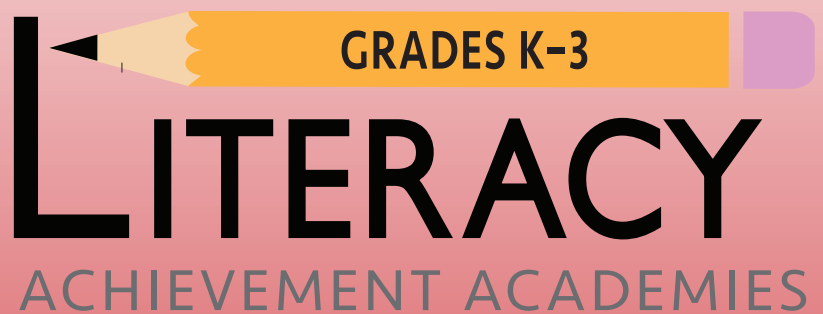




Participant Guide



GRADE 1

First Grade Literacy Achievement Academy



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Introduction

First-grade teachers are critical to the reading success of children. They are among the first adults, of many, who will contribute to the formal education of most Texas school children.

As a first-grade teacher, you build a foundation for reading. The Literacy Achievement Academies focus on the knowledge and skills you need to instill in every first-grader.

The Meadows Center for Preventing Educational Risk at The University of Texas at Austin has designed the Literacy Academies to be practical and participatory learning experiences for first-grade teachers across the state. The Academies focus on an approach to early literacy instruction that is research based. We hope that you find the videos and activities helpful in learning the material and in identifying colleagues who may be resources to you as you teach this year. In addition, we hope the sample lessons give you a jump-start in getting ready to teach the foundations for reading success to your first-graders.

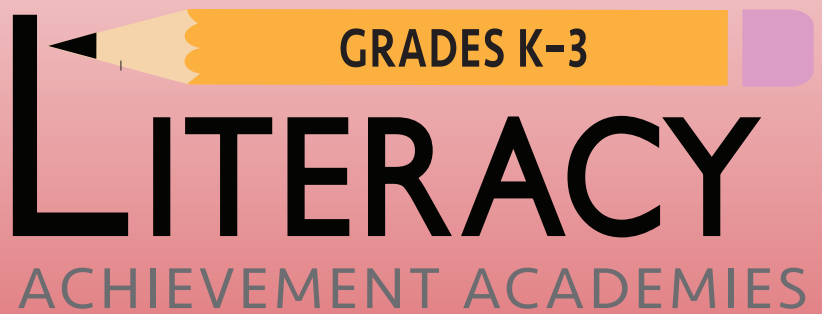
This binder provides you with most of the materials you will need to participate in the Academy: note pages for the presenter's slides, handouts, blackline masters for reproducing classroom materials, sample lessons, and resource information. Plus, your fellow teachers have brought their teacher's editions and favorite children's books that you can preview.

We hope that you learn many research-based strategies and ideas to try with your children this year.



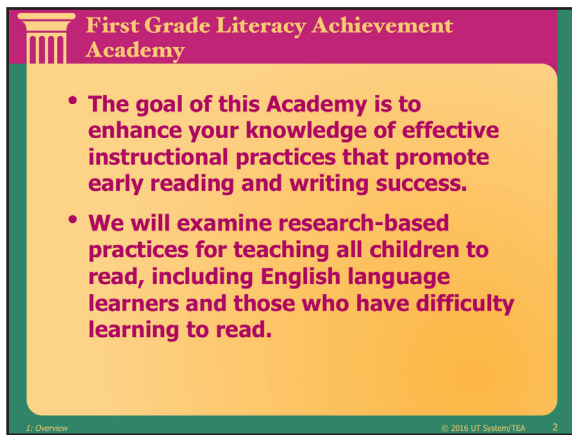
Overview

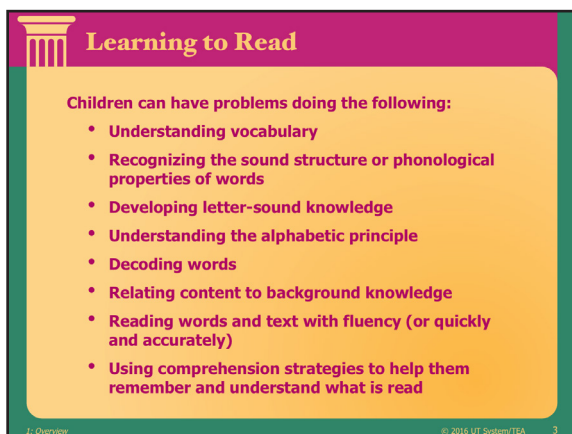
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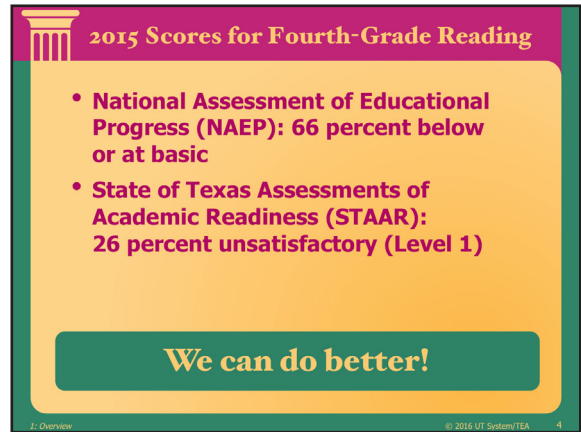


GRADE 1







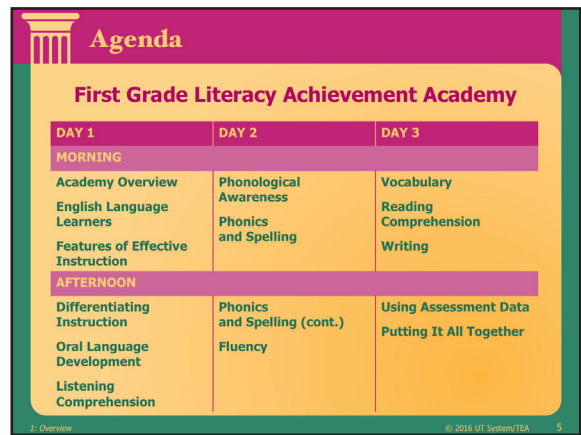


2015 Scores for Fourth-Grade Reading

- **National Assessment of Educational Progress (NAEP): 66 percent below or at basic**
- **State of Texas Assessments of Academic Readiness (STAAR): 26 percent unsatisfactory (Level 1)**

We can do better!

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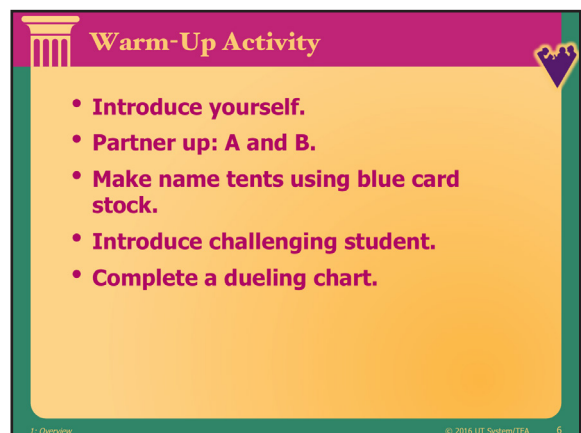


Agenda

First Grade Literacy Achievement Academy

DAY 1	DAY 2	DAY 3
MORNING		
Academy Overview	Phonological Awareness	Vocabulary
English Language Learners	Phonics and Spelling	Reading Comprehension
Features of Effective Instruction		Writing
AFTERNOON		
Differentiating Instruction	Phonics and Spelling (cont.)	Using Assessment Data
Oral Language Development	Fluency	Putting It All Together
Listening Comprehension		

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Warm-Up Activity

- **Introduce yourself.**
- **Partner up: A and B.**
- **Make name tents using blue card stock.**
- **Introduce challenging student.**
- **Complete a dueling chart.**

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Participant Materials

- Notes versions of slides
- Handouts, including references
- Folder
- Resources

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Participant Materials (cont.)

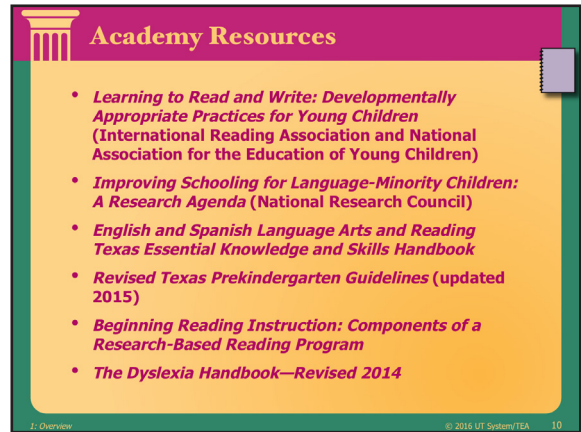
- Publications
- Supplies and activity materials
- Teacher’s editions of reading programs
- Children’s books

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Academy Resources: Classics

- *Preventing Reading Difficulties in Young Children* (National Research Council)
- *Starting Out Right: A Guide to Promoting Children’s Reading Success* (National Research Council)
- *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* (National Reading Panel)
- *Put Reading First: The Research Building Blocks for Teaching Children to Read* (National Institute for Literacy)

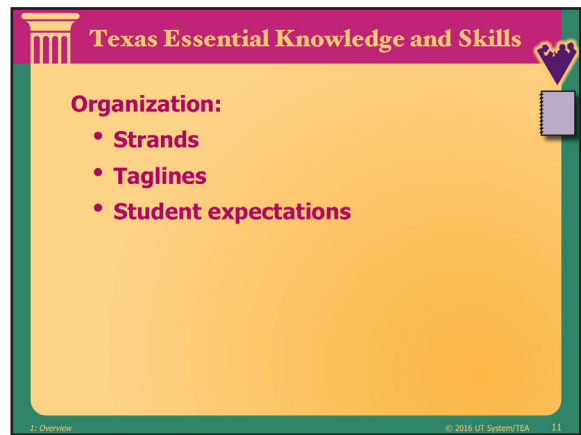
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Academy Resources

- *Learning to Read and Write: Developmentally Appropriate Practices for Young Children* (International Reading Association and National Association for the Education of Young Children)
- *Improving Schooling for Language-Minority Children: A Research Agenda* (National Research Council)
- *English and Spanish Language Arts and Reading Texas Essential Knowledge and Skills Handbook*
- *Revised Texas Prekindergarten Guidelines* (updated 2015)
- *Beginning Reading Instruction: Components of a Research-Based Reading Program*
- *The Dyslexia Handbook—Revised 2014*

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Texas Essential Knowledge and Skills

Organization:

- Strands
- Taglines
- Student expectations

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Prekindergarten Guidelines

Organization:

- Domains
- Skill areas

Use the Prekindergarten Guidelines and Handout 1 to compare TEKS student expectations and prekindergarten skill areas.

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Beginning Reading Instruction

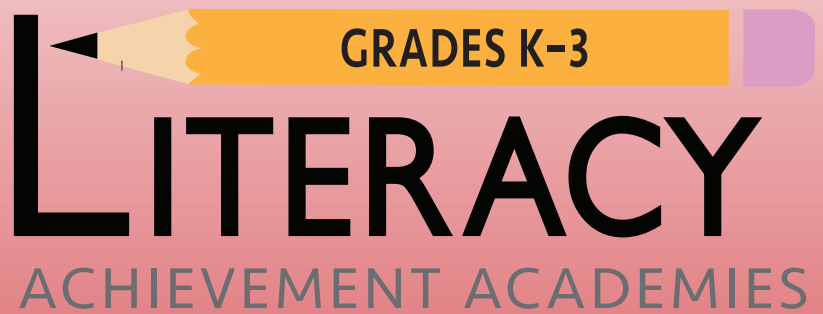
- Skim *Beginning Reading Instruction: Components and Features of a Research-Based Reading Program*.
- Match its components to the ELAR TEKS taglines on Handout 1 (also found in the TEKS Handbook). Write your answers on Handout 3.

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Overview

Handouts



GRADE 1

Prekindergarten Guidelines, ELAR TEKS, and Figure 19 Alignment

LISTENING AND ORAL LANGUAGE	Listening Comprehension	Language Use	Speech Production	Vocabulary	Oral Grammar	PK	
						1	2
	Show understanding by responding appropriately						
	Listen attentively to speakers and ask relevant questions to clarify information						
	Follow two-step oral directions and usually three-step directions						
	Follow oral directions that involve short related sequence of actions						
	Follow, restate, and give oral instructions involving short related sequence of actions						
	Understand language spoken by teacher and peers						
	Engage in conversations in appropriate ways						
	Demonstrate knowledge of verbal and nonverbal conversational rules						
	Follow agreed-upon discussion rules, including taking turns and speaking one at a time						
	Follow agreed-upon discussion rules, including taking turns and speaking when recognized, and making appropriate contributions						
	Use language for different purposes						
	Provide appropriate information across situations						
	Share information and ideas by speaking audibly and clearly using language conventions						
	Share information and ideas about topic under discussion, speaking clearly at appropriate pace, using language conventions						
	Match language to social contexts						
	Speech is understood by teacher and other adults						
	Perceive differences between similar sounding words						
	Demonstrate growing understanding of language's sounds and intonations						
	Use a wide variety of words to label/describe people, places, and actions						
	Understand terms used in instructional language of classroom						
	Understand meanings of 3,000-4,000 words and use large speaking vocabulary						
	Use category labels to understand word-object relationships						
	Increase listening vocabulary and develop vocabulary for common objects/phrases						
	Typically use complete sentences of four or more words with grammatical complexity, subject, verb, object order						
	Use regular/irregular plurals, regular past tense, personal/possessive pronouns, subject-verb agreement						
	Use sentences with more than one phrase						
	Combine more than one idea using complex sentences						
	Combine sentences that give lots of details, stick to topic, and clearly communicate meaning						
	Use nonverbal communication with those who do not speak home language (ELL)						
	Use single words/simple phrases to communicate (ELL)						
	Attempt to use new vocabulary/grammar in speech (ELL)						

WRITING	Writing Different Texts		Print Awareness		Handwriting and Conventions	
	1	2	PK	K	1	2
			PK			
Move from scribbles to some letter-sound correspondence using beginning and ending sounds when writing						
Use letters/symbols to make words or parts of words						
Dictate or write sentences to tell story, putting sentences in chronological sequence			K			
Write short poems (with sensory details in G1 and G2)	1	2				
Write informational texts for specific purposes (K = lists, captions, invitations)						
Write brief stories that include beginning, middle, and end	1	2				
Write brief compositions about topics of interest to student						
Write short letters that put ideas in sequence and use appropriate conventions						
Write brief comments on literary or informational texts						
Write persuasive statements about issues important to student for appropriate audience						
Recognize spoken words can be represented by print (and sequences of letters in G1)				K		
Identify uppercase and lowercase letters						
Demonstrate one-to-one correspondence between spoken word and printed word			PK			
Distinguish between elements of print, including letters, words, and pictures						
Recognize difference between individual letters and printed words				K		
Demonstrate understanding of print directionality (left to right, top to bottom)			PK			
Recognize distinguishing features of a sentence, including punctuation and case						
Recognize that sentences comprise words separated by spaces (word boundaries)				K		
Recognize distinguishing features of sentences						
Write own first name			PK			
Independently use letters to make words or parts of words						
Use appropriate directionality when writing (top/bottom, left to right)						
Form uppercase and lowercase letters legibly using basic conventions of print				K		
Capitalize: K = first letter in sentence; G1 = 1, persons' names; G2 = proper nouns, parts of letter						2
Begin to experiment with punctuation when writing			PK			
Use punctuation at end of sentence (G2 adds apostrophes)					K	
Write legibly leaving appropriate margins						2

RESEARCH															
WRITING (CONTINUED)					RESEARCH										
Writing Process		Spelling			Grammar			Plan		Gather Info. & Sources			Org. & Pres.		
Plan first draft by generating ideas for writing															
Discuss and contribute ideas for drafts composed in whole- and small-group activities	PK														
Develop drafts by sequencing ideas/information		K													
Interact and provide suggestions to revise and edit class-made drafts	PK														
Revise drafts by adding details (K) and deleting words, phrases, sentences (G1 & G2)			K												
Edit drafts by leaving spaces (K) and for grammar, punctuation, and spelling (G1 & G2)	PK														
Share and celebrate class-made and individual written products															
Publish and share writing with others															
Use phonemic awareness to match sounds to letters (K-G2), construct words (G1 & G2)															
Use letter-sound correspondences to spell: K = CVC words; G1 = CVC, CVCe, consonant blends; G2 = hard/soft g/c, vowel-r, long vowels, vowel digraphs/diphthongs	PK														
Write own name (PK = first name)															
Spell high-frequency words															
Spell base words with inflectional endings															
Spell simple contractions															
Use resources to find correct spellings															
Understand and use parts of speech (K = past/future tense, nouns, descriptive words, prepositions, pronouns; G1 & G2 = verbs, nouns, adjectives, adverbs, prepositions, pronouns, time-order transition words)															
Speak in complete sentences (G2 = Write in complete sentences)															
Ask questions with appropriate subject-verb inversion															
Distinguish between declarative and interrogative sentences															
Ask questions about topics of classwide interest, generate list of topics with questions															
Decide what sources or people can answer these questions															
Use information from books by describing, relating, categorizing, comparing/contrasting	PK														
Gather evidence from provided text sources															
Use pictures in conjunction with writing when documenting research															
Gather evidence from available sources and interviews with experts															
Use text features in age-appropriate reference works to find information															
Record basic information in simple visual formats															
Synthesize information and revise a topic as result of answers to initial research questions															
Organize and create visual display or dramatization to convey results of research															

READING	Phonological Awareness											
	Motivation	PK										
Engage in prereading (with books and other texts) and reading-related activities	PK											
Self-select books and other written materials to engage in prereading behaviors												
Recognize that text has meaning												
Recognize that spoken words can be represented by print			K									
Demonstrate one-to-one correspondence between spoken word and printed word	PK											
Distinguish between elements of print, including letters, words, and pictures		PK										
Recognize difference between individual letters and printed words				K								
Recognize that sentences comprise words separated by spaces (word boundaries)												
Recognize that sentences are represented by spaces (word boundaries)	PK											
Demonstrate understanding of print directionality (left to right, top to bottom)												
Hold book correctly, turn pages, know top/bottom and left/right												
Identify parts of book												
Identify uppercase and lowercase letters												
Identify letters of the alphabet												
Recognize spoken words are represented by specific sequences of letters												
Recognize distinguishing features of a sentence, including punctuation and case	PK											2
Read texts by moving from top to bottom and tracking words left to right												
Identify information that different parts of a book provide												
Identify that a sentence is made up of a group of words (PK = four-word sentence)	PK											
Blend, segment, and identify words in compound words (PK) and syllables in words												
Distinguish orally presented rhyming pairs of words from nonrhyming pairs												
Orally generate rhymes in response to spoken words (K) and generate a series of original rhyming words (G1)												
Produce a word that begins with same sound as a given pair of words	PK											
Recognize spoken alliteration												
Delete word from spoken compound word	PK											
Blend spoken onsets and rimes to form simple words												
Recognize and blend spoken phonemes to form one-syllable words (PK = with picture support; G1 = two-syllable words)												
Isolate initial sound in one-syllable spoken words												
Segment spoken one-syllable words into phonemes (K = 2-3 sounds; G1 = 3-5 sounds)												
Distinguish between long- and short-vowel sounds in spoken one-syllable words												
Isolate initial, medial, and final sounds in one-syllable spoken words												
Recognize the change in a spoken word when a phoneme is added, changed, or removed												

READING (CONTINUED)	Alphabet Knowledge, Phonics, Decoding, Word Identification		Fluency	
	Name at least 20 uppercase and 20 lowercase letters	PK		
Recognize at least 20 letter sounds				
Produce at least 20 distinct letter-sound correspondences	K			
Identify common sounds that letters represent				
Use knowledge of letter sound relationships to decode regular words in text (e.g., closed syllables)				
Recognize that new words are created when letters are changed, added, deleted				
Decode words in context and isolation by applying common letter-sound correspondences (single letters, consonant blends, consonant digraphs, vowel digraphs/diphthongs)		1		
Combine sounds from letters and common spelling patterns to make words			2	
Use common syllabication patterns to decode words (closed, open, final stable, VCe, vowel teams, vowel- <i>r</i>)				2
Decode words with common spelling patterns				
Read base words with inflectional endings				
Use knowledge of meanings of base words to read common compound words			2	
Identify and read contractions				
Read words with common prefixes and suffixes				
Identify and read abbreviations	K			
Identify and read at least 25 high-frequency words			1	
Identify and read at least 100 high-frequency words				2
Identify and read at least 300 high-frequency words				
Monitor accuracy of decoding			1	
Read grade-level text with fluency (rate, accuracy, expression, appropriate phrasing)				
Read independently for sustained time and produce evidence of reading				

READING (CONTINUED)	Vocabulary	Use a wide variety of words to label/describe people, places, things, actions	PK																								
		Understand terms used in instructional language of classroom																									
		Understand meanings of 3,000-4,000 words and use large speaking vocabulary																									
		Use category labels to understand word-object relationships																									
		Identify and use words that name actions, directions, positions, sequences, locations																									
		Identify words that name actions and words that name persons, places, things																									
		Recognize that compound words are made up of shorter words																									
		Determine the meaning of compound words using knowledge of component words																									
		Identify and sort pictures of objects into conceptual categories																									
		Identify and sort words into conceptual categories																									
		Use picture dictionary to find words																									
		Alphabetize a series of words to first or second letter and use dictionary to find words																									
		Determine what words mean from how they are used in a sentence, heard or read																									
		Use prefixes and suffixes to determine meaning of words																									
	Use context to determine relevant meaning of unfamiliar and multiple-meaning words																										
	Identify and use common words that are opposite or similar in meaning																										
	Alphabetize series of words and use dictionary/glossary to find words																										
	Comprehension Strategies	Use information from books to describe, relate, categorize, compare/contrast	PK																								
		Ask and respond to questions about text read aloud																									
		Retell or re-enact story after it is read aloud																									
		Make inferences and predictions about text																									
		Predict what might happen next in text based on cover, title, and illustrations																									
		Confirm predictions about what will happen next in text by reading																									
		Use ideas (e.g., illustrations, titles, key words) to make and confirm predictions																									
		Ask relevant questions, clarify, and locate facts and details about stories and other texts (G2 = support answers with text evidence)																									
		Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when understanding breaks down																									

READING (CONTINUED)	Literary Elements		Fables/Folktales/Myths		Fiction		Expository Texts		Procedural		Media Lit.	
	Recognize sensory details (K & G1) and literal/nonliteral meanings of words and phrases (G2)											
	Identify topic (K, G1, G2) and explain author's purpose in writing text (G1 & G2)											
	Poetry: Respond to elements of poetry (K = rhythm and rhyme; G1 adds alliteration; G2 adds repetition) and in G2, describe how they interact to create images											
	Literary nonfiction: Determine whether story is true or fantasy (G1) and distinguish between fiction and nonfiction (G2)											
	Drama: Identify elements of dialogue and use them in informal plays											
	Discuss big idea (theme) of well-known folktale/fable and connect to personal experience											
	Identify moral lessons as themes in well-known fables, legends, myths, stories											
	Recognize recurring phrases and characters in traditional fairy tales, folktales, etc.											
	Explain function of recurring phrases in traditional folktales and fairy tales											
	Compare different versions of the same story in traditional and contemporary folktales											
	Identify elements of story including setting, character, key events											
	Retell main event from story read aloud											
	Describe characters and reasons for their actions (G2 = traits, motivations, feelings)											
	Describe the plot (problem and solution) and retell story (B, M, E) attending to sequence											
	Describe similarities and differences in plots and settings of several of author's works											
	Identify topic and details in expository text											
	Restate/identify main idea of expository text (G1 & G2) and distinguish it from topic (G2)											
	Retell important facts in an expository text											
	Identify important facts or details in expository text											
	Discuss ways authors group information in expository text											
	Retell order of events in expository text by referring to words/illustrations											
	Describe order of events or ideas in expository text											
	Use titles and illustrations to make predictions about expository text											
	Use text features to locate specific information in expository text											
	Follow pictorial directions in procedural texts											
	Follow written multistep directions (with picture cues in G1)											
	Identify and explain the meaning of specific signs (and symbols in G1)											
	Use common graphic features to assist in interpretation of text											
	Identify different forms of media (and different purposes in G1 and G2)											
	Identify techniques used in media (K & G1) and describe techniques (G2)											
	Identify various written conventions for using digital media											

READING GENRES	Folktales	K	I	2
	Fables			
	Fairy tales			
	Poetry			
	Legends and Myths			
	Drama			
	Informational Texts Related to Culture/History	K	I	
	Expository Text			
	Procedural Text			
	Literary Nonfiction (true vs. fantasy)			

ELAR TEKS Figure 19

Figure: 19 TAC §110.10(b)
 19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter A. Elementary
 Reading/Comprehension Skills §110.11 - §110.16

Kindergarten (§110.11 English Language Arts and Reading)	First Grade (§110.12 English Language Arts and Reading)	Second Grade (§110.13 English Language Arts and Reading)	Third Grade (§110.14 English Language Arts and Reading)	Fourth Grade (§110.15 English Language Arts and Reading)	Fifth Grade (§110.16 English Language Arts and Reading)
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);</p> <p>(B) ask and respond to questions about text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p>

Figure: 19 TAC §110.10(b)
 19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter A. Elementary
 Reading/Comprehension Skills §110.11 - §110.16

Kindergarten (§110.11 <i>English Language Arts and Reading</i>)	First Grade (§110.12 <i>English Language Arts and Reading</i>)	Second Grade (§110.13 <i>English Language Arts and Reading</i>)	Third Grade (§110.14 <i>English Language Arts and Reading</i>)	Fourth Grade (§110.15 <i>English Language Arts and Reading</i>)	Fifth Grade (§110.16 <i>English Language Arts and Reading</i>)
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud); (D) make inferences based on the cover, title, illustrations, and plot; (E) retell or act out important events in stories; and (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud); (D) make inferences about text and use textual evidence to support understanding; (E) retell or act out important events in stories in logical order; and (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); (D) make inferences about text using textual evidence to support understanding; (E) retell important events in stories in logical order; and (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; (E) summarize information in text, maintaining meaning and logical order; and (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions); (D) make inferences about text and use textual evidence to support understanding; (E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

SLAR TEKS Figure 19

Figure: 19 TAC §128.10(b)
 19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language
 Subchapter A. Elementary
 Reading/Comprehension Skills §128.11 - §128.16

Kindergarten (§128.11 Spanish Language Arts and Reading)	First Grade (§128.12 Spanish Language Arts and Reading)	Second Grade (§128.13 Spanish Language Arts and Reading)	Third Grade (§128.14 Spanish Language Arts and Reading)	Fourth Grade (§128.15 Spanish Language Arts and Reading)	Fifth Grade (§128.16 Spanish Language Arts and Reading)
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);</p> <p>(B) ask and respond to questions about text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p>

Figure: 19 TAC §128.10(b)
 19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language Subchapter A. Elementary Reading/Comprehension Skills §128.11 - §128.16

Kindergarten (§128.11 Spanish Language Arts and Reading)	First Grade (§128.12 Spanish Language Arts and Reading)	Second Grade (§128.13 Spanish Language Arts and Reading)	Third Grade (§128.14 Spanish Language Arts and Reading)	Fourth Grade (§128.15 Spanish Language Arts and Reading)	Fifth Grade (§128.16 Spanish Language Arts and Reading)
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences based on the cover, title, illustrations, and plot;</p> <p>(E) retell or act out important events in stories; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) retell or act out important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text using textual evidence to support understanding;</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>	

Comparing the 12 Components with the TEKS and ELPS

Component of Research-Based Programs for Beginning Reading Instruction	English and Spanish Language Arts and Reading TEKS Tagline(s)	ELPS Language Domain(s)
Opportunities to expand use and appreciation of oral language		
Opportunities to hear good stories and informational books read aloud daily		
Opportunities to expand use and appreciation of printed language		
Opportunities to understand and manipulate the building blocks of spoken language		
Opportunities to learn about and manipulate the building blocks of written language		
Opportunities to learn the relationships between the sounds of spoken language and the letters of written language		

Component of Research-Based Programs for Beginning Reading Instruction	English and Spanish Language Arts and Reading TEKS Tagline(s)	ELPS Language Domain(s)
Opportunities to learn decoding strategies		
Opportunities to write and relate writing to spelling and reading		
Opportunities to practice accurate and fluent reading in decodable stories		
Opportunities to read and comprehend a wide assortment of books and other texts		
Opportunities to develop and comprehend new vocabulary through wide reading and direct vocabulary instruction		
Opportunities to learn and apply comprehension strategies as students reflect upon and think critically about what they read		

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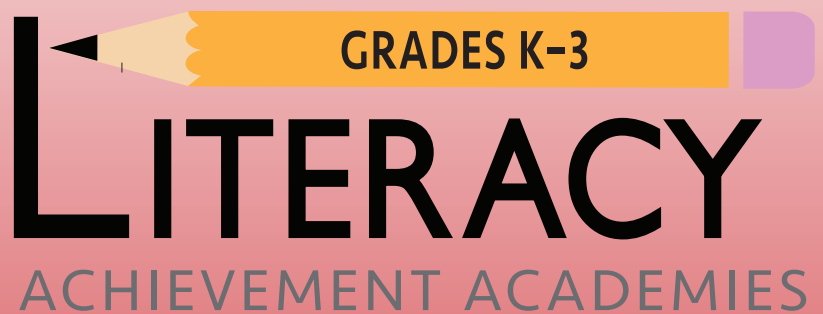
Resource

- The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* (Revised 2014): http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Student_Populations/Dyslexia/



English Language Learners

Participant Notes



GRADE 1



English Language Learners

LITERACY ACHIEVEMENT ACADEMIES

First Grade

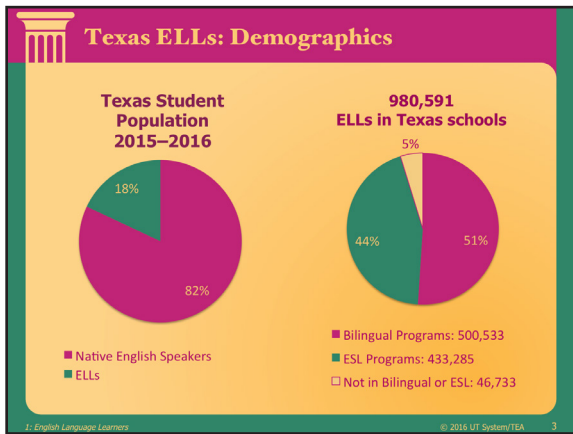
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Language Diversity

Children acquire language within a variety of cultural and linguistic settings and in the context of their homes and communities.

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Texas ELLs: Demographics

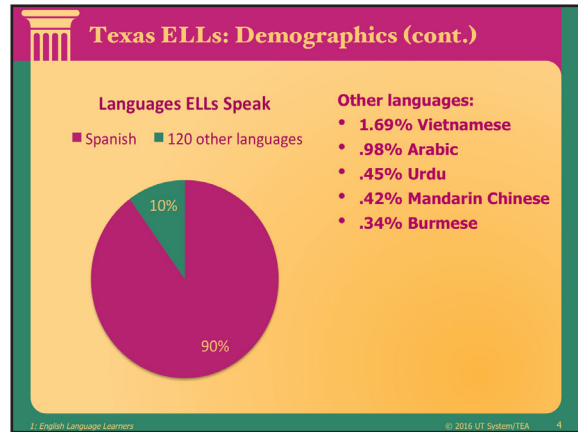
Texas Student Population 2015–2016

Native English Speakers	82%
ELLs	18%

980,591 ELLs in Texas schools

Bilingual Programs	500,533 (51%)
ESL Programs	433,285 (44%)
Not in Bilingual or ESL	46,733 (5%)

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Who Are Our ELLs?

- ELLs are language-minority students who are exposed to or use a language at home other than English and have limited English skills.
- Membership is expected to be temporary.
- ELLs are a diverse group who come from many different socioeconomic, cultural, and language backgrounds.

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Three Distinct Groups of ELLs

Classification as an ELL Does Not Tell the Whole Story

Early Immigrants	Recent Immigrants	U.S.-Born Language-Minority Students
<ul style="list-style-type: none">Arrive before age 7No prior schoolingMay need up to five years to fully develop academic English	<ul style="list-style-type: none">Arrive at school ageMay have had prior schoolingMay have literacy skills in their native language	<ul style="list-style-type: none">Born in the United StatesMay have little literacy in their native languageLittle or some exposure to English

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Different Needs

ELLs have different needs based on the following:

- The extent and type of literacy practices at home
- The development of literacy skills and prior formal schooling in their native language
- The instruction or formal schooling in English they have received

ELLs have strengths and proficiencies in their native language that may be invisible to teachers.

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Second-Language Development

- Second-language development is a gradual and complex process.
- ELLs of all language groups develop their second language similarly.
- ELLs vary in how quickly they become proficient in English.

The *route* of acquisition is consistent for ELLs with different native languages, but the *rate* of progress can vary considerably.

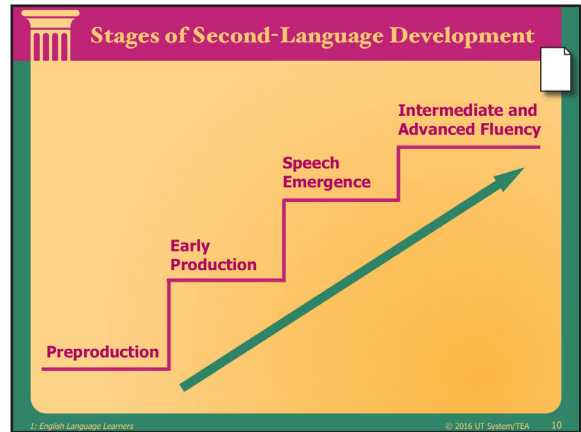
J. English Language Learners © 2016 UT System/TEA 8

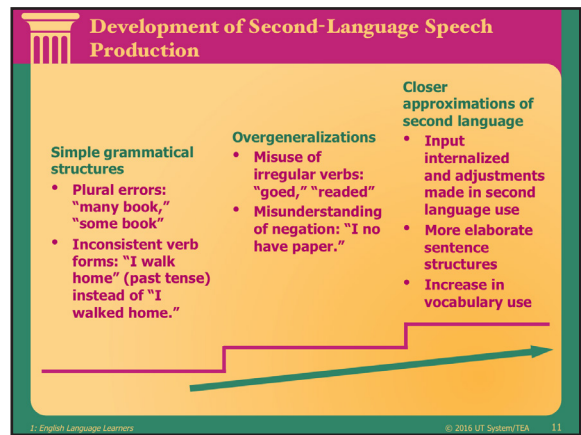
Four Language Domains

Receptive skills	Expressive skills
Listening	Speaking
Reading	Writing

Receptive language tends to develop more quickly than expressive language.

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ELLs and English Literacy

- English literacy development is an important and concurrent element of second-language acquisition.
- Effective literacy instruction for ELLs:
 - Academically sound
 - Culturally responsive
 - Linguistically accommodated

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Analyzing ELL Instruction

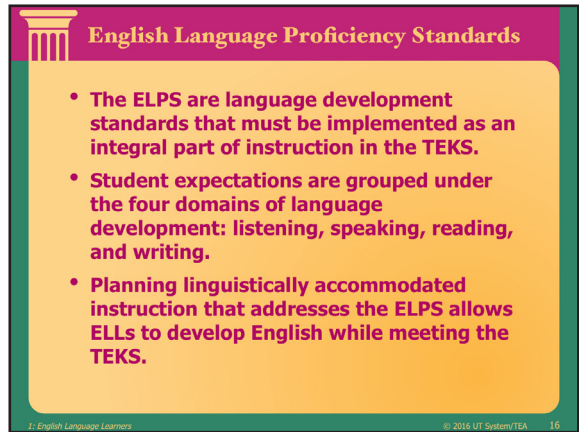
- Turn to Handout 3: English Language Learner Instruction Scenarios.
- Read the scenario that was assigned to your group.
- Decide whether the instruction depicted needs to be improved and how.
- Prepare to share.

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Spanish Language Arts and Reading TEKS

- A strong native language foundation has a positive impact on future English literacy.
- The Spanish Language Arts and Reading TEKS help teachers provide high-quality Spanish literacy instruction.

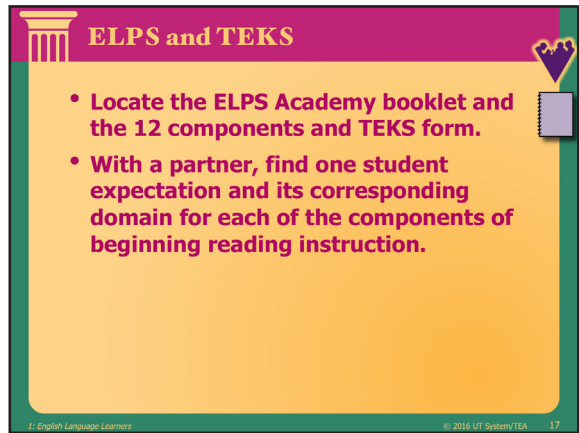
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English Language Proficiency Standards

- The ELPS are language development standards that must be implemented as an integral part of instruction in the TEKS.
- Student expectations are grouped under the four domains of language development: listening, speaking, reading, and writing.
- Planning linguistically accommodated instruction that addresses the ELPS allows ELLs to develop English while meeting the TEKS.

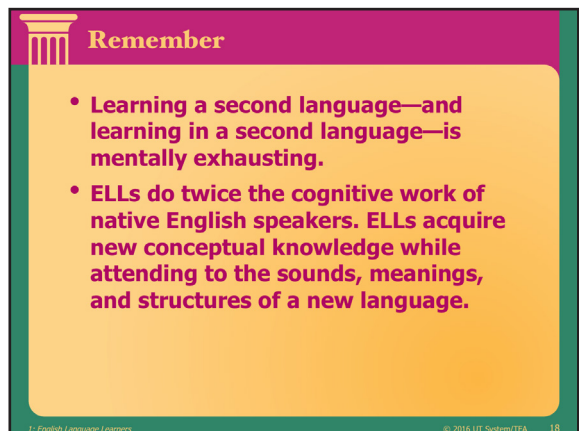
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ELPS and TEKS

- Locate the ELPS Academy booklet and the 12 components and TEKS form.
- With a partner, find one student expectation and its corresponding domain for each of the components of beginning reading instruction.

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Remember

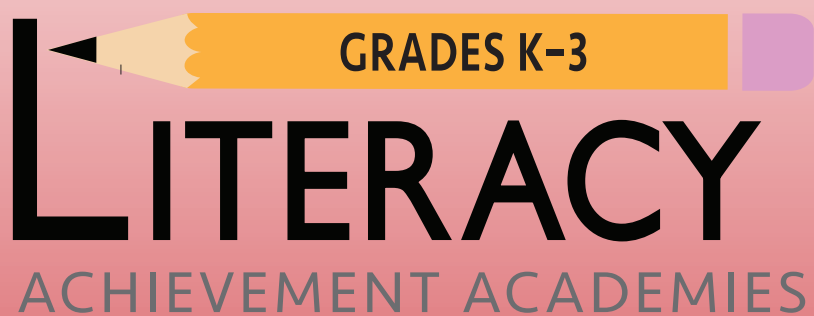
- Learning a second language—and learning in a second language—is mentally exhausting.
- ELLs do twice the cognitive work of native English speakers. ELLs acquire new conceptual knowledge while attending to the sounds, meanings, and structures of a new language.

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English Language Learners

Handouts



GRADE 1

Stages of Second-Language Development

English language learners, like anyone learning a new language, go through different stages of language development.

Understanding these different stages helps teachers select materials and provide instruction that matches students' levels of English proficiency.

Students' literacy knowledge in their native languages also affects their literacy development in English.

Mainstream teachers can collaborate with English as a second language teachers to plan appropriate activities.

Preproduction

Students may do the following:

- Communicate using their native languages, even with people who do not speak or understand the language
- Remain silent

Suggested instructional practices:

- Use normal pronunciations and speech patterns.
- Actively involve children in classroom activities. Even though they may be silent, they are observing and learning.
- Restate children's responses to ensure understanding. Clarify requests, teach routine classroom vocabulary, and simplify sentence structure. Use gestures.
- In small groups, play interactive games that build vocabulary.
- Use photos and artifacts to stimulate discussion and facilitate comprehension.
- Read aloud books that have a close match between the text and the illustrations.
- If possible, pair children with language buddies to practice skills and concepts.
- Accept nonverbal responses such as drawing, gestures, and hand signals.

Early Production

Students may do the following:

- Use simple words or phrases related to everyday events
- Use telegraphic speech, in which one- or two-word phrases communicate much longer ideas. For example, "ball" may mean, "Please give me the ball."
- Understand more English than they are able to produce

Suggested instructional practices:

- Actively involve students in classroom activities.
- Allow sufficient wait time when you ask a student to respond.
- Post printed labels and word lists around the classroom.
- Pose *yes/no* and *either/or* questions.
- Use brainstorming and webbing activities to activate background knowledge.
- Focus on the meaning of a student's response, not the pronunciation or syntax.
- Explain new vocabulary words and model their use in sentences.

Speech Emergence

Students may do the following:

- Use new vocabulary
- Communicate using sentences
- Ask simple questions related to classroom activities—for example, “Can I go to the rest room?”
- Understand spoken English with the support of pictures, actions, and objects
- Understand more English than they are able to produce

Suggested instructional practices:

- Actively involve children in classroom activities.
- Focus on meaning, not pronunciation.
- Continue to build English vocabulary by using synonyms, webbing, and semantic mapping.
- Provide opportunities for children to communicate in meaningful ways.
- When formal reading instruction begins in English, use texts with illustrations that connect to the story and to children's background knowledge.
- Plan extension activities by structuring opportunities for children to discuss the content of stories with English-speaking peers.

Intermediate and Advanced Fluency

Students may do the following:

- Express thoughts and feelings more effectively
- Ask and respond to higher-level questions (*what if, how, and why*)
- Incorporate new vocabulary into speech
- Speak English using grammar and vocabulary comparable to same-age native speakers

Suggested instructional practices:

- Actively involve students in classroom activities.
- Continue oral language development through structured interactions with English-speaking peers.
- Explain idiomatic and slang expressions.
- Provide many opportunities for students to write in a variety of forms.
- Help students transfer their knowledge of reading in their native language to reading in English.

Adapted from Coyne, Kame'enui, & Carnine, 2010; Gersten et al., 2007; Goldenberg, 2008, 2010; Gunderson, 1991; Lake & Pappamihiel, 2003; Peregoy & Boyle, 2001; Tabors, 1997.

Effective Instruction for English Language Learners

Academically Sound Instruction

Strategies	Discussion
Set high expectations for English language learners (ELLs).	Teachers who hold high expectations have students who achieve!
Include challenging, grade-level-appropriate, and high-quality curricula to build essential skills that undergird deeper learning.	Often, ELLs receive instruction that is less challenging than instruction for other children. ELLs can flourish in an academically challenging environment.
Promote higher-order thinking through relevant activities.	Consider activities such as hands-on, problem-solving tasks; peer-support networks; modeling; and interactive discussions.

Culturally Responsive Instruction

Strategies	Discussion
Ground instruction in ELLs' cultural backgrounds and prior experiences.	Learn as much as possible about your students' cultural backgrounds, experience base, and ways of learning. Add books and text examples that reflect all cultures represented in the classroom to classroom libraries and displays.
Promote school-community partnerships.	Incorporate the knowledge and expertise of parents and community members into the curriculum. Parents and community leaders can serve as role models and valuable sources of cultural information.
Create a caring and supportive environment.	Ensure that all students are respectful of ELLs' attempts to use their new language.
Build on ELLs' wealth of knowledge.	Recognize and draw upon students' knowledge, rather than focusing on only what they don't know. Find ways to recognize and connect with the experiences of your students.

Linguistically Accommodated Instruction

Strategies	Discussion
<p>When possible, include instructional opportunities in students' native language and facilitate cross-linguistic transfer.</p>	<p>Preliteracy and literacy skills in the native language provide a strong foundation for English literacy learning.</p> <p>Cross-linguistic transfer occurs in sounds and word base skills such as phonemic awareness, alphabetic understanding, and decoding.</p> <p>The Spanish Language Arts and Reading TEKS help teachers provide effective native language instruction.</p>
<p>Facilitate the development of skills at students' current level of English proficiency.</p>	<p>Recognize that ELLs have different levels of English proficiency and require different levels of support.</p> <p>Students who develop social competence in English, such as asking to get a drink of water correctly or talking to peers in English on the playground, still require opportunities for further language development.</p>
<p>Increase accessibility to classroom instruction by using visual aids.</p>	<p>Use videos and pictures to provide a context for language and topics of study.</p> <p>Use graphic organizers, charts, objects, manipulative materials, and other visual organizers when reading aloud to help students better comprehend text structure and content.</p>
<p>Provide meaningful and authentic opportunities to use English.</p>	<p>Seat new students from similar cultural and linguistic backgrounds near each other so they can help each other.</p> <p>After ELLs obtain some proficiency, seat them close to native speakers so they have plenty of opportunities for practice.</p> <p>Provide opportunities for students to have extended discussions in English.</p> <p>Enhance second-language learning in small groups and one-on-one instruction.</p> <p>Include opportunities for students to participate in discussions of read-alouds to enhance comprehension.</p>

Strategies	Discussion
<p>Increase accessibility to classroom instruction by using comprehensible and meaningful language.</p>	<p>Adjust English vocabulary and grammatical structures used to meet children’s levels of English proficiency. Avoid slang and idioms that are difficult to explain in simple, familiar terms. Provide support for understanding idioms by pairing them with illustrations and familiar vocabulary.</p> <p>Say vocabulary words that you want to emphasize at the end of sentences. For example, “That strange animal is an armadillo!”</p> <p>Help students learn to recognize word boundaries in spoken language. Avoid “fused forms” (e.g., “yaknowwhatimean”), which can be confusing to ELLs.</p> <p>Use specific names instead of pronouns.</p> <p>Repeat key vocabulary in context.</p> <p>Summarize main points.</p> <p>Use “lead statements” to help ELLs know what will happen next—for example, “We will do two things before lunch. First... Second...”</p> <p>Build on words and concepts that transition easily from one language to another. This technique helps ELLs access what they know in their native language and apply it to English.</p> <p>Use nonverbal cues consistently, including gestures, facial expressions, and physical responses, to help students understand and use new English words and concepts.</p> <p>Repeat, rephrase, and extend ELLs’ language to support language learning.</p> <p>Rephrase questions to scaffold students’ comprehension of what is being asked.</p>

Adapted from August & Hakuta, 1997; August & Shanahan, 2006; Cummins, 1981; Echevarría et al., 2008; Francis et al., 2006; Gay, 2000, 2002; Gersten et al., 2007; Gibbons, 2002; Goldenberg, 2008, 2010; Jimenez & Rose, 2010; Lake & Pappamihel, 2003; Linan-Thompson & Vaughn, 2007; Lopez, 2012; Lucas et al., 2008; Peregoy & Boyle, 2005; Villegas & Lucas, 2002; Walqui, 2006

English Language Learner Instruction Scenarios

Scenario 1

Carolina is an English language learner (ELL) in Ms. Benson's first-grade class. It is the beginning of December, and on this particular Monday, Carolina begins her day with four worksheets in front of her. While Ms. Benson greets other students as they arrive, Carolina is expected to complete the worksheets independently. The worksheets require her to complete a dot-to-dot picture of an animal, write her spelling words five times each, sequence five short sentences into a mini-story, and color a picture of a neighborhood. While working quietly and independently, Carolina frequently looks to the other children at her table, following their lead on the worksheets. She doesn't seem to be reading the directions or even reading the sentences to be sequenced; she simply does what she sees others in the classroom doing. Ms. Benson walks around the classroom monitoring students but does not stop at Carolina. She instead focuses on the students who are being loud during this independent working time.

Scenario 2

Erica is a second-grade ELL in Ms. Romero's class. On this Wednesday morning, Erica comes in 20 minutes before school begins and starts her day on the computer, working on individualized tasks that focus on English vocabulary. This practice allows Erica to warm up her English before regular classroom instruction begins. During reading instruction, the teacher introduces the core program informational text for the week by going over pertinent vocabulary and points out specific English language structures present in the story, such as "on one hand" and "on the other hand." Ms. Romero builds on students' prior knowledge, including cultural connections to which Erica is able to relate. As the class reads the story chorally, Ms. Romero uses the "think-aloud" strategy to point out important information and the sentence structures that she discussed before. As an extension of the story, the teacher turns the story into a "readers theater," assigning parts to individual students for the purpose of repeated reading to work on fluency. The students have an opportunity to practice reading the story.

Scenario 3

Estephania is an ELL in Ms. Ortega's kindergarten class. As the day begins, the students sing various American songs, such as "This Land Is Your Land" and "America, the Beautiful." Ms. Ortega begins by reading the words of the songs chorally with the children. After the morning singing, Ms. Ortega begins a whole-group reading lesson dealing with phonemic awareness and a phonics lesson. She asks students to segment several words into phonemes and then explicitly teaches how to blend phonemes to read new English words. She uses flat wooden sticks with students' names as a system for calling on students equally. As she introduces the selected text, Ms. Ortega draws pictures to clarify unfamiliar words and uses think-alouds on a limited basis as she reads the story aloud to discuss what is happening in the story. Estephania seems engaged in the lesson and participates when asked.

Scenario 4

Luis is a kindergarten student in Ms. Davis's class. Morning instruction includes a calendar routine that involves a poem about the current month, the days of the week, the words of the day, and color names. Luis is an ELL who sits quietly as the teacher asks for student participation. Although Luis never volunteers to participate, at one point, Ms. Davis asks Luis which day was yesterday. When Luis hesitates and seems not to understand the question, the teacher responds, "That's OK," and moves on to another student. Luis continues to sit and listen quietly throughout the morning routine. When the teacher finishes with the calendar, she asks the class to go back to their seats, and she begins introducing the core program story.

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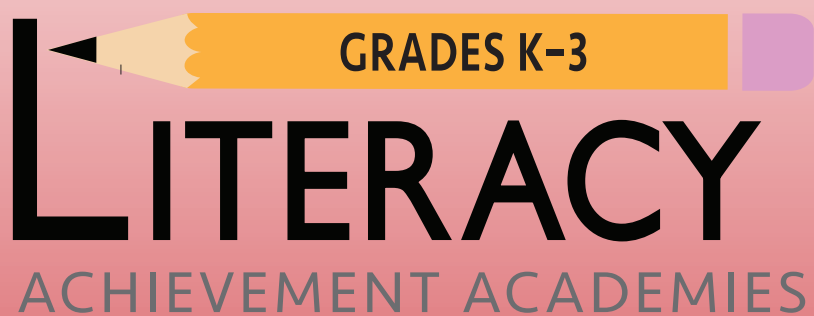
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Features of Effective Instruction

Participant Notes



GRADE 1

Features of Effective Instruction

First Grade

LITERACY ACHIEVEMENT ACADEMIES

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Features of Effective Instruction

- **Explicit instruction with modeling**
- **Systematic instruction with scaffolding**
- **Multiple opportunities to practice and respond**
- **Immediate and corrective feedback**

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Explicit Instruction

Involves modeling and explaining concepts and skills in ways that are concrete and visible, include clear language, and use many examples

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Explicit Instruction (cont.)

Consists of the following:

- Predictable, clear, and consistent instructions
- Known expectations
- Familiar routines

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Explicit Instruction With Modeling

- Thoughtfully and deliberately model how to solve reading challenges.
- Make your thinking visible.

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Modeling: I Do

The teacher does the following:

- Demonstrates the task aloud
- Follows a step-by-step procedure
- Uses language specific to the skill
- Speaks clearly while modeling
- Checks for understanding during modeling

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Guided Practice: We Do

- Students practice what the teacher modeled.
- The teacher provides feedback.
- Peers provide feedback.

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Checking for Understanding

- Discuss the list on Handout 1 with your table group.
- Add other ideas to this list.

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Independent Practice: You Do

Students practice the skill independently:

- In centers
- With partners
- With accountability


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What to Look for

- Clear instructional focus
- Teacher modeling
- Consistent language
- Active participation
- Student talk and engagement
- Multiple examples
- Concrete examples
- Multiple grouping formats
- Manipulatives
- Visual aids and cues

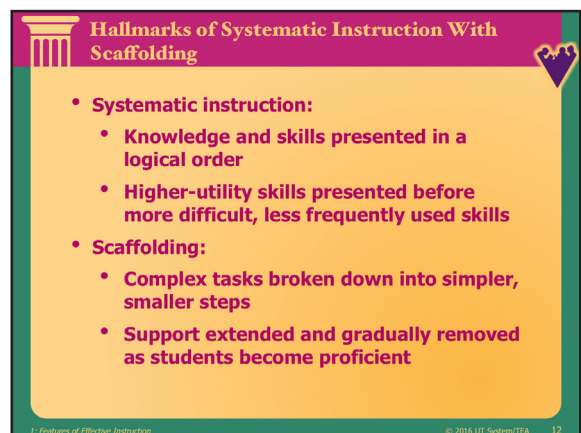
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Systematic Instruction With Scaffolding

- **Select appropriate objectives and tasks:**
 - Regulate task complexity.
 - Anticipate potential difficulties.
- **Carefully sequence instruction:**
 - Move from easier to more difficult skills.
 - Begin with higher-utility skills.
 - Begin with what students already know.

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Hallmarks of Systematic Instruction With Scaffolding

- **Systematic instruction:**
 - Knowledge and skills presented in a logical order
 - Higher-utility skills presented before more difficult, less frequently used skills
- **Scaffolding:**
 - Complex tasks broken down into simpler, smaller steps
 - Support extended and gradually removed as students become proficient

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Multiple Opportunities to Practice and Respond

It may be true that “practice makes perfect.”
However, in education we know that practice makes permanent.
Therefore, practice must be perfect.

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Ways to Practice and Respond

Maximize student engagement

- Practice in a variety of ways and at various times.
- Practice related skills.
- Actively engage students.
- Use distributed practice.

Increase opportunities to respond

- Provide more items to practice.
- Prompt choral responses.
- Use “think-pair-share.”
- Have students work in pairs.
- Prompt physical responses.
- Use quick writes.

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Immediate and Corrective Feedback

Two types of feedback:

- **Evaluative feedback = Judgmental**
- **Formative feedback = Descriptive**

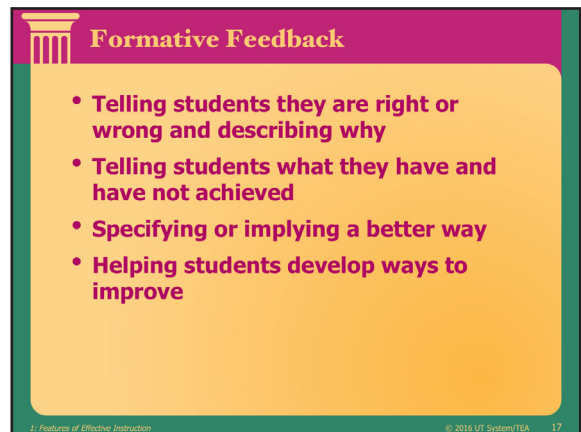
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Evaluative Feedback

- Giving rewards and punishments
- Expressing approval and disapproval

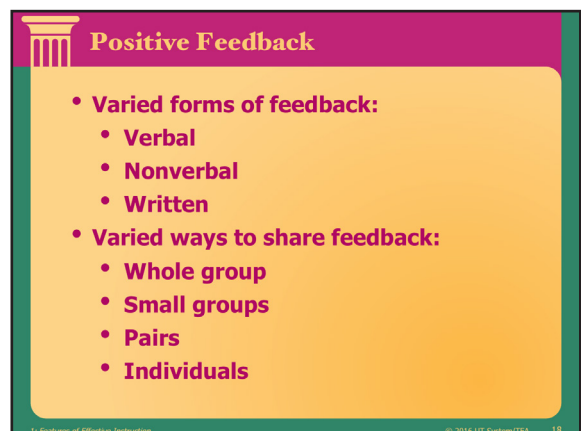
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Formative Feedback

- Telling students they are right or wrong and describing why
- Telling students what they have and have not achieved
- Specifying or implying a better way
- Helping students develop ways to improve

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Positive Feedback

- Varied forms of feedback:
 - Verbal
 - Nonverbal
 - Written
- Varied ways to share feedback:
 - Whole group
 - Small groups
 - Pairs
 - Individuals

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Growth Mindset

Fixed Mindset (What not to say)	Growth Mindset (What to say)
<ul style="list-style-type: none">• "Not everybody is good at reading. Just do your best."• "That's OK. Reading may not be your strength."• "Don't worry. You'll get it if you just try harder."• "Good try!"	<ul style="list-style-type: none">• "When you learn how to read new words, it grows your reading brain!"• "If you tell yourself 'I'm not a good reader,' just add the word <i>yet</i> to the end of the sentence."• "The point isn't to get it all right away. The point is to grow your understanding step by step. What can you try next?"

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Feedback Transforms Learning

Feedback helps students:

- Take responsibility for their learning
- Believe that they can learn
- Understand what they need to do differently to achieve
- Realize that the hard work of using strategies improves their learning

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Checklist for Effective Instruction

- Can be used as a self-assessment, lesson planning aid, or teacher observation
- Can be used for reflection and to set goals to improve lessons

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Features of Effective Instruction

Handouts



GRADE 1

Activities to Check Understanding

3-2-1 Blastoff!

Students state three things they learned, two questions they have, and one thing they will use.

Choral Responses with Signals

At a signal from the teacher, students respond. This reduces some students blurting out answers while others are still thinking.

Dueling Charts

This is a quick way to energize students while assessing their concerns or knowledge. Pose a question or topic. Then have students stand, throw a soft ball as they say their comment, and sit. Scribes, two to a chart, write the responses quickly.

Exit Tickets

Have students complete and turn in a quick accountability activity as they leave a station or room.

Look, Lean, Whisper

Have students look at their partners, lean toward their partners, and whisper the answer.

Overhead Accountability

When presenting new materials, have students discuss a question or provide examples with a partner. Roam the room, listening and writing appropriate responses with the person's name. Use a document camera to share the responses as a review, recognizing the contributions of those you highlighted.

Partner Feedback

Whenever possible, allow students to work with a partner when learning or practicing new skills. Teach the partners how to provide feedback to each other. Pair the partners carefully with one partner having slightly stronger skills than the other. Change partners regularly.

Pinch Papers

On a sheet of paper, students write numbers, yes and no, letters, words, or whatever you want them to respond to. All students "pinch" the correct answer. Learning looks are allowed. See the Vocabulary section of the Academies for examples.

Pocket Children

The teacher has one card for each target student in his or her pocket. On the card are skills the student must practice (e.g., words to read, letter sounds, math facts). Throughout the day, the teacher works with the student to practice the skills.

Popsicle Sticks and Mystery Cups

Students' names are put on popsicle sticks. There is a cup within a cup. Most sticks are placed in the inside smaller cup; others, those that you want to be sure to call on, are placed in the larger cup.

Quick-Writes

Students write for a minute or so about what they have learned, noticed, etc.

Rapid-Fire Rehearsal

Students have a few minutes to “memorize” important terms. They practice reciting the items with the whole group and with a partner.

SLANT

This is a behavior management and metacognitive strategy. When given a signal, students **sit up**, **lean forward**, **activate** their thinking (What did they just learn? What comments, questions, or concerns do they have?), **name** key information (share aloud), and **track** the talker.

Snowball Fight

Students write one thing they learned. Then they ball up the sheet of paper and, all standing in a circle, throw them around. Each student retrieves one ball of paper and shares it with the group.

Team Responses

Place students on teams and give each student either a number or a letter designation. Pose a question and have them derive an answer together. Everyone in the group should feel confident answering it. Then randomly call out a letter or number and each person who has that number answers.

Think-Aloud

This is a way to model metacognitive strategies, or to make your thinking visible. Examples of when to use a think-aloud include when solving comprehension problems, thinking through operations in mathematics, or making a decision.

Think, Turn, Talk

This is helpful for students who need more thinking time or are insecure in providing answers. Allow students a few seconds to think silently and then have them turn to their partners and talk about the prompt. Teachers can listen in and then call on students who have the correct answer, focusing on struggling students who rarely participate.

Thumbs-Up, Thumbs-Down

Make a statement or ask a question and have students respond with either a thumbs-up or thumbs-down. Call on students to share their reasoning.

Whip Around or Pass

Students rapidly respond with no intervening comments. When students have no response or someone else said theirs, they say, “pass.”

Whiteboard

For short responses (e.g., a word or phrase), have students write their responses on whiteboards. When you signal, have them hold up their whiteboards for you to quickly evaluate their responses.

Adapted from Archer & Hughes, 2011; Ellis, 1991; O'Connor, 2014.

Checklist for Effective Instruction

Grouping for Instruction

- Group students based on instructional purpose (e.g., one-on-one, pairs, small groups) and needs (e.g., use small same-ability groups for struggling learners).
Use flexible grouping to allow students to be members of more than one group.

Explicit and Systematic Instruction

- Review previous learning and prerequisite knowledge and skills.
Keep reviews brief, frequent, and spaced over time.
- Reteach when necessary.
Try multiple techniques and vary the presentation or format from initial instruction.
- Identify the objective and specific elements to be learned.
 - Build specific knowledge and skills identified in state standards.
 - Target needs based on continuous progress monitoring.
- Activate and build background knowledge.
 - Build on what students already know and expand their knowledge base.
 - Consider cultural and linguistic diversity.
- Reduce the amount of new information presented at one time.
Use a logical sequence (e.g., progress from easier to more complex).
- Model or demonstrate procedures.
 - Show how something is done.
 - Think aloud to explain the thinking processes used.
- Provide examples and, when appropriate, nonexamples.
Include visual prompts and/or graphic organizers.
- Maximize students' engagement.
 - Include a variety of ways for children to participate (e.g., response cards).
 - Pace instruction, stop to repeat key ideas, and allow extra time if needed.
- Check for students' understanding.
 - Ask different levels of questions and encourage students to generate questions.
 - Incorporate sufficient wait time.
 - Provide corrective feedback to help students understand.
 - Adjust instruction so that children are challenged and able to develop new skills.

Opportunities to Practice

- Provide opportunities for students to practice with teacher support and guidance.
 - Use the appropriate level of materials.
 - Incorporate manipulatives, graphic organizers, and/or hands-on activities.
 - Gradually withdraw support as students become more proficient.

- Check for understanding.
 - Provide prompts to help students notice, find, and correct errors.
 - Help students learn to self-monitor for understanding.
 - Clarify misconception and reteach when necessary.
 - Include positive, motivating feedback.

- Provide many opportunities for independent practice to promote automaticity, generalization to different contexts, and maintenance.
 - Initially provide support during independent practice.
 - Integrate practice of new knowledge and skills with those previously taught.
 - Make connections across the curriculum.
 - Frequently monitor students working independently to prevent them from practicing errors.

Feedback

- Provide specific, immediate, corrective feedback.

- Provide positive, informative feedback in a variety of ways.

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Differentiating Instruction

Participant Notes



GRADE 1



Differentiating Instruction

First Grade

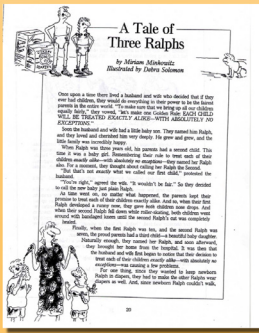
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Story Time!

"A Tale of Three Ralphs"

**By Miriam Minkowitz
Illustrated by Debra Solomon**

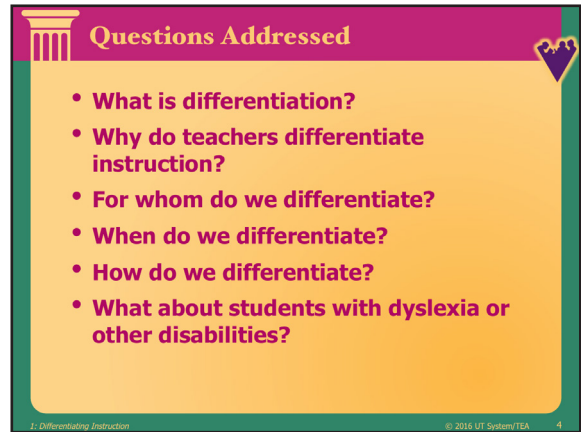


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Is It Fair to Differentiate?

Is it fair NOT to differentiate?

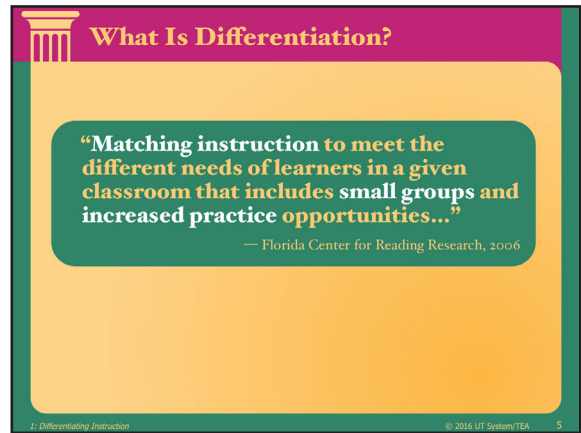
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Questions Addressed

- What is differentiation?
- Why do teachers differentiate instruction?
- For whom do we differentiate?
- When do we differentiate?
- How do we differentiate?
- What about students with dyslexia or other disabilities?

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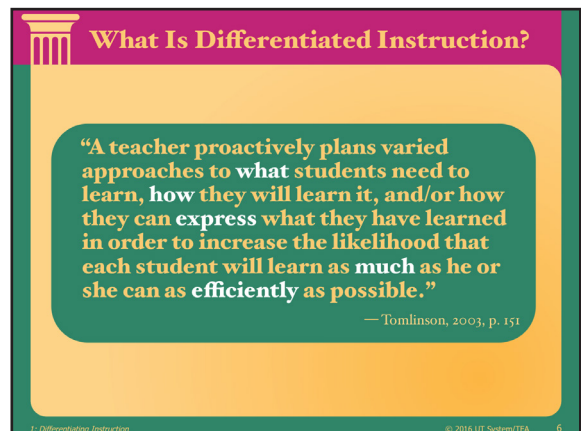


What Is Differentiation?

“Matching instruction to meet the different needs of learners in a given classroom that includes small groups and increased practice opportunities...”

— Florida Center for Reading Research, 2006

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What Is Differentiated Instruction?

“A teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.”

— Tomlinson, 2003, p. 151

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Elements of Differentiated Instruction

- **Content:**
What knowledge and skills students need to master
- **Process:**
How students use activities to master the content
- **Product:**
How students express their learning

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Why Do We Differentiate?

- Access to learning
- Motivation, engagement, relevance
- Efficiency of learning
- Appropriate level of challenge
- Opportunity to express learning

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Why Differentiate Instruction?

Gifted and Talented	Gifted and Talented	Above Average	Above Average	Above Average	Above Average
At Grade Level	At Grade Level	At Grade Level	At Grade Level	At Grade Level	At Grade Level
At Grade Level	At Grade Level	At Grade Level	At Grade Level	At Grade Level	At Grade Level
Struggling	Struggling	Struggling	Struggling	Disabilities	Disabilities

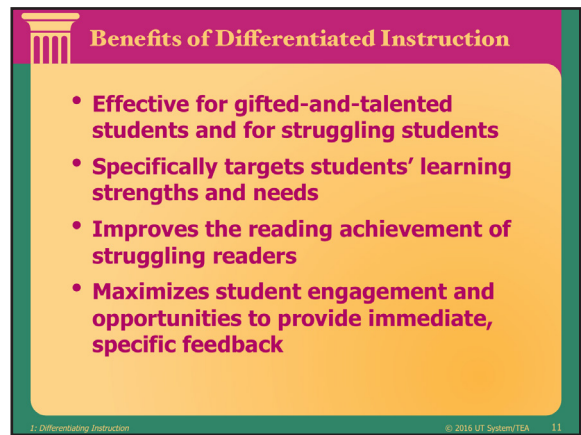
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What the Research Says

- **Traditional whole-class lecture formats are ineffective for the following:**
 - **Individualizing instruction**
 - **Providing sufficient learning support**
- **Small-group differentiated instruction leads to increases in reading achievement.**

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Benefits of Differentiated Instruction

- **Effective for gifted-and-talented students and for struggling students**
- **Specifically targets students' learning strengths and needs**
- **Improves the reading achievement of struggling readers**
- **Maximizes student engagement and opportunities to provide immediate, specific feedback**

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For Whom Do We Differentiate?

- **Differentiate for any student who needs a different approach to learning.**
- **Everyone has different strengths and weaknesses. There will come a time when each of us needs a different approach.**

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Why Some Students Struggle

- **Genetically related neurological factors:**
 - **Dyslexia**
 - **Dysgraphia**
 - **Attention deficit disorder**
- **Environmental factors:**
 - **Lack of adequate instruction**
 - **Insufficient early language experiences**

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Students' Diverse Needs

- **Linguistic comprehension and vocabulary knowledge:**
 - **Extent of conceptual and factual knowledge**
 - **Use of cognitive strategies to "fix" comprehension difficulties**
 - **Reasoning and inferential skills**
- **Accurate and fluent reading skills:**
 - **Limited phonemic awareness**
 - **Lack of letter knowledge**
- **Motivation to understand and interest in reading activities**

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Effects of Early Reading Difficulties

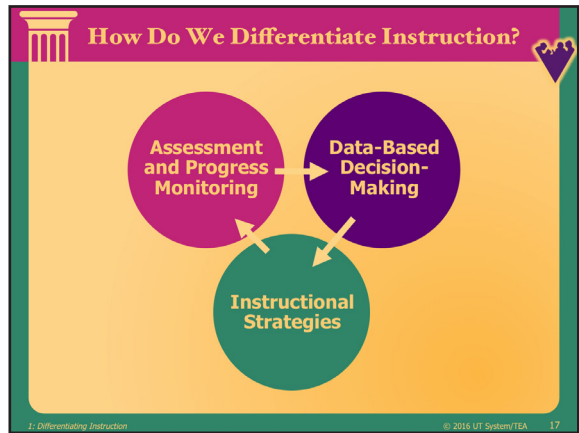
- **Students who have difficulties in the beginning stages of learning to read often fall further and further behind their peers.**
- **There is a 90 percent chance that a student who has reading problems at the end of first grade will still struggle with reading at the end of fourth grade.**

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When to Differentiate Instruction

- Differentiation should begin in kindergarten and continue in first grade.
- First-grade teachers can make a difference!

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Instructional Strategies

- Differentiate overall instruction by adapting one or several of the following:
 - Content
 - Activity
 - Grouping
 - Delivery
 - Materials
- How did you modify instruction in one of these areas?

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Teachers Who Differentiate

- Provide specific alternatives for individuals to learn as deeply and quickly as possible
- Assume students have different road maps for learning
- Hold students to high standards
- Group students to positively influence levels of individual student engagement and progress

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Teachers Who Differentiate (cont.)

- Ensure that students do the following:
 - Work harder than they meant to
 - Achieve more than they thought they could
 - Believe that learning involves risk, error, and triumph
- Share that success stems from hard and informed work

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Differentiation Is a Necessity

- For some students all of the time
- For all students at least some of the time

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Scaffolding Instruction

Adjusting instruction to meet students' specific needs

Amount of Support

Teacher

Independent

Introduced Knowledge Learned

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What Is Dyslexia?

“Dyslexia means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.”

—Texas Education Agency, 2014, p. 8

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What Is Dyslexia? (cont.)

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

—Lyon, Shaywitz, & Shaywitz, 2003, p. 2

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Dyslexia Facts

IS	IS NOT
<ul style="list-style-type: none">• A collection of language-based difficulties• A neurological difference• At all intellectual and socioeconomic levels• Extant, despite good instruction• Found to affect other areas, such as writing, math, sequential skills, and emotions	<ul style="list-style-type: none">• Seeing letters backward• Due to lack of motivation• Caused by laziness• Identified only in third grade or later• Limited to English speakers• Untreatable

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Identify Dyslexia Early!

Your first-grade students can be identified for dyslexia—in fact, research suggests that kindergarten is not too early.

“It is important that the school district NOT delay identification and intervention processes until second or third grade...”

—Texas Education Agency 2014, p. 13

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Common Risk Factors

- At your table, read aloud the common risk factors associated with dyslexia on pages 9 and 10 of *The Dyslexia Handbook*:
 - Volunteer one: Read preschool.
 - Volunteer two: Read kindergarten and first grade.
- Think of your most challenging student.
- Does your student have any of these characteristics?

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Highest-Impact Practices

- Provide explicit and systematic instruction.
- Provide more time and practice opportunities.
- Target knowledge and skills that have the highest impact on learning to read.
- Provide instruction in small, same-ability groups.
- Maximize students' engagement and participation.

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Instruction for Students With Dyslexia

- Each school must provide an identified student an instructional program.
- The essential components of reading must be addressed.
- The intervention must include the following:
 - Multisensory instruction
 - Systematic, cumulative, explicit instruction
 - Synthetic and analytic instruction

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Differentiating Instruction Strategies

Find and read Handout 2: Differentiating Instruction Strategies.

