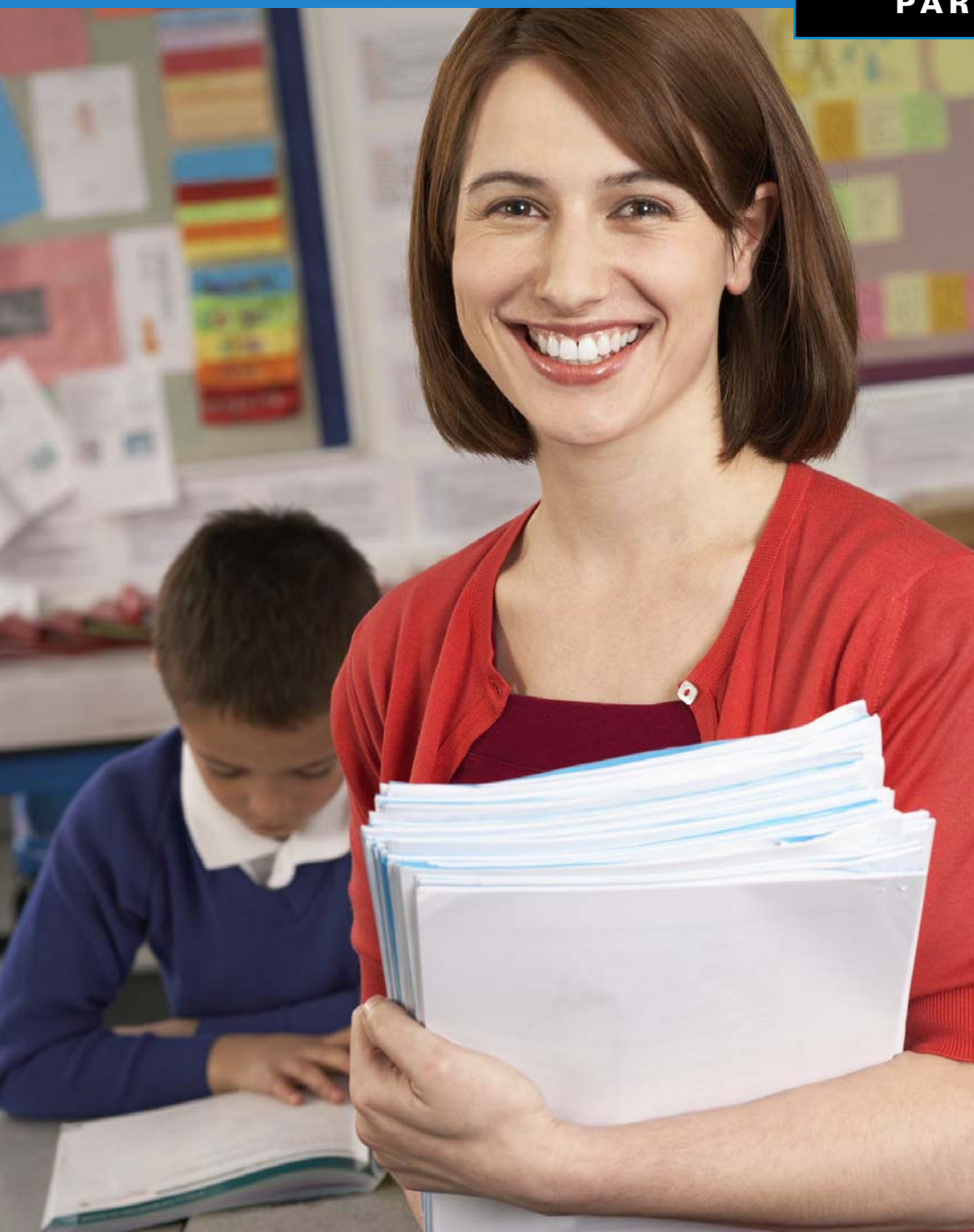




# PRINCIPAL'S READING WALK-THROUGH: KINDERGARTEN–GRADE 3

*Professional Development Module*

**PARTICIPANT'S GUIDE**



**CENTER ON  
INSTRUCTION**



# PRINCIPAL'S READING WALK-THROUGH: KINDERGARTEN–GRADE 3

## *Professional Development Module*

### **PARTICIPANT'S GUIDE**

*Terry Tanner-Smith*

*Georgia Jordan*

*Marcia Kosanovich*

*Connie Weinstein*

Florida Center for Reading Research

Florida State University

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Judy Alexander, Reading Coach, Grand Ridge School, Grand Ridge, FL  
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Kerri Coy, Teacher  
Andrew Denard, Florida Center for Interactive Media  
Nancy Dibble, Kindergarten Teacher, Apalachee Elementary, Tallahassee, FL  
Olga Giguerras, Principal, Fiendberg-Fisher Elementary School, Miami, FL  
Andrea Fournace, Teacher  
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Marilyn Jackson-Rahming, Principal, Pineview Elementary School,  
Tallahassee, FL  
Tatia Jacobson Jordan, Program Coordinator, FCRR, Center on Instruction  
Reading Strand  
Danita Jones, Teacher  
Robert Kozman, RMC Research Corporation  
Cindy Laney, First Grade Teacher, Chaires Elementary, Tallahassee, FL  
Evan Lefsky, Director of Just Read, Florida!  
Peter Lenkway, Director Technology Services, FCRR  
Yvette Lerner, Regional Coordinator, Reading First, Chipley, FL  
Lajuanna Malloy, First Grade Teacher, Reading Coach, Vernon Elementary  
School, Vernon, FL  
Renea McKenzie, Kindergarten Teacher, Vernon Elementary School, Vernon, FL  
Jane Meadows, Director of Professional Development, FCRR  
Ann Melder, Regional Coordinator, Reading First Professional Development  
Cari Miller, Director of Elementary Reading, Just Read, Florida!  
Debby Houston Miller, Instructional Specialist, Center on Instruction  
Reading Strand

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Meghann Montgomery, Program Coordinator, FCRR, Center on Instruction  
Reading Strand  
Shawna Nelson, Second Grade Teacher, Chaires Elementary, Tallahassee, FL  
Stephen M. Nettles, Director, Center for Educational Research and Policy  
Studies, FSU  
Janet Newsome, Teacher  
Lisa Noonis, RMC Research Corporation  
Francisca Norbregas, Principal, Olympia Heights Elementary School, Miami, FL  
Angela Penfold, RMC Research Corporation, Director, Center on Instruction  
Henry Pollock, Director of Educator Retention Programs, Florida Department  
of Education  
Lila Rissman, Instructional Specialist, Center on Instruction Reading Strand  
Nancy Shockley, Teacher  
Sara Shorey, Teacher  
Bob Smith, Executive Director, Northeast Florida Educational Consortium  
Joe Torgesen, Director Emeritus of FCRR, Former Director, Center on  
Instruction Reading Strand  
Kou Vang, Kindergarten Teacher  
Melinda Webster, Elementary Reading Program Specialist, Just Read, Florida!  
Sharon Woods, Teacher



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## INTRODUCTION

### **Purpose**

This Participant's Guide is part of the *Principal's Reading Walk-Through: Kindergarten—Grade 3 (PRWT: K–3)* professional development module. The module also includes a *Facilitator's Guide*, a *PRWT: K–3* PowerPoint presentation, and a *PRWT: K–3* Orientation PowerPoint presentation. The intended audience for this Guide is elementary school leaders; the *Guide* contains resources for use both during the professional development and during actual classroom walk-throughs.

Elementary school leaders who connect reading research, teacher practices, and student results create strong academic climates in their schools and prepare their students for the academic challenges ahead. Typically these leaders include principals, assistant principals, directors of curriculum and instruction, and district-level administrators, all of whom may benefit from using the *PRWT: K–3*.

The *PRWT: K–3* is intended to increase the frequency of classroom visits by administrators, intensify data gathering to drive school improvement decisions, and improve reading practices through explicit coaching. It encourages administrators to establish their presence in every elementary school classroom in order to promote research-based reading instruction.

Participants are assumed to have a working knowledge of reading terms. If you would like to strengthen your understanding of the foundations of reading, *Leading for Reading: An Introductory Guide for K–3 Reading Coaches* is a recommended resource. It is available for free download at: [www.centeroninstruction.org](http://www.centeroninstruction.org).

### **Professional Development**

A one-day professional development session has been designed to familiarize you with the concepts behind the reading walk-through, offer practice in using the *Checklists*, and provide guidance in using them in your own school or district. A half-day follow-up session, scheduled three to four weeks after the initial professional development, will cover establishing learning communities to support multi-level collaboration, answer participants' questions about using the reading walk-through, and explain how to use the *Principal's Reading Walk-Through: K–3* Trend Analysis.





## HOW TO USE THIS GUIDE

This *Guide* is built around the *Checklists* (see Appendix B). Each *Checklist* is organized by grade level across nine categories: Classroom Environment, Instructional Materials, Teacher Instruction, Reading Centers, Phonological/Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. (The kindergarten *Checklist* also contains indicators for Concepts of Print.)

To use a *Checklist*, a principal or other instructional leader would make copies of the grade level he or she planned to visit. On the first page of the *Checklist*, the principal records his or her initials, the name of the teacher, and the date and time of the visit (for a total of three visits). The letters **WG** and **SG** beside the date and time stand for whole-group and small-group instruction. Place a check mark next to the kind of instruction observed during each visit. The column running down the left side of the *Checklist* is divided into three—one column for each visit—with space for check marks next to indicators observed in each category.

Three sections precede the actual *Checklists*. The first (pages 5-28) contains a detailed explanation of the research background for each category and supplies examples of indicators describing what an observer could expect to find in an effective reading classroom. It is followed by discussion and a Trend Analysis form, which is used to collate information gathered from individual classroom visits in order to find patterns and plan resources and supports. The third section preceding the *Checklists* contains a glossary of reading terms, references, reflection questions to prompt discussion, and source materials the authors drew on in writing the *Principal's Reading Walk-Through: Kindergarten-Grade 3*.





## EXAMPLES OF EVIDENCE OF CLASSROOM INDICATORS

Each set of indicators has been informed by research on the relationship between the presence of those indicators and student engagement and achievement. The following pages detail the research base for each category. They also present examples of evidence for an indicator that you could expect to see in a classroom. Most of the examples apply across the board to K–3 classrooms; several, however, apply only to certain grades. In those instances, the relevant grade levels are identified. If no grade level is shown, the example applies to K–3 classrooms. Items in bold-face are related to the *Checklists*.

### CLASSROOM ENVIRONMENT (CE)

#### **Research Background**

The relationship between classroom management and learning is well documented (Brown, 2004; Good & Brophy, 2003; Emmer & Stough, 2001). Effective classroom management increases student engagement, decreases disruptive behaviors, and increases instructional time, all of which are related to improved student achievement (Evertson, Emmer, & Worsham, 2003). Teachers trained to use specific management behaviors such as positive questioning techniques, alerting cues, soft reprimands, and alternative and specific praise were found to decrease the amount of non-instructional time by 20 minutes per day (Borg & Ascione, 1982).

Arranging the classroom to maximize instructional time is part of a behavior management system that creates a positive environment for learning. Experts estimate that anticipation and prevention are 80% of an effective management system (Evertson et al., 2003; Freiberg, 1999; Kounin, 1970).

Preventive structures include a set of clearly understood and consistently monitored rules and procedures, which accommodate both student characteristics and the classroom physical environment. Procedures are guidelines for accomplishing recurring tasks (Good & Brophy, 2003). Experts in every field convert as many of their procedures as possible to automatic routines (Bransford, Brown, & Cocking, 2000; Bruning, Schraw, Norby, & Ronning, 2004). Routines help establish predictability for both students and the teacher.

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Another essential element of a positive classroom environment is a caring teacher who communicates respect and concern for others (Davis, 2003). The classroom environment should satisfy essential human needs for personal safety, security, love, belonging, and achievement (Maslow, 1968). An emotional climate that makes students feel safe as they struggle with language is essential for motivation (Kuhn & Dean, 2004). Students are more engaged in classroom activities when they perceive that their teachers like them and are responsive to their needs (Osterman, 2000).

Enthusiastic teaching helps students persist at tasks, motivates them, and leads to increased learning and satisfaction (Bettencourt, Gillett, & Gall, 1983). Teacher warmth and humor are important factors in promoting a supportive, relaxed, satisfying, and educationally productive environment for all students (Ryans, 1960; Soar & Soar, 1979).

### ***Examples of Evidence***

#### **CE-1 (Grades K–3)**

Classroom **behavior management system** creates a **positive learning environment**.

- teacher posts reasonable number of rules (fewer than seven) that encourage positive behaviors
- teacher explains rules and procedures explicitly and reviews as needed
- teacher consistently references and reinforces rules with rewards and consequences
- students are actively engaged in learning activities
- students follow classroom rules

#### **CE-2 (Grades K–3)**

**Classroom arrangement** is conducive to **whole-group** instruction and **reading centers** (both teacher-led center and independent student centers).

- teacher considers types of learning activities (e.g., cooperative learning groups, whole-class instruction, individual assignments) when placing the classroom furniture
- teacher arranges the room so all students can see him and visual displays during whole-group instruction
- teacher arranges the room so she can meet with a small group of students



- teacher arranges room to incorporate students working in independent reading centers
- teacher arranges room so high-traffic areas are free of congestion
- teacher positions himself to have a clear view of all students

### **CE-3 (Grades K–3)**

**Daily class schedule** is posted with uninterrupted time for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.

- teacher posts a schedule large enough to be seen from all areas of the classroom
- students refer to the schedule for the next scheduled activity

### **CE-4 (Grades K–3)**

**Displays** of student work and curriculum material **reflect current skills** and **concepts** taught.

- teacher refers to vocabulary lists that reinforce current instruction

### **CE-5 (Grades K–3)**

**Teacher interactions** with students reflect warmth, encouragement, and enthusiasm.

- teacher praises students' accomplishments effectively
- teacher presents a pleasant demeanor and tone of voice
- teacher makes eye contact, smiles, leans toward students when talking
- teacher greets students by name and gets to know them
- students reflect a sense of acceptance and well-being

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## INSTRUCTIONAL MATERIALS (IM)

### ***Research Background***

The ability to make personal connections with students is an identifiable trait of a successful teacher (Kramer, 2003). Each student is different and will respond differently to instructional methods. Teachers need to respect and honor individual differences among their students (Brandt, 1990) and adapt to them. Teachers must consciously monitor the effectiveness of the activities in which students are engaged (Hunt, 1976, 1979).

