Texas Education Agency

Presenter Guide

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

Grade 3
Literacy Achievement Academy

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Introduction

This section describes the features and activities in the Grade 3 Literacy Achievement Academy.

Presenter Materials

- Presenter Guide, including presenter notes, handouts, and presenter resources (participant activities, example lessons, and references)
- Flash drive with videos and electronic versions of print materials
- Ancillary materials

Participant Materials

- Participant Guide, including participant notes and handouts (activities, example lessons, blackline masters, and references)
- Participant-provided favorite narrative and expository children's books

Videos

Videos show teachers providing reading instruction that corresponds with the academy content. Designed to introduce, review, and support the content, the videos are an integral part of the academy. A careful preview is recommended.

Spanish Materials

Throughout the academy, strategies for English language learners and Spanish translations are provided.

Glossary

This academy not only provides teachers with specific instructional strategies, but also builds their background knowledge of reading and writing skills and processes. Often, such knowledge building requires developing new vocabulary. Therefore, a glossary is included in this introduction.

Recommended Reading

Each academy section stems from the findings of multiple research studies summarized in books, Institute of Education Sciences practice guides, and other national publications. A list of resources used throughout the academy is included on the references handout for each section. In addition, a list of recommended reading for each section is included in this introduction.

Children's Books

Certain activities require participants to use their favorite narrative and expository children's books to develop lessons and activities. Please display these books in a prominent location to give participants an opportunity to browse and identify books they may wish to add to their libraries.

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Folders

Provide each participant with a folder to manage the handouts that are printed in only one section of the Participant Guide but then used several times throughout the academy.

Room Arrangement Considerations

Sessions include electronic slide presentations, small-group activities, partner activities, and video segments. Tables of five to six participants are ideal for facilitating small-group interactions (due to interactive activities, theater or classroom-style seating is not recommended). Also, allow for a sufficient number of tables to display participants' books.

Helpful Hints

- Monitor session time and closely follow the presenter notes.
- Follow the Texas Education Agency guidelines regarding the promotion and use of commercial programs, books, and materials.
- Establish guidelines to encourage punctuality (e.g., participants who miss more than 30 minutes of a session do not receive credit).
- Incorporate energizers to create active participation. (See next page.)

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Energizers: Activities to Engage Participants (and Students)

Purpose: To provide additional opportunities to practice or review material and to "wake up" and actively engage students and participants

Dueling Chart

This is a quick way to energize participants while assessing their concerns or knowledge. Pose a question or topic and have participants stand. Have a participant throw a foam ball or beach ball to another participant as he or she comments and then sits. Scribes, two per sheet of chart paper (set up as a T-chart), record participants' responses quickly.

SLANT

This is a behavior management and metacognitive strategy. When given a signal, participants **s**it up, **l**ean forward, **a**ctivate their thinking (What did they just learn? What comments, questions, or concerns do they have?), **n**ame key information (share aloud), and **t**rack the talker.

Ball Toss

The presenter asks a question then tosses a foam ball to a participant, who answers. This is a fun way to call on people to respond.

Rapid-Fire Verbal Rehearsal

Participants have a few minutes to memorize important items. Then they practice reciting the items with the whole group and with a partner.

Popsicle Sticks and Mystery Cups

Participants' names are written on popsicle sticks. There is a cup within a cup. All sticks are placed in the smaller, inner cup. Once participants have been called on, their sticks are placed in the outer cup. A variation is to place sticks corresponding to participants you want to call on in the larger, outer cup.

Pinch Papers

On a sheet of paper, participants are directed to write responses (e.g., numbers, *yes* and *no*, letters, words) to questions you want to ask them. Everyone pinches the correct answer in response to a question. Learning looks (looking to another's paper for support) are allowed. See the Vocabulary section in your academy binder for examples.

Pocket Participants (or Students)

The presenter (or teacher) has one card for each target participant in his or her pocket. On the card are skills the participant must practice (e.g., letter sounds, new vocabulary words, math facts). Throughout the session, during activities, the presenter works with different participants on these skills.

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Sticky Board

Made from a plastic tablecloth sprayed with a temporary adhesive, this "magic" board enables presenters to display work, create movable word walls, model skills, etc. The participants can work at the sticky board in small groups.

Choral Responses With Signals

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

Partners

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

Team Responses

Place participants on teams and give each participant a number or a letter designation. Pose a question and have team members derive an answer together. Everyone in the team should feel confident answering the question. Then randomly call out a letter or number and have the person from each team who has that letter or number answer the question.

Look, Lean, Whisper

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

Think, Turn, Talk

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

Think-Aloud

This is a way for presenters to model metacognitive strategies, or to make their thinking visible. A think-aloud is useful, for example, when solving comprehension problems, thinking through operations in mathematics, or making a decision.

Cold Calling

Call on participants whether or not they have their hand raised. This will encourage participants to be ready to respond at any time. However, you must provide feedback in a constructive and positive manner so that all participants are comfortable responding.

Overhead Accountability or Document Camera Accountability

When presenting new materials to participants, have them discuss a question or provide examples with a partner. Roam the room, listening to discussions and writing appropriate

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responses from participants. Use a document camera to share the responses as a review, recognizing the contributions of the participants whose responses you highlighted.

Whip Around or Pass

Participants rapidly respond with no intervening comments. When participants have no response, or if another participant has already voiced their response, they say "pass."

Exit Tickets

Participants complete and turn in a quick accountability activity as they finish an activity or transition to a break.

3-2-1 Blastoff!

Participants write three things they learned, two questions they have, and one thing they will use.

Snowball Fight

Participants write on a sheet of paper one thing they learned and promise to use in their classrooms. Then they ball up the sheets of paper and, standing in a circle, throw them around. Each person retrieves one ball of paper and reads it aloud to the group.

Mix It Up

Participants roam around until they are signaled to stop and pair up with the nearest person, with whom they share their answers to the question prompt.

Nonstop Writes

Participants write for one minute or so about what they have learned, noticed, etc.

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Glossary

The following are definitions of terminology used throughout the academy. Corresponding Spanish terms, when applicable, are provided in italics.

accuracy [*exactitud*]

The percentage of words read correctly in a text

affix [*afijo*]

A morpheme or meaningful part of a word attached before or after a root or base word to modify its meaning; a category that includes prefixes and suffixes

affricate [*consonantes africadas*]

Consonant phoneme articulated as a stop before a fricative, such as /ch/ or /j/

alliteration [*aliteración*]

The use of words that begin with the same sound near one another in a phrase or sentence

alphabetic principle [*principio alfabético*]

The idea or concept that letters and letter combinations represent phonemes in an alphabetic print system

antonym [*antónimo*]

A word that means the opposite of another word

automaticity [*automaticidad*]

Fluent performance without conscious attention

background knowledge [*conocimientos y experiencia previa*]

Pre-existing knowledge of facts and ideas necessary to make inferences

base word [*palabra base*]

A free morpheme, one that can stand on its own, to which affixes can be added

bilabial [*bilabial*]

Consonant sound formed with the lips together (e.g., /b/, /m/, /p/)

blending [*unir*]

Combining sound structures (e.g., syllables, phonemes) to say or read a word

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center (or workstation) [*centro (o estación de trabajo)*]

An instructional grouping arrangement in which students work cooperatively on specific learning activities

choral reading [*lectura a coro (o lectura coral)*]

Activity in which a group of students and possibly the teacher read a text aloud together

cipher [*codificar*]

Ability to map sounds to letters using a letter-sound correspondence system

clause [*cláusula*]

A group of words that contains both a subject and a predicate used to form a part of or a whole sentence

closed syllable [*sílaba cerrada*]

A syllable with a short vowel followed by one or more consonants (e.g., *sh**op***, *cr**ack***, ***fist***)

co-articulated [*coarticuladas/os*]

Spoken together so that separate segments are not easily detected

cohesive ties [*enlaces textuales*]

Specific linguistic devices by which a text hangs together, such as pronoun references, repeated phrases, or substitution of one phrase for another

connectives [*conectivos*]

Words or phrases that signal the logical relations between clauses and sentences (e.g., *before* to indicate a temporal relationship, *because* to indicate a causal relationship)

consonant [*consonante*]

A phoneme that is not a vowel and that is formed with obstruction of the flow of air with the teeth, lips, or tongue

consonant blend [*grupos consonánticos*]

In syllable structure, two or three adjacent consonant graphemes before or after a vowel

consonant cluster [*grupo de sonidos consonánticos*]

Adjacent consonant sounds within a syllable, before or after a vowel sound; oral language equivalent of the term *consonant blend*

consonant digraph [*dígrafos consonánticos*]

Written letter combination that corresponds to one speech sound but is not represented by either letter alone (e.g., *th*, *sh*)

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continuant [*continuo*]

Speech sound that can be spoken uninterrupted until the speaker runs out of breath (e.g., /f/, /s/, /n/)

cooperative learning [*aprendizaje colaborativo*]

Instructional strategy in which students of mixed abilities work together to achieve a goal or engage in an activity

curriculum-based measure (CBM) [*evaluación basada en el curriculum*]

Standardized, researcher-created assessment that contains multiple probes for sampling curriculum across a year; often used for progress monitoring

decodable text [*texto decodificable*]

Text in which a large proportion of words comprise sound-symbol relationships that have already been taught; used to provide practice with specific decoding skills and to form a bridge between learning phonics and applying phonics in independent reading

decoding [*decodificar*]

Ability to translate a word from print to speech, usually by using knowledge of sound-symbol correspondences; the act of sounding out a new word

derivational morpheme [*morfema derivacional*]

A meaningful part, added to a root or base word, that modifies the word's meaning and often changes its part of speech (e.g., *-ion* added to *decide* to make *decision*, *-ly* added to *quick* to make *quickly*)

derivational suffix [*sufijo derivacional*]

A morpheme, added to a root or base word, that often changes the word's part of speech and that modifies its meaning

diagnostic assessment [*evaluación diagnóstica*]

A measure used to get in-depth information about the specific skills or concepts that a student has or has not mastered; typically used to identify specific learning gaps with students struggling to meet grade-level expectations on screening measures

differentiation [*diferenciación*]

A teaching method in which instructional delivery, activities, and/or materials are matched to students' specific needs and strengths

digraph [*dígrafo*]

A two-letter combination that spells one speech sound, such as *sh* in *wash*

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diphthong [*diptongo*]

A vowel sound that has a glide and may feel as though it has two parts (e.g., /ow/, /oi/)

discourse [*discurso*]

Linguistic units larger than the single sentence

doublet

A double letter that represents one phoneme (e.g., *ff, ll, ss, zz, mm, bb*)

dyslexia [*dislexia*]

A neurobiological learning disability characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities; 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

early alphabetic [*etapa alfabética temprana*]

A phase of reading development in which the alphabetic principle is first understood

echo reading [*lectura de eco*]

Activity in which an effective reader (often the teacher) reads a short text and then a less effective reader reads the same text

elaborative inferences [*actividad inferencial elaborativa*]

Associations and guesses about a text's contents and development that enrich the mental representation of the text; also called *gap-filling inferences*

encoding [*codificar*]

Ability to translate a word from speech to print; the act of spelling a word

etymologic [*etimología*]

Having to do with a word's history or where it comes from

explicit instruction [*instrucción explícita*]

Structured and direct approach to teaching skills and concepts

expository text [*expositivo*]

Text that reports factual information and the relationships among ideas

expression [*expresión*]

The way a reader varies the voice in volume, pitch, and tone to reflect the meaning of the text

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feedback [*retroalimentación*]

Method of informing students about their current understanding, learning, or performance and about ways to improve

final stable syllable

A syllable pattern that represents the same set of sounds at the end of words (e.g., *puz**zle***, *un**cle***, *sta**tion***, *fea**ture***)

five essential components [*cinco componentes esenciales*]

Effective reading components identified by the National Reading Panel (2000)—phonemic awareness, phonics, fluency, vocabulary, and comprehension

floss rule

A spelling convention that calls for doubling of *f*, *l*, *s*, and *z* after a short vowel in a syllable

fluency [*fluidez*]

The quality or state of being effortlessly smooth and flowing

fricative [*fricativo*]

A speech sound articulated with a hiss or friction of breath, producing a strong air flow (e.g., /z/ as in *zero*)

frustrational level [*nivel de frustración*]

Term used to describe a text in which a student reads less than 90 percent of the words accurately

glide [*semiconsonante*]

A consonant phoneme that glides immediately into a vowel (e.g., /w/, /h/)

global coherence inferences [*actividad inferencial de coherencia global*]

Inferences that make the text cohere; these inferences are required to produce a mental model, or schema, of a text and are determined by the mental model

grapheme [*grafema*]

A letter or letter combination that spells a single phoneme; in English, a grapheme may be one, two, three, or four letters (e.g., *a*, *ai*, *igh*, *eigh*)

grapheme tile [*cuadros con grafemas*]

Instructional material that has one grapheme written or printed on it (either a one-, two-, three-, or four-letter grapheme); used to spell and read words

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graphophonemic knowledge [*conocimiento grafofonémico*]

Knowledge of letters and letter combinations and the sounds they represent

guided practice ("We do") [*práctica guiada* ("*Todos juntos*")]

Supported practice in which students work with the teacher and/or other students to master skills and concepts

hesitation [*titubeo*]

The act of pausing for more than three seconds while reading aloud, at which point the teacher provides the word

heterogeneous group (or mixed-ability group) [*grupo heterogéneo* (*o grupo de habilidades mixtas*)]

A group of students with varying abilities; used for cooperative learning, including centers

high-frequency word [*palabras de uso frecuente*]

A word that appears often in texts (not the same as a sight word or an irregular word)

homogeneous group (or same-ability group) [*grupo homogéneo* (*o grupo de habilidades similares*)]

A group of students with similar ability; created based on similar strengths or needs

independent level [*nivel independiente*]

Term used to describe a text in which a student reads at least 95 percent of the words accurately

independent practice ("You do") [*práctica independiente* ("*Tú solo*")]

Unsupported practice in which students apply skills and concept knowledge to develop proficiency, maintenance, and automaticity

inflectional ending [*sufijos flexivos*]

A morpheme that combines with base words to indicate tense, number, mood, person, or gender (e.g., *peaches, walking*)

inflectional morpheme [*morfemas flexivos*]

A bound morpheme (cannot stand alone as a word) that combines with base words to indicate tense, number, mood, person, or gender (e.g., *grabbed*, *cats*, *smarter*)

instructional level [*nivel de instrucción*]

Term used to describe a text in which a student reads between 90 percent and 95 percent of the words accurately

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intonation [*entonación*]

The rise and fall of the voice while reading

irregular word [*palabra irregular*]

A word in which some letters do not represent their most commonly used sounds (not the same as a sight word or high-frequency word; e.g., *of*, *was*, *one*)

labial [*labial*]

A consonant sound articulated with the lips (e.g., the consonants *b, f, m, p, v, w*; vowels requiring rounded lips, such as *oo* in *moon*), including bilabials and labiodentals

labiodental [*labiodental*]

Consonant sound articulated with the lower lip and upper teeth (e.g., /f/, /v/)

later alphabetic [*etapa alfabética tardía*]

The stage of reading development characterized by full phonemic awareness and reasonable, complete mappings of phonemes to graphemes

letterbox [*área de visualización de palabras*]

Area in the brain that systematically activates when reading letters or words; also called the *visual word form area*

letter-sound correspondence [*correspondencia letra-sonido*]

Relationship between a letter (spelling) and a sound (pronunciation)

lexicon [*diccionario mental*]

The mental dictionary of a speaker; the part of linguistic memory that contains knowledge of words

linguistic base [*base lingüística*]

The part of a transformational grammar that consists of rules and a lexicon and generates the deep structures of a language

liquid [*sonidos líquidos*]

Speech sound in which air is obstructed but not enough to cause friction, such as the /l/ and /r/ sound of American English

literacy knowledge [*conocimiento de la lengua impresa*]

An understanding of the forms and functions of written language

manner of articulation [*modo de articulación*]

How a sound is made, or the production of airflow through the mouth

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minimal pair [*pares mínimos*]

A pair of words that differ in only one phoneme or sound (e.g., *book* and *look*)

miscue [*error*]

A mistake

mispronunciation [*pronunciación incorrecta*]

Saying a sound or word incorrectly while reading

mixed-ability group (or heterogeneous group) [*grupo de habilidades mixtas (o grupo heterogéneo)*]

A group of students with varying abilities; created for cooperative learning purposes, including workstations (centers)

modeling ("I do") [*demostrar ("Yo primero")*]

Instructional method in which a teacher demonstrates a skill and describes it while performing the skill (the description is often called a think-aloud)

morpheme [*morfema*]

The smallest meaningful grammatical unit of language

morphology [*morfología*]

The study of meaningful units of language and how they are combined in word formation

multisyllabic (or polysyllabic) [*polisílaba*]

Having more than one syllable

narrative text [*texto narrativo*]

Text that tells about sequences of fictional or real events and is often contrasted with expository text

nasal [*nasal*]

Sound spoken with the air stream directed through the nasal cavity (e.g., /m/, /n/)

nasalization (or vowel nasalization) [*nasalización*]

When a vowel sound is directed through the nose because it is articulated immediately before a nasal consonant (e.g., *and, gang, bunk*)

neurobiological [*neurobiológico*]

Related to the anatomy, physiology, and pathology of the nervous system

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object [*objeto*]

The noun or noun phrase following a verb that depicts action performed on or to something (e.g., The boy threw ***the ball.***)

omission [*omisión*]

The act of leaving out a word or words while reading

onset

The part of a syllable before the vowel (e.g., ***c****an*, ***st****op*); some syllables do not have onsets (e.g., *an*)

opaque orthography [*ortografía opaca*]

Writing system in which the relationship between sounds and symbols is irregular, somewhat obscure, or influenced by morpheme structure

open syllable [*sílaba abierta*]

A syllable with a long vowel at the end that is spelled with one vowel letter (e.g., *sh****e***, ***o****pen*, *b****a****sic*)

oral reading fluency (ORF) [*fluidez de lectura oral*]

Ability to read a text aloud at an appropriate rate, smoothness, and prosody to support comprehension

orthographic convention [*reglas ortográficas*]

A spelling pattern or rule within a print system

orthographic mapping [*mapeo ortográfico*]

The mental process used to store words for immediate, effortless retrieval; the mechanism for sight-word learning; requires good phonemic awareness, letter-sound knowledge, and the alphabetic principle

orthographic pattern [*patrøn ortográfico*]

Spelling regularity that follows specific conventions or rules

orthography [*sistema de escritura*]

A writing system

phoneme [*fonema*]

An individual speech sound that combines with others in a language system to make words

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phonemic awareness [*conciencia fonémica*]

The conscious awareness that words are made up of individual speech sounds (i.e., phonemes) that are represented with letters in an alphabetic orthography; is often demonstrated by an ability to isolate, segment, blend, or manipulate phonemes in words

phoneme blending [*unión de fonemas*]

The act of putting single speech sounds together to say a whole word

phoneme deletion [*supresión de fonemas*]

The act of leaving out a sound in a word to make a new word

phoneme discrimination [*discriminación de fonemas*]

The ability to distinguish words that differ in only one phoneme

phoneme identification [*identificación de fonemas*]

The act of showing, by pointing to a picture, object, or symbol, which speech sound is in the beginning, middle, or end of a word

phoneme manipulation (also referred to as advanced phonemic awareness) [*manipulación fonética*]

Includes acts like phoneme deletion, substitution, and reversal

phoneme segmentation [*separación de palabras en fonemas*]

The act of separating a word into its component speech sounds

phoneme-grapheme mapping [*mapeo fonémico-gráfico*]

The act of connecting phonemes with graphemes

phonetic alphabet [*alfabeto fonético*]

An alphabet in which each speech sound has its own unique symbol

phonetics [*fonética*]

The study of linguistic speech sounds and how they are produced and perceived

phonics [*fonética y/o método fonético*]

The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences

phonological awareness [*conciencia fonológica*]

A conscious awareness (metalinguistic) of all levels of the speech sound system, including word boundaries, syllables, onset-rime units, and phonemes (a more encompassing term than *phonemic awareness*)

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phonological processor [*procesador fonológico*]

A neural network in the frontal and temporal areas of the brain, usually the left cerebral hemisphere, that is specialized for speech-sound perception, memory, retrieval, and pronunciation

phonology [*fonología*]

The rule system within a language by which phonemes are sequenced and uttered to make words

phrase [*frase*]

A part of a sentence that is potentially larger than one word and that serves a grammatical function as a unit

phrasing [*fraseo*]

The way a reader groups words together to represent the meaningful units of language

place of articulation [*punto de articulación*]

Where a sound is made, or the position of the lips, teeth, and tongue in the front, middle, or back of the mouth when producing a sound

polysemous [*polisémico*]

Having multiple meanings

polysyllabic (or multisyllabic) [*polisílabo*]

Having more than one syllable

pragmatics [*pragmática*]

The system of rules and conventions for using language and related gestures in social contexts

prealphabetic [*etapa pre-alfabética*]

A stage of reading development characterized by a lack of awareness that letters represent speech sounds

predicate [*predicado*]

One of two main constituents of a sentence; contains the verb

predictable text [*texto predecible*]

Text with repetitive text structures and close picture-text matches to support a student in using syntax and semantics to guess unknown words

prefix [*prefijo*]

A morpheme that precedes a root or base word and that affects the meaning of a word

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prepositional phrase [*frase preposicional*]

Word group in which a noun phrase is introduced by a preposition

preposition [*preposición*]

A function word that occurs first in a prepositional phrase

progress monitoring [*monitoreo del progreso*]

Method of consistently checking student progress on developing specific skills (e.g., every two weeks); usually uses curriculum-based measures

progress-monitoring assessment (or curriculum-based measure [CBM]) [*evaluación para el monitoreo del progreso*]

Measure used to check student progress on developing a specific skill across time

pronoun [*pronombre*]

A function word that is used as a substitute for a noun or noun phrase

prosody [*prosodia*]

How a reader's voice sounds while reading; includes the rhythm, intonation, and stress patterns of speech

rapid automatic naming (RAN) [*velocidad de denominación rápida*]

The task of naming a repeating sequence of objects, colors, numbers, or letters under timed conditions

***r*-controlled (or vowel-*r*)**

Pertaining to a vowel immediately followed by the consonant *r*, such that its pronunciation is affected or even dominated by the *r*

reading by analogy [*lectura por analogía*]

A strategy for reading a word in which patterns within known words are used to read an unknown word with similar patterns

reading rate [*fluidez lectora*]

Speed of reading; usually represented by words correct per minute (WCPM)

referent [*referente*]

The entity referred to by a noun phrase

response opportunity [*oportunidades para responder*]

Occasion for students to say, write, and/or do something within an instructional lesson or activity

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reversal [*inversión*]

The act of changing the order of two or more words while reading

rime

The part of a syllable that includes the vowel and what follows it (e.g., *c**an***, st***amp***)

root [*raíz*]

A morpheme, usually of Latin origin in English, that cannot stand alone and is used to form a family of words with related meanings

same-ability group (or homogeneous group) [*grupo de habilidades similares (o grupo homogéneo)*]

A group of students who have similar strengths or needs; used for small-group instruction

scaffolding [*andamiaje*]

Instructional support provided to allow a student to perform a task that cannot be done successfully otherwise

schema [*esquema mental*]

A mental model or conceptual framework for a specific topic or idea

schwa

A nondistinct vowel found in an unstressed syllable in English; the unaccented /ŭ/, which is represented by /ə/

screening assessment [*evaluación diagnóstica*]

Measure used to quickly assess student skills in specific areas at several time points (e.g., beginning, middle, and end of the year); used to identify students performing on grade level and those at risk for learning problems

segmenting [*segmentación*]

Breaking apart the sound structures (e.g., syllables, phonemes) in a word

semantic map [*mapa semántico*]

A graphic organizer used in vocabulary instruction to display connections between words and concepts

semantics [*semántica*]

The study of word and phrase meanings

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sight word [*palabras leídas a golpe de vista*]

A word that is known as a whole and does not have to be sounded out to be recognized; eventually, almost all words should be sight words for a reader

small-group instruction [*instrucción en grupos pequeños*]

Method of grouping students according to specific strengths or needs and providing instruction targeted at those strengths or needs

spelling by analogy [*ortografía por analogía*]

A strategy for spelling a word in which patterns within known words are used to spell an unknown word with similar patterns

stop [*oclusivo*]

Consonant speech sound that is articulated with a stop of the air stream (e.g., /b/, /t/)

stress [*intensidad*]

The emphasis a reader places on particular words (louder tone)

stressed [*sílaba con más entonación*]

Accented syllable articulated with greater loudness, duration, or pitch

structural analysis [*análisis estructural*]

The study of affixes, base words, and roots

subject [*sujeto*]

The grammatical role of a noun or noun phrase that acts as the "who" or "what" of a clause; one of two necessary parts of a sentence

substitution [*sustitución*]

Saying another sound or word in place of the written text

suffix [*sufijo*]

A morpheme added to the end of a root or base word that modifies the word's meaning and often changes its part of speech

syllable [*sílaba*]

Unit of pronunciation within a word that is organized around a vowel sound

syllable type [*tipo de sílaba*]

One of six orthographic patterns in English used to build words—closed, open, vowel-consonant-silent-*e*, *r*-controlled vowel, vowel digraphs and diphthongs, and final stable

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synonym [*sinónimo*]

A word that means the same or almost the same thing as another word

syntax [*sintaxis*]

The rule system governing sentence formation

systematic [*sistemático*]

Methodical; carried out using step-by-step procedures

think-aloud [*pensando en voz alta*]

Instructional method for describing what is being done or thought about during teacher modeling within a lesson

transparent orthography [*ortografía transparente*]

A writing system in which there is a direct, consistent relationship between sound and symbol

trigraph

A three-letter combination that stands for one speech sound, such as *tch* in *watch*

unvoiced [*sordo*]

A speech sound that's spoken with no vocal vibration; also called *voiceless*

verbal reasoning [*razonamiento verbal*]

The ability to understand, interpret, and evaluate discourse; to incorporate discourse with one's knowledge base and beliefs; to create new understandings; to seek out and solve problems; to communicate; and to monitor one's own comprehension, reasoning, and habits of mind

vocabulary [*vocabulario*]

Knowledge of words and word meanings both orally and in print

voiced [*sonoro*]

A speech sound articulated with vibrating vocal cords

vowel [*vocal*]

An open, voiced phoneme that is the nucleus of every syllable; can be long or short

vowel-consonant-e (VCe) syllable

A syllable with a long vowel sound spelled with a vowel-consonant-silent-*e* pattern

vowel digraph

A vowel grapheme or spelling that uses two or more letters for a single speech sound

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vowel nasalization (also called nasalization) [*nasalización de un sonido vocal*]

When a vowel sound is directed through the nose because it is articulated immediately before a nasal consonant

vowel-*r* (or *r*-controlled)

Pertaining to a vowel immediately followed by the consonant *r*, such that its pronunciation is affected or even dominated by the *r*

vowel team [*par de vocales*]

A vowel grapheme or spelling that uses two or more letters for a single speech sound

whisper phone [*audífono para la lectura*]

An instructional tool into which one can whisper read to hear one's own voice amplified

word study [*estudio de palabras*]

A careful examination or analysis of the relationships among the phonological, orthographic, and morphological aspects of a written or printed character or combination of characters representing a spoken word

workstation (or center) [*estación de trabajo (o centro de trabajo)*]

An instructional grouping arrangement in which students work cooperatively on specific learning activities

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Burton, N. W., Welsh, C., Kostin, I., VanEssen, T. (2009). *Toward a definition of verbal reasoning in higher education*. Princeton, NJ: Educational Testing Service.

Dehaene, S. (2009). *Reading in the brain*. New York, NY: Viking.

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Harris, T. L., & Hodges, R. E. (Eds.). (2005). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.

Henry, M. K. (2010). *Unlocking literacy: Effective decoding and spelling instruction* (2nd ed.). Baltimore, MD: Paul H. Brookes.

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Moats, L. C. (2010). *Speech to print: Language essentials for teachers*. Baltimore, MA: Paul H. Brookes.

Moats, L. C., & Hennessy, N. (2010). *Language essentials for teachers of reading and spelling, Module 6. Digging for meaning: Teaching text comprehension* (2nd ed.). Boston, MA: Sopris West.

Neuman, S. B., & Roskos, K. (1997). Literacy knowledge in practice: Contexts of participation for young writers and readers. *Reading Research Quarterly, 32*(1), 10–32.

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. New York, NY: Routledge.

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The Reading Rope

U.S. psychologist and literacy expert Dr. Hollis Scarborough originally created a reading-rope metaphor for talks with parents. According to Scarborough, skilled reading is like a rope woven of many strands. At the top are multiple language comprehension strands—background knowledge, vocabulary, grammar, semantics, verbal reasoning, and knowledge about literacy itself (e.g., how a book is organized; the difference between fiction and nonfiction, formal and informal writing, and a letter and an advertisement).

At the bottom of Scarborough's rope are word recognition strands—phonological awareness (awareness of the sound structure of words), decoding (the idea that letters represent sounds, knowledge of which letters and patterns correspond to particular sounds), and sight recognition (recognition of familiar words). Word recognition and language comprehension twist together to form the two main strands of the rope.

If any strand is weak or not tight enough, the entire rope is weakened—affecting students' ability to comprehend text.

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Recommended Reading by Section

Here are a few resources for presenters to read in relation to each academy section.

Overview

Moats, L. C. (2010). *Speech to print: Language essentials for teachers*. Baltimore, MA: Paul H. Brookes.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: National Institute of Child Health and Human Development.

Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin & Children's Learning Institute. (2012). *ELAR/SLAR TEKS handbook*. Austin, TX: The University of Texas System & Texas Education Agency.

English Language Learners

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., . . . Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx

Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide* (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee

Differentiation and the Features of Effective Instruction

Archer, A., & Hughes, C. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.

Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide* (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance.

The IRIS Center. (2010). *Differentiated instruction: Maximizing the learning of all students*. Retrieved from www.iris.peabody.Vanderbilt.edu/module/di/

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Word Study and Recognition

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Armbruster, B. B., Lehr, F., & Osborn, J. (2010). *Put reading first: The research building blocks for teaching children to read. Kindergarten through grade 3*. Washington, DC: National Institute for Literacy.

Grace, K. E. S. (2007). *Phonics and spelling through phoneme-grapheme mapping*. Longmont, CO: Sopris West.

Henry, M. K. (2010). *Unlocking literacy: Effective decoding and spelling instruction* (2nd ed.). Baltimore, MD: Paul H. Brookes.

Fluency

Hasbrouck, J. E., & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher, 59*(7), 636–644.

Rasinski, T., Blachowicz, C., & Lems, K. (Eds.). (2012). *Fluency instruction: Research-based best practices* (2nd ed.). New York, NY: Guilford Press.

Vocabulary

Beck, I., McKeown, M., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed.). New York, NY: Guilford Press.

Stahl, S. A., & Nagy, W. E. (2006). *Teaching word meanings*. Mahwah, NJ: Erlbaum.

Comprehension

Oakhill, J., Cain, K., & Elbro, C. (2015). *Understanding and teaching reading comprehension: A handbook*. New York, NY: Routledge.

Shanahan, T., Callison, K., Carrier, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance. Retrieved from www.whatworks.ed.gov/publications/practice guides

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Writing

Graham, S. Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance. Retrieved from www.ies.ed.gov/ncee/wwc/publications_reviews.apsx#pubsearch

Harris, K., Graham, S., Mason, L., & Friedlander, B. (2008). *Powerful writing strategies for all students*. Baltimore, MD: Paul H. Brookes.

Using Assessment Data

Farrall, M. L. (2012). *Reading assessment: Linking language, literacy, and cognition*. Hoboken, NJ: John Wiley & Sons.

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.

Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken, NJ: John Wiley & Sons.

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Introduction: Academy Presenter

Presenter Notes

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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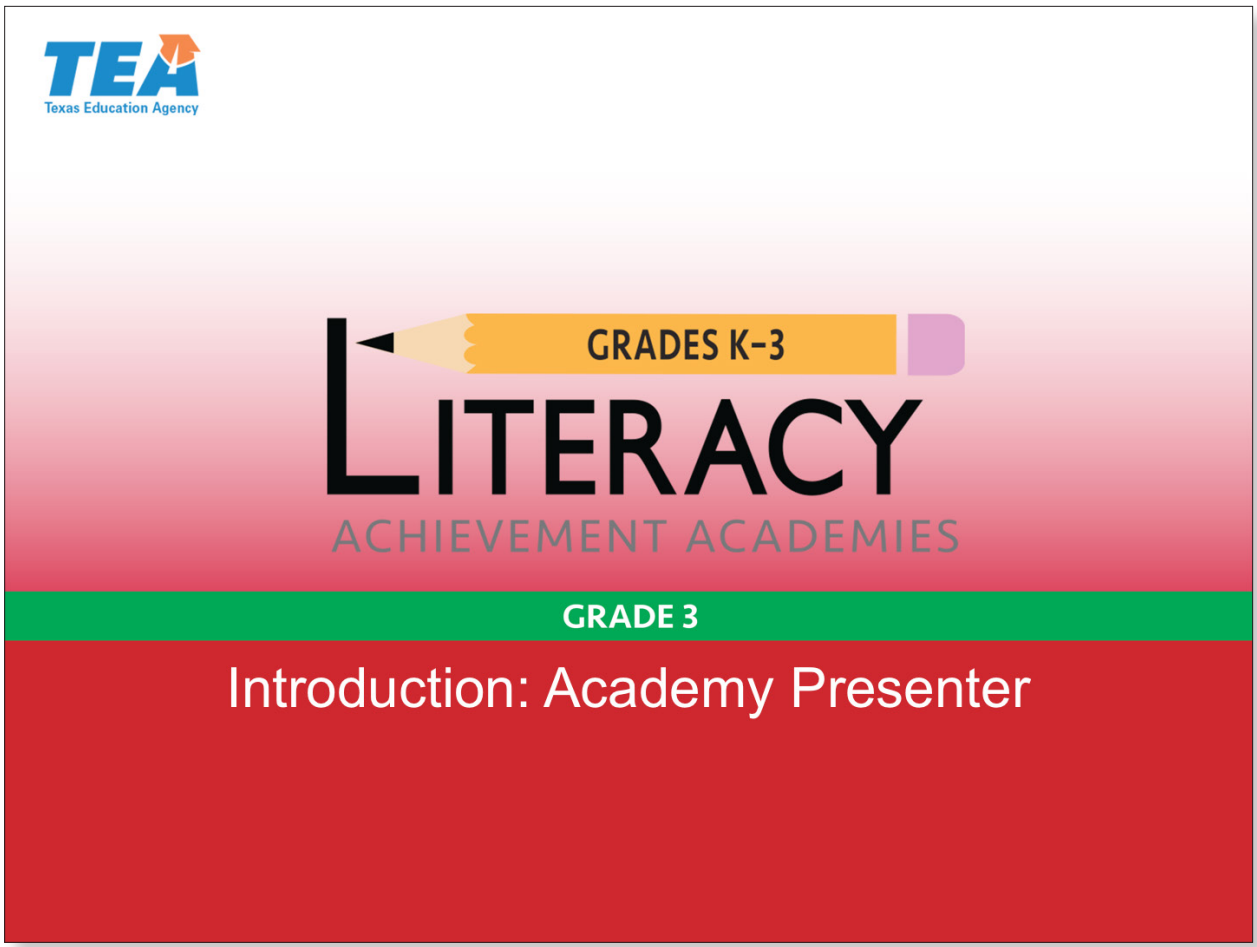

Slide 1—Title Slide (0:00–1:00)

Good morning! Welcome to the training-of-trainers session for the Grade 3 Literacy Achievement Academy.

Introduce yourself and your co-presenter.

Please locate this presentation in your presenter binder. You can find it behind the Introduction tab.

Using an almost-empty presenter binder, show the Introduction tab.

This Introduction section is included only to support you as a Grade 3 Literacy Achievement Academy presenter. You will not present this brief Introduction section to your academy participants.

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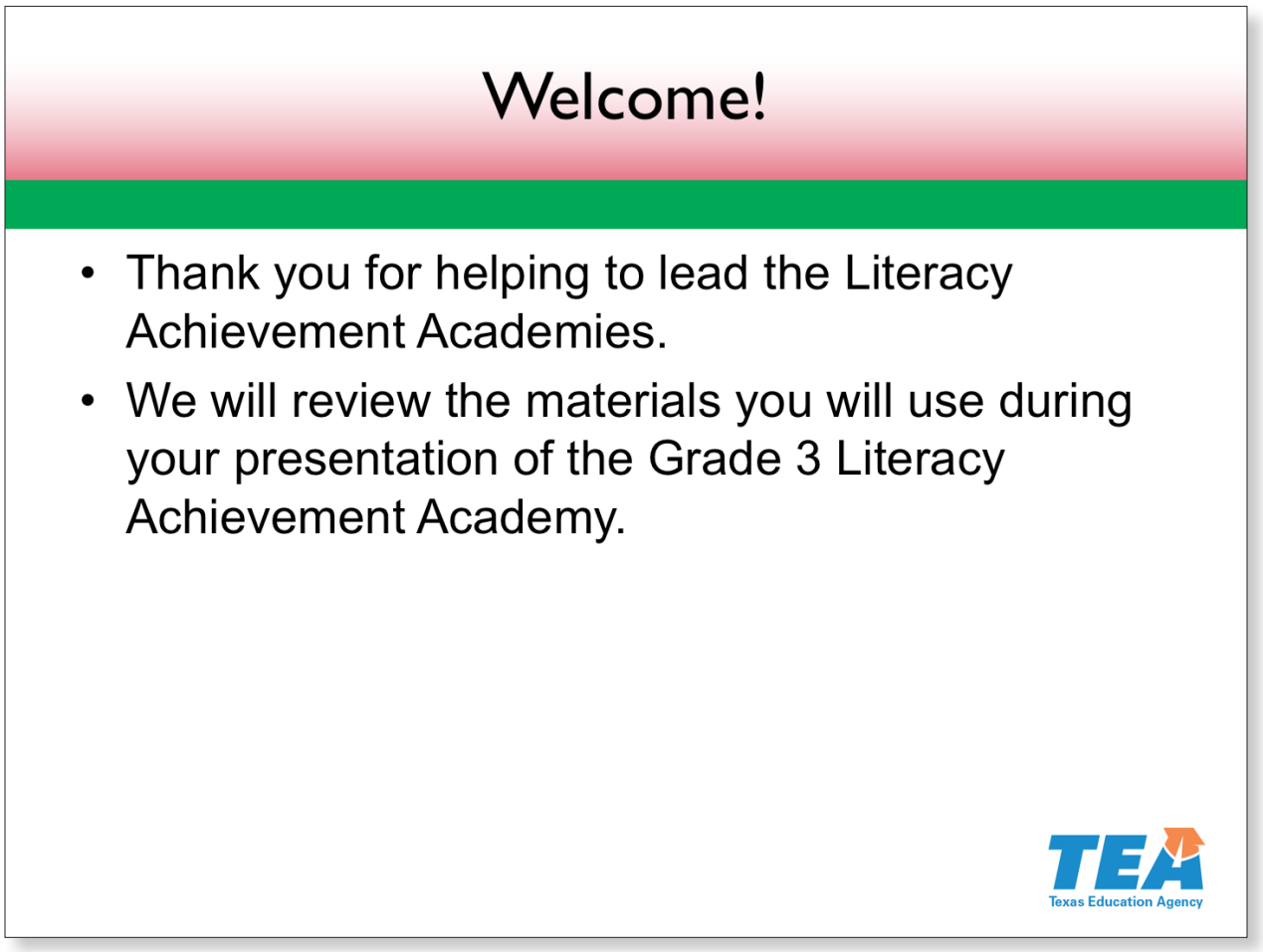

Slide 2—Welcome! **(1:00–1:15)**

Thank you for your leadership in this statewide initiative.

Before we get started with the content of this academy, let's familiarize ourselves with the materials provided to support you as an academy presenter.

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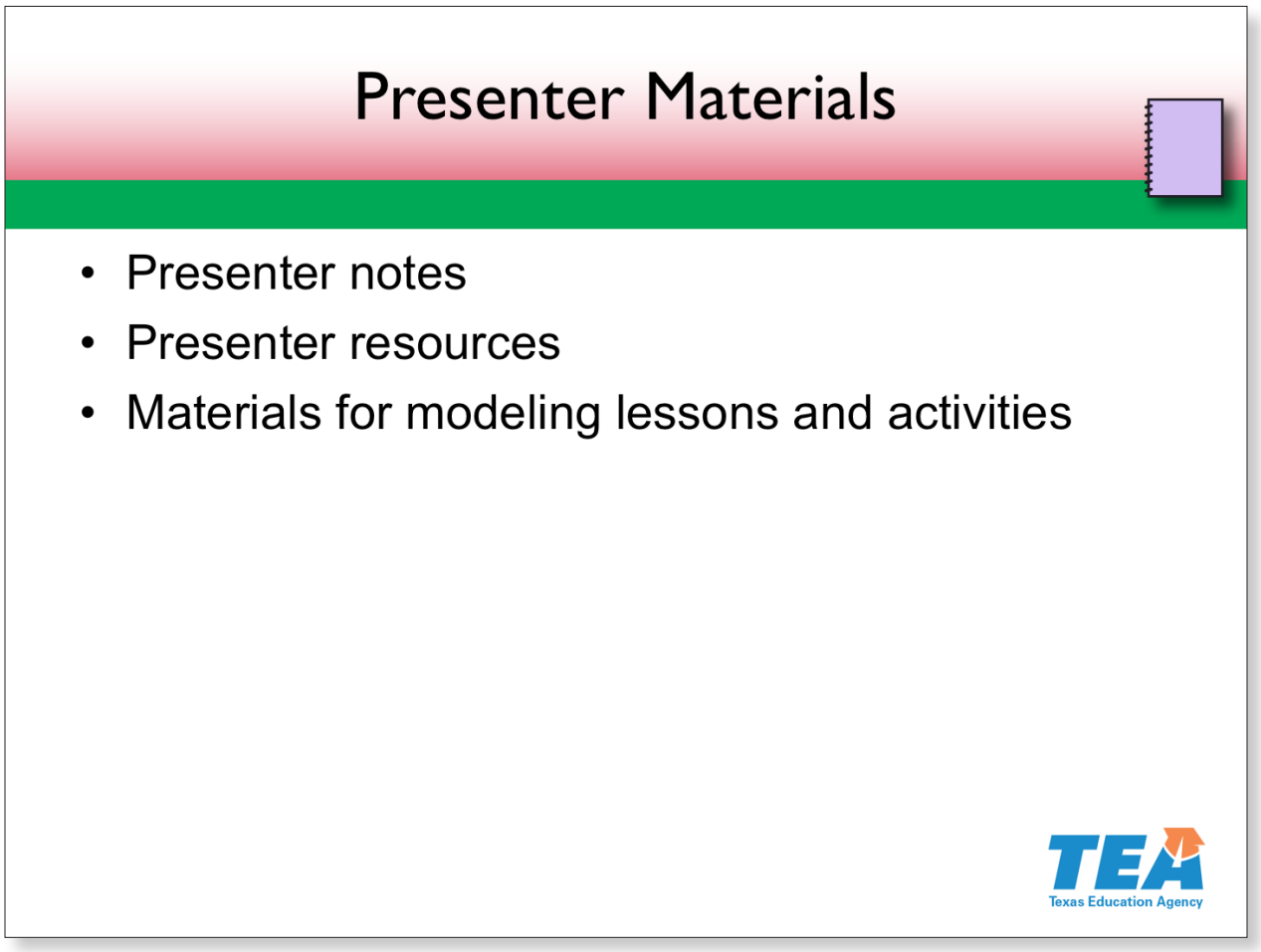

Slide 3—Presenter Materials (1:15–2:00)

As a presenter, you will receive materials that the teacher participants will not have. These materials include the presenter notes and presenter resources, which you will receive at the end of each day and then place into your presenter binder behind the appropriate tabs.

Show an example of a shrink-wrapped set of presenter notes and resources.

You also have materials for modeling lessons and activities in your supply bag, which your participants will not receive.

Quickly show the supply bag with activity materials for presenters only.

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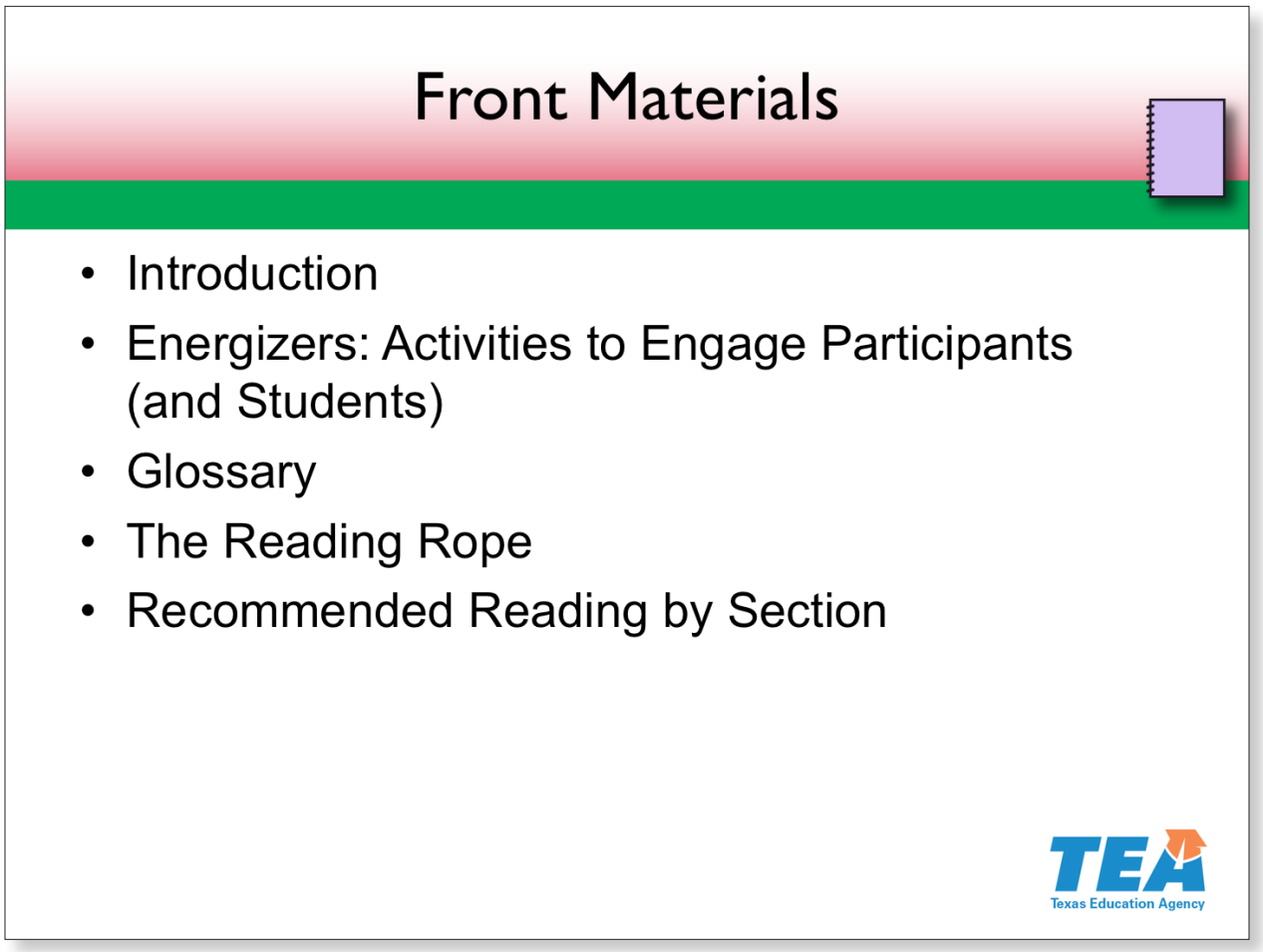

Slide 4—Front Materials (2:00–4:00)

Hold up your sample presenter binder and show the front matter section before the Introduction tab.

In these front materials, you will find an introduction that describes the academy materials. Next are suggestions related to room arrangement and delivering the academy, including close adherence to the time allocations and speaker notes provided in each session.

In the next section, you will find a list of energizers. We will model how to use a few of these throughout the academy, but you may prefer to use other energizers on the list when you deliver the training. This list also includes engaging activities that can later be used with students in the classroom.

The next resource is a glossary of literacy terms. This resource ensures that we have a common understanding of the precise terms that will be used during the academy.

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The next section includes background information on the reading rope graphic that will be used throughout the academy to assist participants in understanding how the content of the academy supports learning to read and reading to learn.

The last section is a list of recommended resources for you to become familiar with as you prepare for your delivery of the academy. It includes the most comprehensive resources we used to write each academy section.

Participants will also receive these front materials.

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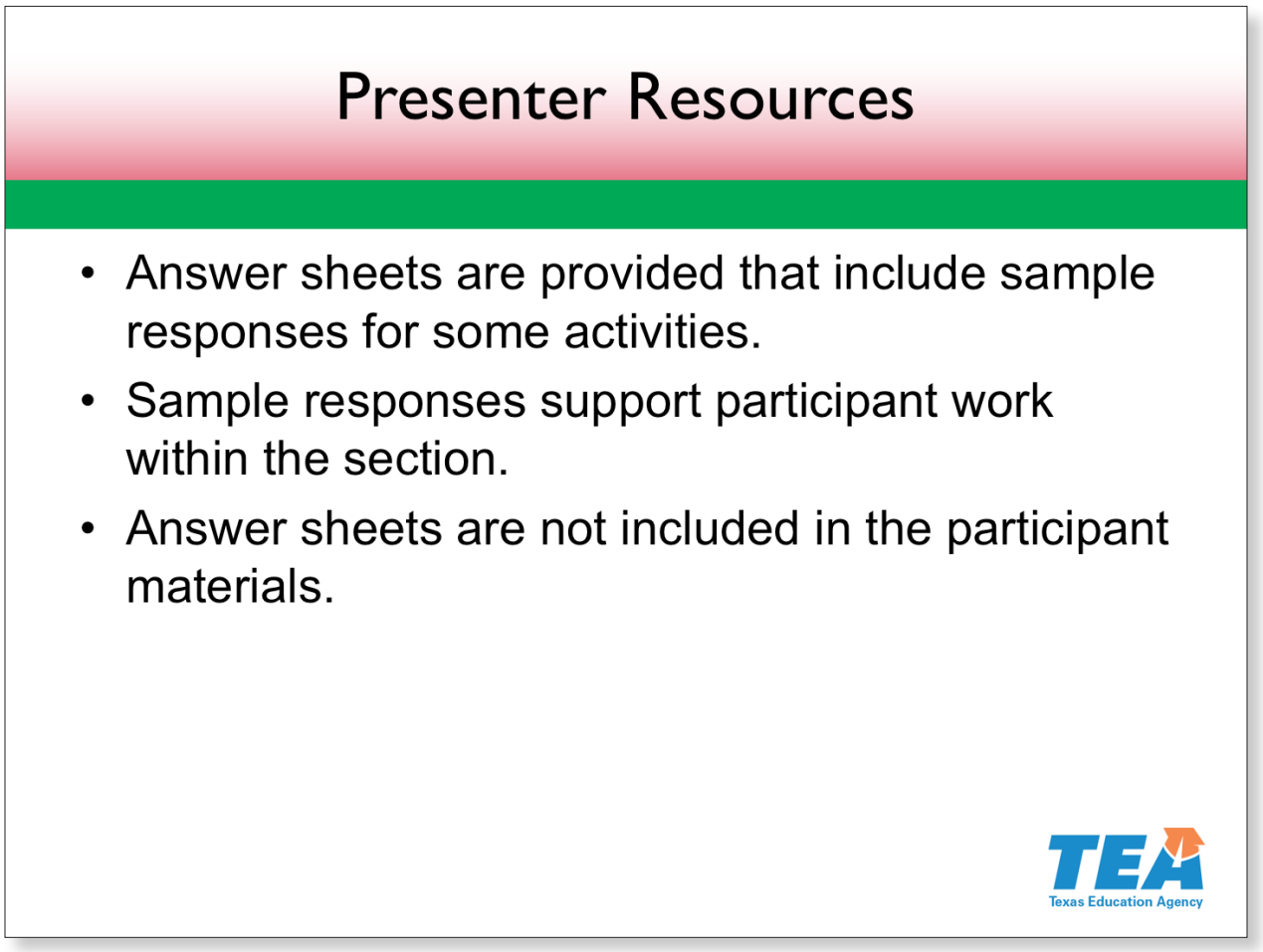

Slide 5—Presenter Resources **(4:00–4:30)**

Throughout the academy, you and the participants will engage in many activities and model lessons. For some of these activities, we have provided presenter resources—answer sheets with possible correct answers. Presenter resources appear after the handouts. As a reminder, your academy participants will not have these answer sheets.

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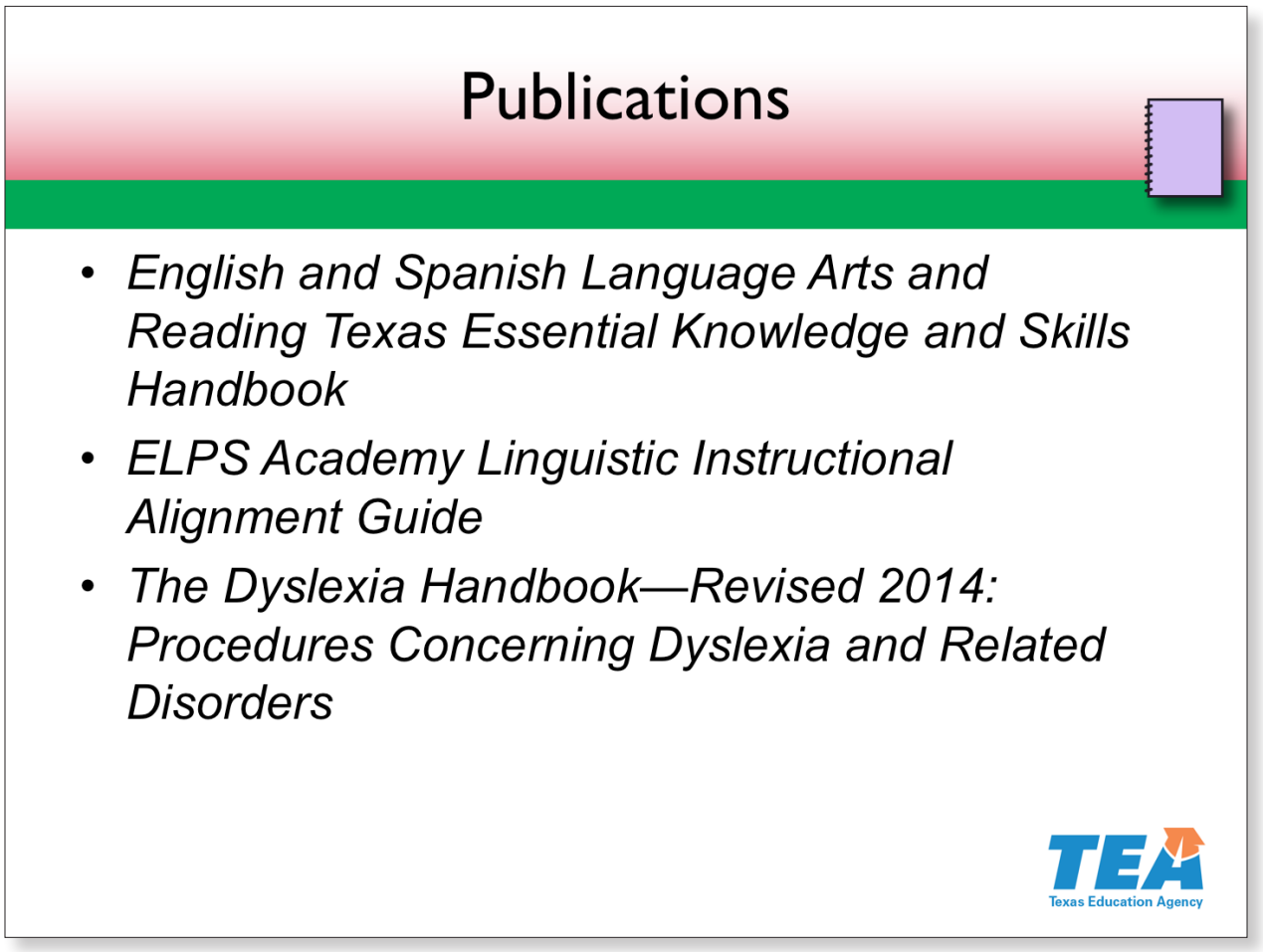

Slide 6—Publications (4:30–5:00)

You will model using several publications during the academies.

Show each publication as you mention it.

These include the *English and Spanish Language Arts and Reading Texas Essential Knowledge and Skills Handbook*, the *ELPS Academy Linguistic Instructional Alignment Guide*, and the *Dyslexia Handbook—Revised 2014: Procedures Concerning Dyslexia and Related Disorders*. Your participants will refer to these publications throughout the academy as well.

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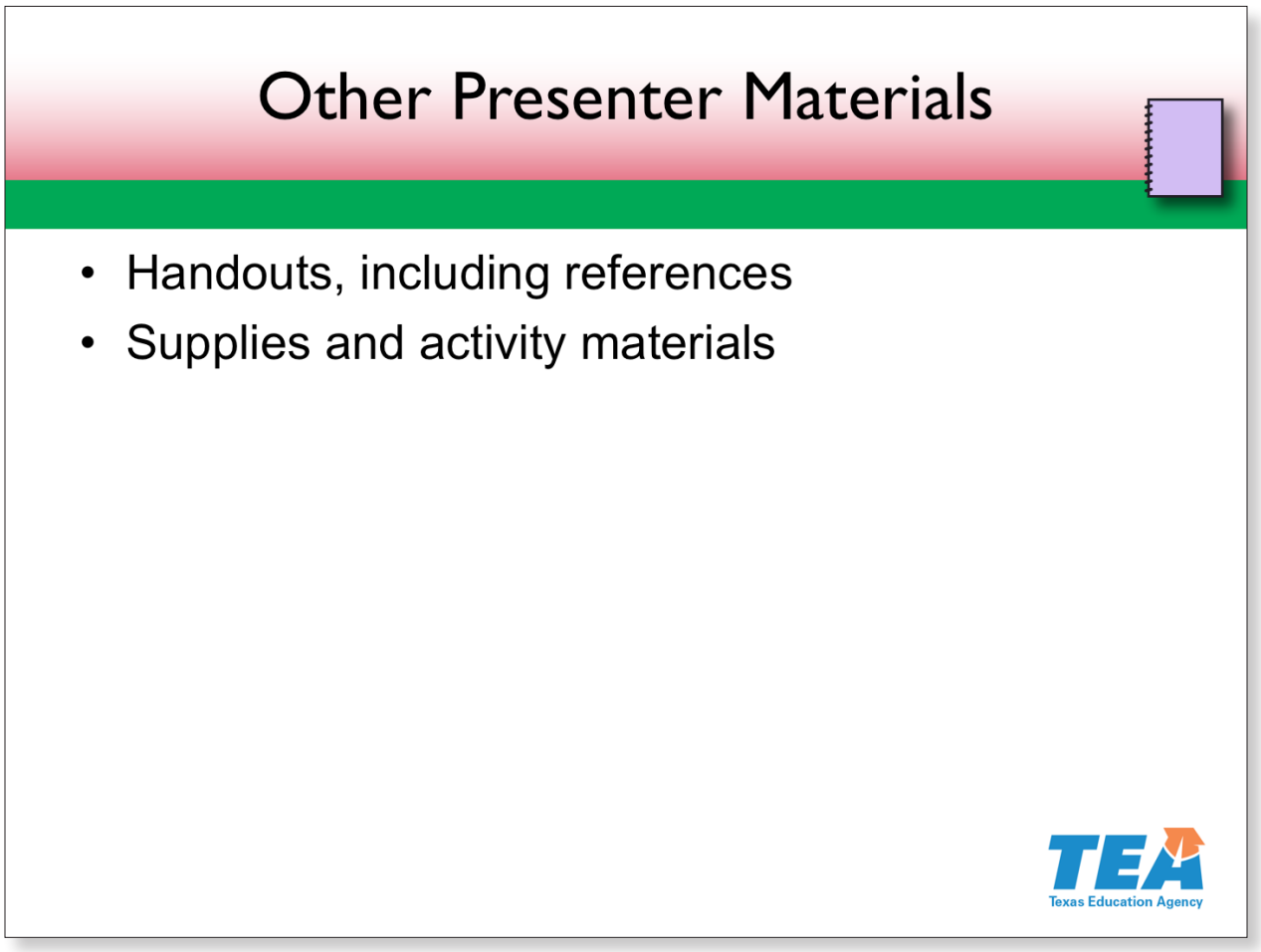

Slide 7—Other Presenter Materials (5:00–5:45)

You will also receive all of the materials that participants will have, which we will spend the next three days using. These materials include the handouts, resources, and other materials for planning and participating in model lessons and activities.

Show the participant binder and a supply bag with the activity materials for participants.

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Agenda

Grade 3 Literacy Achievement Academy

DAY 1	DAY 2	DAY 3
MORNING		
Academy Overview Supporting All Learners	Fluency Vocabulary	Writing
AFTERNOON		
Word Study and Recognition	Comprehension	Using Assessment Data Putting It All Together

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Slide 8—Agenda (5:45–6:00)

Here is the agenda for the next three days. Now, we will begin the academy.

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Overview

Presenter Notes

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

Materials

Presenter Materials

- Document camera
- Folder
- Cardstock to model making a name tent
- Marker
- Laser pointer
- Glossary (in Introductory Materials)
- Texas Education Agency publications: *English and Spanish Language Arts and Reading Texas Essential Knowledge and Skills Handbook* and *ELPS Academy Linguistic Instructional Alignment Guide*

Participant Materials

- Participant Guide
- Folder
- Grade 3 Literacy Block handout (in folder)
- Supply pouch
- *ELPS Academy Linguistic Instructional Alignment Guide*
- Cardstock for name tent

Materials to Provide Each Table

- Guiding Questions document (two per table)
- Markers
- *English and Spanish Language Arts and Reading Texas Essential Knowledge and Skills Handbook*

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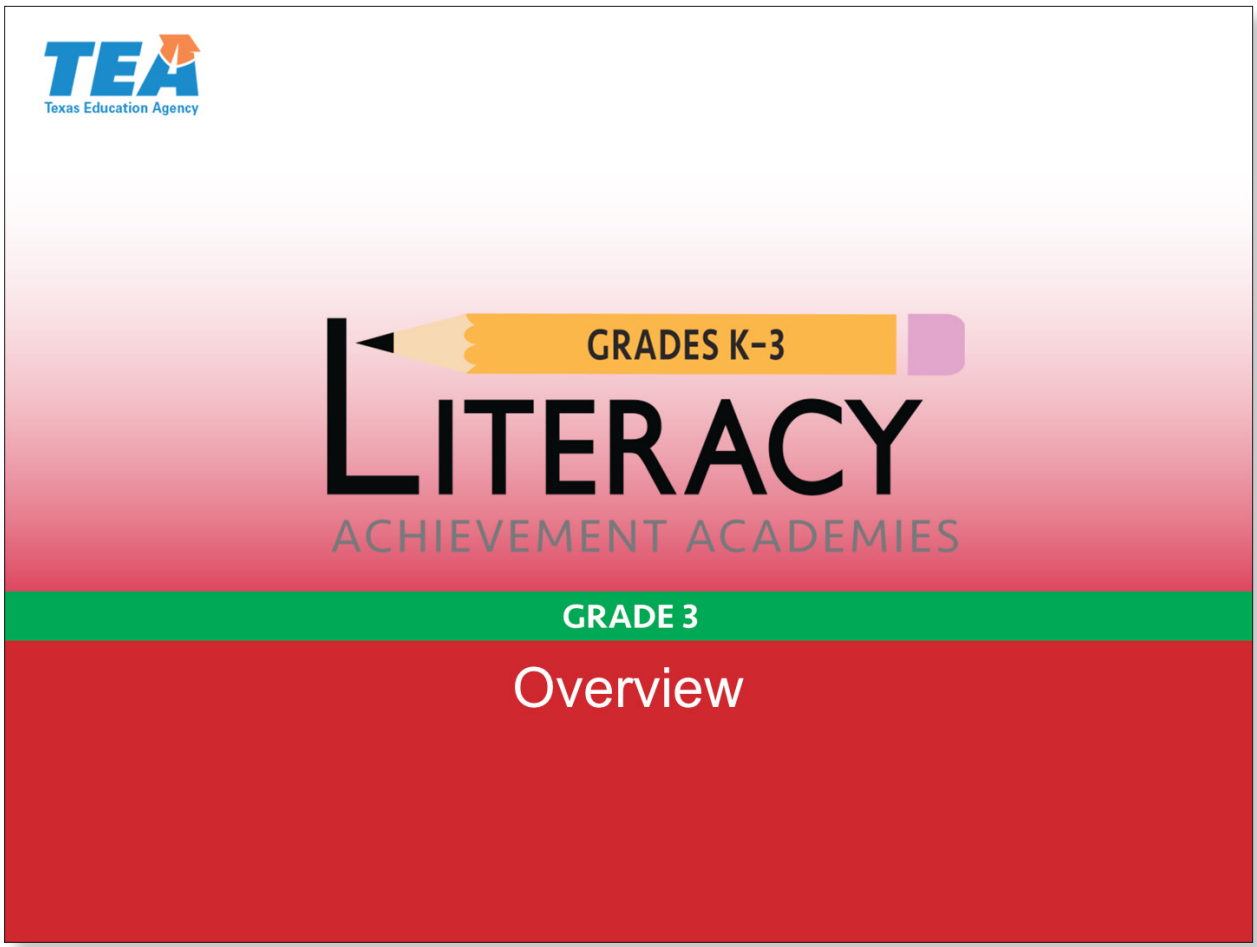

Slide 1—Title Slide (0:00–2:00)

Welcome to the Grade 3 Literacy Achievement Academy!

This academy provides you with professional development to enhance the literacy instruction you provide to your students.

> *Introduce yourself and your co-presenter and quickly cover housekeeping topics (silence and put away cell phones, location of rest rooms, etc.).*

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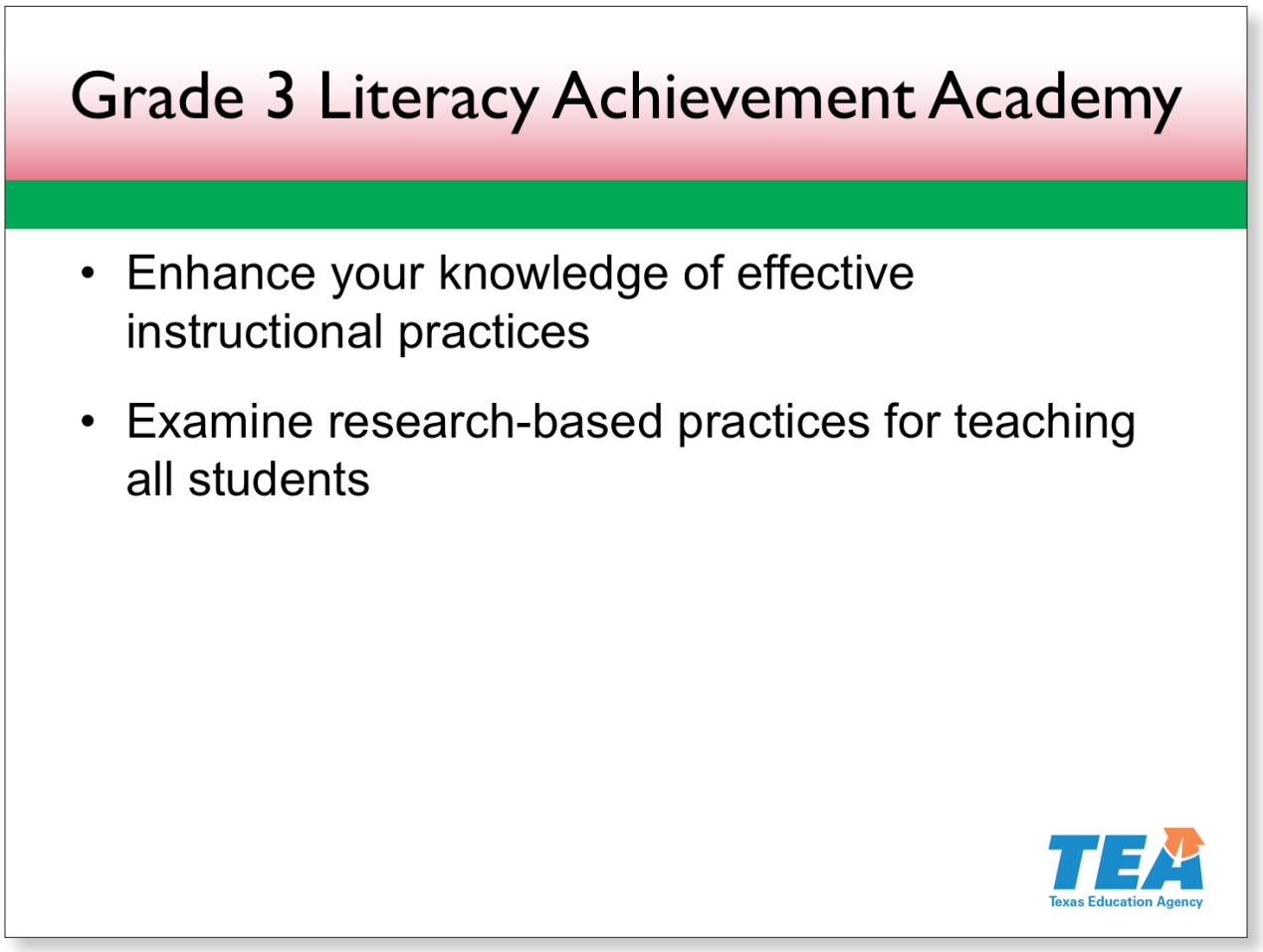

Slide 2—Grade 3 Literacy Achievement Academy (2:00–3:30)

This Grade 3 Literacy Achievement Academy is built on the foundation of the original Third Grade Teacher Reading Academy of 2000. Since then, additional research has added new information about instructional practices and underscored the importance of providing effective literacy instruction in all elementary grades.

In the next three days, we will highlight instructional practices that support the process of learning to read. The term "learning to read" refers to instruction that focuses on skills and concepts such as phonological awareness, decoding, and print awareness. This type of instruction enables students to lift words off the page with automaticity to understand increasingly complex texts.

This academy also will build a foundation for "reading to learn," which refers to instruction that focuses on skills and concepts such as using background knowledge, using verbal reasoning, and building literacy knowledge. This type of instruction enables students to learn new content from increasingly complex texts across a wide range of genres and topics.

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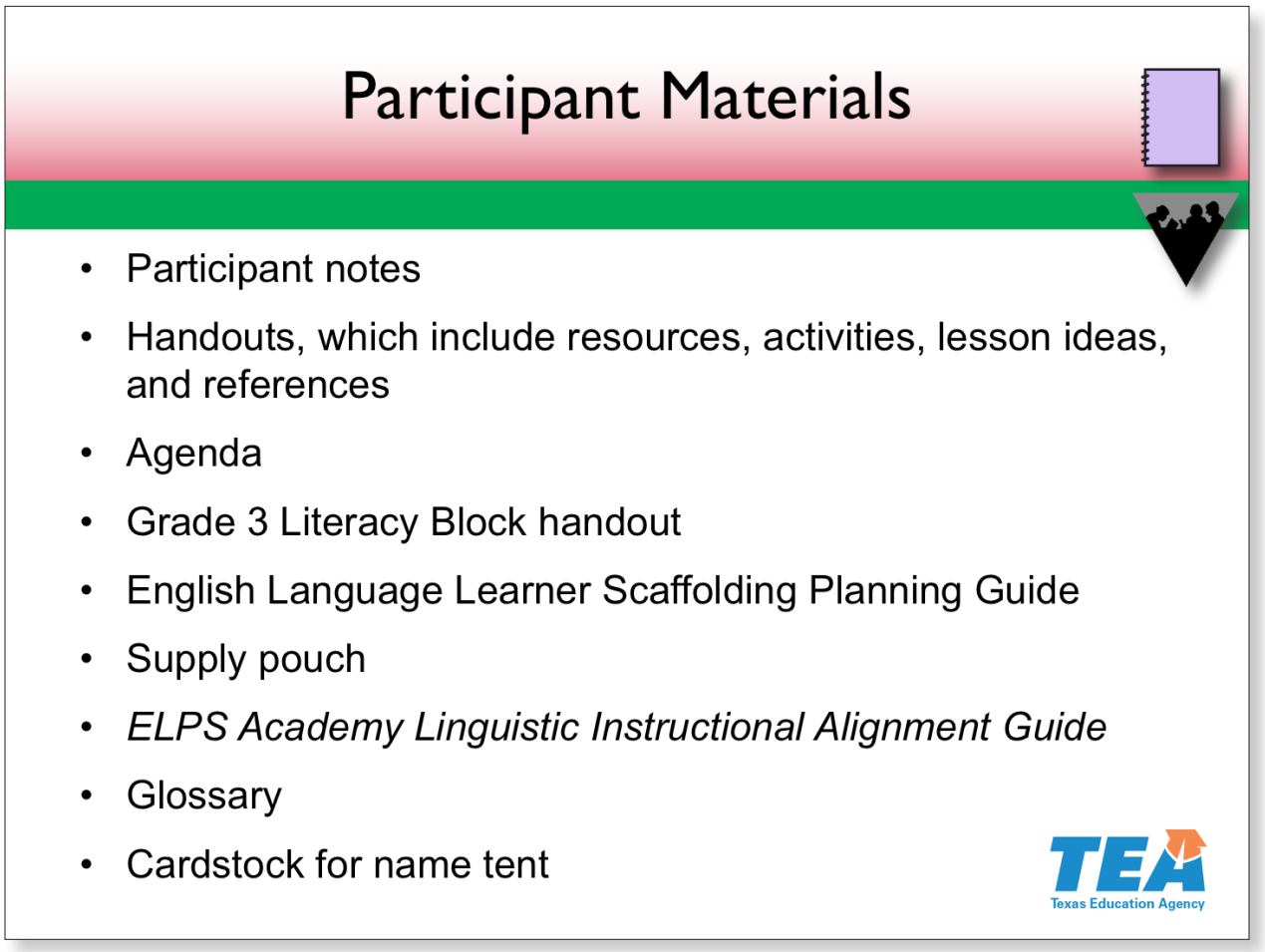

Slide 3—Participant Materials (3:30–9:30)

Let's begin by looking at the materials we will use.

Your binder, the Participant Guide, has the information you will use during the academy. The tabs divide the content by the academy's different sections.

Behind each section's tab you will find participant note-taking pages with three presentation slides printed per page. The note-taking pages are followed by handouts, including example lessons, resources, and references. As we begin each section, you may want to remove the materials from behind the corresponding tab in your binder and secure them with the rings found on your table.

During the academy, you will move some materials from your binder to the folder you have been given.

Hold up your folder to show the participants.

Notes continue on the next page.

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This will help you quickly locate handouts that you will use more than once.

Your folder already has three separate handouts inside it—the Agenda, which shows the topics within each section along with the time for each topic specific to each grade level; the Grade 3 Literacy Block, which we will use throughout the academy; and the English Language Learner Scaffolding Planning Guide.

In addition to the binder and folder, we have provided you with a supply pouch. Inside that pouch, you'll find sticky tabs you can use to mark academy resources you would like to examine more thoroughly once we're done.

You also received a copy of the *ELPS Academy Linguistic Instructional Alignment Guide*, which we will use during the academy.

And for your reference any time, a glossary is located at the end of the Introductory Materials in your binder. Please take a moment to remove the glossary from your binder and place it in your folder with the other three handouts for your reference throughout the academy.

Pause for participants to place the glossary in their folder.

Activity

Before moving on, let's create one more item—your name tent! Find the piece of cardstock in your materials. Please use it and the markers at your table to create a name tent.

Allow one minute for this activity.

Throughout the academy, you will work with your tablemates or with a partner. Please take three minutes to get to know the people at your table. Share with each other one thing you hope to take away from this training.

Allow three minutes for introductions and sharing.

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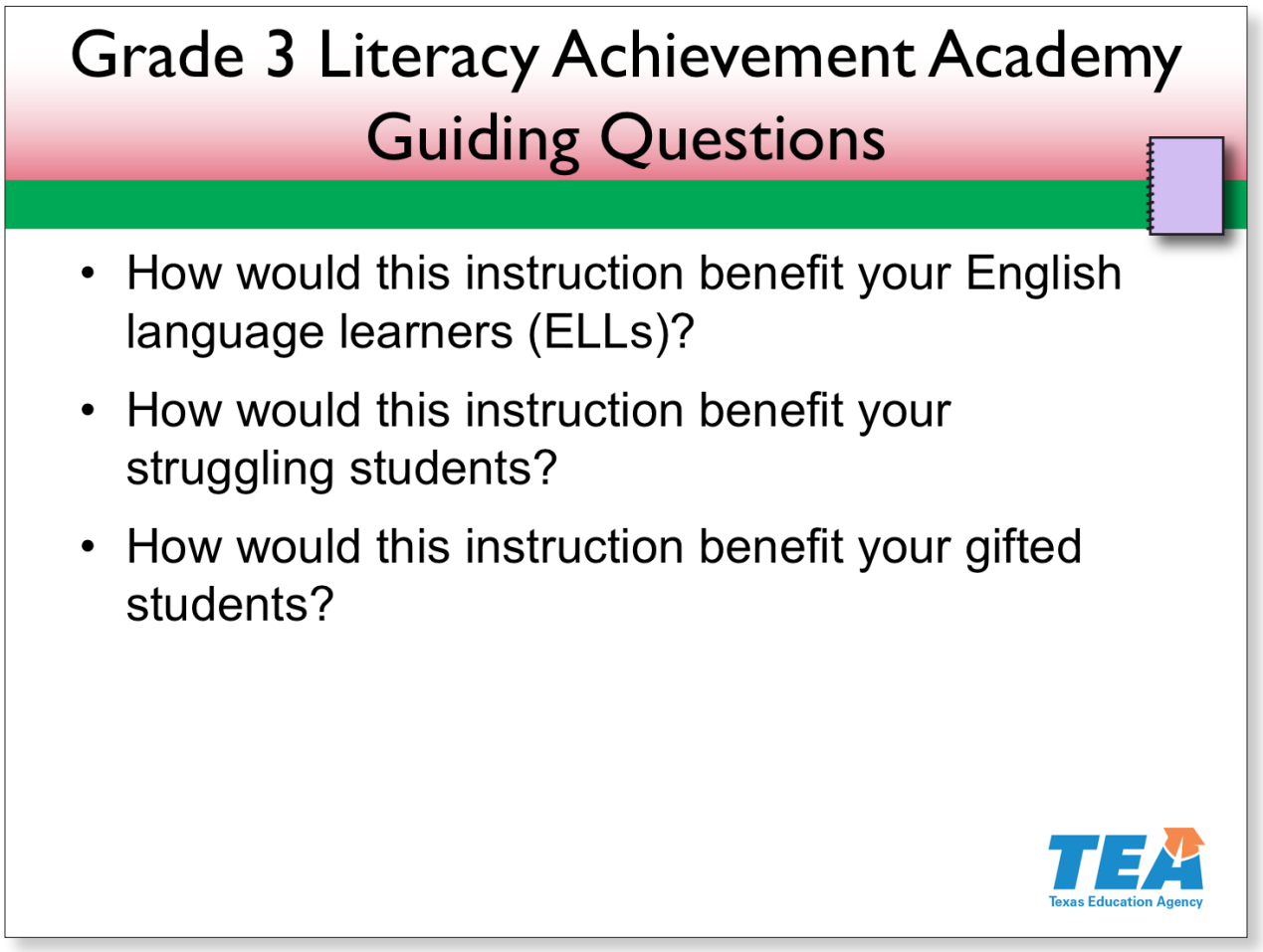

Slide 4—Grade 3 Literacy Achievement Academy Guiding Questions (9:30–11:00)

On your table you will find a sheet of colored cardstock with guiding questions.

Hold up an example of the guiding questions document to show participants.

These questions are to guide your thinking throughout the academy on ways to differentiate the literacy strategies and activities you will learn to reach all students. Take a moment to read the questions on the slide.

Pause for participants to read the questions.

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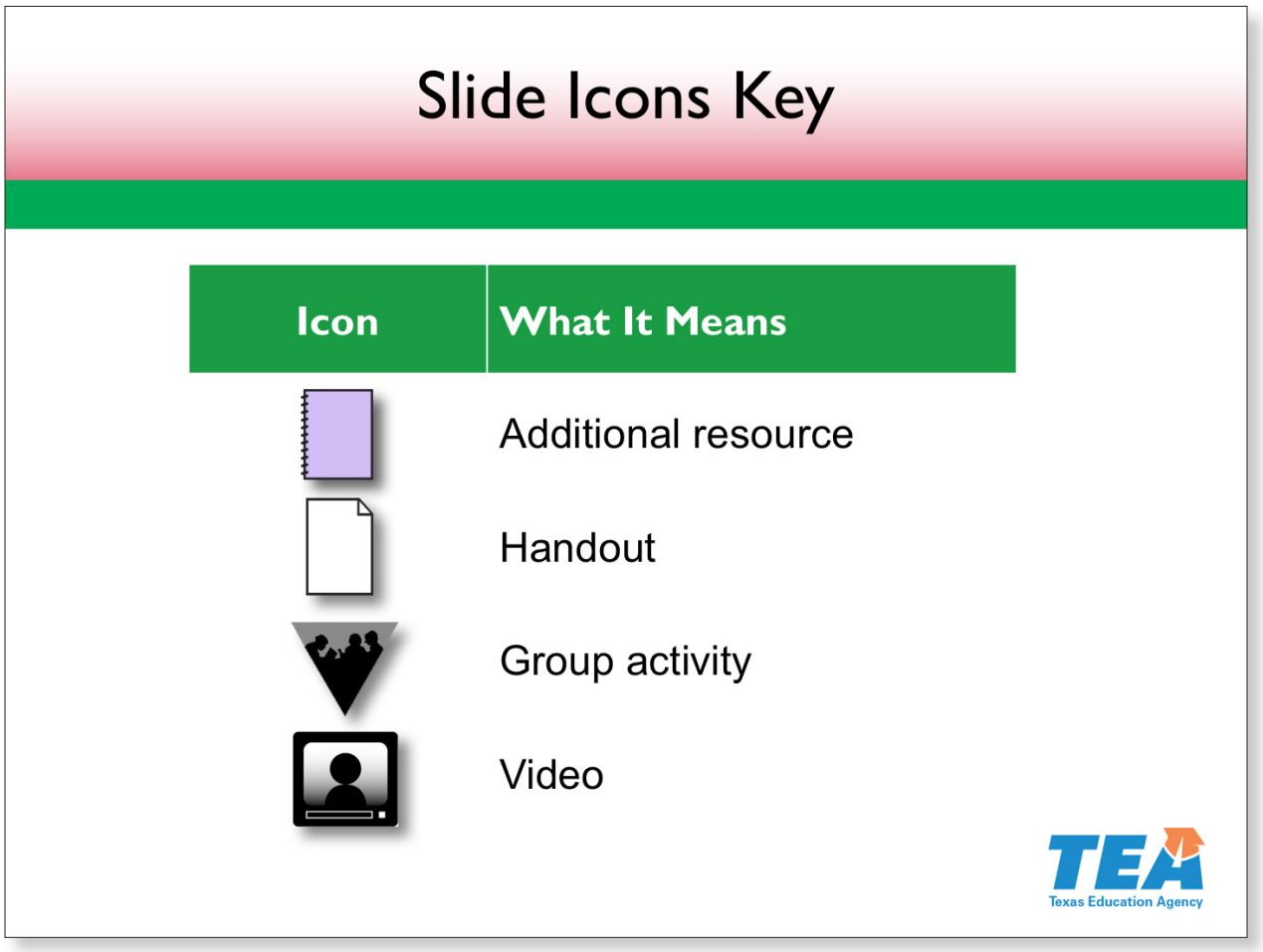

Slide 5—Slide Icons Key (11:00–12:00)

As we move through the academy, you will notice these icons on various slides.

When you see one of these icons on a slide…

Use a laser pointer to point to the additional resource and handout icons.

…that is your clue that you will be accessing one of the additional resources we have provided or a handout from your binder.

Also, you will know when you will be asked to participate with a partner or in a group activity.

Point to the group activity icon.

And you will know when you are about to watch a video.

Point to the video icon.

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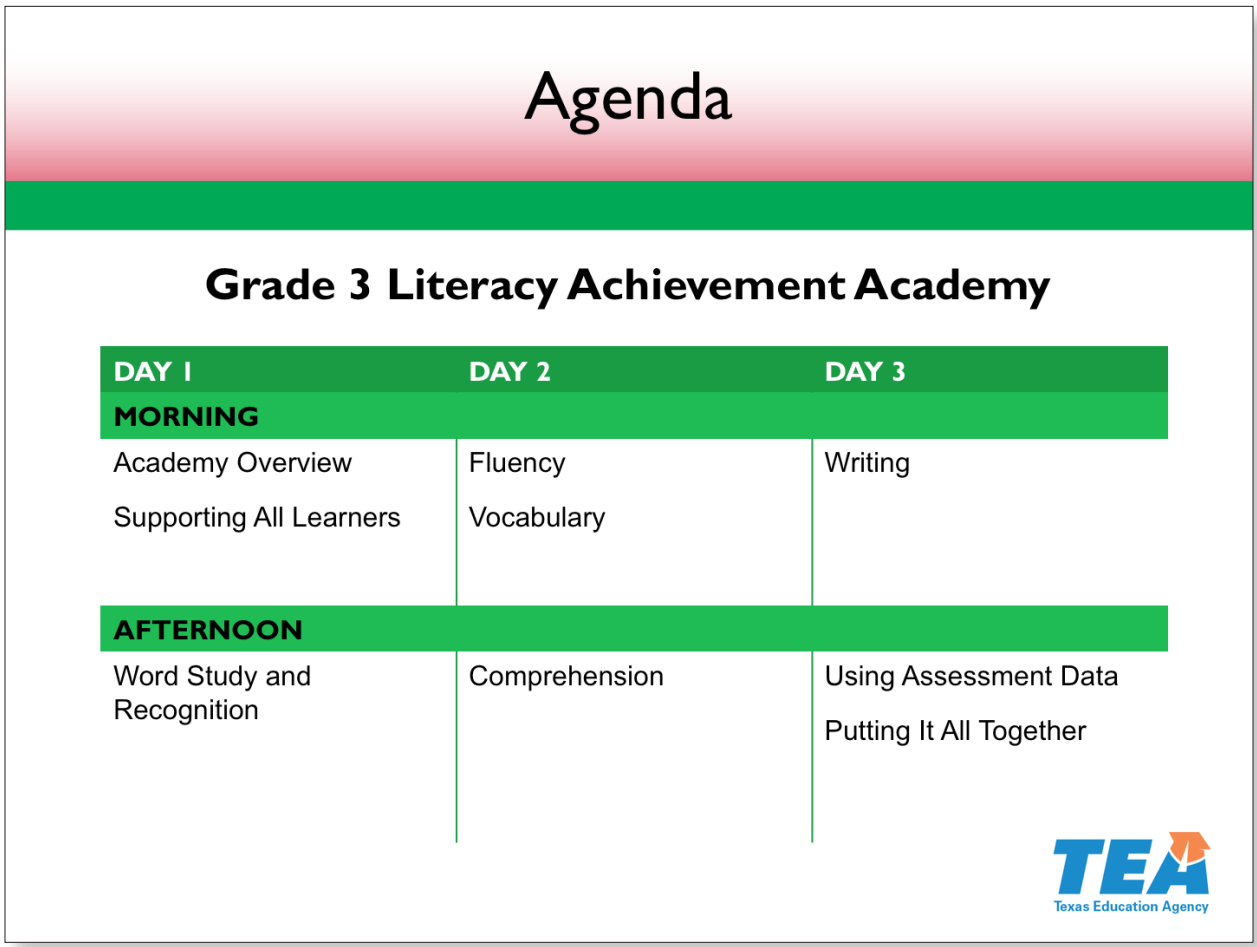

Slide 6—Agenda (12:00–13:00)

Here is our agenda for the next three days.

This academy is divided into half-day sessions. Each one of these sessions supports the overarching goals for the Literacy Achievement Academy—first, to enhance your knowledge of effective instructional practices that promote reading and writing success and, second, to provide you with research-based practices for teaching all students to read and write.

For a more detailed breakdown of what we will cover in each section, consult the agenda provided in your folder. This agenda provides a time frame for particular topics in each section along with the materials you will use for activities.

This agenda is not intended to suggest that the instructional day in your classroom follow this sequence.

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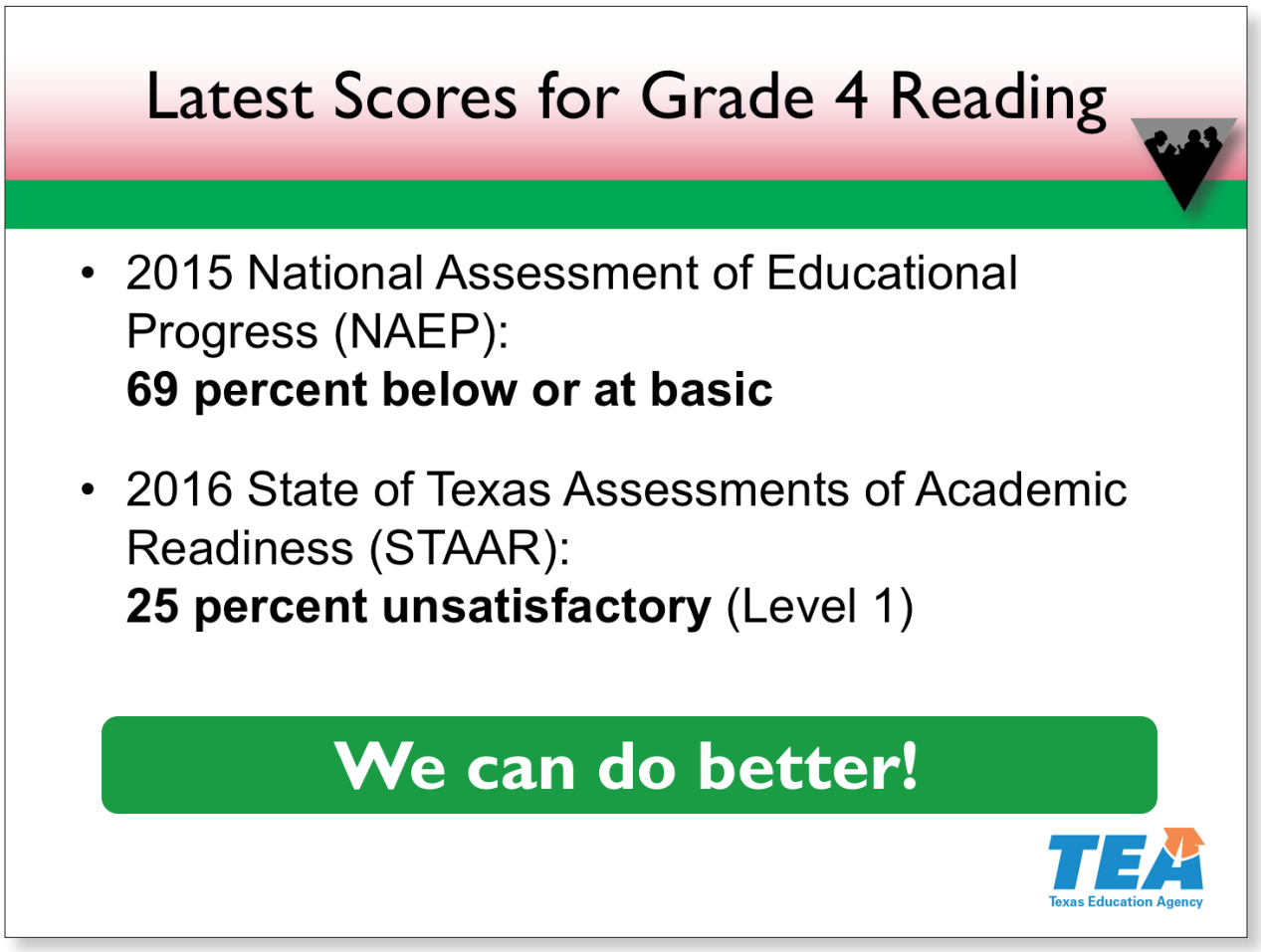

Slide 7—Latest Scores for Grade 4 Reading (13:00–16:00)

We will begin our morning by studying some big-picture student achievement reading data.

Every two years, fourth-grade students across the country take the National Assessment of Educational Progress, or NAEP. The 2015 scores show that only 31 percent, or approximately one-third, of Texas fourth-grade students performed at or above the proficient level, meaning that 69 percent read at or below the basic level.

This score has not changed significantly from 2013 and is lower than the scores in 29 other states!

In Texas, African American children, Hispanic children, and children identified as low socioeconomic status, or SES, scored more than 30 points below white students.

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Fourth-grade students performing below the basic level showed significant difficulty in locating relevant information, making simple inferences, or using their understanding of the text to identify details that support a given interpretation or conclusion. They also struggled greatly with identifying a problem in a story and identifying the main purpose or main idea of an informative text.

On the 2016 STAAR, 75 percent of fourth-grade students scored at a satisfactory level and 25 percent scored at Level 1 (unsatisfactory).

Activity

What are the implications of these scores for you as a teacher of reading and writing? Write your ideas for implications on a sticky note, then discuss your ideas with your table. You have one minute.

Allow one minute for discussion.

Too many of our Texas students do not read at a level needed to succeed in future educational endeavors or, indeed, in future occupations.

We can do better. We must do better.

References

Texas Education Agency, 2015; U.S. Department of Education, 2015

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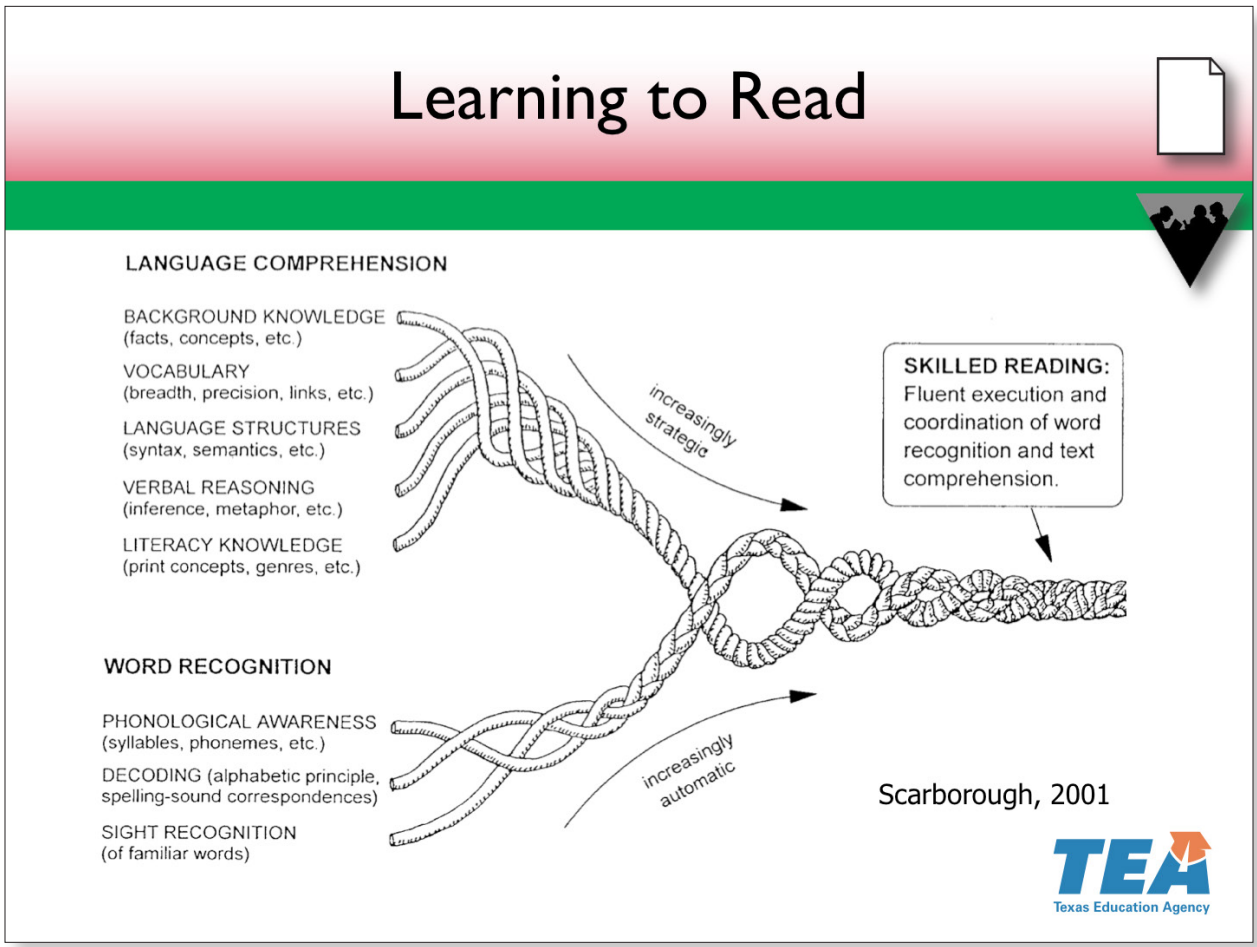

Slide 8—Learning to Read (16:00–22:00)

The reading skills we teach in the primary grades are critical for students' later academic success. You will learn research-based strategies and practices to help students learn to read. These strategies are related to understanding vocabulary, recognizing the sounds of language, developing advanced orthographic knowledge, decoding, connecting background knowledge to new ideas, reading with fluency, and comprehending what is read. During the Grade 2 and Grade 3 Literacy Achievement Academies, we will emphasize the word-recognition skills at the bottom of the rope because students are continuing the process of learning to read.

Find **Handout 1: The Reading Rope**.

Pause for participants to find the handout.

Hollis Scarborough created this graphic to illustrate the complexity of the reading process. Notice all of the threads that science shows must be established early and that later come together to create effective, skilled reading. Also notice that within each of the larger strands are even smaller strands. For example, within language

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structures, you can see syntax, semantics, and then the abbreviation *etc.*, meaning even more skills are within that overarching component.

When young readers are missing even one of these threads—a large one or a small one—it affects their reading development. That is why we have to ensure that not one of these strands is missing for any student. That is a huge task!

Activity

Take a moment to examine the handout. Put a star next to the two components that you feel you are strongest at teaching. Then, circle the two components that you would like to strengthen.

Pause while participants work.

Now, share with your tablemates your strengths and the areas that you would like to strengthen. You will have four minutes for this discussion activity.

Allow four minutes for this activity.

This academy will provide information on how to strengthen the domains of word recognition and language comprehension for your students as they continue on their paths to becoming skilled, fluent readers.

Reference

Scarborough, 2001

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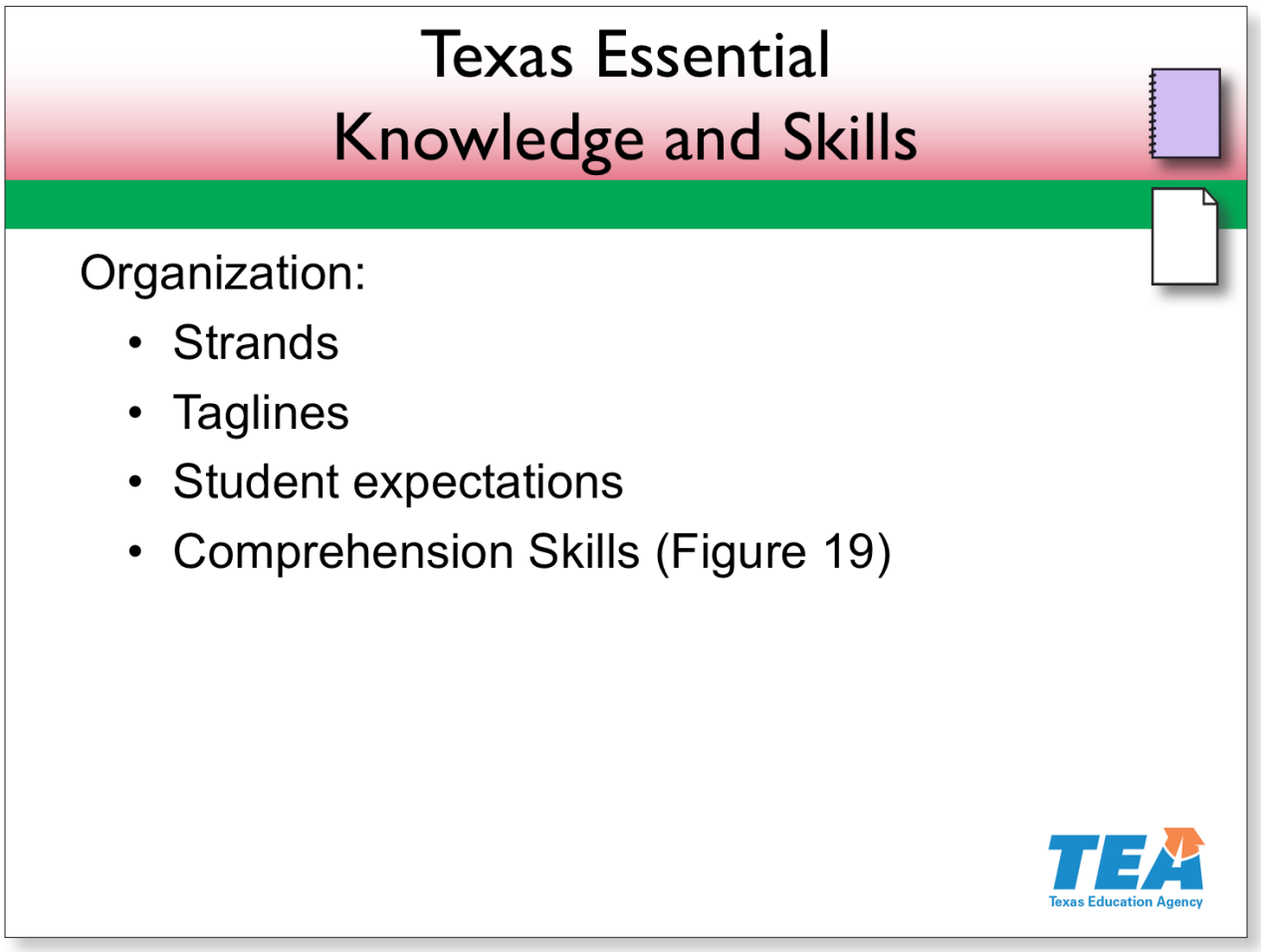

Slide 9—Texas Essential Knowledge and Skills (22:00–27:00)

Are the Texas Essential Knowledge and Skills, or TEKS, based on the research that the reading rope model represents? Let's find out.

Find the TEKS Handbook on your table. This academy is based on these standards.

Use the document camera to display the handbook.

Currently, the TEKS are organized around major topic categories called strands, similar to those in the reading rope model. The English TEKS are organized within the yellow tabs, and the Spanish TEKS, which parallel the English TEKS, are organized within the red tabs. The structure of the strands reflects the major topic areas of the 2000 National Reading Panel report and the scientific research on which the reading rope model is based.

This handbook also contains the English Language Proficiency Standards (blue section) and the College and Career Readiness Standards (salmon section).

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Note to Presenter

The TEKS are under revision. Current publications remain in effect until all revisions receive final approval and are released by the Texas State Board of Education.

Handout 2: Grades 1–4 English Language Arts and Reading TEKS Alignment provides an alignment of the reading, writing, listening, speaking, oral and written conventions, and research expectations for grades 1 through 4.

Pause for participants to find the handout.

Looking at Handout 2, you will see the larger strands are divided into subcategories. For example, the Listening, Speaking, and Oral and Written Conventions section is divided into Listening and Speaking and Grammar and Syntax. The Written Conventions section is divided into Handwriting, Capitalization, and Punctuation. Next to each of these subcategories are the student expectations and the grade levels to which they apply. Take a moment to familiarize yourself with this handout because we will use it in an activity in just a moment.

Allow one minute for participants to examine the handout.

Handout 3: Comprehension Skills (2009 English Language Arts and Reading TEKS, Figure 19) shows the expectations in Comprehension Skills (Figure 19) for kindergarten to grade 5 in English and Spanish. Take a moment to familiarize yourself with this handout.

Pause for participants to examine the handout.

We will use these handouts in a moment so please keep them out.

Reference

Texas Education Agency, 2009

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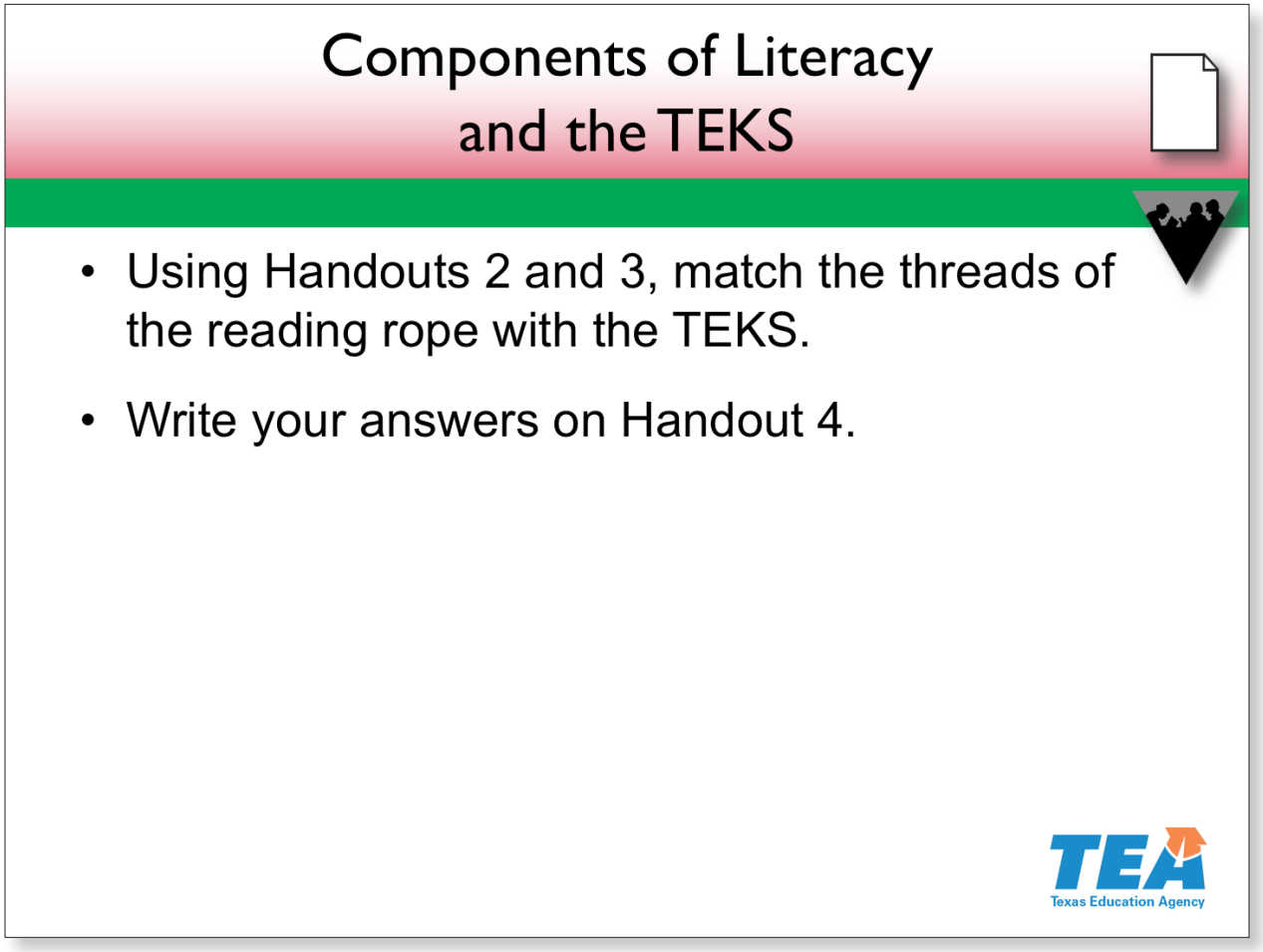

Slide 10—Components of Literacy and the TEKS (27:00–39:00)

Let's see how the TEKS align with the research-based components of the reading rope. We will use Handouts 2 and 3 and **Handout 4: Aligning the Reading Rope, TEKS, and ELPS** for this activity.

Put your copy on the document camera to model the activity.

In the table on Handout 4, the first column lists the components of the reading rope. In the second column, we will match subcategories from the English and Spanish Language Arts and Reading TEKS that align with the reading rope components. I will model with the first one. The first column reads "background knowledge," so I will decide which of the TEKS subcategories fit within that component.

Model thinking aloud as you look through the TEKS.

Let's look at Handout 2, the TEKS alignment handout. On page 5, I see the subcategory Independent Reading, and I know that one way for students to

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develop background knowledge is to read independently. So on Handout 4, I will write "independent reading" in the first row, second column.

Write "independent reading" in the box.

I also notice that on pages 6, 7, and 8 of the TEKS alignment, students should read a wide variety of genres. This is another way to develop background knowledge. Instead of writing all of those genre names, I will just write "reading across genres."

Write "reading across genres" in the box.

Let's do the second one together—vocabulary. Looking at pages 1 and 5 of Handout 2, which subcategories might we write?

Ask participants for responses. Example responses include listening and speaking and parts of speech and morphology. Write participants' answers on your chart.

Note to Presenter

Presenter Resource 1 provides possible answers for this activity and the next one.

Activity

Throughout this academy, we will use what is known as the "I do," "We do," "You do" model. Now that I have modeled for you ("I do") and we have done an example together ("We do"), you will work at your tables to fill in the rest of the second column ("You do"). Be sure to complete the column on both sides of Handout 4. Use your TEKS Handbook as a guide while completing this handout.

Allow six minutes for the activity.

If you show participants the example responses on Presenter Resource 1, cover the third column, which shows possible answers for the next activity.

As you can see, the TEKS are based on the same research findings depicted in the reading rope model. These expectations are the threads of reading and writing that, when developed and woven together, create literate individuals.

As a culminating activity to each section, we will create our own model of the reading rope. You may have noticed that our agenda aligns closely to the components of the rope, allowing us to dive deeper into each strand. As we complete each section, we will add another strand to our model rope and deepen

Notes continue on the next page.

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our understanding of instructional practices necessary to create fluent, skilled readers.

Put Handouts 1, 2 and 3 in your folder. We will use them again later in the academy. Keep Handout 4 out to complete another activity in this section.

Pause for participants to put Handouts 1, 2 and 3 in their folders.

References

National Reading Panel, 2000; Scarborough, 2001; Texas Education Agency, 2009; Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin & Children's Learning Institute, 2012

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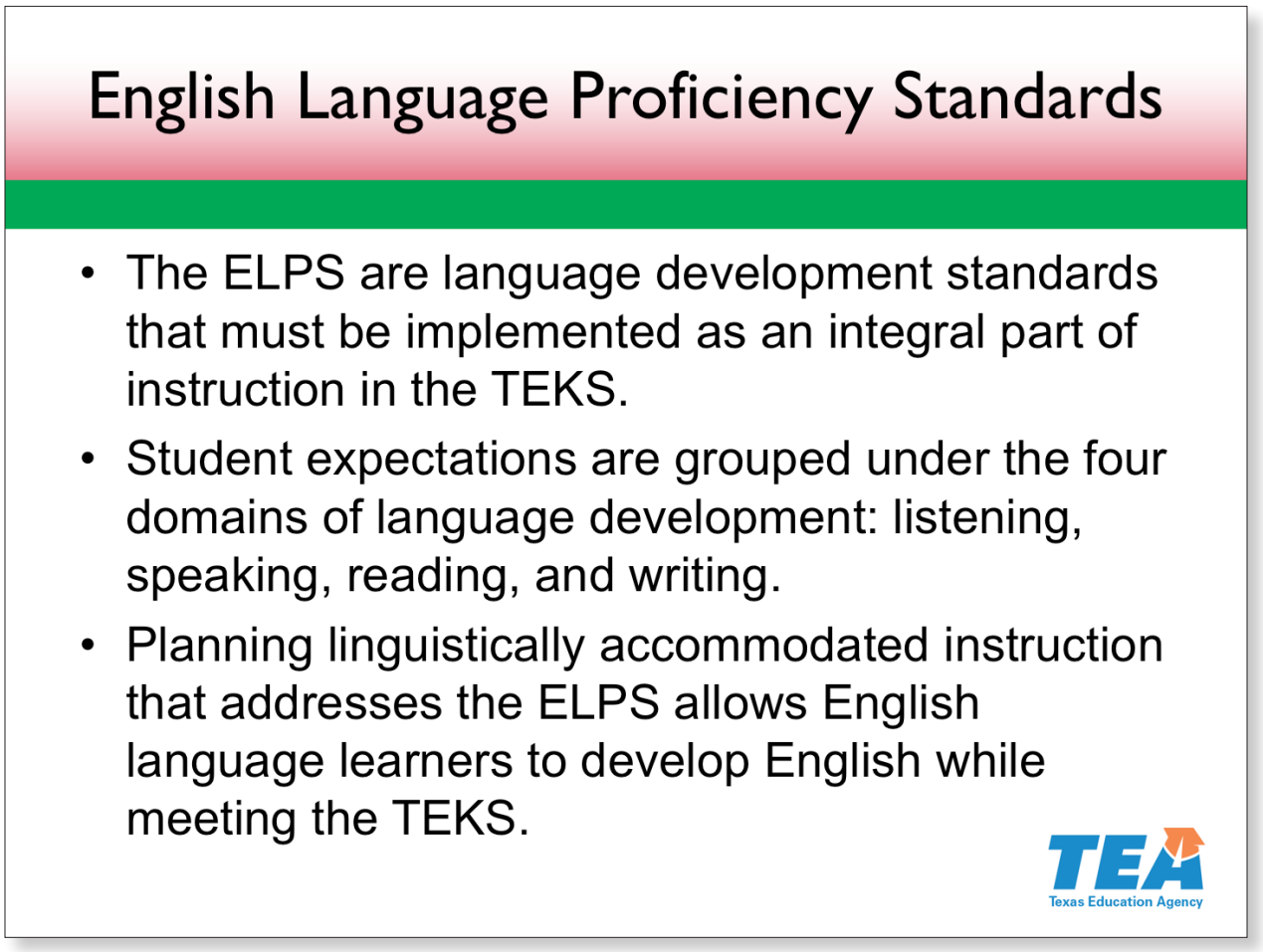

Slide 11—English Language Proficiency Standards (39:00–41:00)

The English Language Proficiency Standards, or ELPS, are language development standards that are implemented as an integral part of instruction in the TEKS. The ELPS guide the English literacy instruction provided to English language learners and are grouped in the four domains of language development: listening, speaking, reading, and writing.

Planning linguistically accommodated instruction that addresses the ELPS allows English language learners to develop English in these four domains while meeting the TEKS at the same time.

Reference

Texas Education Agency, 2012

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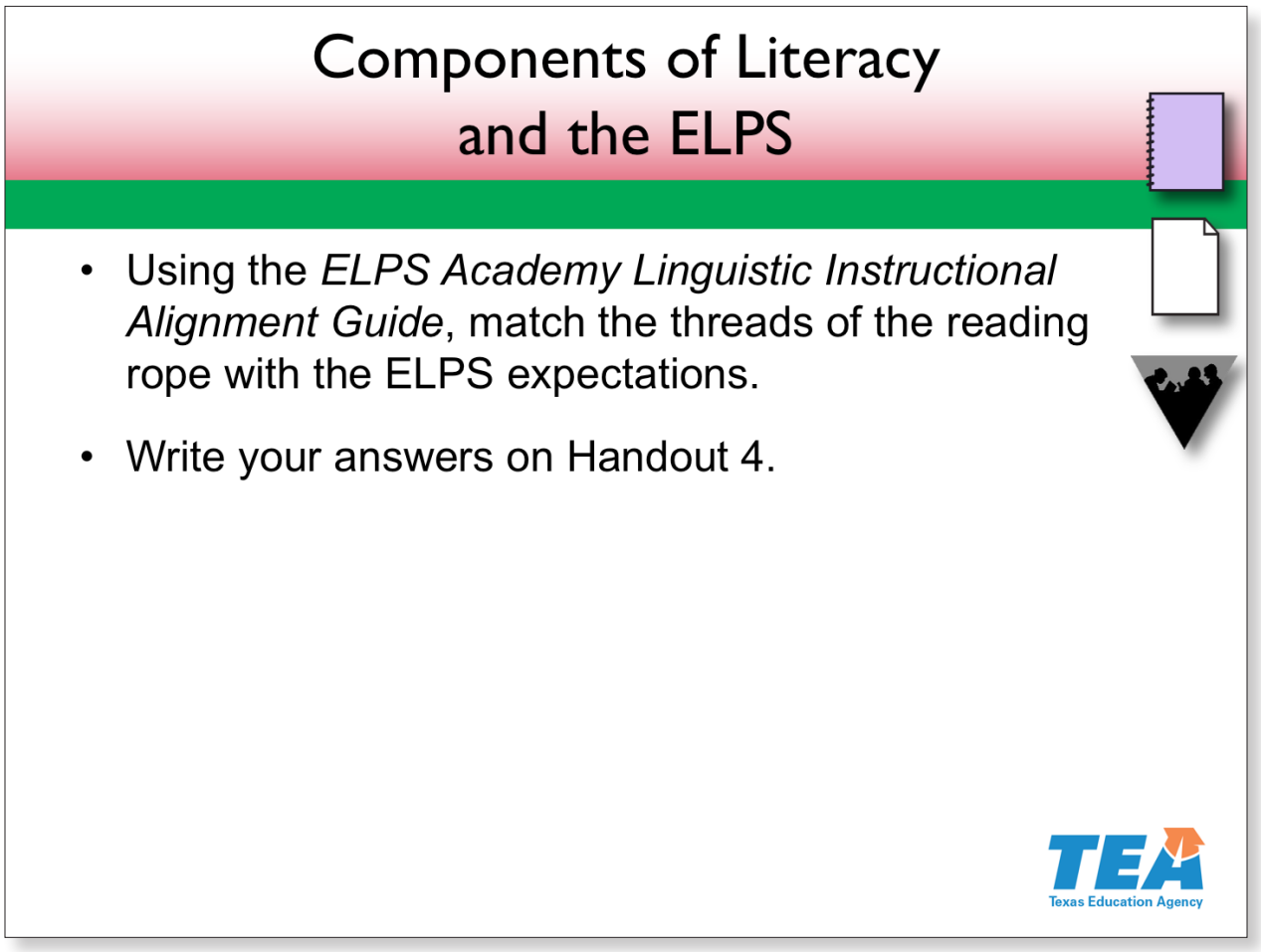

Slide 12—Components of Literacy and the ELPS (41:00–53:00)

Please locate the *ELPS Academy Linguistic Instructional Alignment Guide*.

Pause for participants to locate the guide.

We can use this guide and Handout 4 to examine how the ELPS align with the reading rope and the English and Spanish Language Arts and Reading TEKS.

Put your copy of Handout 4 on the document camera to model the activity.

I'll model with the first one again—background knowledge. I will look through the ELPS expectations across listening, speaking, reading, and writing for grade 3 to see whether I can find one that relates to background knowledge.

Model thinking aloud as you look through the ELPS.

Under Reading, I found student expectation E. It says, "Read linguistically accommodated content area materials with a decreasing need for linguistic accommodations as more English is learned." As English language learners gain

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English vocabulary and develop background knowledge through reading, they can comprehend English with fewer linguistic accommodations. So I will write "Reading E."

Write "Reading E" in the box.

I also see background knowledge mentioned in student expectation F, so I will write that one, too. Letters G and H also discuss reading across content areas and reading independently, so I also will write those.

Write "F, G, H" in the box.

Let's do the next one together. Using your *ELPS Linguistic Instructional Alignment Guide*, find expectations that align with vocabulary.

Ask participants for responses. Example responses include Listening C and D and Speaking B, D, and F. Write participants' answers on your chart.

Activity

Now that we have done an "I do" and a "We do," work at your tables to fill in the rest of the third column, "You do." Remember to complete both sides of Handout 4.

Allow six minutes for the activity.

You may show the example responses on Presenter Resource 1.

This activity shows us that the ELPS expectations align closely with research on language and literacy and with the TEKS.

Please put the *ELPS Linguistic Instructional Alignment Guide* in your folder. We will use it later in the academy.

Pause for participants to put the guide in their folders.

References

Scarborough, 2001; Texas Education Agency, 2012

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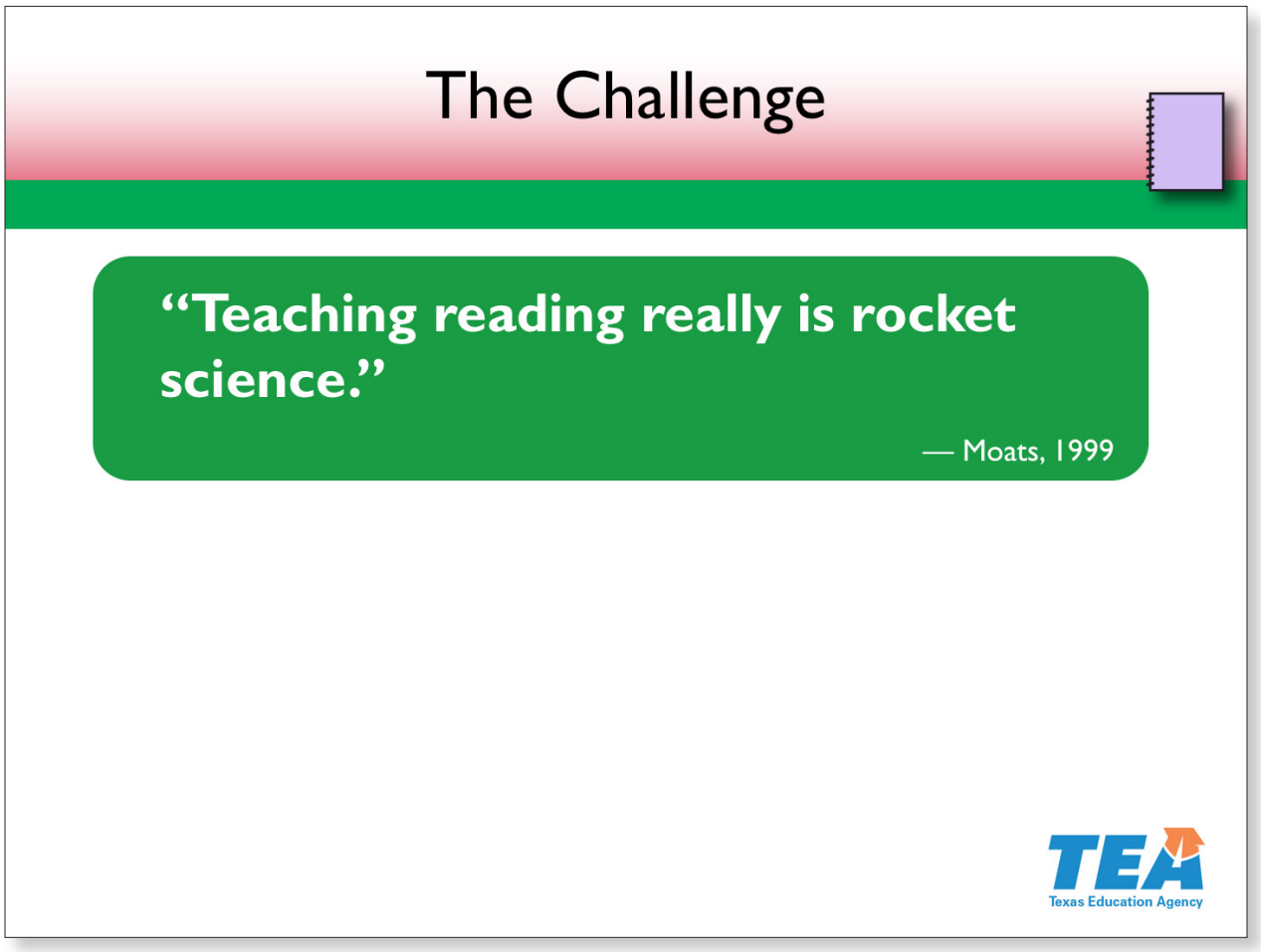

Slide 13—The Challenge (53:00–1:00:00)

As we can see from the reading rope model, the TEKS, and the ELPS, developing students' various language and literacy skills is complex. There are so many areas where gaps can form or difficulties can arise. As Louisa Moats says, "Teaching reading really is rocket science."

So how do we do it? That is what we will learn during the next three days. We will look across the literacy landscape to explore the components and skills that you can use in your classrooms. As you engage in the activities and work with the resources throughout this academy, take time to reflect on how they can complement and enhance your literacy curriculum when you return to your campus.

To help you synthesize and summarize the information as we go along, we have created a resource for you to use, Grade 3 Literacy Block. It is in your folder. Please locate that resource now.

As participants find the resource, put your copy on the document camera.

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This resource provides the components to be taught in a core literacy classroom. Notice the approximate times provided for each component. Please note that these times are approximations and that the time you spend in each component may vary from day to day.

Each section of the chart is a literacy component to address daily. In each section of this academy, you will learn instructional strategies, lessons, workstation ideas, and specific methods to differentiate your instruction and support all learners. Throughout each section, you will use this resource to summarize the instructional ideas you learned and apply them to your specific district expectations and structures. At the end of the third day, the entire chart will be filled in, and you can use it to plan instruction across the components when you go back to your campus.

Because we will use it throughout the next three days, this resource should go back in your folder.

Pause for participants to put the resource back in their folders.

Now we are ready to begin our next section, Supporting All Learners.

Reference

Moats, 1999

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Overview

Handouts

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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The Reading Rope

The Many Strands That are Woven Into Skilled Reading

LANGUAGE COMPREHENSION

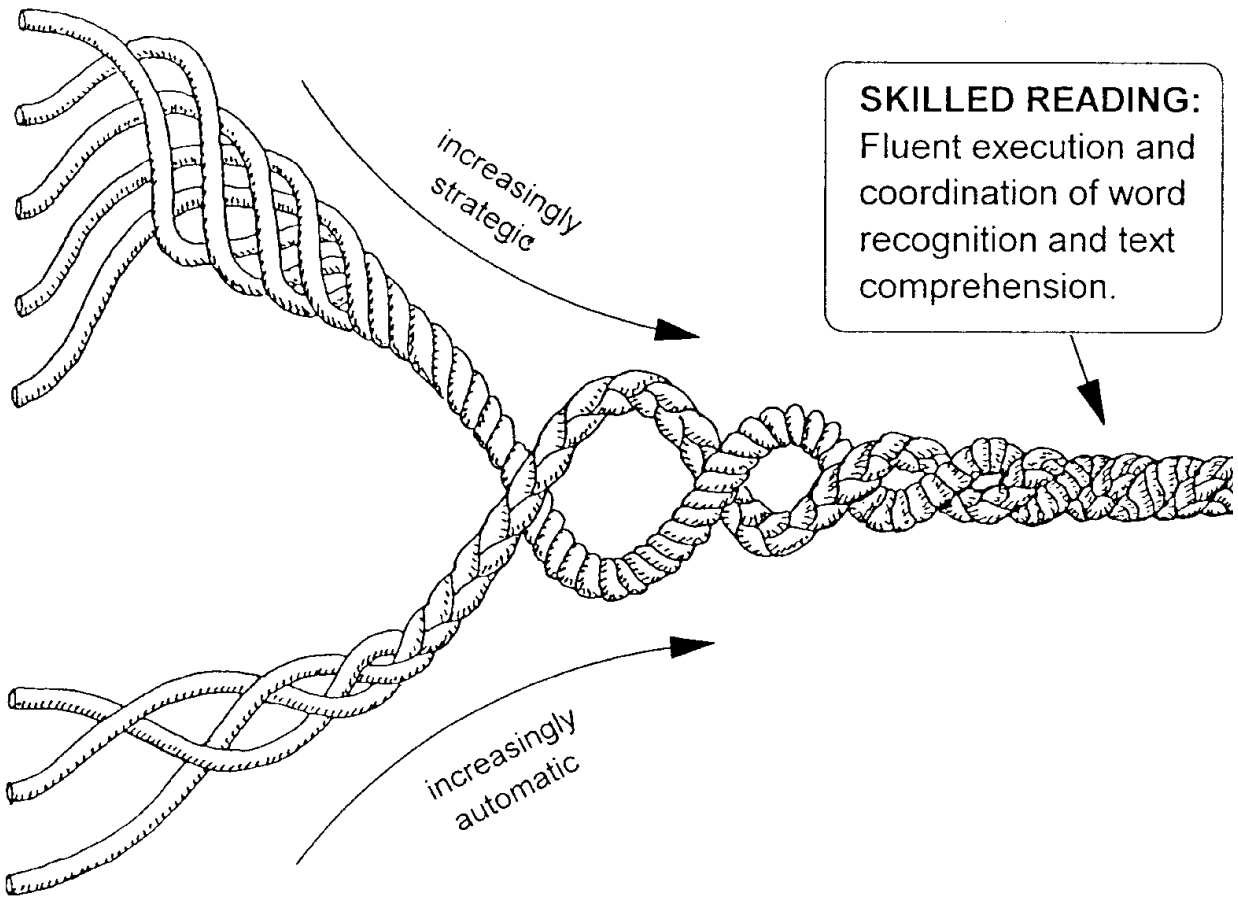
BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)



WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

Adapted from Scarborough, 2001.

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Grades 1–4 English Language Arts and Reading TEKS Alignment

Excerpted and adapted from Texas Administrative Code (TAC), Title 19, Part II, Chapter 110, Subchapter A. Elementary

LISTENING, SPEAKING, AND ORAL AND WRITTEN CONVENTIONS	Grammar and Syntax	Distinguish among declarative and interrogative sentences		2		
		Ask questions with appropriate subject-verb inversion	1			
		Use complete simple and compound sentences with correct subject-verb agreement			3	4
		Use the complete subject and complete predicate in a sentence			3	4
		Speak in (G1) and use (G2) complete sentences with correct subject-verb agreement	1	2		
		Understand and use in reading, writing, and speaking: Transitions that indicate a conclusion			3	4
		Understand and use in reading, writing, and speaking: Time-order transition words	1	2	3	4
		Understand and use in reading, writing, and speaking: Coordinating conjunctions (G3) and correlative conjunctions (G4)			3	4
		Understand and use in reading, writing, and speaking: Pronouns (possessive = G3; reflexive = G4)	1	2	3	4
		Understand and use in reading, writing, and speaking: Prepositions and prepositional phrases (to convey location, time, direction, or detail = G4)	1	2	3	4
		Understand and use in reading, writing, and speaking: Adverbs (time = G1–G3; manner = G2–G3; frequency = G4; intensity = G4)	1	2	3	4
		Understand and use in reading, writing, and speaking: Adjectives (descriptive, including purpose; comparative and superlative forms)				4
		Understand and use in reading, writing, and speaking: Adjectives (descriptive = G1–G4; articles = G2–G3; limiting = G3)	1	2	3	4
		Understand and use in reading, writing, and speaking: Nouns (singular and plural, common and proper)	1	2	3	4
		Understand and use in reading, writing, and speaking: Verbs (irregular)				4
		Understand and use in reading, writing, and speaking: Verbs (past, present, and future)	1	2	3	4
	Listening and Speaking	Participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others			3	4
		Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions	1	2		
		Express an opinion supported by accurate information, using eye contact, speaking rate, volume, enunciation, and language conventions to communicate ideas effectively.				4
		Speak coherently about the topic under discussion, using eye contact, speaking rate, volume, enunciation, and language conventions to communicate ideas effectively			3	
		Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using conventions of language	1	2		
		Follow, restate, and give oral instructions that involve a series of related sequences of action			3	4
		Follow, restate, and give oral instructions that involve a short related sequence of actions	1	2		
		Listen attentively to speakers, ask relevant questions to clarify information (G1–G2), and make pertinent comments (G3–G4)	1	2	3	4

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WRITING	Literary	Write about important personal experiences			3	4
		Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse)				
		Write short poems that convey sensory details	1	2		
		Write imaginative stories that build the plot to a climax and contain details about the characters and setting			3	4
		Write brief stories that include a beginning, middle, and end	1	2		
	Writing Process	Revise final draft in response to feedback from peers and teacher and publish written work for a specific audience				4
		Publish written work for a specific audience			3	
		Publish and share writing with others	1	2		
		Edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric			3	4
		Edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric	1	2		
		Revise drafts for coherence, organization, use of simple and compound sentences, and audience			3	4
		Revise drafts by adding and deleting words, phrases, or sentences	1	2		
		Develop drafts by categorizing ideas and organizing them into paragraphs			3	4
		Develop drafts by sequencing ideas through writing sentences	1	2		
		Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies			3	4
		Plan a first draft by generating ideas for writing	1	2		
WRITTEN CONVENTIONS	Punctuation	Use correct mechanics including paragraph indentations			3	
		Recognize and use quotation marks				
		Recognize and use commas (in series and dates = G3; in compound sentences = G4)				4
		Recognize and use apostrophes in contractions and possessives			3	
		Recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences	1	2		
	Capitalization	Use capitalization for historical events and documents; titles of books, stories, and essays; and languages, races, and nationalities				4
		Use capitalization for official titles of people, geographical names and places, historical periods			3	
		Use capitalization for proper nouns, months and days of the week, and the salutation and closing of a letter		2		
		Recognize and use capitalization for beginning of sentences, pronoun *I*, and names of people	1			
	Handwriting	Write legibly by selecting cursive or manuscript printing as appropriate				4
		Write legibly in cursive script with spacing between words and sentences			3	
		Write legibly and leave appropriate margins for readability		2		
		Form uppercase and lowercase letters legibly in text, using basic print conventions (left-to-right, top-to-bottom), including spacing between words and sentences	1			

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RESEARCH	Synthesis/Org.	Draw conclusions through a brief written explanation and create a works-cited page			3	4
		Create visual display/dramatization to convey the research results (with adult help = G1)	1	2		
		Improve focus of research as a result of consulting expert sources			3	4
		Revise the topic as a result of answers to initial research questions (with adult help = G1)	1	2		
	Gather Sources	Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources				
		Identify the author, title, publisher, and publication year of sources				
		Take simple notes and sort evidence into provided categories or an organizer			3	4
		Record basic information in simple visual formats (with adult assistance = G1)	1	2		
		Use skimming/scanning techniques to identify data by looking at text features			3	4
		Use text features in references to locate information (with adult assistance = G1)	1	2		
		Follow research plan to collect information from multiple sources of information (surveys, inspections, interviews, data from experts/texts/online searches, etc.)			3	4
		Gather evidence from available sources and interviews with local experts (with adult assistance = G1)	1	2		
	Plan	Generate research plan for gathering relevant information about the research question			3	4
		Decide what sources of information might be relevant to answer the questions (with adult assistance = G1)	1	2		
		Generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the research topic			3	4
		Generate a list of topics of classwide interest and formulate open-ended questions about one or two of the topics (with adult assistance = G1)	1	2		
WRITING (continued)	Persuasive	Write persuasive essays for appropriate audiences that establish a position and use supporting details			3	4
		Write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community		2		
	Expository and Procedural	Write responses to literary or expository texts and provide evidence from the text to demonstrate understanding				4
		Write responses to literary or expository texts that show an understanding of the text			3	
		Write brief comments on literary or informational texts	1	2		
		Write letters whose language is tailored to the audience and purpose and that use appropriate conventions			3	4
		Write short letters that put ideas in chronological or logical sequence and use appropriate conventions	1	2		
		Create brief compositions that include supporting sentences with simple facts, details, and explanations				
		Create brief compositions that contain a concluding statement				
		Create brief compositions that establish a central idea in a topic sentence			3	4
		Write brief compositions about topics of interest to the student	1	2		

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PHONOLOGICAL AWARENESS, PHONICS, AND SPELLING	Spelling	Use resources (print and electronic = G3–G4) to find and check correct spellings	1	2		
		Spell homophones: Single syllable (G3) and commonly used (G4)				4
		Spell contractions: Simple (G2) and complex (G3)				
		Spell high-frequency words from a commonly used list	1	2	3	
		Spell base words and roots with affixes				4
		Spell compound words and words with common syllable patterns			3	
		Spell base words with inflectional endings	1	2		
		Spell advanced patterns: Double consonants, plural rules, irregular plurals, ways to spell /sh/, silent letters				4
		Spell advanced patterns: Complex consonants, double consonants, consonant doubling, dropping final *e*, changing *y* to *i* when adding an ending, abstract vowels			3	
		Spell words with orthographic patterns and rules: Complex consonants, long vowels, vowel-*r*, vowel digraphs and diphthongs		2		
		Use letter sounds to spell: CVC words, VC*e* words, and words with blends	1			
		Use knowledge of letter sounds, word parts, word segmentation, and syllables to spell			3	
		Use phonological awareness to match sounds to letters to spell unknown words				
	Phonics	Monitor accuracy of decoding			3	
		Identify and read high-frequency words from a list (100 = G1; 300 = G2)	1			
		Identify and read abbreviations				
		Identify and read contractions	1		3	
		Read words with common prefixes		2		
		Read words with inflectional endings				
		Use knowledge of base words to identify and read common compound words				
		Use syllable patterns to decode: Closed, open, final stable, VC*e*, vowel teams, vowel-*r*	1	2		
		Decode spelling patterns: Using knowledge of common prefixes and suffixes and of derivational affixes				
		Decode spelling patterns: Dropping final *e*, doubling final consonants, and changing final *y* to *i* when adding inflectional endings			3	
		Decode spelling patterns: Single letters, consonant blends, consonant digraphs, vowel digraphs, and diphthongs	1			
		Decode multisyllabic words in context and isolation by applying common spelling patterns		2	3	
		Decode words in context and isolation by applying common letter-sound relationships				
	Phonological Awareness	Recognize the change in a spoken word when a specified phoneme is added, changed, or removed				
		Segment spoken one-syllable words of three to five phonemes into individual phonemes				
		Isolate initial, medial, and final sounds in one-syllable spoken words				
		Blend spoken phonemes to form one- and two-syllable words, including blends				
		Distinguish between long- and short-vowel sounds in spoken one-syllable words				
		Orally generate original rhyming words using a variety of phonograms and blends	1			

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IND. READING	Independent Reading	Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order			3	4
		Read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning		2		
		Read independently for a sustained period of time	1			
VOCABULARY	Dictionary Use	Use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words				4
		Alphabetize a series of words to the third letter and use a dictionary to determine the meanings, syllabication, and pronunciation of unknown words			3	
		Alphabetize a series of words to the first or second letter and use a dictionary to find words	1	2		
	Language	Identify the meaning of common idioms				4
		Identify and apply playful uses of language			3	
	Word Relationships	Complete analogies using knowledge of antonyms and synonyms				4
		Identify and use antonyms, synonyms, homographs, and homophones			3	
		Identify and use common antonyms or synonyms		2		
		Identify and sort words into conceptual categories	1			
	Context Clues	Use the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words				4
		Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words and homographs			3	
		Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words		2		
		Determine what words mean from how they are used in a sentence, either heard or read	1			
	Parts of Speech/Morphology	Determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes				4
		Identify the meaning of common prefixes and suffixes and know how they change the meaning of roots			3	
		Use prefixes and suffixes to determine the meaning of words		2		
		Determine the meaning of compound words using knowledge of the meaning of their individual component words				
		Identify words that name verbs and words that name nouns				
FLUENCY	Fluency	Read aloud grade-appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension	1	2	3	4

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READING COMPREHENSION	Poetry	Explain how the structural elements of poetry relate to form				4
		Describe the characteristics of various forms of poetry and how they create imagery			3	
		Describe how rhyme, rhythm, and repetition interact to create images in poetry		2		
		Respond to and use rhythm, rhyme, and alliteration in poetry	1			
	Literary Texts: Theme/Genre and Fiction	Identify whether the narrator/speaker of a story is first or third person			3	4
		Describe characters' interactions, including relationships and changes they undergo				
		Describe main characters in works of fiction, including traits, motivations, and feelings		2		
		Describe characters in a story and the reasons for their actions and feelings	1			
		Sequence and summarize the plot's main events and explain their influence on future events			3	4
		Describe similarities/differences in the plots and settings of several works by the same author		2		
		Describe the problem/solution and retell a story's beginning, middle, and end with attention to the sequence of events	1			
		Compare and contrast the adventures/exploits of characters in traditional and classical literature				4
		Compare and contrast the settings in myths and traditional folktales			3	
		Compare different versions of the same story in traditional and contemporary folktales with respect to their characters, settings, and plot		2		
		Explain the function of recurring phrases in traditional folktales and fairy tales	1			
		Summarize and explain the lesson or message of a work of fiction as its theme				4
		Paraphrase themes and supporting details of fables, legends, myths, or stories			3	
		Identify moral lessons as themes in well-known fables, legends, myths, or stories		2		
		Connect the meaning of a well-known story/fable to personal experiences	1			
	Sensory Language	Identify the author's use of similes and metaphors to produce imagery				4
		Identify language that creates a graphic, visual experience and appeals to the senses			3	
		Recognize that some words and phrases have literal and nonliteral meanings		2		
		Recognize sensory details in literary text				
READING STRATEGIES	Being Active	Establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, rereading)	1			
	Questioning	Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text		2	3	
		Ask relevant questions, seek clarification, and locate facts and details about stories and other texts	1			
	Predicting	Use ideas (e.g., illustrations, titles, key words) to make and confirm predictions		2	3	
		Confirm predictions about what will happen next in text by "reading the part that tells"	1			

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READING COMPREHENSION (continued)	Persuasive	Explain how an author uses language to present information to influence what the reader thinks or does				4
		Identify what the author is trying to persuade the reader to think or do			3	
	Expository Texts	Use multiple text features to gain an overview of text's contents and locate information				4
		Use text features to locate information and make/verify predictions about text contents			3	
		Use text features to locate specific information in text	1	2		
		Describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison				4
		Identify explicit cause-and-effect relationships among ideas in texts			3	
		Describe the order of events or ideas in a text		2		
		Retell the order of events in a text by referring to the words or illustrations	1			
		Distinguish fact from opinion in a text and explain how to verify what is a fact				4
		Draw conclusions from the facts presented in text and support those assertions with textual evidence			3	
		Locate facts that are clearly stated in a text		2		
		Identify important facts and details in text, heard or read	1			
		Summarize the main idea and supporting details in text in ways that maintain meaning				4
		Identify the details and facts that support the main idea			3	
		Identify the main idea in a text and distinguish it from the topic		2		
		Restate the main idea, heard or read	1			
	Informational Purpose	Explain the difference between a stated and an implied purpose for an expository text				4
		Identify the topic and locate the author's stated purposes in writing the text			3	
		Identify the topic and explain the author's purpose in writing the text	1	2		
	Literary Nonfiction	Identify similarities and differences between events and characters' experiences in a fictional work and the actual events and experiences described in a biography or autobiography				4
		Explain the difference in point of view between a biography and autobiography			3	
		Distinguish between fiction and nonfiction		2		
		Determine whether a story is true or fantasy and explain why	1			
	Drama	Describe the structural elements particular to dramatic literature				4
		Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed			3	
		Identify the elements of dialogue and use them in informal plays		2		

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READING COMPREHENSION (continued)					
Media Literacy	Compare various written conventions used for digital media			3	4
	Identify various written conventions for using digital media		2		
	Explain how various design techniques used in media influence the message			3	4
	Describe techniques used to create media messages		2		
	Identify techniques used in media	1			
	Explain the positive and negative impacts of advertisement techniques used in various genres of media to affect consumer behavior				4
	Understand how communication changes when moving from one media genre to another			3	
	Recognize different purposes of media (with adult assistance = G1)	1	2		
Procedural Texts	Explain factual information presented graphically				4
	Locate and use specific information in graphic features of text			3	
	Use common graphic features to assist in the interpretation of text		2		
	Explain the meaning of specific signs and symbols	1			
	Determine the sequence of activities needed to carry out a procedure				4
	Follow multistep directions (with picture cues = G1)	1	2	3	

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Comprehension Skills (2009 English Language Arts and Reading 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)*
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);	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon content to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
(B) ask and respond to questions about text;	(B) ask literal questions of text;	(B) ask literal questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, evaluative, and universal questions of text;

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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)*
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
(D) make inferences based on the cover, title, illustrations, and plot;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text using textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;
(E) retell or act out important events in stories; and	(E) retell or act out important events in stories in logical order; and	(E) retell important events in stories in logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

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Comprehension Skills (2009 Spanish Language Arts and Reading 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);	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon content to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
(B) ask and respond to questions about text;	(B) ask literal questions of text;	(B) ask literal questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, evaluative, and universal questions of text;

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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)*
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
(D) make inferences based on the cover, title, illustrations, and plot;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text using textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;
(E) retell or act out important events in stories; and	(E) retell or act out important events in stories in logical order; and	(E) retell important events in stories in logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

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Aligning the Reading Rope, TEKS, and ELPS

Components of the Reading Rope	English and Spanish Language Arts and Reading TEKS Subcategories	ELPS Language Domain(s)
LANGUAGE COMPREHENSION		
Background knowledge (facts, concepts, etc.)		
Vocabulary (breadth, precision, links, etc.)		
Language structures (syntax, semantics, etc.)		
Verbal reasoning (inferences, metaphors, etc.)		
Literacy knowledge (print concepts, genres, etc.)		
Increasingly strategic		

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Components of the Reading Rope	English and Spanish Language Arts and Reading TEKS Subcategories	ELPS Language Domain(s)
WORD RECOGNITION		
Phonological awareness (syllables, phonemes, etc.)		
Decoding (alphabetic principle, spelling-sound correspondences)		
Sight Recognition (of familiar words)		
Increasingly automatic		

Adapted from Scarborough, 2001.

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Overview

Presenter Resource

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Possible Answers for Participant Activity

Aligning the Reading Rope, TEKS, and ELPS

Components of the Reading Rope	English and Spanish Language Arts and Reading TEKS Subcategories	ELPS Language Domain(s)
LANGUAGE COMPREHENSION		
Background knowledge (facts, concepts, etc.)	Independent reading Reading across genres	Reading E, F, G, H
Vocabulary (breadth, precision, links, etc.)	Listening and speaking Part of speech and morphology Context clues Word relationships Language Dictionary use	Listening C, D Speaking B, D, F Reading C, F Writing B
Language structures (syntax, semantics, etc.)	Listening and speaking Grammar and syntax Capitalization Punctuation Part of speech and morphology	Reading E, F, G, H
Verbal reasoning (inferences, metaphors, etc.)	Language Sensory language Reading comprehension Comprehension Skills (Figure 19)	Listening G, H Reading I, J, K
Literacy knowledge (print concepts, genres, etc.)	Handwriting Writing process Writing across genres Reading across genres	Reading B, D, F Writing F, G
Increasingly strategic	Predicting Questioning Being active Comprehension Skills (Figure 19)	Listening I Speaking I Reading D, F, G, I, J, K

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Components of the Reading Rope	English and Spanish Language Arts and Reading TEKS Subcategories	ELPS Language Domain(s)
WORD RECOGNITION		
Phonological awareness (syllables, phonemes, etc.)	Phonological awareness	Listening A, B Speaking A
Decoding (alphabetic principle, spelling-sound correspondences)	Phonics Spelling Handwriting Parts of speech and morphology	Reading A Writing A, C
Sight Recognition (of familiar words)	Phonics Spelling Fluency	Reading C Writing B, C
Increasingly automatic	Phonics Spelling Fluency	Reading A, C Writing A, B, C

Adapted from Scarborough, 2001.

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Texas Education Agency

Supporting All Learners

Presenter Notes

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

Materials

Presenter Materials

- Document camera
- Cup-in-a-cup with popsicle sticks
- *The Dyslexia Handbook—Revised 2014: Procedures Concerning Dyslexia and Related Disorders*
- Folder containing the following documents: Overview Handout 1: The Reading Rope, Grades 1–4 English Language Arts and Reading TEKS Alignment, Grade 3 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary
- Video: Students With Dyslexia
- Video: Teaching Cognates

Participant Materials

- Participant Guide
- ELPS Academy Linguistic Instructional Alignment Guide
- Set of vocabulary skill cards for activity
- Folder containing the following documents: Overview Handout 1: The Reading Rope, Grades 1–4 English Language Arts and Reading TEKS Alignment, Grade 3 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary

Materials to Provide Each Table

- Guiding Questions document (two per table)
- *The Dyslexia Handbook—Revised 2014: Procedures Concerning Dyslexia and Related Disorders*

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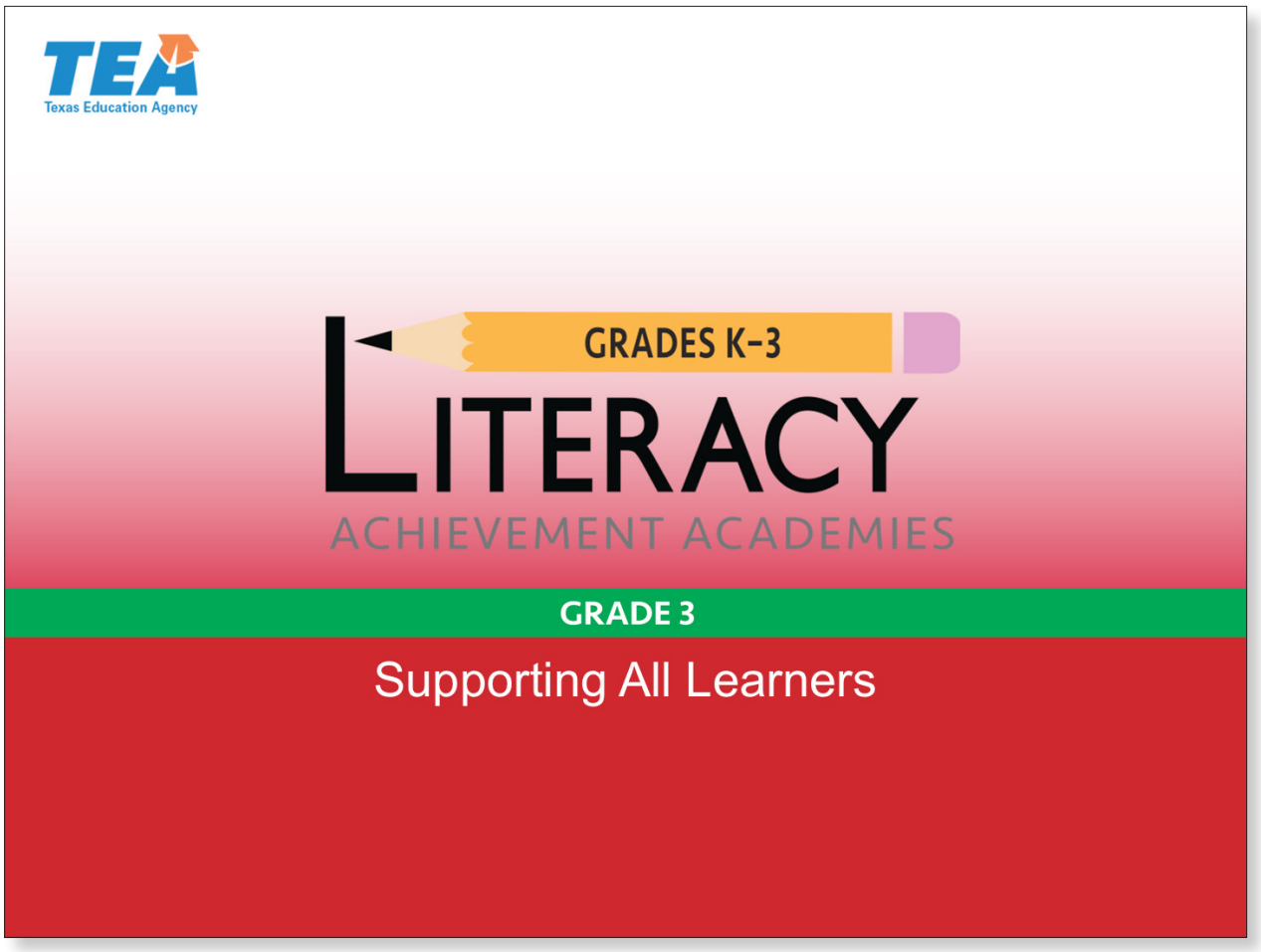

Slide 1—Title Slide (0:00–0:30)

In this section, we will examine effective instructional practices that promote reading and writing success for **all** students.

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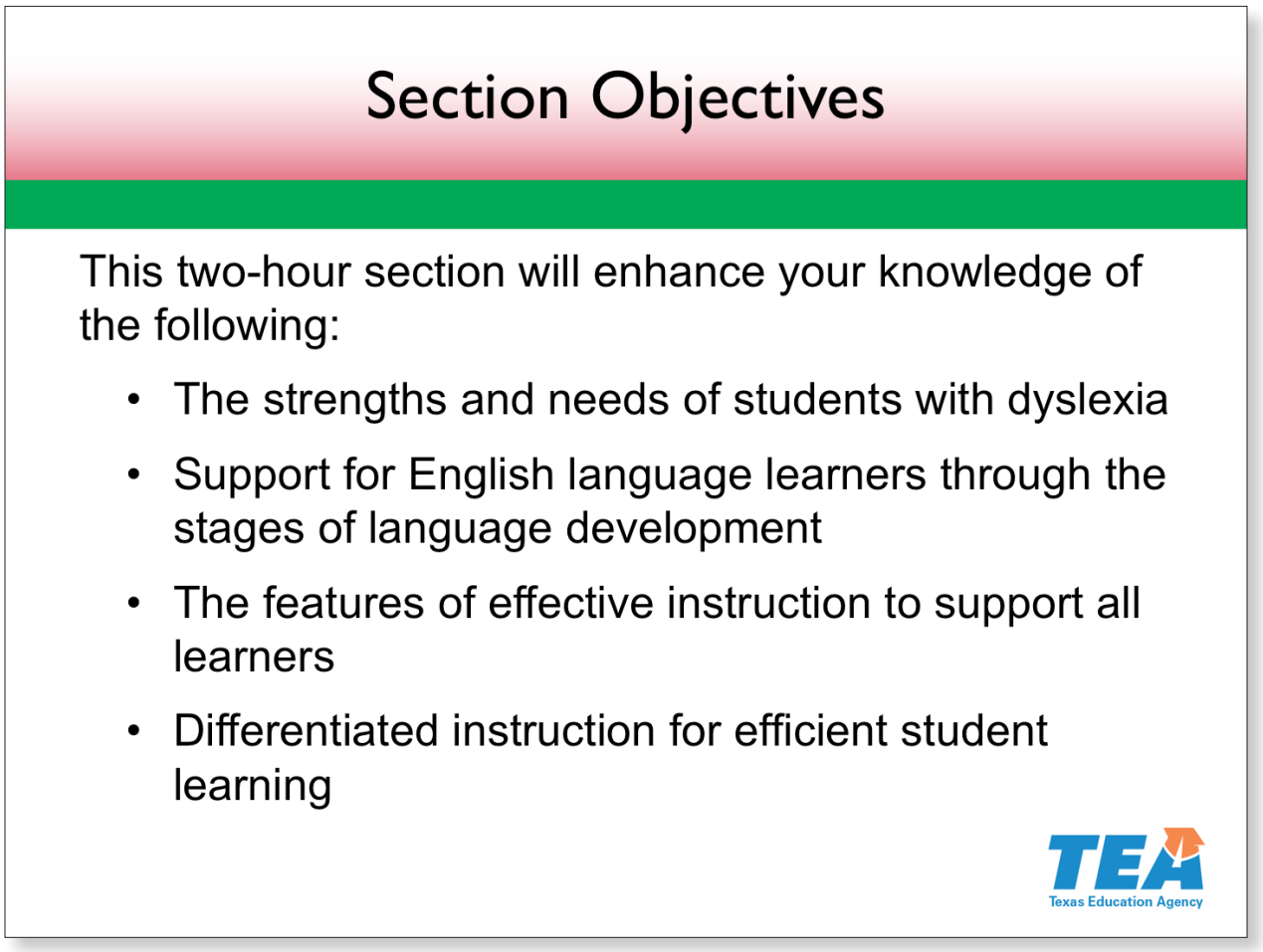

Slide 2—Section Objectives (0:30–1:30)

We will first discuss the strengths and needs of students with dyslexia. Then, we will examine instructional support for English language learners, the features of effective instruction, and differentiated instruction related to literacy. These objectives should guide your learning for this section and support your thinking as you reflect on the guiding questions.

Allow a few seconds for participants to read the slide.

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SECTION—Students With Dyslexia (1:30–13:30)

Slide 3—Supporting All Learners: Students With Dyslexia (1:30–2:00)

Let's begin by discussing students with dyslexia.

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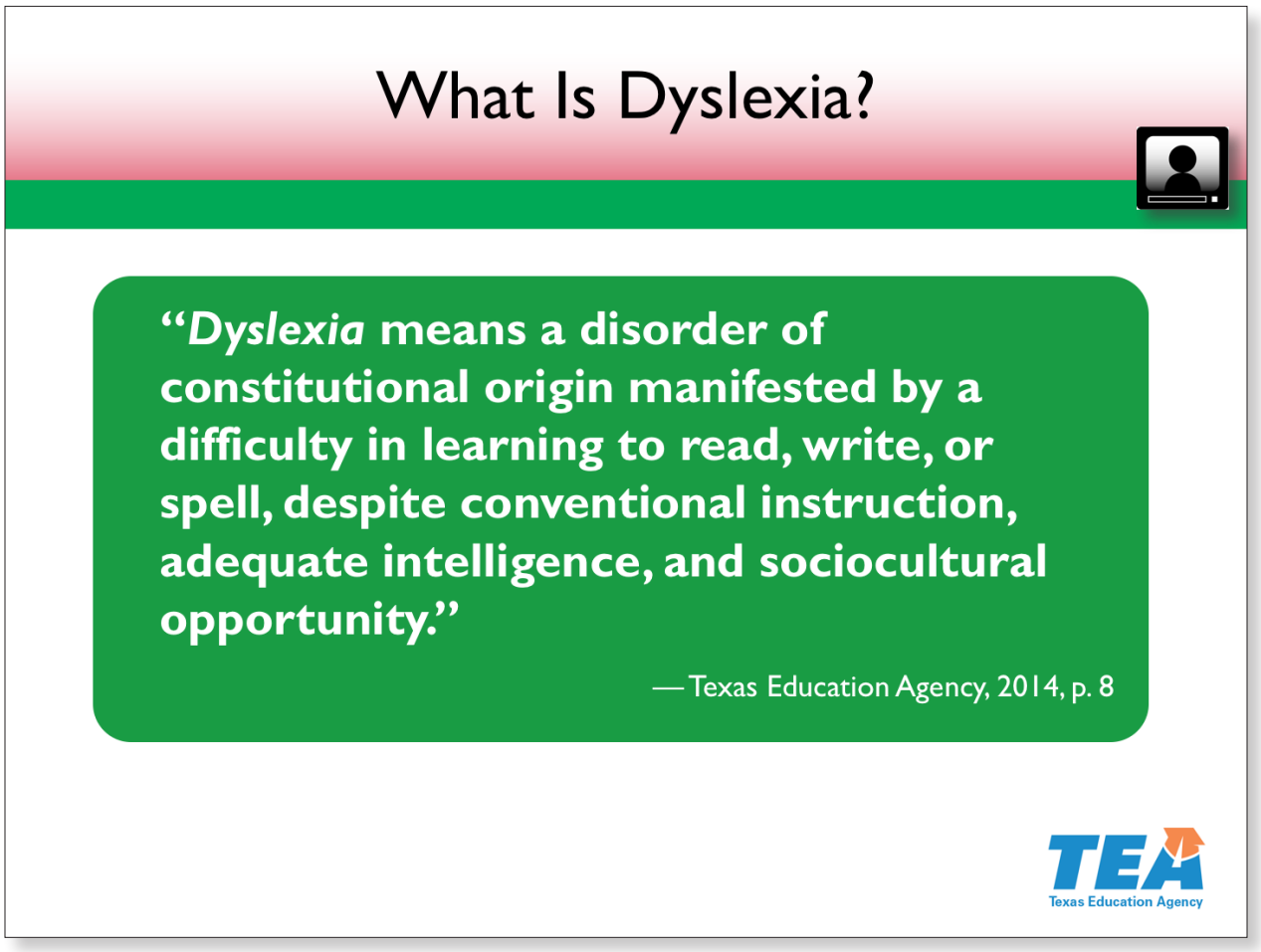

Slide 4—What Is Dyslexia? (2:00–7:00)

Consider the reading rope and how all the strands come together to create effective, skilled reading. Dyslexia is a deficit in the word-recognition strand.

This definition of dyslexia comes from Texas law, Education Code §38.003, and is referenced on page 8 of *The Dyslexia Handbook—Revised 2014: Procedures Concerning Dyslexia and Related Disorders*. The handbook provides state-level guidance for dyslexia and related disorders.

Video: Students With Dyslexia

We will now watch a video discussion of dyslexia with Dr. Jack Fletcher. As you watch, reflect on the instructional implications for students with dyslexia and write your thoughts on a sticky note.

Play the video.

Take one minute to discuss your reflections with your tablemates.

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Allow one minute for participants to discuss.

Reference

Texas Education Agency, 2014, p. 8

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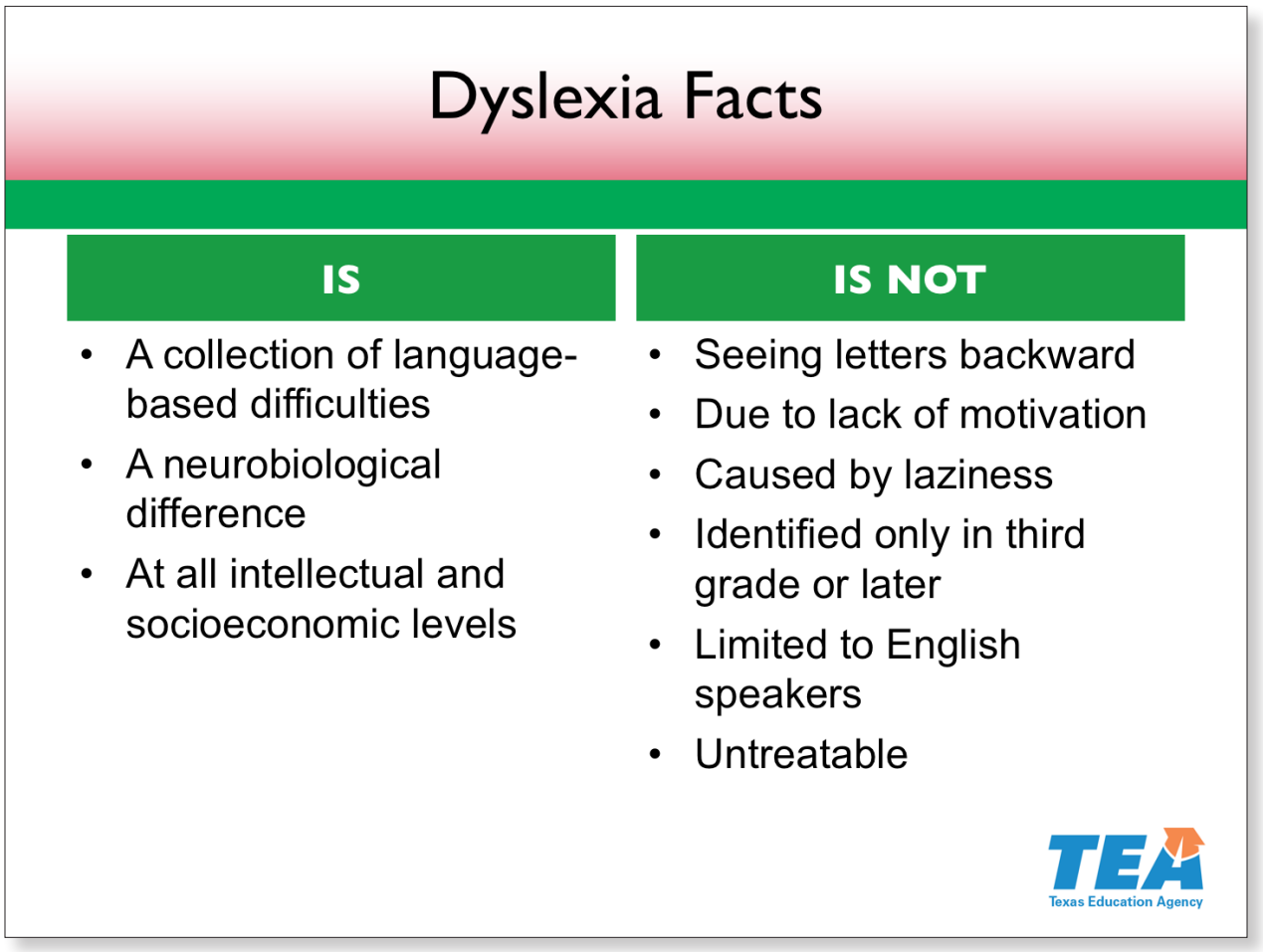

Slide 5—Dyslexia Facts (7:00–8:00)

Students with dyslexia process language, written and spoken, differently from most children.

Dyslexia is not seeing letters backward. It is not caused by hearing or vision problems. It is a language-based problem.

Dyslexia is a neurobiological difference affecting the ability to process phonological information and use this sound information to read.

The good news is that with the appropriate instruction beginning in the earliest grades, students with dyslexia can learn to read and write. However, the longer that specialized instruction is delayed, the more difficult it is for students to learn to read competently.

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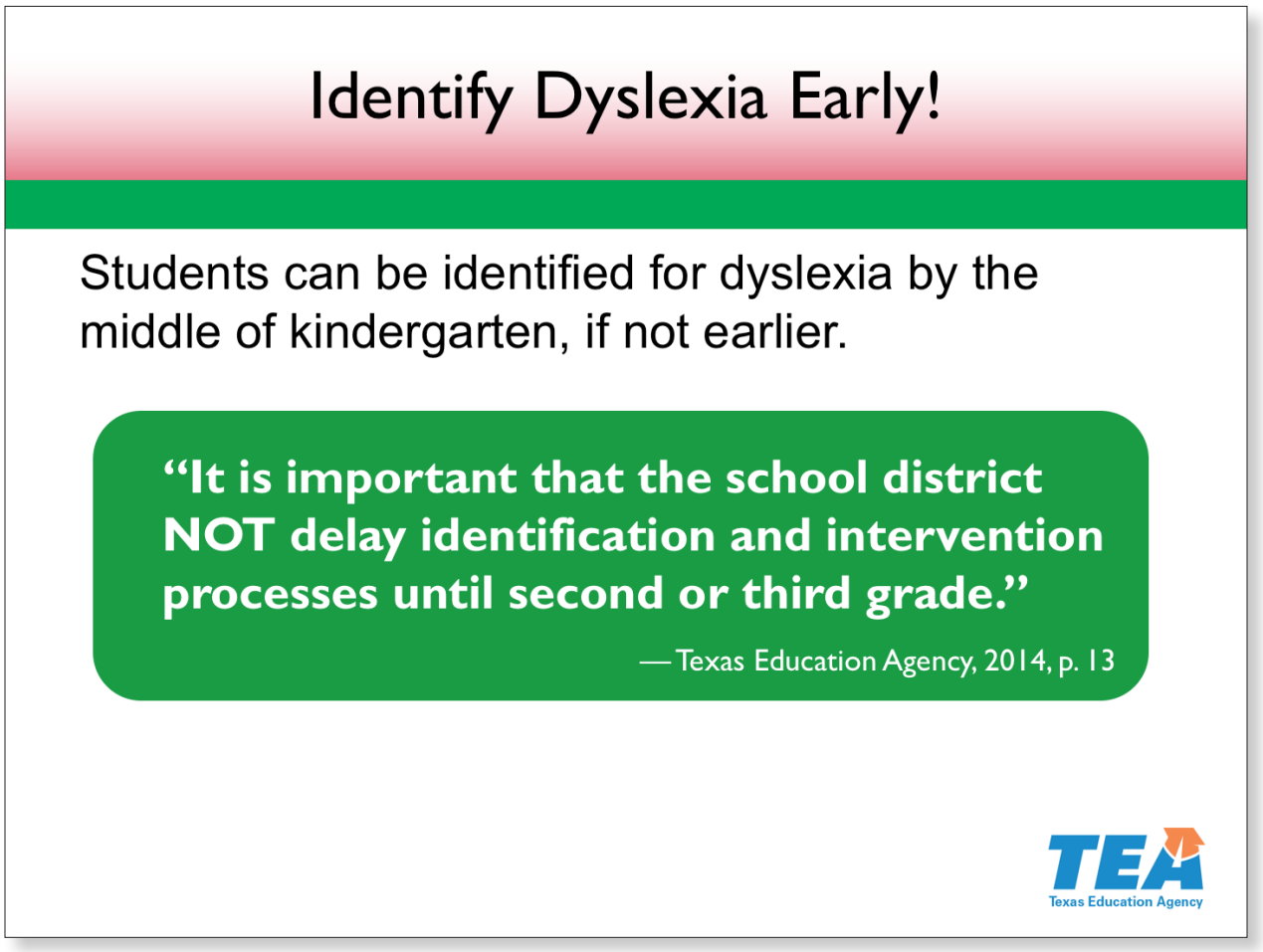

Slide 6—Identify Dyslexia Early! (8:00–8:30)

The *Dyslexia Handbook—Revised 2014: Procedures Concerning Dyslexia and Related Disorders* states that students can be identified as early as the middle of kindergarten.

Reference

Texas Education Agency, 2014, p. 13

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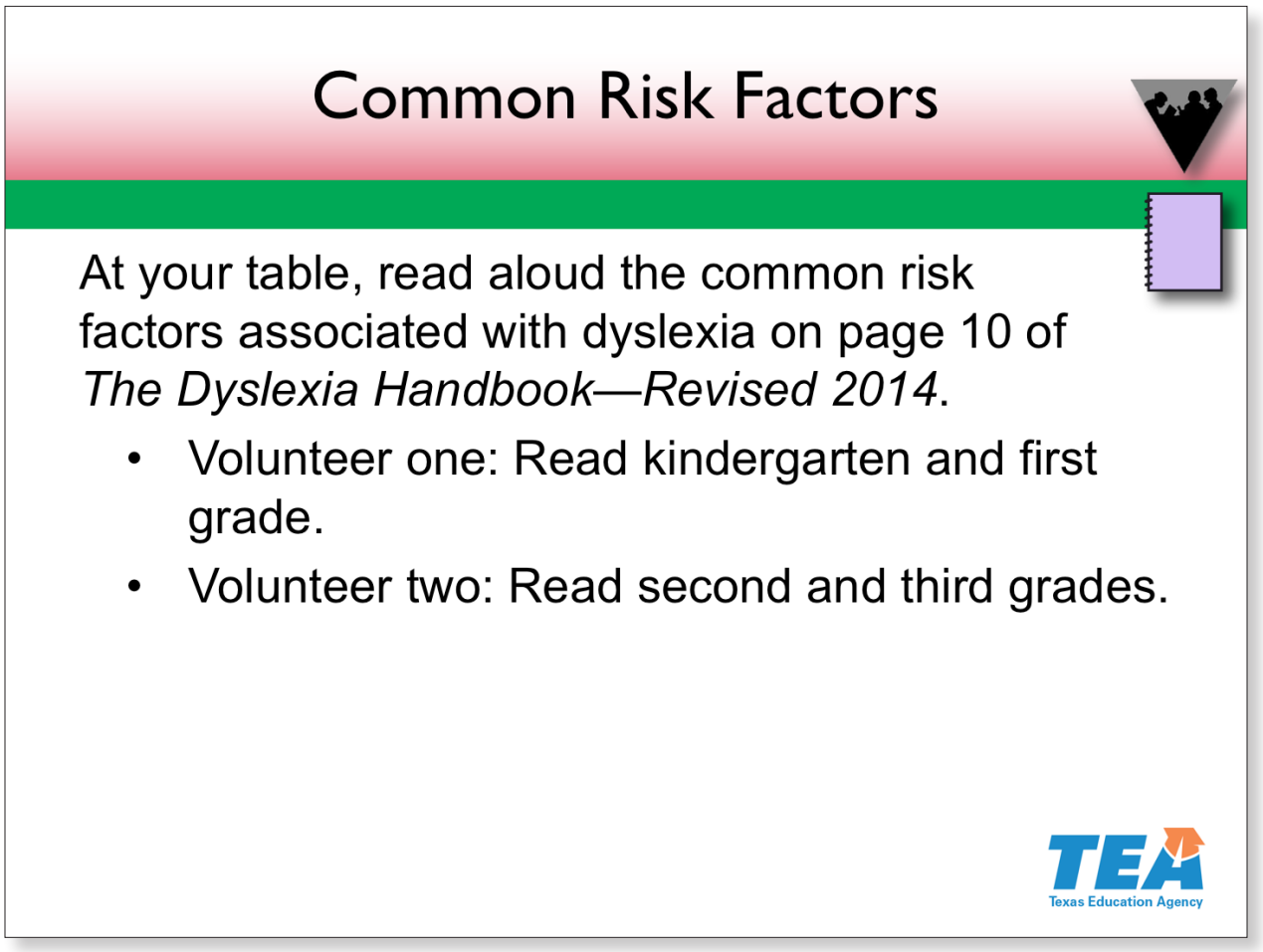

Slide 7—Common Risk Factors (8:30–10:30)

Activity

Find the table copy of *The Dyslexia Handbook* and turn to page 10.

Pause for participants to locate the resource.

Two volunteers at each table will read to your small group. Volunteer one at each table, please raise your hand. You will read the kindergarten and first-grade common risk factors. Volunteer two, please raise your hand. You will read the common risk factors for second and third grades.

Pause for participants to read.

Researchers estimate that between 5 percent and 17 percent of all students have characteristics of dyslexia, ranging from very severe to relatively mild. So, whether you recognized it or not, you have had children with dyslexia in your classes.

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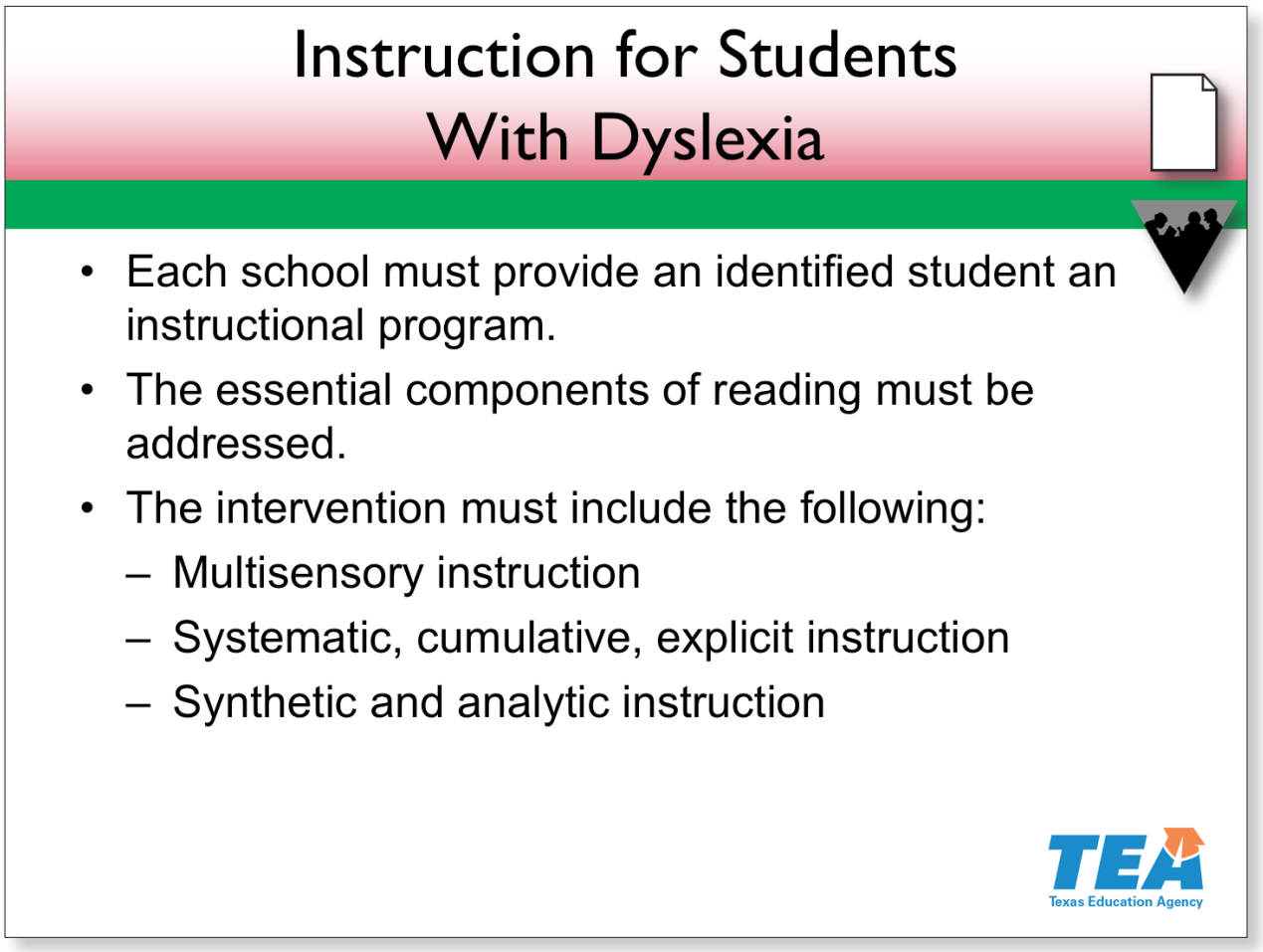

Slide 8—Instruction for Students With Dyslexia (10:30–12:30)

Activity

Please locate **Handout 1: Instruction for Students With Dyslexia**.

Pause for participants to locate the handout.

This handout provides information on effective literacy instruction for students with dyslexia. It includes the critical, evidence-based components of dyslexia instruction and the principles of effective intervention for students with dyslexia. Take one minute to review the handout and highlight the critical components of dyslexia instruction.

Allow one minute for participants to review and highlight.

In this academy, we will address many of these critical components.

Reference

Texas Education Agency, 2014

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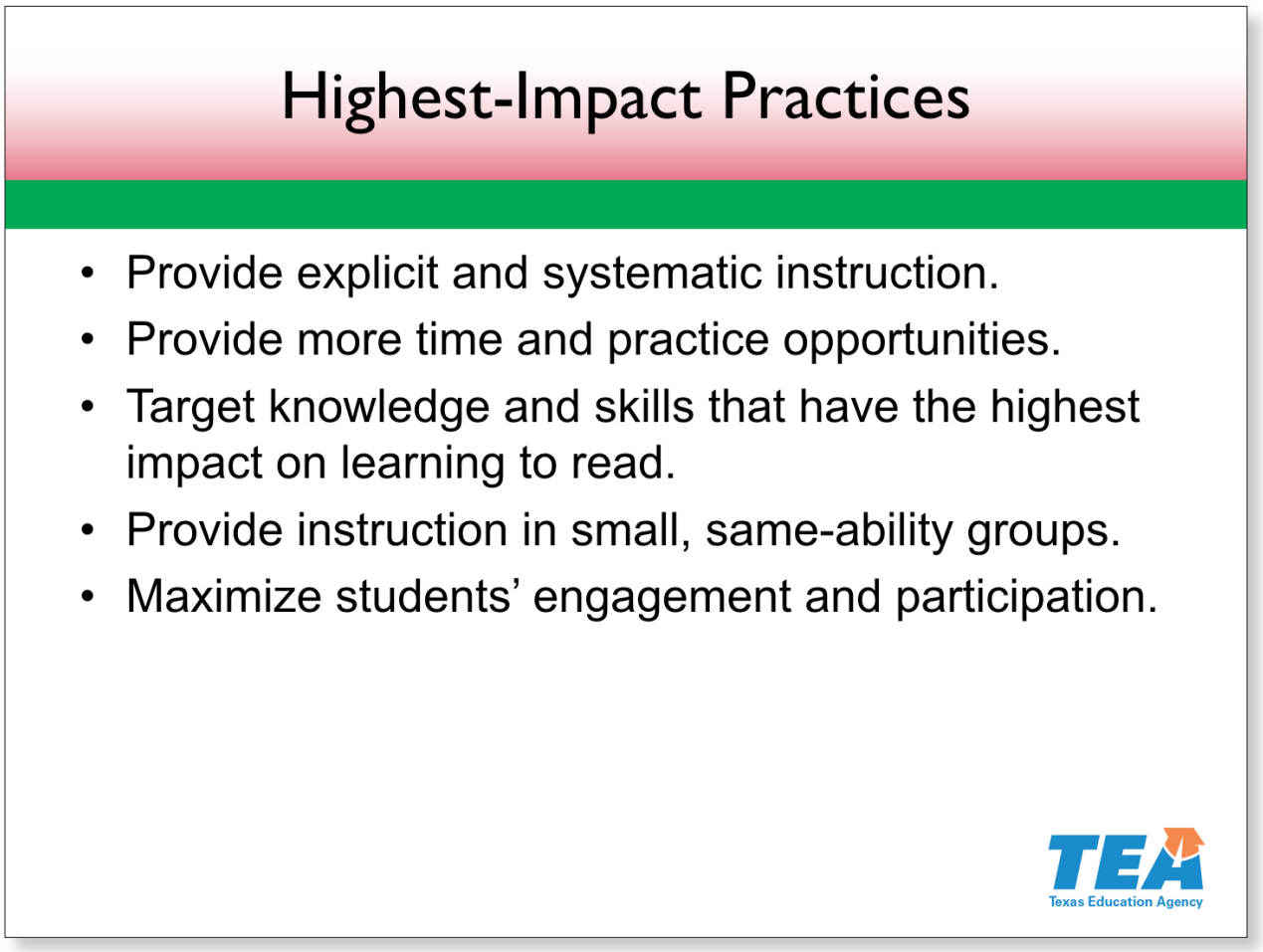

Slide 9—Highest-Impact Practices (12:30–13:30)

Read the slide silently.

Pause while participants read.

In this section and throughout the academy, we also will address these instructional practices, which promote reading and writing success for all students, including those most at risk.

References

Foorman & Torgesen, 2001; National Reading Panel, 2000; Vellutino & Scanlon, 2001

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SECTION—English Language Learners (13:30–49:00)

Slide 10—Supporting All Learners: English Language Learners (13:30–14:00)

We will now discuss the strengths and needs of English language learners, or ELLs.

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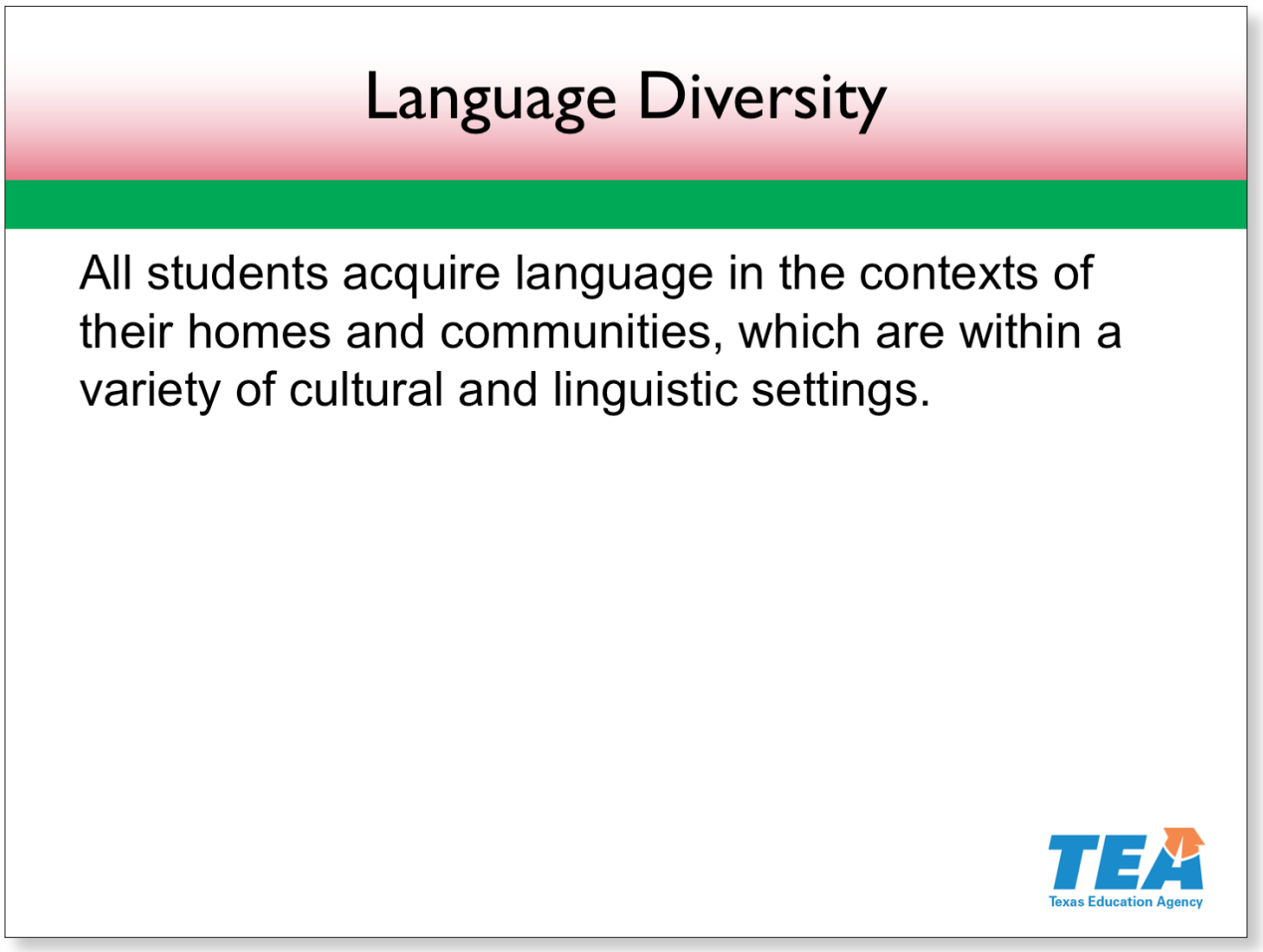

Slide 11—Language Diversity (14:00–15:00)

Most students come to school as experienced users of language. All students acquire language in the contexts of their homes and communities, which are within a variety of cultural and linguistic settings.

Our third-grade students come from different ethnic groups and social classes. Some speak a language other than English. Some students may speak dialects of English. Knowing the diverse backgrounds and needs of the students we teach helps us provide effective instruction, especially in literacy, which is language based.

It is important to learn as much as possible about each student and family, including cultures, traditions, and ways of communicating. Avoid making assumptions based on ethnic group affiliations. Students are eager to learn a new language or language form when they feel they are welcome and their backgrounds are respected.

References

Goldenberg et al., 2006; Jimenez & Rose, 2010

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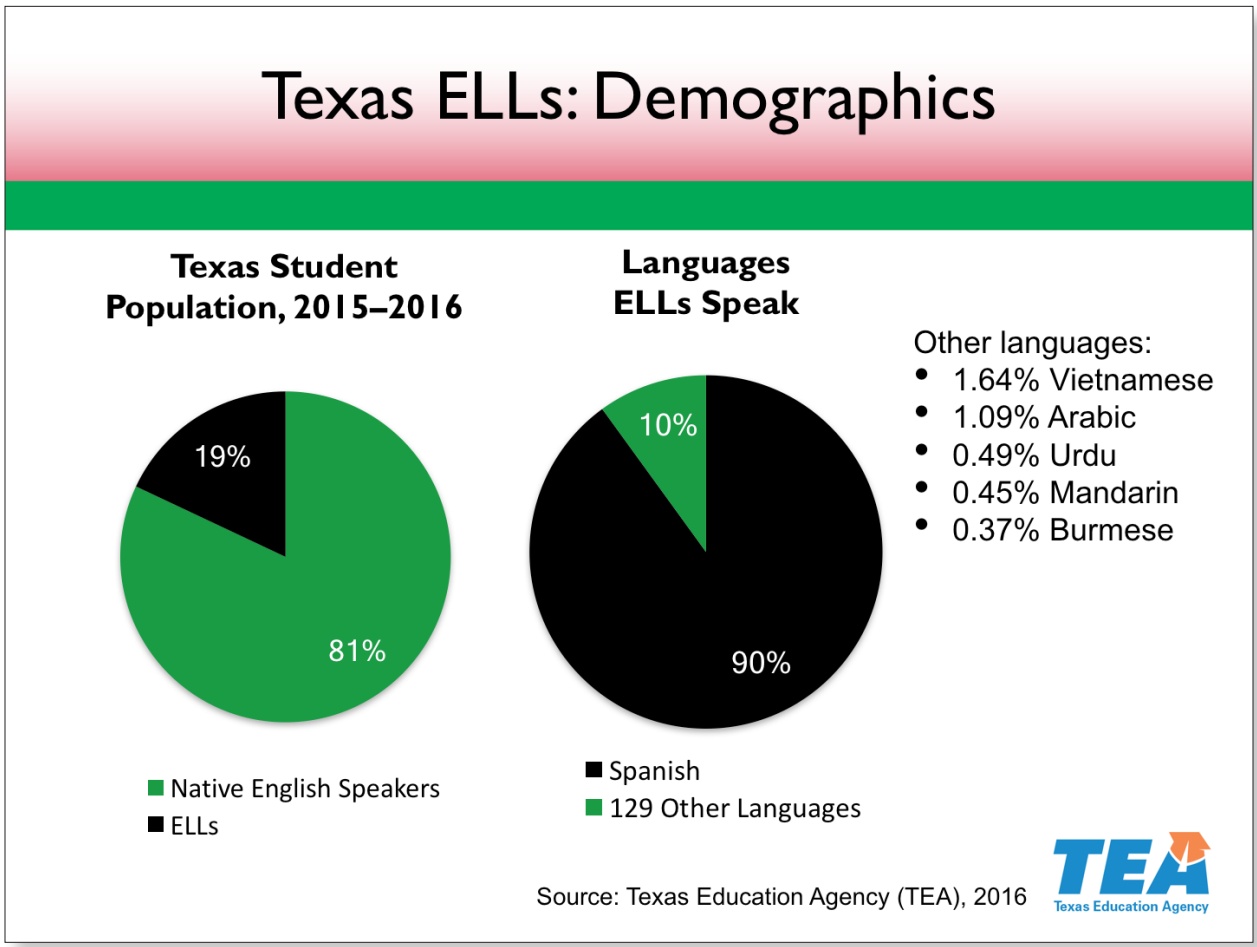

Slide 12—Texas ELLs: Demographics (15:00–16:00)

Let's take a closer look at the cultural and linguistic diversity of the students in our Texas schools today.

Almost 20 percent of all Texas students, close to 1 million students, have been identified as coming from language backgrounds other than English.

The great majority of Texas ELLs speak Spanish as their native language. Our students also speak many other languages, such as Vietnamese and Arabic.

At some point, nearly every teacher in Texas can expect to teach ELLs.

Reference

Texas Education Agency, 2016

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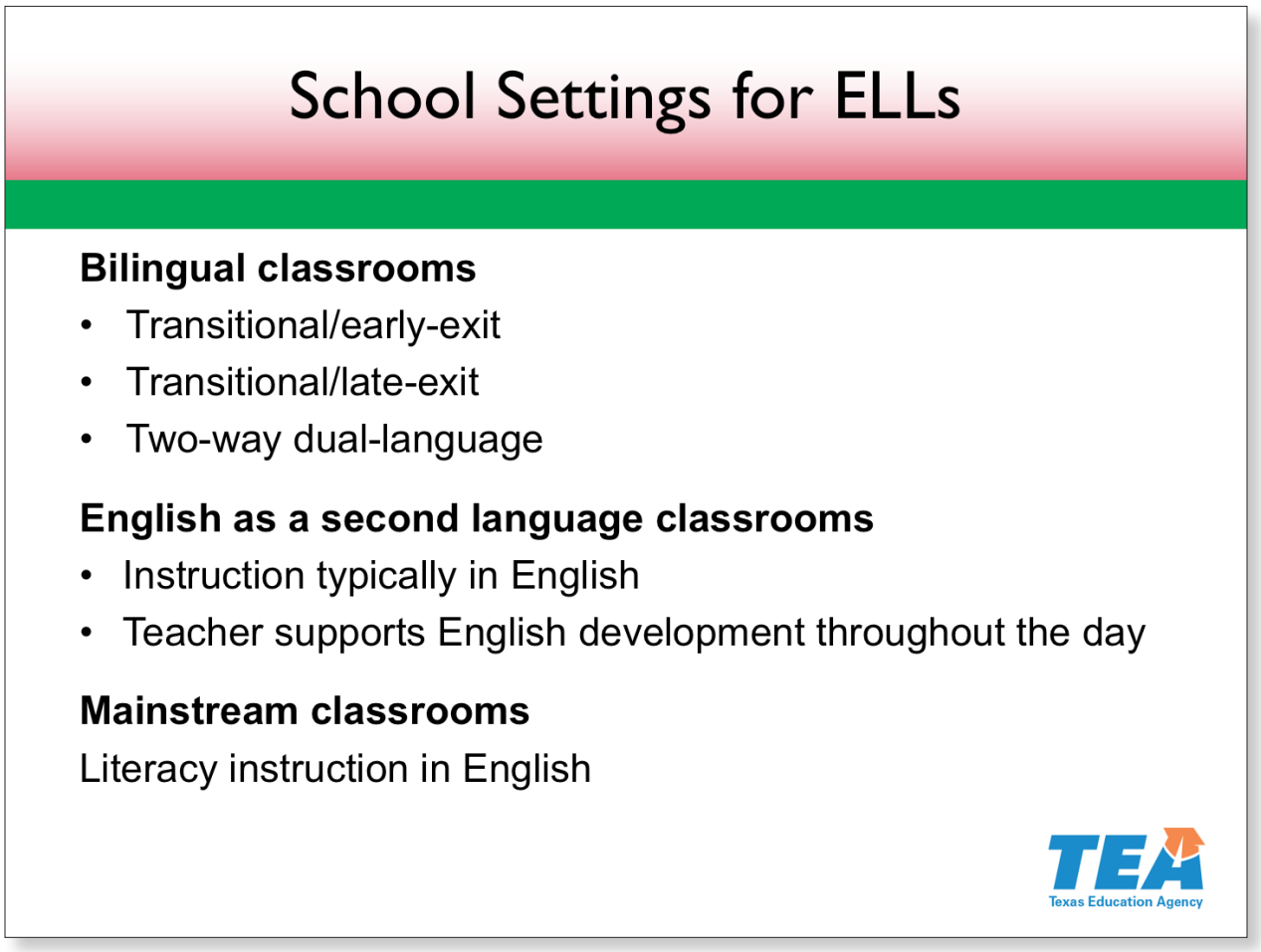

Slide 13—School Settings for ELLs (16:00–17:30)

There are several school settings for ELLs in Texas.

Research indicates that strong native-language instruction has a positive impact on later English literacy development. Bilingual classrooms provide native-language instruction to ELLs. In Texas, bilingual classrooms serve more than 50 percent of ELLs. Different models of bilingual programs include the following.

In **transitional/early-exit bilingual classrooms**, students initially receive native-language literacy instruction and then, around second grade, transition into English-only literacy instruction.

In **transitional/late-exit bilingual classrooms**, students initially receive native-language literacy instruction; then, this instruction continues along with English literacy instruction to promote full academic proficiency in both languages.

In **two-way dual-language classrooms**, instruction is provided in both languages to monolingual English speakers and speakers of other languages.

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English as a second language teachers provide instruction in English while supporting English language development with specific strategies. Approximately 44 percent of ELLs are placed in English as a second language classrooms.

In mainstream or regular programs, literacy instruction is provided in English. Around 5 percent of ELLs attend regular classrooms.

References

Goldenberg, 2008; Slavin et al., 2011; Texas Education Agency, n.d.; Umansky & Readon, 2014

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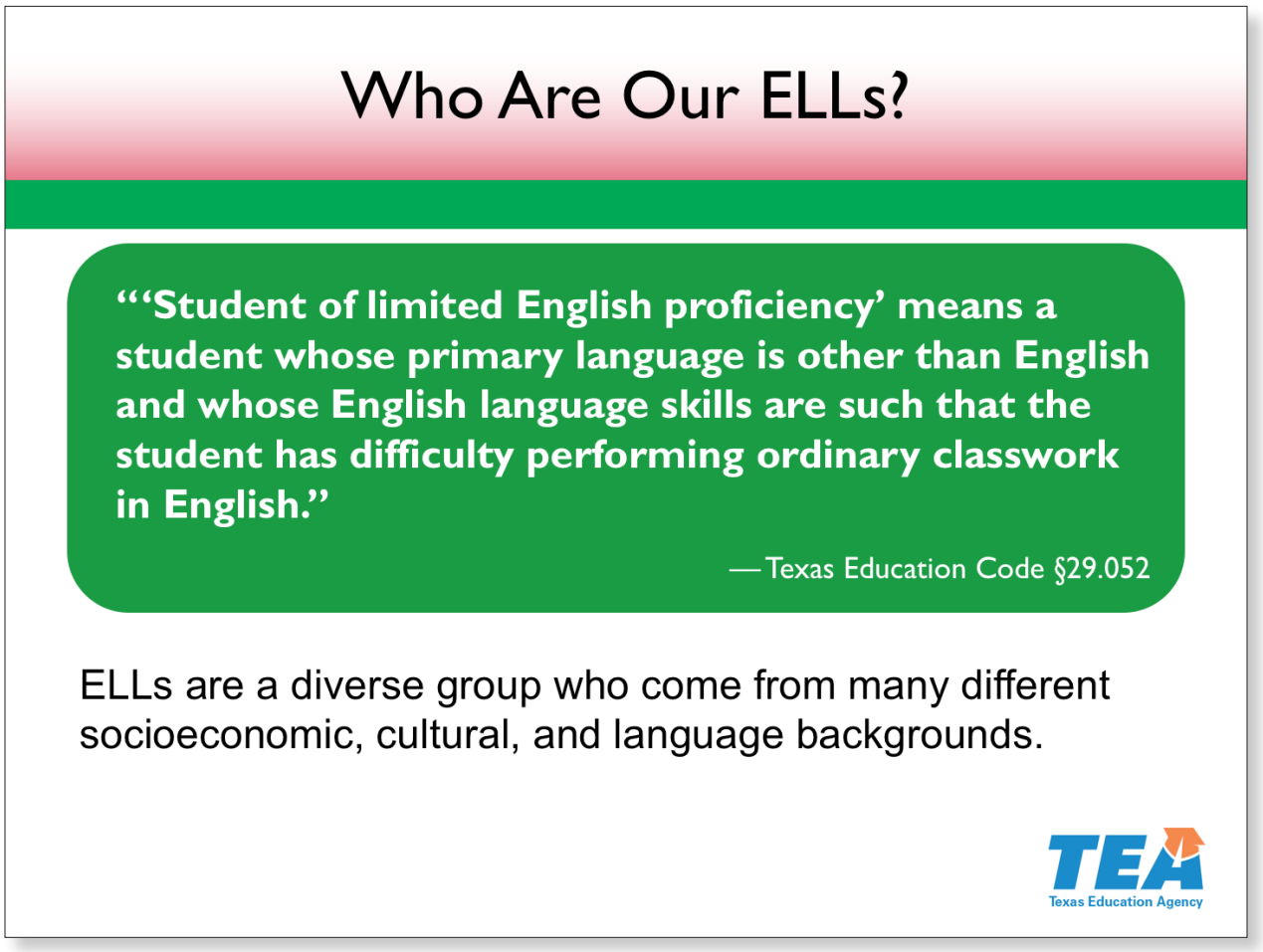

Slide 14—Who Are Our ELLs? (17:30–18:30)

According to Texas law, Education Code §29.052, "'Student of limited English proficiency' means a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English."

Keep in mind that not all students whose home language is other than English struggle with basic English skills; some of these students are proficient English speakers.

ELLs might have conversational English skills but lack mastery of academic English.

ELLs are quite diverse in home language, socioeconomic status, cultural background, country of origin, and other factors.

Reference

Capps et al., 2005

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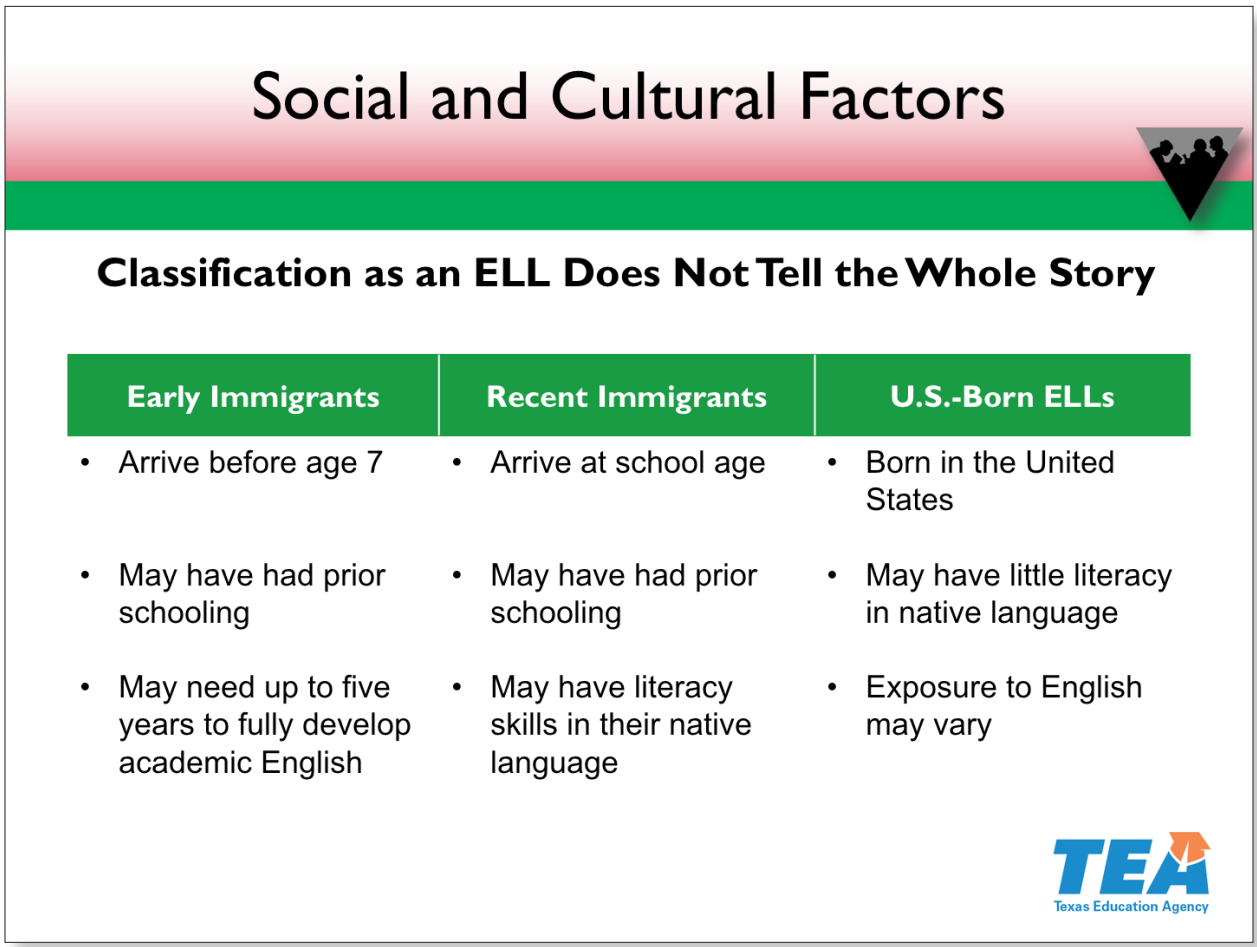

Slide 15—Social and Cultural Factors (18:30–22:30)

To better serve our ELLs, consider the social and cultural factors that influence literacy and language development.

Use laser pointer.

Early immigrants, or children who come to the United States before age 7, may or may not have had prior educational experiences in their home country. These children may need up to five years to fully develop academic proficiency in English.

Recent immigrants, many of whom come to the United States at school age, may have had prior schooling and may have developed some literacy skills in their home language. For some, learning in English means connecting what they have already learned with what they are learning in English.

Notes continue on the next page.

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U.S.-born ELLs are a diverse group. Some come to school with little literacy or limited exposure to English. Others may have a lot of exposure to English in the home through parents or older siblings who are English proficient.

Activity

Based on these differences, we can affirm that the ELL classification doesn't tell the whole story. Think about the ELLs in your school. How can you use this knowledge to guide your instruction or analyze their performance? Think for a few seconds and then discuss your ideas with your tablemates. You have two minutes.

Allow two minutes for participants to discuss.

References

Capps et al., 2005; Snow & Katz, 2010

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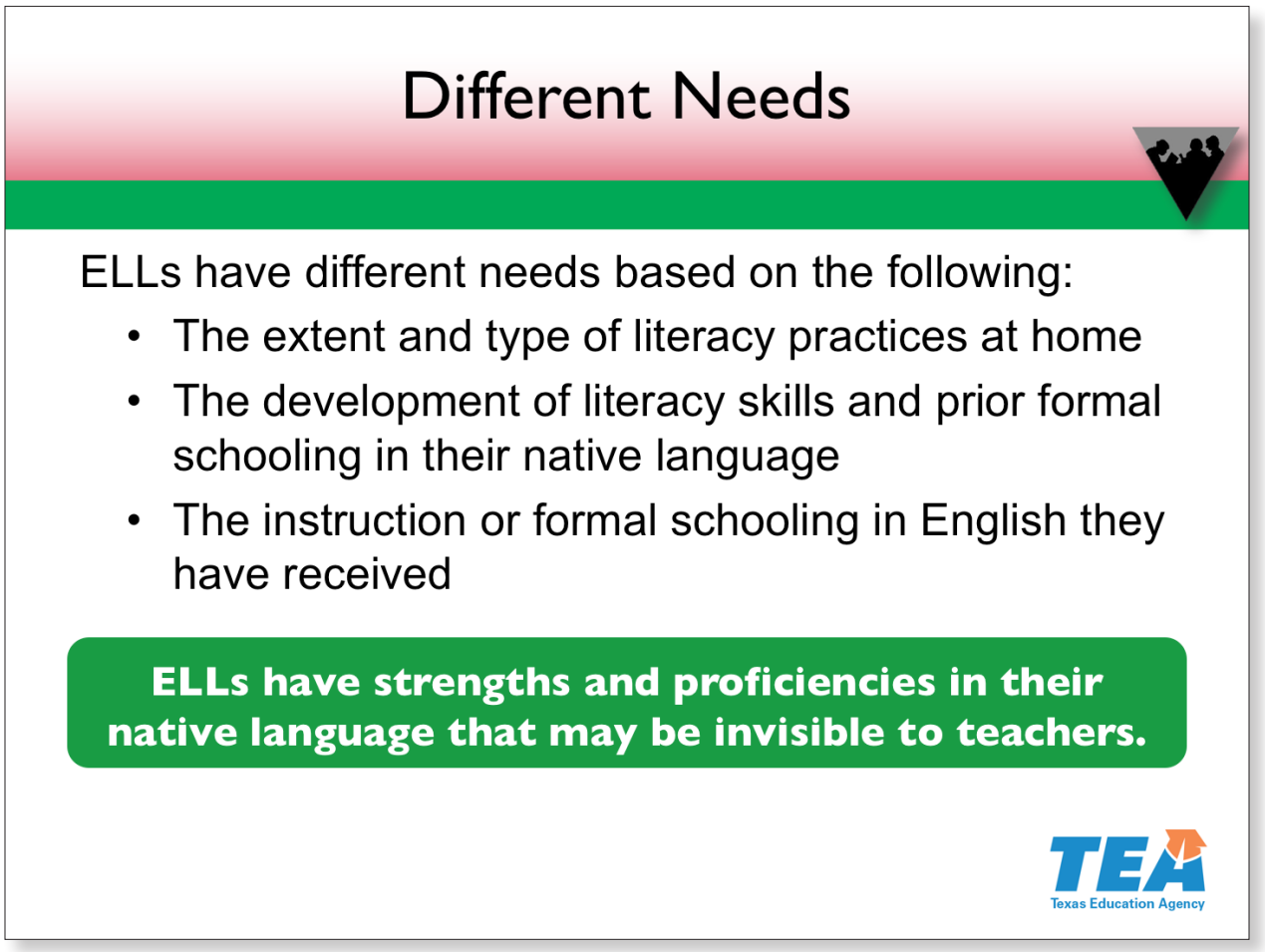

Slide 16—Different Needs (22:30–26:00)

Read the slide.

We should learn as much as possible about our students' educational, cultural, and linguistic backgrounds. We need to consider each student's unique knowledge. To learn about a student's prior literacy experiences in English and in their native language, you can connect with parents or conduct assessments.

Activity

What are some ways that teachers can get to know their students and families to learn more about their cultural and linguistic backgrounds? Think for a few seconds and then discuss with your tablemates. You have two minutes.

Allow two minutes for participants to discuss.

References

Cummins, 2003; Jimenez & Rose, 2010; Snow & Katz, 2010

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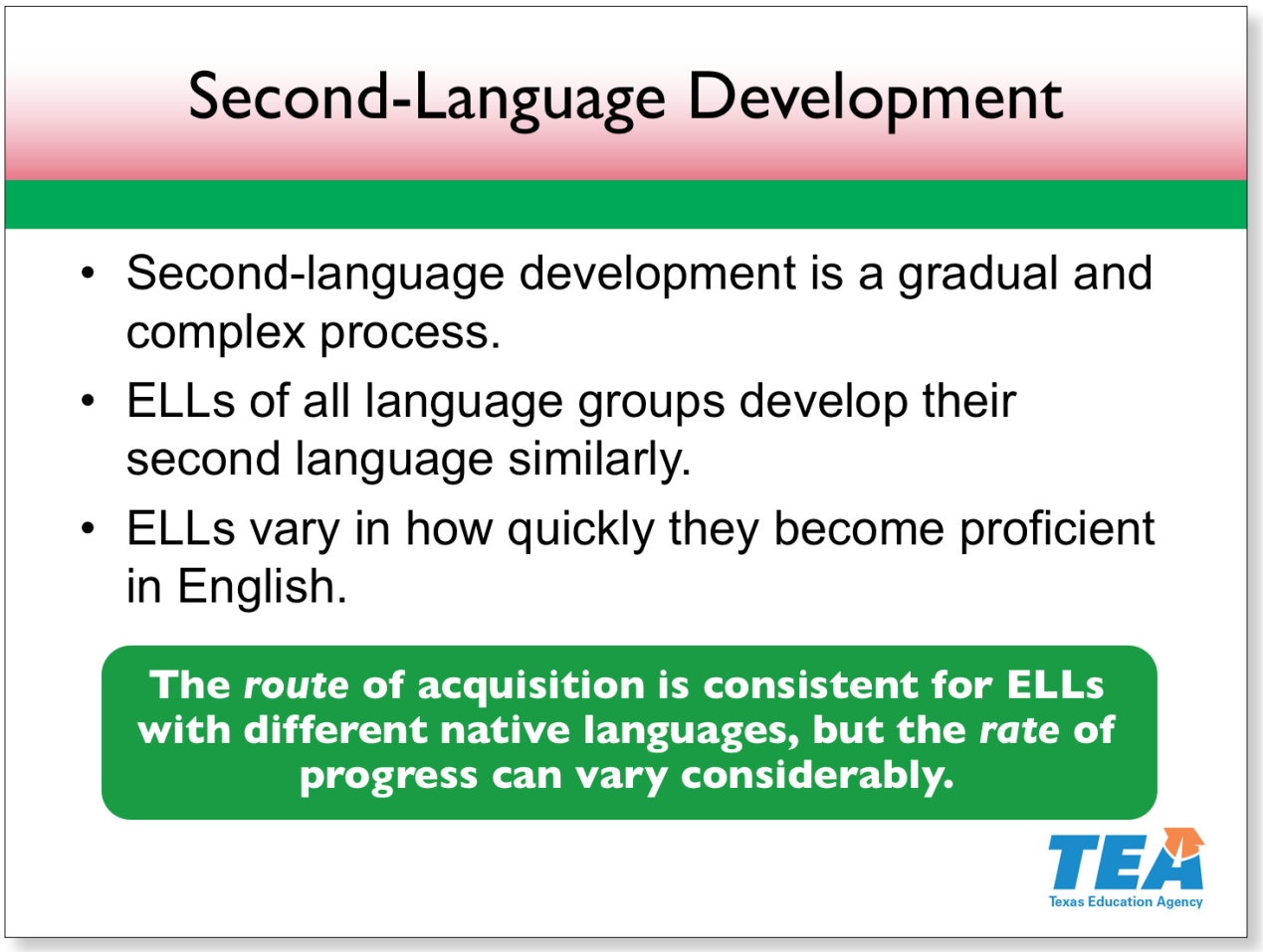

Slide 17—Second-Language Development (26:00–27:30)

ELLs are immersed in the challenging process of developing literacy skills in the classroom while at the same time acquiring a new language. Second-language development is a multifaceted, gradual, and complex process.

ELLs develop their second language similarly to their first language. ELLs of all language backgrounds tend to follow the same patterns of English development.

Often, teachers become concerned when a student seems to lag behind his or her peers in grasping instruction in English. But it is essential to remember the variability in the time it takes ELLs to become proficient in English.

The route of acquisition is consistent for ELLs with different native languages, but the rate of progress can vary considerably. Understanding this idea will help you support learning while showing respect for the process of learning a new language.

References

Cummins, 2003; Saunders & O'Brien, 2006; Snow & Katz, 2010

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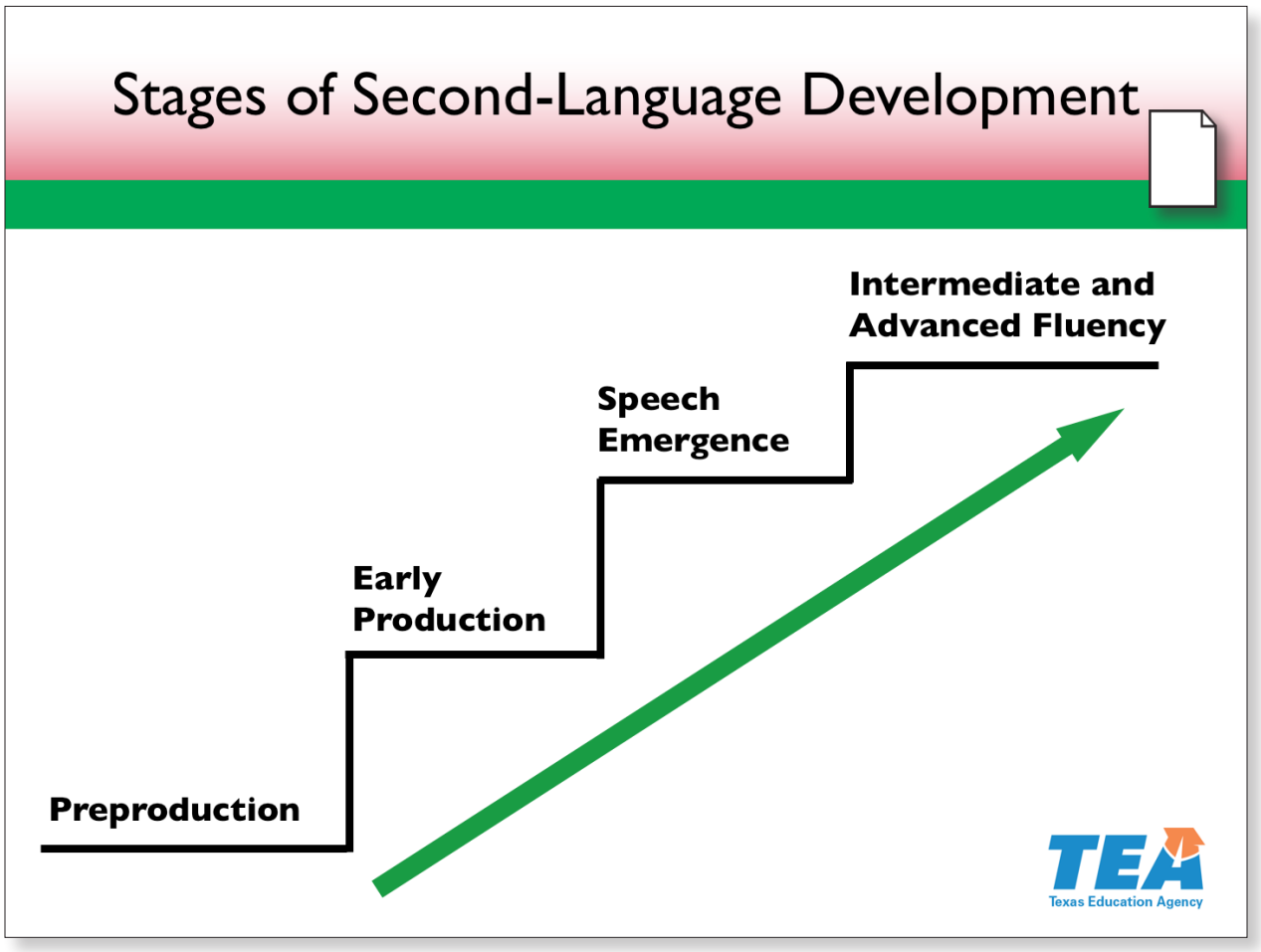

Slide 18—Stages of Second-Language Development (27:30–30:00)

ELLs typically follow these stages of second-language development.

During the preproduction phase, ELLs enter a "quiet" period, in which they avoid speaking, except to speakers of their native language. This period can last up to several months. ELLs listen and gather information about the new language. Although they are silent, they may use nonverbal forms of communication, such as pointing or gesturing.

Research has shown that receptive language—listening and reading—tends to develop more quickly than expressive language—speaking and writing. As ELLs develop receptive language, they may begin to understand our oral directions and read-alouds.

Then they enter the early production stage, in which they begin to speak in their second language. They often use telegraphic speech, or one- to two-word phrases,

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to communicate ideas. For example, a child at this stage might point to a ball and simply say, "ball," rather than a full sentence, "Please give me the ball."

The speech emergence phase is a time of growth of English language usage. ELLs begin to use their new vocabulary words and their growing knowledge of grammar to build longer sentences. At this stage, children continue to understand more than they can produce orally.

When ELLs enter the intermediate and advanced fluency stages, they can use vocabulary and grammar structures comparable to their non-ELL peers.

Please locate and review **Handout 2: Stages of Second-Language Development**. This handout presents the stages of second-language development and suggests ways to match instruction to ELLs' levels of English proficiency. You have one minute.

Provide one minute for participants to read the handout.

References

Krashen & Terrell, 1983; Lake & Pappamihiel, 2003; Gibson et al., 2012

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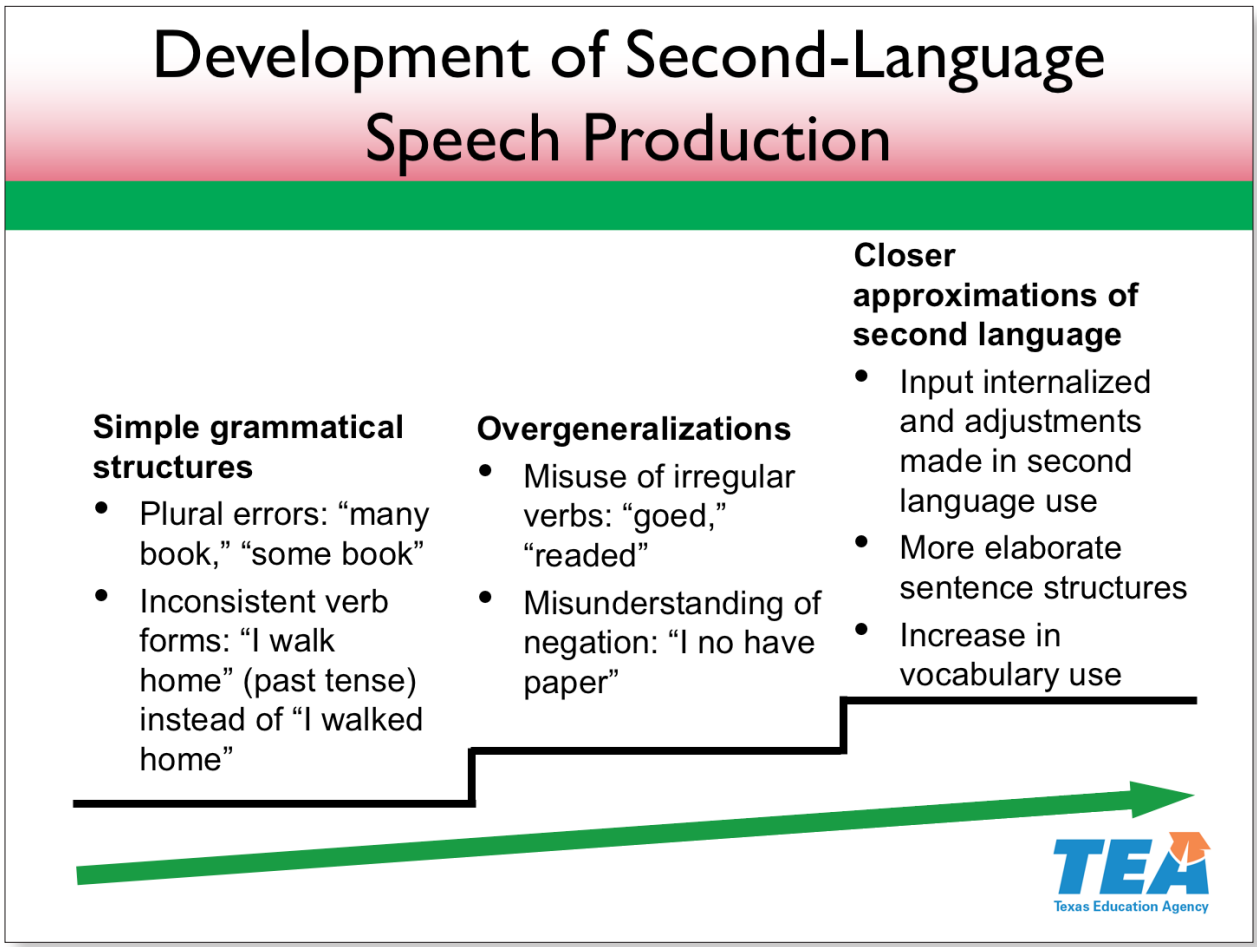

Slide 19—Development of Second-Language Speech Production (30:00–31:30)

Remember that although the route of acquisition is typically the same for different students, the rate can vary considerably. In developing spoken language, ELLs first use simple grammatical structures. They often make plural errors, as in "I have many book" or confuse past-tense endings, saying "Yesterday, I walk home."

Gradually, as ELLs acquire some of these conventions of English, they begin to overgeneralize. They may apply the past-tense *-ed* to irregular verbs, such as "I goed to the store" or "I readed a book." Forming negatives is another skill that may remain misunderstood: "I no have paper."

Over time, ELLs make closer approximations to correct language usage. As they receive consistent feedback and have more exposure to their second language, they begin to internalize the language structures and adjust their spoken language. They begin to use more complex sentence structures and increase their vocabulary.

Reference

August, McCardle, & Shanahan, 2014

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Developing Academic English

- The social or casual register is used in daily social interactions; the academic register is needed to navigate school successfully.
- Proficiency in academic English is important in predicting the academic success of ELLs.

	At Home	Beginning of School	Later in School
English-Only Speakers	**First register:** Casual English	**Second register:** Academic English	**Second register:** Refined academic English
ELLs	**First register:** Casual native language	**Second register:** Casual English	**Third register:** Academic English

Slide 20—Developing Academic English (31:30–34:00)

When we acquire a first or second language, we go through demanding linguistic and cognitive tasks to develop different language registers. A register is a form of language used for a particular purpose. For example, there are social and academic registers in English and in other languages.

The social or casual register is used in daily social interactions, and academic English is needed to navigate school successfully. Research shows that proficiency in academic English predicts ELLs' future success.

Unfortunately, the path to developing academic English for many ELLs can be a long and complex journey.

English-only speakers tend first to learn a casual English language register at home and build their second register—academic English—when they enter school.

ELLs first develop a casual native language register at home. Then ELLs usually develop casual English—what they need for daily social interactions—when they

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first enter school. ELLs develop casual English as their second register, but it is the first English register they develop.

By the time ELLs start developing their third register, academic English, their native-English-speaking classmates are ahead in the process, refining their academic English. ELLs will eventually develop academic English, but they may be below the performance levels of native English speakers.

When ELLs develop their native and second languages, they acquire more language registers than their English-only peers. Research has shown that being bilingual has cognitive benefits such as better attentional control, memory skills, and problem-solving abilities. Learning about the process of language development will allow teachers to support bilingual students in their efforts to develop strong literacy skills.

References

Baker et al., 2014; Francis et al., 2006; Gibbons, 2002; Johnson, 2009; Mohr, 2004; Wiseheart, Viswanathan, & Bialystok, 2016

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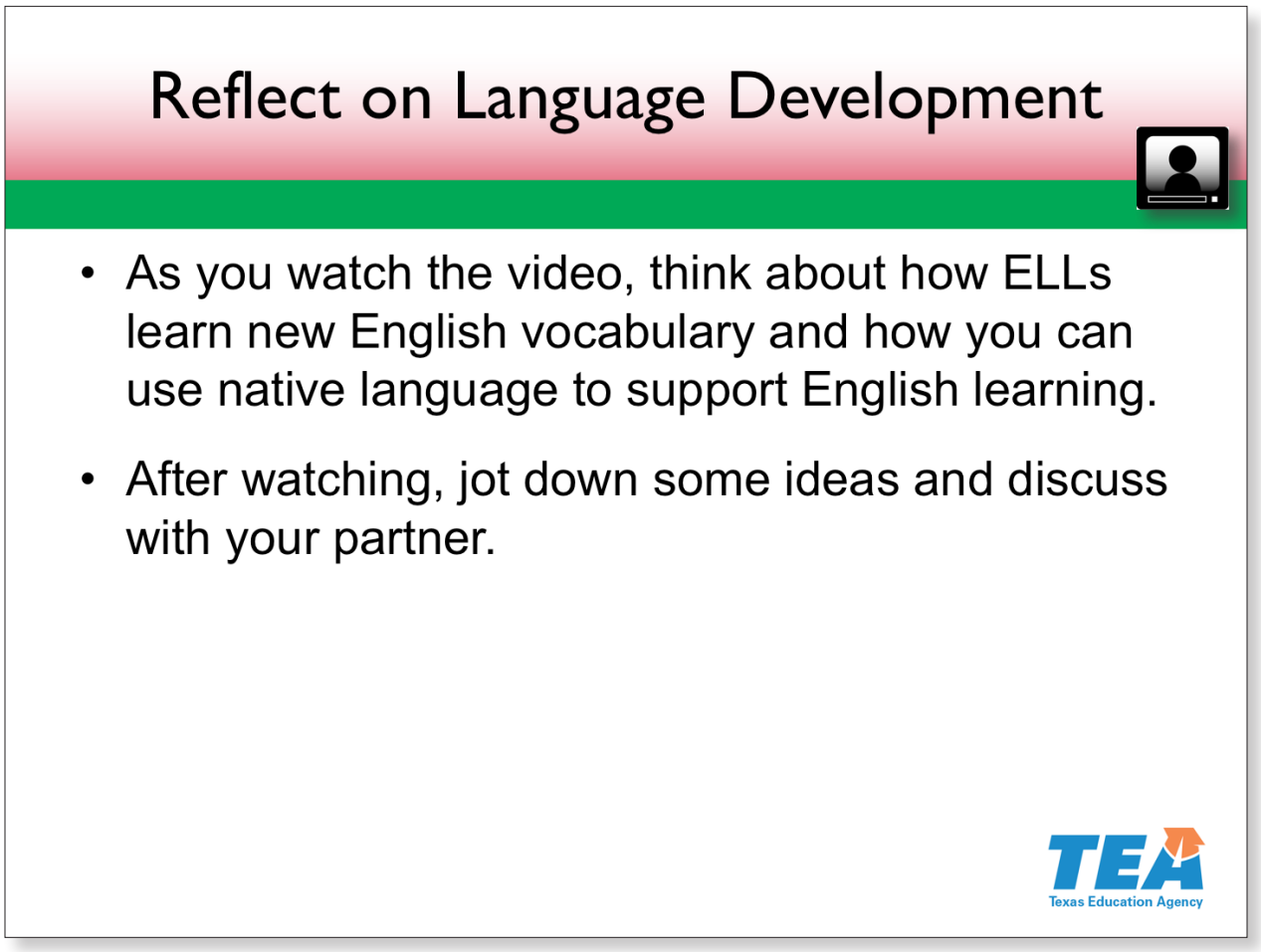

Slide 21—Reflect on Language Development (34:00–40:00)

Video: Teaching Cognates

Let's watch how a teacher uses native language as a resource to develop academic English through cognates.

As you watch, think about how ELLs learn new English vocabulary. Reflect on the ways you can use native language as a resource in your grade level and write your thoughts on a sticky note.

Play the video.

Please take one minute to share some of your ideas with your tablemates.

Provide one minute for participants to discuss.

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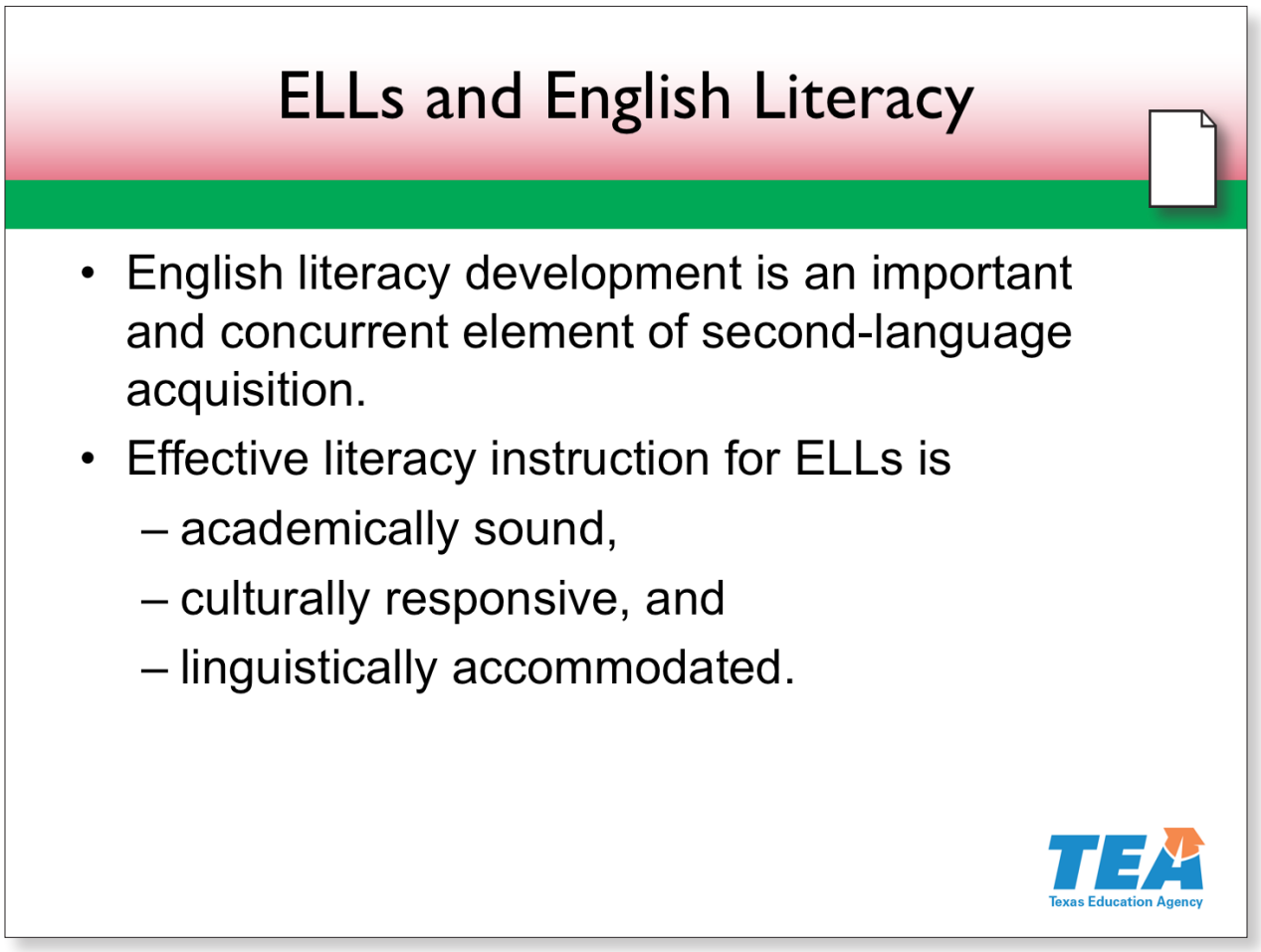

Slide 22—ELLs and English Literacy (40:00–44:00)

As we mentioned before, acquiring a new language involves developing skills in four domains: listening, speaking, reading, and writing. English literacy development is an important and concurrent element of second-language acquisition.

Ensure adequate opportunities for developing literacy skills—including language—and content. In other words, although you are primarily responsible for teaching the content (the TEKS), you also should directly teach and support language using the ELPS. As often as possible, design activities that integrate listening, speaking, reading, and writing.

As you provide literacy instruction, remember that you are contributing directly to ELLs' second-language development. Effective literacy instruction for ELLs is academically sound, culturally responsive, and linguistically accommodated.

Notes continue on the next page.

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Find **Handout 3: Effective Instruction for English Language Learners**. We will review these three main characteristics of effective instruction for ELLs.

Allow time for participants to locate the handout. Refer to the handout as you proceed.

Ensure that instruction is academically sound, challenging, grade-level appropriate, and of high quality. ELLs will flourish in an academically challenging environment.

Effective instruction for ELLs is also culturally responsive. Teachers ground instruction in the knowledge of ELLs' cultural background and prior experiences. These teachers promote school-community partnerships and create a caring and supportive language environment.

Finally, effective instruction for ELLs is linguistically accommodated. Effective linguistically accommodated instruction takes into account native and second-language development to differentiate instructional materials, strategies, and tasks. Linguistically accommodated instruction facilitates comprehension and content learning.

Take one minute to review the handout. As you do so, place a check mark next to strategies you incorporate often with your ELLs and a star by those you will incorporate into your literacy instruction moving forward.

Allow one minute for participants to review the handout.

References

August & Shanahan, 2006; Cary, 1997; Echevarría et al., 2008; Francis et al., 2006; Gay, 2002; Gersten et al., 2007; Gibbons, 2002; Giroir et al., 2015; Goldenberg, 2008, 2010; Linan-Thompson & Vaughn, 2007; Lindholm-Leary & Borsato, 2006; Lucas et al., 2008; Peregoy & Boyle, 2005; Richards-Tutor, Baker, Gersten, Baker, & Smith, 2016; Umansky & Readon, 2014; Villegas & Lucas, 2002; Walqui, 2006

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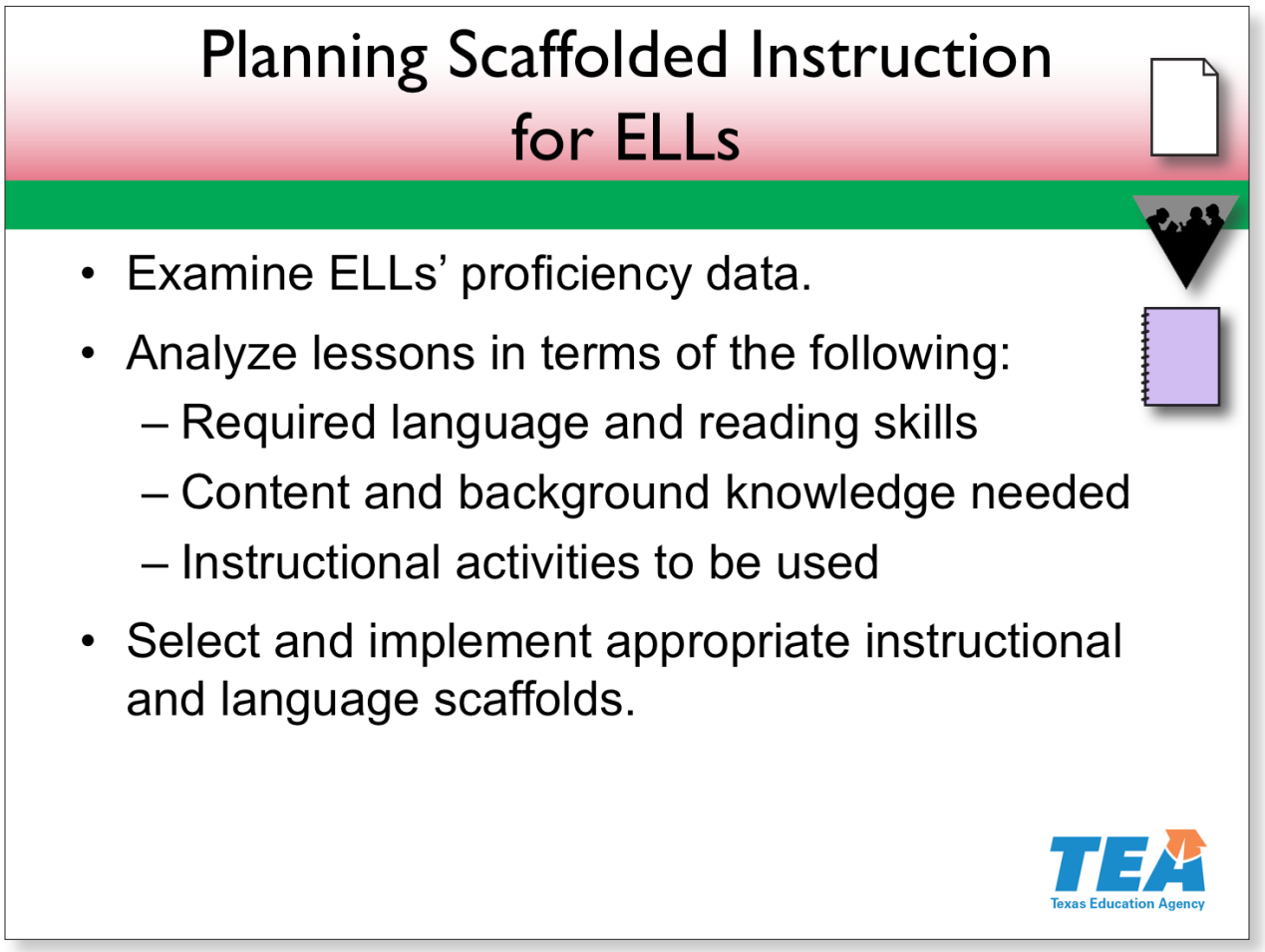

Slide 23—Planning Scaffolded Instruction for ELLs (44:00–48:00)

Effective instruction for ELLs is scaffolded, linguistically accommodated, and carefully planned and delivered. When planning a literacy lesson for a group of students that includes ELLs, teachers can follow three important steps.

First, they examine ELLs' data to find out previously learned skills and specific needs. Then, they analyze the lesson in terms of the required language and literacy skills, the content and background knowledge needed, and the instructional activities to be used. Finally, they select and plan appropriate instructional and language scaffolds.

Locate **Handout 4: Planning Scaffolded Instruction for English Language Learners**, which summarizes these three steps.

Notes continue on the next page.

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Activity

*As participants locate the handout, place the **Activity Resource** on the document camera.*

Look at step 1. Teachers should examine and analyze ELLs' literacy and English language development data to understand the strengths and needs of specific students. In other words, we must learn about ELLs' English language and literacy development to adapt instruction to their specific skills. You have one minute to read step 1 and look at the data sources that can be used. Place a check mark by those you use regularly.

Provide one minute for participants to read step 1 and reflect.

Step 2 is to analyze three components of the lesson being planned. The first component is to identify the language and literacy skills required to successfully participate in the lesson. The second component is to review the lesson content and materials that will be used to support the lesson. The third component is to analyze the instructional activities that will be incorporated into the lesson. You have one minute to review step 2 and these three components.

Provide one minute for participants to review step 2.

After reflecting on strengths, needs, and lesson demands, teachers can now select and implement the language and instructional scaffolds. Take one minute to read step 3 and think of other scaffolds that can be added to the list. You can refer back to Handout 3 to identify other scaffolds or your ELPS Academy Linguistic Instructional Alignment Guide.

Provide one minute for participants to read and reflect.

Locate the English Language Learner Scaffolding Planning Guide in your folder.

Pause for participants to locate the resource.

The first page of this guide is blank, and the second page is a completed version. This planning tool allows teachers to identify important information based on the lesson analysis you just reviewed in step 2 of Handout 4 and to determine the scaffolds to be implemented as part of step 3. Look at the completed example on the second page of this guide. This planning was for a lesson on identifying a main idea and supporting details. Take a moment to read the analysis and discuss with your tablemates.

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Provide three minutes for participants to read completed planning guide and discuss.

As you can see, teachers can provide effective linguistically accommodated instruction by carefully analyzing important elements of the lesson. Place this guide back into your folder. You will use it at the end of each section of this academy as you reflect on scaffolding instruction for your ELLs.

Reference

The Meadows Center for Preventing Educational Risk, 2015

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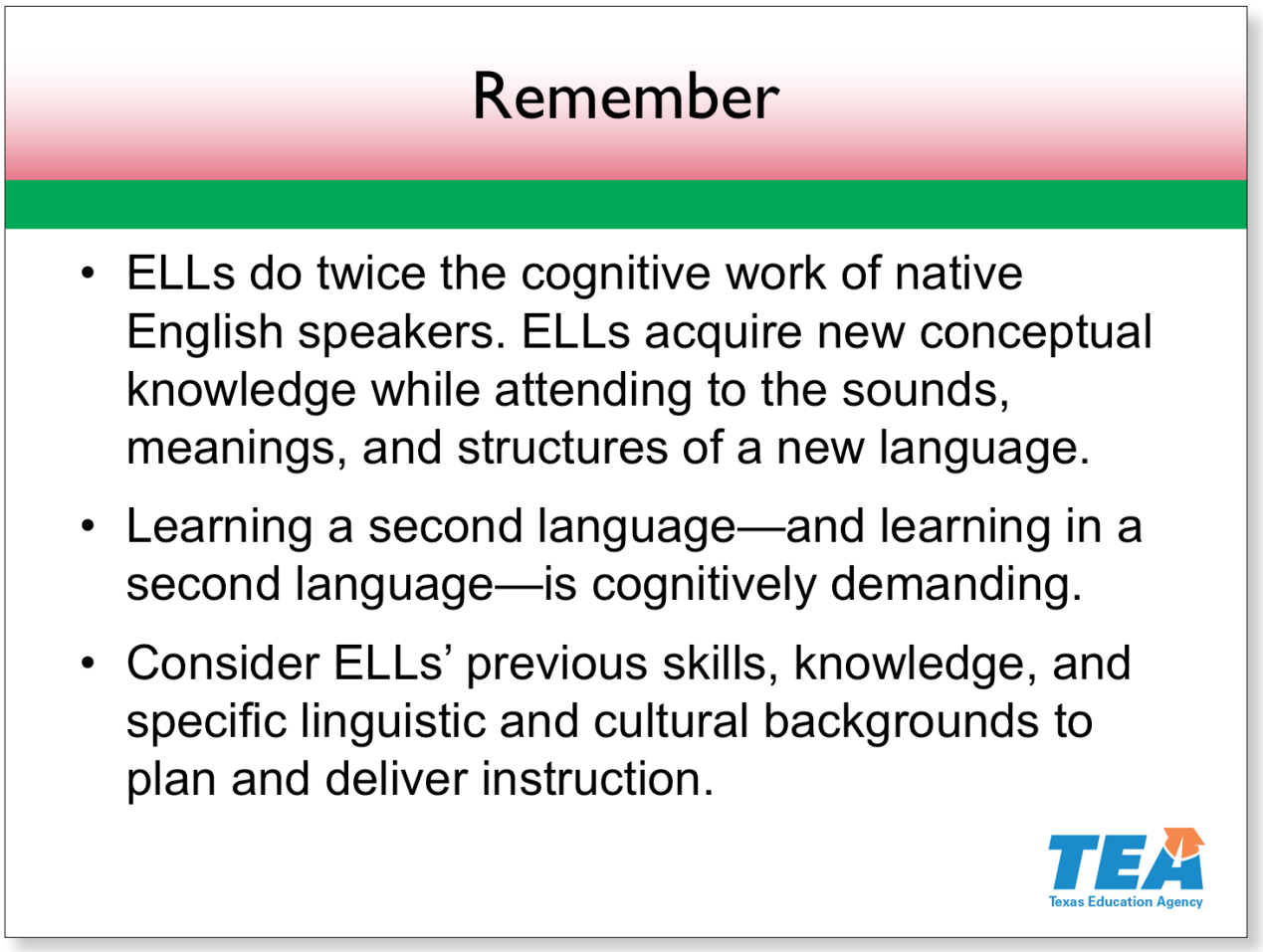

Slide 24—Remember **(48:00–49:00)**

Here are some key takeaways about supporting ELLs in the classroom.

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SECTION—Features of Effective Instruction (49:00–1:38:30)

Slide 25—Supporting All Learners: Features of Effective Instruction (49:00–49:30)

We have discussed the strengths and needs of students with dyslexia and ELLs. Now we will consider features of effective instruction as we work to enhance the literacy instruction for all students.

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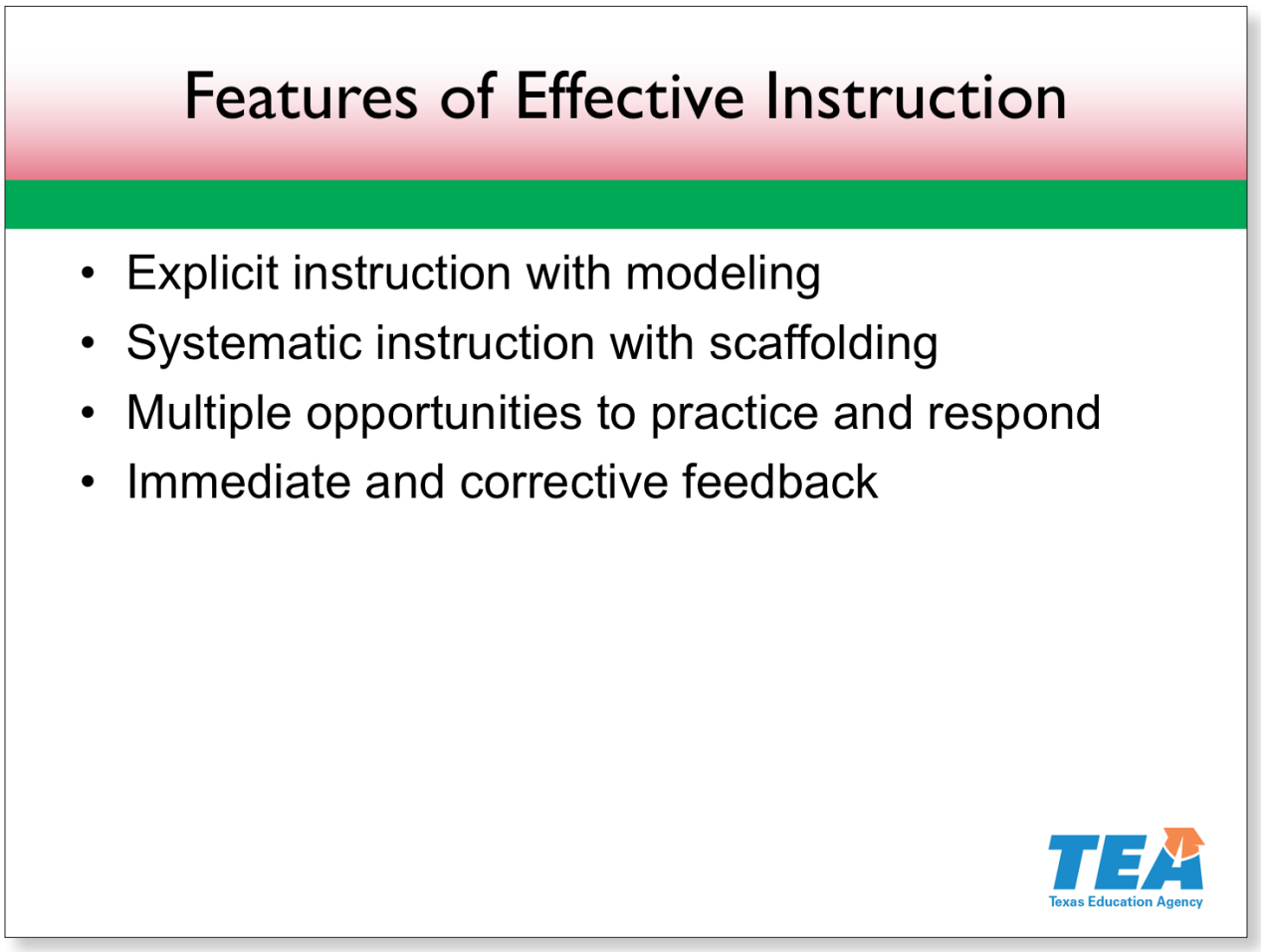

Slide 26—Features of Effective Instruction (49:30–51:00)

The four features that we will discuss today are

- **explicit instruction with modeling**—how teacher and peer modeling can enhance and make instruction specific,
- **systematic instruction with scaffolding**—how providing students with the level of assistance they require can help them succeed,
- **multiple opportunities to practice and respond**—how these opportunities can help students take ownership of their achievement and learning, and
- **immediate and corrective feedback**—how it can and should be used in teaching and learning.

Researchers have referred to specific features of effective instruction as being critical for student learning and necessary for mastery, understanding, and increased competency. By incorporating these features, we ensure that we differentiate our instruction to meet the needs of all of our students.

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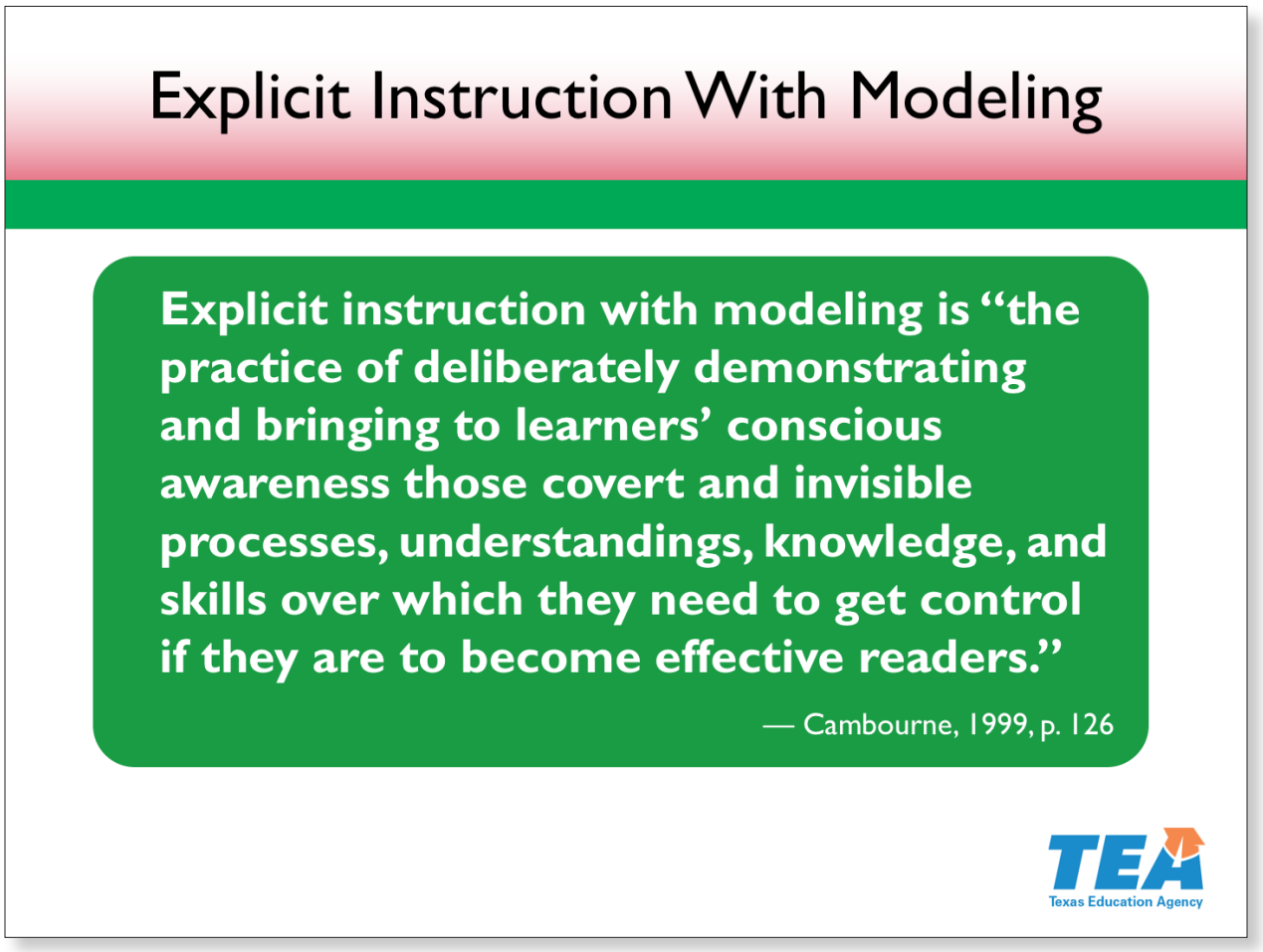

Slide 27—Explicit Instruction With Modeling (51:00–52:00)

What does explicit instruction with modeling include and what does it look like? This slide shows just one definition, provided by Brian Cambourne in *The Reading Teacher*.

Allow 30 seconds for participants to read the definition.

Explicit instruction with modeling includes both the demonstration of tasks and skills and making the invisible visible. In some cases, this type of instruction requires the skillful redirection of learning until all students have achieved mastery.

Reference

Cambourne, 1999

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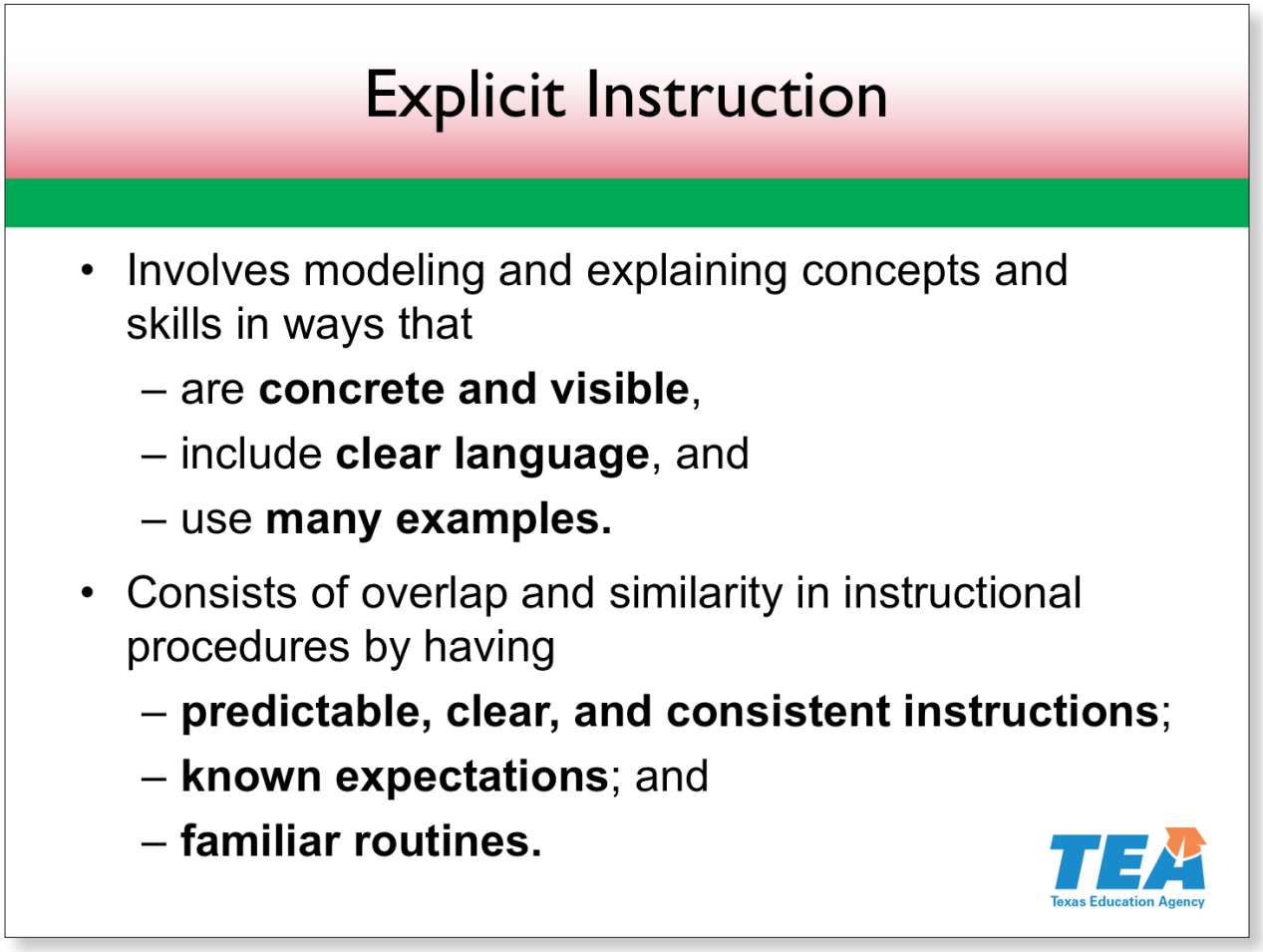

Slide 28—Explicit Instruction **(52:00–54:00)**

To be deliberate about instruction and bring consciousness to learning, teachers have to provide explicit instruction. Research indicates that explicit instruction is a building block of success in teaching and learning.

When teachers explain concepts and skills through concrete, visible examples; provide clear, consistent routines; and maintain and communicate to students high expectations, levels of both teaching and learning increase.

A teacher who is explicit during instruction uses many examples to connect what students already know to what they are learning and uses instructional procedures that overlap across features of effective instruction; components of literacy; content areas; and days, weeks, and months of the school year.

We also need to establish and use instructional routines. If there is a void or gap in instruction, students will fill it. As we know, students often fill such gaps with undesired behaviors. To avoid this problem, we need to use appropriate pacing and tight transitions. All of these ideas are closely connected to our level of preparation.

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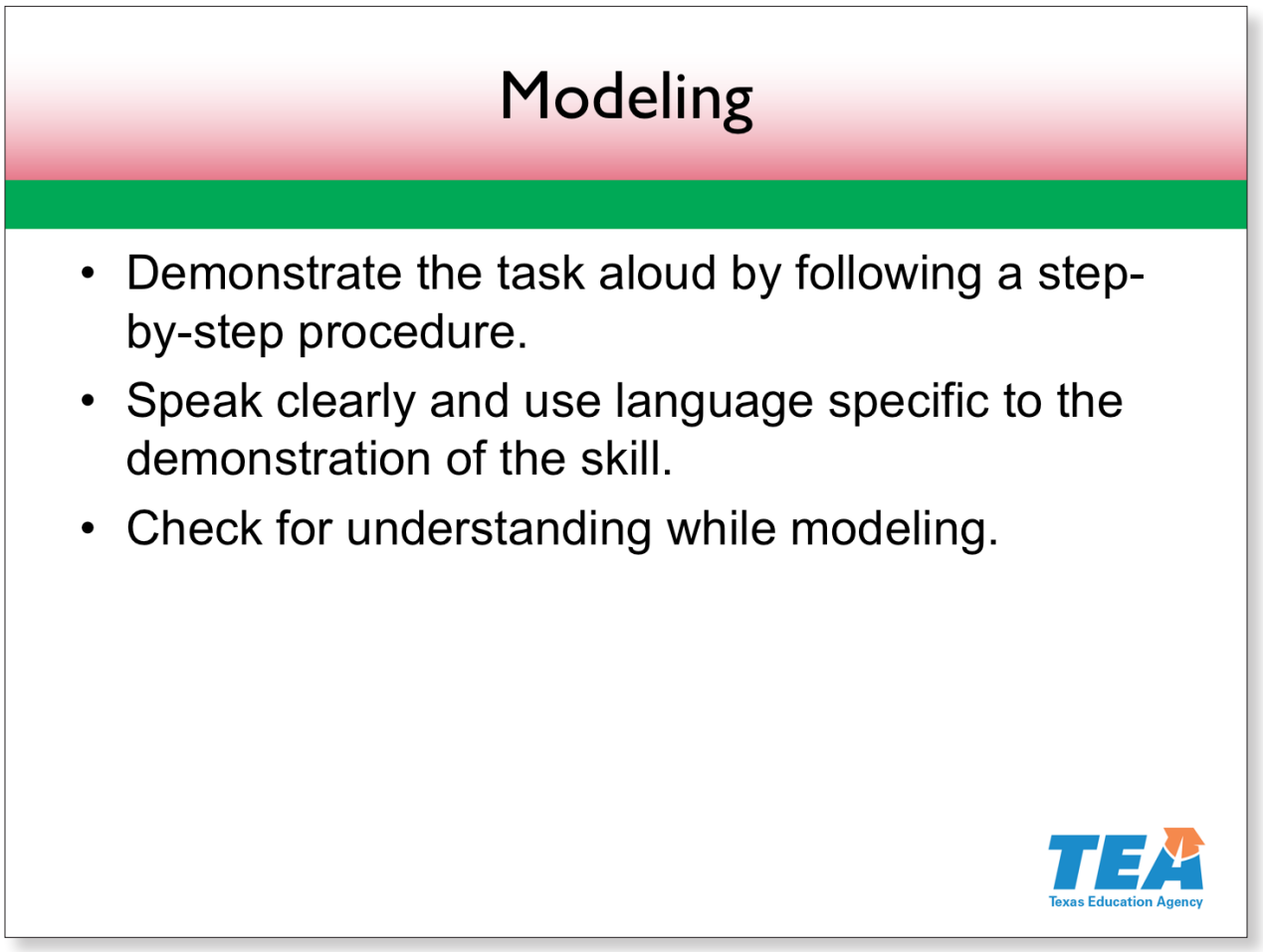

Slide 29—Modeling **(54:00–54:30)**

Clear and ordered demonstrations of concepts and skills make learning visible. Student-friendly language that is specific to the demonstration aids student understanding. And it is important to check for student understanding while modeling and to correct misunderstandings. Ensure that you can see everyone and that everyone can see you at all times.

Some of you may be familiar with the "I do," "We do," "You do" model, in which the teacher first demonstrates the concept or skill, then leads students through a group practice, and finally has students apply the concept or skill on their own. This is one of many different modeling formats that are effective.

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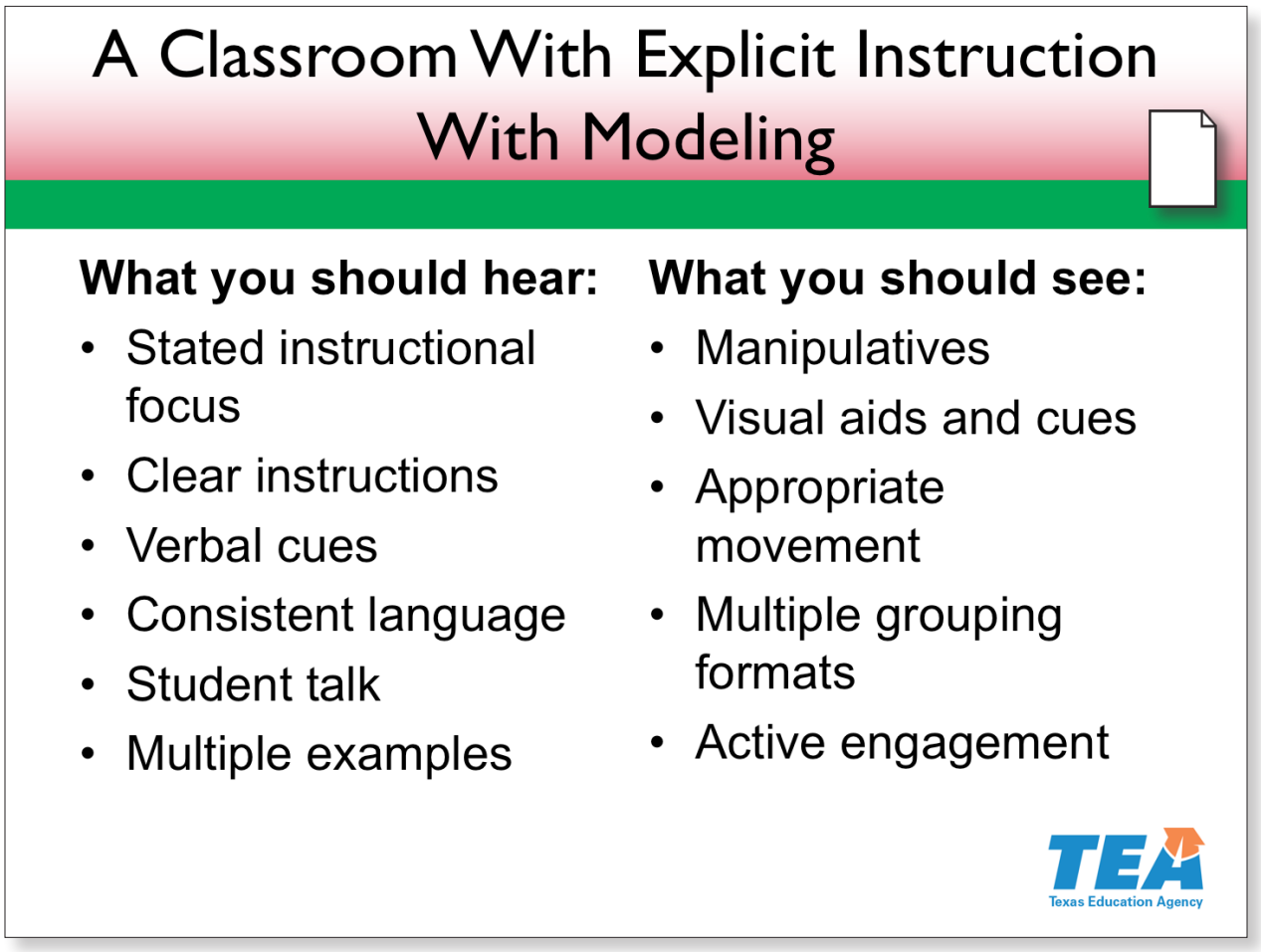

Slide 30—A Classroom With Explicit Instruction With Modeling (54:30–57:00)

This slide shows some examples of what to listen for related to explicit instruction with modeling, including the following:

- A clear learning focus or purpose for learning
- Clear, direct, and easy-to-follow instructions
- Verbal cues, such as "Ready?"
- Consistent language before, during, and after modeling
- Student talk, whether to provide answers or information, share, elaborate, or ask questions
- Multiple examples of the concept or skill that connect both to students' current learning and prior knowledge

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In addition to what should be heard during an explicit lesson with modeling, many things should be seen, including the following:

- Manipulatives—for example, dry-erase boards, markers, and erasers
- Visual aids—for example, anchor charts to support a comprehension strategy
- Movement that is appropriate and adds to learning and making connections
- Work in the whole group, in small groups, with partners, and in centers
- Active engagement in learning

Please locate **Handout 5: Observing Explicit Instruction With Modeling**.

Allow participants time to locate the handout.

This handout details additional ways that this feature can be observed within the five components of reading. As you review this handout, place a check mark next to the examples you use often in your classrooms. Then, place a star next to two examples in each literacy component that you plan to use in the future to enhance your literacy instruction. You will have two minutes to work.

Allow participants two minutes to review and mark up the handout.

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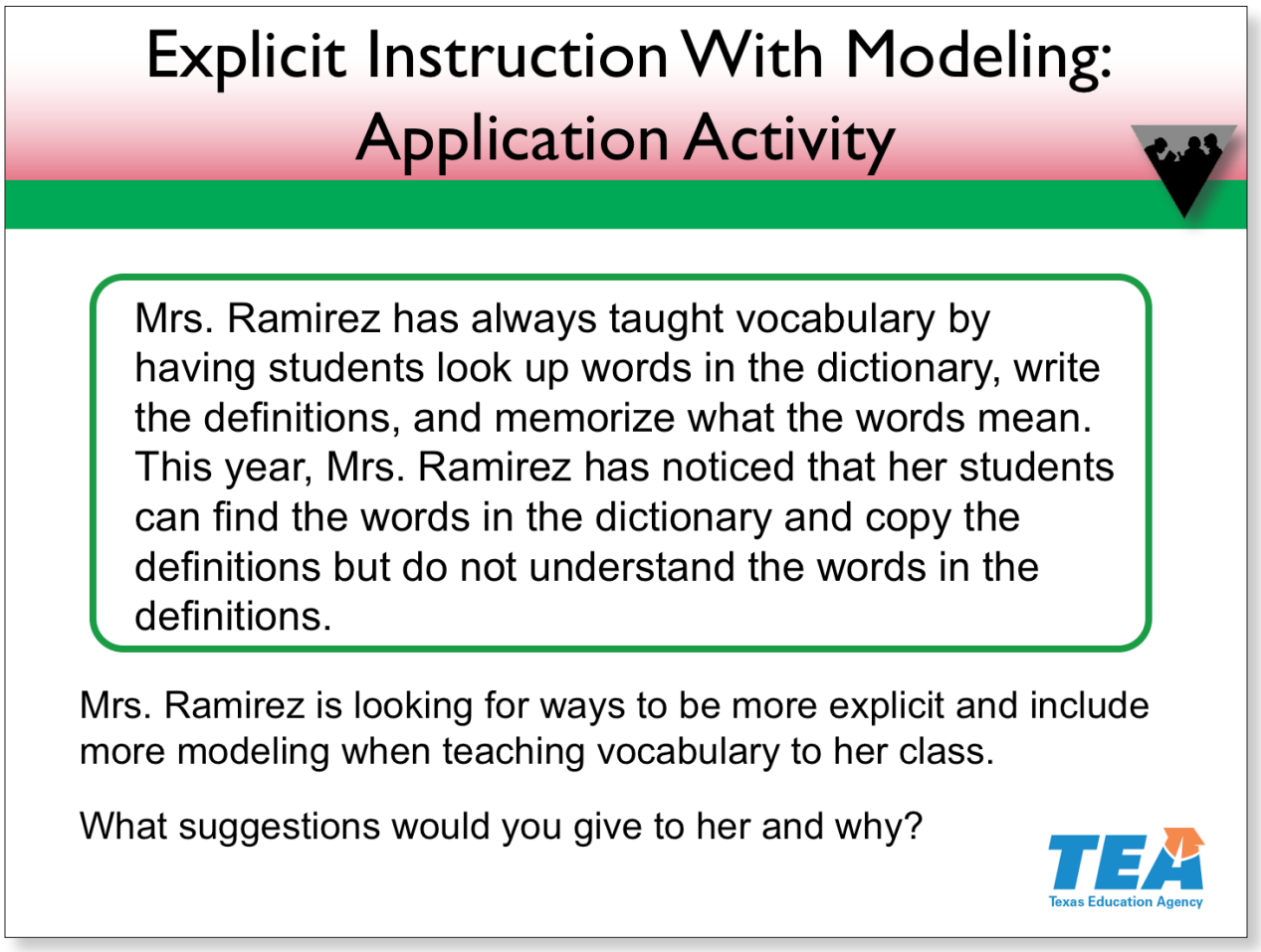

Slide 31—Explicit Instruction With Modeling: Application Activity (57:00–1:03:00)

Activity

With a partner, read the scenario on the slide. Then, work together to list some ways to make the instruction more explicit, including modeling opportunities. You can use Handout 5 for support.

Allow four minutes for participants to work. After the four minutes, quickly share several examples.

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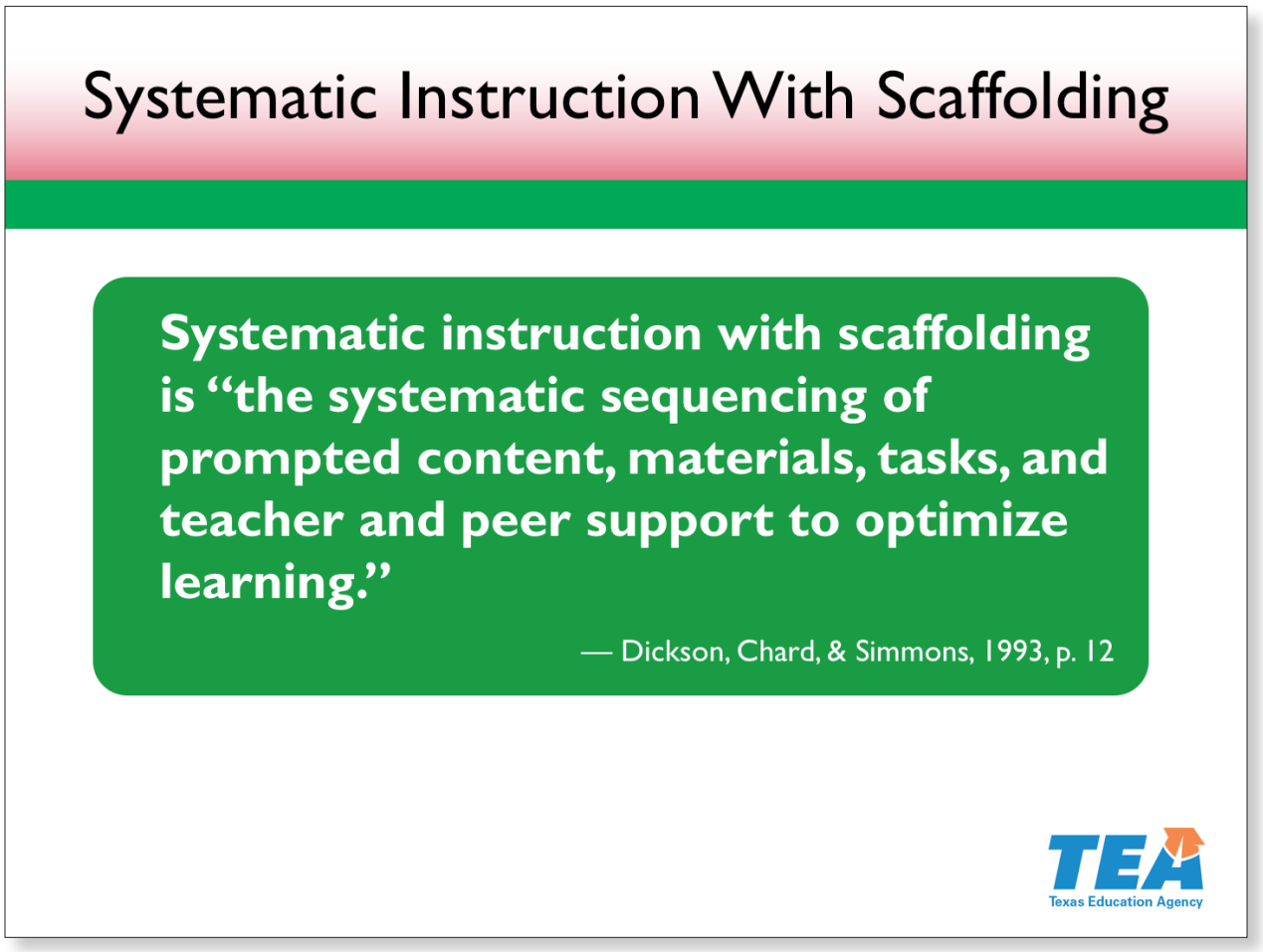

Slide 32—Systematic Instruction With Scaffolding (1:03:00–1:04:00)

Now we will move to the next feature: systematic instruction with scaffolding.

The term *scaffolding* grew out of Lev Vygotsky's work, which centered on social cognition and individual development. The idea of systematic instruction with scaffolding has since developed from writings by psychologist Jerome Bruner.

The quotation on the slide gives some insight into this feature of effective instruction and how we theoretically and operationally define it today.

Read the quotation to participants.

We will examine this definition more closely as we look at ways that educators can use systematic instruction with scaffolding as a building block for successful teaching and learning.

Reference

Dickson, Chard, & Simmons, 1993

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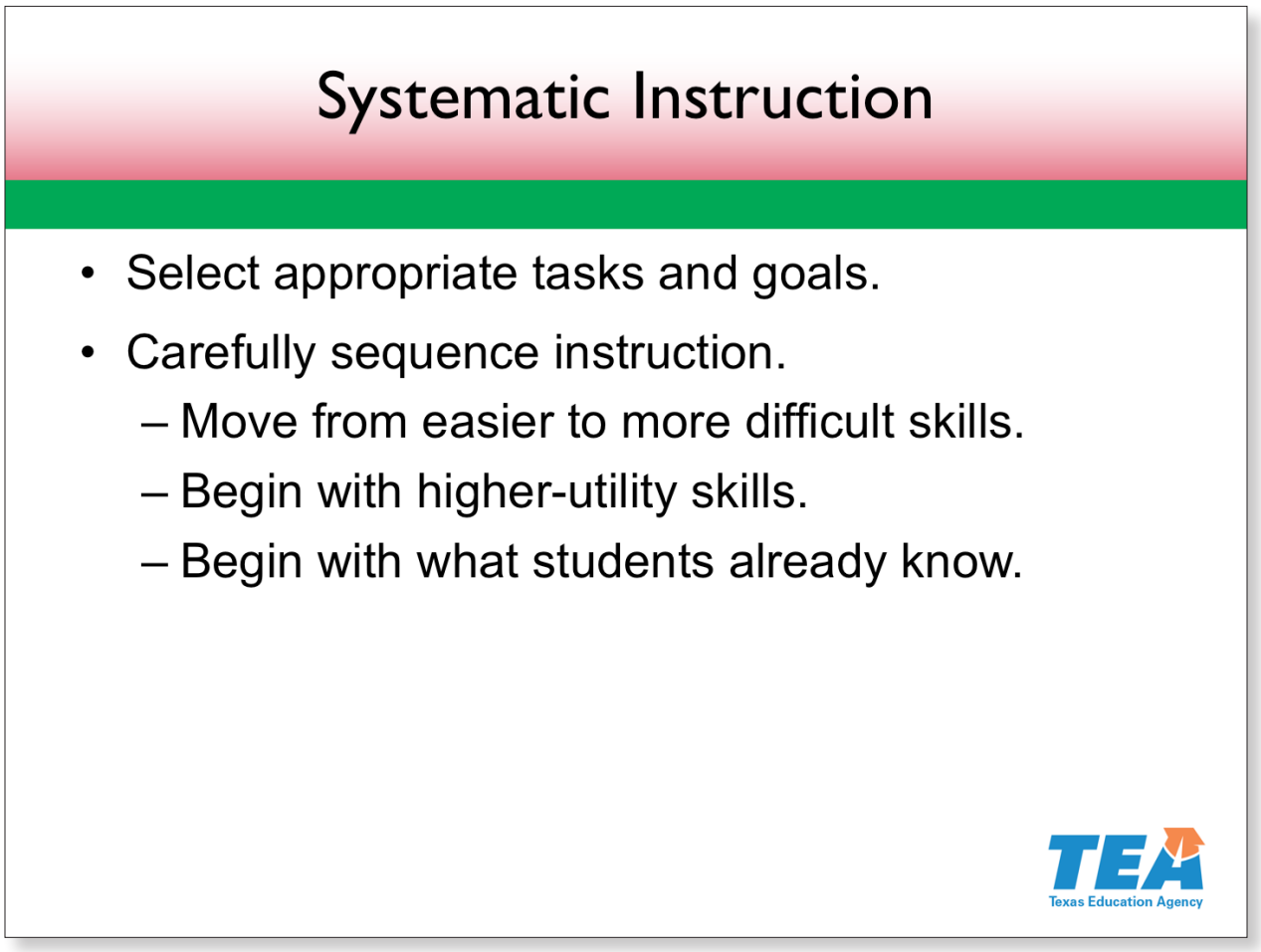

Slide 33—Systematic Instruction (1:04:00–1:05:30)

Systematic instruction takes the learner from one step to the next in an organized and sequential way through carefully planned and selected tasks and goals.

To be systematic, plan a lesson from start to finish. First, set and communicate an instructional focus in a clear and student-friendly way, thus reducing confusion about desired learning outcomes.

Then carefully and thoughtfully move students through the instruction. Begin with skills that are the easiest for students, that they have some prior knowledge of, and that they will use often across content areas and in life (known as high-utility skills). Tap into what students already know and help students make connections.

Then move to more difficult tasks and concepts, building knowledge until, eventually, students succeed.

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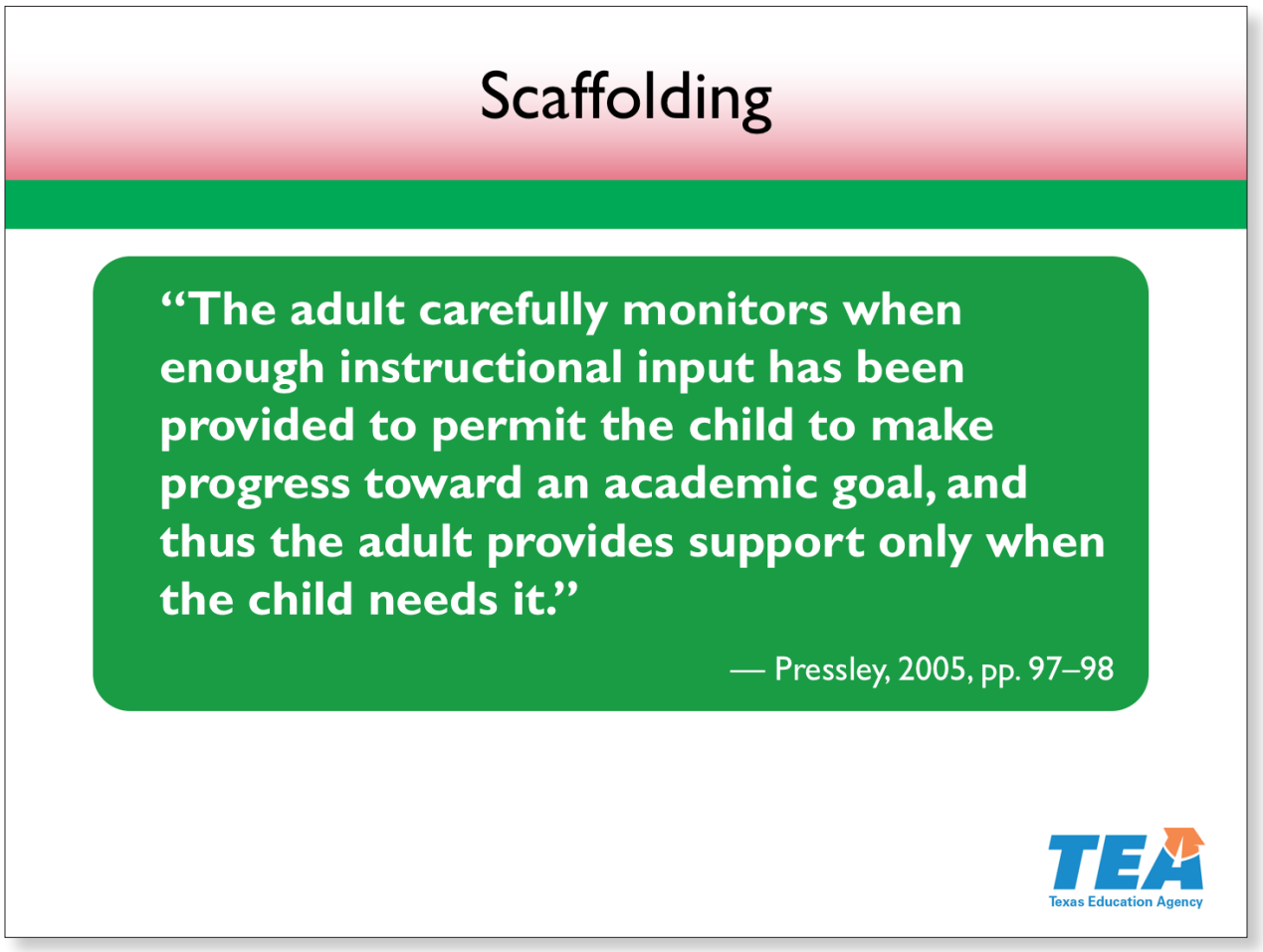

Slide 34—Scaffolding (1:05:30–1:07:00)

Please take a moment to read the definition on the slide.

Pause while participants read.

Scaffolding includes providing assistance as students work through a task, increasing support as students struggle and decreasing support as they advance. This technique improves students' internalization and independence by increasing their responsibility and diminishing prompts and models as students become more adept at the skill or task.

It is important to remember that scaffolding is temporary. The key is for students to perform tasks independently across content areas.

Some examples of scaffolds include

Notes continue on the next page.

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- picture schedules, where students see examples of what they are to perform across the day or week;
- picture support for vocabulary;
- tape to highlight elements in text or writing;
- bookmarks, such as for tracking or a vocabulary resource;
- graphic organizers;
- manipulatives, such as pictures to sort; and
- sentence starters.

Reference

Pressley, 2005, pp. 97–98

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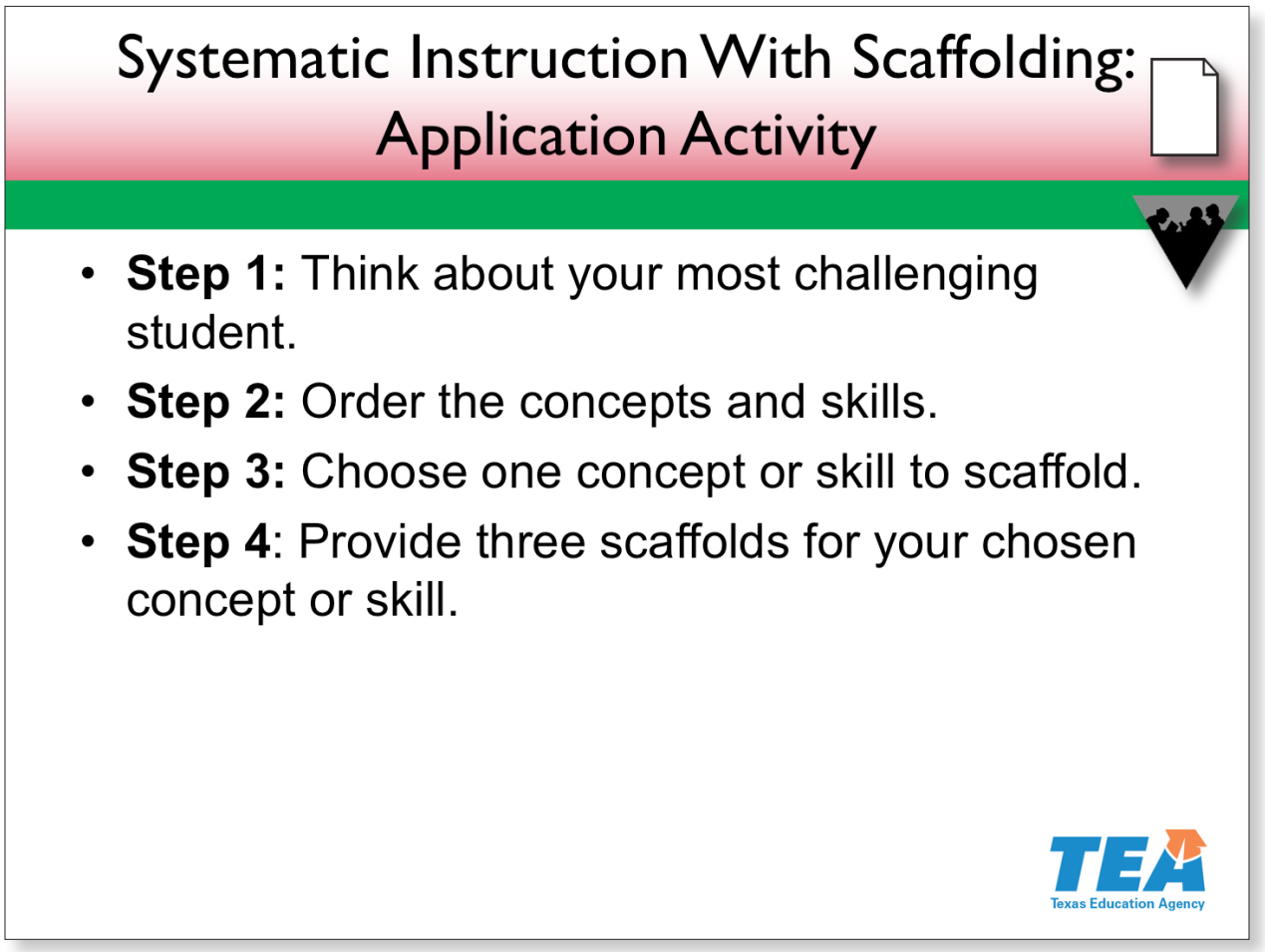

Slide 35—Systematic Instruction With Scaffolding: Application Activity (1:07:00–1:15:00)

Activity

Let's practice systematic instruction with scaffolding. Please locate your set of vocabulary skill cards.

Display the set of cards.

The cards feature concepts or skills related to vocabulary instruction. Take a moment to spread the cards out and examine them.

Pause as participants examine the cards.

Notes continue on the next page.

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We will use **Handout 6: Systematic Instruction With Scaffolding: Vocabulary Example** to complete this activity. You will see the four-step process on the handout.

Allow time for participants to locate the handout.

You will have one minute to complete step 1: Think about your most challenging student. Reflect on your most challenging student and decide which student you will use for this activity. Share your choice with your partner.

Allow partners one minute to reflect on their most challenging student.

Now, you will have two minutes to complete step 2: Order your concepts and skills. Each partner should set an order for his or her challenging student.

Allow participants two minutes to order their cards.

Please take one minute to write the concepts and skills in order on the handout in the boxes designated for step 2.

Allow participants one minute to write on the handout. Then model the next part of the activity using your copy of the handout under the document camera.

For step 3, I will choose and circle "using the word in a sentence."

Circle this phrase on your copy of the handout.

Take 30 seconds to decide which skill you will focus on with your struggling student. Share your choice with your partner.

Pause for 30 seconds.

For step 4, I will provide a sentence starter for my student who is struggling. I will write "Provide a sentence starter" on my handout as scaffold 1 in step 4.

Write the scaffold on your copy of the handout.

Now you will decide on three scaffolds you might use to support your struggling student based on the activity you selected. Record these scaffolds in the three boxes under step 4. Then discuss your scaffolds with your partner. You have three minutes.

Allow three minutes for partners to complete their scaffolds and discuss.