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Differentiated Instruction Facts

DOES	DOES NOT
<ul style="list-style-type: none">Adapt curriculum and instruction to meet the needs of each studentProvide a variety of ways to explore content and receive informationProvide varied strategies to make meaning of ideas and informationProvide multiple opportunities to demonstrate learningPlan specific and adaptive content, processes, and products	<ul style="list-style-type: none">Use a "one-size-fits-all" curriculum and instruction modelMake all tasks the same"Get through" or "cover" the required materials and informationGive students extra problems or assignments as they finish their workGrade students "harder" or "easier" than others

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Examples and Nonexamples of Differentiated Instruction

Examples	Nonexamples
<ul style="list-style-type: none">Using assessment data to plan instructionTeaching targeted small groupsUsing flexible grouping patternsMatching text level to student abilityTailoring independent projects to student ability	<ul style="list-style-type: none">Using only whole-group instructionUsing small groups that never changeUsing the same reading text with all studentsUsing the same independent seatwork assignments for the entire class

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The Importance of Reading

“Reading is the fundamental skill upon which all formal education depends. Research now shows that a child who doesn’t learn the reading basics early is unlikely to learn them at all. Any child who doesn’t learn to read early and well will not easily master other skills and knowledge and is unlikely to ever flourish in school or in life.”

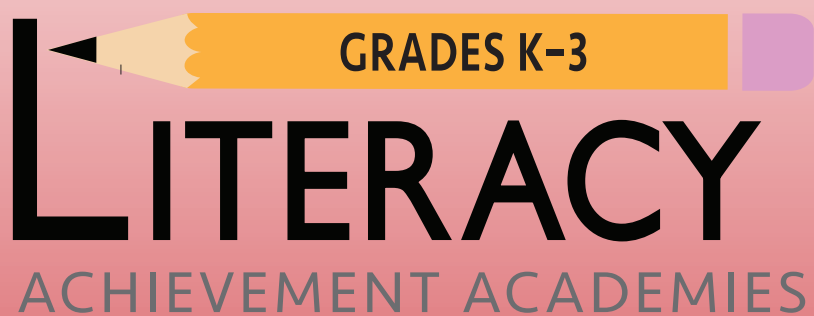
— Moats, 1999, p. 5

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Differentiating Instruction

Handouts



GRADE 1

Instruction for Students With Dyslexia

“Although dyslexia affects individuals over the life span . . . , reading skills can be increased with the right early intervention and prevention programs.”

—Birsh, 2011

TEC §38.003(b) states, “In accordance with the program approved by the State Board of Education, the board of trustees of each school district shall provide for the treatment of any student determined to have dyslexia or a related disorder.”

www.statutes.legis.state.tx.us/Docs/ED/htm/ED.38.htm#38.003

Effective literacy instruction is essential for all students and is especially critical for students identified with dyslexia. High-quality core classroom reading instruction can give students identified with dyslexia a foundation upon which intervention instruction can have a more significant impact. Specialized instruction for students with dyslexia is discussed in this chapter.

Each school must provide an identified student access at his/her campus to an instructional program that meets the requirements in 19 TAC §74.28(c) and to the services of a teacher trained in dyslexia and related disorders. While the components of instruction for students with dyslexia include good teaching principles for all teachers, the explicitness and intensity of the instruction, fidelity to program descriptors, grouping formats, and training and skill of the teachers are wholly different from core classroom instruction.

Specialized Dyslexia Intervention

For the student who has not benefited from the research-based core reading instruction, the components of instruction will include additional specialized instruction as appropriate for the reading needs of the student with dyslexia. It is important to remember that while intervention is most preventative when provided in kindergarten and first grade, older children with reading disabilities will also benefit from focused and intensive remedial instruction.

Instructional decisions for a student with dyslexia must be made by a committee (§504 or ARD) that is knowledgeable about the instructional components and approaches for students with dyslexia. In accordance with 19 TAC §74.28(c), districts shall purchase or develop a reading program for students with dyslexia and related disorders that incorporates **all** the components of instruction and instructional approaches in the following sections.

Critical, Evidence-Based Components of Dyslexia Instruction

- **Phonological awareness**—“Phonological awareness is the understanding of the internal sound structure of words. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds. An important aspect of phonological awareness is the ability to segment spoken words into their component phonemes” (Birsh, 2011, p. 19).
- **Sound-symbol association**—Sound-symbol association is the knowledge of the various speech sounds in any language to the corresponding letter or letter combinations that represent those speech sounds. The mastery of sound-symbol association (alphabetic principle) is the foundation for the ability to read (decode) and spell (encode) (Birsh, 2011, p. 19). “Explicit phonics refers to

an organized program in which these sound symbol correspondences are taught systematically” (Berninger & Wolf, 2009, p. 53).

- **Syllabication**—“A syllable is a unit of oral or written language with one vowel sound. The six basic types of syllables in the English language include the following: closed, open, vowel-consonant-e, r-controlled, vowel pair (or vowel team), and consonant-le (or final stable syllable). Rules for dividing syllables must be directly taught in relation to the word structure” (Birsh, 2011, p. 19).
- **Orthography**—Orthography is the written spelling patterns and rules in a given language. Students must be taught the regularity and irregularity of the orthographic patterns of a language in an explicit and systematic manner. The instruction should be integrated with phonology and sound-symbol knowledge.
- **Morphology**—“Morphology is the study of how a base word, prefix, root, suffix (morphemes) combine to form words. A morpheme is the smallest unit of meaning in a given language” (Birsh, 2011, p. 19).
- **Syntax**—“Syntax is the sequence and function of words in a sentence in order to convey meaning. This includes grammar and sentence variation and affects choices regarding mechanics of a given language” (Birsh, 2011, p. 19).
- **Reading comprehension**—Reading comprehension is the process of extracting and constructing meaning through the interaction of the reader with the text to be comprehended and the specific purpose for reading. The reader’s skill in reading comprehension depends upon the development of accurate and fluent word recognition, oral language development (especially vocabulary and listening comprehension), background knowledge, use of appropriate strategies to enhance comprehension and repair it if it breaks down, and the reader’s interest in what he or she is reading and motivation to comprehend its meaning (Birsh, 2011, pp. 9 and 368; Snow, 2002).
- **Reading fluency**—“Reading fluency is the ability to read text with sufficient speed and accuracy to support comprehension”(Moats & Dakin, 2008, p. 52). Teachers can help promote fluency with several interventions that have proven successful in helping students with fluency (e.g., repeated readings, word lists, and choral reading of passages) (Henry, 2010, p. 104).

In addition, other areas of language processing skills, such as written expression, which require integration of skills, are often a struggle for students with dyslexia. Moats and Dakin (2008) posit the following:

The ability to compose and transcribe conventional English with accuracy, fluency, and clarity of expression is known as basic writing skills. Writing is dependent on many language skills and processes and is often even more problematic for children than reading. Writing is a language discipline with many component skills that must be directly taught. Because writing demands using different skills at the same time, such as generating language, spelling, handwriting, and using capitalization and punctuation, it puts a significant demand on working memory and attention. Thus, a student may demonstrate mastery of these individual skills, but when asked to integrate them all at once, mastery of an individual skill, such as handwriting, often deteriorates. To write on demand, a student has to have mastered, to the point of being automatic, each skill involved (p. 55).

Both the teacher of dyslexia and the regular classroom teacher should provide multiple opportunities to support intervention and to strengthen these skills; therefore, responsibility for teaching reading and

writing must be shared by classroom teachers, reading specialists, interventionists, and teachers of dyslexia programs.

Delivery of Dyslexia Instruction

While it is necessary that students are provided instruction in the above content, it is also critical that the way in which the content is delivered be consistent with research-based practices. Principles of effective intervention for students with dyslexia include **all** of the following:

- **Simultaneous, multisensory (VAKT)**—“Multisensory instruction utilizes all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning” (Birsh, 2011, p. 19). “Children are actively engaged in learning language concepts and other information, often by using their hands, arms, mouths, eyes, and whole bodies while learning” (Moats & Dakin, 2008, p. 58).
- **Systematic and cumulative**—“Systematic and cumulative instruction requires the organization of material follow order of the language. The sequence must begin with the easiest concepts and progress methodically to more difficult concepts. Each step must also be based on elements previously learned. Concepts taught must be systematically reviewed to strengthen memory” (Birsh, 2011, p. 19).
- **Explicit instruction**—“Explicit instruction is explained and demonstrated by the teacher one language and print concept at a time, rather than left to discovery through incidental encounters with information. Poor readers do not learn that print represents speech simply from exposure to books or print” (Moats & Dakin, 2008, p. 58). Explicit Instruction is “an approach that involves direct instruction: The teacher demonstrates the task and provides guided practice with immediate corrective feedback before the student attempts the task independently” (Mather & Wendling, 2012, p. 326).
- **Diagnostic teaching to automaticity**—“Diagnostic teaching is knowledge of prescriptive instruction that will meet individual student needs of language and print concepts. The teaching plan is based on continual assessment of the student’s retention and application of skills” (Birsh, 2011, p. 19). “This teacher knowledge is essential for guiding the content and emphasis of instruction for the individual student” (Moats & Dakin, 2008, p. 58). “When a reading skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner” (Berninger & Wolf, 2009, p. 70).
- **Synthetic instruction**—“Synthetic instruction presents the parts of any alphabetic language (morphemes) to teach how the word parts work together to form a whole (e.g., base word, derivative)” (Birsh, 2011, p. 19).
- **Analytic instruction**—“Analytic instruction presents the whole (e.g., base word, derivative) and teaches how the whole word can be broken into its component parts (e.g., base word, prefix, root, and suffix)” (Birsh, 2011, p. 19).

Sources for Critical, Evidence-Based Components and Delivery of Dyslexia Instruction

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Differentiating Instruction Strategies

For Gifted-and-Talented Students

- Determine each student's instructional and independent reading levels.
- Use a variety of assessments to monitor students' progress.
- Use curriculum compacting, advanced content, pacing, and above-grade-level materials.
- Focus on greater depth and complexity.
- Incorporate spatial, analytical, and abstract thinking.
- Encourage complex, high-level comprehension and advanced interpretation.
- Encourage advanced levels of vocabulary and word study.
- Promote research using technology to generate original investigations and advanced products.
- Provide opportunities to read authentic text and a variety of genres.
- Allow students to pursue interests through reading.
- Provide examples of superior work to challenge students.

For Struggling Students

- Conduct initial assessment to determine students' level of proficiency.
- Monitor systematically students' progress to inform instruction and meet students' needs.
- Provide explicit instruction.
- Provide intensive instruction (more instructional time that maximizes student engagement).
- Teach in small groups based on similar instructional needs.
- Use materials at the appropriate level for all students.
- Provide scaffolded or supportive instruction (emotionally and cognitively).
- Provide many opportunities to practice and apply what is being learned.
- Create a collaborative system among school personnel, students, and parents.

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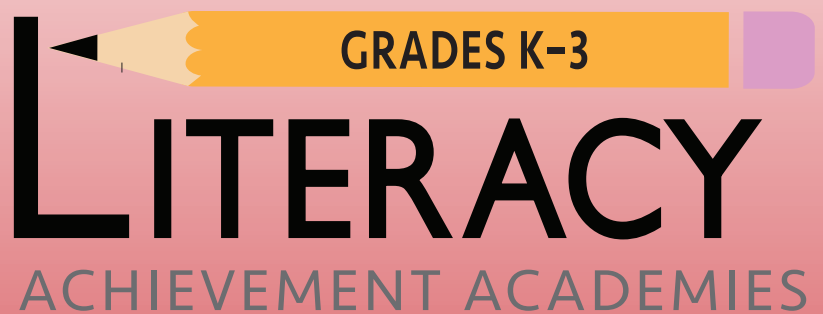
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Oral Language Development

Participant Notes



GRADE 1



Oral Language Development

LITERACY ACHIEVEMENT ACADEMIES

First Grade

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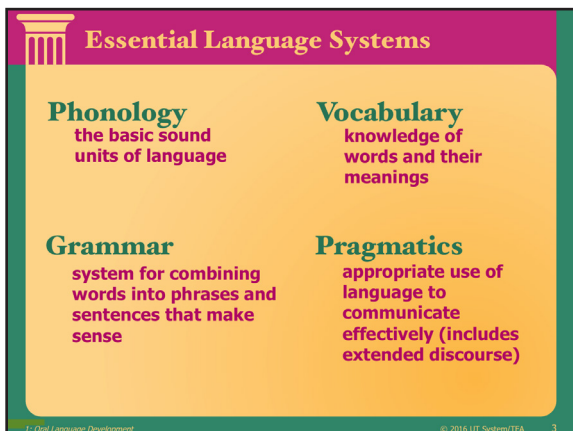


Oral Language Development

“Research consistently demonstrates that the more children know about language...the better equipped they are to succeed in reading.”
 — Burns, Griffin, & Snow, 1999, p. 8

- Oral language involves both speaking and listening and includes vocabulary development.
- Children need numerous opportunities to engage in frequent, meaningful, and focused conversations with responsive peers and adults.

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Essential Language Systems

Phonology the basic sound units of language	Vocabulary knowledge of words and their meanings
Grammar system for combining words into phrases and sentences that make sense	Pragmatics appropriate use of language to communicate effectively (includes extended discourse)

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The Language-Literacy Connection

Oral Language	Reading and Writing
Phonology	Alphabetic principle (how sounds in spoken words are represented by letters in written words)
Vocabulary	<ul style="list-style-type: none"> • Listening comprehension • Word recognition • Reading comprehension
Grammar	<ul style="list-style-type: none"> • Listening comprehension • Reading comprehension
Pragmatics	<ul style="list-style-type: none"> • Listening and reading comprehension • Written composition • Understanding what teachers say

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Texas Essential Knowledge and Skills

1(27) Students use comprehension skills to listen attentively to others in formal and informal settings.

1(28) Students speak clearly and to the point, using the conventions of language.

1(29) Students work productively with others in teams.

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A Language-Centered Classroom

Teachers	Students
<ul style="list-style-type: none"> • Engage students in extended conversations • Encourage students to tell and retell stories and events • Discuss a wide range of topics and word meanings • Use new and unusual words • Ask open-ended questions • Give explicit guidance in vocabulary, grammar, and pronunciation • Encourage language play 	<ul style="list-style-type: none"> • Explore and experiment with language • Name and describe objects, actions, emotions, and locations • Ask and answer <i>wh-</i> and <i>how</i> questions • Hear appropriate models of language use • Discuss topics of interest to them

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Optimal Language Interactions

Small, partitioned spaces

- Higher-quality verbal interactions
- More cooperative play
- Greater use of language-related activities

Large, open spaces

- Poor language interactions
- Less use of language-related activities

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Diverse Experiences

Scaffold

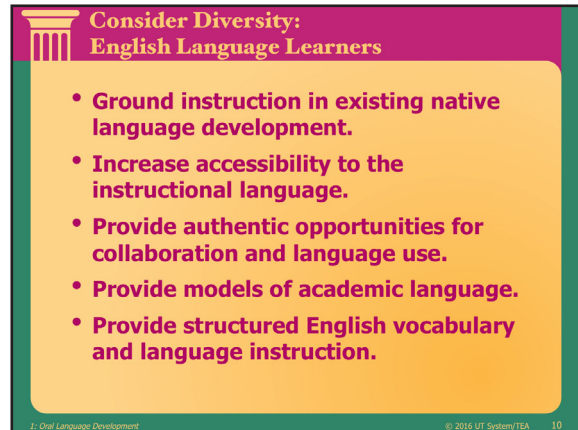
Adjust instruction to account for the differences in students' knowledge and experiences.

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Scaffolding Students' Language

- Model the use of extended language.
- Use questions and prompts (or cues).
- Restate and expand ideas using new vocabulary and sentence patterns.
- Request clarification and elaboration.
- Promote questions among students.
- Provide feedback to encourage, explain, and evaluate responses.

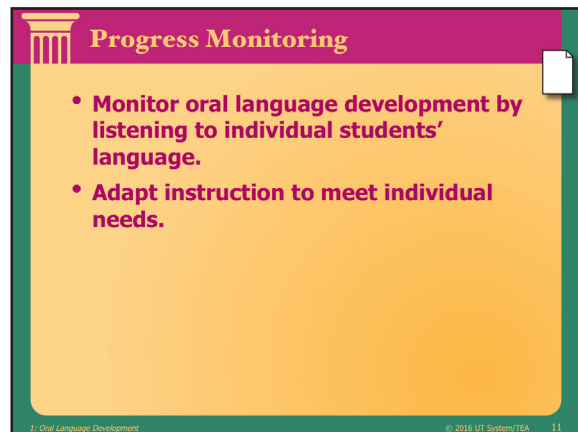
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**Consider Diversity:
English Language Learners**

- Ground instruction in existing native language development.
- Increase accessibility to the instructional language.
- Provide authentic opportunities for collaboration and language use.
- Provide models of academic language.
- Provide structured English vocabulary and language instruction.

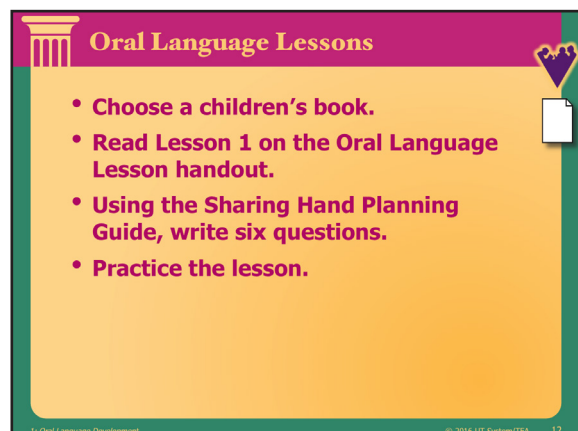
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Progress Monitoring

- Monitor oral language development by listening to individual students' language.
- Adapt instruction to meet individual needs.

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Oral Language Lessons

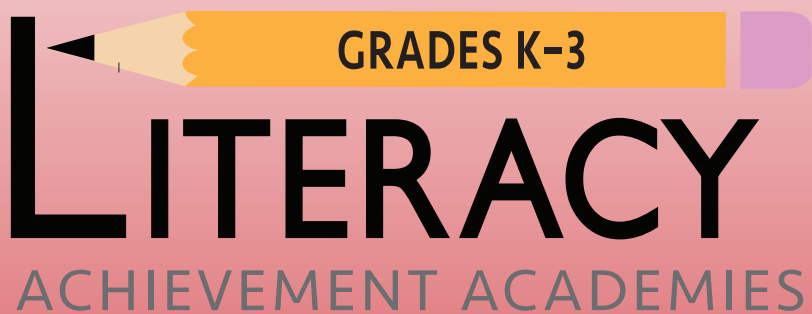
- Choose a children's book.
- Read Lesson 1 on the Oral Language Lesson handout.
- Using the Sharing Hand Planning Guide, write six questions.
- Practice the lesson.

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Oral Language Development

Handouts



GRADE 1

Scaffolding Script

Teacher	Student
Tell us a story about your photo.	Umm... [<i>Has difficulty beginning</i>]
[<i>Wait 5–10 seconds.</i>] Tell us what was happening here.	[<i>No response</i>]
[<i>Wait 10 seconds.</i>] Who is that in the picture? (<i>Questions and prompts</i>)	This is me...and my Mom...and my grandma.
Where were you when this was taken? (<i>Questions and prompts</i>)	Outside, behind my house
Yes, I see that you were outside on the patio and that it was a beautiful, sunny day. (<i>Recasts and expands</i>) What were you all doing?	It was my grandma's birthday. We made her a big cake.
That was very thoughtful of you. It looks delicious! What kind of cake was it? (<i>Provides feedback; uses questions and prompts</i>)	Chocolate with little flowers, and it said her name.
Chocolate? Yum. That's my favorite flavor! So you decorated the cake with flowers and wrote a name on it. Whose name did you write? (<i>Recasts and expands</i>)	Rose. It said "Happy Birthday, Rose."
Rose? Who is Rose? (<i>Requests clarification</i>)	My grandmother... [<i>Hesitates to tell more</i>]
You said before that you baked your grandmother's birthday cake. Tell us how you did that. (<i>Questions and prompts</i>)	Yes. I made it with Mom. We went to the store and got all the stuff to put in it and I helped.
Well, I know you're a great helper. I'll bet you mixed the ingredients together. Am I right? (<i>Recasts and expands; adds new vocabulary</i>)	Yes. And it fell on the floor and made a big mess!
Hmm, I'm not sure I understand. Tell us exactly what happened. (<i>Requests clarification</i>)	Umm...well...I was mixing the 'gredients and Spot...Spot's my dog...he came by and scared me and I jumped...and...and the flour fell down and got all over the floor and...and it got on Spot's nose, and my Mom laughed.

Teacher**Student**

What a great story! I like how you told us that Spot is your dog. That helped us understand a lot better. *(Provides feedback)*

Boys and girls, would any of you like to ask [name] a question about her photo? *(Promotes questions and conversation among students)*

Guión para apoyar y guiar la expresión oral

Maestra/o	Estudiante
Cuéntanos una historia sobre tu foto.	Umhhh... <i>[Muestra dificultad para empezar]</i>
[Espere 5–10 segundos.] Cuéntanos que está pasando en la historia.	<i>[No hay respuesta]</i>
[Espere 5–10 segundos.] ¿Quién sale en la foto? <i>(Questions and prompts)</i>	Éste soy yo...y ésta es mi mamá...y mi abuelita.
¿Dónde estaban cuando tomaron esta foto? <i>(Questions and prompts)</i>	Afuera, atrás de mi casa.
Si, ya veo que están afuera...en el patio, y era un hermoso día soleado.	Era el cumpleaños de mi abuelita. Le hicimos un pastel grandote.
Eso fue un muy bonito detalle de su parte. ¡El pastel se ve delicioso! ¿Qué clase de pastel era? <i>(Provides feedback; uses questions and prompts)</i>	De chocolate. Tenía florecitas chiquitas y decía su nombre arriba.
¿De chocolate? Mmmm. ¡Ese es mi sabor favorito! Entonces decoraron el pastel con flores y escribieron el nombre arriba. ¿Qué nombre escribieron? <i>(Recasts and expands)</i>	Elena. Decía “Feliz Cumpleaños Elena.”
¿Elena? ¿Quién es Elena? <i>(Requests clarification)</i>	Mi abuelita... <i>[No dice más]</i>
Tú nos dijiste antes que le habían hecho un pastel a tu abuelita. Cuéntanos cómo hiciste esto. <i>(Questions and prompts)</i>	Sí. Lo hice con mi mamá. Fuimos a la tienda y compramos todas las cosas para ponerle y yo ayudé.
Yo sé que eres muy buen ayudante. Te apuesto que mezclaste los ingredientes muy bien. ¿Verdad que sí? <i>(Recasts and expands; adds new vocabulary)</i>	Sí. Y luego se cayó en el piso y se hizo un mugrero...
Hmm. No entendí. Cuéntanos qué fue lo que pasó. <i>(Requests clarification)</i>	Umm...bueno...es que yo estaba mezclando los ingredientes y Duque, Duque es mi perro, vino y me asustó y yo salté...y...y la harina se cayó y cayó arriba de toda la comida y también le cayó a Duque en la nariz y mi mamá se rió.

Maestra/o**Estudiante**

¡Qué buena historia! Me gustó como nos dijiste que Duque era tu perro...eso nos ayudó a entender mucho mejor. *(Provides feedback)* Niños y niñas, ¿quisiera alguien preguntar algo sobre la foto? *(Promotes questions and conversation among students)*

Oral Language Checklist

Student Name: _____

	Date	Notes	Date	Notes
Does the student use complete sentences?				
Does the student use new words and sentence patterns when talking?				
Does the student express clear relationships between events in personal narratives and story retells?				
Does the student respond to questions and requests for information?				
Does the student adapt to the listeners' needs?				
Does the student use extended language in a variety of settings?				

Uso y desarrollo del lenguaje oral

Nombre del estudiante: _____

	Date	Notes	Date	Notes
¿Utiliza oraciones completas?				
¿Utiliza palabras o estructuras del lenguaje nuevas?				
¿Expresa relaciones claras entre los eventos al contar una narrativa personal o recontar una historia?				
¿Responde a preguntas o da más información a pedírsele?				
¿Se adapta a las necesidades de los oyentes?				
¿Utiliza un amplio lenguaje en una variedad de contextos?				

Literacy Lesson: Book Partners

Objective: Students interact with peers as they retell familiar books

Topic: Oral language

Materials: Favorite books

Directions

- Provide a selection of predictable, repetitive, familiar storybooks for students to “pretend read.”
- Pair students with classmates. Pair students with varying levels of oral language abilities.
- Have students retell the story to each other or have students take a book home to retell to a family member.
- Provide instructional support while students work together in pairs.

Scaffolding Strategies

Begin with strategies that offer less support and increase support as needed to help each student complete the task. The number of stars indicates the level of support—more stars indicate more support.



Ask students to describe illustrations in the book: “What do you see? What happened?”

Help students think about their listeners: “Do you think Jason understood that?”



Ask students to clarify information: “Tell us who drove the school bus.”



Model how to make connections using the pictures: “The monkey is crying. The picture on the page before this shows why she is crying.”

Provide prompts to help students sequence events: “What happened first? Next?”

Encourage students to use pictures to help them sequence their retelling.



Repeat-read books and include books with repetitive phrases or rhymes to help students recall events.

Ask questions that give students choices: “Did the teacher move away or did she visit her parents?”

Use books and stories that are familiar to students.

Provide additional opportunities for students to look through and “pretend read” familiar stories and books.

★ ★ ★ ★ ★

Model how to expand responses: “Yes, that’s a butterfly. It is a monarch butterfly.”

Encourage peer interactions: “Tell Becky how a tadpole becomes a frog.” “Ask Amy whether she can tell you about hibernation.”

★ ★ ★ ★ ★

Ask specific questions about pictures in the story: “What is the bear eating in this picture?”

Practice retelling books before asking students to read them with a classmate: “Remember, the girl couldn’t find her mitten. Now, you tell me what happened.”

Model how to use one picture at a time to recall events in a story.

Adapted from O’Connor, Notari-Syverson, & Vadasy, 1998.

Oral Language Lesson 1

- Objective:** Help students use extended discourse
Grouping: Large or small group
Materials: Sharing Hand planning guide; Sharing Hand poster

Procedures

Model how to use the Sharing Hand. Use your hand (make a happy face on the palm of your hand) and/or use the Sharing Hand poster. Point to each finger for the *wh*- questions and the palm of your hand for the *how* question.

Explain: “If you include the *who*, *what*, *when*, *where*, *why*, and *how* when you share, it helps those who are listening understand. That’s why a happy face is placed in the palm of the hand.”

Retell a simple event and then ask the Sharing Hand questions (e.g., Who is it about? What is happening? When did it happen? Where did it happen? Why did it happen? How did it happen?). As you ask each question, point to the appropriate finger and to your palm for *how*.

Ask individual students to tell a story or personal narrative. Model and have the other students point to their fingers and to their palm when they hear the *who*, *what*, *when*, *where*, *why*, and *how*.

Use the Sharing Hand congratulation (e.g., high five, handshake) each time a student includes most or all of this information.

Give students practice using the Sharing Hand as a guide as they share personal narratives or explanations with partners.

Ask each of the *wh*- questions as you point to the corresponding finger on your hand to assist students who have difficulty telling about an event.

Have students who are having difficulty with all of the questions focus on only two or three of the questions (e.g., *who*, *what*, *when*). Gradually add questions one at a time.







Use the Sharing Hand planning guide when preparing lessons for listening to storybooks, information books, or a shared writing activity in which the group tells about an event or describes a classroom project.

Home Link

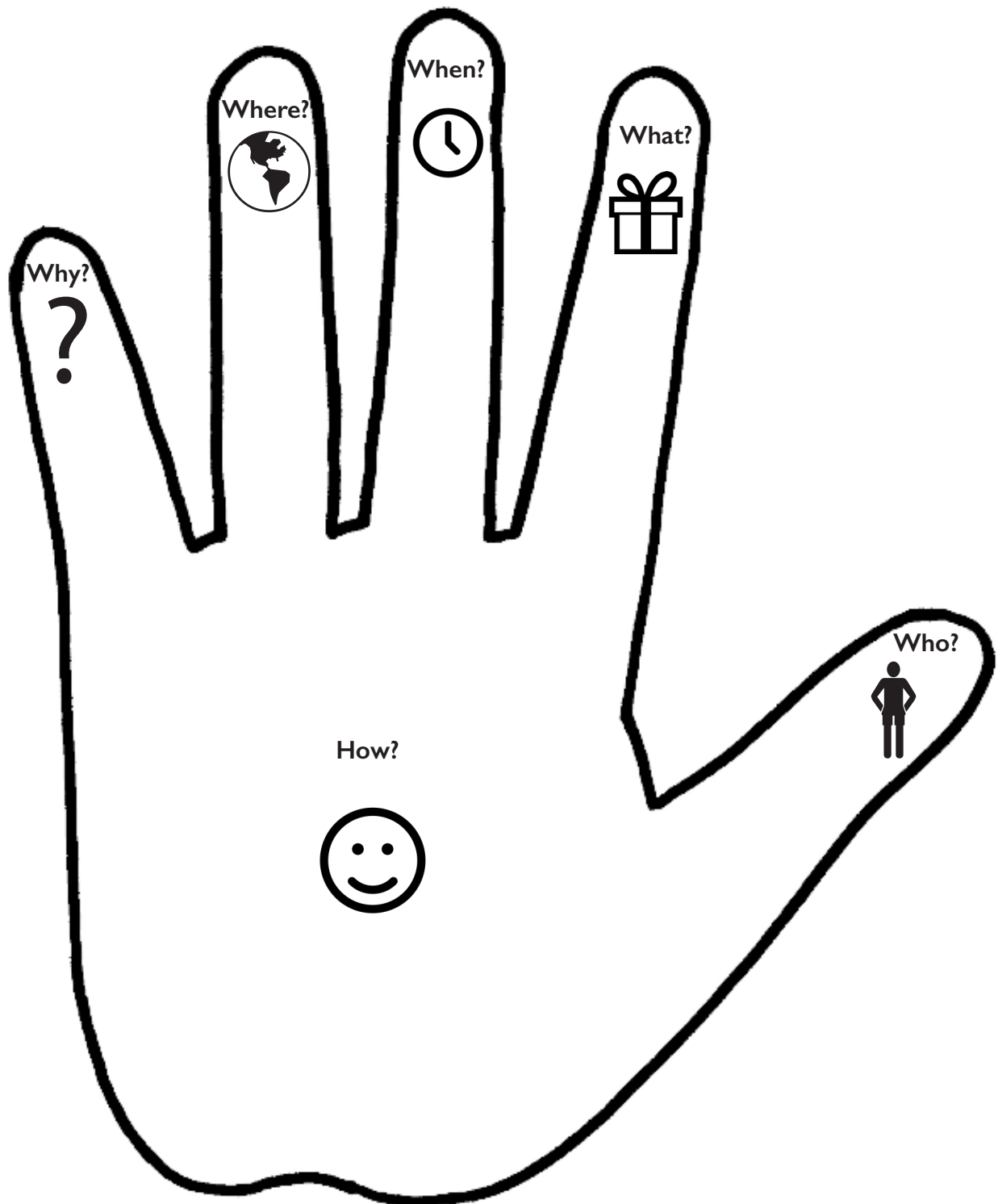
Provide a copy of the Sharing Hand for parents to use with their students when discussing events or storybooks at home.

The Sharing Hand Planning Guide

Before a Sharing Hand lesson, write your questions.

Who? 	
What? 	
When? 	
Where? 	
Why? 	
How? 	

The Sharing Hand



Oral Language Lesson 2

- Objective:** Help students learn part-whole relationships including labels and functions
- Grouping:** Large or small group
- Materials:** Everyday objects in the classroom and pictures

Procedures

Before the lesson begins, identify two- to four-part objects. Objects for teaching part-whole relationships include a chair (legs, back, seat, rungs); a table (top, legs); a pencil (shaft, point, eraser); a desk (top, legs, drawers); a bookcase (shelves, top, sides); a flower (petals, stem, leaves); and a tree (branches, trunk, leaves). Later, use pictures or toy models of objects that have many parts, such as cars, bicycles, trucks, and houses.

Place a chair in front of the group. Ask students to name the object.

Point to each part of the chair (the back, the seat, the legs, and if appropriate, the rungs) and encourage students to name each part using complete sentences: “A chair has legs. A chair has a back. A chair has a seat.”

Immediately provide the name of any parts students don’t know.

Have students practice naming the parts until they can name all of them. Then ask students to say the name of the whole object.

Point to the back of the chair, and ask, “Why does a chair have a back?” Provide scaffolding to help students state clear and concise answers. Repeat with each part of the chair.

Play the “What if?” game. Ask: “What if a chair didn’t have a back?” Help students clarify their responses. Repeat with each part of the chair, and then ask a final question: “Why do we have chairs?”

Encourage students to determine whether other chairs in the room have the same parts as the model chair.

For other part-whole lessons, begin with a review and have students name the parts, their functions, and play the “What If?” game.

Discuss objects that don’t have common names for all of the parts. For example: A cup has a handle, but the other part does not have a common name. Have the students suggest a name.

When working with objects with many parts, help the students learn three or four parts one day and then add more parts the next day.

Whenever possible, show students the connection between the names of parts of objects and the names of parts of the body. For example: “People have legs, and tables and chairs have legs. People have eyes, and a needle has an eye.”

Play the “Do You Know What I Am Thinking Of?” game. Name a part or parts that students have learned. For example: “I am thinking of legs and a back.” After students respond, ask, “How do you know?”

Have the students work in pairs. Each member of the pair draws pictures with missing parts—for example, a chair with missing legs or a toothbrush with missing bristles. Then partners exchange pictures and draw and name the missing parts of the pictures.

Home Link

- Ask students to look around their house for objects with parts that they have been learning about. Have them notice whether the objects at home have the same parts.
- Have the students bring objects or toys with parts from home.

Lección para el desarrollo del lenguaje oral – I

- Objetivo:** Los estudiantes utilizarán el lenguaje oral al identificar y discutir sobre los distintos componentes de un cuento.
- Grupo:** Grupo grande o pequeño
- Materiales:** Guía de planeación de la Mano para Compartir; póster de la Mano para Compartir

Procedimiento

Modele cómo usar la Mano para Compartir. Utilice su mano (dibuje o pegue una carita feliz en la palma de su mano) y utilice el póster de la Mano para Compartir. Señale cada dedo para mostrar la pregunta indicada y señale la palma de su mano para mostrar la pregunta *¿Cómo?*

Explique: “Si al compartir o decirle algo a alguien ustedes incluyen el *quién, qué, cuándo, dónde, por qué y cómo* de la historia, esto ayudará a los oyentes a entender mejor. Por esto una carita feliz está en la palma de la mano.”

Cuente una historia corta y haga las preguntas de la Mano para Compartir (ej., *¿De quién se trata? ¿Qué está pasando? ¿Cuándo pasó? ¿Dónde pasó? ¿Por qué pasó? ¿Cómo pasó?*). Conforme haga cada pregunta, señale el dedo apropiado y señale la palma de la mano para la pregunta *¿Cómo?*.

Invite a cada estudiante a contar una historia personal. Modele cómo señalar el dedo correspondiente y/o la palma de la mano cuando se diga el *quién, qué, cuándo, dónde, por qué y cómo* de la historia.

Cada vez que el estudiante incluya la mayoría o toda esta información, utilice la felicitación de la Mano para Compartir (ej., un apretón de mano o “high five”).

Aliente a los estudiantes a utilizar la Mano para Compartir como guía cuando compartan historias personales o explicaciones con un compañero/a.

Para ayudar a los estudiantes que tienen dificultad al contar un evento o historia, usted puede hacerles cada pregunta mientras señala los dedos de su mano.

Si a los estudiantes se les dificulta manejar todas las preguntas, enfóquese en sólo dos o tres preguntas (ej., *¿quién?*, *¿qué?*, *¿cuándo?*).







Utilice la guía de planeación para preparar lecciones en las cuales los estudiantes escucharán historias leídas en voz alta y/o libros de información. También se puede utilizar para una actividad de escritura general en la cual el grupo escriba sobre un evento o describa un proyecto del salón de clases.

Enlace con la casa

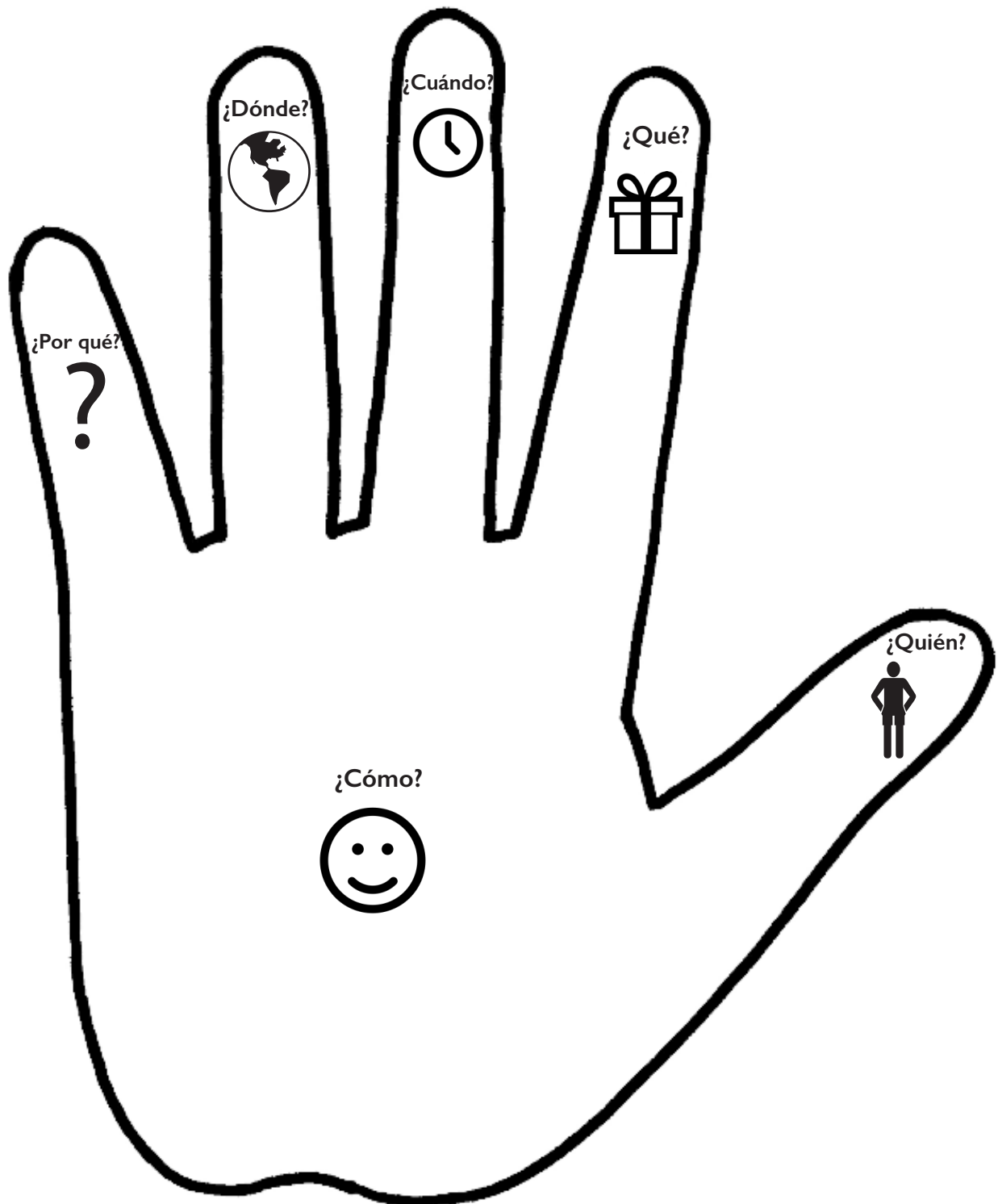
Proporcione a los padres de familia una copia de la Mano para Compartir para que la utilicen con sus hijos en casa cuando conversen sobre situaciones, eventos o libros.

Guía de planeación para “mano para compartir”

Antes de una lección, escriba las preguntas.

<p>¿Quién?</p> 	
<p>¿Qué?</p> 	
<p>¿Cuándo?</p> 	
<p>¿Dónde?</p> 	
<p>¿Por qué?</p> 	
<p>¿Cómo?</p> 	

Mano para compartir



Lección para el desarrollo del lenguaje oral – 2

Objetivo: Los estudiantes explicarán la relación entre el entero y sus partes incluyendo nombres y funciones.

Grupo: Grupos pequeños o el grupo completo

Materiales: Objetos de uso común y fotografías

Procedimiento

Antes de empezar la lección agrupe objetos que tengan de dos hasta cuatro partes para enseñar la relación entre un entero y sus partes. Ejemplos:

una silla = patas, asiento, respaldo, barrotes

una mesa = cubierta, patas

un lápiz = punta, borrador

un escritorio = cubierta, patas, cajones

un librero = repisas, paredes

una flor = pétalos, tallo, hojas

un árbol = ramas, tronco, hojas

Más adelante, utilice fotos de objetos que tengan más partes como carros, bicicletas, camiones y casas.

Ponga una silla enfrente del grupo. Pídale a los estudiantes que nombren el objeto.

Señale cada parte de la silla (el respaldo, el asiento, las patas y, si existen, los barrotes entre las patas) y aliente a los estudiantes a nombrar cada parte del objeto usando oraciones completas: “Una silla tiene patas. Una silla tiene un respaldo. Una silla tiene un asiento.”

Mencione inmediatamente el nombre de las partes que ellos desconozcan.

Permita que los estudiantes practiquen los nombres de las partes hasta que ellos puedan decirlos solos. Después pídale que digan el nombre del objeto.

Señale una parte de la silla y pregunte “¿Por qué tiene la silla un respaldo?” Ayude a los estudiantes a dar respuestas claras y concisas. Repita el proceso con cada parte de la silla.

Organice el juego “¿Qué pasaría si ...?”

Pregunte: “¿Qué pasaría si la silla no tuviera un respaldo?” Ayude a los estudiantes a formar respuestas claras. Repita el proceso con cada parte de la silla y haga la pregunta final: “¿Para qué tenemos sillas?”

Pídale a los estudiantes que determinen si las otras sillas en el salón tienen las mismas partes que la silla modelo.

Para otras lecciones de un entero y sus partes, empiece con un repaso de un objeto visto anteriormente y haga que los estudiantes nombren las partes, sus funciones y jueguen el juego “¿Qué pasaría si ...?”

Hable también de objetos que no tienen nombres para todas sus partes. Por ejemplo: Una taza tiene un asa pero la otra parte no tiene un nombre específico. Pídale a los estudiantes que sugieran un nombre.

Cuando trabajen con objetos que tienen muchas partes, ayude a los estudiantes a aprender tres o cuatro partes en un día y añadir más nombres posteriormente.

Cuando sea posible muéstreles a los estudiantes la relación que existe entre los nombres de las partes de los objetos y los nombres de las partes del cuerpo. Por ejemplo: “Las personas tienen **ojos** y una aguja tiene un **ojo**. Las personas tienen **piernas** y las sillas y las mesas tienen **patas**.”

Organice el juego “¿Sabes en lo que estoy pensando?”

Nombre una parte o partes de un objeto para que los estudiantes descubran el objeto completo. Por ejemplo: “Estoy pensando en unas patas, un asiento y un respaldo.” Después de responder “una silla”, pregúnteles a los estudiantes: “¿Cómo supieron?”

Pídale a los estudiantes que trabajen en parejas. Cada miembro de la pareja dibuja un objeto con partes faltantes. Por ejemplo, una silla sin algunas de sus patas o un cepillo de dientes sin todas las cerdas. Los estudiantes se intercambian los dibujos para dibujar y nombrar las partes faltantes.

Enlace con la casa

- Pídale a los estudiantes que busquen en su casa objetos similares a los que ellos han estudiado. Pídale que noten si los objetos en casa tienen o no tienen las mismas partes.
- Pídale a los estudiantes que traigan de sus casas objetos o juguetes con partes.

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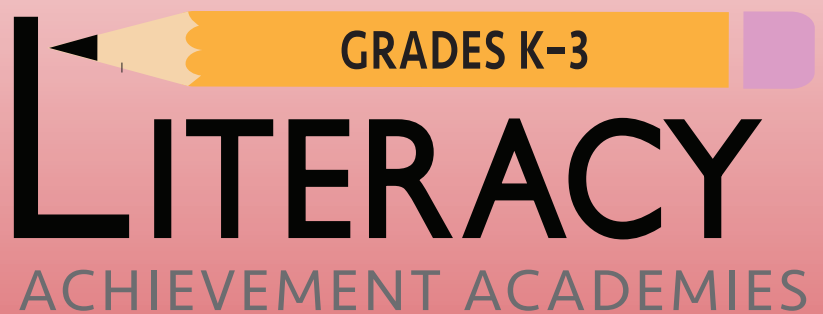
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Listening Comprehension

Participant Notes



GRADE 1



Listening Comprehension

LITERACY ACHIEVEMENT ACADEMIES

First Grade

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What Is Listening Comprehension?

- Refers to students' understanding of stories and other texts that are read aloud to them
- Lays the foundation for students to later be able to "understand what they read, remember what they read, and communicate with others about what they read"

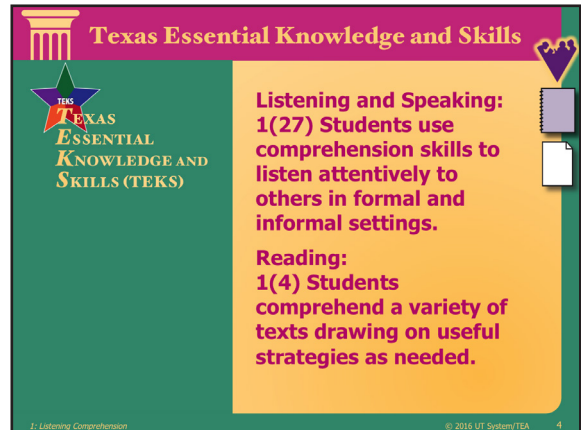
— National Institute for Literacy, 2001, p. 48

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Listening Comprehension

Listening comprehension is enhanced as students listen to stories that are read aloud, participate in discussions of stories, and engage in other literacy-related activities.

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Texas Essential Knowledge and Skills

Listening and Speaking:
1(27) Students use comprehension skills to listen attentively to others in formal and informal settings.

Reading:
1(4) Students comprehend a variety of texts drawing on useful strategies as needed.

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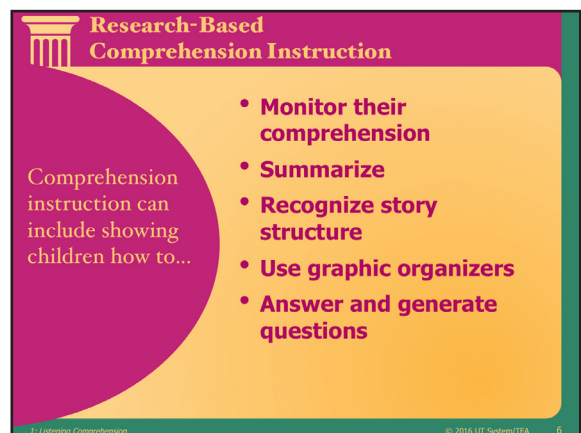


Listening Comprehension Instruction

When you read aloud, encourage children to...

- Make predictions
- Answer questions about the book's content
- Read and talk along
- Share their own interests related to the book's content
- Ask questions of you and their peers
- Re-enact or retell the story

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Research-Based Comprehension Instruction

Comprehension instruction can include showing children how to...

- Monitor their comprehension
- Summarize
- Recognize story structure
- Use graphic organizers
- Answer and generate questions

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Monitoring Understanding

"Thinking aloud" models how good readers monitor their understanding of what they are reading.

Demonstrate...

- How you picture in your mind what is happening in a story or book
- How you reread certain parts
- How you stop and summarize what has happened
- How you regularly make predictions

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Reading Aloud Different Types of Texts

Narratives	Expository (or informational) texts
Tell a story using a familiar story structure that includes a beginning, a middle, and an end	Tell about one or more topics in different and varied ways

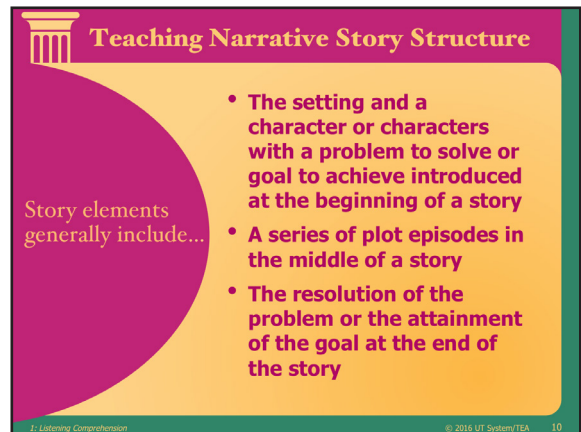
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Reading Aloud Different Types of Texts (cont.)

Reading narrative and expository texts aloud to students helps them...

- Make connections to real-life experiences and build background knowledge
- Increase their vocabulary and understand different types of books

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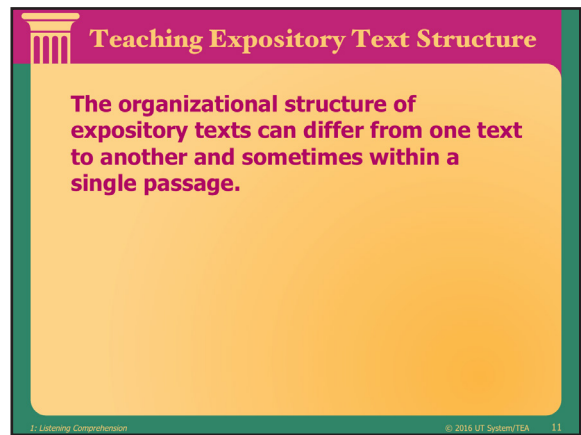


Teaching Narrative Story Structure

Story elements generally include...

- The setting and a character or characters with a problem to solve or goal to achieve introduced at the beginning of a story
- A series of plot episodes in the middle of a story
- The resolution of the problem or the attainment of the goal at the end of the story

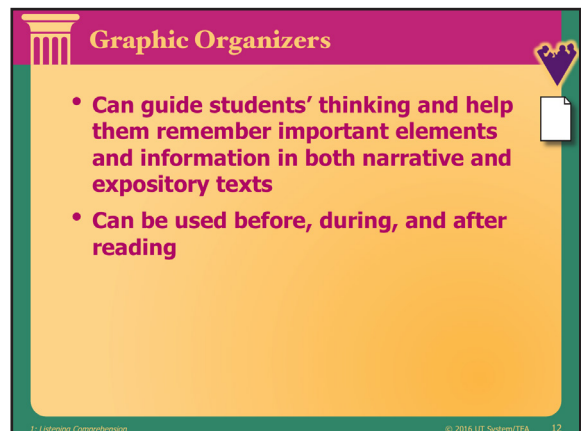
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Teaching Expository Text Structure

The organizational structure of expository texts can differ from one text to another and sometimes within a single passage.

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Graphic Organizers

- Can guide students' thinking and help them remember important elements and information in both narrative and expository texts
- Can be used before, during, and after reading

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Effective Questioning

Effective questioning includes...

- Giving students a purpose for listening and reading
- Focusing students' attention on a topic and what is to be learned about the topic
- Helping students think about what they hear read aloud
- Encouraging students to be aware of what they do and do not understand
- Helping students to relate the content of what they are learning to what they already know

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Scaffolding: Using Different Types of Questions

Literal Questions
Encourage students to become aware of the information in the text

Open-Ended Questions
Encourage students to extend their thinking about the text and to use more elaborate language as they discuss the text

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Asking Questions Along the Continuum

- Write several questions to ask before reading and several questions to ask after reading.
- At your table, role-play a read-aloud session.

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**Consider Diversity:
English Language Learners**

- ELLs might struggle with comprehension because of limits in vocabulary and background knowledge, as well as structural differences between languages.
- During listening comprehension instruction, ELLs learn to do the following:
 - Derive meaning from text
 - Talk about text
 - Focus on what they are learning

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**Consider Diversity:
English Language Learners (cont.)**

- Activate and build background knowledge.
- Preview new vocabulary, concepts, and linguistic structures.
- Use graphic organizers and think-alouds.
- Summarize, discuss text, and monitor comprehension frequently.
- Create supportive environments.

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**Progress Monitoring:
Listening Comprehension**

Informal ways of knowing whether students understand what is being read to them include...

- Asking questions that will help students clarify the text
- Discussing the text
- Observing students' behavior and listening to their responses
- Having students retell or dramatize the story

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The Importance of Comprehension

“Even teachers in the primary grades can begin to build the foundation for reading comprehension. Reading is a complex process that develops over time... emphasize text comprehension from the beginning, rather than waiting until students have mastered ‘the basics’ of reading...Beginning readers, as well as more advanced readers, must understand that the ultimate goal of reading is comprehension.”

— National Institute for Literacy, 2001, p. 55

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Carry It Through

Complete Handout 13 with your partner for the last three sessions of the Academy:

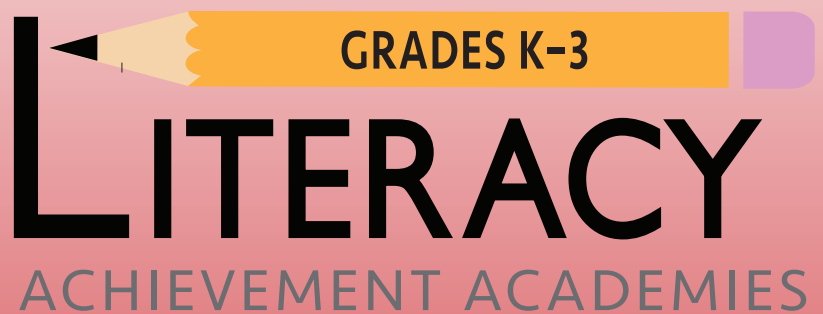
- Differentiating Instruction
- Oral Language Development
- Listening Comprehension

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Listening Comprehension

Handouts



GRADE 1

ELAR TEKS Figure 19

Figure: 19 TAC §110.10(b)
 19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter A. Elementary
 Reading/Comprehension Skills §110.11 - §110.16

Kindergarten (§110.11 English Language Arts and Reading)	First Grade (§110.12 English Language Arts and Reading)	Second Grade (§110.13 English Language Arts and Reading)	Third Grade (§110.14 English Language Arts and Reading)	Fourth Grade (§110.15 English Language Arts and Reading)	Fifth Grade (§110.16 English Language Arts and Reading)
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);</p> <p>(B) ask and respond to questions about text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p>

Figure: 19 TAC §110.10(b)
 19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
 Subchapter A. Elementary
 Reading/Comprehension Skills §110.11 - §110.16

Kindergarten (§110.11 <i>English Language Arts and Reading</i>)	First Grade (§110.12 <i>English Language Arts and Reading</i>)	Second Grade (§110.13 <i>English Language Arts and Reading</i>)	Third Grade (§110.14 <i>English Language Arts and Reading</i>)	Fourth Grade (§110.15 <i>English Language Arts and Reading</i>)	Fifth Grade (§110.16 <i>English Language Arts and Reading</i>)
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences based on the cover, title, illustrations, and plot;</p> <p>(E) retell or act out important events in stories; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) retell or act out important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text using textual evidence to support understanding;</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>	

SLAR TEKS Figure 19

Figure: 19 TAC §128.10(b)
 19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language
 Subchapter A. Elementary
 Reading/Comprehension Skills §128.11 - §128.16

Kindergarten (§128.11 Spanish Language Arts and Reading)	First Grade (§128.12 Spanish Language Arts and Reading)	Second Grade (§128.13 Spanish Language Arts and Reading)	Third Grade (§128.14 Spanish Language Arts and Reading)	Fourth Grade (§128.15 Spanish Language Arts and Reading)	Fifth Grade (§128.16 Spanish Language Arts and Reading)
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language); (B) ask and respond to questions about text;	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension; (B) ask literal questions of text;	(A) establish purposes for reading selected texts based upon content to enhance comprehension; (B) ask literal questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, and evaluative questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, and evaluative questions of text;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension; (B) ask literal, interpretive, evaluative, and universal questions of text;

Figure: 19 TAC §128.10(b)
 19 TAC Chapter 128. Texas Essential Knowledge and Skills for Spanish Language Arts and Reading and English as a Second Language Subchapter A. Elementary Reading/Comprehension Skills §128.11 - §128.16

Kindergarten (§128.11 Spanish Language Arts and Reading)	First Grade (§128.12 Spanish Language Arts and Reading)	Second Grade (§128.13 Spanish Language Arts and Reading)	Third Grade (§128.14 Spanish Language Arts and Reading)	Fourth Grade (§128.15 Spanish Language Arts and Reading)	Fifth Grade (§128.16 Spanish Language Arts and Reading)
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences based on the cover, title, illustrations, and plot;</p> <p>(E) retell or act out important events in stories; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) retell or act out important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) retell important events in stories in logical order; and</p> <p>(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize information in text, maintaining meaning and logical order; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</p>	

Think-Aloud Prompts

“Thinking aloud” models different comprehension strategies that readers use to help monitor their understanding of what they are reading.

This strategy includes stopping to think about what is read and then checking for understanding.

Questions that prompt first-grade students to check their understanding of texts that are read aloud or read independently include the following.

Before Reading

- What do you think this story or book will be about? Why?
- What do you already know about ____?

During Reading

- Can you picture in your mind what is happening? What does it look like?
- Has [event that occurs in the story] ever happened to you? What did you do?
- Did you not know some of the words in the story?
- What do you think will happen next? Why?
- Do you have any questions?

After Reading

- What did you think would happen? Were you right? How do you know?
- Who or what is the story about? Where does the story take place? What happens to ____? Why? How does the story end?
- What happened in the story that surprised you?
- What have you learned?
- What is the most important thing that happened?
- Did you not understand a part of the story?

Adapted from Gunning, 2002; Lipson, 1996; Morrow, 2001.

Pensando en voz alta

Se pueden utilizar las siguientes preguntas para ayudar a los estudiantes a monitorear su comprensión al leer o escuchar historias.

Antes de leer

- ¿De qué creen que se va a tratar esta historia? ¿Por qué?
- ¿Qué saben sobre _____?

Durante la lectura

- ¿Puedes ver en tu mente lo que está pasando en la historia? ¿Qué está pasando?
- ¿Te ha sucedido algo similar a lo que ocurre en la historia? ¿Qué hiciste en esa situación?
- ¿Hay alguna palabra de la historia que no entiendas?
- ¿Qué crees que pasará después? ¿Sobre qué tratará la siguiente parte? ¿Por qué?
- ¿Tienes alguna pregunta?

Después de leer

- ¿Ocurrió lo que pensaste que iba a ocurrir? ¿Cómo sabes?
- ¿Sobre qué o quién se trata esta historia? ¿En dónde se lleva a cabo la historia? ¿Qué le pasa a _____? ¿Por qué? ¿Cómo termina la historia?
- ¿Qué fue lo que aprendiste en la historia?
- ¿Cuál es el evento más importante que ocurrió en la historia?
- ¿Hay alguna parte de la historia que no entendiste?

Adapted from Gunning, 2002; Lipson, 1996; Morrow, 2001.

Effective Read-Aloud Sessions

Before Reading

- Schedule time for read-aloud sessions:
 - Plan to read to students several times each day.
 - Invite parents to read books and to attend read-aloud sessions.
- Use a variety of grouping formats, including one-on-one, small groups, and the whole class:
 - Research strongly supports the effectiveness of reading aloud to students in small groups.
 - Small-group experiences ensure that everyone has an opportunity to participate and engage in discussions about books.
- Select different types of books.
- Read a wide variety of books one or two levels above the students' grade placement to expand and deepen students' background knowledge, vocabulary, and listening comprehension:
 - Include literary and informational texts.
 - Narrative texts tell stories that usually follow a familiar story structure.
 - Informational texts present and explain information in different and less predictable ways.
 - Experiences with informational texts provide a framework for students' comprehension of the content-area textbooks they will read later in school.
 - Reading aloud different types of texts enhances students' abilities to understand and make sense of a variety of written materials.

Criteria to Consider When Selecting Books

- Include stories and books that represent a variety of subjects, genres, and levels of difficulty. Select stories with intriguing plots and informational books that stimulate inquiry and discussion.
- Choose books that are personal favorites, books that other first-grade classes have loved, and students' classics. Favorite texts may be reread many times.
- Choose books that provide a context for building and extending students' language through new ideas, new vocabulary, and more elaborate syntax and that are one to two levels above grade placement.
- Include books that reflect our diverse society by presenting a variety of experiences, cultures, and role models. Help students identify with the characters and settings of the books.

- Look for books that contain unique presentation styles, formats, illustrations, or perspectives.
 - Select books that help students make connections across the curriculum. Relate read-alouds to topics in social studies, science, and math, and to curricular themes or units of study.
 - Read different books by the same author. As students become familiar with an author's style and characters, students begin to recognize patterns. The recognition of patterns can be used as a springboard for predicting or comparing and contrasting.
- Activate and build background knowledge:
 - Help students make predictions about a book's content based on its title and illustrations.
 - Discuss what students already know about the topic and relate the content of the story to students' personal experiences.
 - Include multicultural literature.

Criteria to Consider When Selecting Multicultural Literature

Does the book or story do the following:

- Accurately reflect different groups and their cultures (e.g., African Americans, Asian Americans, Native Americans, Hispanics)
- Address the diversity of the students in your classroom and create realistic, positive images of your students and their families, community, and culture
- Offer varying perspectives and make a difference in the way young students view the world
- Encourage appreciation and respect for diversity within and across social groups
- Credibly represent different ethnic groups through the storyline and descriptions, rather than only by illustrations
- Accurately depict characters' physical appearance, behaviors, attitudes, values, language, beliefs, and way of life
- Help correct misconceptions and eliminate stereotypical thinking
- Focus on diverse groups and cultures that have historically been distorted, patronized, or excluded from the curriculum and from literary genres
- Include background knowledge and explanatory notes in a preface or afterword about the author and literary traditions of a particular group or culture
- Promote critical discussion and prompt students to ask questions about their heritage and past, who they are today, and their future

- Teach new words and concepts:
 - Before reading aloud, discuss new concepts and new words and their meanings.
 - Link the new words and concepts to students' background knowledge.
 - Have students say the word and attend to the sounds in the word (e.g., “What sound does *quarrel* begin with?”).
 - Ask questions about examples and nonexamples of the word (e.g., “If you help a friend, are you quarreling?”).

During Reading

- Stop a few times for reactions, comments, predictions, and questions to keep students actively engaged:
 - Avoid long discussions that interfere with the flow of the story.
 - Asking too many questions during a read-aloud session is not as effective as interactions with students before and after reading.
- The talk that surrounds (before and after) the reading aloud of books is important in enhancing students' oral language, vocabulary development, and listening comprehension:
 - When you read with expression, you model fluent reading.
 - Make sure everyone can see when showing pictures or reading big books.

After Reading

- Engage students in discussions that go beyond literal comprehension:
 - Ask questions that require more than one-word answers and invoke thinking and problem solving. These questions often begin with *how*, *why*, and *what if*.
 - Reduce teacher dominance of discussions and increase students' talk about the story or informational text.
 - Encourage students to ask questions of the teacher and each other.
 - Encourage students to use the book language they have heard read aloud.
 - Provide feedback and ask for clarification of meaning whenever possible.
 - Prompt students to elaborate on their initial response (don't always extend it for them).
 - Link books to one another and to students' experiences.

- Focus on rare and challenging words:
 - Discuss words in context and their meanings to ensure that students have an adequate understanding of new words.
 - Reread parts of the story and use the cloze procedure to prompt students to use new vocabulary. Deliberately pause and allow time for students to supply the word—for example: “Some of Jerry’s _____ came to visit.”
 - Add pictures or discuss other books or stories that contain similar vocabulary words.
 - Use graphic organizers to help students make connections among words. Semantic maps and word webs provide a visual representation of how words are related to one another.
- Repeat-read favorite books:
 - Rereading books often gives repeated exposure to new and challenging words and concepts.
 - Rereading also helps students develop an understanding of story structure.
- Provide opportunities for story retell and dramatization:
 - By retelling stories, students can improve their narrative skills. Students can learn to introduce a story with its setting and characters and sequence the events in the story.
 - Story retells reveal students’ comprehension of story details and their ability to make inferences and interpretations.
 - Begin by modeling how to retell a story and demonstrate how to use props, such as flannel boards and puppets.
 - Have students take turns retelling different parts.
 - Provide scaffolding as needed.
 - Create opportunities for students to practice retelling stories using props.
- Extend talk about books at home:
 - Encourage parents and caregivers to talk to their children about books they read aloud.
 - Emphasize the value of reading aloud with their first-grade children.
 - Offer suggestions for how to read and talk about books.
 - Send notes home announcing and describing thematic units and new books.
 - Circulate books between school and home.

Adapted from Bellon & Ogletree, 2000; Bishop, 1997; Blachowicz & Ogle, 2001; Blok, 1999; Burns, Griffin, & Snow, 1999; Dickinson, 2001; Dickinson, Cote, & Smith, 1993; Dickinson, De Temple, Hirschler, & Smith, 1992; Duke & Kays, 1998; Fountas & Pinnell, 1996, 1999; Gunning, 2000; Hall & Moats, 2000; IRA & NAEYC, 1998; Morrow, 2001; Morrow, Strickland, & Woo, 1998; Neuman, 2001; Silverman, 2007; Snow, Burns, & Griffin, 1998; Snow & Tabors, 1993.

Storybook Read-Alouds Planning Sheet

Day 1		Pages:
Words:	Definitions:	
1.		
2.		
3.		
4.		
Comprehension focus and questions:		

Day 2		Pages:
Words:	Definitions:	
1.		
2.		
3.		
4.		
Comprehension focus and questions:		

Day 3		Pages:
Words:	Definitions:	
1.		
2.		
3.		
4.		
Comprehension focus and questions:		

Day 4		Pages:
Words:	Definitions:	
1.		
2.		
3.		
4.		
Comprehension focus and questions:		

Day 5: FINAL DAY
Words to review:
Games and scaffolds to use:

Narrative and Expository Texts: Graphic Organizers

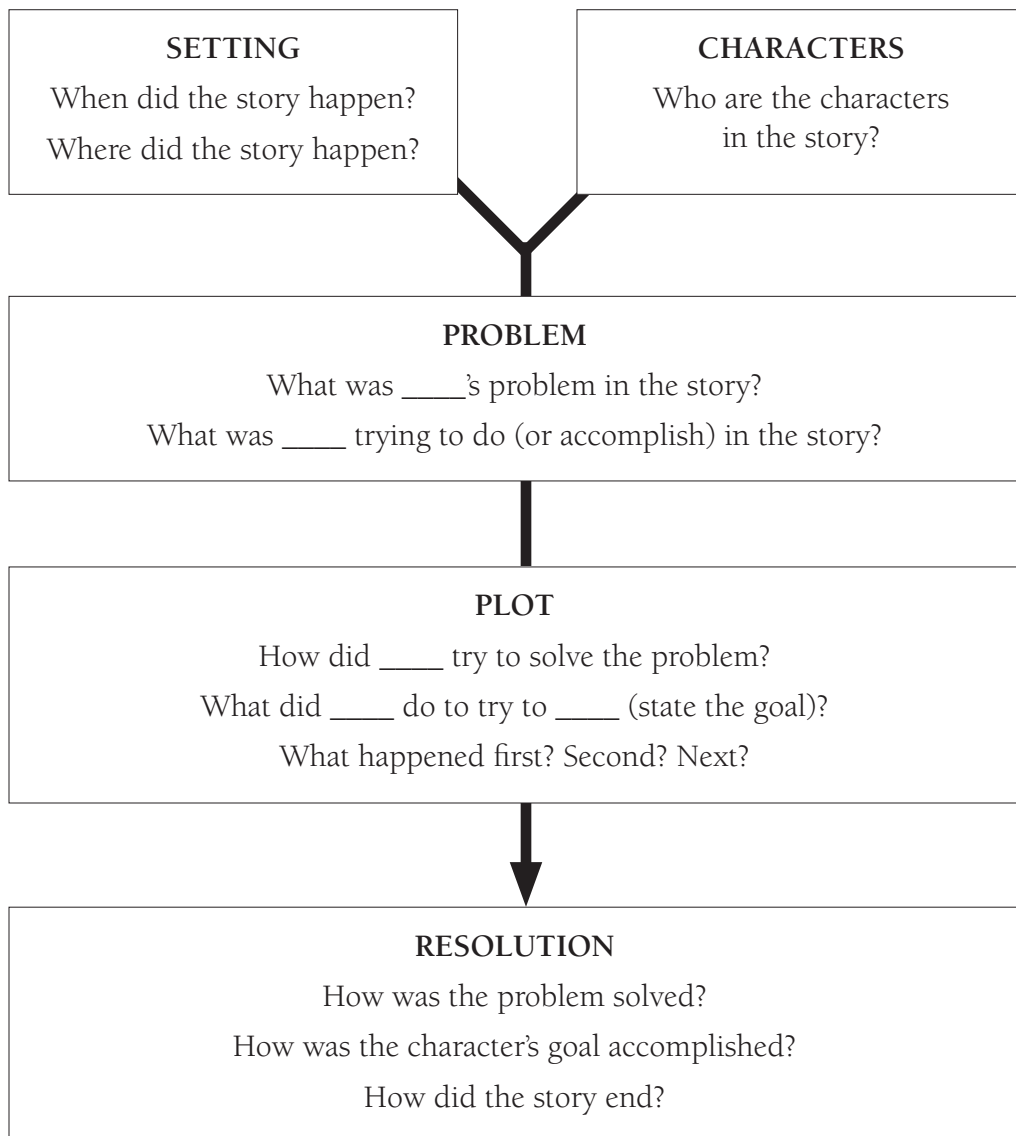
Narratives

Narratives tell a story using a familiar story structure that includes a beginning, middle, and end.

Narratives include short stories, folktales, tall tales, myths, fables, legends, autobiographies, biographies, fantasies, historical fiction, mysteries, science fiction, some poetry, and plays.

Discussing story structure or story grammar can help students understand how narrative text is organized, focus their attention on the sequence of major events in a story, and develop a common language for talking about stories and books.

Narrative Story Map



Narrative Question Map

Who?	
What?	
When?	
Where?	
Why?	
How?	

Informational Texts

Informational texts explain information or tell about topics in different and varied ways. They might also tell how to do something.

Informational texts include informational books, content-area textbooks, newspapers, magazines, brochures, catalogs, and recipe books.

The information provided in informational texts can help students comprehend content-area textbooks later.

K-W-L Charts

K-W-L is a graphic organizer that can be used before and after reading informational texts. It is usually used as a whole-group activity.

K (What We Know)

What We Know is completed before the text is read.

This first step helps set a purpose for reading and gives the teacher insight into what students already know about a topic.

Interest is generated by asking students to brainstorm what they already know about the topic of a story or book.

W (What We Want to Know)

In this second step, students are asked to generate questions that they want answered.

L (What We Learned)

After the text is read, students tell what they learned and answer the questions they asked before reading.

Variations

Some teachers add a fourth column: What We Still Want to Learn.

What We Know	What We Want to Know	What We Learned

Narrative and Expository Texts

Comprehension Charts

Comprehension charts are most commonly used after teacher read-alouds. These charts help students think about what has been read, evaluate their thoughts and feelings, and make connections. Comprehension charts can be used to record students' responses to texts so that comparisons and connections can be made between books when participating in ongoing units of study (e.g., several books on a particular topic or by a particular author). Comprehension charts also serve as documentation for topics of study that are completed throughout the year.

Procedures for Using Comprehension Charts

- Choose the type of chart to match the text and purpose of discussion.
- Provide time for students to discuss what they have listened to before you begin writing on the chart.
- Write students' responses on the chart as they watch.
- Acknowledge students' ideas by placing their names at the end of their comments. Ensure that all students' responses are recorded on a regular basis.

Examples of Different Types of Comprehension Charts

Narrative Chart

Title	Author	Beginning	Middle	End
-------	--------	-----------	--------	-----

Author Chart

Title	Illustrator	Main Character	Problem	Resolution	Connections to Other Books
-------	-------------	----------------	---------	------------	----------------------------

(Include several rows, depending on how many books you read by a selected author.)

