

North Dakota Department of Public Instruction

Research Based Documentation Tool



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600 E. Boulevard Avenue, Dept. 201
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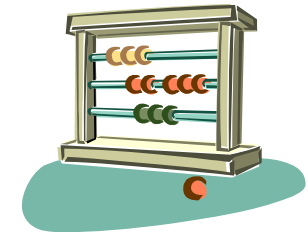
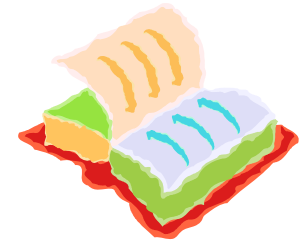
October 2005

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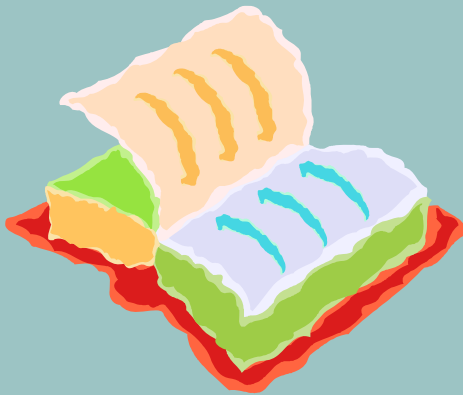
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Reading



Phonemic Awareness

Phonics

Reading Comprehension

Reading Fluency

Vocabulary

Authors: Paula Rogers, Title I Teacher, Langdon

Vicki Held, Title I Teacher, North Central Rock Lake

Strategies and Ideas Supported by Research

Topic: Phonemic Awareness

Activity	Strategy	Example	Research
<p>Phonemic Awareness</p> <p>Resources: Grade level curriculum maps for Phonemic Awareness in grades K-1 http://reading.uoregon.edu/appendices/maps.php</p>	<p>Phonological Awareness Development Continuum</p>	<p>Listed from the easiest and earliest skill to learn to most difficult phonemic skill.</p> <ul style="list-style-type: none"> • Indicates highest priority for beginning readers <ul style="list-style-type: none"> – Word/sound comparison – Rhyming – Sentence – Segmentation – Syllable segmentation and blending – Onset blending and segmentation • Blending individual phonemes • Segmenting individual phonemes • Phoneme deletion • Phoneme manipulation 	<p>O'Connor, Notari-Syverson & Vadasy. (1998). <i>Ladders to Literacy: A Kindergarten Activity Book</i> (2nd Edition).</p> <p>Blachman, B. A., Wynne Ball, E. Balck, R. & Tangel, D.M. (2000). <i>Road to the Code: A Phonological Awareness Program for Young Children</i>.</p> <p>Kame'enui, E. J., Carnine, D. W., Dixon, R. C., Simmons, D. C. & Coyne, M. D. (2002). <i>Effective Teaching Strategies that Accommodate Diverse Learners</i> (2nd Edition). Upper Saddle River, NJ: Prentice Hall.</p>
<p>Phonemic Awareness</p> <p>Resources: http://reading.uoregon.edu/pa/index.php</p>	<p>Phonological Awareness (Oral Language)</p> <p>"One of the most compelling and well-established findings in the research on beginning reading is the important relationship between phonemic awareness and reading acquisition." (Kame'enui, et. al., 1997)</p>	<p><u>Discriminating Words</u></p> <p>Students listen to two or three words to determine if they are the same or different. The teacher models the correct way to answer and provides 10 to 20 examples at a brisk pace which keeps all students engaged.</p> <p><u>Model</u></p> <p>"Listen, I am going to say two words.</p>	<p>Kame'enui, E. J., Simmons, D. C., Baker, S., Chard, D. J., Dickson, S. V., Gunn, B., Smith, S. B., Sprick, M. & Lin, S. J. (1997). <i>Effective Strategies for Teaching Beginning Reading</i>. In E. J. Kame'enui & D. W. Carine (Eds.), <i>Effective Teaching Strategies That Accommodate Diverse Learners</i>. Columbus, OH: Merrill.</p> <p>Vaughn, S. & Linan-Thompson, S.</p>

Activity	Strategy	Example	Research
		<p>/Ran/ /ran/ Are they the same or different?" "Correct /ran/ /ran/ are the same word."</p> <p>"Listen /ran/ /run/ Same word or different words?"</p> <p><u>Word pair examples</u></p> <p>/Sit/ /sit/ - /cat/ /cat/ - /cap/ /cat/ /tap/ /tap/ - /top/ /tap/ - /dog/ /dig/ /sun/ /sun/</p>	<p>(2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p>
<p>Phonemic Awareness</p> <p><u>Resources:</u> http://www.texasreading.org/icare/</p>	<p>Phonemic Discrimination of Sounds</p>	<p><u>Listen Up!</u></p> <p><u>Model</u></p> <p>"We are going to play a listening game. We are going to listen for the /a/ sound (Long a sound)."</p> <p>"Listen /play/ Play has the sound of /a/" (Long a).</p> <p>"I am going to say more words. If you hear the /a/ sound (long a), clap your hands." (Say "make" holding the continuous sound so that they are stretched out a little to allow students the opportunity to listen for the /a/ sound) /mmm aaa k/</p> <p><u>Other words</u></p> <p>same, rain, hope, late, paint, time, say, day, soup, book, cake, sun, Kate, car, late, chain</p> <p><u>Extensions</u></p> <p>Listen for long or short medial vowels, beginning consonant sounds, ending consonant sounds.</p>	<p>Adams, M. J., Foorman, B. R., Lundberg, I. & Beeler, T. (1998). The elusive phoneme: Why phonemic awareness is so important and how to help children develop it? <i>American Educator</i>, 22(1-2), 18-29.</p>

Activity	Strategy	Example	Research
<p>Phonemic Awareness (Oral Language)</p> <p>Resources: http://reading.uoregon.edu/pa/index.php http://reading.uoregon.edu/pa/pa_sequence.php</p>	<p>Phonological Awareness Sound Comparison</p>	<p><u>Discriminating sounds</u></p> <p>Students listen to two or three sounds to determine if they are the same or different. The teacher models the correct way to answer and provides 10 to 20 examples at a brisk pace that keeps all students engaged.</p> <ol style="list-style-type: none"> 1. Model: “Listen, I am going to say two sounds. /t/ /t/ Are they the same or different?” 2. Students respond – 3. “Correct /t/ /t/ are the same sound.” 4. “Listen /t/ /r/ Same sound or different sounds?” <p><u>Sound Pair Examples</u></p> <p>/s/ /s/ - /k/ /t/ - /n/ /l/ /k/ /k/ - /r/ /p/ - /sh/ /sh/ /t/ /p/ - /d/ /g/ - /z/ /z/ /s/ /n/ - /r/ /b/ - /m/ /m/</p>	<p>Kame'enui, E. J., Simmons, D. C., Baker, S., Chard, D. J., Dickson, S. V., Gunn, B., Smith, S. B., Sprick, M. & Lin, S. J. (1997). <i>Effective Strategies for Teaching Beginning Reading</i>. In E.J. Kame'enui & D. W. Carine (Eds.), <i>Effective Teaching Strategies That Accommodate Diverse Learners</i>. Columbus, OH: Merrill.</p> <p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. ASCD Alexandria, VA.</p>
<p>Phonemic Awareness</p> <p><u>What is it?</u></p> <p>The ability to hear, identify and manipulate the individual sounds in spoken words. Phonemic</p>	<p>What do students need to learn?</p>	<p>They need to know that spoken words consist of individual sounds (phonemes).</p> <p>Words can be segmented into sounds and these sounds can be blended and manipulated. Phonemic awareness skills are used to blend sounds to read words and to segment sounds to spell words.</p> <p>Key research findings</p> <ol style="list-style-type: none"> 1. Phonemic awareness can be taught 	<p>Vaughn, S. (2002). <i>Effective Reading Instruction</i>. Secretary's Reading Leadership Academies.</p>

Activity	Strategy	Example	Research
<p>awareness is the understanding that the sounds of spoken language work together to make words.</p>		<p>and learned.</p> <ol style="list-style-type: none"> 2. Phonemic awareness instruction helps children learn to read. 3. Phonemic awareness instruction helps children learn to spell. 4. Phonemic awareness instruction is most effective when it focuses on only one or two types of phoneme manipulation, rather than several types. 	
<p>Phonemic Awareness</p> <p><u>Why is it so important?</u></p> <p>Educators are always looking for valid and reliable predictors of educational achievement. One reason why educators are so interested in phonemic awareness is that research indicates that it is the best predictor of the ease of early reading acquisition (Stanovich, 1993-94), even better than IQ, vocabulary, or listening comprehension.</p>	<p>Rhyming Identification</p>	<p>Use picture cards to match rhyming words.</p> <p><u>Model</u></p> <p>“Here is a cat and here is a hat, /cat/ /hat/ they rhyme.” “They both end with the same sound /at/.”</p> <p>“Listen: /fox/ /box/ Do they rhyme?” “Yes, /fox/ and /box/ rhyme.” “They both end with the same sound /ox/.”</p> <p>Continue to show rhyme pairs and discuss whether they rhyme and what part of the word makes it a rhyme. Mix in a few that do not rhyme so the students can discriminate differences.</p> <p><u>Extensions</u></p> <p>Students match up rhyme pairs and say the words out loud.</p>	<p>Adams, M. J. (1990). <i>Beginning to Read: Thinking and Learning About Print</i>. MIT Press.</p> <p>Stanovich, K. E. (1993). Does reading make you smarter? Literacy and the development of verbal intelligence. In H. Reese (Ed.), <i>Advances in Child Development and Behavior</i>. Vol. 24, pp. 133-180. San Diego, CA: Academic Press.</p>
<p>Phonemic Awareness</p>	<p>Phonological Awareness Rhyme Production</p>	<p>The student produces a word that rhymes with another. Explicitly model for the students what you want them to do.</p> <p>Say “/Pig/ what rhymes with /pig/?”</p>	<p>Kame'enui, E. J., Simmons, D. C., Baker, S., Chard, D. J., Dickson, S. V., Gunn, B., Smith, S. B., Sprick, M. & Lin, S. J. (1997). <i>Effective strategies for teaching beginning</i></p>

Activity	Strategy	Example	Research										
<p>Resources:</p> <p>http://reading.uoregon.edu/pa/index.php</p> <p>http://pbskids.org/lions/</p>		<p>“Let me try it. Does /big/ rhyme with /pig/? Yes /pig/ and /big/ rhyme. They both end in the /ig/ sound.”</p> <p>“Now you try it. I’ll say a word and you tell me a word that rhymes. /ball/ What rhymes with /ball/?”</p> <p>Elicit more responses by encouraging multiple responses. (e.g., "A word that rhymes with rose is nose. Tell me another word that rhymes with rose.)</p>	<p><i>reading</i>. In E. J. Kame'enui & D. W. Carnine (Eds.), <i>Effective Teaching Strategies That Accommodate Diverse Learners</i>. Columbus, OH: Merrill.</p> <p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p>										
<p>Phonemic Awareness</p> <p>Resources:</p> <p>http://www.nichd.nih.gov/publications/nrp/smallbook.htm.</p>	Orally Blend Onset-Rime	<p>Blending is one of the most important phonemic awareness skills that will predict that a child will learn to read. Begin this skill with larger parts of words and then move to individual phonemes.</p> <table border="1" data-bbox="1098 808 1476 1027"> <thead> <tr> <th>Teacher Says</th> <th>Students Say</th> </tr> </thead> <tbody> <tr> <td>/r/ /un/</td> <td>run</td> </tr> <tr> <td>/s/ /at/</td> <td>sat</td> </tr> <tr> <td>/tr/ /ack/</td> <td>track</td> </tr> <tr> <td>/str/ /eet/</td> <td>street</td> </tr> </tbody> </table>	Teacher Says	Students Say	/r/ /un/	run	/s/ /at/	sat	/tr/ /ack/	track	/str/ /eet/	street	<p>Juel, C. (1991). <i>Beginning Reading</i>. In Barr, R., Kamil, M. L., Mosenthal, P. B. & Pearson, P. D. (Eds.). <i>Handbook of reading research</i>. pp. 759-788. NY: Longman.</p> <p>National Reading Panel. (2000). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. U. S. Gov.</p>
Teacher Says	Students Say												
/r/ /un/	run												
/s/ /at/	sat												
/tr/ /ack/	track												
/str/ /eet/	street												
Phonemic Awareness	Segmenting Onset and Rime	<p>Segment words into onset and rime. Model for the students how to stretch out the sounds into separate word parts for the onset and rime.</p> <table border="1" data-bbox="1098 1230 1482 1458"> <thead> <tr> <th>Teacher Says</th> <th>Students say</th> </tr> </thead> <tbody> <tr> <td>Run</td> <td>Rrr - un</td> </tr> <tr> <td>sat</td> <td>Sss - at</td> </tr> <tr> <td>track</td> <td>Trr - ack</td> </tr> <tr> <td>street</td> <td>Strrr - eet</td> </tr> </tbody> </table>	Teacher Says	Students say	Run	Rrr - un	sat	Sss - at	track	Trr - ack	street	Strrr - eet	<p>Kame'enui, E. J., Simmons, D. C., Baker, S., Chard, D. J., Dickson, S. V., Gunn, B., Smith, S. B., Sprick, M. & Lin, S. J. (1997). <i>Effective strategies for teaching beginning reading</i>. In E. J. Kame'enui & D. W. Carnine (Eds.), <i>Effective Teaching Strategies That Accommodate Diverse Learners</i>. Columbus, OH: Merrill.</p>
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Activity	Strategy	Example		Research
		smart	Smmm - art	
		fast	Fff - ast	
<p>Phonemic Awareness</p> <p>Resources: http://teams.lacoe.edu/documentation/classrooms/patti/k-1/activities/phonemic.html</p>	<p>Phonological Awareness Development Syllable Segmentation</p>	<p>Clap the parts of words: “I’ll clap the parts of the word football.” /foot/ (clap) /ball/ (clap) “Your turn” /Foot/ (clap) /ball/ (ball) “Now try these words – sidewalk, maybe, sometime, today, snowball, baby, basketball.”</p> <p><u>Extensions</u> Tap the parts of the words Hold up a finger for each part (syllable) of the word. This is a visual that helps children see the syllables in number form.</p>		<p>Smith S. B., Simmons, D. C. & Kame'enui, E. J. (1998). <i>Phonological awareness: Instructional and curricular basics and implications from What reading research tells us about children with diverse learning needs: Bases and basics</i>. Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. ASCD Alexandria, VA.</p>
<p>Phonemic Awareness</p> <p>Resources: http://www.nap.edu/readingroom/books/prdyc/ch6.html</p>	<p>Sentence Segmentation</p>	<p>Clap out the separate words in a sentence. Say the sentence first, and then repeat with claps. The (clap) boy (clap) is (clap) fast (clap). Repeat with several sentences.</p> <p><u>Extensions</u> Tap the parts of the sentences. Move a disk or a marker for each word in the sentence.</p>		<p>Moats, L. C. (1999). <i>Teaching reading is rocket science: What expert teachers of reading should know and be able to do</i>. Washington, D. C.: American Federation of Teachers.</p> <p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p>
<p>Phonemic Awareness</p>	<p>Blending Sounds into Words</p>	<p>Blending words that begin with continuous sounds are easier to hear and to blend. Examples of continuous sounds are:</p>		<p>Adams, M. J. (1990). <i>Beginning to Read: Thinking and Learning About Print</i>. MIT Press.</p> <p>O'Connor, R. E., Notari-Syverson, A. & Vadasy, P. F. (1996). <i>Ladders</i></p>

Activity	Strategy	Example	Research
		<p>Say the new word with me /time/.”</p> <p>Do several examples with the students. Then start removing the teacher support.</p> <ul style="list-style-type: none"> • Give the word. • Students repeat the whole word. • Ask them to drop part of the word in their head. • Pause. What is the word? 	
<p>Phonemic Awareness</p> <p>Resources: http://teams.lacoe.edu/documentation/classrooms/patti/k-1/activities/segment.html</p>	<p>Segmentation</p>	<p><u>Segmentation Levels</u></p> <ul style="list-style-type: none"> • Counting words in a sentence • Counting syllables in words • Compound words • Counting phonemes in words <p>Children break a word into its separate sounds, saying each sound as they tap it out or count it. Then they write and read the sounds.</p> <p>Teacher: “<i>How many sounds are in grab?</i>”</p> <p>Children: “/g/ /r/ /a/ /b/. <i>Four sounds.</i>”</p> <p>How many sounds are in ___?</p> <p>Cake, dog, lock, hen, flag, step, sun, bear.</p>	<p>O'Connor, R. E., Notari-Syverson, A. & Vadasy, P. F. (1996). <i>Ladders to literacy: An activity book for kindergarten children</i>. Seattle, WA: Washington Research Institute.</p>
<p>Phonemic Awareness</p> <p>Resources:</p>	<p>Phoneme Segmentation</p>	<p><u>Say It, Move It</u></p> <p>Materials needed – Say It Move It Mat and Chips</p>	<p>North Dakota Reading Academy. (2003). From the Vaughn Gross Center for Reading and Language Arts.</p>

Activity	Strategy	Example	Research
http://www.texasreading.org/icare/		<p>Teacher will say a consonant-vowel-consonant or a consonant-consonant-vowel-consonant word (i.e., sat).</p> <p>Segment each sound of “sat” into phonemes by saying each sound and moving a chip for each sound.</p> <p>/s/ Move a chip to the arrow line. /a/ Move a chip to the arrow line. /t/ Move a chip to the arrow line.</p> <p>--0--0--0-----></p> <p>Repeat the word while sliding your finger below the chips from left to right. Sound it and then say the word. (/sssaaat/ /sat/,)</p> <p>New word – place the chips back to the bottom. Begin the process again (fan, sip, man).</p>	<p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p> <p>**This process can be used to segment words into syllables as well. (wallpaper, /wall/ /pa/ /per/)</p>
<p>Phonemic Awareness</p> <p>Resources: http://www.ed.gov/teachers/nclbguides/index2.html http://www.ed.gov/teachers/how/tols/initiative/summerworkshop/valides/index.html</p>	<p>Phoneme Isolation</p>	<p>Children recognize and produce the individual sounds in a word. Identify the initial sound or the final sound.</p> <p>Teacher “What is the first sound in van?”</p> <p>Children “The first sound in van is /v/.”</p> <p>What is the first sound in: (tire, pail, goat, clock, star, fish)</p> <p>Teacher “ What is the last sound in sad?”</p> <p>(sun, coat, dog, grass, shirt, man)</p>	<p>Camus, J. P. (2002). <i>Evidence-Based Reading Instruction: Putting the National Reading Panel Report into Practice</i>. International Reading Association.</p> <p>Farstrup, A., Samuels, S.J. (Eds.). (2002). <i>What Research Has to Say About Reading Instruction?</i> International Reading Association.</p>
<p>Phonemic Awareness</p>	<p>Phoneme Addition</p>	<p><u>Model</u></p>	<p>Snow, C. E., Burns, S. M. & Griffin,</p>

Activity	Strategy	Example	Research
<p>Resources: http://www.nap.edu/readingroom/books/prdyc/ http://www.readingfirstsupport.us/</p>		<p>“What word would I make if I put a /s/ before the word /lime/? /sss/ /lime/ makes /slime/.”</p> <p>Practice a few more with the students modeling explicitly what you want the students to do.</p> <p><u>Independent Practice</u></p> <p>“ What word do you have if you add /___/ to the beginning of _____?”</p> <p>/s/ to the beginning of mile</p> <p>/c/ to the beginning of law</p> <p>/g/ to the beginning of lad</p>	<p>P. (Eds.). (1998). <i>Preventing Reading Difficulties in Young Children</i>. National Research Council.</p> <p>National Reading Panel. (2000). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. U.S. Gov.</p>
Phonemic Awareness	Phoneme Segmentation	<p><u>Rubber Band Stretch</u></p> <p>Teacher models with a large rubber band how to stretch out a word as the word is said. /mmmm/aaaaa/nnnnn/</p> <p>Teacher models with stretched out band how to bring rubber band back to original length and says the word fast: /man/.</p> <p>Children pretend to stretch rubber bands as they say the sounds in different words.</p>	Adams, M. J. (1990). <i>Beginning to Read: Thinking and Learning About Print</i> . MIT Press.
Phonemic Awareness	Phoneme Identification	<p><u>Thumbs Up – Can You Hear It?</u></p> <p>Give each child a smiley face sticker to place on their thumbs.</p> <p>“Listen for the sound /___/ at the</p>	Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i> . Alexandria, VA: ASCD.

