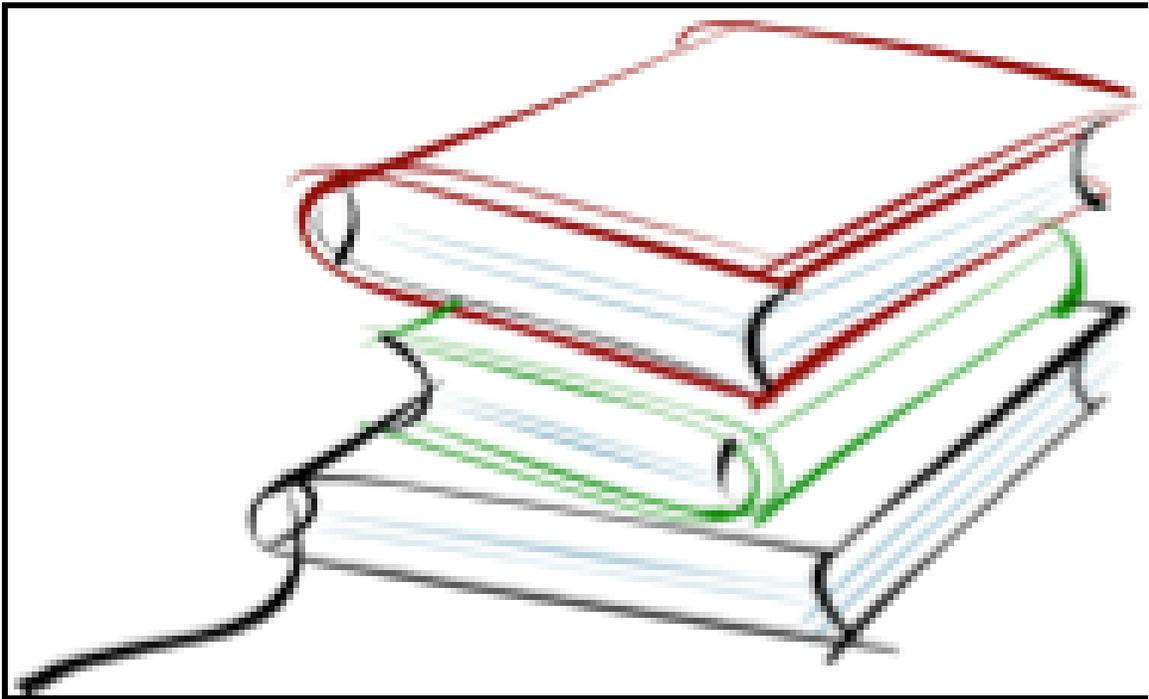


Tutors' Manual

Three Rivers Education Foundation



Getting Great Reading Results

(C) 2018 Three Rivers Education Foundation
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Section A: Tutoring Overview and Tutor Responsibilities

Tutoring Services Overview

Mission: Provide the highest quality tutoring for students struggling to meet the state content standards in Reading.

The Foundation, through federally funded projects, contracts with certified teachers to provide reading instruction to struggling students. To support the development of reading skills, instruction is aligned with state content standards and the Reading First initiative by focusing on the following components of literacy:

- Phonemic Awareness
- Phonics
- Fluency
- Comprehension, including vocabulary development and comprehension strategies
- Oral Language Development

Students will receive approximately 24 (elementary) or 32 (PreK, middle school, high school) hours of tutoring. Typically, students will meet with their tutor in groups of 3 or 4, twice each week for the duration of the tutoring period. Instructional strategies will be varied to cover the range of reading skills and meet the individual learning needs of students. Tutors will employ effective strategies for addressing essential skills, drawing upon their expertise as educators, in thoughtful consideration of the skills each student possesses in each of the focus areas.

The Three Rivers Education Foundation believes that strong communication with the students' parents and classroom teachers is essential to realizing the potential impact of the tutoring services. To this end, tutors will provide regular feedback on students' activities and progress as recorded in lesson plans and ongoing assessments.

Tutors' Frequently Asked Questions

This list of FAQs is intended to serve as your first choice for information about common questions. Most of your questions will be answered here. If you have read the information below and cannot find the answer to your question, contact your regional coordinator.

