CREATING STRATEGIC READERS

Techniques for Supporting Rigorous Literacy Instruction

VALERIE ELLERY

Foreword by Lori Oczkus

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# CREATING STRATEGIC READERS

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Dedication and Acknowledgments

Dedicated in loving memory to Velma, my grandma, who believed in me, and encouraged me to become a teacher. It was through her love for writing and inspiring words that the seed for writing was planted in my heart.

The legacy of love continues through my son, Nick, whose story has inspired thousands of educators globally to believe in their students.

Velma, excited about receiving her copy of *Creating Strategic Readers*.
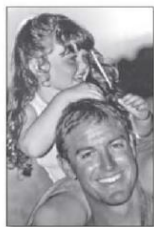
Nick continues to leave a legacy of love and learning to his daughter, Evelyn.

There are always those special people in your life to whom you are forever grateful. I am so fortunate to have so many who believe in me and inspire me to be all that God has called me to be, and to live a life of integrity.

I am grateful for:

- my loving husband, Gregg, who is my true north and continues to be there through it all
- my children—Nick, Derek, Jacey, and Brooke—who are my priceless treasures
- my granddaughter, Evelyn Marie, who is one of the main reasons why I stay passionate about creating strategic readers. She will always be my "Princess Evie."
- my mother, Laurie, who never stops believing in me, and my father, Roger, who always was there cheering me on and is now watching over me from heaven
- my sisters, Connie and Christy, who are also my friends, and are always there for me
- my dear friends, Lisa Hanna, Tammy Thompson, and Michele Howard, who continue to encourage me with their genuine hearts and true friendship
- my church family, Bayside Community, who never stops praying for me
- my colleagues and friends, Amy Gaston, Mary Garced, Sue Gore, Shannon McCoy, and Nancy Roever, who never cease to amaze me with their support and love for education, as well as bringing laughter through this process
- my Teacher Created Materials/Shell Education and International Reading Association team, Sara Johnson, Maribel Rendón, and Tori Bachman, who bring an expertise to their profession and have inspired me more than they will ever know

About the Author

Valerie Ellery has dedicated 25 years to the field of literacy in various roles as a National Board Certified Teacher, a curriculum specialist, a mentor, a reading coach, a national consultant, and an international author. After acquiring her master's in reading K–12 from the University of South Florida, she became a district curriculum specialist. This new role gave her the opportunity to model reading strategies, mentor teachers, and construct a road map for creating strategic readers. In 2005, her first book, *Creating Strategic Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension* was published by the International Reading Association (IRA). The book has been used internationally in universities as an undergraduate course text, helping to propel the reading process into the forefront of education. She also published a staff-development video series titled "Creating Strategic Readers: Teaching Techniques for the Primary and Intermediate Grades." In 2009, the second edition of *Creating Strategic Readers* was written and once again chosen as the IRA's Book Club Selection and soared as one of their best sellers.

Valerie's coauthored titles include *The Facilitator's Guide to What Research Has to Say About Reading Instruction*, 3rd edition (IRA 2009); *Sustaining Strategic Readers: Techniques for Supporting Content Literacy in Grades 6–12* (IRA 2010); and *Strategic Reading Resource* (Saint Mary's Press 2013). Additionally, she coauthored two secondary curriculums in the area of self-worth and human trafficking: *Bodies Are Not Commodities* (A21 2014) and *ShineHOPE* (Hillsong 2014), which will impact young adults in 37 nations.

Currently, Valerie is working internationally in Zimbabwe, Africa, and Honduras to empower and enrich educators to create literacy reform. She offers innovative, interactive, and motivating techniques with relevant and practical application. She is truly passionate about creating strategic readers and leaders. Valerie carries that same passion into her home in Bradenton, Florida. She is a devoted wife to Gregg, mother to four—Nick, Derek, Jacey, and Brooke—and grandmother to Evelyn Marie. She is also an international inspirational speaker and author. Through her book *Warrior Woman: Strategies to Awaken Your Purpose, Strength, and Confidence* (Deep River 2010), she has inspired thousands.

