

comprehension

general comprehension strategies

State Goal 1: Read with understanding and fluency.

1B: Apply reading strategies to improve understanding and fluency.

Goal 1C Students who meet the standard can comprehend a broad range of reading materials

Best Practices

- ◆ Comprehension instruction in a Reading Workshop engages students in 3-5 weeks of in-depth units of study focusing on each of the 7 comprehension strategies.
- ◆ Teachers use mini-lessons to model/demonstrate/think-aloud through a read aloud or shared reading experience.
- ◆ Students are given time to practice each strategy during independent reading. Evidence of their thinking could include response journals, post-it notes, and graphic organizers.
- ◆ Students receive additional focused instruction in small, flexible groups daily.
- ◆ Teachers confer with students, providing feedback to individual student readers. Information gathered from these individual conferences along with formal and informal assessments are used to guide and plan instruction.

Related Descriptors

- Select books appropriate to reading levels or interests.
- Make predictions before reading and relate to personal experiences (e.g., illustrations, title).
- Discuss prior knowledge of topics and relate to the text before reading (CONNECTIONS)
- Use information in illustrations or text to make predictions and relate to prior knowledge (CONNECTIONS)
- Connect the elements of narratives (e.g., character, setting, plot) to the text. (CONNECTIONS)
- Compare two books by the same author. (CONNECTIONS)
- Compare a broad range of familiar books that have the same theme and topic. (CONNECTIONS)
- Distinguish between poetry and prose.
- Begin to check for understanding (e.g., reread, read ahead, use illustrations and context clues) during reading. (QUESTIONING)
- Ask questions to clarify understanding before, during, and after reading. (QUESTIONING)
- Recognize questions can be used to gain information. (QUESTIONING)
- Ask questions to seek elaboration of illustrations or portions of text and to monitor comprehension (e.g., ask why a character would do something, ask for clarification of something). (QUESTIONING)
- Predict and then confirm questions characters in stories might ask. (QUESTIONING)
- Begin to recognize the author's purpose across a broad range of materials. (DETERMINING IMPORTANCE)
- Summarize information about fiction and nonfiction materials in illustrations, charts and other graphics. (DETERMINING IMPORTANCE)
- Summarize or tell information from a broad range of reading material. (DETERMINING IMPORTANCE)
- Re-enact or dramatize the contents of stories for retellings.
- Create illustrations to answer questions about a story.
- Use text provided in functional classroom messages to get information.
- Develop familiarity with available technology.

comprehension

general comprehension strategies

<u>Instructional Elements & Anchor Text</u>	<u>Student Products (Informal Assessment)</u>
<p>Think Aloud/Model during Read Alouds Allow Opportunities for Discussion Marking Text 7 Comprehension Strategies (before/during/after reading)</p> <ul style="list-style-type: none"> - See below for essential elements of comprehension strategies - Make class anchor charts for each strategy <p>Text structure Features of Text Create Culture of “Reading is Thinking”</p>	<p>Response journals Reading Logs Post-it Notes</p> <p>Graphic Organizers that support multiple strategies:</p> <ul style="list-style-type: none"> - T-Chart/2-column notes* - KWL Chart*
<p><u>Making Connections/Schema</u></p> <ul style="list-style-type: none"> - Text-Self, Text-Text, Text-World - Activate Prior Knowledge (Schema) - Previewing/Predicting <p><i>Anchor Text:</i> <u><i>Ira Sleeps Over</i></u> by Bernard Waber (T-S) <u><i>Julius, Baby of the World</i></u> by Kevin Henkes (T-T) <u><i>Owen</i></u> by Kevin Henkes (T-T) <u><i>The Great Kapok Tree</i></u> by Lynne Cherry (T-W)</p>	<p><u>Making Connections/Schema</u></p> <ul style="list-style-type: none"> - Making Connections - Venn Diagrams*
<p><u>Questioning</u></p> <ul style="list-style-type: none"> - Thick and Thin Questions - QAR <p><i>Anchor Text:</i> <u><i>Charlie Anderson</i></u> by Barbara Abercrombie <u><i>How Many Days to America</i></u> by Eve Bunting <u><i>The Lotus Seed</i></u> by Sherry Garland <u><i>Sylvester and the Magic Pebble</i></u> by William Steig</p>	<p><u>Questioning</u></p> <ul style="list-style-type: none"> - I Wonder - Questioning Web*
<p><u>Visualization</u></p> <ul style="list-style-type: none"> - Mental images/“movie in my mind” - Using schema to visualize - Images from all senses and emotions - Powerful language 	<p><u>Visualization</u></p> <ul style="list-style-type: none"> - Drawing pictures - My most vivid mental image - Stretch to Sketch