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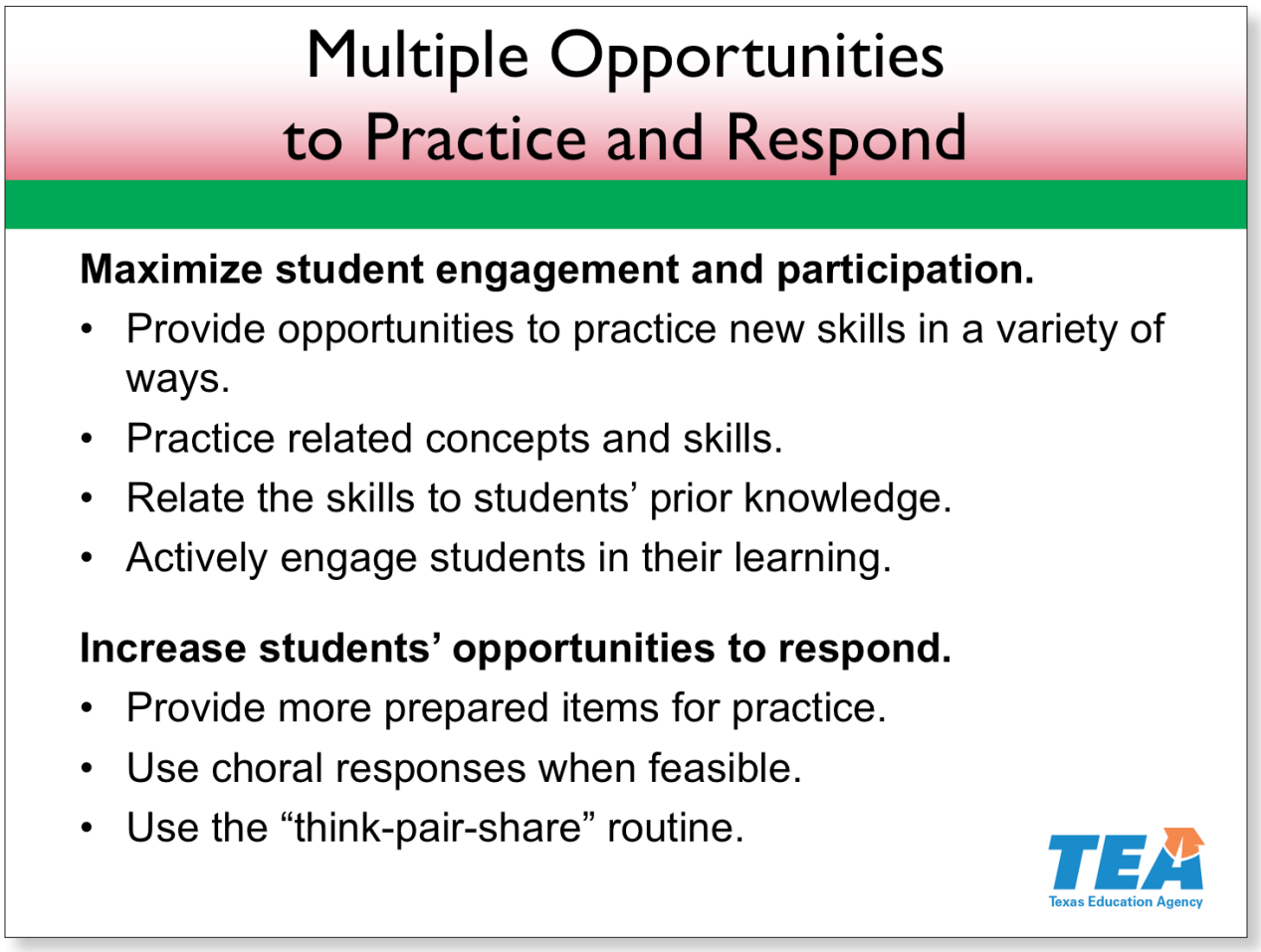

Slide 36—Multiple Opportunities to Practice and Respond (1:15:00–1:17:00)

Our next feature of effective instruction is multiple opportunities for students to practice and respond. Research shows that we need multiple exposures to master a new concept or skill.

Read and discuss the slide.

In addition to the examples on the slide, techniques for providing multiple opportunities to practice include the following.

Explain and elaborate on the following as necessary. You may want to show some of these response and practice ideas. Use your cup within a cup to model as needed.

- Strategic placement of students

Notes continue on the next page.

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- Choral or echo reading
- Classroom signs and labels
- Workstations, collaborative work, and partner work
- Interactive materials for responding—whiteboards, response balls, thumbs-up and thumbs-down signals, and pinch cards
- Quick-writes to practice a specific comprehension skill
- Methods such as "cup-in-a-cup" that allow you to control who you call on to ensure that your struggling students get multiple opportunities to practice
- Decodable texts to relate phonics to connected-text reading
- Transition times—for example, lunch line, hallways, rest room line, going to the playground, picture day, and exiting and entering the classroom—to practice and extend previously taught skills
- Songs, chants, and discussions to connect concepts to other content areas and to real-world examples and experiences

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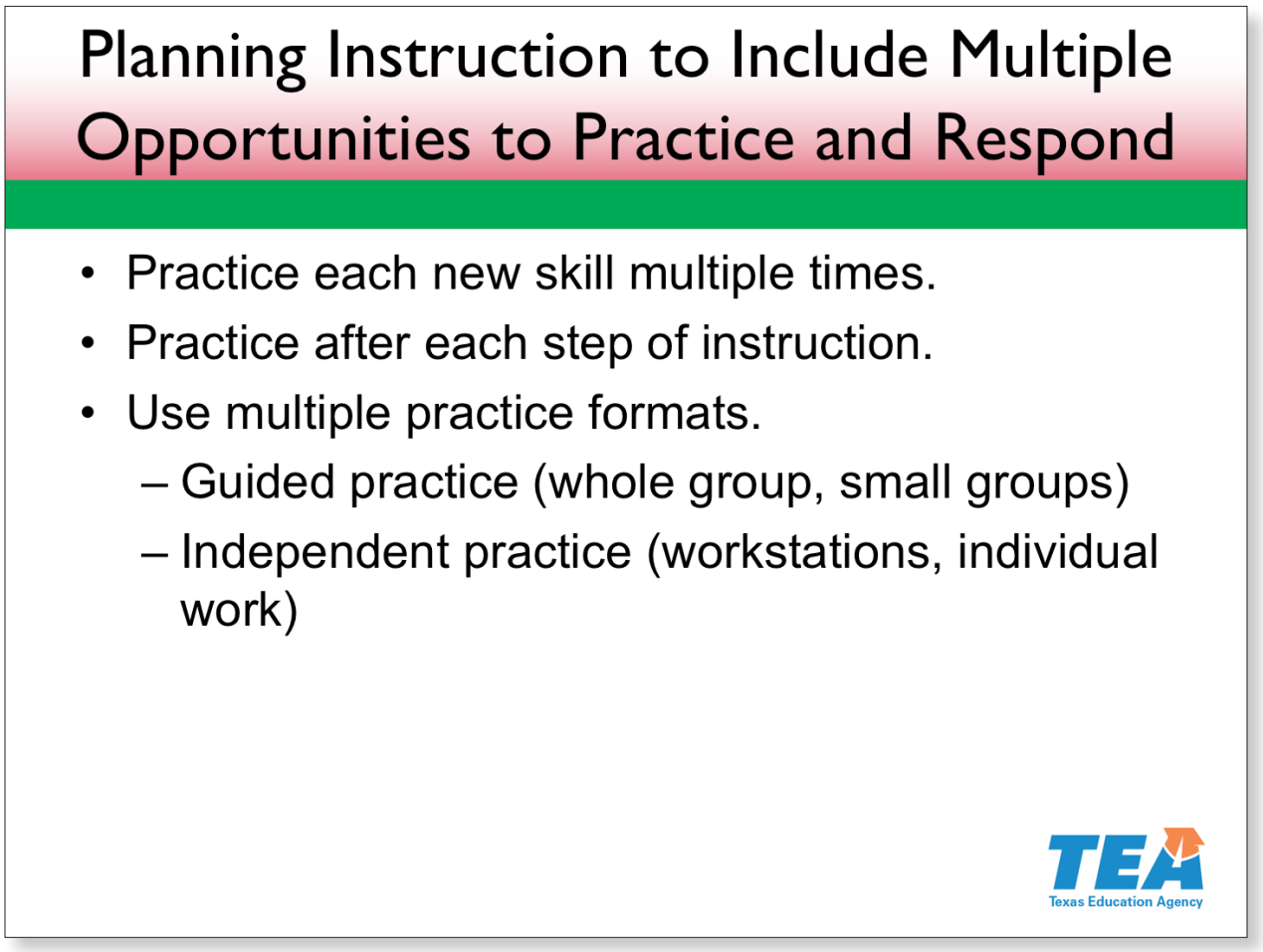

Slide 37—Planning Instruction to Include Multiple Opportunities to Practice and Respond (1:17:00–1:19:00)

It is important to structure our teaching to allow students multiple opportunities to practice a new skill or concept.

We should systematically plan to provide practice for each instructional step. This way, we can ensure understanding of the concept being taught as it is being taught. Practicing with students helps us know when and where to reteach or focus more instructional energy. Sometimes we show students what to do and then turn over the activity to them too soon. Instead, we need to practice with students before asking them to independently complete a task. This concept is key in the "I do, we do, you do" lesson cycle.

You can provide multiple opportunities to respond and practice in any grouping arrangement.

Quickly read each grouping example on the slide.

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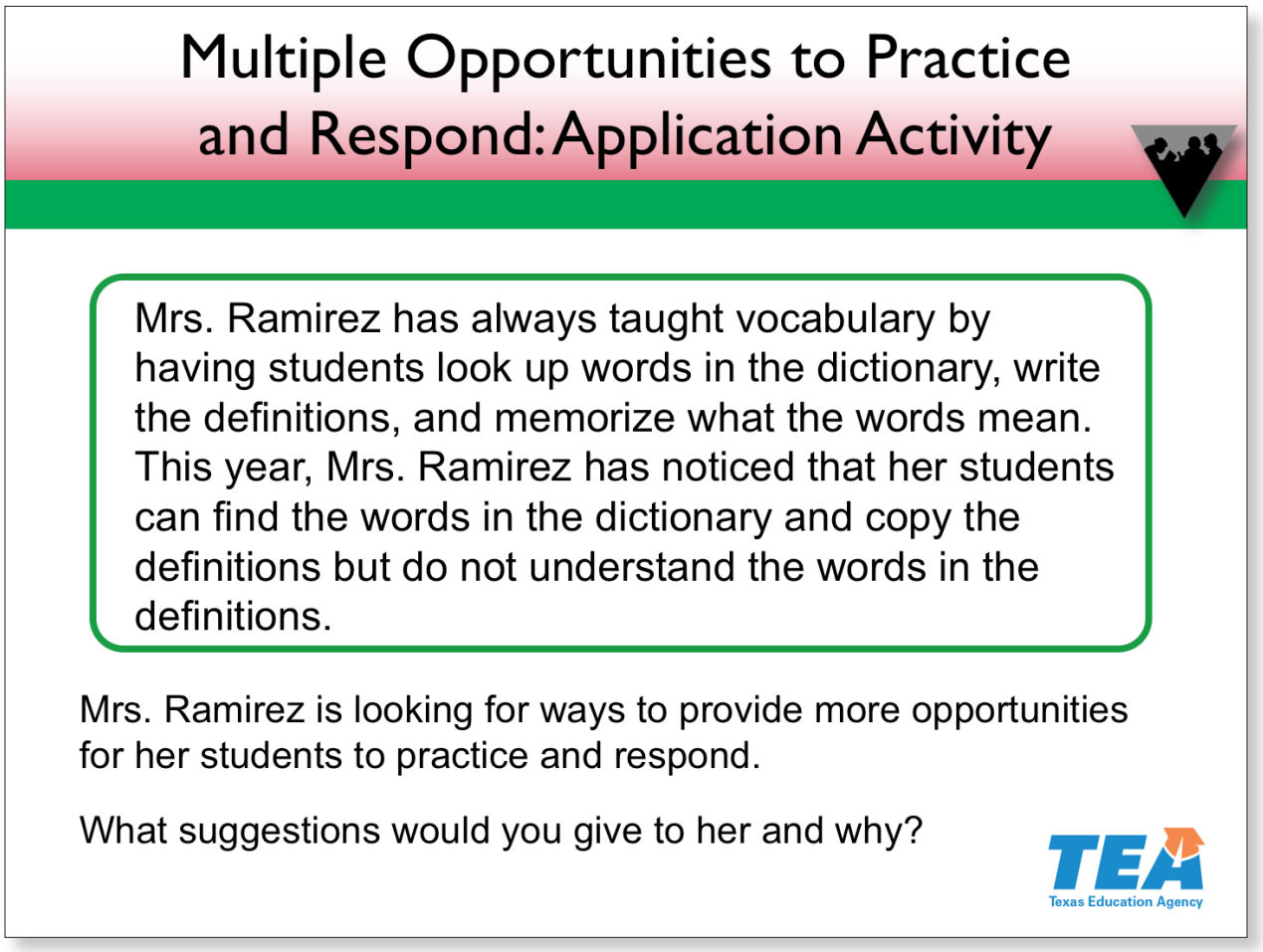

Slide 38—Multiple Opportunities to Practice and Respond: Application Activity (1:19:00–1:25:00)

Activity

You enhanced the instruction in the scenario on this slide during the discussion of explicit instruction with modeling. Now, work with your partner to identify practice opportunities that Mrs. Ramirez could provide to her students. Also, how can Mrs. Ramirez increase opportunities for her students to respond?

Provide three minutes for partners to work. After the three minutes, ask two partner pairs to share with the whole group.

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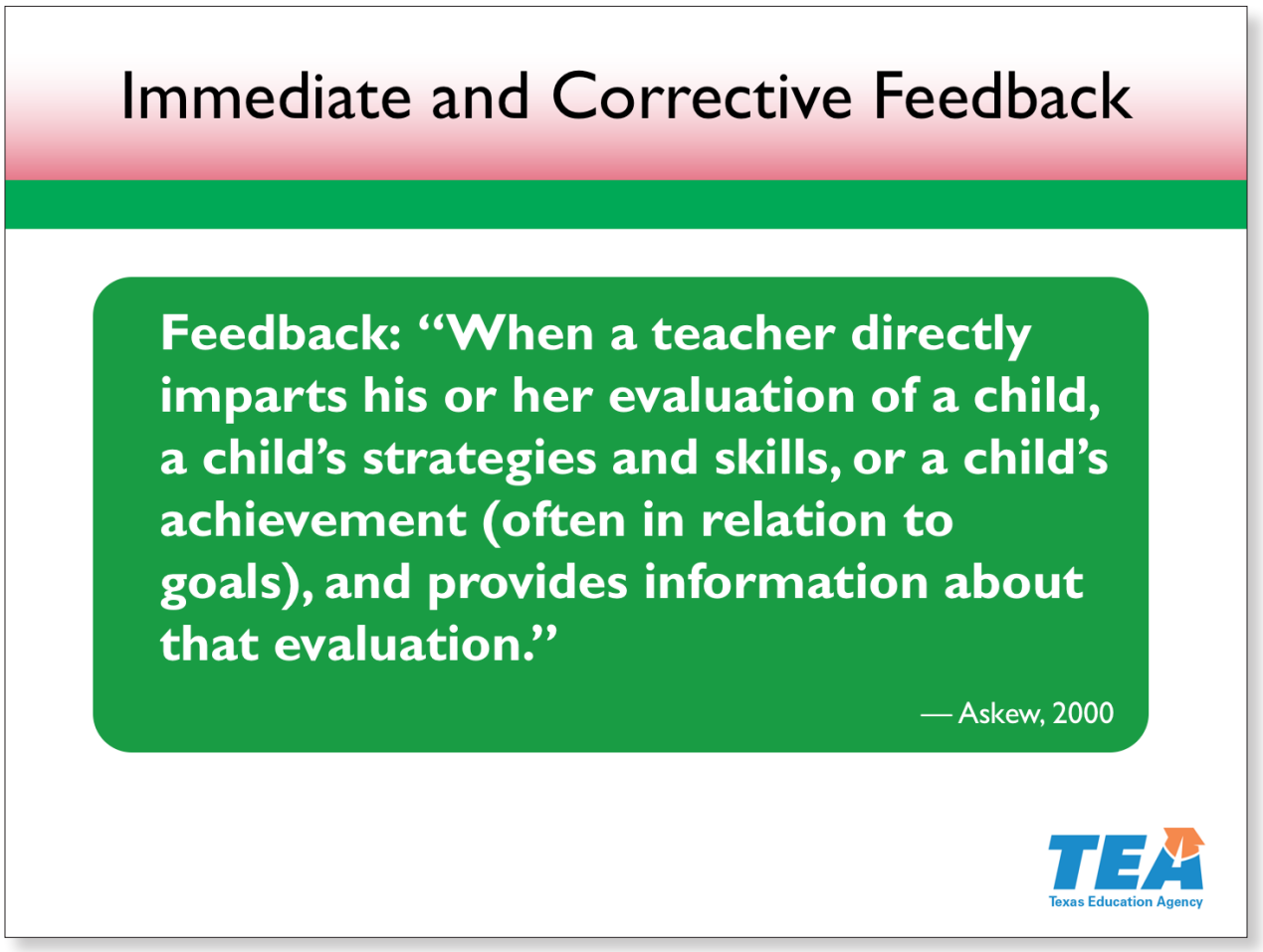

Slide 39—Immediate and Corrective Feedback (1:25:00–1:26:00)

Let's look at our last feature of effective instruction: immediate and corrective feedback. The slide provides one research-based definition of feedback.

Allow time for participants to read the definition.

We will now explore two different types of feedback.

Reference

Askew, 2000

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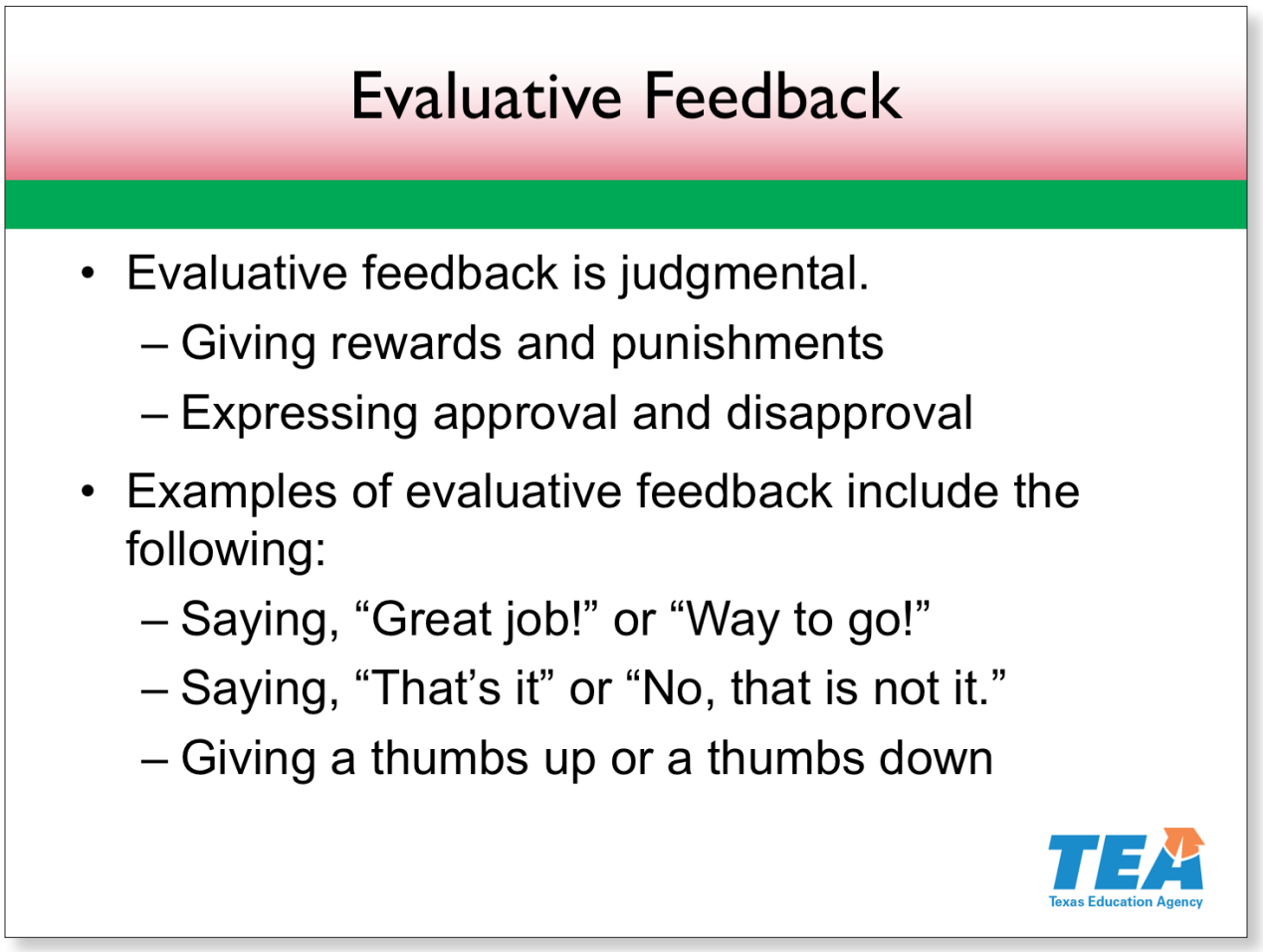

Slide 40—Evaluative Feedback **(1:26:00–1:27:30)**

The first type of feedback that we will discuss is evaluative feedback. This type of feedback is judgmental and, although it is immediate, it is not corrective. Evaluative feedback includes giving rewards and punishments or expressing approval or disapproval of student understanding. This type of feedback can be either positive or negative.

This slide shows some examples of this type of feedback.

Read the examples on the slide.

Evaluative feedback is both appropriate and necessary at times.

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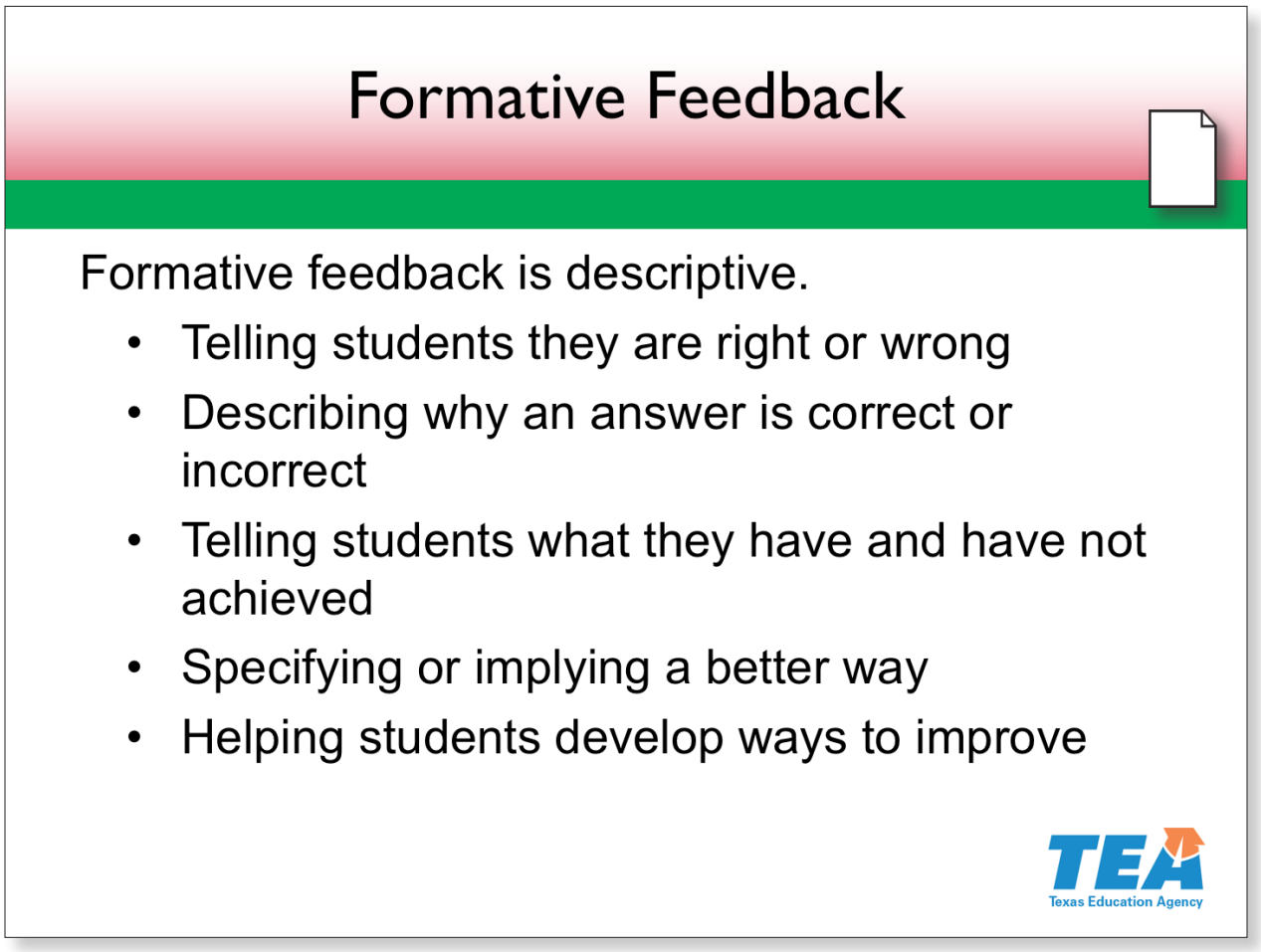

Slide 41—Formative Feedback **(1:27:30–1:30:00)**

The second type of feedback, formative feedback, is a more descriptive feedback style.

Formative feedback makes specific references to a student's achievement or competence. Research shows that this type of feedback is related to student improvement. This feedback style includes informing students whether their understanding is correct, describing why an answer is correct or incorrect, telling students what they have and have not achieved, specifying or implying a better way of doing something, and having students make suggestions about how they can improve their learning.

It is important for students to receive specific feedback while they are still mindful of the learning target. Also, ending every correction with the student providing or echoing the correct answer strengthens student performance.

Notes continue on the next page.

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Please locate **Handout 7: Levels of Formative Feedback**.

Pause for participants to locate the handout.

This handout provides more detail about the types of formative feedback we just discussed. There are five sections. Number off at your table, one to five. Read your section aloud to your tablemates in order.

Pause for participants to read the handout.

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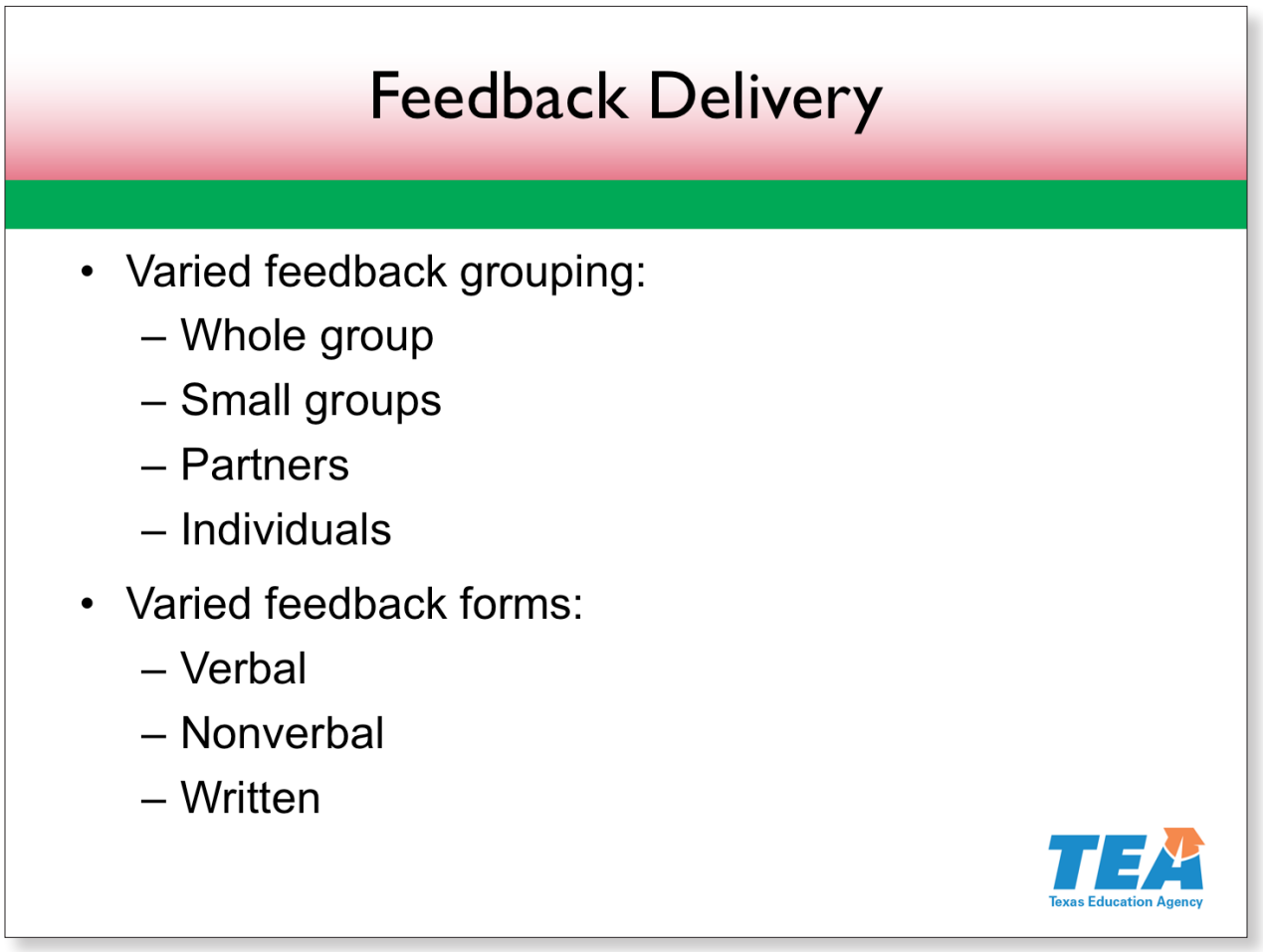

Slide 42—Feedback Delivery **(1:30:00–1:31:00)**

Both evaluative and formative feedback can be delivered in multiple grouping formats and can be verbal, nonverbal, or written.

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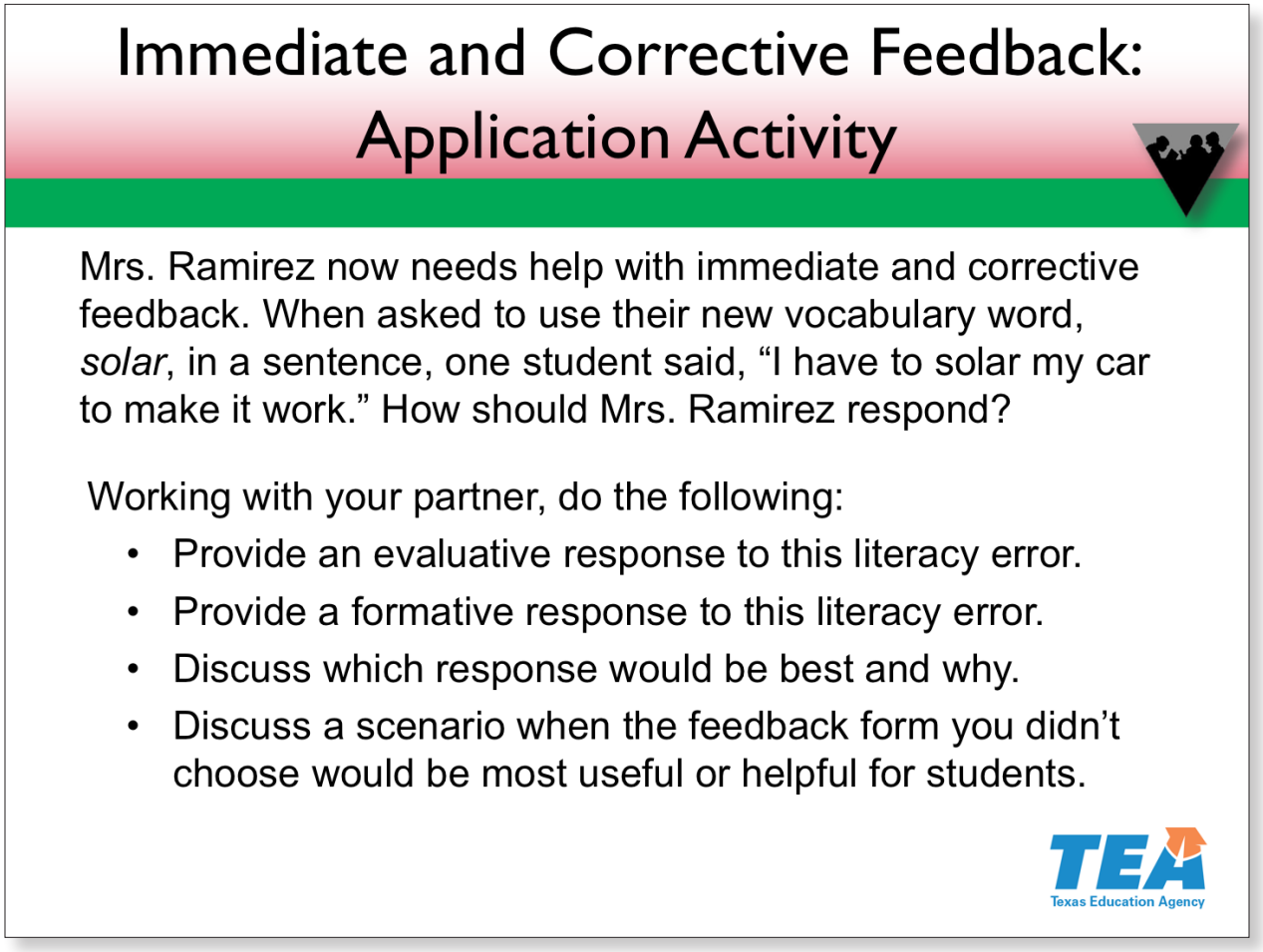

Slide 43—Immediate and Corrective Feedback: Application Activity (1:31:00–1:37:30)

Activity

Please read the scenario and activity on the slide.

Pause for participants to read.

You will have four minutes to work. Refer to Handout 7 as needed.

Provide four minutes for participants to work. Share participant responses as time allows.

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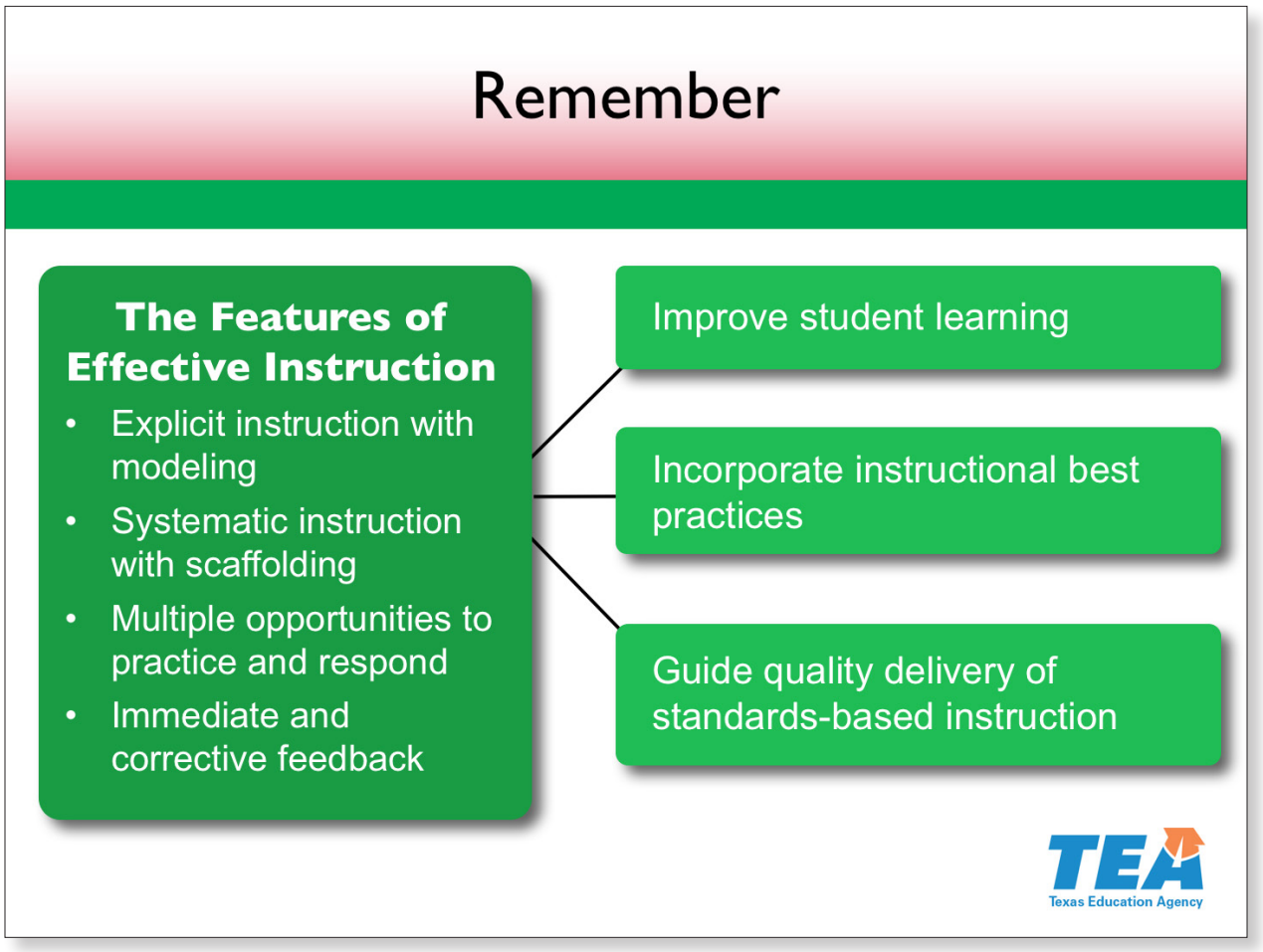

Slide 44—Remember **(1:37:30–1:38:30)**

Read and discuss the slide.

All of these features help us in supporting all learners.

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SECTION—Differentiated Instruction (1:38:30–2:00:00)

Slide 45—Supporting All Learners: Differentiated Instruction (1:38:30–1:39:00)

Our final topic is differentiated instruction.

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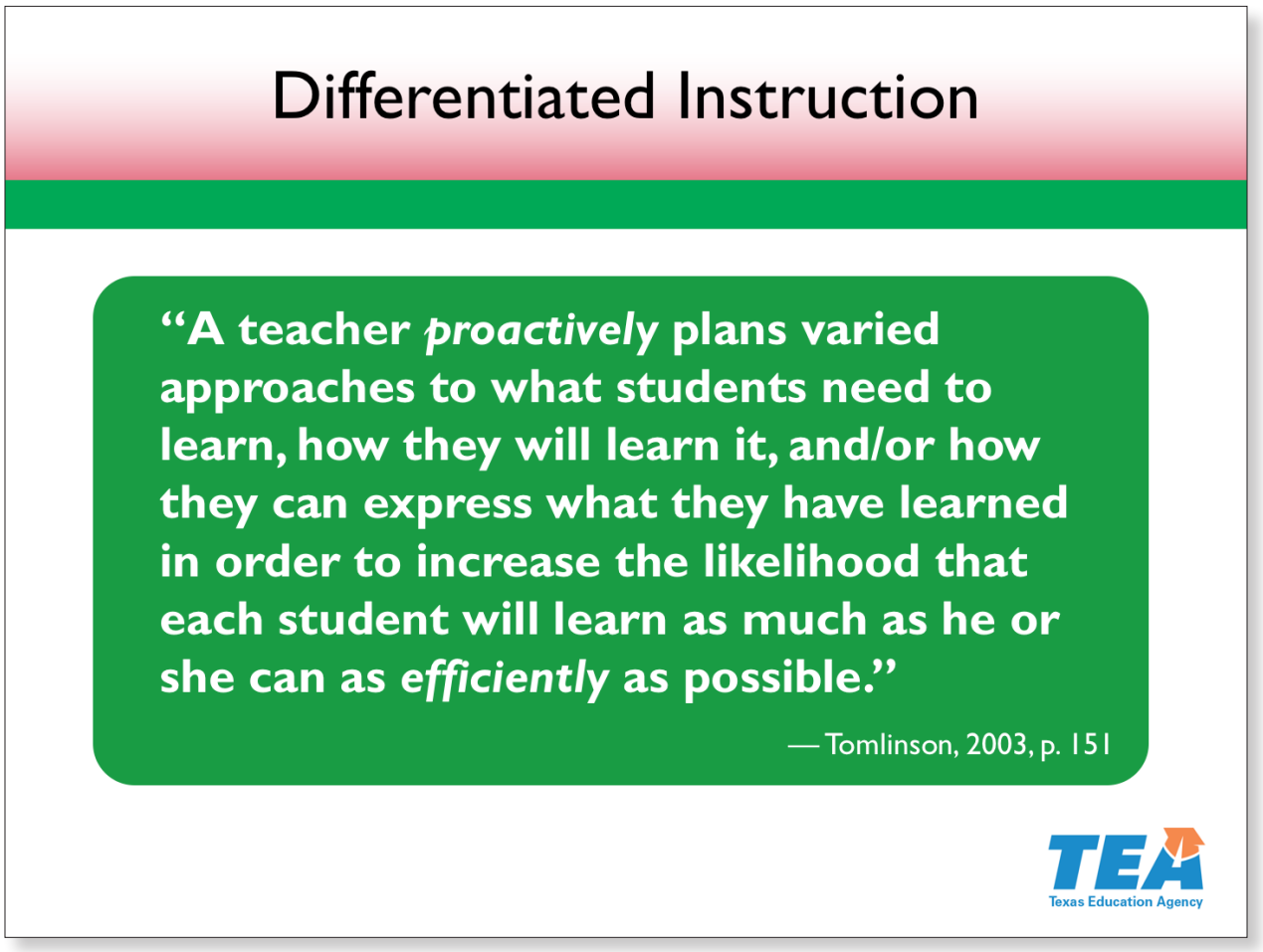

Slide 46—Differentiated Instruction (1:39:00–1:41:00)

Research on differentiated instruction goes back several decades, initially emphasizing gifted-and-talented students in a mainstream heterogeneous grouping. During the last decade, the focus has shifted to include differentiating instruction for all learners in a heterogeneous setting, thereby reaching not just the gifted-and-talented students, but also those who struggle to learn. Additional focus has been placed on individual student differences, interests, and learning needs.

Ask participants to read the slide.

References

Tomlinson, 1995; 2003, p. 151

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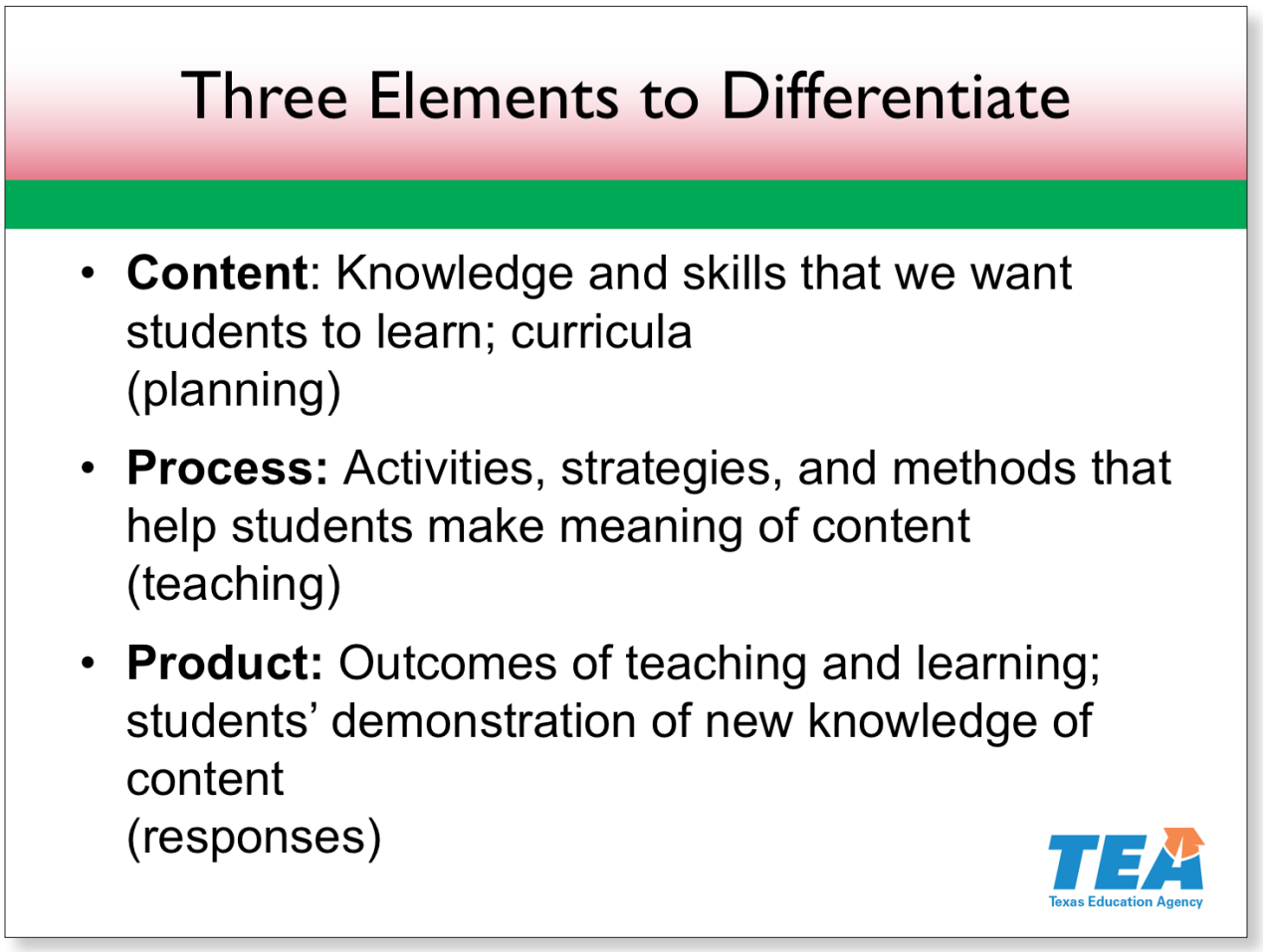

Slide 47—Three Elements to Differentiate (1:41:00–1:43:00)

What has remained the same throughout the years is the underlying idea of varied approaches to three main elements.

- The **content** is what students need to learn. The comprehensive reading program often dictates the content, but it can be adapted and enhanced, as needed, according to data and individual students' needs.
- The **process** is how teachers will instruct and students will learn the content. The process includes the teacher's role in the execution of the lesson. Once the content has been planned, the process is how the teacher implements the lesson.
- The **product** is how students express what they have learned. The product can be observed by others, including something that is spoken, written, or demonstrated.

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Differentiated Instruction

IS	IS NOT
Adapting curriculum and instruction to meet the needs of all students	Using a "one-size-fits-all" curriculum and instruction model
Providing a variety of ways to explore content and receive information	Making all tasks the same
Providing varied strategies for making meaning of ideas and information	"Getting through" or "covering" the required materials and information
Providing multiple options for demonstrating learning	Giving students extra problems or assignments as they finish their work
Planning specific and adaptive content, processes, and products	Grading students "harder" or "easier" than others

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Slide 48—Differentiated Instruction (1:43:00–1:45:00)

Please read this slide.

Pause for participants to read.

Which items apply to the concept of content? Discuss with your partner.

Pause for discussion.

The first point, which deals with curriculum and instruction, and the last one, which deals with adaptive content, apply to content.

Which items apply to the concept of process? Discuss with your partner.

Pause for discussion.

Notes continue on the next page.

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The second one, which talks about providing varied methods to deliver content; the third one, which addresses making meaning of the concepts; and the last one, which specifically mentions processes, all relate to the concept of process.

Which items apply to the concept of product? Discuss with your partner.

Pause for discussion.

The fourth one, demonstrating learning, and last one, planning specific and adaptive products, relate to the concept of product.

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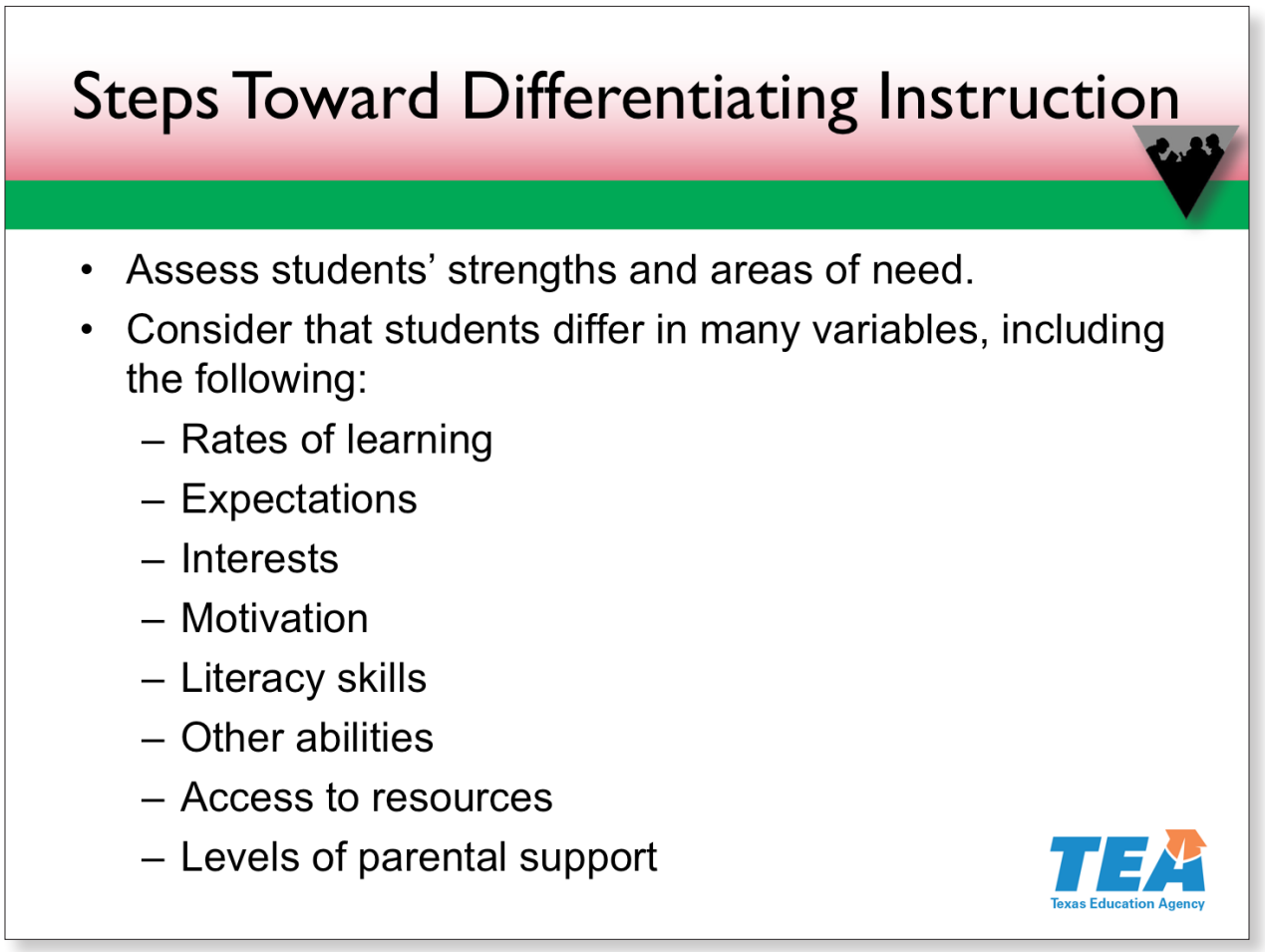

Slide 49—Steps Toward Differentiating Instruction (1:45:00–1:48:00)

Now we will talk about the steps necessary for differentiating instruction.

Assessing students' knowledge is the first step. This information tells us where and when to differentiate to meet individual students' needs.

Also, the differences in multiple variables that students bring to the learning environment affect teaching and learning.

Activity

The slide does not show an exhaustive list of these variables. What other variables have had an impact on your teaching and your students' learning?

> *Ask participants to think about the question, turn to other participants, and talk about their answers. Provide one minute for this activity.*

All of these variables require us to differentiate instruction for our students.

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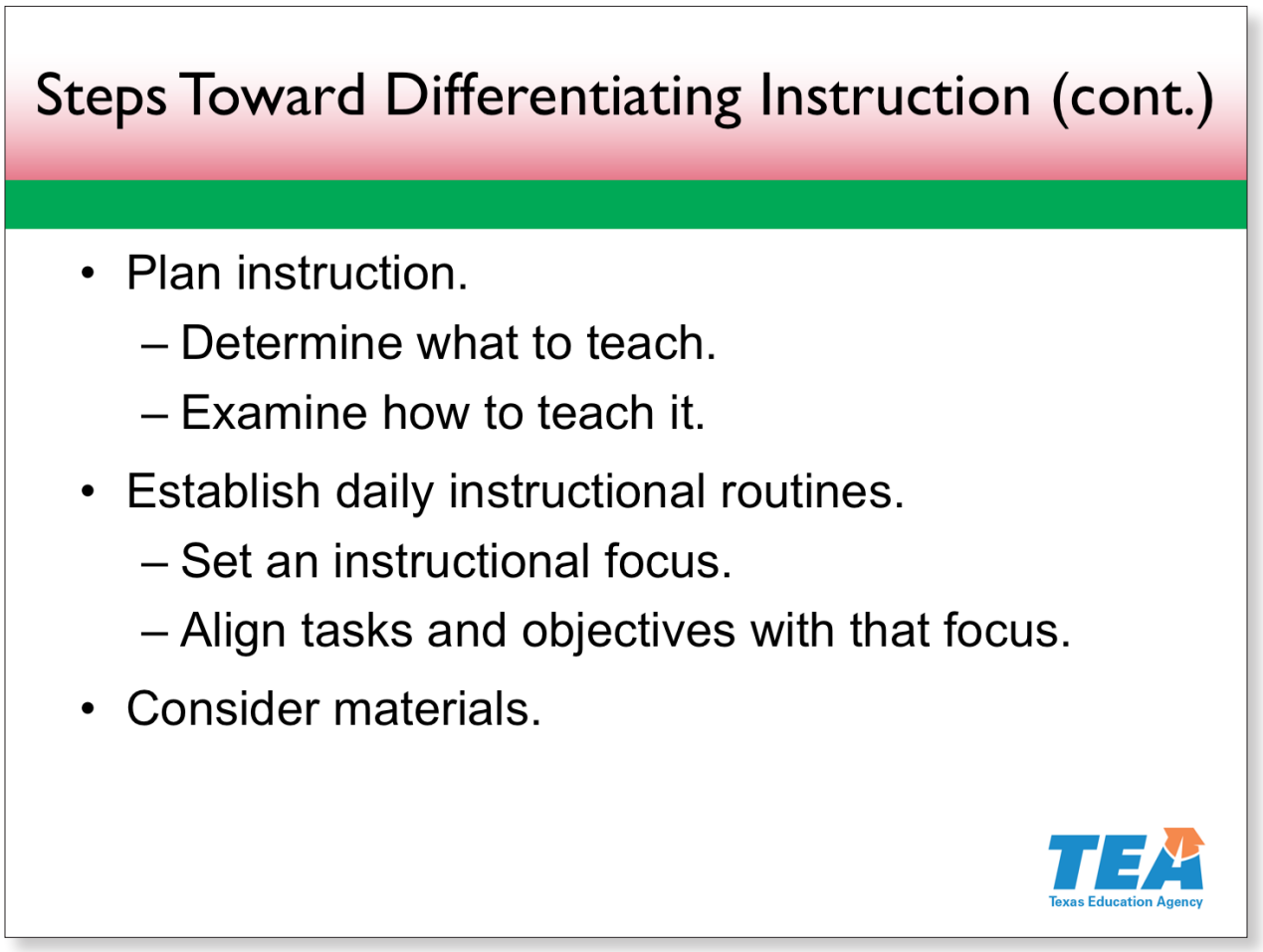

Slide 50—Steps Toward Differentiating Instruction (cont.) (1:48:00–1:50:00)

To differentiate instruction to meet the needs of all learners, we must plan our instruction. This planning should include the TEKS and any literacy program that our schools have adopted. It should also consider the needs of struggling learners, on-level students, and students who need enrichment.

Establishing the objectives is the next step. For example, as we move from one task to the next, we can inform our students about what they have completed and what will be expected of them next. We know the plan for the lesson, but students need to know the plan, too! Explaining the instructional focus to students strengthens our teaching and their learning. Aligning all lessons, tasks, and objectives with the instructional focus will provide you and your students with a blueprint for success.

Material selection is important, as we need the appropriate tools to differentiate for and meet the needs of all our students.

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Steps Toward Differentiating Instruction (cont.)

- Manage instruction.
  - Organize the classroom.
  - Monitor and respond to student behavior.
  - Manage time.
- Hold everyone accountable.
  - Monitor and respond to student progress.
  - Examine your implementation of instruction.

Slide 51—Steps Toward Differentiating Instruction (cont.) (1:50:00–1:51:00)

As you know, your classroom management is structured around your expectations for classroom organization and procedures, students' behavior, and time. Of course, these expectations need to be reviewed and reinforced often and adapted as needed. Instruction can occur once these management systems are in place. Instruction flows easily in classrooms that have strong and clear management.

Another important component of differentiating instruction is accountability. This accountability is for teachers and students. Self-reflection allows us to examine our implementation of instruction. In other words, we look to see whether we planned the lesson well and aligned our tasks and objectives to carry out the instructional blueprint. In addition, we look to see whether our students are meeting the expectations that we established. Monitoring students' progress lets us know what types of differentiation are required.

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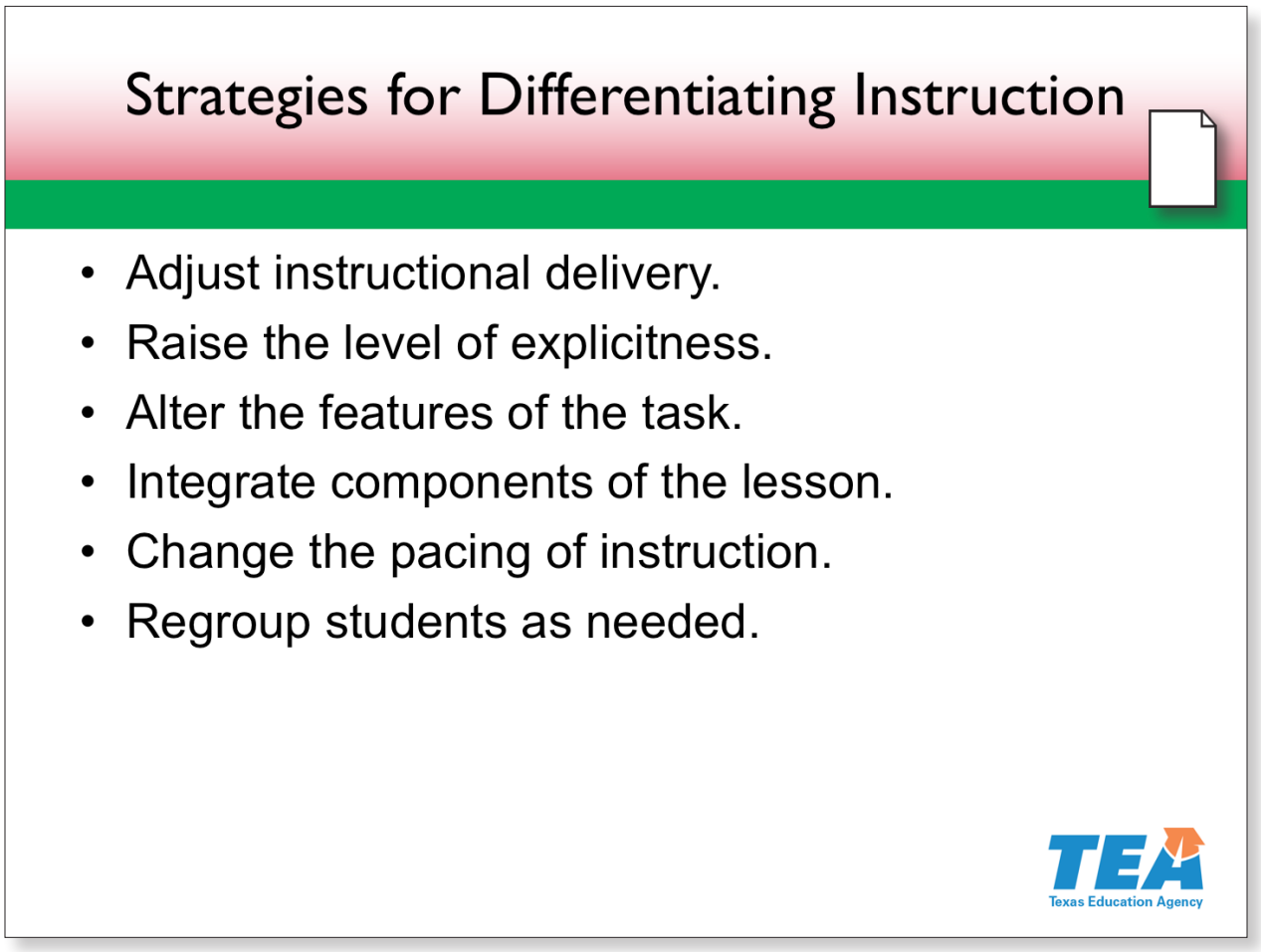

Slide 52—Strategies for Differentiating Instruction (1:51:00–1:54:00)

Please locate **Handout 8: Strategies for Differentiating Instruction**.

Pause for participants to locate the handout.

This handout lists multiple ways in which you can differentiate instruction to meet individual students' needs. Review the handout now. You have two minutes.

Provide two minutes for participants to review the handout.

Now, place a check mark next to one strategy that you use often in your classroom.

Pause for participants to work.

Next, place a star by one strategy you will begin to use in your classroom.

Pause for participants to work.

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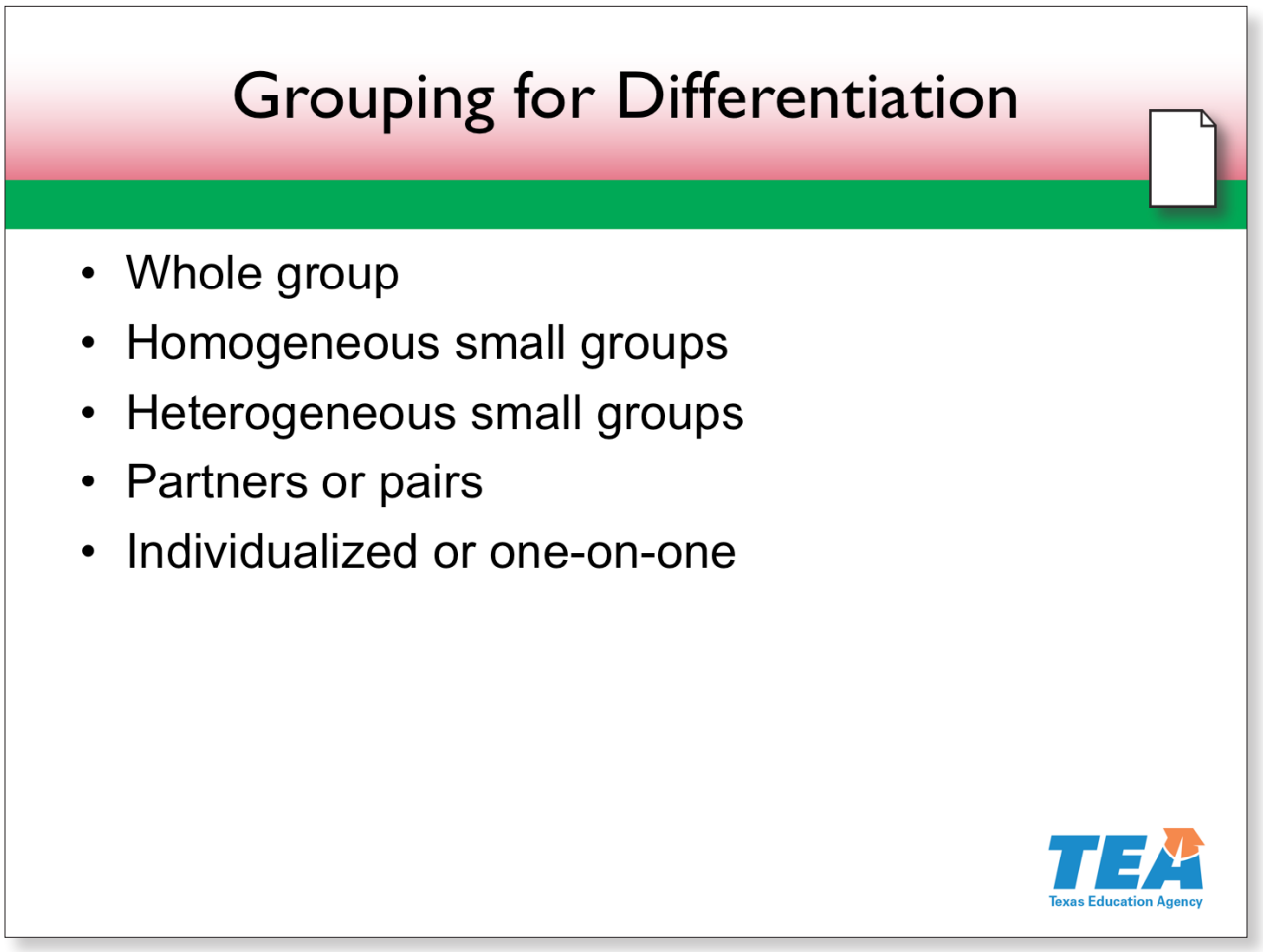

Slide 53—Grouping for Differentiation (1:54:00–1:56:00)

Whether differentiating based on data, student strengths, areas of need, or "on-the-spot" teacher observations, there are multiple ways to group students.

Handout 9: Grouping Practices for Effective Differentiated Instruction provides information about different grouping formats, including the formation of groups and group impact on instructional activities.

Quickly review the handout with participants.

Some grouping formats are more challenging to differentiate. Differentiating instruction can be especially challenging during whole-group and heterogeneous small-group instruction. Let's talk about a few strategies within those two grouping formats that might make instruction easier and more effective.

Explain and provide examples for the following as necessary.

Notes continue on the next page.

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The following strategies can help to differentiate and improve whole-group instruction:

- Differentiated questioning techniques
- Pinch cards
- Cup-in-a-cup
- Strategic partnering (especially beneficial for English language learners)
- Varied room arrangements and student placement

And the following strategies can help to differentiate and improve heterogeneous small-group instruction:

- Strategic grouping based on data
- Partnering
- Leveled materials
- Color-coding materials
- Purposeful, required interaction

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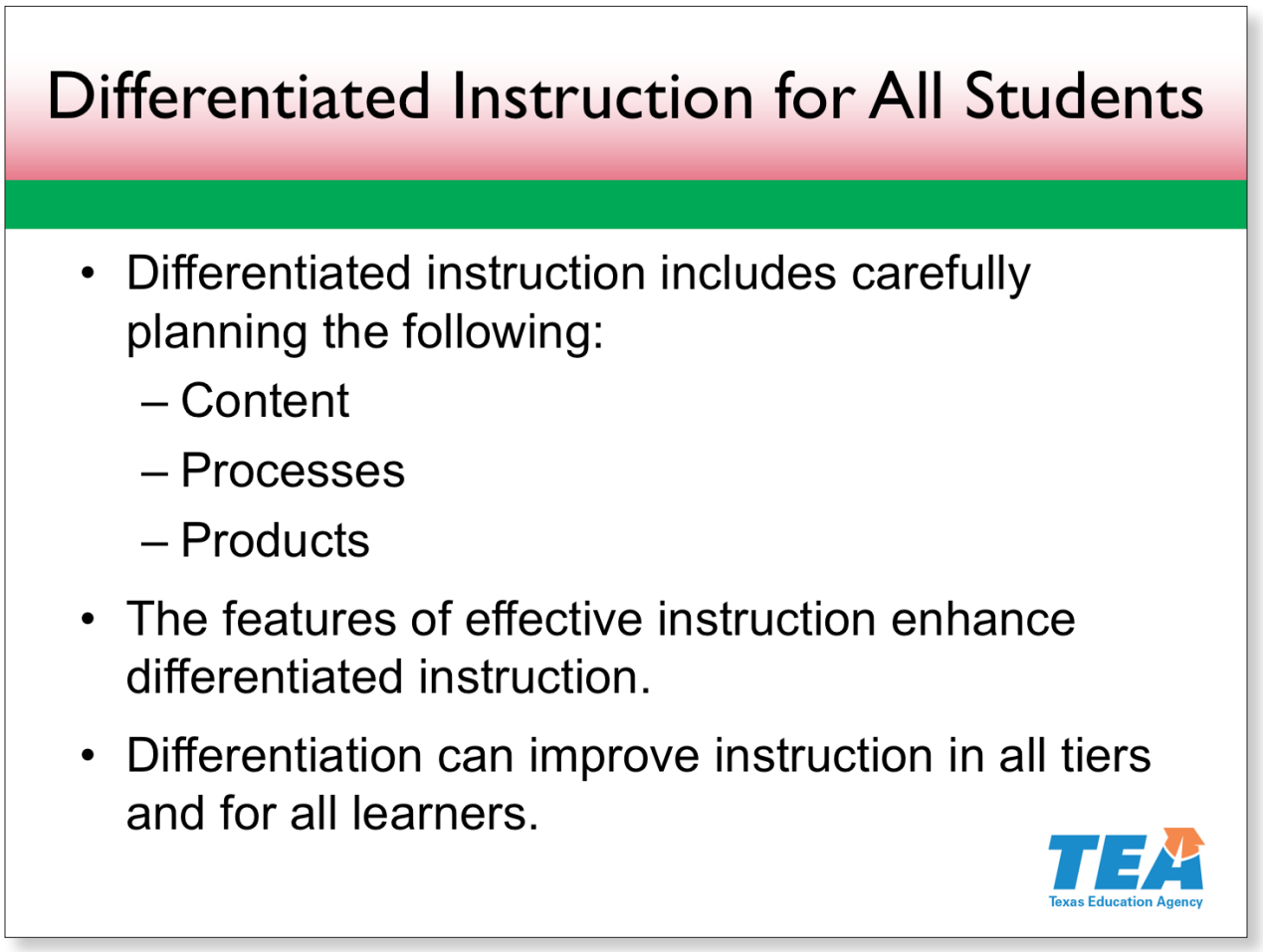

Slide 54—Differentiated Instruction for All Students (1:56:00–1:58:00)

Differentiated instruction results from the determination to meet all students' needs. This determination affects every aspect of our instruction, including its content, processes, and products. The features of effective instruction strongly enhance and influence differentiated instruction.

Differentiation can improve instruction for all learners, making our literacy instructional efforts much more effective and efficient.

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Supporting All Learners: Remember

Supporting all learners includes the following:

- Being cognizant of the strengths and needs of all students, including students with dyslexia and English language learners
- Using the features of effective instruction
- Providing differentiated instruction to meet the needs of all students

Slide 55—Supporting All Learners: Remember (1:58:00–2:00:00)

Close the session.

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Supporting All Learners

Handouts

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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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

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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

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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

Berninger, V. W., & Wolf, B. (2009). *Teaching students with dyslexia and dysgraphia: Lessons from teaching and science.* Baltimore, MD: Paul H. Brookes Publishing.

Birsh, J. R. (2011). Connecting research and practice. In J. R. Birsh, *Multisensory teaching of basic language skills* (3rd ed., pp.1–24). Baltimore, MD: Paul H. Brookes Publishing.

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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 teachers of English language learners to plan appropriate activites.

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

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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.

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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; Lake & Pappamihiel, 2003; Peregoy & Boyle, 2001.

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Effective Instruction for English Language Learners

Academically Sound Instruction

Strategy	Discussion
Set high expectations for English language learners (ELLs).	High expectations lead to rigorous instruction and excellent academic progress.
Use challenging, grade-level-appropriate, and high-quality curricula to build essential skills that undergird deeper learning.	ELLs thrive in an environment where they are challenged but not frustrated.
Promote higher-order thinking through relevant activities.	Ensure that ELLs have opportunities to engage in problem-solving activities, participate in critical analysis and in-depth discussions of concepts, and partake in peer-guided activities with plenty of modeling and support.
Contextualize instruction.	Ensure that new concepts are firmly built on previous knowledge and understandings. Activate or build prior knowledge before learning new content through discussions, anticipatory guides, visuals, and clarification of important points. Help ELLs see how knowledge is interconnected and how concepts across content areas are related.

Culturally Responsive Instruction

Strategy	Discussion
Ground instruction in ELLs' cultural backgrounds and prior experiences.	Learn as much as possible about your students' cultural backgrounds, experience bases, and ways of learning. A survey in ELLs' native language about their cultural, education, and language backgrounds can help you take advantage of what ELLs bring to the table. Add books and text examples that reflect all cultures represented in the classroom to classroom libraries and displays. Parents, librarians, and community members can recommend books that relate to your ELLs.

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Strategy	Discussion
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. Explain to all your students that learning a new language is no easy feat and model how to listen attentively to ELLs.
Build on ELLs' wealth of knowledge.	Recognize and draw upon students' knowledge, rather than focusing on only what they don't know. A diagnostic assessment in English and the native language can provide valuable information. For example, if ELLs can recognize the role of punctuation in their native language, they can use that knowledge to learn about English punctuation. Find ways to recognize and connect with the experiences of your students.

Linguistically Accommodated Instruction

Strategy	Discussion
When possible, include instructional opportunities in students' native language and facilitate cross-linguistic transfer.	Preliteracy and literacy skills in the native language provide a strong foundation for English literacy learning. Provide high-quality native language and literacy instruction when possible. The Spanish Language Arts and Reading TEKS help teachers provide effective native-language instruction. Cross-linguistic transfer occurs in sound- and word-based skills such as phonemic awareness, alphabetic understanding, and decoding, as well as in some fluency skills and comprehension skills. Be explicit and specific about how to transfer this knowledge. Show students how decoding looks similar across languages and give specific examples of the differences.

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Strategy	Discussion
Facilitate the development of skills at students' current levels of English proficiency.	Recognize that ELLs have different levels of English proficiency and require different levels of support. 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. In third grade, special attention should be placed on the development of academic English through modeling and providing structured classroom opportunities to use English with peers.
Increase accessibility to classroom instruction by using visual aids.	Use carefully selected videos, pictures, drawings, and real-life objects to ensure access to topics of discussion and provide a context for language use. Teach ELLs how to use graphic organizers, charts, tables, and outlines to understand different expository and narrative texts they read across content areas.
Provide meaningful opportunities to use English.	Use different grouping settings effectively. ELLs should sit close to other students from similar cultural and linguistic backgrounds so they can help each other but also enjoy opportunities to practice English with native English speakers. Provide sufficient language modeling and opportunities to have extended discussions in English. Carefully plan instruction and learning so ELLs can participate in discussions of the different texts read across content areas through substantial scaffolding if needed.

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Strategy	Discussion
Increase accessibility to classroom instruction by using comprehensible and meaningful language.	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. Help students learn to recognize word boundaries in spoken language. Avoid "fused forms" (e.g., "yaknowhatimean"), which can be confusing to ELLs. Use specific names instead of pronouns. Repeat key vocabulary in context. Summarize main points. Use "lead statements" to help ELLs know what will happen next—for example, "We will do two things before lunch. First... Second..." 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. Use nonverbal cues consistently, including gestures, facial expressions, and physical responses, to help students understand and use new English words and concepts. Repeat, rephrase, and extend ELLs' language to support language learning. When teaching subject matter to ELLs, amplify and enrich the language and content in the lesson by paraphrasing and restating key ideas and concepts, providing multiple examples and perspectives, and providing a variety of class activities.

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

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Planning Scaffolded Instruction for English Language Learners

Step 1: Examine Proficiency Data

For your English language learners (ELLs), find out previously learned skills and specific needs through assessments or family connections.

Analyze different sources of data, including the following:

- **Literacy benchmark data** that provide information on advanced phonics, fluency, comprehension, and writing
- **Literacy assessment data**, such as the Dynamic Indicators of Basic Early Literacy Skills or its Spanish counterpart, Indicadores dinámicos del exito en la lectura
- **Language development measurements**, such as the Texas English Language Proficiency Assessment System
- **Other sources of data**, such as curriculum-based assessments and progress monitoring

Step 2: Analyze Lesson

- Keeping in mind the four language domains, analyze the **language and literacy skills** required to fully participate in the lesson.
  - What key words and concepts in the texts do ELLs need to know?
  - What key academic terms or phrases (function words, instructional terms) do ELLs need to know?
  - What literacy skills will be necessary for the lesson?
- Review the **lesson content and materials** to identify topics, concepts, situations, and background knowledge that might be unfamiliar to ELLs but required to understand the materials.
  - What is the text about?
  - Will some ELLs find this information unfamiliar?
  - Is this a culturally specific topic for a certain group?
- Analyze the **instructional activities** to identify lesson tasks that may need adaptations to meet ELLs' language and instructional needs.
  - What teaching activities will be used?
  - What grouping format will be used?
  - What activities and tasks will ELLs need to complete, and how should they be modified?

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Step 3: Select and Implement Scaffolds

Use the following scaffolds for ELLs (additional scaffolds are included in the ELPS Academy: Linguistic Instructional Alignment Guide):

- **Supplement and modify oral language and written texts.**
  - Avoid idiomatic expressions and complex sentences.
  - Pause often to allow time to process.
  - Repeat or paraphrase key ideas.
  - Use academic English purposefully.
  - Adapt written text to make language accessible—make it shorter and include visuals.
  - Create "cheat sheets" for key vocabulary.
  - Add clarifying notes to texts.
- **Build a linguistic base.**
  - Explicitly model academic language.
  - Highlight key vocabulary.
  - Preteach instructional terms.
  - Provide sentence frames for language use.
- **Contextualize instruction by connecting to or developing prior knowledge.**
- **Use extralinguistic support**—for example, visuals, graphics, and tables.

Adapted from The Meadows Center for Preventing Educational Risk, 2015.

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Observing Explicit Instruction With Modeling

Phonological Awareness

What You Should Hear	What You Should See
Talking and practicing sounds Immediate and corrective feedback Modeling Repeating (echoing) Positive praise All students responding Segmenting sounds and words Clapping, patting, feet stomping, fingers snapping "I do, we do, you do" model Proper phoneme production Practice	Manipulatives—for example, sticky notes; colored paper; or markers, chips, or beans Movement Picture cards for sounds

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Phonics, Decoding, and Word Study

What You Should Hear	What You Should See
Correct pronunciation	Students using mirrors during sound production
Teacher and students building words	Base word in a different color
Students talking to peers	Letter tiles to build words
Students responding	Students practicing with whiteboards
Clapping out sounds	Evidence in other areas of curriculum
Teacher explicitly stating the skill to be learned (over and over)	Students manipulating letters to build words
Manipulation of sounds in words	Word sorts
Students making the sounds as they write them	Students using whiteboards
Teacher modeling sound manipulation	Teacher modeling with sticky notes each phoneme and then connecting it to print
Explicit instructional routines	Explicit modeling of segmenting and blending words
Dictation exercises	

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Vocabulary

What You Should Hear	What You Should See
Words used in context	Semantic webs
Words connected to life experiences	Pictures
Words used in different settings and contexts	Analogies
Read-alouds focusing on vocabulary	Synonyms, antonyms, homographs, and homophones
Students using words and talking about words with each other	Word associations
Teacher-led discussions	Vocabulary extracted from read-alouds
Connections to prior knowledge	Student dictionaries
Referring back to previously learned vocabulary words	Portable word walls (journals, note cards)
Immediate feedback	Graphic organizers
Explicit teaching of vocabulary in current text	Vocabulary notebooks with words, definitions, and pictures
Vocabulary routine	Games with vocabulary words
Student-friendly definitions, examples, and nonexamples	Vocabulary words and definitions written and visible to students
Students providing their own understanding of definitions, examples, and nonexamples	Grouping classification chart
	Words in sentences matching with pictures
	Students using vocabulary in their writing

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Fluency

What You Should Hear	What You Should See
Corrective feedback	Multiple grouping formats
Whole-class timed reading and rereading	Students graphing their fluency progress
Timed partner reading	Multiple reading formats and genres
Choral reading	Students tracking their reading
Multiple repetitions of the same text	Students practicing fluency in pairs
Expressive reading	Sight words posted
Modeling	Timers
Choral, partner, and echo reading at the teacher table	Reader's theater
Instructional focus set	Prereading activities
Practice, practice, practice	Familiar text
	A lot of print
	Word walls
	Small groups based on fluency rate
	Teacher monitoring students
	Letter-sound cards, high-frequency word cards, and/or phrase fluency cards

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Comprehension

What You Should Hear	What You Should See
"Think, pair, share" routine	Graphic organizers
"I step back; you jump in" routine	Active participation
Listening comprehension practice	Variety of genres
Students collaborating and sharing ideas	Student pairs creating story maps
Students asking questions	Embedded markers
Before- and during-reading activities	Finding answers in text
Teacher and student think-alouds	Leveled readers
Role-playing	Character maps
Connections to prior knowledge	
Teacher modeling good reading strategies	
Rereading using strategies and skills	
Students applying strategies when reading	

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Systematic Instruction With Scaffolding: Vocabulary Example

STEP 1: Think about your most challenging student.

STEP 2: Order your concepts and skills.

- Place the cards in order at your table.
- Write the concepts or skills in order below.

	Order	Concept or Skill
Simple	1	
↕	2	
	3	
	4	
	5	
	6	
	7	
More Complex	8	

STEP 3: Circle a concept or skill to scaffold.

REPEATING THE WORD	PUTTING THE DEFINITION IN YOUR OWN WORDS	ILLUSTRATING THE WORD	ANTONYMS
DEFINING THE WORD	FINDING THE WORD IN TEXT	SYNONYMS	USING THE WORD IN A SENTENCE

STEP 4: Provide three scaffolds for your concept or skill.

1.	2.	3.

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Levels of Formative Feedback

Tell students they are right or wrong.

A student points to the word *should* and says /sh/ /ow/ /d/.

Some teachers might say, "No—anyone else?"

Or to provide formative feedback, you could say, "Does this sound right? 'The present /sh/ /ow/ /d/ be wrapped before we go to the party.' No, it **should** be wrapped before we go to the party. What's the word? That's right; it's *should*."

Describe why an answer is correct or incorrect.

When asked to look in a text for the same spelling of /ow/ as in the word *house*, a student says, "cloud."

Some teachers might simply say, "yes."

Or to provide formative feedback, you could say, "Yes, *cloud* has the same sound and spelling as /ow/ in *house*. That spelling is *ou*." Then you could write *ou* on the board.

Tell students what they have and have not achieved.

The following are two examples of this type of feedback:

- "We are looking for three words in the text that have the same spelling of /ow/ as in the word *house*. We found two words, *cloud* and *outside*. We just need to find one more."
- "Class, we have read all of our one-, two-, and three-syllable words. Now we need to read our four-syllable words. Let's look at what words we need to read as we move forward."

Specify or imply a better way.

The following are two examples of this type of feedback:

- "A better way to do this might include..."
- "Please tell me a way that you might complete this task to make it [better, cleaner, more concise, easier to understand, etc.]."

Help students develop ways to improve.

"We have reviewed how authors select words to inform us about a topic. Now let's talk about how we can edit the words we used in our writing to provide more information to our readers."

To provide formative feedback, you could provide prompts such as the following:

- "What would make this better?" (Have students show you what is correct or needs improvement.)
- "Tell me how..."
- "What if you..." (Have students describe the next steps toward their target.)

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Strategies for Differentiating Instruction

Adjust Instructional Delivery

- Model each task (and parts of each task).
- Use concise, explicit wording.
- Monitor students as they practice.
- Provide feedback and multiple opportunities for practice.
- Review and integrate the components of the lesson.

Raise the Level of Explicitness

- Ensure that all of the steps of effective instructional delivery are included in the lesson.
- Use clear and consistent language across activities.
- Provide ample opportunities for practice.
- Ensure that students can demonstrate their learning in multiple ways.

Alter the Features of the Task

- Ensure that there are not too many complex tasks.
- Sequence the tasks from simple to complex.
- Limit the number of tasks as students gain confidence and understanding.

Use Additional Strategies

- Slow down or speed up the pacing of the task or the delivery of instruction.
- Slow down or speed up students' movement through the core or intervention programs.
- Regroup students in multiple grouping formats.

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Grouping Practices for Effective Differentiated Instruction

The type of grouping you use depends on the purpose of your instruction. Same-ability groups include students with similar knowledge and skills. Mixed-ability groups include students with different levels of knowledge and skills. As you monitor students' progress, change the group types to reflect individual students' progress and changing instructional needs.

Group	Advantages	Instructional Focus or Activities	Group Formation
Whole group	Engages teachers and students in shared learning experiences Includes every student	Read-alouds Shared writing Introduction of new concepts Author's chair Speaking or performances Class discussions Modeling	Students are placed in classes according to school policy.
Small groups (same ability)	Meets individual students' needs Allows teachers to vary membership Maximizes opportunities for students to express what they know and to receive feedback Is beneficial for reading and math instruction	Small-group instruction, targeted to specific students' needs	Students are assigned to a group of three to eight students with similar knowledge and skills. Assignments are based on assessment data.
Small groups (mixed ability)	Allows for self-choice Motivates students Addresses social needs Promotes language interactions for English language learners	Activities that allow students to practice and extend what they are learning in all content areas Center or workstation activities	Groups are formed based on students' abilities or interests. Groups can be cooperative or student-led.

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Group	Advantages	Instructional Focus or Activities	Group Formation
Pairs or partners	Meets individual needs Motivates students Addresses social needs	Partner reading Practice activities Center or workstation activities Peer tutoring	Groups are formed based on assessment data.
One on one	Meets individual needs Allows for more intensive instruction Is beneficial for students who have difficulties in reading and mathematics	Instruction targeted to needs of each student	Groups are formed based on assessment data.

Adapted from Fountas & Pinnell, 1996; Reutzel, 1999.

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Supporting All Learners

Activity Resource

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Slide—Planning Scaffolded Instruction for ELLs

Locate the handout **Planning Scaffolded Instruction for English Language Learners**.

Step 1: Examine Proficiency Data

Look at the data sources that can be used and place a check mark by those you use on a regular basis.

Step 2: Analyze Lesson

Discuss with your tablemates the other lesson components that need to be carefully analyzed.

Step 3: Select and Implement Scaffolds

Think of other scaffolds that can be added to the list. (Refer back to the handout **Effective Instruction for English Language Learners** or to the **ELPS Academy Linguistic Instructional Alignment Guide**.)

Using the **English Language Learner Scaffolding Planning Guide**, review and discuss the scaffolds that are used for the three different types of analysis.

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Word Study and Recognition

Presenter Notes

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

Materials

Presenter Materials

- Green highlighter
- Laser pointer
- Document camera
- Mirror
- Pocket chart
- Index cards with one letter each: *p, l, a, y, g, r, o, u, n, d*
- Index cards with one word each: *go, up, run, pay, day, lay, play, gray, loud, round, ground*
- Word sort cards: two sounds of *c*
- Word sort cards: *-ed*
- Grapheme tiles for *s, t, r, ay*
- Blank index card and marker to make plus/minus card
- Student scenario cards for orthographic conventions
- Word sort cards: syllable types
- Adhesive tabs
- Marker or pen to label tabs
- Three green pipe cleaners
- Folder containing the following documents: Overview Handout 1: The Reading Rope, Grades 1–4 English Language Arts and Reading TEKS Alignment, Grade 3 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary
- Video: Phoneme-Grapheme Mapping
- Video: Strategies for Reading Multisyllabic Words

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Participant Materials

- Mirror
- Word sort cards: two sounds of *c*
- Word sort cards: *-ed*
- Grapheme tiles for *s, t, r, ay*
- Word sort cards: syllable types
- Folder containing the following documents: Overview Handout 1: The Reading Rope, Grades 1–4 English Language Arts and Reading TEKS Alignment, Grade 3 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary
- Supply pouch containing green highlighters, other highlighters, sticky notes, and adhesive tabs

Materials to Provide Each Table

- Guiding Questions document (two per table)
- Blank index cards
- Markers
- Student scenario cards for orthographic conventions (one set per table)
- Green pipe cleaners (three per participant)
- *English and Spanish Language Arts and Reading Texas Essential Knowledge and Skills Handbook*

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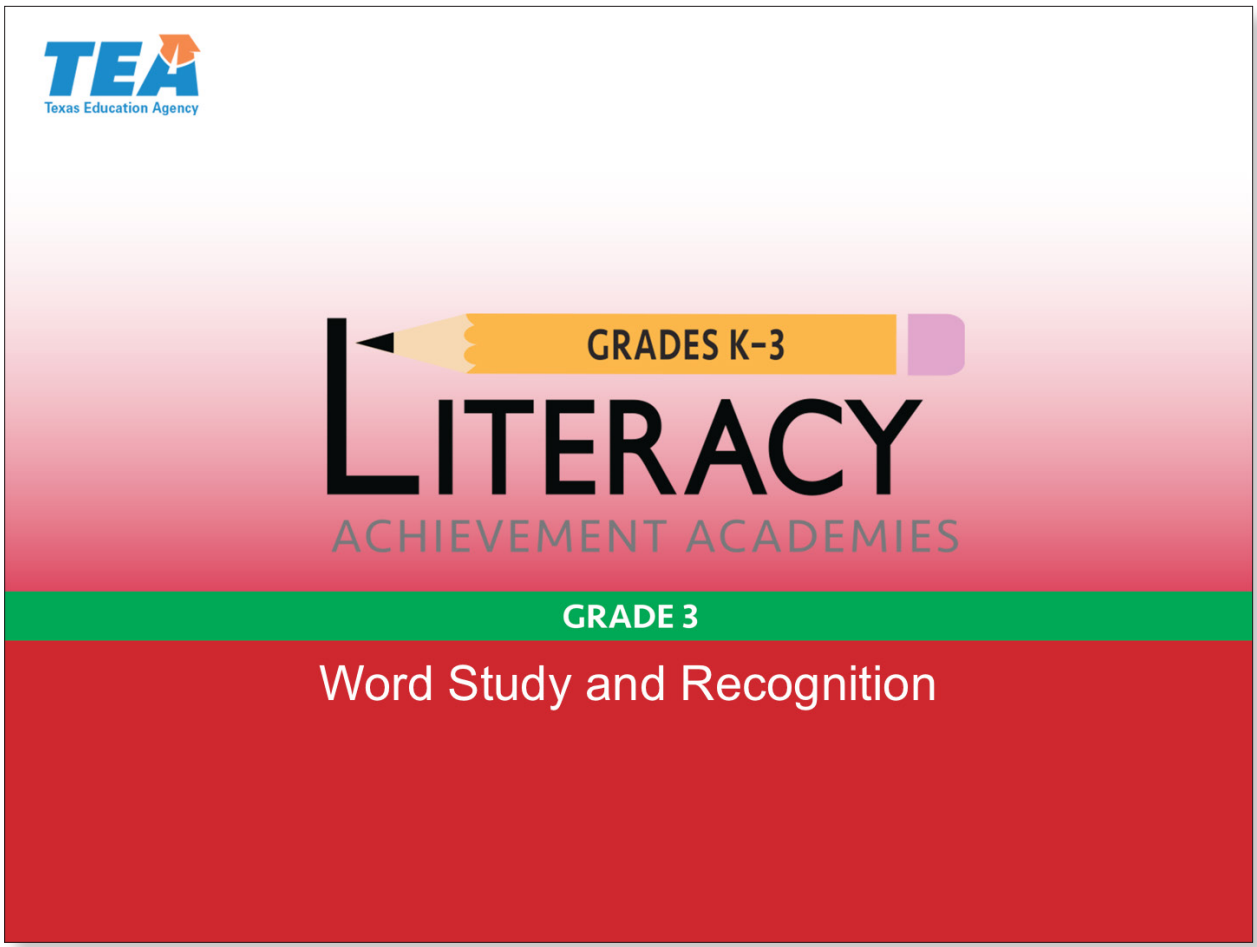

Slide 1—Title Slide (0:00–0:30)

In this section of the academy, you will learn features of effective third-grade word-study and word-recognition instruction. You will also gain knowledge of English orthographic rules, learn decoding strategies, and practice effective methods for teaching spelling.

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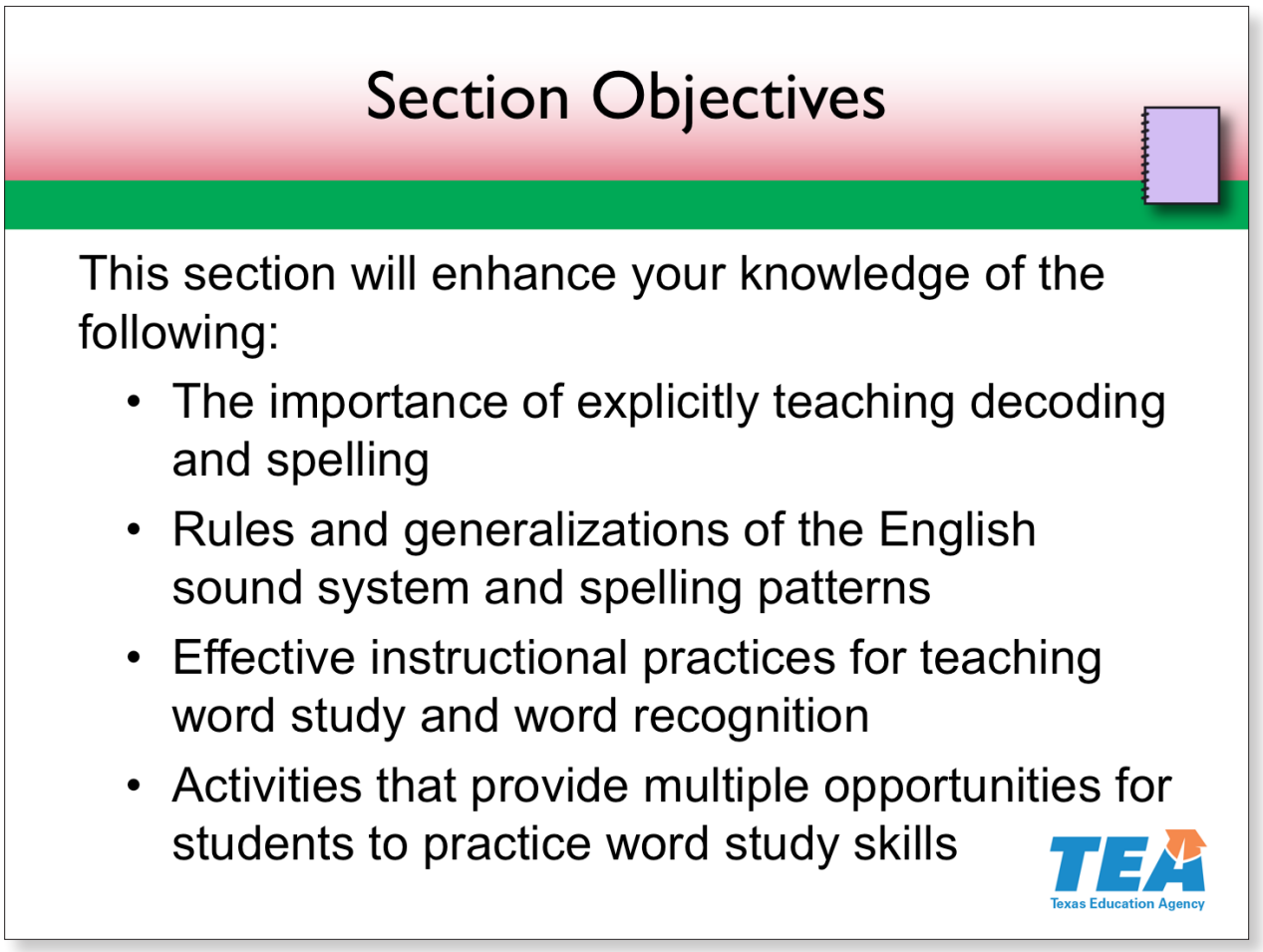

Slide 2—Section Objectives (0:30–2:00)

Take a moment to review the objectives on the slide. These objectives should guide your learning for this section and support your thinking as you reflect on the guiding questions.

Allow a few seconds for participants to read the slide.

In your folder, find Handout 1: The Reading Rope from the Overview section of this academy.

Pause for participants to find the handout. Display your copy on the document camera.

In this section, we will focus on the lower strands of the rope—phonological awareness, decoding, and sight recognition—to build the skills necessary for students learning to read.

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Highlight the lower threads of the word recognition strand with a green highlighter. Allow 30 seconds for participants to complete the highlighting. Then ask participants to place the handout back in the folder.

Reference

Scarborough, 2001

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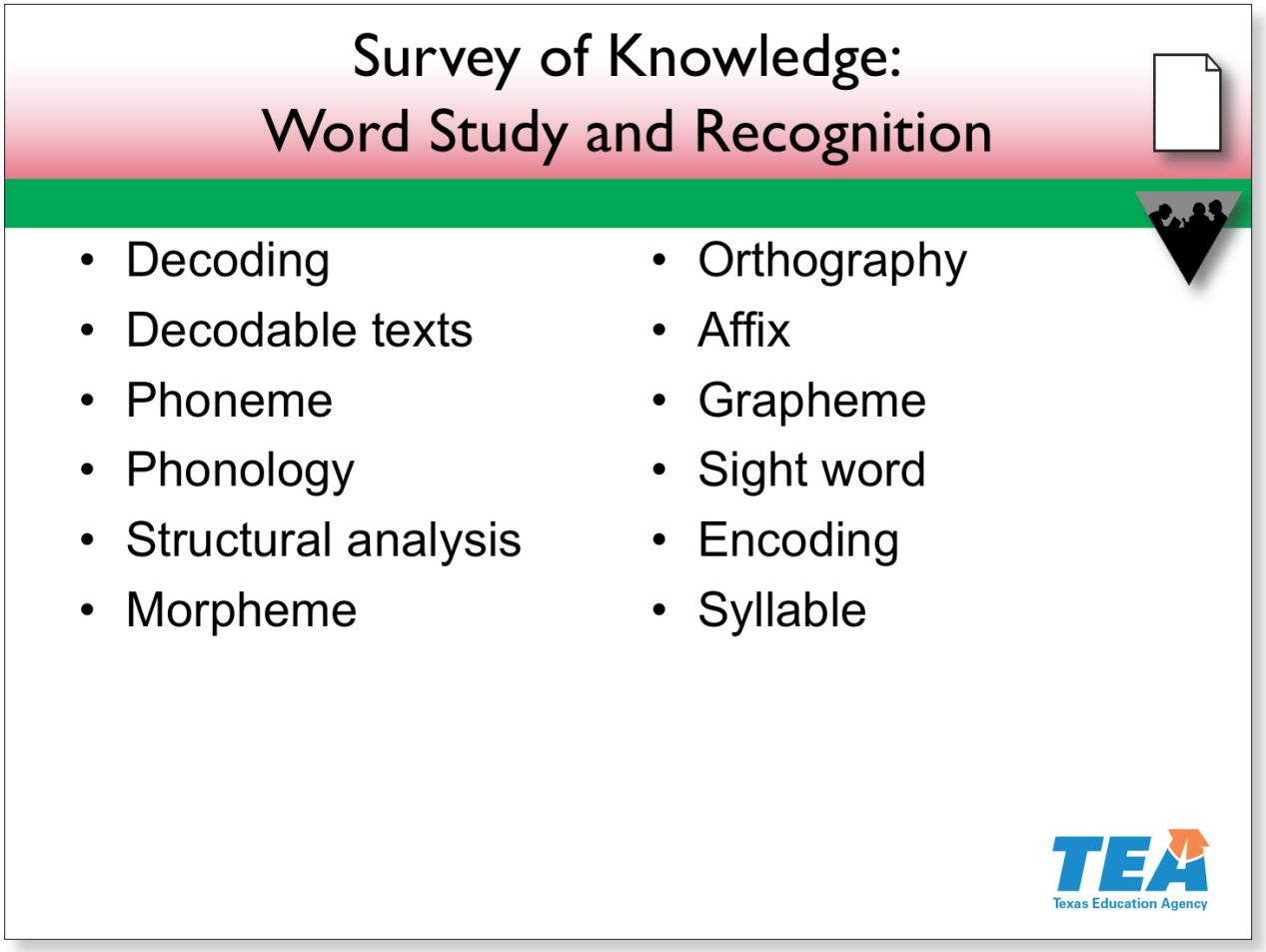

Slide 3—Survey of Knowledge: Word Study and Recognition (2:00–7:00)

We will start with a survey of your knowledge related to word study and word recognition to help us focus on key concepts we will discuss throughout this section.

Activity

Find **Handout 1: Survey of Knowledge: Word Study and Recognition**.

Read the directions aloud.

Work with a partner and discuss the terms as you complete the survey.

Allow three minutes.

With participants, read, match, and discuss answers. An answer key is provided in ***Presenter Resource 1****.*

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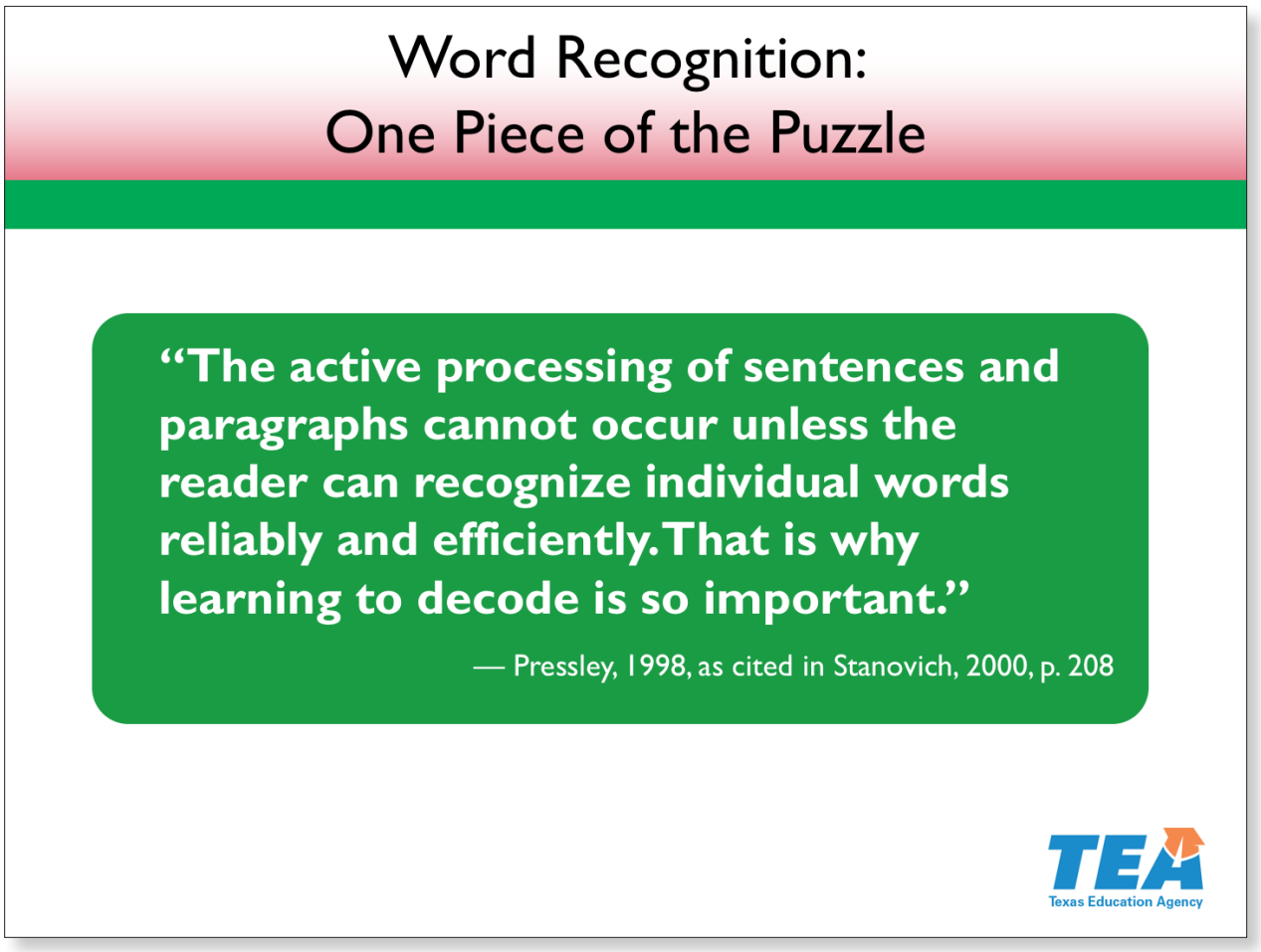

Slide 4—Word Recognition: One Piece of the Puzzle (7:00–7:30)

Read the quotation on the slide.

Proficient reading depends on the ability to decode and recognize words. As this quotation states, it is impossible to think about and process written language without mastering these fundamental skills.

References

Dehaene, 2009; Henry, 2010; Moats, 2009b, 2010; National Institute for Literacy (NIFL), 2001; National Reading Panel (NRP), 2000; Pressley, 2006; Rasinski & Padak, 2004; Snow, Burns, & Griffin, 1998; Stanovich, 2000

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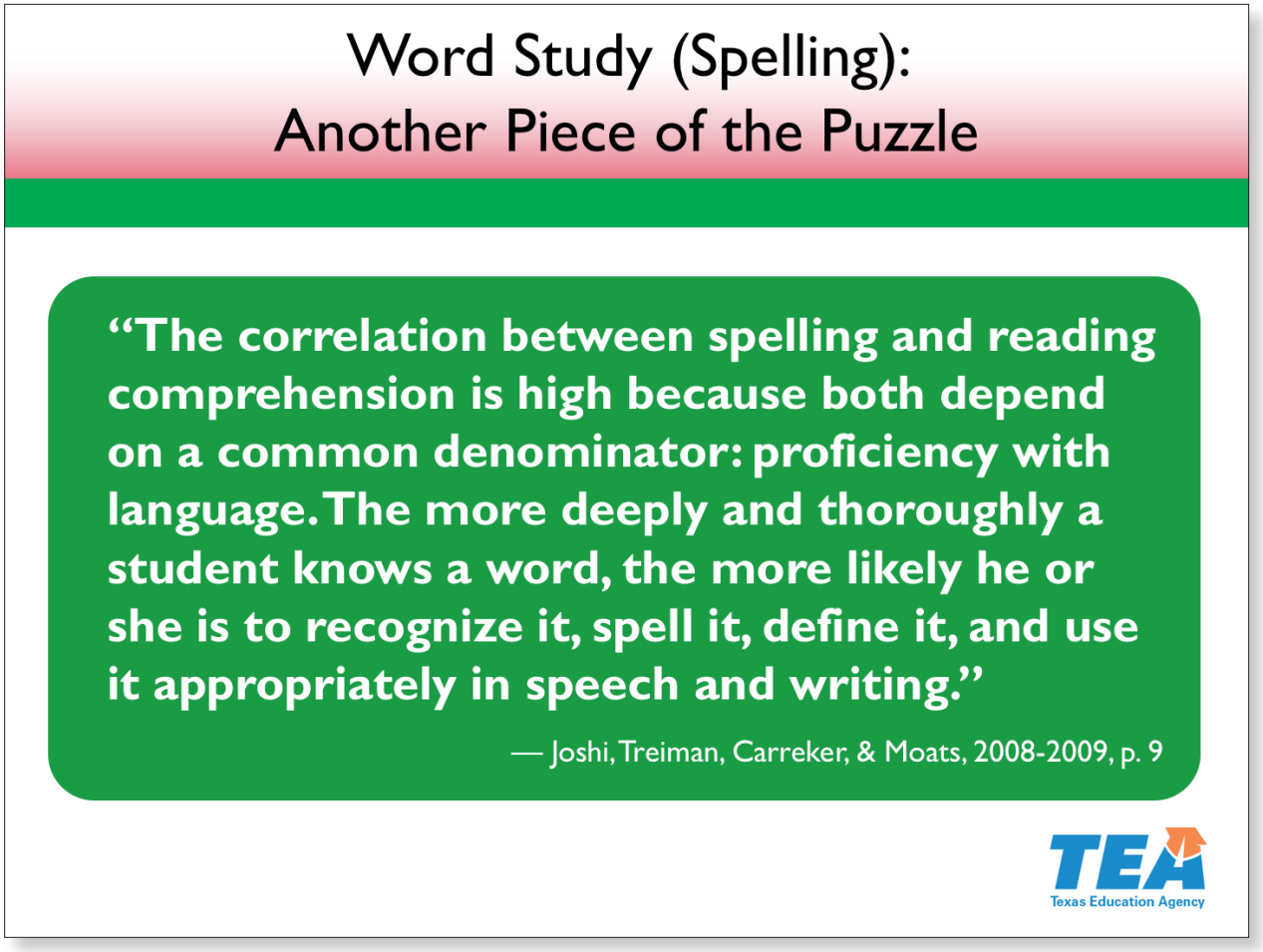

Slide 5—Word Study (Spelling): Another Piece of the Puzzle (7:30–8:00)

Another piece of the puzzle is word study, or spelling. Spelling is highly correlated with writing skills like sentence construction and composing and with reading skills like reading fluency and comprehension. As this quotation states, all reading and writing processes ultimately depend on "proficiency with language"—understanding how the English language works on multiple levels, including the word, phrase, sentence, paragraph, and discourse levels.

This section focuses on the first of these levels—the word level.

References

Abbott, Berninger, & Fayol, 2010; Ahmed, Wagner, & Lopez, 2014; Caravolas, Hulme, & Snowling, 2001; Joshi, Treiman, Carreker, & Moats, 2008–2009, p. 9; Moats, 2005; Templeton, 1996; Templeton & Morris, 2000; Weiser & Mathes, 2011; Weiser, 2012

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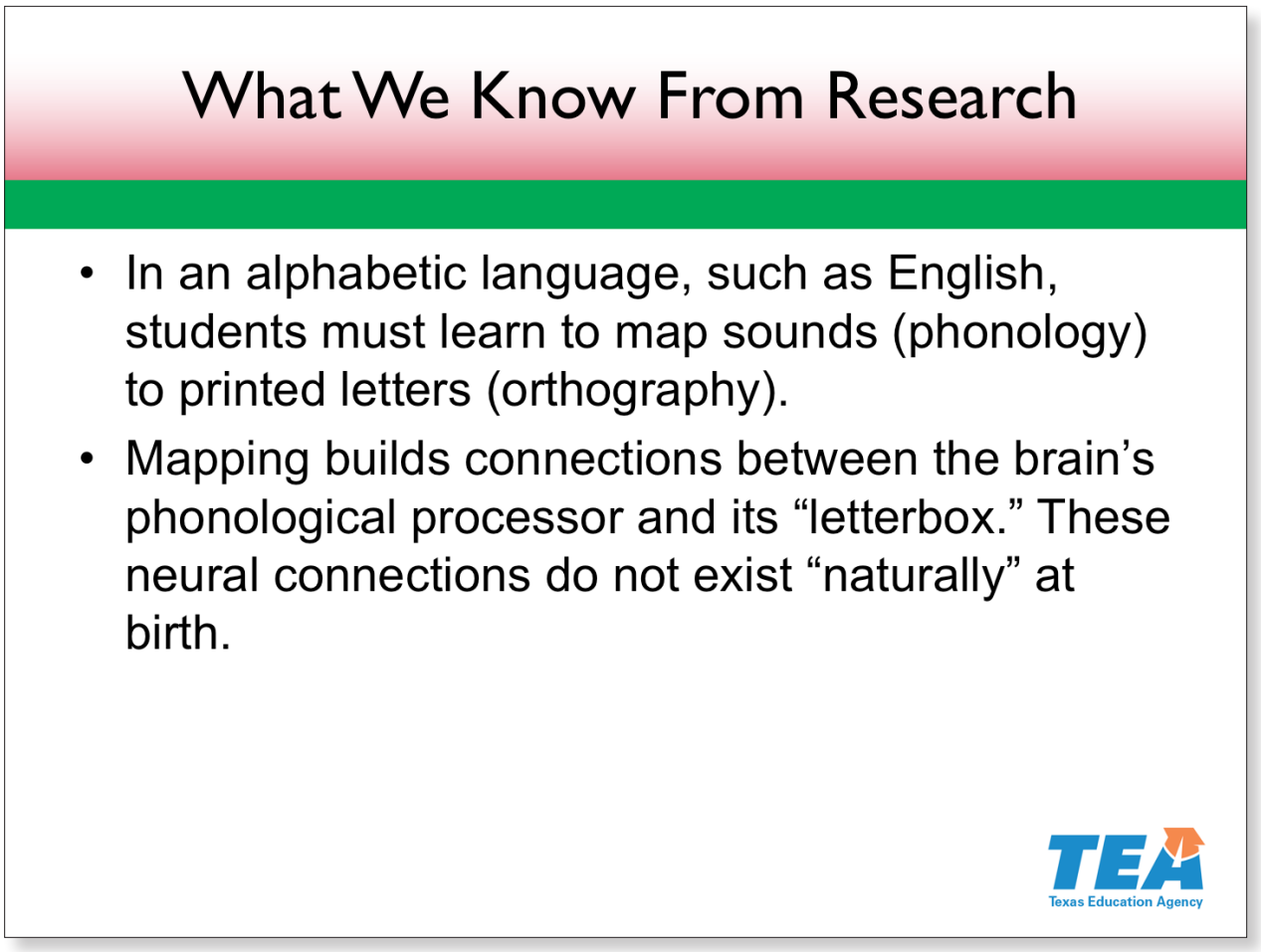

Slide 6—What We Know From Research (8:00–8:30)

To become effective readers, we must develop the ability to map sounds to letters. To become effective spellers, we must develop the ability to map letters to sounds. Decoding and spelling are reciprocal processes.

Effective reading and writing instruction helps to create neural pathways in students' brains to make these connections.

References

Dehaene, 2009; Gough, 1997; Moats & Tolman, 2009; Wolf, 2007; Wyse & Goswami, 2008

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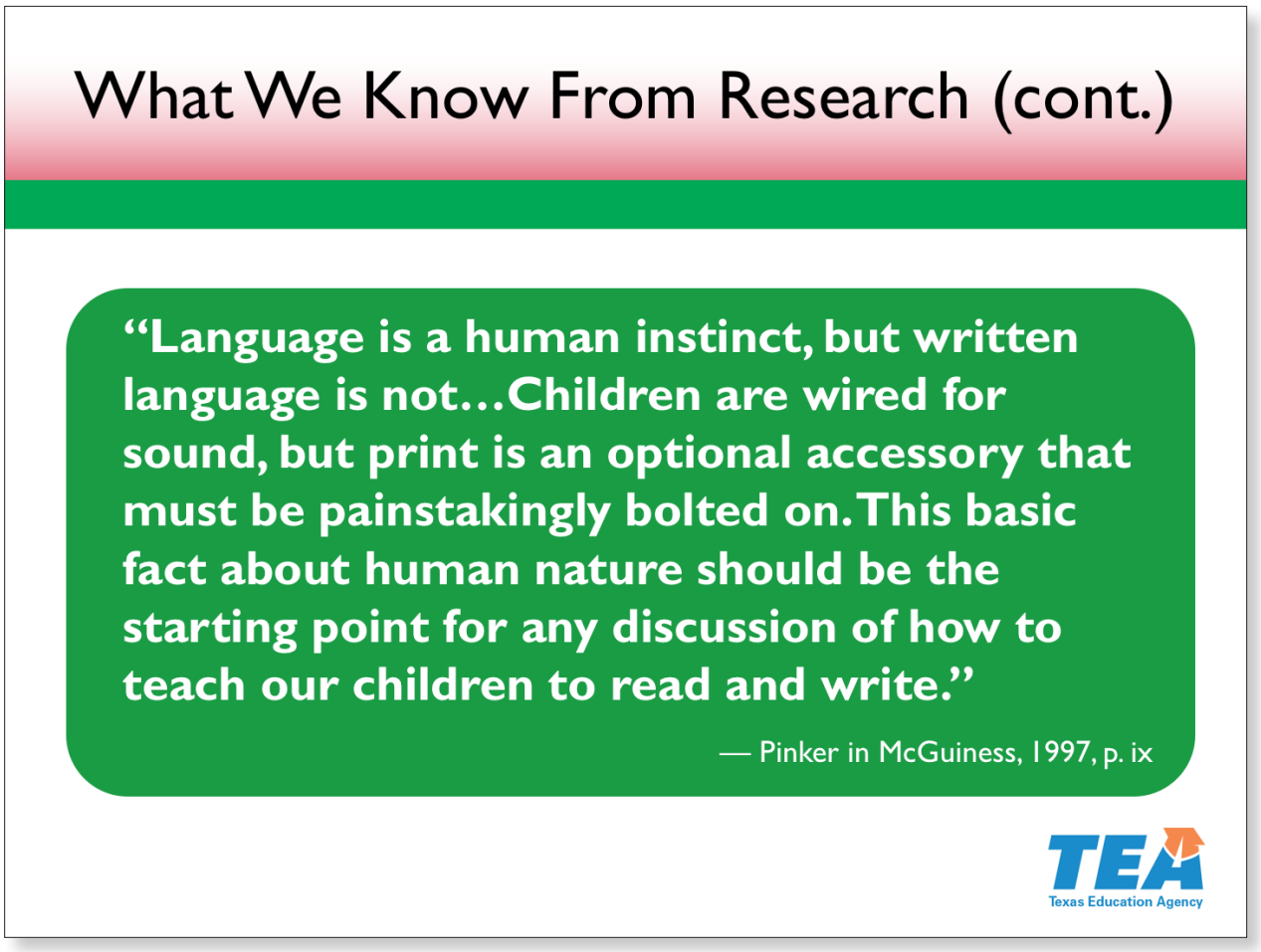

Slide 7—What We Know From Research (cont.) (8:30–9:00)

Learning to read and write is not like learning to speak. Neither reading nor writing is a natural process. Our brains are not programmed to read and write. Instead, we take language centers and other areas of the brain and "recycle" them, to use one scientist's terminology, to become effective readers and writers.

To put it another way, Steven Pinker, a neuroscientist, says that reading and writing must be "bolted on," or taught explicitly and systematically. This instruction is fundamental to ensuring that every child becomes a fully literate adult.

References

Dehaene, 2009; McGuiness, 1997, p. ix; Wolf, 2007; Wyse & Goswami, 2008

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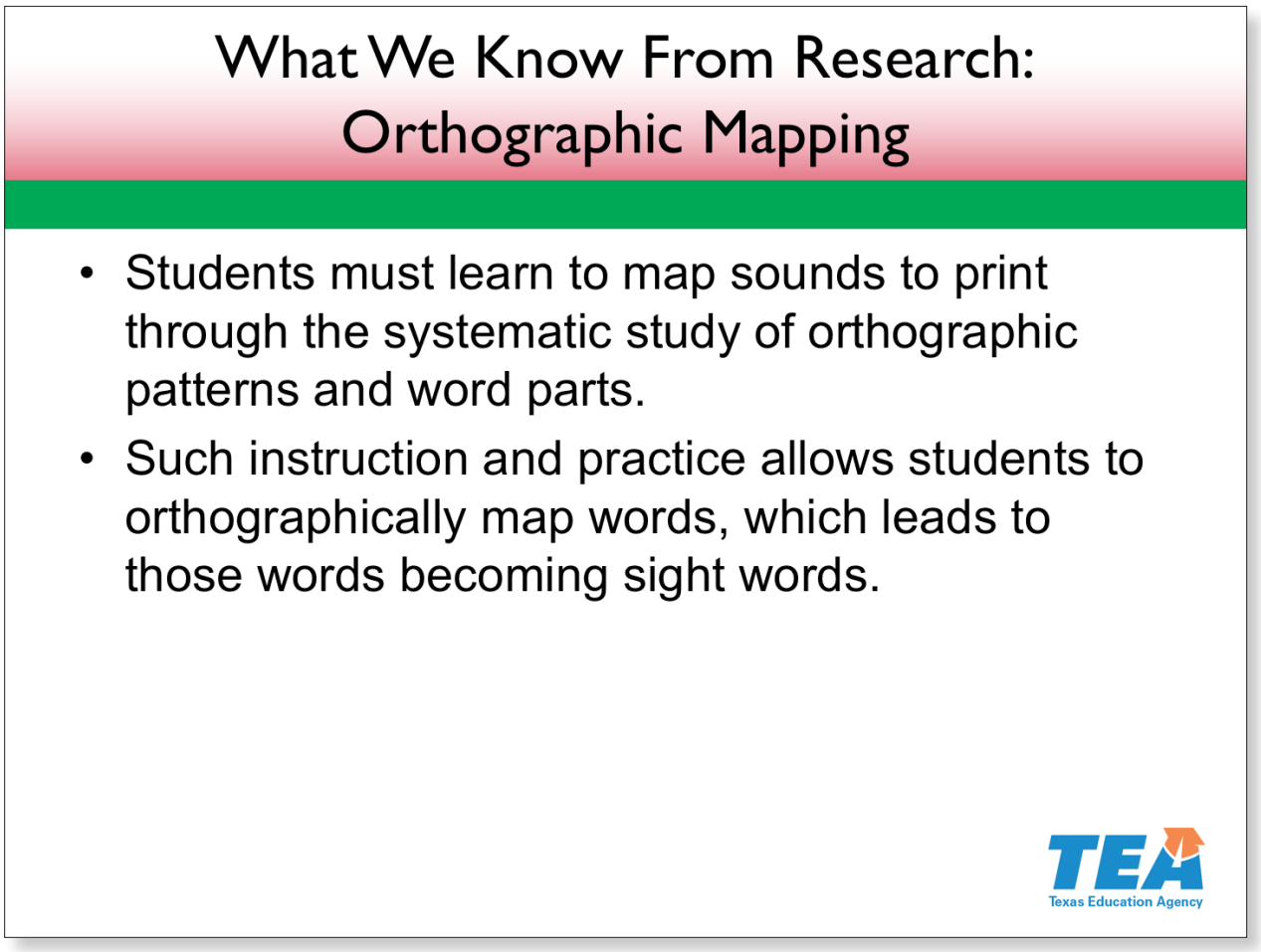

Slide 8—What We Know From Research: Orthographic Mapping (9:00–10:00)

In third grade, all students need to develop advanced decoding skills to read longer, more challenging words. Research demonstrates that successful readers rely primarily on letter-sound correspondences, spelling patterns, and word parts, rather than on context or pictures, to identify familiar and unfamiliar words. They must have reliable decoding strategies to break down any unfamiliar word, blend it, and pronounce it correctly.

Throughout third grade, students must rapidly increase their sight-word knowledge by decoding, spelling, and reading words multiple times. Researchers call this process orthographic mapping. Effective readers use orthographic mapping to expand their sight-word vocabularies.

References

Adams, 1990; Dehaene, 2009; Ehri, 2014; Kilpatrick, 2015

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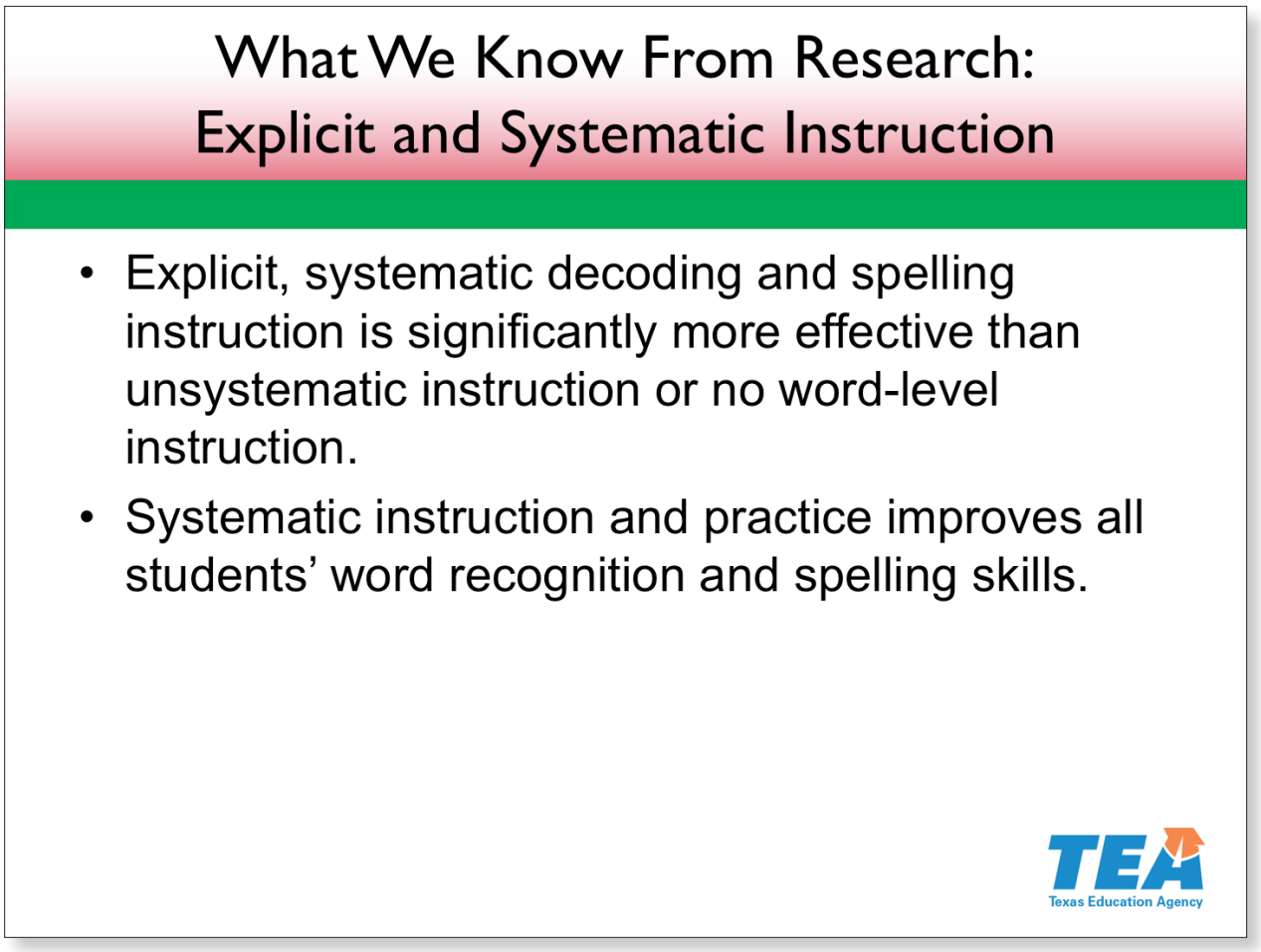

Slide 9—What We Know From Research: Explicit and Systematic Instruction (10:00–11:00)

Multiple studies demonstrate that explicit, systematic decoding and spelling instruction is more effective than unsystematic instruction or no word-level instruction at all. Systematic word-study instruction follows a prescribed scope and sequence of skills and knowledge. Unsystematic instruction, on the other hand, typically involves an as-needed method. Such a hit-or-miss approach to decoding and word-study instruction leaves fundamental gaps for many students.

Systematic decoding and word-study instruction can improve the reading and writing abilities of all students. It is particularly beneficial for students who struggle with learning to read or write and for English language learners.

References

Adams, 1990; Armbruster, Lehr, & Osborn, 2001; Coyne, Zipoli, & Ruby, 2006; Dehaene, 2009; Denton, Fletcher, Taylor, Barth, & Vaughn, 2014; Foorman, 1995; Henry, 2010; Jeynes, 2008; Kilpatrick, 2015; McCardle & Chhabra, 2004; Moats, 2009b, 2010; NIFL, 2001; NRP, 2000; Pressley, 2006; Rupley, Blair, & Nichols, 2009; Snow et al., 1998; Wyse & Goswami, 2008

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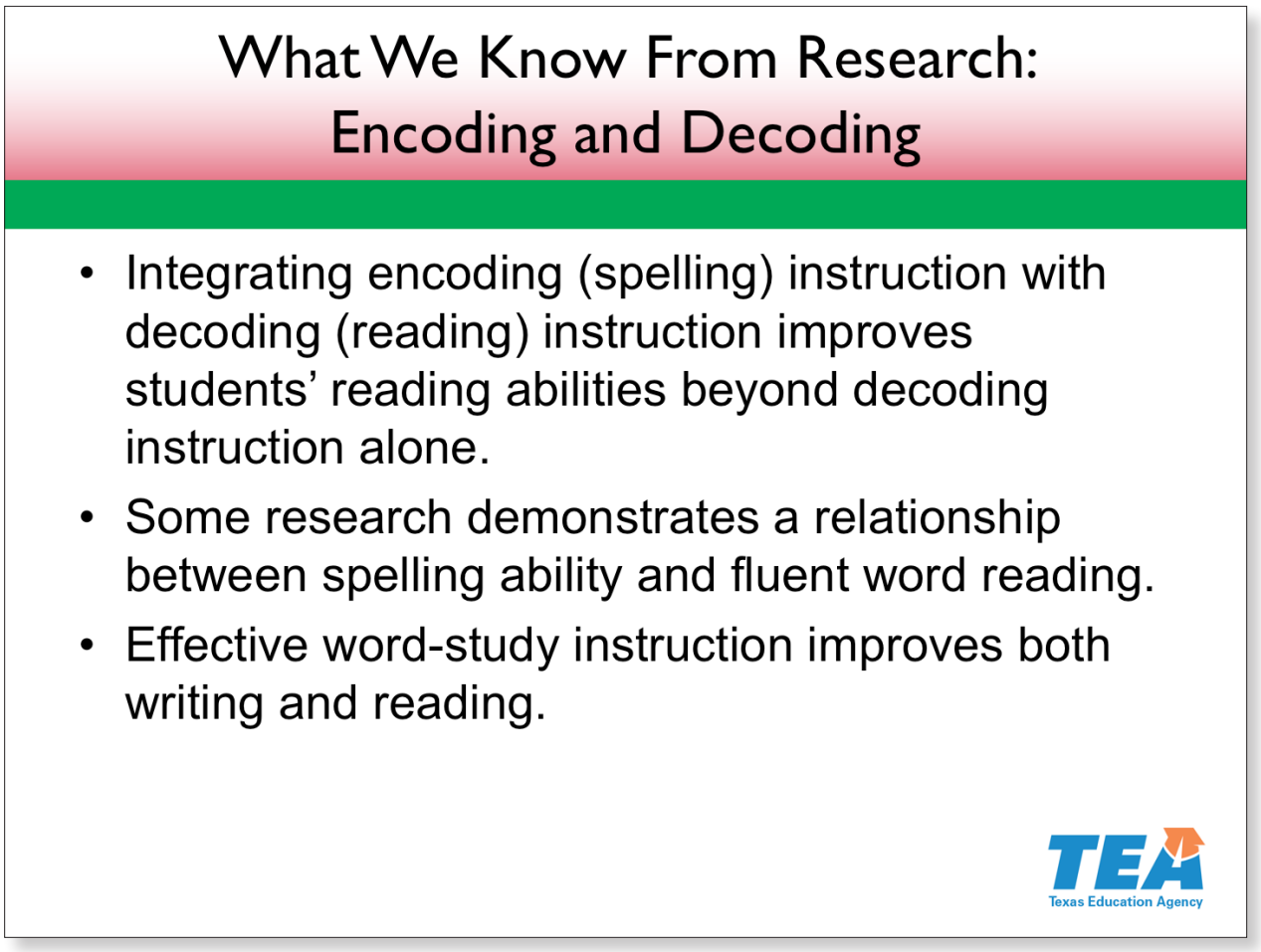

Slide 10—What We Know From Research: Encoding and Decoding (11:00–12:00)

Spelling instruction and word-reading instruction go hand in hand. Students should practice decoding and reading the same sounds and orthographic patterns that they practice in spelling.

Some research demonstrates that effective spelling relates to fluent word reading and that ineffective spelling relates to slower, less automatic word reading. These findings support the idea that effective instruction at the word level should include both decoding and spelling practice with similar words, orthographic patterns, and word parts, like prefixes and suffixes.

References

Abbott et al., 2010; Berninger et al., 2002; Conrad, 2008; Martin-Chang, Ouellette, & Madden, 2014; Moats, 2005; Weiser, 2012; Weiser & Mathes, 2011; Wyse & Goswami, 2008

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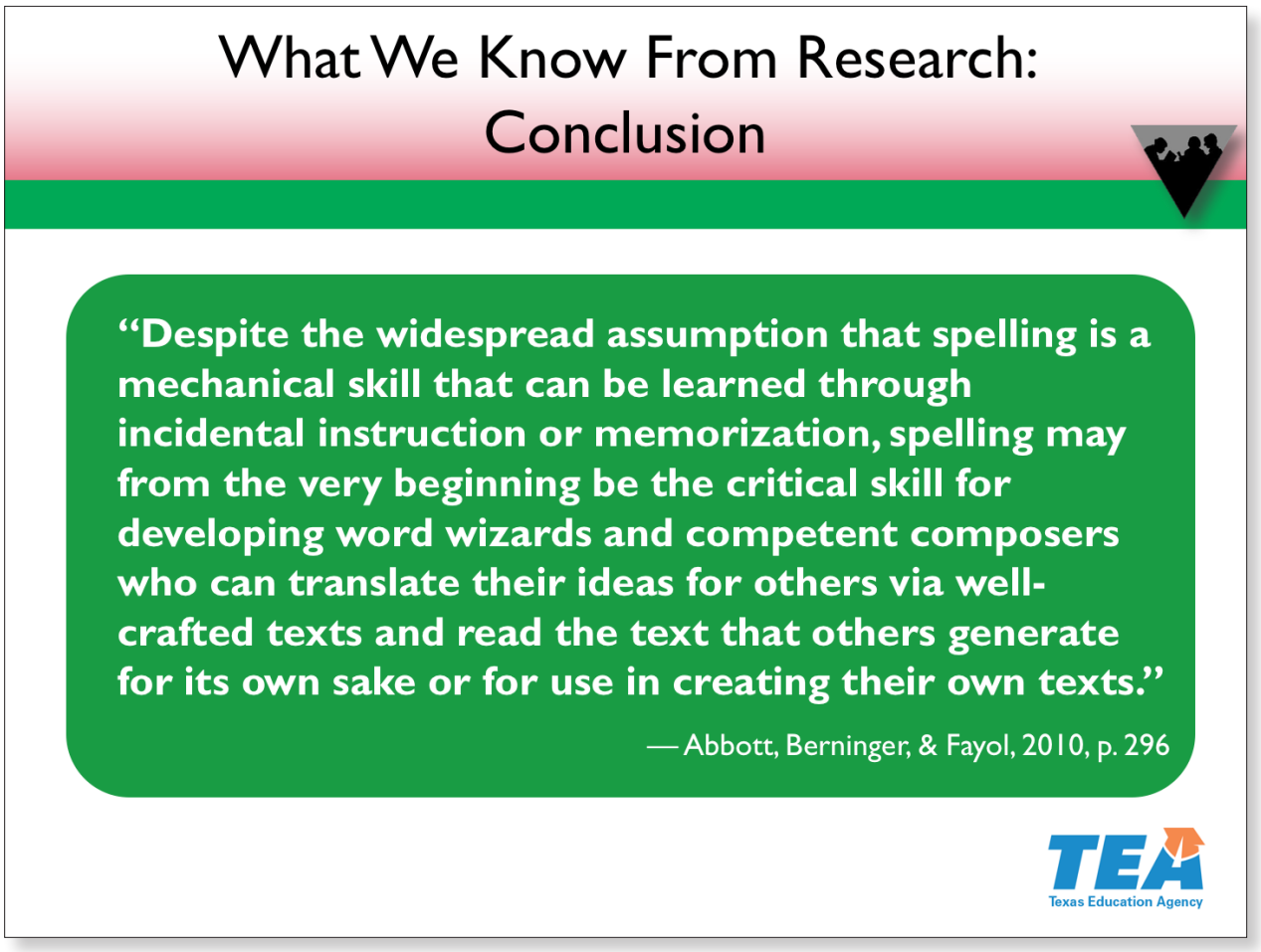

Slide 11—What We Know From Research: Conclusion (12:00–14:30)

The quotation on the slide shows the conclusion that Abbott and his fellow researchers drew from their research.

Activity

Read the quotation and note three mistaken assumptions made about spelling. Be ready to share with the whole group.

Allow participants a moment to read. Then, select participants to share their identified mistaken assumptions, which include the following:

- *"Spelling is a mechanical skill."*
- *"Spelling can be learned through incidental instruction."*
- *"Spelling is learned through memorization."*

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What is spelling really all about?

Use your laser pointer to point to these words as you read them.

"…developing **word wizards** and **competent composers** who can translate their ideas for others via well-crafted texts and read the text that others generate…"

When students truly understand our orthographic system and its relation to sound and meaning, they are no longer constrained in the words they can read or choose to use in their writing. Such knowledge provides a sense of competence, freedom, and autonomy—important elements for developing strong internal motivation in reading and writing.

References

Abbott et al., 2010, p. 296; Ryan & Deci, 2000; Templeton & Morris, 2000

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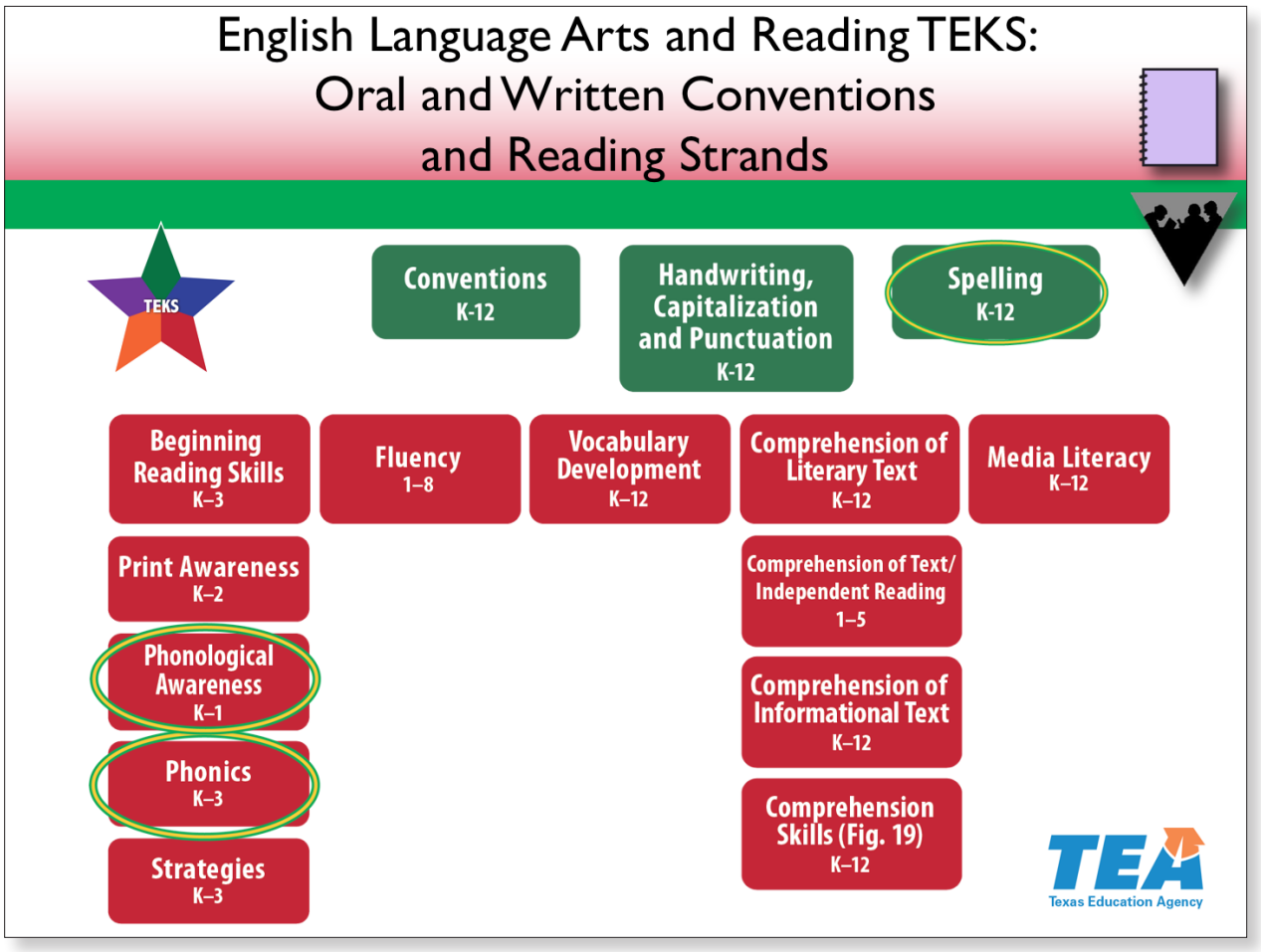

Slide 12—English Language Arts and Reading TEKS: Oral and Written Conventions and Reading Strands (14:30–20:00)

Decoding, word recognition, and word study are addressed in the TEKS. Find the **Grades 1–4 English Language Arts and Reading TEKS Alignment** chart in your folder.

Activity

*As participants locate the chart, place the **Activity Resource** on the document camera.*

Go to page 4 of the document. On this page, you will find phonological awareness expectations for first grade and the phonics and spelling expectations for first through fourth grades. Notice the alignment of skills across the grades.

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Examine your grade-level expectations. What should your students be prepared to do when they enter your classroom from the previous grade level? What do they need to be prepared to do for the next grade level? At your tables, discuss anything that stands out to you or that you learned.

> *Allow three minutes for participants to work. Walk around and listen to the discussions. At the end of the three minutes, have participants share with the whole group.*

Note that students are expected to have mastered all levels of phonological awareness by the end of first grade. However, many students, especially English language learners and those who struggle with reading, may not master these skills by the end of first grade, especially the more advanced phonemic awareness skills like adding, deleting, and substituting phonemes. Thus, for some students, you may have to provide instruction and practice with phoneme-level skills, which demonstrate strong relationships with reading ability.

Keep these expectations in mind as we discuss this section. Place the alignment chart back in your folder for future reference.

References

Kilpatrick, 2015; Texas Education Agency, 2009

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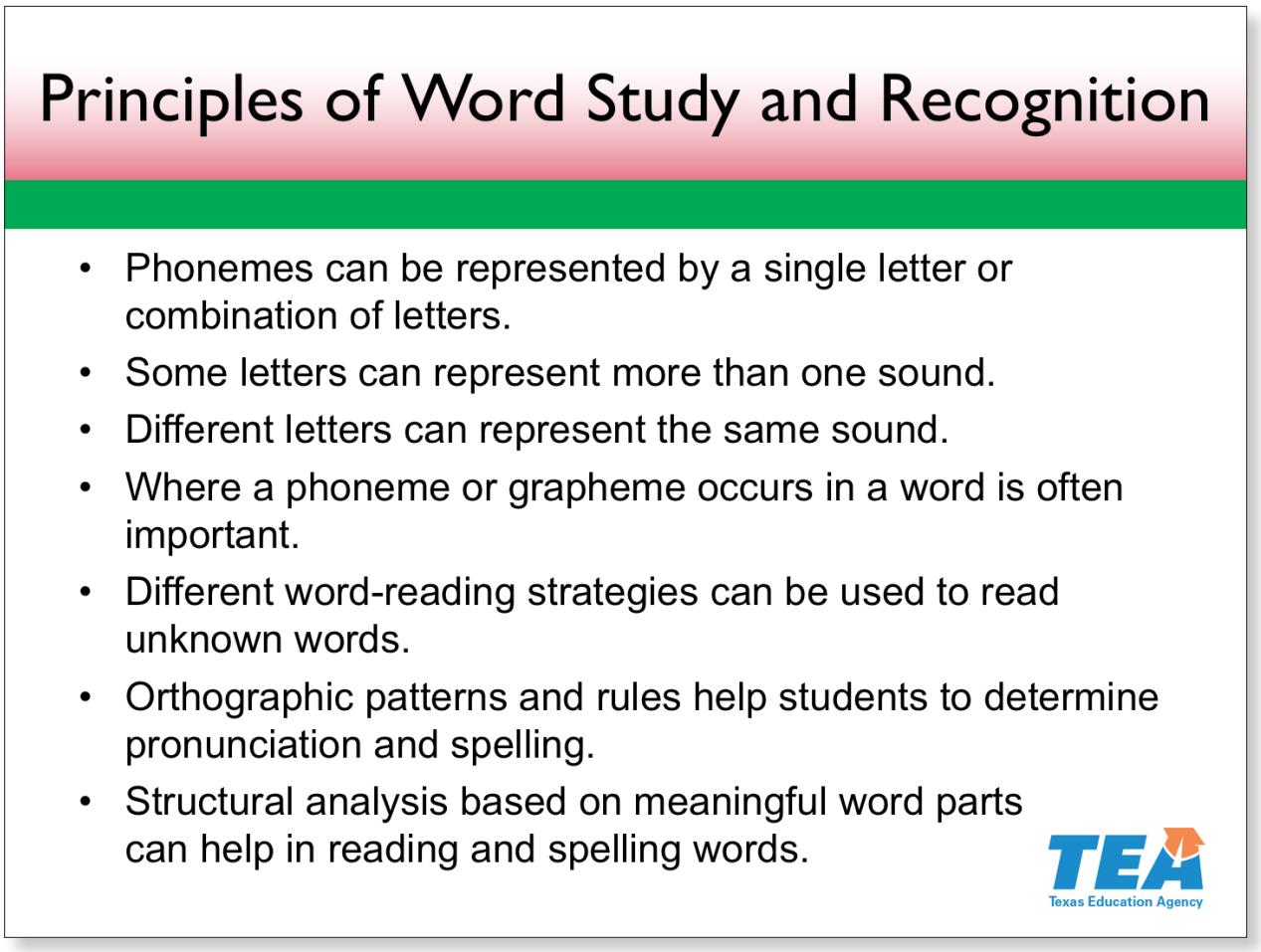

Slide 13—Principles of Word Study and Recognition (20:00–21:00)

This slide shows the principles of effective word-study and word-recognition instruction. Third-grade teachers should know and understand these principles and base their instruction on them.

In the rest of this session, we will discuss these principles and instructional strategies related to them. Take a minute to read the principles listed on the slide.

Allow one minute for participants to read.

References

Chall & Popp, 1996; Henry, 2010; Joshi et al., 2008–2009; Moats, 2009b, 2010; Shapiro & Solity, 2008; Spear-Swerling & Brucker, 2003, 2004

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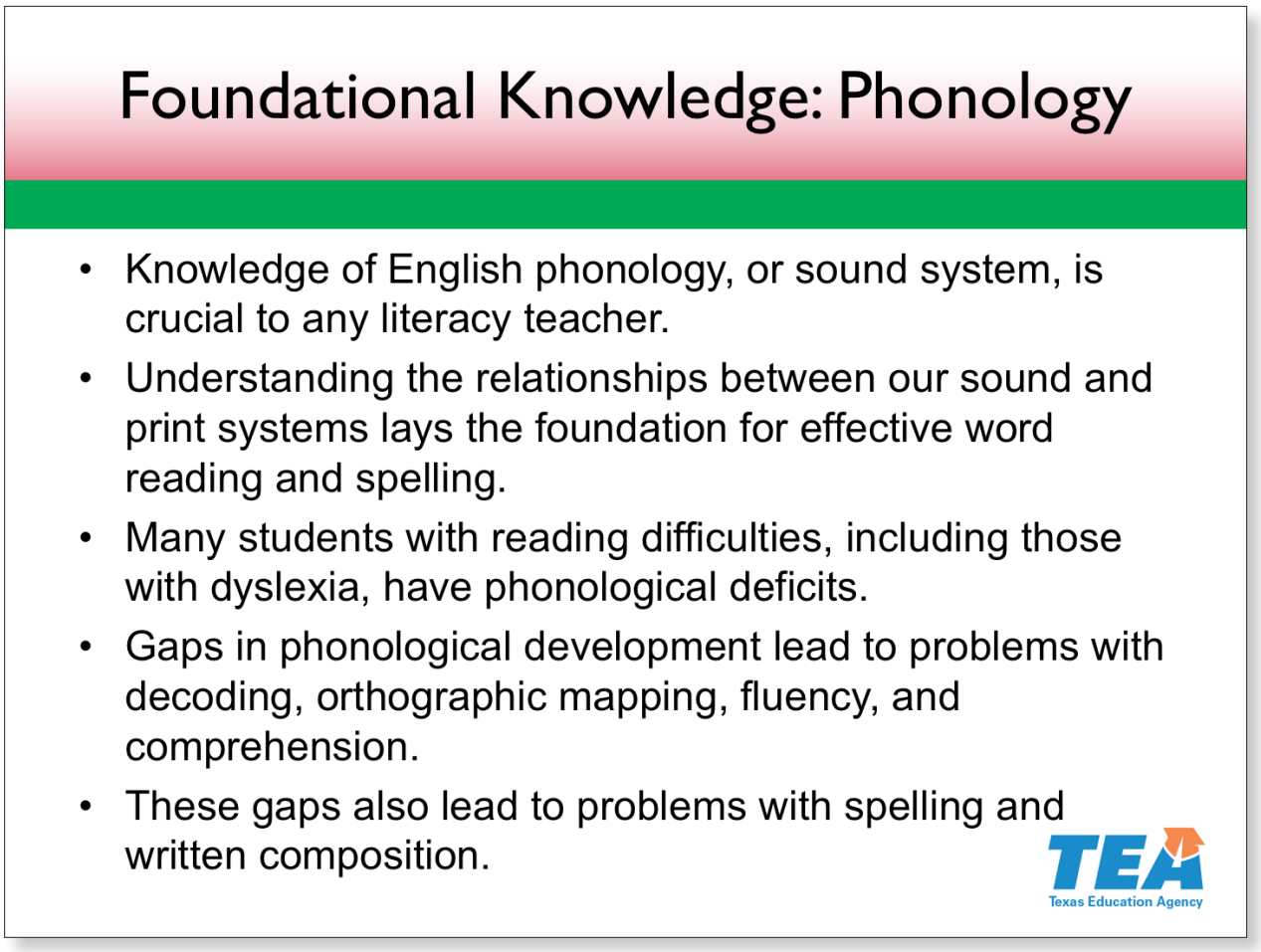

Slide 14—Foundational Knowledge: Phonology (21:00–23:00)

Literacy teachers need foundational knowledge in English phonology, or sound system. Such knowledge allows teachers to explicitly show students the connections between sounds, or phonemes, and print. How can we teach the spellings of the English sounds without knowing the sounds themselves?

Let's take a quick survey. About how many English phonemes are there? Using a sticky note and marker, write your estimate.

Pause for a moment while participants write their estimates.

Hold up your notes so I can see them.

Read some of the estimates.

Linguists actually don't agree on an exact number of English phonemes. However, many researchers and educators agree on 43 phonemes—25 consonant sounds

Notes continue on the next page.

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and 18 vowel sounds. Clearly articulating these sounds for students and making direct connections between the sounds and their representation in print are crucial instructional skills. These skills are especially important when working with struggling students and English language learners.

Many students with reading difficulties, including those with dyslexia, have phonological deficits. Not addressing these deficits creates gaps that can linger into adulthood and cause problems with decoding, fluency, spelling, and higher-level skills like reading comprehension and written composition.

Knowledge of the English sound system is crucial to understanding effective decoding and spelling instruction.

References

McCutchen et al., 2002; Moats, 2009a, 2010; Shapiro & Solity, 2008; Spear-Swerling & Brucker, 2003, 2004

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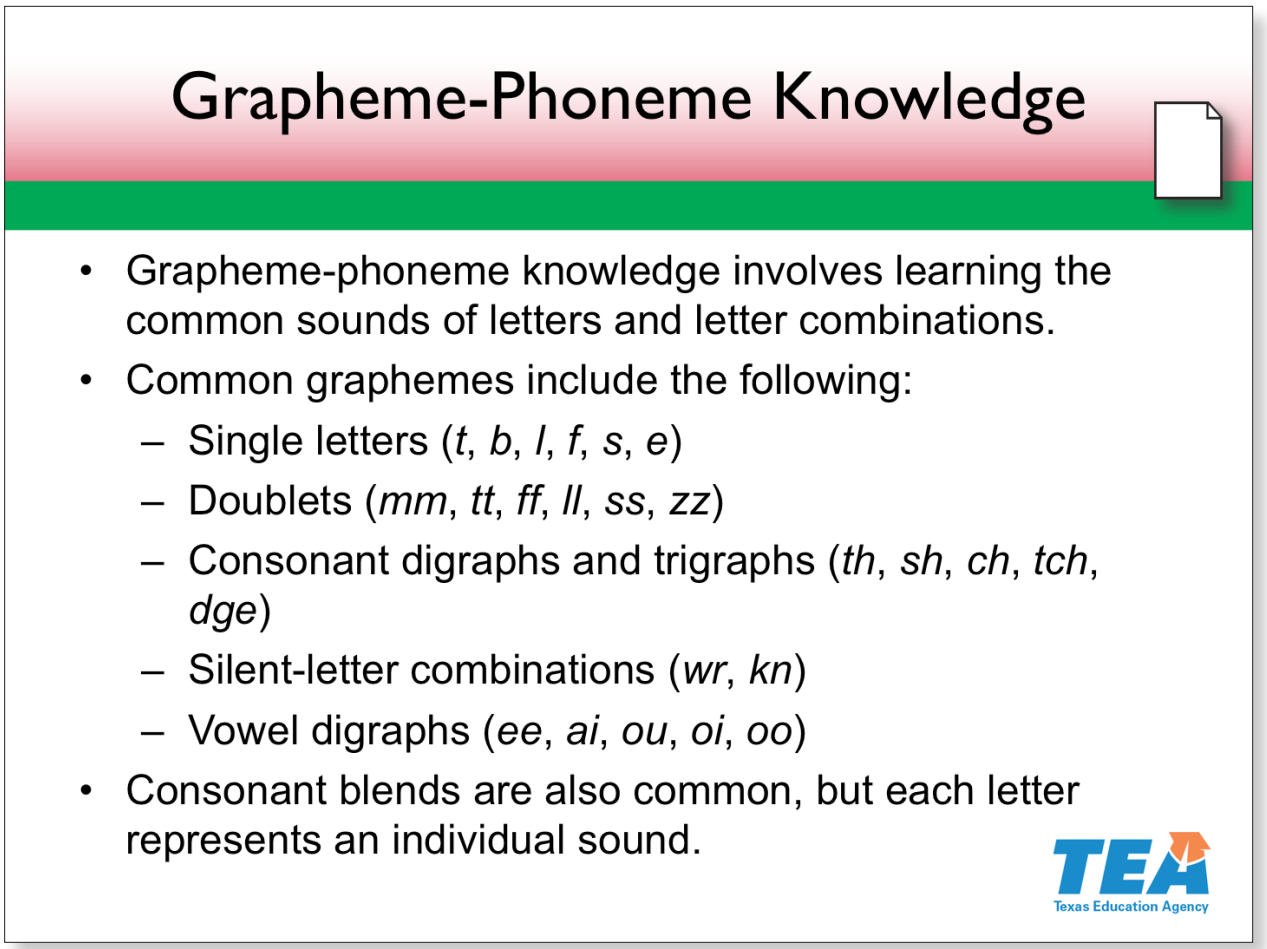

Slide 15—Grapheme-Phoneme Knowledge (23:00–27:00)

When we connect sound knowledge to print, we call this grapheme-phoneme, or graphophonemic, knowledge. A grapheme is a letter or group of letters that represents an individual sound.

> *Use your laser pointer as you introduce each type, starting with single letters, doublets, consonant digraphs and trigraphs, and silent-letter combinations.*

Vowel digraphs, also known as vowel teams, are adjacent letters in the same syllable that represent a single vowel sound.

> *Place the **Activity Resource** on the document camera.*

Consonant blends (also known as consonant clusters) are made up of two or three consonants. Each letter retains its common sound. Rather than learning one new sound, students learn to blend the sounds, such as the /tr/ in *train* in English or

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tren in Spanish. When sounding out consonant digraphs and blends, do not add an extra schwa sound, such as saying /shuh/ instead of /sh/.

Find **Handout 2: Grapheme-Phoneme Knowledge**.

Pause for participants to find the handout.

This handout provides more information about these specific types of graphemes in both English and Spanish. Find the mirror in your participant materials. Use your mirror to observe the formation of your mouth as you produce short-vowel sounds, long-vowel sounds, and diphthongs.

Review the handout with participants, modeling especially the difference between the different kinds of vowel sounds. Use mirrors as participants produce the sounds.

You may want to think about how you can use this when planning for your phonics instruction and flag it to come back to later.

References

Adams, Treiman, & Pressley, 1998; Carnine, Silbert, & Kame'enui, 1997; Chall & Popp, 1996; Chard & Osborn, 1999; Gunning, 2002; Henry, 2010; Learning First Alliance (LFA), 2000; Moats, 2009b, 2010; NIFL, 2001; NRP, 2000; Snow et al., 1998; Torgesen, 1998

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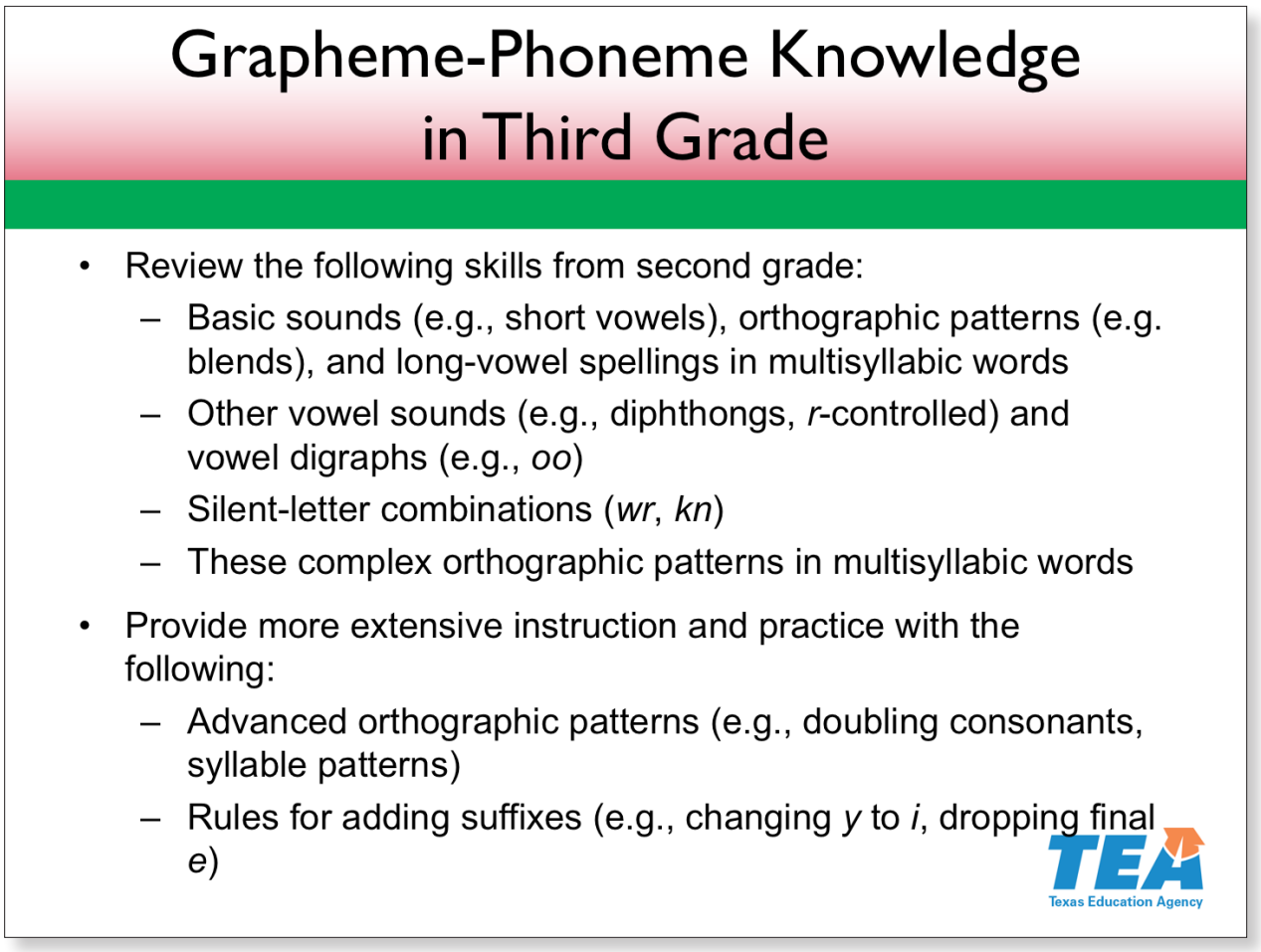

Slide 16—Grapheme-Phoneme Knowledge in Third Grade (27:00–28:00)

This slide provides a general overview of the grapheme-phoneme knowledge that third-grade students are expected to learn. Take a moment to read the slide.

Pause for participants to read the slide.

As you can see, third-grade teachers do much of the heavy lifting when it comes to teaching decoding and spelling. Your effective instruction ensures that students have the decoding, word-recognition, and spelling skills they need to move into more complex comprehension and writing processes in fourth grade.

References

Moats, 2009b; Texas Education Agency, 2009

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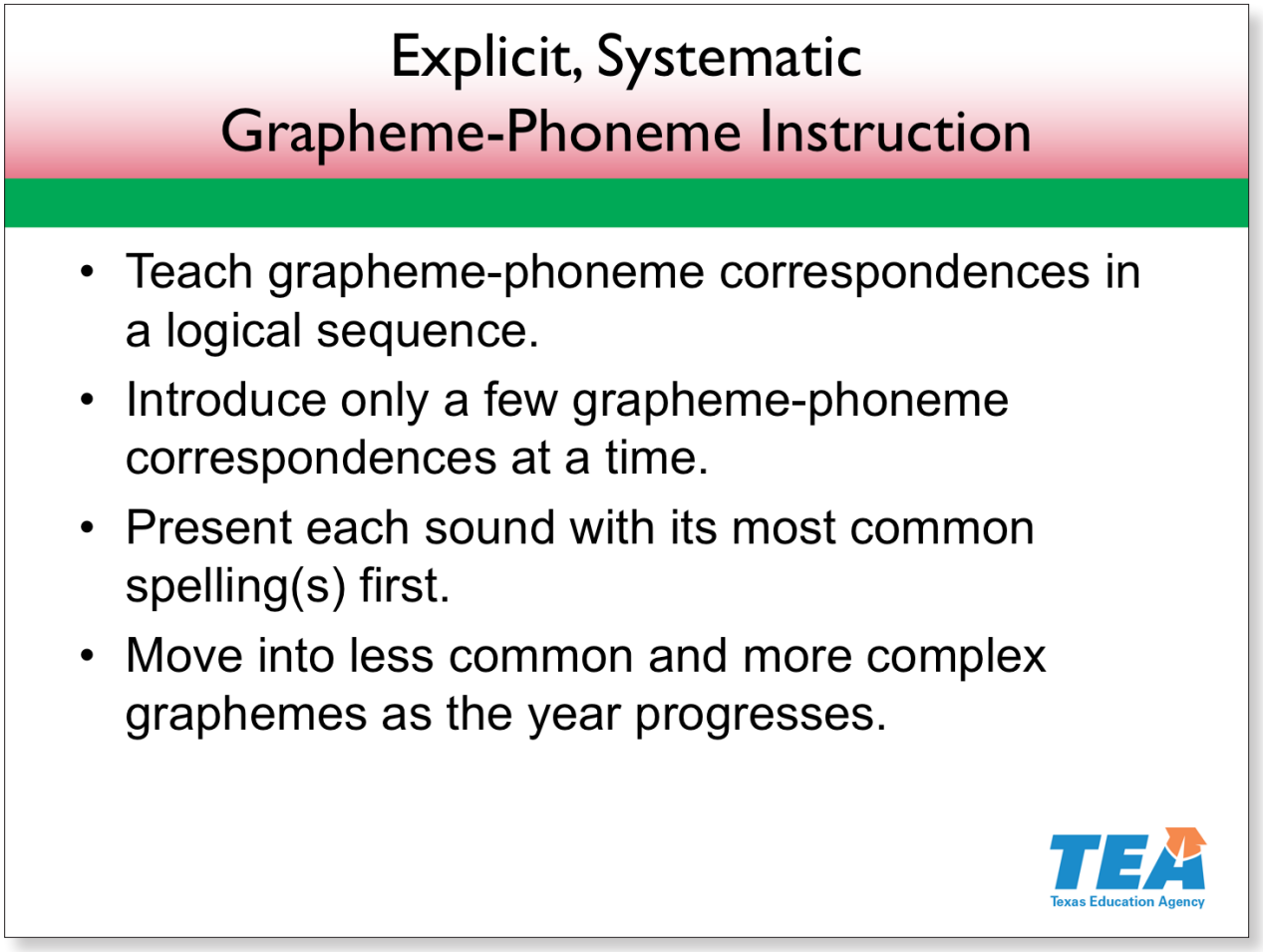

Slide 17—Explicit, Systematic Grapheme-Phoneme Instruction (28:00–29:00)

This slide and the following provide guidelines for explicit, systematic grapheme-phoneme instruction.

Follow a logical scope and sequence for teaching grapheme-phoneme correspondences. Different programs use different sequences for teaching the sounds and their spellings. No research supports one specific order over another.

Introduce only a few grapheme-phoneme correspondences at a time. Some students need more practice and scaffolding than others.

Present each sound and its most common spelling. After reviewing basic sounds and patterns, like short vowels and consonant digraphs, move into more complex patterns, like vowel teams, *r*-controlled vowels, silent letters, and double consonants.

References

Adams, 1990; Adams, Foorman, Lundberg, & Beeler, 1998; Carnine et al., 1997; Chall & Popp, 1996; Chard, Simmons, & Kame'enui, 1998; Henry, 2010; Moats, 2009b; NIFL, 2001; Texas Education Agency, 2009; Torgesen & Mathes, 2000; Vousden, 2008; Wyse & Goswami, 2008

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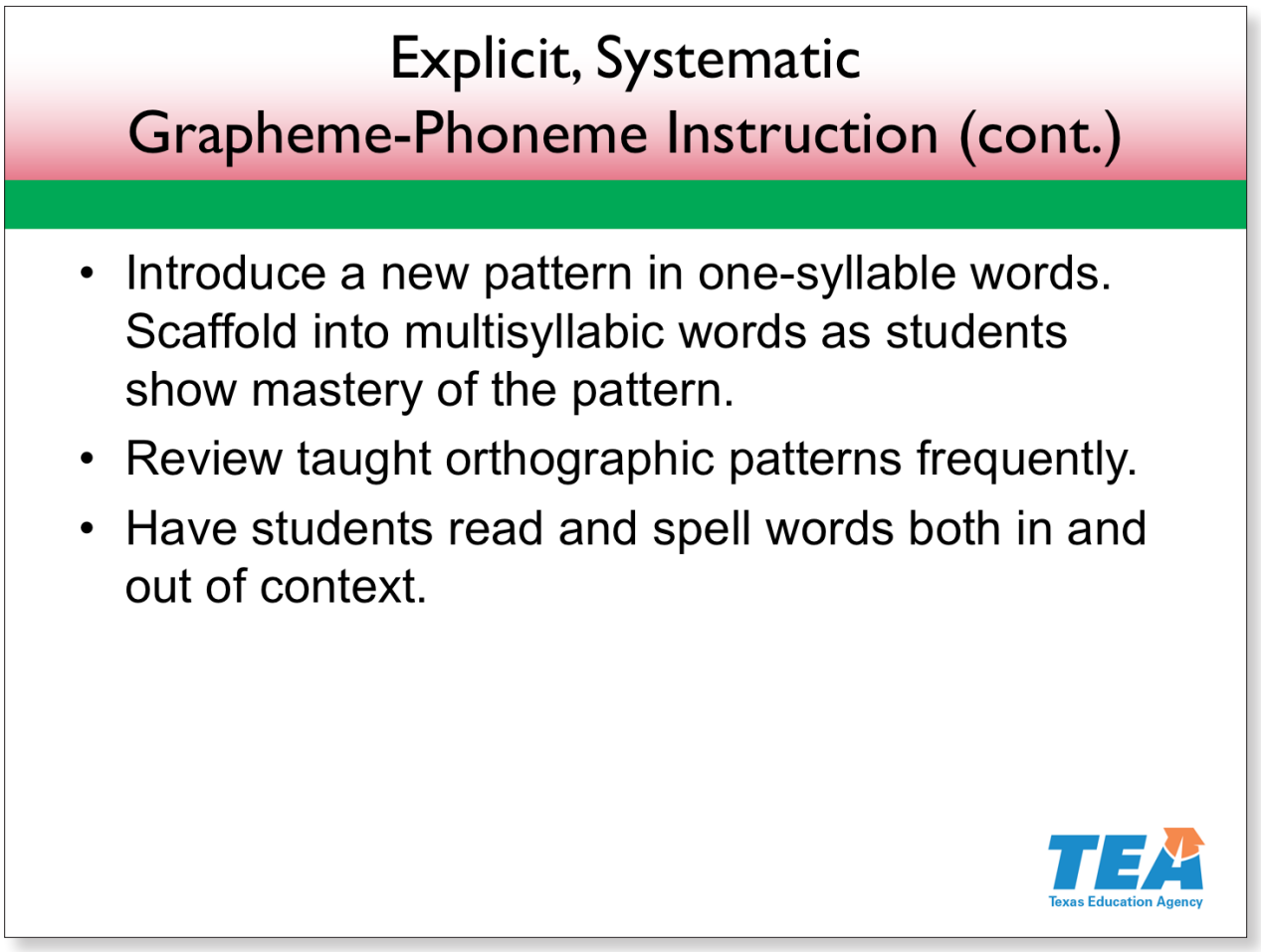

Slide 18—Explicit, Systematic Grapheme-Phoneme Instruction (cont.) (29:00–30:00)

Use your laser pointer to point to each bulleted idea as you address it.

As you move into more complex patterns, review previously taught patterns and practice reading and spelling them in multisyllabic words.

*Place the **Activity Resource** on the document camera.*

As students master more complex patterns in single-syllable words, systematically extend instruction and practice applying this knowledge to reading and spelling multisyllabic words. For example, when teaching long-*a* patterns, start with words like *main* and *stay* and then move to longer words like *maintain* and *frustrate*.

Students should practice reading words both in and out of context using decodable texts, instructional-level texts, and word lists.

References

Adams, 1990; Adams, Foorman, Lundberg, & Beeler, 1998; Carnine et al., 1997; Chall & Popp, 1996; Chard, Simmons, & Kame'enui, 1998; Henry, 2010; Moats, 2009b; NIFL, 2001; Texas Education Agency, 2009; Torgesen & Mathes, 2000; Vousden, 2008; Wyse & Goswami, 2008

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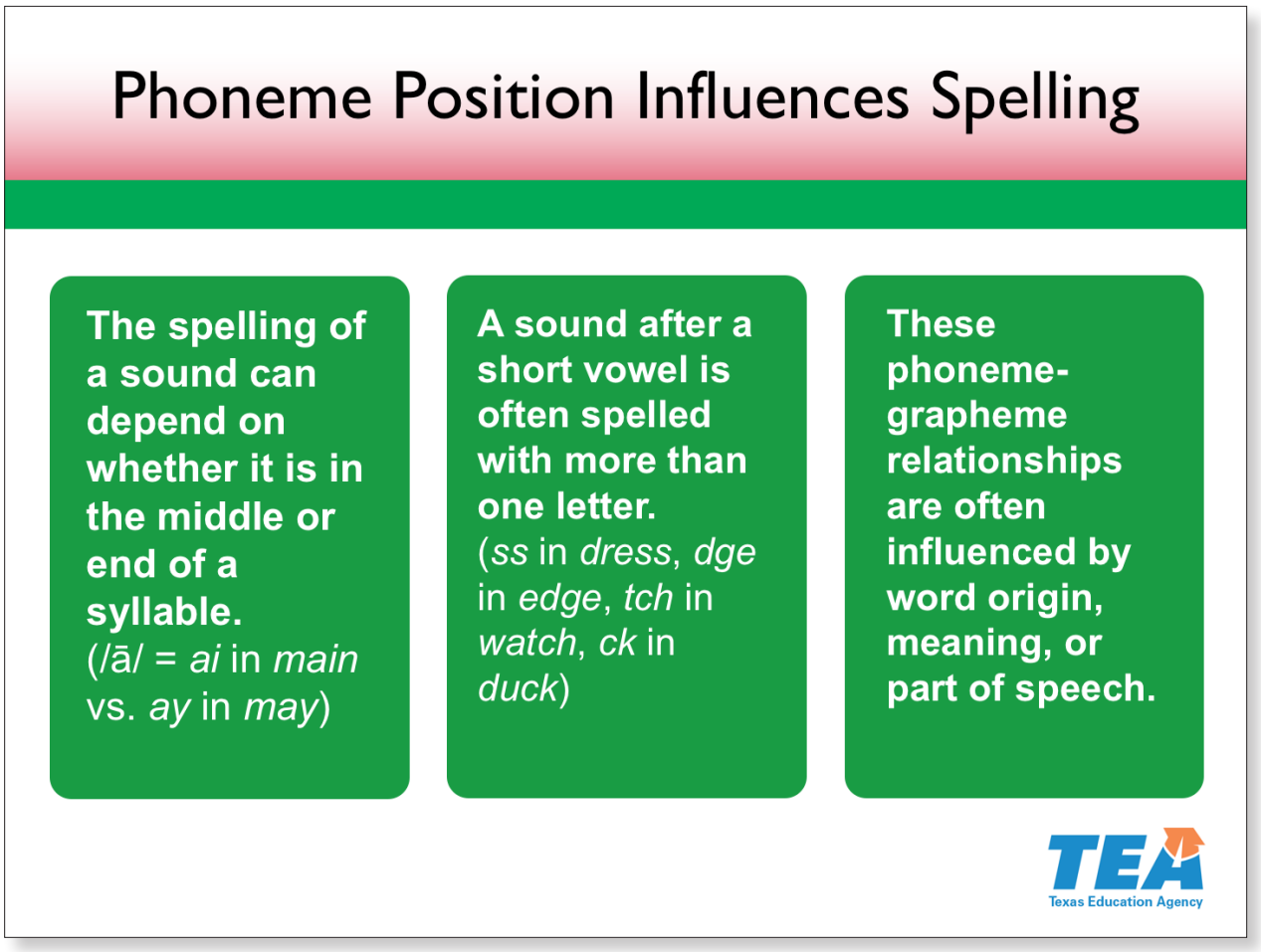

Slide 19—Phoneme Position Influences Spelling (30:00–31:30)

It is important to understand two facts about connections between sound and print. First, the position of a phoneme in a word influences its spelling.

*Place the **Activity Resource** on the document camera.*

The spelling of a vowel sound can depend on whether it is in the middle or at the end of a syllable. For example, /ā/ is often spelled *ai* in the middle of a syllable, like in *main* or *pail*, but it is spelled *ay* at the end of a syllable, like in *may* or *pay*. A similar example is /oi/ spelled *oi* in the middle of a word or syllable versus *oy* at the end of a word or syllable.

The sounds that follow short vowels often are spelled with more than one letter, like *ss* in *moss* and *tt* in *letting*.

These relationships between phonemes and graphemes are also often influenced by a word's origin, its meaning, or its part of speech. To illustrate, the *ed* spelling at the

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end of verbs indicates a change in tense. We do not use a *t* for the /t/ sound or a *d* for the /d/ sound because we want to show this change in meaning.

References

Henry, 2010; Moats, 2009b, 2010; Venezky, 1999

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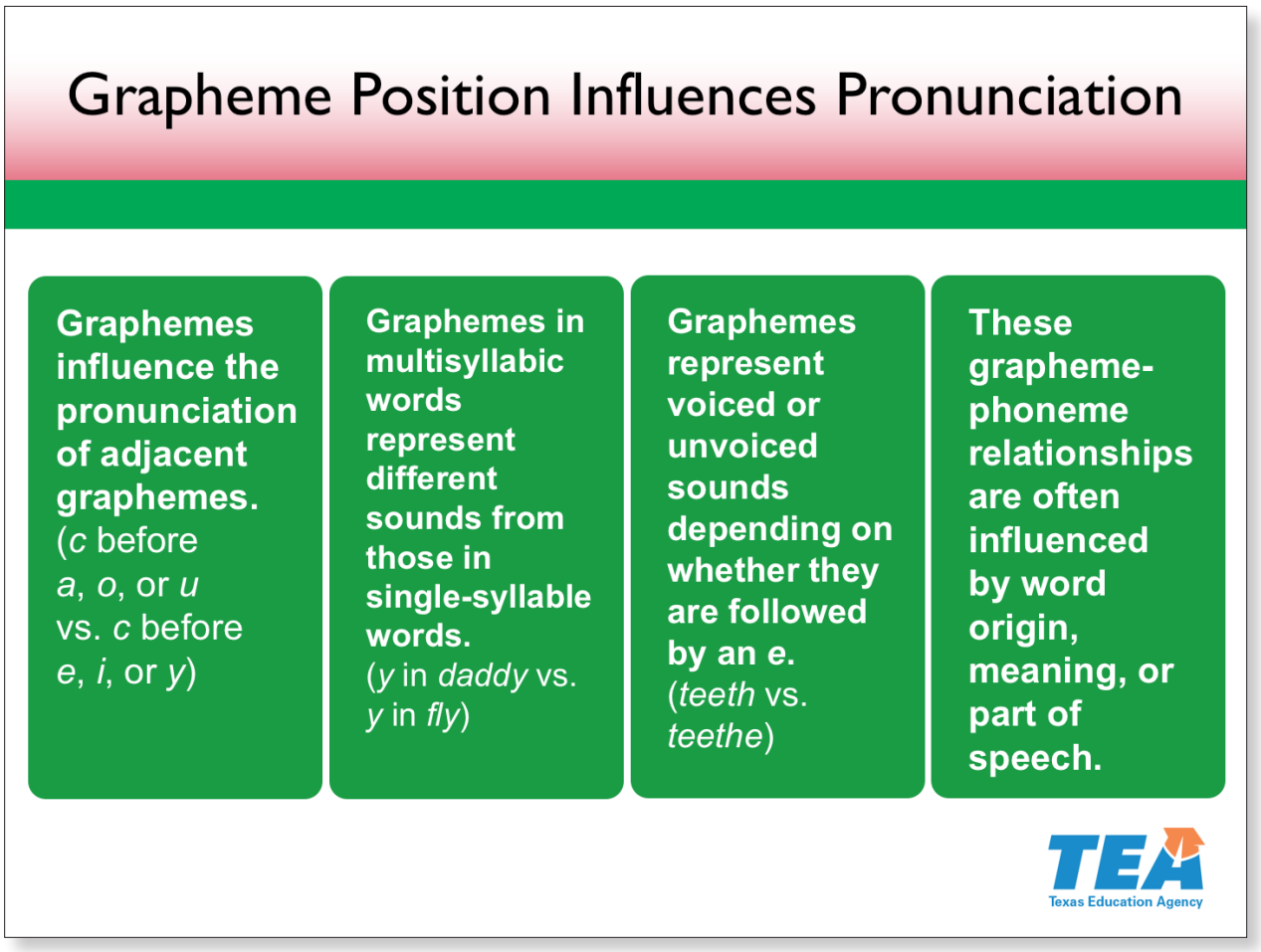

Slide 20—Grapheme Position Influences Pronunciation (31:30–34:30)

The position of a grapheme influences its pronunciation. This is the second important fact to understand when teaching sound and print connections. This slide contains a few examples.

*Place the **Activity Resource** on the document camera.*

Graphemes influence the graphemes around them. For example, *c* is pronounced /k/ when it precedes an *a*, *o*, or *u*—as in *cat*, *cop*, and *cup*. It is pronounced /s/ when it precedes an *e*, *i*, or *y*—as in *cease*, *science*, and *cyst*. This also applies to Spanish. For example, in *casa*, *color*, and *cubeta*, the letter *c* is pronounced as /k/, and in *cenar* and *cine*, the letter *c* is pronounced as /s/.

The same rule applies to *g* making the /g/ sound when followed by *a*, *o*, and *u*—as in *gas*, *gore*, and *gulp*—versus the *g* making the /j/ sound when followed by *e*, *i*, or *y*—as in *germ*, *gist*, and *gym*. In Spanish, the letter *g* also has two sounds. It is pronounced as /g/ when followed by *a*, *o*, and *u*, as in *gato*, *gota*, and *gusano*. It is

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pronounced as /h/ when it is followed by *e* and *i*, as in *genio* and *gitano*. In this last instance, we add a letter *u* between *g* and the vowels *e* and *i* to change the sound to /g/, as in *guerra* and *guitarra*.

Graphemes in multisyllabic words behave differently from those in single-syllable words. One example is *y*, which makes the /ē/ sound at the end of multisyllabic words, such as *baby* and *happy*. This is the most common way to spell the long-*e* sound. In one-syllable words, *y* at the end makes the /ī/ sound, like in *fly*, *by*, and *dry*.

The letter *e* serves many functions in English, which is why it is in so many words. One of its functions is marking graphemes as voiced. Good examples include adding an *e* to the end of *teeth* to make the verb *teethe* and adding *e* to *breath* to make *breathe*. In these verbs, the *e* marks the *th* to make it the voiced sound /th/.

As with phoneme position, these relationships between graphemes and their pronunciations are often influenced by the origin of the word, its meaning, or its part of speech. To illustrate, *e* marking *th* to make the voiced sound /th/ happens in verbs. The noun *teeth* changes to the verb *teethe* when we add the *e,* just as the noun *breath* becomes the verb *breathe*.

References

Henry, 2010; Moats, 2009b, 2010; Venezky, 1999

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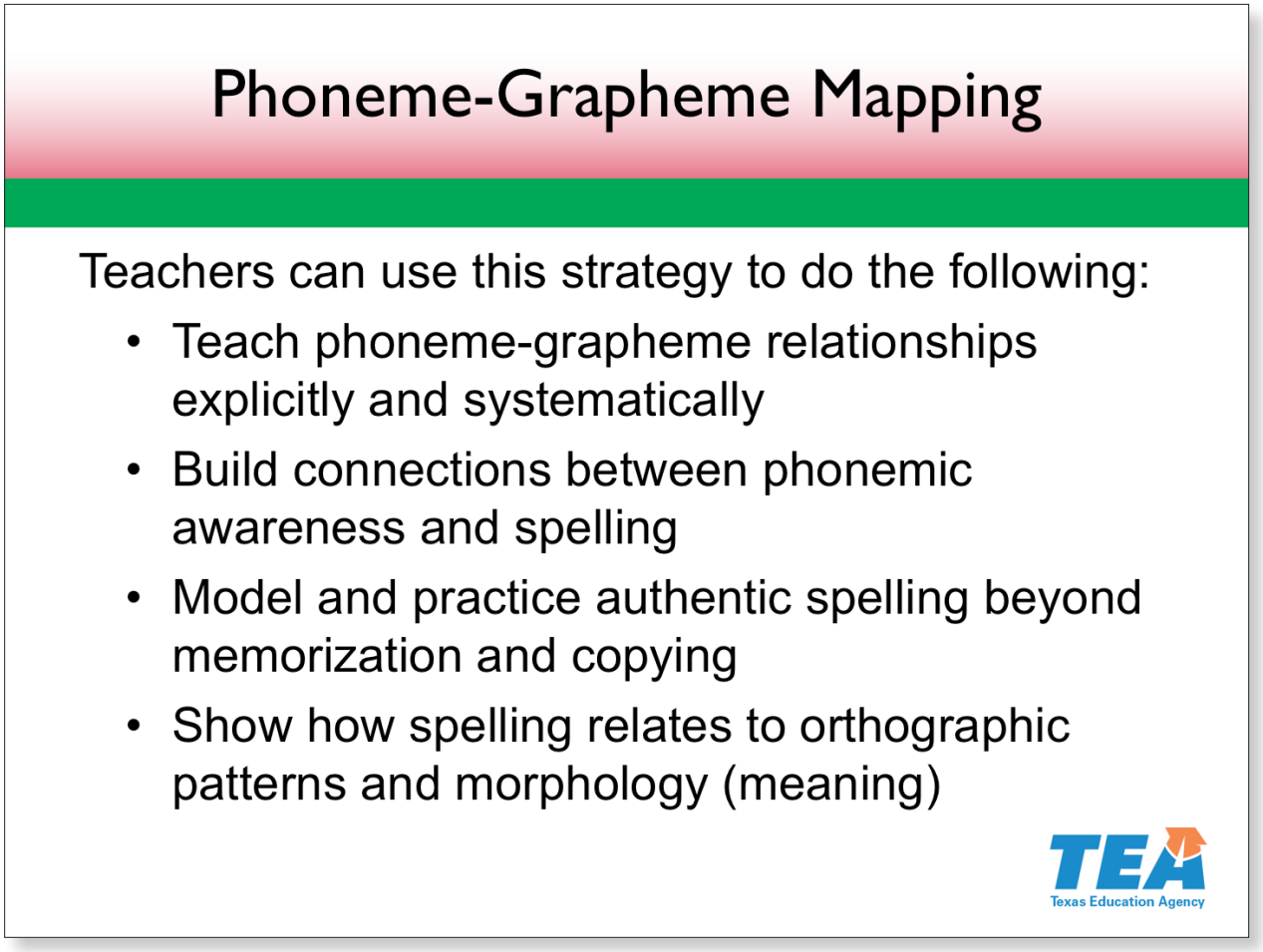

Slide 21—Phoneme-Grapheme Mapping (34:30–35:00)

Phoneme-grapheme mapping is a strategy to help students apply their grapheme-phoneme knowledge through spelling.

You can use this strategy to connect phonemic awareness with graphophonemic knowledge. This method teaches students authentic spelling by showing them relationships among sounds, letters, orthographic patterns, and meaning.

References

Grace, 2007; Moats, 2009b; Vousden, 2008

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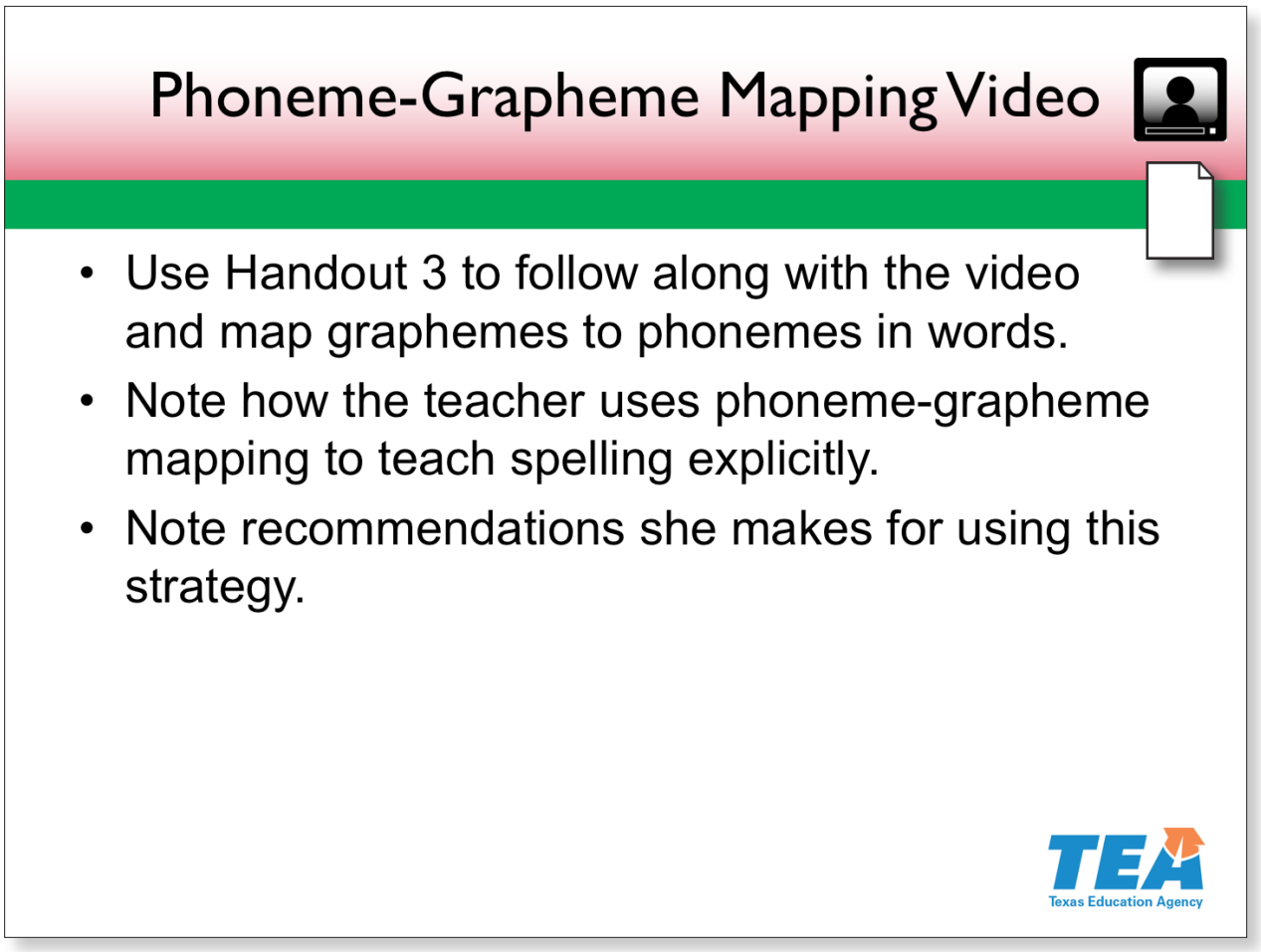

Slide 22—Phoneme-Grapheme Mapping Video (35:00–43:00)

We will now watch a video of a teacher modeling and discussing how she uses phoneme-grapheme mapping to teach spelling.

Use **Handout 3: Spelling Grid** to follow along with the video and make notes about how the teacher uses phoneme-grapheme mapping to teach spelling. Also note the recommendations she makes for using this strategy.

Video: Phoneme-Grapheme Mapping

Play the video.

Take one minute to discuss with your tablemates any notes you took during the video or recommendations you have for using this strategy in the classroom.

Allow one minute for participants to talk.

References

Grace, 2007; Moats, 2009b

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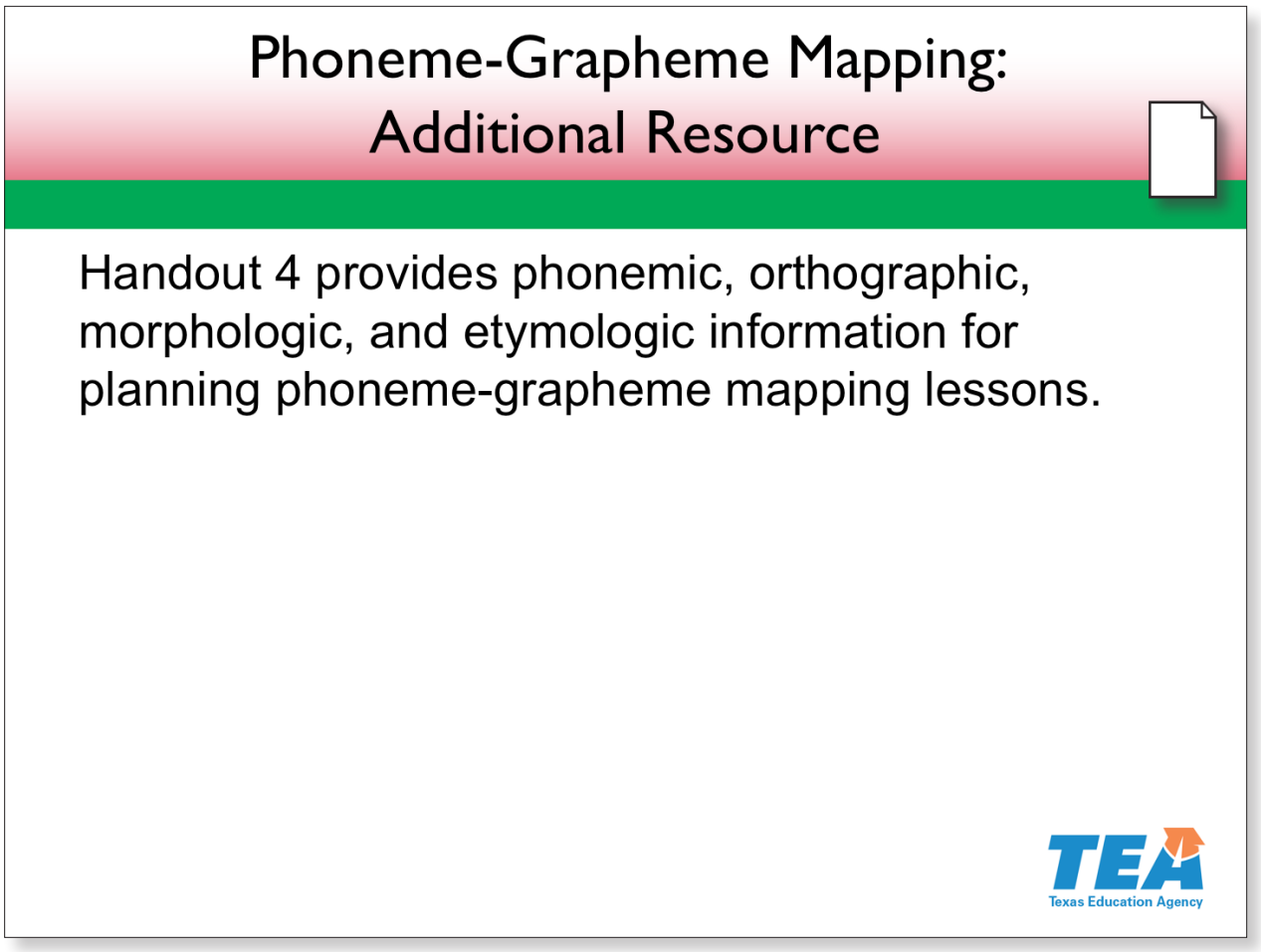

Slide 23—Phoneme-Grapheme Mapping: Additional Resource (43:00–47:00)

Handout 4: Word Study and Recognition Information provides information about English language phonology, orthography, morphology, and etymology. This document can help in planning your phoneme-grapheme lessons, including the mapping lesson we just observed.

Pages 1 and 2 list specific sound-spelling relationships based on word origin. Pages 3 through 5 list the vowel sounds and their most common spellings. Pages 6 through 10 list the consonant sounds and information about their spellings. Pages 11 through 14 provide information about other orthographic patterns and morphemes.

*Place the **Activity Resource** on the document camera. Have participants review the rules listed there. Allow two minutes.*

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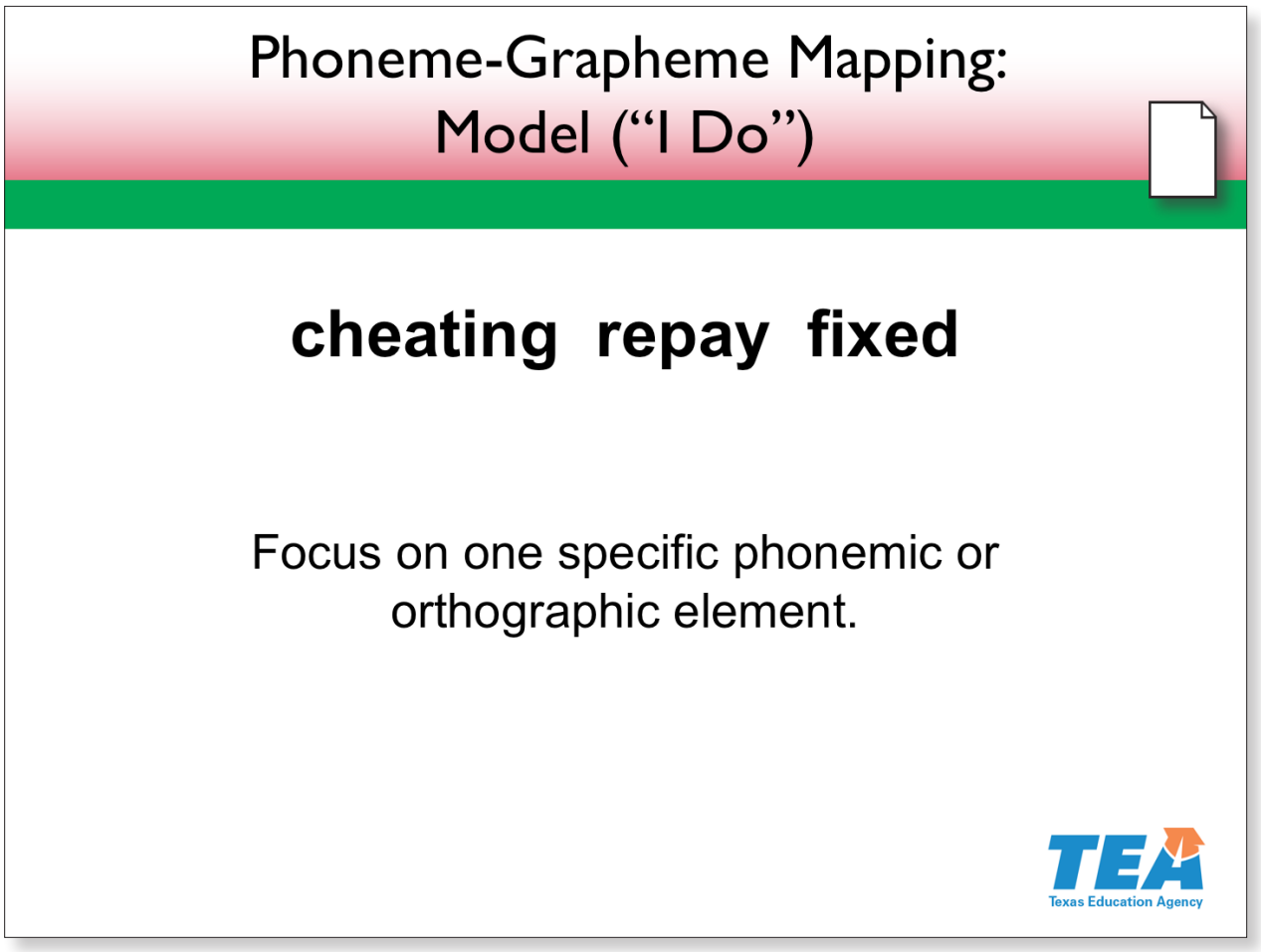

Slide 24—Phoneme-Grapheme Mapping: Model ("I Do") **(47:00–52:00)**

Let's map a few more words. These words were chosen to illustrate how to map various orthographic patterns. When you use phoneme-grapheme mapping in your classroom, use words that focus on one phonemic or orthographic element.

> *Model phoneme-grapheme mapping using Handout 3 on the document camera.* ***Presenter Resource 2*** *provides a cheat sheet for mapping the words and a script for modeling.*

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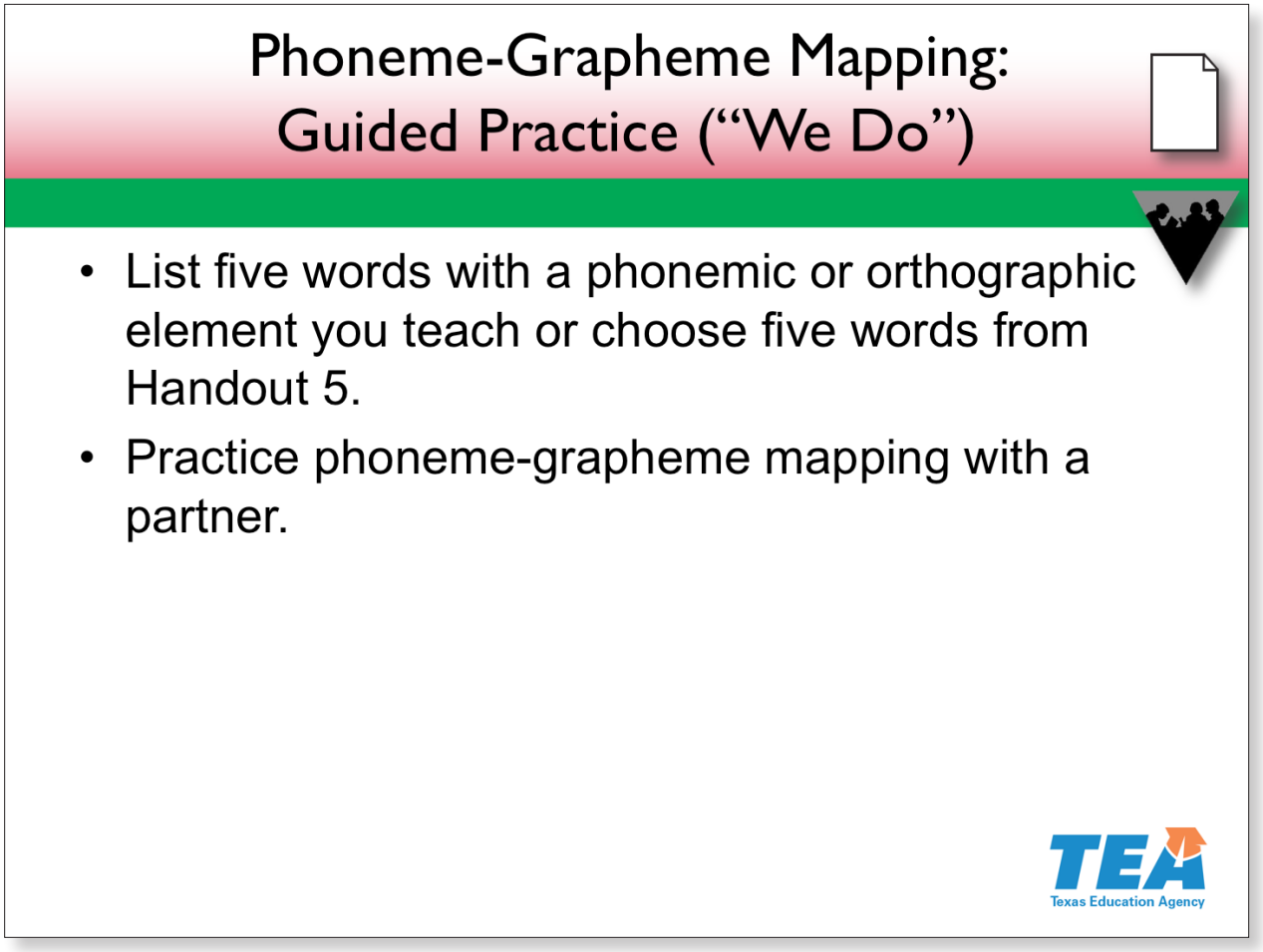

Slide 25—Phoneme-Grapheme Mapping: Guided Practice ("We Do") (52:00–1:00:00)

Activity

Now it's your turn to try it. First, create a list of five words that contain a phonemic or orthographic element that you might teach in third grade. Or you can use a list from **Handout 5: Phoneme-Grapheme Mapping Word Lists**.

Then, working with a partner, practice phoneme-grapheme mapping with your words. Remember to count the sounds first, which will give you the total number of boxes needed. Then write the graphemes in the boxes to represent each sound. If you use the words in the handout, you can check your mapping against the answer key on pages 3 and 4. You have five minutes.

Allow five minutes for participants to work. Walk around and listen to the discussions. At the end of the five minutes, share interesting ideas you heard or have participants share with the whole group.

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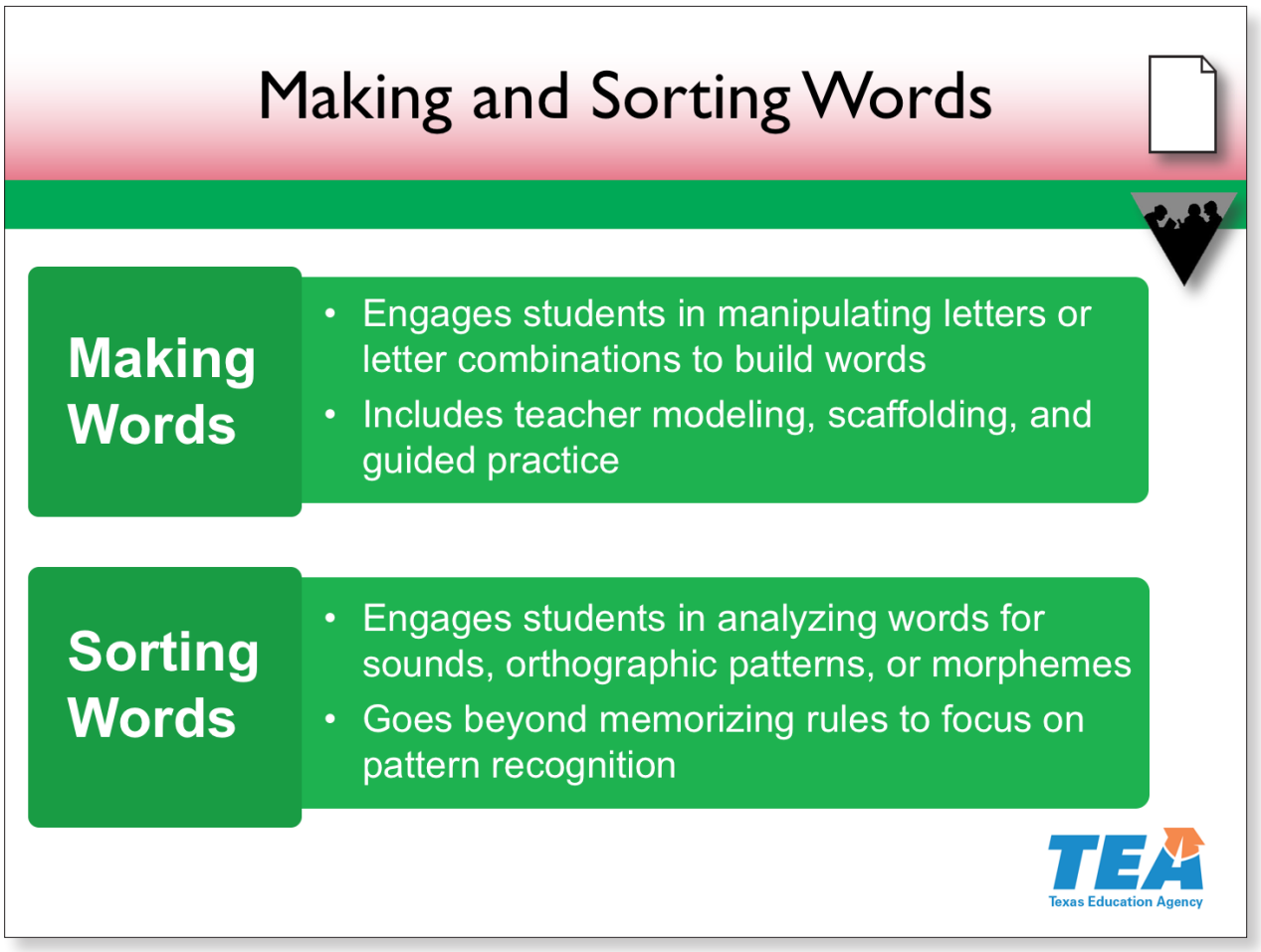

Slide 26—Making and Sorting Words (1:00:00–1:12:00)

Lessons on making words provide opportunities for students to spell and read words with the spelling patterns that students are learning. Students use letter cards to spell words that the teacher provides. Lessons on making words include teacher modeling, scaffolding, and guided practice to help students successfully apply newly learned word-recognition skills and spelling strategies.

Find **Handout 6: Making and Sorting Words**.

Pause for participants to find the handout.

The first page lists the steps for preparing a lesson on making words.

Show page 1 of the handout on the document camera.

Examples of possible words to use are provided for the first two steps. The first chart provides example longer words from which smaller words can be derived.

Notes continue on the next page.

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Point to the first chart with longer words in it.

The second chart shows smaller words that you can give students to spell using two to seven letters from a few of the longer words in the first chart. For example, out of *playground*, you can make the words *go*, *up*, *run*, *pay*, etc.

Activity

It's your turn. With a partner, select one of the longer words from the first chart or come up with your own word. Write it at the top of the last column on the second chart. Then, write two-letter words, three-letter words, etc., using the letters in your longer word. Try to write at least 10 smaller words.

Allow participants three minutes to write their words.

After planning the smaller words, write each of them on an index card.

Show your example word cards ("go," "up," "run," etc.).

Then, write each letter from the longer word on an individual index card. These letter cards will go at the top of your pocket chart for students to use to make words.

Show an example pocket chart with the letters on individual index cards. Model pulling down the individual letter cards to make a word or two.

The word cards will be used after the lesson on making words to do a word-sort activity in the pocket chart.

Put the word cards in the pocket chart and model how you and the students might sort them. For example, you could sort them by vowel sounds (/ō/, /ŭ/, /ā/, /ow/).

The rest of the handout provides a list of materials, steps, suggestions, and scripts for conducting lessons on making words combined with word sorts, which also improve students' spelling and reading.

Take two minutes to skim the rest of the handout. Place a checkmark beside the activities you already do with your students and a star next to those you would like to try with your students.

Allow participants two minutes to examine the rest of the handout.

Reference

Cunningham, 2000

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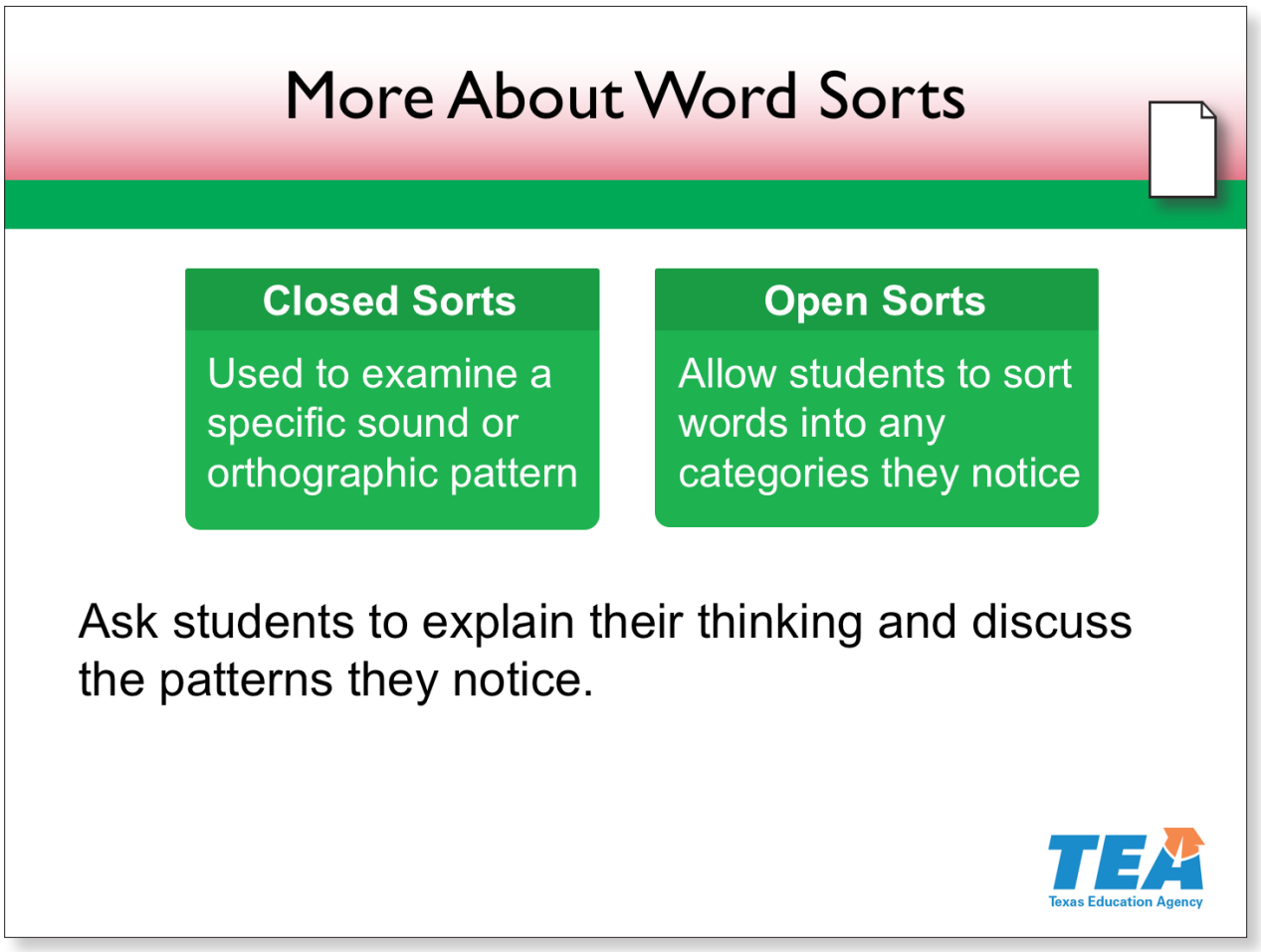

Slide 27—More About Word Sorts (1:12:00–1:15:00)

We can use other kinds of word sorts, too. By doing their own word analyses within a sort, students begin to recognize patterns in words they are reading and spelling rather than trying to memorize a list of abstract rules.

Carefully and strategically select words for sorting. The words should provide sufficient practice in specific sounds and patterns.

When sorting, students categorize words by sound patterns, orthographic patterns, or morphological parts (meaningful parts like prefixes, suffixes, base words, and roots).

In a closed sort, you give students parameters for categorizing the words. For example, you may tell students to sort words into three groups or to listen for a specific sound or look for a specific pattern.

Notes continue on the next page.

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In an open sort, you simply provide a group of words and let students sort the words in whatever way makes sense.

Always discuss the word sort when students finish, asking questions about their thinking, the patterns, and how these patterns relate to spelling and reading the words.

Find **Handout 7: Examples of Word Sorts**. This handout provides guidelines for creating and using word sorts in English and Spanish.

Allow participants one minute to examine the handout.

Now we will try a couple of word sorts.

References

Bear, Invernizzi, Templeton, & Johnston, 2012; Moats, 2009b

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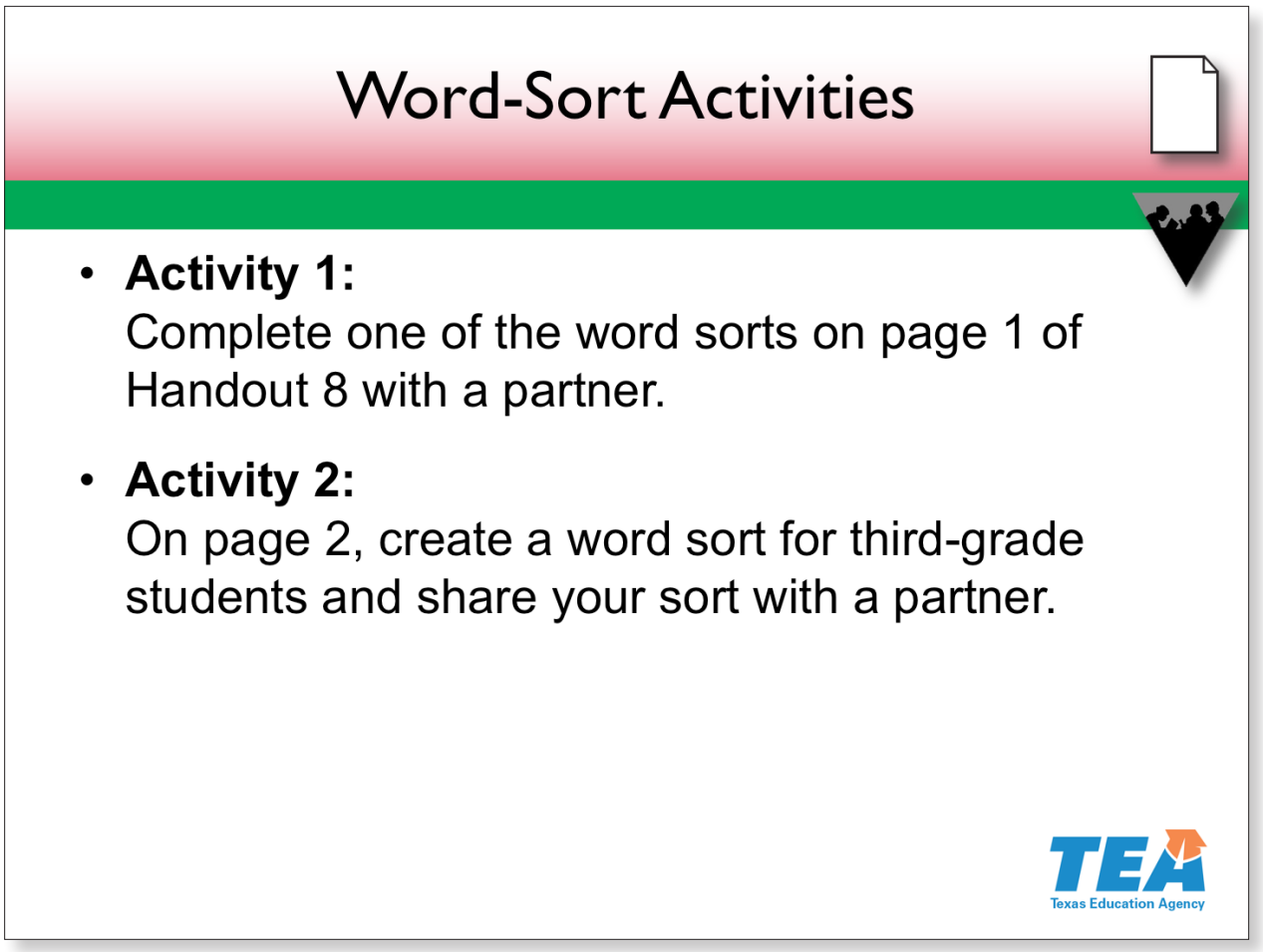

Slide 28—Word-Sort Activities (1:15:00–1:29:00)

Activity

Find **Handout 8: Sample Word Sorts**.

Pause for participants to find the handout.

This handout shows two word sorts. Choose one of the word sorts with a partner and then find the corresponding set of word cards for your activity. Together, sort the words and answer the questions on page 1. You have three minutes.

Provide three minutes for participants to work. Walk around and listen to the discussions. At the end of the three minutes, put the answers to each sort on the document camera and have participants share their responses to the questions. Answers can be found in ***Presenter Resource 3.***

Notes continue on the next page.

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Now that you have participated as a student, try creating your own word sort. Think about orthographic knowledge you teach. Use page 2 of the handout to create a word sort you might use in your classroom. A third set of cards is available for you to write your words on. Write questions you might want students to answer about the sort. Then, share your word sort and see whether your partner can complete it and answer the questions. You have five minutes to work on this activity.

> *Allow five minutes for participants to work. Walk around and listen to the discussions. At the end of the five minutes, have a few participants share the word sorts they created.*

Word sorts can meet the needs of all learners in various ways. Closed sorts provide a scaffold for sound-letter correspondences, and open sorts allow students to look for and determine patterns with justification. Both can be controlled for specific sound-spelling patterns.

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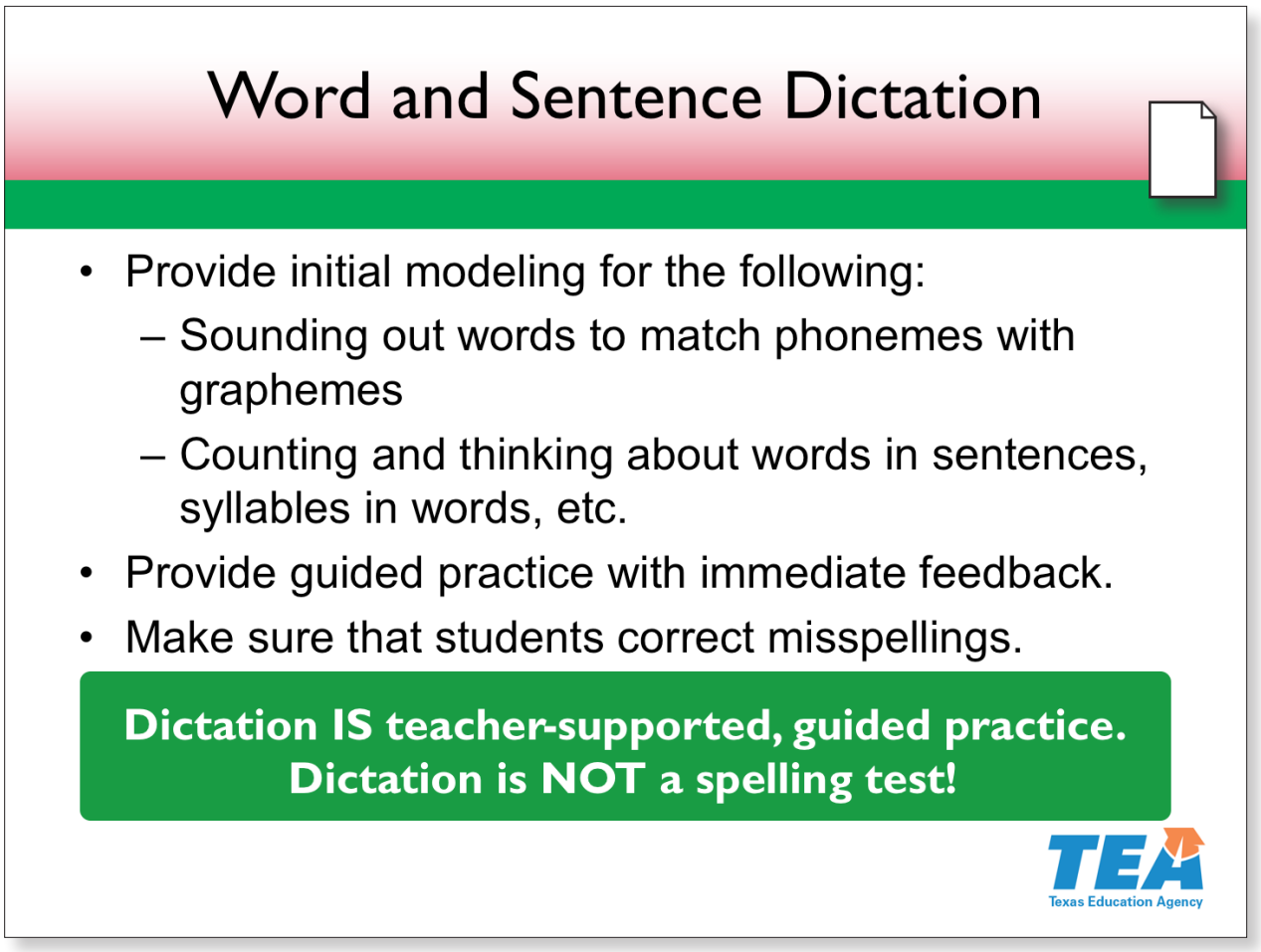

Slide 29—Word and Sentence Dictation (1:29:00–1:32:00)

In addition to phoneme-grapheme mapping, word building, and word sorting, word and sentence dictation is an effective method for teaching and practicing word study and spelling.

Find **Handout 9: Sample Dictation Routine**.

Pause for participants to find the handout.

During dictation activities, you provide students with a word to spell or a sentence to write. Then you have the students repeat the word or sentence and write it.

Initially, do think-alouds to model how to spell the words using phoneme-grapheme correspondences, orthographic patterns, or morphemes you have taught. As students become more proficient, you can decrease the amount of modeling.

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As students write their words and sentences, walk around, monitor their writing, and provide immediate feedback. Make sure that students fix misspellings immediately.

As it says on the slide, dictation is guided instruction and practice. It is not a test.

Find **Handout 10: Guidelines for Teaching Word Study and Spelling**.

This handout summarizes many of the ideas and strategies that we have discussed for word study and spelling.

Now, let's discuss our next topic: word-reading strategies.

Reference

Carreker, 2005b

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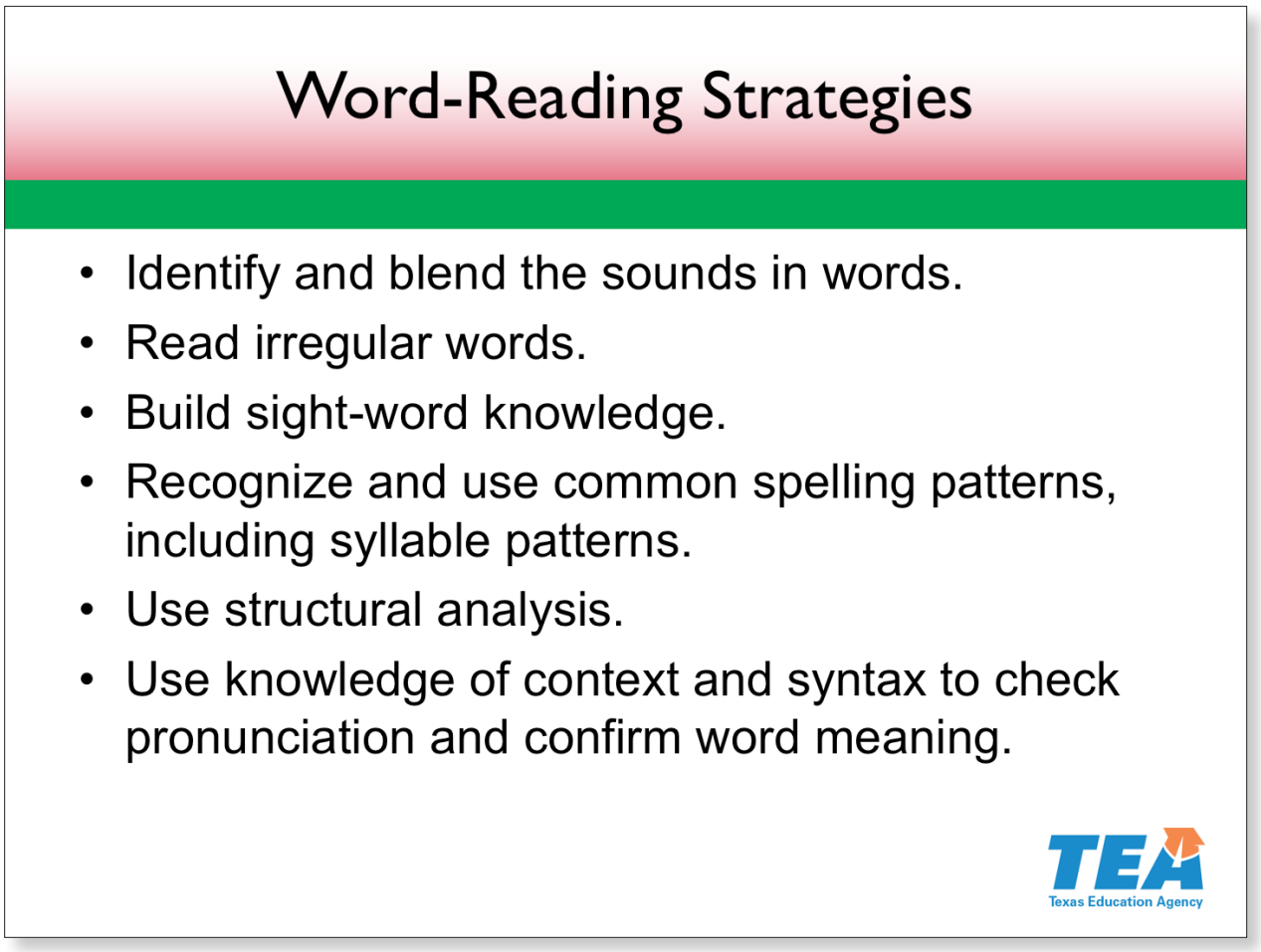

Slide 30—Word-Reading Strategies (1:32:00–1:33:00)

As students learn grapheme-phoneme relationships, have students practice using this knowledge to read words. Explicit, systematic instruction in reading words includes teaching students these word-reading strategies.

Read the bullets on the slide.

We will examine and discuss each of these word-reading strategies in the slides that follow.

References

Carreker, 2005a; Chard & Osborn, 1999; Chard et al., 1998; Henry, 2010; Moats, 2009b, 2010; Snow et al., 1998

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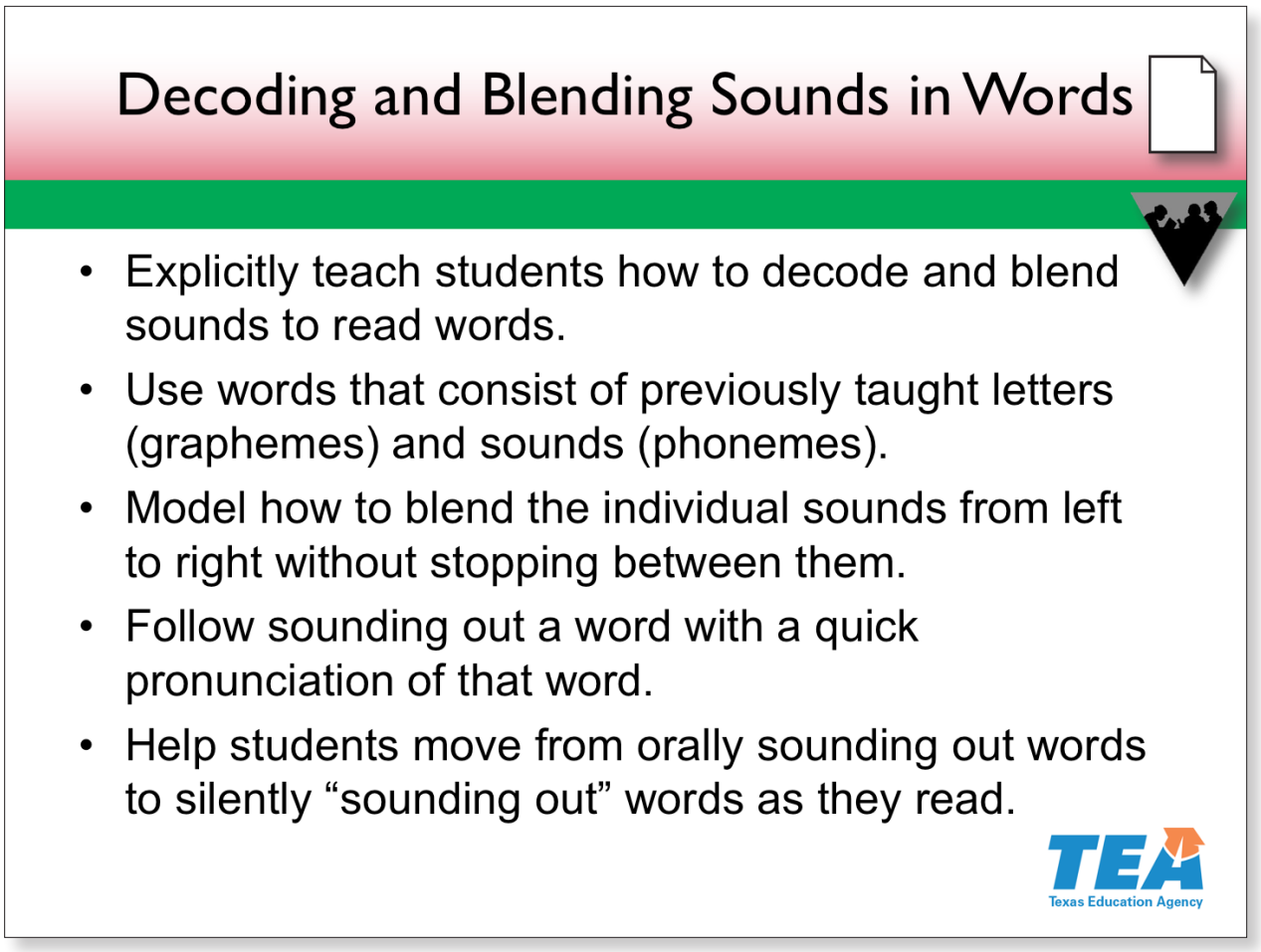

Slide 31—Decoding and Blending Sounds in Words (1:33:00–1:40:00)

Explicitly teach and model how to blend sounds in words using knowledge of letter-sound relationships and spelling patterns. Students must learn and practice blending to decode and read unfamiliar words. Effective readers do not visually memorize words. Instead, effective readers learn words by mapping sounds to print multiple times until the words become sight words—that is, words that can be read by sight.

For blending instruction, select words that consist of previously taught letter sounds. Begin by reviewing short-vowel words and then move to long-vowel patterns. With each pattern, such as a VC*e* or vowel team, make sure to start with single-syllable words and then move to longer, multisyllabic words.

Model how to blend the individual sounds of the letters of written words from left to right without stopping between them—for example, /mmmāāāānnn/. Follow

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sounding out with a quick pronunciation of the word: *main*. Help students to move from orally sounding out words to silently "sounding out" words as they read.

Find **Handout 11: Blending Activities**. This handout has several activities for explicitly teaching how to blend sounds to read words. I will model one of the strategies. In your materials, find the letters *s*, *t*, and *r* and the grapheme *ay*.

Model one strategy from the handout on the document camera.

Activity

Now, it's your turn. Choose one of the strategies to try with your partner. Use the grapheme tiles to practice the strategy.

Allow three minutes for participants to work. Walk around and listen to the discussions. At the end of the three minutes, share interesting ideas you heard or have participants share with the whole group.

In addition to sound-by-sound blending, teach and practice syllable-by-syllable blending with multisyllabic words. We will discuss decoding of longer words later.

References

Adams, 1990, 2001; Carnine et al., 1997; Carreker, 2005a; Chard & Osborn, 1999; Chard et al., 1998; Ehri, 2014; Kilpatrick, 2015; LFA, 2000; Moats, 1998; Neuhaus Education Center, 1992; NIFL, 2001; NRP, 2000; Snow et al., 1998; Vousden, 2008; Zeno, Ivens, Millard, & Duvvuri, 1995

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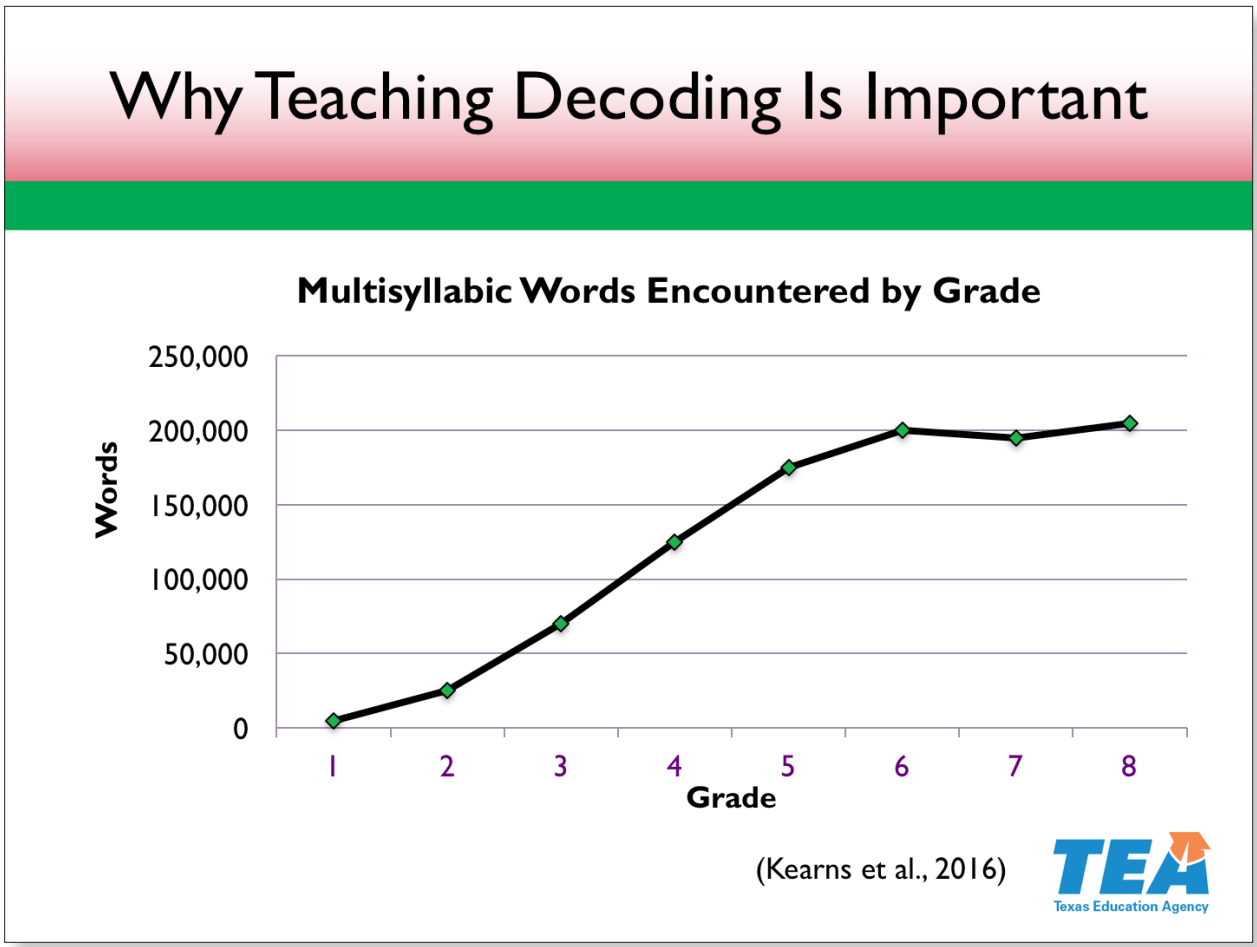

Slide 32—Why Teaching Decoding Is Important (1:40:00–1:41:00)

Let's see how important decoding and blending are. This line graph shows the estimated number of multisyllabic words a student encounters each year from first grade through eighth grade. Notice the slope from second through sixth grades.

Use your laser pointer to point to the slope between second and sixth grades.

Trying to guess these tens of thousands of words with two, three, or more syllables is ineffective and inefficient. If students do not have a method for sounding out and reading these words, what chance do they have of reading their assigned texts? What about learning from these texts?

References

Adams, 1990; Kearns et al., 2016; Moats, 1998; Zeno, Ivens, & Duvvuri, 1995

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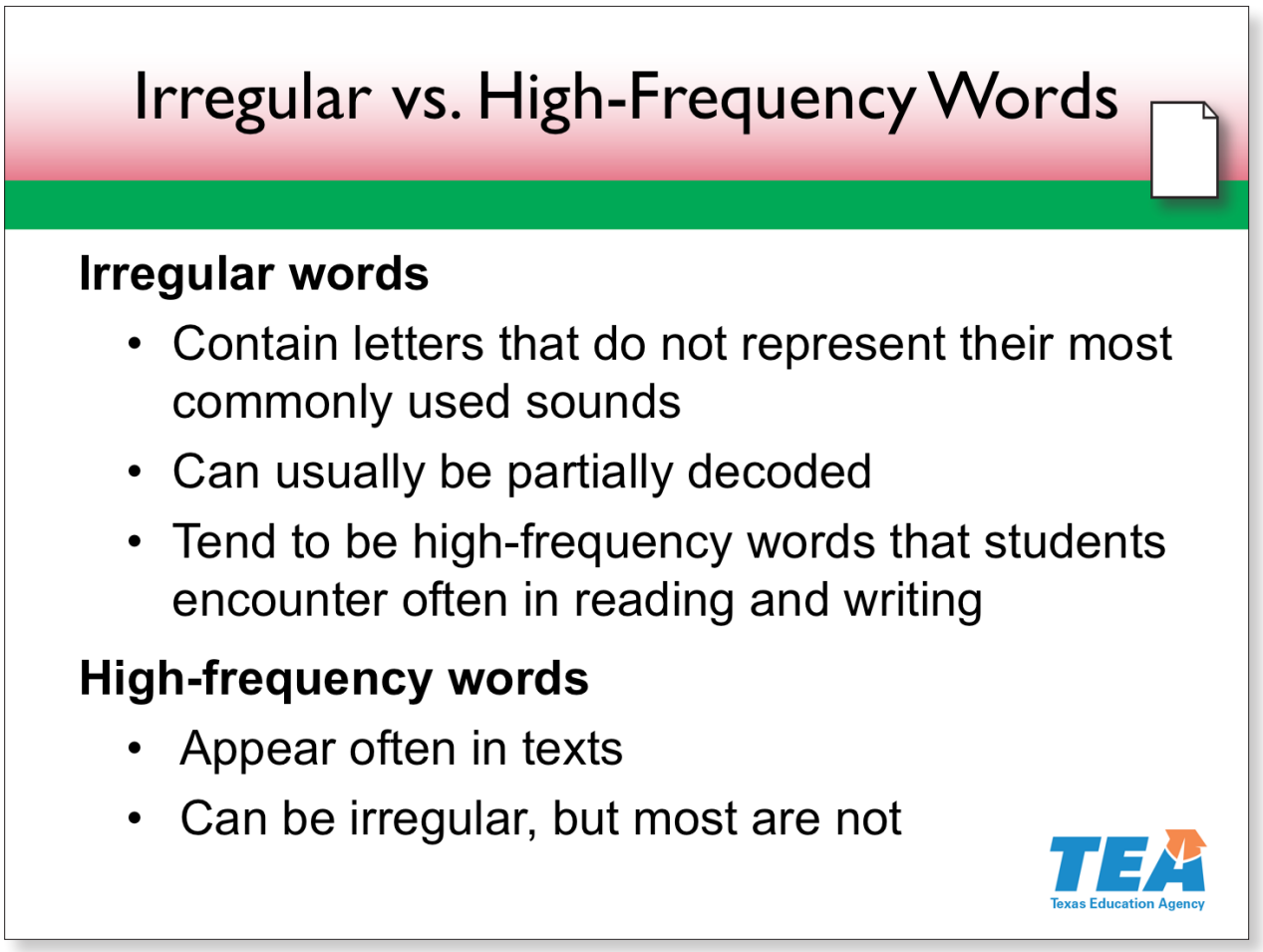

Slide 33—Irregular vs. High-Frequency Words (1:41:00–1:43:30)

It is important to understand the differences between irregular words, high-frequency words, and sight words.

Use your laser pointer to point to each idea as you address it.

Irregular words contain some letters that do not represent their most commonly used sounds. These words are also referred to as being less phonetically regular. However, not all irregular words are completely nondecodable. In most irregular words, the consonants offer sufficient support for the words to be partially decoded. For example, the words *said* and *from* are partially decodable.

Irregular words tend to be high-frequency words that students encounter often in their reading and writing, like *of* and *was*. That is one reason why some teachers call these words sight words—students need to be able to read these words automatically because they appear often. Some teachers also call irregular words

Notes continue on the next page.

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sight words because they think these words must be completely memorized. Instead, we should teach students the parts of the words that are decodable, so that students can use this information to read the words.

Find **Handout 12: Teaching Irregular Words**.

Pause for participants to look at the handout.

This handout presents guidelines for teaching irregular words and a sample lesson you can use with your third-grade students.

Many irregular words are also high-frequency words, but these terms do not mean the same thing. A high-frequency word is simply a word that appears often in texts. Some high-frequency words are irregular, but most are not.

If students have learned the letter-sound relationships and orthographic patterns taught throughout kindergarten to grade 3, many high-frequency words are decodable.

References

Carreker, 2005b; Moats, 2009b

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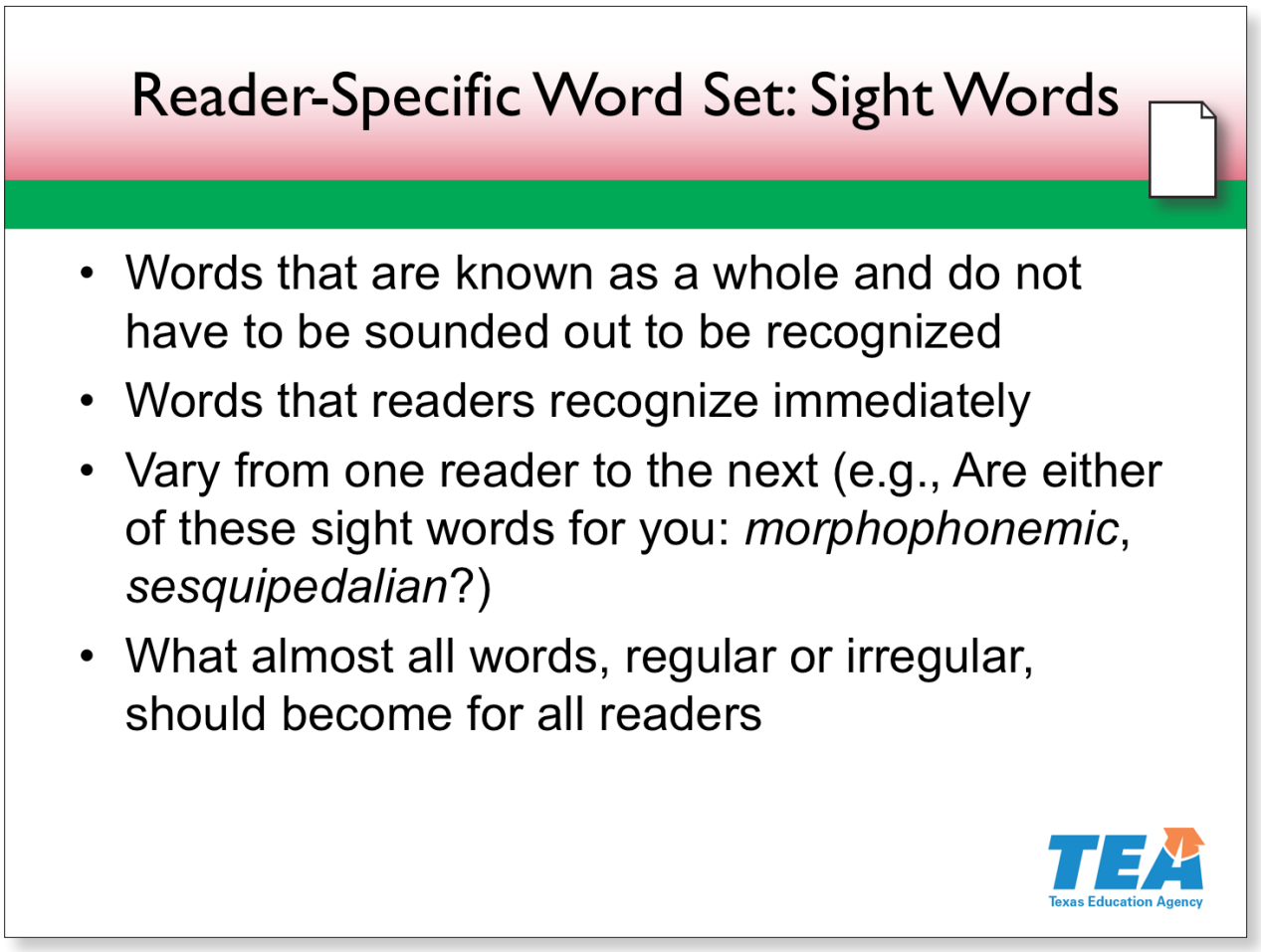

Slide 34—Reader-Specific Word Set: Sight Words (1:43:30–1:46:00)

Whether a word is a sight word depends on the reader. A word is a sight word if a reader does not have to decode it at all. The reader simply sees it and reads it. Sight words vary for all of us. To illustrate, is this a sight word for you?

Use your laser pointer to point to "morphophonemic."

How about the next one?

Use your laser pointer to point to "sesquipedalian."

Note to Presenter

English orthography is morphophonemic, which means our spelling is based on both meaning (morpho) and sound (phonemic). A sesquipedalian is a person who uses big words.

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In third grade, students differ in the number of words they can read by sight. For all readers, the ultimate goal is to be able to read almost all words, regular and irregular, by sight, or automatically. Providing many opportunities to read and reread words and text is one way to promote automatic word recognition.

Find **Handout 13: Supporting Sight-Word Development**.

Pause for participants to find the handout.

This handout presents ways to help students build automaticity with words. Take a minute to look over the handout. Place a checkmark beside the activities you already do with your students and a star next to those you would like to try with your students.

Pause for participants to skim the handout.

References

Carreker, 2005a; Chall & Popp, 1996; Chard & Osborn, 1999; Cunningham, 2000; Ehri, 1998, 2014; Moats, 2010; NRP, 2000; Torgesen, 1999

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Feature Analysis: Types of Words

	Decodable	Irregular	High-Frequency	Sight Word for You
children	+	–	+	+
answer	–	+	+	+
osculate	+	–	–	?
between	+	–	+	+

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Slide 35—Feature Analysis: Types of Words (1:46:00–1:50:00)

Let's do an activity to check your understanding of the different word types: decodable words, irregular words, high-frequency words, and sight words. Put a plus sign in each box that applies to the word. I will model with the first one: *children*.

Children is decodable. I will put a plus sign in that box because there are two short vowels and the letters represent their most commonly used sounds.

Click to show the plus sign.

That means it is not irregular, so I will put a minus sign in that box.

Click to show the minus sign.

It is a high-frequency word, so I will put a plus sign in that box.

Click to show the plus sign.

Notes continue on the next page.

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Children is also a sight word for me, so I will put a plus sign there, too.

Click to show the plus sign.

Activity

Now we will practice together. You will need a blank index card and marker.

Pause for participants to locate the materials.

Then, model for participants by writing a large plus sign on one side of a blank index card and a large minus sign on the other side. Have participants do the same.

As we work through each of these words, hold up your card, showing me the plus sign for yes or the minus sign for no.

Work through each word with participants, clicking to show the answers after they have responded. Be prepared to discuss any words that participants have questions about.

Note to Presenter

"Osculate" is another word for "kiss" (verb). The question mark is there because it may or may not be a sight word for participants.

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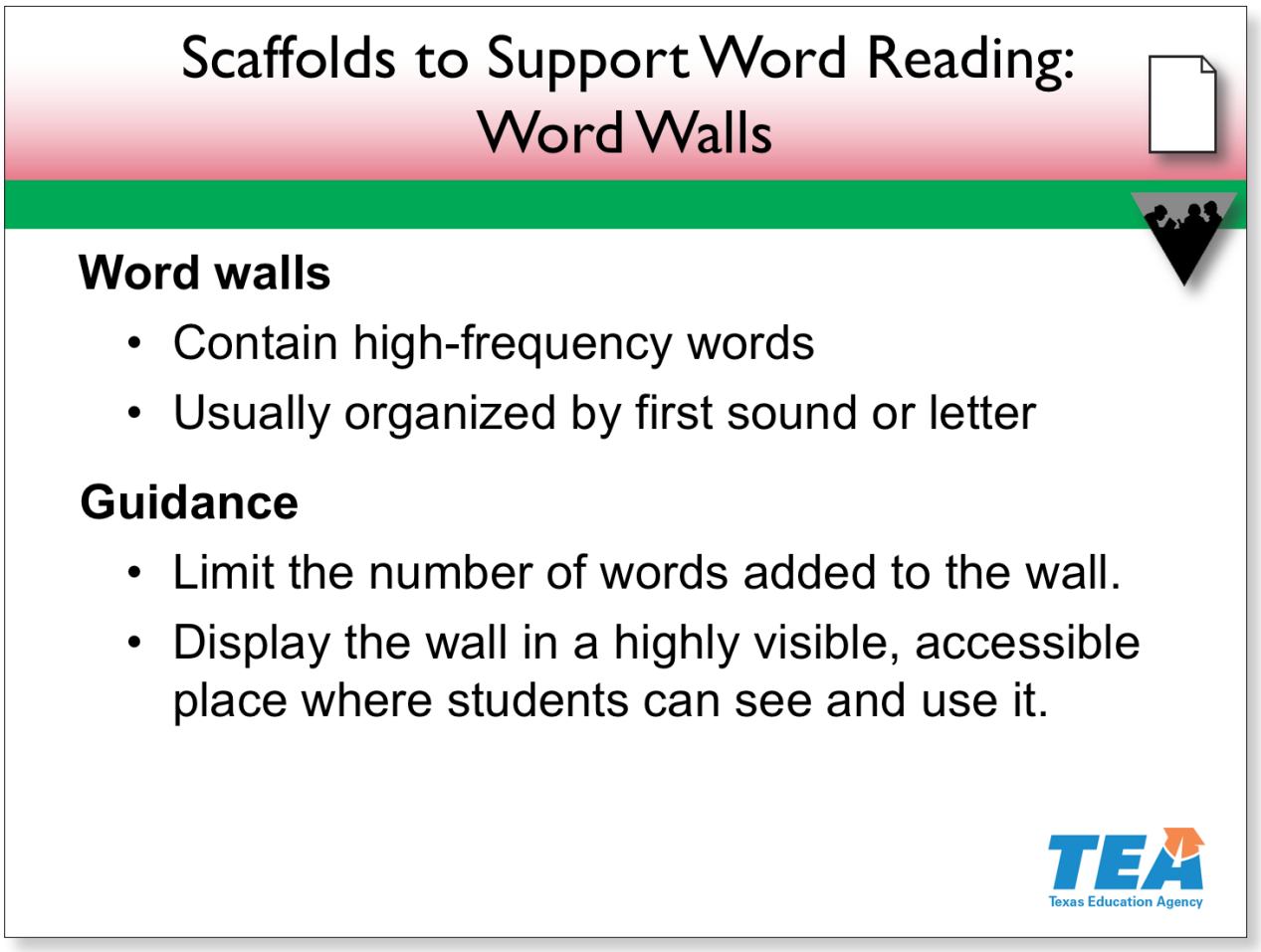

Slide 36—Scaffolds to Support Word Reading: Word Walls (1:50:00–1:55:00)

To help students read and spell these different kinds of words, teachers can use word walls.

Word walls show words in categories to help students learn to read and spell words independently. Words can be grouped by

- initial letter,
- initial sound,
- common rime (sometimes called a word family),
- content area, or
- meaning.

Notes continue on the next page.

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Find **Handout 14: Sample Word Walls**, which provides two examples of word walls.

Pause for participants to find the handout.

This sample word wall is an early elementary example. You would place grade-appropriate words on your word wall.

Activity

Take a moment to compare the two types of walls. Talk with your tablemates about the pros and cons of each one and which walls would best support student learning in your classrooms.

Allow two minutes for participants to examine the handout and discuss the examples. Walk around and listen to the discussions. At the end of the two minutes, share interesting ideas you heard or have participants share with the whole group.

Individual word-wall folders can be developed for students to use when they are reading and writing independently. Throughout the year, word walls grow and provide a visual representation of the many words that students use as they learn to read and write.

References

Cunningham, 2000; Snow et al., 1998

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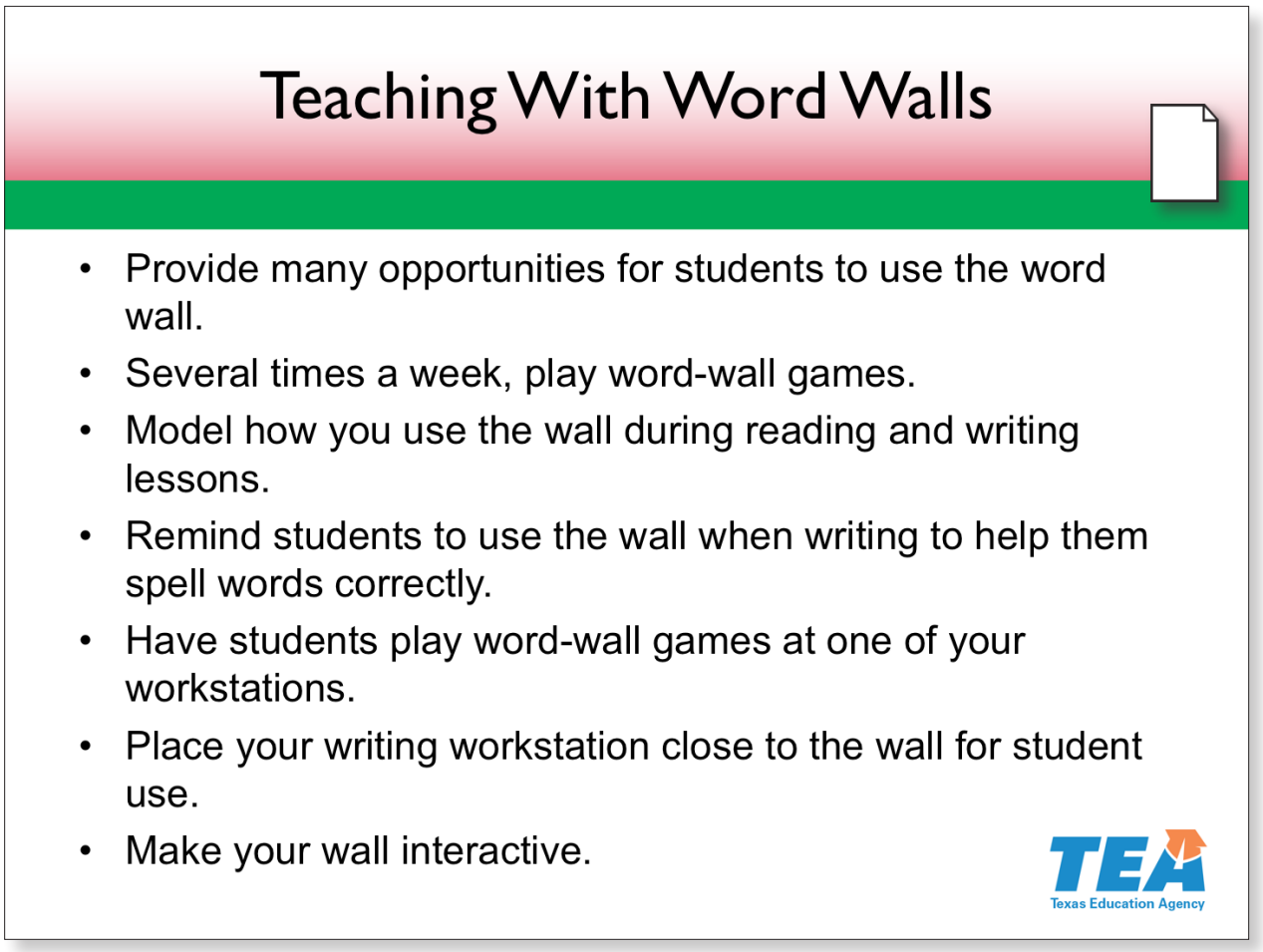

Slide 37—Teaching With Word Walls (1:55:00–1:58:00)

Find **Handout 15: Teaching With Word Walls**.

Pause for participants to find the handout.

Guidelines for creating and using word walls include

- limiting the number of words added to walls at one time;
- displaying walls in a highly visible, accessible place in the classroom so students can see and use them when they are reading and writing; and
- using the walls often with your students.

This slide also lists ways to use word walls in your classroom.

Pause for participants to read the slide.

Notes continue on the next page.

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Handout 16: Word-Wall Activities lists several quick games that you and your students can play with a word wall. **Handout 17: Word Wall/Pared de palabras: Hints for the Bilingual Classroom** provides guidelines and activities for word walls in bilingual classrooms. Take a moment to skim these handouts.

Pause for participants to skim the handouts.

References

Cunningham, 2000; Snow et al., 1998

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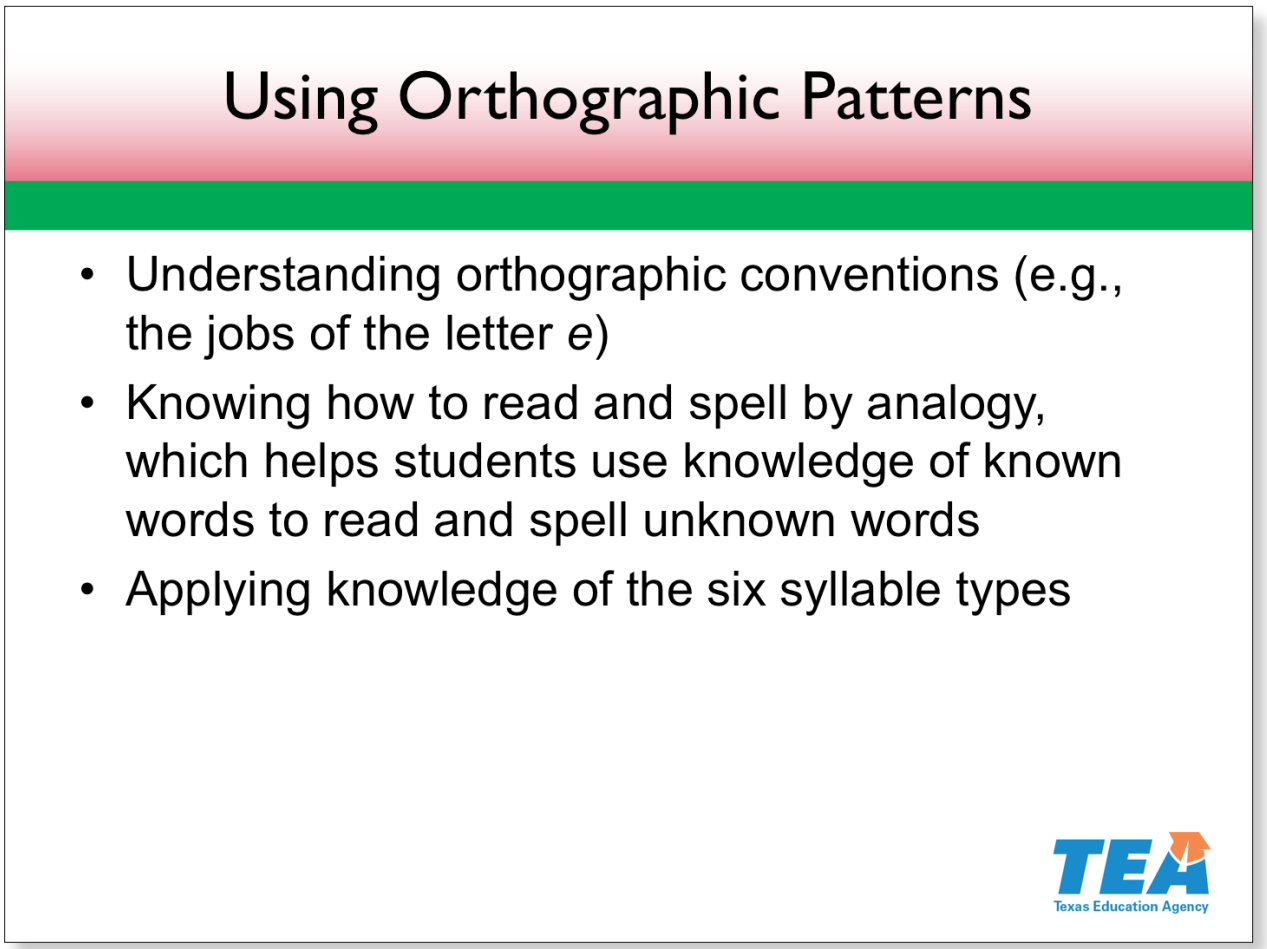

Slide 38—Using Orthographic Patterns (1:58:00–1:59:00)

Orthographic patterns follow the conventions or rules of English. Students can analyze words for these patterns, learn conventions based on these patterns, and then use this information to read and spell new words. These patterns include orthographic elements such as common rimes and syllable types.

We will focus next on three important elements of orthographic patterns: orthographic conventions, reading and spelling by analogy, and the six syllable types.

The goal is for students to read and spell using these conventions and patterns—not to memorize a lot of abstract, decontextualized rules.

References

Carreker, 2005a, 2005b; Henry, 2010; Moats, 2009b, 2010; Sharp, Sinatra, & Reynolds, 2008

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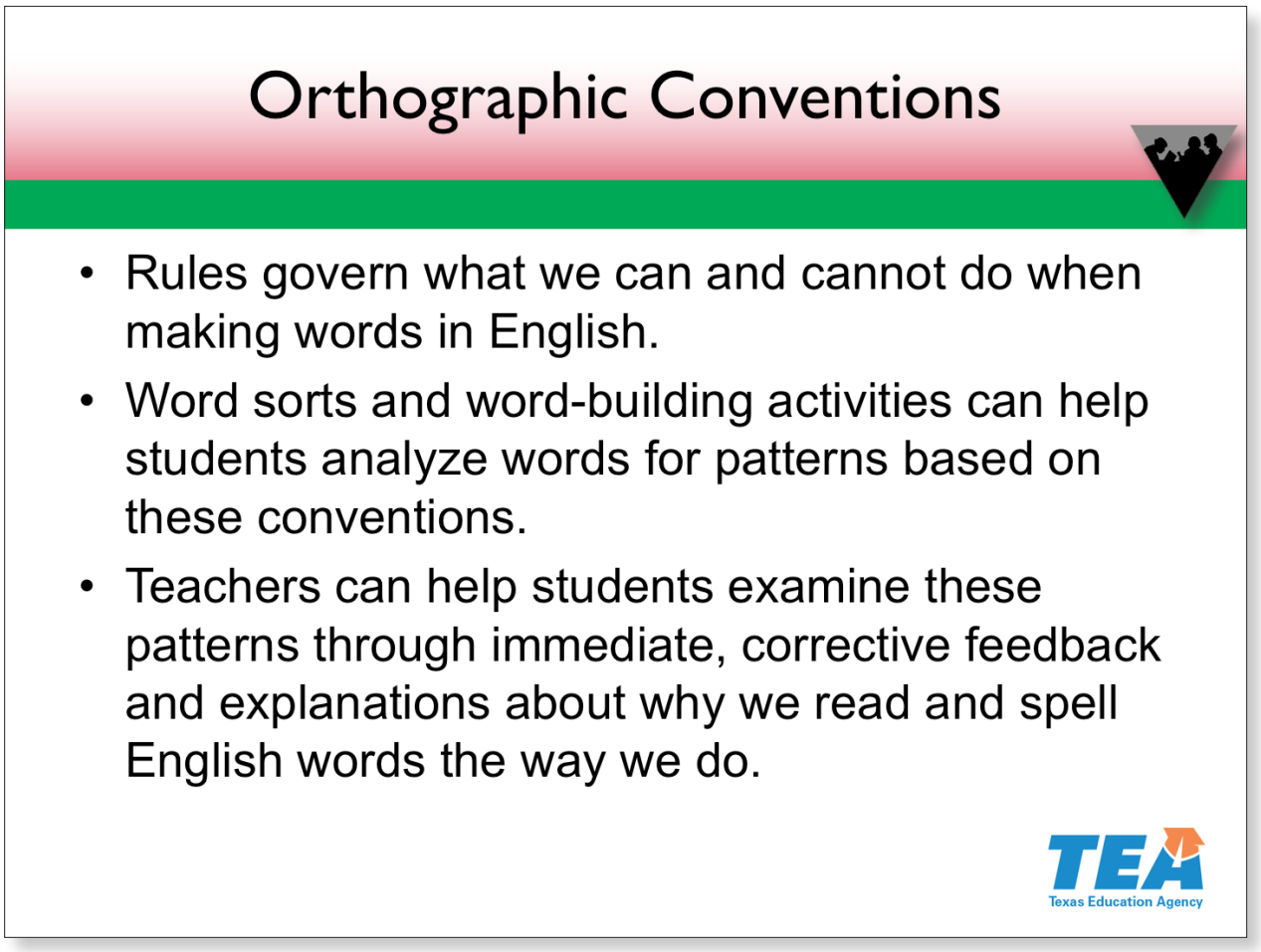

Slide 39—Orthographic Conventions (1:59:00–2:07:00)

Orthographic conventions are the rules that govern English spelling. You have probably learned many of these implicitly and do not even know you know them. Many of our students, however, will not learn these conventions unless we explicitly teach them to look for the conventions in words.

We can help students see these patterns and conventions by doing word sorts and word-building activities. We can also help them examine word patterns by providing them with immediate, corrective feedback when they misread or misspell words. Our feedback and explanations should be based on deep knowledge of English orthography. Let's practice responding to student errors and questions.

Activity

Find the **Student Scenario Cards for Orthographic Conventions** on your table. Choose one of the cards. When I give you the signal, get up and find someone

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from another table who has a card with a different number on it. Introduce yourself to the person and decide who will read his or her scenario first.

When it is your turn, read your scenario and ask your partner the questions on the card. After discussing your partner's response, check it against the response at the bottom of the card. You have three minutes to find someone and discuss each of your scenarios. Ready? Go!

> *Allow three minutes for participants to work. Walk around and listen to the discussions. At the end of the three minutes, have the participants return to their tables.*

Now, share what you learned about English orthography from this activity with your tablemates. I will give you two minutes to discuss.

> *Allow two minutes for participants to work. Walk around and listen to the discussions. At the end of the two minutes, share interesting ideas you heard or have participants share with the whole group.*

References

Henry, 2010; Moats, 2009b, 2010; Sharp et al., 2008

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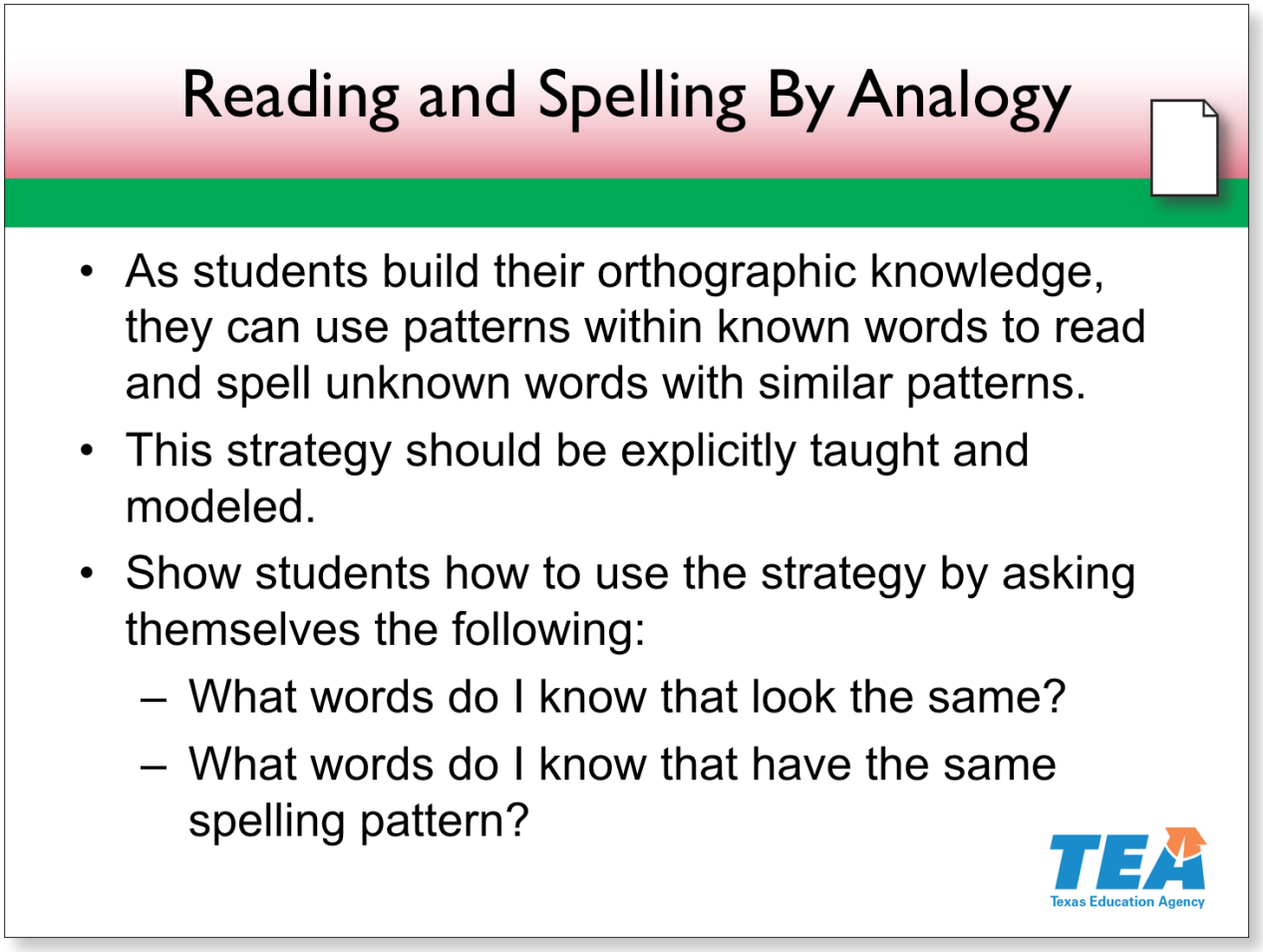

Slide 40—Reading and Spelling By Analogy (2:07:00–2:09:00)

When students learn to read and spell by analogy, they learn to use similar patterns they see across words. Students make analogies when they use words with known spelling patterns to read and spell unknown words.

Teaching students to read and spell by analogy involves explicit modeling. Show students how to recall words with similar spelling patterns and to make connections between those words and the unknown word. Students learn to ask, "What words do I know that look the same?" and "What words do I know that have the same spelling pattern?"

Find **Handout 18: Decoding By Analogy**, which has guidelines for teaching this strategy. Review this handout to learn how to teach this strategy.

Allow one minute for participants to review the handout.

References

Cunningham, 2000; Ehri, Satlow, & Gaskins, 2009; Gaskins, Ehri, Cress, O'Hara, & Donnelly, 1996–1997; Goswami, 1998; Juel & Minden-Cupp, 2000; Moats, 1999; Moustafa & Maldonado-Colón, 1999; NIFL, 2001; NRP, 2000; Templeton & Morris, 1999; White, 2005

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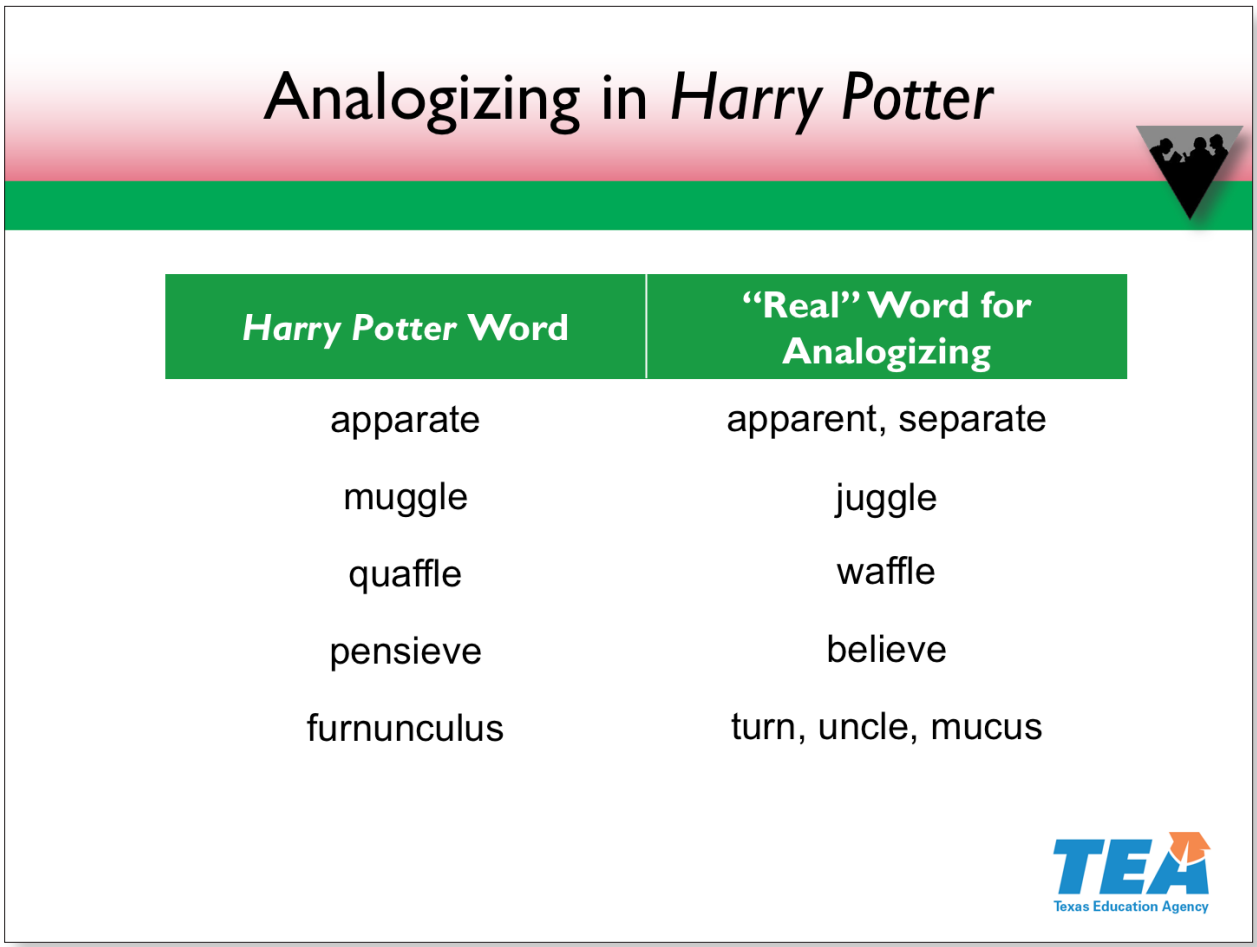

Slide 41—Analogizing in *Harry Potter* (2:09:00–2:12:00)

Let's try reading by analogy with a few words from *Harry Potter*. For each *Harry Potter* word on the slide, try to come up with a "real" word to analogize it to. I will model with the first one.

This first word looks like a combination of the words *apparent* and *separate* (the verb with the accent on the last syllable).

Click to show the words "apparent" and "separate" in the second column.

I am thinking that you probably pronounce the first part like the /ăp/ in *apparent* and the second part like /ərāt/ in *separate*. Putting these parts together, I'd pronounce this word as /ăpərāt/.

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Note to Presenter

"Apparate" means to transport oneself instantly to any destination. Thus, it means to make oneself apparent in another place. So analogizing in this case also helps in understanding the word's meaning.

Activity

Work with a partner to come up with a word or words for the other four *Harry Potter* words. I will give you one minute.

Allow one minute for participants to work. Walk around and listen to the discussions. At the end of the minute, have the participants share words they came up with. Fill in the rest of the chart by clicking to show examples of words to analogize to.

Notice that being able to analogize at this level with *Harry Potter* words requires knowing a lot of patterns. The longer the words get, the more it helps to have other strategies, like chunking words by syllables and meaningful parts.

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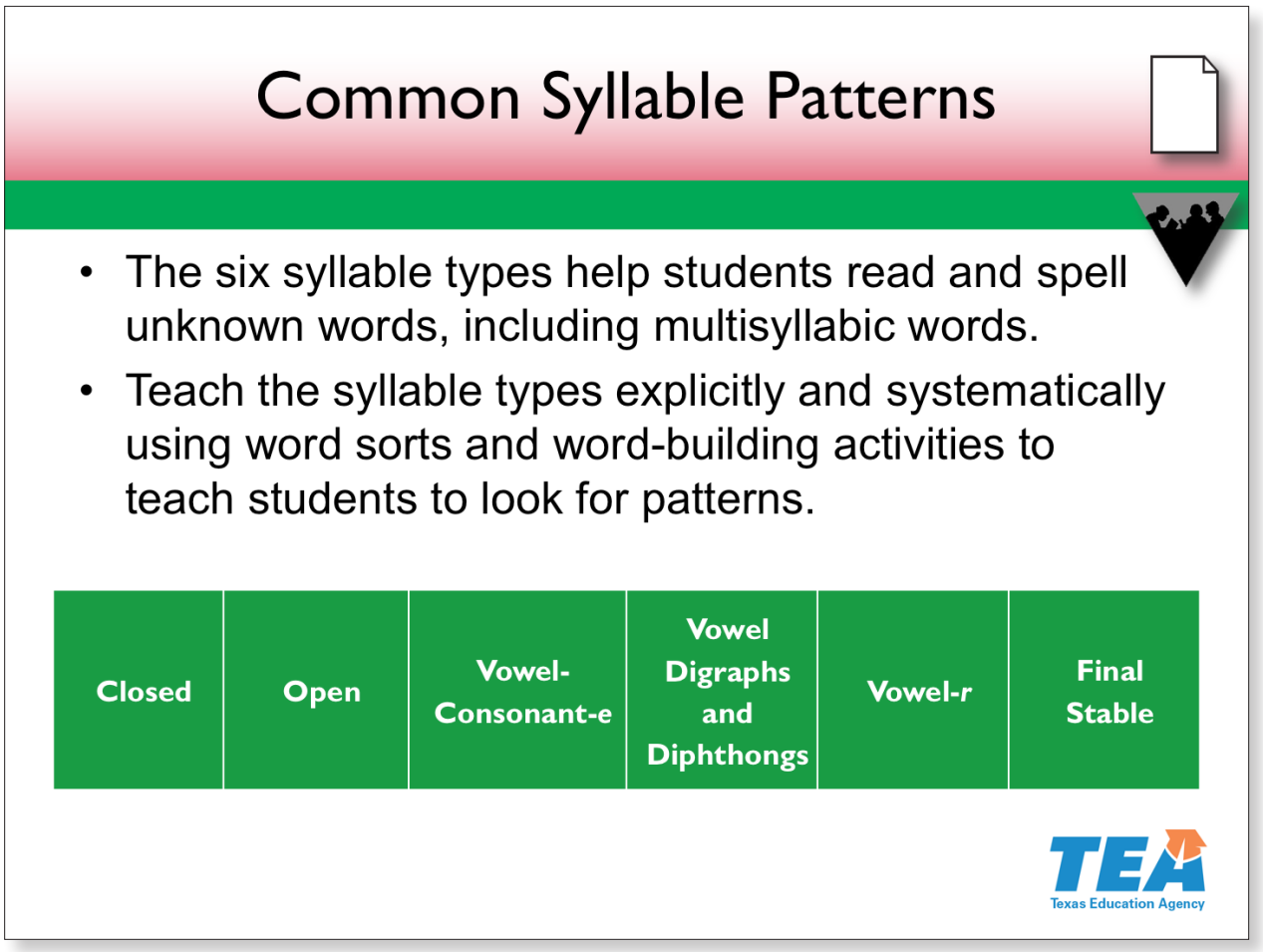

Slide 42—Common Syllable Patterns (2:12:00–2:20:00)

Orthographic patterns include the six syllable types of English. Do you know them?

Find **Handout 19: Six Syllable Types**.

Pause for participants to find the handout.

This handout lists the six syllable types for you to reference as you plan instruction. Knowledge of consistent syllable patterns and their common sounds helps students read and spell unfamiliar words, including multisyllabic words. Read the handout now.

Provide a minute for participants to read the handout.

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Activity

Now find **Handout 20: Six Syllable Types: Activities**.

*As participants locate the handout, place the **Activity Resource** on the document camera.*

Work with a partner to fill out the chart at the top of the page using the six syllable types on the slide.

*Allow two minutes for participants to work. Walk around and listen to the discussions. At the end of the two minutes, go over the answers. Answers are provided in **Presenter Resource 4**.*

Now, let's use this knowledge to do another word sort. Under the syllable-type chart on the handout is a closed sort. Use your syllable-type word cards for this activity. Work with a partner to sort the words by their first syllable. Then answer the questions. Be sure to notice that one word doesn't fit the pattern. See whether you can identify it and write about it in the second question.

Allow three minutes for participants to work. Walk around and listen to the discussions. At the end of the three minutes, go over the answers. Answers are provided in Presenter Resource 4.

Find **Handout 21: Teaching the Six Syllable Types**. This handout provides explicit methods for teaching the six syllable types. Take a minute to look over the handout and place a checkmark beside the activities you already do with your students and a star next to those you would like to try.

Pause for participants to look at the handout.

References

Carreker, 2005a; Chard & Osborn, 1999; Henry, 2010; Moats, 1995, 2009b, 2010; Templeton & Morris, 2000

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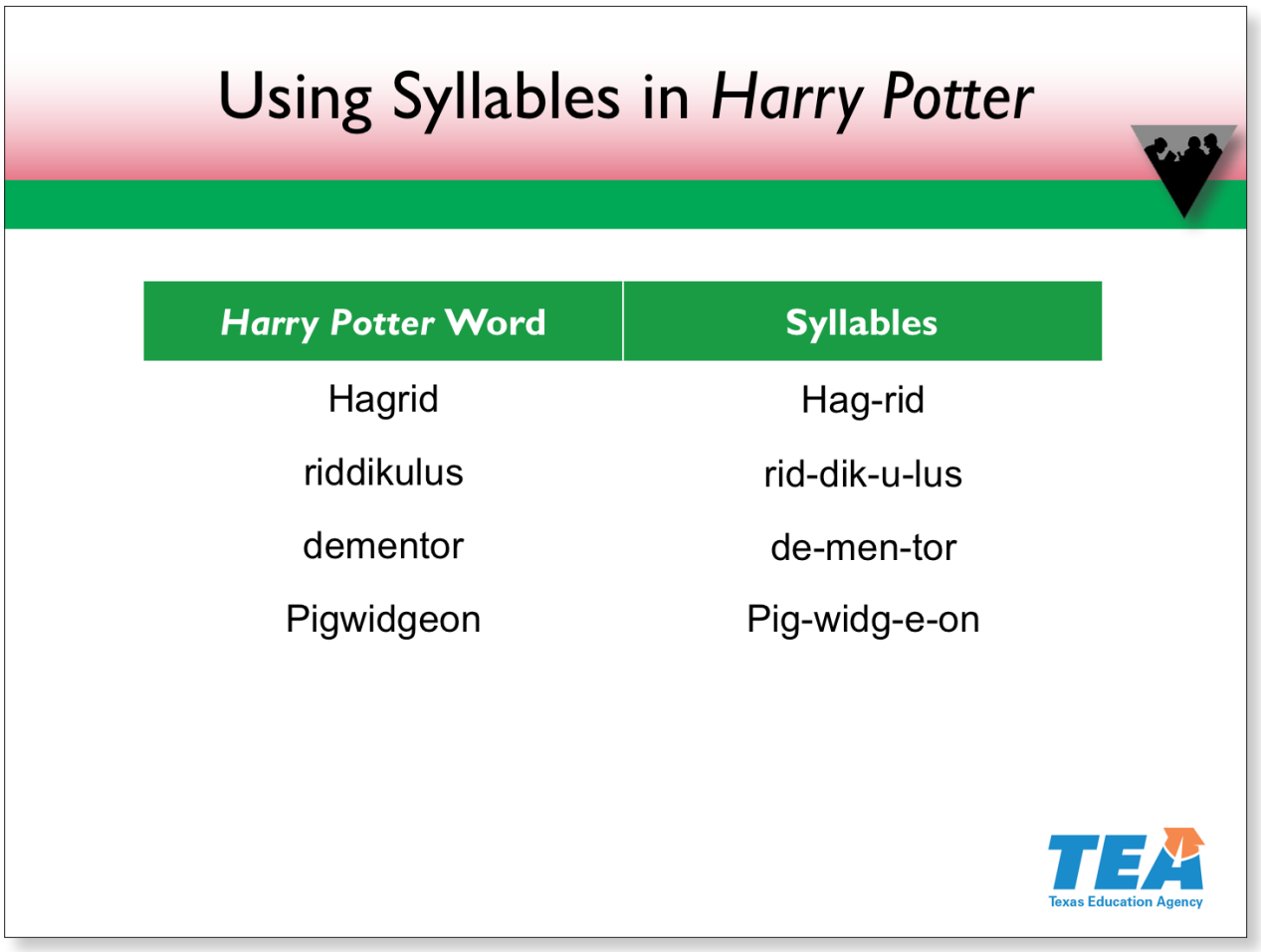

Slide 43—Using Syllables in *Harry Potter* (2:20:00–2:23:00)

Let's use syllables to read a few words from *Harry Potter.* For each *Harry Potter* word on the slide, break it into syllables and then read it. I will model with the first one.

The first vowel, *a*, is followed by two consonants, so I will divide between the consonants.

Click to show the syllables in the second column.

This division will make the first syllable closed, so the *a* is pronounced /ă/. The next syllable is also closed, so the *i* is pronounced /ĭ/. This word is pronounced /hăg rĭd/, *Hagrid*.

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Activity

Work with a partner to divide the other three *Harry Potter* words into syllables and then read them. I will give you one minute.

> *Allow one minute for participants to work. Walk around and listen to the discussions. At the end of the minute, go over the syllables for each word. Click to show each word's possible syllable division. Participants may share other acceptable responses.*

You must use syllabication for long words that you do not know. Syllabication is a powerful strategy for figuring out how to pronounce words.

Let's look at one more strategy that is helpful when reading these longer words.

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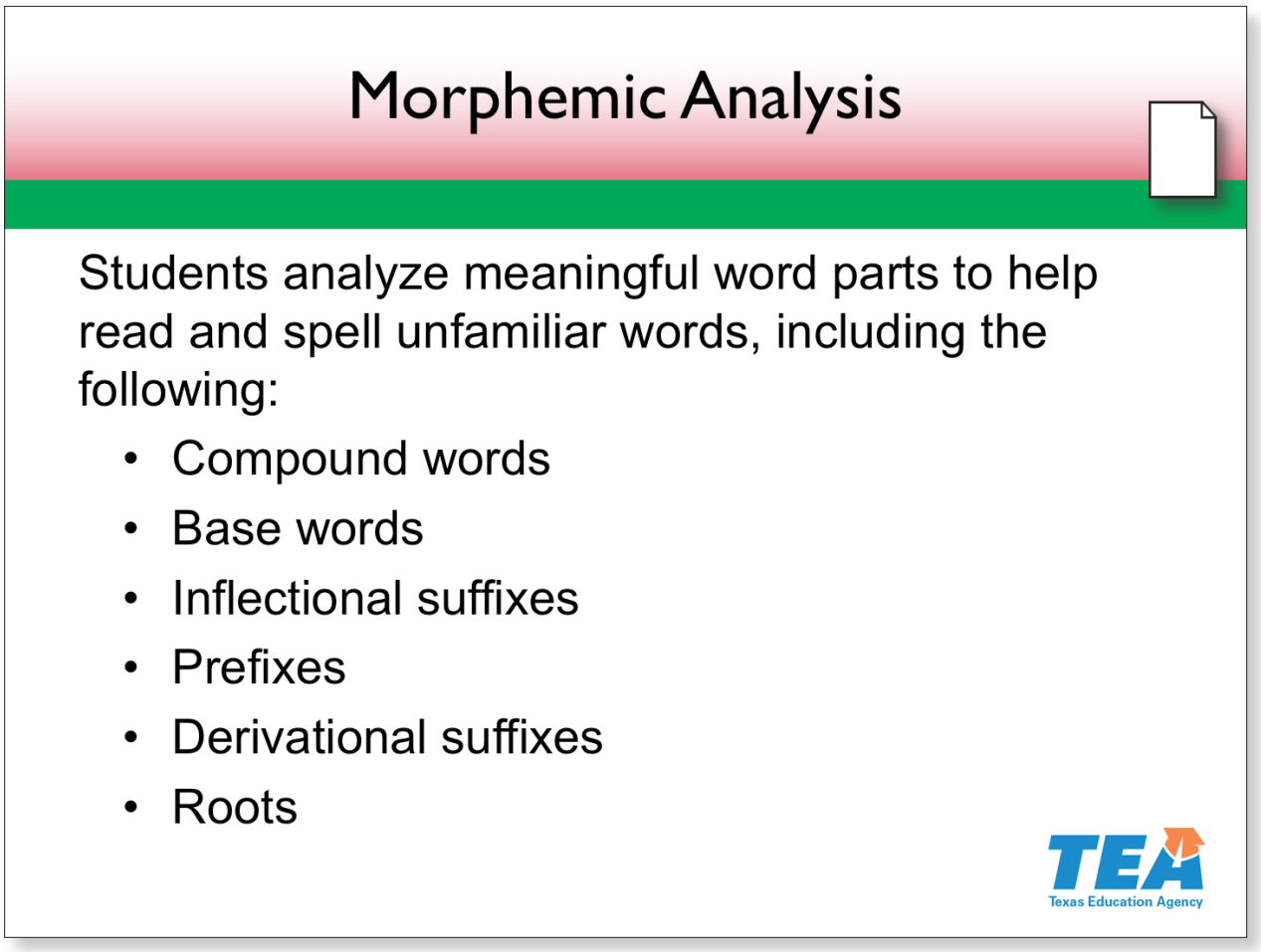

Slide 44—Morphemic Analysis **(2:23:00–2:26:00)**

In addition to using analogies and syllable patterns to read words, students can analyze meaningful units within multisyllabic words. The smallest unit of meaning in a word is a morpheme.

Use your laser pointer to point to each bulleted idea as you address it.

Compound words, base words, and some inflectional suffixes are usually the first morphemes students learn. From second grade on, additional inflectional suffixes, common prefixes, and derivational suffixes are taught. The addition of these parts to base words and roots improves students' reading of multisyllabic words.

More advanced morphemic analysis includes identifying

- base words;

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- inflectional suffixes, which determine the form or usage of a base word, such as *-ing*, *-ed*, *-er*, and *-est* in English, and *-mente*, *-ito*, *-s*, and *-es* in Spanish;
- common prefixes, such as *re-*, *un-*, *dis-*, and *pre-* in English, and *re-* and *con-* in Spanish; and
- frequently used derivational suffixes, which determine the part of speech of a word, such as *-ly*, *-less*, and *-ful* in English, and *-ivo* and *-oso* in Spanish; and
- roots, such as *struct* in *structure* and *spect* in *spectator*.

Explicitly teaching morphological awareness improves students' word reading and spelling.

The next three handouts provide lists of common prefixes, suffixes, and roots. Take a moment to locate and skim **Handout 22: Common Prefixes**, **Handout 23: Common Suffixes**, and **Handout 24: Common Greek and Latin Roots**.

Pause a moment for participants to locate and skim the handouts.