Foreword

Creating Strategic Readers fits into a rare category of resources that are so valuable to educators they warrant a third edition. Tens of thousands of teachers around the world rely on Valerie Ellery's research-based, accessible, best-selling book for powerful literacy ideas. Trends in education, much like fashion, come and go. Just like on the runway, in education some classics remain true and worthy of reinvention. Whether you are new to Valerie's work or a devoted fan already, you'll find that the third edition of her classic text is loaded with dozens of new, proven ideas and solutions for improving literacy in the classroom and across the school.

Fortunately, Valerie has updated her work just in time as educators face the challenges of implementing new standards in their classrooms. Veteran and new teachers alike will find that this edition equips educators with the foundations necessary for designing effective, rigorous instruction. After listening to her readers and relying on her work in classrooms, Valerie incorporated solutions for the most up-to-the-minute needs of today's classroom.

The goal of Valerie's work remains consistent and true: to promote strategic reading with the five components of a comprehensive literacy approach (phonemic awareness, phonics, fluency, vocabulary, and comprehension) in an authentic learning environment. Ellery shows us how to teach the whole child to prepare students to become truly college- and career-ready. The proven CAI model—curriculum, assessment, and instruction—permeates the book. By skillfully weaving curriculum, assessment, and instruction throughout the day, teachers meet the needs of students and advance their literacy learning.

What makes this resource really stand out are three essential foundations included in every technique: the gradual release model, critical thinking, and multiple intelligences. Every technique in the book includes a solid, research-based reason for teaching the strategies and skills involved. The techniques also include Ellery's famous "teacher talk" feature so you'll be ready with just the right language to promote critical thinking *every step of the way*.

Creating Strategic Readers includes exciting and varied hands-on ways to teach reading. Students will be moving, interacting, and engaging as they learn the essential strategies for literacy development. Every technique includes a mix of ways to teach the concepts so students are listening, speaking, reading, and writing with the teacher, each other, and independently and are also provided opportunities for purposeful use of technology.

Please join me in applauding Valerie Ellery for her new fabulous edition of the classic hit *Creating Strategic Readers*! The saying "the third time is a charm" certainly applies to this useful resource that belongs on the desk of any educator who desires to teach literacy with rigor in the age of standards.

—Lori Oczkus, M.A.
Literacy Consultant and Author

Introduction

Since the publication of the first edition of *Creating Strategic Readers* in 2005, and the second edition in 2009, I have had the opportunity to travel nationally and internationally to meet firsthand with teachers who have read and applied the strategies. *Creating Strategic Readers* has been overwhelmingly received by educators globally and has been making an impact on the next generation of readers. It is inspiring to know that teachers are using this resource to support their learners to think strategically.

Prior to the first edition of *Creating Strategic Readers*, research was proving—and is still proving—that teachers need to modify some of their traditional practices of teaching skills in isolation (Duffy and Roehler 1986; Loughran 2013; Pressley et al. 1992; Pressley et al. 1989). I wrote *Creating Strategic Readers* to support teachers who knew they wanted a comprehensive literacy approach and did not want to teach skills in isolation. These educators know that our *goal* is to teach reading as a strategic decision-making process that allows readers to use basic reading skills automatically and apply strategies independently to comprehend what they read.

At the birth of *Creating Strategic Readers*, reading initiatives were leaning towards explicit, direct instruction, and my trepidation was that reading would be viewed as very skill-driven without the emphasis being on why readers are doing what they are doing to read. During that time, federal mandates reflected on embedding the five reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) in a segmented literacy block of instruction, as identified by the National Reading Panel (NRP) report (National Institute of Child Health and Human Development [NICHD] 2000). This fragmented framework caused a deep concern within the literacy world. It was my desire to equip educators with techniques that concentrate on effective instruction within these five components, promoting strategic reading in an authentic learning environment.