Question	Answer
1. Where do I find information?	<p>You have several options, which you will want to explore in this order:</p> <ul style="list-style-type: none"> • Training materials • This tutors' manual • Tutoring website: http://tutoring.3riversed.org • Regional Coordinator • David Bowman, tutoring coordinator
2. How many students can I tutor at one time?	<p>3 or 4.</p> <p>If a student, or students, miss a tutoring session so that you have fewer than 3 students, go ahead and conduct the session. However, if you know in advance that you will have only 1 student attending, we recommend that you contact the parents of all students to reschedule the session.</p>
3. When will I get paid?	<p>By the 20th of the following month.</p> <p>Direct deposits are made monthly by the 20th for services conducted in the previous month. Submit your tutoring information on the 1st of the month to get paid that month.</p> <p>For example, if you tutor during November, you will submit your required information on or before December 1st. You will be paid on or before December 20th. We are not able to make exceptions to this timeline.</p>
4. What happens if I turn in my required paperwork after the 1st of the month?	<p>Your payment will be delayed for a month.</p> <p>If you think the paperwork will not reach your regional coordinator by the end of the business day on the 1st, you should scan and email the documents and then send the originals in the mail. The payment process can be started with scanned copies. However, the originals must be received before we can make payment for tutoring. Contact your coordinator if your documents will be delayed for any reason.</p>
5. What do I need to turn in to get paid each month?	<p>You need to submit the following items by the 1st of each month:</p> <ul style="list-style-type: none"> • Session completion log for each tutoring group, • Instructional reporting form for each tutoring group, and • Copies of parent report forms.

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Question	Answer
6. Do I need to have Internet access?	Yes. You need to be able to access messages from the regional coordinator and use email to contact the tutoring coordinator, if necessary.
7. Do I need an e-mail address?	Yes. The regional coordinator will communicate directly with individual tutors through e-mail. If you don't have an e-mail address, you will not be hired.
8. Who assigns students to me?	Regional Coordinator. All students will be assigned to you by the regional coordinator . Only the regional coordinator (not school or district personnel) may assign students to you. You will not be paid for tutoring other students.
9. When should the first session occur?	Within 1 week. The first session should be scheduled to occur within one week of assignment. If this does not occur, the student will be unassigned from you and reassigned to a different tutor. The first session must occur within two weeks of assignment.
10. How many hours of tutoring should a student receive in week?	2(ish). Sessions should last 0.75–1.25 hours. If this is not possible because of your schedule or the students' schedule, contact your regional coordinator.
11. What do I do if a student's contact information is not correct?	Attempt to get the correct information from the school office, the student, the classroom teacher, or the parent. The contact information provided by the regional coordinator comes from the student registration forms. If you have exhausted these options and still cannot get accurate contact information, contact the your regional coordinator for assistance. Once you have correct contact information, it is your responsibility to provide it to the regional coordinator.
12. Should I keep copies of all information I submit?	Yes. This includes all assessment scores, session completion logs, instructional reporting forms, and parent report forms.
13. What students can receive tutoring in this program?	All students in an eligible district are eligible for tutoring. However, if more students are registered than can be tutored, the regional coordinator will work with school personnel to identify the students who will most benefit from tutoring.
14. How do students sign up for tutoring?	Parent Registration Form. Students must register through their schools using the registration forms available online and at the schools.

Question	Answer
15. I have a colleague who wants to be a tutor. How does that person sign up?	<p>Online Application Form. We welcomes all experienced, certified teachers to sign up to be tutors. They should visit the tutoring website at http://tutoring.3RiversEd.org to apply.</p>
16. Will there be summer tutoring?	<p>No. No summer tutoring is planned.</p>
17. Is there a curriculum?	<p>No. Instead of a curriculum, we have an “approach” to instruction, which includes addressing all 6 reading components each week, using reading materials that meet students’ interests, determining “next steps” for instruction, and using a pre-test to identify student reading levels and major gaps.</p>
18. Can I do a mid-term assessment?	<p>Yes. Use the reading progress rubrics. Do not use the pre- or postassessment at any time other than the first and last weeks of tutoring.</p>
19. How many hours of tutoring can students receive?	<p>24 or 32. Elementary students: 24 hours PreK, middle school, high school students: 32 hours The maximum hours is for the tutoring group, not for individual students. Schedule group sessions up to the maximum hours, whether or not individual students receive the maximum hours.</p>
20. What happens after students complete the post-assessment	<p>You’re done. Tutoring for your students is finished once they have completed the postassessment. You will not be paid for any sessions that occur after students complete the assessment.</p>

Getting Started

BEFORE TUTORING

1. Contact the parents, and set up schedules.

When you contact the parents, set up a schedule and determine a location that will be satisfactory for the students in the assigned group. If you have enough students for multiple groups, you may “shuffle” students among groups to meet scheduling needs.