References

Deacon, Kirby, & Casselman-Bell, 2009; Henry, 2010; Moats, 1995, 2009b, 2010; NIFL, 2001; Templeton & Morris, 2000; Wolter, Wood, & D'zatko, 2009

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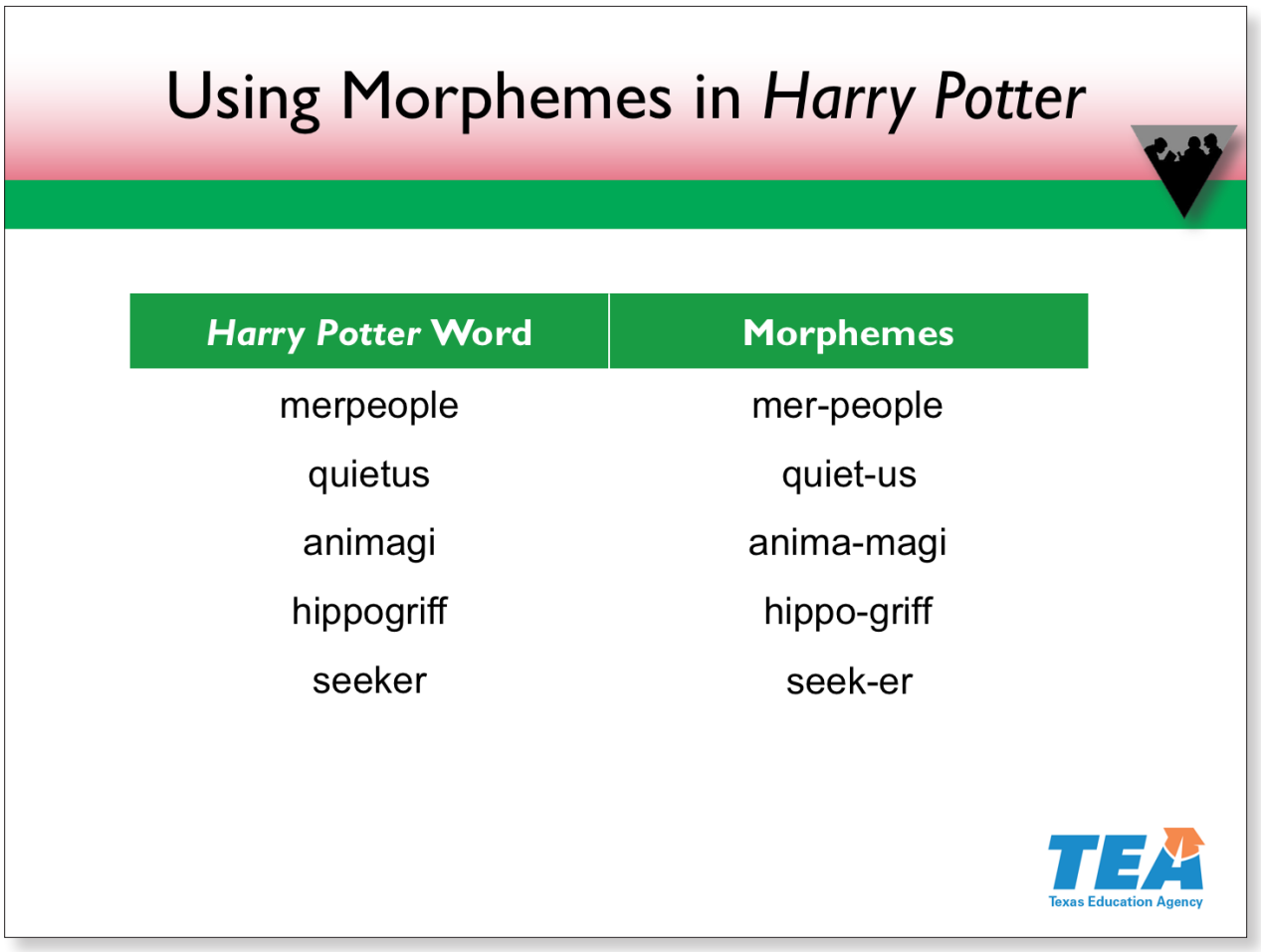

Slide 45—Using Morphemes in *Harry Potter* (2:26:00–2:29:00)

Let's use morphemes to read a few words from *Harry Potter*. For each *Harry Potter* word on the slide, break it into morphemes and then read it. I will model with the first one.

I see the morpheme *mer*.

Click to show the syllables in the second column.

I also see a word I know: *people*. If I put those two parts together, it is pronounced /merpēpəl/. I know that *mer* is a prefix that means "water," as in *mermaid*. I know what people are, so *merpeople* must be people who live in the water, similar to mermaids.

Notes continue on the next page.

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Activity

Work with a partner to divide the other four *Harry Potter* words into morphemes and then read them. Try to figure out their meanings. I'll give you one minute.

Allow one minute for participants to work. Walk around and listen to the discussions. At the end of the minute, go over the morphemes in each word. Click to show each word's morphemes.

Here are the definitions for the other words:

- *quietus: Command (-us) that makes one's voice soft (quiet)*
- *animagi: Wizards (magi) who can turn themselves into animals (anima)*
- *hippogriff: Creature that is part horse (hippo) and part eagle (griff)*
- *seeker: Quidditch player (-er) who tries to catch (seeks) the Golden Snitch*

Using morphemes not only helps you read multisyllabic words, but also it helps you understand the words.

Let's look at one last strategy that can help us check our reading and make sure it makes sense.

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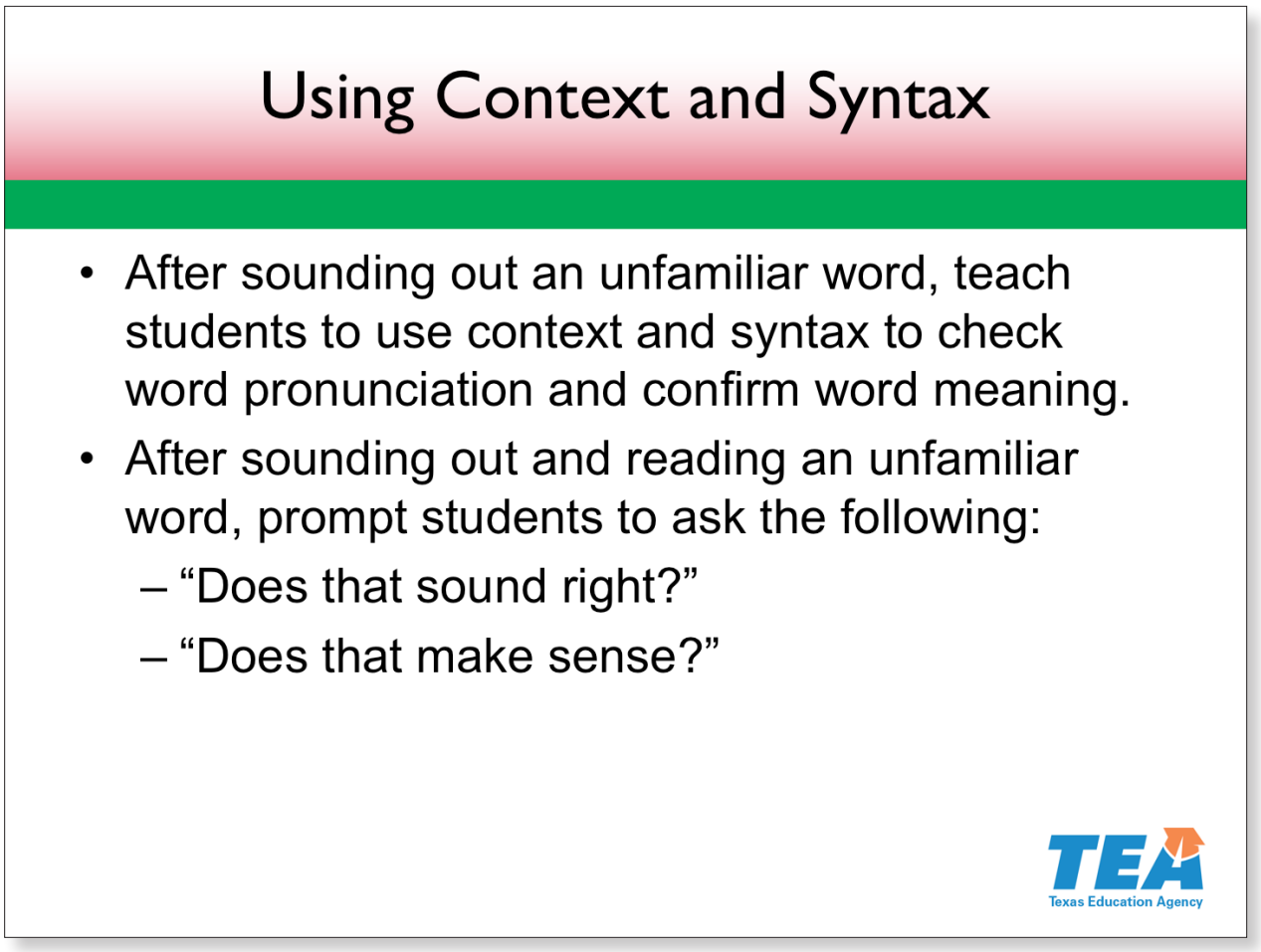

Slide 46—Using Context and Syntax (2:29:00–2:29:30)

After decoding an unfamiliar word, readers can use context and syntax to check the word's pronunciation and confirm that it makes sense. Good readers learn to decode words first—before using context and syntax to check their pronunciation and comprehension. Struggling readers are more likely to ignore letter sounds and to use context and syntax to guess at words.

After decoding and reading an unfamiliar word, prompt students to ask themselves the following:

- "Does that sound right?" (¿Suena lógico?)
- "Does that make sense?" (¿Tiene sentido?)

References

Gunning, 2002; Moats, 1999; NIFL, 2001; NRP, 2000; Pressley, 2006; Snow et al., 1998; Torgesen, 1999

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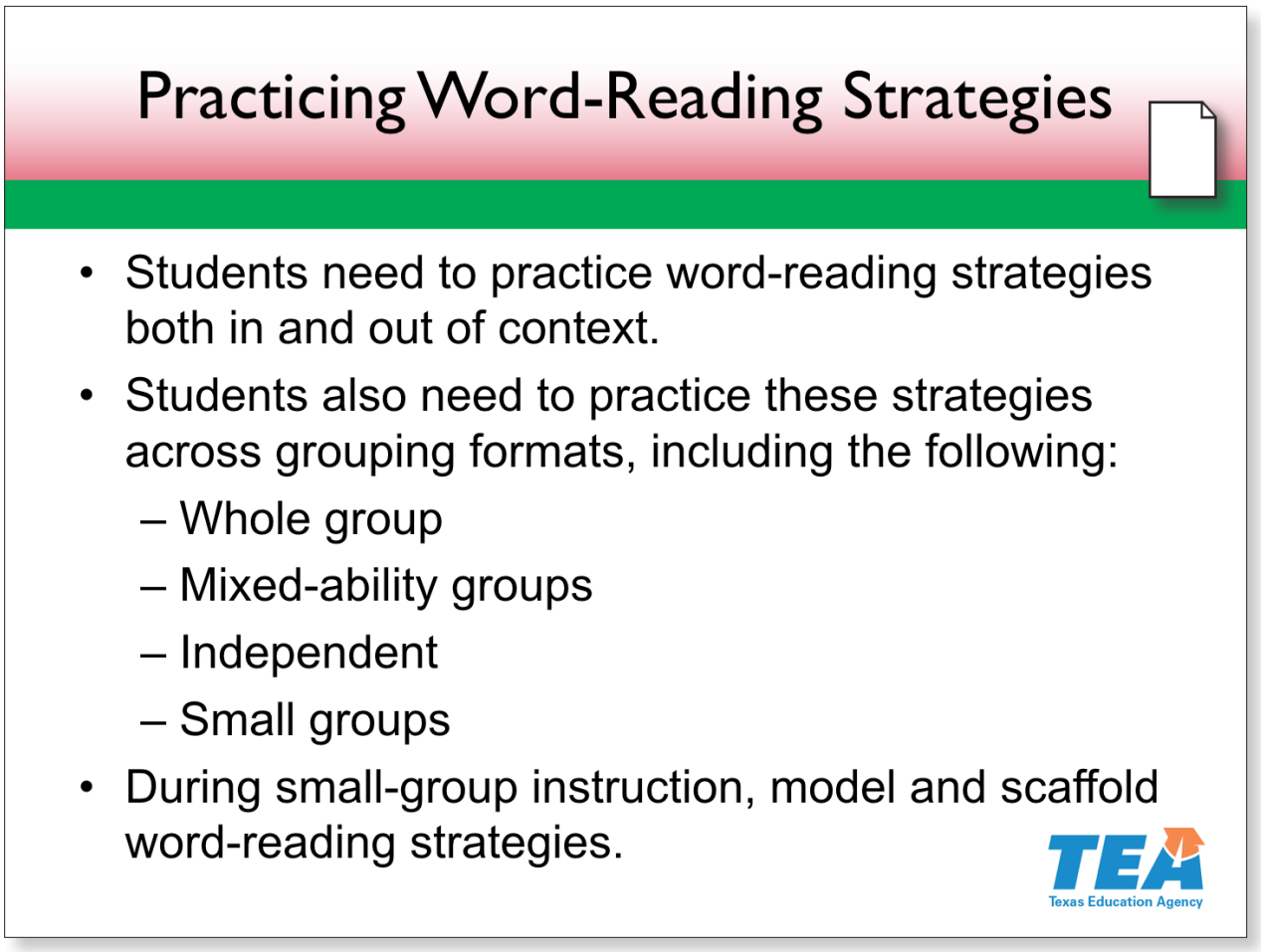

Slide 47—Practicing Word-Reading Strategies (2:29:30–2:31:00)

Students need to practice word reading in various texts. Struggling readers may need more controlled texts like decodable texts and instructional-level texts. More advanced readers can apply their higher level word-reading skills in more authentic texts like picture books, chapter books, and informational texts.

All students should also practice reading words out of context. We know from research that more effective readers read words in lists as well as or better than in connected text.

Reading practice should also occur across the different grouping formats, including in mixed-ability groups and teacher-led small groups. For students who need it, small-group instruction should include instruction and practice in word-reading strategies.

Find **Handout 25: Practicing Word Reading During Supported Reading Instruction**.

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Pause for participants to find the handout.

This handout provides ideas for supporting students' word reading in small groups. Take a minute to skim the handout and place a star next to one guideline that stands out to you in each of the three sections.

Pause for participants to look at the handout.

References

Carreker, 2005a; Cunningham et al., 2005; Foorman & Torgesen, 2001; Nicholson, 2001; Schwanenflugel, Meisinger, & Wisenbaker, 2006; Stanovich, 1980, 2006

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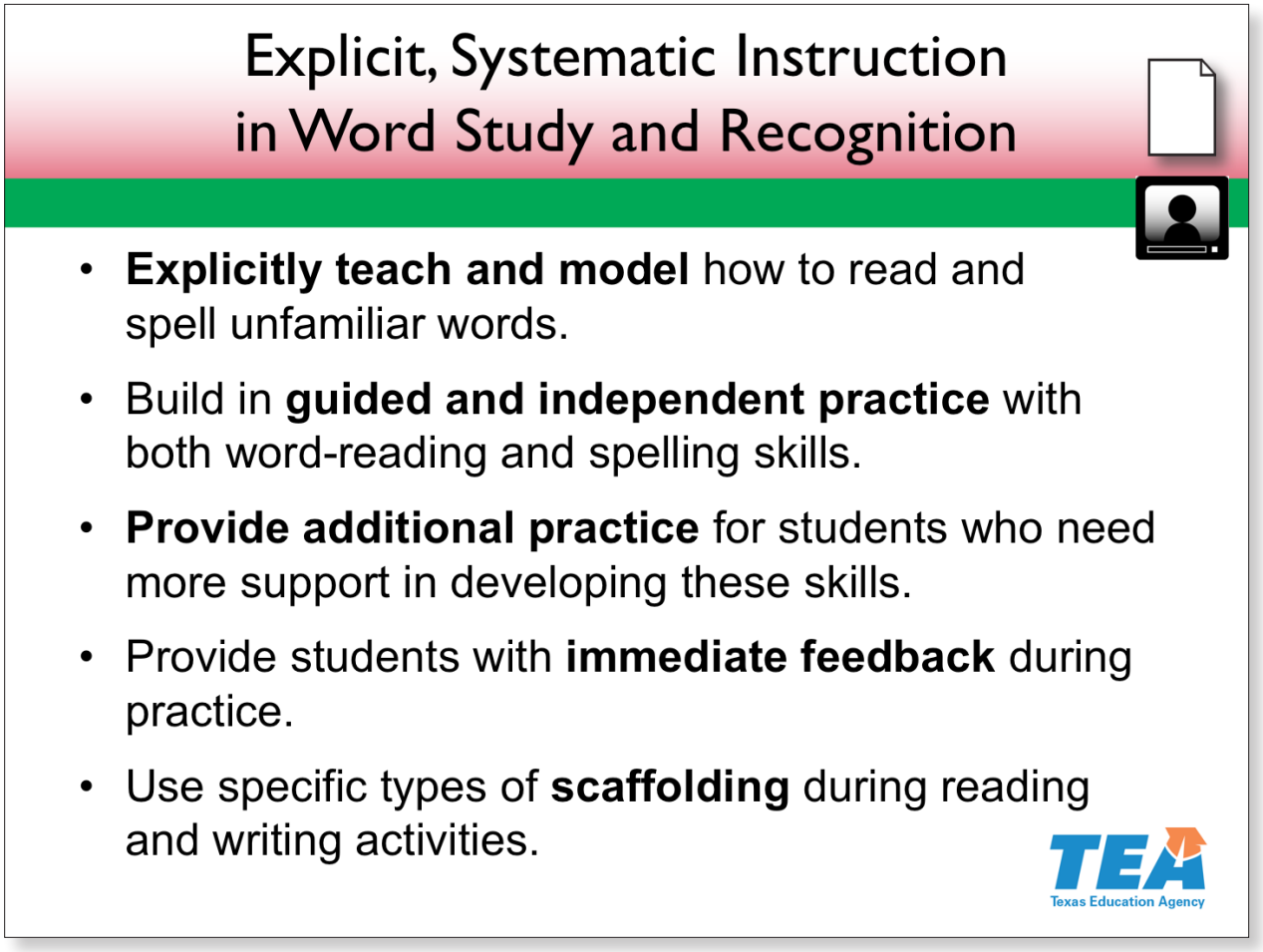

Slide 48—Explicit, Systematic Instruction in Word Study and Recognition (2:31:00–2:37:00)

Throughout this session, we have provided multiple strategies, activities, and lessons for teaching word study and recognition explicitly and systematically. This slide summarizes important elements of this instruction. Find **Handout 26: Explicit, Systematic Instruction: Word Study and Recognition Checklist**.

> *Pause for participants to find the handout. Show the handout on the document camera. Point out the different sections on the checklist. Be sure to point out the third row, which lists all of the lessons and activities that have been discussed.*

Let's use this checklist to look for these different elements in a couple of short lessons. As you watch the lessons on the video, put a checkmark next to the different elements you see across grouping formats, explicit instruction components, word study and recognition activities, and materials.

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Video: Strategies for Reading Multisyllabic Words

Play the video.

Compare your checkmarks and observational notes with your tablemates. You have one minute to discuss.

Give participants one minute to discuss the lessons. Walk around and listen to the discussions. At the end of the minute, share interesting ideas you heard or have participants share with the whole group.

Let's discuss a few specific types of scaffolding related to word reading and spelling.

References

Archer & Hughes, 2011; Carnine et al., 1997; Carreker, 2005a, 2005b; Chard & Osborn, 1999; Dehaene, 2009; Denton, Fletcher, Taylor, Barth, & Vaughn, 2014; Foorman & Moats, 2004; LFA, 2000; NRP, 2000; Shapiro & Solity, 2008; Snow et al., 1998

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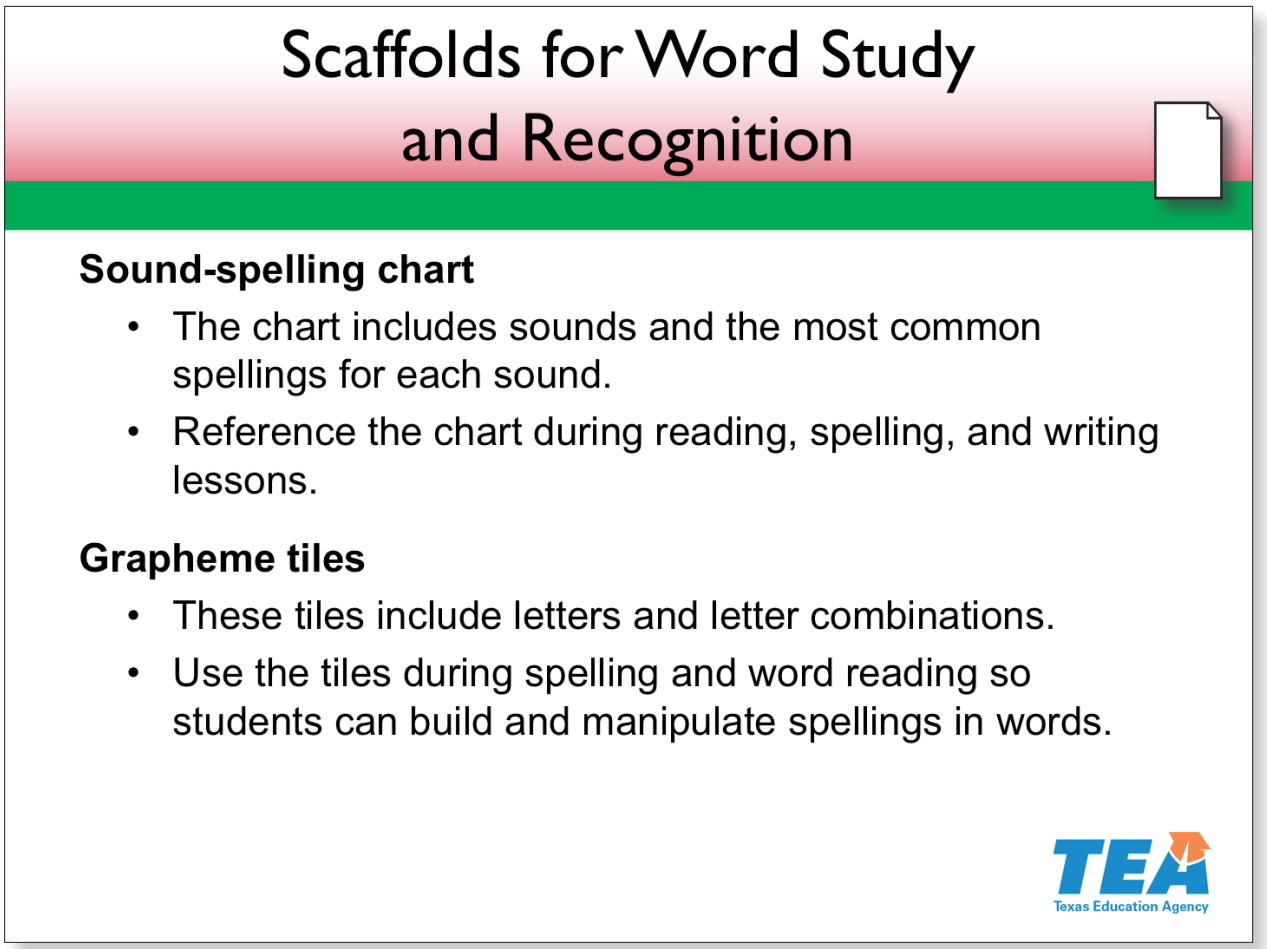

Slide 49—Scaffolds for Word Study and Recognition (2:37:00–2:38:30)

Now that we have observed explicit instruction in word study and recognition, we will review some specific scaffolds we could use.

Two types of scaffolds that support students' word study and recognition are the sound-spelling chart and grapheme tiles.

Find **Handout 27: Sound-Spelling Chart**.

Pause for participants to find the handout.

This chart has the English language sounds and the most common spellings for each sound. The first page shows the vowel sounds. The second page shows the consonant sounds. The third page provides tips for using this sound chart.

Allow a minute for participants to review the handout.

Find **Handout 28: Sample Grapheme Tiles**.

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Pause for participants to find the handout.

Grapheme tiles are better to use than letter tiles because the graphemes, which can be one, two, three, or even four letters, are on one tile. This helps students see each grapheme as a unit rather than individual letters with their own sounds.

Notice that the chart also has a few morphemes, including the inflectional endings *-ing*, *-ed*, *-es*, *-er*, and *-est*. Please review the handout.

Allow a moment for participants to review the handout.

You can use this handout to make your own grapheme tiles.

Reference

Moats, 2009b

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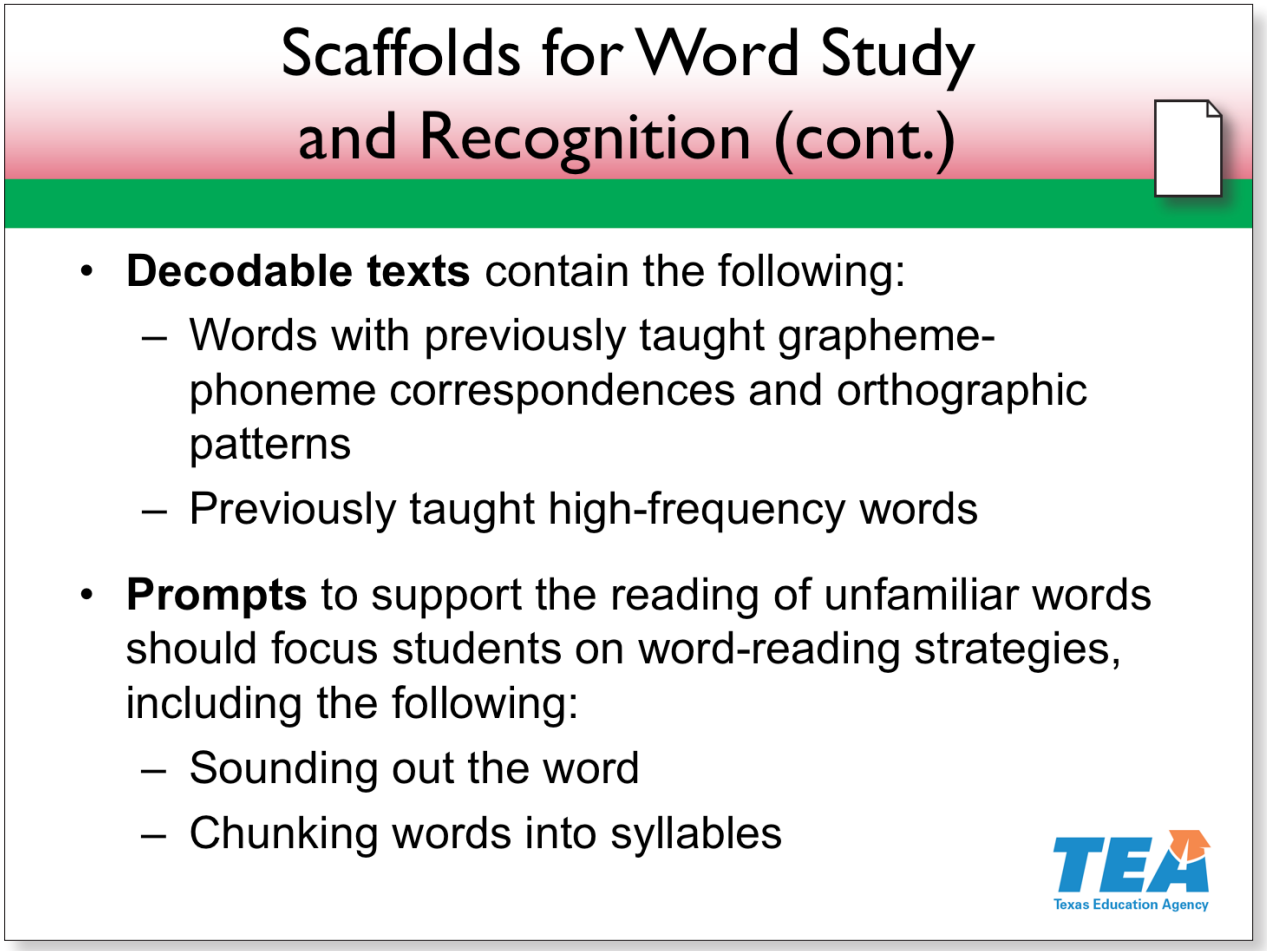

Slide 50—Scaffolds for Word Study and Recognition (cont.) (2:38:30–2:39:30)

Two other scaffolds for word study and reading are decodable texts and prompts when students encounter an unfamiliar word.

The words in decodable texts have grapheme-phoneme correspondences and orthographic patterns that have been taught. Decodable texts also have high-frequency words that have been taught. These texts are highly controlled and should follow the scope and sequence you use.

Find **Handout 29: Sample Decodable Text**.

Pause for participants to find the handout.

Let's talk about specific prompts you should use when supporting students in decoding unfamiliar words. These prompts should focus the student on word-reading strategies, like sounding out the word or chunking the word into syllables.

References

Adams, 1990; Cunningham et al., 2005; Henry, 2010; Hiebert, 1999; Juel & Roper-Schneider, 1985; Mesmer, 1999, 2001, 2005; Moats, 2009b, 2010; Nicholson, 1991; Stanovich, 1980, 1993; Vadasy, Sanders, & Peyton, 2005

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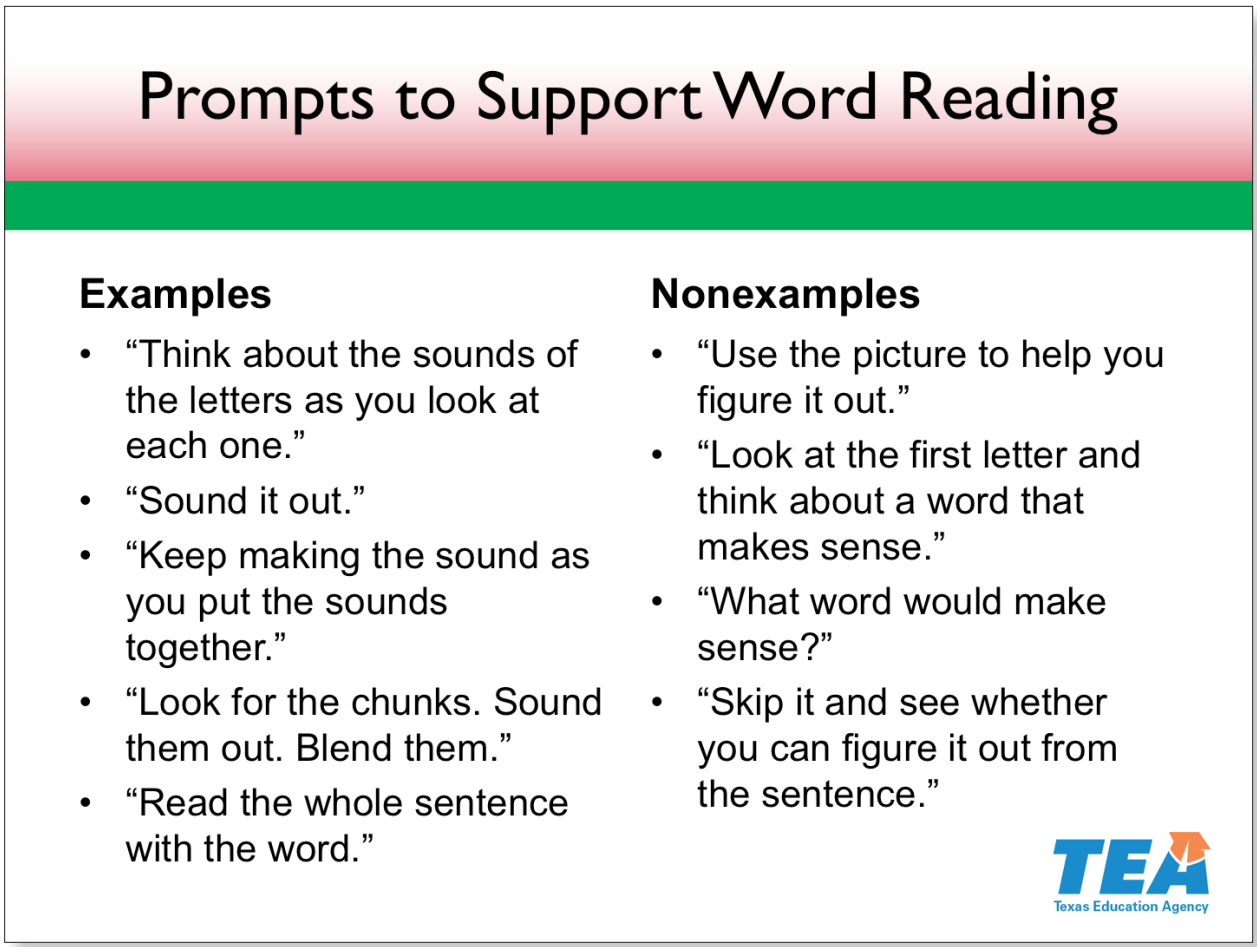

Slide 51—Prompts to Support Word Reading (2:39:30–2:41:00)

The slide provides examples of effective prompts to support a student reading an unfamiliar word.

Read the examples on the slide.

The slide also shows some nonexamples, or what teachers shouldn't say.

Read the nonexamples on the slide.

These nonexamples push a student to do what poor readers do—guess words! Only one refers to using the letters in the word, but it focuses the student on only the first letter. Again, research tells us that all effective readers, including all of us, look at every letter of every word. We just do it so quickly that we don't know we are doing it.

References

Adams, 1990; Felton, 1993; Moats, 2010; Nicholson, 1991; Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2002; Rayner & Pollatsek, 1989; Stanovich, 1980, 1993

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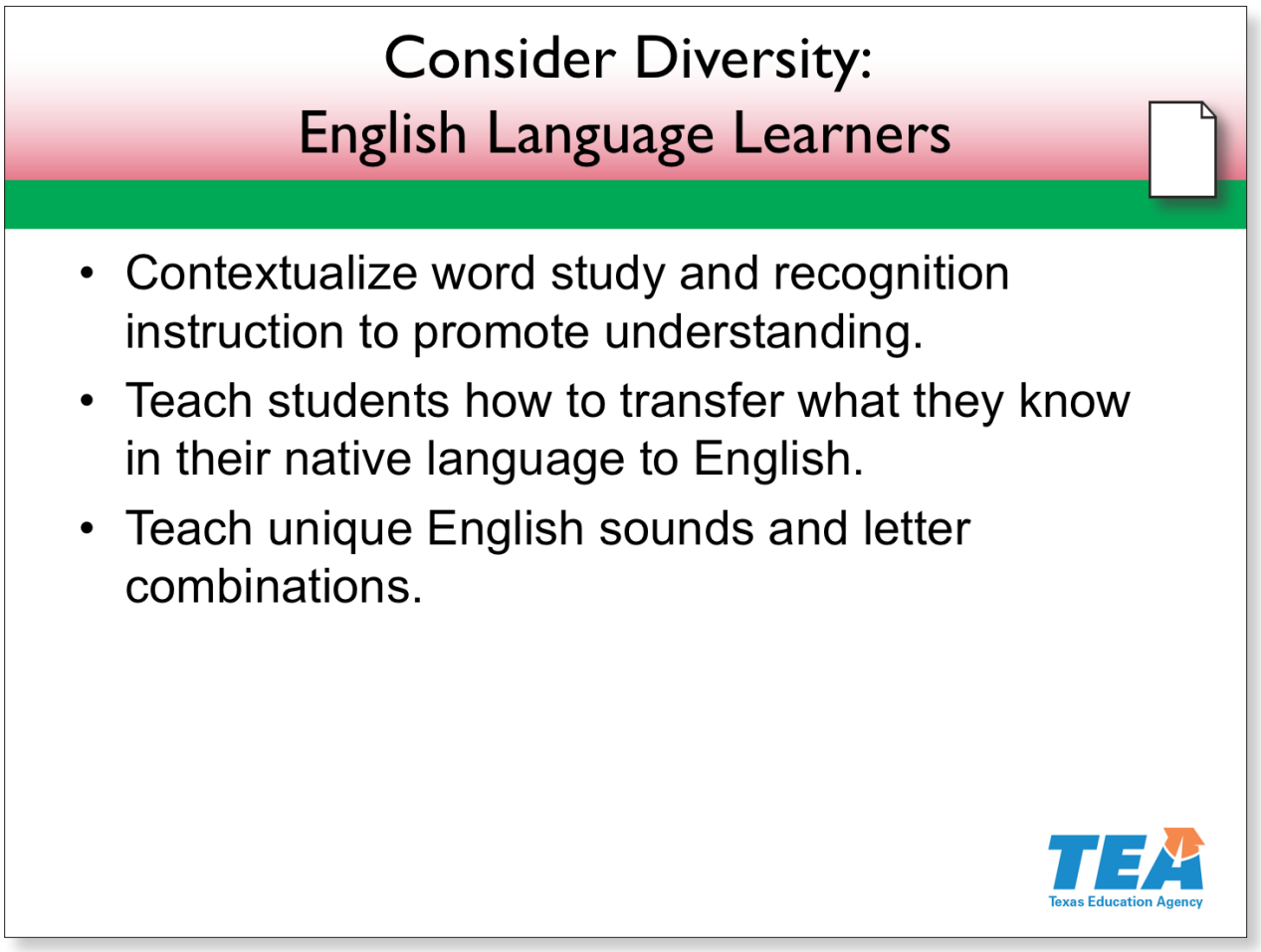

Slide 52—Consider Diversity: English Language Learners (2:41:00–2:43:00)

Some English language learners may need further scaffolding to support their spelling and word reading in English. Contextualize word-level instruction to promote understanding. To ensure that these students understand the words and texts, provide sufficient scaffolding and language support, such as visuals, real objects, and quick-draws (quickly sketched illustrations).

Teach English language learners how to transfer native-language skills to English through appropriate support and scaffolding. Explain commonalities and differences across languages' alphabetic systems. For example, Spanish presents a near one-to-one relationship between sounds and letters. English letter sounds are related to the type of syllable and the letter position within the word as well as adjacent letters. Greater cross-language awareness can help teachers distinguish second-language acquisition behaviors from learning disabilities.

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Explicitly teach unique English sounds, letter combinations, and structures. As students learn the new sounds, they also learn how to read and spell those new sounds correctly.

Find **Handout 30: English and Spanish Sounds**.

Display the handout on the document camera.

This chart presents a comparison of English and Spanish sounds. Some sounds are shared across the two languages; other sounds in English are not present in Spanish and may therefore be difficult for Spanish-speakers.

Look at the consonant blends. In Spanish, consonants such as *sp* and *st* can be split across two syllables—for example, *es-pe-cial*. Spanish speakers tend to add a vowel sound before English words such as *special* to form the extra syllable they are expecting. A word like *special* might be pronounced *especial*. Remember that nonnative mispronunciation is not a reading error or lack of phonics knowledge. Mispronunciations are part of the process of acquiring a second language.

References

August, McCardle, Shanahan, & Burns, 2014; Cummins, 2003; Goldenberg, 2008; Goodwin, August, & Calderon, 2015; Helman, 2004; Lesaux, 2006; Peregoy & Boyle, 2005; Pollard-Durodola & Simmons, 2009; Riches & Genesee, 2006

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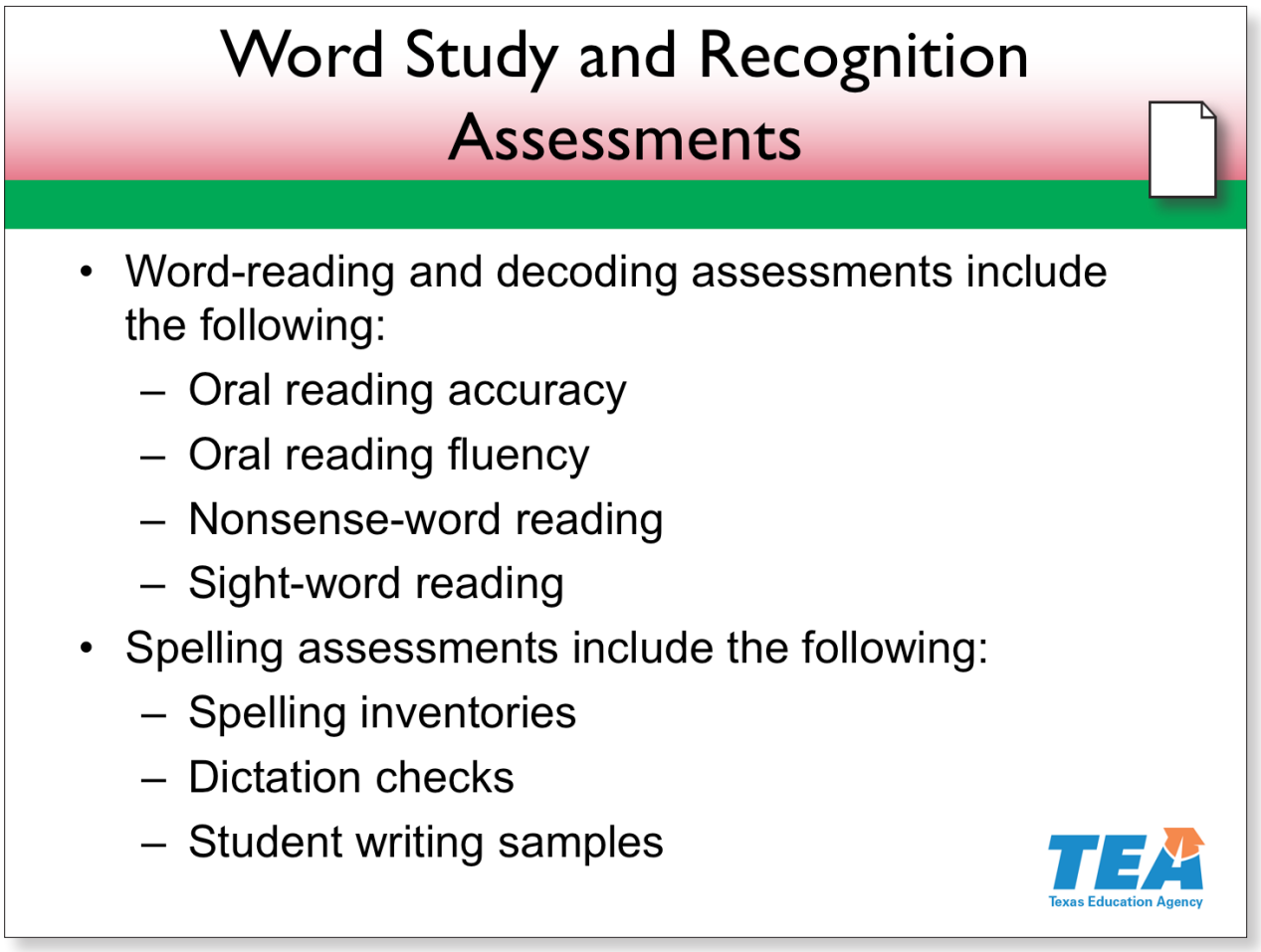

Slide 53—Word Study and Recognition Assessments (2:43:00–2:45:00)

Regularly monitor students' word reading and spelling. This slide lists different types of word-reading, decoding, and spelling measures to use.

Oral reading accuracy is the percentage of words read correctly. Oral reading fluency is the rate, or words correct per minute. Accuracy tells you whether students are reading words correctly. Fluency tells you whether students can read words with automaticity. Both are important to assess.

During fluency assessments, you can also mark word-reading errors and note word-reading strategies used. This information can help you target specific student needs and differentiate instruction accordingly.

After gathering data on oral reading accuracy and fluency, struggling students might need further diagnostic testing such as sight-word reading and nonsense-word reading.

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Rather than giving students a list of spelling words to memorize for a test, consider using spelling inventories. A spelling inventory is a list of words with spelling patterns that students should learn over the year. You administer a spelling inventory just like a normal spelling test, but instead of counting each correct or incorrect word, you analyze the spelling errors that students make. You then use this information to differentiate instruction across the whole group, small groups, and workstations. The same spelling inventory can be given three to five times per year to assess growth.

You can also use informal assessments to monitor students' progress in word reading and spelling. For example, on a regular basis during teacher-led reading groups, you can ask students to read for a minute and take notes on errors and behaviors. To monitor spelling progress informally, you can use occasional dictation checks, phoneme-grapheme mapping activities, and student writing samples.

Handout 31: Monitoring Students' Progress: Word Study and Recognition provides questions to ask yourself as you examine students' word reading and spelling. Place a checkmark beside questions you already ask as you monitor your students' reading and spelling and a star next to questions you would like to ask.

Pause for participants to find and skim the handout.

References

Bear et al., 2012; Farrall, 2012

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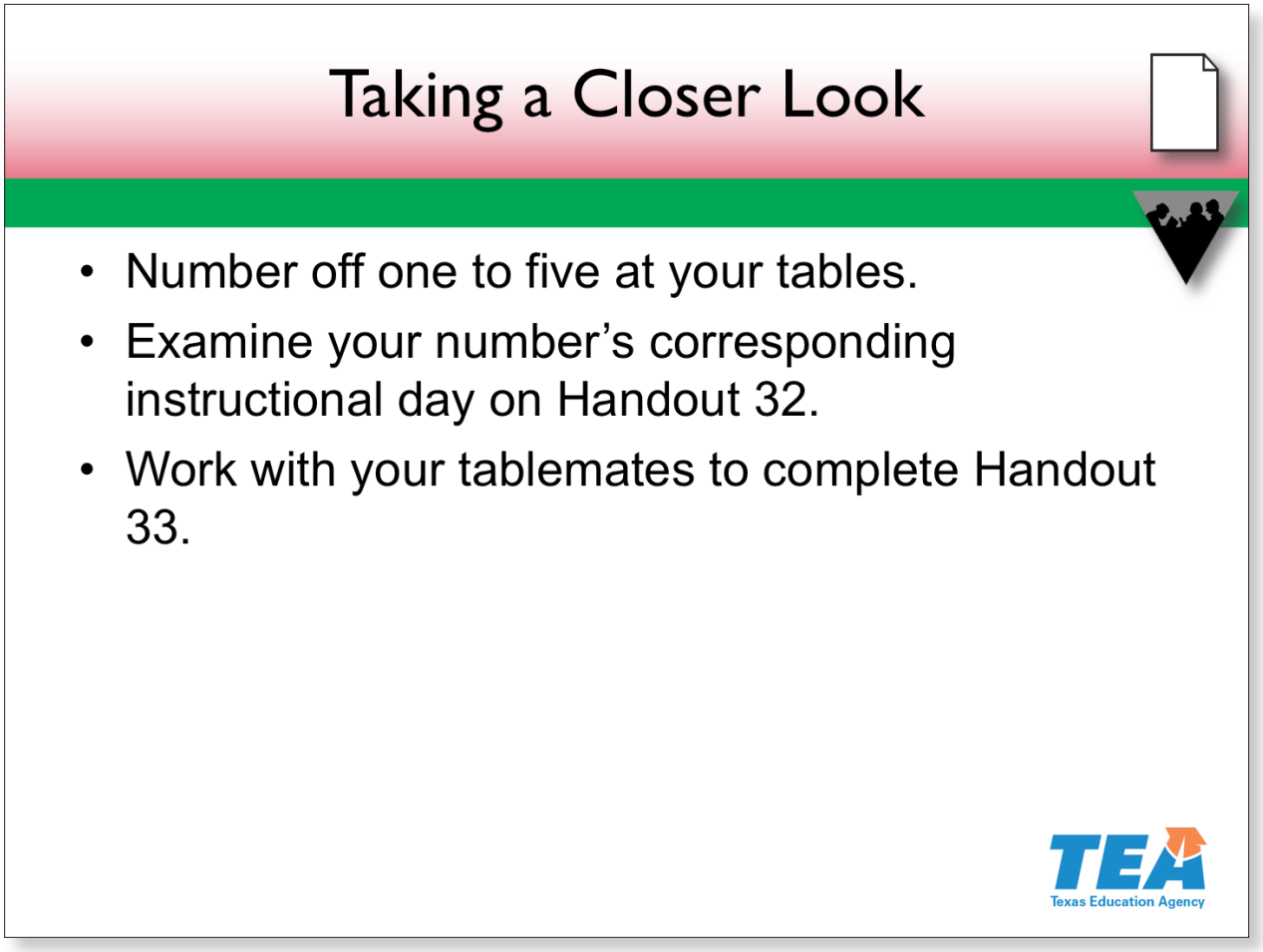

Slide 54—Taking a Closer Look (2:45:00–2:50:00)

To put all of this information together, let's look at a set of explicit, systematic word study and reading lessons. Find **Handout 32: Explicit Instruction for Word Study Intervention**. In this handout, you will see a week's worth of lessons, word lists, and decodable texts. Number off one through five at your tables. Number one will examine instructional day one on the handout, etc.

Provide time for participants to assign numbers, locate the handout, and examine their instructional day.

Activity

Find **Handout 33: Taking a Closer Look**. Working with your tablemates, complete the chart with examples from the lessons you examined. You have four minutes.

Allow four minutes for participants to work. Walk around and listen to the discussions. At the end of the four minutes, have participants share their thoughts about the lessons and how they incorporate each of the features.

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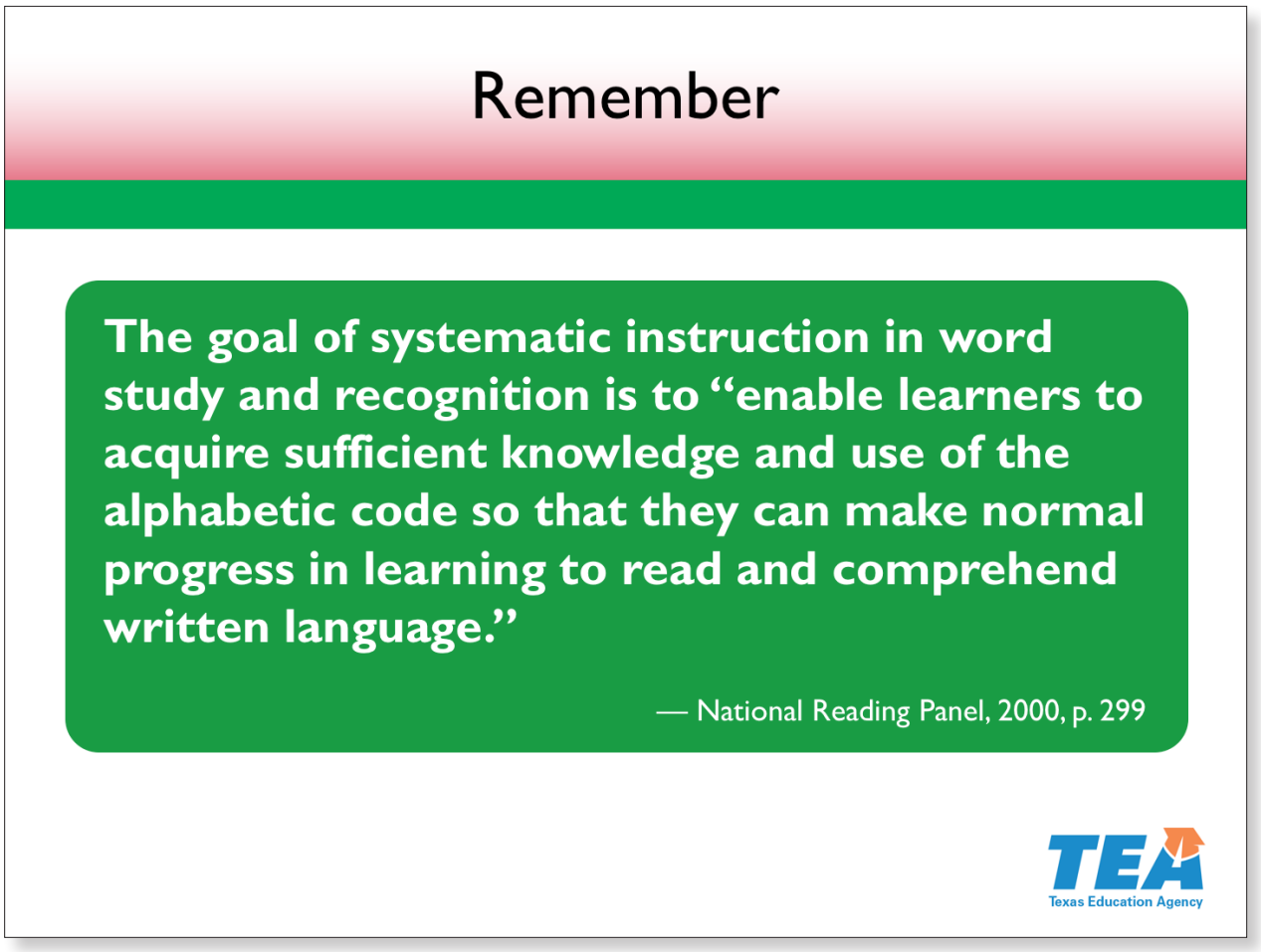

Slide 55—Remember (2:50:00–2:50:30)

Read the quotation on the slide.

References

NIFL, 2001; NRP, 2000, p. 299

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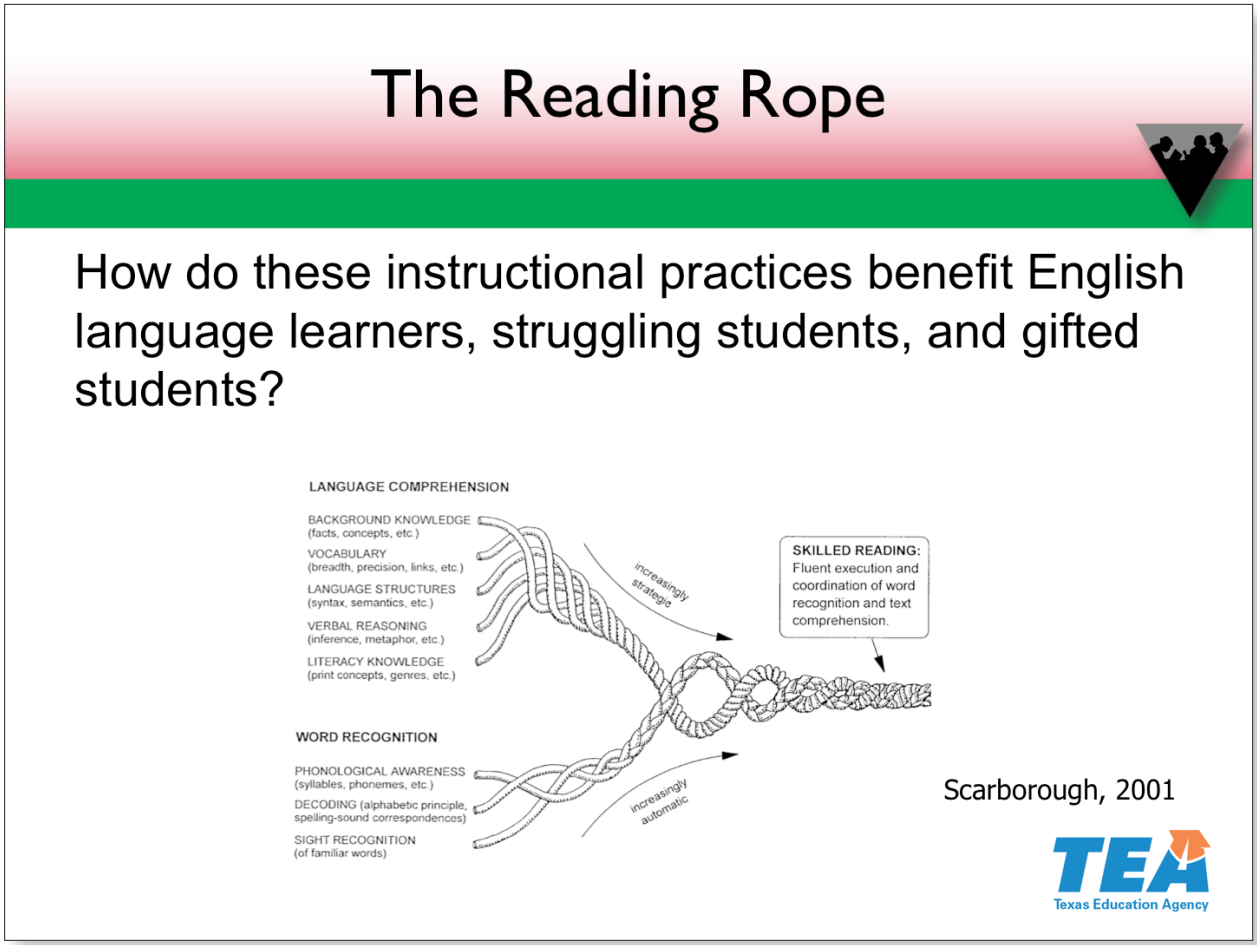

Slide 56—The Reading Rope (2:50:30–2:53:00)

Activity

Locate Handout 1: The Reading Rope from your folder, three green pipe cleaners on your table, and three adhesive tabs from your supply pouch.

Display the materials on the document camera, pausing a moment for participants.

Each green pipe cleaner represents one strand of the skills needed for students to be proficient in word recognition. Use the adhesive tabs to label each pipe cleaner with one of the components of word recognition.

On the document camera, model how to label the tabs.

Next, you will twist the pipe cleaners together to represent three components of the word recognition strand in the reading rope model. While you weave, discuss the guiding question on the slide. When you are finished, please place your reading rope handout and model back into your folder.

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Provide two minutes for participants to work and discuss.

Now that you have had time to reflect, let's see how our new learning can be applied to our daily instruction.

Reference

Scarborough, 2001

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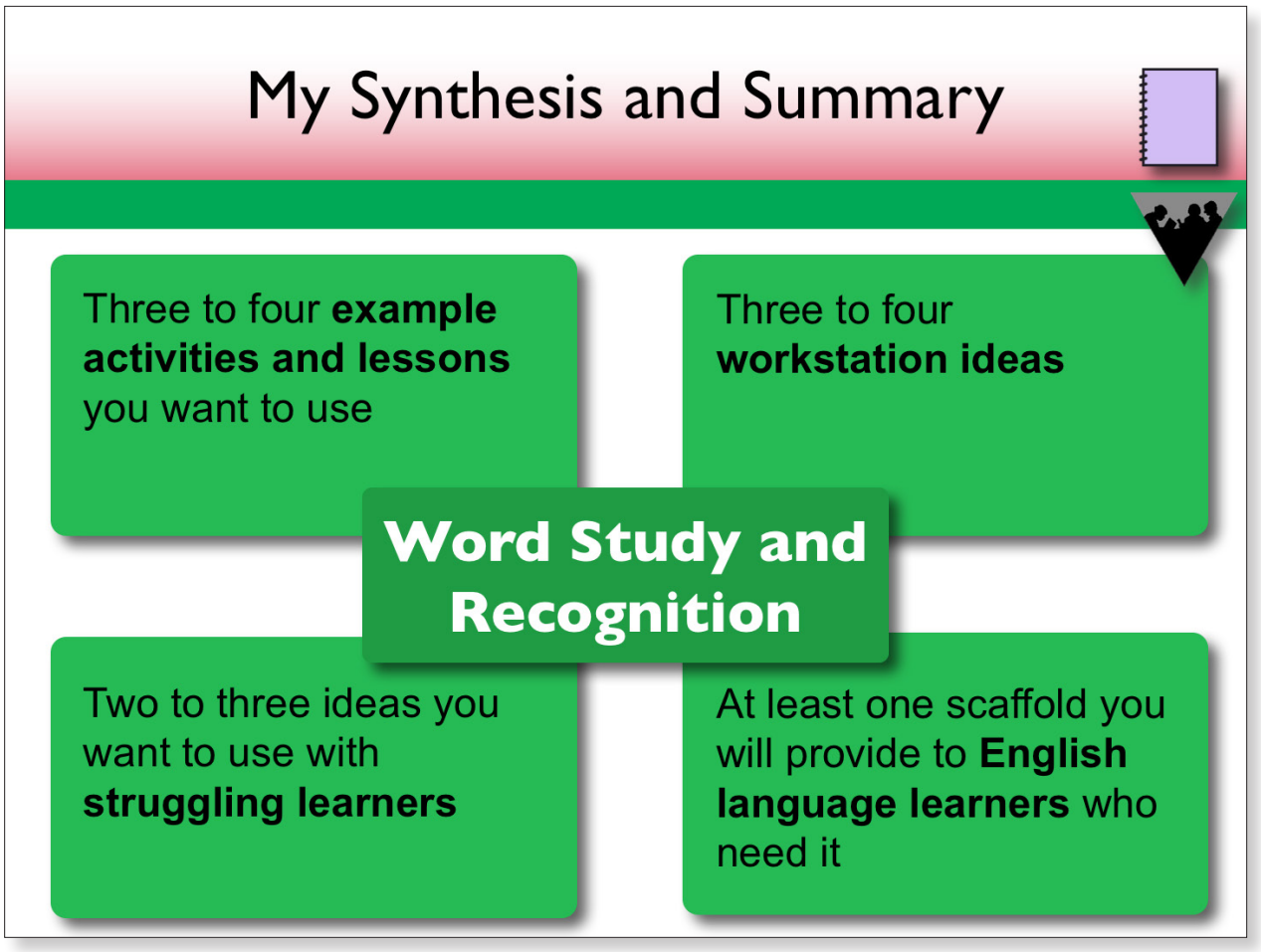

Slide 57—My Synthesis and Summary (2:53:00–3:00:00)

Let's wrap up this section by synthesizing what we have learned and what it means for word study and reading within our literacy block. Take out the **Grade 3 Literacy Block** handout from your folder.

Pause for participants to locate the resource.

Also take out the English Language Learner Scaffolding Planning Guide that you put in your folder during the Supporting All Learners section.

Pause for participants to locate the resource.

We will use these two documents at the end of each section to summarize what we have learned and how we can apply it to our literacy instruction when we get back to our classroom. On the Grade 3 Literacy Block handout, let's fill out the first row for Word Study and Recognition.

*Display **Presenter Resource 5** on the document camera.*

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I will model first with my own literacy block chart. In the Example Activities and Lessons to Use column, I recalled all of the different instructional strategies and activities we learned during this section, and I selected a few that I thought were most important.

Read the example activities on Presenter Resource 5.

Activity

Now, it's your turn. Choose three or four of the ideas that stand out to you from this section. Which ones do you want to implement first when you return to your classroom? Write those in the first column. You have two minutes.

Allow two minutes for participants to work.

The next column is for workstation ideas. Here are a few that I would like to try.

Quickly read the workstation ideas on Presenter Resource 5.

Your turn. Take one minute to list your workstation ideas.

Allow one minute for participants to work.

Now, let's consider our struggling readers and English language learners. Here are a few ideas that I want to incorporate for struggling readers.

Quickly read the list on Presenter Resource 5.

Take one minute to write your ideas for students struggling in word reading or spelling.

Allow one minute for participants to work.

For English language learners, I referred back to the English Language Learner Scaffolding Planning Guide. I skimmed the first column to find an area where these students may need more support when learning about word reading and spelling. I decided on "Literacy skills required for the lesson."

Display the English Language Learner Scaffolding Planning Guide on the document camera and point to the last row under "Language and Reading Skills Analysis."

I decided that one reading skill I would need to focus on with English language learners is differentiating English and Spanish sounds, which we know can be difficult for some English language learners. That is what I wrote.

Notes continue on the next page.

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Display Presenter Resource 5 on the document camera and point to the entry for English language learners.

You might choose this same skill or you might choose a different area. Take two minutes to come up with one area to plan specific scaffolding for your English language learners during word study and recognition.

Allow two minutes for participants to work.

Please put the Grade 3 Literacy Block and English Language Learner Scaffolding Planning Guide back in your folder to use again at the end of the next section.

We have finished the third academy section and day one!

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Texas Education Agency

Word Study and Recognition

Handouts

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Survey of Knowledge: Word Study and Recognition

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

1. ____ decoding	A. Study of affixes, base words, and roots
2. ____ decodable text	B. Smallest unit of speech sound
3. ____ phoneme	C. Process of converting printed words into their spoken forms by using knowledge of letter-sound correspondences and word structure
4. ____ phonology	D. Smallest meaningful unit of a language
5. ____ structural analysis	E. Writing system for representing language
6. ____ morpheme	F. Letter or letter combination that spells a phoneme
7. ____ orthography	G. A word part or chunk organized around a vowel sound
8. ____ affix	H. Process of producing written symbols for spoken language; also, spelling by sounding out
9. ____ grapheme	I. A language's sound system and the rules that govern it
10. ____ sight word	J. Controlled text in which most of the words are in an accumulating sequence of letter-sound correspondences that students have learned and are learning
11. ____ encoding	K. Morpheme that comes before or after a root or base word to modify its meaning (e.g., prefix, suffix)
12. ____ syllable	L. Word that is recognized automatically when seen

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Grapheme-Phoneme Knowledge

A letter combination is a group of 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. Thus, we teach the sound of *th* before we teach the sound of *ph*.

A consonant doublet represents one sound.

These doublets almost always follow short vowels. Examples include the *ss* in *less*, *tt* in *hitting*, and *ll* in *doll*.

One set of doublets follows what is called the FLOSS rule. This rule states that at the end of a syllable with a short vowel followed by the /f/, /l/, /s/, or /z/ sound, the *f*, *l*, *s*, or *z* is doubled. Examples include the *ff* in *stuff*, *ll* in *still*, *ss* in *moss*, and *zz* in *buzz*.

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 the *ch* in *chica*, *ll* in *llegar*, and *rr* in *carro*.

A vowel digraph, or vowel team, is a set of adjacent vowels in the same syllable that represent a single speech sound, including diphthongs (/oi/, /ow/).

Examples of vowel digraphs are the *ea* in *meat*, *oy* in *boy*, and *ow* in *how*.

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

Examples of vowel digraphs in Spanish are the *ue* in *juego* and *uo* in *cuota*.

A consonant blend (also called a consonant cluster) represents the combined sounds of two or three consonants.

For example, the *bl* in *blue*, *spl* in *splat*, *ft* in *left*, and *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, but some students require intensive instruction and more opportunities to blend consonants.

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

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Examples of Letter Combinations

Consonant Doublets	Consonant Digraphs	Vowel Digraphs	Consonant Blends
cli**ff**	**sh**ip	s**ai**l	**st**op
wi**ll**	ca**sh**	pl**ay**	**sc**are
fu**ss**	**ch**air	v**ei**n	**sm**ile
fi**zz**	mu**ch**	**ea**t	**sw**ing
ru**bb**ing	**th**imble	f**ee**t	**sl**ed
no**dd**ed	bo**th**	c**ei**ling	**bl**ue
be**gg**ar	mo**th**er	ch**ie**f	**cl**am
mu**mm**y	**ph**one	monk**ey**	**fl**ower
tu**nn**el	gra**ph**	t**ie**	**gl**ue
a**pp**le	lau**gh**	r**oa**d	**pl**ay
e**rr**or	**wh**istle	t**oe**	**br**oom
li**tt**le	**ch**ef	bl**ow**	**cr**y
		t**oo**	**dr**um
		s**ou**p	**fr**ee
		f**eu**d	**tr**ee
		f**ew**	**gr**ay
		b**oo**k	de**sk**
		s**aw**	wa**sp**
		August	a**ct**
		h**ea**d	go**ld**
		c**ow**	wo**lf**
		out	mi**lk**
		b**oi**l	ju**mp**
		t**oy**	**str**ing
			scream

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Ejemplos de combinaciones de letras en español

Diagrafías (*ch*, *ll*, *rr*)	Diptongos y triptongos	Grupos consonánticos
chango	b**ai**le	**bl**—**bl**usa, **bl**anco, **bl**oque
chica	p**au**sa, c**au**sa	**fl**—**fl**or, **fl**aco, **fl**ema
chorro	p**ei**ne	**cl**—**cl**ave, **cl**avo
pon**ch**o	d**eu**da	**gl**—**gl**obo, **gl**adiador
ca**ll**ado	s**oy**	**pl**—**pl**aya, **pl**uma, **pl**omo
llegar	d**ia**rio	**cr**—**cr**ema, **cr**omo, **cr**isis, **cr**udo
lluvia	g**ua**po	**br**—**br**oma, **br**usco, **br**isa, ca**br**a
ca**rr**o	f**ie**sta	**tr**—**tr**en, **tr**ineo, **tr**ompo, **tr**aje
co**rr**er	f**ue**	**gr**—**gr**is, **gr**acias, **gr**ueso, **gr**osero
fe**rr**oca**rr**il	d**io**sa	**fr**—**fr**esa, **fr**ito, **fr**ambuesa
	c**uo**ta	**pr**—**pr**emio, **pr**imo, **pr**omesa
	c**iu**dad	**dr**—**dr**agón, **dr**enaje, cua**dr**o
	c**ui**dado	**tl**—**Tl**atelolco, Maza**tl**án
	c**ae**r	
	l**ee**r, cr**ee**r	
	Urug**uay**, Parag**uay**	

Adapted from Azurdía, 1998; Carreker, 2005a; Chall & Popp, 1996; Chard & Osborn, 1999; Gunning, 2002.

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Spelling Grid

Adapted from Grace, 2007.

Notes and Recommendations From Video

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Spelling Grid

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Word Study and Recognition Information

General Information Based on Word Origin

The following table lists the spellings by frequency of use.

General Information Based on Word Origin			
Sound	**Spelling(s)**	**Examples**	**Information and Rules**
Long- and short-vowel sounds	Short, one-syllable words	*sky, sun, hen, do, his, are*	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, including vowel digraphs	*read, night, key, hawk, toe, bread*	Anglo-Saxon in origin Pronunciations changed over time, but spellings often did not.
One sound	Digraphs (*ch, sh, th, wh, ck, ng, gh*)	*such, with, shall, when, back, sing*	Most Anglo-Saxon in origin The digraph *ph* (to spell the /f/ sound) and *ch* (to spell the /k/ sound) are Greek in origin.
/oi/, /ou/	*oi, oy, ow, ou*	*toy, soil, cow, loud*	Diphthongs are Anglo-Saxon in origin.
	Silent letters	*knight, mine, gnat, guess*	Anglo-Saxon in origin Many of these letters used to be pronounced. They often do specific jobs. For example, the *e* in *mine* marks the *i* to be long, and the *u* in *guess* allows *g* to be pronounced /g/ when it precedes a vowel (*e*, *i*, or *y*) that would otherwise make it a /j/.
	Irregular spellings	*was, of, love, one*	Anglo-Saxon in origin

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General Information Based on Word Origin			
Sound	**Spelling(s)**	**Examples**	**Information and Rules**
/er/, /ar/, /or/	Vowel-*r* (*er, ur, ir, ar, or, ear, oar, our*)	*card, herd, lord, fur, heard, pour*	Anglo-Saxon in origin
	Six syllable types	Open, closed, VC*e*, V*r*, VV, C*le*	Anglo-Saxon in origin
	Compound words	*doghouse, mailman*	Anglo-Saxon in origin
/ū/	*ou*	*soup, coupon*	Norman French in origin Many of our words for food, fashion, relationships, and social ideas derive from Norman French.
/s/, /j/	*ce, ci, cy, ge, gi, gy*	*peace, huge, science*	Norman French in origin
	Special endings (*-ette, -elle, -ique, -ine, -ice*)	*boutique, baguette, novice, cuisine*	Norman French in origin
	Multisyllabic words with roots, prefixes, suffixes	*instruction, refer, paternal, reject, designate, aquarium*	Latin in origin These are the most predictable spellings and pronunciations; they include many words found in the social sciences, physical sciences, and literature.
/f/	*ph*	*agoraphobia*	Greek in origin
/k/	*ch*	*chlorophyll*	Greek in origin
/ĭ/	*y*	*gymnasium*	Greek in origin
	Words using combining forms	*hypnosis, biology, geography, decathlon*	Greek in origin These word parts are all considered roots, or combining forms; these terms are used in philosophy, mathematics, science, and medicine.

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Phoneme-Grapheme Connections: Vowel Sounds

The following table lists the vowel sound spellings by frequency of use.

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

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

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Phoneme-Grapheme Connections: Vowel Sounds			
Sound	**Spelling(s)**	**Examples**	**Information and Rules**
/yū/	*u, u_e, ew*	*unite, use, few*	Actually two sounds but often taught as one sound Different from just long-*u* sound by itself (contrast *chew* with *few* to hear the difference) Most often spelled with *u* at the end of an open syllable, as in *unicorn* Also often spelled with *u_e* in the middle of a syllable Much less often spelled *ew* at the end of a syllable
/oi/	*oi, oy*	*oil, boy*	Most often spelled *oi* in the middle of a syllable Also spelled *oy* at the end of a syllable
/ou/	*ou, ow*	*loud, cow*	Most often spelled *ou* in the middle of a syllable (but if it precedes *l* or *n*, can be spelled *ow*, as in *fowl* or *town*) Also spelled *ow* at the end of a syllable
/er/	*er, or, ar, ir, ur, ear*	*jerk, odor, cellar, bird, burp, heard*	Most often spelled *er* Less often spelled *or* or *ar* Much less often spelled *ir, ur, or ear*
/ar/	*ar, are*	*cart, are*	Most often spelled *ar* Much less often spelled *are*
/or/	*or, ore*	*sport, core*	Most often spelled *or* Much less often spelled *ore*
/ə/	*o, u, a, i, e, ou*	*person, circus, about, panic, elect, famous*	Very difficult to spell—helps to know derivations to figure out spelling in multisyllabic words For example, in *definition*, the first *i* makes the /ə/ sound, so it's difficult to figure out. If you know that *definition* derives from the word *define*, in which the *i* makes the long-*i* sound, you can figure out that you should spell the /ə/ with an *i*. Spellings of /ə/ used fairly evenly across words—about 10 percent to 25 percent for each spelling

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Phoneme-Grapheme Connections: Consonant Sounds

The following table lists the consonant sound spellings by frequency of use.

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

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Phoneme-Grapheme Connections: Consonant Sounds			
Sound	**Spelling(s)**	**Examples**	**Information and Rules**
/f/	*f, ph, ff*	*fat, phone, muffle, stuff*	Most often spelled with just *f* Spelled *ph* in words of Greek origin (as in *philosophy*) Can be spelled with a double *f*, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in *baffle* Also spelled *ff* in a syllable ending with the /f/ sound—follows the FLOSS rule (as in the word *off*)
/g/	*g, gg*	*got, buggy*	Most often spelled with just *g* Can be spelled with a double *g*, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in *goggles* See /g/ + /z/ for other spelling (*x*)
/h/	*h, wh*	*hot, who*	Most often spelled with just *h* Rarely spelled with other spellings, such as *wh* (as in *whose*)
/j/	*ge, j, dge, d, g(i), g(y)*	*cage, jet, edge, soldier, gist, gym*	Most often spelled *ge*, especially with a syllable that has a long vowel and ends in /j/ (as in *huge* and *page*) Also often spelled *j* at the beginning of a word Spelled *dge* at the end of a syllable with a short-vowel sound (as in *judge* and *ridge*) Much less often spelled *d* (usually when it precedes the /y/ sound), *gi*, or *gy* No English words end with *j*
/l/	*l, ll*	*lid, fall*	Most often spelled with just *l* Also spelled with *ll* in a syllable ending with the /l/ sound—follows the FLOSS rule (as in *will*)

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Phoneme-Grapheme Connections: Consonant Sounds			
Sound	**Spelling(s)**	**Examples**	**Information and Rules**
/m/	*m, mm, mb*	*hum, clammy, climb*	Most often spelled with just *m* Can be spelled with a double *m*, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in *humming* Rarely with another spelling, such as *mb* (as in *plumber*)
/n/	*n, kn, nn*	*no, knee, funny*	Most often spelled with just *n* In a few Anglo-Saxon words, spelled with *kn* Can be spelled with a double *n*, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in *tunnel*
/p/	*p, pp*	*pot, topple*	Almost always spelled just with *p* Can be spelled with a double *p*, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in *sappy*
/k/ +/w/	*qu*	*quick*	*qu* represents two sounds, /k/ and /w/ When heard together in a word, most often spelled with *qu*
/r/	*r, wr*	*run, write*	Almost always spelled just with *r* In a few Anglo-Saxon words, spelled with *wr*
/s/	*s, c(e), c(i), c(y), ss*	*seal, rice, cite, cyst, mess*	Usually spelled just with *s* Can be spelled with a *c* before *e, i*, or *y* Also spelled with *ss* in a syllable ending with the /s/ sound—follows the FLOSS rule (as in *pass*)
/t/	*t, tt, -ed*	*top, little, gasped*	Almost always spelled just with *t* Can be spelled with a double *t*, specifically in a multisyllabic word to keep a vowel short in a closed syllable, as in *potty* Also spelled with inflectional ending *-ed* when the base word ends with an unvoiced sound, as in *walked*

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Phoneme-Grapheme Connections: Consonant Sounds			
Sound	**Spelling(s)**	**Examples**	**Information and Rules**
/v/	*v, ve*	*very, have*	Almost always spelled just with *v* At the end of a word ending with the /v/ sound, has a silent *e* (as in *love*, *leave*, etc.) No English words end with *v*
/w/	*w, u*	*work, penguin, persuade*	Almost always spelled just with *w* Spelled with *u* in *qu* (see /k/ + /w/ above) and after *g* (as in *language*), and *s* (as in *suede*)
/k/ + /s/ /g/ + /z/	*x*	*exercise, exact*	*x* the only consonant that can represent two sounds in a word After an accented syllable, represents the sounds /k/ + /s/ (*box*) Before an accented syllable, represents the sounds /g/ + /z/ (*exist*)
/y/	*i, y*	*onion, yes*	/y/ sound almost evenly represented by *i* (55 percent) and *y* (44 percent)
/z/	*s, z, es, x, zz*	*was, zero, flies, xylophone, buzz*	Most often spelled with *s* (especially in Anglo-Saxon words, such as *his, is, has*) Spelled with inflectional ending *-s* when the base word ends with a voiced sound, as in *flows* Spelled with inflectional ending *-es* (as in *foxes*) Spelled *x* in words of Greek origin (as in *xenophobia*) Also spelled with *zz* in a syllable ending with the /z/ sound—follows the FLOSS rule (as in the word *jazz*)
/th/	*th*	*thank*	Unvoiced /th/ always spelled *th*
/th/	*th*	*this*	Voiced /th/ always spelled *th*

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Phoneme-Grapheme Connections: Consonant Sounds			
Sound	**Spelling(s)**	**Examples**	**Information and Rules**
/sh/	*ti, sh, ci, ss, ch*	*action, shed, special, passion, assure, chef*	More than half of /sh/ sounds spelled *ti*, as in the syllable *tion* 26 percent spelled *sh* The rest divided across several other spellings—*ci, ss, si, sc, s, ch* Spelled *ch* in words of French origin (as in *chagrin*)
/zh/	*si, s, ge, z*	*vision, measure, garage, seizure*	Half of /zh/ sounds spelled *si*, as in suffix *-sion* Another third spelled *s*, as in suffix *-sure* Spelled *ge* in words of French origin (as in *rouge*) Less often spelled *z*, as in suffix *-zure*
/ch/	*ch, t, tch*	*chair, adventure, watch*	More than half of /ch/ sounds spelled *ch*, including at the end of a syllable following vowel team or consonant (as in *each* or *bench*; exceptions include *such* and *which*) Another third spelled *t*, as in suffix *-ture* Spelled *tch* at the end of syllable following short vowel (as in *witch*)
/wh/	*wh*	*white*	Unvoiced /wh/ always spelled *wh* Sound almost lost in American English due to most dialects pronouncing this spelling as /w/
/ng/	*ng, n*	*sing, monkey, English*	Spelled *ng* at the end of syllable Spelled *n* when before /k/ or /g/ (as in *sink* or *language*)

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Letter Patterns and Morphemes

The following table lists complex orthographic patterns and morphemes (meaning units).

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

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Letter Patterns and Morphemes	
Rule or Topic	**Explanation and Examples**
Six syllable types	Closed syllable: Vowel closed off by consonant to make it short (*music*) VC*e*: Silent-*e* makes vowel say long sound (*like*) Open syllable: Vowel not closed off by a consonant, so it is long (*music*) Vowel team: Includes those that spell long-vowel sounds (*meet*), short-vowel sounds (*bread*), and diphthongs (*cow*) Vowel-*r*: Includes those with one vowel (*car*) or two vowels (*heart*) Stable final syllable: *Cle*—final syllable with a consonant followed by *le*, such as in *little* (other examples include *tion* and *ture*, as in *station* and *adventure*)
Syllable division, VC-CV: Two consonants between two vowels	When syllables have two adjacent consonants between them, divide between the consonants. The first syllable is closed (with short-vowel sound), as in *mid-dle* and *tem-per*.
Syllable division, V-CV and VC-V: One consonant between two vowels	First try dividing before the consonant, which makes the first syllable open (with a long-vowel sound). This method works 66 percent to 75 percent of the time (e.g., *e-ven*). If you don't recognize the word, divide after the consonant, which makes the first syllable closed (with a short-vowel sound). This method works 25 percent to 33 percent of the time (e.g., *ev-er*).
Syllable division: Consonant blends and digraphs	Consonant blends and digraphs stick together. Do not separate them, as in *crust-y* and *moth-er*.
Accenting	Accent first word of an Anglo-Saxon compounds (*cat*fish). Accent root word in a Latin-based words (*in*struction). Accent syllable before *tion* (*pro*duction). Accent first syllable to make a noun and accent second syllable to make a verb (*pre*sent vs. *pre*sent).

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

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Morphemes

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

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

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Phoneme-Grapheme Mapping Word Lists

/ā/	/ē/	/ū/	/aw/
hate	feet	glue	hawk
staying	defeat	bedroom	because
playground	beastly	untrue	fraud
pancake	cheated	groups	lawful
remake	greeting	sooner	hauling

FLOSS rule	/k/ spelled *c* vs. *k*	-*ed* to represent /t/	*re*- meaning "again"
miss	locked	missed	retry
filled	looking	passed	redo
pressing	backpack	hushed	remake
dolls	leaks	fixed	retell
puffy	remark	messed	rethink

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Answer Key

hate	h	a	t ~~e~~					
staying	s	t	ay	i	ng			
playground	p	l	ay	g	r	ou	n	d
pancake	p	a	n	c	a	k ~~e~~		
remake	r	e	m	a	k ~~e~~			
feet	f	ee	t					
defeat	d	e	f	ea	t			
beastly	b	ea	s	t	l	y		
cheated	ch	ea	t	e	d			
greeting	g	r	ee	t	i	ng		
glue	g	l	ue					
bedroom	b	e	d	r	oo	m		
untrue	u	n	t	r	ue			
groups	g	r	ou	p	s			
sooner	s	oo	n	er				
hawk	h	aw	k					
because	b	e	c	au	s~~e~~			
fraud	f	r	au	d				
lawful	l	aw	f	u	l			
hauling	h	au	l	i	ng			

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miss	m	i	ss					
filled	f	i	ll	ed				
pressing	p	r	e	ss	i	ng		
dolls	d	o	ll	s				
puffy	p	u	ff	y				
locked	l	o	ck	ed				
looking	l	oo	k	i	ng			
backpack	b	a	ck	p	a	ck		
leaks	l	ea	k	s				
remark	r	e	m	ar	k			
missed	m	i	ss	ed				
passed	p	a	ss	ed				
hushed	h	u	sh	ed				
fixed	f	i	x		ed			
messed	m	e	ss	ed				
retry	r	e	t	r	y			
redo	r	e	d	o				
remake	r	e	m	a	k	~~e~~		
retell	r	e	t	e	ll			
rethink	r	e	th	i	n	k		

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Making and Sorting Words

Teacher Preparation

1. Think of a word related to a theme, 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.

Vowel Teams	Vowel-*r* Words	Open/Closed Syllables	Inflectional Endings	Affixes
playground	searched	babysits	stepping	hopeless
frighten	smartest	musical	estimated	mistrust
newspaper	marvelous	superman	families	forgetful

2. Brainstorm 10 to 12 words students can make using any of the letters in the final word.

playground	searched	babysits	stepping	hopeless	Your Word: _____
go	as	is	in	so	
up	her	it	is	less	
run	car	by	its	heel	
pay	scar	sat	get	hops	
day	arch	bat	set	shop	
lay	dear	bit	pet	hope	
play	deer	sit	pets	hopes	
gray	each	sits	pest	shops	
loud	reach	baby	step	slope	
round	search	tabby	sing	slopes	
ground	reached		sting		

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.

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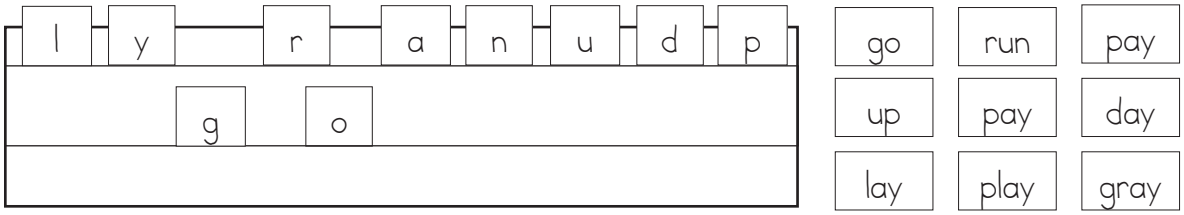
Lesson on Making Words

Materials

- Teacher: Large letter cards, pocket chart, index cards with words to be made (examples in use below for the word *playground*)



- 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 students 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.

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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.

Lesson on Sorting Words

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 lesson on making words. Ask students to read and spell their words.

Journals

Have students write words from the lesson on making words 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.

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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: "_____, please 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."

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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 words with similar patterns.

Adapted from Cunningham & Hall, 1994.

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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.

/ē/ spelled y	/ē/ spelled ee	/ē/ spelled ea
happy	feet	meat

Other words: *silly, baby, meet, team, meat, mommy, seat, see, leave, sleet, sleep, funny, seem*.

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 work on **/ā/** spelled *a*, *ai*, *ay*, and *a_e*. Have them notice when we use *ai* (in the middle of a syllable) versus *ay* (at the end of a syllable) by using a word sort. The words to be sorted might include *mail*, *main, may, say, sail, pain, pay, tray, trail*, and *train*.

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, if students know the CVC pattern with **/ŏ/**, you can create a sort containing words with that sound plus a new **/ō/** sound.

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.

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For example, in step one, students sort for sound.

Short a	Long a
dad	make
flag	pale
fan	great
crab	paint
fast	mail
grass	say
pal	day

In step two, students sort for spelling.

short a	ay	ai	ea	VCe
dad	day	mail	great	make
flag	say	pale		pale
fan				
crab				
fast				
grass				
pal				

Word sorts can be adjusted for students identified with or 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 commonalties.

For example *have*, *love*, and *give* are exceptions to the VC*e* pattern but have a common *v* that creates a new common spelling pattern (putting a silent *e* at the end of a word to keep it from ending with a *v*).

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2012; Ganske, 2000.

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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 the different spellings for the sound /s/.

s	c	z
se	cielo	mazo
peso	decir	cazar

Other words: *subir, pasar, brazo, cacería, Cecilia, cena, piso, trazo, caso, zapato*.

You may build the category without actually giving students a category name and let them discover the common spelling patterns or sounds. For example, write 10 words with the letter *b* and let students identify the name for that category: Words with *b*.

Students can sort by the number of syllables in words:

1 sílaba	2 sílabas	3 sílabas	4 sílabas
mes	casa	sonrisa	maravilla
los	toma	pupitre	calabaza
pez	lodo	muñeco	transportación

As students begin to recognize specific spelling patterns, they may be asked to do two-step word sorts.

For example, in step one, students sort for initial sound.

g suave /j/	g fuerte /g/
gemelo	golpe
gigante	gusano
gelatina	guerra
girasol	gansa
genio	guisante

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In step two, students sort for initial syllable.

gi	ge	gui	gue
gigante	gemelo	guisante	guerra
girasol	genio		
	gelatina		

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2012; Ganske, 2000.

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Sample Word Sorts

Sort these words by the sound that *c* makes.

comb	science	icy
cute	race	catch
cent	cold	city
camel	fancy	cube

- When does *c* make the /k/ sound?

- When does *c* make the /s/ sound?

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

- Why does *-ed* make different sounds at the end of different past-tense verbs?

- There is one exception to the rule. Identify and explain this exception.

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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, 2012; Moats, 2009b.

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Sample Dictation Routine

Word Dictation

Teacher: Pencils down. Eyes on me. Please draw two lines on your paper. We will write a word on each of these lines. The first word is *student*. What word?

Students: *Student*.

Teacher: Think about the sounds you hear in the word *student*. Listen as I model the process for you. *Student*: /s/ /t/ /ū/ /d/ /ĕ/ /n/ /t/. There are seven sounds in the word *student*. The first sound is /s/. We have learned that /s/ can be spelled *s*, *ce*, or *ci*. I know that in *student*, the /s/ sound comes at the beginning of the word and has a consonant right after it, so it must be spelled with an *s*.

Model writing the "s" on the first line.

Teacher: Write the letter *s* on the first line of your paper. The next sound is /t/. The letter that makes the /t/ sound is *t*.

Model writing the "t" next to the "s."

Teacher: Write the letter *t*. The next sound is /ū/. This sound has several spellings. In this word, the sound is heard at the end of the first syllable, which is an open syllable, so it is spelled with the letter *u*.

Model writing the "u."

Teacher: Write the letter *u*. The next sound is /d/. The letter that makes the /d/ sound is *d*.

Model writing the "d."

Teacher: Write the letter *d*. The next sound is /ĕ/. The letter that makes the /ĕ/ sound is *e*.

Model writing the "e."

Teacher: Write the letter *e*. The next sound is /n/. There is more than one spelling for /n/, but I know this sound is most often spelled with the letter *n*. So the letter that makes the /n/ sound in the word *student* is *n*.

Model writing the "n."

Teacher: Write the letter *n*. The next sound is /t/. The letter that makes the /t/ sound is *t*.

Model writing the "t" as the final letter of the word on the first line.

Teacher: Write the letter *t*. The second word is *support*. Think about the sounds you hear in the word *support*.

Provide three to five seconds of think time.

Teacher: Now, write the word *support* on the second line.

Allow time for students to write the word. Provide scaffolds as needed. Check the spelling of the word by identifying the spelling of each sound. Have students put a dot above each spelling they got correct. Have students circle incorrect spellings and rewrite the entire word.

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Sentence Dictation

Teacher: Listen as I say the first sentence: The student is at his desk. Repeat the sentence.

Students: The student is at his desk.

Teacher: Count the number of words in the sentence. How many are there?

Students: Six words.

Teacher: Yes, six words. Think about the first word in the sentence. Remember, it is a high-frequency word because it appears often in texts.

Students may think about the phonemes in the word or may know the word as a whole, depending on their level.

Teacher: Write the word *the* on your paper. Think about the next word, *student*.

Students may think about the syllables or phonemes in the word or may know the word as a whole, depending on their level.

Teacher: Write the word *student* on your paper. Think about the next word: *is*. This is another high-frequency word. Write the word *is*. The next word is *at*. Write the word. The next word is *his*. Write the word. Think about the next word: *desk*. Write the word *desk*. Now that we finished our sentence, make sure your sentence has a capital letter at the beginning and a punctuation mark at the end.

Continue this procedure for the remainder of the predetermined sentences.

Allow time for students to write the sentences. Check the spelling of each word in the sentences. Have students put a dot above each spelling they got correct. Have students circle incorrect spellings and rewrite the entire word.

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Guidelines for Teaching Word Study and Spelling

All students benefit from some systematic word study and spelling instruction and practice.

Students who experience difficulty in spelling need intensive instruction and practice tailored to their individual levels of word knowledge.

The following are several guidelines for spelling instruction.

1. Review previously taught material.

2. Consider students' knowledge and skills; use words that students can read.

Select words and patterns from spelling inventories, the basal reading series, and student writing.

Include words from the content area curriculum.

Determine the number of words to introduce based on students' needs.

Modify spelling lists for students who are identified with or at risk for dyslexia or who have spelling difficulties.

Introduce phoneme-grapheme correspondences for spelling after they have been introduced and taught in reading.

3. Introduce frequently used and regular word patterns first.

4. Limit the number of new words or patterns in one lesson.

Expect that students may need to read words many times before they are able to spell them.

5. Provide extended practice for newly learned words or word patterns before other patterns are introduced.

Dictate words or sentences and have students write them.

Provide ample practice for students who are having difficulty with spelling to help them remember phoneme-grapheme correspondences and patterns.

If handwriting is difficult, encourage students to use keyboards or plastic letters to spell words.

Consider alternative approaches, including writing on a rough surface or tracing words.

Use word banks to provide an excellent review of previously taught words for students to refer to as they write.

Consider using mnemonics that the students develop. Mnemonics may help some students recall words by providing association links, such as "there's an *ear* in *hear*."

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6. Teach students to check and monitor their spelling.

Ask students to read words after they have spelled them.

Expect students to spell previously taught words correctly.

7. Provide multiple opportunities for students to make connections between words, their spellings, sounds, meanings, and syntax.

Use techniques that encourage students to focus on the phonemic elements of words. For example, students can repeat the word and then say the sounds as they write the corresponding letters.

For struggling students, enhance their discrimination and recognition of the positions of individual phonemes in words by

- segmenting the sounds in words as students spell the sounds,
- counting syllables,
- omitting syllables, or
- changing the sounds in words.

Provide opportunities for students to analyze and sort words into categories. These opportunities will help students focus on the spelling and letter patterns in words.

Encourage students to use their decoding skills as they read words during word sorts.

8. Provide immediate and appropriate feedback to reinforce correct spelling of newly learned spelling patterns.

9. Extend students' knowledge of words by encouraging them to look for more words that follow particular spelling patterns or generalizations.

After word sorts, extend students' knowledge of words by encouraging students to look for more words that follow particular spelling patterns or generalizations.

Have students work individually, in pairs, or in small groups.

Encourage students to record their words in notebooks or on word bank cards.

Adapted from Bear et al., 2012; Bear & Templeton, 1998; Carreker, 2005b; Moats, 1995; Templeton, 1996; Torgesen & Davis, 1996; Treiman, 1998.

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Blending Activities

Say It Slowly

Using the graphemes *s*, *t*, *r*, and *ay*, demonstrate how to say a word slowly by blending the sounds in units.

Say: "/s/, /st/, /str/, *stray*."

Have students practice blending words using this method.

Say It Faster and Move It Closer

Place two letters on a table separated by a wide space.

s *t*

Point to the first letter, *s*. With students, say /s/ and hold it until you point to the second letter, *t*. Then say /t/.

Move the letters closer together and repeat the procedure but speak the sounds more quickly.

s *t*

Move the letters closer together until the sounds are spoken as one unit: /st/.

s t

Add the next consonant, *r*.

s t r

Blend the three sounds, /str/, and then add the last sound, /ā/.

str ay

Blend them to read the word: *stray*.

Onsets and Rimes

Place the grapheme *ay* on the table.

Model and have students say its sound: /ā/.

Place the onset, the letters *str*, before the rime, *ay*.

With students, blend /str/ and /ā/ to read *stray*.

Change the onset to other letters and make new words for students to blend and read (e.g., *stray* to *tray*, *tray* to *ray*, *ray* to *pray*, *pray* to *spray*).

Use other rimes to practice blending, such as *ain/ake/ail* and *eight/ate/ait*.

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Playing With Sounds

Place three letter cards on the table: *s*, *t*, and *r*.

With students, blend the letter sounds to say /str/.

Have students add the grapheme *ay* to the end and blend the sounds to read *stray*.

Have students make and read new words by changing or adding new letter sounds (e.g., *stray* to *tray*, *tray* to *tree*, *tree* to *treat*, *treat* to *treats*).

Tapping Out

Using grapheme cards, make a word, such as *stray*.

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 next sound: /t/.

Tap the ring finger to the thumb as you say the third sound: /r/.

Tap the pinkie finger to the thumb as you say the last sound: /ā/.

Tap all the fingers to the thumb as you say the word: *stray*.

Have students practice tapping out the sounds of other vowel team words.

Tapping and Sweeping

Using grapheme cards, make a word, such as *stray*.

Make a fist and tap under the *s* as you say /s/.

Tap under the *t* as you say /t/.

Tap under the *r* as you say /r/.

Finally, tap under the *ay* as you say /ā/.

Sweep your fist under all the letters as you say the word: *stray*.

Have each student take turns blending vowel team words in this way.

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Blending Instruction in Spanish

With the exception of the activity for onset and rime, these activities can be used with Spanish sounds and letters. Because Spanish has fewer monosyllabic words, teachers should use words with two or three syllables and follow these procedures to read each syllable. These activities represent scaffolding that might not be necessary for all students learning to read in Spanish because the decoding process tends to develop rather quickly in languages with a transparent orthography such as Spanish.

Say It Slowly in Spanish

Demonstrate how to say a word slowly by blending the sounds in units.

Say, "/t/, /tr/, /tra/, *tram*. Sí, la sílaba es *tram*. /p/, /a/. Sí, la sílaba es *pa*."

Palabra: *trampa*.

Tapping and Sweeping in Spanish

Using grapheme cards, make the word *trampa*. Help the students read the first syllable. Make a fist and tap under the *t* as you say /t/.

Tap under the *r* as you say /r/.

Tap under the *a* as you say /a/.

Tap under the *m* as you say /m/.

Sweep your fist under the syllable as you say *tram*.

Make a fist again to read the next syllable.

Tap under the *p* as you say /p/.

Tap under the *a* as you say /a/.

Sweep your fist under the syllable as you say *pa*.

Sweep your fist under all the letters as you say the word: *trampa*.

Have each student take turns blending sounds to read words this way.

Adapted from Carreker, 2005a.

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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*, 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 *other*.

With students, sound out each grapheme 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: *o*.

Compare this part to what is said by writing the pronunciation in parentheses: (uther). Say the word slowly.

Adapted from Carreker, 2005a.

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Supporting Sight-Word Development

Some students, especially struggling readers, need to encounter words in print many times before they can read the words automatically.

Building Students' Sight-Word Vocabularies

Teachers

Select words that students are having difficulty reading. Words can come from commercially published word lists 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 the cards. Ask students to read words. Have students decode words not automatically read yet. 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 (i.e., 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.

Sample Practice Activities 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 cards. Record times 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.

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Play dominoes using word bank cards by matching ending and beginning sounds.

smooth	their	right

Add words to individual word or sound walls for use during independent reading and writing activities.

Arrange scrambled word cards into sentences. Read sentences.

Adapted from Bos & Vaughn, 2002.

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Sample Word Walls

Word Wall Organized by First Letters of Words

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
all	bought	call	does	even	find	gone	here	it's
around	been	could	down	ever	first	great	how	I'm
again	because	city	double	every	from	group	heavy	I've
about	being	cause	different	everyone	finally	goes	house	important
any		course		example	father	girl	handle	island
always					family	gym		
America								
above								
almost								
answer								

Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr
	knock	letter	many	now	one	part	quickly	river
	key	longer	mother	never	only	people	quiet	rough
		leave	more	nothing	other	purple		round
		later	most	night	out	possible		really
			manner		opposite	possibly		
			mountain		onto	phone		
					order			
					often			

Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz
said	themselves	under	very	were		you	zoo
something	their	use	voice	what		your	zebra
sometimes	there	upon		who		you're	
should	these	uncle		whenever		yesterday	
sew	together			where		yellow	
seem	terrible			watch		young	
sentence	through			would			
	thought			write			
	talk			wonder			
				world			
				want			

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Word Wall Organized by First Sounds of Words

/ă/	/ā/	/aw/	/ar/	/b/	/k/	/ch/	/d/	/ĕ/
answer		all almost always		bought been because being	call could cause course key quickly quietly		does down double different	any ever every everyone example

/ē/	/er/	/f/	/g/	/h/	/ĭ/	/ī/	/j/	/l/
even		find first from finally father family phone	gone great group goes girl	here how heavy house handle who	it's important	I'm I've island	gym	letter longer leave later

/m/	/n/	/ŏ/	/ō/	/oi/	/ow/	/or/	/p/	/r/
many mother more most manner mountain	knock now never nothing night	opposite onto often	only		out	order	part people purple possible possibly	river rough round really write

/s/	/sh/	/t/	/th/	/<u>th</u>/	/ŭ/	/ū/	/o͝o/	/v/
city said something sometimes sew seem sentence	should	together terrible talk	through thought	themselves their there these	again around about America above other under upon uncle			very voice

/w/	/y/	/z/	/zh/
one were what whenever where watch would wonder world want	use you your you're yesterday yellow young	zoo zebra	

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Teaching With Word Walls

Select words from reading programs, word lists, and students' 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 *were* and *where*.

Display words in a highly visible, accessible place in the classroom.

Being able to easily see the words on the word or sound wall helps students when they read and write.

Categorize words in a variety of ways.

- You may have many different word or sound walls, such as words placed in alphabetical order or words categorized by topics.
- 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 *eat* or *ook*, to help students make connections between sounds in words.

Provide many opportunities for word- or sound-wall practice.

- Saying, spelling, and writing the words several times a week helps students recognize words automatically and increases their lexicon of sight words.
- Practice can be scheduled for short periods several times a week.
- Activities can be used during both small-group and whole-class instruction.

Encourage students to use the word or sound wall when they independently read and write.

- Regularly model how to use the word or sound wall during reading and writing.
- Individualized word or sound walls provide students with their own dictionary of words that they can use at their desks or take home.

Adapted from Cunningham, 2000.

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Word-Wall Activities

I'm Thinking of a Word

Demonstrate each of the following steps on your own paper on a document camera.

"Pretend that you're a word detective. Number your paper from 1 to 5.

"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 starts with the sound /k/.

"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 two sounds in it.

"Remember to write the same word again, if you believe you have figured it out.

"Clue 4: It has three letters.

"Clue 5: It fits in the sentence: I used a _____ to unlock the door.

"Raise your hand if you think you know the word.

"_____, tell us the word-wall word you discovered." (Answer: *key*.)

"Repeat after me."

Read and spell the word. Have students echo.

What's That Word?

Hold up five fingers.

"I'm thinking of a five-letter word-wall word that begins with the sound /ŭ/."

Write the sound 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.

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Fill in the Blank

Hold up five fingers.

"I'm thinking of a five-letter word-wall word that ends with the sound /t/."

Write the sound on the board.

Write the following on the board: *I will _ _ _ _ _ a good story*.

"The word makes sense in the sentence I just wrote."

Fill in the blank with the word: *write*.

"Repeat after me."

Say and spell the word. Have students echo.

Say and Spell

"Find word-wall words that end with the /er/ 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.

Rhyming Words

"Find five word-wall words that rhyme with *do*."

Students find the words.

"Repeat after me."

Say, spell, and read the words. Have students echo, write the words, and read them.

Echo Spelling

"Let's practice three words from the word wall. On your paper, write *about*, *said*, and *many*."

Write the words on the board and read them. Have students echo.

"I say *about*, and you say *about*."

Students echo.

"I spell *about*: *a-b-o-u-t*. Now you spell *about*."

Students echo.

"I say *said*, and you say *said*."

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Students echo.

"I spell *said*: *s-a-i-d*. Now you spell *said*."

Students echo.

"I say *many*, and you say *many*."

Students echo.

"I spell *many*: *m-a-n-y*. Now you spell *many*."

Students echo.

Scramble

Write the letters *e, p, p, o, e*, and *l* on the board.

"The word-wall word I'm thinking of is spelled with these six letters. It makes sense in this sentence: The _ _ _ _ _ _ are watching a movie."

Write the sentence on the board.

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.

Word Meanings

"Which word on the word wall means 'over or on top of'?"

If no one guesses the word, provide clues, one at a time.

"Clue 1: The word begins with a letter at the beginning of the alphabet."

"Clue 2: The word makes sense in this sentence: I keep my head _____ water to breathe."

Read the sentence with the answer: *above*. Have students echo.

"Repeat after me."

Say and spell the word. Have students echo, write the word, and read it.

I've Got Your Back

"Choose one of the word-wall words.

"Turn and tell your partner the sound it begins with, but not the word.

"Slowly write each letter with your finger on your partner's back.

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"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.

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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).

Illustrate both uppercase and lowercase letters on Spanish word walls.

For example, the word wall could model uppercase and lowercase *ch* and *ll* as follows:

Ch	ch	Ll	ll
Chihuahua	chango	Llegaré	lluvia
Chiapas	chocolate	temprano.	lleno
China	leche		

Note: The digraph *rr* never appears at the beginning of a word. The letter *ñ* appears at the beginning of very few uncommon words in Spanish such as *ñandú* and *ñoño*.

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.

Palabras con acento	Palabras con diéresis	Para hacer preguntas – con acento
mamá	agüita	¿Qué?
papá	bilingüe	¿Cuándo?
está	pingüino	¿Quién?
había	vergüenza	¿Por qué?
tenía		¿Cuánto?
mío		¿Dónde?
día		¿Cuál?
		¿Cómo?

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

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Incorporate word walls to illustrate important spelling patterns in Spanish.

mb* – Antes de *b* va *m	***nv* – Antes de *v* va *n***
septiembre	invierno
noviembre	invitar
cambiar	invento
sombra	envidia

s	***c***	***z***
septiembre	cielo	zanahoria
silla	cena	zancudo
semilla	cimiento	zumbido
sombra	peces	cazar

Word walls can also exemplify word parts needed for Spanish word study.

Sufijos

-ción **(acción realizada)**	***-ita, -ito*** **(diminutivo)**	***-ble*** **(que puede ser)**	***-ero*** **(profesión, oficio)**
transportación	gatito	visible	ganadero
comunicación	perrito	creíble	panadero
educación	casita	vencible	banquero
canción	carrito	curable	vaquero
contaminación	pescadito	comible	jardinero

Prefijos

in- **(que no puede ser)**	***bi-*** **(dos, doble)**
invisible	bilingüe
increíble	bicolor
invencible	bimensual
incurable	bicultural
incomible	bicicleta

To facilitate transition, use word walls that contrast English and Spanish conventions.

Words capitalized in English but not in Spanish:

	Spanish: no capitals	**English: capitals**
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	**In Spanish, two question marks or exclamation points**
What a beautiful day!	¡Qué hermoso día!
Where are you from?	¿De dónde eres?

Adapted from Escamilla, 2000.

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Spanish Word Wall By Beginning Letter

Aa	Bb	Cc (duro)	Cc (suave)	Dd	Ee	Ff	Gg (duro)
alma	beber	cal	cielo	día	elefante	feo	gato
ala	benéfico	casa	cenar	dinero	enano	fiesta	gorra
amor	banco	calle	cine	diente	Europa	fabuloso	gusano
alabastro	buscar	coyote	cenote	donar	enfrente	futuro	
alcancía	basura	cuna		duro		foco	
				donde			

Gg (suave)	Hh	Ii	Jj	Kk	Ll	Mm	Nn
girar	helio	isla	jirafa	kilo	letra	madre	nada
genio	hembra	inhumano	jinete	kimono	libro	misión	negro
geranio	hombre	interior	junta	karate	luna	medio	nido
gitano	husmear	individuo	Jamaica		loza	moneda	nota
			jamón		lana	música	nunca
					lagarto	manzana	

Ññ	Oo	Pp	Qq	Rr	Ss	Tt	Uu
ñandú	oso	parte	queso	río	semilla	timón	usado
niño	ombligo	persona	quitar	rosa	silla	tenedor	una
niñería	ola	pálido	quemar	rumba	soñar	taza	unicornio
	oído	poner	quizás	rana	suma	teléfono	uña
	oreja	posición		rosado	sanar	tuna	
	oruga	piñata					

Vv	Ww	Xx	Yy	Zz
veloz	watts	xilófono	yunque	zumo
varios	Wilmer	existir	yate	zacate
vino	kiwi	excavar	yema	zancudo
vivo	whiskey	xerografía	yoga	zapato
volcán	wapití		Yucatán	zorro
venenoso			yuca	zumbido

Note: The Spanish alphabet has only 27 letters. The digraphs *ch*, *ll*, and *rr* are not part of the Spanish alphabet.

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Activities for Spanish Word Walls

¿Cuál 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.

Detectives de palabras

(Demuestre los pasos primeramente en la cámara para documentos.)

Imaginen que son detectives y van a identificar la palabra que estoy pensando. 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 después de cada clave.

Clave #1: Mi palabra está en la pared de palabras y tiene tres sílabas. Escriban la palabra que creen que sea la que estoy pensado al lado del # 1.

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 sílaba *za*. 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*. Deletreemos la palabra juntos.

Palabras que riman

(To use with a word wall illustrating suffixes)

Busquen dos palabras que rimen con oración. (Respuestas: *transportación* y *canción*)

Repitan las palabras y deletreen las palabras.

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Buscando sufijos

(To use with a word wall illustrating suffixes)

Clave #1: Estoy pensando en una palabra que tiene el sufijo *-ero*.

Clave #2: La palabra tiene tres sílabas.

Clave #3: La palabra completa la oración: *El _____ usa un traje negro para trabajar en el banco todos los días.* (Respuesta: *banquero*)

Repitan la palabra y deletreen la palabra.

Todas las letras

(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 el _____.* (Respuesta: *río*)

Repitan la palabra y deletreen la palabra.

¿Cuántas silabas?

Clave #1: Estoy pensando en una palabra que es un nombre de un animal.

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.

En parejas

(For students to work in pairs)

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. Tomen turnos al hacerlo otra vez.

Adapted from Cunningham, 2000.

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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. For example, in the word *street* the onset is *str* and the rime is *eet*.

Students blend initial phonemes with common vowel spelling patterns to read words.

Words that contain the same spelling pattern form word families. Here are a few examples:

- *beet, feet, meet, sheet, greet, sleet, street*
- *bay, day, hay, lay, may, pay, ray, say, way, stay, tray, gray, play, stray, spray*
- *boast, coast, roast, toast*
- *able, cable, fable, gable, sable, table, stable*
- *down, gown, town, frown, drown, clown, brown*

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 or sound the same?"
- "What words do I know that end (or begin) with the same letters or sounds?"

Adapted from Gaskins, Ehri, Cress, O'Hara, & Donnelly, 1996–1997.

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Six Syllable Types

Syllable Types	Examples	
Closed syllables end in at least one consonant; the vowel is short.	*splen-did* *gos-sip* *mag-net*	*in-deed* *rab-bit* *mon-ster*
Open syllables end in one vowel; the vowel is usually long.	*no-tion* *se-quel* *ba-by*	*la-zy* *ba-con* *i-tem*
Vowel-consonant-*e* syllables end in one vowel, one consonant, and a final e. The final *e* is silent, and the vowel is long.	*dic-tate* *stam-pede* *lone-ly*	*in-vite* *pro-file* *wish-bone*
Vowel-*r* syllables (*r*-controlled vowel syllables) have an *r* after the vowel; the vowel makes an unexpected sound. Vowels followed by *r* do not make their common short or long sounds.	*bom-bard* *vir-tue* *tur-nip*	*per-fect* *cor-ner* *car-pool*
Vowel digraphs and diphthongs have two adjacent vowels. Vowel pairs are also known as vowel combinations or teams.	*sail-boat* *boy-hood* *treat-ment*	*six-teen* *oat-meal* *moon-struck*
Final stable syllables have a consonant followed by *le* or a nonphonetic but reliable unit, such as *tion* and *ture*. Final stable syllables have unexpected but reliable pronunciations.	*puz-zle* *can-dle* *sta-tion*	*con-trac-tion* *ad-ven-ture* *fea-ture*

Adapted from University of Texas Center for Reading and Language Arts, 2003.

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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 into open and closed syllables based on their **first** syllable.

paper	bottle	puzzle
funnel	river	maple
temper	even	total
wiggle	title	music

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Teaching the Six Syllable Types

General Procedures

Begin with closed-syllable words.

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).

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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-Team Syllable (Vowel Digraph/Diphthong)

Write four or five one-syllable vowel-team 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-team syllables to closed and open syllables and discuss differences.

Read the words. Explicitly teach each sound.

Define *vowel-team 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, 2005a.

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Common Prefixes

PREFIX	% of All Prefixed Words	MEANING	EXAMPLES
Un-	26	Not, opposite of	unaware, unbelievable, unsure
Re-	14	Again	redo, replay
Im-, in-, il-, ir-	11	Not	impossible, incapable, illogical, irregular
Dis-	7	Not, opposite of	dishonest, disgraceful, discover
En-, em-	4	Cause to	enable, emblaze
Non-	4	Not	nonstick, nonfiction, nonexistent
In-, im-	3	In, into	inject
Over-	3	Too much	overtime, overeat
Mis-	3	Wrongly	misunderstand, misuse
Sub-	3	Under	subsurface, subway
Pre-	3	Before	prepay, preschool
Inter-	3	Between	international, interact
Fore-	3	Before	forethought
De-	2	Opposite of	decaffeinated, dehydrate
Trans-	2	Across	transatlantic
Super-	1	Above	superhero, supermodel
Semi-	1	Half	semiannual, semicolon
Anti-	1	Against	antiwar, antisocial
Mid-	1	Middle	midyear, midnight
Under-	1	Too little	underweight, underpaid
All others	3		

Top 20 prefixes from Carroll, J. B., Davies, P., & Richman, B. (1971). The American heritage world frequency book. *Boston: Houghten Mifflin; as cited in White, Sowell, & Yanagihara, 1989.*

Reprinted with permission from Denton, C., Bryan, D., Wexler, J., Reed, D., & Vaughn, S. (2007). *Effective instruction for middle school students with reading difficulties: The reading teacher's sourcebook.* Austin, TX: Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin.

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Common Suffixes

SUFFIX	% OF ALL SUFFIXED WORDS	PART OF SPEECH	EXAMPLES
-s, -es	31	Plural of noun	cats, boxes
-ed	20	Past tense of verb	sailed
-ing	14	Progressive tense of verb	jumping, racing
-ly	7	Usually an adverb; sometimes an adjective	slowly, lovely
-er, -or (agent)	4	Noun (agent)	runner, professor
-ion, -tion, -ation, -ition	4	Noun	action, transition, vacation
-able, -ible	2	Adjective	lovable, incredible
-al, -ial	1	Adjective	global, logical, partial
-y	1	Adjective	funny
-ness	1	Abstract noun	kindness
-ity, -ty	1	Noun	activity
-ment	1	Noun	merriment
-ic	1	Adjective	historic
-ous, -eous, -ious	1	Adjective	hideous, spacious
-en	1	Verb	quicken, thicken
-er (comparative)	1	Adjective	bigger
-ive, -ative, -tive	1	Adjective	alternative, pensive
-ful	1	Adjective	wonderful
-less	1	Adjective	effortless
-est	1	Adjective	strongest
All others	7		

Top 20 suffixes from Carroll, J. B., Davies, P., & Richman, B. (1971). The American heritage world frequency book. *Boston: Houghten Mifflin; as cited in White, Sowell, & Yanagihara, 1989.*

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Common Greek and Latin Roots

ROOT	ORIGIN	MEANING	EXAMPLES
aud	Latin	Hear	auditorium, audition, audience, audible, audiovisual
astro	Greek	Star	astronaut, astronomy, asterisk, asteroid, astrology
bio	Greek	Life	biology, biography, biochemistry
cept	Latin	Take	intercept, accept, reception
dict	Latin	Speak or tell	dictation, dictate, predict, contradict, dictator
duct	Latin	Lead	conduct, induct
geo	Greek	Earth	geography, geology, geometry, geophysics
graph	Greek	Write	autograph, biography, photograph
ject	Latin	Throw	eject, reject, projectile, inject
meter	Greek	Measure	thermometer, barometer, centimeter, diameter
min	Latin	Little or small	miniature, minimum, minimal
mit or mis	Latin	Send	mission, transmit, missile, dismiss, submit
ped	Latin	Foot	pedal, pedestal, pedestrian
phon	Greek	Sound	telephone, symphony, microphone, phonics, phoneme, phonograph
port	Latin	Carry	transport, portable, import, export, porter
rupt	Latin	Break	disrupt, erupt, rupture, interrupt, bankrupt
scrib or script	Latin	Write	scribble, scribe, inscribe, describe, prescribe
spect	Latin	See	inspect, suspect, respect, spectacle, spectator
struct	Latin	Build or form	construct, destruct, instruct, structure
tele	Greek	From afar	telephone, telegraph, teleport
tract	Latin	Pull	traction, tractor, attract, subtract, extract
vers	Latin	Turn	reverse, inverse

Diamond, L., & Gutlohn, L. (2006). Vocabulary handbook. *Berkeley, CA: Consortium on Reading Excellence; Ebbers, S. (2005).* Language links to Latin, Greek, and Anglo-Saxon: Increasing spelling, word recognition, fluency, vocabulary, and comprehension through roots and affixes. *Presented at The University of Texas, Austin, TX; and Stahl, S., & Kapinus, B. (2001).* Word power: What every educator needs to know about teaching vocabulary. *Washington, DC: National Education Association.*

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Practicing Word Reading During 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 grapheme-phoneme correspondences and spelling patterns.

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 text will be about.

Review previously taught grapheme-phoneme correspondences, high-frequency words, and/or irregular words by reading words or sentences that contain the concepts.

Introduce any new irregular high-frequency words, concepts, or patterns and have students practice reading words individually and in sentences.

Review word-reading 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.

As students whisper-read (either to themselves or into a whisper phone), ask each student to read aloud a part of the text so you can listen and assess their word-reading skills and strategy use.

Have students read the text more than once. Reading a 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-reading strategies.

Regularly monitor students' progress as they read by noting errors and reading behavior.

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After Reading

Discuss texts, help students make connections, and provide prompts to enhance comprehension after everyone finishes reading.

Review effective word-reading strategies students used while reading.

Provide specific feedback that reinforces appropriate reading strategies, such as "You looked for syllables, used them to sound out the word, and then blended them to read that word!"

Follow up with literacy activities to reinforce concepts.

For example, have students generate lists of words with specific sounds or patterns from the text.

Encourage students to use these words in activities such as word building, sorting, or writing sentences about the text.

Encourage students to reread the text several times to practice and promote fluency.

Adapted from Carreker, 2005a; Gunning, 2002.

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Explicit, Systematic Instruction: Word Study and Recognition Checklist

Teacher: _____ Observer: _____ Content Area: _____ Date: _____

Category	Instructional Methods and Strategies (Check All Observed)		Observed Time Amount(s)	Comments
Grouping Formats	❑ Whole group ❑ Teacher-led small groups ❑ Independent work	❑ Mixed-ability small groups (e.g., workstations) ❑ Partners		
Explicit Instruction Components	❑ Objective identified ❑ Background knowledge activated ❑ Modeling (e.g., thinking aloud) ❑ Consistent language ❑ Scaffolding when needed ❑ Examples and nonexamples (as appropriate)	❑ Instruction paced appropriately ❑ Guided practice ❑ Checking for understanding ❑ Multiple response opportunities ❑ Extended practice opportunities ❑ Immediate feedback (corrective when needed)		
Word Study and Recognition Activities and Lessons	❑ Advanced phonemic awareness activities ❑ Phoneme-grapheme mapping ❑ Word mapping or building ❑ Word sorts ❑ Word or sentence dictation ❑ Word- or sound-wall activities	❑ Sound-by-sound blending in words ❑ Orthographic pattern instruction or practice ❑ Analogizing (e.g., word family instruction and practice) ❑ Syllable-level instruction and practice ❑ Morpheme-level instruction and practice ❑ Word-reading strategies applied in text reading		
Materials Used	❑ Grapheme tiles or cards ❑ Sound-spelling cards ❑ Word wall ❑ Sound wall ❑ Word list(s)	❑ Word cards ❑ Decodable text ❑ Instructional-level text ❑ Other text type: ❑ Other material:		

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Sound-Spelling Chart

This chart provides the most common spelling patterns for each sound.

SHORT-VOWEL SOUNDS

/ă/ - *sat*	/ĕ/ - *hen*	/ĭ/ - *pig*	/ŏ/ - *hot*	/ŭ/ - *rug*
a_	e_ ea_	i_ _y_	o_	u_ o_

LONG-VOWEL SOUNDS

/ā/ - *game*	/ē/ - *feet*	/ī/ - *bite*	/ō/ - *boat*	/ū/ - *two*
a a_e ai_ ay eigh	_y e ee ea ie	i_e i _y igh ie	o o_e oa ow oe	oo u o u_e ou ue

OTHER VOWEL SOUNDS

/o͡o/ - *book*	/yū/ - *use*	/aw/ - *hawk*	/ə/ - *about* (in multisyllabic words)
u oo_	u u_e ew	o a(l) (w)a au_ aw	a o u i e

DIPHTHONGS

/oi/ - *toy*	/ow/ - *cow*
oi_ oy	ou_ ow

VOWEL-*R* SOUNDS

/er/ - *her*	/ar/ - *card*	/or/ - *for*
er _or _ar ir ur	ar	or

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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) ❑ck ch qu	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 _mb	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 wh_	_x	y i	s z ❑zz

/sh/ - *shoe*	/ch/ - *chin*	/th/ - *think*	/th/ - *that*	/ng/ - *ring*
sh _ti(on)	ch ❑tch t(u)	th	th	_ng n(k, g)

/zh/ - *genre*
_si(on) s(u) ge

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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.

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, 2009b.

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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	

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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						

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Sample Decodable Text

Instructional Focus: Vowel teams in two-syllable words

Story One

Strange Fellow

On Monday, a strange fellow began to appear in my yard. I cannot explain just how this came about.

At first, this strange fellow meant to devour each pillow on my porch swing. I caught him in the act when he was halfway through the third pillow! I do not mean to complain, but what a strange fellow.

From the wish to devour each pillow, the fellow moved on to the swing and the chairs. He liked wood as much as he liked pillow cloth. I must say that this strange fellow began to annoy me. Soon I would have a bare yard.

I tried to appear calm and explain to this strange fellow that he could not devour much more. But he just moved about the yard in search of more to eat. I was sure at this point that he meant to annoy me all the more. I just do not like goats!

Adapted from Hickman County School Systems, 2015.
http://hickmank12.org/west-virginia-reading-first-explicit-phonics-lessons

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English and Spanish Sounds

English consonant sounds present in Spanish	/n/, /p/, /k/, /f/, /y/, /b/, /g/, /s/, /ch/, /t/, /m/, /w/, /l/, /h/
English consonant blends present in Spanish	*pl*, *pr*, *bl*, *br*, *tr*, *dr*, *cl*, *cr*, *gl*, *gr*, *fl*, *fr*
English consonant sounds that are difficult for English language learners	/d/ (can be pronounced as /th/), /j/, /r/, /v/, /z/, /sh/, /zh/, /th/
English consonant blends not present in Spanish	*st*, *sp*, *sk*, *sc*, *sm*, *sl*, *sn*, *sw*, *tw*, *qu*, *scr*, *spr*, *str*, *squ*
English vowel sounds not present in Spanish	*man*, *pen*, *tip*, *up* *r*-controlled vowels schwa sound *caught*, *could*, *use*
Challenging final English sounds	*rd*, *st*, *ng*, *sk*, *ng*, *z*, *oil*, *mp*, *dg*

Adapted from Helman, 2004.

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Monitoring Students' Progress: Word Study and Recognition

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/ /ăk/, /făb/ /yū/ /lŭs/)?

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?

As the year progresses, are more and more words becoming sight words for the student? Does the student automatically recognize many multisyllabic words in addition to single-syllable words?

Questions to ask as you analyze spelling errors

Does the student confuse voiced and unvoiced consonant sounds (e.g., /p/ vs. /b/)?

Does the student confuse consonants produced similarly (e.g., /m/ vs. /b/, /f/ vs. /th/)?

Does the student confuse stop sounds with continuant sounds (e.g., /ch/ vs. /sh/)?

Does the student misspell initial blends or final blends in words?

Does the student lose nasal sounds (e.g., /m/, /n/, /ng/)?

Does the student confuse short-vowel sounds, long-vowel sounds, or both?

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)?

How does the student's multisyllabic-word spelling compare to his or her single-syllable spelling?

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Explicit Instruction for Word Study Intervention

Skill: Vowel Teams in Two-Syllable Words • Instructional Day One

Section	Instructional Routine	Time
Warm-Up Activities	**Review Activity:** Review of single-syllable words with hard and soft *c*—Students stand when they hear a word with a soft *c* and sit when they hear a word with a hard *c*. **Word List:** Hard *c*—*coast, cold, cove, cut, curl, camp, card, can, cage* Soft *c*—*city, center, place, peace, face, cereal, cigar, cinder, space*	Two min.
Syllable Type	Multisyllabic words have more than one syllable. Every syllable in a word has only one vowel sound. When two vowels appear together in a long word, they often stay in the same syllable. Vowel teams are made up of more than one letter and represent a vowel sound, usually a long sound.	Three min.
Syllable-Division Rule(s)	These words contain vowel teams. The vowel sound of a vowel team can be long, short, or diphthong. When two vowels appear in a long word, they often stay in the same syllable. Students need to identify the vowel team to divide the words into syllables. Remind students that to divide compound words, they divide between the two words. Show students the steps: 1. Show the words *pea, zoo, rain, boat* and *leaf*. Ask students: "How many vowels do you see in each?" (*two*) 2. Ask: "What does each word end with?" (*some with consonants, some with two vowels*) 3. Have students read the words. Ask: "What is the same about the vowel sound in each word? What is the same about the way the vowel is written?" 4. Have the students complete this sentence: A vowel-team syllable contains _____. The vowel sound is _____. (Blevins, 2001)	Two min.
Word-Reading and Blending Routines (sound by sound or continuous)	**Word-Reading List:** *pillow, about, annoy, appear, complain, devour, explain, fellow, halfway, Monday* **I Do:** Choose a card from the deck and read the word aloud. Do a think-aloud while decoding words. Emphasize vowel-team sound correspondence. **We Do:** Have students identify vowel teams in syllables. Blend orally and encourage students to participate in a think-aloud. **You Do:** Working in pairs, each student draws a card and determines syllable division and vowel team by marking on the card. Have students explain to a partner.	Five min.
Word Work	**Word-Building Words:** *pillow, about, annoy, appear, complain, devour, explain, fellow, halfway, Monday* **I Do:** Looking over the syllable cards spread on the table, find two that form a word but intentionally make a mismatch. Think aloud to correct and model decoding. **We Do:** Use questions to prompt students to make another two-syllable match. **You Do:** Students work in pairs to create, record, and reread two-syllable words.	Five min.
Dictation	*annoy, complain, devour, halfway*	Three min.
Text Application	1. Have students identify the words in story one that contain the targeted skill. 2. Read the identified words. 3. Read story one.	10 min.

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Skill: Vowel Teams in Two-Syllable Words • Instructional Day Two

Section	Instructional Routine	Time
Warm-Up Activities	**Review Activity:** Flashcard drill with single-syllable words with vowel teams **Word List:** *pain, say, key, boat, snow, how, soil, boy, house, haul, reign, few, build, strain, seat, plow, dead, hook,* or any other grade-appropriate single-syllable words with vowel teams	Two min.
Syllable Type	Multisyllabic words have more than one syllable. These words contain syllables with vowel teams. Vowel teams are made up of more than one letter and represent a vowel sound. If the word is a compound word, we divide between the words.	Three min.
Syllable-Division Rule(s)	These words contain vowel teams. The vowel sound of a vowel team can be long, short, or diphthong. When two vowels appear in a long word, they often stay in the same syllable. Students need to identify the vowel team to divide the words into syllables. Remind students that to divide compound words, they divide between the two words. Show students the steps: 1. Show the words *pea, zoo, rain, boat* and *leaf*. Ask students: "How many vowels do you see in each?" (*two*) 2. Ask: "What does each word end with?" (*some with consonants, some with two vowels*) 3. Have students read the words. Ask: "What is the same about the vowel sound in each word? What is the same about the way the vowel is written?" 4. Have the students complete this sentence: A vowel-team syllable contains _____. The vowel sound is _____. (Blevins, 2001)	Two min.
Word-Reading and Blending Routines (sound by sound or continuous)	**Word-Reading List:** *pillow, about, annoy, appear, complain, devour, explain, fellow, halfway, Monday* **I Do:** With pocket charts on the wall and given a word card, think aloud to determine whether the word has a vowel team. Place the word card in correctly labeled pocket. Repeat with another word. **We Do:** Ask students guiding questions to help determine where a word card will go. Repeat with another card. **You Do:** With individual student word cards and individual pocket charts, pairs of students sort two-syllable words.	Five min.
Word Work	**Word-Building Words:** *pillow, about, annoy, appear, complain, devour, explain, fellow, halfway, Monday* **I Do:** Looking over the syllable cards spread on the table, find two that form a word but intentionally make a mismatch. Think aloud to correct and model decoding. **We Do:** Use questions to prompt students to make another two-syllable match. **You Do:** Students work in pairs to create, record, and reread two-syllable words.	Five min.
Dictation	*complain about the fellow* *about to devour* *appear on Monday*	Three min.
Text Application	1. Read story one with identified target words. 2. Read a clean copy of story two.	10 min.

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Skill: Vowel Teams in Two-Syllable Words • Instructional Day Three

Section	Instructional Routine	Time
Warm-Up Activities	**Review Activity:** Say multisyllable words, clapping once for each syllable. **Word List:** *mermaid, yellow, beneath, balloon, approaches, blue, fingernail, vocal, activate, activity, auditorium, unsatisfactory*	Two min.
Syllable Type	If additional practice is needed, see previous lessons. If skill is secure, spend this time in text application.	Three min.
Syllable-Division Rule(s)	If additional practice is needed, see previous lessons. If skill is secure, spend this time in text application.	Two min.
Word-Reading and Blending Routines (sound by sound or continuous)	**Word-Reading List:** Vowel teams: *pillow, about, annoy, appear, complain, devour, explain, fellow, halfway, Monday* Closed: *catnip, mishap, blanket, mental, vivid, frantic, napkin, muffin, sandwich* Open: *secret, unit, cobra, global, data, cupid, zebra, tidal, open* **I Do:** Using a think-aloud, sort by open, closed, or vowel team. Model one of each. **We Do:** Student chooses a card. Read chorally and sort. Repeat with another word. **You Do:** Give each student a set of word cards to determine open, closed, or vowel-team syllable.	Five min.
Word Work	**Word-Building Words:** *pillow, about, annoy, appear, complain, devour, explain, fellow, halfway, Monday* **I Do:** Looking over the syllable cards spread on the table, find two that form a word but intentionally make a mismatch. Think aloud to correct and model decoding. **We Do:** Use questions to prompt students to make another two-syllable match. **You Do:** Students work in pairs to create, record, and reread two-syllable words.	Five min.
Dictation	*The fellow was halfway there.* *I could devour that pillow!* *He had to complain about the noise.* *Please do not annoy me.*	Three min.
Text Application	1. Identify target words in story two. 2. Read story two.	10 min.

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Skill: Vowel Teams in Two-Syllable Words • Instructional Day Four

Section	Instructional Routine	Time
Warm-Up Activities	**Review Activity:** Students play BANG! using *au/aw* words. Place all word cards in a standing paper bag. Each student draws a card and reads the word. If the word is read correctly, the student keeps the card. If a student draws the BANG! card, all cards go back in the bag, and the game continues. **Word List:** *haul, hawk, claw, fault, vault, flaw, paw, taunt, straw, law, jaw, jaunt, haunt*	Two min.
Syllable Type	If additional practice is needed, see previous lessons. If skill is secure, spend this time in text application.	Three min.
Syllable-Division Rule(s)	If additional practice is needed, see previous lessons. If skill is secure, spend this time in text application.	Two min.
Word-Reading and Blending Routines (sound by sound or continuous)	**Word-Reading List:** *pillow, about, annoy, appear, complain, devour, explain, fellow, halfway, Monday, Subway, Sunday, tattoo, obtain, window* **I Do:** Read words aloud and write on a graph how much time it takes. **We Do:** Ask a student to read words to you and write time on graph. Read words to the student and record time. **You Do:** In pairs, students take turns reading words and timing. Record times on a graph.	Five min.
Word Work	**Word-Building Words:** *pillow, about, annoy, appear, complain, devour, explain, fellow, halfway, Monday, Subway, Sunday, tattoo, obtain, window* **I Do:** Say a word and think aloud how to spell it. Talk about vowel teams and syllable patterns students have practiced so far. Write the word. Repeat with another word. **We Do:** Say a word to students and guide them as they think aloud. Have students write the word. Repeat with another word. **You Do:** Dictate a list of words for students. Students write the words on paper.	Five min.
Dictation	*We will go to Subway on Sunday or Monday.* *The open window will annoy the fellow.* *Mom will complain about the tattoo on my arm. I will explain that it is just a stamp.* *The rabbit is about to appear in the hat.*	Three min.
Text Application	Read story two.	10 min.

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Skill: Vowel Teams in Two-Syllable Words • Instructional Day Five

Section	Instructional Routine	Time
Warm-Up Activities	**Review Activity:** Flashcard drill with-single syllable words with vowel teams **Word List:** *pain, say, key, boat, snow, how, soil, boy, house, haul, reign, few, build, strain, seat, plow, dead, feet,* or any other grade-appropriate single-syllable words with vowel teams	Two min.
Syllable Type	If additional practice is needed, see previous lessons. If skill is secure, spend this time in text application.	Three min.
Syllable-Division Rule(s)	If additional practice is needed, see previous lessons. If skill is secure, spend this time in text application.	Two min.
Word-Reading and Blending Routines (sound by sound or continuous)	**Word-Reading List:** *pillow, about, annoy, appear, complain, devour, explain, fellow, halfway, Monday, Subway, Sunday, tattoo, obtain, window* **I Do:** Choose a card from the table and read the word aloud. Do a think-aloud. Identify vowel-team syllable, the syllable division, and other syllable types practiced so far. Repeat with another word. **We Do:** Choose a word and ask guiding questions so students decode using vowel teams and syllable-division rules. Repeat with another word. Identify the possible methods for sorting. **You Do:** Give pairs of students word cards to sort. After completing, students explain their sorting method.	Five min.
Word Work	**Word-Building Words:** *pillow, about, annoy, appear, complain, devour, explain, fellow, halfway, Monday, Subway, Sunday, tattoo, obtain, window* **I Do:** Say a word and think aloud how to spell it. Talk about vowel teams and syllable patterns students have practiced so far. Write the word. Repeat with another word. **We Do:** Say a word to students and guide them as they think aloud. Have students write the word. Repeat with another word. **You Do:** Dictate the list of words for students. Students write the words on paper.	Five min.
Dictation	*Let's go to Subway and devour lunch.* *The window is halfway closed.* *Please explain to the fellow why he should not complain to me.*	Three min.
Text Application	1. Read story three. 2. Formative assessment goal: Students read targeted skill words with 95 percent accuracy.	10 min.

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Target Vowel Teams in Two-Syllable Words Stories

Story One	Story Two		Story Three
Skill-specific new words (10–14)	Skill-specific new words (5–7)	Skill-specific words from story one (5–7)	Skill-specific new words (10–14)
pillow	Subway	fellow	cocoon
about	Sunday	pillow	complain
annoy	tattoo	appear	decay
appear	obtain	explain	display
complain	window	halfway	essay
devour			explain
explain			fellow
fellow			maybe
halfway			indeed
Monday			reveal
			textbook

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Explicit Instruction for Word Study Intervention

Instructional Focus: Vowel Teams in Two-Syllable Words

Story One

Strange Fellow

On Monday, a strange fellow began to appear in my yard. I cannot explain just how this came about.

At first, this strange fellow meant to devour each pillow on my porch swing. I caught him in the act when he was halfway through the third pillow! I do not mean to complain, but what a strange fellow.

From the wish to devour each pillow, the fellow moved on to the swing and the chairs. He liked wood as much as he liked pillow cloth. I must say that this strange fellow began to annoy me. Soon I would have a bare yard.

I tried to appear calm and explain to this strange fellow that he could not devour much more. But he just moved about the yard in search of more to eat. I was sure at this point that he meant to annoy me all the more. I just do not like goats!

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Explicit Instruction for Word Study Intervention

Instructional Focus: Vowel Teams in Two-Syllable Words

Story Two

Sunday at Subway

On Sunday, I stopped by Subway to obtain a sandwich. I saw a fellow in front of me with a tattoo halfway up his arm. The tattoo was a bird perched on a small pillow. I could not explain why this tattoo of a bird on a pillow caught my eye. I tried to appear like I did not see the tattoo. I did not want to be rude and stare.

I moved over by a window to wait for my sandwich. As I looked out the window, I saw the same kind of bird in the tattoo. I watched the bird as it flew past the window. I tried to obtain a good look.

When I moved from the window to pick up my sandwich, the fellow with the tattoo was gone. In his place was a small pillow!

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Explicit Instruction for Word Study Intervention

Instructional Focus: Vowel Teams in Two-Syllable Words

Story Three

Cocoon on Display

A fellow in my class was most upset about the cocoon display in our room. I tried to explain that it is hard to find a cocoon, so we would have to use the one we had on display for our cocoon work.

He went on to complain even more. He kept pointing out that our cocoon was in a state of decay, and we would have to find a new one soon. He was right.

So, we read in our textbook to find out where we could find a new cocoon and when we could find a new cocoon. Cocoons don't grow on trees! Well, cocoons do indeed show up on twigs in the spring, so maybe they do seem like they grow on trees. Our textbook could reveal a lot about a cocoon to us.

We now had a plan to find a new cocoon for our class display. But we would have to wait for spring.

Adapted from Hickman County School Systems, 2015.
http://hickmank12.org/west-virginia-reading-first-explicit-phonics-lessons

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Taking a Closer Look

Skill: Vowel teams in two-syllable words

Examine the lessons and complete the chart. Specifically state how the lessons address each element.

Explicit, Systematic Instruction
Modeling
Scaffolded Practice
Progress Monitoring

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Texas Education Agency

Word Study and Recognition

Presenter Resources

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Survey of Knowledge: Word Study and Recognition

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

1. __C__ decoding	A. Study of affixes, base words, and roots
2. __J__ decodable text	B. Smallest unit of speech sound
3. __B__ phoneme	C. Process of converting printed words into their spoken forms by using knowledge of letter-sound correspondences and word structure
4. __I__ phonology	D. Smallest meaningful unit of a language
5. __A__ structural analysis	E. Writing system for representing language
6. __D__ morpheme	F. Letter or letter combination that spells a phoneme
7. __E__ orthography	G. A word part or chunk organized around a vowel sound
8. __K__ affix	H. Process of producing written symbols for spoken language; also, spelling by sounding out
9. __F__ grapheme	I. A language's sound system and the rules that govern it
10. __L__ sight word	J. Controlled text in which most of the words are in an accumulating sequence of letter-sound correspondences that students have learned and are learning
11. __H__ encoding	K. Morpheme that comes before or after a root or base word to modify its meaning (e.g., prefix, suffix)
12. __G__ syllable	L. Word that is recognized automatically when seen

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Spelling Grid

ch	ea	t	i	ng					
r	e	p	ay						
f	i	x		ed					

Adapted from Grace, 2007.

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Modeling Phoneme-Grapheme Mapping Script

cheating

Cheating. Everyone, say, "cheating."

Participants say, "cheating."

Let's count the sounds in *cheating*.

Raise one finger as you say each sound.

/ch/ /ē/ /t/ /ĭ/ /ng/—five sounds. That means we need five boxes.

Draw a line after the fifth box to show where you will stop.

/ch/—what two letters?

Write "ch" in the first box.

/ē/—in the middle of a syllable. We have a few options. If you have a long-*e* sound-spelling card up, you can refer to it. In the middle of a syllable like *cheat*, we have two common options, *ee* and *ea*. In this case it's going to be…?

Write "ea" in the second box.

/t/—what letter?

Write "t" in the third box.

/ĭ/—what letter?

Write "i" in the fourth box.

/ng/—what two letters at the end of a syllable?

Write "ng" in the fifth box.

What's the word?

Participants say, "cheating."

Let's circle the *ing* in *cheating* because it's a meaningful part, a suffix, that means something is happening right now, like if we said, "He is **cheating** on the test."

Circle the "ing" on your paper.

repay

Repay. Everyone, say, "repay."

Participants say, "repay."

Let's count the sounds in *repay*.

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Raise one finger as you say each sound.

/r/ /ē/ /p/ /ā/—four sounds. That means we need four boxes.

Draw a line after the fourth box to show where you will stop.

/r/—what letter?

Write "r" in the first box.

/ē/—what letter in an open syllable?

Write "e" in the second box.

/p/—what letter?

Write "p" in the third box.

/ā/—what two letters at the end of a syllable?

Write "ay" in the fourth box.

What's the word?

Participants say, "repay."

Let's circle the *re* in *repay* because it's a meaningful part, a prefix, that means to do something again. So, *repay* means "to pay again."

Circle the "re" on your paper.

fixed

Fixed. Everyone, say, "fixed."

Participants say, "fixed."

Let's count the sounds in *fixed*.

Raise one finger as you say each sound.

/f/ /ĭ/ /k/ /s/ /t/—five sounds. That means we need five boxes.

Draw a line after the fifth box to show where you will stop.

/f/—what letter?

Write "f" in the first box.

/ĭ/—what letter?

Write "i" in the second box.

/k/ (*pause*) /s/—what letter represents these two sounds?

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Write "x" across the third and fourth boxes.

/ed/—what two letters mean "done in the past"?

Write "ed" in the fifth box.

What's the word?

Participants say, "fixed."

Let's circle the *ed* in *fixed* because it's a suffix meaning "done in the past," like if we said, "We **fixed** the bike yesterday."

Circle the "ed" on your paper.

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Sample Word Sorts

Sort these words by the sound that *c* makes.

comb	science	icy
cute	race	catch
cent	cold	city
camel	fancy	cube

catch	science
camel	race
comb	cent
cold	city
cute	icy
cube	fancy

- When does *c* make the /k/ sound?

  Before "a," "o," or "u"

- When does *c* make the /s/ sound?

  Before "e," "i," or "y"

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

panted	packed	roared
pasted	walked	crawled
grunted	hissed	bombed
herded	hushed	moaned
handed	punched	

Exception: crooked

- Why does *-ed* make different sounds at the end of different past-tense verbs?

  /əd/ = on a word that ends with /t/ or /d/
  /t/ = on a word that ends with an unvoiced sound
  /d/ = on a word that ends with a voiced sound

- There is one exception to the rule. Identify and explain this exception.

  "crooked" = This is not a past-tense verb. It's an adjective that ends with "ed." In adjectives, the "ed" at the end says /əd/.

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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
Closed	Short	hat, shop, fetch, past
VCe	Long	hate, like, hope, cute
Open	Long	open, bugle, be, motel
Vowel digraphs and diphthongs	Long, short, and other, including diphthongs (/oi/ and /ow/)	feet, boat, bread, toy, cow, noun
Vowel-r (r-controlled vowel)	/er/, /ar/, /or/	her, part, for
Final stable syllable	Usually schwa	little, ruffle, station, creature

Use what you just learned about the syllable types to sort these words into open and closed syllables based on their **first** syllable.

paper	bottle	puzzle
funnel	river	maple
temper	even	total
wiggle	title	music

paper	bottle
maple	puzzle
even	funnel
total	wiggle
title	temper
music	

Exception: river

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Grade 3 Literacy Block

Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Word study and recognition (30–45 minutes)			
• Follow scope and sequence of orthographic patterns to teach • Practice advanced phonemic awareness (e.g., sound deletion) • Use phoneme-grapheme mapping • Use word sorts and games • Use sound-spelling cards • Explicitly teach and practice strategy for reading multisyllabic words • Teach connections between orthography and morphemes	• Complete word sorts • Play word games • Read decodable texts • Practice word building • Map and spell words • Play word- and sound-wall games • Look for orthographic patterns in texts	• Teach phonemic awareness in small groups • Introduce fewer patterns at once • Review patterns often • Practice word reading in lists • Use decodable text • Do more word building and spelling	Explicitly teach difference between English and Spanish sounds
Fluency (10–15 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Vocabulary (10–15 minutes)			
Comprehension (25–30 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Writing (20–30 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Small groups and workstations			

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Word Study and Recognition

Activity Resources

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Slide—English Language Arts and Reading TEKS: Oral and Written Conventions and Reading Strands

Reflect on the following questions:

- What should your students be prepared to do when they enter your classroom from the previous grade?
- What do they need to be prepared to do for the next grade level?

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Slide—Grapheme-Phoneme Knowledge

Consonant blend /tr/	
English	**Spanish**
train	*tren*

Correct pronunciation of consonant digraphs and blends	
/shuh/ ✗	/sh/ ✓

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Slide—Explicit, Systematic Grapheme-Phoneme Instruction (cont.)

Long-*a* patterns	
One-syllable words	**Multisyllabic words**
main *stay*	*maintain* *frustrate*

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Slide—Phoneme Position Influences Spelling

/ā/	
Middle of a syllable: ***ai***	**End of a syllable:** ***ay***
main	*may*
pail	*pay*

/oi/	
Middle of a syllable: ***oi***	**End of a syllable or word:** ***oy***
foil	*toy*
spoil	*decoy*
choice	*enjoy*

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*
ss in *moss*			
tt in *letting*			

-*ed* spelled at the end of verbs indicates a change in tense.	
walked	*learned*

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Slide—Grapheme Position Influences Pronunciation

Pronunciation of *c*			
/k/ when it precedes *a*, *o*, or *u*		**/s/ when it precedes *e*, *i*, or *y***	
English	**Spanish**	**English**	**Spanish**
cat *cop* *cup*	*casa* *color* *cubeta*	*cease* *science* *cyst*	*cenar* *cine*

Pronunciation of *g*			
/g/ when it precedes *a*, *o*, or *u*		**/j/ when it precedes *e*, *i*, or *y***	**/h/ when it precedes *e* or *i***
English	**Spanish**	**English**	**Spanish**
gas *gore* *gulp*	*gato* *gota* *gusano* *guerra* *guitarra*	*germ* *gist* *gym*	*genio* *gitano*

Pronunciation of *y* at the end of words	
Multisyllabic words: /ē/	**Single-syllable words: /ī/**
baby *happy*	*fly* *by*

Functions of *e* in English	
teeth	**teethe**
breath	**breathe**

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Slide—Phoneme-Grapheme Mapping: Additional Resource

Review the information and rules for the following sounds:

- Page 3—/ā/ and /ē/
- Page 8—/t/
- Page 9—/k/ + /s/
- Page 10—/ng/

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Slide—Common Syllable Patterns

Activity 1:
Work with a partner to fill out the chart at the top of the page in the handout **Six Syllable Types: Activities** using the six syllable types on the slide.

Activity 2:
Under the syllable type chart on the handout is a closed sort. Use your syllable type word cards for this activity. Work with your partner to sort the words by their first syllable. Then answer the questions. Be sure to notice that one word doesn't fit the pattern. See whether you can identify it and write about it in the second question.

Activity 3:
The handout **Teaching the Six Syllable Types** provides explicit methods for teaching the six syllable types. Take a minute to look over the handout and place a checkmark beside the activities you already do with your students and a star next to those you would like to try.

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Fluency

Presenter Notes

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

Materials

Presenter Materials

- Document camera
- One copy of "Who Loves the Sun? Iguanas!" text
- Folder containing the following documents: Overview Handout 1: The Reading Rope, Grades 1–4 English Language Arts and Reading TEKS Alignment, Grade 3 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary
- Whisper phone
- Video: Partner Reading With Retell

Participant Materials

- Calculator
- Folder containing the following documents: Overview Handout 1: The Reading Rope, Grades 1–4 English Language Arts and Reading TEKS Alignment, Grade 3 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary

Materials to Provide Each Table

- One copy of "Who Loves the Sun? Iguanas!" text for each participant
- Guiding Questions document (two per table)

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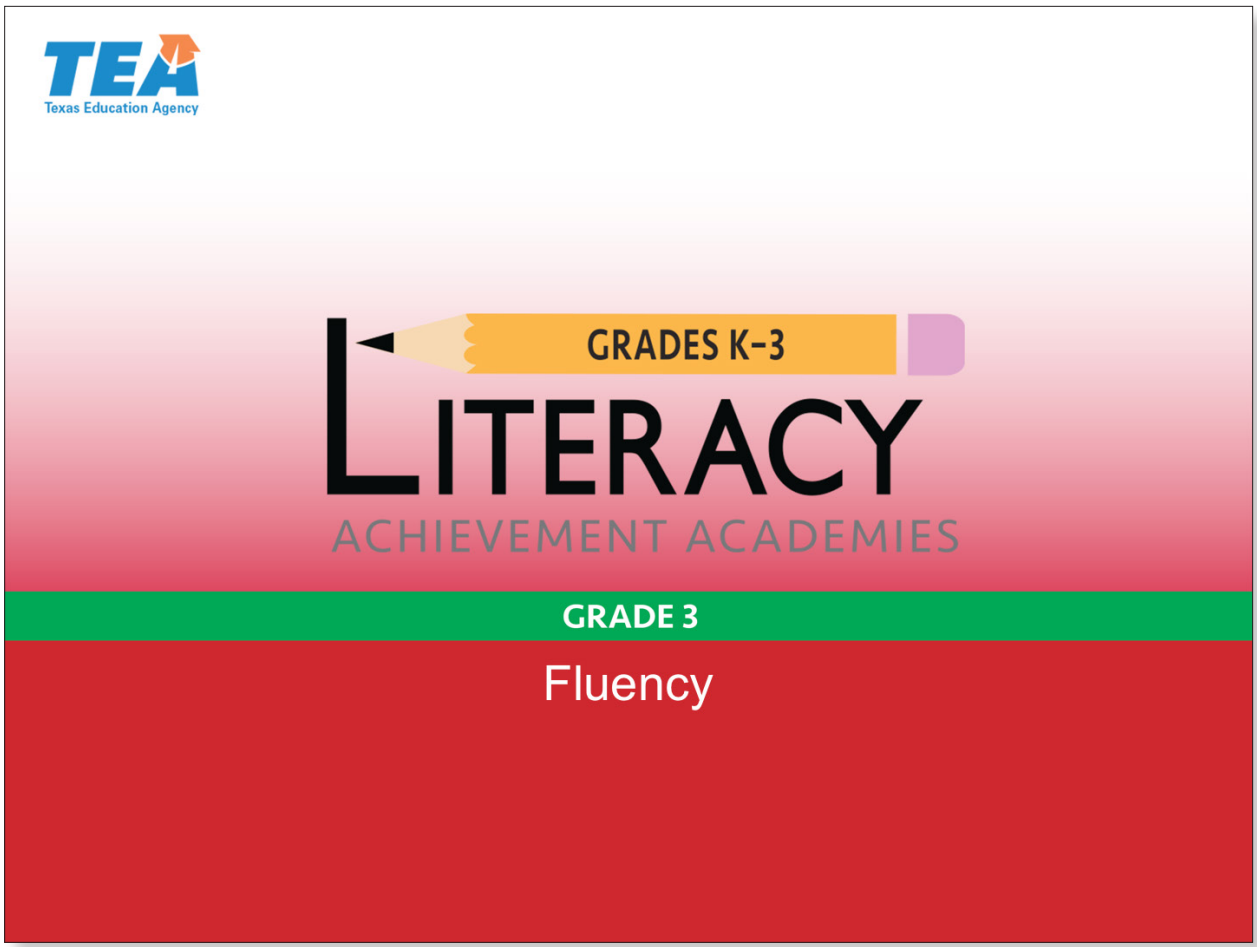

Slide 1—Title Slide (0:00–0:30)

An important goal as third-grade teachers is to develop fluent readers.

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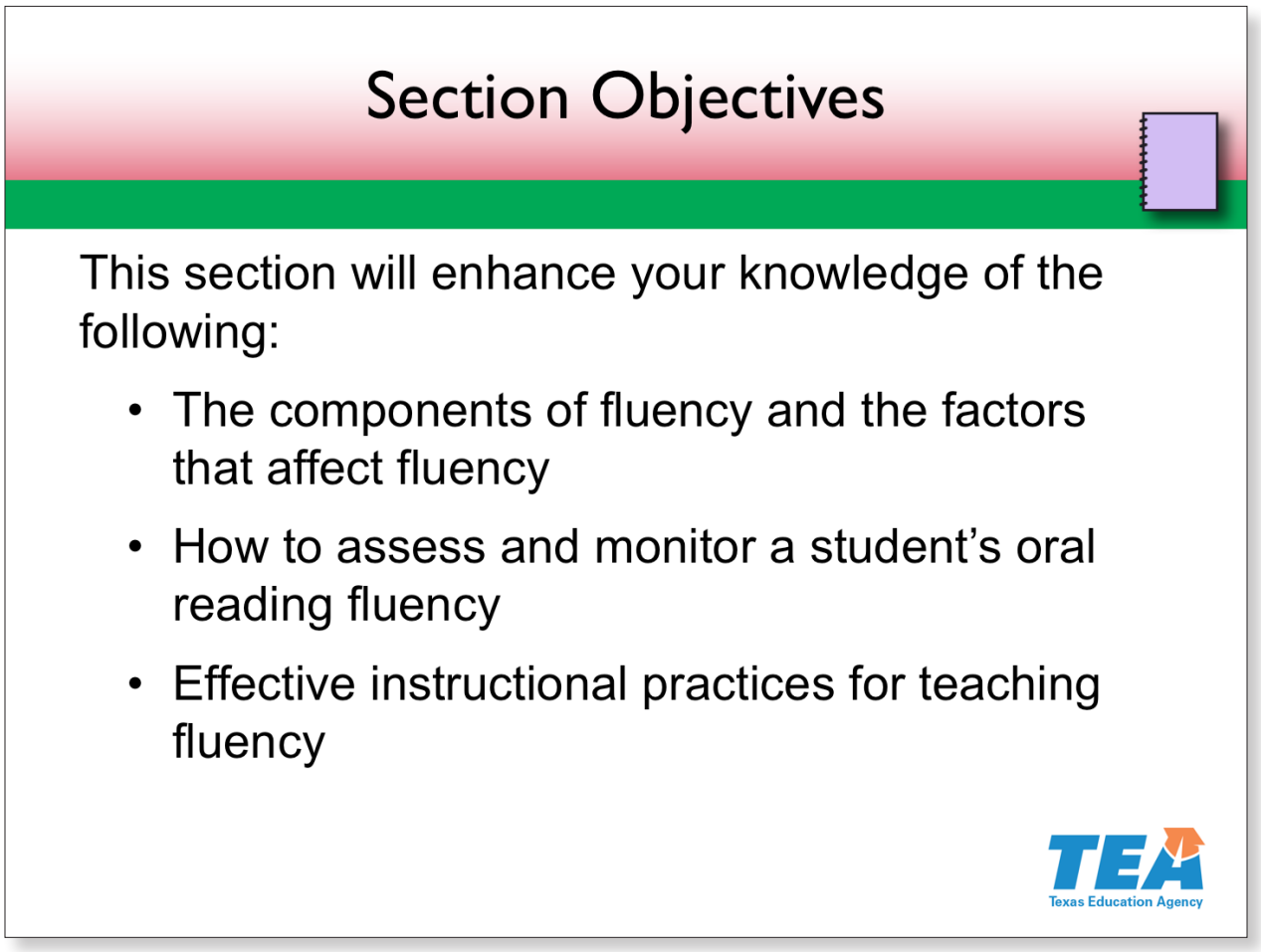

Slide 2—Section Objectives (0:30–2:00)

Take a moment to review the objectives on the slide. These objectives should guide your learning in this section and support your thinking as you reflect on the guiding questions.

Allow a few seconds for participants to read the slide.

Let's return to the reading rope. In this section, we will see how fluency binds the two main strands, language comprehension and word recognition, as students learn to read.

Find Handout 1: The Reading Rope in your folder. This handout is from the Overview section of this academy.

Pause for participants to find the handout. Display your copy on the document camera.

With a pen or pencil, draw a box around the section of the rope where language comprehension and word recognition are tightly woven, on the right side of the

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drawing. Be sure to place your box close to the rope to represent how fluency binds these two strands.

Model by drawing the box on your copy of the handout with pen or pencil.

Allow a few seconds. Then ask participants to place the handout back in the folder.

Reference

Scarborough, 2001

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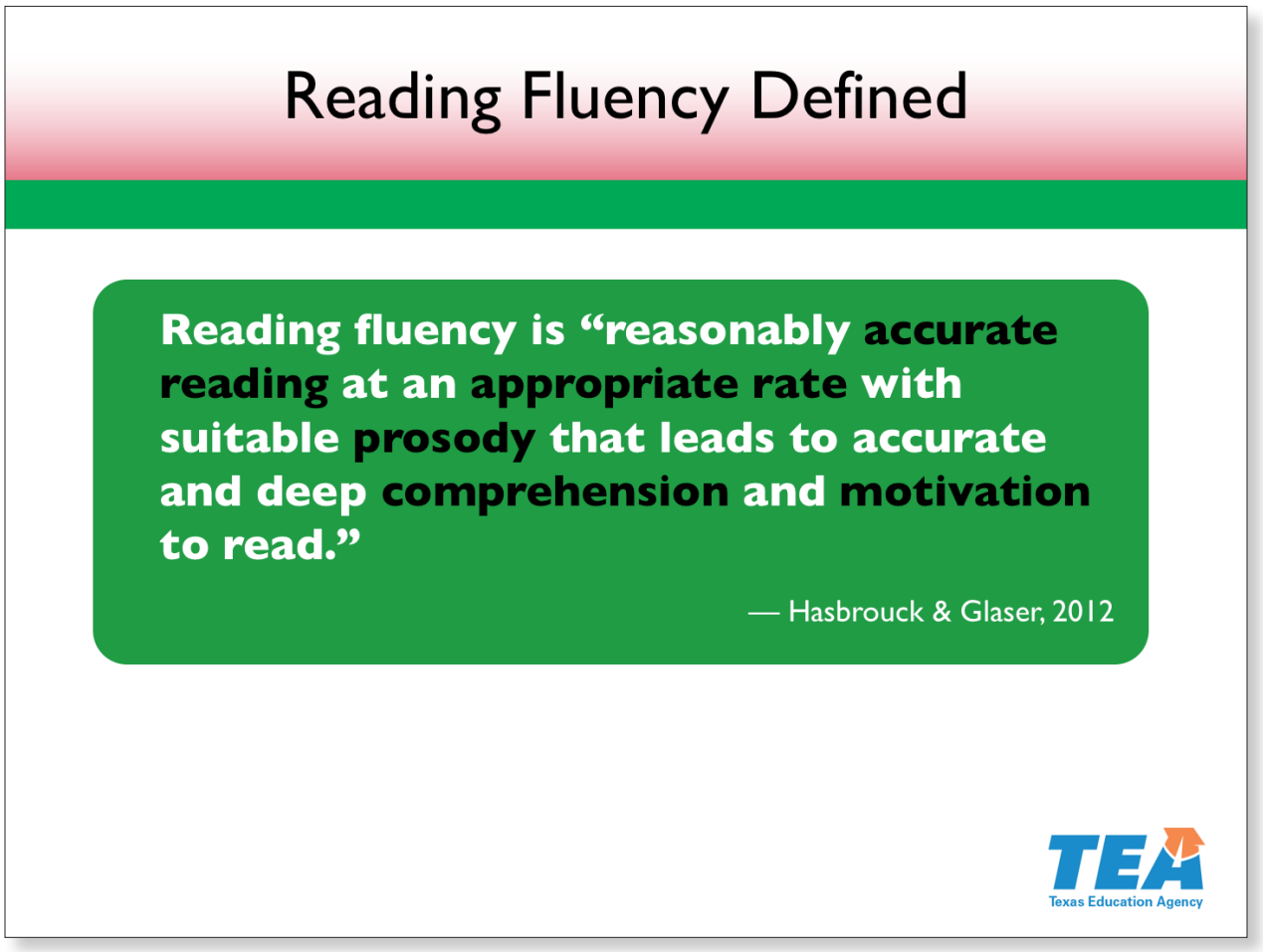

Slide 3—Reading Fluency Defined (2:00–2:30)

Hasbrouck and Glaser provided this definition of reading fluency.

Read the definition on the slide.

In this section, we will gain an understanding of each of these elements.

Reference

Hasbrouck & Glaser, 2012

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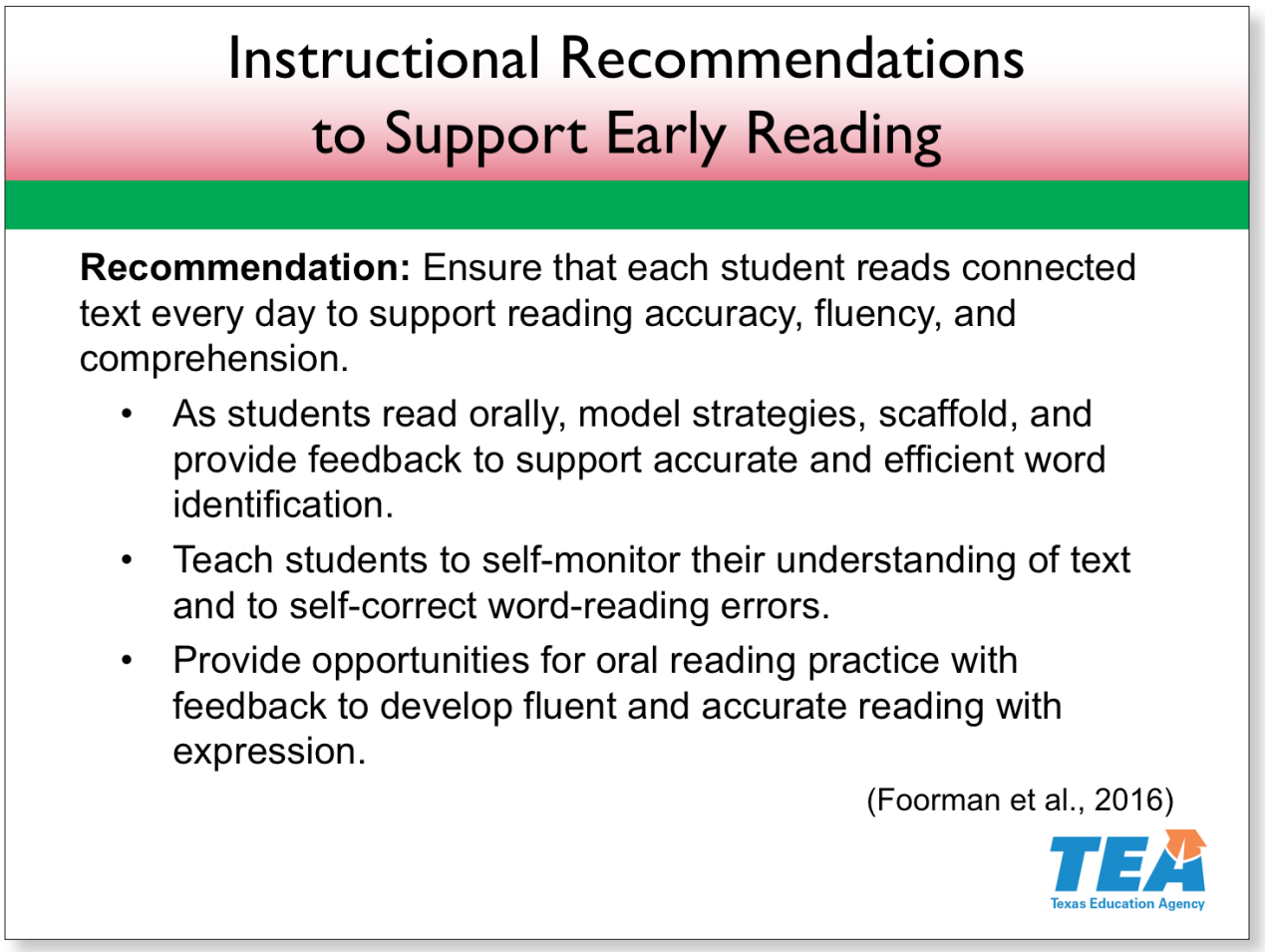

Slide 4—Instructional Recommendations to Support Early Reading (2:30–3:30)

One recommendation from the Institute of Education Sciences at the U.S. Department of Education is to ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. The instructional supports for this recommendation are listed on the slide. Please take a moment to review the instructional supports.

Pause for participants to read the slide.

References

Foorman et al., 2016; Hudson, Lane, & Pullen, 2005

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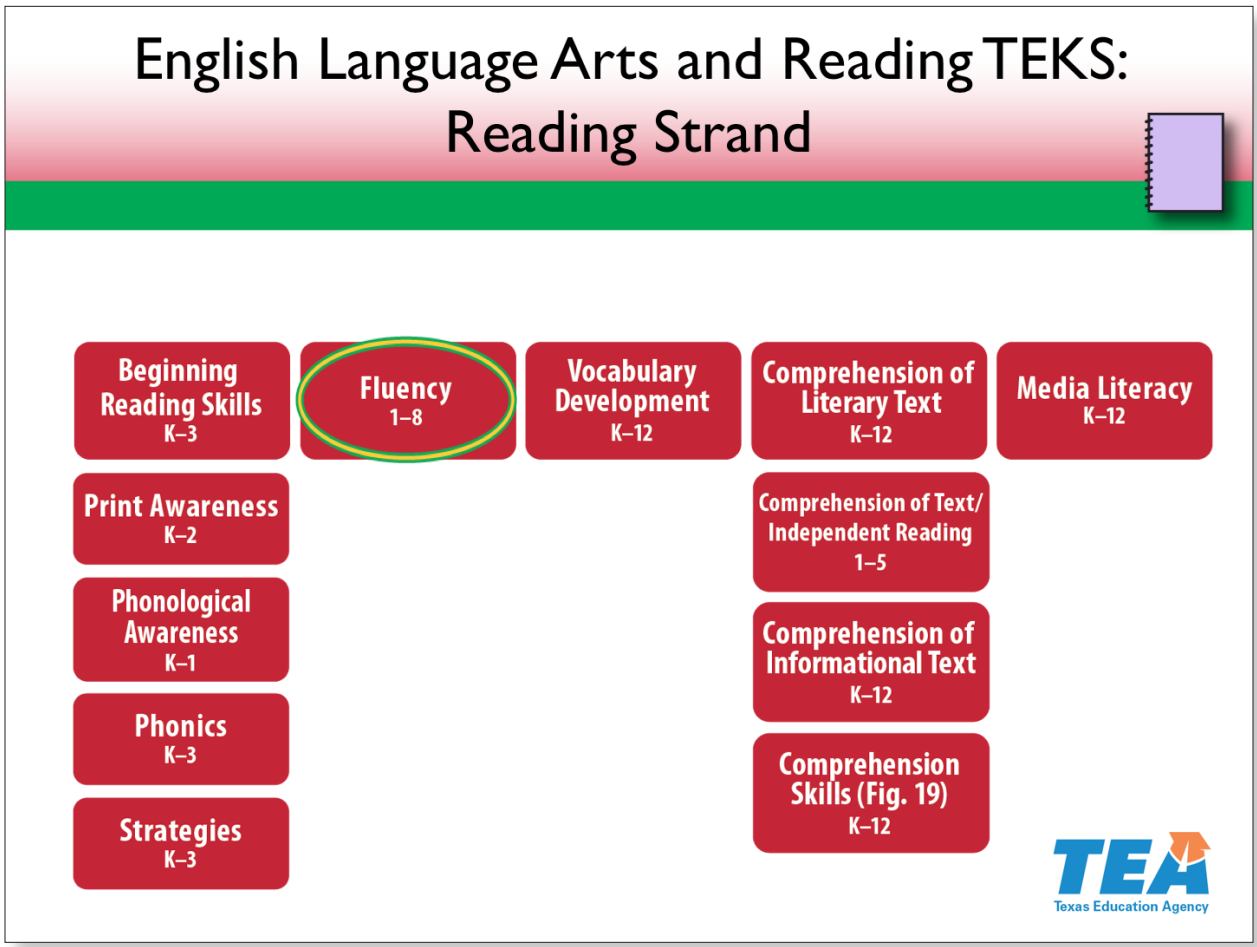

Slide 5—English Language Arts and Reading TEKS: Reading Strand (3:30–4:30)

In the Texas Essential Knowledge and Skills, or TEKS, fluency is an expectation for the first through eighth grades. The knowledge and skills statement at each grade level reads, "Students read grade-level text with fluency and comprehension."

Please take out from your folder the Grades 1–4 English Language Arts and Reading TEKS Alignment document.

Pause for participants to locate the resource.

Examine the Fluency section. What key words describe what third-grade students are expected to know and be able to do?

Pause for participants to read. Key words include "fluency," "rate," "accuracy," "expression," "appropriate phrasing," and "comprehension."

Reference

Texas Education Agency, 2009

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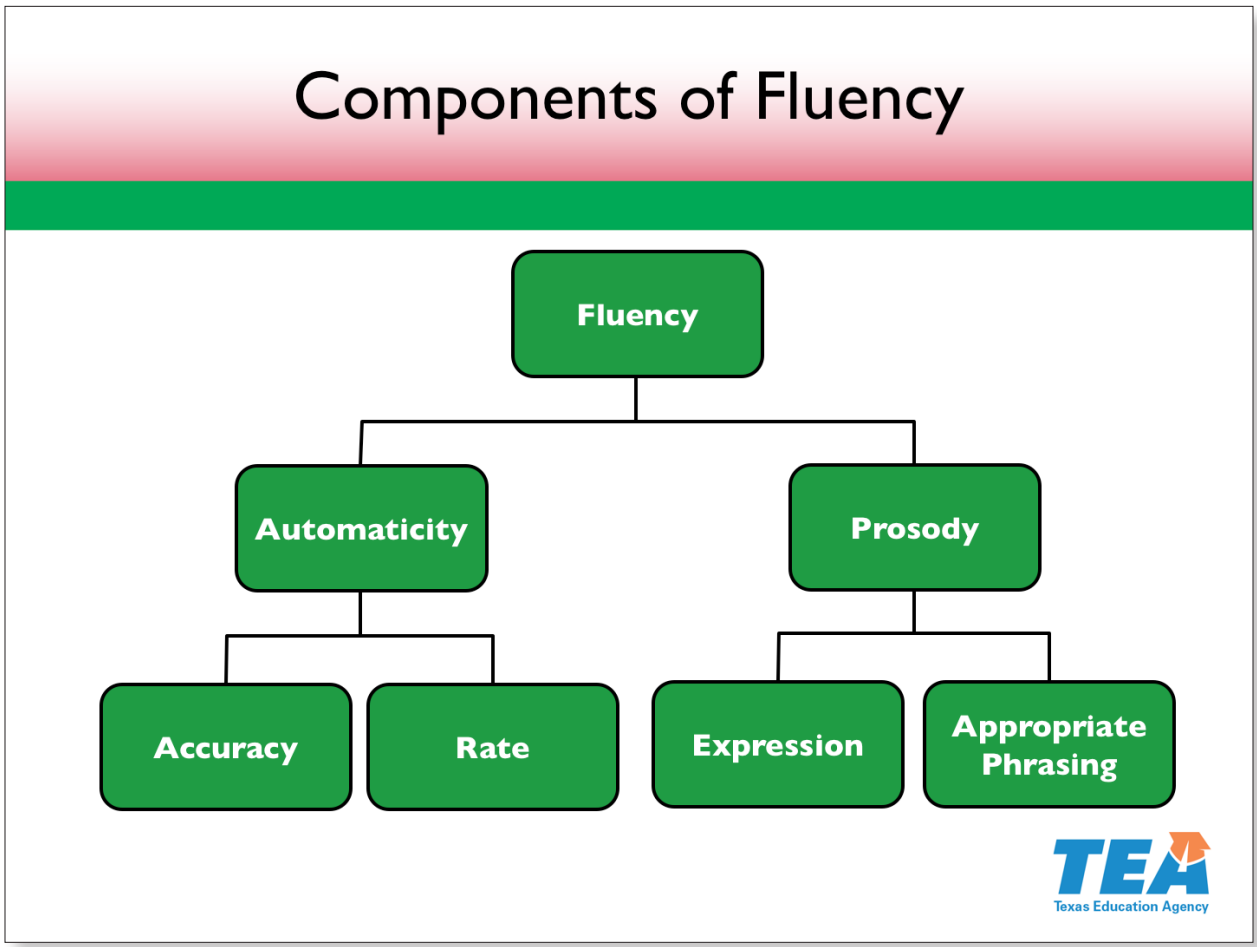

Slide 6—Components of Fluency (4:30–5:30)

Reading fluency can be thought of as a bridge that connects decoding and comprehension. Fluency is reading with automaticity and prosody. Automaticity combines accuracy and rate. Fluent readers make few or no errors (accuracy) and read text at a conversational pace (rate). We discussed accuracy in the Word Study section of this academy.

Prosody refers to reading orally with expression, including proper intonation, pausing, and phrasing.

> *Point to the components on the diagram (accuracy, rate, prosody, expression, appropriate phrasing) as you discuss the following information.*

References

Foorman et al., 2016; Moats, 2004; Rasinski, 2004; Shanahan, 2016

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Accuracy, Rate, and Prosody

Fluency Component	Description	Prerequisite
Accuracy	Ability to recognize or decode words correctly	• Understanding of the alphabetic principle • Ability to blend sounds and syllables into words • Knowledge of high-frequency words
Rate	The speed at which one accurately reads connected text	Ability to read words with automaticity
Prosody	Reading orally with expression, including proper intonation, pausing, and phrasing	Understanding of meaningful phrasing and syntax

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Slide 7—Accuracy, Rate, and Prosody (5:30–7:00)

Fluency is not an individual skill—it is a combination of skills. Fluency is part decoding and part comprehension.

It takes explicit instruction and sufficient practice with teacher feedback to be able to read words correctly with prosody. This table lists the fluency components, their descriptions, and their prerequisites. Review this table carefully and think about all that needs to be learned to become a fluent reader.

Pause for participants to review the slide.

This instruction takes place across several grade levels.

References

Geva & Zadeh, 2006; Honig, Diamond, & Gutlohn, 2013; Shanahan, 2016

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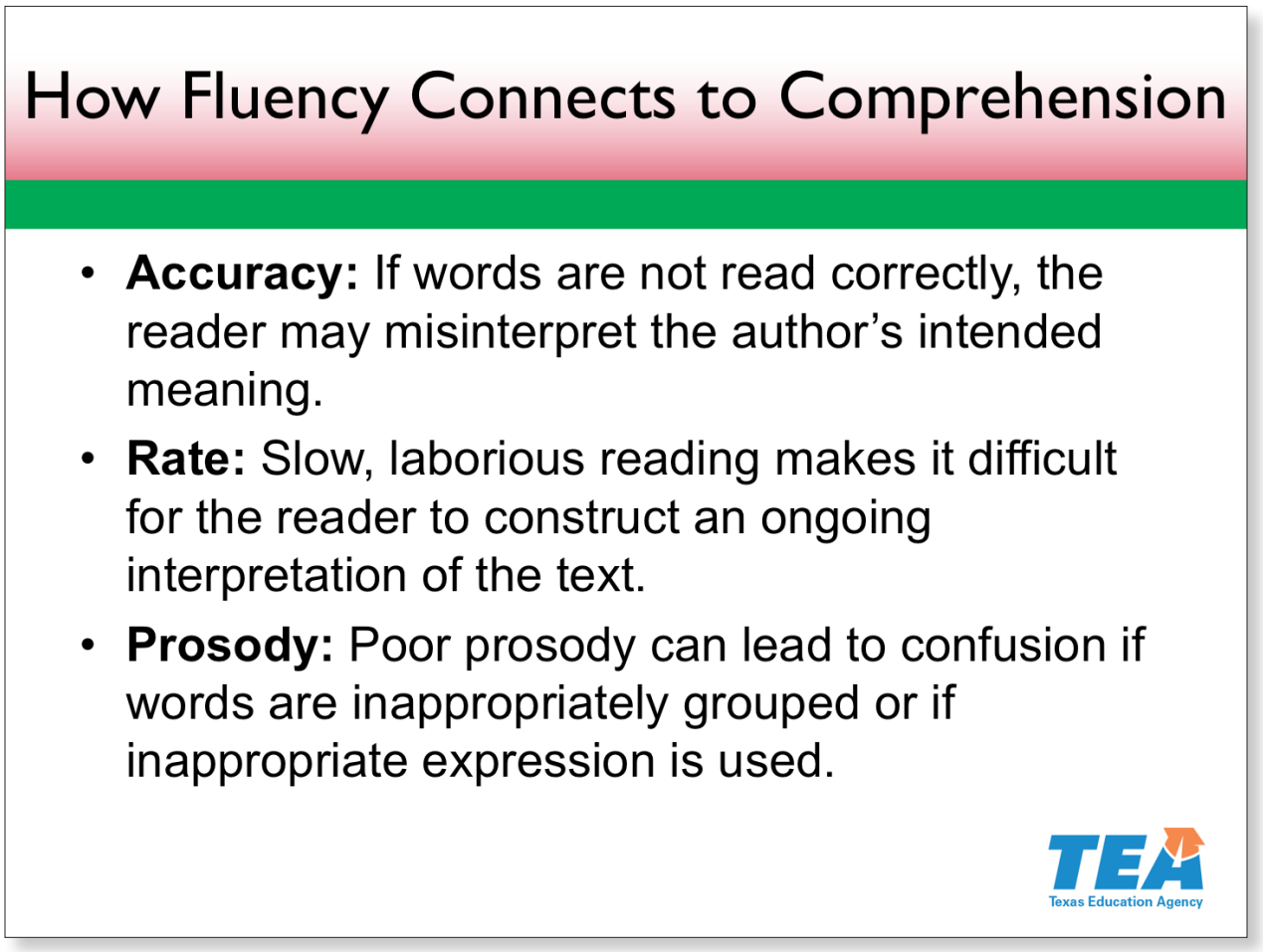

Slide 8—How Fluency Connects to Comprehension (7:00–8:00)

Accuracy, rate, and prosody have a clear connection to comprehension. If words are misread, the text will likely be misinterpreted. Reading too slowly makes it difficult to keep a mental picture of what one is reading. The text may be confusing if words are not grouped correctly or if inappropriate expression is used.

Reference

Honig et al., 2013

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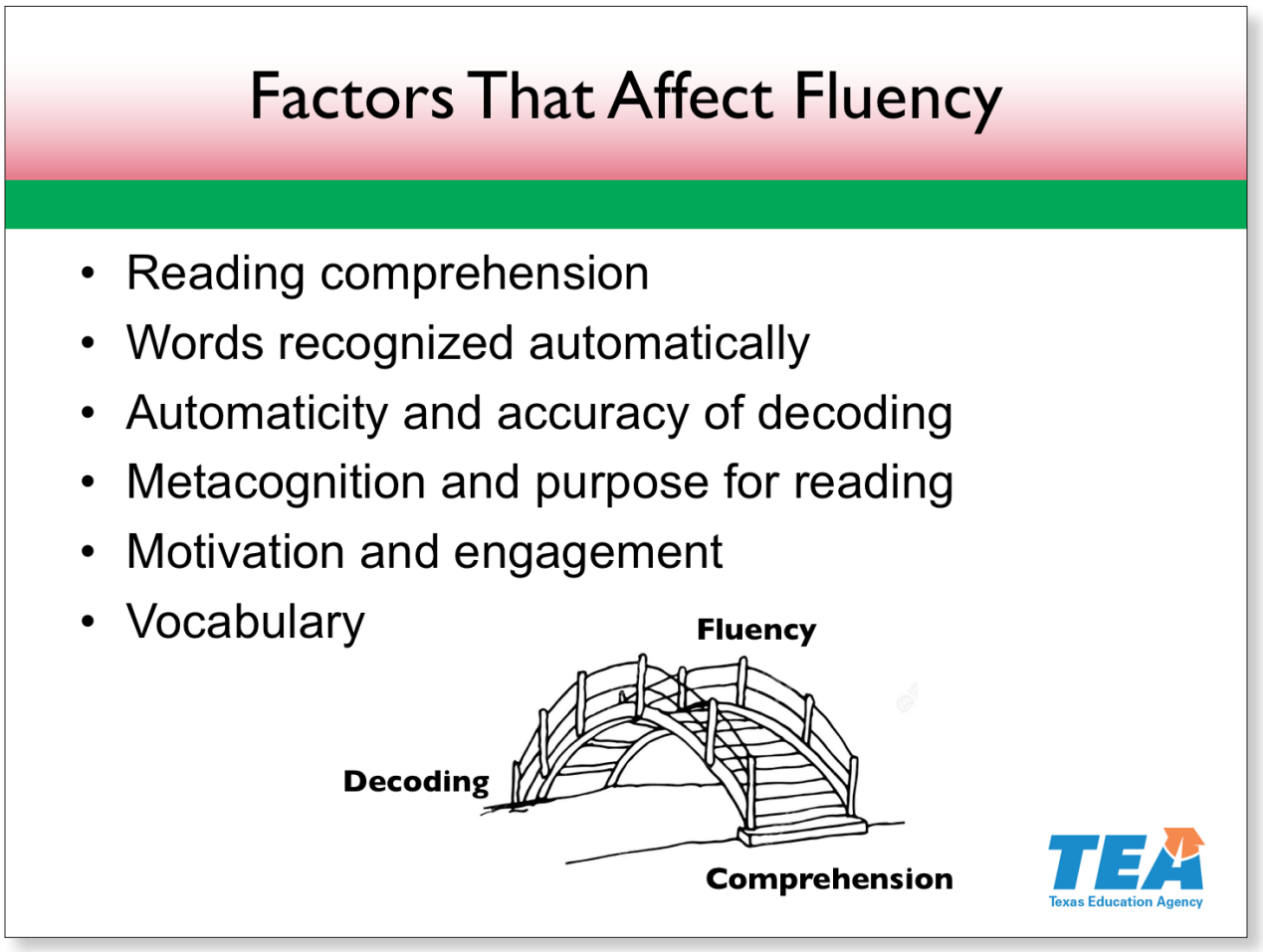

Slide 9—Factors That Affect Fluency (8:00–9:30)

As previously stated, fluency and comprehension have a reciprocal relationship in that fluency forms the bridge between word recognition and meaning construction.

The most important factor that explains differences in reading fluency is words recognized automatically. The process of figuring out an unknown word, or a word that is not recognized instantaneously, slows the rate of reading.

When words cannot be read by "sight," or automatically—they must be decoded. When decoding is not quick and accurate, fluency suffers.

Reading fluency can also suffer if a student is not engaged in the text or motivated to read.

In addition, the size and accessibility of students' vocabulary influences fluency. A large vocabulary can help students decode an unfamiliar word. That is, when students have a word in their oral vocabulary, it is easier to decode and understand

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that word. Taking a long time to access meanings of words can cause fluency problems.

References

Geva & Zadeh, 2006; Honig et al., 2013; Pikulski & Chard, 2005; Torgesen & Hudson, 2006

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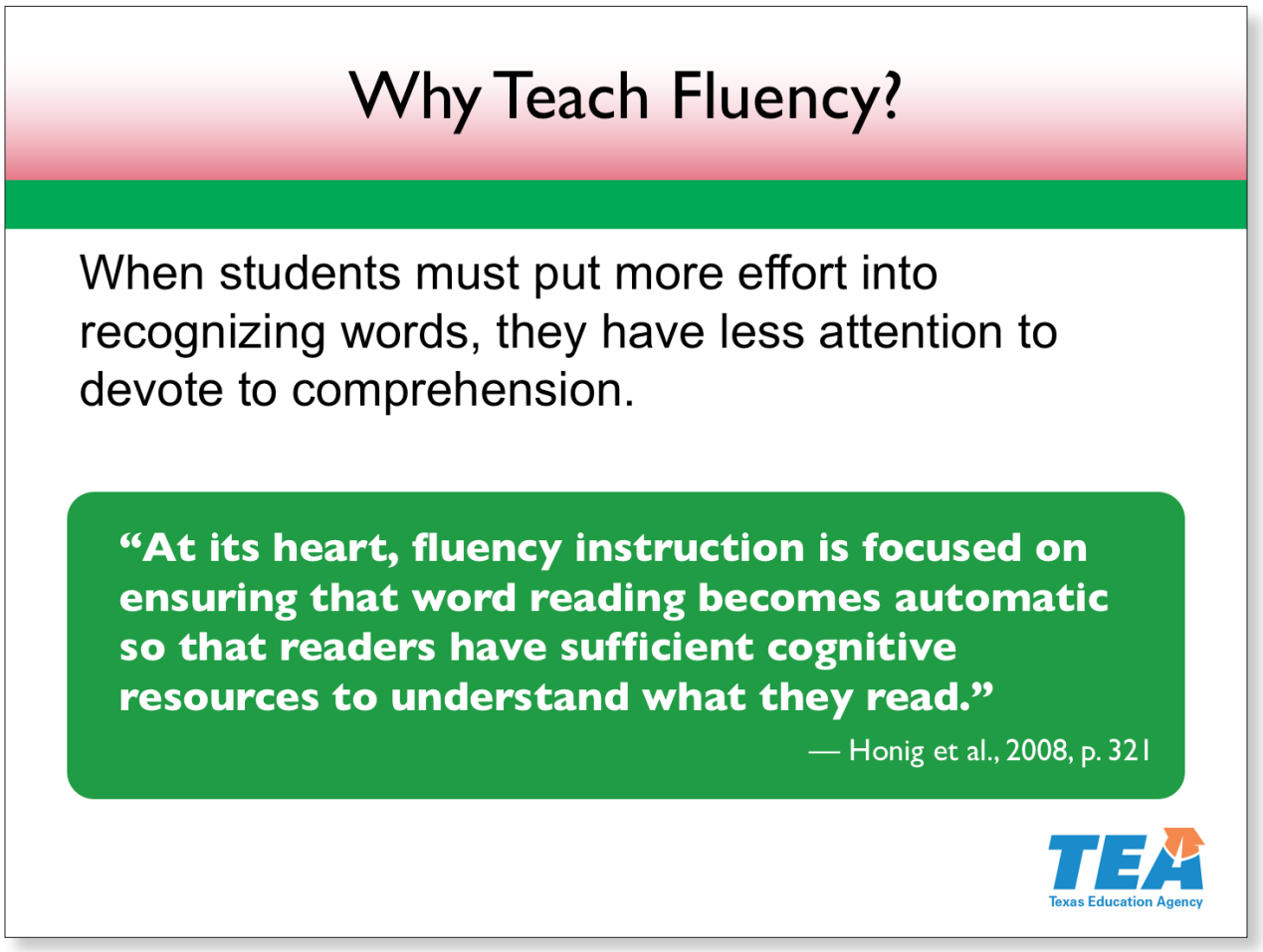

Slide 10—Why Teach Fluency? (09:30–10:30)

Nonfluent readers focus their attention primarily on decoding individual words, leaving little attention free for comprehension. They often make inconsistent errors from sentence to sentence and paragraph to paragraph and ignore punctuation. Fluent readers can focus most of their attention on understanding text. So teaching fluency is an important aspect of literacy instruction.

Take a moment to read the quotation on the slide.

Allow participants a moment to read the quotation.

Now, we will discuss fluency assessment and goals.

References

Honig et al., 2013; Hudson et al., 2005; Foorman et al., 2016

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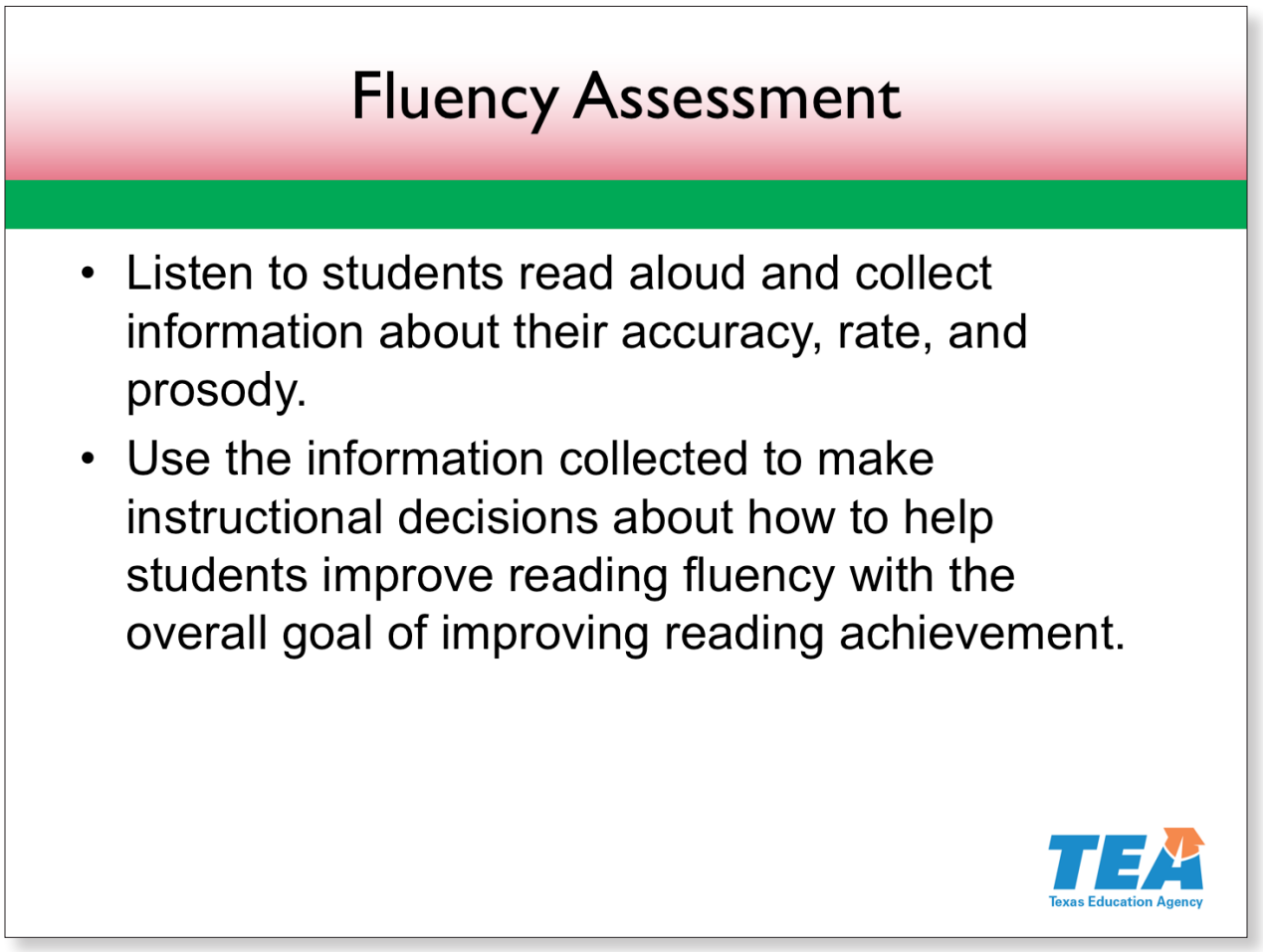

Slide 11—Fluency Assessment (10:30–11:30)

Oral reading fluency is a complex skill that develops gradually. It is important to use assessments to determine which students need more fluency instruction and to identify specific areas of weakness to plan that instruction.

We will take a closer look at how fluency can be measured, so that third-grade teachers can use the information collected to make productive instructional decisions.

References

Armbruster, Lehr, & Osborn, 2001; Hasbrouck & Tindal, 2006; Hudson et al., 2005; Kuhn, Schwanenflugel, & Meisinger, 2010; National Reading Panel (NRP), 2000

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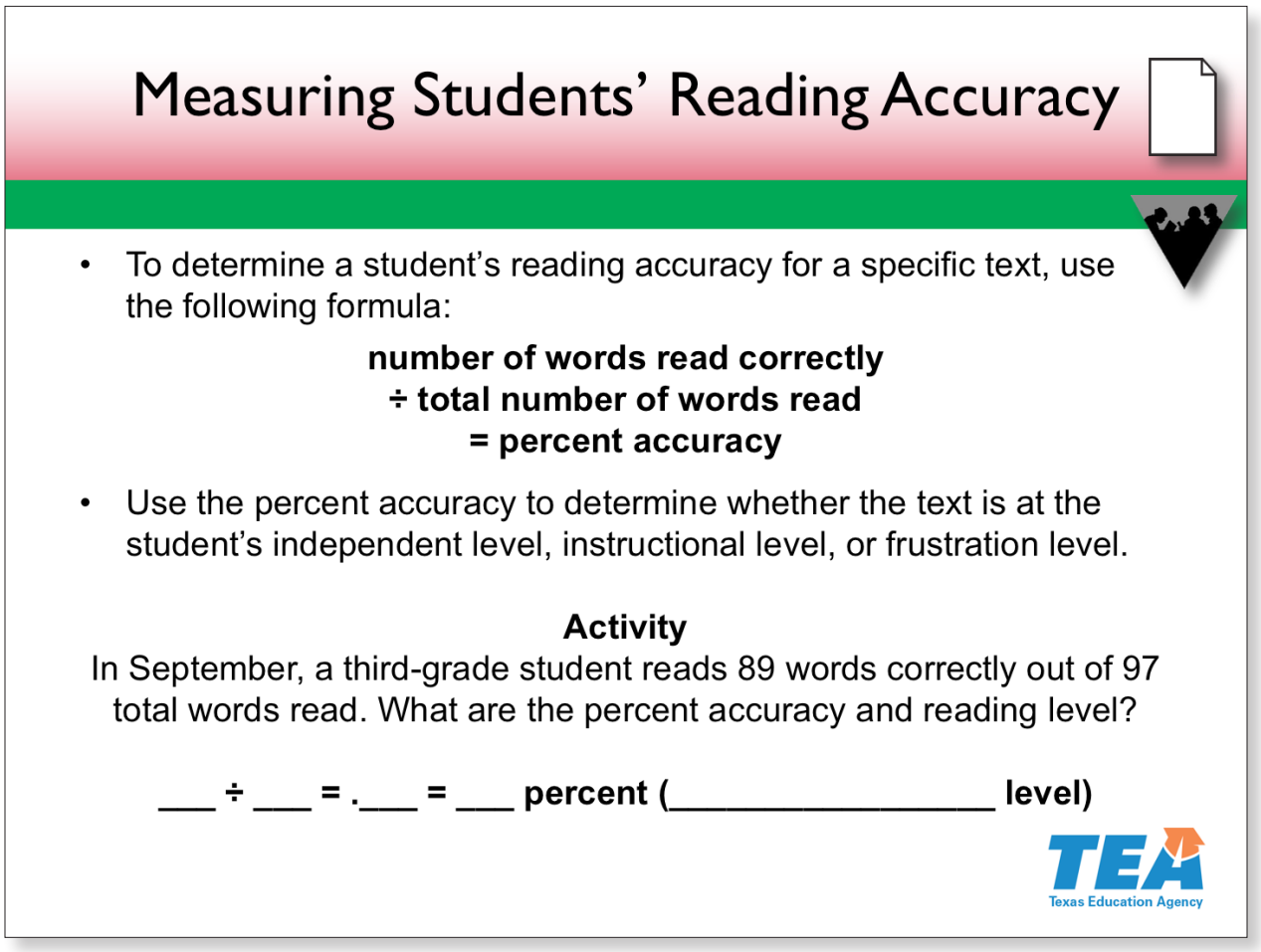

Slide 12—Measuring Students' Reading Accuracy (11:30–16:00)

We will first discuss accuracy. With a partner, quickly state the meaning of accuracy.

Pause for participants to discuss.

To calculate a student's percent accuracy, divide the number of words read correctly by the total number of words read.

Handout 1: Measuring Reading Accuracy and Reading Fluency Levels illustrates how to calculate percent accuracy. Please locate the handout and review step one.

Allow a minute for participants to locate and review step one.

After determining a student's percent accuracy, we can determine the reading level of the text for the student. Review this information in step two on the handout.

Allow a minute for participants to review step two.

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Readers who score in the 95 percent to 100 percent range, or the independent level, can read the text or a text of similar difficulty without assistance. Those who score in the 90 percent to 94 percent range can read the text with support. Readers who score below 90 percent will find the text and other texts of similar difficulty challenging to read, even with assistance.

Independent- and instructional-level texts are most often used to **build fluency**. **Texts at a student's instructional level** are used when **a teacher or a more advanced reader models** and facilitates a discussion about the text.

It is also important to note that reading accuracy levels vary from text to text.

Note to Presenter

Students' comprehension, vocabulary knowledge, and metacognitive abilities are some variables that can influence reading accuracy level across texts.

Activity

Let's practice calculating percent accuracy to determine the reading level of a text for a student. You will need Handout 1 as a reference and a calculator. Please read the activity on the slide and calculate the reading accuracy for this third-grade student. Then, using the accuracy percentage, determine the reading level of the text for this student.

Allow one minute for participants to work. The answer is 92 percent accuracy and instructional level. The percent accuracy is calculated by dividing 89 by 97.

Tell your partner the percent accuracy and reading fluency level you determined. Then, discuss the instructional setting that would best meet the needs of this third-grade student. As a reminder, the table in the handout includes information on instructional settings.

References

Armbruster et al., 2001; Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993; Gunning, 2006; Hasbrouck & Tindal, 2006; Honig et al., 2013

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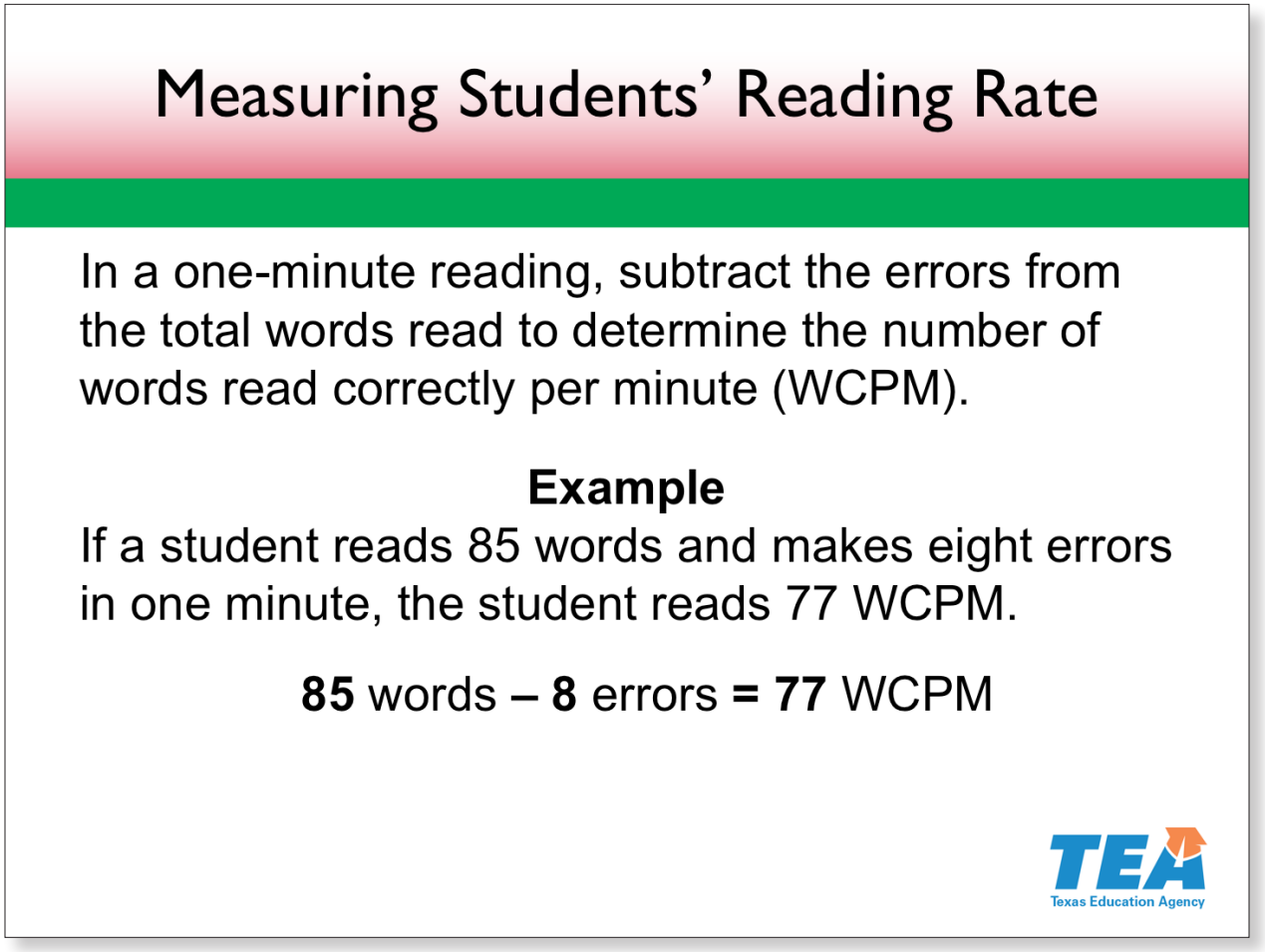

Slide 13—Measuring Students' Reading Rate (16:00–18:00)

Now, we will continue talking about accuracy, but we will combine it with rate. With a partner, quickly state the meaning of rate.

Pause for participants to discuss.

Reading accuracy refers to reading words aloud correctly, without regard to reading rate. The combination of reading accuracy and rate (automaticity) is considered a student's oral reading fluency. Oral reading fluency is usually measured as the number of words read correctly per minute, or WCPM.

To calculate a student's WCPM for a one-minute reading, take the number of errors the student made and subtract from the total number of words read. Look at the example on the slide.

Allow participants a moment to read the example.

References

Armbruster et al., 2001; Hasbrouck & Tindal, 2006; Hudson et al., 2005; Kuhn et al., 2010; NRP, 2000; Shanahan, 2016

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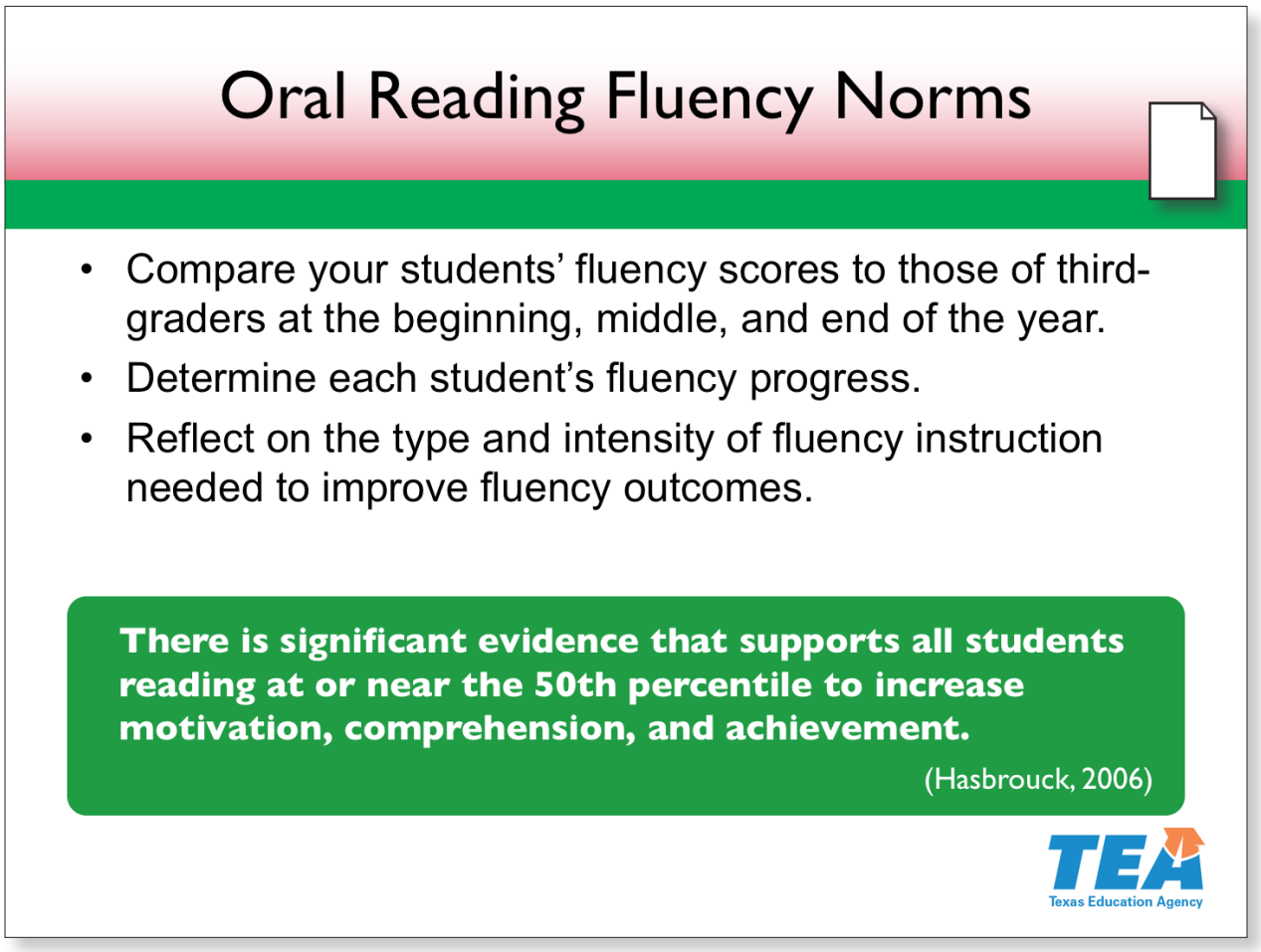

Slide 14—Oral Reading Fluency Norms (18:00–19:30)

Locate **Handout 2: Oral Reading Fluency Norms**.

Allow time for participants to locate the handout.

This handout presents the median range of reading fluency at the 10th, 25th, 50th, 75th, and 90th percentiles of first- through fifth-grade students. Data were systematically collected in the fall, winter, and spring over the course of a nine-year study.

Look at the third-grade row. Locate the WCPM for the fall, winter, and spring for each percentile in this grade level.

Pause for participants to locate and review the row.

Notes continue on the next page.

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It is recommended that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year.

By comparing your students' scores to those of third-graders at the beginning, middle, and end of the year, as shown on the handout, you can determine each student's fluency progress, as well as the intensity and type of fluency instruction he or she might need.

We will use Handout 2 in the Using Assessment Data section of the academy, so please place it in your folder.

Reference

Hasbrouck & Tindal, 2006

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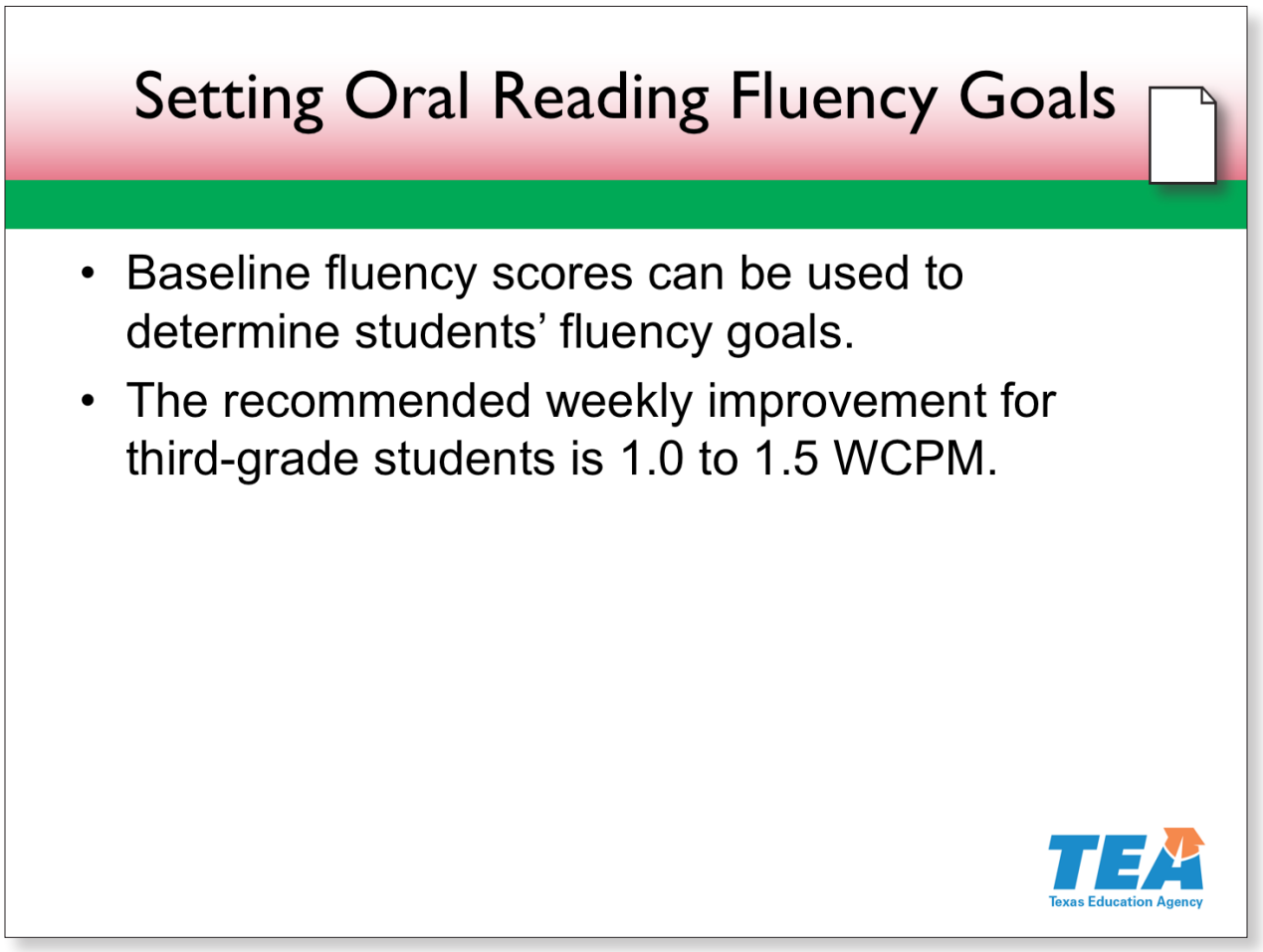

Slide 15—Setting Oral Reading Fluency Goals (19:30–21:30)

Once you know a student's baseline fluency score, you can establish instructional goals for rate and accuracy. A recommended weekly rate of improvement for third-grade students is 1.0 (realistic) to 1.5 (ambitious) WCPM. Different sources suggest varying fluency goals.

One way to set realistic, attainable goals for your students is to map out a goal relative to the number of weeks remaining in the school year, along with the benchmark that is expected at the end of the year.

Locate **Handout 3: Setting Fluency Goals**.

Pause for participants to locate the handout.

We will analyze this third-grade student's fluency data and set fluency goals.

Notes continue on the next page.

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Review step one with participants to calculate the total improvement needed to meet the end-of-year benchmark. Then, place the ***Activity Resource*** *on the document camera.*

Now, review the rest of the handout and reflect on the following questions:

- How do you determine weekly or biweekly WCPM gains to meet the end-of-year fluency benchmark?
- How do you determine the intensity and type of instruction needed to help students in need of intervention meet their fluency benchmark?
- How do you set a midyear fluency benchmark?

Allow one minute for participants to review the remainder of the handout.

References

Armbruster et al., 2001; Fuchs et al., 1993; Gunning, 2006; Hasbrouck & Tindal, 2006

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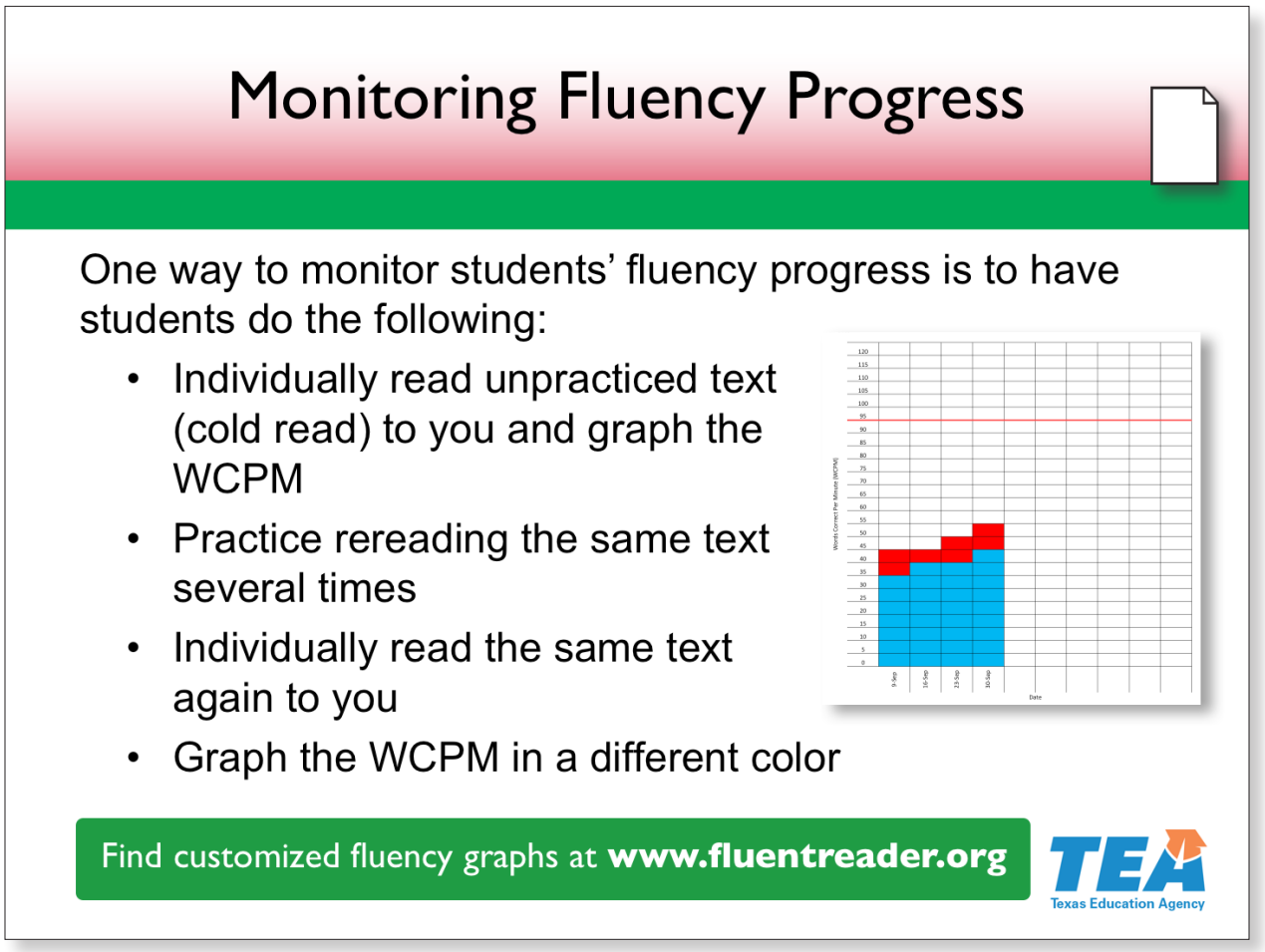

Slide 16—Monitoring Fluency Progress (21:30–23:00)

Monitoring students' fluency progress provides valuable information about instruction and learning.

A helpful practice is to have students regularly graph their own fluency rate. Tracking their progress in visual and numerical forms can motivate students to improve their fluency. This motivation is critical for struggling readers who are easily discouraged. Without graphs, students often do not realize the progress they are making or the importance of rereading texts.

Keep in mind that it is more reliable to take an average WCPM from two or three readings of different texts than from a single read of one text. Also remember that students should read instructional-level text when practicing or being monitored.

Read and discuss the procedure described on the slide.

Locate **Handout 4: Fluency Monitoring Over Time**.

Notes continue on the next page.

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Pause for participants to locate the handout.

An additional resource for customizing fluency graphs can be found at www.fluentreader.org

References

Armbruster et al., 2001; Gunning, 2006; Hasbrouck & Hougen, 2012; Hudson et al., 2005; Rasinski et al., 2011

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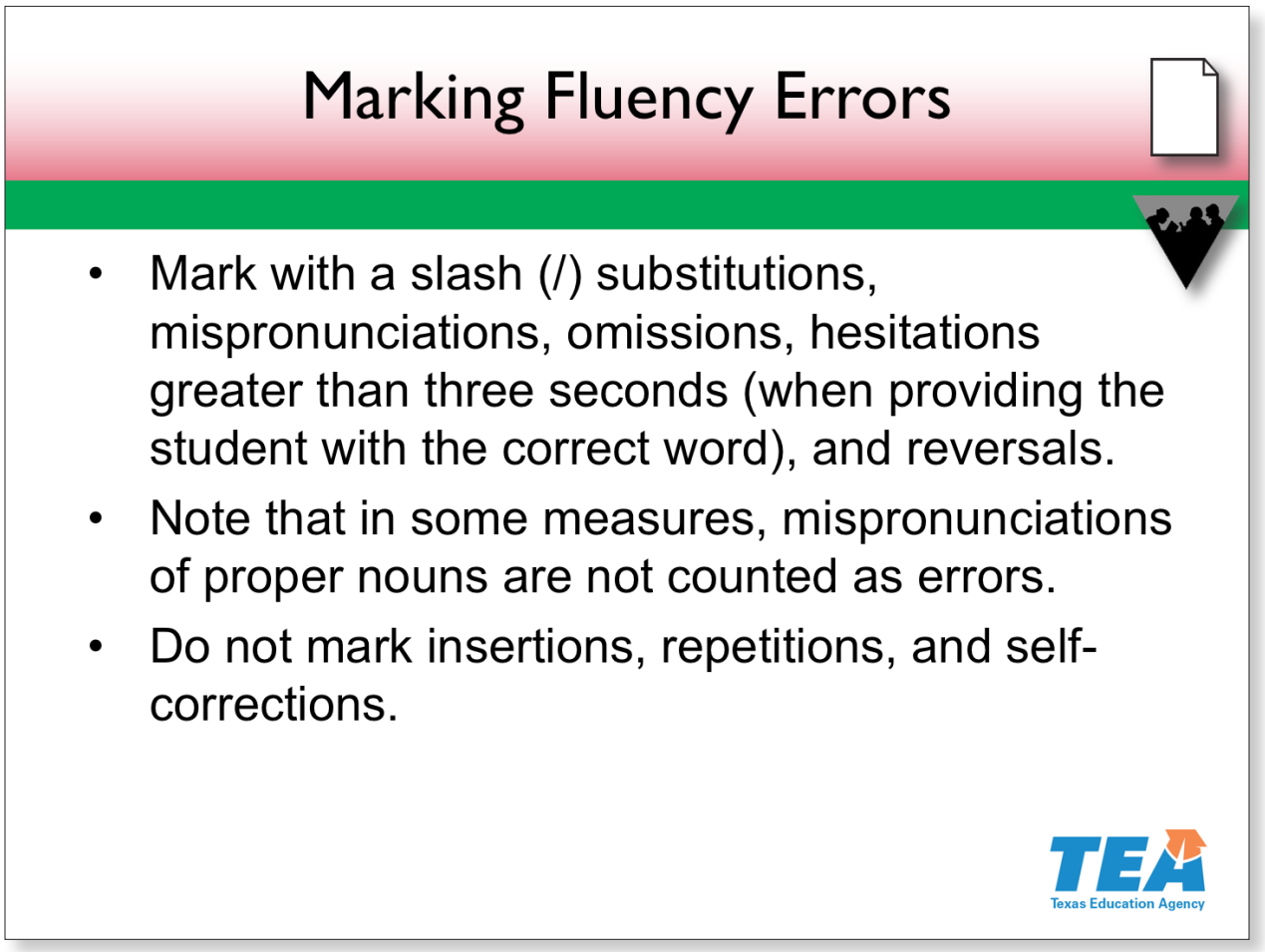

Slide 17—Marking Fluency Errors (23:00–26:00)

Mark different types of errors when monitoring fluency. We suggest marking the following errors with a slash:

- Substitutions
- Mispronunciations
- Omissions
- Hesitations greater than three seconds (when providing the word for the student)
- Reversals

Please note that in some measures, mispronunciations of proper nouns are not counted as errors. Other types of errors that typically are not marked include insertions, repetitions, and self-corrections. Insertions and repetitions are not

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counted as errors because the extra time required for students to add words to the text or to repeat words increases the total reading time used to calculate fluency.

Activity

Procedures for informally assessing fluency are provided on **Handout 5: Monitoring Reading Fluency** in both English and Spanish. Practice for marking fluency errors is found on **Handout 6: Marking Fluency Errors Practice**. Please locate the handouts.

> *Pause for participants to locate the handouts. Place the **Activity Resource** on the document camera.*

Read the procedures on Handout 5. Then, with a partner, practice identifying the types of errors in the first four sentences on Handout 6. Decide whether the errors count against the student in the assessment. You have one minute to complete this activity. I will place the answer key on the document camera after the one minute.

> *Allow one minute for participants to complete the activity. Then place **Presenter Resource 1: Marking Fluency Errors Practice** on the document camera and review with participants.*

We will use Handout 5 in the Using Assessment Data section of the academy, so please place it in your folder.

References

Bos & Vaughn, 2002; Hasbrouck & Tindal, 1992; Reutzel & Cooter, 1999

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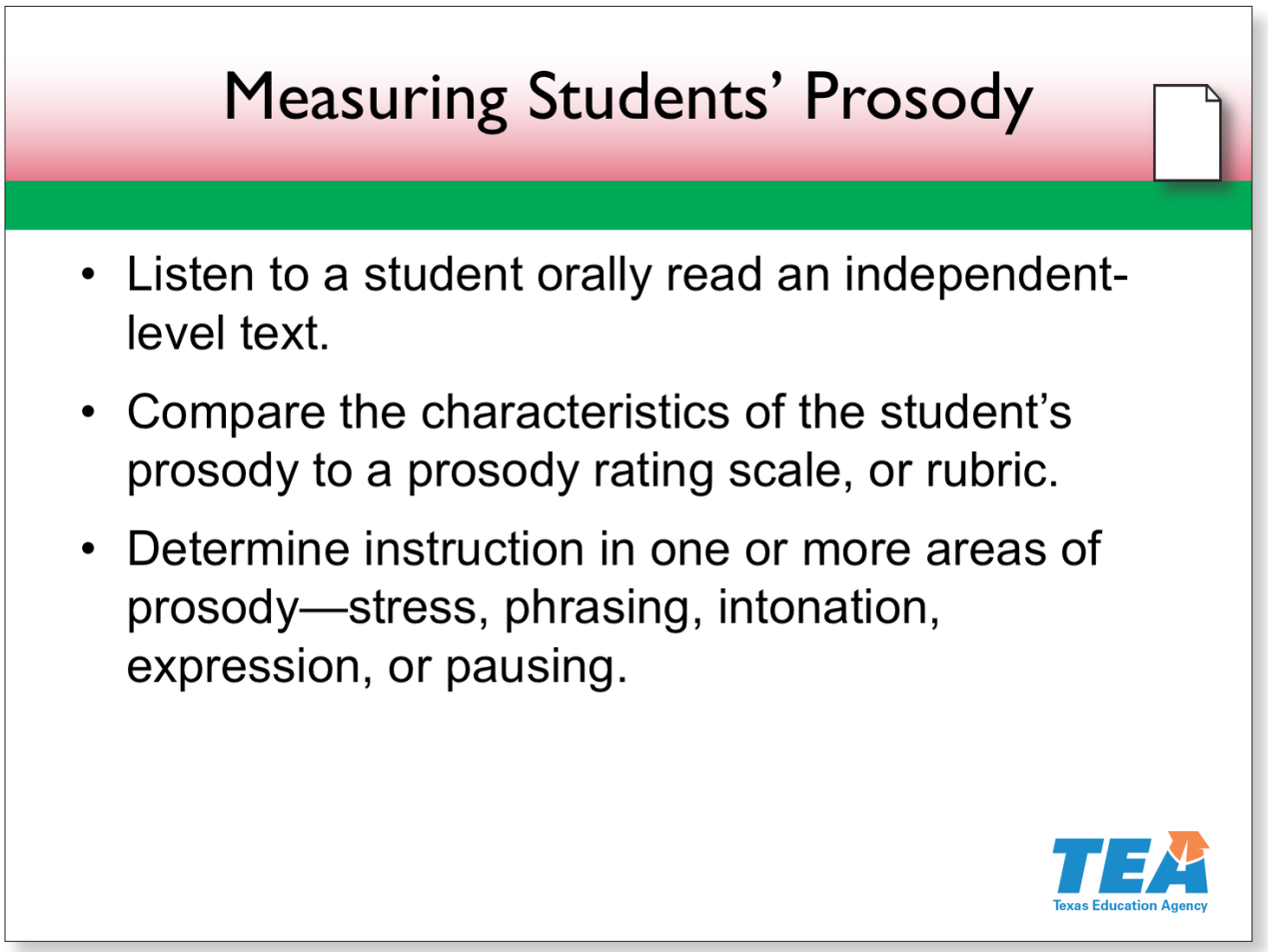

Slide 18—Measuring Students' Prosody (26:00–27:30)

Now that we have discussed automaticity (accuracy and rate), we will discuss another important component of fluency, prosody.

Prosody becomes more important as text difficulty increases—due in part to syntax becoming more relevant. When you listen to a student read, you should be able to understand the message because the student groups the words appropriately into phrases and clauses. To read in this way, a student has to use punctuation and meaning to quickly interpret the sentences.

Measuring prosody is more complex than measuring accuracy or rate because it is more subjective.

To measure prosody, select a text at the student's independent level that has approximately 200 words and a variety of dialogue, emotion, punctuation, and sentence structures. Listen to the student read the text. Then, compare the student's

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reading to a prosody rating scale, or rubric. Finally, determine instruction in one or more areas of prosody—stress, phrasing, intonation, expression, or pausing.

Locate **Handout 7: Measuring Prosody**.

Pause for participants to locate the handout.

This handout is one example of a scale that can be used to score prosody. You will be provided with another example in the Using Assessment Data section of the academy. The handout is provided in English and Spanish.

References

Honig et al., 2013; Shanahan, 2016

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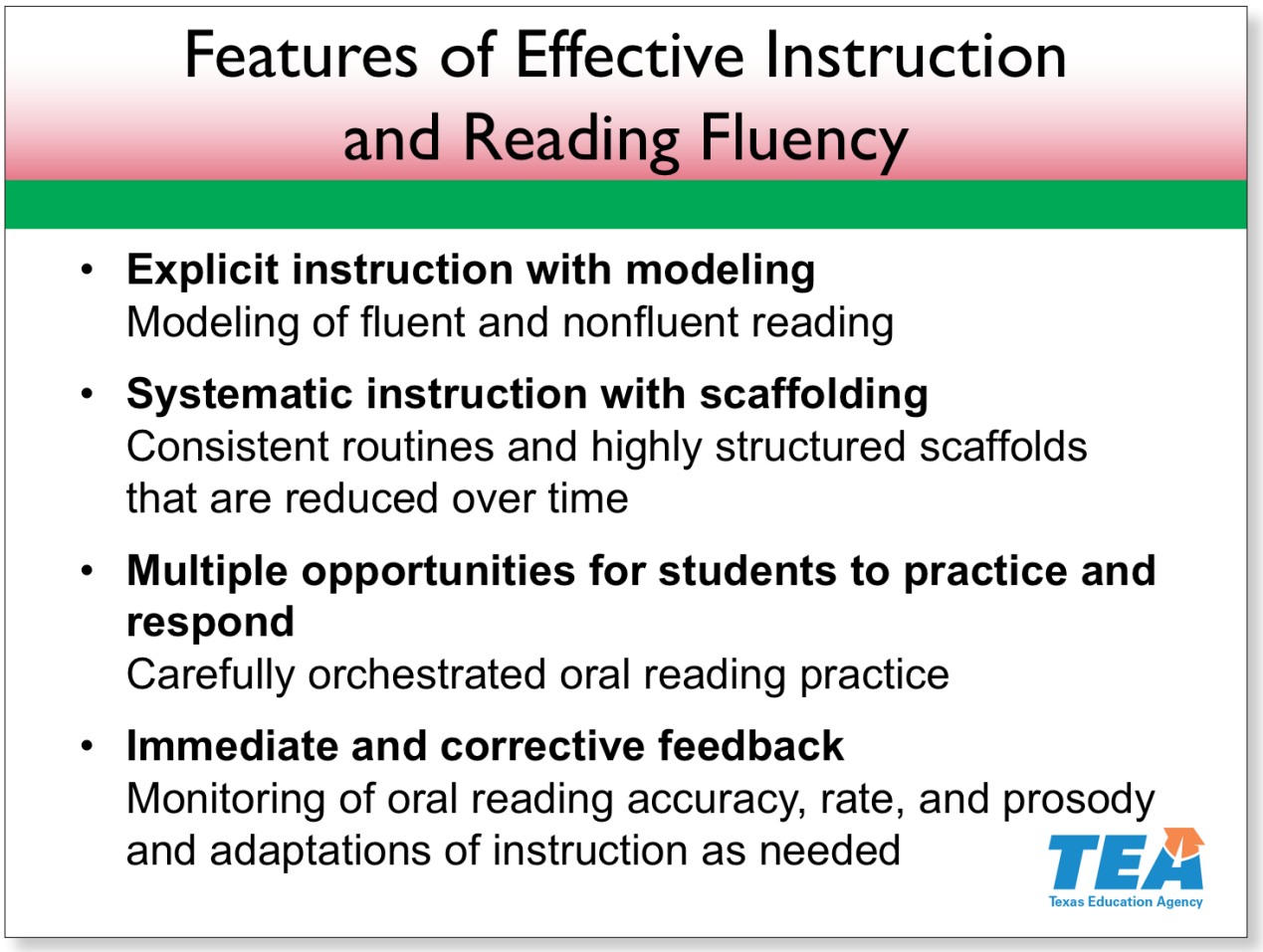

Slide 19—Features of Effective Instruction and Reading Fluency (27:30–28:30)

It is important to use the features of effective instruction when teaching fluency. Modeling fluent and nonfluent reading helps students learn how good reading sounds—and doesn't sound. Consistent routines for both fluency instruction and practice ensure a systematic approach. Evidence-based instructional practices, such as repeated oral reading, provide students with multiple opportunities for practice. And providing immediate and corrective feedback as students read helps to build their fluency.

We will now examine practices that include these four features and that support third-grade students' fluency.

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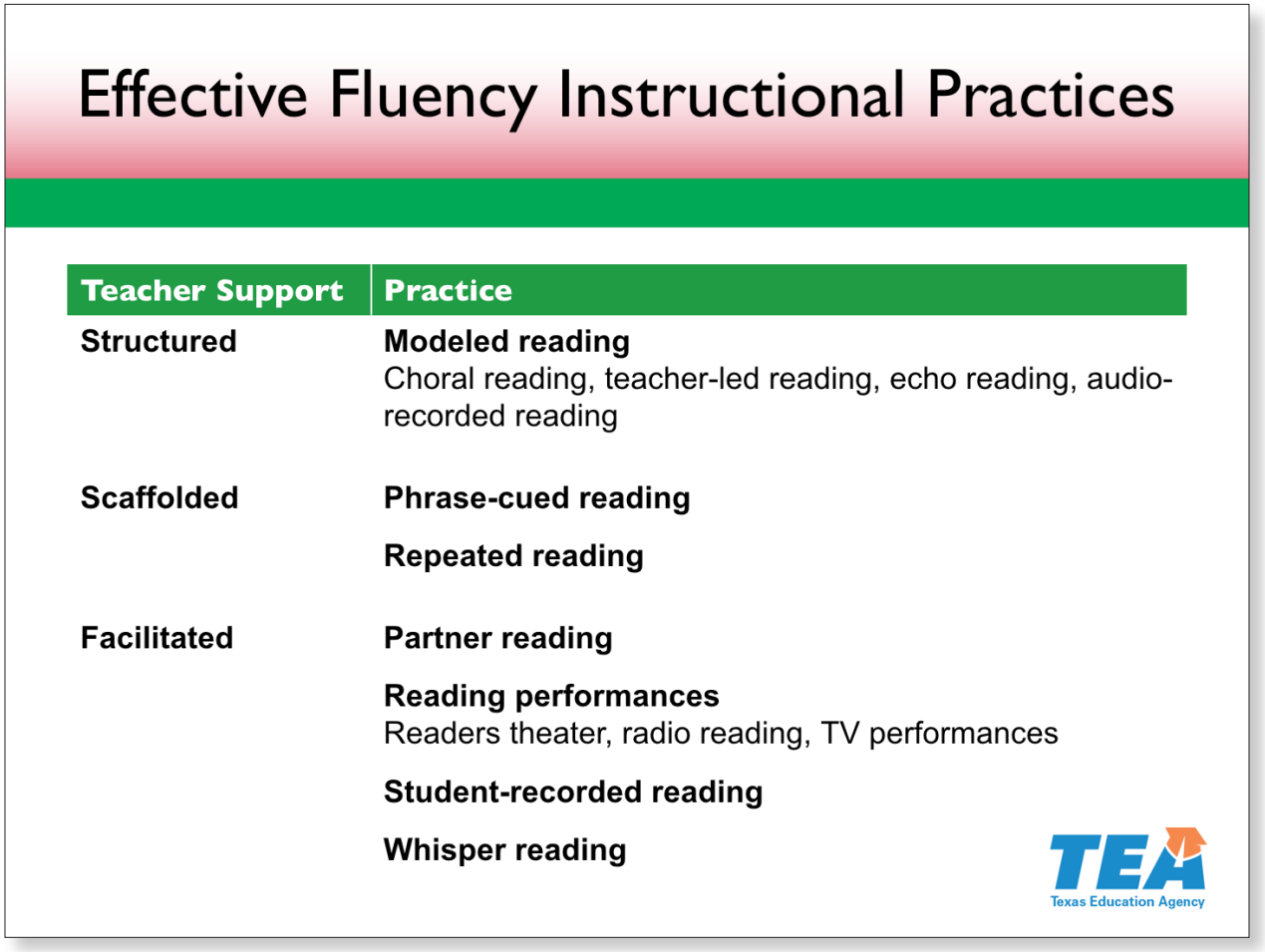

Slide 20—Effective Fluency Instructional Practices (28:30–29:30)

When using the practices listed on the slide, remember to take into consideration the level of the text and the fluency level at which the student is currently reading.

We will discuss each of these fluency practices, beginning with instruction that is very structured and teacher led. We will then discuss a less structured and more scaffolded level of instruction. Finally, we will talk about instruction in fluency in which your role is primarily to facilitate. We also will examine how these practices can be individualized.

Although you have all levels of fluent readers in your class, all of your students may benefit from each level of fluency instruction.

References

Armbruster et al., 2001; Bos & Vaughn, 2002; Hasbrouck & Hougen, 2012; Kuhn & Stahl, 2000; Mastropieri et al., 1999; NRP, 2000; Samuels & Farstrup, 2002, 2006; Vaughn & Linan-Thompson, 2004; Worthy, 2005

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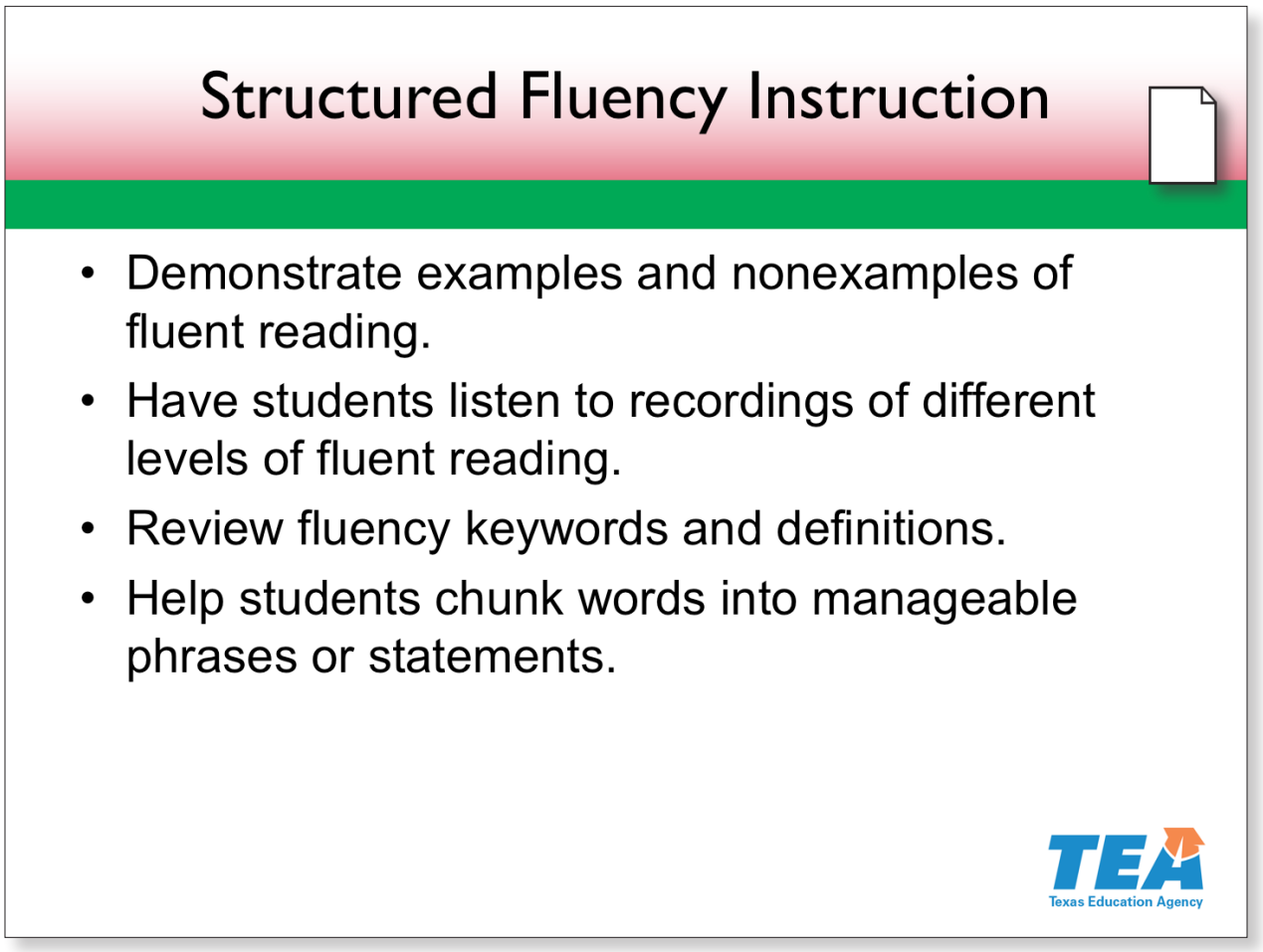

Slide 21—Structured Fluency Instruction (29:30–31:00)

Locate **Handout 8: Instructional Recommendations to Enhance Fluency**.

Pause for participants to locate the handout.

We will begin by looking at the first column. The top section lists ways to provide structured, explicit instruction in all fluency components. For example, you can model examples and nonexamples of fluent reading. Also, students can listen to audio-recorded reading and discuss observed fluency strengths and weaknesses.

Review fluency keywords and their definitions from the TEKS with students. Help students to use these words when rating your oral reading modeling and listening to the audio recordings you provide.

Train students to read fluently by chunking sentences into manageable phrases.

References

Armbruster et al., 2001; Hasbrouck & Hougen, 2012; Kuhn & Schwanenflugel, 2006; Fuchs et al., 1997; Kuhn & Stahl, 2000; Mastropieri et al., 1999; Rasinski et al., 2011

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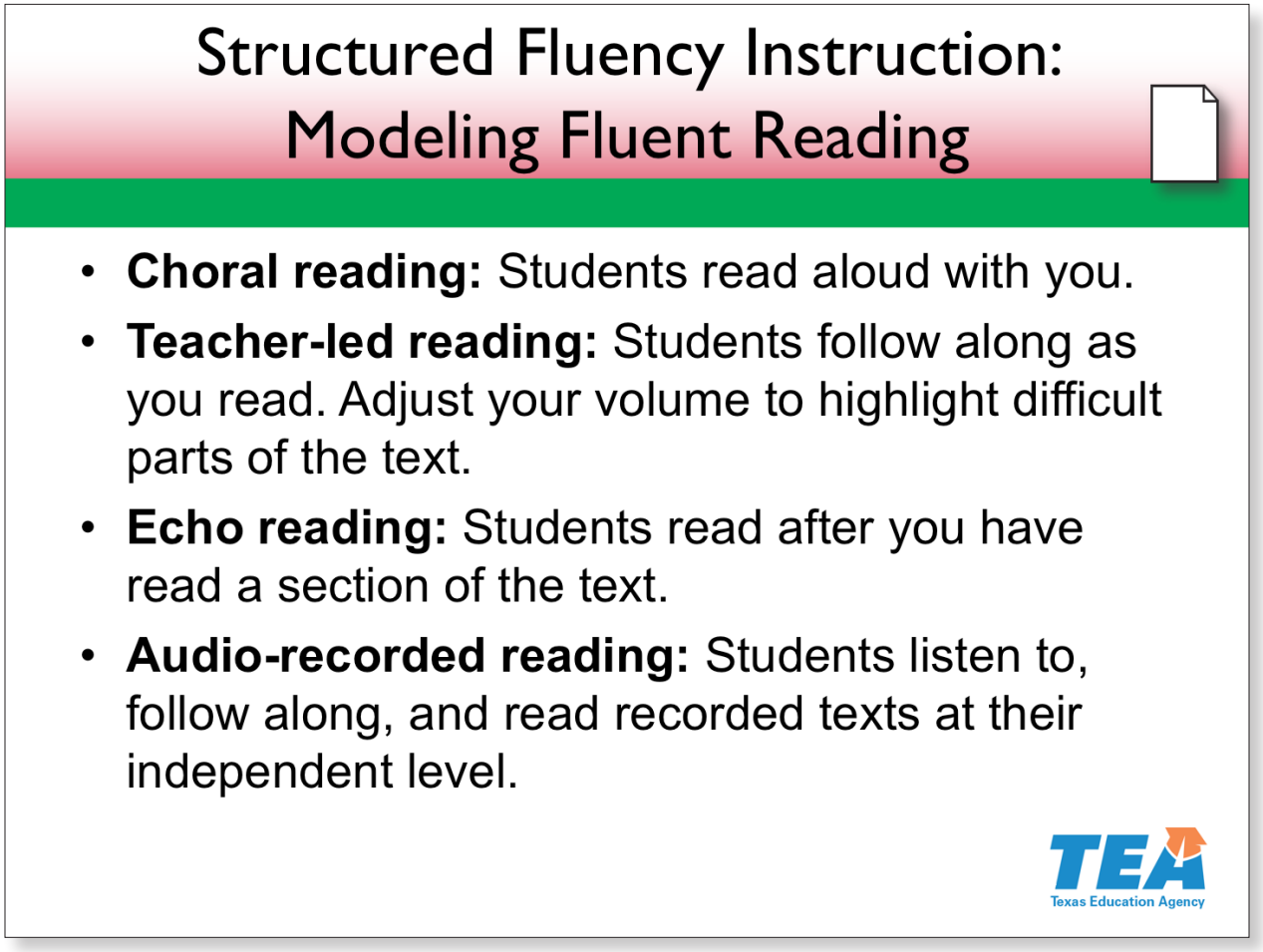

Slide 22—Structured Fluency Instruction: Modeling Fluent Reading (31:00–33:00)

A strong instructional technique to use with all students, particularly struggling readers and ELLs, is modeling fluent reading. We will discuss and demonstrate four different techniques for modeling fluent reading, which are also listed in the first column of Handout 8.

With all the techniques, students need to see the words as they hear them being read. Thus, it is important that each student has a copy of the text to follow along.

In choral reading, students read aloud with you as a whole group. Use a pace that students can keep up with. Choral reading can be used instead of traditional round-robin reading, in which all students follow along while individual students take turns reading. Round-robin reading is not an effective strategy because it does not provide enough practice.

> *Model choral reading the first paragraph of the "Who Loves the Sun? Iguanas!" text. Each table has copies of the text for participants to follow along.*

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In teacher-led reading, you read aloud and students follow along with you. Raise your voice during the reading at points where students may need additional support, such as difficult words or phrases. Lower your voice when support is not needed.

> *Model teacher-led reading using the second paragraph of "Who Loves the Sun? Iguanas!" Raise your voice for the following words and phrases: "island," "iguana," "Iguanas," "lizard," and "develop health problems."*

In echo reading, you read a segment of text aloud while students follow along, and then your students read the same segment of text aloud while tracking the print.

> *Model echo reading phrases and sentences from the third paragraph of "Who Loves the Sun? Iguanas!"*

Students can listen to and follow along with audio recordings of a fluent reader reading texts at their independent level. Another option is a computer-based method that highlights text on the screen as it is read. Afterward, students complete a rereading of the text or a portion of the text, depending on length. It is important to use texts at the students' independent reading level because a more proficient reader is not available to offer support.

References

Fuchs et al., 1997; Honig et al., 2013; Mastropieri et al., 1999

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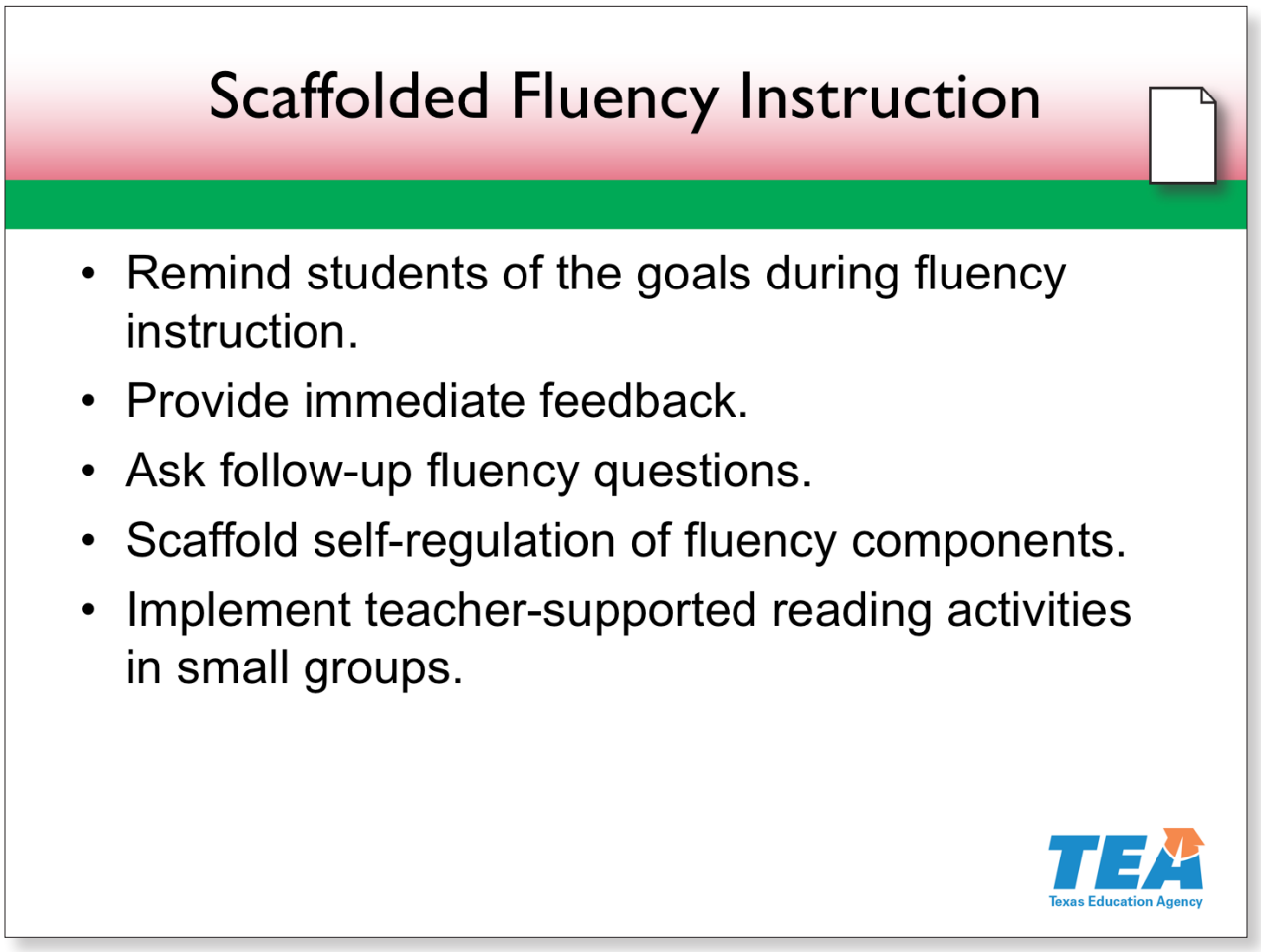

Slide 23—Scaffolded Fluency Instruction (33:00–34:30)

Next, we will discuss scaffolded fluency instruction. This type of instruction is covered in the second column of Handout 8. Teacher-supported reading activities are used in small-group instructional settings.

Remind students that the goal during fluency instruction is to read in a natural manner as if they were speaking—not too quickly. A conversational pace of reading supports students' understanding of the text. You may still need to model fluent reading as a scaffold.

When students appeal to you for a word, be consistent in the amount of time you allow before correcting an error. This will help you gauge whether the student will self-correct or simply read words incorrectly and continue.

Ask follow-up questions regarding the student's fluency. For example, you could ask students the following:

- "Did you read that passage at a proper rate?"

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- "Did you really get into the character when you were reading?"
- "How could you reread that sentence with more emphasis on what the character is trying to say?"

Move students toward a more self-regulatory role in their fluency development. If you ask students questions regarding their fluency development and remind students that fluency is the goal of a lesson, they will be more conscious of what is expected of them.

Use text at students' instructional and independent levels for teacher-supported activities in small groups. Listen to students read in groups and provide them with immediate and corrective feedback regarding their reading. Use unrehearsed text only if you feel that your students will read at the independent or instructional level on the first read.

Next, we will discuss two examples of teacher-supported small-group activities listed in the second column of Handout 8—phrase-cued reading and repeated reading.

References

Armbruster et al., 2001; Hasbrouck et al., 1999; Hasbrouck & Hougen, 2012; Honig et al., 2013; Kuhn & Schwanenflugel, 2006; Kuhn & Stahl, 2000; O'Connor, White, & Swanson, 2007; Oddo, Barnett, Hawkins, & Musti-Rao, 2010; Rasinski et al., 2011

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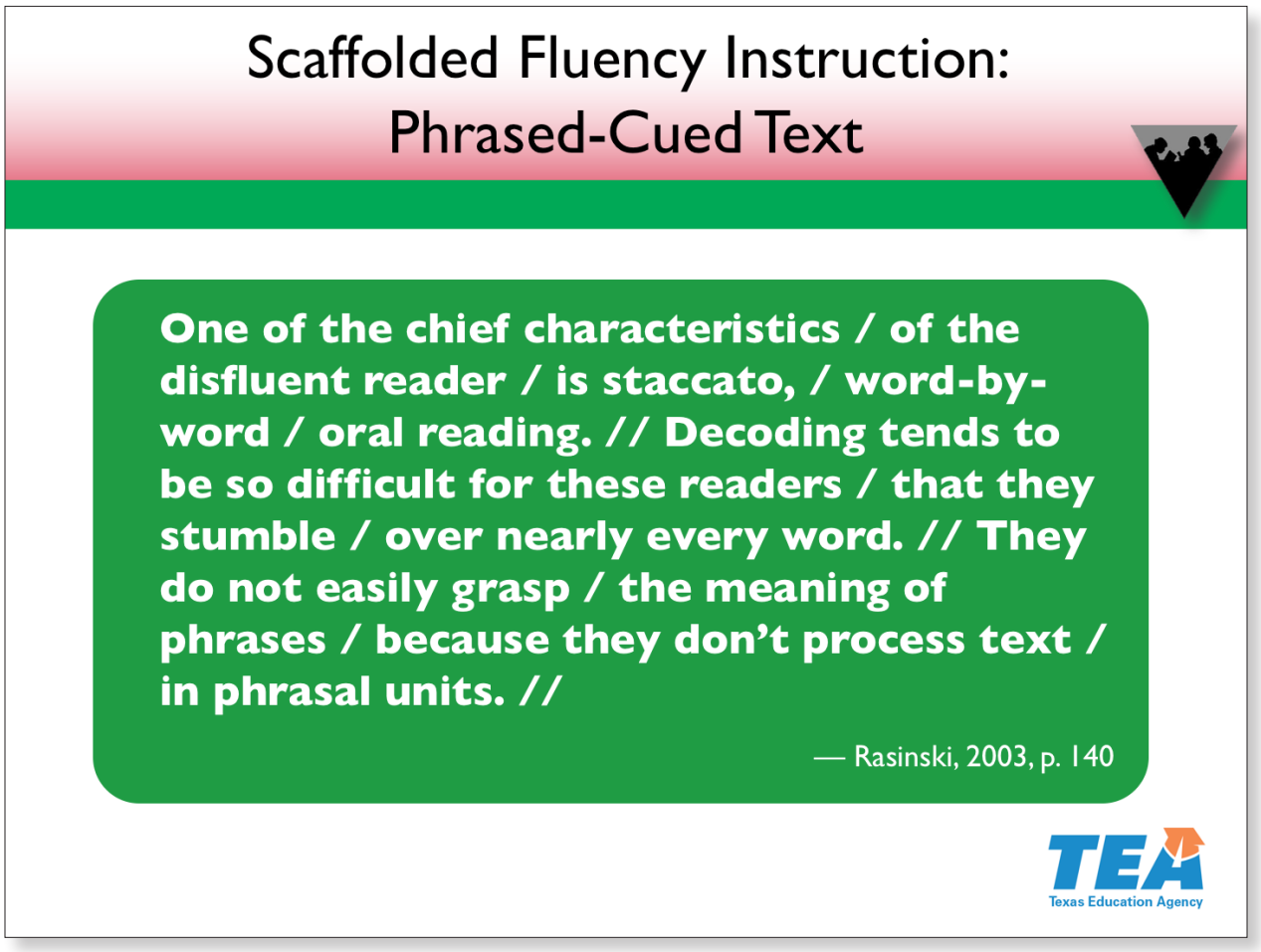

Slide 24—Scaffolded Fluency Instruction: Phrased-Cued Text (34:30–36:30)

A phrase-cued text has phrases explicitly marked, or cued, for the reader. Phrase-cued reading can be used with students who read accurately and at an appropriate rate but have difficulty with prosody. Reading with appropriate phrasing means that words are chunked together into meaningful units.

When students practice phrase-cued reading, they should read text at their independent level.

Phrase-cueing text by marking phrase boundaries gives students added support in reading prosodically. Single slashes can be used to indicate boundaries within a sentence, usually short pauses, and double slashes can be used for boundaries at the end of a sentence, indicating a longer pause.

On the slide is a phrase-cued quotation. Let's practice reading this phrased-cued text. We will read the slide together chorally, paying attention to the slash marks.

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Read the slide chorally with participants.

Activity

*Place the **Activity Resource** on the document camera.*

With a partner, discuss what kind of students might benefit from phrase-cued text and when you might use phrase-cued text in your classroom.

Provide time for participants to discuss.

Reference

Rasinski, 2003, p. 140

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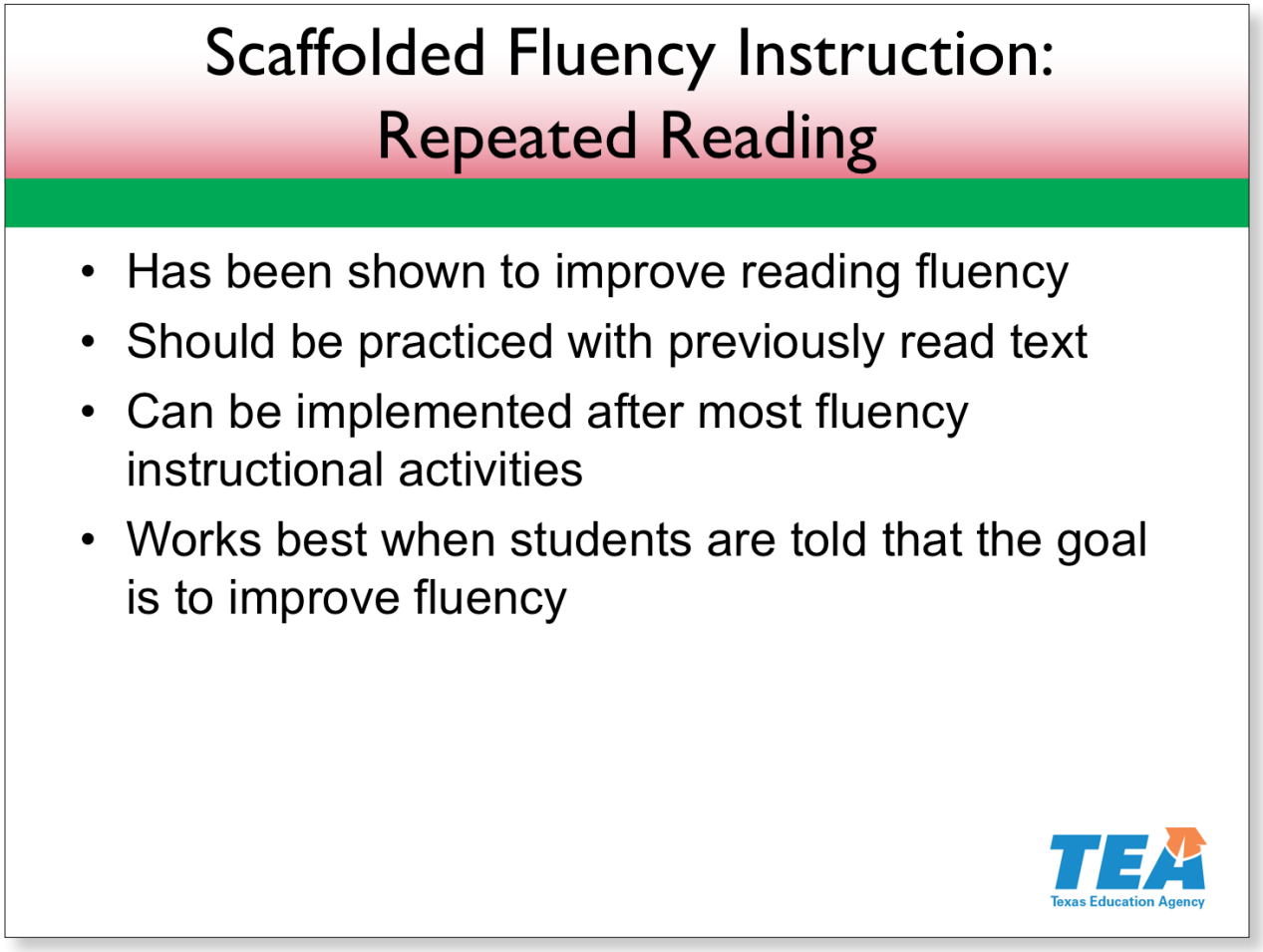

Slide 25—Scaffolded Fluency Instruction: Repeated Reading (36:30–37:30)

Words that students struggle with during a first read are not unfamiliar on subsequent reads, leading to fewer problems.

When rereading a passage during fluency instruction, whether a short passage or even a chapter book, have students begin at the same place. Have students mark where they began reading and return to the same place to reread.

Rereading can be used after most types of fluency instruction.

Do not have students reread passages that are too long or time consuming. If passages are too long, students may have less success self-correcting errors during the reread. Remind students that the goal during fluency instruction is to improve rate, accuracy, and/or prosody, depending on students' individual needs.

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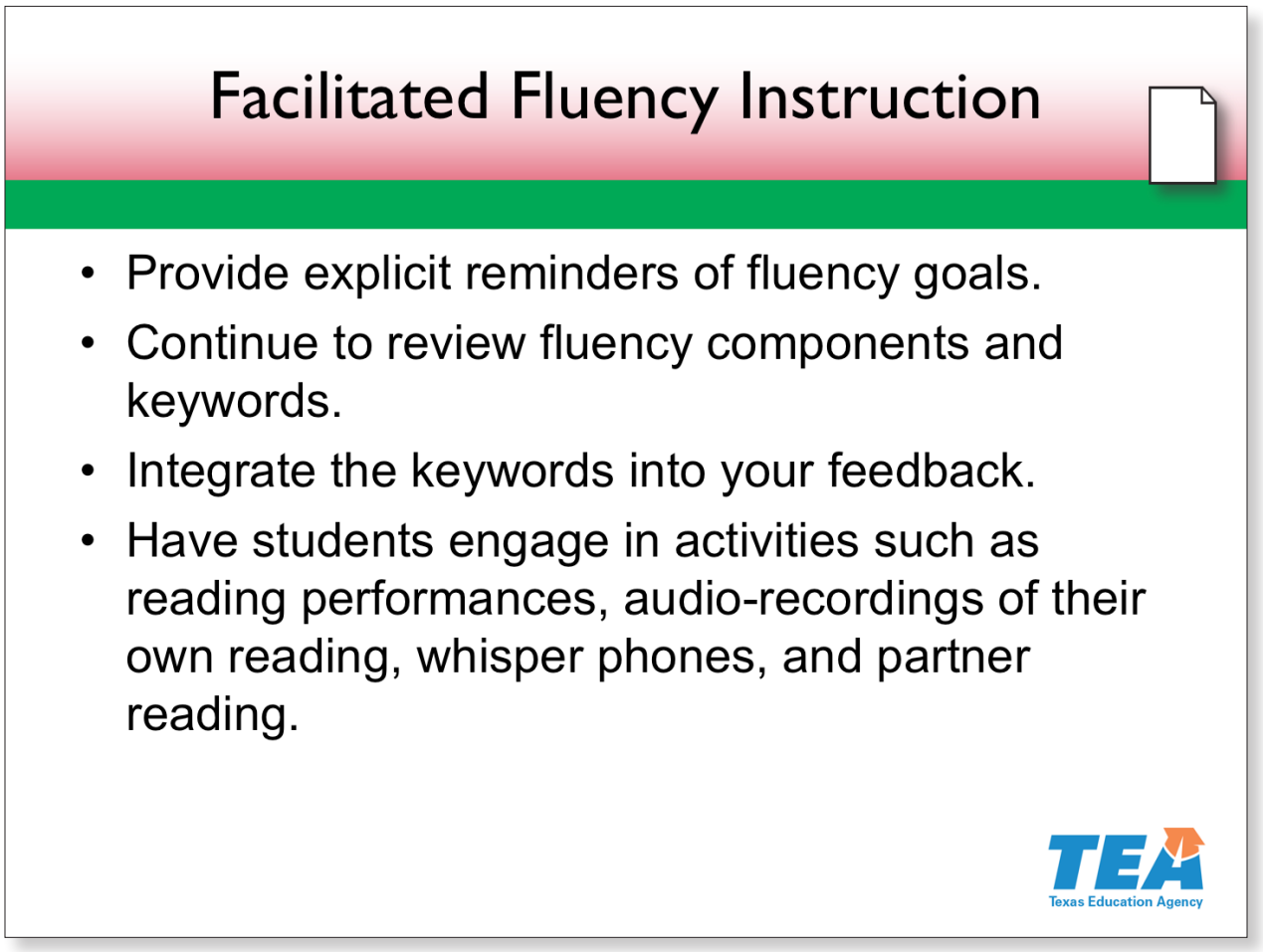

Slide 26—Facilitated Fluency Instruction (37:30–39:00)

Now, we will talk about instruction in fluency when your role is a facilitator. This type of fluency instruction is discussed in the third column of Handout 8.

As we have discussed for other types of fluency instruction, during facilitated fluency instruction, provide explicit reminders of fluency goals and continue to review fluency components and keywords. Integrate the keywords into your feedback.

Reading performances, or acting out texts while reading, help students to develop their oral reading fluency. The goal of these performances is to improve reading fluency. Students should devote the majority of their time reading and rereading the script that you have provided.

Notes continue on the next page.

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Students reading to younger students or to another class can also be considered a reading performance. Just be sure to provide the student with time to prepare and reread the text.

Another easy way to facilitate fluency development is to have students record their own reading. Choose texts with students that are at their independent or instructional level. Students can read into an audio-recording device, listen to their recording, and then reread the same text. This activity is a great way for students to develop their "voice" for reading.

Using whisper phones is a facilitated method to improve fluency. Students quietly read a text into the whisper phone, which amplifies and directs their voice to their ears. The teacher monitors and provides corrective feedback as necessary.

Model for participants how to hold the whisper phone to read text.

Another research-based activity is partner reading. We will look at partner reading in more depth now.

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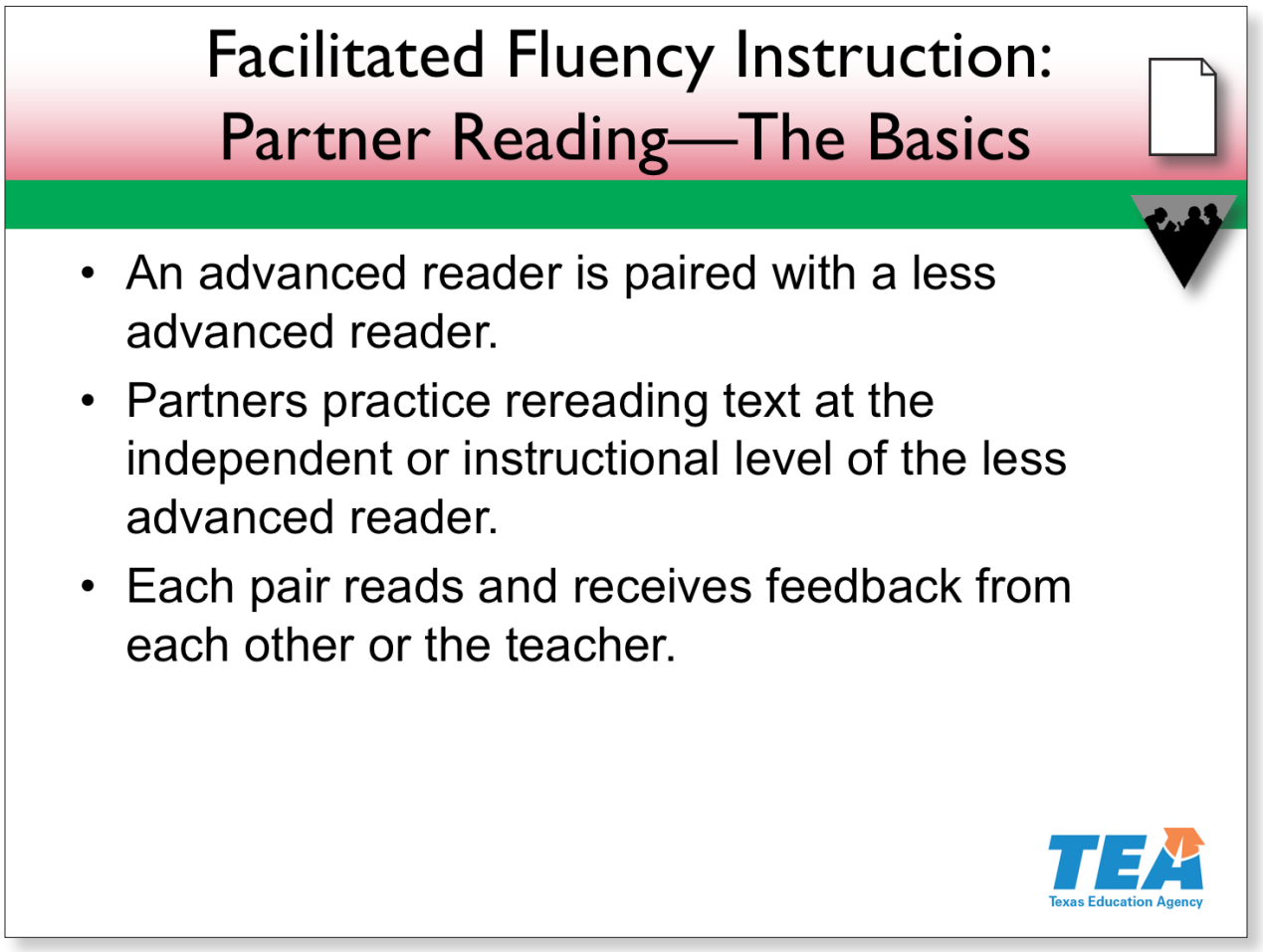

Slide 27—Facilitated Fluency Instruction: Partner Reading—The Basics (39:00–41:00)

Partner reading is a research-based strategy that incorporates repeated reading and immediate, explicit feedback to aid fluency development.

Activity

*Place the **Activity Resource** on the document camera.*

Handout 9: Partner Reading provides guidance on how to strategically pair students and select appropriate text. On the second page is an example partner reading procedure. Review the handout and then explain to your partner how to pair students for partner reading. Then discuss what level of text should be used during partner reading. You have two minutes.

Allow two minutes for participants to locate, review, and discuss the handout.

Notes continue on the next page.

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Partner reading is considered facilitated fluency instruction because your students do the brunt of the work. You prepare the text and select the pairs, but during the activity itself, you facilitate instruction.

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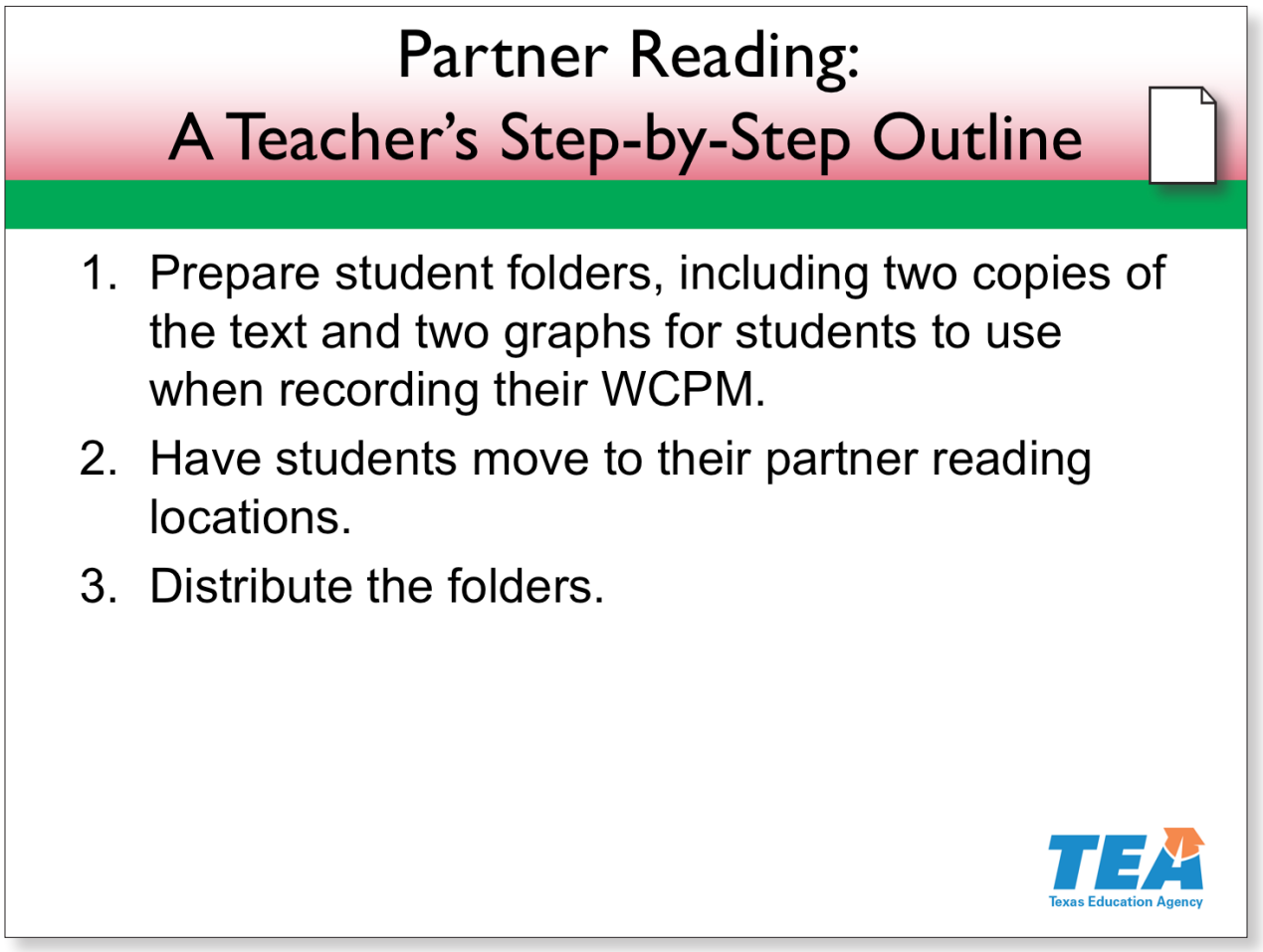

Slide 28—Partner Reading: A Teacher's Step-by-Step Outline (41:00–42:00)

We will now examine a six-step procedure for implementing partner reading.

The first step in the partner reading procedure is to prepare folders that include the text and graphs for students to use when graphing their WCPM.

In the next step, have students move to their designated partner reading locations. Many students reading at once is noisy, so try to arrange students so that they disturb each other as little as possible.

In the third step, hand out the student folders containing the graphs and reading passages. For your reference, **Handout 10: Fluency Folders** illustrates one way to organize students' fluency folders.

Provide time for participants to review the handout.

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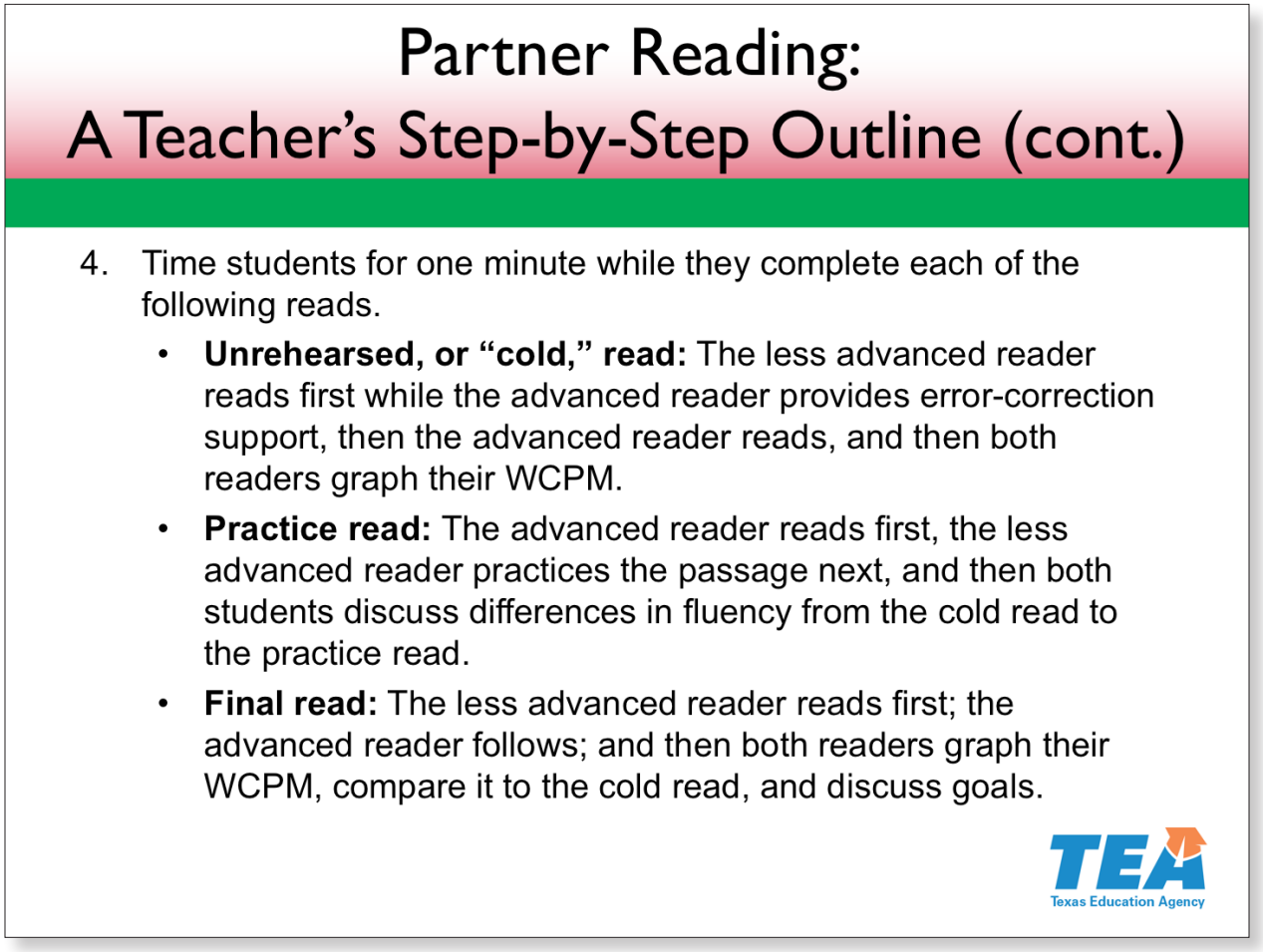

Slide 29—Partner Reading: A Teacher's Step-by-Step Outline (cont.) (42:00–43:30)

In step four, time students for one minute each while they complete their reads.

In the unrehearsed, or "cold," read, the less advanced reader reads first while the advanced reader provides error-correction support. Then the advanced reader reads. Both readers graph their WCPM.

The practice read occurs next. The more advanced reader reads the passage first this time while the less advanced reader follows along, and then the less advanced reader practices the passage. Students talk about the difference in their fluency compared to the cold read. Although students do not graph WCPM for the practice read, they can compare rate, accuracy, etc. Listen for students to use their fluency key words during these discussions.

In the final read, the less advanced reader reads the passage first, and then the advanced reader follows. Both readers graph their WCPM and compare it with the cold read. Students then discuss whether they met their fluency goals. If they

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were met, students should discuss increasing their goals for the next time. If not, students should talk about ways to improve for the next partner reading segment.

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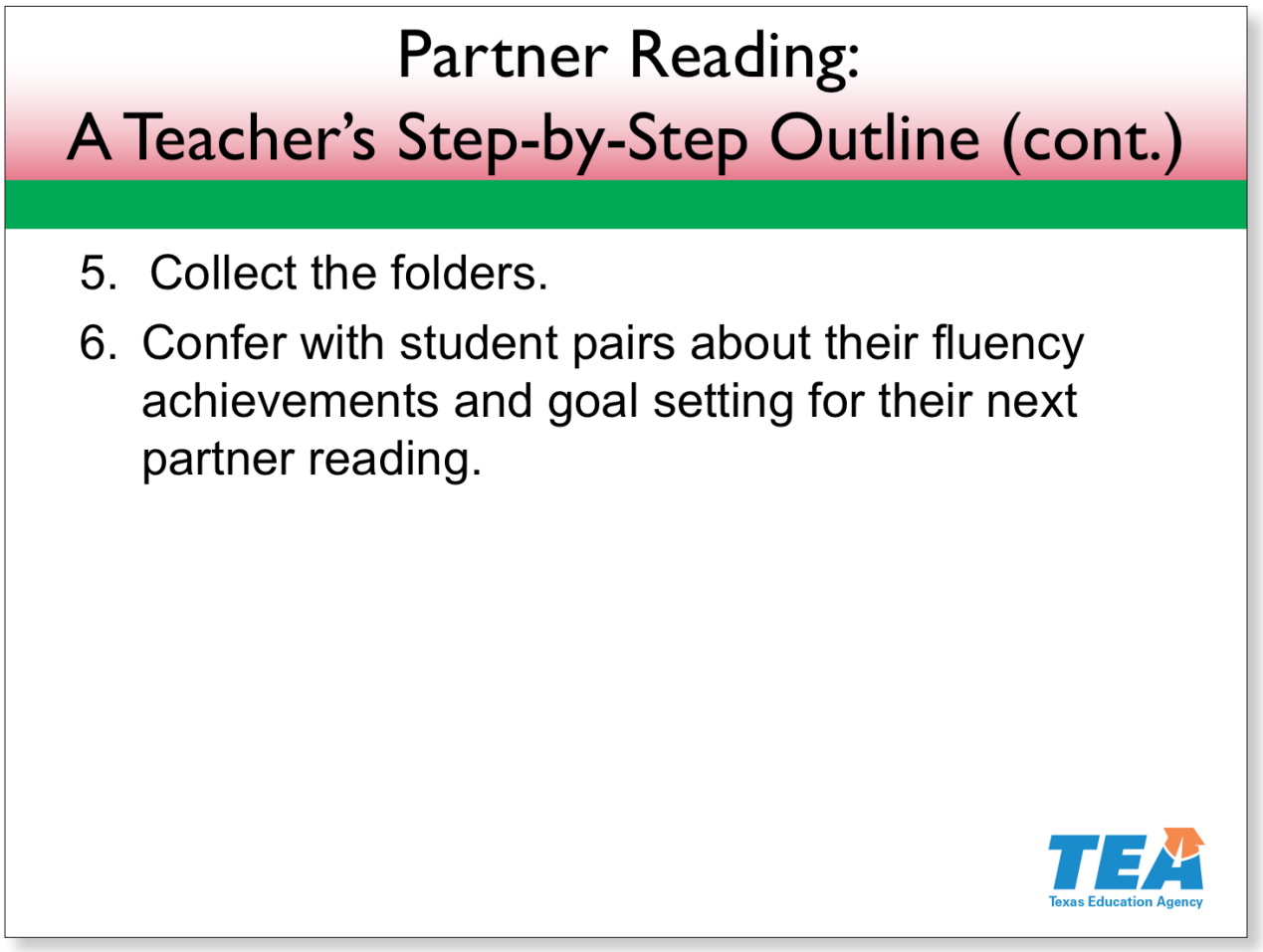

Slide 30—Partner Reading: A Teacher's Step-by-Step Outline (cont.) (43:30–44:00)

The last two steps involve collecting folders and conferencing with student pairs about their fluency achievements.

Partner reading is a great way to build fluency, but it requires time to set up the procedures and teach the process to the students. In fact, it may take a full week of fluency instruction time to practice partner reading directions and protocol.

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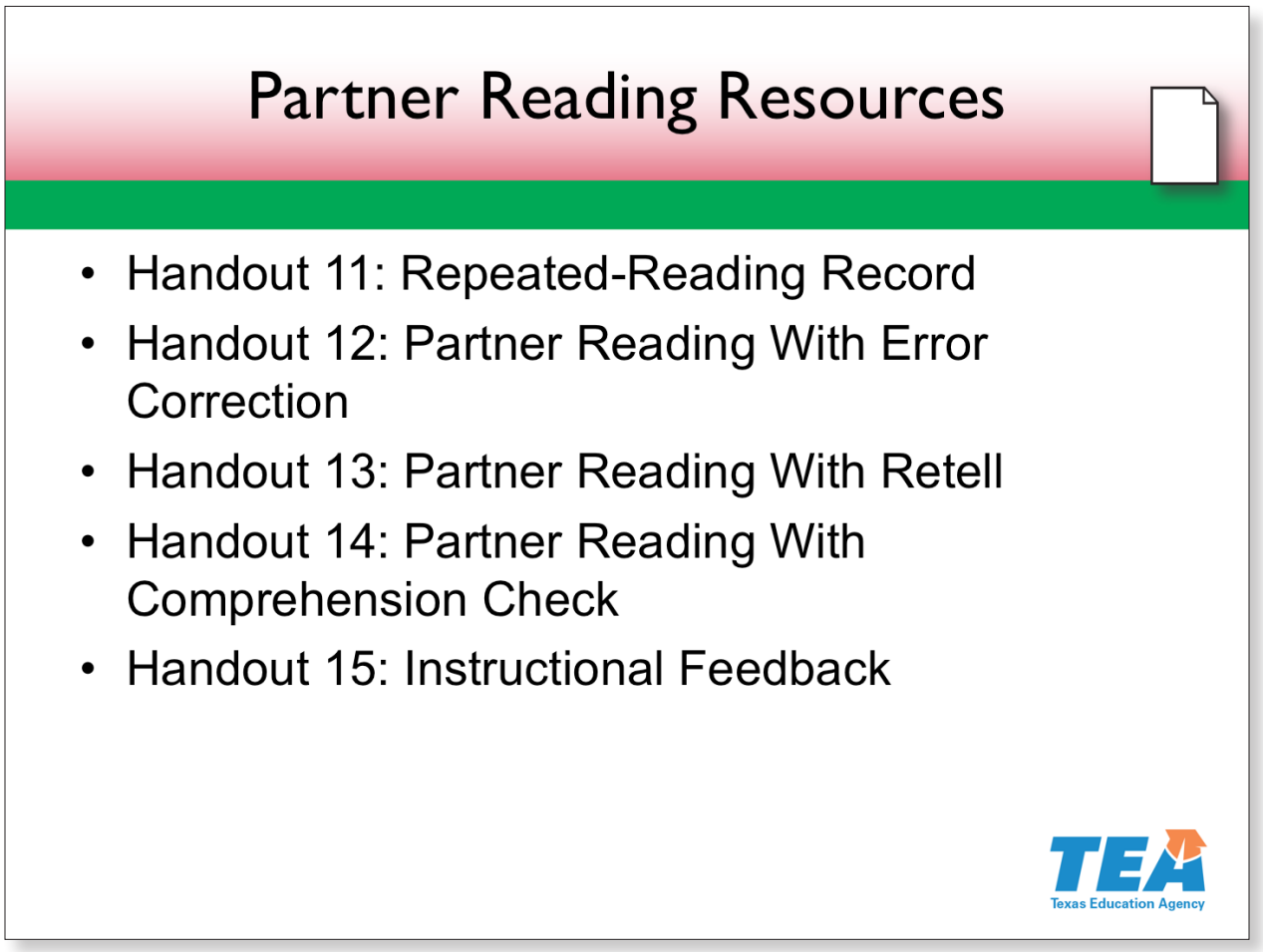

Slide 31—Partner Reading Resources (44:00–45:00)

Let's quickly review several handouts that you can use for partner reading. Please locate Handouts 11 to 15.

Pause for participants to locate the handouts.

Handout 11: Repeated-Reading Record is a great way for students to see their improvement from the cold read to the practice read and final read. Students log the number of words read, subtract their errors, and calculate WCPM before graphing results. You may need to help your students calculate and fill in this information at first. This handout can also be used as a math activity. This handout is provided in English and Spanish.

The error-correction cue cards provided in **Handout 12: Partner Reading With Error Correction** can be used during all three reads. A procedure and two cards are provided both in English and Spanish.

Notes continue on the next page.

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Handout 13: Partner Reading With Retell includes a modified partner reading lesson that incorporates fluency and comprehension and uses retell cue cards provided in both English and Spanish.

Handout 14: Partner Reading With Comprehension Check is another way to link fluency to comprehension. You can use this lesson with narrative or expository text with your partner pairs. The lesson and cue cards are provided in English and Spanish.

Handout 15: Instructional Feedback helps students support their partners. This handout is provided in English and Spanish.

Remember, it is important to model the use of these resources before students work with their partners.

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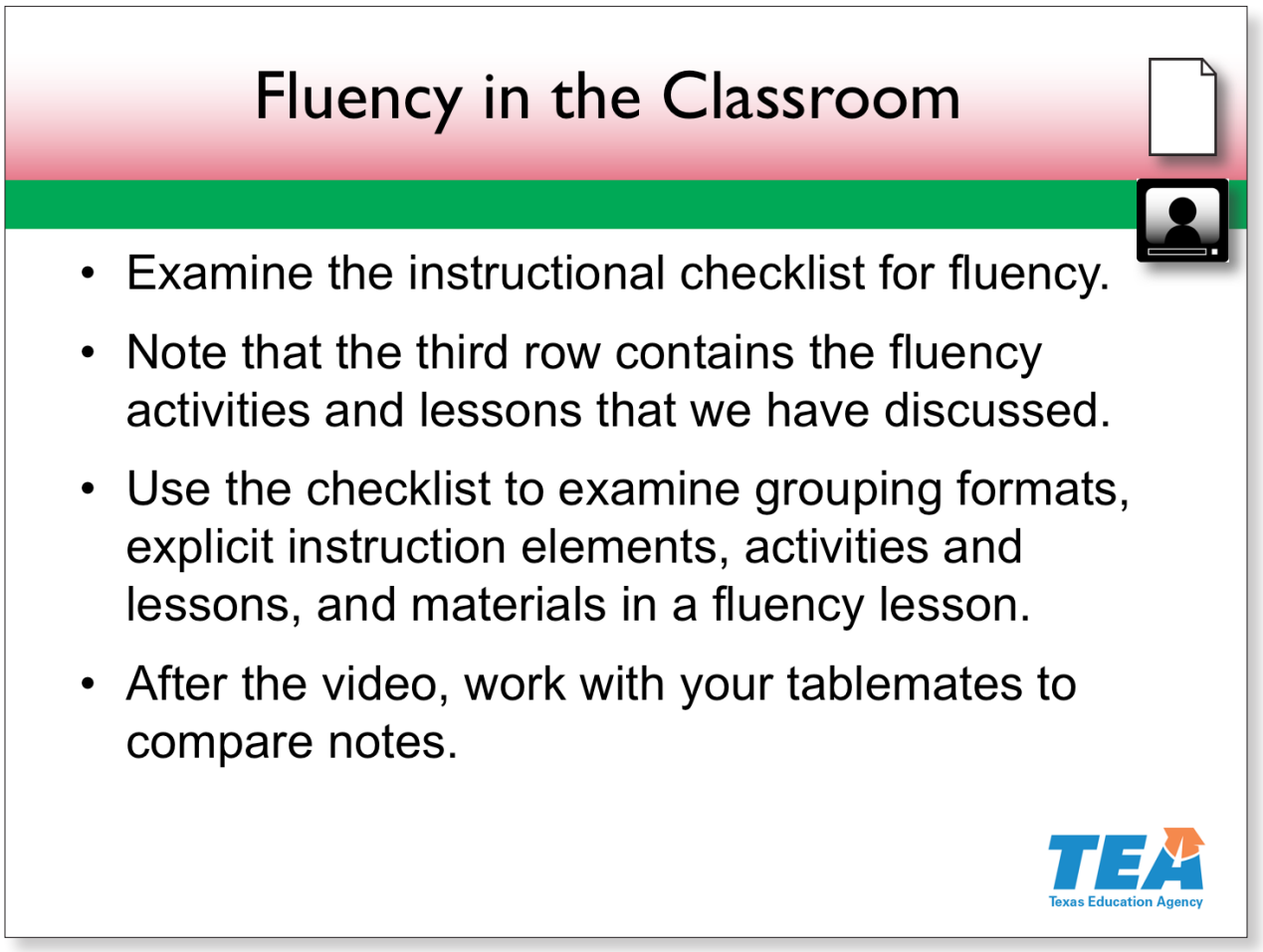

Slide 32—Fluency in the Classroom (45:00–50:00)

Let's watch students build their reading fluency through partner reading. Please locate **Handout 16: Systematic Instruction: Fluency Checklist**.

Pause for participants to locate the handout.

Similar to the ones we have used in the previous sections, the checklist has grouping formats, explicit instructional components, and materials used for teaching fluency. In the third row are the activities and lessons that we have discussed throughout this session.

As you watch the video, check the boxes on the handout for the different instructional elements you see. Also, take notes in the Comments column.

Video: Partner Reading With Retell

Play the video.

Notes continue on the next page.

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Now compare your checklist and notes with those of your tablemates. I will give you two minutes to discuss.

Provide two minutes for participants to work.

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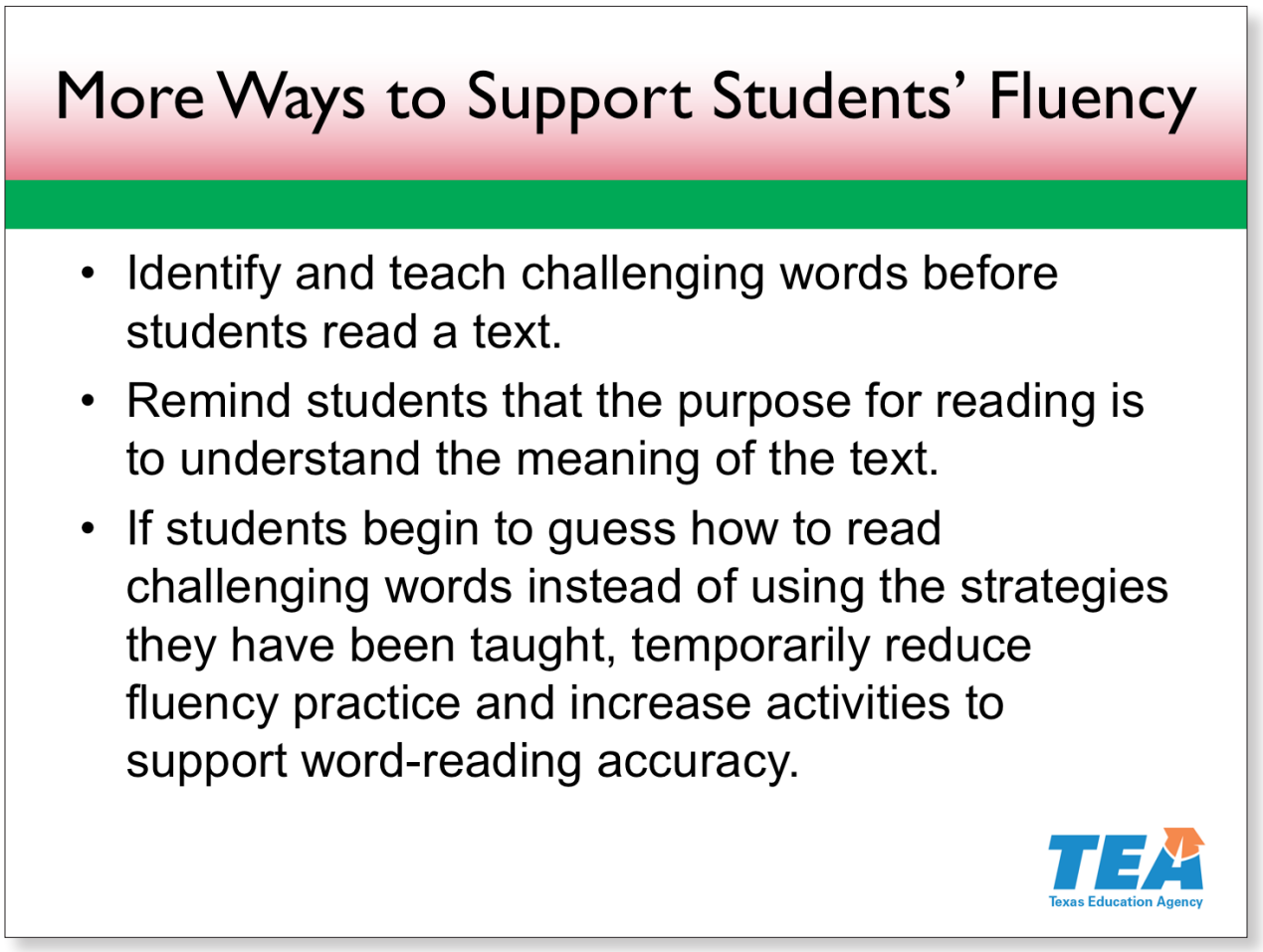

Slide 33—More Ways to Support Students' Fluency (50:00–50:30)

Listed on this slide are additional ways to support students' fluency development that were discussed in the Word Study and Recognition section of the academy.

