.

## Why?

- Sufficient amounts of reading and rereading texts in an instructional-independent range is the best way to help students develop automaticity and reading ease so that they can focus on building meaning.

Note: Too often teachers fail to ensure that students stay with any text long enough to achieve automaticity and reading ease.

- A slow reading rate is a concern even if comprehension is satisfactory.

Note: Students with similar levels of comprehension may have expended different levels of energy. A slow reading rate signals that a student has to work much harder to achieve the same results than peers with grade-appropriate reading rates. Unless issues of fluency are addressed, students with slow reading rates will experience more and more frustration as expectations for amount of reading increase and texts become more challenging.

- Effective fluency instruction improves the reading ability of all students throughout the elementary school years and of struggling readers at higher grade levels.
- Fluency is considered the most neglected reading skill.

## When?

- At the onset of schooling, model fluent reading during read alouds. Also encourage young children to “read” with expression when “chiming in” as teachers read and when they “read” familiar text on their own.
- When students can read unfamiliar connected text with about 90% word accuracy or better, engage students in more explicit and systematic fluency instruction.
- Plan for fluency practice during specifically designated times.
- Address fluency throughout the school day as students engage in various reading tasks (e.g., during teacher-directed reading instruction, when reading word problems in math class).
- Target fluency when reading varied types of texts (e.g., narrative, expository, poetry).
- Continue providing fluency instruction as needed through high school (particularly with struggling readers).

# More Highly Skilled Instruction

How is highly skilled instruction for struggling readers differentiated from less skilled instruction?

- **More explicit**

Explicit instruction – is teacher directed, clearly stated, distinctly illustrated (not merely implied or ambiguous), and capable of clarifying key points; teachers

- tell students what they are expected to learn
- model what is expected using clear examples that make sense to students
- provide guidance as students practice: acknowledge successful application, provide corrective feedback, offer additional examples/explanations, prompt problem solving and deeper levels of understanding
- promote independent application: gradually withdraw support, monitor use in various contexts, provide students with tools that serve as reminders (e.g., ABC charts, word walls, list of word-solving strategies, list of comprehension strategies)

- **More intensive**

Intensive instruction – is extremely focused, concentrated, energetic, and emotional; teachers

- are persistent and relentless in adjusting instruction to assure student success
- insist that students do the work
- celebrate success
- increase the challenge as students demonstrate understanding
- communicate in a variety of ways “You can do this!”

- **More practice with appropriate texts**

Appropriate texts – student materials that are aligned with what is being taught; additional stories, books, and passages that students can read successfully; general guidelines are

- at least 90% word accuracy for texts used in teacher-directed instruction
- at least 95% word accuracy for texts used for independent practice

- **More coordination across instructional settings**

Coordination across instructional settings - the teacher (or teachers) provide explanations, demonstrations, guided practice, and opportunities for independent practice in many different contexts (e.g., comprehension strategies are applied in the reading block, during math instruction, when watching a video, and when reading directions for planting a tree on the school grounds).

Note: When multiple programs are used and when students receive instruction by more than one teacher, coordination across instructional settings eliminates *layering* (i.e., implementing instructional activities from different programs that lack a common focus).



# **The Goal of Reading Instruction: Skillful Readers**

**Skillful readers demonstrate . . .**

## **Accuracy**

- saying the words correctly

## **Automaticity**

- recognizing words instantaneously

## **Fluency**

- reading connected text with ease and minimal effort
- reading with accuracy and automaticity, as well as appropriate speed, phrasing, and expression

## **Active building of meaning**

- making ongoing efforts to construct meaning from the text
- drawing on all resources (e.g., knowledge, experiences, language) to understand what they are reading
- using comprehension strategies such as predicting, questioning, and visualizing to help make sense of text

## **Self-regulation**

- knowing at all stages of the reading whether or not the text is “making sense”
- addressing problems as they emerge (includes problems at the word and text level)
- choosing to be actively involved before, during, and after reading

*Those who wish to teach reading well need to  
understand just what good reading is.*

Michael Pressley

# How?

## 1. Provide explicit and systematic instruction in fluency.

- **Explicit instruction** is teacher directed, clearly stated, distinctly illustrated (not merely implied or ambiguous), and capable of clarifying key points; includes
  - telling students what they are expected to learn.
  - modeling for students what is expected using clear examples.
  - providing guidance as students practice: acknowledge successful application, provide corrective feedback, offer additional examples/explanations, prompt problem solving and deeper levels of understanding.
  - promoting independent application by providing students with tools that serve as reminders and enable independent problem solving (e.g., a list of fluency reminders such as read smoothly and with ease, use punctuation marks, group words into meaningful phrases, and emphasize the important words).
- **Systematic instruction** is orderly, planned, and gradually builds from basic elements to more subtle and complex structures.

Note: The explicit and systematic fluency instruction of the most skillful teachers includes prompting and guiding students to attend to fluency throughout the school day—not just during the reading block.

## 2. Apply specific findings from research on effective fluency instruction.

- Model fluent reading and remind students of its features.
- Provide practice in repeated oral reading (commonly called “rereading”).
- Monitor rereading practice and provide feedback.
- Ensure that students spend ample time reading and rereading texts that are at their independent levels.

Note: For fluency practice to be effective, students need to be certain of the words. Their initial readings may be at an instructional level (90-94% word accuracy), but their rereadings need to be at an independent level (95-100% word accuracy).

- Use systematic assessment to inform instruction.

Note: Systematic fluency assessment takes various forms. Two of the most common forms follow:

- Students read unfamiliar, grade-level text for one minute (e.g., DIBELS oral reading fluency measure). Data are used to monitor progress toward achieving grade-level benchmarks. Although this form is an efficient and powerful assessment tool, it is not an instructional procedure.
- Students read and reread texts that fall within an instructional-independent range. They chart their progress as they reread these texts. They may chart correct words read in one minute or the time required to read a targeted selection. Feedback is provided. This form of assessment has a strong instructional component.

