Achieving Important Literacy Outcomes
Teaching Formats Handout
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FLUENCY
FLUENCY

Overview

Aspects of Oral Reading Fluency:

- Accuracy
- Rate
- Prosody (expression)
- Low Effort

Repeated Reading – Effective Components (Therrien, 2004)

- Adult Tutor > Peer Tutor
- Model passage (better for fluency than comprehension)
- Provide corrective feedback on error words (after each reading)
- Re-read each passage until criterion rate met (rather than # of times)
- Include retell or comprehension questions
- Include graphing & performance feedback
FLUENCY

Repeated Reading with Peer Tutoring

☐ Organize students into pairs.

• Remember, you need to teach procedures, structure the activity, and provide reinforcement for students following procedures, making corrections appropriately, accepting corrections, etc.

☐ Practice cycle for peer tutor / partner:

1. Student A (reader) reads for 1 minute

2. Student B (listener) records number of correct words and errors

3. Student B tells Student A which words they missed and has Student A read them correctly.

4. Repeat steps 1-3 on same section of text (up to 5 times per session) until Student A reaches target words/min.

5. Students switch roles.

☐ Check out (Weekly)

• Teacher or parapro. listens to student read for 1 minute and records “official results.”

• Student graphs results.
FLUENCY

Sprinting

Before Instruction:

□ Determine student’s current, one minute reading rate on appropriate practice-level text.
□ Set a personal one minute goal for the student.
□ Set a personal “sprint” aim at 20 wpm higher than their one minute goal.
□ Figure out number of words to be read in 10 seconds to read at the sprint aim.
□ E.g. 1 min. goal = 100 wpm
      1 min. sprint aim = 120 wpm
      10 sec sprint aim (120/6) = 20 words

During Instruction:

1. Student reads for 10 seconds.
2. Quickly count up the number of words in the 10 seconds and record it.
3. Determine if the student met their personal sprint aim.
   a. If they met their aim, go to the next section of text.
   b. If they didn’t meet their aim, repeat the sprint on the same section of text.
4. Repeat steps 1 – 3 until the student has met their sprint aim on 5 consecutive sections of text.
5. Have the student go back to the beginning of the story and do a 1 minute timing.
# FLUENCY

## Sprinting

### Example Data Sheet

**Student Name:** ______________

<table>
<thead>
<tr>
<th>Steps</th>
<th>1 min Actual</th>
<th>1 min Aim</th>
<th>Sprint Aim</th>
<th>Sprints Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CWPM</td>
<td>CWPM</td>
<td>CW in 10 sec</td>
<td>CW in 10 sec</td>
</tr>
<tr>
<td>A. 1 min. timing</td>
<td>A.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>B. Set 1 min. goal</td>
<td>B.</td>
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<tr>
<td>C. Set Sprint goal</td>
<td>C.</td>
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<tr>
<td>D. Divide by 6</td>
<td>D.</td>
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<tr>
<td>E. Sprints</td>
<td>1.</td>
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<td>10.</td>
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<tr>
<td>F. Final 1 min. timing</td>
<td>F.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CWPM** = Correct Words Per Minute
VOCABULARY
Vocabulary

Specific Word Instruction

Initial Instruction Options (Choose approach, 1 per word)
1. Definition followed by a question
2. Synonym followed by a question
3. Demonstration

Application Options (Choose approach, 1 per word)
1. Students label examples and non-examples;
2. Sentence substitution;
3. Students demonstrate;
4. Students give example.

Review
Provide an additional practice for each word:
• same format, new application item

Lesson Plan Format
• Word 1
  • Initial instruction:
  • Application (x3):
• Word 2
  • Initial instruction:
  • Application (x3):
• Word 3
  • Initial instruction:
  • Application (x3):
• Word 4
  • Initial instruction:
  • Application (x3):
• Review Words 1-4
  • Same application format as above, but 1 new item for application for each word
VOCABULARY
Specific Word Instruction – Initial Instruction

Initial Instruction Options

(Choose one approach for each vocabulary word.)

1. Definition followed by a question

   T: “Say, ‘antipode.’”
   S: “antipode”
   T: “An antipode is a place on the other side of the world. What is an antipode?”
   S: “An antipode is a place on the other side of the world.”

2. Synonym followed by a question

   T: “Say, ‘prevaricate.’”
   S: “prevaricate”
   T: “prevaricate means lie. What does prevaricate mean?”
   S: “Prevaricate means lie.”

3. Demonstration

   T: “Say, ‘furrow my brow’”
   S: “furrow my brow”
   T: “Watch me furrow my brow. Your turn; furrow your brow.”
   S: (Furrow their brows.)
VOCABULARY

Specific Word Instruction – Application

Application Options

(Choose one application approach for each vocabulary word. Provide at least 3 application opportunities per vocabulary word.)

1. Students label examples and non-examples

- Procedure:
  a. Teacher describes or shows an item.
  b. Teacher asks, “Is it x? or Is it not x?”
  c. Students answer, “X” or “Not x.”