Reference

Foorman et al., 2016

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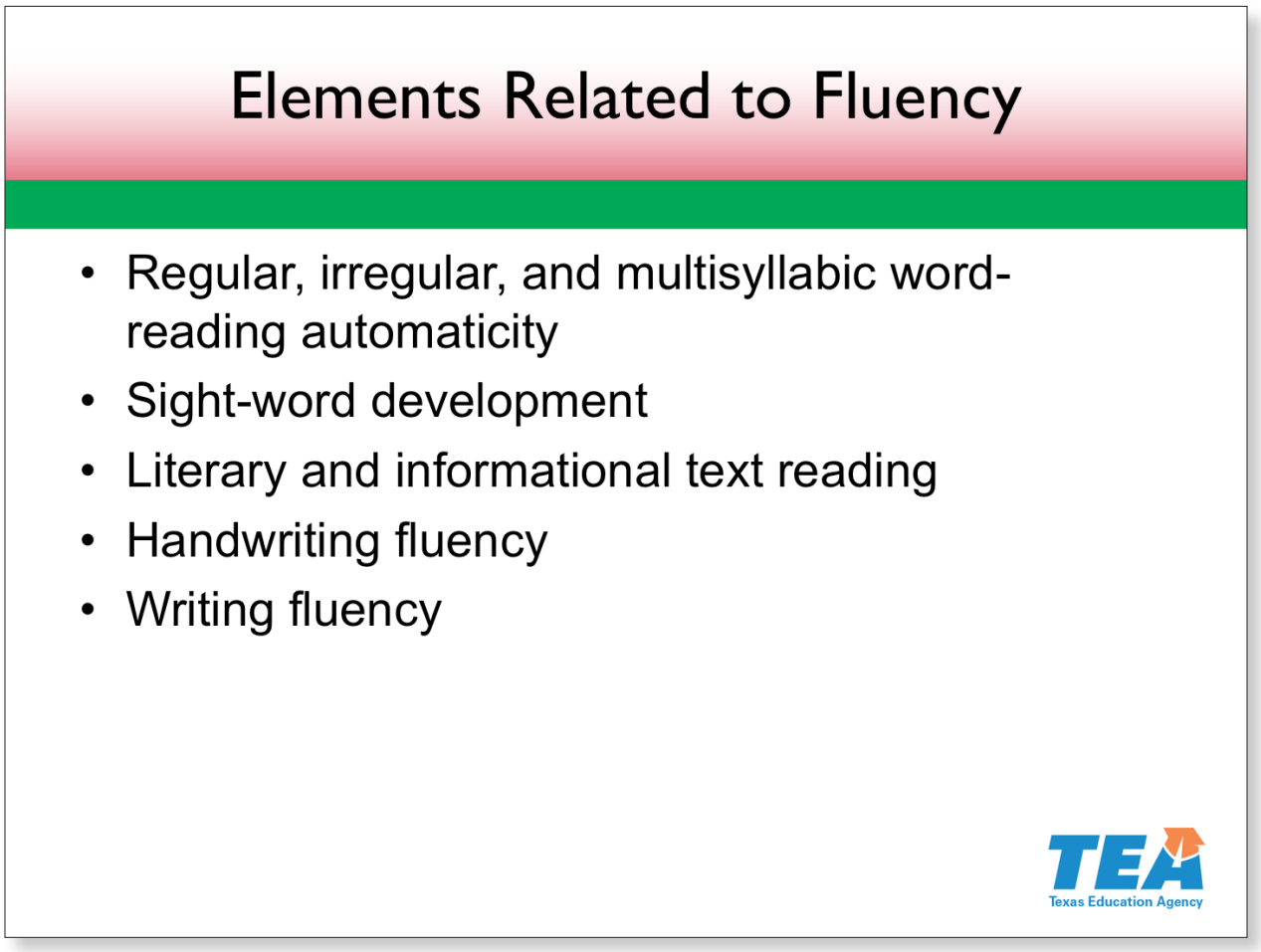

Slide 34—Elements Related to Fluency (50:30–51:30)

For third-grade students to read connected text fluently, they need a strong foundation. This foundation consists of accurately and automatically recognizing letters and sound-spelling patterns.

Students also need practice in many elements related to reading fluency. This slide lists some of those elements. The fluency assessments we reviewed today will help you determine which type of instruction is needed.

To read fluently, third-grade students must develop regular, irregular, and multisyllabic word-reading automaticity.

Some third-grade students also need to build their sight-word knowledge. Games such as word-wall races can make word identification fun and motivating. Other effective activities were provided in the Word Study and Recognition section.

Like all literacy instruction, third-grade students should practice reading and interpreting a variety of genres, both literary and informational.

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You may have noticed handwriting fluency and writing fluency on this list. Although the focus in this section is oral reading fluency, research has shown that poor handwriting influences judgments about the quality of written work and the education and intelligence of writers. The failure to develop decoding skills can impair comprehension in readers, thus interfering with content in writing. We will discuss handwriting and writing fluency in the Writing section of this academy.

References

Briggs, 1980; Honig et al., 2013, Jones & Christensen, 1999; Perfetti, 1985

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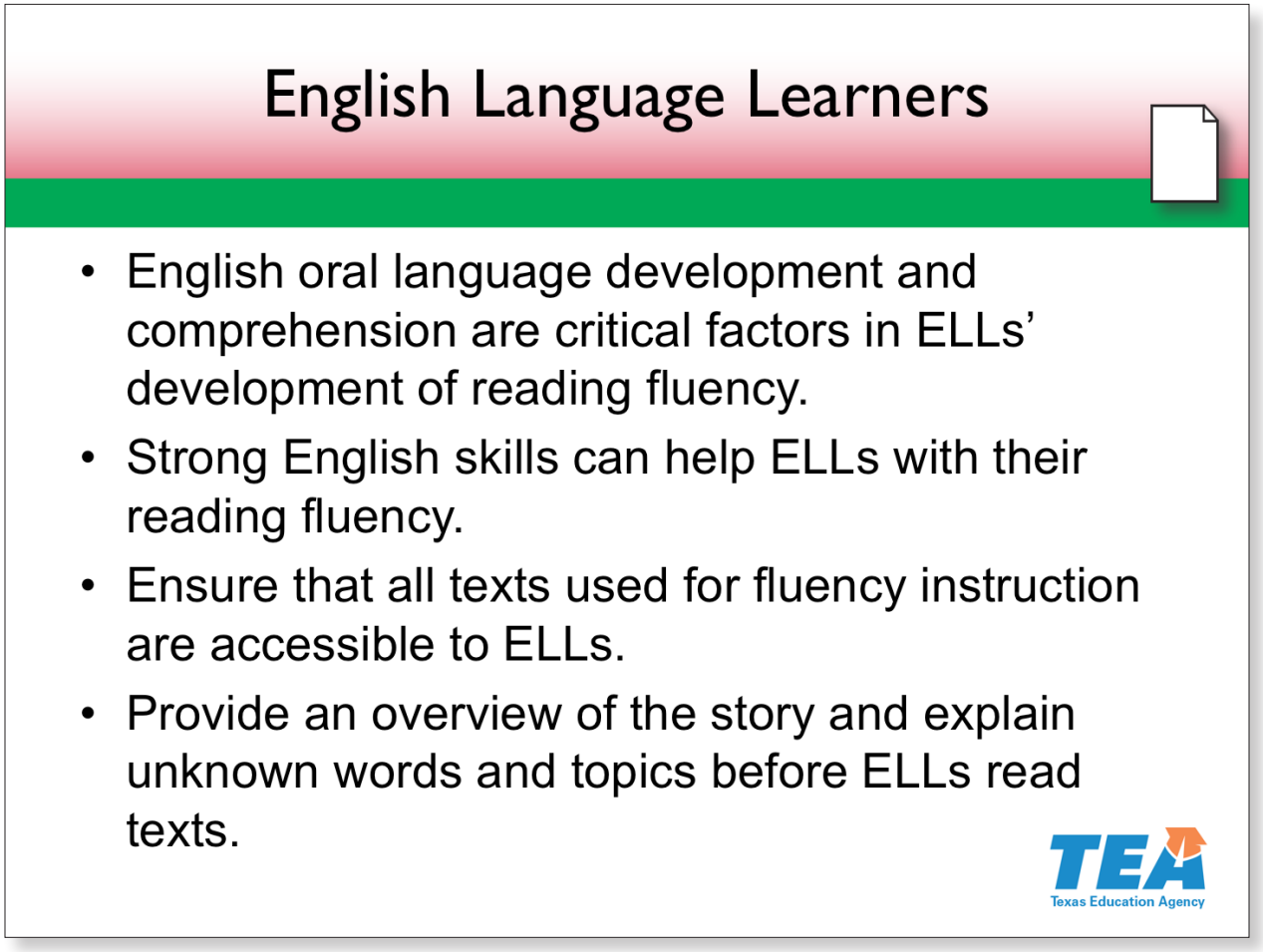

Slide 35—English Language Learners (51:30–53:30)

Research has shown that ELLs' English oral language development and comprehension are critical factors in the development of reading fluency. ELLs with strong English language skills can capitalize on these skills to read more fluently. Effective fluency instruction for ELLs should take into consideration their language needs and be linguistically accommodated to support their language learning.

Ensure that you provide **structured**, **scaffolded**, and **facilitated** fluency instruction to ELLs. Carefully select and modify texts used for all fluency instruction to make sure they are accessible and comprehensible to ELLs. For meaningful fluency practice, begin with an overview of the story and explain unknown words and topics through quick drawings or pictures. When ELLs understand the story, they can focus more on their reading rate and accuracy.

Locate **Handout 17: Fluency Instruction Considerations for English Language Learners**.

Pause for participants to locate the handout.

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Look over the handout and choose the consideration that you think is most important.

Allow one minute for participants to work.

References

Geva & Farnia, 2012; Geva & Zadeh, 2006; Jimerson, Hong, Stage, & Gerber, 2013; Koskinen et al., 1999; Linan-Thompson & Vaughn, 2007; Peregoy & Boyle, 2005; Quirk & Beem, 2012; Ramírez & Shapiro, 2007; Saenz, Fuchs, & Fuchs, 2005; Zadeh, Farnia, & Geva, 2012

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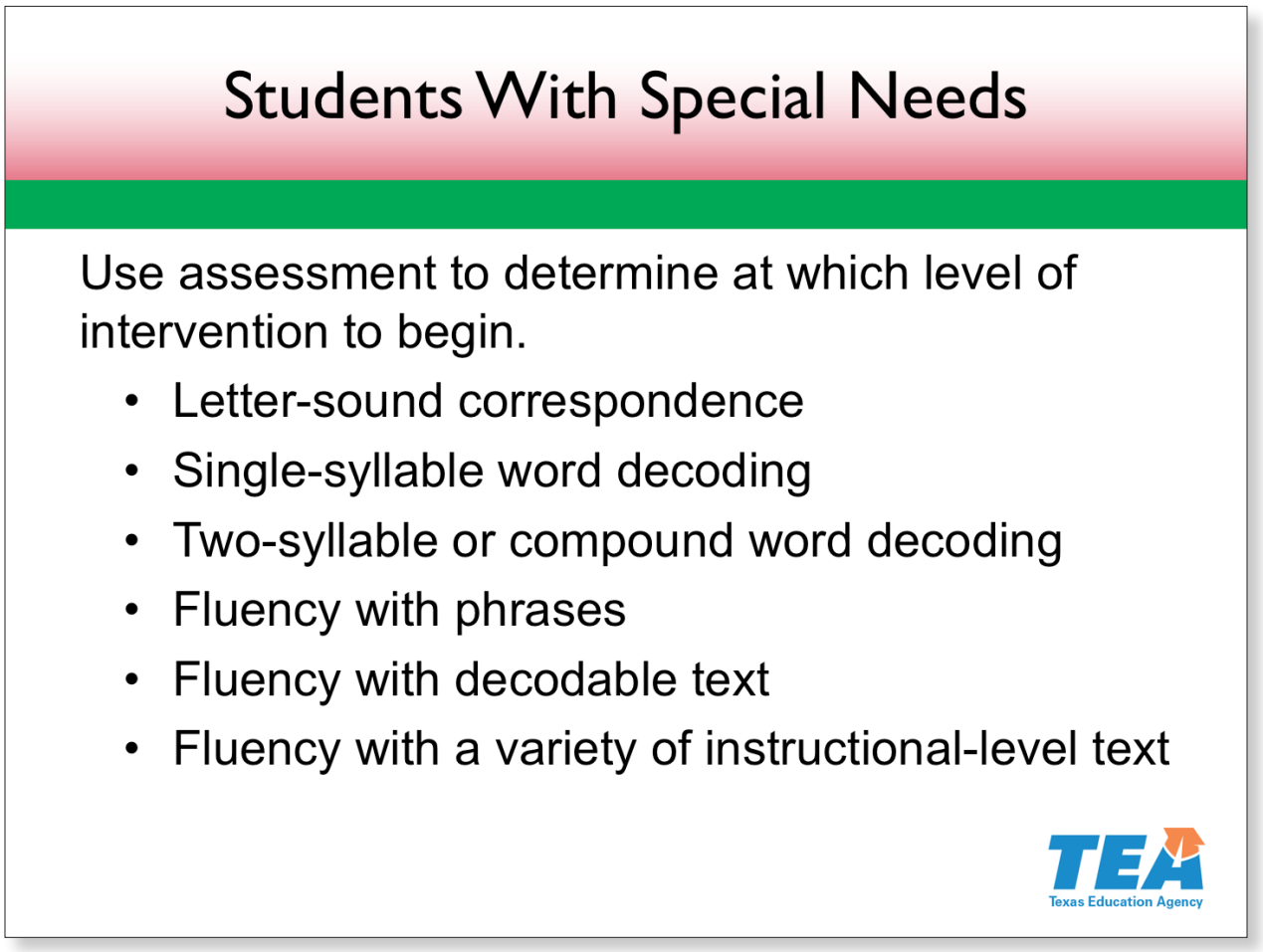

Slide 36—Students With Special Needs (53:30–54:30)

When a student has persistent fluency problems, it is important to provide appropriate intervention by using assessment data to determine where the student is having difficulty.

The list on the slide is in order from less complex to more complex skills.

For example, if a student has not yet internalized the alphabetic principle, instruction should begin at the lowest level, letter-sound correspondence. The next levels are word decoding, first single-syllable and then multiple-syllable words. Next is fluency with phrases. After that is fluency with decodable text. Finally, use a wide range of instructional-level text until the student reads with prosody.

Reference

Moats, 2004

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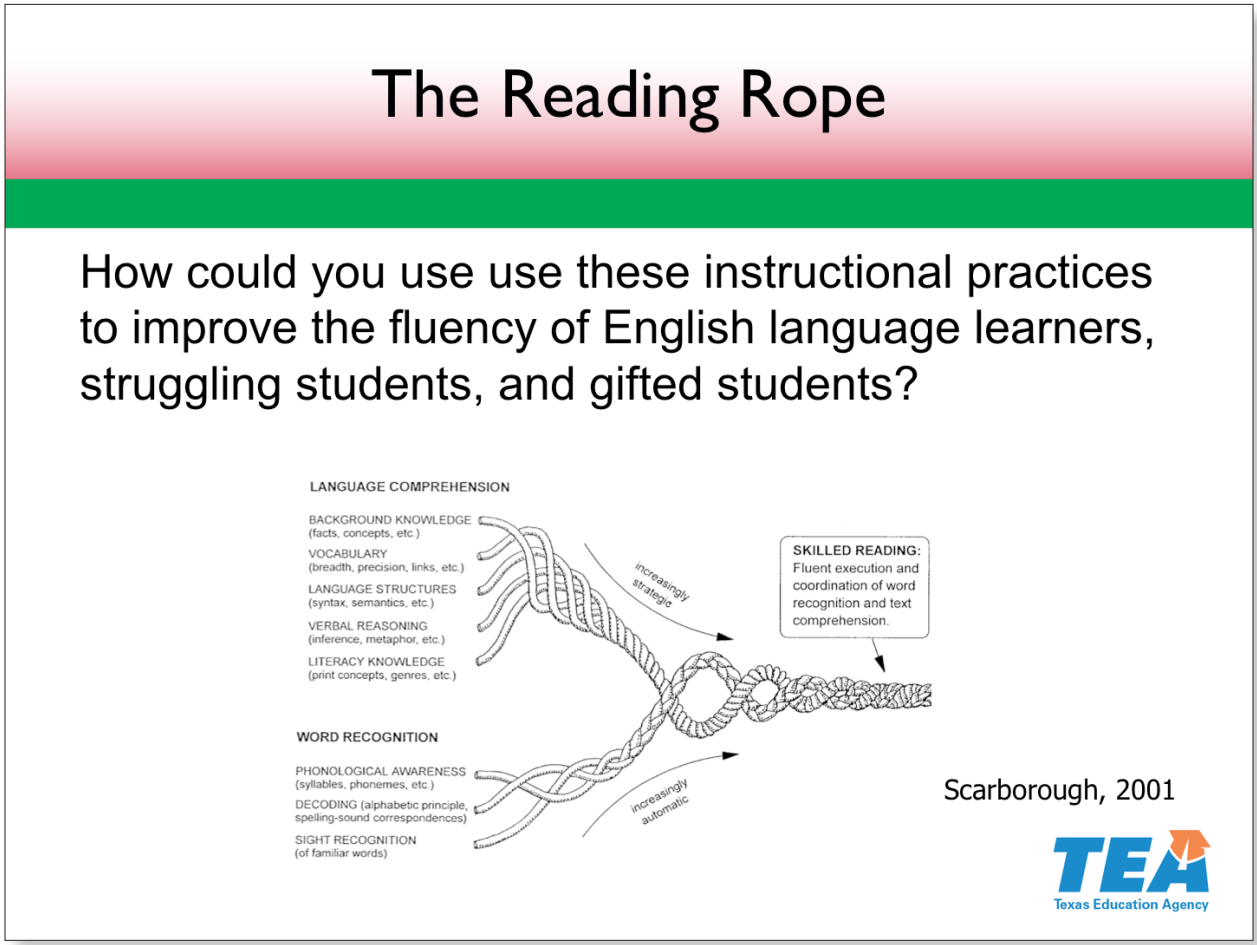

Slide 37—The Reading Rope (54:30–55:30)

We will represent the fluency part of our model of the reading rope at the end of our three days together. Fluency occurs when the two strands bind together seamlessly to create skilled readers who decode and comprehend text with automaticity. As fluency improves, students transition from learning to read to reading to learn. Therefore, we cannot represent fluency with only the word recognition strand completed in our model.

As we worked through this section on fluency, we continued to reflect on our guiding questions. When you are finished, please place your reading rope back into your folder.

Allow 30 seconds for participants to reflect on the questions.

Now that you have had time to reflect, let's see how our new learning can be applied to our daily instruction.

Reference

Scarborough, 2001

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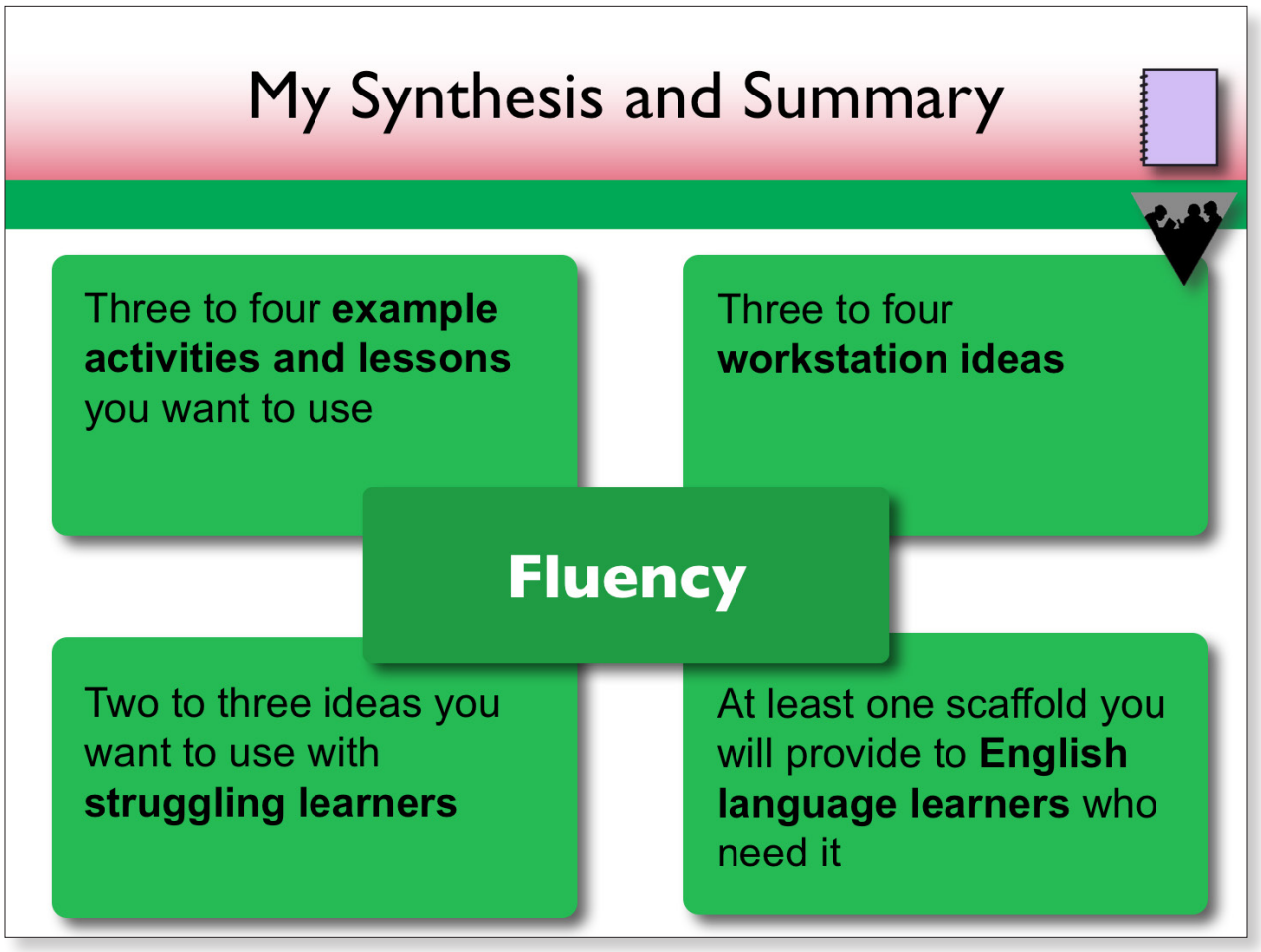

Slide 38—My Synthesis and Summary (55:30–1:00:00)

Let's wrap up this section by synthesizing what we have learned and the implications of reading fluency within our literacy block.

Take out the Grade 3 Literacy Block and the English Language Learner Scaffolding Planning Guide from your folder.

Pause for participants to locate the resources.

As with the other sections, we will use these two documents to summarize what we have learned and how we can apply it to our literacy instruction when we get back to our classroom. On the Grade 3 Literacy Block handout, let's fill out the row for Fluency.

*Display **Presenter Resource 2** on the document camera.*

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Activity

Here is a model showing how I completed the Literacy Block document for this section.

Review the example on the presenter resource as needed.

When filling out the last column related to English language learners, you may refer to your English Language Learner Scaffolding Planning Guide. Please take four minutes to fill out all four columns for this section.

Allow four minutes for participants to work.

Please place your Literacy Block and English Language Learner Scaffolding Planning Guide back in your folder to use again in the next section.

We have finished the Fluency section of this academy. We will focus on vocabulary instruction next.

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Fluency

Handouts

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Measuring Reading Accuracy and Reading Fluency Levels

1. Calculate the percent accuracy.

Divide the number of words read correctly by the total number of words read to calculate the percent accuracy level.

number of words read correctly ÷ total words read = percent accuracy

Example: If a student reads 48 words correctly out of 50 total words read, the percent accuracy is 96 percent.

48 ÷ 50 = .96 = 96 percent

2. Determine the reading level of the text.

A 96 percent accuracy means that the text is at the student's independent reading level. See below.

Reading Level	Description	Accuracy Level*	Setting
Independent level	This text is relatively easy for the student to read accurately without support. No more than approximately one in 20 words is difficult for the student.	95 percent to 100 percent	The student reads independently with little or no instructional support.
Instructional level	This text is challenging but manageable for the student to read accurately with support. No more than approximately one in 10 words is difficult for the student.	90 percent to 94 percent	The teacher provides small-group instruction to allow for modeling, scaffolding, and feedback to support all components of fluency (accuracy, rate, prosody).
Frustration level	This text is difficult for the student to read accurately. More than one in 10 words are difficult for the student.	Less than 90 percent	The teacher models reading the text and facilitates discussion about the text.

*Reading accuracy levels vary from text to text.

Adapted from Gunning, 2006.

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Oral Reading Fluency Norms

One way to determine whether a student may be struggling with reading grade-level materials is to compare the student's average score for words read correctly per minute (WCPM) to the following norms for the student's grade level at the closest time period: fall, winter, or spring. These norms were developed in a large-scale, multiyear study. It is recommended that a score falling within 10 words above or below the 50th percentile should be interpreted as being within the normal, expected, and appropriate range.

Grade	Percentile	WCPM Fall	WCPM Winter	WCPM Spring
1	90th	(Not reported in study)	81	111
	75th		47	82
	50th		**23**	**53**
	25th		12	28
	10th		6	15
2	90th	106	125	142
	75th	79	100	117
	50th	**51**	**72**	**89**
	25th	25	42	61
	10th	11	18	31
3	90th	128	146	162
	75th	99	120	137
	50th	**71**	**92**	**107**
	25th	44	62	78
	10th	21	36	48
4	90th	145	166	180
	75th	119	139	152
	50th	**94**	**112**	**123**
	25th	68	87	98
	10th	45	61	72
5	90th	166	182	194
	75th	139	156	168
	50th	**110**	**127**	**139**
	25th	85	99	109
	10th	61	74	83

Adapted from Hasbrouck & Tindal, 2006.

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Setting Fluency Goals

You can use oral reading fluency assessment scores to set short-term goals for students. Short-term goals help students see weekly progress. The following is an example of this process.

Step 1: Calculate Total Improvement Needed

At the beginning of the school year, a third-grade student's fluency score is 61 words correct per minute (WCPM). Calculate the total improvement needed to meet the end-of-year benchmark of 107 WCPM.

107 WCPM – 61 WCPM = 46 WCPM

This student needs a minimum improvement of 46 WCPM to meet the benchmark.

Step 2: Determine Weekly or Biweekly Improvement Goal

This assessment was administered in September. Determine the number of weeks remaining in the semester and/or school year.

There are 30 weeks of instruction remaining in the school year.

Determine a weekly (or biweekly) improvement goal for the student to meet the end-of-year benchmark.

46 WCPM ÷ 30 weeks = 1.5 WCPM gain per week

The following findings from a research study (Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993) can help teachers establish appropriate goals for weekly fluency improvement.

Grade	Recommended Weekly WCPM Gain
1	2 to 3
2	1.5 to 2
3	1 to 1.5
4	0.85 to 1.1
5	0.5 to 0.8

If appropriate, compare the student's scores to oral reading fluency norms to help determine the intensity and type of instruction needed to help the student meet benchmarks.

After two weeks of fluency instruction, the same third-grade student has gained seven WCPM. He has surpassed the weekly goal of 1.5 WCPM. His fluency rate is now 68 WCPM. Based on the oral reading fluency norms in Handout 3, this student is in the bottom half of the third grade. Although improving, the student continues to need intervention to meet the benchmark.

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If not already established, set a midyear benchmark to monitor the student's progress toward the end-of-year benchmark.

15 weeks remaining until midyear x 1.5 WCPM gain per week = 23 WCPM

61 WCPM + 23 WCPM = 84 WCPM

This third-grade student's midyear fluency goal would be approximately 84 WCPM.

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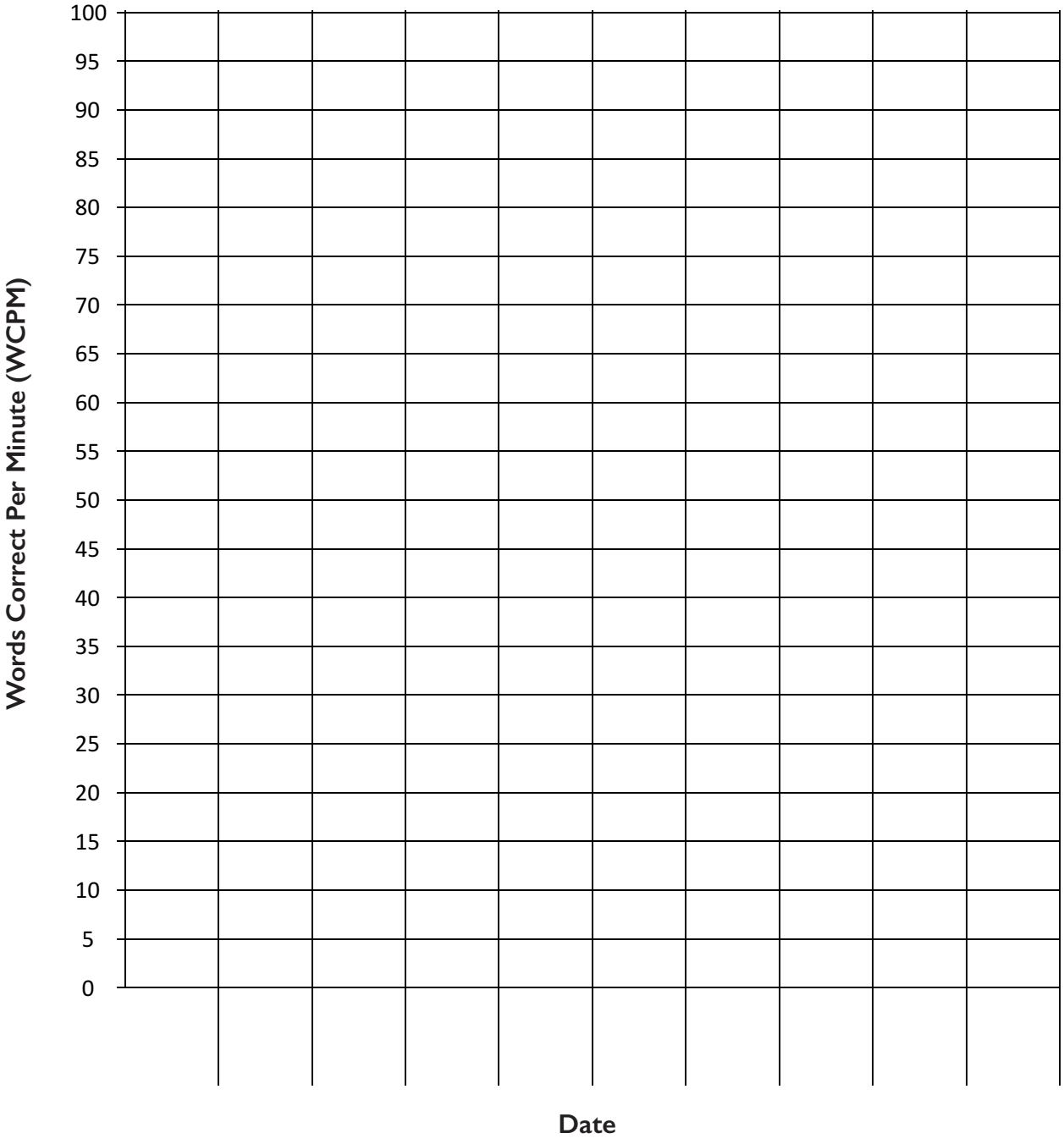
Fluency Monitoring Over Time

Name_____



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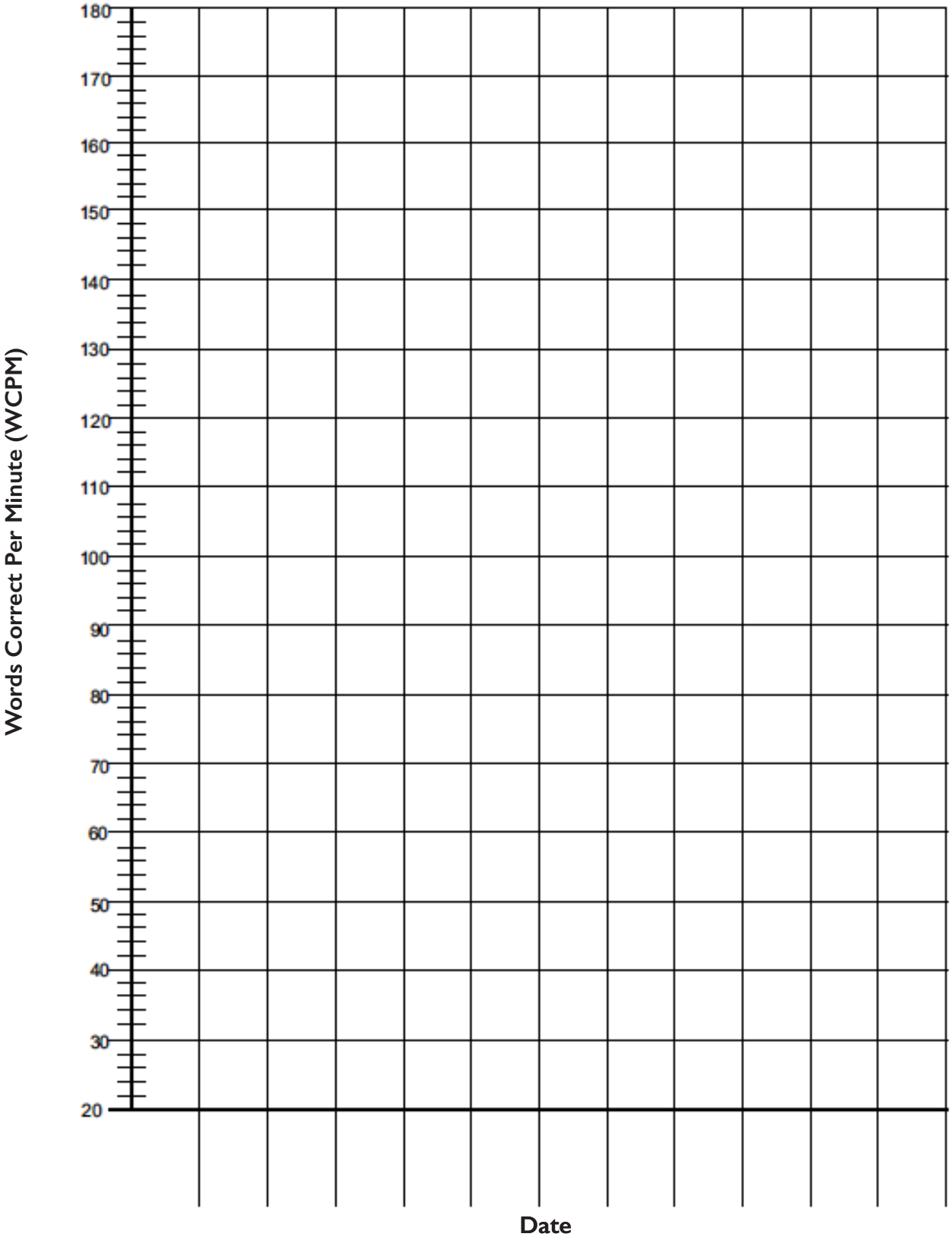
Fluency Monitoring Over Time

Name_____



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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.

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Monitoreando la fluidez lectora

Materiales

- Dos copias de un texto (una para señalar los errores y otra para que el estudiante lea).
- Opcional: Cronómetro y grabadora

Procedimiento

"Cuando yo diga *empieza*, comienza a leer en voz alta al principio del texto.

"Lee de izquierda a la derecha."

Demuestre con el dedo la dirección de la lectura.

"Trata de leer cada palabra. Si no puedes leer una palabra, yo te la diré. Lee lo mejor que puedas.

"¿Tienes alguna pregunta?"

Respueste a alguna pregunta.

"Empieza."

Empiece a contar el tiempo cuando el estudiante comience a leer en voz alta. Si el estudiante empieza a leer con mucha velocidad, deténgalo y diga, "Recuerda, lee lo mejor que puedas. No leas lo más rápido que puedas."

Siga la lectura en su copia. Escriba una barra diagonal (/) sobre las palabras que sean leídas incorrectamente:

- *Substituciones*
- *Pronunciaciones incorrectas*
- *Omisiones*
- *Palabras que no sean leídas en 3 segundos o menos. Cuando el estudiante se tarde en leer una palabra más de 3 segundos, diga la palabra al estudiante y márquela como error.*
- *Cambio de orden de las letras*

No cuente como errores:

- *Palabras extras añadidas a la lectura*
- *Repeticiones*
- *Autocorreciones*

Detenga el cronómetro al final de un minuto.

Marque la última palabra leída por el estudiante. Usted puede permitir que el estudiante acabe de leer el pasaje.

Adapted from Bos & Vaughn, 2002; Hasbrouck, & Tindal, 1992; Reutzel & Cooter, 1999.

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Marking Fluency Errors Practice

In the table below, read each text excerpt and how the student read the text. Identify the kind of error the student made in the Kind of Error column (see the list below of types of student errors). Then decide whether the error is counted against the student. Write "yes" or "no" in the final column.

- Mispronunciation (mispronouncing a word)
- Substitution (saying a different word)
- Insertion (adding a word)
- Repetition (repeating a word or phrase)
- Reversal (reversing the order of the words)
- Hesitation (hesitating or struggling with a word for more than three seconds; provide the word for the student)
- Self-correction (self-correcting error within three seconds)
- Omission (leaving a word out)

Text	Student Reads	Kind of Error	Is Error Counted?
She saw the 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 the birb.		
He had a beach ball.	He had a beach ball, a beach ball.		
I was walking in a park.	I walking was in a park.		
I like his kindness.	I like his… (three-second pause)		
She went to school.	She went school.		

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Measuring Prosody

Materials

- Two copies of text (one for recording observations and one for the student to read) Select a text at the student's independent level that has approximately 200 words and a variety of dialogue, emotion, punctuation, and sentence structure.
- Prosody Assessment Summary Form (page 2 of this handout)

Procedure

1. Say: "I will listen to you read aloud. While you read, I will take some notes. The title of this text is _____. Please read the passage as if you are reading to someone who has never heard it before. If you come to a word you do not know, try to figure it out. Do your best reading. Any questions?"
2. As you listen, gauge the student's prosody. Consider the following elements:
   - **Stress:** Listen to how the student emphasizes various words. Do only the most important words receive stress? Underline words that the student stresses.
   - **Phrasing:** Listen to how the student chunks the words in phrases. For a short pause between word chunks, mark one slash (/). For a long pause between word chunks, mark two slashes (//).
   - **Intonation:** Note how punctuation is used to guide intonation. Does the student's pitch rise for questions marks, get louder for exclamation points, and dip for commas?
   - **Expression:** Is expression appropriate, including when reading dialogue?
   - **Pausing:** Does the student pause for punctuation (e.g., commas, periods)?
3. Use your notes to fill in the Prosody Assessment Summary Form. Circle the score that best characterizes the student's reading prosody. Add relevant comments.

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Prosody Assessment Summary Form

Student: **Grade:** **Teacher:**

Text: **Date:** **Overall Score:**

Circle the score that best captures the characteristics of the student's reading. A score of 1 or 2 indicates nonprosodic reading, or that the student has not yet achieved a minimum level or prosody for that grade or difficulty level of text. A score of 3 or 4 indicates prosodic reading.

Prosodic ↑ ↓ Nonprosodic

Score	Typical Characteristics	Comments
4	Stresses all appropriate words in a sentence Reads primarily in larger, meaningful phrases Consistently pauses at the end of clauses and sentences Chunks words appropriately, preserving author's syntax Consistently changes pitch to reflect end marks Consistently uses voice to reflect characters' emotions or actions Consistently pauses appropriately for punctuation	
3	Stresses the most important words in a sentence Reads primarily in three- or four-word phrases Often pauses between phrases, but occasionally pauses within them Often chunks words appropriately, preserving author's syntax Often changes pitch to reflect end marks Usually uses voice to reflect characters' emotions or actions Usually pauses at commas and end marks	
2	Equally stresses each word in a sentence or stresses the unimportant words in a sentence Reads primarily in two-word phrases, but sometimes word by word Often pauses within phrases Chunks words with little attention to author's syntax Occasionally changes pitch to reflect end marks Occasionally uses voice to reflect characters' emotions or actions Pauses between sentences only when there is a period	
1	Equally stresses each word in a sentence Reads primarily word by word Often pauses after every word and within words Chunks words with no attention to author's syntax or does not chunk them at all Does not change pitch to reflect end marks Reads in a monotone voice Reads from one sentence to the next without pausing for punctuation	

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Instructional Options for Nonprosodic Readers

Questions for Interpretation	Instructional Options
Does the student's nonprosodic reading match the way he or she speaks?	A student cannot be expected to read at a different level of prosody than he or she speaks. Providing language instruction may be more appropriate than instruction in reading prosody.
Does the student equally stress each word in a sentence?	Have the student practice placing the stress, or emphasis, on different words in the same sentence. **Example** I am so **happy**. I am **so** happy. I **am** so happy.
Does the student read primarily word by word?	To group words into appropriate phrases, a student must first be able to automatically recognize the words. Providing instruction in decoding, word-reading accuracy, and automaticity may improve a student's prosody.
Does the student group words into appropriate phrases?	Provide instruction in recognizing phrase boundaries using phrase-cued text (text with phrases marked to help the student read in phrases).
Does the student use punctuation to guide intonation?	Provide contextualized instruction in the names and meaning of punctuation marks. Have the student read the same sentence with different end punctuation. **Example** Visiting the public library is fun! Visiting the public library is fun? Visiting the public library is fun.
Does the student read in a monotone voice?	Use reading performances to develop the student's expression.

Adapted from Honig et al., 2008.

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Midiendo prosodia

Materiales

- Dos copias de un mismo texto (una para señalar las observaciones y otra para que el estudiante lea). El texto debe estar al nivel de lectura independiente del estudiante, tener alrededor de 200 palabras y tener una variedad de diálogo, emoción, puntuación y tipos de oraciones.
- Forma para la evaluación de prosodia (en la página siguiente)

Procedimiento

1. Diga: "Voy a escucharte leer en voz alta y tomar notas mientras lees. El título del texto es _____. Por favor lee el texto como si estuvieras leyéndoselo a alguien que nunca lo ha oído anteriormente. Si te atoras con una palabra desconocida, trata de leerla lo mejor posible. Lee de la mejor manera que puedas. ¿Tienes alguna pregunta?"
2. Al escuchar la lectura, circule las palabras que se pronuncian o se leen incorrectamente, subraye las palabras que se leen con mayor intensidad, indique el tiempo de cada pausa, y escriba cualquier nota adicional o comentarios en la forma.
   - **Intensidad:** Escuche cómo el estudiante hace hincapié en algunas palabras. ¿Puede el estudiante leer con más intensidad solo las palabras importantes? Subraye las palabras que se leen con mayor intensidad.
   - **Fraseo:** Escuche cómo el estudiante lee grupos de palabras como frases. Cuando el estudiante haga una pausa corta, marque con una barra diagonal (/). Cuando el estudiante haga una pausa más larga, marque con dos barras diagonales (//).
   - **Entonación:** Analice si el estudiante utiliza la puntuación para guiar la entonación de la lectura. ¿Lee el estudiante las preguntas con tono de pregunta y las exclamaciones con tono de asombro o sorpresa?
   - **Expresión:** ¿Utiliza el estudiante la expresión adecuada al leer diálogos?
   - **Pausas:** ¿Se detiene el estudiante apropiadamente después de puntos y comas?
3. Utilice las notas y señalaciones de su copia del texto para llenar la forma. Circule la puntuación que mejor caracterize la prosodia lectora del estudiante. Añada comentarios relevantes. Una puntuación de 1 o 2 indica una lectura no prosódica o que el estudiante no ha logrado un nivel mínimo de prosodia de acuerdo a la dificultad de este texto. Una puntuación de 3 o 4 indica una lectura prosódica.

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Forma para la evaluación de la prosodia

Estudiante: **Grado:** **Docente:**

Texto: **Fecha:** **Puntuación general:**

Circule la puntuación que mejor capture las características de la lectura del estudiante. Una puntuación de 1 o 2 indica una lectura no prosódica o que el estudiante no ha logrado un nivel mínimo de prosodia de acuerdo a la dificultad de este texto. Una puntuación de 3 o 4 indica una lectura prosódica.

Con prosodia

Puntuación	Criteria para la evaluación de la prosodia	Comentarios
4	Lee con más intensidad las palabras más apropiadas en una oración Lee utilizando frases significativas Siempre hace pausa al final de oraciones Continuamente agrupa palabras apropiadamente y respetando la sintaxis del autor Continuamente utiliza la entonación adecuada para mostrar la puntuación final Continuamente utiliza la voz apropiada para reflejar las emociones y acciones de los personajes Continuamente hace pausas apropiadas y correspondientes a los signos de puntuación	
3	Lee con más intensidad las palabras más apropiadas en una oración Lee principalmente en frases de tres o cuatro palabras. Hace pausas entre frases frecuentemente pero ocasionalmente hace pausas inadecuadas dentro de una frase. Agrupa palabras apropiadamente y respetando la sintaxis del autor usualmente. Utiliza la entonación adecuada para mostrar la puntuación final ocasionalmente. Utiliza la voz apropiada para reflejar las emociones y acciones de los personajes ocasionalmente. Hace pausas apropiadas a los signos de puntuación ocasionalmente.	
2	Lee con la misma intensidad todas las palabras en una oración o lee con más intensidad las palabras no importantes en la oración. Lee primariamente en frases de dos palabras y solamente palabra por palabra. Hace pausas dentro de una frase Agrupa palabras sin respetar la sintaxis del autor Utiliza la entonación adecuada para mostrar la puntuación final ocasionalmente Utiliza la voz apropiada para reflejar las emociones y acciones de los personajes ocasionalmente Hace pausa al leer solamente al llegar a un punto final.	
1	Lee con la misma intensidad todas las palabras en una oración Lee primariamente palabra por palabra Hace pausas dentro de una frase y a veces dentro de palabras Agrupa palabras sin respetar la sintaxis del autor o no las agrupa No cambia la entonación para mostrar la puntuación final Lee una oración después de otra sin respetar puntuación.	

Sin prosodia

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Instrucción para lectores no prosódicos

Preguntas	Opciones
¿Es la lectura no prosódica del estudiante similar a su habla?	No se puede esperar que la prosodia lectora de un estudiante sea diferent a su habla. Apoyo en el desarrollo del lenguaje podría ser más apropiado que más instrucción en la prosodia del lenguaje en este momento.
¿Lee el estudiante todas las palabras con la misma intensidad sin diferenciar las palabras más importantes?	Los estudiantes pueden practicar como leer con más intensidad diferentes palabras en una misma oración. **Ejemplo** **Yo** estoy muy feliz. Yo **estoy** muy feliz. Yo estoy **muy** feliz.
¿Lee el estudiante principalmente palabra por palabra?	Para agrupar palabras en frases apropiadas, los estudiantes deben primeramente reconocer y poder leer palabras automáticamente. Instrucción en decodificación y automaticidad en la lectura de palabras podrá mejorar la prosodia de los estudiantes.
¿Agrupa el estudiante las palabras en una frase apropiada?	Enseñe a los estudiantes a reconocer los limites de una frase utilizando textos que tenga las frases limitadas con algún tipo de marca. Estos textos podrán ayudar a los estudiantes a leer utilizando frases.
¿Utiliza el estudiante la puntuación para ayudarse a leer con la entonación apropiada?	Instrucción contextualizada en los nombres y significados de los signos de puntuación es esencial. Pida a los estudiantes que lean cada oración de diferente manera de acuerdo a los signos de puntuación. Por ejemplo: **Ejemplo** ¡Vamos a la biblioteca! ¿Vamos a la biblioteca? Vamos a la biblioteca.
¿Lee el estudiante con un tono monótono?	Utilice actividades como el Teatro del Lector para ayudar al estudiante a leer con la expresión adecuada.

Adaptado de Honig et al., 2008.

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Instructional Recommendations to Enhance Fluency

Structured Fluency Instruction	Scaffolded Fluency Instruction	Facilitated Fluency Instruction
Provide **structured**, explicit instruction in all fluency components. • Demonstrate examples and nonexamples of fluent reading. • Have students listen to recordings of different levels of fluent reading. • Review fluency keywords and definitions. • Help students chunk words into manageable phrases or statements. Use activities to model fluent reading. • **Choral reading:** Students read with you as you read aloud. • **Teacher-led reading:** Students read along as you adjust your volume as needed. • **Echo reading:** Students repeat after you have read a section of text. • **Audio-recorded reading:** Students listen to, follow along with, and reread recorded texts at their independent level.	Provide explicit and **scaffolded** instruction in the fluency components. • Remind students of the goals during fluency instruction. • Provide immediate feedback. • Ask follow-up fluency questions. • Scaffold self-regulation of fluency components. Use teacher-supported reading activities in small groups. • **Phrase-cued reading:** Use this activity to improve reading with natural syntactic phrasing and with expression for students who read accurately and at a good pace but need to improve prosody. • **Repeated reading**: Use previously read text. Inform students that the goal is to improve reading fluency.	For some activities, your role is to **facilitate** fluency instruction. • Provide explicit reminders of fluency goals. • Continue to review fluency components and keywords. • Integrate the keywords into your feedback. Use research-based facilitated fluency activities. • **Reading performances:** Students act out a reading. • **Self-recorded reading:** Students audio-record their own reading, listen to the recording, and then reread the same text. • **Partner reading:** A more advanced reader is paired with a less advanced reader (see Handout 9 for more information) to practice rereading text at the independent or instructional level of the less advanced reader. Each pair reads and receives feedback from each other or the teacher. Partner reading benefits both partners; incorporates repeated reading with immediate, explicit feedback; improves oral reading fluency; and improves fluency-monitoring practices, including self-monitoring during reading.

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Partner Reading

Partner reading increases the amount of time that students read text and enhances fluency. Partner reading involves pairing students to practice rereading text. Each pair reads and receives feedback from each other or the teacher. Model and explain partner reading procedures before students begin reading together.

Pairing Students

First, rank students according to their oral reading fluency data. Divide the list in half. Pair the top student in the upper half of the class with the top student in the lower half of the class.

For example, in the table below, Student 1, an advanced reader, is paired with Student 13, a less advanced reader. Student 2 is paired with Student 14. Continue this process until all students have a partner.

More Advanced	Less Advanced	Pairs
Student 1	Student 13	Pair A
Student 2	Student 14	Pair B
Student 3	Student 15	Pair C
Student 4	Student 16	Pair D
Student 5	Student 17	Pair E
Student 6	Student 18	Pair F
Student 7	Student 19	Pair G
Student 8	Student 20	Pair H
Student 9	Student 21	Pair I
Student 10	Student 22	Pair J
Student 11	Student 23	Pair K
Student 12	Student 24	Pair L

Selecting Text

Provide text at the less advanced reader's independent or instructional reading level. One easy way to match a text to a student's reading level is to give the student a list of words from the text. If the student has difficulty with no more than approximately one in 10 words, the text is considered to be at the student's independent or instructional level.

In some cases, you might have to find text that is at a lower grade level and that captures the students' interests. You can use text from various content areas to accomplish your fluency instruction goals.

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Example Procedure

1. Assign roles to student pairs. (Do not explain to students why they are A or B.)
   a. Partner A (more advanced reader)
   b. Partner B (less advanced reader)
2. Give each student a copy of a text at Partner B's instructional or independent reading level.
3. Students take turns reading.
   a. Partner A reads the text aloud (modeling fluent reading) for one minute. Partner B follows along.
   b. Partner B reads aloud the same text for one minute.

When using this procedure, the whole class can participate while you time the readings.

Variation: Students alternate reading a sentence, paragraph, or page, rather than reading for a specific amount of time. This procedure is often used while the teacher is working one-on-one with a student or teaching a small reading group.

Adapted from Bos & Vaughn, 2002; Fuchs, Fuchs, Mathes, & Simmons, 1997; Mastropieri, Leinart, & Scruggs, 1999.

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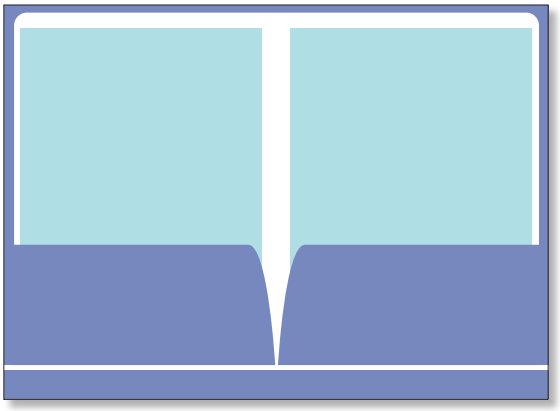
Fluency Folders

Prepare folders for fluency partners. Include the following.



Two copies of a text at the independent or instructional level of the lower-performing reader

ReadWorks

Who Loves the Sun? Iguanas!

Who Loves the Sun? Iguanas!

When it is sunny out, the temperature is usually warmer. This is because sunlight is warm. When there is a lot of sunlight, we feel warmer. But we are not the only animal that notices when it is sunny out.

There is an island in the ocean where a special animal lives. This animal is called an iguana. Iguanas are a kind of lizard. Like a lot of animals, iguanas need sunlight to live. If they don't get enough sunlight, they get too cold. When they get too cold, they can become unhealthy, just like a person can develop health problems from being too cold. So, an iguana has to always watch for when the sun comes out.

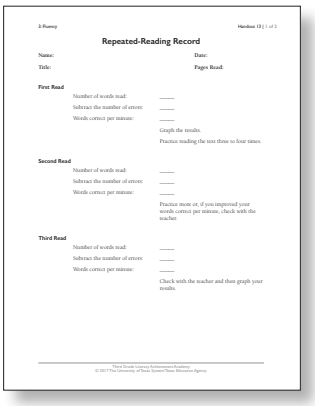
Iguanas usually live in caves. These are good places to hide from bigger animals. But because caves do not get a lot of sunlight, they are not very warm. So, if an iguana starts to feel cold, it crawls out of its cave and tries to find a place with a lot of sunlight. It will sit in the sunlight for a long time. This makes the iguana's body warmer and helps it stay healthy.

Where is an iguana's favorite place to sit? Iguanas like to sit on rocks. This is because the rocks are often warm. The rocks are warm because they have been sitting in the sunlight. Just like the iguana, if a rock sits out in the sunlight, then the rock will get warmer too.

ReadWorks.org THE SOLUTION TO READING COMPREHENSION

Two copies of a form for students to record their words correct per minute for each practice

See Handout 11: Repeated-Reading Record.



3: Fluency

Handout 13 | 1 of 2

Repeated-Reading Record

Name: Date:

Title: Pages Read:

First Read

Number of words read: ____

Subtract the number of errors: ____

Words correct per minute: ____

Graph the results.

Practice reading the text three to four times.

Second Read

Number of words read: ____

Subtract the number of errors: ____

Words correct per minute: ____

Practice more or, if you improved your words correct per minute, check with the teacher.

Third Read

Number of words read: ____

Subtract the number of errors: ____

Words correct per minute: ____

Check with the teacher and then graph your results.

Third Grade Literacy Achievement Academy

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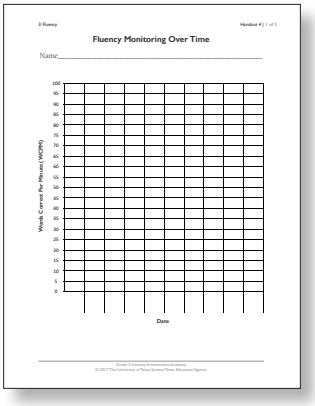
Two copies of a fluency-monitoring graph

See Handout 4: Fluency Monitoring Over Time.


3: Fluency

Handout 4 | 1 of 2

Fluency Monitoring Over Time

Name_____

Words Correct Per Minute (WCPM)

100 95 90 85 80 75 70 65 60 55 50 45 40 35 30 25 20 15 10 5 0

Date

Grade 3 Literacy Achievement Academy
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Laminated cards for comprehension questions

See Handout 14: Partner Reading With Comprehension Check.

Comprehension Questions
WHO are the characters in the story?
WHEN did the story take place?
WHERE did the story take place?
WHAT was the problem in the story?
HOW did the problem get solved?
WHY might others want to read this story?

Laminated cards for retell questions

See Handout 13: Partner Reading With Retell.

Retell Cue Card	
1	What did you learn first?
2	What did you learn next?

Laminated cards for error-correction script

See Handout 12: Partner Reading With Error Correction.

Error Correction 2	
1	Point to a missed word and say: "You missed that word. Can you figure it out?"
	word, ord?"
	l then in."

Error Correction 1	
1	Point to a missed word and say: "You missed that word. Can you figure it out?"
2	Wait four seconds.
3	If the reader figures out the word, say: "Good. Start the sentence again."

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Repeated-Reading Record

Name: **Date:**

Title: **Pages Read:**

First Read

Number of words read: _____

Subtract the number of errors: _____

Words correct per minute: _____

Graph the results.

Practice reading the text three to four times.

Second Read

Number of words read: _____

Subtract the number of errors: _____

Words correct per minute: _____

Practice more or, if you improved your words correct per minute, check with the teacher.

Third Read

Number of words read: _____

Subtract the number of errors: _____

Words correct per minute: _____

Check with the teacher and then graph your results.

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Registro de lectura repetidas

Nombre: **Fecha :**

Título: **Páginas leídas:**

1era lectura

Número de palabras leídas: _____

Resta el número de errores: _____

Palabras leídas correctas por minuto: _____

Grafica los resultados.

Practica la lectura 3 o 4 veces más.

2da lectura

Número de palabras leídas: _____

Resta el número de errores: _____

Palabras leídas correctas por minuto: _____

Practica la lectura más o avísale a tu maestra si el número de palabras correctas aumentó en esta segunda lectura.

3era lectura

Número de palabras leídas: _____

Resta el número de errores: _____

Palabras leídas correctas por minuto: _____

Grafica los resultados después de que tu maestra los haya verificado.

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Partner Reading With Error Correction

Objective

Students read text using cue cards that prompt the reader to self-monitor and self-correct errors.

Materials

- Reading material at the lower-performing student's instructional reading level
- Error-correction cue cards

Procedure

The higher-performing reader, Reader 1, reads a section orally while the lower-performing reader, Reader 2, follows along. Reader 2 listens and requests that errors be corrected while Reader 1 reads. Error correction cue cards help the listener prompt the reader when an error has been made. Then readers change roles.

Error Correction 1

1. Point to a missed word and say: "You missed that word. Can you figure it out?"
2. Wait four seconds.
3. If the reader figures out the word, say: "Good. Start the sentence again."

Error Correction 2

1. Point to a missed word and say: "You missed that word. Can you figure it out?"
2. Wait four seconds.
3. If the reader doesn't figure out the word, say: "That word is _____. What word?"
4. Wait for the reader to respond and then say: "Good. Start the sentence again."

Adaptations

- For English language learners, preview any unfamiliar vocabulary.
- To reinforce comprehension, stop students at intervals throughout the text to review what has happened up to that point.

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Error-Correction Cue Cards

Error Correction 1	
1	Point to a missed word and say: "You missed that word. Can you figure it out?"
2	Wait four seconds.
3	If the reader figures out the word, say: "Good. Start the sentence again."

Error Correction 2	
1	Point to a missed word and say: "You missed that word. Can you figure it out?"
2	Wait four seconds.
3	If the reader doesn't figure out the word, say: "That word is _____. What word?"
4	Wait for the reader to respond and then say: "Good. Start the sentence again."

Adapted from Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Fuchs, Fuchs, Kasdan, & Allen, 1999; Fuchs, Fuchs, Mathes, & Simmons, 1997.

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Lectura en parejas con corrección de errores

Objetivo

Los estudiantes leerán el texto correctamente usando las tarjetas de apoyo que ayudan al lector a monitorear su lectura y corregir sus errores.

Materiales

- Material de lectura que esté al nivel de lectura de instrucción del lector menos avanzado
- Tarjetas de apoyo para corregir errores (inglés y español)

Procedimiento

Los dos estudiantes leen el texto tomando turnos. El lector más avanzado, Lector 1, lee una sección oralmente mientras que el lector menos avanzado, Lector 2, sigue la lectura en silencio. El Lector 2 escucha y pide que los errores sean corregidos durante la lectura del Lector 1. Las tarjetas de apoyo para corregir errores ayudan al estudiante oyente a pedirle al lector que corrija el error cuando se ha cometido uno. Los lectores se intercambian los roles.

Corrección de errores 1

1. Señala la palabra que se leyó equivocadamente y di: "Te falló esa palabra. ¿Puedes tratar de leerla?
2. Espera cuatro segundos.
3. Si el lector lee la palabra correctamente, di: "Bien. Empieza la oración otra vez."

Corrección de errores 2

1. Señala la palabra que se leyó equivocadamente o que se saltó y di: "Te falló esa palabra. ¿Puedes tratar de leerla?
2. Espera cuatro segundos.
3. Si el lector no puede leer la palabra correctamente, di: "Esa palabra es _____. ¿Qué palabra es?"
4. Espera hasta que el lector lea la palabra correctamente y di: "Bien. Empieza la oración otra vez."

Adaptaciones

Repase el vocabulario que sea desconocido para los estudiantes que aprenden inglés como segunda lengua. Para reforzar la comprensión, deténgase a menudo durante la lectura para repasar lo que ha sucedido hasta ese punto en la historia.

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Tarjetas para corregir los errores

Correción de errores 1	
1	Apunte la palabra leída incorrectamente y diga: "No leíste bien esa palabra. ¿La puedes descifrar?"
2	Espera cuatro segundos.
3	Si el lector la lee correctamente, di, "Bien. Empieza la oración otra vez."

Correción de errores 2	
1	Apunte la palabra leída incorrectamente y diga: "No leíste bien esa palabra. ¿La puedes descifrar?"
2	Espera cuatro segundos.
3	Si el lector no puede leer la palabra correctamente, di: "Esa palabra es _____. ¿Qué palabra es?"
4	Espera hasta que el lector lea la palabra correctamente y di: "Bien. Empieza la oración otra vez."

Adapted from Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Fuchs, Fuchs, Kasdan, & Allen, 1999; Fuchs, Fuchs, Mathes, & Simmons, 1997.

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Partner Reading With Retell

Objective

Students focus on the sequence of the text.

Materials

- Instructional-level text
- Retell cue card (English and Spanish)

Procedure

1. Give each partner a copy of the same text.
2. The lower-performing reader reads a section of the text.
3. The higher-performing reader asks the following questions:
   - "What did you learn first?" This question is asked only once at the beginning of each section.
   - "What did you learn next?" This question is asked as many times as needed to cover all the information that the student learned while reading that section.
4. The lower-performing reader retells each section after he or she finishes reading it.
5. As each pair reads, the teacher circulates, listens to each pair, provides error correction, and conducts comprehension checks.

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Retell Cue Cards

Retell Cue Card	
1	What did you learn first?
2	What did you learn next?

Retell Cue Card	
1	What did you learn first?
2	What did you learn next?

Adapted from Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Mathes, Howard, Allen, & Fuchs, 1998; Fuchs, Fuchs, Mathes, & Simmons, 1997.

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Lectura en pares y recuento

Objetivo

Los estudiantes se enfocaran en la secuencia de la historia.

Materiales

- Copia del mismo libro para cada estudiante
- Tarjeta de estimulo para recontar la historia

Procedimiento

1. Darles a los estudiantes el mismo libro.
2. El lector con bajo nivel de lectura lee una sección del texto.
3. El lector con alto nivel de lectura o entrenador hace las siguientes preguntas:
    - ¿Que fue lo que aprendistes primero? Esta pregunta se hace solo al principio de cada sección.
    - ¿Que aprendistes después? Esta pregunta se hace tantas veces se necesite para cubrir toda la información que el estudiante aprendió mientras leía la sección.
4. El estudiante de bajo nivel de lectura recuenta cada sección después de terminar al leerla.
5. Esta práctica da la oportunidad de ir alrededor del salón y escuchar cada pareja mientras leen, para revisar la comprensión.

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Tarjetas claves de relatar

Tarjeta clave de relatar	
1	¿Qué aprendíste primero?
2	¿Qué aprendíste despues?

Tarjeta clave de relatar	
1	¿Qué aprendíste primero?
2	¿Qué aprendíste despues?

Adapted from Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Mathes, Howard, Allen, & Fuchs, 1998; Fuchs, Fuchs, Mathes, & Simmons, 1997.

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Partner Reading With Comprehension Check

Objective

Students develop a thorough understanding of the text that they read during partner reading.

Materials

Text at the lower-performing student's instructional reading level

Procedure

1. Partners read the story using the partner reading procedure.
2. Partners take turns asking questions about the story. The following sample questions are provided on cue cards.
   - WHO are the characters in the story?
   - WHEN did the story take place?
   - WHERE did the story take place?
   - WHAT was the problem in the story?
   - HOW did the problem get solved?
   - WHY might others want to read this story?

Adaptations

For expository text, students ask questions about the main idea and supporting details, such as the following sample questions.

- Who or what is the text mainly about?
- What is the most important thing you learned?

For English language learners, preview unfamiliar vocabulary.

To reinforce comprehension, stop at intervals throughout the text to review what happened up to that point.

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Sample Comprehension Question Cards

Comprehension Questions

WHO are the characters in the story?

WHEN did the story take place?

WHERE did the story take place?

WHAT was the problem in the story?

HOW did the problem get solved?

WHY might others want to read this story?

Comprehension Questions

WHO are the characters in the story?

WHEN did the story take place?

WHERE did the story take place?

WHAT was the problem in the story?

HOW did the problem get solved?

WHY might others want to read this story?

Adapted from Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Fuchs, Fuchs, Kazdan, & Allen, 1999; Fuchs, Fuchs, Mathes. & Simmons, 1997.

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Lectura en parejas con revisión de la comprensión

Objectivo

Los estudiantes entenderán completamente el texto que han leído durante la lectura en parejas.

Materiales

Material de lectura al nivel de instrucción de los estudiantes.

Procedimiento

Primero los estudiantes leen la historia. Después los estudiantes se turnan para hacer preguntas acerca de la historia.

Ejemplo de las preguntas:

- ¿QUIÉNES fueron los personajes?
- ¿CUÁNDO ocurrió el cuento?
- ¿DÓNDE ocurrió el cuento?
- ¿CUÁL era el problema?
- ¿CÓMO se resolvió el problema?
- ¿POR QUÉ otros quieran leer esta historia?

Adaptaciones

Si el pasaje de lectura es un texto expositivo, invite a los estudiantes a hacer preguntas sobre la idea principal y detalles que complementan la idea principal.

- ¿De quién o de qué se trató el texto?
- ¿Qué fue lo más importante que leíste?

Asegúrese de repasar el vocabulario desconocido con los estudiantes que aprenden inglés como segunda lengua.

Para reforzar la comprensión, deténgase varias veces durante la lectura de la selección para repasar lo que ha sucedido hasta ese momento y verificar que los estudiantes han comprendido los eventos.

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Tarjetas de ejemplos de preguntas

Ejemplos de preguntas

¿QUIÉNES fueron los personajes?

¿CUÁNDO ocurrió el cuento?

¿DÓNDE ocurrió el cuento?

¿CUÁL era el problema?

¿CÓMO se resolvió el problema?

¿POR QUÉ otros quieran leer esta historia?

Ejemplos de preguntas

¿QUIÉNES fueron los personajes?

¿CUÁNDO ocurrió el cuento?

¿DÓNDE ocurrió el cuento?

¿CUÁL era el problema?

¿CÓMO se resolvió el problema?

¿POR QUÉ otros quieran leer esta historia?

Adapted from Delquadri, Greenwood, Whorton, Carta, & Hall, 1986; Fuchs, Fuchs, Kazdan, & Allen, 1999; Fuchs, Fuchs, Mathes, & Simmons, 1997.

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Instructional Feedback

Prompts to Help Students Notice Errors	Prompts to Help Students Find Errors
There is a tricky word on this line. Does it [look or sound] right? You're nearly right. Try that again. Try it another way. You've almost got that.	Find the part that's not right. Look carefully to see what's wrong. You noticed that something was wrong. Where is the part that's not right? What made you stop? Can you find the problem spot?
Prompts to Help Students Fix Errors	**Prompts to Help Students Write Words**
What do you hear first? Next? Last? What word starts with those letters? Do you think it [looks or sounds] like _____? What does an *e* 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 _____?	That sounds right, but does it look right? One more letter will make it right. It starts like _____. 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 or ends] like _____. There's a silent letter in that word.

Prompts of Encouragement	
The results are worth all your hard work.	That's a powerful argument.
You've come a long way with this one.	That's coming along.
That was some quick thinking.	You're really settling down to work.
That looks like an impressive piece of work.	You've shown a lot of patience with this.
You've put in a full day today.	You've been paying close attention.
I knew you could finish it.	You're right on target.
You make it look so easy.	You're on the right track now.
You really tackled that assignment.	That's an interesting way of looking at it.
This shows you've been [thinking or working.]	Now you've figured it out.
It looks like you've put a lot of work into this.	That's quite an improvement.
	That's quite an accomplishment.

Adapted from Fry, Kress, & Fountoukidis, 1993; Pinnell & Fountas, 1998.

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Retroalimentación para el aprendizaje

Para ayudar a los estudiantes a notar los errores	Para ayudar a los estudiantes a encontrar los errores
Revisa para ver si eso se oye o se ve bien. Hay una palabra difícil en este renglón. Casi es correcto. Trata otra vez. Trata de otra manera.	Encuentra la parte de o la palabra que se leyó incorrectamente. Ve con cuidado para ver lo que leíste incorrectamente. Te diste cuenta de que leíste algo incorrectamente. ¿Qué parte leíste incorrectamente?¿Qué te hizo detenerte? ¿Puedes encontrar la parte más problemática?
Para ayudar a los estudiantes a corregir los errores	**Para ayudar a los estudiantes a escribir palabras**
¿Qué sonido oyes primero? ¿Después?¿Qué palabra empieza con esas letras? ¿En qué te equivocaste al leer esta palabra? ¿Cómo puedes leerla correctamente? Leíste _____. ¿Tiene sentido con esa palabra? ¿Puedes tratar de leer la palabra correctamente fijándote con cuidado en las letras?	Eso se oye bien pero, ¿se ve bien? ¿Qué letra o letras faltan? La palabra empieza con____. Ahora escribe la parte final de la palabra. ¿Escribiste todos los sonidos que escuchaste? ¿Qué sonido escribiste al principio? ¿Después? La palabra empieza con _____. Hay una letra que no suena en esa palabra.

Para alentar a los estudiantes	
Has aprendido mucho. Pensaste muy bien cómo hacer eso. Eso parece un trabajo excelente. Trabajaste muy duro el día de hoy. Yo sabía que terminarías. Lo haces que se vea muy fácil. Trabajaste muy bien en este proyecto. Esto me indica que has trabajado mucho. Parece que has puesto mucho empeño en esto.	Eso es un argumento muy bueno. Vas muy bien. Has demostrado mucha paciencia con este trabajo. Has puesto atención. Vas por muy buen camino. Esa es una manera muy interesante de verlo. Ya pudiste lograrlo. Has mejorado mucho. Has logrado mucho.

Adapted from Fry, Kress, & Fountoukidis, 1993; Pinnell & Fountas, 1998.

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Systematic Instruction: Fluency Checklist

Teacher: _____ Observer: _____ Content Area: _____ Date: _____

Category	Instructional Methods and Strategies (Check All Observed)		Observed Time(s)	Comments
Grouping Formats	❑ Whole group ❑ Teacher-led small groups ❑ Independent work	❑ Mixed-ability small groups (e.g., workstations) ❑ Partners		
Explicit Instruction Components	❑ Identifies objective ❑ Activates background knowledge ❑ Models (e.g., thinks aloud) ❑ Uses consistent language ❑ Scaffolds when needed ❑ Uses examples and nonexamples (as appropriate) ❑ Paces instruction appropriately ❑ Provides guided practice	❑ Checks for understanding ❑ Provides multiple response opportunities ❑ Provides extended practice opportunities ❑ Provides immediate feedback (corrective when needed) ❑ Uses established routines and procedures		
Fluency Activities and Lessons	❑ Choral reading ❑ Echo reading ❑ Teacher-led reading ❑ Audio-recorded reading ❑ Phrased-cued reading	❑ Repeated reading ❑ Reading performance ❑ Self-recorded reading ❑ Partner reading		
Materials Used	❑ Fluency graphs ❑ Whisper phones ❑ Independent-level text ❑ Instructional-level text ❑ Audio recordings of text ❑ Fluency folders ❑ Phrased-cued text	❑ Anticipation-reaction guide ❑ Audio recorders ❑ Timers ❑ Error-correction cards ❑ Retell cue cards ❑ Comprehension question cards ❑ Other material:		

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Fluency Instruction Considerations for English Language Learners

Like monolingual English-speaking students, English language learners (ELLs) benefit from sound fluency instruction. Research has shown that ELLs' oral language development and English comprehension are critical factors in the development of reading fluency. Students with strong English language skills can capitalize on these skills to read fluently. Effective fluency instruction for ELLs takes into consideration their language needs and is linguistically accommodated to support their language learning.

Carefully select and modify texts used for fluency instruction to make sure they are accessible and comprehensible to ELLs. Begin fluency work with an overview of the story and explain unknown words and topics through quick drawings or pictures. When ELLs understand the story, they can focus more on their reading rate and accuracy.

ELLs benefit from **structured**, **scaffolded**, and **facilitated** fluency instruction. Examples of and considerations for each type of instruction for ELLs are provided below.

Structured Fluency Instruction for ELLs

- Model fluent reading and examples of appropriate English pronunciation, accuracy, rate, and prosody.
- Explicitly discuss and model English stress patterns in words and the stress and intonation patterns in sentences. For example, the word *elephant* is stressed in the first syllable, and the Spanish cognate *elefante* is stressed in the third syllable. Spoken English has a specific sentence stress and cadence that might be different from ELLs' native language.
- Choral reading, teacher-led reading, echo reading, and audio-based reading activities are especially beneficial for ELLs. By reading at the same time as others, ELLs engage in a low-anxiety activity that scaffolds their fluency, pronunciation, and prosody.

Scaffolded Fluency Instruction for ELLs

- Model unique English sounds and focus on the fluency components. ELLs often have fewer opportunities for corrective feedback when reading aloud in English. Keep in mind their different levels of English proficiency and expect pronunciation errors.
- Offer multiple practice opportunities by implementing repeated reading in all content areas.

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Facilitated Fluency Instruction for ELLs

- Provide a substantial amount of reading practice that allows ELLs to develop confidence when reading aloud in English.
- Have ELLs participate in reading performances, but be sure to use texts at their independent fluency level that are familiar to them.
- Remember not to confuse fluency with accent. ELLs can read fluently in English with a native language accent.

Adapted from Geva & Farnia, 2012; Geva & Zadeh, 2006; Jimerson, Hong, Stage, & Gerber, 2013; Koskinen et al., 1999; Linan-Thompson & Vaughn, 2007; Peregoy & Boyle, 2005; Quirk & Beem, 2012; Ramírez & Shapiro, 2007; Saenz, Fuchs, & Fuchs, 2005; Zadeh, Farnia & Geva, 2012.

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Fluency

Presenter Resources

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Marking Fluency Errors Practice

In the table below, read each text excerpt and how the student read the text. Identify the kind of error the student made in the Kind of Error column (see the list below of types of student errors). Then decide whether the error is counted against the student. Write "yes" or "no" in the final column.

- Mispronunciation (mispronouncing a word)
- Substitution (saying a different word)
- Insertion (adding a word)
- Repetition (repeating a word or phrase)
- Reversal (reversing the order of the words)
- Hesitation (hesitating or struggling with a word for more than three seconds; provide the word for the student)
- Self-correction (self-correcting error within three seconds)
- Omission (leaving a word out)

Text	Student Reads	Kind of Error	Is Error Counted?
She saw the cat.	She saw a scary cat.	Substitution Insertion	Yes No
I see the worm.	I see the word.	Substitution	Yes
He went to town.	He went to tent…town. (changed within three seconds)	Self-correction	No
I see a bird.	I see the birb.	Substitution Mispronunciation	Yes Yes
He had a beach ball.	He had a beach ball, a beach ball.	Repetition	No
I was walking in a park.	I walking was in a park.	Reversal	Yes
I like his kindness.	I like his… (three-second pause)	Hesitation	Yes
She went to school.	She went school.	Omission	Yes

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Grade 3 Literacy Block

Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Word study and recognition (30–45 minutes)			
Fluency (10–15 minutes)			
• Modeling of fluent reading • Progress monitoring and goal setting • Multiple practice opportunities with feedback across all content areas • Choral reading • Echo reading • Partner reading with fluency folders • Phrase-cued reading	• Partner reading • Phrase-cued reading • Independent reading using appropriate leveled text • Word-wall games • Flash cards with high-frequency phrases from curriculum	• Use assessment to determine where intervention is needed and begin there. • Use choral and echo reading. • Use appropriate leveled text.	• Explicitly discuss and model English stress patterns in words and sentences. • Have students echo read parts of text that contain unfamiliar sounds for ELLs.

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Vocabulary (10–15 minutes)			
Comprehension (25–30 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Writing (20–30 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Small groups and workstations			

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Fluency

Activity Resources

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Slide—Setting Oral Reading Fluency Goals

Review the rest of the handout **Setting Fluency Goals** and reflect on the following questions:

- How do you determine weekly or biweekly WCPM gains to meet the end-of-year fluency benchmark?
- How do you determine the intensity and type of instruction needed to help students in need of intervention meet their fluency benchmark?
- How do you set a midyear fluency benchmark?

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Slide—Marking Fluency Errors

Read the procedures on the handout **Monitoring Reading Fluency**. Practice identifying the errors in the first four sentences on the handout **Marking Fluency Errors Practice**. Decide whether the errors count against the student in the assessment.

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Slide—Scaffolded Fluency Instruction: Phrased-Cued Text

With a partner, discuss what kind of students might benefit from phrase-cued text and when you might use phrase-cued text in your classroom.

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Slide—Facilitated Fluency Instruction: Partner Reading—The Basics

- Review the handout **Partner Reading**.
- Explain to your partner how to pair students for partner reading.
- What level of text is used during partner reading?

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Vocabulary

Presenter Notes

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

Materials

Presenter Materials

- Document camera
- Clipboard with blank paper for recording participant responses to show on document camera
- Narrative or expository text to model activities
- Chart paper
- Markers
- Blank sheet of paper
- Laser pointer
- Two pink pipe cleaners
- Adhesive tabs
- Pink highlighter
- Folder containing the following documents: Grades 1–4 English Language Arts and Reading TEKS Alignment, Grade 3 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary, Overview Handout 1: The Reading Rope
- Video: Word-Learning Strategies
- Video: Concept Word Map

Participant Materials

- Name tent
- Narrative or expository text that participant brought
- Blank sheet of paper
- Calculator
- Folder containing the following documents: Grades 1–4 English Language Arts and Reading TEKS Alignment, Grade 3 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary, Overview Handout 1: The Reading Rope
- Supply pouch containing green, yellow, and pink highlighters; sticky notes; and adhesive tabs

Materials to Provide Each Table

- Guiding Questions document (two per table)
- Markers
- Two pink pipe cleaners per participant

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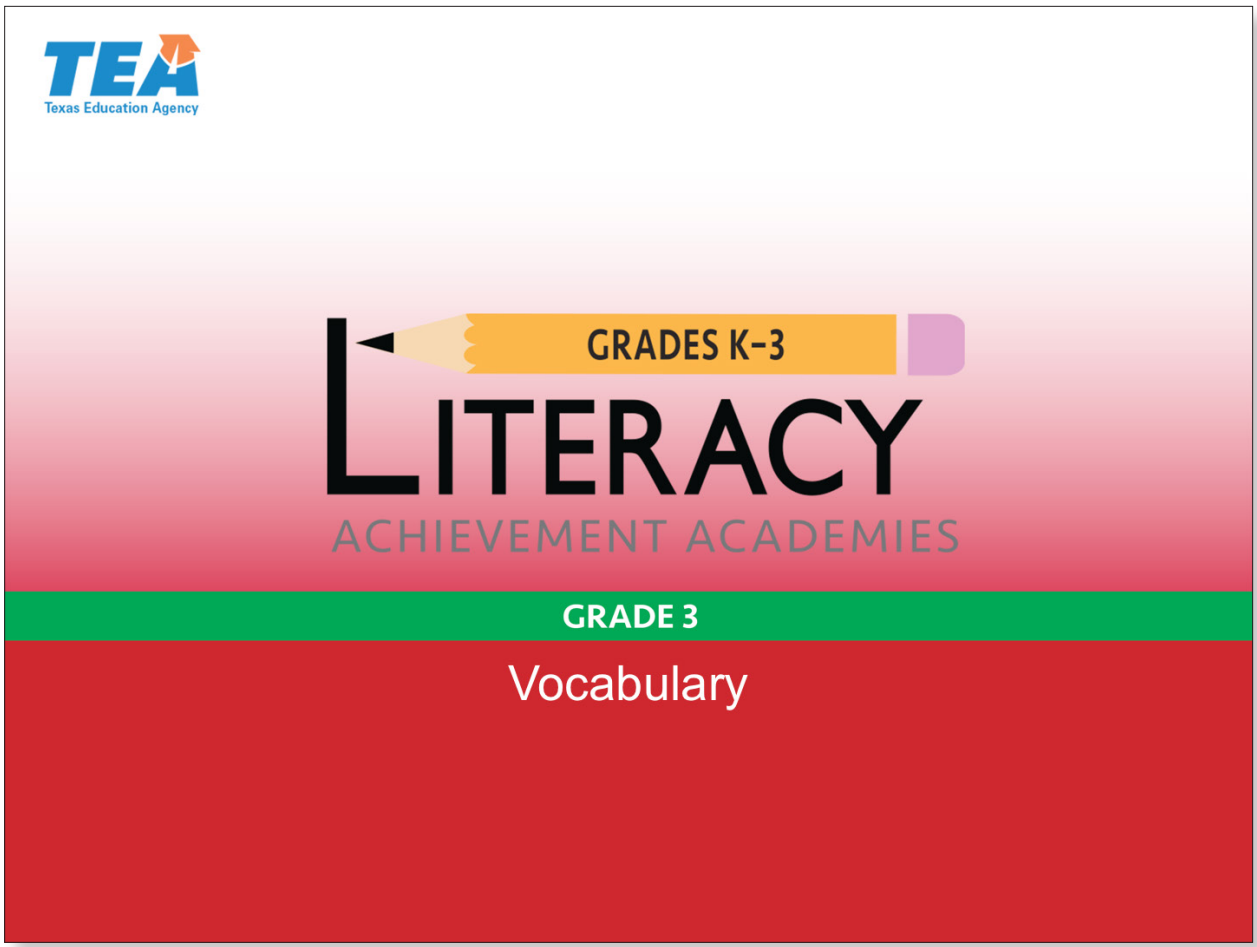

Slide 1—Title Slide (0:00–0:30)

Raise your hand if, when you were a young student, you had to look up words in a dictionary and copy definitions.

Pause as hands are raised.

Keep your hands up if you looked forward to and loved studying vocabulary.

Most hands will go down.

Combining what you learned in the Word Study and Recognition section with what you learn in this section will help you see that developing a deep understanding of words can be fascinating and engaging—not only for you, but also for your students.

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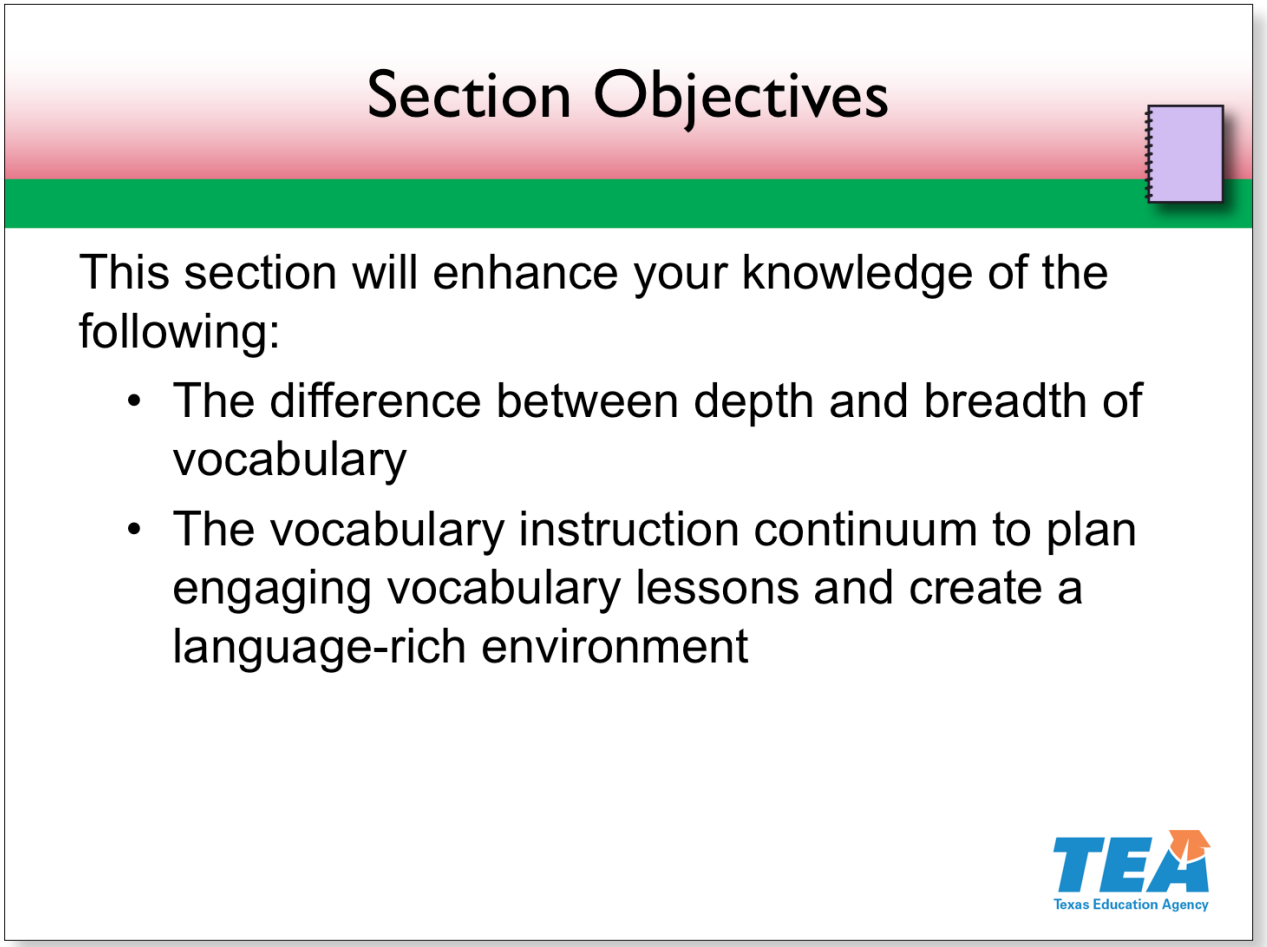

Slide 2—Section Objectives (0:30–1:30)

Take a moment to review the objectives on the slide. These objectives should guide your learning for this section and support your thinking as you reflect on the guiding questions.

Allow a few seconds for participants to read the slide.

In your folder, find Handout 1: The Reading Rope from the Overview section of the academy.

As participants locate the handout, display your copy on the document camera.

With your pink highlighter, highlight two of the upper threads, vocabulary and language structures, to call attention to the skills we will focus on during this section. As we dive into vocabulary, keep in mind how these two strands are integral parts of comprehension.

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Model by highlighting your copy of the handout with your pink highlighter. Allow 30 seconds for participants to complete the highlighting. Then ask participants to place the handout back in the folder.

Reference

Scarborough, 2001

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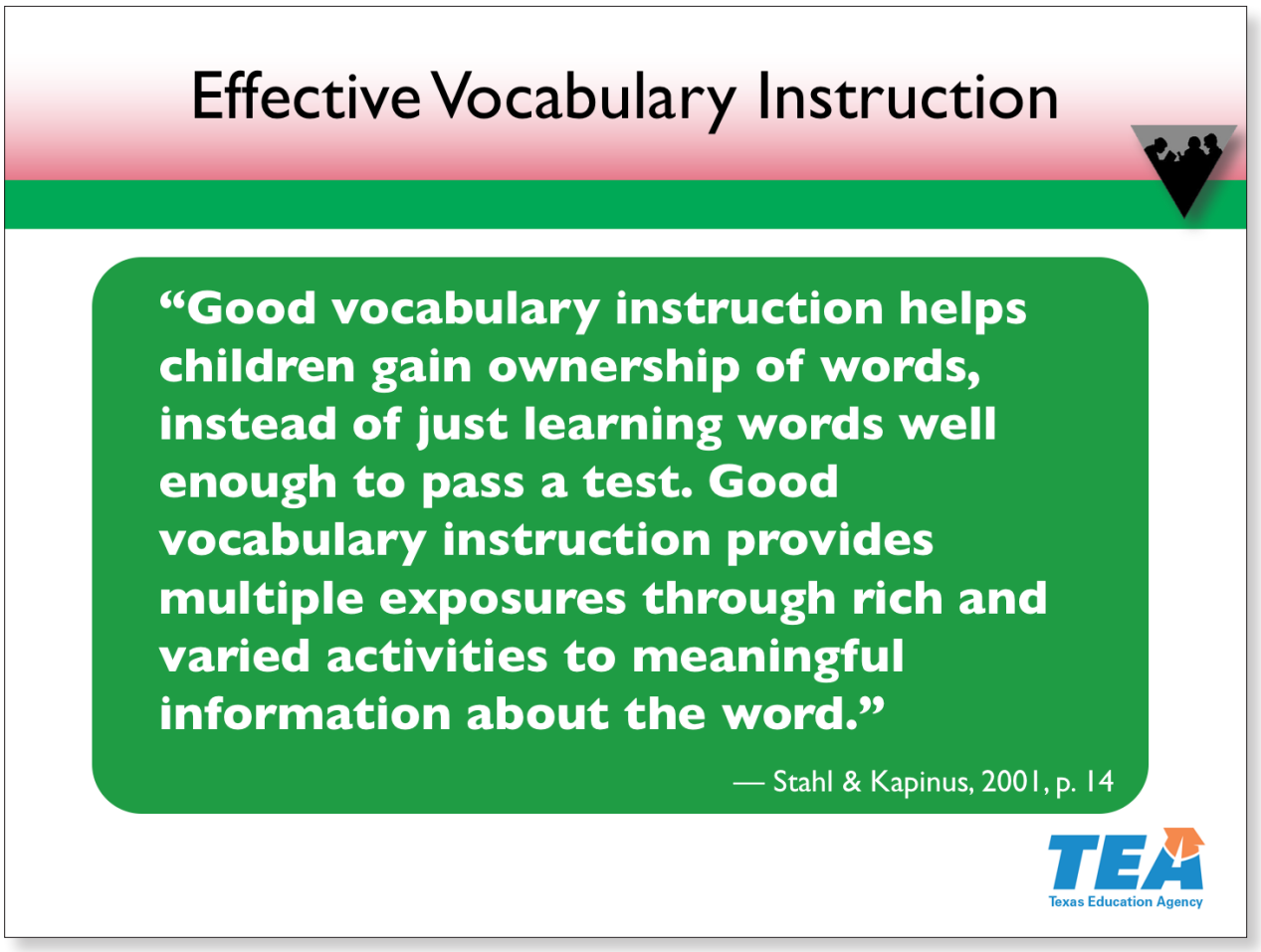

Slide 3—Effective Vocabulary Instruction (1:30–3:00)

Here is what real vocabulary instruction is all about.

Read the quotation on the slide.

Activity

What do the researchers mean by "gain ownership of words?" Think about it.

Pause a few seconds for participants to think about the phrase.

Now, turn to a partner at your table and talk about what "gain ownership of words" looks and sounds like in a classroom.

Allow one minute for participants to discuss. Have a few participants share their thinking. Optional: Use the overhead accountability energizer to share responses.

Reference

Stahl & Kapinus, 2001, p. 14

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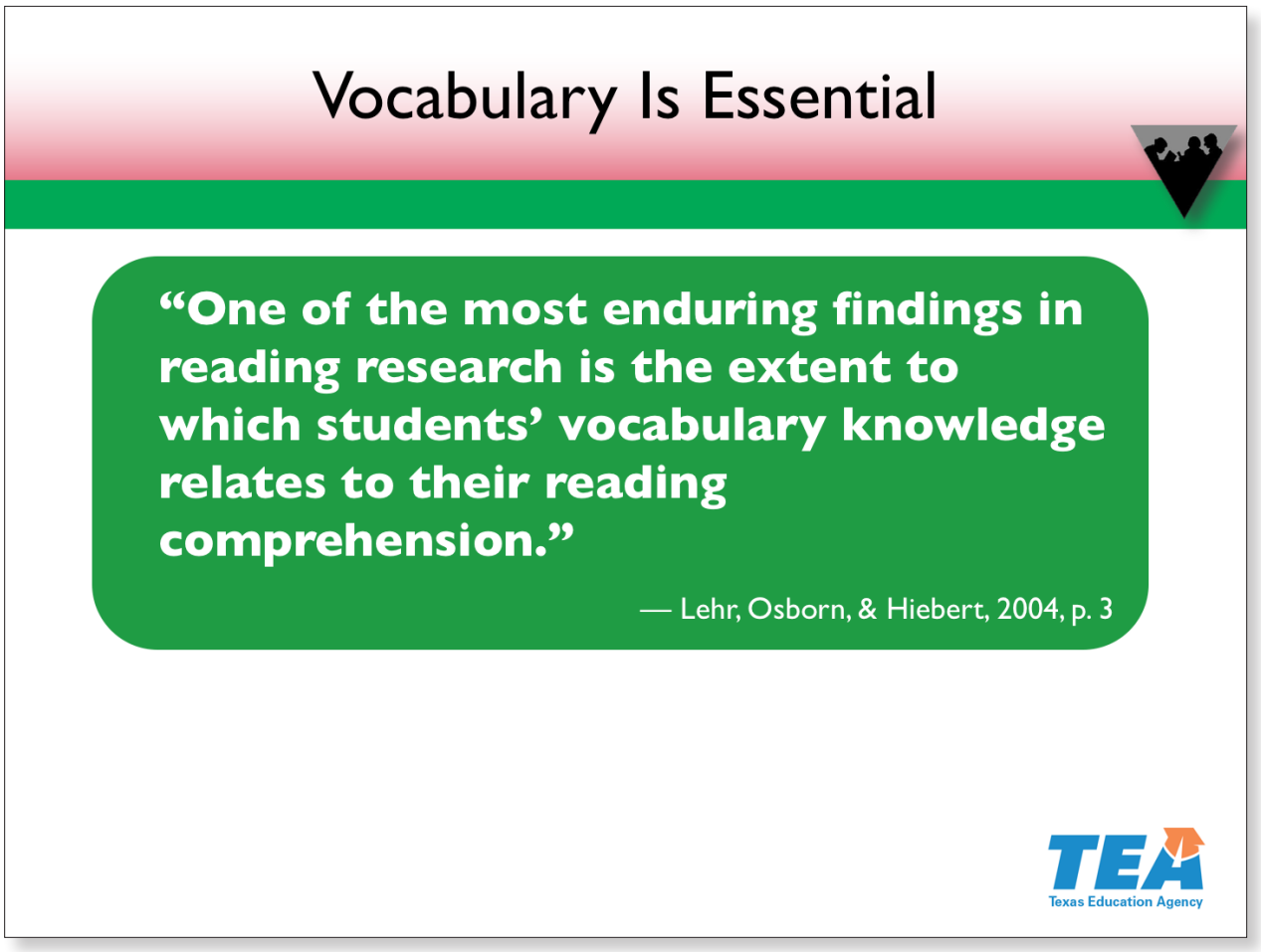

Slide 4—Vocabulary Is Essential (3:00–5:00)

Vocabulary is essential for reading comprehension and for all students, especially students with limited exposure to English, such as English language learners. Because vocabulary development is so important, let's discuss the instructional time we devote to it.

Activity

On the inside of your name tent, write the following:

- The number of minutes per day you spend directly teaching vocabulary in your classroom
- One word that comes to mind when you think about vocabulary instruction

Pause for participants to write their numbers and words.

Notes continue on the next page.

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Now, share your number and word with a partner at your table. Explain why you chose that word.

Allow one minute for participants to discuss. Have a few participants share their thinking. Optional: Use the overhead accountability energizer to share participant responses.

These research findings provide the strongest reason to teach vocabulary in the early grades—students' vocabulary predicts whether they will have adequate reading comprehension later.

References

Biemiller, 2001; Cain, 2016; Cunningham & Stanovich, 1997; Elwér et al., 2015; Farstrup & Samuels, 2008; Foorman et al., 2006; Lehr, Osborn, & Hiebert, 2004; Nagy, 2005; Nagy & Scott, 2000; National Reading Panel, 2000; National Research Council, 1998; Snow, Burns, & Griffin, 1998; Stahl & Nagy, 2006; Wright & Neuman, 2014

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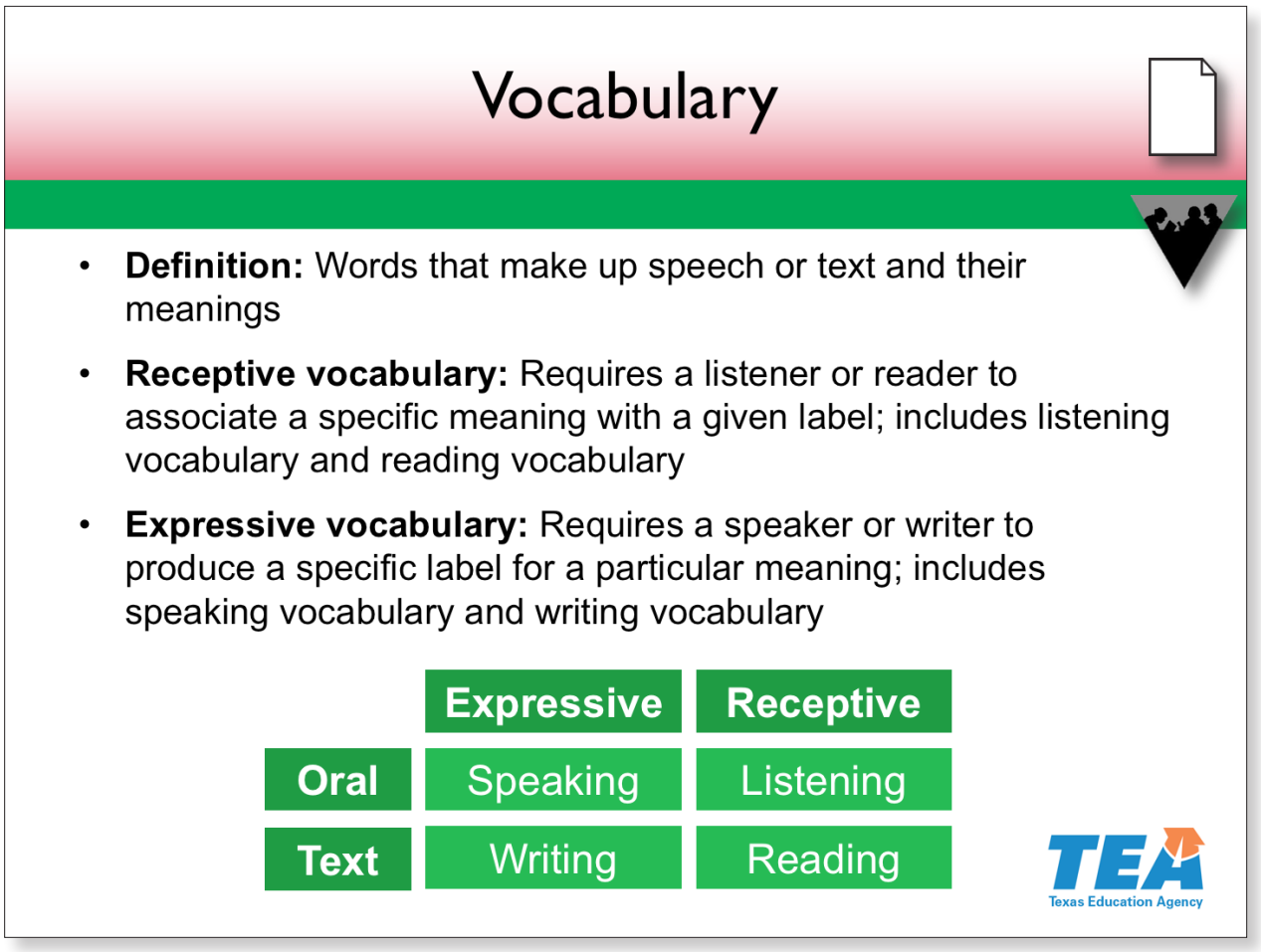

Slide 5—Vocabulary (5:00–8:30)

We will begin with a few definitions. Vocabulary includes the words that make up speech or text and their meanings.

We can distinguish between receptive and expressive vocabulary. Receptive vocabulary is the collection of word meanings that we use to understand what is said to us or what we read. Expressive vocabulary, on the other hand, includes the words we know deeply enough to use in our own speaking or writing.

Each of these categories can be broken into oral vocabulary (listening and speaking) and text vocabulary (reading and writing). The visual on the slide illustrates the interplay of these concepts.

Let's apply these terms to literacy instruction.

Notes continue on the next page.

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Activity

Locate **Handout 1: Pinch Paper**.

Show your copy of Handout 1. Pause for participants to locate the handout.

This is an example of a pinch paper or a pinch card. You can use pinch papers in different types of lessons to provide multiple response opportunities and to gauge student understanding. On our pinch paper are two vocabulary terms we just discussed—*receptive* and *expressive*. To use the pinch paper, we first need to fold it along the vertical line.

Model folding your pinch paper. Pause for participants to fold theirs.

The pinch paper has the terms on both sides so that both the student and the teacher can see the terms.

I will ask you three questions. For each, pinch the paper next to the term you think is the correct answer—*receptive* or *expressive*.

Here is the first scenario. A student in your class correctly uses the words *unavailable*, *apparent*, and *fabulous* in an expository essay. Does the essay demonstrate that these words are part of the student's receptive or expressive vocabulary?

Pause for participants to pinch their papers to show you their responses.

Yes, the answer is *expressive*. But if the words are part of the student's expressive vocabulary, they are most likely part of the student's receptive vocabulary, too. Our receptive vocabulary is generally much larger than our expressive vocabulary. For English language learners, this gap can be much larger, depending on their stage of English language acquisition.

Here is the next scenario. During a math lesson, you tell students to find the sum of each equation, and most students immediately begin working. As you walk around the room, you ask a few students to tell you what they are doing. These students reply, "I am finding the answer" or "I am adding." Think about the words *sum* and *equation*. Are the students' responses indicative of their expressive or receptive vocabulary?

Pause for participants to pinch their papers to show you their responses.

Yes, the answer is *receptive*. Following directions that include these terms shows that the terms are most likely in the students' receptive vocabulary. But the students

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did not use these words when telling the teacher what they were doing, which indicates that these words are not yet a part of the students' expressive vocabulary.

One last question: Which vocabulary type demonstrates true ownership of a word—receptive or expressive?

Pause for participants to pinch their papers to show you their responses.

Yes, the answer is *expressive*. To have a word in your expressive vocabulary requires much deeper knowledge of that word than being able to understand it within the context of listening or reading.

References

Graves, 2006; Moats, 2009

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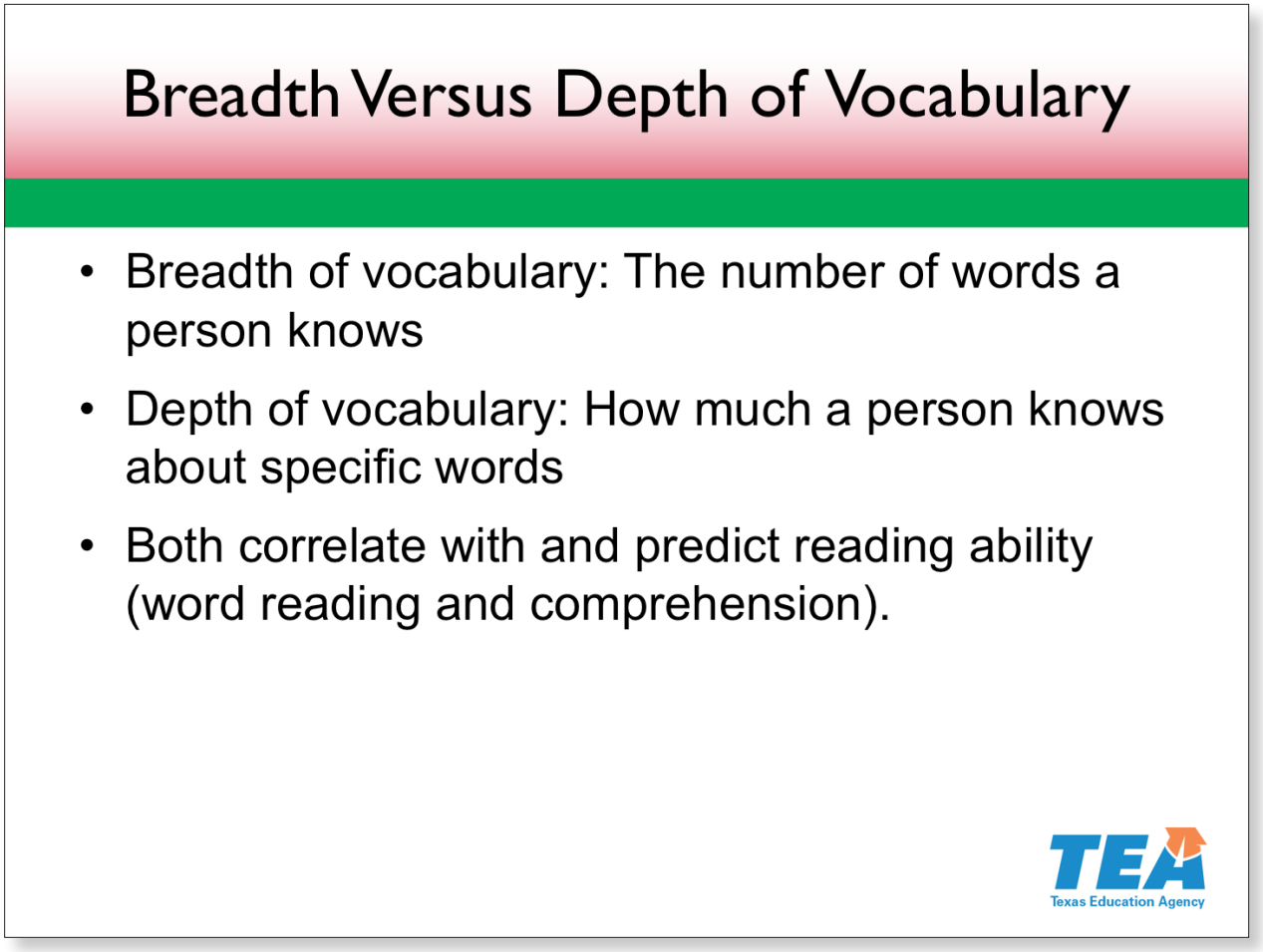

Slide 6—Breadth Versus Depth of Vocabulary (8:30–9:30)

Let's discuss another distinction—breadth versus depth of vocabulary knowledge.

Breadth refers to the number of words a person knows—not how well the person knows the words. Depth, on the other hand, refers to how much a person knows about a word. Have you simply heard it before? Can you use it in context? Can you give a definition for it?

Research demonstrates that both of these aspects correlate with and predict one's reading ability. Breadth relates to both word reading and comprehension, and depth demonstrates strong relationships with reading comprehension.

The deeper your knowledge about a word, the more likely that you can use it both to understand what you read or hear and to speak or write in a more precise and possibly more complex way.

References

Binder, Cote, Lee, Bessette, & Vu, 2016; Farstrup & Samuels, 2008; Li & Kirby, 2015; Ouelette, 2006; Qian, 1999; Proctor, Silverman, Harring, & Montecillo, 2012; Stahl & Nagy, 2006; Tannenbaum, Torgesen, & Wagner, 2006

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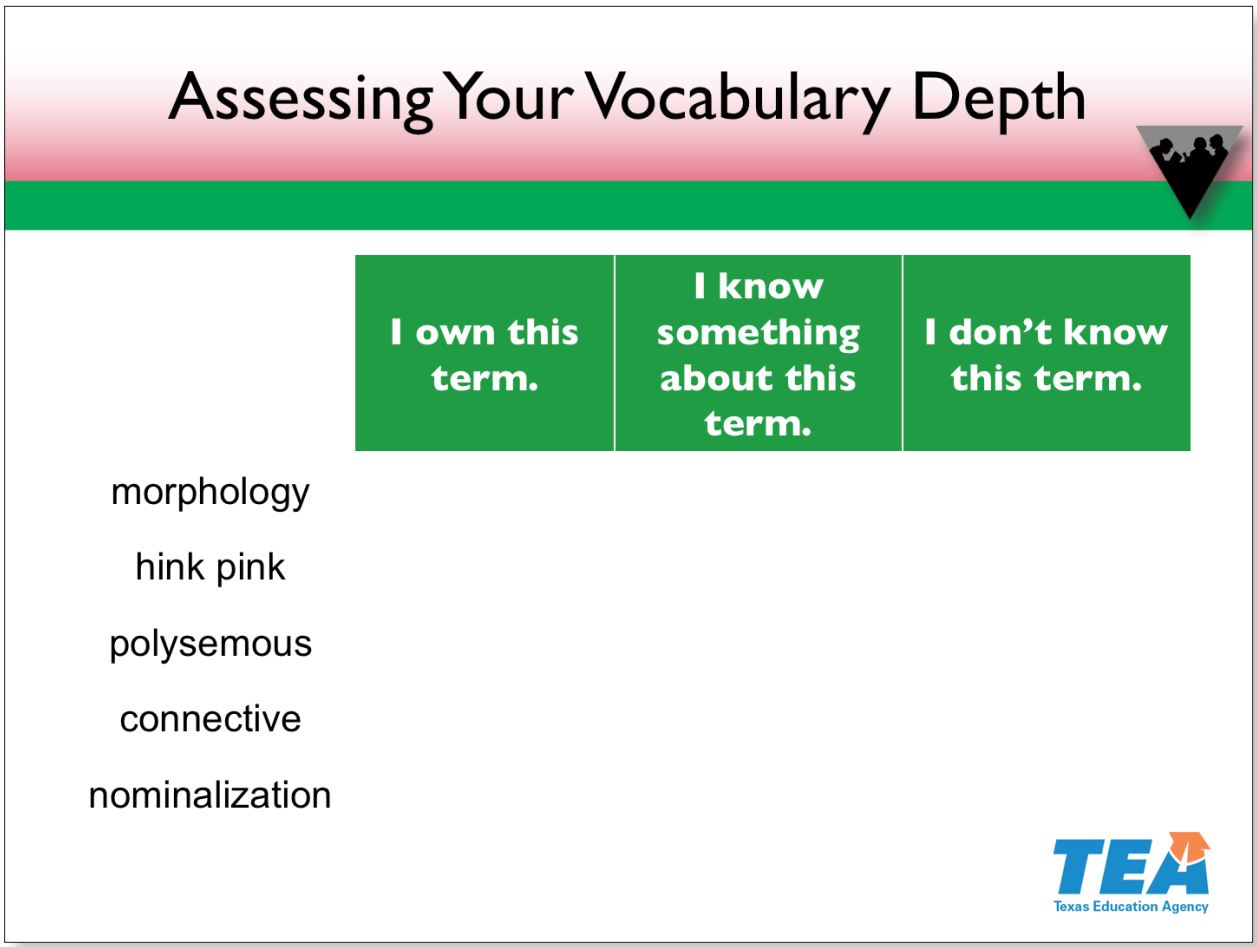

Slide 7—Assessing Your Vocabulary Depth (9:30–11:00)

Let's check the depth of your vocabulary knowledge with some words related to the English language and vocabulary instruction.

Activity

On your slide notes page, write a check mark in the column that most accurately describes the depth of your knowledge about each of these words. Then, share your knowledge with your tablemates to see whether you can work together to create deeper knowledge of each word.

Allow one minute for participants to fill out the chart and discuss.

Notes continue on the next page.

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Note to Presenter

morphology: Study of meaningful units of language and how they are used to form words

hink pink: Riddle with rhyming words for an answer (e.g., imitation serpent = fake snake, bird's visitor = nest guest)

polysemous: Having multiple meanings

connective: Word that relates words, phrases, or ideas within a text; also called a glue word or cohesive device (e.g., "since," "yet," "despite," "therefore")

nominalization: Process of turning a verb or adjective (or other part of speech) into a noun (e.g., "decide" into "decision," "scarce" into "scarcity")

You can use this kind of activity to check student understanding and differentiate vocabulary instruction.

References

Crosson & Lesaux, 2013; Moats, 2010; Nagy & Townsend, 2012; Stahl & Nagy, 2006

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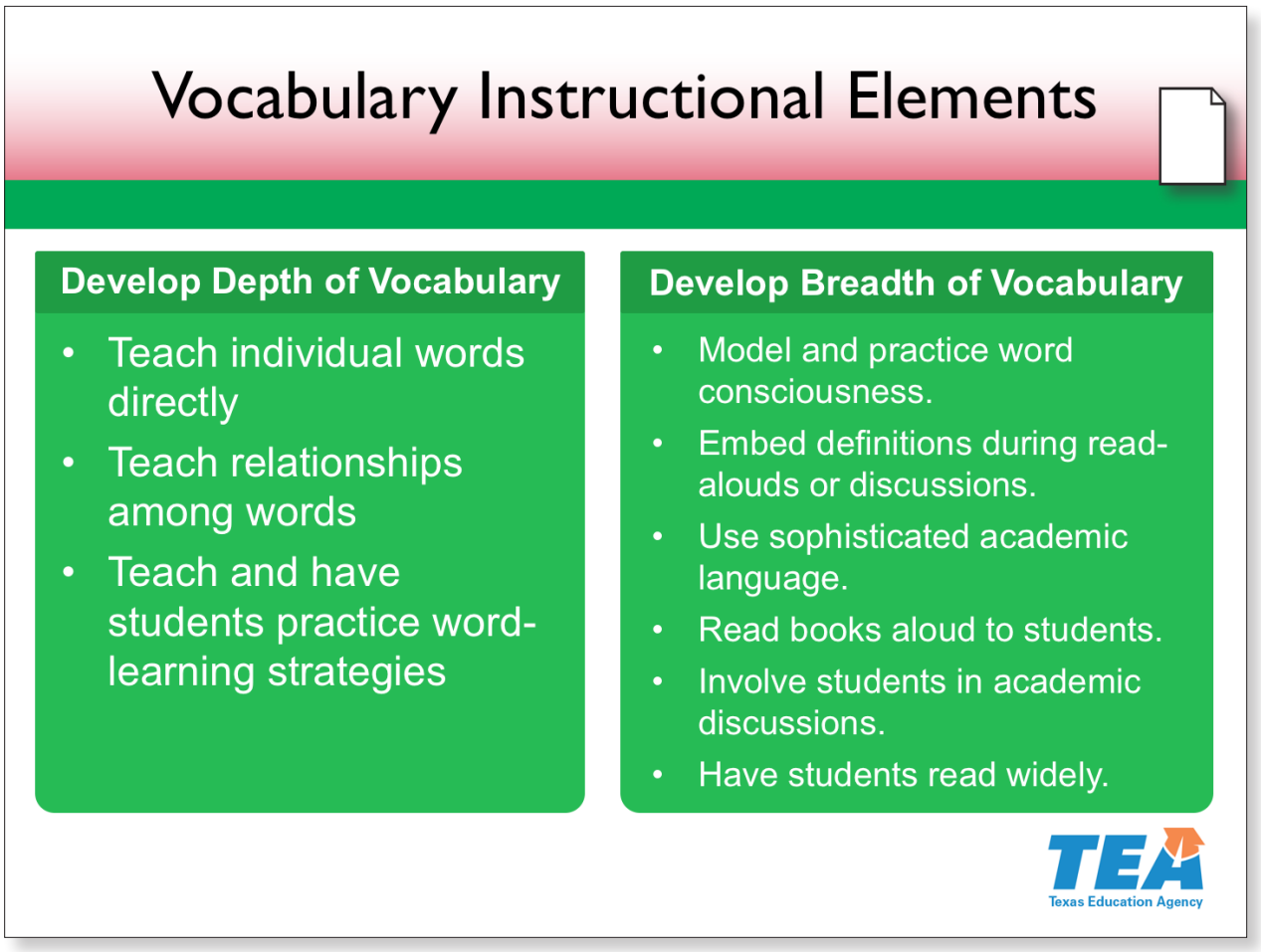

Slide 8—Vocabulary Instructional Elements (11:00–13:00)

We should teach for both depth and breadth of vocabulary.

The instructional elements listed on the slide are based on research findings from the past several decades. Studies of student vocabulary knowledge and effective instructional practices show us that all of these teaching elements support vocabulary development, which leads to improved comprehension. Research has also shown that these instructional practices are effective with English language learners.

Locate **Handout 2: Vocabulary Instruction Continuum**.

> *Pause for participants to locate Handout 2. Put your copy of the handout on the document camera while you wait.*

The chart in Handout 2 has the elements from the slide listed in the top row.

Notes continue on the next page.

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On the document camera, point to the elements across the top of the chart.

As you can see, the instructional activities on the left develop vocabulary depth, and the elements on the right develop vocabulary breadth. Take a moment to examine the handout. We will use it for an activity in a minute.

Allow a minute for participants to examine the handout. Keep your copy on the document camera to use with the next slide.

References

August, Artzi, & Barr, 2016; August, Carlo, Dressler, & Snow, 2005; August, Carlo, Lively, McLaughlin, & Snow, 2005; August, McCardle, Shanahan, & Burns, 2014; Baumann & Kame'enui, 2004; Biemiller & Boote, 2006; Beck, McKeown, & Kucan, 2008, 2013; Farstrup & Samuels, 2008; Graves, 2006; Hiebert & Kamil, 2005; Hiebert & Lubliner, 2008; Moats, 2009; Neuman & Wright, 2014; Stahl & Nagy, 2006

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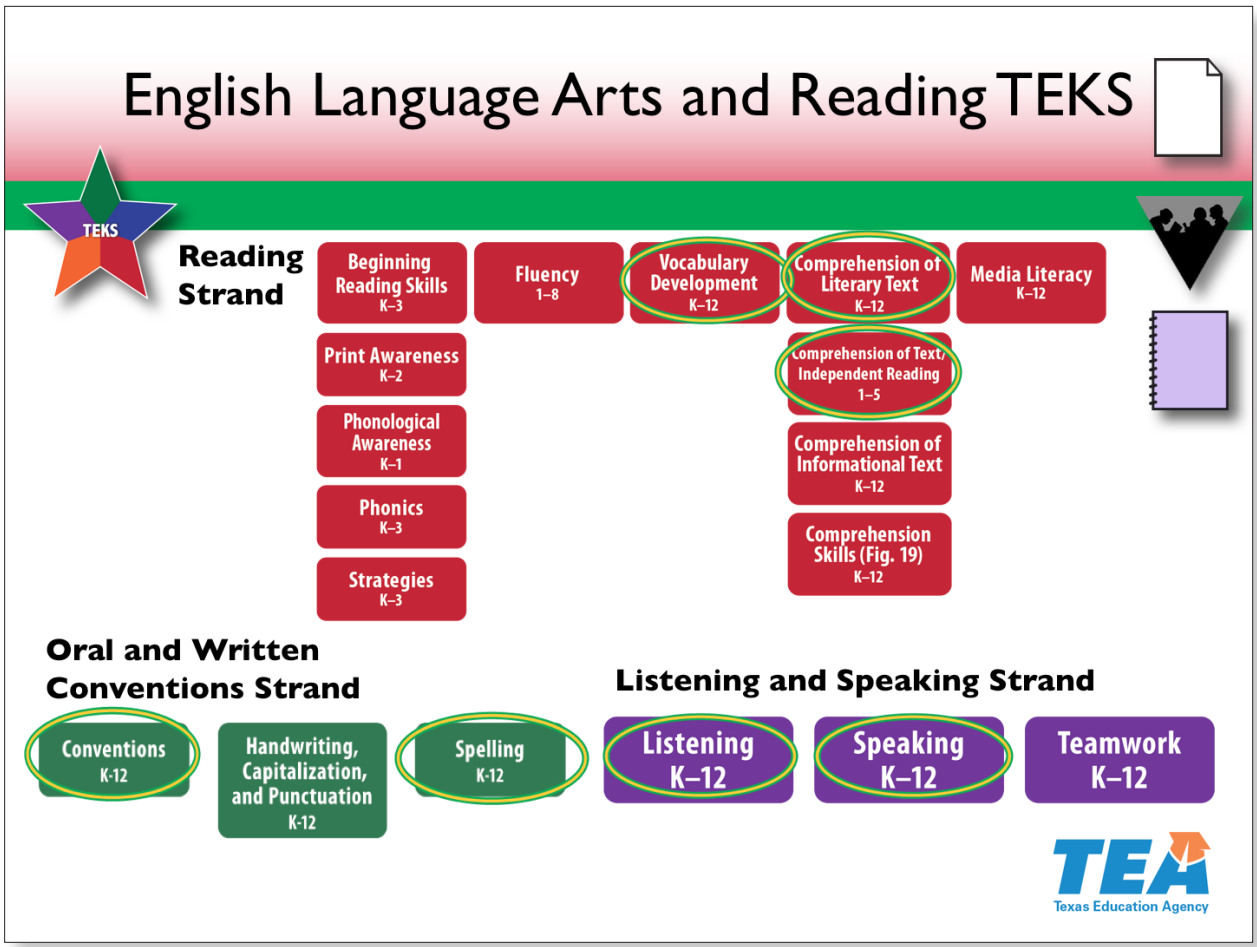

Slide 9—English Language Arts and Reading TEKS (13:00–21:00)

From your folder, locate the Grades 1–4 English Language Arts and Reading TEKS Alignment document.

Pause for participants to find the document.

We will use this TEKS chart with the chart in Handout 2 to see how the TEKS align with these instructional elements. I will model the activity with the first column in Handout 2: Teach individual words directly.

Point to the first column of the chart in Handout 2. Then, display the first page of the TEKS alignment chart to model looking for student expectations that align with this instructional element.

Looking at the first page of the TEKS alignment chart, I notice that students are expected to understand and use, which means they have to develop deep

Notes continue on the next page.

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knowledge of, many different kinds of words—verbs, nouns, adjectives, etc. So, I will write that category, Grammar and Syntax, in the first column of Handout 2.

Write "Grammar and Syntax" in the first column.

Let's look for other expectations that might relate to this instructional element.

Turn to page 5 of the TEKS alignment chart.

I see on page 5 that the TEKS discuss antonyms, synonyms, and conceptual categories. I know that one method for teaching words directly is to use synonyms, antonyms, examples, and nonexamples, so I will also add that category, Word Relationships, to the first column of Handout 2.

Write "Word Relationships" in the first column.

Activity

Now it's your turn. Work with your tablemates to find one or two categories that contain expectations that would be taught within each instructional element. You may put a category in more than one column. You have five minutes to work.

Allow five minutes for participants to work. After the five minutes, you can display ***Presenter Resource 1*** *for participants to check their responses against the possible responses provided.*

We will spend the rest of the session discussing each instructional element on Handout 2, starting with developing depth of vocabulary knowledge through explicit instruction of individual words.

Reference

Texas Education Agency, 2009

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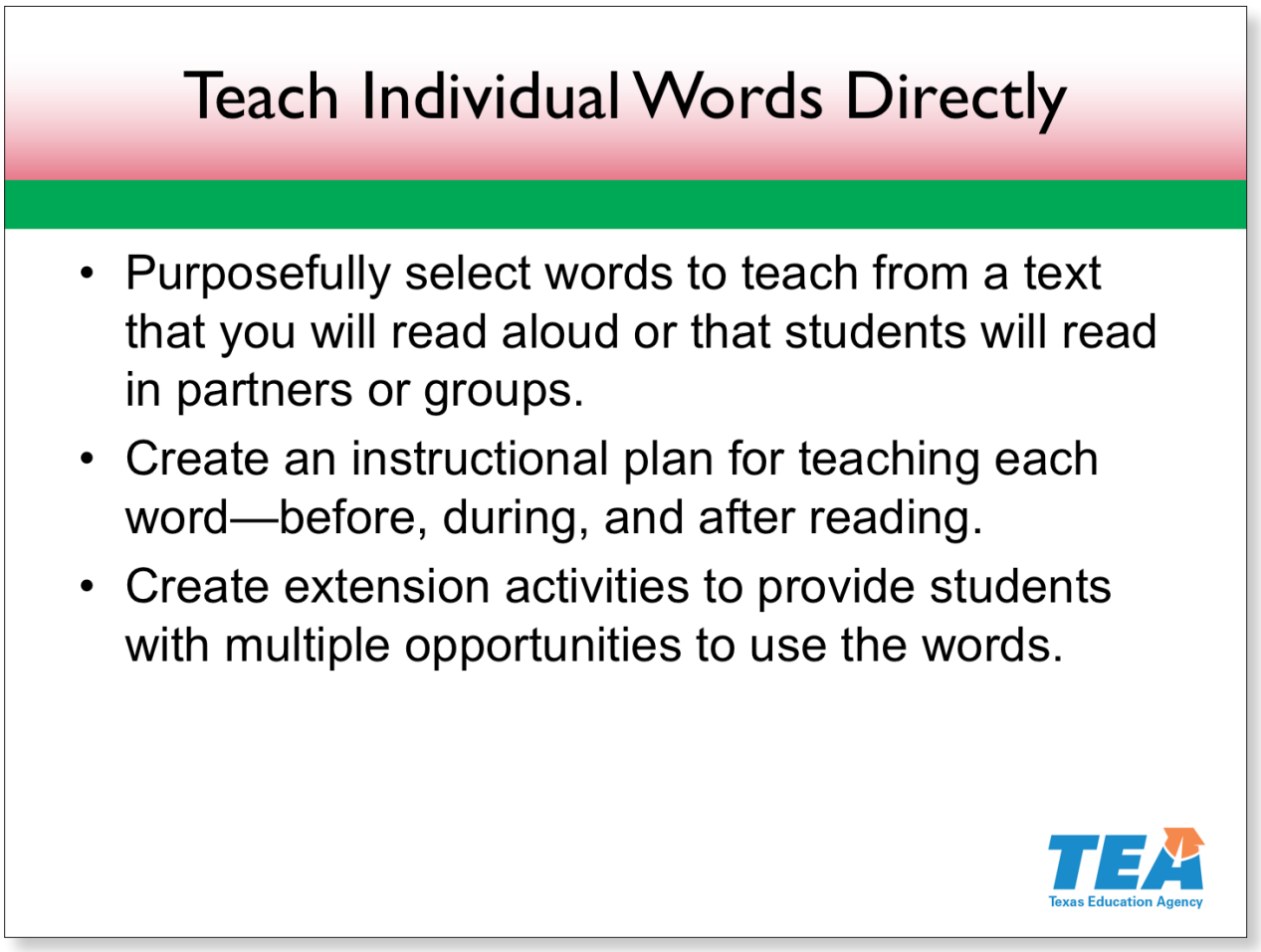

Slide 10—Teach Individual Words Directly (21:00–21:30)

The first instructional element we will examine is teaching individual words directly.

Direct instruction of specific words must be purposeful, which requires effective planning. After you have decided on a text to read aloud or for students to read together, select a few words that you would like students to own. For this deep instruction, some researchers recommend selecting three to five words per lesson. Then, plan how to teach each word, including preteaching before reading, methods for interacting with the words during reading, and activities for using the words after reading.

After the initial lesson and read-aloud, provide follow-up activities so that students continue to use the words across contexts. Such extensive practice is the only way to help students truly own these words.

Now we will discuss how to select words to teach directly.

References

Archer & Hughes, 2011; Beck et al., 2008, 2013; Moats, 2009; Neuman & Wright, 2014; Stahl & Nagy, 2006

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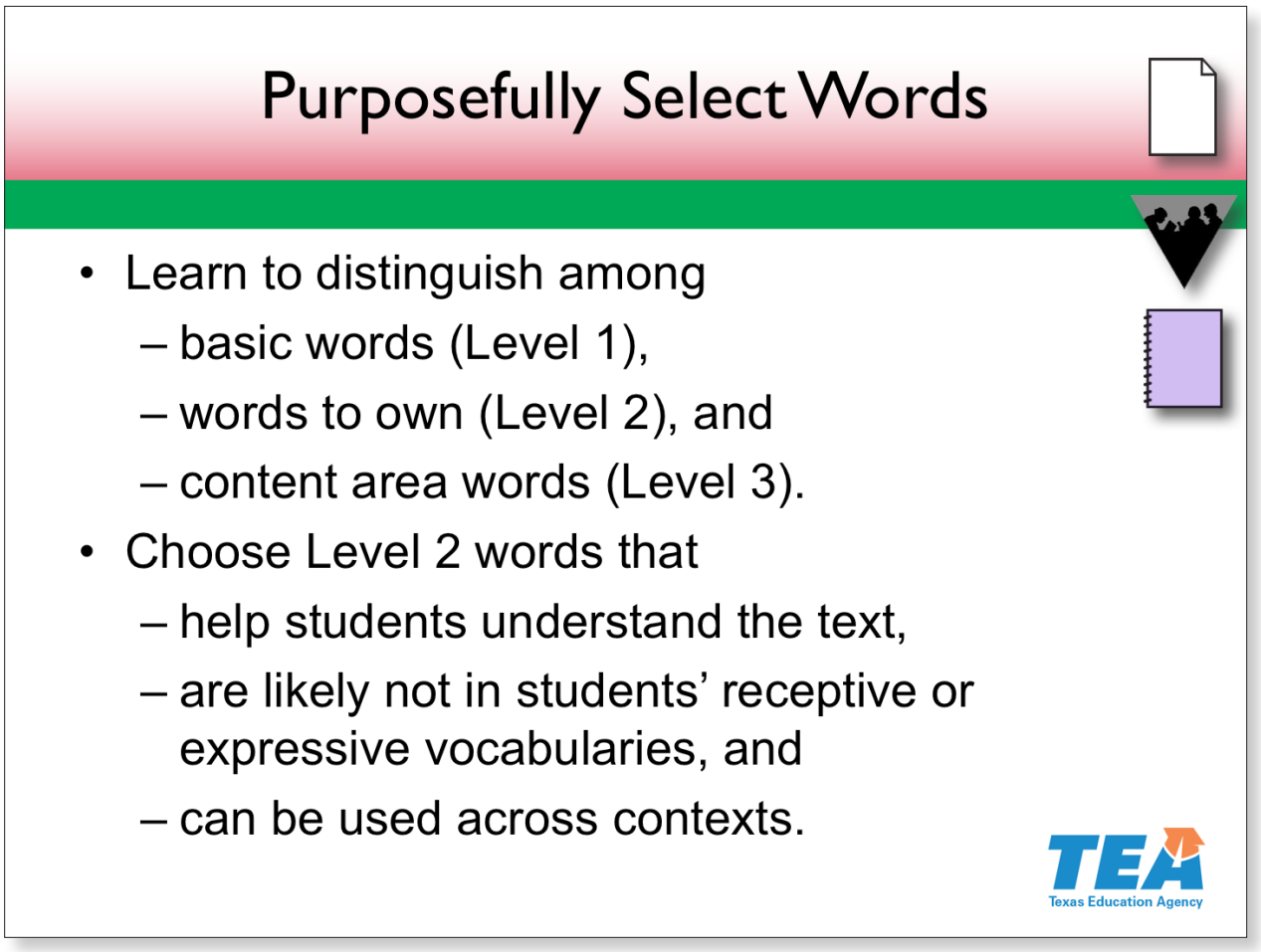

Slide 11—Purposefully Select Words (21:30–28:30)

In their book *Bringing Words to Life*, Isabel Beck and her colleagues describe the following three types of words:

- Level 1 words: Students typically know the meaning of these basic words, which usually do not need to be taught.
- Level 2 words: These words are crucial to understanding the text, are most likely not in students' receptive or expressive vocabularies, and can be used across various contexts. These are the words to explicitly teach.
- Level 3 words: These words are specific to a content area and are not typically used across contexts.

Locate **Handout 3: Selecting Vocabulary Words to Teach Directly**.

Pause for participants to locate the handout.

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This handout describes factors to consider as you choose vocabulary words to teach explicitly. The second page provides examples of each word type. The third page has examples in Spanish.

Pause for participants to examine the handout. You may want to point out specific examples from page 2 and discuss why each one is considered Level 1, Level 2, or Level 3.

Activity

*Place the **Activity Resource** on the document camera.*

With your partner, select one of the children's texts you brought with you. Determine words that fit within each category and write them at the bottom of page 2 on Handout 3.

Then, circle the three Level 2 words from your text that you want students to own. Share your words with others at your table and discuss why you chose those words. You have five minutes.

Provide five minutes for participants to work. As they work, ask volunteers to write one or two of their words on charts at the front of the room.

After the five minutes, call on a few of the volunteers to share their reasoning for choosing their words.

Note to Presenter

This activity can address the needs of diverse learners. The purposeful selection of words inherently targets students' needs. Teachers can choose Level 2 words for whole-group direct instruction and can choose additional words for small groups targeting English language learners or advanced students.

References

Beck et al., 2013; Neuman & Wright, 2014

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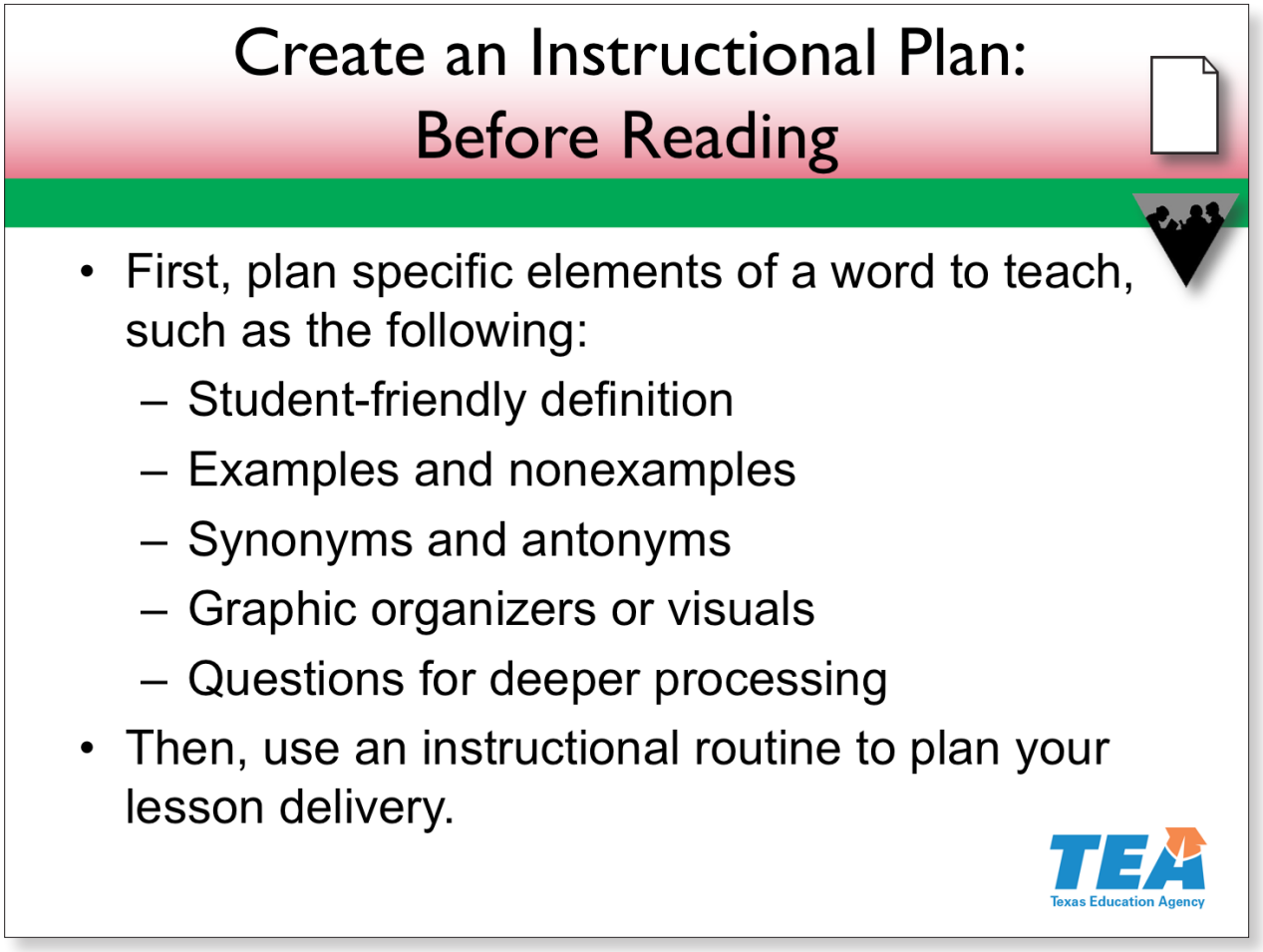

Slide 12—Create an Instructional Plan: Before Reading (28:30–39:00)

Before reading, create a plan for teaching each word. Locate **Handout 4: Planning Explicit Vocabulary Instruction**.

> *Pause for participants to locate Handout 4. Put your copy of the handout on the document camera while you wait.*

You can use this planning sheet to think through the definition, examples, nonexamples, synonyms, etc. that you will use to teach each word. The second page of the handout provides examples with three Level 2 words—*equivalent*, *hilarious*, and *mumble*. I will model how to use the planning form with another word, *splendid*.

> *On the document camera, write "splendid" as the first word on page 1 of Handout 4. Use* ***Presenter Resource 2*** *to model filling in the chart for "splendid."*

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Activity

Now it's your turn. Choose one of your Level 2 words and use Handout 4 to plan connections you can make to the word. You have four minutes.

Provide four minutes for participants to work.

We now can use this information to plan our lesson delivery with the word. Locate **Handout 5: Routine for Explicit Vocabulary Instruction**.

Pause for participants to locate Handout 5. Put your copy of the handout on the document camera while you wait.

The chart on page 1 lists six steps for providing explicit instruction with your word. The first four steps occur before reading the text, so we will plan those four steps first. The last two occur after reading. We will plan for those later.

Page 2 shows the same steps in Spanish. Turn to page 3. Here we see an example plan for teaching the word *splendid* using the information I brainstormed in Handout 4.

Pause to let participants examine page 3.

Now, you will do the same thing. Using the information you wrote in Handout 4, create a lesson delivery plan for your Level 2 word on page 5 of Handout 5.

Show the blank planning form on the document camera.

Do only the four steps on this page. We will do the other two steps on the next page in a moment. You have four minutes to work.

Provide four minutes for participants to work.

We have planned our instruction for before reading. Now we will plan what we will do with the vocabulary words during reading.

Note to Presenter

This activity can address the needs of diverse learners. For example, planning to use visuals is particularly effective for English language learners.

References

Archer & Hughes, 2011; Beck et al., 2008, 2013; Giroir, Grimaldo, Vaughn, & Roberts, 2015; Neuman & Roskos, 2012; Stahl & Nagy, 2006

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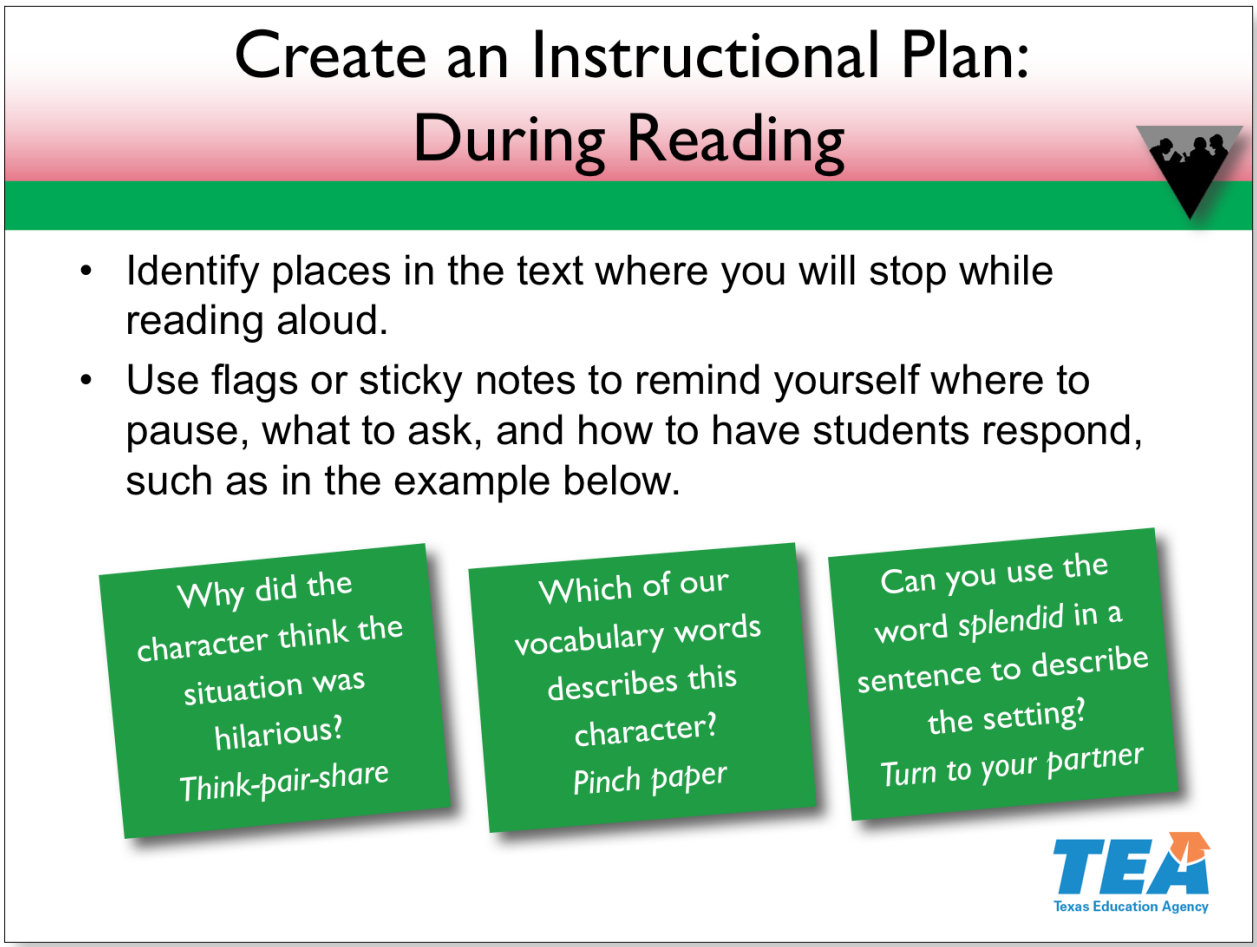

Slide 13—Create an Instructional Plan: During Reading (39:00–44:00)

During reading, stop in certain places to ask students questions about the words. Plan these questions and the way you want students to respond. It is helpful to write these questions and the response formats on sticky notes to place in the text. The slide shows three examples of questions and response formats.

Read the examples on the slide.

Activity

Let's practice writing questions and planning ways for students to respond. Using your sticky notes, take four minutes to write questions and student response methods for the three vocabulary words you chose to explicitly teach.

Provide four minutes for participants to work.

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Note to Presenter

This activity can address the needs of diverse learners. For example, teachers can choose various levels of vocabulary questions and response formats to target individual students' needs.

References

Beck et al., 2008, 2013; Giroir et al., 2015; Neuman & Roskos, 2012; Stahl & Nagy, 2006

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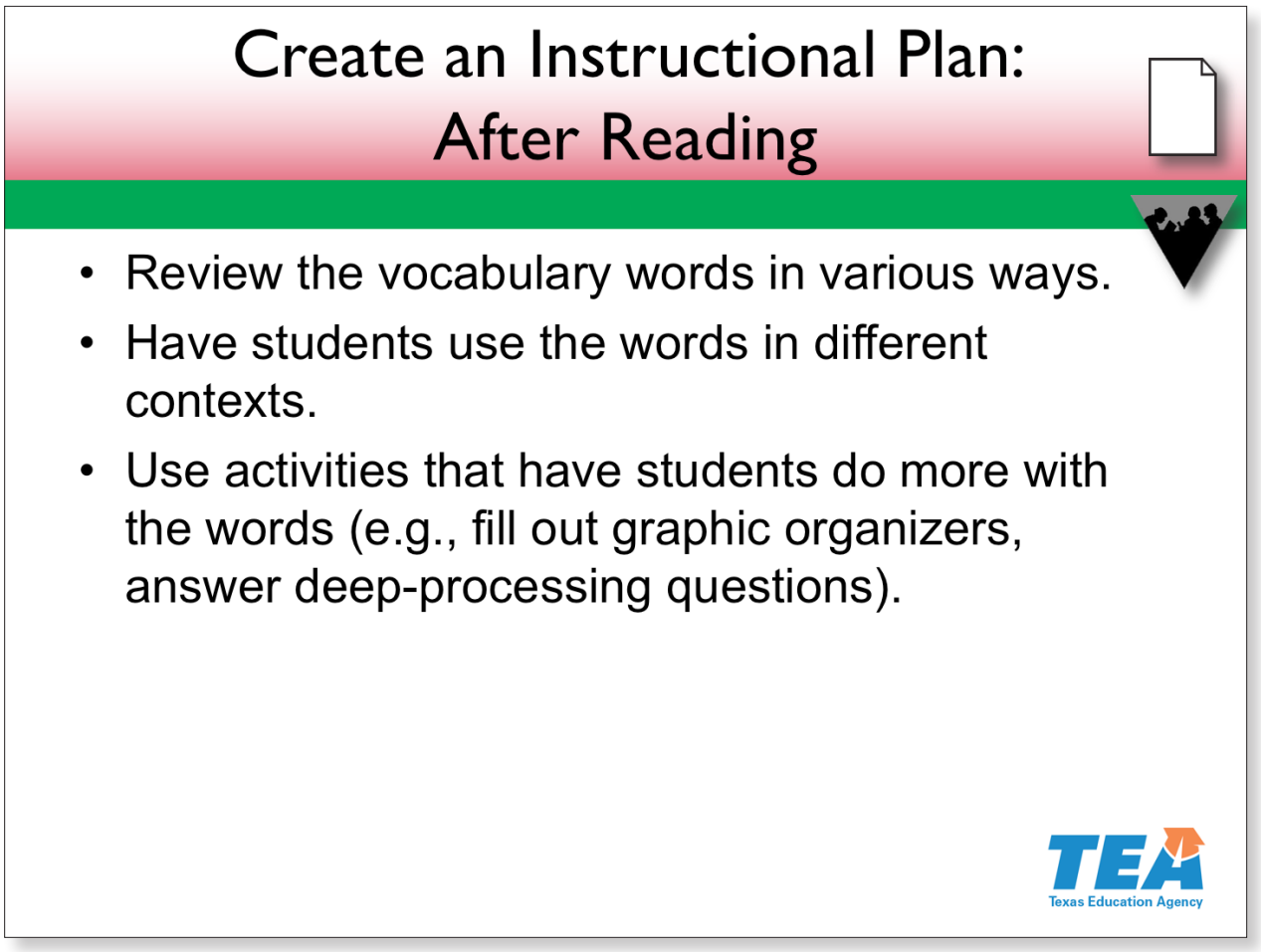

Slide 14—Create an Instructional Plan: After Reading (44:00–49:30)

Now, we will practice planning after-reading vocabulary activities. Your after-reading activities should allow students to gain deeper knowledge of the words. These activities could include creating graphic organizers, using activities to build relationships among words, acting out words, or using words in sentences. Page 3 of Handout 5 provides examples of deep-processing activities with the word *splendid*.

> *Pause for participants to find page 3 of Handout 5. Put your copy on the document camera.*

Notice that the teacher has planned four activities for students to do in whole group or partners. The first is a semantic map activity. A sample semantic map is on page 4.

The second activity is an antonym continuum, in which students organize words along a continuum with a word on one side (*splendid*) and its antonym on the other side (*awful*). In between are words that gradually shift in meaning from one

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side (*great, good*) to the other side (*bad, terrible*). Activities such as an antonym continuum can be modified for specific populations. English language learners could benefit from antonym continuum cards with visuals (word on one side, picture on the other), and advanced students could create their own antonym continuum cards with visuals.

The next activity has students brainstorm activities that they think are splendid.

The final activity in step 6 has the students use the words in sentences. Notice that the teacher has posted sentence stems to scaffold this activity for students.

Activity

With your Level 2 word, use Handout 4 and page 6 of Handout 5 to plan deep-processing and sentence activities for after reading. You have four minutes to work.

Provide four minutes for participants to work.

We have now planned an entire lesson with one word. Let's practice using our planned instructional routine to teach the word.

Note to Presenter

This activity can address the needs of diverse learners. Discussing what is already known about a word, perhaps by using a circle map, is a great way to connect familiar concepts with a new vocabulary word.

References

Beck et al., 2008, 2013; Giroir et al., 2015; Neuman & Roskos, 2012; Stahl & Nagy, 2006

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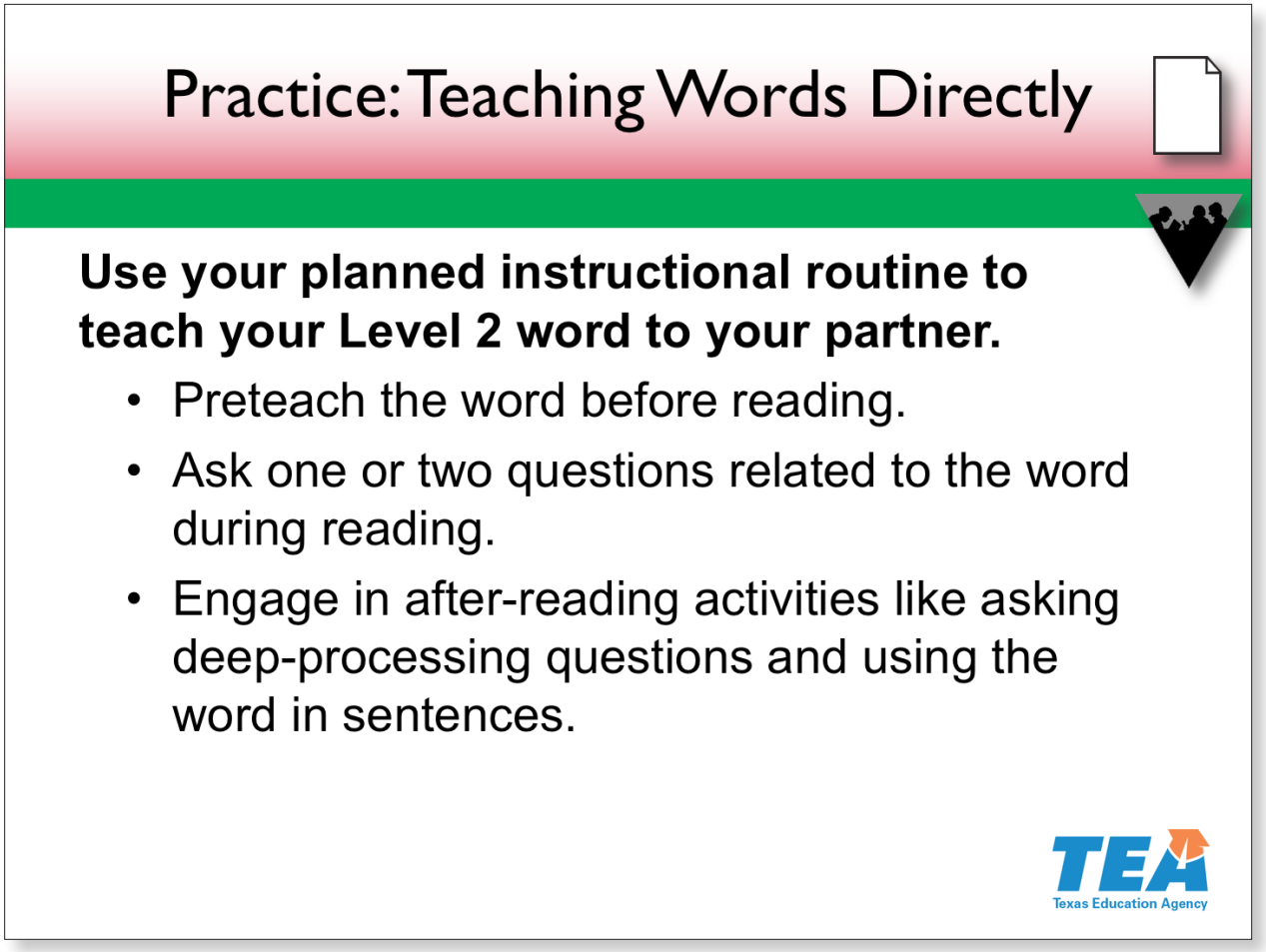

Slide 15—Practice: Teaching Words Directly (49:30–1:02:30)

Activity

Work with your partner, taking turns being the teacher and student. One of you will be the teacher first and use your planned instructional routine in Handout 5 and your sticky notes to teach the word to your partner. Then, you will switch roles.

> *Allow 12 minutes. As you hear effective practices, write the name of the participant and the practice. Record examples from across the instructional routine (student-friendly definitions, deeper-processing activities, etc.). Write the examples on chart paper and display it. Use the list to lead a discussion. Ask questions such as "What's effective about this deep-processing activity?" or "Which parts of the routine were most difficult to plan?"*

We have planned and practiced vocabulary instruction before, during, and after reading. To own these vocabulary words, though, students need to do more with the words. So you will need to plan extension activities for students to continue to practice using the words across contexts.

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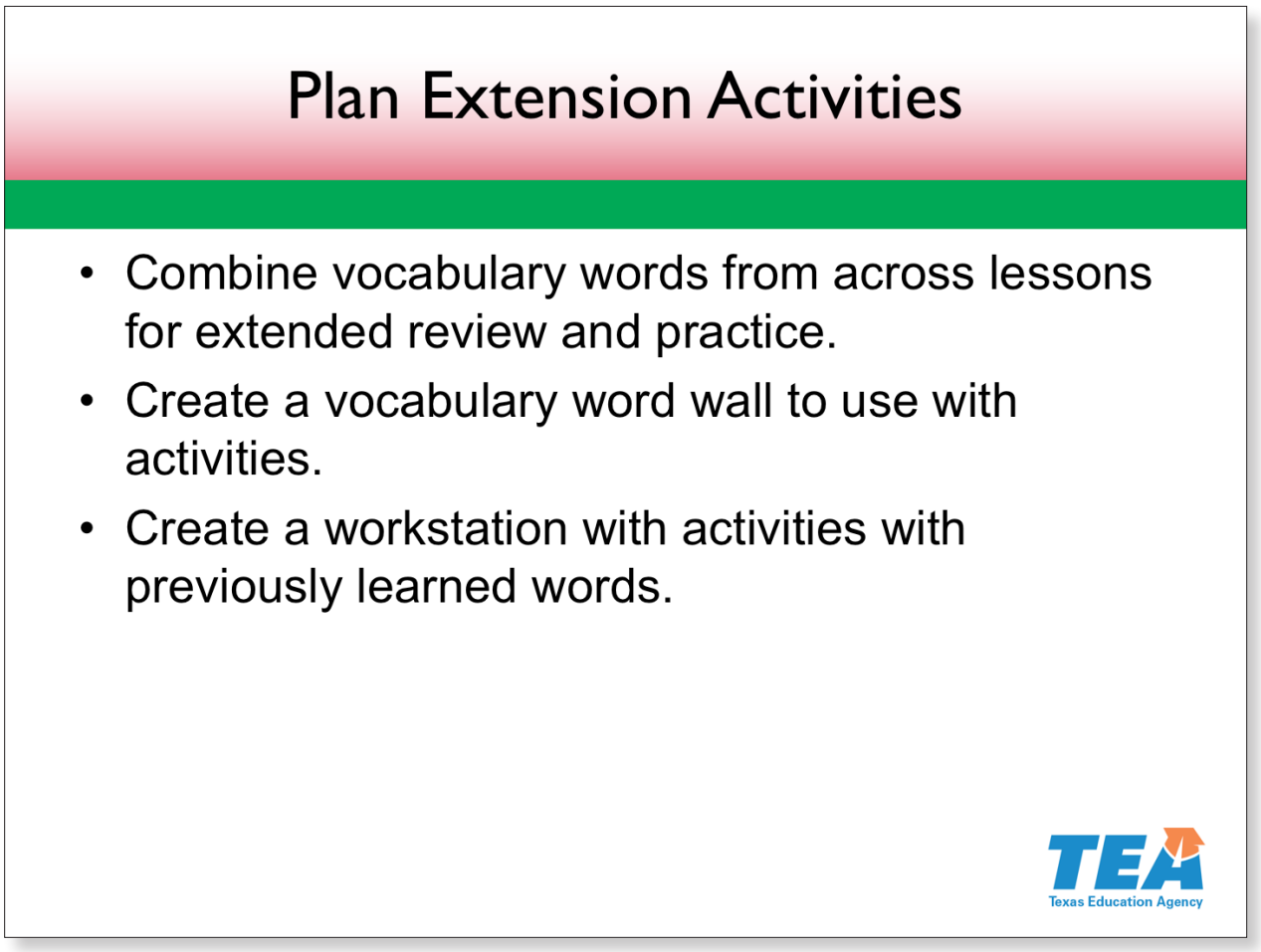

Slide 16—Plan Extension Activities (1:02:30–1:02:40)

Activities and games provide students opportunities to practice previously learned vocabulary words. These extension activities are critical for deep processing and gaining ownership of words.

References

Beck et al., 2008, 2013; Neuman & Roskos, 2012; Stahl, 2005; Stahl & Nagy, 2006

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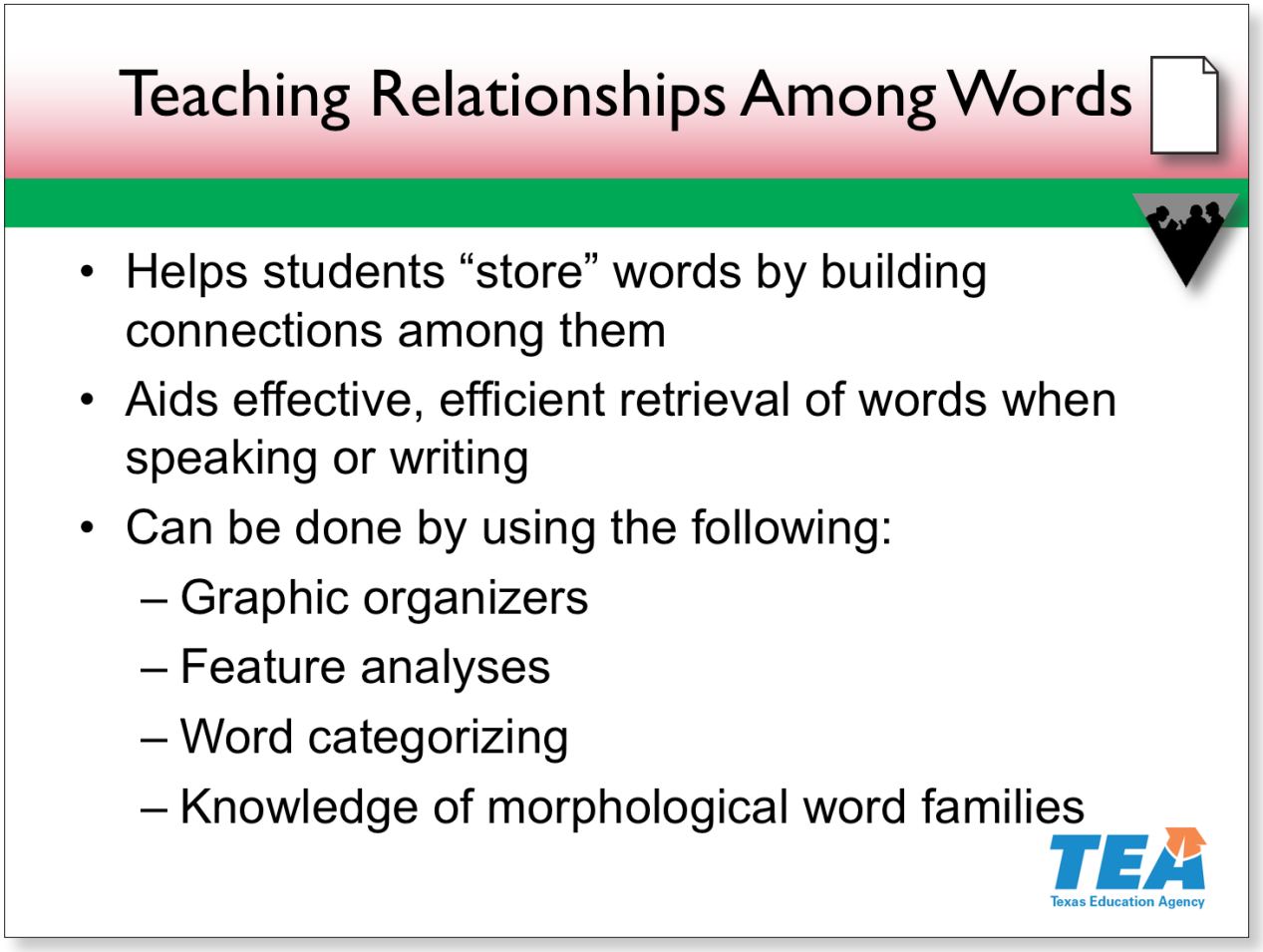

Slide 17—Teaching Relationships Among Words (1:02:40–1:11:30)

The next instructional element we will examine is teaching relationships among words.

We do not store single words in isolation. Instead, we create neural networks of words, and the better we store these words by building connections among them, the more easily we can retrieve them when we need to use them in our speaking or writing.

The slide lists several methods for teaching word relationships. Locate **Handout 6: Vocabulary Graphic Organizers**.

> *Pause for participants to locate the handout. Put your copy of the handout on the document camera. As you read the list of various graphic organizers, show them on the document camera.*

This handout provides multiple examples of graphic organizers to extend students' vocabulary learning, including

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- concept maps;
- semantic and word maps;
- an antonym continuum, as discussed earlier;
- a word wrap;
- a circle map for students to brainstorm their knowledge about a word;
- bubble maps;
- a four-square vocabulary map; and
- word webs.

Note to Presenter

In a circle map, the vocabulary word goes in the middle, and then students brainstorm ideas that will go in the outer circle.

Activity

Let's do a quick activity with the last word web, which shows word relationships through morphology—specifically, having the same base word, *like*. Work with a partner to answer the question in the star next to that word web. I will give you a minute.

Allow one minute for participants to decide why the words "unlike" and "likeness" are shaded. As you walk around, listen for the correct answer. If you hear it, have that person share. If not, provide the following explanation. "In the other six words, 'like' means 'to enjoy,' but in 'unlike' and 'likeness,' 'like' means 'similar to'."

Besides graphic organizers, students can participate in other activities like feature analyses, categorizing words, and examining morphological relationships. In the Word Study and Recognition section, we participated in a feature analysis with different types of words (decodable, irregular, etc.). **Handout 7: Feature Analysis** provides a feature analysis template and two other examples.

Pause for participants to examine the handout.

Putting words into various categories and drawing connections among these categories, like hierarchical relationships, can also build deeper word knowledge. **Handout 8: Sorting Words Into Hierarchical Categories** provides an example of such a sorting and connecting activity with some familiar vocabulary words.

Notes continue on the next page.

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As you pause for participants to find the handout, place a blank copy on the document camera. Provide a few words for participants to start the activity.

Activity

Working in partners, sort the words and place them into the hierarchical categories. You have four minutes.

Allow four minutes for participants to work. At the end of four minutes, you can put ***Presenter Resource 3*** *on the document camera for participants to check their responses against the possible responses provided in that resource.*

Finally, one last way to help students see the relationships among words is to teach morphological word families based on prefixes, suffixes, base words, or roots. We saw two examples with the word webs in Handout 6. Locate **Handout 9: Morphology Information**.

Pause for participants to locate the handout.

Take a moment to examine the handout and think about how you can use this information when planning morphology instruction in your classroom.

Pause for participants to examine the handout.

Activity

Now, turn and talk with your partner for one minute about the information in Handout 9 and how you will use it when you go back to work on vocabulary with your students.

Allow one minute for participants to discuss the handout and how they will use the information.

The information in this handout is also helpful for our next instructional element—teaching and practicing word-learning strategies.

References

Anderson & Nagy, 1991; Archer & Hughes, 2011; Bear, Invernizzi, Templeton, & Johnston, 2014; Moats, 2009; Neuman & Wright, 2014; Stahl, 2005; Stahl & Nagy, 2006

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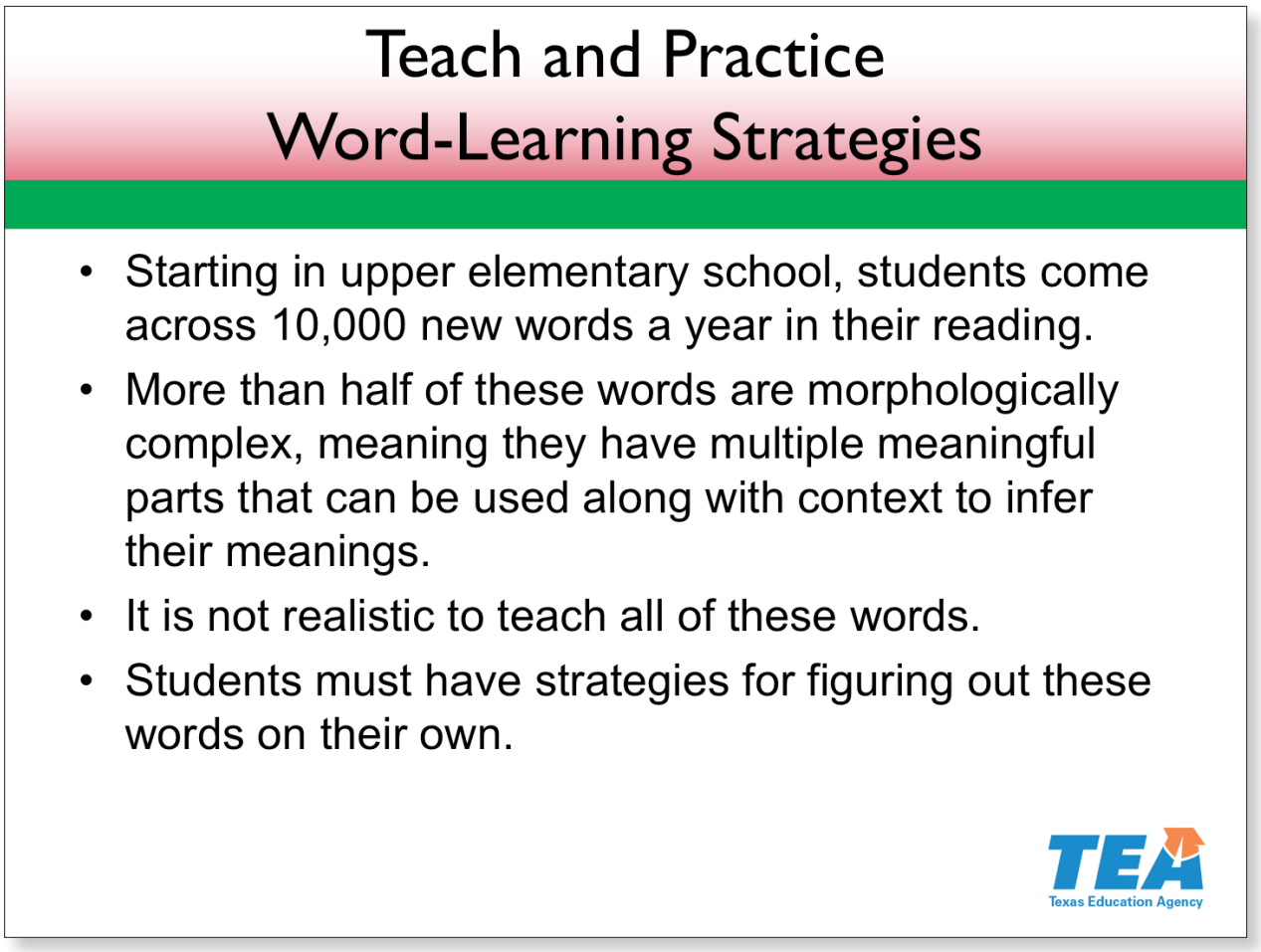

Slide 18—Teach and Practice Word-Learning Strategies (1:11:30–1:12:00)

The next instructional element we will examine is teaching word-learning strategies.

Research demonstrates that as students move into upper elementary and middle school, they see thousands of new words every year. It is not feasible to teach all of these words. Instead, students must learn to infer word meanings from context and the meaningful parts within the words themselves.

References

Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Edwards, Font, Bauman, & Boland, 2004; Kearns et al., 2016; Padak, Newton, Rasinksi, & Newton, 2008; Scott, 2005; Wolter & Green, 2013

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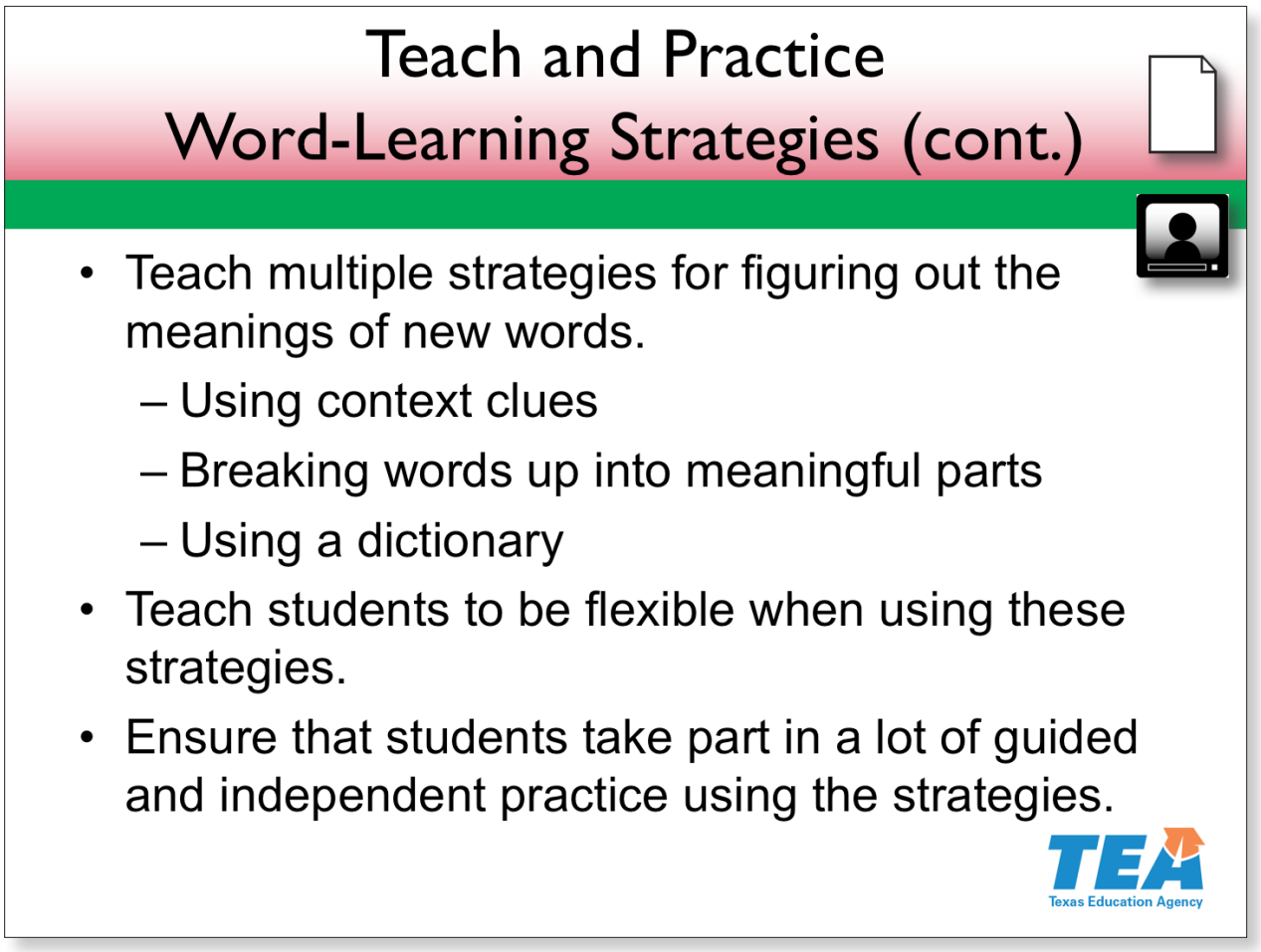

Slide 19—Teach and Practice Word-Learning Strategies (cont.) (1:12:00–1:21:00)

Research also shows that explicit instruction in word-learning strategies, like effectively using context clues, morphemes, and dictionaries, can improve both vocabulary development and reading comprehension.

Gaining information about a word's meaning from context can help build a reader's knowledge of that word over time. In this way, context supports a more gradual, long-term learning of words. The chances of using a single context to derive a word's meaning are slim (only about 15 percent of the time), and doing so often requires an extensive amount of inference. Still, research supports teaching students to

- reread a sentence or group of sentences with an unknown word,
- think about what that context tells about the word's meaning,
- form an initial hypothesis about the word's meaning, and

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- combine that hypothesis with other information, such as the word's morphological structure.

Developing students' morphological awareness has a much stronger research base, which has expanded tremendously over the past decade. Numerous studies demonstrate a strong relationship between students' morphological awareness and both their vocabulary knowledge and reading comprehension.

Dictionaries are also helpful tools when teaching students word-learning strategies, but be careful. These reference materials are not easy to use. Before a dictionary can be used successfully, the student must be able to

- alphabetize and use the guide words,
- spell effectively enough to find the word,
- understand how a definition is constructed, and
- use context to support choosing from among several definitions, as most words have more than one meaning.

These are all complex skills in and of themselves. For students to use dictionaries effectively, it is necessary to provide explicit instruction and modeling related to this skill and its component skills.

Please locate **Handout 10: Guidelines for Teaching and Practicing Word-Learning Strategies**.

Pause for participants to locate the handout.

Take a moment to examine the handout. Think about how these guidelines may influence your instructional decisions.

Pause for participants to examine the handout.

Once you have taught and modeled these word-learning strategies, provide many opportunities for students to practice using the strategies. The only way for students to become flexible in their use of strategies is through extensive practice.

Let's watch a video of a teacher providing guided practice in word-learning strategies to her students. As you watch, note the strategies the students use to figure out unknown words.

Notes continue on the next page.

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Video: Word-Learning Strategies

Play the video.

Take two minutes to discuss the strategies you observed students using and effective instructional elements.

Allow two minutes for participants to discuss what they observed in the video.

This teacher used the first routine on page 3 of Handout 10.

Pause for participants to find the description of the routine.

Handout 11: Word-Learning Strategy Cards provides sample cards you can use for teaching this word-learning routine in your classroom.

References

Apel, Wilson-Fowler, Brimo, & Perrin, 2012; Baumann, Font, Edwards, & Boland, 2005; Bear et al., 2014; Blachowicz et al., 2006; Bowers & Kirby, 2010; Bowers, Kirby, & Deacon, 2010; Carlisle, 2010; Deacon, Kieffer, & Laroche, 2014; Ebbers, 2011; Edwards et al., 2004; Klingner, Vaughn, Boardman, & Swanson, 2012; Moats, 2009; Stahl & Nagy, 2006; Swanborn & de Glopper, 1999

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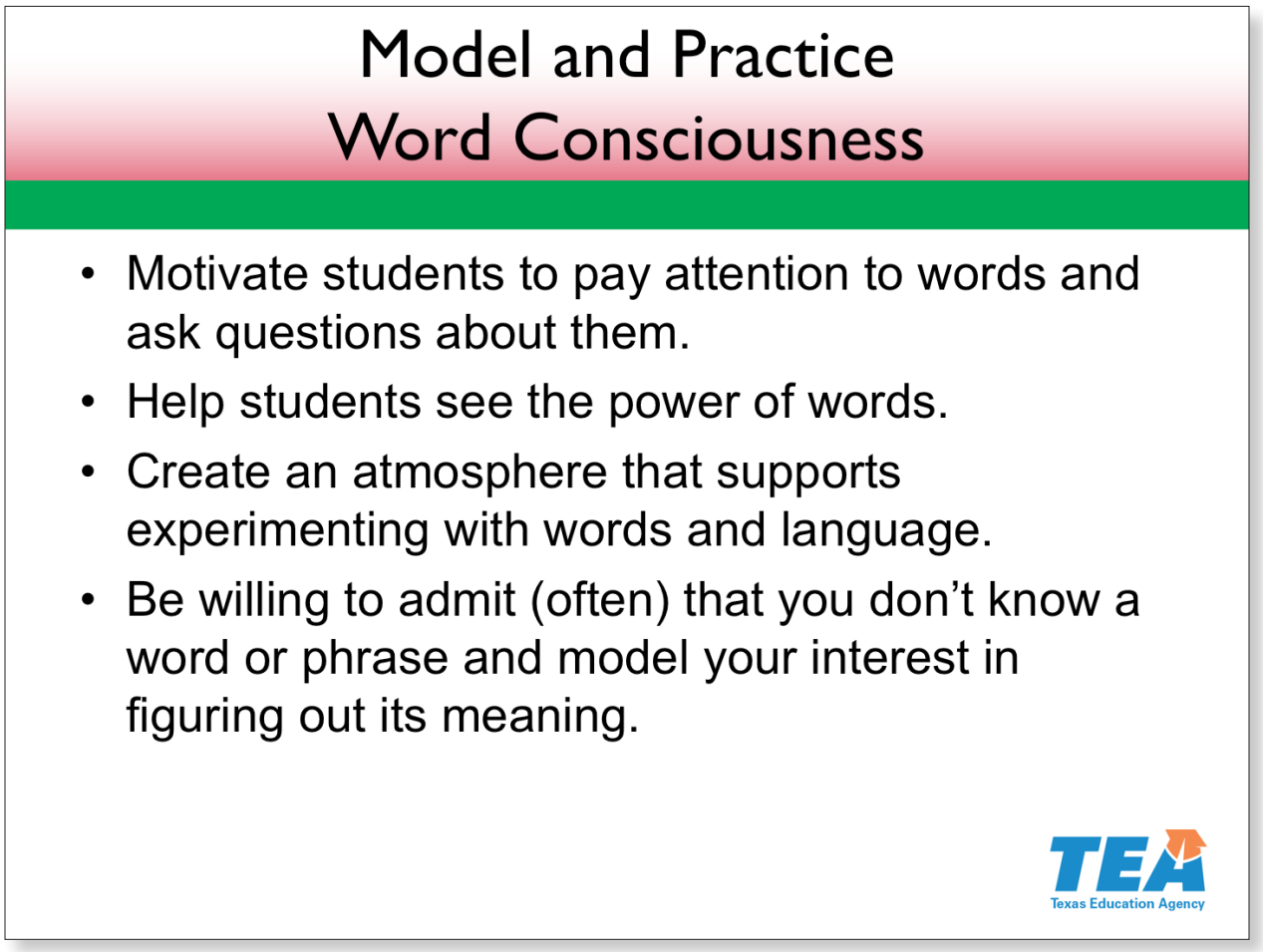

Slide 20—Model and Practice Word Consciousness (1:21:00–1:22:30)

Let's discuss another important vocabulary element—developing students' word consciousness. Word consciousness moves students toward developing vocabulary breadth rather than depth.

Words are fascinating! For students to agree, we must model an interest in words and language. This interest is called being word conscious, and it is not taught in a single lesson or even a set of lessons. It is an attitude or a belief that the English language is amazing and that we can learn a lot about it if we pay attention and ask questions.

We need to show students the power of words. Help them see that knowing words helps us think and speak more deeply and precisely. Students will not buy into this idea, though, unless we create an atmosphere in which trying out words and language is supported and encouraged. Students have to be willing to use new

Notes continue on the next page.

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words on their own, even when they are not exactly sure that they are using the words correctly. Such experimentation creates learning and eventual ownership of words.

To develop such an atmosphere, you also have to admit when you do not know a word or phrase, which mirrors your students' experience. Then, show them how you ask questions and use strategies and resources to figure out these words.

Modeling and practicing word consciousness is especially important for English language learners, as they will realize that they are not alone in the process of learning new words because, in fact, we are all English language learners!

References

Blachowicz & Fisher, 2004; Graves, 2006; Moats, 2009; Scott & Nagy, 2004; Stahl & Nagy, 2006

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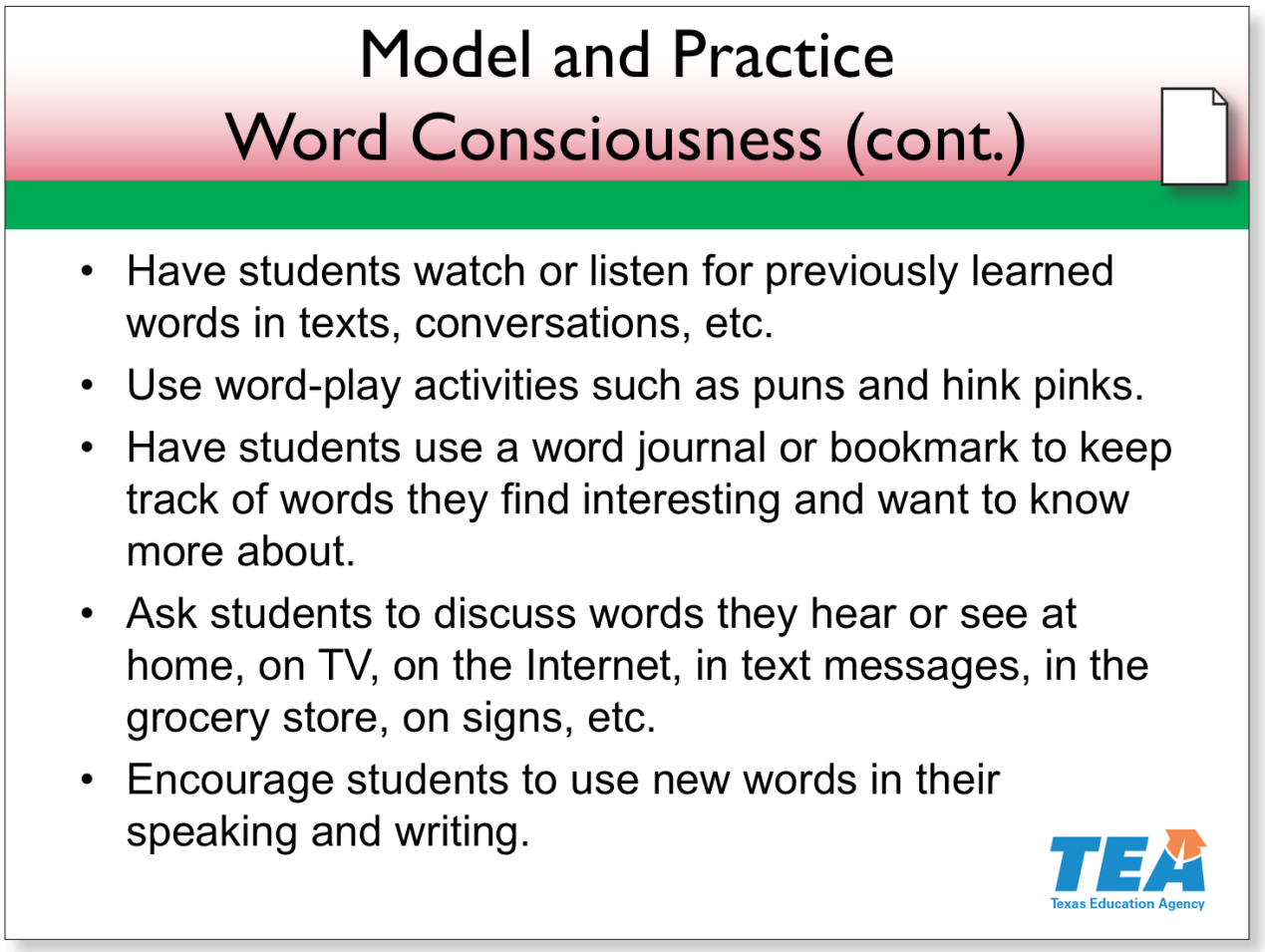

Slide 21—Model and Practice Word Consciousness (cont.) (1:22:30–1:24:30)

Many of the vocabulary extension activities and word-learning strategies we have discussed can help students develop and practice word consciousness. Other activities such as puns and hink pinks allow children to play with words. You can also use books like *Play Ball, Amelia Bedelia* from the Amelia Bedelia series by Peggy Parish or Fred Gwynne's picture books, such as *The King Who Rained*, to see the humor in multiple-meaning words.

Other activities include simple ideas like

- having students keep a word journal or bookmark with new words they come across in their listening or reading,
- asking students to discuss words they hear or see outside of school, and
- encouraging students to use new words in their speaking and writing.

Notes continue on the next page.

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If you want students to do these things, though, you have to model them yourself. You cannot create word conscious students if you do not exhibit an interest in and fascination with words.

Locate **Handout 12: Guidelines for Developing Word Consciousness**.

Pause for participants to locate Handout 12.

Take a moment to examine the recommendations in the handout. Then, we will play one set of the word games.

Allow one minute for participants to examine the handout.

References

Blachowicz & Fisher, 2004; Graves, 2006; Gwynne, 1988; Moats, 2009; Parish, 1962; Scott & Nagy, 2004; Stahl & Nagy, 2006

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Word Play: Hink Pinks and Hinky Pinkies

Hink Pinks

Synonymous Phrase	Hink Pink
obese feline	fat cat
intelligent beginning	smart start
unhappy father	sad dad
tidy road	neat street

Hinky Pinkies

Synonymous Phrase	Hinky Pinky
great detective	super snooper
smarter boxer	brighter fighter
tired flower	lazy daisy
numeral sleep	number slumber

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Slide 22—Word Play: Hink Pinks and Hinky Pinkies (1:24:30–1:27:30)

Turn to page 2 of Handout 12.

Pause for participants to turn to page 2.

Activity

Work with a partner to figure out the hink pinks, hinky pinkies, and hinkety pinketies in the middle of the page. I will give you three minutes to work.

Allow three minutes for participants to work on the activity. At the end of the three minutes, click to reveal the answers for the riddles on the slide. Answers for the hinkety pinketies are on the following slide.

References

Blachowicz & Fisher, 2004; Florida Center for Reading Research, 2006, 2007; Graves, 2006

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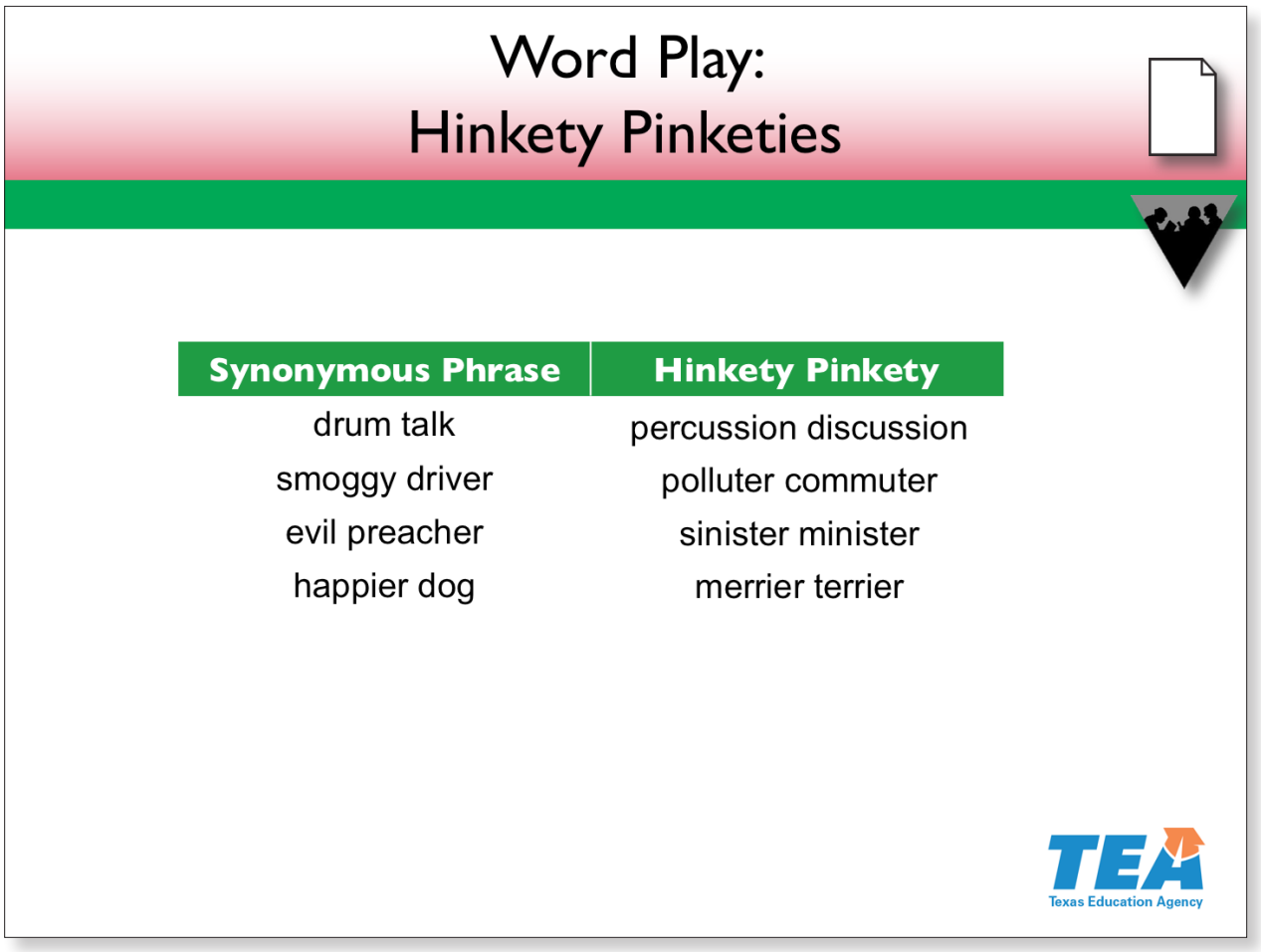

Slide 23—Word Play: Hinkety Pinketies (1:27:30–1:28:00)

Click to reveal the answers for each of the riddles on the slide.

Using word-play activities like hink pinks and puns can get students thinking about relationships among words and linguistic elements, including homophones, multiple-meaning words, synonyms, idioms, and metaphors.

References

Blachowicz & Fisher, 2004; Florida Center for Reading Research, 2006, 2007; Graves, 2006

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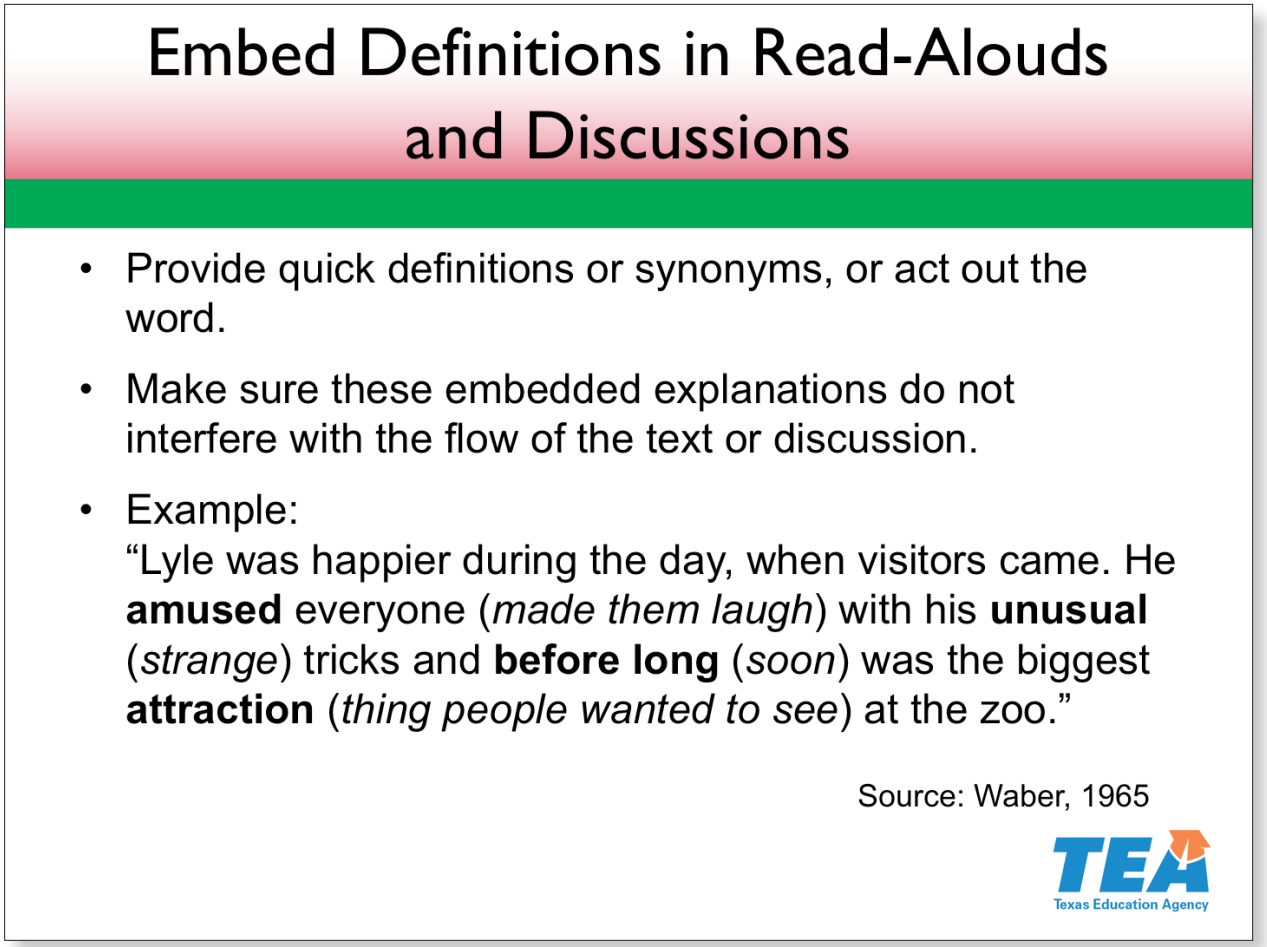

Slide 24—Embed Definitions in Read-Alouds and Discussions (1:28:00–1:29:00)

The next instructional element we will examine is embedding vocabulary definitions within discussions and read-alouds. Use these more implicit teaching methods with words that may not merit a great deal of instructional time, but that students need to know to understand a text or conversation.

For example, when you say or read a word that students may not understand, provide quick definitions or synonyms, or act out the word. During a discussion about making predictions, you might say, "Do you have a hypothesis, or good guess, as to what the character will do next?" Or perhaps, when reading *Lyle, Lyle, Crocodile* aloud to a class, you might read one page this way.

Read the example on the slide.

Words in bold are Level 2 words or phrases that may need scaffolding. Italicized words in the parentheses are examples of embedded definitions or synonyms.

Notes continue on the next page.

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Note to Presenter

Not all bolded words on the slide necessarily need scaffolding or embedded definitions. This will depend on students' needs.

References

Archer & Hughes, 2011; Coyne, Kame'enui, & Carnine, 2010; Robbins & Ehri, 1994; Stahl, 2005; Waber, 1965

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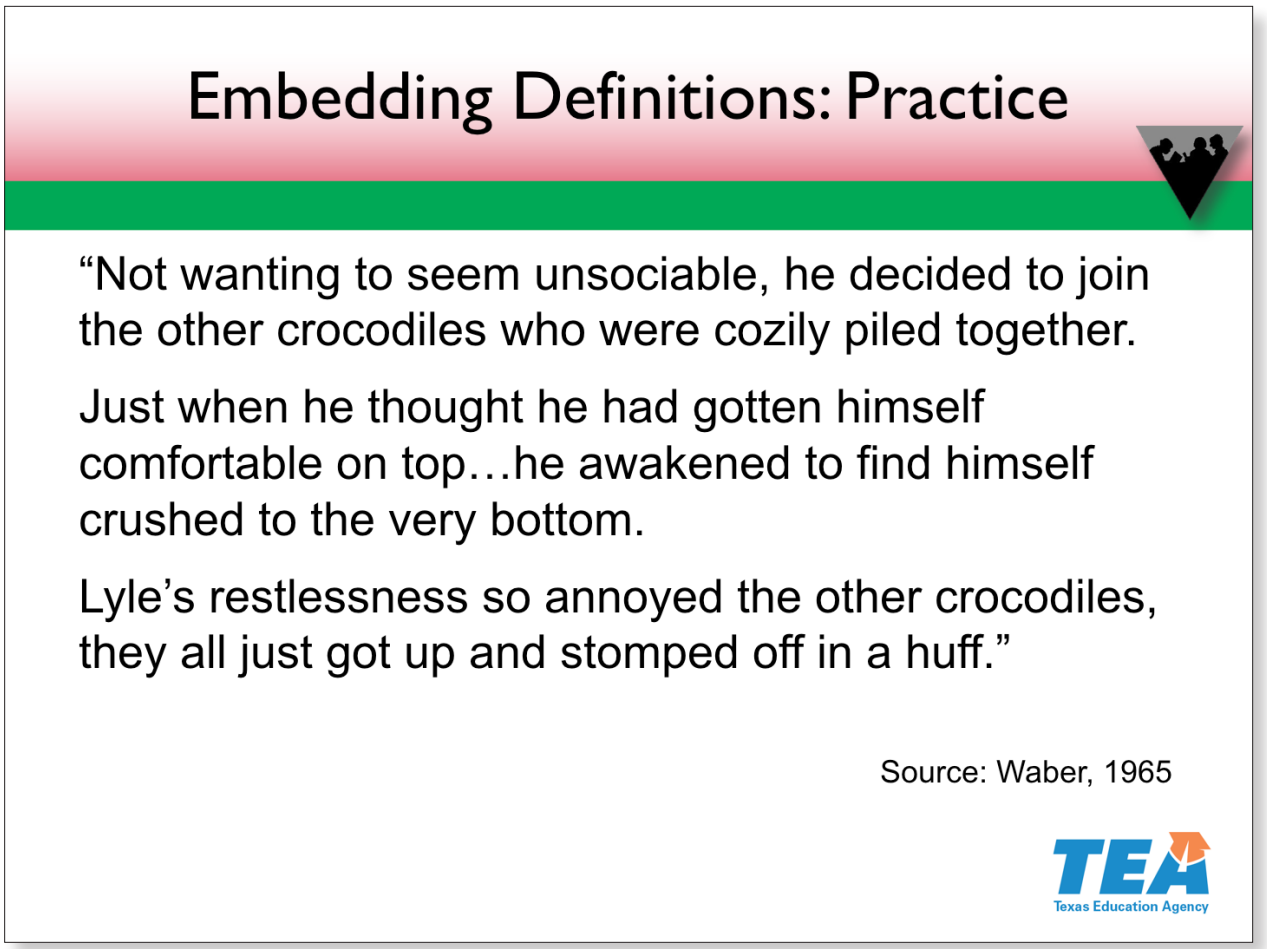

Slide 25—Embedding Definitions: Practice (1:29:00–1:29:30)

Note to Presenter
If time is limited, quickly review this and the next slide.

Optional Activity

*Place the **Activity Resource** on the document camera.*

Let's practice embedding definitions or synonyms. Here is another passage from *Lyle, Lyle, Crocodile*. Work with your partner to figure out Level 2 words or phrases after which you might need to embed a definition or synonym or act it out. Try to determine student-friendly methods for quickly telling or showing what each word or phrase means. You have two minutes to work.

Allow two minutes for participants to work on the activity. At the end of the two minutes, go to the next slide with possible embedded definitions, synonyms, or actions.

Reference
Waber, 1965

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Embedding Definitions: Possible Definitions, Synonyms, or Actions

"Not wanting to seem **unsociable** (*rude* or *unfriendly*), he decided to join the other crocodiles who were **cozily** (*snugly*) piled together.

Just when he thought he had gotten himself **comfortable** (*happy*) on top…he **awakened** (*woke up*) to find himself **crushed** (*smashed*) to the very bottom.

Lyle's **restlessness** (*not being able to sit still*) so **annoyed** (*upset*) the other crocodiles, they all just got up and **stomped off** (*ACT OUT*) **in a huff** (*angrily*)."

Source: Waber, 1965.

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Slide 26—Embedding Definitions: Possible Definitions, Synonyms, or Actions (1:29:30–1:30:00)

Here are possible embedded scaffolds for the Level 2 words and phrases in this passage.

> *Read the passage, going over the embedded words, definitions, and actions. There are other possible responses, so you may want participants to share a few of their scaffolds for the Level 2 words and phrases if time permits.*

We have selected multiple words today to illustrate this strategy. You should carefully select the words for which students need support to avoid disrupting the text too much.

Reference

Waber, 1965

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Use Academic Language Effectively

- Model the use of newly learned words across contexts.

Word	Arrival	Snack time	Dismissal
fortunate	Everyone came in and began working so diligently. What a **fortunate** teacher I am!	Were you **fortunate** enough to get the snack you wanted today?	At home tonight, ask your parents what makes them feel **fortunate**.

- Use more sophisticated or precise terms.
  - *Magnificent* rather than *really good*
  - *Bounded* instead of *jumped*
- Use more advanced syntax with connectives that link ideas together.

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Slide 27—Use Academic Language Effectively (1:30:00–1:36:30)

The next instructional element we will examine is using academic language effectively.

Embedding synonyms or definitions within discussions and read-alouds makes it possible for us to use advanced academic language that our students have not yet mastered. We must continue to talk in sophisticated ways so that we immerse students in the kind of language they are expected to use in their own academic speaking and writing. Creating such a language-rich environment allows students to consistently encounter new words, building their breadth of vocabulary knowledge.

Using academic language effectively includes modeling the use of newly learned words across contexts.

Go over the example ("fortunate") on the slide.

Notes continue on the next page.

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Using academic language effectively also includes

- using more sophisticated or precise terms like *magnificent* rather than *really good* or *bounded* instead of *jumped* and
- using more advanced syntax with connectives, like transition words and subordinating conjunctions that link ideas together.

Using academic language with students effectively requires intentional planning. We will now peruse a few resources. Please locate **Handout 13: Academic Word List**.

Pause for participants to locate the handout.

Activity

*Place the **Activity Resource** on the document camera.*

This handout lists 180 of the most common academic words in English. Take a moment to highlight in green the words that you already use consistently in your classroom. Then, highlight in yellow 10 words that you could add to the academic vocabulary you consistently use when talking with students.

Allow two minutes for participants to work on the activity and discuss the words at their tables. At the end of the two minutes, have a few participants share one of the academic words they chose to add to their vocabulary.

Now, locate **Handout 14: Connectives**.

Pause for participants to locate the handout.

This handout provides lists of different kinds of connectives. Use these connectives in your classroom discussions and conversations with students. Turn to page 2.

Pause for participants to turn to page 2. Put your copy on the document camera.

Activity

The chart at the top is taken from the work of Crosson and Lesaux. It compares more familiar and less familiar connectives. Take one minute to look at the less familiar, or academic, connectives. Highlight the three academic connectives that you want to use more often when talking with students. Then, quickly share those at your table.

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Allow two minutes for participants to work on the activity and discuss the words at their tables. At the end of the two minutes, have a few participants share one of the connectives they chose (if time permits).

References

Bowers & Vasilyeva, 2011; Crosson and Lesaux, 2013; Dickinson & Porche, 2011; Gámez & Lesaux, 2015; Graves, 2006; Huttenlocher, Vasilyeva, Cymerman, & Levine, 2002; Stahl & Stahl, 2004; Stahl & Nagy, 2006

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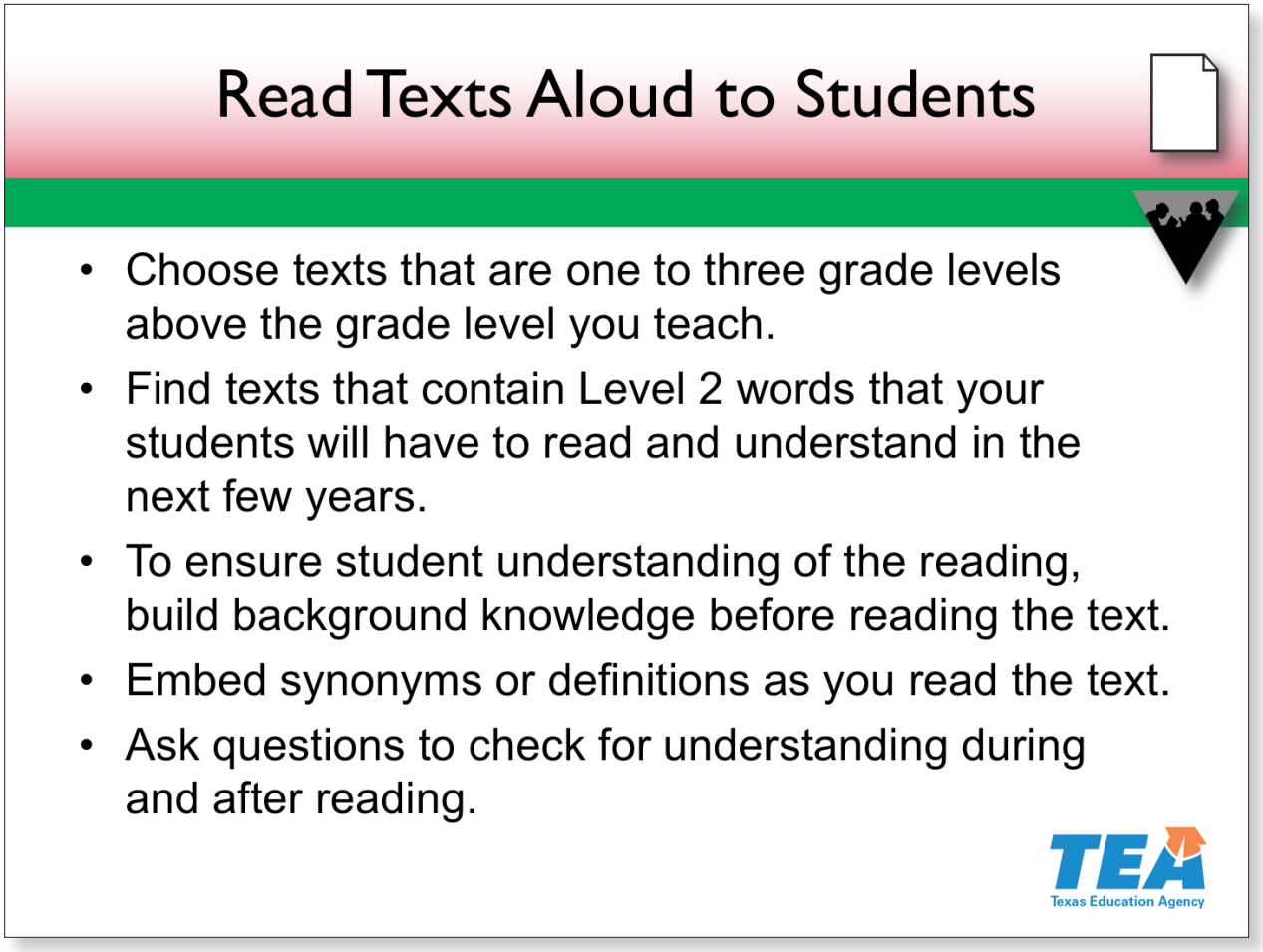

Slide 28—Read Texts Aloud to Students (1:36:30–1:37:30)

The next instructional element we will examine is reading texts aloud to students.

One of the best methods for frequently exposing students to sophisticated vocabulary is reading aloud various texts—picture books, chapter books, newspaper articles, science articles, etc. These texts should connect to themes or content that you are teaching across the curriculum. They should also contain plenty of Level 2 words, including ones that your students will be expected to read in the next few years.

To ensure that students understand the text, provide a context for the reading. Build students' background knowledge by bringing in concrete objects, sharing multimedia, or preteaching vocabulary. Embed synonyms or definitions as needed and ask questions to check for understanding during and after the reading.

Note to Presenter

The following activity is optional. If time is short, proceed to the next slide.

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Locate **Handout 15: Texts for Read-Alouds: Evaluating the Level of Vocabulary**.

Pause for participants to locate the handout.

Optional Activity

This handout provides three sample lessons with excerpts from texts that a teacher has chosen to read aloud. Work with a partner at your table to follow the directions at the top of the handout to identify the Level 2 words, determine the percentage of these words in each excerpt, and decide whether, based on this information, you believe the text would effectively develop students' breadth of vocabulary knowledge. You will have three minutes to work.

Allow three minutes for participants to work on the activity. At the end of the three minutes, put ***Presenter Resource 4*** *on the document camera to show possible Level 2 words and discuss the level of language within each excerpt.*

This process is a critical part of planning vocabulary read-alouds, and with continued practice, this process will become second nature.

References

Coyne, Simmons, & Kame'enui, 2004; Cunningham, 2005; Graves, 2006; Stahl, 2005; Stahl & Nagy, 2006

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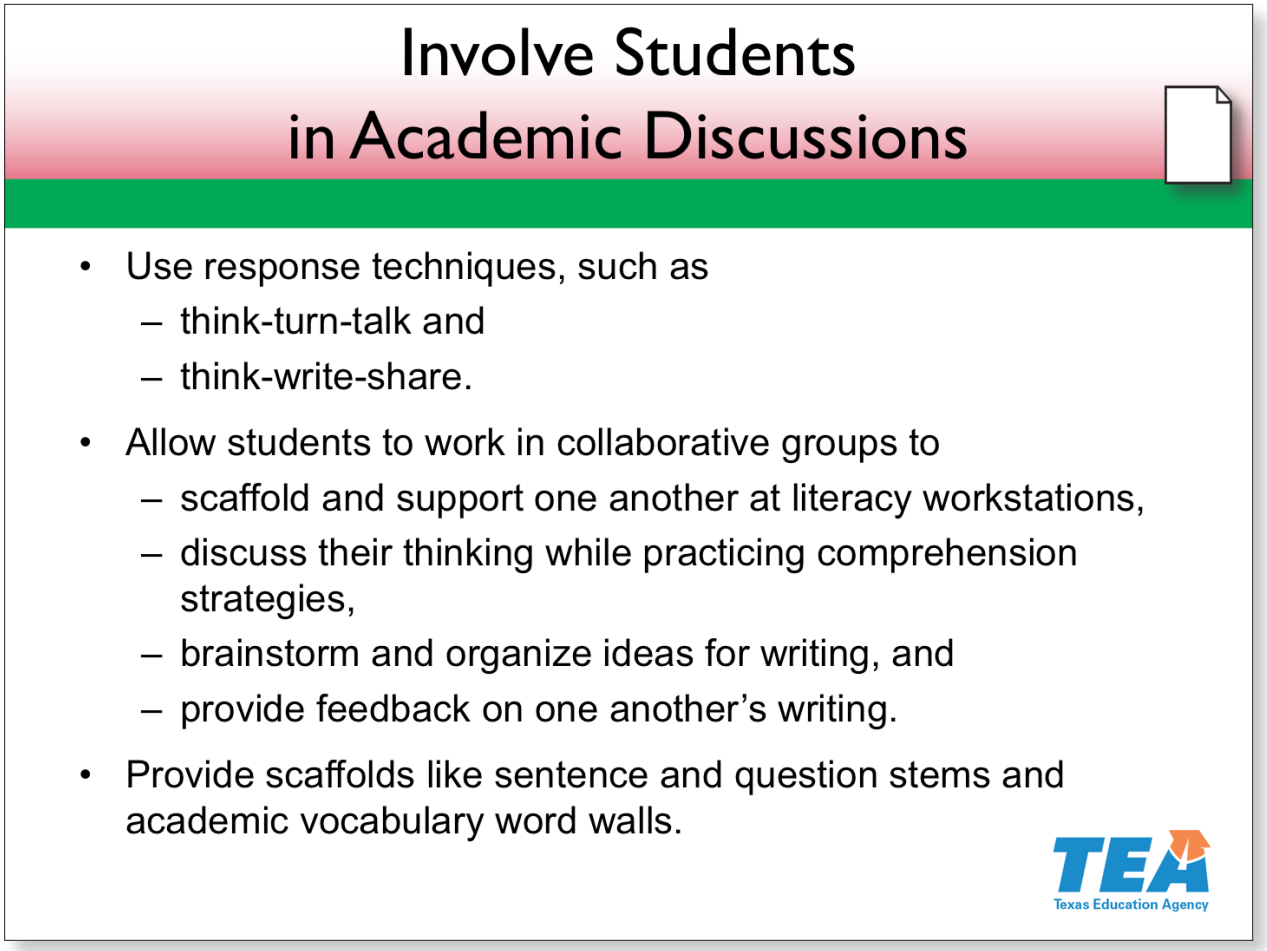

Slide 29—Involve Students in Academic Discussions (1:37:30–1:38:30)

The next instructional element we will examine is involving students in academic discussions.

In addition to you using academic language effectively and reading aloud texts with high-level vocabulary, students should practice using academic language and high-level vocabulary. Instructional methods include

- using partnering techniques, such as think-turn-talk or think-write-share;
- having students work in cooperative groups during literacy workstations or other activities;
- allowing students to work together during planning, revising, and editing activities within the writing process; and
- providing oral language scaffolds, such as sentence or question stems and academic vocabulary word walls.

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If your students are unfamiliar with the think-turn-talk procedures, **Handout 16: Lesson Plan for Introducing Think-Turn-Talk** provides an introductory lesson.

References

Archer & Hughes, 2011; Graves, 2006; Stahl & Nagy, 2006

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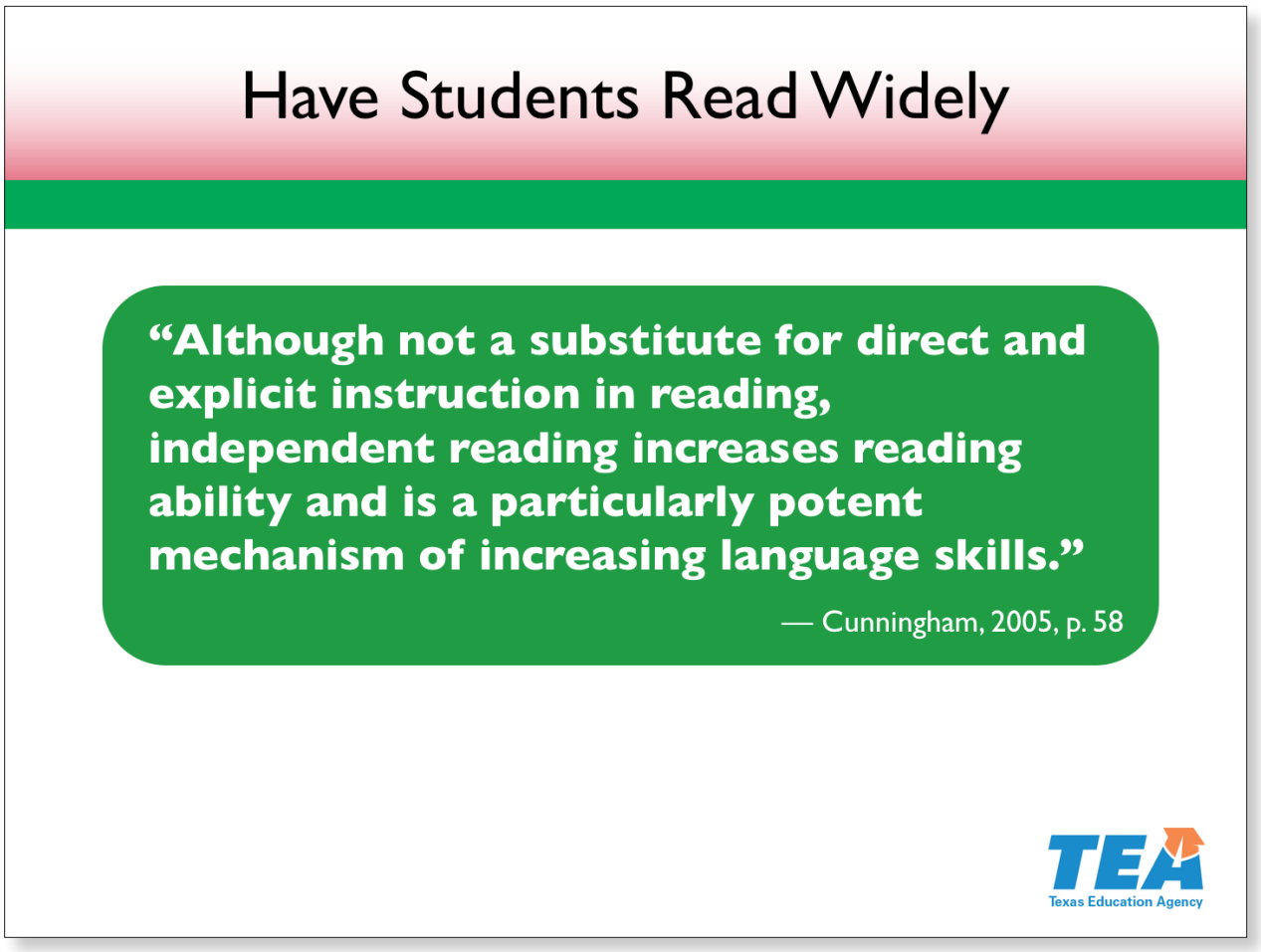

Slide 30—Have Students Read Widely (1:38:30–1:39:30)

One final method for building students' vocabulary knowledge is to encourage them to read often and across different genres. Students are much more likely to encounter new vocabulary while reading than while watching television or even talking with a college-educated adult.

Take a moment to read the quotation on the slide to yourself.

Allow participants to read the slide.

Research shows that students who read more demonstrate greater vocabulary knowledge than students who read less. Some ways to encourage independent reading include creating comfortable reading spaces, having accessible and well-labeled classroom libraries, and keeping reading journals. As this quotation states, though, such independent reading should not replace explicit, systematic vocabulary instruction.

Of course, the relationship is reciprocal, meaning those who have greater vocabulary and comprehension abilities also tend to read more, which helps

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them improve their vocabularies and comprehension. The continuum in Handout 2 shows us what we have to do. We must provide all types of support—both embedded and explicit—to develop both breadth and depth of vocabulary knowledge.

References

Baumann & Kame'enui, 2004; Cunningham, 2005, p. 58; Hiebert & Kamil, 2005; Neuman & Wright, 2014; Stahl & Nagy, 2006

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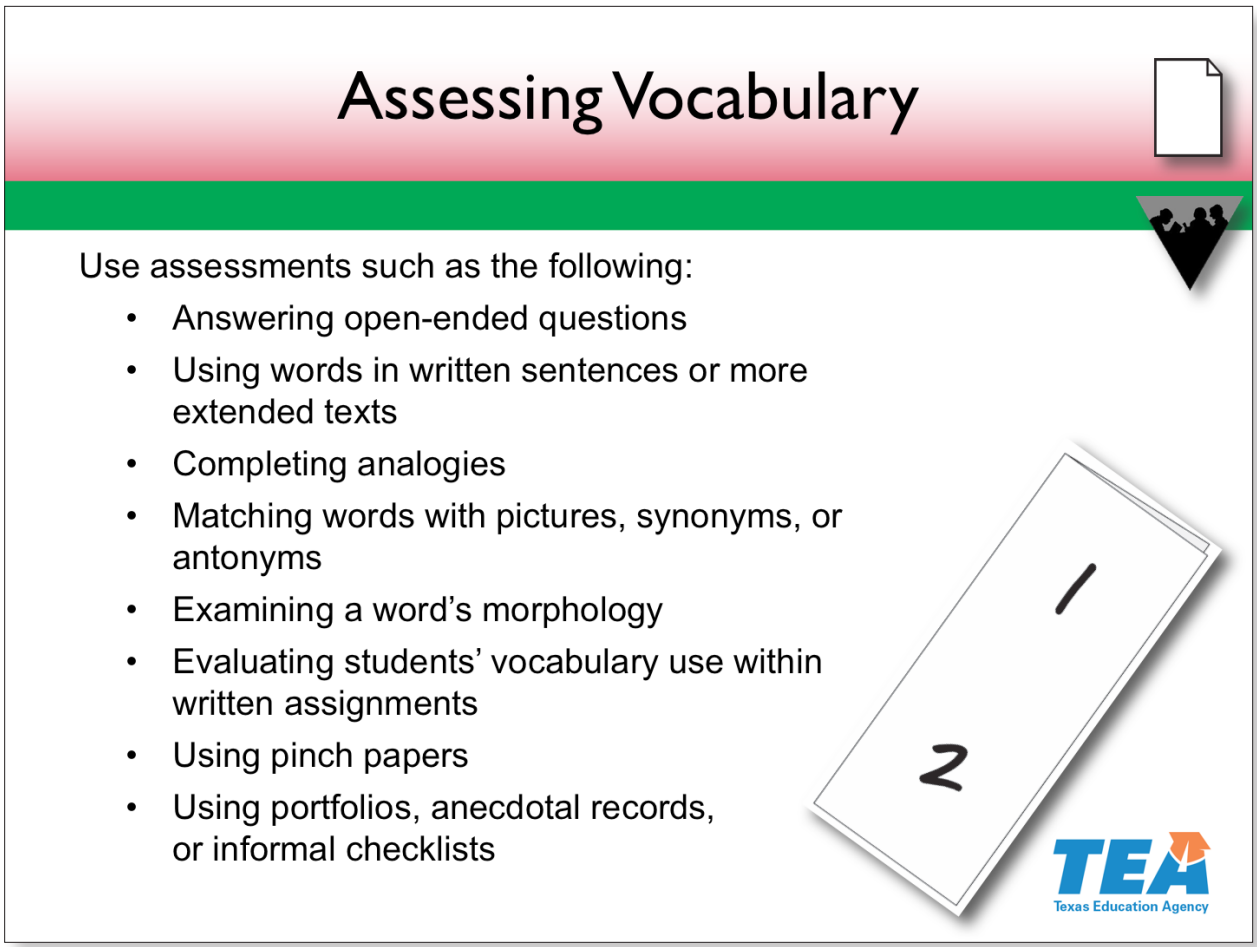

Slide 31—Assessing Vocabulary (1:39:30–1:41:00)

This slide lists several ways to assess vocabulary. **Handout 17: Examples of Vocabulary Assessments** describes more formal types of vocabulary assessments. Take a moment to review the handout.

Pause for participants to find and examine the handout.

In students' writing and speaking, pay attention to their use of vocabulary and linguistic elements, such as idioms and analogies. Keeping track of such language use in portfolios, anecdotal records, and checklists can help you evaluate student vocabulary development over time.

Let's try an informal assessment using our pinch papers to check for understanding with one of our new vocabulary words.

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Activity

Fold a sheet of paper in half and write the numbers 1 and 2 on it similar to the example on the slide.

Use your laser pointer to point to the pinch paper on the slide.

Pause for participants to create their pinch papers.

I will say two sentences with the word *polysemous*. Listen to both sentences as I read them. If I use *polysemous* correctly in sentence 1, pinch the 1. If I use it correctly in sentence 2, pinch the 2.

Sentence 1: The word *run* is polysemous because it has many different meanings.

Sentence 2: A rectangle is polysemous because it has more than one side.

Pause for participants to pinch. The answer is 1 because "polysemous" means "having multiple meanings."

I can look around the room and note who hesitated with their pinching and may need additional instruction.

References

Biemiller, 2005; Farrall, 2012

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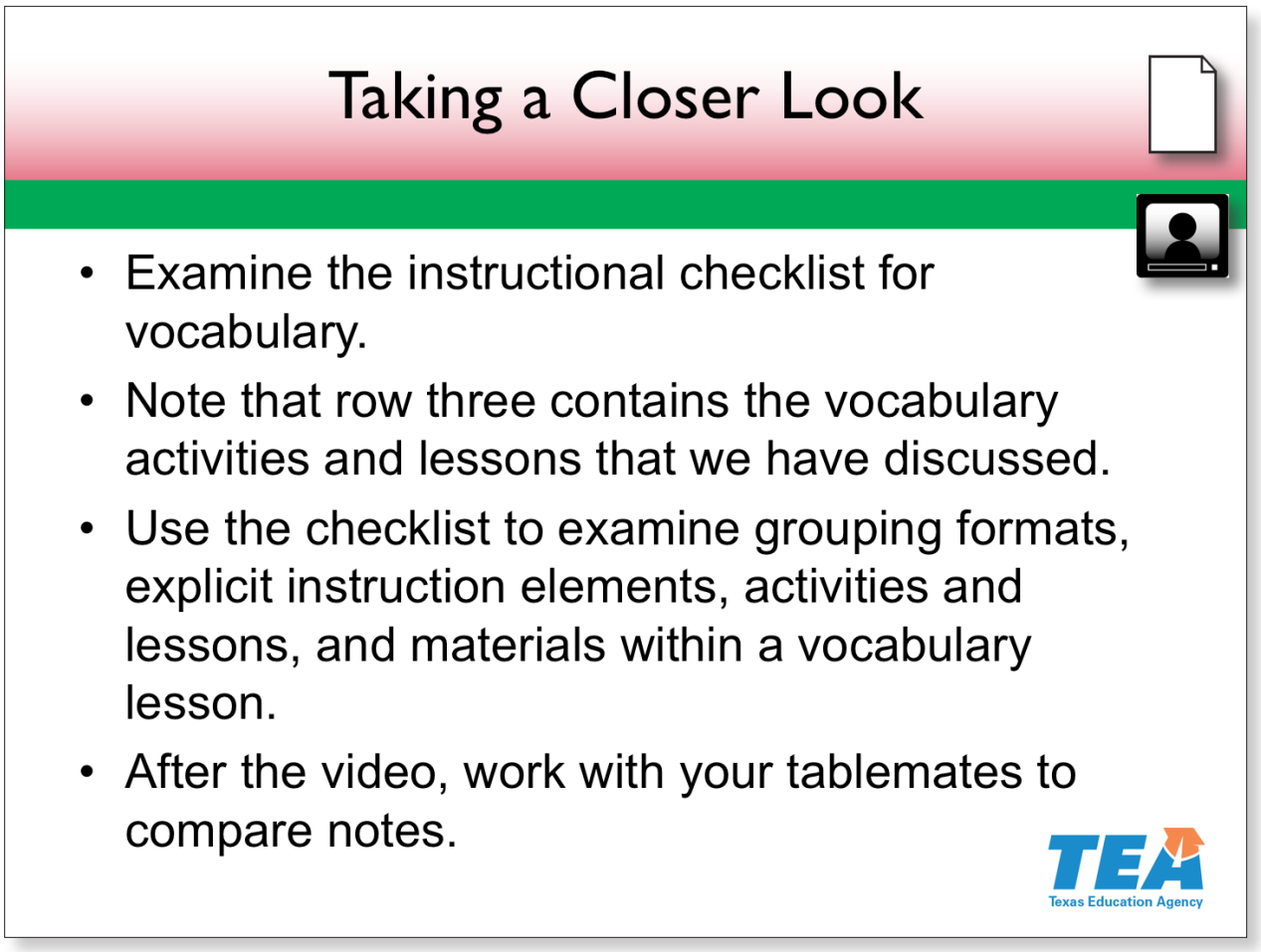

Slide 32—Taking a Closer Look **(1:41:00–1:47:00)**

We have now discussed many methods for building students' vocabulary knowledge and assessing this knowledge. Please locate **Handout 18: Systematic Instruction: Vocabulary Checklist**.

Pause for participants to locate the handout.

Similar to ones we have used in previous sections, the checklist has grouping formats, explicit instructional components, and materials used for teaching vocabulary. In the third row, you will also see the activities and lessons that we have discussed throughout this session. We will now use the checklist to examine a vocabulary lesson.

In a moment, I will play a video. As you view the video, check the boxes on the handout for the different instructional elements you see. Also, make additional notes in the Comments column.

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Video: Concept Word Map

Play the video.

Now, compare your checklist and notes with those of your tablemates. I will give you two minutes to discuss.

Allow participants two minutes to work. Walk around and listen to the discussions. At the end of the two minutes, share ideas you heard that were interesting.

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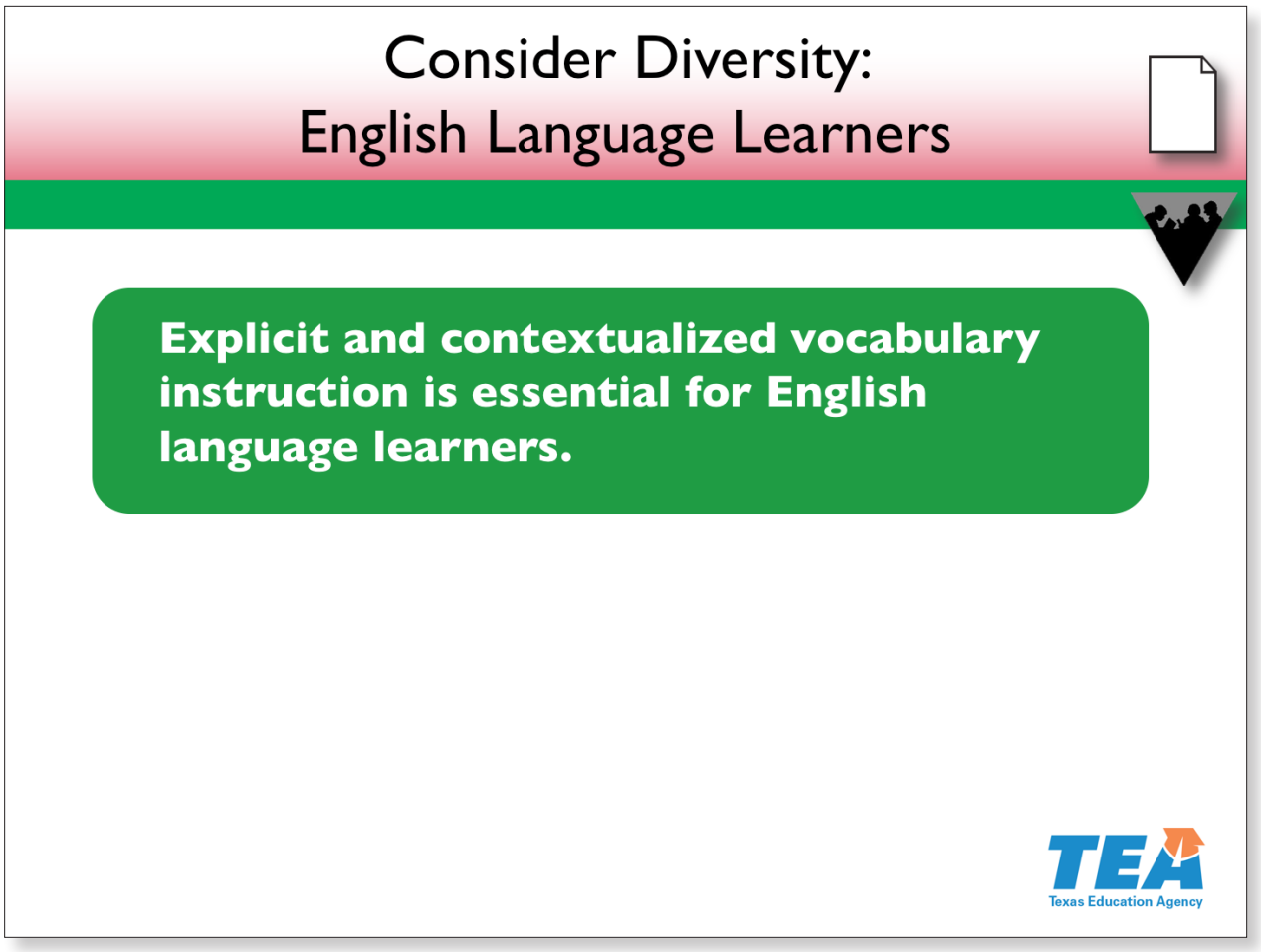

Slide 33—Consider Diversity: English Language Learners (1:47:00–1:51:00)

Developing English vocabulary can be challenging for English language learners. These students can become excellent decoders but might struggle to comprehend texts due to limited English vocabulary.

Studies have shown that English language learners in all grades respond as well as English-only students to effective explicit vocabulary instruction that encompasses some of the strategies previously discussed. Research has also shown that some considerations will strengthen instruction for English language learners.

Activity

Locate **Handout 19: Vocabulary Instruction Considerations for English Language Learners**. Take three minutes to review this handout and discuss these considerations with your tablemates.

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Allow participants three minutes to work. Walk around and listen to the discussions. At the end of the three minutes, have participants share with the whole group or share ideas you heard that were interesting.

References

August et al., 2005; August et al., 2006; Baker et al., 2014; Calderon et al., 2005; Carlo et al., 2004; Coyne, Kame'enui, & Carmine, 2010; Crevecoeur, Coyne, & McCoach, 2014; Francis et al., 2006; Gámez & Levine, 2013; Gersten et al., 2007; Graves, August, & Mancilla-Martinez, 2012; Peregoy & Boyle, 2005; Shanahan & Beck, 2006

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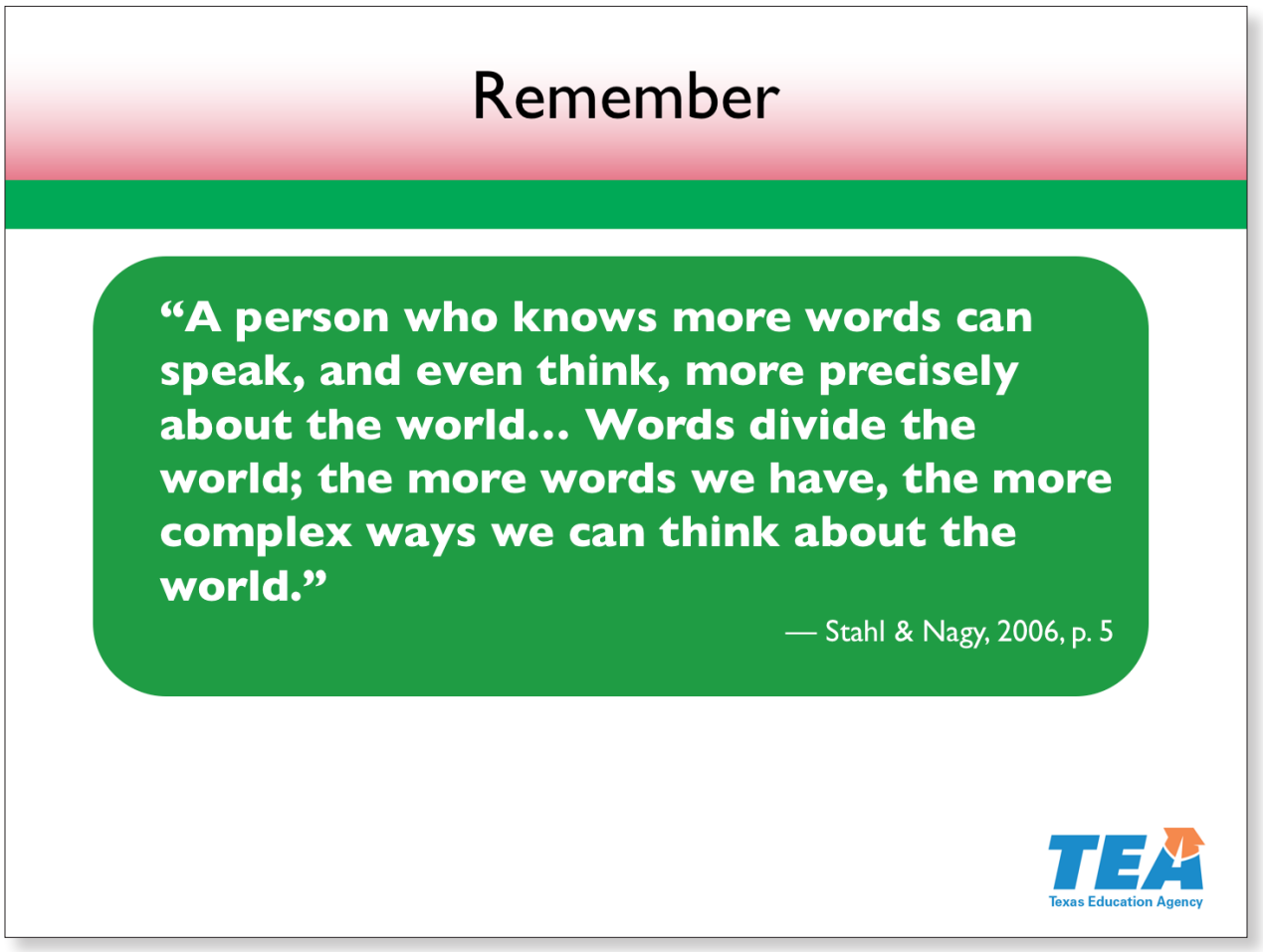

Slide 34—Remember (1:51:00–1:51:30)

Take a moment to read the quotation on the slide.

Pause for participants to read the slide.

Building students' vocabulary knowledge is not just about reading or writing. It is about thinking. The more words we know and understand, the more precisely we can think about the world and how to interact with others in it.

Reference

Stahl & Nagy, 2006, p. 5

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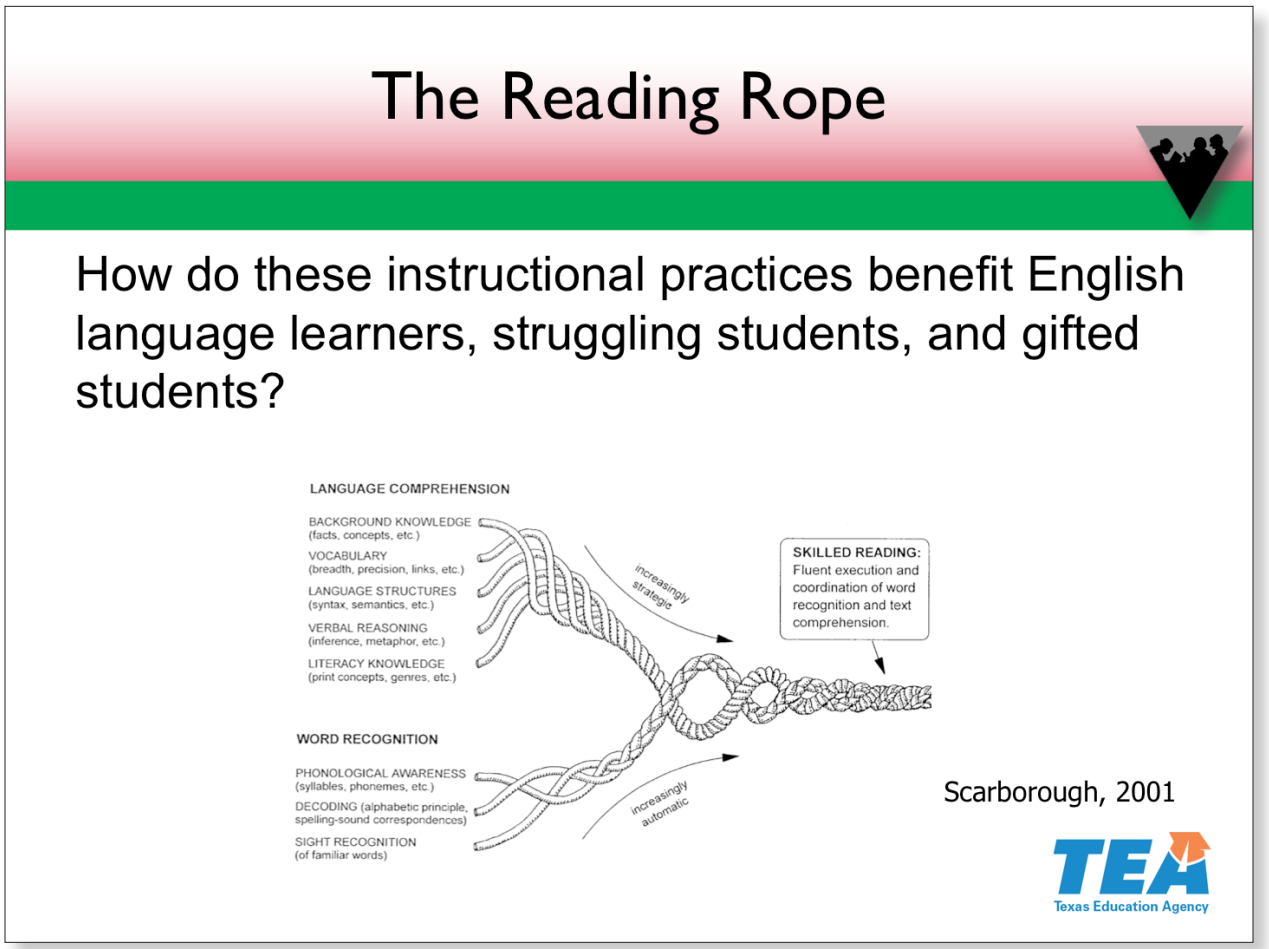

Slide 35—The Reading Rope (1:51:30–1:54:30)

Locate Handout 1: The Reading Rope and the reading rope model from your folder, two pink pipe cleaners on your table, and two adhesive tabs from your supply pouch.

Show these materials on the document camera as participants locate them.

Activity

Each pink pipe cleaner represents one strand of the skills needed for students to be proficient in language comprehension. Use the adhesive tabs to label one pink pipe cleaner "vocabulary" and the other "language structures."

On the document camera, model how to label the tabs.

Notes continue on the next page.

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Next, you will twist the pipe cleaners together to represent two components of the language comprehension strand in the reading rope model. While you weave, discuss with your table the guiding question on the slide.

Provide two minutes for participants to work and discuss.

Place your reading rope handout and model back into your folder. We will continue to add to them in our next section.

Now that you have had time to reflect, let's see how our new learning can be applied to our daily instruction.

Reference

Scarborough, 2001

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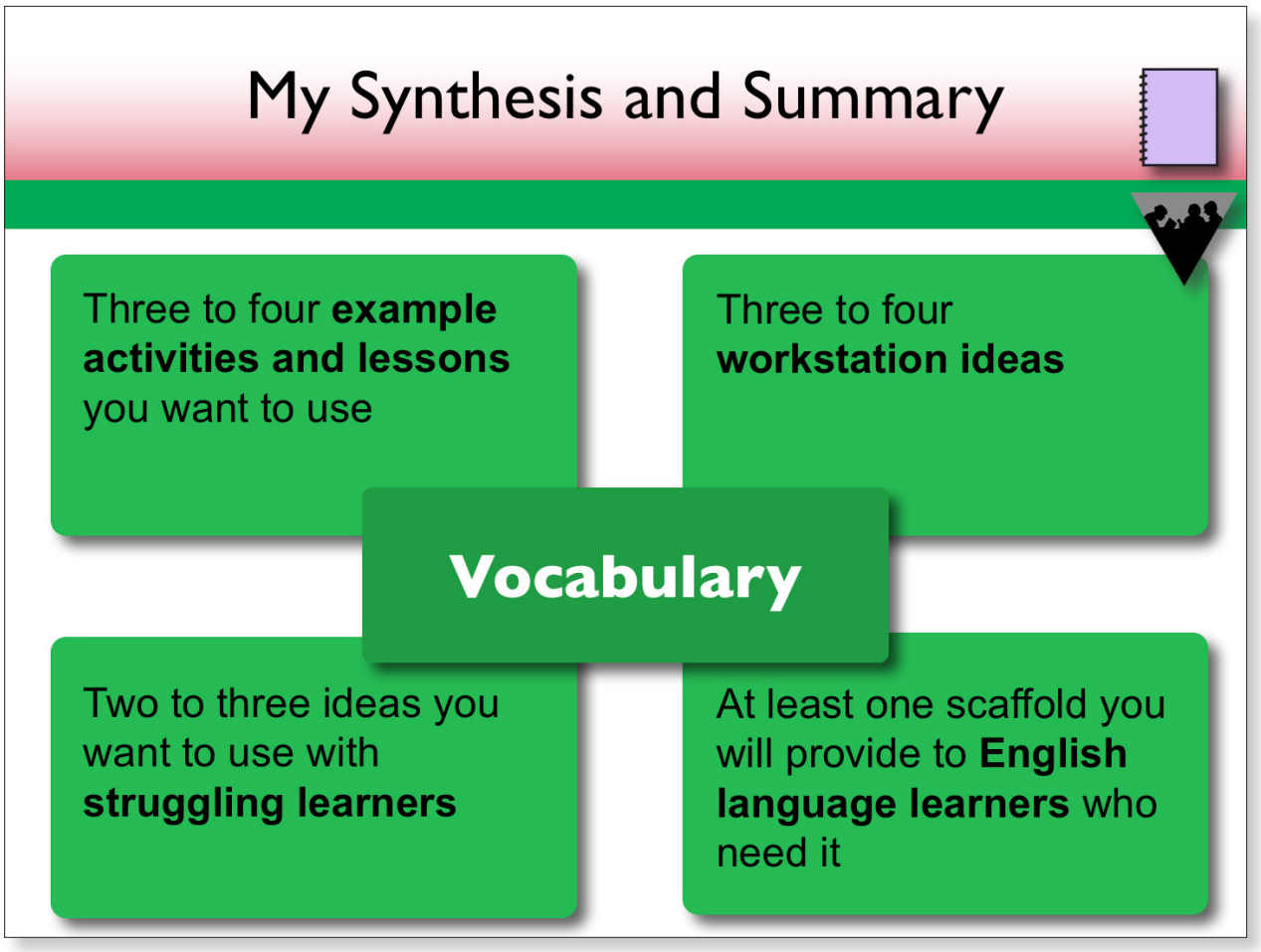

Slide 36—My Synthesis and Summary (1:54:30–2:00:00)

To conclude this section, we will synthesize what we have learned and what it means for vocabulary within our literacy block. Take out the Grade 3 Literacy Block and the English Language Learner Scaffolding Planning Guide from your folder.

Pause for participants to locate the resources.

As with the other sections, we will use these two documents to summarize what we have learned and how we can apply it to our literacy instruction when we get back to our classroom. On the Grade 3 Literacy Block handout, complete the third row for Vocabulary.

*Display **Presenter Resource 5** on the document camera.*

Notes continue on the next page.

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Activity

Here is a model showing how I completed the Literacy Block document for this section.

Review the example on the presenter resource as needed.

When filling out the last column related to English language learners, you may refer to your English Language Learner Scaffolding Planning Guide. Please take four minutes to fill out all four columns for this section.

Allow four minutes for participants to work.

Please place your Literacy Block and English Language Learner Scaffolding Planning Guide back in your folder to use again in the next section.

We have finished the vocabulary section. We will focus on comprehension instruction next.

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Vocabulary

Handouts

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Pinch Paper

Receptive	Receptive
Expressive	Expressive

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Vocabulary Instruction Continuum

DEPTH
Fewer words
More time spent per word

BREADTH
More words
Less time spent per word

DIRECT TEACHING AND STRATEGY USE ⟷ **CREATING A LANGUAGE-RICH ENVIRONMENT**

Teach individual words directly	Teach relationships among words	Teach word-learning strategies	Have students use word-learning strategies	Model and practice word consciousness	Embed definitions during read-alouds or discussions	Use academic language effectively	Read texts aloud to students	Involve students in academic discussions	Have students read widely
TEKS:	TEKS:	TEKS:	TEKS:	TEKS:	TEKS:	TEKS:	TEKS:	TEKS:	TEKS:

The continuum extends from instructional activities that involve interaction with fewer words and more time spent per word to instructional activities that involve interaction with more words and less time spent per word. The left side of the continuum includes more teacher direction and strategy use, and the right side involves creating a language-rich environment.

Adapted from Baumann & Kame'enui, 2004; Beck, McKeown, & Kucan, 2013; Hiebert & Kamil, 2005; Stahl & Nagy, 2006.

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Selecting Vocabulary Words to Teach Directly

Preview the passage, even if the publisher has already selected vocabulary words.

Read the passage and identify vocabulary your students will find unfamiliar. Ask yourself, "How difficult is this passage to understand?"

Determine the importance of the words. Ask yourself, "Will this word appear again and again? Will knowledge of the word help in other content areas? Is the word necessary to comprehend the passage?" Words that fit these descriptions are Level 2 words.

Level 2 words are

- frequently encountered in other texts and content areas,
- crucial to understanding the main ideas,
- not a part of students' prior knowledge,
- unlikely to be learned independently through context or structural analysis.

Select Level 2 words that are related to the main ideas and crucial to understanding the text.

List words that are challenging for your students. These words may or may not be related to one another. You may not be able to teach all of these words. Research supports teaching only a few words before reading to help students comprehend what they read.

Determine which words are adequately defined in the text. Some words may have a direct definition, and others may be defined through context. Expand on these words after reading, rather than directly preteaching them.

Identify words that students may be able to define based on their prefixes, suffixes, and base or root words. If structural elements help students determine words' meanings, do not teach the words directly. Instead, use these words to teach word-learning strategies in a different lesson.

Consider student needs. Words that are likely to be in students' prior knowledge may not require direct teaching. These words can be discussed as you activate and build prior knowledge before reading or expanded after reading. These are Level 1 words.

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Examples of Word Types

Basic Words (Level 1)	Words to Own (Level 2)	Content Area Words (Level 3)
house	contrast	amoeba
children	dominant	mammal
teacher	sequence	photosynthesis
mother	transportation	planetary
dirt	provoke	digestive
sun	reluctant	gravity
star	legitimate	cell
food	define	
table	calculate	obtuse
blanket	memory	symmetry
book	debris	trapezoid
box	widespread	polygon
good	splendid	sum
happy	detest	
feel	mumble	onomatopoeia
jump	prohibit	alliteration
sit	hilarious	literature
smile	liberty	dialogue
eat	sensitive	
friend	elegant	government
apple	savage	judicial
like	abuse	legislate
picture	leisure	nationality
name	infinite	justice

Words From My Text

Level 1 Not Necessary to Teach	Level 2 Teach Deeply	Level 3 Teach Within Content Area

Adapted from Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

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Examples of Word Types in Spanish

Palabras básicas (Nivel 1)	Palabras para aprender (Nivel 2)	Palabras de áreas específicas (Nivel 3)
casa	contraste	ameba
estudiantes	dominante	mamífero
maestra	secuencia	fotosíntesis
madre	automático	planetario
tierra	proteger	digestivo
sol	legítimo	célula
estrella	definir	
comida	calcular	obtuso
mesa	memoria	simetría
cobija	escombros	trapezoide
libro	andamiaje	polígono
caja	espléndido	
bueno	extendido	onomatopeya
contento	detestar	aliteración
sentir	prohibir	literatura
saltar	correspondiente	gramatical
sentar	excitante	
sonrisa	libertad	gobierno
comer	sensible	judicial
amiga	elegante	legislatura
manzana	salvaje	nacionalidad
gustar	abuso	justicia
fotografía	placer	
nombre	infinito	

Palabras de mi texto

Nivel 1 No enseñar	Nivel 2 Enseñar en profundidad	Nivel 3 Enseñar dentro la materia específica

Adapted from Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

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Planning Explicit Vocabulary Instruction

Word			
Student-Friendly Definition			
Examples			
Nonexamples			
Synonyms			
Antonyms			
Visual or Graphic Organizer			
Deep-Processing Activities			

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Explicit Vocabulary Instruction (Example)

Word	*equivalent*	*hilarious*	*mumble*
Student-Friendly Definition	The same or equal	Very, very funny	Talk unclearly
Examples	Two sides of an equation ½ and 50%	Chris Rock Mandy (one of our classmates who always makes everyone laugh)	How a shy person speaks How you speak when you are not sure When you call someone a name that you do not want the person to hear
Nonexamples	3 and 300 ½ and 12	My dad when he is mad Me when I've lost my favorite toy	How you speak when you are really excited How you speak when you present in front of the class
Synonyms	equal alike comparable	amusing comical entertaining	mutter murmur burble
Antonyms	different unlike dissimilar	serious somber humorless	speak out shout raise your voice
Visual or Graphic Organizer	Math examples and nonexamples (same-sized circles, different-sized triangles, percentages and fractions)	Show students what I look like when I think something is hilarious	Demonstrate for students what mumbling sounds like
Deep-Processing Activities	What things should be equivalent? What things should not be equivalent?	Do you cry when something is hilarious? What do you sound or look like as you say, "That's hilarious"?	Do cheerleaders mumble? Would you mumble if you won $100? Do you sometimes mumble when you respond to your parents?

Adapted from Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

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Instrucción explícita de vocabulario

Palabra			
Definición a nivel de estudiante			
Ejemplos			
Contra-ejemplos			
Sinónimos			
Antónimos			
Apoyo visual u organizador gráfico			
Actividades para procesamiento intensivo			

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Instrucción explícita de vocabulario (ejemplo)

Palabra	*escasez*	*desolado**	*orgulloso**
Definición a nivel de estudiante	Muy poco de algo o falta de una cosa	Lugar que casi no tiene casas, personas, o animales	Sentirse contento por algo bien hecho
Ejemplos	Desierto – escasez de agua Tienda vacía durante una tormenta	Ártico Marte Luna Pueblo abandonado	Mi maestra cuando aprendemos Mis papás cuando saco buenas calificaciones
Contra-ejemplos	Un almacén lleno de cosas Un restaurante lleno de comida	Ciudad de Nueva York Centro comercial en Navidad	Mi mamá cuando me meto en problemas
Sinónimos	necesidad carencia pobreza	abandonado deshabitado solo	satisfecho contento gozoso
Antónimos	abundancia riqueza	lleno poblado	avergonzado triste insatisfecho
Apoyo visual u organizador gráfico	Enseñe fotos del desierto donde hay una escasez de agua o fotos de tiendas vacías durante un huracán, por ejemplo	Muestre a los estudiantes fotos de lugares o planetas desolados como Marte, pueblos fantasma, la Luna, etc.	Comente con los estudiantes algo de lo que usted se sienta orgullosa Explique a los estudiantes algo que ellos hayan hecho y por la que usted se sienta orgullosa
Actividades para procesamiento intensivo	¿En qué lugares hay escasez de comida? ¿En qué lugares no hay escasez de comida?	¿Les gustaría visitar lugares desolados? ¿Por qué? ¿Cuáles son las ventajas y desventajas de estar en un lugar desolado?	Sobre las siguientes acciones, pida a los estudiantes digan si se sentirían orgullosos o no: • Estudié para el examen • Tiré basura al piso • Ayudé a mi abuela a subirse al carro • Toqué el piano bien en el recital

*Estas palabras tienen otros significados que no son utilizados en estas explicaciones.

Adapted from Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

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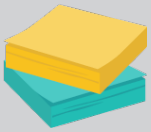
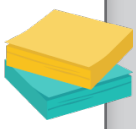
Routine for Explicit Vocabulary Instruction

	Steps	Tips
1.	Have students **say** the word.	
2.	Provide a definition of the word using **student-friendly** explanations and **visuals**.	Use a Post-It 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.	Choose a deep-processing word from the box. Using a Post-It, plan questions and/or activities that incorporate the word. 
6.	**Scaffold** students to **create powerful sentences** with the new word.	Remember the **"Seven-Up" Rule:** Powerful sentences are seven words and up!

Deep Processing Words	
Compare	Decide
Categorize	Justify
Design	Create
Contrast	Verify
Rate	Imagine
Recommend	Predict

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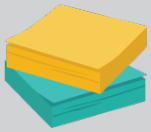
Rutina para la instrucción explícita de vocabulario

	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**.	Use una 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.	Escoja una palabra. Usando una nota adherible, planee preguntas y/o actividades que incorporen la palabra.
6.	Ayudar a los estudiantes a **crear oraciones poderosas** con la palabra nueva.	Acuérdese de la regla "Siete o Más" ¡Las oraciones poderosas tienen siete palabras o más!

Palabras de procesamiento intensivo	
Comparar	Decidir
Categorizar	Justificar
Diseñar	Hacer
Contrastar	Verificar
Calificar	Imaginar
Recomendar	Predecir

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Routine for Explicit Vocabulary Instruction Example: *splendid*

Before-Reading Routine

1. Have students say the word.
   - "Say the word *splendid*." (Students echo.)
   - Show the word: *splendid*.
   - Say, "splendid." (Students echo.)

2. Provide a student-friendly explanation.
   - "*Splendid* means 'very good or wonderful.' What does *splendid* mean?" (Students echo.)
   - Use the word in a sentence: "You did a splendid job cleaning up the room."
   - Use a visual.

3. Have students discuss what is known about the word.
   - "Think about the word *splendid*. What do you already know about the word?" Pause.
   - "Turn and tell your partner one idea about *splendid*. Be ready to share with the whole group."

4. Provide examples and nonexamples of the word.
   - "Would you say that getting an A on your report card is splendid?" (Thumbs up)
   - "Is losing your lunch money splendid?" (Thumbs down)
   - "How about an ice cream cone? Could you describe it as splendid?" (Thumbs up)
   - "How about a dungeon? Would you describe it as splendid?" (Thumbs down)

After-Reading Routine

5. Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.

   Semantic map:
   - "Think about the word *splendid*. What is it? What does it mean?" (It's an adjective that means "really good or wonderful.")
   - "What are some examples of the word *splendid*?" (Going to the zoo, eating something tasty, getting something you want)
   - "What are some nonexamples of the word *splendid*?" (Getting in trouble, being picked on, having to do something you don't want to do)
   - "What are some other words that are similar to *splendid*?" (*wonderful, excellent, magnificent*)
   - "What are some words that mean the opposite of *splendid*?" (*awful, horrible, dreadful*)
   - "What would we say that *splendid* is like?" (Tasting an amazing dessert, making a new friend)

   Antonym continuum: "Working in pairs, use these words to create an antonym continuum." Show students the cards and have them begin. (Example continuum: *splendid—great—good—bad—terrible—awful*)

   Naming three activities that are splendid: "Working in partners, brainstorm at least three activities that you think are splendid. Be prepared to explain why."

6. Scaffold students to create powerful sentences with the new word.
   Have students work in partners to create sentences using posted sentence starters:
   - "I would describe _____ as splendid because…"
   - "A splendid person is someone who…"
   - "When I do something splendid, I feel…"

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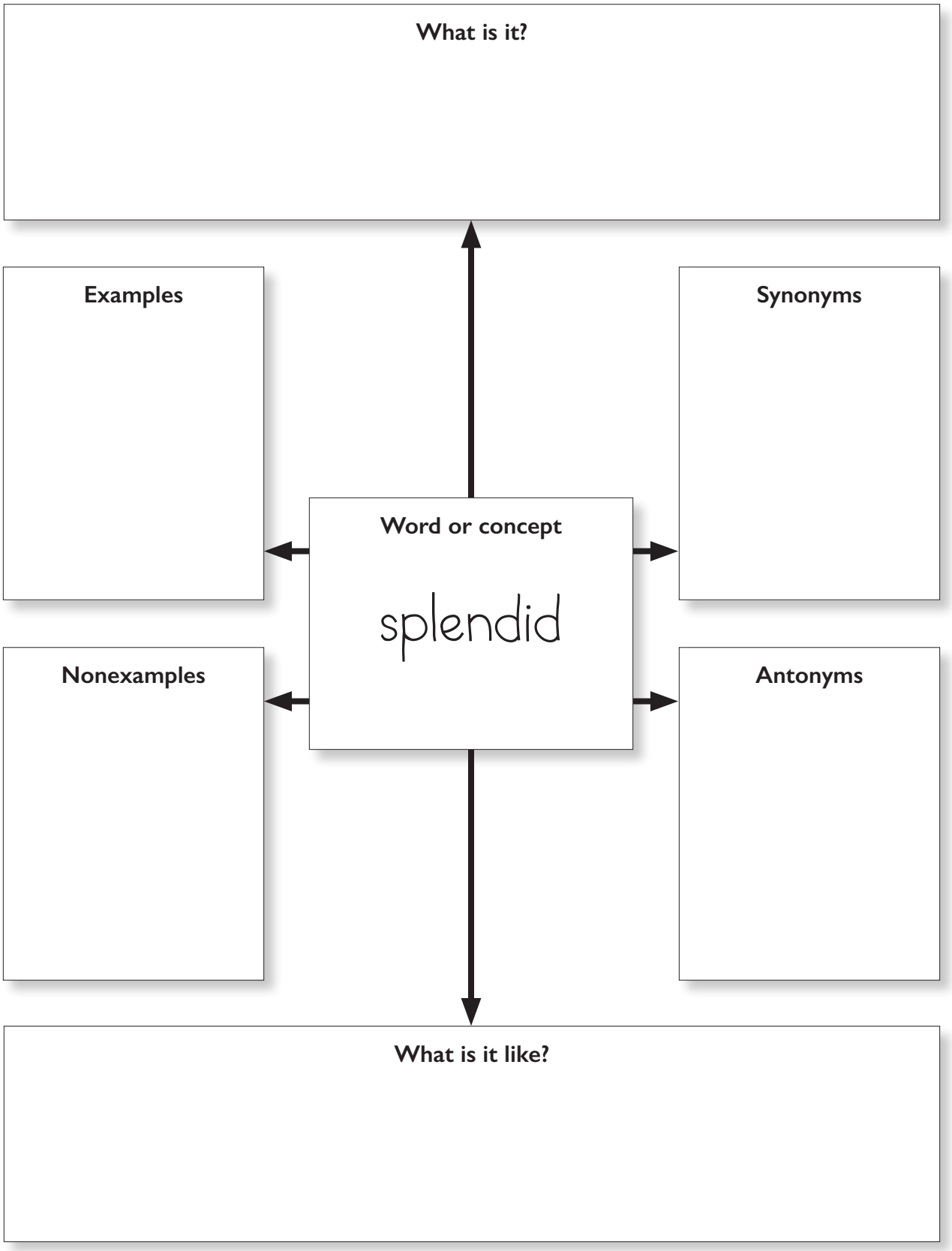
Semantic Map



Adapted from Archer & Hughes, 2011; Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

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Explicit Vocabulary Instruction Planning Template

BEFORE-READING ROUTINE	
1. Have students say the word.	
2. Give a student-friendly explanation. Use the word in a sentence. Use a visual.	
3. Have students discuss what is known about the word.	
4. Provide examples and nonexamples of the word.	

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AFTER-READING ROUTINE	
5. Engage in deep-processing activities by asking questions, using graphic organizers, or having students act out the word.	
6. Scaffold students to create powerful sentences with the new word.	

Adapted from Archer & Hughes, 2011; Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

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Rutina para la instrucción explícita de vocabulario en español

Rutina para antes de la lectura	
1. Pida a los estudiantes que digan la palabra.	
2. Provea una definición a nivel del estudiante. Utilice la palabra en una oración. Utilice un apoyo visual.	
3. Pida los estudiantes que discutan lo que saben sobre la palabra.	
4. Provea ejemplos y contraejemplos de la palabra.	

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Rutina para despues de la lectura	
5. Utilice actividades de procesamiento intensivo haciendo preguntas, usando organizadores gráficos, o dramatizando la palabra.	
6. Ayude a los estudiantes a crear oraciones poderosas con la nueva palabra.	

Adapted from Archer & Hughes, 2011; Beck, McKeown, & Kucan, 2013; Stahl, 2005; Stahl & Nagy, 2006.

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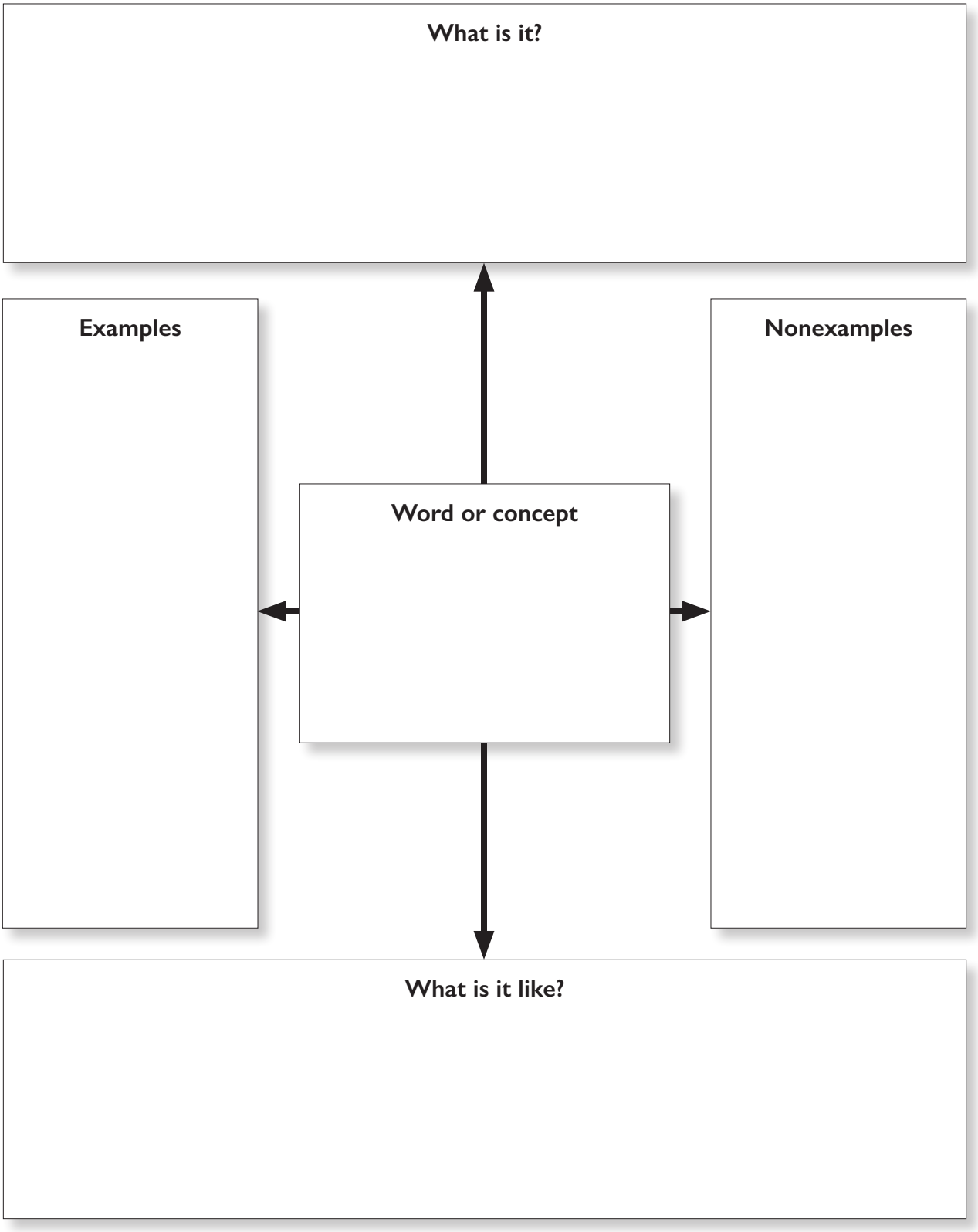
Vocabulary Graphic Organizers

Concept Word Map



Adapted from Schwartz & Raphael, 1985.

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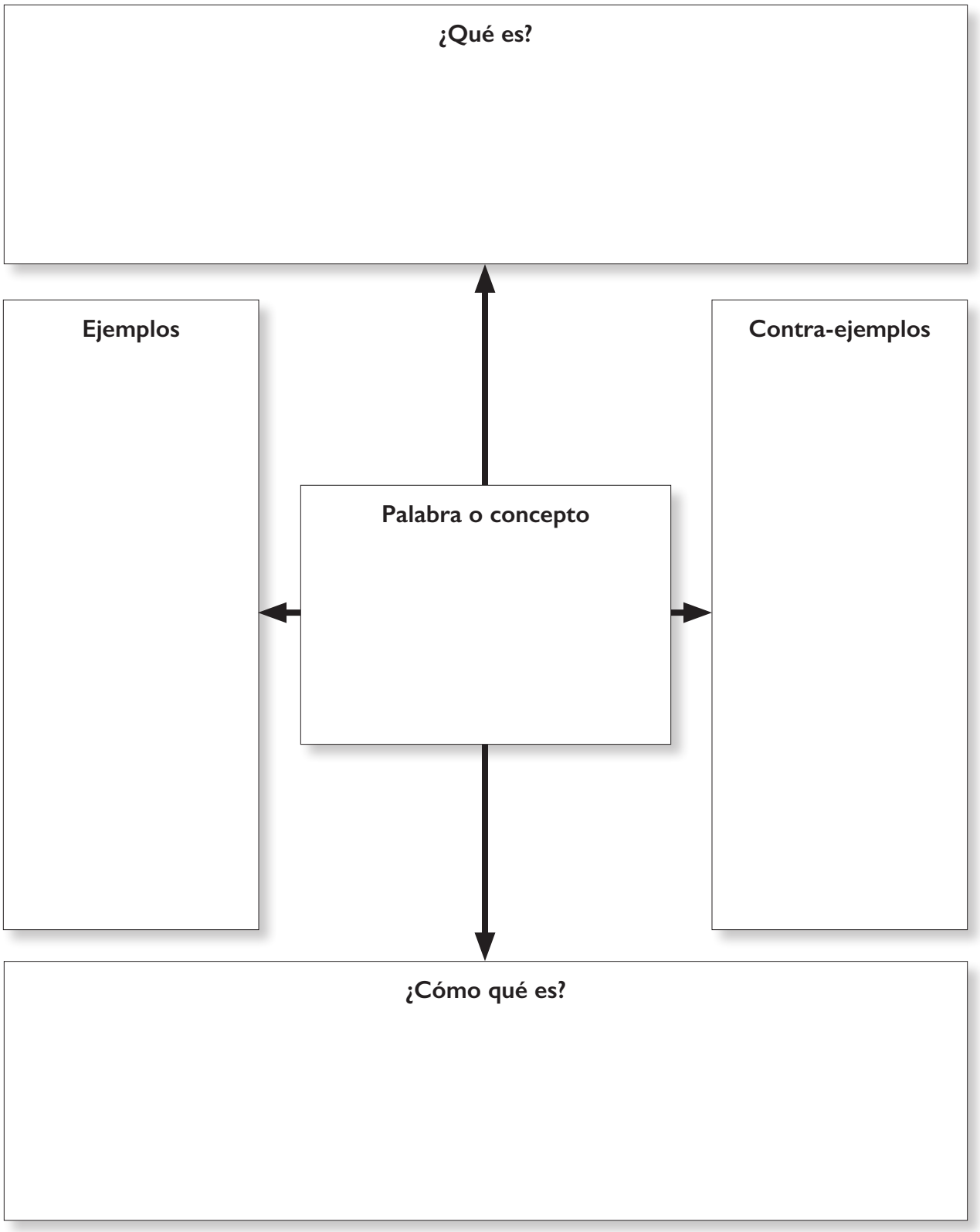
Mapa para conceptos



Adapted from Schwartz & Raphael, 1985.

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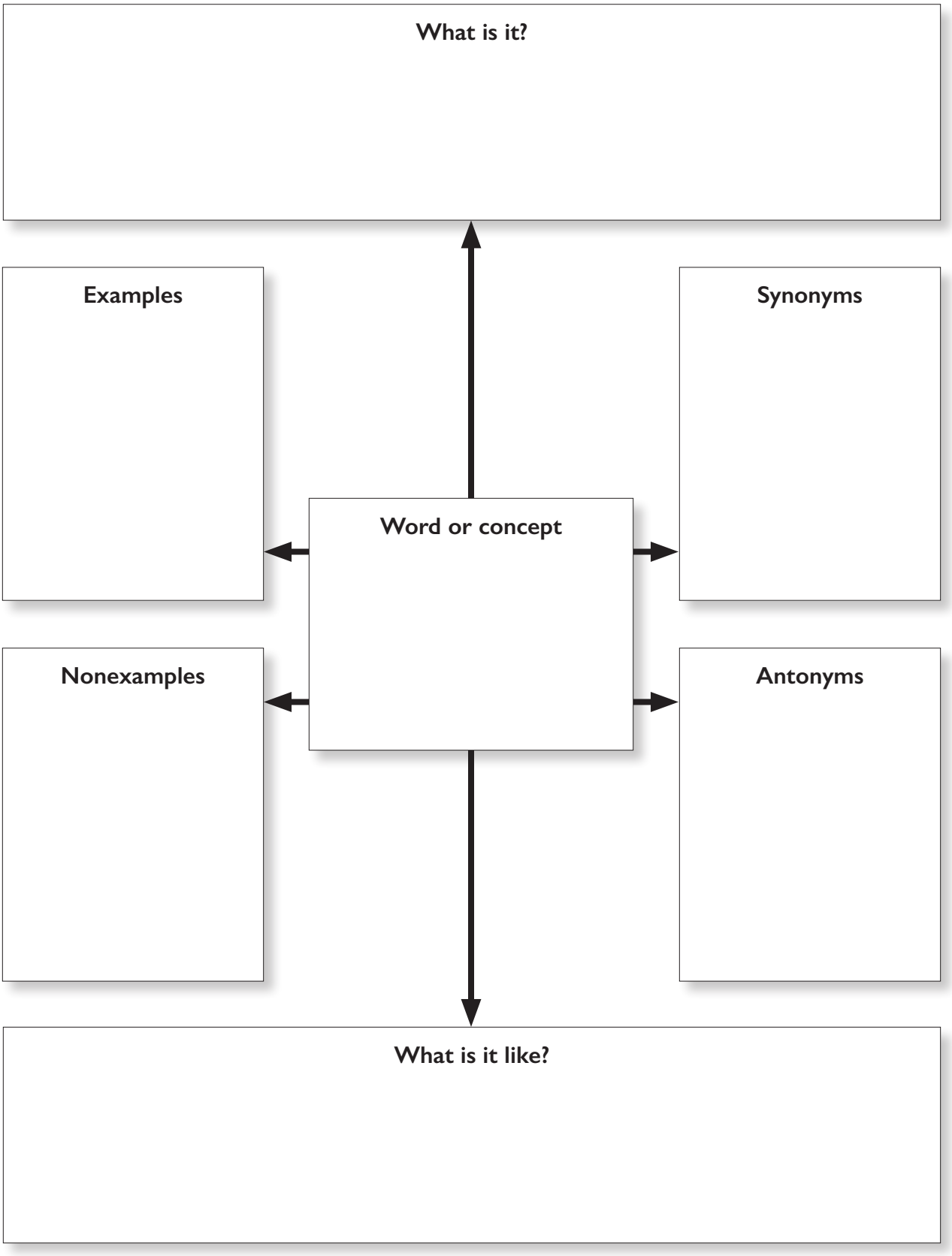
Semantic Map



Adapted from Archer & Hughes, 2011.

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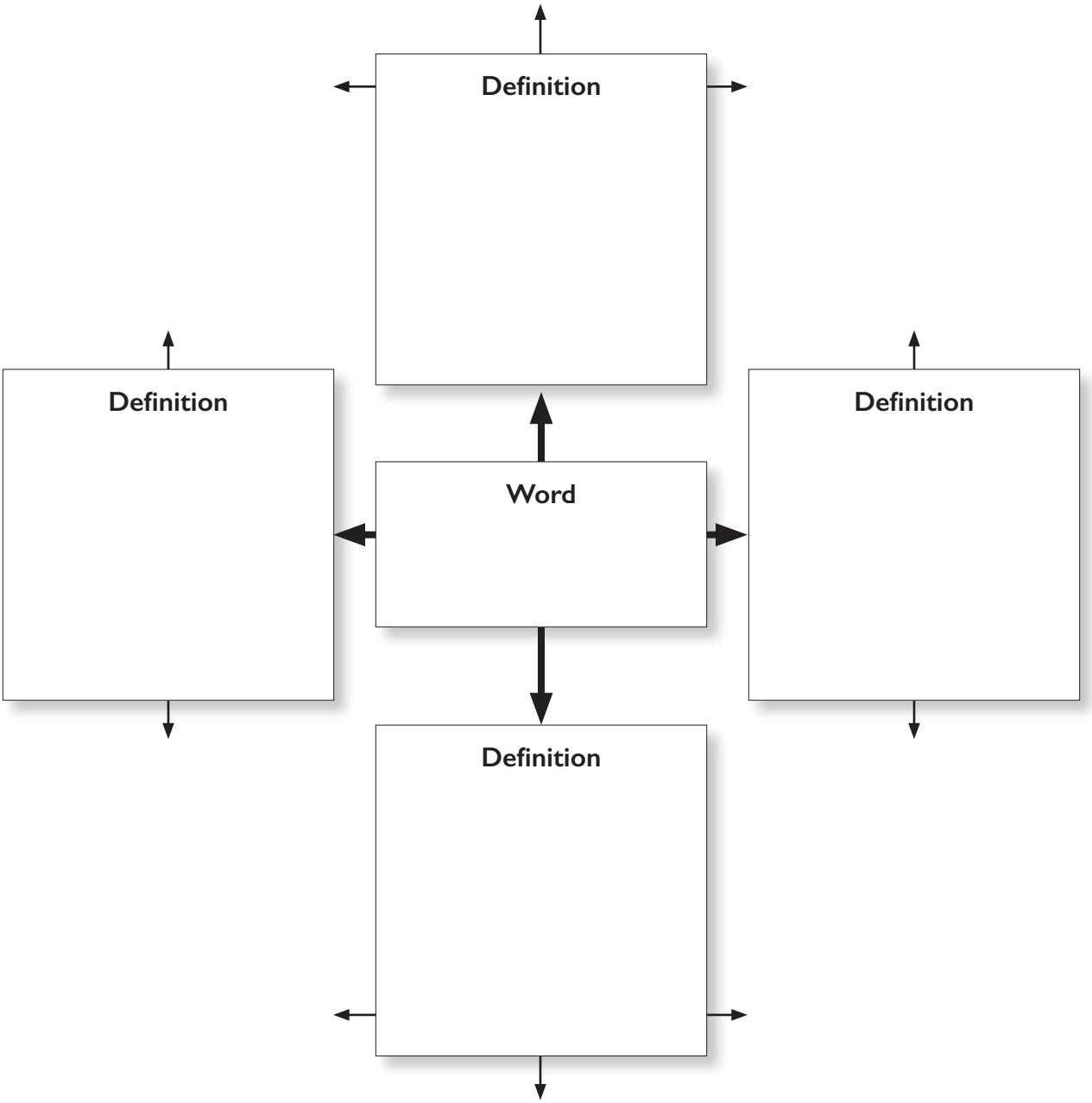
Multiple-Meaning Word Map

1. Record the definitions of a word.
2. Locate examples of the word in the text.
3. Match the word with the definition used in the text.



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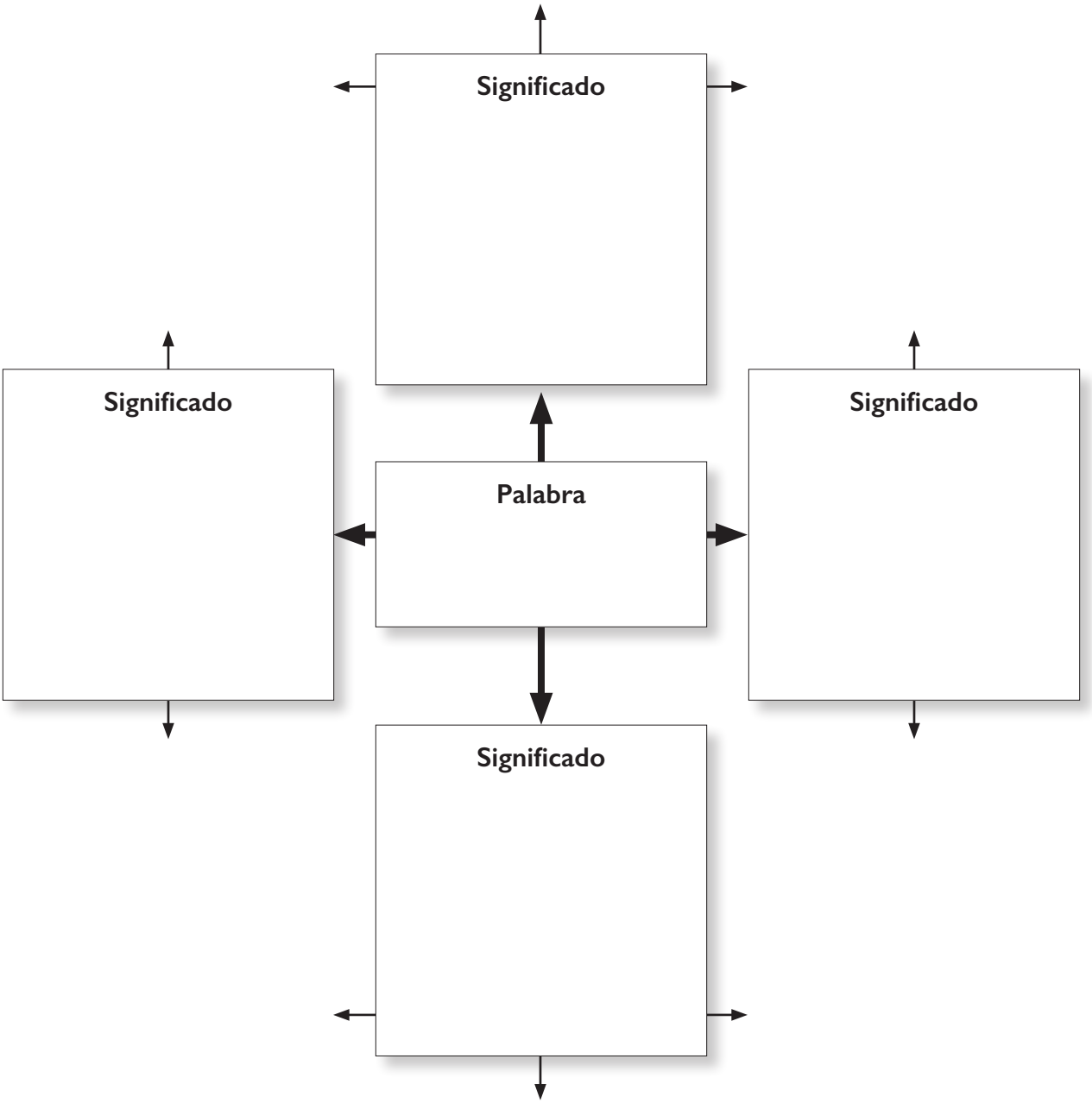
Ejemplos de mapas de palabras con significados múltiples

1. Apunte los significados múltiples de la palabra.
2. Encuentre ejemplos de la palabra en el texto.
3. Empareje la palabra con el significado usado en el texto.



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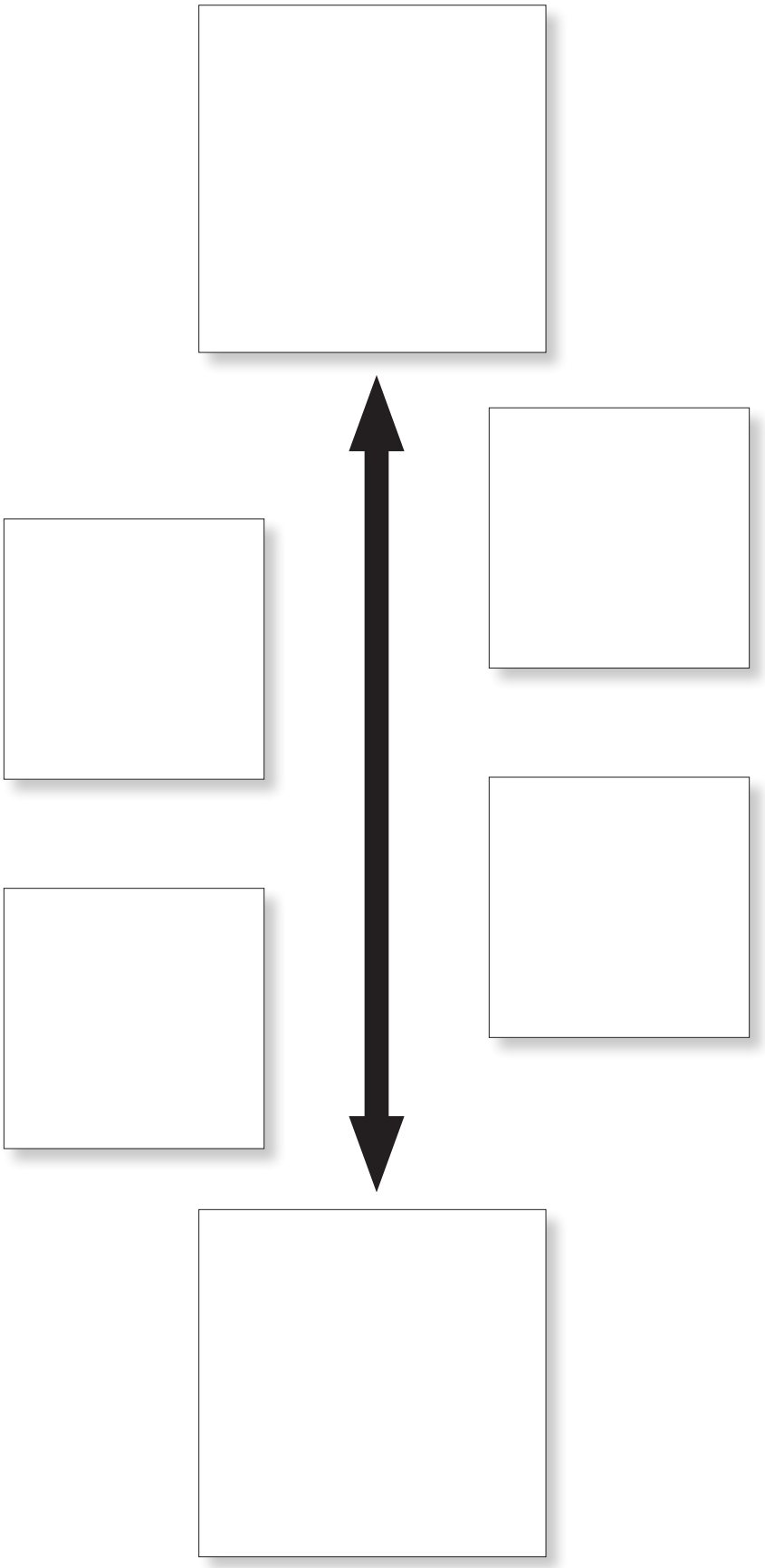
Antonym Continuum



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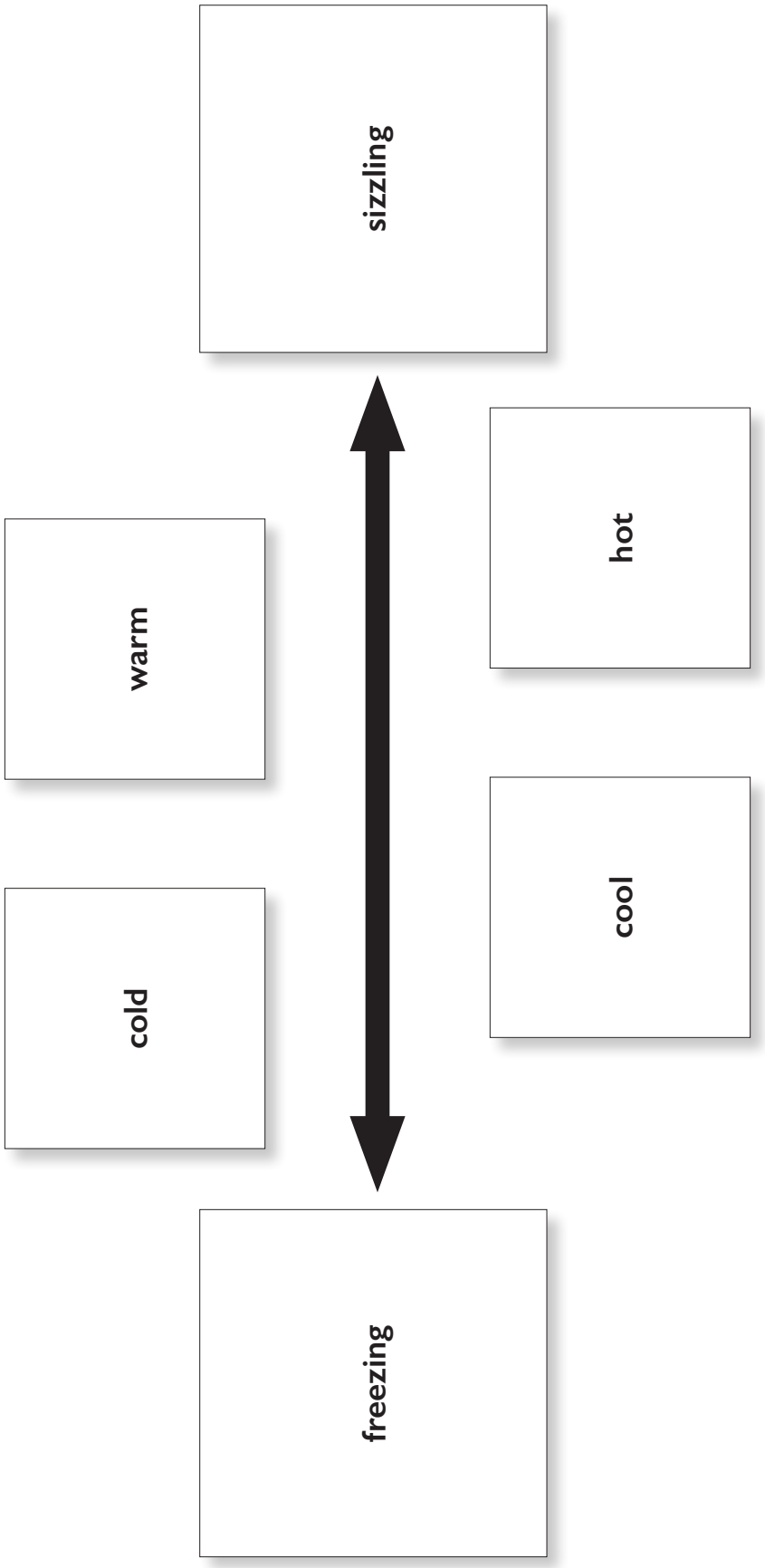
Antonym Continuum Example



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Word Wrap

Word	What are some examples?

What is it?	What is it like?

Adapted from Florida Center for Reading Research, 2006.

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Word Wrap in Spanish

Palabra	¿Cuáles son unos ejemplos?

¿Qué es?	¿A qué se parece?

Adapted from Florida Center for Reading Research, 2006.