Effectiveness is measured by the student's mastery of the clear, specific lesson objective. Mastery learning requires the teacher to prepare and use teaching and learning materials through which the objectives can be accomplished (Block & Anderson, 1975). High-quality comprehensive reading programs save hours of preparation time by organizing objectives, activities, and materials in the Teacher's Edition. In a classroom arranged to actively engage all students, materials are visible and accessible (Saphier & Gower, 1997) and the activities are implemented as designed. Failure to use programs under the same conditions in which the research was conducted may limit the success of the program (Florida Department of Education, 2006).

### ***Examples of Evidence***

#### **IM-1 (Grades K–3)**

Teacher and student **program materials** (e.g., teachers' guides, big books, puppets, letter-sound cards, decodable books, vocabulary lists, charts, student readers, and sufficient selection of texts) are **accessible and organized**.

- teacher organizes all materials for the daily lesson
- teacher implements program resources in accordance with the lesson's instructional design
- teacher demonstrates concepts with readily available props
- teacher places a basket of materials for the day at each student table
- teacher designates student leaders to distribute materials
- students quickly locate materials for completing assignments without disrupting others





## **IM-2 (Grades K–3)**

Teacher uses a **variety of resources** (e.g., wipe-off boards, overhead projectors, computers, listening centers, letter tiles) during reading instruction.

- teacher presents a concept in a variety of ways
- teacher uses magnetic letters to reinforce word families
- students record themselves reading stories and then listen to themselves read as they follow along in the book
- students engage with reading-related software

## **TEACHER INSTRUCTION (TI)**

### ***Research Background***

The National Research Council (Snow, Burns, & Griffin, 1998) states, “The best intervention is effective instruction.” Demonstrating the task, encouraging students to try the demonstrated task, and giving students feedback according to their needs form the basis of effective teacher instruction in elementary school (Brophy & Evertson, 1976).

Teachers who offer instruction in an organized, step-by-step structure greatly increase the chances of student learning (Ausubel, 1977). Instructional strategies that provide this structure are known as direct instruction (Rosenshine, 1987), Basic Practice, (Murphy, Weil, & McGreal, 1986), or explicit teaching (Rosenshine, 1986). Clarity of instruction is not only related to student achievement but also to student satisfaction (Cruickshank & Kennedy, 1986).

Since students who struggle with reading may be easily confused (Clay, 1987), they need to be taught explicitly the knowledge and skills required for successful reading. When a teacher provides explicit instruction, students do not have to guess what they should learn. All students need developmentally appropriate curricula and learning experiences (Willis, 1993). This instructional alignment is the match between learning objectives, learning activities, and assessments (Bransford et al., 2000; Anderson & Krathwohl, 2001). Instructional alignment helps students understand what is important to learn and helps teachers match instructional strategies and assessment to learning objectives (Morrison, Ross, & Kemp, 2004).

The best fitting instructional alignment may, at times, require additional support to ensure some students’ success. In what is known as scaffolding, the teacher offers “a support to help learners bridge the gap between what

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they know and can do and what they need to accomplish in order to succeed in a particular learning task” (Graves & Braaten, 1996, p. 169). Effective scaffolding helps children complete tasks they cannot complete independently by adjusting instructional requirements to learners’ capabilities and levels of performance (Puntambekar & Hubscher, 2005).

The benefits of personalizing tasks extend beyond student achievement and fostering student interest in learning activities (Zahorik, 1996; Schraw & Lehman, 2001). Aldermann (1990) notes teachers must always be alert to the need to motivate students, especially students at risk. Experts are becoming increasingly aware of the role motivation plays in learning (Pintrich & Schunk, 2002). Motivation is a force that energizes, sustains, and directs behavior toward a goal (Brophy, 2004; Pintrich & Schunk, 2002). Researchers have found a positive correlation between motivation and achievement (McDermott, Mordell, & Stoltzfus, 2001; Wang, Haertel, & Walberg, 1993; Weinstein, 1998). Interesting, novel, surprising, or discrepant experiences create intrinsic motivation (Brophy, 2004). From an instructional perspective, a motivated student is someone who is actively engaged in the learning process (Brophy, 2004; Stipek, 2002).

Instructional time is most beneficial if students are involved, engaged, and on-task (Smyth, 1987). Because attention is where learning begins, attracting, and maintaining student attention is essential (Mangels, Piction, & Craik, 2001; Valenzeno, Alibali, & Klatzky, 2003). Similarly, if students are actively involved in learning activities, they are more attentive than if they are passively listening to a lecture (Dolezal, Welsh, Pressley, & Vincent, 2003; Taylor, Pearson, Peterson, & Rodriguez, 2003). Disengaged students are more likely to display disruptive behaviors than their more engaged peers (Charles & Senter, 2005; Jones & Jones, 2004).

### ***Examples of Evidence***

#### **TI-1 (Grades K–3)**

Teacher provides appropriate and **clear instruction for all students**, including students at risk, English Language Learners, and students with special needs.

- teacher explanations are direct and clear
- teacher provides systematic practice opportunities
- teacher provides immediate corrective feedback for errors



- students accurately repeat directions back to the teacher
- students practice a skill after teacher models it

### **TI-2 (Grades K–3)**

Teacher implements **program components with fidelity**.

- teacher references teacher's edition and program materials during instruction

### **TI-3 (Grades K–3)**

Teacher **differentiates instruction** according to student needs based on assessment.

- teacher varies instruction by groups during teacher-led small-group instruction time
- teacher implements skills-based reading instruction with struggling readers
- teacher implements guided reading instruction with students who have mastered basic word-learning skills

### **TI-4 (Grades K–3)**

Teacher uses **explicit instruction** during whole-group instruction and at the teacher-led center.

- teacher explains new concepts in clear and concise language
- teacher models skills with many examples and provides high level of support as students practice
- students grasp concepts and successfully complete tasks

### **TI-5 (Grades K–3)**

Teacher **scaffolds instruction** during whole-group instruction and at the teacher-led center.

- teacher offers cues or assistance after student makes an error
- teacher breaks down concepts and skills into small manageable steps
- teacher offers prompts, examples, and encouragements during student practice
- teacher starts with simpler skills and builds progressively to more difficult ones

### **TI-6 (Grades K–3)**

Teacher provides students with ample **practice opportunities, corrective feedback**, and **positive feedback**.

- 
- teacher provides specific immediate corrective feedback for errors made during practice
  - teacher ties the feedback to the task
  - teacher gives specific praise to a student and details what was done correctly
  - teacher follows an “I do,” “We do,” “You do,” practice pattern
  - students practice skills that have been introduced with teacher support

### **TI-7 (Grades K–3)**

**Pacing** is appropriate and lively during whole-group instruction and at the teacher-led center.

- teacher slows pace when students show signs of misunderstanding
- teacher picks up pace when students seem to understand
- students participate actively in discussion

### **TI-8 (Grades K–3)**

**Transitions** between whole-group instruction and reading centers are smooth and quick.

- teacher notifies students of transitions with a verbal prompt, bell, timer, etc.
- teacher practices transitions between whole-group and reading centers with students
- students appear familiar with the transitioning routine
- transitions are orderly and calm

### **TI-9 (Grades K–3)**

Students are familiar with reading **routines** and **procedures**.

- students follow procedural rules during small-group work time
- students work cooperatively while teacher works with another small group
- students raise their hands and wait their turn to speak during whole-group activities
- students observe the “ask three classmates before me rule” during reading centers
- students speak softly (so only their partner can hear) to discuss activities during reading centers



### **TI-10 (Grades K–3)**

Teacher fosters **active student engagement** and **motivation** to learn.

- teacher plans engaging content for instruction
- teacher chooses interesting texts
- teacher introduces a lesson in a novel way to capture students' curiosity
- teacher personalizes lesson through intellectually or emotionally relevant examples to illustrate topic
- students' learning opportunities include collaboration with other students

### **READING CENTERS (RC)**

#### ***Research Background***

Reading centers are one way to maximize student engagement and provide differentiated instruction. These are special places in the classroom where students can work in small groups, pairs, or individually. Each center contains meaningful, purposeful activities that reinforce or extend what the teacher has already taught explicitly in reading groups or during the whole-group lesson. Centers offer students the opportunity to apply previously taught skills; each center activity must be pre-taught before it is placed in a center for independent practice.

After a whole-group lesson, reading centers give teachers time to differentiate instruction effectively to meet the needs of all students. This is done by the teacher's working with one student or a small group of students at the teacher-led center while the other students practice, demonstrate, and extend skills independently at the student centers. This is an ideal time to keep students actively and academically engaged and motivated during reading instruction. Taking the time to create reading centers provides the structure that allows teachers to teach in small groups. With a clear structure and established routines, students can build their knowledge and skills and practice what they have learned.

In *Differentiated Reading Instruction: Small-Group Alternative Lesson Structures for All Students*, Kosanovich, Ladinsky, Nelson, and Torgesen (2006) recommend that teachers use data to determine the composition and size of each group (e.g., three to five for struggling readers, five to seven for other students, etc.), the number of days per week each group attends the

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teacher-led center (e.g., daily, twice a week, three times a week), the number of minutes per day (e.g., 10 minutes, 20 minutes, 30 minutes, etc.), the type of lesson structure for each group (i.e., skills-focused or guided reading), and the content and level of the lesson (i.e., areas of reading skill and level of instruction).

### ***Examples of Evidence***

#### **RC-1 (Grades K–3)**

A **center management system** indicating flexible student placement and group size is evident.

- classroom center management system (chart) is centrally located
- students use center management chart to determine their group and center assignment

#### **RC-2 (Grades K–3)**

Reading centers are **clearly designated, labeled, and defined**.

- teachers clearly define purpose of the centers, drawing attention to center locations, and labels that remind students what they should do are at the centers
- matching icons found on management board and corresponding center
- instructions for activities are posted at each center

#### **RC-3 (Grades K–3)**

At the **teacher-led center**, reading instruction is **based on student assessment**.

- teacher varies instruction from group to group
- students work and read at their instructional level

#### **RC-4 (Grades K–3)**

At **student centers**, students are working on activities that directly **build reading skills**.

- students use software to reinforce previously taught skills (e.g., letter-sound correspondences)
- students complete a graphic organizer in the comprehension center
- students are engaged in research-supported reading-related activities



### **RC-5 (Grades K–3)**

Students remain **academically engaged during student center** and **independent work**.

- students display on-task behavior (e.g., work cooperatively or independently)

## **CONCEPTS OF PRINT (CP)**

### ***Research Background***

The authors of *Teaching Early Literacy* state “Children’s interactions with books help increase their awareness of how books and print are organized (Barone, Mallette, & Xu, 2005). These concepts of print play a critical role in early reading development (Hiebert, Pearson, Taylor, Richardson, & Paris, 1998).

### ***Examples of Evidence***

#### **CP-1 (Grade K)**

Teacher identifies **parts of a book** (front, back, title page, etc.), **print on a page**, and **how it is organized** (e.g., top to bottom, left to right).

- teacher reads big book to students using pointer or hand to demonstrate how the print is organized on the pages
- teacher prepares to read a book by discussing the front, back, title page, author, and illustrator

#### **CP-2 (Grade K)**

Teacher demonstrates how **print matches speech** and written words are separated by spaces.

- teacher reads big book using techniques to frame individual words, and notes spacing between words
- teacher points to words on the page during choral reading of a poem
- teacher points to the words on the page during shared singing

#### **CP-3 (Grade K)**

Teacher explains **simple punctuation** rules (e.g., first letter capitalization, ending punctuation).

- teacher describes the simple punctuation rules that apply while writing about a shared class experience

- 
- teacher points out the simple punctuation used in sentences while reading a big book to the students
  - students use a visual cue each time they see simple punctuation in shared text

#### **CP-4 (Grade K)**

Students participate in **letter recognition** activities.

- students name and match letters of the alphabet using cards or magnetic letters in teacher-led center
- students work on letter-naming activities in a reading center
- students use different media to practice letter-name identification

### **PHONOLOGICAL/PHONEMIC AWARENESS INSTRUCTION (PA)**

#### ***Research Background***

Phonemic awareness is the ability to hear, identify, and manipulate individual sounds in spoken words (Torgesen, 1998). There is an interactive relationship between a beginning reader's development of a concept of word and his or her phonemic awareness (Morris, Bloodgood, Lomax, & Perney, 2003).

Phonemic awareness is a prerequisite for effective phonics instruction. It is also 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 later reading problems (Blachman, 2000; Goswami, 2000; National Institute of Child Health and Human Development [NICHD], 2000; Snow et al., 1998; Wilkinson & Silliman, 2000). Phonemic awareness and learning to read, then, are reciprocal. While phonemic awareness enhances the process of learning to read, learning to read also strengthens phonemic awareness.

#### ***Examples of Evidence***

##### **PA-1 (Grade K)**

Teacher uses **oral activities** that include **rhyming, word play,** and **manipulation** of words, syllables, and sounds.

- teacher asks students to clap if the word *four* rhymes with *more*
- teacher asks students to produce a word that rhymes with *cat*
- teacher models alliteration (e.g., *ten tiny tadpoles*)
- teacher asks students how many words are in the sentence: *The cat is fat.*





### **PA-1 (Grade 1)**

Teacher uses **oral activities** that include **segmenting** and **blending** of individual sounds in words.

- teacher demonstrates blending phonemes into words (/k/ /a/ /t/= cat)
- teacher demonstrates segmenting words into phonemes (cat = /k/ /a/ /t/)

### **PA-2 (Grades K–1)**

Teacher uses **engaging activities and materials** to support instruction and represent sounds (e.g., hand motions, clapping, puppets, Elkonin boxes, and other manipulatives).

- teacher and students use fingers to represent each sound in a word as the word is spoken
- teacher and students move manipulatives into lines or boxes as they say each phoneme in a word

### **PA-3 (Grades K–1)**

Teacher **clearly and accurately pronounces individual sounds** of words.

- teacher points to letter or spelling that represents a sound and makes the correct sound
- teacher uses audio recordings to reinforce the accurate pronunciation of sounds

## **PHONICS INSTRUCTION**

### ***Research Background***

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). In her classic book, *Learning to Read: The Great Debate* (1967), Jeanne Chall conducted the first systematic study of scientifically based reading research related to phonics instruction. Chall concluded that research clearly favors a systematic approach employing explicit instruction. In explicit instruction, the letter sounds are taught purposefully.