Activity	Strategy	Example	Research
<p><u>Resources:</u> http://www.csus.edu/ier/reading.html</p>		<p>beginning of the word. If you hear it <i>Thumbs up!</i> Ready - Let's Go!"</p> <p><u>/m/ Sound Sample</u></p> <p>"Mouse – very good listening. I see the thumbs up."</p> <p>"Soup – no thumbs, Good listening"</p> <p>Always provide specific corrections for students who are not on task so that they learn it correctly.</p> <p>(moon, mustard, boy, man, mad, toy)</p> <p><u>Extension</u></p> <p>Listen for ending sounds, medial sounds (long or short vowel sounds), consonant blends</p>	
<p>Phonemic Awareness</p> <p><u>Resources:</u> http://www.proteacher.com/070171.shtml</p>	<p>Manipulation</p>	<p><u>Jumping Syllables</u></p> <p>Given a two to three syllable word the student will identify the syllables and then manipulate them to create pseudo-words.</p> <p><u>Model</u></p> <p>Separate a two syllable word into two parts. Make the syllables jump by putting the beginning at the end to make a silly word. /mistake/- /mis/ /take/- /takemis/</p> <p>"Now you try it with me, /cartoon/." "The parts are /car/ /toon/." "Let's jump the syllables /tooncar/. That's silly isn't it?"</p> <p>"Now try this word /_____/." "Say the parts /_/ and /___/." "Now jump</p>	<p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p>

Activity	Strategy	Example	Research
		<p>the syllables / ____/.”</p> <p><u>Examples</u></p> <p>window, monkey, bamboo, spider, teacher, chicken, student, yellow, magnet, purple, napkin, person.</p> <p>Try this activity with the student’s names.</p>	
<p>Phonemic Awareness</p> <p>Resources:</p> <p>http://reading.uoregon.edu/assessment/dibels.php</p> <p>http://dibels.uoregon.edu/</p> <p>http://www.selu.edu/Academics/Education/TEC/yopp.htm</p> <p>http://www.aimsweb.com/norms/early_literacy.htm</p> <p>http://teams.lacoe.edu/reading/assessments/assessments.html</p> <p>http://www.literatureforliterature.ecsd.net/assessment.htm</p>	<p>Phoneme Awareness Assessment</p>	<p><u>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</u></p> <p>Two one-minute assessments that can be used to screen and monitor phonemic awareness progress. These phonemic awareness assessments are meant especially for kindergarten and first grade students. They may be used with older children who struggle with reading to pinpoint areas of phonemic awareness that have not developed as expected.</p> <p>Use the data from assessments to determine intervention needs.</p> <p>ISF – Initial Sound Fluency</p> <p>PSF – Phoneme Segmentation Fluency</p> <p>Also the LNF (Letter Naming Fluency) is a risk indicator to assess student knowledge of the alphabet.</p> <p>The Yopp-Singer Phonemic Awareness Test is also a useful tool to determine how well students are developing the skill of segmentation.</p>	<p>Kaminski, R. A. & Good, R. H., III. (1998). <i>Assessing early literacy skills in a problem-solving model: Dynamic indicators of basic early literacy skills</i>. In M. R. Shinn (Ed.), <i>Advanced applications of curriculum-based measurement</i>. NY: Guilford.</p> <p>Kaminski, R. A. & Good, R. H., III. (1996). Toward a technology for assessing basic early literacy skills. <i>School Psychology Review</i>. 25(2), 215-227.</p> <p>Yopp H. K, (1992). Phonemic Awareness Test for Young Children in <i>The Reading Teacher</i>. Vol. 49, No. 1, p. 20-29. and Yopp, H. K. Developing Phonemic Awareness in Young Children. <i>Reading Teacher</i>. 45, 9, 696-703.</p>

Strategies and Ideas Supported by Research

Topic: Phonics

Activity	Strategy	Example	Research						
<p>Phonics</p> <p><u>Synthetic Phonics</u></p> <p>To convert letters (graphemes) into sounds (phonemes) and then blend the sounds to form recognizable words. The National Reading Panel’s findings in regard to phonics were that systematic phonics is more effective than unsystematic or no phonics instruction. The panel did not find differences in effectiveness for the different types of systematic phonics.</p> <p><u>Systematic phonics</u></p> <p>Instruction involves explicitly teaching a prescribed set of letter-sound relations and providing substantial practice for students to read text using these relations to decode words.</p>	<p>Magnetic Letters</p>	<p><u>Magnetic Letters</u></p> <p>Use magnetic letters to practice connecting sounds in chosen words.</p> <p>“How does slowly hearing the sounds help you form a word?”</p> <p>“Look at the letters and think about the sounds that they make to blend the words”</p> <p>“How many sounds do you hear in the word?”</p> <p>Have students position the letters close together, then blend and pronounce the sounds a little faster to “read” the word.</p> <div style="text-align: center; border: 1px solid black; display: inline-block; padding: 5px;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">m</td> <td style="padding: 2px 5px;">t</td> <td style="padding: 2px 5px;">e</td> <td style="padding: 2px 5px;">a</td> <td style="padding: 2px 5px;">p</td> <td style="padding: 2px 5px;">s</td> </tr> </table> </div> <p>“What word do you see after you record the sounds?”</p> <p>“What word do you form when you blend these letters together?”</p> <p>“When you stretch the word, what is happening?”</p>	m	t	e	a	p	s	<p>Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. <i>Journal of Educational Psychology</i>. 80, 437-447.</p> <p>Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. <i>Reading Research Quarterly</i>. 21, 360-406.</p> <p>Moats, L. C. (2005). <i>LETRS: Language Essentials for Teachers of Reading and Spelling</i>. Sopris West Educational Services.</p>
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<p>Phonics</p> <p><u>Resources:</u></p> <p>http://www.auburn.edu/%7Emurraba/openings/oglesbybr.html</p>	<p>Elkonin Boxes</p>	<p><u>Letterboxes</u></p> <p>Give each student a laminated letterbox, set of letters, and dry-erase markers to write the letters. Call out words for the students to listen to, pronouncing the words slowly so that the students can hear</p>	<p>Ellery, V. (2005). <i>Creating Strategic Readers</i>. International Reading Association.</p> <p>National Reading Panel. (2002). <i>Evidence-based Reading Instruction: putting the National Reading Panel</i></p>						

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<p>http://www.picadome.fcps.net/lab/curl/kindergarten/1a.htm</p> <p>http://www.auburn.edu/%7Emurrab/discov/adamsbr.html</p>		<p>the phonemes.</p> <p>Have students write the words in the appropriate letterboxes, depending on how many phonemes each word has. Have students write the letters in the boxes as they hear the sounds in the words. Reread the text you are studying, noting the words you modeled.</p>	<p><i>report into practice.</i> International Reading Association.</p> <p>National Reading Panel. (2000). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.</i> U.S. Gov.</p>																				
<p>Phonics</p> <p>Resources:</p> <p>http://reading.uoregon.edu/au/au_benchmarks.php</p> <p>http://coe.sdsu.edu/people/jmora/PhonicsSequence.htm</p> <p>http://mason.gmu.edu/~tscruggs/EDSE%20555%20phonics%20sequence.htm</p>	<p><u>Systematic Phonics Skill Sequence</u></p> <p>Teach letter-sound correspondences explicitly and in isolation initially, and then provide multiple opportunities.</p> <p>Provide practice and review in decoding and encoding letter sounds.</p>	<p><u>Sequences</u></p> <p>These vary from core program to core program, but in general, consonants are easier than vowels and single consonants are taught before diagraphs. Below is a chart to show the systematic skill sequence of teaching phonics to students.</p> <table border="1" data-bbox="940 743 1430 1344"> <thead> <tr> <th></th> <th>Skill Sequence</th> </tr> </thead> <tbody> <tr> <td>1st</td> <td>Single consonants, high utility</td> </tr> <tr> <td>2nd</td> <td>Short vowels</td> </tr> <tr> <td>3rd</td> <td>Consonants diagraphs (th, sh, ch, wh, ng)</td> </tr> <tr> <td>4th</td> <td>Odd consonants – qu, x</td> </tr> <tr> <td>5th</td> <td>Plural - s</td> </tr> <tr> <td>6th</td> <td>The “floss” pattern (“ff” “ll”, “ss” and “ck”)</td> </tr> <tr> <td>7th</td> <td>Consonant blends (br, st,- lk)</td> </tr> <tr> <td>8th</td> <td>Vce (Magic “e”)</td> </tr> <tr> <td>9th</td> <td>Vowel teams and vowel-r controlled</td> </tr> </tbody> </table>		Skill Sequence	1st	Single consonants, high utility	2nd	Short vowels	3rd	Consonants diagraphs (th, sh, ch, wh, ng)	4th	Odd consonants – qu, x	5th	Plural - s	6th	The “floss” pattern (“ff” “ll”, “ss” and “ck”)	7 th	Consonant blends (br, st,- lk)	8 th	Vce (Magic “e”)	9 th	Vowel teams and vowel-r controlled	<p>Moats, L. C. (2005). <i>LETRS: Language Essentials for Teachers of Reading and Spelling.</i> Sopris West Educational Services.</p> <p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3.</i> Alexandria, VA: ASCD.</p> <p>National Reading Panel. (2000). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.</i> U.S. Gov.</p>
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<p>Phonics</p>	<p><u>How to Teach Phonics</u></p> <p>Systematic phonics is a preplanned skill sequence</p>	<p>Phonics can be taught in several ways. Some ways are more effective than others.</p> <p><u>More Effective Teaching Models</u></p>	<p>Moats, L. C. (2005). <i>LETRS: Language Essentials for Teachers of Reading and Spelling.</i> Sopris West Educational</p>																				

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<p>Resources: http://www.letrs.com/ http://www.nifl.gov/partnershipforreading/publications/reading_first1phonics.html</p>	<p>and progresses from easiest to more difficult skills.</p> <p>Explicitly taught means the teacher explains and models and gives guided practice. The teacher watches and gives corrective feedback and plans for extended practice on skills and applies the skills through guided reading practice.</p>	<ul style="list-style-type: none"> • Systematic • Sequential • Cumulative • Explicit • Applied to reading • Active and vocal response <p><u>Less Effective Teaching Models</u></p> <ul style="list-style-type: none"> • Opportunistic • Incidental • Unintegrated with the text • Silent – visual (worksheets) 	<p>Services.</p> <p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p>
<p>Phonics</p> <p>Resources: http://oregonreadingfirst.uoregon.edu/profdev.php?type=coach http://www.sra4kids.com/</p>	<p>Encoding - Decoding</p>	<p><u>Sound Spelling Cards</u></p> <p>Practice encoding - writing out the sounds you hear in a word while stretching the sounds out. Stretch out the word “stamp” as the students encode (write) the letters. /ss/ /tt/ /aaa/ /mmm/ /ppp/</p> <p>Use sound spelling cards (SRA) - set up the pictures for these letters sounds “s” “t” “a” “n” “d”</p> <ul style="list-style-type: none"> • Say the sounds, • Blend the sounds, • Read the word, • Write the word on individual white boards – “stand” 	<p>Moats, L. C. (2005). <i>LETRS: Language Essentials for Teachers of Reading and Spelling</i>. Sopris West Educational Services.</p> <p>Adams, M. J., Bereiter, C., Brown, A., Campione, J., Carruthers, I., Case, R., Hirshberg, J., McKeough, A., Pressley, M., Roit, M., Scardamalia, M. & Treadway, J. (2000). <i>Open court reading</i>. Columbus, OH: SRA.</p>
<p>Synthetic Phonics</p> <p>Synthesizing means to combine</p>	<p>Phoneme Match</p>	<p><u>Rubber Bands & Geoboards</u></p> <p>Teacher points to letter <i>m</i> on board. "The</p>	<p>Adams, M. J., Foorman, B. R., Lundberg, I. & Beeler, T. (1998). The elusive phoneme: Why phonemic</p>

Activity	Strategy	Example	Research
<p>parts or elements to form a whole.</p> <p>Students apply the strategy of phonetic synthesizing by converting letters (graphemes) into sounds (phonemes) and by then combing those sounds together to create a word.</p>		<p>sound of this letter is /mmmm/. Tell me the sound of this letter."</p> <p>Use a geoboard to represent individual sounds. Stretch a rubber band around pegs to represent each sound in a word.</p> <p>"How many rubber bands did you use?"</p> <p>"How many sounds do you hear in the word?"</p> <p>"What letters match up with each sound? Let's say it slowly /mmm/ /aaa/ /ttt/."</p> <p>Three sounds good – Let's name the letters. "m" "a" "t"</p>	<p>awareness is so important and how to help children develop it. <i>American Educator</i>. 22(1-2), 18-29.</p> <p>Cunningham, P.M. (1995). <i>Phonics They Use</i>. NY: Harper Collins.</p> <p>Lieberman, I. Y. & Lieberman, A. M. (1990). Whole language vs. code emphasis: Underlying assumptions and their implications for reading instruction. <i>Annals of Dyslexia</i>. 40, 51-76.</p>
<p>Phonics</p> <p>Resources:</p> <p>http://reading.uoregon.edu/au/au_skills_lsc.php</p> <p>Sequencing Alphabetic Skills:</p> <p>http://reading.uoregon.edu/au/au_sequence.php</p>	<p>Blending Sounds</p>	<p><u>Tapping and Sweeping</u></p> <p>Look at the letters and think about the sounds that they make to blend the words. Using letter cards or manipulatives such as magnets, to make a word such as mat.</p> <p>Demonstrate by making a fist and tapping under the m as you say /m/.</p> <p>Tap under the "a" as you say /a/.</p> <p>Tap under the "t" as you say /t/.</p> <p>Sweep your fist under all the letters as you say the word: mat.</p>	<p>Carnine, D. W., Silbert, J. & Kameenui, E. J. (1997). <i>Direct instruction reading</i>. (3rd Edition). Upper Saddle River, NJ: Merrill.</p> <p>Farstrup, A. & Samuels, S.J. (Eds.). (2002). <i>What Research Has to Say About Reading Instruction?</i> International Reading Association.</p>
<p>Phonics</p> <p>Analytic programs begin by teaching children some words and then helping children to analyze those words and learn phonics rules and generalizations based on those</p>	<p>Analytic Phonics</p>	<p><u>Cool Rules – School Rules</u></p> <p>Select words from the text you are reading that follow the specific generalization (e.g., "i" before "e" except after "c" or sounding like "a" as in neighbor or weigh).</p> <p>Students will analyze words and</p>	<p>Ellery, V. (2005). <i>Creating Strategic Readers</i>. International Reading Association.</p> <p>Moats, L. C. (1999). <i>Teaching reading is rocket science: What expert teachers of reading should know and be able to do</i>. Washington, D. C.: American</p>

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<p>words.</p>		<p>determine what rule, if any, the words best represent. “What rule or generalization do you see in these words?”</p> <p>Ask students to search for other words in the text that follow the rule they have identified. Write words and rules on chart paper and discuss with the whole class.</p> <p>Use teacher questioning techniques to “dig deeper” into the analytic process. <u>For example</u></p> <p>“How does studying the word help you?”</p> <p>“Try to look at the whole word and then break it into parts that are needed.”</p> <p>“What do you notice about the word?”</p>	<p>Federation of Teachers.</p>
<p>Phonics</p> <p><u>Analytic Phonics</u></p> <p>To analyze letter-sound relations once the word is identified and avoids having children pronounce sounds in isolation to figure out words.</p> <p><u>Resources:</u></p> <p>http://www.learner.org/resources/series175.html</p>	<p>Analyzing Prompts</p>	<p><u>Chant/Challenge/Chart</u></p> <p>Display a selected poem, chant or story.</p> <p>Have the students chant the poem with a partner or the whole group. (Several of the poem’s words have already been highlighted by the teacher.)</p> <ol style="list-style-type: none"> 1) The students are asked to examine the highlighted words. And determine how the words are alike. 2) Students will sort the words according to a variety of categories (e.g., beginning sounds, vowel patterns, syllable stress or syllable structure, and roots and stems) and record their findings on a class chart. 3) Students discuss the characteristics of each of the words they sorted. <p>“What characteristics are similar among the words? What features of the words are</p>	<p>National Research Council. (1998). <i>Preventing reading difficulties in young children</i>. Washington, DC: National Academy Press.</p> <p>National Reading Panel. (2002). <i>Evidence-based reading instruction: putting the National Reading Panel report into practice</i>. International Reading Association.</p> <p>Kame'enui, E. J., Simmons, D. C., Baker, S., Chard, D. J., Dickson, S. V., Gunn, B., Smith, S. B., Sprick, M. & Lin, S. J. (1997). <i>Effective strategies for teaching beginning reading</i>. In E. J. Kame'enui & D. W. Carnine (Eds.), <i>Effective Teaching Strategies That Accommodate Diverse Learners</i>. Columbus, OH: Merrill.</p>

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<p>Phonics</p> <p>Resources:</p> <p>http://www.literacyconnections.com/WordsTheirWay.html</p> <p>http://teachers.santee.k12.ca.us/car/SortCity.htm</p>	<p><u>Word Sorts</u></p> <p>There are two types of word sorts, open and closed. In open word sorts, the students decide how to categorize the words. In closed word sort, the teacher determines the sort structure. Students must be able to read all words used in sort activities.</p>	<p>alike? What patterns do these words have? What sound occurs in all these?"</p> <p><u>Word Sorts</u></p> <p>Students look at words written on cards and sort them into groups based on various features of the words.</p> <p>Words may be sorted according to their number of letters or their initial letters and sounds.</p> <p>Sort words by patterns or even by meanings.</p> <p>As they sort the words, children examine the structure of these words and discover patterns. They will compare and contrast words as they sort.</p>	<p>National Reading Panel. (2002). <i>Evidence-based Reading Instruction: putting the National Reading Panel report into practice</i>. U. S. Gov.</p> <p>Bay Area Reading Task Force. (1997). <i>A reading-writing-language source book for the primary grades</i>. San Francisco, CA: University School Support for Educational Reform.</p> <p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p>
<p>Phonics</p> <p><u>Phonics-through-spelling</u></p> <p>To transcribe the sounds into letters to write words. Encoding new words.</p>	<p>Phonics - Spelling</p>	<p><u>Brain Trick- Mnemonics</u></p> <p>Use questioning techniques to help students visualize words and plan out the spelling order.</p> <p>“What words can you make from these letters?”</p> <p>“What is the secret word that uses all of these letters?”</p> <p>“What are ways you can think out how to write?”</p> <p>“Try to visualize the word in your mind.”</p> <p>Students create associations to remember spellings of certain words.</p> <p><u>Example</u></p> <p>To remember how to spell “friend,” say:</p>	<p>Buehl, D. (2001). <i>Classroom Strategies for Interactive Learning</i>. International Reading Association.</p> <p>Snow, C.E., Burns, S. M. & Griffin, P. (Eds.). (1998). <i>Preventing Reading Difficulties in Young Children</i>. National Research Council.</p> <p>National Reading Panel. (2002). <i>Evidence-Based Reading Instruction: Putting the National Reading Panel Report into Practice</i>. International Reading Association.</p> <p>Moats, L.C. (1999). <i>Teaching Reading IS Rocket Science: What Expert Teachers of Reading Should Know and be Able to Do</i>. American Federation of Teachers.</p>

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		<p>“I’ll see my friend at the end of the week on Friday.”</p>	<p>National Reading Panel. (2000). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. U. S. Gov.</p>
<p>Phonics</p> <p>Guiding students through using their visual memory of the word is one technique teachers’ use, rather than always asking students to sound out words when they are trying to spell a word.</p>	<p>Spelling as a strategy helps readers transform sounds into letters and letters into written word form.</p>	<p><u>Look/Say/Cover/Write/Check</u></p> <p>Choose spelling words and present the words to students on an overhead, wall chart, or set of cards.</p> <p>Ask students to look at the first word to visualize the overall letter patterns within the word and to see the shape of the word.</p> <p>Next, have the students share with their partner. (They can say each of the letters, sounds, and syllables.)</p> <p>Students will close their eyes and imagine the word in their mind, stretch the word to hear the sounds, and look for patterns.</p> <p>Next, cover the words and have students write the word on notebook paper, naming each letter in the word.</p> <p>Show the word again to allow student time to check their written word.</p> <p>“Look at the word you wrote. Does the word look right? Why or why not? Visualize the word in your mind? How are these words alike? What patterns do you see in these words?”</p> <p>Try to think about other “chunks” that are within the word to help you.</p>	<p>Ehri, L. (1991). <i>Development of the ability to read words</i>. In R. Barr, M. L. Kamil, P. Mosenthal & P. D. Pearson (Eds.).</p> <p>Handbook of Reading Research. (n.d.). pp. 383-417. NY: Longman.</p> <p>Carnine, D. W., Silbert, J. & Kameenui, E. J. (1997). <i>Direct Instruction Reading</i> (3rd Edition). Upper Saddle River, NJ: Merrill/Prentice-Hall.</p> <p>Anderson, R. C. & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading. In P.D. Pearson, R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), <i>Handbook of Reading Research</i>. pp. 255-291. NY: Longman.</p> <p>Rasinski, T. et. All. (2000). <i>Teaching Word Recognition, Spelling, Vocabulary, Strategies From The Reading Teacher</i>. International Reading Association.</p>
Phonics	Making Words	<u>Making Words</u>	Sitton, R. (1996). <i>Increasing Student</i>

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<p>Resources:</p> <p>Making Words Templates http://www.k111.k12.il.us/lafayette/FourBlocks/making_words_templates.htm</p> <p>Anagram Generator How many words are in a word? http://wordsmith.org/anagram/index.html</p> <p>Read Write Think/Word Wizard Word Sorting based on Children's Books http://www.readwritethink.org/student_mat/student_material.asp?id=2</p>		<p>Decide what the final word in the lesson will be. In choosing words, consider what curriculum tie-ins you can make and what spelling patterns you are learning.</p> <p>The teacher gives each student a set of letters. The lesson begins with small words, builds to longer words, and finally ends with the "secret" word that can be made with all the letters.</p> <p>Students, then sort the words according to a variety of patterns, such as beginning sounds, endings, and rhymes. They transfer the patterns by using the words sorted to read and spell words with similar patterns.</p>	<p><i>Spelling Achievement</i>. WA: Egger Publishing.</p> <p>Fountas, I.C. & Pinnell, G.S. (1998). <i>Word Matters</i>. N.H. Heinemann.</p> <p>Cunningham, P.M.,(1995). <i>Phonics They Use</i>. N.Y.: Harper Collins.</p>
<p>Phonics</p> <p><u>Embedded Phonics</u></p> <p>Is to use sound-letter correspondences along with context cues to identify unfamiliar words encountered in text. Systematically taught phonics is applied to daily reading in context opportunities.</p>	<p>Using Context</p>	<p><u>Predict/Preview/Polish/Produce</u></p> <p>Read a section from the text and omit words by covering them with a sticky note or highlighting tape, saying the word <i>blank</i> for each omitted word. The teacher can chart the predictions on an overhead. Have students turn to a partner and predict what they think are the omitted words.</p> <p>Preview the first letter of the omitted word by pulling back the sticky note or tape to expose only the first letter. Reveal the letters to produce the word.</p> <p>Ask questions to encourage thinking deeper about the context like: "How do the words around the unknown word help out?"</p>	<p>National Reading Panel (2000). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. U. S. Gov.</p> <p>Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. <i>Reading Research Quarterly</i>, 21, 360-406.</p> <p>National Reading Panel. (2002). <i>Evidence-Based Reading Instruction: Putting the National Reading Panel report into practice</i>. International Reading Association.</p>

Activity	Strategy	Example	Research
		<p>“How can you predict words?”</p> <p>“What questions did you ask yourself that helped you to figure out the unknown word?”</p>	
<p>Phonics</p> <p>Resources:</p> <p>http://www.readingrockets.org/article.php</p> <p>http://www.readwritethink.org</p>	<p>Trade Books</p>	<p><u>Integrating Phonics Lesson into the Story</u></p> <p>The teacher begins by reading a quality children’s story. (Such as <i>Angus and the Cat</i>), providing in high utility phonic element instruction in that story (short a in this case), and using the elements to help read another book (such as <i>The Cat in the Hat</i>).</p>	<p>Adams, M.J. (1990). <i>Beginning to read: Thinking and learning about print</i>. Cambridge, MA: M.I.T. Press.</p> <p>Dahl, K., Scharer, P., Lawson, L. & Grogan, P. (n.d.). <i>Rethinking Phonics Making the Best Teaching Decisions</i>. Heinemann.</p>
<p>Phonics</p> <p>The embedded approach, identified in the NRP report allows students an opportunity to apply the phonic contextualizing strategy to solve unknown words encountered in text.</p>	<p>Systematic Phonics Instruction for Kindergarten and First Grade:</p> <p>a) Enhances the growth of word-reading skills.</p> <p>b) Supports increased reading comprehension.</p> <p>c) Produces reading growth in students identified as at-risk for reading failure.</p> <p>d) Improve spelling skills (does not apply to students above first grade).</p>	<p><u>Word Detectives</u></p> <p>While reading the text has students highlight or put a sticky note next to words that are unknown to them. They should review strategic word solving clues before reading the selection and refer to them for help in figuring out the unknown words.</p> <p><u>Clues</u></p> <p>Look at words around the highlighted words.</p> <p>Do the words around your highlighted words remind you of something you already know?</p> <p>Look at the first letter of your highlighted word. Do the words you guessed make sense with the rest of the sentence?</p> <p>(Put the clues on a individual bookmarkers for easy student access.)</p>	<p>National Reading Panel. (2000). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. U. S. Gov.</p>

