Texas Education Agency

Reading Comprehension

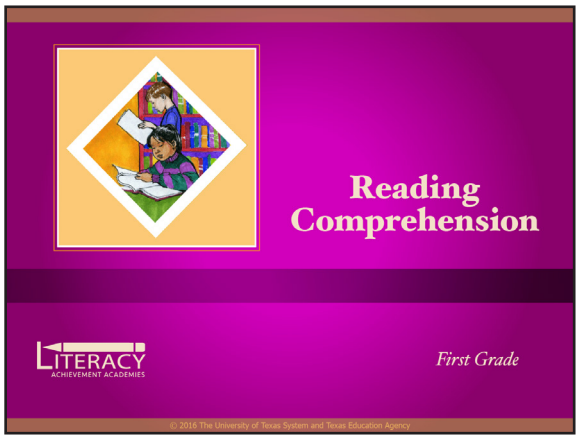
Participant Notes

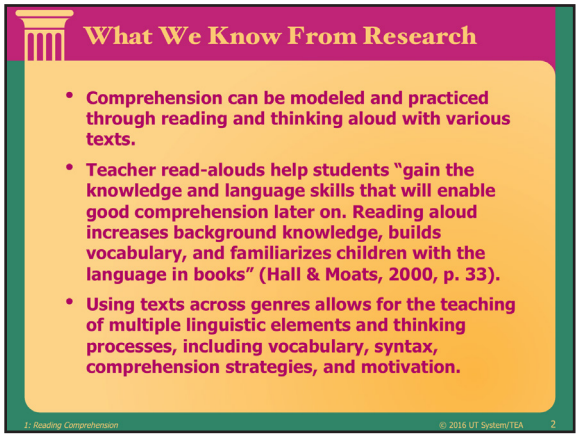
GRADES K–3

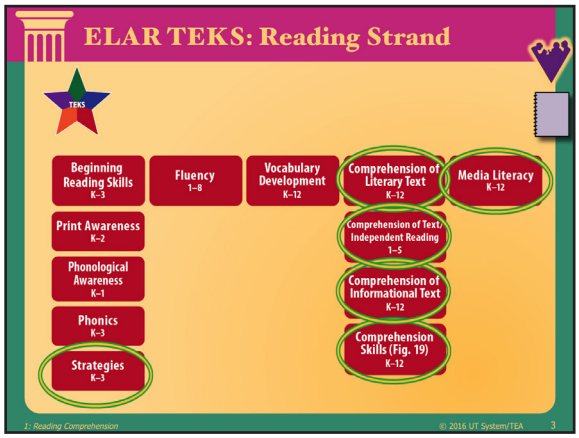
LITERACY

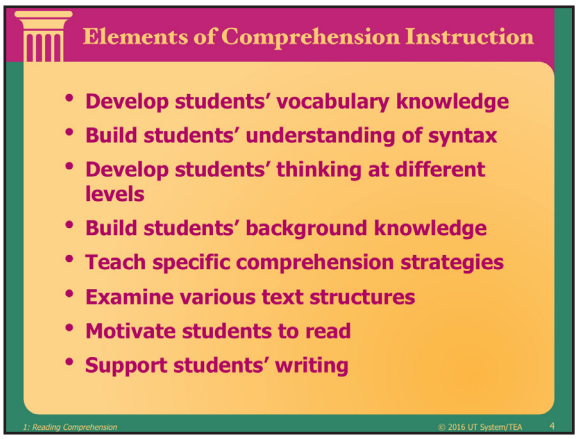
ACHIEVEMENT ACADEMIES

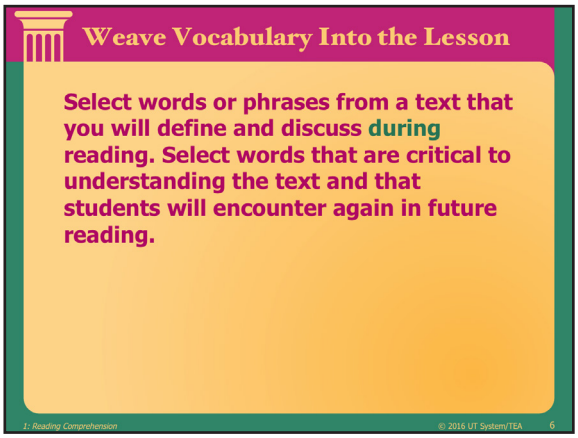
GRADE 1