Anchor Text:

Miss Rumphius by Barbara Cooney

The Napping House by Audrey Wood

A Bad Case for Strips by David Shannon

A Chair for My Mother by Vera Williams

Inferences

- Reading between the lines
- Infer to predict
- Characterization and story elements
- Theme, mood
- Drawing conclusions
- Cause/effect
- Context Clues

Anchor Text:

Comics

Poetry

Fables by Arnold Lobel

The Wretched Stone by Chris Van Allsburg

Determining Importance in Text

- Summary
- Sequencing
- V.I.P.'s (Very Important Points)
- Main Idea & Supporting Details

Anchor Text:

Red Leaf, Yellow Leaf by Lois Ehlert

Honey, Honey, Lion! By Jan Brett

June 29, 1999 by David Wiesner

Synthesizing

- Theme
- Mood
- Author's Purpose
- Connecting all strategies to make deeper, personal, meaning
- Extending meaning through discussion

Anchor Text:

Fables by Arnold Lobel

Oliver Button Is a Sissy by Tomie dePaola

Inferences

- 2 column notes
- My inference

Determining Importance

- V.I.P (Very Important Points) with sticky notes cut in strips
- Point it Out
- KWL

Synthesizing

- Reading Response Journals
- Facts, Questions, Responses, Big Ideas

Self Monitoring

- Re-reading
- Context Clues
- Reading aloud to clarify meaning

Self –Monitoring

- Meta-cognition bookmarks
- Context clues graphic organizers
- Helping Hand

comprehension*general comprehension strategies*

<p><u>Teacher Resources</u></p> <p><i><u>Reading with Meaning</u> by Debbie Miller</i></p> <p><i><u>First Graphic Organizers: Reading</u> by Scholastic</i></p> <p><i><u>Creating Strategic Readers</u> by Valerie Ellery</i></p> <p><i><u>Comprehensive Literacy Resource for Grades 1-2 Teachers</u> by Miriam P. Trehearne (ETA Cuisenaire)</i></p> <p><i><u>Teaching for Comprehension in Reading</u> by Gay Su Pinnell and Patricia Scharer</i></p> <p><i><u>Strategies that Work</u> by Stephanie Harvey and Anne Goudvis</i></p> <p><i><u>Time for Literacy Centers</u> by Gretchen Owocki</i></p>	<p><u>Formal Assessment</u></p> <p><i>Screening Assessment</i> (administered 3 times per year) MAP assessment</p> <p><i>Diagnostic Assessments</i> (administered according to grade level reading expectations)</p> <p>Rigby Running Records</p> <ul style="list-style-type: none"> - miscue analysis - accuracy score - comprehension questions - retelling score <p><i>Progress Monitoring Assessments</i> (administered frequently to students who did not meet benchmarks on screening and/or diagnostic assessments)</p> <p>Running Records</p>
<p><u>NOTES</u></p>	

comprehension

exploring genre & literary elements

State Goal 2: Read and understand literature representative of various societies, eras, and ideas.

2A: Understand how literary elements and techniques are used to convey meaning.

Best Practices

- ◆ Teachers use mini-lessons to model/demonstrate/think-aloud through informational read alouds or shared reading experiences using informational big books.
- ◆ Students are given time to practice during independent reading. Classroom libraries should contain a variety of genre at a range of reading levels.
- ◆ Evidence of their thinking includes response journals, post-it notes, and graphic organizers.
- ◆ Students receive additional focused instruction in small, flexible groups daily.
- ◆ Teacher confers with students, providing feedback to individual student readers. Information gathered from these individual conferences along with formal and informal assessments are used to guide and plan instruction.