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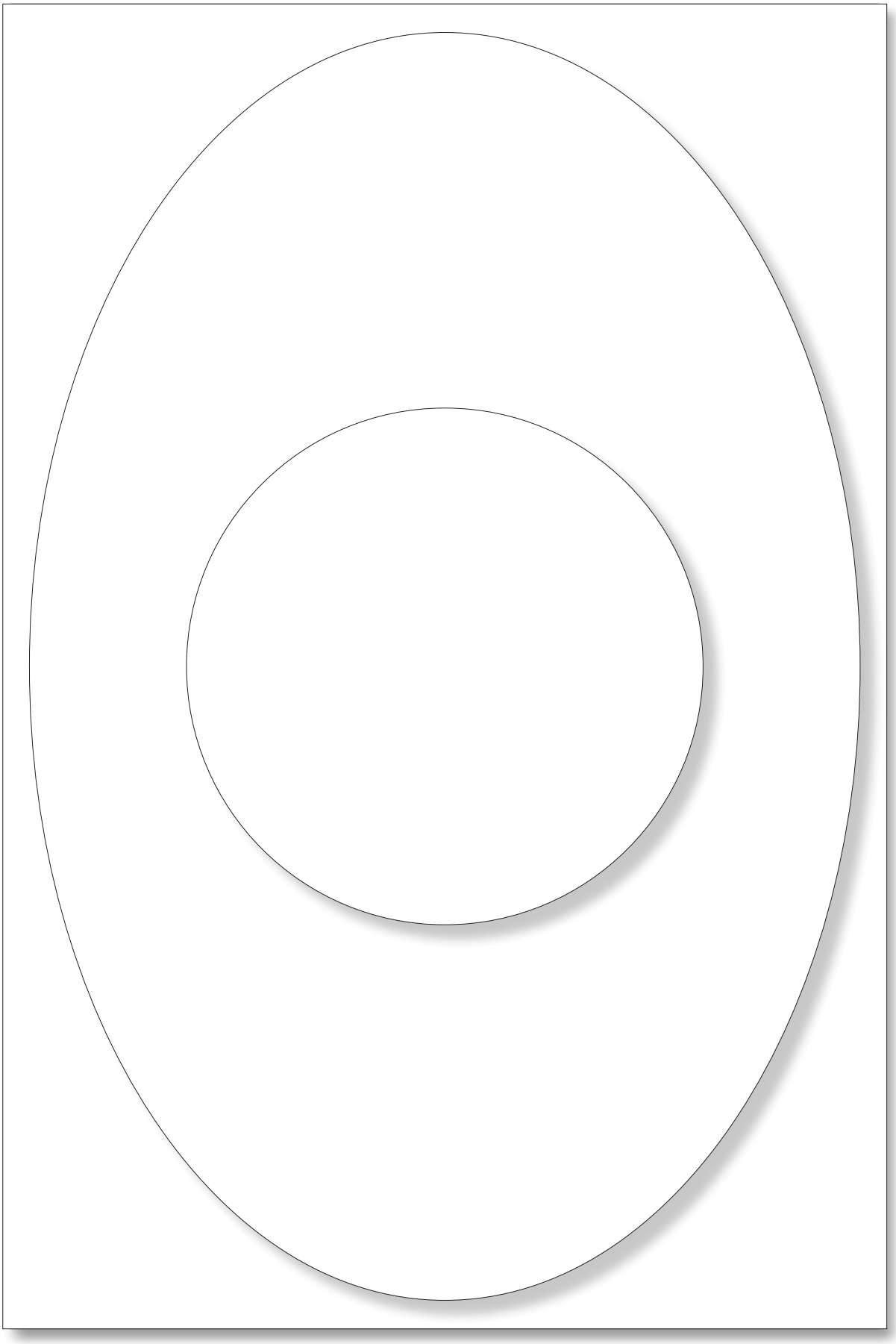
Circle Map



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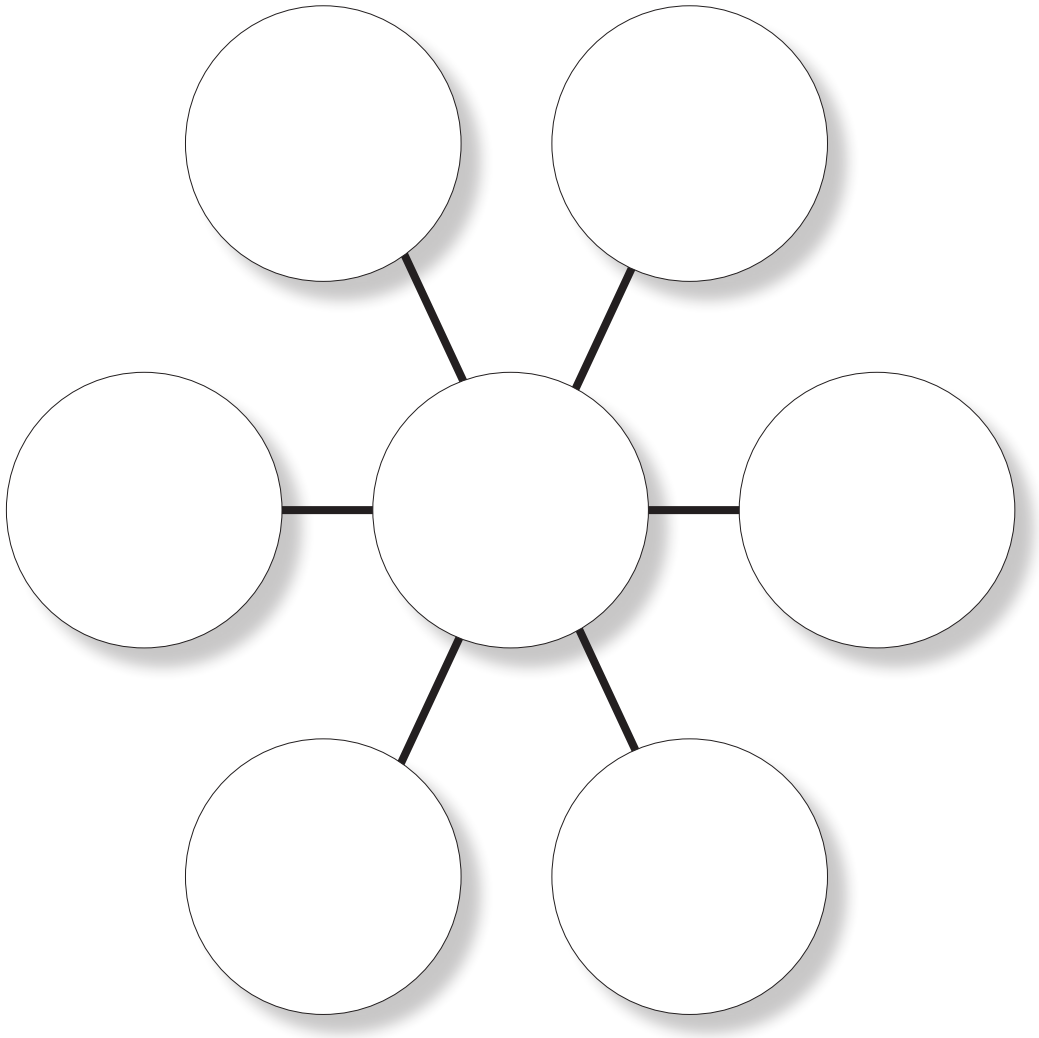
Bubble Map



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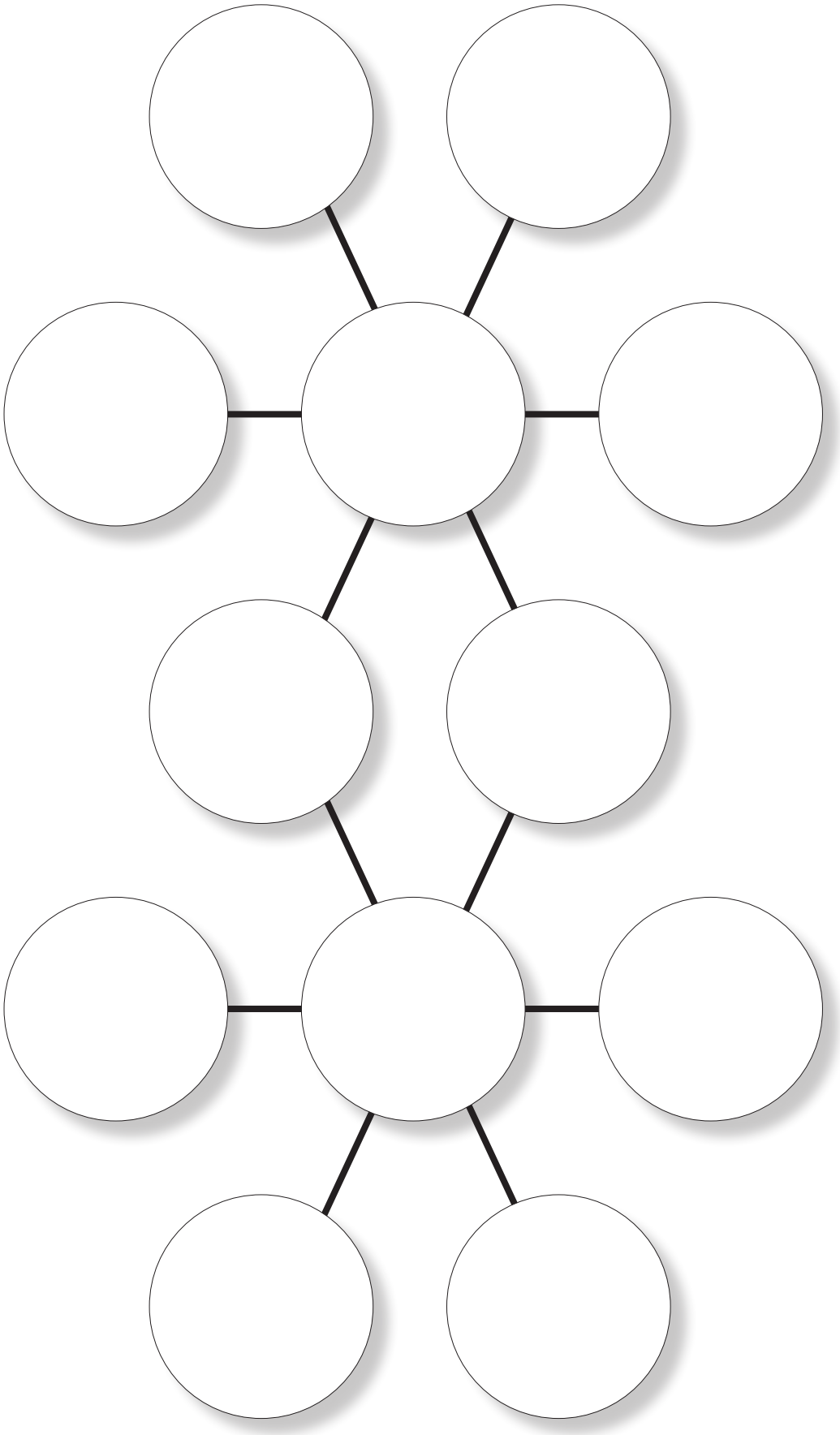
Double-Bubble Map



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Four-Square Vocabulary Map

Word: Brainstorm everything we know about the word:	What is it?
Antonyms	Synonyms

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Mapa de vocabulario de cuatro cuadros

Palabra:

Escribe todo lo que sepas sobre la palabra:

¿Qué es?

Antónimos

Sinónimos

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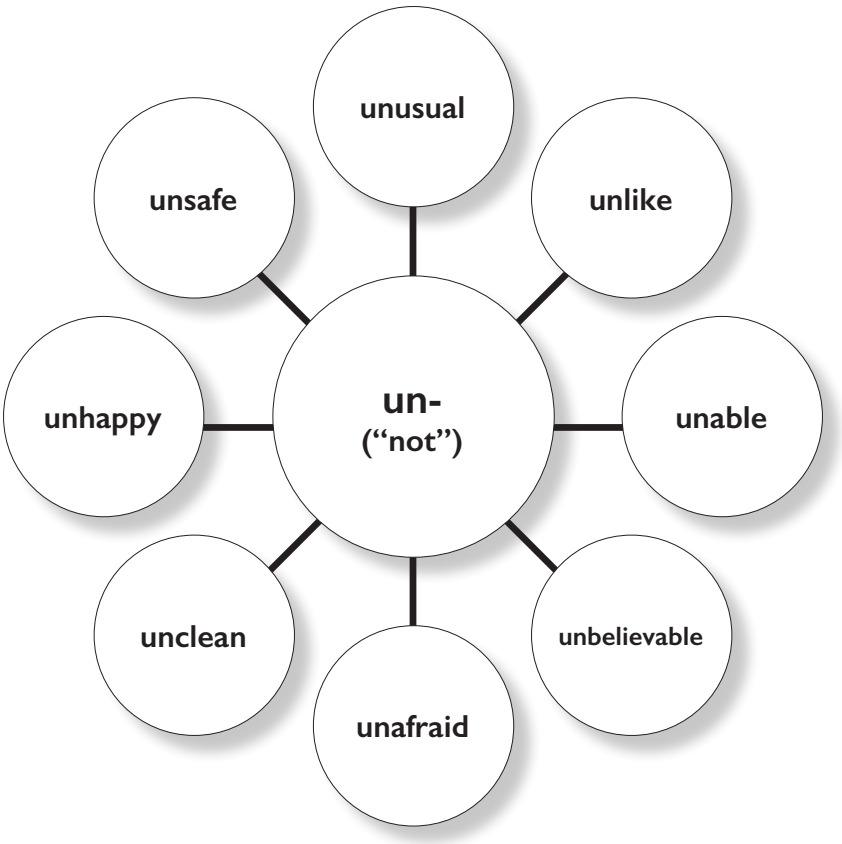
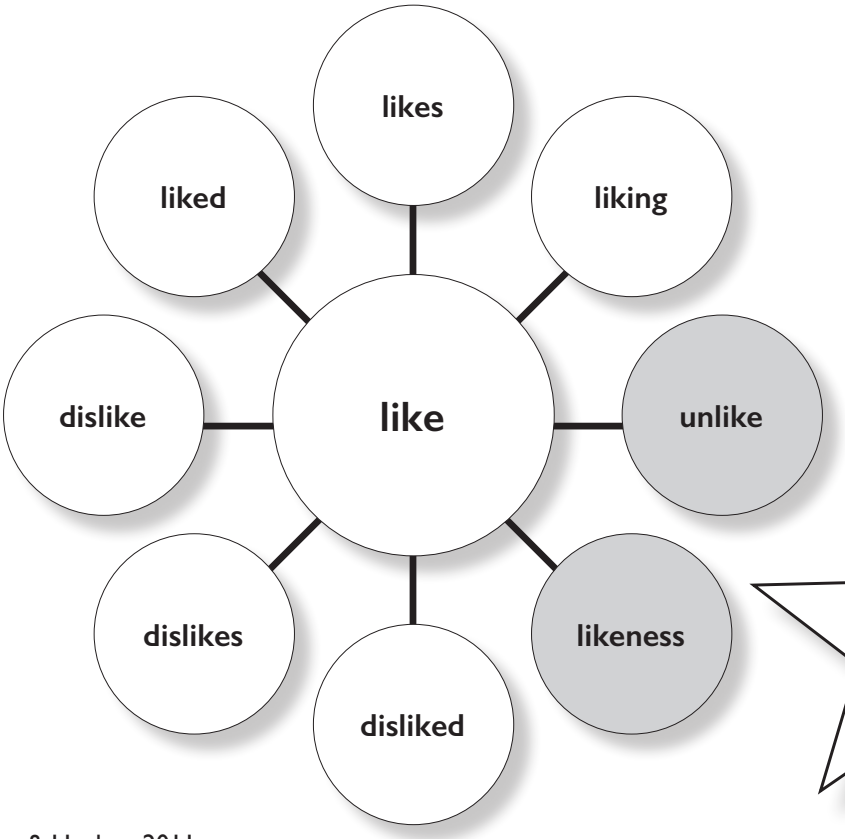
Word Web Examples





Why are ***unlike*** and ***likeness*** shaded?

Adapted from Archer & Hughes, 2011.

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Feature Analysis

FEATURES						

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Feature Analysis: Mammals Example

FEATURES	Bear	Bat	Seal	Kangaroo	Whale	Human
Produces milk	+	+	+	+	+	+
Marsupial	I	I	I	+	I	I
Eats plants and meat (omnivore)	+	+	I	I	I	+
Eats meat only (carnivore)	I	+	+	I	+	I
Eats plants only (herbivore)	I	+	I	+	I	I
Able to fly	I	+	I	I	I	I
Lives at sea (aquatic)	I	I	+	I	+	I
Lives on land (terrestrial)	+	+	I	+	I	+
Has hair	+	+	+	+	+	+

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Feature Analysis: Literary Characters Example

	FEATURES							
	Courageous	Desperate	Reluctant	Imaginative	Insensitive	Optimistic	Diligent	Greedy	Intelligent
Charlotte	+	+	–	+	–	+	+	–	+
Templeton	–	–	+	–	+	–	–	+	+
Trisha	+	+	–	+	–	–	+	–	+
The bully	–	–	+	–	+	?	?	?	–
Nana	+	–	–	+	–	+	+	–	+
CJ	–	–	+	–	–	?	?	–	+

Adapted from Moats, 2009; Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin, 2007. Characters from De La Peña & Robinson, 2015; Polacco, 1998; White & Williams, 2006.

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Análisis semántico de palabras

Características						

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Análisis semántico de palabras — ejemplo: medios de transporte

	Características							
	Aire	Tierra	Agua	Llantas	Motores	Cargamento	Utilizan combustible	De 6 a más pasajeros
Automóvil	–	+	–	+	+	+	+	+
Avioneta	+	–	–	+	+	+	+	+
Transatlántico	–	–	+	–	–	–	+	+
Ferrocarril	–	+	–	–	+	+	+	+
Bicicleta	–	+	–	+	–	–	–	–
Camello	–	+	–	–	–	+	–	–
Motocicleta	–	+	–	+	+	–	+	–
Canoa	–	–	+	–	–	+	–	–

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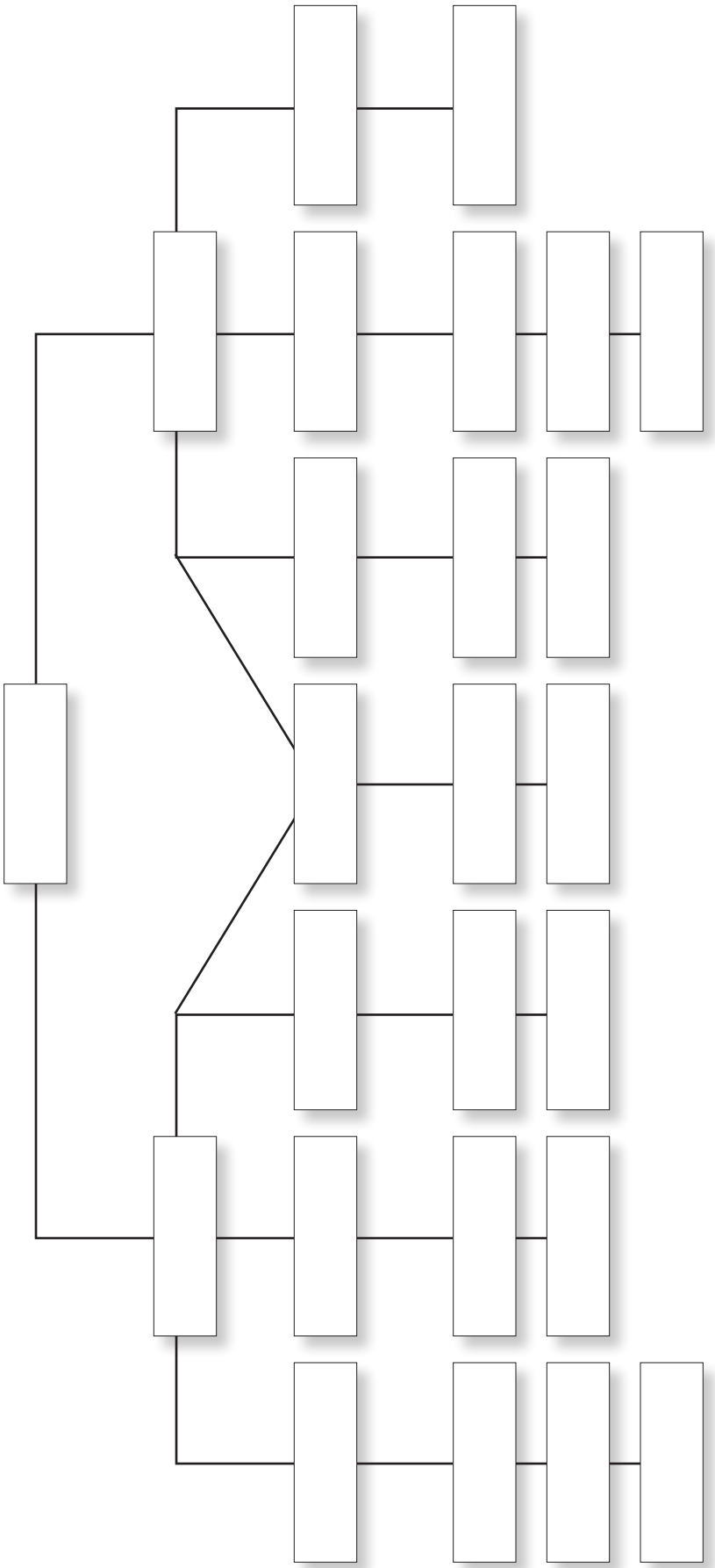
Sorting Words Into Hierarchical Categories

literary nonfiction	newspaper article	editorial	fiction	autobiography
poetry	nonfiction	literary	haiku	persuasive
informational	recipe	short story	genres	drama
instructions manual	novel	procedural	expository essay	advertisement
song lyrics	play	science textbook	biography	free verse



Adapted from Moats, 2009.

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Morphology Information

Start with base words with inflectional endings. Make sure to explicitly teach rules for adding these endings and other suffixes onto base words. These rules include doubling the consonant after a short vowel, dropping the final *e*, and changing *y* to *i*.

-s, -es	-ed	-ing	-er, -est
relaxes	employed	replaying	greater, greatest
watches	grabbed	stunning	grimmer, grimmest
carries	misplaced	revising	tamer, tamest
mummies	hurried	envying	lovelier, loveliest

Teach base words with common prefixes and derivational suffixes.

un- (not or opposite)	re- (again or back)	pre- (before)	dis- (not or opposite)	tri- (three)
unhappy	redo	preview	disagree	triangle
undone	remake	preheat	displace	tricycle
unsure	resend	premade	disarm	triathlete
untied	retake	preset	disengage	triceratops

-ful (adj., full of)	-less (adj., without)	-ly (adv., in a manner that is, like a)	-er (noun, one who)	-ion (noun, act or process)
hopeful	hopeless	quickly	worker	addition
careful	careless	quietly	teacher	division
helpful	helpless	friendly	speaker	discussion
harmful	harmless	motherly	maker	creation
useful	useless			

For advanced students, begin to teach concrete roots or roots in the texts read in class, including in science, math, and social studies.

struct (to build)	aqua (water)	port (to carry)	flect (to bend)
construct	aquatic	transport	reflect
construction	aquarium	portable	reflection
instruct	aquanaut	export	flexible
instructor	aqueduct	important	reflex
instruction		support	deflect
structure		report	inflection

spec (to look or see)	sect (to cut or separate)	tract (to drag or pull)	ject (to throw)
inspect	section	tractor	reject
spectacle	insect	attraction	injection
spectacles	dissect	distract	projectile
spectator	sectional	contraction	adjective
suspect			object

Notice that these roots and their derivations connect to Latin-based languages, like Spanish, so you can also bring in Spanish cognates when teaching these roots.

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Use various activities to focus students on relating words through their meaningful parts.

Word Sorts

Example: Sort these words by their base words.

unbelievable	friendship	friendliest	funnier
unfunny	funnily	friendless	frightfully
frightening	unfriendly	frights	believable
believed	disbelieving	frightful	funniest

Example: Sort these words by their suffixes' meanings.

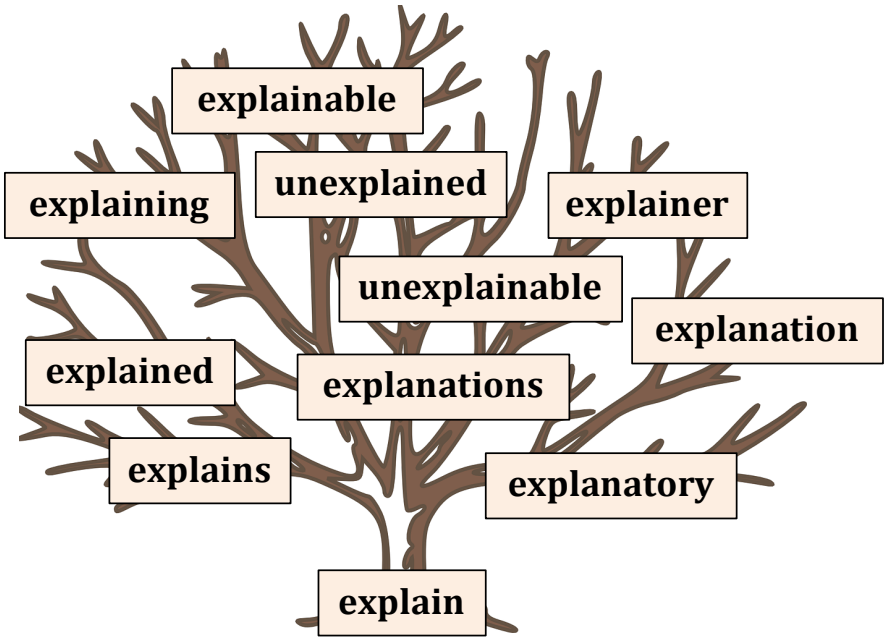
employer	uglier	teacher
runnier	runner	funnier
lamer	worker	moaner
nosier	happier	gamer

Word Webs

(See page 15 of Handout 6.)

Word Family Trees

Example:



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Word Matrices

You can make these for free at www.realspellers.org/wordworks. Example:

<table>
<tr><td rowspan="2">pre
re</td><td rowspan="2">view
see or look</td><td colspan="2">ed
ing
s</td></tr>
<tr><td>er</td><td>s</td></tr>
</table>

Word sums

Examples:

en + joy =	care + s =	happy + er =
en + joy + ed =	care + ing =	happy + est =
en + joy + ing =	un + care + ing =	un + happy =
en + joy + able =	care + free =	un + happy + er =
joy + ful =	care + ed =	un + happy + est =
joy + ful + ly =	day + care =	happy + ly =
joy + ful + ness =	care + ful =	un + happy + ly =
joy + ous =	care + less =	happy + ness =
over + joy =	care + less + ness =	un + happy + ness =
over + joy + ed =	care + give + er =	slap + happy =

Adapted from Archer & Hughes, 2011; Bear, Invernizzi, Templeton, & Johnston, 2014; Ebbers, 2011; Florida Center for Reading Research, 2006, 2007; Moats, 2009.

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Prefijos, sufijos y raíces o lexemas en español

Raíz o lexema	Prefijo	Sufijo
Es la parte de la palabra con significado que no cambia y sirve de base para hacer otras palabras. A veces el lexema puede estar solo y ser una palabra. Otras veces, el lexema es un grupo de letras que necesita otros morfemas para ser palabra. Ejemplos: ***mar*** ***lag***o ***lag***una ***lag***os	Un morfema que modifica el significado de la palabra al colocarse antes del lexema. Ejemplos: ***re***vivir ***des***habitado ***sub***marino	Un morfema que cambia el significado de la palabra al colocarse después del lexema. Ejemplos: cas***ita*** bell***ísimo*** panad***ero***

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Ejemplos de sufijos en español – tercer grado

Sufijo	Significado	Ejemplos
-azo, -azo	aumentativo o intensivo	perrazo, porrazo
-ita,-ito	diminutivo o afectivo	gatito, plantita
-ción	acción realizada	canción , sanción
-ísimo, -ísima	superlativo, mucho	rapidísimo, bellísima
-ista	partidario o seguidor; profesión	comunista, optimista, periodista, deportista
-era, -ero	profesión, oficio	panadero, ganadero, banquero, vaquero
-edor(a), -idor(a), -ador(a)	persona que realiza una acción; instrumento; lugar	vendedor, prendedor, comedor
-ería	lugar donde se realiza un oficio	panadería, lavandería, tortillería
-dad	sustantivo abstracto	oscuridad, maldad, fealdad
-al	cambia sustantivos a adjetivos; relacionado con algo	mensual, mental, cultural,
-oso, -osa	adjetivo derivado de sustantivos, verbos u otros adjetivos	pegajoso, resbaloso, verdoso, vanidoso, borroso, cremoso
-ble	que puede ser, que es capaz	vendible, comible, masticable, visible
-tor/a, -dor/a	profesión, persona que hace máquina	editora, conductora, hablador, diseñador extractor, batidora, lavadora

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Ejemplos de prefijos en español – tercer grado

Prefijo	Significado	Ejemplos
ante-	delante, antes de	anteojos, anteayer, anterior, antesala
anti-	contrario, opuesto	antiadherente, antisocial
auto-	uno mismo	automóvil
bi-	dos, doble	bicicleta, bifocal, bicolor
co-, con-	agregación, mutuo, cooperación	colaborar, combinar, convidar, conjunto
extra-	fuera de, separado	extraordinario, extraer, extrañar, extracurriculares
im-, in-	opuesto	increíble, imposible
mega-	grande, amplificación	megáfono
micro-	pequeño	microscopio
multi-	numeroso, muchos	multimillonario, multicolor
re-	repetición, otra vez	releer, recontar, revivir
sub-	bajo, menor	subterráneo, submarino
super-	sobre, exceso, mucho	superproducción, superhombre
tele-	a distancia	teléfono, telescopio
trans-, tras-	al otro lado, a través de	transporte, trasladar

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Guidelines for Teaching and Practicing Word-Learning Strategies

Using Context Clues

Be cautious. Using context clues to figure out a word's meaning often requires an extensive amount of inference and must be combined with other information.

A good process for having students practice using context clues to infer a word's meaning includes the following steps:

- Rereading a sentence or group of sentences with an unknown word
- Discussing the contextual information with others
- Forming an initial hypothesis about the word's meaning
- Realizing that a complete and accurate understanding of the word may not be possible from using the context alone
- Combining the hypothesis with other clues like the word's morphological structure (if possible)

There are various types of contextual support—from very explicit to very implicit. The following are some specific examples.

Type	Example
Definition: Meaning of word is explained in sentence or text.	The **nutritional benefits** of the juice, *its vitamins and minerals*, are listed on the label.
Synonym: Text contains word similar in meaning.	I moved **hastily** toward the door. In fact, I moved *so fast* that I left the room before my dad came back.
Antonym: Text contains word nearly opposite in meaning.	The rat was **enormous** compared to the baby mouse, which was *tiny*.
Example: Text contains example words or ideas.	Having a **vehicle**—whether it's a *car, truck, or motorcycle*—is helpful for getting where you want to go.
General: Text contains several words or phrases that provide clues to word's meaning.	The circus was **marvelous**. It had *a lot of animals doing tricks, funny clowns,* and *wonderful trapeze flyers*.

Using Morphology

See Handout 9.

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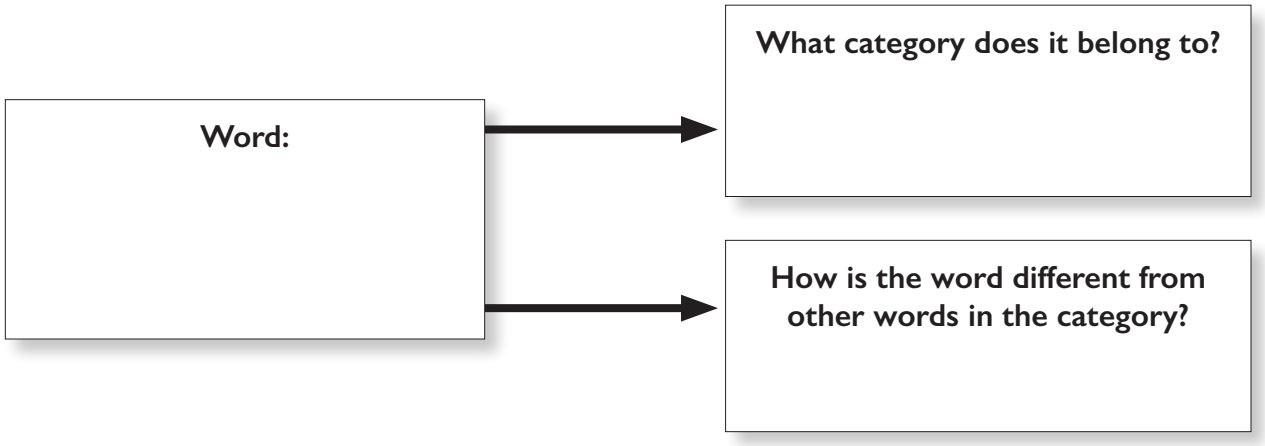
Using a Dictionary

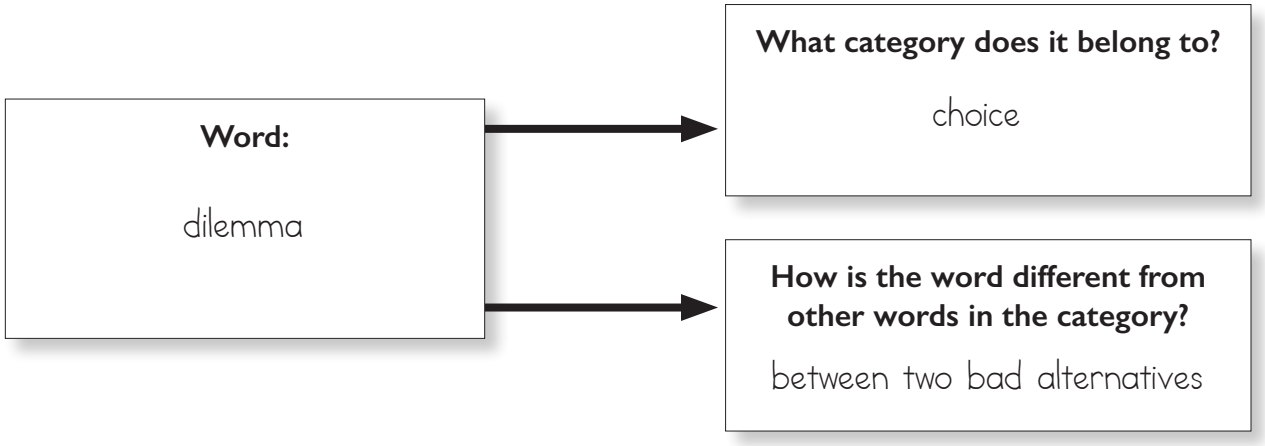
Be cautious. Using a dictionary effectively requires several complex skills, including the following:

- Alphabetizing and being able to use the guide words
- Spelling effectively enough to find the word
- Understanding how a definition is constructed
- Being able to use context when choosing from among several definitions, as most words have more than one meaning

Definitions are often difficult to understand. Students may need explicit instruction in how to read definitions. The following is a basic definition map.



Example:



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Two Examples of Word-Learning Routines

From *Now We Get It! Boosting Comprehension With Collaborative Strategic Reading* (Klingner, Vaughn, Boardman, & Swanson, 2012):

- Reread the sentence with the word and look for key ideas to help you figure out the word. Think about what makes sense.
- Reread the sentences before and after the word, looking for clues.
- Look for a prefix or suffix in the word that might help.
- Break the word apart and look for smaller words that you know.

Chapter from *Teaching and Learning Vocabulary: Bringing Research to Practice* (Baumann, Font, Edwards, & Boland, 2005):

- Read the sentences around the word to find clues to its meaning.
- Try breaking apart the word into its root, prefix, and suffix to figure out its meaning.
    - Look for a root. See whether you know what it means.
    - Look for a prefix. See whether you know what it means.
    - Look for a suffix. See whether you know what it means.
    - Put the meanings of the parts together to see whether you can build the word's meaning.
- Read the sentences around the word again to see whether you have figured out the word's meaning.

Adapted from Bauman et al., 2005; Klingner et al., 2012; Moats, 2009; Stahl & Nagy, 2006.

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Word-Learning Strategy Cards

Fix-Up Strategy 1 Reread the sentence with the word and look for key ideas to help you figure out the word. Think about what makes sense.	Fix-Up Strategy 2 Reread the sentences before and after the word, looking for clues.
Fix-Up Strategy 3 Look for a prefix or suffix in the word that might help.	Fix-Up Strategy 4 Break the word apart and look for smaller words that you know.

Adapted from Klingner, Vaughn, Boardman, & Swanson, 2012.

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Estrategias para aprender palabras

Estrategia 1	Estrategia 2
Vuelve a leer la oración con la palabra difícil y busca ideas importantes que te ayuden a entender el significado de la palabra. Piensa en algo que tenga sentido.	Vuelve a leer las oraciones que se encuentran antes y después de la oración con la palabra difícil para buscar pistas.
Estrategia 3	**Estrategia 4**
Busca un prefijo o un sufijo en la palabra que te pueda ayudar.	Busca en la palabra difícil partes de palabras o palabras más pequeñas que tu conozcas.

Adapted from Klingner, Vaughn, Boardman, & Swanson, 2012.

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Guidelines for Developing Word Consciousness

Develop students' intrinsic motivation for paying attention to words, asking questions about words, and experimenting with words and language.

Help students see the power of words and language through discussions, read-alouds, and writing activities. Talk about specific words, choosing one word over another, and how authors and speakers choose words methodically. One example of a book to start the conversation is *Wonderful Words: Poems About Reading, Writing, Speaking, and Listening* by Lee Bennett Hopkins.

Make it safe for students to experiment with words and language. Allow students to try words across contexts and discuss why they chose to use specific words in their speaking or writing.

Let students see you wondering about words, figuring out what words mean, and experimenting with words yourself (both successfully and unsuccessfully).

Encourage students to watch and listen for previously learned words in books, conversations, etc. To make this activity more concrete, have students keep track of these words on a chart or checklist like the example below.

Name: Monica

WORDS	1	2	3	4	5	6	7	8	9	10
persist	✓									
lament	✓	✓								
solution	✓	✓	✓	✓	✓	✓	✓			
fortunate	✓	✓	✓	✓						
incredible	✓	✓								

Have students use a word journal or bookmark to keep track of interesting words they come across and want to know more about. (For sample vocabulary bookmarks, see page 4.)

Ask students to note words they hear or see at home, on TV, in the grocery store, on signs, etc. Have a "word day" or other designated time to discuss these words. Post the words with students' names next to them on a word wall or bulletin board.

Encourage students to use new words in their speaking and writing. Having a vocabulary word wall with previously learned words can help.

Create a "top 10" list of words. You, the class, or individual students can create a list. Examples of books that can be used to introduce this idea include the following:

- *Max's Words* by Kate Banks
- *The Boy Who Loved Words* by Roni Schotter
- *The Word Collector* by Sonja Wimmer
- *Donovan's Word Jar* by Monalisa DeGross

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Use word-play activities, such as the following:

- Puns (multiple-meaning words, homophones, idioms)
  - What did the sea say to the sand? (Nothing, it simply waved.)
  - I wondered why the baseball was getting bigger. Then it hit me.
  - I wasn't going to get a brain transplant, but then I changed my mind.
  - Why don't teddy bears eat at picnics? (Because they're stuffed.)
- Hink pinks, hinky pinkies, and hinkety pinketies (riddles with rhyming words for answers)

Hink pinks (one-syllable words)
obese feline = _____ _____
intelligent beginning = _____ _____
unhappy father = _____ _____
tidy road = _____ _____

Hinky pinkies (two-syllable words)	**Hinkety pinketies (three-syllable words)**
great detective = _____ _____	drum talk = _____ _____
smarter boxer = _____ _____	smoggy driver = _____ _____
tired flower = _____ _____	evil preacher = _____ _____
numeral sleep = _____ _____	happier dog = _____ _____

Examples of books to demonstrate concepts such as multiple-meaning words, homophones, idioms, and metaphors include the following:

- Amelia Bedelia series
- *The King Who Rained* by Fred Gwynne
- *A Little Pigeon Toad* by Fred Gwynne
- *A Chocolate Moose for Dinner* by Fred Gwynne
- *The Sixteen Hand Horse* by Fred Gwynne
- *Dear Deer: A Book of Homophones* by Gene Barretta
- *In a Pickle: And Other Funny Idioms* by Marvin Terban
- *You're Toast and Other Metaphors We Adore* by Nancy Loewen

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Discuss with students the history and development of a word, known as its etymology. Often, students want to know, "Where does this word come from?" "Why is this word spelled this way?" "Does this word relate to this other word?" These are opportunities to research and dig deeper into the English language. Here are a few helpful resources to begin your research:

- **www.etymonline.com**: Online etymology dictionary in which you can search any word to find out its etymological history
- *The American Way of Spelling: The Structure and Origins of American English Orthography* by Richard Venezky: Reference book that provides in-depth information about the history of the English language
- *The Weird World of Words: A Guided Tour* by Mitchell Symons: Book with fun and interesting facts about words, phrases, idiomatic expressions, etc.
- **www.vocablog-plc.blogspot.com**: Susan Ebbers's blog with information about topics such as vocabulary and morphology and instruction related to these components
- *Scholastic Dictionary of Idioms* by Marvin Terban: Reference book that provides explanations and histories of more than 700 sayings and expressions

Adapted from Beers, 2003; Blachowicz & Fisher, 2004; Florida Center for Reading Research, 2006, 2007; Graves, 2006; Moats, 2009; Scott & Nagy, 2004; Stahl & Nagy, 2006.

Resources listed: Banks, 2006; Barretta, 2010; DeGross, 1998; Gwynne, 1987, 1988a, 1988b, 1988c, 2005; Loewen, 2011; Schotter & Potter, 2006; Symons, 2015; Terban, 1998; Terban, 2007; Venezky, 1999; Wimmer, 2012.

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Vocabulary Bookmarks

VOCABULARY BOOKMARK

Word: _____
Page number: _____
Why you chose it: _____
_____
_____
_____

Word: _____
Page number: _____
Why you chose it: _____
_____
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Word: _____
Page number: _____
Why you chose it: _____
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VOCABULARY BOOKMARK

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Academic Word List

Most Common		Second-Most Common		Third-Most Common	
analysis	indicate	achieve	institute	alternative	interaction
approach	individual	acquisition	investment	circumstances	justification
area	interpretation	administration	item	comment	layer
assessment	involve	affect	journals	compensation	link
assume	issue	appropriate	maintenance	component	location
authority	labor	aspect	normal	consent	maximum
available	legal	assistance	obtain	considerable	minority
benefit	legislation	category	participation	constant	negative
concept	major	chapter	perceive	constraint	outcome
consistent	method	commission	positive	contribution	partnership
constitutional	occur	community	potential	convention	philosophy
context	percent	complex	previous	coordination	physical
contract	period	computer	primary	core	proportion
create	policy	conclusion	purchase	corporate	publish
data	principle	conduct	range	corresponding	reaction
definition	procedure	consequences	region	criteria	register
derive	process	construct	regulations	deduction	reliance
distribution	require	consumer	relevant	demonstrate	remove
economic	research	credit	resident	document	scheme
environment	response	cultural	resources	dominant	sequence
establish	role	design	restricted	emphasis	shift
estimate	section	distinction	security	ensure	specify
evidence	sector	element	sought	exclude	sufficient
export	significant	equation	select	framework	summary
factor	similar	evaluation	site	fund	task
financial	source	feature	strategy	illustrate	technical
formula	specific	final	survey	immigration	technique
function	structure	focus	text	imply	technology
identify	theory	impact	traditional	initial	validity
income	variables	injury	transfer	instance	volume

Adapted from Coxhead, 2000.

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Connectives

Coordinating Conjunctions	Subordinating Conjunctions	Relative Pronouns	Transition Words and Phrases	
and	after	that	above all	immediately
but	although	what	according to	in addition
for	as	whatever	additionally	in any event
nor	as if	which	after all	in case
or	as long as	whichever	albeit	including
so	as much as	who	all in all	in conclusion
yet	as soon as	whoever	all of a sudden	indeed
	as though	whom	also	in other words
	because	whomever	altogether	in particular
	before	whose	as a result	in reality
	even if		as much as	in the meantime
	even though		as well as	likewise
	how		at the same time	namely
	if		besides	nonetheless
	in order that		be that as it may	not only…but also
	lest		certainly	notwithstanding
	now that		conversely	obviously
	provided (that)		definitely	ordinarily
	so that		despite	rather
	than		due to	regardless
	that		even though	similarly
	though		finally	sooner or later
	unless		for example	surely
	until		for instance	then
	when		for the most part	then again
	whenever		forthwith	therefore
	where		frequently	thus
	wherever		furthermore	until now
	while		given that	usually
			hence	whenever
			however	

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Common (Familiar) vs. Academic (Less Common) Connectives

Common Connectives		Academic Connectives		
although	therefore	albeit	finally	previously
however	though	alternatively	in contrast	specifically
meantime	unless	consequently	initially	ultimately
meanwhile	until	conversely	likewise	whereas
moreover	whenever	despite	nevertheless	whereby
otherwise	yet	eventually	nonetheless	

Connectives Categorized by Idea Relations

Additive	Temporal	Causal	Contrast	Compare
additionally	after	CAUSE OF THINGS:	alternatively	also
and	afterward	a/the consequence of	although	correspondingly
also	before	because	but	equally
apart from this	during	due to	contrary to	for the same reason
as well (as)	earlier	for	conversely	in a similar manner
both…and	finally	the effect of	despite	in comparison
in addition	first	the result of	even so	in the same way
moreover	following		even though	likewise
further	given the above	EFFECT OF THINGS:	however	on the one hand
furthermore	in the meantime	accordingly	in contrast	similarly
not only… but also	later	as a consequence	in spite of	too
plus	meanwhile	as a result	instead	
similarly	next	consequently	nevertheless	
too	subsequently	for this reason	nonetheless	
	then	hence	notwithstanding	
	to conclude	so	on the contrary	
	while	therefore	on the other hand	
		thus	rather	
			still	
			though	
			whereas	
			while	
			yet	

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Expository Text Structures: Signal Words

Text Structure	Description	Signal Words		
Sequence	Events or ideas listed in numerical or chronological order	after before first second third now next when	today then later afterward during following preceding until	at last finally immediately meanwhile initially soon while
Description	Gives 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 a number of
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 as a result	if…then this led to 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	this led to in order to one reason for thus for this reason	leads/led to accordingly may be due to steps involved

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Ejemplos de conectores textuales en español

Contraste	Comparación	Causal/ consecuencia	Enlace de ideas	Secuencia/ orden
al contrario sin embargo a menos que aunque en contraste con a pesar de no obstante pero después de todo mientras	así como de igual forma de manera similar igualmente también parecido a	así que de manera que entonces por esto por esta razón por lo tanto por tal razón por consiguiente por consecuencia debido a ya que	además asimismo de nuevo del mismo modo entonces finalmente igualmente por ejemplo por otra parte por otro lado también	en primer, segundo … lugar finalmente por último luego después antes al mismo tiempo anteriormente durante al final al principio más tarde a continuación

Adapted from Anderson, 2007; Crosson & Lesaux, 2013; Florida Center for Reading Research, 2006, 2007.

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Texts for Read-Alouds: Evaluating the Level of Vocabulary

Directions: The general descriptions of three sample lessons and texts to be read aloud are provided below. Read each lesson's description. Then, do the following:

- Read the text excerpt provided and highlight all Level 2 vocabulary words.
- Count the number of Level 2 words. Use this number to calculate the percentage of Level 2 words. Here is the equation to figure out the percentage:
  Number of Level 2 words / Total words x 100 = Percentage of Level 2 words
- Imagine that each excerpt represents the percentage of Level 2 words throughout the text. Decide whether you believe the text will immerse students in sophisticated language.
- Write one sentence explaining whether this text would be good for building students' breadth of vocabulary knowledge. (The text could still be effective for teaching the specific lesson even if its vocabulary is not very sophisticated.)
- Share and compare your responses with those of your partner or tablemates.

Sample Lesson 1

A teacher decides to teach a shared writing lesson in which the class will create an expository essay on the importance of friendship. The teacher chooses to use the children's picture book *Amos and Boris* by William Steig. The excerpt:

> One night, in a phosphorescent sea, he marveled at the sight of some whales spouting luminous water; and later, lying on the deck of his boat gazing at the immense, starry sky, the tiny mouse Amos, a little speck of a living thing in the vast living universe, felt thoroughly akin to it all.

Total Words: 54	Number of Level 2 Words:	Percentage of Level 2 Words:
Based on this information, would this text help develop students' breadth of vocabulary knowledge?		

Sample Lesson 2

During a geography unit, a teacher finds a leveled text on polar regions to read aloud to a small group of students reading above grade level. The excerpt:

> Humans also live in the Arctic. The Inuit are the native people of the Arctic region. They hunt caribou, seals, and whales. Many years ago, the Inuit made everything, including their clothing, sleds, ropes, tools, and homes, from the skin and bones of the animals they hunted. Today, most Inuit live in modern houses.

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Total Words: 54	Number of Level 2 Words:	Percentage of Level 2 Words:
Based on this information, would this text help develop students' breadth of vocabulary knowledge?		

Sample Lesson 3

As part of a science unit on the environment, a teacher finds a newspaper article on a debate about killing vampire bats and plans to read it aloud in relation to habitat encroachment. The excerpt:

> Vampire bats have always been present in Panama, and their attacks have ebbed and flowed, but now the attacks have become more frequent. Scientists theorize that the increased attacks on livestock are due to timber cutting that has flushed bats out of food-rich forests to the cattle herds, a ready-made and usually stationary food supply…

Total Words: 55	Number of Level 2 Words:	Percentage of Level 2 Words:
Based on this information, would this text help develop students' breadth of vocabulary knowledge?		

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Lesson Plan for Introducing Think-Turn-Talk

Objective

Students will be able to do the following:

- Use the think-turn-talk procedure to discuss questions posed by the teacher
- Understand that more than one student talking at once is not an effective means of sharing thinking

Opening

Have students sit at their assigned carpet seating.

Ask students to shout out their favorite activity this summer when they hear your signal. Say, "Go!"

After, ask students whether they could hear their neighbor's answer. Ask whether they think it is a good idea for everyone to talk at once.

Introduction to New Material

Tell students that everyone in the class is important and that everyone has a right to share his or her thoughts. Explain that the class will use a strategy for sharing called think-turn-talk. Display a poster with the steps and point to each word as you say, "think-turn-talk."

Guided Practice

Note: Spoken teacher script is italicized.

Before we talk, it is always a good idea to think about what we will say. I will ask you a question. Then, I will give you a few seconds to think about your answer. When it is time to think, I will point to my head to show that it is time to think—like this.

Demonstrate for students.

Remember: Thinking happens inside our heads. Let's try it. Think about this question: What is your favorite food?

Give students five to eight seconds to think. If students raise hands or shout out answers, remind them that thinking happens inside their heads.

The second part of think-turn-talk is to turn to your partner.

Tell students their preassigned talking partner and their assigned roles (for example, one partner might be A and the other B). Have As raise their hands and then Bs.

When it is time to turn, I will say, "turn" and make this motion.

Turn your fingers in the air and model how to turn to a partner. Choose two students to model for the class. If they do it correctly, give them a thumbs up.

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Now let's try it. When I say, "turn," you will turn to your partner just as I showed you.

Practice the "turn" procedure as many times as necessary until all students can turn to their partners appropriately.

The last part of think-turn-talk is to talk. It is important that you share your thinking when it is your turn to talk. I will be watching and listening. I will tell you whether Partner A or Partner B should talk first. If I say, "Partner A, tell your partner your favorite food," then Partner A will talk to Partner B. If it is not your turn to talk, listen carefully to your partner. When Partner A is finished speaking, Partner B should say, "Thank you for sharing." Then, Partner B will share his or her thinking. When Partner B is finished speaking, Partner A will say, "Thank you for sharing." When it is time to stop talking and turn back to me, I will use the signal: "5, 4, 3, 2, 1." When I get to one, all eyes should be on me, and it should be quiet.

If more structure is required, provide a specified amount of time for each partner to speak and say, "5, 4, 3, 2, 1—thank you for sharing, Partner A. Now it is Partner B's turn to speak."

Choose two students to model for the class. Choose two more students to model, this time having B begin. Prompt students to tell their partners, "Thank you for sharing."

Have all students practice the "talk" procedure.

Independent Practice

Have students practice the entire procedure using the question: Who are the people who live at your house? Praise students for using correct procedures, such as thinking without raising their hands, turning quietly, and taking turns while talking.

Closing

Remember the beginning of the lesson, when everyone shouted an answer? Was that a good idea? Let's try think-turn-talk once more. This time, your question is: Why is think-turn-talk a good way to share in class?

Follow-Up

You may want to continue practicing the strategy for a week or two. Other practice questions you might use include the following:

What is your favorite book and why?

What places do you like to visit and why?

Who helps you with your schoolwork and how do they help you?

Why is it important to work hard at school?

Adapted from Archer & Hughes, 2011.

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Examples of Vocabulary Assessments

Words to Assess			
Adjectives	**Nouns**	**Verbs**	**Method for Assessing**
courageous generous typical	battle villain examination	compare adore destroy	Completing analogies EXAMPLE: courageous : hero :: evil : _____ generous : stingy :: typical : _____
humorous prehistoric available	area data outcome	create sought participate	Completing fill-in-the-blank sentences EXAMPLE: Dinosaurs are _____ because they lived a long time ago before humans kept track of what was happening.
equivalent expensive unpleasant	conversation happiness transportation	rely purchase obtain	Answering multiple-choice questions with synonyms or definitions EXAMPLE: *Rely* means: a. Depend b. Play again c. Truly
physical normal widespread	summary technology security	publish terminate link	Matching words with their antonyms EXAMPLE: normal — irregular terminate — employ
beautiful different richest	independence role spectacle	identify estimate inspect	Identifying base words, prefixes, suffixes, and/or roots of words and their meanings EXAMPLE: What are the base words in *beautiful*, *different*, and *richest*? (*beauty*, *differ*, *rich*) ADVANCED EXAMPLE: What is the root in both *spectacle* and *inspect*? What does it mean? (*spect* – to look, watch, or see)

Adapted from Biemiller, 2005; Farrall, 2012.

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Systematic Instruction: Vocabulary Checklist

Teacher: _____ Observer: _____ Content Area: _____ Date: _____

Category	Instructional Methods and Strategies (Check All Observed)		Observed Time(s)	Comments
Grouping Formats	❑ Whole group ❑ Teacher-led small groups ❑ Independent work	❑ Mixed-ability small groups (e.g., workstations) ❑ Partners		
Explicit Instruction Components	❑ Identifies objective ❑ Activates background knowledge ❑ Models (e.g., thinks aloud) ❑ Uses consistent language ❑ Scaffolds when needed ❑ Uses examples and nonexamples (as appropriate)	❑ Paces instruction appropriately ❑ Provides guided practice ❑ Checks for understanding ❑ Provides multiple response opportunities ❑ Provides extended practice opportunities ❑ Provides immediate feedback (corrective when needed)		
Vocabulary Activities and Lessons	❑ Teaches word(s) explicitly before, during, or after reading ❑ Teaches word relationships ❑ Uses word sorts ❑ Teaches word-learning strategies ❑ Has students practice using word-learning strategies	❑ Models and practices word consciousness ❑ Embeds definitions during read-alouds or discussions ❑ Uses sophisticated academic language ❑ Reads vocabulary-dense texts aloud ❑ Involves students in academic discussions ❑ Has students read widely		
Materials Used	❑ Word cards ❑ Graphic organizers ❑ Morpheme cards ❑ Vocabulary word wall	❑ Vocabulary games or extension activities ❑ Vocabulary-dense texts ❑ Effective oral language and discussions ❑ Other material:		

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Vocabulary Instruction Considerations for English Language Learners

Take Advantage of First-Language Knowledge and Skills

- Consider prior knowledge and previously learned concepts.
  - When we learn words, we learn both the label and the concept behind the label. English language learners (ELLs) might understand concepts such as war and peace and know the labels in Spanish but lack the English labels. If so, ELLs just need to learn a new label for a familiar concept. Ask yourself, "What do my ELLs know about this phrase or word? How can I find out?"
  - For new concepts, support ELLs' learning of both the concepts and labels in the second language.
- Explicitly teach how to identify cognates when the relationship between the first and second languages is close and the two languages therefore share some root words.
  - Through explicit instruction in how to recognize English-Spanish cognates, Spanish-speaking students may use their knowledge of these shared root words to learn English words. (See page 3 for a list of English-Spanish cognates.)
  - Make sure that students know the word and concept in their first language before asking them to transfer the concept to the second language.

Develop Rich and Powerful Vocabularies Through Explicit Instruction

- Teach basic and foundational English vocabulary.
  - Ensure that ELLs learn the basic vocabulary that English-only students already know when they enter school. These foundational words constitute more than 50 percent of the written texts students will encounter in school.
  - Explicitly teach words that have multiple meanings. Even simple words, such as *bug*, *ring*, *light*, *pen*, and *hand*, might have several meanings that are unfamiliar to ELLs.
- Teach academic terms, multiword units or phrases, and figurative language. Vocabulary knowledge includes learning both word meaning and how to understand and use frequent phrases, such as *based on*, *such as the*, *the importance of*, *in order to*, etc.
- Teach word-learning strategies. ELLs need to learn how to use word parts, context, cognates, and the dictionary to glean word meanings.

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Provide Multiple Exposures to Words in Varied Written and Oral Contexts

- Because ELLs might hear English primarily at school, expose them to English vocabulary systematically, purposefully, and in varied ways.
- Always contextualize this exposure through the use of real-life objects, drama, art activities, word-association tasks, word analysis, graphic organizers, semantic mapping, acting out meaning of words, etc.
- For ELLs, provide more examples, use more visuals, and engage in more in-depth discussions of the words.
- Ensure that your classroom is a caring and supporting environment where ELLs have opportunities to use new words and interact with native English speakers.

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English-Spanish Cognates

English	Spanish	English	Spanish	English	Spanish
absolute	absoluto	concise	conciso	melon	melón
absorb	absorber	conflict	conflicto	minute	minuto
abstract	abstracto	constant	constante	model	modelo
acceleration	aceleración	credit	crédito	music	música
accent	acento	department	departamento	national	nacional
accident	accidente	determine	determinar	natural	natural
acid	ácido	direction	dirección	number	número
acre	acre	education	educación	observe	observar
active	activo	elephant	elefante	opinion	opinión
administer	administrar	excellence	excelencia	oral	oral
admire	admirar	extreme	extremo	palace	palacio
adult	adulto	factor	factor	part	parte
allergy	alergia	function	función	partial	parcial
alphabet	alfabeto	gallon	galón	participate	participar
ambition	ambición	gas	gas	pause	pausa
animal	animal	general	general	permit	permitir
annual	anual	habit	hábito	person	persona
assembly	asamblea	history	historia	practice	práctica
attraction	atracción	horror	horror	president	presidente
bank	banco	hospital	hospital	principal	principal
biology	biología	human	humano	process	proceso
block	bloque	idea	idea	public	público
brutal	brutal	imagine	imaginar	radio	radio
calcium	calcio	impressive	impresionante	rational	racional
calendar	calendario	index	índice	represent	representar
calm	calma	individual	individuo	result	resulta
cancel	cancelar	insect	insecto	segment	segmento
capital	capital	intense	intenso	simple	simple
captain	capitán	invent	inventar	solid	sólido
category	categoría	laboratory	laboratorio	special	especial
central	central	literature	literatura	telephone	teléfono
chocolate	chocolate	manual	manual	television	televisión
circulation	circulación	mark	marca	tranquil	tranquilo
colony	colonia	mathematics	matemáticas	vacation	vacación
				visit	visita

Adapted from August et al., 2005; August et al., 2006; Baker et al., 2014; Calderon et al., 2005; Carlo et al., 2004; Coyne, Kame'enui, & Carmine, 2010; Francis et al., 2006; Gámez & Levine, 2013; Gersten et al., 2007; Graves, August, & Mancilla-Martinez, 2012; Peregoy & Boyle, 2005; Ramirez, Chen, & Pasquarella, 2013; Shanahan & Beck, 2006.

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Helpful Websites

Association for Library Service to Children (awarded book lists): http://www.ala.org/alsc/awardsgrants

Cambridge Dictionary Online: http://dictionary.cambridge.org

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Idioms: http://www.idiomsite.com

Longman Dictionary of Contemporary English: http://www.ldoceonline.com

Online Etymology Dictionary: http://etymonline.com

Oxford Learner's Dictionaries: http://www.oxfordlearnersdictionaries.com

Read Aloud America (book lists): http://www.readaloudamerica.org/booklist.htm

Visual Dictionary: http://www.infovisual.info/en

Visual Thesaurus: http://www.visualthesaurus.com

Vocabulary information and games: https://www.vocabulary.com

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Vocabulary

Presenter Resources

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Vocabulary Instruction Continuum

DEPTH
Fewer words
More time spent per word

BREADTH
More words
Less time spent per word

DIRECT TEACHING AND STRATEGY USE ← → **CREATING A LANGUAGE-RICH ENVIRONMENT**

Teach individual words directly	Teach relationships among words	Teach word-learning strategies	Have students use word-learning strategies	Model and practice word consciousness	Embed definitions during read-alouds or discussions	Use academic language effectively	Read texts aloud to students	Involve students in academic discussions	Have students read widely
TEKS: Grammar and Syntax Word Relationships	**TEKS:** Grammar and Syntax Word Relationships	**TEKS:** Spelling Morphology Context Clues Dictionary Use	**TEKS:** Spelling Morphology Context Clues Dictionary Use	**TEKS:** Language Word Relationships Sensory Language	**TEKS:** Reading Comprehension	**TEKS:** Grammar and Syntax Listening and Speaking	**TEKS:** Reading Comprehension	**TEKS:** Listening and Speaking	**TEKS:** Independent Reading Reading Comprehension

The continuum extends from instructional activities that involve interaction with fewer words and more time spent per word to instructional activities that involve interaction with more words and less time spent per word. The left side of the continuum includes more teacher direction and strategy use, and the right side involves creating a language-rich environment.

Adapted from Baumann & Kame'enui, 2004; Beck, McKeown, & Kucan, 2013; Hiebert & Kamil, 2005; Stahl & Nagy, 2006.

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Planning Explicit Vocabulary Instruction

Word	splendid		
Student-Friendly Definition	Very good, wonderful		
Examples	Thumbs up if you think this is splendid: • Getting an A on your report card • An ice cream cone • Getting to sleep in		
Nonexamples	Thumbs down if you think this is not splendid: • Getting in trouble • Losing your favorite toy or game • A dungeon		
Synonyms	awesome excellent superb		
Antonyms	terrible awful horrendous		
Visual or Graphic Organizer	Picture of an "A+" Semantic map		
Deep-Processing Activities	Creating an antonym continuum Naming three activities that are splendid		

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Sorting Words Into Hierarchical Categories

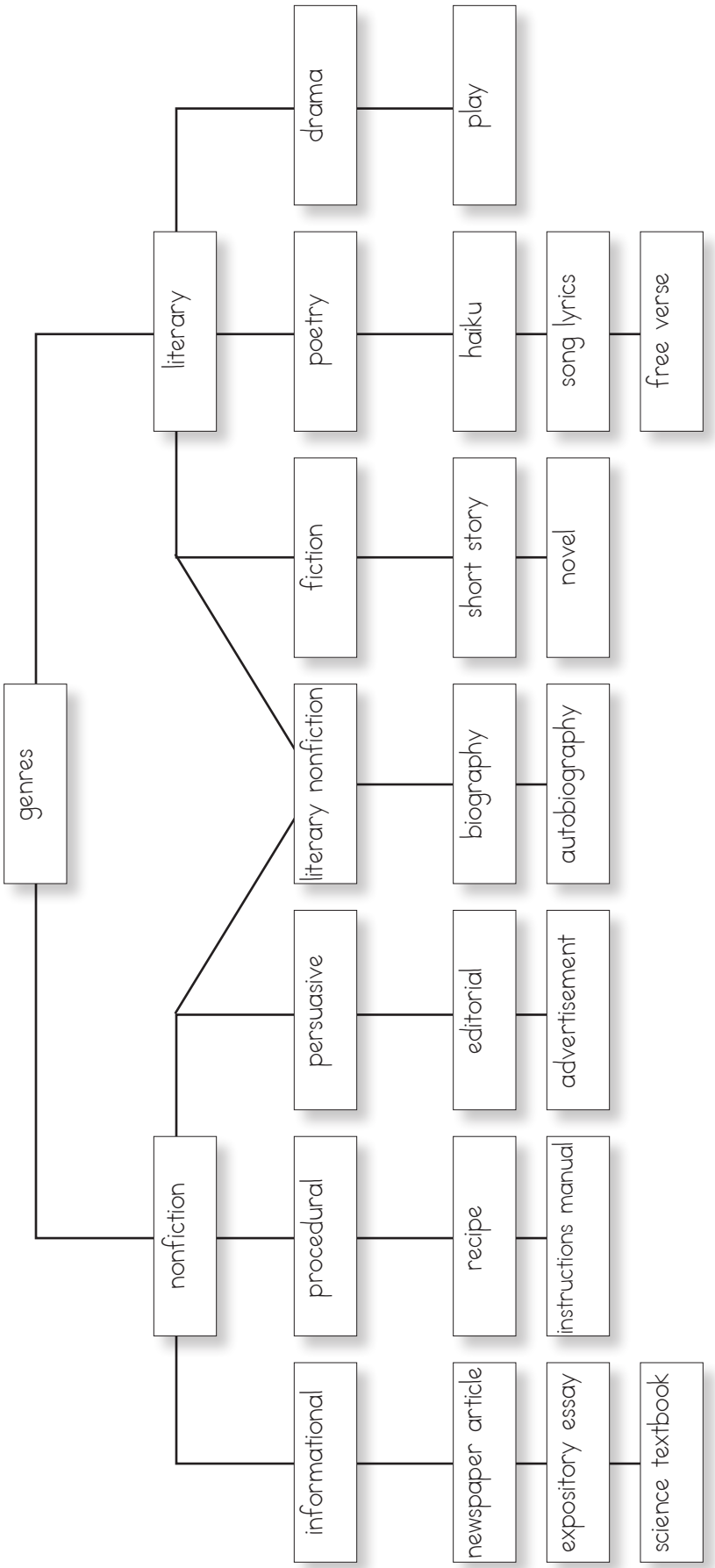
literary nonfiction
poetry
informational
instructions manual
song lyrics

newspaper article
nonfiction
recipe
novel
play

editorial
literary
short story
procedural
science textbook

fiction
haiku
genres
expository essay
biography

autobiography
persuasive
drama
advertisement
free verse



Adapted from Moats, 2009.

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Texts for Read-Alouds: Evaluating the Level of Vocabulary

Directions: The general descriptions of three sample lessons and texts to be read aloud are provided below. Read each lesson's description. Then, do the following:

- Read the text excerpt provided and highlight all Level 2 vocabulary words.
- Count the number of Level 2 words. Use this number to calculate the percentage of Level 2 words. Here is the equation to figure out the percentage:
  Number of Level 2 words / Total words x 100 = Percentage of Level 2 words
- Imagine that each excerpt represents the percentage of Level 2 words throughout the text. Decide whether you believe the text will immerse students in sophisticated language.
- Write one sentence explaining whether this text would be good for building students' breadth of vocabulary knowledge. (The text could still be effective for teaching the specific lesson even if its vocabulary is not very sophisticated.)
- Share and compare your responses with those of your partner or tablemates.

Sample Lesson 1

A teacher decides to teach a shared writing lesson in which the class will create an expository essay on the importance of friendship. The teacher chooses to use the children's picture book *Amos and Boris* by William Steig. The excerpt:

> One night, in a phosphorescent sea, he marveled at the sight of some whales spouting luminous water; and later, lying on the deck of his boat gazing at the immense, starry sky, the tiny mouse Amos, a little speck of a living thing in the vast living universe, felt thoroughly akin to it all.

Total Words: 54	Number of Level 2 Words: 13	Percentage of Level 2 Words: 24%
Based on this information, would this text help develop students' breadth of vocabulary knowledge?		

Sample Lesson 2

During a geography unit, a teacher finds a leveled text on polar regions to read aloud to a small group of students reading above grade level. The excerpt:

> Humans also live in the Arctic. The Inuit are the native people of the Arctic region. They hunt caribou, seals, and whales. Many years ago, the Inuit made everything, including their clothing, sleds, ropes, tools, and homes, from the skin and bones of the animals they hunted. Today, most Inuit live in modern houses.

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Total Words: 54	Number of Level 2 Words: 5	Percentage of Level 2 Words: 9%
Based on this information, would this text help develop students' breadth of vocabulary knowledge?		

Sample Lesson 3

As part of a science unit on the environment, a teacher finds a newspaper article on a debate about killing vampire bats and plans to read it aloud in relation to habitat encroachment. The excerpt:

> Vampire bats have always been present in Panama, and their attacks have ebbed and flowed, but now the attacks have become more frequent. Scientists theorize that the increased attacks on livestock are due to timber cutting that has flushed bats out of food-rich forests to the cattle herds, a ready-made and usually stationary food supply…

Total Words: 55	Number of Level 2 Words: 16	Percentage of Level 2 Words: 29%
Based on this information, would this text help develop students' breadth of vocabulary knowledge?		

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Grade 3 Literacy Block

Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Word study and recognition (30–45 minutes)			
Fluency (10–15 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Vocabulary (10–15 minutes)			
• Conduct read-alouds focused on developing vocabulary • Explicitly teach vocabulary using student-friendly definitions, examples, etc. • Teach relationships among words using graphic organizers • Teach word-learning strategies (using context clues and breaking words into morphemes) • Have students use academic vocabulary in discussions and writing	• Fill in vocabulary graphic organizers • Illustrate vocabulary words • Use words in sentences and writing • Practice reading texts using word-learning strategies • Play vocabulary games from Handout 6	• Provide extensive practice using word-learning strategies • Create a morpheme wall to use during lessons and workstations • Explicitly teach academic vocabulary	Provide sentence and question frames with common and academic connectives
Comprehension (25–30 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Writing (20–30 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Small groups and workstations			

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Vocabulary

Activity Resources

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Slide—Purposefully Select Words

1. With your partner, select a children's text.

2. Determine words that fit within each category and write them at the bottom of page 2 on the handout **Selecting Vocabulary Words to Teach Directly**.

3. Circle the three Level 2 words from your text that you want students to own.

4. Share your words with others at your table and discuss why you chose those words.

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Slide—Embedding Definitions: Practice

With your partner, figure out Level 2 words or phrases after which you might need to embed a definition or synonym or act it out.

Try to determine student-friendly methods for quickly telling or showing what each word or phrase means.

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Slide—Use Academic Language Effectively

Using the handout **Academic Word List**, highlight in green the words that you already use consistently in your classroom.

Then, highlight in yellow 10 words that you could add to the academic vocabulary you consistently use when talking with students.

Discuss the words you chose with your tablemates.

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Comprehension

Presenter Notes

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

Materials

Presenter Materials

- Pink highlighter
- Ball to toss during activity response
- Chart paper for writing participants' responses
- Laser pointer
- Document camera
- Two sheets of notebook paper to model making a snowball and a pinch paper
- Clipboard with blank paper for recording participant responses to show on document camera
- Three pink pipe cleaners
- Adhesive tabs
- Folder containing the following documents: Grades 1–4 English Language Arts and Reading TEKS Alignment, Grade 3 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary, Overview Handout 1: The Reading Rope
- Video: Get the Gist

Participant Materials

- Children's books that participants brought
- Folder containing the following documents: Grades 1–4 English Language Arts and Reading TEKS Alignment, Grade 3 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary, Overview Handout 1: The Reading Rope

Materials to Provide Each Table

- Guiding Questions document (two per table)
- Pink highlighter (one per participant)
- Notebook paper
- Pink pipe cleaners (three per participant)

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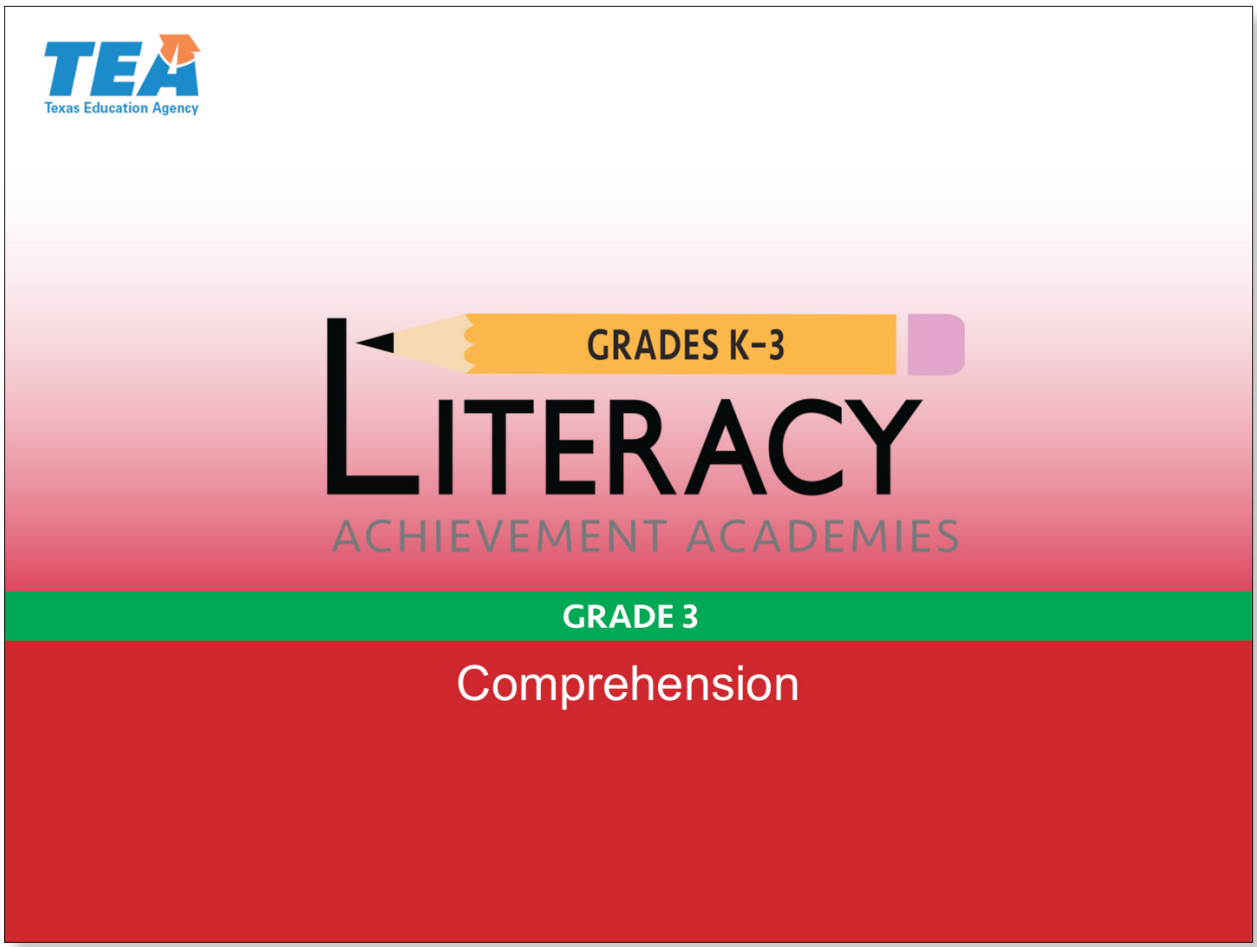

Slide 1—Title Slide (0:00–0:30)

Now that we have covered word-level instruction, including building proficiency with reading and understanding words, let's think about the students we serve. How many of our students are performing on grade level? In this section, we will discuss comprehension processes and strategies that support all learners.

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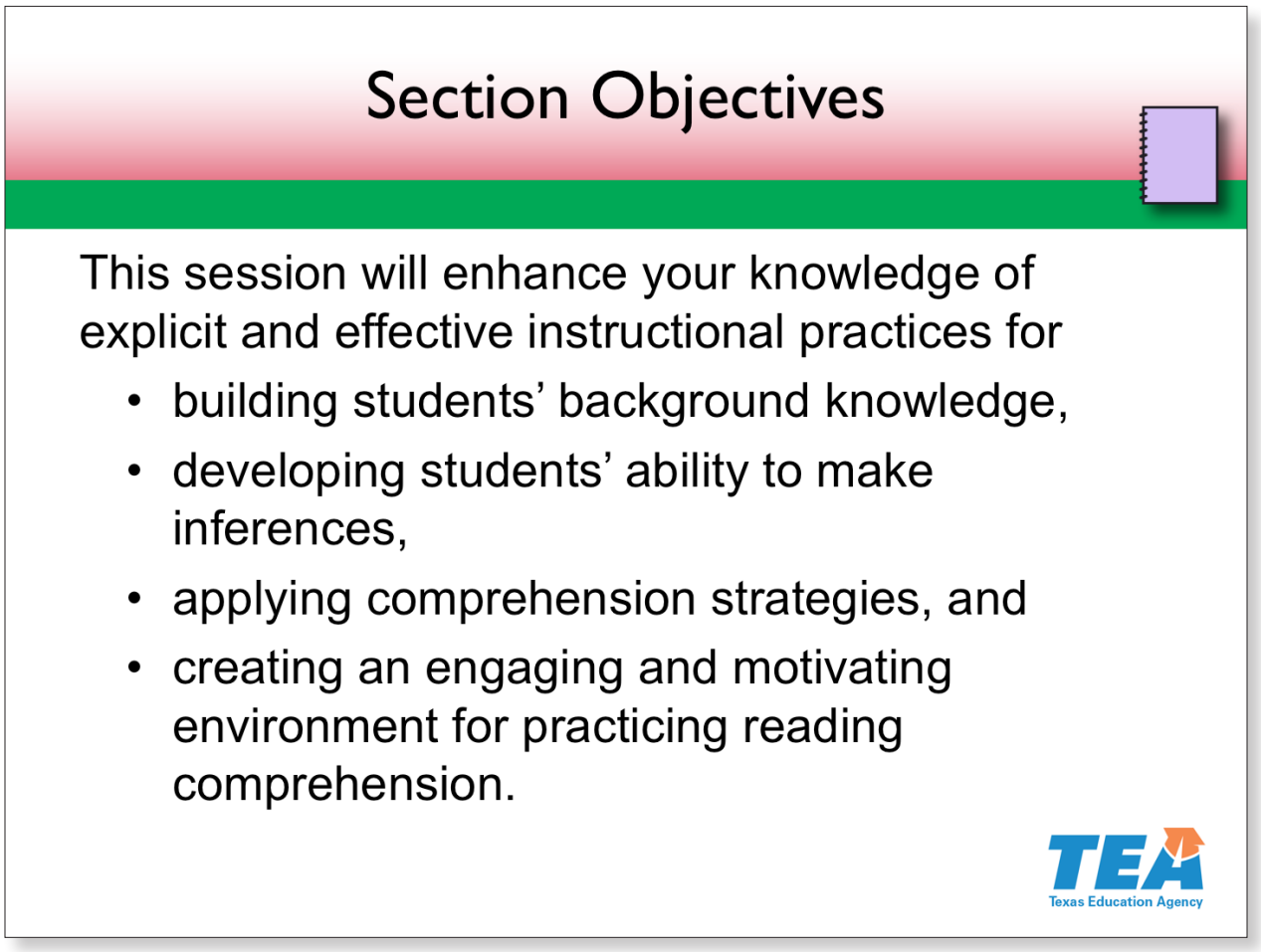

Slide 2—Section Objectives (0:30–2:00)

Take a moment to review the objectives on the slide. These objectives should guide your learning in this section and support your thinking as you reflect on the guiding questions.

Allow a few seconds for participants to read the slide.

Let's return to the reading rope. Find Handout 1: The Reading Rope in your folder. This handout is from the Overview section of this academy.

As participants locate the handout, display your copy on the document camera.

In this section, we will see how background knowledge, verbal reasoning, and literacy knowledge are important components of the language comprehension strand. Comprehension instruction helps students who are learning to read connect meaning to the printed symbol on the page. Whether reading single words, sentences, or complex texts, students apply word recognition and language comprehension skills simultaneously to create meaning.

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With your pink highlighter, highlight three of the upper threads—background knowledge, verbal reasoning, and literacy knowledge—to call attention to the skills that we will focus on during this section. As we dive into comprehension, keep in mind how these three strands are integral parts of comprehension.

Model by highlighting your copy of the handout with your pink highlighter. Allow a few seconds. Then ask participants to place the handout back in the folder.

Reference

Scarborough, 2001

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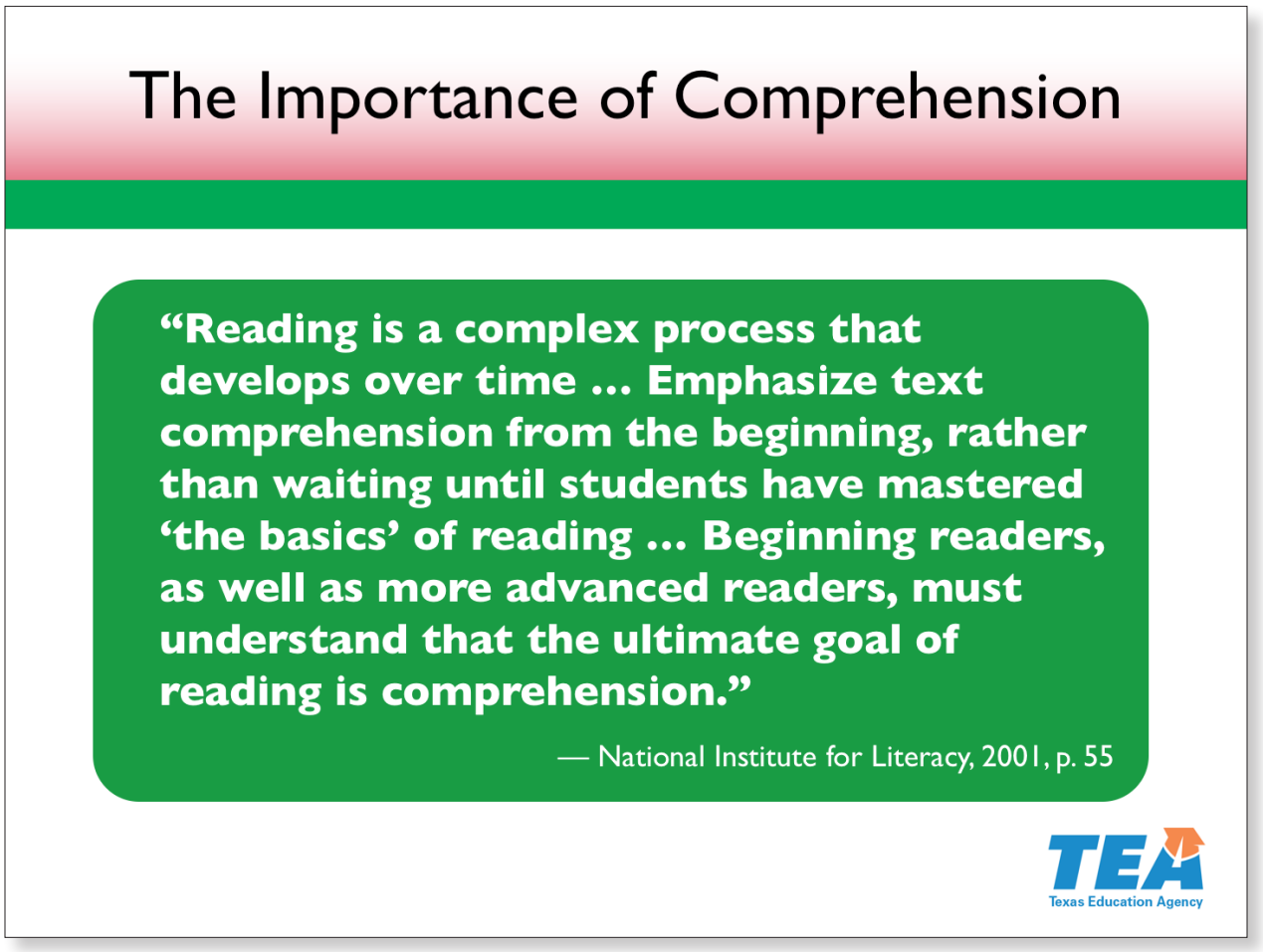

Slide 3—The Importance of Comprehension (2:00–3:00)

Building meaning from written text is what reading is all about. The purpose of everything we have discussed up to this point is to ensure that when students read, they can focus on making connections among a text's ideas, learn from the text, and enjoy it.

Take a moment to read the quotation on the slide.

Pause for participants to read.

Simply having students become effective, proficient word readers, however, will not automatically translate into effective comprehension. We also have to teach comprehension explicitly and systematically.

References

Biemiller, 1999; Burns, Griffin, & Snow, 1999; Duke & Carlisle, 2010; Moats, 1999; National Institute for Literacy, 2001, p. 55; National Reading Panel, 2000; Shanahan et al., 2010

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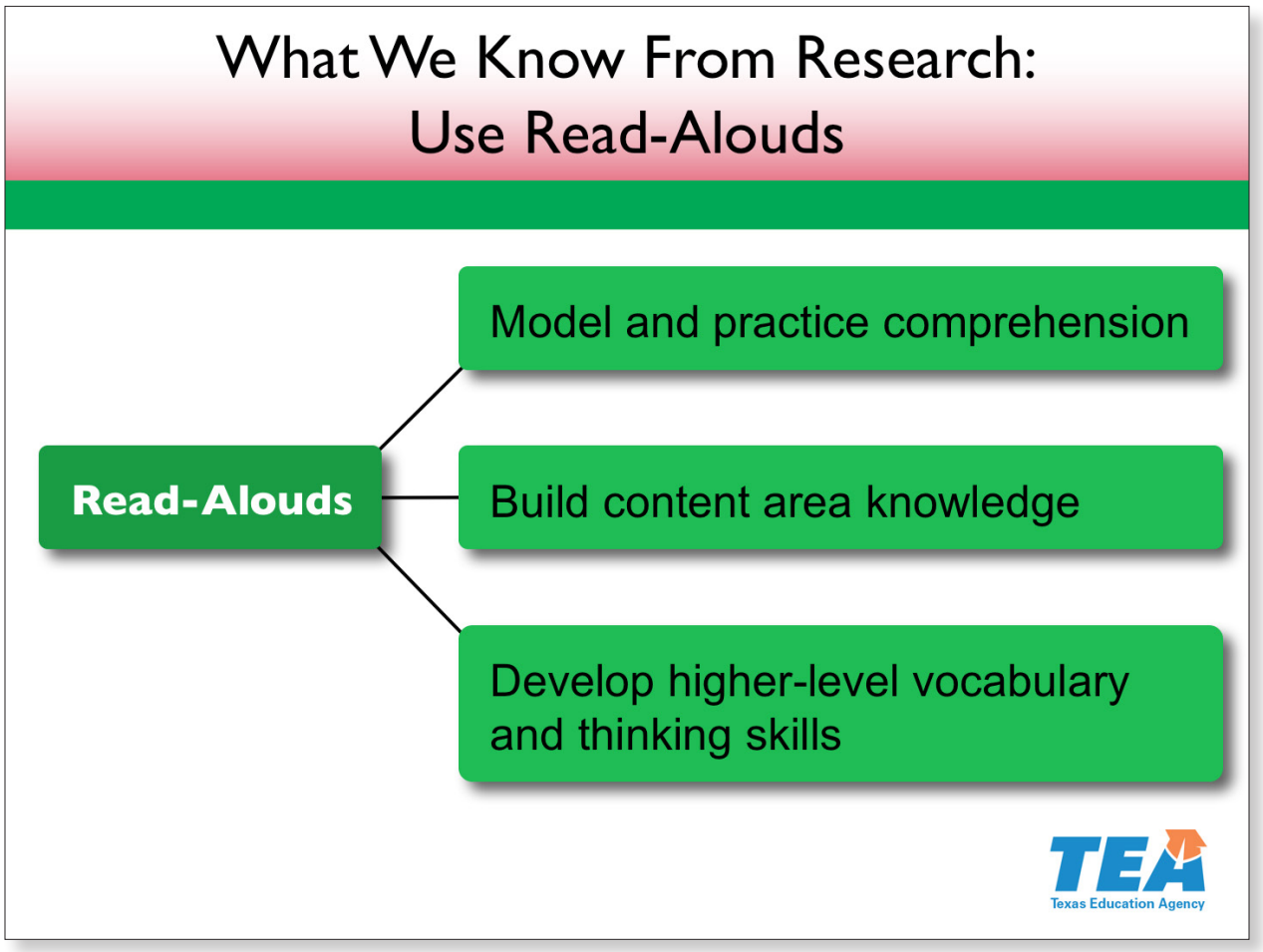

Slide 4—What We Know From Research: Use Read-Alouds (3:00–4:00)

One research-based method for developing students' listening and reading comprehension is conducting read-alouds. In a read-aloud, the teacher can ask questions, discuss vocabulary, and model effective thinking processes.

Through such instruction, the teacher reveals processes necessary when creating a deeper understanding of text and how to use such understanding to build knowledge.

A read-aloud can focus on one specific comprehension process, like identifying important information, or it can be used more broadly to help students make connections within a text or across multiple texts.

Read-alouds build vocabulary and thinking skills and students' background knowledge. Because the teacher reads, texts that are on or even above grade

Notes continue on the next page.

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level can be used to model prosody or develop higher-level vocabulary and more complex thinking skills than when a student reads an instructional-level text.

References

Beck & McKeown, 2001, 2006; Clarke, Truelove, Hulme, & Snowling, 2014; Fisher, Flood, Lapp, & Frey, 2004; Giroir, Grimaldo, Vaughn, & Roberts, 2015; Hall & Moats, 2000; Hickman, Pollard-Durodola, & Vaughn, 2004; Lapp, Fisher, & Grant, 2008; Santoro, Chard, Howard, & Baker, 2008; Shanahan et al., 2010; Stahl, 2014

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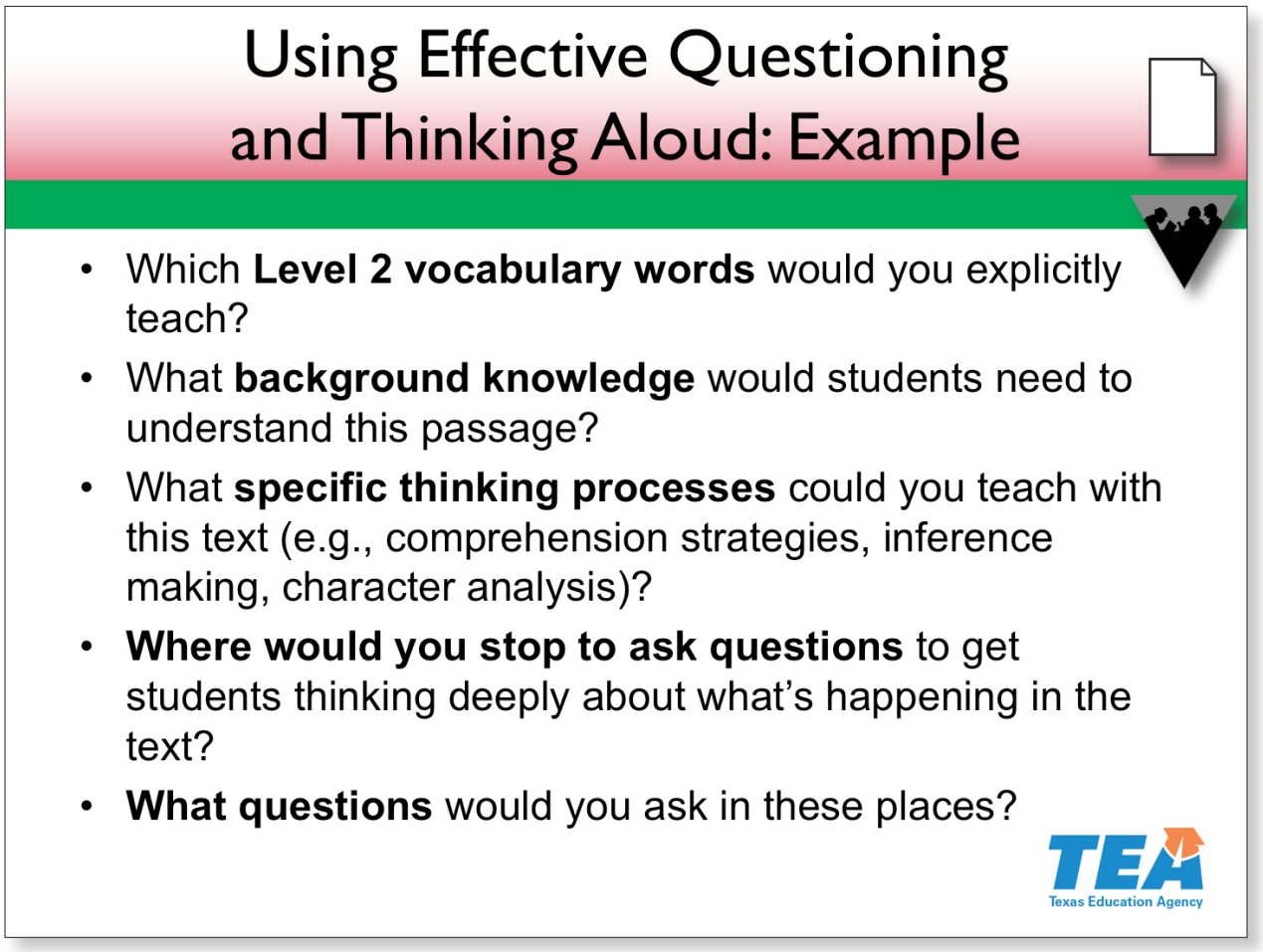

Slide 5—Using Effective Questioning and Thinking Aloud: Example (4:00–15:00)

Locate **Handout 1: Initial Planning for a Read-Aloud**.

Pause for participants to find the handout.

Activity

Take a moment to read the excerpt from *Dear Juno*. Then, work with a partner to discuss the vocabulary, background knowledge, and thinking skills this activity could help students develop. Make notes on the text and in the chart on the second page. You have six minutes.

*Allow six minutes for participants to work. Walk around and listen to the discussions. At the end of the six minutes, use **Presenter Resource 1** to review possible responses.*

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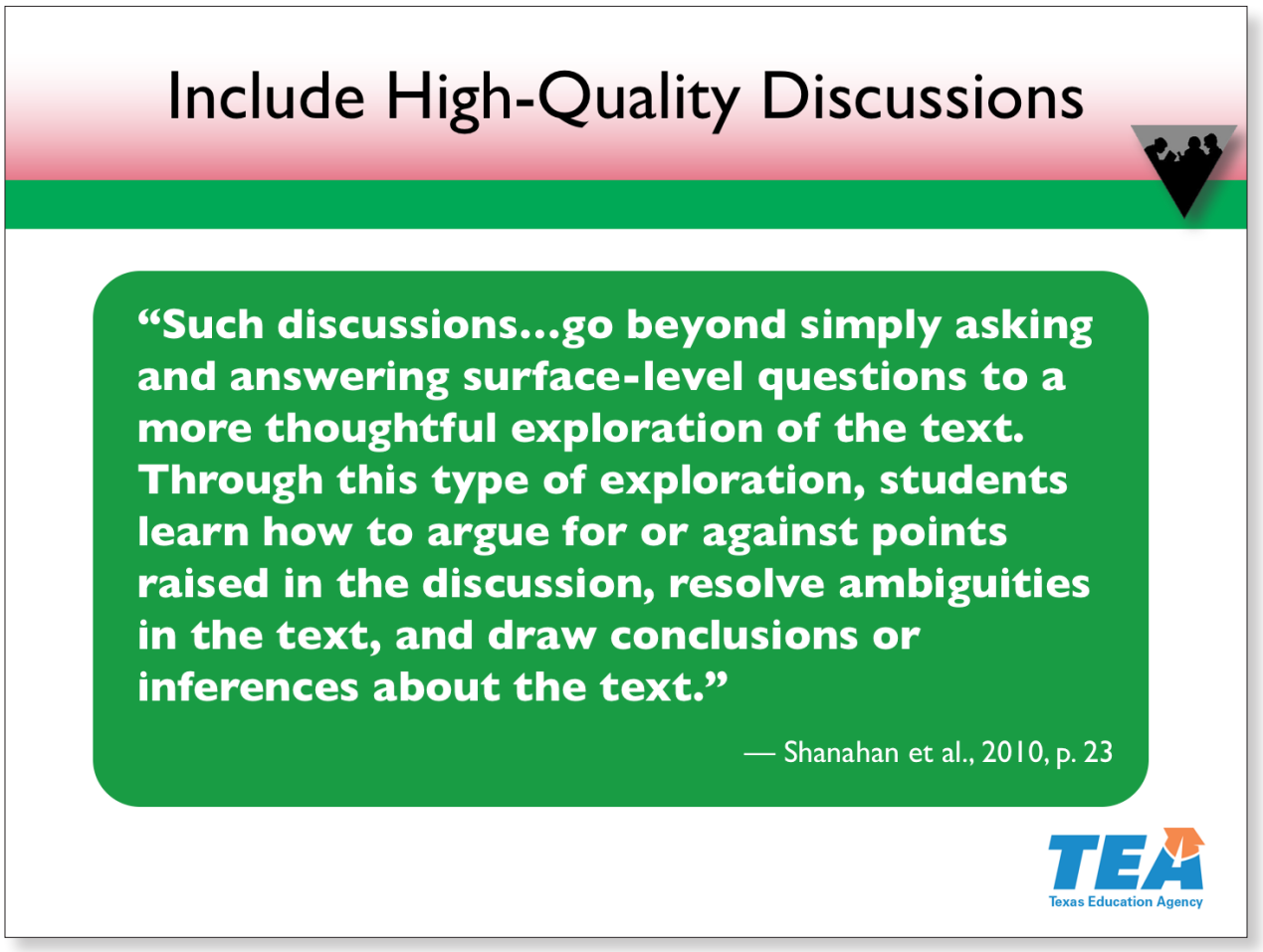

Slide 6—Include High-Quality Discussions (15:00–16:00)

During read-alouds, teachers should ensure that students engage in high-quality discussions. Please read the slide and highlight three key words or phrases.

Pause for participants to read the slide and highlight key words.

Activity

Take one minute to share the words or phrases you chose at your table and discuss why you highlighted those words.

Allow one minute for participants to discuss. Walk around and listen to the discussions. A few words or phrases that you may want to highlight are "thoughtful exploration," "argue," "resolve ambiguities," "draw conclusions," and "inferences."

References

Beck & McKeown, 2001, 2006; Brown, Pressley, Van Meter, & Schuder, 1995; Clarke et al., 2014; Giroir et al., 2015; McKeown & Beck, 1999; Michaels, O'Connor, & Resnick, 2008; Santoro et al., 2008; Shanahan et al., 2010, p. 23; Tompkins, 2009

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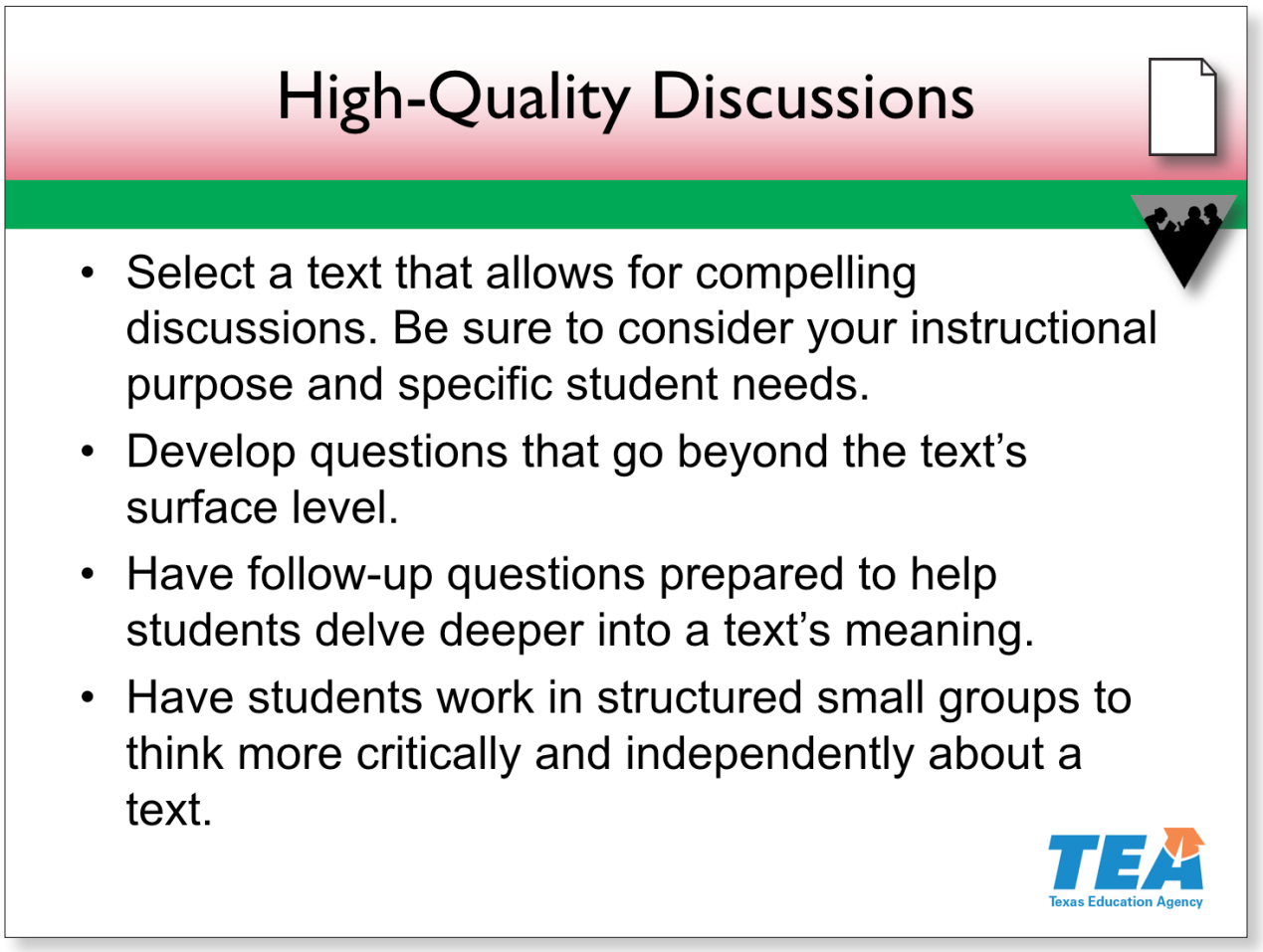

Slide 7—High-Quality Discussions (16:00–27:00)

This slide lists factors to consider when planning for high-quality discussions to develop students' reading comprehension. Please locate **Handout 2: Guidelines for High-Quality Discussions**.

*Pause for participants to locate the handout. Display the **Activity Resource** on the document camera.*

Take a moment to skim the first section on page 1, which describes considerations for selecting texts. Highlight key ideas in that section as you skim.

Provide two minutes for participants to skim the first section.

Notes continue on the next page.

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Activity

Now, skim the next section on page 1. Then, working with a partner, write five sample question stems that can help you and your students ask higher-level questions to spark effective discussions. You have two minutes.

> *Allow two minutes for participants to skim the section and write their own question stems. At the end of the two minutes, use the ball toss energizer to have various participants share a sample question stem. You may want to have someone write these question stems on chart paper at the front of the room as they are shared.*

Skim the next section, on page 2. Then, working with a partner, write a few sample follow-up questions that can help you and your students clarify thinking, elaborate responses, and tie responses directly to the text being read. You have two minutes.

> *Allow two minutes for participants to skim the section and write their own follow-up questions. At the end of the two minutes, follow the same procedure to share and record participant responses.*

The final recommendation is to move these discussions into student-led small groups. Rather than the teacher always being in charge of the discussions, students can begin to take responsibility for asking questions and discussing texts with their fellow students. Some suggestions are provided on pages 3 and 4 of the handout. Take a moment to read the suggestions and highlight three key ideas you think would be most helpful. You have one minute.

> *Provide one minute for participants to skim the final section and highlight three key ideas.*

References

Beck & McKeown, 2001, 2006; Brown et al., 1995; Clarke et al, 2014; Giroir et al., 2015; McKeown & Beck, 1999; Michaels et al., 2008; Santoro et al., 2008; Shanahan et al., 2010; Tompkins, 2009

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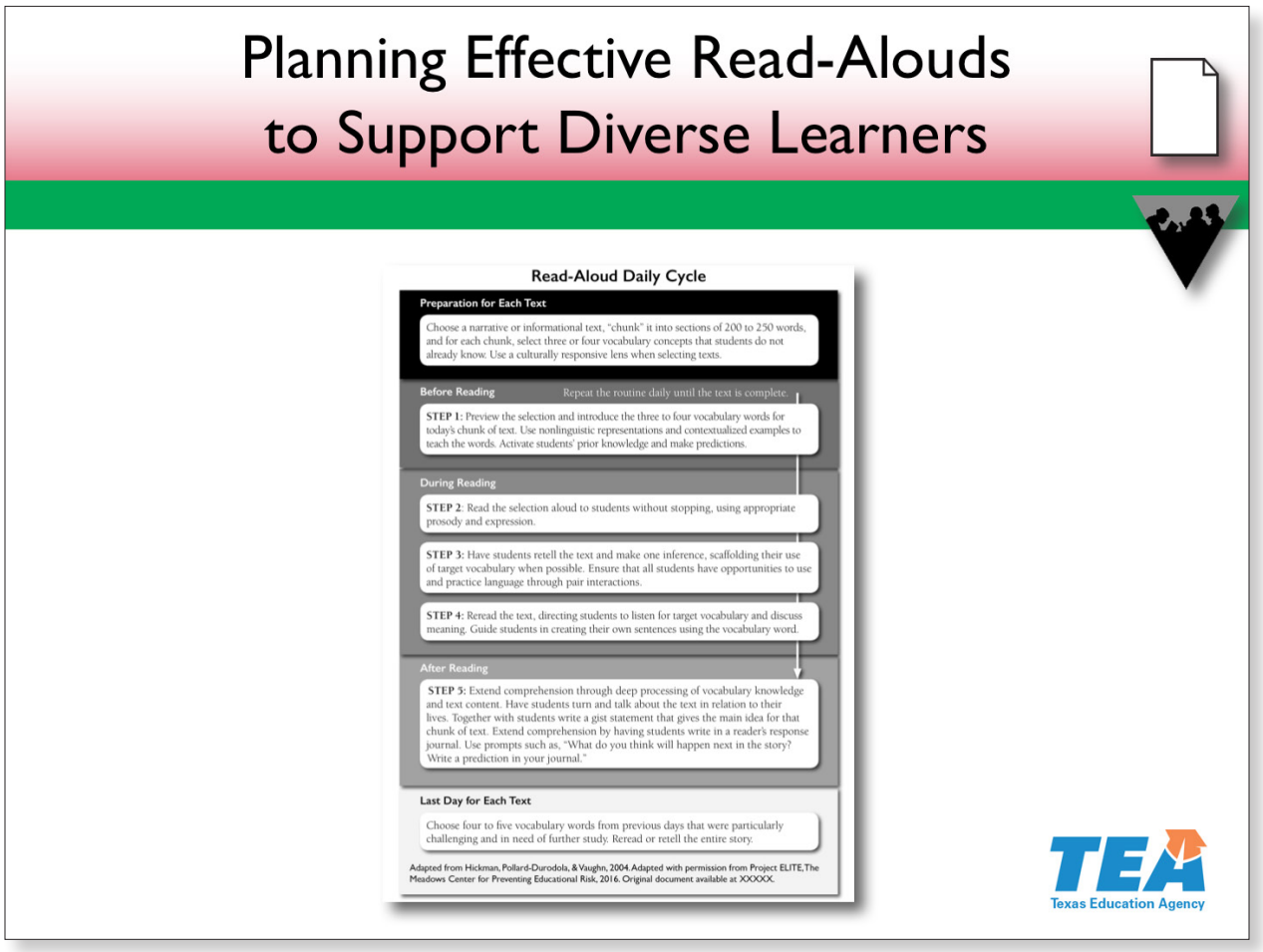

Slide 8—Planning Effective Read-Alouds to Support Diverse Learners (27:00–34:00)

As you can see, effective read-alouds with high-quality discussions require a lot of planning. On this slide is a planning format for implementing effective read-alouds. It can also be found in **Handout 3: Read-Aloud Cycle**.

Pause for participants to locate the handout.

This read-aloud format has been used to support the vocabulary and comprehension development of all readers, including those who struggle and English language learners. Notice the preparation section at the top where choosing a text and chunking it into several sections is discussed.

Use your laser pointer to highlight the top of the chart on the slide.

Then focus on one section a day following the before-, during-, and after-reading steps listed in the chart.

Notes continue on the next page.

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Use your laser pointer to point to each of these areas on the chart and provide participants time to scan each step.

Typically, this process takes three or four days. On the last day, the teacher chooses four or five vocabulary words for more extensive practice and then goes back over the entire text, having students summarize and synthesize what they learned.

Use your laser pointer to point to the bottom of the chart.

Locate **Handout 4: Sample Read-Aloud Lessons**.

Pause for participants to locate the handout. Place the handout on the document camera to model as you explain its organization.

This handout provides two lessons that follow this weekly format—one with the book *A Bad Case of Stripes* and another with the book *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. The handout includes a Spanish version of both lessons. Note that each row provides vocabulary and comprehension instruction information for one section, or chunk, of the text. The first book is divided into four chunks, and the second is divided into three chunks. Remember, on the last day, the teacher reviews several of the vocabulary words and revisits the entire text, making connections across all of the chunks.

Use the laser pointer to highlight the following features as you speak.

For each chunk, there are vocabulary words with definitions and sentence stems; questions; example gist statements, or summaries, that use the targeted vocabulary; and questions and activities for closing each lesson.

Take two minutes to examine the lessons in Handout 4. As you read, think about how you could use this format as a starting place for planning your own read-alouds.

Provide two minutes for participants to examine the lessons.

Activity

*Display the **Activity Resource** on the document camera.*

Turn to a partner at your table and discuss how you could use the planning information in both Handout 3 and Handout 4.

Provide time for participants to discuss.

References

Beck & McKeown, 2001, 2006; Clarke et al., 2014; Fisher et al., 2004; Giroir et al., 2015; Hall & Moats, 2000; Hickman et al., 2004; Lapp et al., 2008; Santoro et al., 2008; Shanahan et al., 2010

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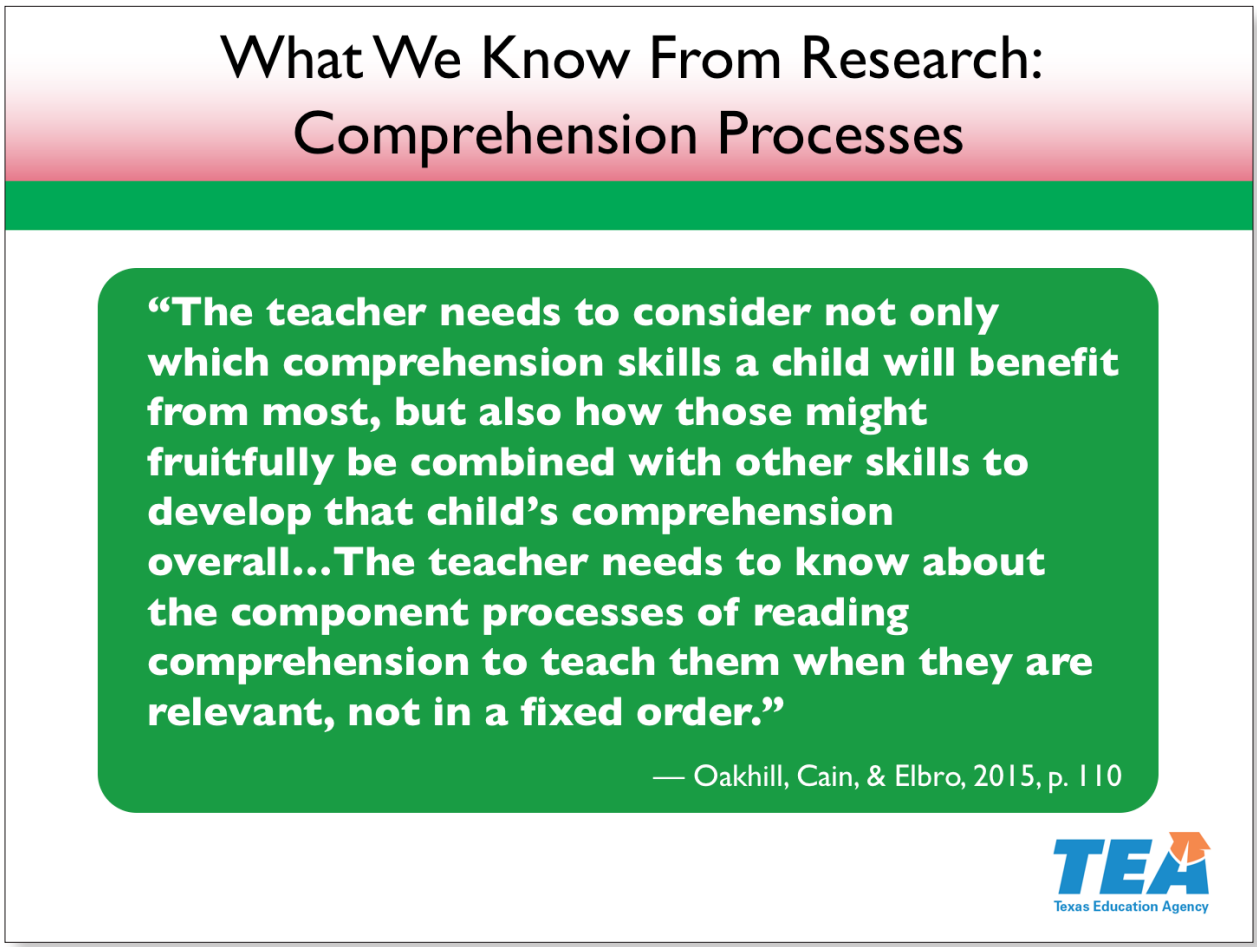

Slide 9—What We Know From Research: Comprehension Processes (34:00–35:00)

Now that we have discussed a few effective instructional practices for teaching comprehension, we will discuss some of the specific comprehension skills and strategies students must develop to become effective readers. As this quotation states, a teacher must know both the comprehension processes and when they are relevant when reading and trying to understand a specific text.

Note the last few words—there is no "fixed order" to teaching these comprehension processes. Instead, the teacher has to know when a process like creating sensory images or making an inference is important to grasping a text's meaning and then teach it within that particular text when it becomes necessary to understanding.

References

Carlisle & Rice, 2002; Oakhill, Cain, & Elbro, 2015, p. 110; Shanahan et al., 2010

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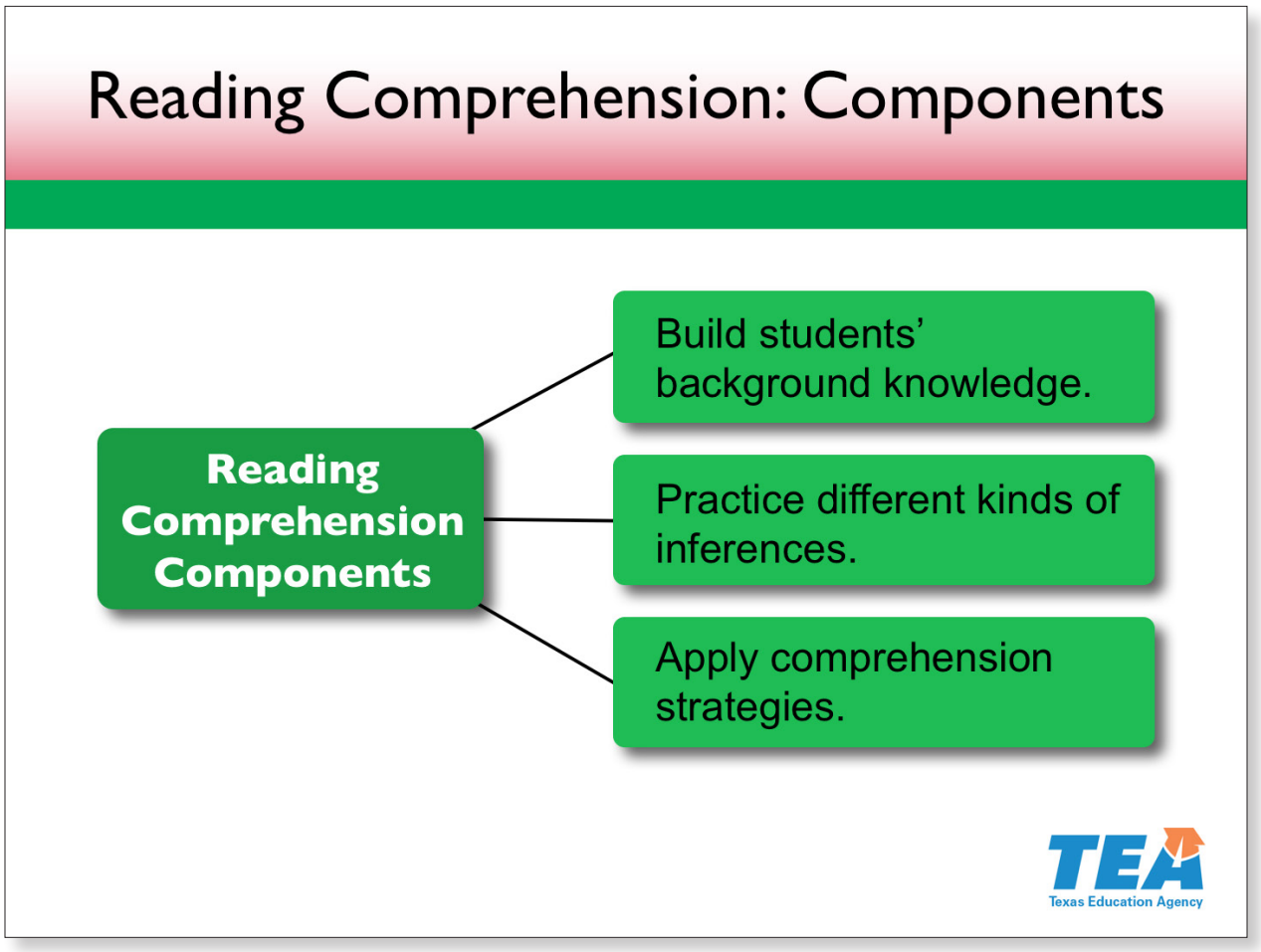

Slide 10—Reading Comprehension: Components (35:00–35:30)

These are some of the comprehension elements on which research focuses. They include building and activating background knowledge, making inferences, and using comprehension strategies. We will spend time discussing these components and instructional strategies for developing them. Let's first examine the English Language Arts Reading TEKS to see how they are addressed there.

References

Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; Carlisle & Rice, 2002; Hirsch, 2003, 2006; Keene & Zimmerman, 2007; Moats, 2010; National Institute for Literacy, 2001; National Reading Panel, 2000; Oakhill et al., 2015; Paris & Stahl, 2005; Pressley, 2006; Roberts, Fletcher, Stuebing, Barth, & Vaughn, 2013; Shanahan et al., 2010; Van Keer, 2004; Willingham, 2006

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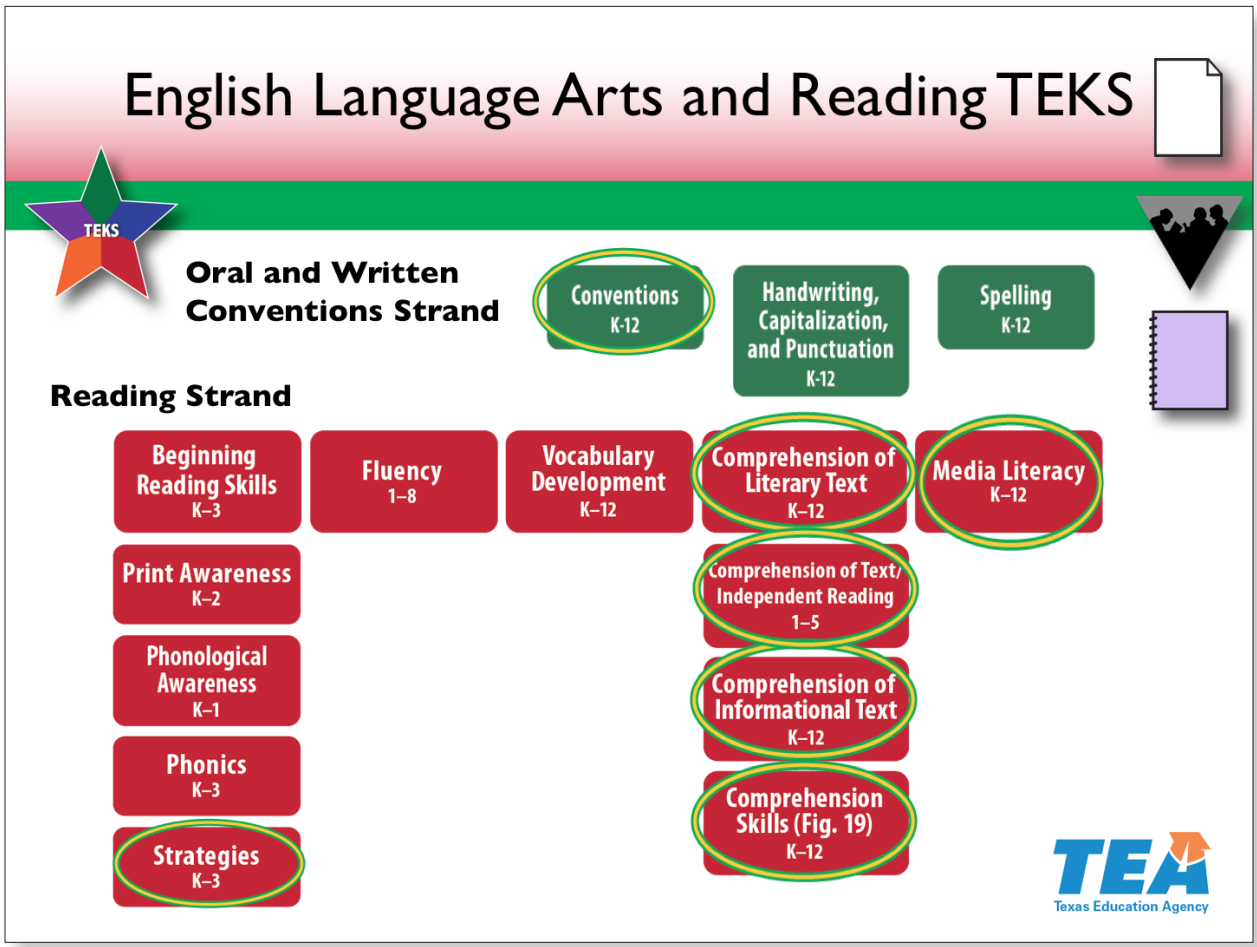

Slide 11—English Language Arts Reading TEKS (35:30–45:00)

Comprehension processes are addressed in several sections of the TEKS.

Find the Grades 1–4 English Language Arts Reading TEKS Alignment chart in your folder. Also find the Comprehension Skills (Figure 19) in your folder. One set of expectations related to reading comprehension is under Grammar and Syntax on page 1 of the TEKS Alignment chart. Understanding how words and sentences function is key to understanding discourse.

Other comprehension expectations can be found on pages 6 through 8 of the Alignment chart. This is where you can find expectations related to beginning reading strategies, the various text genres, and media literacy. Additionally, comprehension strategies are listed on the Comprehension Skills chart.

Notes continue on the next page.

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Activity

Because expectations related to comprehension can be found in so many places in the TEKS, we will do a scavenger hunt activity to locate specific information within these expectations. Locate **Handout 5: Scavenger Hunt**.

Pause for participants to locate the handout.

Using the TEKS Alignment and Comprehension Skills charts, work with a partner to find the answers to the eight questions in Handout 5. I will give you five minutes.

Allow five minutes for participants to work. Walk around and listen to the discussions. At the end of the five minutes, place ***Presenter Resource 2*** *on the document camera and allow participants to check their answers.*

As you can see, the TEKS address many comprehension processes. Let's begin with one element that underlies many of these processes—background knowledge.

Reference

Texas Education Agency, 2009

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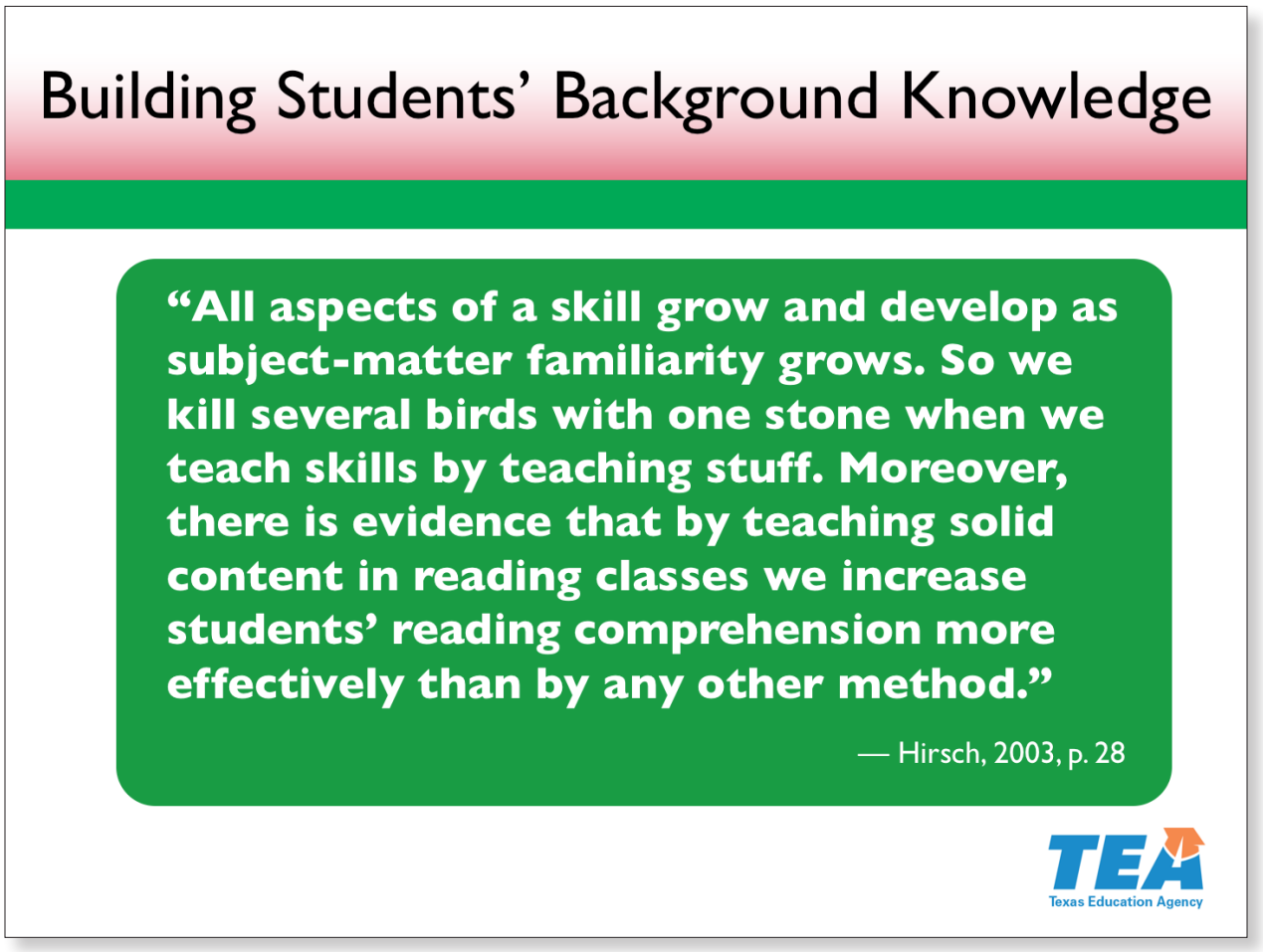

Slide 12—Building Students' Background Knowledge (45:00–46:30)

Take a moment to read the quotation on the slide.

Pause for participants to read the slide.

Research demonstrates that one way to improve students' reading comprehension is to build their background knowledge. As Hirsch states, we should teach reading within the context of teaching content and vice versa.

The broader the knowledge you have, the more connections you can make to new knowledge. Those with limited background knowledge have more difficulty gaining new knowledge. Stanovich termed this idea the "Matthew effect"—the rich get richer while the poor get poorer.

References

Bransford & Johnson, 1972; Carlisle & Rice, 2002; Elbro & Buch-Iverson, 2013; Hirsch, 2003, 2006; Kosmoski, Gay, & Vockell, 1990; Landauer & Dumais, 1997; Moats & Hennessy, 2010; Neuman, 2001, 2006; Oakhill et al., 2015; Stanovich, 1986; Willingham, 2006, 2009

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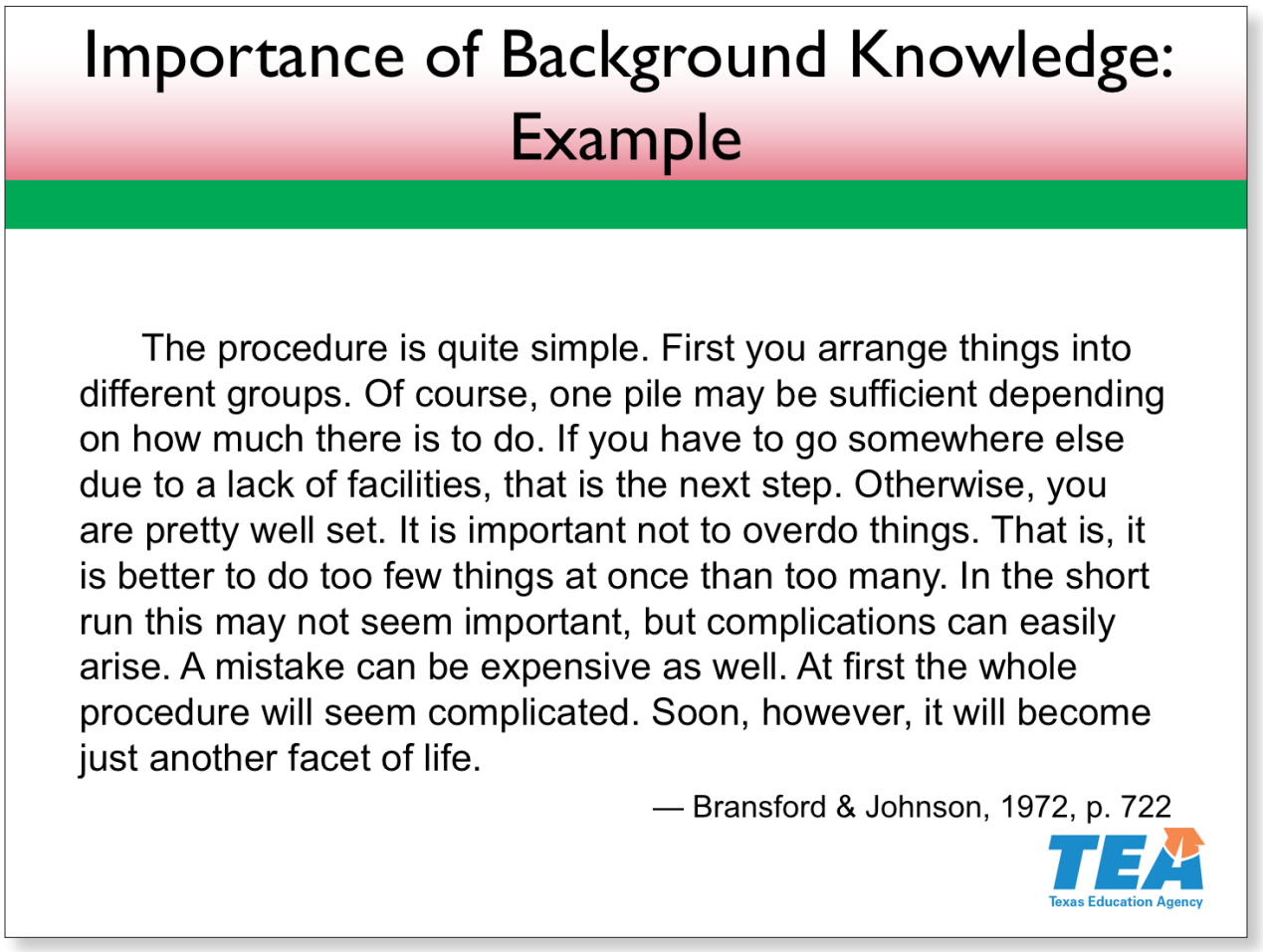

Slide 13—Importance of Background Knowledge: Example (46:30–48:00)

Let's look at an example that illustrates the importance of background knowledge for comprehension. Read the text on the slide and see whether you can make sense of it.

> *Provide one minute for participants to read the text and figure out what it is referencing.*

You may think you do not have the background knowledge to understand this text, but you probably do. You just need help activating that knowledge. Let me show you the title of this text to see whether that helps.

References

Bransford & Johnson, 1972; Carlisle & Rice, 2002; Elbro & Buch-Iverson, 2013; Hirsch, 2003, 2006; Kosmoski et al., 1990; Landauer & Dumais, 1997; Moats & Hennessy, 2010; Neuman, 2001, 2006; Oakhill et al., 2015; Stanovich, 1986; Willingham, 2006, 2009

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Importance of Background Knowledge: Example

Doing Laundry

The procedure is quite simple. First you arrange things into different groups. Of course, one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to a lack of facilities, that is the next step. Otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important, but complications can easily arise. A mistake can be expensive as well. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life.

— Bransford & Johnson, 1972, p. 722

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Slide 14—Importance of Background Knowledge: Example (48:00–48:30)

This activity shows the importance not only of background knowledge, but also of activating that knowledge. Sometimes, students have the knowledge, but they just do not know when to activate it during reading to support comprehension. That is why explicitly teaching and modeling how to activate background knowledge and use it to make inferences are so important to developing students' reading comprehension.

References

Bransford & Johnson, 1972; Carlisle & Rice, 2002; Elbro & Buch-Iverson, 2013; Moats & Hennessy, 2010; Neuman, 2001, 2006; Oakhill et al., 2015; Willingham, 2006, 2009

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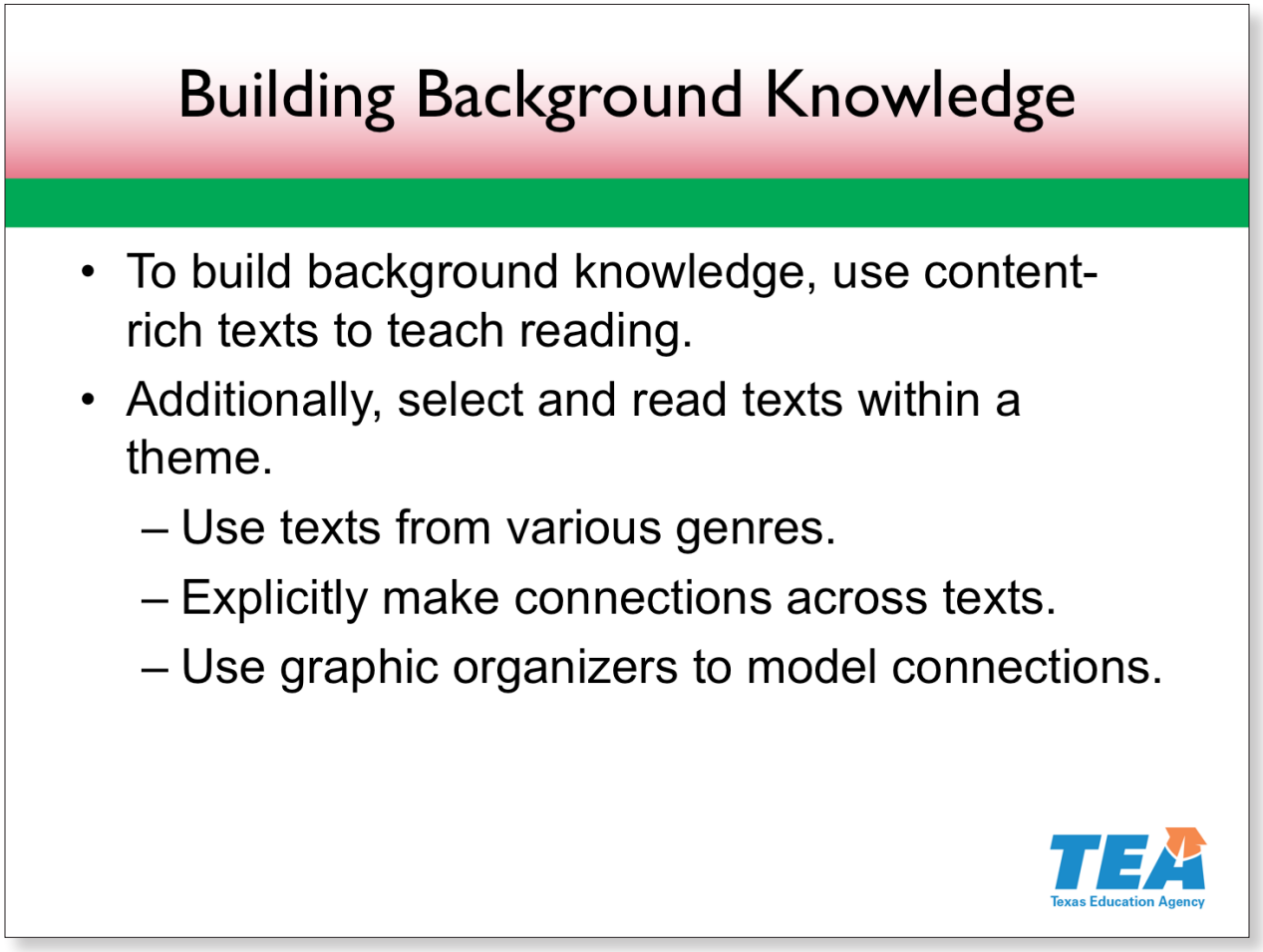

Slide 15—Building Background Knowledge (48:30–49:30)

Building background knowledge is crucial for reading to comprehend and learn.

To build background knowledge, teachers and students must read content-rich texts. These texts should build students' general knowledge across a variety of areas, including history, science, geography, and the arts. Research supports bringing in content area texts to teach reading and teaching reading within the content areas to build knowledge.

To plan instruction, teachers should organize reading and content area learning within themes or topics that last anywhere from a few days to a few weeks. Within each theme or topic, texts should cut across genres to help students see connections across fiction, poetry, informational texts, etc.

References

Bransford & Johnson, 1972; Carlisle & Rice, 2002; Elbro & Buch-Iverson, 2013; Hirsch, 2003, 2006; Kosmoski et al., 1990; Landauer & Dumais, 1997; Moats & Hennessy, 2010; Neuman, 2006; Oakhill et al., 2015; Stanovich, 1986; Willingham, 2006, 2009

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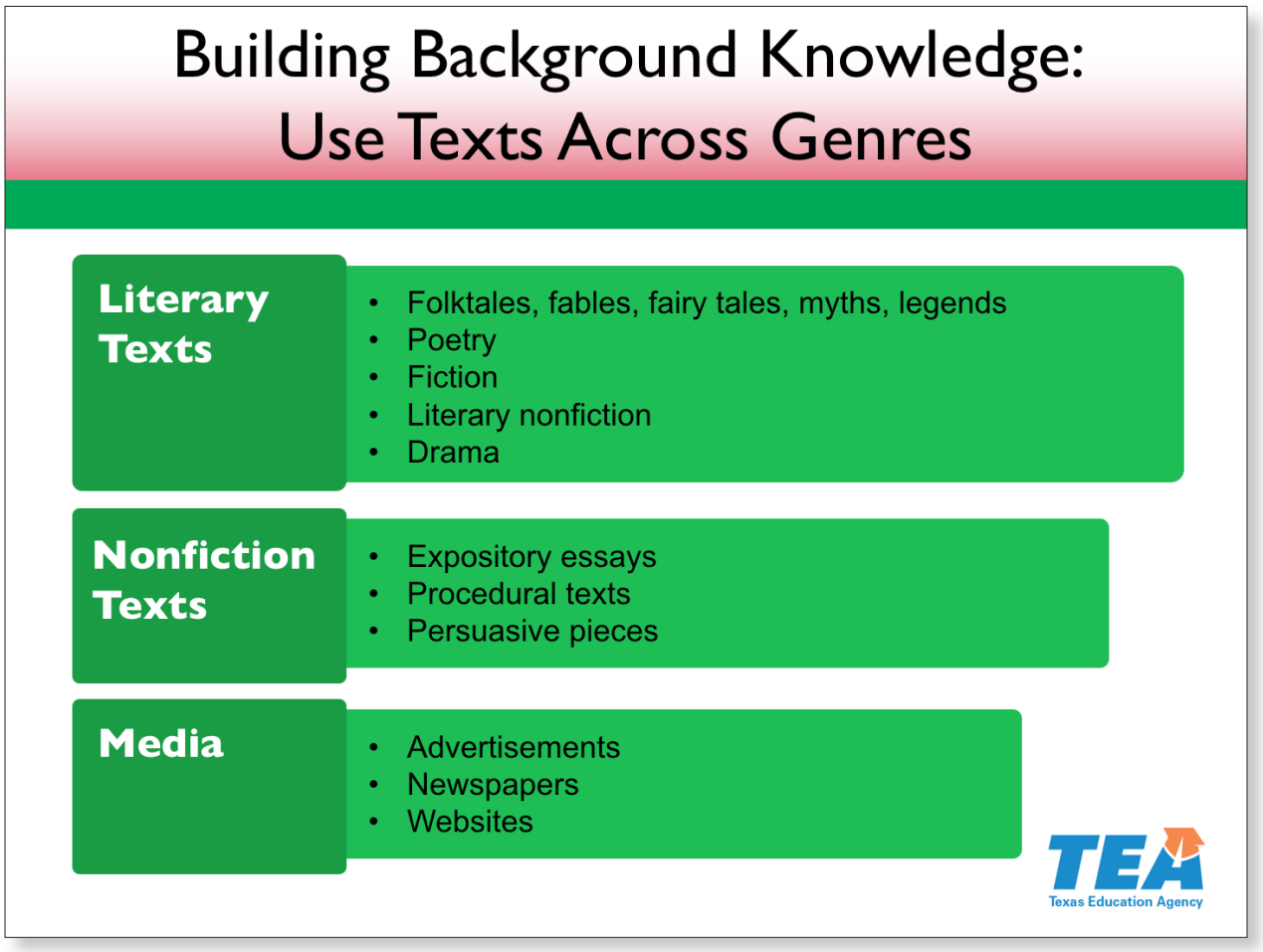

Slide 16—Building Background Knowledge: Use Texts Across Genres (49:30–50:00)

Note the genres addressed in the TEKS. Comprehension of literary and nonfiction texts are both emphasized. Students also need to become familiar with different media purposes and forms, including advertisements and newspaper elements.

Reference

Texas Education Agency, 2009

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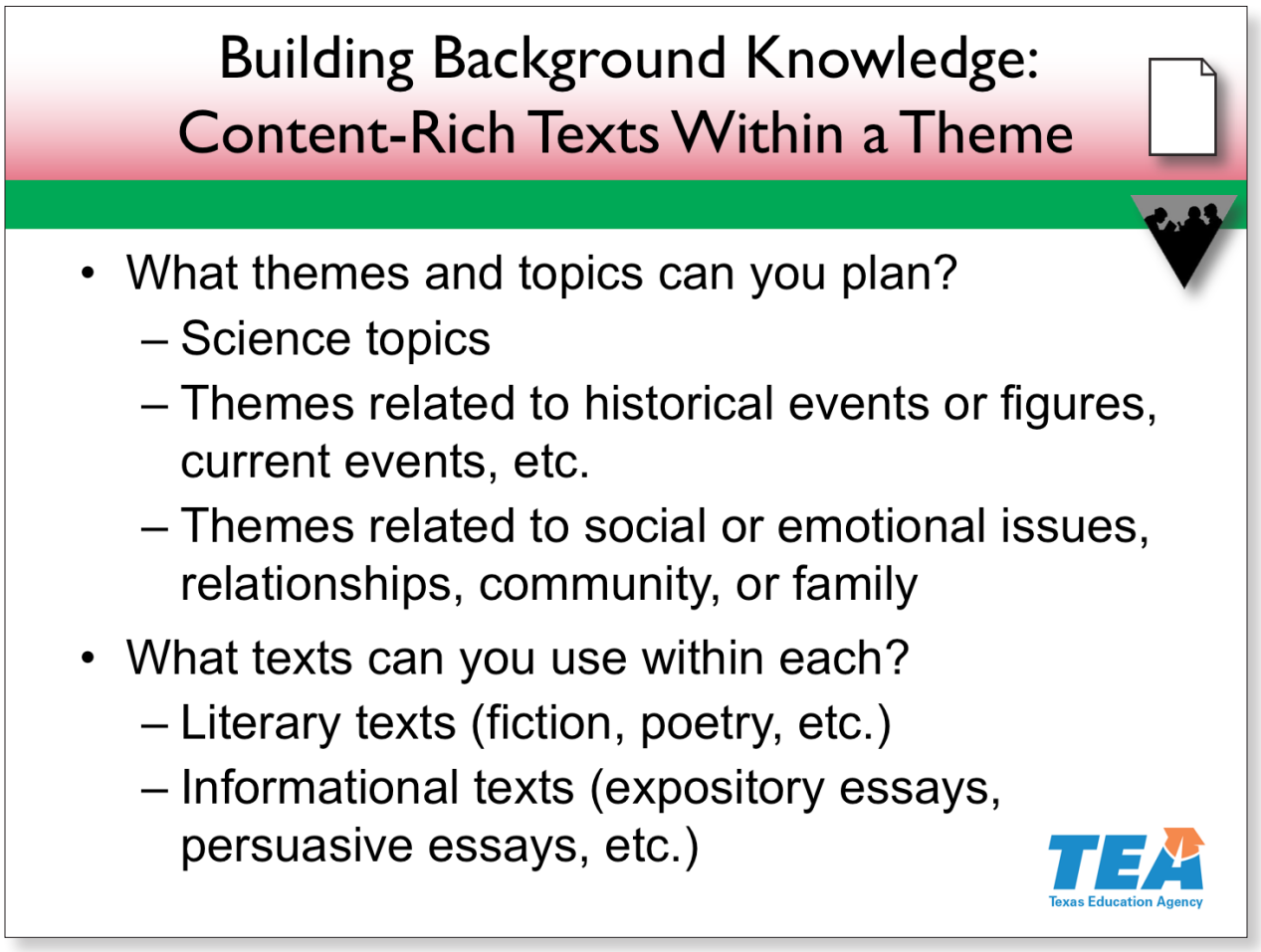

Slide 17—Building Background Knowledge: Content-Rich Texts Within a Theme (50:00–59:00)

Think about the content your students are expected to learn. Will you select texts aligned with your science units? Could you group some social studies expectations within a theme? Perhaps you can collaborate with the art or music teacher or the counselor to come up with a theme to teach across classrooms.

Once you have examined your expectations and considered possible themes, think about texts that relate to these themes. Try to find texts that cut across literary and nonfiction genres.

Let's review an example of how to plan for teaching within a theme. Locate **Handout 6: Planning Within a Theme**.

> *Pause for participants to locate the handout. Put the handout on the document camera to review the example in the first chart.*

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Notice that on the second page there is a graphic organizer that could be used to make connections across three of the texts.

Pause for participants to turn to the second page. Put the second page on the document camera to show the sample graphic organizer.

Activity

Work with your tablemates to come up with a theme or topic within which you could teach and write it in the chart at the bottom of page 1 of this handout.

Point to the chart.

Then, work together to brainstorm texts across different genres that relate to that theme. I will give you five minutes to work.

Allow five minutes for participants to work. Walk around and listen to the discussions. Have a few participants share their thinking. You may want to use the overhead accountability energizer to share participants' responses.

Once you have planned a theme and texts to read within it, you will need to examine those texts for the comprehension processes that you can teach, model, and have students practice.

We will discuss those comprehension processes, beginning with making inferences.

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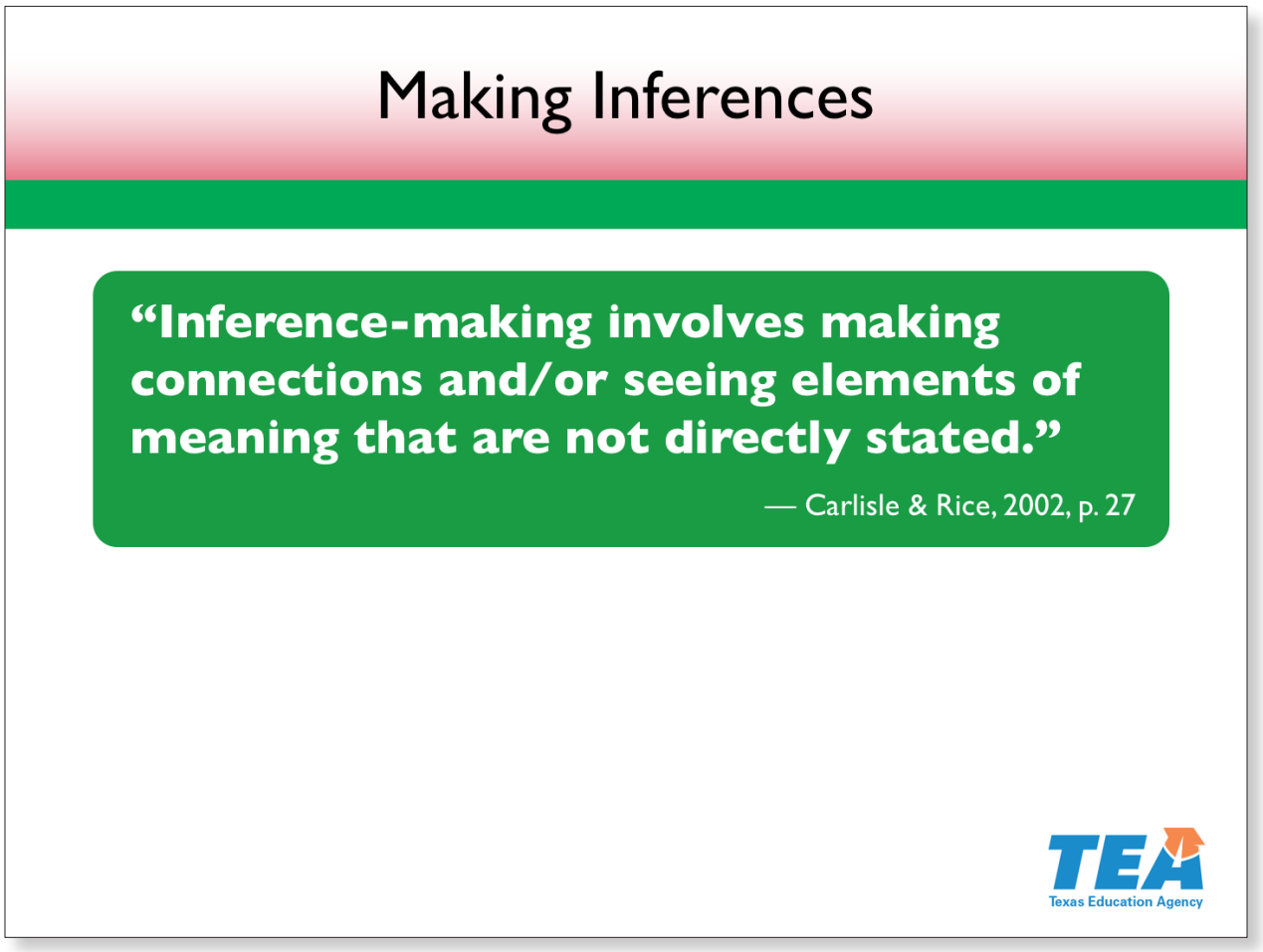

Slide 18—Making Inferences (59:00–59:30)

When we read, we make inferences. As students read more complex texts, their inferencing increases in complexity. Inferences help us make connections between what we read and what we already know to build new knowledge.

References

Carlisle & Rice, 2002, p. 27; Kispal, 2008; Oakhill et al., 2015

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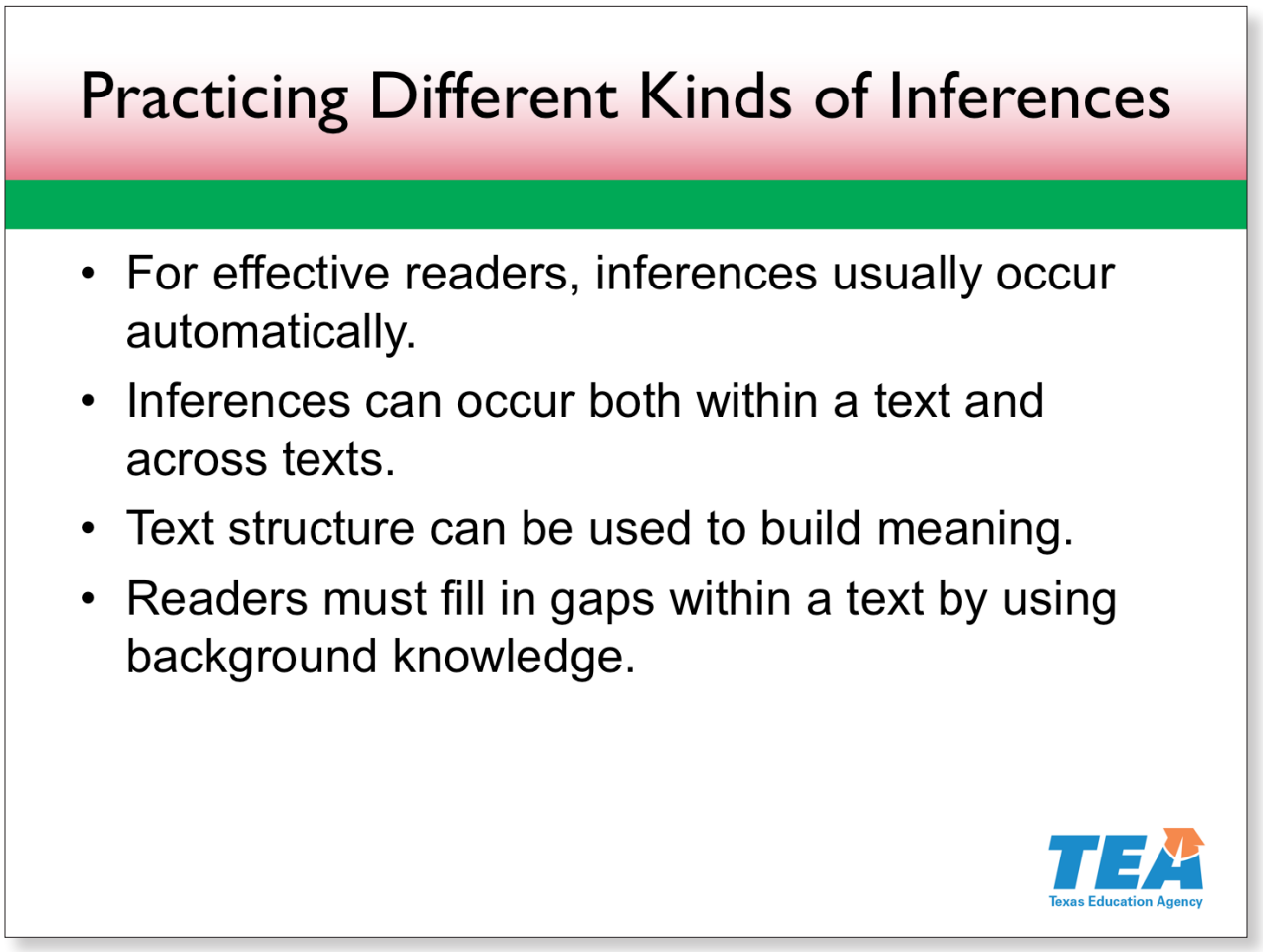

Slide 19—Practicing Different Kinds of Inferences (59:30–1:00:30)

Effective reading comprehension depends on making automatic connections among words, phrases, and ideas within and across texts.

Proficient readers use text structure to build meaning. For example, they may ask questions such as "How does one paragraph relate to the next?" or "What kind of structure does the author use to link ideas across the text?"

Inferring requires a reader to use background knowledge to fill in the gaps within a text. No matter the text, authors make assumptions about readers' background knowledge and their ability to infer.

However, students who struggle with reading comprehension, including English language learners, often demonstrate difficulty in making inferences. Explicit instruction in making inferences can improve students' reading comprehension and writing abilities.

References

Beck & McKeown, 2006; Carlisle & Rice, 2002; Kispal, 2008; Moats & Hennessy, 2010; Oakhill et al., 2015; Stahl, 2014

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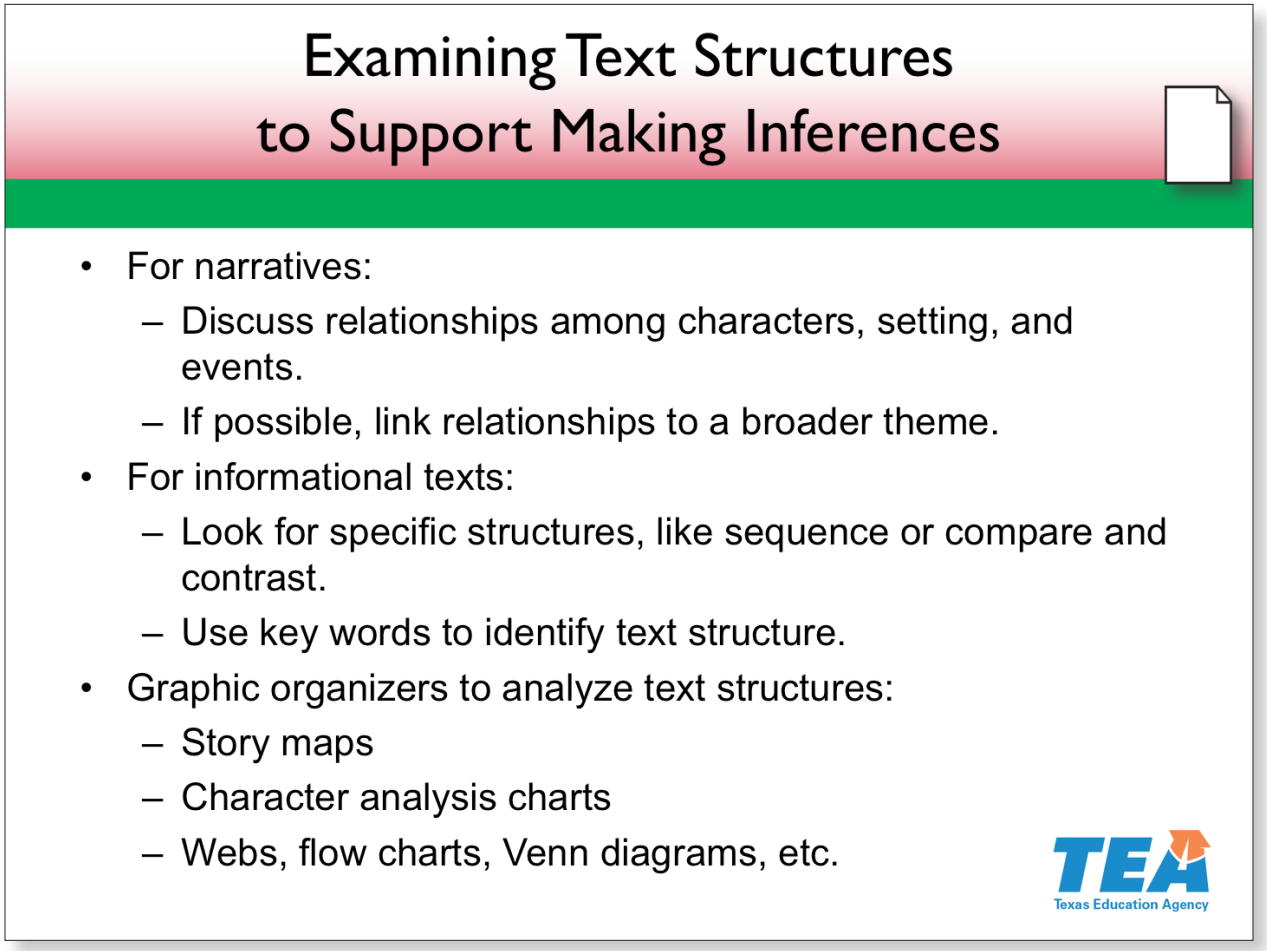

Slide 20—Examining Text Structures to Support Making Inferences (1:00:30–1:02:30)

Explicitly teaching how authors organize texts not only builds students' comprehension skills, but also helps them improve their writing. Narrative texts tend to follow a common structure, but informational texts can use one of many text structures, such as cause and effect or compare and contrast.

Use graphic organizers to analyze texts and help students see the relationships among ideas. Graphic organizers can be completed during or after reading a text. Model how to fill out a graphic organizer while reading to show students relationships among ideas as you build meaning. When you finish reading, model how to use the graphic organizer to check your understanding and make sure you did not miss any connections during your reading of the text.

Locate **Handout 7: Graphic Organizers for Teaching Text Structures**.

Pause for participants to locate the handout.

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This handout provides some example graphic organizers related to various text structures. The first three are useful when reading a narrative text. The last five can be used to analyze expository text structures.

As we discussed during the Vocabulary section, teach students about signal words that provide clues about a text's structure. As a reminder, page 3 of Handout 14 from the Vocabulary section lists specific clue words that signal various expository text structures, including cause and effect, compare and contrast, etc.

References

Duke, 2004; Dymock, 2007; Mathes & Fuchs, 1997; Moats & Hennessy, 2010; Oakhill et al., 2015; Shanahan et al., 2010; Willingham, 2006

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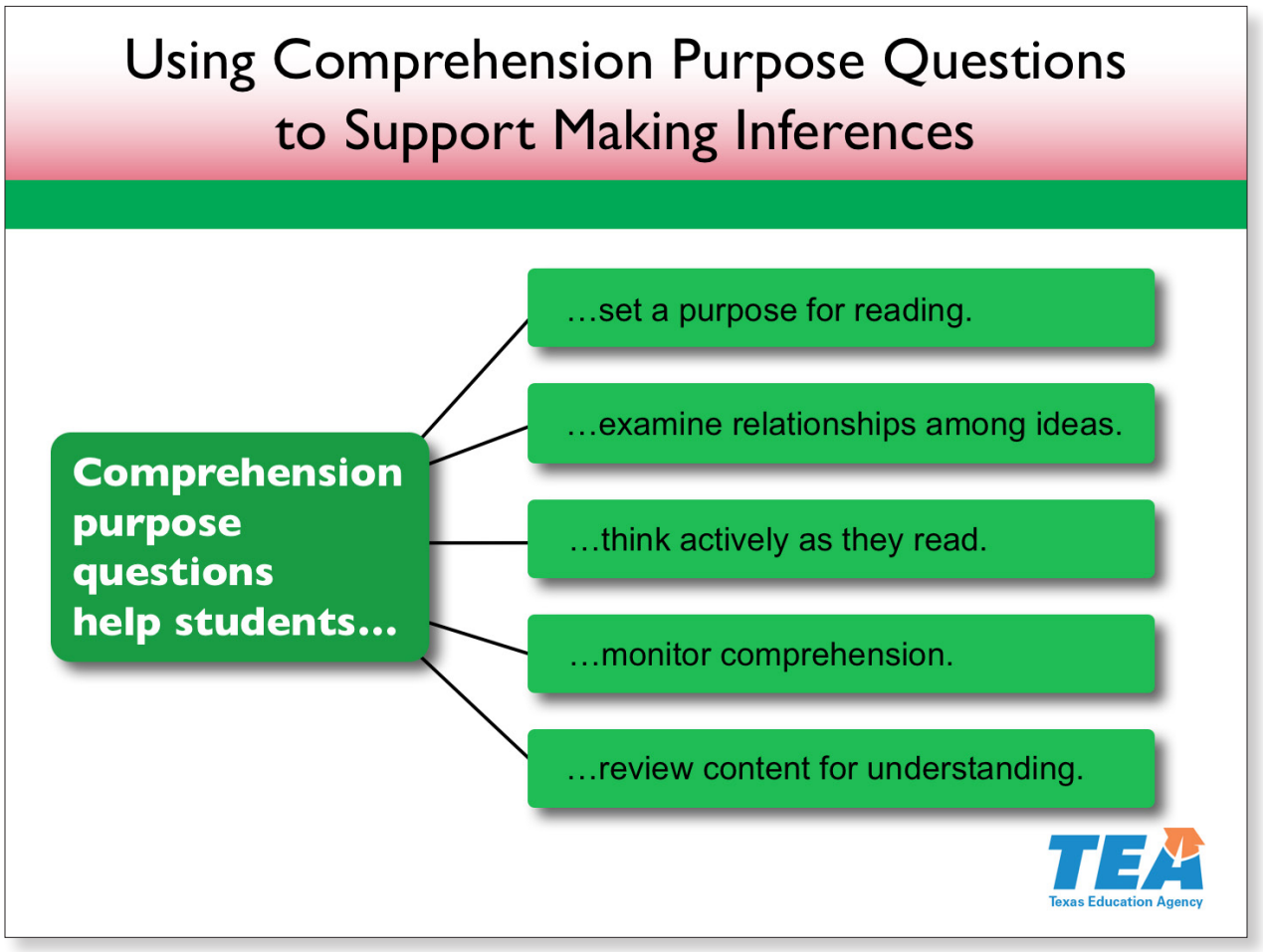

Slide 21—Using Comprehension Purpose Questions to Support Making Inferences (1:02:30–1:03:00)

Asking comprehension purpose questions before reading teaches students to set a purpose for reading. Setting a purpose helps students focus on specific types of relationships as they read. It also helps students to read actively, monitor their comprehension, and develop deeper understanding.

Now we will discuss how to plan for this kind of instruction.

References

Center for the Improvement of Early Reading Achievement, 2001; Collins-Block, Rodgers, & Johnson, 2004; Coyne et al., 2007; Duke & Pearson, 2002; Dycha, 2012; Vaughn & Linan-Thompson, 2004

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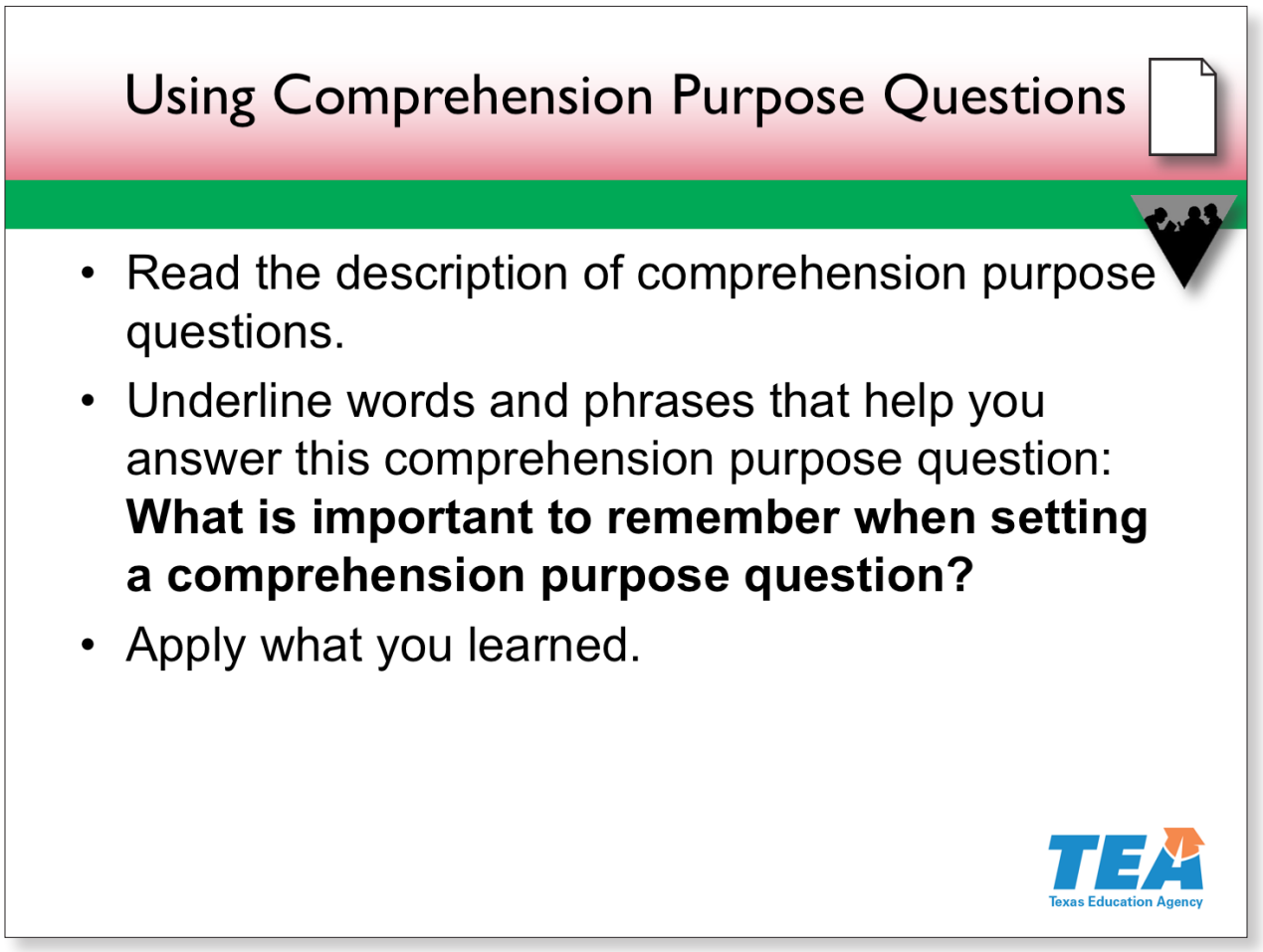

Slide 22—Using Comprehension Purpose Questions (1:03:00–1:14:00)

Activity

Locate **Handout 8: Comprehension Purpose Questions**.

Pause for participants to locate the handout.

As you read page 1 in this handout, underline key words or phrases that help you answer this question: What is important to remember when setting a comprehension purpose question? When you finish, work with a partner to apply what you learned by following the directions on page 2. You have six minutes.

Allow six minutes for participants to work. Walk around and listen to the discussions. At the end of the six minutes, have participants share with the whole group or share ideas you heard that were interesting.

Notes continue on the next page.

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Check your answers using the answer key on page 4. Talk with your partner about any discrepancies between your answers and the answer key. You have two minutes.

Provide two minutes for participants to work. Address any unresolved discrepancies.

References

Center for the Improvement of Early Reading Achievement, 2001; Collins-Block et al., 2004; Coyne et al., 2007; Duke & Pearson, 2002; Dycha, 2012; Vaughn & Linan-Thompson, 2004

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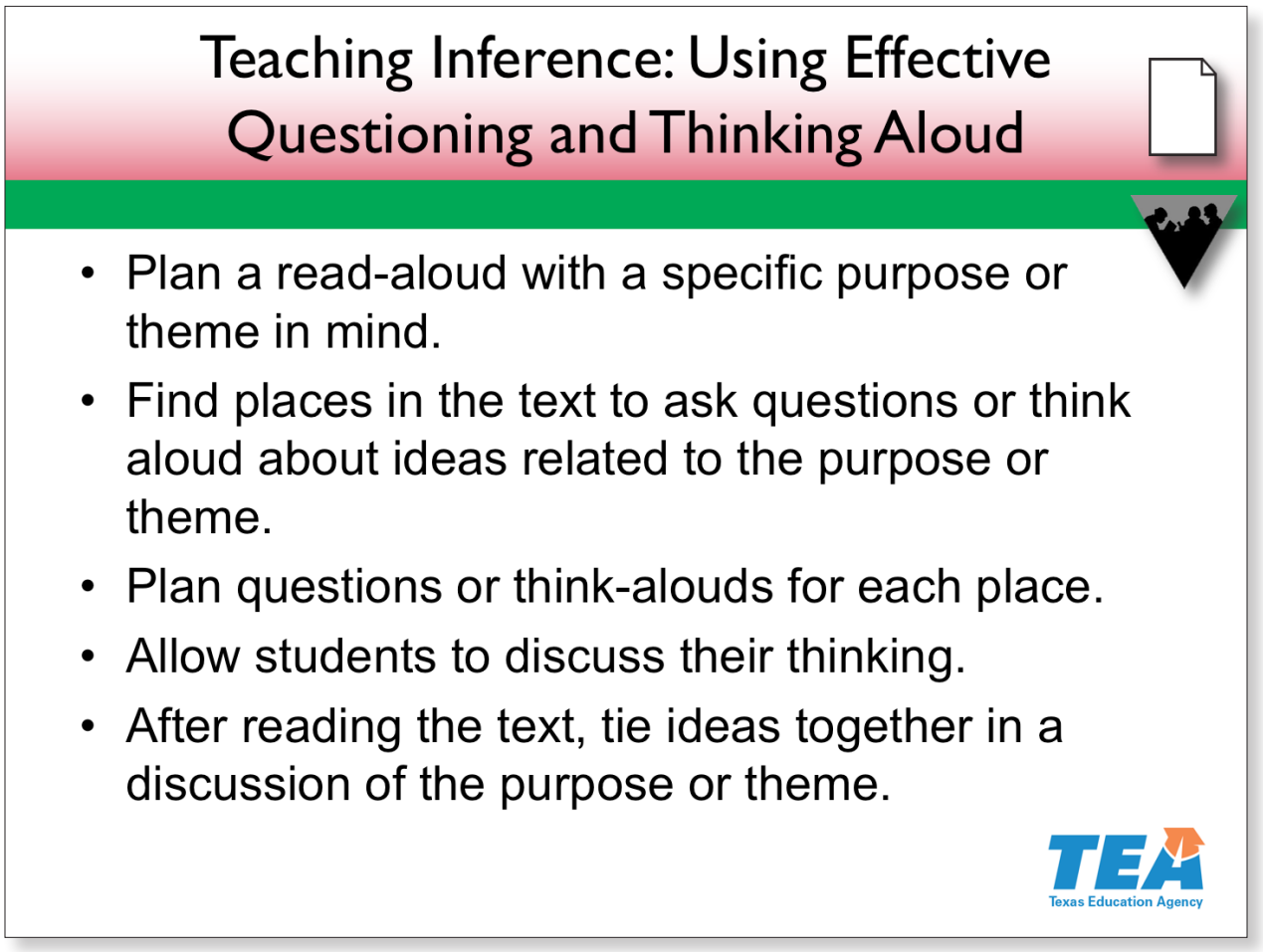

Slide 23—Teaching Inference: Using Effective Questioning and Thinking Aloud (1:14:00–1:18:00)

As we discussed at the beginning of this section, read-alouds that use effective questioning, think-alouds, and student discussions develop students' comprehension abilities.

When planning for such instruction, start by determining a specific purpose or theme to teach with the text. Then, read the text, looking for places where you can ask questions related to this specific purpose or theme. Let's look at an example.

Go back and locate Handout 1: Initial Planning for a Read-Aloud.

> *Pause for participants to locate Handout 1. Place page 2 of Presenter Resource 1 on the document camera.*

Remember the questions that we reviewed related to the excerpt from *Dear Juno*?

Notes continue on the next page.

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Read the five questions.

If you had planned to ask these questions while reading this text, what purpose or theme could you be teaching with *Dear Juno*? Think about that question for a moment.

Pause for participants to think.

Activity

Now, turn to your partner and discuss your thinking. What purpose or theme might you be teaching? You have one minute.

Provide one minute for participants to discuss. Have a few participants share their thinking. Write the ideas on a sheet of chart paper. Go over the responses and discuss any that seem especially compelling. The following are possible responses:

- *Having a close relationship despite being separated by a long distance*
- *Communication across different generations*
- *Why making inferences is an important skill*
- *How background knowledge helps us make inferences effectively*

As you can see, a text like *Dear Juno* can be used for a variety of purposes. The themes that we derive may differ from ones that others derive. The goal of this instruction is not the purpose or theme in and of itself. Instead, the goal is to develop students' thinking and show them how we move beyond the text base to link ideas.

Students need to learn to link ideas across a text so they can connect these ideas to prior knowledge, which relates to our next topic—activating background knowledge.

References

Beck & McKeown, 2001, 2006; Fisher et al., 2004; Giroir et al., 2015; Hall & Moats, 2000; Lapp et al., 2008; Santoro et al., 2008; Shanahan et al., 2010; Stahl, 2014

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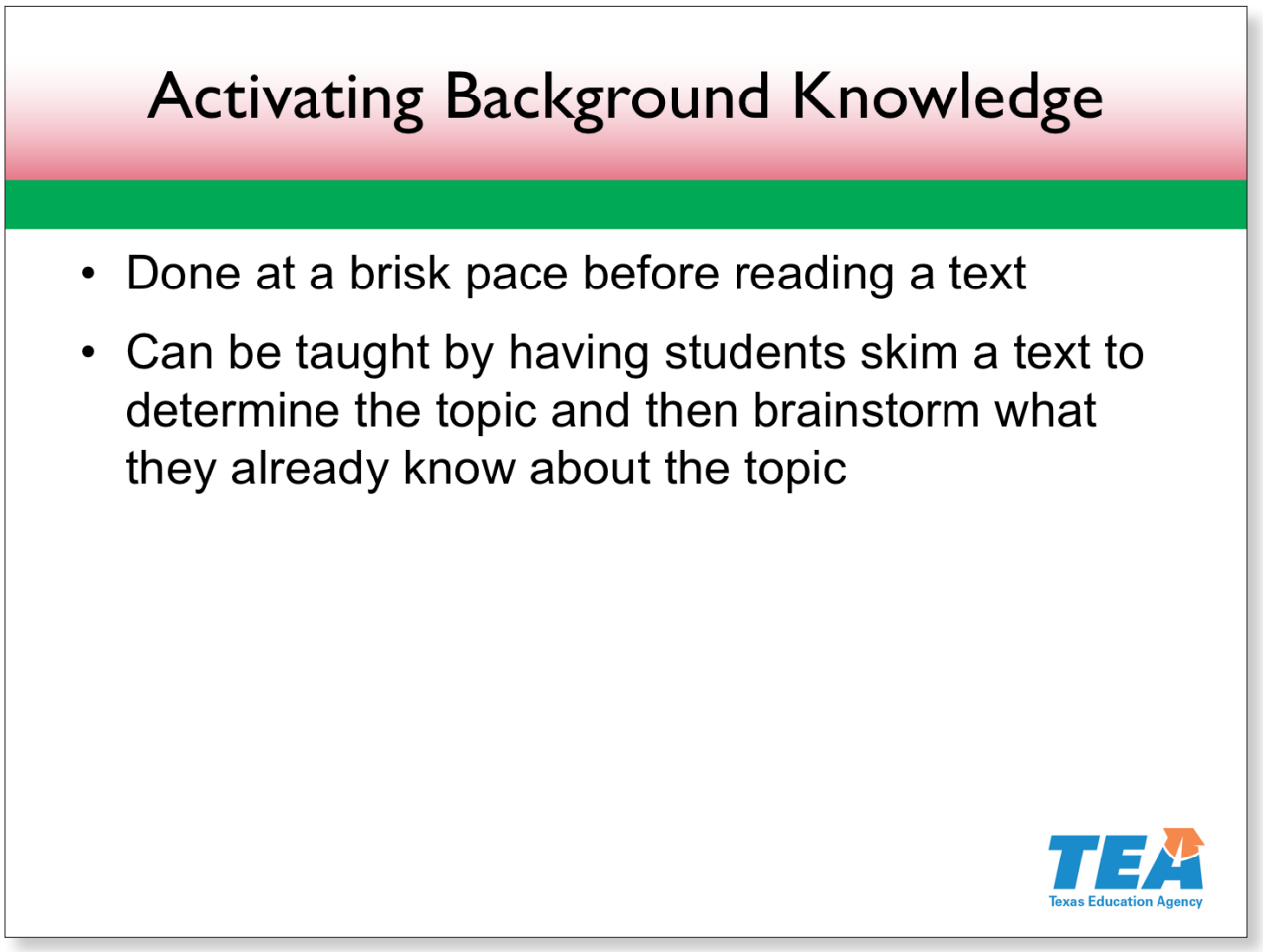

Slide 24—Activating Background Knowledge (1:18:00–1:18:30)

One research-based strategy for helping students make inferences is teaching them to activate prior knowledge. This is done at a brisk pace. A simple strategy before reading is to have students skim a text to determine the topic and then brainstorm what they already know about the topic.

References

Beers, 2003; Elbro & Buch-Iverson, 2013; Klingner et al., 2012; Oakhill et al., 2015; Ogle, 1986

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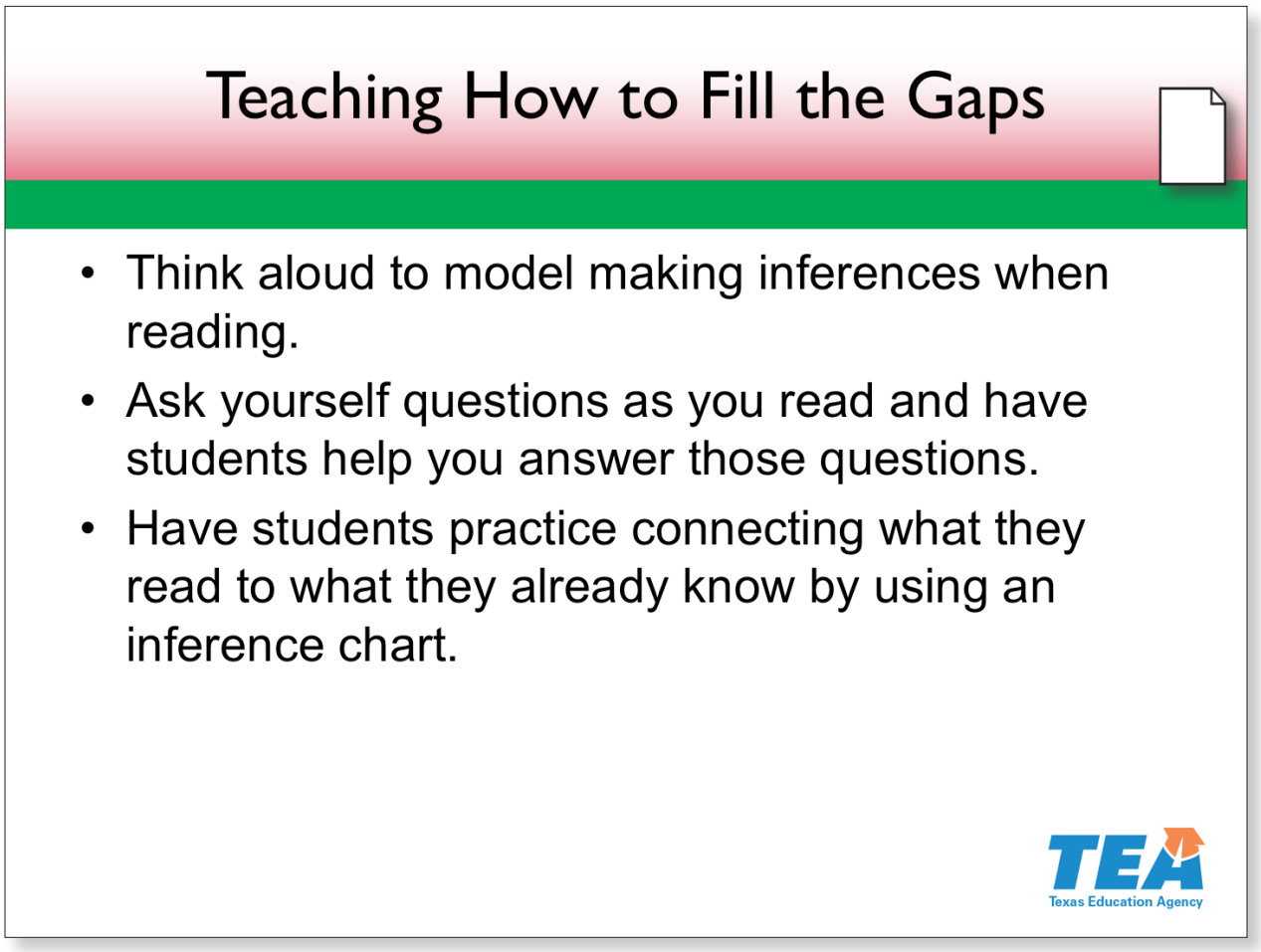

Slide 25—Teaching How to Fill the Gaps (1:18:30–1:21:30)

Another approach for teaching students to make inferences is to think aloud during read-alouds. Ask questions to show students how to make connections between what you are reading and what you already know. In other words, teach them to fill in the gaps of what they are reading.

After the modeling, or "I do," involve students in the "We do" by having them practice making their own inferences. Then, have students practice on their own, or "You do."

Locate **Handout 9: Making Inferences Planner**.

Pause for participants to locate the handout.

This handout provides a template for you to plan the inferences you want to model during read-alouds. As students' skills develop, you may decide to model completing this chart in the whole group, and eventually in partners, small groups, or independently. Turn to page 2.

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Pause for participants to turn the page.

On this page, you can see an example of how this chart could be filled out for two inferences students can make when reading *Dear Juno*.

Go over the examples on page 2 of the handout as time allows.

Be sure to model how to use this chart extensively before you ask students to use it on their own.

References

Beers, 2003; Oakhill et al., 2015

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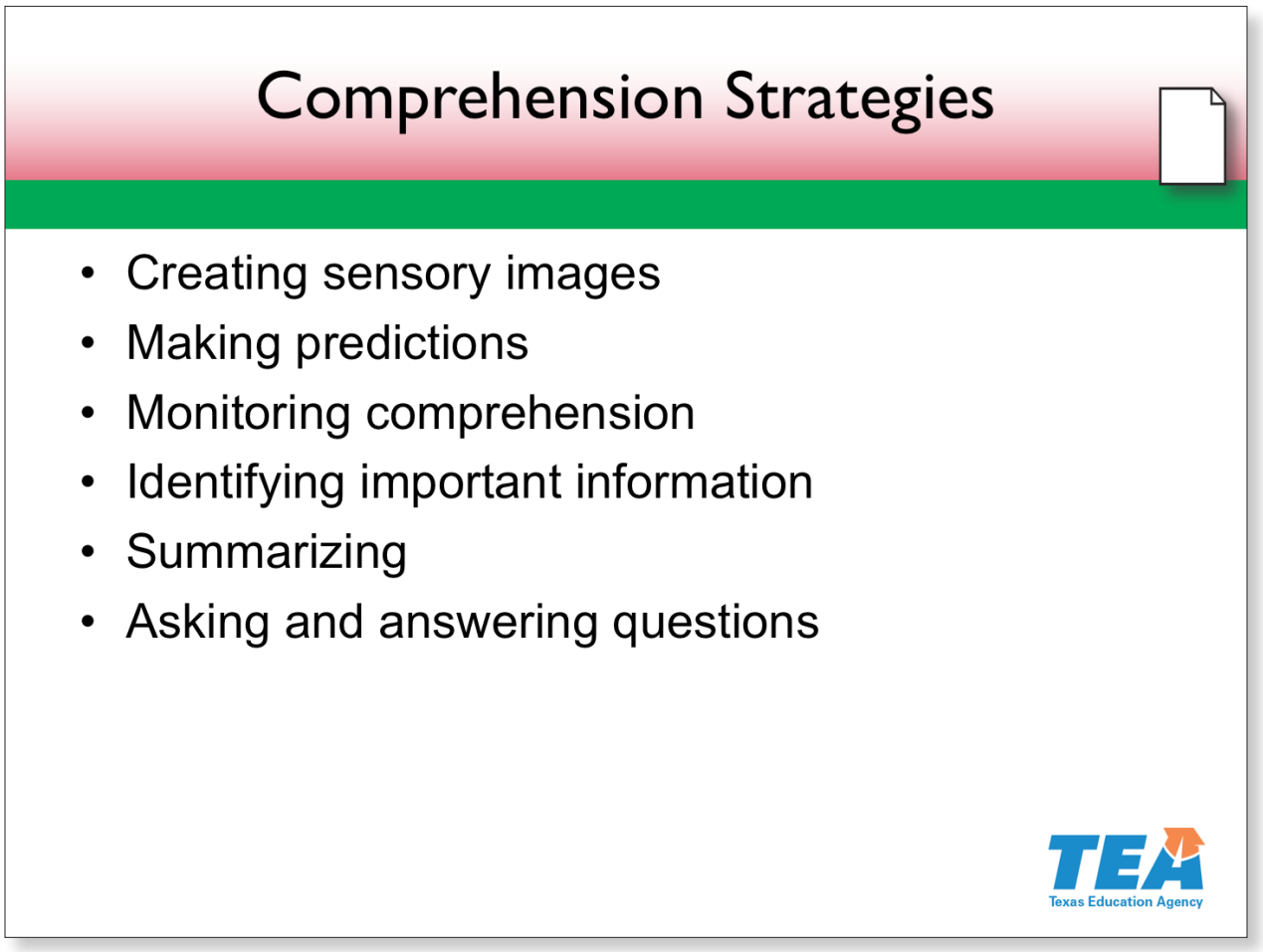

Slide 26—Comprehension Strategies (1:21:30–1:22:30)

Researchers, such as Daniel Willingham and Michael Pressley, suggest teaching and practicing a few high-impact comprehension strategies. We will focus on the six strategies listed on this slide. These six strategies have a strong research base to support their implementation in elementary classrooms.

Locate **Handout 10: Comprehension Strategies**.

Pause for participants to locate the handout.

This handout describes each of the strategies we will discuss. Keep this handout to make notes about the strategies as we review each one.

References

Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; Carlisle & Rice, 2002; Klingner et al., 2012; Pressley, 2006; Shanahan et al., 2010; Willingham, 2006-2007

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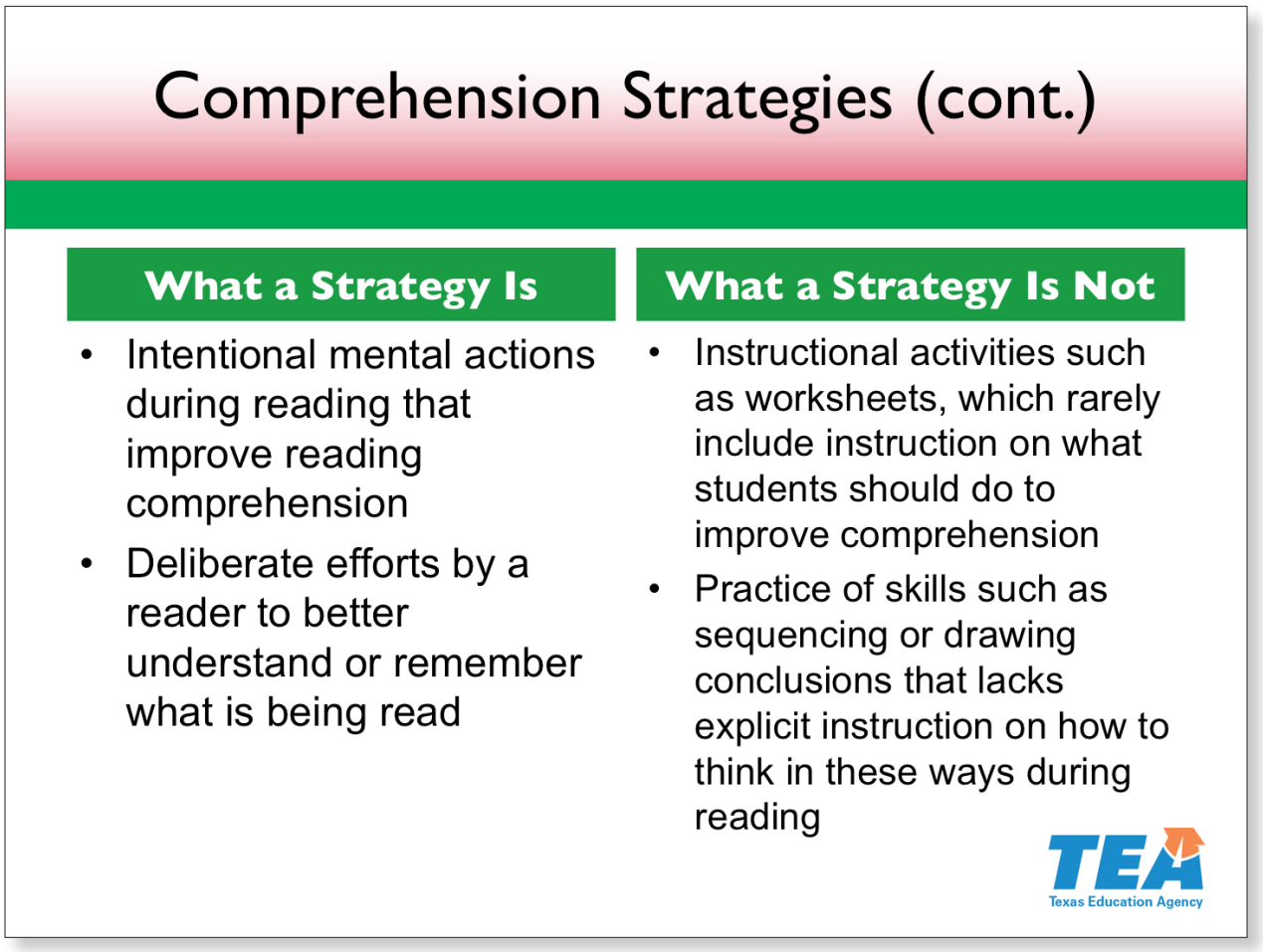

Slide 27—Comprehension Strategies (cont.) (1:22:30–1:23:30)

This slide compares what a comprehension strategy is to what it is not. Please take a moment to read this chart.

Provide 30 seconds for participants to read.

When teaching comprehension strategies, provide students with multiple opportunities to practice and apply the strategies across multiple texts and genres. This practice will support students as they work to strengthen their comprehension skills and determine which strategy is best suited for each text and reading situation.

Reference

Shanahan et al., 2010

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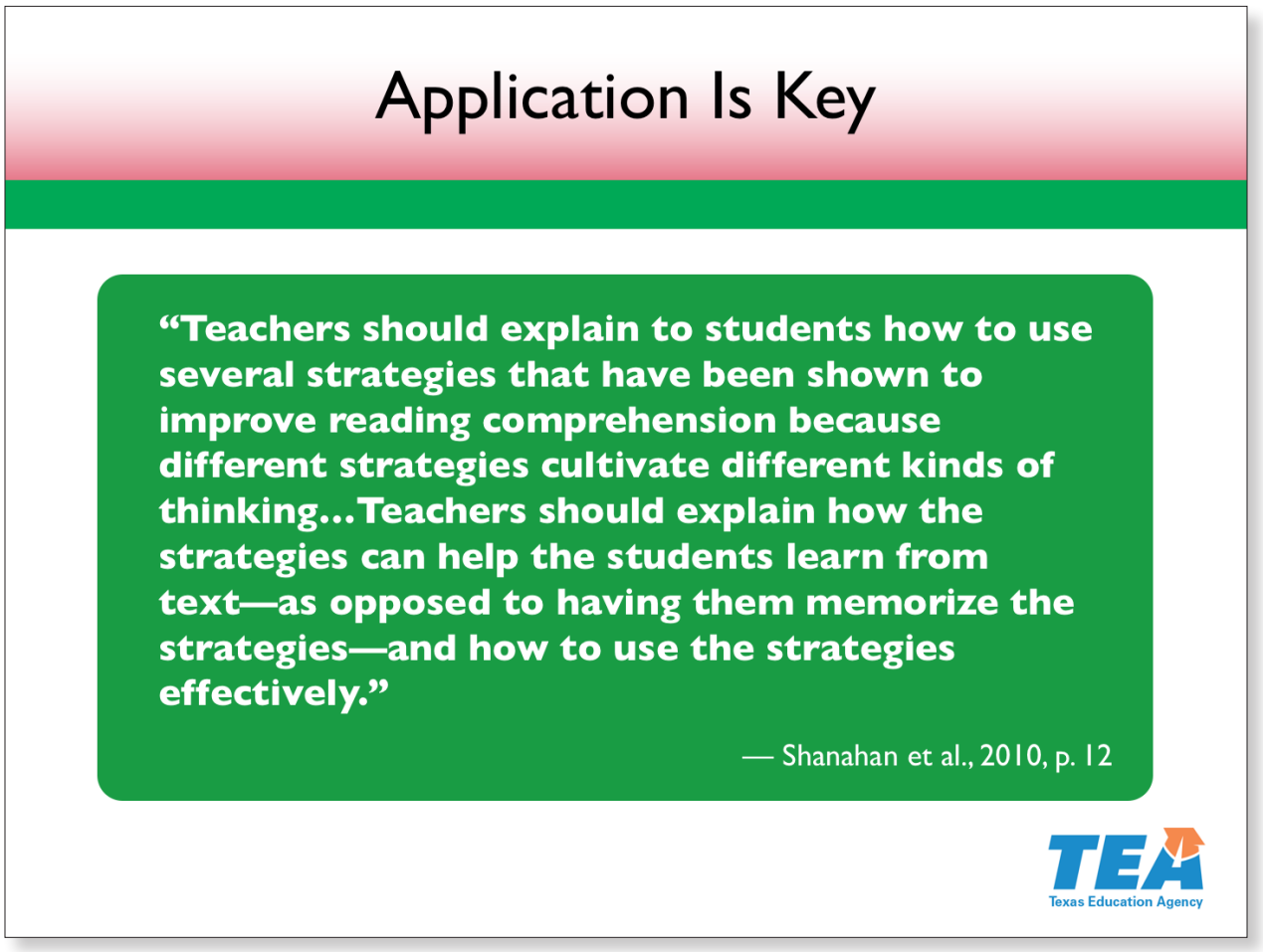

Slide 28—Application Is Key (1:23:30–1:24:30)

Research by Tim Shanahan supports students' application of the proper reading strategies depending on the text and situation. Take a moment to review this quotation.

Provide participants 30 seconds to read.

Now we will focus on comprehension strategies and strong instructional practices that will support our students in becoming more successful readers.

References

Shanahan et al., 2010, p. 12; Willingham, 2006–2007

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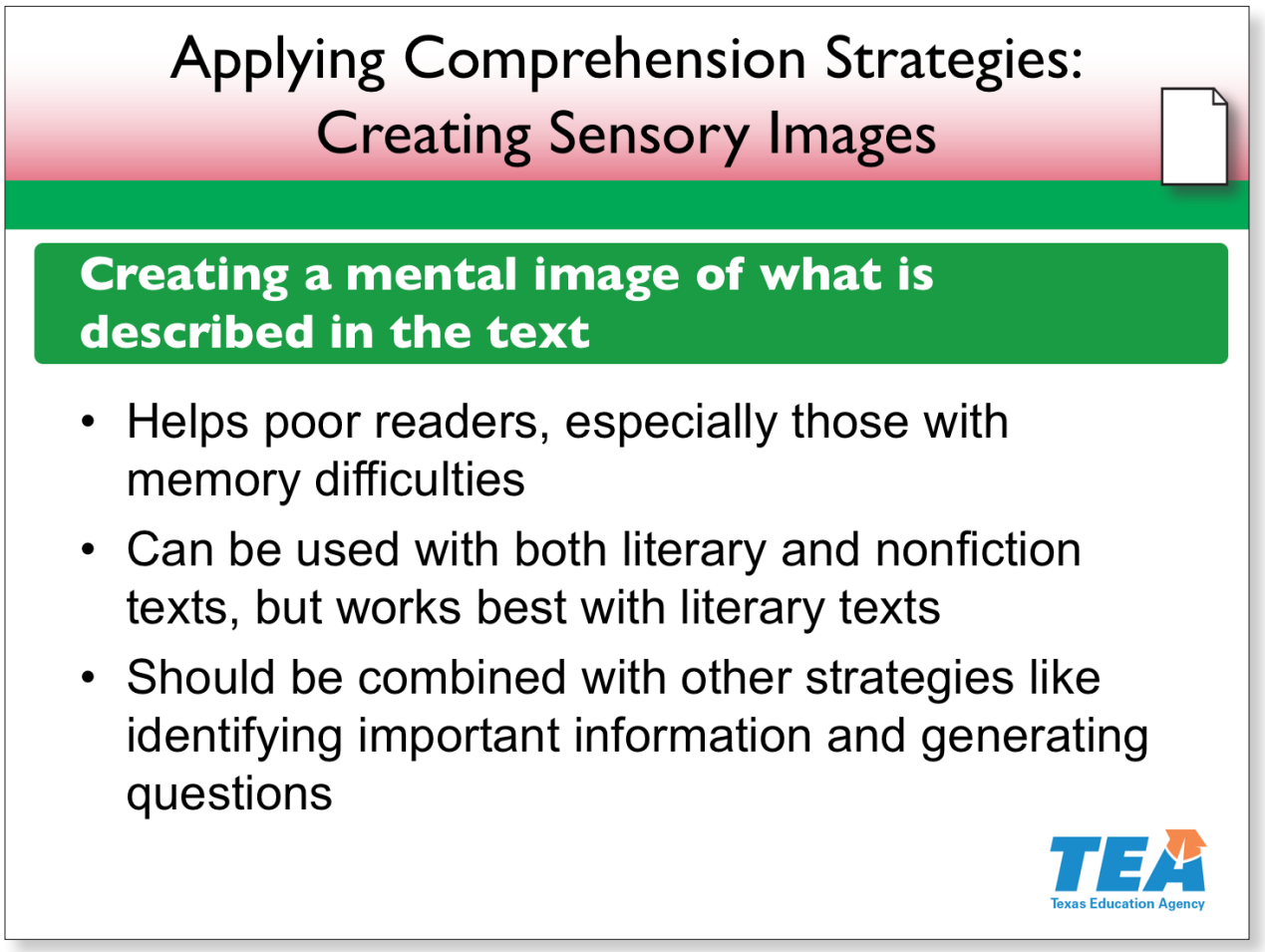

Slide 29—Applying Comprehension Strategies: Creating Sensory Images (1:24:30–1:28:30)

In the research, this strategy is called "visualization" or "making mental images." This strategy helps students realize the importance of picturing what they are reading. Research demonstrates that this strategy helps poor readers, especially those with memory difficulties. The strategy can be used with any text but seems to work best with literary texts, like stories and poems. Locate **Handout 11: Example Lesson Plan: Creating Sensory Images**.

Pause for participants to locate the handout.

This handout provides an introductory lesson on creating sensory images using the book *Fish Is Fish*. In this book, the fish models for readers how to make mental images. The book also illustrates the importance of background knowledge for creating accurate mental images because the fish does not picture what the frog

Notes continue on the next page.

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describes to him accurately. He thinks all animals, including birds, cows, and humans, look like fish.

Take a moment to review the lesson, noting the "I do," "We do," and "You do" sections. Place a star next to the parts of the lesson you would like to incorporate into your own instruction.

Provide two minutes for participants to review the handout.

Researchers suggest combining this strategy with other strategies, like identifying important information and generating questions.

References

Carlisle & Rice, 2002; Clarke et al., 2014; Oakhill & Patel, 1991; Shanahan et al., 2010

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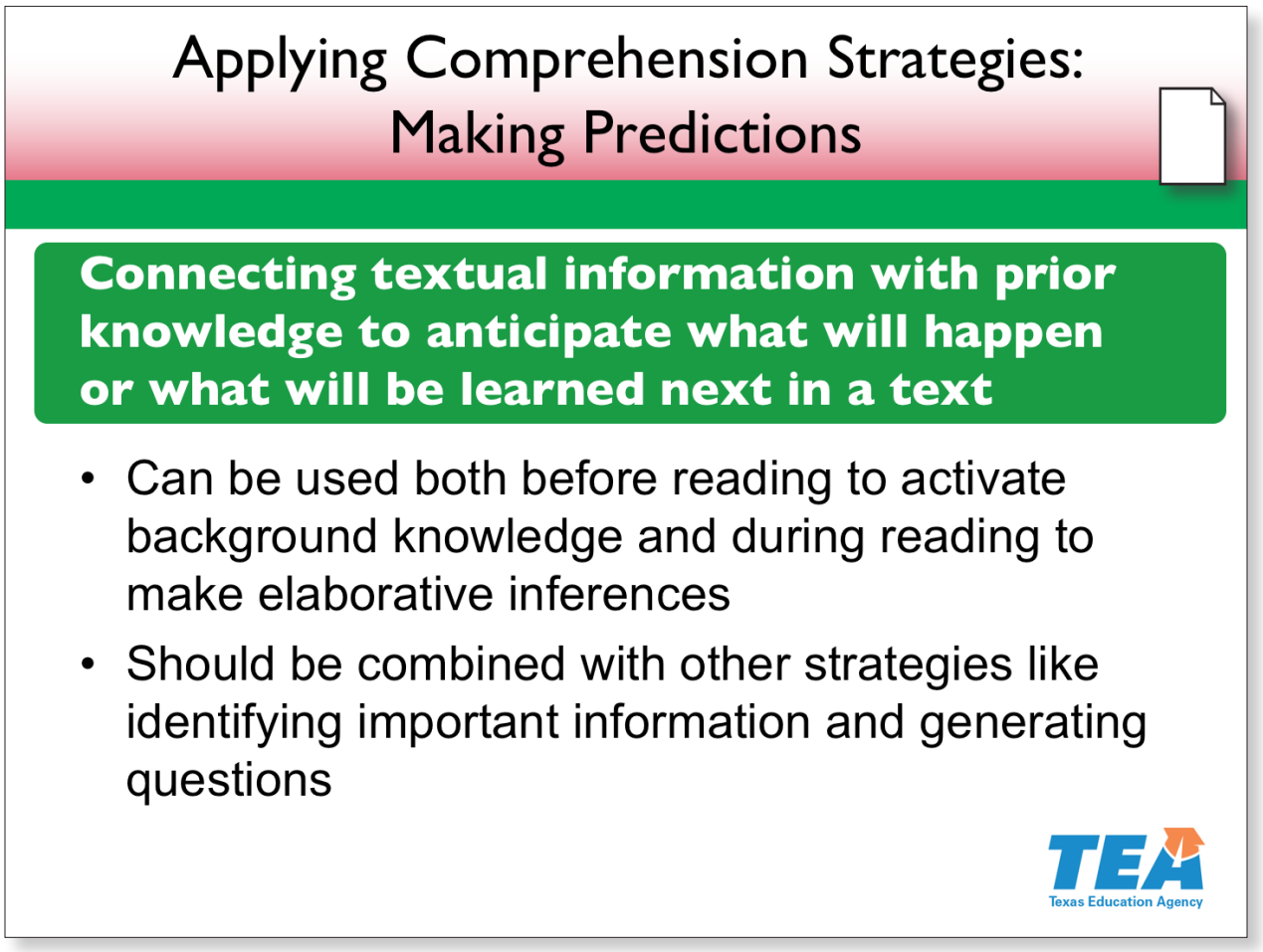

Slide 30—Applying Comprehension Strategies: Making Predictions (1:28:30–1:30:00)

The next strategy in our chart on Handout 10 is making predictions, which can be used both before reading and during reading. This strategy is good for explicitly teaching students to make connections between what is in the text and their background knowledge. Take one minute to read its description in the chart and highlight any key words or ideas.

Provide one minute for participants to work.

As with creating sensory images, making predictions should be combined with other strategies on our list.

References

Klingner et al., 2012; Shanahan et al., 2010

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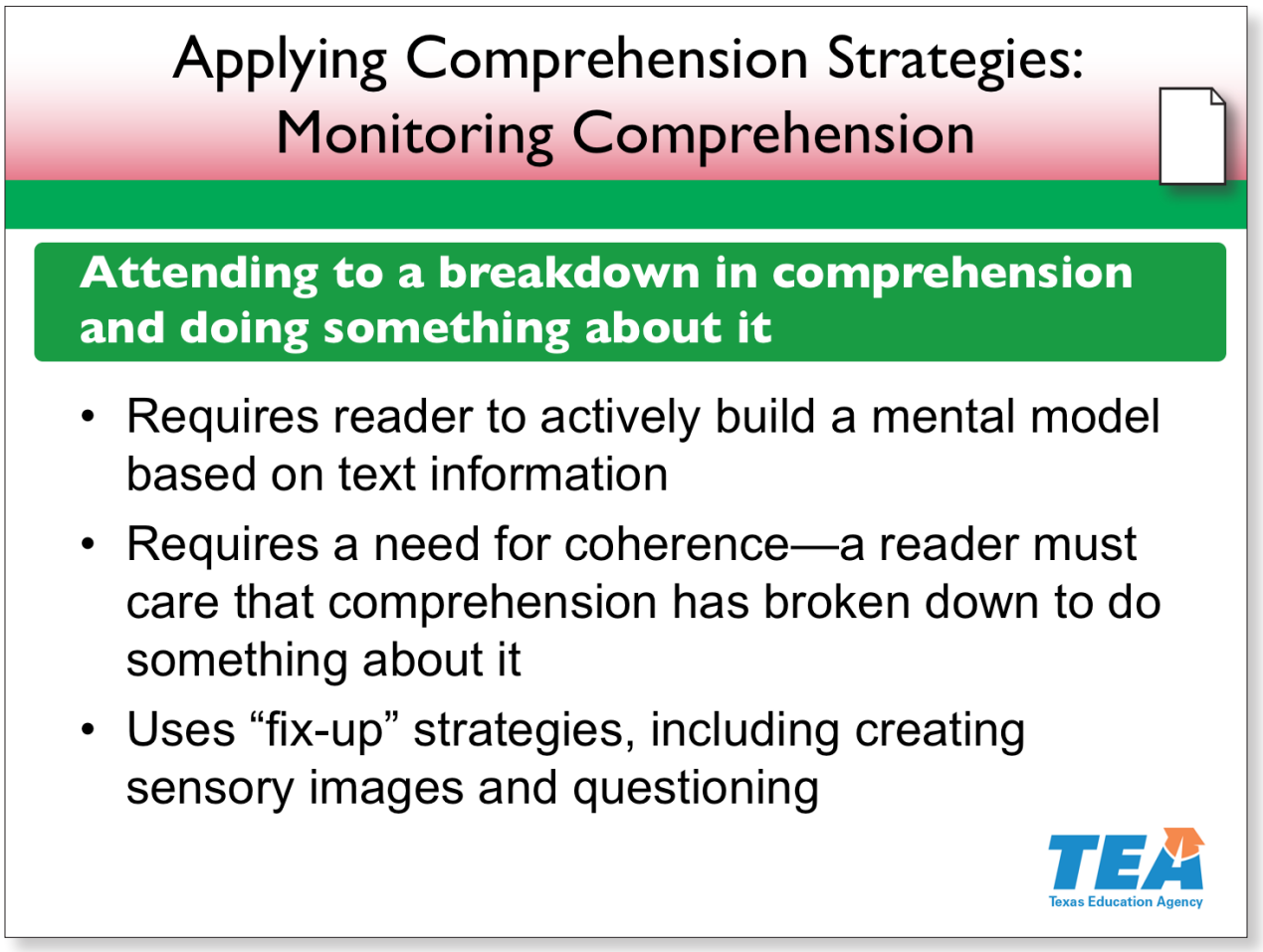

Slide 31—Applying Comprehension Strategies: Monitoring Comprehension (1:30:00–1:32:30)

Monitoring comprehension is paying attention to when you do and do not understand when reading. When comprehension difficulties arise, a reader should stop and do something about it rather than simply continue reading.

Take one minute to read the description of this strategy in the chart in Handout 10 and highlight any key words or ideas.

Provide one minute for participants to look over the handout.

Note that for students to monitor their comprehension, they must actively work to build a mental model, or schema, from what they are reading. Without active reading, comprehension does not happen.

Also note that a reader must care that a break down has occurred. If a reader is building a mental model and comes across a new piece of information that does not fit within it, she must be motivated to adjust the model in some way. If this

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motivation does not exist, she will keep reading and ignore the problem, which could lead to an inaccurate or incomplete mental model.

References

Bos & Vaughn, 2002: Klingner et al., 2012; Shanahan et al., 2010

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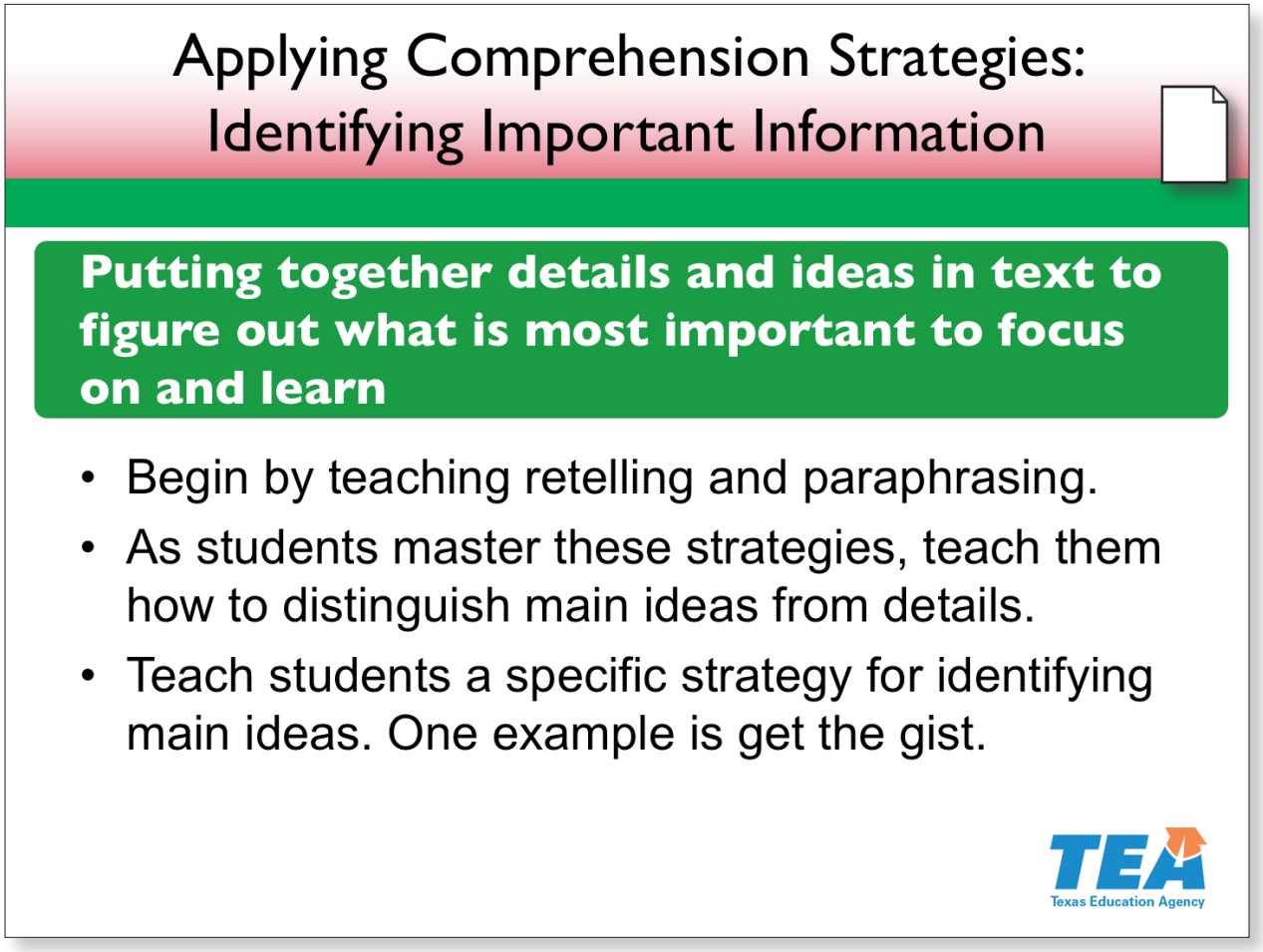

Slide 32—Applying Comprehension Strategies: Identifying Important Information (1:32:30–1:45:00)

The next two strategies on Handout 10—identifying important information and summarizing—go hand in hand. Before moving into these more difficult strategies, teach students how to retell and paraphrase what they have learned from their reading. As students master these skills, move into distinguishing between main ideas and details.

Use a specific strategy for identifying main ideas. **Handout 12: Example Lesson Plan: Identifying Main Ideas** provides an example of one such strategy—get the gist. Let's look at the example.

> *Pause for participants to locate the handout. Place your copy on the document camera.*

Take a moment to read through the lesson. Note the example think-alouds for modeling the strategy with the first paragraph of the "Gecko" text and reflect on

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how this lesson plan might influence the way you teach main ideas. You have three minutes.

Provide three minutes for participants to skim the lesson.

Activity

*Use this handout and **Presenter Resource 3** to model a think-aloud with the first paragraph of the "Gecko" text and have participants practice planning their own think-aloud with the second paragraph.*

Now we will see how to connect this strategy with summarizing.

References

Klingner et al., 2012; Shanahan et al., 2010; Willingham, 2006–2007

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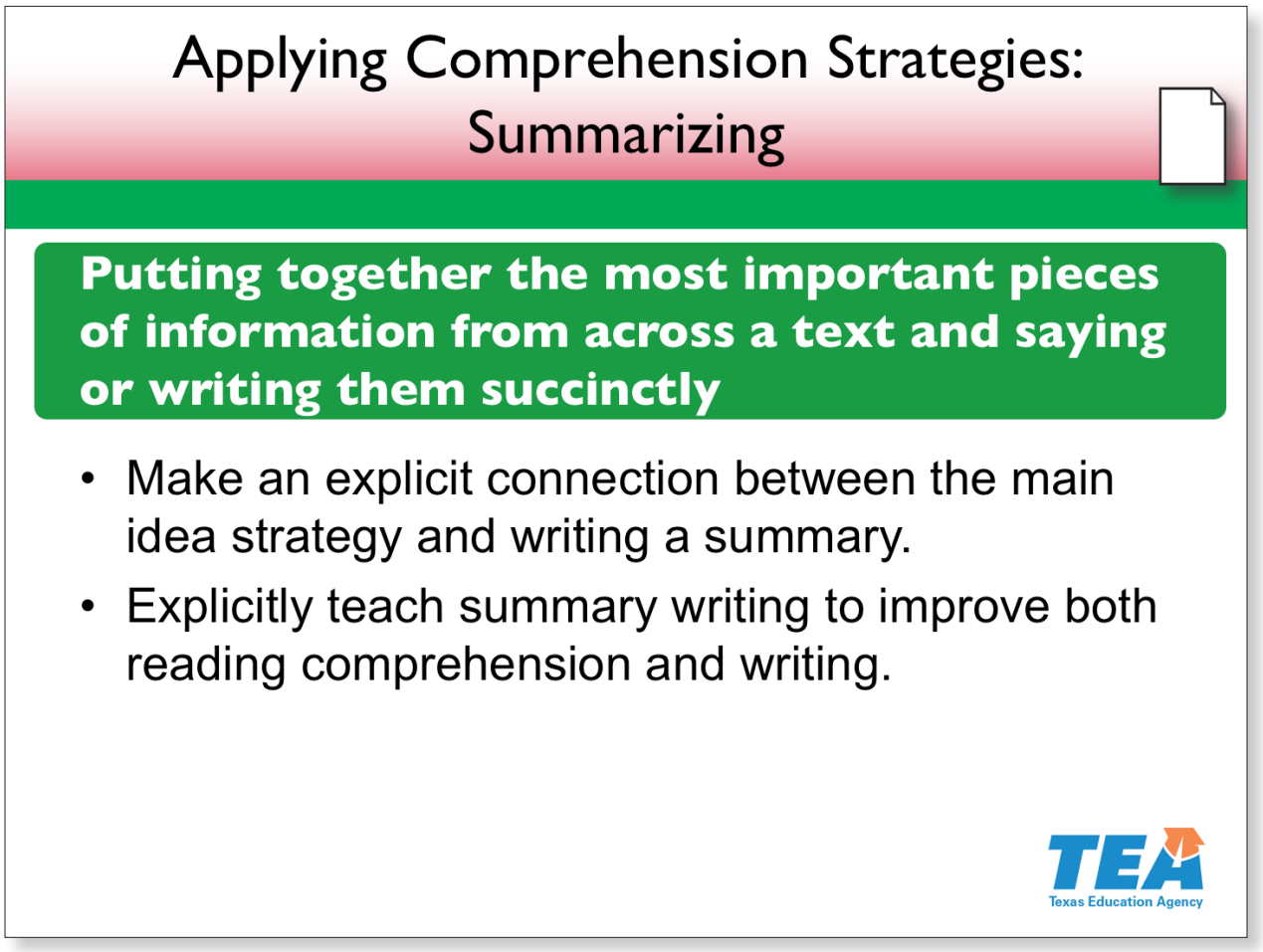

Slide 33—Applying Comprehension Strategies: Summarizing (1:45:00–1:48:30)

Summarizing has an extensive research base to support it. In fact, effective summary writing improves both reading comprehension and writing. Before students can write a summary, though, they must be able to use the previously discussed strategy, identifying important information. Making direct connections between identifying main ideas and writing a summary helps all students, especially those who struggle with these strategies.

Locate **Handout 13: Example Lesson Plan: Summarizing**.

> *Pause for participants to locate the handout. Put your copy on the document camera.*

This handout builds on the main idea lesson and shows how to connect it to summarizing. Note the think-aloud used to explicitly connect the gist statements to writing a summary and reflect on how this lesson plan might influence the way you teach summarizing. You have two minutes.

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Provide two minutes for participants to skim the lesson.

Now we will look at one last strategy that students can use either during or after reading.

References

Graham & Perin, 2007; Klingner et al., 2012; Shanahan et al., 2010; Willingham, 2006–2007

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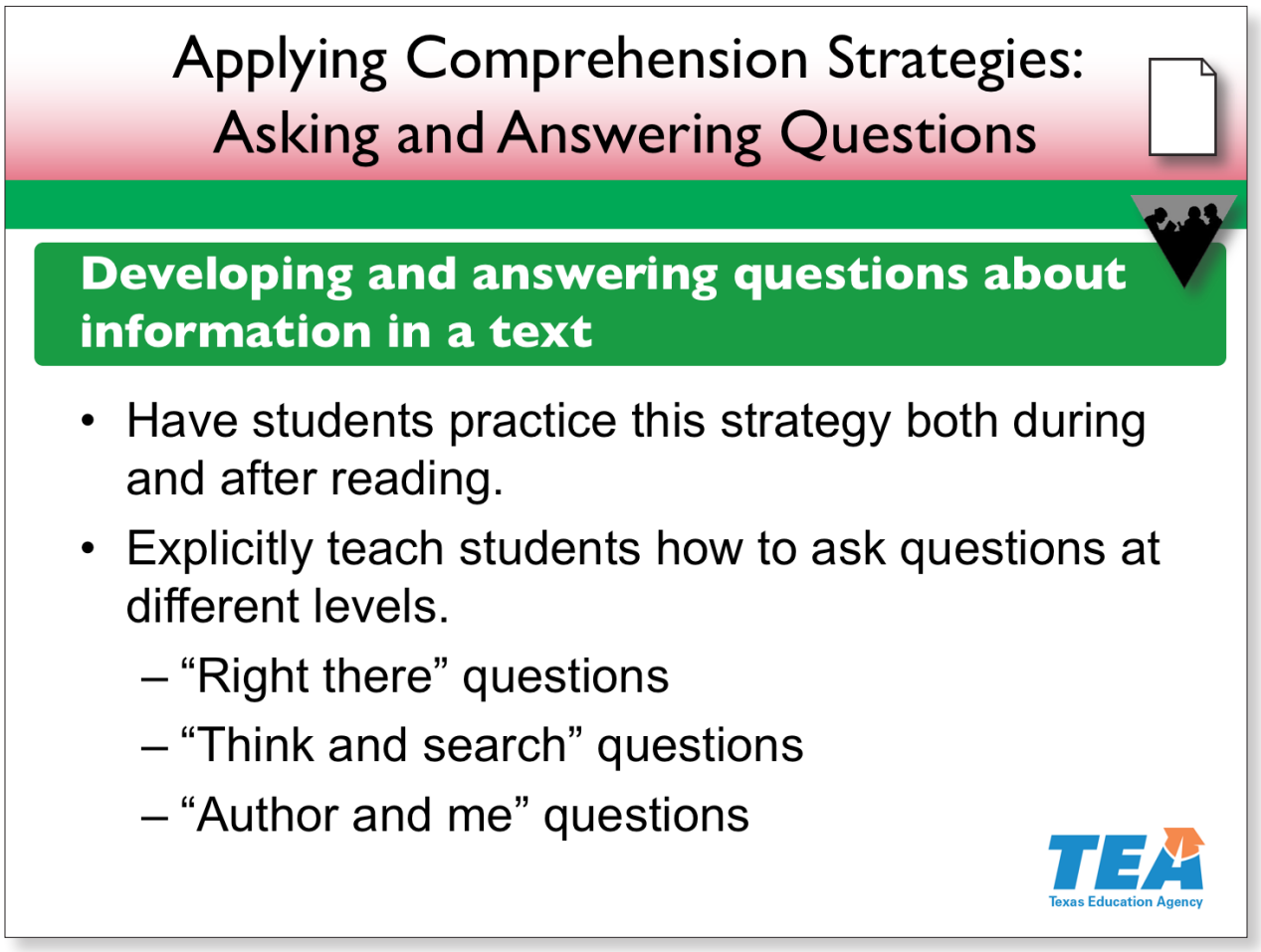

Slide 34—Applying Comprehension Strategies: Asking and Answering Questions (1:48:30–1:57:00)

As we saw during our discussion of monitoring comprehension, asking questions is one strategy for dealing with a breakdown in understanding. It is also an effective way to review information after reading a text. Take a moment to look at the "Asking and answering questions" row of the chart in Handout 10.

Pause for participants to locate the handout. Place your copy on the document camera.

Read the description for asking and answering questions and highlight any key words or ideas. You have one minute.

Provide one minute for participants to review the handout.

Note the activity for teaching students how to ask questions at various levels. The handout provides three example levels of questions.

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- "Right there" questions, which can be answered by words directly stated in a text
- "Think and search" questions, which require the reader to put information together from across the text
- "Author and me" questions, which require the reader to put together textual information with information outside the text

Let's look at an example graphic organizer that can help students practice this strategy. Locate **Handout 14: Student Log for Self-Generated Questions**.

> *Pause for participants to locate the handout. Place your copy on the document camera.*

The first page is a log for tracking questions asked and answers with text evidence to support these responses. The second page provides several sample question stems for each level. The third page shows an example of the log filled out with one question at each level related to the *Dear Juno* text we discussed earlier. The example for question three illustrates using information about Trisha from Patricia Polacco's *Thank You, Mr. Falker.*

Activity

Now it's your turn. Turn to page 4 of the handout. Using the text that you brought, work with a partner and write one question at each level. I will give you four minutes.

> *Allow four minutes for participants to work. Walk around and listen to the discussions. Use the overhead accountability energizer to show a few of the questions.*

We have now discussed six comprehension strategies to teach and have students practice using while reading. We will go over a few guidelines for teaching and practicing these strategies.

References

Klingner et al., 2012; Shanahan et al., 2010; Willingham, 2006–2007

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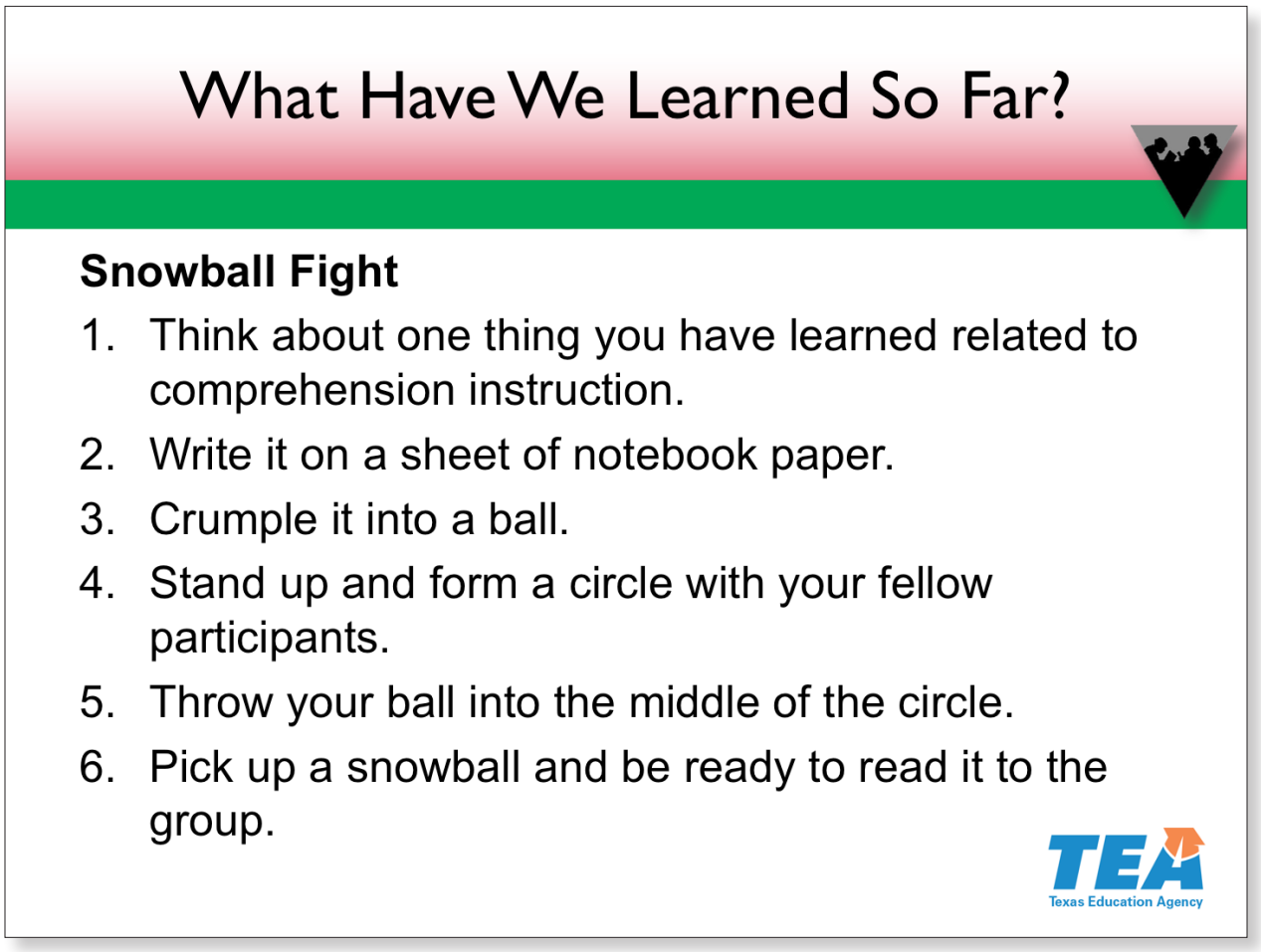

Slide 35—What Have We Learned So Far? (1:57:00–2:04:00)

Let's take a moment to reflect on what we have learned so far in relation to comprehension instruction.

Activity

Think about one thing you have learned thus far about comprehension instruction.

Pause for participants to think.

Each table should have several sheets of notebook paper. Write that one thing on your piece of notebook paper.

Pause for participants to write.

Now, crumple the paper into a ball, stand up, and form a circle with your fellow educators.

Pause for participants to crumple their papers, get up, and form a circle.

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When I count to three, throw your paper, or "snowball," into the middle of the circle. Then, you will pick up someone else's snowball, open it, read it, and be prepared to share it with the rest of the group. Ready? One, two, three, throw!

Randomly select 5 to 10 participants to read their papers aloud. Have participants return to their seats.

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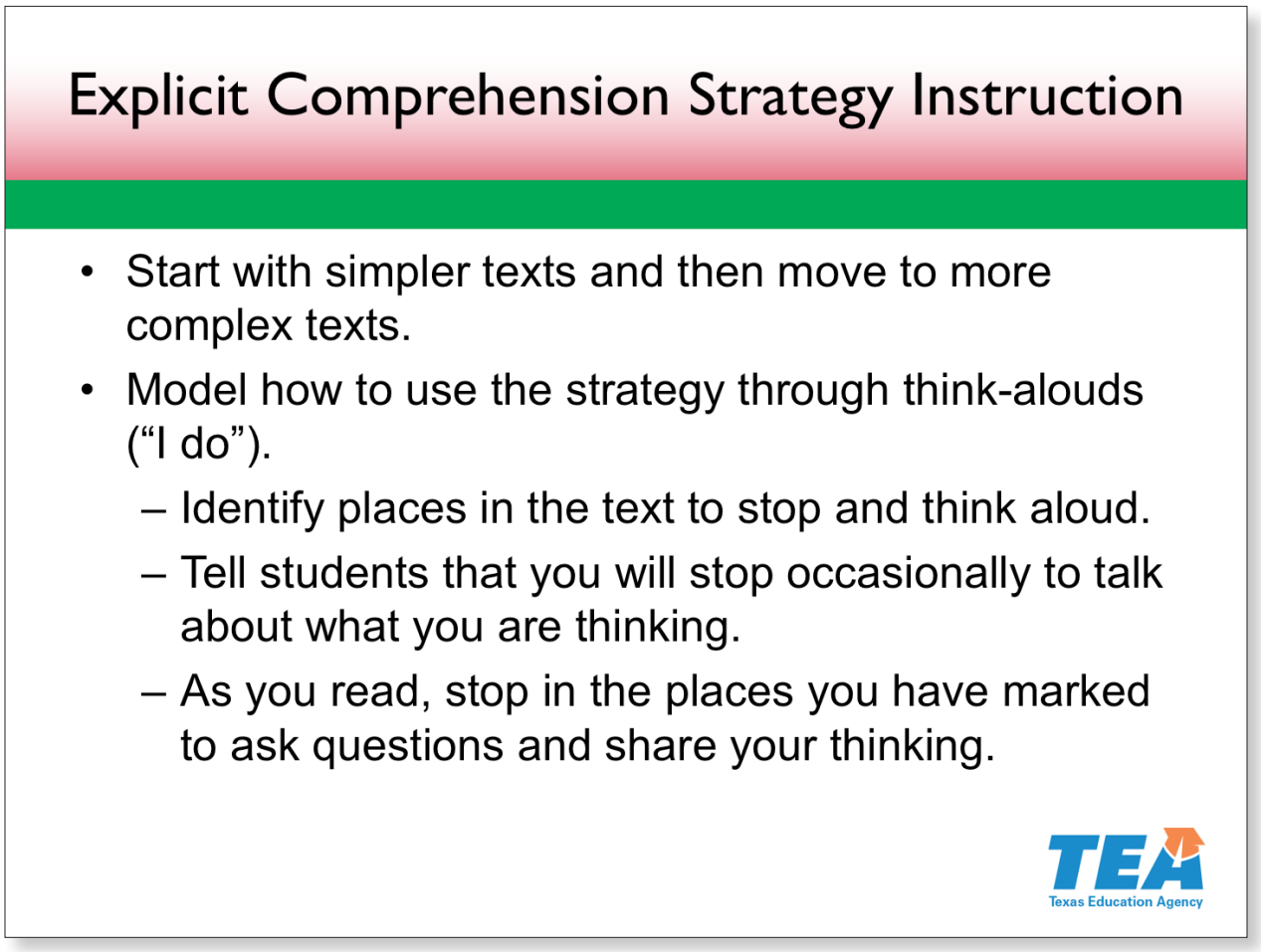

Slide 36—Explicit Comprehension Strategy Instruction (2:04:00–2:05:30)

This slide and the next slide list steps for teaching a comprehension strategy. Initial instruction in a strategy should use simple text. For example, the "Gecko" text in the main idea lesson is simple, and the main ideas of each paragraph are fairly straightforward to identify.

It is often easier to teach identifying important information and summarizing in an informational text, like the "Gecko" text, than in a literary text. Creating sensory images, on the other hand, is easier to apply in literary texts than in informational texts. Choosing texts for teaching comprehension strategies requires purposeful and thoughtful planning. Although it may be easier to teach these strategies initially with specific genres, it is important to consult the standards to ensure the required student expectations are also being taught.

The next step is planning your think-alouds. As with choosing a text, this step is key to effective strategy instruction. When you are reading, identify places in the

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text where you find yourself putting ideas together. Make a note of the thinking you want to show students.

Before you start reading aloud to students, let students know you will stop occasionally to show them your thinking. You can even tell them this is called a "think-aloud." Then, as you read, stop in the places you previously identified to think aloud and show students how you put ideas together using the strategy.

Click to the next slide to continue discussing the steps.

References

Archer & Hughes, 2011; Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; Rosenshine 2012; Shanahan et al., 2010; Willingham, 2006

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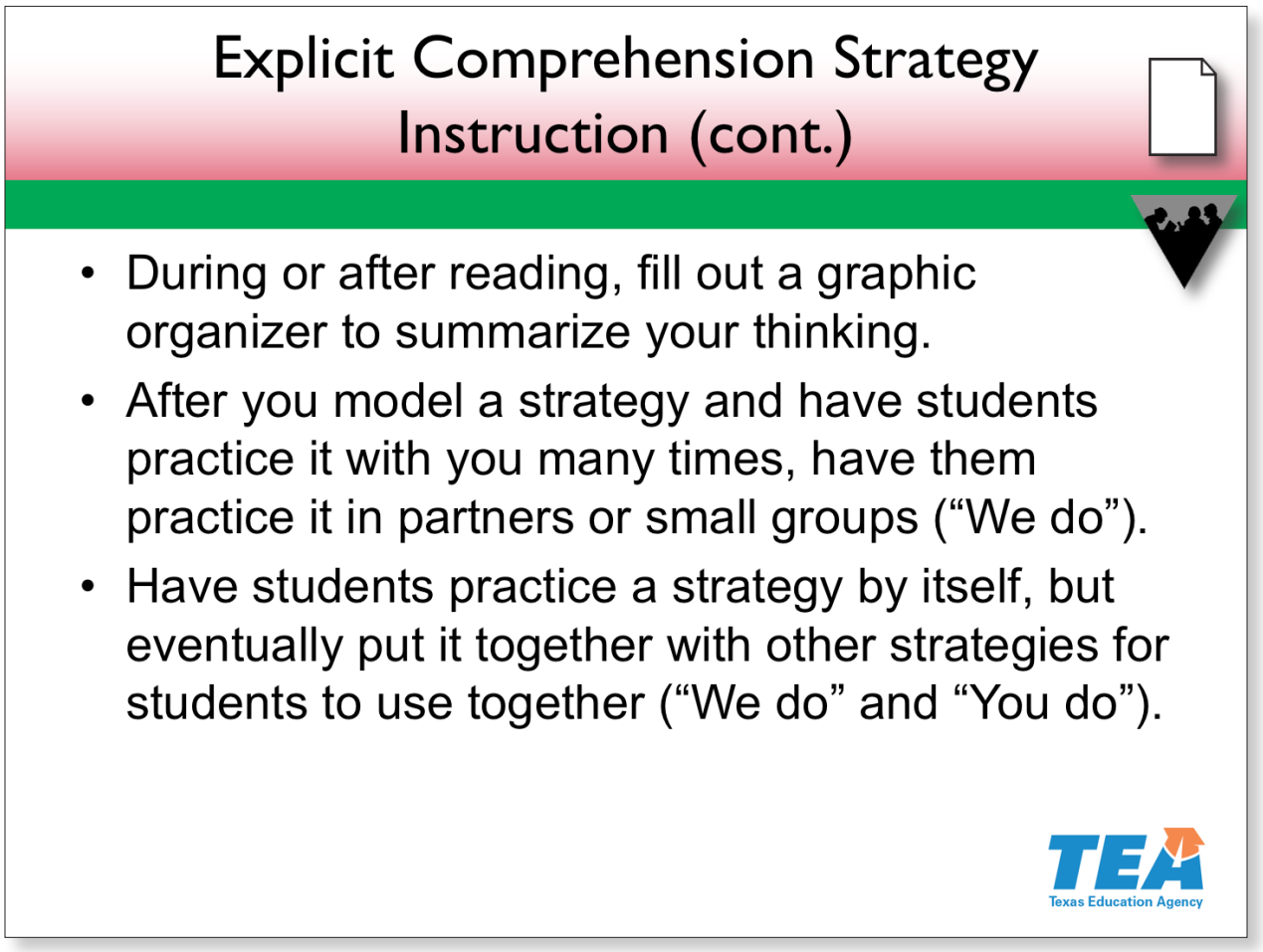

Slide 37—Explicit Comprehension Strategy Instruction (cont.) (2:05:30–2:18:00)

As you model your thinking, it is often helpful to fill out a graphic organizer. Give students their own copy to make notes along with you. For struggling students, it is beneficial to provide a completed graphic organizer or a graphic organizer that is partially completed for them to add notes to as you complete one for the class.

After modeling a strategy, have students practice it themselves with support from you and their peers. Use a lot of guided practice before students are expected to use a strategy on their own.

Finally, initial instruction and practice can occur with a single strategy, but once students have mastered two or three strategies, students can practice multiple strategies together. Research shows that both single-strategy and multiple-strategy practice improve students' reading comprehension.

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Activity

Now it's your turn. Locate **Handout 15: Example Lesson Plan**.

Use this template and the text you brought with you. Plan a lesson to teach one of the comprehension strategies described in Handout 10. Then, considering the genre of your book, consult the TEKS for additional support. Remember to identify vocabulary words you may need to preteach or build into your lesson. You may work alone or with a partner. Be prepared to share the lesson you create. You have eight minutes to work on this lesson.

> *Allow eight minutes for participants to work. Walk around and listen to the discussions. At the end of the eight minutes, have a few participants share with the whole group.*

We will discuss one more instructional component in relation to developing students' reading comprehension—supporting student motivation and engagement.

References

Archer & Hughes, 2011; Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; Rosenshine, 2012; Shanahan et al., 2010; Willingham, 2006

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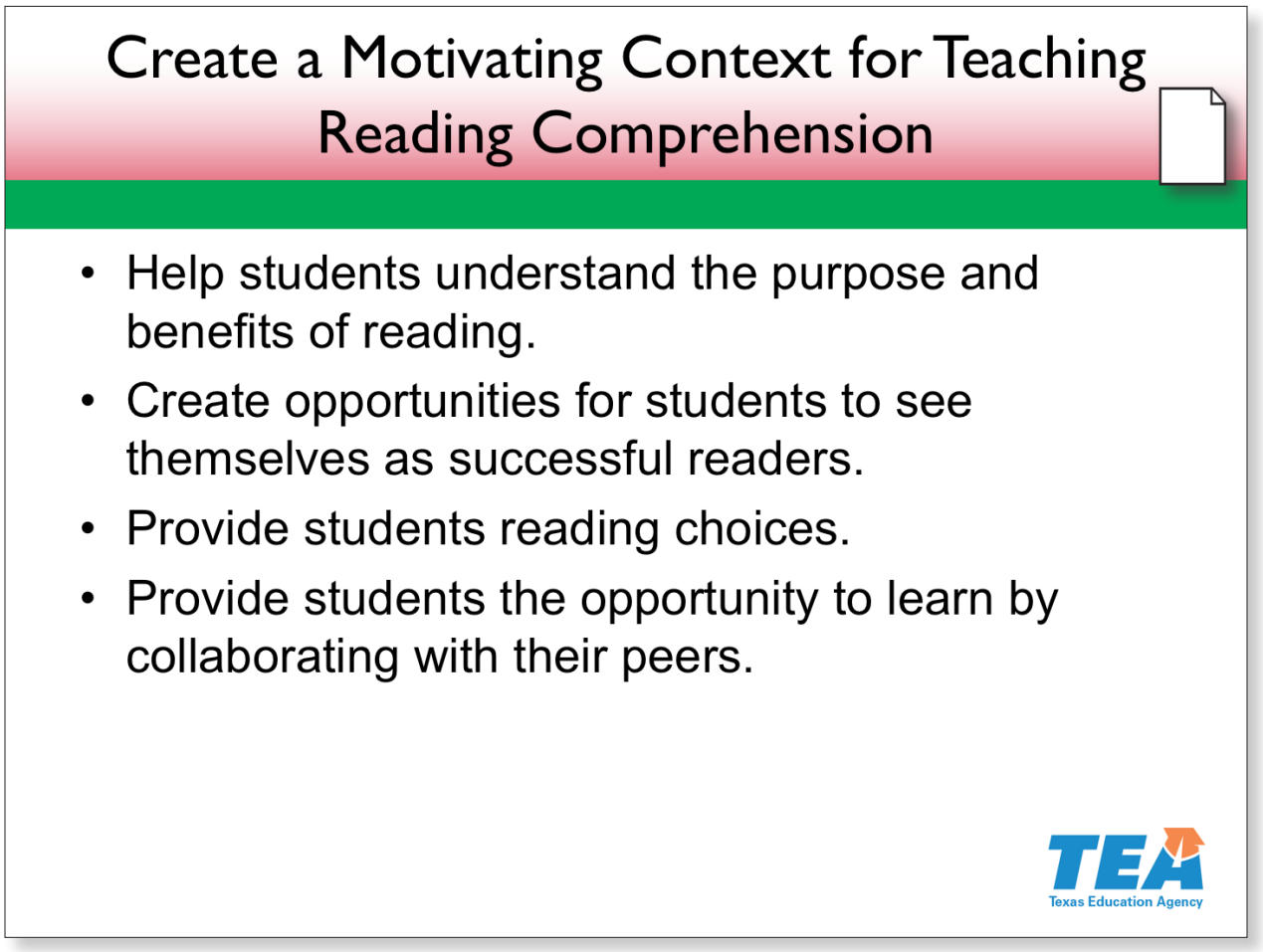

Slide 38—Create a Motivating Context for Teaching Reading Comprehension (2:18:00–2:22:00)

When teaching comprehension, attend to student engagement and motivation, especially for struggling readers. Even in elementary school, many students do not view themselves as readers. The context we create for teaching reading comprehension can have a strong impact on a student's self-image as a reader.

Locate **Handout 16: Suggestions for Creating a Motivating Environment for Teaching Reading Comprehension**.

Pause for participants to locate the handout.

This handout lists several suggestions for ensuring the context in which you teach comprehension supports student motivation, engagement, and identity as a reader. Take one minute to skim the handout. Write a star next to three suggestions you plan to implement in your classroom.

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Provide one minute for participants to work. At the end of the minute, use the ball toss energizer to have participants share one suggestion they starred. Have someone write these suggestions on chart paper at the front of the room as they are shared.

Reference

Shanahan et al., 2010

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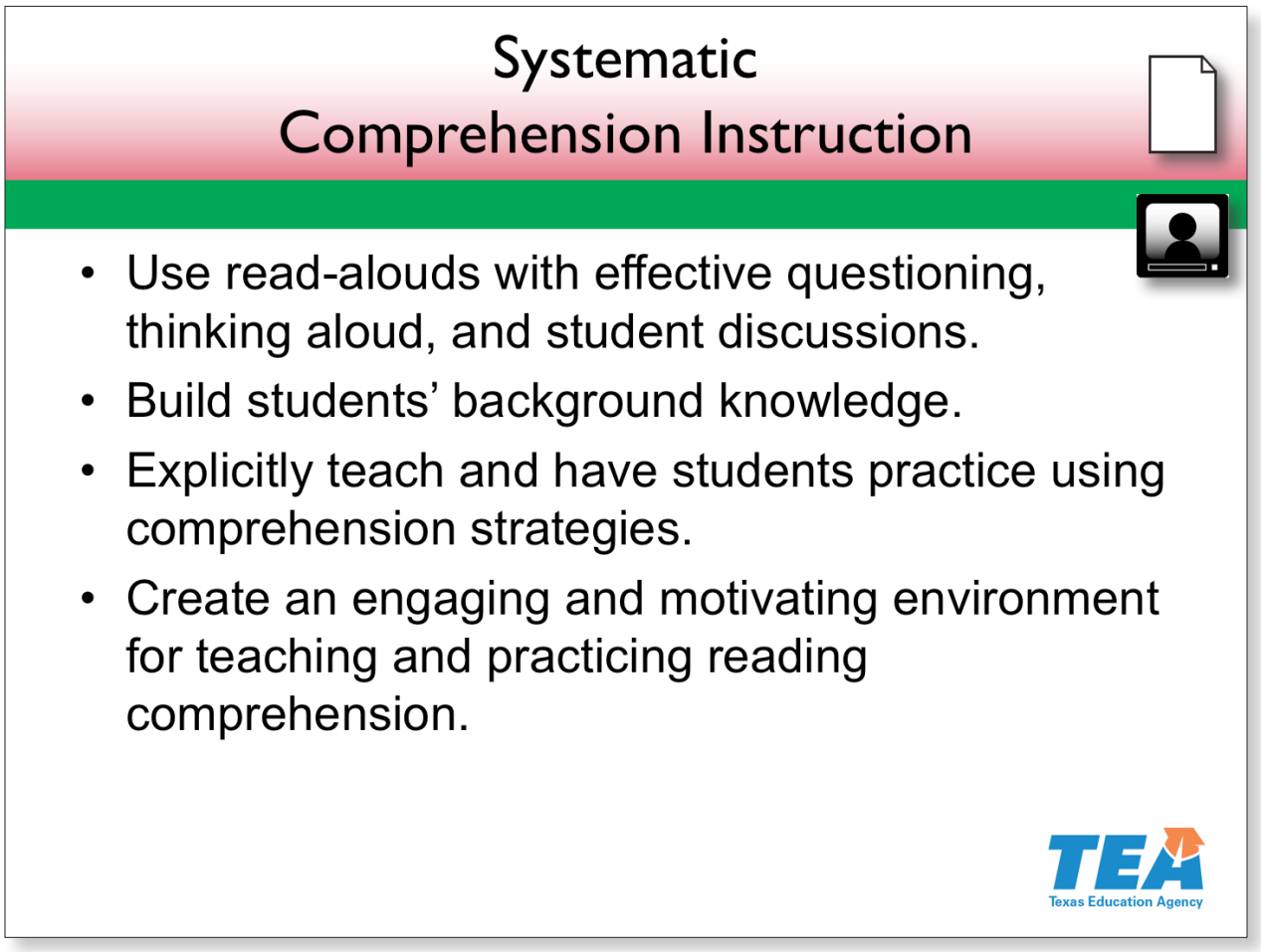

Slide 39—Systematic Comprehension Instruction (2:22:00–2:32:00)

The slide summarizes what we have discussed during this session related to systematic comprehension instruction. Locate **Handout 17: Systematic Instruction: Comprehension Checklist**.

Pause for participants to locate the handout.

Like ones we have used in previous sections, the checklist has grouping formats, explicit instructional components, and materials used for teaching comprehension. In the third row, you will see the instructional methods and strategies that we have discussed throughout this session. We will use the checklist to examine a comprehension lesson.

In a moment, I will play a video. As you watch it, mark the boxes for the different instructional elements you see. Also, make additional notes in the Comments column.

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Video: Get the Gist

Play the video.

Now, compare your markings and notes with your tablemates. I will give you three minutes to discuss.

Provide three minutes for participants to work.

References

Blachowicz & Ogle, 2001; Bos & Vaughn, 2002; Carlisle & Rice, 2002; Hirsch, 2003, 2006; Keene & Zimmerman, 2007; Moats & Hennessy, 2010; National Institute for Literacy, 2001; National Reading Panel, 2000; Oakhill et al., 2015; Paris & Stahl, 2005; Pressley, 2006; Roberts, Fletcher, Stuebing, Barth, & Vaughn, 2013; Shanahan et al., 2010; Van Keer, 2004; Willingham, 2006

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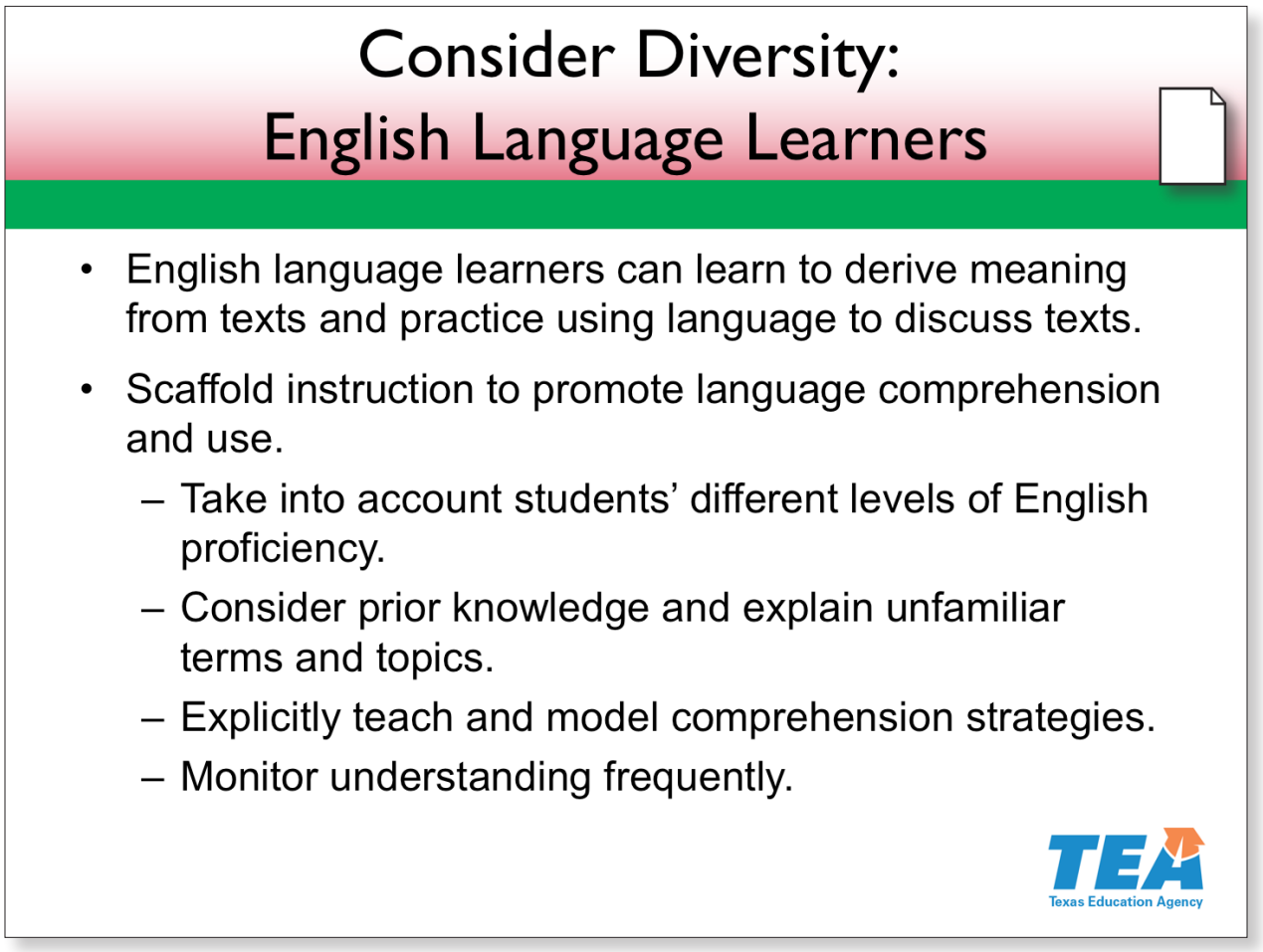

Slide 40—Consider Diversity: English Language Learners (2:32:00–2:35:00)

Reading comprehension instruction is a dual-language opportunity for English language learners. Through linguistically accommodated comprehension instruction, English language learners can learn to derive meaning from texts and develop their dual-language skills when discussing texts.

Consider students' different levels of English proficiency and the importance of prior knowledge by identifying and explaining unfamiliar terms and topics. Explicitly teach and model strategies through carefully crafted think-alouds and monitor English language learners' understanding of skills and texts.

Locate **Handout 18: English Language Learners and Reading Comprehension Instruction** and read the different ways you can ensure that comprehension instruction is meaningful for English language learners. Place a star by those you plan to use in your instruction.

You have two minutes.

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Provide two minutes for participants to review the handout and star their ideas.

References

August & Shanahan, 2006; Dreher & Gray, 2009; Francis et al., 2006; García, 2000; Gersten et al., 2007; Goldenberg, 2013; Hickman et al., 2004; Linan-Thompson & Vaughn, 2007; Peregoy & Boyle, 2005; Roit, 2006; Snow, Burns, & Griffin, 1998; Vaughn & Linan-Thompson, 2004

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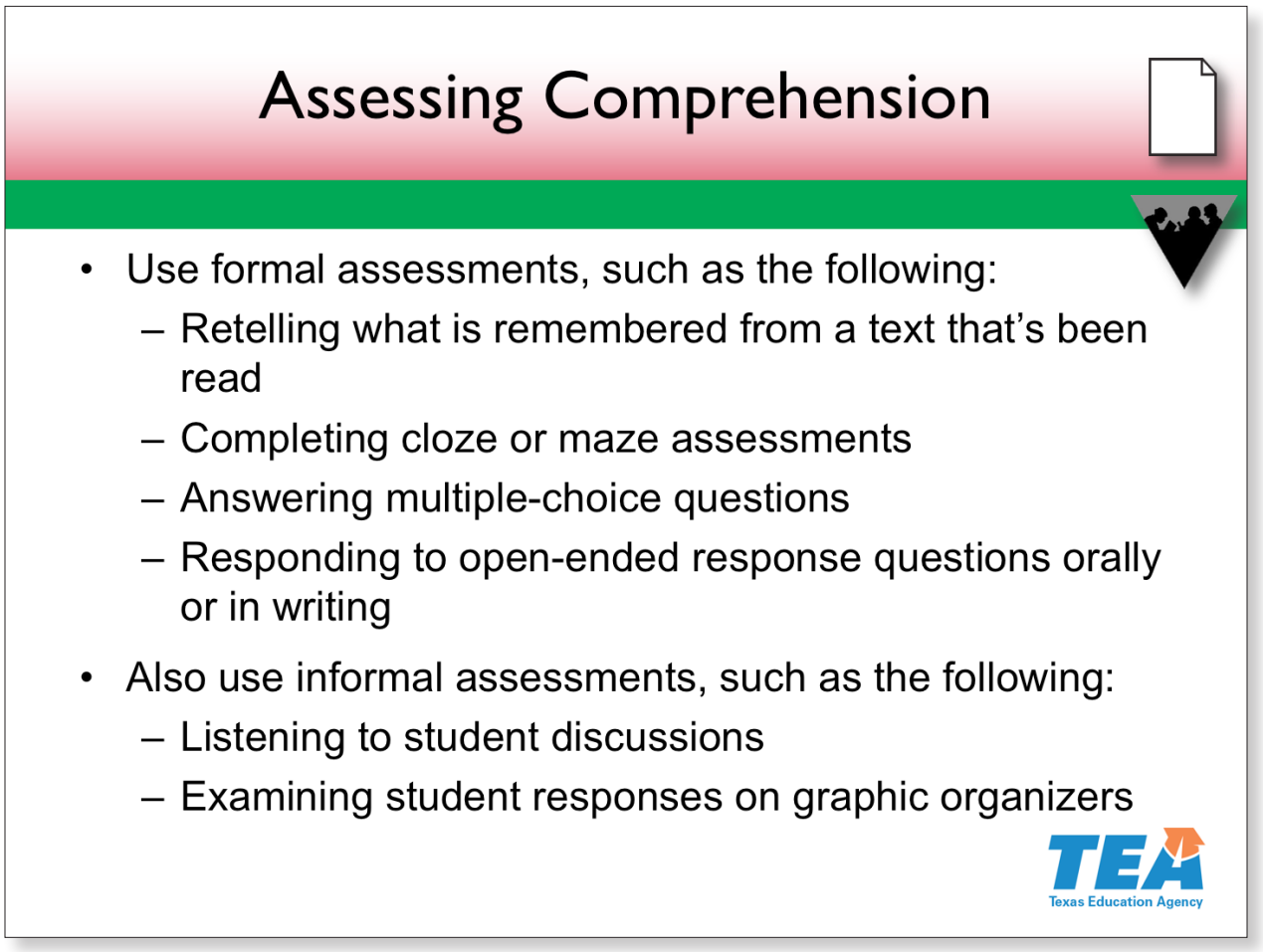

Slide 41—Assessing Comprehension (2:35:00–2:38:00)

There are many methods for assessing comprehension, including retell measures, cloze or maze assessments, multiple-choice questions, and open-ended response questions that students answer orally or in writing. **Handout 19: Examples of Formal Comprehension Assessments** provides examples of these more formal types of comprehension assessments. Review the handout now.

Pause for participants to locate and review the handout.

You can also use informal comprehension assessments like listening to student discussions of texts and examining their responses when filling out graphic organizers and inference charts. Also, using pinch papers, as we did in the Vocabulary session, engages students in additional practice that gives you information about their comprehension.

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Activity

Let's use pinch papers to check your comprehension of what we have discussed during this session.

Model the following.

Fold a sheet of paper in half and write the word *True* on the top of both sides and write *False* on the bottom of both sides.

Model and pause for participants to create their pinch papers.

I will say a sentence. If it is true, pinch *True*. If it is false, pinch *False*.

Sentence 1: Graphic organizers can be used to teach both text structures and comprehension strategies.

(True)

Sentence 2: During comprehension strategy instruction, you should spend more time teaching the strategy and less time having students apply the strategy.

(False)

Sentence 3: Research shows that building background knowledge is one of the most effective ways to improve comprehension.

(True)

When using this instructional technique, I can look around the room and note who hesitated with their pinching and may need additional instruction.

References

Farrall, 2012; Good & Kaminski, 2011; Lipson, 1996

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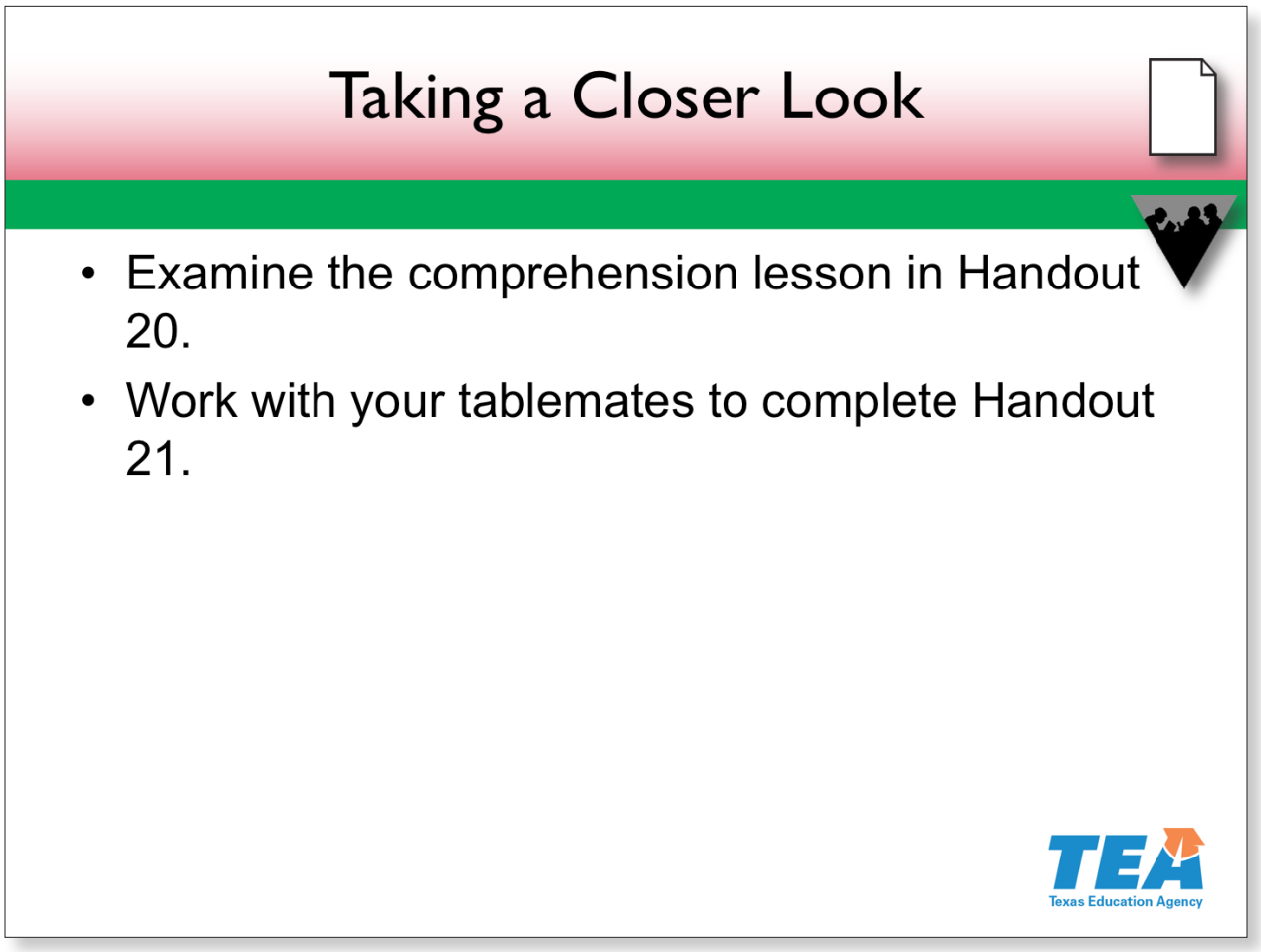

Slide 42—Taking a Closer Look (2:38:00–2:46:30)

To synthesize this information, we will look at an explicit, systematic comprehension lesson. Locate **Handout 20: Sample Comprehension Lesson**.

Pause for participants to locate the handout.

In this handout is a lesson related to a comprehension strategy we have discussed. In the lesson, students are taught to ask and answer questions at three different levels.

Activity

Now, locate **Handout 21: Taking a Closer Look**. Working with your tablemates, complete the chart with examples from the lesson in Handout 20. You have six minutes.

Allow six minutes for participants to work. Walk around and listen to the discussions. At the end of the six minutes, have participants share their thoughts about the lesson and how it incorporates each of the features.

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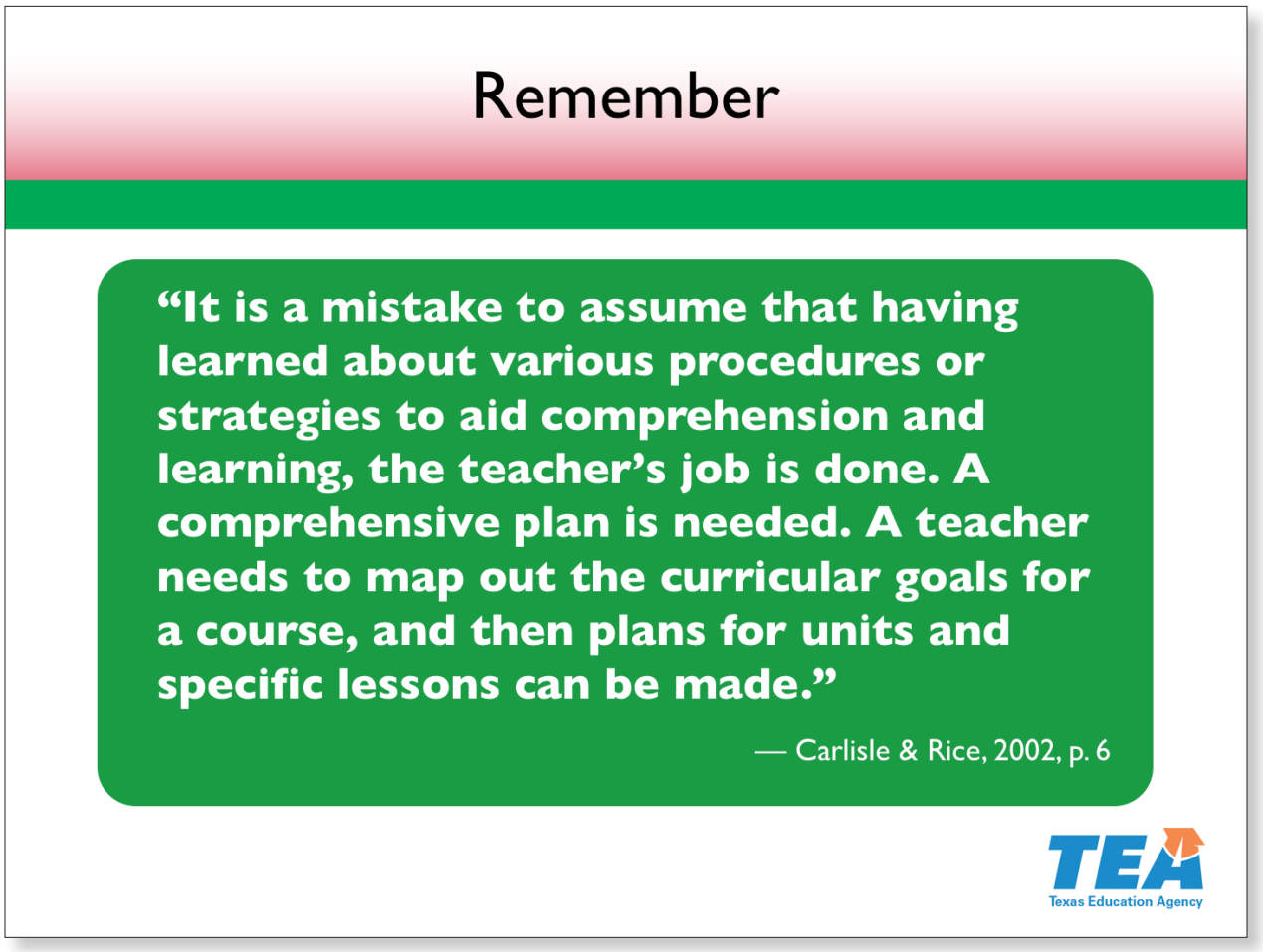

Slide 43—Remember (2:46:30–2:47:30)

Take a moment to read the quotation on the slide.

Pause for participants to read the slide.

We have reviewed many procedures and strategies for teaching and developing reading comprehension, but this is not enough. It is up to you to take this information back to your classroom and create a comprehensive plan for teaching comprehension. Only then will you be able to effectively map out goals, units, and lessons to support your students' specific needs.

Let's take the first step by summarizing what you have learned during this section.

Reference

Carlisle & Rice, 2002, p. 6

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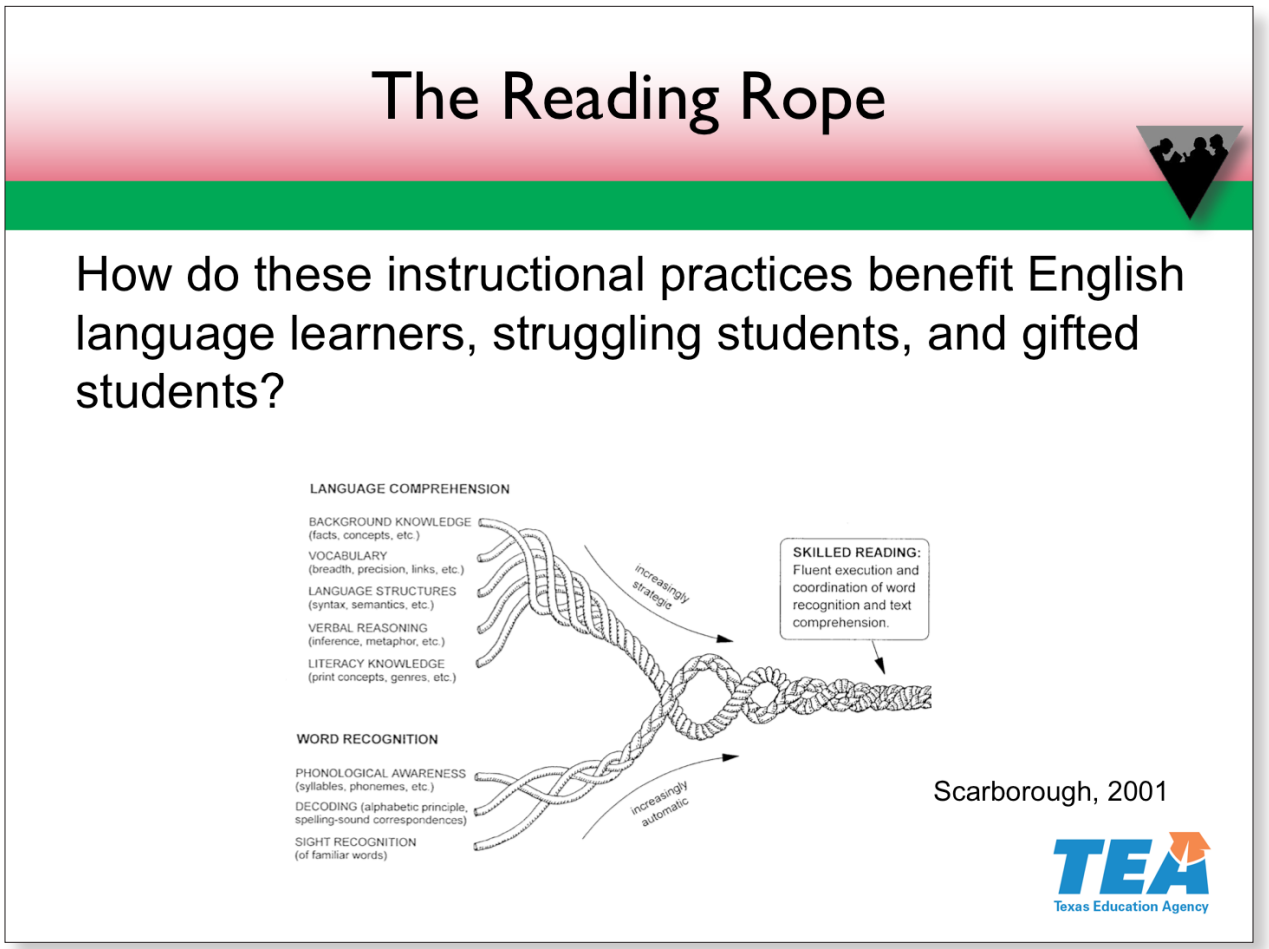

Slide 44—The Reading Rope (2:47:30–2:52:30)

Activity

Locate Handout 1: The Reading Rope from your folder, three pink pipe cleaners from your table, and three adhesive tabs from your supply pouch.

Show these materials on the document camera as participants locate them.

Each pink pipe cleaner represents one strand of the skills needed for students to be proficient in language comprehension. Use the adhesive tabs to label three pink pipe cleaners "background knowledge," "verbal reasoning," and "literacy knowledge."

On the document camera, model how to label the tabs.

Next, twist the pipe cleaners together with your previous two pink pipe cleaners for vocabulary and language structures to represent the complete language

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comprehension strand depicted in the reading rope model. While you weave, discuss with your table the guiding question on the slide.

Provide two minutes for participants to work and discuss.

Now, please take your pink pipe cleaners representing the language comprehension strand and your green pipe cleaners representing the word recognition strand and twist them together to form your reading rope. When you are finished, please place your reading rope back into your folder.

Provide one minute for participants to complete their reading rope.

Now that you have had time to reflect, let's see how our new learning can be applied to our daily instruction.

Reference

Scarborough, 2001

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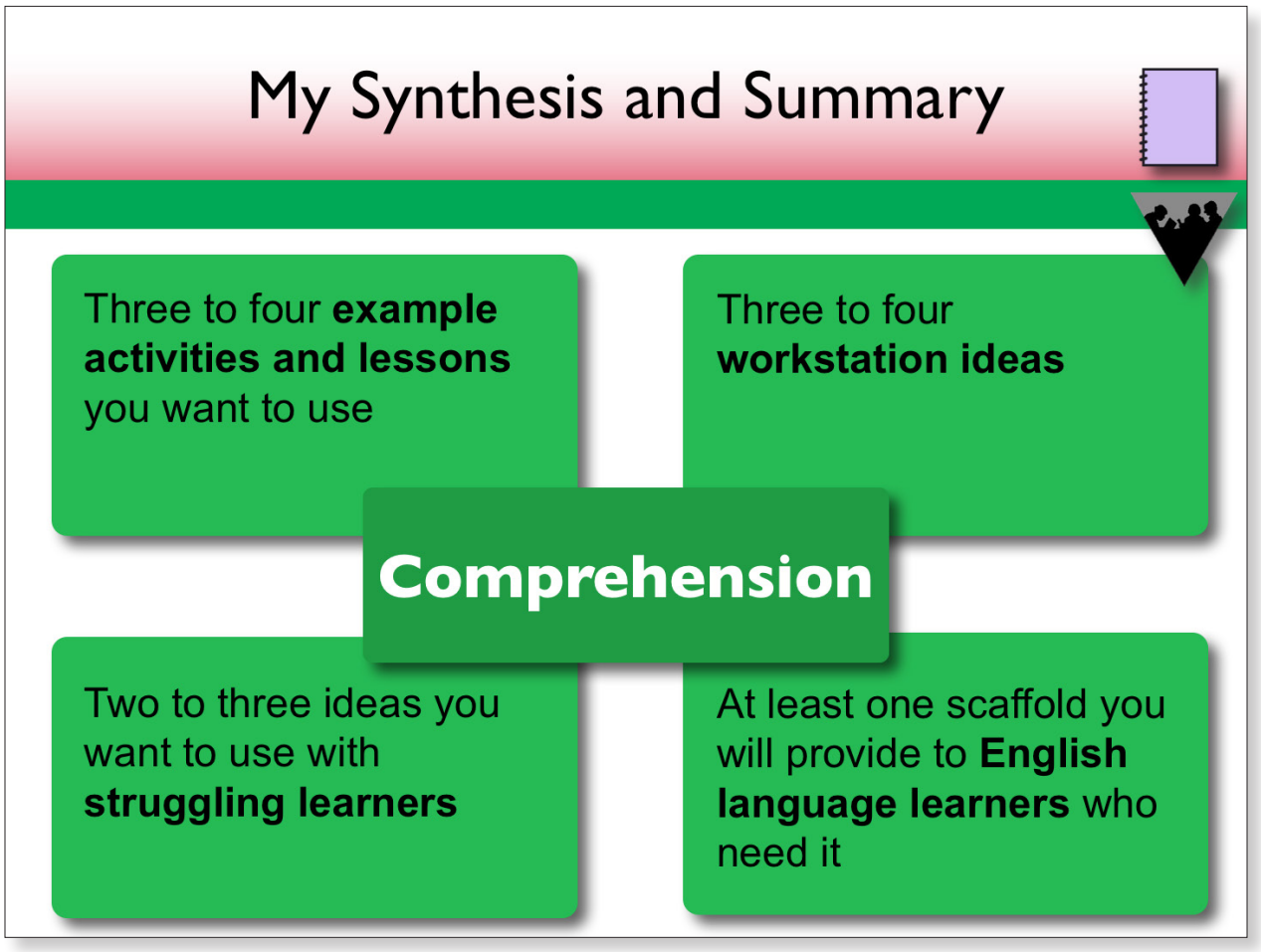

Slide 45—My Synthesis and Summary (2:52:30–3:00:00)

To conclude this section, we will synthesize what we have learned and what it means for comprehension within our literacy block. Take out the Grade 3 Literacy Block and the English Language Learner Scaffolding Planning Guide from your folder.

Pause for participants to locate the resources.

As with the other sections, we will use these two documents to summarize what we have learned and how we can apply it to our literacy instruction when we get back to our classroom. On the Grade 3 Literacy Block handout, we will complete the row for Comprehension.

*Display **Presenter Resource 4** on the document camera.*

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Activity

Here is a model showing how I completed the Literacy Block document for this section.

Review the example on the presenter resource as needed.

When filling out the last column related to English language learners, you may refer to your English Language Learner Scaffolding Planning Guide. Please take four minutes to fill out all four columns for this section.

Allow four minutes for participants to work.

Please place your Literacy Block and English Language Learner Scaffolding Planning Guide back in your folder to use again in the next section.

We have finished the Comprehension section and the second day of the academy!

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Texas Education Agency

Comprehension

Handouts

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Initial Planning for a Read-Aloud

Excerpt From *Dear Juno* by Soyung Pak

Juno watched as the red and white blinking lights soared across the night sky like shooting stars, and waited as they disappeared into faraway places. Juno wondered where they came from. He wondered where they were going. And he wondered if any of the planes came from a little town near Seoul where his grandmother lived, and where she ate persimmons every evening before bed.

Juno looked at the letter that came that day. It was long and white and smudged. He saw the red and blue marks on the edges and knew the letter came from far away. His name and address were neatly printed on the front, so he knew the letter was for him. But best of all, the special stamp on the corner told Juno that the letter was from his grandmother.

Through the window Juno could see his parents. He saw bubbles growing in the sink. He saw dirty dishes waiting to be washed. He knew he would have to wait for the cleaning to be done before his parents could read the letter to him.

"Maybe I can read the inside, too," Juno said to his dog, Sam. Sam wagged his tail. Very carefully, Juno opened the envelope. Inside, he found a letter folded into a neat, small square.

He unfolded it. Tucked inside were a picture and a dried flower.

Juno looked at the letters and words he couldn't understand. He pulled out the photograph. It was a picture of his grandmother holding a cat. He pulled out the red and yellow flower. It felt light and gentle like a dried leaf. Juno smiled. "C'mon, Sam," Juno said. "Let's find Mom and Dad."

"Grandma has a new cat," Juno said as he handed the letter to his mother. "And she's growing red and yellow flowers in her garden."

"How do you know she has a new cat?" Juno's father asked.

"She wouldn't send me a picture of a strange cat," said Juno.

"I guess not," said Juno's father.

"How do you know the flower is from her garden?" asked Juno's mother.

"She wouldn't send me a flower from someone else's garden," Juno answered.

"No, she wouldn't," said Juno's mother.

Then Juno's mother read him the letter.

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Notes on Teaching Comprehension With *Dear Juno* Excerpt

Level 2 vocabulary to teach	
Background knowledge to develop	
Thinking processes to teach	
Places to stop and ask questions	In the text, write a 1 next to the first place you would stop to query students. Then, write a 2 in the next place, a 3 in the next place, etc. In the row below, write the initial questions you would ask to get students thinking deeply about the text and the preferred student response.
Questions to get students thinking deeply about the text	1 Student response: 2 Student response: 3 Student response: 4 Student response: 5 Student response:

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Guidelines for High-Quality Discussions

Select a text that allows for compelling discussions. Be sure to consider your instructional purpose and specific student needs.

When using a narrative text, consider one with a character who faces a conflict so students can discuss both sides of the conflict and debate the character's motivations and actions.

When using an informational text, find one that describes a real-world problem that presents a dilemma for students to discuss and possibly argue different sides.

Consider different types of thinking when students discuss the text, including the following.

Type of Thinking	Description
Locate and recall	Locate specific facts or details; identify important information and supporting details; find story elements such as characters and setting.
Integrate and interpret	Make connections across parts of a text; compare and contrast information or story elements; use mental images; consider alternative ideas or explanations for what's in a text.
Critique and evaluate	Assess a text from various perspectives; synthesize what's in one text with other texts and experiences; determine the theme of a text; decide on what's significant within a text; judge whether a text and its features effectively accomplish a purpose.

When reading a text aloud, discussions should allow students to develop higher-level thinking processes like integration, interpretation, and evaluation.

Develop questions that go beyond the text's surface level.

These questions focus on what students will think about in relation to the text.

Move beyond locate and recall questions to higher-level questions that require students to integrate text information with their background knowledge and to assess a text's purpose, effectiveness, and significance.

Example question stems	Your question stems
Why did _____? What do you think _____? If you were the author, _____? What does _____ remind you of and why?	

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Ejemplos de preguntas	Sus preguntas
¿Por qué _____? ¿Por qué crees tú que _____? Si tu fueras el autor, _____? ¿Qué te recuerda _____ y por qué?	

Both the teacher and students can use these question stems when asking questions.

Have follow-up questions prepared to help students delve deeper into a text's meaning.

Often, students struggle with the initial question asked about a text, especially a question that requires them to make several connections within or across texts.

Be prepared with follow-up questions to help students clarify their thinking, elaborate on their responses, and tie these responses directly to the text.

Example follow-up questions and stems	Your follow-up questions and stems
That's what the text says, but what does that mean? (Use this question when a student simply repeats a text word for word.) What makes you say that? What happened in the text that makes you think that? Can you explain what you meant when you said _____? Do you agree with what _____ said? Why or why not? How does what you said connect with what _____ already said? Let's see whether what we read provides us with any information that can resolve _____ and _____'s disagreement. What does the author say about that?	

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Ejemplos de preguntas para llegar a una discusión más compleja	Sus preguntas para discusión
Eso es lo que dice en el texto, pero, ¿qué significa eso? (a utilizarse cuando un estudiante repite el texto palabra por palabra) ¿Por qué dices eso? ¿Qué pasó en el texto que te hace pensar eso? ¿Puedes explicar qué quieres decir cuando dijiste _____? ¿Estás de acuerdo con lo que _____ dijo? ¿Por qué sí o por qué no? ¿Cómo se relaciona lo que dices con lo que _____ ya dijo? Vamos a ver si lo que leímos nos puede dar información que pueda resolver el desacuerdo entre _____ y _____. ¿Qué es lo que dice el autor sobre eso?	

Rather than following the typical cycle of teacher asks a question, student answers, teacher evaluates, teacher asks another question, etc., these questions can be used by the teacher and students to create a collaborative discussion.

Have students work in structured small groups to think more critically and independently about a text.

As students become more proficient at these discussions, allow for more time to be spent in student-led discussion groups.

Group students who are strong readers and proficient at discussions with students who are less strong readers and less proficient at discussions.

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The following are a few other suggestions for setting up and using these student-led groups:

- Start with shorter discussions and gradually increase the discussion time.
- Establish and model discussion rules (e.g., taking turns, not interrupting, staying on task). Use a rules chart as a reminder during discussions.
- One rule to consider is not allowing students to talk more than three times until everyone has spoken. Use chips for students to turn in each time they talk. Once they're out of chips, they have to listen without speaking until everyone has turned in at least one chip.
- Assign roles to students in each group to ensure full participation.
- Give students higher-order questions or pictures to discuss with a partner before moving into small groups.
- After reading a text aloud, ask students to reflect on the text by drawing or writing in a journal. Explain that the journal entries should relate to questions or issues that they'd like to discuss later.
- Have students create their own questions using question stems like the ones listed above. Have students take turns asking their questions.

Adapted from Beck & McKeown, 2006; National Assessment Governing Board, 2008; Santoro et al., 2008; Shanahan et al., 2010

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Read-Aloud Cycle

Preparation for Each Text

Choose a narrative or informational text, "chunk" it into sections of 200 to 250 words, and for each chunk, select three or four vocabulary concepts that students do not already know. Use a culturally responsive lens when selecting texts.

Before Reading

Repeat the routine daily until the text is complete.

STEP 1: Preview the selection and introduce the three to four vocabulary words for today's chunk of text. Use nonlinguistic representations and contextualized examples to teach the words. Activate students' prior knowledge and make predictions.

During Reading

STEP 2: Read the selection aloud to students without stopping, using appropriate prosody and expression.

STEP 3: Have students retell the text and make one inference, scaffolding their use of target vocabulary when possible. Ensure that all students have opportunities to use and practice language through pair interactions.

STEP 4: Reread the text, directing students to listen for target vocabulary and discuss meaning. Guide students in creating their own sentences using the vocabulary word.

After Reading

STEP 5: Extend comprehension through deep processing of vocabulary knowledge and text content. Have students turn and talk about the text in relation to their lives. Together with students write a gist statement that gives the main idea for that chunk of text. Extend comprehension by having students write in a reader's response journal. Use prompts such as, "What do you think will happen next in the story? Write a prediction in your journal."

Last Day for Each Text

Choose four to five vocabulary words from previous days that were particularly challenging and in need of further study. Reread or retell the entire story.

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Rutina para leer y discutir libros

Preparación para cada libro

Escoja un texto narrativo o expositivo, sepárelo en secciones de 200 a 250 palabras, y para cada sección, seleccione tres o cuatro conceptos o términos (palabras de vocabulario) que los estudiantes no conozcan. Selecciones los libros teniendo en cuenta los intereses y las culturas representadas por los estudiantes.

Antes de la lectura

Repita esta rutina diaria hasta que el libro se termine de leer.

1er PASO: Presente el libro e introduzca tres o cuatro palabras de vocabulario para la sección del libro para este día. Utilice representaciones no-lingüísticas y ejemplos contextualizados para enseñar las palabras.

Durante la lectura

2do PASO: Lea la sección a los estudiantes sin detenerse, utilizando prosodia y expresión apropiadas.

3er PASO: Pida a los estudiantes que recuenten la historia, deduciendo y ayudándolos a utilizar el vocabulario cuando sea necesario.

4to PASO: Relea el texto, pidiéndole a los estudiantes que pongan atención a las palabras del vocabulario a enseñarse y repase el significado.

Después de la lectura

5to PASO: Desarrolle la comprensión a través del procesamiento a fondo del vocabulario y el contenido del texto.

Ultimo día para cada texto

Escoja cuatro o cinco palabras de los días anteriores que fueron particularmente difíciles y que necesiten más repaso. Relea o discuta toda la historia.

Adaptado de Hickman, Pollard-Durodola, & Vaughn, 2004. Utilizado con permiso de Project ELITE, The Meadows Center for Preventing Educational Risk, 2016. Para mayor información, visite www.elitetexas.org.

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Sample Read-Aloud Lessons

Title: *A Bad Case of Stripes* **Author:** David Shannon

Vocabulary and Stems	Questions	Example Gist	Lesson Closure
Chunk 1: pages 1–11			
examine: To look at something carefully and thoroughly because you want to find out more about it *outfit*: A set of clothes worn together, especially for a special occasion *twitching*: Making a small, sudden movement The doctor examines _____. My favorite outfit is _____. I can twitch my _____.	Why do you think the students called Camilla a crayon? How do you think Camilla is feeling? Why?	While Camilla was getting ready for school, she was worried about what other kids would think of her outfit. She screamed when she looked in the mirror and was covered with stripes. She stayed home so a doctor could examine her.	What do you predict will happen tomorrow? Turn to your partner and tell him or her about it. Write about it in your reading response journal.
Chunk 2: pages 12–19			
mumbled: Said something too quietly or not clearly enough, so that other people cannot understand you *experts*: People who have a special skill or special knowledge of a subject, gained through training or experience *specialists*: People who know a lot about a subject or are very skilled at it People mumble because _____. Some types of experts are _____. A specialist is someone who _____.	Why were the students afraid to be in the same classroom as Camilla? How do you think Camilla felt when the specialists and experts came? Why?	The kids at school made fun of Camilla and she was a distraction so the principal asked that she stay home. Specialists and experts came to try to get rid of her stripes.	What do you predict will happen in the story tomorrow? Turn to your partner and tell him or her about it. Write about it in your reading response journal.

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Vocabulary and Stems	Questions	Example Gist	Lesson Closure
Chunk 3: pages 20–27			
cure: A medicine or medical treatment that makes an illness go away *recognize*: To know who someone is or what something is *sob*: To cry noisily while breathing in short, sudden bursts A cure is _____. People couldn't recognize Camilla because_____. She began sobbing because _____.	Why did Camilla's mom sob? Do you think the woman at the door will be able to help Camilla? How do you think the woman will help Camilla?	No one could figure out a cure for Camilla's stripes and people could barely recognize her. Camilla's mom began to sob when things just kept getting worse.	What do you predict will happen in the story tomorrow? Why? Turn to your partner and tell him or her about it. Write about it in your reading response journal.
Chunk 4: pages 28–32			
container: Something such as a box or bowl that you keep things in *compared*: Examined or judged two or more things to show how they were similar or different *vanished*: Disappeared suddenly, especially in a way that cannot be easily explained A container can hold _____. I can compare _____. The stripes vanished because _____.	How has Camilla's feelings toward lima beans changed in the story? How do you know? Why do you think the author wrote this story?	A woman came to the door with a container of lima beans. Camilla ate the lima beans and her stripes vanished. She learned that she shouldn't worry about what other people think.	Have you ever been nervous or embarrassed about something? Turn to your partner and tell him or her about it. Write about it in your reading response journal.

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Title: *Alexander and the Terrible, Horrible, No Good, Very Bad Day* **Author:** Judith Viorst

Vocabulary and Stems	Questions	Example Gist	Lesson Closure
Chunk 1: pages 1–9			
scrunched: To squeeze into a small space *invisible*: Something that cannot be seen You can be scrunched in _____. Something I would like to do if I were invisible is _____.	What decisions does Alexander make in the morning that start his day off bad? Why do you think Alexander blames others for what happens to him?	Alexander has a bad morning when his actions lead to bad things happening. He feels sorry for himself and wishes he was in Australia.	What do you predict will happen next in the story? Turn to your partner and tell him or her about it. Write about it in your reading response journal.
Chunk 2: pages 10–19			
double-decker: Something with two levels *scolded*: To angrily criticize someone, especially a child, about something he or she did I would like a double-decker _____. Kids sometimes get scolded for _____.	Look at the pictures. How do you think Alexander is feeling? Why? Why do you think Alexander says he wants to go to Australia?	Alexander continues to have bad luck, and the bad things that happen make him think he is being picked on.	(Preview the pictures with students before asking the following.) What do you predict will happen tomorrow? Turn to your partner and tell him or her about it. Write about it in your reading response journal.

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Vocabulary and Stems	Questions	Example Gist	Lesson Closure
Chunk 3: pages 20–30			
sneakers: A type of light, soft shoe with a rubber sole *drain*: A pipe that carries water or waste liquids away I would like sneakers with _____. There is a drain in _____.	How does Alexander's mom try to make him feel better? Do you think tomorrow will be a better day for Alexander? Why or why not?	Alexander feels sorry for himself for all of the bad things that keep happening. His mom makes him feel better by telling him that everyone has a bad day sometimes.	Write about a time you had difficulty with something or had a bad day. Who helped you? Turn to your partner and tell him or her about it. Write about it in your reading response journal.