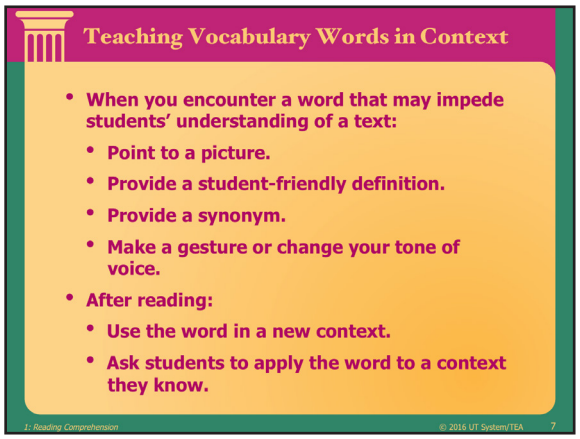


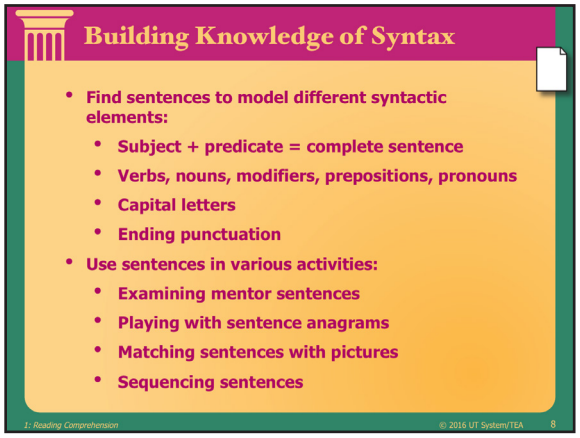


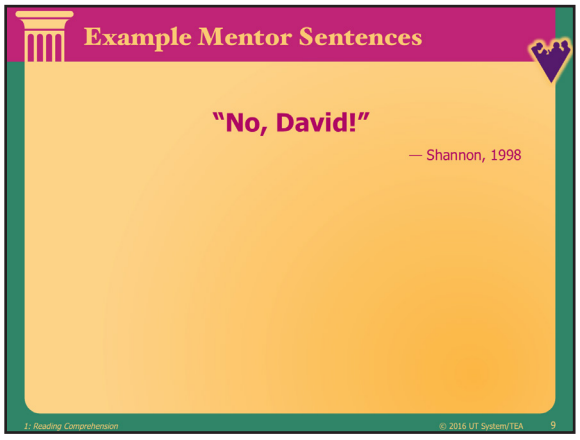


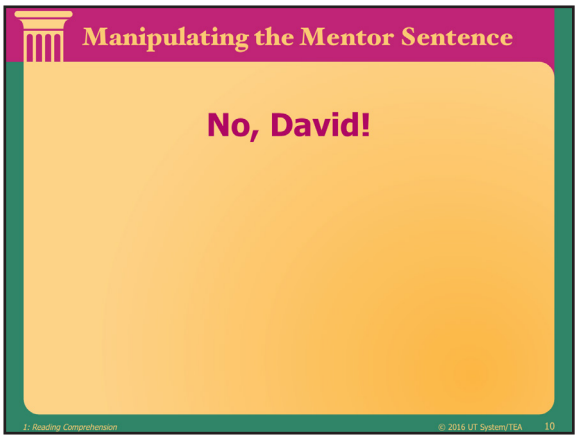


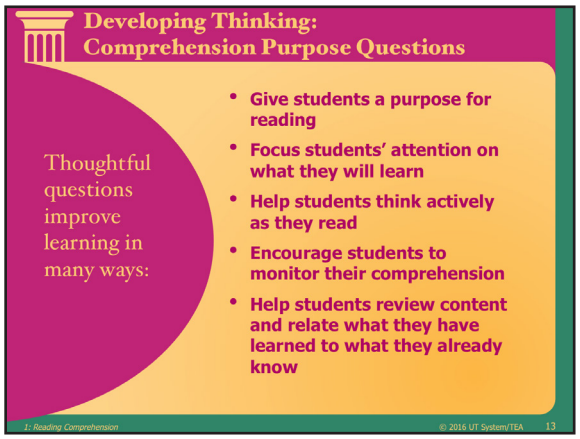


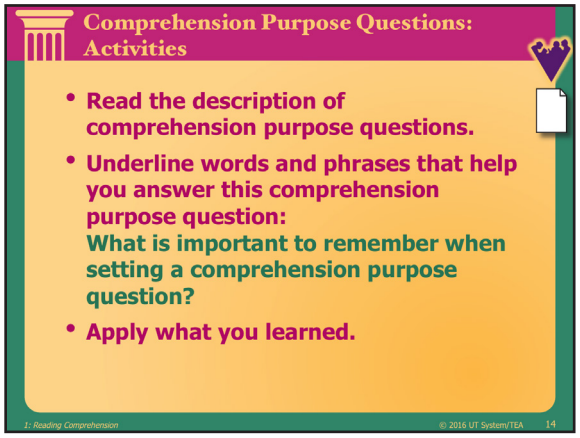


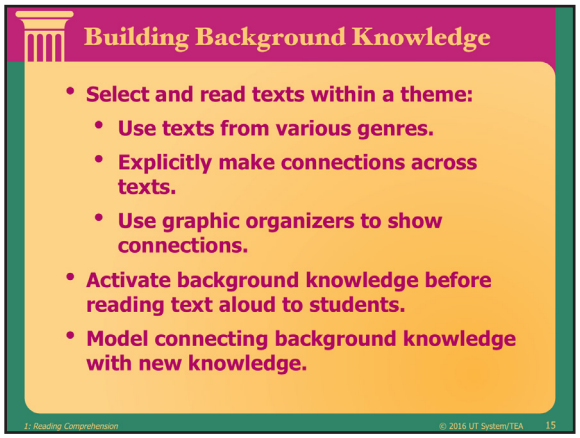


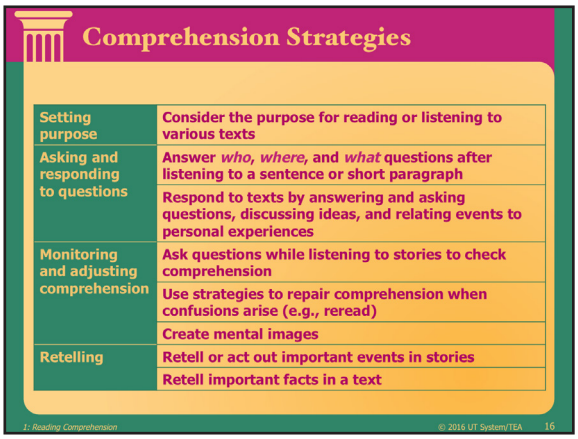