2. Identify a tutoring location.

If you are tutoring at a school, call the school and speak to the principal (or designee) to introduce yourself and ask for assistance in locating a space for tutoring. If you plan to tutor at a library, contact the librarian. Do this **well in advance of the first session**.

3. Record the session schedule. (On the tutoring website: <http://tutoring.3RiversEd.org/tutors/>)

The Foundation is accountable for each student assigned to a tutor and must know when and where the students are being tutored. Submit schedules online **prior to the first tutoring session**. You cannot get paid if you have not submitted the tutoring schedule.

ONCE TUTORING BEGINS

4. Pre-test the students.

This should be completed **by the end of the second session**. The regional coordinator will provide you with students' log-in information, but you can also log in to your account and retrieve the information from the Classes menu

5. Session Completion Log.

Have students (or their parents) sign the session completion log after every session. Submit this to your regional coordinator by the 1st of the month for services delivered in the previous month. Download a copy of the form from the tutoring website prior to the first session so that students can sign it. This form is used to determine your pay. It's critical!

Tutoring Roadmap: What you do and when

All forms, links, and resources are available at <http://tutoring.3riversed.org/tutors/resources/>

A. BEFORE TUTORING (After Student Assignment)

1. Contact parents, introduce yourself.
2. Find tutoring times and dates that work for all students.
3. Find a public location that works for all students, including the school sites. Make sure the site has computers with Internet access.
4. Enter the session schedule information on the tutoring website.

B. DURING TUTORING

Week 1:

Administer the i-Ready or Star assessment to all students.

Begin reading instruction based on the six reading components:

- phonemic awareness,
- phonics,
- vocabulary,
- fluency,
- passage comprehension, and
- oral language development.

Provide instruction in every component every week.

Each Session:

1. Complete the Session Completion Log. Put the date, total hours for the session, start and end times. Have the students sign to indicate their attendance during the session.
2. Complete the Instructional Reporting Form. Use the check boxes to indicate which reading components you addressed in a session. Provide descriptions of the learning activities for each session (i.e., what did the students do during the session?) to show how you addressed each component you indicated.

Each Month:

1. Complete the Parent Tutoring Report. Send the report home with the student.
2. On the Parent Tutoring Report, include the total hours of tutoring completed to date.
3. On the Session Completion Log, add the hours submitted on the form AND the total hours completed to date. Sign your name at the bottom of the form.
4. Submit the Session Completion Log, Instructional Reporting Form, and a copy of the Parent Tutoring Report to your coordinator by the 1st of the month.

Final Week:

During the final session, administer the i-Ready or Star assessment.

Section B: Guidance for Instruction

General Framework for Tutoring Sessions

Tutors are charged with identifying specific learning activities appropriate to students' learning needs, relevant to the age, grade level, and skills each student brings to the tutoring session. The students should receive instruction in all fundamental reading components during a 2-hour period (1 hour twice a week, or 2 continuous hours). Tutors should schedule time spent concentrating on each instructional component to accommodate student needs as identified by the pre-test assessment and time needed for selected activities. Although each component may be taught as a discrete topic, flexibility in instructional design allows topics to be blended and taught in conjunction with other topics. Tutoring sessions should be conducted in a literature rich environment conducive to learning, such as the library, classroom, or private "reading corner."

Framework for Reading Instruction

The following table lists the instructional focus areas in Reading and describes what students should learn to do in regards to each focus area.

Instructional Components	Description	Instructional Strategies
Phonemic Awareness	Students learn how words are made up of component sounds and how changing sounds may affect word meaning. Students learn to use their knowledge of word sounds to spell words.	Provide explicit and systematic instruction. Focus on one or two phonemes at a time, using a variety of phonemic skills.
Phonics	Students learn how alphabetic symbols correspond to sounds. Students learn to accurately and rapidly identify common sounds associated with letters. Students learn to use phonics to improve spelling and word recognition.	Provide explicit and systematic instruction. Focus on sound-letter combination relations. Choose texts that use existing phonics skills but challenge students to improve skills. Choose texts and activities that use repetition of sound-letter relations to build automaticity and recognition.
Oral Language Development	Students learn to articulate ideas in formal and informal settings, using appropriate vocabulary, phrasing, and sequence (pragmatic understanding). Students should demonstrate	Engage students in meaningful conversations that use all levels of Bloom's Taxonomy. Provide specific instruction on communication rules and norms in