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Ejemplos de planes de clase

Title: *Un caso grave de rayas* **Author:** David Shannon

Vocabulario y principios de oraciones	Preguntas	Ejemplo de idea principal	Cierre de lección
Sección 1: páginas 1–11			
preocupada: sentirse intranquilo o con miedo por algo *increíble*: algo que es muy difícil de creer *espasmos*: cuando una parte de tu cuerpo se mueve rápidamente sin que tú lo puedas controlar Yo estoy preocupado cuando _____. Algo increíble es _____. Yo tengo espasmos cuando _____.	¿Por qué crees que sus compañeros de escuela le decían "Camilla Crayola"? ¿Cómo crees que Camilla se siente? ¿Por qué?	Mientras se preparaba para ir a la escuela, Camilla estaba preocupada de lo que sus compañeros iban a pensar de su ropa. Gritó cuando vio en el espejo que estaba cubierta de rayas. Se quedó en casa para que el doctor la revisara.	¿Qué predices que pasará mañana en la historia? Platícalo con tu compañera o compañero de al lado. Escríbelo en tu cuaderno de respuestas de lectura.
Sección 2: páginas 12–19			
murmuró: decir algo en voz tan baja que la gente no puede entender *especialistas*: personas que saben mucho sobre un tema o que son muy buenas para hacer algo *expertos*: personas que tienen una habilidad o conocimiento especial porque alguien les enseñó y lo han practicado por mucho tiempo La gente murmura porque _____. Un especialista es alguien que _____. Algunos tipos de expertos son _____.	¿Por qué crees que sus compañeros tenían miedo de estar en el mismo salón con Camilla? ¿Cómo crees que se sintió Camilla cuando los especialistas y expertos vinieron a su casa? ¿Por qué?	Los compañeros de escuela de Camilla se burlaron de ella. Camilla era una distracción para todos y el director pidió que se quedara en su casa. Especialistas y expertos fueron a su casa para tratar de curarla de las rayas.	¿Qué predices que pasará mañana en la historia? Platícalo con tu compañera o compañero de al lado. Escríbelo en tu cuaderno de respuestas de lectura.

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Vocabulario y principios de oraciones	Preguntas	Ejemplo de idea principal	Cierre de lección
Sección 3: páginas 20–27			
curaba: hacer que a una persona enferma se le quite una enfermedad y recupere la salud *reconocerla*: saber quién es alguien o que es algo *sollozando*: llorar ruidosamente con la respiración entrecortada Algo que me cura es _____. La gente no podía reconocer a Camilla porque _____. Ella empezó a sollozar porque _____.	¿Por qué sollozó la mamá de Camilla? ¿Crees que la mujer que tocó la puerta va a poder ayudar a Camilla? ¿Cómo crees que la va a ayudar?	Nadie pudo curar las rayas de Camilla y la gente ya casi no podía reconocerla. La mamá de Camilla empezó a sollozar cuando las cosas seguían empeorando.	¿Qué predices que pasará mañana en la historia? ¿Por qué? Platícalo con tu compañera o compañero de al lado. Escríbelo en tu cuaderno de respuestas de lectura.
Sección 4: páginas 28–32			
envase: recipiente que se utiliza para poner cosas en él *comparación*: examinar dos o más cosas para saber en qué son diferentes y en que son iguales *desapareció*: dejar de estar a la vista de repente y en una forma que no se puede explicar En un envase puedes poner _____. Yo puedo comparar _____. Las rayas desaparecieron porque _____.	¿Cómo cambiaron los sentimientos de Camilla hacia las habas? ¿Cómo sabes? ¿Por qué crees que el autor escribió esta historia?	Una mujer con un envase de habas tocó la puerta de la casa de Camilla. Camilla se comió las habas y las rayas desaparecieron. Camilla aprendió que no debe preocuparse por lo que las otras personas piensen.	¿Alguna vez te has sentido nervioso o apenado por algo? Platícalo con tu compañera o compañero de al lado. Escríbelo en tu cuaderno de respuestas de lectura.

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Title: *Alexander y el día terrible, horrible, espantoso, horroso* **Author:** Judith Viorst

Vocabulario y principios de oraciones	Preguntas	Ejemplo de idea principal	Cierre de lección
Sección 1: páginas 1–9			
asfixiando: cuando algo te aprieta y no puedes respirar bien *invisible*: algo que no se puede ver Te puedes estar asfixiando cuando _____. Algo que me gustaría que fuera invisible es _____.	¿Qué le pasó a Alexander en la mañana para que empezara su día mal? ¿Por qué crees que Alexander culpa a otros por lo que le pasa a él?	Alexander tiene una mala mañana porque le pasan muchas cosas malas. Se siente triste y quiere irse a vivir a Australia.	¿Qué predicen va a pasar después en la historia? Voltea con tu pareja y discute esta idea. Escribe sobre esto en tu diario de reflexión sobre la lectura.
Sección 2: páginas 10–19			
enfangado: ensuciarse con lodo *regañó*: cuando alguien critica a otra persona fuertemente por algo malo que Yo puedo acabar enfangado si _____. Mi mamá me regañó cuando _____.	Observen los dibujos. ¿Cómo creen que Alexander se siente? ¿Por qué? ¿Por qué creen que Alexander se quiere ir a Australia?	Alexander continua teniendo mala suerte y, cuando cosas malas le pasan, él piensa que se están aprovechando de él.	Después de ver las ilustraciones, ¿qué es lo que vamos a leer mañana? Voltea con tu pareja y discute esta idea. Escribe sobre esto en tu diario de reflexión sobre la lectura.

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Vocabulario y principios de oraciones	Preguntas	Ejemplo de idea principal	Cierre de lección
Sección 3: páginas 20–30			
obligar: hacer que alguien haga algo utilizando la fuerza o autoridad *desagüe*: un tubo por el que el agua u otros líquidos se van en una tina o fregadero Mi papá me obliga a _____. Hay un desagüe en _____.	¿Cómo trata la mamá de Alexander de hacerlo sentir mejor? ¿Ustedes creen que mañana será un mejor día para Alexander? ¿Por qué?	Alexander se siente mal por todas las cosas malas que le pasan. Su mamá trata de hacerlo sentir mejor diciéndole que algunos días son así.	Escribe sobre alguna vez que tuviste dificultades o un día malo. ¿Quién te ayudó? Voltea con tu pareja y discute esta idea. Escribe sobre esto en tu diario de reflexión sobre la lectura.

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Scavenger Hunt

Using your English Language Arts Reading TEKS Alignment and Figure 19 (Comprehension Skills) charts, try to find the answers to these questions.

1. In third grade, which type of transition words are students expected to develop an understanding of when reading? Can you list examples?

2. In which grade should students start asking their own questions about texts being read?

3. What type of questions are students expected to ask in second grade? How about in third grade?

4. In which grade are students expected to begin summarizing texts?

5. Which prerequisite skills that are taught in second grade underlie the ability to summarize?

6. In which grade are students expected to begin making inferences?

7. Which specific strategies for monitoring and adjusting comprehension are mentioned in the TEKS?

8. In third grade, which aspects of a procedural text are students supposed to learn to use to support their comprehension?

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Planning Within a Theme

THEME OR TOPIC: Insects

Literary			
Folktales, Fables, Myths, Fairy Tales	**Fiction**	**Poetry**	**Drama**
Why Mosquitoes Buzz in People's Ears by Verna Aardema "The Ant and the Grasshopper"	*Hey, Little Ant* by Phillip M. Hoose *Two Bad Ants* by Chris Van Allsburg	*insectlopedia* by Douglas Florian *Joyful Noise: Poems for Two Voices* by Paul Fleischman	None
Informational			
Expository	**Procedural**	**Persuasive**	**Other**
The Fabulous Insects: Essays by the Foremost Nature Writers edited by Charles Neider "Life Without Insects" "Insects on the Move"	*How to Draw Insects: Your Step-by-Step Guide* by Stefani Neumann	"Insects as Pests" "Don't Squash that Bug"	*Fly Guy Presents: Insects* by Tedd Arnold *The Best Book of Bugs* by Claire Llewellyn *How to Hide a Butterfly & Other Insects* by Ruth Heller

THEME OR TOPIC:

Literary			
Folktales, Fables, Myths, Fairy Tales	**Fiction**	**Poetry**	**Drama**
Informational			
Expository	**Procedural**	**Persuasive**	**Other**

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Making Connections Across Texts

"Life Without Insects"	"Insects as Pests"	"Don't Squash That Bug"

Most Important Ideas

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Planeando utilizando un tema

TEMA:			
Literario			
Mitos, leyendas, cuentos de hadas, fábulas	Ficción	Poesía	Teatro
Información			
Expositivo	De procedimiento	Persuasivo	Otro

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Graphic Organizers for Teaching Text Structures

Story Map

Setting

Characters

Problem

Solution

Event 1

Event 2

Event 3

Theme

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Character Analysis

What the character looks like

Things that happen to the character

Character

What the character does in the story

Why the character does these things

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Character Comparison

Character A

Name:

Characteristic 1:

Characteristic 2:

Characteristic 3:

Characteristic 4:

Character B

Name:

Characteristic 1:

Characteristic 2:

Characteristic 3:

Characteristic 4:

Shared Characteristics

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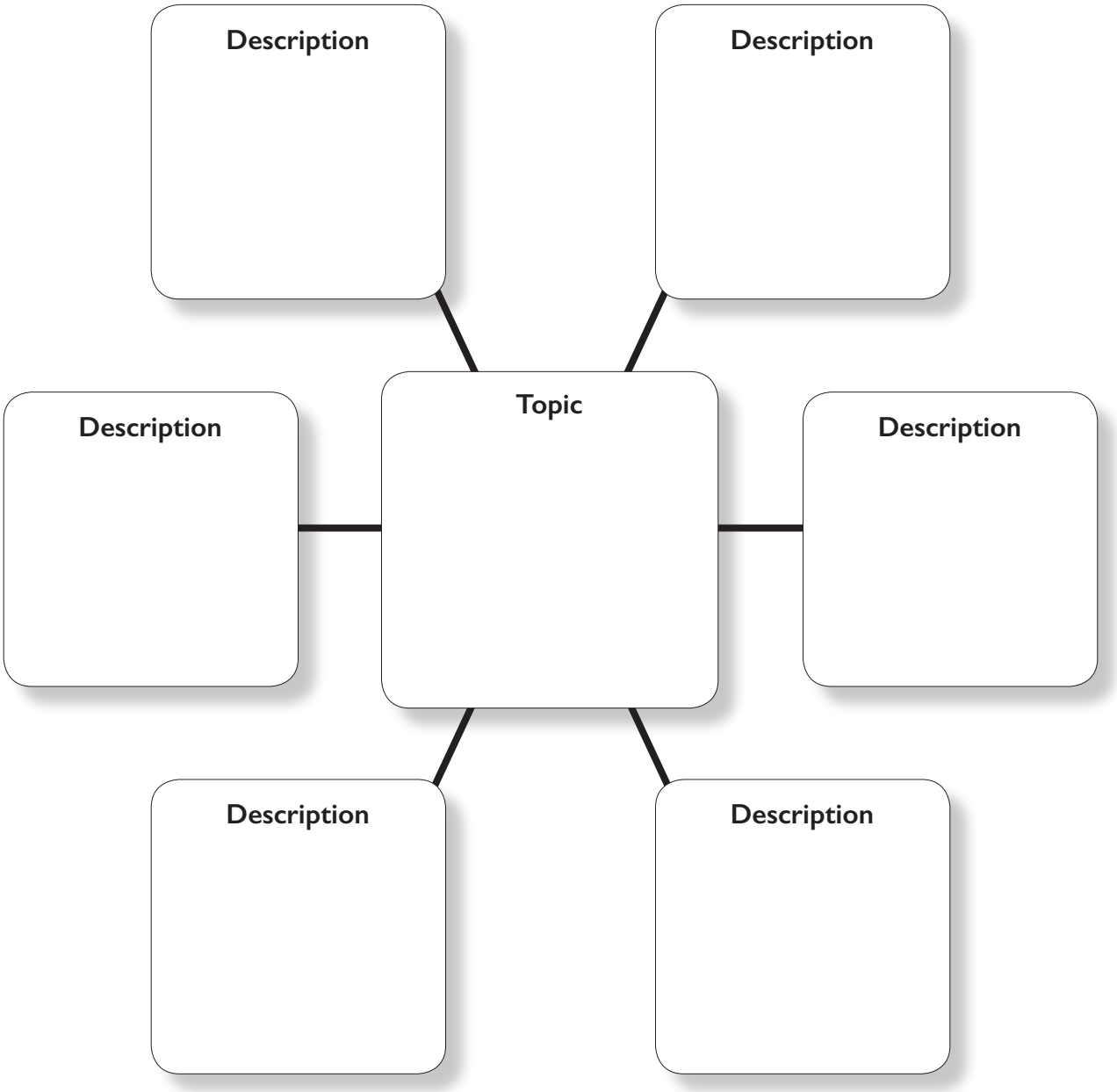
Topic and Description



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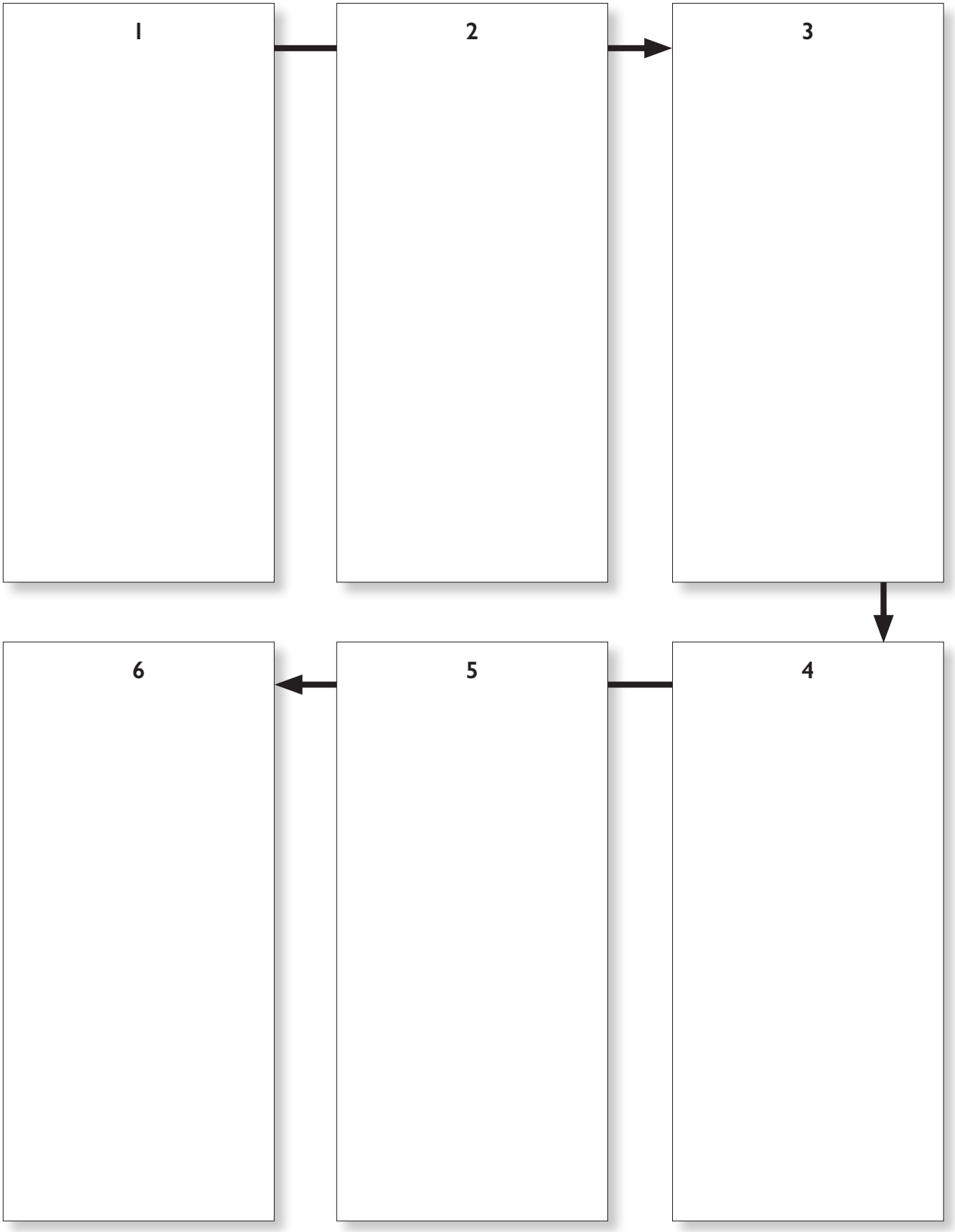
Sequence



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Compare and Contrast

A: _____

B: _____

Shared Characteristics

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Cause and Effect

Cause	→	Effect

Cause	→	Effect

Cause	→	Effect

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Problem and Solution

Problem

Attempted Solutions

Results

End Result

Adapted from Florida Center for Reading Research, 2006.

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Organizadores gráficos para diferentes tipos de estructura de texto

Mapa de la historia

Escenario

Personajes

Problems

Solución

Evento 1

Evento 2

Evento 3

Tema

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Análisis de personajes

Cómo se ve el personaje

Cosas que le pasan al personaje

Personaje

Qué es lo que le pasa al personaje

Por qué hace el personaje esas cosas

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Comparación de personajes

Personaje A

Nombre:

Característica 1:

Característica 2:

Característica 3:

Característica 4:

Personaje B

Nombre:

Característica 1:

Característica 2:

Característica 3:

Característica 4:

Características compartidas

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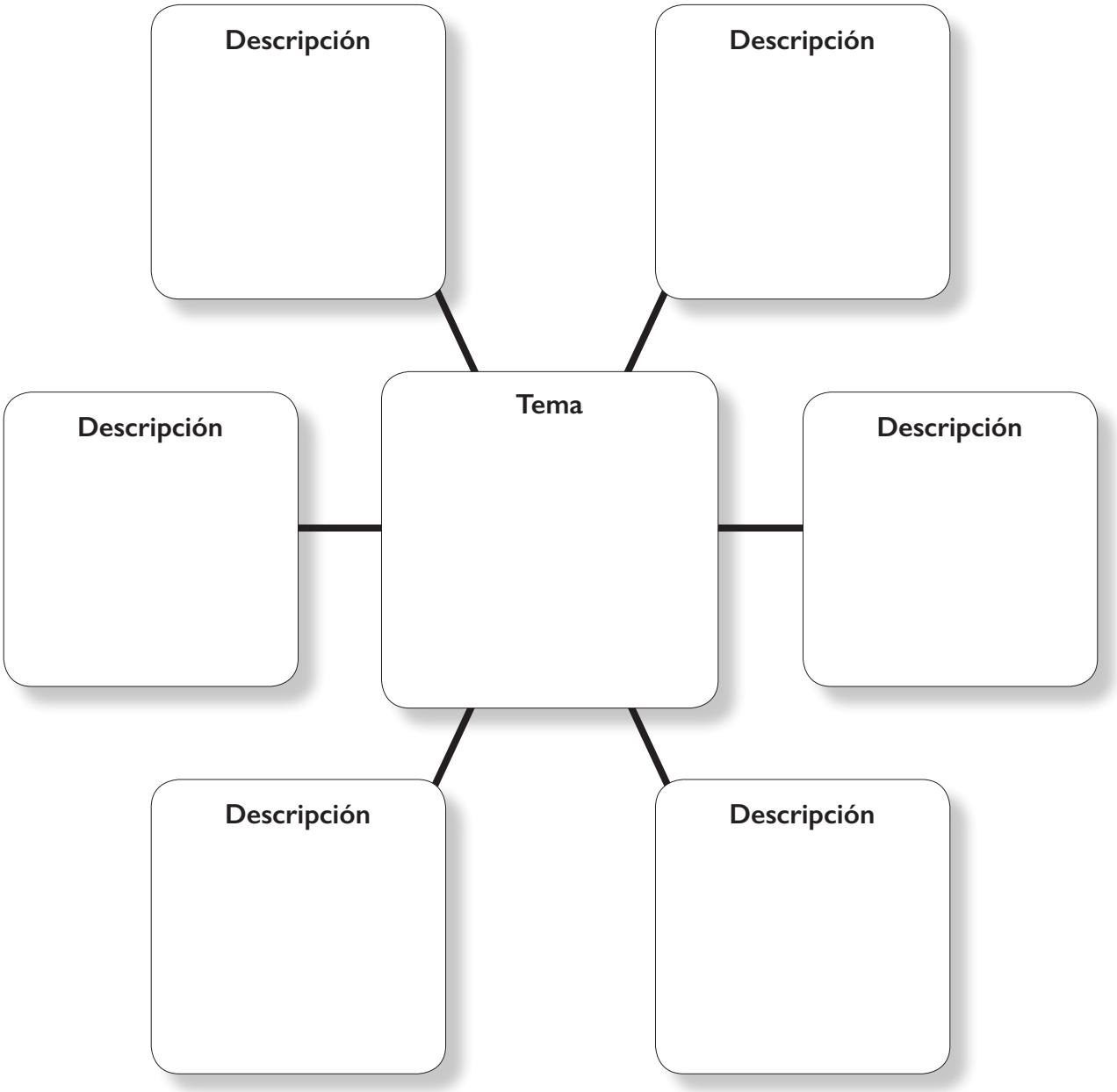
Tema y descripción



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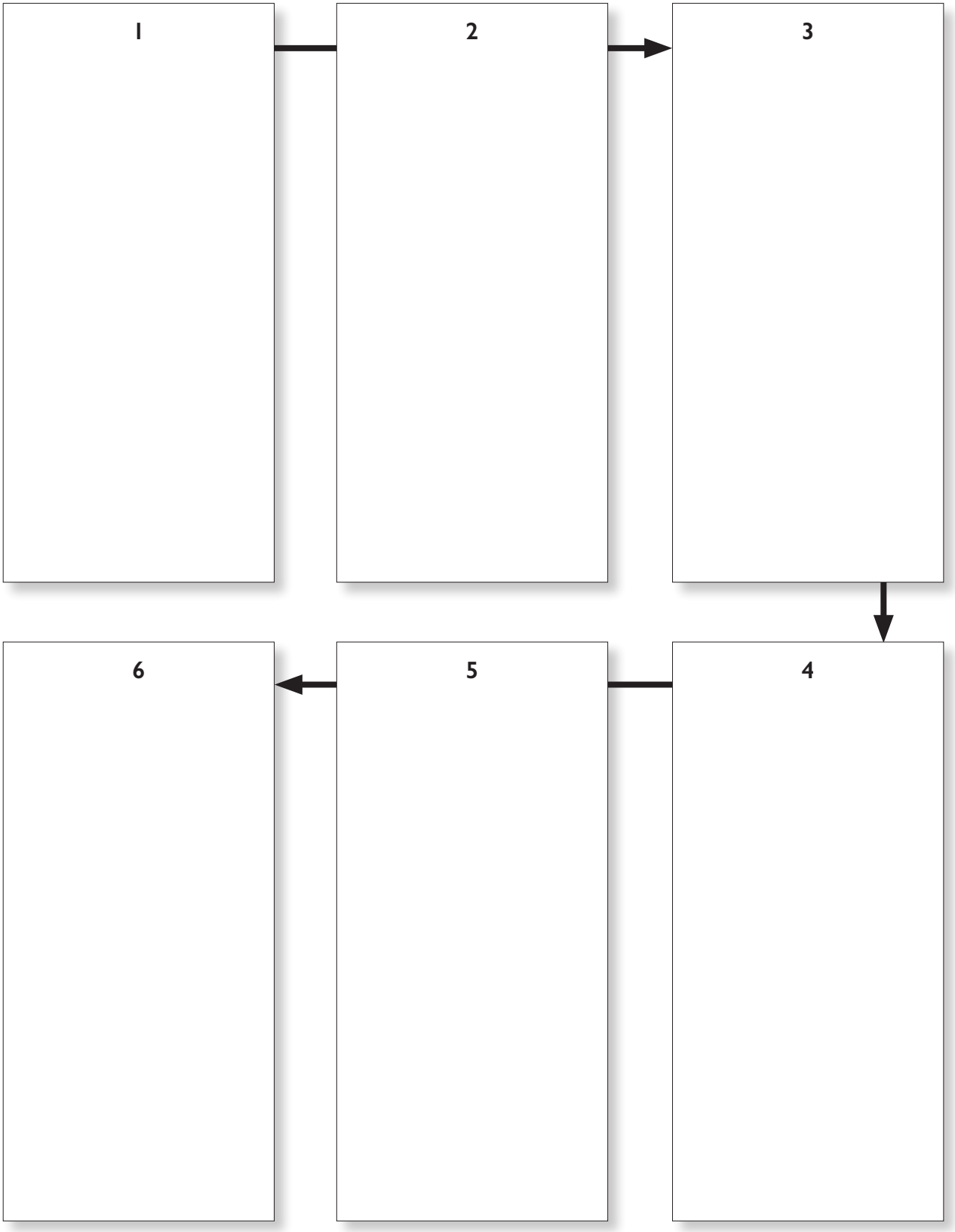
Secuencia



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Comparar y contrastar

A: _____

B: _____

Características compartidas

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Causa y efecto

Causa	→	Efecto

Causa	→	Efecto

Causa	→	Efecto

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Problema y solución

Problema

Soluciones intentadas

Resultados

Resultado final

Adapted from Florida Center for Reading Research, 2006.

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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.

What is important to remember when setting a CPQ?

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.

En español:

Propósito para la lectura

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.

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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

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Making Inferences Planner

Title:

Comprehension purpose question:

Page	Statement		Text Clues	Background Knowledge
		❏ In the text (direct) ❏ In my head (inference)		
		❏ In the text (direct) ❏ In my head (inference)		
		❏ In the text (direct) ❏ In my head (inference)		
		❏ In the text (direct) ❏ In my head (inference)		

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Making Inferences Planner (Example)

Title: Dear Juno

Comprehension purpose question: What do you learn about Juno's relationship with his grandmother?

Page	Statement		Text Clues	Background Knowledge
1	The planes must make Juno think about his grandmother because she must live very far away.	❑ In the text (direct) ☒ In my head (inference)	Juno "wondered if any of the planes came from a little town near Seoul where his grandmother lived."	People only fly on planes when they have to travel a far distance. The planes are making Juno think about his grandmother.
1	Juno knows his grandmother very well.	❑ In the text (direct) ☒ In my head (inference)	Juno thinks about his grandmother eating "persimmons every evening before bed."	This is a really specific detail about her life. You only know things like this about people you know really well.
		❑ In the text (direct) ❑ In my head (inference)		
		❑ In the text (direct) ❑ In my head (inference)		

Source: Pak, S. (2001). *Dear Juno*. New York, NY: Puffin.

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Guía para planear la discusión de inferencias

Libro:

Propósito para la lectura:

Pg	Declaración		Pistas del texto	Conocimiento previo
		❏ En el texto (directo) ❏ En mi cabeza (inferencia o deducción)		
		❏ En el texto (directo) ❏ En mi cabeza (inferencia o deducción)		
		❏ En el texto (directo) ❏ En mi cabeza (inferencia o deducción)		
		❏ En el texto (directo) ❏ En mi cabeza (inferencia o deducción)		

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Comprehension Strategies

Strategy	Reading Processes	Thinking Required	Activities
Creating sensory images	Readers create a mental image of what is described in a text.	Readers put together what is happening in a text with what it looks like based on prior knowledge.	1. Explain what visualizing is and how it helps us remember what we read. 2. Have students examine objects or pictures. Remove an object or picture and ask students to visualize and describe or draw what they saw. 3. Read a brief text and describe what you see. Have students practice visualizing and describing or drawing what they see.
Making predictions	Readers put textual information together with what they know to predict what they will learn or what will happen next in a text. During reading, readers check whether predictions were correct and use that information to make new predictions.	Readers put together what has been read or seen in a text with prior experience. Readers use this connection to think about what could happen next in the text.	1. Before reading, have students skim a text, looking at the pictures, headings, key words, etc. Then, have students think about and discuss what they think they will read and learn. 2. During reading, stop occasionally to discuss a main idea from a text and ask students how it relates to their own experience. Ask them to predict whether an experience like their own might happen next. 3. Part of the way through a text, ask students to predict how the text will end. Have them explain their thinking and text evidence that supports their thinking.
Monitoring Comprehension	Readers pay attention to whether they understand what they read. When comprehension problems arise, readers use strategies to make sense of what they are reading.	Readers build a mental model from what is being read. Then, when something does not fit with this model, that is an indication to stop and do something about it. This requires a need for coherence. Readers must care when things do not fit together to want to do something about it.	1. Talk with students about the need for coherence and how we need to pay attention to when we do and do not understand what we are reading. 2. Teach students specific strategies for "fixing up" their comprehension. These strategies include the following: • Paraphrasing what you have read • Rereading parts of the text that do not make sense • Creating a mental image of what you are reading • Making a connection to background knowledge • Asking a question 3. Create a visual representation for each strategy (e.g., stop sign: stop and paraphrase what you just read). Put each one on cards for students to refer to when their comprehension breaks down.

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Strategy	Reading Processes	Thinking Required	Activities
Identifying important information	Readers put together details and ideas an author presents to figure out what's most important to focus on and learn from a text.	Readers pull important ideas and use them to build a mental model of the text. Focusing on details detracts from building this mental model by taking up working memory capacity.	1. Teach students the difference between details and main ideas. 2. Give students a specific strategy for identifying a main idea. The following example strategy is get the gist: • Identify the most important "who" or "what." • Identify important information about the "who" or "what." • Write that information in a short sentence (e.g., 10 words or less). 3. Model and have students practice the strategy paragraph by paragraph. Gradually, have students apply the strategy in longer and longer chunks of text.
Summarizing	Readers put together the most important pieces of information from across a text and say or write them succinctly.	Readers build a mental model and connect the text to their background knowledge to pull a text's important ideas and write them in their own words.	1. Before teaching students to write summaries, teach them a strategy for identifying important information. 2. Directly connect the strategy for identifying main ideas with writing a summary by having students use their main idea statements to build a summary. 3. Encourage students to connect these main idea statements using their own words.
Asking and answering questions	Readers develop and answer questions about information in a text during and after reading.	Literal questions: Readers connect words and phrases to use syntactic knowledge. Inferential questions: Readers build a mental model to connect ideas across a text. Text-to-text, text-to-self, or text-to-world questions: Readers fill in gaps and connect textual information with information outside the text.	1. Encourage students to ask and answer questions both during and after reading. 2. Teach students how to ask different types of questions. The following are a few examples: • "Right there" questions: Literal questions that can usually be answered with one or two words straight from the text (e.g., Who ate the porridge?) • "Think and search" questions: Questions that require the reader to make connections across a text (e.g., What negative effects did Goldilocks' visit to the bears' house have?) • "Author and me" questions: Questions that require the reader to put information from the text together with information outside the text (e.g., How do you think the bears felt about Goldilocks? Why?)

Adapted from Clarke et al., 2014; Klingner et al., 2012; Shanahan et al., 2010.

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Example Lesson Plan: Creating Sensory 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."

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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 workstations 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 workstation, 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 workstation 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.

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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

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Lección ejemplo sobre cómo crear imágenes mentales al leer

Materiales

- *Nublado con probabilidades de albóndigas* por Judi Barrett
- "Las imágenes en mi mente" (hoja de ejercicio presente al terminar este plan)
- Tabla "Las imágenes en mi mente" en una hoja grande
- Marcador
- Pizarrones blancos individuales

Objetivo y propósito

Los estudiantes practicarán el crear imágenes mentales al escuchar la lectura en voz alta de un libro.

Vocabulario

Enseñe antes de la lectura: *proporcionaba, pronóstico (del tiempo), empeorar*

Explique brevemente durante la lectura (muchas de estas palabras son regionalismos que cambian dependiendo del país de origen y posiblemente necesiten explicación): *tortitas, inspirado, incidente, vendavales, nevera, habas, precipitación, enganchada, hogazas, sirope, montar en trineo*

Lectura modelada: "Yo primero" y "Todos juntos"

Explique que usted va a leer un libro para enseñar la importancia de crear imágenes mentales, o visualizar, cuando se lee o se escucha una historia.

Muestre la portada del libro y diga:

> "En esta historia, un pueblo vive con un clima muy diferente. En este pueblo, no llueve agua o cae nieve. Vamos a ver que es lo que cae en lugar de agua y nieve. Al leer, traten de imaginarse las cosas que están pasando. Traten de crear imágenes mentales de los personajes y el escenario. Traten de imaginarse cómo se ven los lugares en la historia y cómo suenan los personajes al hablar."

Explique que usted se detendrá ocasionalmente para demostrar cómo hacer imágenes mentales utilizando la tabla "Las imágenes en mi mente". Cuando usted lo indique, los estudiantes dibujarán sus propias imágenes mentales en sus tablas.

Empiece a leer la historia. Asegúrese de explicar y revisar las palabras del vocabulario con definiciones o mediante gestos o dibujos.

Cuando llegue a la página que empieza con "La gente comía lo que traía el tiempo", no enseñe a los estudiantes las ilustraciones. Comente que ahora usted les mostrará la imagen mental que

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tiene en su cabeza al dibujarla en la tabla en la hoja grande. Después, ellos harán lo mismo con otra página. Lea la página y luego diga:

> "Voy a dibujar lo que me estoy imaginando en el primer cuadro."

Piense en voz alta al dibujar y describir su imagen mental. Puede dibujar gotas de sopa, hamburguesas volando, etc. Al terminar, muestre su dibujo a los estudiantes.

Explique que continuará leyendo sin enseñar los dibujos y que cuando se detenga ellos dibujarán su imagen mental. Lea hasta llegar a la página que termina con la oración, "Una llovizna de refresco completaba la comida." Explique a los estudiantes que ahora les toca a ellos dibujar su imagen mental para esta parte de la historia. Espere un momento para que ellos dibujen sus imágenes en el primer cuadrado de la tabla.

Siga el mismo proceso y pare en la página que termina con la oración, "El resto de la comida la usaban para abonar la tierra de los jardines de la gente." Pida a los estudiantes que dibujen su imagen mental en el segundo cuadrado.

Pregunte a los estudiantes si les gustaría comparar sus dibujos con las ilustraciones del libro. Regrese y enseñe los dibujos a los estudiantes.

Continue leyendo el resto del libro. Escoja otra página para detenerse y dibujar una imagen mental. Asegúrese de no enseñar las ilustraciones del cuento y permitirles comparar sus dibujos con estas ilustraciones cuando terminen

Termine la lección discutiendo esta estrategia y porqué es importante. Recuérdeles que deben utilizar esta estrategia siempre que lean o escuchen una historia o un texto.

Organizador gráfico

- Tabla: "Las imágenes in mi mente"
- Hoja grande con la misma tabla, "Las imágenes en mi mente"

Lectura en parejas o colaborativa: Todos juntos

Actividades para los centros o para trabajar en parejas incluyen las siguientes:

Cuando lean libros en voz alta, pida a los estudiantes que utilicen la tabla para las imágenes mentales. Después, los estudiantes trabajan en parejas para compartir sus dibujos y utilizarlos para recontar la historia.

Lectura independiente: "Yo solo"

Durante la lectura de libros en voz alta a todo el grupo o a grupos pequeños, pida a los estudiantes que dibujen sus imágenes mentales. Después, puede pedirle a cada estudiante que recuente la historia individualmente utilizando sus dibujos. Esto es una evaluación informal de la comprensión.

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Las imágenes en mi mente

Nombre del estudiante: _____

Título del texto: _____

1. Imagen en mi mente	2. Imagen en mi mente
3. Imagen en mi mente	4. Imagen en mi mente

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Example Lesson Plan: Identifying Main Ideas

Materials

- Copies of "Gecko" for students (page 4 of this handout)
- Picture of a gecko
- Chart paper with large version of Identifying Main Ideas and Writing a Summary chart (page 5 of this handout)
- Marker
- Copies of Identifying Important Main Ideas and Writing a Summary chart for students

Objective

Students will practice identifying main ideas in an expository text.

Vocabulary

Preteach: *gecko*

Build into lesson: N/A

Modeled Reading: "I Do" and "We Do"

Ask students whether they have ever heard the term "main idea." Most students will respond, "Yes!" Tell them that we often ask students what a text's main idea is, but we do not always teach students how to figure out the main idea. Referring to your Identifying Main Ideas and Writing a Summary chart, say:

> "Today will be different. I will show you a strategy to figure out a main idea. It has three steps:
>
> 1. Figure out the most important 'who' or 'what.'
> 2. Identify the most important information about the 'who' or 'what.'
> 3. Write this information in a main idea, or gist, statement that is 10 words or less."

Distribute copies of the "Gecko" text. Put a copy on the document camera. Say:

> "I will read this text aloud. As I read, I will stop occasionally and think aloud about what I am learning. I will try to figure out the 'who' or 'what' and the important information about the 'who' or 'what.' Then, I will try to use this information to create a short main idea statement. Let's do this one paragraph at a time."

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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 will see whether I can determine the paragraph's main idea."

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 am learning about the gecko. This makes sense because that is the title. Maybe that is the important 'who' or 'what.' These first two sentences are interesting. First 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 "who" or "what" and identifying important information. When you finish reading and thinking aloud, say:

> "OK, I think I have an idea of the 'who' or 'what' and the important information about that topic. Let's see whether you can help me figure it out."

With your copy of the Identifying Main Ideas and Writing a Summary chart on the document camera, say:

> "First, what is the most important 'who' or 'what' of this text? The whole paragraph was about the gecko, so I will write 'gecko'."

Write "gecko" in the first row, second column. Tell students to do the same on their copy. Say:

> "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 will write that. I learned that it can walk on walls, windows, and ceilings, so I will write that. Last, I learned that the gecko has sticky hairs on its feet that help it stick to things, so I will also write that. Let's read what I wrote."

Have students fill in their copies of the chart with you. Say:

> "The next step is writing the information from these two columns into one sentence that is 10 words or less. This is the trickiest part, so I practiced last night writing a sentence on another piece of paper."

Show students a starter sentence written on another piece of paper that is a bit too long: The gecko is strange because its sticky feet let it walk on walls, windows, and ceilings.

Read the sentence aloud and count the words. Say:

> "Sixteen words. That is a bit too long. Let me see if I can shrink this sentence by getting rid of a few words."

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Model by thinking aloud. Say:

> "I see the words 'on walls, windows, and ceilings.' Those are details. If a gecko can walk on walls, windows, and ceilings, it can pretty much walk…"

Pause for students to say, "Anywhere."

> "Yes, anywhere, so I will get rid of 'on walls, windows, and ceilings' and replace them with 'anywhere.' That leaves the sentence: The gecko is strange because its sticky feet let it walk anywhere."

Count the words in the new sentence, 12 words. Continue working to shrink the sentence to 10 words or less. A final sentence in this example might be: The strange gecko's sticky feet let it walk anywhere. That is nine words.

Moving From "I Do" to "We Do"

Follow the same procedure with the second paragraph. This time, ask questions and have students turn to a partner to discuss the "who" or "what" and the important information and help you fill out the chart for that paragraph.

For the last step, let students work with their partners to create a short gist statement on a separate piece of paper, similar to what you did. Walk around and facilitate this work. As students come up with sentences that are close to being gist statements, write them on a sheet of paper to share on the document camera. You can use these examples as starter sentences and help students turn them into effective gist statements.

Graphic Organizer

Identifying Main Ideas and Writing a Summary chart

Partner and Cooperative Reading: "We Do"

When doing other read-alouds, have students work in partners to identify the main ideas.

Independent Reading: "You Do"

Some students may be able to fill out their own Identifying Main Ideas and Writing a Summary charts at a reading or listening workstation, but many students will not be ready to use this strategy independently until you have practiced it many times together.

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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.

Source: Read Naturally. (2006). *Gecko*. Saint Paul, MN: Author.

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Identifying Main Ideas and Writing a Summary

Student Name: _____ Date: _____

Paragraph	Who or What (Topic)	Important Information	Main Idea Sentence (10 words or less)
1			
2			

Summary:

Adapted from Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001; Read Naturally, 2006.

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Lección ejemplo para identificar la idea principal en un texto expositivo

Materiales

- Copias de "El gato doméstico" (más abajo)
- Ilustración de un gato
- Hoja grande con copia del organizador gráfico "Identificando ideas principales para resumir un texto"
- Copias del organizador gráfico "Identificando ideas principales para resumir un texto" para los estudiantes

Objetivo

Estudiantes practicarán cómo identificar las ideas principales en un texto expositivo.

Vocabulary

Antes de la lectura: *mamífero, carnívoro, musculoso*

Lectura modelada: "Yo hago" y "Todos hacemos"

Pregunte a los estudiantes si han escuchado el término de "idea principal". La mayoría contestará que sí. Mencione que muchas veces preguntamos a los estudiantes cuál es la idea principal, pero no siempre les enseñamos cómo encontrar la idea principal. Diga:

> "Hoy vamos a aprender cómo identificar la idea principal y escribir un resumen. Les voy a enseñar un método para que encuentren la idea principal correctamente. Este método tiene tres pasos:
>
> 1. Encontrar el quién o qué más importante.
> 2. Decir qué es lo más importante que se dice de ese quién o qué.
> 3. ¡Decir esa idea en 15 palabras o menos!

Distribuya copias de "El gato doméstico". Coloque una copia en la cámara para documentos. Diga:

> "Voy a leer este texto en voz alta. Al leer, voy a detenerme ocasionalmente para reflexionar en lo que estoy leyendo. Voy a tratar de encontrar el quién o qué más importante y la información sobre el quién o qué. Después, trataré de usar esta información para decir esta idea de manera corta. Vamos a hacer esto párrafo por párrafo."

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Escriba 1 al lado del primer párrafo:

> "Vamos a empezar con el primer párrafo. Cuando yo lea, ustedes sigan la lectura con su dedo. Voy a detenerme de vez en cuando para decirles lo que el texto me hace pensar. Vamos a ver si puedo identificar la idea principal de este párrafo."

Lea el primer párrafo en voz alta. Deténgase ocasionalmente para pensar en voz alta sobre el tema y discutir la información en el párrafo. Al terminar de leer las primeras oraciones, diga:

> "Parece que vamos a leer sobre los gatos. Me voy a preguntar de quién o de qué están hablando en el primer párrafo. El título del texto me dice eso también. Dice que los gatos han convivido con los seres humanos desde hace mucho tiempo y describe cómo es. Dicen que son carnívoros, musculosos y muy flexibles."

Continúe leyendo y deténgase unas dos o tres veces más para pensar en voz alta y demostrar cómo se encuentra el quién o el qué e identificar la información importante. Cuando acabe de leer el párrafo, diga lo siguiente:

> "OK, creo que tengo una idea del quién o de qué, y la información importante sobre ese tema en este párrafo. Vamos a ver si me pueden ustedes ayudar."

Utilice la copia del organizador gráfico y demuestre cómo hacerlo con la cámara para documentos. Diga:

> "Primero, ¿cuál es el quién o el qué más importante de este párrafo? Todo el párrafo habló sobre el gato doméstico, así que escribiré 'gato doméstico'.

Escriba "gato doméstico" en la primera y segunda columna. Diga a los estudiantes que hagan lo mismo en su copia. Continúe:

> "Ahora, tengo que reflexionar sobre lo que el autor escribió sobre el gato doméstico. Bueno, primero leí que el gato es una mascota muy popular. Escribo eso. Aprendí que es muy musculoso y flexible. Escribo eso. También aprendí que el gato tiene buen sentido del oído, vista y olfato. También escribo eso. Vamos a leer lo que escribí."

Pida a los estudiantes que completen su hoja de ejercicio con usted. Continúe:

> "El siguiente paso es escribir la información de estas dos columnas en una oración de 15 palabras o menos. Esto es lo más difícil, así que tenemos que practicar. Esta es la oración que yo voy a escribir primero:
>
> *"El gato doméstico es una mascota muy popular que es carnívoro, musculoso, flexible y que tiene buenos sentidos del oído, olfato y vista."*

Lea la oración en voz alta y cuente las palabras. Diga:

> "Veintidós palabras. Está muy larga. Voy a ver si podemos hacerla más corta al quitar algunas palabras."

Piense en voz alta para demostrar a los estudiantes cómo hacerlo:

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"Si decimos que el gato es doméstico, sabemos que es una mascota. Puedo quitar 'una mascota'. También puedo quitar 'tiene buenos sentidos' ya que puedo solamente nombrar los sentidos. La oración quedaría:

"El gato doméstico es muy popular y es carnívoro, musculoso, flexible y tiene buen oído, olfato y vista.

"Ahora tenemos 18 palabras. Me pregunto si puedo decir que es 'popular' en otra parte de la oración. Creo que lo más importante es decir sus características. Voy a quitar 'es muy popular y'. Vamos a ver:

"*El popular gato doméstico es carnívoro, musculoso, flexible y tiene buen oído, olfato y vista.*

"Lo logramos. Ahora tenemos 15 palabras."

Avanzando de "Yo hago" a "Nosotros hacemos"

Siga el mismo procedimiento con el segundo párrafo. En esta ocasión, haga las preguntas y pida a los estudiantes que discutan con su compañero el quién o el qué y la información importante sobre éstos. Pida la información a los estudiantes y complete el organizador gráfico para el segundo párrafo utilizando la cámara para documentos.

Para el último paso, los estudiantes trabajan en parejas para crear su oración para la idea principal en una hoja extra. Monitoree el progreso y ayude como sea necesario. Copie en una hoja adicional las oraciones que los estudiantes formulen aunque sean más largas de 15 palabras. Después, puede mostrarlas en la cámara para documentos y realizar el mismo proceso para reducir el número de palabras en algunas de esas oraciones.

Organizador gráfico

Tabla para identificar la idea principal y escribir un resumen

Lectura en parejas y colaborativa: "Nosotros hacemos"

Cuando se lea en voz alta, los estudiantes pueden trabajar en parejas para identificar las ideas principales.

Lectura independiente: "Tú haces"

Algunos estudiantes podrán completar el organizador gráfico "Identificando idea principal y escribiendo un resumen" por ellos mismos en un centro de lectura. Sin embargo, muchos estudiantes no estarán listos para realizar esta actividad independientemente hasta que se haya practicado muchas veces todos juntos.

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El gato doméstico

El gato doméstico es un pequeño mamífero carnívoro, que convive con el ser humano desde hace miles de años y es una de las mascotas más populares en todo el mundo. Este animal se caracteriza por tener un cuerpo musculoso y muy flexible: puede pasar por rendijas muy estrechas y, durante una caída, puede girar y caer siempre de pie. Tiene buen oído, y puede mover una oreja independiente de la otra. Además, tiene excelentes sentidos. Por ejemplo, tiene una excelente visión nocturna y un olfato muchísimo mejor que el del ser humano.

A diferencia de los gatos salvajes, el gato doméstico vive con los humanos y recibe de ellos su alimento, pero como es un cazador siempre estará tras alguna presa como ratas, lagartijas, insectos y pájaros. Si no ha recibido alimento, puede comerse estas presas, pero si no está hambriento solo jugará con ellas o las llevará como trofeo a sus amos.

Adapted from https://es.wikipedia.org/wiki/Felis_silvestris_catus

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Identificando ideas principales para resumir un texto

Nombre del estudiante: _____ Fecha: _____

Párrafo	Qué o quién (tema)	Información importante	Oración para la idea principal (15 palabras o menos)
1			
2			

Resumen:

Adapted from Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001; Read Naturally, 2006.

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Example Lesson Plan: Summarizing

Materials

Copies of the filled-in Identifying Main Ideas and Writing a Summary chart (page 3 of this handout)

Objective

Students will practice using main ideas in an expository text to write a summary.

Vocabulary

Preteach: N/A

Build into lesson: N/A

Modeled Reading: "I Do" and "We Do"

All students should have their copies of the filled-in Identifying Main Ideas and Writing a Summary chart. Put your copy on the document camera. Say:

> "Now that we have figured out the main ideas of both paragraphs in the 'Gecko' text, let's put them together to summarize what we learned. Our two gist statements are 'The strange gecko's sticky feet let it walk anywhere,' and 'The strange gecko's tail can fall off and regrow.' Let me think about how we can put these two sentences together to create a short summary.
>
> "The first one is about the gecko's sticky feet, and the next one is about its tail. Both of these are body parts. Both of these body parts make the gecko strange. It is strange because these body parts do things that other animals don't do. Maybe I can say something like, 'The gecko has strange body parts that allow it to do things other animals can't do.' What do we think about that summary?"

Pause to let students respond. If students like the summary, write it in the summary area. If needed, make adjustments based on student feedback.

Graphic Organizer

Identifying Main Ideas and Writing a Summary chart

Partner and Cooperative Reading: "We Do"

When doing other read-alouds, have students work in partners to identify the main ideas and write them in a summary. You may have to continue to scaffold summarizing in the whole group. This strategy is difficult to master.

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Independent Reading: "You Do"

Some students may be able to fill out their own Identifying Main Ideas and Writing a Summary charts at a reading or listening workstation, but many students will not be ready to use this strategy independently until you have practiced it many times together.

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Identifying Main Ideas and Writing a Summary

Student Name: _____ Date: _____

Paragraph	Who or What (Topic)	Important Information	Main Idea Sentence (10 words or less)
1	gecko	It is strange. It can walk on walls, windows, and ceilings. It has sticky feet.	The strange gecko's sticky feet let it walk anywhere.
2	gecko (or gecko's tail)	It is strange. Its tail can fall off. Its tail can grow back.	The strange gecko's tail can fall off and regrow.

Summary:

Adapted from Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001; Read Naturally, 2006.

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Lección ejemplo para resumir

Materiales

Copias del organizador gráfico "Identificando ideas principales para resumir un texto" (completado anteriormente)

Objetivo

Estudiantes practicarán cómo utilizar las ideas principales en un texto expositivo para escribir un resumen.

Vocabulario

Antes de la lectura: NA

Durante la lectura: NA

Lectura modelada: "Yo hago" y "Todos hacemos"

Todos los estudiantes deben tener sus copias del organizador gráfico "Identificando ideas principales para resumir un texto" completado anteriormente. Coloque su copia en la cámara de documentos. Explique a los estudiantes:

> "Ahora que ya hemos identificado la idea principal de los dos párrafos del texto del gato doméstico, vamos a unirlas para resumir lo que aprendimos. Nuestras dos ideas principales fueron: 'El popular gato doméstico es carnívoro, musculoso, flexible y tiene buen oído, olfato y vista,' y 'Aunque recibe alimento de los humanos, el gato doméstico atrapa animales pequeños porque es cazador.' Voy a pensar cómo unir estas dos oraciones para escribir un pequeño resumen…"
>
> "La primera es sobre las características físicas del gato y la segunda sobre su comportamiento. Ahora, porque el gato doméstico tiene esas características físicas—musculoso, flexible, buenos sentidos—puede ser un cazador. Entonces, puedo usar esto como resumen: 'Aunque no tenga hambre, el gato doméstico es buen cazador ya que es musculoso, flexible y tiene buen oído, olfato y vista.' ¿Qué les parece este resumen?"

Deténgase un momento para que los estudiantes respondan. Si los estudiantes están de acuerdo, escriba esta oración en la sección del resumen del organizador gráfico. Posiblemente tenga que hacer ajustes basados en la retroalimentación de los estudiantes.

Organizador gráfico

Identificando ideas principales para resumir un texto

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Lectura en parejas y colaborativa: "Nosotros hacemos"

Cuando se realicen otras lecturas en voz alta, pida a los estudiantes que trabajen en parejas para identificar las ideas principales y escribir un resumen. Los estudiantes posiblemente necesitarán mucha práctica a nivel de todo el grupo. Esta es una estrategia difícil de dominar.

Lectura independiente: "Tú haces"

Algunos estudiantes podrán completar el organizador gráfico "Identificando ideas principales para resumir un texto" por ellos mismos en un centro de lectura. Sin embargo, muchos estudiantes no estarán listos para realizar esta actividad independientemente hasta que se haya practicado muchas veces todos juntos.

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Identificando ideas principales para resumir un texto

Nombre del estudiante: _____ Fecha: _____

Párrafo	Qué o quién (tema)	Información importante	Oración para la idea principal (15 palabras o menos)
1	Gato doméstico	Mascota muy popular Carnívoro, musculoso y flexible Buen sentido del oído, vista y olfato	El popular gato doméstico es carnívoro, musculoso, flexible y tiene buen oído, olfato y vista.
2	Gato doméstico	Los humanos lo alimentan Es cazador Atrapa lagartijas, insectos y pájaros	Aunque recibe alimento de los humanos, el gato doméstico atrapa animales pequeños porque es buen cazador.

Resumen:

Adapted from Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001; Read Naturally, 2006.

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Student Log for Self-Generated Questions

Text Title: _____

QUESTION 1: **Question Type:**		
Answer	**Evidence**	**Page(s)**

QUESTION 2: **Question Type:**		
Answer	**Evidence**	**Page(s)**

QUESTION 3: **Question Type:**		
Answer	**Evidence**	**Page(s)**

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Sample Stems for Each Question Level

"Right There" Questions

Who…?

What…?

Which…?

When…?

Where…?

"Think and Search" Questions

How did…?

Why did…?

Describe…

Describe the relationship between _____ and _____.

What was the main idea of…?

Explain how…

Explain why…

Summarize…

"Author and Me" Questions

How is _____ similar to _____?

How is _____ different from _____?

How is _____ related to _____?

How would you describe…? Why?

What do you think about…?

Which _____ was most important? Why?

How can you connect what we read to…?

How do you think…? Why?

How would you characterize…? Why?

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Student Log for Self-Generated Questions (Example)

Text Title: Dear Juno

QUESTION 1: At the beginning of the story, what is Juno watching in the sky? **Question Type:** Right there		
Answer	**Evidence**	**Page(s)**
Airplanes	It says, "Juno watched as red and white blinking lights soared across the night sky... And he wondered if any of the planes came from..."	1

QUESTION 2: How does Juno know his grandmother has a new cat? **Question Type:** Think and search		
Answer	**Evidence**	**Page(s)**
She sent him a photograph of her holding a cat.	It says, "He pulled out the photograph. It was a picture of his grandmother holding a cat." And when his father asks him how he knows, he says, "She wouldn't send me a picture of a strange cat."	1

QUESTION 3: How is Juno's relationship with his grandmother similar to Trisha's relationship with her grandmother? How is it different? **Question Type:** Author and me		
Answer	**Evidence**	**Page(s)**
They are similar in that both Juno and Trisha are close to their grandmothers. They talk with their grandmothers about their lives. They are different because Juno lives far from his grandmother, but Trisha lives with her grandparents. Also, Juno's grandmother is still alive at the end of the story, but Trisha's grandmother dies.	Juno's grandmother sends him a letter, and he learns about her just by looking at a picture. Her letter is for him to read and hear about her life. Trisha's grandmother talks with her about being an artist and reading. They spend time together looking at the stars. Juno's grandmother has to fly on a plane to see him, but Trisha's grandmother...	Juno: 1-4 Trisha: 2-4

Source: Pak, S. (2001). *Dear Juno*. New York, NY: Puffin.

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Student Log for Self-Generated Questions

Text Title: _____

QUESTION 1: **Question Type:**		
Answer	**Evidence**	**Page(s)**
QUESTION 2: **Question Type:**		
Answer	**Evidence**	**Page(s)**
QUESTION 3: **Question Type:**		
Answer	**Evidence**	**Page(s)**

Adapted from Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001.

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Preguntas auto-generadas por el estudiante

Título del libro: _____

PREGUNTA 1: **Clase de pregunta:**		
Respuesta	**¡Muestra la evidencia! ¿Cómo sabes?**	**Pág(s).**
PREGUNTA 2: **Clase de pregunta:**		
Respuesta	**¡Muestra la evidencia! ¿Cómo sabes?**	**Pág(s).**
PREGUNTA 3: **Clase de pregunta:**		
Respuesta	**¡Muestra la evidencia! ¿Cómo sabes?**	**Pág(s).**

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Ejemplos de preguntas para cada nivel

Preguntas "ahí en el texto"

¿Quién…?

¿Qué…?

¿Cuál…?

¿Cuándo…?

¿Dónde…?

Preguntas para "pensar y buscar"

¿Cómo pudo…?

¿Por qué…?

Describe…

Describe la relación entre _____ y _____?

¿Cuál fue la idea principal de…?

Explica cómo…

Explica por qué …

Resume…

Preguntas "entre el autor y yo"

¿Cómo son _____ y _____ similares?

¿Cómo son _____ y _____ diferentes?

¿Cómo se relaciona _____ con esto?

¿Cómo describirías a … ¿Por qué?

¿Qué piensas sobre…?

¿Qué _____ fue más importante? ¿Por qué?

¿Cómo podemos relacionar lo que leímos con…?

¿Cómo crees…?

Adapted from Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001.

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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"**	

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Suggestions for Creating a Motivating Environment for Teaching Reading Comprehension

Help students discover the purpose and benefits of reading.

Model how reading affects our daily life, provides enjoyment, and helps us learn about the world.

Read a variety of content-rich texts, including wordless picture books, fairy tales, realistic literature, information books, chapter books, biographies, poems, and joke and riddle books.

Connect reading to other hands-on activities related to a theme.

Choose texts with themes that are relevant to students and connect to content area learning.

Have an author's table with a variety of writing supplies to encourage students to share their thinking about books they have read.

Create opportunities for students to see themselves as successful readers.

Ensure that comprehension activities are challenging but attainable.

View errors positively and as the point where learning can begin.

Use effective questioning techniques to scaffold student thinking.

Help students set goals and monitor their own progress. Provide frequent positive feedback as students' comprehension improves.

Give students reading choices.

Introduce and discuss several books each week (theme-related, same author or illustrator, same genre, etc.).

Provide multiple copies of a variety of books.

Provide other types of print, such as newspapers, magazines, and brochures.

Include books in students' native languages.

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.

Have an easy-to-use system for checking out books.

Provide a record-keeping system for keeping track of books read (may include a coding system to rate or evaluate books).

Have a listening table for recorded stories and tapes.

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Allow students to choose how to respond to a text.

Let students choose where they read. Create various inviting places to read. These could include a corner with pillows, a rug, or a sofa.

Give students the opportunity to learn by collaborating with their peers.

Encourage students to read to and with friends, including classmates, younger students, or other adults at school.

Pair students strategically so that struggling readers read and discuss a text with a higher-level reader.

Have students work in partners or mixed-ability groups to discuss texts, use comprehension strategies, or fill out graphic organizers.

Adapted from Hattie, 2012; Morrow, 2001; Shanahan et al., 2010.

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Systematic Instruction: Comprehension Checklist

Teacher: _____ Observer: _____ Content Area: _____ Date: _____

Category	Instructional Methods and Strategies (Check All Observed)		Observed Time(s)	Comments
Grouping Formats	❑ Whole group ❑ Teacher-led small groups ❑ Independent work	❑ Mixed-ability small groups (e.g., workstations) ❑ Partners		
Explicit Instruction Components	❑ Identifies objective ❑ Activates background knowledge ❑ Models (e.g., thinks aloud) ❑ Uses consistent language ❑ Scaffolds when needed ❑ Uses examples and nonexamples (as appropriate) ❑ Paces instruction appropriately	❑ Provides guided practice ❑ Checks for understanding ❑ Provides multiple response opportunities ❑ Provides extended practice opportunities ❑ Provides immediate feedback (corrective when needed)		
Comprehension Activities and Lessons	❑ Read-aloud focused on comprehension ❑ Student small-group discussions ❑ Background knowledge building	❑ Text structure ❑ Making inferences ❑ Comprehension strategies ❑ Motivating reading environment		
Materials Used	❑ Content-rich text ❑ Think-alouds ❑ Model sentences ❑ Effective questions ❑ Comprehension purpose questions ❑ Anticipation-reaction guide	❑ Text structure graphic organizer ❑ Strategy graphic organizer ❑ Effective oral language or discussions ❑ Other:		

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Instrucción sistemática: Lista de control para comprensión

Docente: _____ Observador: _____ Área/materia: _____ Fecha: _____

Categoría	Estrategias y métodos de instrucción (Marque todos los observados)		Cantidad de tiempo observado	Comentarios
Formatos de grupo	❑ Grupo entero ❑ Grupos pequeños guiados por la maestra ❑ Trabajo independiente	❑ Grupos pequeños de habilidades mixtas (por ej., centros) ❑ Trabajo en parejas		
Elementos de instrucción explícita	❑ Se identifica el objetivo ❑ Se activa el conocimiento previo y de fondo ❑ Se demuestra a través de modelos (Por ej., pensando en voz alta) ❑ Se utiliza un lenguaje consistente ❑ Se apoya específicamente a los estudiantes cuando se necesita ❑ Se utiliza ejemplos y no-ejemplos apropiadamente	❑ El ritmo de la lección es apropiado ❑ Proporciona práctica guiada ❑ Se monitorea el entendimiento ❑ Se proporcionan múltiples oportunidades para responder ❑ Se proporcionan oportunidades para practicar más a fondo. ❑ Se proporciona retroalimentación inmediata y se corrige cuando es necesario.		
Comprensión actividades/ Lección	❑ Lectura de libros en voz alta cono enfoque en comprensión ❑ Discusiones en grupos pequeños ❑ Desarrollando conocimiento de contexto ❑ Enseñar y practicar el uso de estructura del texto	❑ Enseñar y practicar el hacer inferencias ❑ Enseñar y practicar estrategias de comprensión ❑ Crear un ambiente positivo para la comprensión		
Materiales usados	❑ Textos con contextos ❑ Pensando en voz alta ❑ Oraciones modelo ❑ Preguntas efectivas ❑ Propósito de la lectura	❑ Guía de anticipación y reacción ❑ Organizador gráfico para diferentes textos de escritura ❑ Organizador gráfico para estrategias ❑ Uso de lenguaje y discusiones efectivas ❑ Otro material:		

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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) and diagrams or drawings are appropriate. Allow beginners to work with a more proficient partner who can help translate ideas expressed in a native language. By allowing ELLs to use their native language, they will draw on all their language resources. Consider adapting texts to meet language proficiency. For example, create an outline of a chapter that students can follow or rewrite a text with simpler language.

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 by helping ELLs make connections between what they already know and what they will hear in English.

Teach unfamiliar and crucial vocabulary. Pay special attention to academic vocabulary that ELLs need to know to understand texts and strategies. Research has proven that academic vocabulary knowledge is important to ELLs' reading comprehension. Teach students to actively engage with new words by using them in discussions and highlighting them in different texts.

Consider the comprehension skills that ELLs have in their native language. These skills can be transferred to English with teacher support.

Scaffold comprehension.

Provide as much nonverbal support as possible through the use of graphic organizers, diagrams, photos, real objects, and acting. Use facial expressions, hand gestures, and exaggerated intonation to promote understanding. Restate critical information by using synonyms, cognates, paraphrasing, and visual cues. Facilitate access to texts by explaining how a chapter is organized through the use of titles, subtitles, tables, different fonts, etc.

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Be explicit and model effective comprehension strategies.

Explicitly teach and model comprehension strategies through carefully crafted think-alouds that meet language proficiency. Repeat, clarify, and paraphrase the language you use in your think-alouds. Ensure that ELLs can apply these strategies with texts that are at their level of language development.

Check comprehension and monitor progress frequently.

Assess comprehension in a variety of ways, such as retelling main points, drawing, illustrating texts, completing a graphic organizer, and role-playing. ELLs understand more than they can express orally or in written form. When questioning, use student-friendly questions that have a simple structure and include key vocabulary from the text.

Adapted from August & Shanahan, 2006; Francis et al., 2006; Galloway & Lesaux, 2015; Garcia, 2000; Gersten et al., 2007; Goldenberg, 2013; Hickman et al., 2004; Peregoy & Boyle, 2005; Roit, 2006; Snow et al., 1998; Vaughn & Linan-Thompson, 2004.

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Examples of Formal Comprehension Assessments

Retell

"Now that you have finished reading the story, tell me what you can remember about it."

Count the number of words in the retell. Use a rubric to rate the retell on several elements, including sequencing, details vs. main ideas, and ability to paraphrase.

Cloze (Oral or Written)

"You will read a sentence or group of sentences. Each one will have missing words. As you read the sentence or sentences, try to figure out the missing words."

For oral assessments, students say the words; for written assessments, students write the words in the blank. The following is an example.

Today, I went to the _____ and bought some bread. I knew it was going to rain, but I forgot my _____ and ended up getting wet on the way.

Maze

"You will read a story with some missing words. For each missing word, there will be three words in parentheses. Circle the word that makes the most sense in the story."

Once in a while, a natural athlete is born. This person has an (angry / unusual / result) talent for a sport. Tiger Woods (mind / were / is) one such person. He makes the (fair / game / too) of golf look so easy, and (golf's / people / stopped) love to watch him play.

Multiple Choice

Students read a text and answer questions with four or five options. These examples were taken from the STAAR Reading, Grade 3 (2011) released samples.

Example 1

Read line 4 from the poem:

I struggled to keep up.

The poet includes this line most likely to show that the dog –

A. ran faster than the speaker

B. was lost

C. looked larger than the speaker

D. was tired

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Example 2

The author includes headings in bold print to –

A. explain why the article was written

B. describe why pictures were included in the article

C. show which words are most important

D. tell what information is in each section

Example 3

What is the best summary of this article?

A. Ranchers owned a lot of cattle. In order to find enough food, the cattle had to roam freely across large areas of land. The ranchers needed help with their cattle, so they hired vaqueros.

B. Spanish ranchers hired vaqueros to take care of their cattle. The cattle lived in large open areas. Vaqueros used horses and special clothing and tools to help them with their work. When the ranchers moved away, the vaqueros taught their skills to new settlers.

C. Vaqueros took care of cattle that wandered across large areas of land. The vaqueros watched over the cattle and chased harmful animals away. They also helped find calves in springtime.

D. Spanish ranchers owned cattle that grazed in large areas of grassland. It was difficult to keep track of the cattle and take care of them. The cattle ranchers needed some help, so they hired vaqueros, who were similar to cowboys. Eventually the Spanish ranchers left.

Open-Ended Response (Oral or Written)

These examples are based on the multiple-choice questions above.

Example 1: Read line 4 from the poem: *I struggled to keep up*. Why do you think the poet included this line?

Example 2 (easier): In the informational text, what text feature helps you to know how the text is organized? What information does it provide?

Example 2 (more difficult): In the informational text, how do the headings help you as a reader?

Example 3: Write a summary for the article you just read.

Adapted from Farrall, 2012; Good & Kaminski, 2011; Texas Education Agency, 2011.

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Sample Comprehension Lesson

OUTCOME

Students learn to ask questions about what they read.

DESCRIPTION

Asking and answering questions can help students to identify main ideas, summarize text, monitor their understanding, integrate information from different parts of a text, and make inferences.

Students are taught to ask and answer questions at three different levels:

- Level 1: "right there" questions
  Answers are explicitly stated, word for word, in once place in the text.

- Level 2: "think and search" questions
  Answers require readers to put together information from different parts of the text.

- Level 3: "making connections" questions
  Answers are not found in the text alone; readers must think about what they read, what they already know, and how this information fits together.

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INTRODUCING QUESTION TYPES

- Introduce each question type separately. Model first and then scaffold student application of each question type with guided practice. Once students are successful at writing one question type, move on the next type. Most teachers spend 3–5 days modeling and practicing each question type before moving on.

- If some, but not all, of the students have mastered a question type, you can move on, but continue to provide struggling students with practice in the previous question type. For example, hand out cue cards to students at specific levels that have instructions to write one or two questions. That way, one student could write "right there" questions while another writes "think and search" or "making connections" questions.

- A student has truly mastered a question type when he or she can write a range of questions of that type. For example, a student has mastered "right there" questions when he or she can successfully write "right there" questions with varied question stems (***who***, ***what***, ***where***, ***when***, ***why***, ***how***).

- Depending on students' proficiency, either assign question types (e.g., one question at each level, two "right there" questions) or allow students to create questions at any level they choose.

LEVEL 1: "RIGHT THERE" QUESTIONS

TEACHER-MODELED PHASE

Tell students that they will learn about reading-related questions.

Teacher: Teachers ask questions to see whether students understand what they read. There are three basic types of questions we ask. Understanding these types will make it easier to find the answers. Some question types require you to find facts about what you read, and others require you to draw conclusions or make inferences.

Creating and answering questions will help you to understand what you read and to remember important information about what you read.

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Pass out the Question Types card (pictured below and found in Appendix B) to introduce the first question type: "right there."

QUESTION TYPES

"RIGHT THERE" QUESTIONS
Answers are "right there" in one place in the text.
"THINK AND SEARCH" QUESTIONS
Answers have to be put together from more than one place in the text.
"MAKING CONNECTIONS" QUESTIONS
Answers are not only in the text. Readers must think about what they read, what they already know, and how this information fits together.

Teacher: Your question cards show three different question types: "right there", "think and search", and "making connections." Today, we will practice "right there" questions.

These questions are called "right there" because the information needed to answer them can be found in one place in the reading. Answering "right there" questions is usually easy and requires little thinking or effort.

Use a short passage (or the following example passage) to model how to create a "right there" question. Distribute or display the passage on an overhead projector. Read the passage aloud.

WHAT'S THAT SMELL?

Have you ever remembered something with your nose? Maybe the smell of hot dogs gets you daydreaming about being at a baseball game. Or the smell of burnt marshmallows reminds you of a night around a campfire. Scientists know that the sense of smell can trigger powerful memories.

Sample text continues on the following page.

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Wouldn't it be cool to somehow bottle those memories? That's exactly what perfumer Mark Crames tries to do. His company, Demeter Fragrance, makes more than 200 scents. "Imagine every smell in the world as a musical note," Crames [said]. "We try to combine those notes to make a melody." He has created perfumes inspired by Play-Doh, thunderstorms, and even earthworms!

Everyday smells mean different things to different people. "A perfume we call Poison Ivy might remind you of being itchy and miserable," Crames says. "But it could make your sister think of a great time at summer camp."

Crames captures aromas using a high-tech method called headspace technology. A perfumer takes the source of an aroma and puts it into an airtight container. The aroma molecules are collected from the air and analyzed. A chemist then matches those molecules to ingredients in a fragrance library.

This month, Crames is launching fragrances for Tootsie Roll and Junior Mints. But not every smell can be easily copied. "One of our most requested perfumes is puppy's breath," he says. "But it is so chemically complicated that it's very tough to capture."

(Source: **Time For Kids: World Report**
May 2, 2008, Volume 13, Issue 26)

Teacher: To create a "right there" question, I need to find information that's in only one place in the passage.

Here's a sentence: ***Demeter Fragrances makes more than 200 scents.*** That looks like the answer to a "right there" question because it is a fact and it is found in one place in the text.

Let me turn that fact into a question. "Right there" questions usually start with one of these words: ***who***, ***what***, ***when***, ***where***, ***why***, or ***how***. Because the answer has a number, my question will probably start with: ***How many***. So, let's try making a question: How many scents does Demeter Fragrances make?

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OK, that looks like a "right there" question because I can easily find the answer in one place in my reading.

Now, I'll make up some more "right there" questions, and you see whether you can find the answers in your reading.

Practice creating and answering "right there" questions with the class. Remind students to look at their question cards to remember what a "right there" question is.

The following are example "right there" questions from ***What's that Smell?***

- What sense triggers powerful memories?
- What new fragrances will be launched this month?
- Where are the scents made?

TEACHER-SUPPORTED PHASE

In the teacher-supported phase, provide students with practice and feedback writing "right there" questions.

First, review the definition of "right there" questions. Review the sentence stems most often used with "right there" questions.

Use a short passage to model one or two examples of "right there" questions. Then, have students suggest "right there" questions for the group to answer. Remind students to explain why their question fits in the "right there" category.

- Students can work alone or with a partner to write their questions, using their question cards to help them remember the criteria. Continue to provide feedback.

- Writing questions helps students remember what they read and provides a study guide to go back to. It also helps students remember their questions while they wait for their turn to share with the class. However, because many students struggle with writing, to save time, you may choose to do the question-and-answer process orally.

- Allowing students to work in pairs allows more opportunities to share and shorter wait time before being able to ask a question.

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LEVEL 2: "THINK AND SEARCH" QUESTIONS

TEACHER-MODELED PHASE

Introduce "think and search" questions and review the purpose of asking questions when reading.

Teacher: Teachers ask questions to see whether students understand what they read. There are three basic types of questions we ask. Understanding these types will make it easier to find the answers. Some question types require you to find facts about what you read, and others require you to draw conclusions or make inferences.

Why is learning to create and answer questions important?

[Possible answers include the following: to check what we know about what we read, or test our understanding; to help us remember important information about we read.]

Teacher: We have already worked on asking and answering "right there" questions. You can find the answer to these questions in just one place in your reading. Now we are going to learn about a second type of question. It is called a "think and search" question. Teachers like these questions because to find the answer, you have to put information together. That means you usually have to look in more than one place in your reading to find the answer.

"Think and search" questions usually take a sentence or more to answer. "Think and search" questions are a little more difficult to answer and to ask than "right there" questions.

Use the same passage as the one you used to introduce "right there" questions. Give an example of a "right there" question and then contrast it with the "think and search" type. Ask students several more questions. Example questions for ***What's That Smell?*** include the following:

- How is headspace technology used to create these fragrances?
- How might the scent of poison ivy be interpreted differently by different people?
- Why is it difficult to copy some smells?

For each question, model why it is a "think and search" question and how to find the answer in the text.

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TEACHER-SUPPORTED PHASE

Answering teacher-initiated questions may help students learn content and understand a passage, but it does not teach students to use the skills on their own. Students who learn to ask questions about what they read revisit the text to check and strengthen comprehension. Struggling readers can improve their understanding and memory by learning this important skill.

"Think and search" questions can be difficult for students to create. Start by giving students a few straightforward sentences and telling students to combine the information into a "think and search" question. For example, give students the following sentences:

- Greyhounds have a good sense of smell.
- Greyhounds have keen eyesight.

The information can easily be combined into one question, such as: Which senses are very strong in greyhounds?

Continue with straightforward sentences before moving on to paragraphs.

Follow the same procedures for scaffolding as described in the "right there" teacher-supported phase.

LEVEL 3: "MAKING CONNECTIONS" QUESTIONS

TEACHER-MODELED PHASE

Introduce "making connections" questions.

Teacher: "Making connections" questions are different from "right there" and "think and search" questions because you cannot answer them only by looking in the text. To answer a "making connections" question, you need to think about what you just read and make connections to your own experiences. "Making connections" questions often start with the following question stems:

- How is this like...
- How is this different from...
- How is this related to...

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Model several examples of "making connections" questions from a short passage. Example questions from ***What's That Smell?*** include the following:

- How is a smell related to a musical note?
- What smells would you like to make into perfume? Why?
- Why does the smell of poison ivy have different memories for different people?
- Why do you think so many people want to have a perfume of puppy's breath?

TEACHER-SUPPORTED PHASE

Follow the same instructions as previously shown in teacher-supported phase for "right there" questions.

Note that the goal of creating "making connections" questions is for students to integrate prior learning with the ideas presented in the text. Teacher feedback may be needed to guide students to connect their questions to the text. Reminding students to "stay with the text" and analyzing good student examples will help.

Using ***What's That Smell?*** as an example, a student who asks, ***What is your favorite smell?*** has not stayed with the text; reading the text is not necessary to answer this question. Instead, the question ***How are Crames' scents similar to regular perfume scents?*** focuses on the main ideas of the passage while allowing the reader to make connections to his or her own experience.

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Taking a Closer Look

Comprehension component: Asking questions during reading

Examine the lesson and complete the chart. Specifically state how the lesson addresses each element.

Explicit, Systematic Instruction
Modeling
Scaffolded Practice
Immediate Feedback

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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

Colorín Colorado: www.colorincolorado.org

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

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Texas Education Agency

Comprehension

Presenter Resources

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Initial Planning for a Read-Aloud

Excerpt From *Dear Juno* by Soyung Pak

Juno watched as the red and white blinking lights soared across the night sky like shooting stars, and waited as they disappeared into faraway places. Juno wondered where they came from. He wondered where they were going. And he wondered if any of the planes came from a little town near Seoul where his grandmother lived, and where she ate persimmons every evening before bed. 1

Juno looked at the letter that came that day. It was long and white and smudged. He saw the red and blue marks on the edges and knew the letter came from far away. His name and address were neatly printed on the front, so he knew the letter was for him. But best of all, the special stamp on the corner told Juno that the letter was from his grandmother. 2

Through the window Juno could see his parents. He saw bubbles growing in the sink. He saw dirty dishes waiting to be washed. He knew he would have to wait for the cleaning to be done before his parents could read the letter to him. 3

"Maybe I can read the inside, too," Juno said to his dog, Sam. Sam wagged his tail. Very carefully, Juno opened the envelope. Inside, he found a letter folded into a neat, small square.

He unfolded it. Tucked inside were a picture and a dried flower.

Juno looked at the letters and words he couldn't understand. He pulled out the photograph. It was a picture of his grandmother holding a cat. He pulled out the red and yellow flower. It felt light and gentle like a dried leaf. Juno smiled. "C'mon, Sam," Juno said. "Let's find Mom and Dad."

"Grandma has a new cat," Juno said as he handed the letter to his mother. "And she's growing red and yellow flowers in her garden." 4

"How do you know she has a new cat?" Juno's father asked.

"She wouldn't send me a picture of a strange cat," said Juno.

"I guess not," said Juno's father.

"How do you know the flower is from her garden?" asked Juno's mother.

"She wouldn't send me a flower from someone else's garden," Juno answered.

"No, she wouldn't," said Juno's mother.

Then Juno's mother read him the letter. 5

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Notes on Teaching Comprehension With *Dear Juno* Excerpt

Level 2 vocabulary to teach	Level 2 for explicit instruction: letter, smudged, gentle Other vocabulary to explain as needed: persimmons, dried flower
Background knowledge to develop	Seoul: Use a world map to show where this is. Letter: Some students may not know what it means to write or send a letter to a friend or family member.
Thinking processes to teach	Inference: This text has a lot of places where students have to make inferences. It also has a character, Juno, who is good at inference making. He could be a model for students. Visualization: The author provides details that help us create mental images as we read.
Places to stop and ask questions	In the text, write a 1 next to the first place you would stop to query students. Then, write a 2 in the next place, a 3 in the next place, etc. In the row below, write the initial questions you would ask to get students thinking deeply about the text and the preferred student response.
Questions to get students thinking deeply about the text	1 It's interesting that the planes make the little boy think about his grandmother. I wonder why that is. I don't think about my grandmother when I see planes. Why do you think the planes make him think about his grandmother? Student response: Because his grandmother lives far away. The only way he can see her is by either he or his grandmother flying on a plane. 2 Wow. The author provides a lot of details about what the letter looks like. Why did she do this? Student response: She wants us to have a good mental image of the letter because it is so important. All of these details help us see the letter in our heads. It also lets us know that Juno is good at paying attention to details, and these details help him figure out things about the letter. 3 Juno could read his name and address, but he needs his parents to read the letter to him. I wonder why this is. Why do you think this is? Student response: Students may have difficulty with this question. They may think he can't read yet or is too young. The real reason is that his grandmother writes in a language other than English (Korean), and Juno can't read this language, but his parents can. 4 How does Juno know these things? He is not able to read the letter, and his parents have not read it to him yet. So, how does he know she has a cat and red-and-yellow flowers? Student response: He's inferring these things because his grandmother sent him a photograph of her holding a cat and a red-and-yellow flower. Why would she send these things to him if they weren't meaningful to her in some way? He's making inferences. We all do this when we read between the lines and figure out things that aren't directly said or shown to us. 5 Do you think Juno is correct? Did his grandmother get a new cat? Does she have red-and-yellow flowers in her garden? If so, what does this show us about Juno's character? Student response: Students will have different responses, but yes, Juno is correct. This shows us that he has learned how to put two and two together to make inferences effectively. He also seems to know his grandmother very well.

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Scavenger Hunt

Using your English Language Arts Reading TEKS Alignment and Figure 19 (Comprehension Skills) charts, try to find the answers to these questions.

1. In third grade, which type of transition words are students expected to develop an understanding of when reading? Can you list examples?

   Time-order transition words (e.g., "later," "then," "first," "next," "after," "before")

   Transitions that indicate a conclusion (e.g., "in conclusion," "to conclude," "thus," "for this reason")

2. In which grade should students start asking their own questions about texts being read?

   Kindergarten

3. What type of questions are students expected to ask in second grade? How about in third grade?

   Second grade: Literal questions

   Third grade: Literal, interpretive, and evaluative questions

4. In which grade are students expected to begin summarizing texts?

   Third grade

5. Which prerequisite skills that are taught in second grade underlie the ability to summarize?

   Retell; sequence; identify the main idea; distinguish among details, main idea, and topic

6. In which grade are students expected to begin making inferences?

   Kindergarten

7. Which specific strategies for monitoring and adjusting comprehension are mentioned in the TEKS?

   Using background knowledge, creating sensory images, rereading a portion of text aloud, generating questions

8. In third grade, which aspects of a procedural text are students supposed to learn to use to support their comprehension?

   Specific information in graphic features

Adapted from Texas Education Agency, 2009.

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Identifying Main Ideas and Writing a Summary

Student Name: _____ Date: _____

Paragraph	Who or What (Topic)	Important Information	Main Idea Sentence (10 words or less)
1	gecko	It is strange. It can walk on walls, windows, and ceilings. It has sticky feet.	The strange gecko's sticky feet let it walk anywhere.
2	gecko (or gecko's tail)	It is strange. Its tail can fall off. Its tail can grow back.	The strange gecko's tail can fall off and regrow.

Summary: The gecko has strange body parts that allow it to do things other animals can't do.

STARTER SENTENCE FOR PARAGRAPH 1:
The gecko is strange because its sticky feet let it walk on walls, windows, and ceilings.

STARTER SENTENCE FOR PARAGRAPH 2:
The gecko is strange because its tail can fall off and grow back.

Adapted from Klingner, Vaughn, Dimino, Schumm, & Bryant, 2001; Read Naturally, 2006.

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Grade 3 Literacy Block

Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Word study and recognition (30–45 minutes)			
Fluency (10–15 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Vocabulary (10–15 minutes)			
Comprehension (25–30 minutes)			
• Use content-rich texts across genres • Conduct read-alouds with think-alouds to model effective comprehension • Explicitly teach comprehension strategies through modeling and guided practice • Use graphic organizers when teaching comprehension strategies and thinking • Ask questions to model and practice coherence and elaborative inferences • Use graphic organizers to teach text structures	• Complete simple graphic organizers (e.g., text structures) • Listen to text with no book and stop occasionally to draw mental images • Identify main ideas in single paragraphs in simple texts	• Provide extensive modeling and guided practice • Break strategies into smaller steps • Use visualization and graphic organizers • Ask questions at various levels to scaffold thinking	Build background knowledge by explaining concepts more in depth and bringing in visuals to connect to ideas

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Writing (20–30 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Small groups and workstations			

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Texas Education Agency

Comprehension

Activity Resources

GRADES K–3

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GRADE 3

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Slide—High-Quality Discussions

Skim page 1 of the handout **Guidelines for High-Quality Discussions**, highlighting ideas as you go.

Then skim and highlight the next section on page 1.

Write five sample question stems that can help you and your students ask higher-level questions to spark effective discussions.

Share with your table.

Skim the next section on page 2.

Working with a partner, write three follow-up questions.

Share with your table.

Read suggestions on pages 3 and 4 and highlight key ideas.

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Slide—Planning Effective Read-Alouds to Support Diverse Learners

Examine the planning information in the handout **Read-Aloud Cycle** and both lessons in **Sample Read-Aloud Lessons**.

Think about how you could use the format in the sample lessons as a starting place for planning your own read-alouds.

Discuss with a partner how you could use the planning information in both handouts.

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Writing

Presenter Notes

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

Materials

Presenter Materials

- Document camera
- Clipboard with blank paper for recording participant responses to show on document camera
- Laser pointer
- Word cards with the words *bandit*, *hated*, *the*, *cold*, *and*, *wind*, and *rain*
- Prepared copy of Presenter Resource 4 with "My thinking" and "My feeling" in the first row filled in with what the quotation makes the presenter think and feel
- Folder containing the following documents: Grades 1–4 English Language Arts and Reading TEKS Alignment, Grade 2 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary, Overview Handout 1: The Reading Rope
- Video: Peer Conferencing and Editing
- Video: Informational Writing

Participant Materials

- Folder containing the following documents: Grades 1–4 English Language Arts and Reading TEKS Alignment, Grade 2 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary, Overview Handout 1: The Reading Rope

Materials to Provide Each Table

Guiding Questions document (two per table)

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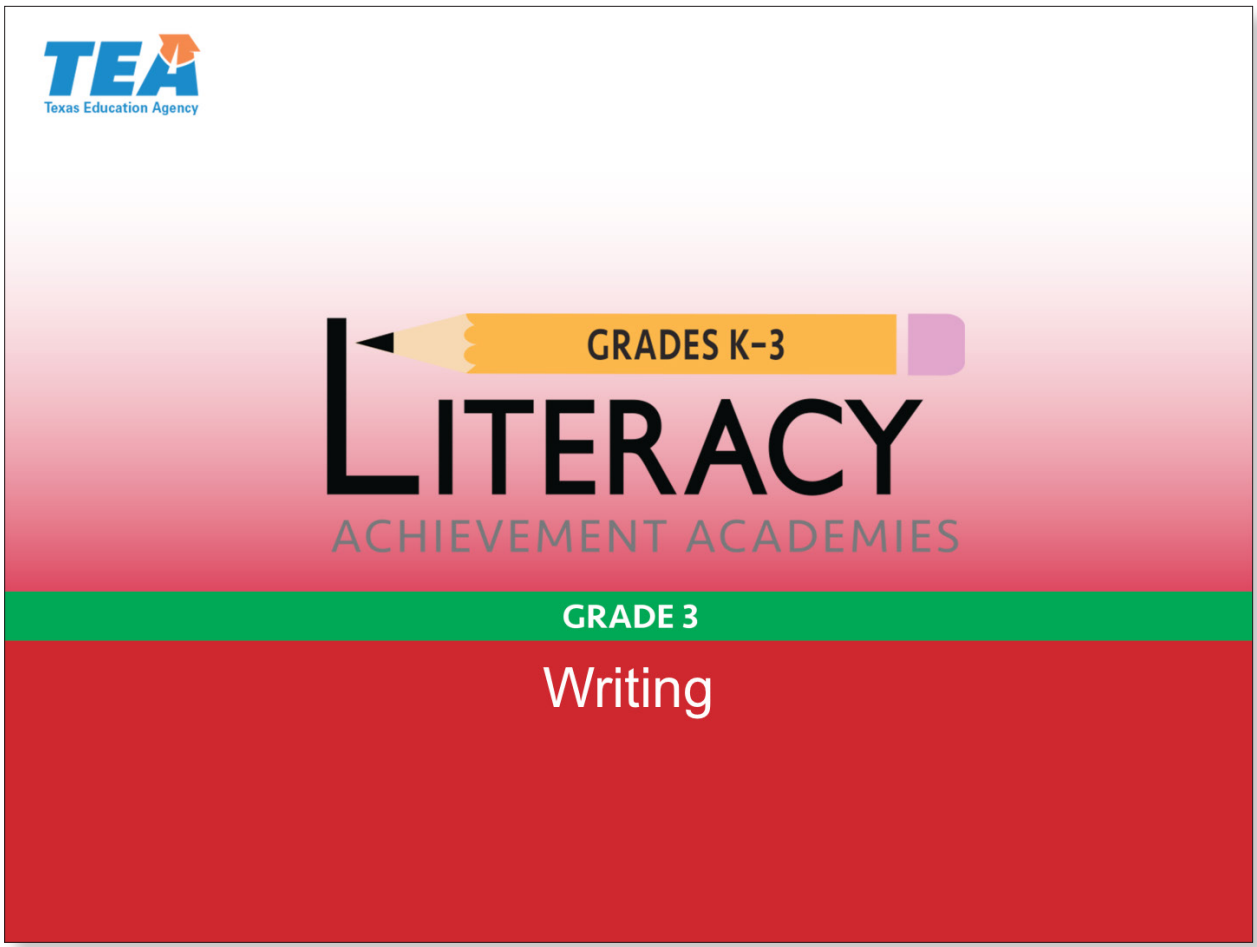

Slide 1—Title Slide (0:00–0:30)

We have mentioned various components of writing instruction in earlier sessions. For example, in the Word Study and Recognition session, we discussed the importance of integrating spelling with decoding instruction. In the Fluency session, we briefly shared the importance of handwriting fluency and writing fluency.

Now we will extend our knowledge of writing instruction and why it is important to include in an effective third-grade literacy program.

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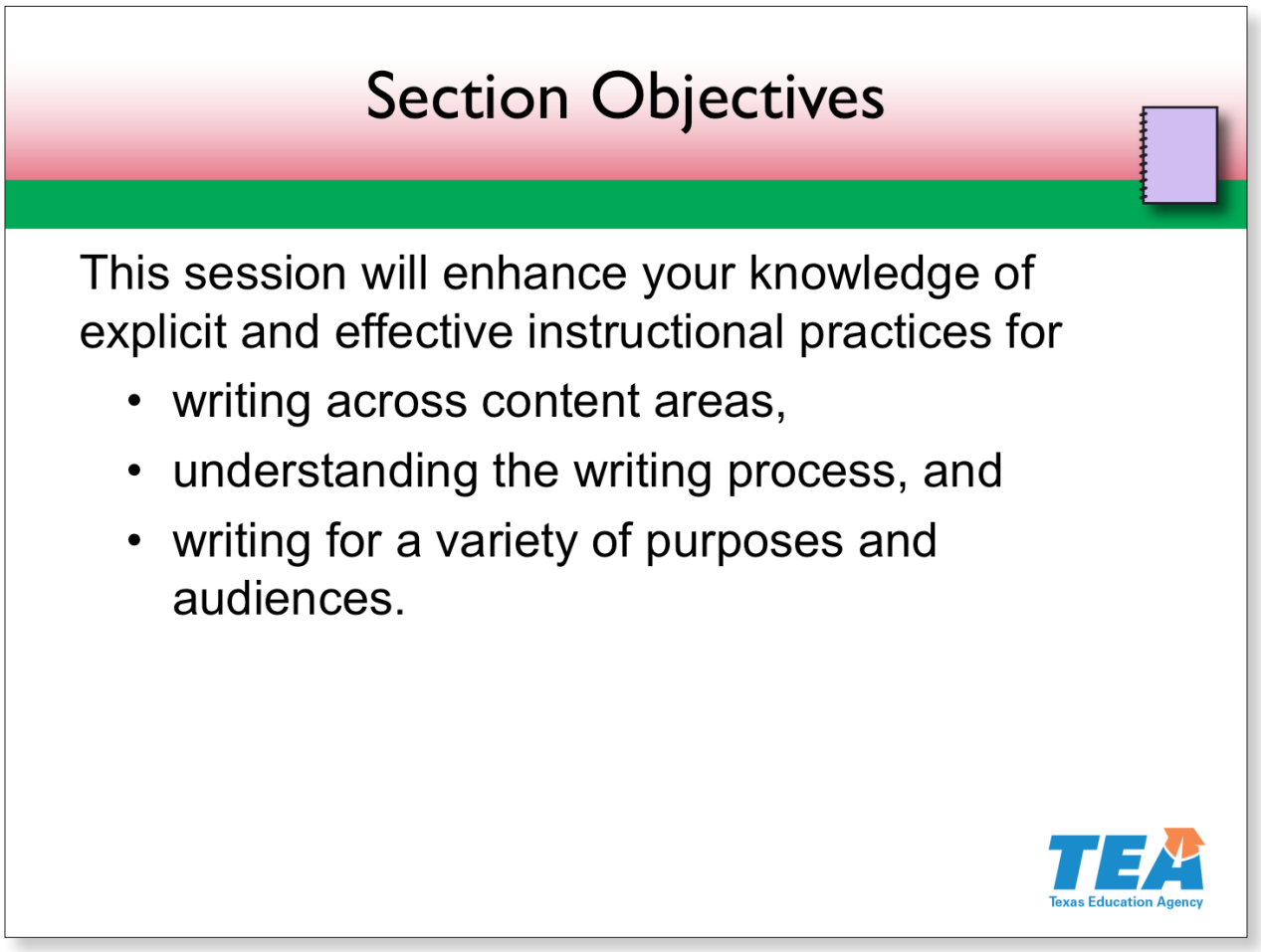

Slide 2—Section Objectives (0:30–2:00)

Take a moment to review the objectives on the slide. These objectives should guide your learning in this section and support your thinking as you reflect on the guiding questions.

Allow a few seconds for participants to read the slide.

Let's return to the reading rope. Find Handout 1: The Reading Rope in your folder. This handout is from the Overview section of this academy.

As participants locate the handout, display your copy on the document camera.

Take a moment to review the handout and reflect on how the strands relate to students learning to read.

Pause for a moment for participants to reflect.

Writing is a complex activity that involves all the strands of the reading rope, along with planning and consideration of audience, purpose, idea development,

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organization, expressive language, working memory, fine motor control, and spelling, just to name a few. As we dive into this section, keep in mind the two domains of skilled reading—language comprehension and word recognition—and how they contribute to the skills students need to become fluent writers.

Allow a few seconds. Then ask participants to place the handout back in the folder.

Reference

Scarborough, 2001

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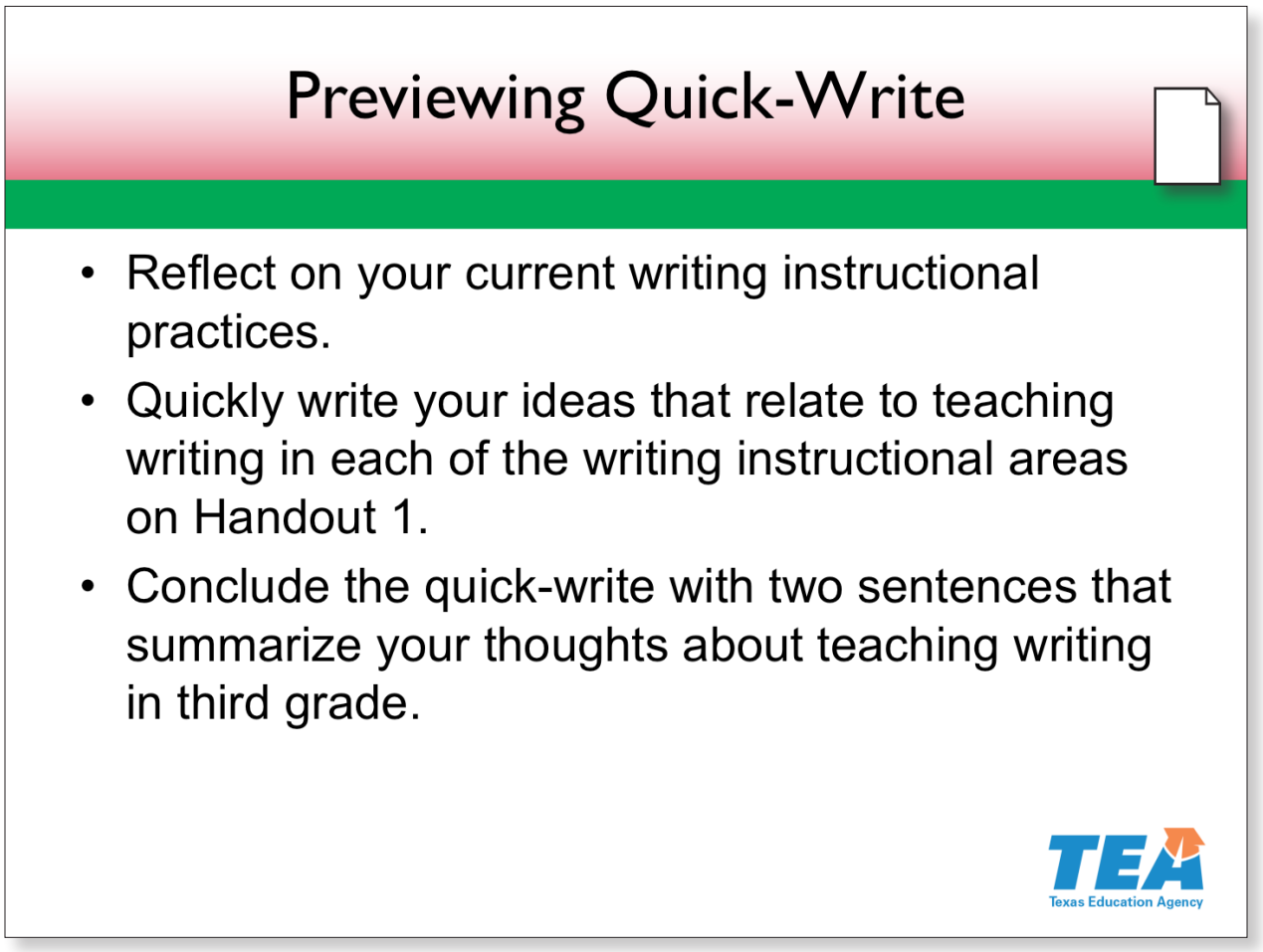

Slide 3—Previewing Quick-Write (2:00–6:00)

We will begin with a "quick-write." In quick-writes, students take one to three minutes to write fluently about a topic. Quick-writes are one way students can write about their thinking and learning before, during, or after instruction. Quick-writes can be used in different content areas to monitor student progress and understanding.

Please locate **Handout 1: Quick-Writes for Teaching Writing**.

Pause for participants to locate the handout.

On this handout, five areas of research-based writing instruction are listed. Take a few minutes to write a sentence or two about your current writing instruction in relation to each component. Then, at the bottom, write a sentence or two describing how you feel about teaching writing.

Provide three minutes for participants to work.

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As we address each of these areas related to writing instruction, you may want to reflect back on how your thinking from this quick-write changes.

References

Cunningham, Moore, Cunningham, & Moore, 2003; Graham et al., 2012

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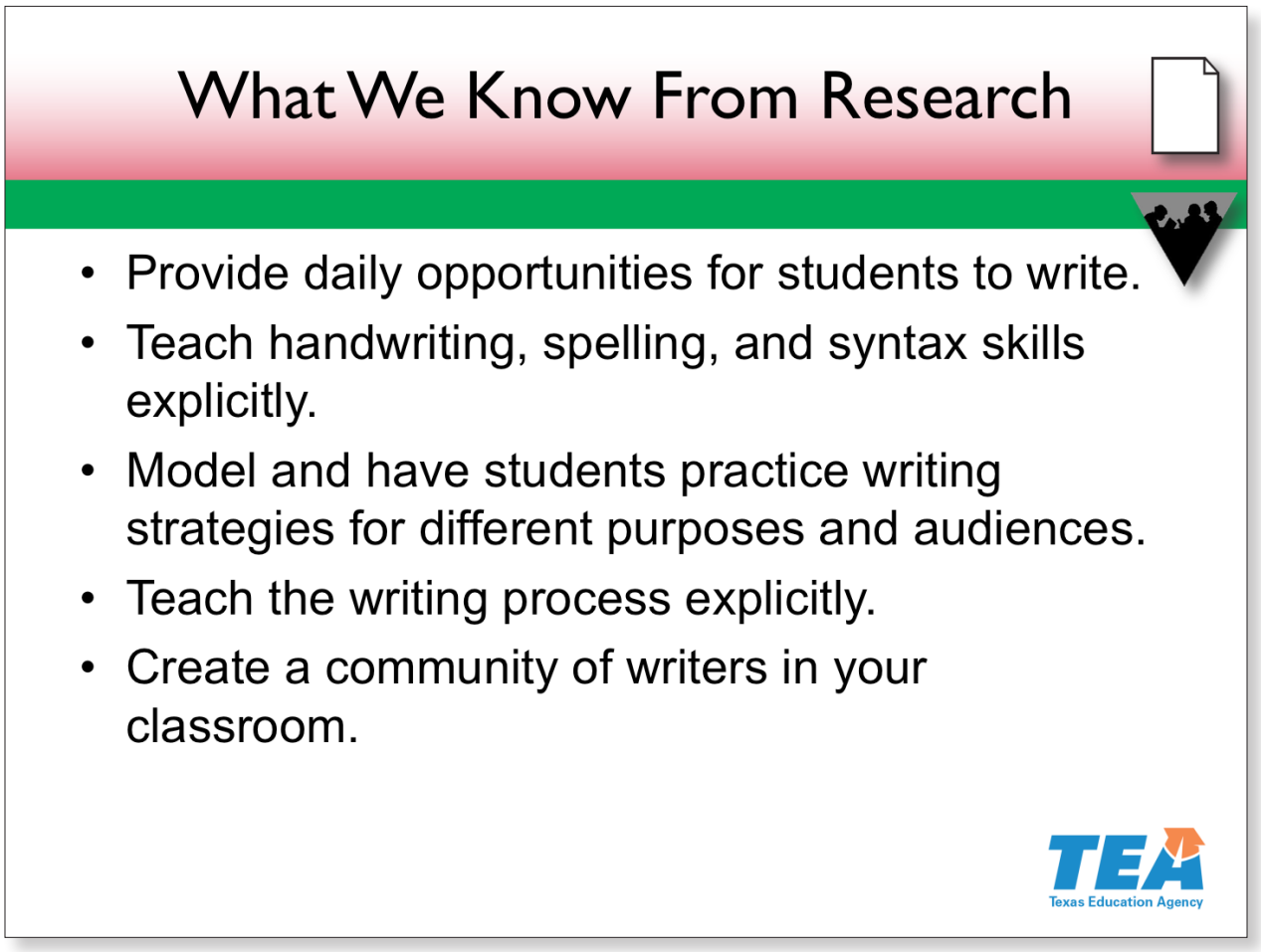

Slide 4—What We Know From Research (6:00–10:00)

Research-based elementary writing instruction is described in the practice guide *Teaching Elementary School Students to be Effective Writers*. The authors claim that students who develop strong writing skills at an early age acquire a valuable tool for learning, communication, and self-expression.

Locate **Handout 2: Recommendations From *Teaching Elementary School Students to be Effective Writers***.

Pause for participants to locate the handout.

Activity

Read the research-supported recommendations and highlight key words and phrases. Then, share two words or phrases that you highlighted with your tablemates.

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Allow two minutes for participants to work. Key words or phrases could include "daily time," "writing process," "variety of purposes," "handwriting," "spelling," "sentence construction," and "engaged writers." Walk around and listen to the discussions.

At the end of two minutes, call on a few participants to share their thinking with the whole group.

During this session, we will use these research-based recommendations as a framework to introduce instructional practices and strategies for teaching writing.

Reference

Graham et al., 2012

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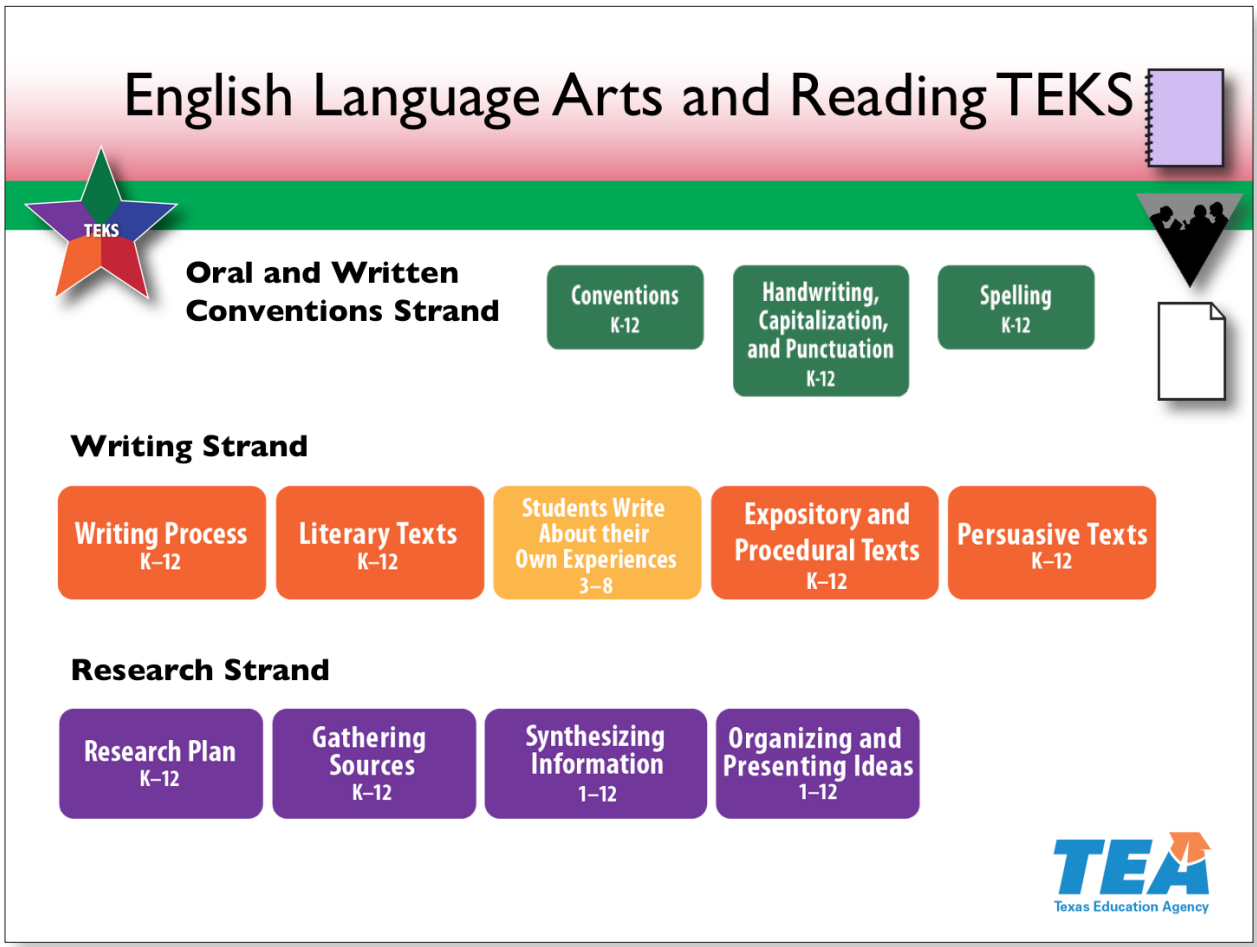

Slide 5—English Language Arts and Reading TEKS (10:00–17:00)

Locate the Grades 1–4 English Language Arts and Reading TEKS Alignment chart in your folder.

Pause for participants to locate the handout.

Writing is addressed in the Oral and Written Conventions, Writing, and Research strands. These expectations can be found on pages 1 through 4 of the Alignment chart.

Now we will do an activity that shows how these expectations relate to the components of effective writing instruction listed on the previous slide. Locate **Handout 3: Writing TEKS and Research-Based Recommendations**.

Pause for participants to locate the handout.

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Activity

Using the TEKS Alignment chart, work with a partner to answer the questions in Handout 3. I will give you four minutes.

> *Allow four minutes for participants to work. Walk around and listen to the discussions. At the end of the four minutes, display* ***Presenter Resource 1: Writing TEKS and Research-Based Recommendations*** *on the document camera so that participants can check their answers.*

As you can see, the TEKS address components of effective writing instruction outlined in the research. We will begin with the first element—allocating daily time to writing instruction and practice.

Reference

Texas Education Agency, 2009

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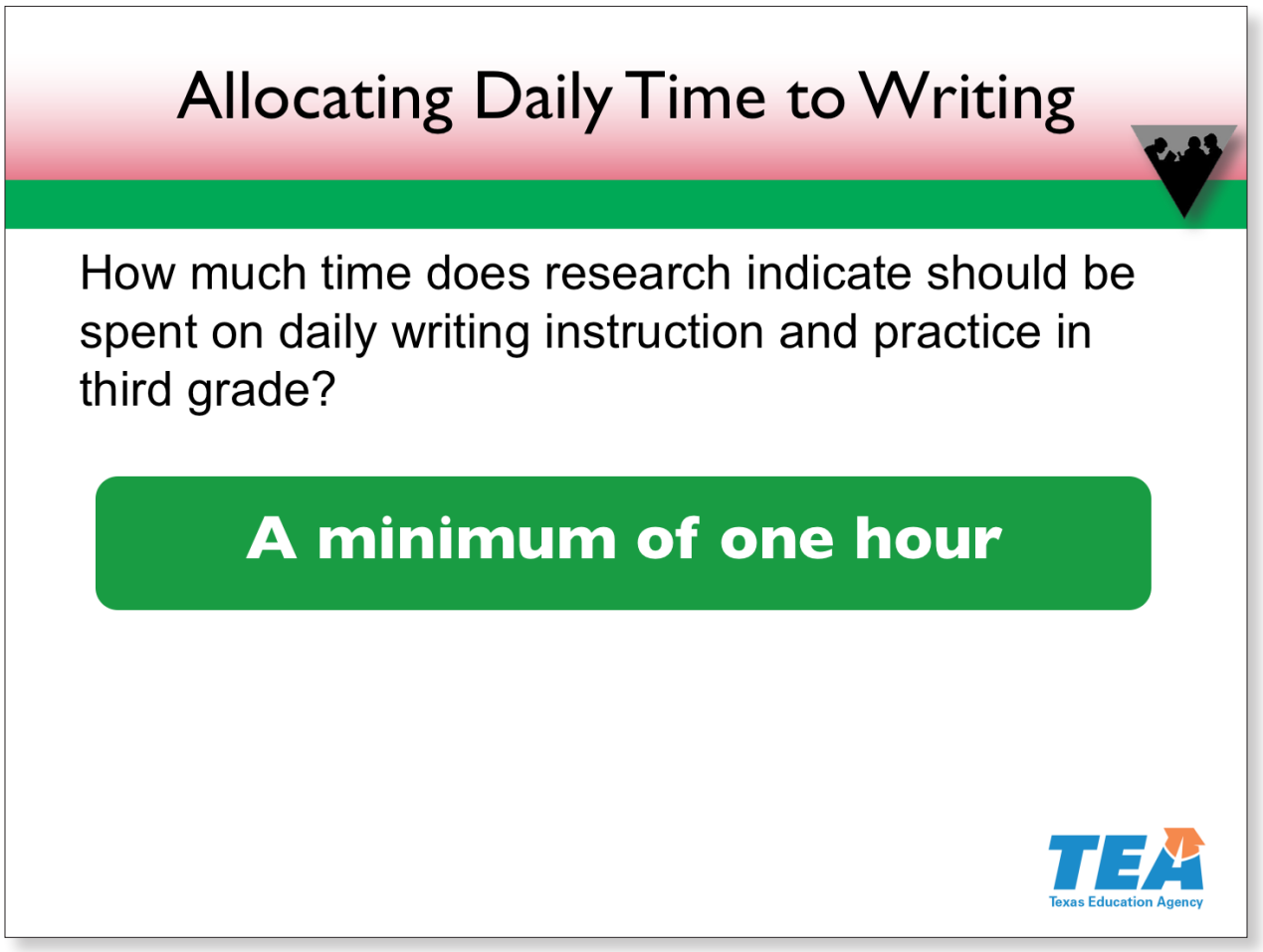

Slide 6—Allocating Daily Time to Writing (17:00–20:00)

How much time does research say we should spend on writing instruction and practice every day in third grade?

Click to show the answer on the slide.

We should spend a minimum of one hour every day. The researchers recommended 30 minutes per day teaching handwriting, spelling, and writing strategies and the other 30 minutes practicing writing and applying these skills and strategies.

On recent surveys, elementary teachers reported that students spend little time writing during the school day. Your daily commitment to writing communicates its importance to students. Ensure that your students write every day so they get the practice they need.

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Do you have enough time every day to incorporate at least one hour of writing instruction and practice? Some of you may say, "No," but the research shows the benefits of such learning. So how can we make it happen?

Activity

Talk with your colleagues to brainstorm ideas. I will give you one minute.

Allow one minute for participants to discuss. Walk around and listen to the discussions. Write participants' ideas on a sheet of paper on a clipboard. Use the document camera accountability energizer to quickly share participants' ideas, which might include the following:

- *Integrating reading and writing activities so that students read to write and write to read*
- *Creating a writing workstation for students to visit daily*
- *Integrating writing across the content areas*

One method for increasing daily writing practice is integrating writing across all content areas, including math, science, social studies, art, and music.

References

Cutler & Graham, 2008; Graham, Harris, Fink-Chorzempa, & MacArthur, 2003; Graham et al., 2012

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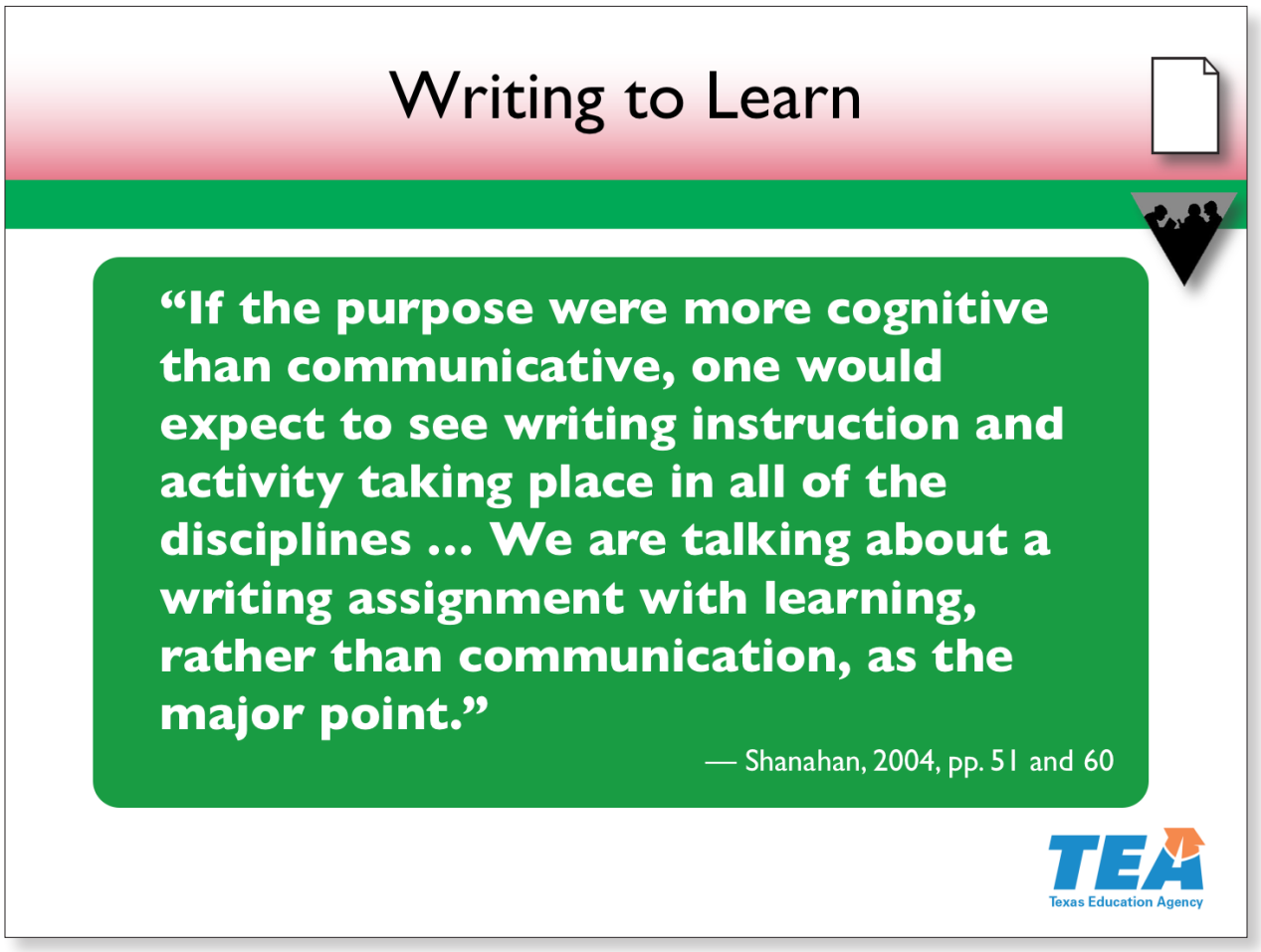

Slide 7—Writing to Learn (20:00–30:00)

Please take a moment to read the quotation on the slide.

Pause for participants to read the quotation.

Tim Shanahan differentiates two instructional purposes for writing—to communicate and to learn. We should implement and integrate cognitive writing, or writing to learn, in areas like math, science, and social studies to help students clarify their thinking and facilitate content learning. Shanahan emphasizes the need for students to practice writing across the curriculum and the importance of making learning the focal point of writing assignments.

Locate **Handout 4: Integrating Writing Across the Curriculum**.

Pause for participants to locate the handout.

Please take one minute to review this handout.

Pause for participants to review the handout.

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Shanahan focuses on the need to view student writing as a learning process.

Activity

This handout lists multiple writing activities that can be incorporated into almost any content area lesson. Choose the top two activities that would enhance your content area instruction. Write a one next to your first choice and a two next to your second choice. Then, share your choices with your partner. You will have two minutes for this activity.

> *Allow two minutes for participants to complete the activity. Walk around and listen to the discussions. At the end of two minutes, call on a few participants to share one of their choices with the whole group.*

Rather than having students write to communicate, these activities focus on students writing to learn. We will look more in depth at what we mean by "writing to learn." Locate **Handout 5: Writing to Learn: Examples**.

> *Pause for participants to locate the handout.*

This handout provides two examples of how a writing-to-learn activity—the silent conversation—could be used in a mathematics class. The activities are provided in English and Spanish. We will try one of them.

Activity

Read the statement at the top of page 1.

> *Pause for participants to read the statement.*

Think about what this statement means to you.

> *Pause for participants to think about the statement.*

Now, you will have a silent conversation with your partner about this statement. First, you will each have one minute to write on the first page of the handout what this statement means to you. Then, you will trade papers and respond to each other's explanation in writing. Just as in a conversation, you will have the chance to respond back and forth until I stop the discussion. Ready?

Notes continue on the next page.

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Set a timer for one minute and tell participants to begin. After one minute, have them switch papers with their partners. Allow one minute for them to respond. Then have them switch papers back and let them respond again for one minute.

The second example includes an opportunity to complete a step-by-step math problem and uses a silent conversation to explain the reasoning for the process and the response to the reasoning. Take a moment to review the example.

Pause for participants to review the second example.

This activity can be differentiated in multiple ways to support all learners, including students with dyslexia, English language learners, and students with individualized educational plans. Some of the ways differentiation could be implemented are

- strategically pairing students based on content knowledge, language proficiency, or reading and writing abilities;
- providing the opportunity to discuss the statement prior to writing;
- providing sentence stems;
- referencing anchor charts;
- generating word banks; and
- allowing students to create illustrations, labels, bulleted lists and/or complete sentences in their responses.

Now we will look at effective features of writing to learn.

References

Daniels, Zemelman, & Steineke, 2007; Klein & Yu, 2013; Shanahan, 2004, pp. 51 and 60

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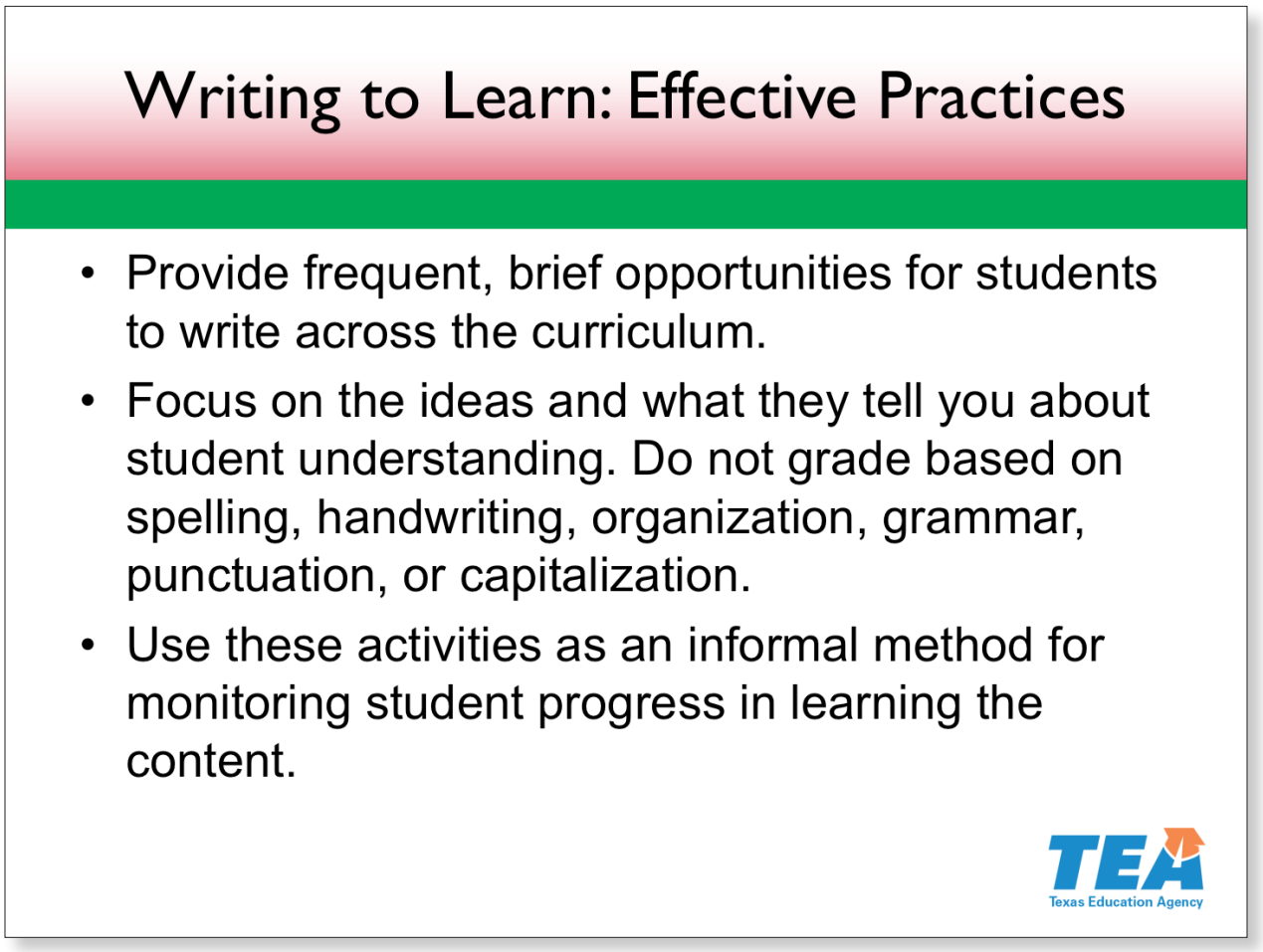

Slide 8—Writing to Learn: Effective Practices (30:00–31:30)

As described in Handout 4, teachers can support student learning by providing frequent, brief opportunities to write. For example, within a 45-minute science lesson, you can have students complete

- a two-minute prewrite at the beginning of the lesson,
- a three-minute nonstop write in the middle of the lesson, and
- a six-minute silent conversation at the end of the lesson to wrap it up.

When assessing students' writing within these writing-to-learn activities, focus on the ideas, not on spelling, handwriting, or grammar. If you focus on these other elements rather than the ideas, students may shut down and refuse to put their ideas on paper. Remember, the emphasis is on learning and developing content knowledge through writing, not on effectively communicating with an audience.

Notes continue on the next page.

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Providing more extended, formal writing opportunities like creating reports, letters, essays, or poems should also be done across content areas, but these writing activities shift the focus back to both idea development and communication with an audience.

Now, we will discuss more formal writing instruction and practice supported by the research. We will begin with one of the basics—handwriting.

References

Daniels et al., 2007; Klein & Yu, 2013; Marshall, 1987; Newell & Winograd, 1989; Shanahan, 2004

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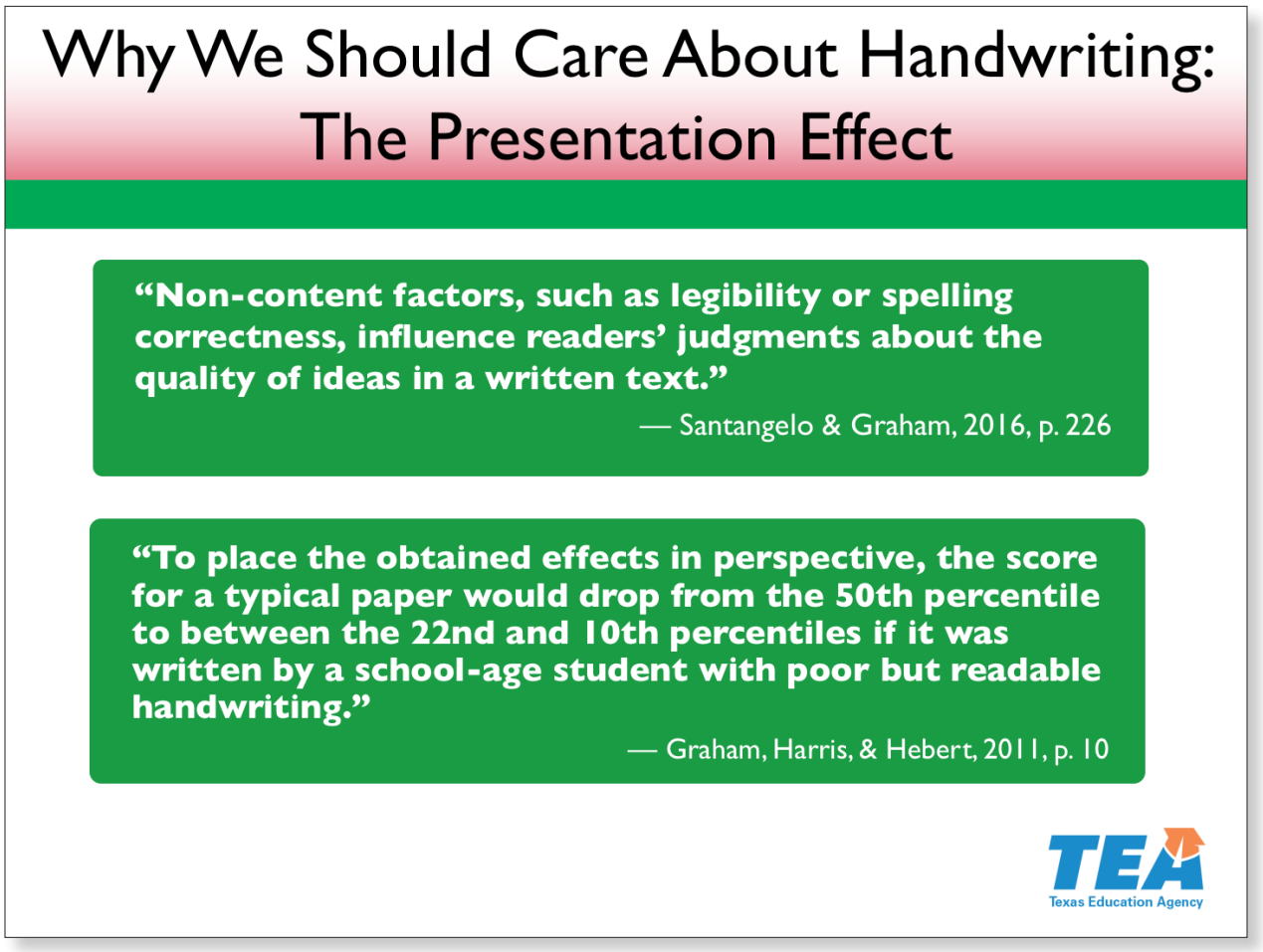

Slide 9—Why We Should Care About Handwriting: The Presentation Effect (31:30–32:30)

Graham and his colleagues describe two reasons for teaching handwriting effectively. The first reason is what they call the Presentation Effect. Research demonstrates that, in general, a reader's evaluation of a composition's quality is influenced by how neatly it is written.

The second quotation on the slide comes from a meta-analysis examining the Presentation Effect. Take a moment to read that quotation.

Pause for participants to read.

Think about what they found. It is powerful. An average paper would drop into the bottom quartile simply because it did not look good. Is that fair to the writer of that paper? Whether it is fair or not, it is what the research found.

Let's look at an example of student writing to illustrate the Presentation Effect.

References

Graham, Harris, & Hebert, 2011, p. 10; Santangelo & Graham, 2016, p. 226

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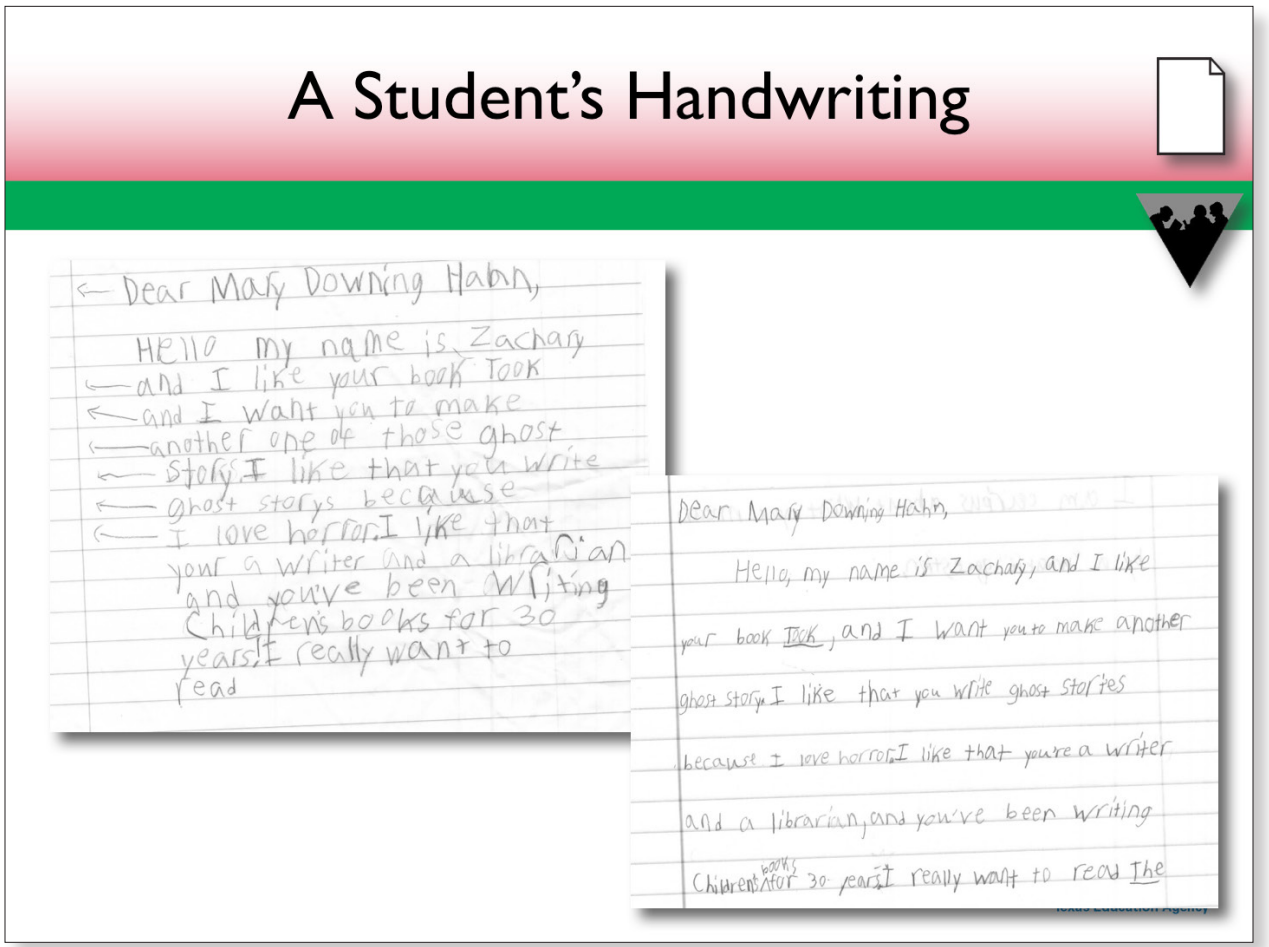

Slide 10—A Student's Handwriting (32:30–35:30)

Locate **Handout 6: The Presentation Effect: Handwriting Samples**.

Pause for participants to locate the handout.

Activity

Compare and contrast the samples. With a partner, discuss and answer the questions on both pages of the handout.

Allow two minutes for participants to complete the activity. Walk around and listen to the discussions.

The content of both samples is exactly the same, but the second one looks much better. For many of us, it would be difficult to rate both pieces of writing the same. Simply looking at the first one might make us think this is a struggling writer.

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The only reason the student wrote the second sample is because the teacher held him accountable for using good penmanship and conventions they had learned. Are we holding students accountable for using neat handwriting?

Are we ensuring they can use good penmanship by explicitly teaching handwriting? We will look at another reason for providing such instruction.

References

Graham et al., 2011; Santangelo & Graham, 2016; Texas Education Agency, 2009

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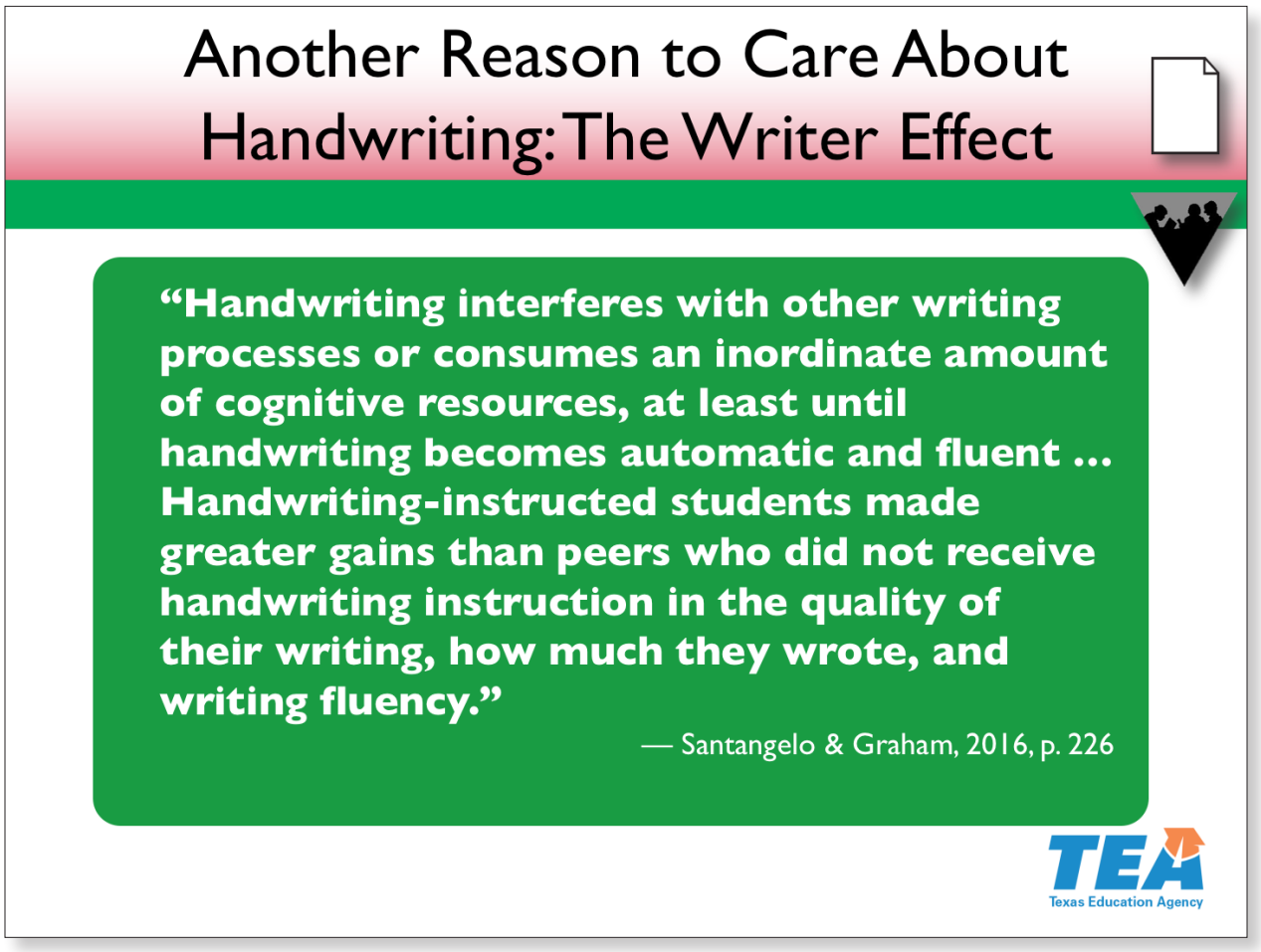

Slide 11—Another Reason to Care About Handwriting: The Writer Effect (35:30–44:00)

The second reason educational scientists give for teaching handwriting effectively is called the Writer Effect. Research demonstrates that handwriting difficulties interfere with other writing processes such as expression of ideas and organization.

In fact, a 2016 meta-analysis showed that handwriting instruction improved students' writing fluency, quantity, and quality. The findings of this research report were dramatic, showing moderate effects on writing fluency and very large effects on the number of words students wrote and the quality of their compositions.

Locate **Handout 7: Guidelines for Teaching Handwriting**.

> *Pause for participants to locate the handout. Place the* ***Activity Resource*** *on the document camera.*

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Activity

We will divide up these guidelines to learn about effective handwriting instruction. At your tables, number off one to four until everyone has chosen a number.

Pause for participants to assign numbers.

Ones will read and summarize guidelines one and two.

Twos will read and summarize guideline three.

Threes will read and summarize guidelines four and five.

Fours will read and summarize guidelines six and seven.

I will give you three minutes to read your guidelines and write a one- or two-sentence summary.

Provide three minutes for participants to read the guidelines and summarize them.

Now, you will share your summary with your tablemates and discuss what it means to you. Start with the ones and go in order. I will give you two minutes to go around the table and let everyone discuss what they learned.

Allow two minutes for participants to discuss the guidelines. Walk around and listen to the discussions. At the end of the two minutes, have participants share with the whole group or share ideas that you heard.

Often, administrators or teachers say these guidelines are outdated due to technological advances. They argue that teaching handwriting is unnecessary because computer keyboarding will make pen-and-pencil writing obsolete. Let's review what research tells us about these ideas.

References

Berninger et al., 1997; Berninger et al., 2006; Denton, Cope, & Moser, 2006; Feder & Majnemer, 2007; Graham et al., 2012; Graham, Harris, & Fink, 2000; Graham & Weintraub, 1996; Karlsdottir & Stefansson, 2002; Santangelo & Graham, 2016, p. 226; Schlagal, 2013

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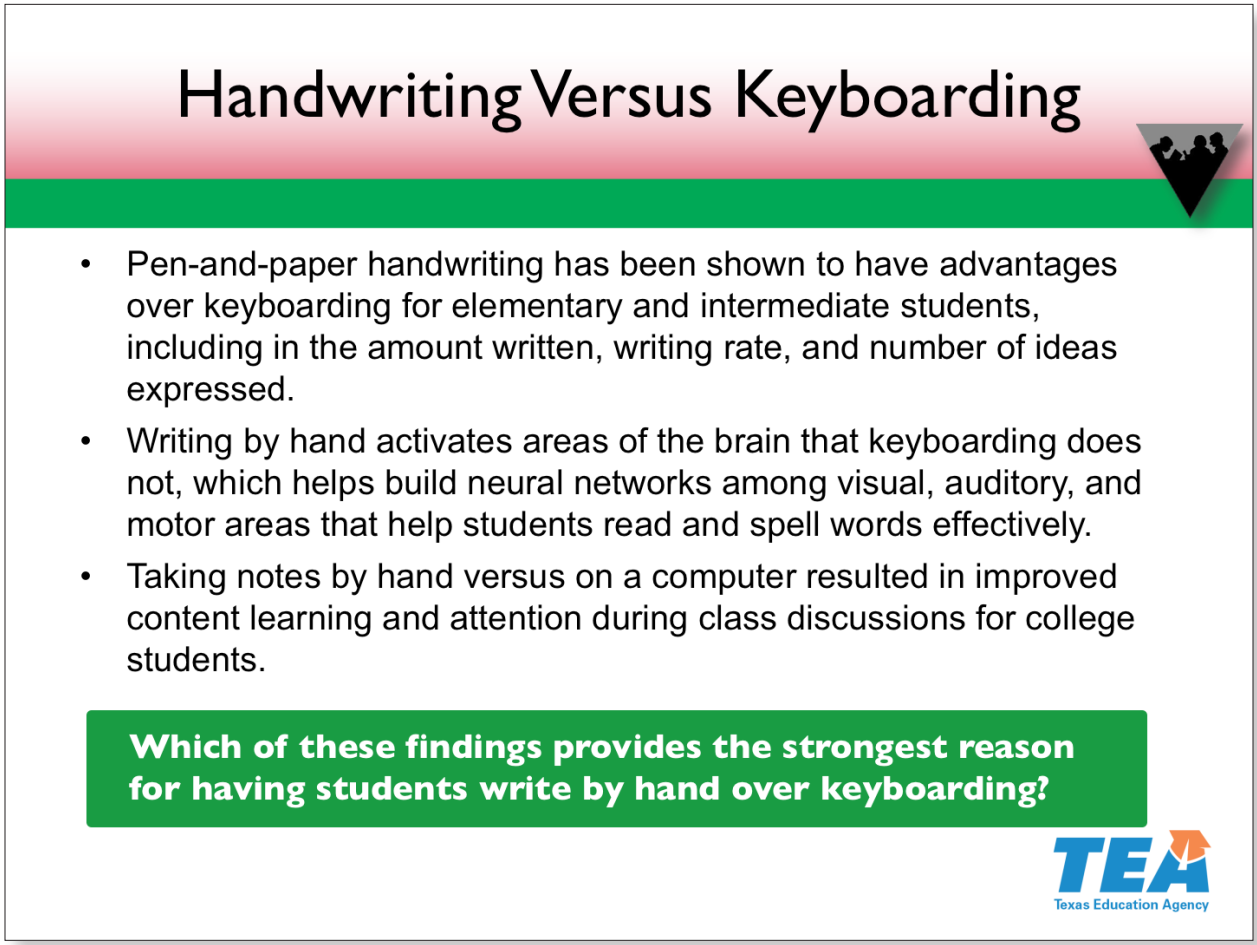

Slide 12—Handwriting Versus Keyboarding (44:00–47:00)

Research in the past 30 years consistently shows advantages of learning to write by hand over keyboarding, especially for elementary and intermediate students but even for older students, including those in college. The slide lists a few specific advantages of handwriting versus keyboarding.

Activity

Take a moment to read the advantages on the slide.

Provide one minute for participants to read.

Now, think about your response to the question on the slide.

Pause for participants to think about their answer to the question.

Turn to your partner and share your answer. Be sure to tell why you think it is the most compelling finding.

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Allow one minute for participants to discuss their responses. Walk around and listen to the discussions. At the end of the minute, call on a few participants to share their choices and reasoning with the whole group.

References

Berninger, 2012; Connelly, Gee, & Walsh, 2007; Graham et al., 2012; National Association of State Boards of Education, 2012; Peverly, 2012

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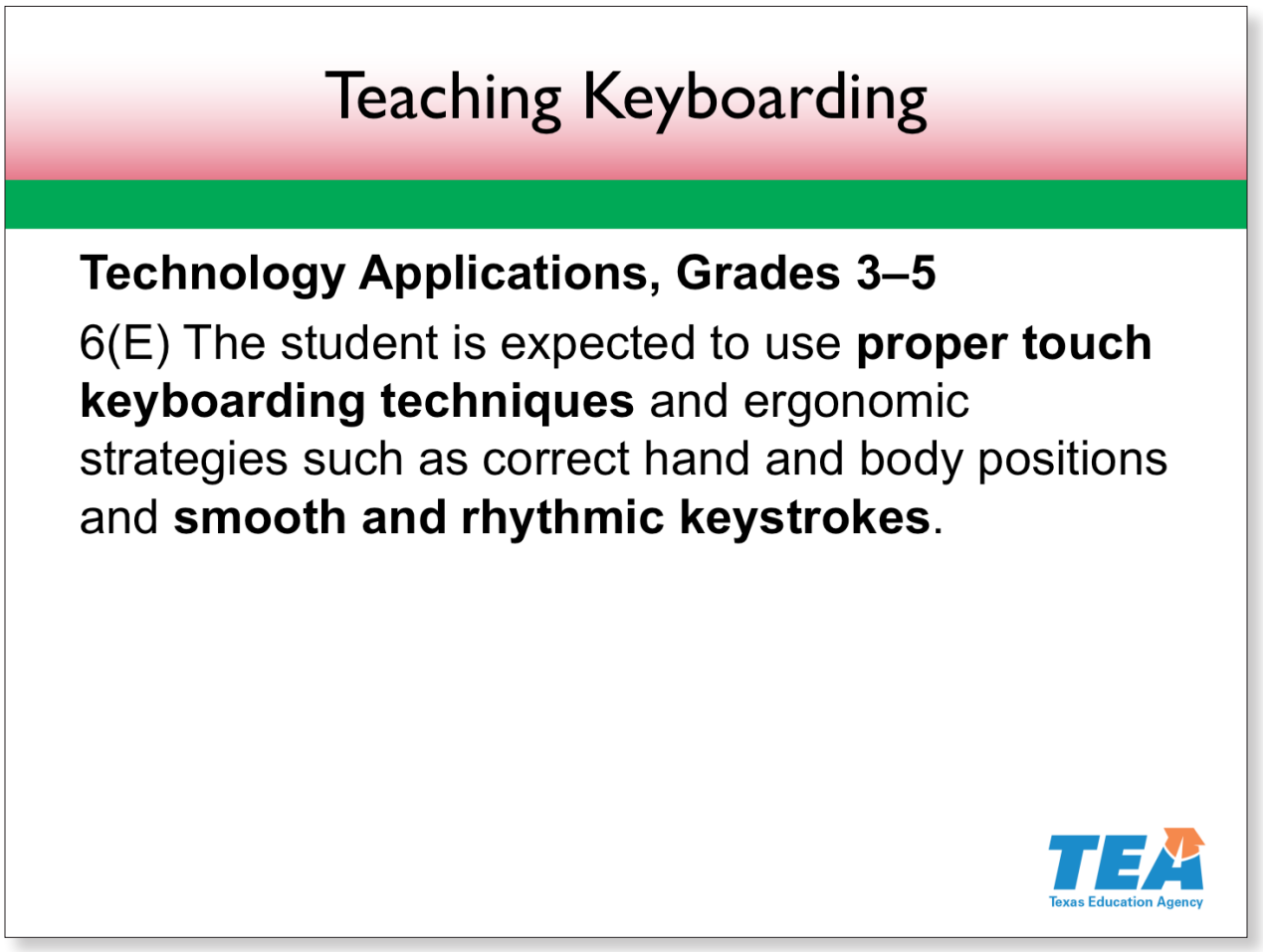

Slide 13—Teaching Keyboarding (47:00–47:30)

Although keyboarding should not replace effective handwriting, students do need to develop effective keyboarding skills. In fact, in the technology applications expectations, students in grades 3 to 5 are expected to develop effective typing techniques. These techniques include positioning the hand over the keyboard correctly and using effective keystrokes.

Research shows that direct keyboarding instruction and practice can improve both the quality and quantity of student writing. As with handwriting instruction, keyboarding lessons should be short and focused. Handwriting and keyboarding should be part of every elementary school's curriculum, along with other elements like spelling, syntax, and grammar.

References

Abbott, Berninger, & Fayol, 2010; Berninger, 2012; Burke & Cizek, 2006; Christensen, 2004; Connelly, Gee, & Walsh, 2007; Feder & Majnemer, 2007; Graham et al., 2012; Texas Education Agency, 2011

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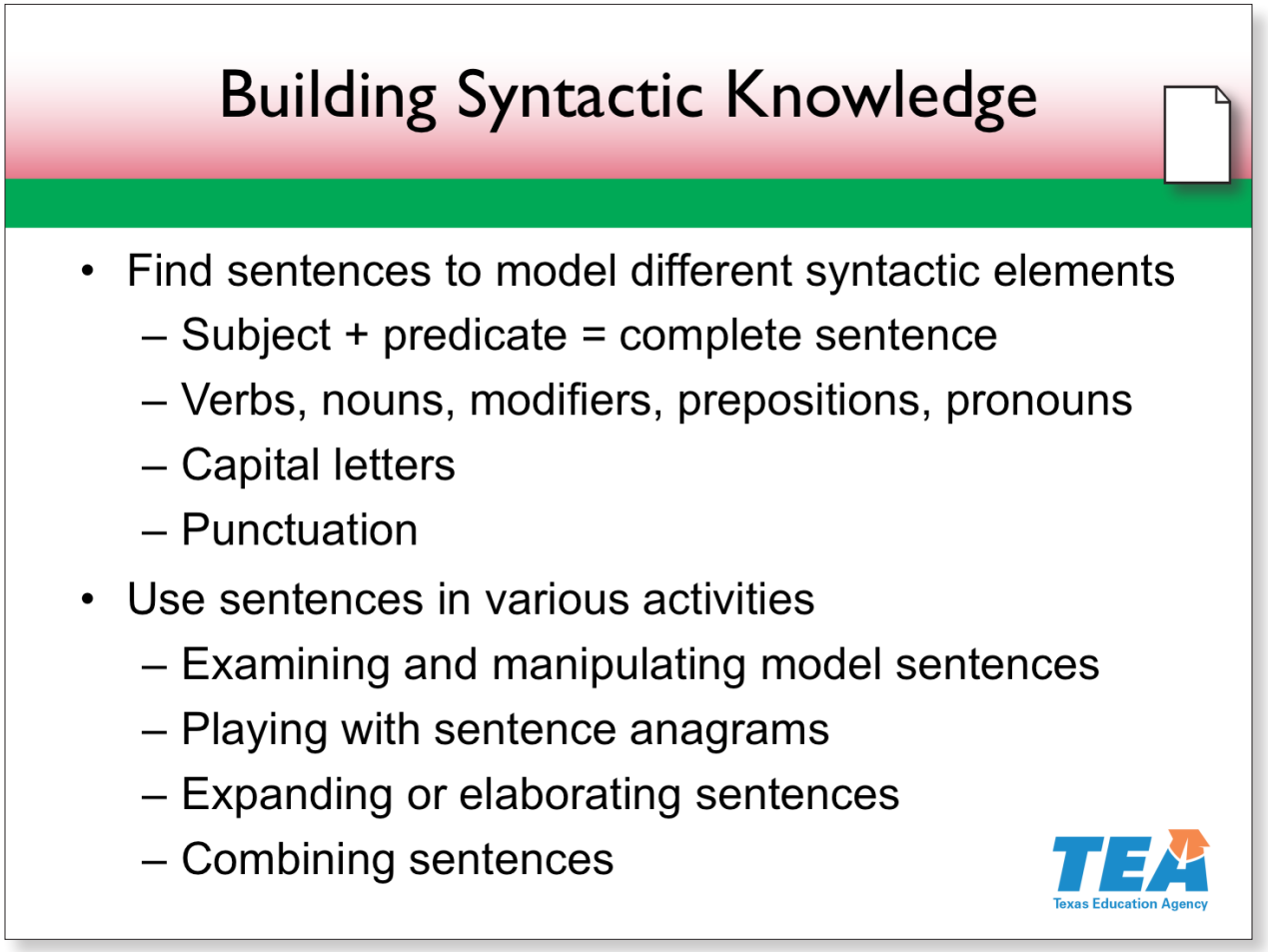

Slide 14—Building Syntactic Knowledge (47:30–50:00)

Students can examine sentences in their reading and writing, looking for syntactic elements like the subject and predicate, parts of speech, capitalization, and punctuation. They can also manipulate sentences by moving words, phrases, and clauses and discuss how such changes affect meaning. Locate **Handout 8: Sentence Activities for Building Syntactic Knowledge**.

Pause for participants to locate the handout.

This handout provides three more sentence-level activities—model sentences, sentence anagrams, and expanding or elaborating sentences—that can be used to build students' syntactic knowledge. Take a moment to review the handout.

Provide a minute for participants to look at the handout.

Now we will practice each of these sentence-level activities.

References

Anderson, 2005, 2007; Oakhill et al., 2015; Poulsen & Gravgaard, 2016; Saddler, 2012; Sénéchal, Pagan, Lever, & Ouellette, 2008

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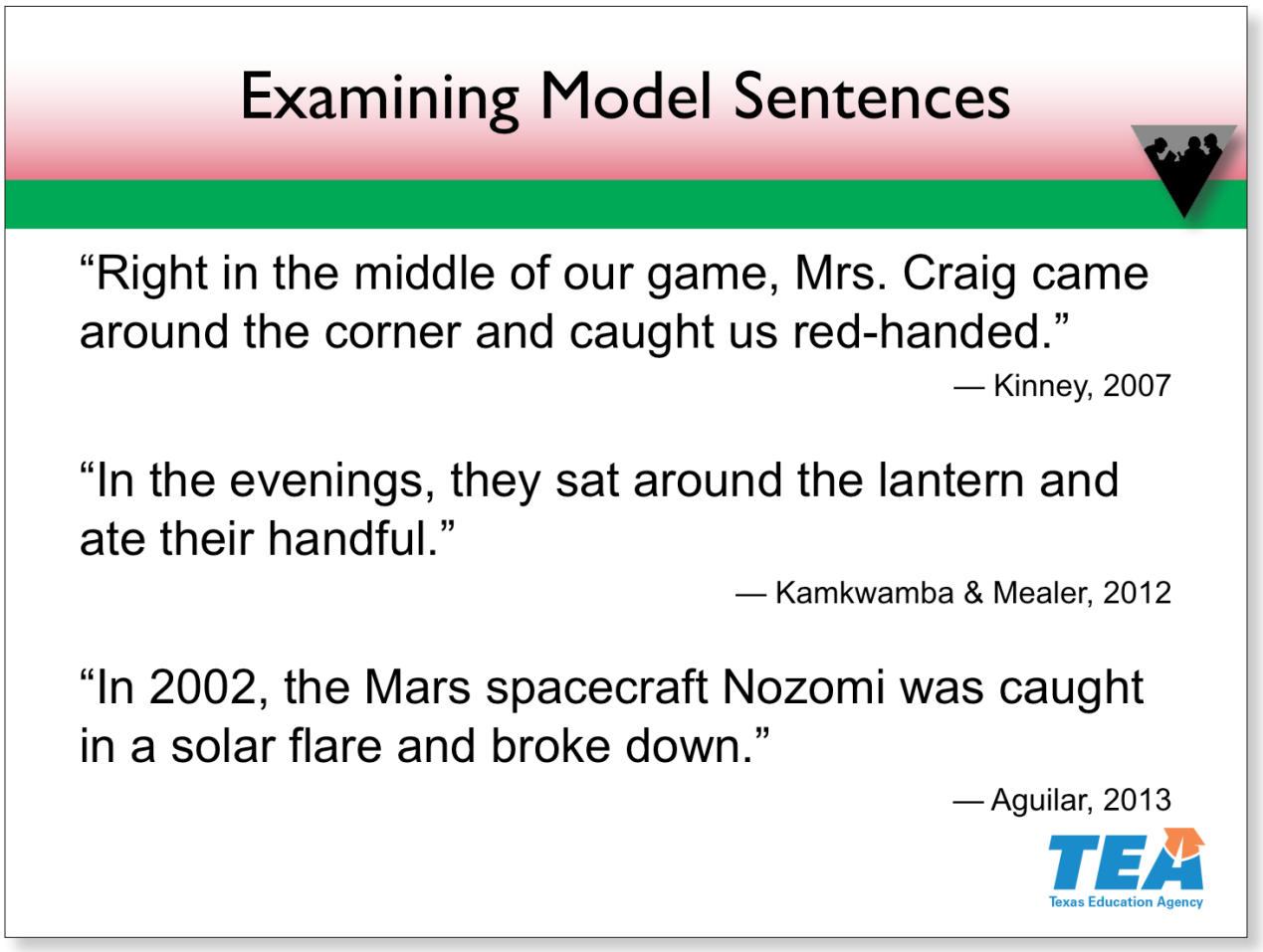

Slide 15—Examining Model Sentences (50:00–52:00)

We will begin with examining model sentences.

Activity

This slide shows an example of a model sentence from the book *Diary of a Wimpy Kid*. What syntactic elements could you teach with this sentence? Turn to your partner and see how many you can list.

> *Allow one minute for participants to work. Then, have partners share the elements they identified. Possible elements include capitalization of a proper noun, title abbreviations, introductory phrases indicating time, prepositional phrases, hyphenation, and compound predicates.*

You and your students can find other sentences with the element you want to teach. You can teach students to become detectives looking for patterns in sentences.

> *Click to show the next two sentences.*

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Here are other sentences that demonstrate some of the same syntactic elements as the first sentence—introductory phrases indicating time, prepositional phrases, and compound predicates.

As you find model sentences, you can write them on sentence strips and put them on a model sentence wall. Students can use the wall to support their reading and writing.

References

Aguilar, 2013; Kamkwamba & Mealer, 2012; Kinney, 2007

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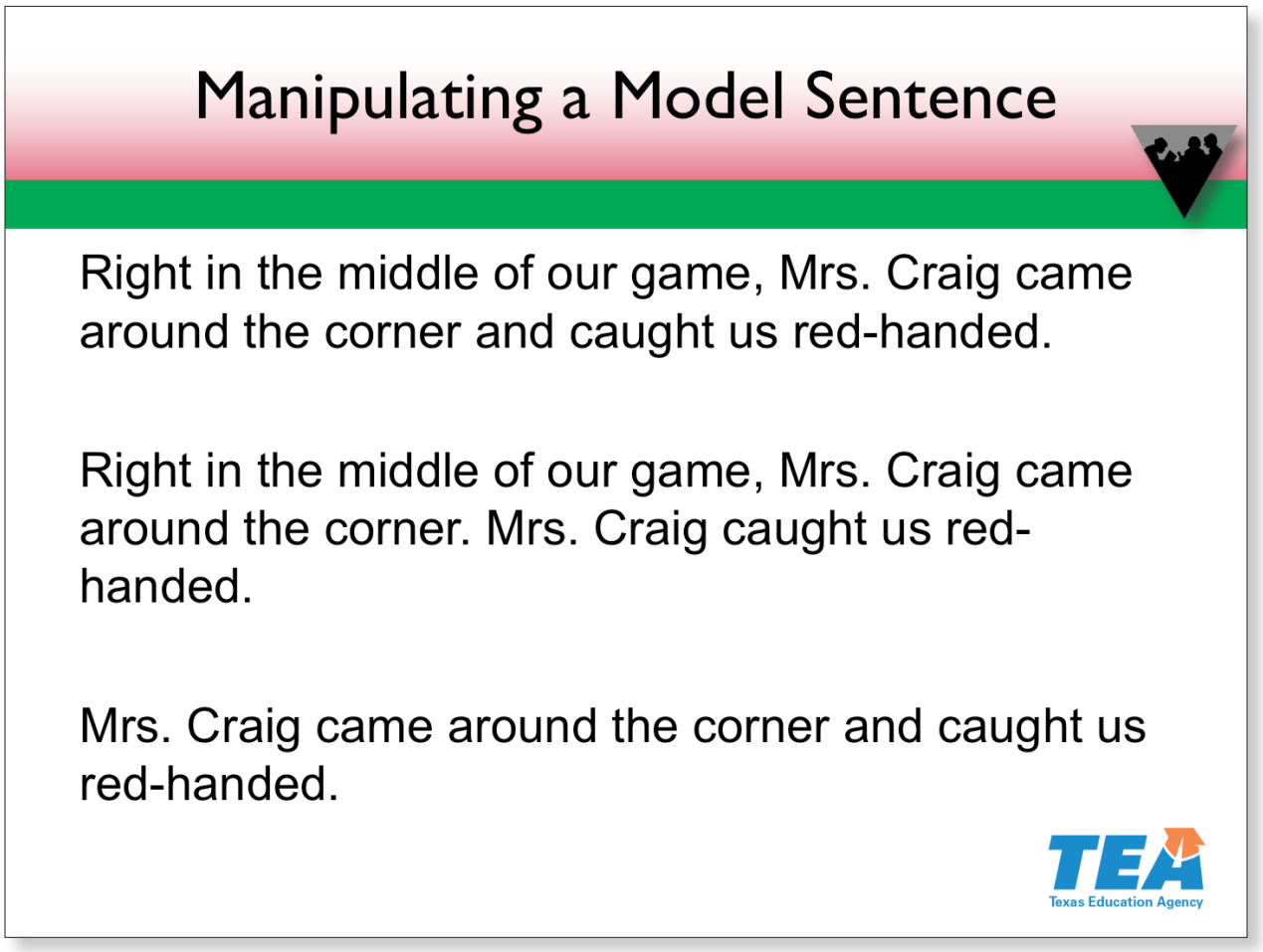

Slide 16—Manipulating a Model Sentence (52:00–53:30)

Another activity that you can use with model sentences is manipulating them to change their meaning or effectiveness. Changing one element in a sentence can affect its clarity, accuracy, or interpretation.

Activity

I will model this activity with our original sentence. What if I make one change?

Click to show the sentence broken into two sentences.

Why didn't Jeff Kinney write it like this?

Call on a participant.

Yes, it is repetitious. We do not need two Mrs. Craigs. Instead, we can combine these two sentences to make it clearer.

We can make a more significant change.

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Click to show the next sentence.

Why is this problematic?

Call on a participant.

Yes, now we do not know when Mrs. Craig came around the corner and caught them. Also, we do not know what it means by "caught red-handed," which relates to them being in the middle of a game.

Bruce Saddler tells us that this kind of analysis shows students how syntax works to convey meaning clearly and effectively.

References

Anderson, 2005, 2007; Saddler, 2012

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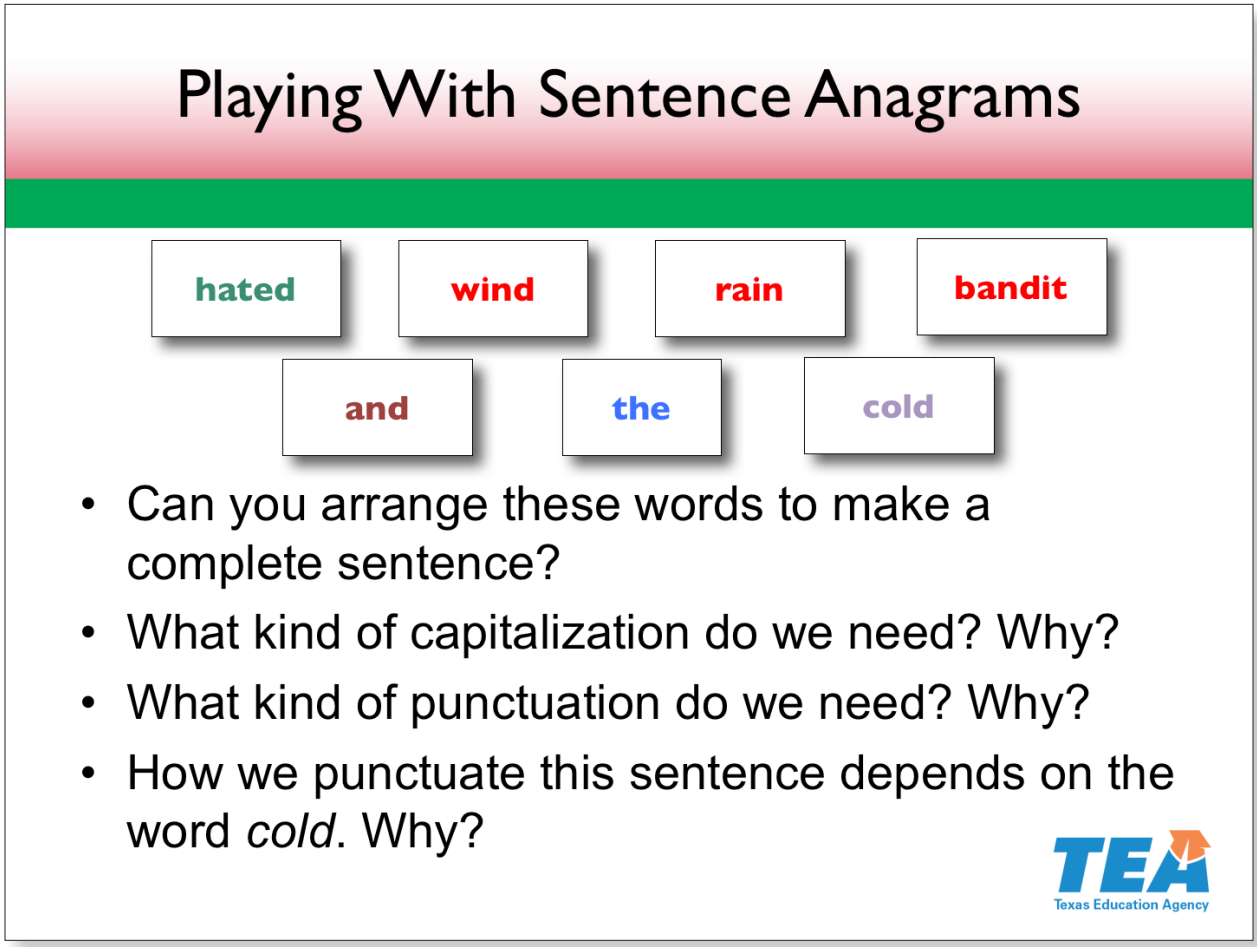

Slide 17—Playing With Sentence Anagrams (53:30–58:00)

One way to make syntactic learning into a game is playing with sentence anagrams. To create a sentence anagram, write a sentence on a sentence strip and cut it up into its individual words or write each word in a sentence on an index card. Then, have students arrange the words to build a sentence. Activities such as sentence anagrams can be scaffolded for all learners. Vary sentence length, preview vocabulary or provide visuals, and/or use sentences from previously read texts to support students' understanding of syntax.

This slide shows an example. I also have these seven words on cards.

> *Shuffle the word cards and hold them up. Give one card to each of seven participants and have them stand at the front of the room facing the other participants, showing their cards.*

We will help our colleagues move around to make an effective sentence.

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Let the participants tell the seven people holding the words where to move to make the sentence, "Bandit hated the cold wind and rain," or "Bandit hated the cold rain and wind." Read the sentence aloud.

Is this a legitimate sentence?

Have participants answer chorally. (Yes.)

Why?

Call on a participant to respond. (Yes. It has a subject and predicate.)

What is the subject?

Have participants answer chorally. ("Bandit")

What is the predicate?

Have participants answer chorally. ("hated the cold wind and rain")

What kind of capitalization do we need?

Have participants answer chorally. (capitalize the "b" in "bandit")

Why?

Have participants answer chorally. (It is the first word of the sentence and a proper noun.)

What kind of punctuation do we need?

Have participants answer chorally. (period at the end)

Why?

Have participants answer chorally. (because it is a statement)

Is there any other punctuation we might add?

Pause to see whether anyone mentions commas.

Some of you might say we need to add commas. Where could we add commas?

Call on a participant. (between "cold" and "wind" and "wind" and "and")

This is called commas in a series.

Notes continue on the next page.

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Note to Presenter

The comma before the "and" is called the Oxford comma. Whether you use it depends on the style you follow. For example, journalists typically do not use it because they follow Associated Press style, but someone writing a literary piece would include it because they follow MLA style.

Whether we use commas in this sentence depends on the word *cold*. Why? Turn and talk to your partner for a minute.

Pause a moment to let participants discuss the answer.

Call on a participant. (If "cold" is a noun, we need the commas because it makes a list of things that Bandit hates. If "cold" is an adjective, we do not need the commas because "cold" is modifying "wind" and/or "rain.")

It is good to add ambiguity like this into your lesson so you can discuss how our meaning affects the words and punctuation we use. The focus should be on effective sentences, not right or wrong sentences.

You can teach sentence anagrams the way we have demonstrated with the whole group. Asking questions like the ones we discussed is crucial to students developing a deeper understanding of syntax and how words and other markers like capital letters and punctuation affect meaning.

After you teach with anagrams, you can put them at a workstation for students to do in small groups or with partners. Make sure that students write the final sentence with correct capitalization and punctuation.

References

Moats & Hennessy, 2010; Pinker, 2014

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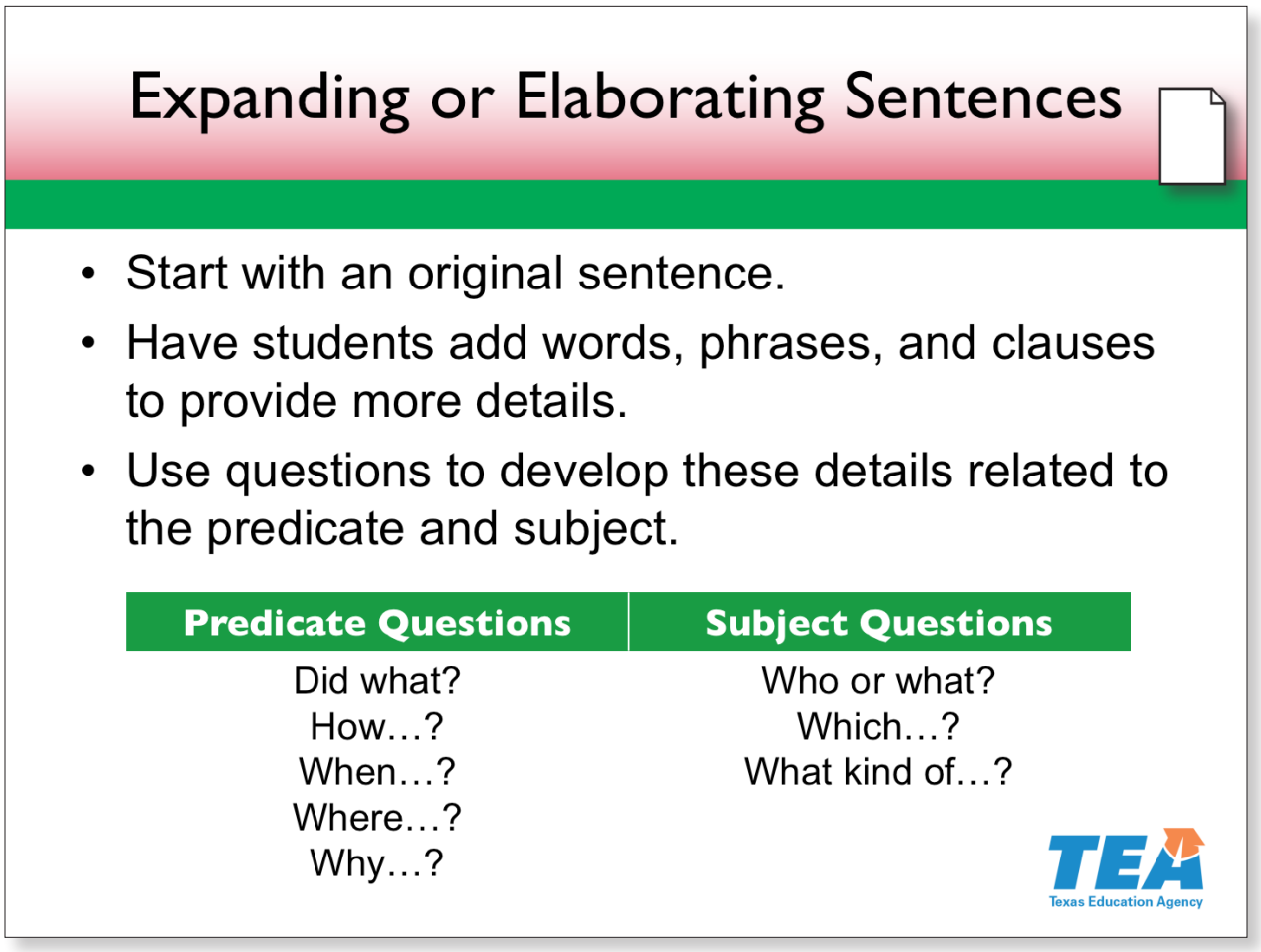

Slide 18—Expanding or Elaborating Sentences (58:00–59:30)

Another activity for developing syntactic knowledge is expanding or elaborating sentences. Locate the description and guidelines for this activity that start at the bottom of page 1 in Handout 8.

Pause for participants to locate page 1.

In this activity, you start with an original sentence and then add words, phrases, and clauses to expand it. Start by identifying the subject and predicate of the sentence. Then, to help students add details, ask questions related to the predicate and subject. Let's practice one together.

Model with participants how to expand the sentence "The baby screamed." Ask "How did the baby scream?", "Why did the baby scream?", "Which baby?", and/or "What kind of baby?" As participants respond, write and display their responses on the document camera to show how to elaborate or expand a simple sentence.

References

Greene, 2000; Moats & Hennessy, 2010

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Using Syntactic Knowledge: Combining Sentences

- Break a sentence into multiple sentences.
- Have students combine the sentences to make one sentence.

Sentence Deconstructed	Original Sentence
He wanted to slide down to the floor. He wanted to speak to her. He didn't dare.	He wanted to slide down to the floor and speak to her, but he didn't dare.
She was wearing a white sweater. She was wearing a tweed skirt. She was wearing white wool socks. She was wearing sneakers.	She was wearing a white sweater, tweed skirt, white wool socks, and sneakers.

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Slide 19—Combining Sentences (59:30–1:02:30)

Sentence combining is supported by decades of research that shows its benefits for both reading and writing. Locate **Handout 9: Sentence Activities for Building Connections Within and Across Sentences**.

Pause for participants to locate the handout.

This handout explains sentence combining. To prepare for a sentence combining activity, think about a syntactic relationship for students to examine. For example, you might want to teach compound sentences with coordinating conjunctions, commas in a series, or compound subjects with correct subject-verb agreement.

Within a text that you and your students are reading or have written, find a sentence that has that element. Break the sentence apart into two, three, or more sentences for the students to combine into one sentence.

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Activity

Now we will practice sentence combining.

Click to show the first example.

Here are three sentences from *Stuart Little* that can be combined to create a compound sentence. I will give you 30 seconds to create the original sentence.

Allow 30 seconds for participants to combine the sentences. Have a few participants share their sentences. Then, click to show the original sentence.

In this example, students must consider using one coordinating conjunction versus another to create a relationship between the ideas they are linking. Effective readers build meaning by understanding these relationships.

Click to show the second example.

Here are four sentences that can be combined to create a sentence with commas in a series. Try to create the sentence in 30 seconds.

Allow 30 seconds for participants to combine the sentences. Then, click to show the original sentence.

This example shows how sentence combining can help students remove repetition from their writing, an important revision skill.

References

Anderson, 2005; Graham & Perin, 2007; Moats & Hennessy, 2010; Saddler, 2007, 2009, 2012; Saddler & Graham, 2005

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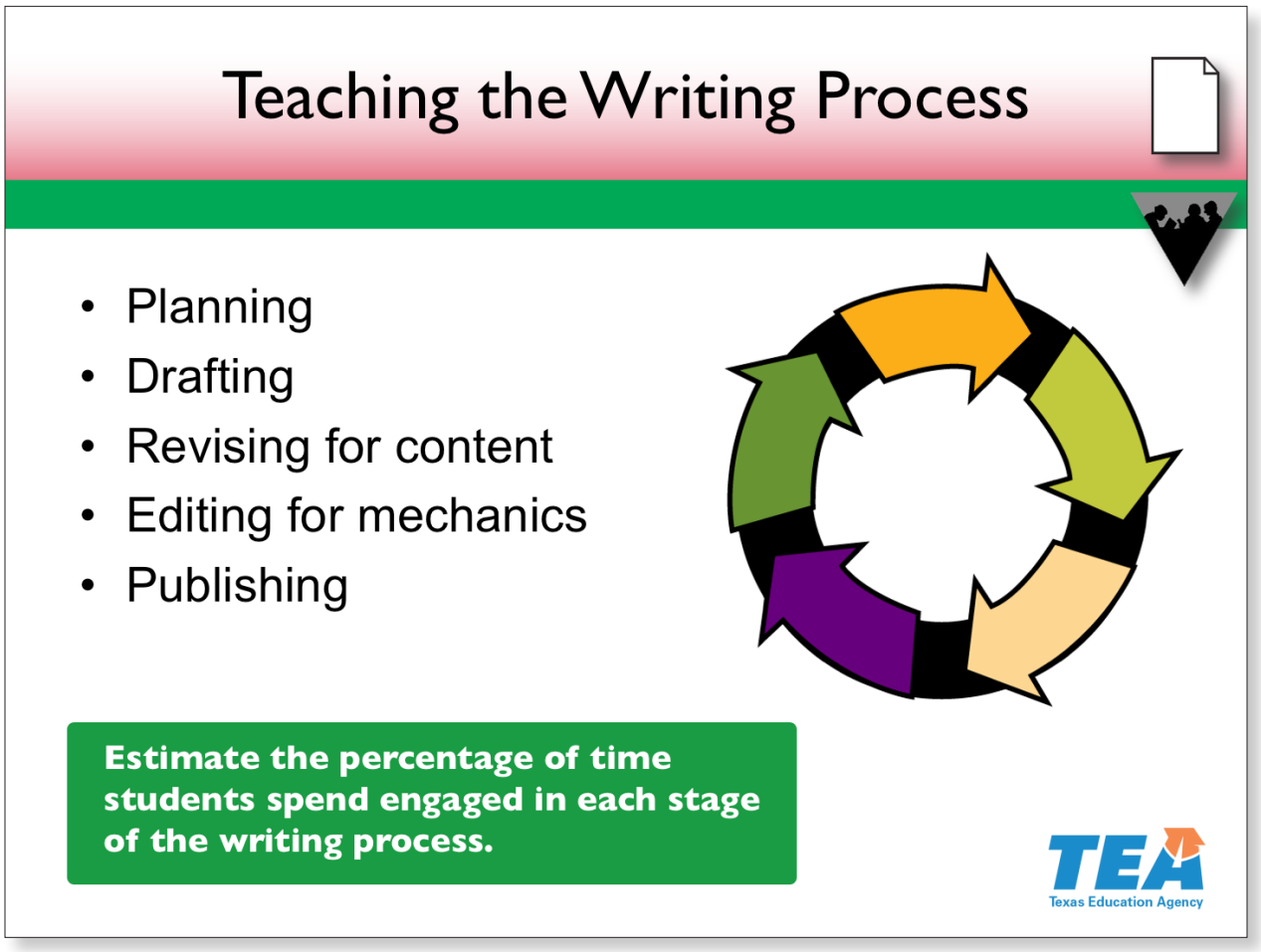

Slide 20—Teaching the Writing Process (1:02:30–1:07:30)

Now that we have discussed more fundamental writing instruction, let's learn about teaching the writing process. Locate **Handout 10: The Writing Process**.

Pause for participants to locate the handout.

The first page includes key terms and procedures specific to each of the five stages in the writing process. Page 2 of this handout includes the writing process in Spanish. Read the handout now.

Provide a minute for participants to read the handout.

The writing process is not a linear series of neatly packaged steps, like a recipe to bake a cake. Instead research says that writing is a recursive process, meaning that in your classroom, the stages merge and recur as your students write.

Writing is flexible. The goal for young writers is to learn to move easily back and forth between components of the writing process, often altering their plans and revising their text along the way.

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Activity

Based on your current teaching practices, estimate the percentage of time students spend engaged in each of the stages of the writing process. Your percentages should total 100 percent. Then compare your estimates with those of others at your table.

Allow two minutes for participants to discuss their responses.

Most professional writers and writing researchers recommend more time be spent on planning and revising. If a writer has planned well, then drafting should go quickly. Editing and publishing need be done only if the writer will share a piece with an actual audience.

References

Graham et al., 2012; Graham, MacArthur, & Fitzgerald, 2013; King, 2000; Murray, 1982; Poindexter & Oliver, 1999

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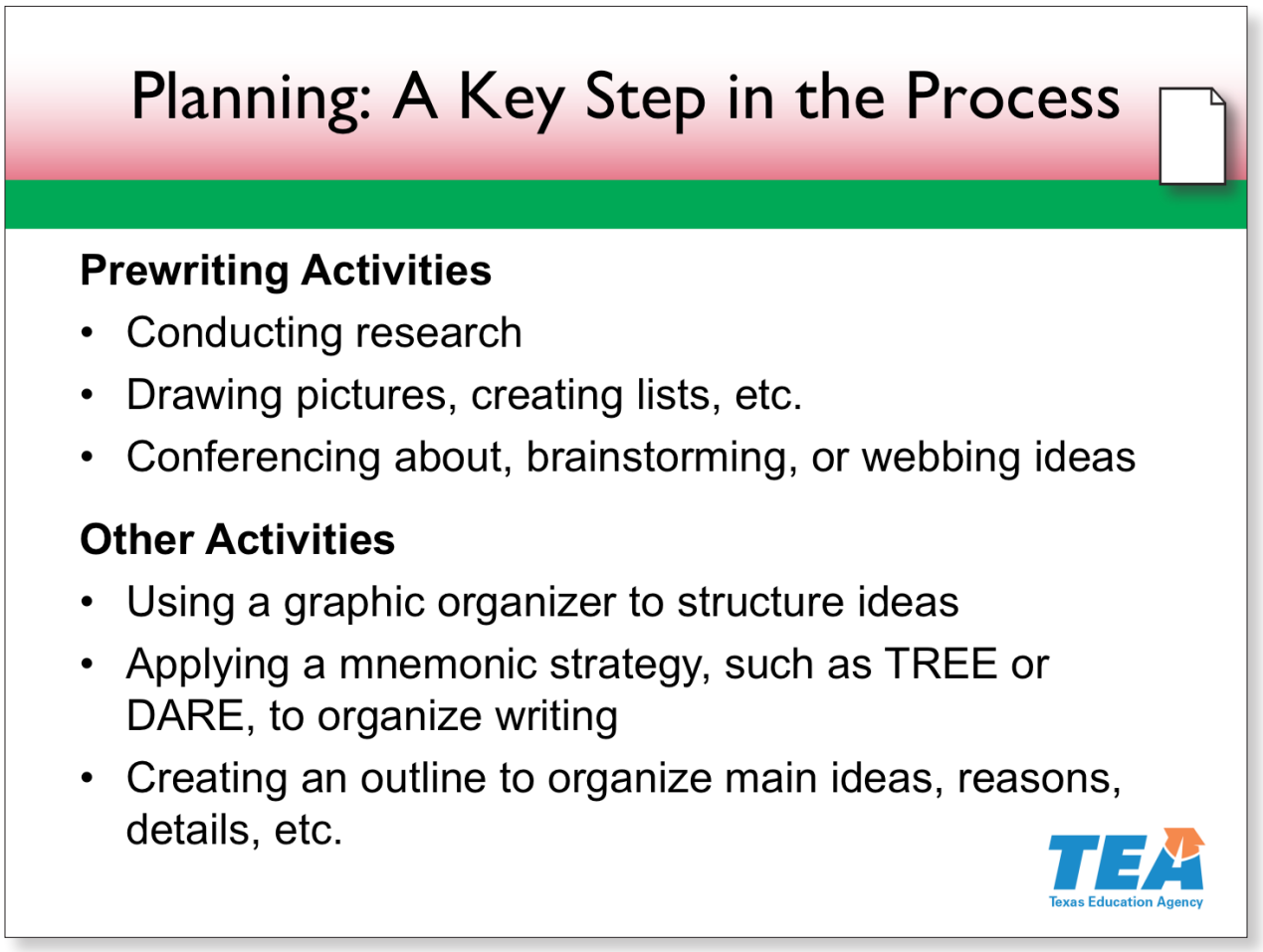

Slide 21—Planning: A Key Step in the Process (1:07:30–1:10:30)

Researchers believe that planning is the most neglected stage in the writing process. They suggest that we think about this stage as being as crucial to writers as warming up is to athletes.

D.M. Murray proposes that elementary students spend at least 70 percent of their writing in the prewriting and planning stage. In this stage, students research and gather ideas. Students can read books, draw pictures, and brainstorm or web ideas. Students can use their brainstormed lists, illustrations, and notes to select a topic they are interested in and have knowledge about.

One of the most important considerations is the genre or form the writing will take. Will it be an essay, a letter, a poem?

Once writers have made these prewriting decisions, they need to organize their ideas. Research supports several strategies for structuring writing, including the use of graphic organizers, mnemonic strategies, or outlining.

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You can use the sample graphic organizers provided during the Comprehension session of this Academy to help students arrange their ideas before writing their own stories, expository essays, or other pieces.

Now, please locate **Handout 11: Ideas for Supporting Student Planning**.

Pause for participants to locate the handout.

This handout provides ideas for supporting students planning. You will also see a planning conferencing guide in English and Spanish to support students when conferencing with one another.

Given the importance of planning, be sure to model and give students a lot of practice with these prewriting strategies.

Now, let's discuss revising, another step to which we should devote a lot of time and energy.

References

Graham et al., 2012; Graham et al., 2013; Harris, Graham, Mason, & Friedlander, 2008; Hochman, 2009; Lassonde & Richards, 2013; Murray, 1982

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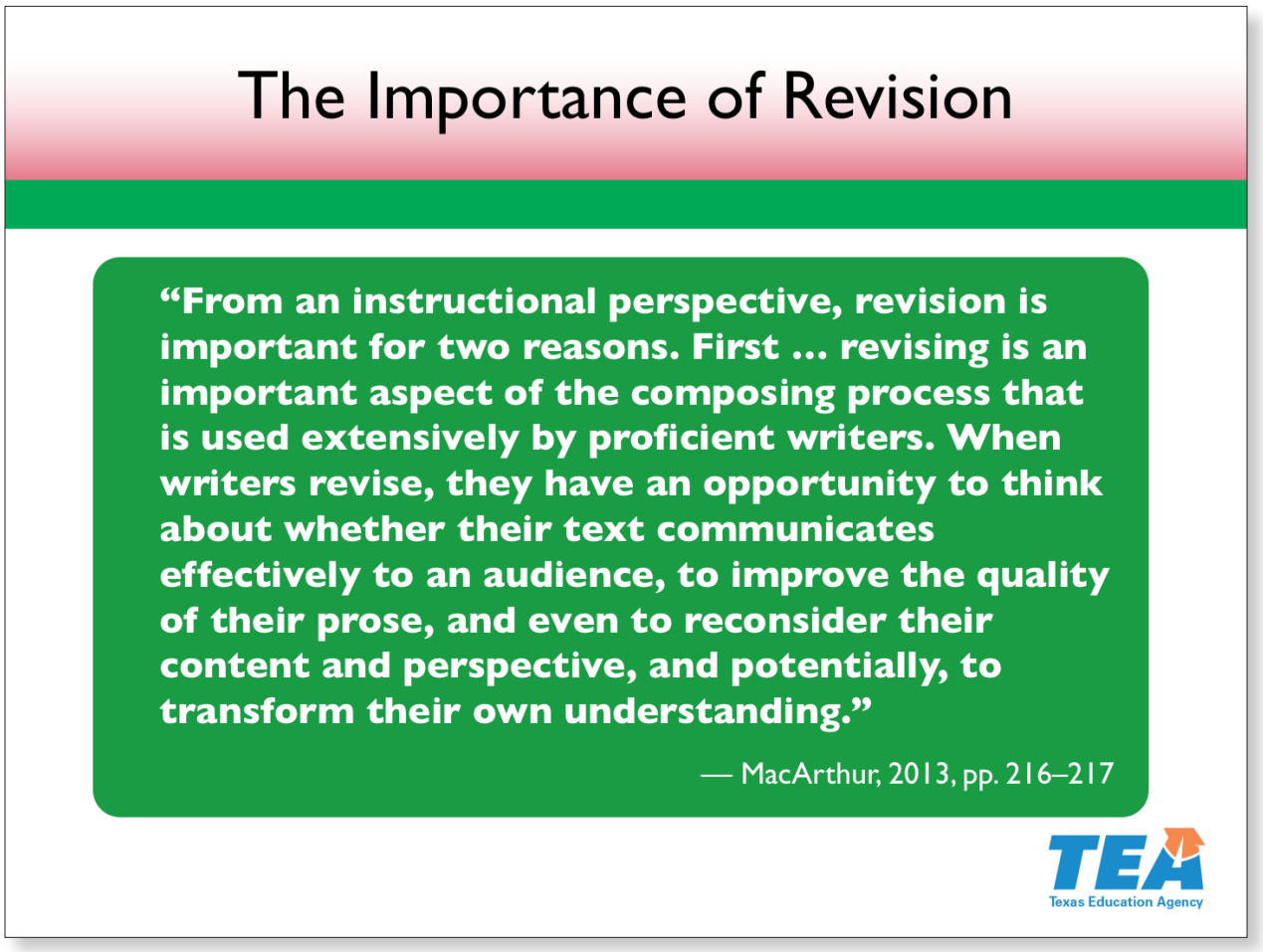

Slide 22—The Importance of Revision (1:10:30–1:11:00)

Please read this quotation from a prominent writing researcher.

Pause for participants to read the quotation.

MacArthur gives two reasons for teachers to devote significant amounts of instructional time to revision. He also lists several processes that effective revision facilitates. On this slide, he describes how proficient writers use revision extensively.

References

Graham et al., 2012; Graham et al., 2013; MacArthur, 2013, pp. 216–217

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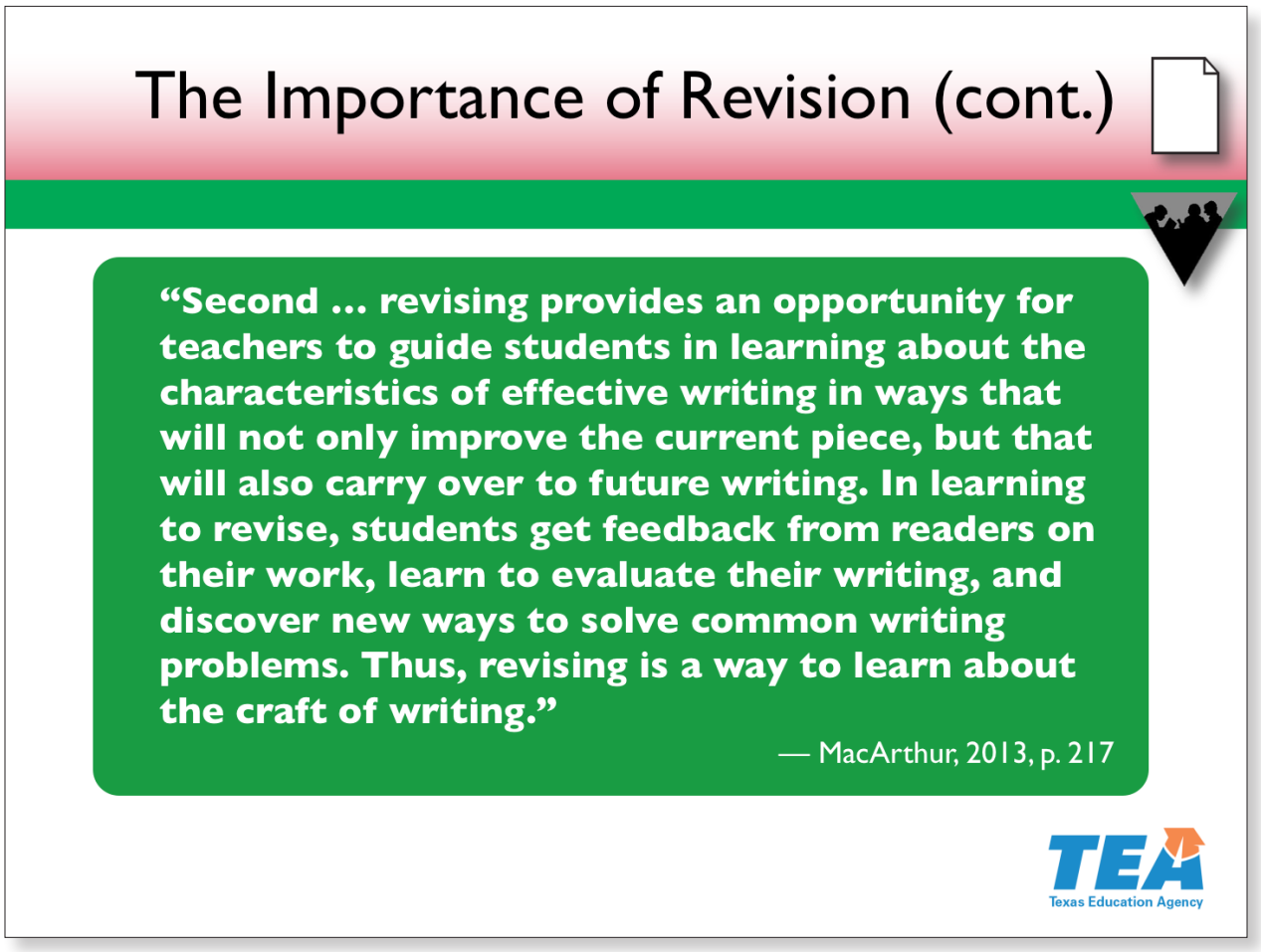

Slide 23—The Importance of Revision (cont.) (1:11:00–1:15:00)

This slide shows a second reason for teaching revision. Please take a moment to read the quotation on this slide.

Pause for participants to read the quotation.

Locate **Handout 12: Importance of Revision**.

Pause for participants to locate the handout.

Activity

Work with a partner to complete page 1 of the handout. One partner will complete the left side, writing MacArthur's first reason for teaching revision and listing three processes he describes that effective revision instruction supports. The other partner will complete the right side. Then discuss your answers with your partner. You have two minutes.

Notes continue on the next page.

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Allow two minutes for participants to work. Then, display ***Presenter Resource 2*** *on the document camera for participants to check their answers.*

References

Graham et al., 2012; Graham et al., 2013; MacArthur, 2013, p. 217

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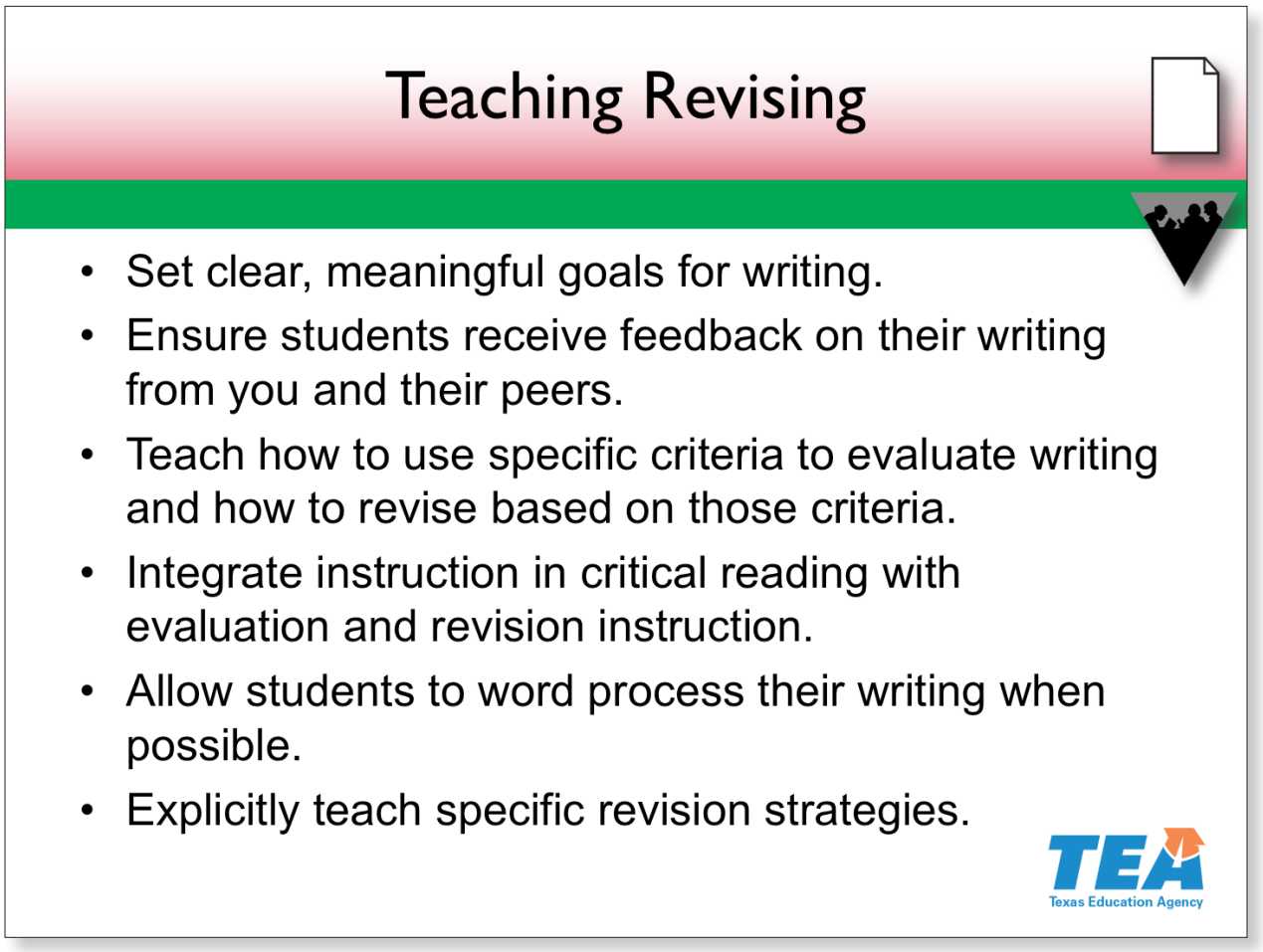

Slide 24—Teaching Revising (1:15:00–1:19:00)

Effective revising requires students to evaluate their own writing for strengths and problems and then to do something about the problems. These are difficult skills for even advanced writers to master, which is why interactions with teachers and peers are so important.

To help students build revision skills, model and have students practice processes such as setting clear goals for writing, using specific criteria to evaluate writing, and applying specific revision strategies. This slide lists these and other research-based methods for developing students' revision abilities.

Activity

Now we will revisit Handout 12. Let's take a closer look at the chart on page 6 titled "Sample rubric to apply across genres." Take a moment to review this chart.

Notes continue on the next page.

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Provide 30 seconds for participants to review. Display the ***Activity Resource*** *on the document camera.*

Now, take two minutes to discuss with your tablemates how you can use this revision rubric in various content areas.

Provide two minutes for participants to discuss. Walk around and listen to the discussions. Write participants' ideas on a sheet of paper on a clipboard. Use the document camera accountability energizer to quickly share participants' ideas.

As you can see, revising helps students focus on their goals, purpose, and audience for writing a specific text. It also helps them think more critically about what they read and what effective writers do.

Now, we will look at the last two steps in the writing process.

References

Graham et al., 2012; Graham et al., 2013; Harris et al., 2008; MacArthur, 2013

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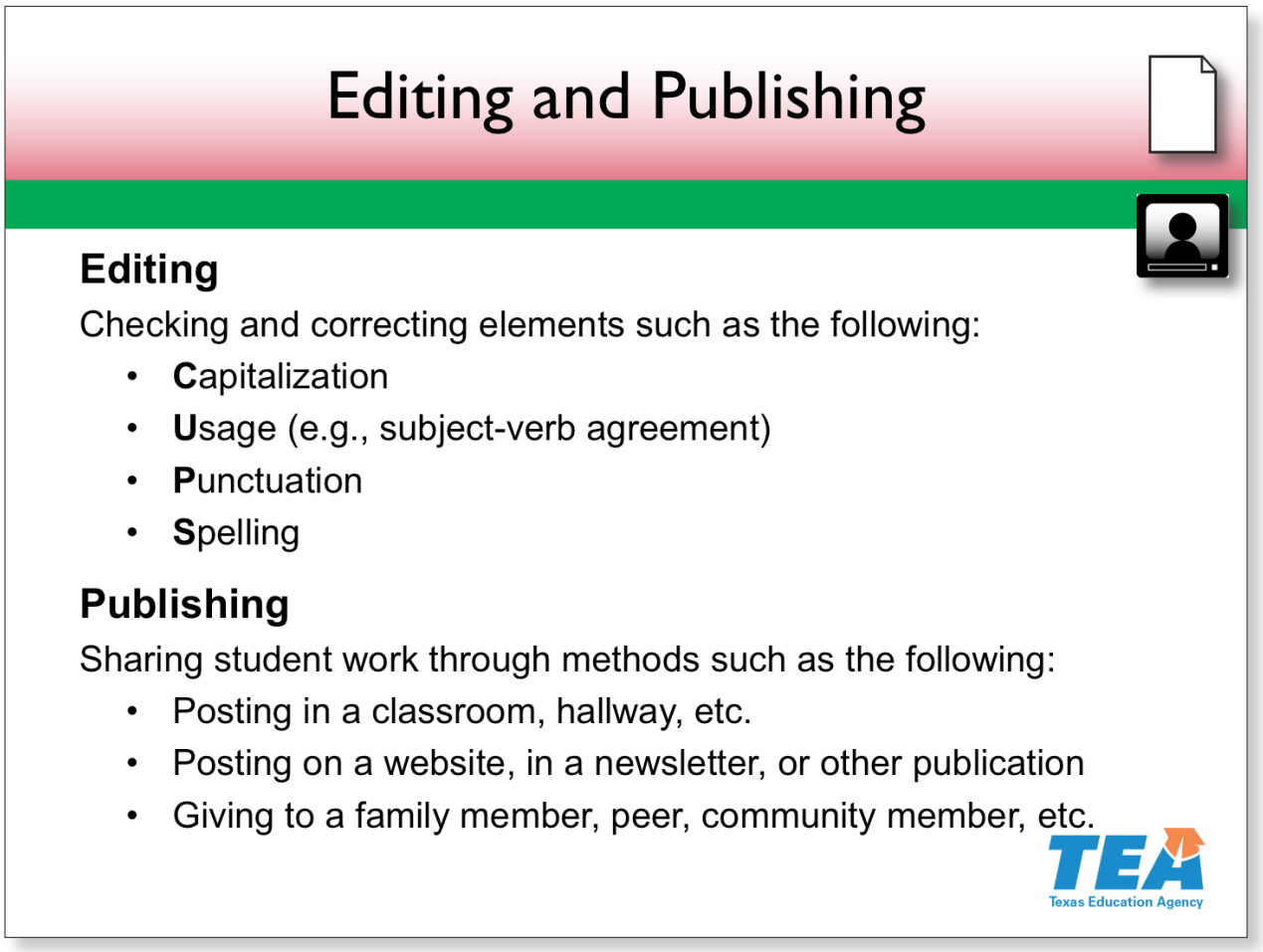

Slide 25—Editing and Publishing (1:19:00–1:30:00)

Not all student writing needs to be edited and published. If students decide to publish a piece, they should first edit by checking the elements listed on the slide. These elements can be remembered by using the mnemonic *CUPS*—capitalization, usage, punctuation, spelling.

Locate **Handout 13: Editing Tools**.

Pause for participants to locate the handout.

Research demonstrates that using editing checklists like those in the handout improves students' editing skills and writing quality.

Note that checklists are provided for students to edit their own writing and their peers' writing. As with revising, students benefit from editing others' writing. In fact, it is often easier to edit someone else's work rather than your own.

Notes continue on the next page.

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We will watch a video of students conferencing with each other during the revision and editing stages. As you watch the video, you and a partner will use **Handout 14: Video: Peer Conferencing and Editing**. Partner A, note revising feedback you observe the teacher and students providing. Partner B, note editing elements that are mentioned in the video.

Video: Peer Conferencing and Editing

Play the video.

Now, take two minutes to compare notes with your tablemates.

Allow two minutes for participants to compare notes. Walk around and listen to the discussions. At the end of two minutes, display ***Presenter Resource 3*** *on the document camera so participants can compare it to their notes.*

After editing, students can publish their writing by either word processing or rewriting it, using correct spacing and margins and adding pictures if needed.

You can post student writing on a classroom wall or in the hallway; put it on a class website or in a class newsletter; or have students share writing with a family member, peer, community member, or someone else.

Now that we have discussed the steps of the writing process, let's examine in more depth instructional methods and tools to develop student writing within the process.

References

Graham et al., 2012; Graham et al., 2013; Harris et al., 2008

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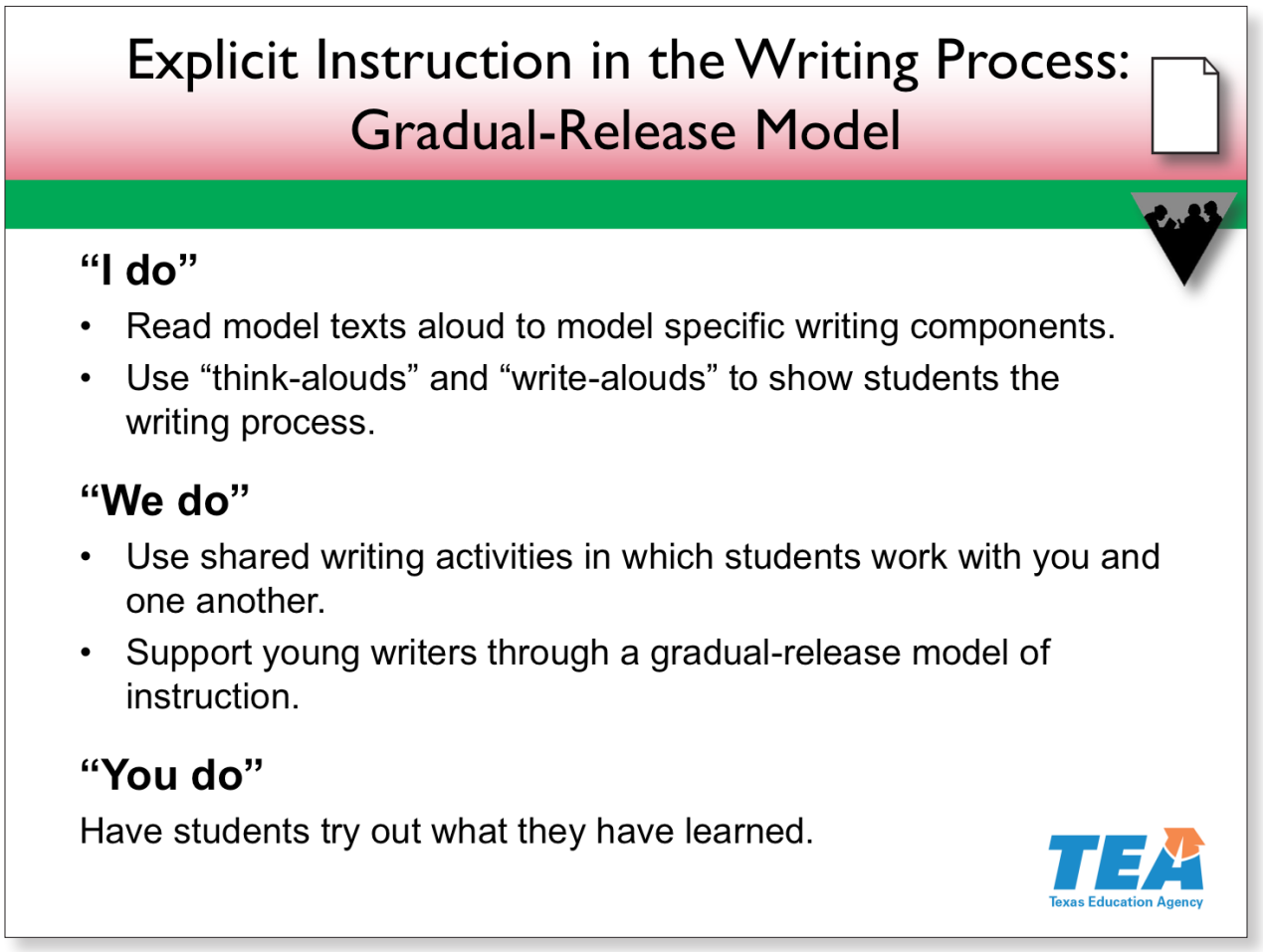

Slide 26—Explicit Instruction in the Writing Process: Gradual-Release Model (1:30:00–1:35:00)

Following the "I do," "We do," "You do" framework is crucial when teaching the writing process.

Locate **Handout 15: Gradual-Release Model for Writing Instruction**.

Pause for participants to locate the handout.

The first page describes each step of the gradual-release framework. You can print, cut, and laminate this graphic and use it as an oversized bookmark to help you when designing writing lessons.

The second and third pages of the handout provide a similar set of steps for teaching writing strategies. The first four steps are part of the "I do" stage, the next step is the "We do" stage, and the last step is the "You do" stage. To illustrate the steps, an instructional example with the CUPS editing strategy is provided.

Notes continue on the next page.

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Activity

With a partner, select one of the vignettes on pages 2 and 3.

Allow 15 seconds for participants to choose vignette.

Now, with your partner, read and decide which stage or stages of the gradual-release model the class is engaged in. You have one minute.

Provide one minute for participants to work.

This framework is not linear. "I do" modeling and "We do" supported writing require many lessons with the whole group, in small groups, and one-on-one for students to understand the writing process.

Students move to the "You do" step while continuing to move back and forth between the other steps. Students apply what they have learned from modeled, shared, and guided writing to independent writing.

Locate **Handout 16: Writing Lesson Design**.

Pause for participants to locate the handout.

First, circle all the times "We do" appears in the first column of both pages.

Pause for participants to work.

Now, turn to your partner and explain why there are more "We do" steps than "I do" and "You do" steps.

Allow 30 seconds for participants to discuss. Call on a few participants to share their thinking with the whole group.

Throughout the remainder of this session, you will see how to use this template across various lessons.

Now, because they are so important, we will discuss in detail the "I do" and "We do" processes. But before we move on, please flag page 1 of Handout 15 for later use in this section.

References

Archer & Hughes, 2011; Dorfman & Cappelli, 2007, 2009

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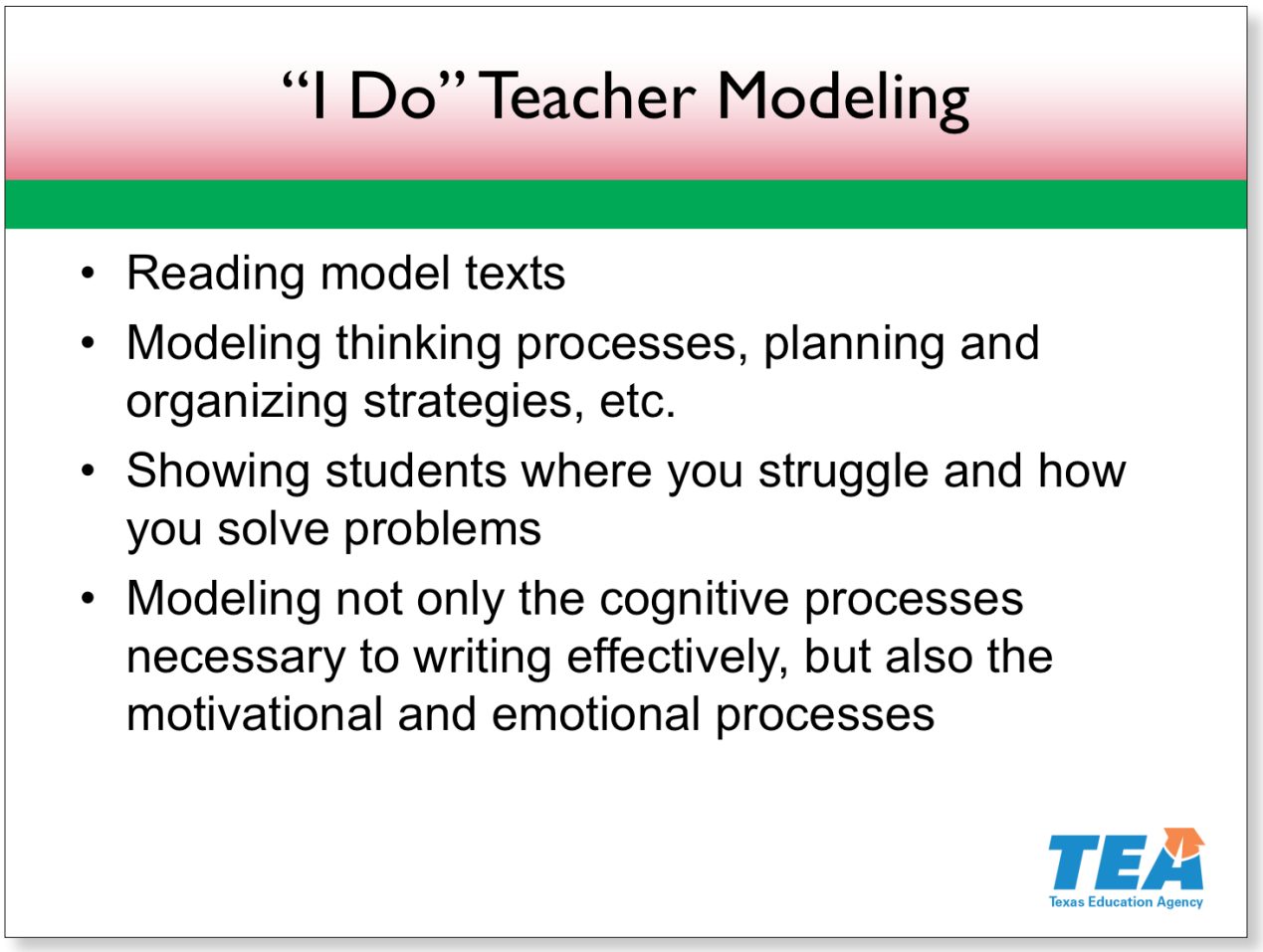

Slide 27—"I Do" Teacher Modeling (1:35:00–1:36:00)

Whatever we want students to do, we should do first. If we want students to write rhyming poetry, we have to write rhyming poetry first. If we want students to use a specific revising strategy, we should use that strategy first.

When modeling, pay attention to where you struggle, what works for you, and what does not. Show and discuss these aspects of the process with students. Writing is not a neat process. In fact, it is often messy and difficult. Students need to see you struggle so they understand that struggling is part of the process.

To make your modeling more authentic, ask questions and make comments aloud, such as: "What should I say next?" or "Let me think about what word to put here." Research shows that modeling of such self-talk and self-monitoring helps develop students' writing ability, motivation, and self-regulation. This modeling is imperative for students who struggle with writing and for English language learners.

References

Archer & Hughes, 2011; Graham et al., 2012; Graham et al., 2013; Harris et al., 2008

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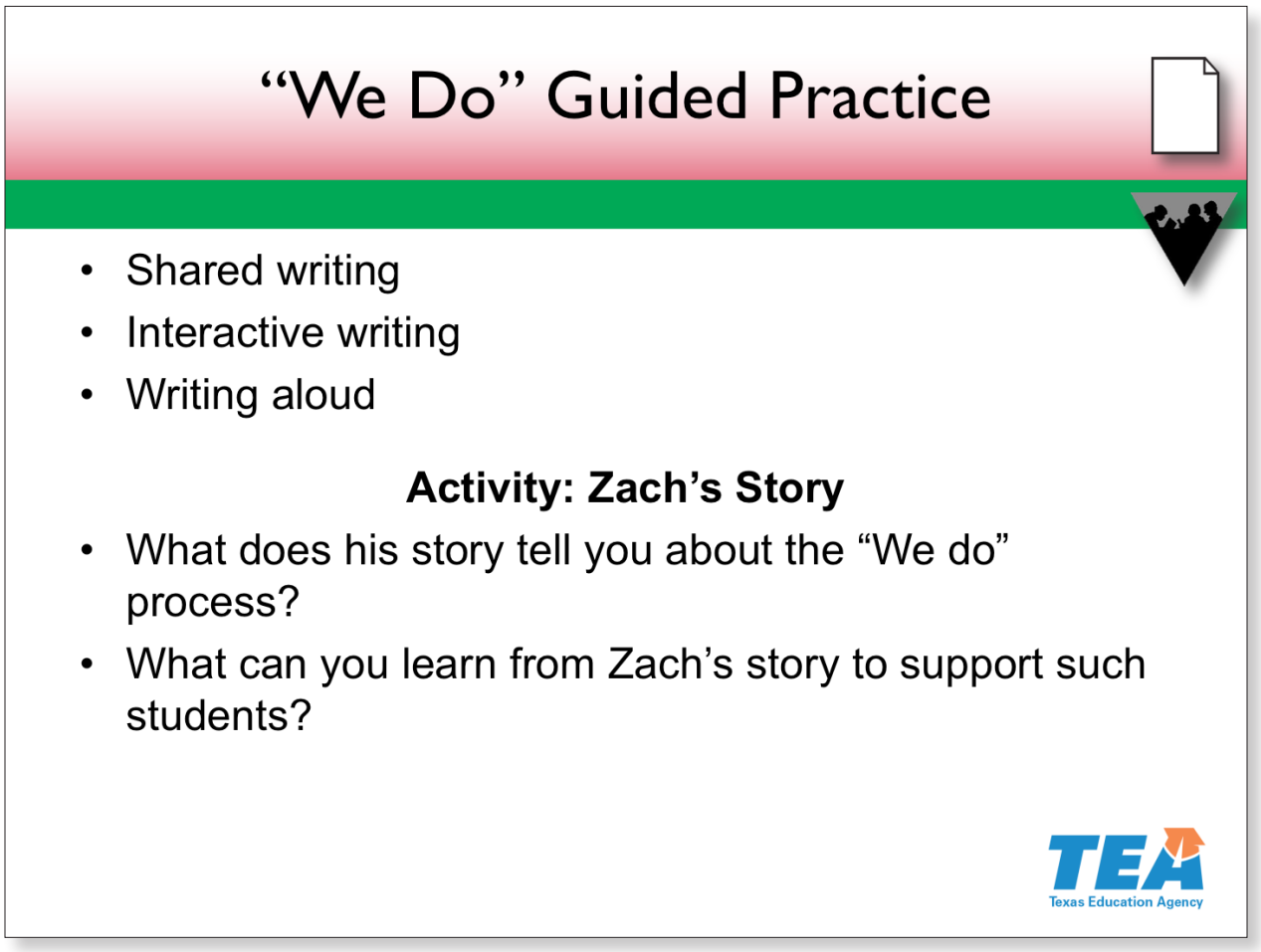

Slide 28—"We Do" Guided Practice (1:36:00–1:44:00)

The next step of the model is "We do," or guided practice. This step is critical, especially when teaching struggling or reluctant writers. Students need a lot of guided practice through collaborative writing activities, like shared writing, before they are willing to take a risk and create their own piece of writing.

Locate **Handout 17: Collaborative Writing**.

Pause for participants to locate the handout.

This handout provides several examples of collaborative writing activities, including shared writing, interactive writing, and writing aloud. During guided practice, you can combine these types of writing. Take a moment to read the handout.

Provide time for participants to read the handout.

Now we'll look at an example of teacher and student writing collaboratively. Locate **Handout 18: Importance of "We Do" for Teaching Writing**.

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Pause for participants to locate the handout.

Activity

In this handout, you will see the story of Zach struggling to produce a piece of writing and how his teacher uses the "We do" process to help Zach create two pieces of poetry. Note that pages 1 and 2 describe a highly scaffolded "We do" and page 3 is a less scaffolded one.

Display on the document camera pages 1, 2, and 3 of the handout as you point out the highly scaffolded and less scaffolded writing examples.

Take a moment to read the story and examine Zach's prewriting and draft poems. As you read, think about a student you know who is like Zach. Afterward, discuss the questions on the slide with your tablemates. You have four minutes.

Allow four minutes for participants to read the handout and discuss the questions on the slide. Walk around and listen to the discussions. Call on a few participants to share their thinking with the whole group.

Zach was not a defiant student. He was not a behavior problem. He simply did not feel he had the ideas or words to create his own poem. As we can see, however, he did have the ideas and words. He just needed support in getting them out and on paper.

As Zach's example shows, taking the time to scaffold a student's writing by planning and writing together can move a student from a nonwriter to a poet.

References

Archer & Hughes, 2011; Graham et al., 2012; Graham et al., 2013; Harris et al., 2008

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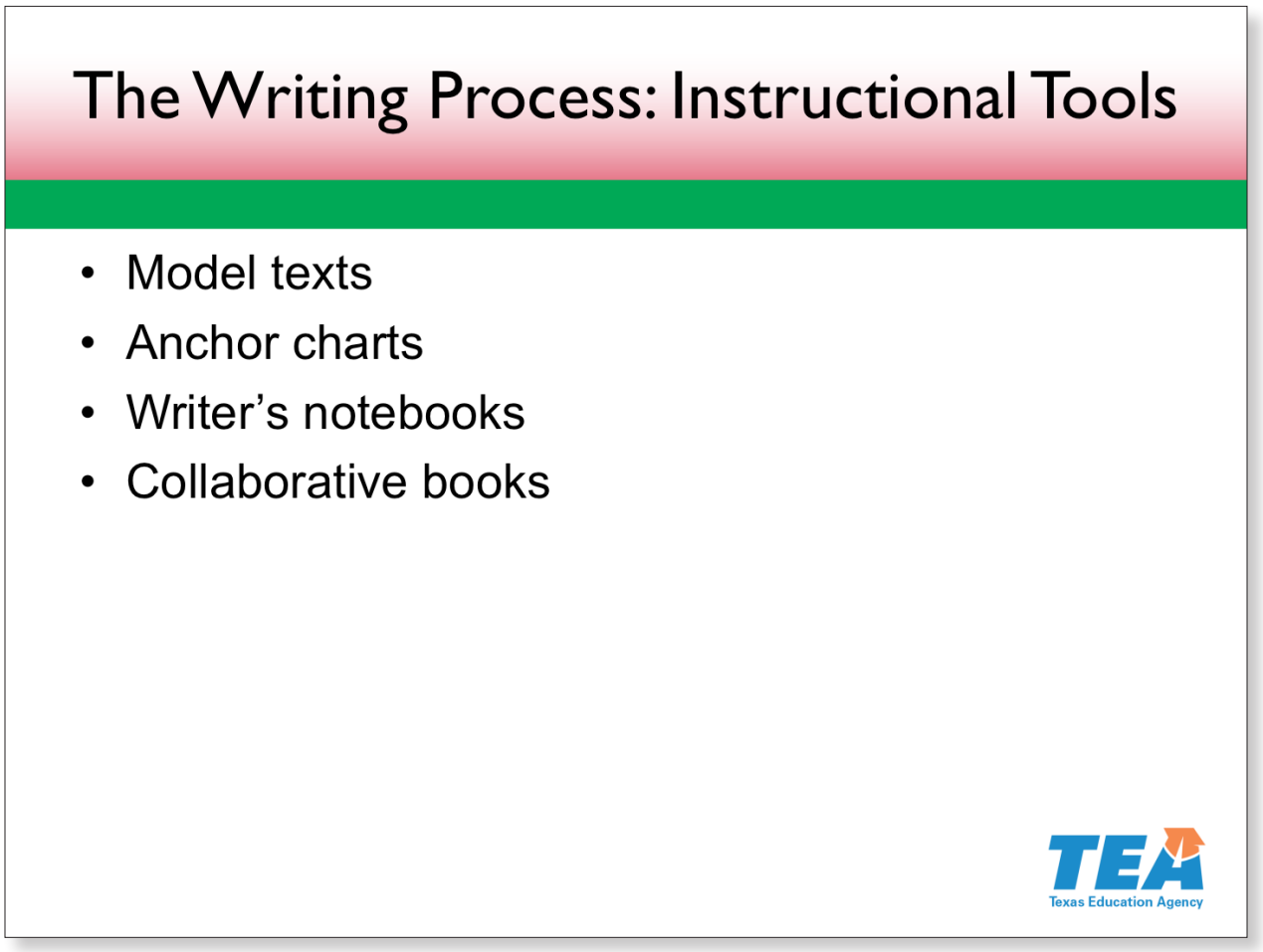

Slide 29—The Writing Process: Instructional Tools (1:44:00–1:44:30)

Now, let's discuss some specific tools to support students within the writing process. We will spend a few minutes talking about each tool listed on the slide.

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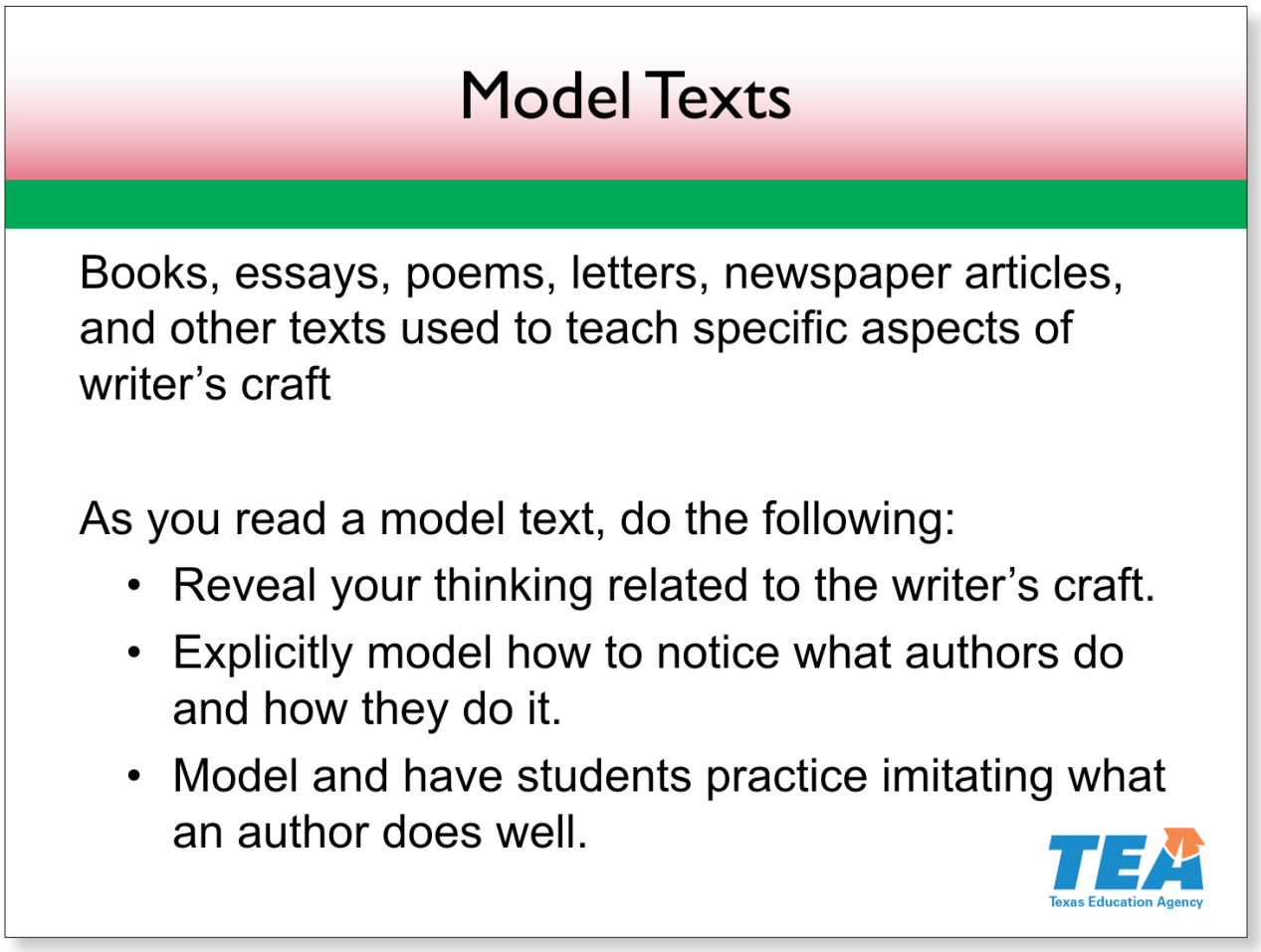

Slide 30—Model Texts **(1:44:30–1:45:00)**

Model texts are books, essays, poems, letters, newspaper articles, or any other pieces of writing that you use to model an aspect of effective writing. These texts allow you to show students how you think about a writer's craft and notice what writers do that is effective.

These texts also provide models for students to imitate. Sometimes, teachers think it is not OK—that it is almost cheating—to borrow an idea from or imitate the writing style of an author. But think about how we learn to walk, to talk, to do almost anything—we imitate what we see others doing. Students and teachers continually reinvent themselves as writers when using model texts to learn and practice writing strategies.

References

Fisher & Frey, 2012; King, 2000

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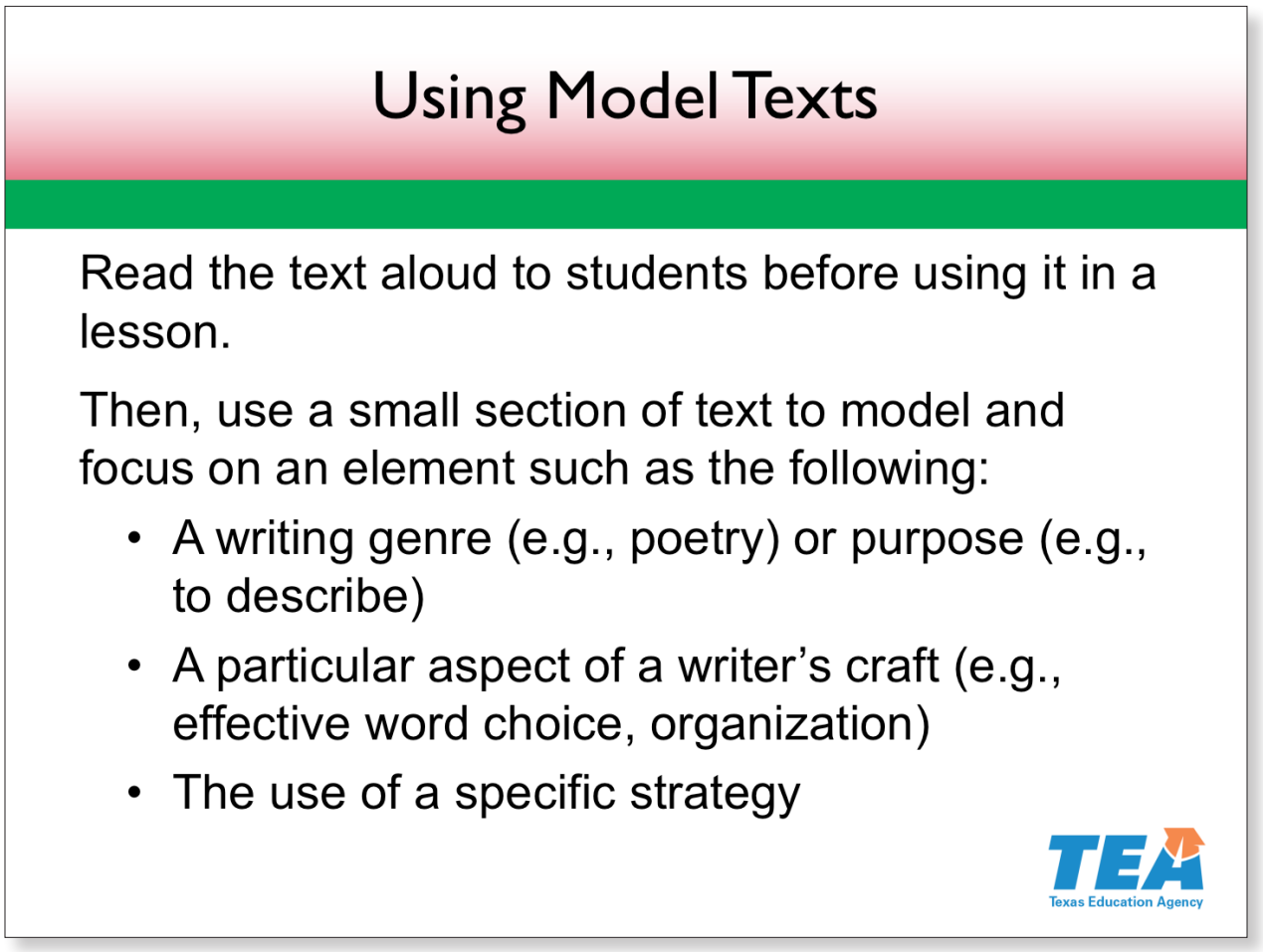

Slide 31—Using Model Texts (1:45:00–1:45:30)

Before using a model text within a writing lesson, read it aloud to students.

After this initial read-aloud, the text can be used to focus on a writing element, such as those listed on the slide.

Researchers remind us how important it is to use only a small section of text, paying close attention to the author's word choice, structure, or other style elements, based on the instructional goals of the lesson.

Reference

Fisher & Frey, 2012

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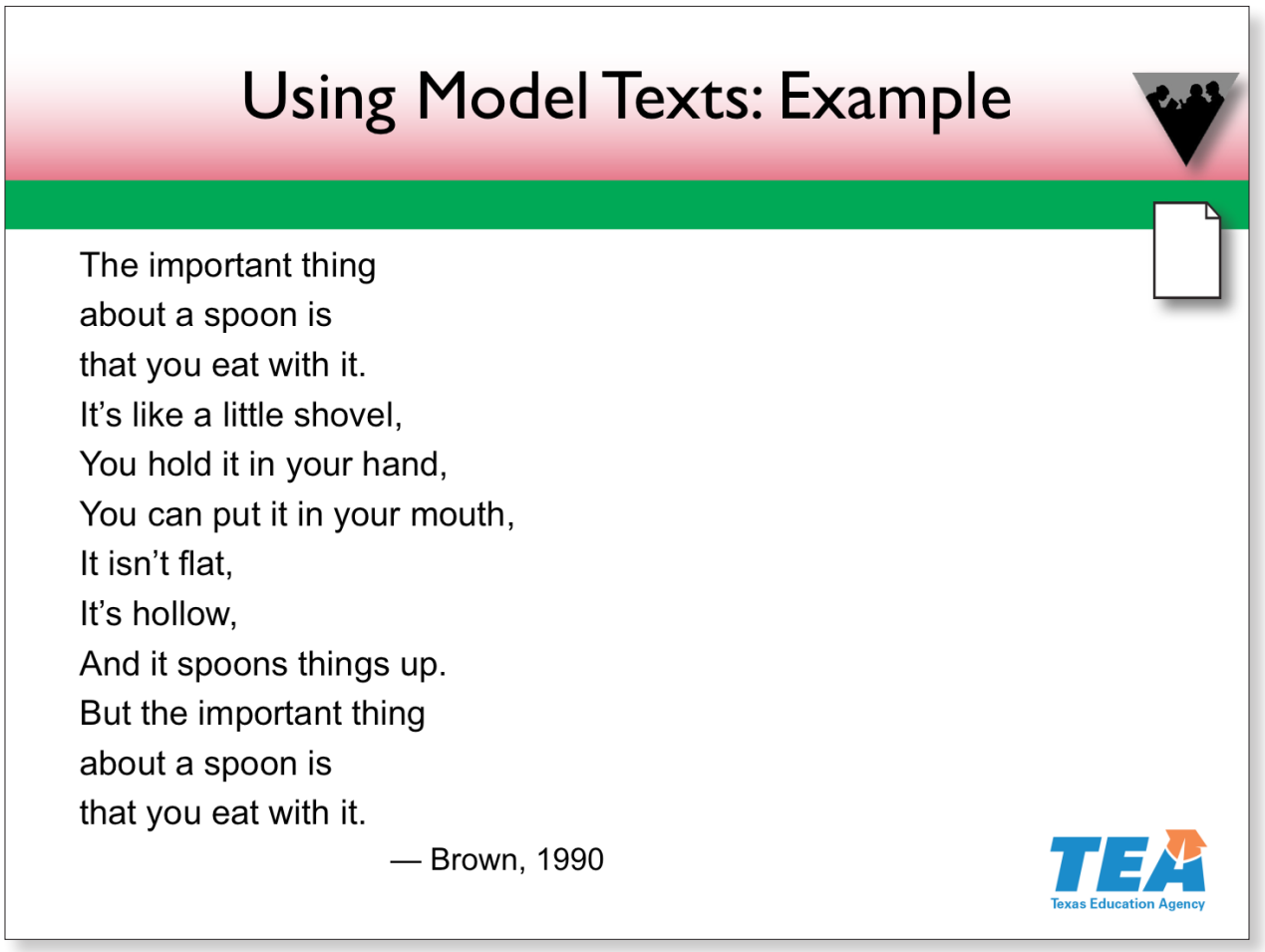

Slide 32—Using Model Texts: Example (1:45:30–1:50:30)

Activity

On the slide is an excerpt from *The Important Book* by Margaret Wise Brown. Working with a partner, brainstorm all of the different writing elements and strategies you could teach with this excerpt. You have two minutes.

> *Allow two minutes for participants to brainstorm writing elements to teach with the text. Walk around and listen to the discussions. Write participants' ideas on a sheet of paper on a clipboard. Use the document camera accountability energizer to quickly share participants' ideas.*

Now, locate **Handout 19: Writing Lesson: Creating a Descriptive Text**.

> *Pause for participants to locate the handout.*

Notes continue on the next page.

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This handout teaches descriptive writing with effective details using the same lesson design template we examined earlier. Take a moment to examine the handout. As you read, highlight and label the steps of the gradual-release framework—"I do," "We do," and "You do." You have two minutes.

Allow two minutes for participants to read the handout and highlight and label the steps. If time permits, have participants share at their tables.

Reference

Brown, 1990

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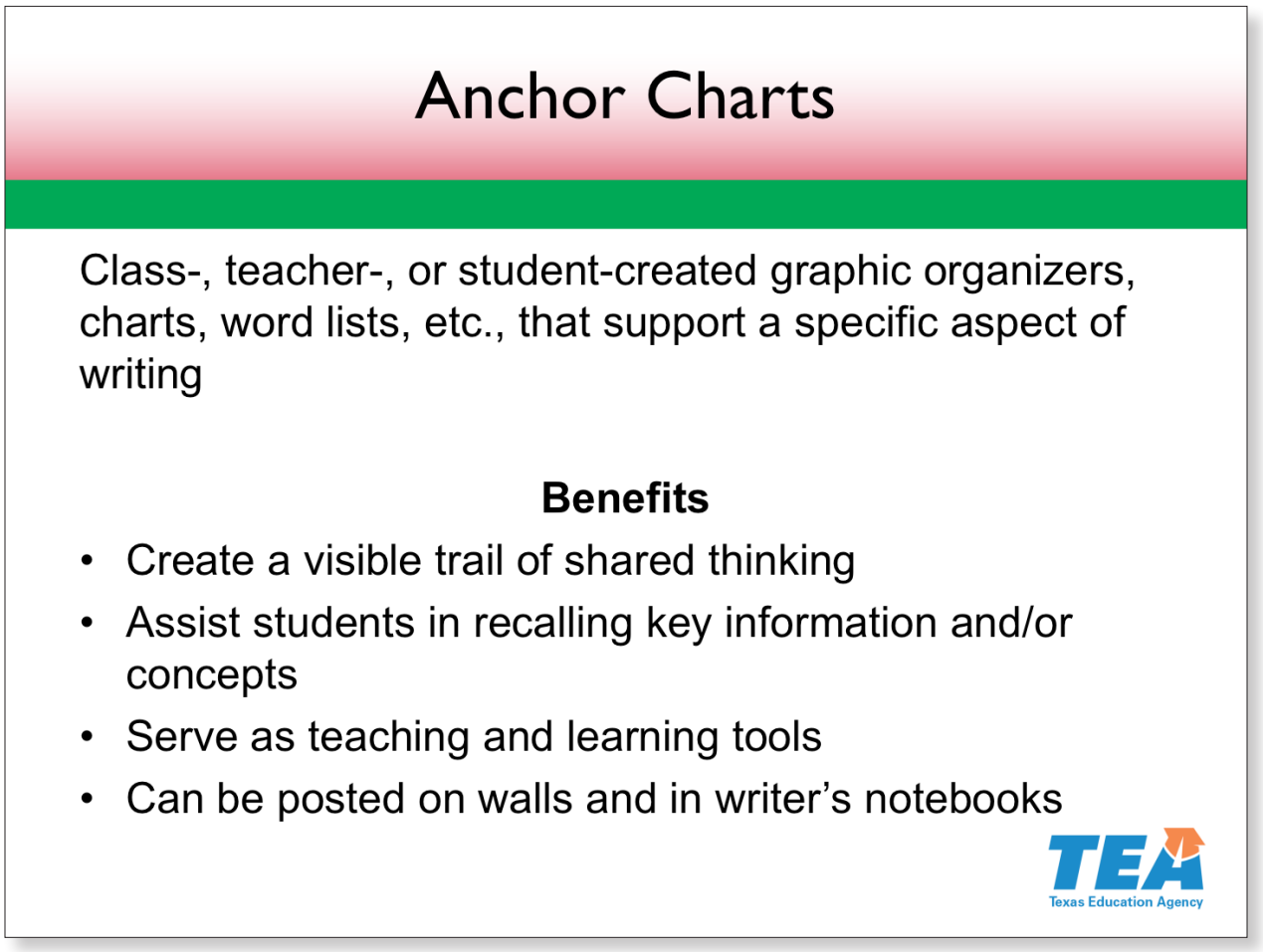

Slide 33—Anchor Charts **(1:50:30–1:51:00)**

Anchor charts are posters that teachers and students generate as learning occurs and then display in the classroom for continued learning and support. Anchor charts act as a visible trail of student thinking and learning. They are most effective when students generate the charts with teacher guidance and they support some aspect of learning to write.

Anchor charts can be posted on walls and in students' writing notebooks. We will look at a few examples of anchor charts created to support all students' writing.

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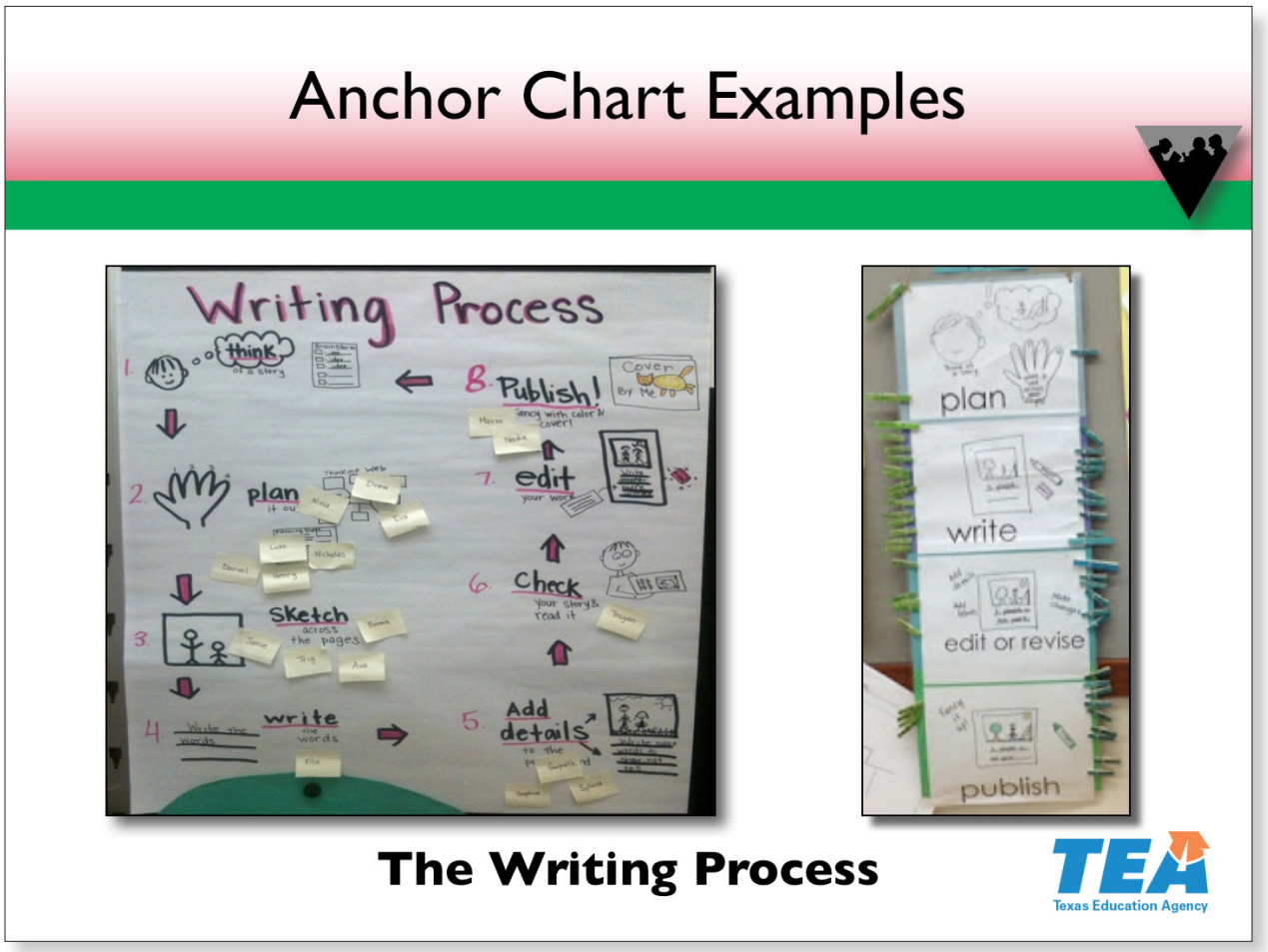

Slide 34—Anchor Chart Examples (1:51:00–1:54:00)

Here are two charts showing the writing process.

Activity

With a partner, compare and contrast the two charts. Discuss what you like about each one and what you would change. You have one minute.

Allow one minute for participants to compare and contrast the charts. Have a few participants share their thinking. The following are possible responses:

- *Both charts show all steps of the writing process, use moveable parts (sticky notes and clothespins) to show where students are in process, and use visuals to represent each step.*
- *The chart on the left represents the process as circular, breaks the process into specific steps, and doesn't use the words "draft" or "revise."*
- *The chart on the right represents the process as linear; puts "edit" and "revise" in same step, but they aren't the same; and doesn't use "draft."*

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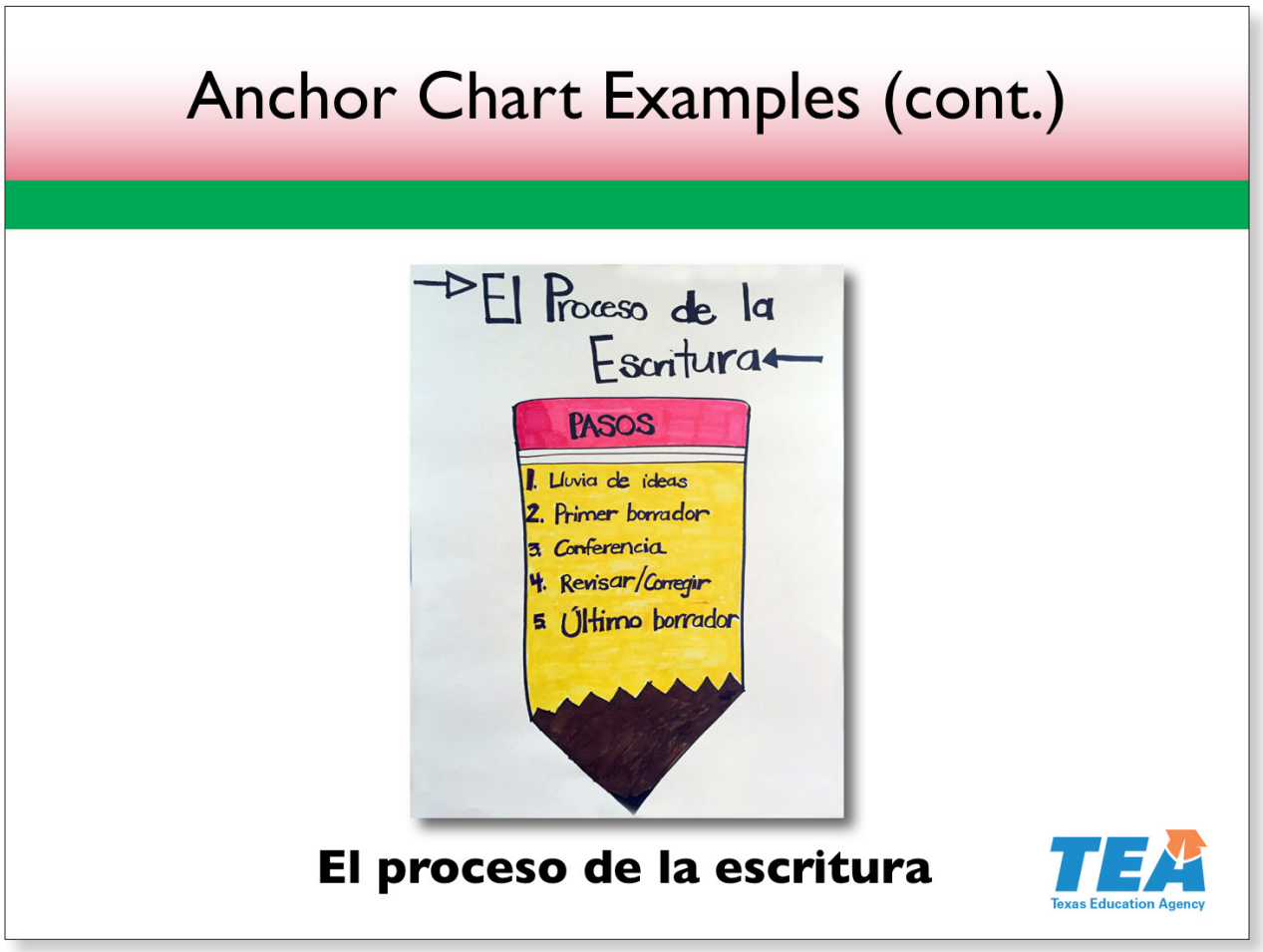

Slide 35—Anchor Chart Examples (cont.) (1:54:00–1:54:10)

And here is an anchor chart in Spanish showing the writing process.

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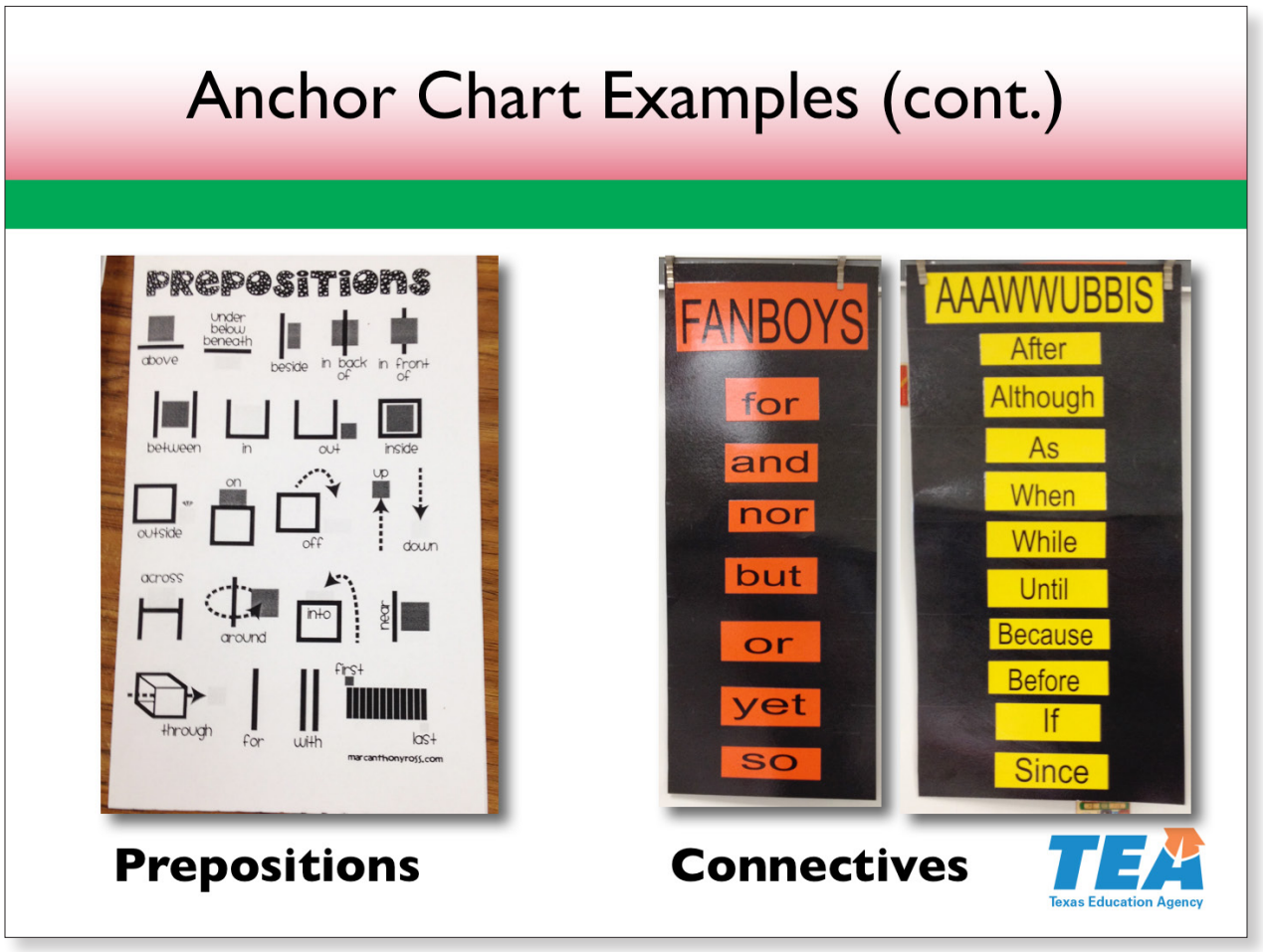

Slide 36—Anchor Chart Examples (cont.) (1:54:10–1:54:40)

Here are three charts with lists of words that help glue texts together.

The chart on the left provides prepositions and visuals to represent them.

The next two charts feature mnemonics that help students remember connectives. *FANBOYS* is used to remember the coordinating conjunctions used to make compound sentences.

AAAWWUBBIS, based on Jeff Anderson's work, is used to remember several useful subordinating conjunctions. Students can use these charts during the drafting and revising stages to build effective sentences.

References

Anderson 2005, 2007

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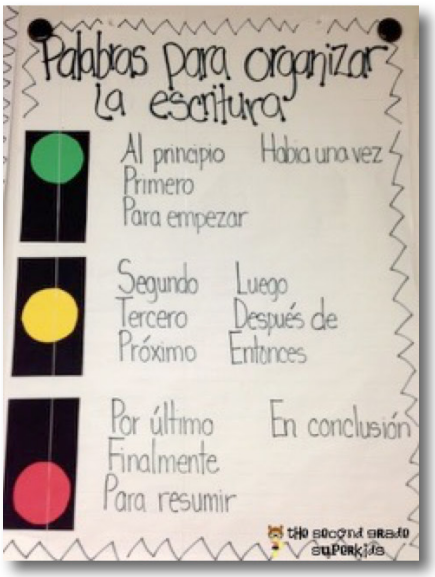
Anchor Chart Examples (cont.)



Palabras para organizar la escritura

Slide 37—Anchor Chart Examples (cont.) (1:54:40–1:54:50)

This slide shows an example anchor chart in Spanish on connective words.

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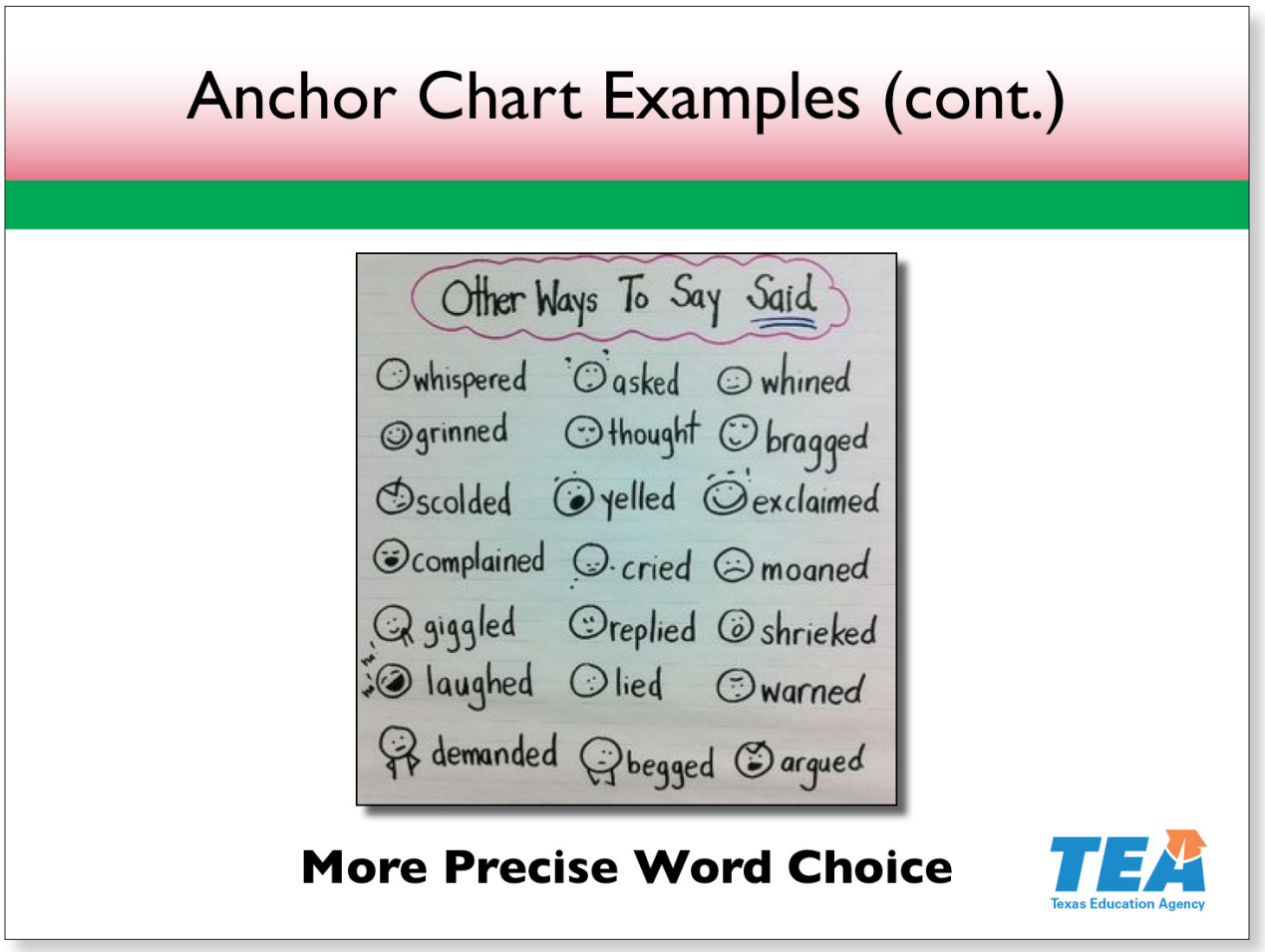

Slide 38—Anchor Chart Examples (cont.) (1:54:50–1:55:30)

Here is an example of an anchor chart that was created by a teacher and her students throughout the year as they encountered words in their reading. It shows more precise, vivid words to use instead of *said*. To introduce this chart, you could read aloud a book that uses many different words that take the place of the word *said*. As you read it, have students pay attention to all of the different variations of *said*.

As students come across new words to substitute for *said*, they add the words to the anchor chart. This yearlong process can be implemented with other overused words, such as *happy, good, bad*, and *very*.

Students can then use these charts during the revising stage of the writing process to make their writing clearer and more precise.

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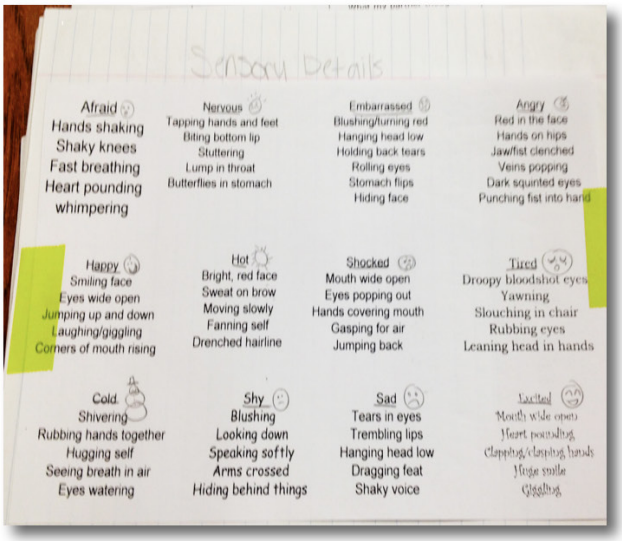
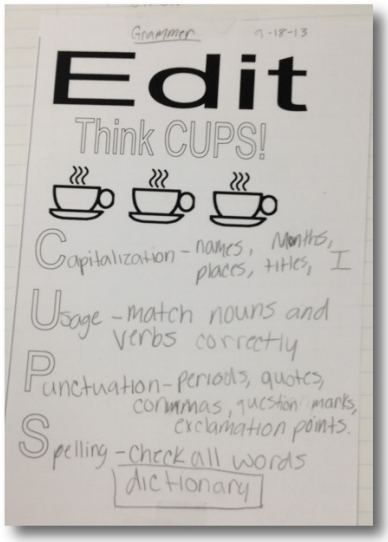
Anchor Chart Examples (cont.)





Revising and Editing Tools

Slide 39—Anchor Chart Examples (cont.) (1:55:30–1:56:00)

The anchor chart on the left was created by a teacher to help students "show, don't tell." For example, instead of saying that someone felt nervous, the chart includes phrases such as *tapping hands and feet*, *stuttering*, and *butterflies in stomach*. As with the previous anchor chart, this one can be used during the revising stage to help students make their writing more vivid.

The second chart was created by a teacher and filled in by a student to show the CUPS strategy to use during the editing stage. Both of these charts were in a student's writer's notebook for him to access within the writing process.

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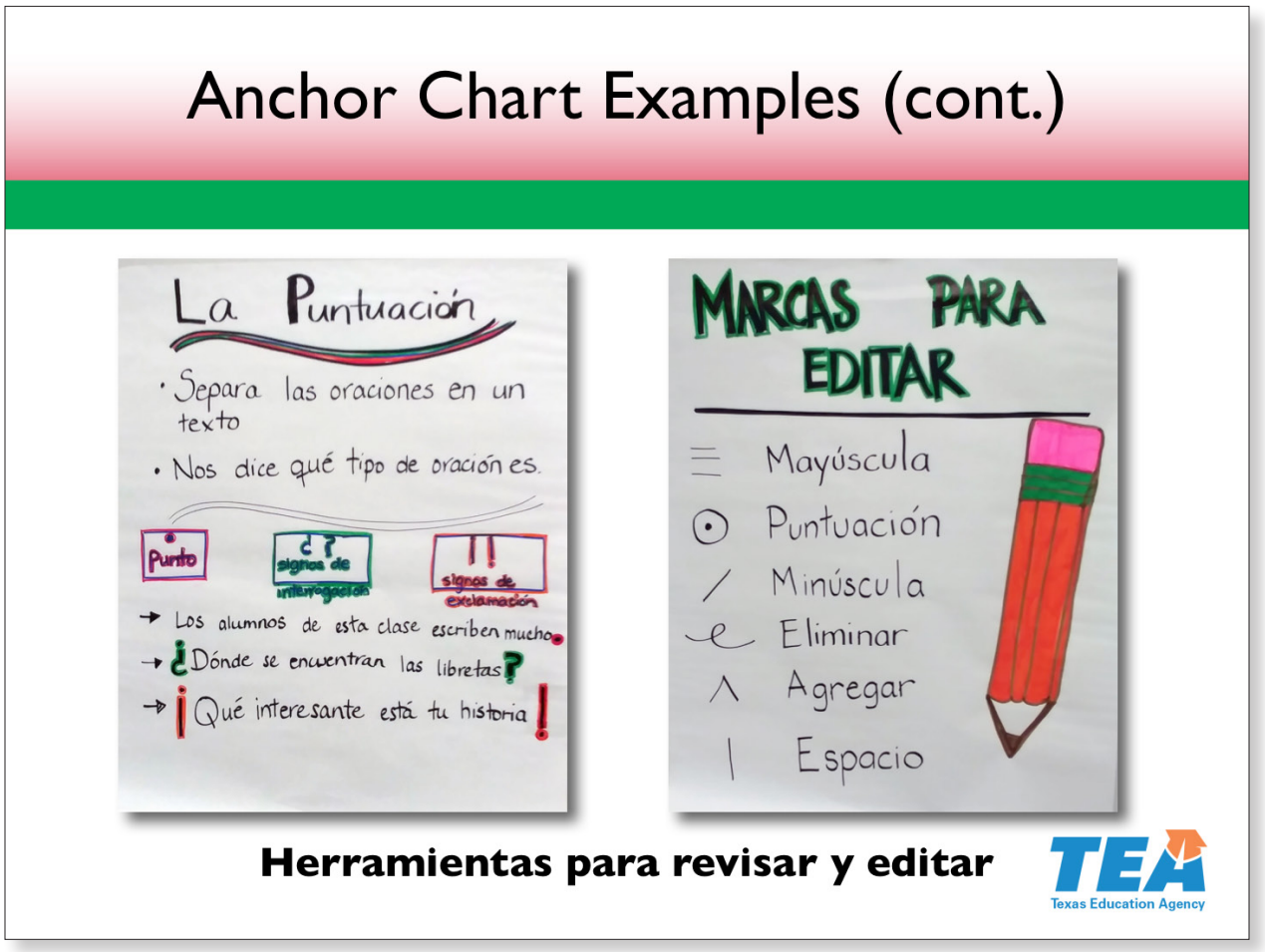

Slide 40—Anchor Chart Examples (cont.) (1:56:00–1:56:10)

These anchor charts in Spanish show information on punctuation and editing marks.

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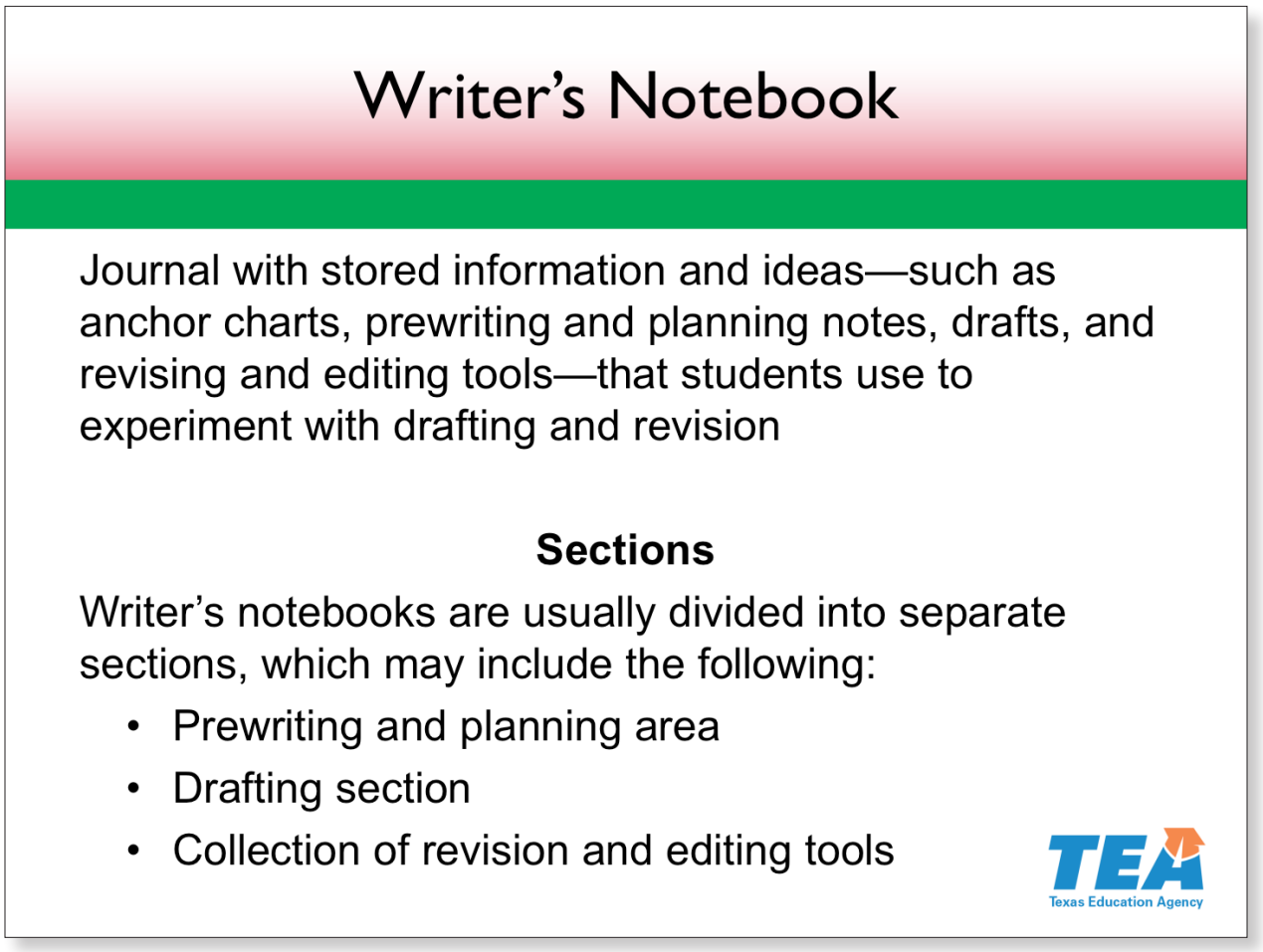

Slide 41—Writer's Notebook (1:56:10–1:56:30)

Another tool for students to use during writing instruction is a writer's notebook. Each student should have his or her own notebook to use throughout the writing process. Students can use writer's notebooks to prewrite, draw pictures, take notes, write initial drafts, experiment with revision, and store anchor charts and other helpful information.

References

Anderson 2005, 2007; Buckner, 2013

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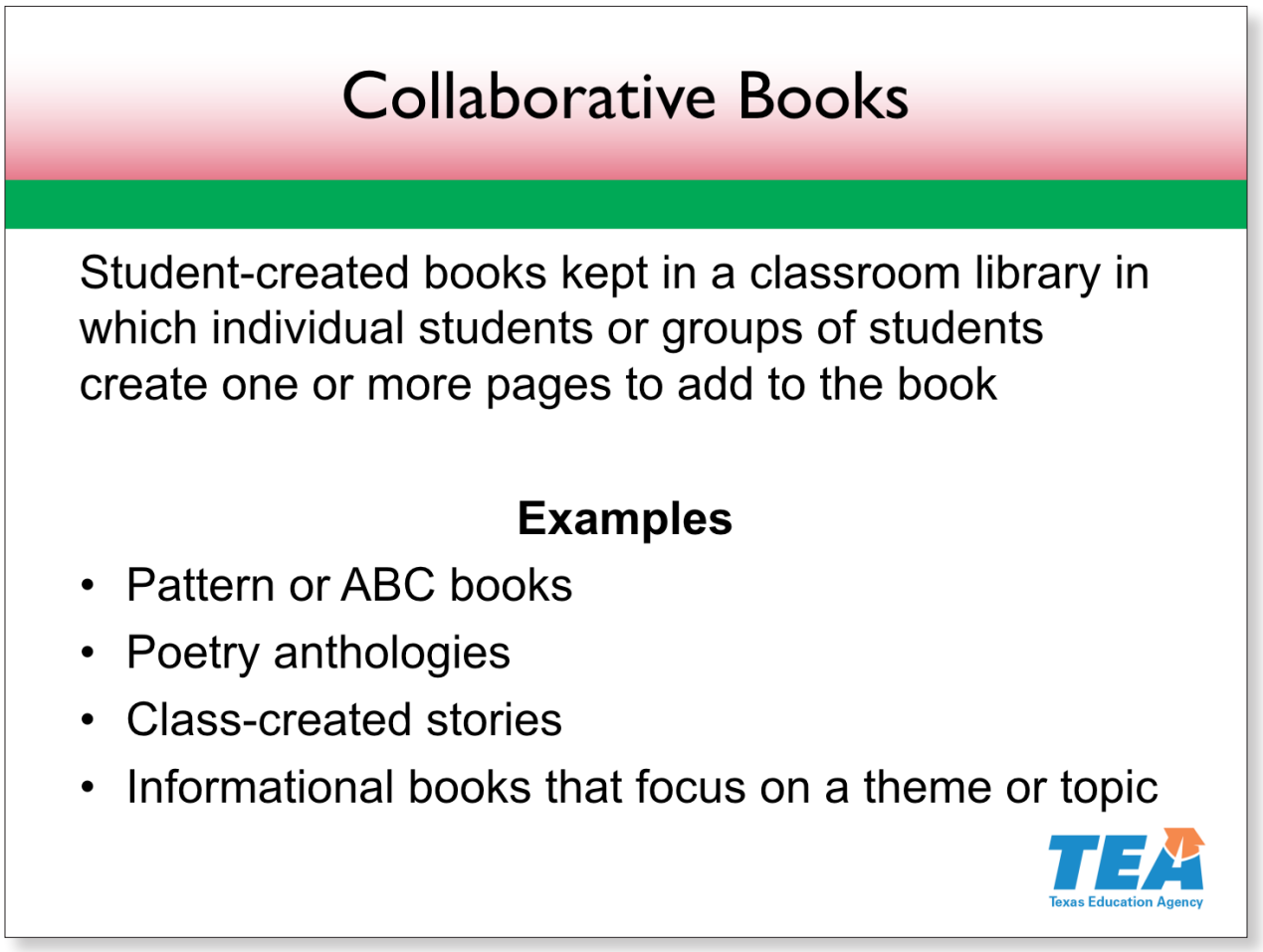

Slide 42—Collaborative Books **(1:56:30–1:57:00)**

A collaborative book is created by the students in your class. Small groups of students or individual students can each create a page to be added to the book. Such books can be stories, poetry books, informational texts, or other kinds of texts.

Collaborative books could even be simpler books like pattern books or ABC books that an older group of students creates for a younger group of students. For example, your third-graders could create a book and then take it to a kindergarten class to read aloud.

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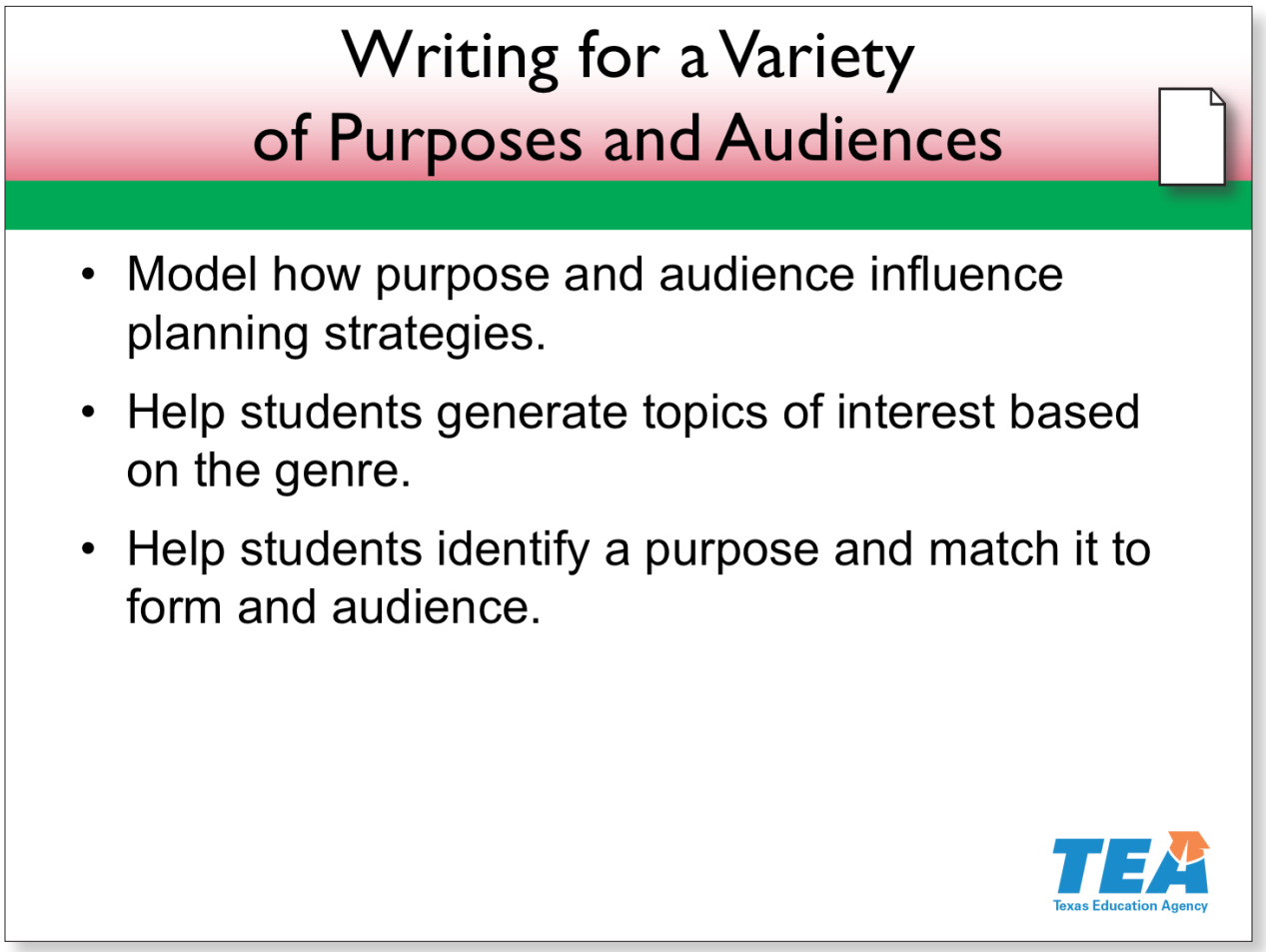

Slide 43—Writing for a Variety of Purposes and Audiences (1:57:00–1:58:30)

Now that we have discussed instructional methods and tools for teaching and practicing the writing process, we will discuss how to use this process to write for various purposes and audiences. Locate **Handout 20: Different Forms of and Purposes for Writing**.

Pause for participants to locate the handout.

The first page lists purposes for writing and writing genres. The second and third pages provide specific strategies related to the different writing purposes. This handout is also provided in Spanish.

Give participants a moment to review the handout.

Purpose and audience affect our planning strategies, the topic we choose to write about, and the genre.

Notes continue on the next page.

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Next, we will explore a mini-lesson you could use to introduce the importance of purpose and audience for writing.

References

Bromley, 1998; Cunningham et al., 2003; Dorfman & Cappelli, 2007; Graham et al., 2012; Harris et al., 2008

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Slide 44—Sample Mini-Lesson for Teaching Purpose and Audience (1:58:30–1:59:30)

This mini-lesson models how to think aloud and write an informational piece. It is a good introduction to writing for a specific purpose and focusing on what your audience needs to know.

I need to make a "lost" poster to help find my lost dogs, Torchy and Loki.

Here is their picture. Now, I will list some facts about my dogs.

Briefly discuss each bullet point.

Now, I will determine which of these ideas might be most helpful in locating Torchy and Loki because I cannot put all of these ideas on my poster.

I think these are the five most important facts.

Click once to highlight each of the most important points on the slide.

Now, we will review my poster and discuss why I created it the way I did.

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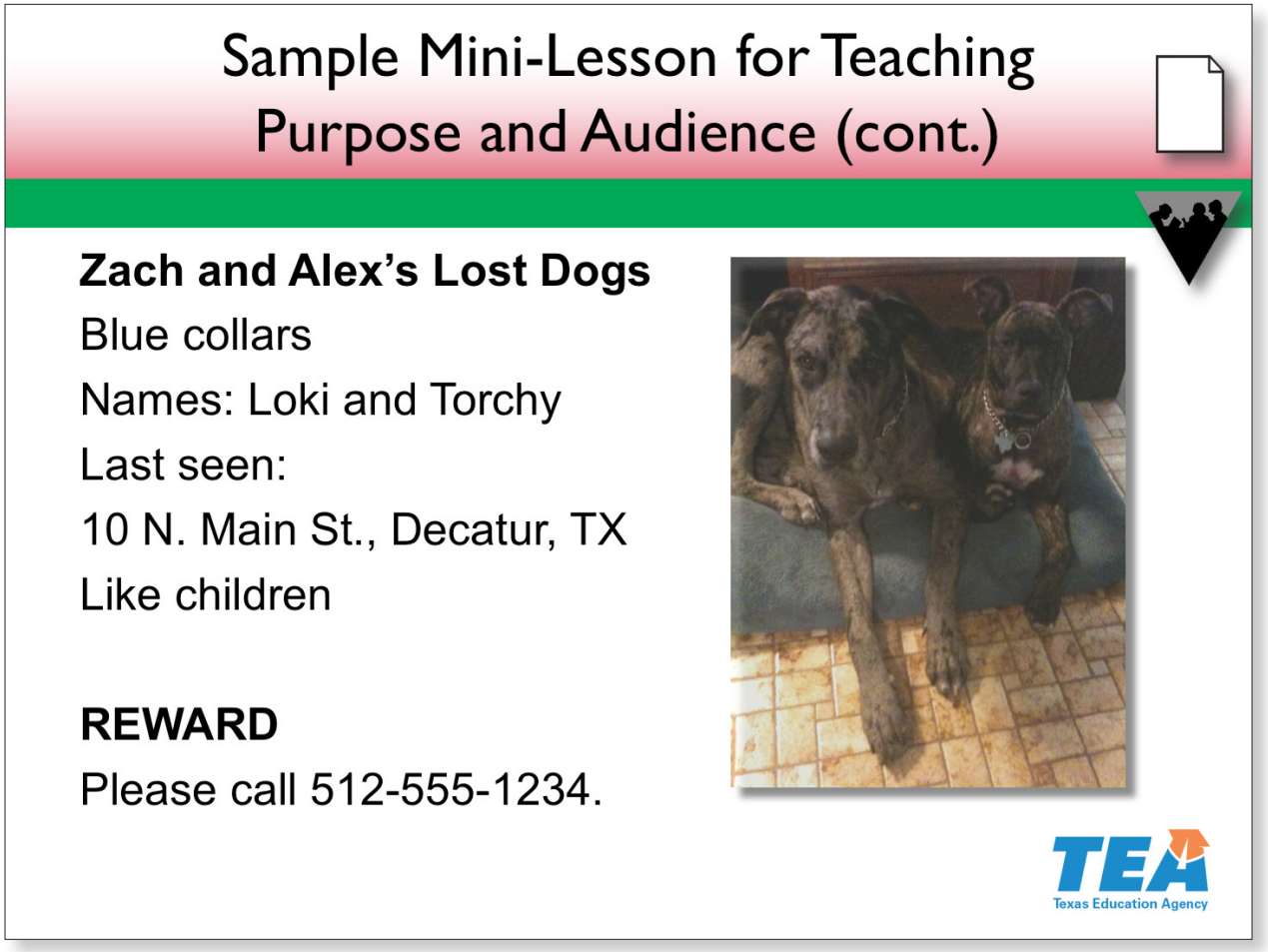

Slide 45—Sample Mini-Lesson for Teaching Purpose and Audience (cont.) (1:59:30–2:04:00)

Here is my poster. I have a few questions for you to discuss in relation to it. Locate **Handout 21: "Lost Dogs" Poster: Discussion Questions**.

Pause for participants to locate the handout.

Activity

Work at your tables for three minutes to answer the questions on the handout. Then, we will discuss them as a whole group.

Allow three minutes for participants to work. Walk around and listen to the discussions.

Why did I include "Zach and Alex's Lost Dogs" on the poster?

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Call on participants to share their thinking. Possible response: Zach and Alex are my children's names. I want whoever finds or has my dogs to know they belong to specific people. I hope this detail will make a connection to their humanity.

Why did I not include the breeds of my two dogs on the poster?

Call on participants to share their thinking. Possible response: I assume that they can figure out what kinds of dogs they are by the picture on the poster. This point demonstrates the importance of the connection between words and pictures. Sometimes, pictures do a better job communicating than words.

Why did I include the town?

Call on participants to share their thinking. Possible response: Decatur is a small town, so it is possible that someone from another small town nearby might have found them. Such information might not be necessary if you lost your dogs in a large city.

Why did I include that they like children?

Call on participants to share their thinking. Possible response: My dogs are big, so some people might be afraid of them. I want whoever finds them to know that they are nice. That way, they might be more likely to try to pick them up and check their collars.

Why did I include the word "REWARD" in bold, all-capital letters?

Call on participants to share their thinking. Possible response: This detail connects closely to audience. Perhaps the person who finds my dogs will not want to give them back to me. I put the offer of a reward on my poster to persuade such a person to return my dogs.

At this point in the lesson, to prepare students to write their own reward poster, you could ask guiding questions such as the following: "Have you ever lost a pet?" or "Do you have a friend who has lost something?" You could then brainstorm with students and record their responses on chart paper.

As you conference with students about their posters, be sure to ask questions about the information to include based on their purpose and audience.

Now that we have examined a lesson focused on purpose and audience, we will look at lessons related to the different genres in which third-grade students are expected to write.

References

Graham et al., 2012; Harris et al., 2008

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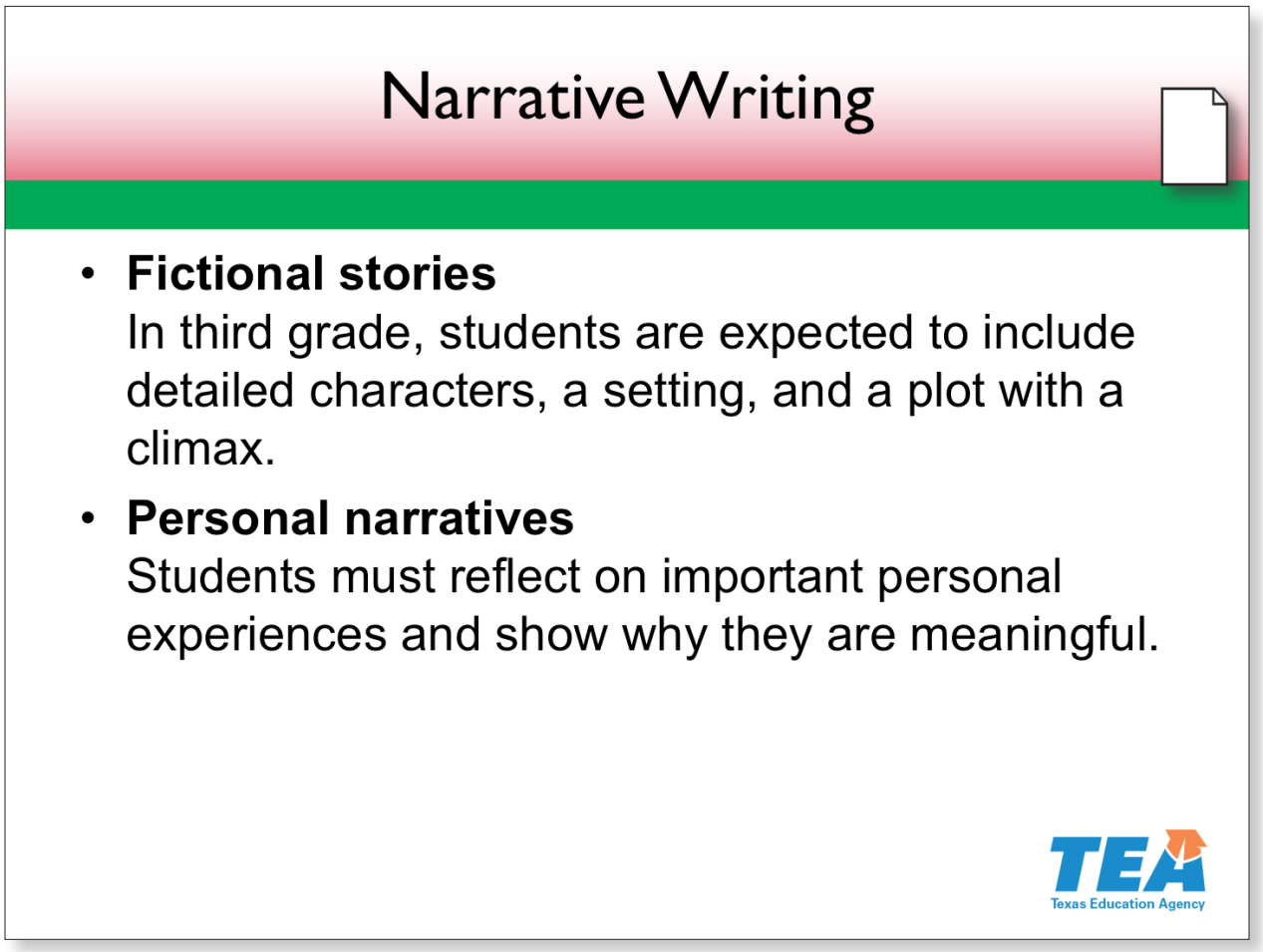

Slide 46—Narrative Writing **(2:04:00–2:09:30)**

Two types of narrative writing are described in the TEKS—fictional stories and personal narratives. Starting in third grade, students are expected to write stories that provide details related to characters and setting. Their stories must also have a plot with a climax.

Locate **Handout 22: Writing Lesson: Using Behaviors and Dialogue to Develop a Character**.

Pause for participants to locate the handout.

This lesson uses a model text to introduce how to develop characters through their thinking, actions, and words. It also follows the template based on the "I do," "We do," "You do" framework introduced earlier in Handout 15. Take a moment to review the handout, paying attention to the modeling, guided practice, and independent practice sections.

Provide a few minutes for participants to review the handout.

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Now, turn to page 2 of the handout and locate the Modeling section.

Pause for participants to locate the Modeling section. Place your copy of page 2 on the document camera to reference.

Notice how the teacher models developing character details based on an experience from her childhood and uses a simple graphic organizer.

Point out the graphic organizer on page 4 of the handout. Go over the example.

If you used this lesson, you would use your own example to model this strategy. That way, students can see how you decide on writing ideas authentically, based on your own life. It also helps you build relationships with your students by giving them a glimpse into who you are and what you have experienced.

For many students, writing about their own experiences is easier than creating fictional characters and settings. Students can learn to create stories based on their experiences. Many writers, including Stephen King, say that they use this process when they write.

Locate **Handout 23: Lesson Ideas: Personal Narrative Writing**.

Pause for participants to locate the handout.

This handout provides a few ideas to support personal narrative writing, including keeping a diary and writing about emotional experiences. Now we will model one of the lesson ideas. Turn to the section at the top of page 2, Motivating Students to Write About Emotional Experiences.

Take one minute to model the lesson for participants on the document camera.

References

Graham et al., 2012; Harris et al., 2008; King, 2000; Texas Education Agency, 2009

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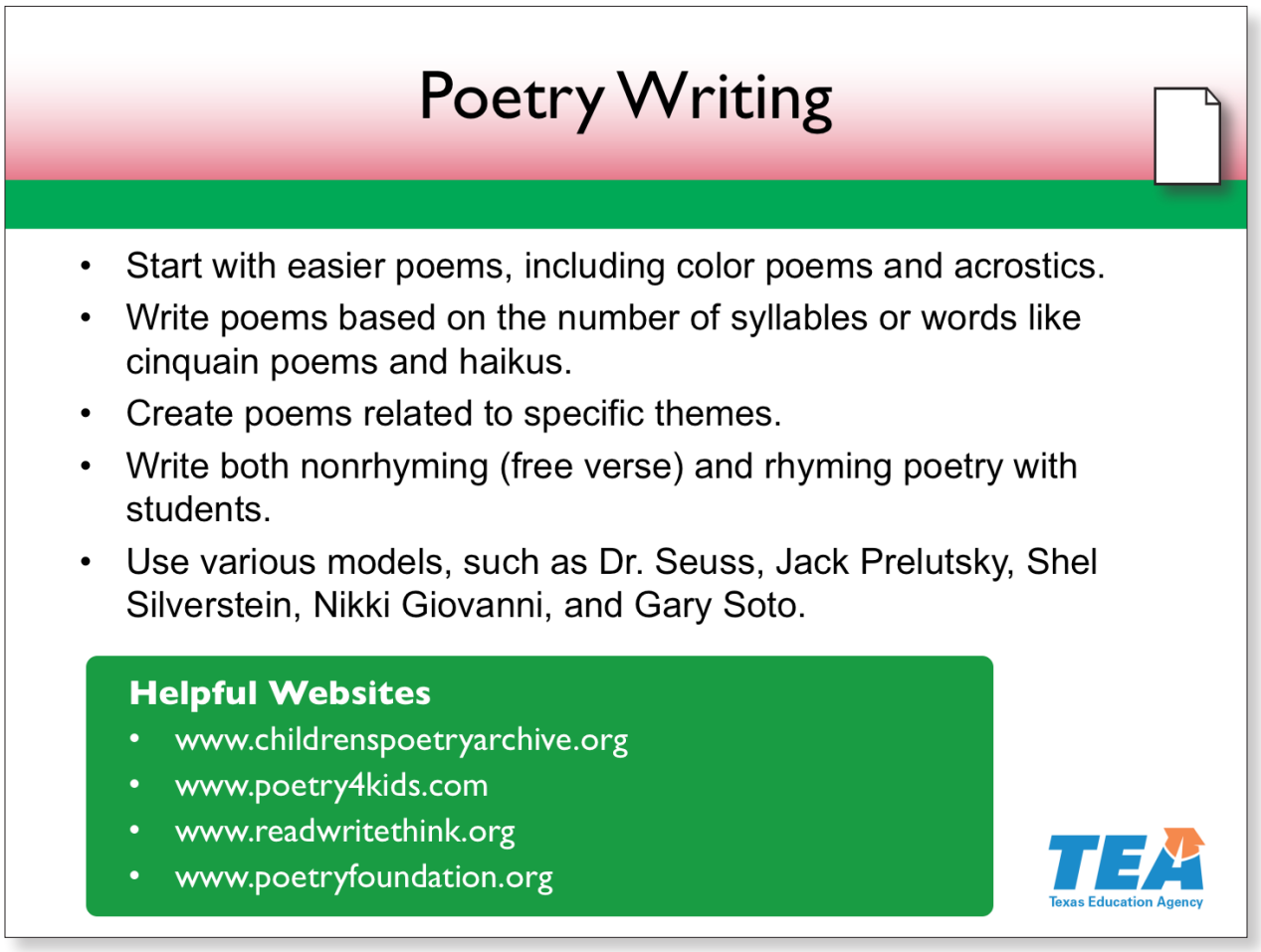

Slide 47—Poetry Writing (2:09:30–2:12:00)

Poetry writing can be a fun and freeing writing experience for students. Poetry does not have any set form. It does not have to sound a certain way or have to rhyme.