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<p>Phonics</p> <p><u>Analogy Phonics</u></p> <p>To use parts of already known written words to identify new words.</p> <p><u>Resources:</u></p> <p>http://www.sadlier-oxford.com/</p>	<p>Rounding Up the Rhymes</p>	<p><u>Predictable Patterns</u></p> <p>The teacher reads a rhyme, jingle, or other text with a predictable pattern. Then, she returns to the section from the text that highlights the patterns.</p> <p>“How are these words similar or different with their vowel pattern?”</p> <p>Read the text again and have the students identify the rhyming words. Record all of the words on index cards. Sort cards.</p> <p>“Why did you classify these words together? “How are these words similar?”</p> <p>“What patterns did you find in these words?”</p>	<p>National Reading Panel. (2002). <i>Evidence-based Reading Instruction: Putting the National Reading Panel report into practice</i>. U. S. Gov.</p>
<p>Analogy phonics</p> <p>Teach students to make analogies to known words by focusing on word families.</p> <p><u>Resources:</u></p> <p>Analogy-Based Phonics Instruction</p> <p>http://www.readwritethink.org/lessons/lesson_view.asp?id=216</p>	<p>Rhymes</p>	<p><u>Rounding Up Rhymes Continued...</u></p> <ol style="list-style-type: none"> 1) Pass out the index cards, reread the text and have students volunteer to hold up a rhyme card when they hear the corresponding rhyme. 2) Identify the patterns within the words on the cards. Discuss what patterns these cards have in common. 3) Place several of the cards together with the same pattern and have students underline the pattern. Or, they may also use pipe cleaners or Wikki Sticks to create a circle around the words within the text. <p><u>Teacher Questioning Techniques</u></p> <p>“What parts are similar?”</p> <p>“Is there another word that you know that has the same ‘chunk’ in it?”</p>	<p>White, T.G. (2005). Effects of Systematic and Strategic Analogy-Based Phonics on Grade 2 Students' Word Reading and Reading Comprehension. <i>Reading Research Quarterly</i>. 40(2), 234–255. doi: 10.1598/RRQ.40.2.5.</p> <p>Kame'enui, E. J., Simmons, D. C., Baker, S., Chard, D. J., Dickson, S. V., Gunn, B., Smith, S. B., Sprick, M. & Lin, S. J. (1997). <i>Effective strategies for teaching beginning reading</i>. In E. J. Kame'enui, & D. W. Carnine (Eds.), <i>Effective Teaching Strategies That Accommodate Diverse Learners</i>. Columbus, OH: Merrill.</p>

Activity	Strategy	Example	Research
		<p>“How does knowing that word help you with this word?”</p> <p>“Try to find words that have this phonogram in the word.”</p> <p>“What vowel pattern is in the word?”</p>	
<p>Analogy Phonics</p>	<p>Patterning</p>	<p>Appropriate Literature to use with patterning or analogy phonics:</p> <p><i>The Napping House</i> (Wood,1984).</p> <p><i>Barn Dance</i> (Martin & Archambault, 1988).</p> <p><u>Teacher Talk</u></p> <p>If this is ____ (point and say the word), then what is this?”</p> <p>“Does this word look like any other word you know?”</p> <p>“How does this word fit the pattern in the other words?”</p> <p>“How do you know that this is a pattern?”</p>	<p>Davis, L. H. (2000). <i>The effects of rime-based analogy training on word reading and spelling of first-grade children with good and poor phonological awareness</i> (Doctoral dissertation, Northwestern University, 2000). Dissertation Abstracts International, 61, 2253A.</p> <p>Adams, M.J. (1990). <i>Beginning to read: Thinking and learning about print</i>. Cambridge, MA: M.I.T. Press.</p>
<p>Phonics</p> <p><u>Onset-Rime Phonics</u></p> <p>To use onsets (initial letters) and rimes (initial vowel and following consonants) in one-syllable words to decode words</p>	<p>Onset and Rime</p>	<p><u>Hula Hoop Onset and Rime</u></p> <p>1) The student reads a word on a card.</p> <p>2) Students are asked to jump into the first hula-hoop and say the onset. Next, they jump into the second hula-hoop and say the rime.</p> <p>3) Last, they jump into the third hula-hoop and say the word.</p> <p>First hula-hoop: The child makes the “b” sound.</p> <p>Second hula-hoop: The child makes the</p>	<p>Ellery, V., (2005). <i>Creating Strategic Readers</i>. International Reading Association.</p> <p>O’Connor, Notari-Syverson & Vadasy. (1998). <i>Ladders to Literacy: A Kindergarten Activity Book</i> (2nd Edition).</p> <p>Kame'enui, E. J., Carnine, D. W., Dixon, R. C., Simmons, D. C. & Coyne, M. D. (2002). <i>Effective teaching Strategies that Accommodate Diverse Learners</i> (2nd Edition). Upper Saddle River, NJ: Prentice Hall.</p>

Activity	Strategy	Example	Research												
		<p>“ack” sound.</p> <p>Third hula-hoop: The child says “back.”</p>													
<p>Phonics</p> <p>Resources:</p> <p>http://teachers.santee.k12.ca.us/car/word_way.htm</p> <p>Onset=Rime Activities</p> <p>http://www.crossboweducation.com/snipsnip.htm</p>	<p>Onset-Rime Sort</p>	<p>Write words on index cards with common onsets or rimes. Students lay out the cards in similar groups.</p> <p>Example:</p> <table border="1" data-bbox="940 516 1486 669"> <tr> <td>-ay</td> <td>-an</td> <td>-ick</td> </tr> <tr> <td>Play</td> <td>Man</td> <td>Pick</td> </tr> <tr> <td>Say</td> <td>Fan</td> <td>Lick</td> </tr> <tr> <td>Clay</td> <td>Ran</td> <td>Stick</td> </tr> </table>	-ay	-an	-ick	Play	Man	Pick	Say	Fan	Lick	Clay	Ran	Stick	<p>Ellery, V. (2005). <i>Creating Strategic Readers</i>. International Reading Association.</p>
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Play	Man	Pick													
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<p>Onset-rime Phonics</p>	<p>Rime Time Detective</p>	<p><u>Rime Time Detective</u></p> <p>1) Select a phonogram from the text you are reading for students to use for their “detective work” (e.g., ack).</p> <p>2) The students search through a variety of texts for words that have the selected phonogram.</p> <p>Ask “What patterns do you find in these words?”</p> <p>3) Students then record their findings in a notebook and share their work with the group.</p>	<p>Ellery, V. (2005). <i>Creating Strategic Readers</i>. International Reading Association.</p> <p>Adams, M.J. (1990). <i>Beginning to read: Thinking and learning about print</i>. Cambridge, MA: M.I.T. Press.</p> <p>National Reading Panel. (2002). <i>Evidence-based Reading Instruction: putting the National Reading Panel Report into practice</i>. U. S. Gov.</p>												
<p>Phonics</p>	<p>Phoneme Graph Mapping</p>	<p><u>Graph the Phoneme</u></p> <p>Each box in the grid represents one phoneme in the word and is assigned the grapheme that goes with the sound. This involves segmenting words to the individual phoneme.</p> <p><u>Sample</u></p>	<p>Adams, M.J. (1990). <i>Beginning to read: Thinking and learning about print</i>. Cambridge, MA: M.I.T. Press.</p> <p>Moats, L. C. (2005). <i>LETRS: Language Essentials for Teachers of Reading and Spelling</i>. Sopris West Educational Services.</p>												

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		<table border="1"> <thead> <tr> <th data-bbox="928 126 1066 162">Word</th> <th colspan="4" data-bbox="1066 126 1388 162">Grapheme</th> </tr> </thead> <tbody> <tr> <td data-bbox="928 162 1066 198">map</td> <td data-bbox="1066 162 1136 198">m</td> <td data-bbox="1136 162 1205 198">a</td> <td data-bbox="1205 162 1310 198">p</td> <td data-bbox="1310 162 1388 198"></td> </tr> <tr> <td data-bbox="928 198 1066 233">stop</td> <td data-bbox="1066 198 1136 233">s</td> <td data-bbox="1136 198 1205 233">t</td> <td data-bbox="1205 198 1310 233">o</td> <td data-bbox="1310 198 1388 233">p</td> </tr> <tr> <td data-bbox="928 233 1066 269">soap</td> <td data-bbox="1066 233 1136 269">s</td> <td data-bbox="1136 233 1205 269">oa</td> <td data-bbox="1205 233 1310 269">p</td> <td data-bbox="1310 233 1388 269"></td> </tr> <tr> <td data-bbox="928 269 1066 305">ship</td> <td data-bbox="1066 269 1136 305">sh</td> <td data-bbox="1136 269 1205 305">i</td> <td data-bbox="1205 269 1310 305">p</td> <td data-bbox="1310 269 1388 305"></td> </tr> <tr> <td data-bbox="928 305 1066 341">sheet</td> <td data-bbox="1066 305 1136 341">sh</td> <td data-bbox="1136 305 1205 341">ee</td> <td data-bbox="1205 305 1310 341">t</td> <td data-bbox="1310 305 1388 341"></td> </tr> <tr> <td data-bbox="928 341 1066 376">which</td> <td data-bbox="1066 341 1136 376">Wh</td> <td data-bbox="1136 341 1205 376">i</td> <td data-bbox="1205 341 1310 376">ch</td> <td data-bbox="1310 341 1388 376"></td> </tr> <tr> <td data-bbox="928 376 1066 412">hang</td> <td data-bbox="1066 376 1136 412">h</td> <td data-bbox="1136 376 1205 412">a</td> <td data-bbox="1205 376 1310 412">ng</td> <td data-bbox="1310 376 1388 412"></td> </tr> </tbody> </table>	Word	Grapheme				map	m	a	p		stop	s	t	o	p	soap	s	oa	p		ship	sh	i	p		sheet	sh	ee	t		which	Wh	i	ch		hang	h	a	ng		
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<p>Phonics</p> <p>Resources:</p> <p>http://www.sedl.org/cgi-bin/mysql/rad.cgi?searchid=77</p> <p>http://reading.uoregon.edu/assessment/dibels.php</p> <p>http://reading.uoregon.edu/voc/index.php</p>	<p>Assessing Phonics</p>	<p><u>Assessment and Progress Monitoring for Phonics and Decoding Development</u></p> <p>DIBELS Word Use Fluency (WUF) assesses vocabulary in grades K-3.</p> <p>Peabody Picture Vocabulary Test (PPVT-3) Assessed Vocabulary in PreK-12th Grade.</p>	<p>Kaminski, R. A. & Good, R. H., III. (1998). <i>Assessing early literacy skills in a problem-solving model: Dynamic indicators of basic early literacy skills.</i> In M. R. Shinn (Eds.).</p>																																								

Strategies and Ideas Supported by Research

Topic: Reading Comprehension

Activity	Strategy	Example	Research
<p>Comprehension</p> <p>The National Reading Panel identified <i>two strategies that improve memory</i> for text and recall of individual sentences or paragraphs. These are alternative ways to understand and represent text. These strategies are:</p> <p><u>Mental Imagery</u></p> <p>Readers construct visual images to represent a text as they read it. The text is often a short passage or a sentence. This strategy not only improves memory but also improves inferential reasoning about written text.</p> <p><u>Mnemonic (Keyword)</u></p> <p>Readers use keywords as organizers to learn unfamiliar concepts. Although both good and poor readers benefit from this procedure, good readers seem to benefit more.</p> <p><u>Resources:</u></p> <p>Mental Imagery: Improving Text Recall</p> <p>http://www.interventioncentral.org/htmldocs/interventions/rdngcompr/mentalimg.shtml</p>	<p>Mental Imagery</p> <p>Guided Imagery</p>	<p>Visualizing, role playing, pretending, daydreaming, and making movies in their minds. The teacher models guided imagery. Teacher talk, “This is what I have pictured in my head.”</p> <ol style="list-style-type: none"> 1) The teacher suggests things for the students to see in their minds. (She might suggest images such as a storm, animal or sporting event.) 2) The students are told to close their eyes and listen as a passage is read aloud. During the reading, the teacher stops now and then to ask students to describe what they are seeing and sensing. 3) After the passage is read, students can share what "images" came to mind and how this has helped them understand and remember the story or information. During this discussion, the teacher records their thoughts on the chalkboard or an overhead. 4) Students continue reading the passage, applying this strategy. Students listen to a story and draw mental images they are visualizing as they listen to the text being read aloud. 	<p>Buehl, D. (2001). <i>Classroom Strategies for Interactive Learning</i>. International Reading Association.</p> <p>National Reading Panel. (2000). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. U. S. Gov. (NRP: 4-42/43) (NRP: 4-75) (NRP: 4-77)</p> <p>Ellery, V. (2005). <i>Creating Strategic Readers</i>. International Reading Association.</p>

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<p><u>Text Comprehension</u></p> <p>Readers, in grades two through six, learn to monitor how well they comprehend, become aware of what they do understand and do not understand, and learn “fix-up” strategies to resolve problems as they arise.</p> <p><u>Resources:</u></p> <p>Monitoring Comprehension: Teaching Comprehension Strategies To Students</p> <p>http://teacher.scholastic.com/reading/bestpractices/comprehension/strategies.htm</p> <p>http://reading.uoregon.edu/comp/</p>	<p>Comprehension Monitoring Questions and Prompts</p> <p>To support the reader’s use of self-monitoring or checking behavior.</p> <p><u>Assessment</u></p> <p>An easy and informative technique to see whether students are monitoring their comprehension is to select a passage on a group’s instructional level, then retype it adding an inconsistent element. Introduce the selection as you would normally do when you are getting students ready to read (tapping prior knowledge, setting a purpose for reading). After reading, ask students to comment on what they read. They may summarize or relate the information to a personal experience. See if any student points out the inconsistent element.</p>	<p>Use questions or prompts to help children learn how to think about different sources of information as they apply on increasingly difficult text. The goal is for children to eventually consider these questions themselves as they use all sources of information in an integrated way to read with phrasing and fluency.</p> <p>The teacher needs to prompt with just the right amount of support.</p> <p><u>Examples</u></p> <p>“Were you right?”</p> <p>“Where’s the tricky word?” (after an error)</p> <p>“What did you notice?” (after hesitation or stop)</p> <p>“I liked the way you stopped. What’s wrong?”</p> <p>“Why did you stop?”</p> <p>“What letter would you expect to see at the beginning? / At the end?”</p> <p>“Would _____ fit there?”</p> <p>“Would _____ make sense?”</p> <p>“Do you think it looks like _____?”</p> <p>“Could it be?”</p> <p>“It could be but look at ____? Check it.”</p> <p>“Does it look right and sound right to you? You almost got that. See if you can find what is wrong. Try that</p>	<p>Kame'enui, E. J., Simmons, D. C., Baker, S., Chard, D. J., Dickson, S. V., Gunn, B., Smith, S. B., Sprick, M. & Lin, S. J. (1997). <i>Effective strategies for teaching beginning reading</i>. In E. J. Kame'enui, & D. W. Carnine (Eds.), <i>Effective Teaching Strategies That Accommodate Diverse Learners</i>. Columbus, OH: Merrill.</p> <p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p> <p>Clay 1993: Goodman 1996: Routman 1991: Department of Education, New Zealand, 1985.</p> <p>Fountas, L. & Pinnell, G. (1996). <i>Guided Reading, Good First Teaching for All children</i>. Heinemann.</p>

Activity	Strategy	Example	Research
<p>Text Comprehension</p> <p>Resources: http://www.educationoasis.com/curriculum/Printables/printables.htm</p> <p>Templates http://www.itrc.ucf.edu/forpd/strategies/stratsq4r.html</p>	<p>SQ3R</p> <p>Survey Question Read Recite Review</p> <p>Question Answering</p> <p>After reading a passage, readers learn to answer questions posed by the teacher and learn strategies for finding answers.</p>	<p>again.”</p> <p>The teacher distributes the SQ3R reproducible to the students. (Suggested teacher talk: “While you are reading, try to find the answers to your questions.”)</p> <p>The students search the text.</p> <p>Students recite or write answers to the questions.</p> <p>Students review the information learned by applying it in another context.</p> <p>Examples maybe used by creating a graphic organizer that depicts the main idea, role-playing parts of text, drawing a flow chart, summarizing, and participating in group discussions.</p>	<p>National Reading Panel. (2000). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. U. S. Gov.</p> <p>Buehl, D. (2001). <i>Classroom Strategies for Interactive Learning</i>. International Reading Association.</p>
<p>Text Comprehension</p> <p>Question Generation</p> <p>Question generation during reading benefits reading comprehension in terms of memory and answering questions based on text as well as integrating and identifying main ideas through summarization. It may be used as part of multiple-strategy instruction.</p> <p>Resources: Create your own graphic organizer with computer software:</p>	<p>I Wonder Why</p> <p>Provide students with sticky notes or note cards to record responses.</p>	<p>The teacher begins by saying, “I wonder why...?” in reference to something in the text.</p> <p>The students engage in silent reading of the material with the purpose of responding to the teacher’s question.</p> <p>Initially, all responses are accepted and recorded on the board. Then the students and teacher skim through the material again as the teacher models with a “Think Aloud” showing how to answer questions, demonstrating why some responses fit and some don’t.</p> <p>The procedure is repeated with the next portion of text. As the students become familiar with the process, they</p>	<p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p> <p>Stephens, E. & Brown, J. (2005). <i>A Handbook of Content Literacy Strategies</i>.</p> <p>Manzo (1969).</p> <p>Palinscar & Brown (1984).</p> <p>National Reading Panel (2000). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. U. S. Gov.</p>

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<p>http://www.inspiration.com</p> <p>Graphic Organizers for Q-Notes and Question Generator</p> <p>http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Index.htm</p>		<p>take turns generating the “I wonder why...” questions and model how to respond to the text.</p>	
<p>Text Comprehension</p> <p>Graphic and Semantic Organizers</p> <p>Readers learn to use a systematic, visual graphic to organize the meanings and relationships found in text.</p> <p>Resources:</p> <p>KWL Template</p> <p>www.eduplace.com/graphicorganizer/pdf/kwl.pdf</p> <p>http://teams.lacoe.edu/documentation/classrooms/patti/2-3/2-3.html</p> <p>Graphic Organizers</p> <p>http://www.eduplace.com/graphicorganizer/</p>	<p>KWL Chart</p> <p>Know-Want-Learn</p> <p>what I know</p> <p>what I want to know</p> <p>what I learned</p>	<p>The teacher introduces KWL and models how to use it with a new topic or new reading selection.</p> <ol style="list-style-type: none"> 1) Individually, in pairs, or in small groups, students brainstorm what they already know about the topic. 2) This information is then recorded and displayed for the whole class. 3) Students generate a list of what else they want to learn or questions they want answered. 4) Students then read with the purpose of discovering information to answer the questions generated. This information is recorded and displayed. Use this to study key concepts covered in the text; the information in the final column serves as a study guide for tests. 	<p>Ogle, D. (1986). K-W-L: A teaching model that develops active reading of expository text. <i>The Reading Teacher</i>. 39, 564-570.</p> <p>Wilhelm, J., Baker, T. & Dube, J. (2001). <i>Strategic Reading</i>.</p> <p>Stephens, E. & Brown, J. (2005). <i>A Handbook of Content Literacy Strategies</i>.</p> <p>Camus, J. P. (2002). <i>Evidence-Based Reading Instruction: Putting the National Reading Panel Report into Practice</i>. International Reading Association.</p> <p>Blair-Larsen, S. & Williams, K. (1999). <i>The Balanced Reading Program</i>.</p>
<p>Text Comprehension</p> <p>Resources:</p> <p>Template for Think, Pair, Share</p> <p>http://www.educationoasis.com/curriculum/graphic_organizers.htm</p> <p>Weekly Reading Tips</p> <p>Free Downloads: Graphic</p>	<p>Cooperative Learning</p> <p>Think</p> <p>Pair</p> <p>Share</p> <p>Use think-aloud procedures that</p>	<p>Readers learn to read aloud with a partner and listen to the partner’s reading. Students are given activities that teach them strategies for effective reading comprehension.</p> <ol style="list-style-type: none"> 1) Think: The teacher provokes students' thinking with a question, or prompt, or observation. The students take a few minutes just to THINK 	<p>Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. <i>Reading Research Quarterly</i>. 21, 360-406.</p> <p>Camus, J. P. (2002). <i>Evidence-Based Reading Instruction: Putting the National Reading Panel Report into</i></p>

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<p>Organizers and Templates</p> <p>http://www.glencoe.com/sec/teachintoday/tiparchive.phtml/7</p> <p>View Think, Pair, Share in On-line Video</p> <p>http://www.mcps.k12.md.us/departments/development/resources/strategies/think_pair_share.html</p> <p>Cooperative Grouping Strategies</p> <p>http://www.proteacher.com/020014.shtml</p>	<p>show the readers and the teacher where and when understanding difficulties occur.</p>	<p>about the question.</p> <p>2) Pair: Following the ‘think time’ students turn to their learning partner and work together, sharing thoughts and discussing for clarification.</p> <p>3) Share: After students talk in pairs for a few minutes, the teacher calls for pairs to SHARE their thinking with the rest of the class. Often, the teacher or a designated helper will record these responses on the overhead or on the board.</p>	<p><i>Practice</i>. International Reading Association.</p> <p>National Reading Panel. (2000). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. U. S. Gov.</p> <p>Juel, C. (1991). <i>Beginning reading</i>. In R. Barr, M. L. Kamil, P. B. Mosenthal & P. D. Pearson (Eds.), <i>Handbook of reading research</i>. pp. 759-788. NY: Longman.</p>																		
<p>Trait</p> <p>Text Comprehension</p> <p>Story Structure</p> <p>Knowledge of episodic content (setting, initiating events, internal reactions, goals, attempts, and outcomes) helps readers learn to ask and answer who, what, where, when, and why questions about the plot and, in some cases, map out the time line, characters, and events in stories.</p> <p>Resources:</p> <p>Comprehending the Story Lesson Plan</p> <p>http://www.auburn.edu/~murraba/elucid/richrl.html</p> <p>Story Map Graphic Organizers</p> <p>http://www.eduplace.com/graphicor</p>	<p>Narrative Pyramid</p> <p>Teacher talk could be, “Think of the parts in a story and put them together as if you were telling another person the story.”</p> <p>Readers learn that stories are systematically organized into episodes and that the plot of a story is a set of episodes. Although this strategy benefits all kinds of readers, it is more beneficial for less able readers.</p>	<p>Students construct the Narrative Pyramid. Choose a story and tell the students they will be constructing an eight-line narrative pyramid of words.</p> <table border="1" data-bbox="1039 813 1528 1463"> <thead> <tr> <th>Line</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Write the character’s name in a single word.</td> </tr> <tr> <td>2</td> <td>Choose two words to describe that character.</td> </tr> <tr> <td>3</td> <td>Use three words to portray the setting.</td> </tr> <tr> <td>4</td> <td>Explain the problem using four descriptive words.</td> </tr> <tr> <td>5</td> <td>Present an event that occurred in five words.</td> </tr> <tr> <td>6</td> <td>Present an event that occurred in six words.</td> </tr> <tr> <td>7</td> <td>Present an event that occurred in seven words.</td> </tr> <tr> <td>8</td> <td>In eight words tell the solution to the problem.</td> </tr> </tbody> </table>	Line	Activity	1	Write the character’s name in a single word.	2	Choose two words to describe that character.	3	Use three words to portray the setting.	4	Explain the problem using four descriptive words.	5	Present an event that occurred in five words.	6	Present an event that occurred in six words.	7	Present an event that occurred in seven words.	8	In eight words tell the solution to the problem.	<p>Ellery, V., (2005). <i>Creating Strategic Readers</i>. International Reading Association.</p> <p>National Reading Panel. (2000). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. U. S. Gov.</p> <p>Moats, L. C. (1999). <i>Teaching reading is rocket science: What expert teachers of reading should know and be able to do</i>. Washington, D. C.: American Federation of Teachers.</p>
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<p>ganizer/</p> <p>Text Comprehension</p> <p>Summarization improves memory of what is read, both in free recall and in answering questions. The reader attempts to identify and write the main or most important ideas that integrate or unite the other ideas or meanings of the text into a coherent whole. In addition, the reader has to ignore irrelevant details.</p> <p>This is part of the reciprocal teaching strategies.</p> <p>Resources:</p> <p>Interactive online Story Map</p> <p>http://www.readwritethink.org/materials/storymap/index.html</p> <p>Graphic Organizers and Story Map Template</p> <p>www.enchantedlearning.com/graphicorganizers/storymap/</p>	<p>Summarization</p> <p>Oral Recitation</p>	<p>Summarizing helps students to identify or generate main ideas, connect the main or central idea, and remember what they read.</p> <p><u>Direct Instruction</u></p> <p>The teacher reads the story aloud to the students. After the reading, the teacher works with the students to create a story map that includes the story's elements, characters, problems, and solution to the problem. The teacher writes the students' responses verbatim on a chart or chalkboard. The completed story map is used as a visual aid to construct a written summary of the story.</p> <p><u>Indirect Instruction</u></p> <p>Students practice reading their story by mumble reading, or in a soft, barely audible voice, so that all students are engaged and practice without disturbing each other.</p>	<p>Rasinski, T. (2003). <i>The Fluent Reader</i>.</p> <p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p> <p>Farstrup, A. & Samuels, S.J. (Eds.). (2002). <i>What Research Has to Say About Reading Instruction?</i> International Reading Association.</p>