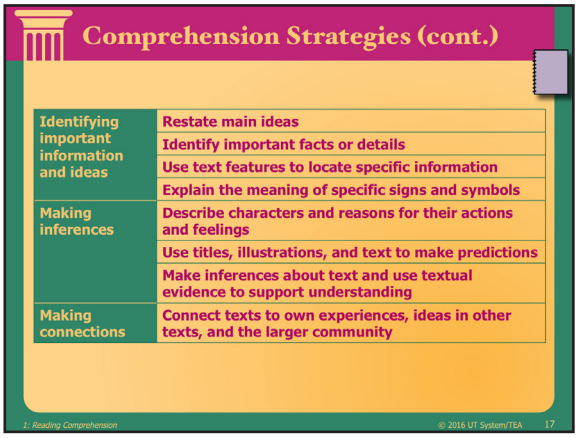


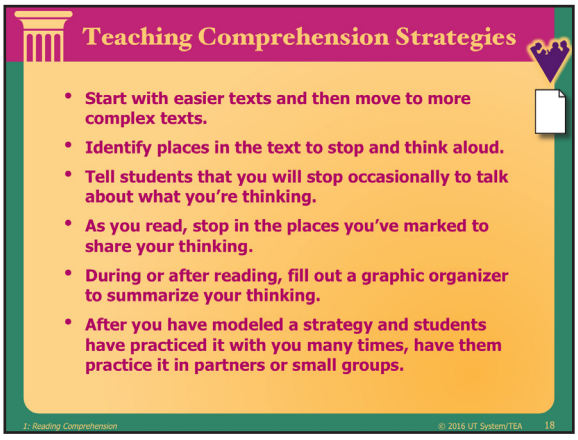


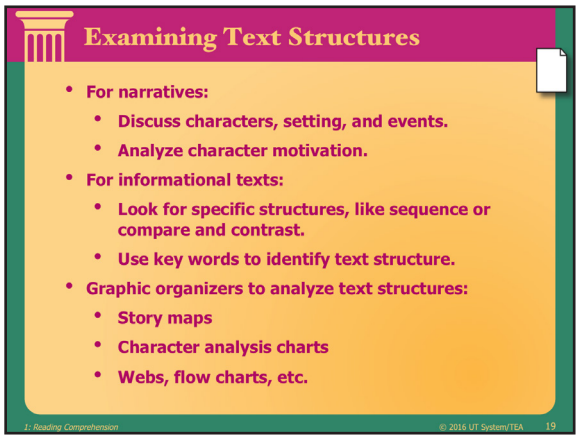


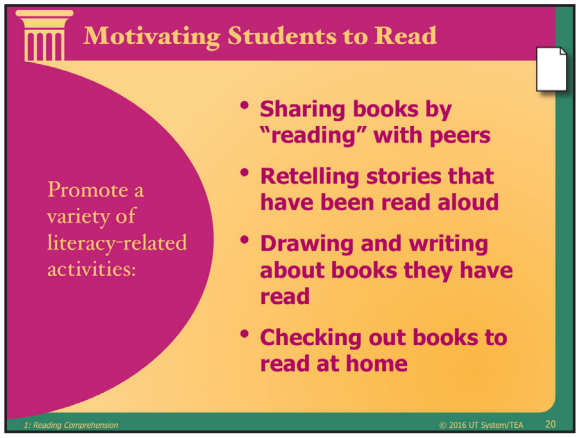


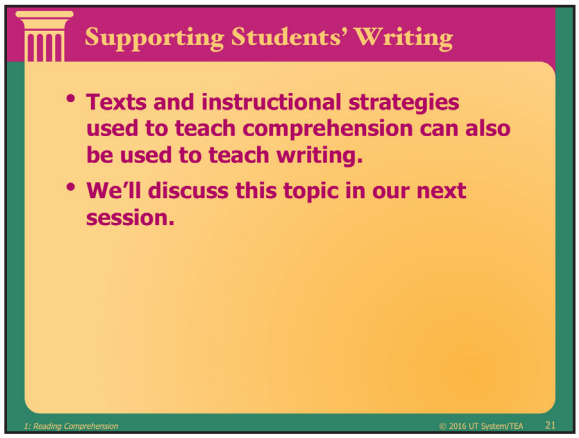


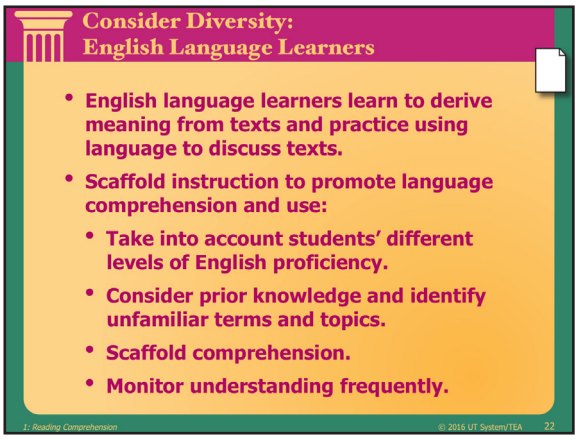


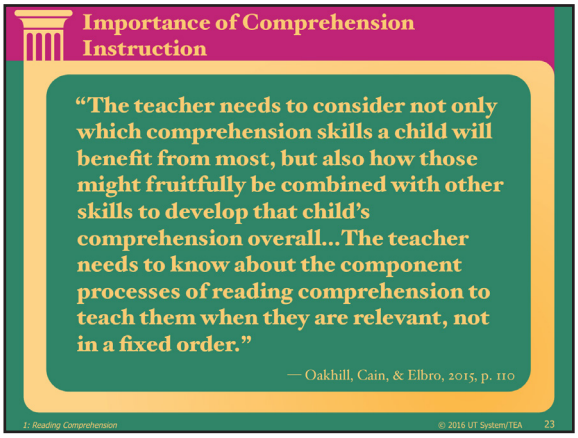












Texas Education Agency

Reading Comprehension

Handouts

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

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

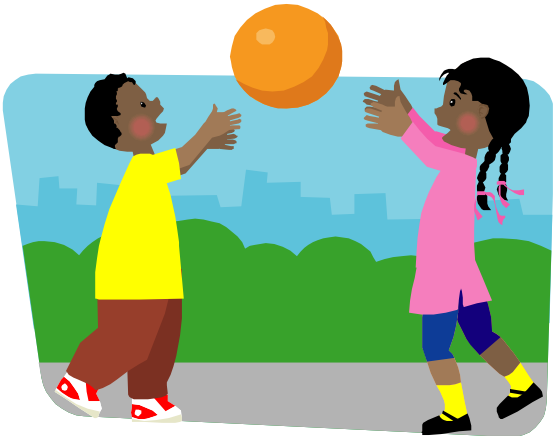
Write these sentences on individual sentence strips:

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.