	phonological, semantic, and syntactic understanding of spoken language in a common dialect.	various contexts.
Fluency	Students learn to read orally with appropriate speed, accuracy, and expression.	Employ strategies of oral reading that are analyzed and evaluated. Provide guidance in self-monitoring reading. Use texts with repeated word structures to build automaticity.
Comprehension (Vocabulary)	Students expand their oral and textual vocabulary, as well as develop strategies to assist comprehension when they encounter new words.	Provide explicit and incidental instruction on the meanings of new words. Explicitly teach a variety of strategies for independently discovering the meanings of new words and when to use each strategy. Use repetition and restructuring to enhance understanding of meanings of new words. Increase student knowledge and use of vocabulary appropriate for an academic environment.
Comprehension (Comprehension Strategies)	Students learn to understand the meaning of text and relate what they learn to their own experiences and ideas. Students learn strategies to remember and analyze the meaning of text.	Reinforce comprehension self-monitoring. Explicitly explain, teach, and model comprehension strategies. Engage students in higher-order conversation levels about text read.
Writing	Students learn to concentrate on and utilize the various components of literacy. This is a fundamental strategy for the development of phonics, comprehension, fluency, and oral language development.	Engage student writing about texts read, employing phonics skills to improve spelling, oral language skills for expression and mechanical accuracy, vocabulary skills to express intentions, and comprehension skills to demonstrate understanding.

Sample Instructional Activities for Reading

The sample activities below are intended to provide additional options to help you construct appropriate, effective tutoring sessions. While many of these activities address multiple focus areas, they are listed by the focus area they address most directly. You may find additional lessons and activities by following the web links listed in Section C.

Activities for Reading Instruction—phonemic awareness

Grade/ strategy	K	1	2	3	4	5	6	7	8
Alphabet Song									
Blending									
Call and Response									
I-Spy									
Mystery Bag									
Odd Word Out									
Phoneme counting									
Phoneme deletion									
Sound isolation									
Sound picture chart									
Sounds to picture matching									
Sound to word matching									
Phoneme segmentation									
Rhyming words									

Activities for Reading Instruction—phonics

Grade/ strategy	K	1	2	3	4	5	6	7	8
Alphabet song with words									
Sound search									
Letter Bingo									
Quick Erase									
Rhyming words									
Sound finding									
Sound timeline									
Sound/letter chart									
Spelling									
Word grouping by sound									
Word to word matching									

Activities for Reading Instruction—fluency

Grade/ strategy	K	1	2	3	4	5	6	7	8
Guided reading									
Read-aloud									
Repeat reading									

Activities for Reading Instruction—comprehension (vocabulary)

Grade/ strategy	K	1	2	3	4	5	6	7	8
Context clues									
Direct instruction prior to reading									
Rewording									
Definition Map									
I-Spy With My Little Eye									

Activities for Reading Instruction—comprehension (comprehension strategies)

Grade/ strategy	K	1	2	3	4	5	6	7	8
Concept maps									
Making predictions									
Pre-questioning									
Question and answer									
Read and Write									
Reading poems									
Re-reading									

Strategies for Reading Instruction—oral language development

Grade/ strategy	K	1	2	3	4	5	6	7	8
20 questions									
Call and response poetry									
Choral reading									
Concept maps									
Mystery bag									
Read-aloud rhyming poetry									
Show and Tell									
Sing-along									