Connection Chart

Title	Author or Illustrator	Description	Observations	Connections
-------	-----------------------	-------------	--------------	-------------

Prediction Chart

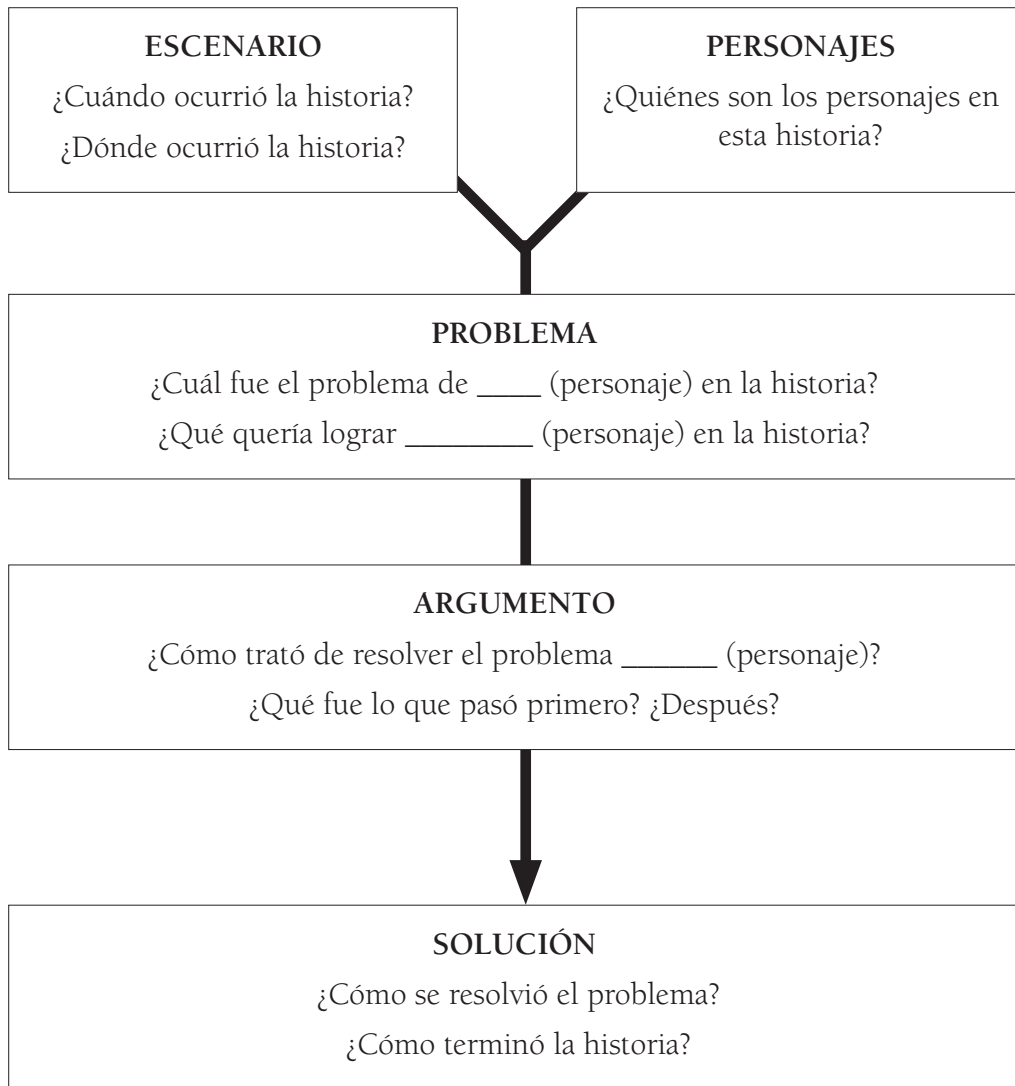
Title and Author	Predictions	Checking Predictions
------------------	-------------	----------------------

Adapted from Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; Gunning, 2002; Mathes, Fuchs, & Fuchs, 1997; Morrow, 2001; Ogle, 1986; Roser, Hoffman, Labbo, & Farest, 1992; Tompkins, 1998.

Organizadores gráficos para textos narrativos y expositivos

Textos narrativos

Mapa de la historia



Mapa de preguntas sobre la historia

<p>¿Quién?</p>	
<p>¿Qué?</p>	
<p>¿Cuándo?</p>	
<p>¿Dónde?</p>	
<p>¿Por qué?</p>	
<p>¿Cómo?</p>	

Textos expositivos

Tabla S-Q-A en español

Lo que Sabemos	Lo que Queremos saber	Lo que Aprendimos

Gráficos de comprensión

Gráfico para un texto narrativo

Título	Autor	Inicio	Intermedio	Final
--------	-------	--------	------------	-------

Gráfico del autor

Título	Ilustrador	Personaje principal	Problema	Resolución	Conexión con otros libros
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Gráfico de conexiones

Título	Autor/ Ilustrador	Descripción de los personajes	Observaciones	Conexiones
--------	----------------------	-------------------------------	---------------	------------

Gráfico de predicciones

Título/Autor	Predicciones	Verificar predicciones
--------------	--------------	------------------------

Adapted from Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; Gunning, 2002; Mathes, Fuchs, & Fuchs, 1997; Morrow, 2001; Ogle, 1986; Roser, Hoffman, Labbo, & Farest, 1992; Tompkins, 1998.

Continuum of Questions

Questions can be asked based on what students know (the knowledge in the far-left column) and on how they think as they engage in discussions and other instructional activities (thought processes across the top of the chart). This continuum reflects a revised version of Bloom's taxonomy and is designed for teachers at all grade levels.

		Thought Processes					
		Remember	Understand	Apply	Analyze	Evaluate	Create
Facts: Basic elements students must know Concepts: Connections between basic elements Procedures: How to do something Metacognition: Awareness of own thinking and learning	Recall information	Grasp the meaning	Use learned material in new ways Use procedures and knowledge	Separate and understand the parts of something	Make decisions Judge something based on criteria	Make connections Put elements together	
	Define Identify Label List Match Name Recognize Repeat	Describe Discuss Explain Extend Give examples Illustrate Paraphrase Summarize Clarify	Construct Implement Demonstrate Discover Predict Relate Show Solve Use Classify Collect	Compare Contrast Determine Distinguish cause and effect Infer Point out Draw conclusions Distinguish	Conclude Judge Rate Choose Select Measure Weigh Test Check	Combine Compose Imagine What if... Suppose Create Design Develop Plan Rearrange	

Adapted from Anderson & Krathwohl, 2001.

Continuum de preguntas

Se pueden hacer preguntas basándose en lo que los estudiantes saben (conocimiento en la columna de la izquierda) y en los procesos de pensamiento que se utilizan en discusiones orales y otras actividades (otras columnas). Este continuum refleja una nueva versión de la taxonomía de Bloom y está diseñado para ser utilizado en todos los niveles.

Conocimiento	Procesos de pensamiento					
	Recordar	Entender	Aplicar	Analizar	Evaluar	Crear
Hechos: Elementos básicos que los estudiantes deben saber Conceptos: Conexiones o relaciones entre elementos básicos Procedimientos: Cómo hacer algo Metacognición: Estar concientes de sus procesos mentales y de su aprendizaje	Recordar información	Entender el significado	Utilizar el material aprendido en nuevas maneras; Utilizar procedimientos, conocimientos	Separar y entender las partes de algo	Tomar decisiones; Evaluar algo basándose en ciertos criterios.	Hacer conexiones Combinar elementos.
	Definir Identificar Etiquetar Enlistar Correlacionar Nombrar Reconocer Repetir	Describir Discutir Explicar Extender Dar ejemplos Ilustrar Parafrasear Resumir Aclarar	Construir Implementar Demostrar Descubrir Predecir Relacionar Mostrar Resolver Usar Clasificar	Comparar Contrastar Determinar Distinguir causa y efecto Inferir Señalar Sacar conclusiones Distinguir	Concluir Evaluar Categorizar Escoger Seleccionar Medir Pesar Comprobar Revisar	Combinar Componer Imaginar “Qué pasaría si . . .” Suponer Crear Diseñar Desarrollar Planear Reacomodar

Adapted from Anderson & Krathwohl, 2001.

Asking Effective Questions

Incorporate small-group discussions as often as possible to actively involve students.

To help students participate in all types of discussions, model different ways to respond.

- Use questions to guide students in their understanding. For example: “How did Jessie act when he didn’t get what he wanted on his birthday?”
- When students experience difficulty, model appropriate ways to respond. For example: “Jessie was angry when he received a cookbook for his birthday. He ran to his room and slammed the door.” Follow up with another question and, if necessary, continue to help students with responses.

Incorporate different levels of questions.

- Questions progress from literal (or explicit) to more complex (or implicit).
- Questions should elicit more than a simple yes-or-no response.
- Ask for students’ opinions and feelings, which require more than just simple yes-or-no responses. For example, ask students to do the following:
 - Elaborate what they are thinking or feeling about an event or character in a story
 - Connect the story to their lives
- Different levels of questions can help students increase their comprehension of texts that are read aloud and those that are read independently.

Help students learn how to answer questions.

- Reread text to help students answer questions.
- Some questions may require students to combine information from more than one part of the text.
- Some answers are not found in the text but are based on students’ own background knowledge or experiences.

As students talk about books, observe their responsiveness, noting the quality of their responses and the number of times they respond.

Encourage students to join in discussions and to share their thoughts and feelings.

To help students develop the ability to clearly express their ideas and feelings about topics and information in books, provide prompts and extend their responses.

- Repeat the main idea using new vocabulary.
- Encourage students to do the following:
 - Tell what part they liked best and why
 - Tell what they might have done if they were a character
 - Describe what they have learned from the story

Promote questions and conversation among students.

- Encourage students to ask each other questions during discussions.
- Teach students to ask their own questions.

Provide appropriate feedback.

- Ask questions in different ways that turn the thinking back to the students for further consideration, such as “John thinks the girl is unhappy. Does anyone know why she might be unhappy?”
- Spotlight what someone has contributed to a discussion—for example, “Mary noticed that the policeman was angry.”
- Encourage **all** students to join in.
- When students understand that their ideas and responses are valued, they are more likely to participate.

Provide sufficient wait time for students to think and respond.

Struggling learners often need more time to respond. Be patient.

Adapted from Beck & McKeown, 2001; Blachowicz, & Ogle, 2001; McKeown & Beck, 1999; National Institute for Literacy, 2001; O’Connor, Notari-Syverson, & Vadasy, 1998.

Examples of Different Types of Questions

Mary Had a Little Lamb

Mary had a little lamb,
 Its fleece was white as snow.
 Everywhere that Mary went,
 The lamb was sure to go.
 It followed her to school one day,
 Which was against the rules.
 It made the children laugh and play,
 To see a lamb at school.

Types of Questions	Questions for “Mary Had a Little Lamb”
Remember	What followed Mary to school?
Understand	Can you explain what was against the school’s rules?
Apply	What would you do if your pet followed you to school?
Analyze	What caused the children to laugh and play?
Evaluate	Do you think Mary got in trouble? Why or why not?
Create	How do you suppose the children felt when they saw Mary’s lamb at school? What words lead you to believe they felt this way?

Narrative Story Questions

Remember

- Who are the main characters?
- When did the story take place?
- Where did the story take place?

Understand

- What is the main idea of the story?
- What are the major events in the story?
- Sequence the events of the story.
- Retell the story.
- Describe the setting. Describe the main character.
- What is the mood of this story?
- Give examples of when [a character] felt ____.
- What is the problem in this story?

Apply

- Does the story remind you of anything?
- What do you predict will happen next if the story continues?
- How is the problem solved in this story?
- Can you think of other possible solutions to the problem?

Analyze

- Why do you think [a character] did [an action]?
- How did [a character] change/grow during the story?
- What caused [a character] to change/grow?
- Why do you think [a character] felt ____?
- [A character, setting, problem] is like [another character, setting, problem] because ____.
- [A character, setting, problem] is different from [another character, setting, problem] because ____.
- How did [a character] feel when [an event] happened?

Evaluate

A place in the story I'd like to be is _____ because _____.

A place in the story I would not like to be is _____ because _____.

My favorite part of the story was _____ because _____.

I like this story because _____.

I do not like this story because _____.

Create

If you were [a character], what would you do?

How could you change the story to make it more _____.

If _____, what would have happened?

Create a new setting/problem for the story.

Imagine you are [a character] and plan a day in her/his life.

Ejemplos de diferentes tipos de preguntas

Los pollitos

Los pollitos dicen pío, pío, pío
 Cuando tienen hambre, cuando tienen frío.
 La mamá gallina busca arroz y trigo,
 Les da la comida y les presta abrigo.
 Bajo sus dos alas acurrucaditos,
 Duermen los pollitos pío, pío, pío.

Tipos de preguntas	Los pollitos
Recordar	¿Qué es lo que dicen los pollitos cuando tienen hambre?
Entender	¿Puedes explicar por qué la mamá gallina busca arroz y trigo?
Aplicar	¿Qué harías si tus mascotas tuvieran hambre?
Analizar	¿Por qué la mamá gallina cuida a los pollitos?
Evaluar	<p>¿Cómo crees que los pollitos se sintieron con todo lo que recibieron?</p> <p>¿Por qué crees que se sintieron así?</p>
Crear	¿Qué hubiera pasado si la mamá gallina no hubiera estado cerca de los pollitos?

Preguntas sobre la estructura de un texto narrativo

Recordar

¿Quiénes son los personajes principales?

¿Cuándo ocurrió la historia? (el escenario)

¿Dónde ocurrió la historia? (el escenario)

Entender

¿Cuál es la idea principal de la historia? (Haz un resumen.)

¿Cuáles son los eventos más importantes de la historia?

Escribe en orden los eventos de la historia.

Relata la historia otra vez.

Describe el escenario. Describe el personaje principal.

Da unos ejemplos para explicar cuando ____ (un personaje) se sintió ____.

¿Cuál es el problema en la historia?

Aplicar

¿Qué te recuerda la historia?

¿Qué predices que va a pasar después en la historia?

¿Cómo se resolvió el problema en esta historia?

¿Cuáles otras soluciones puedes imaginar para resolver el problema?

Analizar

¿Por qué crees que ____ (un personaje) _____ (una acción)?

¿Cómo cambió ____ (un personaje) durante la historia?

¿Qué le ocurrió a _____ (un personaje) que le hizo cambiar de opinión y aprender algo nuevo?

¿Por qué se sintió ____ (un personaje) _____ (un sentimiento)?

____ (un personaje, el escenario o el problema) se parece a (otro personaje, escenario o problema) porque ____.

____ (un personaje, el escenario o el problema) es diferente a (otro personaje, escenario o problema) porque ____.

Evaluar

Un lugar de la historia en el que te gustaría estar es ____ porque ____.

Un lugar de la historia en el que no te gustaría estar es ____ porque ____.

La parte que más te gustó es _____ porque ____.

Te gusta esta historia porque ____.

No te gusta esta historia porque ____.

Crear

¿Si fueras ____ (un personaje) qué harías?

¿Cómo podrías cambiar la historia para hacerlo más ____?

Imagínate que _____. Entonces, ¿qué ocurriría?

Developing Questions to Enhance Listening Comprehension

Title of Book: _____

Author: _____

Illustrator: _____

Types of Questions	Before Reading	After Reading
Remember		
Understand		
Apply		
Analyze		
Evaluate		
Create		

English Language Learners and Listening Comprehension

English language learners (ELLs) may have comprehension difficulties due to a lack of vocabulary, insufficient background knowledge, or structural differences between languages. Support ELLs' listening comprehension in the following ways.

Activate and build world knowledge. Research has demonstrated that the less familiar a reader is with the topic and structure of a text, the more difficult it is to understand the text. Before a listening comprehension lesson, analyze texts to identify unfamiliar content or topics for ELLs. Connect what students already know to the story they will listen to, and, if needed, explicitly explain new topics. You can use pictures, short videos, or oral discussions to familiarize ELLs with a new topic.

Preview new vocabulary, concepts, and linguistic structures. Analyze texts to identify sentence structures, concepts, idioms, and vocabulary that may be challenging for or unfamiliar to ELLs. Teach key words, phrases, idioms, and other language structures unknown to ELLs. Although not every unfamiliar word or phrase can be pretaught, it is important to give students meanings of and uses for the key words in the story.

Scaffold ELLs' listening comprehension. Graphic organizers and think-alouds are two examples of scaffolding techniques that can help ELLs. Think-alouds are particularly beneficial for ELLs because you model both language and comprehension skills. When possible, provide support in their native language. Use facial expressions, hand gestures, photos, or objects to promote understanding.

Summarize, discuss text, and monitor comprehension frequently. When reading aloud or discussing a story, the linguistic and cognitive demand for ELLs is large. Stop often to ensure that students understand. Restate important information by paraphrasing and using synonyms, cognates, and visual clues. When possible, explain parts of the text or discussion in a student's native language.

Promote participation in the discussion of texts. Create supportive environments where ELLs feel safe when using their new language to talk about stories and texts. Scaffold language production by using sentence frames that students can use to create their own sentences. Provide enough wait time for students to formulate their ideas before attempting to say them aloud. Allow ELLs to work with a partner to discuss stories and other texts. When possible, allow ELLs to express their thoughts in their native language.

Adapted from Dickinson et al., 2010; Gersten et al., 2007; Johnson, 2009; Linan-Thompson & Vaughn, 2007.

Using Story Retells to Monitor Students' Comprehension

Through story retells, students learn to introduce a story with its setting and characters, recount the problem, sequence plot events, and state the solution or outcome. Students also reveal their comprehension of story details and sequence and their ability to add inferences and interpretations.

Lesson Plan

- Read the story aloud on several different occasions.
- Model a retell activity.
- Use questions or prompts to scaffold students' first retell attempts.
- Use props.

General Questions

- What is the title of this book?
- Where does it take place?
- Who are the characters?
- What is it about?
- What happened first?

Questions When Students Omit Important Details

- How did...?
- Why did...?

Story Retell Record Sheet

Name:

Date:

Story:

Number of Times Story Has Been Read:

Story	Student's Retelling	Prompts
Beginning		What happened in the beginning? Where did the story happen? Who were the main characters? What was the problem?
Middle		What happened next? What did ___ do? Why?
End		How was the problem solved? How did the story end?

Adapted from Morrow, 2001; Tompkins, 1998.

Elements of Effective Instruction: Listening Comprehension

Listening comprehension instruction involves reading books and other reading materials aloud. Effective read-alouds include questions and discussions that help students comprehend what is read.

Grouping for Instruction

Listening comprehension instruction can occur in whole groups, in small groups, or one-on-one.

Increase the amount and quality of talk about books by reading aloud to small groups of students.

Group students based on their interests, knowledge, and needs.

Explicit and Systematic Instruction

Research indicates that effective comprehension instruction helps students learn to use specific comprehension strategies as they read.

Comprehension strategies are conscious plans or steps that readers use to better understand text.

Some comprehension instruction can be provided in first grade. During whole-group or small-group read-aloud sessions, help students become active and purposeful listeners as you read to them.

Comprehension instruction in first grade can include showing students how to do the following:

- Monitor comprehension
- Summarize
- Recognize story structure
- Use graphic organizers
- Answer and generate questions

By thinking aloud, you can model different comprehension strategies that good readers use to help them monitor their understanding of what they read.

Occasionally stop reading and tell students what you are thinking.

Demonstrate how you picture what is happening in a story or book, how you reread certain parts, how you stop to summarize what has happened, and how you regularly make predictions.

Help students become aware of different types of texts and their organizational structure.

Reading a variety of texts aloud helps students make connections to real-life experiences and builds background knowledge. It also helps students increase their vocabulary and understand different topics and different types of books.

Narratives tell a story using a familiar story structure that includes a beginning, a middle, and an end.

In first grade, the narrative is the most common type of text that teachers read aloud.

Story elements generally follow this pattern:

- In the beginning of a story, the setting and one or more characters with a problem to solve or goal to achieve are introduced.
- In the middle of a story, a series of plot episodes unfold (a series of events in which the character or group of characters attempt to solve the problem or achieve the goal).
- In the end, the problem is resolved or the goal is accomplished. (A theme is sometimes revealed.)

Understanding story structure helps students focus their attention on the sequence of major parts in a story and on the characters.

When you use story structure terminology during read-alouds, students develop a common language for talking about and retelling stories.

Knowledge of story structure will enhance students' ability to write narratives later.

Helping first-grade students appreciate and understand informational text is an important part of early reading instruction.

Expository (or informational) text tells about one or more topics in different and varied ways.

The organizational structure of expository texts can differ from one text to another and sometimes within a single passage.

To help students understand the more complex structures of expository text, preview the organization of the text before reading it aloud. Previews can also include discussions of topics, events, people, places, and unusual vocabulary.

Using graphic organizers can improve comprehension.

Graphic organizers can guide students' thinking and help them remember important elements and information in both narrative and expository texts.

Graphic organizers provide a visual means of reinforcing students' developing listening and reading skills. They can be used before, during, and after reading.

Story maps, one type of graphic organizer, can help young students see and understand how a story is organized.

The discussions that occur while using graphic organizers are enjoyed by all and add to read-aloud experiences.

Graphic organizers benefit all learners, especially English language learners and students struggling with comprehension.

Both content and structure are often discussed as graphic organizers are constructed and filled in. Questions can be used to guide and monitor students' understanding of narrative and expository texts.

Research indicates that teacher questioning improves students' comprehension.

Effective questioning includes the following:

- Giving students a purpose for listening and reading
- Focusing students' attention on a topic and what is to be learned about the topic
- Helping students think about what they hear read aloud
- Encouraging students to be aware of what they do and do not understand
- Helping students to relate what they are learning to what they already know

Scaffolded Practice

Asking a variety of questions from simple to complex is one way to scaffold learning.

Literal questions encourage students to become aware of the information in the text.

Open-ended questions encourage students to extend their thinking about the text and to use more elaborated language as they discuss the text.

Ask open-ended questions, and then expand, extend, and clarify students' answers.

Provide opportunities for students to make connections with personal experiences and to elaborate in greater detail when describing an event, character, or idea.

To scaffold English language learners, ask questions based on their level of English proficiency.

Progress Monitoring

As teachers read aloud, they can informally monitor students' understanding.

Informal ways of knowing whether students understand what is being read to them include the following:

- Asking questions that will help students clarify the text
- Having discussions about the text
- Observing students' behavior and listening to their responses
- Having students retell or dramatize the story

By regularly assessing what each student knows and needs to know, you can make sound instructional decisions.

Adapted from Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; Bromley, 1998; Burns, Griffin, & Snow, 1999; Cunningham & Allington, 1999; Dickinson et al., 1992; Duke & Kays, 1998; Gunning, 2000; Jacobs, Morrison, & Swinyard, 2000; IRA & NAEYC, 1998; Mathes, Fuchs, & Fuchs, 1997; McKeown & Beck, 1999; Moats, 1999; Morrow, 2001; Morrow, Strickland, & Woo, 1998; NIFL, 2001; NRP, 2000; Neuman, 2001; Raphael, 1986; Slaughter, 1993; Snow, Burns, & Griffin, 1998; Westby, 1999.

Carry It Through

Topic(s): _____

Key Ideas	
My Questions	What I Need and Who Can Help
Actions I'll Take	

Topic(s): _____

How can I enhance my instruction to address the needs of each student?

1. Consider the features of effective instruction:
 - Explicit instruction with modeling
 - Systematic instruction with scaffolding
 - Multiple opportunities to practice and respond
 - Immediate and corrective feedback

2. Identify areas for differentiating instruction:

Struggling Readers and Writers	Other Strategies
English Language Learners	
Other	

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Phonological Awareness

Participant Notes



GRADE 1

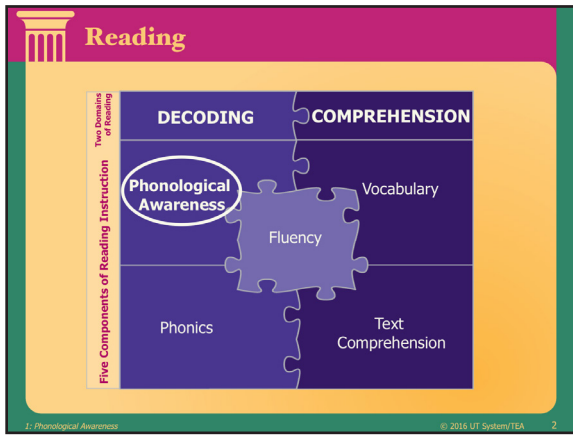


Phonological Awareness

LITERACY ACHIEVEMENT ACADEMIES

First Grade

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Reading

Three Pillars of Reading

Five Components of Reading Instruction

DECODING COMPREHENSION

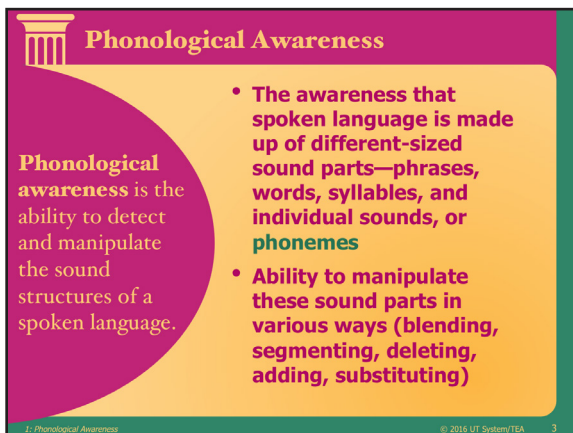
Phonological Awareness

Vocabulary

Fluency

Phonics Text Comprehension

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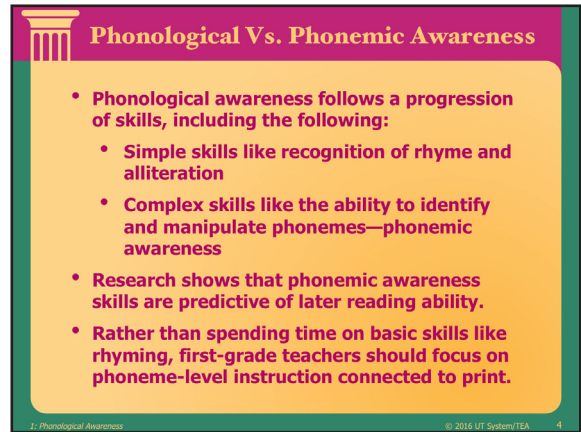


Phonological Awareness

Phonological awareness is the ability to detect and manipulate the sound structures of a spoken language.

- The awareness that spoken language is made up of different-sized sound parts—phrases, words, syllables, and individual sounds, or **phonemes**
- Ability to manipulate these sound parts in various ways (blending, segmenting, deleting, adding, substituting)

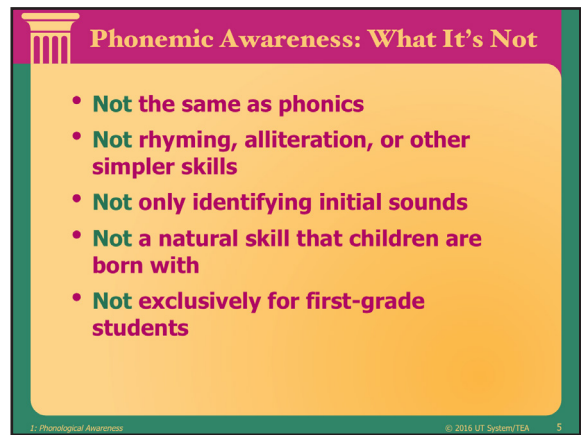
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Phonological Vs. Phonemic Awareness

- Phonological awareness follows a progression of skills, including the following:
 - Simple skills like recognition of rhyme and alliteration
 - Complex skills like the ability to identify and manipulate phonemes—phonemic awareness
- Research shows that phonemic awareness skills are predictive of later reading ability.
- Rather than spending time on basic skills like rhyming, first-grade teachers should focus on phoneme-level instruction connected to print.

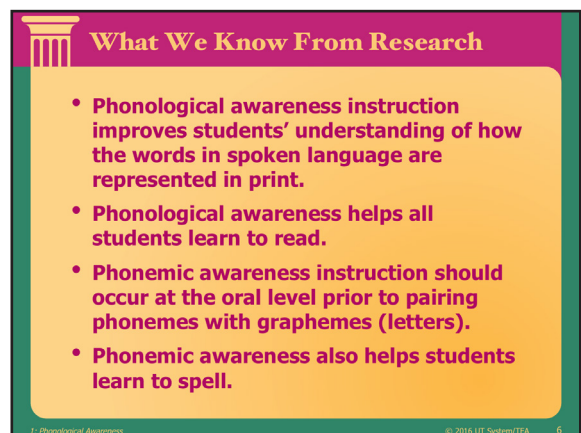
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Phonemic Awareness: What It's Not

- Not the same as phonics
- Not rhyming, alliteration, or other simpler skills
- Not only identifying initial sounds
- Not a natural skill that children are born with
- Not exclusively for first-grade students

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What We Know From Research

- Phonological awareness instruction improves students' understanding of how the words in spoken language are represented in print.
- Phonological awareness helps all students learn to read.
- Phonemic awareness instruction should occur at the oral level prior to pairing phonemes with graphemes (letters).
- Phonemic awareness also helps students learn to spell.

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Why Should We Teach Phonemic Awareness?

- **To lay a strong foundation:** Phonemic awareness is a strong predictor of future reading success. Instruction in phonemic awareness in prekindergarten and kindergarten helps to ensure reading success in first grade and beyond.
- **To prevent reading difficulties:** A lack of phonemic awareness is a leading cause of reading disability. Without phonemic awareness, students are unable to "break the code."

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ELAR TEKS: Reading Strand

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When Is Phonological Awareness Taught?

- **In prekindergarten, kindergarten, and first grade for all students**
- **In second and third grades for some students (as needed for students struggling with understanding and using this knowledge)**
- **Daily for 10–15 minutes through first grade and as needed in other grades**
- **During brief instructional moments such as transitions and waiting periods**

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How Is Phonological Awareness Taught Effectively?

Phonological awareness instruction is most effective in small groups of four to six students but may be taught with the whole group.

- Practice all skills before teaching.
- Practice producing phonemes correctly:
 - Produce clean, brief sounds in isolation.
 - Avoid adding a schwa sound to consonants.
 - Segment words into phonemes (consonant blends are two or three individual sounds; long vowels and diphthongs are one sound).

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How Is Phonological Awareness Taught Effectively? (cont.)

- Orally manipulate words, syllables, and phonemes.
- Make kinesthetic connections.
- Focus on a few skills at a time: Scaffold phoneme instruction by moving from simple to complex.
- Manipulate phonemes by pairing with graphemes when students begin to make connections and demonstrate ability at the phoneme level.

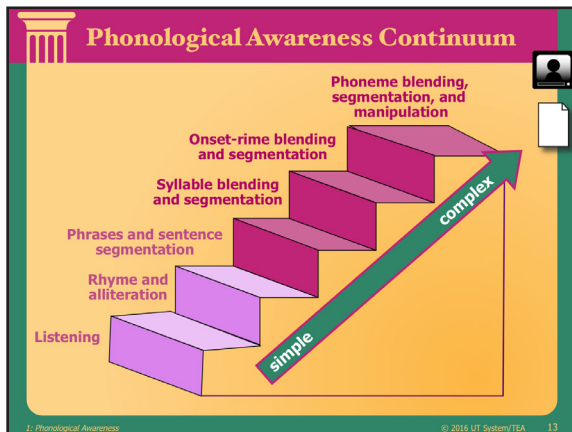
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How Is Phonological Awareness Taught Effectively? (cont.)

Use the features of effective instruction:

- Set a clear instructional focus.
- Teach skills sequentially and scaffold.
- Be explicit and model.
- Keep pacing brisk.
- Provide multiple opportunities for student practice.

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Phonemic Awareness: A Closer Look

A **phoneme** is the smallest unit of sound in spoken words.

Example three-phoneme word:

/m/	/ă/	/t/
first phoneme	second phoneme	third phoneme
initial, beginning, first	medial, middle	final, ending, last

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Consonant Phonemes

- There are 25 English consonant sounds.
- These sounds differ from one another in one or more ways, including the following:
 - **Place:** Where the sound is produced (e.g., in the front part of the mouth versus the throat)
 - **Manner:** The way the sound is produced (e.g., making a continuous sound versus a stop sound)
 - **Voicing:** Whether the sound is voiced or unvoiced

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Consonant Phonemes (cont.)

Analyze the two student errors in the table on Handout 3. Provide a reason for the response and what to do instructionally.

Student Response	Reason for Response	Instruction to Provide
When blending the sounds /d/ /o/ /t/, student says, "Dod."		
When spelling the word <i>jump</i> , the student writes "jup."		

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Vowel Phonemes

- Although there is some disagreement as to the exact number, there are about 18 vowel sounds.
- All vowel sounds are voiced.
- To produce different vowel sounds, we open our mouths in different ways (e.g., round and open versus smiling).

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Phoneme Instructional Activities

- Identifying phonemes: Isolate sounds (initial, final, medial)
- Blending phonemes: Combine sounds to pronounce a word
- Segmenting words into phonemes: Break words into their individual sounds
- Manipulating phonemes: Add, delete, substitute phonemes
- Systematic instruction from simple to complex:
 - Two-phoneme words → four-phoneme words
 - One-consonant sound → consonant blends
 - Continuous sounds → stop sounds

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Identifying Initial, Final, and Medial Phonemes

Instructional Lessons and Activities

- "Let's practice isolating the sounds we hear in words."
- "Listen to this word: *fan*. Say the word *fan*. What is the initial sound you hear in *fan*?" /f/
- "Say the word *lock*. What is the final sound you hear in *lock*?" /k/
- "Say the word *bug*. What sound do you hear in the middle of *bug*?" /ŭ/

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Blending Phonemes

Instructional Lessons and Activities

Blending sounds to make a word:

Simple		Complex
/m/ /ě/ /n/ (<i>men</i>)	➔	/s/ /l/ /ě/ /d/ (<i>sled</i>)
/s/ /l/ /ě/ /d/ (<i>sled</i>)	➔	/c/ /l/ /ă/ /m/ /p/ (<i>clamp</i>)


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Segmenting Words Into Phonemes

Instructional Lessons and Activities

- "How many sounds do you hear in...?"
make (three)
cloud (four)
- "Tell me the sounds you hear in..."
net (/n/ /ě/ /t/)
snail (/s/ /n/ /ă/ /l/)


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 **Manipulating Phonemes**

Instructional Lessons and Activities

- Add /s/ to the beginning of *pin* = *spin*
- Delete /t/ at the beginning of *trap* = *rap*
- Substitute /i/ in *lip* with /ă/ = *lap*


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 **Manipulating Phonemes (cont.)**

Instructional Lessons and Activities

- "I will say a word. You tell me the initial sound in the word. Listen: *make*." /m/ "Now, change the /m/ to /l/. Say the new word."
lake
- "I will say a word. You tell me the final sound in the word. Listen: *cap*." /p/ "Now, change the /p/ to /n/. Say the new word."
can
- "I will say a word. You tell me the middle sound in the word. Listen: *lip*." /i/ "Now, change the /i/ to /a/. Say the new word."
lap

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 **More Phoneme-Level Activities**

- **Say It and Move It:** Use the card and counters to practice blending and segmenting phonemes.
- **Elkonin boxes:**
 - Use counters and Elkonin boxes to blend and segment phonemes of words.
 - Take it a step further and use them to delete, add, or substitute phonemes in words.
 - Take it another step further by using letter or grapheme tiles to connect phonological awareness to print.

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Phonemic Awareness Review

- Explicitly and systematically teach all phoneme-level skills, including the following:
 - Blending
 - Segmentation
 - Manipulation (adding, deleting, and substituting sounds in words)
- Use kinesthetic movements and manipulatives to make instruction more concrete.
- Connect sounds to letters as soon as students are ready.

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Features of Effective Instruction

- Explicit instruction with modeling
- Systematic instruction with scaffolding
- Multiple opportunities to practice and respond
- Immediate and corrective feedback

Pacing is emphasized throughout each of these features.

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Explicit Instruction With Modeling

- Introduce the skill to be taught.
"Let's practice breaking words into their smallest parts—the sounds! This is called segmenting."
- Use clear language.
"Listen to the word I say. Then listen as I separate the sounds that make that word."
- Review previous knowledge and make connections to what students already know.
"You have already practiced blending sounds and word parts to form words. Today we will segment, or separate, words into sounds."

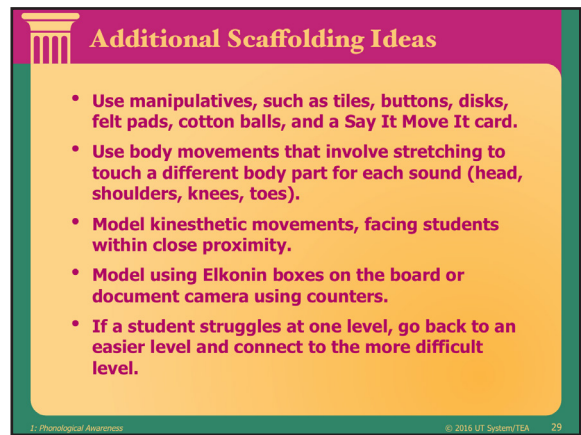
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Systematic Instruction With Scaffolding

- Begin with easier skills and progress to more difficult ones:
 - Start with two- or three-phoneme words and move to four- and five-phoneme words.
 - Start with single-consonant sounds and move to consonant blends.
- Model each activity at least once:
 - "Listen to my word, *cup*. Now, listen and watch as I say the sounds, /k/ /ü/ /p/."
 - Hold one finger up for each sound.
 - Repeat sequence with the word *mat*.

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Additional Scaffolding Ideas

- Use manipulatives, such as tiles, buttons, disks, felt pads, cotton balls, and a Say It Move It card.
- Use body movements that involve stretching to touch a different body part for each sound (head, shoulders, knees, toes).
- Model kinesthetic movements, facing students within close proximity.
- Model using Elkonin boxes on the board or document camera using counters.
- If a student struggles at one level, go back to an easier level and connect to the more difficult level.

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Multiple Opportunities to Respond

- Provide opportunities for guided practice of the skill with the whole group and in small groups.
- Incorporate independent practice within whole-group and small-group instruction.
- When doing activities with the whole group, use a cue for students to respond in unison.
- Have a phonological awareness center for students to participate in every week.

For phonological awareness center activities, go to:
www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspx

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Immediate and Corrective Feedback

- Listen carefully during group responses to isolate students in need of corrective feedback.
- Provide feedback for both correct and incorrect responses.
- When students respond correctly, use positive and descriptive statements or repeat the response:
 - "Great! The sounds are _____. We heard three sounds."
 - "Right! When we break that word apart, or segment, we hear _____."
- Take notes on student progress during whole-group, small-group, or individual responses.

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Immediate and Corrective Feedback (cont.)

Provide appropriate scaffolds for corrective feedback when necessary.

- "Let's try it together."
Guided practice (We do)
- "Watch me and listen, and then we'll do it together."
Model (I do)
Guided practice (We do)
- "Let's try it this way."
Step back to an easier skill.
- "Let's try that again, but this time let's chop the sounds on our arms instead of using our fingers."
Use a different kinesthetic movement to see whether the movement is the problem.

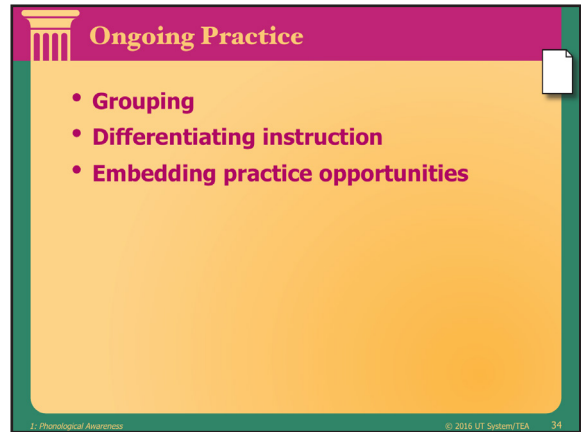
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Features of Effective Instruction

Watch for the following:

- Different levels of the phonological awareness continuum
- Explicit instruction with modeling
- Systematic instruction with scaffolding
- Multiple opportunities to practice and respond
- Immediate and corrective feedback
- Effective pacing
- Other effective instructional elements

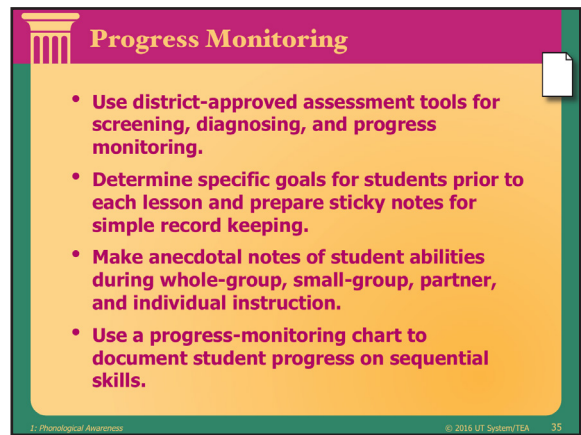
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Ongoing Practice

- **Grouping**
- **Differentiating instruction**
- **Embedding practice opportunities**

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Progress Monitoring

- **Use district-approved assessment tools for screening, diagnosing, and progress monitoring.**
- **Determine specific goals for students prior to each lesson and prepare sticky notes for simple record keeping.**
- **Make anecdotal notes of student abilities during whole-group, small-group, partner, and individual instruction.**
- **Use a progress-monitoring chart to document student progress on sequential skills.**

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Consider Diversity: English Language Learners

- **Capitalize on native language ability.**
- **Contextualize tasks to promote English language comprehension.**
- **Teach unique English sounds.**
- **Accept oral approximations.**

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Integrating Phonemic Awareness With Other Reading Components

- **Phonics:**
 - Make connections between sounds and symbols.
 - Focus on spellings for the sounds practiced during phonemic awareness lessons.
 - Explicitly connect phonemic awareness and phonics lessons.
- **Fluency:**
 - Work toward automaticity with skills.
 - Set explicit goals related to building fluency with phonemic awareness skills.

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Integrating Phonemic Awareness With Other Reading Components (cont.)

- **Vocabulary:**
Explain to students that words with the same sounds may have different meanings and spellings based on context.
- **Comprehension:**
All reading components affect comprehension.

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Remember

- Phonological awareness improves students' knowledge of how spoken language is represented in print.
- Phonological awareness helps all students learn to read and spell.
- Students who develop phonemic awareness skills by first grade are more successful readers and writers in third grade and beyond than those who don't.

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Remember (cont.)

Phonological awareness is an umbrella term that encompasses many skills.

The most complex of these skills is *phonemic awareness*, which includes the ability to identify phonemes, segment words into phonemes, blend phonemes to make words, and manipulate the phonemes in words.

Developing phonemic awareness is critical to early reading success!

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Phonological Awareness

Handouts



GRADE 1

Overview of Phonological Awareness Continuum



Type	Description	Example
Phonemic Awareness	Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/
Onsets and Rimes	Blending and segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds that follow (rime)	/m/ /ice/ /sh/ /ake/
Syllables	Combining syllables to say words or segmenting spoken words into syllables	/mag/ /net/ /pa/ /per/
Sentence Segmentation	Segmenting sentences into spoken words	The dog ran away. 1 2 3 4
Alliteration	Producing groups of words that begin with the same initial sound	ten tiny tadpoles
Rhyme	Matching the ending sounds of words	cat, hat, bat, sat

English Consonant Phonemes By Place and Manner of Articulation

	Lips Together	Teeth on Lip	Tongue Between Teeth	Tongue on Ridge Behind Teeth	Tongue Pulled Back on Roof of Mouth	Back of Throat	Glottis
STOPS							
Unvoiced	/p/			/t/		/k/	
Voiced	/b/			/d/		/g/	
NASALS	/m/			/n/		/ŋg/	
FRICATIVES							
Unvoiced		/f/	/θ/	/s/	/ʃ/		
Voiced		/v/	/ð/	/z/	/ʒ/		
AFFRICATES							
Unvoiced					/tʃ/		
Voiced					/dʒ/		
GLIDES							
Unvoiced						/wʰ/	
Voiced					/y/	/w/	/h/
LIQUIDS				/l/	/r/		

Students learn to articulate these sounds in a progression that is predictable according to the American Speech-Language-Hearing Association (Sander, 1972).

Voiced and Unvoiced Consonant Partners

Below are 16 consonant phonemes. In the chart, match the phonemes that are produced exactly the same, except for their voicing.

/b/ /t/ /w/ /p/ /th/ /s/ /d/ /g/
/v/ /ch/ /k/ /z/ /f/ /th/ /j/ /hw/

Voiced	Unvoiced

Using what you learned from this activity and the information in the previous handout, see whether you can analyze these errors and make instructional decisions based on them.

Student Response	Reason for Response	Instruction to Provide
When blending the sounds /d/ /õ/ /t/, student says, "Dod."		
When spelling the word <i>jump</i> , the student writes "jup."		

Bonus Question: What is the difference between a consonant phoneme and a vowel phoneme? (Hint: There are a couple of differences.)

English Vowel Phoneme Chart



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Used with permission. Moats, L. C. (2009). Discover the speech sounds of English. In L. C. Moats (Ed.), *The speech sounds of English: Phonetics, phonology, and phoneme awareness*; Module 2. Longmont, CO: Sopris West Education Services.

Say It and Move It

Give students a Say It and Move It card and several counters.

Have students place the counters above the solid line.

Say a word with two or three phonemes, such as the word *sip*.

Have the students segment the word into phonemes by saying the word slowly and moving the counters. They move the counters down to the arrow as a guide for placement.

- /s/ Students move a counter down to the dot on the arrow.
- /i/ Students move a second counter down to the right of the first counter on the arrow.
- /p/ Students move a third counter down to the right of the second counter on the arrow.

After students have moved all three counters to the arrow, have students blend the sounds while repeating the word and sliding their fingers below the counters in a left-to-right sequence. (Variation: Students repeat the word while sliding all of the counters in one continuous motion across the arrow in a left to right sequence.)

Continue with this procedure using other words (e.g., *mat*, *let*).

This activity can be used for practice with the following:

- Words with silent e (e.g., *make*, *mine*) and words with consonant combinations (e.g., *ship*, *that*)
- Letter tiles for blending letter-sound correspondences to read words

Adapted from Blachman, Ball, Black, & Tangel, 2000; Neuhaus Education Center, 1992.

Say It and Move It

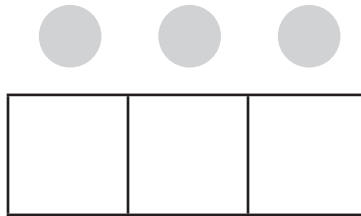


Using Elkonin Sound Boxes

Have students draw three boxes on a sheet of paper or dry-erase board or use the ones provided in the next handout.



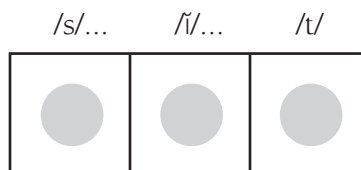
Distribute counters to students. Have them place counters above the boxes. Model the activities before students begin.



For each phoneme, students move a counter to each box in a left-to-right progression.

For example, say: “Say the word *sit*.”

Students move the counters that represent the sounds they hear in the word, one at a time.



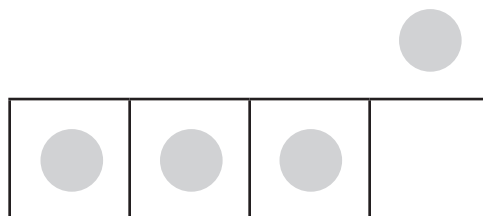
Students say the word again, sliding their finger below the boxes from left to right: *sit*.

A Step Further: Manipulating Phonemes Using Elkonin Boxes

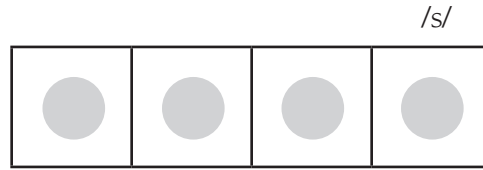
Have students manipulate the word by either adding a sound, deleting a sound, or substituting a new sound.

Example of Adding a Sound

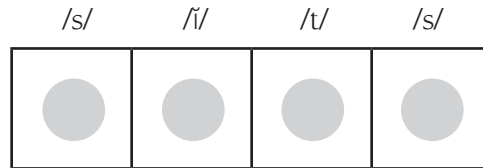
“Let’s change *sit* into *sits*. What sound do we have to add?”



Students say /s/ as they move a fourth counter into the fourth box:



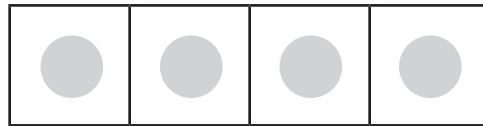
“Now say all of the sounds.”



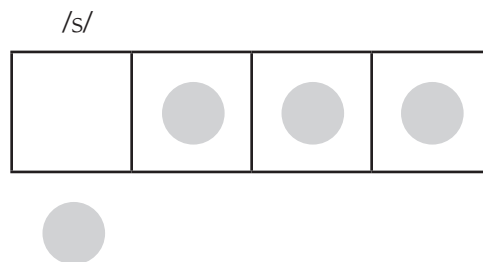
Students say the new word, sliding their finger below the boxes from left to right: *sits*.

Example of Changing a Sound

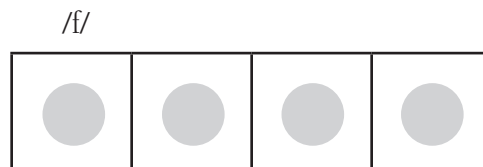
“Let’s change *sits* into *fits*. What sound do we have to change?”



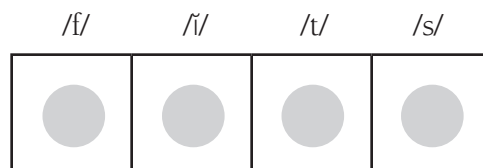
Students say /s/ as they slide the counter out of the first box.



Students say /f/ as they slide a new counter into the first box.



“Now say all of the sounds.”



Students say the new word, sliding their finger below the boxes from left to right: *fits*.

Additional Phonemic Awareness Activities for Elkonin Boxes

Ask students to listen for a certain sound in a word. Say a word that has that sound.

Students place a counter in the first box if they hear the sound in the beginning of the word, in the middle box if they hear the sound in the middle of the word, and in the last box if they hear it at the end of the word.

For example, say: “Listen for the /m/ sound in the following words. Place a counter in the first box if you hear the /m/ sound at the beginning of the word. Place a counter in the middle box if you hear the sound in the middle of the word. Or place a counter in the last box if you hear the /m/ sound at the end of the word. Listen carefully: *ham*.”

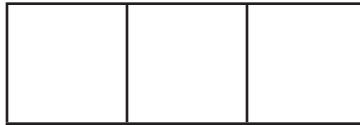


Other sample words: *man*, *amp*, *dream*, *mix*, *time*

Connecting Phonemic Awareness With Elkonin Boxes to Phonics Instruction

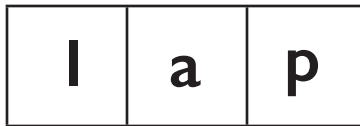
Replace the counters with several letters after appropriate letter-sound correspondences have been introduced. For example, give students the letters *a*, *l*, *p*, *s*, and *n*.

a l p s n

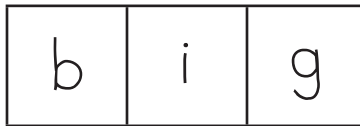


Then have students place the corresponding letters in the boxes for the phonemes as you say words. For example, say: “*Lap*. The cat sat in my *lap*.”

s n



Or have students write letters in the boxes as you dictate words. For example, say: “Spell the word *big*. The *big* dog barked at the squirrel. *Big*: /b/ /i/ /g/.”



Adapted from Blachman, Ball, Black, & Tangel, 2000.

Usando las cajitas de Elkonin

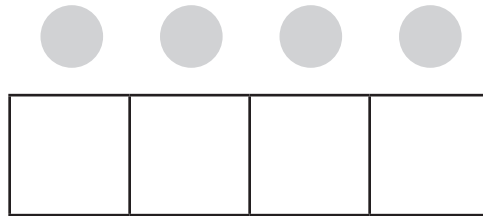
Los estudiantes pueden dibujar de tres a cinco cajas en una hoja de papel o en un pizarrón blanco individual. Los niños también pueden utilizar las cajitas de Elkonin que se encuentran en el próximo handout.



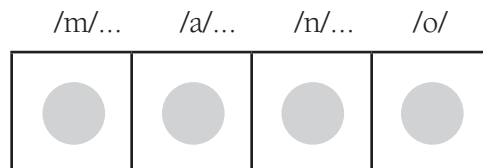
Entregue a los niños fichas y pídale que las coloquen arriba de las cajitas. Demuestre la actividad antes de que los niños empiecen.

Para cada fonema, los niños mueven las fichas para ponerlas en cada caja siguiendo un orden de izquierda a derecha.

“Diga la palabra *mano*.”



Los estudiantes mueven las fichas una por una a las cajitas correspondientes para representar cada uno de los sonidos que en la palabra.



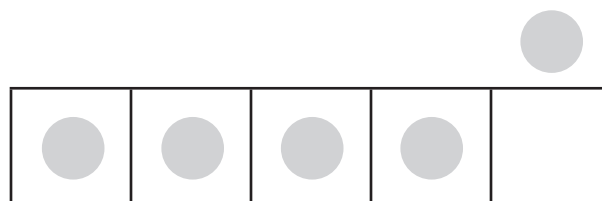
Los estudiantes dicen la palabra de nuevo, deslizando su dedo debajo de las cajitas de izquierda a derecha: *mano*.

Un paso más allá: Manipulando fonemas usando las cajitas de Elkonin

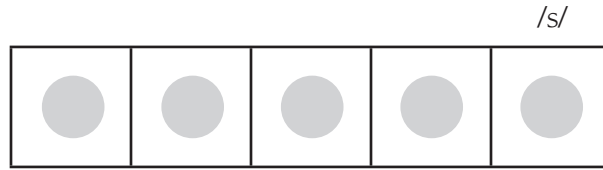
Los estudiantes manipulan la palabra añadiendo, quitando o substituyendo un sonido.

Ejemplo de cómo añadir un sonido a la palabra

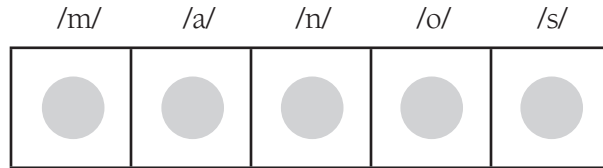
“Vamos a cambiar *mano* a *manos*. ¿Qué sonido tenemos que añadir?”



Los estudiantes dicen /s/ mientras mueven una quinta ficha a la quinta cajita.



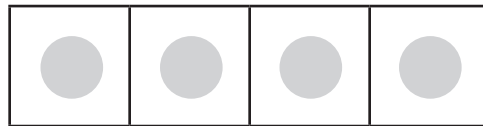
“Dicen los sonidos, sonido por sonido.”



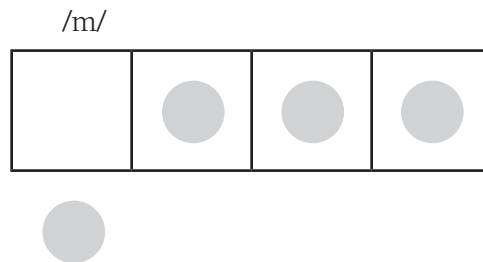
Después dicen toda la palabra deslizando el dedo de izquierda a derecha: *manos*.

Ejemplo de cómo cambiar un sonido en la palabra *mano*

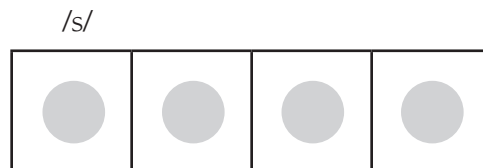
“Vamos a cambiar *mano* a *sano*. ¿Qué sonido tenemos que cambiar?”



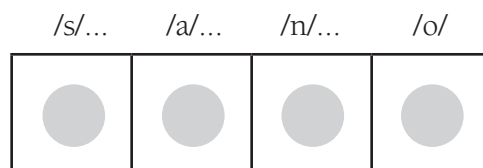
Los estudiantes dicen /m/ mientras mueven la ficha afuera de la primera caja.



Los estudiantes dicen /s/ mientras mueven la ficha a la primera caja



“Digan todos los sonidos.”



Los estudiantes digan toda la palabra deslizando el dedo debajo de las cajas: *sano*.

Otras actividades utilizando las cajitas de Elkonin

Pida a los estudiantes que escuchen un sonido específico en una palabra. Diga la palabra con ese sonido en diferentes posiciones.

Los estudiantes colocan una ficha en la primera caja si oyen el sonido al principio de la palabra, y así sucesivamente, colocando la ficha en la caja en la que oyen el sonido. Por ejemplo, dice:

“Escuchen e identifiquen donde está el sonido /m/ en la palabra mamá. Pongan la ficha en la primera caja si oyen el sonido al principio de la palabra o en la tercera caja si oyen el sonido /m/ en medio de la palabra. Escuchen con cuidado: mamá.



Asociando letras con sonidos

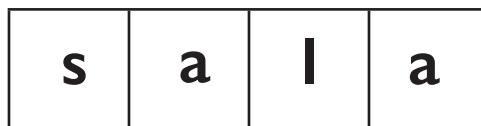
Reemplace las fichas con las letras que hayan sido enseñadas. Por ejemplo, dele a los estudiantes las letras *m, a, s, a, l*.

m a s a l

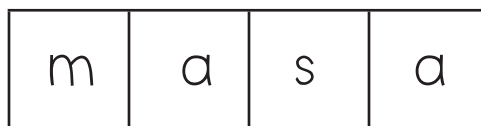


Pida a los estudiantes que pongan las letras en las cajitas correspondientes a los sonidos que escuchen en la palabra sala mientras usted dice la palabra *sala*. “*Sala*. Mi abuela lee su libro en la *sala*.”

m

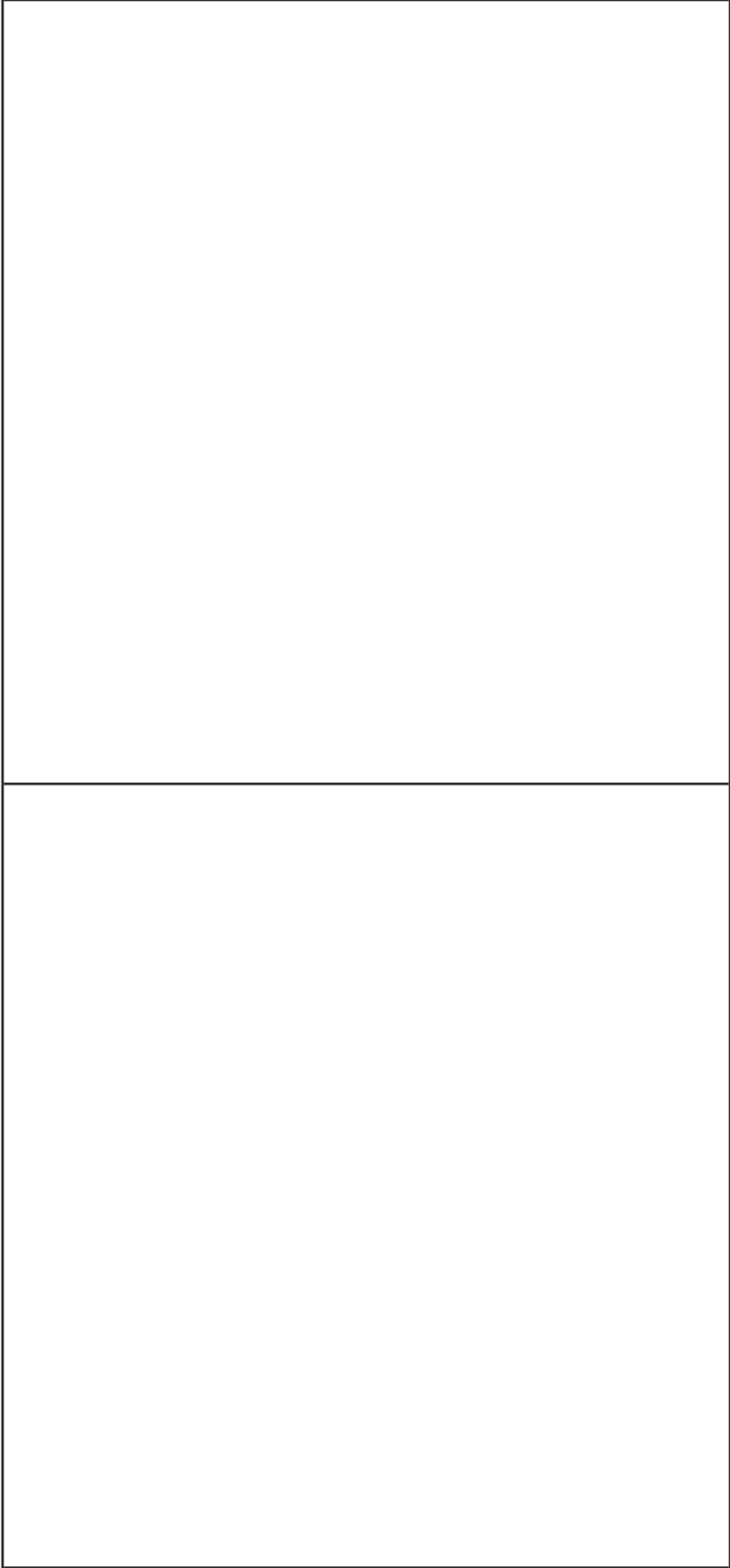


Los estudiantes también pueden escribir las letras en las cajitas. Por ejemplo, “Escriban la palabra *masa*. Mi mamá hace tamales con *masa*”.



Adapted from Blachman, Ball, Black, & Tangel, 2000.

Elkonin Boxes



Elkonin Boxes



Elkonin Boxes



Elkonin Boxes



Phonological Awareness Examples

Rhyme

Example 1

“I’ll say two words. You tell me whether they rhyme: *Fight—might.*” (yes) “*Punch—badge.*” (no)
“*Way—rug.*” (no) “*One—done.*” (yes)

In Spanish: “Voy a decir dos palabras. Díganme si riman: *tío—mío.*” (sí)

Example 2

“Tell me which one of the words I say does not rhyme with the other three: *play, wave, away, stay.*
Which word doesn’t rhyme?” (*wave*)

In Spanish: “¿Cuál palabra no rima con las demás? *Cana, hermana, pato, lana.*” (*pato*)

Example 3

“Let’s think of rhyming words. Which word rhymes with *fun*: *any, bet, sun, was?*” (*sun*)

In Spanish: “¿Qué palabra rima con *sol*? *Canción, caracol, cama, cabello.*” (*caracol*)

Example 4

“Let’s say some rhyming words. Tell me some words that rhyme with *frog.*”

In Spanish: “Díganme palabras que riman con *olor.*”

Alliteration

Example 1

“I’ll say three words. Tell me which words begin with the same sound. *Garden, girl, share.*”
(*garden, girl*) “*Rush, caught, call.*” (*caught, call*)

In Spanish: “Voy a decir tres palabras. Díganme cuáles palabras empiezan con el mismo sonido:
mío, mula, casa.” (*mío, mula*)

Example 2

“I’ll say a word. Tell me two more words that begin with the same sound: *pet.*”

Continue using other words: *move, soon, top.*

In Spanish: Voy a decir una palabra. Díganme dos palabras más que empiecen con el mismo
sonido: *papalote. (papa, piso)*

Example 3

“I’ll say a sentence: *Peter Piper picked a peck of pickled peppers*. Say the sentence with me.”
Students repeat. “Good, let’s say it again faster.” Repeat the tongue twister several times.

In Spanish: “Voy a decir un trabalenguas. Traten de decir el trabalenguas conmigo: *Tres tristes tigres tragaban trigo en un trigal . . . en un trigal tragaban trigo tres tristes tigres Bien. Ahora vamos a decirlo otra vez más rápido.*”

Example 4

“Let’s make a sentence about big brown bears using two more words that begin with the /b/ sound. *Big brown bears buy berries.*”

In Spanish: “Voy a decir una frase: *camellos cafés*. Vamos a intentar hacer una oración acerca de los camellos cafés usando dos palabras más que empiecen con el sonido /k/. *Los camellos cafés comen cacahuates.*”

Sentence Segmentation

Example 1

“I will say a sentence: *He had to move away*. Say part of the sentence.” (*He had to move.*) “Good. Now say part of that.” (*He had to.*) “Good. Now say part of that.” Continue until only one word in the sentence is left.

Example 2

“I will say a sentence: *John gave me the book.*” Students echo the sentence, pointing to or moving a manipulative as they say each word: *John ... gave ... me ... the ... book.*

“How many words are in the sentence?” (five)

In Spanish: *Juan ... me ... dio ... el ... libro.*

Syllables

Example 1

“Let’s make a word by putting two parts of a word together. *Tad—poles*. What’s the word?” (*tadpoles*) “*Gar—den*. What’s the word?” (*garden*)

In Spanish: “Vamos a formar una palabra juntando dos partes de una palabra. *Me—sa*. ¿Cuál es la palabra?” (*mesa*)

Example 2

“Let’s leave out syllables, or parts of words. Say *someone* without *some*.” (*one*) “Say *lonely* without *lone*.” (*ly*)

In Spanish: “Vamos a eliminar sílabas, o partes de una palabra. Digan *pelota sin pe*.” (*lota*)

Example 3

“Now let’s add syllables, or parts of words. Add *any* to the beginning of *more*.” (*anymore*) “Add *er* to the end of *let*.” (*letter*)

In Spanish: “Ahora vamos a añadir sílabas o partes de palabras. Añadan *posa* al final de *mari*.” (*mariposa*)

Example 4

“Let’s change syllables, or word parts, around. Add *ing* to the beginning of *play*.” (*ing-play*) “What do you think the word was before we changed the parts?” (*playing*) “Add *member* to the beginning of *re*.” (*member-re*) “What do you think the word was before we changed the parts?” (*remember*)

In Spanish: “Añadan *sica* al principio de *mu*.” (*sica-mu*) “¿Cuál creen que era la palabra antes de cambiar las partes?” (*música*)

Onset-Rime Blending and Segmentation

Example 1

“Listen to the two parts in *cat*: /k/—at. Put these sounds together to make a word: /k/—at. What’s the word?” (*cat*) “Good.”

Example 2

“Pull these sounds apart. Say the first sound you hear and then the rest of the word. If I say *bat*, you say /b/—at. Repeat with the word *pit*.” (/p/—it)

Phoneme Blending and Segmentation

Example 1

“Tell me the sounds you hear in the word *cat*.” (/k/ /a/ /t/)

In Spanish: “Díganme los sonidos que oyen en la palabra *mi*.” (/m/ /i/)

Example 2

“Listen to the sound I say. Which word begins with the /s/ sound: *letter*, *friend*, *send*, *away*?”
(*send*)

In Spanish: “¿Qué palabra empieza con el sonido /f/: *foca*, *mesa*, *llave*, *gato*?” (*foca*)

Example 3

After reading a story aloud: “Tell me all the words you can remember from the story that start with the /m/ sound.”

In Spanish: “Díganme todas las palabras que recuerden del cuento que empiezan con el sonido /m/.”

Example 4

“Let’s think about the sounds at the beginning of words. Does the word *letter* start with /l/ or /t/?”
(/l/)

In Spanish: “¿La palabra *beso* empieza con /b/ o /s/?” (/b/)

Example 5

“Let’s think about the sounds at the end of words. Does *go* end with /g/ or /o/?” (/o/) “Does *fun* end with /m/ or /n/?” (/n/)

In Spanish: “¿La palabra *azul* termina con /l/ o /m/?” (/l/)

Example 6

“Listen to the word I say and tell me the middle sound in the word. What’s the middle sound in the word *did*?” (/i/)

In Spanish: ¿Cuál es el sonido de en medio en la palabra *sol*? (/o/)

Phoneme Manipulation

Example 1

“I want you to listen to two words I say and then tell me what sound is missing. What sound do you hear in *seat* that is missing in *eat*?” (/s/) “What sound do you hear in *tall* that is missing in *all*?” (/t/)

In Spanish: ¿Qué sonido oyen en *boca* que falta en *oca*? (/b/)

Example 2

“Let’s change sounds in words. Say *pet*. (*pet*) Instead of /p/ say /m/. What’s your new word?” (*met*) “What word do you have if you change the /i/ sound in *lip* to the /a/ sound?” (*lap*)

In Spanish: “Digan *soy*. En lugar de /s/ digan /d/. ¿Cuál es la palabra nueva?” (*doy*) “¿Qué palabra tenemos si cambiamos el sonido /p/ en *pato* por el sonido /g/?” (*gato*)

Example 3

“What word do you have if you add the /s/ sound to the beginning of the word *pin*?” (*spin*) “What word do you have when you take away the /s/ sound at the beginning of *spy*?” (*pie*)

In Spanish: “¿Qué palabra se crea si añaden el sonido /l/ al principio de la palabra *oro*?” (*loro*) “¿Qué palabra se crea si quitamos el sonido /d/ de la palabra *daño*?” (*año*)

Example 4

“Let’s leave out sounds in words. Say the word *lived* without the /d/.” (*live*) “*Live* is a real word. Sometimes the word we have left may not be a real word. Say the word *mean* without the /n/.” (*me*) “Say the word *much* without the /m/.” (*uch*) “*Uch*—that’s a silly word!”

In Spanish: “Digan la palabra *uno*. Ahora digan la palabra *uno* sin el sonido /u/. ¿Qué palabra quedó?” (*no*)

Examples of Phonological and Phonemic Awareness Activities

Phonological Awareness Activities

Activity	Goal	Example
Identifying, counting, and segmenting syllables	To break down a word into its individual syllables	<p>Teacher: How many syllables are in the word <i>mailbox</i>?</p> <p>Student: (claps) <i>Mail-box</i>. There are two syllables, <i>mail</i> and <i>box</i>.</p>
Blending syllables	To combine separate syllables to form a word	<p>Teacher: What word do these syllables make when they are put together? <i>An-i-mal</i>.</p> <p>Student: <i>Animal</i>.</p>
Identifying and segmenting onsets and rimes	To break down a word into its onset and rime	<p>Teacher: What is the first sound in <i>rake</i>?</p> <p>Student: /r/</p> <p>Teacher: If you take /r/ away, what is left?</p> <p>Student: <i>-ake</i></p>
Blending onsets and rimes	To blend an onset and rime to form a word	<p>Teacher: What word do I make if I put these sounds together? /l/ <i>ate</i></p> <p>Student: <i>Late</i>.</p>

Adapted from University of Texas Center for Reading and Language Arts, 2001.

Phoneme-Level Activities

Activity	Goal	Example
Phoneme isolation	To recognize individual sounds in words	Teacher: What is the first sound in <i>mat</i> ? Student: /m/
Phoneme identification	To recognize the same sounds in different words	Teacher: What sound is the same in <i>let</i> , <i>love</i> , and <i>lap</i> ? Student: /l/
Phoneme categorization	To recognize new words created when phonemes are deleted from an existing word	Teacher: <i>Fill</i> , <i>fin</i> , <i>pit</i> . Which word doesn't belong? Student: <i>Pit</i> . It doesn't begin with /f/.
Phoneme deletion	To recognize new words created when phonemes are deleted from an existing word	Teacher: What is <i>clap</i> without /k/? Student: <i>Lap</i> .
Phoneme addition	To add a phoneme to an existing word to make a new word	Teacher: <i>Lip</i> . Add /s/ to the beginning. Student: <i>Slip</i> .
Phoneme substitution	To make a new word by changing one of the phonemes of an existing word	Teacher: <i>Hat</i> . Change /t/ to /m/. Student: <i>Ham</i> .
Phoneme blending	To combine separate phonemes to form a word	Teacher: What word is /d/ /o/ /g/? Student: <i>Dog</i> .
Phoneme segmentation	To break down a word into its individual phonemes	Teacher: Tell me the sounds in <i>man</i> . Student: /m/ /a/ /n/

Adapted from Armbruster, Lehr, & Osborn, 2001.

Phonological Awareness and Features of Effective Instruction Video Activity

Phonological Awareness Skills:	Effective Pacing:
Explicit Instruction With Modeling:	Systematic Instruction With Scaffolding:
Multiple Opportunities to Respond:	Immediate Feedback:

Guidelines for Effective Instruction: Phonological Awareness

You can plan phonological awareness instruction to target the needs and abilities of each student in your classroom.

Grouping for Instruction

Teach phonological awareness, especially phonemic awareness, in small groups.

Research indicates that small-group instruction is more effective than one-on-one and whole-group instruction in helping students acquire phonemic awareness and learn to read.

Small-group instruction may be more effective because students benefit from listening to their peers and having more opportunities to participate.

Explicit and Systematic Instruction

Primarily focus instruction on types of phonological awareness most closely associated with beginning reading and spelling achievement by linking phonemes to print.

Target only one type of phonological awareness, such as blending phonemes or segmenting words into phonemes. Begin with easier activities and progress to more difficult ones. For example, the identification task: “Find the picture that starts with /m/” is easier than the production task: “What sounds do you hear in *moon*?”

Model each activity when it’s first introduced.

Use words that students know and that are easy to manipulate during phonemic awareness activities, such as in the following examples:

- The number of sounds in a word (e.g., *cat* is easier than *sand*)
- The phoneme position in words (e.g., initial sounds in words are easier than final and medial sounds)
- The phonological properties of words (e.g., sounds that can be prolonged or stretched when blended or pronounced individually, like /m/, are easier than sounds like /t/ that can’t be prolonged without distorting the sound, /tuh/ instead of /t/)

Ongoing Practice

Provide opportunities to practice with teacher support and guidance.

Some activities, like songs, games, and stories, are simply oral. Others use concrete objects and manipulatives, such as fingers, blocks, counters, puppets, and pictures.

Include linking sounds to letters. When students practice sounds along with the letters of the alphabet, they learn to blend sounds to read words and to segment sounds to spell words.

Integrate practice throughout the curriculum and school day.

Everyone can have fun as they participate in phonological activities and play with language.

After phonological awareness instruction, provide opportunities for students to practice when they have a snack; line up for lunch, recess, or the bus; or move from one activity to another.

These types of practice focus on what is spoken and heard rather than on what can be seen.

Progress Monitoring

Regularly monitor each student's phonological awareness progress.

Progress monitoring of phonological awareness helps to verify that students are reaching specific phonological awareness objectives, identify students in need of additional instruction or practice, specify concepts or skills that need more attention, and recognize whether students have acquired phonological awareness knowledge and skills.

The results of individually administered reading inventories can help you make informed instructional decisions.

English language learners may have phonological awareness in their native language, but less proficiency may be observed when phonological awareness is assessed in English.

English language learners should achieve some proficiency in English before they are held accountable for phonological awareness in English.

Difficulty with the development of phonological awareness is identified as one of the characteristics associated with reading difficulties.

Adapted from Adams, 1990, 2001; Adams et al., 1998; Allor et al., 2001; Ball & Blachman, 1991; Blachman, 2000; Goswami, 2001; Lennon & Slesinski, 1999; NIFL, 2001; NRP, 2000; O'Connor, 1999, 2000; Smith et al., 1998a, 2001; Snow et al., 1998; Torgesen, 1999; Torgesen et al., 1999; Uhry & Ehri, 1999; Yopp & Yopp, 2000.