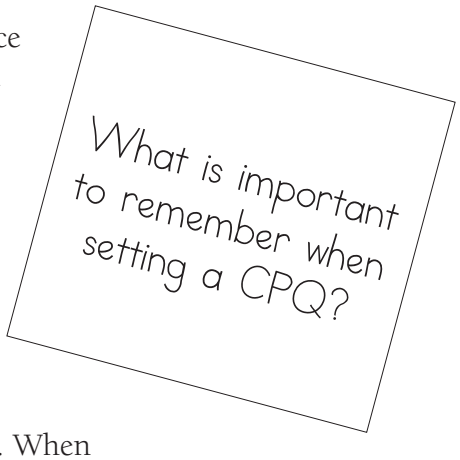
Sentence-Sequencing Picture Cards

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 *Goldilocks and the Three Bears* 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 *Goldilocks and the Three Bears*?	
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 *Goldilocks and the Three Bears*?	
What will the story be about? Example: What will *Goldilocks and the Three Bears* be about?	

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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 *Goldilocks and the Three Bears* 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 *Goldilocks and the Three Bears*?	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 *Goldilocks and the Three Bears*?	Q
What will the story be about? Example: What will *Goldilocks and the Three Bears* 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		_____ _____ _____ _____ _____
2		_____ _____ _____ _____ _____