Reading Activity Descriptions

1. **20 Questions:** Student or teacher has an item or thinks of a word, and others ask yes/no questions to discover the name of the item or word. For phonemic awareness, the name of the item should begin with a particular sound.
2. **Alphabet song:** Sing song to tune of “Twinkle, Twinkle Little Star.” Words to song are (for example): “What does “M” say? M-M-M...”
3. **Alphabet song with words:** Same as above, but teacher shows word, and students sing song using sound of underlined letter or letter combination.
4. **Blending:** Students sound out individual phonemes in a word and then entire word.
5. **Call and response:** Teacher says a phoneme and students say pre-determined phoneme. Then all say complete word. Example: /B/+ /AT/=BAT, /K/+ /AT/=CAT
6. **Call and response poetry:** Teacher reads or says a line of a poem that has every other line the same or that begins with a pre-determined word. Students repeat together the alternate lines.
7. **Choral reading:** Students practice saying the lines of a poem (or song lyrics) and use different vocal expressions to “act out” the poem. Students may also learn gestures or movements to correspond to the words, phrases, or sections of the poem.
8. **Concept maps:** Under teacher guidance or individually, students illustrate related descriptions or ideas within a story by creating a “web” of main ideas or characters in a story. This is also known as webbing.
9. **Context clues:** Teacher assists students in using text surrounding a new word to discover the meaning (accurate or approximate) of the new word.
10. **Definition map:** Students create a graphic with a new word at the center and four attached bubbles. One bubble contains a simplified definition of the word and/or a description of the thing the word represents. One bubble contains synonyms taken from students' oral vocabulary. One bubble contains antonyms taken from students' oral vocabulary. The final bubble contains sample sentences in which the word is used.
11. **Direct instruction (vocabulary):** Students learn meanings of new words in isolation of context. This may be through dictionary use, sentence creation, word-definition matching, or other means.
12. **Guided reading:** Students read a passage aloud to the teacher or other students, and the teacher (or other student) corrects errors in accuracy or assists in decoding words as errors are made. Teacher also gives assistance in helping student read aloud with appropriate expression. This is a fundamental strategy in developing fluency and oral language skills.

13. **I-Spy:** Teacher gives a beginning sound (or middle/end sound for older kids), and students search for and identify an item in the environment, the name of which begins (or contains) that sound.
14. **I-Spy with My Little Eye:** Teacher, or student, selects an object then says, "I spy with my little eye something...." and gives a brief description (e.g., something brown and round). Students try to guess the thing. If everyone has had a chance to guess and no one has guess correctly, another clue is given. The person who guesses the object gets to select the next one.
15. **Letter Bingo:** Teacher pronounces a phoneme, and students fill in the bingo card with the letters corresponding to that phoneme.
16. **Making predictions:** Teacher reads with students and asks students to predict what is going to happen next or how the story will end. Then the rest of the story is read, predictions compared with actual story, and teacher and student discuss why the predictions and actual story events were different or similar. This is a good exercise to use in conjunction with pre-questioning and question and answer.
17. **Mystery bag:** Teacher or student has an item in a bag and gives clues to other students who try to guess what the item is. As a phonemic awareness exercise, the name of the item should begin with a particular sound.
18. **Odd word out:** Students figure out which word starts with a different sound.
19. **Phoneme Counting:** Students count the number of phonemes in a spoken word.
20. **Phoneme deletion:** Students figure out what word is left if a starting phoneme is removed from a word. Example: CAT-/k/=AT, SMALL-/s/=MALL
21. **Phoneme segmentation:** Students break a word into phonemes and pronounce them individually. This is the opposite of blending.
22. **Pre-questioning:** Before students read (or listen to) a selection or story, the teacher asks questions that will be answered by the story. For older students, they may generate their own questions. This is a good strategy to use in conjunction with making predictions and question and answer.
23. **Question and answer:** After reading (or listening to) a selection or story, students answer questions. This is a good exercise to be used in conjunction with pre-questioning and making predictions.
24. **Quick Erase:** Teacher writes a word, then erases and replaces the first letter-sound combination with another to make a new word. Students say the new word, and the teacher repeats.
25. **Read and write:** Students read (or listen to) part of a story and write their own endings, in consideration of the details and events of the part they read (or heard). Endings can be

compared with other students, and students explain why they think the story should end as they wrote it.