Looking Back to Go Forward: A Focus on the Whole Child

As we continue to strive to help create these strategic learners, it is imperative that we assess the multitude of theories and initiatives that educators have researched and applied over generations in the name, and sometimes *game*, of education. We continue to revisit what has worked and what has not within educational mandates, and bring forth a secure and steady system that will globally prepare learners for success. We need to consistently analyze the art and science of how to support, rather than suppress, critical and creative thinking.

Prior to the No Child Left Behind (NCLB) Act, the Goals 2000: Educate America Act of 1994 focused on preparing students for "a technologically sophisticated and competitive job market" (Short and Talley 1997, 234). Standards embedded in this act focused more than NCLB on the whole child: critical thinker, creative learner, effective communicator, and cooperative worker, to name a few. As we continue to take the cognitive, scientifically-based knowledge and questions that surfaced from NCLB and interweave it with the artistic standards incorporated in past educational acts, our focus will remain on educating the whole child to become college and career ready. It is a crucial time for all of us to support the education system in teaching the minds of tomorrow to empower them to lead the way. To be able to scaffold their instruction authentically and systematically, it is necessary for today's educators to have cognitive knowledge and artistic design as they construct effective instruction. In order for students to become responsible for their learning, educators will need to cultivate them to be intrinsically motivated, engaged, strategic, and able to direct their own learning.

When working with teachers who were using the first and second editions, I found that many wanted to discuss and reflect on ways to motivate and engage their readers while focusing on the strategies. The first and second editions presented timeless strategies that proficient readers apply, and these strategies continue to stand the test of time. In this updated edition, new research to support each of these strategies and to show why they are widely successful with literacy learners has been included.

This third edition will empower and equip educators to have a solid command of designing effective, rigorous instruction. All 126 techniques within *Creating Strategic Readers, 3rd edition*, has woven the Gradual Release of Responsibility (GRR) model (Pearson and Gallagher 1983) as one of the strong cords throughout the fabric of each strategy. This approach should include scaffolding: modeling for the students, interacting with the students, gradually guiding the students, and allowing ample time for independent application of skills and strategies by the students. This scaffolding, or Gradual Release of Responsibility (Pearson and Gallagher 1983), should occur repeatedly throughout teaching and learning opportunities. Scaffolding instruction, according to the individual needs of readers, will help students to become independent, strategic readers.

The second cord that has been woven within each strategy is a combination of Bloom's Taxonomy (Bloom 1956; Anderson and Krathwohl 2001) and Webb's Depth of Knowledge (Webb 2002) to continue to elevate the level of Teacher Talk to increase critical thinking. The final strong cord in this trio of strength is Multiple Intelligences (Gardner 1983), which have been enhanced and magnified to ensure that instruction focuses on reaching and teaching the whole learner.

Literacy *needs* to be at the forefront of all content-area learning. This interaction between the reader and the text generates critical thinking and problem solving while the reader is engaging in the reading process, allowing readers to be active thinkers rather than passive ones. Currently, the United States has embarked on providing Common Core State Standards for all. The Common Core's mission statement includes that "the standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young

people need for success in colleges and careers" (2010). The days of stressing the acquisition of reading skills *in isolation* are in the past. Skills are valuable if it is understood how to apply them strategically. Self-regulated readers apply their reading skills automatically, concentrating on the strategies rather than the skills. This form of self-regulation is the ultimate design of strategic readers (Bjork, Dunlosky, and Kornell 2013; Hilden and Pressley 2007; Paris, Wasik, and Turner 1991; Parsons 2008).