This slide provides a few ideas for practicing writing poetry with students. Other lesson ideas can be found at the websites listed in the box.

Locate **Handout 24: Writing Lesson: Rhyme Scheme**.

Pause for participants to locate the handout.

This handout provides a lesson on rhyme scheme and writing rhyming poetry, which can be difficult. Notice in the Shared and Guided Writing section on page 2 how the teacher scaffolds the writing by providing the rhyming words.

Provide a moment for participants to locate the section. Place your copy of the handout on the document camera, showing the Shared and Guided Writing section.

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The teacher also works with the students to create the poem. The teacher does not expect students to come up with a rhyming poem on their own initially. Only after they have created a poem together does the teacher plan for students to work in partners or small groups to create a rhyming poem. Even then, some students may need to continue working with the teacher in shared writing activities.

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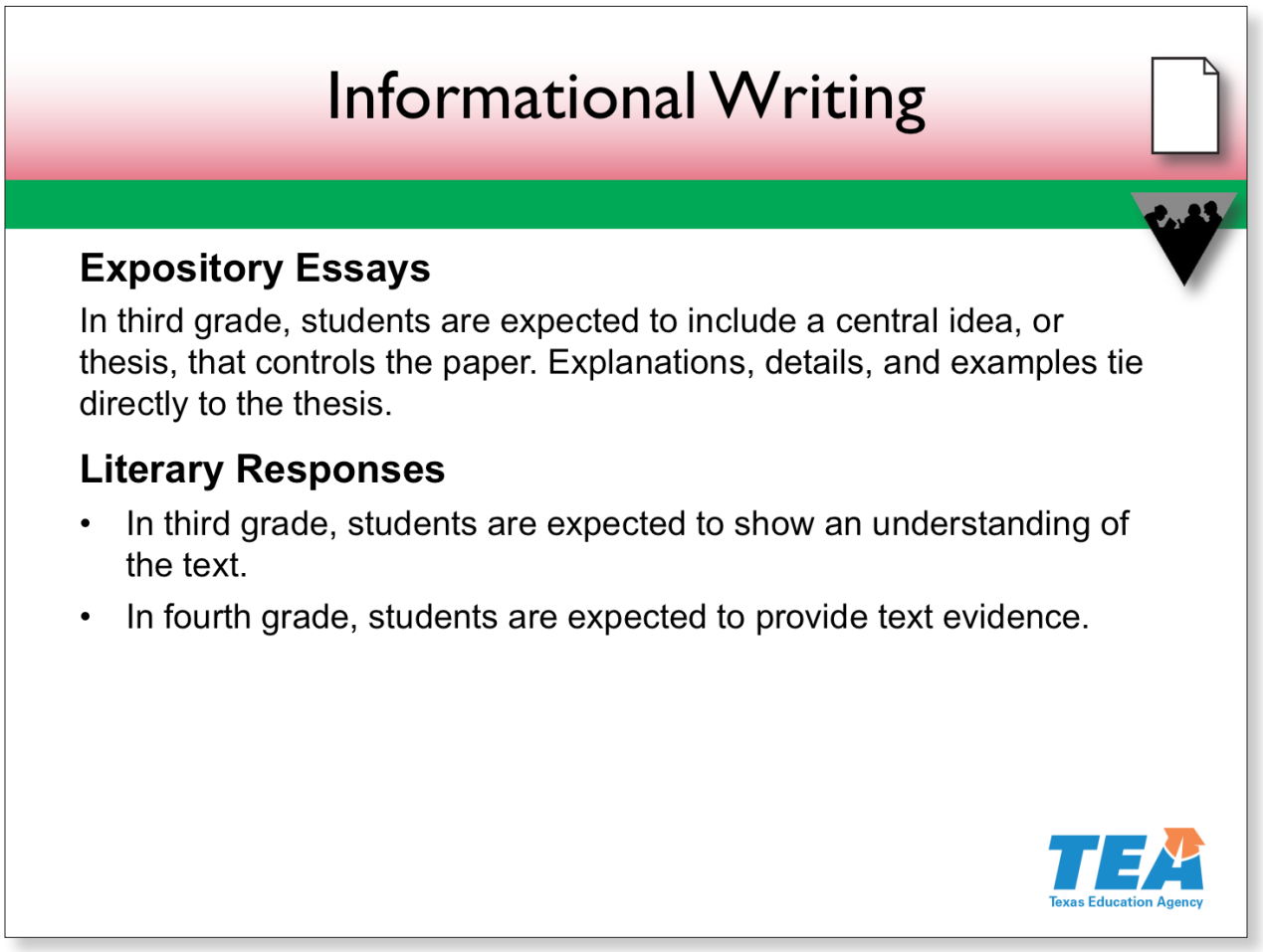

Slide 48—Informational Writing (2:12:00–2:21:00)

We have already seen a couple of lessons related to informational writing, including the *Important Book* and "Lost Dogs" poster lessons. Several forms of informational writing are included in the TEKS. The first two are expository essays and literary responses. The slide provides the grade-level expectations for each genre.

Inherent to both of these essay types is a central idea, or thesis, that controls the paper. In an expository essay, all explanations, details, and examples must link directly back to the thesis. That is why the thesis is said to control the paper.

One method for helping students develop a central idea is to have students respond to famous quotations.

Locate **Handout 25: Three Lessons for Expository Writing**.

Pause for participants to locate the handout.

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Activity

These lessons use a model text with many of Martin Luther King Jr.'s famous quotations. The lessons follow the "I do," "We do," "You do" framework that we have seen in other lessons. We will practice the "I do" and "We do" sections in the first lesson. Turn to the double-column note-taking chart on page 3 of the handout.

> *Pause for participants to locate the chart. Display* ***Presenter Resource 4*** *on the document camera. To save time, complete the "My thinking" and "My feeling" areas in the first row before this session.*

Write this quotation in the first row of your handout: "I have a dream…"

> *Pause for participants to write. Then, do a think-aloud about how the quotation makes you think and feel. Review what you have written in the second column.*

Now, it is your turn. Think about the quotation and what it makes you think about and how it makes you feel. Write a sentence next to "My thinking" and one next to "My feeling" that describes what comes to mind. You have three minutes.

> *Allow three minutes for participants to work. Walk around and note what participants write. At the end of the three minutes, ask a few participants share their thinking and feeling, as time permits.*

After you and students do this for several quotations, you will use one of the quotations to create a flap book and then write a brief expository essay. Take a moment to review the rest of the lessons described in the handout.

> *Provide a few minutes for participants to review the rest of the handout.*

In a literary response, a writer must also start with a central idea that focuses on a literary element within a text that has been read. For example, a writer may create an analysis of the relationship between two characters with a thesis that begins, "Patricia and Henry should both be considered tragic figures." The writer would then include text evidence, including quotes, to support that thesis.

In third grade, we lay the foundation for such sophisticated writing by asking students to write simple, brief responses to books, poems, informational texts, or other pieces that we read aloud or that they read on their own.

References

Graham et al., 2012; Harris et al., 2008; Texas Education Agency, 2009

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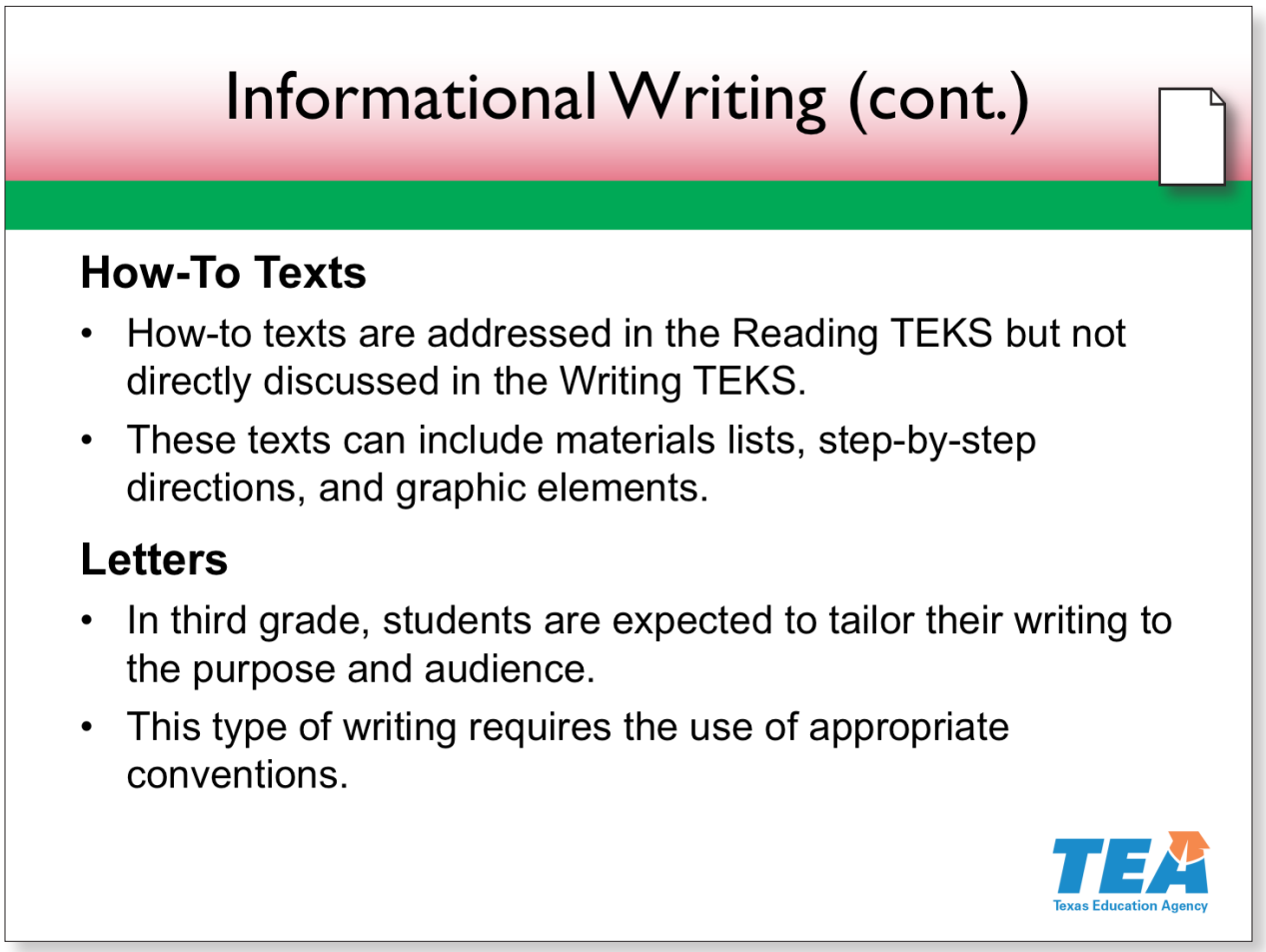

Slide 49—Informational Writing (cont.) (2:21:00–2:23:00)

Another form of informational writing is how-to texts. How-to texts are discussed in the reading standards but are not directly discussed in the writing standards. Practicing writing their own how-to texts will help students better understand these texts and their various elements, such as step-by-step directions and graphics.

One last type of informational writing is letter writing. Many model texts are good for introducing students to writing letters.

Let's look at a couple of lessons related to the book, *The Gardener*. Find **Handout 26: Writing Lesson: Writing a Letter to Say "Thank You."**

Pause for participants to find the handout.

This handout has two lessons related to letter writing. The first uses one letter from *The Gardener* to model writing a "thank you" letter. The other uses the book's

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letters to show the importance of including a date on every letter. Take a moment to review the handout.

Provide a moment for participants to review the handout.

Remember, when writing letters, it is important to keep the audience in mind. This is also true of our next genre—persuasive writing.

References

Graham et al., 2012; Harris et al., 2008; Stewart, 1997; TEA, 2009

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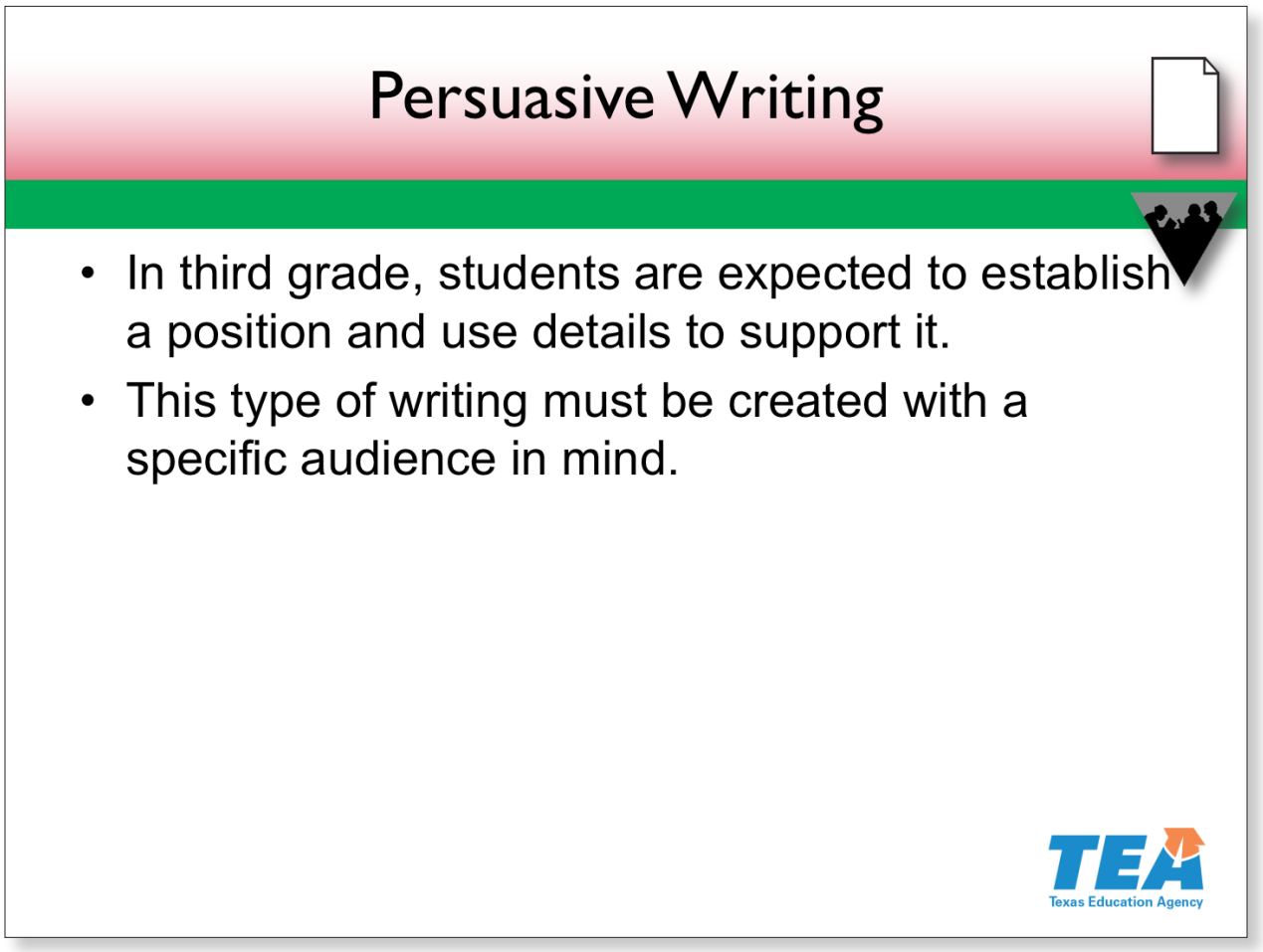

Slide 50—Persuasive Writing **(2:23:00–2:29:30)**

Creating effective persuasive pieces requires writers to take a position on one side of an argument. In third grade, students are expected to take a position related to an issue and use details to support it. For example, when learning about elections, you could ask students to write a statement about the importance of voting. A sample position statement could be, "Anyone who can vote in this country should vote because that is one way to make a difference." Students would then need to come up with a few details to support this position, such as, "Your vote makes our government work" and "Voting holds our leaders accountable."

An example lesson is in **Handout 27: Writing Lesson: Persuasive Writing That Imitates a Picture Book**. Please locate this handout.

Pause for participants to locate the handout.

This lesson includes the "I do," "We do," "You do" framework; a model text; a writing frame for planning in both English and Spanish; and a method for creating

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a collaborative book. This cross-curricular lesson connects to science. Read the lesson now.

Provide two minutes for participants to read the lesson.

Activity

With your partner, discuss how you could change this lesson to connect it to social studies instead. Think about your social studies TEKS. How might you create a persuasive writing lesson on citizenship and civic responsibility related to one or more of your grade 3 social studies expectations? You have two minutes.

Allow two minutes for participants to discuss changing the lesson to connect to social studies. Walk around and listen to the discussions. Write participants' ideas on a sheet of paper on a clipboard. Use the document camera accountability energizer to quickly share participants' ideas.

References

Graham et al., 2012; Harris et al., 2008; Texas Education Agency, 2009

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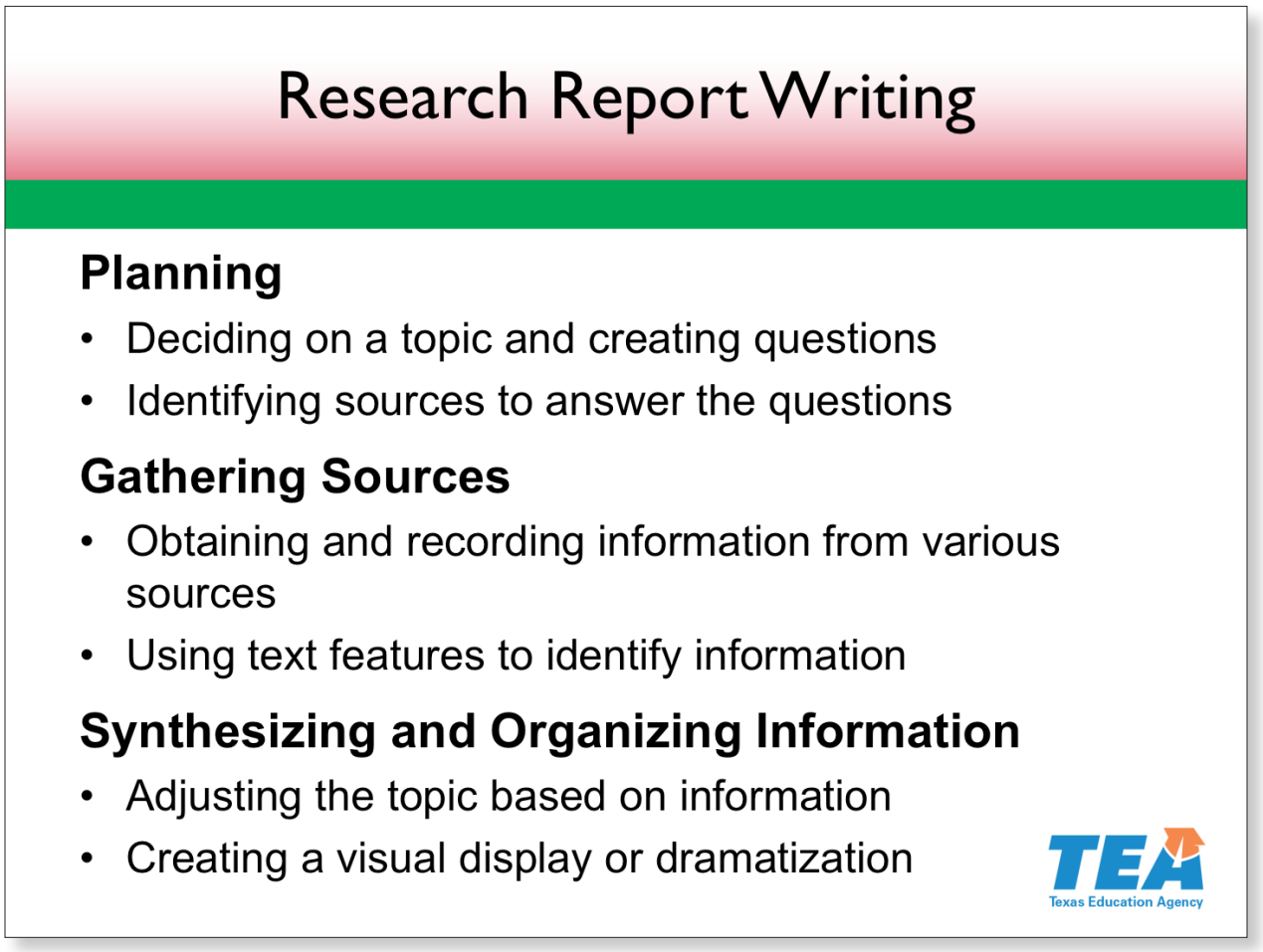

Slide 51—Research Report Writing (2:29:30–2:30:00)

One last type of informational writing to which several TEKS relate is research report writing. Specific expectations related to planning, gathering sources, and synthesizing and organizing information are provided in the TEKS.

You may want to collaborate with your school librarian to support students' research skills. A librarian's expertise is especially helpful for locating and citing sources, but he or she can also help with supportive technology for planning and organizing information.

All types of writing—narrative, poetry, informational, persuasive, and research reports—can enhance student learning in any content area. Incorporating writing activities across the content areas shows students that everyone, including scientists, mathematicians, and historians, needs to write effectively.

Reference

Texas Education Agency, 2009

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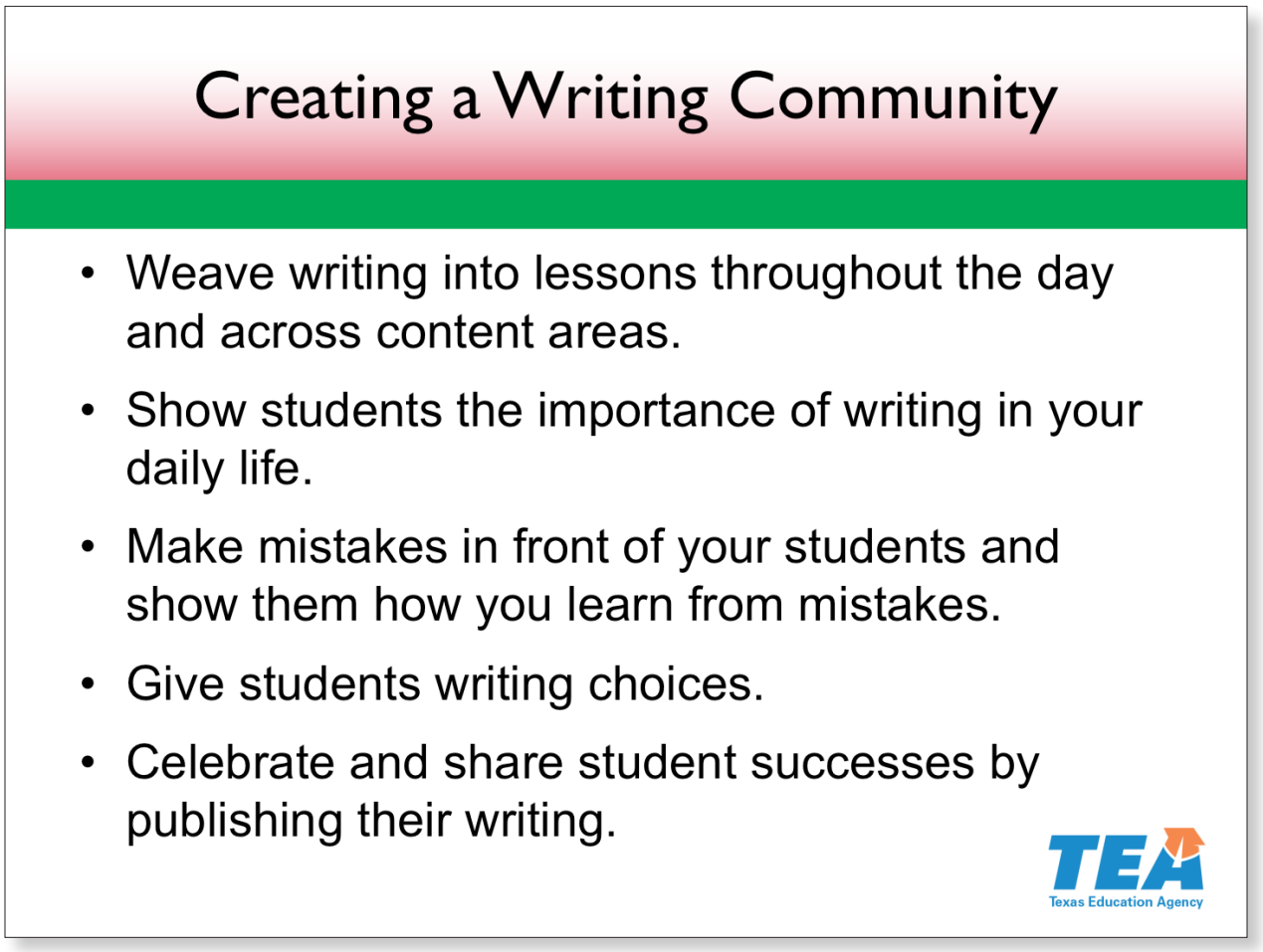

Slide 52—Creating a Writing Community (2:30:00–2:30:30)

Creating a writing community in your literacy classroom includes all elements that we have discussed throughout this section.

Additionally, in a research synthesis, Graham and his colleagues recommend that students see you as an authentic writer. Students need to see you writing for a variety of purposes. Show them how important writing is to you in your daily life—from writing e-mails to crafting parent letters to journaling.

Show students strategies not only for planning, drafting, and revising their writing, but also for motivating themselves within the writing process. Such strategies include setting goals, using self-talk, and rewarding yourself.

Students need to see what real writing looks like, which includes wrestling with ideas, struggling with organization, and making mistakes. We need to model how we resolve the various difficulties that all writers experience.

References

Cunningham et al., 2003; Dorfman & Cappelli, 2007; Graham et al., 2012; Harris et al., 2008

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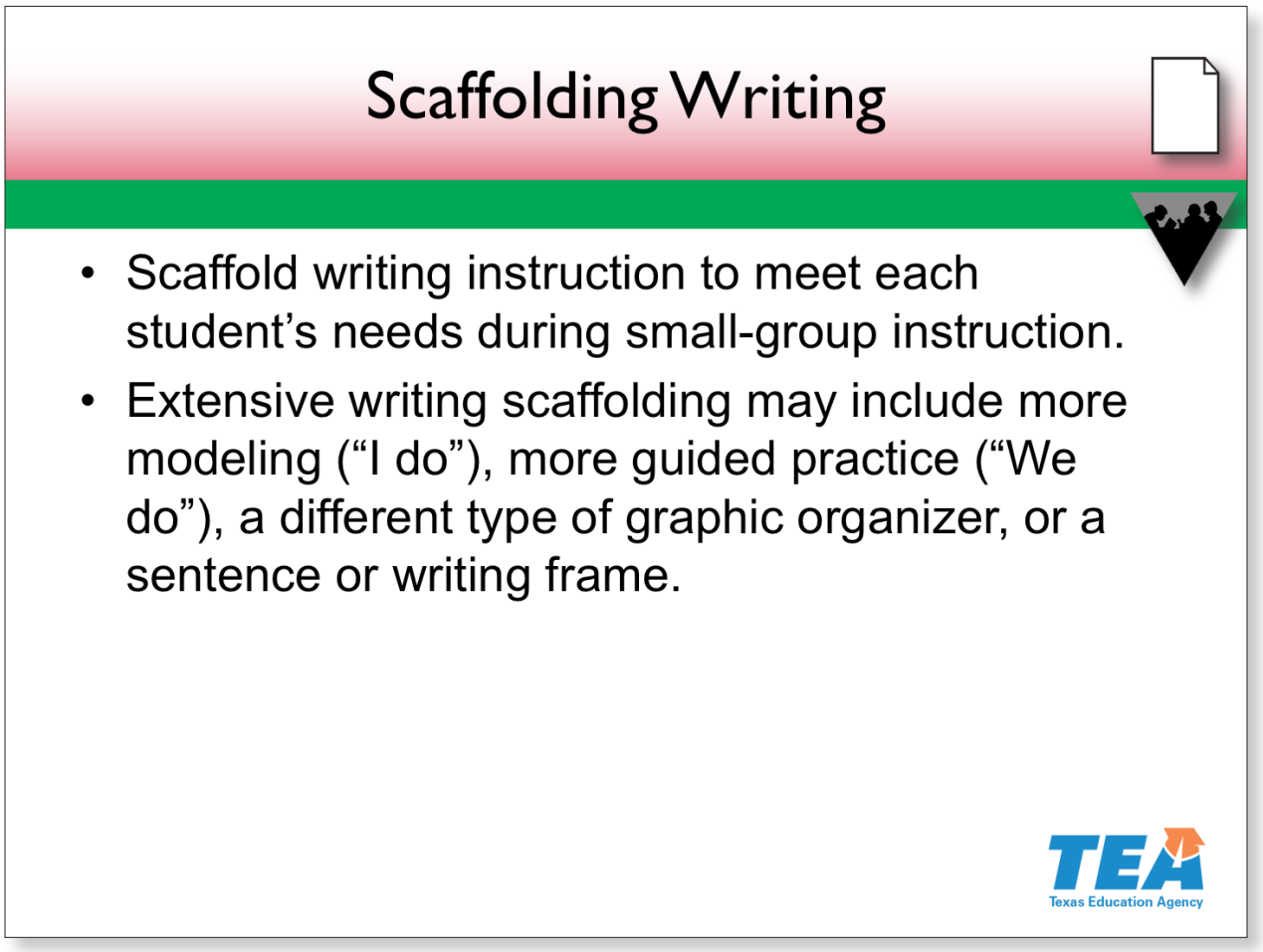

Slide 53—Scaffolding Writing (2:30:30–2:34:00)

Some students may learn quickly and need only minimal support. Others may require a bit more support. Some students may need intensive support. Types of extensive writing scaffolding are listed on the slide.

Pause for participants to read the slide.

Locate **Handout 28: Think Sheets** and take a moment to review it.

Give participants time to locate and review the handout.

This handout provides graphic organizers and planning sheets to support students who need more extensive scaffolding in English or Spanish. You can use these tools in small groups or one-on-one conferences to scaffold student writing.

When using a think sheet to scaffold struggling students, including those with dyslexia, consider additional supports, such as

- numbering the steps on the framework,

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- breaking the parts of the organizer into more manageable pieces,
- filling in the chart for the student while he or she dictates, and
- providing electronic spellers.

Activity

Think about one of your third-grade students who struggles with writing.

Which of these scaffolds might have helped that student? Take two minutes to talk at your tables about these scaffolds and others you use to support students' writing.

Allow two minutes for participants to work. Walk around and listen to the discussions. At the end of the two minutes, have participants share with the whole group or share ideas you heard.

Reference

Graham et al., 2012

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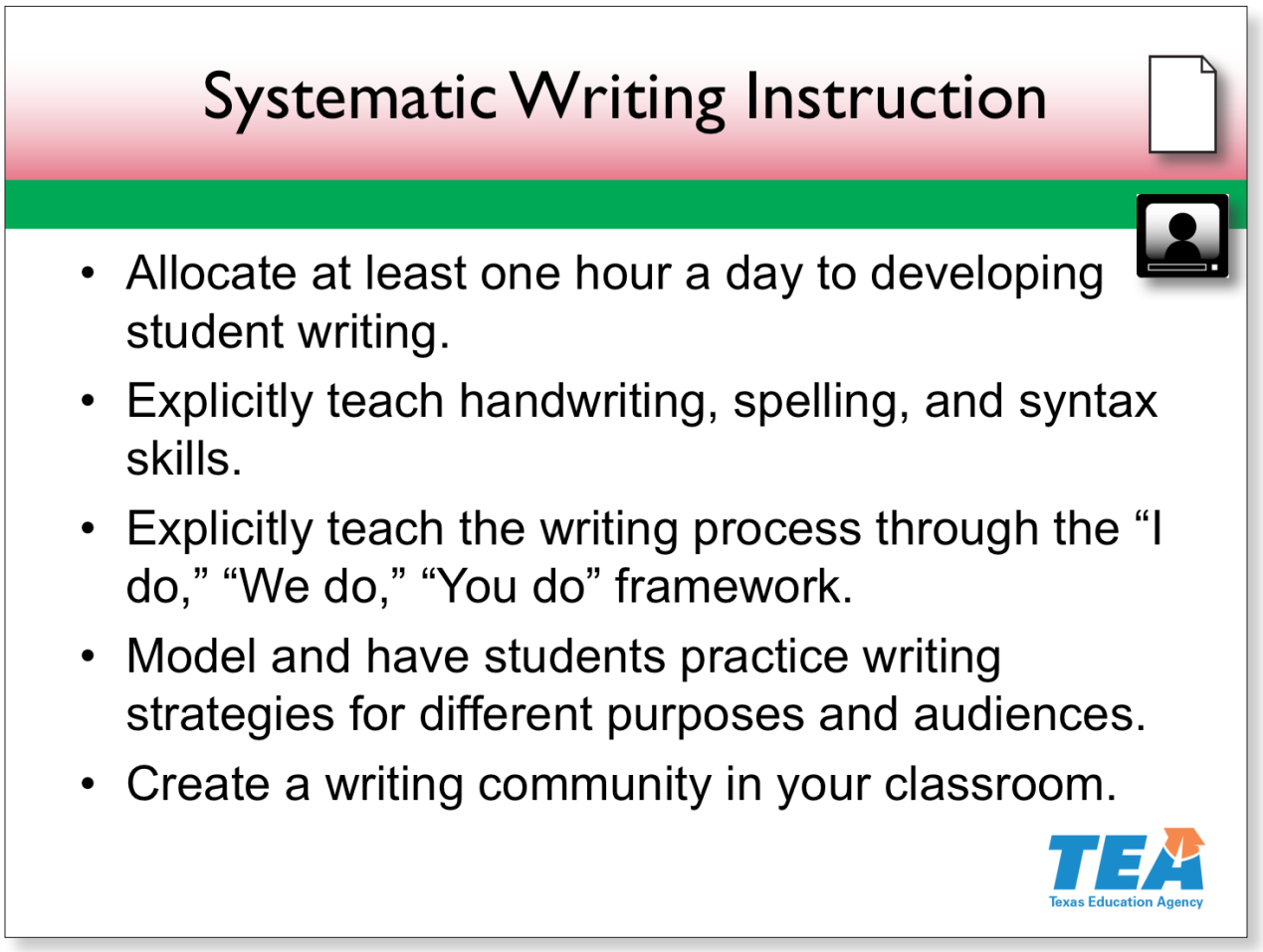

Slide 54—Systematic Writing Instruction (2:34:00–2:43:30)

Locate **Handout 29: Guidelines for Teaching Writing**.

Pause for participants to locate the handout.

This handout summarizes many of the ideas that we have discussed throughout this session and a few others, including monitoring student progress in writing, which we will discuss in a moment. Take a minute to review the handout.

Give participants a minute to review the handout.

Literacy is more than just reading. Rather, reading and writing develop together. Teachers must link reading and writing to help students see the connections between what is read and the writing structures used across various texts.

Next, we will observe an example of a writing lesson that connects reading and writing.

Locate **Handout 30: Systematic Instruction: Writing Checklist**.

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Pause for participants to locate the handout.

Note the writing activities, lessons, and materials that we have discussed in this section can be found in the third and fourth rows of the chart. As we have done in the other sections, we will apply what we have learned by using this observation tool while watching a video. As you watch, check the boxes for the different instructional elements you see and make any additional notes in the Comments column. This handout is also provided in Spanish.

Video: Informational Writing

Play the video.

Now, discuss your check marks and notes with your tablemates.

Provide two minutes for participants to work.

References

Bos & Vaughn, 2002; Bromley 1998, 2000; Graham et al., 2012; Harris et al., 2008

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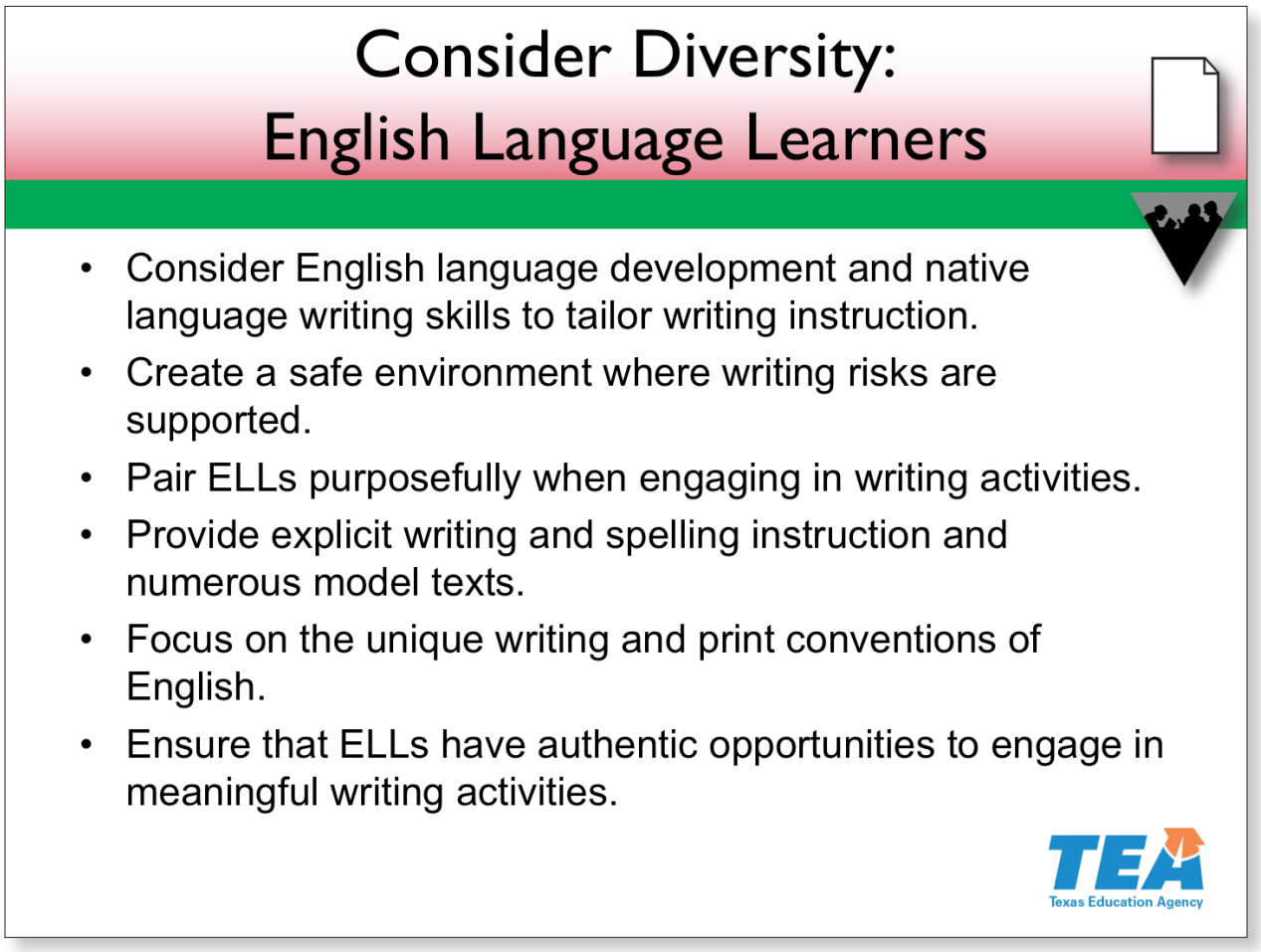

Slide 55—Consider Diversity: English Language Learners (2:43:30–2:49:00)

Language development significantly affects the writing of English language learners, or ELLs. By providing linguistically accommodated instruction that matches students' current level of English proficiency, ELLs can develop English writing skills as they develop oral English skills. Help ELLs in this process in the following ways:

- Consider ELLs' English language development and writing skills in their native language to tailor writing instruction.
- Create a safe environment and sense of community where ELLs can take risks when writing.
- Provide explicit instruction on how to write different genres and numerous model texts, especially when dealing with content area texts.

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- Focus on the unique conventions of writing and spelling in English and, when possible, compare and contrast native language and English conventions.
- Ensure that ELLs have authentic and meaningful opportunities to engage in writing activities.

Activity

Locate **Handout 31: Writing Instruction Considerations for English Language Learners**.

Pause for participants to locate the handout.

Read the handout. Then, reflect on the different writing strategies and activities that we have discussed. Choose one writing strategy or activity and one consideration that can help ELLs when engaging in that activity. For example, in handwriting instruction, I might decide that for ELLs who have a writing system different from English, I will focus on unique English conventions, how letters are formed, and how words are spaced in a sentence. You have four minutes.

Allow participants four minutes to work. Walk around and listen to the discussions. At the end of the four minutes, have participants share with the whole group or share ideas you heard that were interesting.

References

Au, 2000; Brisk & Harrington, 2000; Carrillo, 1994; de Oliveira & Lan, 2014; Farnan, Flood, & Lapp, 1994; Foulger & Jimenez-Silva, 2007; Hudelson, 1994; Hurley & Tinajero, 2001; Kame'enui & Carnine, 1998; Lee et al., 2009; Olson & Land, 2007; Peregoy & Boyle, 2005; Pérez, 1998; Samway, 2006; Snow, Burns, & Griffin, 1998

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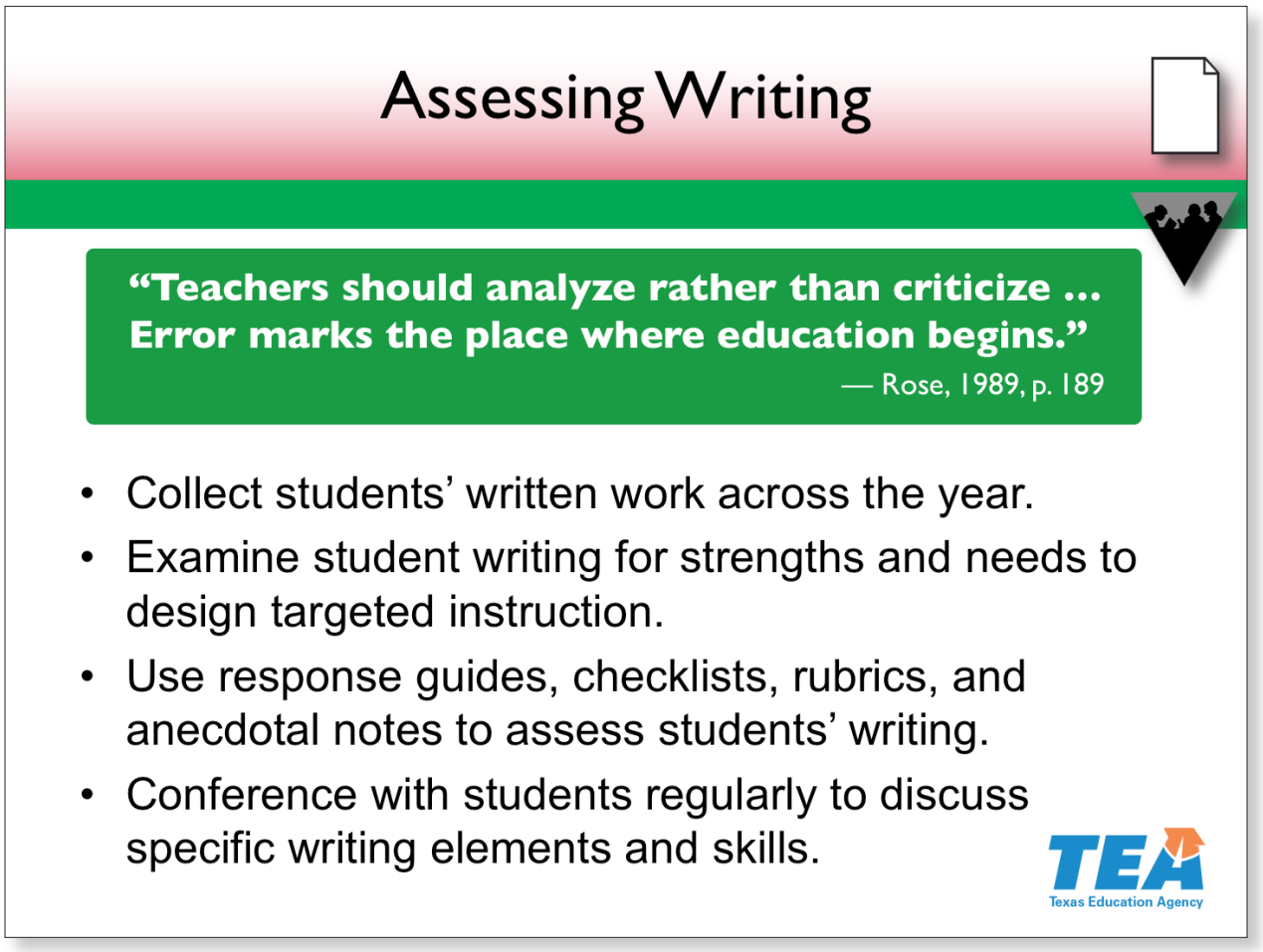

Slide 56—Assessing Writing (2:49:00–2:52:00)

As the quotation on the slide says, "analyze rather than criticize." We all make mistakes when writing. It is part of the writing process. Celebrate your students' writing risk-taking and successes—small and large.

Locate **Handout 32: Assessing the Growth of Student Writers**.

Pause for participants to locate the handout.

This handout lists considerations for monitoring student writing progress, including those listed on the slide.

Take two minutes to review the handout, including the example response guides and rubrics, which are provided in English and Spanish. With a partner, compare and contrast the rubrics provided in this handout.

Provide two minutes for participants to work.

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Writing is personal. Students need to feel that you are interested in what they have to say and how they want to say it. Once a score or a grade is placed on a student's writing, it can feel final. Reserve grading rubrics like those on pages 7, 8, 13, and 14 of the handout for final, published pieces. Use qualitative feedback at all other times.

Provide specific feedback—both positive and critical—during individual writing conferences with students.

References

Hattie, 2012; Learning First Alliance, 2000; Rose, 1989

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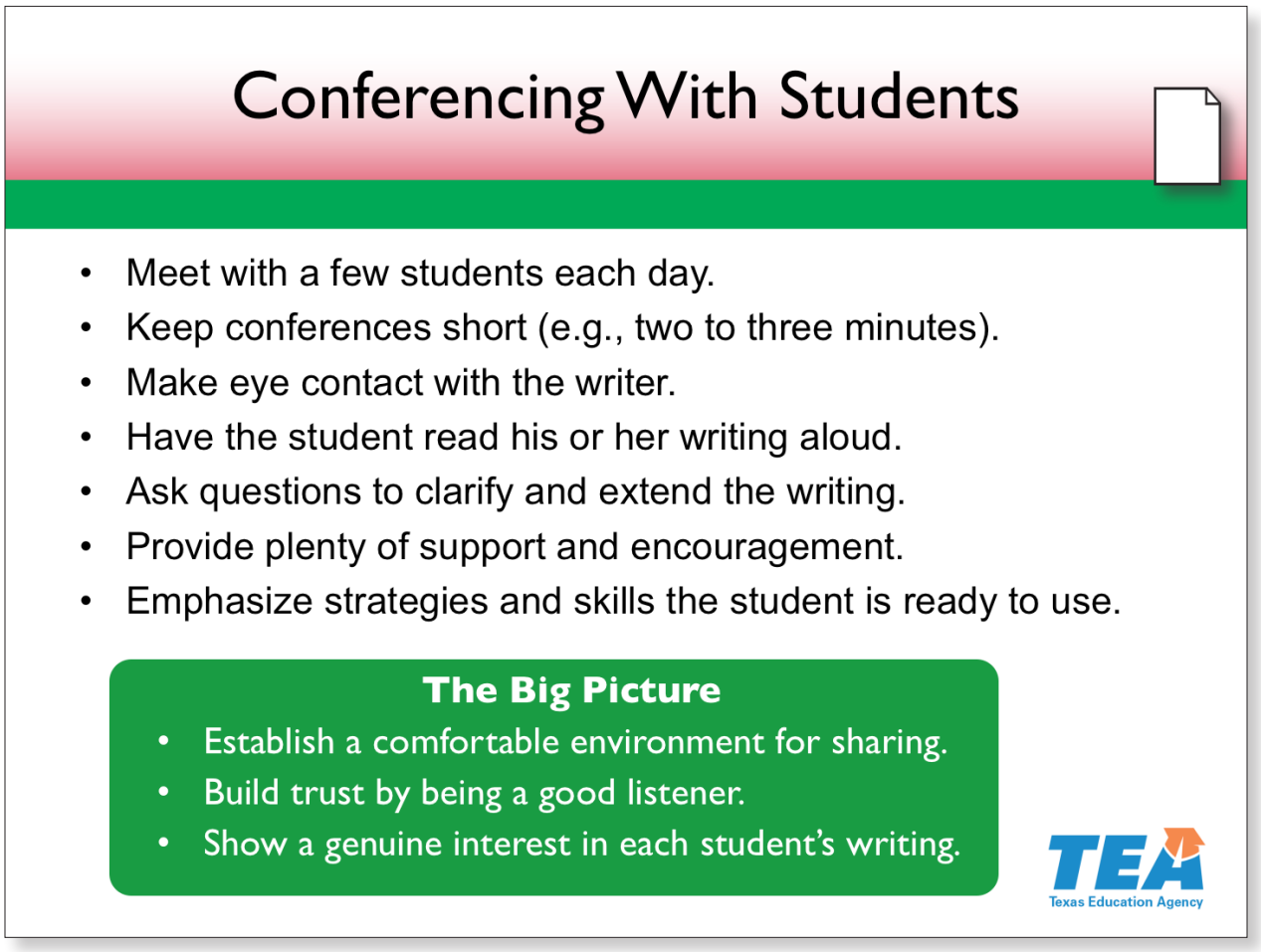

Slide 57—Conferencing With Students (2:52:00–2:52:30)

Turn to page 2 of Handout 32.

Pause for participants to locate the page.

This page includes guidelines for conferencing with students about their writing. Listen actively as students read their work aloud. Look them in the eye, describe specific effective elements in their writing, and ask specific questions related to their ideas, organization, word choice, etc.

Again, be sensitive about the feedback you provide students. If they feel they can trust you, they are more likely to continue working on their writing in your classroom.

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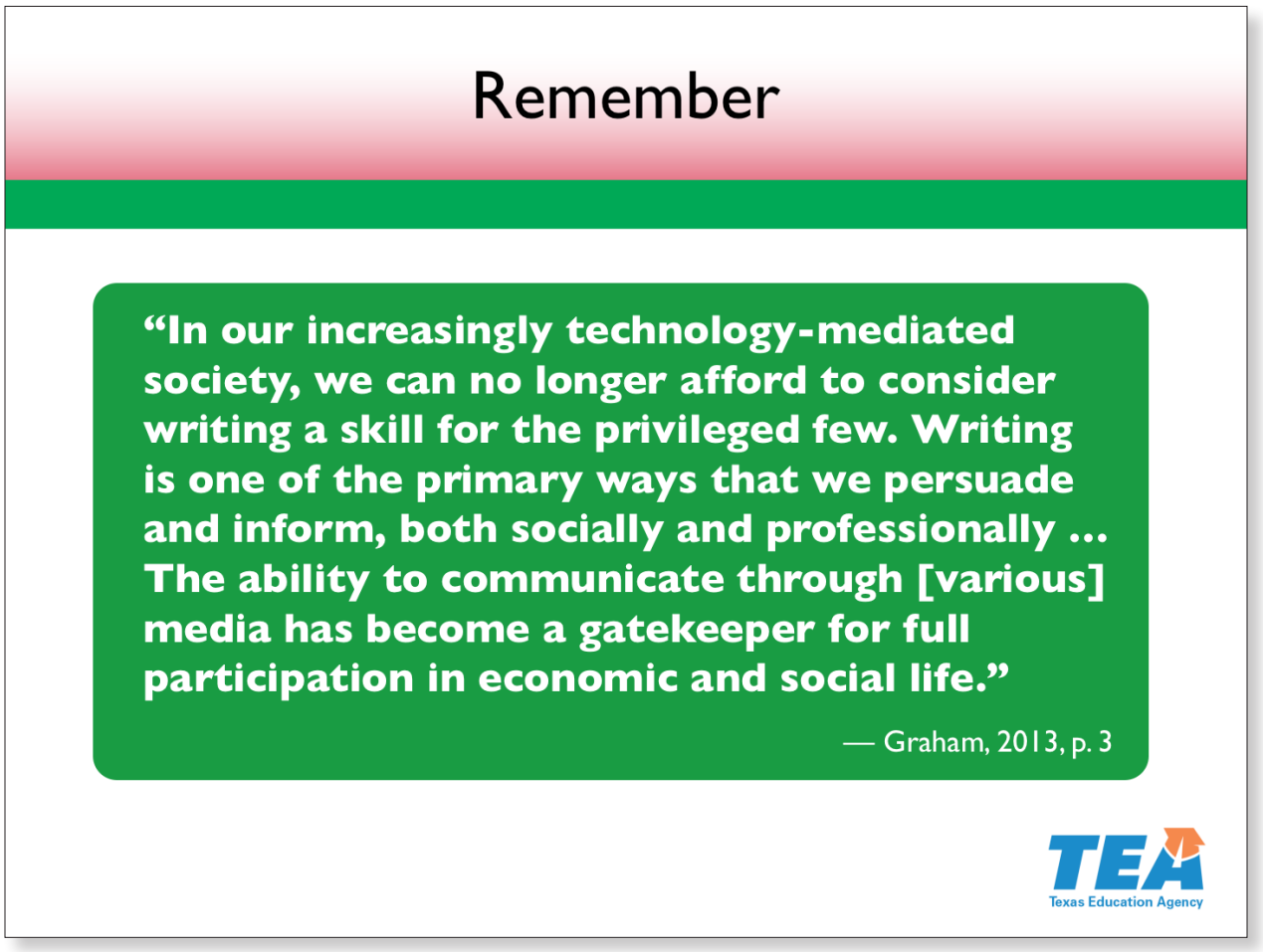

Slide 58—Remember (2:52:30–2:53:00)

Being an effective writer is no longer optional. We must start early to ensure that students develop all of the skills necessary to becoming motivated, successful writers.

References

Bromley, 2000; Graham, 2013

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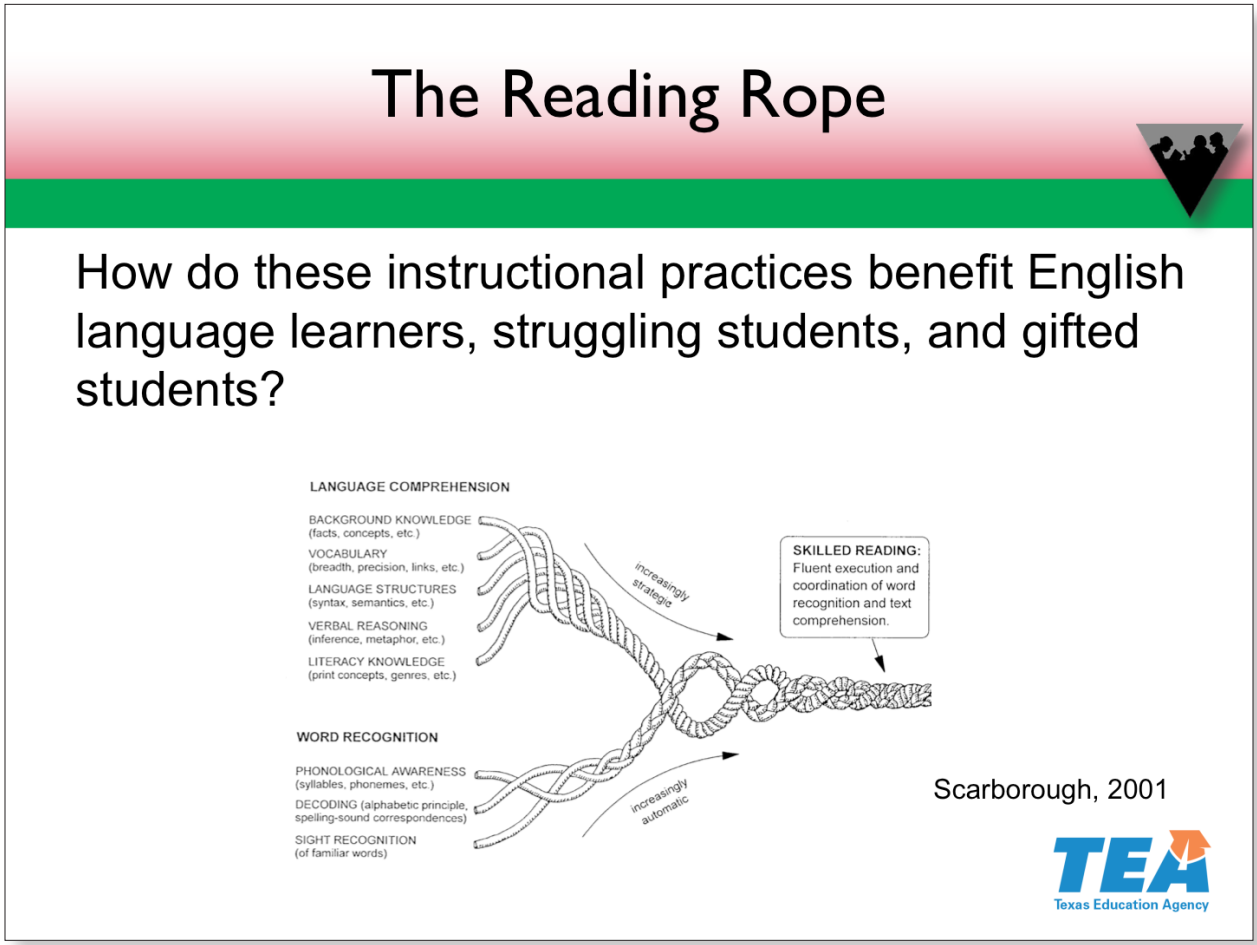

Slide 59—The Reading Rope (2:53:00–2:55:00)

Activity

Please locate your handout and model of the reading rope.

Pause as participants locate their handout and models.

Recall that each pipe cleaner in our reading rope represents skills needed for students to be proficient, skilled readers. Throughout this section, we have discussed skills necessary for students to be fluent writers. Discuss how the strands affect a student's ability to be a fluent writer.

Allow one minute for participants to discuss the question. Possible examples include the following:

- ***Receptive language versus expressive language**: Reading is a receptive task where students understand and learn new information via text. Writing is an expressive task where students create text to communicate and to*

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express themselves. For students to be fluent writers, they must have well-developed receptive language skills.

- ***Decoding versus encoding**: Reading requires decoding, which is the ability to translate a word from print to speech, usually by using knowledge of sound-symbol correspondences, or the act of sounding out a new word. Writing requires encoding in addition to decoding. Encoding is the ability to translate a word from speech to print, or the act of spelling a word.*

Take a moment to reflect on the guiding question on the slide.

Allow 30 seconds for participants to reflect.

Put your reading rope handout and model back in your folder.

Now that you have had time to reflect, let's see how our new learning can be applied to our daily instruction.

Reference

Scarborough, 2001

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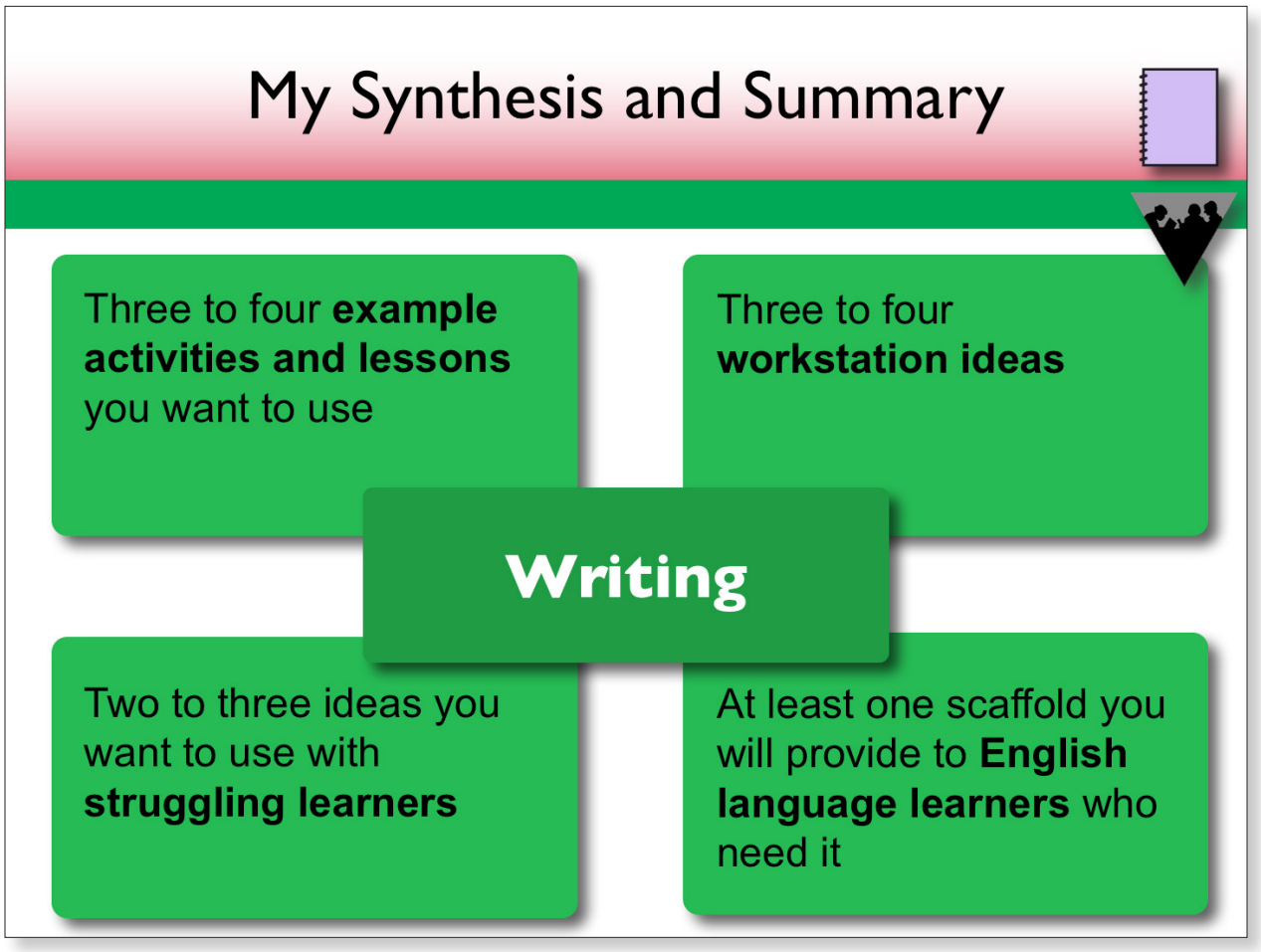

Slide 60—My Synthesis and Summary (2:55:00–3:00:00)

We will wrap up this section by synthesizing what we have learned and what it means for writing within our literacy block. Take out the Grade 3 Literacy Block and the English Language Learner Scaffolding Planning Guide from your folder.

Pause for participants to locate the resources.

As with the other sections, we will use these two documents to summarize what we have learned and how we can apply it to our literacy instruction when we get back to our classroom. On the Grade 3 Literacy Block handout, we will complete the fifth row for Writing.

*Display **Presenter Resource 5** on the document camera.*

Activity

Here is a model showing how I completed the Literacy Block document for this section.

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Review the example on the presenter resource as needed.

When filling out the last column related to English language learners, you may refer to your English Language Learner Scaffolding Planning Guide. Please take four minutes to fill out all four columns for this section.

Allow four minutes for participants to work.

Please place your Literacy Block and English Language Learner Scaffolding Planning Guide back in your folder to use again in the next section.

We have finished the Writing section.

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Writing

Handouts

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Quick-Writes for Teaching Writing

Reflect for one minute on your current writing instructional practices. Then, for two 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:

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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 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.

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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.

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Writing TEKS and Research-Based Recommendations

Use your English Language Arts and Reading TEKS Alignment chart to answer the questions.

Allocating Daily Time

About 50 percent to 60 percent of the grade 3 English Language Arts and Reading TEKS address the components of effective writing instruction.

What does this tell you about the time you should spend on teaching and having students practice writing as compared to teaching and having students practice reading?

Teaching the Writing Process

Which steps of the writing process are students expected to learn about and practice in grade 3?

Writing for a Variety of Purposes

What types of writing are students expected to learn about and practice in grades 1–4?

Teaching Handwriting, Spelling, Sentence Construction, Typing, and Word Processing

When are students expected to write legibly in cursive?

How many spelling expectations are in third grade?

What sentence types should be the focus in third-grade writing?

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Creating a Community of Writers

How often do the TEKS mention writing for an audience or sharing writing? Highlight all uses of the words *audience* and *share* across grades 1–4. In relation to which areas are these words mentioned?

Adapted from Graham et al., 2012.

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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
Previewing Helps students and teachers determine prior knowledge	We are beginning a unit about the ocean. Write all the words you think of when you think of the ocean. You have one minute. Before we begin studying subtraction, write two sentences describing what you already know about subtraction.
Summarizing Reflects knowledge and concepts learned during a lesson	We have been learning about mammals. Write a one-sentence definition of a mammal. We have been discussing Amelia Earhart. Write one or two sentences about how she showed individualism.
Self-Assessing Assesses and checks student understanding of important information	Today, we learned a lot of new information about musical instruments. Write one thing you are not sure you understand. Tell me in one or two sentences what the experiment taught you about plant stems.

In-Depth Writing Activities

Quick writes are just one type of writing activity to build into content area lessons. Here are a few other writing activities that help students process content area concepts more deeply.

- **Silent conversations:** Like the "turn to a partner" activity, this strategy allows students to talk to one another about a question or concept but on paper (thus, silently), rather than orally. Students need paper or maybe even a dialogue journal to write and keep track of their conversations. To implement this strategy, stop a lesson and have students write a note to a fellow student about a question they have or a concept they are learning. After one to three minutes, have partners stop writing and swap notes. Then, give students another one to three minutes to read and respond silently to each other's notes. Continue this note-writing and note-swapping process as many times as you see fit.
- **Write around:** Similar to silent conversations, students write notes about what they are learning, but in this activity, students work in groups of three to five. Students write on a topic for one to three minutes until the teacher says, "Pass." Then, students each pass their paper to the next person, who reads what the last person wrote, writes his or her initials in the margin, and begins writing until the teacher says, "Pass" again. The process continues until the teacher decides to stop the activity.

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- **Double-column note-taking:** This writing strategy is similar to what is called "Cornell notes," and it can be used during read-alouds, discussions, video watching, etc. Students first divide a piece of paper in half to create two columns and label each column. The first column is for students to write notes from the reading, discussion, or other lesson; the second is for students to respond or reflect on this information. For example, if the first column is labeled "Quotes From Video," the second column might be labeled "My Thoughts" or "What It Means to Me." As another example, the first column might be labeled "Addition Problem" and the second "My Solution." Tell students what these notes will be used for. Will students use the notes to have a discussion after the lesson? Will they use the notes to write an essay? Will they use the notes later for some other purpose? Make sure to model how to fill in each column before students begin.

- **Nonstop write:** Stop during a lesson, display a prompt related to what students have been learning, and have students write as much as they can on the topic for three to five minutes nonstop. The focus is getting ideas down, not writing with correct punctuation or spelling. Tell students how you will use this writing. Will students use the writing to monitor their learning? Will students share the writing with a partner? Will you collect the writing to read?

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 subtraction problems
- Writing a paragraph using mathematics terms from a content word wall

Adapted from Cunningham, 2002; Daniels, Zemelman, & Steineke, 2007; Moore, Moore, Cunningham, & Cunningham, 2010.

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Writing to Learn: Examples

Silent Conversation

Discuss this statement:

"A clock with an hour hand and a minute hand is more helpful for learning about time than a digital clock that just shows the time in numbers (e.g., 9:30)."

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Silent Conversation (Double-Digit Addition)

Solve: 54 + 27 + 32 = _____

Step 1 Reasoning and Response:	**Step 1:**
Step 2 Reasoning and Response:	**Step 2:**
Step 3 Reasoning and Response:	**Step 3:**
Step 4 Reasoning and Response:	**Step 4:**
Step 5 Reasoning and Response:	**Step 5:**

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Escribir para aprender: Ejemplos

Conversaciones silenciosas

Piensa y escribe sobre esta declaración:

"Un reloj con una manecilla para las horas y otra manecilla para los minutos ayuda más a aprender sobre cómo medir el tiempo que un reloj digital que muestra el tiempo solo con números (por ej., 9:30)."

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Conversación silenciosa
(Sumar varios números de dos dígitos)

Resuelve: 54 + 27 + 32 = _____

1er paso—Razonamiento:	**1er paso:**
2do paso—Respuesta y razonamiento:	**2do paso:**
3er paso—Respuesta y razonamiento:	**3er paso:**
4to paso—Respuesta y razonamiento:	**4to paso:**
5to paso—Respuesta y razonamiento:	**5to paso:**

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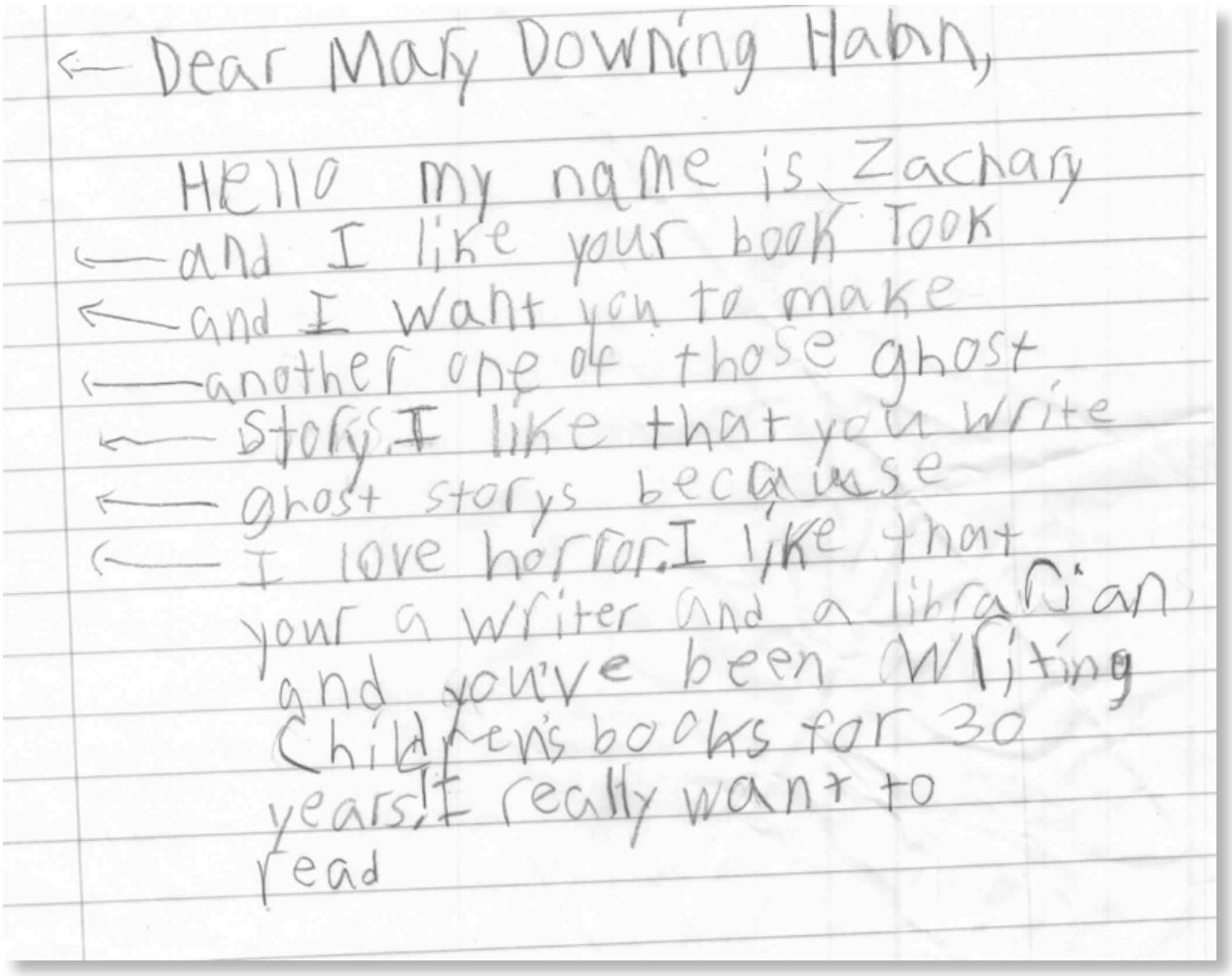
The Presentation Effect: Handwriting Samples


Dear Mary Downing Hahn,

Hello my name is Zachary
and I like your book Took
and I want you to make
another one of those ghost
Story. I like that you write
ghost storys because
I love horror. I like that
your a writer and a librarian
and you've been writing
Children's books for 30
years. I really want to
read

Does it meet the handwriting expectations in the English Language Arts Reading TEKS? Circle YES or NO.

Writes from left to right?	YES	NO	Puts spaces between words?	YES	NO
Writes from top to bottom?	YES	NO	Puts spaces between sentences?	YES	NO
Writes legibly in script or cursive?	YES	NO	Leaves appropriate margins?	YES	NO

What does this writing sample tell you about this student as a writer? Would you say he is a struggling writer?

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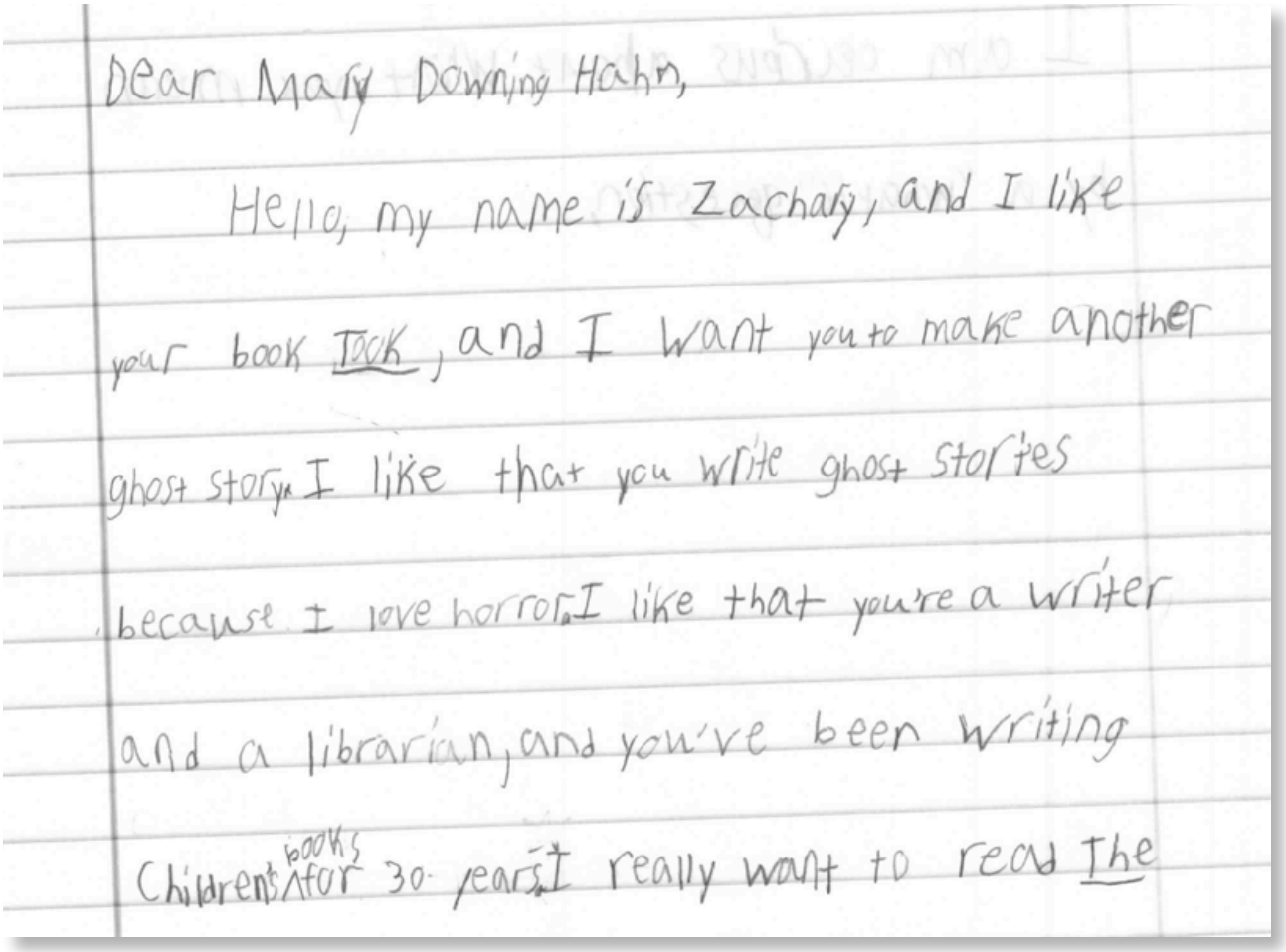

Dear Mary Downing Hahn,

Hello, my name is Zachary, and I like your book Took, and I want you to make another ghost story. I like that you write ghost stories because I love horror. I like that you're a writer and a librarian, and you've been writing Children's books for 30 years. I really want to read The

Does it meet the handwriting expectations in the English Language Arts Reading TEKS? Circle YES or NO.

Writes from left to right?	YES	NO	Puts spaces between words?	YES	NO
Writes from top to bottom?	YES	NO	Puts spaces between sentences?	YES	NO
Writes legibly in script or cursive?	YES	NO	Leaves appropriate margins?	YES	NO

The same student wrote both of these samples. Does your opinion of his writing ability change based on the second version?

NOTE: Both samples are rough drafts. After writing the first one, the student conferenced with the teacher. She told him that even though it was a rough draft, he should follow conventions they had been taught. She reminded him about margins, double-spacing, and writing in his best handwriting. She asked him to rewrite the draft. The second one is the rewritten draft.

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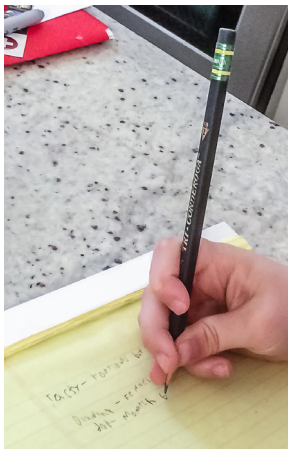
Guidelines for Teaching Handwriting



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.

Make sure to form letters the same way that students should form them. Sometimes, we have developed our own inefficient methods for writing letters, and we do not want to transfer these bad habits to our students' writing.

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 document camera. Form letters the same way that students should form them. Sometimes, we have developed our own inefficient methods for writing letters, and we do not want to transfer these bad habits to our students' writing.

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.

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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., three 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.

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.

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Sentence Activities for Building Syntactic Knowledge

Model Sentences

Use model sentences to teach specific syntactic elements such as parts of speech, punctuation, or capitalization. You can also use model sentences to teach more sophisticated linguistic elements such as rhyme, alliteration, or sensory language.

Find model 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 in 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 model 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 model sentence (e.g., change a period to a question mark). Then discuss how the change affects meaning.

We can use the Spanish term "oraciones modelo" to teach this concept and implement this activity in the bilingual classroom.

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).

We can use the Spanish translation "anagramas de oraciones" when practicing this activity in the bilingual classroom.

Expanding or Elaborating Sentences

Start with an original sentence. Have students add words, phrases, and clauses to provide more details and expand the sentence.

Guidelines

Have students identify the subject and predicate in the sentence.

Have students answer questions related to the predicate.

- Did what…?

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- How…?
- When…?
- Where…?
- Why...?

Have students answer questions related to the subject.

- Who or what…?
- Which…?
- What kind of…?

Use the responses to these questions to expand on their original sentence.

Sample Routine 1

1. Write phrases on index cards that answer the questions *who* (or *what*), *did what*, *when*, *where*, and *why*. Use different-colored cards for each type of phrase. See page 3 of this handout for examples.
2. Place students in small groups.
3. Give each group a set of cards that contains the different types of phrases.
4. Have the group arrange the phrases into complete sentences.
5. Ask students to identify the type of phrase on each card.

OPTIONAL ACTIVITY: Put all the phrases on white index cards. Have students sort the phrases into categories: *who* (or *what*), *did what*, *when*, *where*, and *why*. Have students build sentences using one phrase from each category.

Sample Routine 2

1. Write the original sentence on a sentence strip and put it in a pocket chart.
2. Model how to fill out the chart on page 4 of this handout for the sentence.
3. Transfer your responses in the chart to sentence strips and put them in the pocket chart.
4. Have students help you move the sentence strips around the original sentence to come up with a more detailed sentence.
5. Place students in small groups.
6. Give the groups another sentence or have them come up with their own original sentence.
7. Have students fill out the chart on page 4.

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8. Have students transfer their responses on the chart to sentence strips.
9. Students can then move the sentence strips around the original sentence to come up with a more detailed sentence.
10. Have each group share their expanded sentence.

Example Phrases and Key Words

Who or What?	Did What?	When?	Where?	Why?
one small square	has been spinning slowly	in 1885	on the mountains	because...
the rocky region	posed a problem	throughout the day	in the beaker	in order to...
a special citizen	was drawn with care	yesterday afternoon	at the center	so...
many thick, human cheek cells	read a line plot	after the election	near the edge	since...
expanded forms	form clouds	during the process	through the Arctic waters	unless...
distribution maps	clearly features the formations	for weeks and weeks	under the microscope	if not agreed upon
tiny droplets of condensed water	would change the way of life	at the last moment	among the possible solutions	if conditions are right
ordered pairs	write the division sentence	as time ran out	across the rocky terrain	
various trade agreements	is greater than the circumference	at approximately 8:40	beneath the surface	
the conscientious student	slowly carries messages	ahead of	between the points	
		today		
		while calculating		
		later		
		before		

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Sentence Expansion

ORIGINAL Sentence	
Expand the Predicate	
How?	
When?	
Where?	
Why?	
Expand the Subject	
Who or what?	
Which?	
What kind of?	
FINAL Sentence	

Adapted from Anderson, 2005, 2007; Greene, 2000; Moats & Hennessy, 2010; Saddler, 2009, 2012.

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Expandiendo oraciones

Empiece con la oración original. Pida a los estudiantes que añadan palabras, frases, o cláusulas para dar más detalles y expandir la oración.

Reglas generales:

Pida a los estudiantes que identifiquen el sujeto y el predicado.

Pida a los estudiantes que contesten las preguntas relacionadas al predicado.

- ¿Qué le pasó a….?
- ¿Cómo…?
- ¿Cuándo…?
- ¿Dónde…?
- ¿Por qué...?

Pida a los estudiantes que contesten las preguntas relacionadas al sujeto.

- ¿Quién o qué?
- ¿Cuál…?
- ¿Qué clase de…?

Utilice las respuestas a estas preguntas para agrandar o ampliar la oración original.

Ejemplo de rutina 1

1. Escriba en tarjetas frases que contesten las preguntas: *quién o qué, qué hizo, cuándo, dónde,* y *por qué*. Utilice diferentes colores de tarjetas para cada frase.
2. Organice a los alumnos en pequeños grupos.
3. Entregue a cada grupo de estudiantes un grupo de tarjetas que contenga diferentes tipos de frases.
4. Pida al grupo que organice las frases en oraciones completas.
5. Después pida a los estudiantes que identifiquen el tipo de frase en cada tarjeta.

Actividad opcional: Ponga todas las frases en tarjetas blancas. Pida a los estudiantes que categoricen las tarjetas dependiendo de que tipo de frase es: *quién o qué, qué hizo, cuándo, dónde,* y *por qué*. Pida a los estudiantes que formen oraciones, utilizando una frase de cada categoría.

Ejemplo de rutina 2

1. Escriba la oración original en una tarjeta larga para oraciones y colóquela en un tablero con bolsillos.

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2. Demuestre cómo completar la tabla que se presenta más adelante para esta oración.
3. Transfiera sus respuestas a tarjetas largas y colóquelas en el tablero con bolsillos.
4. Pida a los estudiantes que le ayuden a mover las tarjetas largas alrededor de la oración original para crear una oración con más detalles.
5. Organice a los alumnos en pequeños grupos.
6. Entregue a los grupos otra oración o pídales que escriban ellos su propia oración original.
7. Pida a los estudiantes que completen la tabla presentada.
8. Pida a los estudiantes que transfieran sus respuestas de la tabla a tarjetas largas.
9. Los estudiantes pueden poner las tarjetas largas alrededor de la oración original para crear una oración con más detallada.
10. Pida que cada grupo comparta su nueva oración.

Ejemplos de frases y palabras clave

Qué o quién	Qué hizo	Cuándo	Dónde	Por qué
el discurso	cabalgó	durante todo el día	en la plaza principal	porque…
pequeñas gotas de agua	siguen desapareciendo	a la media noche	bajo el microscopio	para…
los animales en peligro de extinción	forman nubes	durante los últimos años	en África	debido…
la princesa	se abrió al público	el mes pasado	en Nueva York	con motivo de…
la exhibición	fue escuchado	a las 9:30 am	hasta la cueva	sin embargo…

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Sentence Activities for Building Connections Within and Across Sentences

Sentence Combining

Pull a sentence from a book that students are reading and break it into its constituent sentences. Have students put the sentences back together into one sentence, trying to do it the way the author wrote it.

OPTIONAL ACTIVITY: Use the opposite process. Have students deconstruct a sentence into two or more sentences. This activity is more difficult than combining sentences into one.

Examples

- Inserting adjectives and adverbs

  In that place she felt completely safe. The place was dark.

  In that dark place she felt completely safe. (from *Thank you, Mr. Falker* by Patricia Polacco)

- 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

  She longed to go back to the farm. The farm belonged to her grandparents.

  How she longed to go back to her grandparents' farm in Michigan. (from *Thank you, Mr. Falker* by Patricia Polacco)

- 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: Can you write this sentence a different way? Would that sentence need a comma?

- 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)

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The Writing Process

Writing Stage	Procedures
Planning • Selecting topics, generating ideas, and organizing ideas and related concepts to write about • Determining purpose, audience, and writing form	• 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
Drafting • Putting planning ideas into writing • Reading and rereading to determine whether writing makes sense • Conferencing with teacher and peers to discuss and review writing	• 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
Revising • Making content changes discussed during conferences • Changing text to clarify or enhance meaning	• Conference with peer and/or teacher • Reread, reword, rewrite for clearer meaning • Refine word choice and sentence structure • Use self-revising checklist
Editing • Correcting punctuation, capitalization, grammar, and spelling • Conferencing with teacher or peer to proofread and edit	• Reread • Proofread • Check spelling, capitalization, punctuation, and grammar • Use peer-editing and/or self-editing checklists
Sharing or publishing • Preparing and sharing writing on a regular basis • Celebrating accomplishments	• 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 & Vaughn, 2002; Bromley, 1998; Cunningham & Allington, 1999; Graham et al., 2012; Gunning, 2002.

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El proceso de escritura

Etapa	Procedimientos
Planear • 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	• 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
Escribir un borrador • 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	• 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 gráfico utilizado para la planeación
Revisar • Cambiar el contenido del texto escrito de acuerdo a la discusión anterior (la conferencia) • Modificar el escrito para aclarar o mejorar el significado	• 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
Editar • Corregir la puntuación, la gramática y la ortografía • Realizar una conferencia con la maestra o compañero para buscar errores y corregirlos	• 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
Publicar • Preparar el texto escrito para compartir con los demás regularmente • Celebrar los logros de escritura	• 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 & Vaughn, 2002; Bromley, 1998; Cunningham & Allington, 1999; Graham et al., 2012; Gunning, 2002.

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Ideas for Supporting Student Planning

Create a Supportive Planning Environment

- Allow students to take risks with their writing.
- Be enthusiastic about planning for writing.
- Allow students to set up their own writing space.
- Provide choice in students' writing topics.
- Have students help and provide feedback to one another during the planning process.
- Have students share their works in progress with one another.

Provide Planning Activities

- Have students gather information on the topic from multiple sources.
- Have students brainstorm everything they know or want to know about a topic.
- Use graphic organizers to organize information before writing.
- Generate questions to answer or to focus discussion and planning.

Use Inquiry to Engage Students

- Examine objects for certain characteristics to describe, compare, or contrast.
- Conduct experiments and use the findings as the basis for writing.
- Observe certain phenomena to write about.
- Explore another person's perspective to derive a narrative or expository text.

Teach Planning Strategies Explicitly

- Model and scaffold strategy use until students can apply the strategies on their own.
- Make strategy learning an interactive process among the teacher and students.
- Support students in gaining the knowledge and skills necessary to implement strategies effectively.
- Differentiate instruction in strategy use to meet students' various needs.
- Understand that some students need more time to master a strategy than other students.
- Motivate students to continue to use strategies consistently on their own.
- Teach students how to self-regulate when using a strategy (e.g., monitor their use of the strategy, develop an awareness of the difficulties in using the strategy).
- Help students to use a strategy flexibly by understanding when, where, and why the strategy is most helpful.

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Planning Conference Guide

I am the Writer	I am the Partner
 I have bright ideas!	 I help iron out those ideas!
Planning for My Purpose Explain your purpose for writing. Answer any questions your partner asks. Make a note of suggestions.	**Planning for the Purpose** Decide whether the writer has a clear purpose for writing. Suggest a possible purpose and help the writer make changes if necessary.
Planning for My Audience Describe your audience. Answer any questions your partner asks. Make a note of suggestions.	**Planning for the Audience** Decide whether the writer really understands the audience. Suggest possible audiences and new audience characteristics.
Planning for My Content Explain your main ideas to your partner. Describe how you plan to elaborate on each main idea. Make a note of suggestions.	**Planning for the Content** Listen as the writer shares the ideas. Decide whether the ideas make sense. Suggest new ways to elaborate.
Planning for My Form Share your organization plan with your partner. Answer any questions your partner asks. Make a note of suggestions.	**Planning for the Form** Look and listen as the writer describes the plan. Decide whether the form is clear and fits the writing purpose. Suggest new ways to organize.

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Guía para la conferencia de planeación

Yo soy el escritor	**Yo soy la pareja**
¡Tengo ideas brillantes!	¡Yo ayudo a mejorar esas ideas!
Planear el objetivo Explica tu objetivo o propósito para escribir Contesta las preguntas que tu pareja tenga. Anota las sugerencias que te haga tu pareja.	**Planear el objetivo** Decide si el escritor tiene un objetivo claro para escribir. Sugiere un posible objetivo y ayuda al escritor a hacer cambios si es necesario.
Planear para mi audiencia Describe tu audiencia. Contesta las preguntas que tu pareja tenga. Anota las sugerencias que te haga tu pareja.	**Planear para la audiencia** Decide si el escritor realmente entiende la audiencia a la que se dirige su texto. Sugiere diferentes audiencias y las características de nuevas audiencias si es necesario.
Planear el contenido Explica las ideas principales a tu pareja. Describe cómo piensas desarrollar cada idea principal. Anota las sugerencias que te haga tu pareja.	**Planear el contenido** Escucha cuando el escritor te explique las ideas. Decide si las ideas tienen sentido. Sugiere nuevas maneras para desarrollar las ideas.
Planear la estructura del texto Explica la organización de tu texto a tu pareja. Contesta las preguntas que tu pareja tenga. Anota las sugerencias que te haga tu pareja.	**Planear la estructura del texto** Observa y escucha mientras el escritor te describe la organización de su texto. Decide si la estructura del texto está clara y corresponde al objetivo para escribir. Sugiere nuevas maneras para organizar el texto.

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Importance of Revision

MacArthur's Reason 1:

Processes:

1.

2.

3.

MacArthur's Reason 2:

Processes:

1.

2.

3.

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Teaching Revising Strategies

Set clear, meaningful goals for writing tasks.

Make sure that students understand their purpose for writing and the audience.

To make a writing task more meaningful, have students focus on writing for a specific audience.

For students to revise successfully, they must compare the text they've written to the text they intended to write. Having such intentions implies having specific goals for a piece of writing.

Ensure that students receive feedback on their writing from you and their peers.

Conference with students about their writing to provide individual feedback.

ENGLISH

Ideas for Complimenting Writing	Questions and Suggestions to Improve Writing
The beginning of your paper is effective because…	Could you add a sentence at the beginning to get the reader's attention?
This part pulls the reader in because…	I got confused in the part about…
You explained this effectively by…	Could you add an example to show…?
The order you used in this paper works because…	Your paper might make more sense if you rearranged…
You used several details to describe _____, including…	Could you add more information about…?
The dialogue in this story makes it more interesting.	You might add dialogue here to…
Your use of the word _____ works well here because…	Could you use a different word for _____ because…
The facts you chose work well because…	You could leave this part out because…
This example was a good choice because…	Is there an example you could use to illustrate…?
The ending of your paper is effective because…	You might add one more sentence at the end to…
Your [story/essay] made me [feel/think]…	There's quite a bit of repetition at this part. How can we fix that?

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SPANISH

Ideas para elogiar el texto	Preguntas y sugerencias para mejorar el texto
El inicio de tu texto es efectivo porque…	¿Podrías añadir una oración al principio del texto que capture la atención del lector?
Esta parte captura la atención del lector porque…	Me confundí en la parte sobre…
Tú explicaste este punto efectivamente porque…	¿Podrías añadir un ejemplo para mostrar o explicar …?
El orden de tus ideas en este texto funciona porque …	Tu texto podría tener más sentido si tú reorganizaras…
Utilizaste varios detalles para describir _____ incluyendo….	¿Podrías añadir más información sobre…?
El diálogo que escribiste en esta historia la hace más interesante.	Podrías añadir diálogo aquí para…
La palabra _____ funciona bien en esta parte porque…	¿Podrías añadir una palabra diferente a _____ para…?
Los hechos que escogiste funcionan bien porque…	Podrías eliminar esa parte porque….
Poner este ejemplo fue una buena decisión porque…	¿Puedes utilizar un ejemplo para explicar esta parte?
El final de tu texto es efectivo porque…	Podrías añadir una oración extra al final del texto para …
Tu historia o texto me hace sentir o pensar…	Repites la misma idea en esta parte. ¿Cómo podemos arreglar esto?

Allow students to discuss each other's writing. Research shows that students learn from revising others' writing and from receiving feedback from their fellow writers.

When students peer revise, provide specific criteria to evaluate each other's writing. Using a rubric with these criteria may be helpful. (See the next point.)

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Teach how to use specific criteria to evaluate writing and how to revise based on those criteria.

Revision requires students to evaluate their own writing, which is difficult. Giving students specific evaluation criteria supports this process.

Model how to use evaluation criteria by displaying texts with particular types of problems and discussing how to apply the criteria to revise each text.

Evaluation criteria may be specific to a particular genre, or they could apply more generally across genres. For example, criteria specific to expository writing might include, "Is the thesis clearly stated?" or "Are there at least two clear reasons supporting the thesis?" Specific criteria that could apply across genres include, "Did I use good transition words?" or "Is anything confusing?"

Provide rubrics with specific criteria for students to use when revising others' or their own writing. See examples on the next two pages.

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ENGLISH

Sample rubric for narrative writing

Score each question: 1 = Needs revision 2 = OK 3 = Well done	
Criteria	**Feedback**
Is the place where the story takes place clear?	1 2 3
Is the time when the story takes place clear?	1 2 3
Is the main character clearly described?	1 2 3
Are other characters clearly described?	1 2 3
Is there a clear beginning of the story?	1 2 3
Is there a clear middle of the story?	1 2 3
Is there a clear ending to the story?	1 2 3
Is my story entertaining to read?	1 2 3

Sample rubric for expository writing

Score each question: 1 = Needs revision 2 = OK 3 = Well done	
Criteria	**Feedback**
Is the thesis clearly stated?	1 2 3
Are there at least two clear reasons supporting the thesis?	1 2 3
For each reason, are specific evidence or examples provided?	1 2 3
Is there a clear conclusion that restates the thesis in a different way?	1 2 3
Is there repetition?	1 2 3
Is there anything in my essay that doesn't fit with my thesis?	1 2 3
Does my essay provide a unique perspective on the topic?	1 2 3

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Sample rubric for persuasive writing

Score each question: 1 = Needs revision 2 = OK 3 = Well done	
Criteria	**Feedback**
Is the position clearly stated?	1 2 3
Are there at least two clear reasons supporting the position?	1 2 3
For each reason, are specific evidence or examples provided?	1 2 3
Is the opposing position clearly stated?	1 2 3
Is the opposing position clearly refuted?	1 2 3
Is there a clear conclusion that restates the position in a different way?	1 2 3
Is there repetition?	1 2 3
Does anything in my essay not fit with my position?	1 2 3
Is my essay persuasive?	1 2 3

Sample rubric to apply across genres

Score each question: 1 = Needs revision 2 = OK 3 = Well done	
Criteria	**Feedback**
Is anything confusing?	1 2 3
Is there repetition?	1 2 3
Does anything in my writing not fit?	1 2 3
Are there gaps where I need to add more information or details?	1 2 3
Does my beginning draw in the reader?	1 2 3
Do I wrap up my writing effectively?	1 2 3
Did I use good transition words?	1 2 3
Do my ideas flow from one sentence to the next?	1 2 3

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SPANISH

Ejemplo de rúbrica con criterios específicos para analizar textos narrativos

Puntuación para cada enunciado: 1 = Necesita revisión 2 = Bien 3 = Excelente			
Criterios	**Puntuación**		
El lugar donde la historia tiene lugar esta claramente descrito.	1	2	3
El tiempo cuando la historia tiene lugar está claramente descrito.	1	2	3
El personaje principal está claramente descrito.	1	2	3
Los otros personajes también están claramente descritos.	1	2	3
Hay un principio claro en la historia.	1	2	3
Hay una parte media clara en la historia.	1	2	3
Hay un final claro en la historia.	1	2	3
La historia entretiene al lector.	1	2	3

Ejemplo de rúbrica con criterios específicos para analizar textos expositivos

Puntuación para cada enunciado: 1 = Necesita revisión 2 = Bien 3 = Excelente			
Criterios	**Puntuación**		
La tesis está claramente enunciada.	1	2	3
Hay por lo menos dos razones claras que apoyan la tesis.	1	2	3
Para cada razón, hay evidencia específica o ejemplos dados.	1	2	3
Hay una conclusión clara que exponga la tesis de nuevo pero en una manera diferente.	1	2	3
Repetición de ideas – si la hay—benefician al texto.	1	2	3
Toda la información en el texto concuerda con la tesis.	1	2	3
Mi texto proporciona una perspectiva única sobre el tema.	1	2	3

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Ejemplo de rúbrica con criterios específicos para analizar textos persuasivos

Puntuación para cada enunciado: 1 = Necesita revisión 2 = Bien 3 = Excelente			
Criterios	**Puntuación**		
La posición a persuadir está claramente expuesta.	1	2	3
Hay por lo menos dos razones claras que apoyan la posición.	1	2	3
Para cada razón, hay evidencia específica o ejemplos dados.	1	2	3
La posición opuesta está claramente expuesta.	1	2	3
La posición opuesta está claramente refutada.	1	2	3
Hay una conclusión clara que exponga la posición de nuevo pero en una manera diferente.	1	2	3
Repetición de ideas – si la hay—benefician al texto.	1	2	3
Toda la información en el texto concuerda con la tesis.	1	2	3
Mi texto es persuasivo.	1	2	3

Ejemplo de rúbrica con criterios específicos que se puede aplicar a varios géneros

Puntuación para cada enunciado: 1 = Necesita revisión 2 = Bien 3 = Excelente			
Criterios	**Puntuación**		
Toda la información está presentada claramente.	1	2	3
Repetición de ideas – si la hay—benefician al texto.	1	2	3
Toda la información en mi texto corresponde con mi tema y mi objetivo.	1	2	3
Toda la información o detalles necesarios están presentes en el texto.	1	2	3
El inicio del texto captura la atención del lector.	1	2	3
El texto termina con una conclusión efectiva.	1	2	3
Utilice palabras de enlace correctamente.	1	2	3
Las ideas fluyen de una oración a la otra correctamente.	1	2	3

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Integrate instruction in critical reading with evaluation and revision instruction.

Critical reading and revising writing are similar. They both require the reader to evaluate writing and identify comprehension problems.

Allow students to word process their writing when possible.

Word processing alone does not necessarily improve students' revising abilities; however, allowing students to word process their writing can simplify the physical act of revising.

Word processing may motivate students to revise by removing a major revising deterrent—having to recopy a piece of writing by hand.

Explicitly teach specific revision strategies.

Teach and have students practice syntax revision techniques like sentence expansion for adding details and sentence combining for removing repetition and creating different types of sentences.

Research demonstrates that teaching students a specific strategy for revision can improve both their revising abilities and overall writing quality.

Research-based revision strategies include a combination of peer interaction, specific evaluation criteria, and self-regulation.

Sample revision strategy:

R = Read your essay aloud. Highlight where you think changes need to be made and ask yourself whether you need more ideas. (Use a star to show where you will add something.)

E = Evaluate the problems. Use the evaluation criteria.

V = Verbalize what you will do to fix the problems.

I = Implement the changes.

S = Self-check the one or two goals you set for yourself. Make other revisions based on these goals.

E = End by rereading and making any additional changes.

Adapted from Harris, Graham, Mason, & Friedlander, 2008; MacArthur, 2013; Saddler, 2012; Saddler & Graham, 2005.

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Editing Tools

Self-Editing Checklist

	Yes	No	Edits Made
Does each sentence start with a capital letter?			
Does each proper noun (person's name, month, and day) start with a capital letter?			
Does each sentence end with a period, exclamation point, or question mark?			
Do possessive nouns and contractions have apostrophes?			
Do my subjects and verbs match? Does each sentence sound right?			
Did I use a dictionary and/or thesaurus to check my spelling?			
Did I circle words I think are misspelled?			

Partner Editing Checklist

	Yes	No	Edits Made
Did my partner start each sentence with a capital letter?			
Did my partner start each proper noun (person's name, month, and day) with a capital letter?			
Did my partner end each sentence with a period, exclamation point, or question mark?			
Did my partner use apostrophes in each possessive noun and contraction?			
Did my partner match the subjects and verbs? Does each sentence sound right?			
Did my partner use a dictionary and/or thesaurus to check spelling?			
Did my partner circle words that may be misspelled?			

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Self-Proofreading Checklist

Did I remember?

- ❏ Capitalization
- ❏ Punctuation
- ❏ Correct spelling
- ❏ Margins
- ❏ Indentation
- ❏ Neatness
- ❏ Complete sentences
- ❏ Beginning and ending of sentences or paragraphs
- ❏ Sentences in order

Peer Editing Checklist

Author: _____

Editor: _____

	Yes	No
All sentences begin with a capital letter.		
Proper nouns are capitalized.		
All sentences end with a punctuation mark (period, question mark, exclamation point).		
All words that need apostrophes have them.		
All sentences are complete sentences.		
All of the words that might be misspelled are circled.		

Adapted from Areglado & Dill, 1997; Bromley, 1998.

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Herramientas para editar textos

Lista de control para auto-editar

	Si	No	Cambios hechos
Cada oración empieza con mayúscula.			
Cada sustantivo propio (nombres de personas, ciudades, países) empieza con mayúscula.			
Cada oración termina con un punto, signo de admiración o signo de interrogación.			
Cada oración suena bien porque mi sujeto y mi verbo concuerdan.			
Utilicé el diccionario para revisar mi ortografía.			
Circulé las palabras que escribí incorrectamente.			

Lista de control para editar con un compañero

	Si	No	Cambios hechos
Mi compañero empezó cada oración con mayúscula.			
Mi compañero empezó cada sustantivo propio (nombres de personas, ciudades, países) con mayúscula.			
Mi compañero termino cada oración con un punto, signo de admiración o signo de interrogación.			
Mi compañero revisó que los sujetos y los verbos concuerden en cada oración.			
Mi compañero utilizó el diccionario para revisar la ortografía.			
Mi compañero circuló las palabras que escribió incorrectamente.			

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Lista de control para la auto-corrección

Me acordé de:

- ❏ Mayúsculas
- ❏ Puntuación
- ❏ Ortografía correcta
- ❏ Márgenes
- ❏ Sangría
- ❏ Limpieza
- ❏ Oraciones completas
- ❏ Principios y finales de oraciones y párrafos
- ❏ Oraciones en orden

Lista de control para editar el texto de un compañero

Autor: _____

Editor: _____

	Si	No
Todas las oraciones empiezan con mayúsculas.		
Los sustantivos propios empiezan con mayúsculas.		
Todas las oraciones terminan con un signo de puntuación (punto, signo de interrogación, signo de exclamación).		
Las palabras que necesitan acento lo tienen.		
Todas las oraciones son oraciones completas.		
Todas las palabras que pueden estar mal escritas están circuladas.		

Adapted from Areglado & Dill, 1997; Bromley, 1998.

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Video: Peer Conferencing and Editing

Revising Feedback Observed	Editing Elements Mentioned

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Gradual-Release Model for Writing Instruction

I DO	HOOK:	Use text to invite participation.
	PURPOSE:	Tell what you will do.
	BRAINSTORM:	Invite writers to sketch or draw, list, talk, create word storms, and so on to generate ideas.
	MODEL:	Use a model text, your own writing, a picture, or sometimes a student sample to demonstrate a writing technique or strategy.
WE DO	SHARED OR 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.
	GRAPHIC ORGANIZER:	Select according to lesson focus and grade level.
	ANCHOR CHARTS:	Display teacher- and student-generated charts in the classroom.
YOU DO	INDEPENDENT WRITING:	Writers compose a new piece or return to a published piece to practice the modeled strategy.
	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?
	OPTIONAL STEPS—ANY OF THE ABOVE CAN BE REORDERED	
	WRITE AND REFLECT AGAIN:	Writers rewrite their piece using the revision strategy from reflection. Writers ask themselves whether the piece is ready to be published.
	GOAL SETTING:	Writers set goals based on input from the teacher and peers.
	PUBLISH:	The teacher determines what will be published and what will go into a writing folder.

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Steps for Teaching Writing Strategies

Instructional Step	Sample Vignette
DEVELOP BACKGROUND KNOWLEDGE	
Ensure that students have the necessary skills and knowledge to use the strategy, including new vocabulary.	With the whole class, Mrs. Smith leads a discussion to review and expand what students know about the writing conventions that they need to check when editing their writing. Mrs. Smith lists the writing conventions on a chart. She incorporates a discussion of how to recognize misspelled words and capitalization and punctuation errors, how to apply the rules of grammar and spelling to their writing, and how to use a dictionary.
DISCUSS THE STRATEGY	
Explain the new strategy, noting how and when the strategy can be used with specific tasks. Encourage students to set a goal of learning the strategy and trying it when they write.	With the whole class, Mrs. Smith introduces the CUPS strategy. She lists the mnemonic and what each letter stands for: capitalization, usage, punctuation, and spelling. She explains how the strategy can help students edit their papers. She presents a set of questions that students can ask themselves as they use the strategy. She discusses the importance of self-monitoring to make sure that students use the strategy correctly in their writing. Mrs. Smith encourages all students to learn the strategy to help them edit their writing.
MODEL AND EXPLAIN THE STRATEGY	
Model and explain how to use the strategy. Think aloud while working. Present and explain examples and nonexamples to help students distinguish between the correct and incorrect ways to implement the strategy.	Mrs. Smith uses the document camera to model how to edit a story using the CUPS strategy. First, she thinks aloud as she works through each step of the strategy. She encourages students to ask questions and help her as she models the strategy.

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Instructional Step	Sample Vignette
LEARN AND REMEMBER THE STEPS	
Have students work collaboratively to learn the steps of the strategy.	Mrs. Smith pairs students to review and recite the steps. Students create prompt (or cue) cards to remember each step and its corresponding question. With the whole class, Mrs. Smith reviews the steps. She purposefully skips a step to help students distinguish the right way to use the strategy when writing from the wrong way.
ENGAGE IN COLLABORATIVE PRACTICE	
Provide opportunities for students to try the new strategy. Scaffold learning, based on students' needs. Encourage students to think aloud and monitor their use of the strategy.	Mrs. Smith pairs students to work collaboratively. Each pair follows the steps of the CUPS strategy to edit their papers. Mrs. Smith monitors and provides support and feedback. She encourages students to ask questions to guide and check their progress. Mrs. Smith notices that most students need additional instruction on how to self-monitor their progress in using the strategy. She brings the group back together. Students brainstorm possible questions they can ask themselves to monitor their use of CUPS. Students pair up again and continue to use CUPS as they write. Mrs. Smith monitors and prompts students to follow the steps in the strategy. Over the next few days, students practice using the CUPS strategy. Mrs. Smith provides scaffolding. She works collaboratively with several students who need extra help.
ENGAGE IN INDEPENDENT PRACTICE	
Provide opportunities for students to use the new strategy on their own. Provide feedback and monitor students' writing progress as needed.	Mrs. Smith reviews the CUPS strategy with her students. She has her students independently use the CUPS strategy to edit their reports for social studies. She continues to monitor students' strategy use and provides appropriate feedback. With the whole class, Mrs. Smith discusses ways they can use the CUPS strategy in different types of writing, such as letter writing, summaries, and research reports.

Adapted from Alley, 1998; Dorfman & Cappelli, 2009; Friend & Bursuck, 1999; Graham, Harris, & Troia, 2000; Harris et al., 2008; Harris, Schmidt, & Graham, 1997.

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Writing Lesson Design

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"	

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Anchor Chart(s) "We Do"	
Shared and Guided Writing "We Do"	
Independent Writing "You Do"	
Reflection "We Do"	

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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
- Incorporating word study to show the connections between sounds, letters, and spelling patterns
- Including rereading of the text after writing to model revision strategies and enhance comprehension
- Providing a model for future writing

Shared Writing

Shared writing 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.

The teacher and students share what to write about and the rereading of the text.

The teacher identifies 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 scaffolded form of shared writing in which 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.

The teacher writes known words and helps students write unknown words by identifying the sounds they hear. The teacher scaffolds and writes 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.

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Writing Aloud

Writing aloud is similar to thinking aloud.

The teacher vocalizes thoughts while writing and asks students to assist at various times.

The teacher leads 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.

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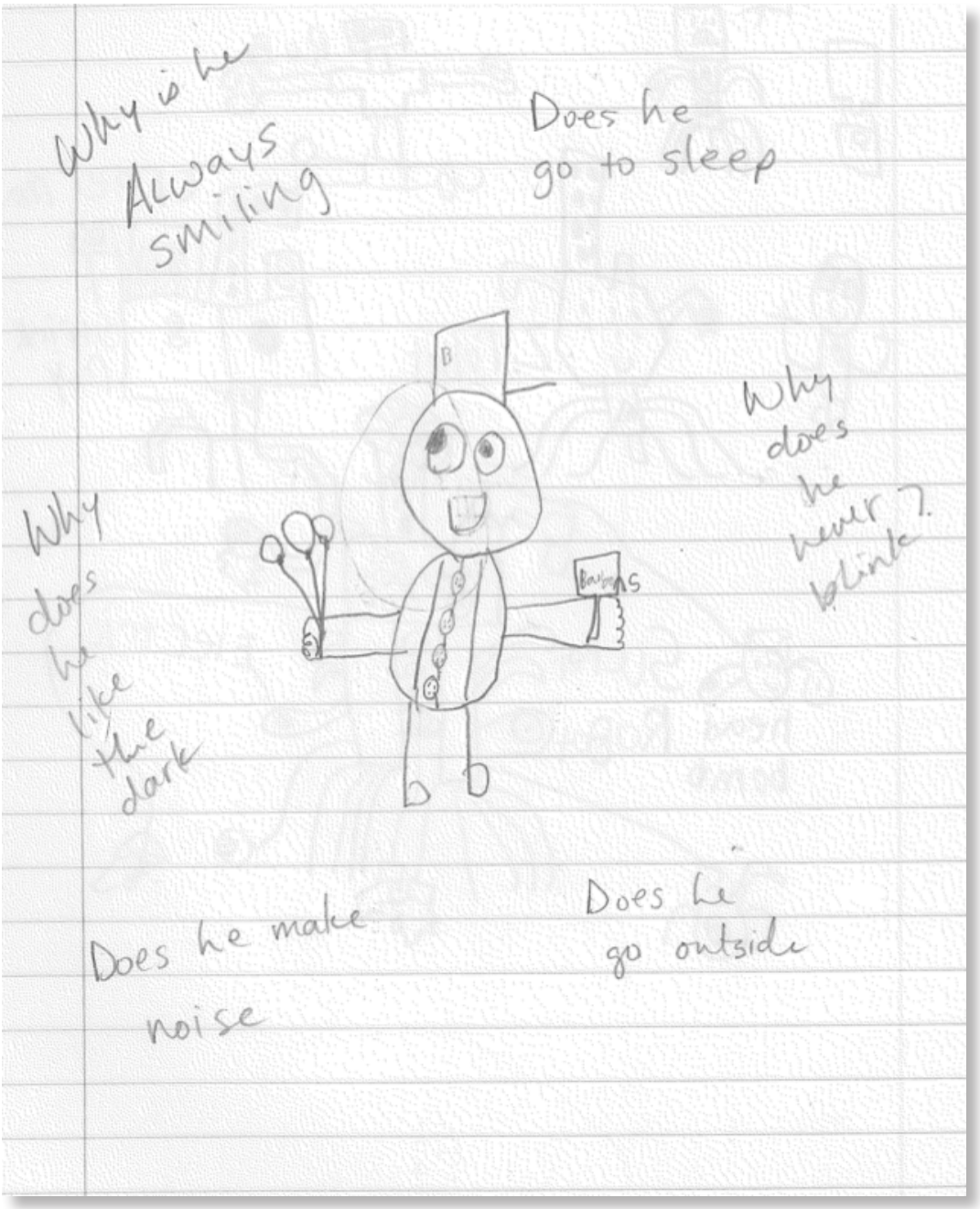
Importance of "We Do" for Teaching Writing

Highly Scaffolded "We Do" Prewrite

Zach, a second-grade student, spent almost six weeks trying to write something during his class's poetry unit, but an examination of his poetry portfolio revealed blank page after blank page. His teacher decided to do a very scaffolded "We do" prewrite with Zach. Below is what Zach created during this prewriting activity. Notice that Zach drew the picture in the middle, and the teacher wrote the questions Zach brainstormed to ask his character (Balloon Boy).



Zach's drawing of Balloon Boy and the teacher's writing of Zach's questions

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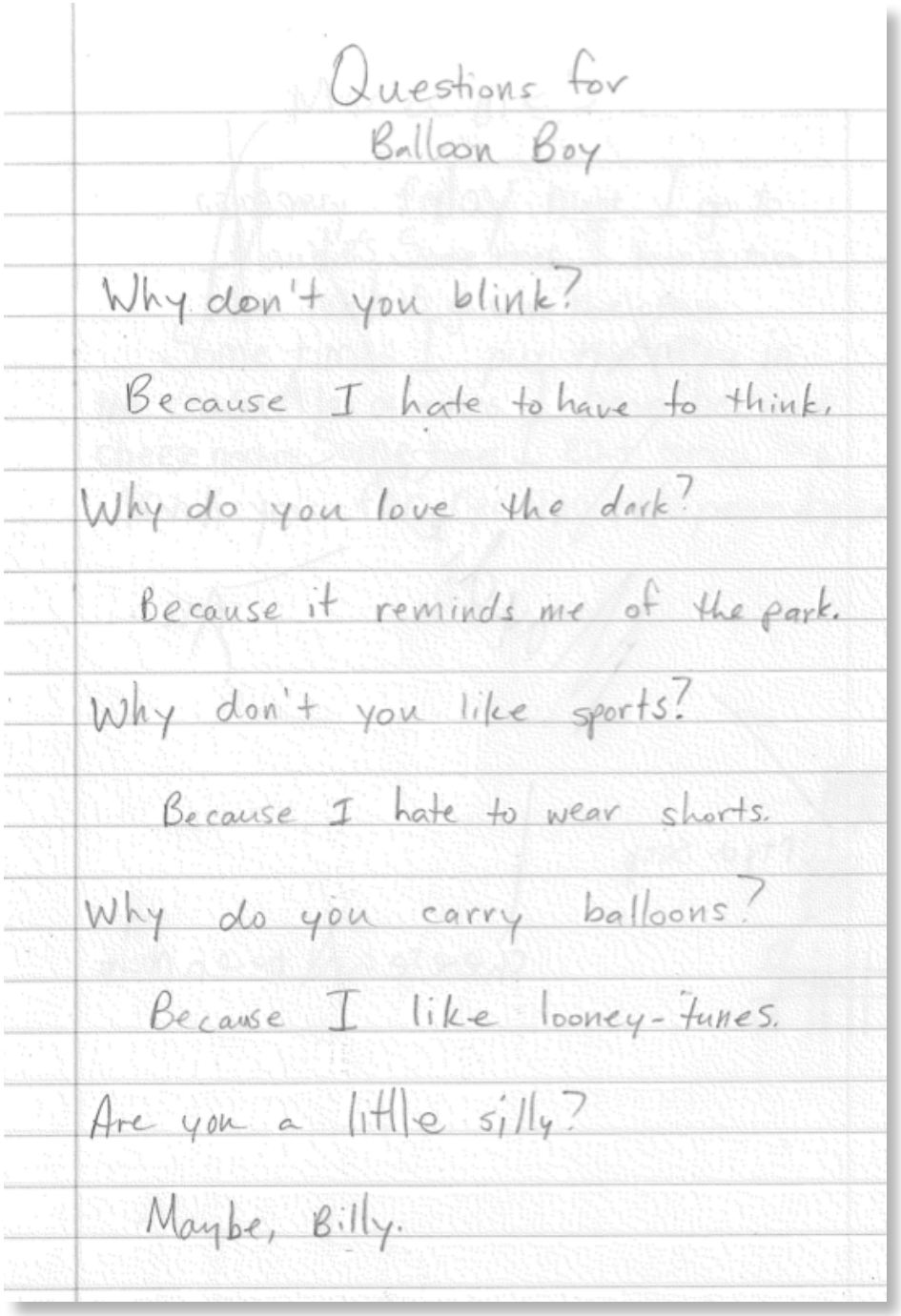
Highly Scaffolded "We Do" Draft

The teacher then suggested that they write a poem called "Questions for Balloon Boy." Zach agreed that this would be a good title, and he started with the first question he wanted to ask Balloon Boy. When Zach came up with a question, the teacher wrote it. They would then work together to come up with the nonsense, rhyming response from Balloon Boy. The teacher decided to follow the *why-because* pattern because most of Zach's questions started with *why*. They came up with the last question and response together.



Questions for
Balloon Boy

Why don't you blink?

Because I hate to have to think.

Why do you love the dark?

Because it reminds me of the park.

Why don't you like sports?

Because I hate to wear shorts.

Why do you carry balloons?

Because I like looney-tunes.

Are you a little silly?

Maybe, Billy.

Zach's questions written by the teacher and Balloon Boy's responses created by Zach and the teacher collaborating

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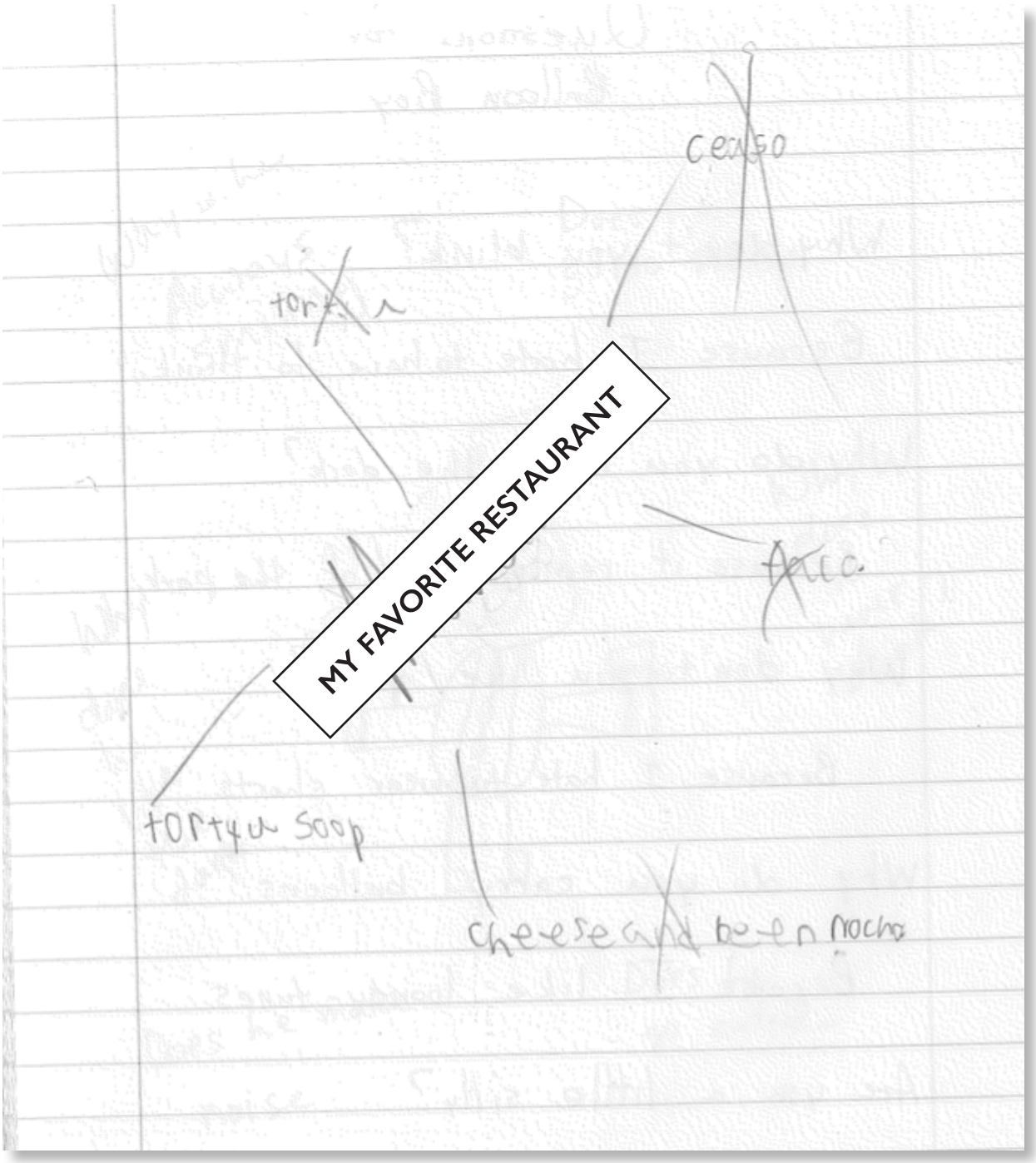
Less Scaffolded "We Do" Prewrite

Zach asked whether he could write about his favorite restaurant that his family goes to every Friday night. The teacher said she thought that was a great idea and then asked him what he would write about in relation to the restaurant. Zach began to name off his favorite foods from the restaurant—queso, nachos, tortilla soup, etc. The teacher wrote the name of the restaurant on his paper, and Zach wrote all of his favorite foods around it.



The teacher's writing of Zach's idea and Zach's writing of brainstormed foods

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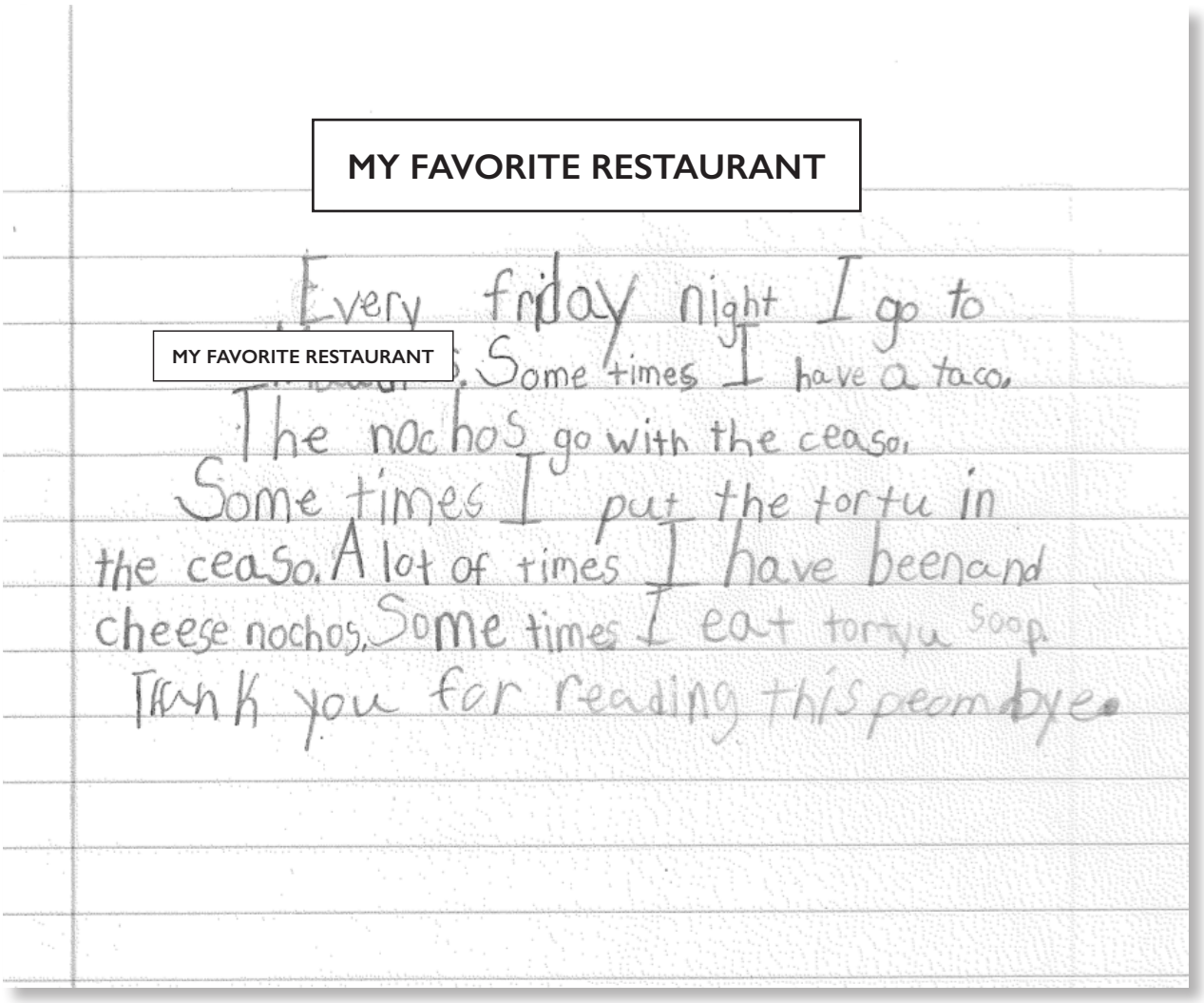
"You Do" Draft

The teacher then asked Zach to use his brainstormed web to write a poem about his favorite restaurant. Zach asked whether the poem had to rhyme or sound a certain way, and the teacher said that it did not—he could write it any way he liked. Zach sat down and within 15 minutes created the following poem completely on his own.



MY FAVORITE RESTAURANT

MY FAVORITE RESTAURANT

Every friday night I go to
Some times I have a taco.
The nochos go with the ceaso.
Some times I put the tortu in
the ceaso. A lot of times I have beenand
cheese nochos. Some times I eat tortu soop.
Thank you for reading this peom bye.

Zach's ideas, Zach's writing, ZACH'S POEM

After six weeks of blank page after blank page, Zach produced two wonderful poems. The process illustrated here shows the power of the gradual-release model to support a student's writing.

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Writing Lesson: Creating a Descriptive Text

Materials

- *The Important Book* by Margaret Wise Brown
- Sheet of chart paper with title "Important Things and People"
- Sheet of 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)
- Sheet of 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 best. Then, choose three or four other details you think are important to include in the poem.

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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 the thing or person you chose to write your poem about. Then, have 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 adjusting 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.

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Anchor Chart: *The Important Book*

The important thing about

_____

is _____.

It _____.

It _____.

It _____.

But the important thing about

_____

is _____.

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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.

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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.

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My Important Poem About

_____

The important thing about _____

is _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

But the important thing about _____

is _____

_____

Adapted from Arkansas Department of Education, 2001; Brown, 1949; Dorfman & Cappelli, 2009; Kingore, 2000.

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Lección de escritura: Creando un texto descriptivo

Materiales

- *Mi montón de monstruos* por Anita Pouroulis
- Hoja de papel grande para hacer lluvia de ideas para describir un monstruo
- Copia de un organizador gráfico para realizar lluvia de ideas para cada estudiante

Objetivo

Los estudiantes aprenderán cómo realizar una lluvia de ideas para describir algo. El objetivo es que los estudiantes creen y prioricen los detalles importantes y significativos cuando escriben. Los estudiantes escribirán detalles sobre un tema o algún concepto u objeto y secuenciarán estas ideas para desarrollar habilidades de organización.

Gancho

Lea el libro *Mi montón de monstruos* por Anita Pouroulis. Este libro cuenta la historia de una niña que vive en una casa llena de monstruos que hacen travesuras. Por ejemplo, el monstruo llamado Scrapadapadocus Tentacular le encanta comer los restos de la comida que se quedan en los platos y vive en el fregadero. Discuta con los estudiantes cómo el autor describe a los diferentes monstruos por las cosas que hacen y cómo hacen sentir al personaje principal. Tenga presente que este libro tiene palabras que pueden ser regionalismos y que tienen que ser explicados a los estudiantes si son desconocidos.

Lluvia de ideas/planeación

Después de leer el libro, hable con los estudiantes sobre las descripciones de cada monstruo. Explique cómo la autora selecciona palabras descriptivas para decir cómo es cada monstruo. Por ejemplo, utiliza sustantivos muy específicos como *portazo, desagüe, intenciones*, etc., y adjetivos interesantes como *descarado, mezquino, inmenso, escurridizo, hambriento*, etc.

Explique que van a crear un libro colaborativo similar al libro que se leyó dónde cada uno de ellos va a crear y describir un monstruo. Pero antes de eso van a crear un monstruo todos juntos como demostración. Realice una lluvia de ideas sobre los diferentes monstruos que pueden existir similares a los que están en el libro. Por ejemplo, el monstruo de las alergias y el monstruo de la vergüenza. Escriba todos los monstruos en una red para lluvias de ideas. Después escoja uno para describir.

Ahora, realice otra lluvia de ideas para que los estudiantes le digan todos los detalles de ese monstruo. ¿Qué hace? ¿Dónde se esconde? ¿Cómo asusta a las personas? ¿Cómo se divierte? ¿Cómo se llama? Por ejemplo: el monstruo de las alergias te hace estornudar, hace que los ojos te lloren, te pica la nariz, y a veces hace que te salgan ronchitas en la piel. Es necio, molesto, inconsiderado e inoportuno.

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Demostración

Después de realizar esa última lluvia de ideas, demuestre a los estudiantes cómo decidir el detalle más importante del monstruo que se escogió. El detalle más importante es el que describe la característica más importante del monstruo.

Por ejemplo, para el monstruo de las alergias, discuta qué es lo que describe a ese monstruo de la mejor manera: el monstruo de las alergias es inconsiderado e inoportuno porque ataca cuando estás afuera y te hace sentir muy incómodo. Después, escoja tres o cuatro detalles que sean importantes para describir al monstruo de las alergias.

Organizador gráfico

Red para lluvia de ideas

Escritura compartida y guiada

Trabajando junto con los estudiantes, escriba un párrafo describiendo al monstruo elegido. Explique cómo escribió la idea principal y los detalles. Por ejemplo:

Alergin, el monstruo de las alergias

Alergin, el monstruo de las alergias, es inconsiderado e inoportuno porque hace que tu cuerpo se sienta mal cuando estás afuera. Cuando Alergin ataca puede ser que tus ojos lloren o que tu nariz te pique. También puede hacer que estornudes mucho. Además puede causarte ronchas en la piel. Alergin vive en el aire y siempre está listo para atacar.

Escritura independiente

Después los estudiantes pueden para describir a su propio monstruo independientemente o en parejas. Primero deben completar una lluvia de ideas sobre un monstruo y luego escoger los detalles para escribir en orden de importancia. Pida a los estudiantes que hagan un dibujo para acompañar a su monstruo. Puede hacer un libro colaborativo con las descripciones de los monstruos de todos los estudiantes.

A los estudiantes de grados menos avanzados se les puede dificultar más escoger la idea principal para describir al monstruo. Ayude tanto como sea necesario.

Reflexión

Guíe una auto-reflexión utilizando preguntas como: ¿Qué fue lo que notaste con esta estrategia?

Haga preguntas adicionales dependiendo del nivel de los estudiantes.

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Paso adicional: Escribir y reflexionar de nuevo

Para demostrar el paso de revisión del proceso de escritura, usted puede volver a leer estos párrafos el siguiente día para hacer ajustes. Usted puede demostrar cómo hacer cambios a las oraciones y cómo editar el texto corrigiendo ortografía, uso de mayúsculas y puntuación. Revisar y editar son pasos que se necesitan realizar antes de publicar cualquier escrito.

Adapted from Arkansas Department of Education, 2001; Brown, 1949; Dorfman & Cappelli, 2009; Kingore, 2000.

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Different Forms of and Purposes for Writing

Purpose	Forms or Genres
Writing to describe Detailed writing about a person, place, process, or experience	• Character sketches • Brochures • Descriptions of people, places, etc.
Writing to convey feelings or express inner thoughts Illustrations often as a first step	• Journals, including personal journals, response journals, dialogue journals, and buddy journals • Personal narratives • Letters • Poems
Writing to narrate • Includes an introduction, a sequence of events, and a conclusion • May use dialogue	• Narratives • Sequels • Newscasts • Skits • Obituaries • Biographies
Writing to explain, inform, or provide factual information Can involve research skills, and use of webs, concept maps, illustrations, and Venn diagrams	• Notes • Messages • Reports • Letters • Essays • Lists • Interviews • Character descriptions
Writing to persuade Attempts to form or change a reader's opinion	• Letters • Essays • Book reviews • Advertisements and product descriptions • Travel guides

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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. Consider the following questions: • 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	Story grammar	Consider the following questions when developing a story: • 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?	1–3
		In older grades, expand the strategy in the following ways: • 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, which shows the following: • What I **K**now • What I **W**ant to know • What I **L**earned In the KWL chart, gather appropriate information through the following processes: • 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. Develop an outline, showing which ideas will be included in the report. Continue planning while writing, gathering new information and adding to the outline as needed. Implement each aspect of the plan.	1–6

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Purpose	Technique	How Students Can Use the Technique	Grade Range
Persuade or analyze	STOP DARE	Before writing, **STOP** to do the following: • **S**uspend judgment. • **T**ake sides. • **O**rganize ideas. • **P**lan to adjust while writing. DARE to check the writing to be sure I have done the following: • **D**eveloped a thesis • **A**dded details to support the thesis • **R**ejected arguments on the other side • **E**nded with a strong conclusion	4–6
	TREE	As I write, I will do the following: • **T**ell what I believe. (State a topic sentence.) • Provide three or more **R**easons. (Why do I believe this?) • **E**nd it. (Wrap it up right.) • **E**xamine. (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

Adapted from Bromley, 1998; Graham et al., 2012; Harris et al., 2008.

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Diferentes formas y propósitos para escribir

Propósito	Formas o géneros
Escribir para describir Un texto detallado sobre una persona, un lugar, un proceso o una experiencia	• Descripciones de personajes • Folletos • Descripciones de personas, lugares, etc.
Escribir para transmitir sentimientos o expresar pensamientos Generalmente e utilizan ilustraciones como primer paso	• Diarios: diarios personales, diarios de diálogo, diarios con amigos, etc. • Narrativas personales • Cartas • Poemas
Escribir para narrar • Incluye una introducción, una secuencia de eventos, y una conclusión • Se puede utilizar diálogo	• Narrativas • Reporte de noticias • Obras de teatro • Secuelas o continuaciones • Obituarios • Biografías
Escribir para explicar, informar, o proporcionar información y hechos Puede incluir habilidades de investigación, y uso de diagramas, mapas conceptuales, ilustraciones y diagramas de Venn.	• Notas • Mensajes • Reportes • Cartas • Ensayos • Listas • Entrevistas • Descripciones de personajes
Escribir para persuadir Intentos para formar o cambiar la opinión del lector	• Cartas • Ensayos • Reseña de libros • Publicidad y descripciones de productos • Guías turísticas o guías de viaje

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Ejemplos de estrategias para utilizarse en cuatro propósitos para escribir

Propósito	Estrategias	Cómo pueden los estudiantes usar la estrategia	Grados
Describir	Detalles sensoriales	Utiliza los cinco sentidos. Considera las siguientes preguntas: • ¿Qué fue lo que vi? ¿Cómo se veía? • ¿Qué sonidos escuché? • ¿Qué fue lo que toqué? ¿Cómo se sentía? • ¿Qué fue lo que podía oler? • ¿Qué fue lo que probé?	K–3
Narrar	Estructura de la historia	Considera las siguientes preguntas al escribir una historia: • Quiénes son los personajes principales? • ¿Cuándo ocurre la historia? • ¿Dónde ocurre la historia? • ¿Qué es lo que quieren hacer los personajes principales? • ¿Qué pasa? • ¿Cómo termina la historia? • ¿Cómo se sienten los personajes principales?	1–3
		En grados más avanzados, se puede extender la estrategia de la siguiente manera: • Cuenta la historia desde el punto de vista de otro personaje diferente al personaje principal • Añade algo inesperado o algún cambio interesante a la historia	4–6
Informar	Escribir reportes	Completa un diagrama SQA: • Lo que **S**é • Lo que **Q**uiero saber • Lo que **A**prendí Recolecta información siguiendo estos pasos para completar el diagrama SQA: • Lluvia de ideas – ¿Qué es lo que sé sobre el tema? • Lluvia de ideas extendida - ¿Qué es lo que quiero saber sobre el tema? ¿Qué otra información sería útil para aprender sobre el tema? • Recolecta información y añádela al diagrama - ¿Qué he aprendido? ¿Apunté algo durante la lluvia de ideas que no estaba correcto y que se necesita cambiar en el diagrama? Revisa el diagrama SQA y circula las ideas más importantes para incluir en el reporte. Realiza un esquema del reporte que muestre las ideas más importantes que van a ser incluidas en éste. Continua planeando mientras escribes, recolectando nueva información y añadiéndola al esquema como sea necesario. Implementa cada paso del plan.	1–6

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Propósito	Estrategias	Cómo pueden los estudiantes usar la estrategia	Grados
Persuadir o analizar	STOP DARE	Antes de escribir, detente un momento para planear tu escrito utilizando los siguientes pasos de la estrategia llamada en inglés "**STOP**": • **S**uspende juicio – deja de juzgar • **T**oma una posición • **O**rganiza las ideas • **P**lanea y ajusta al escribir Al terminar un escrito, atrévete a utilizar la estrategia llamada en inglés "**DARE**" para revisar el texto y asegurarte que has hecho lo siguiente: • **D**esarrollar una tesis • **A**ñadir ideas que apoyan la tesis • **R**echazar argumentos contrarios • **E**scribir una conclusión sólida	4–6
	TREE	Al escribir, utiliza la estrategia llamada en inglés "**TREE**" para organizar un texto siguiendo estos pasos: • **T**esis presentada en una oración temática • **R**azones presentadas para apoyar mi idea • **E**nsayo terminado con una conclusión sólida • **E**nsayo examinado para ver si tengo todas las partes necesarias	2–3
		En grados más avanzados, los pasos pueden ser los siguientes: • **T**esis presentada en una oración temática • **R**azones presentadas para apoyar mi idea • **E**nsayo terminado con una conclusión sólida • **E**xplico mis razones dando más información	4–6

Adapted from Bromley, 1998; Graham et al., 2012; Harris et al., 2008.

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"Lost Dogs" Poster: Discussion Questions

Work with your tablemates to respond to the following questions related to the "Lost Dogs" poster.

1. Why did I include "Zach and Alex's Lost Dogs" on the poster?

2. Why did I not include the breeds of my two dogs on the poster?

3. Why did I include the town?

4. Why did I include that they like children?

5. Why did I include the word "REWARD" in bold, all-capital letters?

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Writing Lesson: Using Behaviors and Dialogue to Develop a Character

Materials

- *Chicken Sunday* by Patricia Polacco
- Copy of Character Think Sheet for each student (page 4 of this handout)
- Students' individual writer's notebooks
- Large Character Think Sheet graphic organizer on chart paper

Objective

Characters are important to most narrative texts. Often, however, we do not think critically about our characters or why we should include characters with specific traits or attributes. This lesson helps students think more deeply about characters, including real-life people. This lesson teaches how to provide character details by describing how a character acts and what he or she says.

Hook

Show students the large Character Think Sheet on chart paper.

> "Let's talk about characters. How do authors help us learn about their characters?"

Discuss how authors portray characters through descriptions of their behaviors, thoughts, words, relationships, emotions, etc.

> "We read *Chicken Sunday* as an introduction to our unit on culture and how it affects who we are. Now, let's read a few pages to focus on Mr. Kodinski and what we learn about him from his behaviors and words."

Modeling With a Text

Before starting the lesson, use sticky notes to mark places in *Chicken Sunday* where you want to talk about Mr. Kodinski's behaviors or words. Here are some suggestions:

- Page where Mr. Kodinski yells at the children: "You there," he yelled. "Why do you kids do things like this?" and "All I want to do is live my life in peace. I'm calling your grandmother." (exasperated by children's negative behavior)
- Page where the children give him the eggs: "Spaseeba," he said softly. That means "thank you" in Russian. "Pysansky eggs!" he said as he looked closely. "I haven't seen these since I left my homeland." (came from another country, misses some of its traditions, and is grateful to the children for bringing him the eggs)
- Page where the children have tea with him: "I tell you this," he said thoughtfully. "These eggs are as beautiful as my hats." and "It is almost Easter," he went on to say. "I'm sure

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that people would love these eggs. Set up a table and sell them right there in my shop!" (modest and generous)

- Page where Mr. Kodinski gives the children the hat: …he came out from the back room holding a beautiful hatbox…gift-wrapped! "Keep your money, children," he said softly. "I have seen Miss Eula admire this. It is for her, isn't it?" (generous and perceptive)

Read each page with a sticky note and ask guiding questions for students to help you fill out the Character Think Sheet for Mr. Kodinski. For example, after you read the first page with a sticky note, you might ask the following.

> "How did Mr. Kodinski feel about the children hitting his door with eggs? Do you think this is the first time this kind of thing has happened? How do you know?"

Have students discuss in partners and then share with the whole group.

> "What do Mr. Kodinski's words tell you about him?"

Have students discuss in partners and then share with the whole group. As students share, fill in the graphic organizer. (See the example on page 5 of this handout.)

Continue this same process until the entire graphic organizer is filled in. Use the completed graphic organizer to discuss Mr. Kodinski's general character, based on what the author tells us about him.

Modeling

Model filling in the graphic organizer for yourself as a character in a story.

> "Mr. Kodinski is a real person who made the children in the story learn something about life. That's why Ms. Polacco included him in her book. Now, I want to plan my own story with a character with some specific attributes. I will plan a story about myself!"

Use the same graphic organizer but fill it out in reverse. First, fill in the Character Attribute in each square. Then, describe something you have done or thought that demonstrates that attribute. The following is an example of how this part of the lesson might sound.

> "One attribute about myself is that I am honest. I try to tell the truth, no matter what. I will write that next to 'Character Attribute' in this first box. Here is a behavior that demonstrates this attribute. Once, when I was your age, a store clerk gave me too much change. He should have given me $1 but instead gave me $6. I gave $5 back to him and told him his mistake. I will write that in the box where it says 'Action/Words.'"

Continue for one, two, or all three of the other boxes. You can stick with the one attribute, or if you want to use the think sheet to write a more complex story or to write more than one story, write about a different attribute in each box. You can even have students share attributes that they have noticed about you.

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Anchor Charts

- Character Think Sheet
- Descriptive words list
- Character attributes list

Shared and Guided Writing

Have students work in partners or small groups to fill out a Character Think Sheet for themselves. Students can help one another come up with attributes and stories that demonstrate those attributes to put in the graphic organizer. Let students share their planning sheets as they finish.

In the whole group, have students help you use your Character Think Sheet to write a short narrative. Use one of the attribute boxes or multiple boxes to write your story. Ask for and take students' input as you make these decisions. Use their suggestions and ideas as your create your first draft.

When you finish, read your story and say something similar to the following.

> "Do my character attributes that I wanted to demonstrate really come out in this story? As a reader, do you get a sense of who I really am from my writing? I will need to come back to this piece later and consider revision strategies we have discussed, like sentence expansion or combining."

Independent Writing

Students draft a new piece in their notebooks, trying out the strategy of developing character attributes through behaviors and dialogue.

Reflection

> "How did today's strategy of developing a character work for you? What did you notice about your character or story?"

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Character Think Sheet

Action/Words

Character Attribute

Action/Words

Character Attribute

Character

Action/Words

Character Attribute

Action/Words

Character Attribute

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Character Think Sheet Example

Action/Words

Mr. Kodinski yells at the children, "Why do you kids do things like this?" and "All I want to do is live my life in peace. I'm calling your grandmother."

Character Attribute

Mr. Kodinski is exasperated by children continually bothering him.

Action/Words

Mr. Kodinski thanks the children in Russian for bringing the eggs. He says he hasn't seen them since he left his homeland.

Character Attribute

Mr. Kodinski is from another country and misses some of its traditions. He is grateful to the children.

Character

Mr. Kodinski

Action/Words

Mr. Kodinski compares the children's eggs to his hats by saying they are equally beautiful. He lets the children sell the eggs in his shop to make money.

Character Attribute

Mr. Kodinski is humble and generous.

Action/Words

Mr. Kodinski tells the children to keep their money. He gives them the hat for free. He says he's seen Miss Eula admiring it and asks them if it's for her.

Character Attribute

Mr. Kodinski is generous. He's also perceptive because he knew why the children wanted money.

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Lección de escritura: Utilizando acciones y pensamientos para describir y crear un personaje

Materiales

- *El camino de Amelia* por Linda Jacobs Altman
- Una copia del organizador gráfico "Pensando en un personaje" para cada estudiante
- Libreta para la escritura de cada estudiante
- Hoja de papel tamaño póster con el organizador gráfico "Pensando en un personaje"

Objetivo

Los personajes son muy importantes en los textos narrativos. Muchas veces, sin embargo, no pensamos críticamente sobre nuestros personajes cuando escribimos historias o no incluimos personajes con características y atributos especiales e interesantes. Esta lección ayudará a los estudiantes a pensar más a fondo en los personajes, incluyendo personas de la vida real, y les enseñará cómo describir y crear a un personaje a través de sus acciones y pensamientos.

Gancho

Muestre a los estudiantes el organizador gráfico "Pensando en un personaje" en la hoja tamaño póster.

> "Vamos a hablar sobre personajes. ¿Qué hacen los autores para mostrarnos cómo son sus personajes?"

Discuta con los estudiantes cómo los autores presentan y describen a sus personajes a través de sus acciones, pensamientos, lo que dicen, sus relaciones con otros personajes, emociones, etc.

> "Leímos el libro de *El camino de Amelia* anteriormente. Vamos a volver a leer algunas páginas para enfocarnos en el personaje de Amelia y lo que podemos aprender de ella basados en sus acciones y pensamientos."

Demostrando el proceso utilizando un libro

Antes de empezar la lección, marque en el libro las partes donde se pueden discutir las acciones y pensamientos de Amelia. Aquí hay algunas sugerencias:

- Primera página cuando el narrador describe cómo Amelia odiaba los caminos y lloraba cada vez que su papá sacaba un mapa. (Triste por tener que viajar)
- Página donde Amelia pregunta "--¿Es ésta la misma cabaña donde vivimos el años pasado?" (esperanzada a tener un sitio permanente)
- Página donde Amelia dibuja una hermosa casa blanca con un árbol en el patio. (soñadora porque desea tener una casa donde vivir)

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- Página donde se describe cómo Amelia iba todos los días al lugar donde estaba el árbol y se imaginaba que había llegado a casa. (esperanzada e ilusionada)
- Página donde Amelia entierra su caja de recuerdos junto al árbol. (optimista e ilusionada de tener un lugar a donde regresar)

Lea cada página marcada y haga preguntas a los estudiantes para completar el organizador gráfico "Pensando en un personaje." Por ejemplo, después de leer la primera página marcada, puede preguntar lo siguiente:

> "¿Qué sentimientos tenía Amelia cuando viajaba por los caminos?"

Pida a los estudiantes que discutan en parejas y compartan con el grupo después.

> "¿Qué te dicen de Amelia esos sentimientos?"

Pida a los estudiantes que discutan en parejas y compartan con el grupo después. Complete el organizador gráfico en la hoja tamaño póster con las respuestas de los estudiantes. (Vea un ejemplo más adelante.)

Siga el mismo proceso hasta que el organizador gráfico sea completado. Después utilícelo para discutir al personaje de Amelia basándose en lo que el autor nos dice de ella.

Demostración

Demuestre cómo completar el organizador gráfico para usted como si usted fuera un personaje en una historia.

> "Amelia es una niña que encontró una manera de echar raíces aunque tuviera que irse lejos de su lugar favorito. Ahora, voy a planear mi propia historia con un personaje que tenga características especiales. ¡Voy a planear una historia sobre mí misma!"

Utilice el mismo organizador gráfico pero ahora completándolo al revés. Primero, escriba la característica en cada cuadro. Después, describa algo que usted haya hecho o pensado para demostrar esa característica. He aquí un ejemplo de esto:

> "Una característica mía es que soy honesta. Siempre trato de decir la verdad pase lo que pase. Voy a escribir eso como característica en el primer cuadro. Ahora voy a pensar en una acción mía que demuestre esa característica. Un día, cuando tenía su edad, el cajero de una tienda me dio cambio de más cuando le pagué. Me debió haber dado $1 pero me dio $6. Le regresé $5 y le dije que se había equivocado. Voy a escribir eso en las acciones y pensamientos en el primer cuadro."

Continúe completando uno, dos, o tres cuadros más en el organizador gráfico.

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Pósters

- Organizador gráfico "Pensando en un personaje"
- Lista de palabras descriptivas
- Lista de características y atributos de personajes

Escritura guiada y compartida

Pida a los estudiantes que trabajen en parejas o grupos pequeños para completar el organizador gráfico "Pensando en el personaje" sobre ellos mismos. Los estudiantes se pueden ayudar entre sí a pensar en historias y acciones que demuestren esas características. Al finalizar, los estudiantes pueden compartir sus organizadores gráficos.

Pida a los estudiantes que le ayuden a escribir un texto corto utilizando su organizador gráfico "Pensando en el personaje" que completó anteriormente sobre usted. Puede utilizar la información de uno o varios cuadros. Los estudiantes deben ayudarle a decidir que escribir en su primer borrador así que tome en cuenta sus sugerencias.

Cuando termine, lea la historia y diga algo similar a esto:

> "¿Se notan mis características que quería demostrar en esta historia? Como lectores, ¿entienden el tipo de persona que soy yo al leer esta historia? Tendré que regresar luego a esta historia y pensar en qué revisiones voy a hacer."

Escritura independiente

Los estudiantes escriben una historia en su libreta después de utilizar la estrategia para desarrollar personajes a través de sus acciones y pensamientos.

Reflexión

> "¿Cómo les funcionó esta estrategia? ¿Qué notaron sobre sus personajes o su historia al seguir esta estrategia?"

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Pensando en un personaje

Acción/pensamiento

Característica

Acción/pensamiento

Característica

Personaje

Acción/pensamiento

Característica

Acción/pensamiento

Característica

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Pensando en un personaje: Ejemplo

Acción/pensamiento

Amelia lloraba cada vez que su padre sacaba un mapa.

Característica

Descorazonada y triste por tener que viajar.

Acción/pensamiento

Amelia pregunta si esa es la misma cabaña donde vivieron el año pasado. A ella le importa que llegaran al mismo lugar.

Característica

Esperanzada a tener un lugar donde vivir permanente.

Personaje

Amelia

Acción/pensamiento

Amelia dibuja una hermosa casa blanca con un árbol en el patio cuando la maestra les pidió que dibujaran lo que más desearan.

Característica

Soñadora y convencida de lo que quiere.

Acción/pensamiento

Amelia va todos los días a ver el árbol donde le gustaría tener su casa.

Característica

Soñadora, ilusionada y optimista de haber encontrado ese lugar.

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Lesson Ideas: Personal Narrative Writing

Motivating Students to Keep a Diary

Use Jeff Kinney's *Diary of a Wimpy Kid* as an introduction to journaling. Pick sections of the book to read aloud. Then, give students their own journals to write in weekly. Remind students to date their entries and tell them to write or draw anything about their lives, just as Kinney's character does.

Keeping a Diary and Writing From a Different Point of View

Use Doreen Cronin's *Diary of a Worm* to teach students about keeping a diary and writing from a different perspective. Read the text aloud. Then, pick two or three pages to reread and discuss how Cronin writes the book from the worm's perspective. Talk with students about what it must be like to see things from a worm's perspective.

Ask students about seeing things from other animals' or objects' perspectives. Brainstorm a list of animals or objects that might create interesting diaries (e.g., someone's pet, a bug, a pencil, an eraser, a soccer ball, an animal at the zoo, a class pet).

Next, as a class, decide on one animal or object from the list. Then, imagine it talking to someone or something else. The following are a few examples:

- A pencil talking to a student
- A soccer ball talking to a player
- A baseball talking to a bat
- A piece of paper talking to scissors
- An animal talking to another animal at the zoo
- A class pet talking to the teacher

Give students copies of the Point of View sheet on page 3 of this handout and keep one to use on the document camera. Draw a picture of the animal or object in the middle of the page. Then, in the speech bubbles, write things it might say to the other animal, person, or object. (You could also change the speech bubbles to thought bubbles and write or draw thoughts.)

Next, using the diary graphic organizer on page 4 of this handout, write the name of the animal or object in the title's blank. Then, create a journal entry for the animal or object by drawing a picture of an occurrence in its life and writing a few sentences to go with the picture.

Initially, complete this organizer as a shared writing activity with the class. You could then create another entry together the following day.

Once students feel confident, they can create their own entries in small groups, with partners, or individually. These entries can be put together to create a collaborative book. Some students may even want to create their own diaries for other animals or objects.

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Motivating Students to Write About Emotional Experiences

Use Jamie Lee Curtis's book *Today I Feel Silly: And Other Moods That Make My Day* to get students thinking about different emotions. After reading the book, have students brainstorm a list of emotions.

In the middle of a web, show a picture of child demonstrating one of these emotions. Then, around the picture have students help you web out experiences that might have caused the child to feel that emotion. Model how to choose one experience from the web and draw a picture of yourself having that experience. Then, write a few sentences to tell about the experience and why it made you feel that way.

Have students do the same thing in their writer's notebook—choose an experience from the web (or come up with a different one), draw a picture of it, and write a few sentences about it. Let volunteers show their pictures and share their writing with the class.

Creating a Cartoon to Plan a Personal Narrative

This lesson goes further with writing about experiences that make you feel strong emotions. Read Molly Bang's *When Sophie Gets Angry—Really, Really Angry…* to introduce the concept of anger. Talk about what makes Sophie angry in the story. Discuss with students about how everyone gets angry at certain times.

Draw a web with *anger* in the middle. Write the experience that makes Sophie angry. Then, share an experience that made you angry and add it to the web. Have students share experiences that have made them angry and add them to the web.

Use your anger experience to model how to create a cartoon that shows the events leading up to you feeling angry and what happened after. You can use a graphic organizer similar to the one on page 5 of this handout. Give students their own copies of the graphic organizer to create their own cartoons.

Later, model how to write one or more sentences to go with each cartoon frame. Then, have students try it in their writer's notebooks. Throughout the process, conference with students and let volunteers show their cartoons and share their writing with the class.

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Writing Lesson: Rhyme Scheme

Materials

- *Why Mosquitoes Buzz in People's Ears* by Verna Aardema
- "The Mosquitoes" by Douglas Florian (see below) on a sheet of chart paper titled "Rhyme Schemes"
- Copies of "Mosquito" by J. Patrick Lewis for every student (see page 4 of this handout)
- A highlighter for each student

Objective

Young poets need to know about different poetry elements like rhyme scheme. One of the easiest rhyme schemes to start with is the first one presented in this lesson, ABAB. The second poem sticks with the theme but presents a different rhyme scheme, ABCB.

These two poems also demonstrate a fun type of poetry with which to start—humorous poetry.

Hook

Start by reminding students of the book they read, *Why Mosquitoes Buzz in People's Ears*.

> "What did we learn from this folktale?"

Discuss that the purpose of many folktales is to explain something that occurs in nature—in this case, why mosquitoes bother us by buzzing around our faces.

> "Let's read another text—this time a poem—about mosquitoes. It presents another annoying behavior of mosquitoes: biting!"

Introduce the term *rhyme scheme* by displaying this simple poem on a sheet of chart paper and having students talk about what they notice.

THE MOSQUITOES
by Douglas Florian

Mosquitoes are thin.
Mosquitoes are rude.
They feast on your skin
For take-out food.

> "What do you notice about this short poem?"

Have students discuss.

Talk with students about the rhyming words and how they create a pattern—in this case, ABAB. On the chart paper, color-code the words and write the letters next to the words.

Source: Florian, D. (1998). *Insectlopedia: Poems and paintings by Douglas Florian*. San Diego, CA: Harcourt.

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Modeling

Give students a copy of the poem "Mosquito" by J. Patrick Lewis. Read the poem aloud.

> "This poem fits our theme and is humorous like the other one, but this one has a different rhyme scheme. Did you notice it? Let me read it again. As I read, use your highlighter to highlight the rhyming words."

Read the poem aloud. Stop after *welt* to model for students how to highlight *felt* and *welt* on your own copy of the poem.

Continue reading, occasionally checking which words students highlight.

When you finish, talk with the students about the words they highlighted. Put the first stanza on your Rhyme Schemes anchor chart and write the letters to represent the rhyme scheme next to the lines.

Shared and Guided Writing

Have students copy the Rhyme Schemes anchor chart into their writer's notebook.

> Let's see whether we can write a short poem about mosquitoes using the ABAB rhyme scheme. Here is a frame to get us started.

Display the following on chart paper or on a document camera:

_____ bite

_____ hit

_____ fight

_____ fit

Have students help you make sentences about mosquitoes that fit this frame. The following is an example.

Mosquitoes love to bite,
And I really love to hit.
But no matter how I fight,
They make me throw a fit.

Independent Writing

Have students work with a partner to make their own four-line poem with the ABAB rhyme scheme. They can use the same frame or a different one.

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Reflection

In small groups, use guiding questions such as the following to reflect with students.

> "How did today's strategy of using rhyme scheme for writing poetry work for you? What was most difficult to do?"

Optional Steps: Write and Reflect Again

Have students try writing a poem using the other rhyme scheme, ABCB.

> "What did you notice about using this rhyme scheme compared to the other rhyme scheme? Was one easier than the other to use?"

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MOSQUITO

By J. Patrick Lewis

I was climbing up the sliding board
When suddenly I felt
A mosquito bite my bottom
And it raised a big red welt.

So I said to that mosquito,
"I'm sure you wouldn't mind
If I took a pair of tweezers
And I tweezered your behind!"

He shriveled up his body
And he shuffled to his feet,
And he said, "I'm awfully sorry
But a skeeter's got to eat!
Still, there are mosquito manners,
And I must have just forgot 'em.
And I swear I'll never never never
Bite another bottom."

But a minute later Archie Hill
And Buck and Theo Brown
Were horsing on the monkey bars,
Hanging upside down.
They must have looked delicious
From a skeeter's point of view
'Cause he bit 'em on the bottoms,
Archie, Buck, and Theo, too!

You could hear 'em goin' HOLY!
You could hear 'em goin' WHACK!
You could hear 'em cuss and holler,
Goin' smack, smack, smack.

A mosquito's awful sneaky,
A mosquito's mighty sly,
But I never never never
Thought a skeeter'd tell a lie.

Source: Lewis, J. P. (1991). *Two-legged, four-legged, no-legged rhymes*. New York, NY: Alfred A. Knopf.

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Lección de escritura: Tipos de rimas

Materiales

- *¿Cómo se cuidan los dinosaurios?* por Jane Yolen
- *La gallina Cocorina* por Mar Pavón
- Copias del texto de *¿Cómo se cuidan los dinosaurios?* que se presenta más adelante para cada estudiante
- Copia de parte del libro *La gallina Cocorina* en hoja de papel grande
- Copia del texto *¿Cómo se cuidan los dinosaurios?* en hoja de papel grande para analizar en grupo
- Subrayador o marcador fluorescente

Objetivo

Los jóvenes poetas necesitan conocer diferentes elementos de la poesía como la rima. En español, existen varios tipos de rimas. En esta lección se analizarán las rimas pareadas y las rimas alternas. En este nivel, los estudiantes pueden entender que las rimas pareadas generalmente son dos versos que terminan con palabras que riman mientras que en las rimas alternas los versos de una estrofa riman alternadamente.

Enfoque

Lea *La gallina Cocorina* por Mar Pavón. Pida a los estudiantes que escuchen y pregúnteles que notan de especial.

Introduzca el concepto de rima al volver a leer una estrofa del libro de *La gallina Cocorina* que usted escribió en una hoja tamaño póster antes de la lección:

LA GALLINA COCORINA
por Mar Pavón

La gallina Cocorina
les pidió a todos perdón:
--¡Disculpad tanta torpeza,
hijitos del corazón!
Con un abrazo del ala
os consuela mi plumón.

"¿Qué notan aquí?"

Pida a los estudiantes que discutan con su pareja lo que notan.

Discuta con los estudiantes cómo ciertas palabras riman y crean un patrón. En este caso, las palabras que riman están en alternadas. La palabra *perdón* rima con *corazón* y con *plumón*. Esta es

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una rima alternada. Subraye las palabras que riman con un color especial y escriba las letras AAA al lado de cada palabra que rima. Esto puede convertirse en un poster sobre rimas para ponerse en el salón de clases:

EJEMPLO DE RIMA ALTERNA
LA GALLINA COCORINA
por Mar Pavón

La gallina Cocorina
les pidió a todos perdón: **A**
--¡Disculpad tanta torpeza,
hijitos del corazón! **A**
Con un abrazo del ala
os consuela mi plumón. **A**

Demostración

A continuación entregue a los estudiantes una copia del texto *¿Cómo se cuidan los dinosaurios?*. Lea el poema en voz fuerte. Este poema viene de un libro así que también puede leer el libro.

> "Este poema tiene una rima diferente. ¿La han notado? Voy a volverlo a leer. Al leer, subrayen las palabras que riman."

Lea el poema en voz fuerte de nuevo. Deténgase después de la primera estrofa y demuestre a los estudiantes cómo marcar las palabras que riman (*años, daño, peldaño*) en su copia utilizando la cámara para documentos.

Continúe leyendo y monitoree el trabajo que hacen los estudiantes para confirmar que señalen las palabras correctas.

Cuando termine, hable con los estudiantes sobre las palabras que subrayaron o marcaron. Explique que este tipo de rima se llama rima pareada porque las palabras que riman están en versos continuos. Escriba la primera estrofa en el póster de rimas creado anteriormente y escriba las letras que representan esta rima al lado de las palabras que riman:

EJEMPLO DE RIMA PAREADA
¿CÓMO SE CUIDAN LOS DINOSAURIOS?
por Jane Yolen

¿Cómo se cuida un dinosaurio todo el año? **A**
¿Puede jugar sin hacerse daño? **A**
¿Sube la escalera hasta el último peldaño? **A**

Escritura guiada y compartida

Pida a los estudiantes que copien el póster de rimas en su libreta de escritura.

> "Ahora vamos a ver si podemos escribir un pequeño poema sobre animales que siga un rima pareada. Aquí está un formato que nos puede ayudar."

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Muestre el siguiente formato en una hoja tamaño póster o con la cámara de documentos:

_____ volar

_____ saltar

_____ cantar

Los estudiantes podrán ayudarle a crear oraciones que utilicen esas palabras para crear una estrofa con rima pareada. Por ejemplo:

Al canario le gusta volar,
a la rana le gusta saltar,
¡y a los dos les encanta cantar!

Escritura independiente

> "Trabajen con su pareja para hacer su propio poema con rima pareada. Pueden utilizar este patrón o crear uno ustedes para escribir una estrofa de tres versos como ésta que utilice una rima pareada."

Reflexión

En grupos pequeños, reflexione con los estudiantes utilizando este tipo de preguntas:

> "¿Cómo funcionó la estrategia de usar rimas para escribir poemas? ¿Qué fue lo más fácil? ¿Qué fue lo más difícil?"

Pasos opcionales: Escribir y reflexionar de nuevo

Los estudiantes tratan de escribir otro poema utilizando el otro tipo de rima.

> "¿Qué fue lo que notaste al tratar de utilizar este tipo de rima comparada con el otro tipo de rima? ¿Cuál fue más fácil de hacer?"

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¿CÓMO SE CUIDAN LOS DINOSAURIOS?

por Jane Yolen

¿Cómo se cuida un dinosaurio todo el año?
¿Puede jugar sin hacerse daño?
¿Sube la escalera hasta el último peldaño?

¿O salta en la cama para demostrar su destreza?
¿Monta en bicicleta sin protegerse la cabeza?

¿Es brusco con el gato? ¿Juega con tijeras?
Aunque su mamá le diga -¡No!, ¿baja corriendo las escaleras?

Si alguien lo reta a ser arriesgado…
¿decide dar un salto desde el tejado?
No… un dinosaurio sabe que nada de eso es apropiado.

En la calle, da la mano antes de cruzar.
Y solo cuando el semáforo lo indica, empieza a caminar.

Al comer, utiliza los cubiertos con cuidado.
De las personas extrañas se mantiene alejado.
Y nunca se mete en la piscina sin que su papá lo haya autorizado.

Para montar en bicicleta, se pone el casco como un campeón…
Y lleva botellas de agua en cualquier excursión.

Si algo malo ocurre y necesita asistencia,
Sabe marcar el número de emergencia.

Él sabe que ser prudente no es lo mismo que ser miedoso.
¡Cuídate por siempre, mi dinosaurio precioso!

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Three Lessons for Expository Writing

Lesson 1: Connecting Quotations to Personal Experiences

Materials

- *Martin's Big Words* by Doreen Rappaport
- "Dreams" by Langston Hughes
- Quotation on chart paper (see below)
- Double-Column Note-Taking sheet for students to glue or copy into their writer's notebooks (see page 3 of this handout)
- Students' writer's notebooks

Objective

Further students' knowledge about literary nonfiction and how to use information and parts of these texts to create their own texts.

The focus of this lesson is on famous quotations and how to use them to connect to our experiences. Students can then use these quotations as a jumping-off point for their own expository writing.

Hook: Brainstorming and Planning

> "Remember the texts that we have read so far related to civil rights? We read about Ruby Bridges. She was a brave girl who was one of the first children to attend an integrated school, even though a lot of people did not want her there and even hated her for going to the school.
>
> "Remember Langston Hughes's poem about dreams? Let's reread it."

Have students reread the poem with you. Talk again about the imagery that the poem uses to create an emotional response.

> "The poem is about the importance of dreams. We read about another famous person, Dr. Martin Luther King Jr., who also talked about the importance of dreams. Let's look at a quotation from *Martin's Big Words*."

Display a sheet of chart paper with the following quotation from *Martin's Big Words*:

"I have a dream that one day in Alabama, little black boys and black girls will join hands with little white boys and white girls as sisters and brothers."

Ask students to read this quotation with their partner and discuss what they think it means. Then, discuss as a whole group.

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Graphic Organizer

Double-column note-taking chart

Modeling

Have students paste or copy the double-column note-taking chart into their writer's notebooks.

> "Let's write this quotation in the first column."

Model writing the quotation in the first column of your own sheet.

> "Now, let's write about what this quotation means to us. First, I will write what it means to me. This quotation makes me think of my sister, who is half-black and half-white. Sometimes, she was not treated nicely because of the color of her skin. I always got mad at people who treated her badly, and I wished that everyone could like and respect everyone else—no matter what they look like.
>
> "My thinking: Others treated my sister badly. I wanted people to treat her nicely, even though she might not look the same as them.
>
> "My feeling: I like the image of children who all look different from each other holding hands. It makes me smile.
>
> "Like Langston Hughes, Dr. King creates images that make us feel certain ways. In this case, it makes me feel happy. Let's reread a few of Dr. King's quotations from the book, paying closer attention to how they connect to our own experiences. We will make note of these quotations on our note-taking chart, and for each one, we will write experiences that it makes us think about and emotions that it makes us feel."

Have students write their own experiences and feelings in response to this quotation in the right column of their charts.

Shared and Guided Writing

Reread two or three more pages with quotations from the book. Have students copy each quotation in the left column of the chart. Then, have students talk with partners and in the whole group if they need this scaffold. Students should then write about an experience the quotation makes them think about and how it makes them feel.

Reflection

When students finish, ask reflection questions such as the following.

> "What does this note-taking lesson tell us about quotations?"
>
> "How can we use quotations in our own writing?"

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Double-Column Note-Taking

Quotation From Text	What the Quotation Makes Me Think and Feel
"I have a dream that one day in Alabama, little black boys and black girls will join hands with little white boys and white girls as sisters and brothers."	**My thinking:** **My feeling:**
	My thinking: **My feeling:**
	My thinking: **My feeling:**
	My thinking: **My feeling:**

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Lesson 2: Using a Quotation to Plan an Essay

Materials

- *Martin's Big Words* by Doreen Rappaport
- Flap book pattern (see page 7 of this handout)
- Paper to make a flap book for each student
- Each student's completed Double-Column Note-Taking sheet

Objective

The goal of the lesson is for students to use one of the quotations from *Martin's Big Words* to create a flap book.

Modeling

> "Let's take a look at the quotations that we put on our chart paper."

Reread the quotations. Have students circle their favorite one on their chart. Model by circling your favorite quotation.

> "You will use the quotation you circled to create a flap book. I will model how you will create your flap book."

Use the pattern to create a flap book with the following on each flap:

- Flap 1: A Dr. King quotation
- Flap 2: A picture representing the experience this quotation makes you think about
- Flap 3: A picture representing the emotion this quotation makes you feel
- Flap 4: A picture showing why you think this quotation is important

The following is an example of what you might put on each flap:

- Flap 1: "Everyone can be great."
- Flap 2: A picture of yourself writing
- Flap 3: A picture of a heart beating
- Flap 4: A person cheering like they have won something

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Shared and Guided Writing

When you finish creating each flap, write words on the inside. Have students help you write your sentences. Use their input as you write one or two sentences for each flap. The following are possible sentences that fit with the modeling example:

- Flap 1: Dr. Martin Luther King Jr. said, "Everyone can be great."
- Flap 2: When I was young, I had a hard time learning to write, but a teacher helped me, and now I help other people learn to write. Often, we don't know we can be great until someone shows us.
- Flap 3: My heart starts to race when I read this quotation because it makes me excited for all of the possibilities people have.
- Flap 4: Everyone should feel like they can be successful.

You may need to scaffold the guided and independent writing more extensively by doing one flap at a time and then having students create that flap before moving on to the next flap. Continue this process until everyone's entire flap book is created.

Independent Writing

After you model how to create the flaps with a quotation and pictures, have students follow your model. Conduct roving conferences and have students share their ideas as they write and draw.

After you model writing sentences to go with each flap, have students do the same. Again, conduct roving conferences and have students share.

When students have finished their flap books, have them walk around the class, reading their sentences aloud to at least two or three fellow writers. It is important for students to read their own writing aloud to others.

Reflection

Ask guiding questions such as the following.

> "What was difficult about creating your flap books?"
>
> "How can we use these flap books to create our own texts?"

Ask additional questions, depending on the proficiency of your students.

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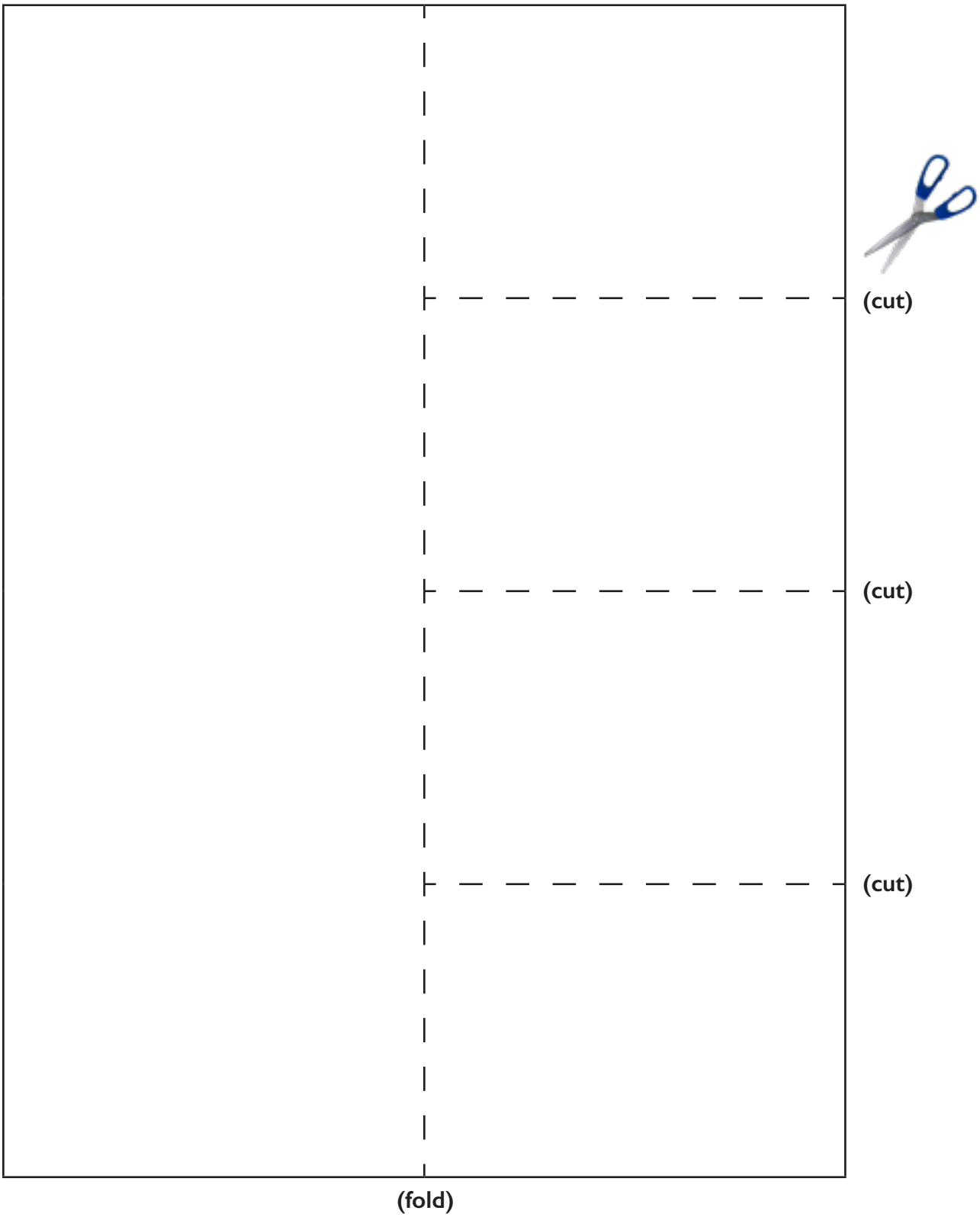
Pattern for a Flap Book



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Lesson 3: Using a Flap Book to Create an Expository Essay

Materials

- *Martin's Big Words* by Doreen Rappaport
- Students' completed flap books
- Expository Essay Example sheet (see page 10 of this handout)
- Writer's notebooks

Objective

In this lesson, students create an expository essay using their flap book.

Hook and Planning

Ask students to find their flap book.

> "Remember how we wrote about what our favorite Dr. King quotations made us think about and feel?"

Briefly review your flap book and have a few students share their flap books.

> "We can use these books to write an expository essay. Let's review what an expository text includes."

Briefly discuss how expository essays communicate ideas or information to others.

Modeling

> "I will show you how we can use what we wrote in our flap books to write an expository essay."

Put your flap book on the document camera.

> "Each sentence or set of sentences in my flap book is the start of a paragraph. I can write those on a piece of paper and leave room in between each one to add another sentence or two with more details."

Display a model like the one on page 10 of this handout.

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Shared and Guided Writing

> "Help me add a sentence to each paragraph to elaborate or add details."

Have students help you add sentences to your essay. Use their ideas to craft sentences. The following is an example of what your final essay might say.

> *Dr. Martin Luther King Jr. said, "Everyone can be great." I believe this is true because everyone has strengths they can use to be successful.*
>
> *When I was young, I had a hard time learning to write, but a teacher helped me, and now I help other people learn to write. Often, we don't know we can be great until someone shows us. That may be what everyone needs to know they can be great—a helping hand.*
>
> *My heart starts to race when I read this quotation because it makes me excited for all of the possibilities people have. Just think if everyone got the help they need to be great—what a great world we would live in!*
>
> *Everyone should feel like they can be successful. Dr. King's words are a start to helping everyone show their greatness.*

Notice that this essay is not perfect. It does not have to be. It is just the first draft. When you draft in front of students, you do not have to write perfect essays. Drafting a perfect essay on your first try is unrealistic and is not what real writers do. Your modeling should demonstrate the realities of authentic writing processes.

If you decide to use this essay to model revising skills, such as using effective word choice, do that later.

You may need to scaffold the guided and independent writing more extensively by doing it one paragraph at a time. For example, you write your first paragraph. Then, the students write their first paragraph. Continue this process until everyone's entire essay is written.

Independent Writing

> "Open your notebook to a drafting page and write each sentence from your flaps. Skip five or six lines between each flap's sentence like I did on my sheet. Write one more sentence for each paragraph to add a thought or detail."

Conduct roving conferences while students write.

Reflection

Use guiding questions to close the lesson such as the following.

> "What did you notice about adding ideas or details?"
>
> "What was easy? What was difficult?"
>
> "If I were to revise my essay, what one thing would I change, take out, or add?"

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Expository Essay Example

Dr. Martin Luther King Jr. said, "Everyone can be great."

When I was young, I had a hard time learning to write, but a teacher helped me, and now I help other people learn to write. Often, we don't know we can be great until someone shows us.

My heart starts to race when I read this quotation because it makes me excited for all of the possibilities people have.

Everyone should feel like they can be successful.

Adapted from Bernabei & Hall, 2012; Daniels, Zemelman, & Steineke, 2007; Oczkus, 2007.

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Tres lecciones para escribir textos expositivos

Lección 1: Relacionar citas célebres con experiencias personales

Materiales

- Se pueden utilizar los siguientes libros para introducir y discutir el tema de Martin Luther King Jr: *Celebra el día de Martin Luther King Jr. con la clase de la Sra* por Alma Flor Ada y F. Isabel Compoy; *Martin Luther King Jr.* por Dona Herweck; *Día de Martin Luther King Jr.* por Rebecca Rissman; *Feliz cumpleaños, Martin Luther King* por Jean Marzollo y J. Pinkney
- Hoja de papel tamaño póster con una frase o cita célebre de Martin Luther King Jr.
- Organizador gráfico para tomar notas a doble columna para que los estudiantes lo copien o lo peguen en su libreta para la escritura (ver más adelante)
- Libreta para la escritura para cada estudiante

Objetivo

Desarrollar el conocimiento de los estudiantes sobre textos literarios de no-ficción y cómo se puede utilizar esta información y partes de estos textos para crear sus propios textos.

El enfoque de esta lección es el analizar frases o citas célebres y cómo relacionarlas con nuestras propias experiencias. Podemos usar estas frases o citas célebres como un punto de partida para nuestros textos expositivos.

Gancho: Lluvia de ideas o planeación

> "Hemos leído algunos libros sobre Martin Luther King Jr. para recordarlo en el aniversario de su nacimiento. Cuando hablamos sobre él, discutimos que él tenía muchos sueños o ideales sobre la sociedad en donde le gustaría vivir. Martin Luther King Jr. fue muy valiente al expresar su descontento sobre la manera en que las personas afroamericanas eran tratadas en los Estados Unidos y luchó para que las cosas cambiaran."

Escoja una frase célebre de Martin Luther King Jr. que aparezca en alguno de los libros que se hayan leído sobre el tema. Escriba la frase en una hoja de papel tamaño póster. Un ejemplo puede ser la siguiente frase:

"Tengo un sueño que un día en Alabama, los niños y niñas negros se tomen de la mano con los niños y niñas blancos como hermanos."

Pida a los estudiantes que lean esta frase célebre con su pareja y discutan su significado. Después discutan el significado todos juntos.

Organizador gráfico

Escribiendo notas en dos columnas

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Demostración

Pida a los estudiantes que copien o peguen el organizador gráfico para escribir notas en dos columnas en su libreta para la escritura.

> "Vamos a escribir esta cita célebre en nuestro organizador gráfico."

Utilizando la cámara de documentos, demuestre cómo escribir la frase en su copia del organizador.

> "Ahora vamos a escribir lo que esta frase significa para nosotros. Primero, voy a escribir lo que esta frase significa para mí. Esta frase me hace pensar en los niños y las niñas que veo en los parques y me da gusto ver jugar juntos a todos los niños sin importar cómo se vean."

Aquí hay un ejemplo de cómo conectar nuestras experiencias con las citas o frases célebres:

> "Lo que pienso: Todos las personas deben tratarse bien y con respeto independientemente si se ven diferentes unos de otros."
>
> "Lo que siento: Me gusta ver a todos los niños jugar juntos en el parque. Me hace sonreír."
>
> "A través de sus frases, Dr. King crea imágenes que nos hacen sentir de cierta manera. En este caso, me hace sentir feliz. Vamos a leer otras frases célebres y vamos a poner atención como éstas se relacionan con nuestras experiencias personales. Las vamos a escribir en nuestro organizador gráfico."

Pida a los estudiantes que escriban sus experiencias y lo que piensan sobre la frase célebre en la columna de la derecha del organizador gráfico.

Escritura compartida y guiada

Escriba más frases célebres de Martin Luther King Jr. para que los estudiantes escojan una o dos más frases para escribir en el organizador gráfico de dos columnas. Después de escoger la frase, los estudiantes escriben sobre alguna experiencia que la frase les recuerde, lo que piensan y cómo les hace sentir.

Reflexión

Cuando los estudiantes terminen, haga las siguientes preguntas para reflexionar:

> "¿Qué aprendimos sobre las frases célebres de una persona famosa?"
>
> "Cómo las podemos utilizar para escribir algo?"

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Escribiendo notas en dos columnas

Citas o frases célebres	¿Qué me hace sentir y pensar esta cita?
	Lo que pienso: **Lo que siento:**
	Lo que pienso: **Lo que siento:**
	Lo que pienso: **Lo que siento:**
	Lo que pienso: **Lo que siento:**

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Lección 2: Usando una frase para planear un ensayo

Materiales

- Patrón para hacer un libro de pestañas (vea el patrón más adelante)
- Papel para hacer un libro de pestañas para cada estudiante
- Organizador gráfico "Escribiendo notas en dos columnas" completado por cada estudiante en la lección anterior

Objetivo

El objetivo de la lección es hacer un libro de pestañas basados en las citas célebres de Martin Luther King Jr.

Demostración

> "Vamos a leer las frases célebres que escribimos en nuestra hoja tamaño póster."

Vuelvan a leer las frases. Pida a los estudiantes que escojan su frase favorita. Demuestre cómo hacerlo circulando su cita favorita en el póster.

> "Ustedes van a utilizar la cita que escogieron para crear un libro de pestañas. Primero yo les voy a demostrar cómo hacer este tipo de libro."

Utilice el patrón para crear un libro modelo con las siguientes instrucciones:

- Pestaña 1: Una cita o frase célebre de Dr. King
- Pestaña 2: Un dibujo que represente la experiencia que esta frase te recuerda
- Pestaña 3: Un dibujo que represente cómo esa frase célebre te hace sentir
- Pestaña 4: Porque crees que esta frase es importante

Aquí hay un ejemplo de lo que se puede poner en la parte de arriba de las pestañas:

- Pestaña 1: "Todos podemos ser fantásticos."
- Pestaña 2: Un dibujo representando a una persona escribiendo
- Pestaña 3: Un dibujo de un corazón latiendo
- Pestaña 4: Un dibujo de una persona celebrando como si hubiera ganado algo.

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Escritura compartida y guiada

Al terminar de etiquetar cada pestaña, escriba algo adentro de cada una. Pida a los estudiantes que le ayuden a escribir una o dos oraciones para cada pestaña. Después ellos lo harán en su libro. Aquí hay las oraciones que se pueden escribir para el libro modelo mencionado antes:

- Pestaña 1: Dr. Martin Luther King Jr. dijo, "Todos podemos ser fantásticos."
- Pestaña 2: Yo no podía escribir muy bien cuando era joven pero una maestra me ayudó mucho. Ahora, yo puedo ayudar a otros a aprender a escribir bien. Muchas veces no sabemos lo fantásticos que podemos ser hasta que alguien nos muestra cómo hacerlo.
- Pestaña 3: Mi corazón empieza a latir muy fuerte cuando leo esta cita porque pienso en las oportunidades y posibilidades que todas las personas tienen.
- Pestaña 4: Todas las personas deben sentirse exitosos.

Posiblemente sea necesario ayudar a los estudiantes a escribir pestaña por pestaña en lugar de hacer todas juntas a la vez. Usted crea su primera pestaña y luego los estudiantes crean sus primeras pestañas. Y así sucesivamente hasta acabar el libro.

Escritura independiente

Después de que usted demuestre cómo etiquetar las pestañas con una cita y con dibujos, pida a los estudiantes que sigan el modelo para etiquetar las pestañas de sus libros. Conduzca conferencias ambulantes para monitorear su trabajo y hablar con los estudiantes sobre sus ideas y lo que dibujan.

Después de que usted demuestre cómo escribir las oraciones en la parte de adentro de cada pestaña, los estudiantes hacen lo mismo. Conduzca conferencias ambulantes para monitorear el trabajo y hablar con los estudiantes sobre sus ideas y lo que escriben.

Cuando los estudiantes terminen su libro de pestañas, ellos pueden compartir sus oraciones con sus compañeros. Es importante que los estudiantes lean lo que han escrito en voz alta a otros.

Reflexión

Haga preguntas como las siguientes para reflexionar:

"¿Qué fue lo más difícil al crear sus libros de pestañas?"

"¿Cómo podemos utilizar estos libros de pestañas para crear nuestros propios textos?"

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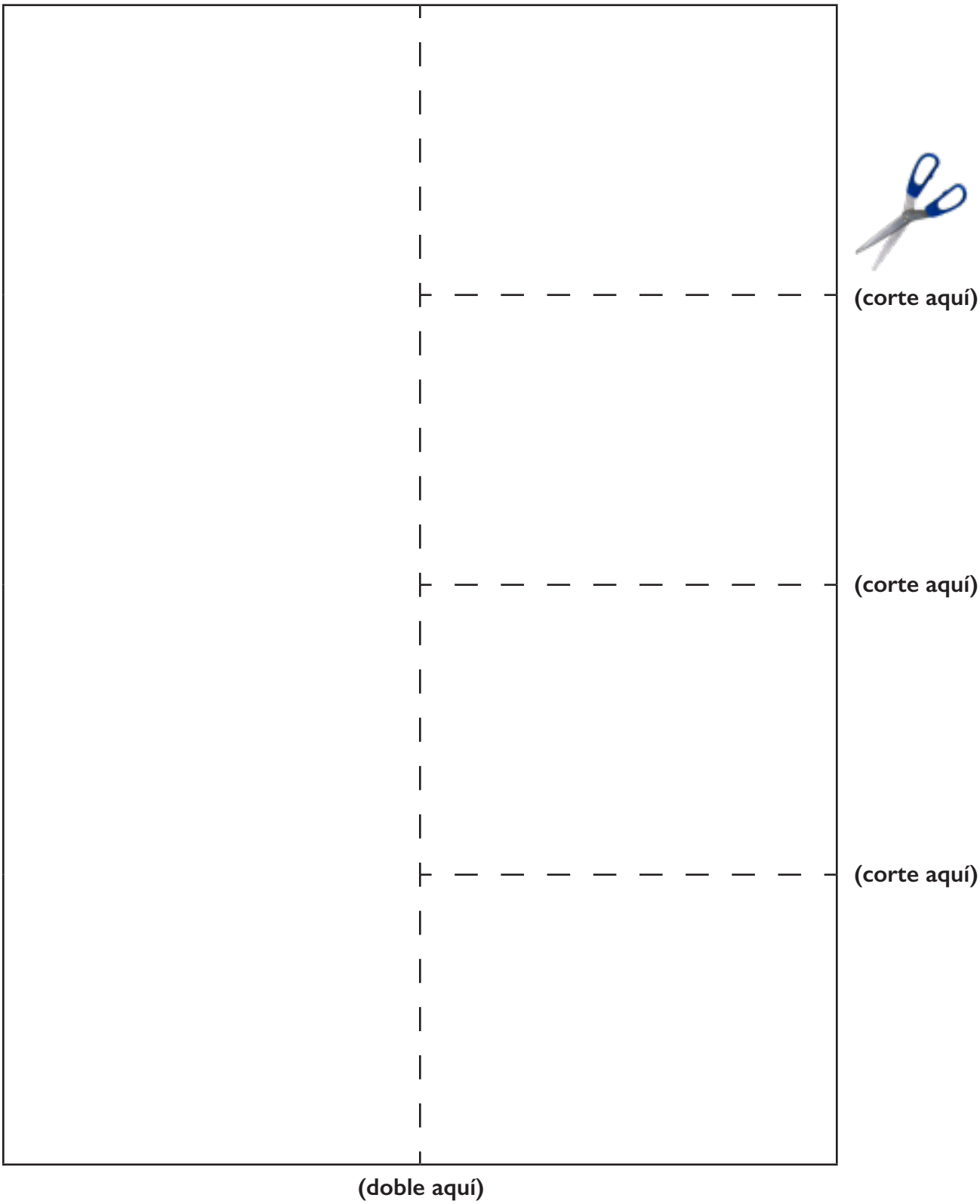
Patrón para un libro de pestañas



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Lección 3: Usando un libro de pestañas para escribir un ensayo expositivo

Materiales

- Los libros de pestañas completados por los estudiantes
- Hoja *Ejemplo para ensayo expositivo* (presentada más adelante)
- Libretas para la escritura de cada estudiante

Objetivo

El propósito de esta lección es que cada estudiante escriba un ensayo expositivo utilizando su libro de pestañas.

Gancho y planeación

Pida a los estudiantes que encuentren su libro de pestañas.

> "Recuerden cómo escribimos sobre nuestra cita favorita del Dr. King así como lo que nos hacía sentir y pensar."

Pida a los estudiantes que lean su libro de pestañas y que compartan este libro con otros.

> "Podemos usar estos libros para escribir un ensayo expositivo. ¿Recuerdan lo que es un ensayo expositivo?"

Discuta brevemente cómo los ensayos expositivos son textos que comunican ideas e información a otros.

Demostración

> "Les voy a enseñar cómo podemos utilizar lo que escribimos en nuestros libros de pestañas para escribir un ensayo expositivo."

Coloque su libro de pestañas en la cámara para documentos.

> "Cada oración o grupo de oraciones debajo de cada una de las pestañas es el inicio de un párrafo. Puedo escribir estas oraciones en una hoja y dejar espacio entre cada una de ellas para añadir una o dos más oraciones proporcionando más detalles."

Muestre el *Ejemplo para ensayo expositivo* que se presenta más adelante.

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Escritura guiada o compartida

> "Ayúdenme a añadir una oración a cada párrafo para proporcionar más detalles."

Los estudiantes le ayudan a escribir oraciones al darle más ideas. Aquí hay un ejemplo de un ensayo completado:

> *Dr. Martin Luther King Jr. dijo, "Todos podemos ser fantásticos." Yo creo que esto es cierto porque todas las personas tienen cualidades que ellos pueden utilizar para ser exitosos.*
>
> *Yo no podía escribir muy bien cuando era joven pero una maestra me ayudó mucho. Ahora, yo puedo ayudar a otros a aprender a escribir bien. Muchas veces no sabemos lo fantásticos que podemos ser hasta que alguien nos muestra cómo hacerlo. Posiblemente eso es lo que todos necesitamos para ser fantásticos—alguien que te ayude.*
>
> *Mi corazón empieza a latir muy fuerte cuando leo esta cita porque pienso en las oportunidades y posibilidades que todas las personas tienen. Si todas las personas recibieran la ayuda que necesitan para ser fantásticos, el mundo sería maravilloso.*
>
> *Todas las personas deben sentirse exitosos. Las palabras de Martin Luther King Jr. nos deben guiar para ayudar a todas las personas a ser fantásticos.*

Este ensayo no es perfecto y no tiene que serlo. Es solo un borrador. Cuando escriba en frente de los estudiantes, usted no tiene que escribir ensayos perfectos. Escribir una versión perfecta en el primer intento no es realista y no es lo que verdaderos autores hacen. Su demostración debe incluir las realidades del proceso de escritura.

Si usted decide usar este ensayo para demostrar como revisar y editar un escrito debe hacerlo después.

Posiblemente, los estudiantes necesiten más ayuda para escribir este tipo ensayo y usted deberá guiar a los estudiantes en el proceso párrafo por párrafo. Usted escribe el primer párrafo y después los estudiantes escriben su primer párrafo y así sucesivamente hasta que el ensayo esté terminado.

Escritura independiente

> "Abran su libro de escritura en una hoja limpia para escribir y escriban cada oración de su libro de pestañas saltando varios renglones entre cada oración como lo hice yo. Después traten de escribir una o dos más oraciones para cada párrafo para añadir más detalles."

Conduzca conferencias ambulantes mientras los estudiantes escriben.

Reflexión

Utilice este tipo de preguntas para reflexionar al terminar la lección.

> "¿Qué fue lo que notaron al añadir ideas a sus oraciones? ¿Qué fue lo más difícil? ¿Qué fue lo más fácil?"
>
> "Si revisaran su ensayo, ¿qué quitarían, cambiarían o añadirían?"

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Ejemplo de ensayo expositivo

Dr. Martin Luther King Jr. dijo, “Todos podemos ser fantásticos.”

Yo no podía escribir muy bien cuando era joven pero una maestra me ayudó mucho. Ahora, yo puedo ayudar a otros a aprender a escribir bien. Muchas veces no sabemos lo fantásticos que podemos ser hasta que alguien nos muestra cómo hacerlo.

Mi corazón empieza a latir muy fuerte cuando leo esta cita porque pienso en las oportunidades y posibilidades que todas las personas tienen.

Todas las personas deben sentirse exitosos.

Adapted from Bernabei & Hall, 2012; Daniels, Zemelman, & Steineke, 2007; Oczkus, 2007.

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Writing Lesson: Writing a Letter to Say "Thank You"

Hook

- *The Gardener* by Sarah Stewart
- Writer's notebook
- Copies of Important Person Web and "Thank You" Letter Draft for each student (page 4 of this handout)

Purpose

A person writes a letter with a specific audience in mind—usually, one person. Therefore, letter writing can provide an effective context for young writers to focus on audience.

Letters are written for many purposes and to convey different messages. Young writers must keep these underlying purposes and messages in mind as they craft a letter to a specific person.

Modeling With a Text

> "We have read the book *The Gardener* as part of our unit on plants in science. In this book, the girl writes letters to her family members to tell them how she is doing, to tell them about herself, and for other purposes. I will read one of her letters to focus on one purpose for writing a letter—saying 'thank you.'"

Read the following excerpt from the book.

> December 25, 1935
>
> Dear Mama, Papa, and Grandma,
>
> I adore the seed catalogues you sent for Christmas. And, Grandma, thank you for all the bulbs. I hope you received my drawings.
>
> I wrote a long poem for Uncle Jim. He didn't smile, but I think he liked it. He read it aloud, then put it in his shirt pocket and patted it.
>
> Love to all,
>
> Lydia Grace

Ask students what they notice about the letter. Have them turn to a partner and talk about the letter for a moment.

> "Do you think her mother, father, and grandmother liked getting this letter? What does the girl do or say in the letter to address her audience effectively? What does she do or say to meet her purpose of saying 'thank you'?"

Have students discuss responses to each of these questions in partners and then with the whole group.

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Model

> "Writing letters is a fun way to express your feelings or thoughts to someone who is important to you. Saying 'thank you' to someone for something they have given you or done for you is just one reason for writing a letter, but it is a good one, so let's practice it."

Model for students how to brainstorm people who are important to you. If you have had them create a heart map previously, they may already have people on that map. The following is an example of a heart map.

> "I will choose someone who is important to me. I think I will write a letter to my son, Zachary. He is always doing wonderful things, and I don't always remember to tell him 'thank you.' I need to web these things, so that I remember to include them in my letter."

Put a web on a sheet of chart paper and show students how to web your ideas. Pages 4 and 5 of this handout provide an example web.

Anchor Charts

- Important Person Web
- "Thank You" Letter Draft

Shared and Guided Writing

After webbing ideas, have students open their notebooks and create their webs for an important person in each of their lives. Walk around to monitor and have roving conferences about their webs.

Then, in the whole group, use your web and have students help you draft a "thank you" letter to your important person. Take all student suggestions and use them as best you can as you write. See an example of a "thank you" letter on page 5 of this handout.

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Independent Writing

Have students compose their own "thank you" letters to their important person. Remind them to include the date, a salutation, and a closing.

Reflection

Guide self-reflection through key questions such as the following.

> "What did you notice as you planned your letter?"
>
> "How did drafting your letter go?"
>
> "What did you notice as you wrote the letter?"

If students will eventually publish this letter, ask them the following.

> "If I were to revise my letter, what is one thing I would absolutely change, take out, or add?"

Optional Step: Write and Reflect Again

Option 1: Have students rewrite their piece using the revision strategy from reflection. Have students ask themselves, "Is this piece ready to be published?"

Option 2: Have students try writing a letter to a different person with a different purpose. One purpose is to reveal a few "secrets" about themselves to a person who they do not know well. You can use the model from page 7 of *The Gardener*, in which Lydia Grace writes a letter to her uncle to tell him a few things about herself that she is too shy to say to him face to face.

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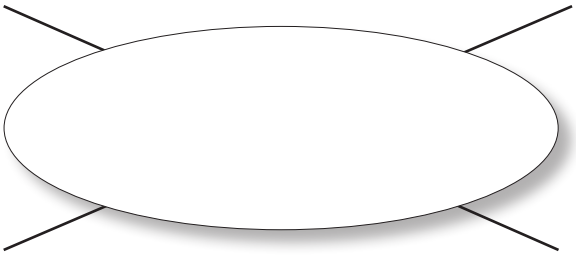
Important Person Web and "Thank You" Letter Draft



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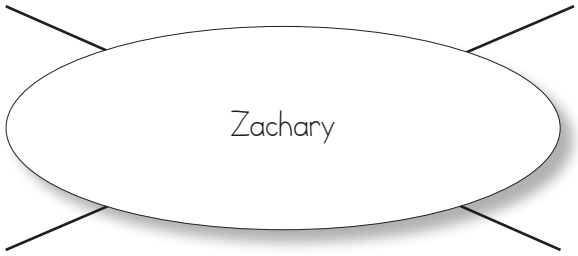
Important Person Web and "Thank You" Letter Draft Example

Does an excellent job taking care of his sister and making her laugh

Always works hard when we read and write together



Lets the dogs sleep in the bed with him when they want to snuggle

Gives me hugs when I need them, even in front of his friends

November 30, 2016

Dear Zachary,

You are the most wonderful son any mom could hope to have, and I just wanted to write to say, "Thank you!"

No matter how much reading and writing we do together, you always work your hardest to do your best. I am so proud of how much you have learned. What a great kid!

Not only are you a hard worker, but you're also a great friend! You give me hugs, no matter when I ask for them (and often you hug me on your own). Your sister loves you. She thinks you are the greatest brother! She is so lucky to have you as her big brother. You share your toys and your books, and when the dogs need a place to sleep, your bed is always open.

Thank you so much for being such a wonderful person! I love you!

Love,

Mom

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Writing Lesson: Including Dates on Letters

Hook

- *The Gardener* by Sarah Stewart
- Timeline that spans the 1900s into the 2000s (at least)
- Video on the Great Depression (optional)
- Calendar
- Writer's notebook
- Copies of What Is the Meaning Behind a Date? for each student (page 8 of this handout)

Purpose

A convention of letter writing is including the date the letter was written. Including the date contextualizes the letter and can provide background information on not only when it was written, but also why it was written.

Hook and Modeling With a Text

> "A convention of letter writing is including the date the letter was written. Let's look at one of the letters from *The Gardener.*"

Display the following excerpt from the book.

> December 25, 1935
>
> Dear Mama, Papa, and Grandma,
>
> I adore the seed catalogues you sent for Christmas. And, Grandma, thank you for all the bulbs. I hope you received my drawings.
>
> I wrote a long poem for Uncle Jim. He didn't smile, but I think he liked it. He read it aloud, then put it in his shirt pocket and patted it.
>
> Love to all,
>
> Lydia Grace

Ask students what they notice about the letter, focusing on the date. Most students will notice that it is December 25, Christmas. Ask students how this date relates to what she is saying in the letter.

If students do not talk about the year, specifically ask them about it.

> "In what year was this letter written? Do we know anything special about this time period?"

Students may not have much background knowledge of the Great Depression, so you may have to develop this knowledge, which is essential to understanding *The Gardener.*

Use a timeline to show the Great Depression in relation to today and other historical events. Consider showing a video on the Great Depression.

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Model

Use page 8 of this handout—What Is the Meaning Behind a Date?—to model an activity. This table has all of the dates of the letters in *The Gardner*. For each date, students should write a sentence or two about what they know about that date. Here are examples of how you might model the first date.

> "Let's look at the first date. What do I know about August 27, 1935? I know it's during the Great Depression, so I will write that. I also know this date is the end of summer, when school starts, so I will write that, too."

Refer to a calendar if students need a scaffold.

Anchor Chart

What Is the Meaning Behind a Date?

Shared and Guided Writing

After modeling the first date, have students help you with the next two dates. Have students turn to a partner to discuss each date and then share with the whole group. Make sure that students notice how these first few letters were all written in the same week. Ask students why that might be.

Independent Writing

After students work with you in the whole group on the first few dates, have them work with a partner to write about the rest of the dates.

Reflection

Guide self-reflection through key questions such as the following.

> "What did this activity tell you about dates?"
>
> "Why are they important?"
>
> "How can they help us better understand what someone writes in a letter?"

Optional Step: Write and Reflect Again

Bring in letters with other dates and have students discuss or write about them. Provide a timeline, so students can make connections between the letters and historical events and periods.

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What Is the Meaning Behind a Date?

Date	What I know about this date
August 27, 1935	
September 3, 1935	
September 4, 1935	
September 5, 1935	
December 25, 1935	
February 12, 1936	
March 5, 1936	
April 27, 1936	
May 27, 1936	
June 27, 1936	
July 4, 1936	
July 11, 1936	

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Lección de escritura: Escribir una carta para decir gracias

Materiales

- *El día que los crayones renunciaron* por Drew Daywalt
- Una carta del libro escrita en una hoja tamaño póster para mostrar a los estudiantes
- Libreta para la escritura
- Copias de un diagrama para lluvia de ideas y para escribir el primer borrador de la carta

Objetivo

Escribimos cartas a personas específicas y con una razón específica. El escribir cartas proporciona una oportunidad para que los jóvenes escritores aprendan a enfocarse en una audiencia concreta al escribir.

Las cartas también se escriben con muchos propósitos y para transmitir diferentes mensajes. Los jóvenes escritores deben considerar estos propósitos al escribirle una carta a alguien.

Demostrando el proceso utilizando un libro

> "Vamos a leer un libro que está escrito con cartas. Este libro se llama *El día que los crayones renunciaron* por Drew Daywalt."

Lea el libro y discuta el propósito de las cartas y la idea general del libro. Al finalizar, muestre la carta del libro copiada en el póster para que los estudiantes la lean. Lea la carta:

> Hola Duncan:
>
> Soy yo, Crayón ROJO. Necesitamos hablar. Me haces trabajar más duro que a cualquiera de tus otros crayones. Todo el año me desgasto coloreando camiones de bomberos, manzanas, fresas y cualquier cosa que sea roja. ¡Trabajo hasta en vacaciones! Además, ¡tengo que dibujar todos los Santas en Navidad y todos los corazones en San Valentín! ¡Necesito un descanso!
>
> El más ocupado de tus amigos,
>
> Crayón Rojo

Pida a los estudiantes que piensen en las cartas y que lo discutan con su pareja.

> "¿Para que sirven las cartas?"

Demostración

> "El escribir cartas en una manera divertida de expresar nuestros sentimientos o pensamientos a alguien que es importante para nosotros. Por ejemplo, en el libro los crayones le escriben cartas a Duncan—que es su dueño—para explicarle cosas que Duncan no sabía sobre los crayones. La razón de las cartas es expresar su descontento.

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Otra razón para escribir cartas es para decir gracias por algo que se ha recibido. El día de hoy vamos a practicar cómo escribir cartas de agradecimiento o cartas para decir gracias."

Demuestre a los estudiantes cómo hacer una lluvia de ideas sobre todas las personas que son importantes para ellos. Posiblemente ya tenga personas en su corazón si ya han creado un mapa de corazón antes. Aquí hay un ejemplo:

"Voy a escoger a alguien que sea muy importante para mí. Creo que voy a escribir una carta a Abuela. Ella siempre hace cosas maravillosas y a veces se me olvida darle las gracias. Tengo que hacer una lluvia de ideas de todas estas cosas para incluirlas en mi carta."

Dibuje un diagrama para hacer una lluvia de ideas como demostración para los estudiantes. Un ejemplo de esto se presenta más adelante.

Pósters

Diagrama para lluvia de ideas y para escribir primer borrador para carta

Escritura compartida y guiada

Después de hacer su lluvia de ideas, pida a los estudiantes que escojan a alguien para escribirle una carta de agradecimiento. Después pídales que abran sus libretas y hagan una lluvia de ideas de las cosas sobre las cuales le van a agradecer a esa persona importante que escogieron. Monitoree el trabajo de los estudiantes.

Cuando los estudiantes acaben sus lluvias de ideas, escriba usted un primer borrador de la carta de agradecimiento utilizando su lluvia de ideas y con la ayuda de los estudiantes. Use todas las sugerencias que le digan los estudiantes de la mejor manera posible. Vea un ejemplo de este tipo de carta más adelante. Haga énfasis en las partes esenciales de toda carta: fecha, saludo, cuerpo, despedida y firma.

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FECHA > 23 de marzo de 2017

Querido Santiago, < SALUDO

Te escribo para agradecerte el regalo que me compraste para mi cumpleaños. Me encantó la bufanda y espero usarla muchas veces. Gracias por comprarla en mi color favorito. Nos vemos pronto. < CUERPO

DESPEDIDA > Con mucho cariño,

FIRMA > Alejandra

Escritura independiente

Pida a los estudiantes que escriban sus propias cartas de agradecimiento a alguien importante en sus vidas. Recuérdeles que incluyan la fecha, el saludo, el cuerpo, la despedida, y la firma.

Reflexión

Guíe la reflexión utilizando preguntas como las siguientes:

> "¿Qué fue lo que notaron al planear su carta? ¿Cómo funcionó el escribir su borrador?"

Cuando los estudiantes vayan a publicar su carta más adelante, haga las siguientes preguntas:

> "Al editar y revisar mi carta, ¿qué cosa absolutamente cambiaría, quitaría o añadiría?"

Pasos opcionales: Escribir y reflexionar

Opción 1: Pida a los estudiantes que vuelvan a escribir la carta reflexionando sobre lo que se cambiaría, quitaría o añadiría. Los estudiantes deben preguntarse: ¿Esta carta está lista para publicarse?

Opción 2: Pida a los estudiantes que traten de escribir una carta a otra persona con un propósito diferente. Este otro propósito puede ser el revelar secretos sobre uno mismo a una persona que no nos conozca muy bien. Las cartas del libro *El día que los crayones renunciaron* son buenos ejemplos de este tipo de carta.

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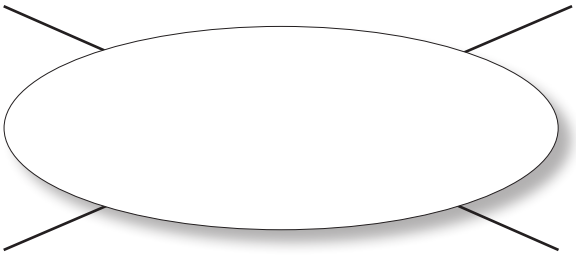
Escribiendo una carta de agradecimiento a una persona importante: lluvia de ideas y primer borrador



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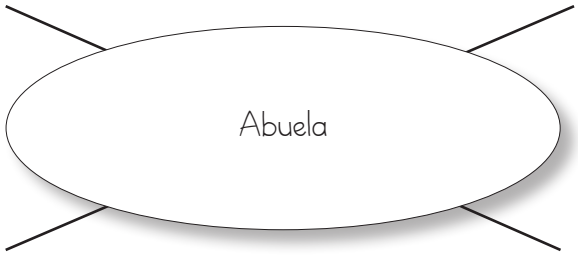
Escribiendo una carta de agradecimiento a una persona importante: lluvia de ideas y primer borrador (ejemplos)

Juega con su nieto con mucho cariño y paciencia

Hace deliciosas comidas



Me deja llevar a mi perrito a su casa aunque a ella no le gustan mucho los perros

Siempre me pregunta como se siento

24 de marzo de 2017

Querida abuela,

Tú eres la abuela más maravillosa que pueda existir en el mundo por lo que quiero te escribo una nota para decirte "¡Gracias!"

Te encanta jugar con tu nieto Santiago. Siempre tienes mucha alegría para jugar sus lo que él quiere jugar y lo haces muy feliz. Santiago nunca olvidará jugar contigo.

Además, siempre es un placer comer lo que tú nos preparas. Tu comida es deliciosa y muy saludable. Nunca olvidaremos los ricos frijoles y el delicioso arroz que solo tu sabes hacer.

Finalmente, gracias por permitirme llevar a nuestro perrito a tu casa aunque no te gusten mucho los perros. Yo sé que en el fondo Spoggy te cae bien. Abuela, gracias por todo lo que haces por nosotros. ¡Te queremos mucho!

Con mucho cariño,,

Tu hija

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Writing Lesson: Persuasive Writing That Imitates a Picture Book

Materials

- *What If…* by Regina J. Williams
- Web or brainstorming chart paper
- Writer's notebooks
- Copies of My "What If" Persuasive Piece sheet for each student (see page 4 of this handout)
- Chart paper with My "What If" Persuasive Piece
- Materials to make a collaborative book with the illustrated final drafts

Objective

Like any writing, the audience has to be taken into consideration. In this lesson, we create a collaborative book for children to read and imagine what the world would be like if we all took care of the environment. Each mini-essay has one position with at least one detail to support it.

Brainstorming and Planning

> "In science, we have discussed protecting the environment and the different things we can do to make the Earth a healthy place to live. Let's brainstorm the different ideas that we have discussed."

Display a brainstorming web on chart paper and list as many ideas as possible. See the following ideas:

- Recycling
- Composting
- Picking up trash
- Starting a garden
- Planting a tree
- Reusing paper or plastic bottles
- Biking
- Driving fuel-efficient cars
- Using solar energy
- Using wind power
- Not throwing trash on the ground

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Show students the book *What If…*

> "When we read this book previously, we discussed what a great imagination the boy has. Let's reread a few of his ideas."

Reread a few of the "What if..." excerpts from the book.

> "Let's stretch our imaginations to think about what it would be like if everyone did the things on our brainstormed list. What if everyone recycled? What if everyone biked or rode a bus or a train, rather than drove their own cars? Could we write a book like *What If…* that could persuade people to do these things?
>
> "Do you remember what it means to persuade someone?"

Have partners discuss the word *persuade*.

> "When you persuade someone, you have to establish a position. We can establish a position by saying, 'What if…' and then stating something that everyone should do. For example, 'What if everyone rode their bikes to school and on other short trips? We would not need to use so much gas or oil, and our air would be cleaner.'"
>
> "My position is that everyone should ride their bikes for short trips. I supported my position with two details: We would not need so much gas or oil, and our air would be cleaner."

Modeling

Model how to use your example position and details to create a page for a "what if" collaborative book. Use a planning frame like the one on page 4 of this handout if students need that scaffold.

> "Here is how I can use the planning frame to make sure I have a position and two details."

Show students how to fill out the planning frame by using your example.

Graphic Organizers

- Web or brainstormed list of ideas
- Planning frame for writing a position and two supporting details

Shared and Guided Writing

Use your planning frame to write a draft of a page for the collaborative book. Notice that it imitates the pattern from Williams's book.

> "Let's take what I have written in my planning frame and write a draft of a page for our collaborative book."

Have students help you write your sentences. Use complete sentences with correct punctuation.

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Independent Writing

After students work with you in the whole group on your planning and drafting, have each student or pair of students choose one of the ideas from your brainstormed list to plan and draft their own page for the collaborative "what if" book. Have students use a copy of the My "What If" Persuasive Piece sheet or have them plan and draft in their notebooks.

Remind students that this book is for children, so they need to make sure that children can read it, understand it, and be interested in it. If they decide to publish this piece in the collaborative book they will need to create an illustration to go with it. (To remind students of the importance of illustrations, show them a few pictures from *What if…*)

Reflection

Guide self-reflection through key questions such as the following.

> "What did this activity tell you about persuasion?"
>
> "Why is persuasive writing important to know about and understand how to use?"

Optional Steps: Write and Reflect Again

Have students revise their drafts for effective word choice and sentences.

Have students reflect on their writing by asking themselves the following questions.

> "Would this short piece persuade me to do this activity?"
>
> "If I publish this piece, what kind of illustration should I create to go with it?"

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My "What If" Persuasive Piece

My position: _____

_____

_____

Supporting detail 1: _____

_____

_____

Supporting detail 2: _____

_____

_____

FIRST DRAFT

_____

_____

_____

_____

_____

_____

_____

And what if…

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Lección de escritura: Escribir notas para persuadir

Materiales

- *Clic, Clac, Muu Vacas Escritoras…* por Doreen Cronin
- Hoja tamaño póster para realizar lluvia de ideas
- Libreta para la escritura de cada estudiante
- Diagrama para planear "Mi nota persuasiva"
- Hoja tamaño póster para escribir 1er borrador de nota persuasiva como ejemplo
- Materiales para hacer un libro colaborativo con las notas persuasivas finales

Objetivo

Como en cualquier tipo de texto, el escritor tiene que tomar en cuenta a la audiencia o el público al que se le escribe. En esta lección, vamos a crear un libro colaborativo de notas persuasivas que los estudiantes van a escribir. Cada nota persuasiva tiene una postura específica y un detalle para apoyar esta posición.

Lluvia de ideas y planeación

> "Hemos discutido como diferentes personas tienen diferentes necesidades como parte de una comunidad. También hemos discutido cómo ciertas cosas son necesidades son esenciales para vivir. Por ejemplo, todos los seres humanos necesitados comida para sobrevivir por lo que la alimentación es una necesidad esencial. Vamos a pensar en necesidades esenciales de los niños y niñas del mundo."

Realice una lluvia de ideas con los estudiantes para enlistar el mayor número de necesidades esenciales de los niños y niñas. He aquí algunas ideas:

- Ropa
- Comida
- Casa
- Educación
- Áreas verdes
- Agua limpia
- Hospitales
- Aire limpio
- Transporte
- Cariño

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Muestre a los estudiantes el libro *Clic, Clac, Muu Vacas Escritoras*.

> "Cuando leímos este libro, discutimos cómo las vacas consiguieron lo que querían a través de notas persuasivas. Vamos a leer algunas de esta notas."

Vuelva a leer las notas del libro y explique cómo a través de las notas las vacas y las gallinas exigen una cosa después de dar una explicación del porqué necesitan eso. Explique y discuta con los estudiantes, nota por nota, lo que exigen y por qué lo exigen.

> "Vamos a pensar en las necesidades esenciales que acabamos de enlistar en nuestra lluvia de ideas. Cada quien va a escoger una necesidad esencial para los niños y niñas y va a pensar por qué es necesaria. Vamos a escribir notas a los adultos para exigir lo que los niños necesitan. Después vamos a hacer un libro con las notas persuasivas para que los adultos lo lean.
>
> "¿Recuerdan lo que significa persuadir?"

Pida a los estudiantes que discutan el significado de persuadir en parejas. De unos minutos y después pida a algunos estudiantes que compartan lo que discutieron con el resto del grupo.

> "Al tratar de persuadir a alguien, se necesita establecer una postura o posición específica. Se establece una postura cuando se explica la necesidad y se dan buenas razones para esa necesidad. Por ejemplo, podemos decir, "Los niños necesitan comida saludable todos los días para crecer sanos y fuertes y tener defensas para combatir las enfermedades." Mi postura es que los niños necesitan comida saludable todos los días. Yo apoyé mi postura con dos razones: los niños tienen que crecer sanos y fuertes. Los niños necesitan defensas para combatir las enfermedades."

Demostración

Demuestre cómo utilizar la postura y las razones del ejemplo anterior para crear una nota persuasiva para el libro colaborativo del salón. Utilice el diagrama para planear "Mi nota persuasiva" si los estudiantes necesitan ayuda gráfica.

> "Yo puedo utilizar este diagrama al planear para asegurarme que tengo una postura específica y dos o tres razones para esa postura."

Demuestre a los estudiantes cómo completar el diagrama utilizando el ejemplo anterior.

Organizador gráfico

- Lluvia de ideas
- Diagrama para planear y escribir una postura y dos razones

Escritura compartida y guiada

Escriba un primer borrador o versión de la nota persuasiva en la segunda parte del organizador gráfico "Mi nota persuasiva."

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> "Vamos a utilizar lo que escribí en el diagrama para planear para escribir un primer borrador de la nota persuasiva."

Pida a los estudiantes que le ayuden a escribir las oraciones con sugerencias verbales, asegurándose que escriba oraciones completas con puntuación correcta.

Escritura independiente

Al terminar de escribir la nota persuasiva de ejemplo, pida a cada estudiante o a parejas de estudiantes que escojan una de las ideas de la lluvia de ideas para planear y escribir su propia nota persuasiva para los adultos. Los estudiantes pueden utilizar el diagrama para planear y escribir los borradores en la libreta de escritura. La versión final puede ser escrita en una hoja aparte. Recuerde a los estudiantes que estas notas son para adultos, por lo que tienen que asegurarse que ellos estén interesados, las puedan leer y entender. Cuando las notas persuasivas hayan sido escritas en su forma final, se pueden publicar en un libro colaborativo.

Reflexión

Guíe a los estudiantes a través de una reflexión en donde se hagan preguntas como las siguientes:

> "¿Qué aprendimos sobre persuasión a través de esta actividad? ¿Por qué es importante aprender cómo persuadir a través de la escritura?"

Pasos opcionales: Escribir y reflexionar de nuevo

Haga que los estudiantes revisen sus borradores para encontrar mejor opciones de palabras y oraciones.

Haga que los estudiantes reflexionen sobre su escritura.

> "¿Si yo fuera un adulto, sería esta nota suficiente para persuadirme a hacer esto? Si yo publicara esta nota, ¿qué tipo de ilustración debería yo hacer para acompañarla?"

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Mi nota persuasiva

Diagrama para planear

Mi postura: _____

_____

_____

Razón 1: _____

_____

_____

Razón 2: _____

_____

_____

Primer borrador

_____

_____

_____

_____

_____

_____

_____

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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 English 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._____

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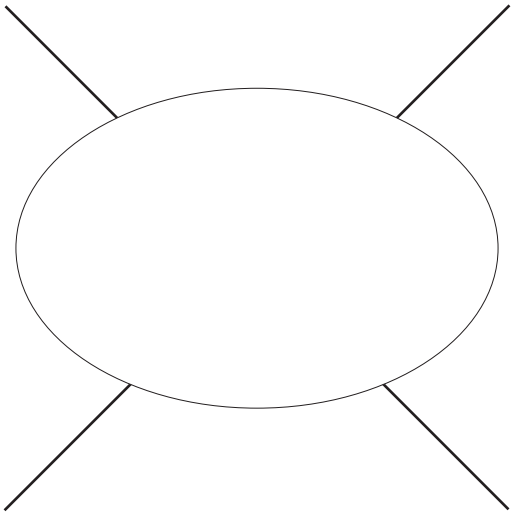
Drafting Think Sheet



1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

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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?)

_____

_____

_____

_____

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Important Information Think Sheet

WHO

_____

_____

WHAT

_____

_____

WHEN

_____

_____

WHERE

_____

_____

WHY

_____

_____

HOW

_____

_____

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Sequence Think Sheet

Topic

_____

Sentence Describing Topic

_____

_____

First,

_____

_____

Next,

_____

_____

Then,

_____

_____

Finally,

_____

_____

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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.

Adapted from Englert, 1990.

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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._____

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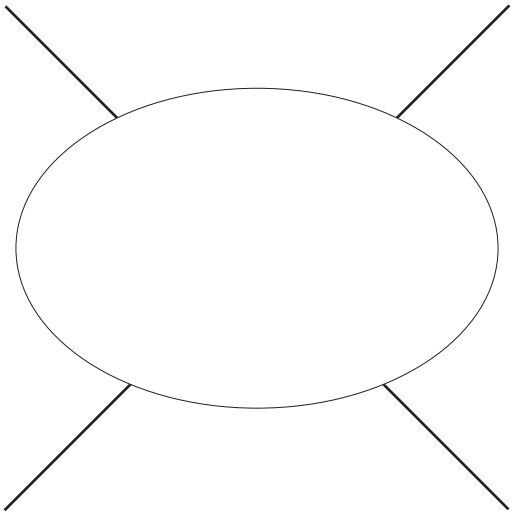
Elaboración de ideas



1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

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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?)

_____

_____

_____

_____

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Organizador de ideas

QUIÉN

_____

_____

QUÉ

_____

_____

CUÁNDO

_____

_____

DÓNDE

_____

_____

POR QUÉ

_____

_____

CÓMO

_____

_____

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Organizador de ideas

El tema

_____

Una oración que describe el tema

_____

_____

Primero,

_____

_____

Luego,

_____

_____

Después

_____

_____

Al final,

_____

_____

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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 muéstrele a los estudiantes como reescribir 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.

Adapted from Englert, 1990.

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Guidelines for Teaching Writing

Model writing strategies by collaborating with students to write texts.

Demonstrating writing on charts, the document camera, 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 texts.

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 essays.

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.

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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, sound walls, and other classroom print).

Expect students to accurately spell words and spelling patterns that have been previously studied.

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 "You described ____ by saying ____. 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. Specifically describe what they wrote.
- 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.

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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 ask questions.

Help students decide whether they should publish their drafts. When they do, discuss different publishing methods, such as adding illustrations, making it into a book, or publishing on the computer.

A wide variety of technology tools are available to motivate 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, you 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.

- Writer's notebooks and portfolios also provide insight into writing growth.
- Periodically review and select representative pieces to show writing development.

Adapted from Bos & Vaughn, 2002; Bromley, 1998, 2000; Gunning, 2002.

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Systematic Instruction: Writing Checklist

Teacher: _____ Observer: _____ Content Area: _____ Date: _____

Category	Instructional Methods and Strategies (Check All Observed)		Observed Time(s)	Comments
Grouping Formats	❑ Whole group ❑ Teacher-led small groups ❑ Independent work	❑ Mixed-ability small groups (e.g., workstations) ❑ Partners		
Explicit Instruction Components	❑ Identifies objective ❑ Activates background knowledge ❑ Models (e.g., thinks aloud) ❑ Uses consistent language ❑ Scaffolds when needed ❑ Uses examples and nonexamples (as appropriate)	❑ Paces instruction appropriately ❑ Provides guided practice ❑ Checks for understanding ❑ Provides multiple response opportunities ❑ Provides extended practice opportunities ❑ Provides immediate feedback (corrective when needed)		
Writing Activities and Lessons	❑ Writing-to-learn activity ❑ Teaching or practicing of handwriting ❑ Participating in sentence activities ❑ Read-aloud of model text focused on writing ❑ Modeling of writing element or strategy ❑ Guided or collaborative practice with writing element or strategy	❑ Teaching or practicing of prewriting or planning ❑ Teaching or practicing of drafting ❑ Teaching or practicing of revising ❑ Teaching or practicing of editing ❑ Teaching or practicing of writing for specific a purpose or audience ❑ Teaching or practicing of writing in a specific genre ❑ Peer or teacher conferencing		
Materials Used	❑ Handwriting scaffold ❑ Think-aloud or write-aloud ❑ Graphic organizer or think sheet ❑ Revising checklist ❑ Editing checklist ❑ Model text	❑ Anchor chart ❑ Writer's notebook ❑ Collaborative book ❑ Technology tool ❑ Other material:		

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Instrucción sistemática de escritura: Lista de control

Docente: _____ Observador: _____ Materia: _____ Fecha: _____

Categoría	Estrategias y métodos de instrucción (marque todos los observados)		Cantidad de tiempo observado	Comentarios
Formatos de grupo	❑ Grupo entero ❑ Grupos pequeños guiados por la maestra ❑ Trabajo independiente	❑ Grupos pequeños de habilidades mixtas (por ej., centros) ❑ Trabajo en parejas		
Elementos de instrucción explícita	❑ Se identifica el objetivo ❑ Se activa el conocimiento previo y de fondo ❑ Se demuestra a través de modelos (Por ej., pensando en voz alta) ❑ Se utiliza un lenguaje consistente ❑ Se apoya específicamente a los estudiantes cuando se necesita ❑ Se utiliza ejemplos y no-ejemplos apropiadamente	❑ El ritmo de la lección es apropiado ❑ Proporciona práctica guiada. ❑ Se monitorea el entendimiento ❑ Se proporcionan múltiples oportunidades para responder ❑ Se proporcionan oportunidades para practicar más a fondo. ❑ Se proporciona retroalimentación inmediata y se corrige cuando es necesario.		
Actividades/ lecciones de escritura	❑ Actividad de escribir para leer. ❑ Enseñanza y práctica de la caligrafía ❑ Se lee un libro para niños que se enfoca al desarrollo de la escritura ❑ Se demuestra la estrategia o el elemento de escritura ❑ Práctica guiada y colaborativa de la estrategia o elemento de escritura	❑ Enseñanza/práctica de la planeación para la lectura ❑ Enseñanza y práctica para escribir un borrador ❑ Enseñanza y práctica para revisar textos ❑ Enseñanza y práctica para editar ❑ Enseñanza y práctica para escribir textos para audiencias específicas ❑ Enseñanza y práctica de un género específico ❑ Conferencias con compañeros o maestra		
Materiales utilizados	❑ Apoyo a la caligrafía ❑ Actividades de pensar en voz alta ❑ Organizadores gráficos y hojas para planear ❑ Lista de control para revisar ❑ Lista de control para editar ❑ Textos para demostrar	❑ Posters con información ❑ Libreta del escritor ❑ Libro para colaborar ❑ Herramienta de tecnología ❑ Otro material		

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Writing Instruction Considerations for English Language Learners

Language development significantly affects the writing of English language learners (ELLs). By providing linguistically accommodated instruction that matches students' current level of English proficiency, ELLs can develop English writing skills as they develop oral English skills. Help ELLs in this process in the following ways.

Consider ELLs' English language development to tailor writing instruction.

Some ELLs might have been exposed to instruction mostly focused on developing oral communication skills and not academic writing. Also, consider writing skills in their native language. Many of these skills can be transferred to English writing skills. For example, if students can write a complete paragraph with correct punctuation in their native language, they might be able to use this knowledge to write a paragraph in English with the right scaffolding and linguistic accommodations.

Create a safe environment and sense of community where ELLs can take risks when writing.

ELLs should feel safe when trying their new language in writing and should feel that their writing risks are supported. When pairing students to write, edit, or give feedback, ELLs at the early stages of English development can benefit from shared writing experiences in which they can work with other ELLs with similar skills and write in English or their native language. More advanced ELLs can work with native English speakers to discuss appropriate vocabulary and linguistic structures to use in their writing.

Provide explicit instruction on how to write different genres and numerous model texts, especially when dealing with content area texts.

ELLs need to see how scientists, mathematicians, historians, journalists, and literary authors write. When using examples of these texts, explicitly point out the different characteristics of each genre. ELLs need substantial scaffolding and explicit instruction when developing their language and writing skills at the same time as they learn content knowledge.

Focus on the unique conventions of writing and spelling in English.

Make visible the thinking tools that experienced writers use when writing in English. Use anchor charts to illustrate English print conventions and, when possible, compare and contrast native language and English conventions. Fill your classroom with charts, posters, books, and labels that ELLs can use as a reference.

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Ensure that ELLs have authentic and meaningful opportunities to engage in writing activities.

Language support is essential and can be provided by peers, mentors, or technology.

Adapted from Au, 2000; Brisk & Harrington, 2000; Carrillo, 1994; de Oliveira & Lan, 2014; Farnan, Flood, & Lapp, 1994; Foulger & Jimenez-Silva, 2007; Hudelson, 1994; Hurley & Tinajero, 2001; Kame'enui & Carnine, 1998; Lee et al., 2009; Olson & Land, 2007; Peregoy & Boyle, 2005; Pérez, 1998; Samway, 2006; Snow, Burns, & Griffin, 1998.

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Assessing the Growth of Student Writers

Read a collection of a student's work and consider the following.

1. What does the writing reveal about the student's knowledge of the English language in the following areas?
   - Relationships among phonology, orthography, and morphology
   - Vocabulary and parts of speech
   - Phrases, clauses, and their relationships in sentences
   - How to use language effectively for various audiences and purposes
2. What risks does this student take as a writer?
   - Does the student take risks with spelling and vocabulary, or is the student's writing limited to basic words that inhibit specific and precise word choice?
   - Does the student add or take away parts to fit the needs of the text, or does the paper determine the length of the writing?
3. What patterns emerge as you read through the writer's work?
   - Is there repetition of topics and purposes?
   - Does the student apply a formula over and over again?
   - Is there a recurring theme?
4. What changes occurred over time? When arranged chronologically, are there changes in the following?
   - Sentence structure
   - Quality of text
   - Length of text
   - Organization
   - Spelling
   - Idea development
5. Does the student have a clear strength as a writer (e.g., knowledge of conventions, unique understanding of audience, use of the writing process)?
6. Based on your observations, what is this writer ready to learn next?
   - What instruction might benefit the writer today?
   - What experiences or situations might be fruitful for future growth?

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Use response guides, checklists, rubrics, and anecdotal notes to assess student writing.

See Handouts 10 and 11 for revision and editing checklist examples. See pages 3 to 14 of this handout for examples of response guides and rubrics.

Conference with students regularly.

- Meet with a few students each day.
- Keep conferences short (e.g., two to three minutes).
- Establish a comfortable environment for sharing.
- Make eye contact with the writer.
- Have the student read his or her writing aloud.
- Be a good listener and show genuine interest in each student's writing.
- Ask questions to clarify and extend the writing.
- Provide plenty of support and encouragement.
- Emphasize strategies and skills the student is ready to use.

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Response Guide

Title: _____

Author or Speaker: _____

Praise and Encouragement

_____

_____

Questions

_____

_____

Suggestions for Improvement

_____

_____

Signed

_____

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Partner Response Sheet

Author: _____

Partner: _____

1. What do you like most about this writing?

_____

_____

2. What suggestions do you have for the author?

_____

_____

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Writing Rubric

Name: _____ Date: _____

Assignment: _____

Excellent ❑ ❑ ❑ ❑
Good ❑ ❑ ❑ ❑
Satisfactory ❑ ❑ ❑ ❑
Unsatisfactory ❑ ❑ ❑ ❑
Comments:

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Rubric: Writing's Organization

Rating	Beginning, Middle, End	Details	Order
I'm there.	I have a clear beginning, middle, and ending.	I've put details in the right places.	I've put ideas in order effectively.
I'm working on it.	I've made a good attempt at a beginning, middle, and ending.	I've put some details in the right places.	I've put ideas in an order that makes sense.
I'm just figuring it out.	My writing doesn't have a clear beginning, middle, or ending.	My details are confusing.	I haven't ordered my ideas in a way that makes sense.

Rubric: Handwriting and Conventions

Rating	Handwriting	Spelling	Capital Letters	Punctuation
I'm there.	My handwriting is neat and legible.	I spelled all or almost all of my words correctly.	All or almost all of my capital letters are in the right places.	All or almost all of my punctuation is correct.
I'm working on it.	My handwriting is legible with just a few problems.	I spelled most of my words correctly.	I used capital letters correctly in most places.	I have correct punctuation in some places but not in others.
I'm just figuring it out.	My words are hard to read because of my handwriting.	My spelling makes it hard to read the words.	Most of my capital letters don't follow the rules.	I haven't used much correct punctuation at all.

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General Writing Rubric

Name: _____ Date: _____

Criteria	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Topic	Key words near beginning	Main idea or topic in first sentence	Good main idea or topic sentence	Interesting, well-stated main idea or topic sentence	
Words	Related words or ideas mentioned	Some key words or related ideas included as details with meaning	Key related words and ideas used as details with meaning	Key related words and ideas used correctly and defined for reader; interesting word choice	
Order	Ideas not ordered	Some order of main idea and details	Main idea and details somewhat sequential	Good flow of ideas from topic sentence to details	
Sentences	Sentence fragments	Mostly complete sentences	Complete sentences	Complete, varied sentences	
Punctuation	Some punctuation	Most sentences have punctuation	Correct punctuation	Correct, varied punctuation	
Capitalization	Not distinguished	Uses uppercase and lowercase	Begins sentences with uppercase	Correct case in all uses	
Spelling	Many spelling errors	Some spelling errors	Few spelling errors	Very few, if any, spelling errors	
Handwriting	Hard to read; not well formed	Mostly legible	Well-formed letters	Neat, easy to read, well formed	

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Expository Writing Rubric

Based on Fourth Grade STAAR Rubric

Name: _____ Date: _____

Criteria	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Thesis	Missing, unclear, or illogical thesis	Weak or unclear thesis	Clear thesis	Thoughtful and engaging thesis	
Organization	Failure to maintain focus on thesis Repetition or wordiness	Some irrelevant information Some repetition or wordiness	Coherent essay with minor lapses in focus Logical and controlled sentence flow and connections	Sustained focus that unifies entire essay Strong sentence-to-sentence connections that make train of thought easy to follow	
Ideas	Inappropriate, vague, or insufficient details or examples Weakly linked to prompt or not expository	Some details or examples inappropriate or only partially presented Little to no thoughtfulness—may be formulaic	Specific and appropriate details and examples Some thoughtfulness—original ideas	Specific and well-chosen details and examples Thoughtful and engaging—unique and interesting view	
Sentences	Simplistic or awkward	Awkward or only somewhat controlled	Varied and adequately controlled	Purposeful, varied, well controlled	
Punctuation	Many errors	Some errors	Few errors	Very few, if any, errors	
Capitalization	Many errors	Some errors	Few errors	Very few, if any, errors	
Spelling	Many errors	Some errors	Few errors	Very few, if any, errors	

Adapted from Bromley, 1998; Culham, 2006; Fletcher & Portalupi, 2001; Fry & Kress, 2006; Texas Education Agency, 2011; Tompkins, 1998.

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Guía para responder

Título: _____

Autor/Hablante: _____

Elogios

_____

_____

Preguntas

_____

_____

Sugerencias para mejorar

_____

_____

Firma

_____

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Retroalimentación de compañero

Autór: _____

Compañero: _____

1. ¿Qué es lo que te gusta más de este texto?

_____

_____

2. ¿Qué sugerencias tienes para el autor?

_____

_____

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Rúbrica para textos escritos

Nombre: _____ Fecha: _____

Tarea: _____

Excelente ❑ ❑ ❑ ❑
Bueno ❑ ❑ ❑ ❑
Satisfactorio ❑ ❑ ❑ ❑
Insatisfactorio ❑ ❑ ❑ ❑
Comentarios:

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Rúbrica para la organización del texto

Clasificación	Principio, medio, final	Detalles	Orden
Lo logré.	Tengo un principio, medio, y final claro en mi texto.	Escribí detalles en los lugares correctos.	Escribí las ideas con un orden apropiado.
Estoy trabajando en eso.	Intenté escribir un principio, medio, y final claro en mi texto.	Escribí algunos detalles en los lugares correctos.	Escribí las ideas con cierto orden apropiado.
Estoy empezando a entender.	Mi texto todavía no tiene un principio, medio, y final claro.	Mis detalles están confusos.	No he ordenado mis ideas de una manera que tenga sentido.

Rúbrica para caligrafía y convenciones del lenguaje

Clasificación	Caligrafía	Ortografía	Mayúsculas	Puntuación
Lo logré.	Mi caligrafía está bien hecha y es fácil de leer.	Todas o casi todas las palabras tienen ortografía correcta.	Todas o casi todas las mayúsculas están en los lugares correctos.	Todos o casi todos los signos de puntuación están correctamente utilizados.
Estoy trabajando en eso.	Mi caligrafía es fácil de leer pero hay algunos problemas.	La mayoría de las palabras tienen ortografía correcta.	La mayoría de las mayúsculas están en los lugares correctos.	Algunos signos de puntuación están correctamente utilizados.
Estoy empezando a entender	Mis palabras no se pueden leer fácilmente porque mi caligrafía no es clara.	Muchas palabras tienen faltas de ortografía.	Las mayúsculas no están en los lugares correctos.	Los signos de puntuación no están correctamente utilizados.

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Rúbrica para textos escritos

Nombre: _____ Fecha: _____

Criterios	Principiante 1	En desarrollo 2	Bien logrado 3	Ejemplar 4	Pun-tuación
Tema	Palabras clave cerca del principio del texto	Idea principal o tema en la primera oración	Buena idea principal en la oración de inicio	Idea principal interesante y bien expresada al inicio	
Palabras	Palabras o ideas relacionadas al tema son mencionadas	Algunas palabras o ideas relacionadas con el tema están incluidas como detalles con significado	Palabras o ideas relacionadas con el tema son incluidas como detalles con significado	Palabras o ideas relacionadas con el tema son usadas correctamente y definidas para el lector; interesante elección de palabras	
Orden	Ideas no están en orden	Existe cierto orden en las ideas y detalles incluidos	La idea principal y los detalles están secuenciados correctamente	Las ideas fluyen efectivamente de la oración de inicio a los detalles	
Oraciones	Oraciones fragmentadas	La mayoría son oraciones completas	Oraciones completas	Oraciones completas y variadas	
Puntuación	Algunos signos de puntuación	La mayoría de las oraciones tienen signos de puntuación	Signos de puntuación correctamente utilizados	Signos de puntuación correctamente utilizados y variados	
Uso de mayúsculas	No hay uso de mayúsculas solo minúsculas	Uso de mayúsculas y minúsculas	Las oraciones empiezan con mayúsculas	La mayúsculas se utilizan correctamente siempre	
Ortografía	Muchos errores de ortografía	Algunos errores de ortografía	Pocos errores de ortografía	Muy pocos errores de ortografía	
Caligrafía	Caligrafía no bien formada; no es legible	Legible en algunas partes	Las letras están bien formadas	Limpio, legible y letras bien formadas	

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Rúbrica para textos expositivos

Basada en la rúbrica para cuarto grado de STAAR

Nombre: _____ Fecha: _____

Criterios	Principiante 1	En desarrollo 2	Bien logrado 3	Ejemplar 4	Pun-tuación
Tesis	No hay tesis o no es lógica y no está claramente expresada	Tesis es débil o no está claramente expresada.	Tesis está claramente expresada	Tesis está bien presentada, es lógica y captura la atención del lector	
Organización	No se mantiene el enfoque en la tesis del escrito Hay mucha repetición y uso de palabras sin propósito claro	Hay información relevante a la tesis del escrito Hay cierta repetición y uso de palabras sin propósito claro	Ensayo coherente con pocos problemas de enfoque en la tesis Las oraciones fluyen de manera lógica y utilizando enlaces correctos	Un enfoque claro se percibe por todo el ensayo El texto está correctamente organizado utilizando enlaces correctos	
Ideas	Detalles y ejemplos son vagos, inapropiados, o insuficientes Las ideas son débiles y no están relacionadas con el tema	Algunos detalles y ejemplos son inapropiados y no están bien desarrollados Las ideas no muestran pensamiento original	Detalles y ejemplos son apropiadas y específicos Las ideas muestran cierta originalidad	Detalles y ejemplos son específicos y bien seleccionados Las ideas están bien pensadas y son únicas y presentan un interesante punto de vista	
Oraciones	Oraciones simples o no bien desarrolladas	Oraciones no bien desarrolladas	Oraciones variadas y desarrolladas adecuadamente	Oraciones variadas, con un objetivo claro y desarrolladas adecuadamente	
Puntuación	Muchos errores	Algunos errores	Pocos errores	Muy pocos errores	
Uso de Mayúsculas	Muchos errores	Algunos errores	Pocos errores	Muy pocos errores	
Ortografía	Muchos errores	Algunos errores	Pocos errores	Muy pocos errores	

Adapted from Bromley, 1998; Culham, 2006; Fletcher & Portalupi, 2001; Fry & Kress, 2006; Texas Education Agency, 2011; Tompkins, 1998.

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Texas Education Agency

Writing

Presenter Resources

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Writing TEKS and Research-Based Recommendations

Use your English Language Arts and Reading TEKS Alignment chart to answer the questions.

Allocating Daily Time

About 50 percent to 60 percent of the grade 3 English Language Arts and Reading TEKS address the components of effective writing instruction.

What does this tell you about the time you should spend on teaching and having students practice writing as compared to teaching and having students practice reading?

You should spend as much time teaching and having students practice writing as you do teaching and having students practice reading.

Teaching the Writing Process

Which steps of the writing process are students expected to learn about and practice in grade 3?

Planning, drafting, revising, editing, publishing

Writing for a Variety of Purposes

What types of writing are students expected to learn about and practice in grades 1–4?

Stories, poems, personal narratives, expository compositions, letters, literary responses, persuasive essays, research displays or explanations

Teaching Handwriting, Spelling, Sentence Construction, Typing, and Word Processing

When are students expected to write legibly in cursive? By end of the third grade

How many spelling expectations are in third grade? Seven

What sentence types should be the focus in third-grade writing?

Simple and compound sentences with correct subject-verb agreement

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Creating a Community of Writers

How often do the TEKS mention writing for an audience or sharing writing? Highlight all uses of the words *audience* and *share* across grades 1–4. In relation to which areas are these words mentioned?

Eight times: Planning, revising, publishing, letter writing, persuasive writing

Adapted from Graham et al., 2012.

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Importance of Revision

MacArthur's Reason 1:

Important aspect of the composing process used extensively by proficient writers

Processes:

1. Think about whether text communicates effectively to an audience
2. Improve quality of prose
3. Reconsider content and perspective and maybe transform own understanding

MacArthur's Reason 2:

Provides opportunity to guide students in learning about characteristics of effective writing

Processes:

1. Get feedback from readers on their work
2. Learn to evaluate their writing
3. Discover new ways to solve common writing problems—learn about the craft of writing

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Video: Peer Conferencing and Editing

Revising Feedback Observed	Editing Elements Mentioned
Does it sound right? Does it go from the beginning to the middle to the end? Does the title match up? Does my partner have enough details? You could say what it looks like. Do you think I should put...? I think that's a good idea. I think your ending should be longer. Tell what happened when you got home. You need to change the title some. (The new title) matches your story. You came to a real screeching halt, didn't you? We need to make a more flowing story. We need to put some details in there, plus we need to have a better ending. I like "mysterious"! It would be kind of mysterious, puzzling... I think that's a good word choice. We could put, "Have you ever seen a pumpkin?"	Complete sentences Punctuation at the end of the sentence Capital letters Capital "I" Neatness Indenting Spelling Capitalize the beginning of a sentence Capitalize proper nouns "Grandpa" is misspelled. Quotation marks are missing.

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Double-Column Note-Taking

Quotation From Text	What the Quotation Makes Me Think and Feel
"I have a dream that one day in Alabama, little black boys and black girls will join hands with little white boys and white girls as sisters and brothers."	**My thinking:** **My feeling:**
	My thinking: **My feeling:**
	My thinking: **My feeling:**
	My thinking: **My feeling:**

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Grade 3 Literacy Block

Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Word study and recognition (30–45 minutes)			
Fluency (10–15 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Vocabulary (10–15 minutes)			
Comprehension (25–30 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Writing (20–30 minutes)			
• Teach and practice handwriting skills • Use writing-to-learn strategies in math, science, and social studies • Use texts to model specific writing elements • Participate in guided/shared writing activities • Model and have students practice steps in the writing process • Focus on prewriting, planning, and revising • Conduct writing conferences to provide students with immediate, corrective feedback • Participate in sentence activities, like model sentences and anagrams	• Practice handwriting skills • Participate in writing-to-learn activities • Work on developing a piece within the writing process • Peer revise or edit someone else's work • Read writing aloud to a partner • Participate in sentence activities	• Work on handwriting fluency • Model strategies more explicitly • Provide more guided practice • Provide more immediate feedback • Directly address student motivation	Grouping format: Within the writing process, partner ELLs with fellow writers who will listen and be supportive, positive, and encouraging

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Small groups and workstations			

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Writing

Activity Resources

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Slide—Another Reason to Care About Handwriting: The Writer Effect

Ones, read and summarize guidelines one and two.

Twos, read and summarize guideline three.

Threes, read and summarize guidelines four and five.

Fours, read and summarize guidelines six and seven.

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Slide—Teaching Revising

Discuss with those at your table how you can use this sample rubric to apply across genres in the various content areas you teach.

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Using Assessment Data

Presenter Notes

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

Materials

Presenter Materials

- Document camera
- Clipboard with blank paper for recording participant responses to show on document camera
- Laser pointer
- ELPS Academy: Linguistic Instructional Alignment Guide
- Folder containing the following documents: Fluency Handout 3: Oral Reading Fluency Norms, Fluency Handout 6: Monitoring Reading Fluency, Grade 3 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary, Overview Handout 1: The Reading Rope
- Video: Using Assessment Data
- Video: Instructional Grouping
- Video: Oral Reading Fluency Sample: Student #1
- Video: Retell Sample: Student #1
- Video: Oral Reading Fluency Sample: Student #2
- Video: Retell Sample: Student #2

Participant Materials

- Calculator
- ELPS Academy: Linguistic Instructional Alignment Guide (one per participant)
- Folder containing the following documents: Fluency Handout 3: Oral Reading Fluency Norms, Fluency Handout 6: Monitoring Reading Fluency, Grade 3 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary, Overview Handout 1: The Reading Rope

Materials to Provide Each Table

Guiding Questions document (two per table)

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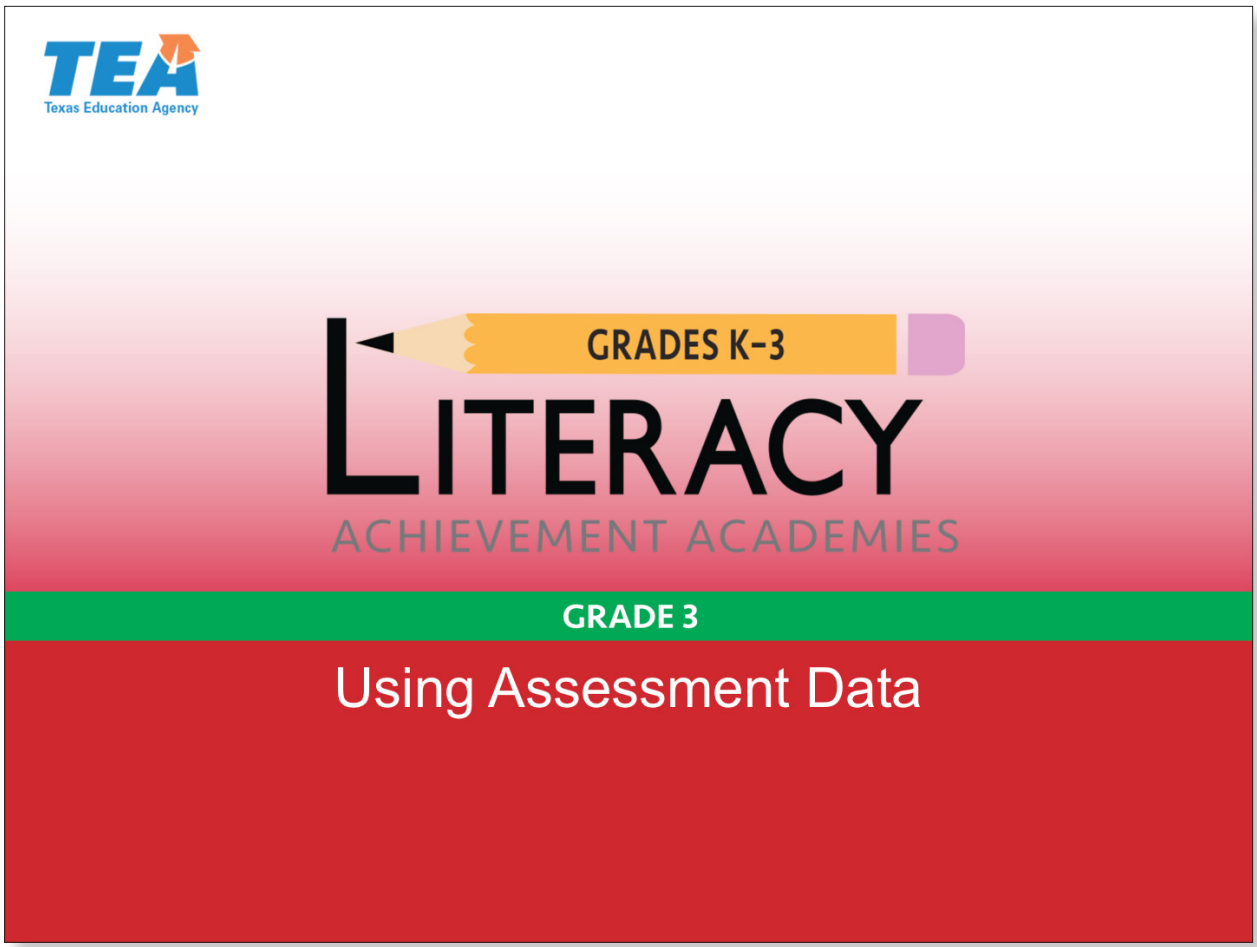

Slide 1—Title Slide (0:00–0:10)

Welcome back. Let's begin the Using Assessment Data session.

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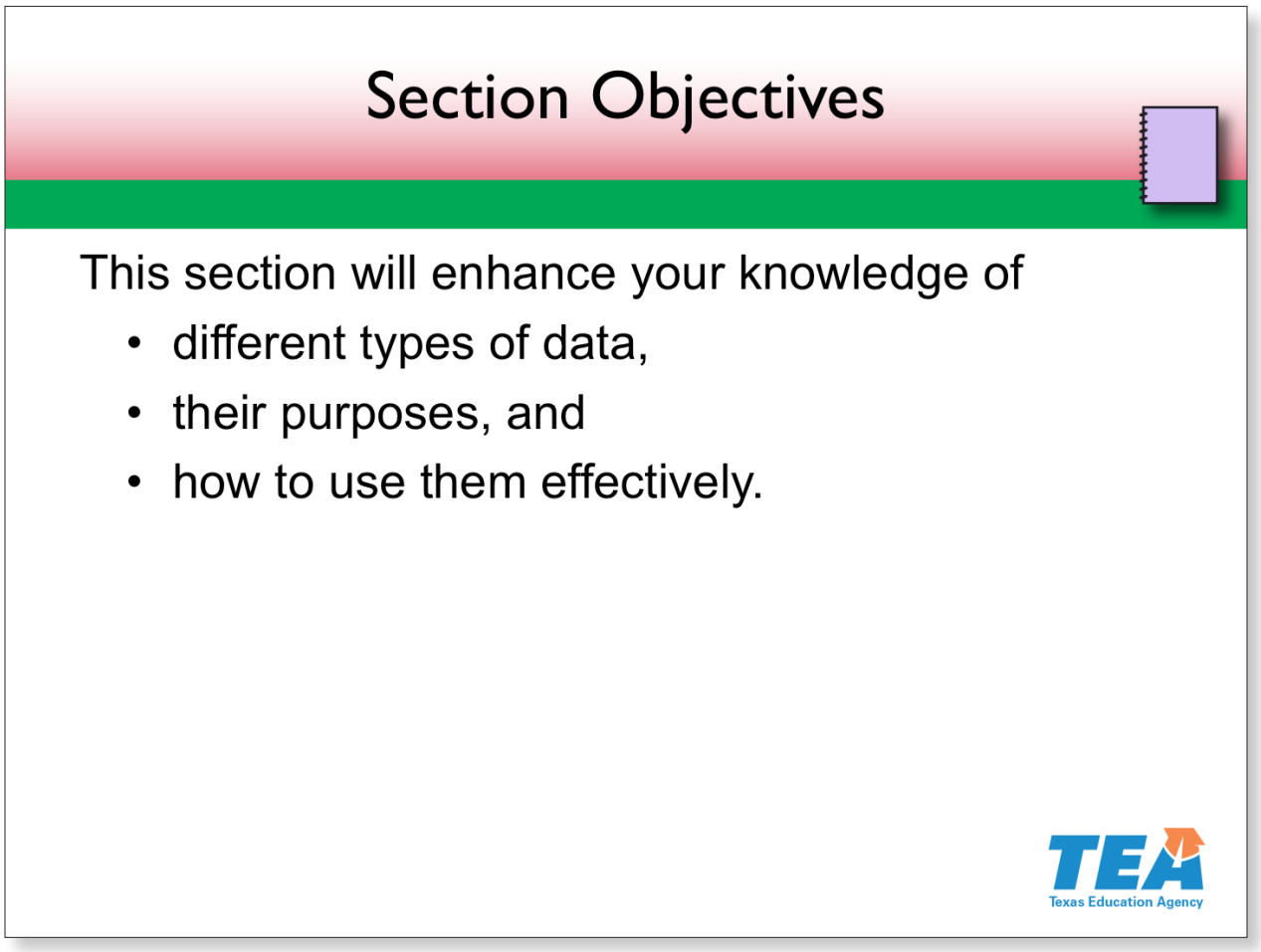

Slide 2—Section Objectives (0:10–1:10)

Review the objectives on the slide. These objectives should guide your learning in this section and support your thinking as you reflect on the guiding questions.

Allow a few seconds for participants to read the slide.

Let's return to the reading rope. Find Handout 1: The Reading Rope in your folder.

As participants locate the handout, display your copy on the document camera.

We will learn how to collect assessment data and monitor the progression of skills included in the language comprehension and word recognition strands of the rope.

Quickly look over the strands of the rope to review the components of reading we will refer to in this section.

Allow a few seconds. Then ask participants to place the handout back in the folder.

Reference

Scarborough, 2001

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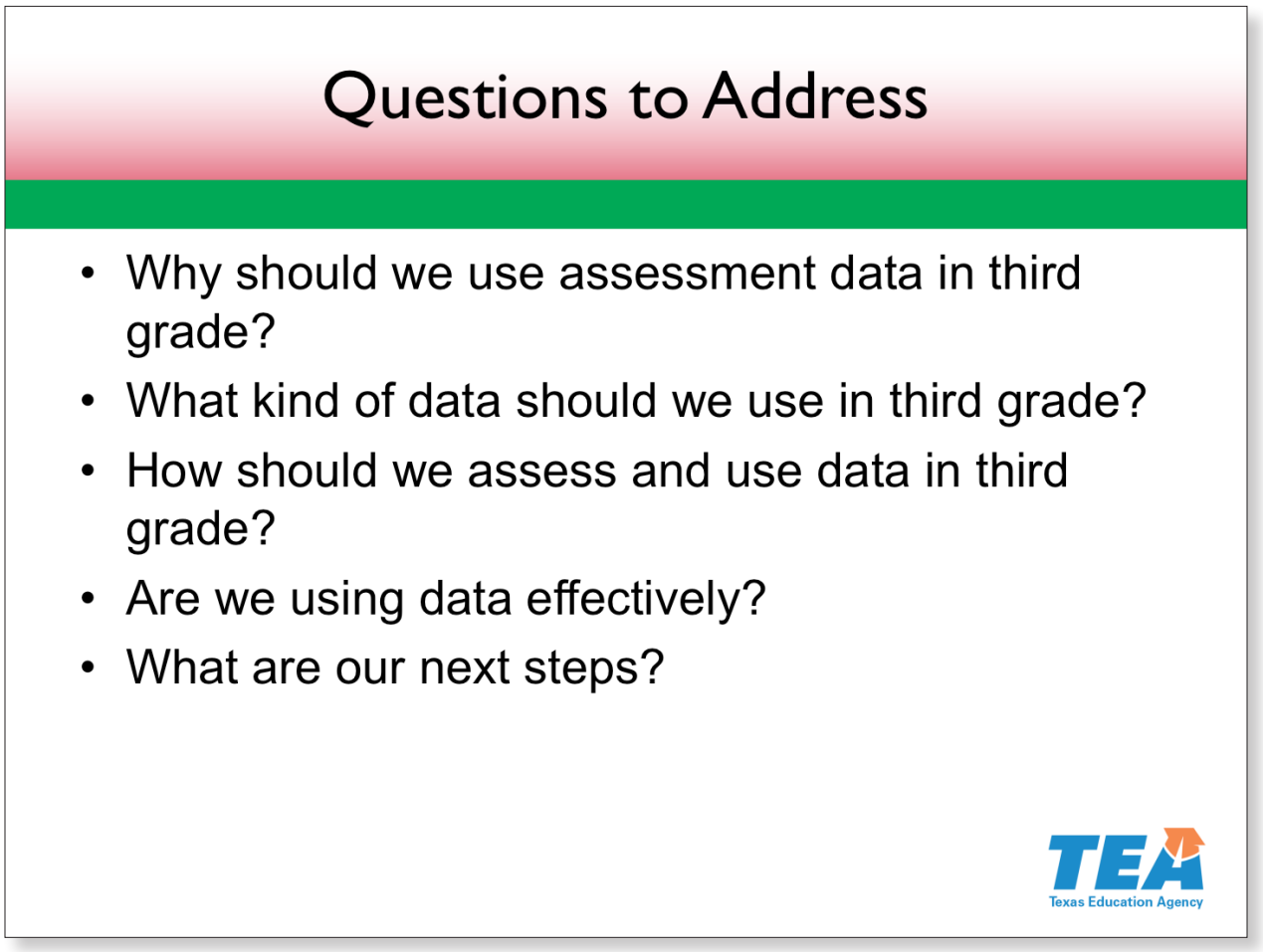

Slide 3—Questions to Address (1:10–2:00)

We will address the following questions during this session:

- Why should third-grade teachers not only collect, but also use assessment data?
- What kinds of data should we collect and use in third grade?
- How should we use these data?

After discussing the why, what, and how of using data, we will give you time to reflect and plan. As we work this afternoon, think about the following questions:

- How are we doing? Are we using data effectively?
- Can we take steps to improve how we use data?

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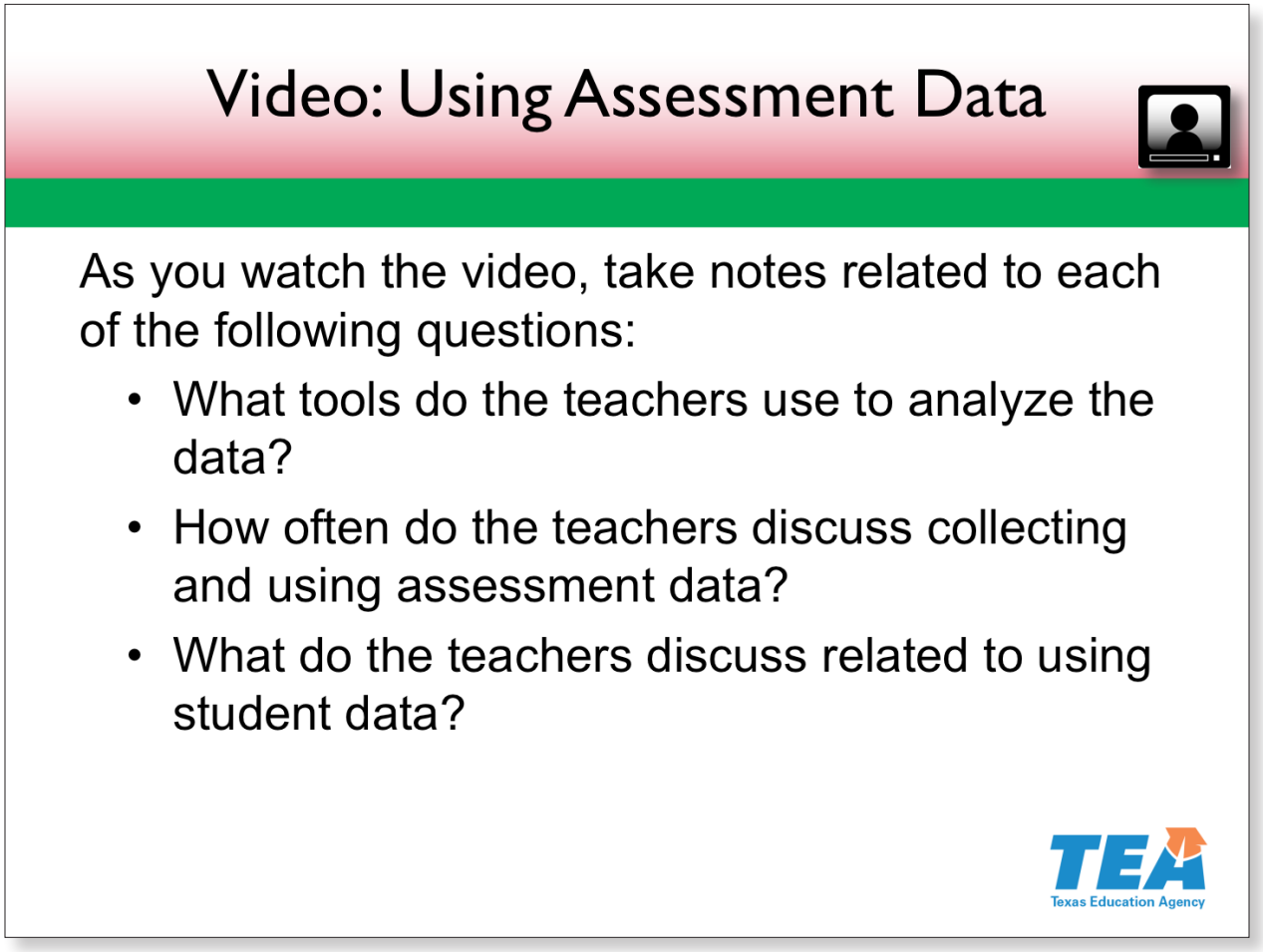

Slide 4—Video: Using Assessment Data (2:00–9:30)

Before we begin, we will watch a video on using assessment data. As you watch, take notes related to the questions on the slide.

Video: Using Assessment Data

Play the video.

Discuss the questions on the slide with your tablemates. You have two minutes.

Give participants two minutes to discuss the questions. Walk around and listen to the discussions. Have a few participants share their thinking. (You may want to use the overhead accountability energizer to share participants' responses.)

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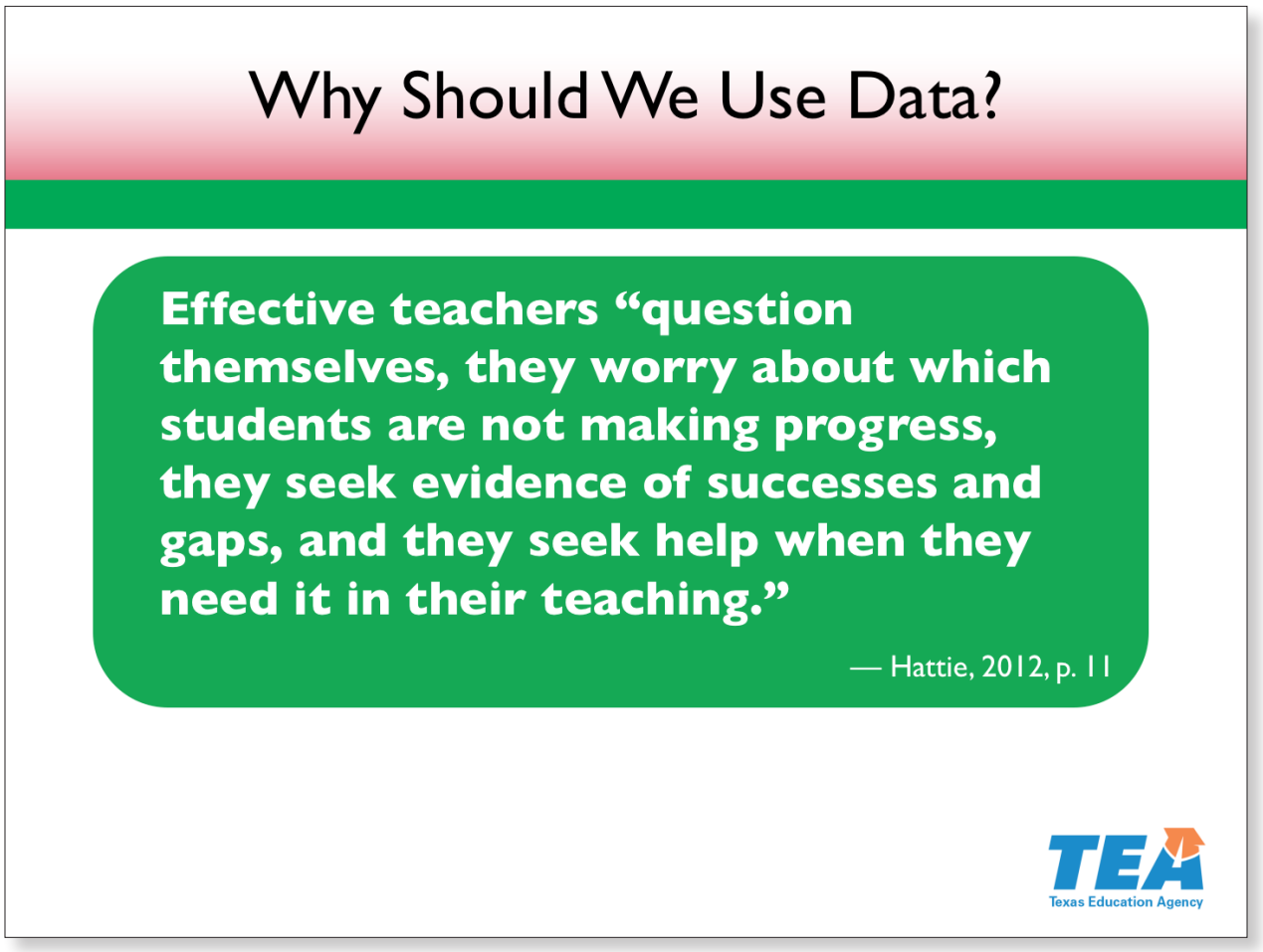

Slide 5—Why Should We Use Data? (9:30–10:00)

In his research, John Hattie finds that effective teachers know their impact. They consistently look for evidence of learning, whether it is happening or not. They know when students are not making adequate progress, and they do something about it.

Reference

Hattie, 2012, p. 11

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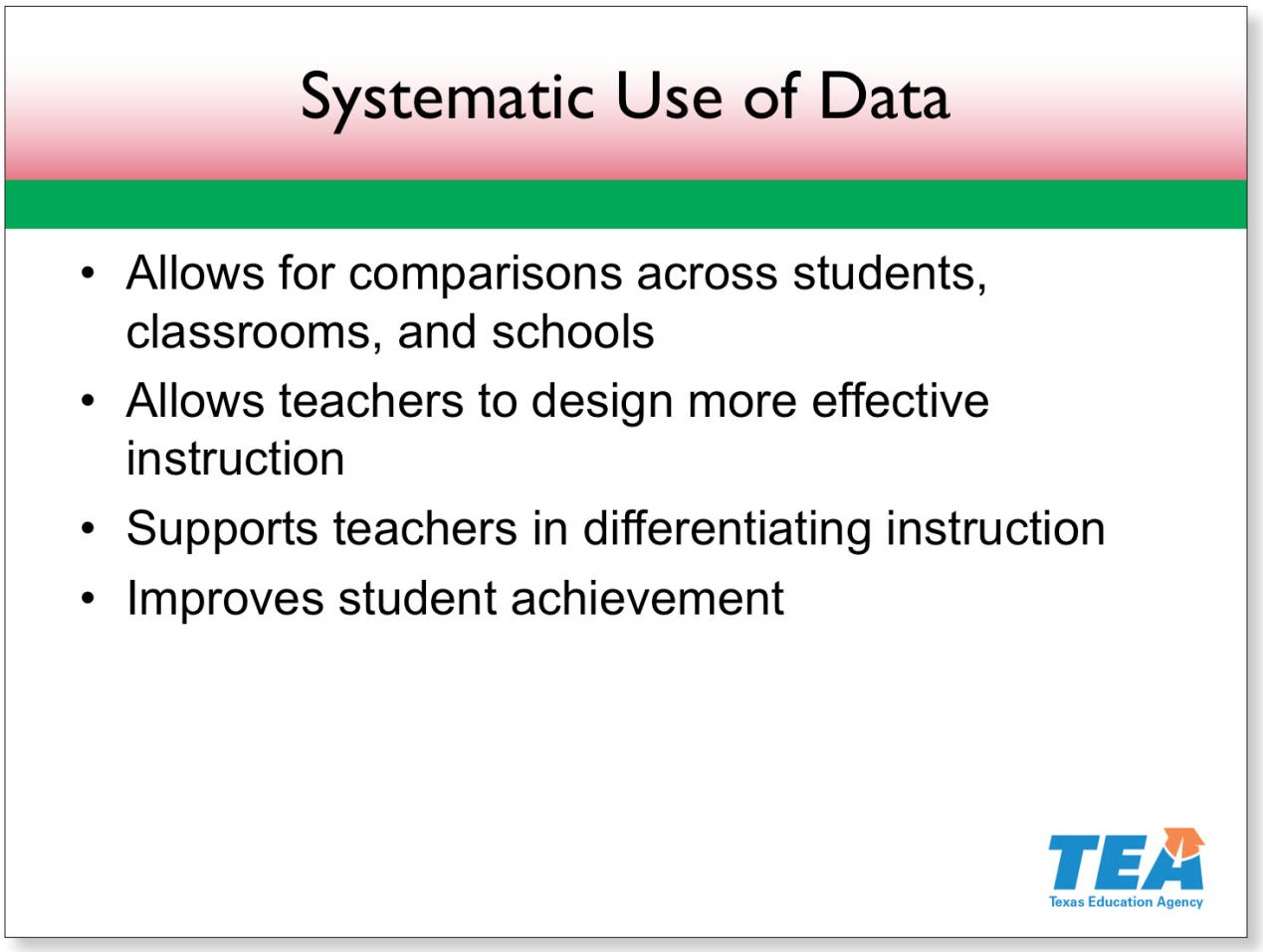

Slide 6—Systematic Use of Data (10:00–10:20)

More than 30 years of research demonstrates similar findings. When teachers systematically use data, their instruction improves and so do their students' learning outcomes.

References

Fuchs & Fuchs, 1986, 1991, 2001, 2011a, 2011b; Hosp & Hosp, 2003; Stecker & Fuchs, 2000

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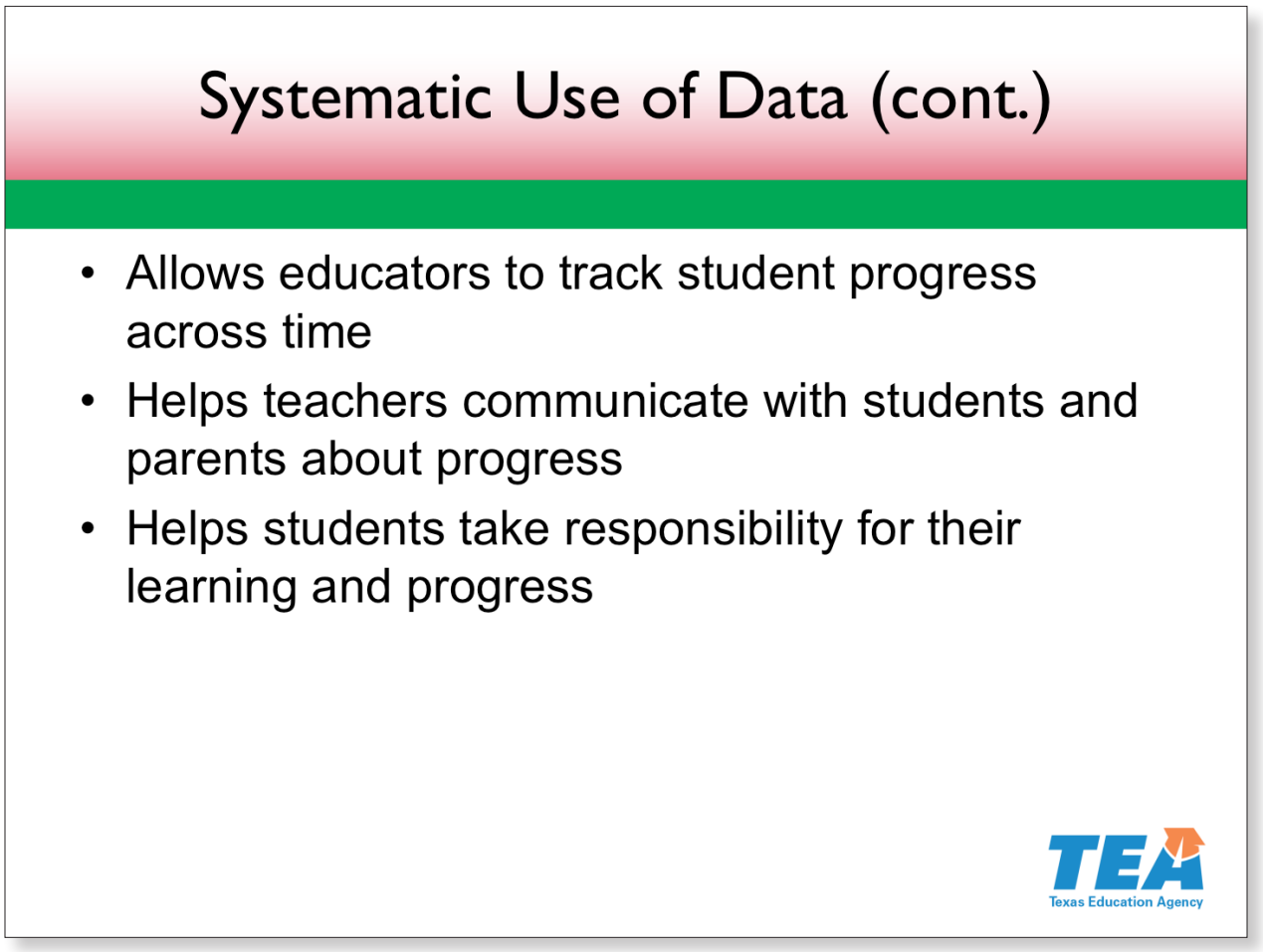

Slide 7—Systematic Use of Data (cont.) (10:20–10:40)

Additionally, such data use allows teachers to track student progress and communicate more clearly and precisely with students and parents about that progress. When students analyze their own data, they take greater responsibility for their learning, developing self-regulation skills like setting goals and monitoring progress toward achieving those goals.

References

Davis, Fuchs, Fuchs, & Whinnery, 1995; Fuchs, Butterworth, & Fuchs, 1989; Hosp & Hosp, 2003; Marston, Diment, Allen, & Allen, 1992

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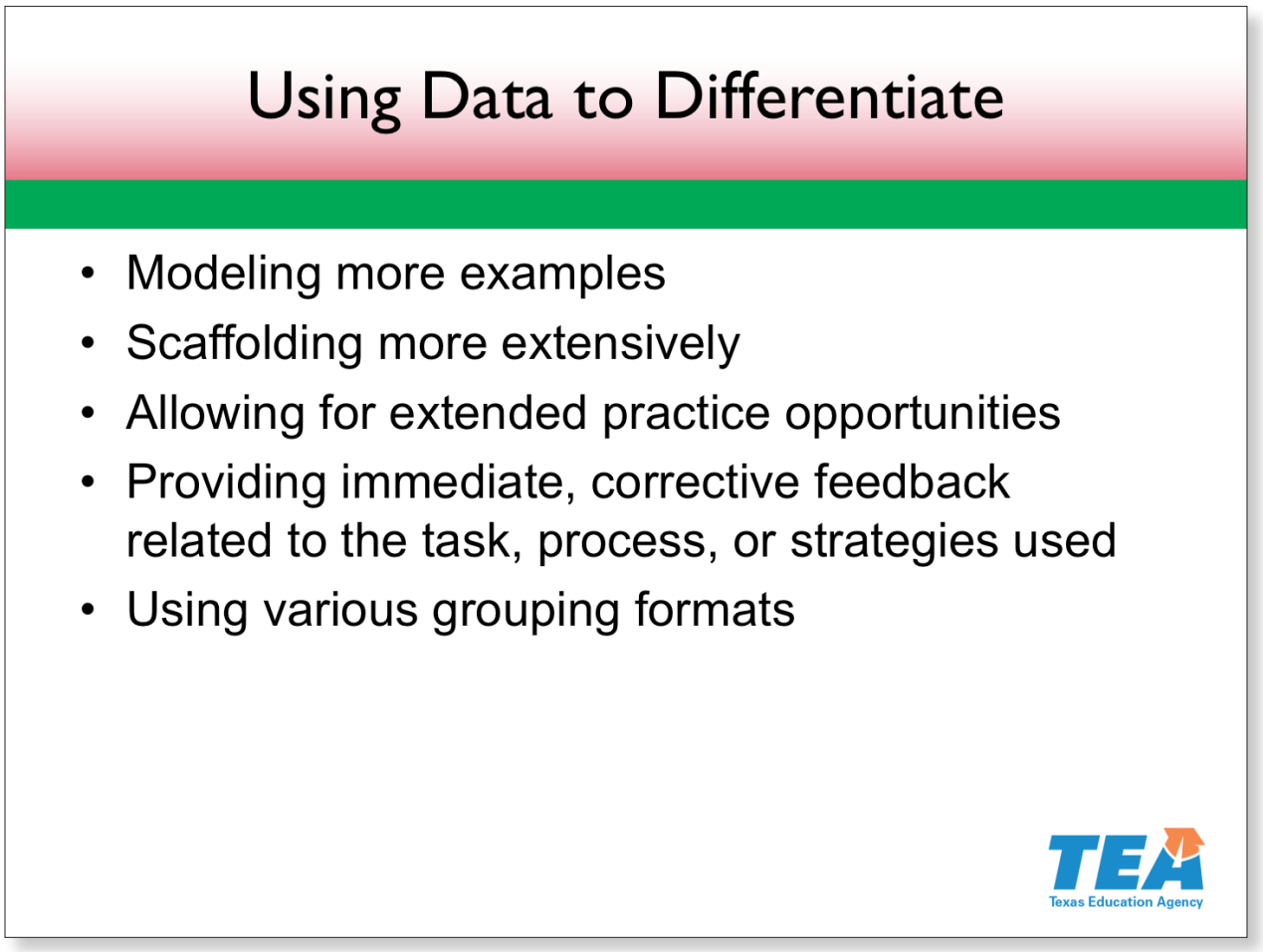

Slide 8—Using Data to Differentiate (10:40–11:00)

A key reason teachers collect and analyze data is to differentiate instruction based on students' strengths and needs. Data collected during various assessments may also be used to support a referral for formal dyslexia assessment or for a full comprehensive evaluation.

We have discussed a variety of methods for differentiating instruction over the past three days. Let's take a look at the last one—using various grouping formats.

References

Archer & Hughes, 2011; Gersten et al., 2008; Rosenshine, 2012; Vaughn, Wanzek, Murray, & Roberts, 2012

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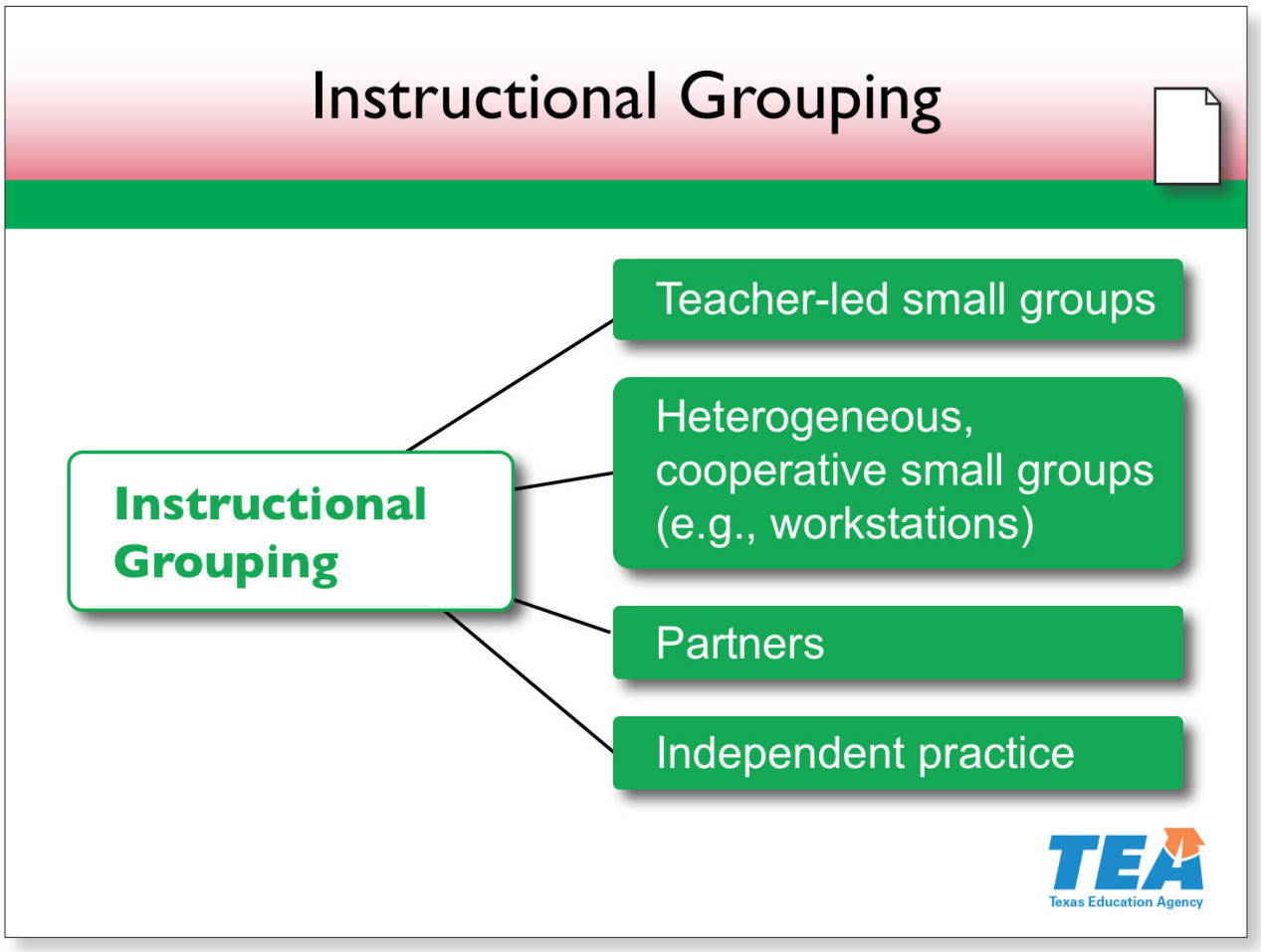

Slide 9—Instructional Grouping (11:00–12:00)

No matter what you teach and have students practice—word study or writing, comprehension or vocabulary—you can use data to create and use various grouping formats, including

- teacher-led small groups;
- mixed-ability, cooperative groups like those used in workstations;
- student pairs; and
- individual students practicing on their own.

Locate and review **Handout 1: Grouping Plan**, which is a form to help you plan lessons and activities across these different types of groups.

Provide one minute for participants to locate and examine the handout.

References

Gersten et al., 2008; Kosanovich, Weinstein, & Goldman, 2009; Vaughn et al., 2012

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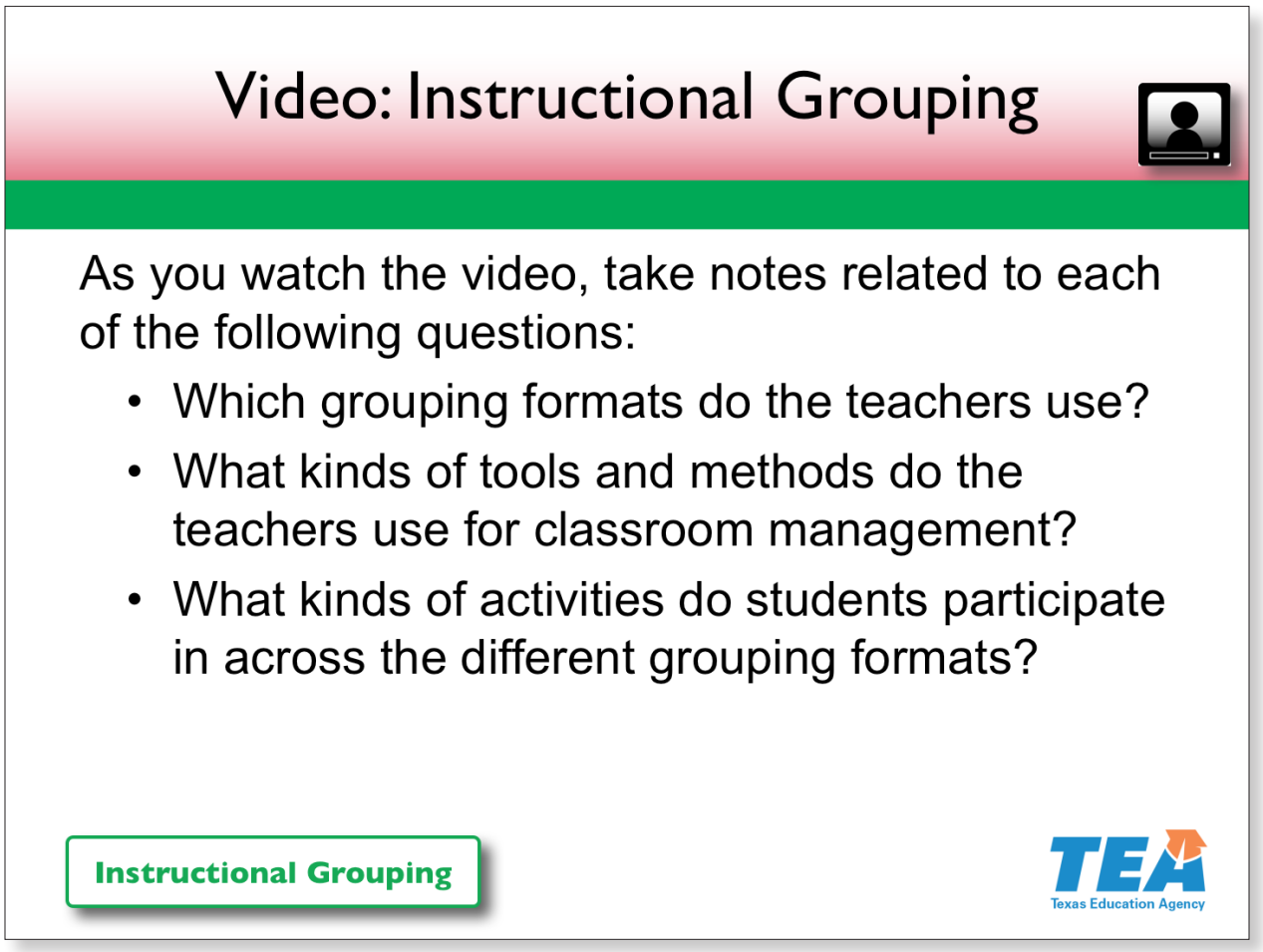

Slide 10—Video: Instructional Grouping (12:00–22:00)

To introduce these different grouping formats, we will watch a video of kindergarten to grade 3 teachers discussing how they use various grouping formats. Again, as you watch the video, take notes related to the questions on the slide.

Video: Instructional Grouping

Play the video.

Take a few minutes to discuss your notes related to the questions on the slide with those at your table. You have three minutes.

Give participants three minutes to discuss the questions. Walk around and listen to the discussions. Have a few participants share their thinking. (You may want to use the ball toss energizer or another energizer from the list in your introductory materials to share participants' responses.)

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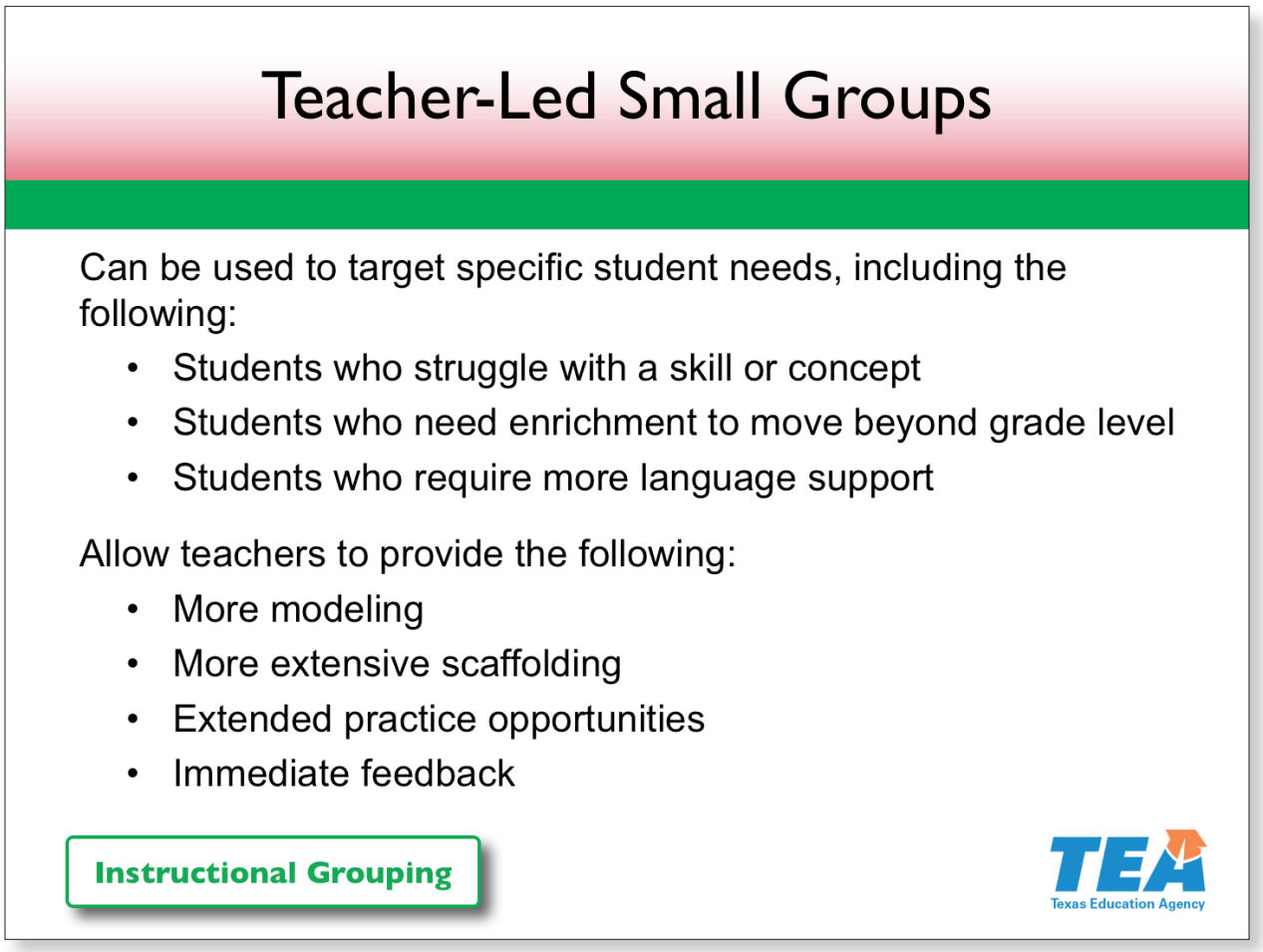

Slide 11—Teacher-Led Small Groups (22:00–23:00)

Teacher-led small groups are based on students' similar needs or strengths. How do you know which students to group together or what to do with them? You use your data.