26. **Read-aloud:** Students read aloud text with decodable words, either individually or in a group. This is a simplified and less effective strategy than guided oral reading for the development of fluency skills.
27. **Read-aloud rhyming poetry:** Same as read-aloud, but using rhyming poetry to explore common phonemes and various speech rhythms. This is a good exercise for oral language development.
28. **Reading poems:** Students read various descriptive poems and discuss or explain mood, tone, expression, descriptions, etc.
29. **Repeat reading:** Teacher reads a story and then students read aloud the same part. The teacher makes corrections as necessary. This is guided reading with modeling.
30. **Rephrasing:** Students summarize or rephrase a story or part of a story in their own words, paying attention to main ideas, characters, and events.
31. **Re-reading:** Teacher reads a selection or story and asks questions about it. Teacher reads same selection or story then asks same questions, and students answer.
32. **Rewording:** Teacher or students find difficult vocabulary words and substitute easier words or phrases in place of the difficult words.
33. **Rhyming words:** Students find words that rhyme with a selected word and identify the different sounds or letters.
34. **Shared Reading:** Students read aloud to each other.
35. **Show and tell:** Students use descriptive words to describe an item as well as discuss what the item is for, how they received it, etc.
36. **Sing-along:** Students sing songs with teachers, typically with lyrics that emphasize a particular phoneme.
37. **Sound finding:** Students circle words on a page that have a particular sound, or students say aloud words that rhyme with a selected word.
38. **Sound Isolation:** Students identify the first or last sound in a particular word.
39. **Sound picture:** Teacher shows a picture of an item or animal, and students tell the name of the item and pronounce the first sound of that name.
40. **Sound search:** Students circle the letter combinations words that match a given sound.
41. **Sound timeline:** Teacher shows a word, perhaps broken into component sounds. Students pronounce the sounds corresponding to the letters in the words as teacher moves finger along

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the word. The teacher may pause on various letter combinations so students may focus on the sound made by that combination. Example: W-A-T-ER=wwwwwwwww aaaaaaaa t
errrrrrrr.

42. **Sound to picture matching:** Teacher pronounces a sound, and students identify pictures of items whose name contains that sound.
43. **Sound to word matching:** Teacher pronounces a sound, and students identify words that contain that sound, either printed or spoken. Also, students identify whether a given word contains a particular sound. Example: Is there a /r/ sound in “swimming”?
44. **Sound/letter chart:** Students make a chart of words that contain a particular phoneme. As a phonemic awareness exercise, students may place pictures of items whose name contains that sound.
45. **Spelling:** Students “sound out” words and attempt to spell them phonetically. This is the opposite of decoding.
46. **Story maps:** students draw or create a timeline of events in a story.
47. **Story relationships:** Students discuss experiences they have had that are similar to those in a story.
48. **Story repeat:** Students tell a read (or listened to) story in their own words.
49. **Venn diagrams:** Students analyze character in a story (or compare own experiences to those of a story) by creating Venn diagrams to show differences and similarities.
50. **Word grouping:** Students list words, or collect printed words or pictures, that rhyme or possess common sound.
51. **Word to word matching:** Students decode new words by finding a word that contains similar sounds and substituting the non-similar sounds.

Section C: Assessments

Overview of the Assessments

Purpose of Assessment

The purpose of assessment is two-fold.

1. Assessments are necessary to gauge academic progress and to assist tutors in understanding students' academic strengths and difficulties. These assessments will help tutors to determine students' reading proficiency.
2. Second, assessment is necessary to gauge the effectiveness of the instruction. Inasmuch as student progress in each of the components is the goal of the tutoring program, assessment data will determine if the instruction is effective.

Description of the Assessments

Pre-/Post-test: i-Ready

During the first tutoring session, tutors use the i-Ready online assessment to determine students' ability by reading component. PreK kids use the STAR assessment. This assessment is also used during the final session to determine overall progress a student has made.

Each tutor and student receives a username and password assigned by the regional coordinator. The students log in to take the assessment. The tutors can log in to view their lists of students, retrieve student usernames and passwords, and generate reports of students reading scores and a variety of other useful information.

See the video on the tutoring website (<http://tutoring.3riversed.org/tutors/videos>) for an instructional video of accessing student information and details.

Ongoing, Standards-based Assessment

Tutors use the grade-level behavioral indicators to gauge an approximate grade-level equivalency for each focus area. This assessment is used following the 4th hour of tutoring, 16th hour of tutoring, and the final tutoring session.

The rubric assessment is available on the tutoring website at <http://tutoring.3RiversEd.org>.