Related Descriptors

- Identify genres of fiction and non-fiction. 1B.7
- Identify the setting and tell how it affects the story. 2A.2 (INFERENCES)
- Identify the elements of plot by retelling the story (i.e., problem, attempts to solve problem, or resolution of problem). 2A.3 (DETERMINING IMPORTANCE)
- Identify/compare characters' attributes across stories. 2A.4 (T-T CONNECTIONS)
- Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information. 1C.6 (DETERMINING IMPORTANCE)
- Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution). 2A.9 (DETERMINING IMPORTANCE)
- Use information from simple tables, maps, and charts to increase comprehension of a variety of age-appropriate materials, both fiction and nonfiction. 1C.8 (DETERMINING IMPORTANCE)
- Use available technology (e.g., interactive web sites, software, electronic mail). 1C.9
- Name several characteristics that distinguish fiction from nonfiction. 2A.6
- Classify major types of fiction (e.g., tall tale, fairy tale, fable). 2A.7
- Classify major types of nonfiction (e.g., essay, biography, autobiography). 2A.8
- Investigate literature from a variety of time periods/ cultures/genres. 2B.2
- Recognize that prose is written in sentences and organized in paragraphs. 2A.10
- Recognize both rhymed and unrhymed poetry. 2A.11
- Discover poetic devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor). 2A.12
- Identify genres of poetry. 1B.8

comprehension

exploring genre & literary elements

<p><u>INSTRUCTIONAL ELEMENTS/ANCHOR TEXT</u></p> <p>Read aloud/Think Aloud from a variety of genre Students read a variety of genre</p> <ul style="list-style-type: none"> - Book Clubs/Literature Circles - Guided Reading Groups - Genre Studies <p>Combine the teaching of literary elements with comprehension strategies (see strategy connections below)</p>	<p><u>STUDENT PRODUCTS (Informal Assessment)</u></p> <p>Reading logs Reading Response Journals Character maps Graphic Organizers</p>
<p><u>FICTION ESSENTIALS</u></p>	<p><u>FICTION ESSENTIALS</u></p>
<p><u>Character Analysis</u></p> <ul style="list-style-type: none"> - Character traits (INFERENCES) - Compare/Contrast characters (CONNECTIONS) <p><i>Anchor text:</i> <u>Goin' Someplace Special</u> by Patricia McKissack <u>Nora the Nonapus</u> by 5th grade students at Estes Hills Elementary</p> <p><u>Setting</u></p> <ul style="list-style-type: none"> - How setting affects story (INFERENCES) - Describe setting (VISUALIZATION) <p><i>Anchor text:</i> <u>Any Erza Jack Keats book</u> <u>Hello/Goodbye Window</u> by</p> <p><u>Plot/Story Elements</u></p> <ul style="list-style-type: none"> - Retelling (DETERMINING IMPORTANCE) - Problem/Resolution (INFERENCES) <p><i>Anchor text:</i> <u>The Carrot Seed</u> by Ruth Krauss and Crockett Johnson <u>Swimmy</u> by Leo Leoni <u>Mirandy and Brother Wind</u> by Patricia McKissack</p>	<p><u>Character Analysis</u></p> <ul style="list-style-type: none"> - Character Maps & Webs - Venn Diagrams <p><u>Setting</u></p> <ul style="list-style-type: none"> - Drawing visual images of setting - See Visualization student products <p><u>Plot/Story Elements</u></p> <ul style="list-style-type: none"> - Story Maps

<p><u>Other Fiction Essentials</u></p> <ul style="list-style-type: none"> - Narration & Dialogue - Investigate various forms of fiction: tall tale, fairy tale, fable, historical fiction, realistic fiction, and poetry <p><i>Anchor text:</i> <i>Reader's Theater</i> <i><u>The Grouchy Ladybug</u> by Eric Carle</i></p>	
NON FICTION ESSENTIALS	NON FICTION ESSENTIALS
<p><u>Features of Nonfiction</u> Construct class chart listing text features and how they help readers make meaning</p> <ul style="list-style-type: none"> - captions, labels, charts/graphs, maps, close ups, comparisons, etc. <p><u>Text Structure</u></p> <ul style="list-style-type: none"> - Introduce 5 text structures: <ul style="list-style-type: none"> Description Sequence Comparison Cause/effect Problem/solution <p><i>Anchor Text:</i></p> <p><u>Other Nonfiction Essentials</u></p> <ul style="list-style-type: none"> - Activating prior knowledge/schema - Main Idea in nonfiction (DETERMINING IMPORTANCE) - Explore all types of non fiction (biography, autobiography, essay, poetry) 	<p><u>Features of Nonfiction</u></p> <ul style="list-style-type: none"> - Convention Notebooks <p><u>Text Structure</u></p> <ul style="list-style-type: none"> - Co-constructed anchor chart classifying text structures with examples <p><u>Other Nonfiction Essentials</u></p> <ul style="list-style-type: none"> - KWL - Venn Diagram - Main Idea/Details