Benita Blachman (2000) confirmed Chall's findings and adds 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

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made explicit” (p. 497). Explicit, 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, first graders, and older struggling readers.

### ***Examples of Evidence***

#### **P-1 (Grades K–3)**

Teacher uses **visual aids** (e.g., alphabet cards, letter-sound cards, and word cards) as designed by program.

- teacher points to sound spellings on letter-sound cards as she introduces new words
- teacher uses letter-sound cards to demonstrate the spelling of new words
- teacher uses word cards to help students become automatic in reading words they have been previously taught
- teacher uses word cards to help students become automatic in reading high frequency regular and irregular words

#### **P-2 (Grades K–1)**

Teacher uses **manipulatives**, such as letter tiles and Elkonin boxes, to reinforce connection between phonemes (sounds) and graphemes (letters).

- teacher and students move graphemes (letters) into lines or boxes as they say each phoneme in a word
- teacher and students orally segment words by using letter tiles

#### **P-2 (Grades 2–3)**

An **explicit decoding strategy** is taught for reading more complex one-syllable and multi-syllabic words and includes **sounding** and **blending** of all letters and spelling patterns.

- teacher models a strategy that students can use to decode unknown words
- students use the strategy to decode unknown words in text

Example of an explicit decoding strategy:

1. teacher writes the corresponding letter(s) for each sound in a word on the board
2. teacher asks student to say the sound and write the spelling (may refer to the sound/spelling cards)



3. teacher blends sounds together by sweeping hand under letters as he says the word

4. student reads word in a sentence

### **P-3 (Grade K)**

Teacher introduces an **explicit decoding strategy to sound and blend** simple words.

### **P-3 (Grade 1)**

An **explicit decoding strategy** is taught for reading regular one-syllable words and includes **sounding** and **blending** of all letters and spelling patterns.

### **P-3 (Grades 2–3)**

Teacher begins explicit instruction in **advanced phonic elements** and **word analysis skills**.

- teacher practices forming compound words
- teacher isolates individual words in compound words
- teacher isolates base words with inflections
- teacher isolates meanings of affixes (prefixes and suffixes)
- teacher blends base words with affixes and inflections
- teacher links phonics to word recognition and spelling activities

### **P-4 (Grade K)**

Teacher introduces and frequently reviews **common irregular words** (e.g., was, to, the).

### **P-4 (Grade 1)**

Teacher introduces and frequently reviews **common irregular words** (e.g., there, because).

### **P-4 (Grades 2–3)**

Teacher introduces and frequently reviews **irregular words** (e.g., laugh, beautiful).

- teacher explicitly introduces words whose spellings stray from the most common pronunciation (e.g., come, said)
- students practice with word cards and other means to become automatic in reading irregular words

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**P-5 (Grades K–2)**

Students apply **letter-sound knowledge** in **reading and writing activities**.

**P-5 (Grade 3)**

Students apply **advanced phonics knowledge** in **reading and writing activities**.

- teacher models writing the details of a topic, comparisons in stories, and summarizing the main idea after a shared reading
- students read and write decodable words and text containing previously introduced letter-sound correspondences
- students read text orally at their instructional and independent level
- students practice writing the details of a topic, comparisons in stories, and summarizing the main idea after reading text



## FLUENCY INSTRUCTION (F)

### **Research Background**

Reading fluency comprises accurate reading at a conversational rate with appropriate prosody 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. With this automaticity, the student reads with little awareness of conscious effort (Bruning et al., 2004; Schneider & Shiffrin, 1977).

Fluency develops gradually over considerable time and through substantial practice. It 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).

A reliable way to assess fluency is to take timed samples of a student's oral 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 defining average performance at each grade level. Data in the chart below were collected from three national samples of students who were asked to read short grade-level passages. The sources of the norms represented in the chart are: 1) AIMS: Edformation's AIMS norms, available at <http://www.aimsweb.com/measures/reading/norms.php>, 2) DIBELS: the Dynamic Indicators of Basic Early Literacy Skills (Good, Wallin, Simmons, Kame'enuei, & Kaminski, 2002), and 3) H&T: norms generated by Jan Hasbrouck & Gerald Tindal (Tindal, Hasbrouck, & Jones, 2005). WCPM stands for words correct per minute.

<b>50th Percentile WCPM Scores from Three Norming Samples</b>									
<b>GRADE</b>	<b>Fall</b>			<b>Winter</b>			<b>Spring</b>		
	<b>AIMS</b>	<b>DIBELS</b>	<b>H&amp;T</b>	<b>AIMS</b>	<b>DIBELS</b>	<b>H&amp;T</b>	<b>AIMS</b>	<b>DIBELS</b>	<b>H&amp;T</b>
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

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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 as falling within the range of scores shown in the chart. Thus the 50th percentile value for correct words per minute in winter of 2nd grade should be viewed as falling between 72 and 80 words correct per minute; the 50th percentile value at the end of 3rd grade should be seen as falling between 107 and 119 words correct per minute, etc.

There is no research currently available that supports silent independent reading as a means to improve fluency (NICHD, 2000). The research suggests that there are more beneficial ways to spend reading instructional time than having students read independently in the classroom without reading instruction; readers who have not yet attained fluency are unlikely to make effective and efficient use of silent, independent reading time. For them, independent reading takes time away from needed explicit reading instruction.

### ***Examples of Evidence***

#### **F-1 (Grades K–3)**

Teacher models **fluent reading** (i.e., **speed, accuracy, and prosody**) during read-aloud and shared reading activities.

- teacher reads big book, storybook, or chapter book to students using appropriate speed, expression, and with accuracy

#### **F-2 (Grades K–3)**

Teacher and students are academically engaged in **shared reading** activities (e.g., big books, choral reading, charts, poems, songs).

- teacher models prosody as she reads big book, chart, poem, or song to students
- teacher reads big book, chart, poem, or song and students read chorally with her
- teacher and student echo read a book

#### **F-3 (Grade K)**

**Pre-reading activities** (e.g., letter naming, letter-sound correspondences, shared reading, pre-decodable and decodable books) take place in **teacher-led small groups**; teacher provides immediate, **scaffolded feedback**.



### **F-3 (Grades 1–3)**

**Oral reading** takes place in **teacher-led small groups**; teacher provides immediate, **scaffolded feedback**.

- teacher offers feedback to help a student sound out a word, or decodable parts of the word
- students read orally in small groups or individually with the teacher

### **F-4 (Grade K)**

Teacher **monitors students' progress in letter names and sounds** using grade-level benchmarks.

### **F-4 (Grade 1–3)**

Teacher **monitors students' progress in oral reading fluency** using grade-level benchmarks.

- teacher prompts students to read a specific passage orally for one minute
- teacher guides students to determine their oral reading fluency rate, that is, words correct per minute (wcpm)

### **F-5 (Grades 1–3)**

Students **read orally** (e.g., choral reading, partner reading, repeated reading).

- students read a poem or verse orally and in unison
- students take turns reading with a partner and offering each other feedback
- students read with the assistance of a taped recording of the text
- students read the same passage aloud several times as teacher offers guidance and feedback

## **VOCABULARY INSTRUCTION (V)**

### ***Research Background***

In 1st and 2nd grade, children need to learn 800+ words per year, or about two per day (Beck, McKeown, & Kucan, 2002). After 2nd grade, children need to learn 2,000 to 3,000 new words annually. Typically developing children need to encounter a word about 12 times before they know it well enough to improve their comprehension (McKeown, Beck, Omanson, & Pople, 1985). Research suggests an upper limit of about eight to ten new words can be taught directly each week, or about 400 a year (Stahl & Fairbanks, 1986).

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Effective teachers will select vocabulary words that are unknown to the students, critical to understanding a text, and likely to be encountered again in the future. With many children already behind in vocabulary and print knowledge when they enter school, vocabulary instruction cannot be left to chance. To achieve grade-level standards by 3rd grade, children with weak vocabulary skills must acquire print-related knowledge and vocabulary words at a faster rate than their peers in grades K–3. The good news is that since vocabulary instruction has not been a focus, if we begin to provide and emphasize effective vocabulary instruction, we have a chance at closing the vocabulary gap (Beck et al., 2002).

Learning is increased and more efficient when new material is related to previously learned material (Brophy & Good, 1986). According to Ausubel (1977), the best advance organizers relate new information to information already contained in the learner’s long-term memory. This makes the new information more understandable. What can be learned is determined by what is already known (Leinhardt, 1992).

If a word is unfamiliar, asking questions about it may increase student involvement, which raises achievement (Leinhardt & Steele, 2005). Greater involvement also increases a learner’s sense of control and autonomy, which are essential for intrinsic motivation (Ryan & Deci, 2000). Effective teachers ask many more questions than do less effective teachers, and their questions remain focused on their learning objectives (Morine-Dersheimer, 1987).

### ***Examples of Evidence***

#### **V-1 (Grade K)**

Teacher uses context when **reading aloud** to define **unfamiliar words using student-friendly explanations**.

#### **V-1 (Grades 1–3)**

Teacher uses context to define unfamiliar words in stories students read **using student-friendly explanations**.

- teacher uses familiar words to explain more complex terms that occur during teacher read-aloud
- teacher relates known words to unknown words

#### **V-2 (Grades K–3)**

**Direct vocabulary instruction** is purposeful and ongoing (e.g., vocabulary lists and student-friendly dictionaries are present).





- teacher provides explicit instruction in meanings of new vocabulary words
- teacher posts new vocabulary and notes when the new words are used in classroom discussion
- teacher encourages students to use student-friendly dictionaries to define unfamiliar words
- teacher selects important, useful words for focus of direct vocabulary instruction
- teacher encourages students to use vocabulary words

### **V-3 (Grades K–3)**

Teacher **categorizes key vocabulary**, identifies its important features, and **relates** new vocabulary to **prior knowledge** through questioning and other instructional activities.

- teacher previews or pre-teaches new vocabulary
- teacher uses synonyms to make connections for new word meanings
- teacher builds connections among known concepts to help students understand new vocabulary

### **V-4 (Grades K–3)**

Students are **actively thinking about** and **using words in multiple contexts**.

- teacher models use of graphic organizers to deepen and extend word knowledge
- teacher models categorizing and classifying to help students make connections among words
- teacher uses think-alouds to model questioning a word's meanings and its use in different contexts
- teacher makes opportunities for students to practice strategies after they have been modeled (e.g., at a reading center)

### **V-5 (Grade 3)**

Teacher instructs students on **word parts** and their meanings (e.g., root words, prefixes, and suffixes).

- teacher introduces a root word and demonstrates changes in meaning by adding prefixes and suffixes
- teacher defines meanings of affixes

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## COMPREHENSION INSTRUCTION (C)

### ***Research Background***

“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 et al., 2001, p. 48). Comprehension instruction should include explicit instruction in the use of strategies that enable the reader to understand text. Comprehension strategies are conscious plans that good readers use to make sense of text. Instruction in such strategies helps students become purposeful, active readers who control their own reading comprehension.

Students are taught comprehension so they “can read a variety of materials with ease and interest, can read for varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting” (RAND, 2002, p. xiii). Biehler and Snowman (1990) recommend that students be encouraged to describe their thought processes as they attempt to understand concepts and form conclusions. Students can become more reflective by learning to think before they respond or by talking themselves through each step of a complex task using cognitive behavior modification (Meichenbaum, 1977).

Students who are aware of the way they study and learn achieve more than those who are less aware (Bruning et al., 2004; Kuhn & Dean, 2004). Teachers can help learners become more metacognitive by modeling their own metacognition and by explaining specific examples of effective and ineffective strategies (Paris & Paris, 2001).

### ***Examples of Evidence***

#### **C-1 (Grades K–3)**

Teacher provides modeling and support as students **make predictions about text** using pictures, prior knowledge, and text features (e.g., title, subheads, captions, illustrations, etc.).

- teacher asks students to think about what they have read up to a certain point and predict what they think will happen next
- teacher asks students to make predictions about text based on what they know from personal experience



## **C-2 (Grades K–3)**

Teacher provides modeling and support as students use prior knowledge to make decisions about text (e.g., determine if text is **fact** or **fiction**, identify **author's purpose**).

- teacher asks students to determine, based on prior knowledge, if text is fact or fiction
- teacher models, then asks students to sort passages into purpose: persuade, inform, entertain

## **C-3 (Grades K–3)**

Teacher provides modeling and support as students **sequence** events and identify the **main idea** and **supporting details**.

- teacher asks a student to retell a story
- teacher asks students who, what, when, where, why, and how questions about text they have read
- teacher provides an activity for students to arrange events of a story in sequence
- teacher instructs and supports students as they identify main idea and details in expository text

## **C-4 (Grades 1–3)**

Teacher provides modeling and support as students identify **text structures** (e.g., compare/contrast, cause/effect) and **examine relationships in text using graphic and semantic organizers**.

- teacher models then gives students practice in using graphic organizers to illustrate concepts and interrelationships among concepts in text

## **C-5 (Grades 1–3)**

Teacher provides modeling and support as students **monitor comprehension** and use appropriate fix-up strategies (e.g., rereading, summarizing, questioning, clarifying, using context clues).

- teacher models and supports students in using summarization to identify main ideas, connect ideas, eliminate redundant and unnecessary information, and remember what they read
- teacher models and supports students in monitoring and clarifying what they read by thinking about their thinking (metacognition)

- 
- teacher uses questions to guide and monitor student learning, review content, and relate new learning to prior knowledge

**C-6 (Grades 1–3)**

Teacher and students **ask and answer higher-level questions** (e.g., inferential, analytical) about shared readings and selections read.

**C-7 (Grades 2–3)**

Teacher and students identify, ask, and answer questions about **story elements** (e.g., characters, setting, problems, and solutions).

- teacher provides instruction, discussions, and questions about story grammar elements in relation to text students have read

**C-8 (Grades 2–3)**

Teacher and students make **inferences from text**.

- teacher asks higher-level questions about inferred concepts
- teacher asks students to draw conclusions about text they have read



## PRINCIPAL'S TREND ANALYSIS

The school leader who can base decisions about time, funding, and other resources on data is more proficient at determining both the quality and quantity of reading resource allocation. Extra support can be arranged for teachers when students' progress is insufficient. This extra support is promptly provided upon first detection of reading difficulties.