**The following procedures are research-based options for rereading practice and feedback.**

- Choral reading – The students read in unison. The teacher fades in and out as needed. The students may assess their reading using a fluency reminder list. Sometimes choral reading is implemented as computer-based or tape-assisted reading as students read along with a recorded voice.
- Partner reading – Students take turns reading the selection or alternate reading portions of the selection. The teacher may ask the students to provide their partners with feedback regarding one or more features of fluent reading (e.g., use punctuation marks). Partner reading may occur within class or across grades.
- Echo reading – Students “echo” the teacher who reads short portions of text (e.g., a sentence, a paragraph). Feedback is provided as needed. Sometimes echo reading is implemented as computer-based or tape-assisted reading.
- Readers Theatre – Students read a text repeatedly as they rehearse and then perform the text. Feedback is provided as needed.
- One-minute timed readings – Students read a familiar text for one minute then record on a chart the number of words read. Students reread the same text several more times, each time recording on the same chart the number of words read. When appropriate, the teacher discusses troublesome words and/or highlights items from a fluency reminder list.

Note: Alternatively, students can reread all of a short passage several times and chart the total time required for each rereading. Students can be taught to time each other during partner reading.

### **Additional Notes**

Research offers two related findings:

- Allocating instructional time for independent reading does not reliably lead to greater fluency.
- More skillful readers spend a lot of time independently reading texts that are easy for them; less skillful readers spend a lot less time reading independently and most of what they read is at a frustrational level.

These findings lead to the following conclusions:

- Independent reading is not a replacement for, but an important supplement to teacher-directed reading instruction.
- Independent reading is valuable as one component of a rotation that also includes teacher-directed small group instruction.
- Independent reading is a valuable activity for homework.
- Teachers need to monitor independent reading to ensure that students actually read during the allotted time and that the texts they read are at their independent levels. (If texts are beyond the independent level, additional support can be provided through partner reading, computer software, and/or tape-assisted readings.)

# A Demonstration Lesson

This demonstration illustrates three basic features of research-based fluency instruction: modeling, rereading, and feedback. Although the demonstrated procedures can be used as one component of an intervention lesson (i.e., rereading familiar text), their use is also appropriate in a comprehensive reading program for all students.

## 1. Modeled Reading

The teacher . . .

- Selects a short text or portion of a text to read aloud.
- Reminds the students of what it means to read fluently using a fluency reminder list.<sup>3</sup>
- Reads aloud then invites students to comment on how the text was read.

Note: Sometimes the teacher intentionally chooses to demonstrate disfluent reading so that the students have opportunities to identify what fluent reading is not.

## 2. Rereading Practice With Feedback

Students practice rereading the text that the teacher read. The teacher and/or other students provide feedback. All of the procedures described below can be adapted for use in whole group, small group, and one-on-one settings.<sup>4</sup>

- Choral reading – The students read in unison. The teacher fades in and out as needed. The students may assess their reading using a fluency reminder list.
- Partner reading – Students take turns reading the selection or alternate reading portions of the selection. The teacher may ask the students to provide their partners with feedback regarding one or more features of fluent reading (e.g., use punctuation marks).
- One-minute timed readings – Students read a familiar text for one minute then record on a chart the number of words read. Students reread the same text several more times, each time recording on the same chart the number of words read. When appropriate, the teacher discusses troublesome words and/or highlights items from a fluency reminder list.

Note: Alternatively, students can reread all of a short passage several times and chart the total time required for each rereading. Students can be taught to time each other during partner reading.

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<sup>3</sup> A fluency reminder list includes items such as read smoothly, use the punctuation marks, group words into meaningful phrases, and emphasize the most important words. Teachers and students develop fluency reminder lists as they listen to and describe fluent reading.

<sup>4</sup> For the demonstration lesson, consider implementing choral and partner reading in a small group setting and one-minute timed readings in a one-on-one setting.

# **Demonstration Lesson**

## **A Tool for Planning Fluency Instruction**

*Notes about students:*

*Text selection and anticipated problems w/text:*

*Outcome:*

*Tell:*

*Modeled Reading and Reminding Readers of Features:*

*Rereading Practice w/Feedback*

*Promote independent application:*

# Demonstration Lesson

## A Tool for Recording Reflections - Fluency

<b><u>Instruction</u></b>	<b><u>Student Learning</u></b>
<i>Model Reading &amp; Features</i>	
<i>Rereading Practice &amp; Feedback</i>	
<i>Promote Independent Practice</i>	

# **Practice Lesson**

## **A Tool for Planning Fluency Instruction**

*Notes about students:*

*Text selection and anticipated problems w/text:*

*Outcome:*

*Tell:*

*Modeled Reading and Reminding Readers of Features:*

*Rereading Practice w/Feedback*

*Promote independent application:*



# Practice Lesson

## A Tool for Recording Reflections - Fluency

<b><u>Instruction</u></b>	<b><u>Student Learning</u></b>
<i>Model Reading &amp; Features</i>	
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# **Alabama Reading Initiative 2010-2011**



## **Vocabulary Instruction**

## Factors that Influence Reading Comprehension

The reader's system of meaning overlaps sufficiently with the author's system of meaning.

The reader's system of language overlaps sufficiently with the author's system of language.

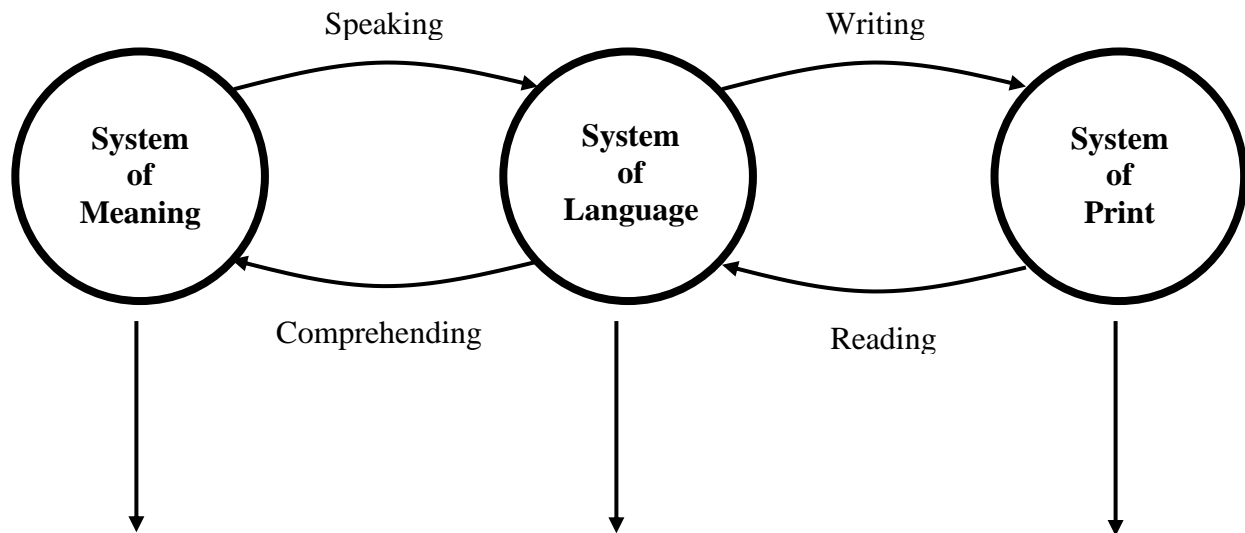
The reader reads words accurately.