Do you have students who need work on decoding? If so, pull that group of students to work on sounding out, reading, and spelling words.

Do you have students who need extensive scaffolding for speaking in complete sentences? If so, use sentence stems to help this group practice academic language and speaking in simple sentences.

Maybe you have students who read above grade level. You can work with them on reading fluency and comprehension.

References

Elbaum, Vaughn, Hughes, & Moody, 1999; Foorman & Torgesen, 2001; Vaughn et al., 2003; Vaughn et al., 2012

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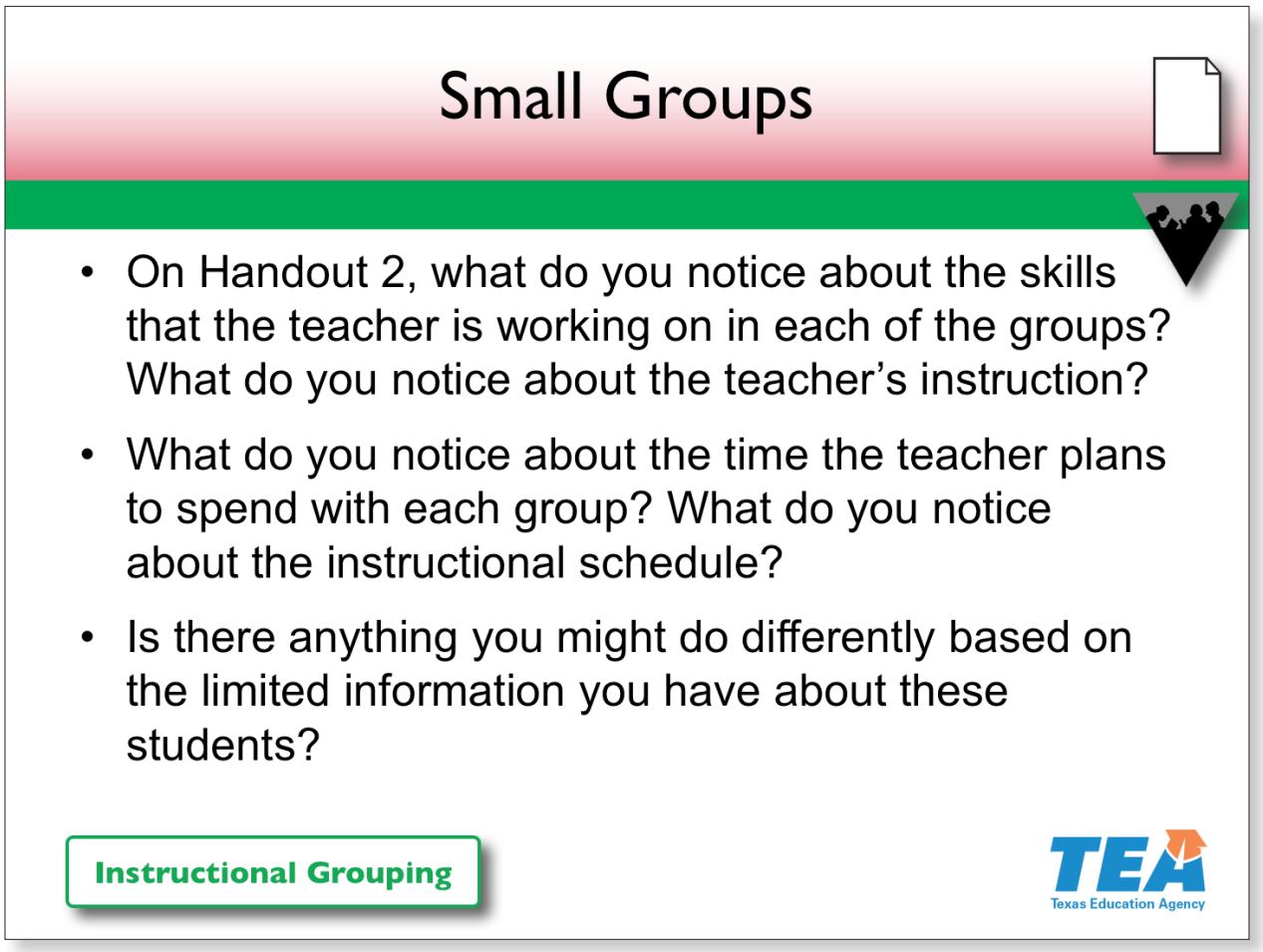

Slide 12—Small Groups (23:00–27:30)

Locate **Handout 2: Reading Groups: Third-Grade Example**.

Pause for participants to locate the handout.

Using her data, a teacher identified students' specific strengths and needs in word study. She then divided her third-grade class into four groups to work on different skills.

Activity

Take three minutes to examine the handout and discuss the questions on the slide with your partner.

Give participants three minutes to work with their partners. Walk around and listen to the discussions. Have a few participants share their thinking. (You may want to use the overhead accountability energizer to share participants' responses.)

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Possible responses:

Question 1: *The instruction is different for each group and is based on their spelling assessment data. Advanced students are working on grade-level or above-grade-level reading and spelling, and struggling students are filling gaps such as reading and spelling words with blends and working on phonemic awareness.*

Question 2: *She has planned to spend more time with the more struggling students and less time with the less struggling students. She has planned to meet with each group for 5 to 10 minutes, which is not a lot of time, so she'll have to be organized and not waste time looking for materials, etc. She has also given herself some quick transition times to move from one group to the next. This also means she'll need to be organized.*

Question 3: *Responses to this question will vary. She could work on fluency, comprehension, or writing with the red and blue groups instead of on spelling or decoding, given that the skills they're working on are on grade level. She also might need to plan even more time with the more struggling students, given all of the activities she has planned.*

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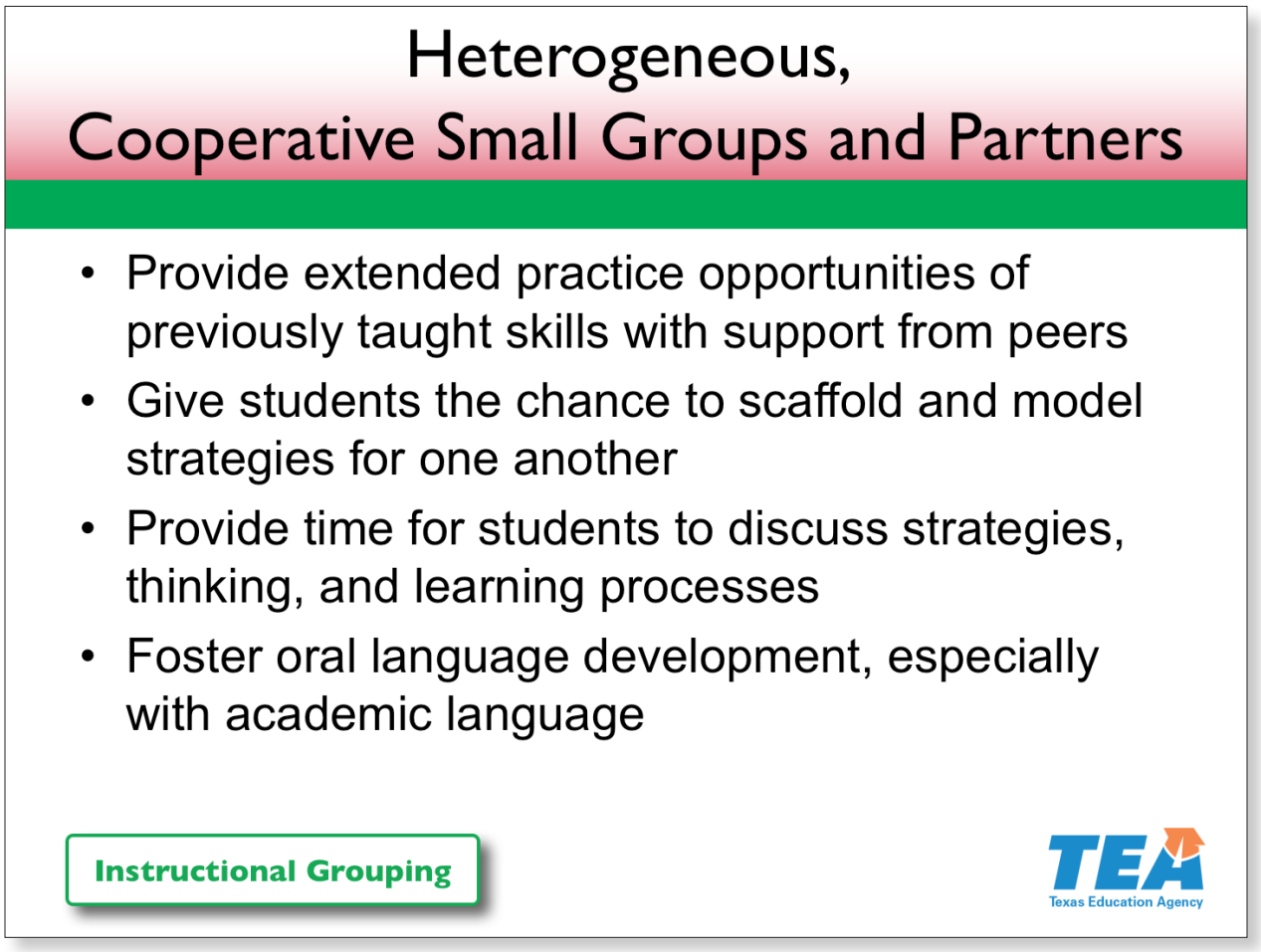

Slide 13—Heterogeneous, Cooperative Small Groups and Partners (27:30–28:00)

Teachers often ask what the rest of the class should do while they work with students in small groups. Our answer: Students should practice previously taught reading skills and strategies. Much of this extended practice should occur in mixed-ability small groups or pairs so that students can provide modeling and scaffolding for each other. Other benefits include developing students' oral language and improving motivation.

Reference

Kosanovich et al., 2009

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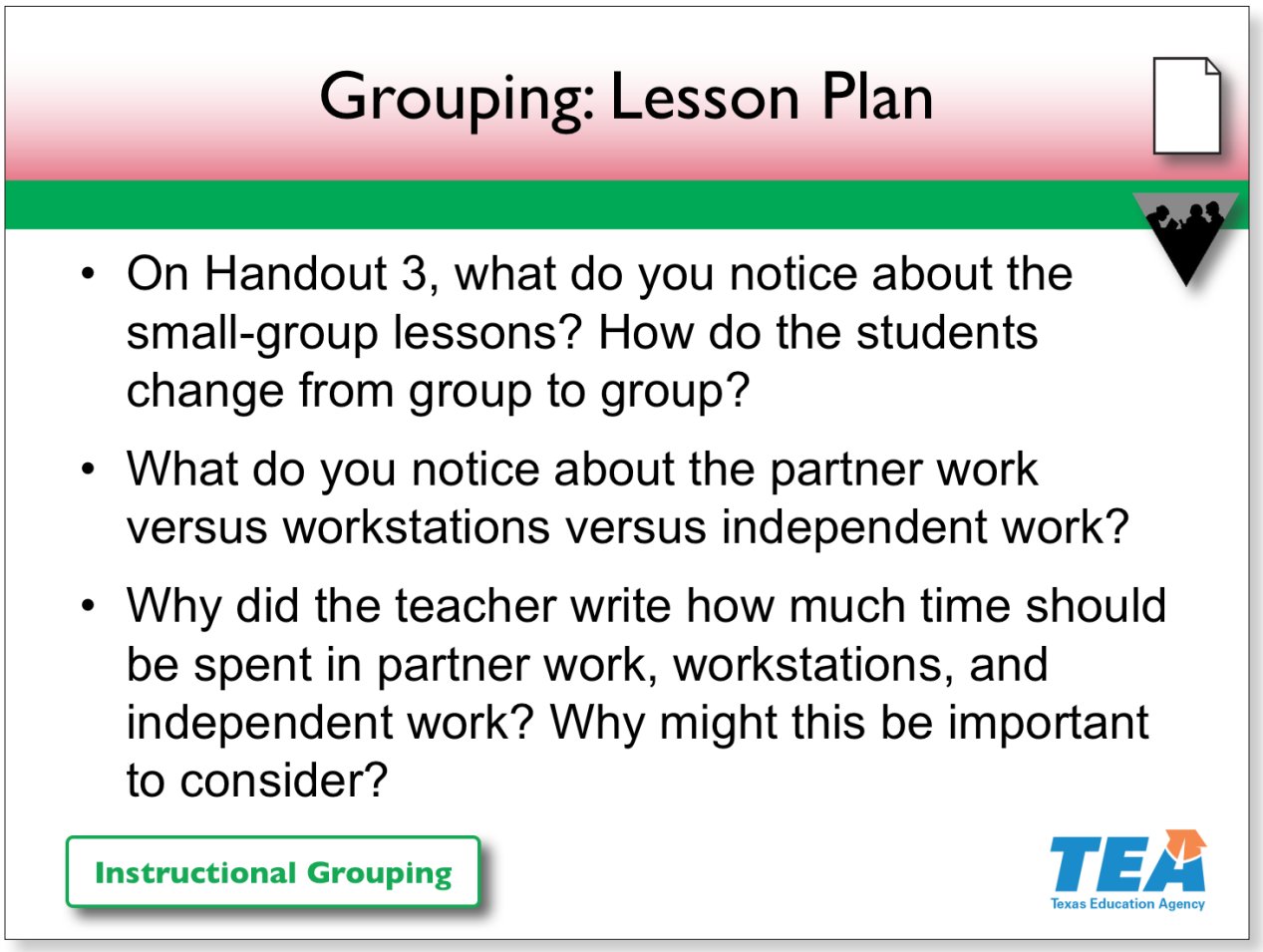

Slide 14—Grouping: Lesson Plan (28:00–32:30)

Locate **Handout 3: Grouping Plan: Third-Grade Example**.

Pause for participants to locate the handout.

This handout shows how one teacher planned her teacher-led small groups, workstations, partner work, and independent practice based on her class data.

Activity

Take three minutes to examine the handout and discuss the questions on the slide with your partner.

Give participants three minutes to work with their partners. Walk around and listen to the discussions. Have a few participants share their thinking. (You may want to use the overhead accountability energizer to share participants' responses.)

Notes continue on the next page.

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Possible responses:

Question 1: *Each small group has a different instructional focus. The first is working on reading and spelling short vowel sounds, and the next two are working on reading and spelling words that have the long-a or long-a/long-e sounds. The fourth group is working on more advanced skills and concepts, and the fifth group is getting feedback on their writing. The first group is working on below-grade-level skills, the next two are working on grade-level skills, and the fourth group is working on grade-level or above-grade-level skills.*

Question 2: *The partner work includes activities that students can do with support from each other. Spelling, the phrase game, and putting words in sentences make sense to do in partners because students will get more opportunities to respond than if they worked in a larger group, like at a workstation. The workstation activities—a word sort and sentence anagrams—lend themselves more to three or four students working together to support each other and discuss their ideas. The independent work seems to be activities for the teacher to check student understanding. She may want to assess whether students have mastered what they should have during the whole-group comprehension lesson and prior punctuation and capitalization lessons.*

Question 3: *Consideration of time is essential to effective classroom management. If the activities in partners, workstations, and independent work take too long, students will not finish. If the activities take too little time, students will finish quickly and then possibly cause disruptions. If you add up the time amounts, they equal 53 minutes, which is almost one hour. Perhaps she's planning to spend about one hour working with students in small groups while other students work in partners, at workstations, or independently.*

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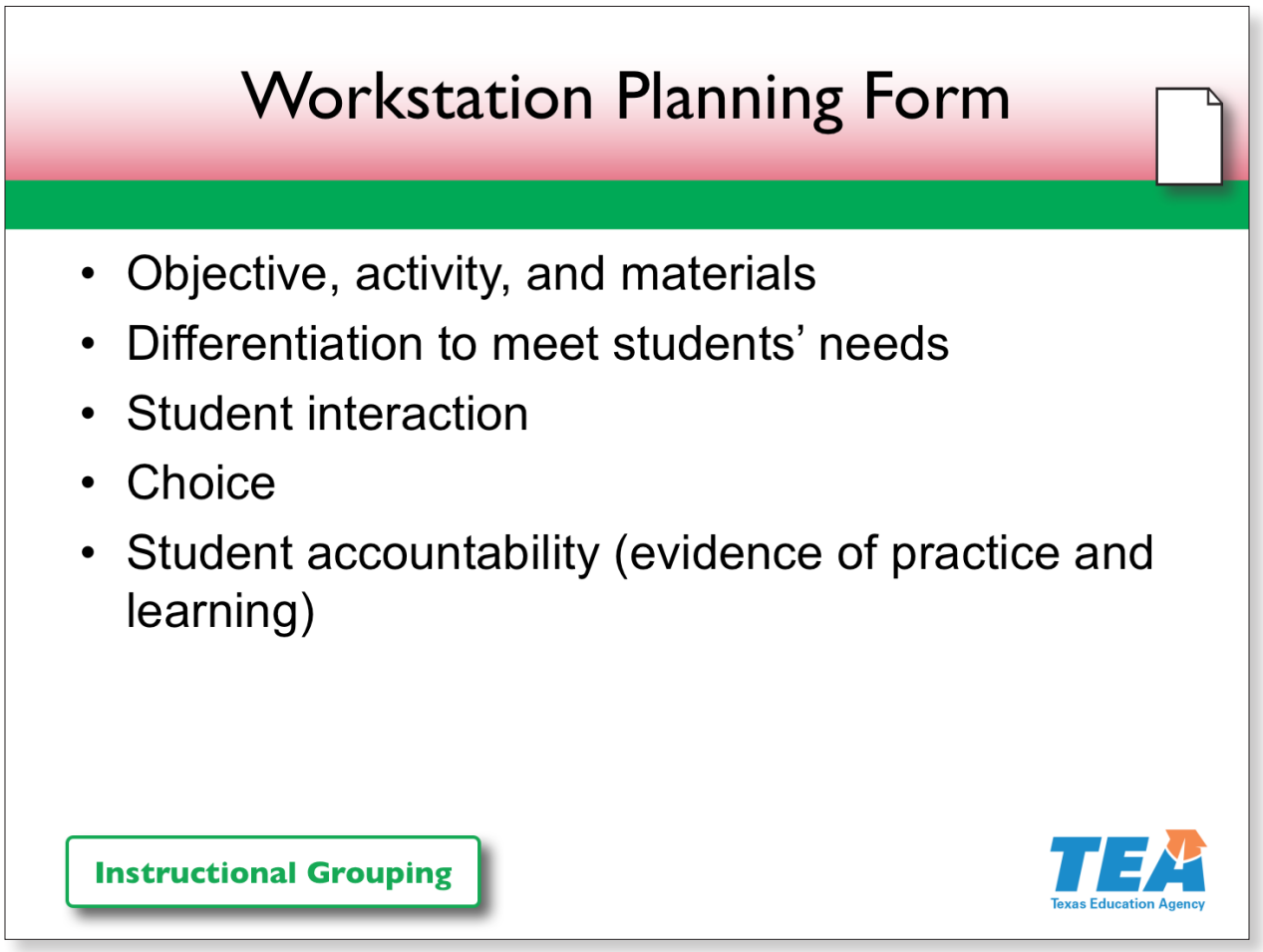

Slide 15—Workstation Planning Form (32:30–34:00)

Workstations provide students with extended, supported practice opportunities related to skills and concepts. Let's explore a few workstation ideas in **Handout 4: Workstation Planning Form**.

Pause for participants to locate the handout.

Do you include all of these elements in your workstations?

On the second page, you will see an example for a phrase fluency workstation in a third-grade classroom. Examine the example and identify one element that you want to emphasize in planning your own workstations.

Allow one minute for participants to work.

At workstations, students can work in partners or in mixed-ability groups. Partner activities provide for more response opportunities and feedback, so this grouping

Notes continue on the next page.

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format may be especially beneficial for struggling students. Additionally, some teachers find student pairs easier to manage than groups of three or four students.

When planning for mixed-ability groups of three to four, you may want to assign roles, such as leader, recorder, timekeeper, or discussion manager. The purpose of this grouping format is to develop students' cooperative skills while at the same time having students scaffold and support one another. Interaction and discussion are key to the success of such groups.

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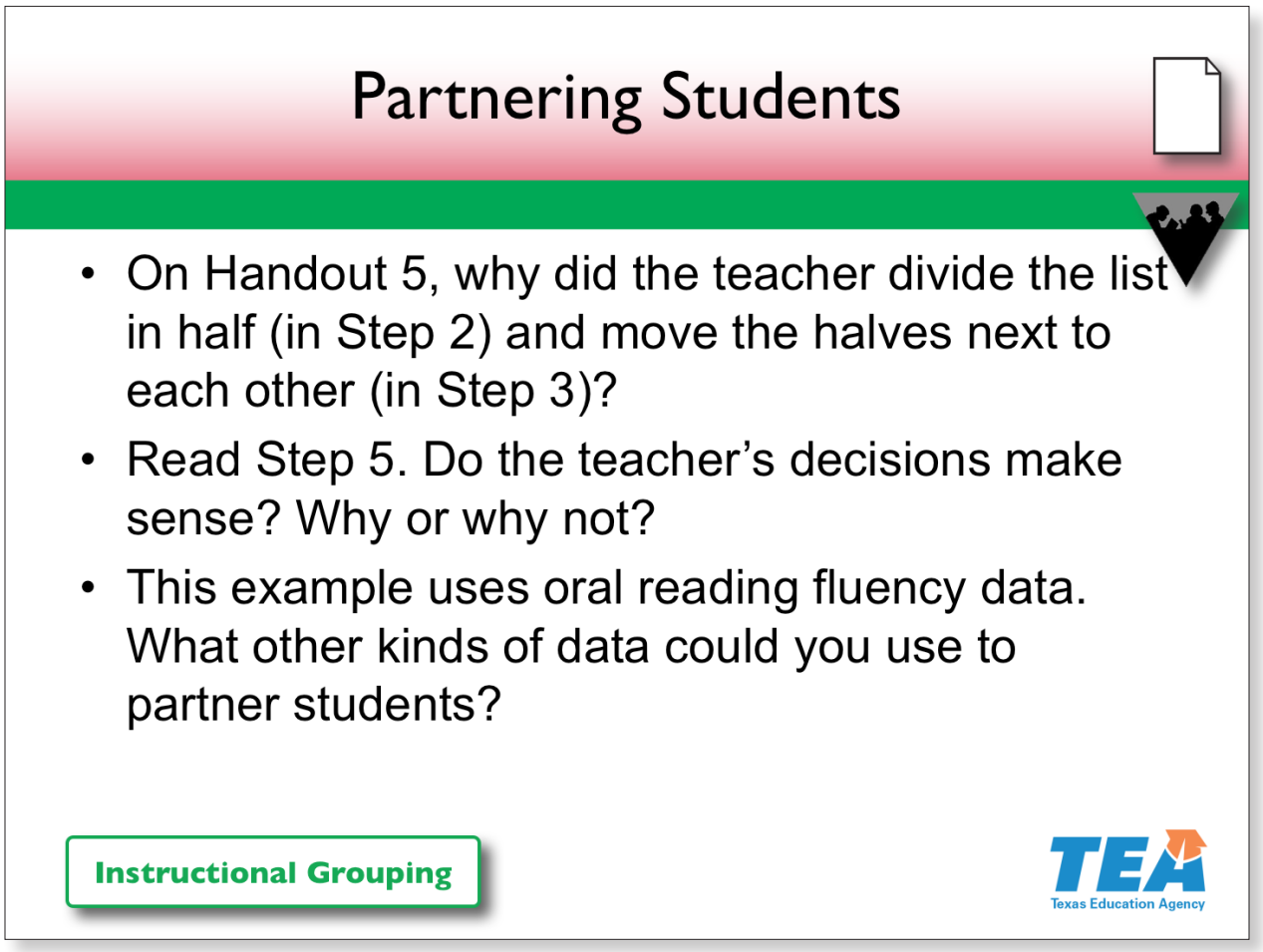

Slide 16—Partnering Students (34:00–38:30)

Similar to workstations, partner work allows students to practice specific skills and concepts with support. Locate **Handout 5: Partnering Students Example**.

Pause for participants to locate the handout.

In the Fluency section of this academy, we briefly looked at partnering students for paired reading. This handout demonstrates how to partner students using oral reading fluency data in more detail.

Activity

Take two minutes to look over the example and discuss the questions on the slide with those at your table.

Give participants two minutes to work. Walk around and listen to the table discussions. Have a few participants share their thinking. (You may want to use the overhead accountability energizer or another energizer from the list in your introductory materials to share participants' responses.)

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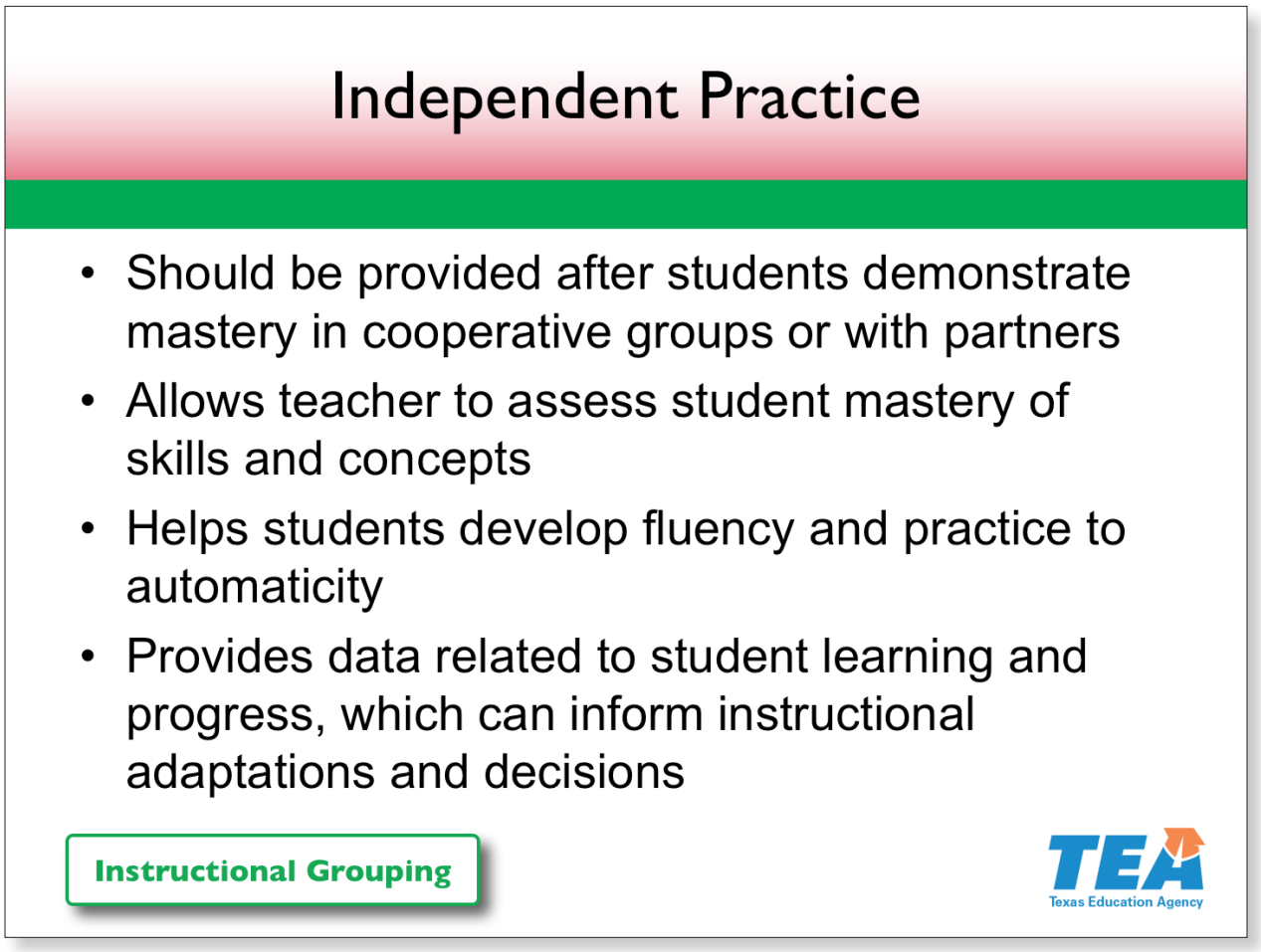

Slide 17—Independent Practice (38:30–39:00)

Now we will focus on independent practice.

After students demonstrate mastery of skills and concepts in mixed-ability groups and pairs, they can practice independently. Research shows that such extended practice allows learners to build automaticity. It also provides opportunities for you to learn where students need additional feedback, scaffolding, and reteaching.

Reference

Archer & Hughes, 2011

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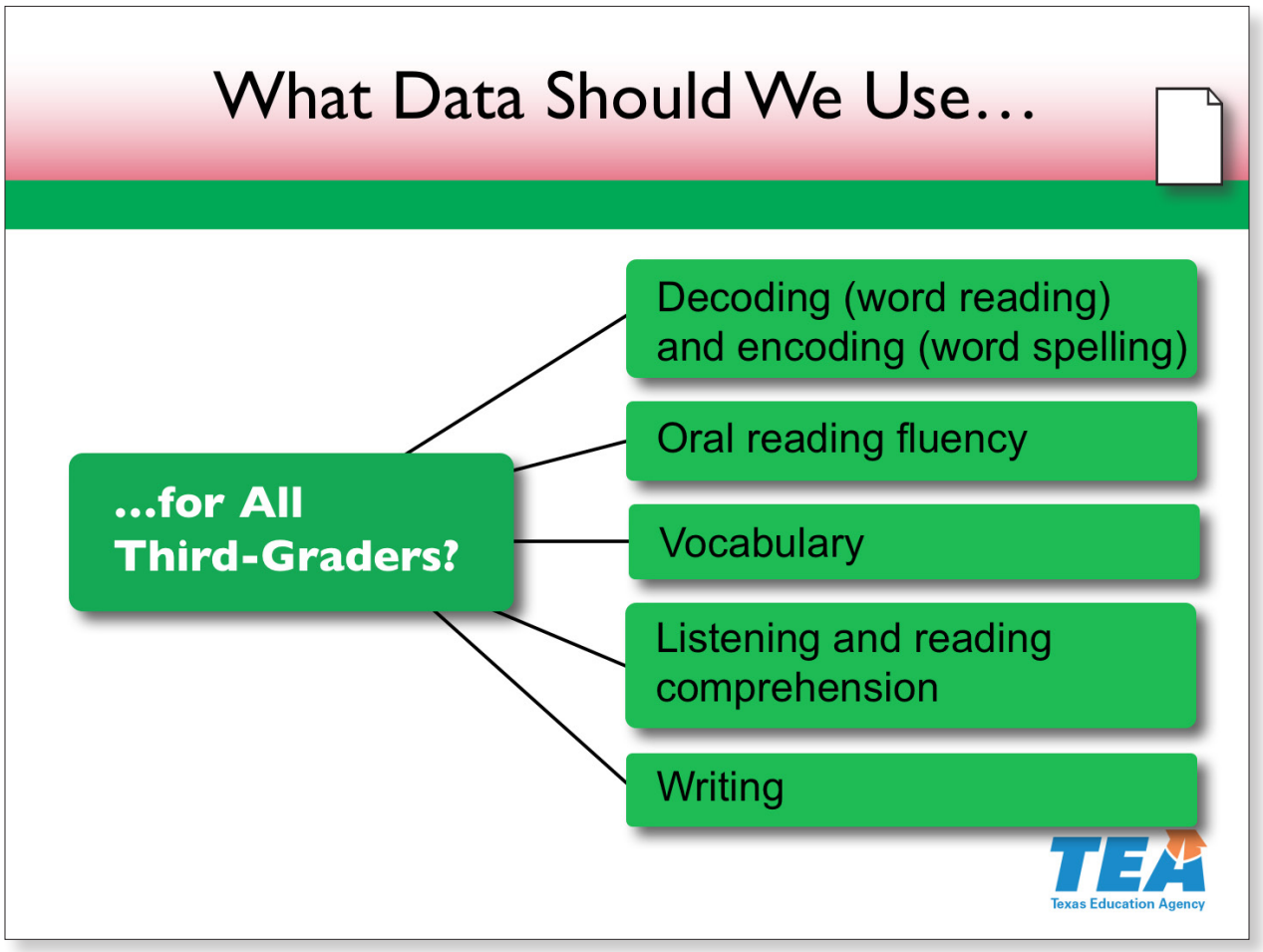

Slide 18—What Data Should We Use for All Third-Graders? (39:00–40:00)

Now that we have discussed the "why" of using data—to differentiate instruction and create various grouping formats—let's discuss which data we should collect and use. This slide lists several types of data that research shows should be examined in third grade. Take a moment to read the slide. You'll see that the data types listed here directly correspond to the content from our literacy academy sections.

Pause for participants to read the slide.

Please locate **Handout 6: Third-Grade Assessment Examples**.

Pause for participants to locate the handout.

This handout lists these data types with descriptions and examples. Notice that these assessments align with the TEKS that we have discussed in previous sections.

Notes continue on the next page.

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Keep this handout out to make notes as we briefly discuss each type.

References

Farrall, 2012; Kilpatrick, 2015a; Spear-Swerling, 2015

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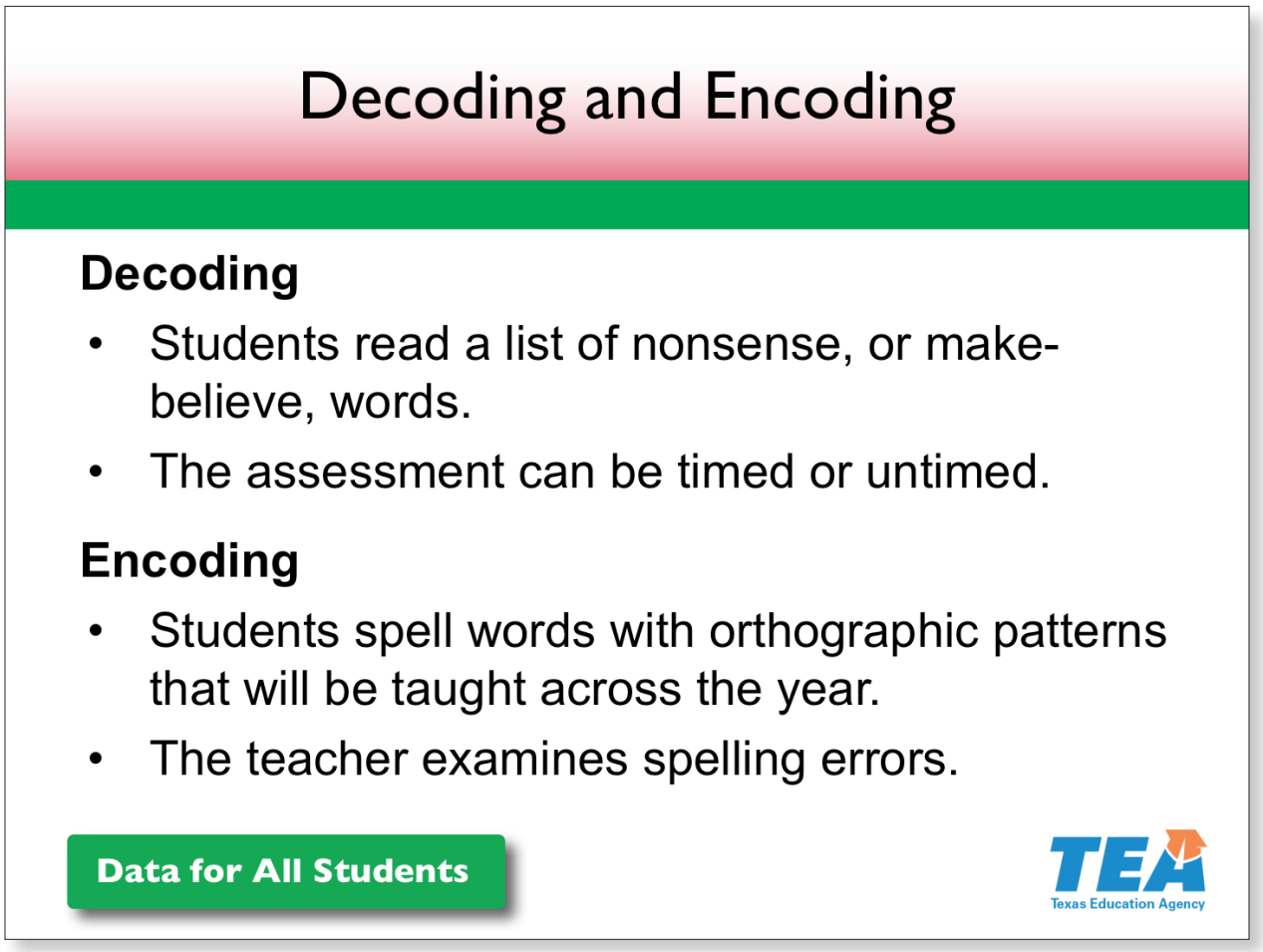

Slide 19—Decoding and Encoding (40:00–41:00)

Decoding refers to sounding out and reading words. Encoding refers to spelling. Research-based decoding assessments often use nonsense, or make-believe, words. These measures ensure that students demonstrate decoding abilities without using word meaning to support their word-reading skills.

Encoding is the flip side of decoding. A student's spelling abilities and errors in his spelling can provide specific information about his phonological abilities, orthographic knowledge, and even morphological knowledge, or knowledge of how meaning influences spelling.

References

Farrall, 2012; Kilpatrick, 2015a; Spear-Swerling, 2015

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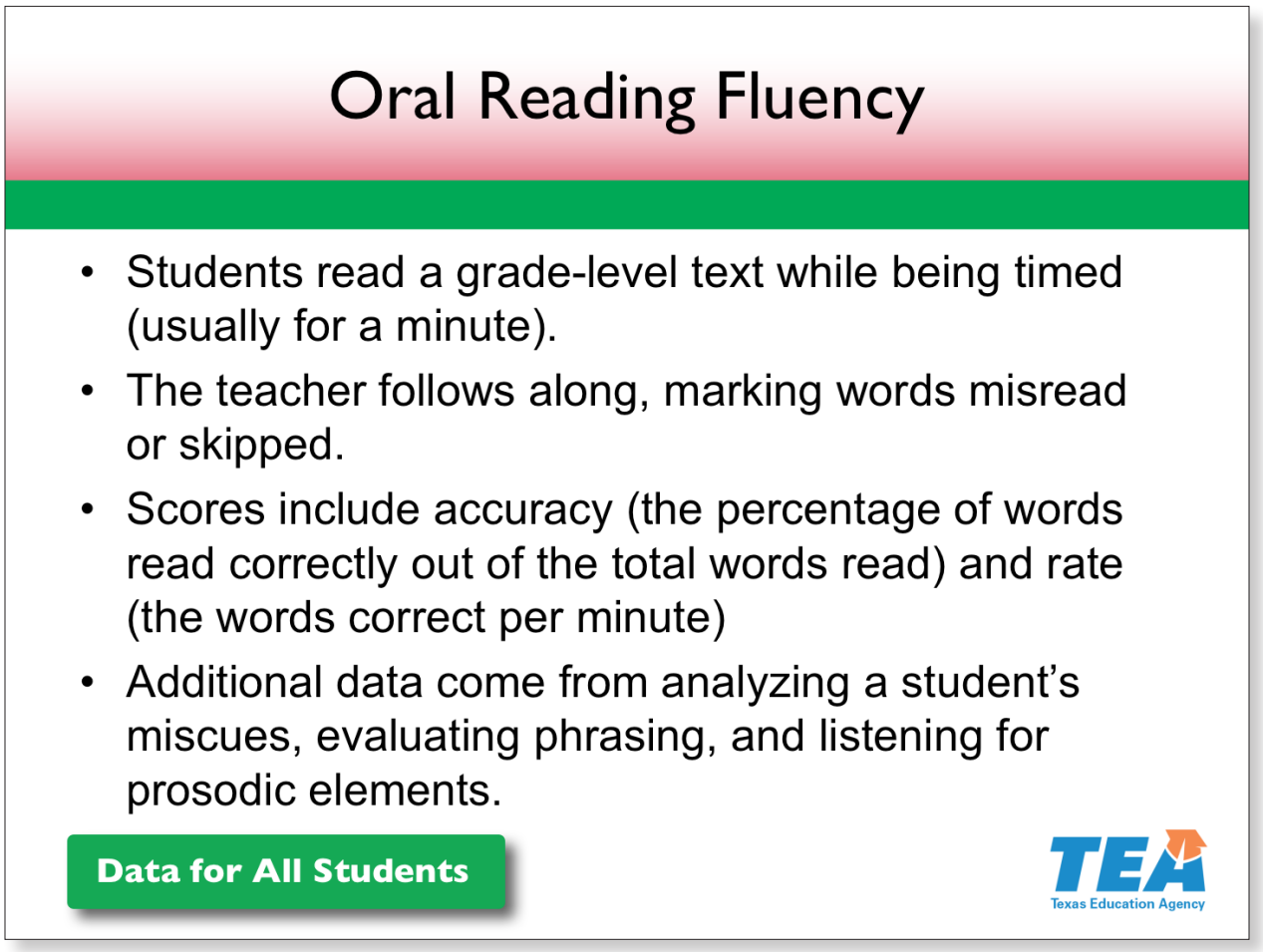

Slide 20—Oral Reading Fluency (41:00–42:00)

Oral reading fluency correlates strongly with reading comprehension, especially in the elementary grades. These measures give two scores—one for accuracy and one for fluency.

Accuracy is the percentage of words read correctly out of the total number of words read. It is indicative of students' sight-word knowledge and decoding ability. Fluency is the words read correctly per minute. This score is indicative of the rate at which students automatically apply their orthographic knowledge while reading connected text.

In addition to these quantitative scores, you can conduct qualitative analyses, including examining the words that students misread; evaluating students' ability to phrase, or chunk, text; and listening for prosodic elements like correct accenting and intonation—raising or lowering the voice.

References

Farrall, 2012; Kilpatrick, 2015a; Spear-Swerling, 2015

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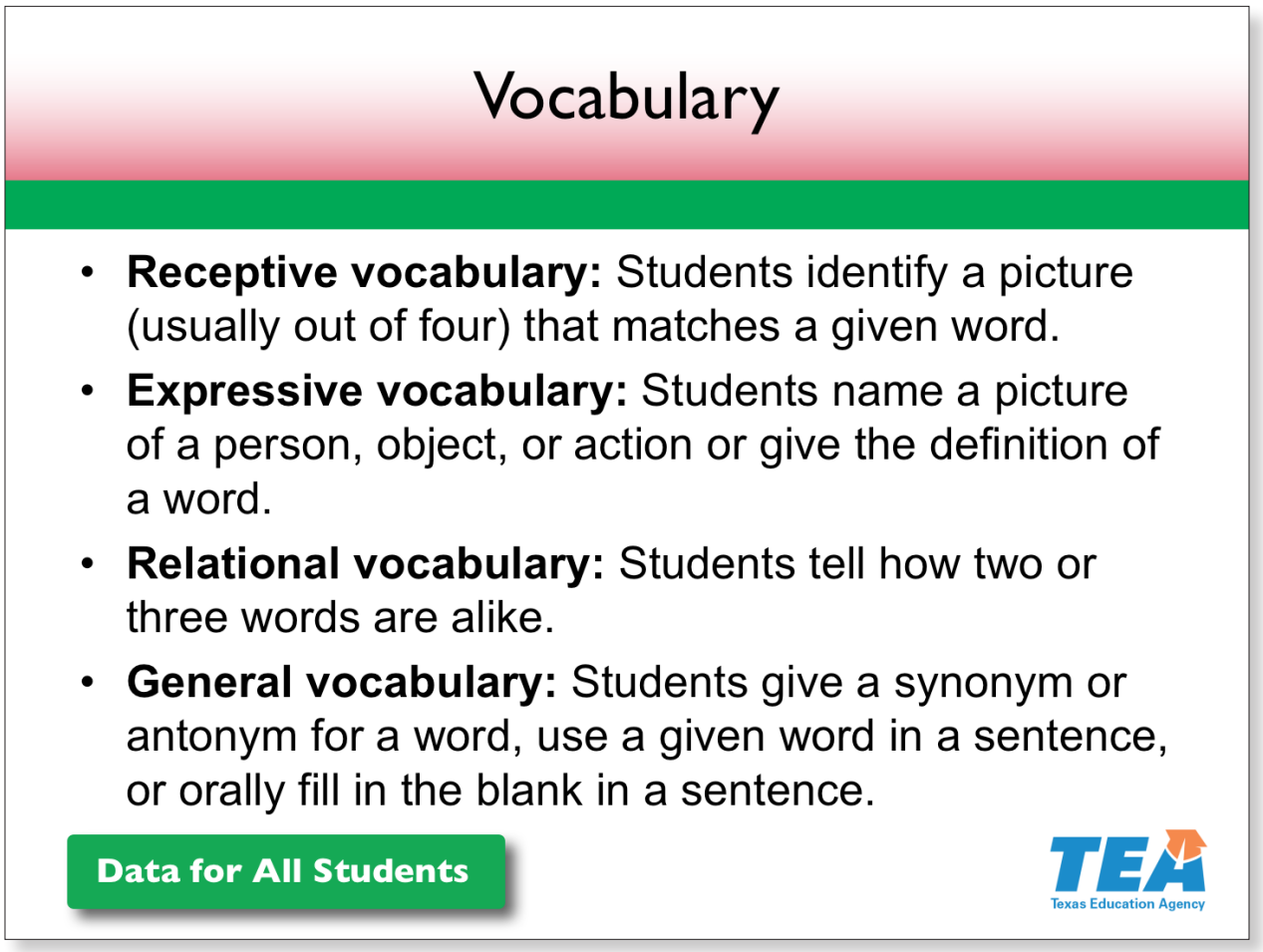

Slide 21—Vocabulary (42:00–43:00)

There are many different options for assessing vocabulary. The assessment you choose depends on whether you want to examine a student's receptive, expressive, or relational vocabulary. Vocabulary measures vary in their use of pictures, definitions, sentences, synonyms, and antonyms.

Depending on the chosen assessment, you may get different results. For example, it is common for a student to have much stronger receptive vocabulary than expressive vocabulary, meaning they know the meaning of more words than you hear them speak or see them write.

References

Farrall, 2012; Kilpatrick, 2015a; Spear-Swerling, 2015

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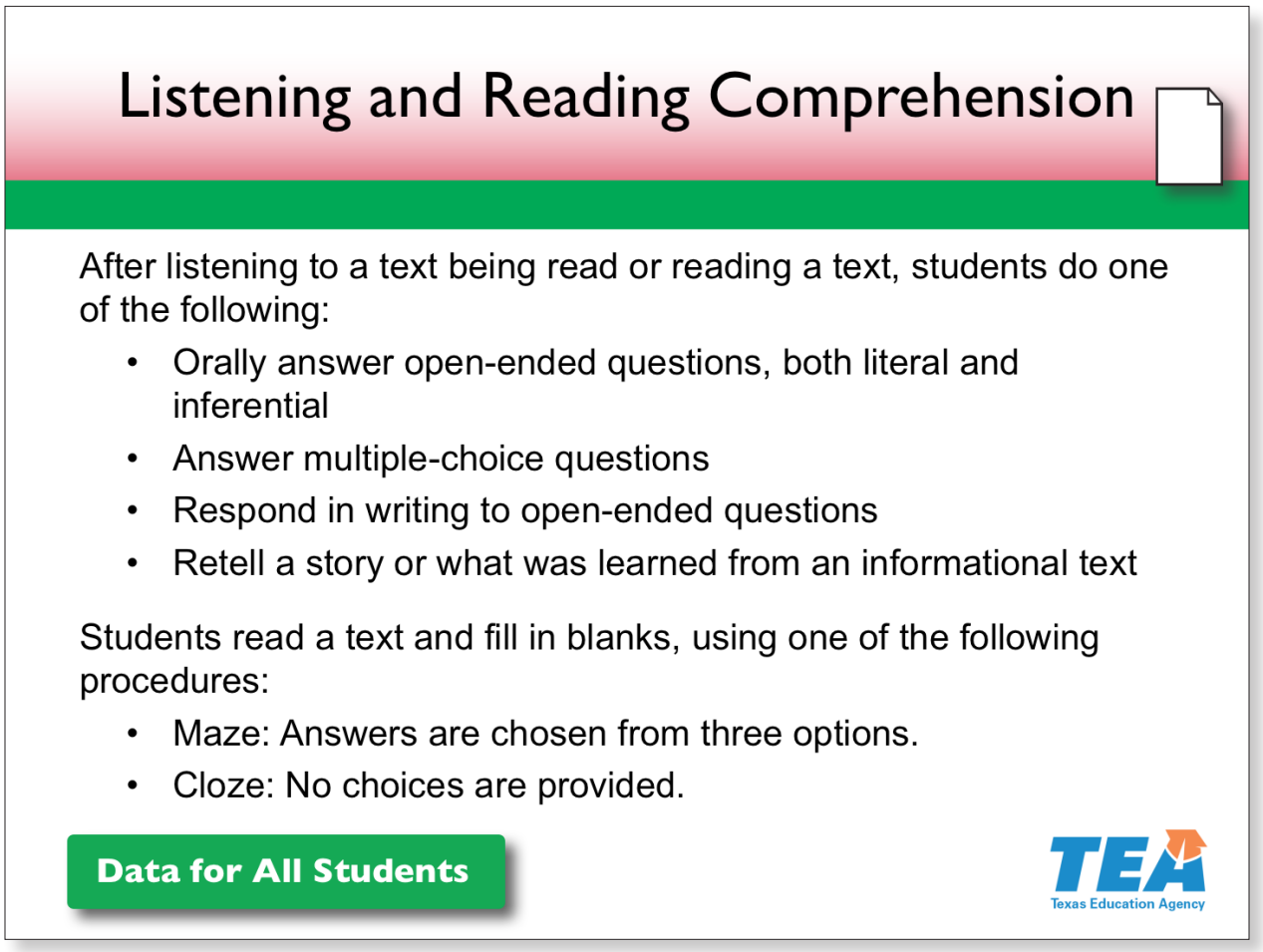

Slide 22—Listening and Reading Comprehension (43:00–45:00)

Comprehension may be the most difficult reading component to measure. As with vocabulary, different comprehension measures tap into different knowledge and skills. For example, reading comprehension assessments require effective comprehension and word reading, but listening comprehension assessments do not require effective word reading.

This slide provides different options for assessing comprehension. Students can either listen to or read a text. For those with word-reading difficulties, a listening measure may provide a more accurate picture of comprehension than a reading measure. Additionally, questions on these assessments can require a variety of responses, including open-ended, multiple-choice, oral, or written responses.

Another method for assessing comprehension is having students retell a story or what they learned from an informational text. Locate **Handout 7: Story Retelling Record Sheet**.

Pause for participants to locate the handout.

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This handout can help you evaluate students' story-retelling abilities. Note how the record sheet has you evaluate the student's ability to sequence events, provide main ideas, and identify details of the setting and characters.

Pause for participants to review the handout.

One other method for assessing comprehension is a maze or cloze measure. Both measures use fill-in-the-blank responses, but a maze measure provides three possible choices for each blank. A cloze measure does not provide answer choices.

References

Farrall, 2012; Kilpatrick, 2015a; Spear-Swerling, 2015

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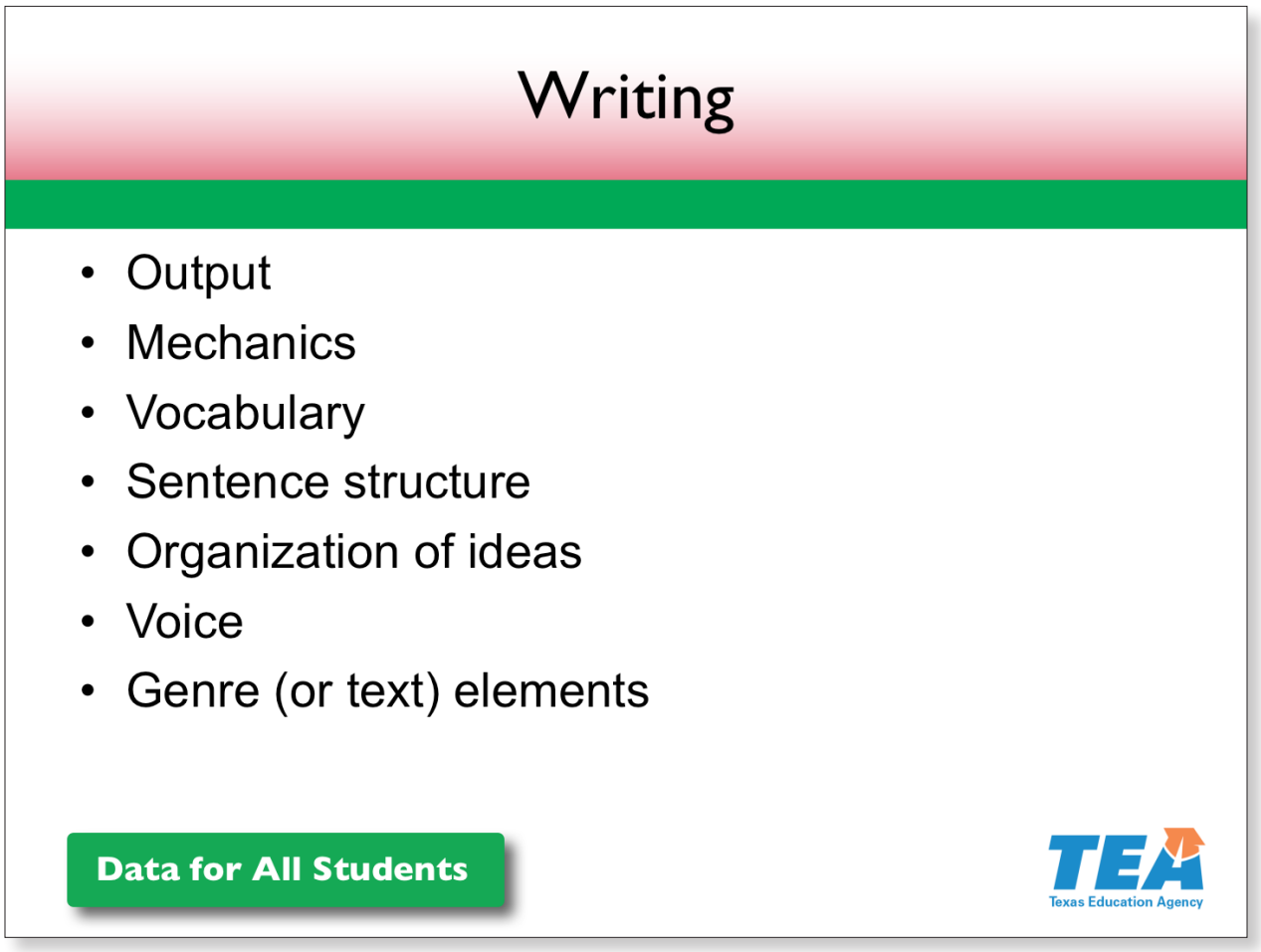

Slide 23—Writing (45:00–45:30)

Measures of overall writing quality assess the effectiveness of a piece of writing, which may include the elements listed on this slide.

Pause for participants to read the slide.

Reference

Graham et al., 2012

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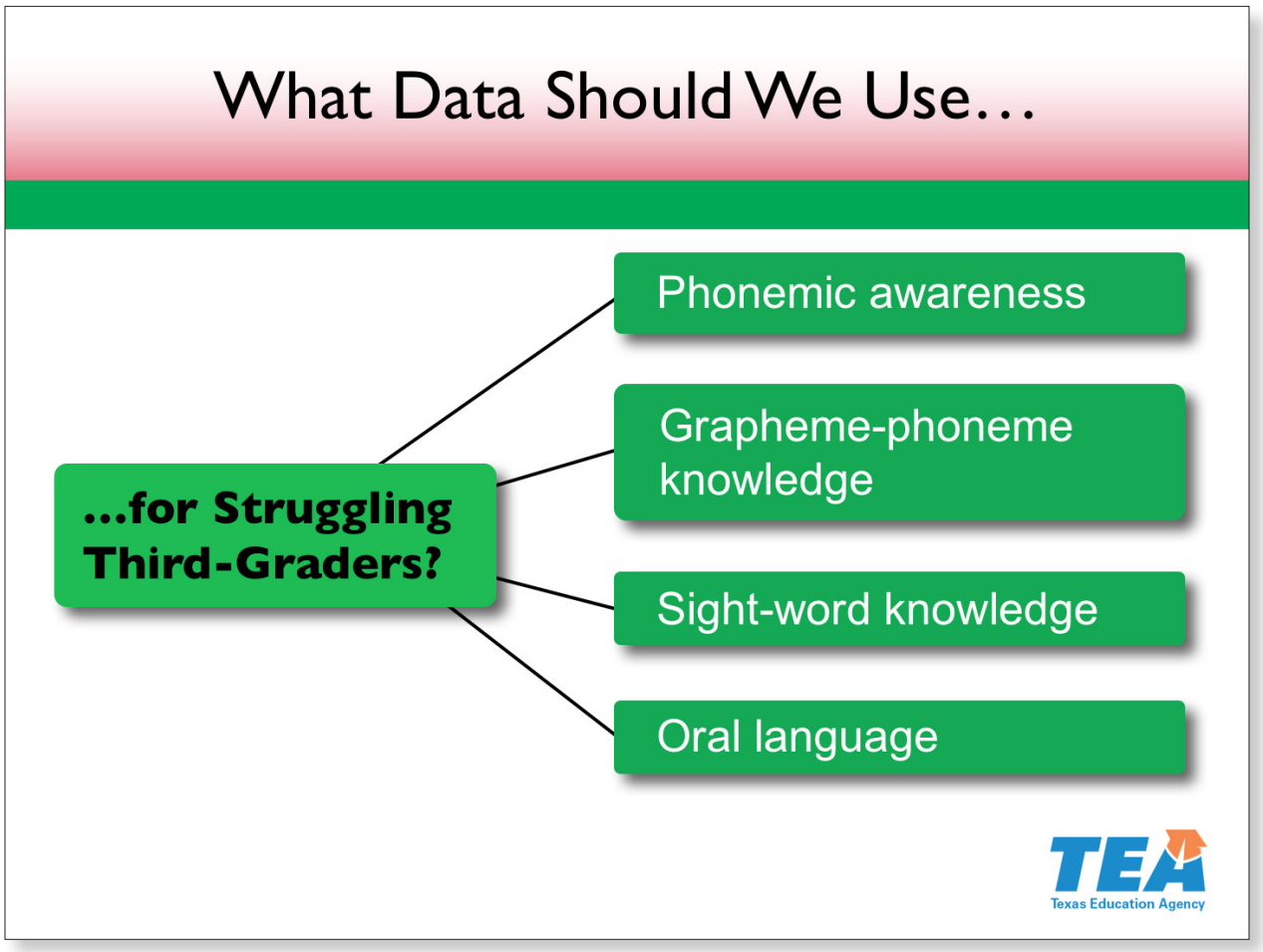

Slide 24—What Data Should We Use for Struggling Third-Graders? (45:30–46:00)

This slide lists additional data that research shows should be examined for struggling third-grade students. Take a moment to read the slide.

Pause for participants to read the slide.

Pages 3 and 4 of Handout 6 include information about possible assessments for our struggling students.

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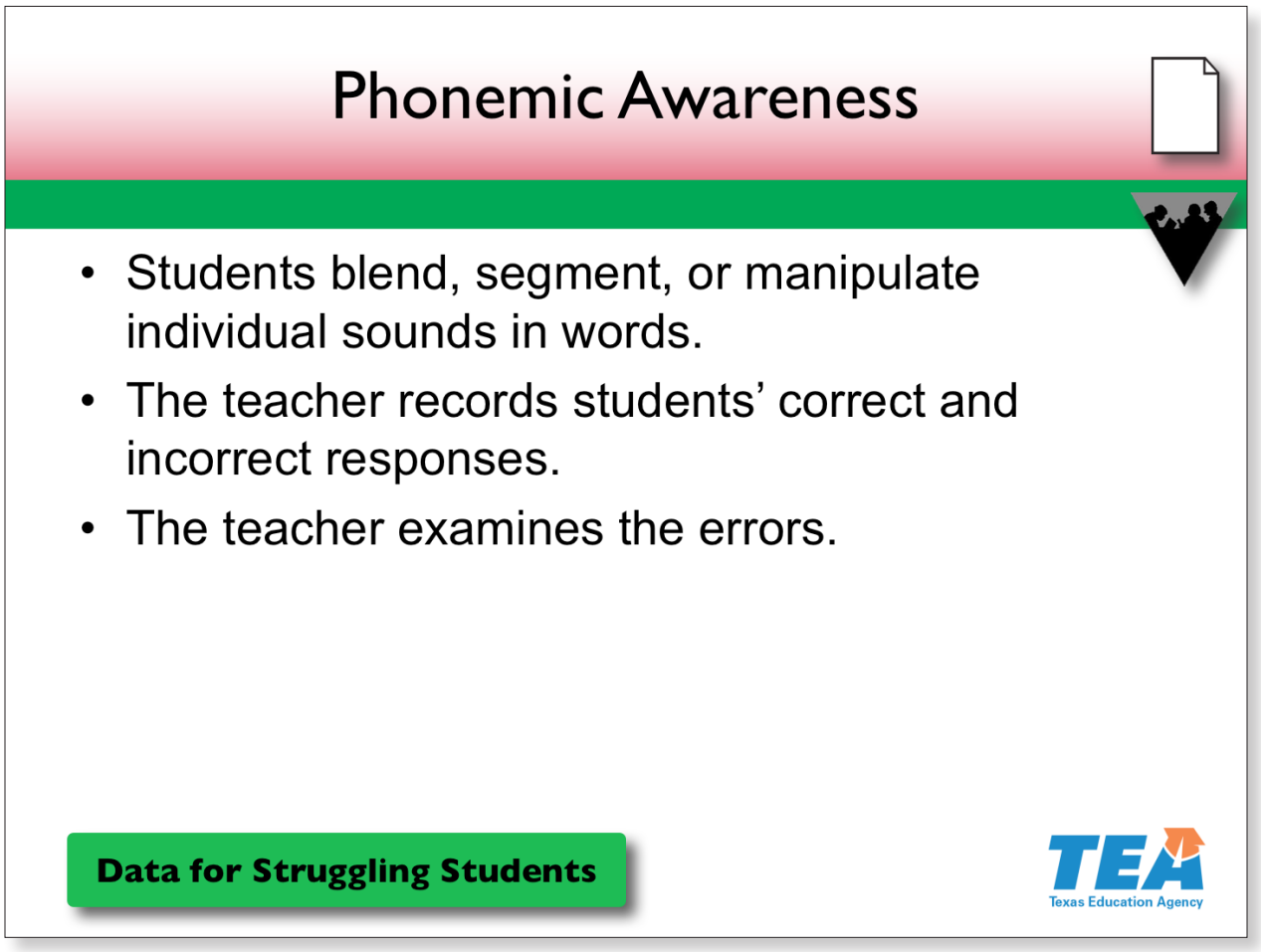

Slide 25—Phonemic Awareness (46:00–48:00)

If students demonstrate difficulty with decoding, spelling, or maybe even fluency, you could assess their phonemic awareness skills. Research indicates that for students in third grade and beyond, proficiency with advanced phonemic awareness skills like deletion or substitution of sounds is strongly related to reading ability.

I will share some example skills. We will work together to practice some of the questions our struggling third-graders might encounter. Refer to page 3 of Handout 6. Let's begin.

Pause for participants to answer each of the following questions and prompts.

This first one is an example of a blending task. Listen to these sounds: /b/ /r/ /ī/ /t/. What's that word? (*bright*)

Next, we will segment phonemes. Tell me the sounds in *plant*. (p/ /l/ /ă/ /n/ /t/)

Now we will delete an initial sound and a final sound.

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Say *his*. Now say *his* without the /h/. (*is*)

Say *fright*. Now say *fright* without the /t/. (*fry*)

Next, we will substitute phonemes.

Say *fry*. Now replace the /f/ with /t/. (*try*)

Say *test*. Now replace the /s/ with /n/. (*tent*)

When assessing phonemic awareness, keep track of not only students' correct and incorrect responses, but also their proficiency in responding. Consistently slow responses indicate a lack of phonemic proficiency, which relates to word reading and fluency difficulties.

References

Farrall, 2012; Kilpatrick, 2015a, 2015b; Spear-Swerling, 2015; Vaessen & Blomert, 2010

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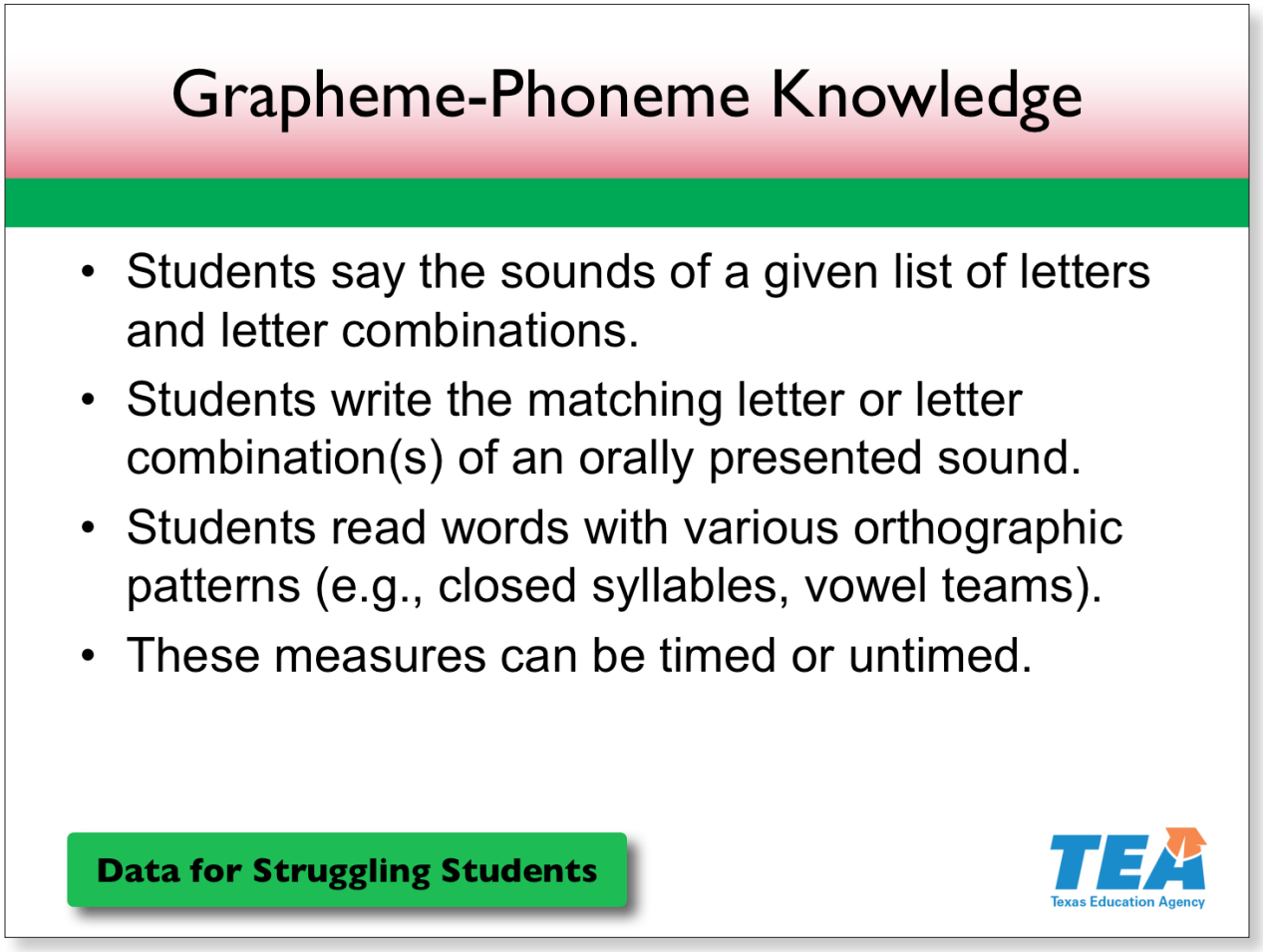

Slide 26—Grapheme-Phoneme Knowledge (48:00–49:00)

When students demonstrate difficulty with decoding, spelling, or fluency, more information about their grapheme-phoneme knowledge can be helpful. These assessments include reading or spelling individual letters or letter combinations. These assessments also include using grapheme-phoneme knowledge to read words with various orthographic patterns, such as

- closed syllables,
- consonant digraphs,
- vowel teams, and
- consonant-*le*.

These measures are more extensive than the decoding ones discussed previously and provide more in-depth information about a student's orthographic knowledge. They can be timed to assess both accuracy and fluency or untimed.

References

Farrall, 2012; Kilpatrick, 2015a; Spear-Swerling, 2015

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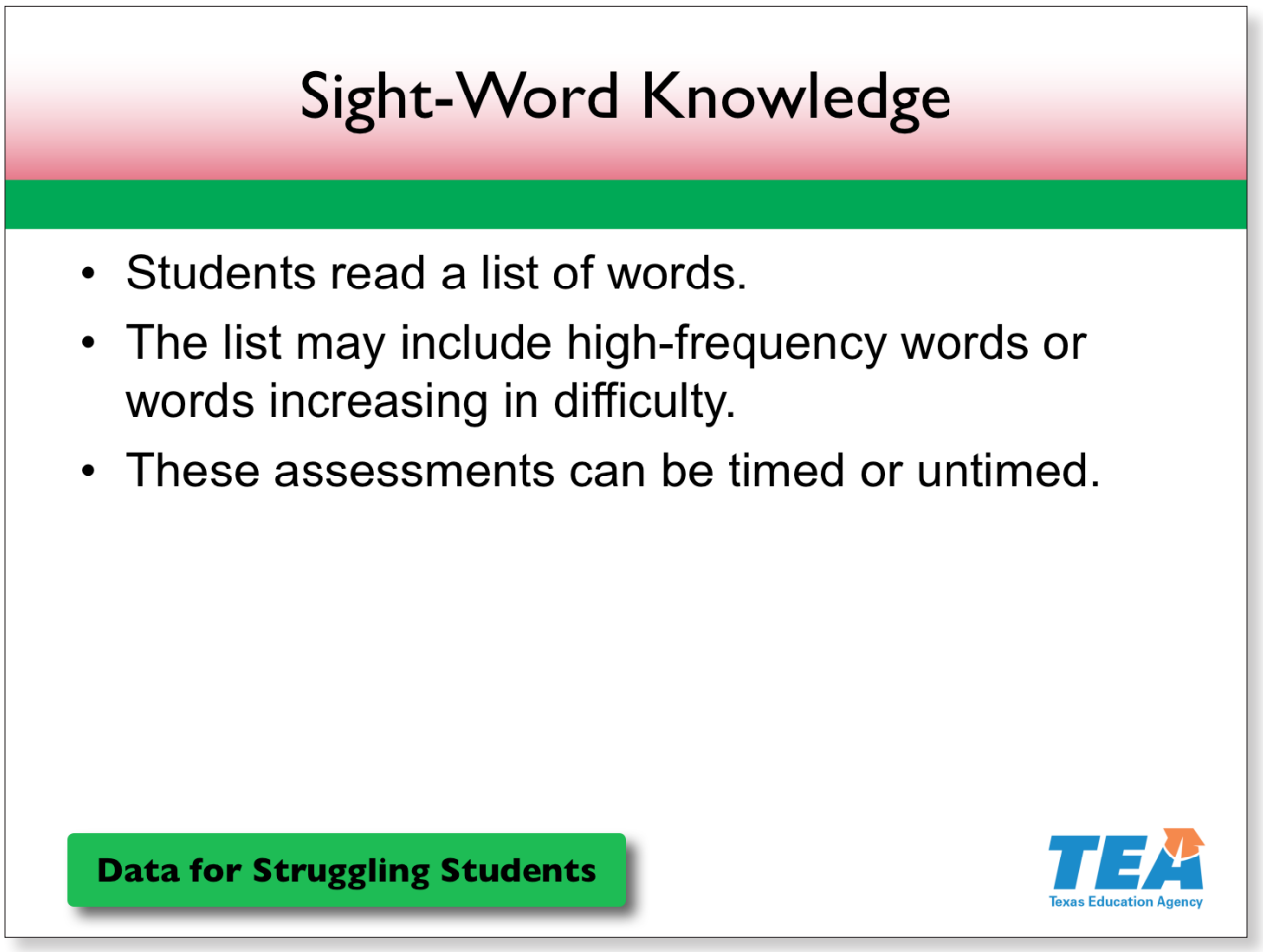

Slide 27—Sight-Word Knowledge (49:00–49:30)

If a student demonstrates difficulty with oral reading fluency or accuracy, you may want to administer a sight-word assessment, which provides information about words the student knows automatically, or by sight. Often, these assessments are a list of high-frequency words that students should master across the curriculum. Sometimes, these measures use words that increase in difficulty as the student moves down the list. Usually, these assessments are timed, but they can be untimed.

References

Farrall, 2012; Kilpatrick, 2015a

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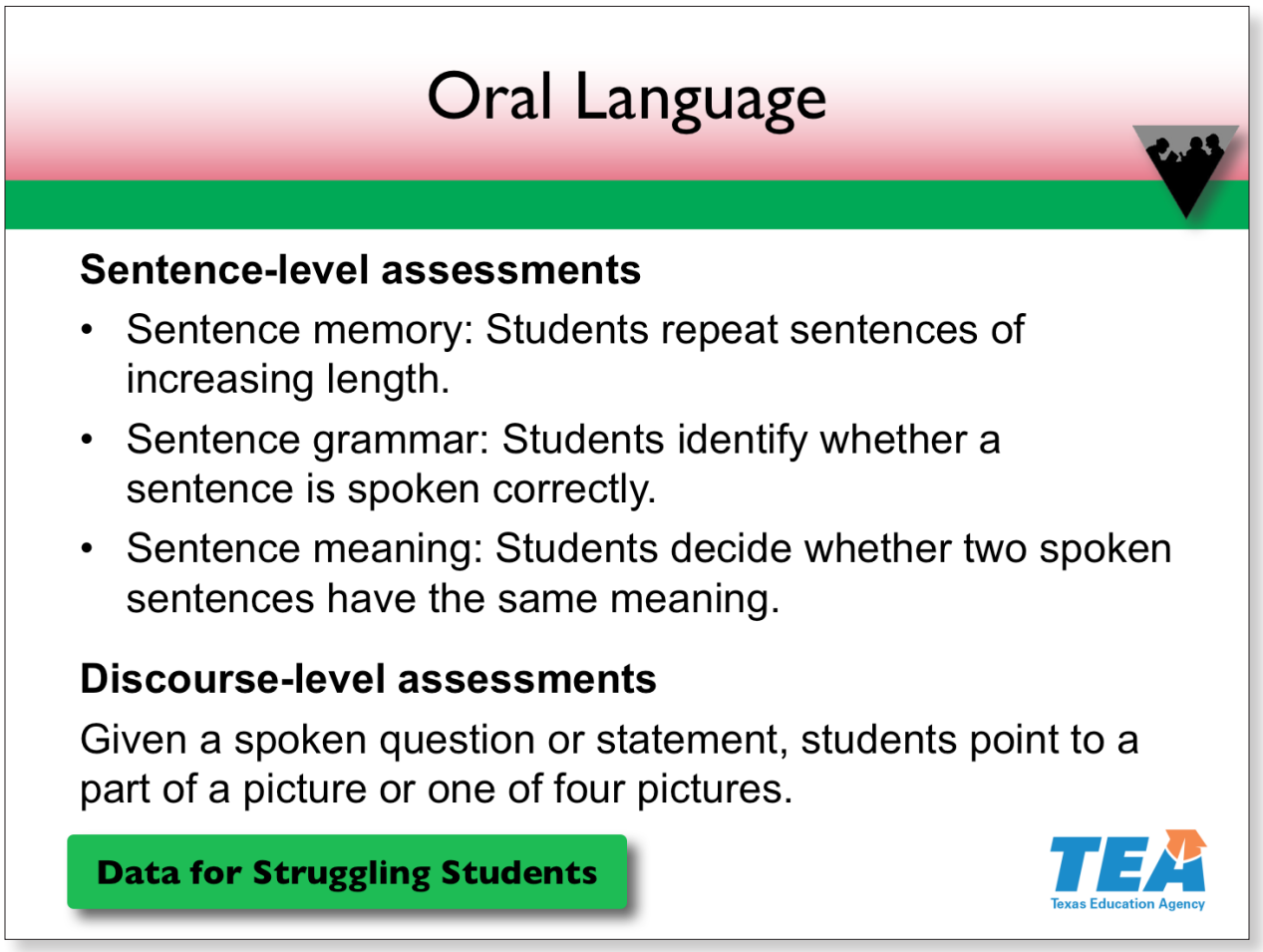

Slide 28—Oral Language (49:30–55:00)

When students decode and read words fluently but struggle with comprehension, it may help to get more information about their oral language skills. As with vocabulary, multiple measures of oral language exist. Most of these assessments focus on different sentence-level abilities, including remembering sentences, identifying whether a sentence makes sense, and evaluating whether two sentences have the same meaning.

To assess language beyond the sentence level, some assessments provide a few short sentences with a question or statement and have the student point to part of a picture or one of several pictures.

Activity

*Place the **Activity Resource** on the document camera.*

We have gone over several areas to assess in reading. On Handout 6: Third-Grade Assessment Examples, place a checkmark next to the components you feel

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comfortable assessing and examining. Then, put a star next to the two components you feel you need more support with or more information about how to assess them effectively.

Give participants one minute to do the activity.

Now, we will take a moment to discuss assessing these different components. Please stand and take five steps in any direction until you have found a new partner.

Pause for participants to stand and move to a new place in the room.

With your new partner, discuss how you feel about assessing these different components and what you have learned over the last 10 slides.

Allow two minutes for participants to talk. Walk around and listen to the discussions. (You may want to call on a few participants to share their thinking.) Then have participants return to their seats.

References

Farrall, 2012; Kilpatrick, 2015a; Spear-Swerling, 2015

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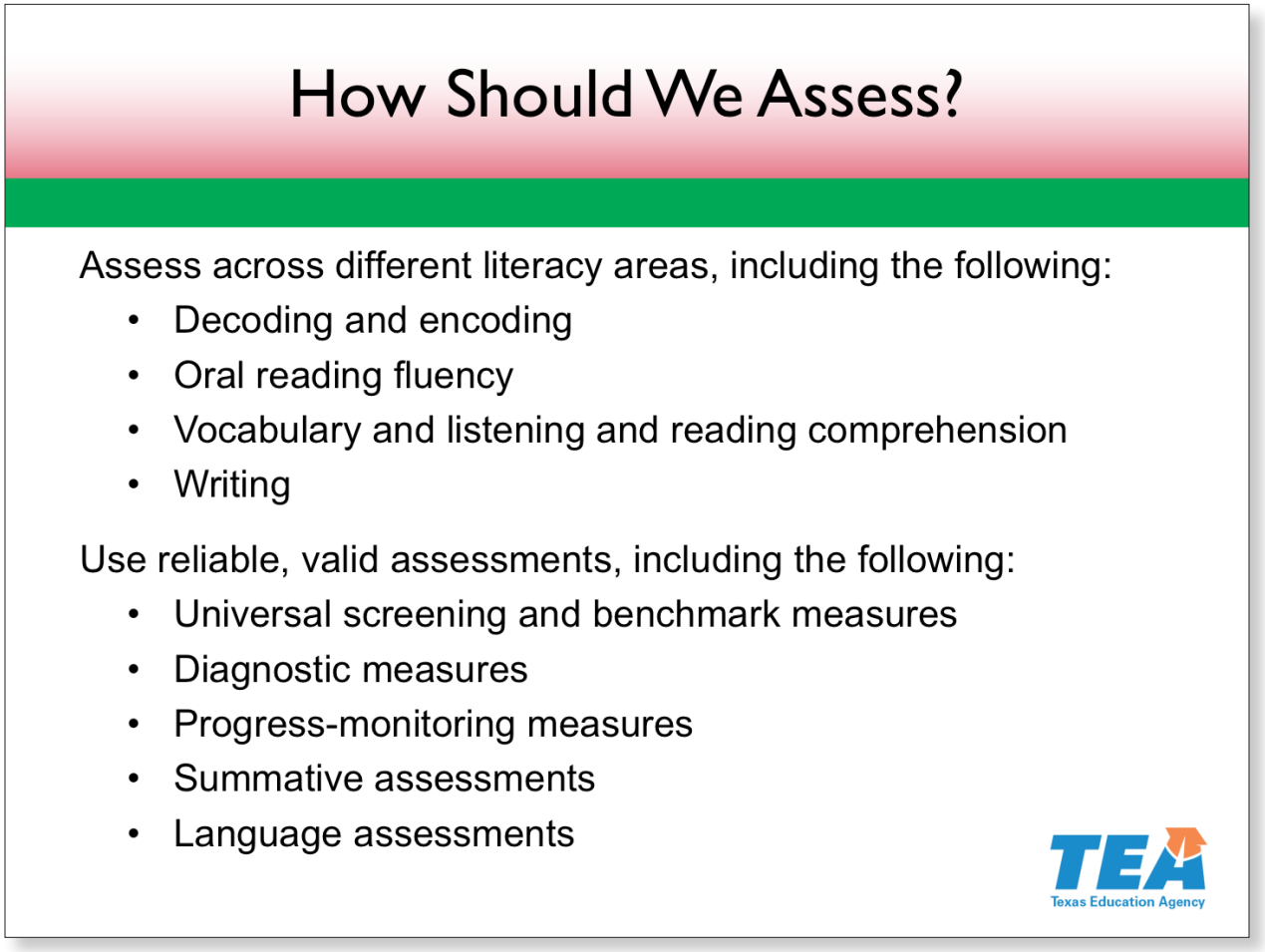

Slide 29—How Should We Assess? (55:00–56:00)

It is important to assess multiple aspects of third-grade students' early literacy. That is the only way to ensure we create all of the components of the rope that, when woven together, will create successful and proficient readers and writers. The elements listed here are similar to the ones we explored in the rubrics in the Writing section.

No matter which component we want to examine, reliable, valid measures must be used. A reliable assessment consistently measures a component. A valid assessment measures what it is supposed to measure. Be aware that multiple measures with no proven reliability or validity are widely used. We do not want to make instructional, life-affecting decisions for our third-grade students by using these inaccurate, invalid assessments.

Next, we will look at different purposes for assessments in third grade.

References

Farrall, 2012; Fuchs & Fuchs, 2011a, 2011b; Gersten et al., 2008; Spear-Swerling, 2015; Vaughn, Wanzek, Woodruff, & Thompson, 2007

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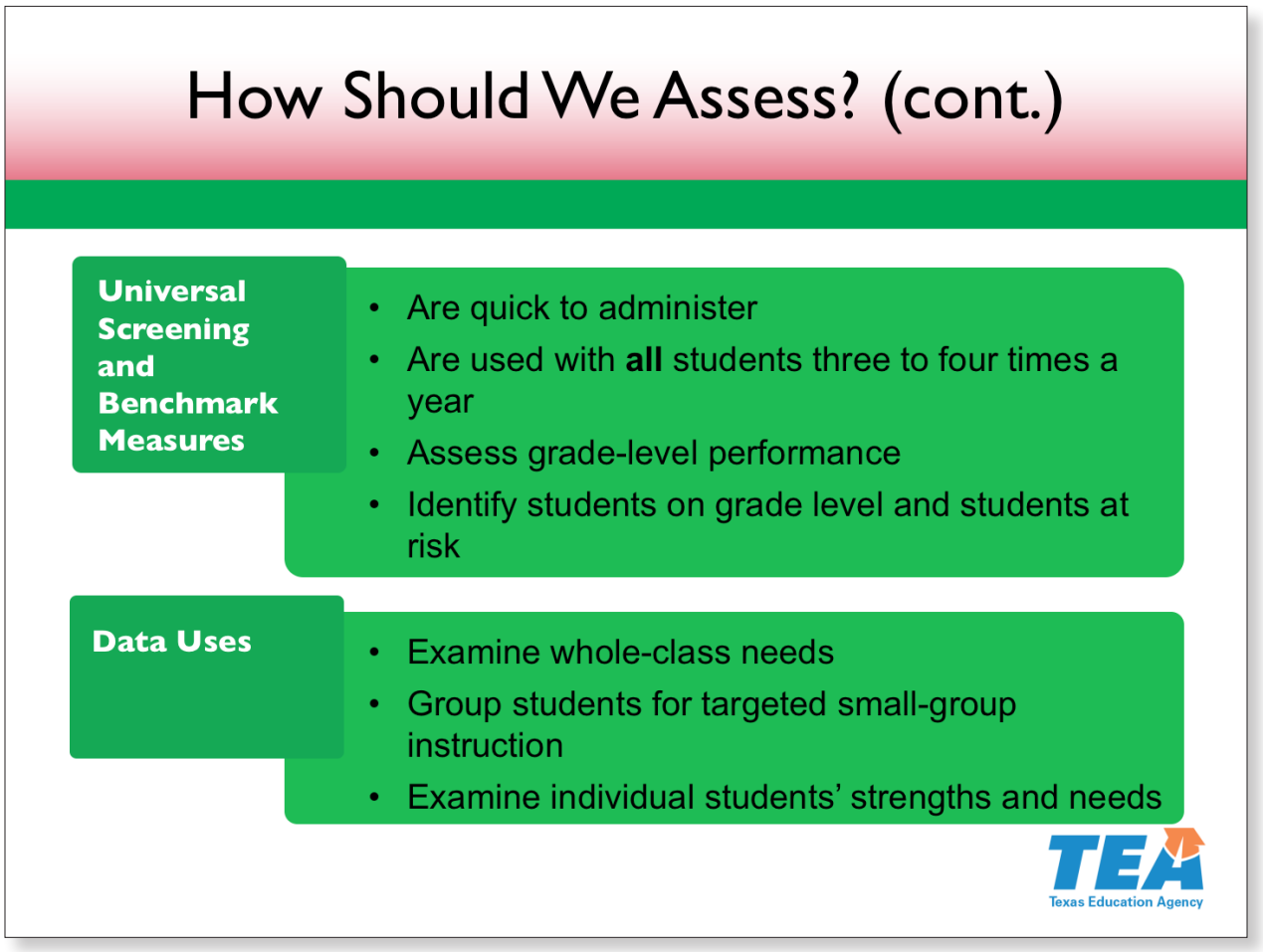

Slide 30—How Should We Assess? (cont.) (56:00–57:00)

Universal screening and benchmark measures are given to all students three or four times a year. These are quick assessments. Measures that take 30 to 45 minutes per student do not fall into this category.

The purpose of a reliable screener is to screen out students who demonstrate mastery of highly predictive skills and to identify students who do not demonstrate such mastery.

Third-grade teachers using research-based screening tools will more easily identify which students meet grade-level expectations and which students may need more targeted instruction.

Screening data provide information about the whole class. These data allow teachers to look at groups of students and at individual student strengths and needs.

References

Farrall, 2012; Gersten et al., 2008; Spear-Swerling, 2015; Vaughn et al., 2007

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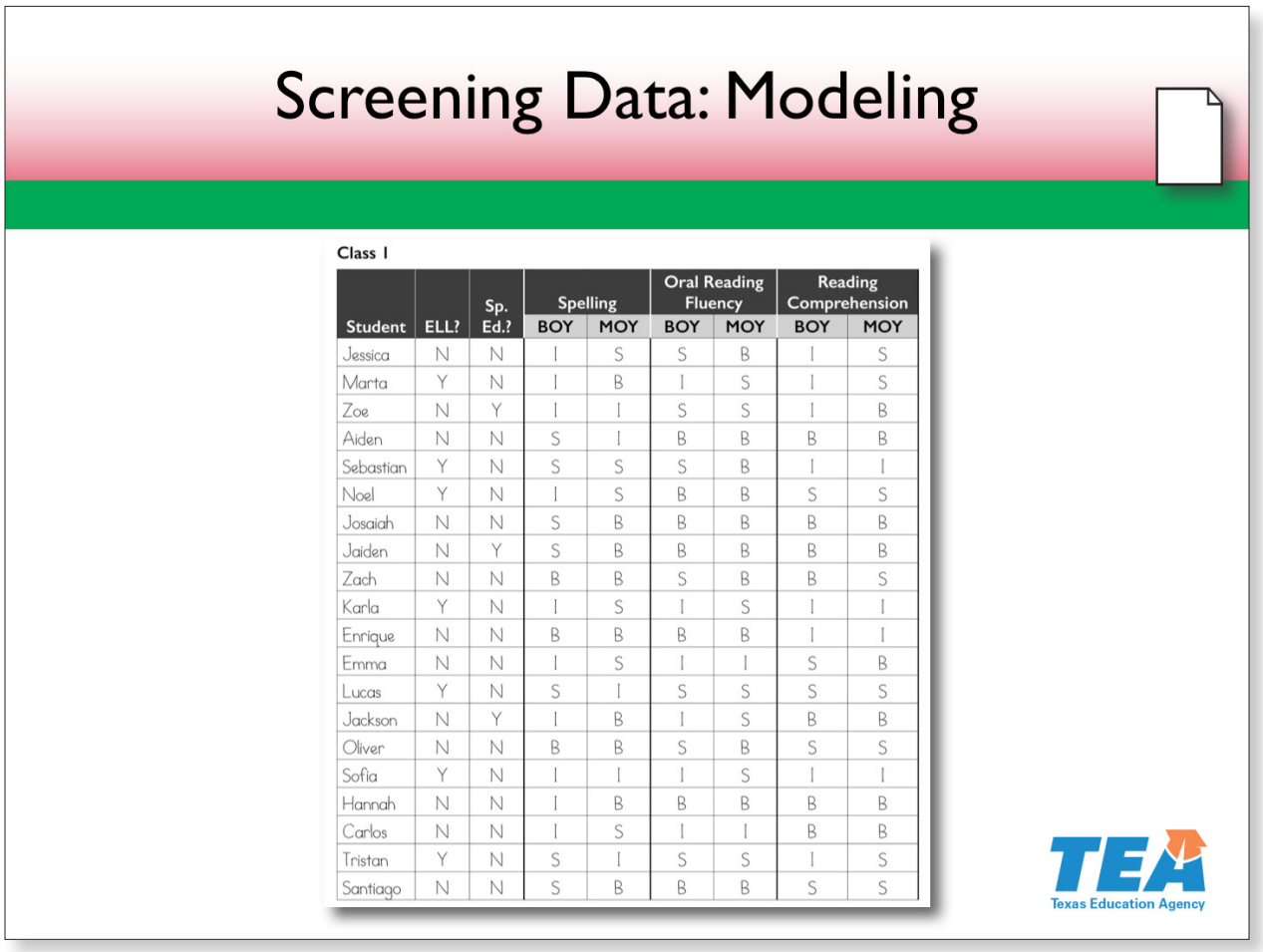

Class 1

Student	ELL?	Sp. Ed.?	Spelling		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

Slide 31—Screening Data: Modeling (57:00–1:03:30)

Next, we will practice using third-grade screening data. Please locate **Handout 8: Sample Screening Data** and **Handout 9: Screening Beginning to Middle of Year**.

Pause for participants to locate the handouts.

Handout 8 shows sample screening data for two third-grade classes, and Handout 9 provides a data analysis chart and a small-group planning chart.

I will use the data for Class 1 on Handout 8 and the chart on page 1 of Handout 9 to model one method for analyzing screening data at two time points—the beginning of the year, or BOY, and the middle of the year, or MOY. These charts reflect example data similar to that provided by many research-based screening instruments. The data are not from any screening instrument in particular.

Note to Presenter

To prevent conflicts of interest, no reference to specific assessment instruments is allowed in this section.

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To begin, we will review the data in Handout 8. The first three columns provide each student's name, English language learner status, and special education status.

The next columns show three types of screening data—spelling skills, oral reading fluency, and reading comprehension skills. These data were collected at two time points, BOY and MOY. The letters correspond to the following three levels of student performance, noted at the bottom of page 1 of Handout 8:

- Benchmark, which is represented by the letter *B*, means the student performed at or above grade level on the assessment.
- Strategic, which is represented by the letter *S*, means the student did not meet grade-level expectations and may need strategic support.
- Intensive, which is represented by the letter *I*, means the student performed far below grade-level expectations and may need intensive support.

Because we have two data points, BOY and MOY, we can look at students' progress. Did they move from more struggling (intensive) to less struggling (strategic) or even to benchmark (on grade level)?

We will come back to Handout 8 shortly, so please flag it for easy reference.

Next, we will examine the chart on page 1 of Handout 9.

Display the completed chart on page 1 of Handout 9 on the document camera.

The data chart shows students who moved in levels of performance and students who did not move for each of the assessed skills (spelling, oral reading fluency, and reading comprehension). The first three columns show students who are at benchmark at MOY. The next column shows students who moved from intensive to strategic. The last column shows students below benchmark who did not improve or who dropped in their performance level.

When we see the data displayed this way, we can answer the question, "Are a significant number of students making progress?" And we can answer it in each assessed reading component.

In spelling, most students made progress. Of the 20 total students, five moved from more struggling to less struggling and six moved to benchmark. That is 11 students! But six students either did not improve or moved from less struggling to more struggling. We need to ask more questions about why this might be.

Notes continue on the next page.

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In oral reading fluency, seven students started the year at benchmark. Eight students moved from more struggling to less struggling or to benchmark. But, again, quite a few students, five, did not improve.

The reading comprehension data are not as positive. A significant number of students struggled in this area and did not make the progress we would like to see. These data indicate that although students' fluency is improving, many continue to struggle with comprehension.

Now, we will look at the Possible Instructional Small Groups chart on the next page.

Show this chart and discuss each small group.

Each group has an instructional focus, students needing support in that area, and additional information about the instruction to be provided.

- Group 1 includes students struggling in both spelling and oral reading fluency.
- Group 2 includes students struggling in spelling.
- Group 3 includes students struggling in oral reading fluency.
- Group 4 includes students struggling in reading comprehension.
- Group 5 includes students performing at benchmark across the board, so they can work on building fluency and comprehension with above-grade-level text.

Using a chart like this allows us to group students for instruction to focus on specific needs or areas of strength.

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Screening Data: Practice

Class 2

Student	ELL?	Sp. Ed.?	Spelling		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

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Slide 32—Screening Data: Practice (1:03:30–1:13:00)

Activity

On Handout 8, locate the data for Class 2 on page 2. On Handout 9, locate the blank charts on pages 3 and 4.

Pause for participants to locate the pages.

Work with your partner and use the data for Class 2. Practice the same analysis and grouping decisions that we reviewed for Class 1. First, write the students' names in the appropriate boxes in the Student Movement chart. Then, note patterns in the data and what the patterns might mean. Finally, use the data to create small groups, each with a specific instructional focus. You have seven minutes to work.

Give participants seven minutes to work. Walk around and listen to the discussions. At the end of the seven minutes, have participants share what they learned from the activity or share ideas you heard that were interesting. ***Presenter Resource 1*** *provides completed versions of the charts.*

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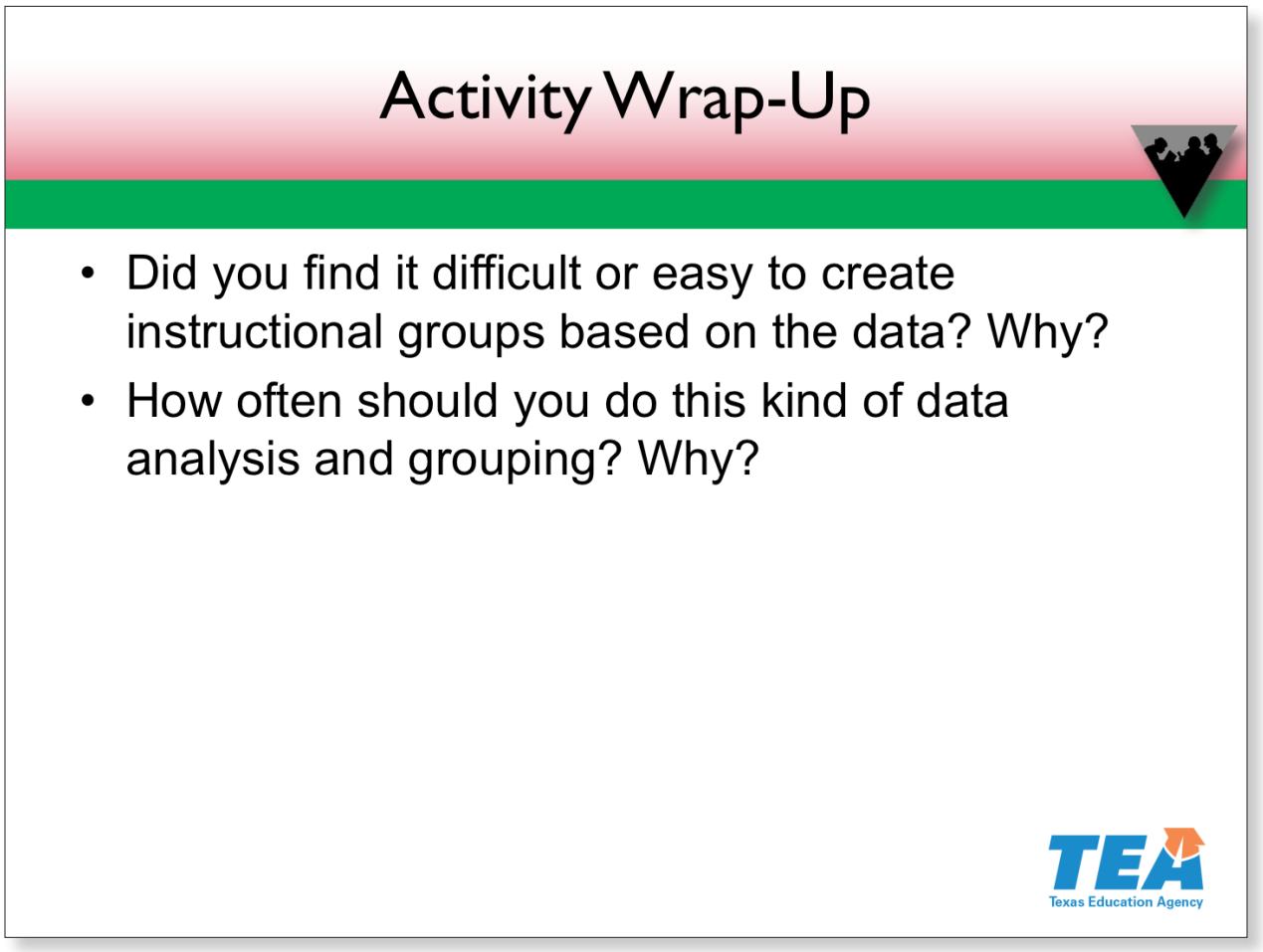

Slide 33—Activity Wrap-Up (1:13:00–1:17:00)

Activity

Now, discuss these activity wrap-up questions with your tablemates. Be prepared to share your thoughts. You have two minutes to discuss.

Give participants two minutes to work at their tables. Walk around and listen to the discussions. (You may want to use the cold calling energizer or another energizer from the list in your introductory materials to share participants' responses.)

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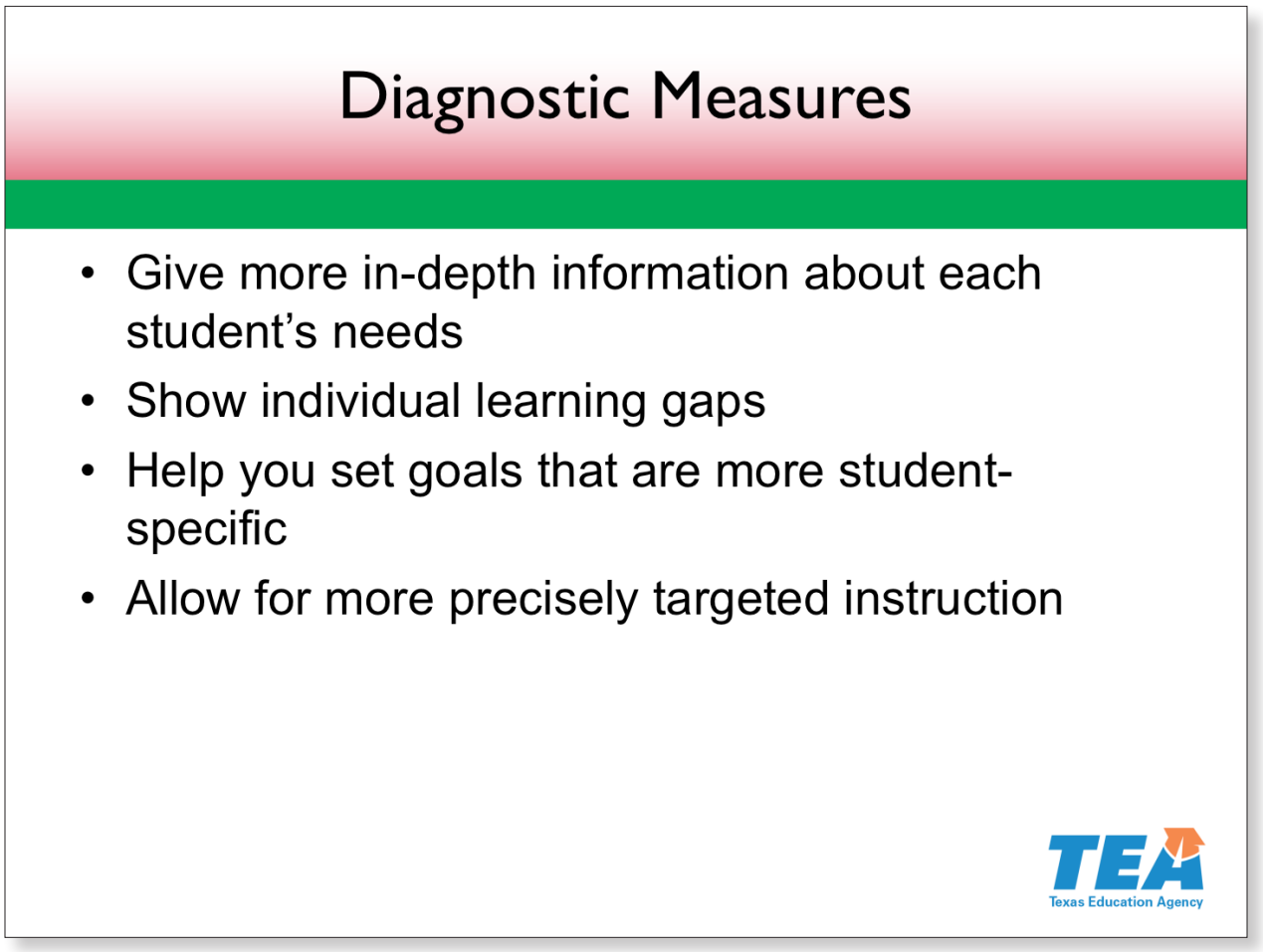

Slide 34—Diagnostic Measures (1:17:00–1:18:00)

Let's move on to a different assessment purpose—diagnosing. Unlike screening assessments, diagnostic measures take more time to administer, but it is not necessary to use them with every student. You administer these assessments only to students for whom you need more information about specific strengths and needs. Examples of diagnostic assessments are listed on pages 3 and 4 of Handout 6.

There is another difference between screening and diagnosing. Screening should always be done on grade level. Diagnosing, on the other hand, may mean moving off grade level to examine gaps in underlying, previously taught skills.

References

Farrall, 2012; Spear-Swerling, 2015; Vaughn et al., 2007

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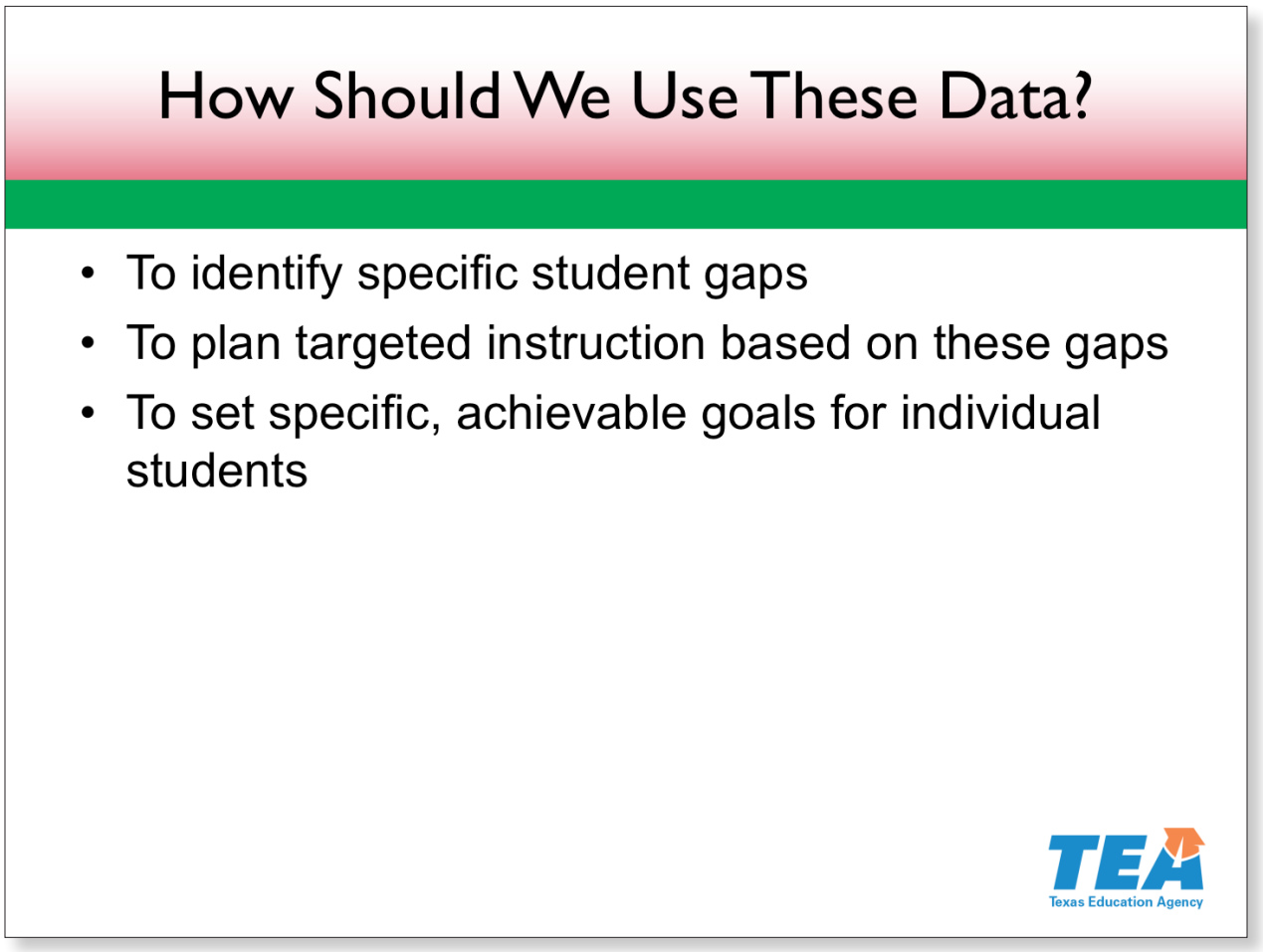

Slide 35—How Should We Use These Data? (1:18:00–1:18:30)

Having diagnostic information allows you to more precisely meet students' needs. You can identify gaps, set specific goals to fill those gaps, and plan targeted instruction and practice for individual students.

References

Farrall, 2012; Spear-Swerling, 2015; Vaughn et al., 2007

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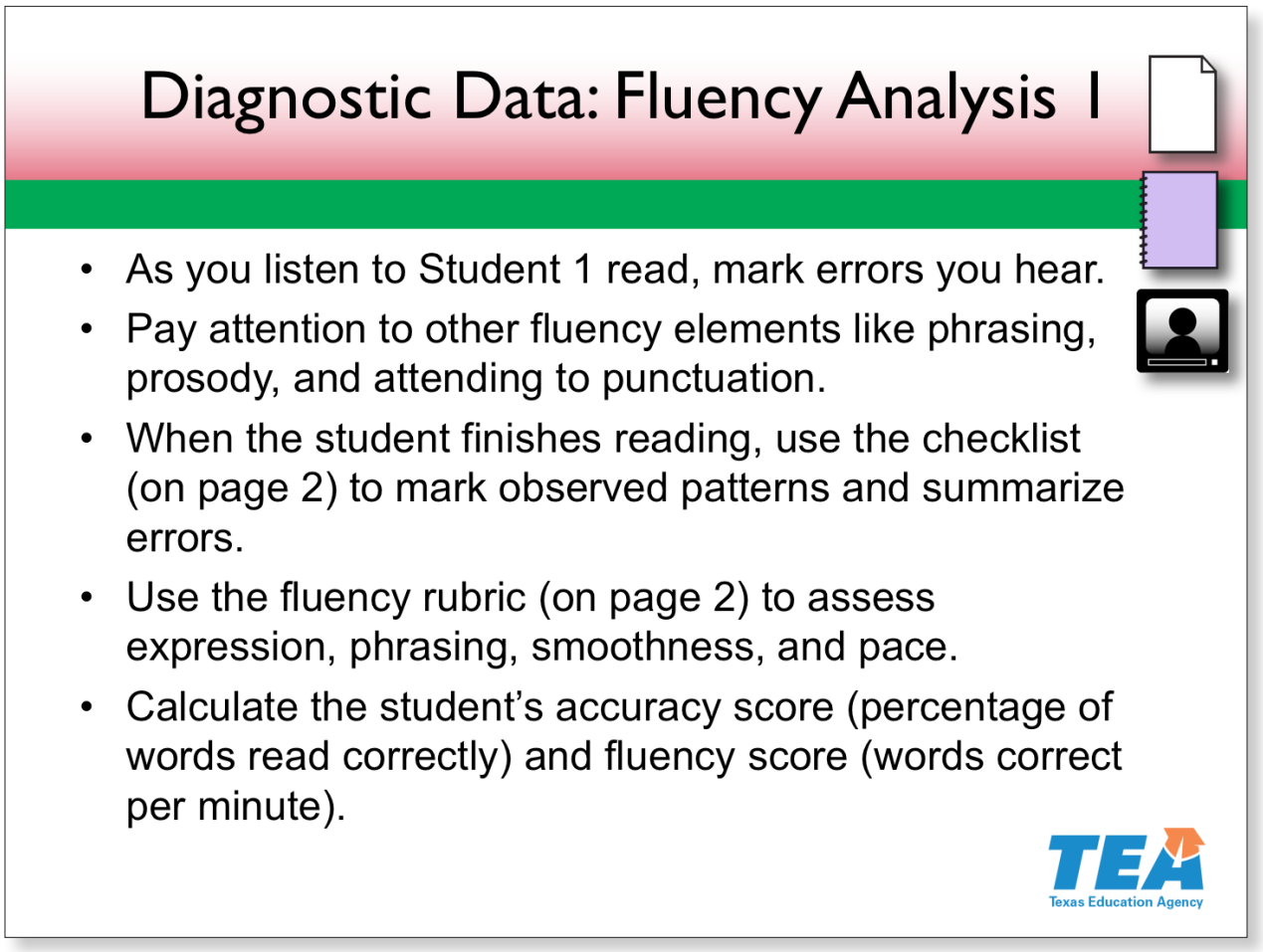

Slide 36—Diagnostic Data: Fluency Analysis 1 (1:18:30–1:25:30)

We can examine diagnostic data within screening assessments we give. For example, we can analyze the correct and incorrect responses that students provide on an assessment. An analysis of these data gives much more information than a simple score or classification of "on grade level" or "below."

Let's look at diagnostic data we can examine when using an oral reading fluency screener. Locate **Handout 10: Oral Reading Fluency Scoring Probe: Student 1**. Also, remove Handout 5: Monitoring Reading Fluency from your folder. This handout is from the Fluency section of this academy.

Pause for participants to locate the handouts.

In a moment, I will play a video of a student taking an oral reading fluency assessment. As you listen to the student read, use the fluency probe to mark any errors you hear. Take 30 seconds now to review with your partner what types of

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errors count as miscues. You can use Handout 5 from the Fluency section as a guide for these miscues.

Allow 30 seconds for participants to review the miscues.

Video: Oral Reading Fluency Sample: Student #1

Play the video.

With a partner, discuss and calculate the student's accuracy and fluency scores at the bottom of page 1. You have two minutes.

Allow two minutes for participants to calculate accuracy and fluency scores.

Use the checklist and rubric on page 2 of Handout 10 to summarize and document patterns you noticed. You have one minute.

Allow one minute for participants to work.

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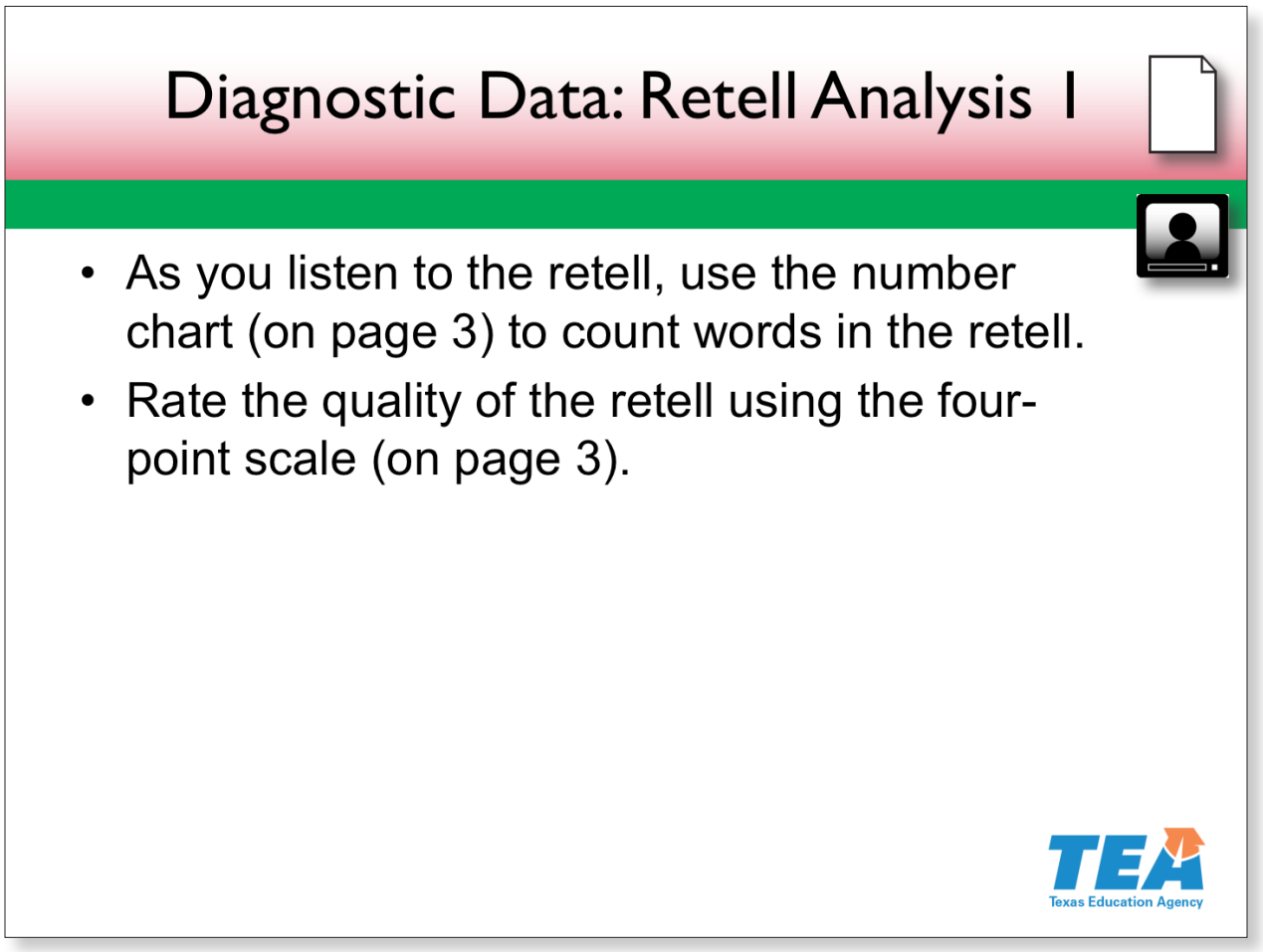

Slide 37—Diagnostic Data: Retell Analysis 1 (1:25:30–1:29:30)

Now, we will listen to and analyze the student's retell for the "Keeping the Planet Clean" passage. Turn to page 3 of Handout 10.

Pause for participants to locate the page.

You will use the number chart to count the number of words in the student's retell. As the student talks, put a slash through a number for each word you hear. Do not count *ums* or *ers* or repetitions. Circle the number for the last word you hear in the retell.

Ready?

Video: Retell Sample: Student #1

Play the video.

Notes continue on the next page.

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Now, rate the quality of the retell by circling a number on the rubric on page 3.

Pause for participants to rate the student's retell.

If participants would like to check their scoring of the student's fluency and retell, use ***Presenter Resource 2****.*

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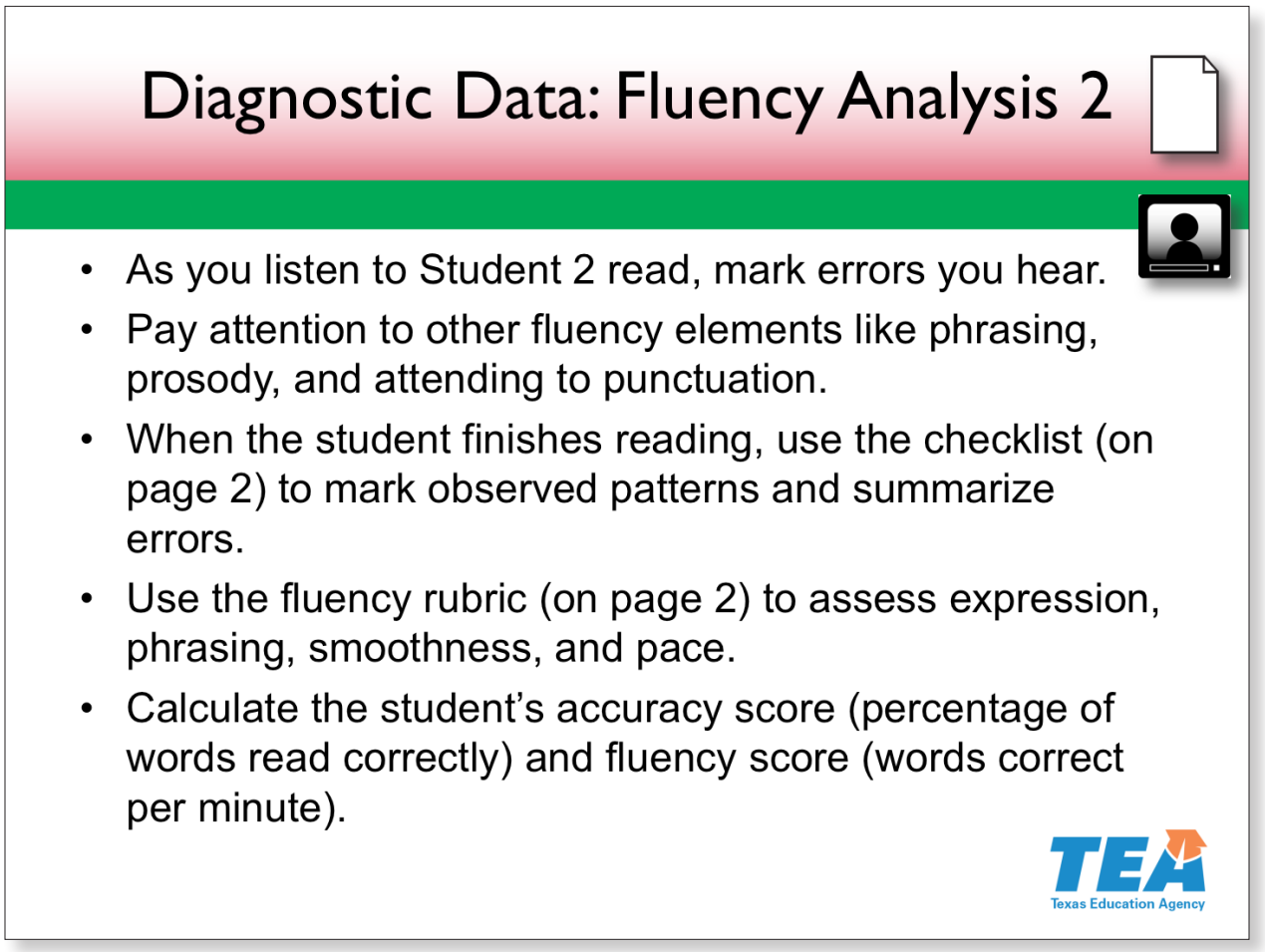

Slide 38—Diagnostic Data: Fluency Analysis 2 (1:29:30–1:36:00)

We will analyze fluency data for a different student. Locate **Handout 11: Oral Reading Fluency Scoring Probe: Student 2**.

Pause for participants to locate the handout.

We will follow the same procedure we followed with Student 1.

Ready?

Video: Oral Reading Fluency Sample: Student #2

Play the video.

With a partner, discuss and calculate the student's accuracy and fluency scores at the bottom of page 1. You have two minutes.

Notes continue on the next page.

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Allow two minutes for participants to calculate accuracy and fluency scores.

Use the checklist and rubric on page 2 of Handout 11 to summarize and document patterns you noticed. You have one minute.

Allow one minute for participants to work.

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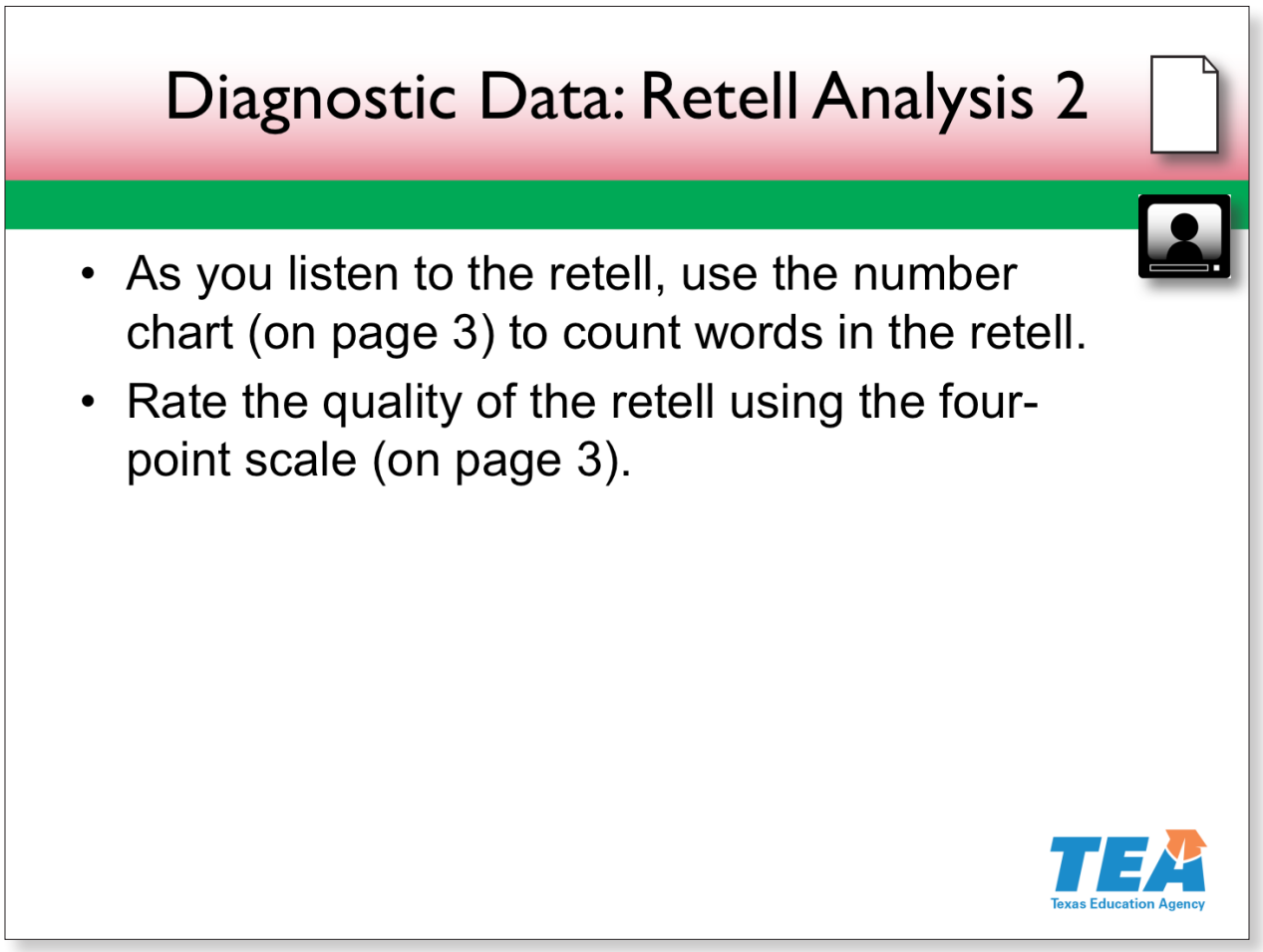

Slide 39—Diagnostic Data: Retell Analysis 2 (1:36:00–1:40:00)

We will complete the same retell analysis for Student 2 as we did for Student 1.

Ready?

Video: Retell Sample: Student #2

Play the video.

Rate the quality of the retell by circling a number on the rubric on page 3.

Pause for participants to rate the student's retell.

*If participants would like to check their scoring of the student's fluency and retell, use **Presenter Resource 3**.*

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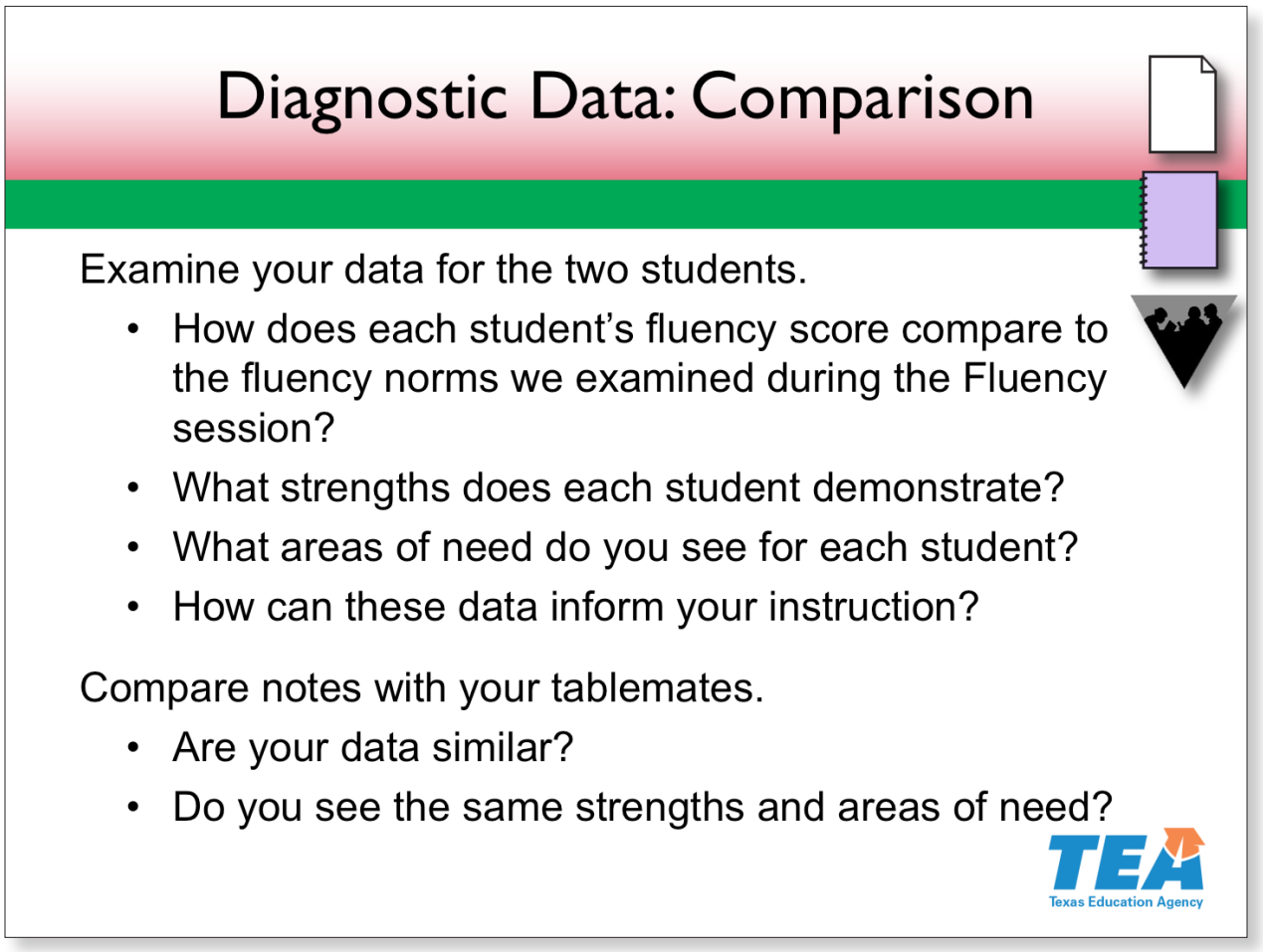

Slide 40—Diagnostic Data: Comparison (1:40:00–1:46:00)

Activity

Work with your tablemates to compare the two students' fluency and retell data. Begin by locating Handout 2: Oral Reading Fluency Norms that you placed in your folder during the Fluency section. Then, compare the two students' fluency scores to the norms on the chart for winter of third grade.

Show your copy of the fluency norms chart.

Then, discuss the other questions on the slide. You have four minutes.

Give participants four minutes to work.

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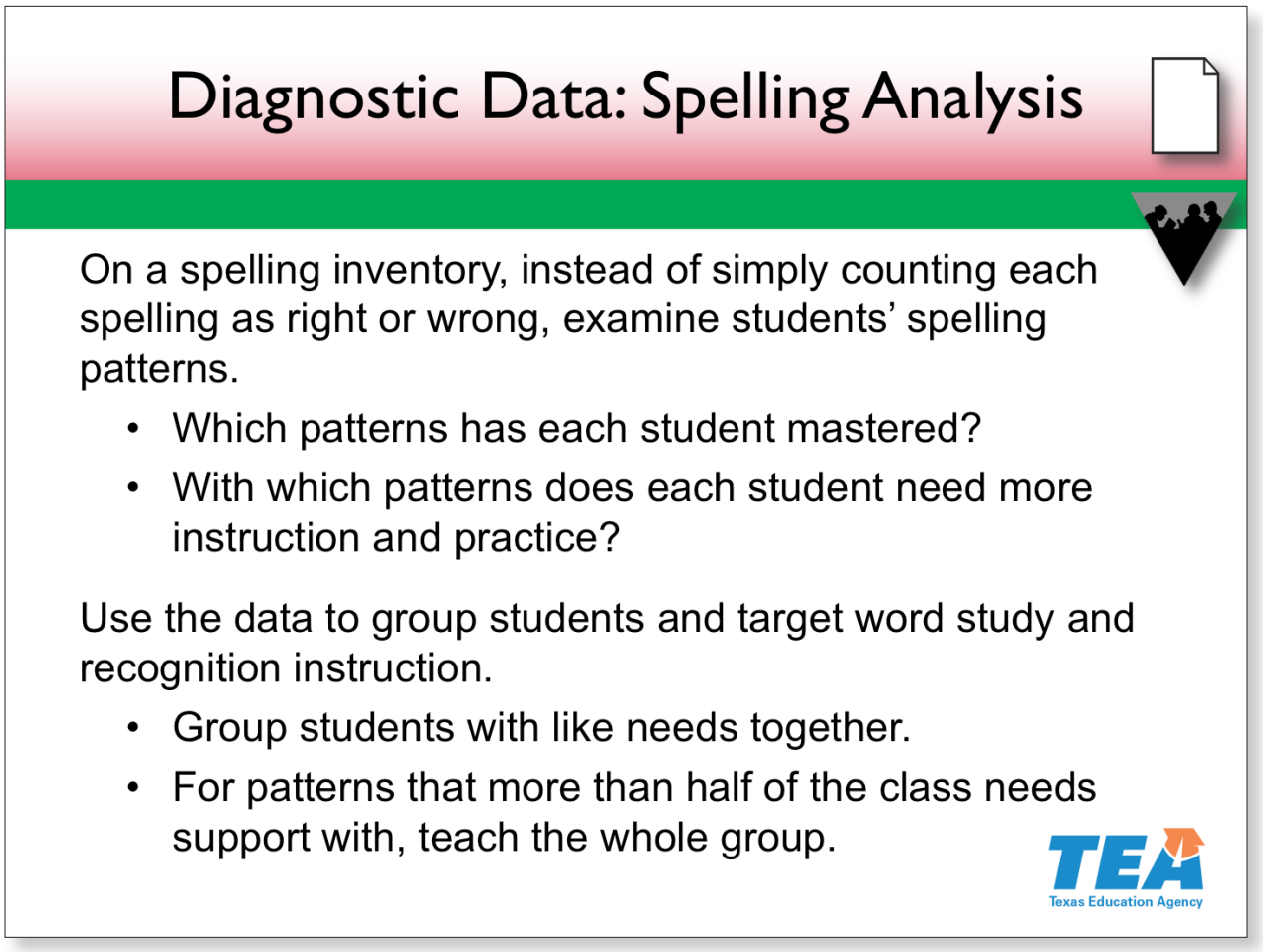

Slide 41—Diagnostic Data: Spelling Analysis (1:46:00–1:50:00)

In addition to oral reading fluency data, spelling inventories provide important information about students' phonological, orthographic, and morphological knowledge. Locate **Handout 12: Diagnostic Data From Spelling Inventory**.

Pause for participants to locate the handout.

The chart in this handout breaks down each student's spelling inventory data by orthographic pattern.

Activity

Take a moment to examine the data. Then, working with a partner, use the data to answer the questions on page 2 of the handout. You have two minutes.

Give participants two minutes to work. Walk around and listen to the discussions. (You may want to use the overhead accountability energizer to share participants' responses.) Answers are provided in ***Presenter Resource 4****.*

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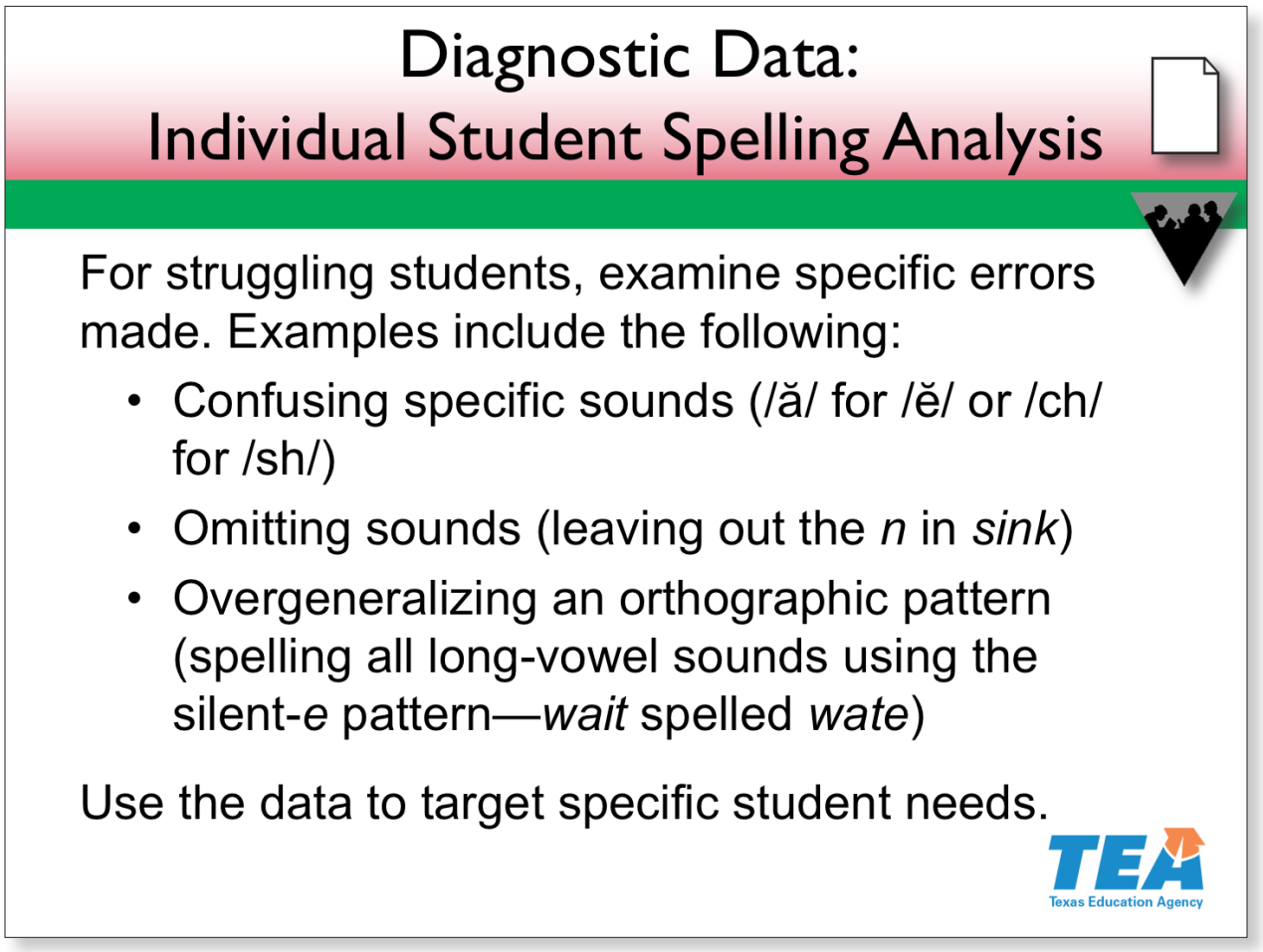

Slide 42—Diagnostic Data: Individual Student Spelling Analysis (1:50:00–1:56:00)

To dig deeper into a student's spelling abilities, we can analyze the specific errors the student made. In these analyses, we look for errors like confused sounds, omitted sounds, or overgeneralized orthographic patterns.

Locate **Handout 13: Third-Grade Student Sample**.

> *Pause for participants to locate the handout. Place the handout on the document camera.*

The first 12 words from a spelling inventory are listed in the first column. Roshan's spellings of these words are listed in the second column. The teacher wrote her analysis of the spelling in the third column.

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Activity

Take a moment to examine the handout. Then, I will ask you a few questions about it.

Give participants a moment to examine the handout.

I will ask a few yes-or-no questions about what these data indicate. If your answer is yes, give me a thumbs up. If your answer is no, give me a thumbs down.

My first question is: Does this student have phonological problems? Yes or no?

Pause for participants to respond. (Thumbs up)

Yes. He is confusing the vowel sounds /ĕ/, /ă/, and /ĭ/; voiced and unvoiced sounds; and the /l/ and /r/ sounds.

Next question: Has this student mastered consonant blends?

Pause for participants to respond. (Thumbs down)

No. He has difficulty with *r*- and *l*-blends specifically.

Last question: Is this student struggling with long-vowel sound confusions?

Pause for participants to respond. (Thumbs down)

No. He is representing those sounds in a legitimate way but not in a conventional way. For example, he spelled *hope h–o–p*. He used the *o* to represent the long-*o* sound, which is one way to spell this sound. It is just not the correct way in this word. As another example, he spelled the /ē/ in *dream* with an *ee*. That is a legitimate way to spell this sound; it is just not our conventional way to spell it in this particular word.

If you were Roshan's teacher, where would you start with him? What would you work on in a small group? Talk with your tablemates for one minute.

Allow one minute for participants to talk. Walk around and listen to the discussions. (You may want to call on a few participants to share their thinking.)

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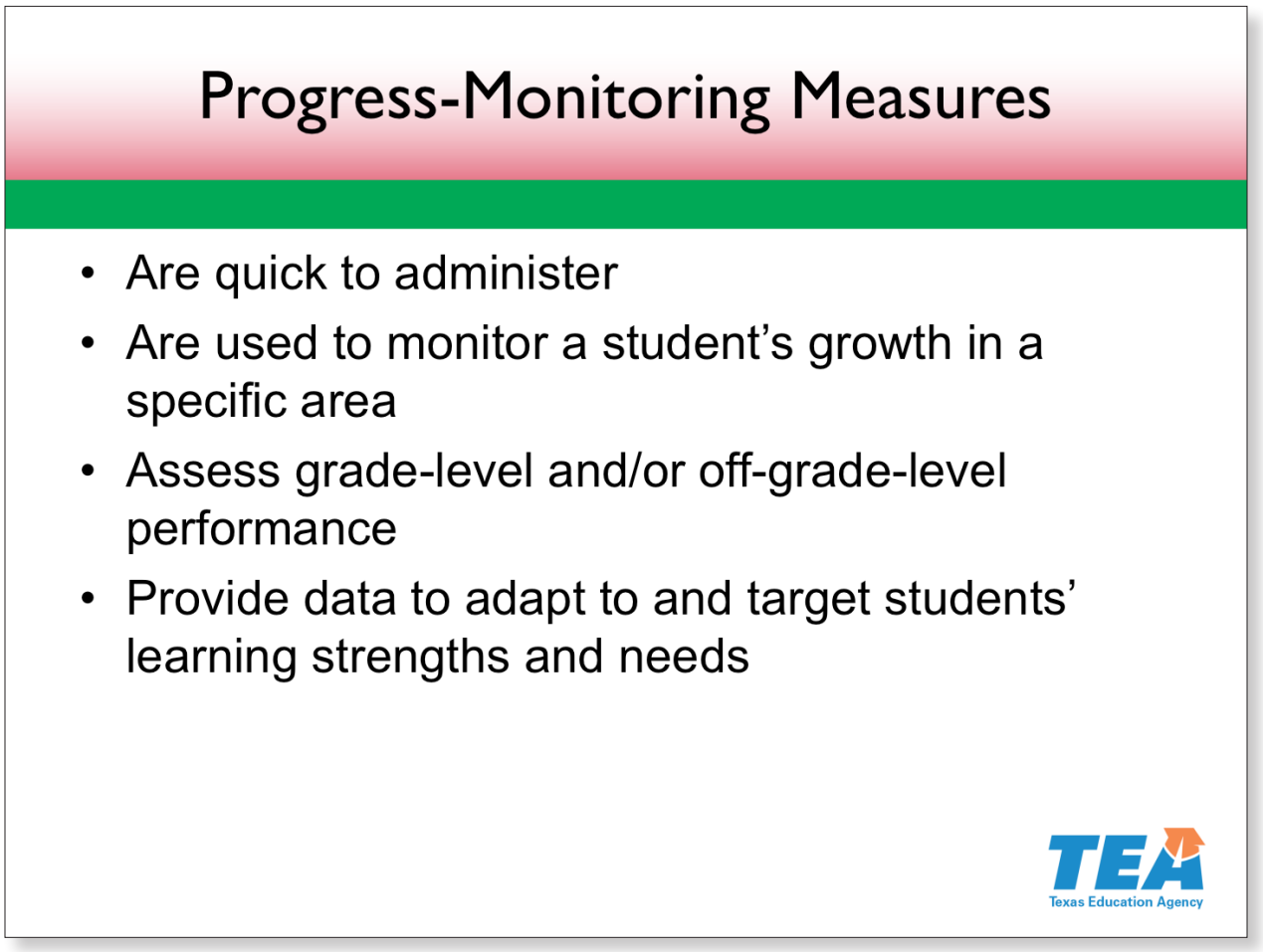

Slide 43—Progress-Monitoring Measures (1:56:00–1:56:30)

A third purpose for using assessments is progress monitoring. As with screening, progress monitoring is a quick measure of student abilities. When used across time, these data help teachers monitor student growth in specific areas, such as oral reading fluency. Progress-monitoring assessments usually measure grade-level performance, and they can also be used to monitor growth on prerequisite skills.

References

Farrall, 2012; Fuchs & Fuchs, 2011a, 2011b; Gersten et al., 2008; Spear-Swerling, 2015; Vaughn et al., 2007

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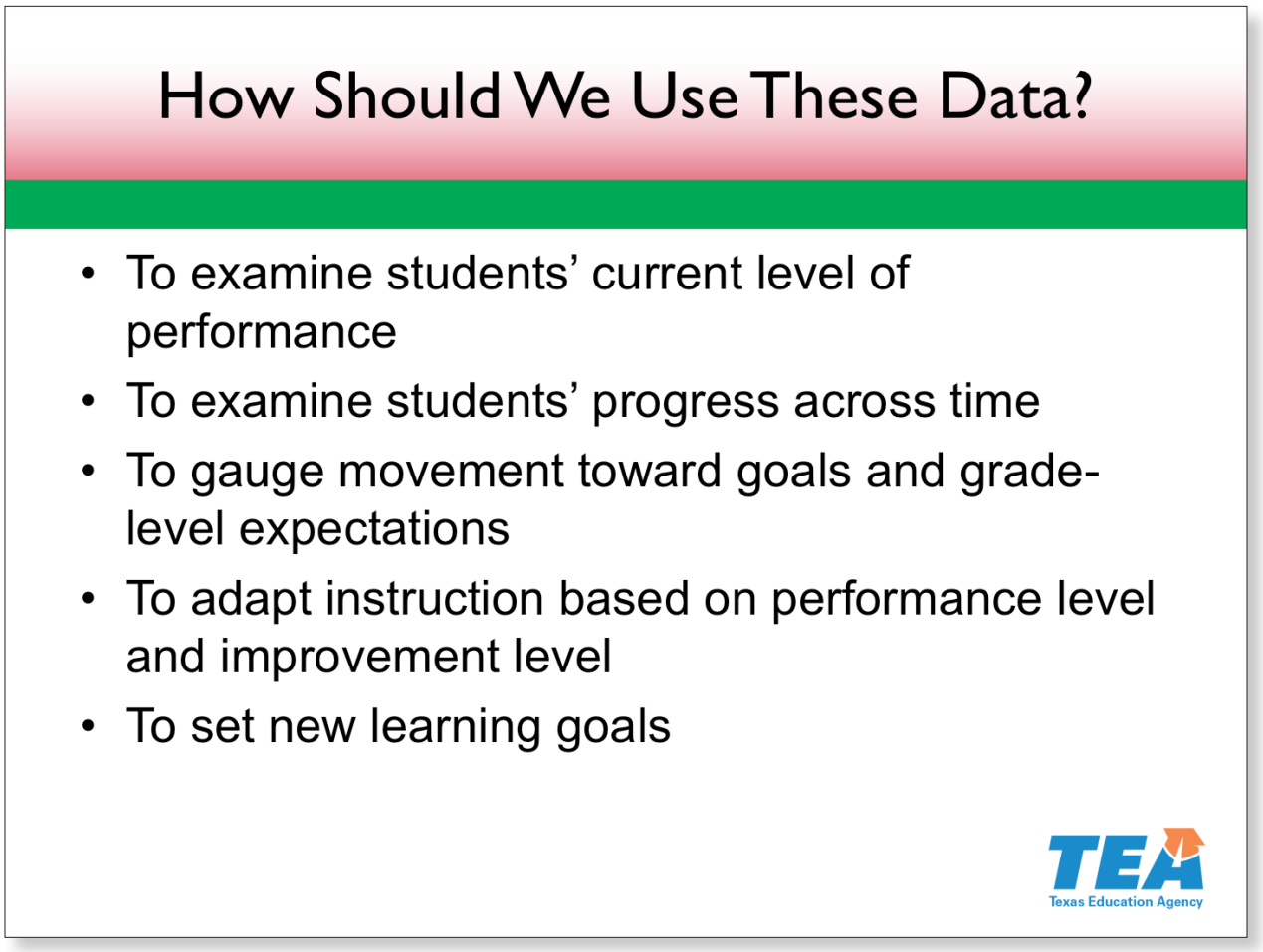

Slide 44—How Should We Use These Data? (1:56:30–1:57:00)

Progress-monitoring data are important for two reasons. They provide information about a student's performance level at one specific time, and they show changes in the student's performance over time.

Examine progress-monitoring data over time to gauge student progress toward meeting learning goals and expectations. These data help us see when our instruction is not adequately accelerating student learning to close learning gaps, allowing us to help students sooner. Using these data, we can help students set new learning goals and let them monitor their own growth toward achieving those goals.

References

Farrall, 2012; Fuchs & Fuchs, 2011a, 2011b; Gersten et al., 2009; Spear-Swerling, 2015

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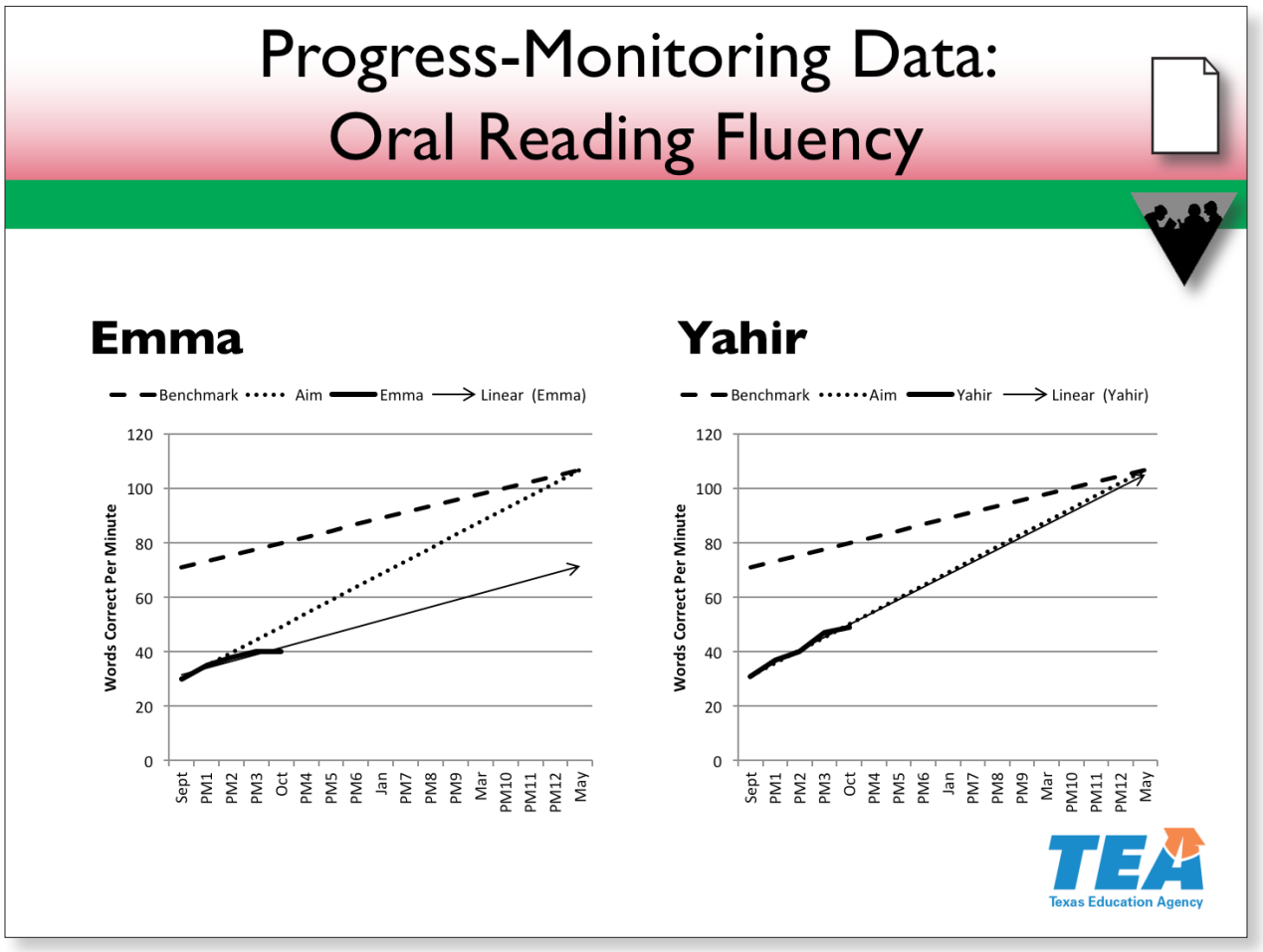

Slide 45—Progress-Monitoring Data: Oral Reading Fluency (1:57:00–2:00:00)

Locate **Handout 14: Sample Progress-Monitoring Data**.

Pause for participants to locate the handout.

This handout provides two examples. We will look at the first student's data.

Emma scored a 30 on the BOY oral fluency assessment. Her scores on the oral reading fluency progress-monitoring measures can be seen in the third row of the table—35, 38, 40, and 40.

When we look at the line graph, we can compare her performance (the thick black line) to the assessment's benchmarks (the dashed line). We can also compare her performance to the dotted aim line—the trajectory Emma's data need to take to reach the end-of-year goal. Now look at the black arrow trend line cutting through Emma's data points. Will she meet the end-of-year goal if she follows this trend? (*No.*)

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Right. The instruction is not accelerating her growth. Her teacher cannot wait. She needs to change Emma's instruction now.

Activity

Take a moment to examine the second line graph with Yahir's oral reading fluency data.

Pause for participants to examine the line graph.

What does it tell us about the instruction Yahir's receiving? Turn and talk to your partner.

Pause for participants discuss the line graph. Call on one or two participants to share their thinking.

Creating a visual representation of progress-monitoring data, like these line graphs, helps you see the instructional impact for specific students.

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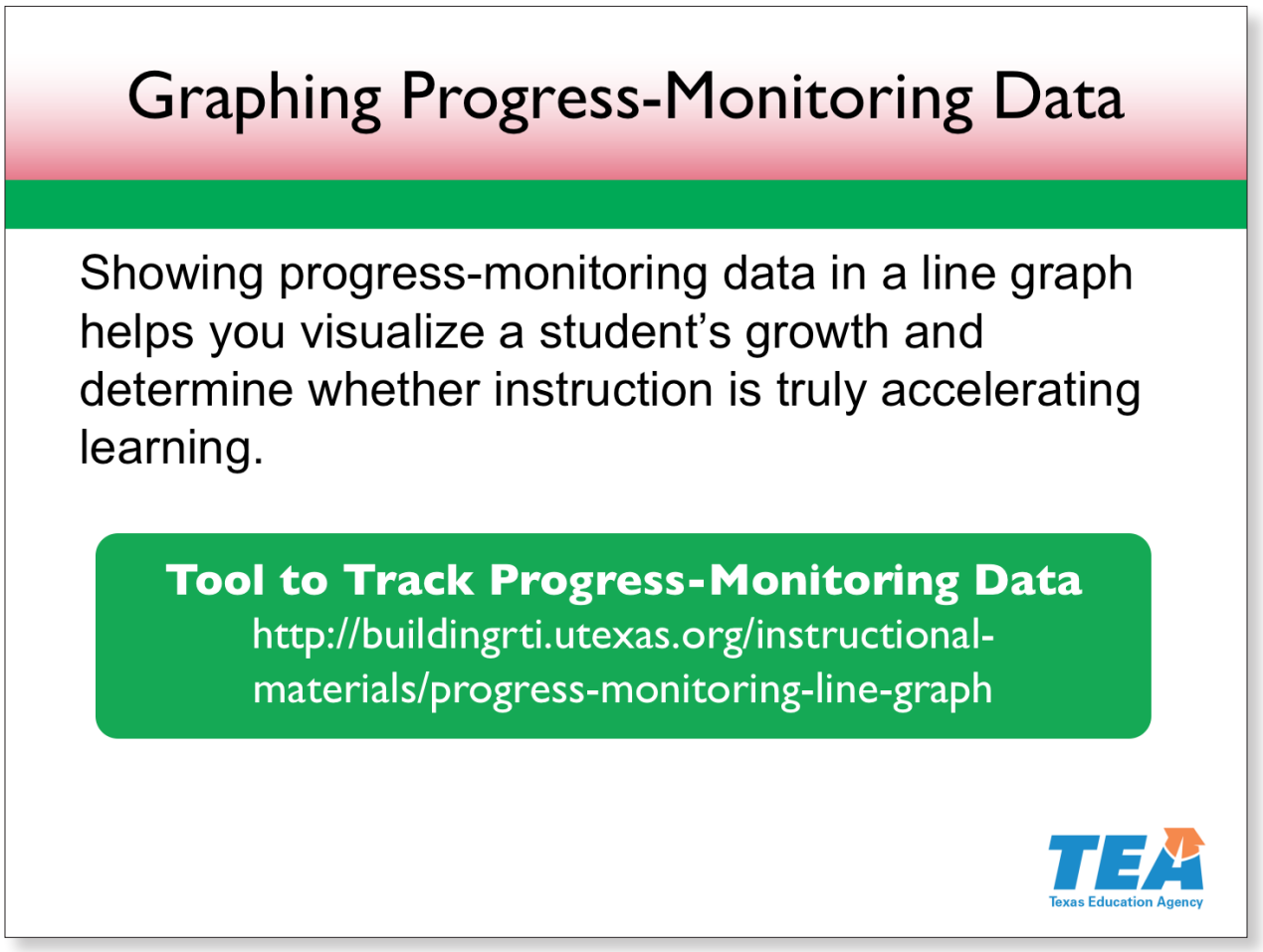

Slide 46—Graphing Progress-Monitoring Data (2:00:00–2:00:30)

Using a progress-monitoring line graph that includes benchmark lines, aim lines, and trend lines makes it much easier to evaluate student growth. If you need help graphing your students' progress, the website on the slide has a line graph that you can download and use.

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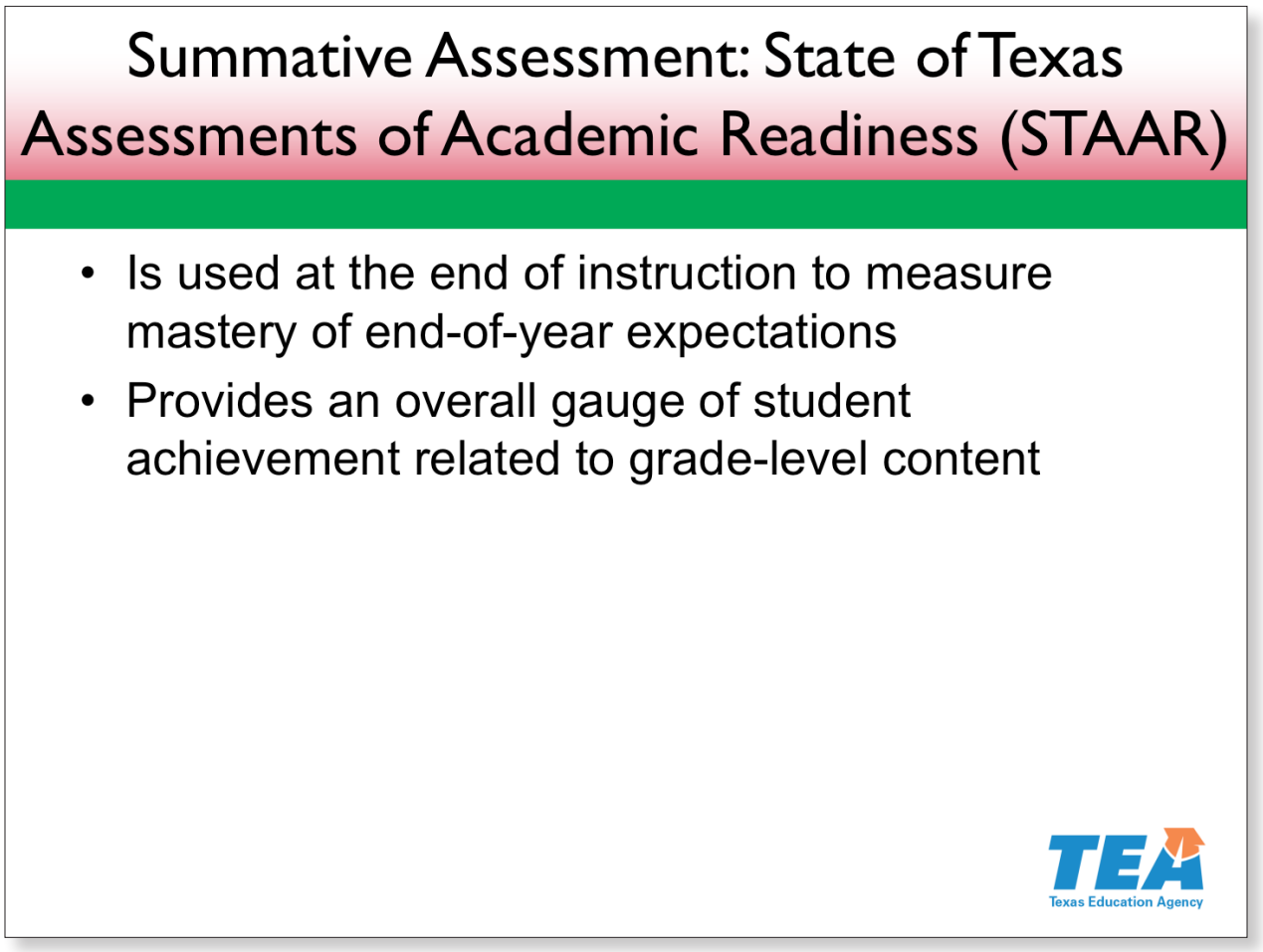

Slide 47—Summative Assessment: State of Texas Assessments of Academic Readiness (STAAR) (2:00:30–2:01:00)

In addition to screening, diagnostic, and progress-monitoring assessments, we collect summative assessment data using the State of Texas Assessments of Academic Readiness, or STAAR. These types of assessments give us a gauge of overall student achievement related to grade-level content. They are given at the end of each year so teachers and administrators can examine students' mastery of grade-level expectations.

Reference

Texas Education Agency, 2016

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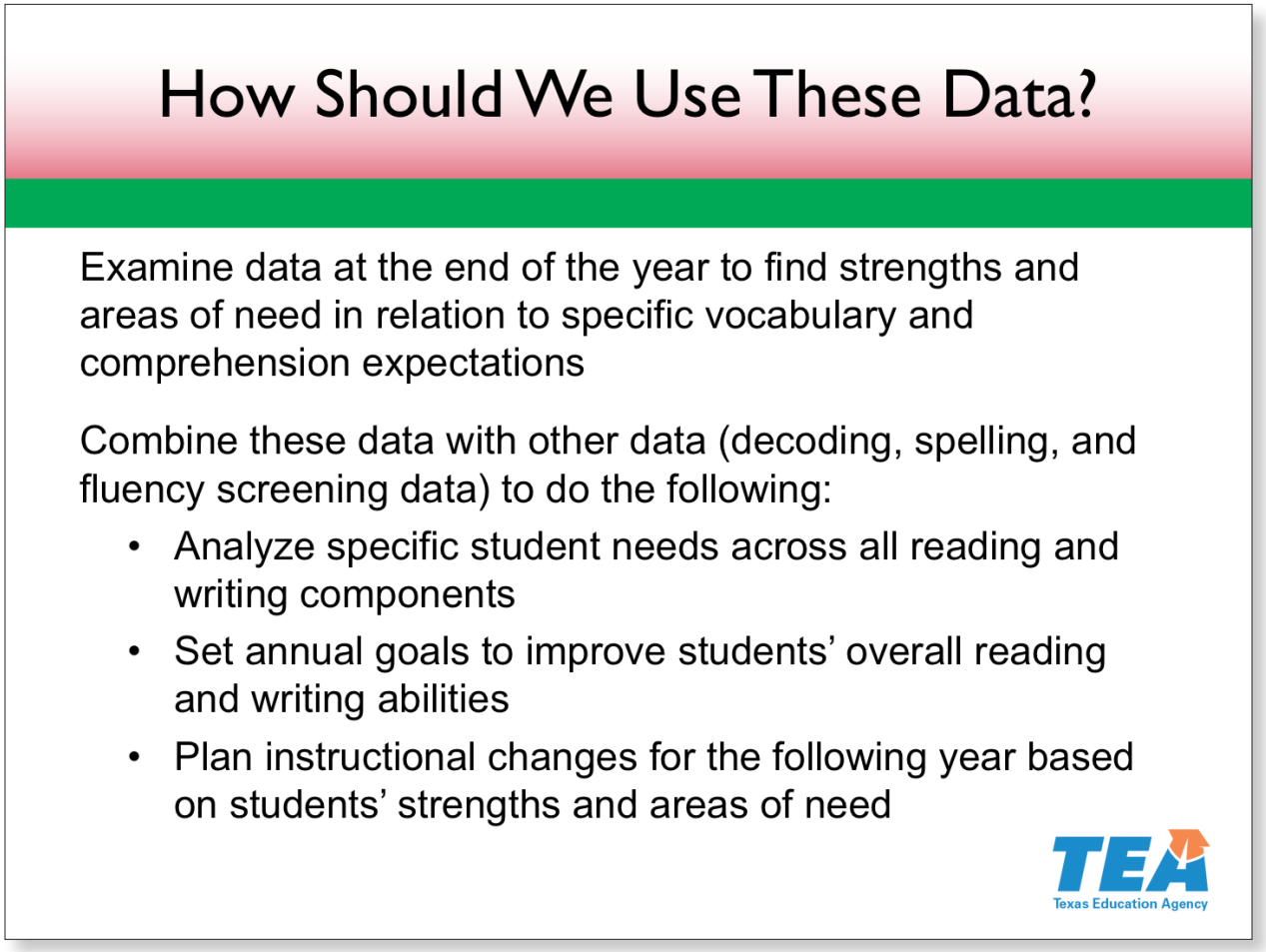

Slide 48—How Should We Use These Data? (2:01:00–2:02:00)

Unfortunately, because summative assessments occur at the end of the year, they are not very helpful for making immediate instructional changes to accelerate student learning. Additionally, they measure student mastery of grade-level expectations without providing information about underlying skills such as decoding or fluency, which could influence students' outcomes.

When used in combination with other kinds of data, however, summative assessments give additional information for analyzing specific student needs, setting goals across years, and planning long-term instructional changes.

References

Ball & O'Connor, 2016; Merino & Beckman, 2010; Tomlinson, 2007–2008

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Example: Using STAAR With Other Data

Students Scoring Advanced on STAAR			Students Scoring 70% to 85% on STAAR		Students Scoring 0% to 49% on STAAR		
n	EOY Oral Reading Fluency	Four Students' Scores	*n*	EOY Oral Reading Fluency	*n*	EOY Oral Reading Fluency	EOY Oral Reading Fluency
68	Four students (6%) read fewer than 100 WCPM	81, 95, 96, 99	172	12 students (7%) read fewer than 80 WCPM	355	223 students (63%) read fewer than 80 WCPM	318 students (90%) read fewer than 100 WCPM

What relationship do you see between fluency and comprehension? Why should you combine data from different assessments like these?

Slide 49—Example: Using STAAR With Other Data (2:02:00–2:08:00)

Let's look at one example of using STAAR data in combination with other data. On the slide, you can see how one district examined its third-grade STAAR data in relation to its end-of-year, or EOY, oral reading fluency data.

Let me explain what's in this chart.

Click to highlight the first column.

Use your laser pointer to point to the elements of the chart as you explain them.

In this column, we see the total number of students who scored Advanced on the STAAR, 68. Then, we can see that of these 68 students, four read fewer than 100 words correct per minute, or WCPM. We also see those four students' WCPM scores: 81, 95, 96, and 99.

Notes continue on the next page.

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Click to highlight the second column.

In this column, we see the total number of students who scored 70 percent to 85 percent on the STAAR, 172 students. Then, we can see that of these students, 12 read fewer than 80 WCPM.

Click to highlight the third column.

In this column, we see the total number of students who scored 0 percent to 49 percent on the STAAR, 355. Then, we can see that of these students, 223 read fewer than 80 WCPM and 318, or 90 percent, read fewer than 100 WCPM.

Activity

Take a minute to consider these data. Then, at your table, discuss the answers to the two questions at the bottom of the slide.

Allow two minutes for participants to examine the data in the chart and discuss the two questions. After the two minutes, have a few participants share their thinking.

Now, let's look at one more type of data to collect and examine for students identified with language needs.

Reference

The Meadows Center for Preventing Educational Risk, 2016

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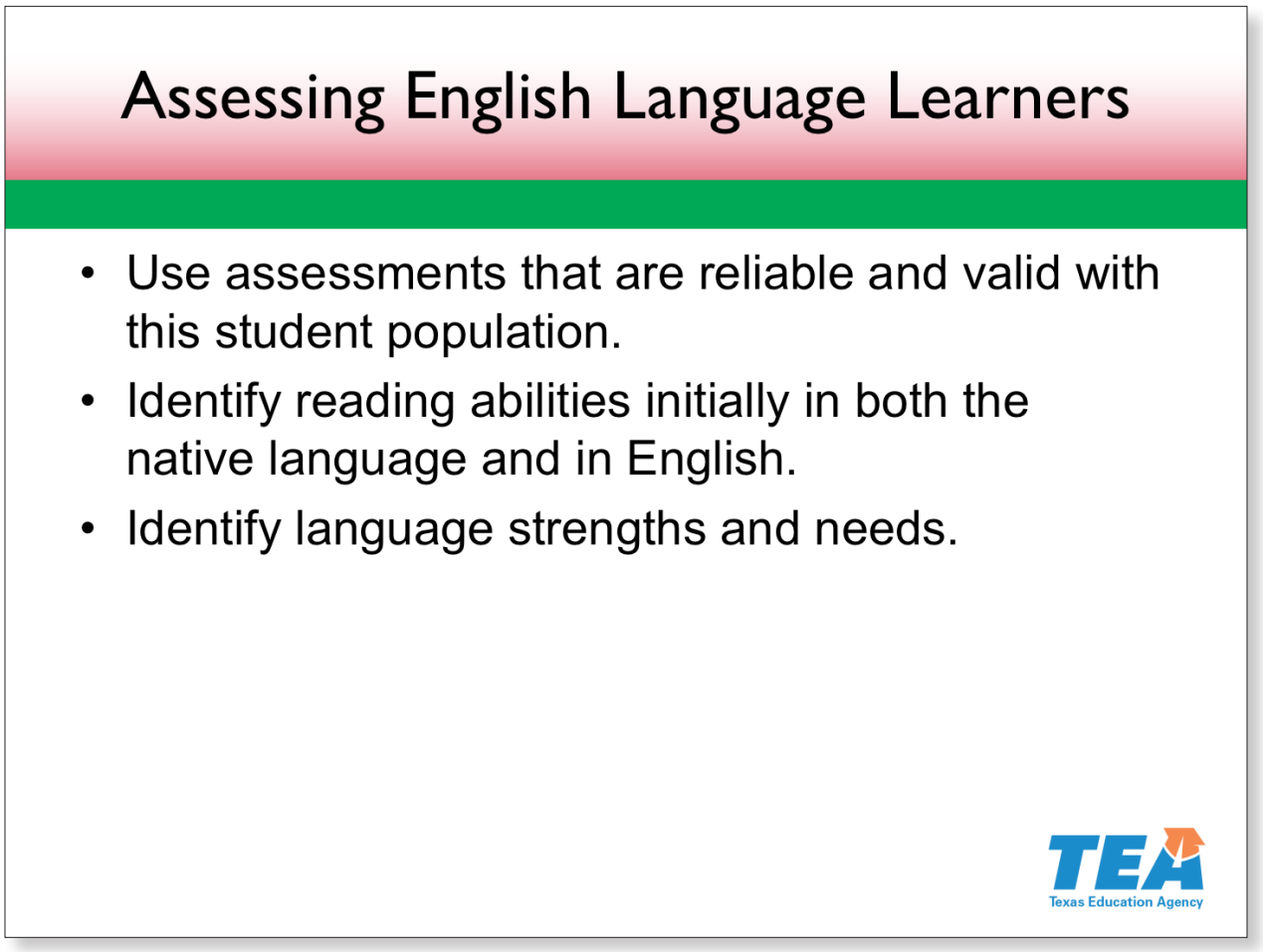

Slide 50—Assessing English Language Learners (2:08:00–2:08:30)

When assessing English language learners, we need to consider additional factors. The purpose of assessment is to inform instruction, so our assessments should be in the language of instruction. To obtain as much information as possible about students' reading abilities, assess reading in both their native language and the language of instruction initially.

In addition to reading abilities, we need to assess students' language strengths and needs. In Texas, we have the Texas English Language Proficiency Assessment System, or TELPAS.

References

Esparza Brown & Sanford, 2011; Gersten et al., 2007; Rivera, Moughamian, Lesaux, & Francis, 2008; Texas Education Agency, 2007, 2011

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Language Assessment Data

Class 1

Student	ELL?	Sp. Ed.?	TELPAS			
			Listening	Speaking	Reading	Writing
Marta	Y	N	Intermediate	Advanced	Intermediate	Intermediate
Sebastian	Y	N	Advanced	Intermediate	Advanced	Intermediate
Noel	Y	N	Advanced	Intermediate	Advanced High	Beginning
Karla	Y	N	Intermediate	Intermediate	Intermediate	Beginning
Lucas	Y	N	Advanced	Intermediate	Intermediate	Intermediate
Sofia	Y	N	Intermediate	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 High	Advanced	Advanced	Intermediate
Arjun	Y	N	Advanced High	Advanced	Advanced	Intermediate
Erika	Y	N	Advanced	Advanced High	Advanced	Intermediate
Danika	Y	N	Advanced	Advanced	Advanced	Intermediate
David	Y	N	Intermediate	Advanced	Advanced	Intermediate
Rey	Y	N	Advanced	Intermediate	Intermediate	Beginning

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Slide 51—Language Assessment Data (2:08:30–2:14:00)

Remember the third-grade classes whose screening data we examined? Now, we are looking at the English language learners' TELPAS data in those classes.

Activity

Locate **Handout 15: Sample TELPAS Data**.

Pause for participants to locate the handout.

Work with your partner to examine the TELPAS data for each class and respond to the questions on the handout. You will also need Handout 8. You have four minutes.

Give participants four minutes to work. Walk around and listen to the discussions. (You may want to use the ball toss energizer or another energizer from the list in your introductory materials to share participants' responses.)

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A tool for analyzing TELPAS data is in the ELPS Academy: Linguistic Instructional Alignment Guide, which is in your materials. The grouping chart is on the last page.

Show the chart on the last page of the ELPS Academy: Linguistic Instructional Alignment Guide.

References

Texas Education Agency, 2007, 2011, 2012

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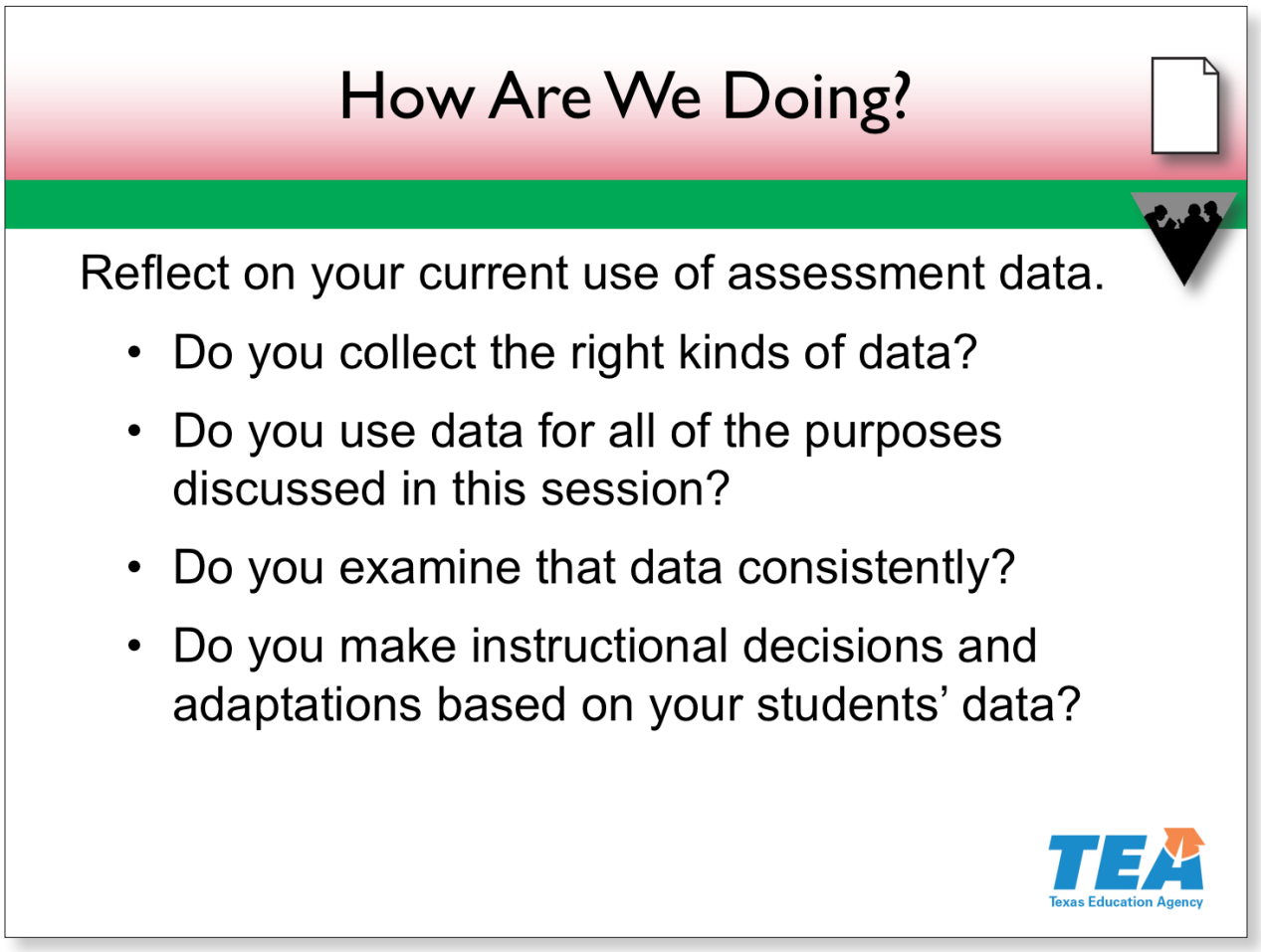

Slide 52—How Are We Doing? (2:14:00–2:20:00)

During this session, we provided you with information about using assessment data, and you practiced analyzing many different kinds of data. Now, take a minute to reflect on what you have learned and consider your current use of assessment data.

Activity

Locate **Handout 16: Reflection: Using Assessment Data**.

Pause for participants to locate the handout.

Read the handout and follow the directions. When you finish, share your reflection with your tablemates. You have four minutes to work.

Allow four minutes for participants to work. Walk around and listen to the discussions. (You may want to use the overhead accountability energizer to share participants' responses.)

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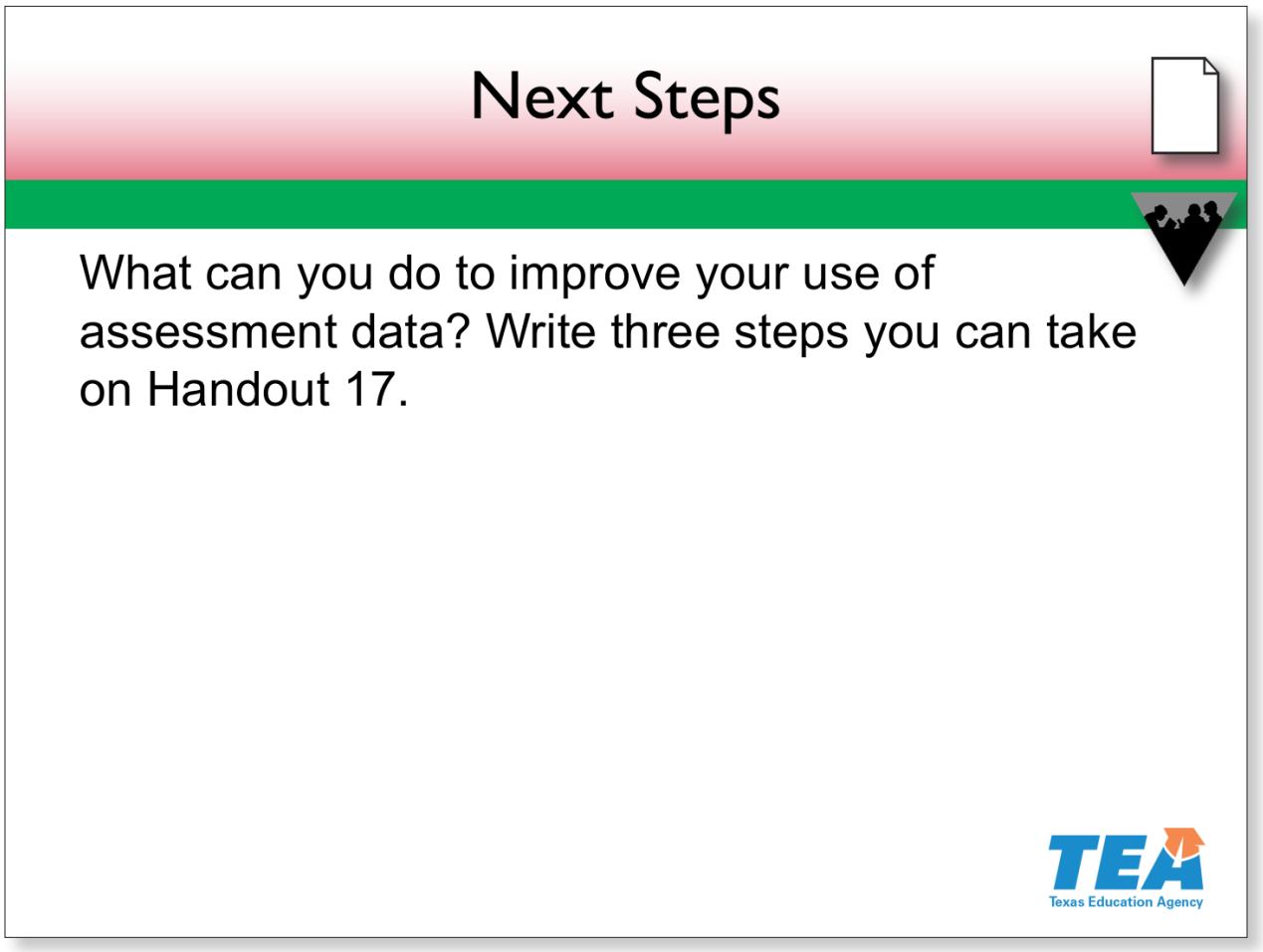

Slide 53—Next Steps (2:20:00–2:22:30)

Activity

Locate **Handout 17: Next Steps: Using Assessment Data**.

Pause for participants to locate the handout.

Use the handout to plan three steps you will take to improve your use of assessment data. When you finish, share your steps with your tablemates. You have two minutes.

Give participants two minutes to work.

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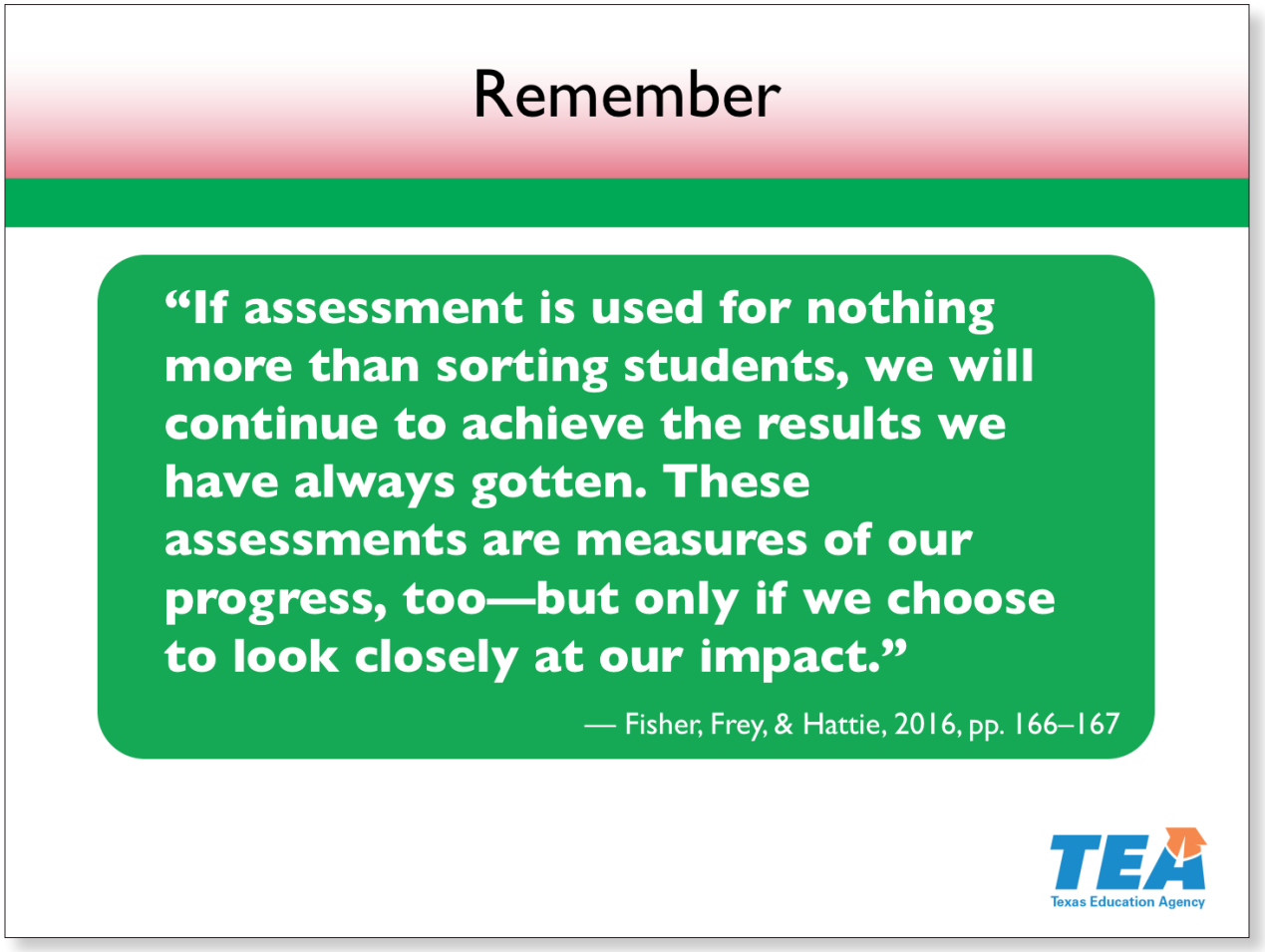

Slide 54—Remember (2:22:30–2:23:00)

Take a moment to read the quotation on the slide.

Pause for participants to read the quote.

Using assessment data enables us to better reflect, plan instruction, and monitor both our students' learning growth and our own growth.

Reference

Fisher, Frey, & Hattie, 2016, pp. 166–167

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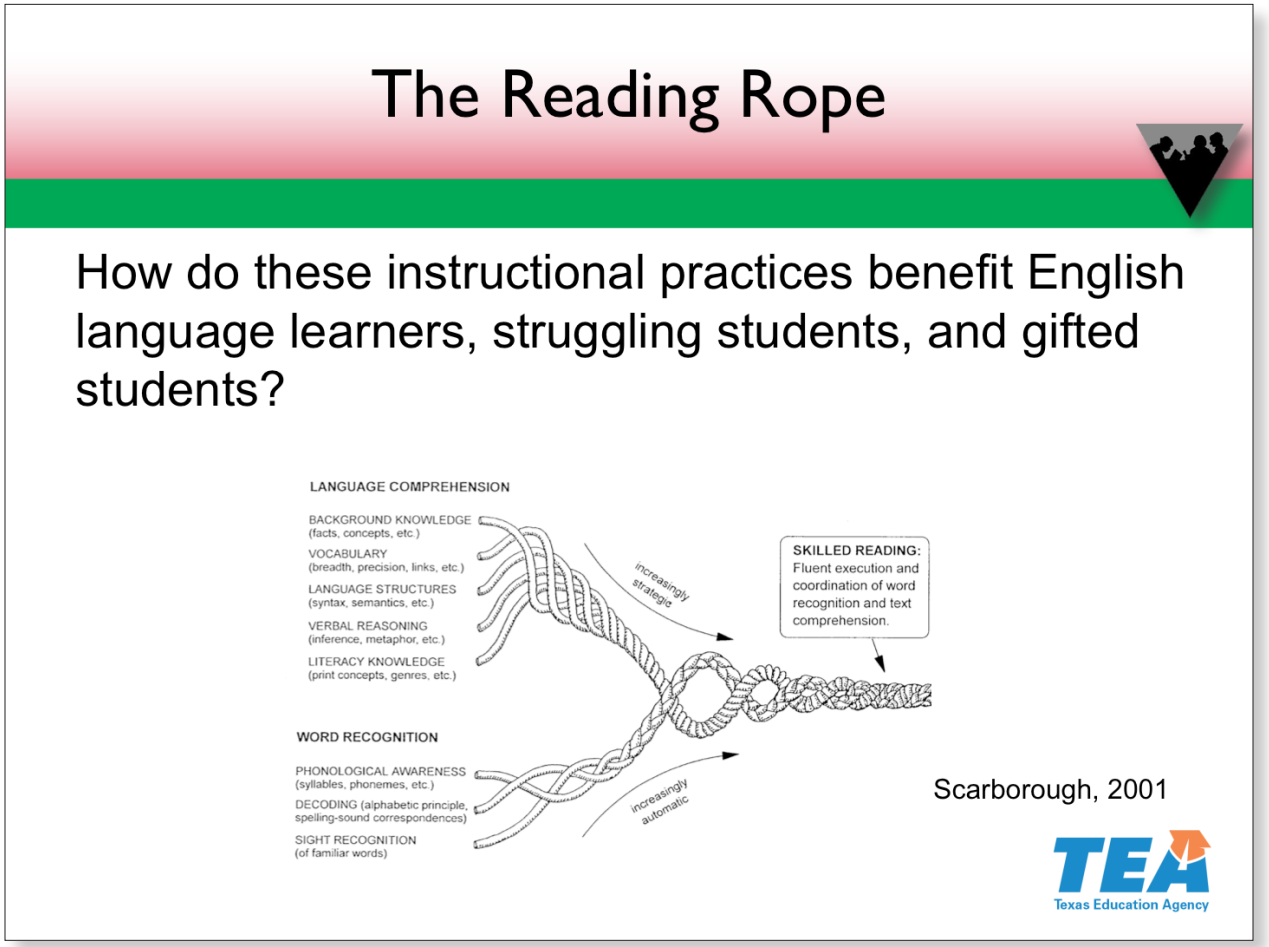

Slide 55—The Reading Rope (2:23:00–2:25:00)

Activity

Please locate your handout and model of the reading rope.

Hold up your model of the reading rope.

During this section, we have focused on collecting and using assessment data. Effective use of assessment data contributes to the continuous development of a skilled reader. Imagine data showing that a student was not fully developed in one strand of the rope. Discuss how you would use this knowledge to plan instruction for the student.

Allow one minute for participants to discuss the question.

Now take a moment to reflect on the guiding question on the slide.

Notes continue on the next page.

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Allow 30 seconds for participants to reflect on the question.

Put your reading rope handout and model back in your folder.

Now that you have had time to reflect, let's see how our new learning can be applied to our daily instruction.

Reference

Scarborough, 2001

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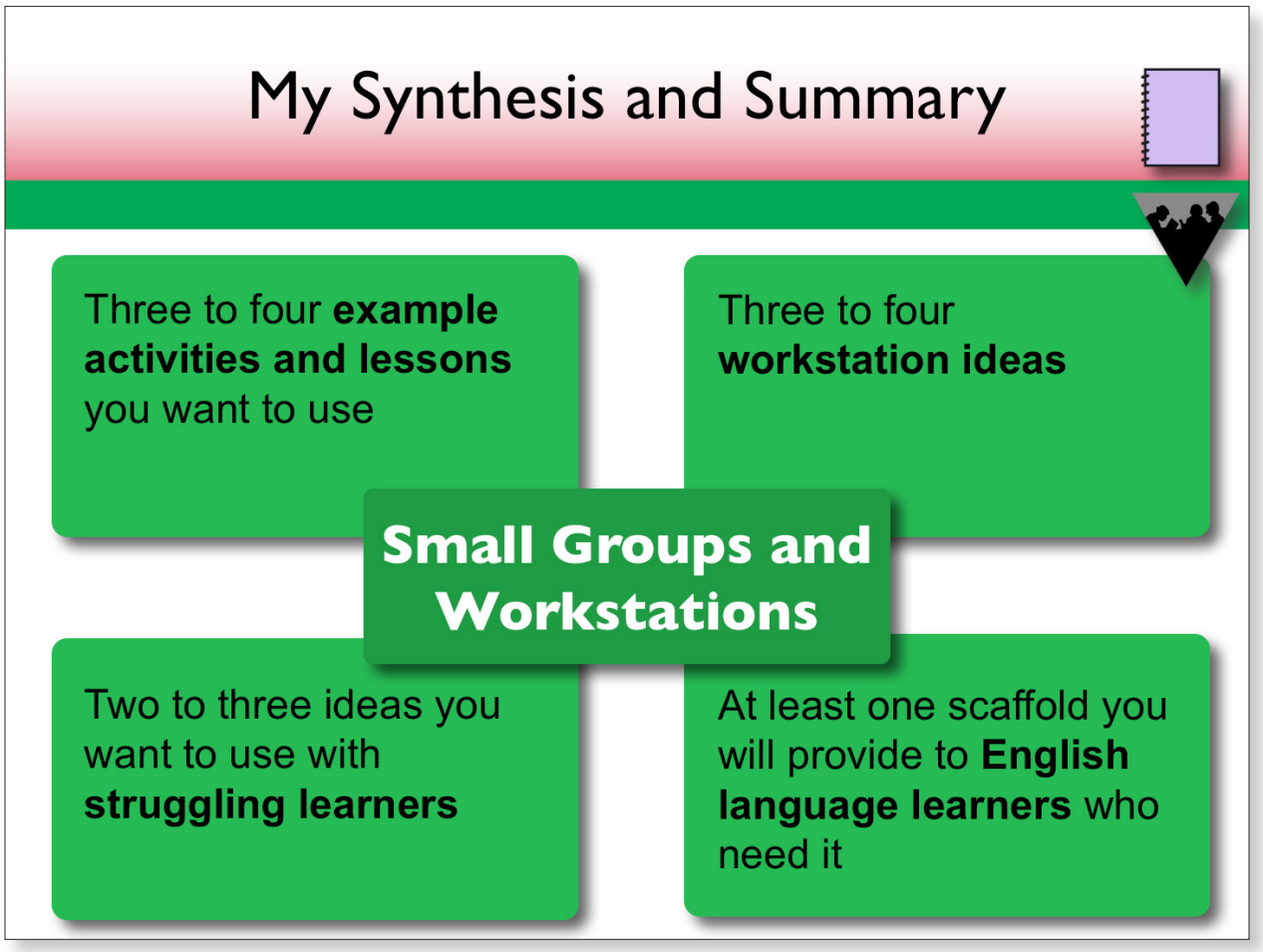

Slide 56—My Synthesis and Summary (2:25:00–2:30:00)

We will wrap up this section by synthesizing what we have learned and what it means for our literacy block. Take out the Grade 3 Literacy Block and the English Language Learner Scaffolding Planning Guide from your folder.

Pause for participants to locate the resources.

As with the other sections, we will use these two documents to summarize what we have learned and how we can apply it to our literacy instruction when we get back to our classroom. On the Grade 3 Literacy Block handout, we will complete the last row, labeled "Small groups and workstations."

*Display **Presenter Resource 5** on the document camera.*

Notes continue on the next page.

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Activity

Here is a model showing how I completed the Literacy Block document for this section.

Review the example on the presenter resource as needed.

When filling out the last column related to English language learners, you may refer to your English Language Learner Scaffolding Planning Guide. Please take four minutes to fill out all four columns for this section.

Allow four minutes for participants to work.

Please place your Literacy Block and English Language Learner Scaffolding Planning Guide back in your folder.

We have finished the Using Assessment Data section.

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Using Assessment Data

Handouts

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Grouping Plan

	Lesson Plan
Small Group 1	
Small Group 2	
Small Group 3	
Small Group 4	
Small Group 5	

	Lesson Plan
Partner Work	Word study and recognition: Fluency: Vocabulary: Comprehension: Writing:
Workstations	Word study and recognition: Fluency: Vocabulary: Comprehension: Writing:
Independent Work	Word study and recognition: Fluency: Vocabulary: Comprehension: Writing:

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Reading Groups: Third-Grade Example

After administering a spelling inventory, a third-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.

- Six students need to work on words with inflectional endings and other suffixes (red group).
- Six students need to work on words with various vowel patterns (blue group).
- Another four students need to work on initial and final blends (yellow group).
- Two students need support with differentiating voiced and unvoiced consonant sounds and short-vowel sounds (purple group).

Group	Skills to practice (both chorally and individually)	Time
Red (six students)	Read and spell words with inflectional endings (*-s, -ed, -ing*) and other suffixes (*-ion,- able, -ful*) out of context. Read book with words with these morphological units.	5 minutes
	TRANSITION	1 minute
Blue (six students)	Read and spell words with vowel patterns (long spellings, *er, ar, oi, ou*) out of context. Read decodable books with words containing various vowel patterns.	6 minutes
	TRANSITION	1 minute
Yellow (four students)	Read and spell words with initial and final blends (*sl-, pr-, str-, -nk, -mp, -lk*) out of context. Read decodable books with words containing blends.	6 minutes
	TRANSITION	1 minute
Purple (two students)	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 and use mirrors to see how sounds are similar. Read and spell words with the sound partners. Read and spell words with /ă/, /ĭ/, and /ĕ/ out of context. Read decodable book with /ă/, /ĭ/, and /ĕ/.	10 minutes
	TOTAL	30 minutes

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Grouping Plan: Third-Grade Example

	Lesson Plan
Small Group 1	Word study and recognition: Phoneme-grapheme map words with /ă/ or /ĕ/ sound; read words with these sounds. Fluency: Choral and whisper read a decodable text with /ă/ and /ĕ/ words; have individual students read aloud during whisper read to assess fluency.
Small Group 2	Word study and recognition: Phoneme-grapheme map words with /ā/ spellings; read words with these sounds. Fluency: Choral and whisper read a decodable text with /ā/ words; have individual students read aloud during whisper read to assess fluency.
Small Group 3	Word study and recognition: Phoneme-grapheme map words with /ā/ and /ē/ spellings; read words with these sounds. Fluency: Choral and whisper read a decodable text with /ā/ and /ē/ words; have individual students read aloud during whisper read to assess fluency.
Small Group 4	Word study and recognition: Sort words with prefixes pre-, re-, and un-; discuss meanings of words. Vocabulary: Have each student pick a word from the prefix sort and write it in a sentence. Comprehension: Partner students to read a short story to discuss the following day.
Small Group 5	Writing: Conference with four students who are in the planning stage of a writing piece.

	Lesson Plan
Partner Work	Word study and recognition: Spell /ē/ words using phoneme-grapheme mapping. (10 min.) Fluency: Play phrase fluency game. (5 min.) Vocabulary: Take turns orally putting three of last week's words in sentences; then write sentences together. (10 min.) Comprehension: n/a Writing: n/a
Workstations	Word study and recognition: Sort /ē/ words by spelling patterns. (8 min.) Fluency: n/a Vocabulary: n/a Comprehension: Complete two sentence anagrams (rearranging the words in the sentences to form new sentences). (5 min.) Writing: n/a
Independent Work	Word study and recognition: n/a Fluency: n/a Vocabulary: n/a Comprehension: Using model, fill out graphic organizer describing main character from story read aloud in whole group. (10 min.) Writing: Write sentences from comprehension workstation and add correct capitalization and punctuation. (5 min.)

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Workstation Planning Form

Element	Explanation
Workstation	
Objective	
Activity	
Materials	
Differentiation	
Student Interaction	
Student Choice	
Accountability	

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Workstation Planning Form (Example)

Element	Explanation
Workstation	Phrase Fluency Game
Objective	Build automaticity and phrasing by reading common phrases and short sentences.
Activity	With a partner, students play the phrase fluency game using the following procedures: • Partner A starts with the phrase cards. Partner B starts with the timer and "Yes" and "No" cards. • Partner B says, "Go" and starts the timer. • Partner A turns over the first phrase card in the deck, reads it aloud, and passes it to Partner B. Partner B checks to ensure Partner A read it correctly. If so, it goes in the "Yes" pile. If not, it goes in the "No" pile. • Partner B times for one minute while Partner A continues turning over cards and reading them aloud. • Partner B can help Partner A with any phrases. As long as Partner A reads the phrase aloud correctly, it can go in the "Yes" pile. • After one minute, Partner A stops, counts the cards in the "Yes" pile, and records the number on the Phrase Fluency chart. • Partner B prepares the materials for the next round by stacking the phrase cards and giving Partner A the timer and "Yes" and "No" cards. • Partners A and B then switch roles, with Partner B reading the cards and Partner A timing and checking Partner B's reading of the phrases. Each partner gets three turns reading the phrase cards. They record the number of phrases read in one minute each time on the Phrase Fluency chart. When the game is finished, each partner chooses one phrase to write in a sentence.
Materials	Phrase cards, "Yes" and "No" cards, Phrase Fluency chart, timer, pencil
Differentiation	Struggling readers are partnered with stronger readers. Phrase cards are color-coded based on difficulty, so students know which color they should use for the game.
Student Interaction	Students work together to play the game and help each other with difficult phrases.
Student Choice	Each student gets to choose one phrase to write in a sentence once the game is finished.
Accountability	Students must fill out the Phrase Fluency chart with the number of phrases read in one minute. There should be three scores. During workstation wrap-up, the teacher calls on a few students to share how they did.

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Partnering Students Example

Step 1: Rank students.

Last Name	First Name	Oral Reading Fluency
Hanson	Missy	133
Barrack	Mandy	116
Shore	Carolyn	110
Smith	Lance	99
Horner	Kaleb	96
Richards	Chris	78
Barr	Jenny	75
Nieto	Jose	66
Mason	Lori	65
Kaspian	Eli	59
Romero	Edgar	55
Kort	Ruby	55
Salinas	Melissa	47
Sanders	Sid	42
Moore	Jay	39
Willis	Heather	34
Stern	Tina	33
Doogan	Carl	31
Gunner	Landon	25
Mitchell	Diane	24
Jackson	Jerrel	19
Treviño	Leti	15
Stevens	Roger	11

Step 2: Divide list in half.

Step 3: Move halves next to each other.

Missy Hanson (133)	Ruby Kort (55)
Mandy Barrack (116)	Melissa Salinas (47)
Carolyn Shore (110)	Sid Sanders (42)
Lance Smith (99)	Jay Moore (39)
Kaleb Horner (96)	Heather Willis (34)
Chris Richards (78)	Tina Stern (33)
Jenny Barr (75)	Carl Doogan (31)
Jose Nieto (66)	Landon Gunner (25)
Lori Mason (65)	Diane Mitchell (24)
Eli Kaspian (59)	Jerrel Jackson (19)
Edgar Romero (55)	Leti Treviño (15)
	Roger Stevens (11)

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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 is a big discrepancy between Missy and Ruby and Missy is not good at working with students who struggle, so I moved Kaleb up to work with Missy.

I moved Ruby into Kaleb's place because she is reading much more fluently than Heather, so she will provide a model for her.

I also moved Roger to work with Lori and Diane because Diane is not too much higher than Roger, and Lori and Diane follow directions well and will help Roger stay on task.

I have 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, Kaleb

Mandy, Melissa

Carolyn, Sid

Lance, Jay

Ruby, Heather

Chris, Tina

Jenny, Carl

Jose, Landon

Lori, Diane, Roger

Eli, Jerrel

Edgar, Leti

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Third-Grade Assessment Examples

All students should be assessed in each of the following areas.

Decoding

- Students read a list of nonsense, or make-believe, words.
- Assessment can be timed or untimed.

Encoding

- Students spell words with orthographic patterns that will be taught across the year.
- The teacher examines spelling errors.

Oral Reading Fluency

- Students read a grade-level text while being timed (usually for a minute).
- The teacher follows along, marking words either misread or skipped.
- Scores include accuracy (percentage of words read correctly out of total words read) and fluency (words correct per minute).
- Additional data come from analyzing students' miscues, evaluating phrasing, and listening for prosodic elements.

Vocabulary

- Receptive vocabulary: Students identify a picture (usually out of four) that matches a given word.
- Expressive vocabulary: Students name a picture of a person, object, or action or give the definition of a word.
- Relational vocabulary: Students tell how two or three words are alike.
- General vocabulary: Students give a synonym or antonym for a word, use a given word in a sentence, or orally fill in the blank in a sentence.

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Listening or Reading Comprehension

After listening to a text being read or reading a text, students

- orally answer open-ended questions, both literal and inferential;
- answer multiple-choice questions;
- respond in writing to open-ended questions; or
- retell a story or what was learned from an informational text.

Students read a text and fill in blanks by using

- a maze procedure, in which answers are chosen from three options; or
- a cloze procedure, in which no choices are provided.

Writing

- Before students write a text, the teacher provides a rubric that includes elements that will be assessed.
- After students have written the text, the teacher uses the rubric to gauge the effectiveness of the writing sample.
- Elements may include output, mechanics, vocabulary, sentence structure, organization of ideas, voice, and genre (or text) elements.

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Possible Assessments for Students Who Struggle

For students who struggle in one or more of the areas listed on the previous pages, more diagnostic information can help teachers target specific needs in fundamental areas like phonemic awareness or grapheme-phoneme knowledge.

Phonemic Awareness
(for students struggling with decoding, spelling, or possibly fluency)

- Students blend, segment, or manipulate individual sounds in words.
- The teacher records students' correct and incorrect responses.
- The teacher examines the errors.

Sample items may include the following:

- /b/ /r/ /ī/ /t/—What's the word?
- Tell me the sounds in *plant*.
- Say *his*. Now, say *his* without the /h/.
- Say *fright*. Now, say *fright* without the /t/.
- Say *fry*. Now, replace the /f/ with /t/.
- Say *test*. Now, replace the /s/ with /n/.

Grapheme-Phoneme Knowledge
(for students struggling with decoding, spelling, or fluency)

- Students say the sounds of a given list of letters and letter combinations.
- Students write the matching letter or letter combination(s) of an orally presented sound.
- Students read words with various orthographic patterns (e.g., closed syllables, vowel teams).
- These measures are more extensive than the decoding measures described above.
- These measures can be timed or untimed.

Sight-Word Knowledge
(for students struggling with reading accuracy or fluency)

- Students read a list of words.
- The list may include high-frequency words or words increasing in difficulty.
- These assessments can be timed or untimed.

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Oral Language

(for students struggling with comprehension, not decoding or word reading)

Sentence-level assessments include the following:

- Sentence memory: Students repeat sentences of increasing length.
- Sentence grammar: Students identify whether a sentence is spoken correctly.
- Sentence meaning: Students decide whether two spoken sentences have the same meaning.

Discourse-level assessments: Given a spoken question or statement, students point to a part of a picture or one of four pictures.

Adapted from Farrall, 2012; Kilpatrick, 2015; Spear-Swerling, 2015.

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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		• 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?
Ending		• How was the problem solved? • How did the story end?

Adapted from Tompkins, 1998.

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Sample Screening Data

Class 1

Student	ELL?	Sp. Ed.?	Spelling		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.

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Class 2

Student	ELL?	Sp. Ed.?	Spelling		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

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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)
Spelling	Zach Enrique Oliver	Marta Hannah Jackson	Josaiah 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 Josaiah 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 Josaiah Jaiden Hannah Carlos Jackson	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.

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Possible Instructional Small Groups

Instructional Focus	Student Names	Additional Information
Spelling and Oral Reading Fluency	Zoe Lucas Tristan	Reading and spelling words with long-vowel patterns and high-frequency words Phrase fluency Fluency with decodable text (words with long-vowel patterns)
Spelling	Sofia Aiden	Reading and spelling words with long-vowel patterns and high-frequency words Fluency with decodable text (words with long-vowel patterns)
Oral Reading Fluency	Emma Carlos Marta Karla Jackson	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 in multiple-criteria text with some two- and three-syllable words Making inferences within text Practicing word-learning strategies
Fluency and Comprehension in Above-Grade-Level Text	Josaiah Jaiden Santiago Hannah Oliver	Fluency with above-grade-level text Making inferences within text Practicing word-learning strategies

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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)
Spelling					
Oral Reading Fluency					
Reading Comprehension					

Note. I = intensive; S = strategic; B = benchmark.

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Possible Instructional Small Groups

Instructional Focus	Student Names	Additional Information
Group 1: **Spelling and Oral Reading Fluency**		
Group 2: **Spelling**		
Group 3: **Oral Reading Fluency**		
Group 4: **Reading Comprehension**		
Group 5: **Fluency and Comprehension in Above-Grade-Level Text**		

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Oral Reading Fluency Scoring Probe: Student 1

Keeping the Planet Clean

No matter where you are in the world, you can always do your best to keep the 17
planet clean. Throwing away trash properly is one way to do this. Recycling is another 32
way. 33

People can litter without even knowing they are doing it. Sometimes, drivers put 46
trash in roadside bins that are overly full. Before the bin gets emptied, the trash can spill 63
out. It is then carried all over by the wind to another place. Who knows where it might 81
end up? Almost twenty percent of our litter ends up in rivers and oceans. This affects 97
our drinking water as well as fish and other wildlife. If you are someplace and you are 114
not sure that the trash will be picked up, wait to throw it away in a place where you 133
know it will not become litter. 139

Even when it is thrown away properly, trash is bad for the Earth. Another way to 155
deal with trash is to make less of it. This is where recycling can help. You can ask family 174
and friends to buy things with packaging that can be recycled or reused. You can also 190
try to avoid paper plates and cups and instead use washable dishes that you can use 206
again. Using reusable grocery sacks cuts down on the number of plastic bags we use 221
and throw away. 224

Sometimes you will need to use things you can't recycle or reuse. The most 238
important thing is to try to use less of this type of item. Doing your part to help keep 257
our planet clean helps us all. 263

Total Words Read: _____ Total Errors Made: _____

Accuracy Score:
Number of words read correctly ÷ total number of words = _____% accuracy

Fluency Score:
Total words read – total errors made = _____ words correct per minute

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Oral Reading Fluency Error Analysis

- ❑ Reads with appropriate phrasing, intonation and expression, and observed punctuation
- ❑ Self-corrects and monitors meaning
- ❑ Shows automaticity on reread words
- ❑ Uses effective decoding strategies
- ❑ Frequent errors on sight words (e.g., *I was, and, the, said*)
- ❑ Other:
- ❑ Frequent errors on phonetically regular words (e.g., *cat, milk*)
- ❑ Frequent errors on phonetically irregular words
- ❑ Frequently omits words or letters
- ❑ Frequently adds words or letters
- ❑ Skips lines

Fluency Rubric

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out Does not sound natural like talking to a friend	Reads in a quiet voice Sounds natural in part of the text but does not always sound like talking to a friend	Reads with volume and expression Sometimes slips into expressionless reading and does not sound like talking to a friend	Reads with varied volume and expression Sounds like talking to a friend and voice matches the interpretation of the passage
Phrasing	Reads word-by-word in a monotone voice	Reads in two- or three-word phrases, not adhering to punctuation, stress, and intonation	Reads with a mixture of run-ons, mid-sentence pauses for breath, and choppiness Reasonable stress and intonation	Reads with good phrasing, adhering to punctuation, stress, and intonation
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases Makes multiple attempts to read the same passage	Reads with extended pauses or hesitations Has many "rough spots"	Reads with occasional breaks in rhythm Has difficulty with specific words and/or sentence structures	Reads smoothly with some breaks but self-corrects with difficult words and/or sentence structures
Pace	Reads slowly and laboriously	Reads moderately slowly	Reads fast and slow throughout reading	Reads at a conversational pace throughout

Score: _____

A score of 10 or more indicates the student is making good progress in fluency.
A score below 10 indicates the student needs additional instruction in fluency.

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Retell Scoring

Count the number of words by marking a slash through numbers as the student says the retell.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48

49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71

72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94

Quality of Retell Response

1	2	3	4
Provides two or fewer details	Provides three or more details	Provides three or more details in a meaningful sequence	Provides three or more details in a meaningful sequence that captures a main idea

Adapted from Good & Kaminski, 2011; Rasinski, 2004.

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Oral Reading Fluency Scoring Probe: Student 2

Keeping the Planet Clean

No matter where you are in the world, you can always do your best to keep the 17
planet clean. Throwing away trash properly is one way to do this. Recycling is another 32
way. 33

People can litter without even knowing they are doing it. Sometimes, drivers put 46
trash in roadside bins that are overly full. Before the bin gets emptied, the trash can spill 63
out. It is then carried all over by the wind to another place. Who knows where it might 81
end up? Almost twenty percent of our litter ends up in rivers and oceans. This affects 97
our drinking water as well as fish and other wildlife. If you are someplace and you are 114
not sure that the trash will be picked up, wait to throw it away in a place where you 133
know it will not become litter. 139

Even when it is thrown away properly, trash is bad for the Earth. Another way to 155
deal with trash is to make less of it. This is where recycling can help. You can ask family 174
and friends to buy things with packaging that can be recycled or reused. You can also 190
try to avoid paper plates and cups and instead use washable dishes that you can use 206
again. Using reusable grocery sacks cuts down on the number of plastic bags we use 221
and throw away. 224

Sometimes you will need to use things you can't recycle or reuse. The most 238
important thing is to try to use less of this type of item. Doing your part to help keep 257
our planet clean helps us all. 263

Total Words Read: _____ Total Errors Made: _____

Accuracy Score:
Number of words read correctly ÷ total number of words = _____% accuracy

Fluency Score:
Total words read – total errors made = _____ words correct per minute

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Oral Reading Fluency Error Analysis

- ❑ Reads with appropriate phrasing, intonation and expression, and observed punctuation
- ❑ Self-corrects and monitors meaning
- ❑ Shows automaticity on reread words
- ❑ Uses effective decoding strategies
- ❑ Frequent errors on sight words (e.g., *I was, and, the, said*)
- ❑ Other:
- ❑ Frequent errors on phonetically regular words (e.g., *cat, milk*)
- ❑ Frequent errors on phonetically irregular words
- ❑ Frequently omits words or letters
- ❑ Frequently adds words or letters
- ❑ Skips lines

Fluency Rubric

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out Does not sound natural like talking to a friend	Reads in a quiet voice Sounds natural in part of the text but does not always sound like talking to a friend	Reads with volume and expression Sometimes slips into expressionless reading and does not sound like talking to a friend	Reads with varied volume and expression Sounds like talking to a friend and voice matches the interpretation of the passage
Phrasing	Reads word-by-word in a monotone voice	Reads in two- or three-word phrases, not adhering to punctuation, stress, and intonation	Reads with a mixture of run-ons, mid-sentence pauses for breath, and choppiness Reasonable stress and intonation	Reads with good phrasing, adhering to punctuation, stress, and intonation
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases Makes multiple attempts to read the same passage	Reads with extended pauses or hesitations Has many "rough spots"	Reads with occasional breaks in rhythm Has difficulty with specific words and/or sentence structures	Reads smoothly with some breaks but self-corrects with difficult words and/or sentence structures
Pace	Reads slowly and laboriously	Reads moderately slowly	Reads fast and slow throughout reading	Reads at a conversational pace throughout

Score: _____

A score of 10 or more indicates the student is making good progress in fluency.
A score below 10 indicates the student needs additional instruction in fluency.

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Retell Scoring

Count the number of words by marking a slash through numbers as the student says the retell.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48

49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71

72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94

Quality of Retell Response

1	2	3	4
Provides two or fewer details	Provides three or more details	Provides three or more details in a meaningful sequence	Provides three or more details in a meaningful sequence that captures a main idea

Adapted from Good & Kaminski, 2011; Rasinski, 2004.

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Diagnostic Data From Spelling Inventory

Third Grade (Middle of Year): Spelling Inventory Data Disaggregated by Orthographic Pattern

Student Name	TOTAL Patterns Correct and Words Correct	ORTHOGRAPHIC PATTERNS								Words Spelled Correctly
		Individual Consonants	Consonant Digraphs	Consonant Blends	Short Vowels	Long-Vowel Patterns	Other Vowel Patterns	Inflected Endings	Syllable Junctures	
	82 Total Points	7 Points	7 Points	7 Points	7 Points	7 Points	7 Points	7 Points	7 Points	26 Points
Roshan	29	7	6	4	4	5	0	0	0	3
Makaila	35	7	7	1	4	5	1	2	2	6
Kelsey	42	7	6	5	5	6	1	1	2	9
Rey	44	7	7	7	6	6	0	1	2	8
Natalia	46	7	7	6	7	4	3	2	0	10
Ryan	46	7	6	6	6	5	1	2	2	11
Arjun	50	6	6	7	7	7	1	2	2	12
Annella	52	7	7	7	7	7	1	2	3	11
Yahir	53	7	7	7	6	6	3	1	3	13
Danika	59	7	7	6	6	4	4	4	5	16
Alex	59	7	7	6	7	7	3	4	3	15
Saul	60	7	7	6	6	7	5	5	2	15
Freda	62	7	7	7	7	6	4	3	4	17
Erika	62	7	7	6	7	7	5	4	4	15
Preston	68	7	7	7	7	7	5	5	4	19
David	68	7	6	7	6	7	7	7	3	18
Chance	73	7	7	7	7	7	6	6	6	20
Prima	74	7	7	7	7	7	6	6	5	22
Ashley	76	7	7	7	7	7	6	7	5	23
Gabriel	80	7	7	7	7	7	7	7	6	25

= 0–39, = 40–49, = 50–82 = 2 or more pattern errors = 0–9, = 10–14, = 15–26

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Using the diagnostic spelling inventory data, answer the following questions.

Which students need small-group instruction to fill gaps in orthographic patterns they should have mastered by the middle of the year in third grade? How would you group them?

Which students can be pushed to master more complex orthographic patterns?

Based on these data, what will be the focus of your whole-group instruction in word study and recognition?

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2015.

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Third-Grade Student Sample

Here are the first 12 words from a spelling inventory and Roshan's spellings. Examine the teacher's analysis of his spellings.

Word	Roshan's Spelling	Analysis
fan	fan	Spelled /ă/ and consonant sounds correctly
pet	pat	Confused the /ĕ/ sound with /ă/; spelled the consonant sounds correctly
dig	deg	Confused the /ĭ/ sound with /ĕ/; spelled the consonant sounds correctly
rob	rop	Spelled the /ŏ/ sound correctly; confused the voiced /b/ with the unvoiced /p/
hope	hop	Represented all of the sounds legitimately but did not apply the silent-*e* pattern
wait	wate	Represented all of the sounds legitimately but applied the silent-*e* pattern incorrectly
gum	gum	Spelled /ŭ/ and consonant sounds correctly
sled	sled	Spelled /ĕ/ and consonant sounds, including an initial blend, correctly
stick	stek	Confused the /ĭ/ sound with /ĕ/; spelled the initial blend correctly; did not apply the "*ck* after a short vowel" rule
shine	shin	Represented all of the sounds legitimately but did not apply the silent-*e* pattern
dream	jreem	In the initial *r*-blend, confused the /d/ with /j/; spelled /ē/ legitimately but not conventionally
blade	braid	In the initial *l*-blend, confused the /l/ with /r/; spelled /ā/ legitimately but not conventionally

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2015

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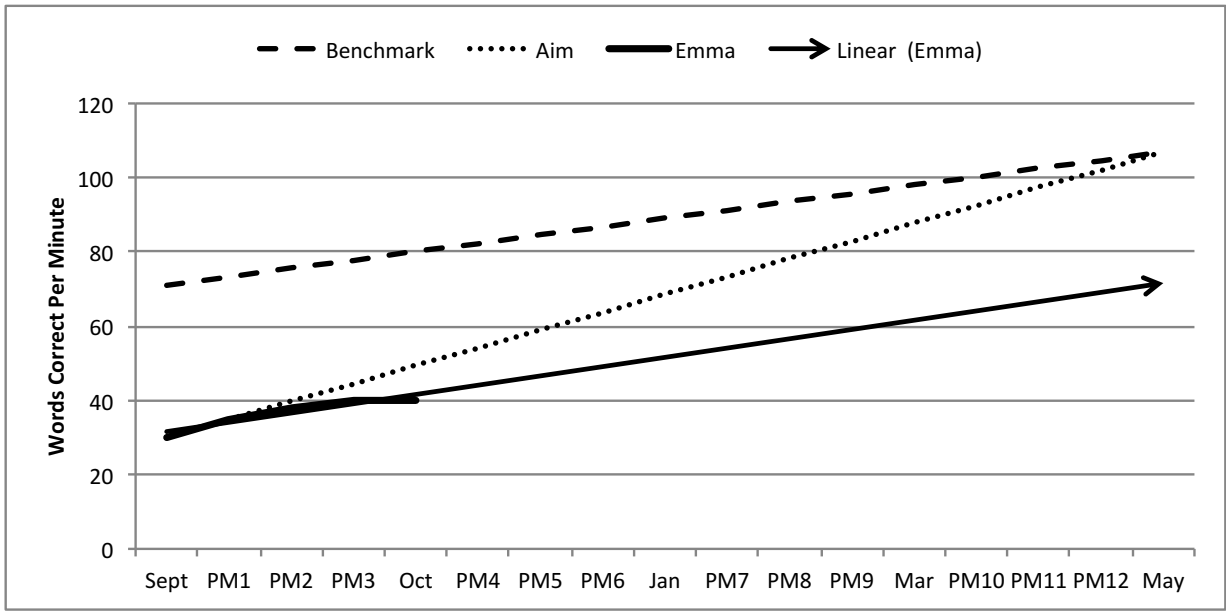
Sample Progress-Monitoring Data

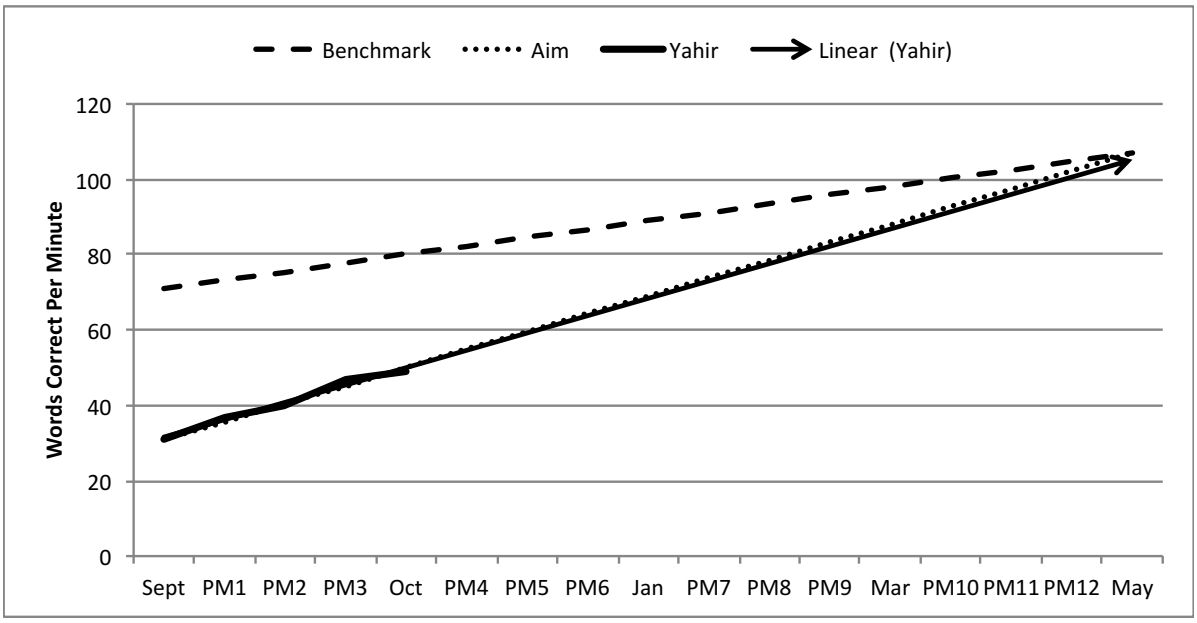
Emma's Data: Oral Reading Fluency

	Sept	PM1	PM2	PM3	**Oct**	PM4	PM5	PM6	**Jan**	PM7	PM8	PM9	**Mar**	PM10	PM11	PM12	**May**
Benchmark	**71**	73.3	75.5	77.8	**80.0**	82.3	84.5	86.8	**89.0**	91.3	93.5	95.8	**98.0**	100.3	102.5	104.8	**107.0**
Aim	**30**	34.8	39.6	44.4	**49.3**	54.1	58.9	63.7	**68.5**	73.3	78.1	82.9	**87.8**	92.6	97.4	102.2	**107.0**
Emma	**30**	35	38	40	**40**												



Yahir's Data: Oral Reading Fluency

	Sept	PM1	PM2	PM3	**Oct**	PM4	PM5	PM6	**Jan**	PM7	PM8	PM9	**Mar**	PM10	PM11	PM12	**May**
Benchmark	**71**	73.3	75.5	77.8	**80.0**	82.3	84.5	86.8	**89.0**	91.3	93.5	95.8	**98.0**	100.3	102.5	104.8	**107.0**
Aim	**31**	35.8	40.5	45.3	**50.0**	54.8	59.5	64.3	**69.0**	73.8	78.5	83.3	**88.0**	92.8	97.5	102.3	**107.0**
Yahir	**31**	37.0	40.0	47.0	**49.0**												



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Sample TELPAS Data

Class 1

Student	ELL?	Sp. Ed.?	TELPAS			
			Listening	Speaking	Reading	Writing
Marta	Y	N	Intermediate	Advanced	Intermediate	Intermediate
Sebastian	Y	N	Advanced	Intermediate	Advanced	Intermediate
Noel	Y	N	Advanced	Intermediate	Advanced High	Beginning
Karla	Y	N	Intermediate	Intermediate	Intermediate	Beginning
Lucas	Y	N	Advanced	Intermediate	Intermediate	Intermediate
Sofia	Y	N	Intermediate	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 High	Advanced	Advanced	Intermediate
Arjun	Y	N	Advanced High	Advanced	Advanced	Intermediate
Erika	Y	N	Advanced	Advanced High	Advanced	Intermediate
Danika	Y	N	Advanced	Advanced	Advanced	Intermediate
David	Y	N	Intermediate	Advanced	Advanced	Intermediate
Rey	Y	N	Advanced	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 10. 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 spelling, oral reading fluency, and reading comprehension data?

Adapted from Texas Education Agency, 2011.

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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?
   - ❑ Decoding and encoding
   - ❑ Oral reading fluency
   - ❑ Vocabulary
   - ❑ Listening and reading comprehension
   - ❑ Writing

2. Do you use data for all of the purposes discussed in this session?
   - ❑ Screening
   - ❑ Diagnosing
   - ❑ Progress monitoring
   - ❑ Summative assessment
   - ❑ 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

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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

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Resources and Recommended Reading

Websites

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/Academics/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/

Articles and Booklets

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

www.rti4success.org/sites/default/files/rtiforells.pdf

www.centeroninstruction.org/files/Using%20Student%20Center%2Epdf

Books

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Using Assessment Data

Presenter Resources

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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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)
Spelling	Gabriel Chance Prima Alex Erika Preston Saul	Annella Arjun Yahir	Freda Danika David Ashley	Natalia Rey	Roshan (I to I) Makaila (I to I) Kelsey (S to S) Ryan (S to S)
Oral Reading Fluency	Freda Gabriel Kelsey Prima Danika David Ashley	Chance Yahir Rey	Annella Arjun Erika Preston		Natalia (I to I) Makaila (I to I) Roshan (S to S) Ryan (S to S) Saul (S to S) Alex (B to S)
Reading Comprehension	Gabriel Makaila Preston	Ryan	Arjun Prima Yahir	Freda Kelsey Danika	Annella (I to I) Roshan (I to I) Rey (I to I) Ashley (I to I) Chance (S to S) Erika (S to S) Natalia (S to S) David (S to S) Alex (B to S) Saul (B to S)

Note. I = intensive; S = strategic; B = benchmark.

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Possible Instructional Small Groups

Instructional Focus	Student Names	Additional Information
Group 1: **Spelling and Oral Reading Fluency**	Makaila Roshan Natalia Ryan	
Group 2: **Spelling**	Kelsey Rey	
Group 3: **Oral Reading Fluency**	Saul Alex	
Group 4: **Reading Comprehension**	Annella Roshan Rey Ashley	
Group 5: **Fluency and Comprehension in Above-Grade-Level Text**	Gabriel Prima Preston Arjun Freda Chance Danika	

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Oral Reading Fluency Scoring Probe: Student 1

Keeping the Planet Clean

No matter where you are in the world, you can always do your best to keep the 17
planet clean. Throwing away trash properly is one way to do this. Recycling is another 32
way. 33

People can litter without even knowing they are doing it. Sometimes, drivers put 46
trash in roadside bins that are overly full. Before the bin gets emptied, the trash can spill 63
out. It is then carried all over by the wind to another place. Who knows where it might 81
end up? Almost twenty percent of our litter ends up in rivers and oceans. This affects 97
our drinking water as well as fish and other wildlife. If you are someplace and you are 114
not sure that the trash will be picked up, wait to throw it away in a place where you 133
know it will not become litter. 139

Even when it is thrown away properly, trash is bad for the Earth. Another way to 155
deal with trash is to make less of it. This is where recycling can help. You can ask family 174
and friends to buy things with packaging that can be recycled or reused. You can also 190
try to avoid paper plates and cups and instead use washable dishes that you can use 206
again. Using reusable grocery sacks cuts down on the number of plastic bags we use 221
and throw away. 224

Sometimes you will need to use things you can't recycle or reuse. The most 238
important thing is to try to use less of this type of item. Doing your part to help keep 257
our planet clean helps us all. 263

Total Words Read: 81 Total Errors Made: 6

Accuracy Score:
Number of words read correctly ÷ total number of words = 93 % accuracy

Fluency Score:
Total words read – total errors made = 75 words correct per minute

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Oral Reading Fluency Error Analysis

- ❑ Reads with appropriate phrasing, intonation and expression, and observed punctuation
- ❑ Self-corrects and monitors meaning
- ❑ Shows automaticity on reread words
- ❑ Uses effective decoding strategies
- ❑ Frequent errors on sight words (e.g., *I was, and, the, said*) then
- ❑ Other:
- ❑ Frequent errors on phonetically regular words (e.g., *cat, milk*)
- ❑ Frequent errors on phonetically irregular words sometimes, emptied, then, carried
- ☒ Frequently omits words or letters
- ☒ Frequently adds words or letters "s" to "roadside" and "that"
- ❑ Skips lines

Fluency Rubric

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out Does not sound natural like talking to a friend	Reads in a quiet voice Sounds natural in part of the text but does not always sound like talking to a friend	Reads with volume and expression Sometimes slips into expressionless reading and does not sound like talking to a friend	Reads with varied volume and expression Sounds like talking to a friend and voice matches the interpretation of the passage
Phrasing	Reads word-by-word in a monotone voice	Reads in two- or three-word phrases, not adhering to punctuation, stress, and intonation	Reads with a mixture of run-ons, mid-sentence pauses for breath, and choppiness Reasonable stress and intonation	Reads with good phrasing, adhering to punctuation, stress, and intonation
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases Makes multiple attempts to read the same passage	Reads with extended pauses or hesitations Has many "rough spots"	Reads with occasional breaks in rhythm Has difficulty with specific words and/or sentence structures	Reads smoothly with some breaks but self-corrects with difficult words and/or sentence structures
Pace	Reads slowly and laboriously	Reads moderately slowly	Reads fast and slow throughout reading	Reads at a conversational pace throughout

Score: 9

A score of 10 or more indicates the student is making good progress in fluency.
A score below 10 indicates the student needs additional instruction in fluency.

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Retell Scoring

Count the number of words by marking a slash through numbers as the student says the retell.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Quality of Retell Response

1	2	3	4
Provides two or fewer details	Provides three or more details	Provides three or more details in a meaningful sequence	Provides three or more details in a meaningful sequence that captures a main idea

Adapted from Good & Kaminski, 2011; Rasinski, 2004.

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Oral Reading Fluency Scoring Probe: Student 2

Keeping the Planet Clean

No matter where you are in the world, you can always do your best to keep the 17
planet clean. Throwing away trash properly is one way to do this. Recycling is another 32
way. 33

People can litter without even knowing they are doing it. Sometimes, drivers put 46
trash in roadside bins that are overly full. Before the bin gets emptied, the trash can spill 63
out. It is then carried all over by the wind to another place. Who knows where it might 81
end up? Almost twenty percent of our litter ends up in rivers and oceans. This affects 97
our drinking water as well as fish and other wildlife. If you are someplace and you are 114
not sure that the trash will be picked up, wait to throw it away in a place where you 133
know it will not become litter. 139

Even when it is thrown away properly, trash is bad for the Earth. Another way to 155
deal with trash is to make less of it. This is where recycling can help. You can ask family 174
and friends to buy things with packaging that can be recycled or reused. You can also 190
try to avoid paper plates and cups and instead use washable dishes that you can use 206
again. Using reusable grocery sacks cuts down on the number of plastic bags we use 221
and throw away. 224

Sometimes you will need to use things you can't recycle or reuse. The most 238
important thing is to try to use less of this type of item. Doing your part to help keep 257
our planet clean helps us all. 263

Total Words Read: 63 Total Errors Made: 5

Accuracy Score:
Number of words read correctly ÷ total number of words = 92 % accuracy

Fluency Score:
Total words read – total errors made = 58 words correct per minute

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Oral Reading Fluency Error Analysis

- ❑ Reads with appropriate phrasing, intonation and expression, and observed punctuation
- ☒ Self-corrects and monitors meaning drivers, emptied
- ❑ Shows automaticity on reread words
- ❑ Uses effective decoding strategies
- ❑ Frequent errors on sight words (e.g., *I was, and, the, said*) sometimes, on
- ❑ Other: properly
- ❑ Frequent errors on phonetically regular words (e.g., *cat, milk*)
- ❑ Frequent errors on phonetically irregular words
- ❑ Frequently omits words or letters
- ❑ Frequently adds words or letters "s" to "roadside"
- ❑ Skips lines

Fluency Rubric

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out Does not sound natural like talking to a friend	Reads in a quiet voice Sounds natural in part of the text but does not always sound like talking to a friend	Reads with volume and expression Sometimes slips into expressionless reading and does not sound like talking to a friend	Reads with varied volume and expression Sounds like talking to a friend and voice matches the interpretation of the passage
Phrasing	Reads word-by-word in a monotone voice	Reads in two- or three-word phrases, not adhering to punctuation, stress, and intonation	Reads with a mixture of run-ons, mid-sentence pauses for breath, and choppiness Reasonable stress and intonation	Reads with good phrasing, adhering to punctuation, stress, and intonation
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases Makes multiple attempts to read the same passage	Reads with extended pauses or hesitations Has many "rough spots"	Reads with occasional breaks in rhythm Has difficulty with specific words and/or sentence structures	Reads smoothly with some breaks but self-corrects with difficult words and/or sentence structures
Pace	Reads slowly and laboriously	Reads moderately slowly	Reads fast and slow throughout reading	Reads at a conversational pace throughout

Score: 8

A score of 10 or more indicates the student is making good progress in fluency.
A score below 10 indicates the student needs additional instruction in fluency.

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Retell Scoring

Count the number of words by marking a slash through numbers as the student says the retell.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71			
72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94			

Quality of Retell Response

1	2	3	4
Provides two or fewer details	Provides three or more details	Provides three or more details in a meaningful sequence	Provides three or more details in a meaningful sequence that captures a main idea

Adapted from Good & Kaminski, 2011; Rasinski, 2004.

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Diagnostic Data From Spelling Inventory

Third Grade (Middle of Year): Spelling Inventory Data Disaggregated by Orthographic Pattern

Student Name	TOTAL Patterns Correct and Words Correct	ORTHOGRAPHIC PATTERNS								Words Spelled Correctly
		Individual Consonants	Consonant Digraphs	Consonant Blends	Short Vowels	Long-Vowel Patterns	Other Vowel Patterns	Inflected Endings	Syllable Junctures	
	82 Total Points	7 Points	7 Points	7 Points	7 Points	7 Points	7 Points	7 Points	7 Points	26 Points
Roshan	29	7	6	4	4	5	0	0	0	3
Makaila	35	7	7	1	4	5	1	2	2	6
Kelsey	42	7	6	5	5	6	1	1	2	9
Rey	44	7	7	7	6	6	0	1	2	8
Natalia	46	7	7	6	7	4	3	2	0	10
Ryan	46	7	6	6	6	5	1	2	2	11
Arjun	50	6	6	7	7	7	1	2	2	12
Annella	52	7	7	7	7	7	1	2	3	11
Yahir	53	7	7	7	6	6	3	1	3	13
Danika	59	7	7	6	6	4	4	4	5	16
Alex	59	7	7	6	7	7	3	4	3	15
Saul	60	7	7	6	6	7	5	5	2	15
Freda	62	7	7	7	7	6	4	3	4	17
Erika	62	7	7	6	7	7	5	4	4	15
Preston	68	7	7	7	7	7	5	5	4	19
David	68	7	6	7	6	7	7	7	3	18
Chance	73	7	7	7	7	7	6	6	6	20
Prima	74	7	7	7	7	7	6	6	5	22
Ashley	76	7	7	7	7	7	6	7	5	23
Gabriel	80	7	7	7	7	7	7	7	6	25

= 0–39, = 40–49, = 50–82 = 2 or more pattern errors = 0–9, = 10–14, = 15–26

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Using the diagnostic spelling inventory data, answer the following questions.

Which students need small-group instruction to fill gaps in orthographic patterns they should have mastered by the middle of the year in third grade? How would you group them?

Work on consonant blends and short vowels: Roshan, Makaila, Kelsey
Work on long-vowel patterns: Roshan, Makaila, Natalia, Ryan, Danika

Which students can be pushed to master more complex orthographic patterns?

David, Chance, Prima, Ashley, Gabriel

Based on these data, what will be the focus of your whole-group instruction in word study and recognition?

Other vowel patterns and inflected endings
Syllable junctures

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2015.

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Grade 3 Literacy Block

Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Word study and recognition (30–45 minutes)			
Fluency (10–15 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Vocabulary (10–15 minutes)			
Comprehension (25–30 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Writing (20–30 minutes)			

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Example Activities and Lessons to Use	Workstation Ideas	Supporting All Learners	
		Struggling Learners	English Language Learners
Small groups and workstations			
• Use data to group students in same-ability small groups and mixed-ability center groups • Work with struggling students daily on fundamental skills and building automaticity • Work with other students as often as possible on specific skills and enrichment activities • Use workstations that cut across the components and provide extended practice with taught skills	• Word study workstation • Fluency workstation • Reading texts with various response opportunities • Syntax workstation • Listening workstation • Writing workstation, including peer revising and editing	• Meet with daily • Target specific skills • Practice to automaticity	• Work with ELLs in small groups to target specific language needs • Partner ELLs with other students to help scaffold English language

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Using Assessment Data

Activity Resource

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Slide—Oral Language

Place a check mark next to the components you are comfortable assessing and examining.

Put a star next to the two components you need more support with or information about how to assess them effectively.

Discuss what you've learned so far about assessing these different components.

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Putting It All Together

Presenter Notes

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

Materials

Presenter Materials

- Adhesive tab
- Document camera
- Folder containing the following documents: Overview Handout 1: The Reading Rope, Grades 1–4 English Language Arts and Reading TEKS Alignment, Grade 3 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary

Participant Materials

Folder containing the following documents: Overview Handout 1: The Reading Rope, Grades 1–4 English Language Arts and Reading TEKS Alignment, Grade 3 Literacy Block, English Language Learner Scaffolding Planning Guide, Glossary

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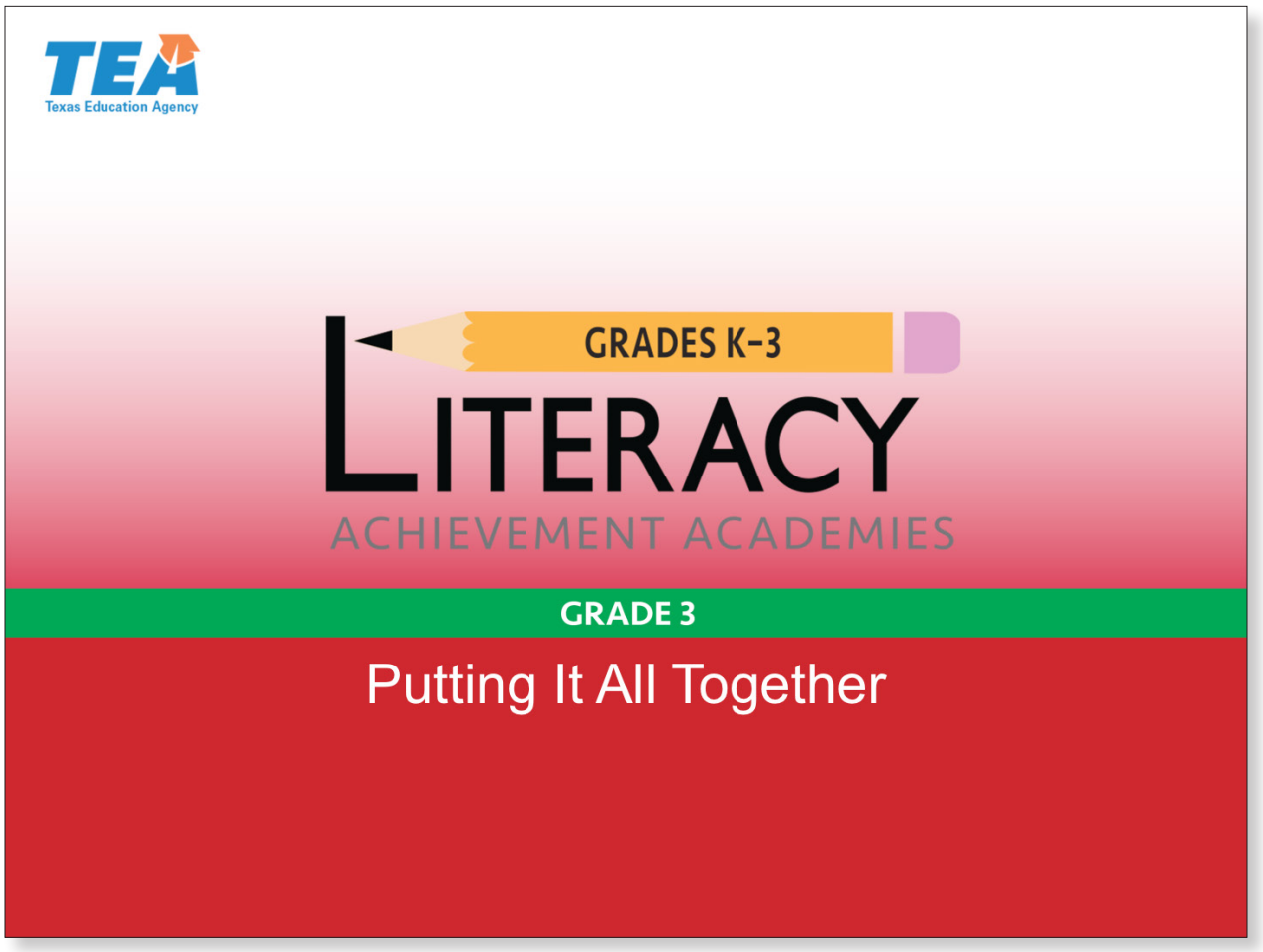

Slide 1—Title Slide (0:00–0:15)

We are at the end of the Grade 3 Literacy Achievement Academy. Let's take some time to reflect on what we have learned over the past three days.

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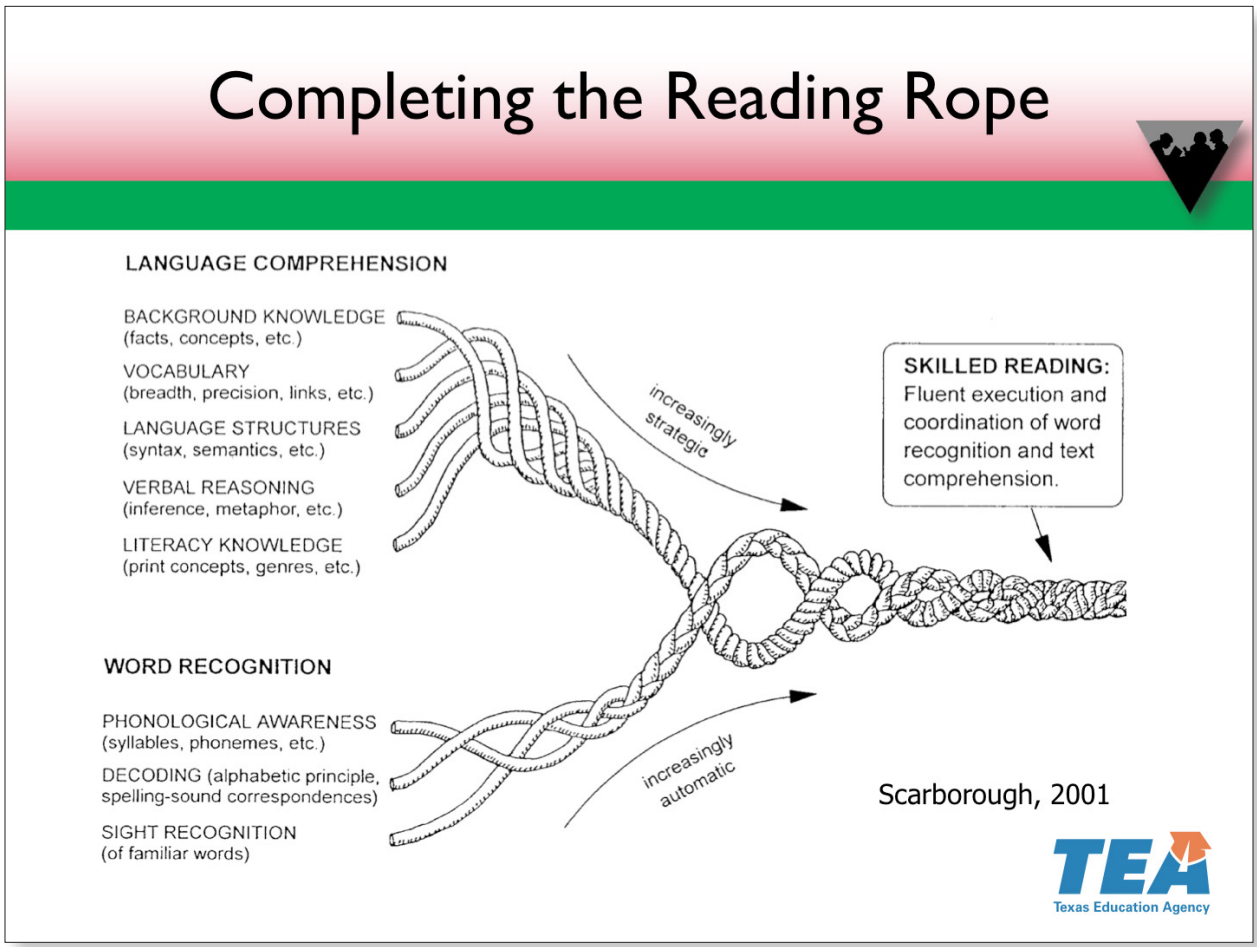

Slide 2—Completing the Reading Rope (0:15–2:30)

We will now complete the reading rope that we began on the first day. Please locate your reading rope model.

Pause for participants to locate their reading rope model.

The reading rope is completed when the two strands bind together seamlessly. A reader who decodes and comprehends text with automaticity has fluent execution and coordination of word recognition and text comprehension.

Activity

Now that your model is complete, represent fluency by adding an adhesive tab to the far-right side of the model. Label your tab "skilled, fluent reader."

Allow a few seconds for participants to work.

Reference

Scarborough, 2001

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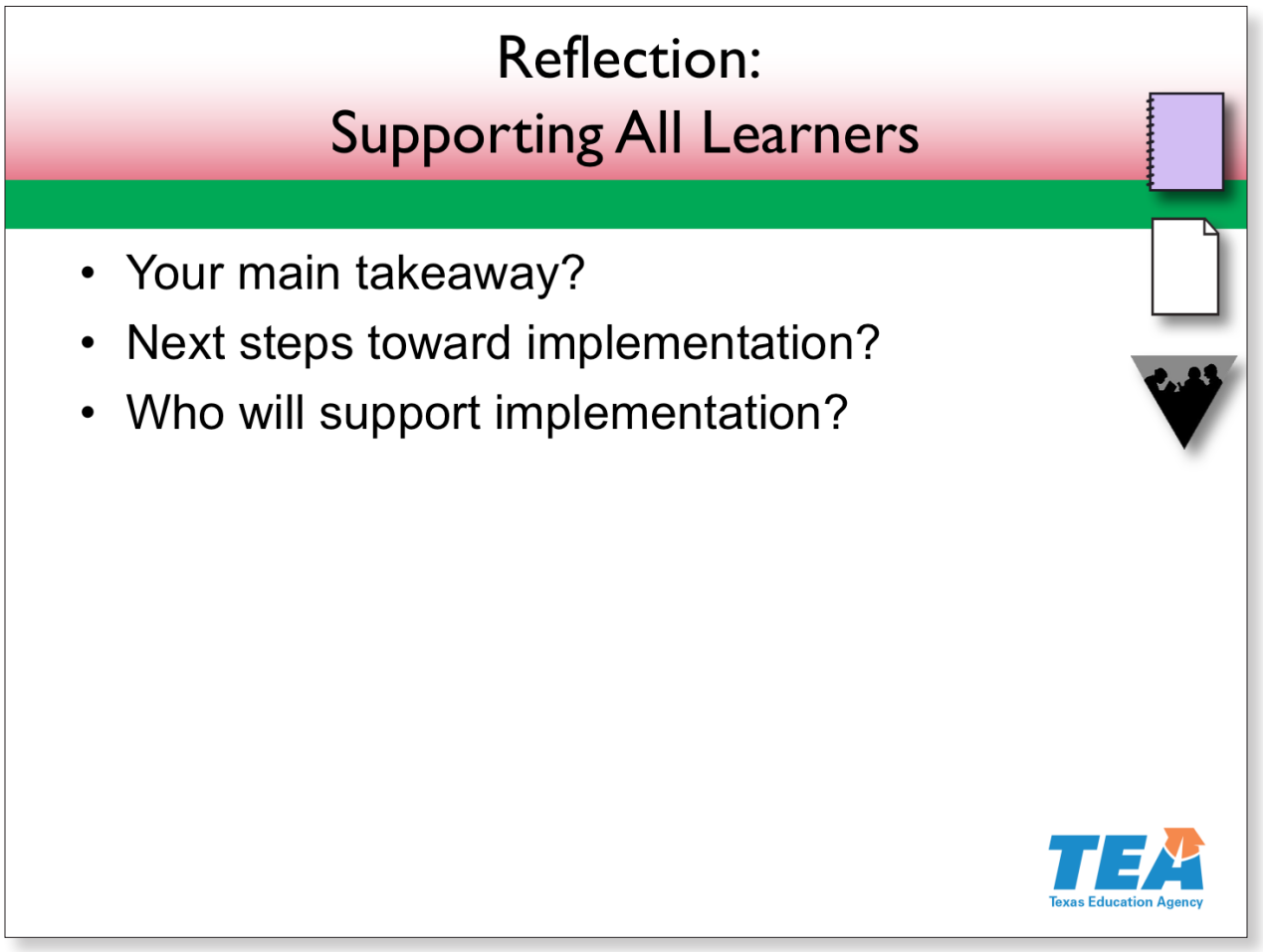

Slide 3—Reflection: Supporting All Learners (2:30–6:30)

Now, we will take a moment to reflect on each section of the academy. Please remove your completed Grade 3 Literacy Block from your folder.

Pause for participants to locate the document.

Also, locate in your binder this section's **Handout 1: Academy Reflection**.

Pause for participants to locate the handout.

Activity

Using your completed Grade 3 Literacy Block and your other academy materials, decide what was your main takeaway, or your "big idea," from the Supporting All Learners section. Write that in the first row, first column of the table in Handout 1.

Notes continue on the next page.

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Then, think about what your next steps will be to implement that takeaway related to Supporting All Learners, including a time frame for implementation. Write those ideas in the second column. Next, reflect on who will support you or with whom you will collaborate for implementation. Write those ideas in the third column. You have two minutes to work.

Allow two minutes for participants to work.

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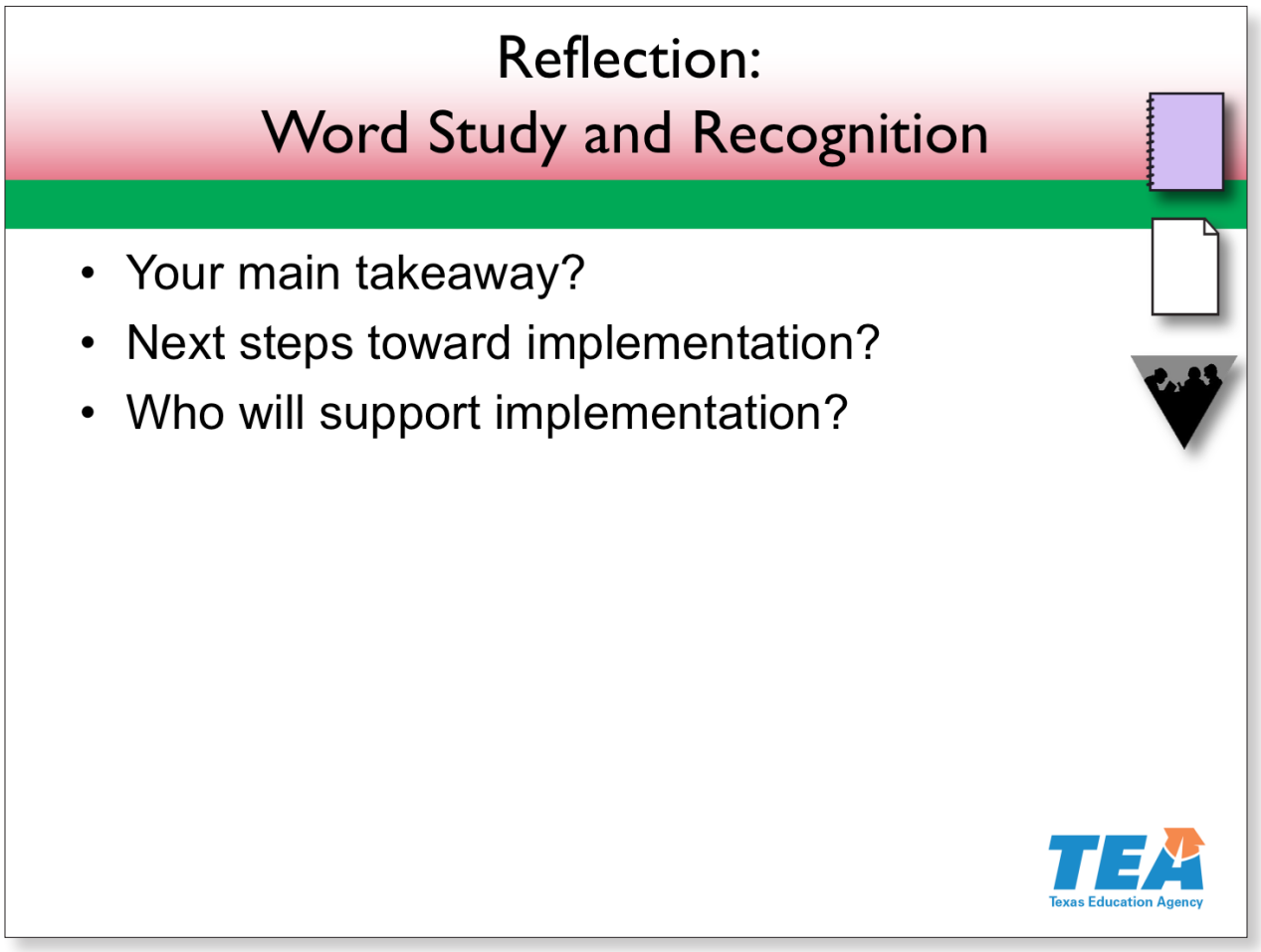

Slide 4—Reflection: Word Study and Recognition (6:30–9:30)

Activity

We will now complete the same reflection activity for the Word Study and Recognition section. Move to the second row and complete it with your main takeaway, next steps and a time frame for implementation, and the support or collaboration that will help make implementation possible. You have two minutes to work.

Allow two minutes for participants to work.

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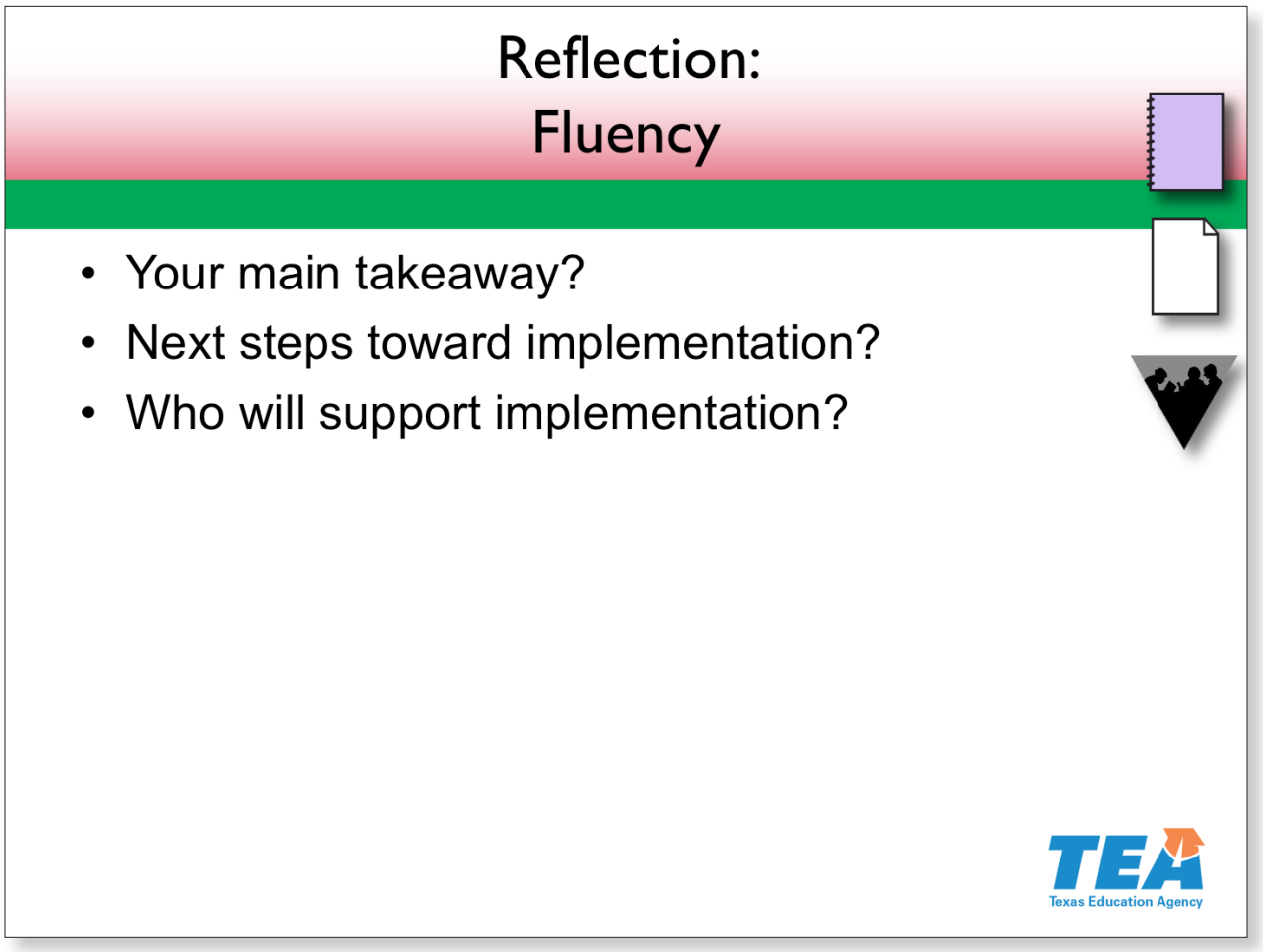

Slide 5—Reflection: Fluency (9:30–12:00)

Activity

Complete the third row for the Fluency section of this academy using the same guiding thoughts as you used in the previous two sections. You have two minutes to work.

Allow two minutes for participants to work.

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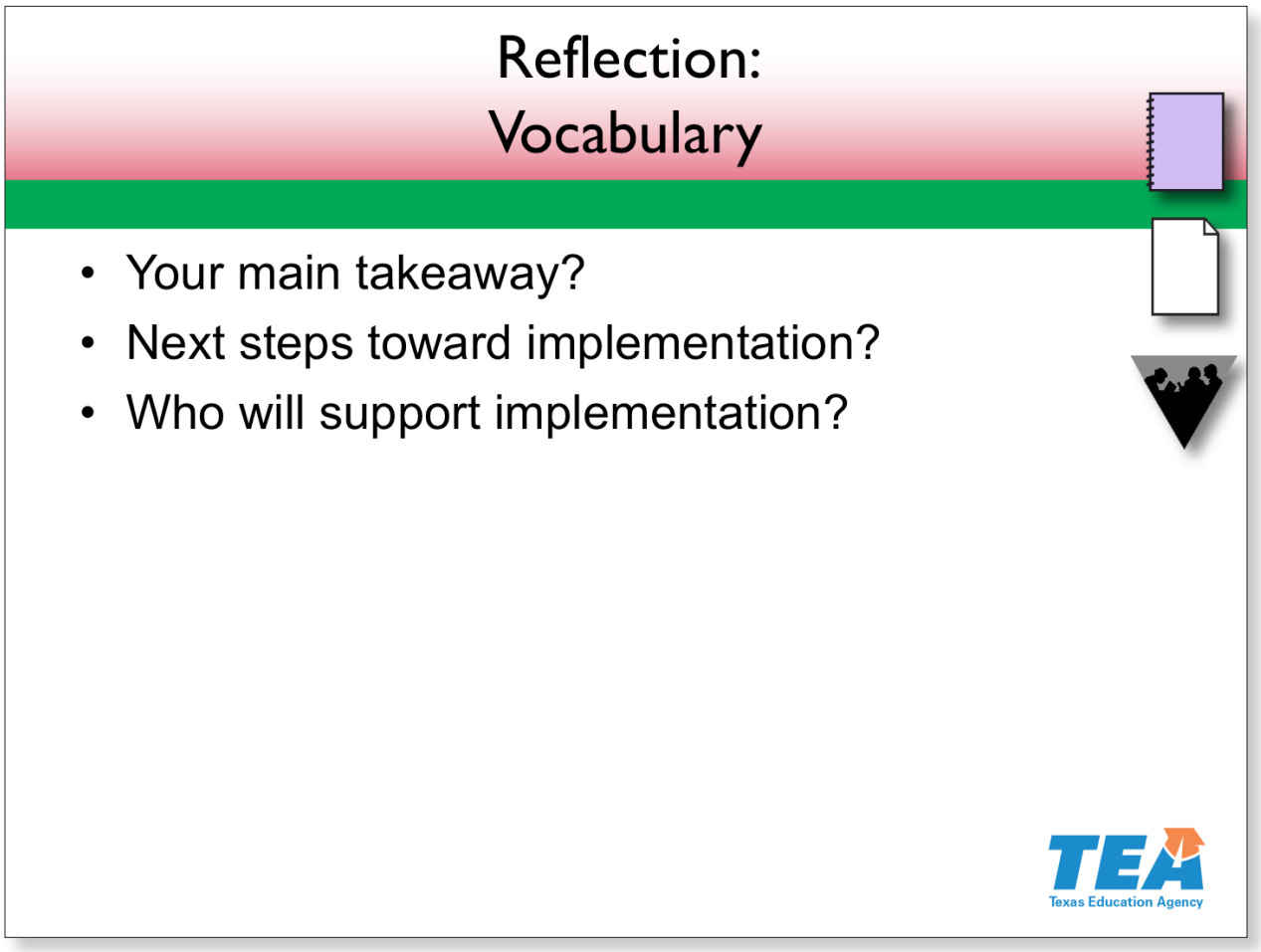

Slide 6—Reflection: Vocabulary (12:00–14:30)

Activity

You have two minutes to complete the fourth row for the Vocabulary section of this academy.

Allow two minutes for participants to work.

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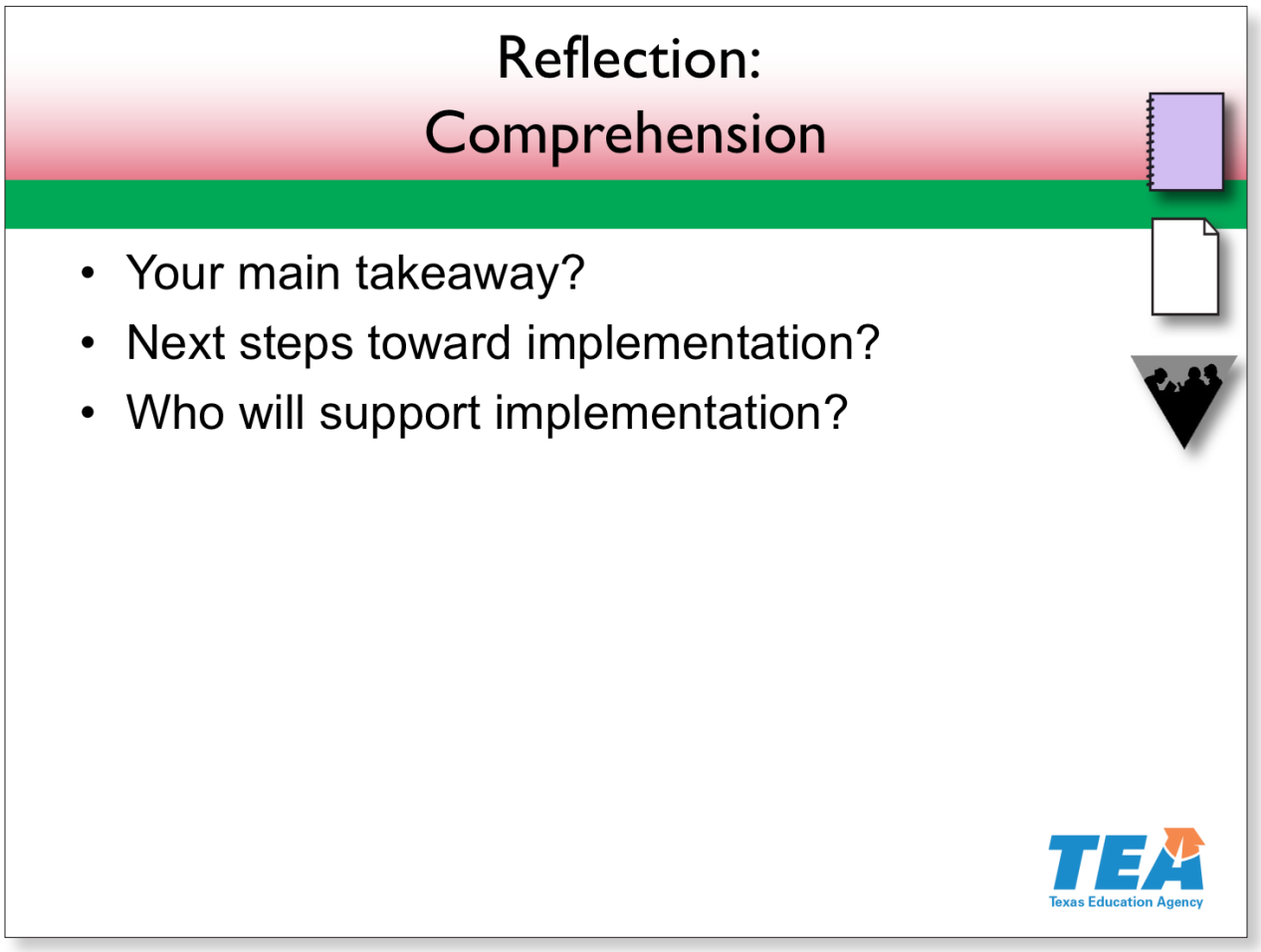

Slide 7—Reflection: Comprehension (14:30–17:00)

Activity

Now, you will complete the fifth row for the Comprehension section. You have two minutes to work.

Allow two minutes for participants to work.

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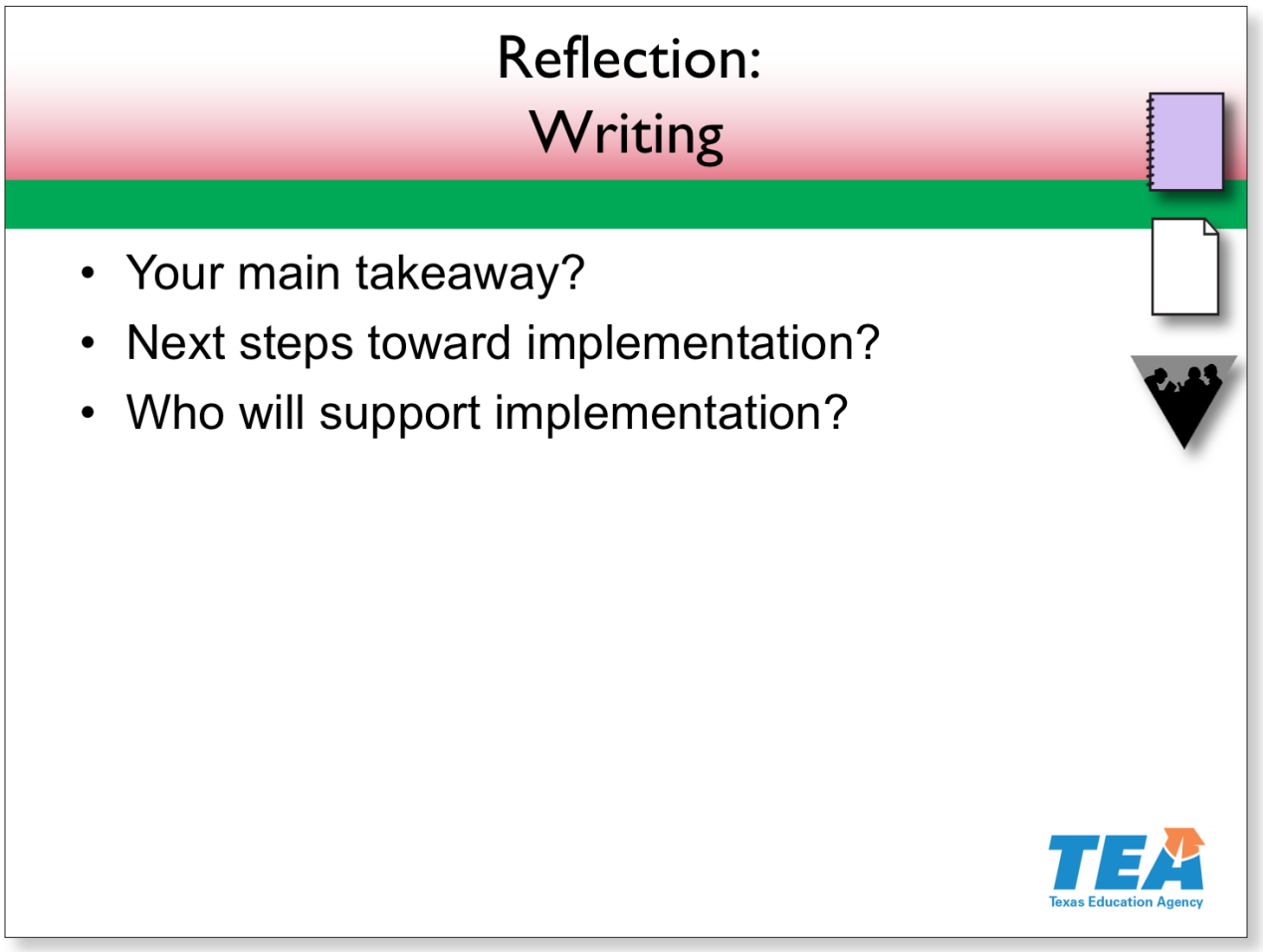

Slide 8—Reflection: Writing (17:00–19:30)

Activity

Work through these reflections and takeaways toward implementation on the sixth row related to the Writing section of this academy. You have two minutes to work.

Allow two minutes for participants to work.

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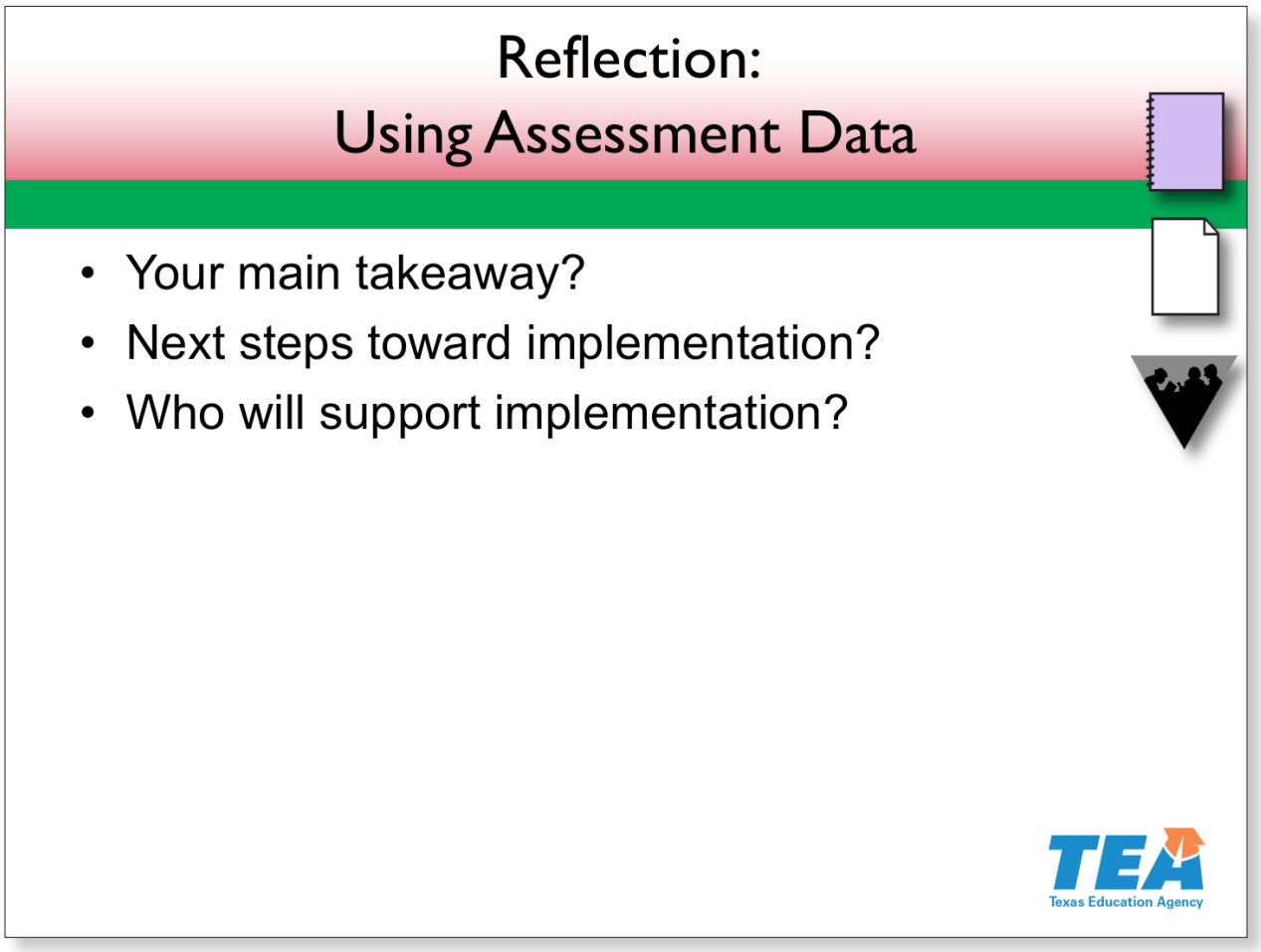

Slide 9—Reflection: Using Assessment Data (19:30–22:00)

Activity

You have two more minutes to complete the last row for the Using Assessment Data section we just completed. You may begin.

Allow two minutes for participants to work.

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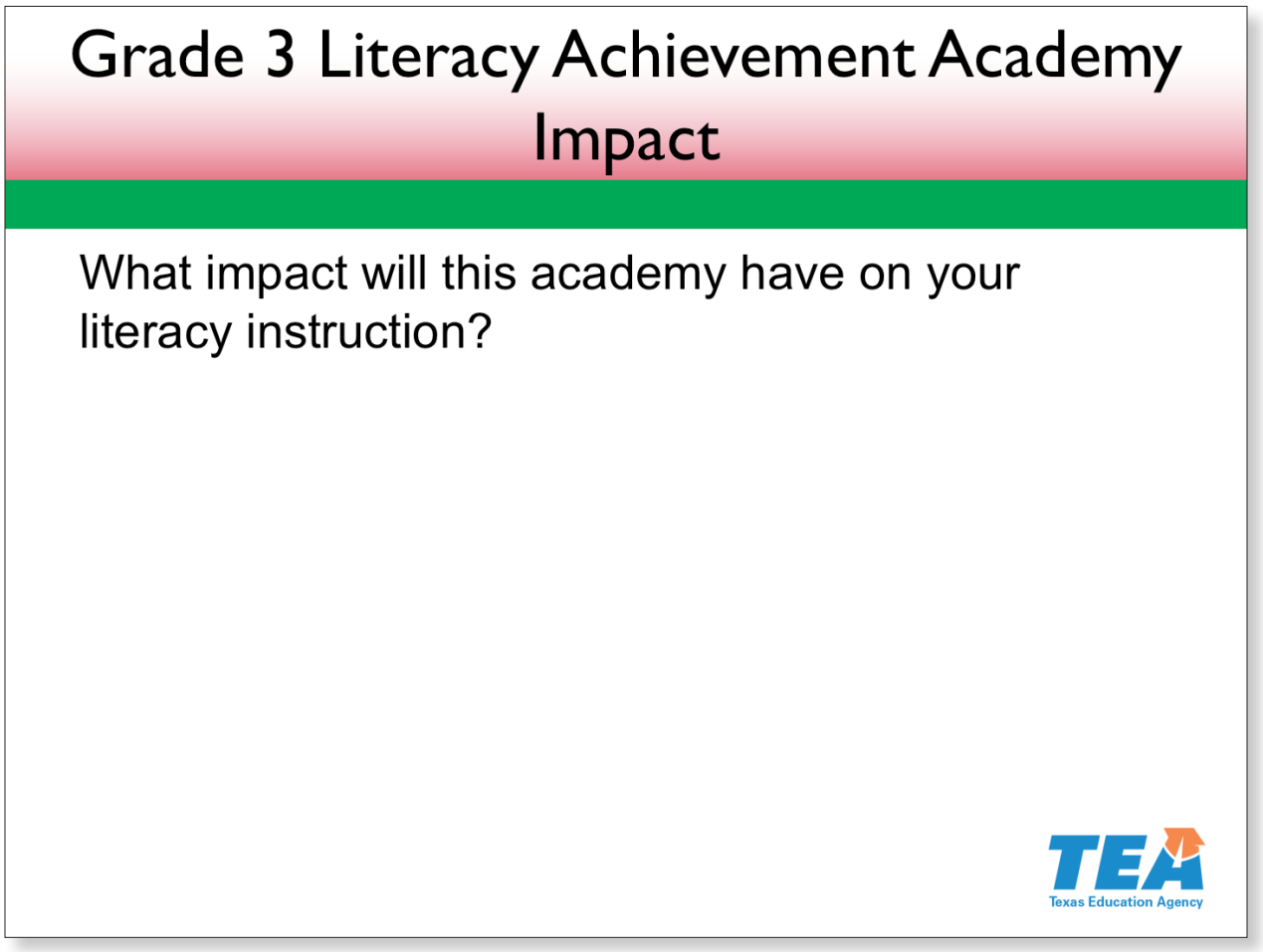

Slide 10—Grade 3 Literacy Achievement Academy Impact (22:00–24:30)

Now take one minute to reflect on the question on this slide.

Provide one minute for participants to reflect on the question.

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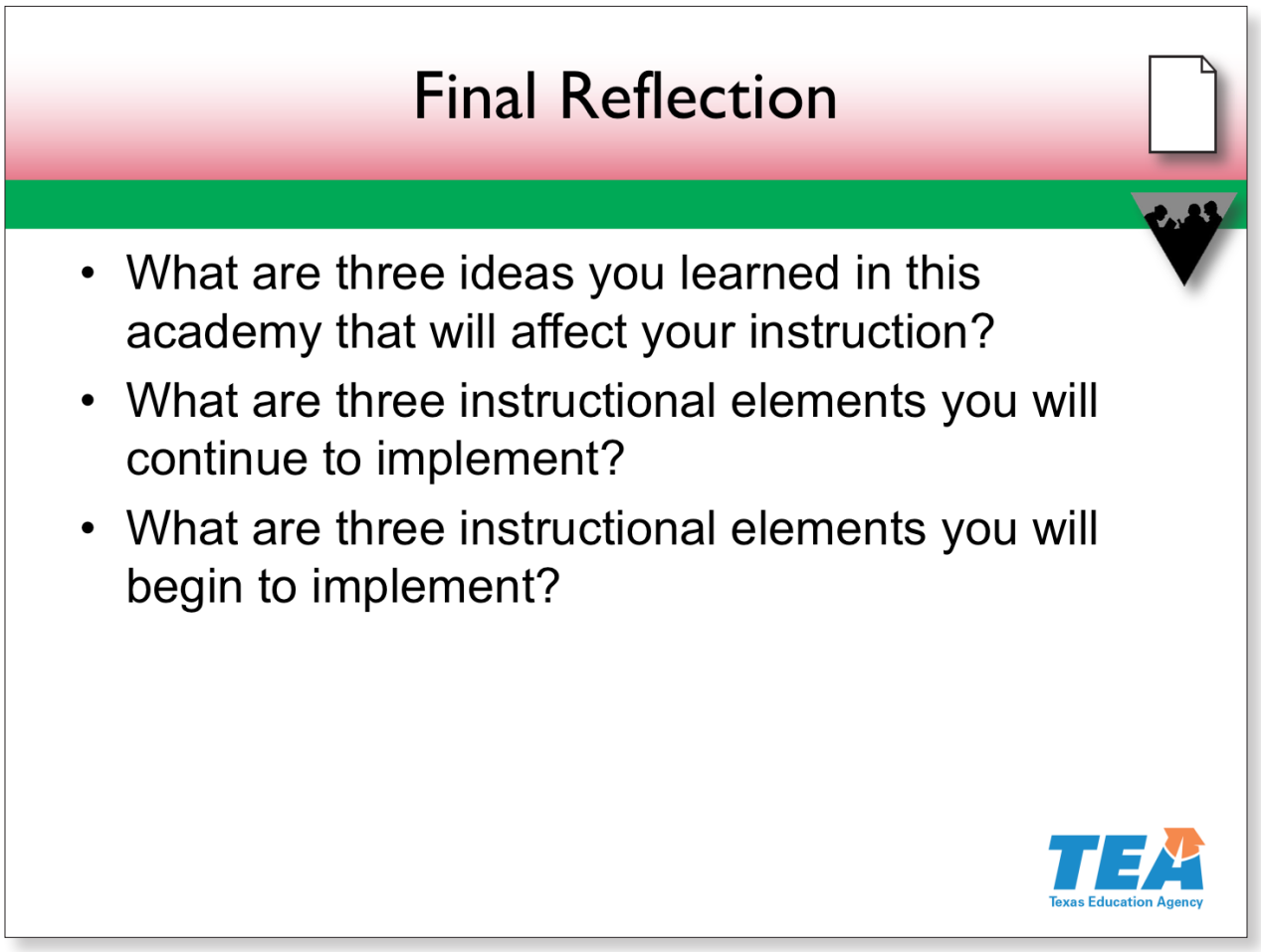

Slide 11—Final Reflection (24:30–29:00)

Please locate **Handout 2: Grade 3 Literacy Achievement Academy Impact**.

Pause for participants to locate the handout.

Activity

You will have four minutes to respond to these questions. Please note your responses on Handout 2. You will determine

- three ideas you learned from this academy that will affect your instruction,
- three instructional elements you will continue to implement, and
- three instructional elements you will begin to implement as a result of this academy.

Allow four minutes for participants to work.

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Now we will mix it up a bit! Please stand up.

Pause for participants to stand.

Take the handout you just completed and walk around the room until I signal you to stop. As you walk, think about which ideas from each of the three lists on your handout you want to share with someone.

Give participants a moment to walk around the room.

Stop. Turn toward the person standing closest to you. This will be your last partner of the academy. Take turns sharing one idea from each of the three lists on your completed handout. You have three minutes.

Allow three minutes for participants to share their ideas. Walk around and listen to the discussions.

Thank you! Please return to your seat.

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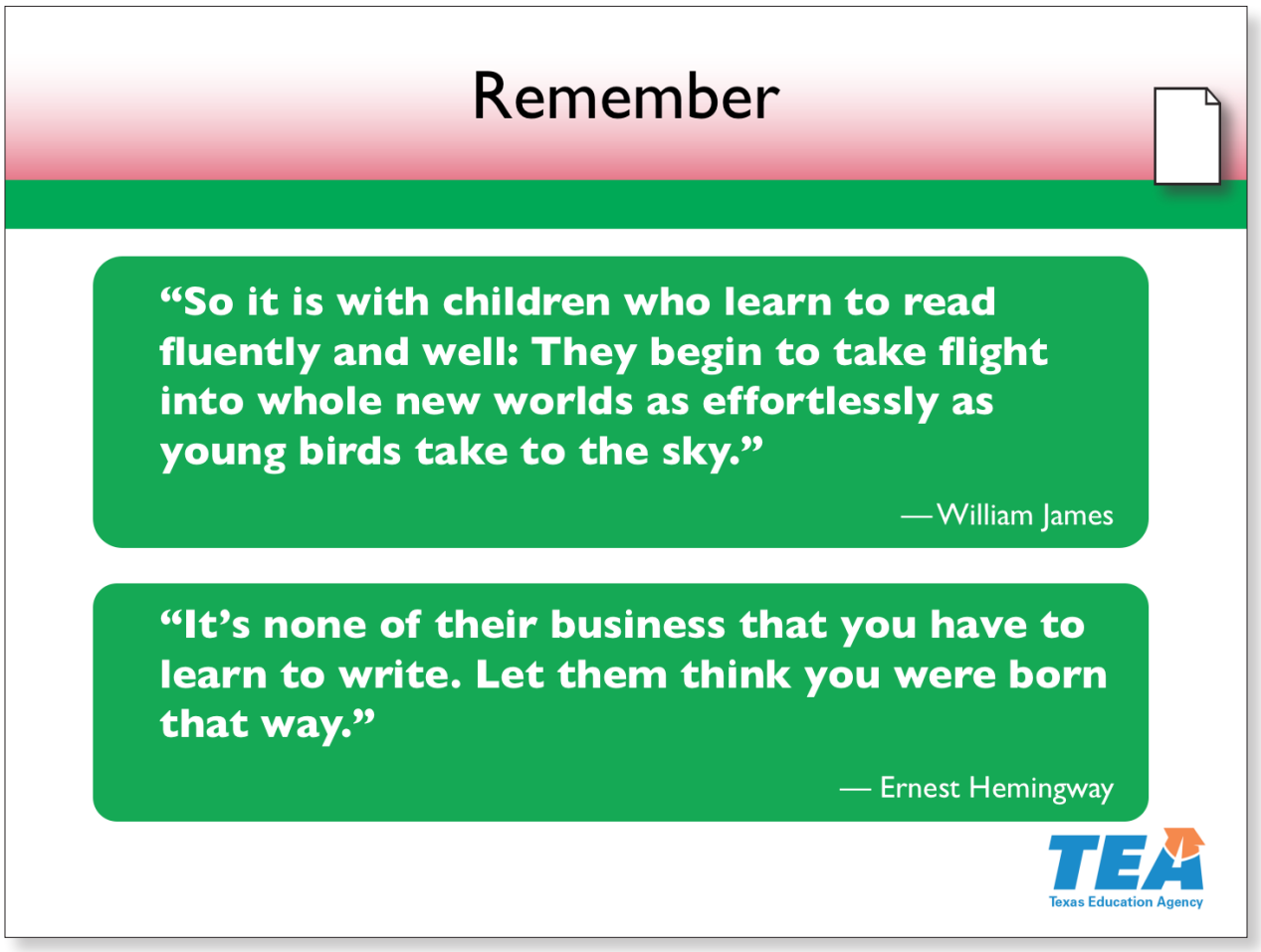

Slide 12—Remember (29:00–30:00)

Here are two of our favorite quotations related to reading and writing.

Pause for participants to read.

To inspire you as we wrap up the Grade 3 Literacy Achievement Academy, we leave you with one final handout, **Handout 3: Quotations to Inspire Reading and Writing**.

Pause for participants to locate the handout.

We hope you have learned a lot and enjoyed these last three days.

Thank you and best wishes as you continue to implement these instructional practices and increase literacy outcomes for all your third-grade students!

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Texas Education Agency

Putting It All Together

Handouts

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 3

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Academy Reflection

Main Section Takeaway	Next Steps to Implementation	Support and Collaboration
Supporting All Learners		
Word Study and Recognition		
Fluency		

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Main Section Takeaway	Next Steps to Implementation	Support and Collaboration
Vocabulary		
Comprehension		
Writing		

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Main Section Takeaway	Next Steps to Implementation	Support and Collaboration
Using Assessment Data		

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Grade 3 Literacy Achievement Academy Impact

Three ideas I learned that will affect my instruction:

1.

2.

3.

Three instructional elements I will continue to implement:

1.

2.

3.

Three instructional elements I will begin to implement as a result of this academy:

1.

2.

3.

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Quotations to Inspire Reading and Writing

Reading

"So it is with children who learn to read fluently and well: They begin to take flight into whole new worlds as effortlessly as young birds take to the sky."

— William James

"A reader lives a thousand lives before he dies. The man who never reads lives only one."

— George R. R. Mann

"The world belongs to those who read."

— Rick Holland

"Each time you open a book and read it, a tree smiles, knowing there's life after death."

— Anonymous

"A book is a dream that you hold in your hand."

— Neil Gaiman

"Whenever you read a good book, somewhere in the world, a door opens to allow in more light."

— Vera Nazarian

"Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him."

— Maya Angelou

"Great books help you understand, and they help you feel understood."

— John Green

"In a good book, the best is between the lines."

— Swedish proverb

"It is what you read when you don't have to that determines what you will be when you can't help it."

— Oscar Wilde

"There are perhaps no days of our childhood we lived so fully as those we spent with a favorite book."

— Marcel Proust

"Today a reader, tomorrow a leader."

— Margaret Fuller

"Reading is a discount ticket to everywhere."

— Mary Schmich

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"Once you learn to read, you will be forever free."

— Frederick Douglas

"Outside of a dog, a book is a man's best friend. Inside of a dog, it's too dark to read."

— Groucho Marx

"We read to know we are not alone."

— C. S. Lewis

"You can find magic wherever you look. Sit back and relax—all you need is a book."

— Dr. Seuss

Writing

"It's none of their business that you have to learn to write. Let them think you were born that way."

— Ernest Hemingway

"We write to taste life twice, in the moment and in retrospect."

— Anaïs Nin

"To live a creative life, we must first lose the fear of being wrong."

— Joseph Chilton Pearce

"If there's a book that you want to read, but it hasn't been written yet, then you must write it."

— Toni Morrison

"There is no greater agony than bearing an untold story inside you."

— Maya Angelou

"You don't write because you want to say something. You write because you have something to say."

— F. Scott Fitzgerald

"If you want to be a writer, you have to write every day … You don't go to a well once but daily."

— Walter Mosley

"I write to give myself strength. I write to be the characters I am not. I write to explore all the things I'm afraid of."

— Joss Whedon

"I can shake off everything as I write. My sorrows disappear; my courage is reborn."

— Anne Frank

"Most of the basic material a writer works with is acquired before the age of 15."

— Willa Cather

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"Don't try to figure out what other people want to hear from you; figure out what you have to say. It's the one and only thing you have to offer."

— Barbara Kingsolver

"Get it down. Take chances. It may be bad, but it's the only way you can do anything really good."

— William Faulkner

"Almost all good writing begins with terrible first efforts. You need to start somewhere."

— Anne Lamott

"The most difficult thing about writing is writing the first line."

— Amit Kalantri

"Write. Rewrite. When not writing or rewriting, read. I know of no shortcuts."

— Larry L. King

"If you want to be a writer, you must do two things above all others: read a lot and write a lot."

— Stephen King

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