CHAPTER
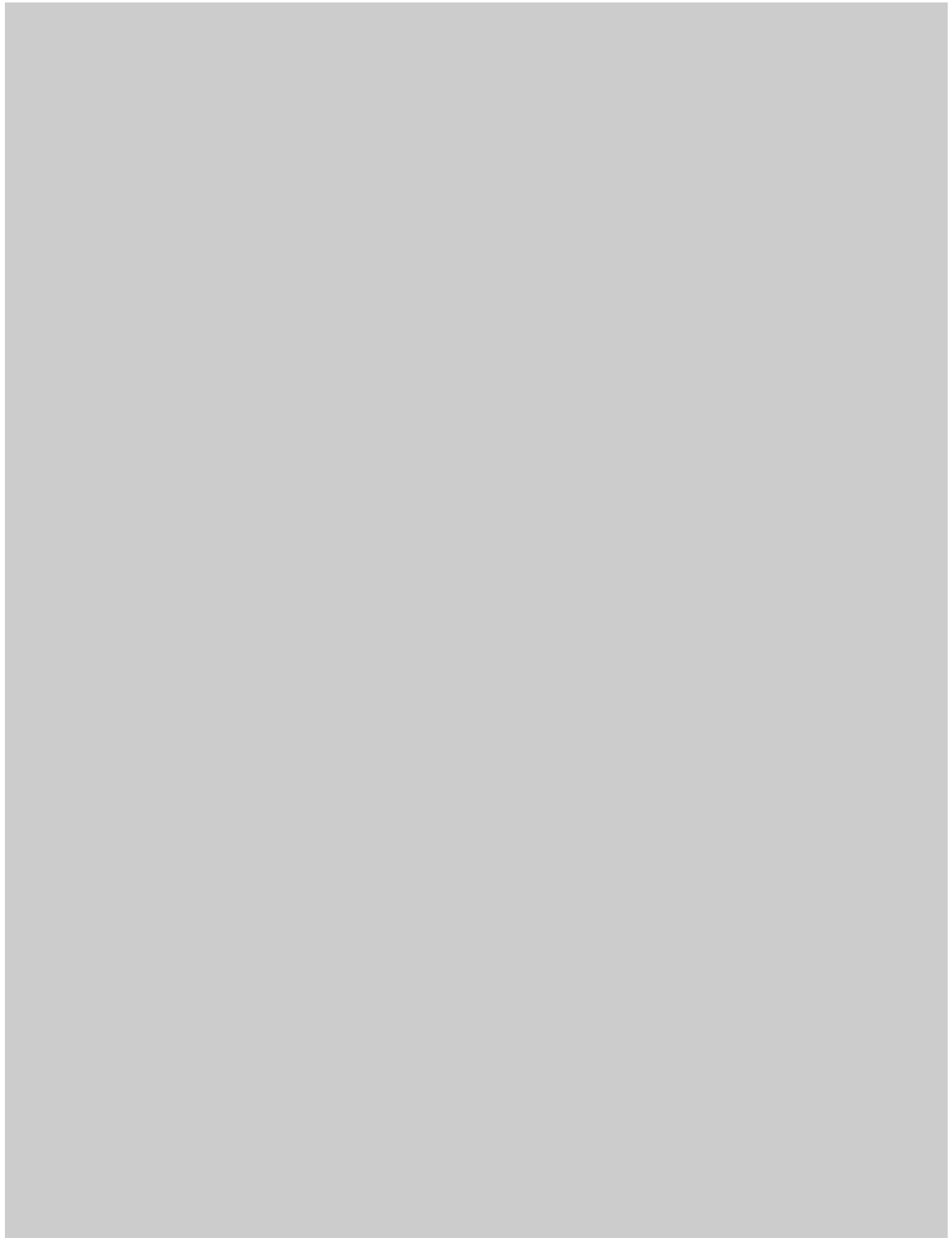
3

INCORPORATING THE FIVE ESSENTIAL COMPONENTS OF SCIENTIFICALLY BASED READING INSTRUCTION

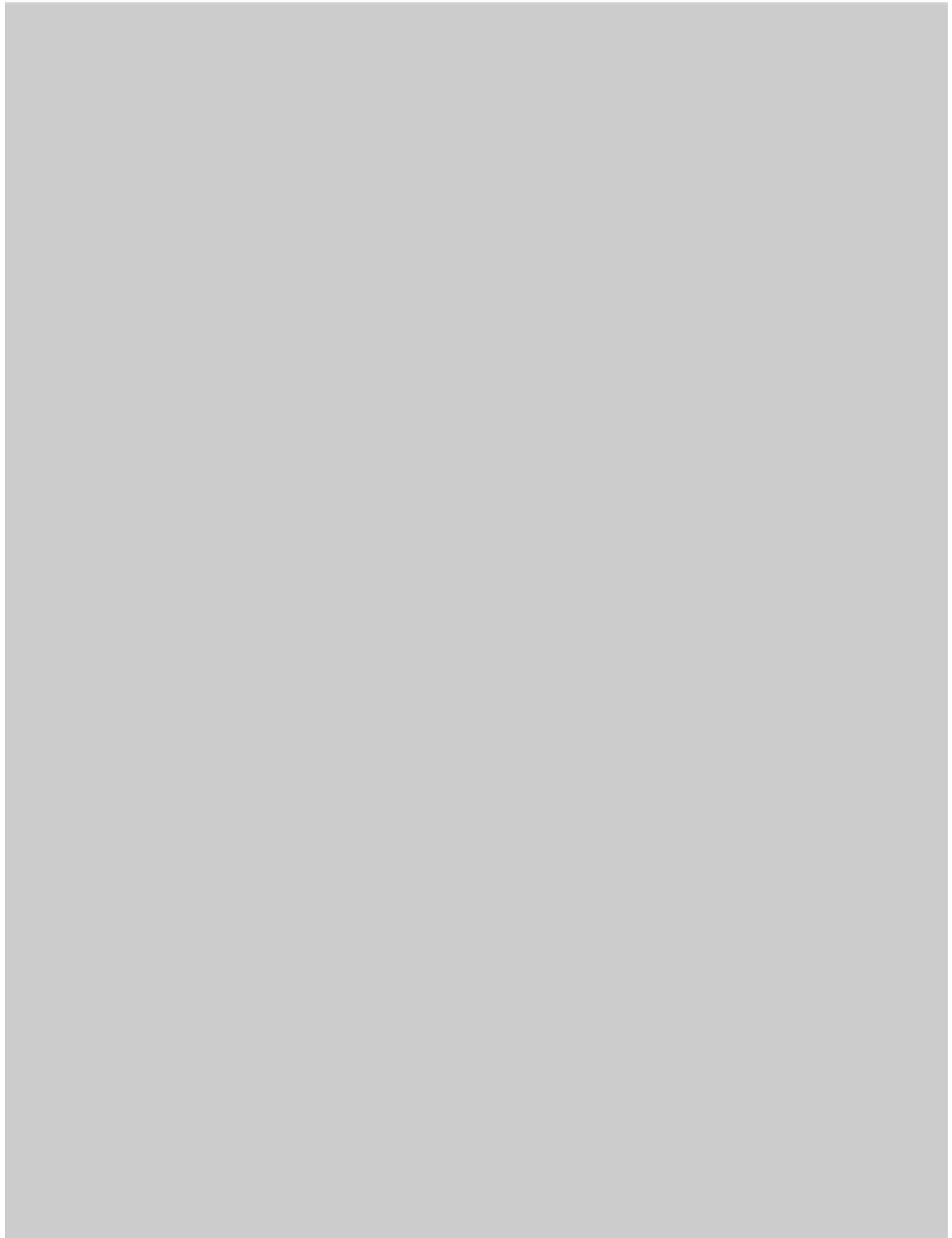## CHAPTER 3: INCORPORATING THE FIVE ESSENTIAL COMPONENTS OF SCIENTIFICALLY BASED READING INSTRUCTION
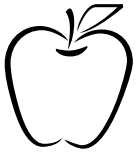
3

O B J E C T I V E

Reading coaches will use their knowledge of and expertise in scientifically based reading research (SBRR) to improve reading instruction and students' reading achievement.

3

WHAT IS SCIENTIFICALLY BASED READING RESEARCH (SBRR)?