Phonemic Awareness Progress Check

Sample

Student: _____ **Date:** _____

Note: This progress check is untimed and administered individually.

Materials: List of words (Create lists that include targeted letter sounds. The sample list below targets the consonants *b, g, n, t, k,* and *d*; long vowels *o* and *i*; and short vowels *i, o,* and *e*.)

Directions: “Today we will say words slowly, one sound at a time. I will say a word and I want you to break the word apart. Tell me each sound in the word in order. For example, if I say *dig*, you say /d/ /i/ /g/. Be sure to say the sounds heard in the word, not the letter names. Let’s try a few together.”

Practice Items

Provide assistance if the student needs help.

1. net _____ 2. go _____ 3. boat _____

Progress Check

Do not provide assistance during this portion of the assessment.

Sample List	Responses	Sample List	Responses
big	_____	not	_____
no	_____	by	_____
get	_____	kind	_____
dot	_____	bet	_____
ten	_____	dine	_____
be	_____	dog	_____
kite	_____	note	_____
in	_____		

Phonemic Awareness Progress Check

Student: _____ **Date:** _____

Note: This progress check is untimed and administered individually.

Materials: List of words

Directions: “Today we will say words slowly, one sound at a time. I will say a word and I want you to break the word apart. Tell me each sound in the word in order. For example, if I say *dig*, you say /d/ /i/ /g/. Be sure to say the sounds heard in the word, not the letter names. Let’s try a few together.”

Practice Items

Provide assistance if the student needs help.

1. _____
2. _____
3. _____

Progress Check

Do not provide assistance during this portion of the assessment.

Word List	Responses	Word List	Responses
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Adapted from Yopp, 1995.

Phonemic Awareness Skills Progress-Monitoring Chart

Directions: Enter your students' names in the first column. The phonology skills across the top row represent a sample of skills in sequential order that you should document as you teach and monitor student progress. Determine an appropriate system to document when students master a skill or require additional practice or scaffolding—for example, M = mastered and NAP = needs additional practice. Include the date when the skill is mastered. Do not document mastery based on only one or two opportunities. Revise the chart to reflect ongoing learning but change the skills to match students' progress (enter higher-level phoneme manipulation skills when teaching those).

Student	Phonological Awareness Skills						
	Phoneme identification	Phoneme blending	Phoneme segmentation (two- and three-sound words)	Phoneme segmentation (four- and five-sound words)	Phoneme addition	Phoneme deletion	Phoneme substitution

Date: _____ Students who need additional practice on _____.

Sample Chart

Directions: Enter your students' names in the first column. The phonology skills across the top row represent a sample of skills in sequential order that you should document as you teach and monitor student progress. Determine an appropriate system to document when students master a skill or require additional practice or scaffolding—for example, M = mastered and NAP = needs additional practice. Include the date when the skill is mastered. Do not document mastery based on only one or two opportunities. Revise the chart to reflect ongoing learning but change the skills to match students' progress (enter higher-level phoneme manipulation skills when teaching those).

Student	Phonological Awareness Skills							
	Phoneme identification	Phoneme blending	Phoneme segmentation (two- and three-sound words)	Phoneme segmentation (four- and five-sound words)	Phoneme addition	Phoneme deletion	Phoneme substitution	
David	M 9/4	M 9/15						
Angelina	M 9/4	NAP						
Ashley	M 9/4	M 9/15						
Garrett	NAP	M 9/15						
Eduardo	NAP	NAP						
David	M 9/4	M 9/15						

Date: _____ Students who need additional practice on _____.

Phonemic Awareness and English Language Learners

Capitalize on native language ability. Research shows the following:

- Phonemic awareness skills in the native language of English language learners (ELLs) highly correlate to phonemic awareness skills in a second language. In other words, when ELLs develop phonemic awareness skills in their native language, they develop an underlying proficiency for the development of English phonemic awareness skills.
- ELLs' phonemic awareness skills in their native language also correlate with later English reading success. ELLs use these foundational skills to become successful English readers.

Contextualize phonemic awareness activities for ELLs to promote English language comprehension. Embed phonemic awareness instruction in a rich language environment that fosters English language development and comprehension. Read aloud a poem or story before beginning a phonemic awareness lesson so students can hear the words in context. Make sure that ELLs know the meaning of the words used for these activities. ELLs need to know the meanings of function words such as *stretch*, *blend*, *segment*, *separate*, and *sound*.

Teach unique English sounds. Phonemic awareness skills have an underlying component across languages, but some elements are language specific. Teach ELLs how to produce English sounds that do not occur in their native languages. Some ELLs may struggle with differentiating between long and short vowels and producing some consonant sounds such as /v/, /sh/, or /z/.

Accept oral approximations. ELLs may apply knowledge of their native languages to produce English sounds. Even though a student may struggle with pronunciation, continue instruction. This does not indicate a lack of understanding.

Adapted from Lesaux, 2006; Linan-Thompson et al., 2003; Linan-Thomson & Vaughn, 2007; Lindsey, Manis, & Bailey, 2003; Quiroga et al., 2002; Riccio et al., 2001

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Phonics and Spelling

Participant Notes



GRADE 1

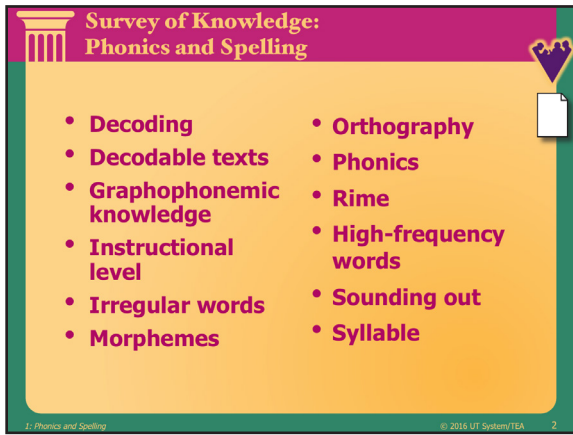


Phonics and Spelling

First Grade

LITERACY ACHIEVEMENT ACADEMIES

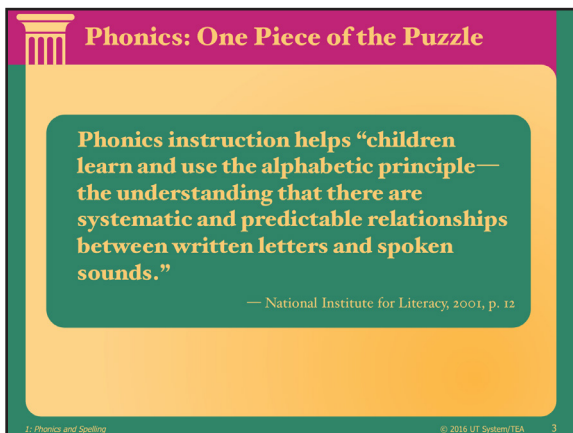
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**Survey of Knowledge:
Phonics and Spelling**

- Decoding
- Decodable texts
- Graphophonemic knowledge
- Instructional level
- Irregular words
- Morphemes
- Orthography
- Phonics
- Rime
- High-frequency words
- Sounding out
- Syllable

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Phonics: One Piece of the Puzzle

Phonics instruction helps “children learn and use the alphabetic principle—the understanding that there are systematic and predictable relationships between written letters and spoken sounds.”

— National Institute for Literacy, 2001, p. 12

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What We Know From Research

- In an alphabetic language, such as English, students must learn to map sounds (phonology) to print (orthography).
- Mapping builds connections between the brain's phonological processor and its "letterbox." These neural connections do *not* exist "naturally" at birth.

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What We Know From Research (cont.)

"Language is a human instinct, but written language is not...Children are wired for sound, but print is an optional accessory that must be painstakingly bolted on. This basic fact about human nature should be the starting point for any discussion of how to teach our children to read and write."

— Pinker in McGuiness, 1997, p. ix

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What We Know From Research (cont.)

- Especially when introduced in kindergarten and first grade, explicit, systematic phonics instruction is significantly more effective than alternative programs that provide unsystematic or no phonics instruction.
- Systematic phonics instruction improves kindergarten and first-grade students' word recognition and spelling skills.

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What We Know From Research (cont.)

- **Integrating encoding (spelling) instruction with decoding instruction improves students' reading abilities beyond decoding instruction alone.**
- **Spelling not only correlates with reading abilities, but it also relates to writing abilities, including high-level tasks like written expression and composition.**

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What We Know From Research (cont.)

“Despite the widespread assumption that spelling is a mechanical skill that can be learned through incidental instruction or memorization, spelling may from the very beginning be the critical skill for developing word wizards and competent composers who can translate their ideas for others via well-crafted texts and read the text that others generate for its own sake or for use in creating their own texts.”

—Abbott, Berninger, & Fayol, 2010, p. 296

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ELAR TEKS: Oral and Written Conventions and Reading Strands

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Letter Recognition

- Recognizing, naming, and writing the letters of the alphabet
- Identifying and distinguishing both uppercase and lowercase letters

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Letter-Recognition Activities

Alphabet mats and arcs

These activities can help students learn

- letter names and
- the sequence of letters in the alphabet.

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Alphabet Activities

ABCDEFGHIJKLMN OPQRSTUVWXYZ

A MN Z

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Principles of Phonics and Spelling

- Phonemes can be represented by a single letter or combination of letters.
- Some letters can represent more than one sound.
- Different letters can represent the same sound.
- Where a phoneme or grapheme occurs in a word is often important.
- Different word-reading strategies can be used to read unknown words.
- Orthographic patterns and rules help students to determine pronunciation and spelling.
- Structural analysis based on meaningful word parts can help in reading and spelling words.

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Letter-Sound Knowledge

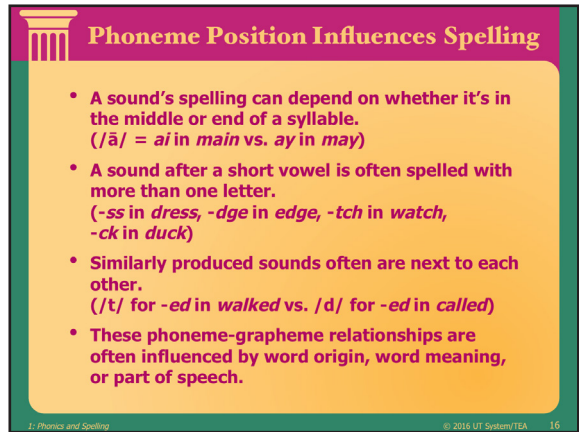
- Letter-sound knowledge involves learning the common sounds of letters and letter combinations.
- Letter-sound knowledge sometimes is called grapheme-phoneme knowledge.
- Common graphemes include the following:
 - Single letters (*t, b, l, f, s, e*)
 - Doublets (*mm, tt, ff, ll, ss, zz*)
 - Consonant digraphs and trigraphs (*th, sh, ch, tch, dge*)
 - Vowel digraphs and diphthongs (*ee, ai, ou, oi, oo*)
 - Silent letter combinations (*wr, kn*)
- Consonant blends are also common, but each letter represents an individual sound.

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Explicit, Systematic Letter-Sound Instruction

- Teach grapheme-phoneme correspondences in a logical sequence.
- Teach frequently used letters and sounds first.
- Start with grapheme-phoneme correspondences that can be combined to make words students can decode and understand.
- Introduce only a few grapheme-phoneme correspondences at a time.
- Present each sound with its most common spelling first.
- Move into less common and more complex graphemes as the year progresses.

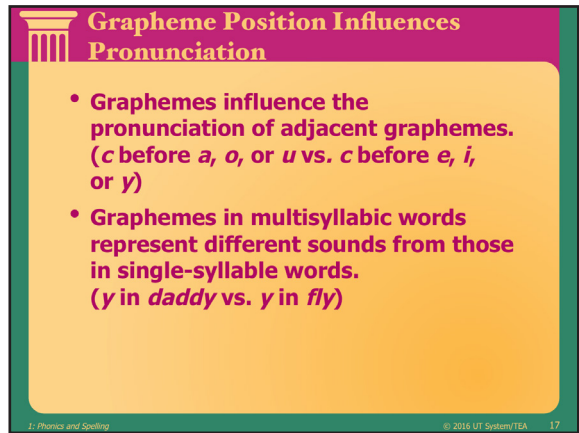
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Phoneme Position Influences Spelling

- A sound's spelling can depend on whether it's in the middle or end of a syllable.
(/ā/ = *ai* in *main* vs. *ay* in *may*)
- A sound after a short vowel is often spelled with more than one letter.
(-ss in *dress*, -dge in *edge*, -tch in *watch*, -ck in *duck*)
- Similarly produced sounds often are next to each other.
(/t/ for -ed in *walked* vs. /d/ for -ed in *called*)
- These phoneme-grapheme relationships are often influenced by word origin, word meaning, or part of speech.

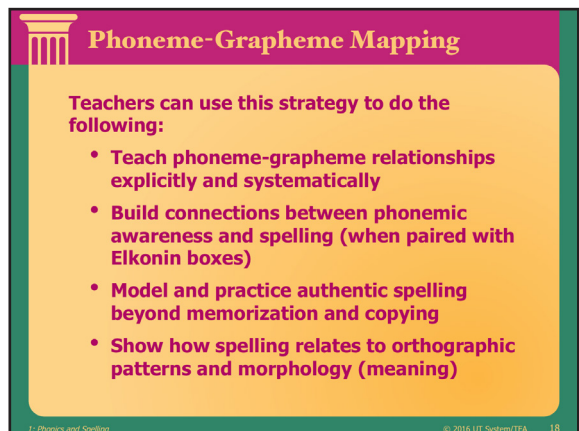
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Grapheme Position Influences Pronunciation

- Graphemes influence the pronunciation of adjacent graphemes.
(*c* before *a*, *o*, or *u* vs. *c* before *e*, *i*, or *y*)
- Graphemes in multisyllabic words represent different sounds from those in single-syllable words.
(*y* in *daddy* vs. *y* in *fly*)

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Phoneme-Grapheme Mapping

Teachers can use this strategy to do the following:

- Teach phoneme-grapheme relationships explicitly and systematically
- Build connections between phonemic awareness and spelling (when paired with Elkonin boxes)
- Model and practice authentic spelling beyond memorization and copying
- Show how spelling relates to orthographic patterns and morphology (meaning)

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Phoneme-Grapheme Mapping Video

- Use Handout 7 to follow along with the video and map graphemes to phonemes in words.
- Note how the teacher uses phoneme-grapheme mapping to teach spelling explicitly.
- Note recommendations she makes for using this strategy.

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Phoneme-Grapheme Mapping: Model ("I Do")

checking repay station fixed

Focus on one specific phonemic or orthographic element.

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Phoneme-Grapheme Mapping: Guided Practice ("We Do")

- List five words with a phonemic or orthographic element you teach or choose a list from Handout 8.
- Practice phoneme-grapheme mapping with a partner.

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Phoneme-Grapheme Mapping: Additional Resource

Handout 9 provides phonemic, orthographic, morphologic, and etymologic information for planning phoneme-grapheme mapping lessons.

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Making and Sorting Words

Making words

- Engages all students in manipulating letters or letter combinations to build words
- Includes teacher modeling, scaffolding, and guided practice

Sorting words

- Engages students in analyzing words for sound and orthographic patterns
- Goes beyond memorizing rules to focus on pattern recognition

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Making and Sorting Words: Video

Note the scaffolding that the first-grade teacher provides.

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More About Word Sorts

Different types of word sorts can be used for different purposes.

- **Closed sorts** are used to examine a specific sound or orthographic pattern.
- **Open sorts** allow students to sort words into any categories they notice.
- Have students explain their thinking and discuss patterns they notice.

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Word-Sort Activities

- **Activity 1:** Complete the two word sorts on page 1 of Handout 13 with a partner.
- **Activity 2:** On page 2, create a word sort for first-grade students and share your sort with a partner.

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Word-Reading Strategies

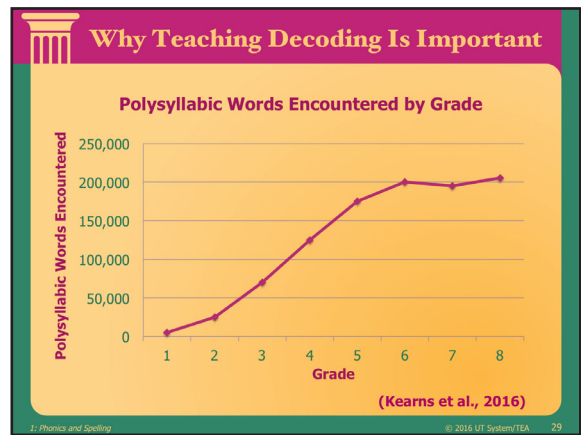
- Identify and blend the sounds in words.
- Read irregular words.
- Build sight-word knowledge.
- Recognize and use common spelling patterns, including syllable patterns.
- Use structural analysis.
- Use knowledge of context and syntax to check pronunciation and confirm word meaning.

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Decoding and Blending Sounds in Words

- Explicitly teach students how to decode and blend sounds to read words.
- Use words that consist of previously taught letters (graphemes) and sounds (phonemes).
- Model how to blend the individual sounds from left to right without stopping between them.
- Follow sounding out with a fast pronunciation of the word.
- Help students move from orally sounding out words to silently "sounding out" words as they read.

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Irregular Words and Sight Words

Irregular words

- Contain some letters that do not represent their most commonly used sounds
- Can usually be partially decoded
- Tend to be high-frequency words that students encounter often in their reading and writing

Sight words

- Are recognized immediately
- Are what almost all words, regular or irregular, should become for all students

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Teaching With Word Walls

- Group words in categories such as the following:
 - Initial sound
 - Initial letter
 - Common rime (word family)
 - Content area
 - Meaning
- Select words from a variety of sources.
- Limit the number of words that are added.
- Display your word wall in a highly visible, accessible place where students can see and use it.

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Teaching With Word Walls (cont.)

Provide many opportunities for students to use the word wall.

- Several times a week, play word-wall games.
- Model how you use the word wall during reading and writing lessons.
- Remind students to use the word wall when writing to help them spell words correctly.
- Have students play word-wall games as one of your centers.
- Set up your writing center close to your word wall so students can use it.
- Make your word wall interactive.

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Using Orthographic Patterns

- Understanding orthographic conventions (e.g., the jobs of the letter e)
- Knowing how to read and spell by analogy, which helps students use knowledge of known words to read and spell unknown words
- Applying knowledge of the six syllable types

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Orthographic Conventions

- Rules govern what we can and can't do when making words in English.
- Word sorts and word-building activities can help students analyze words for patterns based on these conventions.

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Reading and Spelling By Analogy

- As students build their orthographic knowledge, they can use patterns within known words to read and spell unknown words with similar patterns.
- This strategy should be explicitly taught and modeled.
- Show students how to use the strategy. Students ask themselves the following:
 - What words do I know that look the same?
 - What words do I know that have the same spelling pattern?

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Common Syllable Patterns

- The six syllable types help students read and spell unknown words, including multisyllabic words.
- Teach the syllable types explicitly and systematically using word sorts and word-building activities to teach students to look for patterns.

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Structural Analysis

Students analyze meaningful word parts to help read and spell unfamiliar words, including the following:

- Compound words
- Base words
- Inflectional endings
- Prefixes
- Derivational suffixes
- Root words

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Using Context and Syntax

- Teach students to use context and syntax to check word pronunciation and confirm word meaning.
- After sounding out and reading an unfamiliar word, prompt students to ask the following:
 - "Does that sound right here?"
 - "Does that make sense?"

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Explicit Instruction in Word Reading and Spelling

- Explicitly teach and model how to read and spell unfamiliar words.
- Build in guided and independent practice with both word-reading and spelling skills.
- Some students need much more practice than others to develop these skills.
- Provide students with immediate feedback during practice.
- Use specific types of scaffolding during reading and writing activities.

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Scaffolds for Phonics and Spelling

Sound-spelling cards

- Each card includes a sound, its most common spellings, and a picture of a key word.
- Display the cards in a visible place in the classroom to support students' reading and spelling.
- Reference the cards during phonics and spelling lessons and use them in interactive activities.

Grapheme tiles

- These tiles include letters and letter combinations.
- Use the tiles during spelling and word reading so students can build and manipulate spellings in words.

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Scaffolds for Phonics and Spelling (cont.)

Decodable texts contain the following:

- Words with previously taught letter-sound correspondences, letter combinations, and orthographic patterns
- Previously taught high-frequency words

Prompts to support the reading of unfamiliar words should do the following:

- Focus students on word-reading strategies
- *Not* coerce students into guessing a word based on its first letter, its context, or a picture

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Prompts to Support Word Reading

Examples	Nonexamples
<ul style="list-style-type: none">• "Think about the sounds of the letters as you look at each one."• "Sound it out."• "Keep making the sound as you put the sounds together."• "Look for the chunks. Sound them out. Blend them."• "Read the whole sentence with the word."	<ul style="list-style-type: none">• "Use the picture to help you figure it out."• "Look at the first letter and think about a word that makes sense."• "What word would make sense?"• "Skip it and see if you can figure it out from the sentence."

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Decodable Texts

- Support word-reading skills and automaticity with these skills
- Encourage students to use grapheme-phoneme knowledge to read unfamiliar words

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Consider Diversity: English Language Learners

- Contextualize phonics and spelling instruction to promote understanding.
- Teach students how to transfer what they know in their native language to English.
- Teach unique English sounds and letter combinations

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Phonics and Spelling Assessments

Word-reading and decoding assessments include the following:

- Letter-sound measures
- Nonsense-word reading
- Sight-word reading
- Oral reading accuracy
- Oral reading fluency

Spelling assessments include the following:

- Spelling inventories
- Dictation checks
- Student writing samples

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Taking a Closer Look

- Examine the lesson set in Handout 33.
- With a partner, complete Handout 34. Discuss the lesson, the features of effective instruction, and examples of what we have discussed during this session.

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Remember

The goal of systematic phonics instruction “is to enable learners to acquire sufficient knowledge and use of the alphabetic code so that they can make normal progress in learning to read and comprehend written language.”

— National Reading Panel, 2000, p. 299

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Explicit, Systematic Phonics and Spelling Instruction

Explicit, systematic phonics and spelling instruction is a key component of a beginning reading program.

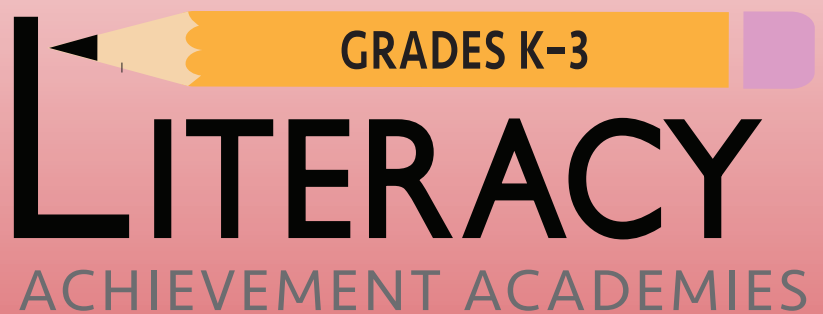
Beginning readers need to practice reading orally every day.

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Phonics and Spelling

Handouts



GRADE 1

Survey of Knowledge: Phonics and Spelling

Match the key concept to its definition by writing the letter in the correct blank.

1. ____ decoding	A. Words in which some or all of the letters do not represent their most common sounds
2. ____ decodable texts	B. Knowledge of letters and letter combinations and the sounds that represent them
3. ____ graphophonemic knowledge	C. Process of converting printed words into their spoken forms by using knowledge of letter-sound correspondences and word structure
4. ____ instructional level	D. Smallest meaningful units of language
5. ____ irregular words	E. Writing system of language; spelling
6. ____ morphemes	F. The part of a syllable that includes the vowel and what follows it
7. ____ orthography	G. A word part that contains a vowel or, in spoken language, a vowel sound
8. ____ phonics	H. Process of saying each sound that represents letters in a word and blending the sounds to read the word
9. ____ rime	I. Reading level in which no more than 1 in 10 words is difficult for the reader (with good comprehension)
10. ____ high-frequency words	J. Coherent texts in which most of the words are in an accumulating sequence of letter-sound correspondences that students have learned and are learning
11. ____ sounding out	K. The understanding that there is a predictable relationship between phonemes (the sounds in spoken words) and graphemes (the letters and spellings that represent those sounds in written words)
12. ____ syllable	L. Words that are recognized automatically when seen

Alphabet Mats and Arcs

On the following pages are variations of English and Spanish alphabet mats and arcs that you can use with your students.

Adapted from Neuhaus Education Center, 1992.

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

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

ABCDEFGHIJKLMNOPQRSTUVWXYZ

MN

Z

A



ABCChDEFGHIJKLLIMNÑOPQRrrSTUVWXYZ

MNÑ

Z

A

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

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

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

Model Lesson for the Alphabet Arc

Objective

Students will place three-dimensional letters in a sequence around the arc.

Materials

- Alphabet arc (English or Spanish)
- Uppercase set of letters (English or Spanish) in a container

Procedure

“Let’s review the sequence of the alphabet. Say the letter as you touch it on the alphabet strip at the top of your arc.”

Name the letters with students.

“Place all the letters on your desks.

“Say the letter, find it on your desk, and place it on the arc.

“Let’s do the first letter. Name it: A. Find it. Place it on the arc.

“Find the last letter. Name it: Z. Find it. Place it on the arc.”

English: “Find the two middle letters. Name them: M, N. Find them. Place them on the arc.”

Spanish: “Find the three middle letters. Name them: M, N, Ñ. Find them. Place them on the arc.”

“What’s the next letter? Name it: B. Now, find it. Where do you place B on the arc?

“That’s right, place the B after the A. Finish placing the remaining letters on your arc in the correct order.

“Remember, say it, find it, and place it.”

When they have finished placing all the letters in their arcs, have them check by touching and naming each letter. Students can use the alphabet strip at the top of the arc to help them check.

“Let’s put our letters back in the containers. Say the letters as you return them in sequence to the container.”

Alphabet Mat Game: What Letter?

Players

Two

Materials

- Two alphabet mats (English or Spanish)
- Uppercase set of letters (English or Spanish) in a container

Procedure

1. With eyes closed, one of the students draws a letter from the container and tries to identify the letter by feeling its shape.
2. If correct, the letter is placed on its matching letter on the student's alphabet mat.
3. If incorrect, the letter is correctly named and returned to the container. Shake up the letters.
4. The second student takes a turn.
5. Play continues until all the letters have been drawn and matched to one of the students' alphabet mats.
6. The student with the most letters at the end of the game wins.

Variation: Use two alphabet arcs.

Adapted from Neuhaus Education Center, 1992.

Example Sequence for Introducing Letter-Sound Correspondences

This example sequence for introducing letter-sound correspondence is based on frequency of use in reading and spelling. Sounds that are easily confused and letter shapes that are easily confused are widely separated in this order of introduction.

Letter	Sound	Key Word
i	/i/	it
t	/t/	table
p	/p/	pig
n	/n/	nest
s	/s/	sock
a	/a/	apple
l	/l/	leaf
d	/d/	dog
f	/f/	fish
h	/h/	house
g	/g/	goat
o	/o/	octopus
k	/k/	kite
c	/k/	cup
m	/m/	mitten
r	/r/	rabbit
b	/b/	bat
e	/e/	elephant
y	/y/	yarn
j	/j/	jam
u	/u/	umbrella
w	/w/	wagon
v	/v/	valentine
x	/ks/	box
z	/z/	zipper
qu	/kw/	queen

Adapted from Neuhaus Education Center, 1992.

Guidelines for Teaching Letter-Sound Correspondences

Introduce letter-sound correspondences in a sequence based on their frequency of use in text and spelling.

Teach more frequently used letters and sounds before less frequently used letters and sound.

Examples:

- In English and Spanish, present the more frequently used *m* before *x*.
- Present the “hard” /k/ sound for the letter *c* as in *can* before the “soft” /s/ sound for *c* as in *cent*.
- In Spanish, present the “hard” /k/ sound for *c* as in *como* before the “soft” /s/ sound for *c* as in *cima*.
- Present the /g/ sound for *g* as in *girl* before the /j/ sound for *g* as in *gym*.
- In Spanish, present the /g/ sound for *g* as in *gato* before the /j/ sound for *g* in *genio*.

If students struggle during guided practice, provide immediate clarification by modeling correct responses and having students give the answer on their own.

Then repeat several of the previous tasks and the one that caused confusion.

For example, if you ask for the sound of the *a* in *cat* and a student responds /i/, model the correct response by saying /aaa/. Then ask the student again for the sound of the *a* in *cat*.

Begin with letter-sound correspondences that can be combined to make words that students can read and understand.

This order helps students generalize that letters and their common sounds can be combined to make many words.

For example, with the knowledge of the letters *m*, *s*, *t*, and *a* and their common sounds, students can read words such as *at*, *am*, *as*, *mat*, *sat*, and *Sam*.

In Spanish, letters can be combined to make syllables such as *la*, *sa*, and *ta*. These syllables can then be combined to make words such as *tasa* and *lata*.

In English, it is important to introduce some vowels early so that words can be made and read. In Spanish, vowels are usually introduced before consonants.

Introduce similar letter sounds at different times.

For example, introduce /m/ and /n/ and /e /and /i/ at different times.

Ensure that students recognize the first letter sound before you introduce the second letter sound.

Introduce continuous sounds before stop (or clipped) sounds.

Continuous vowel or consonant sounds can be prolonged or stretched out when they are pronounced and are easier to say without distortion.

Voiced stop sounds are not as easy to pronounce in isolation without a vowel sound. The vowel sound should be “clipped” to make it as brief as possible.

For example, *b* should be pronounced /b/ instead of /buh/; *g* should be pronounced /g/ instead of /guh/.

In Spanish, *b* may be pronounced /b/ instead of /be/ or *p* as /p/ instead of /pe/.

Teaching voiced and unvoiced sounds can help students who are having difficulty distinguishing the sounds of English.

Students can distinguish sounds by touching their voice box with their fingertips and feeling the vibrations or by covering their ears and listening as they say sounds.

Small mirrors are also helpful for students who are having trouble distinguishing sounds. Students can watch the position of their mouth, tongue, and teeth as they form the sounds. Model the correct formation for the letters.

It is not necessary to teach all of the continuous sounds before introducing stop sounds.

Introduce only a few letter-sound correspondences at a time and provide many opportunities for practice.

The number of letter-sound correspondences you introduce will vary depending on students' knowledge and skills.

You may need to introduce sounds more slowly for students who are experiencing difficulties.

Multisensory techniques such as sky writing help some students remember letters and their sounds.

When students can reliably identify the sound of a letter, have them practice discriminating the new sound from other known letter-sound correspondences.

For example, present the newly introduced sound for *t* with other known letter-sound correspondences as in the following: *s, t, m, t, p, t, s*.

Then ask students to identify the letter sounds in the same order.

This task provides built-in review for previously learned letter sounds and helps students remember the sounds.

Adapted from Carnine, Silbert, & Kame'enui, 1997; Chall & Popp, 1996; Chard & Osborn, 1999.

Guidelines for Teaching Letter Combinations

A letter combination is consecutive letters that represent sounds in words. The most common combinations are usually taught first.

For example, the letter combination *ph* appears in a large number of words, but many of these words do not frequently appear in primary texts. On the other hand, *th* appears in many words found in primary texts.

A consonant blend is the combined sound of two or three consonants.

For example, the /b/ in *blue*, the /spl/ in *splat*, the /ft/ in *left*, and the /nt/ in *ant* are consonant blends.

Each letter retains its common sound.

Students learn how to blend the sounds, rather than learning one new sound.

Begin with initial blends before moving to final blends and medial blends.

For many students, blending two consonants is easy.

Some students require intensive instruction and more opportunities to blend consonants.

In Spanish, consonant blends are called *grupos consonánticos*. The /fl/ in *flecha*, the /bl/ in *blusa*, the /tr/ in *trompeta*, and the /gr/ in *grillo* are *grupos consonánticos*.

A consonant digraph represents a unique sound unlike the sounds of its individual letters.

An example of a consonant digraph is the /sh/ in the word *shop*.

When you sound out consonant blends and digraphs, just as with single consonants, do not add an extra schwa sound, such as saying /shuh/ instead of /sh/.

Examples of consonant digraphs in Spanish are *ch*, *ll*, and *rr*.

A vowel combination (or vowel pair) is two adjacent vowels in the same syllable that represent a single speech sound.

Examples of vowel combinations include the *ea* in *meat*, the *oy* in *boy*, and the *ow* in *how*.

As with consonants, the sound made by a vowel combination may vary. For example, the vowel pair *ou* makes different sounds in *soup*, *could*, and *shout*.

Adapted from Chall & Popp, 1996; Chard & Osborn, 1999; Gunning, 2002.

Spelling Grid

Adapted from Grace, 2007.

Phoneme-Grapheme Mapping Word Lists

<u>/ɒ/</u>	<u>/ɛ/</u>	<u>/ā/</u>	<u>/ē/</u>
box	pest	hate	feet
clock	chest	stay	feat
pond	felt	play	beast
costs	spent	pancake	cheated
rocket	element	make	meeting

<u>FLOSS rule</u>	<u>/k/ spelled c vs. k</u>	<u>-ed to represent /t/</u>	<u>re- meaning again</u>
miss	cupcake	missed	retry
filled	monkey	passed	redo
pressing	cowboy	hushed	remake
dolls	basket	fixed	retell
puffy	kicked	messed	rethink

Phonics and Spelling Information

General Information Based on Word Origin

General Information Based on Word Origin			
Sound	Spelling(s)	Examples	Information and Rules
Long and short vowel sounds	Short, one-syllable words	<i>sky, sun, hen, do, his, are</i>	Anglo-Saxon in origin Simple, common words originate from Old English, which was viewed as the language of the common person, and Middle English, which was a mixture of Old English and French; pronunciations changed over time, but spellings often did not.
Long and short vowel sounds	Vowel teams	<i>read, night, key, hawk, toe, bread</i>	Anglo-Saxon in origin Pronunciations changed over time, but spellings often did not.
One sound	Digraphs (<i>ch, sh, th, wh, ck, ng, gh</i>)	<i>such, with, shall, when, back, sing</i>	Most Anglo-Saxon in origin The digraph <i>ph</i> (to spell the /f/ sound) and <i>ch</i> (to spell the /k/ sound) are Greek in origin.
/oi/, /ou/	<i>oi, oy, ow, ou</i>	<i>toy, soil, cow, loud</i>	Anglo-Saxon in origin
	Silent letters	<i>knight, mine, gnat, guess</i>	Anglo-Saxon in origin Many of these letters used to be pronounced (for example, /nīt/ used to be /knīht/, with the /h/ representing a more voiced glottis sound).
	Irregular spellings	<i>was, of, love, one</i>	Anglo-Saxon in origin
/er/, /ar/, /or/	Vowel-r (<i>er, ur, ir, ar, or, ear, oar, our</i>)	<i>card, herd, lord, fur, heard, pour</i>	Anglo-Saxon in origin
	Six syllable types	open, closed, VCe, Vr, VV, Cle	Anglo-Saxon in origin

General Information Based on Word Origin			
Sound	Spelling(s)	Examples	Information and Rules
	Compound words	<i>doghouse, mailman</i>	Anglo-Saxon in origin
/ū/	<i>ou</i>	<i>soup, coupon</i>	Norman French in origin A lot of our words for food, fashion, relationships, and social ideas derive from Norman French.
/s/, /j/	<i>ce, ci, cy, ge, gi, gy</i>	<i>peace, rouge, science</i>	Norman French in origin
	Special endings (-ette, -elle, -ique, -ine)	<i>boutique, baguette, novice, cuisine</i>	Norman French in origin
	Multisyllabic words with roots, prefixes, suffixes	<i>instruction, refer, paternal, reject, designate, aquarium</i>	Latin in origin These are the most predictable spellings and pronunciations; they include many content-area words found in social sciences, physical sciences, and literature.
/f/	<i>ph</i>	<i>agoraphobia</i>	Greek in origin
/k/	<i>ch</i>	<i>chlorophyll</i>	Greek in origin
/i/	<i>y</i>	<i>gymnasium</i>	Greek in origin
	Words using combining forms	<i>hypnosis, biology, geography, decathlon</i>	Greek in origin These word parts are all considered roots, or combining forms; these terms are used in philosophy, mathematics, science, and medicine.

Phoneme-Grapheme Connections: Vowel Sounds

The following table lists the spellings by frequency of use.

Phoneme-Grapheme Connections: Vowel Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/ă/	<i>a, a_e</i>	<i>hat, have</i>	Most often spelled just with <i>a</i> in closed syllable
/ā/	<i>a, a_e, ai, ay, eigh, ey, ea</i>	<i>baby, made, maid, may, weigh, prey, steak</i>	Most often spelled with <i>a</i> at the end of an open syllable (as in <i>baby</i>) Spelled in the middle of a syllable with <i>a_e</i> or <i>ai</i> Spelled at the end of a syllable with <i>a</i> or <i>ay</i> Spellings <i>eigh, ey, and ea</i> are less common
/ĕ/	<i>e, ea</i>	<i>bed, breath</i>	Most often spelled just with <i>e</i> in closed syllable Can be spelled with <i>ea</i> —for example, in the <i>-ead</i> family (<i>bread, head, lead, etc.</i>)
/ē/	<i>y, e, ee, ea, ei, ie, ey, e_e</i>	<i>pretty, fever, meet, bead, receive, piece, key, mete</i>	Most often spelled with <i>y</i> at the end of a multisyllabic word (like in <i>funny</i>) Also, often spelled with just <i>e</i> at the end of an open syllable (like in <i>me</i> or <i>he</i>) Spelled in the middle of a syllable with <i>ee</i> or <i>ea</i> Spellings <i>ei, ie, ey, and e_e</i> less common
/ĭ/	<i>i, i_e, y</i>	<i>sit, give, gym</i>	Most often spelled just with <i>i</i> in closed syllable Much less often spelled <i>i_e</i> as in <i>live</i> and <i>give</i> In words of Greek origin, can be spelled <i>y</i>
/ī/	<i>i_e, i, y, igh, ie, y_e</i>	<i>mine, hi, fly, high, tie, byte</i>	Most often spelled with <i>i_e</i> in a <i>VCe</i> syllable or just <i>i</i> at the end of an open syllable Less often spelled <i>y</i> at the end of a single-syllable word Spelled in the middle of a syllable either <i>i_e</i> or <i>igh</i> Spellings <i>ie</i> and <i>y_e</i> less common Long <i>i</i> is also found in a few irregular word families such as the <i>-ind</i> family (<i>find, bind, etc.</i>) and <i>-ild</i> family (<i>wild, child, etc.</i>)

Phoneme-Grapheme Connections: Vowel Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/ɔ/	<i>o, a, ough</i>	<i>fox, swap, thought</i>	<p>Most often spelled just with <i>o</i> in closed syllable</p> <p>Much less often spelled <i>a</i> as in <i>swamp</i> or <i>want</i> (often this spelling occurs after <i>w</i> because the /w/ sound affects the sound of <i>a</i>)</p> <p>Very rarely spelled <i>ough</i> (as in <i>bought</i>)</p>
/ō/	<i>o, o_e, oa, ow, oe, ough</i>	<i>potato, hope, soap, bow, oboe, though</i>	<p>Most often spelled with <i>o</i> at the end of an open syllable (like in <i>go</i>)</p> <p>Spelled in the middle of a syllable with <i>o_e</i> or <i>oa</i></p> <p>Spelled at the end of a syllable with <i>ow</i> (or much less often <i>oe</i>, as in <i>toe</i>)</p> <p>Long <i>o</i> also found in a few irregular word families such as the <i>-old</i> family (<i>cold, bold, etc.</i>), <i>-ost</i> family (<i>most, host, etc.</i>), and <i>-ough</i> family (<i>though, dough, etc.</i>)</p>
/ʊ/	<i>u, o</i>	<i>hut, cover</i>	<p>Most often spelled just with <i>u</i> in closed syllable</p> <p>The accented short <i>u</i> sound; the schwa (/ə/) is the same sound, but it is found in unaccented syllables</p>
/ū/	<i>oo, u, o, u_e, ou, ew, ue, ui, ough</i>	<i>too, truth, who, tube, soup, chew, glue, suit, through</i>	<p>Very trick to spell</p> <p>Most often spelled <i>oo</i></p> <p>Spelled just with <i>u</i> at the end of an open syllable</p> <p>Spelled in the middle of a syllable <i>u_e</i> or <i>oo</i></p> <p>Spelled at the end of a syllable <i>ew</i> or <i>ue</i></p> <p>Spelled in a word of French origin <i>ou</i> or <i>ui</i></p>
/aw/	<i>o, al, au, aw</i>	<i>lost, call, pause, flaw</i>	<p>Most often spelled <i>o</i> in a closed syllable</p> <p>Also often spelled <i>al</i> or <i>au</i> in the middle of a syllable (as in <i>walk</i> and <i>haunt</i>); unless the syllable ends with <i>n</i> or <i>l</i> (as in <i>pawn</i> or <i>bawl</i>)</p> <p>Spelled <i>aw</i> at the end of a syllable</p>
/oo/	<i>u, oo, o</i>	<i>put, took, woman</i>	<p>Most often spelled <i>u</i> in a closed syllable</p> <p>Also often spelled <i>oo</i> (as in <i>-ook</i> family, <i>book, look, etc.</i>)</p> <p>Much less often spelled <i>o</i></p>

Phoneme-Grapheme Connections: Vowel Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/yū/	<i>u, u_e, ew</i>	<i>unite, use, few</i>	<p>Actually two sounds, but often taught as one sound</p> <p>Is different than just long-<i>u</i> sound by itself (contrast <i>chew</i> with <i>few</i> to hear the difference)</p> <p>Most often spelled with <i>u</i> at the end of an open syllable, as in <i>unicorn</i></p> <p>Also often spelled with <i>u_e</i> in the middle of a syllable</p> <p>Much less often spelled <i>ew</i> at the end of a syllable</p>
/oi/	<i>oi, oy</i>	<i>oil, boy</i>	<p>Most often spelled <i>oi</i> in the middle of a syllable</p> <p>Also spelled <i>oy</i> at the end of a syllable</p>
/ou/	<i>ou, ow, ou_e</i>	<i>loud, cow, mouse</i>	<p>Most often spelled <i>ou</i> in the middle of a syllable (but if it precedes <i>l</i> or <i>n</i>, can be spelled <i>ow</i>, as in <i>fowl</i> or <i>town</i>)</p> <p>Also spelled <i>ow</i> at the end of a syllable</p> <p>Can be spelled <i>ou_e</i>, too (mainly in the <i>-ouse</i> family like <i>house, mouse, blouse</i>, etc.; silent <i>e</i> helps keep these words from looking plural)</p>
/er/	<i>er, or, ar, ir, ur, ear</i>	<i>jerk, odor, cellar, bird, burp, heard</i>	<p>Most often spelled <i>er</i></p> <p>Less often spelled <i>or</i> or <i>ar</i></p> <p>Much less often spelled <i>ir, ur, or ear</i></p>
/ar/	<i>ar, are, ear</i>	<i>cart, are, heart</i>	<p>Most often spelled <i>ar</i></p> <p>Much less often spelled <i>are</i> or <i>ear</i></p>
/or/	<i>or, ore</i>	<i>sport, core</i>	<p>Most often spelled <i>or</i></p> <p>Much less often spelled <i>ore</i></p>

Phoneme-Grapheme Connections: Vowel Sounds			
Sound	Spelling(s)	Examples	Information and Rules
/ə/	<i>o, u, a, i, e, ou</i>	<i>other, circus, about, panic, elect, famous</i>	<p>Very difficult to spell—helps to know derivations to figure out spelling in multisyllabic words</p> <p>For example, in <i>definition</i>, the first <i>i</i> makes the /ə/ sound, so it's difficult to figure out. If you know that <i>definition</i> derives from the word <i>define</i>, in which the <i>i</i> makes the long <i>i</i> sound, you can figure out that you should spell the /ə/ with an <i>i</i>.</p> <p>Spellings of /ə/ used fairly evenly across words—24 percent for <i>o</i>, 20 percent for <i>u</i>, 19 percent for <i>a</i>, 18 percent for <i>i</i>, 11 percent for <i>e</i>, and 5 percent for <i>ou</i></p>

Phoneme-Grapheme Connections: Consonant Sounds

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Info/Rules
/b/	<i>b, bb</i>	<i>big, nibble</i>	<p>Almost always spelled just with <i>b</i></p> <p>Can be spelled with a double <i>b</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>bubble</i> and <i>flabby</i></p>
/k/	<i>c, k, ck, ch, -que</i>	<i>car, kit, sick, chemist</i>	<p>Spelled <i>c</i> before <i>a, o,</i> or <i>u</i></p> <p>Spelled <i>k</i> before <i>e, i,</i> or <i>y</i></p> <p>Spelled <i>k</i> at the end of a syllable after a long vowel or vowel team (as in <i>seek, book,</i> or <i>make</i>)</p> <p>Spelled <i>k</i> at the end of a syllable after a consonant (as in <i>sink</i> or <i>walk</i>)</p> <p>Spelled <i>ck</i> at the end of a syllable after a short vowel (as in <i>lock</i> or <i>peck</i>)</p> <p>Spelled <i>ch</i> in words of Greek origin (as in <i>chlorophyll</i>)</p> <p>Spelled <i>que</i> in words of French origin (as in <i>boutique</i>)</p> <p>Sounds /k/ + /w/ and /k/ + /s/ have other spellings (<i>qu</i> and <i>x</i>)</p>
/d/	<i>d, dd, -ed</i>	<i>dog, cuddle, roared</i>	<p>Almost always spelled just with <i>d</i></p> <p>Can be spelled with a double <i>d</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>fiddle</i></p> <p>Also spelled with inflectional ending <i>-ed</i> when the base word ends with a voiced sound, as in <i>flowed</i></p>
/f/	<i>f, ph, ff</i>	<i>fat, phone, muffle, stuff</i>	<p>Most often spelled with just <i>f</i></p> <p>Spelled <i>ph</i> in words of Greek origin (as in <i>philosophy</i>)</p> <p>Can be spelled with a double <i>f</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>baffle</i></p> <p>Also spelled with <i>ff</i> in a syllable ending with the /f/ sound—follows the FLOSS rule (as in the word <i>off</i>)</p>

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Info/Rules
/g/	g, gg	<i>got, buggy</i>	<p>Most often spelled with just <i>g</i></p> <p>Can be spelled with a double <i>g</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>goggles</i></p> <p>See /g/ + /z/ for other spelling (x)</p>
/h/	<i>h, wh</i>	<i>hot, who</i>	<p>Most often spelled with just <i>h</i></p> <p>Rarely spelled with other spellings, such as <i>wh</i> (as in <i>whose</i>)</p>
/j/	<i>ge, j, dge, d, gi, gy</i>	<i>cage, jet, edge, soldier, gist, gym</i>	<p>Most often spelled <i>ge</i>, especially with a syllable that has a long vowel and ends in /j/ (as in <i>huge</i> and <i>page</i>)</p> <p>Also often spelled <i>j</i> at the beginning of a word</p> <p>Spelled <i>dge</i> at the end of a syllable with a short vowel sound (as in <i>judge</i> and <i>ridge</i>)</p> <p>Much less often spelled with <i>d, gi, or gy</i></p> <p>No English words end with <i>j</i></p>
/l/	<i>l, ll</i>	<i>lid, fall</i>	<p>Most often spelled with just <i>l</i></p> <p>Also spelled with <i>ll</i> in a syllable ending with the /l/ sound—follows the FLOSS rule (as in <i>will</i>)</p>
/m/	<i>m, mm, mb</i>	<i>hum, clammy, climb</i>	<p>Most often spelled with just <i>m</i></p> <p>Can be spelled with a double <i>m</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>humming</i></p> <p>Rarely with another spelling, such as <i>mb</i> (as in <i>plumber</i>)</p>
/n/	<i>n, kn, nn</i>	<i>no, knee, funny</i>	<p>Most often spelled with just <i>n</i></p> <p>In a few Anglo-Saxon words, spelled with <i>kn</i></p> <p>Can be spelled with a double <i>n</i>, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>tunnel</i></p>

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Info/Rules
/p/	<i>p, pp</i>	<i>pot, topple</i>	Almost always spelled just with <i>p</i> Can be spelled with a double <i>p</i> , specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>sappy</i>
/k/ +/w/	<i>qu</i>	<i>quick</i>	<i>qu</i> represents two sounds, /k/ and /w/ When heard together in a word, most often spelled with <i>qu</i>
/r/	<i>r, wr</i>	<i>run, write</i>	Almost always spelled just with <i>r</i> In a few Anglo-Saxon words, spelled with <i>wr</i>
/s/	<i>s, ce, ci, cy, ss</i>	<i>seal, rice, science, cyst, mess</i>	Usually spelled just with <i>s</i> Can be spelled with a <i>c</i> before <i>e, i, or y</i> Also spelled with <i>ss</i> in a syllable ending with the /s/ sound—follows the FLOSS rule (as in <i>pass</i>)
/t/	<i>t, tt, -ed</i>	<i>top, little, gasped</i>	Almost always spelled just with <i>t</i> Can be spelled with a double <i>t</i> , specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in <i>potty</i> Also spelled with inflectional ending <i>-ed</i> when the base word ends with an unvoiced sound, as in <i>walked</i>
/v/	<i>v, ve</i>	<i>very, have</i>	Almost always spelled just with <i>v</i> At the end of a word ending with the /v/ sound, has a silent <i>e</i> (as in <i>love, leave, etc.</i>). No English words end with <i>v</i>
/w/	<i>w, u</i>	<i>work, suede</i>	Almost always spelled just with <i>w</i> Spelled with <i>u</i> in <i>qu</i> (see /k/ + /w/ above) and after <i>g</i> (as in <i>language</i>), <i>s</i> (as in <i>suede</i>), and <i>p</i> (as in <i>pueblo</i>)

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Info/Rules
/k/ + /s/ /g/ + /z/	x	<i>exercise</i> <i>exact</i>	x the only consonant that can represent two sounds in a word After an accented syllable, represents the sounds /k/ + /s/ (<i>box</i>) Before an accented syllable, represents the sounds /g/ + /z/ (<i>exist</i>)
/y/	i, y	<i>onion, yes</i>	/y/ sound almost evenly represented by i (55 percent) and y (44 percent)
/z/	s, z, es, x, zz	<i>was, zero,</i> <i>flies,</i> <i>xylophone,</i> <i>buzz</i>	Most often spelled with s (especially in Anglo-Saxon words, such as <i>his, is, has</i>) Spelled with inflectional ending –s when the base word ends with a voiced sound, as in <i>flows</i> Spelled with inflectional ending –es (as in <i>foxes</i>) Spelled x in words of Greek origin (as in <i>xenophobia</i>) Also spelled with zz in a syllable ending with the /z/ sound—follows the FLOSS rule (as in the word <i>jazz</i>)
/th/	th	<i>thank</i>	Unvoiced /th/ always spelled with <i>th</i>
/th/	th	<i>this</i>	Voiced /th/ always spelled with <i>th</i>
/sh/	ti, sh, ci, ssi, ch	<i>action,</i> <i>shed,</i> <i>special,</i> <i>passion,</i> <i>chef</i>	More than half of /sh/ sounds spelled with <i>ti</i> as in the syllable – <i>tion</i> 26 percent spelled with <i>sh</i> The rest divided across several other spellings— <i>ci, ssi, si, sc, s, ch</i> . Spelled <i>ch</i> in words of French origin (as in <i>chagrin</i>)
/zh/	si, s, -ge, z	<i>vision,</i> <i>measure,</i> <i>garage,</i> <i>seizure</i>	Half of /zh/ sounds spelled with <i>si</i> as in suffix – <i>sion</i> Another third spelled <i>s</i> as in suffix – <i>sure</i> Spelled – <i>ge</i> in words of French origin (as in <i>rouge</i>) Less often spelled with <i>z</i> as in suffix – <i>zure</i>

Phoneme-Grapheme Connections: Consonant Sounds			
Sound	Spelling(s)	Examples	Info/Rules
/ch/	<i>ch, t, tch</i>	<i>chair, adventure, watch</i>	<p>More than half of /ch/ sounds spelled with <i>ch</i>, including at the end of a syllable following vowel team or consonant (as in <i>each</i> or <i>bench</i>; exceptions include <i>such</i> and <i>which</i>)</p> <p>Another third spelled with <i>t</i> as in suffix <i>-ture</i></p> <p>Spelled <i>tch</i> at the end of syllable following short vowel (as in <i>witch</i>)</p>
/wh/	<i>wh</i>	<i>white</i>	<p>Unvoiced /wh/ always spelled with <i>wh</i></p> <p>Sound almost lost in American English due to most dialects pronouncing this spelling as /w/</p>
/ng/	<i>ng, n</i>	<i>sing, monkey</i>	<p>Spelled <i>ng</i> at the end of syllable</p> <p>Spelled <i>n</i> when before /k/ or /g/ (as in <i>sink</i> or <i>language</i>)</p>

Letter Patterns and Morphemes

Letter Patterns and Morphemes	
Rule	Explanation
No words end with <i>j</i> or <i>v</i> .	If a word ends in /j/, spell it with <i>-ge</i> (following long vowel) or <i>-dge</i> (following short vowel). If a word ends in /v/, put a silent <i>e</i> after the <i>v</i> (as in <i>dove</i> and <i>live</i>).
Short vowels love extra guardians (consonants).	This is why we use spellings such as <i>ck</i> , <i>dge</i> , <i>tch</i> , and <i>x</i> (which stands for two consonant sounds) after short vowels. It's also why we double consonants when adding endings (as in <i>mopping</i> and <i>rubbed</i>).
The letter <i>e</i> has a lot of jobs.	Used to make short- <i>e</i> sound in closed syllables Used to make long- <i>e</i> sound in open syllables Used to make long- <i>e</i> sound in vowel teams such as <i>ee</i> and <i>ea</i> Used to mark long vowels in VC <i>e</i> words (as in <i>lake</i> and <i>note</i>) Used to mark the soft- <i>c</i> and soft- <i>g</i> sounds (as in <i>cease</i> and <i>page</i>) Used to mark the voiced /th/ in verbs (as in <i>breathe</i> and <i>teethe</i>) Keeps words from ending in <i>v</i> (as in <i>have</i> and <i>believe</i>) Keeps words from looking plural (as in <i>horse</i> , <i>house</i> , and <i>please</i>)
Soft <i>c</i> and soft <i>g</i> follow specific rules.	French in origin <i>c</i> makes /s/ sound when followed by <i>e</i> , <i>i</i> , or <i>y</i> <i>g</i> makes /j/ sound when followed by <i>e</i> , <i>i</i> , or <i>y</i>
The letter <i>u</i> acts as interloper.	We put a silent <i>u</i> after <i>g</i> to keep it from changing to the soft sound /j/ (as in <i>guest</i> and <i>guide</i>).
Some word families don't follow the rule of closed syllables and short vowels.	<i>Find, bind, kind, rind, hind, mind</i> <i>Most, ghost, post, provost</i> <i>Wild, mild, child</i> <i>Old, cold, sold, told, mold</i>

Letter Patterns and Morphemes	
Rule	Explanation
Six syllable types	<p>Closed syllable: Vowel closed off by consonant to make it short (<i>music</i>)</p> <p>VCe: Silent-<i>e</i> makes vowel say long sound (<i>like</i>)</p> <p>Open syllable: Vowel not closed off by a consonant, so it is long (<i>music</i>)</p> <p>Vowel team: Includes those that spell long vowel sounds (<i>meet</i>), short vowel sounds (<i>bread</i>), and diphthongs (<i>cow</i>)</p> <p>Vowel-<i>r</i>: Includes those with one vowel (<i>car</i>) or two vowels (<i>heart</i>)</p> <p>Stable final syllable: <i>Cle</i>—final syllable with a consonant followed by <i>-le</i> such as in <i>little</i> (other examples include <i>-tion</i> and <i>-ture</i>, as in <i>station</i> and <i>adventure</i>)</p>
Syllable division: VC-CV: Two consonants between two vowels	When syllables have two adjacent consonants between them, divide between the consonants. First syllable will be closed (with short vowel sound), as in <i>mid-dle</i> and <i>tem-per</i> .
Syllable division: V-CV and VC-V: One consonant between two vowels	<p>First try dividing before the consonant. This makes the first syllable open (with a long vowel sound). This method works 75 percent of the time (e.g., <i>e-ven</i>).</p> <p>If you don't recognize the word, divide after the consonant. This makes the first syllable closed (with a short vowel sound). This method works 25 percent of the time (e.g., <i>ev-er</i>).</p>
Syllable division: Consonant blends and digraphs	Consonant blends and digraphs stick together. Do not separate them, as in <i>crust-y</i> and <i>moth-er</i> .
Accenting	<p>Accent first word of an Anglo-Saxon compounds (<i>catfish</i>).</p> <p>Accent root word in a Latin-based words (<i>instruction</i>).</p> <p>Accent syllable before <i>-tion</i> (<i>production</i>).</p> <p>Accent first syllable to make a noun and accent second syllable to make a verb (<i>present</i> vs. <i>present</i>).</p>

Letter Patterns and Morphemes	
Rule	Explanation
Adding endings: Consonant doubling	<p>When a one-syllable word with one vowel ends with one consonant, double the final consonant before adding a suffix that begins with a vowel (<i>fit, fittest</i>).</p> <p>Do not double if the suffix begins with a consonant (<i>ship, shipment</i>).</p> <p>In multisyllabic words, double the final consonant if the last syllable is accented (<i>repelled</i>). If it is not accented, do not double the consonant (<i>canceling</i>).</p>
Adding endings: Drop silent <i>e</i>	<p>When a base word ends in silent-<i>e</i>, drop the <i>e</i> when adding a suffix that begins with a vowel (<i>like, liking</i>).</p> <p>Keep the <i>e</i> before a suffix that begins with a consonant (<i>shame, shameless</i>).</p>
Adding endings: Change <i>y</i> to <i>i</i>	<p>When a base word ends in <i>y</i> preceded by a consonant, change the <i>y</i> to <i>i</i> before a suffix (except <i>-ing</i>; <i>ruby, rubies</i>).</p> <p>If a base word ends in <i>y</i> preceded by a vowel (e.g., <i>ay</i>), just add the suffix (<i>pray, praying</i>).</p> <p>Note that <i>y</i> changes to <i>i</i> even if the suffix begins with a consonant (<i>busy, business</i>).</p>
Inflectional endings	Anglo-Saxon in origin and do not change a word's part of speech (e.g., <i>-s, -es, -ed, -ing, -er, -est</i>)
Three sounds of <i>-ed</i>	<p>Makes the /əd/ sound when base word ends in <i>d</i> or <i>t</i> (<i>beaded</i> or <i>panted</i>)</p> <p>Makes the /d/ sound when base word ends in voiced sound (<i>canned</i>)</p> <p>Makes the /t/ sound when base word ends in unvoiced sound (<i>fixed</i>)</p>
Three sounds of plural (<i>-s</i> or <i>-es</i>)	<p>Makes the /z/ sound when base word ends in voiced sound (<i>moves</i>)</p> <p>Makes the /s/ sound when base word ends in unvoiced sound (<i>sticks</i>)</p> <p>Add <i>-es</i> and make the /əz/ sound when based word ends with /s/, /z/, /j/, /ch/, /sh/, or /zh/ (<i>kisses, buzzes, edges, witches, hushes, garages</i>)</p>
Derivational suffixes	Latin in origin and can change a word's part of speech (<i>nature, natural, naturalize, naturalistic</i>)

Other Patterns

Most Common Prefixes	Most Common Suffixes	Most Common Latin and Greek Roots (found in more than 100,000 multisyllabic words)	
<i>un-</i>	<i>-s</i>	<i>duct</i>	<i>ten</i>
<i>re-</i>	<i>-es</i>	<i>fic</i>	<i>tain</i>
<i>dis-</i>	<i>-ed</i>	<i>fer</i>	<i>tim</i>
<i>in-</i>	<i>-ing</i>	<i>tent</i>	<i>sist</i>
<i>mis-</i>	<i>-er</i>	<i>tend</i>	<i>sta</i>
<i>fore-</i>	<i>-or</i>	<i>tens</i>	<i>stat</i>
<i>de-</i>	<i>-hood</i>	<i>mit</i>	<i>stit</i>
<i>pre-</i>	<i>-ion</i>	<i>miss</i>	<i>pon</i>
<i>a-</i>	<i>-ship</i>	<i>cap</i>	<i>pose</i>
	<i>-y</i>	<i>ceit</i>	<i>pound</i>
	<i>-ible</i>	<i>ceive</i>	<i>plic</i>
	<i>-able</i>	<i>cep</i>	<i>ply</i>
		<i>cept</i>	<i>graph</i>
		<i>cip</i>	<i>ology</i>

Adapted from Ebbers, 2011; Henry, 2010; Moats, 2009; Venezky, 1999.

Making and Sorting Words Lessons

Teacher Preparation

1. Think of a word related to a theme, content-related topic, concept, or story. This word will be the final word that students make in the lesson. The letters in this word are used to make other words.
Note: Choose words that consist of previously introduced letter-sound correspondences. Include a range of simple to complex words.
2. Brainstorm 10 to 12 words students can make using any of the letters in the final word.
3. Group words by common spelling patterns. Write each word on an index card.
4. Sequence the words by the number of letters students will use to make them. Begin with two-letter words. Then move to three-letter words, etc.
5. Write the individual letters of the final word on separate index cards. It is helpful to organize each lesson in a labeled envelope or closable plastic bag.

Making Words Lesson

Materials

- Teacher: Large letter cards, pocket chart, index cards with words to be made
- Students: Individual letter cards and pocket chart (pocket charts can be made from file folders)
Note: Distribute only the letters needed to make the words in each lesson. Too many letter choices can complicate the activity, especially for students at risk for reading difficulties.

Steps

1. Distribute one set of the letters in the final word to each student.
2. Students alphabetize the letters, vowels first and then consonants.
3. Show each letter in the lesson and review its name and sound.
4. Tell students the number of letters in the first word. Say the word and then use it in a sentence. In the beginning, and for students who are having difficulty, model the process of making words. The number of words that you model depends on your students' needs and abilities. Students make the word with their individual letters and pocket chart.
Note: For children who need more support, say the word slowly, stretching out the sounds, such as: "aaaaannnnn." Use prompts, such as: "What sound do you hear first?" "What sound comes next?" "Say it again after me and point to each letter."

5. Have one student who made the word correctly make the word in front of the class using the large letters and pocket chart. Encourage all students to self-check words they make by comparing them to words made at the front of the room. Monitor to see that each student has the correct word.

Note: To clarify for students who are having difficulty, ask them to say each sound in the word. Then ask whether the sounds match the letters in the word they made. Have students make corrections. Then have them point to each letter, say its sound slowly, blend the sounds, and slide their finger under the word as they say it again.

6. Display the word card. Ask students to use the word in a sentence.

7. Use the same procedures to make the other words. End with the final word.

Note: The final word uses all of the letters and is a challenge for students to discover on their own. Some of your students will figure it out quickly. Tell them not to say it until you ask for the final word.

Sorting Words Lesson

1. Remove the individual letters.
2. Place all the word cards in the pocket chart.
3. Have students group or sort the words by common letters, sounds, or spelling patterns.

Transfer to Reading and Writing

Have students generate other words that have the same patterns. This step helps students understand how they can use spelling patterns to read and spell other words.

Related Activities

Making Words Quickly

Give students two minutes to write as many words as they can, using the letters from the Making Words lesson. Ask students to read and spell their words.

Making Words Journals

Have students write words from the Making Words lesson quickly in their journals. Students can also record words they have learned. Words can be grouped by patterns.

Word Hunts

Students look for words and patterns in other contexts (e.g., books, signs, magazines, content-area textbooks) to add to their collection of words.

Making and Sorting Words Script

Getting Ready

1. “Find the letters for this lesson: _____. Place the letters in your pocket chart.”
2. “Place your pocket chart with the letters in it on the table in front of you.”
3. “Put the letters in alphabetical order.”
4. “Point to each letter and say its name and sound with me.”
5. “Each of the words we make must have a vowel. What vowel(s) are we using? What are the other letters called?”

Making Words

1. “The word we will make has ___ letters.” Write the number or hold up fingers.
2. “The word is _____.”
3. Use the word in a sentence.
4. Say the word and have students echo: “Repeat after me: _____.”
5. “Find the letters that make the word _____. Make the word.”
6. Call on a student who made the word correctly: “_____, will you come up and make the word for us?”
7. “Let’s all check and make sure our word looks like this one.”
8. “Let’s spell the word. Point to each letter.”
9. Point to the word. “Read the word with me: _____.”
10. Show the word card. “Can anyone use this word in a sentence?” Place the card on the chart.
11. Repeat for all the words in the lesson.

Scaffolding Learning

1. “What sound do you hear first? Find the letter that makes that sound.”
2. “What sound do you hear next? Find the letter that makes that sound.”
3. “Say _____ again after me and point to each letter.”
4. “Now, let’s say it again. Slide your finger under the word.”

Sorting Words

1. Remove the letter cards from the pocket chart. Have students put the letters away.
2. “Let’s read the words we’ve made.” Point to each word card.
3. “Do any of the words we made look or sound the same?”
4. Have students sort word cards by similar patterns.

Transfer to Reading and Writing

1. “Can you think of other words that have similar patterns?”
2. Write words on index cards. Have students group by words with similar patterns.

Adapted from Cunningham & Hall, 1994.

Examples of Word Sorts

Word sorts are activities that provide students opportunities to examine words and categorize them by spelling patterns and/or sounds.

Closed Sorts

Choose the categories and model the sorting procedure:

Example: Present the three categories, read the three words, and place them in the correct column. Then ask students to sort the remaining words.

<u>Short i words</u>	<u>Short u words</u>	<u>Short a words</u>
pig	gum	man

Other words: *jug, bit, pat, run, wag, big, dug, kit, cat, plan, lip, hum, tan, cub, chin, clap, cut.*

You may build in the category without actually giving students a category name and let them discover the common spelling patterns or sounds.

For example, students have mastered short vowel sounds (CVC words) and are ready to learn long vowels. Introduce the VCe pattern by using a word sort. The words to be sorted might include *van, vane, pan, pane, can, cane, Jan, Jane, man, mane, mad, made, hat, hate, tap, tape, cut, cute.*

Open Sorts

Students organize sets of words into categories based on what they notice about the words.

Open sorts are most effective after students have had many opportunities with closed sorts and understand the concept of sorting.

Observe the categories individual students create. This information may provide you with valuable information about a student's understanding of the orthography of the English language.

Word sorts can be designed to focus on a single new concept or can be used for a review with mixed concepts.

For example, students know the CVC pattern with short *a*, so you create a sort with words with that sound and the new short *o* sound.

An example of a mixed design would be sorting for all the short vowel sounds.

As students begin to understand the complexities of short and long vowel sounds, they may be asked to do two-step word sorts. First, they sort for sound and then for spelling.

For example in step one, students sort for sound.

<u>Short a</u>	<u>Long a</u>
dad	make
flag	pale
fan	great
crab	paint
fast	mail
grass	say
pal	day

In step two, students sort for spelling.

<u>ay</u>	<u>ai</u>	<u>ea</u>	<u>VCe</u>
day	mail	great	make
say	pale		pale

Word sorts can be adjusted for students at risk for dyslexia or other reading difficulties by choosing known words, keeping the sorts focused on a single new category, and providing more modeling.

Word Hunts

These are helpful extensions to word sorts that allow students to find other words in their reading that contain the same spelling patterns and sounds.

Encourage students to identify exceptions, which may lead to understanding that exceptions may have commonalities as well.

For example *have*, *love*, and *give* are exceptions to the VCe pattern, but do have a common *v* that creates a new common sound pattern.

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2000; Ganske, 2000.

Examples of Word Sorts in Spanish

Word sorts are activities that provide students opportunities to examine words and categorize them by spelling patterns and/or sounds.

Closed Sorts

Choose the categories and model the sorting procedure.

Example: Present the three categories, read the three words, and place them in the correct column. Then ask students to sort the remaining words. In Spanish, students can sort by vowel sound.

<u>/e/</u>	<u>/u/</u>	<u>/a/</u>
se	tu	más

Other words: *las, vez, en, paz, puf, vez, su.*

You may build the category without actually giving students a category name and let them discover the common spelling patterns or sounds.

For example, students who can count syllables are ready to sort by the number of syllables in words:

<u>1 sílaba</u>	<u>2 sílabas</u>	<u>3 sílabas</u>
mes	casa	sonrisa
los	toma	pupitre
pez	lodo	muñeco

Word sorts can be designed to focus on a single new concept or can be used for a review of mixed concepts.

For example, students know words with short *a*, so you can create a sort with that and the new long *o* sound. An example of a mixed design would be sorting for all vowels.

<u>Short a</u>	<u>Long a</u>
mamá	lodo
papá	todo
masa	tomo
casa	como
lata	toro

As students begin to recognize specific spelling patterns, they may be asked to do two-step word sorts. First sort by sound and then by spelling.

For example, in step one, students sort for initial sound.

<u>g</u> suave /j/	<u>g</u> duro /g/
gemelo	golpe
gigante	gusano
gelatina	guerra
girasol	gansa
genio	guisante

In step two, students sort for initial syllable.

<u>gi</u>	<u>ge</u>	<u>gui</u>	<u>gue</u>
gigante	gemelo	guisante	guerra
girasol	genio		
	gelatina		

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2015; Ganske, 2000.

Sample Word Sorts

Sort these words by the spelling of the /k/ phoneme.

comb	keen	funky
cute	lick	catch
knock	kind	stuck
squirt	black	like

- When do we use the letter *c* for /k/?
- When do we use the letter *k* for /k/?
- When do we use the letters *ck* for /k/?
- One word has a different spelling for /k/. Can you find it? Which letter makes the /k/ sound in this word?

Sort the following words by the sound(s) that *ed* makes.

packed	roared	panted
crooked	handed	walked
hissed	hushed	crawled
bombed	punched	herded
moaned	pasted	grunted

- Can you explain the rule for deciding how to pronounce the *-ed* at the end of past-tense verbs?
- There is one exception to the rule. Can you identify and explain this exception?

Adapted from Moats, 2009.

My Word Sort

Letter-sound knowledge to be taught or practiced:

Words to use:

Questions to ask students about categories:

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2015.

Playing With Sounds

Place two letter cards on the table: *a* and *t*.

With students, blend the letter sounds to say *at*.

Have students add the letter *s* to the beginning and blend the sounds to read *sat*.

Have students make and read new words by changing or adding new letter sounds (e.g., *sat* to *mat*, *mat* to *map*, *map* to *mop*, *mop* to *top*, *top* to *stop*).

In Spanish, place two letter cards on the table, *a* and *l*. With students, blend the letter sounds to say *al*. Have students add an *s* to the beginning and blend the sounds to read *sal*. Have students make and read new words by changing or adding new letter sounds (e.g., *mal*, *mar*).

Tapping Out

Using letter cards, make a word, such as *sat*.

Using one hand, tap your index finger to your thumb as you say the initial sound: /s/.

Tap the middle finger to the thumb as you say the medial sound: /a/.

Tap the ring finger to the thumb as you say the final sound: /t/.

Tap all the fingers to the thumb as you say the word: *sat*.

Have students practice tapping out the sounds of other CVC words.

In Spanish, have students practice tapping out sounds in one-syllable words.

Tapping and Sweeping

Using letter cards, make a word, such as *sat*.

Make a fist and tap under the *s* as you say /s/.

Tap under the *a* as you say /a/.

Finally, tap under the *t* as you say /t/.

Sweep your fist under all the letters as you say the word: *sat*.

Have each student take turns blending CVC words in this way.

In Spanish, have students take turns blending one- and two-syllable words.

Adapted from Carreker, 1999.

Teaching Irregular Words

Guidelines

Introduce frequently occurring irregular words that are found in many stories and expository texts.

Teach new irregular words before students encounter the words in stories.

Limit the number of irregular words introduced in a single lesson.

Introduce visually similar irregular words, such as *where* and *were* and *was* and *saw*, in separate lessons to avoid confusion.

Review irregular words that have been taught previously.

Sample Lesson

Write an irregular word on the board—this example uses the word *said*.

With students, sound out each letter using its most common sound and blend the sounds to read the word as you point to each letter. Sounding out irregular words helps students, especially struggling readers, consistently apply a familiar strategy to read a word. Sounding out confirms what students know because some of the sounds in these words are regular.

Help students discover the parts of the word that do not represent their most common sounds.

Circle the irregular part: *ai*.

Compare this part to what is said by writing the pronunciation in parentheses: (sed).

Say the word slowly.

Adapted from Carreker, 1999.

Ways to Support the Development of Sight Words

Some students, especially struggling readers, need to encounter words in print many times before they can read the words automatically.

Guidelines for Teaching Sight Words

Teachers

Select words that students are having difficulty reading. Words can come from commercially published word lists, such as the list of sight words in this handout, or from the texts students are reading.

Write each word on a card.

Present words one at a time during supported reading groups. Discuss words and their use in context. (Option: Ask students to find words in the text and read the sentences with the words.)

Shuffle cards. Ask students to read words. Correct errors. Repeat until students can automatically read all the words.

If a student continues to have difficulty, place several word cards on the table. Read each one and ask the student to point to the word.

Create individual word banks or word rings (e.g., place a set of word cards on a metal ring).

Regularly review word cards with other previously learned words.

Provide ample opportunities to practice using the words in various reading and writing activities.

Examples of Practice for Developing Sight Words

Students

Read and reread texts that contain studied words.

Write sentences using the words.

Use word cards to make sentences: Complete sentence stems or fill-in-the-blank sentences on sentence strips.

park	tree	cat
------	------	-----

The _____ ran up the _____ in the _____.