Analyzing significant trends is one way to make use of the wealth of data the *Principal's Reading Walk-Through: K-3* offers. By collating data from individual teacher *Checklists* on the trend analysis form, trends may be analyzed by individual teacher, grade, indicator, or category of indicators. Such analyses may be conducted as often as data are needed for decision-making and, over time, may guide school progress toward improvement.

Patterns observed among teachers or grade levels may prompt different interventions. A plan to address the absence of an indicator in one 2nd grade classroom will differ from a plan to address that indicator's absence in (for example) nearly all 1st and 2nd grade classes.

Joyce and Showers (2002) describe a means to transfer ideas from school leaders to the general faculty by generating professional development that leads to student learning. Fullan (2001) cites knowledge-building as one of the five purposes of effective leadership.

Professional development necessitates collaboration among administrators, teachers, and other staff. **Building shared knowledge is a critical element in professional development, but shared knowledge will improve schools only when teachers apply that knowledge.** The *Principal's Reading Walk-Through: K-3* provides documentation of the application of the scientifically based reading instruction promoted in professional development sessions.

To ensure positive reading outcomes, administrators must provide funding and other resources for an effective reading program. Equipping teachers with both the knowledge and resources to deliver reading instruction that supports the reading process for all students is easier when those needs are identified first-hand.

## PRINCIPAL'S READING WALK-THROUGH: K-3 TREND ANALYSIS FORM

Date: \_\_\_\_\_

*Directions:*

1. Record the total number of teachers at each grade level.  
K \_\_\_\_\_ 1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_
2. Select a grade level. (Shaded boxes mean indicator does not apply at that grade level.)
3. Review the *PRWT: K-3 Checklists* for each teacher at this grade level.
4. Check the box when you observe an indicator in 100% of classrooms at that grade level.

	<b>Classroom Environment (CE)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>CE-1</b>	Behavior management system creates positive learning environment.				
<b>CE-2</b>	Classroom arrangement is conducive to whole-group instruction and reading centers.				
<b>CE-3</b>	Daily class schedule is posted with uninterrupted time for reading instruction.				
<b>CE-4</b>	Displays of student work reflect current skills and concepts taught.				
<b>CE-5</b>	Teacher interactions with students reflect warmth, encouragement, and enthusiasm.				
	<b>Instructional Materials (IM)</b>				
<b>IM-1</b>	Teacher and student program materials are accessible and organized.				
<b>IM-2</b>	Teacher uses a variety of resources during reading instruction.				
	<b>Teacher Instruction (TI)</b>				
<b>TI-1</b>	Teacher provides appropriate and clear instruction for all students, including students at risk, ELLs, and students with special needs.				
<b>TI-2</b>	Teacher implements program components with fidelity.				
<b>TI-3</b>	Teacher differentiates instruction according to student needs based on assessment.				
<b>TI-4</b>	Teacher uses explicit instruction during whole-group instruction and at the teacher-led center.				
<b>TI-5</b>	Teacher scaffolds instruction during whole-group instruction and at the teacher-led center.				
<b>TI-6</b>	Teacher provides students with ample practice opportunities, corrective feedback, and positive feedback.				
<b>TI-7</b>	Pacing is appropriate and lively during whole-group instruction and at the teacher-led center.				
<b>TI-8</b>	Transitions between whole-group instruction and reading centers are smooth and quick.				



		K	1	2	3
<b>TI-9</b>	Students are familiar with reading routines and procedures.				
<b>TI-10</b>	Teacher fosters active student engagement and motivation to learn.				
	<b>Reading Centers (RC)</b>				
<b>RC-1</b>	A center management system indicating flexible student placement and group size is evident.				
<b>RC-2</b>	Reading centers are clearly designated, labeled, and defined.				
<b>RC-3</b>	At the teacher-led center, reading instruction is based on student assessment.				
<b>RC-4</b>	At student centers, students are working on activities that directly build reading skills.				
<b>RC-5</b>	Students remain academically engaged during student center and independent work.				
	<b>Concepts of Print (CP)</b>				
<b>CP-1</b>	Teacher identifies parts of a book, print on a page, and how it is organized.				
<b>CP-2</b>	Teacher demonstrates how print matches speech and how written words are separated by spaces.				
<b>CP-3</b>	Teacher explains simple punctuation rules.				
<b>CP-4</b>	Students participate in letter recognition activities.				
	<b>Phonemic Awareness (PA)</b>				
<b>PA-1</b>	Teacher uses oral activities that include rhyming, word play, and manipulation of words, syllables, and sounds.				
<b>PA-1</b>	Teacher uses oral activities that include segmenting and blending of individual sounds in words.				
<b>PA-2</b>	Teacher uses engaging activities and materials to support instruction and represent sounds.				
<b>PA-3</b>	Teacher clearly and accurately pronounces the individual sounds of words.				
	<b>Phonics (P)</b>				
<b>P-1</b>	Teacher uses visual aids as designed by the program.				
<b>P-2</b>	Teacher uses manipulatives to reinforce the connection between phonemes (sounds) and graphemes (letters).				
<b>P-2</b>	An explicit decoding strategy is taught for reading more complex one-syllable and multi-syllabic words.				
<b>P-3</b>	Teacher introduces an explicit decoding strategy to sound and blend simple words.				
<b>P-3</b>	An explicit decoding strategy is taught for reading regular one-syllable words and includes sounding and blending of all letters and spelling patterns.				

		K	1	2	3
<b>P-3</b>	Teacher provides explicit instruction in advanced phonic elements and word analysis skills.				
<b>P-4</b>	Teacher introduces and frequently reviews common irregular words.				
<b>P-4</b>	Teacher introduces and frequently reviews irregular words.				
<b>P-5</b>	Students apply letter-sound knowledge in reading and writing activities.				
<b>P-5</b>	Students apply advanced phonics knowledge in reading and writing activities.				
	<b>Fluency (F)</b>				
<b>F-1</b>	Teacher models fluent reading during read-aloud and shared reading activities.				
<b>F-2</b>	Teacher and students are academically engaged in shared reading activities.				
<b>F-3</b>	Pre-reading activities take place in teacher-led small groups; teacher provides immediate, scaffolded feedback.				
<b>F-3</b>	Oral reading takes place in teacher-led small groups; teacher provides immediate, scaffolded feedback.				
<b>F-4</b>	Teacher monitors students' progress in letter names and sounds using grade-level benchmarks.				
<b>F-4</b>	Teacher monitors students' progress in oral reading fluency using grade-level benchmarks.				
<b>F-5</b>	Students read orally.				
	<b>Vocabulary (V)</b>				
<b>V-1</b>	Teacher uses context when reading aloud to define unfamiliar words using student-friendly explanations.				
<b>V-1</b>	Teacher uses context to define unfamiliar words in stories students read using student-friendly explanations.				
<b>V-2</b>	Direct vocabulary instruction is purposeful and ongoing.				
<b>V-3</b>	Teacher categorizes key vocabulary and relates new words to prior knowledge.				
<b>V-4</b>	Students are actively thinking about and using words in multiple contexts.				
<b>V-5</b>	Teacher instructs students on word parts and their meanings.				
	<b>Comprehension (C)</b>				
<b>C-1</b>	Teacher provides modeling and support as students make predictions about text.				
<b>C-2</b>	Teacher provides modeling and support as students use prior knowledge to make decisions about text (fact or fiction; author purpose)				





		K	1	2	3
<b>C-3</b>	Teacher provides modeling and support as students sequence events and identify the main idea and supporting details.				
<b>C-4</b>	Teacher provides modeling and support as students identify text structures and examine relationships in text using graphic and semantic organizers.				
<b>C-5</b>	Teacher provides modeling and support as students monitor comprehension and use appropriate fix-up strategies.				
<b>C-6</b>	Teacher and students ask and answer higher-level questions about shared readings and selections read.				
<b>C-7</b>	Teacher and students identify, ask, and answer questions about story elements.				
<b>C-8</b>	Teacher and students make inferences from text.				





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## GLOSSARY OF READING TERMS

**Accuracy (part of fluency):** Reading words in text with no errors.

**Academically Engaged:** Students are participating in activities or instruction in a meaningful way and understand the tasks in which they are involved.

**Advanced Phonics:** Decoding strategy for multisyllabic words that includes morphology and information about a word's meaning, pronunciation, and parts of speech gained from knowledge of prefixes, roots, and suffixes.

**Affix:** A general term for prefixes and suffixes.

**After Reading Comprehension Strategies:** Strategies to actively transform key information in text that has been read (e.g., summarizing, retelling).

**Aligned Materials:** Student materials (texts, activities, manipulatives, homework, etc.) that reinforce classroom instruction of specific reading skills.

**Alliteration:** The repetition of the initial phoneme of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).

**Alphabetic Principle:** The concept that letters and letter combinations represent individual phonemes in written words.

**Ample Opportunities for Student Practice:** Practice that is linked to specific reading tasks and logically follows what has just been taught. Extended independent practice once students have internalized skills.

**Analogy:** Comparing two sets of words to show some similarity between the sets (e.g., cat is to kitten: as dog is to \_\_\_\_).

**Antonym:** A word opposite in meaning to another word.

**Automaticity:** Reading without conscious effort or attention to decoding.

**Background Knowledge:** What a reader brings to a text, based on his or her own experience, to aid in comprehending text.

**Base Word:** A unit of meaning that can stand alone as a whole word (e.g., *friend*, *pig*). Also called a free morpheme.

**Before Reading Comprehension Strategies:** Strategies that emphasize the importance of preparing students to read text (e.g., activate prior knowledge, set a purpose for reading).

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**Blends:** Two or more consecutive letters that retain their individual sounds, such as /bl/ in *block* and /str/ in *string*.

**Blending:** Combining sounds rapidly to represent a word accurately.

**Bloom's Taxonomy:** A system for categorizing levels of abstraction of questions that commonly occur in educational settings (i.e., knowledge, comprehension, application, analysis, synthesis, and evaluation).

**Chunked Text:** Continuous text separated into meaningful phrases, often with single and double slash marks (/ and //) for student practice in reading phrases fluently. Although there are no absolute rules in chunking text and teacher judgment is key in teaching students how to chunk, slash marks typically occur between subject and predicate, and before and after prepositional phrases.

**Chunking:** A decoding strategy for breaking words into manageable parts (e.g., /yes/ter/day) or sentences into smaller phrases where natural pauses might occur (e.g., "When the sun appeared after the storm, /the newly fallen snow /shimmered like diamonds").

**Coaching:** A form of professional development that supports teachers in implementing classroom practices by providing new content and information, modeling related teaching strategies, and offering ongoing feedback as teachers master new practices.

**Cognates:** Words related to each other by virtue of being derived from a common origin (e.g., *decisive* and *decision*).

**Coherent Instructional Design:** A logical, sequential, plan for delivering instruction.

**Comprehension:** Understanding what one is reading, the ultimate goal of all reading.

**Comprehensive Intervention Reading Program (CIRP):** Programs intended for students reading one or more years below grade level, and struggling with a range of reading skills. CIRPs integrate instructional content based on the five essential components of reading instruction into a coherent instructional design, with explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials. CIRPs provide instruction that is more intensive, explicit, systematic, and more motivating than that



which students have previously received, and provide more frequent assessments of student progress and more systematic review in order to insure proper instructional pacing and mastery of all instructional components.

**Comprehension Questions:** Questions, ranging from literal to inferential to analytical, about a text's meaning.

**Concept Definition Mapping:** A visual framework for organizing information in defining a word or concept; contains the word or concept's category, properties, and examples.

**Connected Text:** Words that are linked (as opposed to words in a list) as in sentences, phrases, and paragraphs.

**Consonant Blend:** Two or more consecutive consonants that retain their individual sounds (e.g., /bl/ in block; /str/ in string).

**Consonant Digraph:** Two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).

**Context Clue:** Words or sentences around an unfamiliar word that help clarify its meaning.

**Continuous Sound:** A sound that can be held for several seconds without distortion (e.g., /m/, /s/).

**Continuum of Word Types:** A classification of words according to their relative difficulty to decode; typically from easy to difficult, beginning with VC and CVC words that begin with continuous sounds and progressing to CCCVC and CCCVCC words.

**Core Instruction:** Instruction provided to all students in a class, usually guided by a comprehensive core reading program. Part of core instruction is usually provided to the class as a whole, and part is provided during small-group, differentiated instruction. Although instruction is differentiated by student need during the small-group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

**Corrective Feedback:** Communication between a reading coach or principal and a teacher or between a teacher and student when a mistake is made. It is provided in a neutral tone, with an attitude of simply providing information.

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**Cumulative Review:** A systematic review of skills across several lessons to ensure that students retain strategies and information taught.

**Curriculum Standards:** Clear and public expectations for what students should learn at each grade level; benchmarks.

**Decodable Text:** Text in which a high proportion of words (80%–90%) comprise sound-symbol relationships that have already been taught; used to give students practice in specific decoding skills; a bridge between learning phonics and applying phonics in independent reading.

**Decodable Words:** Words containing phonic elements that have been previously taught and learned.

**Decoding:** The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences; also the act of deciphering a new word by sounding it out.

**Derivational Affix:** A prefix or suffix added to a root or base to form another word (e.g., *un-* in *unhappy*, *-ness* in *likeness*).

**Diagnostic Assessment:** Tests that measure reading, language, or cognitive skills, usually given only if a child fails to make adequate progress after receiving extra help as indicated by screening tests. Diagnostic assessments provide a more detailed picture of a child's full range of knowledge and skill so that instruction can be more precisely planned.

**Dialogic Reading:** A form of story reading in which a teacher or parent asks questions, adds information, and prompts increasingly sophisticated responses by expanding on a child's utterances.

**Differentiated Instruction:** Matching instruction to meet the different needs of learners in a given classroom.

**Difficult Words:** Some words are difficult because they contain phonic elements that have not yet been taught. Others are difficult because they contain unique letter-sound correspondences (e.g., *yacht*).

**Digraphs:** Two consecutive letters whose phonetic value is a single sound (e.g., /ea/ in *bread*; /ch/ in *chat*; /ng/ in *sing*).

**Diphthong:** A vowel produced by the tongue's shifting position during articulation; a vowel that feels as if it has two parts, especially the vowels spelled *ow*, *oy*, *ou*, and *oi*.



**Direct Instruction:** The teacher defines and teaches a concept, guides students through its application, and arranges for extended guided practice until mastery is achieved.