Education, historically, has not turned to science for input and direction on action plans. Recognizing that children deserve the best instruction, and wishing to supply it immediately, education leaders may adopt "best practices" uncritically. Outcomes from products based on these practices, measured through standardized testing, bring relief or regret as the practices prove or disprove their "best" status.

Science, in contrast, seeks proof without bias prior to full-scale implementation, and it is open to the possibility that any solution may or may not be the best. The scientific criteria for evaluating claims are not complicated and have been adopted as part of standards-based reform.

Scientifically based reading research as defined in No Child Left Behind (NCLB) requires:

1. Systematic, empirical methods that draw on observation or experiment;
2. Rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusion;
3. Measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and
4. Acceptance by a peer-reviewed journal or approval by a panel of independent experts through a comparatively rigorous and objective review.

Scientific observation is systematic (1) because it seeks, through observation, to support or reject a practice as really "best." For NCLB criteria (2) and (3), data are collected during the testing of the theory. The data are valid if they accurately measure the outcomes that the intervention is designed to affect. The data are reliable if similar data can be collected by more than one observer over more than one observation. No single experiment can rule out all alternative theories, but collectively, multiple experiments can lead to a strong conclusion if the data converge. Issues are most often decided when the community of scientists agree that the preponderance of evidence supports one theory rather than another.

For NCLB criterion (4), peer review is where one should start in determining the credibility of the research. **Peer-reviewed research journals provide a filter for the busy coach who is overwhelmed by the amount of educational information available.** Examples of such journals include *American Educational Research Journal; Elementary School Journal; Journal of Literacy Research; Reading Research Quarterly;* and the *Journal of Educational Psychology.*

In the National Reading Panel (NRP) report (National Institute of Child Health and Development, 2000) fewer than one in 1,000 studies met these rigorous research requirements. Fortunately, through meta-analysis, the NRP found enough hard evidence in 34 years of scientific reading research to arrive at many useful conclusions. When these research findings are translated into daily classroom practice, educators can make a positive difference in helping all students learn to read.

WHY IS IT IMPORTANT FOR A READING COACH TO HAVE A SOLID UNDERSTANDING OF SCIENTIFICALLY BASED READING RESEARCH?

As the essential link between reading research and student results, coaches must be well informed in research findings. **To promote change and continuous improvement effectively, coaches are responsible for supporting teachers in implementing SBRR strategies, programs, and assessments.** For many teachers, implementing scientifically based reading instruction involves a change in <u>pedagogy</u>.

To begin the change cycle, coaches must be prepared to present evidence that the change works for students. Coaches assist teachers in accepting the responsibility for using and interpreting research effectively. Every reading coach should be familiar with these two excellent research syntheses:

- *Preventing Reading Difficulties in Young Children* (Snow, Burns, & Griffin, 1998), the report by a committee of experts for the National Institutes of Health.
- The National Reading Panel report (NICHD, 2000), a summary of findings drawn from a systematic and meticulous search for quality research on reading instruction, which is readily available on the Internet at www.nationalreadingpanel.org.

These documents draw three important conclusions:

1. High-quality instruction provided in the early years of school can prevent reading difficulties for many children.

2. Most older, struggling readers can learn to read, although it often becomes more difficult as students fall progressively farther behind their classmates; and

3. To ensure that children learn to read well, explicit and systematic instruction must be provided in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The following table presents an overview of the foundational knowledge of the five reading components. The table shows which components are addressed at each grade level. The Reading Components Survey (Resource 3.1) focuses on important points in each component. **While this chapter provides the essence of SBRR, coaches should continue to seek research-based professional development to expand their understanding of these components and of student characteristics at each grade level.**

COMPONENTS OF READING INSTRUCTION				
	K	**1**	**2**	**3**
Phonemic Awareness	✓	✓		
Phonics and Word Study	✓	✓	✓	✓
Fluency		✓	✓	✓
Vocabulary	✓	✓	✓	✓
Comprehension	✓	✓	✓	✓

PROCESS & PRACTICE

The Five Essential Reading Components Survey (Resource 3.1)

Write the letter of the correct answer. Answers are on page PG 3.29.

3

_____ ***1. Phonemic awareness is the ___.***
A. ability to understand oral and written vocabulary
B. knowledge that phonemes are represented by graphemes
C. ability to notice, think about, and work with the individual sounds in spoken words

_____ ***2. An activity for blending phonemes includes asking students to ___.***
A. identify how many sounds are in a word
B. identify the initial sound in a word
C. combine the separately spoken sounds to form a word

_____ ***3. A phoneme substitution activity includes asking students to ___.***
A. recognize the word that remains after a phoneme is removed
B. combine the separately spoken sounds to form a word
C. change a phoneme in a word to make a new word

_____ ***4. Phonics instruction teaches students a set of ___.***
A. rules for the grammatical structures of basic sight words
B. letter-sound correspondences to read and write words
C. definitions for commonly used words

_____ ***5. Short books or stories that provide students opportunities to practice reading words with the letter-sounds they are learning are called ___.***
A. predictable books
B. authentic children's literature
C. decodable books

_____ ***6. Reading fluency is important because it ___.***
A. provides a bridge between word recognition and comprehension
B. allows readers to focus on decoding the words
C. distinguishes <u>narrative</u> from <u>expository</u> text

_____ ***7. An effective instructional strategy for developing reading fluency is to ___.***
A. ask questions after reading
B. provide opportunities for a student to read the same passage orally several times
C. incorporate round robin reading

_____ ***8. Direct vocabulary instruction should focus on teaching ___.***
A. all the unknown words in a text
B. all the words with multiple meanings
C. all the important, useful, and particularly difficult words

_____ ***9. Comprehension strategy instruction helps students ___ .***
A. become purposeful, active readers who are in control of their own reading comprehension
B. use oral language to make sense of the words in text
C. read orally a small amount of text without interruption

WHAT IS PHONEMIC AWARENESS?

Phonemic awareness (a more specific term) is the ability to hear, identify, and manipulate sounds in spoken language (blending, segmenting, manipulating).

Phonological awareness is understanding the different ways that spoken language can be broken down into smaller units (sentences into words, words into syllables, syllables into phonemes). A broad term, phonological awareness consists of: rhyming, alliteration, sentence segmentation, syllable blending and segmenting, onset-rime segmenting and blending, and phonemic awareness.

Sometimes *phonological* and *phonemic* are used interchangeably; however, they are not the same thing. To differentiate between phonological and phonemic awareness, it may be helpful to think about the unit you are blending, segmenting, or manipulating—if you are working with words, sentences, or syllables, you are practicing phonological awareness. If you are working at the phoneme level, you are practicing phonemic awareness, although it could also be considered phonological.

Typically, phonological awareness activities are incorporated in kindergarten and 1st grade instruction with the goal of moving students to have solid phonemic awareness at approximately mid-year of 1st grade.

> *Phonemic awareness is not the same as phonological awareness. Phonological awareness is a more encompassing term that refers not only to phonemes, but to larger spoken units, such as syllables and rhyming words.*

Phonemes are the smallest units of sound in spoken language. For example, changing the first phoneme in the word *book* from /b/ to /l/ changes the word from *book* to *look* and so changes the meaning. As children develop phonemic awareness, they learn that words contain sequences of sounds by blending and segmenting words orally.

Phonemic awareness can be taught successfully to young children, particularly in small groups. In these small groups, only one or two types of phoneme manipulations, rather than multiple types, should be taught explicitly.

Phoneme manipulations include:

• Isolating—recognizing individual sounds in a word;
• Identifying—recognizing the same sounds in different words;
• Categorizing—recognizing the word that has the odd sound in a set of three or four words;
• Blending—combining a sequence of separately spoken phonemes to form a word;
• Segmenting—recognizing that a word breaks into separate phonemes;
• Deleting—recognizing the word that remains when a phoneme is removed from a word;
• Adding—recognizing a new word by adding a phoneme to an existing word;
• Substituting—recognizing a new word formed when one phoneme replaces another.