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"**	

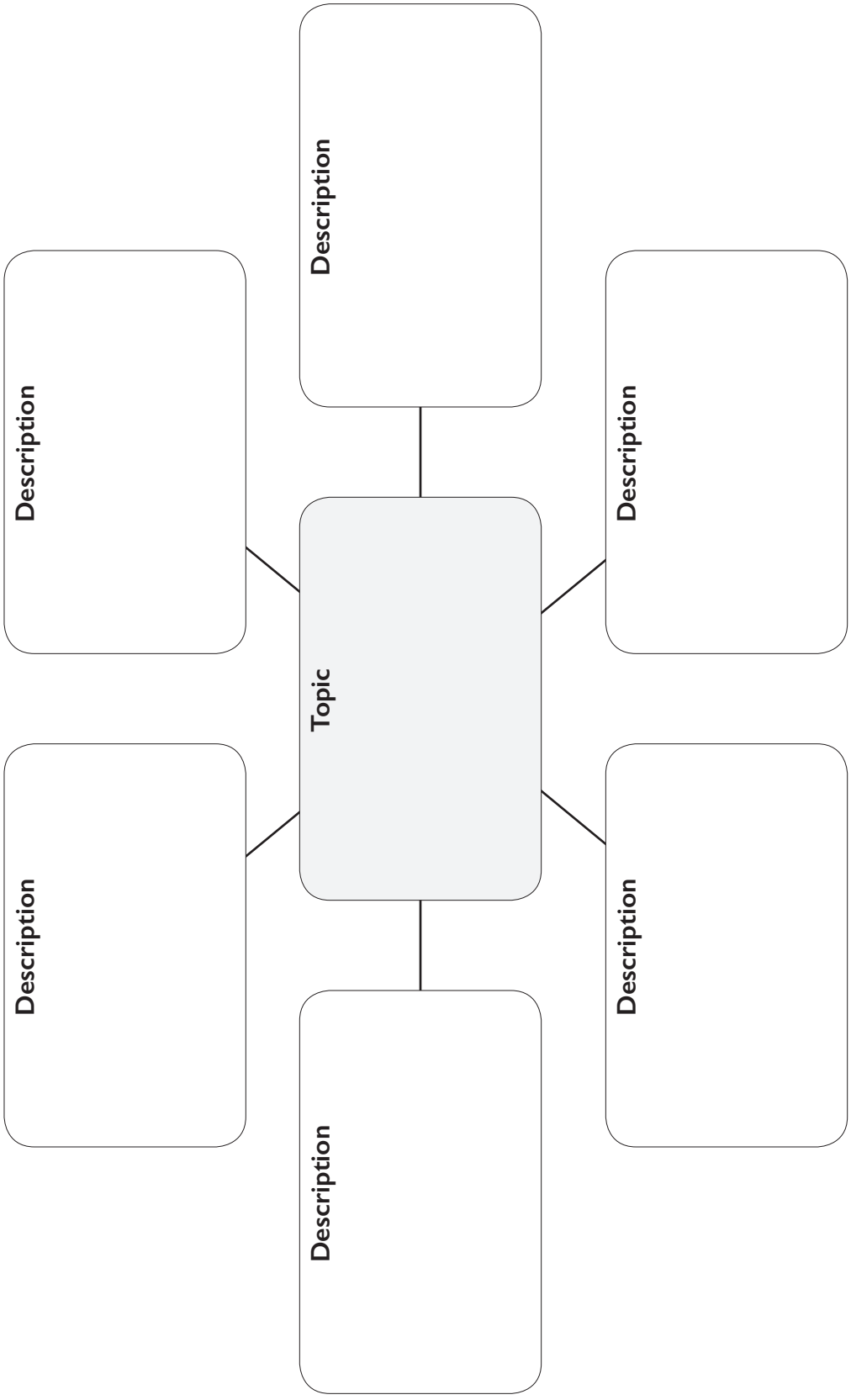
Example Graphic Organizers

Story Map

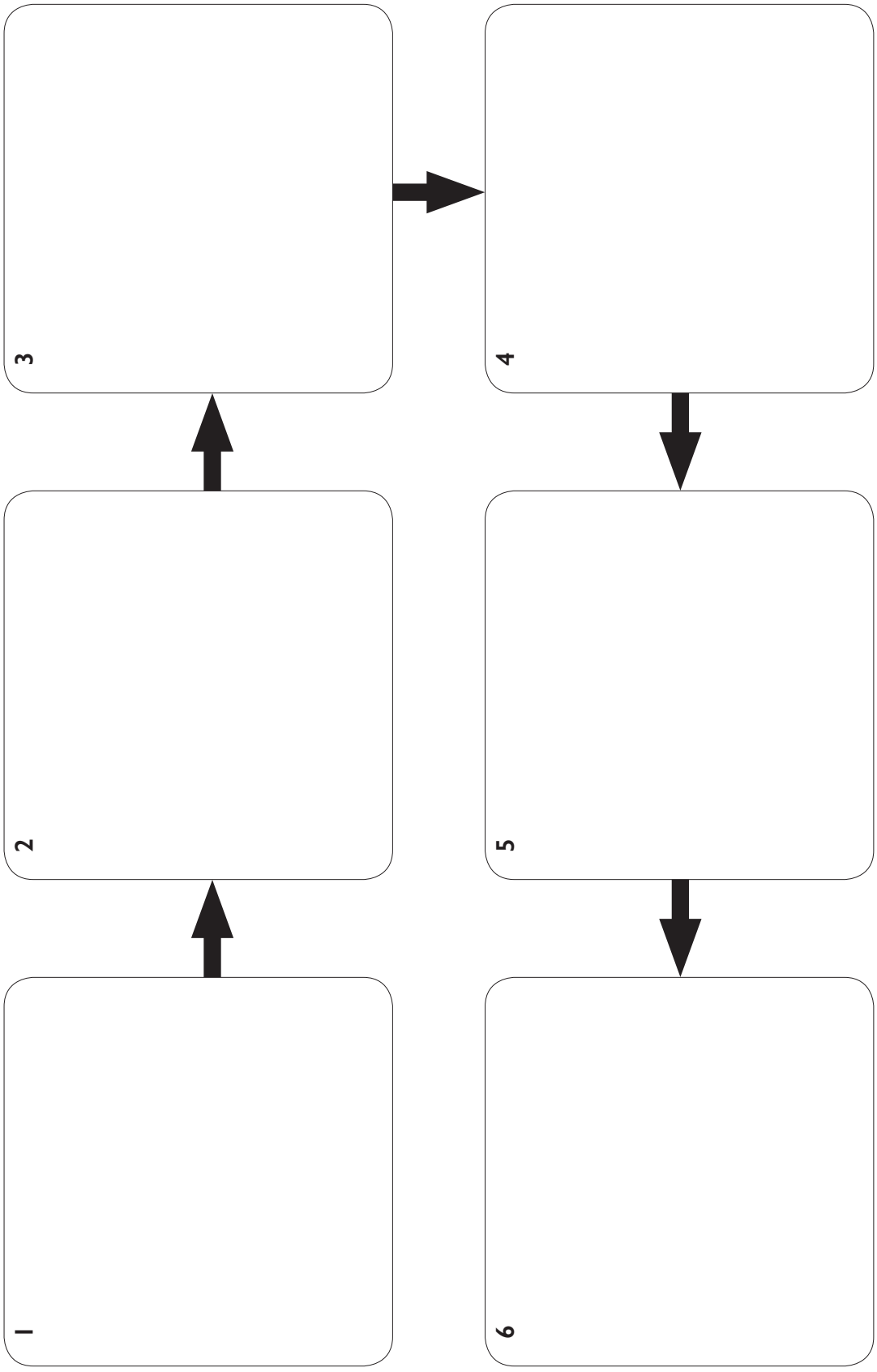
Setting	Characters