comprehension*exploring genre & literary elements***Teacher Resources**

Making It Real: Strategies for Success with Informational Text by Linda Hoyt

Reading with Meaning by Debbie Miller

Teaching for Deep Comprehension by Linda J. Dorn and Carla Soffos

Teaching for Comprehension in Reading by Gay Su Pinnel and Patricia L. Scharer

Formal Assessments***Screening Assessment***

(administered 3 times per year)

MAP assessment

Diagnostic Assessments

(administered according to grade level reading expectations)

Rigby Running Records (consider genre)

- accuracy score
- comprehension questions
- retelling score

Progress Monitoring Assessments

(administered frequently to students who did not meet benchmarks on screening and/or diagnostic assessments)

Running Records

NOTES:

fluency

general fluency strategies

State Goal 1: Read with understanding and fluency.

1B: Apply reading strategies to improve understanding and fluency.

Best Practices

- ◆ Fluency instruction is used to enhance students reading rate, accuracy, phrasing, and expression.
- ◆ Based on Oral Reading Fluency rates, students should be identified for intervention in this area. Fluency can then be reinforced and practiced as a focus for small group.
- ◆ Use of high utility words (sight words) impacts fluency, along with automaticity and accuracy of applying reading strategies to unknown words
- ◆ Paired Reading is utilized for students who are struggling with fluency
- ◆ Repeated Readings are utilized for students who are struggling with fluency
- ◆ Read Alouds provide a model of fluency
- ◆ Readers Theater, Echo reading and Choral reading are used for all students.

Related Descriptors

- Read age-appropriate material aloud with fluency and accuracy. 1B.13
- Read age-appropriate material orally with accuracy, rhythm, volume and flow that sounds like everyday speech.

Instructional Elements & Anchor Text

Read aloud to model fluency

- Accuracy
- Phrasing
- Rate
- Expression

Daily Independent Reading time

Choral reading

Echo reading

Paired reading

Reader's Theater

Repeated reading of familiar text

(built in to Guided Reading Groups)

Performing Poetry

Sight Word Instruction (also see word study)

- Utilize Word Walls
- Games & activities to support

Student Products (Informal Assessments)

Read with me Fluency rubric

Readers Theater performance rubric

Repeated Reading Graph of Progress

Sight Word Instruction (also see word study)

fluency*general fluency strategies***Teacher Resources**

The Fluent Reader by Timothy V. Rasinski

Fluency Instruction by Timothy V. Rasinski

Fluency Practice Read-Alouds Plays by Kathleen M. Hollenback

Paired Reading (video) by BER

Website resources:

- Reading a-z
www.readinga-z.com
- Reader's Theater scripts

Formal Assessments

Oral Reading Fluency Assessments (optional)

- DIBELS Oral Reading Fluency probes
- Reading a-z Fluency Probes
- 3-minute Reading Assessments
- Timed running record

NAEP Fluency rubric

Oral reading rubrics

Dolch Word Assessments

(administered according to grade level reading expectations)

NOTES

phonemic awareness, phonics, vocabulary*general strategies*

State Goal 1: Read with understanding and fluency.

1A: Apply word analysis and vocabulary skills to comprehend selections.

Best Practices

- ◆ Allot a 15-30 minute Word Study Block daily
- ◆ Implement systematic phonics instruction for purpose of teaching students strategies for reading/spelling, based on developmental continuum
- ◆ Teach and model strategies in whole and small groups: context clues, read on, sound out, look for smaller words, chunking sounds, get your mouth ready, look at the picture (decoding bookmark).
- ◆ Use of high utility words (sight words) as part of word study instruction
- ◆ Flexible word study groups
- ◆ Utilize hands-on approaches to in-depth studies of phonics patterns, such as word sorts, building words, and word family study.