Phonemic awareness instruction is a prerequisite for effective phonics instruction. **Phonemic awareness has also been found to be a very strong predictor of later reading achievement.** Children who demonstrate phonemic awareness in the beginning stages of learning to read are less likely to develop reading problems later (Blachman, 2000; Goswami, 2000; NICHD, 2000; Snow et al., 1998; Wilkinson & Silliman, 2000). Phonemic awareness and learning to read, then, are mutually supportive. While phonemic awareness enhances the process of learning to read, learning to read also strengthens phonemic awareness.

3

SBRR findings stress the importance of phonemic awareness instruction as a formal part of the reading program because neglecting phonemic awareness has been tied to later reading failure. Simmons and Kame'enui (1999) developed the University of Oregon's Instructional Maps, K–3 (Resource 3.2, pages PG 3.31–3.45). Organized by "big ideas" for each grade level, these maps provide monthly goals and outcomes for each grade. Focus areas and descriptors are identified in the left column; the numbers in the right column represent the recommended month of coverage during a typical nine-month school calendar. Numbers in the blocks are measurable benchmarks that use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This resource is just one example of how to examine a reading program and identify benchmarks to measure achievement toward grade-level goals and outcomes.

Let's view phonemic awareness in action.

👁 **WATCH A VIDEO CLIP**

Phonemic Awareness in Action
Record your observations of the lesson in the space below.

_____

_____

📝 **PROCESS & PRACTICE**

Phonemic Awareness Practice Coaching Scenario
The coach's knowledge of phonemic awareness must extend beyond definitions to application in the school. Read the scenario and use your resources to respond in the space below.

> **A kindergarten teacher has asked you to help her select appropriate phonemic awareness lessons for a group of struggling readers. Develop guidelines you can share to help her plan appropriate phonemic awareness instruction.**

WHAT IS PHONICS INSTRUCTION?

As stated above, phonemic awareness is the understanding that the sounds of spoken language work together to make words. Phonics goes a step further and adds the understanding that there is a predictable relationship between the letters that represent those sounds in written language. **Phonemic awareness is not phonics.**

If children are to benefit from phonics instruction, however, they must be proficient in phonemic awareness. Children who cannot hear and work with the sounds of spoken words will have a difficult time learning how to recognize these sounds when they see them in written words.

The goal of phonics instruction is to help children learn and use the alphabetic principle. The alphabetic principle is the understanding that the sounds or phonemes in spoken language are represented in a sequential order by letters or graphemes in written language.

> *Example: A grapheme can be a single letter—b, d, f, p—or several letters—ch, igh, ea, ck.*

Review the University of Oregon's Instructional Maps, K–3 (Resource 3.2) in the Reproducible Masters section of this chapter. These maps are one example of a way to outline priorities for teaching the alphabetic principle to early elementary school students.

Phonics instruction produces the greatest impact on children's reading achievement when it begins in kindergarten or 1st grade. To be effective with young learners, systematic instruction should include teaching letter shapes and names, phonemic awareness, and all major letter-sound relationships.

Let's observe some examples of phonics instruction.

👁 **WATCH A VIDEO CLIP**

Phonics in Action

Record your observations of the lesson in the space below.

_____

_____

Phonics knowledge is a precursor and strong predictor of reading proficiency (NICHD, 2000; Wilkinson & Silliman, 2000). In her classic book, *Learning to Read: The Great Debate* (1967), Jeanne Chall produced the first systematic study of SBRR as it relates to phonics instruction. Chall concluded that research clearly favored a systematic approach employing explicit instruction. In explicit instruction, the letter sounds are taught purposefully. Systematic phonics instruction typically involves "explicitly teaching students a pre-specified set of letter-sound relations and having students read text that provides practice using these relations to decode words" (NICHD, 2000, p. 2–92).

Benita Blachman (2000, p. 497) confirmed Chall's findings and stated that, despite evidence that children can develop phonological awareness and phonics knowledge outside the context of literacy instruction, "there is considerable evidence that this instruction is enhanced when the connections to print are made explicit." **Explicit and systematic phonics instruction is significantly more effective than non-systematic phonics instruction with children of different ages, abilities, and socioeconomic backgrounds.** The benefit extends to word-reading skills and text comprehension, especially for Kindergartners, 1st graders, and older struggling readers.

The NRP examined five different approaches to phonics instruction.

- Synthetic phonics, which converts letters or letter combinations into sounds and then blends the sounds together to form recognizable words. Children might first learn the sound represented by the letters /b/, /u/, and /g/. They would then be taught to blend these sounds from left to right to read or "synthesize" the word *bug*.
- Phonics through spelling, which teaches children to segment words into phonemes and to make words by writing letters for phonemes.
- Analytic phonics, which has children analyze letter-sound relationships in previously learned words. Students do not pronounce sounds in isolation. If a teacher taught *banjo, bottle,* and *baby* as whole words, and then called the children's attention to the initial sound in all of these words without actually trying to pronounce the sound in isolation, he or she would be using the analytic phonics approach.
- Onset-rime phonics, which has children learn to identify the sound of the letter or letters before the first vowel (the <u>onset</u>) in a one-syllable word and the sound of the remaining part of the word (the <u>rime</u>). Onsets and rimes are the smaller parts of syllables. The onset of *bug* is /b/. The rime is the part of the syllable that contains the vowel and all that follows it: the rime of *bug* is /ug/.
- Analogy-based phonics, which uses the part of a word family that students know to help them identify words they do not know but which have similar parts. An example of analogy-based phonics would be a child's reading *clear* by recognizing that *ear* is contained in the known word *dear*.

Explicit and systematic phonics instruction gives students substantial practice applying phonics as they read and write. Decodable texts provide this practice in texts in which most of the words comprise an accumulating sequence of letter-sound correspondences that students are learning. Decoding is the ability to translate a word from print to speech, usually by employing knowledge of letter-sound correspondences; also referred to as blending or sounding out.

Children should always be taught to connect their decoding skills to the ultimate goal of reading and writing. Sounds make words, words make sentences, sentences make paragraphs, and paragraphs make books!

WHAT IS READING FLUENCY?

Reading <u>fluency</u> is accurate reading at a conversational rate with appropriate <u>prosody</u> or expression (Hudson, Mercer, & Lane, 2000). Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers don't have to concentrate on decoding the words, they can focus their attention on meaning. They can make connections among the ideas in the text and their background knowledge. In other words, **fluent readers can multi-task by recognizing words and comprehending at the same time.** Less fluent readers, however, must focus on decoding the words and filling in gaps when they cannot identify words. This allows them little attention for constructing the meaning of the text. When fluent readers read silently, they recognize words automatically. <u>Automaticity</u> refers to this quick and accurate level of word recognition.

Fluency develops gradually over considerable time and through substantial practice. Reading fluency fluctuates "depending on what readers are reading, their familiarity with the words, and the amount of their practice with reading text" (Armbruster, Lehr & Osborn, 2001, p. 23).

Researchers have investigated two major instructional approaches related to fluency:

1. <u>Repeated oral reading</u>, where students read passages aloud several times and receive guidance and feedback from the teacher.
2. Independent silent reading, where students are encouraged to read extensively on their own.

Repeated oral reading procedures that offer constructive comments are effective for improving word recognition, fluency, comprehension, and overall reading achievement. Students reread words and/or passages three or four times orally with teacher instruction. Oral reading practice may be enhanced by <u>modeling</u> fluent reading, so that students can learn what is expected in terms of prosody. If students can read with appropriate prosody, that is one sign that they are tracking the meaning of the text. After modeling how the text is read, teachers may improve student fluency by having students read passages repeatedly by:

- Student-adult reading, sometimes called "echo reading": a student reads one-on-one with a teacher, parent, classroom aide, or tutor. The adult reads the text first, modeling fluent reading. Then the student reads the same passage, with adult assistance and encouragement until the reading is fluent;
- Choral or unison reading: students read as a group along with the teacher. Students must be able to see the same text either by using a big book or following along with their own copy. For choral reading, a teacher should choose a book that is not too long and is at the independent reading level of most students;
- Daily read-alouds: reading effortlessly and with expression, the teacher models for students how a fluent reader sounds during reading. A teacher may invite other adults to the classroom to read aloud to students. Encourage parents or other family members to read aloud at home. Reading to children has many benefits. It increases their knowledge of the world, expands their vocabulary, increases their familiarity with the structure and flow of written language, and sparks their interest in reading;
- Partner reading: students take turns reading aloud to each other. In partner reading, more fluent readers can be paired with less fluent ones. The stronger reader reads a paragraph or page first, modeling fluent reading. Then the less fluent reader reads the same text aloud. The stronger student gives help with word recognition and provides feedback and encouragement to the less fluent partner. The less fluent reader rereads the passage until he or she can read it independently. In another form of partner reading, children who read at the same level are paired to reread a story on which they have received instruction during a teacher-guided part of the lesson. Two readers of equal ability can practice rereading after hearing the teacher read the passage;
- Tape-assisted reading: students initially follow along with a tape, pointing to each word as he or she hears it. Next, students try to read aloud along with the tape. Reading along with the tape should continue until the student can read the book independently without the support of the tape;
- Readers' theater: students rehearse and perform a play for peers or others. Students read from scripts derived from books that are rich in dialogue and play characters who speak lines or a narrator who shares necessary background information. Readers' theatre gives readers a legitimate reason to reread text and to practice fluency. It also promotes cooperative interaction with peers and makes the reading task appealing;
- Timed repeated reading: students reread passages aloud to the teacher to increase automaticity in reading text. As a student rereads the same passage at his or her instructional or independent level to meet a goal, the teacher times the student, graphs results, and offers feedback; and
- Computer-assisted reading.

No current research evidence confirms that instructional time spent on silent, independent reading with minimal guidance and feedback improves fluency (NICHD, 2000). The research suggests that there are more beneficial ways to spend reading instructional time than to have students read independently in the classroom. Readers who have not yet attained fluency are not likely to make effective and efficient use of silent, independent reading time. For these students, independent reading takes time away from needed explicit reading instruction.

Rather than allocating instructional time for independent reading in the classroom, teachers can encourage

students to read more outside of school. <u>Reading level</u>—how well a student can accurately read a text—must be considered when recommending books to students. The three reading levels of text are:

- Independent—the level at which a student reads with no more than approximately one error in twenty words, with good comprehension;
- Instructional—the level at which a student reads with no more than approximately one error in ten words, with satisfactory comprehension; and
- Frustration—the level at which a student reads with more than one error in ten words, with poor comprehension.

3

Books recommended for reading outside of school should be at the student's independent reading level. Coaches can suggest leveled classroom libraries. It may be necessary to communicate to the school media specialist and parents about the importance of reading level in book selection.

Coaches should encourage teachers to assess fluency regularly, both formally and informally, to ensure that students are making appropriate progress. The most informal assessment is simply listening to students read aloud and judging their progress in fluency. More formal measures of fluency assess only rate and accuracy, since prosody is more difficult to assess reliably. Common assessment terms include:

- <u>Reading rate</u>—the speed at which text is read;
- <u>Reading accuracy</u>—the ability to pronounce and read words correctly; and
- <u>Words correct per minute (WCPM)</u>—the number of words a student reads correctly per minute. It also indicates a student's reading fluency score on fluency assessments.

The most reliable way to assess fluency formally is to take timed samples of students' reading and compare the number of words read correctly per minute with published oral reading fluency norms or standards. Several norms for oral reading fluency in grades 1–3 are available. They all differ slightly in what they identify as average performance at each grade level. The data in the chart below were collected from three national samples of students who were asked to read short grade level passages. These are (1) norms collected by Edformation, Inc. and available on their website: http://www.aimsweb.com/measures/reading/norms.php, (2) the Dynamic Indicators of Basic Early Literacy Skills (DIBELS, Good, Wallin, Simmons, Kame'enui, & Kaminski, 2002), and (3) norms recently collected by Jan Hasbrouck & Gerald Tindal (Tindal, Hasbrouck, & Jones, 2005),

In the chart below, the Edformation norm values are identified as AIMS, DIBELS norms are identified as DIBELS, and values from Hasbrouck and Tindal are identified as H & T.

50th Percentile Scores from Three Norming Samples

Grade	Fall			Winter			Spring		
	AIMS	DIBELS	H&T	AIMS	DIBELS	H&T	AIMS	DIBELS	H&T
1st				25	27	23	54	54	53
2nd	55	55	51	79	80	72	94	100	89
3rd	78	87	71	97	101	92	112	119	107

Since there is no current, detailed information about how representative the students in these norming samples are, it is probably most useful to think of **"average" performance for a given grade level as falling within the range of scores contained in the table** above. Thus the 50th percentile value for correct words per minute in winter of 2nd grade should be viewed as falling between 72 and 80 correct words per minute. Similarly, 50th percentile value at the end of 3rd grade should be seen as falling between 107 and 119 correct words per minute.

📖 **PROCESS & PRACTICE**

Fluency Practice Coaching Scenario

The coach's knowledge of phonics and fluency must extend beyond definitions to application in the school. Read each scenario below. Use your resources to respond in the space below.

> **Your principal has asked you to write a brief for the monthly staff newsletter to clarify systematic and explicit phonics instruction. List key points you plan to include in the brief. For assistance see pages PG 3.10–11.**

> **Several 1st, 2nd, and 3rd grade teachers have asked you to demonstrate fluency-building lessons. Which practice listed on pages PG 3.11–13 would you demonstrate first? Describe your rationale for selecting this fluency building practice.**

WHAT IS VOCABULARY?

<u>Vocabulary</u> refers to the words we must know to communicate effectively. As a component of both oral and written language, vocabulary includes the body of words students must know to make sense of the words they see in print. Types of vocabularies include:

- Listening;
- Speaking;
- Reading; and
- Writing.

"Knowing" a word is a complicated, multifaceted matter that informs instruction and subsequent measurement. Instructional goals include understanding text with targeted words, recall, and appropriate use in speech and writing. Beck, McKeown, and Kucan (2002) identify four stages of word knowledge.

📖 PROCESS & PRACTICE

Put a check under the appropriate category to show your knowledge of each word.

Four Stages of Word Knowledge

Word	Know it well, can explain and use it.	Know something about it, relate it to something familiar	Have seen or heard the word	Do not know the word
Phonological awareness				
Phonics				
Phonemic awareness				

From *Bringing Words to Life: Robust Vocabulary Instruction,* by I. L. Beck, M. G. McKeown, and L. Kucan, 2002.

Vocabulary knowledge is strongly related to overall reading comprehension. If a student decodes and pronounces a word but does not recognize its meaning, comprehension will be impaired. Comprehension may also be affected if a word is not recognized automatically and efficiently (with <u>fluency</u>). Knowledge of a word's meaning also facilitates accurate word recognition.

As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their vocabulary. Students may learn words that fall into the *unknown* and *acquainted* levels by:

- Learning a new meaning from a known word;
- Learning the meaning for a new word representing a known concept;
- Learning the meaning of a new word representing an unknown concept (accounts for much of the learning in the content areas); and
- Clarifying and enriching the meaning of a known word.

The scientific research on vocabulary instruction reveals that most vocabulary is learned indirectly, while some vocabulary must be taught directly. Children learn word meanings indirectly as they:

- Engage daily in oral language through conversations with other people, especially adults. As they participate in these conversations, children often hear adults repeat words or use new and interesting words. The more oral language experience children have, the more word meanings they learn. High-quality classroom language can bring richness of language to the classroom.
- Listen to adults read to them. Reading aloud is particularly helpful when the reader pauses during reading to define an unfamiliar word and discusses the book after reading. Conversations about books help children learn new words and concepts and relate them to their prior knowledge and experience.
- Read extensively on their own. The more children read independently—at the right level of difficulty, in sufficient amounts, and with sufficient motivation to pursue understanding—the more words they encounter and the more word meanings they learn. **Once students are reading independently, the amount of time they spend reading is one of the best predictors of their vocabulary size.**

BUT wide reading alone will not ensure that students acquire the most productive word-learning strategies.

How does the teacher help a child to increase his other vocabulary? Children learn word meanings directly when teachers provide students with explicit vocabulary instruction and word-learning strategies. Encouraging findings from the National Reading Panel report (NICHD, 2000) indicate that vocabulary instruction leads to gains in comprehension, that vocabulary should be taught directly, and that students should also be taught to use context or incidental learning so that they have another strategy for deciphering word meaning from text.

Instruction might occur before, during, and after reading. (Combined approaches may be best.)

Before reading:

  – Preview or pre-instruction of words.