Section D: Resources

This section contains resources and additional information to assist you in creating effective tutoring session. Other resources are available for download from the tutoring website at <http://tutoring.3RiversEd.org>

Web Resources

Informational sites for reading

National Reading Panel, Summary report

<http://www.nichd.nih.gov/publications/nrp/smallbook.pdf>

National Reading Panel, All reports and documents

<http://www.nichd.nih.gov/publications/pubskey.cfm?from=nrp>

School Home Links Reading Kit (from USDOE)

<http://www.ed.gov/pubs/CompactforReading/tablek.html>

Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three (California Dept. Of Education)

<http://goldmine.cde.ca.gov/cilbranch/teachrd.htm>

Reading Resources (from the Southwest Educational Development Laboratory- SEDL)

<http://www.sedl.org/reading/topics.html>

National Right to Read Foundation

<http://www.nrrf.org>

One thousand most common words in English

http://esl.about.com/library/vocabulary/bl1000_list1.htm?PM=ss14_esl

Wisconsin Literacy Education and Reading Network Source

<http://wilearns.state.wi.us/apps/default.asp>

Comprehension Instruction (from the Texas Education Agency)

<http://www.tea.state.tx.us/reading/products/redbk2a.pdf>

Young Children's Oral Language Development (ERIC summary)

<http://www.comeunity.com/disability/speech/young-children.html>

Bloom' Taxonomy elaboration

<http://chiron.valdosta.edu/whuitt/col/cogsys/bloom.html>

Instructional support sites for reading

Flash card exchange

<http://Flashcardexchange.com>

Colorín Colorado online tips for reading activities

<http://www.colorincolorado.org/homepage.php>

Kindergarten teacher discussion board

<http://kinder.cmsd.bc.ca>

Phonics and letter games

<http://www.alfy.com>

Reading strategies

<http://goldmine.cde.ca.gov/cilbranch/teachrd.htm>

Wisconsin Literacy Education and Reading Network Source

<http://wilearns.state.wi.us/apps/default.asp>

Graphic organizers from Write Design Online

<http://www.writedesignonline.com/organizers/>

Graphic organizers from Education Place/Houghton Mifflin

<http://www.eduplace.com/graphicorganizer/index.html>

Reading Zone in the Kid Space at the Internet Public Library

<http://www.ipl.org/kidspace/browse/rzn0000>

Chateau Meddybumps-lots of online fun for young kids

<http://www.meddybemps.com/index.html>

The Story Place, animated and read-aloud stories

<http://www.storyplace.org/>

Proquest K-12, class-length activities in Reading and math

<http://www.proquestk12.com/curr/elibrary.shtml>

Discovery, lesson plans for Language Arts and Literature, K-5

<http://school.discovery.com/lessonplans/k-5.html>

Funbrain (try the flash arcade!)

<http://www.funbrain.com/>

Bloom's Taxonomy

These levels represent different degrees of abstraction, degrees of depth, in questioning. When working with students on oral language skills, teachers should ensure that they give children the opportunity to respond to questions from all levels—not just knowledge, which is the most common level of engaging young students in conversations. The result is that children will learn to think more deeply, communicate more fluently, and express themselves more thoroughly.

Knowledge

- observation and recall of information
- knowledge of dates, events, places
- knowledge of major ideas
- mastery of subject matter
- **Question Cues:** list, define, tell, describe, identify, show, label, examine, tabulate, quote, name, who, when, where, etc.

Comprehension

- understanding information
- grasp meaning
- translate knowledge into new context
- interpret facts, compare, contrast
- order, group, infer causes
- predict consequences
- **Question Cues:** summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

Application

- use information
- use methods, concepts, theories in new situations
- solve problems using required skills or knowledge
- **Questions Cues:** apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

Analysis

- seeing patterns
- organization of parts
- recognition of hidden meanings
- identification of components
- **Question Cues:** analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

Synthesis

- use old ideas to create new ones
- generalize from given facts
- relate knowledge from several areas
- predict, draw conclusions
- **Question Cues:** combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite

Evaluation

- compare and discriminate between ideas
- assess value of theories, presentations
- make choices based on reasoned argument
- verify value of evidence
- recognize subjectivity
- **Question Cues:** assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Summary of National Reading Panel Report

The National Reading Panel Report is quite extensive in scope. However this section highlights findings and recommendations regarding how students learn to read and how the development of reading skills may be fostered with effective instruction. You may read the entire report at: <http://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf>.

Phonemic Awareness

Definition and details

- Phoneme: smallest sound unit (c in cat, b in arbor)
- Phonemic Awareness instruction= identify and differentiate among phonemes

Conclusions by NRP

- Reading instruction with Phonemic awareness more effective than those without- across grades and reading levels.
- Effects of Phonemic Awareness training continue beyond training period.
- Reading skills and Phonemic Awareness skills improve as a result of training in phonemic awareness.
- Training in phonemic awareness improved spelling of “regular” students but not disabled readers.