Activity	Strategy	Example	Research										
<p>Comprehension</p> <p>Resources:</p> <p>Inspiration Software: Visual Learning</p> <p>Idea Maps, Webs, Concept Maps</p> <p>http://www.inspiration.com/vlearning/index.cfm?fuseaction=techniques</p> <p>Mnemonic Strategies</p> <p>http://www.memorykey.com/mnemonics/mnemonics.htm</p>	<p>Mnemonic Imagery</p> <p>Idea Maps</p>	<p>Students make connections to words or concepts by drawing pictures and creating maps or webs to represent the central idea of the text.</p> <ol style="list-style-type: none"> 1) The teacher models an idea map. 2) Students read a selection and identify the concept or idea map. 3) They draw or find a visual that represents or symbolizes the central idea. 4) While working on their idea maps, students will need to refer back to the text to recheck their information or get more information. 5) The idea maps may be used for discussion or as a springboard for writing. 	<p>Ellery, V. (2005). <i>Creating Strategic Readers</i>. International Reading Association.</p> <p>Stephens, E. & Brown, J. (2000). <i>A Handbook of Content Literacy Strategies: 75 Practical Reading and Writing Ideas</i>.</p>										
<p>Comprehension</p> <p>Resources:</p> <p>http://www.nichd.nih.gov/publications/nrp/smallbook.htm</p> <p>http://www.csus.edu/ier/reading.html</p>	<p>Story Mapping</p>	<p>Students fill out the story map as they read. Retell the story to a partner using the map they created.</p> <table border="1" data-bbox="1039 971 1535 1344"> <tr> <td data-bbox="1039 971 1167 1045">Who?</td> <td data-bbox="1167 971 1535 1045"></td> </tr> <tr> <td data-bbox="1039 1045 1167 1120">What?</td> <td data-bbox="1167 1045 1535 1120"></td> </tr> <tr> <td data-bbox="1039 1120 1167 1195">When?</td> <td data-bbox="1167 1120 1535 1195"></td> </tr> <tr> <td data-bbox="1039 1195 1167 1269">Where?</td> <td data-bbox="1167 1195 1535 1269"></td> </tr> <tr> <td data-bbox="1039 1269 1167 1344">Why?</td> <td data-bbox="1167 1269 1535 1344"></td> </tr> </table>	Who?		What?		When?		Where?		Why?		<p>Snow, C. E, Burns, S. M. & Griffin, P. (Eds.). (1998). <i>Preventing Reading Difficulties in Young Children</i>. National Research Council.</p> <p>Carnine, D. W., Silbert, J. & Kameenui, E. J. (1997). <i>Direct instruction reading</i> (3rd Editino). Upper Saddle River, NJ: Merrill/Prentice-Hall.</p> <p>Farstrup, A. & Samuels, S.J. (Eds.). (2002). <i>What Research Has to Say About Reading Instruction</i>. International Reading Association.</p> <p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of</i></p>
Who?													
What?													
When?													
Where?													
Why?													

Activity	Strategy	Example	Research
			<i>Reading Instruction: Grades K-3.</i> Alexandria, VA: ASCD.
Comprehension Resources: http://reading.uoregon.edu/appendices/maps.php	Curriculum Maps	Use the curriculum maps to determine grade level comprehension skills for students in grades K-3. Follow the link to the Oregon reading website to print off each grade level curriculum maps and use as a classroom guide.	Simmons, D. & Kame'enui, E. (1999). <i>Curriculum Maps: Mapping Instruction to Achieve Instructional Priorities in Beginning Reading Kindergarten-Grade 3.</i> Institute for the Development of Educational Achievement (IDEA).
Comprehension Resources: http://reading.uoregon.edu/assessment/dibels.php http://dibels.uoregon.edu/ http://www.aimsweb.com/norms/early_literacy.htm	Comprehension Assessment	<u>Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</u> A one minute assessment that can be used to screen and monitor comprehension. The Retell Fluency Assessment is used for students in grade 2 - 6 after reading the ORF. Other assessments include: GORT	Kaminski, R. A. & Good, R. H., III. (1998). <i>Assessing early literacy skills in a problem-solving model: Dynamic indicators of basic early literacy skills.</i> In M. R. Shinn (Eds.), <i>Advanced applications of curriculum-based measurement.</i> New York: Guilford. Kaminski, R. A. & Good, R. H., III. (1996). Toward a technology for assessing basic early literacy skills. <i>School Psychology Review.</i> 25(2), 215-227.

Strategies and Ideas Supported by Research

Topic: Reading Fluency

Activity	Strategy	Example	Research
<p>Reading Fluency</p> <p><u>Tape-Assisted Reading</u></p> <p>Children reading aloud simultaneously or as an echo with an audio-taped model. Other methods used may be NIM, (Neurological Impress Method), Closed Captioned TV, and Echo Reading.</p> <p><u>Resources:</u></p> <p>You may purchase audio tapes from Scholastic Book Clubs http://www.scholasticbooks.com</p>	<p>Assisted Reading</p>	<p><u>Closed Captioned TV</u></p> <p>Television also presents a printed text in the form of a Closed Captioned print. It can be used as form for oral supported reading. The student's eyes are drawn to the print during viewing of the captioned television. Choose the closed caption option on the television in the classroom and have students practice reading short portions of script on the television screen.</p> <p><u>Echo Reading</u></p> <p>The teacher reads one sentence or phrase at a time and the student echoes back the same sentence or phrase. Follow the words on with a finger so you can be sure that he/she is actually reading and not just mimicking the teacher.</p> <p><u>NIM Procedure</u></p> <p>A student reads orally and simultaneously with a partner, who acts as a tutor. Ideally, the text is at the student's instructional reading level and relates to a personal interest or school subject. The more proficient partner, reading slightly faster and louder than the student, makes a conscious effort to direct his</p>	<p>Dowhower, S. L. (1989). Repeated reading: Research into practice. <i>The Reading Teacher</i>. 42, 502-507.</p> <p>Rasinski, T.V. (2003). <i>The Fluent Reader</i>. Scholastic Professional Books.</p> <p>Koskinen, P.S; et al. (1993). Captioned video and vocabulary learning: An innovative practice in literacy instruction. <i>The Reading Teacher</i>. 47, 36-43.</p> <p>Postlethwaite, T.N. & Ross, K.N. (1992). <i>Effective Schools in Reading: Implications for Policy Planner</i>. The Hague: International Association for the Evaluation of Educational Achievement.</p> <p>Koskinen, P.S., Wilson, R.M. & Jensema, C.J. (1985). Closed-captioned television: A new tool for reading instruction. <i>Reading World</i>, 24(4), 1-7.</p>

Activity	Strategy	Example	Research
		<p>or her voice in the student’s left ear to “imprint” a sound-symbol match. Reading one-on-one this way can be intense for students, therefore, initial NIM sessions should be kept to just a few minutes. Over time, they should last no longer than 15 minutes.</p>	
<p>Reading Fluency</p> <p><u>Partner Reading</u></p> <p>Children reading aloud with a more fluent partner (or with a partner of equal ability) who provides a model of fluent reading helps with word recognition, pace and provides feedback.</p> <p><u>Resources:</u></p> <p>Building Fluency: Do it well! Do it right!</p> <p>Partner Reading http://www.ed.gov/teachers/how/tols/initiative/summerworkshop/mccabe/edlite-slide034.html</p>	<p>Paired Reading</p>	<ul style="list-style-type: none"> • Paired reading is an activity shared by two readers, one stronger than the other. They sit shoulder to shoulder. • The listening partner keeps track while reading partner reads. The listening student takes on the role of teacher giving suggestions and positive feedback to the partner. • Partners help each other with new words after the reader gives it a try. • Students follow along the text with a finger as they listen to their partner. • When finished reading, discuss the story with your partner and answer reading response questions. <p>Allow the students to choose the material to read. Do paired reading at least 10-20 minutes per session, for at least six consecutive weeks.</p> <p><u>Model</u></p> <p>The teacher models partner reading with another student. The teacher</p>	<p>Topping, K.J. & Ehly, S. (1989). <i>Peer assisted learning</i>. Mahwah, NJ: Erlbaum.</p> <p>Raisinski, T.V. & Fredericks, A.D. (1991). The Akron paired reading project. <i>The Reading Teacher</i>. 44, 514-515.</p> <p>National Reading Panel. (2002). <i>Evidence-based Reading Instruction: putting the National Reading Panel report into practice</i>. International Reading Association.</p> <p>Topping, K. (1987). Paired reading: A powerful technique for parent use. <i>The Reading Teacher</i>.</p> <p>Rasinski, T.V. & Zutell, J.B. (1990). Making a place for fluency instruction in the regular reading curriculum. <i>Reading Research and Instruction</i>. 29, (2), 85-91.</p> <p>Dowhower, S. L. (1989). Repeated reading: Research into practice. <i>The Reading Teacher</i>. 42, 502-507.</p>

Activity	Strategy	Example	Research
<p>Reading Fluency</p> <p>Choral Reading</p> <p>Children reading aloud simultaneously in a group.</p> <p>Resources: http://reading.uoregon.edu/flu/index.php</p>	<p>Unison Reading</p> <p><u>Choral Reading</u></p> <p>During the day, children read poems that are displayed on a chart in the classroom. Use literature with repeating lines.</p>	<p>should pretend to have difficulty so that the partner demonstrates how to assist their partner.</p> <p>Read together as a group for fluency practice.</p> <ul style="list-style-type: none"> • Read In Unison: The entire group reads one text completely and in unison. • Read the Refrain: One student reads the text, and the whole group chimes in to read key segments chorally. • Read Line in a Line: Each child reads individually one or two lines of a text, usually from a rhyme or a poem, and the whole group reads the final line together. • Echo Reading: After modeling the reading, echo read the selection with students. 	<p>Vaca, J.L., Vacca, R.T. & Gove, M.K. (2000). <i>Reading and Learning to Read</i> (4th Edition). NY: Longman.</p> <p>National Reading Panel. (2002). <i>Evidence-based Reading Instruction: putting the National Reading Panel report into practice</i>. International Reading Association.</p> <p>Hoffman, J. (1987). Rethinking the role of oral reading in basal instruction. <i>Elementary School Journal</i>. 87, 367-373.</p>
<p>Reading Fluency</p> <p>Reading one-on-one with an adult, who provides a model of fluent reading, helps with word recognition and provides feedback. The teacher reads the story expressively and with evident enjoyment.</p> <p><u>Reading Aloud to Students</u></p> <ul style="list-style-type: none"> • Improves Comprehension • Improves Vocabulary 	<p>Student-Adult Reading</p> <p><u>Read-Aloud Model</u></p> <p>Choose a time to read that is relaxing, quiet, and conducive to listening. (After lunch, the first thing in the morning or at the end of day.)</p> <p>Provide a good model of fluent and expressive reading. Generally, teachers read aloud from 10-30 minutes.</p>	<p>Read the text expressively and with enjoyment. Stop the reading from time to time and share how you're negotiating the text and constructing meaning. (metacognition)</p> <p>Give students time to respond to the text with oral responses.</p> <p><u>Read-Aloud questions</u></p> <p>"What did you like most about this story? Why? What did you like least?"</p> <p>"What do you think will happen next in the story? How would you describe</p>	<p>Fielding, L. (1988). Growth in reading and how children spend their time outside of school <i>Reading Research Quarterly</i>. 23,285-303.</p> <p>Allington, R.L. (1983). Fluency: The neglected goal. <i>The Reading Teacher</i>. 36, 556-561.</p> <p>Beck, I.L. & McKeown, M.G. (2001). Text talk: Capturing the benefits of read-aloud experiences for young children. <i>The Reading Teacher</i>. 55, 10-20.</p> <p>Hoffman, J.V., Roser, N.L. & Battle,</p>

Activity	Strategy	Example	Research
<ul style="list-style-type: none"> Increases Fluency Builds Motivation <p>Resources:</p> <p>American Library Resources Newberry and Caldecott http://www.ala.org/alsc/newberry.htm</p> <p>http://www.ala.org/alsc/caldecott.htm</p> <p>IRA Resources</p> <p>Find: Teacher's Choice, Children's Choice & Young Adult Choice http://www.reading.org/publications/</p>	<p>After reading, engage students in a discussion of the text, allowing them to respond to and retell, what was read. (An activity might be to have them respond by writing in their journals.)</p>	<p>the main character?"</p> <p>"If the author wrote another book about this character, what would you expect to happen?"</p> <p><u>Selections</u></p> <ul style="list-style-type: none"> Find books that connect to other texts students may be reading or experiencing. Books that compliment an upcoming unit of study that will help build background knowledge and interest. Think of books that students may not pick on their own because they are difficult or unfamiliar. Use a read aloud to expose students to historical fiction, biography, science fiction, fantasy, poetry, and folk tales. <p><u>Literature Focus</u></p> <p>Newbery & Caldecott Awards Children's Choice Books Flickertail Nominee's</p>	<p>J. (1993). Reading aloud in classrooms: From the modal toward a 'model.'" <i>The Reading Teacher</i>. 46, 496-503.</p> <p>Huck, C.S. (1997). Literature as the content of reading. <i>Theory into Practice</i>. 16, 363-371.</p> <p>Rasinski, T.V. & Padak, N.D. (2001). <i>From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in Elementary School</i>. NY: Longman.</p> <p>Hartman, D.K. & Hartman, J.A. (1993). Reading across texts: Expanding the role of the reader. <i>The Reading Teacher</i>. 47, 202-211.</p> <p>Trelease, J. (1995) <i>The Read-Aloud Handbook</i> (4th Edition). NY: Penguin.</p>
<p>Reading Fluency</p> <p>Resources:</p> <p>Reader's Theatre for Beginning Readers by Suzanne Barchers (Teachers Idea Press, 1993)</p> <p>Presenting Reader's Theatre, by Caroline Feller Bauer (H.W. Wilson, 1991)</p>	<p><u>Readers' Theatre</u></p> <p>Children rehearsing and performing before an audience of a dialogue-rich script derived from a book.</p>	<p><u>Practicing Fluency through Reader's Theatre</u></p> <p>In reader's theatre, students stand in front of an audience, usually made up of their classmates, and read from scripts they hold in their hands or set on music stands. In order to use their voices well, performers must practice the text beforehand. Select or write a</p>	<p>Martinez, M., Roser, N. & Strecker, S. (1999). I never thought I could be a star: A Readers Theatre Ticket to Reading Fluency. <i>The Reading Teacher</i>. 52, 326-334.</p> <p>Rasinski, T.V. (2003). <i>The Fluent Reader</i>. Scholastic Professional Books.</p>

Activity	Strategy	Example	Research
<p>The Best of Reader's Theater, Vols. I and II, by Lisa Blau (One from the Heart, 2000)</p> <p>Plays Around the Year, compiled by Liza Charlesworth (Scholastic, 1994)</p> <p>Aaron Shepards RT</p> <p>Scripts and Tips http://www.aaronsherp.com/rt/</p> <p>Lisa Blau's Scripts http://lisablau.com</p> <p>Reader's Theatre Scripts and Plays http://www.teachingheart.net/readerstheater.htm</p> <p>Reading Lady RT Scripts http://www.readinglady.com/</p> <p>Internet Resources for Conducting Readers Theatre by Lila Carrick http://www.readingonline.org/electronic/elect_index.asp?HREF=carrick/index.html</p>		<p>script to be performed.</p> <ol style="list-style-type: none"> 1) Make copies for each student. 2) Introduce and model the nature, purpose, and procedures for reader's theater with the class. 3) Assign students to individual parts by having them volunteer or audition. Parts can also be assigned by students within groups and can rotate from one performance to another. 4) Students practice their parts on their own, in their groups, under your guidance, and at home. They read, read, read and improve their fluency. 5) Invite students to perform their scripts for an audience (classmates, principal, parents, etc.). <p>Make the performance a special event to motivate the students to practice and improve their fluency and prosody, making their reading sound professional.</p>	<p>National Reading Panel. (2002). <i>Evidence-based Reading Instruction: putting the National Reading Panel report into practice</i>. International Reading Association.</p> <p>Worthy, J. & Broaddus, K. (2001/2002). Fluency beyond the primary grades: From group performance to silent, independent reading. <i>The Reading Teacher</i>. 55(4), 334-343.</p>
<p>Reading Fluency</p> <p>By breaking a longer story into parts and mastering one part at a time before moving on, the student experiences what it is like to read fluently and be a success in reading. Repeated oral reading substantially improves word recognition, speed, accuracy, and promotes fluency.</p> <p>Resources:</p>	<p>Reread Familiar Text</p> <p><i>Reread Texts with Fluency</i></p> <p><i>Phones</i></p>	<p><u>Method</u></p> <p>Sit next to the child in a comfortable location. Choose a passage that is at or near the student's instructional level (85-95% accuracy). Students reread a short, meaningful passage several times until a satisfactory level of fluency is reached. Then the procedure is repeated with a new passage.</p> <p>Track student progress by administering an oral reading probe</p>	<p>Dowhower, S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. <i>Reading research Quarterly</i>. 22, 389-406.</p> <p>Samuels, S.J. (1979). The method of repeated readings. <i>The Reading Teacher</i>. 32, 524-528.</p> <p>LaBerge, D. & Samuels, S.J. (1974). Toward a theory of automatic information processing in reading.</p>

Activity	Strategy	Example	Research
<p>Don Johnston Start to Finish Books with Fluency Assessment http://www.donjohnston.com/djlearning/repeatedreading.htm Repeated Reading: Do it Well! Do it Right! Why Repeated Reading? http://www.ed.gov/teachers/how/tools/initiative/summerworkshop/mccabe/edlite-slide035.html Online audio library http://www.tumblebooks.com Model for Repeated Reading http://www.interventioncentral.org/htmldocs/interventions/rdngfluency/rptrdng.shtml Repeated Reading Graph http://teacher.scholastic.com/reading/bestpractices/fluency/pdfs/building_fluency_repeatedreading.pdf.</p>		<p>weekly, biweekly, or monthly on passages the students have not previously read.</p> <p>Students will read aloud with fluency phones (PVC pipe as a reading telephone). It allows students to hear themselves read aloud in amplification even when using a whisper. This allows them to focus without hearing others read.</p> <p>Use a variety of texts such as:</p> <ul style="list-style-type: none"> • Chart stories • Alphabet books • Big books • Reproductions of shared stories • Provide a classroom library • Decodable books • Patterned books 	<p><i>Cognitive Psychology</i>. 6, 293-323.</p> <p>Samuels, S.J. (1976). <i>Automatic decoding and reading comprehension and language arts</i>. 53, 323-325.</p> <p>Dahl, P.R. & Samuels, S.J. (n.d.). <i>A mastery based experimental program for teaching poor readers high speed word recognition skills</i>. Unpublished manuscript.</p> <p>Ford, P.L. (1899). <i>The New England Primer</i>. NY: Dodd, Mead.</p> <p>Gonzales, P.G. & Elijah, D.V. (1975). Rereading: Effect on error patterns and performance levels on IRA. <i>The Reading Teacher</i>. 28, 647-652.</p> <p>Rasinski, T.V. (2003). <i>The Fluent Reader</i>. Scholastic Professional Books.</p>
<p>Reading Fluency</p> <p>Resources:</p> <p>Story Chants http://www.earlyliterature.ecsd.net/story_patterns.htm http://www.earlyliterature.ecsd.net/</p>	<p>More Choral Reading Activities</p>	<p><u>Antiphonal Reading</u></p> <p>Divide the whole class into groups and assign a section of a text to each group. Then have one of the groups read its section while the rest of the class reads other sections, usually the chorus or refrain.</p> <p><u>Call and Response</u></p> <p>One student reads a line or two of a</p>	<p>Koskinen, P.S. & Blum, I.H. (1986). Paired repeated reading: A classroom strategy for developing fluent reading. <i>The Reading Teacher</i>. 40, 70-75.</p> <p>Hasbrouck, J. E., Ihnot, C. & Rogers, G. (1999). Read Naturally: A strategy to increase oral reading fluency. <i>Reading Research and Instruction</i>. 39, 27-37.</p>

Activity	Strategy	Example	Research
<p>nursery_rhymes.htm</p> <p>http://www.canteach.ca/elementary/songspoems.html</p> <p>http://members.tripod.com/~ESL4Kids/chants.html</p> <p>Sing Along – Read Along</p> <p>http://www.niehs.nih.gov/kids/music.htm</p> <p>http://www.kididdles.com/museum/</p> <p>http://edamonthlyhandouts.homestead.com/songindex.html</p> <p>http://readinglady.com/Poetry/index.html</p>		<p>text and the rest of the class responds by repeating the lines or reading the next few lines or the refrain.</p> <p><u>Cumulative Choral Reading</u></p> <p>An individual or small group reads one line or section of a passage. Another reader chimes in for the next line, and a few more readers for the lines that follow. By the time the end of the text is reached, the entire class should be reading.</p> <p><u>Texts for Choral Reading</u></p> <p>Look for shorter texts that have good rhythm and distinct parts, such as poems and short stories. Use chants and poems. The websites listed under resources offer many possibilities of one-page readings for choral reading fluency practice.</p> <p><u>Mumble Reading</u></p> <p>Students read in a soft and low voice for five minutes, practicing their passages. After the practice period, students read their passage aloud to the teacher or to the entire group.</p>	<p>Koskinen ,P.S. & Blum, I.H. (1984). In J.A. Niles & L.A. Harris (Eds.), <i>Repeated oral reading and acquisition of fluency procession and instruction: Thirty-third yearbook of the National Reading conference.</i> (pp.183-187). Rochester, NY: National Reading Conference.</p>
<p>Reading Fluency Assessments</p> <p>Resources:</p> <p>http://dibels.uoregon.edu/</p> <p>http://www.readinglady.com/downl</p>	<p>DIBELS Oral Reading Fluency (DORF)</p>	<p>The DORF assessment is a standardized, individually administered test of accuracy and fluency with connected text. The DORF passages and procedures are based on the program of research and development of Curriculum-Based Measurement from the University of Minnesota and using the procedures</p>	<p>Kaminski, R. A. & Good, R. H., III. (1998). <i>Assessing early literacy skills in a problem-solving model: Dynamic indicators of basic early literacy skills.</i> In M. R. Shinn (Eds.), <i>Advanced applications of curriculum-based measurement.</i> NY: Guilford.</p>

Activity	Strategy	Example	Research										
<p>oads/Assessment/wrubric.pdf http://www.aimsweb.com/norms/early_literacy.htm</p>		<p>described in Shinn (1989). The DORF Assessment is designed to:</p> <ol style="list-style-type: none"> (1) Identify children who may need additional instructional support. (2) Monitor progress toward instructional goals. (3) Student performance is measured by having students read a passage aloud for one minute. (4) Words omitted, substituted, and hesitations of more than three seconds are scored as errors. (5) The number of correct words per minute from the passage is the oral reading fluency rate. 	<p>Kaminski, R. A. & Good, R. H., III. (1996). Toward a technology for assessing basic early literacy skills. <i>School Psychology Review</i>. 25(2), 215-227.</p> <p>Shinn, M. R. (Ed.). (1989). <i>Curriculum-based measurement: Assessing special children</i>. NY: Guildford Press.</p>										
<p>Reading Fluency</p> <p>Resources: http://reading.uoregon.edu/appendices/maps.php</p>	<p>Fluency Curriculum Maps</p>	<p><u>Grade Level Reading Goals</u></p> <table border="1" data-bbox="1039 1263 1501 1490"> <thead> <tr> <th colspan="2">Words Per Minute by the End of Each Grade</th> </tr> </thead> <tbody> <tr> <td>Grade 1</td> <td>40 WPM</td> </tr> <tr> <td>Grade 2</td> <td>90 WPM</td> </tr> <tr> <td>Grade 3</td> <td>110 WPM</td> </tr> <tr> <td>Grade 4</td> <td>118 WPM</td> </tr> </tbody> </table>	Words Per Minute by the End of Each Grade		Grade 1	40 WPM	Grade 2	90 WPM	Grade 3	110 WPM	Grade 4	118 WPM	<p>National Reading Panel. (2000). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. U. S. Gov. Learning First Alliance (1998).</p>
Words Per Minute by the End of Each Grade													
Grade 1	40 WPM												
Grade 2	90 WPM												
Grade 3	110 WPM												
Grade 4	118 WPM												

Activity	Strategy	Example		Research
http://dibels.uoregon.edu/benchmarkgoals.pdf		Grade 5	124 WPM	Every child reading: An action plan of the Learning First Alliance. <i>American Educator</i> . 1-2. 52-63. Kame'enui, E. J. & Simmons, D. C. (1990). <i>Designing instructional strategies: The prevention of academic learning problems</i> . Columbus, OH: Merrill Publishing.
		Grade 6	125 WPM	
		Each grade level map gives specific skills for students to accomplish in fluency and guides teachers in supporting student's fluency growth.		