During reading:

  – Incidental learning while reading or listening;

  – Vocabulary grows through reading—more words are learned from reading than from hearing spoken language;

  – Repeated exposure to words.

After reading:

  – Substitute or define, using easy words (e.g., *covert* means *secret*).

  – Build connections.

  – Define and deepen word knowledge (graphic organizers, categorization and classification tables, semantic word webs, questioning activities, reader's theater, charades).

Choose your text with the goal of building vocabulary in mind:

  – Repeated multiple exposures to words enhances vocabulary gains and deepens understanding;

  – Interacting with rich text helps too;

  – Informational (non-fiction) text;

  – Content-area vocabulary.

How many words should teachers teach? **In 1st and 2nd grade, children need to learn 800+ words per year (about two per day).** After second grade, children need to learn 2,000 to 3,000 new words each year. **Research has shown that typically developing children need to encounter a word about 12 times before they know it well enough to improve their comprehension.** Research suggests an upper limit of about eight to ten new words can be taught directly each week, or about 400 a year. To achieve the recommended number of words learned per year, the balance of the child's new vocabulary will come through indirect vocabulary acquisition.

The good news is, if vocabulary instruction has not been a focus, that when we begin to provide and emphasize effective vocabulary instruction, we have a chance to close the vocabulary gap (Beck, McKeown, & Kucan, 2002).

Isabel Beck's research on vocabulary describes one approach to vocabulary instruction using tiers of words (Beck & McKeown, 1985). Tier 1 words are basic vocabulary such as *happy, talk,* and *cold.* These words are clearly important, especially for English Language Learners and struggling readers. Tier 2 words are high frequency words (words in general use, but not common) such as *avoid, fortunate,* and *industrious.* Tier 2 words play a large role in verbal functioning across a variety of domains. Beck suggests teaching 400 Tier 2 words per year. Tier 3 words are low frequency and may be specific to domains (e.g., *isotope*). Tier 3 words should be taught as the need arises.

How will teachers decide which words to choose? Teachers are encouraged to choose words carefully. Include words that are:

- Critical to the meaning of the story;
- Not defined in the context of the story (thus difficult for students to pick up indirectly on their own);
- Likely to be seen again;
- Useful; and
- Used in figurative speech or idiomatic expressions.

In explicit vocabulary instruction, a teacher selects a limited number of words (about three to ten words per story or section in a chapter). Briefly defining other words that are needed for comprehension is recommended. To achieve the recommended number of words learned per year the balance of the child's new vocabulary will come through indirect vocabulary acquisition.

Word-learning strategies should:

- Be engaging;
- Provide multiple exposures;
- Encourage deep processing;
- Connect the word's meaning to prior knowledge; and
- Provide practice over time.

Specific word instruction or teaching individual words can deepen students' knowledge of word meanings. **In-depth knowledge of word meanings helps both vocabulary learning and reading comprehension.** Extending instruction that promotes active engagement with vocabulary improves word learning. The more students use new words and use them in different contexts, the more likely they are to learn the words. Repeated exposure to vocabulary in many contexts aids word learning. The more children see, hear, and work with specific words, the better they seem to learn them. It is important to promote reading a variety of texts and to provide many opportunities for students to read both in and out of school.

PROCESS & PRACTICE

Vocabulary Coaching Scenario

The coach's knowledge of vocabulary must extend beyond definitions to application within the school. Read the scenario below and use your resources to respond.

> **At all grade levels, teachers are expected to teach the definitions for all pre-selected vocabulary words in their reading programs and content-area textbooks explicitly. Develop a set of guidelines to help teachers select appropriate words for directly teaching vocabulary to their students. For suggestions, see pages PG 3.14–17.**

WHAT IS COMPREHENSION?

Comprehension is the ability to get meaning from text. **Comprehension is the reason for reading.** Good readers have a purpose for reading. They may read to find out how to do something, to pass a course, for entertainment, or to experience the pleasures of great literature. Good readers think actively as they read. Using their experiences and knowledge of the words, their knowledge of vocabulary and language structure, and their knowledge of reading strategies, good readers make sense of the text and know how to get the most out of it. They know when they have problems with understanding and how to resolve these problems as they occur.

Text comprehension can be improved by instruction that helps readers use specific comprehension strategies. "Research for over 30 years has shown that instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read" (Armbruster, Lehr, & Osborn, 2001, p. 48). **Comprehension strategies are conscious plans that good readers use to make sense of text.** Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension.

Below are six strategies with a firm scientific basis for improving text comprehension:

1. Comprehension monitoring is a critical part of metacognition. Metacognition can be defined as thinking about thinking. Good readers use metacognitive strategies to think about and have control over their reading. Before reading they might clarify their purpose for reading and preview the text. During reading they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and resolving any comprehension problems they encounter. After reading, they check their understanding of what they read. Research shows that instruction, even in early grades, can help students become better at monitoring their comprehension.

2. Graphic organizers illustrate concepts and relationships among concepts in a text. Graphic organizers can help students focus on text structure as they read, give students tools they can use to examine and visually represent relationships in a text, and help students write well-organized summaries of a text. Text refers to any type of written material.

3. Answering questions has long been used to guide and monitor students' learning. Research shows that teaching questioning strategies strongly supports and advances students' learning from reading. Questions appear to be effective for improving learning from reading because they give students a purpose for reading; focus students' attention on what they are to learn; help students to think actively as they read; encourage students to monitor their comprehension; and help students review content and relate what they have learned to what they already know.

4. Generating questions teaches students to ask their own questions to improve their active processing of text and their comprehension. By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading.

5. Recognizing story structure refers to the way a story's content and events are organized into a plot. Students who can recognize story structure have greater appreciation, understanding, and memory for stories. In story structure instruction, students learn to identify the categories of content, setting, initiating events, internal reaction, goals, attempts and outcomes, and how this content is organized into a plot.

6. Summarizing synthesizes the important ideas in a text. It requires students to determine what is important in what they are reading in order to condense information and put it into their own words. Instruction in summarizing helps students identify main ideas, connect the main or central ideas, eliminate redundant and unnecessary information, and remember what they read.

Research shows that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use comprehension strategies, what strategies to use, and how to apply them.

   The steps in **explicit instruction** typically include:

- <u>Direct explanation</u>—the teacher explains to students why the strategy helps comprehension and when to apply the strategy;
- <u>Modeling</u>—the teacher demonstrates how to apply the strategy;
- <u>Guided practice</u>—the teacher guides and assists students as they learn how and when to apply the strategy; and
- <u>Application</u>—the teacher helps students practice the strategy until they can apply it independently.

3

Effective comprehension strategy instruction can also occur through <u>cooperative learning</u>. Effective instruction helps readers use comprehension strategies flexibly and in combination. Multiple strategy instruction teaches students how to use strategies as they are needed to assist their comprehension.

WATCH A VIDEO CLIP

Comprehension in Action

PROCESS & PRACTICE

Critical Comprehension Coaching Scenario

The coach's knowledge of comprehension must extend beyond definitions to application in the school. Read the scenario below. Use your resources to respond in the following chart. See pages PG 3.18–19 for suggestions.

You will be demonstrating several comprehension strategies for 2nd grade teachers over the course of the first semester. Complete the demonstration chart below. Include ideas to share with teachers about how each strategy can improve students' comprehension and how each strategy can be incorporated into the school's reading program.

DEMONSTRATION CHART

Comprehension Strategy	Ways Strategy Improves Comprehension	Link to Reading Program

👁 **WATCH A VIDEO CLIP**

We have now discussed all of the five reading components recommended by scientifically based research. You have seen examples of these components in the clips shown. Reflect on these examples and in the chart below, record the name(s) of teachers at your school who could provide a quality example of each component.

📝 **PROCESS & PRACTICE**

The Five Essential Reading Components

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Teacher who models this component					
Teacher who models this component					

HOW CAN A COACH DETERMINE IF READING PROGRAMS INCLUDE THE FIVE ESSENTIAL READING COMPONENTS AND ARE BASED ON SCIENTIFIC READING RESEARCH?