Reread (two or three times) a set of word bank cards. Record time for each reading on a graph to show improved rate and accuracy across the readings.

Sort word cards into different categories using open and closed sorts.

Alphabetize and read newly learned words in a word bank.

Play dominoes using word bank cards by matching ending and beginning letters.

cat	their	right
-----	-------	-------

Add words to individual word walls for use during independent reading and writing activities.

Arrange scrambled word cards into sentences. Read sentences.

Adapted from Bos & Vaughn, 2002.

Sample List of Sight Words

I	first	four	today	many
a	water	girl	order	into
is	called	high	horse	number
on	put	between	color	people
as	off	under	body	several
if	work	story	north	toward
of	give	next	south	hundred
or	where	watch	cried	money
the	any	leave	I'll	notice
you	want	it's	fire	unit
was	does	every	music	figure
for	here	country	question	certain
are	only	earth	didn't	field
with	little	eye	friend	travel
his	very	always	door	measure
this	after	both	become	please
have	great	paper	better	box
one	also	often	during	afternoon
what	large	until	whole	yes
were	move	children	himself	size
your	again	river	morning	rule
said	point	carry	against	done
use	father	once	table	English
each	sentence	later	pull	half
there	through	without	voice	front
their	following	almost	upon	finally
which	even	being	area	correct
them	because	example	problem	quickly
these	different	together	complete	person
some	picture	group	piece	ocean
her	animal	important	usually	wheels
has	letter	second	easy	cannot
two	answer	idea	heard	able
been	study	enough	sure	minute
come	learn	really	however	decide
from	American	sometimes	product	course
word	world	mountain	happen	surface

built	energy	difference
build	Europe	written
add	member	distance
city	simple	probably
don't	young	length
open	family	record
common	bird	describe
though	across	million
language	present	
government	beautiful	
season	sign	
material	teacher	
special	instrument	
heavy	paragraph	
circle	raise	
can't	clothes	
cause	represent	
forest	region	
winter	remember	
gone	listen	
happy	early	
edge	cover	
third	pattern	
month	numeral	
soft	slowly	
shall	carefully	
matter	island	
square	scientist	
perhaps	machine	
suddenly	system	
center	force	
farmer	warm	
general	thousand	
ready	check	
believe	produce	
egg	exercise	
summer	develop	

Teaching With Word Walls

Select words from reading programs, high-frequency word lists, irregular words, and words that students commonly use in their reading and writing.

Students can refer to the word wall as they learn to read and spell words.

Limit words to those students encounter often in their reading and writing.

- Add words gradually.
- Write words in big letters on different-colored paper to help students distinguish easily confused words, such as *for* and *from* or *them* and *they*.

Display words in a highly visible, accessible place in the classroom.

Being able to easily see the words on the word wall helps students when they read and write.

Categorize words in a variety of ways.

- You may have many different word walls, such as words placed in alphabetical order or words categorized by topics.
- Students' names are often the first words placed on a word wall. Pictures can also be added.
- Content area words from science, social studies, and other informational texts can also be displayed on word boards or charts.
- Words can also be categorized by similar spelling patterns, like *at* or *ig*, to help students make connections between sounds in words.

Provide many opportunities for word wall practice.

- Saying, spelling, and writing the words several times a week helps students recognize words automatically and increases their lexicon of sight words.
- Word wall practice can be scheduled for short periods several times a week.
- Word wall activities can be used during both small-group and whole-class instruction.

Encourage students to use the word wall when they are independently reading and writing.

- Regularly model how to use the word wall during reading and writing.
- Individualized word walls provide students with their own dictionary of words that they can use at their desks or take home.

Adapted from Cunningham, 2000.

10 Word-Wall Activities

Activity 1

Materials: Whiteboard and dry-erase marker for teacher and students

“Pretend that you’re a word detective. Number your paper from 1 to 5.”

Demonstrate each of the following steps on the teacher whiteboard by numbering, drawing blanks, adding clues, etc.

“I’m thinking of a word on the word wall. Try to guess the word. I’ll give you one clue at a time. Listen to each clue and write the word you believe I’m thinking about on your paper. Don’t shout out any words. Be a good detective! Here’s the first clue.

“Clue 1: It’s on the word wall.

“Write the word that you believe I’m thinking beside number 1 on your paper. Everyone should make a guess and write a word each time I give a clue.

“Clue 2: It ends with the letter *e*.

“Write the word you guess next to number 2. If you think it is the word you guessed for clue 1, write the same word again.

“Clue 3: It has the letter *a* in it.

“Remember to write the same word again, if you believe you have figured it out.

“Clue 4: It has seven letters.

“Clue 5: It fits in the sentence: I wear a coat _____ it is cold.

“Raise your hand if you think you know the word.

“_____, tell us the word-wall word you discovered.”

Answer: *because*.

“Repeat after me.”

Read and spell the word. Have students echo.

Activity 2

Write the word *can* on the board.

“Can someone read this word-wall word?”

Select a student to answer.

“If I cover up the first letter, what is the last part of the word?”

Answer: *an*.

“*Can* is in the *an* word family. Words spelled with the same letter pattern can be grouped in word families. Raise your hand if you can think of more words in the *an* family.”

Call on students to write and spell the words on the board under the word *can*. Possible answers: *an, Dan, man, tan, fan, ban, clan, bran, Stan, and ran*.

“Let’s read and spell all the words we wrote in the *an* family. Repeat after me.”

Read and spell each word. Have students echo.

Activity 3

Hold up five fingers.

“I’m thinking of a five-letter word-wall word that begins with the letter *a*.

Write the letter on the board.

“The word makes sense in this sentence: That was fun, so let’s do it ____.”

Answer: *again*.

“Repeat after me.”

Say and spell the word. Have students echo.

Activity 4

Hold up four fingers.

“I’m thinking of a four-letter word-wall word that ends with the letter *t*.”

Write the letter on the board.

Write the following on the board: *I ate _ _ _ t of the apple*.

“The word makes sense in the sentence I just wrote.”

Fill in the blank with the word: *part*.

“Repeat after me.”

Say and spell the word. Have students echo.

Activity 5

“Find word-wall words that end with the /d/ sound. Write them on your paper.”

Call on students to say and spell the words as you write them on the board.

“Repeat after me.”

Say and spell the words. Have students echo.

Activity 6

“Find two word-wall words that rhyme with *no*.”

Students find the words.

“Repeat after me.”

Say, spell, and read the words. Have students echo, write the words, and read them.

Activity 7

“Let’s practice three words from the word wall. On your paper, write *the*, *does*, and *from*.”

Write the words on the board and read them. Have students echo.

“I say *the*, and you say *the*.”

Students echo *the*.

“I spell *the*: T-H-E. Now you spell *the*.”

Students echo T-H-E.

“I say *does*, and you say *does*.”

Students echo *does*.

“I spell *does*: D-O-E-S. Now you spell *does*.”

Students echo D-O-E-S.

“I say *from*, and you say *from*.”

Students echo *from*.

“I spell *from*: F-R-O-M. Now you spell *from*.”

Students echo F-R-O-M.

Activity 8

Write the letters *a*, *s*, and *w* on the board.

“The word-wall word I’m thinking of is spelled with these three letters. It makes sense in this sentence: I _ _ _ walking down the street.”

Write the sentence on the board.

Read the sentence with the answer, *was*. Have students echo.

“Repeat after me.”

Say and spell the word. Have students echo, write the word, and read it.

Activity 9

“Which word on the word wall means ‘human beings?’”

If no one guesses the word, provide clues, one at a time.

“Clue 1: The word begins with a letter in the middle of the alphabet.”

“Clue 2: The word makes sense in this sentence: *Lots of _____ go to our school.*”

Read the sentence with the answer: *people*. Have students echo.

“Repeat after me.”

Say and spell the word. Have students echo, write the word, and read it.

Activity 10

“Choose one of the word-wall words.

“Then, turn and tell your partner the letter it begins with but NOT the word.

“Slowly write each letter with your finger on your partner’s back.

“Then, your partner guesses the word.

“Write the word again on your partner’s back, saying each letter aloud together.

“End by saying the word. Take turns.”

Adapted from Cunningham, 2000.

Word Wall/Pared de palabras: Hints for the Bilingual Classroom

Create separate word walls for English and Spanish words.

- Consider using separate colors of ink when writing in English and Spanish.
- Mixing words can sometimes create confusion between similar-looking words—for example, *dime* (“dime” in English) and *dime* (“tell me” in Spanish).
- Vowels in Spanish and English have different sounds.

In Spanish, some letters do not occur (or seldom occur) in the initial consonant position, even though they are part of the Spanish alphabet.

For example, the medial positions of words containing *rr* and *ñ* can be highlighted on the word wall: *barra*, *carro*, *piña*, *niño*.

Illustrate both uppercase and lowercase letters on Spanish word walls. For the letters *Ch* and *Ll*, for example, the word wall could model uppercase and lowercase as follows:

<u>Ch</u> i	ch	<u>Ll</u>	<u>Ll</u>
Chihuahua	chiango	lluvia	Llegaré
Chiapas	chocolate	lleno	temprano a
China	leche		clase.

(Note: Neither *rr* nor *ñ* needs to be modeled in the uppercase.)

Include articles with nouns to help students identify the gender of a word.

For example, use *el caballo* or *la brocha*.

Include commonly misspelled words, other words you notice students misspelling, and high-frequency words that need accents or diereses. You can also add basic accent rules.

Examples of commonly misspelled words: *voy*, *yo*, *vaca*, *hoy*, *había*, *vez*, *juego*, *cuando*, *que*, *quiero*, *quien*

Examples of common words with accents or diereses: *agüita*, *bilingüe*, *vergüenza*, *papá*, *mamá*, *había*, *tenía*, *camión*, *corazón*, *está*, *día*, *pingüino*

Words that need an accent when used in a question: *¿Qué?*, *¿Cuándo?*, *¿Quién?*, *¿Por qué?*, *¿Cuánto?*, *¿Dónde?*, *¿Cuál?*, *¿Cómo?*

To facilitate transition, use word walls that contrast English and Spanish conventions.

Words capitalized in English, but not in Spanish:

	<u>Spanish:</u>	<u>English:</u>
	<u>no capitals</u>	<u>capitals</u>
Days of the week:	miércoles	Wednesday
Months of the year:	junio	June
Languages:	español	Spanish

Punctuation in English and Spanish:

In English, one question mark or exclamation point

What a beautiful day!

Where are you from?

In Spanish, two question marks or exclamation points:

¡Qué hermoso día!

¿De dónde eres?

Incorporate word walls for commonly used homophones.

haber/a ver (dos palabras)

haya/halla

ola/hola

coser/cocer

hacer/a ser (dos palabras)

casar/cazar

cayó/calló

azar/asar/azhar

Adapted from Escamilla, 2000.

Pared de palabras: actividades

(Los participantes utilizarán pizarrones blancos.)

Imaginen que son detectives. Escriban números del 1 hasta el 5 en su hoja. Estoy pensando en una palabra misteriosa y la palabra está en la pared de palabras. Les voy a dar una clave a la vez. Escuchen cada clave y escriban la palabra que creen es la palabra misteriosa. No digan nada. Escriban lo que piensan. Todos tienen que adivinar después de cada clave y escribir una palabra que esté en la pared. Escriban la palabra al lado del #1.

Clave #1: Mi palabra está en la pared de palabras.

Clave #2: Mi palabra termina con la letra *a*. Escriban la palabra al lado del #2. Si piensan que es la misma palabra que adivinaron en el número 1, escriban la palabra otra vez.

Clave #3: Mi palabra tiene la letra *n*. Escriban la palabra al lado del #3.

Clave #4: Mi palabra tiene siete letras. Escriban la palabra al lado del #4.

Clave #5: Mi palabra completa la oración: *La _____ es una fruta deliciosa.*

Levanten la mano si saben la palabra.

Respuesta: (*manzana*)

Repitan la palabra *manzana*. Deletreen la palabra.

Clave #1: (Muestre cinco dedos a la clase.) Estoy pensando en una palabra de la pared de palabras que tiene cinco letras.

Clave #2: Mi palabra empieza con la letra *d*. (Escriba la letra *d* en el pizarrón.)

Clave #3: Mi palabra completa la oración: *Me gusta ir a la finca _____ viven mis abuelos.*

Respuesta: (*donde*)

Repitan la palabra *donde*. Deletreen la palabra.

Clave #1: (Muestre cuatro dedos a la clase.) Estoy pensando en una palabra de la pared de palabras que tiene cuatro letras.

Clave #2: Mi palabra termina con la letra *o*. (Escriba la letra *o* en el pizarrón.)

Clave #3: Mi palabra completa la oración: *Yo _____ en los Estados Unidos.*

Respuesta: (*vivo*)

Repitan la palabra *vivo*. Deletreen la palabra.

Clave #1: Busquen las palabras que terminan con el sonido /e/.

Respuestas posibles: (*café, desde, donde, once, llave, nombre, porque, que, tarde*)

(Pida a los estudiantes decir y deletrear las palabras mientras las escribe en el pizarrón.)

Repitan las palabras y deletreen las palabras.

Busquen dos palabras que rimen con *cuna*.

Respuestas: (*luna y una*)

Repitan las palabras y deletreen las palabras.

Vamos a jugar “Escriban y Digan” con tres palabras de la pared de palabras. En una hoja escriban: *bien, muy, y soy*.

(Escriba las palabras en el pizarrón.)

Vamos a decirlas juntos.

Yo digo bien y ustedes dicen *bien*. (Los estudiantes repiten *bien*.)

Yo deletreo bien: B-I-E-N.

Ahora, deletreen *bien*. (Los estudiantes repiten B-I-E-N.)

Yo digo muy y ustedes dicen *muy*. (Los estudiantes repiten *muy*.)

Yo deletreo *muy*: M-U-Y.

Ahora, deletreen *muy*. (Los estudiantes repiten M-U-Y.)

Yo digo soy y ustedes dicen *soy*. (Los estudiantes repiten *soy*.)

Yo deletreo *soy*: S-O-Y.

Ahora, deletreen *soy*. (Los estudiantes repiten S-O-Y.)

(Escriba las letras *i, r, y o* en el pizarrón.)

Clave #1: Estoy pensando en una palabra que tiene esas tres letras.

Clave #2: Completa la oración: *Me gusta nadar en _____*.

Respuesta: (*río*)

Repitan la palabra y deletreen la palabra.

Clave #1: Estoy pensando en una palabra que es un nombre de un animal.

(Hay cinco animales en la pared.)

Clave #2: La palabra tiene tres sílabas.

Clave #3: La palabra completa la oración: *Una _____ tiene un cuello muy largo.*

Respuesta: (*jirafa*)

Repitan la palabra y deletreen la palabra.

Formen parejas

Una persona de la pareja escoge una palabra secreta pero NO se la dice a su amigo. Dile a tu amigo la letra con que empieza la palabra secreta. Escribe la palabra en la espalda de tu amigo lentamente. Tu amigo tiene que adivinar la palabra. Escribe otra vez diciendo cada letra y cuando terminas dile a tu amigo la palabra.

Seleccione dos o tres palabras de la pared de palabras y escribalas en un pizarrón blanco.

Vamos a leer estas palabras. Repitan después de mí. [Lean las palabras todos juntos.] Ahora, volteen con su vecino. Escojan una de las palabras que acabamos de practicar pero no la digan en voz alta. Lentamente escriban cada letra de la palabra con su dedo en la espalda de su compañero. Su vecino tratará de adivinar la palabra. Escriban de nuevo la palabra en la espalda de su compañero diciéndola en voz fuerte los dos juntos. Tomen turnos.

Adapted from Cunningham, 2000; Cunningham & Allington, 1999.

Sample Word Wall

<u>Aa</u> a at all an and are again about any as	<u>Bb</u> be by but been because	<u>Cc</u> can call come could	<u>Dd</u> did day do does down	<u>Ee</u> each	<u>Ff</u> find first for from	<u>Gg</u> get go	<u>Hh</u> had he has him have his her here how	<u>Ii</u> I if in into is it its
<u>Jj</u> just	<u>Kk</u>	<u>Ll</u> like look long	<u>Mm</u> made make my many may more	<u>Nn</u> no not now	<u>Oo</u> on of one oil only or other out	<u>Pp</u> part people	<u>Qq</u>	<u>Rr</u>
<u>Ss</u> said see she so some	<u>Tt</u> the than that them then there these they	<u>Uu</u> up use	<u>Vv</u> very	<u>Ww</u> will was with were what who when where which would write	<u>Xx</u>	<u>Yy</u> you your	<u>Zz</u>	

Orthographic Conventions Activities

Word Sort

Sort these words based on the letter or sound that comes before the silent *e*. You should have four groups. Then answer the question.

judge	have	house
teethe	believe	edge
love	breathe	horse
soothe	tense	bridge

QUESTION: Can you explain why there's a silent *e* in each of these groups? Each group has a different reason.

GROUP 1:

GROUP 2:

GROUP 3:

GROUP 4:

Word Building

In this activity, students are asked to build words using the letters *v, s, t, a, r, k, c, e, m, i, p,* and *j*. Letters may be used more than once in each word.

Imagine that students came up with the following nonsense words. Circle the nonsense words that are **not** allowable based on English conventions. Can you explain the convention that each one breaks?

sparl	raick	stae	spek	kemp	srick	mpas
sver	rejjie	mipe	mivt	sait	caj	rakk
kar	jraim	ravve	rees	vark	ces	vist

Decoding By Analogy

As students become more proficient readers, they begin to process letters in larger chunks called spelling patterns. Spelling patterns are letter sequences that frequently occur in a certain position in words.

Spelling patterns are also known as phonograms or rimes. The initial consonant(s) of a one-syllable word is the onset. The spelling pattern that follows is the rime.

Students blend initial phonemes with common vowel spelling patterns to read words.

Words that contain the same spelling pattern form word families, such as *back*, *jack*, *lack*, *knack*, *pack*, *quack*, *rack*, *sack*, *tack*.

In Spanish, words that contain the same syllables can form families, such as *masa*, *taza*, and *casa*.

When students decode words by using word families or spelling patterns from the words they know, they are using a strategy called decoding by analogy. Using many examples of one word family enhances students' memory for specific spelling patterns. Research has shown that students can effectively use the decoding by analogy strategy after they know some letter-sound correspondences and can decode regular words.

Students can use the analogy strategy by asking the following questions:

- “What words do I know that look the same?”
¿Cuál(es) palabra(s) sé que son parecidas?
- “What words do I know that end (or begin) with the same letters?”
¿Cuál(es) palabra(s) sé que terminan o empiezan con la(s) misma(s) letra(s)?

Six Syllable Types: Activities

In the chart below, list the six syllable types and examples of words with each syllable type. The vowel sound(s) within each syllable type are provided.

Syllable Type	Vowel Sound(s)	Examples
	Short	
	Long	
	Long	
	Long, short, and other, including diphthongs (/oi/ and /ow/)	
	/er/, /ar/, /or/	
	Usually schwa	

Use what you just learned about the syllable types to sort these words based on their **first** syllable.

paper	bottle	puzzle
funnel	river	maple
temper	even	total
wiggle	title	music

Can you explain the pattern that you notice?

There is one exception. What is it, and why do you think it doesn't follow the convention?

Six Syllable Types

Syllable Types	Examples	
<p>Closed syllables end in at least one consonant; the vowel is short.</p>	<p><i>splen-did</i></p> <p><i>gos-sip</i></p> <p><i>mag-net</i></p>	<p><i>in-deed</i></p> <p><i>rab-bit</i></p> <p><i>mon-ster</i></p>
<p>Open syllables end in one vowel; the vowel is usually long.</p>	<p><i>no-tion</i></p> <p><i>se-quel</i></p> <p><i>ba-by</i></p>	<p><i>la-zy</i></p> <p><i>ba-con</i></p> <p><i>i-tem</i></p>
<p>Vowel-consonant-<i>e</i> syllables end in one vowel, one consonant, and a final <i>e</i>. The final <i>e</i> is silent, and the vowel is long.</p>	<p><i>dic-tate</i></p> <p><i>stam-pede</i></p> <p><i>lone-ly</i></p>	<p><i>in-vite</i></p> <p><i>pro-file</i></p> <p><i>wish-bone</i></p>
<p>Vowel-<i>r</i> syllables (<i>r</i>-controlled vowel syllables) have an <i>r</i> after the vowel; the vowel makes an unexpected sound. Vowels followed by <i>r</i> do not make their common short or long sounds.</p>	<p><i>bom-bard</i></p> <p><i>vir-tue</i></p> <p><i>tur-nip</i></p>	<p><i>per-fect</i></p> <p><i>cor-ner</i></p> <p><i>car-pool</i></p>
<p>Vowel digraphs and diphthongs have two adjacent vowels. Vowel pairs are also known as vowel combinations or teams.</p>	<p><i>sail-boat</i></p> <p><i>boy-hood</i></p> <p><i>treat-ment</i></p>	<p><i>six-teen</i></p> <p><i>oat-meal</i></p> <p><i>moon-struck</i></p>
<p>Final stable syllables have a consonant followed by <i>le</i> or a nonphonetic but reliable unit such as <i>tion</i>. Final stable syllables have unexpected but reliable pronunciations.</p>	<p><i>puz-zle</i></p> <p><i>bub-ble</i></p> <p><i>can-dle</i></p>	<p><i>sta-tion</i></p> <p><i>con-trac-tion</i></p> <p><i>frac-tion</i></p>

Adapted from University of Texas Center for Reading and Language Arts, 2003.

Teaching the Six Syllable Types

General Procedures

Begin with closed-syllable words when students have learned a few letter-sound correspondences (e.g., three or four consonants and one short vowel).

Sequentially introduce the other five types of syllables.

Closed Syllable

Write four or five closed-syllable words on the board (use one-syllable words). Determine with students how many vowels are in each word (one).

Ask students how each word ends (with a consonant).

Read the words. Ask students how the vowels are pronounced (short-vowel sound).

Define *closed syllable*.

Use the cloze procedure: “A closed syllable ends in at least one _____. The vowel is _____.”

Explain distorted vowel sounds, such as the schwa sound of vowels in unaccented closed syllables before the letters *m*, *n*, or *l*, and the nasal sounds of vowels before /*m*/, /*n*/, or /*ng*/.

Open Syllable

Write four or five open-syllable words on the board (use one-syllable words). Determine with students how many vowels are in each word (one).

Ask students how each word ends (with a vowel).

Compare words to previously taught closed syllables and discuss differences.

Read the words. Ask students how the vowels are pronounced (long-vowel sound).

Define *open syllable*.

Use the cloze procedure.

Vowel-Consonant-e

Write four or five vowel-consonant-*e* words on the board. Determine with students how many vowels are in each word (two).

Ask students how each word ends (with an *e*).

Ask what comes between the vowel and the final *e* (one consonant).

Read the words. Ask students what happens to the final *e* (silent).

Ask students how the vowels are pronounced (long sound).

Define *vowel-consonant-e syllable*.

Use the cloze procedure.

Vowel-r (r-Controlled) Syllable

Write four or five one-syllable vowel-r words on the board. Determine with students how many vowels are in each word (one).

Ask students how each word ends (with at least one consonant).

Review the closed syllable.

Read the words and explain that these words do not have a short sound.

Explain that vowels do not make their common long or short sound when they are followed by *r*.

Define *vowel-r syllable*.

Use the cloze procedure.

Vowel-Pair Syllable (Vowel Digraph/Diphthong)

Write four or five one-syllable vowel-pair words on the board. Determine with students how many vowels are in each word (two).

Ask students how each word ends (with at least one consonant).

Compare vowel-pair syllables to closed and open syllables and discuss differences.

Read the words. Explicitly teach each sound.

Define *vowel-pair syllable*.

Use the cloze procedure.

Final Stable Syllable

Write four or five two-syllable consonant-*le* words on the board. Ask students what is the same in all the words (all end in a consonant followed by *le*).

Ask students to feel or hear how many syllables are in each word as they say it (two syllables). Read each word and have students echo or repeat.

Explain that the pronunciations of consonant-*le* syllables are fairly stable.

Define *final stable syllable*.

Use the cloze procedure.

Adapted from Carreker, 1999.

Guidelines for Supported Reading Instruction

Supported reading instruction generally occurs in small groups that are designed to address specific reading needs of students.

Before Reading

Select the text that the group will read.

Select the text based on the instructional level of the students and the concepts that have been taught, such as specific letter-sound correspondences.

Introduce the text to prepare students for what they will read.

Set the purpose for reading, relate the story to students' personal experiences, introduce recurring language and challenging vocabulary, and provide a brief overview of the story.

Have students predict what they think the story or book will be about.

Review previously taught letter-sound correspondences, high-frequency words, and/or irregular words by reading words or sentences that contain the concepts.

Introduce any new sight words, concepts, or patterns and have students practice reading words individually and in sentences.

Review word-study strategies that have been taught and encourage students to use the strategies as they read.

During Reading

Listen to students as they read.

Use different methods for reading the text. For example, have all students "whisper-read" at the same time but at each student's own pace.

Have students read the text more than once. Students can read different parts of the text aloud, but each time, have them read a different part.

Reading text more than once enhances fluency and comprehension, especially for students with dyslexia or other reading difficulties.

When students struggle to read words independently, prompt them to apply word-study strategies.

Regularly monitor students' progress as they read by noting errors and reading behavior.

After Reading

Discuss stories, help students make connections, and provide prompts to enhance comprehension after everyone finishes reading.

Review effective word-study strategies students used while reading.

Provide specific feedback that reinforces appropriate reading strategies, such as “I like the way you looked at each letter, sounded each one out, and then blended the sounds to read that word!”

Follow up with literacy activities to reinforce concepts.

For example, have students generate lists of words that have sounds or patterns from the story.

Encourage students to use these words in activities that involve sorting words or writing sentences about the story.

Encourage students to reread the story several times to practice and promote fluency.

Adapted from Carreker, 1999; Fountas & Pinnell, 1996; Gunning, 2002; Texas Center for Reading and Language Arts, 2001.

Guidelines for Teaching Spelling

- **Review previously taught spelling words.**
- **Consider students' knowledge and skills and use words students can read.**
 - Determine the number of words to teach in one lesson based on students' needs.
 - Some students need to read words many times before they remember how to spell them.
- **Introduce frequently used and regular word patterns first.**
- **Provide immediate and appropriate feedback to reinforce correct spelling of newly learned patterns.**

Expect students to correctly spell previously taught words.

- **Have students practice newly learned words or word patterns before introducing other patterns.**
 - Dictate words or sentences and have students write them.
 - Provide ample opportunities to practice for students who are having difficulty with spelling to help them remember letter-sound correspondences and patterns.
 - Use techniques that encourage students to focus on the phonemic elements of words. For example, students can repeat a word after you and then say the sounds as they write the corresponding letters.
 - To focus students' attention on spelling and letter patterns in words, provide opportunities for students to analyze and sort words into categories.
 - Encourage students to use their decoding skills as they read words during word sorts.
 - Use word banks to provide a reference for students as they write.
 - Encourage students to use keyboarding and plastic letters to spell words.
- **After word sorts, extend students' knowledge of words by encouraging them to look for more words that follow particular spelling patterns or generalizations.**
 - Have students hunt for other words in their reading and writing that fit studied patterns or discovered generalizations.
 - Have students work individually, in pairs, or in small groups.
 - Encourage students to record their words in notebooks or on word-bank cards.
- **Help students learn how to check and monitor their spelling.**

Have students read words after spelling them.

Adapted from Bear et al., 2000; Bear & Templeton, 1998; Carreker, 1999; Moats, 1995; Templeton, 1996; Torgesen & Davis, 1996; Treiman, 1998.

Sample Sound-Spelling Card

/ā/



a

a_e

ai_

ay

eigh

Sound-Spelling Chart

This chart provides the most common spelling patterns for each sound.

SHORT VOWEL SOUNDS

<i>/ă/ - sat</i>	<i>/ĕ/ - hen</i>	<i>/ĭ/ - pig</i>	<i>/ŏ/ - hot</i>	<i>/ŭ/ - rug</i>
a_	e_ ea_	i_ y_	o_	u_ o (m, n, v)

LONG VOWEL SOUNDS

<i>/ā/ - game</i>	<i>/ē/ - feet</i>	<i>/ī/ - bite</i>	<i>/ō/ - boat</i>	<i>/ū/ - two</i>
a	_y	i_e	o	oo
a_e	e	i	o_e	u
ai_	ee	_y	oa	o
ay	ea	igh	ow	u_e
eigh	ie	ie	oe	ou ue

OTHER VOWEL SOUNDS

<i>/ōō/ - book</i>	<i>/yū/ - use</i>	<i>/aw/ - hawk</i>	<i>/ə/ - about (in multisyllabic words)</i>
u oo_	u u_e ew	o a(l) (w)a au_ aw	o u i e

DIPHTHONGS

<i>/oi/ - toy</i>	<i>/ow/ - cow</i>
oi_ oy	ou_ ow

VOWEL-R SOUNDS

<i>/er/ - her</i>	<i>/ar/ - card</i>	<i>/or/ - for</i>
er _or _ar ir ur	ar	or

CONSONANT SOUNDS (◻ = Short Vowel Sound)

/b/ - ball	/k/ - cat	/d/ - dog	/f/ - fan	/g/ - go
b ◻bb	c(a, o, u) k(e, i, y) c k ◻ck ch	d ◻dd	f ph ◻ff	g ◻gg
/h/ - hat	/j/ - jump	/l/ - log	/m/ - man	/n/ - no
h	j g(e, i, y) _ge ◻dge	l ◻ll	m ◻mm	n ◻nn kn_
/p/ - pan	/kw/ - queen	/r/ - rat	/s/ - sit	/t/ - toe
p ◻pp	qu	r rr wr_	s ◻ss c(e, i, y)	t ◻tt
/v/ - van	/w/ - win	/ks/ - fox /gz/ - exact	/y/ - you	/z/ - zoo
v _ve	w	_x	y i	s z ◻zz
/wh/ - white	/sh/ - shoe	/ch/ - chin	/th/ - think	/th/ - that
wh_	sh _ti(on)	ch ◻tch t(u)	th	th
/ng/ - ring	/zh/ - genre			
_ng n(k, g)	_si(on) s(u) ge			

Tips for Using the Sound-Spelling Chart

Copy the chart double-sided and laminate it if possible. Give one chart to each student to keep in his or her desk.

Have students use the chart during reading, spelling, and writing lessons.

When teaching or practicing a specific sound, have students use a marker to circle that box on the chart to help them focus on that sound and its spellings.

Cover parts of the chart that you have not taught yet with sticky notes.

Use this chart in conjunction with a systematic phonological awareness and phonics scope and sequence based on the sound system. The following is an example phonological awareness and phonics scope and sequence:

- Teach a few consonant sounds with their main spellings (e.g., /m/ with *m*, /t/ with *t*, /s/ with *s*, /ă/ with *a*). Play phonological awareness games with these sounds and have students spell and read words with these sounds and spellings.
- Teach a few more consonant sounds, playing, spelling, and reading words as you go.
- Add another vowel sound (e.g., /i/).
- Continue through the consonant sounds with their most common spellings and the short vowels.
- Come back to the /k/ sound, but now show the spelling *ck*. (This is a good one to show at this point because it appears only after short vowels.) Again, have students spell and read words with this sound and spelling.
- Teach and practice the sounds /sh/, /ch/, /th/, and /th/ with their spellings (*sh*, *ch*, and *th*).
- Move into long-vowel sounds, starting with the CVe pattern. This is a good place to start because you can change short-vowel, closed syllables (*can*) into VCe words (*cane*) by adding the *e* at the end.

Cycle through previously learned sounds and spelling patterns to build in review and practice.

As students master sounds and patterns in one-syllable words, have them practice spelling and reading sounds with specific patterns in two- and three-syllable words.

Adapted from McGuinness, 1997; Moats, 2009.

Sample Grapheme Tiles

a	b	c	d	e	f	g	h
i	j	k	l	m	n	o	p
q	qu	r	s	t	u	v	w
x	y	z	ing	ed	es	er	est
a__e		e__e		i__e		o__e	
u__e		a	e	i	o	u	
ai	ay	eigh			ee	ea	y
igh	y	ie	ow	oa	oe	ough	

oo	ou	ew	ue		oo		
aw	all	al	au		ou	ow	
oi	oy		er	ir	ur	ear	
ar	or		or	ore		oar	
ff	ll	ss	zz		th	wh	
sh	ck	ph	ng	gh		ch	tch
ge	dge						

Sample Decodable Text

Instructional Focus: Digraph *sh*

Story Number: 1

The Red Shell

Ash got her stash of cash. She went to the shop to get a mesh net. The net will help Ash get a fresh fish.

Ash got on a ship to find the fresh fish. When Ash went out on her ship, four fresh fish shot into her mesh net. One fish had a red shell in his fin. Ash held the fish with the shell. She got the shell away from the fish and put it with her stash of cash.

Adapted from Hickman County School Systems, 2015.

<http://hickmank12.org/west-virginia-reading-first-explicit-phonics-lessons>

English and Spanish Sounds

English consonant sounds present in Spanish	<i>/n/, /p/, /k/, /f/, /y/, /b/, /g/, /s/, /ch/, /t/, /m/, /w/, /l/, /h/</i>
English consonant blends present in Spanish	<i>pl, pr, bl, br, tr, dr, cl, cr, gl, gr, fl, fr</i>
English consonant sounds that are difficult for English language learners	<i>/d/ (can be pronounced as /th/), /j/, /r/, /v/, /z/, /sh/, /zh/, /th/</i>
English consonant blends not present in Spanish	<i>st, sp, sk, sc, sm, sl, sn, sw, tw, qu, scr, spr, str, squ</i>
English vowel sounds not present in Spanish	<i>man, pen, tip, up</i> r-controlled vowels schwa sound <i>caught, could, use</i>
Challenging final English sounds	<i>rd, st, ng, sk, ng, z, oil, mp, dg</i>

Adapted from Helman, 2004.

Monitoring Students' Progress: Phonics and Spelling

Questions to ask when listening to a student read aloud

- Can the student read some words in context that he or she missed in isolation?
- Does the student miss words in context that he or she read correctly in isolation?
- Does the student sound out the word sound by sound?
- Does the student try to read the word in chunks (e.g., /bl/ /äk/)?
- In Spanish, does the student read the word in syllables (e.g., /bo/ /ta/)?
- Does the student guess the word without trying to sound it out?
- Does the student rely on picture cues?
- Does the student use context after decoding an unfamiliar word to check that it makes sense?
- Does the student self-correct some errors?
- Does the student read slowly with frequent hesitations and repetitions?

Questions to ask as you analyze spelling errors

- Does the student confuse voiced and unvoiced consonant sounds (e.g., /p/ /b/)?
- Does the student confuse consonants produced similarly (e.g., /m/ /b/, /f/ /th/)?
- Does the student confuse stop sounds with continuant sounds (e.g., /ch/ /sh/)?
- Does the student misspell words in initial blends or final blends?
- Does the student lose nasal sounds (e.g., /m/, /n/, /ng/)?
- Does the student misspell short vowel sounds?
- Does the student confuse vowel teams (e.g., *ee* vs. *ea*)?
- Does the student break orthographic conventions (e.g., *-ck* for /k/ after a short vowel)?

Explicit Instruction for Phonics Intervention

Skill: Digraph *sh*; Instructional Day: 1

Section	Instructional Routine	Time
Warm-Up Activities	<p>Review Activity: Sight word concentration—place cards face-down and have students take turns flipping over two cards and reading the words. If students make a match, they keep the card.</p> <p>Word List: <i>funny, went, find, when, into, put</i> or any grade-level-appropriate Dolch list words</p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Phonemic Awareness: “I will say some words. Some of the words have the /sh/ sound and some do not. If you hear the /sh/ sound, show me a thumbs-up; show me a thumbs-down for words that do not have the sound.”</p> <p>Articulation: “Let’s practice making the /sh/ sound. My turn first.”</p> <p>Model the /sh/ sound and prompt students to watch and listen.</p> <p>“When we make the /sh/ sound, our teeth are together and our lips are round and ‘puckered’ out.”</p> <p>Model and practice the sound with students. Have them practice making the sound while looking in a mirror.</p>	3 min.
Letter-Sound Correspondence	<p>Letter-Sound Correspondence: “Now I want you to learn the letter team that stands for the /sh/ sound. When two letters work together to make one sound it is called a digraph. This is the digraph <i>sh</i>. It stands for the /sh/ sound. Watch me practice reading this sound.”</p> <p>Point to the <i>sh</i> digraph and model the sound. Give each student a <i>sh</i> digraph card and have him or her practice the sound when tapping on the digraph.</p> <p>Words with /sh/: <i>fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash</i></p> <p>Words without /sh/: <i>dress, miss, cheese, champ, match, rich, save, star, much, choose</i></p>	2 min.
Word-Reading and Blending Routines	<p>Word-Reading List: <i>fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash</i></p> <p>Read words chorally.</p> <p>I Do: Choose a card from the deck and read the word aloud. Do a think-aloud to blend the word. Use blending routines your students have learned.</p> <p>We Do: Turn over one card at a time from a deck of word cards. Ask students to sound out the word silently and then say it together on a cue.</p> <p>You Do: Each student silently reads words from an individual stack of cards including only /sh/ words. Listen to each student read his or her stack and provide feedback.</p>	5 min.
Word Work	<p>Word-Building Words: <i>ash, cash, clash, stash, fresh, mesh, shot, shop</i></p> <p>I Do: Model changing <i>ash</i> to <i>cash</i>. Think aloud as you model.</p> <p>We Do: Work with students to change <i>cash</i> to <i>clash</i> and <i>clash</i> to <i>stash</i>.</p> <p>You Do: Have students change <i>fresh</i> to <i>mesh</i>, <i>shot</i> to <i>shop</i>, and <i>ash</i> to <i>stash</i> on their own.</p>	5 min.
Dictation	<i>ash, fish, mesh, cash, stash, ship</i>	3 min.
Text Application	<ol style="list-style-type: none"> Have students identify the words in Story 1 that contain the targeted skill. Read the identified words. Read Story 1. 	10 min.

Skill: Digraph *sh*; Instructional Day: 2

Section	Instructional Routine	Time
Warm-Up Activities	<p>Review Activity: Give students words from the list and have students substitute /sh/ for the beginning sound to make silly words.</p> <p>Word List: <i>cat, pig, pond, lake, leaf, desk, pencil</i></p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Phonemic Awareness: Move chips to segment words that have the /sh/ sound.</p> <p>Articulation: “When we make the /sh/ sound, our teeth are together and our lips are round and ‘puckered’ out.”</p> <p>Have students use a mirror.</p> <p>“What does your mouth look like?”</p>	3 min.
Letter-Sound Correspondence	<p>Letter-Sound Correspondence: “Let’s learn the letter team that stands for the /sh/ sound. When two letters work together to make one sound, it is called a digraph. This is the digraph <i>sh</i>; it stands for the /sh/ sound. Watch me practice reading this sound.”</p> <p>Point to the <i>sh</i> digraph and model the sound with students. Have students hold up a /sh/ card if they hear a word with the /sh/ sound.</p> <p>Word List: <i>fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash</i></p>	2 min.
Word-Reading and Blending Routines	<p>Word-Reading List: <i>fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash</i></p> <p>Read words chorally.</p> <p>I Do: Change stack of letter cards to build and decode words with <i>sh</i> digraph. Use a think-aloud as you blend new words.</p> <p>We Do: Blend the words with students. Employ the blending routines they’ve been taught. Use a signal to prompt student response to encourage participation.</p> <p>You Do: Have each student silently read words from an individual stack of cards including only /sh/ words. Listen to each student read his or her stack and provide feedback. (Caution: Do not use a round-robin format; have all students whisper-read while you move around and “eavesdrop” on their reading.)</p>	5 min.
Word Work	<p>Word-Building Words: <i>fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash</i></p> <p>I Do: Model building the word <i>fish</i>. Think aloud and model segmenting sounds.</p> <p>We Do: Build <i>ship</i> and <i>ash</i> with students.</p> <p>You Do: Have students build words as prompted with continual monitoring and feedback to ensure correct practice.</p>	5 min.
Dictation	<i>fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash</i>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read Story 1 with identified target words. 2. Read a clean copy of Story 1. 	10 min.

Skill: Digraph *sh*; Instructional Day: 3

Section	Instructional Routine	Time
Warm-Up Activities	Review Activity: Have students sort photo cards that represent <i>r</i> blends or <i>l</i> blends (can choose another previously learned phonics skill to adapt). Word List: Teacher chosen	2 min.
Phonological Awareness and Articulation of Skill	Phonemic Awareness: Have students segment <i>sh</i> words by snapping. (Use word list below.) Articulation: Add if students need. If skill is secure, spend this time in text application.	3 min.
Letter-Sound Correspondence	Letter-Sound Correspondence: Have students sort <i>sh</i> words and words without <i>sh</i> . Word list: <i>fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash</i> Blend words or use sight word cards. If skill is secure, spend this time in text application.	2 min.
Word-Reading and Blending Routines	Word-Reading List: <i>fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash, clash</i> Have students will use word family flip books to read real and nonsense words with <i>sh</i> at the end. I Do: Read a flip book. Model blending routines. We Do: Read the flip book with students. You Do: Have students read their flip books individually.	5 min.
Word Work	Word-Building Words: <i>fish, ship, ash, shot, fresh, mesh, shell, shop, cash, stash</i> Have students use whiteboards and dry-erase markers to write target words. I Do: Use a think-aloud to model segmenting and writing the word <i>fish</i> . We Do: Write <i>ship, ash,</i> and <i>shot</i> with students. (You can have students underline the digraph.) You Do: Have students complete words from the word list as time allows.	5 min.
Dictation	The fresh fish Ash will crash She will shut The red shell	3 min.
Text Application	1. Identify target words in Story 2. 2. Read Story 2.	10 min.

Skill: Digraph *sh*; Instructional Day: 4

Section	Instructional Routine	Time
Warm-Up Activities	<p>Review Activity: Say a words. Then delete a sound and eat a cracker that represents that sound.</p> <p>Word List: <i>stop-top, plot-lot, spot-pot, fork-for, lost-loss, bold-bowl</i></p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Phonemic Awareness: Have students hold up fingers as they segment words (one finger for each phoneme) to determine the number of phonemes.</p> <p>Articulation: (not done unless indicated by student need)</p> <p>If skill is secure, spend this time in text application.</p>	3 min.
Letter-Sound Correspondence	<p>Letter-Sound Correspondence: (not done unless indicated by student need)</p> <p>Word List: <i>ash, clash, mush, flesh, shell, shun, shag, cash, ship</i></p> <p>If skill is secure, spend this time in text application.</p>	2 min.
Word-Reading and Blending Routines	<p>Word-Reading List: <i>fish, ship, ash, shot, fresh, mesh, shell, shop, cash,stash, clash</i></p> <p>Sort words with /sh/.</p> <p>I Do: Model sorting the words.</p> <p>We Do: Sort two of the words with students.</p> <p>You Do: Have students sort all of the words independently.</p>	5 min.
Word Work	<p>Word-Building Words: <i>shin, mesh, gash, rush, flash, fresh, mush, flush</i></p> <p>Have students write new words.</p> <p>I Do: Model writing the word <i>mesh</i>. Think aloud while using segmenting and blending routines.</p> <p>We Do: Write two words with students.</p> <p>You Do: Have students complete the rest of the words independently. Provide a visual model for self-assessment.</p>	5 min.
Dictation	<p>gash on her shin ship can crash that can slash he will blush</p>	3 min.
Text Application	Read Story 2.	10 min.

Skill: Digraph *sh*; Instructional Day: 5

Section	Instructional Routine	Time
Warm-Up Activities	<p>Review Activity: Popcorn words—have students take turns popping up in their seats and reading words.</p> <p>Word List: <i>she, look, little, saw, how, for, her, girl, there, that, would, said</i></p>	2 min.
Phonological Awareness and Articulation of Skill	<p>Phonemic Awareness: Use as needed. See previous lessons.</p> <p>Articulation: These activities are not usually done on the fifth day of instruction. Add if needed by your students.</p> <p>If skill is secure, spend this time in text application.</p>	3 min.
Letter-Sound Correspondence	<p>Letter-Sound Correspondence: Write <i>sh</i> words and words without <i>sh</i> on sheets of paper with bees drawn on them. Have students slap words that have the /sh/ sound with plastic fly swatters.</p> <p>Word List: <i>sh</i> words—<i>shop, ship, mesh, shag, shun, hash, rash</i>; other words: <i>with, math, path, chip, chop, rich, such, much, that</i></p> <p>If skill is secure, spend this time in text application.</p>	2 min.
Word-Reading and Blending Routines	<p>Word-Reading List: Open word sorts—<i>ship, shot, shut, shag, shop, shin, shell, shun, crush, mush, blush, plush, crash, bash, lash, sash</i></p> <p>I Do: Think aloud to model sorting words into /sh/ beginning or ending sounds or words without the /sh/ sound.</p> <p>We Do: Let students choose one word to do with the group. Integrate blending and segmenting routines.</p> <p>You Do: Give students words with <i>sh</i> in the beginning or end and words with no <i>sh</i>. Have students sort the words into beginning, ending, and words that do not fit (no <i>sh</i>).</p>	5 min.
Word Work	<p>Word-Building Words: <i>shin, crash, shock, flash, gash, rush, stash, fresh, clash</i></p> <p>Write new words.</p> <p>I Do: Model briefly with the word <i>shin</i>. Think aloud, segment, and blend.</p> <p>We Do: Practice with the word <i>crash</i>.</p> <p>You Do: Have students write the words.</p>	5 min.
Dictation	<p>They will flush the fish and shut the lid. Ash will stash her cash. He likes to eat fresh fish. She has a rash on her flesh. Her lash fell on her sash at the big bash.</p>	3 min.
Text Application	<ol style="list-style-type: none"> 1. Read Story 3. 2. Formative assessment: The goal is for students to read targeted skill words with 95 percent accuracy. 	10 min.

Target Words for Digraph *sh* Stories

Story 1	Story 2		Story 3
Skill-specific new words (10–14)	Skill-specific new words (5–7)	Skill-specific words from Story 1 (5–7)	Skill-specific new words (10–14)
Ash	gash	Ash	Shep
fish	shin	fish	Trish
ship	crash	ship	trash
shot	rush	mesh	wish
fresh	shock	fresh	dish
mesh			shed
shell			brush
shop			flash
cash			shelf

Explicit Instruction for Phonics Intervention

Instructional Focus: Digraph *sh*

Story Number: 1

The Red Shell

Ash got her stash of cash. She went to the shop to get a mesh net. The net will help Ash get a fresh fish.

Ash got on a ship to find the fresh fish. When Ash went out on her ship, four fresh fish shot into her mesh net. One fish had a red shell in his fin. Ash held the fish with the shell. She got the shell away from the fish and put it with her stash of cash.

Explicit Instruction for Phonics Intervention

Instructional Focus: Digraph *sh*

Story Number: 2

The Crash

Ash went on a ship to look for fresh fish. She saw four fresh fish swim into her mesh net. She did not see the big rock. Crash! The little ship hit the big rock. Ash shot back from the crash. She got up and saw a gash on her shin. Ash was in shock! How did her ship crash into the big rock? Ash was in a rush to get fresh fish in her mesh net and she did not see the big rock. Ash will not rush and crash when she looks for fish again.

Explicit Instruction for Phonics Intervention

Instructional Focus: Digraph *sh*

Story Number: 3

Shep's Wish

The dog Shep wished for a good dish to eat. Trish left in a flash. Trish got a brush. "A brush?" said Shep, "I want a dish!"

Shep made a dash to the shed. Is there a dish in the shed? "No!" said Shep. Is there a dish on the shelf? "No!" said Shep. "I know," said Shep, "I can find a dish in the trash!"

As Shep went to the trash, Trish said, "No, Shep! Do not eat the trash. Let me brush you." Now Shep wished for a good dish to eat and wished that Trish would hush.

Adapted from Hickman County School Systems, 2015.

<http://hickmank12.org/west-virginia-reading-first-explicit-phonics-lessons>

Taking a Closer Look

Skill: Digraph *sh*

Examine the lessons and complete the chart. Specifically state how the lessons address each element.

Explicit, Systematic Instruction
Modeling
Scaffolded Practice
Progress Monitoring

Taking a Closer Look: Teacher's Edition

Skill: Digraph *sh*

Examine your teacher's edition and complete the chart. Specifically state how the teacher's edition addresses each element.

Explicit, Systematic Instruction
Modeling
Scaffolded Practice
Progress Monitoring

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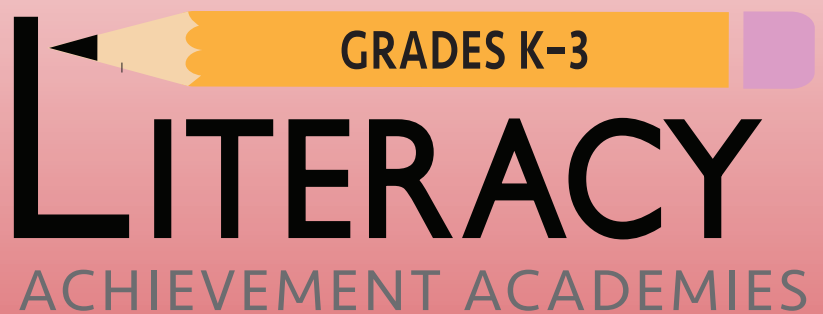
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Fluency

Participant Notes



GRADE 1



Fluency

LITERACY
ACHIEVEMENT ACADEMIES

First Grade

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What Is Fluency?

“Reading fluency refers to the ability of readers to read quickly, effortlessly, and efficiently with good, meaningful expression.”

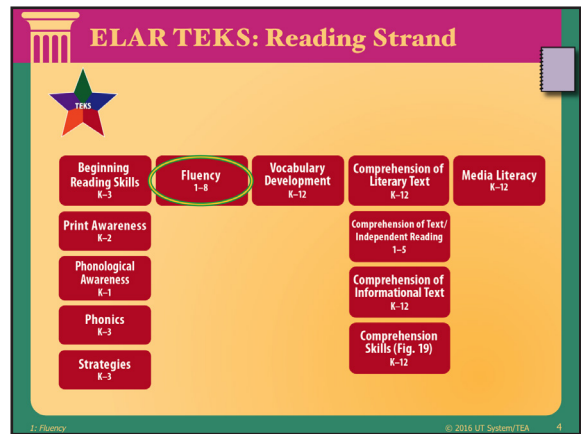
— Rasinski, 2003, p. 26

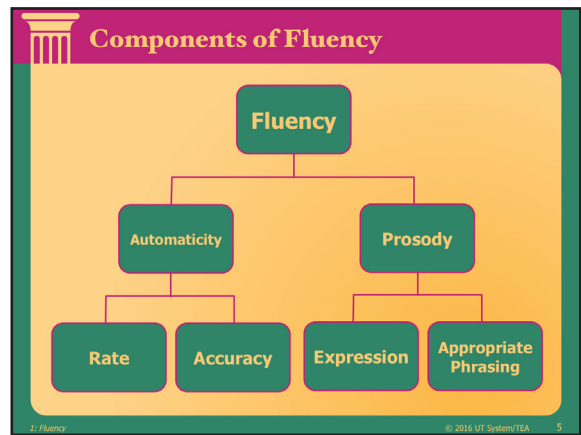
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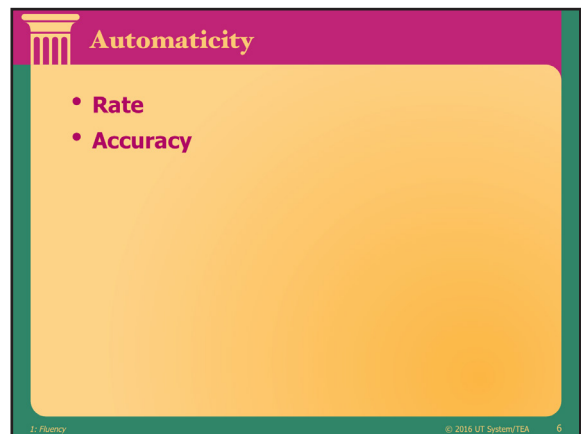
Survey of Knowledge

- Accuracy
- Automaticity
- Fluency
- Grade-level texts
- Independent level
- Instructional level
- Prosody
- Rate
- Reading level
- WCPM

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Prosody

- Expression
- Appropriate phrasing

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Related Research

“Fluent readers...are able to read words accurately and effortlessly. They recognize words and phrases instantly on sight. Very little cognitive energy is expended in decoding the words. This means, then, that the maximum amount of cognitive energy can be directed to the all-important task of making sense of the text.”

— Rasinski, 2003, p. 26

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Fluency Instruction

Usually begins in the middle of first grade

“Children need to have some entering knowledge about words” to benefit from fluency instruction.

— Kuhn & Stahl, 2000, p. 23

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Accuracy

- The ability of a reader to decode and/or recognize words in text without error
- The percentage of words a reader reads correctly

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Measuring Students' Fluency

One-Minute Reading

Total Number of Words Read	Example If a student reads 53 words and has seven errors, the student reads 46 words correct per minute.
- Number of Errors	
Words Correct Per Minute (WCPM)	

Always encourage students to do their best reading.

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Student Errors

Count as Errors	May Count as Errors
<ul style="list-style-type: none">• Omissions• Substitutions• Hesitations (more than three seconds)• Mispronunciations (e.g., leaving off or adding -s, -ed, -ing)• Reversals	<ul style="list-style-type: none">• Insertions• Repetitions
	Do Not Count as Errors
	Self-corrections (within three seconds)

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Practice

Student Reading

It was a spring. Mom, Pam, and Bill went on a hike. hike in the woods.

Pam wanted floors. They saw yellow pretty and wild fl. flowers in a field.

"Let us pick some of these flowers for our table," said Pam. She began picking fl. flowers.

Bill cried...called. "Stop! I hear buzzing."

"Help! It's after me," cried Pam. She started running. A bee a bee was chasing Pam.

"Be quiet, Pam," Mom tells her. "Try not to run. Let me help." Mom way. waved the bee away from Pam. The bee fell off.

"Let's live the flowers here," said Bill. "We don't want more bees ch. chasing us."

"Yes," said Pam, "the flowers belong to the bees."

Reading Passage

8 It was spring. Mom, Pam, and Bill went
14 on a hike in the woods.

21 Pam wanted to pick flowers. They saw
29 pretty yellow and white flowers in a field.

36 "Let's pick some of these flowers for
43 our table," said Pam. They began picking
45 the flowers.

51 Bill called, "Stop! I hear buzzing."

58 "Help! It's after me," cried Pam. She
66 started to run. A bee was chasing Pam.

74 "Be still, Pam," Mom told her. "Try not
84 to run. Let me help you." Mom waved the bee
92 away from Pam's head. The bee flew off.

98 "Let's leave these flowers here," said
106 Bill. "We don't want more bees chasing us."

112 "Yes," Pam said, "these flowers belong
115 to the bees."

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Setting Fluency Goals

- Set instructional goals that will help your students become fluent readers.
- The recommended weekly improvement is one-and-a-half to three WCPM.

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Oral Reading Fluency Norms

	Percentile	Beginning-of-Year WCPM	Middle-of-Year WCPM	End-of-Year WCPM
Gr 1	90%		81	111
	75%		47	82
	50%		23	53
	25%		12	28
Gr 2	90%	106	125	142
	75%	79	100	117
	50%	51	72	89
	25%	25	42	61
Gr 3	90%	128	146	162
	75%	99	120	137
	50%	71	92	107
	25%	44	62	78

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Reading Levels

- **Independent level:** Texts in which no more than approximately one in 20 words is difficult for the reader.
- **Instructional level:** Texts in which no more than approximately one in 10 words is difficult for the reader.
- **Frustrational level:** Texts in which more than one in 10 words are difficult for the reader.

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Levels of Performance for Word-Reading Accuracy

Number of words correctly read ÷ **Total number of words read** = **Percent accuracy**

Level of Performance	Accuracy
Independent level	95 percent to 100 percent
Instructional level	90 percent to 94 percent
Frustrational level	Less than 90 percent

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What We Know From Research

- **Repeated and monitored oral reading improves fluency.**
- **Repeated reading can benefit most students throughout elementary school, as well as struggling readers at higher grade levels.**

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Repeated Reading

Partner reading	Paired students reread texts.
Computer-based and recorded reading	Students listen to a recording of reading (their own or a model), read along, point to text, subvocalize words, and reread texts independently.
Readers theater	Small groups rehearse and read a play.

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Partner Reading

- Allows small groups or an entire class to work in pairs
- Increases the time that students read and provides a model of fluent reading

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Partner Reading Activity

- With your partner, select one of the narrative children's books you brought.
- Decide who will be Partner A and who will be Partner B.
- Take turns reading as prompted.
- Partner A asks Partner B the after-reading comprehension questions from Handout 6 using at least two of the highlighted prompts from Handout 7.

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More Repeated-Reading Practices

- **Computer-based and audio-recorded reading give struggling readers access to challenging text.**
- **Readers theater provides an opportunity to focus on prosody.**

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More Fluency-Building Practices

- **Choral reading actively involves students as they read in unison.**
- **Chunking is reading phrases, clauses, and sentences by parsing, or dividing text into chunks.**

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Consider Diversity: English Language Learners

Fluency practice for English language learners

Provide the following:

- **Models for students to hear English read aloud**
- **Multiple practice opportunities**
- **Meaningful activities**
- **A focus on English prosody and intonation**

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Strategies for Students with Special Needs

- Repeated reading practice, especially expository or informational texts
- Partner reading and rereading
- Additional feedback and progress monitoring

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Monitoring Fluency Progress

Have students do the following:

- Independently read unpracticed text to you
- Graph their WCPM
- Practice by rereading the text several times
- Independently read the text again to you
- Graph the score in a different color

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Remember

Fluency improves when students do the following:

- Develop instant, efficient word recognition (automaticity)
- Reread texts multiple times
- Receive feedback and guidance from others

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Fluency: An Essential Component

“Fluency is an essential element of reading for K–3 students. It is not something that only second- and third-grade teachers need to be concerned about. Fluency develops over time and from the beginning stages of reading.”

— Vaughn & Linan-Thompson, 2004, p. 50

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Carry It Through

Complete Handout 9 with your partner for today's sessions:

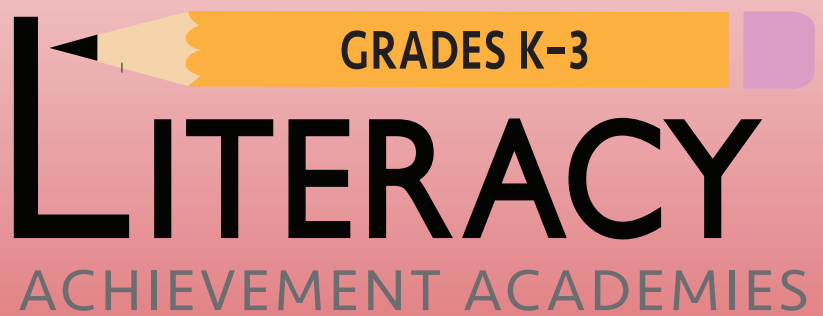
- **Phonological Awareness**
- **Phonics and Spelling**
- **Fluency**

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Fluency

Handouts



GRADE 1

Survey of Knowledge

Write the word(s) in the blank.

1. _____ is the ability to read words quickly with accuracy and expression.
2. _____, with regard to fluency, is the ability to read words correctly.
3. _____ is quick and accurate recognition of letters and words.
4. _____ have been evaluated to establish difficulty and grade appropriateness.
5. _____ gives information to teachers about how accurately a student can read a text. The categories are independent, instructional, and frustrational.
6. _____ is the level at which a student reads with no more than one error in 20 words with good comprehension.
7. _____ is the level at which a student reads with no more than one error in 10 words with satisfactory comprehension.
8. _____ is the appropriate use of intonation and phrasing, or reading with expression.
9. _____ is the speed at which text is read.
10. _____ stands for words correct per minute; it is used to determine a student's fluency score.

Answer Key

1. Fluency is the ability to read words quickly with accuracy and expression.
2. Accuracy, with regard to fluency, is the ability to read words correctly.
3. Automaticity is quick and accurate recognition of letters and words.
4. Grade-level texts have been evaluated to establish difficulty and grade appropriateness.
5. Reading level gives information to teachers about how accurately a student can read a text. The categories are independent, instructional, and frustrational.
6. Independent level is the level at which a student reads with no more than one error in 20 words with good comprehension.
7. Instructional level is the level at which a student reads with no more than one error in 10 words with satisfactory comprehension.
8. Prosody is the appropriate use of intonation and phrasing, or reading with expression.
9. Rate is the speed at which text is read.
10. WCPM stands for words correct per minute; it is used to determine a student's fluency score.

Identifying Fluency Errors

Below, read the text as it was presented to the student and the notes of how the student misread it. Write the letter that indicates the type of error the student made. Then decide whether the error should be counted in a fluency measure.

- A. Mispronunciation
- B. Substitution
- C. Insertion
- D. Repetition
- E. Reversal
- F. Hesitation
- G. Self-correction
- H. Omission

Text	How Student Read the Text	Kind of Error	Is Error Counted?
She saw a cat.	She saw a scary cat.		
I see the worm.	I see the word.		
He went to town.	He went to tent...town. (changed within three seconds)		
I see a bird.	I see a birb.		
He had a beach ball.	He had a beach ball, a beach ball.		
I was walking in a park.	I saw walking in a park.		
I like his kindness.	I like his... (more than three-second pause)		
She went to school.	She went school.		

Answer Key

Text	How Student Read the Text	Kind of Error	Is Error Counted?
She saw a cat.	She saw a scary cat.	C	No
I see the worm.	I see the word.	B	Yes
He went to town.	He went to tent...town. (changed within three seconds)	G	No
I see a bird.	I see a birb.	A	Yes
He had a beach ball.	He had a beach ball, a beach ball.	D	No
I was walking in a park.	I saw walking in a park.	E	Yes
I like his kindness.	I like his... (more than three-second pause)	F	Yes
She went to school.	She went school.	H	Yes

Monitoring Reading Fluency

Materials

- Two copies of text (one for recording errors and one for the student to read)
- Optional: Stopwatch and tape recorder

Procedure

“When I say to begin, start reading at the top of the page. Read across the page.”

Demonstrate by pointing.

“Try to read each word. If you come to a word you don’t know, I will tell it to you. Do your best reading.

“Are there any questions?”

Answer any questions.

“Begin.”

Start timing when the student begins reading aloud. If students “speed read,” stop and remind them to do their best reading, not their fastest reading.

Follow along on your copy. Put a slash (/) through words to reflect the following errors:

- Substitutions
- Mispronunciations
- Omissions
- Hesitations of more than three seconds (Say the word for the student.)
- Reversals

Do not count the following as errors:

- Insertions
- Repetitions
- Self-corrections

Stop timing at the end of one minute.

Mark the last word read. You may allow the student to finish reading to the end of the passage.

Adapted from Bos & Vaughn, 2002; Hasbrouck, & Tindal, 1992; Reutzel & Cooter, 1999.

Practice

Student Reading

It was s...spring. Mom, Pam, and Bill went on a hik...hike in the woods.

Pam wanted floors. They saw yellow pretty and wild fff...flowers in a feld.

“Let us pick some of these flowers for our table,” said Pam. She began picking fl...flowers.

Bill cried...called, “Stop! I hear buzzing.”

“Help! It’s after me,” cried Pam. She started running. A bee a bee was chasing Pam.

“Be quiet, Pam,” Mom tells her. “Try not to run. Let me help.” Mom way...waved the bee away from Pam. The bee fell off.

“Let’s live the flowers here,” said Bill. “We don’t what more bees ch...chasing us.”

“Yes,” said Pam, “the flowers below to the bees.”

Reading Passage

It was spring. Mom, Pam, and Bill went on a hike in the woods. 8
14

Pam wanted to pick flowers. They saw pretty yellow and white flowers in a field. 21
29

“Let’s pick some of these flowers for our table,” said Pam. They began picking the flowers. 36
43
45

Bill called, “Stop! I hear buzzing.” 51

“Help! It’s after me,” cried Pam. She started to run. A bee was chasing Pam. 58
66

“Be still, Pam,” Mom told her. “Try not to run. Let me help you.” Mom waved the bee away from Pam’s head. The bee flew off. 74
84
92

“Let’s leave these flowers here,” said Bill. “We don’t want more bees chasing us.” 98
106

“Yes,” Pam said, “these flowers belong to the bees.” 112
115

Answer Key

Student Reading

It was s...spring. Mom, Pam, and Bill went on a hik...hike in the woods.

Pam wanted floors. They saw yellow pretty and wild fff...flowers in a feld.

“Let us pick some of these flowers for our table,” said Pam. She began picking fl...flowers.

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106

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115

A Closer Look at Reading Levels

Reading Level	Description	Accuracy Level	Use
Independent level	Texts in which no more than one in 20 words is difficult for the reader	95 percent to 100 percent	For students who read independently with little or no instructional support
Instructional level	Texts in which no more than one in 10 words is difficult for the reader	90 percent to 94 percent	For small-group instruction (including pairs) when teachers or others provide assistance before, during, and after reading
Frustrational level	Texts in which more than one in 10 words are difficult for the reader	Less than 90 percent	For advanced readers and with extensive teacher support and instruction

Note. Reading accuracy levels vary from source to source.

1. Calculate the percent accuracy.

Divide the number of words read correctly by the total number of words read to calculate the percent accuracy.

For example, if a student reads 120 words correctly from a passage that contains 125 words, the accuracy level is 96 percent.

$$120 \div 125 = .96, \text{ or } 96 \text{ percent}$$

2. Determine the reading level.

Consult the chart above or a similar source. In our example, 96 percent accuracy means that the text is at the student's independent reading level.

Your Turn

In February, a first-grade student read 49 words correctly in a passage that contains 52 words. What is the student's percent accuracy and reading level?

___ \div ___ = .___, or ___ percent

_____ reading level

Adapted from Gunning, 2002.

Partner Reading

Partner reading involves pairing students to practice rereading texts. Partner reading increases the time that students read and enhances fluency.

Preparation

Pair high-performing readers with lower-performing readers for fluency practice.

One example of pairing is to split the class in half. The higher-performing (HP) half is paired with the lower-performing (LP) half. The top-ranked HP student is paired with the top-ranked LP student. The same pairing is done for the remaining students.

Partner A	Partner B
Top-ranked HP	Top-ranked LP
Second-ranked HP	Second-ranked LP
Third-ranked HP	Third-ranked LP

Provide reading material at the LP student's instructional reading level.

One easy way to match books to students' reading levels is to give the students a list of words from the text. If students have difficulty with no more than one in 10 words, the text is considered to be at their instructional level.

Independent-level text can also be used.

Model and explain partner reading procedures before students read together.

Procedures

Assign roles to student pairs.

Group Partner A (HP student) and Partner B (LP reader). Do not explain to students why they are Partner A or Partner B.

Give each student a copy of a text at Partner B's reading level.

Have students take turns reading.

- Partner A reads the text aloud (modeling fluent reading) for 1 minute. Partner B follows along.
- Partner B reads aloud the same text for 1 minute.
- When using this procedure, the whole class can participate while you time the readings.

Variation

Have students alternate reading pages, rather than reading for a specific time. This procedure is often used while the teacher is working with other students or teaching a small group.

After both students have read, they take turns checking their comprehension. Cue cards can be developed for students to use.

Sample After-Reading Comprehension Questions

- Did your prediction(s) come true?
- What happened first?
- What happened next?
- How did the story end?
- What is the most important thing about the main character? Use 10 words or less in your answer (count words on fingers).

Adapted from Bos & Vaughn, 2002; Fuchs, Fuchs, Mathes, & Simmons, 1997; Mastropieri, Leinart, & Scruggs, 1999.

Providing Instructional Feedback

Prompts to help students notice errors	Prompts to help students find errors
<p>Does that sound right? You're nearly right. Try that again. Try it another way. You've almost got that.</p>	<p>Find the part that's not right. Look carefully to see what's wrong. Where is the part that's not right? What made you stop? Can you find the problem spot?</p>
Prompts to help students fix errors	Prompts to help students write words
<p>What do you hear first? Next? Last? What word starts with those letters? Do you think it looks/sounds like _____? What does an <i>e</i> do at the end of a word? What do you know that might help? What could you try? You said _____. Does that make sense? Can you think of a better way to say _____? (Repeat what student said.)</p>	<p>You have only one letter to change. That sounds right, but does it look right? One more letter will make it right. It starts like that. Now check the last part. Did you write all the sounds you hear? Did you write a vowel for each syllable? What do you hear first? Next? Last? It starts/ends like _____. There's a silent letter in that word.</p>
Prompts of Encouragement	
<p>I like the way you worked that out. The results are worth all your hard work. You've come a long way with this one. That was some quick thinking. That looks like an impressive piece of work. You're right on target. You're on the right track now. That's an interesting way of looking at it. Now you've figured it out. That's quite an improvement. That is quite an accomplishment.</p>	<p>That's a powerful argument. That's coming along. You're really settling down to work. You've shown a lot of patience with this. You've been paying close attention. You've put in a full day today. I knew you could finish it. You make it look so easy. You've really tackled that assignment. This shows you've been thinking/working. You've put a lot of work into this.</p>

Adapted from Fountas & Pinnell, 1996; Fry, Kress, & Fountoukidis, 1993; Pinnell & Fountas, 1998.

Repeated-Reading Record

Name: _____ Date: _____

Selection or book title: _____

Pages read: _____

First Reading

Number of words read: _____

Subtract number of errors: _____

Words correct per minute: _____

Graph results

Practice reading three to four times

Second Reading

Number of words read: _____

Subtract number of errors: _____

Words correct per minute: _____

Practice more or, if improved words correct per minute (WCPM), check out with teacher.

Third Reading

Number of words read: _____

Subtract number of errors: _____

Words correct per minute: _____

Graph results after teacher checkout

Carry It Through

Topic(s): _____

Key Ideas	
My Questions	What I Need and Who Can Help
Actions I'll Take	

Topic(s): _____

How can I enhance my instruction to address the needs of each student?

1. Consider the features of effective instruction:

- Explicit instruction with modeling
- Systematic instruction with scaffolding
- Multiple opportunities to practice and respond
- Immediate and corrective feedback

2. Identify areas for differentiating instruction:

Struggling Readers and Writers	Other Strategies
English Language Learners	
Other	

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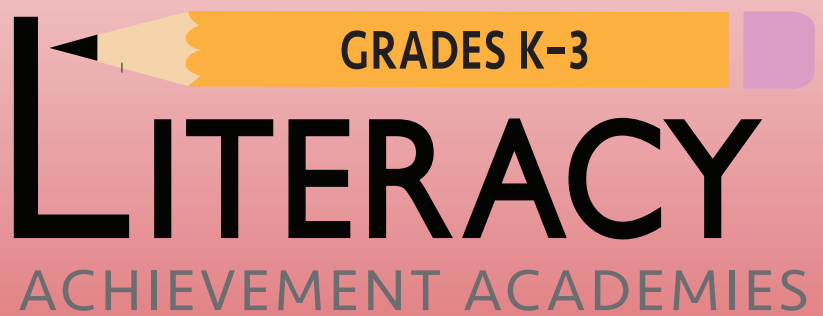
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Vocabulary

Participant Notes



GRADE 1



Vocabulary

LITERACY
ACHIEVEMENT ACADEMIES

First Grade

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Vocabulary Instruction

If vocabulary instruction is:

- **Dynamic**
- **Powerful**
- **Effective**
- **Fun**

Students develop:

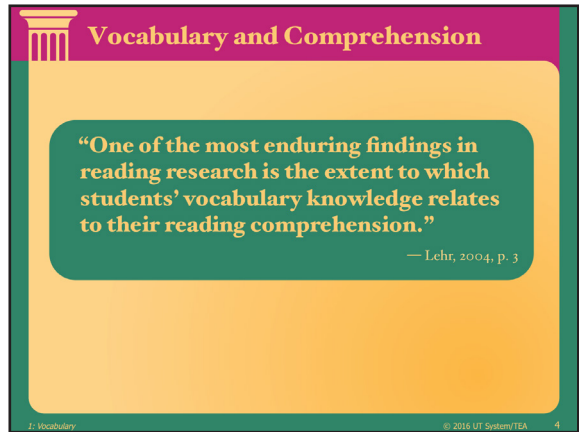
- **Word knowledge**
- **Word consciousness**
- **Words for life**
- **Words for academics**

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Vocabulary Is Essential

- **Vocabulary size in kindergarten predicts reading comprehension in the middle grades.**
- **Vocabulary size at the end of first grade predicts comprehension 10 years later.**
- **Deficits in third grade relate to lower comprehension scores in the upper grades.**

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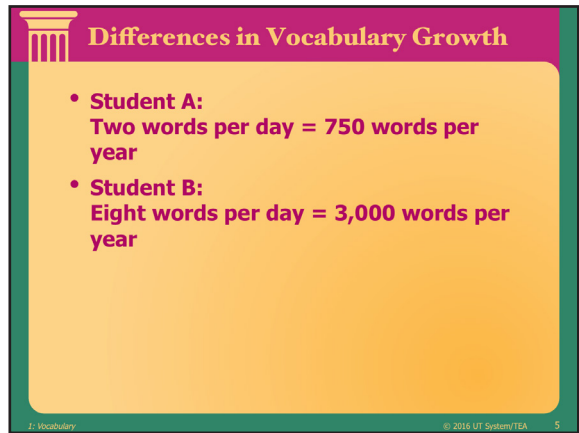


Vocabulary and Comprehension

“One of the most enduring findings in reading research is the extent to which students’ vocabulary knowledge relates to their reading comprehension.”