Strategies and Ideas Supported by Research

Topic: Vocabulary

Activity	Strategy	Example	Research
<p>Vocabulary Development</p> <p>Resources: http://reading.uoregon.edu/voc/voc_types.php http://www.nichd.nih.gov/publications/nrp/smallbook.htm</p>	<p><u>Direct Vocabulary Instruction</u> Modeling New Words</p>	<p>The three basic direct teaching oral vocabulary strategies are: modeling, synonyms, and definitions.</p> <p><u>Modeling</u></p> <ul style="list-style-type: none"> • Model positive and negative examples of the new concept or word, "This is a bolt." or "This is not a bolt." • Assess students on their mastery of the examples by identifying the word. "Is this a <u>bolt</u>?" • Present different examples and meanings of the word (bolt- a tool, bolt the door, watch her bolt from the room, bolt of cloth, bolt of lightning) as well as review other previously taught words. • Ask students to produce the name of the new word. "What is this?" • Encourage students to explore multiple meanings of words and through the context determine which meaning is acceptable. 	<p>National Reading Panel. (2000). <i>Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction</i>. U. S. Gov.</p> <p>Stahl, S. A. (1986). Three principles of effective vocabulary instruction. <i>Journal of Reading</i>. 29, 662-668.</p>
<p>Vocabulary Development</p> <p>Resources:</p>	<p><u>Direct Vocabulary Instruction</u> Synonyms</p>	<p><u>Synonyms</u></p> <p>Using known words to explaining meaning for a new word.</p> <p><i>Huge/big/enormous</i></p>	<p>National Research Council. (1998). <i>Preventing reading difficulties in young children</i>. Washington, DC: National Academy Press.</p>

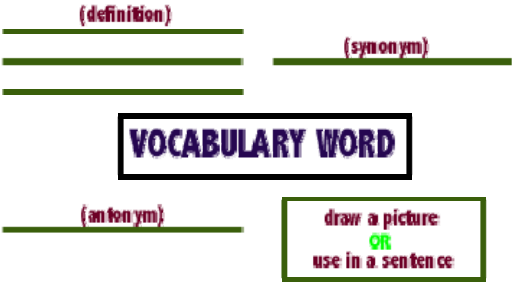
Activity	Strategy	Example	Research
<p>http://www.visualthesaurus.com</p>		<p><i>material/cloth/fabric</i></p> <p><u>When Teaching Synonyms</u></p> <p>Systematically use familiar words students know and assess with positive and negative examples.</p> <p><u>Example</u></p> <p>“Huge means very big.”</p> <p>“What does huge mean?”</p> <p>“Tom put his pet in his pocket. Was his pet huge? How do you know?”</p> <p>“The animal wouldn't fit through the door. Was the animal huge? How do you know?”</p>	
<p>Vocabulary Development</p> <p><u>Resources:</u></p> <p>http://dictionary.cambridge.org</p>	<p><u>Direct Vocabulary Instruction</u></p> <p>Define It!</p>	<p><u>Definitions</u></p> <p>Use when students have adequate language to understand a longer explanation and when the concept is too complicated to be explained through a synonym.</p> <p><u>World Wide Web Vocabulary</u></p> <ul style="list-style-type: none"> • Use an online dictionary and 3x5 cards. • Assign pairs of student's vocabulary words from one of the content areas or from literature that they are reading. • Write the word in large letters on one side. • Use the computer to find the definition and write that on the back of the card. • Write the vocabulary word in a 	<p>Stahl, S. A. & Shiel, T. R. (1999). <i>Teaching meaning vocabulary: productive approaches for poor readers</i>. In <i>Read all about it! Readings to inform the profession</i>. pp. 291-321. Sacramento, CA: California State Board of Education.</p>

Activity	Strategy	Example	Research
		sentence and add that on the back. <ul style="list-style-type: none"> • Restate the meaning of the word in context and write that on the back. • Use the cards as a review or guess the word games. 	
Vocabulary Development Resources: http://teacher.scholastic.com/reading/bestpractices/vocabulary.htm http://www.justreadnow.com/strategies/vocabulary.htm	Direct Instruction of Content Area Words and Concepts	<u>Select Content Words to Teach?</u> The following steps are used in determining what kinds of content area words to teach: <ul style="list-style-type: none"> • Identify and list the words in the selection that are likely to be unknown or are difficult for students. • Limit the list to three to five words at a time. • Use context and/or structural analysis to discover the meaning of the word. • Students list synonyms and antonyms of the word. • Directly teach content words, or conceptually difficult words that are not part of students' regular vocabulary. Instruction of these words is most meaningful when the definitions are key to understanding the selected text and when applied while reading.	Nagy, W. & Anderson, R. C. (1984). How many words are there in printed school English? <i>Reading Research Quarterly</i> . 19, 304-330. Carnine, D. W., Silbert, J. & Kameenui, E. J. (1997). <i>Direct Instruction Reading</i> (3rd Edition). Upper Saddle River, NJ: Merrill/Prentice-Hall.
Vocabulary Development	Oral Language Development	<u>Read Aloud to Children of all Ages</u> Teachers can improve student vocabulary use and promote development by reading aloud to students and talking about the	Elley, W. B. (1989). Vocabulary acquisition from listening to stories. <i>Reading Research Quarterly</i> . 14(2), 174-187. Robbins, C. & Ehri, L. C.

Activity	Strategy	Example	Research
<p>Resources:</p> <p>http://www.suite101.com/article.cfm/reading/11099</p> <p>http://www.nifl.gov/partnershipforreading/publications/pdf/low_res_child_reader_K-3.pdf</p>		<p>language rich literature.</p> <ul style="list-style-type: none"> • Select text that has rich vocabulary and expressive language. • Discuss the interesting words as you read to the children and point out how the illustrations and words support each other. • Plan which vocabulary words will be “spotlighted” in the text prior to reading to the students. • Review the vocabulary over the next few days to increase the number of times the student is exposed to the new vocabulary. 	<p>(1994). Reading storybooks to kindergartners helps them learn new vocabulary words. <i>Journal of Educational Psychology</i>. 86(1), 54-64.</p>
<p>Vocabulary</p> <p>Resources:</p> <p>http://www.litandlearn.lpb.org/strategies.html</p>	<p><u>Vocabulary Instruction:</u> Teach Students the Meanings of Specific Words</p>	<p><u>"Deep" Processing</u></p> <p>Dig deeper into vocabulary and do not just study surface meanings of words. Promote metacognition in word use. Help students to think about and explain their thinking.</p> <p>Examples that encourage “deep” Processing with the vocabulary word, “<i>fabulous</i>.”</p> <p>“Which word goes with <u>fabulous</u> - o.k. or super? Why does super go better with <u>fabulous</u>?”</p> <p>“Is it <u>fabulous</u> if you fall and scrape your knee? What would it be?”</p> <p>“Maria thought her car was <u>fabulous</u> because...”</p> <p>“The family had a <u>fabulous</u> time at the park. How could a family have a <u>fabulous</u> time? When have you had a <u>fabulous</u></p>	<p>Stahl, S. A. (1986). Three principles of effective vocabulary instruction. <i>Journal of Reading</i>. 29, 662-668.</p>

Activity	Strategy	Example	Research
		<p>time?"</p> <p>"Is a <u>masterpiece</u> <u>fabulous</u>? Why?"</p> <p>"Tell me about a <u>fabulous</u> present ..."</p> <p>"What would a <u>fabulous</u> friend be like?"</p> <p>"How can you be a <u>fabulous</u> friend?"</p>	
<p>Vocabulary</p> <p>Resources:</p> <p>http://www.visualthesaurus.com</p> <p>http://www.manatee.k12.fl.us/sites/elementary/palmasola/vocabbuild2.htm</p> <p>http://www.ldonline.org/ld_indept_h/teaching_techniques/ellis_clarifying.html</p> <p>http://www.aft.org</p>	<p>Direct Vocabulary Instruction</p>	<p>Effective vocabulary instruction emphasizes the importance of providing students with multiple, meaningful encounters with word meanings. Vocabulary instruction should emphasize the relationships among word structure, origin, and meaning. Select words that are:</p> <ul style="list-style-type: none"> ▪ Useful sight words (words that students see frequently). ▪ Important words (key words that help students understand the text). ▪ Difficult words (idiomatic words, words with more than one meaning). <p>In providing vocabulary instruction, teachers can help students by:</p> <ul style="list-style-type: none"> • Activating their prior knowledge • Defining words in multiple contexts • Modeling how to use context clues • Modeling the structure of words, like prefixes, roots, and suffixes • Model and encouraging deep processing of vocabulary • Help students to integrate new words into their working 	<p>Allen, J. (1999). <i>Words, Words, Words: Teaching Vocabulary in Grades 4-12</i>. York, ME: Stenhouse.</p> <p>Beck, I.L., McKeown, M.G. & Omanson, R.C. (1987). <i>The effects and uses of diverse vocabulary instructional techniques</i>. In M.G. McKeown & M.E. Curtis (Eds.), <i>The nature of vocabulary acquisition</i>. pp. 147-163. Hillsdale, NJ: Erlbaum.</p> <p>Moats, L.C. (1999). <i>Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and be Able to Do</i>. American Federation of Teachers.</p>

Activity	Strategy	Example	Research
		vocabularies <ul style="list-style-type: none"> • Providing multiple exposures Focusing on a small number of important words. Ideally, the words should be related so that the depth of concept development can be increased. (ie., national, nationality, nation)	
Vocabulary Development Resources: http://teacher.scholastic.com/reading/bestpractices/vocabulary.htm	Key Words- Synonyms	Brainstorm meanings of new words to stretch the students' use of vocabulary. Prior to reading a story select a word that relates to the theme. Example: "fear" The students will brainstorm what other words are synonyms or are related and list them on the board (terror, afraid, ominous, shaking, fearfully). As you read the story record more words from the text to the list that relate to the theme word – "fear."	Nagy, W. E. (2002). <i>Teaching Vocabulary to Improve reading Comprehension</i> . NCTE and IRA.
Vocabulary Development Resources: http://www.teach-nology.com/worksheets/graphic/vocab/	<u>Word Map</u> Semantic Mapping	A Vocabulary Word Map is a graphic organizer that helps students deeply engage with and think about new terms or concepts in several ways. This model helps students make connections with the vocabulary word to help them attain deeper meanings. The vocabulary word is in the middle of the map. Students fill in the rest of the map with a definition, synonyms, antonyms, and a picture to help illustrate the new concept.	Anderson, R. C. & Pearson, P. D. (1984). <i>A schema-theoretic view of basic processes in reading</i> . In P.D. Pearson, R. Barr, M. L. Kamil & P. Mosenthal (Eds.), <i>Handbook of Reading Research</i> . pp. 255-291. NY: Longman.

Activity	Strategy	Example	Research
		 <p>The diagram illustrates four strategies for learning a vocabulary word. At the top, '(definition)' is written above a horizontal line. To its right, '(synonym)' is written above another horizontal line. In the center, the words 'VOCABULARY WORD' are enclosed in a rectangular box. Below this, '(antonym)' is written above a horizontal line. To the right of this, a smaller box contains the text 'draw a picture OR use in a sentence'.</p>	
<p>Vocabulary</p> <p>Resources: http://www.ohiou.edu/esl/teacher/vocabulary.html http://www.literacymatters.org/content/readandwrite/vocab.htm</p>	<p>Why Teach Vocabulary?</p>	<p>Vocabulary is critical to reading success for three reasons:</p> <ul style="list-style-type: none"> • Comprehension improves when you know what the words mean. Since comprehension is the ultimate goal of reading, you cannot over estimate the importance of vocabulary development. • Words are the heart of communication. A robust vocabulary improves all areas of communication: listening, speaking, reading, and writing. • When children and adolescents improve their vocabulary, their academic and social confidence and competence improve too. 	<p>Nagy, W. E. (2002). <i>Teaching Vocabulary to Improve reading Comprehension</i>. NCTE and IRA.</p> <p>Stallman, A. C., Pearson, P. D., Nagy, W. E., Anderson, R. C. & Garcia, G. E. (1995). <i>Alternative approaches to vocabulary assessment</i> (Technical Report No. 607). Urbana-Champaign, IL: Center for the Study of Reading, University of Illinois.</p>
<p>Vocabulary Development</p> <p>Resources: http://reading.uoregon.edu/voc/voc_cm_k.php http://reading.uoregon.edu/voc/voc_cm_1.php</p>	<p>Vocabulary Curriculum Maps</p>	<p>Use the curriculum maps found on the University of Oregon Reading website to determine which areas of vocabulary are developmentally appropriate for K-3 students.</p> <p>This as a guide for teaching vocabulary.</p>	<p>Baker, Simmons & Kame'enui. (1997). <i>Vocabulary acquisition: Research bases</i>. In Simmons, D. C. & Kame'enui, E. J. (Eds.), <i>What reading research tells us about children with diverse learning needs: Bases and Basics?</i> Mahwah, NJ: Erlbaum.</p>

Activity	Strategy	Example	Research
<p>Vocabulary</p> <p>Resources:</p> <p>http://www.literacymatters.org/content/readandwrite/vocab.htm#tools</p> <p>http://www.findarticles.com/p/articles/mi_m0STR/is_3_110/ai_66035127</p>	<p>Examples and Non Examples</p>	<p>Students will learn vocabulary by being explicitly guided through several sets of examples and non-examples of new words.</p> <ul style="list-style-type: none"> • Write a vocabulary word on chart paper. • Say the word and have students repeat it. • Ask the students to tell you what the word means. Correct them if they provide an incorrect response. • Use pictures to describe the word (gigantic) “Is this ‘gigantic?’” Why?” • Some of the pictures will not be examples of “gigantic,” such as a picture of a mouse. 	<p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p>
<p>Vocabulary</p> <p>Resources:</p> <p>http://www.theschoolbell.com/Links/Dolch/Directions/flashcards.html</p> <p>http://www.janbrett.com/games/jan_brett_dolch_word_list_main.htm</p> <p>http://www.janbrett.com/games/jan_brett_sight_word_list_flash_cards_1_to_4.htm</p> <p>http://www.myschoolonline.com/older/0,1872,21904-175851-24-15614,00.html</p> <p>http://www.createdbyteachers.com/sightfreemain.html</p>	<p>Reading the Basics</p>	<p><u>Dolch Word Lists</u></p> <p>Select words to explicitly teach that have a high utility and frequency of use and irregular pronunciations.</p> <p>These basic words should to be taught explicitly to the students who struggle. Do not allow them to read with error, always correct so that the students do not practice words incorrectly.</p> <p>Each time they say a word wrong, the teacher will correct them. Ask the student to repeat that word and then, repeat it together again.</p> <p>Make connections with the word to meaningful words.</p>	<p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p> <p>Beck, McKeown, & Kucan, (2002). <i>Bringing Words to Life: Robust Vocabulary Instruction</i>. NY: Guilford Press.</p>

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<p>Vocabulary</p> <p>Resources: http://exchanges.state.gov/forum/vols/vol39/no1/p2.htm http://www.teachingenglish.org.uk/think/vocabulary/seven_steps.shtml</p>	<p>Describing Details</p>	<p><u>Elaborating Words</u></p> <p>Add descriptive words to familiar words.</p> <p>“The <i>cat</i> chased the mouse.”</p> <p>“Tell me what the cat was like.” (orange, swift, fast, fat, gray, soft, hungry)</p> <p>“Now let’s add some words to our sentence.”</p> <p>“The hungry orange cat swiftly chased the mouse.”</p> <p>“Now tell me more about the mouse. What did he look like?” (small, gray, frightened, terrified)</p> <p>“The hungry orange cat swiftly chased the frightened, little gray mouse.”</p>	<p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p>
<p>Vocabulary</p>	<p>Strength of Words</p>	<p><u>Which is More Intense?</u></p> <p>Compare word pairs to determine which word is stronger, more forceful, or more intense.</p> <p><u>Examples</u></p> <p>Which word is more intense?</p> <p>To surprise or to astound</p> <p>To boil or to simmer</p> <p>To toss or to throw</p> <p>To hurl or to throw</p>	<p>Nagy, W. E. (2002). <i>Teaching Vocabulary to Improve reading Comprehension</i>. NCTE and IRA.</p>
<p>Vocabulary</p> <p>Resources: http://www.allamericareads.org/</p>	<p>Analogies</p>	<p>Use analogies to build connections with vocabulary. Present the students with different examples of analogies to build their vocabulary usage.</p> <p><u>Examples</u></p>	<p>Vaughn, S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p> <p>Shostak, J. (2002). <i>The Value of</i></p>

Activity	Strategy	Example	Research
		<ul style="list-style-type: none"> • Easy is too hard as cold is to <u>(hot)</u>. • Skyscraper is to city as tree is to <u>(forest)</u>. • Warp is to wood as <u>(peel)</u> is to paint. • Shatter – glass <u>(crumble)</u> - stone. 	<p><i>Direct and Systematic Vocabulary Instruction.</i> Sadlier-Oxford.</p>
<p>Vocabulary</p> <p>Resources:</p> <p>http://www.teachingfirst.net/wordwallact.htm</p> <p>http://www.myschoolonline.com/older/0,1872,21904-175851-24-17954,00.html</p> <p>http://www.mrswilliamson.com/units/sight_word_ideas.htm</p> <p>http://www.sabine.k12.la.us/zes/sightwords/default1.htm</p> <p>http://www.edhelper.com/teachers/classroom_helpers.htm</p> <p>http://www.k111.k12.il.us/lafayette/fourblocks/word_wall_grade_level_lists.htm</p>	<p>Word Walls</p> <p>Vocabulary Practice</p>	<p>A word wall is a systematically organized collection of words displayed in large letters on a wall of the classroom. It is a tool to use, not just display. Word walls are designed to promote group learning and be shared by a classroom of children. The purpose of word walls is to:</p> <ul style="list-style-type: none"> • Support the teaching of important general principles about words and how they work. • Provide reference support for children during their reading and writing. • Provide a visual map to help children remember connections between words and the characteristics that will help them form categories. • Develop a growing core of words that become part of a reading and writing vocabulary. <p><u>Basic Guidelines of Word Walls</u></p> <ol style="list-style-type: none"> 1. Add words gradually, five a week. 2. Make words very accessible by putting them where every student can see them, writing them in big, black letters, and using a variety of 	<p>Rasinski, T. et. al. (2000). <i>Teaching Word Recognition, Spelling, Vocabulary: Strategies From The Reading Teacher.</i> International Reading Association.</p> <p>Cunningham, P. M. (1995). <i>Phonics They Use.</i> NY: Harper Collins.</p> <p>Sitton, R. (1996). <i>Increasing Student Spelling Achievement.</i> WA: Egger Publishing.</p> <p>Fountas, I.C. & Pinnell, G.S. (1998). <i>Word Matters.</i> NH: Heinemann.</p> <p>Sigmon, C. (1997). <i>4-Blocks Literacy Model.</i> NC: Carson Dellosa Publishing.</p>

Activity	Strategy	Example	Research
		<p>background colors so that the most often-confused words (there, their; what, when) are different colors.</p> <ol style="list-style-type: none"> 3. Be selective about what words go on the wall, limiting additions to those really common words which children use a lot in writing. 4. Practice those words by chanting and writing them. 5. Do a variety of review activities to provide enough practice so that words are read and spelled instantly and automatically. 	
<p>Vocabulary</p> <p><u>Resources:</u></p> <p>http://www.msrossbec.com/sightwords.shtml</p> <p>http://literacy.edreform.net/resource/2901</p> <p>http://www.mrsperkins.com/dolch.htm</p>	<p>Electronic Flash Cards</p>	<p><u>PowerPoint Practice</u></p> <p>Add some pizzazz and a new take on the old flash cards. Create PowerPoint presentations that contain new vocabulary words or the weekly vocabulary focus. Practice reading the words as a class with the presentation.</p> <p>Use a projector to enlarge the presentation on the wall or screen to engage the whole class in a vocabulary review.</p> <p><u>Extensions</u></p> <ul style="list-style-type: none"> • Add sound by having students record their voice on the computer, reading the word out loud. • Add to the presentations by adding synonyms, sentences, and meanings. 	<p>Beck, McKeown, & Kucan. (2002). <i>Bringing Words to Life: Robust Vocabulary Instruction</i>. NY: Guilford Press.</p>
<p>Vocabulary</p>	<p>Using Base Words</p>	<p><u>Base Word Connections</u></p> <p>Introduce base words and meanings by sets</p>	<p>Kame'enui, E. J., Simmons, D. C., Baker, S., Chard, D. J., Dickson, S. V., Gunn, B., Smith,</p>