  Note: It is important for students to say the word, not just “yes” or “no.”
  d. Teacher asks, “Why?” or “How do you know?”
  e. Students relate the example to the definition.

- Example Script: (An antipode is a place on the other side of the world.)
  a. T: “China is an antipode because it is a place on the other side of the world.”
  b. T: “I will tell you other places, you tell me antipode or not an antipode. Australia, antipode or not an antipode?”
  c. S: “Antipode.”
  d. T: “Why?” (call on individual student).
  e. S: “Australia is on the other side of world.”
  f. Repeat steps b.-e. with Nevada, Flagstaff, Indonesia.
VOCABULARY

Specific Word Instruction – Application

2. Sentence substitution

• Procedure:
  
  o Teacher says sentence with a synonym/definition for the vocabulary word.
  o Student repeats sentence, substituting vocabulary word for synonym/definition.

  *Note:* Some sentences should have the target word and some should have the synonym.

• Example Script: (*Prevaricate* means *lie.*)
  
  a. T: “What’s another way to say: ‘Would I *prevaricate*?’”
     S: “Would I *lie*?”
  
  b. Repeat step (a) with the following:
     o “Tell the truth and don’t *prevaricate*.”
     o “If you *lie*, I cannot trust you.”

• Keys to success:
  
  o Keep sentences short so students can repeat them easily.
  o Only use with synonyms or very short definitions.
  o Substitutions must be exact.
    - They must not require change in other words (e.g., verb tense, singular/plural, etc.).
VOCABULARY

Specific Word Instruction – Application

3. Students demonstrate

• Procedure:
  o Teacher calls on individuals to demonstrate the vocabulary word.

• Key to success:
  o Students must be able to clearly (and safely!) demonstrate meaning of the target word.
VOCABULARY

Specific Word Instruction – Application

4. Students give example

• Procedure:
  o Teacher calls on individuals to give examples of a vocabulary word.

• Key to success:
  o Students must be able to think of examples.
  o Students giving examples of “basketball players” would be more likely to work than “ski jumpers”.
  o Asking students to give examples of “suspension bridges” would not work well.

• Example Script: (Gleeful means very, very happy.)
  o T: (Call on at least 3 students.) “Tell me about a time you were gleeful.”
VOCABULARY

Morphemic Analysis – Introduction

1. Introduce meaning of new morphograph.
   a. T: “Sub means below. What does sub mean?”
   b. S: “below”
   c. T: “So subzero means below zero. What does subzero mean?”
   d. S: “below zero”

2. Practice using meaning of new morphograph.
   a) T: “What does sub mean?”
      S: “below”
      T: “So what does subpar mean?”
      S: “below par”
   b) T: “What does sub mean?”
      S: “below”
      T: “So what does submarine mean?”
      S: “below marine”
   c) T: “What does sub mean?”
      S: “below”
      T: “So what does subfloor mean?”
      S: “below floor”
VOCABULARY

Morphemic Analysis – Application

T: “Here is a word to figure out: Subsoil.”

T: “Tell me the first morpheme in subsoil.”

S: “sub”

T: “What’s the next morpheme in subsoil?”

S: “soil”

T: “What does sub mean?”

S: “below”

T: “What does subsoil mean?”

S: “below soil”

T: “Here’s a sentence: The fossil was found in the subsoil. What would that mean?” Call on individual students.
COMPREHENSION
COMPREHENSION

Questions

● Right There
  – Literal.
  – Question and answer come directly from one sentence.
  – Correction:
    o Reread relevant sentence.
    o Ask question again.
    o If this does not work, model the answer.

● Putting It Together
  – Integrative.
  – Answer requires information from more than one sentence.
  – Correction:
    o Reread each relevant sentence
    o Ask question again.
    o If this does not work, model the answer and explain the relation between the information and the answer.

● Author & You
  – Inferential: Answer is not stated directly.
  – Must use knowledge from outside the passage in combination with information from the passage.
  – Correction:
    o Reread each relevant sentence.
    o Give relevant outside information.
    o Ask question again.
    o If this does not work, model the answer and explain the relation between the information and the answer.
COMPREHENSION

The Fox and the Grapes

Aesop

Once upon a time, there was a fox strolling through the woods. He came upon a grape orchard. There he found a bunch of beautiful grapes hanging from a high branch.

"Boy those sure would be tasty," he thought to himself. He backed up and took a running start, and jumped. He did not get high enough. He went back to his starting spot and tried again. He almost got high enough this time, but not quite. He tried and tried, again and again, but just couldn't get high enough to grab the grapes. Finally, he gave up. As he walked away, he put his nose in the air and said, "I am sure those grapes are sour."
COMPREHENSION

Story Grammar

1. Who is the story about?
2. What is s/he trying to do?
3. What happens when s/he tries to do it?
4. What happens at the end?

Advanced Story Grammar Questions

1. Identify the main characters and tell about them.
   Actions, thoughts, physical attributes, personality

2. Name the problem.
   Disagreements, decisions, struggle for survival

3. Tell how the characters try to solve the problem.
   Attempts to solve problem, resolution of problem, twists or unexpected events, subplots (often mirror main plot or provide comic relief, etc.)