The reader automatically recognizes words.

The reader reads fluently.

The reader engages with the printed material.

## Summary of Interferences to Reading Comprehension



6. The reader does not attend to the degree needed to build meaning.  
(Attention/Motivation/Disposition)

# What?

## 1. What is vocabulary?

Vocabulary refers to the words that we know. Vocabulary can be sorted into four categories:

- listening vocabulary - words we recognize and understand in oral language
- speaking vocabulary – words we use in our speech
- reading – words we recognize and understand in written texts
- writing vocabulary – words we use in our writing

## 2. What types of learning lead to vocabulary growth?

- Direct vocabulary learning - Students learn vocabulary when teachers provide explicit instruction in specific words and word-learning strategies.
- Indirect vocabulary learning – Students learn most words through incidental and multiple encounters.

## 3. What does it mean to know a word?

Words are known to varying degrees:

- unknown – no knowledge of the word’s meaning
- acquainted – limited knowledge of the word’s meaning and little, if any, use of the word in speaking and writing
- established – in-depth knowledge of the word’s meaning and frequent use of the word in speaking and writing

## 4. What words are most important to target for vocabulary instruction?

Teachers need to consider three different “tiers” of words (Beck, McKeown, and Kucan,

*Bringing*

*Words to Life*, 2002):

- **Tier One** – The first tier represents basic words such as *milk*, *smile*, and *jump*. Words in this tier rarely require instructional attention.
- **Tier Two** – The second tier includes words that appear frequently in a wide variety of texts and provide mature language users with precise ways to refer to familiar ideas. Words such as *darting*, *exceptional*, and *rummage* are examples of such words. Children’s literature is the most powerful source for Tier Two words. This resource has 50% more “rare” words than the conversations of college graduates. Tier Two words represent the bulk of vocabulary instruction. These words need to be posted and kept in circulation so that students practice applying them in varied contexts over an extended period of time.
- **Tier Three** – The third tier contains words such as *inlet*, *quadrilateral*, and *isotope*. Words in this tier appear infrequently and are associated with specific topics. Tier Three words and concepts are typically emphasized as a part of thematic or content area instruction. Posting these words on a theme or topic wall encourages their use when discussing or writing about specific topics.

**5. What different types of word learning tasks expand vocabulary?**

- Learn a new word for a known concept – Students learn that *spud* is another word for a potato.
- Develop deeper understandings of a known word – Students better understand *stream* as they realize how the word can be used to refer not only to water but also to light, words, and traffic. They become more aware of the different kinds of laughing as they distinguish *snickers*, *giggles*, and *chuckles*.
- Learn a new meaning for a known word – Students learn that *bat* not only refers to what you hit a ball with but also to a mammal that flies.
- Learn a new word that represents a new concept – Students learn the word *photosynthesis* and the process that it names.
- Note: The first three tasks are usually linked to Tier Two words and represent the major focus for vocabulary instruction. The fourth task typically targets Tier Three words and represents the major focus of content area instruction.

**6. What word learning strategies do skillful readers use?**

- They use and coordinate information provided by:
  - context
  - meaningful word parts (i.e., morphemes that include prefixes, suffixes, and base words/word roots)
  - dictionaries and other reference materials
  - other people

**7. What is word consciousness and how is it linked to vocabulary development?**

People with robust vocabularies have developed a word consciousness—a curiosity about words, their meanings, and their power. This curiosity attracts them to “rare” words used by others, motivates them to think about how and when these words are used, and entices them to try out the words in their own speaking and writing.

Word consciousness increases the power of both direct and indirect learning.

**A teacher who has developed a word consciousness and shares a curiosity about interesting words with students is the most important element of effective vocabulary instruction.**

# Why?

## **Specific word knowledge instruction**

- Effective direct instruction in specific word knowledge increases students' vocabulary.
- Students who receive direct instruction on specific words are more likely and better able to discern meanings of untaught words (i.e., engage in indirect vocabulary learning).

## **Instruction in word learning strategies**

- Students who know and independently apply word learning strategies benefit more from indirect learning opportunities than students who do not know and/or do not use these strategies.

## **Activities that foster word consciousness**

- Students who have an interest in words benefit more from direct and indirect learning opportunities than students who have little interest in words.
- Being curious about words is the hallmark of those who develop large vocabularies.

## **Opportunities for indirect vocabulary learning**

- Most words must be learned incidentally. Research suggests that on average students learn 2,000-3,000 words per year. There is simply not enough instructional time to teach all of these words.

# When?

- Provide vocabulary instruction as needed before reading, during reading, and/or after reading.
- Provide vocabulary instruction when students read varied genres (e.g., narrative, expository, poetry).
- Provide direct vocabulary instruction when reading aloud to students, when guiding or assisting students as they read and write, and when engaging students in informal conversations.
- Provide vocabulary instruction across the curriculum and throughout the school day.
- Begin vocabulary instruction at the onset of schooling and continue through high school.

# More Highly Skilled Instruction

How is highly skilled instruction for struggling readers differentiated from less skilled instruction?

- **More explicit**

Explicit instruction – is teacher directed, clearly stated, distinctly illustrated (not merely implied or ambiguous), and capable of clarifying key points; teachers

- tell students what they are expected to learn
- model what is expected using clear examples that make sense to students
- provide guidance as students practice: acknowledge successful application, provide corrective feedback, offer additional examples/explanations, prompt problem solving and deeper levels of understanding
- promote independent application: gradually withdraw support, monitor use in various contexts, provide students with tools that serve as reminders (e.g., ABC charts, word walls, list of word-solving strategies, list of comprehension strategies)

- **More intensive**

Intensive instruction – is extremely focused, concentrated, energetic, and emotional; teachers

- are persistent and relentless in adjusting instruction to assure student success
- insist that students do the work
- celebrate success
- increase the challenge as students demonstrate understanding
- communicate in a variety of ways “You can do this!”