Event 1	Event 2	Event 3

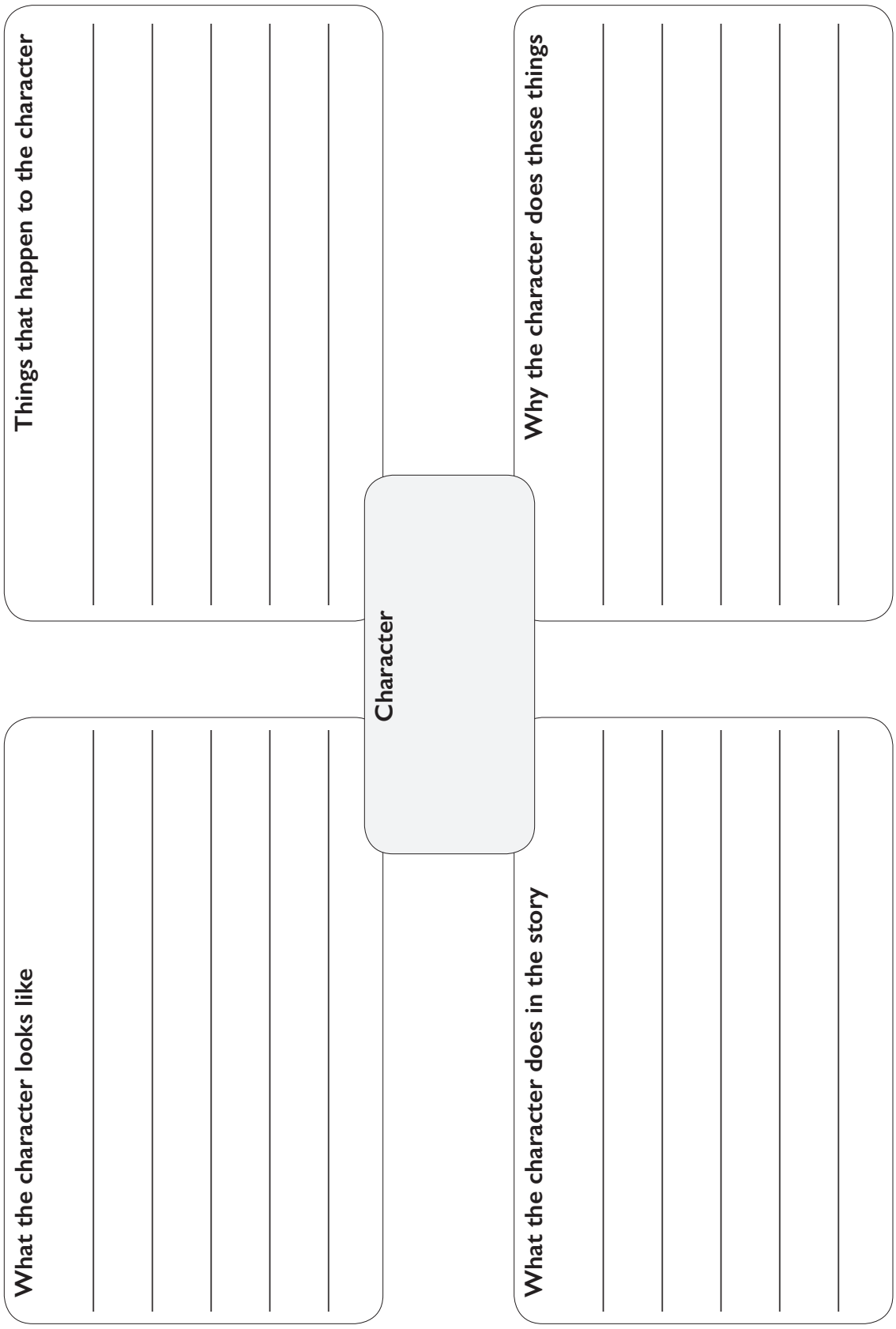
Description



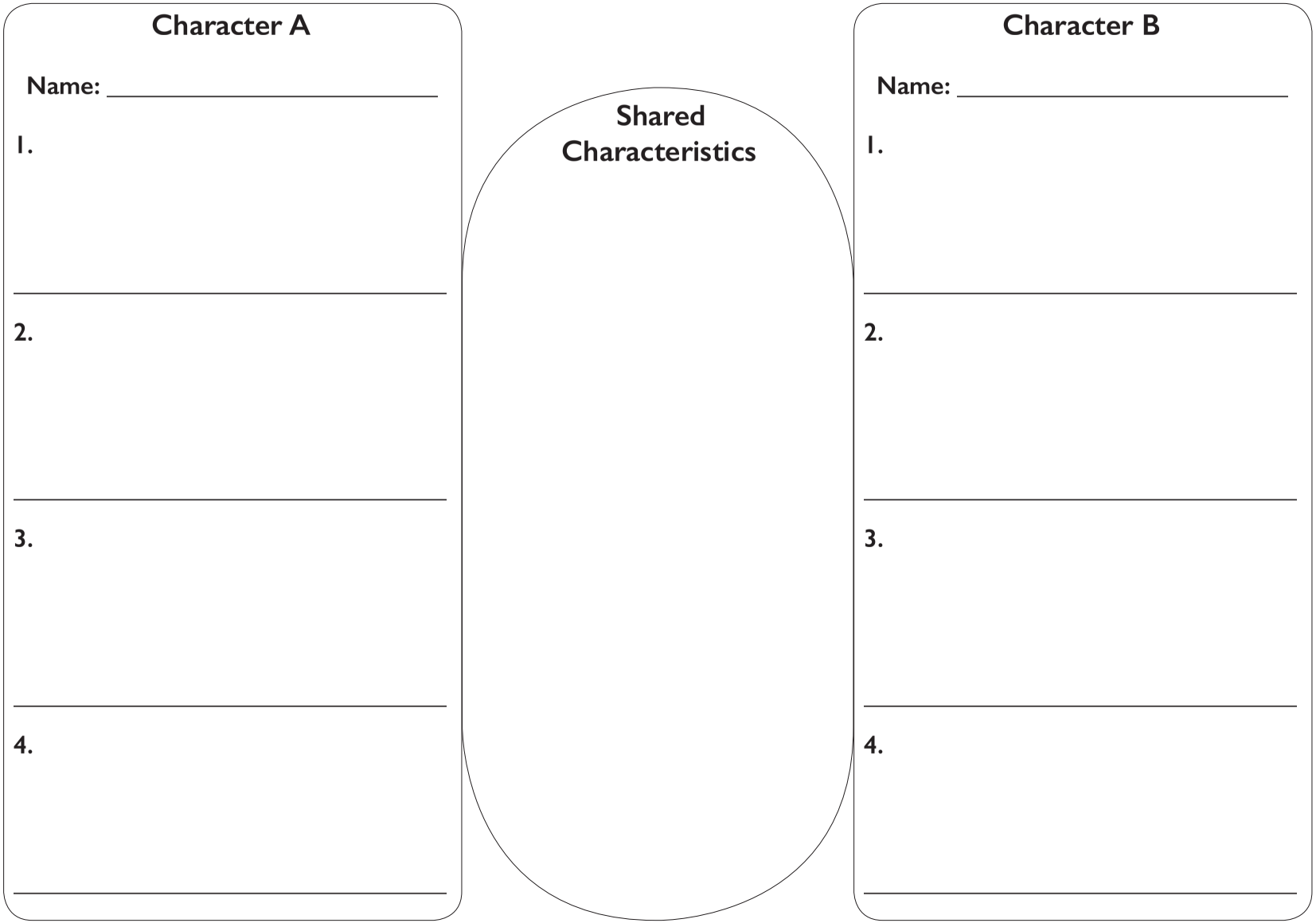
Sequence



Character Analysis



Character Comparison



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**

Colorín Colorado: **www.colorincolorado.org**

Reading Rockets, PBS Launching Young Readers: **www.readingrockets.org/shows/launching**