Implications for instruction

- Explicit and systematic instruction in manipulating phonemes is most effective.
- Instruction should focus on 1-2 types of phonemes at one time.
- Small group instruction is more effective than large group or individual instruction.
- Instructional styles must be considered in light of success of activities and progress of students.
- Motivation of teachers and students is critical.

Phonics

Definition and details

- Using letter (phoneme)-sound knowledge to read words
- Types of instruction
 - ✓ Systematic instruction: Sequential set of phonics elements are explored, analyzed, used
 - ✓ Incidental instruction: Uses study of texts to introduce phonics elements as opportunities arise

Conclusions by NRP

- Phonics instruction for K-6 (and students with difficulties learning to read) produces significant positive effects on reading, spelling, comprehension.
- Phonics instruction 7-12 students produces significant improvements in decoding, spelling, oral reading, but not comprehension.
- Types of instruction
 - ✓ Systematic synthetic phonics instruction (c(k)+at=cat): Produces significant positive effects on learning disabled and non-disabled, low achieving students' reading skills. This is more effective for improving low SES alphabetic

knowledge and word reading skills than reading instruction without phonics instruction

- ✓ Systematic phonics instruction: Produces improved spelling ability of good readers, most significantly in K and decreasing to 12, but has minimal affect on spelling by poor readers. This produces the strongest effects on reading by K-1 students and should be implemented in those grades

Implication for instruction

- Teachers must understand how to evaluate select and use different programs
- Phonemic awareness → Phonics → Fluency → Comprehension

Fluency

Definition and details

- Fluency is the ability to read orally with speed, accuracy, and proper expression
- Purpose of fluency: Text read in an inefficient manner is more difficult to understand and harder to remember
- Types of instructional strategies
 - ✓ Guided Oral Reading: Students receive guidance from others on words, meanings, and expression. Guided Oral Reading produces significant, positive impact on word recognition, fluency, and comprehension by students at all grade levels and abilities
 - ✓ Independent Silent Reading (SSR): While there is a correlation between good readers and time spent reading silently, the NRP noted no causal relationship indicating that SSR contributes to reading ability. The NRP identified no positive relationship between programs/instruction using SSR and student reading achievement, including fluency. SSR is not effective when used as primary component of reading program, particularly for students with poor alphabetic and word recognition skills.

Comprehension

Definition and details

- Comprehension = understanding, making sense, ability to use and apply what is read
- Comprehension = goal of reading programs, the essence of reading
- Comprehension =
 - ✓ Cognitive process dependent upon vocabulary development
 - ✓ Active process requiring intentional and thoughtful interaction between reader and text

Conclusions by the NRP

- Teacher preparation to teach comprehension is linked to student achievement

Comprehension (vocabulary)

Definitions and details

- Oral vocabulary = words used and understood by the student
- Print vocabulary = words known by student, used in the text
- Unfamiliar words in text can be decoded to speech
 - ✓ If word is in student oral vocabulary, the student will understand the word through decoding
 - ✓ If word is not in student oral vocabulary, the student must discover meaning

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- Better oral vocabulary= easier comprehension of text

Conclusions by the NRP

- Vocab instruction → improved comprehension
- Technological tools able to assist in this

Implications for instruction

- Incidental and direct instruction both needed
- Learning words before reading text helps comprehension
- Restructuring and repeated exposure helps vocabulary development
- Substituting easy words for unfamiliar words helps low achieving students comprehend text
- Use of rich contexts (i.e., real stories, texts) needed

Text Comprehension Instruction

Definition and details

- Comprehension is discovering or making meaning from what is read (i.e., understanding)
- Comprehension is enhanced when reader actively relate ideas in text to their own knowledge, experiences, and construct mental representations in memory

Conclusions by the NRP

- Explicit instruction in cognitive strategies highly effective in enhancing understanding
- Combination of comprehension strategies is most effective
- Strategies used appropriately improve recall, question answering, question generation, text summation
- Techniques can improve standardized comprehension test scores

Implications for instruction

- Types of effective comprehension instruction
 - ✓ Comprehension monitoring (i.e., self-monitoring of understanding)
 - ✓ Cooperative learning (joint application of strategies)
 - ✓ Graphic and semantic organizers, including story maps
 - ✓ Question answering
 - ✓ Question generation
 - ✓ Story structure
 - ✓ Summarization, including generalization