- **More practice with appropriate texts**

Appropriate texts – student materials that are aligned with what is being taught; additional stories, books, and passages that students can read successfully; general guidelines are

- at least 90% word accuracy for texts used in teacher-directed instruction
- at least 95% word accuracy for texts used for independent practice

- **More coordination across instructional settings**

Coordination across instructional settings - the teacher (or teachers) provide explanations, demonstrations, guided practice, and opportunities for independent practice in many different contexts (e.g., comprehension strategies are applied in the reading block, during math instruction, when watching a video, and when reading directions for planting a tree on the school grounds).

Note: When multiple programs are used and when students receive instruction by more than one teacher, coordination across instructional settings eliminates *layering* (i.e., implementing instructional activities from different programs that lack a common focus).

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## **Self-regulation**

- knowing at all stages of the reading whether or not the text is “making sense”
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Michael Pressley



# How?

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- promoting independent application by providing students with tools that serve as reminders and enable independent problem solving (e.g., ABC charts, word walls, list of word-solving strategies, list of comprehension strategies).

**Systematic instruction** is orderly, planned, and gradually builds from basic elements to more subtle and complex structures.

## 2. Apply specific findings from research on effective vocabulary instruction.

- Provide direct vocabulary instruction using a variety of active and engaging approaches.
- Draw attention to target words over an extended period of time.
- Provide explicit instruction in word learning strategies (e.g., using information from context, analyzing meaningful word parts/morphemes, consulting reference materials such as dictionaries, and asking someone).
- Engage students in activities that foster word consciousness and routines that invite them to notice interesting words.
- Provide ample opportunities for indirect vocabulary learning to occur.
  - Engage students in structured conversation (e.g., show-and-tell, literature circles) as well as spontaneous conversation.
  - Read aloud to students.

In the early grades, the books that teachers read to students—not the books that they read—are the primary source for vocabulary expansion. Once students are reading at about a third grade level, their independent reading becomes a primary source for vocabulary expansion.
  - Ensure that students have access to appropriate texts and read extensively on their own.

The earlier students develop reading independency, the sooner they begin increasing their vocabulary through independent reading.

## A Demonstration Lesson

### (An Explanation)

In this demonstration lesson, a teacher provides direct vocabulary instruction using a read aloud. Following are a few instructional decisions that give focus to this particular lesson. (Refer to information on the “What?” pages as needed.)

- A read aloud can be used for a variety of instructional purposes (e.g., for comprehension instruction, to model fluent reading). In this lesson, the emphasis is *vocabulary instruction*.
- Vocabulary instruction can emphasize different types of words and word learning tasks. In this lesson, the emphasis is on *words that appear frequently in a wide variety of texts and provide mature language users with precise ways to refer to familiar ideas (Tier Two words)*. The word learning tasks include *learning new words for known concepts* and *developing deeper understandings of known words*.
- A read aloud can be implemented with different types of texts. In this lesson, the text is a *narrative* and features *experiences and concepts that are familiar to the students*.
- Vocabulary instruction may occur before, during, and after reading. In this lesson, the words do not represent new concepts, so the vocabulary instruction is planned for *after* reading. Brief explanations of target words may be needed *during* reading.

# A Demonstration Lesson

1. **Choose three target words from the text.**
  - Select words that provide students with more precise and mature ways to refer to *familiar* ideas and concepts. These words may be new words for known concepts and/or known words with the potential for deeper understandings.
  - Select words that can be used frequently in varied contexts.
2. **Create student-friendly explanations for the target words.**
  - Use everyday language to offer a definition and to describe different contexts for using the word. (Consult a dictionary if needed.)
  - Think about how to explain why you use this word rather than similar words (e.g., *darted* rather than *ran* or *dashed*).
3. **Design opportunities for students to interact with the target words.**
  - Determine how you will find out if the students understand the sentences containing the target words. (Ask what the sentence means, not the word.) If necessary, provide a brief explanation of the target word.
  - Use a word map to **mentally prepare** for an “after reading” conversation about each target word and to facilitate the actual conversation with students. A word map consists of questions such as the following: How was the word used in the story? What is it? What is it not? What are some examples?). The conversation needs to help students develop definitional and contextual understandings of the target words.
  - Prepare challenges for “after reading” that require students to use the target words in varied contexts.
    - Use the word *dart* in a sentence to describe something that you might see at a football game.
    - Complete the sentence: The squirrel darted . . .
    - Create a sentence that tells about something on your face that can dart.
4. **Post target words and develop routines that keep target words in circulation for several weeks.**
  - Ask students to use posted words to say something about “new” texts.
  - Ask students to use posted words to say something during planned sharing times such as show and tell (sharing an object) or author’s chair (sharing written work).
  - At the end of the day, ask students to use the posted words to describe something that happened during the day or to share when they used, read, or heard one of the posted words.
  - “Retire” or “archive” posted words as needed to make space for new target words.
5. **Implement routines that invite students to identify interesting words.**
  - Ask students to identify one interesting word in their assigned reading and to share it during small group discussions. (This routine is similar to the word wizard role used in some literature circles.)
  - Ask students to identify interesting words in the writing of their peers

# Demonstration Lesson

## A Tool for Planning Vocabulary Lessons

*Notes about students:*

*Text selection and target words:*

*Outcome:*

*Tell:*

*Model:* Student friendly explanations:

*Practice w/guidance:*

*Promote independent application:* (Post and develop routines)

**Demonstration Lesson**  
**A Tool for Recording Reflections - Vocabulary**

<b><u>Instruction</u></b>	<b><u>Student Learning</u></b>
<i>Student friendly definitions</i>	
<i>Practice with Guidance</i>	
<i>Promote Independent Application</i>	

# Demonstration Lesson

## A Tool for Planning Vocabulary Lessons

*Notes about students:*

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# **Alabama Reading Initiative 2010-2011**



## **Comprehension Instruction**



## Factors that Influence Reading Comprehension

The reader's system of meaning overlaps sufficiently with the author's system of meaning.

The reader's system of language overlaps sufficiently with the author's system of language.