— Lehr, 2004, p. 3

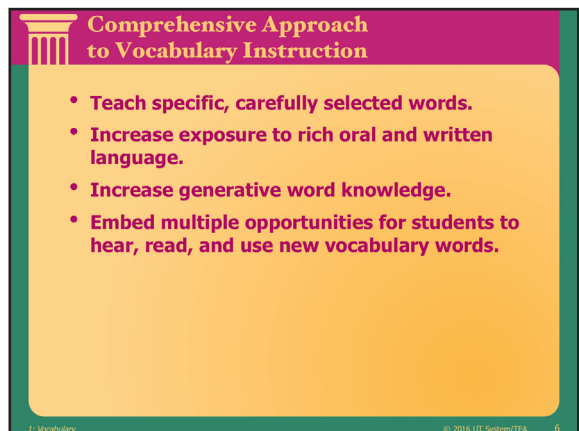
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Differences in Vocabulary Growth

- **Student A:**
Two words per day = 750 words per year
- **Student B:**
Eight words per day = 3,000 words per year

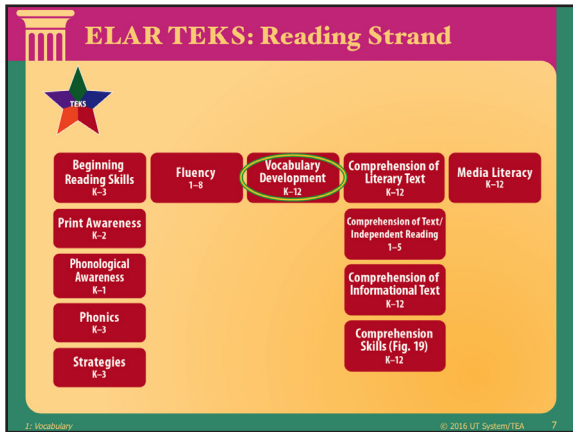
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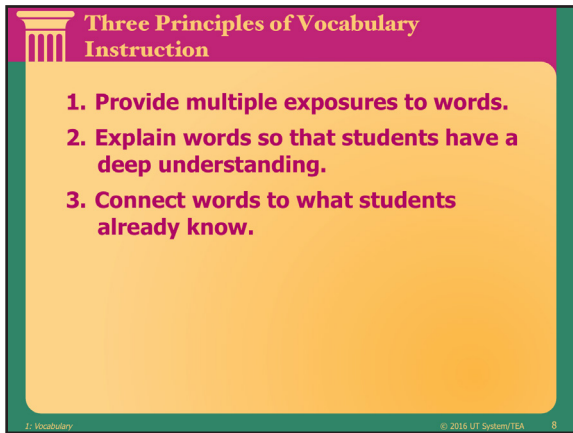


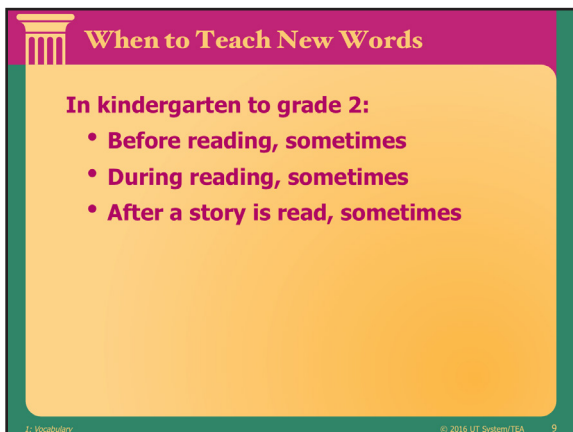
Comprehensive Approach to Vocabulary Instruction

- Teach specific, carefully selected words.
- Increase exposure to rich oral and written language.
- Increase generative word knowledge.
- Embed multiple opportunities for students to hear, read, and use new vocabulary words.

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Selecting Words to Teach

- Basic words that are typically known, like *baby, clock, and happy*
- Words that English language learners may need help with but know the concept
- Words derived from Anglo-Saxon/Old English
- Frequently used words

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Selecting Words to Teach (cont.)

- Low-frequency words
- Words tied to specific domains, specialized content

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Selecting Words to Teach (cont.)

- High-frequency words
- Words critical to a range of content
- Words that promote conceptual understanding
- Words that have instructional potential
- Words that should be taught
- Words for life

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Words for Each Tier

- Using one of the children’s books you brought, select three words for each tier.
- Share with others at your table.
- Share with the whole group two words for each tier.

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Read-Alouds


- Choose books thoughtfully.
- Consider grouping formats: one-on-one, small groups, whole class.
- Choose words to teach *before, during, and after* reading.
- If necessary, build background knowledge.

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Embedded Definitions and Paired Words


- Provide quick definitions or synonyms
- Do not interfere with the storyline

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 **Plan Your Read-Aloud**

- **Preread the text.**
- **Select Tier 2 words to teach.**
- **Note words to teach before, during, and after reading.**
- **Use sticky notes to mark the following instructional opportunities:**
 - **Places to embed a paired word**
 - **Places to stop to check comprehension (partners whispering; thumbs up, thumbs down; choral responses)**


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 **Wolf!**

- **Read Handout 1: Video Notes.**
- **Partner A, explain to your partner what you will focus on in the video.**
- **Partner B, explain to your partner how to notice embedded vocabulary instruction.**







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 **Feedback**

At your table, use your handout to discuss the practices you noticed that support students' learning, including the following:

- **Practices that support understanding of Tier 2 words**
- **Practices that support comprehension**
- **Other beneficial instructional practices**

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Explicit Vocabulary Instruction Routine

1. Have students say the word.
Write the word *solar* on the board.
"Today we will learn the word *solar*. Let's say the word together: *solar*."

2. Provide a definition of the word using student-friendly explanations and visuals.
"The definition for *solar* is 'something that is connected to the sun.' *Solar* is an adjective that describes a noun.
"Here is how we would use the word *solar* in a sentence: Solar energy comes from the sun.
"Other ways we can use this word include *solar system* and *solar panel*."

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Explicit Vocabulary Instruction Routine (cont.)

3. Have students discuss what is known about the word.
"Think about the word *solar*. What do you already know about the word?
"Turn and tell your partner one idea about the word *solar*. Be prepared to share with the rest of the group what you and your partner talk about."

4. Provide examples and nonexamples of the word.
"Some examples of *solar* are *solar system* and *solar energy*. Both terms refer to things that are connected or related to the sun.
"The word *solar* does not mean 'having to do with planets or other stars.' It refers only to the sun."

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Explicit Vocabulary Instruction Routine (cont.)

5. Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.
"Analyze the word *solar* and categorize it with other words like it."
"Compare and contrast the word *solar* with the word *lunar* and complete a Venn diagram graphic organizer."
"Act out the word *solar* so that your classmates can guess its meaning."

6. Provide scaffolds so that students can create powerful sentences with the new word.
"Powerful sentences help us understand the word by using it in the correct context. For example, a powerful sentence for the word *solar* is: The sun produces solar energy that we can use to turn on our lights and heat our homes."

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Practice: Routine for Explicit Vocabulary Instruction

- Select two Tier 2 words.
- Use the vocabulary routine to teach the words to your partner:
 - Partner B: Teach first.
 - Partner A: Provide specific, corrective feedback.
 - Reverse roles.

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Model New Words

- Expose students to words throughout the day by strategically integrating them into your language during classroom routines.
- Encourage students to integrate new words into speaking and writing during classroom routines as well.

Word	Arrival and Opening Lesson	Snack time	Recess Time	Dismissal
<i>solar</i>	Welcome to another day in our solar system!	I wonder whether some of these foods were grown using solar energy.	Enjoy the warm solar rays when you're playing outside.	Ask your parents or older siblings whether they have seen a solar eclipse. Report back tomorrow.

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Check Comprehension With Pinch Papers

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Pinch Papers for Young Children



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Sample Lessons


- Review Handouts 3 and 4.
- Highlight ideas you want to try.



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**Consider Diversity:
English Language Learners**

Explicit and contextualized vocabulary instruction is essential for English language learners.

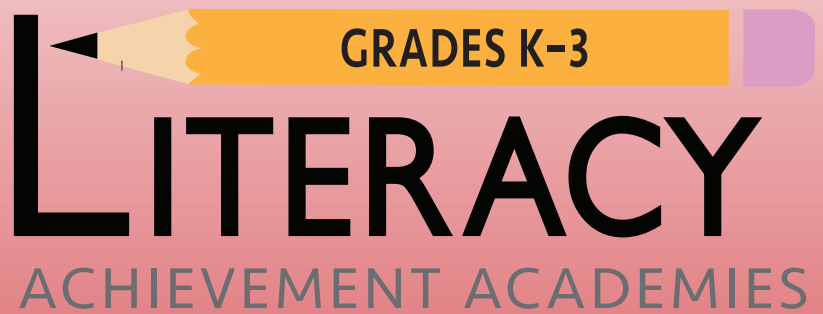


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Vocabulary

Handouts



GRADE 1

Video Notes

Read-Aloud: *Wolf!* by Becky Bloom

What to Watch For



- Identify practices that are used to support students' understanding of Tier 2 vocabulary words.
- Identify procedures that are used to support students' comprehension of the book.
- Note other instructional procedures that are beneficial.

Practices to Support Understanding of Tier 2 Words

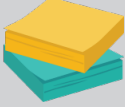

Procedures to Support Comprehension

Other Beneficial Instructional Practices

Steps for Explicit Vocabulary Instruction

Steps	Tips														
1. Have students say the word.															
2. Provide a definition of the word using student-friendly explanations and visuals .	Use a sticky note to help plan your instruction. 														
3. Have students discuss what is known about the word.															
4. Provide examples and nonexamples of the word.															
5. Engage in deep-processing activities by asking questions , using graphic organizers , or having students act out the word.	<div style="border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9;"> <p>Choose a deep-processing word below. Using a sticky note, plan questions and/or activities that incorporate the word. </p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2" style="background-color: #444; color: white; padding: 5px;">Deep-Processing Words</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">compare</td> <td style="padding: 5px;">decide</td> </tr> <tr> <td style="padding: 5px;">categorize</td> <td style="padding: 5px;">justify</td> </tr> <tr> <td style="padding: 5px;">design</td> <td style="padding: 5px;">create</td> </tr> <tr> <td style="padding: 5px;">contrast</td> <td style="padding: 5px;">verify</td> </tr> <tr> <td style="padding: 5px;">rate</td> <td style="padding: 5px;">imagine</td> </tr> <tr> <td style="padding: 5px;">recommend</td> <td style="padding: 5px;">predict</td> </tr> </tbody> </table> </div>	Deep-Processing Words		compare	decide	categorize	justify	design	create	contrast	verify	rate	imagine	recommend	predict
Deep-Processing Words															
compare	decide														
categorize	justify														
design	create														
contrast	verify														
rate	imagine														
recommend	predict														
6. Provide scaffolds so students to create powerful sentences with the new word.	<p>Remember the</p> <div style="border: 2px solid #444; border-radius: 15px; padding: 10px; display: inline-block; background-color: white;"> <p>“Seven-Up” Rule:</p> </div> <p>Powerful sentences are seven words and up!</p>														

Rutina de instrucción de vocabulario explícita

Pasos	Ideas														
1. Pedir a los estudiantes que digan la palabra.															
2. Proveer una definición de la palabra usando explicaciones a nivel de los estudiantes e ilustraciones .	Pueden usar un nota adherible para ayudar a planear su instrucción. 														
3. Pedir a los estudiantes que discutan lo que saben sobre la palabra.															
4. Dar ejemplos y contra-ejemplos de la palabra.															
5. Utilizar actividades de procesamiento intensivo ; haciendo preguntas , usando organizadores gráficos , o dramatizando la palabra.	<p>Escoge una palabra. Usando un nota adherible, planea preguntas y/o actividades que incorporen la palabra. </p> <table border="1" data-bbox="886 982 1354 1272"> <thead> <tr> <th colspan="2">Palabras de procesamiento intensivo</th> </tr> </thead> <tbody> <tr> <td>comparar</td> <td>decidir</td> </tr> <tr> <td>categorizar</td> <td>justificar</td> </tr> <tr> <td>diseñar</td> <td>hacer</td> </tr> <tr> <td>contrastar</td> <td>verificar</td> </tr> <tr> <td>calificar</td> <td>imaginar</td> </tr> <tr> <td>recomendar</td> <td>predecir</td> </tr> </tbody> </table>	Palabras de procesamiento intensivo		comparar	decidir	categorizar	justificar	diseñar	hacer	contrastar	verificar	calificar	imaginar	recomendar	predecir
Palabras de procesamiento intensivo															
comparar	decidir														
categorizar	justificar														
diseñar	hacer														
contrastar	verificar														
calificar	imaginar														
recomendar	predecir														
6. Ayudar a los estudiantes a crear oraciones poderosas con la palabra nueva.	<p>Acordarse de la regla</p> <p>“Siete o Más”</p> <p>¡Las oraciones poderosas tienen siete palabras o más!</p>														

Oral Language Lesson: Opposites

Objective: Help students learn the concept of opposite and expand vocabulary as they learn words with opposite relationships

Grouping: Small group or whole class

Materials: Pitcher, two identical glasses, everyday objects in the classroom, and pictures

Procedures

Assemble sets of classroom objects, toys, and pictures that look the same but differ in some way. Begin with one or two opposite pairs in a lesson—examples: size (big-little); feel (soft-hard); weight (heavy-light); condition (full-empty).

Tell students: “We will learn to use an important word, *opposite*. Let’s all say that word.”

Model the relationship between two opposite concepts, such as *full* and *empty*.

Fill one of two identical glasses with water from a pitcher. Do not put water in the other glass.

Point to the glass with water and say: “This glass is full.”

Point to the glass that has no water in it and say: “This glass is not full—it is empty.”

Then pour the water from the full glass into the empty glass and ask: “Which glass is full? Which glass is empty?” Encourage students to use complete sentences to describe each glass.

Fill a glass half-full of water and ask: “Is this glass full? Is this glass empty?” Then ask a student to fill one of the glasses. Then ask: “Is this glass full?” Possible responses include: “It’s not full and it’s not empty.”

Introduce the term *opposite*. After discussing *full* and *empty*, explain: “*Full* is the opposite of *empty*, and *empty* is the opposite of *full*.”

Ask the questions: “What is the opposite of *empty*?” “What is the opposite of *full*?”

Have students describe objects that are full and objects that are empty. For example: “The box of blocks is full.” “The wastebasket is empty.” “The bookcase is full.” “The toy shelves are full.”

Present similar lessons with other pairs of opposite words. Review previously introduced words.

Encourage students to find other words that have opposite relationships—for example, *tall* and *short*, *open* and *shut*, *sad* and *happy*, *sick* and *well*, *hot* and *cold*.

Play the “I’m thinking of a . . .” game with words the students have learned. For example: “I’m thinking of a jar that is not empty. What do you know about that jar?” Encourage students to ask the questions and call on others to respond to their questions.

Have students sort pictures of objects and people into the categories that have been studied—for example, *hot* and *cold*.

Have students draw pictures that illustrate opposite relationships. Students can describe their pictures during circle time or small-group instruction.

Home Link

Encourage students to find opposites in their home and play the “I’m thinking of a…” game with a family member.

Lección para el desarrollo del lenguaje oral: opuestos

Objetivo: Los estudiantes identificarán el opuesto de una serie de artículos y conceptos conocidos.

Grupo: Grupos pequeños o el grupo completo

Materiales: Objetos de uso común o dibujos

Procedimiento

Forme grupos de objetos que sean similares pero que difieran en algún aspecto. Empiece con uno o dos pares de *opuestos*. Ejemplos: tamaño: (grande-pequeño); textura (suave-duro); peso (pesado-liviano); condición (lleno-vacío).

Dígalos a los estudiantes: “Vamos a aprender una palabra nueva, *opuesto*. Vamos a decirla todos juntos.”

Explique la relación entre dos conceptos opuestos, como por ejemplo *lleno* y *vacío*.

Llene con agua uno de dos vasos idénticos. Deje el otro vaso vacío.

Señale el vaso con agua y diga: “Este vaso está lleno.”

Señale el vaso vacío y diga: “Este vaso no está lleno—está vacío.”

Vierta el agua del vaso lleno al vaso vacío y pregunte: “¿Cuál vaso está lleno? ¿Cuál vaso está vacío?” Aliente a los estudiantes a utilizar oraciones completas para describir cada vaso.

Llene un vaso hasta la mitad con agua y pregunte: “¿Está este vaso lleno? ¿Está este vaso vacío?” Después pídale a un estudiante que llene uno de los vasos. Pídale a los estudiantes que comparen los vasos y que describan cómo están los vasos.

Introduzca el término *opuesto*. Después de discutir *lleno* y *vacío* explique: “*Lleno* es el opuesto de *vacío* y *vacío* es el opuesto de *lleno*.”

Pregunte: “¿Cuál es el opuesto de *vacío*? ¿Cuál es el opuesto de *lleno*?”

Pídale a los estudiantes que describan objetos del salón que están vacíos y objetos que están llenos. Por ejemplo: “La caja está llena de crayones. El basurero está vacío. El librero está lleno de libros.”

Presente lecciones similares con otras palabras opuestas. Repase palabras que se han enseñado.

Aliente a los estudiantes a encontrar otras palabras que representen opuestos. Por ejemplo: *alto* y *bajo*; *abierto* y *cerrado*; *contento* y *triste*; *enfermo* y *sano*; *caliente* y *frío*.

Organice el juego “Estoy pensando en ...”

Diga: “Estoy pensando en un bote que no está vacío. ¿Qué me pueden decir de ese bote?”

Pídale a los estudiantes que agrupen dibujos de objetos y personas de acuerdo a categorías que han estudiado. Por ejemplo, los estudiantes pueden agrupar cosas que están vacías y cosas que están llenas.

Pídales a los estudiantes que dibujen ilustraciones de cosas opuestas. Después ellos pueden describir sus dibujos durante discusiones de grupo.

Enlace con la casa

Aliente a los estudiantes a encontrar opuestos en sus casas y jugar “Estoy pensando en ...” con un miembro de su familia.

Oral Language Lesson: Vocabulary of School

- Objective:** Help students learn the vocabulary of school, such as numbers, shapes, directions, and categories
- Grouping:** Small group or whole class
- Materials:** None

Procedures

Model the language of giving directions, so students learn to follow and give them.

Select prepositions that are important to the instructional language used in school—examples: *on, over, in, under, near, far, in front of, in back of, between.*

Introduce two prepositions, such as *on* and *over*.

Say: “We will watch, listen, do some actions, and talk about what we do.”

Place your hand on your head. Say: “Look, my hand is on my head.” Then hold your hand over your head and say: “My hand is not on my head. My hand is over my head.”

Say: “Hold your hand on your head. Where is your hand?”

Say: “Hold your hand over your head. Now, where is your hand?”

Repeat the sequence with “your knee.”

Quickly move through the action sequences. Expand responses to complete sentences—for example, “My hand is over my head.”

Alternate what you ask students to do so they are unable to predict your next action.

Emphasize target words. After demonstrating the meanings of words, do not reveal the answers by giving additional demonstrations. Have students respond to the words in your directions.

Preview previously introduced words and concepts before teaching new words and concepts.

Use objects or pictures for some demonstrations. For example: Use a box or a paper bag to demonstrate the preposition *in*.

Incorporate other concepts: students’ clothing (“Put your hand in your pocket.”); singular and plural directions (“Touch your ear. Touch your ears.”); words describing spatial relationships (“Sam is first in the line. Maria is last in the line. Sam comes before Jim.”); words describing quantities (“Hold up all your fingers. Hold up some of your fingers.”); descriptions of how things can be the same and different (“I’m touching my head. You do the same thing I am doing.”).

Emphasize the targeted words and sentences at different times during the school day (e.g., read-alouds, art activities, play).

Lección para el desarrollo del lenguaje oral: vocabulario de la escuela

- Objetivo:** Los estudiantes utilizarán vocabulario escolar como números, formas, instrucciones y categorías.
- Grupo:** Grupos pequeños o el grupo completo
- Materiales:** Ninguno

Procedimiento

Modele el lenguaje utilizado para dar y seguir instrucciones.

Seleccione preposiciones que son importantes al dar instrucciones en la escuela. Ejemplos: *arriba, sobre, en, cerca, lejos, enfrente, atrás, adelante, entre, en medio, al lado.*

Introduzca dos preposiciones como por ejemplo *sobre* y *al lado*.

Demuestre el significado de las preposiciones *sobre* y *al lado* poniendo una mano sobre su cabeza. Diga: “Miren, mi mano está sobre mi cabeza.” Después coloque su mano al lado de su cabeza y diga: “Mi mano no está sobre mi cabeza. Mi mano está al lado de mi cabeza.”

Diga: “Pongan una mano sobre su cabeza.” Después pregunte: “¿Dónde está su mano?”

Diga: “Pongan su mano al lado de su cabeza. ¿Dónde está su mano ahora?”

Pídales a los estudiantes: “Pongan su mano sobre las rodillas. ¿Dónde está su mano?” Repita pidiéndoles a los estudiantes que pongan su mano al lado de su rodilla.

Cambie de una acción a otra rápidamente. Amplíe las repuestas de los estudiantes para hacer oraciones completas. Por ejemplo: “Mi mano está sobre mi cabeza” en lugar de “sobre mi cabeza.”

Alterne lo que le pide a los estudiantes hacer para que no puedan adelantarse a sus palabras.

Enfatice palabras clave. Después de demostrar el significado de las palabras no dé pistas adicionales que puedan dar la respuesta a los estudiantes (ej., movimientos). Los estudiantes responderán a las palabras de sus instrucciones.

Repase conceptos y palabras que ya ha enseñado antes de enseñar nuevos conceptos y palabras.

Incluya diferentes partes del cuerpo en las instrucciones. Por ejemplo: “Pongan su mano debajo de su barbilla. Pongan su mano enfrente de su pecho.”

Utilice objetos y dibujos para algunas demostraciones. Por ejemplo, utilice una caja o una bolsa de papel para demostrar la preposición *adentro*.

Añada otros conceptos: Ropa (“Pongan su mano adentro de su bolsillo.”); singular y plural (“Toquen un oído. Tóquense los dos oídos.”); palabras que describan relaciones espaciales (“Paco es el primero de la fila. Susana es la última de la fila. Paco está antes que Daniel.”); palabras que describan cantidades (“Levanten los dedos. Levanten algunos de sus dedos.”).

Enfatice las palabras claves y las oraciones en diferentes momentos durante el día (ej., al leer en voz alta, en el recreo, en actividades artísticas).

Explicit Vocabulary Instruction for English Language Learners

- Consider the native vocabulary knowledge of English language learners (ELLs).
 - Take advantage of concepts known in students' native language. When students learn words, they learn both the label for a word and the concept behind the label. ELLs might understand in Spanish concepts such as *war* and *peace* but lack the English labels. If so, ELLs just need to learn a new label for a familiar concept. For new concepts, support students' learning of both the concepts and labels in the second language.
 - Explicitly teach how to identify cognates. With explicit instruction in how to recognize English-Spanish cognates, Spanish-speaking students may use their knowledge of these shared root words as they learn to read in English. Pages 2 and 3 of this handout provide a list of useful cognates.
- Explicitly teach words that have multiple meanings and help ELLs understand the different shades of meanings, relationships between words (i.e., synonyms and antonyms) and figurative language (i.e., idioms, similes, metaphors). Even simple words such as *bug*, *ring*, *light*, *pen*, and *hand* might have several meanings unfamiliar to ELLs.
- Provide multiple exposures to words in varied written and oral contexts. To gain a deep understanding of a word, students typically need 12 to 14 exposures to the word and its meaning across multiple contexts. Because ELLs might hear English primarily only at school, expose them to English vocabulary as much as possible.
- Contextualize vocabulary instruction by using artifacts, audio-visual materials, hands-on experiences, graphic organizers, and semantic mapping to help explain new words.
- Ensure that vocabulary instruction for ELLs includes academic function words like *copy*, *trace*, *highlight*, *follow*, *point out*, *caption*, *chapter*, *paragraph*, and other adverbs and conjunctions such as *however*, *nevertheless*, *therefore*, *since*, etc.

English/Spanish Cognates

English	Spanish	English	Spanish
absolute	absoluto	calm	calma
absorb	absorber	cancel	cancelar
abstract	abstracto	capital	capital
acceleration	aceleración	captain	capitán
accent	acento	category	categoría
accident	accidente	central	central
acid	ácido	chocolate	chocolate
acre	acre	circulation	circulación
active	activo	colony	colonia
administer	administrar	concise	conciso
admire	admirar	conflict	conflicto
adult	adulto	constant	constante
allergy	alergia	credit	crédito
alphabet	alfabeto	department	departamento
ambition	ambición	determine	determinar
animal	animal	direction	dirección
annual	anual	education	educación
assembly	asamblea	elephant	elefante
attraction	atracción	excellence	excelencia
bank	banco	extreme	extremo
biology	biología	factor	factor
block	bloque	function	función
brutal	brutal	gallon	galón
calcium	calcio	gas	gas
calendar	calendario	general	general

English	Spanish	English	Spanish
habit	hábito	oral	oral
history	historia	palace	palacio
horror	horror	part	parte
hospital	hospital	partial	parcial
human	humano	participate	participar
idea	idea	pause	pausa
imagine	imaginar	permit	permitir
impressive	impresionante	person	persona
index	índice	practice	práctica
individual	individuo	president	presidente
insect	insecto	principal	principal
intense	intenso	process	proceso
invent	inventar	public	público
laboratory	laboratorio	radio	radio
literature	literatura	rational	racional
manual	manual	represent	representar
mark	marca	result	resulta
mathematics	matemáticas	segment	segmento
melon	melón	simple	simple
minute	minuto	solid	sólido
model	modelo	special	especial
music	música	telephone	teléfono
national	nacional	television	televisión
natural	natural	tranquil	tranquilo
number	número	vacation	vacación
observe	observar	visit	visita
opinion	opinión		

Adapted from August et al., 2005; August et al., 2006; Calderon et al., 2005; Carlo et al., 2004; Cary, 1997; Coyne, Kame'enui, & Carmine, 2010; Francis et al., 2006; Gamez & Levine, 2013; García & Nagy, 1993; Gersten et al., 2007; Peregoy & Boyle, 2005; Shanahan & Beck, 2006; Silverman, 2007

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Helpful Websites

Idioms: www.idiomsite.com

The Visual Dictionary: www.infovisual.info

Longman Dictionary of Contemporary English: www.ldoceonline.com

Visual Thesaurus: www.visualthesaurus.com

Vocabulogic: www.vocablog-plc.blogspot.com

Oxford Learner's Dictionaries: www.oup.com/elt/catalogue/teachersites/oald7/?cc=global

Cambridge Dictionaries Online: <http://dictionary.cambridge.org>

Books for Children About Vocabulary

Agee, J. (1998). *Who ordered jumbo shrimp?* HarperCollins.

Banks, K. (2006). *Max's words*. Farrar, Straus and Giroux.

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Finchler, J., & O'Malley, K. (2006). *Miss Malarkey leaves no reader behind*. Walker Childrens.

Frasier, D. (2007). *Miss Alaineus: A vocabulary disaster*. Scholastic.

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Hopkins, L. B. (2004). *Wonderful words: Poems about reading, writing, speaking, and listening*. Simon & Schuster.

O'Connor, J., & Glasser, R. P. (2006). *Fancy Nancy*. HarperCollins.

Books by Jack Prelutsky

Schotter, R., & Potter, G. (2006). *The boy who loved words*. Schwartz & Wade.

Books by Shel Silverstein

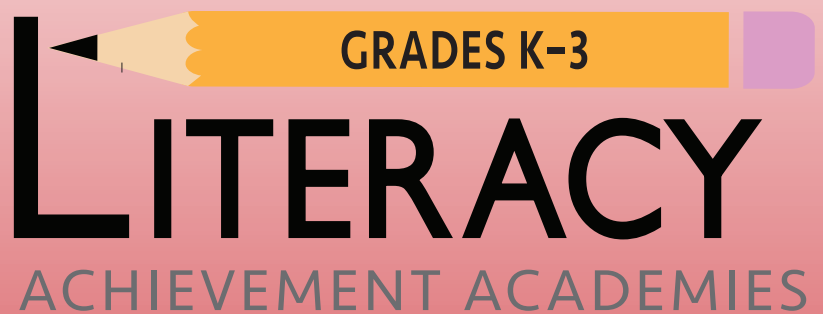
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Wimmer, S. (2012). *The word collector*. Cuento de Luz.

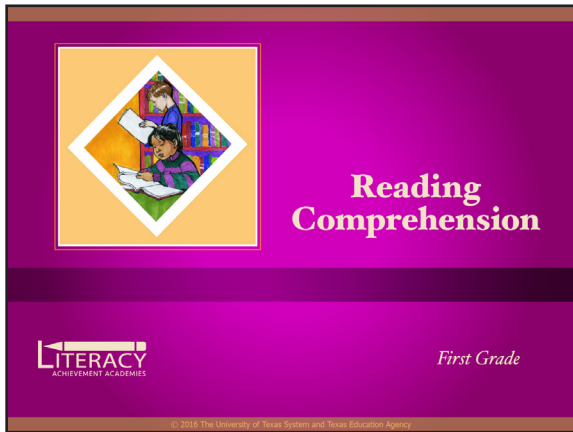


Reading Comprehension

Participant Notes



GRADE 1

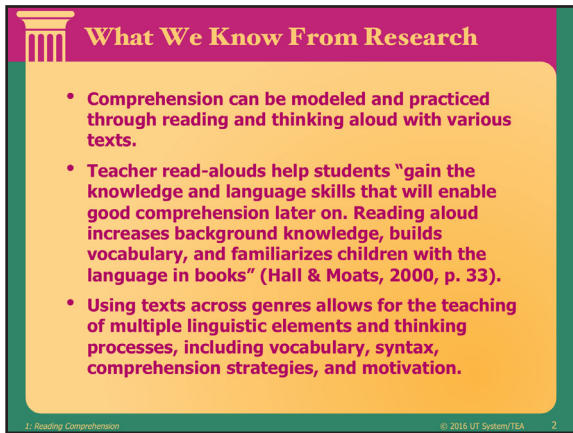


Reading Comprehension

LITERACY ACHIEVEMENT ACADEMIES

First Grade

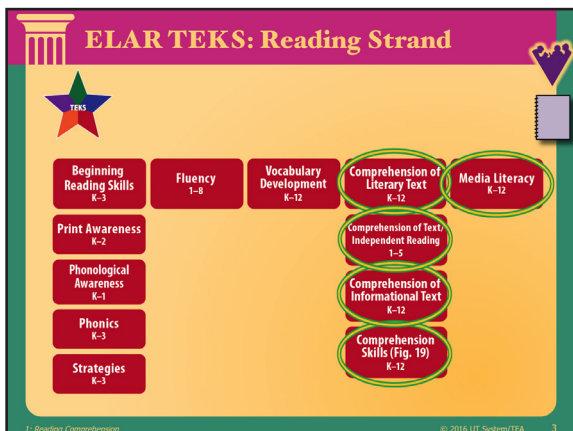
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What We Know From Research

- Comprehension can be modeled and practiced through reading and thinking aloud with various texts.
- Teacher read-alouds help students “gain the knowledge and language skills that will enable good comprehension later on. Reading aloud increases background knowledge, builds vocabulary, and familiarizes children with the language in books” (Hall & Moats, 2000, p. 33).
- Using texts across genres allows for the teaching of multiple linguistic elements and thinking processes, including vocabulary, syntax, comprehension strategies, and motivation.

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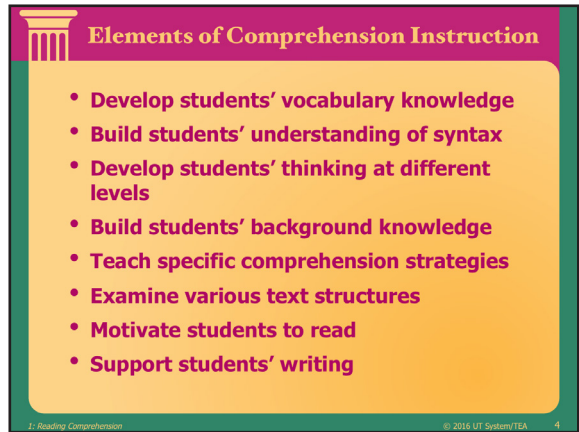


ELAR TEKS: Reading Strand

TEKS

- Beginning Reading Skills K-3
- Fluency 1-8
- Vocabulary Development K-12
- Comprehension of Literary Text K-12
- Media Literacy K-12
- Print Awareness K-2
- Comprehension of Text: Independent Reading 1-5
- Phonological Awareness K-1
- Comprehension of Informational Text K-12
- Phonics K-3
- Comprehension Skills (Fig. 19) K-12
- Strategies K-3

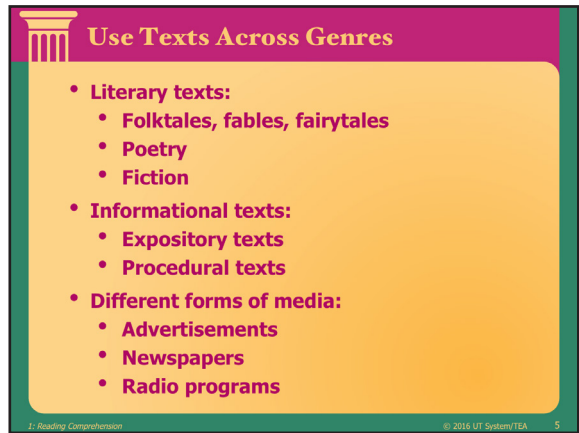
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Elements of Comprehension Instruction

- Develop students' vocabulary knowledge
- Build students' understanding of syntax
- Develop students' thinking at different levels
- Build students' background knowledge
- Teach specific comprehension strategies
- Examine various text structures
- Motivate students to read
- Support students' writing

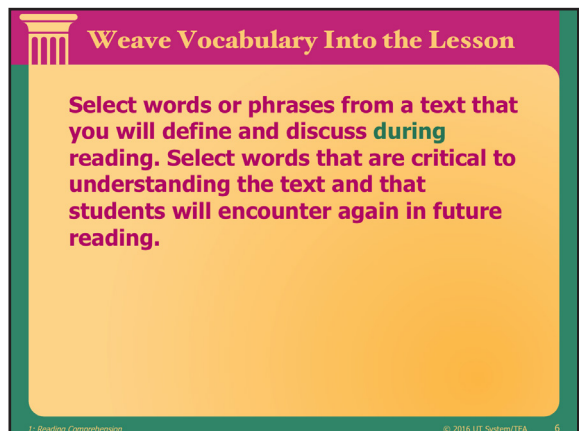
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Use Texts Across Genres

- **Literary texts:**
 - Folktales, fables, fairytales
 - Poetry
 - Fiction
- **Informational texts:**
 - Expository texts
 - Procedural texts
- **Different forms of media:**
 - Advertisements
 - Newspapers
 - Radio programs

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Weave Vocabulary Into the Lesson

Select words or phrases from a text that you will define and discuss **during** reading. Select words that are critical to understanding the text and that students will encounter again in future reading.

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Teaching Vocabulary Words in Context

- When you encounter a word that may impede students' understanding of a text:
 - Point to a picture.
 - Provide a student-friendly definition.
 - Provide a synonym.
 - Make a gesture or change your tone of voice.
- After reading:
 - Use the word in a new context.
 - Ask students to apply the word to a context they know.

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Building Knowledge of Syntax

- Find sentences to model different syntactic elements:
 - Subject + predicate = complete sentence
 - Verbs, nouns, modifiers, prepositions, pronouns
 - Capital letters
 - Ending punctuation
- Use sentences in various activities:
 - Examining mentor sentences
 - Playing with sentence anagrams
 - Matching sentences with pictures
 - Sequencing sentences

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Example Mentor Sentences

"No, David!"
— Shannon, 1998

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Manipulating the Mentor Sentence

No, David!

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Sentence Anagrams

ran dog the

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Other Sentence Activities

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**Developing Thinking:
Comprehension Purpose Questions**

Thoughtful questions improve learning in many ways:

- Give students a purpose for reading
- Focus students' attention on what they will learn
- Help students think actively as they read
- Encourage students to monitor their comprehension
- Help students review content and relate what they have learned to what they already know

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**Comprehension Purpose Questions:
Activities**

- Read the description of comprehension purpose questions.
- Underline words and phrases that help you answer this comprehension purpose question:
What is important to remember when setting a comprehension purpose question?
- Apply what you learned.

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Building Background Knowledge

- Select and read texts within a theme:
 - Use texts from various genres.
 - Explicitly make connections across texts.
 - Use graphic organizers to show connections.
- Activate background knowledge before reading text aloud to students.
- Model connecting background knowledge with new knowledge.

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Comprehension Strategies

Setting purpose	Consider the purpose for reading or listening to various texts
Asking and responding to questions	Answer <i>who</i> , <i>where</i> , and <i>what</i> questions after listening to a sentence or short paragraph Respond to texts by answering and asking questions, discussing ideas, and relating events to personal experiences
Monitoring and adjusting comprehension	Ask questions while listening to stories to check comprehension Use strategies to repair comprehension when confusions arise (e.g., reread) Create mental images
Retelling	Retell or act out important events in stories Retell important facts in a text

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Comprehension Strategies (cont.)

Identifying important information and ideas	Restate main ideas
	Identify important facts or details
	Use text features to locate specific information
Making inferences	Explain the meaning of specific signs and symbols
	Describe characters and reasons for their actions and feelings
	Use titles, illustrations, and text to make predictions
Making connections	Make inferences about text and use textual evidence to support understanding
	Connect texts to own experiences, ideas in other texts, and the larger community

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Teaching Comprehension Strategies

- Start with easier texts and then move to more complex texts.
- Identify places in the text to stop and think aloud.
- Tell students that you will stop occasionally to talk about what you're thinking.
- As you read, stop in the places you've marked to share your thinking.
- During or after reading, fill out a graphic organizer to summarize your thinking.
- After you have modeled a strategy and students have practiced it with you many times, have them practice it in partners or small groups.

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Examining Text Structures

- **For narratives:**
 - Discuss characters, setting, and events.
 - Analyze character motivation.
- **For informational texts:**
 - Look for specific structures, like sequence or compare and contrast.
 - Use key words to identify text structure.
- **Graphic organizers to analyze text structures:**
 - Story maps
 - Character analysis charts
 - Webs, flow charts, etc.

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Motivating Students to Read

Promote a variety of literacy-related activities:

- **Sharing books by "reading" with peers**
- **Retelling stories that have been read aloud**
- **Drawing and writing about books they have read**
- **Checking out books to read at home**

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Supporting Students' Writing

- **Texts and instructional strategies used to teach comprehension can also be used to teach writing.**
- **We'll discuss this topic in our next session.**

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**Consider Diversity:
English Language Learners**

- English language learners learn to derive meaning from texts and practice using language to discuss texts.
- Scaffold instruction to promote language comprehension and use:
 - Take into account students' different levels of English proficiency.
 - Consider prior knowledge and identify unfamiliar terms and topics.
 - Scaffold comprehension.
 - Monitor understanding frequently.

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Importance of Comprehension Instruction

“The teacher needs to consider not only which comprehension skills a child will benefit from most, but also how those might fruitfully be combined with other skills to develop that child’s comprehension overall...The teacher needs to know about the component processes of reading comprehension to teach them when they are relevant, not in a fixed order.”

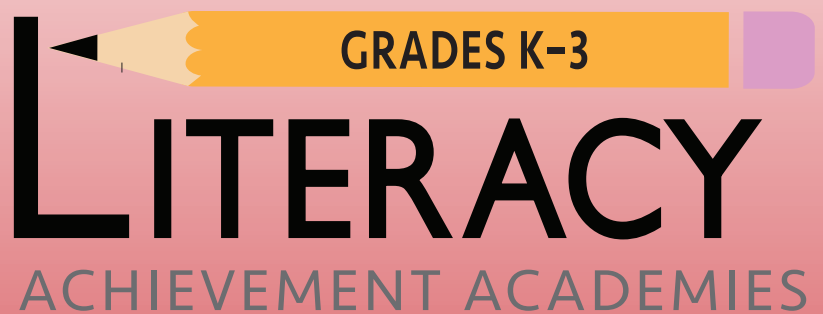
— Oakhill, Cain, & Elbro, 2015, p. 110

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Reading Comprehension

Handouts



GRADE 1

Teaching Syntax Through Sentence Activities

Mentor Sentences

Use mentor sentences to teach specific syntactic elements such as parts of speech, punctuation, or capitalization. You can also use mentor sentences to teach more sophisticated linguistic elements such as rhyme, alliteration, or sensory language.

Find mentor sentences in texts that you or your students are reading or writing. Teach your students to become sentence detectives. In planning to teach a convention, find it in your own or your students' reading or writing. Show the sentence and talk about it. Ask students to analyze its interesting features. Scaffold students into discussing how these features relate to meaning.

Next, to extend this knowledge, have students find sentences with similar syntactic patterns. For example, if you are teaching exclamation marks, have students watch for exclamation marks in texts that they're reading or that you're reading aloud to them. When you find a sentence that fits the pattern, write it on a sentence strip. Collect sentences on a mentor sentence wall that you and students can add to and use.

Teach students to correct errors in sentences. Change one feature that you've taught in a mentor sentence (e.g., change a period to a question mark). Then discuss how the change affects meaning.

Sentence Anagrams

Segment a sentence into single words and have students arrange the words to make a complete sentence. Avoid capitalizing any of the words or including any punctuation, so that students can add these elements after they build the sentence.

HINT: Put the words on individual note cards for students to manipulate. As an additional scaffold, write words from different parts of speech in different colors (e.g., nouns red, verbs blue).

Matching Sentences With Pictures

Identify three to five sentences in a text that you've read. Create pictures to match the sentences. Mix up the sentences and pictures. Have students work in partners to match each sentence with its picture.

Sequencing Sentences

Use simple sentences from a text. Have students arrange the sentences in order.

HINT: Combine matching sentences with pictures and sentence sequencing. Handout 2 provides example materials you can use to model and have students practice.

Order to Teach Sentence Elements

- **Identifying subject and predicate**

Stellaluna learned to be like the other birds. (from *Stellaluna* by Janell Cannon)

QUESTIONS: Where is the subject, and what is that subject doing? What else do you notice about this sentence?

- **Inserting adjectives and adverbs**

They climbed the staircase. The staircase was wide.

They climbed the wide staircase. (from *Henry's Freedom Box* by Ellen Levine)

- **Making compound subjects, objects, and predicates**

Owen stuffed Fuzzy inside his pajama pants. Owen went to sleep.

Owen stuffed Fuzzy inside his pajama pants and went to sleep. (from *Owen* by Kevin Henkes)

- **Producing compound sentences with *and*, *but*, *or*, etc.**

They laughed. Both hung on to the grass.

They laughed, and both hung on to the grass. (from *Thank You, Mr. Falker* by Patricia Polacco)

- **Producing possessive nouns**

Dr. Smith bandaged the hand. The hand belonged to Henry.

Dr. Smith bandaged Henry's hand. (from *Henry's Freedom Box* by Ellen Levine)

- **Making a sentence with an adverbial clause using *because*, *after*, *until*, *when*, etc.**

I want to be a Secret Service agent. I will do it when I grow up.

When I grow up, I want to be a Secret Service agent. (from *Diary of a Worm* by Doreen Cronin)

QUESTIONS: Could this sentence be written a different way? Would you need a comma in that sentence?

- **Making a sentence with a relative clause using *who*, *that*, *which*, etc.**

More bats gathered around to see the strange young bat. The strange young bat behaved like a bird.

More bats gathered around to see the strange young bat who behaved like a bird. (from *Stellaluna* by Janell Cannon)

Adapted from Anderson, 2005, 2007; Moats & Hennessy, 2010; Saddler, 2012

Sentence-Sequencing Picture Cards

Write these sentences on individual sentence strips:

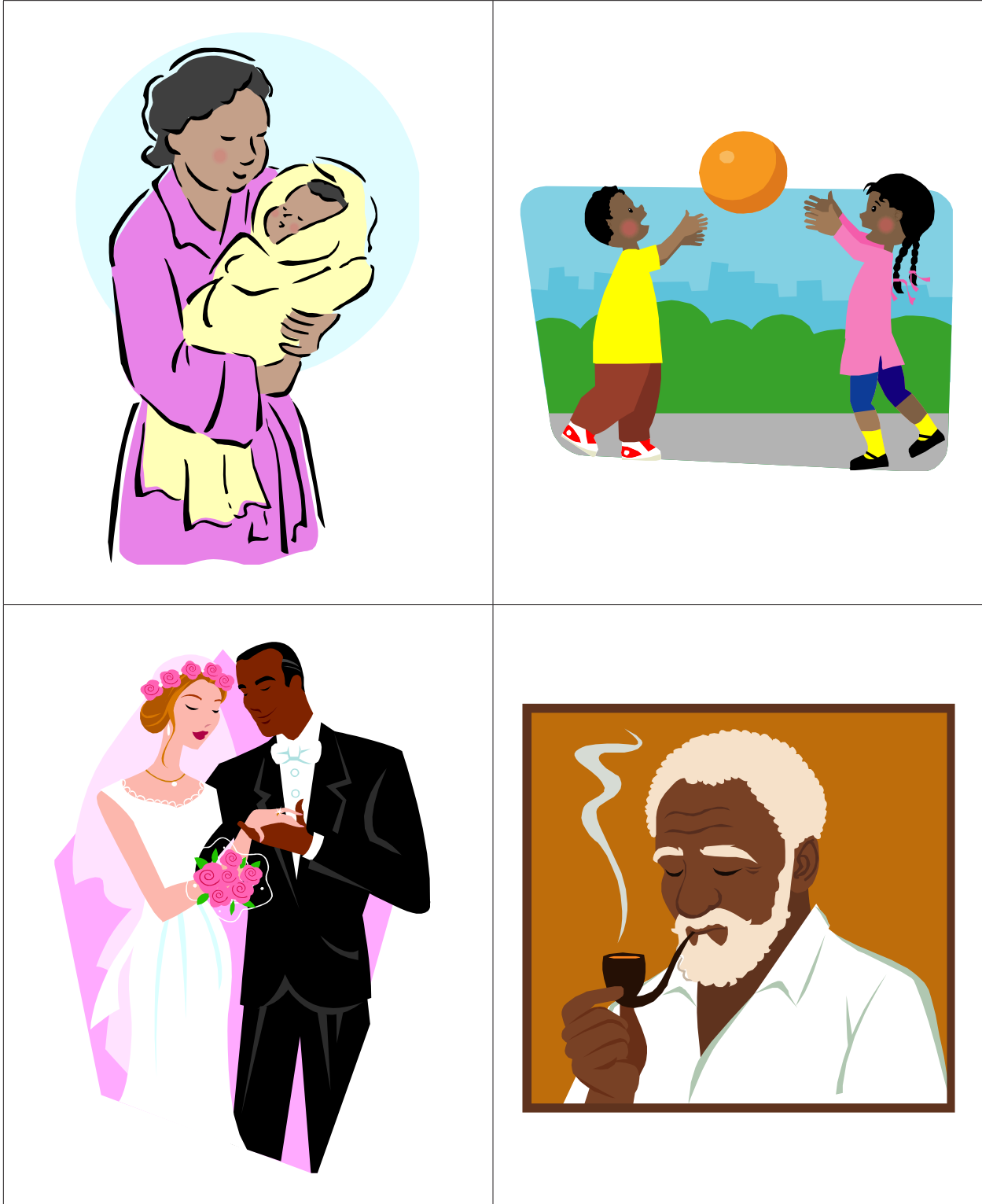
Put water in a tub. Fill up the tub. Wash the dog in the tub. Dry off the dog.



Sentence-Sequencing Picture Cards

Write these sentences on individual sentence strips:

The mom has a baby boy. He is a young boy. He is a man with his wife. He is an old man.



Sentence-Sequencing Picture Cards

Write these sentences on individual sentence strips:

Get the ingredients to make cookies. Roll the dough and cut out cookies. Put the cookies in the oven. The cookies are ready to eat!



Comprehension Purpose Questions

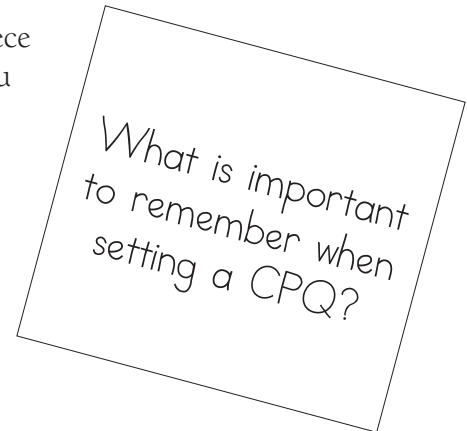
Critical to planning for comprehension instruction is setting a comprehension purpose before reading. To help students deepen and extend understanding, plan ahead and really think about the text before reading it to students or before they read it themselves.

You can set a comprehension purpose question (CPQ) for any piece of text—even if it is only a paragraph or a few sentences long. You can set a CPQ before reading the story description on the back cover of a book or before reading a math problem students are about to solve. You can set a CPQ for narrative or informational text. Sometimes, it's best to set multiple CPQs throughout a reading, always stopping to discuss, share thinking, and check understanding before setting a new one.

To set a CPQ, think about a question that will focus student attention throughout the reading. Think about the major understandings you hope your students will acquire from the text. When focusing on a strategy, set a CPQ that will support or strengthen that strategy.

Each time your class reads a text, set a different CPQ. For the first reading, your CPQ might be overarching and straightforward. By the third reading, your CPQ can be more complex, helping students to think more deeply about the text. CPQs should nudge students to think about the intended meaning of the text.

To help students focus on the CPQ during reading, post it for all to see. With younger students, or to support your English language learners, include a picture. During reading, redirect attention to the CPQ to remind students what to think about as they read or listen. Plan for places to think aloud or stop to discuss the CPQ during reading. At the end of the reading, discuss the CPQ in depth. Make sure that all students have an opportunity to share their thinking either orally with a partner or the whole group or in a reflective writing or response task.



Practice Identifying CPQs

Read the question stems below. If the stem would make a good CPQ, write “CPQ” in the box beside it. If the question would not make a good CPQ but is still a question you would use in instruction, write a “Q” in the box. The first one has been done as an example.

Who is...? Example: Who is Goldilocks?	Q
What happens to...? Example: What happens to Goldilocks?	
Where does the story take place? Example: Where does <i>Goldilocks and the Three Bears</i> take place?	
How does _____ feel about _____? Example: How does Goldilocks feel about the bears and their house?	
Why does...? Example: Why does Goldilocks leave the bears' house?	
How would you describe...? Example: How would you describe Goldilocks?	
What happens in the beginning? Example: What happens in the beginning of <i>Goldilocks and the Three Bears</i> ?	
What do we learn about...? Example: What do we learn about Goldilocks?	
What does _____ learn? Example: What does Goldilocks learn?	
Who is the author? Example: Who is the author of <i>Goldilocks and the Three Bears</i> ?	
What will the story be about? Example: What will <i>Goldilocks and the Three Bears</i> be about?	

This page intentionally left blank.

Practice Identifying CPQs Answer Key

Read the questions stems below. If the stem would make a good CPQ, write “CPQ” in the box beside it. If the question would not make a good CPQ but is still a question you would use in instruction, write a “Q” in the box. The first one has been done as an example.

Who is...? Example: Who is Goldilocks?	Q
What happens to...? Example: What happens to Goldilocks?	CPQ
Where does the story take place? Example: Where does <i>Goldilocks and the Three Bears</i> take place?	Q
How does _____ feel about _____? Example: How does Goldilocks feel about the bears and their house?	CPQ
Why does...? Example: Why does Goldilocks leave the bears' house?	Q
How would you describe...? Example: How would you describe Goldilocks?	Q
What happens in the beginning? Example: What happens in the beginning of <i>Goldilocks and the Three Bears</i> ?	Q
What do we learn about...? Example: What do we learn about Goldilocks?	CPQ
What does _____ learn? Example: What does Goldilocks learn?	CPQ
Who is the author? Example: Who is the author of <i>Goldilocks and the Three Bears</i> ?	Q
What will the story be about? Example: What will <i>Goldilocks and the Three Bears</i> be about?	Q

Example Lesson Plan: Creating Mental Images

Materials

- *Fish Is Fish* by Leo Lionni
- The Pictures in My Mind chart (page 3 of this handout)
- Chart paper with large version of The Pictures in My Mind chart
- Marker
- Whiteboards

Objective and Purpose

Students will practice creating mental images while listening to a read-aloud.

Vocabulary

Preteach: *inseparable, marvelous, impatiently*

Build into lesson: *minnow, tadpole, triumphantly, argued, bank, extraordinary, mighty whack of the tail, gasping, groaned feebly, stunned, move to and fro, luminous, lily leaf*

Modeled Reading: “I Do” and “We Do”

Tell students that you will read a book to teach the importance of making pictures in your head, or visualizing, when you read or listen to a story.

Show the cover of the book. Point to the fish and say:

“This character will create pictures in his head as he listens to his friend tell stories. See the thought bubble above his head. This is a picture he’s making in his head as he’s listening. We will practice doing the same thing as the fish—making pictures in our head. As I read the book, try making pictures in your head. Try to picture what the characters and setting look like. Try to imagine what the characters sound like as they talk.”

Explain that you will stop occasionally to model how to make mental images using The Pictures in My Mind chart. Tell students that when you say so, they will follow along and draw their own pictures on their charts.

Begin reading the story. Make sure to pair identified vocabulary words with definitions or to act them out.

When you get to the page where the frog describes the birds, don’t show students the picture. Tell them you will show them the mental image you have in your head by drawing it in the chart. Then, they’ll do the same. Read both pages. Then say:

“Let me draw what I’m imagining this looks like in the first box.”

As you think aloud, describing the picture in your head, draw a picture of the frog and fish on your chart. Show the fish with a thought bubble filled with birds. Tell students that they can draw their own mental image on their charts. Give students a few minutes to complete their quick-draw. Then, continue reading.

Follow this same procedure for the next page (the cow) in the second box and the one after that (the people) in the third box.

Ask students whether they'd like to compare their pictures with the book's illustrations. (They usually say, "Yes!") Go back and show them the picture with the birds that look like fish, the cow that looks like a fish, and the people who look like fish. Talk about how the fish has never left the pond, so he's never seen anything other than fish. He thinks everything looks like fish!

Continue reading the rest of the book. Choose one other page to stop and draw a mental image. Make sure not to show the book's picture. Then, when students finish their mental image, let them compare their picture to the one in the book.

Wrap up the lesson by discussing this strategy and why it's important. Remind students that they should use this strategy anytime they listen to or read a story or other text.

Graphic Organizer

- The Pictures in My Mind chart
- Chart paper with large version of The Pictures in My Mind chart

Partner and Cooperative Reading: "We Do"

Activities to extend into centers or partner work include the following:

- When reading other books aloud, have students use the mental images chart. Then, have students work in partners to share their pictures and use them to retell a text.
- Instead of putting a book with pictures at the listening center, have students fill out their mental images chart. Students can stop the story when they hear a signal, draw their picture, and then continue with the story. When the story is finished, students at the center can share their pictures and use them to retell the story.

Independent Reading: "You Do"

During whole-group or teacher-led small-group read-alouds, have students draw their mental images. Then, meet with each student one-on-one to listen to their retell of the story using their pictures. This is an informal assessment of comprehension.

The Pictures in My Mind

Student Name: _____

Text Title: _____

1. Picture in my mind	2. Picture in my mind
3. Picture in my mind	4. Picture in my mind

Example Lesson Plan: Retelling a Narrative Text

Materials

- *Swimmy* by Leo Lionni
- Chart paper with large version of the Retell Chart (page 4 of this handout)
- Marker

Objective

Students will practice retelling the important events in a story.

Vocabulary

Preteach: *school, fierce, creatures*

Build into lesson: *mussel shell, swift, darting, marvel, medusa, invisible thread, anemones*

Modeled Reading: “I Do” and “We Do”

Tell students that they will practice retelling a story and that *retell* means “to tell something again.” Say:

“I will read a story to you. As I read, think about what’s happening at the beginning of the story, in the middle of the story, and at the end of the story. I will stop occasionally to talk about what’s happened so far and see whether you and a partner can retell what’s happened. When I finish the story, you will help me retell the story using pictures to show the events.”

Remind students to listen for and try to remember what happens at the beginning of the story. Begin reading the story. Provide definitions or act out identified vocabulary words.

When you finish reading the page where Swimmy is all alone, say:

“I will stop here and think about everything that’s happened so far. First, Swimmy was hanging out with his group, or school, of fish. Then, a fierce, hungry, giant fish came along and ate Swimmy’s entire school. Only Swimmy escaped! But this meant Swimmy was left all alone. That made him feel sad and lonely.

“Turn to your partner. Partner 1, retell the events so far. See whether you can remember them all.”

Give students a minute to do their retells. Walk around and listen. Scaffold as needed.

Continue reading the story. Follow the same procedure for the middle of the story, stopping after you read the page with the sea anemones.

Do the same for the end of the story, stopping after you read the last page. Have partners take turns doing the retells.

When you finish the story and you and the students have finished retelling the story's end, say:

“Let's see whether you can help me retell the entire story. First, let's label each of the columns of the Retell Chart with a letter. The first column is the beginning of the story. What sound does *beginning* start with?”

Have students respond chorally, /b/, as you write a *B* at the top of the first column.

“The next one is the middle. What does *middle* start with?”

Have students respond chorally, /m/, as you write an *M* at the top of the second column.

“And this one is the ending. What sound does *ending* start with?”

Have students respond chorally, /e/, as you write an *E* at the top of the third column.

Starting at the beginning of the story, think aloud and prompt students to help you remember the different events in sequence. Start by saying:

“Let me see whether I can remember what happened at the very beginning of the story. Oh, yes, Swimmy was hanging out with his school. So I'll draw a picture of that.”

Do a quick-draw.

“Then, that big, mean... What was that word we learned?”

See whether students can tell you the word *fierce*. You may have to help them with the first sound or two.

“Yes, that **fierce** fish. He ate the whole school. Let me draw that.”

Do a quick-draw.

“Except for who? Who got away?”

Have students answer chorally.

“Yes, Swimmy! He was fast. But then, what happened? Turn to your partner and see whether you can remember.”

Give students just a few seconds to discuss.

“How did Swimmy feel?”

Call on a student or two.

“He felt sad and lonely. Let's write that word *lonely* on our picture.”

Write *lonely* next to Swimmy on your quick-draw.

“That's what happened in the beginning. Now, can we remember what happened in the middle?”

Continue asking questions, prompting students, having them turn to a partner to discuss, and doing your quick-draws.

In the middle column, you'll draw the following:

- A jellyfish
- A lobster
- Fake fish on threads
- Seaweed
- An eel
- Sea anemones

In the third column, you'll draw the following:

- Swimmy meeting a new school of fish
- Swimmy teaching these fish how to swim together to look like a giant fish
- Swimmy and his school swimming through the ocean together scaring other fish

Wrap up the lesson by discussing the retell strategy and why it's important. Remind students that as they listen to or read texts, they should stop occasionally to see whether they can remember what's happened so far. This strategy helps students make connections between characters, events, and ideas in texts.

Graphic Organizer

Retell Chart

Partner and Cooperative Reading: "We Do"

Activities to extend into centers or partner work include the following:

- When doing other read-alouds, stop occasionally to have students work in partners to retell what has happened in a story or to retell what they've learned from an informational text.
- At the listening center, have partners stop the story to retell what's happened so far.
- When doing retells with partners, provide prompts for the partner who is listening to use. For narrative retells, a good prompt is, "And then what happened?" For informational text retells, a good prompt is, "What else did you learn?"

Independent Reading: "You Do"

Meet with individual students to have them retell stories or other texts. Use a rubric to evaluate each student's retell. This is an informal assessment of comprehension.

Retell Chart

Example Lesson Plan: Identifying Topic and Details in Informational Text

Materials

- Copies of “Gecko” for students (page 3 of this handout)
- Picture of a gecko
- Chart paper with large version of Identifying Important Information chart (page 4 of this handout)
- Marker

Objective

Students will practice identifying the topic and details in an expository text.

Vocabulary

Preteach: *gecko*

Build into lesson: NA

Modeled Reading: “I Do” and “We Do”

Referring to your Identifying Important Information chart, tell students that they will learn how to identify the most important “who” or “what” of a text, or the topic. Students will also learn how to find important information related to that topic.

Distribute copies of the “Gecko” text. Put a copy on the document camera. Say:

“I will read this text aloud. As I read it, I will stop occasionally and think aloud about what I’m learning. I will try to figure out the topic and the important information about the topic. Let’s do this one paragraph at a time.”

Put a bracket around the first paragraph and write a 1 next to it. Tell students to do the same on their copy. Say:

“Let’s start with this paragraph. As I read aloud, follow along with your finger. I will stop every once in a while to tell you what the text is making me think. We’ll see whether I can figure out the topic and the important information.”

Read the text aloud. Stop occasionally to think aloud about the topic and information in the text. For example, read the first two sentences. Then, stop and say:

“Hmm, so far, it seems like I’m learning about the gecko. This makes sense because that’s the title. Maybe that’s the topic of this text. These first two sentences are interesting. It tells me the gecko is strange. Then it tells me it can walk on walls and windows. That is

pretty strange. I have a dog, and it would be strange if she started walking on the walls or windows of our house. Let me keep reading and see what else I learn.”

Continue and do two or three more think-alouds to model figuring out the topic and identifying important information. When you finish reading and thinking aloud, say:

“OK, I think I have an idea of the topic and the important information about that topic. Let’s see whether you can help me figure it out.”

Go to your chart and say:

“First, what is the most important ‘who’ or ‘what’ of this text? The whole paragraph was about the gecko, so I’ll write ‘gecko’.”

Write “gecko” in the first row and second column. Continue:

“Now, I have to figure out what the author taught me about the gecko that is important. Well, first, I learned that the gecko is strange, so I’ll write that. I learned that it can walk on walls, windows, and ceilings, so I’ll write that. Last, I learned that the gecko has sticky hairs on its feet that help it stick to things, so I’ll also write that. Let’s read what I wrote.”

Have students choral read the chart with you.

Follow the same procedure with the second paragraph. This time, ask questions and have students turn to a partner to discuss the topic and important information and help you fill out the chart for that paragraph. This moves the lesson into more of a “We do.”

Adaptation: If your students can keep up with your writing, give them copies of the chart to fill in with you.

Wrap up the lesson by discussing the strategy and why it’s important. Remind students that when they listen to or read texts, they should think about what’s most important to remember and learn. This helps them build background knowledge and make connections.

Graphic Organizer

Identifying Important Information chart

Partner and Cooperative Reading: “We Do”

When doing other read-alouds, have students work in partners to identify the topic and the important information.

Independent Reading: “You Do”

Some students may be able to fill out their own Identifying Important Information charts at a reading or listening center, but many students will not be ready to use this strategy independently.

Gecko

The gecko is a strange lizard. It is strange because it can walk on walls and windows. It can even walk on the ceiling. The gecko has sticky hairs on its feet. These sticky hairs help it to stick to things as it walks.

The gecko is also strange because it can drop off its tail. If something catches the gecko by the tail, the tail falls off. Then the gecko runs away. A new tail grows back. In fact, the gecko may grow back two tails.

Identifying Important Information

Student Name: _____

Date: _____

Paragraph	Who or What (Topic)	Important Information
1		<hr/> <hr/> <hr/> <hr/> <hr/>
2		<hr/> <hr/> <hr/> <hr/> <hr/>

Adapted from Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001; Read Naturally, 2006.

Example Lesson Plan

Materials	
Objective	
Vocabulary	Preteach: Build into lesson:
Modeled Reading “I Do” “We Do”	
Graphic Organizer	
Partner and Cooperative Reading “We Do”	
Independent Reading “You Do”	

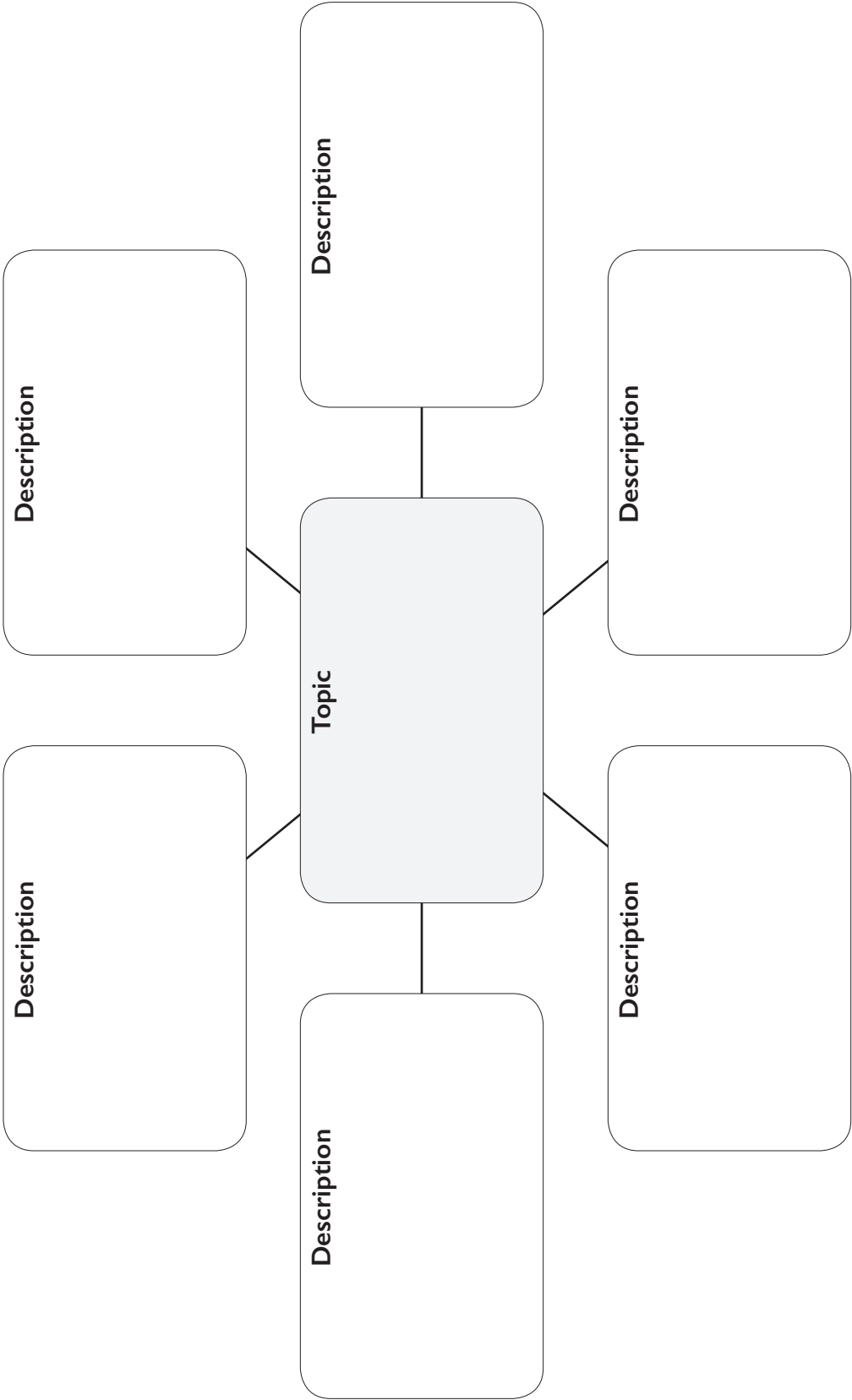
Example Graphic Organizers

Story Map

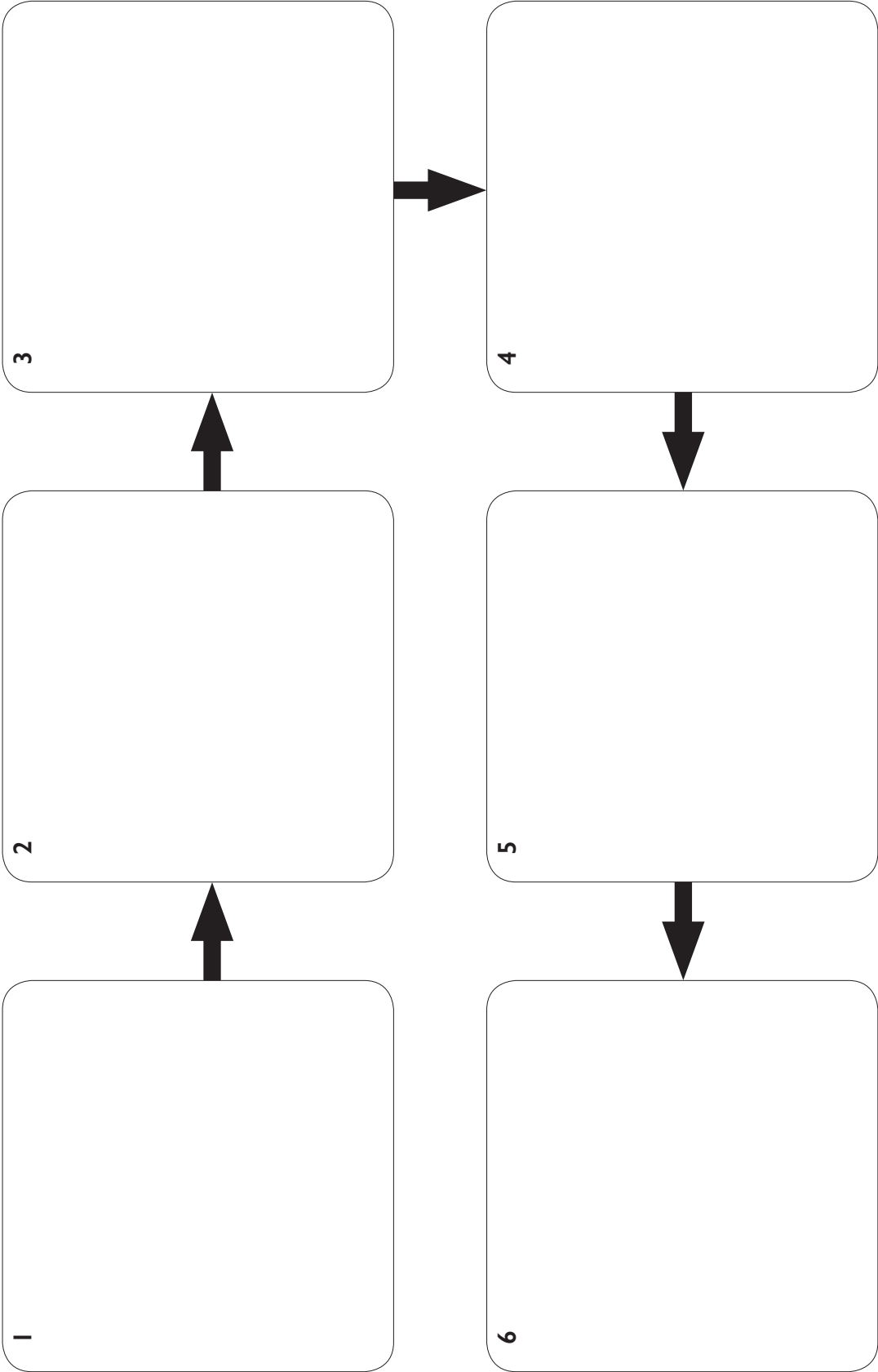
<p style="text-align: center;">Setting</p>	<p style="text-align: center;">Characters</p>
---	--

<p style="text-align: center;">Event 1</p>	<p style="text-align: center;">Event 2</p>	<p style="text-align: center;">Event 3</p>
---	---	---

Description



Sequence



Character Analysis

The graphic organizer consists of a central grey rounded rectangle labeled "Character". Four lines radiate from this central box to four surrounding white rounded rectangles. Each of these four boxes contains a question and seven horizontal lines for writing.

- Top-left box:** "Things that happen to the character"
- Top-right box:** "Why the character does these things"
- Bottom-left box:** "What the character looks like"
- Bottom-right box:** "What the character does in the story"

Character Comparison

Character A

Name: _____

1. _____

2. _____

3. _____

4. _____

Shared Characteristics

Character B

Name: _____

1. _____

2. _____

3. _____

4. _____

My Inferences

Text Says or Picture Shows	What I Know	My Inference

Expository Text Structures: Signal Words

Text Structure	Description	Signal Words		
Sequence	Lists events or ideas in numerical or chronological order	after before first second third now next	when today then later during preceding until	at last finally immediately meanwhile initially soon while
Description	Provides information about a topic	is like such as including for example	looks like as in in addition to illustrate	characteristics for instance appears to be several
Compare and Contrast	Discusses similarities and differences between two or more topics	but yet similar to different from in common	although either...or compared with however as well as	in contrast with even though likewise as opposed to
Cause and Effect	Presents ideas or events as causes with resulting outcomes or effects	because so thus	if...then therefore for this reason	consequently accordingly may be due to
Problem and Solution	Presents a problem followed by one or more solutions	a problem a solution so that because	if...then in order to one reason for thus	for this reason leads to accordingly may be due to steps involved

Adapted from Florida Center for Reading Research, 2007.

Suggestions for Motivating Students to Read

- Include a variety of different types of books, such as picture books without words, fairy tales, nursery rhymes, picture storybooks, realistic literature, decodable and predictable books, information books, chapter books, biographies, big books, poetry, and joke and riddle books.
- Provide other types of print, such as newspapers, magazines, and brochures.
- Introduce and discuss several books each week (may be theme-related, have same authors or illustrators, be same types of books, etc.).
- Have multiple copies of popular books.
- Include books in students' native languages.
- Have an easy-to-use system for checking out books.
- Provide a record-keeping system for keeping track of books read (may include a picture-coding system to rate or evaluate books).
- Showcase many books by arranging them so that the covers are visible, especially those that are new, shared in read-aloud sessions, or theme-related.
- Organize books on shelves by category or type (may color code) within easy reach of students.
- Provide comfortable, inviting places to read (pillows, rugs, a sofa, large cardboard boxes, etc.).
- Encourage students to read to "friends" (include stuffed animals and dolls for "pretend" reading).
- Have an author's table with a variety of writing supplies to encourage students to write about books.
- Have a listening table for recorded stories and tapes.