Related Descriptors

- Use phonics to decode new words in age-appropriate material. 1A.1
- Use word analysis (root words, inflections, affixes) to identify words. 1A.2
- Discuss the meaning of new words encountered in independent and group activities. 1A.3
- Use synonyms and antonyms to define words. 1A.4
- Use a variety of decoding strategies (e.g., phonics. Word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material. 1A.5
- Self-monitor reading and use decoding strategies to self-correct miscues. 1A.6
- Use context and previous experience to determine the meanings of unfamiliar words in text. 1A.7
- Use a variety of resources (e.g., dictionaries, thesauruses, indices, glossaries, internet, interviews, available technology) to clarify meanings of unfamiliar words. 1A.8
- Define unfamiliar vocabulary. 2A.5

phonemic awareness, phonics, vocabulary*general strategies*

<u>Instructional Elements and Anchor Text</u>		<u>Student Products (Informal Assessments)</u>
<p><u>Phonemic Awareness Essentials</u></p> <ul style="list-style-type: none"> - Rhyming - Initial, medial, final sounds - Segmenting sounds - Blending sounds - Syllables 		<p><u>Phonemic Awareness Essentials</u> (there are no student products for phonemic awareness as it is taught orally)</p>
<p><u>Phonics Essentials</u></p> <ul style="list-style-type: none"> - Word Sorts - Word Study Notebook - Word Banks and charts - Word building activities <ul style="list-style-type: none"> Making Words Word Ladders - Word pattern activities <ul style="list-style-type: none"> Chunking - Elkonin Boxes 	<p style="text-align: center;">PHONICS CONCEPTS</p> <ul style="list-style-type: none"> - Consonants - Short vowels - CVC patterns - Endings: -ed, -s, -ing - Blends (initial & final) - Long vowels (silent e & double vowels) - Digraphs (sh, ch, th, wh) - Endings: -er, -ly, -est - R-controlled vowels - Diphthongs (oo/ow, oi/oy, au/aw, ou/ow) 	<p><u>Phonics Essentials</u></p> <ul style="list-style-type: none"> - Word Sorts - Word Study Notebooks - Word Ladders
<p><u>Other Word Study Essentials</u></p> <ul style="list-style-type: none"> - Sight Word/Word Walls - Games and activities to support sight word learning - Alphabetical Order - Root words/affixes - Synonyms and antonyms - Homophones - Using resources (i.e. dictionary, thesaurus, etc.) 		<p><u>Other Word Study Essentials</u></p> <ul style="list-style-type: none"> - Concept Maps and other graphic organizers for vocabulary

phonemic awareness, phonics, vocabulary*general strategies*

<p><u>Teacher Resources</u></p> <p><i>Sitton Spelling</i> by Rebecca Sitton <i>Words Their Way</i> (Bear, Invernizzi, Templeton, Johnston) <i>Word Journeys</i> (Kathy Ganske) <i>Making Words</i> (Cunningham) <i>Making and Writing Words</i> (Rasinski) <i>Creating Strategic Readers</i> (Ellery) <i>Month by Month Phonics for First Grade</i> <i>Systematic Sequential Phonics They Use</i> <i>Daily Word Ladders</i> <i>Rhyming dictionaries</i> <i>Word Sorts</i> (Sharon Brown) <i>Grade 1 Reading Teaching Tools</i> <i>Rigby Leveled Readers</i> <i>Sight word readers</i></p> <p>Website resources</p> <ul style="list-style-type: none"> - Reading a-z www.readinga-z.com 	<p><u>Formal Assessments</u></p> <p><i>Screening Assessment</i> <i>(administered 3 times per year)</i> MAP assessment</p> <p><i>Diagnostic Assessments</i> <i>(administered according to grade level reading expectations)</i></p> <ul style="list-style-type: none"> Rigby Running Records (consider genre) - miscue analysis - accuracy score <p>Developmental Spelling Inventory Dolch Word Assessments</p> <p><i>Progress Monitoring Assessments</i> <i>(administered frequently to students who did not meet benchmarks on screening and/or diagnostic assessments)</i></p> <ul style="list-style-type: none"> Running Records DIBELS Nonsense Word Fluency Probe (optional) Dolch Word Assessments
--	---

NOTES