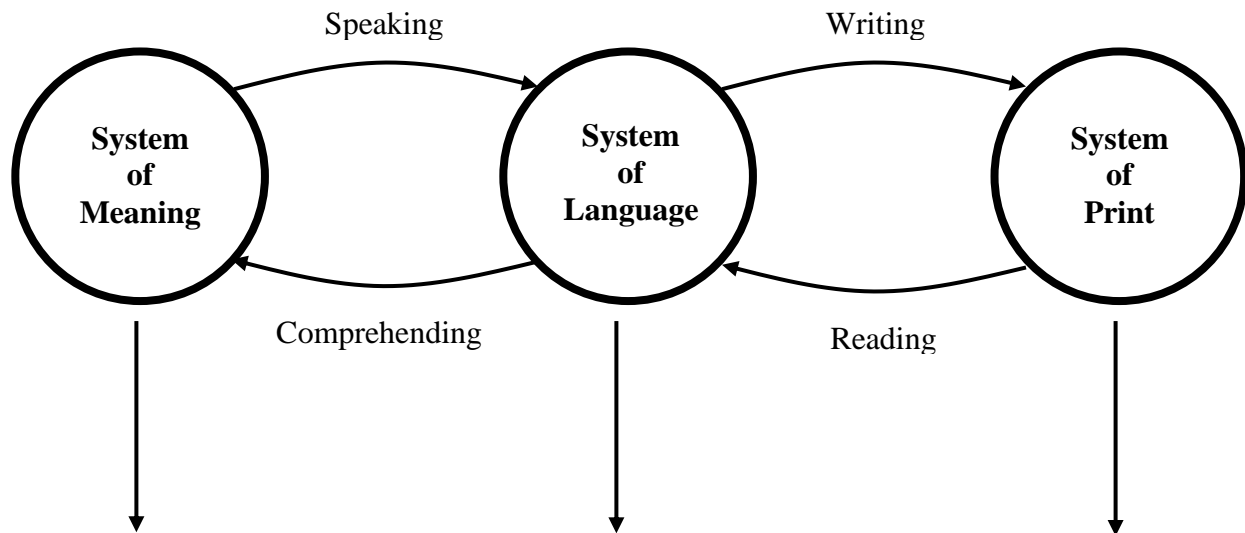
The reader reads words accurately.

The reader automatically recognizes words.

The reader reads fluently.

The reader engages with the printed material.

## Summary of Interferences to Reading Comprehension



1. The reader's system of meaning does not overlap sufficiently with the author's system on meaning.

2. The reader's system of language (i.e., vocabulary, syntax, idioms) does not overlap sufficiently with the author's expression.

3. The reader lacks the power to say what each word requires. (Accuracy)  
4. The reader is cumbersome in word recognition and does not identify words instantly. (Automaticity)  
5. The reader fails to read with ease, appropriate speed and phrasing, and, therefore, is unable to devote sufficient attention to building meaning. (Fluency)

6. The reader does not attend to the degree needed to build meaning. (Attention/Motivation/Disposition)

# What?

## 1. What is comprehension?

Comprehension is an active and purposeful process that leads to understanding and remembering what was read.

- active – interacting with text; using experiences and knowledge of the world, knowledge of vocabulary and language structure, and knowledge of comprehension strategies to make sense of what is being read; recognizing problems when they occur and how to resolve them.
- purposeful – having a reason for reading; reading to learn, to locate information, or for entertainment; adjusting rate of reading and mental effort accordingly
- process - comprehension is not an absolute ability. Students' abilities to comprehend text vary as texts vary. For example, the texts that students read differ in the demands presented by content, vocabulary, length, sentence patterns, text structures, and literary devices.

## 2. What are comprehension strategies?

- Comprehension strategies are specific actions that **readers use** as they attempt to make sense of text. They can be thought of as thinking strategies – ways of thinking about what has been read or is being read that **help readers** go beyond understanding the surface meaning of the text.
- Although not an exhaustive list, *Put Reading First* identifies the following comprehension strategies as having a firm scientific basis:
  - comprehension monitoring
  - answering questions
  - generating questions
  - summarizing
  - recognizing story structure
  - using graphic and semantic organizers
  - accessing prior knowledge
  - using mental imagery (visualizing)

## 3. What is comprehension monitoring?

Comprehension monitoring is being aware of what is and what is not understood during reading. Skillful readers know when they understand and know when they do not understand. When skillful readers monitor their comprehension, they activate “fix-up” strategies when problems occur at the word or text level. This process involves using multiple comprehension strategies flexibly and in combination. It also involves the use of other problem-solving strategies such as rereading, reading ahead, using the dictionary or glossary, and asking someone for help.

## 4. What is comprehension instruction?

- Comprehension instruction refers to anything that **classroom teachers do** to help students interact thoughtfully with text. The teacher carefully selects a text which is appropriate for the readers. The teacher then examines the text to determine potential

obstacles for the readers and possibilities for instruction. Next, the teacher models and guides the reader in the use of the appropriate strategies.

- Over time, effective comprehension instruction will result in the reader being able to flexibly and independently use appropriate strategies as they interact with text.

**5. What instruction is effective in teaching children to interact with text without assistance?**

- Explicit instruction that promotes the reader's use of comprehension strategies listed on p. 80 (i.e., comprehension monitoring, answering questions, generating questions, summarizing, recognizing story structure, using graphic and semantic organizers, accessing prior knowledge, and visualizing).
- Explicit instruction that teaches readers to use several of these strategies flexibly and in combination as they interact with texts.
- Instruction that incorporates cooperative learning and reciprocal teaching.

**Discussion:**

**What is the purpose of comprehension instruction?**

## Why?

- Comprehension is the reason for reading.
- Comprehension improves when teachers provide explicit instruction in the use of comprehension strategies.
- Many students will not learn to read actively and purposefully without explicit instruction in comprehension strategies.
- Remember, comprehension is a process, not a product.

## When?

- Provide comprehension strategy instruction before, during, and after reading.
- Provide comprehension strategy instruction when students read varied genres (e.g., narrative, informational text, poetry).
- Provide comprehension instruction when reading aloud to students, guiding or assisting students as they read, and supporting students as they interact with various forms of multimedia.
- Provide comprehension instruction **across the curriculum** and **throughout the school day**.
- Begin comprehension strategy instruction at the **onset of schooling** (e.g., interactive think alouds while reading aloud) and **continue through high school** (e.g., discussion of content area textbooks).

# More Highly Skilled Instruction

How is highly skilled instruction for struggling readers differentiated from less skilled instruction?