**Direct Vocabulary Instruction:** Planned instruction to pre-teach new, important, and difficult words to ensure the quantity and quality of exposures to words that students will encounter in their reading.

**During Reading Comprehension Strategies:** Strategies (e.g., asking questions at critical junctures; modeling the thought process of making inferences; constructing mental imagery) that help students engage the meanings of a text.

**Elkonin Boxes:** Devices used during phonemic awareness instruction, sometimes called Sound Boxes; students push a marker into a box as they segment each sound in the word.

**Emergent Literacy:** The skills, knowledge, and attitudes that are developmental precursors to conventional forms of reading and writing.

**Empirical Research:** Scientifically based research that applies rigorous, systematic, and objective procedures to obtain valid knowledge; includes research that employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

**English Language Learners:** Defined by the U.S. Department of Education as national-origin minority students who are Limited English Proficient (LEP). Often abbreviated as ELLs.

**Error Correction:** Immediate corrective feedback during reading instruction.

**Etymology:** The origin of a word and the historical development of its meaning (e.g., the word *etymology* comes from late Middle English, from Old French *ethimologie*, via Latin from Greek *etumologia*, from *etumologos* "student of etymology," from *etumon*, neuter singular of *etumos*, "true").

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**Explicit Instruction:** Instructional language that is concise, specific, and related to the objective, and instructional actions that are clear, unambiguous, direct, and visible so that students understand what they are to do and learn; includes a high level of teacher-student interaction.

**Expository Text:** Factual information (also referred to as informational text) and the relationships among ideas. Expository text tends to be more difficult for students than narrative text because of the density of long, difficult, and unknown words or word parts.

**Expressive Language:** Language that is spoken.

**Fidelity of Implementation:** The degree to which instruction follows the intent and design of the program.

**Figurative Meanings:** Language that departs from its literal meaning (e.g., “The snow sparkled like diamonds” “That child is a handful”).

**Five Components of Reading:** Phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Flexible Grouping:** Grouping students according to shared instructional needs and abilities and regrouping them as their instructional needs change. Group size and instructional time may vary.

**Floss Rule:** Words of one syllable, ending in “f”, “l”, or “s” after a single vowel usually double the letter (i.e., “ff”, “ll”, or “ss”).

**Fluency:** Ability to read text quickly, accurately, and with appropriate expression. Fluency provides a bridge between word recognition and comprehension.

**Fluency Probe:** An assessment for measuring fluency, usually a timed oral reading passage at the student’s instructional reading level.

**Formal Assessment:** Follows a prescribed format for administration and scoring. Scores obtained from formal tests are standardized, meaning that interpretation is based on norms from a comparative sample of children.

**Frayer Model:** An adaptation of the concept map. The framework of the Frayer Model includes: the concept word, the definition, characteristics of the concept word, examples of the concept word, and non-examples of the concept word. It is important to include both examples and non-examples, so students are able to identify what the concept word is and what the concept word is not.





**Frustrational Reading Level:** The level at which a reader reads at less than 90% accuracy (i.e., no more than one error per 10 words read). Frustration level text is difficult text for the reader.

**Generalization:** The ability to use a learned skill in new situations.

**Grapheme:** A letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., “e,” “ei,” “igh,” “eigh”).

**Graphic Organizers:** A visual framework or structure for capturing the main points of what is being read, which may include concepts, ideas, events, vocabulary, or generalizations. Graphic organizers allow ideas in text and thinking processes to become external by showing the interrelatedness of ideas, thus facilitating understanding for the reader. The structure of a graphic organizer is determined by the structure of the kind of text being read.

**Graphophonemic:** The relationship between letters and phonemes.

**Guided Oral Reading:** Instructional support that includes immediate corrective feedback as students read orally.

**Guided Practice:** Students practice newly learned skills as the teacher provides prompts and feedback.

**High Frequency Irregular Words:** Words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been).

**High Frequency Words:** A small group of words (300–500) that account for a large percentage of the words in print and can be regular or irregular words (e.g., Dolch or Fry lists). Often, they are referred to as “sight words” since automatic recognition of these words is required for fluent reading.

**Homograph:** Words that are spelled the same but have different origins and meanings. They may or may not be pronounced the same (e.g., *can* as in a metal container and *can* as in able to).

**Homonym:** Words that sound the same but are spelled differently (e.g., *cents* and *sense*, *knight* and *night*).

**Homophone:** Words that may or may not be spelled alike but are pronounced the same. These words are of different origins and have different meanings (e.g., ate and eight; scale as in the covering of a fish; and scale as in a device used to weigh things)

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**Idiom:** A phrase or expression that differs from the literal meaning of the words; a regional or individual expression with a unique meaning (e.g., “it’s raining cats and dogs”).

**Immediate Corrective Feedback:** When an error occurs, the teacher immediately attends to it by scaffolding instruction (i.e., gradually releasing responsibility).

**Immediate Intensive Intervention:** Instruction that may include more time, more opportunities for student practice, more teacher feedback, smaller group size, and different materials. It is implemented as soon as assessment indicates that a student is not making adequate progress in reading.

**Implicit Instruction:** The opposite of explicit instruction. Students discover skills and concepts instead of being explicitly taught. For example, the teacher writes a list of words on the board that begin with the letter “m” (mud, milk, meal, and mattress) and asks the students how the words are similar. The teacher elicits from the students that the letter “m” stands for the sound you hear at the beginning of the words.

**Important Words:** Words that are critical to passage understanding and that students are likely to encounter in the future.

**Independent Practice:** Occurs after students achieve accuracy during guided practice; allows students to apply newly learned skills and concepts on their own.

**Independent Reading Level:** The level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

**Independent-Instructional Reading Level Range:** The reading range that spans instructional and independent reading levels or a level of text that a student can read with 90% to 95% or higher accuracy.

**Indirect Vocabulary Instruction:** Words learned through independent reading and conversation.

**Inflectional Suffix:** In English, a suffix (-s, -es, -ing, -ed, -est) that expresses plurality (e.g., dresses) or possession (e.g., Martha’s) when added to a noun, tense (e.g., walked) when added to a verb, and comparison (e.g., highest) when added to an adjective and some adverbs. A major difference between



inflectional and derivational suffixes is that inflections do not change the base word's grammatical role or part of speech.

**Informal Assessment:** Does not follow prescribed rules for administration and scoring and has not undergone technical scrutiny for reliability and validity. Teacher-made tests, end-of-unit tests, and running records are all examples of informal assessment.

**Informational Text:** Also referred to as expository text or non-fiction. Text that contains facts and information.

**Initial Instruction:** First line of defense for all students to prevent reading failure. Instruction is provided in the whole-group (class) and small-group (differentiated) settings.

**Instructional Design:** The plan for translating key learning objectives and goals into a delivery system to meet those goals. When we discuss the instructional design of a reading program, we are referring to the underlying framework of a reading program, the way the curriculum is constructed.

**Instructional Leader:** A school leader (principal or designée) who offers guidance and encouragement, or coaching in academic areas. A reading coach serves as an instructional leader in supporting teachers in the full and skillful implementation of the school's reading program; serving as a resource for identifying appropriate instructional strategies and interventions to address diverse learning needs and to improve all students' achievement; conducting demonstration lessons using research-based instructional strategies; assisting teachers in designing and delivering effective instruction; collaborating with grade-level teams to set goals for improving instruction; observing instruction in reading classrooms and providing follow-up for all teachers.

**Instructional Reading Level:** The level at which a reader can read text with 90% accuracy (i.e., no more than one error per 10 words read). Instructional reading level engages the student in challenging, but manageable text.

**Instructional Routine:** The following sequence of steps:

- Explicit instruction;
- Modeling;
- Guided practice;
- Student practice, application, and feedback; and
- Generalization.

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**Intensity:** Focused instruction where students are academically engaged with the content and the teacher, and receive more opportunities to practice with immediate teacher feedback.

**Intensive Students:** Those students who consistently perform poorly; who are two or more standard deviations below the mean on standardized tests and are considered below the benchmark on progress monitoring assessments. These students require focused intensive support with pre-teaching and re-teaching, as well as additional specialized instruction during small group time.

**Intervention Instruction:** Instruction provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by an intervention program that focuses on one or more of the key areas of reading development. This type of instruction is usually needed by a relatively small minority of students in a class. However, in some cases, students in 2nd and 3rd grade may have lagged so far behind grade-level development of reading skills that very little content from the grade-level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is designed to meet their specific needs while at the same time accelerating their growth toward grade-level reading ability.

**Intervention Program:** Provides content for instruction that is intended for flexible use as part of differentiated instruction or more intensive instruction to meet student learning needs in one or more areas of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension). These programs are used to provide targeted, intensive intervention for small groups of struggling readers.

**Invented Spelling:** An attempt to spell a word based on a student's knowledge of the spelling system and how it works (e.g., "kt" for *cat*).

**Irregular Words:** Words that contain letters that stray from the most common sound pronunciation; words that do not follow common phonic patterns (e.g., *were*, *was*, *laugh*, *been*).

**K-W-L:** A technique used most frequently with expository text to promote comprehension. It can be used as a graphic organizer in the form of a chart, and it consists of a 3-step process: What I Know (accessing prior knowledge), What I Want to Know (setting a purpose for reading), and What I Learned (recalling what has been read).



**Learning Communities:** A group in which educators commit to ongoing learning experiences with a deliberate intent to transform teaching and learning at their school or in their district.

**Letter Combinations:** Also referred to as digraphs, a group of consecutive letters that represents a particular sound(s) in the majority of words in which it appears (e.g., /ai/ in *maid*; /ch/ in *chair*; /ar/ in *car*; /kn/ in *know*; /ng/ in *ring*).

**Letter-Sound Correspondence:** The matching of an oral sound to its corresponding letter or group of letters.

**Leveled Texts:** Books typically seen in 2nd and 3rd grade classrooms that provide students with a variety of reading materials across a readability level.

**Linked:** A clear connection among the objectives of what is taught within and across reading components (e.g., students learn some common letter sounds during phonics instruction, then read words that use those same letter sounds to practice fluency and develop vocabulary).

**Listening Vocabulary:** The words needed to understand what is heard.

**Literal Comprehension:** Understanding of the basic facts that the student has read.

**Main Idea:** The central thought or message of a reading passage.

**Metacognition:** An awareness of one's own thinking processes and how they work. The process of consciously thinking about one's learning or reading while actually engaged in learning or reading. Metacognitive strategies can be taught to students; good readers use metacognitive strategies to think about and have control over their reading.

**Modeling:** Teacher overtly demonstrates a strategy, skill, or concept that students will be learning.

**Morpheme:** The smallest meaningful unit of language.

**Morphemic Analysis:** An analysis of words formed by adding prefixes, suffixes, or other meaningful word units to a base word.

**Most Common Letter Sounds:** The sound that is usually pronounced for the letter when it appears in a short word, such as /a/ in *apple*.

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**Multisyllabic Words:** Words with more than one syllable. A systematic introduction of prefixes, suffixes, and multisyllabic words should occur throughout a reading program. The average number of syllables in the words students read should increase steadily throughout the grades.

**Narrative Text:** A story (i.e., with a beginning, middle, and end) about fictional or real events.

**National Reading Panel Report:** In 2000, the National Reading Panel reviewed more than 100,000 studies of reading, and found five components that are essential for learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

**National Staff Development Council (NSDC):** Largest non-profit professional association committed to ensuring success for all students through staff development and school improvement. The Council views high quality staff development programs as essential to creating schools in which all students and staff members are learners who continually improve their performance.

**Needs Assessment:** Useful tool in reviewing classroom level reports of disaggregated student achievement data by content area and skills in addition to school initiatives, teacher certification needs, professional growth interests, and other information to identify professional development needs.

**No Child Left Behind (NCLB):** Act signed into law by President George W. Bush on January 8, 2002, which established Reading First.

**Non-judgmental Observation:** Reflects what has been perceived by the senses, without additional information from the mind of the observer.

**Nonverbal Communication:** Use of movements or positions of the hand, arm, body, head, or face that express thought, emotion, or opinion.

**Norm-referenced Test:** Tests that have been standardized on a specific group, usually referred to as the norm group. This allows one to compare an individual student's score with the performance of other students.

**Observations:** The act of noting and recording behavior formally with instruments, or informally by watching or noticing.

**Objectives:** Measurable statements detailing a program's desired outcomes.



**Oddities:** Vowels that are pronounced differently from the expected pronunciation (e.g., the “o” in old is pronounced /*ō*/ instead of the expected /*o*/).

**Onset and Rime:** In a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow it (e.g., in the word *sat*, the onset is “s” and the rime is “at.” In the word *flip*, the onset is “fl” and the rime is “ip”).

**On-Site Professional Development:** Activities (e.g., book studies, case reviews) or support (e.g., coaching, feedback) provided at the school site to assist educators as they learn or apply new practices or engage in changing instructional practice.

**Oral Language:** Spoken language. There are five components of oral language: phonology, morphology, syntax, semantics, and pragmatics.

**Orthographic Units:** The representation of the sounds of a language by written or printed symbols.

**Orthography:** A writing system for representing language.

**Outcome Assessments:** Given at the end of the year, they can help the principal and teachers in a school evaluate the overall effectiveness of their reading program for all students.

**Pacing:** The pace of a lesson should move briskly, but not so fast as to rush students beyond their ability to answer correctly. The purposes for a fast pace are to help students pay close attention to the material being presented and provide students more practice time. This increases the opportunity for greater student achievement, keeps students actively engaged, and reduces behavior management problems by keeping students on-task.

**Partner/Peer Reading:** Students reading aloud with a partner, taking turns to provide word identification help and feedback.

**Pedagogy:** How instruction is carried out or the method and practice of teaching.

**Phases of Word Learning:** There are four: *Pre-alphabetic*—Sight word learning at the earliest period. Children do not form letter-sound connections to read words; if they are able to read words at all, they do so by remembering selected visual features. *Partial alphabetic*—Children learn the names or sounds

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of alphabet letters and use these to remember how to read words. However, they form connections between only some of the letters and sounds in words, often only the first and final letter-sounds. *Full alphabetic*—Children can form complete connections between letters in written words and phonemes in pronunciations. *Consolidated alphabetic*—Readers operate with multi-letter units that may be morphemes, syllables, or subsyllabic units such as onsets and rimes. Common spelling patterns become consolidated into letter chunks, and these chunks make it easier to read words.