Adapted from Morrow, 2001.

English Language Learners and Reading Comprehension Instruction

When teaching reading comprehension to English language learners (ELLs), scaffold instruction to promote their language comprehension and production.

Plan instruction that is sensitive to different levels of English proficiency.

For students who are not yet able to express themselves orally in English, nonverbal responses such as hand signals (e.g., thumbs up, thumbs down) are appropriate. Allow ELLs to express their thoughts in their native language. This practice allows students to draw on all their language resources.

Use a systematic approach to consider ELLs' prior knowledge by analyzing texts to identify content and/or language that might be unfamiliar to them.

Will ELLs have sufficient background knowledge to understand a story about a visit to the beach, slumber parties, a specific holiday, or going to a museum?

- Consider how much they know about the topic and which unfamiliar auxiliary verbs, tenses, long sentences, and/or idioms students will encounter in the text.
- Activate and/or build prior knowledge by explicitly explaining novel topics and words and by helping ELLs make connections between what they already know and what they will hear in English. For example, use a K-W-L chart.
- Consider the comprehension skills that ELLs have in their native language. These skills can be transferred to English with teacher support.

Scaffold comprehension.

Graphic organizers and think-alouds are two examples of scaffolding techniques. Use comprehensible language in think-alouds. When possible, provide support in the student's native language. Have ELLs work with a language buddy who can translate if necessary. Use facial expressions, hand gestures, and exaggerated intonation to promote understanding. Restate critical information by using synonyms, cognates, paraphrasing, and visual cues.

Check comprehension and monitor progress frequently.

Assess comprehension in a variety of ways, such as retelling main points, drawing, illustrating texts, and role-playing. ELLs understand more than they can express orally or in written form.

Adapted from August & Shanahan, 2006; Francis et al., 2006; Garcia, 2000; Gersten et al., 2007; Goldenberg, 2008; Hickman et al., 2004; Peregoy & Boyle, 2005; Roit, 2006; Snow et al., 1998; Vaughn & Linan-Thompson, 2004.

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Resources for Further Reading

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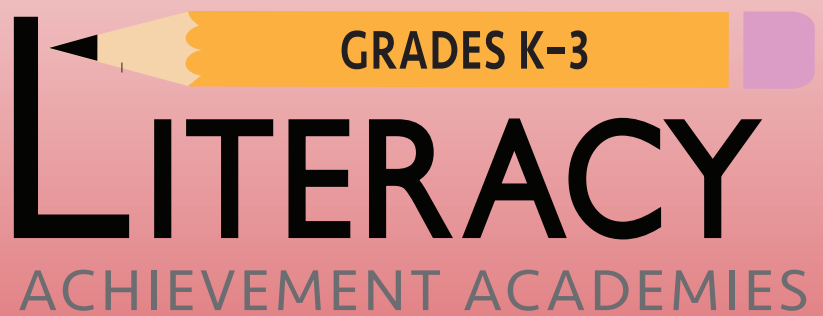
Helpful Websites

- School-Home Links Reading Kit (archived): www.ed.gov/pubs/CompactforReading/tablek.html
- U.S. Department of Education free educational materials: www.edpubs.gov
- Martha Speaks series: <http://pbskids.org/martha/parentsteachers/program/summary.html>
- Colorin Colorado: www.colorincolorado.org
- Reading Rockets, PBS Launching Young Readers: www.readingrockets.org/shows/launching



Writing

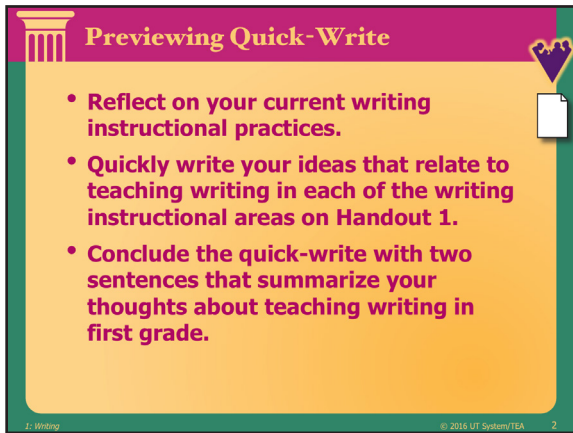
Participant Notes



GRADE 1



The slide features a purple background. On the left, there is a square illustration of a diverse group of children sitting at desks in a classroom, writing. To the right of the illustration, the word "Writing" is written in a large, white, serif font. At the bottom left, the "LITERACY ACHIEVEMENT ACADEMIES" logo is displayed. At the bottom right, the text "First Grade" is written in a white, italicized serif font. A small copyright notice "© 2016 The University of Texas System and Texas Education Agency" is visible at the very bottom.



The slide has a purple header with a white column icon and the text "Previewing Quick-Write". The main content area is yellow with a purple border. It contains three bullet points in purple text. A small purple icon of a heart with a white document is in the top right corner. The footer includes "I: Writing" on the left, "© 2016 UT System/TEA" in the center, and the number "2" on the right.

- Reflect on your current writing instructional practices.
- Quickly write your ideas that relate to teaching writing in each of the writing instructional areas on Handout 1.
- Conclude the quick-write with two sentences that summarize your thoughts about teaching writing in first grade.



The slide has a purple header with a white column icon and the text "What We Know From Research". The main content area is yellow with a purple border. It contains five bullet points in purple text. A small purple icon of a heart with a white document is in the top right corner. The footer includes "I: Writing" on the left, "© 2016 UT System/TEA" in the center, and the number "3" on the right.

- Provide daily opportunities for students to write.
- Explicitly teach students handwriting, spelling, and syntax skills.
- Explicitly teach students the writing process.
- Model and have students practice writing strategies for different purposes and audiences.
- Create a community of writers in your classroom.

ELAR TEKS: Reading Strand

TEKS

- Beginning Reading Skills K-3
- Fluency 1-8
- Vocabulary Development K-12
- Comprehension of Literary Text K-12
- Media Literacy K-12
- Print Awareness K-2
- Comprehension of Text/Independent Reading 1-5
- Phonological Awareness K-3
- Comprehension of Informational Text K-12
- Phonics K-3
- Comprehension Skills (Fig. 19) K-12
- Strategies K-3

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ELAR TEKS: Oral and Written Conventions and Writing Strands

TEKS

- Conventions K-12
- Handwriting, Capitalization, and Punctuation K-12
- Spelling K-12
- Writing Process K-12
- Literary Texts K-12
- Students Write About their Own Experiences 3-8
- Expository and Procedural Texts K-12
- Persuasive Texts K-12

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Allocating Time to Writing

How much time does research indicate should be spent on daily writing instruction and practice in first grade?

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Teaching Handwriting

- Show students how to hold a pencil.
- Model efficient and legible letter formation.
- Provide multiple opportunities for students to practice effective letter formation.
- Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes.
- Have students practice writing letters from memory.
- Provide handwriting fluency practice to build students' automaticity.
- Practice handwriting in short sessions.

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Teaching the Writing Process

- Planning
- Drafting
- Revising for content
- Editing for mechanics
- Publishing



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Explicit Instruction in the Writing Process

- **I do:**
 - Read aloud mentor texts to model specific writing components.
 - Use think-alouds and write-alouds to show students the writing process.
- **We do:**
 - Have students help you through shared writing activities.
 - Support young writers through a gradual-release model of instruction.
- **You do:**
Students try out what they've learned.

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Writing for a Variety of Purposes and Audiences

- Model planning strategies.
- Help students generate topics of interest.
- Help students identify a purpose and match it to form and audience.
- Allow students to choose writing topics.
- Help students decide which writings to share and/or publish.
- Let students decide how to publish their writing.

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Teaching the Writing Process Within Specific Genres

- Examine a lesson template for teaching the writing process across genres.
- Review sample lessons across various genres.
- Note the use of the "I do," "We do," "You do" framework.
- Plan your own lesson using this framework and your own mentor text.

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Creating a Writing Community

- Read mentor texts to hook students into listening for what effective writers do.
- Write in front of your students and share your writing.
- Show students the importance of writing in your daily life.
- Weave writing into lessons throughout the day and across content areas.
- Encourage students to collaborate with one another as writers.

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Creating a Writing Community (cont.)

- In addition to modeling thinking within the writing process, model motivational aspects of writing.
- Make mistakes in front of your students and show them how you learn from mistakes.
- Give students writing choices.
- Celebrate and share student successes.
- Provide positive feedback in one-on-one conferences with students.
- Publish students' writing both in your class and in the wider community.

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Scaffolding Writing

- Scaffold writing instruction to meet each student's needs during small-group instruction.
- Extensive writing scaffolding may include the following:
 - More modeling ("I do")
 - More guided practice ("We do")
 - A different type of graphic organizer
 - A sentence or writing frame

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Monitoring Writing Progress

- Collect students' written work across the year.
- Use response guides, checklists, rubrics, and anecdotal notes to assess students' writing.
- Conference with students regularly to discuss specific writing elements and skills.
- Keep this advice in mind when providing feedback: "Teachers should analyze rather than criticize...Error marks the place where education begins" (Rose, 1989).
- Target specific concepts as you plan instruction.

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**Consider Diversity:
English Language Learners**

- Explicitly teach, model, and scaffold spelling and writing instruction.
- Create a print-rich environment.
- Engage ELLs in meaningful and carefully planned writing activities.
- Ensure that ELLs work within a sense of community.
- Let students talk with a partner before writing.

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The Importance of Writing Instruction

“In our increasingly technology-mediated society, we can no longer afford to consider writing a skill for the privileged few. Writing is one of the primary ways that we persuade and inform, both socially and professionally... The ability to communicate through [various] media has become a gatekeeper for full participation in economic and social life.”

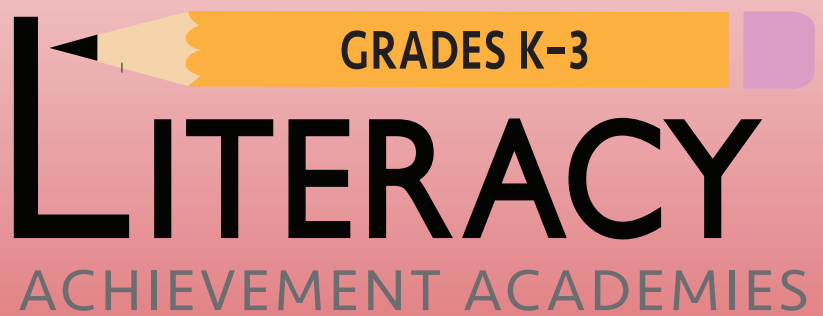
— Graham, 2013

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Writing

Handouts



GRADE 1

Quick-Writes for Teaching Writing

Take a minute to reflect on your current writing instructional practices. Then, for 2 minutes, complete a quick-write to document those practices as they relate to each of the five areas of writing instruction listed below. Below the table, write one or two sentences to express how you feel about teaching writing.

Writing Instruction Area	Practices
Allocating time	
Explicitly teaching handwriting, spelling, and syntax	
Modeling and practicing the writing process	
Writing for a variety of purposes and audiences	
Monitoring writing progress	

Teaching Writing Reflection:

Recommendations From *Teaching Elementary School Students to be Effective Writers*

Recommendation 1:

Provide daily time for students to write.

Recommendation 2:

Teach students to use the writing process for a variety of purposes.

- Recommendation 2a:
Teach students the writing process.
 - Teach students strategies for the various components of the writing process.
 - Gradually release writing responsibility from the teacher to the student.
 - Guide students to select and use appropriate writing strategies.
 - Encourage students to be flexible in their use of the writing process components.
- Recommendation 2b:
Teach students to write for a variety of purposes.
 - Help students understand the different purposes of writing.
 - Expand students' concept of audience.
 - Teach students to emulate the features of good writing.
 - Teach students techniques for writing effectively for different purposes.

Recommendation 3:

Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing.

- Teach young writers how to hold a pencil and how to form letters fluently and efficiently.
- Teach students to spell words correctly.
- Teach students to construct sentences for fluency, meaning, and style.
- Teach students to type fluently and to use a word processor to compose.

Recommendation 4:

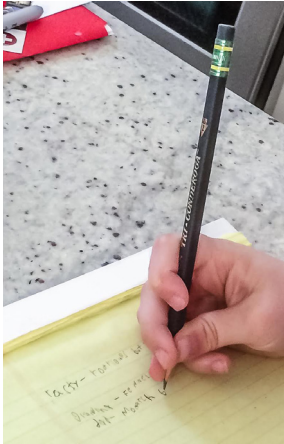
Create an engaged community of writers.

- Participate as members of the community by writing and sharing writing with students.
- Give students writing choices.

- Encourage students to collaborate as writers.
- Provide students with opportunities to give and receive feedback throughout the writing process.
- Publish students' writing and extend the community beyond the classroom.

Adapted from Graham et al., 2012.

Guidelines for Teaching Handwriting



1. Show students how to hold a pencil.

Students should learn to hold a pencil comfortably between their thumb and forefinger with it resting on their middle finger.

Students can practice picking up their pencils and holding them correctly. Teachers should regularly evaluate students' pencil grip during writing activities.

Do not allow students to continue to grip their pencil incorrectly. The picture on the left shows what happens when teachers do not take the time to correct a student's pencil grip. This student is in third grade. Poor pencil grips lead to illegible handwriting and fatigue.

2. Model efficient and legible letter formation.

Students need to see how each letter is written. Correct letter formation allows students to write both legibly and fluently.

Model correct letter formation on the board or by “sky writing” letters. When doing these activities, face the same direction as your students so they can imitate the strokes you show them.

3. Provide multiple opportunities for students to practice effective letter formation.

Students should practice writing their letters both out of context and within the context of writing words and sentences.

Have students say the name of the letter before they write it. As they make progress, have students write groups of letters (e.g., two to five letters). Have students say the letter names before they write them.

During this practice, monitor students' pencil grip and letter formation closely. Provide immediate feedback to students when you see incorrect letter formation. Do not allow bad habits to form.

Make sure that students practice both uppercase and lowercase letter formation. Lowercase letters are much more prevalent in our writing system than uppercase letters, yet students often get more practice with uppercase letters.

Once students have learned how to correctly form a letter, they should practice writing this letter multiple times every day. Once students have learned the entire alphabet, they should practice writing it, especially the lowercase version, at least once a day.

4. Use scaffolds, such as letters with numbered arrows showing the order and direction of strokes.

Each student should have a desk plate with letters that have numbered arrows showing the order and direction of strokes.

Use handwriting paper with a dashed line in the middle. This paper helps students see where to begin and end the formation of certain letters, especially lowercase ones.

You can create handwriting worksheets with both of these elements for free at this website:
www.handwritingworksheets.com

5. Have students practice writing letters from memory.

Students should not only copy letters, words, and sentences, but also practice writing them from memory.

For example, show students the letter with the arrows. Then, cover it and have them write the letter from memory.

Gradually increase the amount of time the letter is covered before students are allowed to write it.

6. Provide handwriting fluency practice to build students' automaticity.

Just like other skills, students need to build automaticity with handwriting.

A simple activity is having students copy a sentence with specific letters in it repeatedly for a certain time period (e.g., 3 minutes). Afterward, they can count the number of letters they wrote. Students can do this activity with the same sentence three or four times in a week and compare or even graph their number of letters to see their improvement.

For free materials that include this kind of activity, see this document:

<http://peabody.vanderbilt.edu/docs/pdf/sped/CASL%20Handwriting%20Program.pdf>

7. Practice handwriting in short sessions.

Like other motor skills, it's good to practice handwriting in brief, distributed sessions (e.g., practicing a letter five or six times).

Have students practice handwriting in both the whole group and teacher-led small groups so you can ensure correct pencil grip and letter formation and provide immediate feedback.

Adapted from Berninger et al., 1997; Berninger et al., 2006; Denton, Cope, & Moser, 2006; Graham et al., 2012; Graham, Harris, & Fink, 2000; Graham & Weintraub, 1996.

The Writing Process

Writing Stage	Procedures
<p>Planning</p> <ul style="list-style-type: none"> Selecting topics, generating ideas, and organizing ideas and related concepts to write about Determining purpose, audience, and writing form 	<ul style="list-style-type: none"> Think Brainstorm Create webs or maps of ideas Read related information List ideas Make and organize notes Outline important points to include Set goals for writing
<p>Drafting</p> <ul style="list-style-type: none"> Putting planning ideas into writing Reading and rereading to determine whether writing makes sense Conferencing with teacher and peers to discuss and review writing 	<ul style="list-style-type: none"> Have writing materials ready Get ideas down Concentrate on meaning and content Skip lines and write on one side of page Circle unfamiliar words Label: "Work in Progress" Follow planning organizer Remember that first drafts are not perfect
<p>Revising</p> <ul style="list-style-type: none"> Making content changes discussed during conferences Changing text to clarify or enhance meaning 	<ul style="list-style-type: none"> Conference with peer and/or teacher Reread, reword, rewrite for clearer meaning Refine word choice and sentence structure Use self-revising checklist
<p>Editing</p> <ul style="list-style-type: none"> Correcting punctuation, capitalization, grammar, and spelling Conferencing with teacher or peer to proofread and edit 	<ul style="list-style-type: none"> Reread Proofread Check spelling, capitalization, punctuation, and grammar Use peer-editing and/or self-editing checklists
<p>Sharing or publishing</p> <ul style="list-style-type: none"> Preparing and sharing writing on a regular basis Celebrating accomplishments 	<ul style="list-style-type: none"> Display for others to read in class and in school Read work to others Write to others (e.g., pen pals) Make own books Write for class newsletter, local newspaper, or children's magazines Write reports or plays to read to class

Adapted from Bos, Coleman, & Vaughn, 2002; Bromley, 1998; Cunningham & Allington, 1999; Graham et al., 2012; Gunning, 2002.

El proceso de escritura

Etapa	Procedimientos
<p>Planear</p> <ul style="list-style-type: none"> • Seleccionar temas, generar ideas y organizar ideas y conceptos relacionados al tema del escrito • Determinar el propósito, la audiencia, y el tipo de texto a escribir 	<ul style="list-style-type: none"> • Pensar • Realizar una lluvia de ideas • Crear mapas y listados de ideas • Leer información relevante al tema • Tomar y organizar notas • Identificar importantes puntos para escribir • Establecer objetivos para el escrito
<p>Escribir un borrador</p> <ul style="list-style-type: none"> • Poner las ideas por escrito • Leer y volver a leer para determinar si el escrito tiene sentido • Realizar una conferencia con el maestro/a o con compañeros para revisar el escrito 	<ul style="list-style-type: none"> • Tener materiales para escribir listos • Escribir las ideas • Concentrarse en el significado y el contenido del escrito • Saltar un renglón al escribir y escribir solo en un lado de la hoja • Circular palabras desconocidas • Marcar el escrito como “En proceso” • Utilizar el organizador utilizado para la planeación
<p>Revisar</p> <ul style="list-style-type: none"> • Cambiar el contenido del texto escrito de acuerdo a la discusión anterior (la conferencia) • Modificar el escrito para aclarar o mejorar el significado 	<ul style="list-style-type: none"> • Releer y volver a escribir para aclarar significado. • Utilizar una lista de control para la auto-revisión • Realizar otra conferencia para revisar el escrito si es necesario
<p>Editar</p> <ul style="list-style-type: none"> • Corregir la puntuación, la gramática y la ortografía • Realizar una conferencia con la maestra o compañero para buscar errores y corregirlos 	<ul style="list-style-type: none"> • Volver a leer • Buscar errores y revisar el escrito • Revisar y corregir ortografía, puntuación, uso de mayúsculas y gramática • Utilizar listas de control para auto-editar el escrito y listas de control para que otros editen
<p>Publicar</p> <ul style="list-style-type: none"> • Preparar el texto escrito para compartir con los demás regularmente • Celebrar los logros de escritura 	<ul style="list-style-type: none"> • Exhibir los escritos para que otros los puedan leer en el salón y en la escuela • Leer el trabajo a otros • Escribir cartas, notas a otros • Escribir sus propios libros • Escribir para el boletín informativo del salón o de la escuela, para el periódico local o para revistas para niños • Escribir reportes u obras de teatro para el salón

Adapted from Bos, Coleman, & Vaughn, 2002; Bromley, 1998; Cunningham & Allington, 1999; Graham et al., 2012; Gunning, 2002.

Writing Bookmark

I DO	<p>HOOK: Use literature to invite participation.</p> <p>PURPOSE: Tell what you will do.</p> <p>BRAINSTORM: Invite writers to sketch or draw, list, talk, create word storms, and so on to generate ideas.</p> <p>MODEL: Use a mentor text, your own writing, a picture, or sometimes a student sample to demonstrate a writing technique or strategy.</p>
WE DO	<p>SHARED/GUIDED WRITING: Writers actively take part in the modeled technique or strategy individually, in partnerships, or as a whole class through a shared writing experience. Writers use partner or group sharing, and the teacher has roving conferences to guide young writers.</p> <p>GRAPHIC ORGANIZER: Select according to lesson focus and grade level.</p> <p>ANCHOR CHARTS: Display teacher- and student-generated charts in the classroom.</p>
YOU DO	<p>INDEPENDENT WRITING: Writers compose a new piece or return to a published piece to practice the modeled strategy.</p> <p>REFLECTION: Reflection is an important step that helps students view themselves as writers. How did today's strategy work? What do I do well as a writer? What sets my writing apart from others? If I were to revise, what is one thing I would absolutely change, take out, or add?</p> <p>OPTIONAL STEPS—ANY OF THE ABOVE CAN BE REORDERED</p> <p>WRITE & REFLECT AGAIN: Writers rewrite their piece, using the revision strategy from reflection. Writers ask themselves whether the piece is ready to be published.</p> <p>GOAL SETTING: Writers set goals based on input from teacher and peers.</p> <p>PUBLISH: Teacher determines what will be published and what pieces will go into a writing folder.</p>

Adapted from Dorfman & Cappelli, 2009.

Collaborative Writing

Collaborative writing helps students learn how to write and spell with teacher support by doing the following:

- Emphasizing a purpose for writing
- Building and activating background knowledge of the topic
- Encouraging students to repeat words aloud as they are written
- Encouraging students to say words slowly to hear individual sounds as words are spelled
- Including rereading of the text after writing to enhance comprehension
- Incorporating word study to show the connections between sounds, letters, and spelling patterns
- Providing a model for future writing

Shared Writing

Shared writing (or experience charts) transforms students' spoken words into print.

Students narrate a story or message while the teacher records their words. Students do not do the handwriting themselves.

You and your students share what to write about and the rereading of the text.

Identify students' words by writing their names beside their contributions.

Shared writing can be displayed and reread by students throughout the year.

Shared writing activities provide a concrete demonstration of many print concepts and an awareness of words, their spellings, and the conventions of written language.

Interactive Writing

Interactive writing is a form of shared writing that scaffolds writing by having students "share" the pen as the words are written.

The teacher and students share what to write about, the actual writing of the words, and the rereading of the text.

Teachers are expected to write known words and help students write unknown words by identifying the sounds they hear. Teachers scaffold and write less and less of the text as the year progresses. The goal is for students to write independently.

Interactive writing can be used as a whole-group lesson, with small groups, or with individual students.

Writing Aloud

Writing aloud is similar to a thinking aloud.

Teachers vocalize what they are thinking as they write and ask students to assist at various times.

Teachers lead the discussion, encouraging students to contribute, expand, and sequence ideas.

The purpose of writing aloud is to demonstrate how to write different text structures.

Writing aloud provides opportunities for students to learn how to select topics, organize ideas, and compose text.

Adapted from Button, Johnson, & Furgerson, 1996; Dorn, French, & Jones, 1998; Wiley, 1999.

Different Forms of and Purposes for Writing

Purpose	Forms or Genres
<p>Writing to describe Detailed writing about a person, place, process, or experience</p>	<ul style="list-style-type: none"> • Character sketches • Brochures • Descriptions of people, places, etc.
<p>Writing to convey feelings or express inner thoughts Illustrations often as a first step</p>	<ul style="list-style-type: none"> • Journal writing: <ul style="list-style-type: none"> • Personal journals • Response journals • Dialogue journals • Buddy journals • Personal narratives • Letters • Poems
<p>Writing to narrate</p> <ul style="list-style-type: none"> • Includes an introduction, a sequence of events, and a conclusion • May use dialogue 	<ul style="list-style-type: none"> • Narratives • Sequels • Newscasts • Skits • Obituaries • Biographies
<p>Writing to explain, inform, or provide factual information Can involve research skills, and use of webs, concept maps, illustrations, and Venn diagrams</p>	<ul style="list-style-type: none"> • Notes • Messages • Reports • Letters • Essays • Lists • Interviews • Character descriptions
<p>Writing to persuade Attempts to form or change a reader's opinion</p>	<ul style="list-style-type: none"> • Letters • Essays • Book reviews • Advertisements and product descriptions • Travel guides

Adapted from Bromley, 1998; Graham et al., 2012.

Examples of Techniques Within the Four Purposes of Writing

Purpose	Technique	How Students Can Use the Technique	Grade Range
Describe	Sensory details	Use the five senses, as applicable: <ul style="list-style-type: none"> • What did I see? How did it look? • What sounds did I hear? • What did I touch? How did it feel? • What could I smell? • What did I taste? 	K–3
		Narrate	Consider the following questions when developing a story: <ul style="list-style-type: none"> • Who are the main characters? • When does the story take place? • Where does the story take place? • What do the main characters want to do? • What happens? • How does the story end? • How does the main character feel?
		In older grades, expand the strategy in the following ways: <ul style="list-style-type: none"> • Tell the story from the point of view of a character other than the main character. • Add an interesting or surprising twist to the story. 	4–6
Inform	Report writing	Complete a KWL chart: <ul style="list-style-type: none"> • What I Know • What I Want to know • What I Learned In the KWL chart, gather appropriate information: <ul style="list-style-type: none"> • Brainstorm. (What do I know about the topic?) • Extend brainstorming. (What do I want to know about the topic? What other information would be helpful to learn about the topic?) • Gather additional information and add to the chart. (What have I learned? Did I list anything during brainstorming that was inaccurate and needs to be crossed off the chart?) Review the KWL chart and circle the most important ideas to include in the report. <p>Develop an outline, showing which ideas will be included in the report.</p> <p>Continue planning while writing, gathering new information and adding to the outline as needed.</p> <p>Implement each aspect of the plan.</p>	1–6

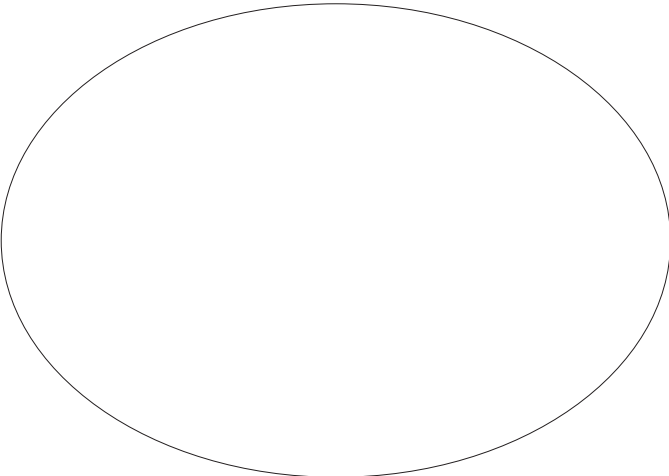
Purpose	Technique	How Students Can Use the Technique	Grade Range
Persuade or analyze	STOP	Before writing, STOP to do the following: <ul style="list-style-type: none"> • Suspend judgment. • Take sides. • Organize ideas. • Plan to adjust while writing. 	4–6
	DARE	DARE to check the writing to be sure I have done the following: <ul style="list-style-type: none"> • Developed a thesis • Added details to support the thesis • Rejected arguments on the other side • Ended with a strong conclusion 	
	TREE	As I write, I do the following: <ul style="list-style-type: none"> • Tell what I believe. (State a topic sentence.) • Provide three or more Reasons. (Why do I believe this?) • End it. (Wrap it up right.) • Examine. (Do I have all my parts?) 	2–3
		In older grades, expand the strategy by replacing the Examine step with Explain reasons. (Say more about each reason.)	4–6

Writing: Lesson Plan

Materials	
Objective "I Do"	
Hook "I Do" and "We Do"	
Brainstorming and Planning "We do"	
Modeling "I Do" and "We Do"	
Graphic Organizer "I Do" and "We Do"	

Anchor Chart(s) “We Do”	
Shared and Guided Writing “We Do”	
Independent Writing “You Do”	
Reflection “We Do”	

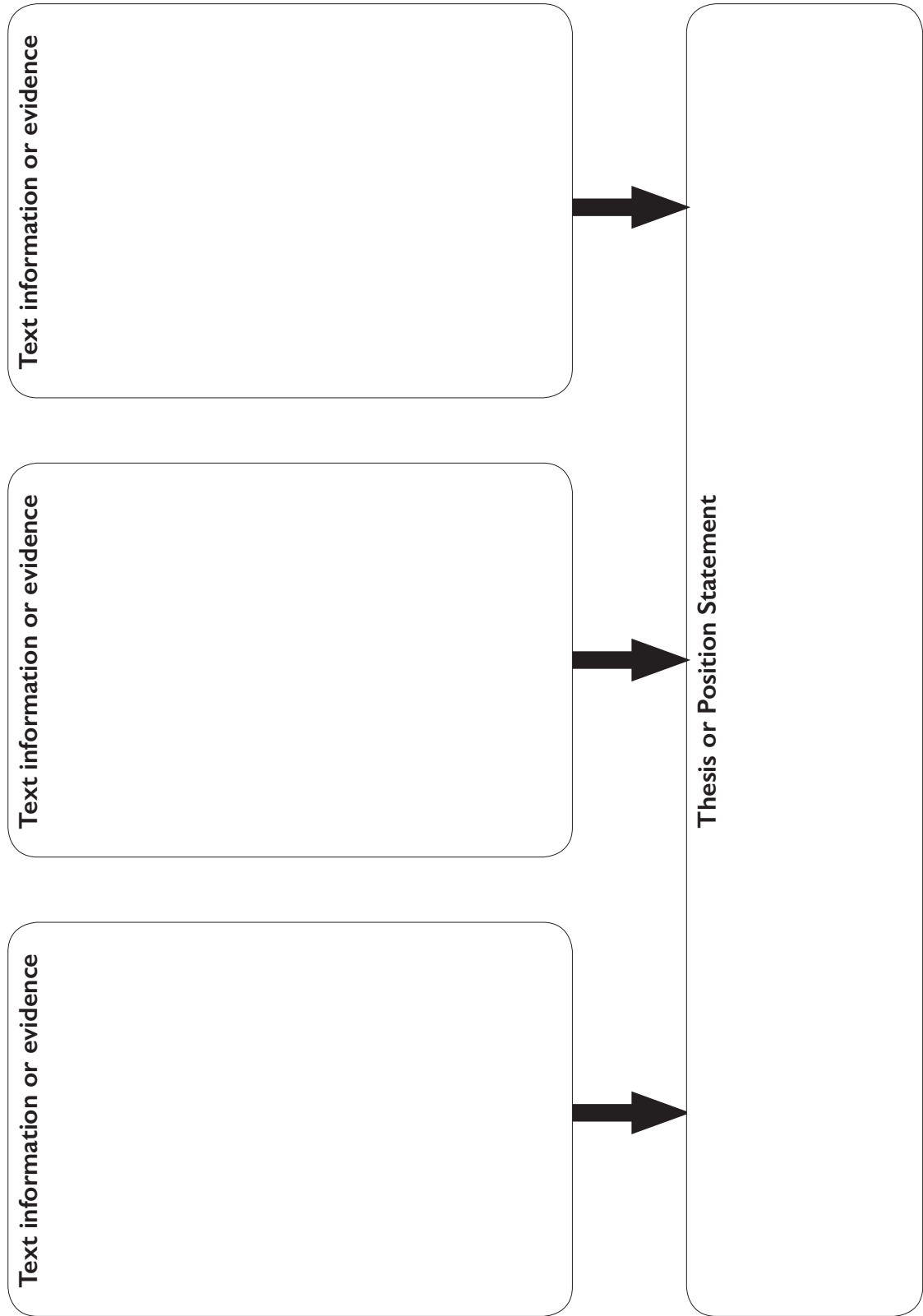
Web for Brainstorming



Double-Column Note-Taking

Notes	What it means to me

Using Text Information or Other Evidence to Create a Thesis or Position Statement



Essay Outline

Topic: _____

Thesis or Position Statement: _____

Paragraph	Main Idea	Details
1	Introduction	<hr/> <hr/> <hr/>
2		<hr/> <hr/> <hr/>
3		<hr/> <hr/> <hr/>
4	Conclusion	<hr/> <hr/> <hr/>

Adapted from Hochman, 2009.

Writing Lesson: Writing a Story with a Beginning, Middle, and End

Materials

- *Fireflies!* by Julie Brinckloe and the song “Firefly” on chart paper
- Chart paper with Planning a Story graphic organizer (see page 5 of this handout)
- Chart paper to make a brainstorm chart (to record student names and responses)
- Students’ individual writer’s notebooks with heart map filled with their important ideas, people, places, and things (see page 3 of this handout)
- Copies of Planning a Story graphic organizer for you and the students
- Copies of Drafting a Story graphic organizer for you and the students (page 6 of this handout)

Objective

Students will learn how to turn their everyday experiences into stories with a beginning, middle, and end.

Hook

Sit in front of your students with the Planning a Story graphic organizer on chart paper.

“We have talked about how a good story has a beginning, middle, and end. Now, I will reread *Fireflies!* by Julie Brinckloe. *Fireflies!* tells a story. It has a beginning (what the character did first), middle (what the character did next), and an end (what the character did last).”

Point to the three boxes on the chart.

“Think about what the boy did first, what he did next, and what he did at the end of the story.”

Reread the story. When you come to the page where the boy sees the fireflies flashing, stop and ask what happened at the beginning of the book. Have students turn and talk to a partner. Then, have students share with the whole group.

Continue reading. Stop again at the middle (after he’s caught some fireflies and gone home) and at the end (after he sets them free). Each time, ask students what happened in the story.

When you finish the story, have students work with a partner to retell what happened at the beginning, middle, and end of the story. Then, have students share what happened at each time point while you record it on your chart paper in the appropriate box.

Brainstorming and Planning

Ask students what they notice about the story parts, pointing to the appropriate boxes as you receive responses.

“Does this book give you an idea of what you could write about?”

Ask students to think about something they enjoy doing. Model by discussing something you liked to do when you were a child. Title a brainstorm chart “Things We Like to Do.” Write students’ responses with their names next to them.

Modeling

Model planning a story about something you have done or an idea you generated with students that has a beginning, middle, and end. Display the Planning a Story graphic organizer on a document camera. As you write, talk about what happens at the beginning, middle, and end of your story. The following is an example.

Topic: My sister and I made tents out of sheets, blankets, and chairs to “camp out” in our room at night.

<p>Beginning</p> <p>We built our tent using sheets, blankets, and chairs.</p> <p>We put our pillows and sleeping bags in the tent. We also got flashlights.</p>
<p>Middle</p> <p>We got into our tent. We played games, told jokes, and told ghost stories.</p> <p>We used the flashlights to make scary faces and to make each other laugh.</p>
<p>End</p> <p>Our mom heard us and got angry that we were up so late.</p> <p>She told us to stop being silly and go to bed.</p> <p>We tried to go to sleep, but it took a long time because we were excited.</p>

Anchor Charts

- Planning a Story graphic organizer
- Drafting a Story graphic organizer
- Chart with sequencing transition words like *next*, *then*, *finally*, *before*, and *after*

Shared and Guided Writing

Have students choose one of the activities from the brainstormed list or choose a topic from their heart map. A heart map is a place for students to write people, places, ideas, and things that are important to them. An example heart map is below.



After students have chosen a topic and written it at the top of their Planning a Story sheet, tell them to draw pictures or write words to tell a story related to the topic. Tell students to remember to include a beginning, middle, and end.

Walk around and read what students are writing. Guide them through the process of thinking about what happened first, next, and last.

Once students are far along in this process, have them help you use your plan to write a rough draft. Put a copy of the Drafting a Story sheet on the document camera. Start by thinking aloud about your beginning. Then, ask students for their input and ideas as you continue drafting. The following is an example of how you might start.

“I want to start with a sentence that tells what my story will be about. My story is about creating a tent with my sister to sleep in, so I’ll write that.”

Write the following words as you say them.

“‘My sister and I loved to make tents to sleep in. We built them with sheets and chairs in our bedroom.’ Now, let me think about what I want to write next to the word *first*. What did we do first?”

Have students share ideas. Then, write the following words as you say them.

“‘We set up the chairs and put the sheets and blankets over them.’ Next, what did we do?”

Continue until your first draft is complete. Have the students read it with you to see how it sounds.

Independent Writing

Using the Planning a Story and Drafting a Story sheets, have students draft their own stories. Walk around and read what students are writing. Provide immediate feedback and scaffolding as needed.



Some students may need intensive support. Work with these students in a small group. You may have to create a story with these students, rather than having them draft their own pieces.

Reflection

“How did today’s strategy of writing with a beginning, middle, and end work? What did you notice about the parts of your story? Did you find ways to use transition words in your story?”

Planning a Story

Topic:

Beginning	
Middle	
End	

Drafting a Story

Topic: _____

Sentence Describing Topic:

First, _____

Next, _____

Then, _____

Finally, _____

Planeando una historia

El tema:

Principio
Medio
Final

Primera versión de la historia

El tema: _____

Una oración que describe el tema:

Primero, _____

Luego, _____

Después, _____

Al final, _____

Writing Lesson: Introducing Procedural Text

Hook

- *How to Catch an Elephant* by Amy Schwartz (a parody procedural text)
- Full-size piece of paper per student, previously folded into quarters and then opened

Purpose

“One genre of writing is teaching others how to do something. All of us are experts at something! We need to spend time thinking of what we could teach others to make, play, or do.”

Model

Read *How to Catch an Elephant* and then review the story by asking what the girl did to catch an elephant.

Next, use your own writing to demonstrate how to make something. The following is an example.

“What am I an expert at? I know I could teach people how to walk for exercise. I also know how to make cookies and play Old Maid. I don’t want to forget these things, so I will draw a picture in each square of this paper.”

Show the piece of paper, previously folded into quarters. Model drawing a how-to activity in a couple of squares.

“I will keep thinking of things I’m an expert at and draw pictures of those in the other boxes. I could even turn the paper over and fill those boxes. What did you notice about my drawings?”

Graphic Organizer

The full-sized piece of paper per student, folded into quarters and then opened

Brainstorm

“All of you know how to make or do something. Talk to your elbow partner about one thing you could teach others how to make or do.”

Allow time for each partner to share.

“What did you share with your buddy that you could teach others?”

Have students share.

Shared and Guided Writing

“Students, when you go back to your seats, keep thinking of things you know how to make or do—things that make you an expert.

“On your folded paper, draw a picture in a square of what you could teach others. This will be the beginning of your expert list over the next few days as we keep learning about this important kind of writing. I will come by and assist you with labeling your pictures.”

Use partner or group sharing while conducting roving conferences to guide young writers.

Independent Writing

Have students complete the activity by drawing pictures in the other boxes. Then, have students paste the paper into their writer’s notebooks.

Reflection

Guide self-reflection through questions such as “What did you notice about making your how-to expert lists today?”

Optional Step: Write and Reflect Again

Have students revise their work. Allow students to draw or sketch another entry.

Adapted from Dorfman & Cappelli, 2009.

Writing Lesson: Creating a Descriptive Text

Materials

- *The Important Book* by Margaret Wise Brown
- Chart paper with title “Important Things and People”
- Chart paper for webbing details
- Copies of “My Important Poem About _____” for you and each student (can be used in this lesson or later lessons)
- Chart paper with “My Important Poem About _____” for shared writing (if students aren’t ready to write with you on their own copy)

Purpose

Students will learn how to brainstorm ideas and web details. The goal is for students to compose and prioritize memorable details as they write. Students will write details about a topic and sequence ideas to build organizational skills.

Hook

Read a few of the poems from *The Important Book*. Discuss how the author took simple objects like a spoon or an apple and used details about them to create a descriptive piece of writing.

Brainstorming and Planning

After reading some or all of *The Important Book*, point out the pattern the author used and how she used specific details to describe each object.

Call attention to the interesting verbs, nouns, and adjectives the author uses to write memorable details (for example, verbs: *hold, spoons, grows*; adjectives: *little, flat, hollow, green*; nouns: *spoon, fields, grass*).

Work with the class to brainstorm a list of “Important Things and People.” Write all ideas on the list. Then, choose one of the things or persons from the list to create an important poem about.

Using your chart paper with the web, have students help you brainstorm all of the details you can come up with for the thing or person.

Modeling

Once you’ve completed the web, model for students how you decide the most important detail about the chosen thing or person. This important detail will be the one that goes at the beginning and end of your poem.

For example, if you choose to write about a person, talk about which detail describes that person the best. Then, choose three or four other details that you think are important to include in the poem.

Graphic Organizers

- Brainstorm chart
- Web for brainstorming details

Shared and Guided Writing

Tell students that they will help you use the chosen details from the web to create an important poem together.

Option 1: If students are not ready to write with you, put up a piece of chart paper with the “My Important Poem About _____” frame on it.

Option 2: If students are ready to write along with you, give each student a copy of the My Important Poem frame from this handout. Put your own copy on the document camera.

Fill in the top blank with whatever thing or person you have chosen to write your poem about. Then, have the students help you write the poem using the chosen details from your web. Start the poem with the most important detail you identified. Create the rest of the poem using the other details. As you write, ask students for their input and model how you put ideas together in interesting ways and with effective words. End the poem with the same detail that you started with.

Have students read the poem aloud with you to evaluate how it sounds and make sure it makes sense.

Independent Writing

Have students create a picture to go with the important poem you wrote together. You may want to post the poem and illustrations on a bulletin board for students to practice reading to build fluency.

You can use this frame across any content area—math, science, social studies, etc.—and have students write important poems about concepts, people, and things they are learning about. (See examples in this handout.)

Reflection

Guide self-reflection through key questions such as “What did you notice about today’s strategy?”

Ask additional questions, depending on students’ proficiency and the purpose of the lesson.

Optional Step: Write and Reflect Again

To model the revision step of the writing process, you may want to revisit your important poem with students the next day. You may want to model making adjustments in the words and sentences. You can also model the editing process, looking for spelling, capitalization, and punctuation mistakes. Revision and editing are steps to take before publishing any piece of writing.

Adapted from Arkansas Department of Education, 2001; Brown, 1949; Dorfman & Cappelli, 2009; Kingore, 2000.

Anchor Chart: *The Important Book*

The important thing about

is _____.

It _____.

It _____.

It _____.

But the important thing about

is _____.

Example Anchor Chart

The important thing about

a simple machine

is it makes everyday life easier.

It can be a gear.

It can be a lever.

It can be a wheel and axle.

But the important thing about

a simple machine

is it makes everyday life easier.

Sample Student Models

Pablo

The important thing about me is I am inventive. I can help you have more fun in your life. I will make true friends with you. I will answer your difficult questions. But the important thing about me is I am inventive.

Karaline

The important thing about the world is that we live in it. It has dark green trees. It has grey pipes that run underground. It has happy teachers that teach children to read and write. But the important thing about the world is that we live in it.

William

The important thing about Mom is that she cooks us dinner. She feeds our dogs. She pays her cable, electric, and food bills. She takes us on walks to the park. But the important thing about Mom is that she cooks us dinner.

My Important Poem About

The important thing about _____

is _____

But the important thing about _____

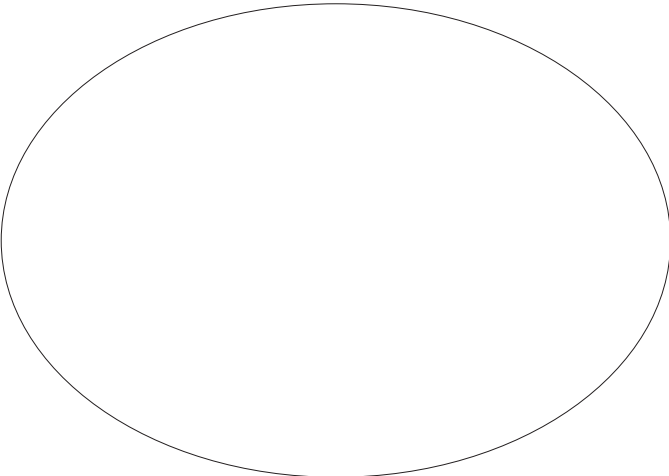
is _____

Writing: My Lesson Plan

Materials	
Objective “I Do”	
Hook “I Do” and “We Do”	
Brainstorming and Planning “We do”	
Modeling “I Do” and “We Do”	
Graphic Organizer “I Do” and “We Do”	

Anchor Chart(s) “We Do”	
Shared and Guided Writing “We Do”	
Independent Writing “You Do”	
Reflection “We Do”	

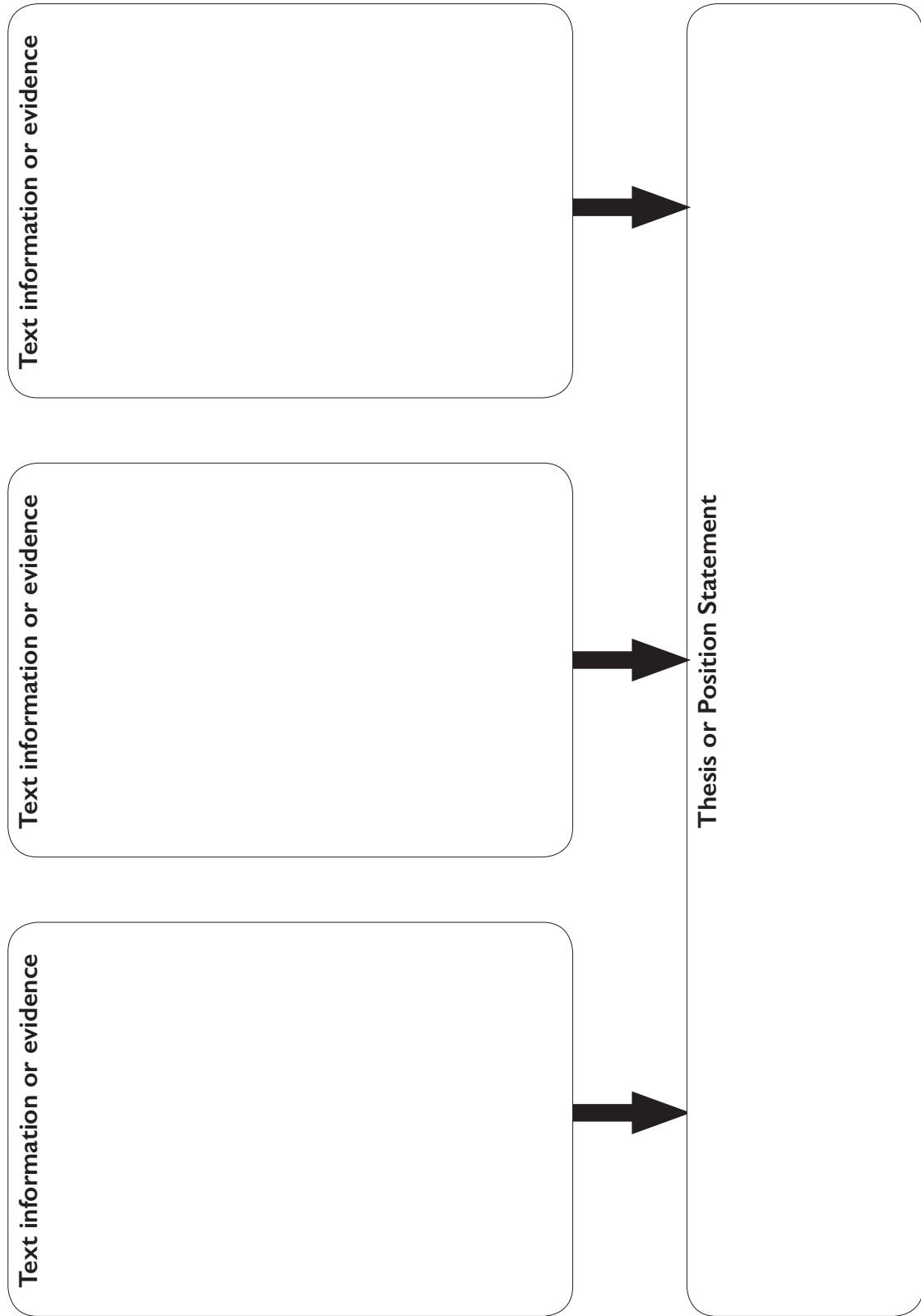
Web for Brainstorming



Double-Column Note-Taking

Notes	What it means to me

Using Text Information or Other Evidence to Create a Thesis or Position Statement



Essay Outline

Topic: _____

Thesis or Position Statement: _____

Paragraph	Main Idea	Details
1	Introduction	<hr/> <hr/> <hr/>
2		<hr/> <hr/> <hr/>
3		<hr/> <hr/> <hr/>
4	Conclusion	<hr/> <hr/> <hr/>

Adapted from Hochman, 2009.

Mentor Texts for Teaching Writing

Book	Author(s)	General Lesson or Idea
Introducing Writing in General		
<i>Aunt Isabel Tells a Good One</i>	Kate Duke	Introduce writing narrative texts
<i>Arthur Writes a Story</i>	Marc Brown	Introduce writing a story and sticking with what you know
<i>ish</i>	Peter H. Reynolds	Introduce writing in general and ideas for writing Teach the suffix <i>-ish</i>
<i>Library Mouse</i>	Daniel Kirk	Introduce the idea that anyone can be a writer
Developing Ideas for Writing		
<i>Rocket Writes a Story</i>	Tad Hills	Introduce how to examine what's around you to come up with writing ideas
<i>Joseph Had a Little Overcoat</i>	Simms Taback	Introduce how to narrow focus when coming up with a writing idea
<i>A Chair for My Mother</i>	Vera B. Williams	Model writing about small moments and feelings
<i>Wilfrid Gordon McDonald Partridge</i>	Mem Fox	Introduce the term <i>memories</i> and then discuss how they can spark ideas for writing (share memories with students and then let them share and use memories in writing)
<i>Owen</i>	Kevin Henkes	Model using a memory (a time they had to share or give up something that they love) to write a story Teach opposites (several pairs of opposites in the book—for example, happy/sad, upstairs/downstairs)
<i>The Secret Knowledge of Grown-Ups</i>	David Wisniewski	Use everyday rules (“You have to drink your milk.”) to come up with story ideas
<i>The Important Book</i>	Margaret Wise Brown	Write about why everyday objects or content-area concepts are important

Book	Author(s)	General Lesson or Idea
Beginning, Middle, and End for Narrative Texts		
<i>Carlos and the Squash Plant</i>	Jan Romero Stevens	Model using beginning, middle, and end for a narrative text
<i>Fireflies!</i>	Julie Brinckloe	Model using beginning, middle, and end for a narrative text Teach the effective use of descriptive verbs
<i>Cloudy With a Chance of Meatballs</i>	Judi Barrett	Plan a story that has a beginning with breakfast foods, middle with lunch foods, and ending with dinner foods Teach adjectives for effectively describing different foods
<i>Swimmy</i>	Leo Lionni	Model using beginning, middle, and end for a narrative text
<i>Bunny Cakes</i>	Rosemary Wells	Model using beginning, middle, and end for narrative texts Teach what lists are used for and create lists
<i>The Wednesday Surprise</i>	Eve Bunting	Use as model for effective endings
Other Text Structures		
<i>How I Became a Pirate</i>	Melinda Long, David Shannon	Model how to create a pros-and-cons list that can be used to create a narrative or informational text
<i>Diary of a Spider</i>	Doreen Cronin	Model how to create a Venn diagram to compare and contrast two animals and how to use this graphic organizer to write a narrative or informational text
<i>Inch by Inch</i>	Leo Lionni	Model problem-solution and use this format to create a narrative or informational text
<i>The Pigeon Wants a Puppy</i>	Mo Willems	Model persuasion and write a persuasive letter to someone convincing him or her to get you a puppy
<i>What if You Get Lost?</i>	Anara Guard	Model procedural text and how to write out steps to follow

Book	Author(s)	General Lesson or Idea
<i>Scaredy Squirrel</i>	Melanie Watt	Model a procedural text Model how to use lists
<i>How to Make an Apple Pie and See the World</i>	Marjorie Priceman	Model a procedural text
<i>The Mitten</i>	Jan Brett	Model and practice sequencing in narrative and informational text
<i>Dr. Seuss's ABC</i>	Dr. Seuss	Model and collaboratively create an ABC book with alliteration
<i>Brown Bear, Brown Bear</i>	Bill Martin	Model predictable text and create a class pattern book
<i>This Is the House That Jack Built</i>	Simms Taback	Model predictable text and create a class pattern book
<i>Don't Take Your Snake for a Stroll</i>	Karin Ireland	Model how to write a funny poem with specific rhyming pattern
<i>Dear Mrs. LaRue: Letters From Obedience School</i>	Mark Teague	Model letter writing Model how to write from a different perspective
<i>Dear Mr. Blueberry</i>	Simon James	Model letter writing
Putting Self Into Writing, Using Emotions and Moods, and Writing From Different Perspectives		
<i>I Am America Me I Am!</i>	Charles R. Smith, Jack Prelutsky	Talk about putting yourself into writing; inspire students to think about who they are; students create a cinquain poem about themselves
<i>Today I Feel Silly and Other Moods</i>	Jamie Lee Curtis	Introduce emotions and how they influence the voice we use
<i>How Are You Peeling: Foods with Moods</i>	Saxton Freymann, Joost Elffers	Introduce different moods; students identify and write sentences that demonstrate different moods

Book	Author(s)	General Lesson or Idea
<i>Yesterday I Had the Blues</i>	Jeron Ashford Frame	Introduce the relationship between moods and colors; students create their own color-day poem
<i>Diary of a Worm</i>	Doreen Cronin	Model writing from a different perspective; create your own journal entry for a different animal or object
Word Choice and Parts of Speech		
<i>Max's Words</i>	Kate Banks	Introduce word consciousness and collecting words to use in writing
<i>Mr. Brown Can Moo, Can You?</i>	Dr. Seuss	Model how to use onomatopoeia in writing, including in illustrations
<i>Tulip Sees America</i>	Cynthia Rylant	Teach nouns and how to use nouns in informational writing
<i>The King Who Rained</i>	Fred Gwynne	Introduce homophones and word play
<i>Piggie Pie!</i>	Margie Palatini	Teach different ways to say "said"
<i>Nouns and Verbs Have a Field Day</i>	Robin Pulver	Introduce the importance of nouns and verbs working together in sentences.
<i>Hairy, Scary, Ordinary: What Is an Adjective?</i>	Brian P. Cleary	Introduce adjectives
Sentences, Capitalization, and Punctuation		
<i>The Alphabet Tree</i>	Leo Lionni	Introduce the importance of sentences and how to write a variety of sentences of different lengths that begin with different words
<i>From Ann to Zach</i>	Mary Jane Martin	Introduce capitalization with names
<i>Punctuation Takes a Vacation</i>	Robin Pulver	Introduce the importance of punctuation

Book	Author(s)	General Lesson or Idea
<i>No, David!</i>	David Shannon	Model how to use exclamation points Model capitalization for different purposes (names, emphasis, etc.)
<i>Goggles</i>	Ezra Jack Keats	Model how to use ellipses

Book Series and Authors to Study

The following chart has a few book series or books written by one author that could be used as part of a genre or author study or to model certain writing elements.

Book	Author	General Lesson or Idea
<i>I'm in Charge of Celebrations</i> , etc.	Byrd Baylor	Baylor's books make direct connections to nature and can be connected to teaching elements such as imagery and poetry writing.
<i>The Memory String</i> , <i>Fly Away Home</i> , etc.	Eve Bunting	Bunting's books often address themes for older students, but these books are beautifully written and can connect to multiple writing elements.
Grammar Tales series	Pamela Chanko	This series of books is devoted to each part of speech. These books can be used to introduce lessons about specific parts of speech.
Click, Clack, Moo: Cows That Type series, Diary of a Worm series, etc.	Doreen Cronin	Written with a wonderful sense of humor, Cronin's books can be used to teach many writing elements, including perspective taking, persuasion, and letter writing.
<i>When I Was Little</i> , <i>Big Words for Little People</i> , etc.	Jamie Lee Curtis	Curtis's books connect to students through her sense of humor, wonderful pictures, and interesting perspective. They can teach writing elements such as word choice, rhyming, and emotions.
Word Fun series	Michael Dahl	This series of books is devoted to each part of speech. These books can be used to introduce lessons about specific parts of speech.

Book	Author	General Lesson or Idea
<i>Strega Nona, The Art Lesson, The Knight and the Dragon, etc.</i>	Tomie dePaola	Many of dePaola's books can be used for teaching writing elements such as story elements and characters.
<i>From Seed to Plant</i> and other informational texts	Gail Gibbons	Gibbons has written many informational texts that are excellent models for such writing.
<i>Chrysanthemum, Lilly's Purple Plastic Purse, etc.</i>	Kevin Henkes	Henkes's writing can be used to model elements such as describing words, feelings, dialogue, and alliteration.
<i>Down, Down, Down; What Do You Do With a Tail Like This?; etc.</i>	Steven Jenkins	Jenkins's informational texts present facts related to animals and other science areas in a visually interesting way.
<i>The Snowy Day, A Letter to Amy, etc.</i>	Ezra Jack Keats	Keats's narrative texts and characters model how simple ideas can result in wonderful stories.
<i>Fish Is Fish, Swimmy, Frederick, A Color of His Own, etc.</i>	Leo Lionni	These simple books often connect easily to science topics and can be used for teaching writing elements such as beginning, middle, and end and story structure.
If You Give a . . . series (e.g., <i>If You Give a Mouse a Cookie</i>)	Laura Numeroff	These books model cyclical writing and can be connected to folktales that follow a similar pattern. After reading books in this series, students can make a collaborative book that follows the same pattern.
<i>Thank You, Mr. Falker; My Rotten Redheaded Older Brother; Junkyard Wonders; etc.</i>	Patricia Polacco	Polacco writes narrative texts that can be used to focus on multiple writing elements, including personal narrative writing, imagery, and adding details.
<i>My Dog May Be a Genius, A Pizza the Size of the Sun, If Not for the Cat, etc.</i>	Jack Prelutsky	Prelutsky writes entertaining poetry and other kinds of texts that can be used to model rhyming, word choice, and other writing elements.

Book	Author	General Lesson or Idea
<i>Snow, In November, The Relatives Came, When I Was Young in the Mountains</i> , Poppleton series, Henry and Mudge series, Mr. Putter and Tabby series, etc.	Cynthia Rylant	Rylant's use of details is an excellent model that can be seen in many of her books. Of course, many other writing elements can be modeled with her texts (e.g., characters, imagery, word choice, sentence structure).
David series, <i>A Bad Case of the Stripes</i> , <i>Duck on a Bike</i> , <i>Alice the Fairy</i> , etc.	David Shannon	The David series (e.g., <i>No, David!</i>) can be used to teach many writing elements, including punctuation, perspective taking, and capitalization. His other books can be used to model elements such as characters and problem-solution.
<i>Where the Sidewalk Ends</i> , <i>A Light in the Attic</i> , etc.	Shel Silverstein	Humorous poetry, wonderful word choice, and imaginative imagery are the signatures of Silverstein's work.
<i>Flotsam</i> , <i>Tuesday</i> , etc.	David Weisner	These wordless picture books can be used for many purposes. Students can write their own words, sentences, and entire stories to match Weisner's pictures.
Pigeon book series, Piggy and Elephant series, Knufflebunny series, etc.	Mo Willems	Willems has several book series geared toward very young students (prekindergarten to grade 1). They can be used to teach everything from persuasion to dialogue to word choice.
<i>The Napping House</i> ; <i>Twenty-Four Robbers</i> ; <i>The Little Mouse, the Red Ripe Strawberry</i> , and <i>the Big Hungry Bear</i> ; etc.	Audrey Wood	Wood writes narrative texts that can be models for writing elements such as story structure, characters, and problem-solution.
How Do Dinosaurs... series (e.g., <i>How Do Dinosaurs Clean Their Rooms?</i>); <i>Owl Moon</i> ; <i>Sleep, Black Bear, Sleep</i> ; etc.	Jane Yolen	The dinosaur series can be used to model procedural text and other elements such as using question marks. Yolen's other books can be used to model imagery, details, and other writing elements.

Integrating Writing Across the Curriculum

Quick-Writes

Quick-writes are opportunities for students to write in different content areas, such as mathematics, science, and social studies. Quick writes can be read and discussed to monitor student progress and understanding.

Types of Quick-Writes	Example Prompts
<p>Previewing Helps students and teachers determine prior knowledge</p>	<p>We are beginning a unit about the ocean. Write all the words you think of when you think of the ocean. You have 1 minute.</p> <p>Before we begin fractions, write two sentences about what you know about fractions.</p>
<p>Summarizing Reflects knowledge and concepts learned during a lesson</p>	<p>We have been learning about mammals. Write a one-sentence definition of a mammal.</p> <p>We have been discussing the different parts of flowers. List as many parts as you can in 30 seconds.</p>
<p>Self-Assessing Assesses and checks student understanding of important information</p>	<p>Today, we learned a lot of new information about graphs. Write one thing you are not sure you understand.</p> <p>Tell me in one or two sentences what the experiment taught you about volume.</p>

Content Journals and Learning Logs

A content journal is a place for students to record their questions, insight, confusion, and ideas about what they are learning. Journal entries are more extended than quick-writes.

Students can incorporate what they are learning and how they may use it. They can write scientific observations, results of experiments, descriptions of how to solve mathematics problems, plans for reports, or responses to questions that the class has brainstormed. Some students include drawings, charts, graphs, and time lines.

Students can choose a subtopic connected to the content, or they can respond to assigned topics from the teacher. Students can write in journals in the beginning or at the end of a lesson. Students can also write brief comments or pose questions during reading or a lesson.

Examples of journal entries in mathematics include the following:

- Drawing and labeling shapes students have learned
- Writing a tip to help students work fractions problems
- Writing a paragraph using mathematics terms from a content word wall

Adapted from Cunningham, Moore, Cunningham, & Moore, 2003; Moore, Moore, Cunningham, & Cunningham, 1998.

Tips for Writing Workshops

Take advantage of every **teachable** moment. It is important to keep writing workshops as student centered as possible.

Maintain a sense of **joy in the process**. The creation of a writing-friendly environment is a gift you give young writers.

Introduce skills **naturally** as they occur in students' writing.

Be flexible in your planning, scheduling, and conferencing. If you try to adhere too rigidly to a system or schedule, you will end up feeling frustrated.

Celebrate every sign of growth, no matter how small. Share it with everyone because the enthusiasm created by success is contagious!

Adapted from Kieczykowski, 2001.

Ways for Teachers and Peers to Respond to Writing

Suggestions to Compliment Writing

I like the way your paper began because...

I like the part where...

I like the way you explained...

I like the order you used in your paper because...

I liked the details you used to describe...

I like the way you used dialogue to make your story sound real.

I like the words you used in your writing like...

I like the facts you used like...

I like the way the paper ended because...

I like the mood of your writing because it made me feel...

Questions and Suggestions to Improve Writing

I got confused in the part about...

Could you add an example to the part about...

Could you add more to this part because...

Do you think your order would make more sense if you...

Do you think you could leave this part out because...

Could you use a different word for _____ because...

Is this paragraph on one topic?

Could you write a beginning sentence to “grab” your readers?

Cómo responder a los textos escritos por los estudiantes

Sugerencias para felicitar a los alumnos por la escritura

Me gustó cómo empezaste tu cuento porque...

Me gustó la parte cuando...

Me gustó cómo explicaste...

Me gustó el orden de los eventos porque...

Me gustaron los detalles que utilizaste porque...

Me gustó cómo escribiste el diálogo...

Me gustaron las palabras que escogiste al escribir tu cuento, cómo por ejemplo...

Me gustaron los hechos cómo...

Me gustó cómo terminó tu cuento porque...

Me gustó el ambiente de tu cuento porque me hizo sentir...

Preguntas y sugerencias para los estudiantes para mejorar sus textos escritos

Me confundió la parte cuando...

¿Podrías dar un ejemplo en la parte sobre...

¿Podrías escribir más en esta parte sobre ___ porque...

¿Crees que la secuencia de eventos estaría más clara si...

¿Crees que podrías eliminar la parte sobre ___ porque...

¿Podrías usar otra palabra en vez de ___ porque...

¿Trata este párrafo de un solo tema?

¿Podrías escribir una oración al principio que sirva para atraer la atención de los lectores?

Think Sheets

Writing organizers, or “think sheets,” provide scaffolding for students’ writing.

Writing organizers can help students initially when writing first drafts.

Students watch teachers model the organizers and then use them as they write with a partner, in small groups, or independently.

Graphic organizers help scaffold students’ efforts, especially students with reading and writing difficulties and second-language learners.

Think sheets often correspond to different stages of the writing process, such as prewriting and drafting.

Planning Think Sheet

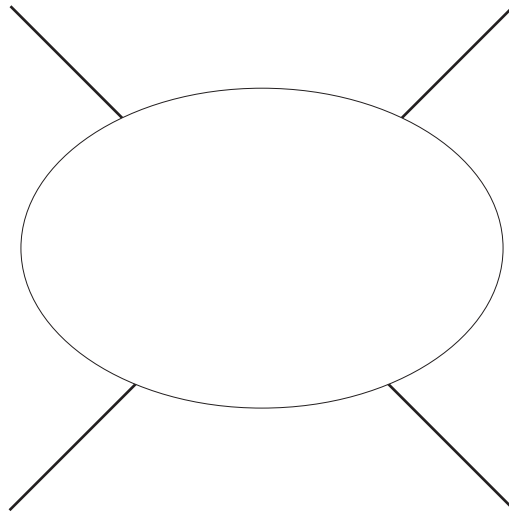
Possible Topics

Circle your choice.

What do I know about the topic? Brainstorm ideas.

1. _____
2. _____
3. _____
4. _____

Drafting Think Sheet



1. _____

2. _____

3. _____

4. _____

Adapted from Englert, 1990.

Narrative Think Sheet

Title: _____

BEGINNING (What is the setting? Who are the characters?)

MIDDLE (Action: What is the problem?)

ENDING (How was the problem solved?)

Important Information Think Sheet

WHO

WHAT

WHEN

WHERE

WHY

HOW

Sequence Think Sheet

Topic

Sentence Describing Topic

First,

Next,

Then,

Finally,

Story Innovation Think Sheet

Using short poems and pattern books can be an excellent way to scaffold writing, especially for those who struggle to think of topics.

Story innovations can be an effective way to motivate students to write and help students to see themselves as writers.

Procedures

Select a favorite pattern book and model rewriting with the whole class.

Select the part of the text that you will change. For example, you might change the characters, the setting, what the characters do, or a combination.

Example

Story:

The cat likes to lie on the rug.

The cat likes to drink milk.

The cat likes to sit in the sun.

The cat likes to jump on me.

Innovation:

The dog likes to lie on the bed.

The dog likes to drink water.

The dog likes to sit in the car.

The dog likes to jump on my baby brother.

Diferentes tipos de organizadores gráficos para escribir

Los organizadores gráficos para escribir ofrecen apoyo estratégico a los estudiantes para escribir y desarrollar sus ideas.

Los organizadores gráficos para escribir ayudan a los estudiantes a escribir sus primeros borradores.

Los estudiantes observan a la maestra(o) utilizar los organizadores gráficos y después ellos utilizan el mismo organizador que demostró la maestra(o) al escribir con un compañero, en grupos pequeños o independientemente.

Los organizadores gráficos ofrecen apoyo estratégico y específico a los estudiantes con problemas de lectura y escritura y a los estudiantes que aprenden inglés como segunda lengua.

Los organizadores gráficos para escribir, generalmente corresponden a las diferentes etapas del proceso de escritura tales como Planeando la Escritura y Escribiendo un Borrador.

Para pensar y planear

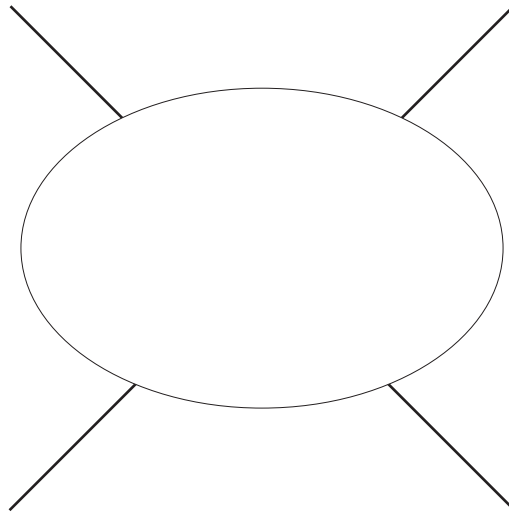
Posibles temas

Encierra en un círculo tu elección.

Pregúntate: “¿Qué sé sobre el tema?” Escribe tus ideas.

1. _____
2. _____
3. _____
4. _____

Elaboración de ideas



1. _____

2. _____

3. _____

4. _____

Adapted from Englert, 1990.

Planeando un texto narrativo

Título: _____

PRINCIPIO (¿Cuál es el escenario? ¿Quiénes son los personajes?)

INTERMEDIO (La acción: ¿Cuál es el problema?)

FINAL (¿Cómo se resolvió el problema?)

Organizador de ideas

QUIÉN

QUÉ

CUÁNDO

DÓNDE

POR QUÉ

CÓMO

Organizador de ideas

El tema

Una oración que describe el tema

Primero,

Luego,

Después

Al final,

Innovando una historia

Poemas cortos o libros con estructuras repetidas pueden ser una gran ayuda para facilitar el proceso de escritura para los estudiantes a los que se les dificulta pensar en temas para escribir.

Este proceso puede ser muy efectivo para motivar los estudiantes a escribir y ayudarles a verse como escritores exitosos.

Procedimiento

Seleccione un libro con estructura repetida y muéstrela a los estudiantes como rescribir o modificar la historia.

Seleccione la parte del libro que va a ser modificada. Por ejemplo, se pueden cambiar los personajes, el escenario, o lo que los personajes hacen o una combinación de estos elementos.

Ejemplo:

Historia:

A mi gato le gusta acostarse en la alfombra.

A mi gato le gusta beber leche.

A mi gato le gusta sentarse al sol.

A mi gato le gusta brincar sobre mí.

Innovación

A mi perro le gusta acostarse en mi cama.

A mi perro le gusta beber agua.

A mi perro le gusta sentarse adentro del carro.

A mi perro le gusta brincar sobre mi hermanito.

Monitoring Students' Writing Progress

Help students learn to monitor and evaluate their own writing and the writing of others.

Provide opportunities for peer collaboration and sharing.

Model correct procedures for peer conferencing.

Teach students how to use checklists. Use checklists and rubrics to remind students of elements to include in their writing or to provide a record for documenting progress. Examples of checklists are provided in this handout.

Use conferences, anecdotal records, and writing products to guide your instruction so that it meets students' needs. A sample way to record observations is provided on the last page of this handout.

Teacher-Student Conferences

Regularly conduct teacher-student conferences. Conferences between you and your students are times to discuss what has been written, to encourage reluctant students to continue writing, and to assess progress of written expression.

There are many types of teacher-student writing conferences. For example, teachers can help students brainstorm writing topics, revise their work by adding more information, or edit for spelling and punctuation.

Provide positive and specific feedback.

Listen carefully and accept all students' responses. Be positive and work to ensure that students are proud of their writing accomplishments. Make constructive suggestions, such as "I'm having trouble understanding what it's saying here" or "I like the way you described _____. Can you tell more about it so the reader will have a better understanding?"

Focus on one or two elements of the writing. Begin by looking at the content first. Help students revise what they have written. Tell what you liked about it. Avoid taking over the writing or making too many suggestions at once.

Concentrate on a specific convention or usage problem to help students improve their writing one step at a time. For example, discuss using question marks if students are having difficulty remembering to include them in their writing or discuss how to add details to make the writing more engaging.

Response Guide

Title: _____

Author/Speaker: _____

Praise and Encouragement

Questions

Suggestions for Improvement

Signed

Adapted from Bromley, 1998.

Partner Response Sheet

Author's Name: _____

Partner's Name: _____

1. What do you like most about this writing?

2. What suggestions do you have for the author?

Adapted from Bromley, 1998.

Writing Rubric

Name: _____ Date: _____

Assignment: _____

Excellent <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Good <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Satisfactory <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Unsatisfactory <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments:

Revising Checklist

	Yes	No	I made changes
1. Does it make sense?			
2. Does it sound right?			
3. Are there enough details?			
4. Is there a beginning, middle, and end?			
5. Does the title match the story?			

Adapted from Areglado & Dill, 1997.

Partner Revising Checklist

	Yes	No	WE made changes
1. Does my partner's writing make sense?			
2. Does it sound right?			
3. Does my partner's writing have enough details?			
4. Does my partner's writing have a beginning, middle, and end?			
5. Does my partner's title match the story?			

Adapted from Areglado & Dill, 1997.

Anecdotal Notes

Anecdotal Notes				
Abby	Bernardo	Cara	Darcy	Devin
Eduardo	Evan	Frankie	Greg	Hannah
Isabella	Justin	Kevin	Lupe	May Lin
Pedro	Quan	Ryan	Soojin	Virginia

Adapted from Tompkins, 1998.

Monitoreando el progreso de los estudiantes al escribir

Ayude a los estudiantes a aprender cómo monitorear y evaluar sus propios escritos y los escritos de otros.

