

**Achieving Important Literacy  
Outcomes  
Teaching Formats Handout**



**Contents**

<b>A. <u>Teaching Formats</u></b>	<b><u>Page</u></b>
<b>1. FLUENCY</b>	
i. Overview.....	4
ii. Repeated Reading with Peer Tutoring.....	5
iii. Sprinting.....	6
<b>2. VOCABULARY</b>	<b><u>Page</u></b>
i. Specific Word Instruction – Introduction.....	9
ii. Specific Word Instruction – Application	
1. Students label examples and non-examples.....	11
2. Sentence substitution.....	12
3. Students demonstrate.....	13
4. Students give example.....	14
iii. Morphemic Analysis – Introduction.....	15
iv. Morphemic Analysis – Application .....	16
<b>3. COMPREHENSION</b>	
i. Questions.....	18
ii. Story Grammar.....	20
iii. Reciprocal Teaching .....	21
iv. Paragraph Shrinking with Partner Reading.....	22
v. Verbal Rehearsal (RCRC) .....	25
<b>B. <u>Anatomy of a Reading Lesson</u></b> .....	<b>26</b>
<b>C. <u>References</u></b> .....	<b>27</b>

# 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: \_\_\_\_\_

Steps	1 min Actual	1 min Aim	Sprint Aim	Sprints Actual	
	CWPM	CWPM	CW in 10 sec	CW in 10 sec	X 6 = CWPM
A. 1 min. timing	A.				
B. Set 1 min. goal		B.			
C. Set Sprint goal		C.			
D. Divide by 6			D.		
E. Sprints				1.	
				2.	
				3.	
				4.	
				5.	
				6.	
				7.	
				8.	
				9.	
				10.	
F. Final 1 min. timing	F.				

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:**

- Teacher says sentence with a synonym/definition for the vocabulary word.
- 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:

- “Tell the truth and don’t **prevaricate**.”
- “If you **lie**, I cannot trust you.”

- **Keys to success:**

- Keep sentences short so students can repeat them easily.
- Only use with synonyms or very short definitions.
- 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:**
  - Teacher calls on individuals to demonstrate the vocabulary word.
- **Key to success:**
  - Students must be able to clearly (and safely!) demonstrate meaning of the target word.

## VOCABULARY

### Specific Word Instruction – Application

#### 4. Students give example

- **Procedure:**
  - Teacher calls on individuals to give examples of a vocabulary word.
- **Key to success:**
  - Students must be able to think of examples.
  - Students giving examples of “basketball players” would be more likely to work than “ski jumpers”.
  - Asking students to give examples of “suspension bridges” would not work well.
- **Example Script: (Gleeful means very, very happy.)**
  - 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:
  - Reread relevant sentence.
  - Ask question again.
  - If this does not work, model the answer.

#### ● Putting It Together

- Integrative.
- Answer requires information from more than one sentence.
- Correction:
  - Reread each relevant sentence
  - Ask question again.
  - 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:
  - Reread each relevant sentence.
  - Give relevant outside information.
  - Ask question again.
  - 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 (CO<sub>2</sub>), methane (CH<sub>4</sub>), nitrous oxide (N<sub>2</sub>O), chlorofluorocarbons (CFCs), ozone (O<sub>3</sub>), 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 CO<sub>2</sub> in the atmosphere. Trees, like all living things, are made mostly of carbon. When people burn forests, the carbon in trees is transformed into CO<sub>2</sub>. Trees, like other plants, use photosynthesis to absorb carbon dioxide and release oxygen. People also increase CO<sub>2</sub> 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, CO<sub>2</sub> 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

## References

Note: Curriculum and Practitioner Friendly Resources in Bold

- Archer, A. L., Gleason, M. M., & Vachon, V. (2006). *REWARDS: Multisyllabic word reading strategies*. Longmont, CO: Sopris West.**
- August, D., & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the national literacy panel on language minority children and youth*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., ... & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: [http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx).**
- Beck, I., McKeown, M., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction* (2nd ed). New York, NY: Guilford Press.**
- Berkeley, S., Scruggs, T. A., & Mastropieri, M. A. (2010). Reading comprehension instruction for students with learning disabilities, 1995--2006: A meta-analysis. *Remedial and Special Education, 31*: 423 DOI: 10.1177/0741932509355988
- Carnine, D. W., Silbert, J., Kame'enui, E. J., Slocum, T. A., & Travers, P. (2017). *Direct Instruction reading* (6th ed.). Upper Saddle River, NJ: Pearson.**
- Engelmann, S., & Bruner, E. (2008). *Reading mastery, signature edition*. Columbus, OH: SRA, Macmillan/McGraw-Hill.**
- Engelmann, S. (2008). *Corrective reading: Decoding strategies*. Columbus, OH: SRA.**
- Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., ... & Wissel, S. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade* (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov>.**
- Honig, B., Diamond, L., & Gutlohn, L. (2013). *Teaching reading sourcebook*. (updated 2<sup>nd</sup> Ed.). Novato, CA: Arena Press. CORE.**
- Kendeou, P., van den Broek, P., White, M. J., & Lynch, J. S. (2009). Predicting reading comprehension in early elementary school: The independent contributions of oral language and decoding skills. *Journal of Educational Psychology, 101*(4), 765–778.

- Mathes, P. G., Linan-Thompson, S., Pollard-Durodola, S. D., Hagan, E. C., & Vaughn, S. (2001).** *Lectura proactiva para principiantes: Intensive small group instruction for Spanish speaking readers.* Austin: Vaughn Gross Center for Reading and Language Arts, University of Texas.
- Mathes, P. G., Menchetti, J. C., Wahi, M., & Grek, M. K. (2004).** *Proactive early intervention in reading.* Columbus, OH: SRA/McGraw-Hill.
- National Institute of Child Health and Human Development (NICHD). (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, D.C.: U.S. Government Printing Office.
- Pearson/Scott Foresman. (2004).** *Scott Foresman sidewalks: Early Reading Intervention.* Glenview, IL: Author.
- Richards-Tutor, C., Baker, D. L., Gersten, R., Baker, S. K., & Mercier Smith, J. (2016). The effectiveness of reading interventions for English learners: A research synthesis. *Exceptional Children, 82*(2) 144-169.
- Schatschneider, C., Fletcher, J. M., Francis, D. J., Carlson, C. D., & Foorman, B. R. (2004). Kindergarten prediction of reading skills: A longitudinal comparative analysis. *Journal of Educational Psychology, 96,* 265-282.
- Silverman, R. (2007). A comparison of three methods of vocabulary instruction during read-alouds in kindergarten. *The Elementary School Journal, 108*(2), 97-113.
- Spencer, T. D., & Petersen, D. B. (2012).** *Story Champs.* Laramie, WY: Language Dynamics Group.
- Therrien, W. J. (2004). Fluency and comprehension gains as a result of repeated reading: A meta-analysis. *Remedial and Special Education, 25,* 252-261.
- Torgesen, J. K., Alexander, A. W., Wagner, R. K., Rashotte, C. A., Voeller, K.K.S., & Conway, T. (2001). Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches. *Journal of Learning Disabilities, 34,* 33-58.
- Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Hagan, E. C., . . . Francis, D. J. (2006). Effectiveness of a Spanish intervention and an English intervention for English-language learners at risk for reading problems. *American Educational Research Journal, 43,* 449-487.