**Phoneme:** The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words and is represented as surrounded by slash marks, for example, /b/ signifies the phoneme represented by the letter b.

**Phoneme Isolation:** Recognizing individual sounds in a word (e.g., /p/ is the first sound in pan).

**Phoneme Manipulation:** Adding, deleting, and substituting sounds in words (e.g., add /b/ to *oat* to make *boat*; delete /p/ in *pat* to make *at*; substitute /o/ for /a/ in *pat* to make *pot*).

**Phonemic Awareness:** The ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

**Phonic Analysis:** Attention to various phonetic elements of words.

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

**Phonogram:** A succession of letters that represent the same phonological unit in different words, such as “igh” in *flight*, *might*, *tight*, *sigh*, and *high*.

**Phonological Awareness:** One’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. This is an “umbrella” term that is used to refer to a student’s sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, onset-rime segments, and individual phonemes.





**Prefix:** A morpheme that precedes a root and that contributes to or modifies the meaning of a word (e.g., “re” in *reprint*.)

**Prior Knowledge:** The knowledge and experience that readers bring to a text; schema.

**Procedure:** Specific instructional routines or housekeeping tasks that enable the classroom to run efficiently

**Professional Development Plan:** Part of a coherent, focused reading program addressing on-site and off-site professional development offered at the school, state, regional, or district level.

**Professional Development (PD):** Programs to help educators develop the insights, knowledge, and skills they need to become effective classroom and school leaders better able to increase student learning.

**Professional Learning Community:** A collegial group of professionals, united by a common interest, who investigate, analyze, and study issues collaboratively and apply the result in their practice. In education, their interest is typically focused on improving teaching practice and student learning.

**Progress Monitoring:** Tests that keep the teacher informed about a child’s progress in learning to read during the school year. These assessment results provide a quick sample of critical reading skills that will inform the teacher if the child is making adequate progress toward grade level reading ability at the end of the year.

**Pronunciation Guide:** A key or guide consisting of graphic symbols that represent particular speech sounds.

**Prosody:** Reading with expression, proper intonation, and phrasing. This helps readers to sound as if they are speaking the part they are reading. Prosody is the element of fluency that sets it apart from automaticity.

**Readability Level:** Refers to independent, instructional, and frustrational levels of text reading.

**Reading Centers:** Special places organized in the classroom for students to work in small groups or pairs, either cooperatively or individually. Students work in centers while the teacher is conducting small-group reading instruction. Each center contains meaningful, purposeful activities that extend and reinforce what has already been taught by the teacher in reading groups or in a large group.

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**Reading Fluency Prorating Formula:** When students are asked to read connected text for more than one minute or less than one minute, their performance must be prorated to give a fluency rate per minute. The prorating formula for this is the following: words read correctly x 60 ÷ by the number of seconds = Reading Fluency Score.

**Reading Rate:** The speed at which a person reads.

**Reading Vocabulary:** The words needed to understand what is read.

**Reading Walk-Through:** Job-embedded professional development model that supports frequent, brief, category-specific classroom visits.

**Reading Walk-Through Checklists:** A user-friendly structure for regular review of scientifically based indicators of effective classroom reading instruction.

**Receptive Language:** Language that is heard.

**Reflective Feedback:** Observations given in a respectful and supportive manner that can help establish a positive environment for improving reading instruction.

**Reflective Practice:** Process of conducting a critical self-examination of one's teaching.

**Reflective Response:** Nonjudgmental and concise feedback that verifies a speaker's emotional state and helps the speaker become more aware of the feelings a situation is generating.

**Regrouping:** Provides a way to meet the individual needs of children who are first grouped into heterogeneous classroom groups and then regrouped for a specific portion of time for specific reasons.

**Regular Words:** Any word in which each letter represents its respective, most common sound (e.g., sat, fantastic).

**Reliability:** Refers to the consistency of test measures. There are several types of reliability. Internal reliability is consistency within the test itself; test-retest reliability shows consistency over time; alternate form reliability indicates whether different forms of the test have consistent results; and inter-rater reliability shows consistent results when different assessors administer the same test.



**Repeated Reading:** Rereading of text until the reader is able to read at a predetermined rate to produce fluency.

**Retelling:** Recalling the content of what was read or heard.

**Rhyming:** Words that have the same ending sound.

**Root:** A bound morpheme, usually of Latin or Greek origin, that cannot stand alone but is used to form a family of words with related meanings (e.g., “tele” as in *television* and “ology” in *psychology*).

**Rules:** Standards or expectations of student behavior established and reinforced to assist in classroom management.

**Scaffolding:** Support that is given to students to help them arrive at the correct answer. This support may occur as immediate, specific feedback that a teacher offers during student practice. For instance, the assistance the teacher offers may include giving encouragement or cues, breaking the problem down into smaller steps, using a graphic organizer, or providing an example. Scaffolding may be embedded in the features of the instructional design, such as starting with simpler skills and building progressively to more difficult skills. Providing this temporary instructional support enables a student to achieve what he or she could not otherwise have done alone.

**Schema:** Refers to prior knowledge; the knowledge and experience that readers bring to a text.

**Schwa:** The vowel sound sometimes heard in an unstressed syllable and is most often sounded as /uh/ or as the short /u/ sound as in cup.

**Scientifically Based Reading Instruction (SBRI):** Reading instruction that is explicit and systematic; aligns instruction with established grade-level standards or benchmarks that clearly delineate student expectations; ensures protected, uninterrupted time for comprehensive reading instruction; provides differentiated instruction to meet the needs of individuals and groups of students; uses assessment to inform instruction and monitor student learning at each stage of reading development.

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**Scientifically Based Reading Research (SBRR):** Empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. It includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations; and can be generalized.

**Scope and Sequence:** A “roadmap” or “blueprint” for teachers that provides an overall picture of an instructional program and includes the range of teaching content and the order or sequence in which it is taught.

**Screening:** An informal inventory that gives the teacher a beginning indication of a student’s preparation for grade level reading instruction; a “first alert” that a child may need extra help to make adequate progress in reading during the year.

**Segmenting:** Separating the individual phonemes, or sounds, of a word into discrete units.

**Self-Monitoring:** Refers to metacognition. When students use self-monitoring strategies, they actively think about how they are learning or understanding the material, activities, or reading in which they are engaged.

**Semantic Feature Analysis:** Uses a grid to help explore how sets of things are related to one another. By analyzing the grid, one can see connections, make predictions, and master important concepts.

**Semantic Maps:** Portray the schematic relations that compose a concept; a strategy for representing concepts graphically.

**Shared Reading:** Reading activities completed cooperatively by the class, such as an oral reading by the teacher to assembled students.

**Sight Words:** Words that are recognized immediately. Sometimes sight words are thought to be irregular, or high frequency words (e.g., the Dolch and Fry lists). However, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.



**Sound to Symbol:** Phonics instruction that matches phoneme to grapheme.

**Speaking Vocabulary:** The words used when speaking.

**Specific Praise:** Focused affirmation offered when a student correctly applies strategies and skills he or she has been taught (e.g., commenting on the specific strategy or skill rather than general behavior; “good job” is a non-example).

**Speed:** The rate at which a student reads.

**Spelling Patterns:** Common letter sequences (e.g., digraphs, vowel pairs, word families, and vowel variant spellings) used in spelling words.

**Stop Sounds:** A sound that can only be said for an instant without distortion (i.e., /b/, /c/, /d/, /g/, /h/, /j/, /k/, /p/, /q/, /t/, /x/). Words beginning with stop sounds are more difficult for students to sound out than words beginning with a continuous sound.

**Story Elements:** Characters, problems, solutions, themes, settings, and plot.

**Story Grammar:** The general structure and elements of a story.

**Story Maps:** A strategy used to unlock the plot and important elements of a story. These elements can be represented visually through graphic organizers to show the beginning, middle, and end of a story. Answering the questions of who, where, when, what, how, and why, and listing the main events are also part of story mapping. These elements are also referred to as *story grammar*.

**Strategic Learners:** Active learners. While reading, these learners make predictions, organize information, and interact with the text. They think about what they are reading in terms of what they already know. They monitor their comprehension by employing strategies that facilitate their understanding.

**Structural Analysis:** A procedure for teaching students to read words formed from prefixes, suffixes, or other meaningful word parts.

**Student-Friendly Explanation:** An explanation of a word’s meaning rather than a definition. It characterizes the word and how it is typically used and explains the meaning in everyday language.

**Suffix:** An affix attached to the end of a base, root, or stem that changes the meaning or grammatical function of the word, as “-en” in *oxen*.

**Summarizing:** Reducing large selections of text to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.

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**Supplemental Instruction:** Instruction that goes beyond that provided by the comprehensive core program to provide sufficient instruction or practice in a key area to meet the needs of students in a particular classroom or school. For example, teachers may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice all students receive.

**Supplemental/Intervention Reading Programs (SRP/IRP):** Programs and materials that provide instruction in one or more areas of reading skill. They are intended for flexible use as part of differentiated instruction or in more intensive interventions to meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, or comprehension). When used in place of the core program because the core program lacks sufficient instruction and practice in a given area for all students, these programs are usually referred to as *supplemental materials*. When used to provide targeted, intensive interventions for smaller groups of struggling readers, they are often referred to as *intervention programs*. Whether referred to as supplemental or intervention, these programs provide targeted instruction designed to fill gaps in student knowledge or skills. They can be used to provide either additional instruction, additional practice, or both.

**Syllable:** A segment of a word that contains one vowel sound. The vowel may or may not be preceded by or followed by a consonant.

**Syllable Types:** There are six syllable types:

1. Closed: *mat, pic-nic*
2. Open: *he, veto*
3. Silent e or vowel-consonant e (vce): *cape, stripe, cue*
4. Vowel team or vowel pair: *pain, head, toy*
5. R-controlled: *tar, fer-ment*
6. Consonant + le: *ap-ple, can-dle*

**Symbol to Sound:** Matching grapheme to phoneme.

**Synonym:** Words that have similar meanings.



**Systematic Instruction:** A carefully planned sequence for instruction, similar to a builder's blueprint for a house. In a systematic plan for instruction, the major ideas are carefully thought out and arranged strategically before specific activities and lessons are designed. Instruction is across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex.

**Systematic Phonics Instruction:** Systematic phonics programs teach children an extensive, pre-specified set of letter-sound correspondences or phonograms.

**Systematic Review:** A planned review of previously learned materials.

**Target Words:** Words specifically addressed, analyzed, and studied in curriculum lessons, exercises, and independent activities.

**Text Structure:** Patterns of ideas that are embedded in the organization of text (e.g., cause-effect, comparison-contrast, story grammar).

**Think-Alouds:** During shared read-alouds, teachers reveal their thinking processes by verbalizing connections, questions, inferences, and predictions.

**Timed Reading:** Student reads appropriate text that has a predetermined number of words to be read within a specific amount of time.

**Trade Book:** A book intended for general reading that is not a textbook.

**Train-the-Trainer Model:** A capacity-building plan to develop master trainers who then deliver the program information to users.

**Upward Momentum:** Positive impetus; as teachers within the group make positive forward progress toward their goals, the momentum becomes contagious. It serves as a powerful catalyst for those who may move at a slower pace, because no one wants to be left behind.

**Useful Words:** Words that might be unknown to the student, but are critical to passage understanding; words that students are likely to encounter in the future.

**Useful Letter Sounds:** Letters that appear frequently in words. Beginning readers can decode more words when they know several useful letters. Knowing the sounds of /m/, /a/, /t/, and /i/ is more advantageous than the sounds /x/, /q/, /y/, and /z/. Other useful letter sounds are /a/, /e/, /i/, /o/, /u/, /b/, /c/, /d/, /f/, /g/, /h/, /k/, /l/, /n/, /p/, and /r/.

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**Validity:** The degree to which a test measures the specific skills and concepts it claims to measure.

**Variant Correspondences:** Various corresponding spelling patterns for a specific sound or a variety of spelling patterns for one sound (e.g., long “a” spelled “a,” “a” \_ “e,” “ai” \_ , \_ “ay”).

**Vocabulary:** All of the words of our language. One must know words to communicate effectively. Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. The four types of vocabulary include listening, speaking, reading, and writing.

**Vowel Digraph or Vowel Pair:** Two vowels that together represent one phoneme, or sound (e.g., ea, ai, oa).

**Word Consciousness:** Awareness of and interest in words, their meanings, and their connections to other related words and concepts.

**Words Correct per Minute:** Represents the number of words a student reads correctly per minute; it also indicates a student’s reading fluency score on fluency assessments.

**Word Family:** Group of words that share a rime (a vowel plus the consonants that follow (e.g., “-ame,” “-ick,” “-out”).

**Word-Learning Strategies:** Strategies students use to learn words such as decoding, analyzing meaningful parts of words, using analogy, using context clues, using a dictionary (student friendly definitions), glossary, or other resources.

**Word Parts:** Letters, onsets, rimes, and syllables that, when combined, result in words. The ability to recognize word parts in multisyllabic words is beneficial in decoding unfamiliar words.

**Word Play or Study:** The act of deliberately investigating words (e.g., vocabulary-building exercises, word-identification practice, and spelling).

**Word Wall:** Display of words referenced and updated frequently by the teacher

**Writing Vocabulary:** Words that a student might use while writing.





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## **SOURCES FOR THE *PRINCIPAL'S READING WALK-THROUGH: K-3***

### *Classroom Walk-Through for Florida K-3 Reading Online Support Resources*

Created by Northeast Florida Educational Consortium for the  
Florida Department of Education  
The William Cecil Golden Florida School Development Program  
2006

### *Literacy Essential and Reading Network (LEaRN)*

Created by Northeast Florida Educational Consortium for the  
Florida Department of Education  
Just Read, Florida!  
2006

### *Reading Classroom Walk-Through*

Florida Center for Reading Research  
Florida State University  
2007





## APPENDIX A: REFLECTION QUESTIONS

Use these questions as prompts for reflecting on the process of implementing the *Principal's Reading Walk-Through: Kindergarten–Grade 3* in your school.

### ***PRWT: K–3 Orientation***

1. What challenges did you experience in scheduling the *PRWT: K–3* orientation with teachers at your school?
2. How did you overcome those scheduling challenges?
3. What presentation model did you use to orient teachers at your school to the *PRWT: K–3*?
4. How did the teachers react to the *PRWT: K–3*?