- **More explicit**

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- celebrate success
- increase the challenge as students demonstrate understanding
- communicate in a variety of ways “You can do this!”

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Appropriate texts – student materials that are aligned with what is being taught; additional stories, books, and passages that students can read successfully; general guidelines are

- at least 90% word accuracy for texts used in teacher-directed instruction
- at least 95% word accuracy for texts used for independent practice

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Coordination across instructional settings - the teacher (or teachers) provide explanations, demonstrations, guided practice, and opportunities for independent practice in many different contexts (e.g., comprehension strategies are applied in the reading block, during math instruction, when watching a video, and when reading directions for planting a tree on the school grounds).

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- making ongoing efforts to construct meaning from the text
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- knowing at all stages of the reading whether or not the text is “making sense”
- addressing problems as they emerge (includes problems at the word and text level)
- choosing to be actively involved before, during, and after reading

*Those who wish to teach reading well need to  
understand just what good reading is.*

Michael Pressley

# How?

## 1. Select text which is appropriate for the readers.

- **Text should be appropriate for the readers** – readers should be both accurate and automatic with the text being used, freeing the reader to concentrate on comprehension.
- **For struggling readers text should lend itself to an appropriate strategy lesson** – the teacher should give careful attention to selecting strategies based on the needs of the students (e.g. if the reader has difficulty visualizing, then the teacher would need to choose a text which spurs strong visual images).

## 2. Anticipate problems readers may encounter with comprehending the text and predetermine ways to help readers solve these problems.

## 3. Plan strategy instruction that occurs before reading, during reading, and after reading.

Apply specific findings from research on effective comprehension instruction. Research-based comprehension instruction features:

- Explicit instruction that promotes the reader's use of comprehension strategies listed on p. 80 ( i.e., comprehension monitoring, answering questions, generating questions, summarizing, recognizing story structure, using graphic and semantic organizers, accessing prior knowledge, and visualizing).
- Explicit instruction that teaches readers to use several of these strategies flexibly and in combination as they interact with texts.
- Instruction that incorporates cooperative learning and reciprocal teaching.

## 4. Provide explicit and systematic comprehension instruction.

- **Explicit instruction** is teacher directed, clearly stated, distinctly illustrated (not merely implied or ambiguous), and capable of clarifying key points; includes
  - telling students what they are expected to learn.
  - modeling for students what is expected using clear examples.
  - providing guidance as students practice: acknowledge successful application, provide corrective feedback, offer additional examples/explanations, prompt problem solving and deeper levels of understanding.
  - promoting independent application by providing students with tools that serve as reminders and enable independent problem solving (e.g., a list of word-solving strategies, a list of comprehension strategies).
- **Systematic instruction** is orderly, planned, and gradually builds from basic elements to more subtle and complex structures.

*Note: The explicit and systematic comprehension instruction of the most skillful teachers includes prompting and guiding students to apply comprehension strategies throughout the school day—not just during the reading block.*

## Questioning Scaffold For Informational Texts

### Informational Text

#### *Green Card Questions (Use Before Reading)*

- Card # 1 What does the title tell me?
- Card # 2 What do the pictures tell me?
- Card # 3 What do I already know about the topic?
- Card # 4 What do I want to learn about the topic?

#### *Yellow Card Questions (Use During Reading)*

- Card # 5 Does this make sense?
- Card # 6 What have I learned so far?
- Card # 7 What does the diagram or picture show?

#### *Red Card Questions (Use After Reading)*

- Card # 8 What new words did I learn?
- Card # 9 What is the passage mainly about?
- Card # 10 What did I learn about the topic?

Adapted from Vaughn, S. & Linan-Thompson, S. (2004). *Research-based methods of: Reading instruction, Grades K-3*. Alexandria, Virginia: ASCD.

### **Informational Text**

Broadly defined, *informational text* is factual. Its primary purpose is to inform, explain, or persuade. Examples of informational texts are textbooks, biographies and autobiographies, newspapers, diaries, journals, magazines, brochures, and catalogues.



## Using a Questioning Scaffold (Before/During/After Reading) With Informational Texts

**Material needed:** color-coded questioning framework cards and pocket chart(s)

### **Introduction:**

Place the cards on the left side of the pocket chart in the correct order.

- Explain that good readers ask themselves questions about texts to make sure they understand. They think about some things before they read. (Read the green questions here.)
- Good readers also think about some things while they are reading. (Read the yellow questions here.)
- Finally, good readers think about the text after they have finished reading. (Read the red questions here.)

### **Model:**

Introduce the questioning framework cards by reading the title of the text aloud and sharing your thinking with the students. Remember, **this is not an interrogation process!** It is a thinking process evidenced through conversation.

*Example:* “When I read the title, it tells me that this story will probably be about \_\_\_\_\_.”

*Example:* “When I look at the pictures, I am reminded that \_\_\_\_\_.”

### **Procedure:**

Before reading, use the introduction model above to introduce the framework. As you address each card, move the card slightly to the right. Encourage student participation, especially in telling what they already know about the topic. Any time a student contributes, move the card slightly to the right.

During reading, stop periodically to model your thinking in response to the questions. Again encourage student participation. Move the corresponding card slightly to the right when either you or a student makes a response to the questioning prompts.

After reading, model your thinking in response to the red questions.

*Example:* “Now that I have read the text, I am remembering a new word that I learned. My new word is \_\_\_\_\_. Did any of you learn a new word?”

Move card #8 slightly to the right after every response. Continue sharing your thoughts about cards # 9 and 10.

-----  
\*\*This scaffold should begin with much teacher support and modeling. Through continual use, the students will begin to assume more and more responsibility for the thinking process.

\*\*Be aware that students often confuse what they already know about the topic with what the text actually says. A helpful question might be, “Did the text say that or is that something that you already knew?”

## Questioning Scaffold for Narrative Texts

### **Narrative Text**

#### *Green Card Questions (Use Before Reading)*

- Card # 1 What does the title tell me about this story?
- Card # 2 What do the pictures tell me about this story?
- Card # 3 What words do I think will be in this story?

#### *Yellow Card Questions (Use During Reading)*

- Card # 4 What has happened so far? (Who? What? When? Where?)
- Card # 5 What is the problem?
- Card # 6 What do I predict will happen next?
- Card # 7 What is confusing me?

#### *Red Card Questions (Use After Reading)*

- Card # 8 What was the main problem and how was it solved?
- Card # 9 What am I still wondering?
- Card # 10 Why did I like/dislike this story?