Administrators, coaches, and teachers can use *Reviewing a Reading Program* (downloadable from the COI website, www.centeroninstruction.org) as one way to evaluate reading programs. The guide allows one to analyze a reading program, examining the essential components emphasized at each grade level. A simple rating system is used to determine how well a program addresses these elements. Grade-level summary sheets provide an overall picture of the program's effectiveness, including the incorporation of appropriate grouping practices and assessment.

The Five Essential Reading Components and Reading Program Worksheet (Resource 3.3) on pages PG 3.47–55 can also be used with teachers to examine the integration of the five essential components in core reading programs. The resources listed above are only two ways of determining if reading programs include the five essential reading components and are based on scientific reading research.

Let's turn to the coaches to hear how they review programs for the five essential components of reading.

👁 **WATCH A VIDEO CLIP**

How does your school's reading program cover the five essential components?

_____
_____
_____
_____
_____
_____
_____

LEARNING CENTERS

Make and Take Center

Coaches provide resources to help teachers teach reading effectively. Use this learning center time to create materials to add to your coaching collection.

The Florida Center for Reading Research has developed K–3 student center activities organized by the five components of reading instruction. This resource may be given to you in hard copy by your facilitator in this learning center or the materials may be downloaded from:

http://www.fcrr.org/Curriculum/studentCenterActivities.htm

Pick up your scissors and warm up the laminating machine!

Notes to self on Make and Take ideas for teachers:

_____
_____
_____
_____
_____
_____
_____

Reflection Center

As you coach, you will ask many teachers to reflect on their instructional practices. Review each reflection prompt below. Select one prompt and record a response.

Option A: Of the five reading components, which area do you feel the least comfortable in coaching? Why? What are some resources available to you to improve your skills in this area?

How can you assess those resources?

Option B: Some teachers would argue that the science of reading has interfered with the creativity of teaching. How do you feel about this statement?

Notes to self on reflection prompts:

_____
_____
_____
_____
_____
_____
_____

Technology Center

Websites offer information not covered in the *Leading for Reading* guide. Visit each website below to explore your interests in each of these topics. Make a note to bookmark these sites on your personal computer as future references.

- University of Oregon's Big Ideas in Beginning Reading:
  http://reading.uoregon.edu/appendices/contents.php
- Center on Instruction
  http://www.centeroninstruction.org/

Note to self on resources found at these websites:

_____
_____
_____
_____
_____
_____
_____

Research Center

How many times have you wished for just a few quiet moments to review the latest reading research? The links below offer information to focus your search through the research (A) or a review of the research on fluency (B).

Option A: National Institute for Literacy. (2005). *What is scientifically based research? A guide for teachers.*

http://www.nifl.gov/partnershipforreading/publications/science_research.pdf

Option B: Kuhn, M. R. & Stahl, S. A. (2000). CIERA Report #2-008. *Fluency: A review of developmental and remedial practices.* Washington, DC: U.S. Department of Education.

http://www.ciera.org/library/reports/inquiry-2/2-008/2-008.pdf

Notes to self on what these findings mean for our school:

_____
_____
_____
_____
_____
_____
_____

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CHAPTER 3: REPRODUCIBLE MASTERS

Resource 3.1   **The Five Essential Reading Components Survey (with Answers)**

Resource 3.2   **University of Oregon's Instructional Maps, K–3**

Resource 3.3   **The Five Essential Reading Components and Reading Program Worksheet**

Master copies of the forms used in Chapter 3 follow.

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The Five Essential Reading Components Survey (Resource 3.1)

Write the letter of the correct answer.

_____ ***1. Phonemic awareness is the ___.***

A. ability to understand oral and written vocabulary

B. knowledge that phonemes are represented by graphemes

C. ability to notice, think about, and work with the individual sounds in spoken words

_____ ***2. An activity for blending phonemes includes asking students to ___.***

A. identify how many sounds are in a word

B. identify the initial sound in a word

C. combine the separately spoken sounds to form a word

_____ ***3. A phoneme substitution activity includes asking students to ___.***

A. recognize the word that remains after a phoneme is removed

B. combine the separately spoken sounds to form a word

C. change a phoneme in a word to make a new word

_____ ***4. Phonics instruction teaches students a set of ___.***

A. rules for the grammatical structures of basic sight words

B. letter-sound correspondences to read and write words

C. definitions for commonly used words

_____ ***5. Short books or stories that provide students opportunities to practice reading words with letter sounds they are learning are called ___.***

A. predictable books

B. authentic children's literature

C. decodable books

_____ ***6. Reading fluency is important because it ___.***

A. provides a bridge between word recognition and comprehension

B. allows readers to focus on decoding the words

C. distinguishes narrative from expository text

_____ ***7. An effective instructional strategy for developing reading fluency is to ___.***

A. ask questions after reading

B. provide opportunities for a student to read the same passage orally several times

C. incorporate round robin reading

_____ ***8. Direct vocabulary instruction should focus on teaching ___.***

A. all the unknown words in a text

B. all the words with multiple meanings

C. all the important, useful, and particularly difficult words

_____ ***9. Comprehension strategy instruction helps students ___.***

A. become purposeful, active readers who are in control of their own reading comprehension

B. use oral language to make sense of the words in text

C. read orally a small amount of text without interruption

Answers
1. C
2. C
3. C
4. B
5. C
6. A
7. B
8. C
9. A

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University of Oregon's Instructional Maps, K–3 (Resource 3.2)

Mapping of Instruction to Achieve Instructional Priorities **Kindergarten**

Instructional Priority: *Phonemic Awareness*	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	x	x							
1b: Identifies which word is different		x	x						
1c: Identifies different speech sound			x	x					
Focus 2: Rhyming[c]									
2a: Identifies whether words rhyme	x								
2b: Produces a word that rhymes		x	x						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			x	x					
*3b: Orally blends separate phonemes					x	x	x		
Focus 4: Segmentation									
4a: Claps words in sentences	x								
4b: Claps syllables in words		x	x						
4c: Says syllables				x	x				
*4d: Identifies first sound in 1-syllable words	8[a]	x	x	x	25[a]				
*4e: Segments individual sounds in words					18[b]	x	x	x	35[b]

*High priority skill   [a]DIBELS ISF Score   [b]DIBELS PSF Score   [c]Optimal time for rhyme instruction not established

Mapping of Instruction to Achieve Instructional Priorities **Kindergarten**

Instructional Priority: *Alphabetic Principle*	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Correspondence									
1a: Identifies letter matched to a sound	x	x	x	x	x	x			
*1b: Says the most common sound associated with individual letters			x	x	13[a]	x	x	x	25[a]
Focus 2: Decoding (Sounding Out Words)									
*2a: Blends letter sounds in 1-syllable words					13[a]				25[a]
Focus 3: Sight-Word Reading									
3a: Recognizes some words by sight						x	x	x	x

*High priority skill   [a]DIBELS NWF Score

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Mapping of Instruction to Achieve Instructional Priorities **Kindergarten**

Instructional Priority: *Vocabulary*	1	2	3	4	5	6	7	8	9
Focus 1: Concept Naming and Use									
*1a: Names pictures of common concepts	x	x	x	x	x	x	x	x	x
*1b: Uses words to describe location, size, color, and shape	x	x	x	x	x	x	x	x	x
*1c: Uses names and labels of basic concepts	x	x	x	x	x	x	x	x	x
Focus 2: Categorization									
2a: Identifies and sorts pictures of common words into basic categories	x	x	x	x	x	x	x	x	x
Focus 3: Vocabulary Development and Use									
*3a: Learns new vocabulary through stories and instruction	x	x	x	x	x	x	x	x	x
3b: Listens to new vocabulary in multiple contexts to understand its use	x	x	x	x	x	x	x	x	x
3c: Uses newly learned vocabulary on multiple occasions to reinforce meaning	x	x	x	x	x	x	x	x	x

*High priority skill

Mapping of Instruction to Achieve Instructional Priorities **Kindergarten**

Instructional Priority: *Comprehension*	1	2	3	4	5	6	7	8	9
Focus 1: Predicting									
1a: Uses pictures and information about the story to predict what will happen next				x	x				
Focus 2: Identifying Information From Stories									
*2a: Answers who[1], where[2], and what[3] questions after listening to a sentence or short paragraph	1, 3	1, 3	1-3	1-3					
2b: Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences	x	x	x	x	x	x	x	x	x
Focus 3: Retelling and Summarizing									
*3a: Retells a familiar story with a book				x	x				
3b: Retells a familiar story without a book including beginning, middle, and end						x	x		
3c: Retells a story and includes characters, settings, and important events							x	x	
3d: Identifies the correct sequence of events in a story read orally by someone else								x	x
Focus 4: Making Connections									
4a: Connects events, characters, and actions in the story to specific life experiences	x	x	x	x	x	x	x	x	x