Educators may utilize this book as a source to better equip themselves in the craft of teaching reading throughout the entire curriculum and in all content areas. The three cords of Gradual Release of Responsibility, Critical Thinking, and Multiple Intelligences have been embedded with this third edition to empower educators to be confident, dedicated, and determined to reach todays' global learners. To move forward successfully, teachers need a plethora of research-based reading strategies at their disposal. That continues to be the heartbeat of *Creating Strategic Readers, 3rd Edition.*

Overview of This Book

A Curriculum, Assessment, and Instruction (CAI) framework, guided by addressing the whole child, is presented in Chapter 1 of this book. **Chapter 1** explores the comprehensive literacy classroom with emphasis on effective, rigorous instruction; the developmental stages of reading with component indicators; a model of text complexity; conditions of optimal learning; and scaffolding instruction. The CAI icon is located throughout the book to identify each designated framework area. The shaded area of the triple Venn diagram corresponds with each identified section (i.e., curriculum, assessment, and instruction).

Chapters **2–5** focus on word study, vocabulary, fluency, and comprehension. Each chapter focuses on a specific-reading component, beginning with an overview of the essence of the component and current evidence-based research. The CAI framework is formatted and demonstrated in each chapter.

The *curriculum* section in each chapter is identified as the reading component with 32 strategies within the chapters (i.e., what you want your students to know about a specific reading component, and what strategies you want them to apply to that component). Each strategy is defined and then followed by instructional techniques that support the application of the strategy. These strategies are aligned with supporting skills and additional reading strategies for reciprocal flow between skills and strategies in a synchronized way, which results in making meaning while reading a text. It is important to remember that the strategies do not need to be taught in a specific order; the order should be based on individual students' needs.

Strategy *assessments* are embedded within each chapter for educators to evaluate students' strengths and weaknesses (behavior indicators) within a particular strategy. These assessments

are guides to help keep the end results in mind as educators implement the various techniques that support the strategies. A review of appropriate Teacher Talk (e.g., statements, questions, and prompts) is provided at the beginning of each strategy section and within each technique. The Teacher Talk is hierarchically aligned with Bloom's Taxonomy and Webb's Depth of Knowledge, asking students to stay in the realm of "why" they are learning a specific content at a deeper level of understanding that relies more on complexity than difficulty. Try using some of these statements, questions, and prompts with students as you work through the techniques in the Rhyming section. It is imperative to scaffold the implementation of teacher talk and concept of application, beginning with the simple taxonomy of "Remembering" assisting to the more complex taxonomy of "Creating", to effectively implement rigorous instruction for academic success. Using this form of conversational coaching encourages readers to think strategically as they employ the given skills and strategies.

The techniques in this book are aligned to the Common Core State Standards. The standards are provided on the Digital Resource CD (standards.pdf). Many of the techniques have accompanying resources that can be used for assessment purposes, if desired. These can be found on the Digital Resource CD. Also included is an assessment rubric for each chapter. (See Appendix B for a complete list of materials included on the Digital Resource CD.) These assessments include all of the strategy behavior indicators from each chapter in one comprehensive format. They can be used in many ways, such as:

- formative assessments
- summative assessments
- parent and/or student conferences
- instructional grouping
- student goal setting
- differentiation
- process monitoring

This is by no means an exhaustive list; it is only meant to support educators and can be used as a springboard to inform instruction.
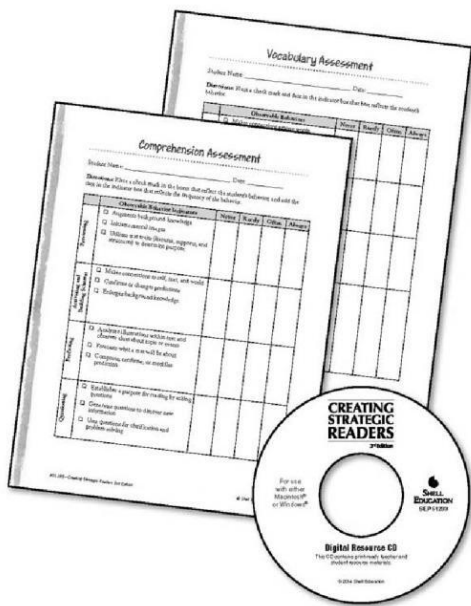
The *instructional* techniques support the strategies and are designed to help the whole child become a sophisticated learner. These chapters include 126 techniques to support teaching the necessary strategies for self-regulated reading. The procedure for each technique should begin with the teacher modeling the entire technique, using appropriate text, and then be followed by ample time for students to work toward independent use of the strategy. A scaffolding, or Gradual Release of Responsibility (GRR) model (Pearson and Gallagher 1983), should occur repeatedly throughout teaching and learning opportunities. Within the instructional steps of each technique, the GRR model is embedded to present a consistent picture of how this looks in the classroom. The first step correlates with the teacher modeling the "I do" phase, the second and third steps correlate with the "we do" and "with you" phase of collaboration, and the final step correlates with the "by you" phase of self-sufficiency. Scaffolding instruction according to the individual needs of readers will help students to become independent, strategic readers.