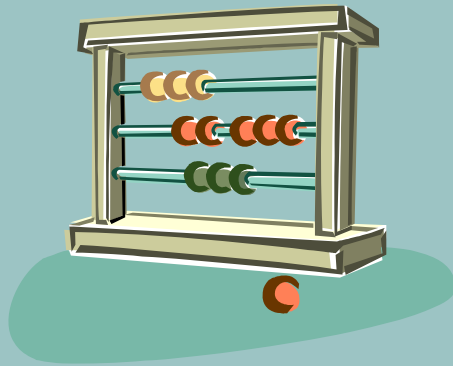
Activity	Strategy	Example	Research								
		<p>of words. Make connections in meanings from these similar base words.</p> <p><u>Example</u></p> <p>nation, international, national, nationalism, nationality</p>	<p>S. B., Sprick, M. & Lin, S. J. (1997). <i>Effective strategies for teaching beginning reading</i>. In E. J. Kame'enui & D. W. Carnine (Eds.), <i>Effective Teaching Strategies That Accommodate Diverse Learners</i>. Columbus, OH: Merrill.</p>								
<p>Vocabulary</p> <p>Resources:</p> <p>http://www.sadlier-oxford.com/</p>	<p>Classifying</p>	<p><u>Word Sorts</u></p> <p>Sort words into categories. Change the categories to go with your content or literature focus.</p> <table border="1" data-bbox="993 610 1551 907"> <tr> <td data-bbox="993 610 1272 686">Words About Eating</td> <td data-bbox="1272 610 1551 686">Words That Name Places</td> </tr> <tr> <td data-bbox="993 686 1272 760">Chew Nibble</td> <td data-bbox="1272 686 1551 760">Island Motel</td> </tr> <tr> <td data-bbox="993 760 1272 836">Words About a Special Person</td> <td data-bbox="1272 760 1551 836">Words that Show Action</td> </tr> <tr> <td data-bbox="993 836 1272 907">Hero Parent</td> <td data-bbox="1272 836 1551 907">Run Search</td> </tr> </table>	Words About Eating	Words That Name Places	Chew Nibble	Island Motel	Words About a Special Person	Words that Show Action	Hero Parent	Run Search	<p>Vaughn S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p>
Words About Eating	Words That Name Places										
Chew Nibble	Island Motel										
Words About a Special Person	Words that Show Action										
Hero Parent	Run Search										
<p>Vocabulary</p> <p>Resources:</p> <p>http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/summerinstitute/presentres/secondarylogs-archer.doc</p>	<p>Vocabulary Map</p>	<p><u>Four Square Vocabulary Map</u></p> <p>Students will use a four-square vocabulary map to better understand a vocabulary word from their text. Introduce the targeted word. Write it in the word square, and then answer the questions in each square.</p> <table border="1" data-bbox="1144 1162 1526 1495"> <tr> <td data-bbox="1144 1162 1346 1349">Word</td> <td data-bbox="1346 1162 1526 1349">What are some examples?</td> </tr> <tr> <td data-bbox="1144 1349 1346 1495">What is it?</td> <td data-bbox="1346 1349 1526 1495">What are some non-examples?</td> </tr> </table>	Word	What are some examples?	What is it?	What are some non-examples?	<p>Vaughn S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p>				
Word	What are some examples?										
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Activity	Strategy	Example	Research		
<p>Vocabulary</p> <p>Resources:</p> <p>http://www.litandlearn.lpb.org/strategies/strat_4vss.pdf</p> <p>http://www.ncrel.org/litweb/young/using.htm</p>	<p>Vocabulary Self-collection Strategy (VSS)</p>	<p><u>VSS</u></p> <p>This a strategy to help students generate a list of words to be explored and independently enhance their vocabulary. Because the list is self-generated, the students are motivated to use the list.</p> <ul style="list-style-type: none"> • In groups, the students select words they think need to be studied further. • The meaning is studied and discussed. • Next, make a class list with one new word from each group and discuss the meaning with the class. • Then research some of the words in greater depth. <table border="1" data-bbox="993 813 1551 1114"> <thead> <tr> <th data-bbox="993 813 1551 867">Steps to VSS</th> </tr> </thead> <tbody> <tr> <td data-bbox="993 867 1551 1114"> <ul style="list-style-type: none"> - Select the words - Define and discuss the words - Finalizing the word lists - Extending word knowledge by researching the word further </td> </tr> </tbody> </table>	Steps to VSS	<ul style="list-style-type: none"> - Select the words - Define and discuss the words - Finalizing the word lists - Extending word knowledge by researching the word further 	<p>Readence, J. Bean L. & Baldwin R. (2004). <i>Content Area Literacy: An Integrated Approach</i>. Kendal Hunt Publishing.</p> <p>Stallman, A. C., Pearson, P. D., Nagy, W. E., Anderson, R. C. & Garcia, G. E. (1995). <i>Alternative approaches to vocabulary assessment</i> (Technical Report No. 607). Urbana-Champaign, IL: Center for the Study of Reading, University of Illinois.</p>
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<ul style="list-style-type: none"> - Select the words - Define and discuss the words - Finalizing the word lists - Extending word knowledge by researching the word further 					
<p>Vocabulary</p> <p>Resources:</p> <p>http://www.teach-nology.com/worksheets/graphic/nworg/4squares.html</p>	<p>Making Connections</p>	<p><u>Vocabulary Anchors</u></p> <ul style="list-style-type: none"> • Draw a simple boat and write the new word on it. (mountain). • Draw an anchor connected to the boat and write a related word. (hill). • Write on the left side three similarities between the two words. 	<p>Stahl, S. A. & Shiel, T. R. (1999). <i>Teaching meaning vocabulary: productive approaches for poor readers</i>. In <i>Read All About It! Readings to Inform the Profession</i>. pp. 291-321. Sacramento, CA: California State Board of Education.</p>		

Activity	Strategy	Example	Research														
		<ul style="list-style-type: none"> • Write on the right side three differences between the two words. • Discuss memories you associate with the new word and add a sail to the boat and write the personal experience on the sail. • Summarize by reviewing the drawing and discussing what the words mean and how they are related. 															
Vocabulary	READ! READ! READ!	<p><u>Promote Independent Reading</u></p> <p>Independent reading and being read to promotes vocabulary development. Students who read daily are exposed to more words and learn more words at a more rapid pace. The chart below shows how many words a student would be exposed to by daily reading.</p> <table border="1" data-bbox="993 867 1551 1297"> <thead> <tr> <th data-bbox="993 867 1272 972"># of Minutes Read Each Day</th> <th data-bbox="1272 867 1551 972">Words Read Per Year</th> </tr> </thead> <tbody> <tr> <td data-bbox="993 972 1272 1027">1.3</td> <td data-bbox="1272 972 1551 1027">106,000</td> </tr> <tr> <td data-bbox="993 1027 1272 1083">3.2</td> <td data-bbox="1272 1027 1551 1083">200,000</td> </tr> <tr> <td data-bbox="993 1083 1272 1138">4.6</td> <td data-bbox="1272 1083 1551 1138">282,000</td> </tr> <tr> <td data-bbox="993 1138 1272 1193">14.2</td> <td data-bbox="1272 1138 1551 1193">1,146,000</td> </tr> <tr> <td data-bbox="993 1193 1272 1248">21.1</td> <td data-bbox="1272 1193 1551 1248">1,823,000</td> </tr> <tr> <td data-bbox="993 1248 1272 1304">65</td> <td data-bbox="1272 1248 1551 1304">4,358,000</td> </tr> </tbody> </table>	# of Minutes Read Each Day	Words Read Per Year	1.3	106,000	3.2	200,000	4.6	282,000	14.2	1,146,000	21.1	1,823,000	65	4,358,000	<p>Nagy, W. E. (2002). <i>Teaching Vocabulary to Improve reading Comprehension</i>. NCTE and IRA.</p> <p>Vaughn S. & Linan-Thompson, S. (2004). <i>Research-Based Methods of Reading Instruction: Grades K-3</i>. Alexandria, VA: ASCD.</p> <p>Baker, Simmons & Kame'enui. (1997). <i>Vocabulary acquisition: Research bases</i>. In D. C. Simmons & E. J. Kame'enui (Eds.), <i>What reading research tells us about children with diverse learning needs: Bases and basics</i>. Mahwah, NJ: Erlbaum.</p>
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21.1	1,823,000																
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Activity	Strategy	Example	Research
<p>Vocabulary</p> <p>Resources:</p> <p>http://www.sedl.org/cgi-bin/mysql/rad.cgi?searchid=77</p> <p>http://reading.uoregon.edu/assessment/dibels.php</p> <p>http://reading.uoregon.edu/voc/index.php</p>	<p>Assessing Vocabulary</p>	<p><u>Assessment and Progress Monitoring for Vocabulary Development</u></p> <p>DIBELS Word Use Fluency (WUF) assesses vocabulary in grades K-3.</p> <p>Peabody Picture Vocabulary Test (PPVT-3) assesses vocabulary in PreK-12th Grade.</p>	<p>Kaminski, R. A. & Good, R. H., III. (1998). <i>Assessing early literacy skills in a problem-solving model: Dynamic indicators of basic early literacy skills</i>. In M. R. Shinn (Eds.)</p>

Math



Math Kindergarten

Math 1st Grade

Math 2nd Grade

Math 3rd Grade

Math 4th Grade

Math 5th Grade

Math 6th Grade

Math 7th/8th Grade

Author: Toni Stith, Math Specialist, Fargo

Strategies and Ideas Supported by Research

Topic: Math - Kindergarten

Activity	Strategy	Example	Research
Counting (standard K.1.3)	Objects or diagrams that show magnitude of the quantities connect them to number names and numerals.	Students picture quantities in their minds by drawing them on paper or cutting out a number of objects and gluing them to cards with numbers, names, and written numerals.	National Research Council. (2001). <i>Adding It Up: Helping Children Learn Mathematic</i> . p.412.
Number Line (standard K.1.5)	The mental number line representation lays groundwork for subsequent mathematical learning.	Students practice their verbal counting skills and comparing quantities by building a number line.	Fuchs, L.S., Fuchs, D. & Karns, K. (2001). Enhancing Kindergartner's Mathematical Development: Effects of Peer-Assisted Learning Strategies. <i>The Elementary School Journal</i> . 101: p.495.
Home Connection Resources: http://athomewithmath.terc.edu/math_kits.html	Low-income parents believe they should be involved in their children's learning.	Teachers can send home math games that parents can play with their children.	Drummold, S. (2004). Low-Income Parents' Beliefs about Their Role in Children's Academic Learning. <i>The Elementary School Journal</i> . 104: p.211.
Motivation (standard K.1.1) <u>Resources:</u> <i>Ten Black Dots</i> by Donald Crews	Interesting contexts stimulate learning.	After reading the book, <i>Ten Black Dots</i> , students create pictures using ten small, black, construction paper circles. Students enhance the picture by connecting the black circles.	Sutton, J. & Krueger, A. (2002). <i>EDThoughts: What We Know About Mathematics Teaching and Learning</i> . p.18.

Topic: Math - 1st Grade

Activity	Strategy	Example	Research
Adding & Data Collection (standard 1.1.13) <u>Resources:</u> “Rolling for Sums” activity sheet	<u>Peer-Assisted Learning</u> Group students into heterogeneous pairs (one weaker and one stronger).	<u>Partner Activity</u> Students roll 2 dice and record the addition fact into a data-collecting table.	Feuer, M. & Towne, L. (2002). The Logic and the Basic Principles of Scientific Based Research. <i>The Use of Scientifically Based Research in Education</i> (USDE conference). Retrieved from http://www.ed.gov/nclb/methods/whatworks/research/transcript.doc
Adding & Data Collection (standard 1.3.1)	Concepts and skills can be taught by solving problems.	Write the numbers 1-12 in the cups of an egg carton. Students place two marbles inside the egg carton, close it, and shake it. Students open the egg carton and add the numbers the marbles are covering. Make a tally chart of odd and even sums.	Grouws, D.A. & Cebulla, K.J. (2003). Improving Student Achievement in Mathematics, Part 1: Research Findings. <i>Clearinghouse for Science, Mathematics, and Environmental Education</i> . Retrieved from www.stemworks.org/digests/dse00-09.html
Geometry - Polygons (standard 1.2.1)	Making physical models.	Students construct polygons with cut straws, twist-ties, and/or pipe cleaners.	Marzano, R., Pickering, D. & Pollock, J. (2001). <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i> . p.73.
Money (standard 1.4.6)	Using addition in a real situation.	Students make choices from a vending machine after counting their coins and making decisions based on desired item and amount the item costs.	National Research Council. (2001). <i>Adding It Up: Helping Children Learn Mathematics</i> . p.413.
Vocabulary (standard 1.2.2)	Understanding the role of definitions in mathematical work.	Class labels items around the classroom using the geometric terms: sphere, pyramid, prism, cylinder, etc.	Sutton, J. & Krueger, A. (2002). <i>EDThoughts: What We Know About Mathematics Teaching and Learning</i> . p.14.

Topic: Math - 2nd Grade

Activity	Strategy	Example	Research
Comparing Fractions (standard 2.1.11)	Connecting symbolic representations and operations with pictorial representations.	Teacher covers triangles to various levels. Students estimate the covered region as less than, greater than, or about half.	National Research Council. (2001). <i>Adding It Up: Helping Children Learn Mathematics</i> . p.416.
Algebra (standard 2.5.5)	Constructing explanations for peers.	Teacher assigns each letter in the alphabet a dollar amount. Students explain how much their name is worth. Is it more than/less than other names? Whose name has the smallest/greatest value?	Fuchs, L.S., Fuchs, D. & Karns, K. (2001). Enhancing Kindergartner's Mathematical Development: Effects of Peer-Assisted Learning Strategies. <i>The Elementary School Journal</i> . 101: p.507.
Timeline (standard 2.4.1) Resources: http://athomewithmath.terc.edu/english_PDF/math_ENG_sect6.pdf	Graphic organizers combine linguistic and nonlinguistic modes.	Teacher provides a list of activities and the specific time the activity is completed. Students construct a time line of the activities on the list.	Marzano, R., Pickering, D. & Pollock, J. (2001). <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i> . p.75.
Multiplication (standard 2.1.14)	Using array of diagrams to help students understand basic multiplication facts.	Using geoboards and rubber bands, explore various rectangular shapes and the relationship of length of the sides to the area inside the rectangle.	Watanabe, T. (2003). Teaching Multiplication: An Analysis of Elementary School Mathematics Teacher Manuals from Japan and the United States. <i>The Elementary School Journal</i> . 104: p.116.
Symmetry (standard 2.2.4) Resources: <i>The Snowy Day</i> by Ezra Jack Keats	Connecting math with other subject areas.	After reading the book, <i>The Snowy Day</i> , talk about symmetry and construct snowflakes.	Sutton, J. & Krueger, A. (2002). <i>EDThoughts: What We Know About Mathematics Teaching and Learning</i> . p.14.

Topic: Math - 3rd Grade

Activity	Strategy	Example	Research
Probability (standard 3.3.5)	Developing verbal skills to communicate ideas.	The teacher introduces and uses words and phrases associated with chance events including: unlikely, 50-50 chance, probably, equally likely, impossible, good chance, etc.	Baxter, Woodward & Olson. (2001). Effects of Reform-Based Mathematics Instruction on Low Achievers in Five Third-Grade Classrooms. <i>The Elementary School Journal</i> . 101: p. 545.
Place Value (standard 3.1.5)	Using manipulative materials.	The teacher distributes and students use base ten blocks to teach/learn the concepts of decimals and percents; for example - one penny out of 100 pennies = .01.	Grouws, D.A. & Cebulla, K.J. (2003). Improving Student Achievement in Mathematics, Part 1: Research Findings. <i>Clearinghouse for Science, Mathematics, and Environmental Education</i> . Retrieved from www.stemworks.org/digests/dse00-09.html
Geometry (standard 3.2) Resources: http://matti.usu.edu/nlvm/nav/vlibrary.html	Using electronic technology has given representations an enhanced role in mathematics instructions.	The National Science Foundation supported this project to develop a library of uniquely interactive, web-based, virtual manipulatives or concept tutorials to use computers to create virtual learning environments.	Sutton, J. & Krueger, A. (2002). <i>EDThoughts: What We Know About Mathematics Teaching and Learning</i> . p.15.
Multiplication (standard 3.1.10)	Understanding when multiplication cannot be used.	When teaching multiples of equal groups, the teacher gives examples of situations where groups cannot be divided equally and students solve with other methods (i.e., addition or multiplication and addition).	Watanabe, T. (2003). Teaching Multiplication: An Analysis of Elementary School Mathematics Teacher Manuals from Japan and the United States. <i>The Elementary School Journal</i> . 104: p.116.
Division (standard 3.1.18) Resources: http://www.mathcats.com/explore/factfamilies/printmultcards.html	Using connections between multiplication and division to teach number combination.	Students create “fact family” triangles by listing two factors in opposite corners and the product in the remaining corner.	National Research Council. (2002). <i>Helping Children Learn Mathematics</i> . p.18.

Topic: Math - 4th Grade

Activity	Strategy	Example	Research
Data Collection (standard 4.3.5)	Using spreadsheets as a tool for understanding probability and statistics.	Students conduct a survey of colors in an individual-sized bag of M&M's and display individual and class results using an electronic spreadsheet.	Özgün-Koca, S.A. (2003). Using Spreadsheets in Mathematics Education. <i>Clearinghouse for Science, Mathematics, and Environmental Education</i> . Retrieved from www.stemworks.org/digests/dse00-08.html
Measurement (standard 4.4.1)	Using analogies to identify similarities in relationships.	The teacher prompts student thinking with these questions: “eighty is to eight as dime is to ____;” or “circumference is to circle as perimeter is to ____.”	Marzano, R., Pickering, D. & Pollock, J. (2001). <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i> . p.26.
Multiplication/ Division (standard 4.1.13) Resources: http://illuminations.nctm.org/tools/product/index.html	Playing games provides meaningful repetition of basic facts.	Students play card, dice, or board games to encourage memorization of basic facts.	Sutton, J. & Krueger, A. (2002). <i>EDThoughts: What We Know About Mathematics Teaching and Learning</i> . p.80.
Rates of Change (standard 4.5.3)	Using algebra as a tool for solving real-world problems.	Students answer questions concerning miles per hour, beats per minute, cost of gas per gallon, and dollar amount earned per hour, using tables and algebraic knowledge.	National Research Council. (2004). <i>Learning and Instruction: A SERP Research Agenda</i> . p.89.
Decimal: Multiplication/ Division (standard 4.1.18)	Using magnitude estimates to avoid critical errors in problem solving.	Students round decimal numbers to the nearest whole numbers and perform operation, after computing the original problem, and check the answer against estimate.	National Research Council. (2002). <i>Helping Children Learn Mathematics</i> . p.11.

Topic: Math - 5th Grade

Activity	Strategy	Example	Research
Geometry – Angles (standard 5.2.1)	Physical movements associated with knowledge generate a mental image of that knowledge.	Students position arms to be in the shape of different angles; also, students use arms to illustrate lines, rays, and line segments.	Marzano, R., Pickering, D. & Pollock, J. (2001). <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i> . p.82.
Fraction Addition (standard 5.1.23) Resources: http://mathforum.org/mathtools/cell/m5,ALL,ALL/	Estimating the sum of two fractions by using representations.	Students draw pictures of the fractions to be added and estimate the answer. Then, students use method of choice to add fractions and check answer against estimate.	National Research Council. (2001). <i>Adding It Up: Helping Children Learn Mathematics</i> . p.323.
Self Assessment	Providing students with feedback as to how they are doing and which skills they need further practice.	Teacher allows students to correct the mistakes on their own assessments or timed tests and allows students to compare current assessment results to previous attempts on the same material.	Feuer, M. & Towne, L. (2002). The Logic and the Basic Principles of Scientific Based Research. <i>The Use of Scientifically Based Research in Education</i> (USDE conference). Retrieved from http://www.ed.gov/nclb/methods/whatworks/research/transcript.doc
Order of Operations (standard 5.1.20) Resources: http://www.purplemath.com/modules/orderops.html	Thoughtful use of calculators improves student achievement and attitudes.	While developing the concept of order of operations, students use calculators to solve complex computations.	Grouws, D.A. & Cebulla, K.J. (2003). Improving Student Achievement in Mathematics, Part 1: Research Findings. <i>Clearinghouse for Science, Mathematics, and Environmental Education</i> . Retrieved from www.stemworks.org/digests/dse00-09.html
Multiplication/ Exponents (standard 5.1.21)	Encouraging students to use their own thinking and a variety of representations.	Teachers assign students a two-digit multiplication problem. After computation, students explain their thinking and illustrate their answer.	Watanabe, T. (2003). Teaching Multiplication: An Analysis of Elementary School Mathematics Teacher Manuals from Japan and the United States. <i>The Elementary School Journal</i> . 104: p.116.

Topic: Math - 6th Grade

Activity	Strategy	Example	Research
Common Multiples (standard 6.1.5)	Using a visual display of similarities between two items.	Students create a Venn diagram listing the multiples of two numbers and the common multiples in the center of the diagram.	Marzano, R., Pickering, D. & Pollock, J. (2001). <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i> . p.18.
Homework	Preparing students for the next class.	Teachers assign tasks for homework that could launch the next day's lesson.	National Research Council. (2001). <i>Adding It Up: Helping Children Learn Mathematics</i> . p.352.
Effort & Achievement Resources: http://rubistar.4teachers.org/index.php	Teaching the relationship between effort and achievement.	Students use a rubric or chart to periodically track their effort in order to make the connection between effort and achievement personal.	Marzano, R., Pickering, D. & Pollock, J. (2001). <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i> . p.52.
Problem Solving (standard 6.1.13)	Experiencing mathematical process associated with communication, representation, modeling, and reasoning.	Teacher presents students with the task of building a bridge that would support a toy car. The different groups of students receive different building materials.	Marzano, R., Pickering, D. & Pollock, J. (2001). <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement</i> . p.107. Roh, K.H. (2003). Problem-based Learning in Mathematics. <i>Clearinghouse for Science, Mathematics, and Environmental Education</i> .

Topic: Math - 7/8th Grade

Activity	Strategy	Example	Research
<p>Spreadsheet Instruction</p> <p>Resource: http://www.math.byu.edu/~lfrancis/readings302/Spreadsheets.html#Activites</p>	<p>Using spreadsheets helps students develop problem-solving skills.</p>	<p>Students create a “Spreadsheet Battleship” to practice naming cells on spreadsheets.</p>	<p>Özgün-Koca, S.A. (2003). Using Spreadsheets in Mathematics Education <i>Clearinghouse for Science, Mathematics, and Environmental Education</i>. Retrieved from www.stemworks.org/digests/dse00-08.html</p>
<p>Proportional Reasoning (standard 8.1.2)</p>	<p>Using fractions to develop the ability to reason about comparisons.</p>	<p>The teacher presents the problem: Two marigolds that were 8 inches and 12 inches tall two weeks ago are 11 inches and 15 inches tall now - which one grew more? Students use fractions to display the data in this problem. Then, students determine the relationship between the number pairs.</p>	<p>National Research Council. (2001). <i>Adding It Up: Helping Children Learn Mathematics</i>. p.242.</p>
<p>Statistics (standard 7.5.6)</p>	<p>Collecting data and making predictions.</p>	<p>Students investigate population growth patterns in various states or countries. Students graph the data and make predictions about the size of future generations.</p>	<p>Sutton, J. & Krueger, A. (2002). <i>EDThoughts: What We Know About Mathematics Teaching and Learning</i>. p.68.</p>
<p>Algebra (standard 8.5)</p> <p>Resources: http://www.cut-the-knot.org/algebra.shtml</p>	<p>Different instructional uses of technology interact with symbol manipulation skills.</p>	<p>Students use computer software, such as the Algebra Cognitive Tutor, or the Internet to develop their algebraic skills.</p>	<p>National Research Council. (2004). <i>Learning and Instruction: A SERP Research Agenda</i>. p.94.</p>

Rolling for Sums

Materials needed:

- Two Dice
- Crayons

- Step 1* One partner rolls a pair of dice.
- Step 2* Both partners figure out the sum of the dots on the dice.
- Step 3* The other partner colors the empty box above the sum.
- Step 4* Alternate rolling the dice and coloring the box above the sum.