Adapted from Vaughn, S. & Linan-Thompson, S. (2004). *Research-based methods of: Reading instruction, Grades K-3*. Alexandria, Virginia: ASCD.

### **Narrative Text**

*Narrative texts* tell a story.

## Using a Questioning Scaffold (Before/During/After Reading) With Narrative Texts

**Material needed:** color-coded questioning framework cards and pocket chart(s)

**Introduction:**

Place the cards on the left side of the pocket chart.

- Explain that good readers ask themselves questions about texts to make sure they understand. They think about some things before they read. (Read the green questions here.)
- Good readers also think about some things while they are reading. (Read the yellow questions here.)
- Finally, good readers think about the text after they have finished reading. (Read the red questions here.)
- Explain to the students that any time you have a thought about one of the questions, you will move that card slightly to the right. Let them know that they can share their thoughts too and you will also move the card to the right.

**Model:**

Introduce the questioning framework cards by reading the title of the text aloud and sharing your thinking with the students. Remember, **this is not an interrogation process!** It is a thinking process evidenced through conversation.

*Example:* “When I read the title, it tells me that this story will probably be about \_\_\_\_\_.”

*Example:* “When I look at the pictures, I am reminded that \_\_\_\_\_.”

**Procedure:**

Before reading, use the introduction model above to introduce the framework. As you address each card, move the card slightly to the right. Encourage student participation, especially in predicting what they think the story may be about. Any time a student contributes, move the card slightly to the right.

During reading, stop periodically to model your thinking in response to the questions. Again encourage student participation. Move the corresponding card slightly to the right when either you or a student makes a response to the questioning prompts.

After reading, model your thinking in response to the red questions.

*Example:* “Now that I have read the story, I am remembering that the main problem was \_\_\_\_\_. It was solved when \_\_\_\_\_.”

Move card #8 slightly to the right. Continue sharing your thoughts about cards # 9 and #10.

**\*\*This scaffold should begin with much teacher support and modeling. Through continual use, the students will begin to assume more and more responsibility for the thinking process.**

# Demonstration Lesson

## A Tool for Planning Comprehension Lessons

*Notes about students:*

*Text selection and anticipated problems w/text:*

***Outcome:*** Students will think about a text before, during, and after reading.

**Explanation of Procedure/Purpose:**

***Before reading***

***During reading***

***After reading:***

# Demonstration Lesson

## A Tool for Recording Reflections

<b>Instruction</b>	<b>Student Learning</b>
<i>Before Reading</i>	
<i>During Reading</i>	
<i>After Reading</i>	

# Practice Lesson

## A Tool for Planning Comprehension Lessons

*Notes about students:*

*Text selection and anticipated problems w/text:*

*Outcomes:* Student will think about a text before, during , and after reading.

**Explanation of Procedure/Purpose:**

*Before reading*

*During reading*

*After reading:*

# Practice Lesson

## A Tool for Recording Reflections

<b>Instruction</b>	<b>Student Learning</b>
<i>Before Reading</i>	
<i>During Reading</i>	
<i>After Reading</i>	

# **Alabama Reading Initiative 2010-2011**



## **Effective Intervention**



# **The Goal of Reading Instruction: Skillful Readers**

**Skillful readers demonstrate . . .**

## **Accuracy**

- saying the words correctly

## **Automaticity**

- recognizing words instantaneously

## **Fluency**

- reading connected text with ease and minimal effort
- reading with accuracy and automaticity, as well as appropriate speed, phrasing, and expression

## **Active building of meaning**

- making ongoing efforts to construct meaning from the text
- drawing on all resources (e.g., knowledge, experiences, language) to understand what they are reading
- using comprehension strategies such as predicting, questioning, and visualizing to help make sense of text

## **Self-regulation**

- knowing at all stages of the reading whether or not the text is “making sense”
- addressing problems as they emerge (includes problems at the word and text level)
- choosing to be actively involved before, during, and after reading

*Those who wish to teach reading well need to  
understand just what good reading is.*

Michael Pressley

# **Research Summary**

## **Effective Reading Intervention**

Intervention is special reading instruction for struggling readers. It is designed to make these students skillful readers of grade-level materials in relatively short periods of time. Intervention efforts usually involve organization, assessment, and instruction that go beyond the ordinary. Specifically, research-based reading interventions extend comprehensive reading programs in the following ways.

**I. More frequent use of assessment data to inform instruction and to document student growth**

**II. More small group instruction**

- increase the time
- reduce the pupil-teacher ratio
- use flexible and varied grouping
- arrange for highly effective teachers to provide the instruction

**III. More highly skilled instruction**

- more explicit
- more intensive
- more practice reading appropriate texts
- more coordination across instructional settings

<p><b>Unless otherwise cited, references to "research" are from the Report of the National Reading Panel.</b></p>
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## More Small Group Instruction

Research confirms that small group is the most powerful organization for reading intervention. It also offers the following guidelines related to small group intervention.

**A. Increase the time**

Struggling readers need more time in small group instruction than their peers.

- Intensive support (highest risk) - an additional 3-5 small group sessions per week
- Strategic support (some risk) - additional small group sessions as needed

**B. Reduce the pupil-teacher ratio**

Struggling readers need opportunities to participate in smaller groups than their peers.

- Intensive support (highest risk) – about three students per group
- Strategic support (some risk) – about five students per group

**C. Use flexible and varied grouping**

- flexible grouping - teachers group and regroup students based on systematic and frequent progress monitoring
- varied grouping – teachers
  - make decisions about grouping based on the instructional purposes and the needs of the learners
  - consider issues such as group size (e.g., whole group, small group, and one-on-one), instructional focus (e.g., learning letter names and shapes, segmenting spoken words into phonemes), and mix of students (e.g., mixed ability, same ability)
  - place students (particularly struggling readers) in multiple groups

**D. Arrange for highly effective teachers to provide the instruction**

- Highly effective teachers are identified by student achievement data that show consistent success in accelerating the progress of students at risk for reading difficulty.

**The following pages offer three different examples of small group scheduling. Study each example, then respond to the questions at the bottom of each page**

# Example A

## Intervention within the classroom – one teacher

### First Grade

Students are divided into needs-based groups for reading instruction.