### ***PRWT: K–3 Walk-Throughs***

5. What challenges did you experience in conducting the *PRWT: K–3*?
6. How did you organize your initial *PRWT: K–3*?
7. How did the *PRWT: K–3 Checklists* assist your observations?
8. How did teachers react to your classroom visits?

### ***PRWT: K–3 Prompts***

9. Did you find it easier to write or deliver the reflective prompts? Why?
10. How did teachers respond to the prompts?
11. What insights did you gain from the *PRWT: K–3* and the teachers' reflections?

### ***PRWT: K–3 Trends***

12. What challenges did you experience in identifying trends from the data collected on the *PRWT: K–3 Checklists*?
13. How did you analyze for trends? Why did you choose this analysis?
14. What insights did you gain from the Trend Analysis?
15. How will you use this information to improve reading instruction at your school?





## **APPENDIX B**

### **CHECKLISTS**

- **Kindergarten**
  - **First Grade**
- **Second Grade**
  - **Third Grade**



Teacher \_\_\_\_\_

Visit 1 By: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

Visit 2 By: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

Visit 3 By: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

Kindergarten



## VISITS

1	2	3		NOTES & REFLECTION
<b>CLASSROOM ENVIRONMENT (CE)</b>				
			<b>CE-1</b> Classroom <b>behavior management system</b> creates a <b>positive learning environment</b> .	
			<b>CE-2</b> Classroom <b>arrangement</b> is conducive to <b>whole-group</b> instruction and <b>reading centers</b> (both teacher-led center and independent student centers).	
			<b>CE-3</b> <b>Daily class schedule</b> is posted with uninterrupted time for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.	
			<b>CE-4</b> <b>Displays</b> of student work and curriculum material <b>reflect current skills and concepts</b> taught.	
			<b>CE-5</b> <b>Teacher interactions</b> with students reflect warmth, encouragement, and enthusiasm.	
<b>INSTRUCTIONAL MATERIALS (IM)</b>				
			<b>IM-1</b> Teacher and student <b>program materials</b> (e.g., teacher's guides, big books, puppets, letter-sound cards, pre-decodable and decodable books, vocabulary lists, charts, student readers, and sufficient selection of texts) are <b>accessible and organized</b> .	
			<b>IM-2</b> Teacher uses a <b>variety of resources</b> (e.g., wipe-off boards, overhead projectors, computers, listening centers, letter tiles) during reading instruction.	
<b>TEACHER INSTRUCTION (TI)</b>				
			<b>TI-1</b> Teacher provides appropriate and <b>clear instruction for all students</b> , including students at risk, English Language Learners, and students with special needs.	
			<b>TI-2</b> Teacher implements <b>program components with fidelity</b> .	
			<b>TI-3</b> Teacher <b>differentiates instruction</b> according to student needs based on assessment.	
			<b>TI-4</b> Teacher uses <b>explicit instruction</b> during whole-group instruction and at the teacher-led center.	
			<b>TI-5</b> Teacher <b>scaffolds instruction</b> during whole-group instruction and at the teacher-led center.	
			<b>TI-6</b> Teacher provides students with ample <b>practice opportunities, corrective feedback, and positive feedback</b> .	
			<b>TI-7</b> <b>Pacing</b> is appropriate and lively during whole-group instruction and at the teacher-led center.	
			<b>TI-8</b> <b>Transitions</b> between whole-group instruction and reading centers are smooth and quick.	
			<b>TI-9</b> Students are familiar with reading <b>routines</b> and <b>procedures</b> .	
			<b>TI-10</b> Teacher fosters <b>active student engagement</b> and <b>motivation</b> to learn.	

VISITS			Kindergarten <b>K</b>	NOTES & REFLECTION
1	2	3		
			<b>READING CENTERS (RC)</b>	
			<b>RC-1</b> A <b>center management system</b> indicating flexible student placement and group size is evident.	
			<b>RC-2</b> Reading centers are <b>clearly designated, labeled, and defined</b> .	
			<b>RC-3</b> At the <b>teacher-led center</b> , reading instruction is <b>based on student assessment</b> .	
			<b>RC-4</b> At <b>student centers</b> , students are working on activities that directly <b>build reading skills</b> .	
			<b>RC-5</b> Students remain <b>academically engaged during student center</b> and <b>independent work</b> .	
			<b>CONCEPTS OF PRINT (CP)</b>	
			<b>CP-1</b> Teacher identifies <b>parts of a book</b> (e.g., front, back, title page), <b>print on a page</b> , and <b>how it is organized</b> (e.g., top to bottom, left to right).	
			<b>CP-2</b> Teacher demonstrates how <b>print matches speech</b> and written words are separated by spaces.	
			<b>CP-3</b> Teacher explains <b>simple punctuation</b> rules (e.g., first letter capitalization, ending punctuation).	
			<b>CP-4</b> Students participate in <b>letter recognition</b> activities.	
			<b>PHONOLOGICAL/PHONEMIC AWARENESS (PA)</b>	
			<b>PA-1</b> Teacher uses <b>oral activities</b> that include <b>rhyming, word play</b> , and <b>manipulation</b> of words, syllables, and sounds.	
			<b>PA-2</b> Teacher uses <b>engaging activities and materials</b> to support instruction and represent sounds (e.g., hand motions, clapping, puppets, Elkonin boxes, and other manipulatives).	
			<b>PA-3</b> Teacher <b>clearly and accurately pronounces individual sounds</b> of words.	
			<b>PHONICS (P)</b>	
			<b>P-1</b> Teacher uses <b>visual aids</b> (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program.	
			<b>P-2</b> Teacher uses <b>manipulatives</b> , such as letter tiles and Elkonin boxes, to reinforce the connection between phonemes (sounds) and graphemes (letters).	
			<b>P-3</b> Teacher introduces an <b>explicit decoding strategy to sound and blend</b> simple words.	
			<b>P-4</b> Teacher introduces and frequently reviews <b>common irregular words</b> (e.g., was, to, the).	
			<b>P-5</b> Students apply <b>letter-sound knowledge</b> in <b>reading and writing activities</b> .	
			<b>FLUENCY (F)</b>	
			<b>F-1</b> Teacher models <b>fluent reading</b> (i.e., <b>speed, accuracy, and prosody</b> ) during read-aloud and shared reading activities.	
			<b>F-2</b> Teachers and students are academically engaged in <b>shared reading</b> activities (e.g., big books, choral reading, charts, poems, songs).	
			<b>F-3</b> <b>Pre-reading</b> activities (e.g., letter naming, letter-sound correspondences, shared reading, pre-decodable and decodable books) take place in <b>teacher-led small groups</b> ; teacher provides immediate, <b>scaffolded feedback</b> .	



VISITS			Kindergarten <b>K</b>	NOTES & REFLECTION
1	2	3		
			<b>FLUENCY (F)</b>	
			<b>F-4</b> Teacher <b>monitors students' progress in letter names and sounds</b> using grade-level benchmarks.	
			<b>VOCABULARY (V)</b>	
			<b>V-1</b> Teacher uses context when <b>reading aloud</b> to define <b>unfamiliar words using student-friendly explanations</b> .	
			<b>V-2</b> <b>Direct vocabulary instruction</b> is purposeful and ongoing (e.g., vocabulary lists and student-friendly dictionaries are present).	
			<b>V-3</b> Teacher <b>categorizes key vocabulary</b> , identifies its important features, and <b>relates</b> new vocabulary to <b>prior knowledge</b> through questioning and other instructional activities.	
			<b>V-4</b> Students are <b>actively thinking about</b> and <b>using words in multiple contexts</b> .	
			<b>COMPREHENSION (C)</b>	
			<b>C-1</b> Teacher provides modeling and support as students <b>make predictions about text</b> using pictures, prior knowledge, and text features (e.g., title, subheads, captions, illustrations).	
			<b>C-2</b> Teacher provides modeling and support as students use prior knowledge to make decisions about text (e.g., determine if text is <b>fact</b> or <b>fiction</b> , identify <b>author's purpose</b> ).	
			<b>C-3</b> Teacher provides modeling and support as students <b>sequence</b> events and identify the <b>main idea</b> and <b>supporting details</b> .	

Teacher \_\_\_\_\_

Visit 1 By: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

Visit 2 By: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

Visit 3 By: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

# First Grade 1

## VISITS

1	2	3		NOTES & REFLECTION
<b>CLASSROOM ENVIRONMENT (CE)</b>				
			<b>CE-1</b> Classroom <b>behavior management system</b> creates a <b>positive learning environment</b> .	
			<b>CE-2</b> Classroom <b>arrangement</b> is conducive to <b>whole-group</b> instruction and <b>reading centers</b> (both teacher-led center and independent student centers).	
			<b>CE-3</b> <b>Daily class schedule</b> is posted with uninterrupted time for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.	
			<b>CE-4</b> <b>Displays</b> of student work and curriculum material <b>reflect current skills and concepts</b> taught.	
			<b>CE-5</b> <b>Teacher interactions</b> with students reflect warmth, encouragement, and enthusiasm.	
<b>INSTRUCTIONAL MATERIALS (IM)</b>				
			<b>IM-1</b> Teacher and student <b>program materials</b> (e.g., teacher's guides, big books, puppets, letter-sound cards, decodable books, vocabulary lists, charts, student readers, and sufficient selection of texts) are <b>accessible and organized</b> .	
			<b>IM-2</b> Teacher uses a <b>variety of resources</b> (e.g., wipe-off boards, overhead projectors, computers, listening centers, letter tiles) during reading instruction.	
<b>TEACHER INSTRUCTION (TI)</b>				
			<b>TI-1</b> Teacher provides appropriate and <b>clear instruction for all students</b> , including students at risk, English Language Learners, and students with special needs.	
			<b>TI-2</b> Teacher implements <b>program components with fidelity</b> .	
			<b>TI-3</b> Teacher <b>differentiates instruction</b> according to student needs based on assessment.	
			<b>TI-4</b> Teacher uses <b>explicit instruction</b> during whole-group instruction and at the teacher-led center.	
			<b>TI-5</b> Teacher <b>scaffolds instruction</b> during whole-group instruction and at the teacher-led center.	
			<b>TI-6</b> Teacher provides students with ample <b>practice opportunities, corrective feedback, and positive feedback</b> .	
			<b>TI-7</b> <b>Pacing</b> is appropriate and lively during whole-group instruction and at the teacher-led center.	
			<b>TI-8</b> <b>Transitions</b> between whole-group instruction and reading centers are smooth and quick.	
			<b>TI-9</b> Students are familiar with reading <b>routines</b> and <b>procedures</b> .	
			<b>TI-10</b> Teacher fosters <b>active student engagement</b> and <b>motivation</b> to learn.	

VISITS			First Grade 1	NOTES & REFLECTION
1	2	3		
			<b>READING CENTERS (RC)</b>	
			<b>RC-1</b> A <b>center management system</b> indicating flexible student placement and group size is evident.	
			<b>RC-2</b> Reading centers are <b>clearly designated, labeled, and defined</b> .	
			<b>RC-3</b> At the <b>teacher-led center</b> , reading instruction is <b>based on student assessment</b> .	
			<b>RC-4</b> At <b>student centers</b> , students are working on activities that directly <b>build reading skills</b> .	
			<b>RC-5</b> Students remain <b>academically engaged during student center</b> and <b>independent work</b> .	
			<b>PHONEMIC AWARENESS (PA)</b>	
			<b>PA-1</b> Teacher uses <b>oral activities</b> that include <b>segmenting</b> and <b>blending</b> of individual sounds in words.	
			<b>PA-2</b> Teacher uses <b>engaging activities and materials</b> to support instruction and represent sounds (e.g., hand motions, clapping, puppets, Elkonin boxes, and other manipulatives).	
			<b>PA-3</b> Teacher <b>clearly and accurately pronounces individual sounds</b> of words.	
			<b>PHONICS (P)</b>	
			<b>P-1</b> Teacher uses <b>visual aids</b> (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program.	
			<b>P-2</b> Teacher uses <b>manipulatives</b> , such as letter tiles and Elkonin boxes, to reinforce the connection between phonemes (sounds) and graphemes (letters).	
			<b>P-3</b> An <b>explicit decoding strategy</b> is taught for reading regular one-syllable words and includes <b>sounding</b> and <b>blending</b> of all letters and spelling patterns.	
			<b>P-4</b> Teacher introduces and frequently reviews <b>common irregular words</b> (e.g., there, because).	
			<b>P-5</b> Students apply <b>letter-sound knowledge</b> in <b>reading and writing activities</b> .	
			<b>FLUENCY (F)</b>	
			<b>F-1</b> Teacher models <b>fluent reading</b> (i.e., <b>speed, accuracy, and prosody</b> ) during read-aloud and shared reading activities.	
			<b>F-2</b> Teacher and students are academically engaged in <b>shared reading</b> activities (e.g., big books, choral reading, charts, poems, songs).	
			<b>F-3</b> <b>Oral reading</b> takes place in <b>teacher-led small groups</b> ; teacher provides immediate, <b>scaffolded feedback</b> .	
			<b>F-4</b> Teacher <b>monitors students' progress in oral reading fluency</b> using grade-level benchmarks.	
			<b>F-5</b> Students <b>read orally</b> (e.g., choral reading, partner reading, repeated reading).	
			<b>VOCABULARY (V)</b>	
			<b>V-1</b> Teacher uses context to define unfamiliar words in stories students read <b>using student-friendly explanations</b> .	
			<b>V-2</b> <b>Direct vocabulary instruction</b> is purposeful and ongoing (e.g., vocabulary lists and student-friendly dictionaries are present).	

VISITS			First Grade 1	NOTES & REFLECTION
1	2	3		
			<b>VOCABULARY (V)</b>	
			<b>V-3</b> Teacher <b>categorizes key vocabulary</b> , identifies its important features, and <b>relates</b> new vocabulary to <b>prior knowledge</b> through questioning and other instructional activities.	
			<b>V-4</b> Students are <b>actively thinking about</b> and <b>using words in multiple contexts</b> .	
			<b>COMPREHENSION (C)</b>	
			<b>C-1</b> Teacher provides modeling and support as students <b>make predictions about text</b> using pictures, prior knowledge, and text features (e.g., title, subheads, captions, illustrations).	
			<b>C-2</b> Teacher provides modeling and support as students use prior knowledge to make decisions about text (e.g., determine if text is <b>fact</b> or <b>fiction</b> , identify <b>author's purpose</b> ).	
			<b>C-3</b> Teacher provides modeling and support as students <b>sequence</b> events and identify the <b>main idea</b> and <b>supporting details</b> .	
			<b>C-4</b> Teacher provides modeling and support as students identify <b>text structures</b> (e.g., compare/contrast, cause/effect) and <b>examine relationships in text using graphic and semantic organizers</b> .	
			<b>C-5</b> Teacher provides modeling and support as students <b>monitor comprehension</b> and use appropriate fix-up strategies (e.g., rereading, summarizing, questioning, clarifying, and context clues).	
			<b>C-6</b> Teacher and students <b>ask and answer higher-level questions</b> (e.g., inferential, analytical) about shared readings and selections read.	