*High priority skill

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Mapping of Instruction to Achieve Instructional Priorities **First Grade**

Instructional Priority: *Phonemic Awareness*	1	2	3	4	5	6	7	8	9
Focus 1: Sound Isolation									
1a: Identifies initial sound in 1-syllable words	x	x							
1b: Identifies final sound in 1-syllable words	x	x	x						
1c: Identifies medial sound in 1-syllable words		x	x	x					
Focus 2: Sound Blending									
*2a: Blends 3-4 phonemes into a whole word	x	x	x	x	x				
Focus 3: Sound Segmentation									
*3a: Segments 3- and 4-phoneme, 1-syllable words	35[a]								

*High priority skill   [a]DIBELS PSF Score

Mapping of Instruction to Achieve Instructional Priorities **First Grade**

Instructional Priority: *Alphabetic Principle*	1	2	3	4	5	6	7	8	9
Focus 1: Letter and Letter Combinations									
*1a: Produces L-S correspondences (1/sec)	x	x	x						
*1b: Produces sounds to common letter combinations			x	x	x	x			
Focus 2: Decoding (Sounding Out)									
*2a: Decodes words with consonant blends		x	x	x					
*2b: Decodes words with letter combinations			x	x	x	x	x		
*2c: Reads regular 1-syllable words fluently	24[a]	x	x	x	50[a]	x	x	x	x
*2d: Reads words with common word parts				x	x	x	x		
Focus 3: Sight-Word Reading									
*3a: Reads common sight words automatically	x	x	x	x	x	x	x	x	x
Focus 4: Reading Connected Text									
*4a: Read accurately (1 error in 20 words)			x	x	x	x	x	x	x
*4b: Reads fluently (1 word per 2–3 sec mid year; 1 word per sec end of year)	x	x	x	x	x	20[b]	x	x	40[b]
4c: Phrasing attending to ending punctuation						x	x	x	x
4d: Reads and rereads to increase familiarity						x	x	x	x
4e: Rereads and self-corrects while reading		x	x	x	x				

*High priority skill   [a]DIBELS NWF Score   [b]DIBELS ORF Score

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Mapping of Instruction to Achieve Instructional Priorities **First Grade**

Instructional Priority: *Vocabulary*	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Sorts grade-appropriate words with or without pictures into categories	x	x	x	x	x	x	x	x	x
Focus 2: Vocabulary Development and Use									
*2a: Learns and uses unfamiliar words introduced in stories and informational passages	x	x	x	x	x	x	x	x	x
*2b: Increases knowledge of word meanings and uses new vocabulary in speaking and writing	x	x	x	x	x	x	x	x	x

High priority skill

Mapping of Instruction to Achieve Instructional Priorities **First Grade**

Instructional Priority: *Comprehension*	1	2	3	4	5	6	7	8	9
Focus 1: Identifying Information From Stories									
*1a: Answers who[1], what[2], when[3], where[4], and how[5] questions after listening to or reading paragraph(s)	1, 2	1, 2	3, 4	3, 4	3, 4	5	5	1[F]	1[F]
*1b: Tells the main idea of a simple story or topic of an informational passage	1	1	1	1, 2	1, 2				
*1c: Identifies and answers questions about characters[C], settings[S], and events[E]	C	C, S	C, S	C, S, E					
Focus 2: Making Inferences									
2a: Makes and verifies predictions based on information from the story				x	x	x			
2b: Draws conclusions about information or stories read						x	x	x	
Focus 3: Retelling and Summarizing									
*3a: Retells the main ideas of simple stories		x	x	x					
3b: Retells a story and includes characters, settings, and important events			x	x	x	x	x	x	x
3c: Retells correct sequence of events in a story or a chronological passage					x	x	x	x	x
3d: Summarizes main ideas learned about a topic from an informational passage							x	x	x
Focus 4: Monitoring Comprehension									
4a: Stops while reading to assess understanding and clarify	x	x	x	x	x	x	x	x	x
Focus 5: Making Connections									
5a: Connects events, characters, and actions in the story to specific life experiences	x	x	x	x	x	x	x	x	x
5b: Uses prior knowledge to clarify understanding	x	x	x	x	x	x	x	x	x

High priority skill   [F] *Integrated*

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Mapping of Instruction to Achieve Instructional Priorities **Second Grade**

Instructional Priority: *Alphabetic Principle*	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
*1a: Produces diphthongs and digraphs	x	x							
Focus 2: Decoding and Word Recognition									
*2a: Uses advanced phonic elements to recognize words	x	x	x	x					
2b: Reads compound words, contractions, possessives, inflectional endings			x	x	x	x			
*2c: Reads multisyllabic words					x	x	x		
Focus 3: Sight-Word Reading									
*3a: Reads more sight words accurately	x	x	x	x	x	x	x	x	x
Focus 4: Reading Connected Text									
*4a: Reads 90–100 wpm	44[a]	x	x	x	68[a]	x	x	x	90[a]
4b: Reads with phrasing and expression			x	x	x				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10[b]	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	x	x	x	x	x	x	x	x	x
4e: Self-corrects word recognition errors	x	x							

High priority skill   [a]DIBELS ORF Score   [b]Minutes of practice per day

Mapping of Instruction to Achieve Instructional Priorities **Second Grade**

Instructional Priority: *Vocabulary*	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes words into sets and groups	x	x	x	x	x	x	x	x	x
Focus 2: Vocabulary Development and Use									
*2a: Learns and uses unfamiliar words that are introduced in stories and texts	x	x	x	x	x	x	x	x	x
2b: Understands and explains common antonyms and synonyms	x	x	x	x	x	x	x	x	x
*2c: Increases knowledge of vocabulary through independent reading	x	x	x	x	x	x	x	x	x
2d: Uses new vocabulary	x	x	x	x	x	x	x	x	x
2e: Examines word usage and effectiveness to expand descriptive vocabulary	x	x	x	x	x	x	x	x	x
2f: Makes inferences about the meaning of a word based on its use in a sentence	x	x	x	x	x	x	x	x	x
2g: Uses word structure to learn meaning	x	x	x	x	x	x	x	x	x
2h: Identifies simple multiple-meaning words	x	x	x	x	x	x	x	x	x

High priority skill

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Mapping of Instruction to Achieve Instructional Priorities **Second Grade**

Instructional Priority: *Comprehension*	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
*1a: Answers questions about main characters^{MC}, settings^S, and events^E	MC	MC	MC, S	MC, S	MC, S, E	MC, S, E			
1b: Identifies characters' actions, motives, emotions, traits, and feelings			x	x	x	x			
1c: Makes and confirms predictions based on information from the story							x	x	x
*1d: Answers what-if, why, and how questions				x	x	x			
*1e: Distinguishes between main idea/details^{MD}, fact/opinion^{FO}, cause/effect^{CE}		MD	MD	FO	FO	CE	CE		
Focus 2: Comprehending Informational Text									
2a: Uses text structure to aid understanding				x	x	x			
2b: Uses information from simple tables, maps, and charts to learn about a topic					x	x	x		
2c: Uses titles, table of contents, and chapter headings to locate information						x	x	x	
Focus 3: Comprehension Monitoring									
3a: Reads for understanding	x	x	x	x	x	x	x	x	x
3b: Interacts with stories^S and informational^I text to clarify and extend comprehension	S	S	S	S, I	S, I	S, I			
Focus 4: Retelling, Summarizing, Synthesizing									
*4a: Retells explicit^E and implicit^I main ideas		E	E	E	I	I	I		
*4b: Identifies the correct sequence of events	x	x	x						
*4c: Draws conclusions based on content			x	x	x				
4d: Identifies/discusses theme of the text					x	x	x		
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	x	x	x	x	x	x	x	x	x
5b: Uses prior knowledge to clarify understanding	x	x	x	x	x	x	x	x	x
5c: Makes comparisons across reading selections					x	x	x	x	x