<b>8:00</b>	<b>Whole Group Shared Reading</b>		
	<b>Red Group</b>	<b>Blue Group</b>	<b>Green Group</b>
<b>8:30</b>	Intervention groups (may be one, two, or three students)	Appropriate Practice	Appropriate Practice
<b>9:00</b>	Literacy Centers	Small group w/ teacher	Literacy Centers
<b>9:30</b>	Literacy Centers	Literacy Centers	Small group w/ teacher
<b>10:00</b>	Small group w/ teacher	Literacy Centers	Literacy Centers
<b>10:30</b>	<b>Whole Group Writing Workshop</b> (with small group or individual work as needed)		
<b>11:15</b>	Lunch		

Students are divided into five mixed-ability groups for centers. The groups are assigned each day to a different reading, writing, and skills center. The assignments rotate each day so that every student has the opportunity to visit every center once during the week.

### Questions

1. Do struggling readers receive more small group instruction than their peers?
2. Do struggling readers receive instruction in groups of 3-5 students?
3. Are there possibilities for flexible and varied grouping?
4. Who teaches the struggling readers?

## Example B

### Intervention within the classroom – multiple teachers

**Second Grade** – 3 classroom teachers and 1 intervention teacher (Ms. Chadwick)

9:00 – 10:30     **Small Group Rotations – needs-based groups**

- Teacher Directed Reading Instruction
- Appropriate Practice
- Independent Reading

	<b>Brooks</b>	<b>Brannon</b>	<b>Jones</b>
<b>9:00</b>	<b>Red - Chadwick</b> Blue – Appropriate Practice Green - Teacher	Red - Teacher Blue - Independent Reading Green – Appropriate Practice	Red – Appropriate Practice Blue - Teacher Green - Independent Reading
<b>9:30</b>	Red – Appropriate Practice Blue - Teacher Green – Independent Reading	<b>Red - Chadwick</b> Blue – Independent Reading Green - Teacher	Red - Teacher Blue - Independent Reading Green – Appropriate Practice
<b>10:00</b>	Red - Teacher Blue - Independent Reading Green – Appropriate Practice	Red – Appropriate Practice Blue - Teacher Green - Independent Reading	<b>Red - Chadwick</b> Blue – Appropriate Practice Green – Teacher
<b>10:30</b>	Literacy Centers Teacher provides additional small group intervention		

#### Questions

1. Do struggling readers receive more small group instruction than their peers?
2. Do struggling readers receive instruction in groups of 3-5 students?
3. Are there possibilities for flexible and varied grouping?
4. Who teaches the struggling readers?

## Example C

### Intervention Across Classrooms

**Third Grade** – 6 classroom teachers are paired with each other:

- Miller with struggling readers / Brown with grade level readers
- May with struggling readers / Rogers with grade level readers
- Glover with struggling readers / Nelson with grade level readers

8:30 – 10:30 **Literacy Block**

- **Small group rotations – 90 minutes**

Each teacher meets 20 – 30 minutes with each of her small groups while the other students do different activities.

- **Intervention – 30 minutes**

One of the paired teachers has only the struggling readers from both classes (8 -10 students). The other teacher has the much larger group of grade-level and above readers (25 or more) from both classes for some enrichment activities. These activities can be read-aloud, independent reading, theme studies, etc.

	Miller	Brown	May	Rogers	Glover	Nelson
8:30	Intervention / Enrichment 8:30 – 9:00		Begin Rotations	Begin Rotations	Small Group Rotations	Small Group Rotations
9:00	Small Group Rotations	Small Group Rotations	Intervention / Enrichment 9:00 – 9:30			
9:30			Small Group Rotations	Small Group Rotations		
10:00			Intervention / Enrichment 10:00 – 10:30			

#### Questions

1. Do struggling readers receive more small group instruction than their peers?
2. Do struggling readers receive instruction in groups of 3-5 students?
3. Are there possibilities for flexible and varied grouping?
4. Who teaches the struggling readers?

Identify broad changes needed to align the organization of reading intervention at your school site with what the research says about small group instruction. Prioritize the changes. Remember, major renovation—not redecorating—is needed!

From Leadership Team Notebook, Section III: Effective Intervention, adapted from p. 42.

# More Highly Skilled Instruction

How is highly skilled instruction for struggling readers differentiated from less skilled instruction?

- **More explicit**

Explicit instruction – is teacher directed, clearly stated, distinctly illustrated (not merely implied or ambiguous), and capable of clarifying key points; teachers

- tell students what they are expected to learn
- model what is expected using clear examples that make sense to students
- provide guidance as students practice: acknowledge successful application, provide corrective feedback, offer additional examples/explanations, prompt problem solving and deeper levels of understanding
- promote independent application: gradually withdraw support, monitor use in various contexts, provide students with tools that serve as reminders (e.g., ABC charts, word walls, list of word-solving strategies, list of comprehension strategies)

- **More intensive**

Intensive instruction – is extremely focused, concentrated, energetic, and emotional; teachers

- are persistent and relentless in adjusting instruction to assure student success
- insist that students do the work
- celebrate success
- increase the challenge as students demonstrate understanding
- communicate in a variety of ways “You can do this!”

- **More practice with appropriate texts**

Appropriate texts – student materials that are aligned with what is being taught; additional stories, books, and passages that students can read successfully; general guidelines are

- at least 90% word accuracy for texts used in teacher-directed instruction
- at least 95% word accuracy for texts used for independent practice

- **More coordination across instructional settings**

Coordination across instructional settings - the teacher (or teachers) provide explanations, demonstrations, guided practice, and opportunities for independent practice in many different contexts (e.g., comprehension strategies are applied in the reading block, during math instruction, when watching a video, and when reading directions for planting a tree on the school grounds).

Note: When multiple programs are used and when students receive instruction by more than one teacher, coordination across instructional settings eliminates *layering* (i.e., implementing instructional activities from different programs that lack a common focus).

## An Unofficial Status Report

Complete the following chart based on what you know about the way reading intervention is organized currently in your classroom.

	Teacher's Name: _____
1. Identify the number of struggling readers in your classroom. (How do you identify these students?)	
2. How and when do the struggling readers receive <b>additional</b> teacher directed reading instruction?	
3. Describe the opportunities struggling readers have to be placed in flexible and varied grouping.	
4. Who currently provides small group reading instruction for the struggling readers in your classroom? How was this choice made and how is coordination across the instructional settings maintained?	
5. What percentage of struggling readers in this classroom receive small group intervention that is fully aligned with what the research says?	