Which sum reaches the top first? _____

2	3	4	5	6	7	8	9	10	11	12

Other



Extended Learning - After School Programs

Full Day Kindergarten Programs

Parent Involvement

Preschool

Staff Development

Summer School

Author: Tanya Lunde Neumiller, Consultant, Bismarck

Strategies and Ideas Supported By Research

Topic: Extended Learning - After School Programs*

Activity	Strategy	Example	Research
Instructional Strategies for Academic Improvement	Focus on enrichment by offer different instructional techniques than those provided during the regular school day.	For each week, ask grade level teams of classroom teachers to identify at least one math and one reading “extension” activity that focuses on an important concept or skill that is currently under study in the regular classroom to become a project for the after-school program. These activities should involve higher order thinking skills and include activities like real-world problem solving, hands-on work, projects, small group work, etc.	<p>Gewertz, C. (2000). Research: After the bell rings. <i>Education Week</i>. 19(21), 34-36.</p> <p>Education Commission of the States. (2005). <i>Extended day programs</i>. Retrieved on September 16, 2005 from www.ecs.org</p> <p>C.S. Mott Foundation Committee on After School Research and Practice. (2005). <i>Moving towards success: Framework for after-school programs</i>. Washington, DC: Collaborative Communications Group.</p>
Offering One-on-One Tutoring <u>Resources:</u> Review the <i>Noteworthy Perspectives</i> series from McREL for research on one-on-one tutoring programs (see citation in last	For the students who are struggling the most in the classroom, offer some one-on-one tutoring.	Although the after-school or extended learning program may provide a variety of activities for students, develop a strand of the program that provides one-on-one tutoring to students who are identified by regularly administered school assessments of struggling or at-risk students. Make sure tutors are knowledgeable of research-based strategies for teaching, particularly in math and reading.	<p>McComb, E. M. & Scott-Little C. (2003 March). <i>After school programs: Evaluations and outcomes</i>. Research report from SERVE’s expanded learning opportunities national leadership area. Greensboro: NC: SERVE.</p> <p>Lauer, P., Akiba, M., Wilkerson, S. B., Apthorp, H., Snow, D. & Martin-Glenn, M. (2004 January). <i>The effectiveness of out-of-school-time strategies in assisting low-achieving students: A Research Synthesis</i>. (Regional Educational Laboratory Contract #ED-01-CO-0006). Washington, DC: Institute of Education Sciences.</p> <p>Miller, K. & Snow, D. (2004). <i>Noteworthy perspectives: Out-of-school time programs for at-risk students</i>.</p>

* There is currently a national debate on the effectiveness of after school programs. For an overview of this history, see *After School Programs: Expanding Access and Ensuring Quality* by the Progressive Policy Institute on the web at http://www.ppionline.org/documents/afterschool_0704.pdf. The activities, strategies, and examples identified here are based on the wide variety of studies which have identified characteristics that seem to build programs that have a positive impact (academic and/or other) on participating students.

Activity	Strategy	Example	Research
column)		If only a limited number of tutors are available, the school might consider offering one-on-one tutoring only to students in early elementary who are at-risk or struggling in reading.	Aurora, CP: Mid-continent Research for Education and Learning.
<p>Focus on Student Needs</p> <p><u>Resources:</u></p> <p>See description of the Meyzeek program cited in the final column</p>	Align instructional activities available in the extended learning program to the needs of students who are participating.	Develop a program that is well aware of student needs and that aligns the programming to meet these needs. This requires regular assessment of student learning to identify areas where students are falling behind or struggling. The program should then align the activities to focus instruction in these weak areas.	<p>Bodilly, S. & Beckett, M. K. (2005). <i>Making out-of-school-time matter: Evidence for an action agenda</i>. Santa Monica, CA: RAND Corporation.</p> <p>C.S. Mott Foundation Committee on After School Research and Practice. (2005). <i>Moving towards success: Framework for after-school programs</i>. Washington, DC: Collaborative Communications Group.</p> <p>Fortune, A. (n.d.). <i>Extended learning opportunities in fostering student achievement: Meyzeek middle school profile</i>. Council of Chief State School Officers. Retrieved from the internet September 16, 2005 at http://www.nsba.org/site/docs/11800/11743.pdf</p>
Alignment to the Regular Classroom	Align instructional activities to the content under study in the regular school day.	Require extended learning staff and classroom teachers to have regular face-to-face communication if possible bi-weekly. The focus of the meeting should be to identify the content under study in the regular classroom, the required skills and activities, and when possible, the progress of the children participating in the extended learning program. Extended learning and regular classroom staff should also devise ways of providing ongoing communication regarding student progress, weak areas, areas of	<p>Fortune, A. (n.d.). <i>Extended learning opportunities in fostering student achievement: Meyzeek middle school profile</i>. Council of Chief State School Officers. Retrieved from the internet September 16, 2005 at http://www.nsba.org/site/docs/11800/11743.pdf</p> <p>C.S. Mott Foundation Committee on After School Research and Practice. (2005). <i>Moving towards success: Framework for after-school programs</i>. Washington, DC: Collaborative Communications Group.</p> <p>Lauver, S. & Little, P.M.D. (2005 May). Finding the Right Hook: Strategies for attracting and sustaining participation in after-school programs. <i>The School Administrator</i>.</p> <p>Gewertz, C. (2000). Research: After the bell rings. <i>Education Week</i>. 19(21), 34-36.</p>

Activity	Strategy	Example	Research
		<p>interest, and all other information that should inform the students' instruction.</p>	
<p>High Quality Staff</p>	<p>Identify measures that will allow you to hire and retain high quality staff and implement as a major component of your program.</p>	<p>Make sure that hiring and supporting staff is a priority of the extended learning program. Identify the main components of your program, and then list the skills and knowledge required to be an effective staff member within that program. Main components could include the following:</p> <ul style="list-style-type: none"> • Knowledge of research-based instructional strategies, particularly for at-risk students, in reading and math. • Knowledge and practice in providing students with enriched learning opportunities. • Ability to communicate well with students, parents, and classroom teachers. • Knowledge of research-based methods of tutoring struggling students. <p>The program should also provide appropriate supports to extended learning staff including adequate compensation for teaching in the program, access to ongoing and effective staff development,</p>	<p>Gewertz, C. (2000). Research: After the bell rings. <i>Education Week</i>. 19(21), 34-36.</p> <p>Bodilly, S & Beckett, M. K. (2005). <i>Making out-of-school-time matter: Evidence for an action agenda</i>. Santa Monica, CA: RAND Corporation.</p> <p>Fortune, A. (n.d.). <i>Extended learning opportunities in fostering student achievement: Meyzeek middle school profile</i>. Council of Chief State School Officers. Retrieved from the Internet September 16, 2005 at http://www.nsba.org/site/docs/11800/11743.pdf</p> <p>Education Commission of the States. (2005). <i>Extended day programs</i>. Retrieved on September 16, 2005 from www.ecs.org</p> <p>C.S. Mott Foundation Committee on After School Research and Practice. (2005). <i>Moving towards success: Framework for after-school programs</i>. Washington, DC: Collaborative Communications Group.</p>

Activity	Strategy	Example	Research
		involvement in school improvement committees and teams, involvement in staff development initiatives of regularly classroom teachers, high profile support of programming from administration, as well as other areas identified by staff as important to supporting their role as extended learning teachers.	
Involving Parents in the Program	Make getting parents involved in the extended learning program a goal or focus on the program.	Increase parent involvement by: <ul style="list-style-type: none"> • Gathering parent input to identify program set-up—times, their needs, activities offered for both parents and students, other issues. • Host parent involvement workshops that focus on helping students with homework and, particularly for parents of young children, and child development. • Communicating regularly regarding student progress. 	Bodilly, S. & Beckett, M. K. (2005). <i>Making out-of-school-time matter: Evidence for an action agenda</i> . Santa Monica, CA: RAND Corporation. Education Commission of the States. (2005). <i>Extended day programs</i> . Retrieved on September 16, 2005 from www.ecs.org C.S. Mott Foundation Committee on After School Research and Practice. (2005). <i>Moving towards success: Framework for after-school programs</i> . Washington, DC: Collaborative Communications Group.
Community Participation	Get to know the local community resources and connect these resources to your program.	Involve the local community in your program by: <ul style="list-style-type: none"> • Visiting local businesses and discussing program options with them including how the program might benefit their staff and areas 	Bodilly, S. & Beckett, M. K. (2005). <i>Making out-of-school-time matter: Evidence for an action agenda</i> . Santa Monica, CA: RAND Corporation. Education Commission of the States. (2005). <i>Extended day programs</i> . Retrieved on September 16, 2005 from www.ecs.org C.S. Mott Foundation Committee on After School

Activity	Strategy	Example	Research
		<p>where the business might provide resources or support.</p> <ul style="list-style-type: none"> • Connecting with local service agencies, including the police department, to see how they feel they could provide support and resources to the program. • Connecting with local day cares and other agencies providing after school services to develop partnerships for providing effective after school services. • Connecting with area churches or other organizations that might be willing to commit time and resources in support of the program. 	<p>Research and Practice. (2005). <i>Moving towards success: Framework for after-school programs</i>. Washington, DC: Collaborative Communications Group.</p>

Strategies and Ideas Supported By Research

Topic: Full Day Kindergarten Programs*

Activity	Strategy	Example	Research
Emphasis on Language Development and Beginning Literacy Skills	<p><u>Starting Out Right</u></p> <p>(See final column for citation.) Identifies three key components for early literacy instruction at the kindergarten level (p.62):</p> <ul style="list-style-type: none"> • Identifying words using sound-spelling correspondences and sight word recognition. • Using previous knowledge, vocabulary, and comprehension strategies to read for meaning. • Reading with fluency. 	<p>Onset and rhyme activities.</p> <p>Using letter manipulatives to isolate sounds of a word and mix and match letters to form new words.</p> <p>Allow students to spend time sharing experiences with classmates.</p> <p>Make books the center of the classroom, allowing time for discussion, activities, and exploring a variety of book subjects to widen their knowledge of the world.</p>	<p>Burns, M. S., Griffin, P. & Snow, C. (Eds.). (1999). <i>Starting out right: A guide to promoting children's reading success</i>. Washington, DC: National Academy Press.</p> <p>Rothenberg, D. (1995). <i>Full day kindergarten programs</i>. ERIC Digest. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED382410).</p> <p>Brewster, C. & Railsback, J. (December 2002). <i>Full day kindergarten: Exploring an option for extended learning</i>. Northwest Regional Education Laboratory By Request series. Portland, OR: NWREL.</p>
Class Size	Ensure small class sizes	<p>Try to keep class size in all kindergarten classrooms at 15:1.</p> <p>Hire well-trained aides to assist kindergarten classroom teachers.</p>	<p>Brewster, C. & Railsback, J. (December 2002). <i>Full day kindergarten: Exploring an option for extended learning</i>. Northwest Regional Education Laboratory By Request series. Portland, OR: NWREL.</p> <p>National Education Association. (2004). <i>NEA on Prekindergarten & Kindergarten</i>. Retrieved on September 12, 2005 from</p>

* There is a great deal of research that suggests positive results when schools implement full day, every day kindergarten programs. The above summary provides characteristics of successful components of kindergarten classrooms, full or half day. However, much of the research reviewed also suggested the above components, as well as others, may be more likely to happen in the full day, every day kindergarten classroom as the time frame allows for more flexibility in activities and programming.

Activity	Strategy	Example	Research
			<p>http://www.nea.org/earlychildhood/images/prekkinder.pdf</p> <p>Noble, A.J. & Kedzior, M. (2003). <i>Full Day Kindergarten</i> (Education Policy Brief Vol. 13). University of Delaware Research & Development Center.</p> <p>National Association for the Education of Young Children. (March 2005). <i>Why we care about the K in K-12</i>. Washington, DC: Author.</p>
Parent Involvement	Make parent involvement a priority in your kindergarten program to start the relationship between the parent and the school off right.	<p>Communicate with parents as often as possible, including contacting them personally, or inviting them to the classroom to discuss the progress of their student at least once a month.</p> <p>Make sure that communication with parents is ongoing and not something that occurs only when there is a problem or concern.</p> <p>Offer classes for parents that would be of use to them, such as parenting kindergarten-aged children.</p> <p>Give parents specific activities for them to do at home to support what is happening in the classroom.</p>	<p>Henderson, A.T. & Mapp, K.L. (2002). <i>A new wave of evidence: The impact of school, family, and community connections on student achievement</i>. Austin, TX: Southwest Educational Development Library.</p> <p>Rothenberg, D. (1995). <i>Full day kindergarten programs</i>. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED382410).</p> <p>Brewster, C. & Railsback, J. (December 2002). <i>Full day kindergarten: Exploring an option for extended learning</i>. Northwest Regional Education Laboratory By Request series. Portland, OR: NWREL.</p> <p>National Education Association. (2004). <i>NEA on Prekindergarten & Kindergarten</i>. Retrieved on September 12, 2005 from http://www.nea.org/earlychildhood/images/prekkinder.pdf</p> <p>National Association for the Education of</p>

Activity	Strategy	Example	Research
			<p>Young Children. (March 2005). <i>Why we care about the K in K-12</i>. Washington, DC: Author.</p> <p>Taylor, B.M., Pearson, P.D. Clark, K.F., & Walpole, S. (2001). <i>Effective schools/accomplished teachers</i>. Center for the Improvement of Early Reading Achievement. Retrieved on September 13, 2005 from http://www.ciera.org/library/archive/1999-01/art-online-99-01.html</p>
Appropriate Use of Assessment at the Kindergarten Level	Multiple assessments and documentation of progress.	<p>Observe student progress regularly and develop some type of format for recording observations and summarizing progress.</p> <p>Keep a portfolio of student work. Identify specifically what students should be able to do by the end of the school year.</p> <p>Develop a rubric or other scoring form to regularly review the portfolio and identify accomplishments and areas of weakness.</p> <p>Use the results of observations, portfolios, and other assessment information collected to identify specific instructional needs of the student. Also use the information to share with parents which activities would support their child's learning at home.</p>	<p>Rothenberg, D. (1995). <i>Full day kindergarten programs</i> ERIC Digest. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED382410).</p> <p>National Education Association. (2004). <i>NEA on Prekindergarten & Kindergarten</i>. Retrieved on September 12, 2005 from http://www.nea.org/earlychildhood/images/prekkinder.pdf</p> <p>National Association for the Education of Young Children. (March 2005). <i>Why we care about the K in K-12</i>. Washington, DC: Author.</p>
Vary Instructional Techniques	Provide students with small group instruction. (In fact, research has shown that effective teachers spend more time in small group instruction than in whole group.)	<p>Meet with students in small groups rather than spend all time in whole group instruction.</p> <p>Provide instruction in all areas of literacy—phonemic awareness, phonics, fluency, comprehension, vocabulary—in both the whole classroom and small</p>	<p>Taylor, B.M., Pearson, P.D. Clark, K.F. & Walpole, S. (2001). <i>Effective schools/accomplished teachers</i>. Center for the Improvement of Early Reading Achievement. Retrieved September 13, 2005 from http://www.ciera.org/library/archive/1999</p>

Activity	Strategy	Example	Research
		<p>groups settings. Use small group time to evaluate individual students' learning and to provide students with feedback on their progress.</p> <p>Use assessment data to similarly group students in areas of weakness and provide them with extra instruction at group time.</p>	<p>-01/art-online-99-01.html</p> <p>Rothenberg, D. (1995). <i>Full day kindergarten programs</i>. Urbana, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED382410).</p> <p>Noble, A.J. & Kedzior, M. (2003). <i>Full Day Kindergarten</i> (Education Policy Brief Vol. 13). University of Delaware Research & Development Center.</p>
Transitioning Students into Kindergarten	Develop transitional programs for students coming to kindergarten from private or public preschools, day cares, and home environments to prepare them for kindergarten.	<p>Assign students to their kindergarten room as early in the spring as possible. Then, kindergarten teachers can meet with the families of next years students to identify specific student expectations both before the school year begins and as it progresses.</p> <p>Host meetings with area preschools, both public and private, as well as home and public day cares to establish learning goals for preschool-aged students. Offer workshops sharing activities that will help parents and preschool/day care teachers work with students to reach these goals by the kindergarten year.</p> <p>Host preschool-aged events at your school including reading and math nights aimed at preschool-aged children and families.</p>	<p>Bohan-Baker, M. & Little, P.M.D. (April 2004). <i>The transition to kindergarten: A review of current research and promising practices to involve families</i>. Cambridge, MA: Harvard Family Research Project.</p> <p>National Association for the Education of Young Children. (March 2005). <i>Why we care about the K in K-12</i>. Washington, DC: Author.</p>

Strategies and Ideas Supported By Research

Topic: Parent Involvement*

Activity	Strategy	Example	Research
Increase the Involvement of Diverse Populations	Connect with someone who is a member or representative of the diverse populations you are trying to reach and ask him/her to act as an aide or consultant to the development and implementation of your parent involvement program.	Identify an area “cultural expert” in the population you are trying to reach, or identify a parent within that population that already makes contact with the school. Ask him/her to be a part of the parent advisory or other committee working on parent involvement at the school. Ask him/her to provide guidance to teachers on how cultural differences are impacting parent involvement and provide recommendations for planning parent events and policies that will specifically support the involvement of these parents. Consider asking him/her to lead local teachers in conducting parent visitations and/or inviting parents to school-parent involvement events.	KSA-Plus Communications. (2000). <i>Family and community involvement: Reaching out to diverse populations</i> . Arlington, VA: Southwest Educational Development Laboratory.
Design Your Parent Involvement Program Utilizing What Works with the Parents of Students at Particular Grade Levels	Some of activities that the SEDL research (cited in last column) found effective include the following ideas listed below. Families with young children respond	Vary your parent involvement program to meet the needs of parents utilizing the research in this area. For parents of young children,	Henderson, A.T. & Mapp, K.L. (2002). <i>A new wave of evidence: The impact of school, family, and community connections on student achievement</i> . Austin, TX: Southwest

* The strategies listed in this section are based on information from publications that analyzed research in effective parent involvement. Not all of the research utilized adheres to the federal definition of Scientifically Based Research.

Activity	Strategy	Example	Research
	<p>to:</p> <ul style="list-style-type: none"> • Lending libraries that offer games to build skills at home. • Discussion groups with other families about how children learn. • Classes on how to stimulate child development. <p>Families with elementary and middle school children respond to:</p> <ul style="list-style-type: none"> • Interactive homework involving parents. • Workshops on topics that parents suggest. • Regular calls from teachers, not just when there are problems. <p>Families of high school students respond to:</p> <ul style="list-style-type: none"> • Regular meetings with teachers to plan the children's academic program. • Information about program options, graduation requirements, postsecondary education, etc. 	<p>develop a lending library with activities to be used at home for each skill area students are expected to learn. When students are struggling, send home aligned activities for parents and kids to work on together.</p> <p>For elementary and middle school programs, ask teachers to share student progress on a regular basis, not only when problems arise. Consider requesting that staff develop some rotation method for connecting with all parents at least two times between conferences to discuss student progress with parents.</p> <p>For high school programs, host several family nights which invite parents to the school to learn about various careers, including those located within the area, highest paying jobs, most in-demand work areas, etc. Invite guest speakers who work in fields under study and include information on what high school coursework would be appropriate for someone interested in each field, what post secondary schooling options are available, ideas for internship programs, etc.</p>	<p>Educational Development Library.</p>

Activity	Strategy	Example	Research
<p>Prepare Staff to Work with Parents Effectively</p> <p>Resources:</p> <p>A great list of ways that teachers could practice parent involvement skills as a staff is included in an article at Education World: http://www.education-world.com/a_admin/admin039.shtml</p>	<p>Require staff training in effective parent involvement techniques.</p>	<p>Most teacher training programs offer no training on working with parents. Ideas on topics that teachers could study include:</p> <ul style="list-style-type: none"> • How to conduct an effective parent involvement conference. • The benefits of and how to implement two-way communication between parents and schools. • Working with upset parents • Communicating student progress. 	<p>Henderson, A.T. & Mapp, K.L. (2002). <i>A new wave of evidence: The impact of school, family, and community connections on student achievement</i>. Austin, TX: Southwest Educational Development Library.</p> <p>Nathan, J. (1996). <i>Critical Issue: Supporting ways parents and families can become involved in schools</i>. North Central Regional Educational Laboratory. Retrieved August 30, 2005 from the internet at www.ncrel.org</p> <p>Education World. (1997). <i>New skills for new schools: Preparing teachers in family involvement</i>. Retrieved August 30, 2005 from www.education-world.com/a_admin/admin039.shtml</p>
<p>Choose Effective Parent Involvement Activities That Focus on the Academics</p>	<p>Focus on activities that are connected to the school's school improvement plan by offering activities that connect to academics.</p>	<p>For each school improvement strategy, identify a parent involvement component. For example, if you are working on comprehension, host a parent night on activities that parents could use at home to help increase student comprehension.</p>	<p>Henderson, A.T. & Mapp, K.L. (2002). <i>A new wave of evidence: The impact of school, family, and community connections on student achievement</i>. Austin, TX: Southwest Educational Development Library.</p> <p>Nathan, J. (1996). <i>Critical Issue: Supporting ways parents and families can become involved in schools</i>. North Central Regional Educational Laboratory. Retrieved August 30, 2005 from the internet at www.ncrel.org</p>
<p>Involve Parents in Homework</p>	<p>Develop specific learning activities that require parent involvement at home.</p>	<p>Ask teachers to have at least two assignments per quarter that require discussion with parents.</p>	<p>Henderson, A.T. & Mapp, K.L. (2002). <i>A new wave of evidence: The impact of school, family, and community connections on student achievement</i>. Austin, TX: Southwest Educational</p>