High priority skill

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Mapping of Instruction to Achieve Instructional Priorities **Third Grade**

Instructional Priority: *Alphabetic Principle*	1	2	3	4	5	6	7	8	9
Focus 1: Decoding and Word Recognition									
*1a: Produces common word parts	x	x							
*1b: Reads regular multisyllabic words		x	x	x	x				
1c: Reads compound words, contractions, possessives, inflectional endings		x	x	x	x	x			
1d: Uses word meaning and order in the sentence to confirm decoding efforts		x	x	x					
1e: Uses word structure knowledge to recognize multisyllabic words		x	x	x					
Focus 2: Sight-Word Reading									
2a: Increases sight words read fluently	x	x	x	x	x	x	x	x	x
Focus 3: Reading Connected Text									
*3a: Reads 110–120 wpm	77[a]	x	x	x	92[a]	x	x	x	110[a]
3b: Reads with phrasing, expression, inflection	x	x	x						
*3c: Increases independent reading	5[b]	10	10	15	15	20	20	25	30

High priority skill   [a]DIBELS ORF Score   [b]Minutes per day

Mapping of Instruction to Achieve Instructional Priorities **Third Grade**

Instructional Priority: *Vocabulary*	1	2	3	4	5	6	7	8	9
Focus 1: Concept Categorization									
1a: Classifies and categorizes increasingly complex words into sets and groups	x	x	x	x	x	x	x	x	x
1b: Categorizes words hierarchically	x	x	x	x	x	x	x	x	x
1c: Draws and uses semantic maps and organizers to convey word relations	x	x	x	x	x	x	x	x	x
Focus 2: Vocabulary Development and Use									
*2a: Learns and uses unfamiliar words that are introduced in stories and passages	x	x	x	x	x	x	x	x	x
*2b: Increases knowledge of vocabulary through independent reading	x	x	x	x	x	x	x	x	x
2c: Uses new vocabulary	x	x	x	x	x	x	x	x	x
2d: Uses more descriptive vocabulary	x	x	x	x	x	x	x	x	x
2e: Determines the meaning of a word based on its use in a sentence	x	x	x	x	x	x	x	x	x
2f: Uses dictionary to determine word meaning	x	x	x	x	x	x	x	x	x
2g: Uses knowledge of prefixes and suffixes to determine word meaning	x	x	x	x	x	x	x	x	x

High priority skill

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Mapping of Instruction to Achieve Instructional Priorities **Third Grade**

Instructional Priority: *Comprehension*	1	2	3	4	5	6	7	8	9
Focus 1: Comprehending Stories									
*1a: Answers literal[L], inferential[I], and evaluative[E] questions	L	L	I	I	E	E			
1b: Makes, confirms, and modifies predictions based on text information		x	x						
*1c: Answers questions about main characters[MC], setting[S], theme[T], and plot[P]	MC, S	MC, S	MC, S, P	MC, S, P	MC, S, P, T	x	x	x	x
1d: Identifies characters' actions, motives, emotions, traits, and feelings			x	x	x				
*1e: Distinguishes between main idea/details[MD], fact/opinion[FO], cause/effect[CE]	MD	MD	FO	FO	CE	CE	x	x	x
Focus 2: Comprehending Informational Text									
*2a: Uses structure of informational text to aid understanding			x	x	x				
*2b: Uses information in tables, graphs, diagrams, maps, and charts				x	x	x			
2c: Follows multiple-step written instructions	x	x	x	x	x	x	x	x	x
Focus 3: Comprehension Monitoring									
3a: Checks and adjusts for understanding while reading	x	x	x	x	x	x	x	x	x
3b: Interacts with stories and text to clarify and extend comprehension	x	x	x	x	x	x	x	x	x
Focus 4: Retelling, Summarizing, Synthesizing									
*4a: Retells the main ideas of stories or informational text	x	x	x	x	x	x	x	x	x
4b: Recalls the correct sequence of events in a story[S] or informational passage[I]	S	S	I	I	x	x	x	x	x
4c: Draws conclusions[C] and generalizations[G]	C	C	C	G	G	G			
4d: Identifies important themes from readings and examines from multiple points of view	x	x	x	x	x	x	x	x	x
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to life experiences	x	x	x	x	x	x	x	x	x
5b: Uses prior knowledge to clarify understanding	x	x	x	x	x	x	x	x	x
5c: Makes comparisons across reading selections	x	x	x	x	x	x	x	x	x

*High priority skill

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The Five Essential Components and Reading Program Worksheet (Resource 3.3)

Focus on the essential reading components appropriate for the grade level you are addressing. Referring to the What Students Need to Learn *and* How We Teach It *columns for each component, skim the Teacher's Edition of your reading program. In the right-hand column, list each unit and the number of instructional lessons or activities presented for each component. Answer the three questions below for each component.*

Phonemic Awareness Instruction

What Students Need to Learn	How We Teach It	Units and Instructional Lessons/Activities
That spoken words consist of individual sounds or phonemes How words can be segmented (pulled apart) into sounds, and how these sounds can be blended (put back together) and manipulated (added, deleted, and substituted) How to use their phonemic awareness to blend sounds, to read words, and to segment words into sounds to spell them	Provide explicit and systematic instruction focusing on only one or two phonemic awareness skills, such as segmenting and blending Begin with auditory phonemic activities and link sounds to letters as soon as possible Use letter sounds to manipulate phonemes and help students apply their knowledge of phonemic awareness when reading and writing Monitor students' progress to inform instruction	
How well does your reading program address this component?		
What types of instructional materials are available to supplement your reading program?		
How can the reading coach help?		

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Phonics and Word Study Instruction

What Students Need to Learn	How We Teach It	Units and Instructional Lessons/Activities
Accurate and rapid identification of the letter sounds of the alphabet The alphabetic principle (an understanding that the sequence of sounds or phonemes in a spoken word are represented by letters in a written word) Phonics elements (e.g., letter-sound correspondences, spelling patterns, syllables, and meaningful word parts) How to apply phonics elements as they read and write	Provide explicit, systematic phonics instruction that teaches letter-sound relations Provide explicit instruction in blending sounds to read words Include practice in reading texts Give substantial practice applying phonics as students read and write Monitor students' progress to inform instruction	

How well does your reading program address this component?

What types of instructional materials are available to supplement your reading program?

How can the reading coach help?

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Fluency

What Students Need to Learn	How We Teach It	Units and Instructional Lessons/Activities
How to read words (in isolation and in connected text) accurately and quickly, with little attention or effort	Provide opportunities for oral repeated reading that include support and feedback	
How to recognize words automatically (decoding)	Match reading texts and instruction to individual students' reading levels	
How to increase speed (or rate) of reading while maintaining accuracy	Provide opportunities to read narrative and expository texts	
How to read words with expression (prosody)	Monitor student progress in both rate and accuracy	

How well does your reading program address this component?

What types of instructional materials are available to supplement your reading program?

How can the reading coach help?

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Vocabulary

What Students Need to Learn	How We Teach It	Units and Instructional Lessons/Activities
The meanings for most of the words in a text so they can understand what they read How to apply a variety of strategies to learn word meanings How to make connections between words and concepts How to use words accurately in oral and written language	Provide instruction in the meanings of words and in word-learning strategies Actively involve students in making connections between concepts and new vocabulary in both oral and written language Provide many opportunities for students to read both in and out of school Promote wide variety reading (reading a lot and reading different types of texts)	
How well does your reading program address this component?		
What types of instructional materials are available to supplement the core reading program?		
How can the reading coach help?		

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Comprehension

What Students Need to Learn	How We Teach It	Units and Instructional Lessons/Activities
How to read both narrative and expository texts How to understand and remember what they read How to relate their knowledge or experiences to text How to use strategies to improve their comprehension	Explain, model, and teach comprehension strategies (e.g., predicting, comprehension monitoring, summarizing, question answering, question generation, graphic organizers) Provide comprehension instruction before, during, and after the reading of narrative and expository texts Promote thinking and extended discourse by asking questions and encouraging student questions and discussions Monitor students' progress to inform instruction	

How well does your reading program address this component?

What types of instructional materials are available to supplement your reading program?

How can the reading coach help?

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