4. Tell how the problem is solved or not solved.

5. Is there a twist or complication at the end of the story?

6. What is the theme of the story? What is the author saying?
   How did the character change?
COMPREHENSION

Reciprocal Teaching

T: “The purpose of Reciprocal Teaching is to help you understand what you read and to help each other learn.”

Overview:

1. PREDICT
2. READ
3. QUESTION
4. CLARIFY
5. SUMMARIZE

The student leader of each group will call on students to do each task, or each job can be assigned to separate students.

1. PREDICT:
   • Use clues from the title, headings, illustrations to predict what the text will be about.
     • “I think this text is about _____, because ______.”
     • “I think I will learn _____, because ______.”

2. READ
   • Call on students to take turns reading.

3. QUESTION
   • Call on students to ask questions.
   • Use question words like who, what, when, why, how, and what if.

4. CLARIFY
   • Ask students if they are confused by anything.
     • “What does ______ mean?”
     • “Does the author explain this clearly?”
     • “How does this connect with what the author told us before?”
     • “Is there something else that needs clarifying?”

5. SUMMARIZE
   • Call on a student to summarize the section you read.
     • Tell who or what the passage is about; tell the most important thing about them.
     • “This passage is about ______.”
COMPREHENSION

Paragraph Shrinking with Partner Reading

1. Students in pairs.

2. Each student takes a turns reading a paragraph (at the independent reading level of students with lowest skills):
   - This can be orally or silent. Depends on student skill levels.
   - If reading is oral, teach students how to make corrections.

3. Student 1 reads; Student 2 follows along, correcting errors.

4. At the end of the paragraph, Student 1 summarizes.

   **Paragraph Shrinking (can be done orally or in writing):**

   a.) Who/ what is the paragraph about?

   b.) What is the most important thing about that who/ what?

   c.) State the main idea in 10 words or less.

4. Student 2 listens, counts words in main idea, adds, etc.

5. Students alternate roles.
A

1. Read the paragraph.
2. Correct errors if your partner asks you to.

At the end of the paragraph:

3. Tell who or what the paragraph is mostly about.
4. Tell the most important thing about that who or what.
5. Tell the main idea in 10 words or less.

6. Give this card to your partner!

B

1. Follow along as your partner reads.
2. If they make an error, say,
   “Stop. You missed that word. Can you figure it out?”
   If they cannot in 4 seconds, say,
   “That word is _____. What word?”

At the end of the paragraph:

3. Ask, “Who or what was the paragraph mostly about?”
4. Ask, “What was the most important thing about that?”
5. Say, “Tell me the main idea in 10 words or less.”
   If your partner tells the main idea, say, “Good work.”
   If your partner makes an error, say,
   “I think the main idea is _______.”

6. Give this card to your partner!
COMPREHENSION

Text for Paragraph Shrinking/Partner Reading Practice

The Greenhouse Effect

The greenhouse effect is the rise in temperature that Earth experiences because certain gases in the atmosphere trap energy from the sun that is reflected off Earth—energy that would otherwise escape back into outer space. Scientists now believe that the greenhouse effect is making Earth warmer, enough to drastically change the climate. An increase in global temperature of just one degree can impact rainfall patterns and sea levels. The rise in temperature can cause problems for plants, wildlife, and humans.

Water vapor, carbon dioxide (CO2), methane (CH4), nitrous oxide (N2O), chlorofluorocarbons (CFCs), ozone (O3), perfluorocarbons (PFCs), and hydrofluorocarbons (HFCs) are the “greenhouse gases” in our atmosphere. These types of gases behave much like the glass panes of a greenhouse. The glass lets light in but prevents heat from escaping, causing the greenhouse to heat up, much like the inside of a car parked in the sun on a hot day.

People are contributing to Earth’s warming by increasing the CO2 in the atmosphere. Trees, like all living things, are made mostly of carbon. When people burn forests, the carbon in trees is transformed into CO2. Trees, like other plants, use photosynthesis to absorb carbon dioxide and release oxygen. People also increase CO2 in the air by burning “fossil fuels.” These fuels include gasoline used in cars, SUVs, and trucks and fuels like coal and natural gas used by power plants to create electricity. Whenever fossil fuels are burned, CO2 is released into the air.

(from Honig et al., 2013)
COMPREHENSION

Verbal Rehearsal (RCRC)

Goal: Improve comprehension and monitoring while reading independently

For each paragraph:
“RCRC”
  Read
  Cover
  Recite
  Check

Requires preteaching of parts.
Requires motivation!
Anatomy of a Reading Lesson

1. **Word Attack** (decoding)

2. **Vocabulary** (for meaning)

3. **Build Background Knowledge**

4. **Passage Reading:**
   1. Accuracy- Reread if criteria not met
   2. Comprehension- Read again, asking questions
   3. Fluency- e.g., partner reading, checkouts

5. **Additional Comprehension, Vocabulary work**
   
   E.g., Written summaries, extension activities
Achieving Literacy Teaching Formats

References

Note: Curriculum and Practitioner Friendly Resources in Bold