Activity	Strategy	Example	Research
<p><u>Resources:</u></p> <p>SEDL (see citation) has a number of tools focusing on utilizing the research behind parent involvement to get parents engaged at the school:</p> <p>http://www.sedl.org/connections/research-briefs.html</p>			Development Library.
Effective Leadership	Make sure principals have training on the importance of parent involvement, including its effect on student achievement, and what effective parent involvement looks like, as well as how it can be implemented at the school.	Lead district-wide trainings for principals on the research of the impact parent involvement has on student achievement and other research on effective parent involvement programs. Ensure that leaders understand their role in supporting parent involvement and encouraging teachers to implement effective policies.	<p>Henderson, A.T. & Mapp, K.L. (2002). <i>A new wave of evidence: The impact of school, family, and community connections on student achievement</i>. Austin, TX: Southwest Educational Development Library.</p> <p>Nathan, J. (1996). <i>Critical Issue: Supporting ways parents and families can become involved in schools</i>. North Central Regional Educational Laboratory. Retrieved August 30, 2005 from the internet at www.ncrel.org</p>
Build a School Community	Encourage families at the school to get to know one another.	Invite community organizations to host meetings at the school. Invite area neighborhoods, or particular grade levels to hold meetings at the school to encourage parents to get to know one another. Consider designating a room at the building as a “parent center” that is available for such meetings on a regular basis.	<p>Henderson, A.T. & Mapp, K.L. (2002). <i>A new wave of evidence: The impact of school, family, and community connections on student achievement</i>. Austin, TX: Southwest Educational Development Library.</p> <p>Nathan, J. (1996). <i>Critical Issue: Supporting ways parents and families can become involved in schools</i>. North Central Regional Educational Laboratory. Retrieved August 30, 2005 from the internet at</p>

Activity	Strategy	Example	Research
			<p>www.ncrel.org</p> <p>The Education Alliance at Brown University. <i>School, family, and community partnerships</i>. The knowledge loom. Retrieved August 30, 2005 from http://knowledgeloom.org/sfcp/index.jsp.</p>
Offering Non-Traditional Activities	Rather than simply sending out one-way communication to parents in the form of newsletters, memos, etc., create system which allows two way communications.	<p>Engage families in discussions regarding how communication can best occur between the school and family. Gather information about:</p> <ul style="list-style-type: none"> • How they would best like to share information with the teachers—notes, meetings, telephone, etc. • What types of workshops parents would be interested in attending at the school. • How parents would like the school to involve them in supporting their child’s education. • When the best time is for parent involvement activities to occur at the school. • Ideas for how parents feel their child could best be supported to meet high academic goals. 	<p>Henderson, A.T. & Mapp, K.L. (2002). <i>A new wave of evidence: The impact of school, family, and community connections on student achievement</i>. Austin, TX: Southwest Educational Development Library.</p> <p>Nathan, J. (1996). <i>Critical Issue: Supporting ways parents and families can become involved in schools</i>. North Central Regional Educational Laboratory. Retrieved August 30, 2005 from the internet at www.ncrel.org</p>
Providing Adequate Time for	Provide teachers with additional time	Hire a parent involvement liaison	Nathan, J. (1996). <i>Critical Issue:</i>

Activity	Strategy	Example	Research
Programming	for parental contacts.	or coordinator.	<i>Supporting ways parents and families can become involved in schools.</i> North Central Regional Educational Laboratory. Retrieved August 30, 2005 from the internet at www.ncrel.org

Strategies and Ideas Supported By Research

Topic: Preschool*

Activity	Strategy	Example	Research
Hire Highly Qualified Preschool Staff	Require preschool staff to have B.A. level degrees in education or extensive college coursework in early childhood development.	<p>Partner with an area college to provide early childhood development training to staff hired to work in the preschool program. Particularly look for coursework and ongoing professional development activities that will increase their knowledge of 1) age-appropriate instructional techniques and 2) research based practices for providing early literacy instruction.</p> <p>Consider creating a mentorship program, possibly including a wide area of schools, so that all teachers can receive regular guidance from an experienced early childhood professional, particularly one with knowledge of teaching early literacy skills.</p>	<p>American Federation of Teachers Educational Issues Policy Brief (Number 15, July 2002). <i>Early Childhood Education: Building a Strong Foundation for the Future.</i></p> <p>Cunningham, Elizabeth K. (Ed.). (November 2001). <i>First in America Special Report: Designing a High Quality Pre-Kindergarten Program.</i> A publication of the NC Education Research Council. Retrieved from the Internet on September 9, 2005 from http://erc.northcarolina.edu/docs/publications/prekprogram.pdf</p> <p>Bowman, Barbara T. & Donovan, M. Suzanne. (2000). <i>Eager to learn: Educating our preschoolers.</i> Washington, DC: National Academy Press.</p>
Class Size	Maintain low child-student ratios and/or small class sizes.	Delivering a high quality preschool programming to prepare children for kindergarten will need effective instruction (see areas below). In order to receive that instruction, class sizes need to be kept small for plenty of close interaction between students and the teacher. Small group work should also be utilized to provide the teacher with close opportunities to work together	<p>American Federation of Teachers Educational Issues Policy Brief (Number 15, July 2002). <i>Early Childhood Education: Building a Strong Foundation for the Future.</i></p> <p>Cunningham, Elizabeth K. (Ed.). (November 2001). <i>First in America Special Report: Designing a High Quality Pre-Kindergarten Program.</i> A publication of the NC Education Research Council. Retrieved from the Internet on September 9, 2005 from</p>

*Several studies in the area of preschool programming have identified characteristics of effective preschool programs. The activities listed under the activity column are a summary of the characteristics most commonly cited in the studies reviewed.

Activity	Strategy	Example	Research
		with all students.	http://erc.northcarolina.edu/docs/publications/prekprogram.pdf Bowman, Barbara T. & Donovan, M. Suzanne. (2000). <i>Eager to learn: Educating our preschoolers</i> . Washington, DC: National Academy Press.
Focus on Language Development/Language Experience	Create an environment where children regularly hear and use language.	Students should be regularly encouraged to describe personal experiences, share stories, and verbalize their thoughts. This could include discussing the outcome or events of a classroom book, sharing descriptions of vacations, or any other conversation that allows children to spend time practicing their use of language. Teachers should also use a wide vocabulary in their conversations with students and discuss new words and their meanings regularly.	American Federation of Teachers Educational Issues Policy Brief (Number 15, July 2002). <i>Early Childhood Education: Building a Strong Foundation for the Future</i> . Landry, S. (April 30, 2002). <i>Supporting Cognitive Development in Early Childhood</i> . A summit on early childhood cognitive development: Ready to read, ready to Learn: A call to leadership. Retrieved from the Internet on September 10, 2005 from http://www.ed.go/print/teachers/how/early/cognitive/devsummit02/page.html Burns, M. S., Griffin, P. & Snow, C. (Eds.). (1999). <i>Starting out right: A guide to promoting children's reading success</i> . Washington, DC: National Academy Press.
Focus the Curriculum on Early Literacy Skills	Include ongoing, regular instruction on early literacy skills including the following: <ul style="list-style-type: none"> • Phonological awareness. • Letter knowledge. • Early knowledge of 	Phonological awareness is one of the key prerequisites in learning to read. Several sources, particularly <i>Starting Out Right</i> (see citation next column), include many examples of activities that could be used to teach phonological awareness to students. Some ideas include: <ul style="list-style-type: none"> • Repeating words beginning with the same phoneme. • Matching pictures with beginning with the same 	Burns, M. S., Griffin, P. & Snow, C. (Eds.). (1999). <i>Starting out right: A guide to promoting children's reading success</i> . Washington, DC: National Academy Press. Landry, S. (April 30, 2002). <i>Supporting Cognitive Development in Early Childhood</i> . A summit on early childhood cognitive development: Ready to read, ready to Learn: A call to leadership. Retrieved from the Internet on September 10, 2005 from http://www.ed.go/print/teachers/how/early/cognitive/devsummit02/page.html

Activity	Strategy	Example	Research
	the concepts of books and print.	<p>phoneme.</p> <ul style="list-style-type: none"> • Rhyming activities which draw students' attention to the sounds of words. • Taking away the first sound of a word to see what is left. • Blending phonemes to make words. 	<p>American Federation of Teachers Educational Issues Policy Brief (Number 15, July 2002). <i>Early Childhood Education: Building a Strong Foundation for the Future.</i></p> <p>Snow, E., Burns, M.S. & Griffin, P. (Eds.). (1998). <i>Preventing reading difficulties in young children.</i> Washington, DC: National Academy Press.</p>
Strong Parent Involvement	Develop a preschool program which requires strong communication between the school and parent and facilitates effective parent involvement.	<p>Require bi-weekly meetings with parents to review student progress and share activities parents can use at home to further student learning.</p> <p>Communicate at least weekly with parents by sending home notes with students regarding what has been going on in the classroom, student progress, areas of weakness, etc.</p> <p>If some families are not getting involved in the program, schedule home visitations to discuss student progress, ideas for parental support, etc.</p> <p>Host parent meetings. Bring in speakers of interest to parents and allow time for parents to discuss what they have learned and how they will use the information at home with their child.</p>	<p>Burns, M. S., Griffin, P. & Snow, C. (Eds.). (1999). <i>Starting out right: A guide to promoting children's reading success.</i> Washington, DC: National Academy Press.</p> <p>Ramey, C. & Ramey, S. (April 30, 2002). <i>Early childhood education: From efficacy research to improved practice.</i> . A summit on early childhood cognitive development: Ready to read, ready to Learn: A call to leadership. Retrieved from the Internet on September 10, 2005 from http://www.ed.gov/print/teachers/how/early/cognitivedevsummit02/page.html</p>

Strategies and Ideas Supported By Research

Topic: Staff Development

Activity	Strategy	Example	Research
<p>Base Staff development Initiatives on the Results of Your Students' Needs</p>	<p>Thoroughly and regularly analyze student achievement data to identify specific student needs and choose staff development endeavors that will show staff how to meet these needs.</p>	<p>Schools should use student performance data results regularly to identify specific academic areas that are in need of improvement. Staff development opportunities should then be chosen that focus directly on how students learn this material and specific instructional strategies teachers can use that will help them with student learning.</p> <p>Data should be analyzed both in terms of how individual students are performing as well as how demographic groups perform.</p>	<p>Thompson, C.L. (2003 April). <i>First in America special report: Research on professional development to improve student performance</i>. North Carolina Education Research Council. Retrieved from the Internet on September 1, 2005 from www.erc.northcarolina.edu</p> <p>Effective staff development raises student achievement. (2001). <i>Working Toward Excellence: A newsletter of the Alabama best practices center</i>. 1(2), pp. 1, 6-7.</p> <p>Design your professional development program: Where to start. <i>Association for Supervision and Curriculum Development</i>. Retrieved from the Internet on March 22, 2005 from www.webserver3.ascd.org/ossd/planning_definitions.html</p>
<p>Staff Development Activities Should be Content or Subject-Area Specific</p>	<p>All staff development activities should relate to a specific content or subject area and should utilize research on effective pedagogy for that particular subject area.</p>	<p>Do not offer staff development that is identified as a general teaching practice effective across all content areas. Research has shown that these types of staff development opportunities are not effective. Instead, identify staff development activities that focus on effective teaching practices for teaching student skills that have been identified as weak areas by the school.</p> <p>Search for staff development opportunities that focus on how particular subjects are learned by students and research-based</p>	<p>Thompson, C.L. (April 2003). <i>First in America special report: Research on professional development to improve student performance</i>. North Carolina Education Research Council. Retrieved from the internet September 1, 2005 www.erc.northcarolina.edu</p> <p>Education Commission of the States. (2005). <i>Teaching quality: Professional Development</i>. Retrieved from the Internet on March 22, 2005 from www.ecs.org</p> <p>Desimone, L., Porter, A., Birman, B. F., Garet, M. S., & Suk yoon, K. (2005, Winter). Keying in to high quality professional development: District strategies and professional development features that contribute to quality programs. <i>The Newsletter of the Comprehensive Center- Region VI: Professional Development from the Inside Out</i>. 8, 1, 3-7.</p>

Activity	Strategy	Example	Research
		strategies that are successful in teaching these subjects to students.	<p>Effective staff development raises student achievement. (2001). <i>Working Toward Excellence: A newsletter of the Alabama best practices center</i>. 1(2), p. 1, 6-7.</p> <p>Haslam, M.B. & Seremet, C. P. (2001). Strategies for improving professional development: A guide for school districts. <i>New American Schools Driven by Results Series</i>. 4</p>
Make Staff Development Coherent	Choose staff development activities that support a connection to the day-to-day work life of teachers.	<p>Choose activities that require teachers to examine state standards and the results of their students on the state and other standards-aligned assessments.</p> <p>Make sure that staff development activities connect to local teaching materials, curriculum, and other day-to-day practices of the teachers.</p> <p>Choose staff development that will require teachers to connect what they learn with what is happening in their classroom including practicing teaching methods that will meet their students' needs.</p> <p>Make sure the staff development requires practice and follow up, including opportunities for communication between staff.</p>	<p>Thompson, C.L. (2003 April). <i>First in America special report: Research on professional development to improve student performance</i>. North Carolina Education Research Council. Retrieved from the Internet on September 1, 2005 from www.erc.northcarolina.edu</p> <p>Education Commission of the States. (2005). <i>Teaching quality: Professional Development</i>. Retrieved from the Internet on March 22, 2005 from www.ecs.org</p> <p>Desimone, L., Porter, A., Birman, B. F., Garet, M. S. & Suk yoon, K. (Winter 2005). Keying in to high quality professional development: District strategies and professional development features that contribute to quality programs. <i>The Newsletter of the Comprehensive Center- Region VI: Professional Development from the Inside Out</i>. 8, 1, 3-7.</p> <p>Haslam, M.B. & Seremet, C. P. (2001). Strategies for improving professional development: A guide for school districts. <i>New American Schools Driven by Results Series</i>. 4.</p>
Make Staff Development a Collaborative Endeavor for all School Staff	Choose a staff development process that is aligned to local student needs and has a specific plan for providing teachers with opportunities to work together to raise academic	<p>Teachers, through analyzing their student data, should be engaged in the process of identifying staff development activities that will be the focus for the school.</p> <p>Teachers work together to practice new teaching methods, communicate</p>	<p>Thompson, C.L. (April2003). <i>First in America special report: Research on professional development to improve student performance</i>. North Carolina Education Research Council. Retrieved from the Internet on September 1, 2005 from www.erc.northcarolina.edu</p> <p>Education Commission of the States. (2005). <i>Teaching</i></p>

Activity	Strategy	Example	Research
	achievement.	regarding their effectiveness, share ideas, observe each other and provide feedback, and other activities that allow for communication and collaboration to improve teaching.	<p><i>quality: Professional Development</i>. Retrieved from the internet March 22, 2005 from www.ecs.org</p> <p>Gamoran, A. (Winter 2005). Organizational capacity for change: Rethinking professional development. <i>The Newsletter of the Comprehensive Center- Region VI: Professional Development from the Inside Out</i>, 8, 1, 8-10.</p> <p>Richardson, V. (Winter 2005). The dilemmas of professional development. <i>The Newsletter of the Comprehensive Center- Region VI: Professional Development from the Inside Out</i>. 8, 1, 11-17.</p> <p>Effective staff development raises student achievement. (2001). <i>Working Toward Excellence: A newsletter of the Alabama best practices center</i>. 1(2), p. 1, 6-7.</p> <p>Design your professional development program: Where to start. <i>Association for Supervision and Curriculum Development</i>. Retrieved from the Internet on March 22, 2005 from www.webserver3.ascd.org/ossd/planning_definitions.html</p>
Design a Staff Development Program That is Ongoing, Providing Long Term Training and Support	After student needs have been identified and the content-specific strategies for meeting these needs have been met, design a system that will provide ongoing support and training for staff development.	<p>Don't provide any training in isolation. Always include follow up activities as part of the program.</p> <p>For each staff development focus area, require teachers to spend time practicing the instructional methods they are learning, to reflect on their success, and to meet with other teachers formally to discuss what is working, areas that are still unclear, new ideas, etc.</p> <p>Hire instructional coaches who can observe teachers as they experiment with new approaches and provide</p>	<p>Education Commission of the States. (2005). <i>Teaching quality: Professional Development</i>. Retrieved from the internet March 22, 2005 from www.ecs.org</p> <p>Thompson, C.L. (April 2003). <i>First in America special report: Research on professional development to improve student performance</i>. North Carolina Education Research Council. Retrieved from the Internet on September 1, 2005 from www.erc.northcarolina.edu</p> <p>Desimone, L., Porter, A., Birman, B. F., Garet, M. S., & Suk yoon, K. (Winter 2005). Keying in to high quality professional development: District strategies and professional development features that contribute to quality programs. <i>The Newsletter of the</i></p>

Activity	Strategy	Example	Research
		feedback.	<p><i>Comprehensive Center- Region VI: Professional Development from the Inside Out.</i> 8, 1, 3-7.</p> <p>Richardson, V. (Winter 2005). The dilemmas of professional development. <i>The Newsletter of the Comprehensive Center- Region VI: Professional Development from the Inside Out.</i> 8, 1, 11-17.</p> <p>Effective staff development raises student achievement. (2001). <i>Working Toward Excellence: A newsletter of the Alabama best practices center.</i> 1(2), p. 1, 6-7.</p> <p>Design your professional development program: Where to start. <i>Association for Supervision and Curriculum Development.</i> Retrieved from the Internet on March 22, 2005 from www.webserver3.ascd.org/ossd/planning_definitions.html</p>
Focus on School District Goals for School Improvement	Use school district funds only to support staff development initiatives that support data-based school district goals.	<p>Consider differentiating between staff development that is focused on improving instruction and professional development that is focused on education awareness and personal professional growth. For example, the school should sponsor and set aside time for staff development that utilizes the strategies listed above. If teachers, in addition, want to do things like:</p> <ul style="list-style-type: none"> • Attend educational organizational meetings to meet with other professionals in their content area state or nation-wide. • Work on a master's or other higher education degree. 	<p>Desimone, L., Porter, A., Birman, B. F., Garet, M. S. & Suk yoon, K. (Winter 2005). Keying in to high quality professional development: District strategies and professional development features that contribute to quality programs. <i>The Newsletter of the Comprehensive Center- Region VI: Professional Development from the Inside Out.</i> 8, 1, 3-7.</p> <p>Effective staff development raises student achievement. (2001). <i>Working Toward Excellence: A newsletter of the Alabama best practices center.</i> 1(2), p. 1, 6-7.</p> <p>Design your professional development program: Where to start. <i>Association for Supervision and Curriculum Development.</i> Retrieved from the Internet on March 22, 2005 from www.webserver3.ascd.org/ossd/planning_definitions.html</p>

Activity	Strategy	Example	Research
		<ul style="list-style-type: none"> • Attend informational meetings on education issues like events sponsored by the state Department of Public Instruction. <p>These activities should be supported, but not considered a part of the staff development plan for school improvement.</p> <p>Do not allow a haphazard model for staff development to pervade your school with individual teachers each doing their own thing in the name of school improvement. Identify specific staff development priorities focusing on student needs in particular content areas and require all staff to participate and collaborate accordingly.</p> <p>Staff development should be the core of the school improvement plan. If a school is going to raise student achievement, teaching must change and improve. Therefore, the staff development at the school must guide the school improvement plan as well as align to all endeavors at the school.</p>	

Strategies and Ideas Supported By Research

Topic: Summer School*

Activity	Strategies	Example	Research
Funding	Provide funding for disadvantaged students to attend summer school.	Set aside Title I or other federal funds to cover costs for educationally disadvantaged students to attend school. Secure funding to cover transportation and food service costs.	<p>CCSSO. (2005). <i>Summer Learning Opportunities in High-Poverty Schools</i>.</p> <p>Cooper, H. (2001). <i>Summer School: Research-Based Recommendations for Policymakers</i>. SERVE Policy Brief.</p> <p>Denton, David R. (2002). <i>Summer School: Unfulfilled Promise</i>. SREB publication.</p>
Planning for Program Implementation	Identify plans to implement summer school programming early in the school year.	<p>Conduct surveys of ALL parties that will be impacted by the program including teachers, students, parents, support staff, and administrators to identify perceived needs, program goals, program support and interest.</p> <p>Order supplies well ahead of time.</p> <p>Design curriculum and instructional guidelines for the program.</p> <p>Inform parents, students and other staff of times, duration of program, etc.</p>	<p>CCSSO. (2005). <i>Summer Learning Opportunities in High-Poverty Schools</i>.</p> <p>Cooper, H. (2001). <i>Summer School: Research-Based Recommendations for Policymakers</i>. SERVE Policy Brief.</p>
Class size	Allow for small or individualized instruction.	Limit enrollment for the program to keep teacher-student ratio below that of the regular school year; consider offering one-on-one instruction for	<p>CCSSO. (2005). <i>Summer Learning Opportunities in High-Poverty Schools</i>.</p> <p>Cooper, H. (2001). <i>Summer School:</i></p>

*Research on summer school has identified specific characteristics of successful summer school programs and recommendations by researchers for programming. All of the above information is based on these characteristics and recommendations from cited research.

Activity	Strategies	Example	Research
		lowest achieving students.	<i>Research-Based Recommendations for Policymakers</i> . SERVE Policy Brief.
Curriculum/Course Content	Base the instructional program on student needs (aligned to district and state standards).	Begin to identify students who will benefit from a summer school program as soon as possible. Provide summer school teachers with assessment data on possible students so that they may base curricular decisions on student needs.	<p>CCSSO. (2005). <i>Summer Learning Opportunities in High-Poverty Schools</i>.</p> <p>Cooper, H. (2001). Summer School: <i>Research-Based Recommendations for Policymakers</i>. SERVE Policy Brief.</p> <p>Planning for Summer School (2000). <i>Programs: A Tool to Help Students Achieve High Standards</i>. Educational Research Service publication.</p> <p>Denton, David R. (2002). Summer School: Unfulfilled Promise. SREB publication.</p>
Academic Focus	Focus the curriculum of the summer school program offerings on academics, particularly the areas of reading and mathematics.	Provide students with instruction in reading and mathematics.	<p>Cooper, H. (2001). Summer School: <i>Research-Based Recommendations for Policymakers</i>. SERVE Policy Brief.</p> <p>Denton, D. (2002). Summer School: <i>Unfulfilled Promise</i>. SREB publication.</p>
Professional Development	Ensuring skilled teachers.	<p>Hire teachers who have experience working with struggling students.</p> <p>Provide staff development that is aligned to the goals of the program.</p> <p>Allow teachers to practice staff development techniques offered during the summer to students participating in the smaller class sizes available during the summer school program.</p>	<p>Denton, David R. (2002). Summer School: Unfulfilled Promise. SREB publication.</p> <p>(2000). <i>Planning for Summer School Programs: A Tool to Help Students Achieve High Standards</i>. Educational Research Service publication.</p> <p>Cooper, H. (2001). Summer School: <i>Research-Based Recommendations for Policymakers</i>. SERVE Policy Brief.</p>

Activity	Strategies	Example	Research
Parent Involvement	Make sure that parents are involved in the summer school program.	Involve parents in the decisions regarding the design of the program, including hours of operation, attendance requirements, etc.	<p>CCSSO. (2005). <i>Summer Learning Opportunities in High-Poverty Schools</i>.</p> <p>Cooper, H. (2001). Summer School: <i>Research-Based Recommendations for Policymakers</i>. SERVE Policy Brief.</p> <p>(2000). <i>Planning for Summer School Programs: A Tool to Help Students Achieve High Standards</i>. Educational Research Service publication.</p>
Program Monitoring/Evaluation	Design a method to monitor the program's implementation and measure its overall success.	<p>Monitor how well individualized students' needs are being measured to identify the curriculum.</p> <p>Keep track of attendance and identify policies for removal of students due to lack of participation.</p> <p>Pre and post test students to measure academic improvements of participating students.</p>	<p>Cooper, H. (2001). Summer School: <i>Research-Based Recommendations for Policymakers</i>. SERVE Policy Brief.</p> <p>CCSSO. (2005). <i>Summer Learning Opportunities in High-Poverty Schools</i>.</p>