Provea oportunidades para que los estudiantes colaboren y compartan ideas al escribir.

Modele los procedimientos correctos para usar en una conferencia con compañeros.

Enseñe a los estudiantes cómo utilizar listas de control (checklists). Utilice listas de control y rúbricas para recordar a los estudiantes los elementos que deben incluir en sus escritos o para proveer un registro donde documentar su progreso. Este documento provee varios ejemplos de listas de control.

Utilice conferencias, registros anecdóticos, y textos escritos para guiar su instrucción de manera que satisfaga las necesidades de sus alumnos. Este documento provee un modelo de cómo anotar observaciones sobre los escritos de sus alumnos.

Conferencias entre estudiantes y maestras(os)

Lleve a cabo conferencias con sus estudiantes sobre lo que están escribiendo regularmente. Estas conferencias son momentos en los que pueden discutir los escritos de los estudiantes, alentar a aquellos estudiantes que se resisten a seguir escribiendo y evaluar el progreso de la expresión escrita.

Existen muchos tipos de conferencias entre estudiantes y maestras. Por ejemplo, las maestras pueden ayudar a los estudiantes a hacer una lluvia de ideas sobre los temas de los que pueden escribir. A través de estas conferencias, las maestras también pueden revisar el trabajo de los estudiantes y añadir información faltante o revisar ortografía y puntuación.

Provea una retroalimentación positiva y específica.

Escuche cuidadosamente y acepte todas las respuestas de los estudiantes. Mantengan una actitud positiva y asegúrese que los estudiantes están orgullosos de sus logros en sus escritos. Sugiera cambios constructivos como por ejemplo, “Tengo dificultad en entender lo que estás diciendo aquí...” o, “Me gusta mucho la manera en que describiste...” o “¿Puedes escribir más al respecto para que el lector pueda entender mejor esta parte?”

Enfóquese en uno o dos elementos del escrito. Empiece analizando el contenido primero. Ayude a los estudiantes a revisar y editar lo que han escrito. Mencióneles lo que le gusta de sus escritos. Evite el escribir usted misma el texto o el hacer muchas sugerencias al mismo tiempo.

Concéntrese en un problema específico para ayudar a los estudiantes a mejorar sus escritos un paso a la vez. Por ejemplo, discuta el uso de signos de interrogación si los estudiantes no los están incluyendo en sus escritos o discuta cómo añadir detalles para hacer los textos más interesantes.

Guía para responder a un escrito

Título: _____

Autor: _____

Reconocimiento y aliento

Preguntas

Sugerencias para mejorar

Firma

Adapted from Bromley, 1998.

Reacción de un compañero

Nombre de autor: _____

Nombre de compañero: _____

1. ¿Qué fue lo que más te gustó de este texto?

2. ¿Qué sugerencias le podrías dar al autor?

Adapted from Bromley, 1998.

Rúbrica de escritura

Nombre: _____ Fecha: _____

Escrito: _____

Excelente <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Bueno <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Satisfactorio <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
No satisfactorio <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comentarios:

Reviso mi propio trabajo

	Sí	No	Hice cambios
1. ¿Tiene sentido?			
2. ¿Se oye bien?			
3. ¿Hay suficientes detalles?			
4. ¿Hay un principio, un intermedio y un final?			
5. ¿Está relacionado el título con la historia?			

Adapted from Areglado & Dill, 1997.

Revisando el trabajo de mi compañero

	Yes	No	Hicimos cambios
1. ¿Tiene sentido el escrito de mi compañero?			
2. ¿Suena bien?			
3. ¿Tiene suficiente detalles el escrito de mi compañero?			
4. ¿Tiene un principio, un intermedio y un final?			
5. ¿Está relacionado el título que escribió mi compañero con su escrito?			

Adapted from Areglado & Dill, 1997.

Notas anecdóticas

Notas Anecdóticas				
Abby	Bernardo	Cara	Darcy	Devin
Eduardo	Evan	Frankie	Greg	Hannah
Isabella	Justin	Kevin	Lupe	May Lin
Pedro	Quan	Ryan	Soojin	Virginia

Adapted from Tompkins, 1998.

Guidelines for Teaching Writing

Model writing strategies by collaborating with students to write stories.

Demonstrating writing on charts, the overhead, or in small groups helps students, especially struggling readers and writers, begin to understand how authors think and write.

“Think aloud” about topics such as what you are writing about, what you plan to include in your writing, and reading what you have written to check for clarity.

Students can use the skills and strategies they see demonstrated when they write independently.

Shared writing and interactive writing are examples of processes that model the different aspects of writing. Both involve the teacher working with students to compose written messages and stories.

Integrate writing instruction in the writing process.

Combining the teaching of writing and the writing process is more effective than either approach in isolation.

Monitor students’ progress regularly so you can design lessons appropriate to their needs.

Use a variety of ways to select writing topics and organize ideas.

Start with topics that are familiar and manageable.

Use brainstorming and webbing to help students generate ideas to include in their writing.

Provide opportunities for choice. Making choices builds ownership and motivates reluctant students to write.

Provide more scaffolding to students having difficulty getting started.

Help students learn to write for a variety of purposes and audiences and in a variety of forms.

For example, students can write letters, invitations, lists, labels, journal entries, notes, stories, poems, and informative reports.

Introduce story organizers and “think sheets” to help students draft their writing or follow a specific type of text structure.

Think sheets are graphic organizers that scaffold writing by presenting prompts to remind students of specific procedures and content.

Think sheets provide a writing framework that is important for students who have dyslexia or other reading difficulties.

Using text structures, such as narrative and expository, helps students understand different organizing elements that distinguish particular genres.

For example, story planners help students sequence and remember important parts of a story.

Incorporate instruction in capitalization, punctuation, grammar, and usage to help students as they begin to read and write.

Keep lessons brief and focus on teaching one skill at a time.

Base the content of the lessons on the knowledge and skills of students.

Model and provide practice of the skills in the context of writing.

Knowledge of grammar terms, such as nouns and verbs, gives students a common vocabulary for discussing and improving their writing.

Encourage students to spell words independently (use word walls, word banks, and other classroom print).

Expect students to accurately spell words and spelling patterns that have been previously studied.

You can provide review and additional practice for students who are having difficulties.

Provide opportunities for writing conferences with you and peers.

Conferences between you and your students are times to discuss what has been written, to encourage reluctant students to continue writing, and to assess progress of written expression.

- Provide positive and specific feedback:
 - Listen carefully and accept all students' responses.
 - Be positive and ensure that students are proud of their writing accomplishments.
 - Make constructive suggestions, such as “I’m having trouble understanding what it’s saying here...” or “I like the way you described _____. Can you tell more about it so the reader will have a better understanding?”
- Teach students how to use checklists. Checklists, like writing organizers, remind students of important procedures and also provide a written record of their progress.

- Focus on one or two elements of the writing:
 - Begin by looking at the content.
 - Help students revise what they have written. Tell what you liked about it.
 - Avoid taking over the writing or making too many suggestions at once.
 - Concentrate on a specific convention or usage problem to help students, especially those who are having difficulties, improve their writing one step at a time. For example, discuss using question marks if students are having difficulty remembering to include them in their writing or discuss how to add details to make the writing more interesting.

Encourage students to routinely share and publish their writing.

An “author’s chair” is often used as the setting for reading and talking about student writing.

- Students read and talk about their stories or other writings.
- When a student sits in the author’s chair, other students sit in front of the author and listen as the author reads or tells about his or her writing.
- During author’s chair time, model appropriate responses to the author.
- Students have the opportunity to praise work and to ask questions.

Provide opportunities for journal writing. For example, dialogue journals provide interesting exchanges between you, students, and their peers.

Help students decide whether they should publish their drafts:

- When they do want to publish their writing, discuss different ways, such as adding illustrations, making it into a book, or publishing on the computer.
- A wide variety of writing program software is available that motivates students to write.

Routinely showcase students’ writing in and out of the classroom.

Place student-authored books in the class library for students to read and to show that their writing is valued.

Invite authors to visit, read, and talk about their books and writing styles.

Monitoring student progress in writing involves evaluating written products and observing the writing process.

You can observe students as they write and use conference times to assess and record their progress.

By observing and examining writing processes and products, teachers can plan instruction to meet individual needs.

Keep anecdotal records by creating a record sheet to quickly document students' progress on writing projects:

- Include a summary of what you observe, the date, and context.
- List skills and writing strategies that need to be taught.

Collections of students' written work help you, parents, and students see growth and development as it occurs during the school year:

- Journals and writing folders also provide insight into writing growth.
- Periodically review and select representative pieces to show writing development.

Adapted from Bos & Vaughn, 2002; Bromley, 1999; Gunning, 2002.

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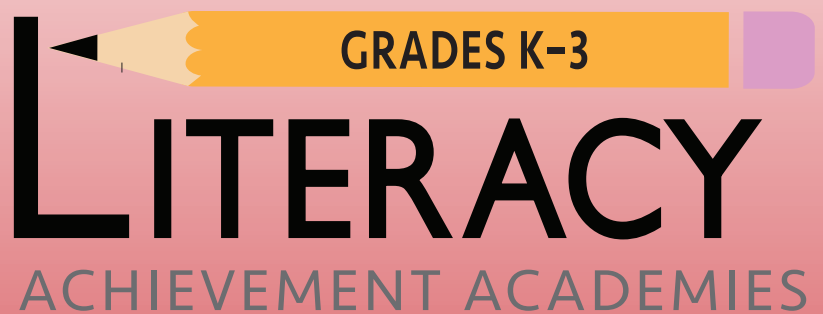
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Using Assessment Data

Participant Notes



GRADE 1



Using Assessment Data

LITERACY ACHIEVEMENT ACADEMIES

First Grade

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Questions to Address

- Why should we use assessment data in first grade?
- What kind of data should we use in first grade?
- How should we assess and use data in first grade?
- Am I using data effectively?
- What are my next steps?

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Video: Using Assessment Data

As you watch the video, take notes related to each of the following questions:

- How often do the teachers discuss collecting and using assessment data?
- What tools do the teachers use to analyze the data?
- What do the teachers talk about using the data for? How does it affect their instruction?

I: Using Assessment Data © 2016 UT System/TEA 3

A presentation slide with a purple header and a yellow body. The header contains a white icon of a classical column and the text "Why Should We Use Data?". The body contains a quote in a dark green rounded rectangle: "Effective teachers 'question themselves, they worry about which students are not making progress, they seek evidence of successes and gaps, and they seek help when they need it in their teaching.'" followed by the attribution "— Hattie, 2012, p. 11".

Why Should We Use Data?

Effective teachers “question themselves, they worry about which students are not making progress, they seek evidence of successes and gaps, and they seek help when they need it in their teaching.”

— Hattie, 2012, p. 11

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A presentation slide with a purple header and a yellow body. The header contains a white icon of a classical column and the text "Systematic Use of Data". The body contains a bulleted list of four points.

Systematic Use of Data

- Allows for comparisons across students, classrooms, and schools
- Allows teachers to design more effective instruction
- Supports teachers in differentiating instruction
- Improves student achievement

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A presentation slide with a purple header and a yellow body. The header contains a white icon of a classical column and the text "Systematic Use of Data (cont.)". The body contains a bulleted list of three points.

Systematic Use of Data (cont.)

- Allows educators to track student progress across time
- Helps teachers communicate with students and parents about progress
- Helps students take responsibility for their learning and progress

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Using Data to Differentiate

- Modeling more examples
- Scaffolding more extensively
- Allowing for extended practice opportunities
- Providing immediate, corrective feedback related to the task, process, or strategies used
- Using various grouping formats

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Instructional Grouping

- Teacher-led small groups
- Heterogeneous, cooperative small groups (e.g., centers)
- Partners
- Independent practice

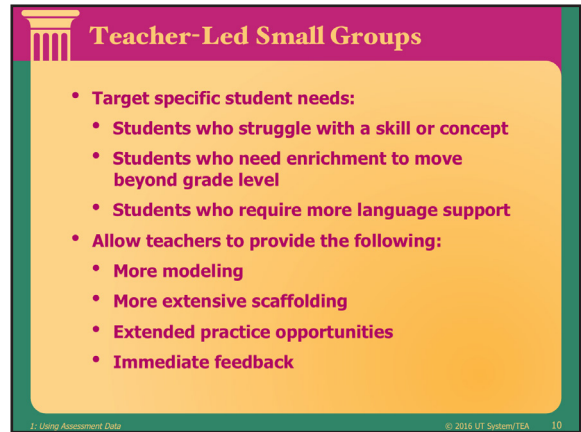
I: Using Assessment Data © 2016 UT System/TEA 8

Video: Instructional Grouping

As you watch the video, take notes related to each of the following questions:

- Which grouping formats do the teachers use?
- What kinds of tools and methods do the teachers use for classroom management?
- What kinds of activities do students participate in across the different grouping formats?

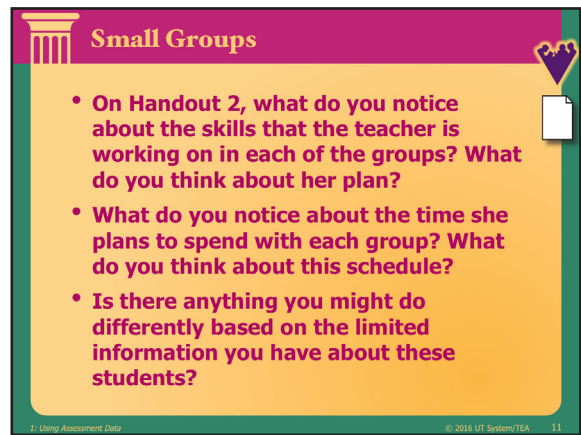
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Teacher-Led Small Groups

- **Target specific student needs:**
 - Students who struggle with a skill or concept
 - Students who need enrichment to move beyond grade level
 - Students who require more language support
- **Allow teachers to provide the following:**
 - More modeling
 - More extensive scaffolding
 - Extended practice opportunities
 - Immediate feedback

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Small Groups

- **On Handout 2, what do you notice about the skills that the teacher is working on in each of the groups? What do you think about her plan?**
- **What do you notice about the time she plans to spend with each group? What do you think about this schedule?**
- **Is there anything you might do differently based on the limited information you have about these students?**

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Heterogeneous, Cooperative Small Groups and Partners

- **Provide extended practice opportunities of previously taught skills with support from peers**
- **Give students the chance to scaffold and model strategies for one another**
- **Provide time for students to discuss strategies, thinking, and learning processes**
- **Foster oral language development, especially with academic language**

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Grouping: Lesson Plan

- On Handout 3, what do you notice about the small-group lessons? How do they change from group to group?
- What do you notice about the partner work versus center work versus independent work?
- Why did the teacher write how much time he thinks the partner, center, and independent work will take? Why might this be important to consider?

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Center Planning Form

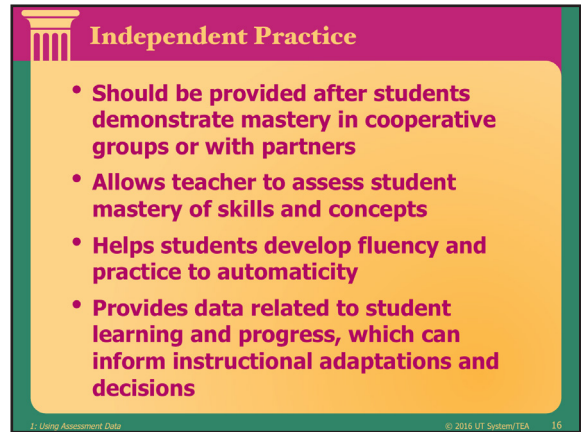
- Objective and activity
- Differentiating to meet students' needs
- Student interaction
- Choice
- Student accountability (evidence of practice and learning)

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Partnering Students

- On Handout 5, why did the teacher divide the list in half (in Step 2) and move the halves next to each other (in Step 3)?
- Read Step 5. Do the teacher's decisions make sense? Why or why not?
- This example uses oral reading fluency data. What other kinds of data could you use to partner students?

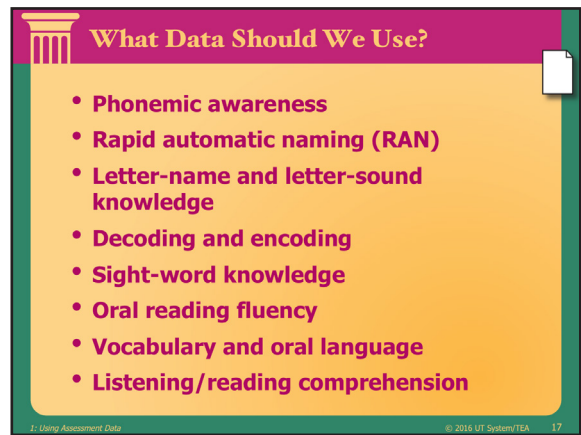
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Independent Practice

- Should be provided after students demonstrate mastery in cooperative groups or with partners
- Allows teacher to assess student mastery of skills and concepts
- Helps students develop fluency and practice to automaticity
- Provides data related to student learning and progress, which can inform instructional adaptations and decisions

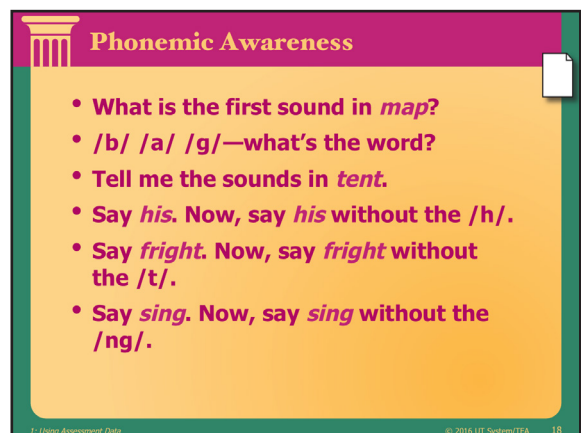
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What Data Should We Use?

- Phonemic awareness
- Rapid automatic naming (RAN)
- Letter-name and letter-sound knowledge
- Decoding and encoding
- Sight-word knowledge
- Oral reading fluency
- Vocabulary and oral language
- Listening/reading comprehension

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Phonemic Awareness

- What is the first sound in *map*?
- /b/ /a/ /g/—what's the word?
- Tell me the sounds in *tent*.
- Say *his*. Now, say *his* without the /h/.
- Say *fright*. Now, say *fright* without the /t/.
- Say *sing*. Now, say *sing* without the /ng/.

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RAN

- RAN includes naming of objects, colors, digits, or letters.
- Items are randomly organized on a page.
- Student is given a specific amount of time to name as many items as possible (usually a minute).

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Letter Names and Letter-Sound Knowledge

- Given a list of letters, the student says letter names and letter sounds.
- Orally presented with a letter name or letter sound, the student writes the matching letter.
- These assessments can be timed or untimed.

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Decoding and Encoding

- **Decoding:**
 - Student is given a list of nonsense, or make-believe, words to read.
 - Assessment can be timed or untimed.
- **Encoding:**
 - Student is given words to spell with orthographic patterns that will be taught across the year.
 - The teacher examines spelling errors.

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Sight-Word Knowledge

- Student is given a list of words and is asked to read them.
- Word list may be high-frequency words or words increasing in difficulty.
- Assessment can be timed or untimed.

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Oral Reading Fluency

- Student reads a grade-level text while being timed (usually for a minute).
- Teacher follows along marking words either misread or skipped.
- Scores include the following:
 - Accuracy: Percentage of words read correctly out of total words read
 - Fluency: Words correct per minute
- Additional data come from analyzing a student's miscues, evaluating phrasing, and listening for prosodic elements.

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Vocabulary

- Receptive vocabulary: Given a word, identify a picture (usually out of four) that matches it.
- Expressive vocabulary:
 - Name a picture of a person, object, or action.
 - Give the definition of a word.
- Relational vocabulary: Tell how two or three words are alike.
- General vocabulary:
 - Give a synonym or antonym for a word.
 - Use a given word in a sentence.
 - Orally fill in the blank in a sentence.

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Oral Language

- **Sentence level:**
 - **Sentence memory:** Repeat sentences of increasing length.
 - **Sentence grammar:** Identify whether a sentence is spoken correctly.
 - **Sentence meaning:** Decide whether two spoken sentences have the same meaning.
- **Discourse level:** Given a spoken statement or question, point to a part of a picture or one of four pictures.

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Listening/Reading Comprehension

After listening to a text being read or reading a text, a student does one of the following:

- Orally answers open-ended questions related to the text
- Retells what happened in the text

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How Should We Assess?

- Assess across different literacy areas, including the following:
 - Phonemic awareness
 - Letter knowledge, decoding, and encoding
 - Oral reading fluency
 - Vocabulary, oral language, and listening/reading comprehension
- Use reliable, valid assessments, including the following:
 - Universal screening and benchmark measures
 - Diagnostic measures
 - Progress-monitoring measures

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Universal Screening and Benchmark Measures

- Are quick to administer
- Are used with ALL students three to four times a year
- Assess grade-level performance
- Identify students on grade level and students at risk

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How Should We Use These Data?

- To examine whole-class needs
- To group students for targeted small-group instruction
- To examine individual students' strengths and needs

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Screening Data: Modeling

Student	ELL?	Sp. Ed?	Decoding		Oral Reading		Reading	
			BOY	MOY	Fluency	Comprehension	BOY	MOY
Jessica	N	N	I	S	S	B	I	S
Marta	Y	N	I	B	I	S	I	S
Zoe	N	Y	I	I	S	S	I	B
Aiden	N	N	S	I	B	B	B	B
Sebastian	Y	N	S	S	S	B	I	I
Nial	Y	N	I	S	B	B	S	S
Joseph	N	N	S	B	B	B	B	B
Jaden	N	Y	S	B	B	B	B	B
Zach	N	N	B	B	S	B	B	S
Karla	Y	N	I	S	I	S	I	I
Enrique	N	N	B	B	B	B	I	I
Emma	N	N	I	S	I	I	S	B
Lucas	Y	N	S	I	S	S	S	S
Jackson	N	Y	I	B	I	S	B	B
Oliver	N	N	B	B	S	B	S	S
Sofia	Y	N	I	I	I	S	I	I
Hannah	N	N	I	B	B	B	B	B
Carlos	N	N	I	S	I	I	B	B
Tristan	Y	N	S	I	S	S	I	S
Santiago	N	N	S	B	B	B	S	S

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Screening Data: Practice

Student	ELL	Sp. ELI	Decoding		Oral Reading Fluency		Reading Comprehension	
			BOY	MOY	BOY	MOY	BOY	MOY
Frieda	Y	N	S	B	B	B	I	S
Gabriel	N	N	B	B	B	B	B	B
Annella	N	N	I	B	S	B	I	I
Chance	N	N	B	B	I	B	S	S
Roshan	N	N	I	I	S	S	I	I
Aryah	Y	N	I	B	S	B	S	B
Kelsey	N	N	S	S	B	B	I	S
Prima	N	N	B	B	B	B	S	B
Alex	N	N	B	B	B	S	B	S
Enka	Y	N	B	B	S	B	S	S
Natoka	N	N	I	S	I	I	S	S
Ryan	N	N	S	S	S	S	I	B
Danika	Y	N	S	B	B	B	I	S
Melissa	N	Y	I	I	I	I	B	B
Phanton	N	N	B	B	S	B	B	B
David	Y	N	S	B	B	B	S	S
Saul	N	N	B	B	S	S	B	S
Yaher	N	N	I	B	I	B	S	B
Ray	Y	N	I	S	I	B	I	I
Ashley	N	Y	S	B	B	B	I	I

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Activity Wrap-Up

- Why would you want to do an analysis like on the Student Movement chart?
- Did you find it difficult or easy to create instructional groups based on the data? Why?
- How often should you do this kind of data analysis and grouping? Why?

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Diagnostic Measures

- Give more in-depth information about each student's needs
- Show individual learning gaps
- Help you set goals that are more student-specific
- Allow for more precisely targeted instruction

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How Should We Use These Data?

- To identify specific student gaps
- To plan targeted instruction based on these gaps
- To set specific, achievable goals for individual students

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Diagnostic Data: Modeling

Student 1

Phonemic Awareness (Blending)		Encoding (Spelling)	
Heard	Response	Given	Response
/m/ /s/ /p/	mop	lump	lup
/k/ /s/	key	shop	chop
/s/ /t/ /l/ /l/	hill	trip	chrup
/p/ /s/ /m/ /p/	pup	make	make
/s/ /t/ /b/ /m/ /p/	tap	feed	fed
		rain	rane
		light	lite

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Progress-Monitoring Measures

- Are quick to administer
- Are used to monitor a student's growth in a specific area
- Assess grade-level and/or off-grade-level performance
- Provide data to adapt to and target students' learning strengths and needs

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How Should We Use These Data?

- To examine students' current level of performance
- To examine students' progress across time
- To gauge movement toward goals and grade-level expectations
- To adapt instruction based on performance level and improvement level
- To set new learning goals

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Progress-Monitoring Data: Modeling

Month	9-15	9-22	9-29	10-6	10-13	10-20	10-27	11-3	11-10	11-17	11-24	11-30	12-7	12-14	12-21	12-28
Benchmark	30	33.5	37	40	43.5	47	50	53.5	57	60	63.5	67	70	73.5	77	80
Emma	4	13.5	23	32.5	42	51.5	61	70.5	80	89.5	99	108.5	118	127.5	137	146.5

Emma's Screening and Progress Monitoring: Sight-Word Fluency

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Graphing Progress-Monitoring Data

- Putting progress-monitoring data on a line graph helps you visualize a student's growth.
- It also helps you see whether instruction is truly accelerating learning.

Tool to track progress-monitoring data:
<http://buildingrti.utexas.org/documents/progress-monitoring-line-graph>

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Assessing English Language Learners

- Use assessments that are reliable and valid with this student population.
- Identify reading abilities initially in both the native language and in English.
- Identify language strengths and needs.
- Compare progress against "true peers."

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Language Assessment Data

Class 1			TELPAS			
Student	ELL?	Sp. Ed.?	Listening	Speaking	Reading	Writing
Marta	Y	N	Intermediate	Advanced	Intermediate	Intermediate
Sebastian	Y	N	Beginning	Intermediate	Advanced	Intermediate
Nicol	Y	N	Intermediate	Intermediate	Advanced	Beginning
Karla	Y	N	Intermediate	Intermediate	Intermediate	Beginning
Lucas	Y	N	Intermediate	Intermediate	Intermediate	Beginning
Sofia	Y	N	Beginning	Beginning	Beginning	Beginning
Tristan	Y	N	Intermediate	Intermediate	Intermediate	Beginning

Class 2			TELPAS			
Student	ELL?	Sp. Ed.?	Listening	Speaking	Reading	Writing
Freda	Y	N	Advanced	Intermediate	Advanced	Intermediate
Arjun	Y	N	Intermediate	Advanced	Advanced	Intermediate
Enika	Y	N	Intermediate	Advanced	Advanced	Beginning
Danika	Y	N	Advanced	Advanced	Advanced	Intermediate
David	Y	N	Intermediate	Intermediate	Intermediate	Intermediate
Rey	Y	N	Beginning	Intermediate	Intermediate	Beginning

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How Are We Doing?

Reflect on your current use of assessment data:

- Do you collect the right kinds of data?
- Do you use data for all of the purposes discussed in this session?
- Do you examine that data consistently?
- Do you make instructional decisions and adaptations based on your students' data?

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Next Steps

- What can you do immediately to improve your use of assessment data?
- Using Handout 14, plan three next steps for using data more effectively.

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Wrap-Up

“If assessment is used for nothing more than sorting students, we will continue to achieve the results we have always gotten. These assessments are measures of our progress, too—but only if we choose to look closely at our impact.”

— Fisher, Frey, & Hattie, 2016, pp. 166-167

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Carry It Through

Complete Handout 15 with your partner for today’s sessions:

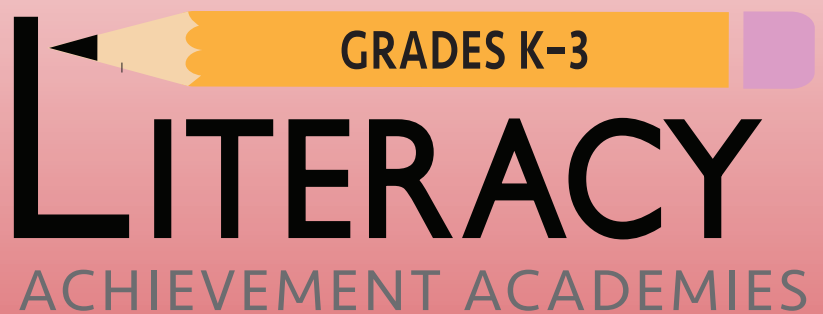
- Vocabulary
- Reading Comprehension
- Writing
- Using Assessment Data

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Using Assessment Data

Handouts



GRADE 1

Grouping Plan

Lesson Plan		Lesson Plan	
Small Group 1		Partner Work	Phonological awareness: Phonics and word study: Fluency: Vocabulary: Comprehension:
Small Group 2		Center Work	Phonological awareness: Phonics and word study: Fluency: Vocabulary: Comprehension:
Small Group 3		Independent Work	Phonological awareness: Phonics and word study: Fluency: Vocabulary: Comprehension:
Small Group 4			
Small Group 5			

Reading Groups: First-Grade Example

After administering a spelling inventory to her students, a first-grade teacher analyzes the data for student strengths and needs. She finds that some students need to work on phonology and many others need to work on specific orthographic patterns. She groups her students based on these data.

- One group of six students needs to work on initial blends (yellow group).
- Six students need to work on consonant digraphs (blue group).
- Four students need to work on short vowel sounds (red group).
- Three students need support with differentiating voiced and unvoiced consonant sounds (purple group).

Group	Skills to practice (both chorally and individually)	Time
Yellow (six students)	Read and spell words with initial blends (<i>st-</i> , <i>sc-</i> , and <i>sm-</i>) out of context Read decodable book with words with blends	6 minutes
	TRANSITION	1 minute
Blue (six students)	Read and spell words with consonant digraphs (<i>sh-</i> , <i>th-</i> , and <i>ch-</i>) out of context Read decodable book with words with consonant digraphs	6 minutes
	TRANSITION	1 minute
Red (four students)	Read and spell words with /ă/ and /i/ out of context Read decodable book with /ă/ and /i/	7 minutes
	TRANSITION	1 minute
Purple (three students)	Using Elkonin boxes, segment, blend, and manipulate words with voicing partners (e.g., /p/ and /b/, /d/ and /t/) Put hands on throat to feel the difference between the sounds Use mirrors to see how sounds are similar Read and spell words with the sound partners	8 minutes
	TOTAL	15 minutes

Grouping Plan: First-Grade Example

Lesson Plan		Lesson Plan	
Small Group 1	<p>Phonological awareness: Review isolating last sound; practice blending and segmenting two- and three-phoneme words</p> <p>Phonics: Review reading CVC words with /ā/ and /ī/; reread decodable book</p>	Partner Work	<p>Phonological awareness: n/a</p> <p>Phonics and word study: Practice reading and spelling CVC words with /ā/ and /ī/ (10 minutes)</p> <p>Fluency: Play word fluency game (5 minutes)</p> <p>Vocabulary: Take turns orally putting two of last week's words in sentences; then write sentences together (10 minutes)</p> <p>Comprehension: n/a</p>
Small Group 2	<p>Phonological awareness: Review blending and segmenting three-phoneme words; practice deleting initial sound</p> <p>Phonics: Review reading CVC words with /ā/, /ī/, and /ō/; reread decodable book</p>	Center Work	<p>Phonological awareness: Play segmenting and blending game with whisper phones (5 minutes)</p> <p>Phonics and word study: n/a</p> <p>Fluency: n/a</p> <p>Vocabulary: n/a</p> <p>Comprehension: Listen to story on CD and draw in visualization log (10 minutes)</p>
Small Group 3	<p>Phonological awareness: Practice deleting initial sound</p> <p>Phonics: Review reading CVC words (all short vowels); reread decodable book</p> <p>Fluency: Word wall race</p>	Independent Work	<p>Phonological awareness: n/a</p> <p>Phonics and word study: n/a</p> <p>Fluency: n/a</p> <p>Vocabulary: n/a</p> <p>Comprehension: Draw picture and write sentences describing main character at listening center (10 minutes)</p>
Small Group 4	<p>Phonological awareness: Practice deleting initial and final sounds</p> <p>Phonics: Reread decodable book</p> <p>Fluency: Word wall race</p>		
Small Group 5	<p>Phonics: Review VCe words</p> <p>Fluency: Echo read beginning of first-grade text</p> <p>Comprehension: Practice retelling story</p>		

Center Planning Form

Element	Explanation
Center Name	
Objective	
Activity	
Materials	
Differentiation	
Student Interaction	
Student Choice	
Accountability	

Center Planning Form (Example)

Element	Explanation
Center Name	Pocket Chart Games
Objective	Segment individual sounds in three-, four-, and five-phoneme words Manipulate sounds in single-syllable words
Activity	Students play two different phonemic awareness games: <ul style="list-style-type: none"> • Sorting words by the number of phonemes • Deleting sounds When they finish, they are allowed to play any other related games in the hanging file.
Materials	Pocket chart, hanging file with games in baggies, number cards, picture cards
Differentiation	Students are in mixed-ability groups to provide modeling and scaffolding for one another.
Student Interaction	Students work together to sound out or manipulate words during games. During sound deletion game, one student gives the prompt, and another student responds.
Student Choice	When students finish the two must-do games, they can choose another game or two from the pocket chart. These games were must-do games in previous weeks.
Accountability	Lead student gives teacher the silent signal when they have finished sorting the cards. Teacher checks pocket chart from teacher table. During center wrap-up, teacher calls on a few students to segment or delete sounds in words from the games to check for understanding.

Partnering Students Example

Step 1: Rank students.

<u>Last Name</u>	<u>First Name</u>	<u>Oral Reading Fluency</u>
Hanson	Missy	55
Barrack	Mandy	46
Shore	Carolyn	46
Smith	Lance	40
Horner	Kaleb	39
Richards	Chris	37
Barr	Jenny	33
Nieto	Jose	31
Mason	Lori	28
Kaspian	Eli	28
Romero	Edgar	26
Kort	Ruby	24
Salinas	Melissa	24
Sanders	Sid	20
Moore	Jay	20
Willis	Heather	18
Stern	Tina	15
Doogan	Carl	13
Gunner	Landon	13
Mitchell	Diane	11
Jackson	Jerrel	10
Treviño	Leti	8
Stevens	Roger	7

Step 2: Divide list in half.

Step 3: Move halves next to each other.

Missy Hanson (55)	Ruby Kort (24)
Mandy Barrack (46)	Melissa Salinas (24)
Carolyn Shore (46)	Sid Sanders (20)
Lance Smith (40)	Jay Moore (20)
Kaleb Horner (39)	Heather Willis (18)
Chris Richards (37)	Tina Stern (15)
Jenny Barr (33)	Carl Doogan (13)
Jose Nieto (31)	Landon Gunner (13)
Lori Mason (28)	Diane Mitchell (11)
Eli Kaspian (28)	Jerrel Jackson (10)
Edgar Romero (26)	Leti Treviño (8)
Roger Stevens (7)	

Step 4: Partner students based on list.

Missy, Ruby
Mandy, Melissa
Carolyn, Sid
Lance, Jay
Kaleb, Heather
Chris, Tina
Jenny, Carl
Jose, Landon
Lori, Diane
Eli, Jerrel
Edgar, Leti, Roger

Step 5: Repartner based on other information.

There's a big discrepancy between Missy and Ruby, and Missy is not good at working with students who struggle, so I moved Jose up to work with Missy.

I moved Ruby into Jose's place because she is reading much more fluently than Landon, so she will provide a model for him.

I also moved Roger to work with Lori and Diane because they are not too much higher than Roger, and they follow directions well and will help Roger stay on task.

I've left the others partnered for now, but I may have to change them based on rate of progress, behavior issues, or need for modeling.

Final List

Missy, Jose
Mandy, Melissa
Carolyn, Sid
Lance, Jay
Kaleb, Heather
Chris, Tina
Jenny, Carl
Ruby, Landon
Lori, Diane, Roger
Eli, Jerrel
Edgar, Leti

First-Grade Assessment Examples

Phonemic Awareness

- What is the first sound in *map*?
- /b/ /a/ /g/—what's the word?
- Tell me the sounds in *tent*.
- Say *his*. Now, say *his* without the /h/.
- Say *fright*. Now, say *fright* without the /t/.
- Say *sing*. Now, say *sing* without the /ng/.

Rapid Automatic Naming (RAN)

- RAN includes naming of objects, colors, digits, or letters.
- Items are randomly organized on a page.
- Student is given specific time amount to name as many items as possible (usually a minute).

Letter Names and Letter-Sound Knowledge

- Given a list of letters, the student says letter names and letter sounds.
- Orally presented with a letter name or letter sound, the student writes the matching letter.
- These assessments can be timed or untimed.

Decoding and Encoding

- Decoding:
 - Student is given a list of nonsense, or make-believe, words to read.
 - Assessment can be timed or untimed.
- Encoding:
 - Student is given words to spell with orthographic patterns that will be taught across the year.
 - The teacher examines spelling errors.

Sight-Word Knowledge

- Student is given a list of words and is asked to read them.
- Word list may be high-frequency words or words increasing in difficulty.
- Assessment can be timed or untimed.

Oral Reading Fluency

- Student reads a grade-level text while being timed (usually for a minute).
- Teacher follows along marking words either misread or skipped.
- Scores include the following:
 - Accuracy: Percentage of words read correctly out of total words read
 - Fluency: Words correct per minute
- Additional data come from analyzing a student's miscues, evaluating phrasing, and listening for prosodic elements.

Vocabulary

- Receptive vocabulary: Given a word, identify a picture (usually out of four) that matches it.
- Expressive vocabulary:
 - Name a picture of a person, object, or action.
 - Give the definition of a word.
- Relational vocabulary: Tell how two or three words are alike.
- General vocabulary:
 - Give a synonym or antonym for a word.
 - Use a given word in a sentence.
 - Orally fill in the blank in a sentence.

Oral Language

- Sentence level:
 - Sentence memory: Repeat sentences of increasing length.
 - Sentence grammar: Identify whether a sentence is spoken correctly.
 - Sentence meaning: Decide whether two spoken sentences have the same meaning.
- Discourse level: Given a spoken question or statement, point to a part of a picture or one of four pictures.

Listening/Reading Comprehension

After listening to a text being read or reading a text, a student orally answers open-ended questions related to the text or retells what happened in the text.

Adapted from Farrall, 2012.

Story Retelling Record Sheet

Story retelling is a technique to promote comprehension and monitor students' comprehension progress. This record sheet can be used to record students' retelling of the beginning, middle, and ending of a story.

Name:

Date:

Story:

Number of Times Read:

Pages:

Story	Student's Retelling	Prompts
Beginning		<ul style="list-style-type: none"> • What happened in the beginning? • Where did the story happen? • Who were the main characters? • What was the problem?
Middle		<ul style="list-style-type: none"> • What happened next? • What did _____ do? • Why?
Ending		<ul style="list-style-type: none"> • How was the problem solved? • How did the story end?

Adapted from Tompkins, 1998.

Sample Screening Data

Class I

Student	ELL?	Sp. Ed.?	Decoding		Oral Reading Fluency		Reading Comprehension	
			BOY	MOY	BOY	MOY	BOY	MOY
Jessica	N	N	I	S	S	B	I	S
Marta	Y	N	I	B	I	S	I	S
Zoe	N	Y	I	I	S	S	I	B
Aiden	N	N	S	I	B	B	B	B
Sebastian	Y	N	S	S	S	B	I	I
Noel	Y	N	I	S	B	B	S	S
Josaiah	N	N	S	B	B	B	B	B
Jaiden	N	Y	S	B	B	B	B	B
Zach	N	N	B	B	S	B	B	S
Karla	Y	N	I	S	I	S	I	I
Enrique	N	N	B	B	B	B	I	I
Emma	N	N	I	S	I	I	S	B
Lucas	Y	N	S	I	S	S	S	S
Jackson	N	Y	I	B	I	S	B	B
Oliver	N	N	B	B	S	B	S	S
Sofia	Y	N	I	I	I	S	I	I
Hannah	N	N	I	B	B	B	B	B
Carlos	N	N	I	S	I	I	B	B
Tristan	Y	N	S	I	S	S	I	S
Santiago	N	N	S	B	B	B	S	S

Note. ELL = English language learner; Sp. Ed. = special education; BOY = beginning of the year; MOY = middle of the year; I = intensive; S = strategic; B = benchmark.

Class 2

Student	ELL?	Sp. Ed.?	Decoding		Oral Reading Fluency		Reading Comprehension	
			BOY	MOY	BOY	MOY	BOY	MOY
Freda	Y	N	S	B	B	B	I	S
Gabriel	N	N	B	B	B	B	B	B
Annella	N	N	I	B	S	B	I	I
Chance	N	N	B	B	I	B	S	S
Roshan	N	N	I	I	S	S	I	I
Arjun	Y	N	I	B	S	B	S	B
Kelsey	N	N	S	S	B	B	I	S
Prima	N	N	B	B	B	B	S	B
Alex	N	N	B	B	B	S	B	S
Erika	Y	N	B	B	S	B	S	S
Natalia	N	N	I	S	I	I	S	S
Ryan	N	N	S	S	S	S	I	B
Danika	Y	N	S	B	B	B	I	S
Makaila	N	Y	I	I	I	I	B	B
Preston	N	N	B	B	S	B	B	B
David	Y	N	S	B	B	B	S	S
Saul	N	N	B	B	S	S	B	S
Yahir	N	N	I	B	I	B	S	B
Rey	Y	N	I	S	I	B	I	I
Ashley	N	Y	S	B	B	B	I	I

Screening Beginning to Middle of Year Class 1

Student Movement

	STILL ON TARGET (B to B)	BIG JUMP (I to B)	LITTLE JUMP (S to B)	LITTLE JUMP (I to S)	NO JUMP (I to I, S to S, or Dropped)
Decoding	Zach Enrique Oliver	Marta Jackson Hannah	Josaiiah Jaiden Santiago	Jessica Noel Karla Emma Carlos	Zoe (I to I) Sofia (I to I) Aiden (S to I) Lucas (S to I) Tristan (S to I) Sebastian (S to S)
Oral Reading Fluency	Aiden Noel Josaiiah Jaiden Enrique Hannah Santiago		Jessica Sebastian Zach Oliver	Marta Karla Jackson Sofia	Emma (I to I) Carlos (I to I) Zoe (S to S) Lucas (S to S) Tristan (S to S)
Reading Comprehension	Aiden Josaiiah Jaiden Hannah Carlos	Zoe	Emma	Jessica Marta Tristan	Sebastian (I to I) Karla (I to I) Enrique (I to I) Sofia (I to I) Noel (S to S) Lucas (S to S) Oliver (S to S) Santiago (S to S) Zach (B to S)

Note. I = intensive; S = strategic; B = benchmark.

Possible Instructional Small Groups

Instructional Focus	Student Names	Additional Information
Decoding and Oral Reading Fluency	Zoe Lucas Tristan	Reading and spelling VCe words and high-frequency words Phrase fluency Fluency with decodable text (VCe words)
Decoding	Sofia Aiden Sebastian	Reading and spelling VCe words and high-frequency words Fluency with decodable text (VCe words)
Oral Reading Fluency	Emma Carlos Marta Karla	Fluency with decodable text (vowel teams: ai, ay, ee, ea) Phrase fluency Fluency in multiple-criteria text with some two- and three-syllable words
Reading Comprehension	Sebastian Karla Enrique Sofia	Fluency with decodable text (vowel teams: ai, ay, ee, ea) Phrase fluency Fluency in multiple-criteria text with some two- and three-syllable words
Fluency and Comprehension in Above-Grade-Level Text	Josiah Jaiden Santiago Hannah Oliver	Fluency with above-grade-level text Making local and global coherence inferences within text Practicing word-learning strategies

Class 2

Student Movement

	STILL ON TARGET (B to B)	BIG JUMP (I to B)	LITTLE JUMP (S to B)	LITTLE JUMP (I to S)	NO JUMP (I to I, S to S, or Dropped)
Decoding					
Oral Reading Fluency					
Reading Comprehension					

Note. I = intensive; S = strategic; B = benchmark.

Possible Instructional Small Groups

Instructional Focus	Student Names	Additional Information
Decoding and Oral Reading Fluency		
Decoding		
Oral Reading Fluency		
Reading Comprehension		
Fluency and Comprehension in Above-Grade-Level Text		

Diagnostic Assessment Data

Student 1

Phonemic Awareness (Blending)	
Heard	Response
/m/ /ō/ /p/	mop
/k/ /ē/	key
/s/ /t/ /ī/ /l/	till
/p/ /ū/ /m/ /p/	pup
/s/ /t/ /ā/ /m/ /p/	tap

Encoding (Spelling)	
Given	Response
lump	lup
shop	chop
trip	chrap
make	make
feed	fed
rain	rane
light	lite

Student 2

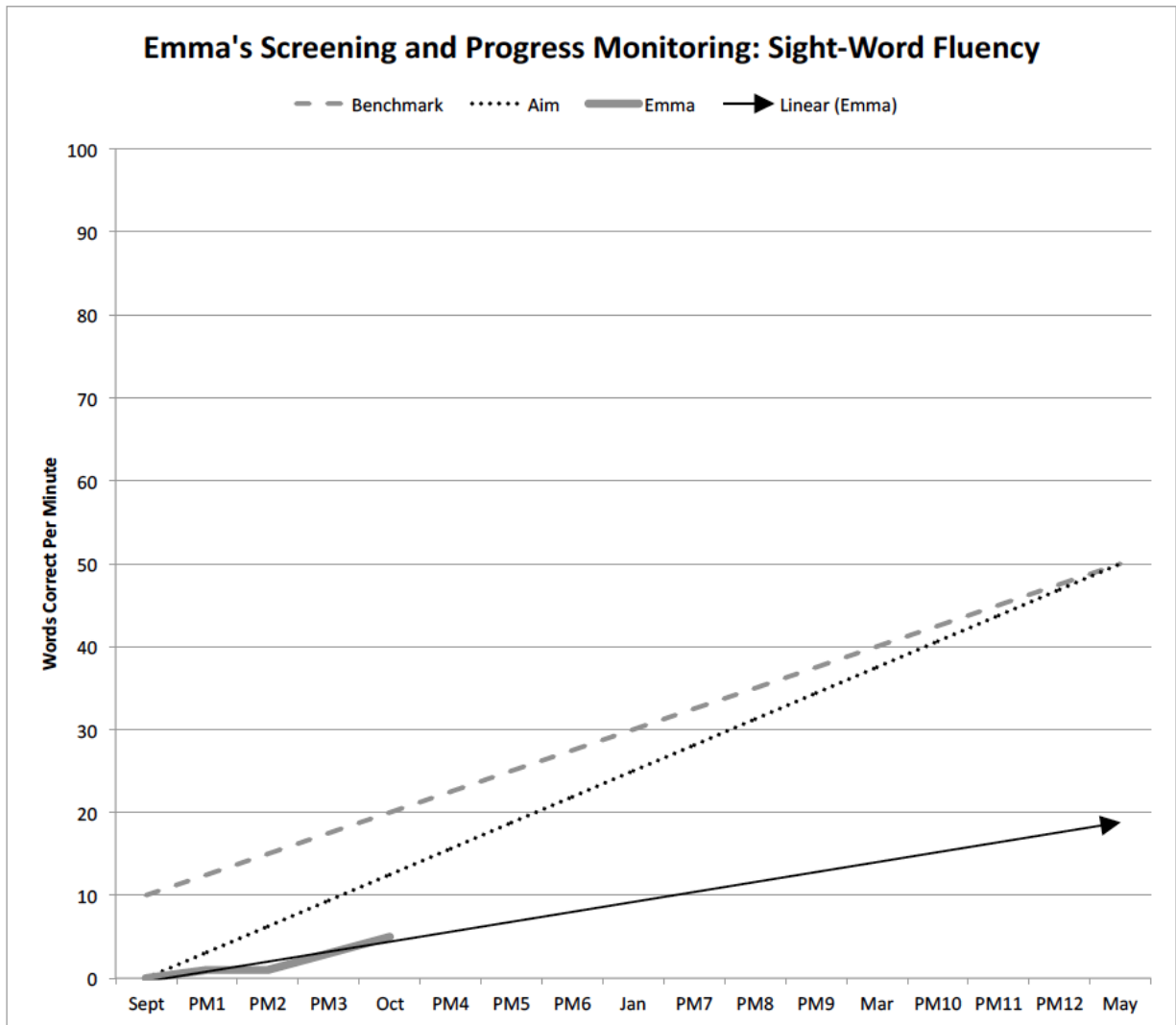
Phonemic Awareness (Blending)	
Heard	Response
/m/ /ō/ /p/	mob
/k/ /ē/	gey
/s/ /t/ /ī/ /l/	sill
/p/ /ū/ /m/ /p/	bub
/s/ /t/ /ā/ /m/ /p/	sab

Encoding (Spelling)	
Shown	Response
lump	lub
shop	hob
trip	hrep
make	mag
feed	fed
rain	rane
light	lid

Sample Progress-Monitoring Data

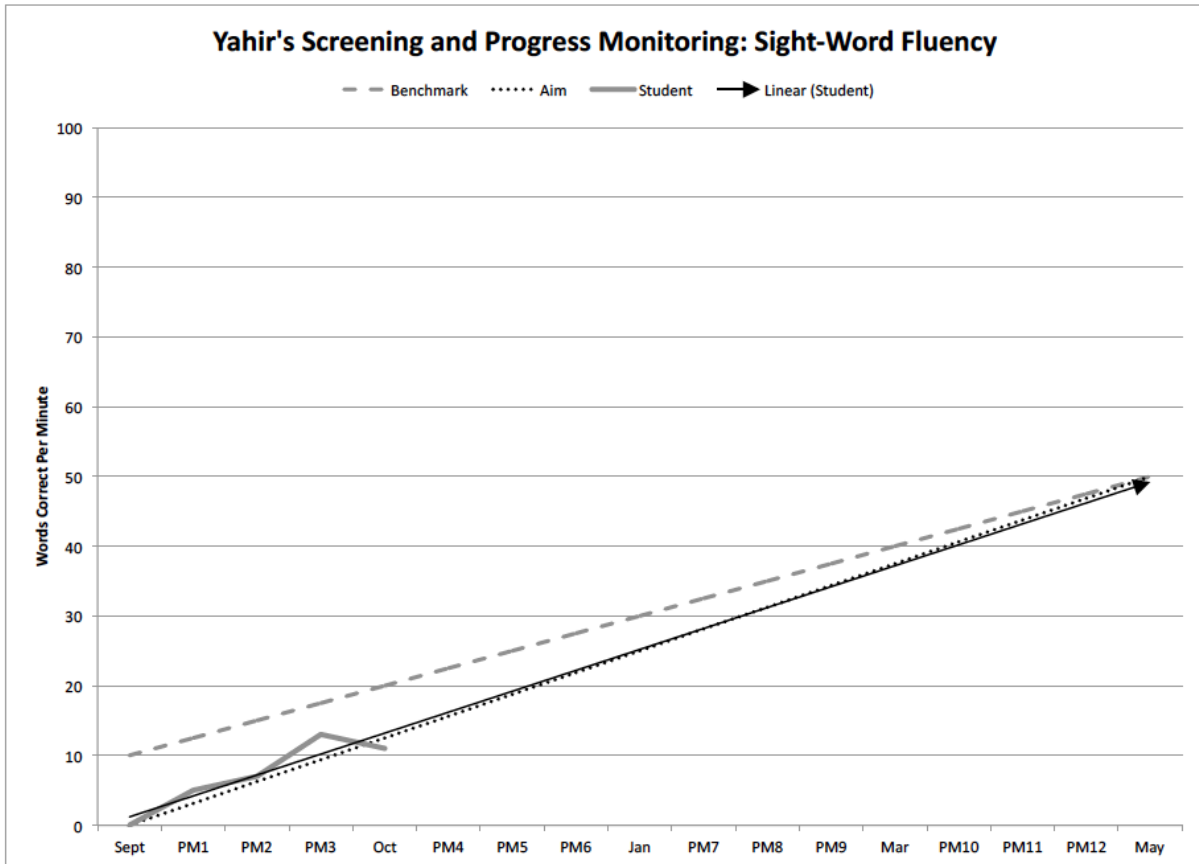
Emma's Data

	Sept	PM1	PM2	PM3	Oct	PM4	PM5	PM6	Jan	PM7	PM8	PM9	Mar	PM10	PM11	PM12	May
Benchmark	10	12.5	15	17.5	20	22.5	25	27.5	30	32.5	35	37.5	40	42.5	45	47.5	50
Aim	0	3.125	6.25	9.375	12.5	15.63	18.75	21.88	25	28.13	31.25	34.38	37.5	40.63	43.75	46.88	50
Emma	0	1	1	3	5												



Yahir's Data

	Sept	PM1	PM2	PM3	Oct	PM4	PM5	PM6	Jan	PM7	PM8	PM9	Mar	PM10	PM11	PM12	May
Benchmark	10	12.5	15	17.5	20	22.5	25	27.5	30	32.5	35	37.5	40	42.5	45	47.5	50
Aim	0	3.125	6.25	9.375	12.5	15.625	18.75	21.875	25	28.125	31.25	34.375	37.5	40.625	43.75	46.875	50
Student	0	5	7	13	11												



Sample TELPAS Data

Class 1

Student	ELL?	Sp. Ed.?	TELPAS			
			Listening	Speaking	Reading	Writing
Marta	Y	N	Intermediate	Advanced	Intermediate	Intermediate
Sebastian	Y	N	Beginning	Intermediate	Advanced	Intermediate
Noel	Y	N	Intermediate	Intermediate	Advanced	Beginning
Karla	Y	N	Intermediate	Intermediate	Intermediate	Beginning
Lucas	Y	N	Intermediate	Intermediate	Intermediate	Beginning
Sofia	Y	N	Beginning	Beginning	Beginning	Beginning
Tristan	Y	N	Intermediate	Intermediate	Intermediate	Beginning

Class 2

Student	ELL?	Sp. Ed.?	TELPAS			
			Listening	Speaking	Reading	Writing
Freda	Y	N	Advanced	Intermediate	Advanced	Intermediate
Arjun	Y	N	Intermediate	Advanced	Advanced	Intermediate
Erika	Y	N	Intermediate	Advanced	Advanced	Beginning
Danika	Y	N	Advanced	Advanced	Advanced	Intermediate
David	Y	N	Intermediate	Intermediate	Intermediate	Intermediate
Rey	Y	N	Beginning	Intermediate	Intermediate	Beginning

What differences do you notice in these two classes?

Take a moment to go back to the screening data analysis on Handout 9. For each class, examine the English language learners' improvement and identified needs. What do you notice?

How might these TELPAS data have informed our analysis of the phonemic awareness, oral reading fluency, and reading comprehension data?

Reflection: Using Assessment Data

Reflect on your current use of assessment data. Check all below that you feel you do effectively. Circle the top three on which you need to improve.

1. Do you collect the right kinds of data?

- Phonemic awareness
- Rapid automatic naming
- Letter-name and letter-sound knowledge
- Decoding and encoding
- Sight-word knowledge
- Oral reading fluency
- Vocabulary
- Oral language
- Listening comprehension

2. Do you use data for all of the purposes discussed in this session?

- Screening
- Diagnosing
- Progress monitoring
- Assessing language abilities

3. Do you examine data consistently?

- Analyzing data at the beginning, middle, and end of the year
- Conducting error analysis within every screening and progress-monitoring assessment
- Graphing student progress

4. Do you make instructional decisions and adaptations based on your students' data?

- Managing data to have easy access (e.g., using charts or graphs)
- Using data to form teacher-led small groups, mixed-ability groups, and partners
- Regrouping based on student data
- Using data to establish an instructional focus
- Differentiating instructional delivery and/or activities
- Providing students immediate feedback and scaffolding based on data

Next Steps: Using Assessment Data

Plan next steps toward more effective use of assessment data. Based on your reflection about where you currently stand, where do you want to go next? What are your priorities? What three steps can you take immediately? Record your responses below to form an action plan.

Step 1

Step 2

Step 3

Carry It Through

Topic(s): _____

Key Ideas	
My Questions	What I Need and Who Can Help
Actions I'll Take	

Topic(s): _____

How can I enhance my instruction to address the needs of each student?

1. Consider the features of effective instruction:

- Explicit instruction with modeling
- Systematic instruction with scaffolding
- Multiple opportunities to practice and respond
- Immediate and corrective feedback

2. Identify areas for differentiating instruction:

Struggling Readers and Writers	Other Strategies
English Language Learners	
Other	

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Resources and Recommended Reading

Websites

www.studentprogress.org

www.intensiveintervention.org/chart/progress-monitoring

<http://buildingrti.utexas.org>

www.rtinetwork.org

www.rti4success.org

www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspx

http://tea.texas.gov/Curriculum_and_Instructional_Programs/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/

Articles and Booklets

www.studentprogress.org/library/training/cbm%20reading/usingcbmreading.pdf

www.studentprogress.org/summer_institute/2007/written/writing_manual_2007.pdf

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

www.rti4success.org/sites/default/files/rtiforells.pdf

www.centeroninstruction.org/files/Using%20Student%20Center%20Epdf

Books

Farrall, M. L. (2012). *Reading assessment: Linking language, literacy, and cognition*. Hoboken, NJ: John Wiley & Sons, Inc.

Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy: Implementing the practices that work best to accelerate student learning*. Thousand Oaks, CA: Corwin.



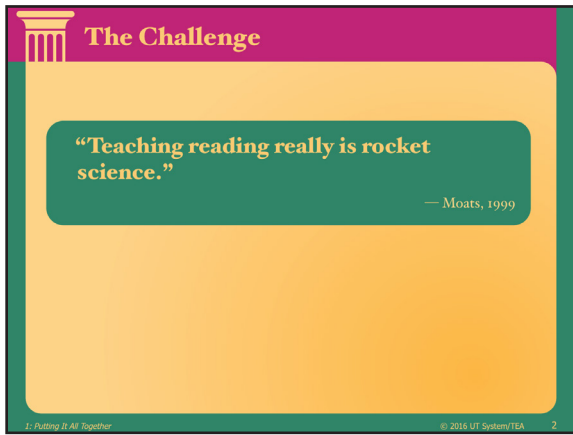
Putting It All Together

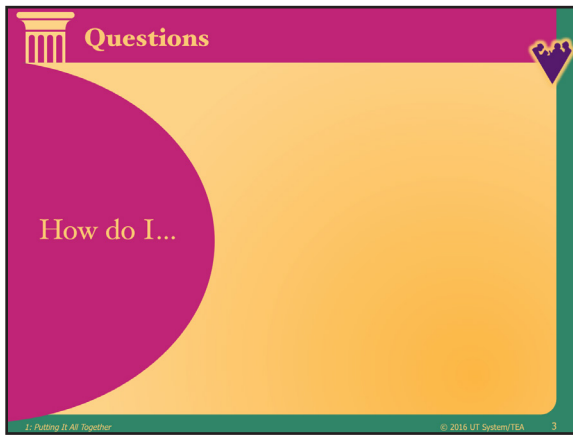
Participant Notes



GRADE 1







Objectives

- **Make connections to the content.**
- **Formulate a system.**
- **Use your teacher's edition as one tool and supplement.**
- **Modify instruction as needed to make it more**
 - **intense,**
 - **explicit,**
 - **systematic, and**
 - **inclusive of student practice opportunities.**

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Weekly Lesson Plan

- **Review Handout 1 with your partner.**
- **Examine your teacher's edition.**
- **What are the similarities and differences?**

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Putting It Together

- **Plan to differentiate instruction.**
- **Integrate the features of effective instruction.**
- **Plan to cover the five components of research-based reading instruction.**
- **Add writing instruction.**

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Review

- Review Carry It Through sheets.
- Highlight the following:
 - What you want to remember
 - What you want to continue to do
- Review notes on the following:
 - Differentiating instruction
 - Providing scaffolds

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Choose Lesson in Teacher's Edition

Based on what you know...

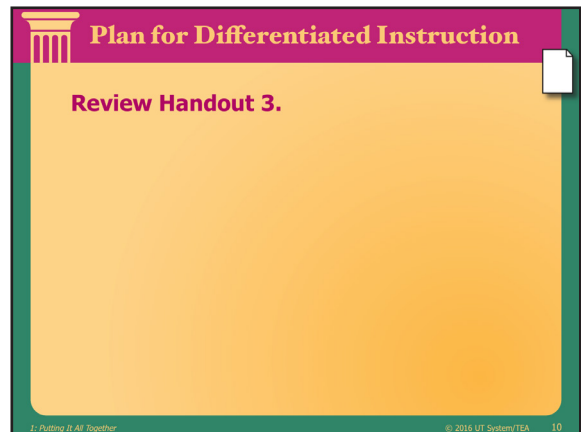
- What can you use from your teacher's edition?
- What choices should you make?
 - Alternative ways for students to learn
 - Additional ways students can demonstrate what they have learned

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Review Directions and Questions

Discuss the questions on Handout 2.

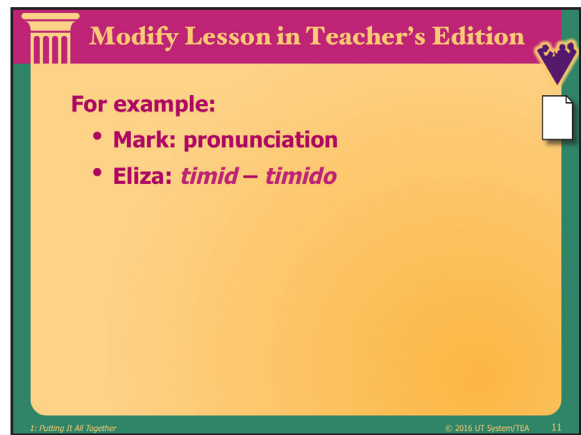
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Plan for Differentiated Instruction

Review Handout 3.

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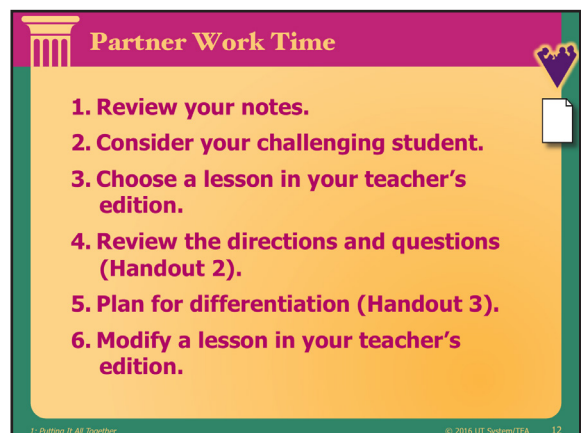


Modify Lesson in Teacher's Edition

For example:

- **Mark: pronunciation**
- **Eliza: *timid – timido***

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Partner Work Time

- 1. Review your notes.**
- 2. Consider your challenging student.**
- 3. Choose a lesson in your teacher's edition.**
- 4. Review the directions and questions (Handout 2).**
- 5. Plan for differentiation (Handout 3).**
- 6. Modify a lesson in your teacher's edition.**

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Snowball Fight!

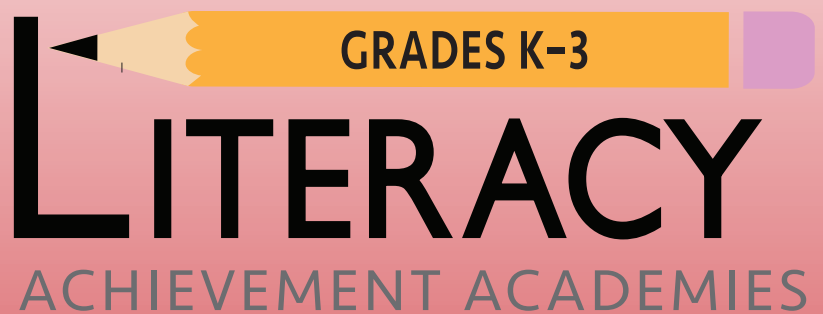
- Write your most significant "ah-ha" on a piece of paper.
- Wad up the paper.
- Join the circle.
- Throw your wadded paper.
- Pick up a paper.
- Read the comment to the group.

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Putting It All Together

Handouts



GRADE 1

Example Weekly Lesson Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
10–20 minutes	<p>Explicit instruction in phonological awareness and phonics</p> <p>Introduction of spelling patterns using explicit spelling routine</p>	<p>Explicit instruction in phonological awareness and phonics</p> <p>Teaching of spelling patterns using explicit spelling routine</p>	<p>Explicit instruction in phonological awareness and phonics</p> <p>Teaching of spelling patterns using explicit spelling routine</p>	<p>Explicit instruction in phonological awareness and phonics</p> <p>Teaching of spelling patterns using explicit spelling routine</p>	<p>Explicit instruction in phonological awareness and phonics</p>
20–25 minutes	<p>Introduction of story and vocabulary words from story</p>	<p>Review of vocabulary words from story</p>	<p>Introduction of new vocabulary words or review of vocabulary words from story</p>	<p>Review of vocabulary words from story</p>	<p>Assessment of vocabulary knowledge</p>
20 minutes	<p>Read-alouds and think-alouds</p> <p>Comprehension focus: making connections</p>	<p>Read-alouds and think-alouds</p> <p>Comprehension focus: making connections</p>	<p>Read-alouds and think-alouds</p> <p>Comprehension focus: making connections</p>	<p>Read-alouds and think-alouds</p> <p>Comprehension focus: making connections</p>	<p>Read-alouds and think-alouds</p> <p>Comprehension focus: making connections</p>
45 minutes	<p>Small-group reading and writing instruction and literacy workstations running concurrently</p> <p>Progress monitoring of four students daily</p>	<p>Small-group reading and writing instruction and literacy workstations running concurrently</p> <p>Progress monitoring of four students daily</p>	<p>Small-group reading and writing instruction and literacy workstations running concurrently</p> <p>Progress monitoring of four students daily</p>	<p>Small-group reading and writing instruction and literacy workstations running concurrently</p> <p>Progress monitoring of four students daily</p>	<p>Small-group reading and writing instruction and literacy workstations running concurrently</p> <p>Progress monitoring of four students daily</p>

Planning Effective Literacy Instruction: Directions and Questions to Consider

With a partner, use your teacher's edition to guide your instruction. To start, develop a lesson for addressing one component of literacy:

- Oral language and listening comprehension
- Phonological awareness, including phonemic awareness
- Alphabetic principle and phonics
- Vocabulary
- Comprehension
- Written expression

Questions to Consider Before the Lesson

Plan the lesson, anticipating difficulties that students may have learning the concept.

- What is the skill I want students to learn? Be specific.
- How will I know when they have mastered that skill? Consider formal and informal assessments.
- What difficulties can I anticipate some students may have with this concept?
- What are other ways I could present the information or the skill?
- What are ways to increase student engagement in the learning?
- What are various ways that students could demonstrate their learning?
- Do I teach this skill in a large group or a small group? Why?

Questions to Consider During the Lesson

Plan on a brisk pace, with ample student engagement. Plan “extra” engagement activities to use when students appear to lose interest or get off task.

- How can I encourage more student engagement?
- How can I incorporate movement or use of manipulatives to reinforce learning?
- In what ways could students work together to learn and practice this skill?
- How can I monitor student progress while teaching?
- Anticipating incorrect responses, what feedback should I provide?

Questions to Consider After the Lesson

Evaluate how well the students learned the skill. If some students appeared to struggle, ask yourself the following questions.

- What can I do to make the instruction more explicit?
- How can I be more systematic and provide more scaffolds?
- How can I increase practice opportunities?
- How can I provide more specific and informative feedback?

Template for Planning Differentiated Instruction

1. Write the student names and any relevant characteristics in the boxes. When planning, consider the needs of each student. These students represent the range of learners in your class.

Student 1: On Level	Student 2: In Need of Additional Support and Scaffolds	Student 3: English Language Learner	Student 4: Accelerated
Mary: Need to keep on task.	Mark: Difficulty with phonological awareness. Will need help pronouncing words.	Eliza: Limited English.	Brad: Has extensive vocabulary. Challenge to use in more complex sentences.

2. Choose one area in which to plan a lesson.

- Oral Language and Listening Comprehension
- Alphabetic Principle and Phonics
- Comprehension
- Phonological and Phonemic Awareness
- Vocabulary
- Writing

3. Plan how you will differentiate instruction for each of the students. Use Handout 2 to guide your work.

Ways to Differentiate Instruction				
Skill Addressed	Whole Class	Students Struggling With Concept	English Language Learners	Accelerated Students
<p>VOCABULARY: Students will be able to use high-utility words from the read-aloud: "educate," "impressed," and "timid."</p>	<p>Whole class repeats word Partners practice word Clap syllables in word Provide examples and nonexamples Act out the words Use pinch cards to indicate correct usage Use words in sentences</p>	<p>In a small group, provide more practice saying the words Provide more examples and nonexamples Have students tap the syllables on their arm</p>	<p>Provide cognate Show pictures Practice pronunciation Provide sentence stems</p>	<p>Use a variety of forms of the words (e.g., "educated," "timidity," "impressive") Have students create a short story to share using all the words</p>

4. Using sticky notes, mark in your teacher's edition where you will use the differentiation techniques.

Planning Differentiated Instruction: A Model

1. Write the student names and any relevant characteristics in the boxes. When planning, consider the needs of each student. These students represent the range of learners in your class.

Student 1: On Level	Student 2: In Need of Additional Support and Scaffolds	Student 3: English Language Learner	Student 4: Accelerated
Mary: Need to keep on task	Mark: Difficulty with phonological awareness. Will need help pronouncing words.	Eliza: Limited English.	Brad: Has extensive vocabulary. Challenge to use in more complex sentences.

2. Choose one area in which to plan a lesson.

Vocabulary

3. Plan how you will differentiate instruction for each of the students. Use Handout 2 to guide your work.

Ways to Differentiate Instruction			
Skill Addressed	Whole Class	Students Struggling with Concept	English Language Learners
VOCABULARY: Students will be able to use high-utility words from the read-aloud: "educate," "impressed," and "timid"	Whole class repeats word Partners practice word Clap syllables in word Provide examples and nonexamples Act out the words Use pinch cards to indicate correct usage Use words in sentences	In a small group, provide more practice saying the words Provide more examples and nonexamples Have students tap the syllables on their arm	Provide cognate Show pictures Practice pronunciation Provide sentence stems
			Accelerated Students Use a variety of forms of the words (e.g., "educated," "timidity," "impressive") Have students create a short story to share using all the words

Questions to Consider Before the Lesson

Plan the lesson, anticipating difficulties students may have learning the concept.

- What is the skill I want children to learn? Be specific.
Students will be able to use correctly three words from the read-aloud (“timid,” “impress,” and “educate”).
Students will identify examples and nonexamples.
- How will I know when they have mastered that skill? Consider formal and informal assessments.
Student responses indicate they can identify the correct uses of the word. When provided sentence stems, students can supply the correct word. Some students will be able to create original sentences using the words.
- What difficulties can I anticipate some students may have with this concept?
Students may repeat the sample sentence and have difficulty generating novel sentences using the word correctly.
- What are other ways I could present the information or the skill?
Pair the word with pictures, act out the words, or use choral responses.
- What are ways to increase student engagement in the learning?
Students will repeat the word, whisper the word to a partner, use thumbs up and thumbs down to judge examples and nonexamples, draw pictures of the words, and dictate stories using the words.
- What are various ways that students could demonstrate their learning?
Students can use the words appropriately in a variety of ways—in conversation, in stories, or as a synonym or antonym (e.g., “timid” vs. “brave”).
- Do I teach this skill in a large group or a small group? Why?
Initially, whole class instruction. If needed for some students, reinforce and scaffold learning in a small group.

Questions to Consider During the Lesson

Plan on a brisk pace, with ample student engagement. Plan “extra” engagement activities to use when students appear to lose interest or get off task.

- How can I encourage more student engagement?
For every three sentences I say, I will request a response from the students, such as choral responses, whispering to a partner, thumbs up or thumbs down, true or false, make up sentences, or move to corner of the room with correct word.
- How can I incorporate movement or use of manipulatives to reinforce the learning?
“timid”—cower like a shy kitten; “impress”—make a “wow” expression; “educate”—pretend to read a book
- In what ways could students work together to learn and practice this skill?
Students make up sentences using the words, draw pictures, or think of opposites.

- How can I monitor student progress while teaching?
Observe students and monitor for misconceptions. At the end of the week, check with individual students whom I noticed having trouble with the words. Use the “pocket children” technique to provide more individual practice.
- Anticipating incorrect responses, what feedback should I provide?
Examples of corrective feedback: Let’s think about the word “timid” a bit more. “Timid” means to be shy or afraid. What does “timid” mean? Yes! Feeling afraid or shy. Sometimes we feel timid entering a room of strangers. Did you feel timid your first day of school? How did you feel the first day of school? Yes, timid!

Questions to Consider After the Lesson

Evaluate how well the students learned the skill. If some students appeared to struggle, ask yourself the following.

- What can I do to make the instruction more explicit?
I will directly teach the definitions. I can also have more read-alouds using the words, embedding the definitions as I read. I will use the words in conversation.
- How can I be more systematic and provide more scaffolds?
Select fewer words and provide more examples and sentence starters.
- How can I increase practice opportunities?
Increase my use of the words throughout the day. Use the pocket children technique. Post the word with a picture; as students use the word, write their names under the word. Do the same if a student reports hearing someone else use the word.
- How can I provide more specific and informative feedback?
I will not have the students guess the meaning of the word. I will give them a quick definition and have them elaborate and give examples. I will praise their use of the word with comments such as “So you like to impress your friends when playing video games? Please tell me more about how you impress your friends.”