Teacher \_\_\_\_\_

Visit 1 By: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

Visit 2 By: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

Visit 3 By: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

## Second Grade 2

### VISITS

1	2	3		NOTES & REFLECTION
<b>CLASSROOM ENVIRONMENT (CE)</b>				
			<b>CE-1</b> Classroom <b>behavior management system</b> creates a <b>positive learning environment</b> .	
			<b>CE-2</b> Classroom <b>arrangement</b> is conducive to <b>whole-group</b> instruction and <b>reading centers</b> (both teacher-led center and independent student centers).	
			<b>CE-3</b> <b>Daily class schedule</b> is posted with uninterrupted time for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.	
			<b>CE-4</b> <b>Displays</b> of student work and curriculum material <b>reflect current skills and concepts</b> taught.	
			<b>CE-5</b> <b>Teacher interactions</b> with students reflect warmth, encouragement, and enthusiasm.	
<b>INSTRUCTIONAL MATERIALS (IM)</b>				
			<b>IM-1</b> Teacher and student <b>program materials</b> (e.g., teacher's guides, big books, letter-sound cards, decodable books, vocabulary lists, charts, student readers, and sufficient selection of texts) are <b>accessible and organized</b> .	
			<b>IM-2</b> Teacher uses a <b>variety of resources</b> (e.g., wipe-off boards, overhead projectors, computers, listening centers, letter tiles) during reading instruction.	
<b>TEACHER INSTRUCTION (TI)</b>				
			<b>TI-1</b> Teacher provides appropriate and <b>clear instruction for all students</b> , including students at risk, English Language Learners, and students with special needs.	
			<b>TI-2</b> Teacher implements <b>program components with fidelity</b> .	
			<b>TI-3</b> Teacher <b>differentiates instruction</b> according to student needs based on assessment.	
			<b>TI-4</b> Teacher uses <b>explicit instruction</b> during whole-group instruction and at the teacher-led center.	
			<b>TI-5</b> Teacher <b>scaffolds instruction</b> during whole-group instruction and at the teacher-led center.	
			<b>TI-6</b> Teacher provides students with ample <b>practice opportunities, corrective feedback, and positive feedback</b> .	
			<b>TI-7</b> <b>Pacing</b> is appropriate and lively during whole-group instruction and at the teacher-led center.	
			<b>TI-8</b> <b>Transitions</b> between whole-group instruction and reading centers are smooth and quick.	
			<b>TI-9</b> Students are familiar with reading <b>routines</b> and <b>procedures</b> .	
			<b>TI-10</b> Teacher fosters <b>active student engagement</b> and <b>motivation</b> to learn.	

VISITS			Second Grade 2	NOTES & REFLECTION
1	2	3		
			<b>READING CENTERS (RC)</b>	
			<b>RC-1</b> A <b>center management system</b> indicating flexible student placement and group size is evident.	
			<b>RC-2</b> Reading centers are <b>clearly designated, labeled, and defined</b> .	
			<b>RC-3</b> At the <b>teacher-led center</b> , reading instruction is <b>based on student assessment</b> .	
			<b>RC-4</b> At <b>student centers</b> , students are working on activities that directly <b>build reading skills</b> .	
			<b>RC-5</b> Students remain <b>academically engaged during student center</b> and <b>independent work</b> .	
			<b>PHONICS (P)</b>	
			<b>P-1</b> Teacher uses <b>visual aids</b> (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program.	
			<b>P-2</b> An <b>explicit decoding strategy</b> is taught for reading more complex one-syllable and multi-syllabic words and includes <b>sounding</b> and <b>blending</b> of all letters and spelling patterns.	
			<b>P-3</b> Teacher begins explicit instruction in <b>advanced phonic elements</b> and <b>word analysis skills</b> .	
			<b>P-4</b> Teacher introduces and frequently reviews <b>irregular words</b> (e.g., laugh, beautiful).	
			<b>P-5</b> Students apply <b>letter-sound knowledge</b> in <b>reading and writing activities</b> .	
			<b>FLUENCY (F)</b>	
			<b>F-1</b> Teacher models <b>fluent reading</b> (i.e., <b>speed, accuracy, and prosody</b> ) during read-aloud and shared reading activities.	
			<b>F-2</b> Teacher and students are academically engaged in <b>shared reading</b> activities (e.g., big books, choral reading, charts, poems, songs).	
			<b>F-3</b> <b>Oral reading</b> takes place in <b>teacher-led small groups</b> ; teacher provides immediate, <b>scaffolded feedback</b> .	
			<b>F-4</b> Teacher <b>monitors students' progress in oral reading fluency</b> using grade-level benchmarks.	
			<b>F-5</b> Students <b>read orally</b> (e.g., choral reading, partner reading, repeated reading).	
			<b>VOCABULARY (V)</b>	
			<b>V-1</b> Teacher uses context to define unfamiliar words in stories students read <b>using student-friendly explanations</b> .	
			<b>V-2</b> <b>Direct vocabulary instruction</b> is purposeful and ongoing (e.g., vocabulary lists and student-friendly dictionaries are present).	
			<b>V-3</b> Teacher <b>categorizes key vocabulary</b> , identifies its important features, and <b>relates</b> new vocabulary to <b>prior knowledge</b> through questioning and other instructional activities.	
			<b>V-4</b> Students are <b>actively thinking about</b> and <b>using words in multiple contexts</b> .	

VISITS			Second Grade 2	NOTES & REFLECTION
1	2	3		
			COMPREHENSION (C)	
			<b>C-1</b> Teacher provides modeling and support as students <b>make predictions about text</b> using pictures, prior knowledge, and text features (e.g., title, subheads, captions, illustrations).	
			<b>C-2</b> Teacher provides modeling and support as students use prior knowledge to make decisions about text (e.g., determine if text is <b>fact</b> or <b>fiction</b> , identify <b>author's purpose</b> ).	
			<b>C-3</b> Teacher provides modeling and support as students <b>sequence</b> events and identify the <b>main idea</b> and <b>supporting details</b> .	
			<b>C-4</b> Teacher provides modeling and support as students identify <b>text structures</b> (e.g., compare/contrast, cause/effect) and <b>examine relationships in text using graphic and semantic organizers</b> .	
			<b>C-5</b> Teacher provides modeling and support as students <b>monitor comprehension</b> and use appropriate fix-up strategies (e.g., rereading, summarizing, questioning, clarifying, and context clues).	
			<b>C-6</b> Teacher and students <b>ask and answer higher-level questions</b> (e.g., inferential, analytical) about shared readings and selections read.	
			<b>C-7</b> Teacher and students identify, ask, and answer questions about <b>story elements</b> (e.g., characters, setting, problems, and solutions).	
			<b>C-8</b> Teacher and students make <b>inferences from text</b> .	

Teacher \_\_\_\_\_

Visit 1 By: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

Visit 2 By: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

Visit 3 By: \_\_\_\_\_ Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time \_\_\_\_ - \_\_\_\_ WG \_\_\_\_ SG \_\_\_\_

# Third Grade 3

## VISITS

1	2	3		NOTES & REFLECTION
<b>CLASSROOM ENVIRONMENT (CE)</b>				
			<b>CE-1</b> Classroom <b>behavior management system</b> creates a <b>positive learning environment</b> .	
			<b>CE-2</b> Classroom <b>arrangement</b> is conducive to <b>whole-group</b> instruction and <b>reading centers</b> (both teacher-led center and independent student centers).	
			<b>CE-3</b> <b>Daily class schedule</b> is posted with uninterrupted time for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.	
			<b>CE-4</b> <b>Displays</b> of student work and curriculum material <b>reflect current skills and concepts</b> taught.	
			<b>CE-5</b> <b>Teacher interactions</b> with students reflect warmth, encouragement, and enthusiasm.	
<b>INSTRUCTIONAL MATERIALS (IM)</b>				
			<b>IM-1</b> Teacher and student <b>program materials</b> (e.g., teacher's guides, big books, puppets, letter-sound cards, decodable books, vocabulary lists, charts, student readers, and sufficient selection of texts) are <b>accessible and organized</b> .	
			<b>IM-2</b> Teacher uses a <b>variety of resources</b> (e.g., wipe-off boards, overhead projectors, computers, listening centers, letter tiles) during reading instruction.	
<b>TEACHER INSTRUCTION (TI)</b>				
			<b>TI-1</b> Teacher provides appropriate and <b>clear instruction for all students</b> , including students at risk, English Language Learners, and students with special needs.	
			<b>TI-2</b> Teacher implements <b>program components with fidelity</b> .	
			<b>TI-3</b> Teacher <b>differentiates instruction</b> according to student needs based on assessment.	
			<b>TI-4</b> Teacher uses <b>explicit instruction</b> during whole-group instruction and at the teacher-led center.	
			<b>TI-5</b> Teacher <b>scaffolds instruction</b> during whole-group instruction and at the teacher-led center.	
			<b>TI-6</b> Teacher provides students with ample <b>practice opportunities, corrective feedback, and positive feedback</b> .	
			<b>TI-7</b> <b>Pacing</b> is appropriate and lively during whole-group instruction and at the teacher-led center.	
			<b>TI-8</b> <b>Transitions</b> between whole-group instruction and reading centers are smooth and quick.	
			<b>TI-9</b> Students are familiar with reading <b>routines</b> and <b>procedures</b> .	
			<b>TI-10</b> Teacher fosters <b>active student engagement</b> and <b>motivation</b> to learn.	



VISITS			Third Grade 3	NOTES & REFLECTION
1	2	3		
			<b>READING CENTERS (RC)</b>	
			<b>RC-1</b> A <b>center management system</b> indicating flexible student placement and group size is evident.	
			<b>RC-2</b> Reading centers are <b>clearly designated, labeled, and defined</b> .	
			<b>RC-3</b> At the <b>teacher-led center</b> , reading instruction is <b>based on student assessment</b> .	
			<b>RC-4</b> At <b>student centers</b> , students are working on activities that directly <b>build reading skills</b> .	
			<b>RC-5</b> Students remain <b>academically engaged during student center</b> and <b>independent work</b> .	
			<b>PHONICS (P)</b>	
			<b>P-1</b> Teacher uses <b>visual aids</b> (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program.	
			<b>P-2</b> An <b>explicit decoding strategy</b> is taught for reading more complex one-syllable and multi-syllabic words and includes <b>sounding</b> and <b>blending</b> of all letters and spelling patterns.	
			<b>P-3</b> Teacher begins explicit instruction in <b>advanced phonic elements</b> and <b>word analysis skills</b> .	
			<b>P-4</b> Teacher introduces and frequently reviews <b>irregular words</b> (e.g., laugh, beautiful).	
			<b>P-5</b> Students apply <b>advanced phonics knowledge</b> in <b>reading and writing activities</b> .	
			<b>FLUENCY (F)</b>	
			<b>F-1</b> Teacher models <b>fluent reading</b> (i.e., <b>speed, accuracy, and prosody</b> ) during read-aloud and shared reading activities.	
			<b>F-2</b> Teacher and students are academically engaged in <b>shared reading</b> activities (e.g., choral reading, chants, poems, songs).	
			<b>F-3</b> <b>Oral reading</b> takes place in <b>teacher-led small groups</b> ; teacher provides immediate, <b>scaffolded feedback</b> .	
			<b>F-4</b> Teacher <b>monitors students' progress in oral reading fluency</b> using grade-level benchmarks.	
			<b>F-5</b> Students <b>read orally</b> (e.g., choral reading, partner reading, repeated reading).	
			<b>VOCABULARY (V)</b>	
			<b>V-1</b> Teacher uses context to define unfamiliar words in stories students read <b>using student-friendly explanations</b> .	
			<b>V-2</b> <b>Direct vocabulary instruction</b> is purposeful and ongoing (e.g., vocabulary lists and student-friendly dictionaries are present).	
			<b>V-3</b> Teacher <b>categorizes key vocabulary</b> , identifies its important features, and <b>relates</b> new vocabulary to <b>prior knowledge</b> through questioning and other instructional activities.	
			<b>V-4</b> Students are <b>actively thinking about</b> and <b>using words in multiple contexts</b> .	
			<b>V-5</b> Teacher instructs students on <b>word parts</b> and their meanings (e.g., root words, prefixes, and suffixes).	

VISITS			Third Grade 3	NOTES & REFLECTION
1	2	3		
			COMPREHENSION (C)	
			<b>C-1</b> Teacher provides modeling and support as students <b>make predictions about text</b> using pictures, prior knowledge, and text features (e.g., title, subheads, captions, illustrations).	
			<b>C-2</b> Teacher provides modeling and support as students use prior knowledge to make decisions about text (e.g., determine if text is <b>fact</b> or <b>fiction</b> , identify <b>author's purpose</b> ).	
			<b>C-3</b> Teacher provides modeling and support as students <b>sequence</b> events and identify the <b>main idea</b> and <b>supporting details</b> .	
			<b>C-4</b> Teacher provides modeling and support as students identify <b>text structures</b> (e.g., compare/contrast, cause/effect) and <b>examine relationships in text using graphic and semantic organizers</b> .	
			<b>C-5</b> Teacher provides modeling and support as students <b>monitor comprehension</b> and use appropriate fix-up strategies (e.g., rereading, summarizing, questioning, clarifying, and context clues).	
			<b>C-6</b> Teacher and students <b>ask and answer higher-level questions</b> (e.g., inferential, analytical) about shared readings and selections read.	
			<b>C-7</b> Teacher and students identify, ask, and answer questions about <b>story elements</b> (e.g., characters, setting, problems, and solutions).	
			<b>C-8</b> Teacher and students make <b>inferences from text</b> .	





CENTER ON  
INSTRUCTION