In this third edition, I also include additional ways to differentiate learning and extend instruction to motivate and engage students. I felt it was important to include techniques that best support English language learners (ELLs) as well; applicable techniques are identified in Chapters 2–5 for these learners. However, it is important to note that the Center for the Improvement of Early Reading Achievement (CIERA) recommends that English language learners learn to read in their first language before being taught to read English (Hiebert et al. 1998).

My life's mission has always been to inspire, encourage, and transform lives. As a classroom teacher, I wanted my students to leave my doors *confident* in who they were, *dedicated* to being lifelong learners, and *determined* to apply their newfound knowledge. More than ever, the time has come for all of us to rise above the challenges that are all around and become *confident*, *dedicated*, and *determined* educators who believe that their students can achieve! The students in today's classrooms are tomorrow's future. It is time for all of us to believe that these students can be lifelong, self-regulated, strategic literacy learners. Do you believe that the children are our future? A well-known song by Whitney Houston says for us to "teach them well and let them lead the way." I do believe we need to provide opportunities for these young minds to fully develop so that they are equipped to be *confident*, *dedicated*, and *determined* as strong, literate individuals.

Use this book as an artist's palette. Dip your brushes into the colorful ways (strategies and techniques) to create on your canvases (your students' minds) a masterpiece of learning that completes the whole picture—strategic readers!

#51185—Creating Strategic Readers 3rd Edition

A Comprehensive Literacy Classroom

The basis for a comprehensive literacy classroom is a solid command of Curriculum, Assessment, and Instruction (CAI). These three essentials are the infrastructure that gives educators a sound foundation upon which to build comprehensive literacy teaching. A comprehensive literacy classroom ensures that this infrastructure is inclusive, extensive, far reaching, and wide ranging in the content of literacy and throughout all other content areas. Literacy involves all aspects of the strands of reading, writing, listening, speaking, and language. It is the thread within all content areas. Weaving curriculum, assessment, and instruction daily into a comprehensive literacy classroom is crucial for student achievement. If our ultimate goal, as educators, is for students to exhibit a wide mental grasp of all aspects of literacy, then we must be knowledgeable about how to teach and reach the "whole child." By *whole child*, I am referring to the developmental domains of the student's cognitive growth, mental and physical health, social and emotional welfare, and their multiple intelligences. Finland's education system has ranked among the top in the world consistently. Its success has been through empowerment of the whole child, where the focus is on collaboration, not competition or accountability of high-stakes testing. In a comprehensive literacy classroom, the whole child, or comprehensive learner, is at the center of all areas of curriculum, assessment, and instruction. In this chapter, I provide an overview of the CAI cycle, and provide details on how to best meet the needs of comprehensive learners.

C = Curriculum

The first aspect of the CAI comprehensive literacy classroom is curriculum. The word *curriculum* in its early Latin origin means "a course of action," sometimes referred to as "a course for racing." In this fast-paced world we live in today, educators do feel like they are on a track, doing sprint intervals all day with the curriculum. A comprehensive literacy classroom allows the curriculum to be more of a course of action, with stamina and ambition being the critical ingredients. It is time for schools to be able to "go the distance strategically." Using a standards-based curriculum is the initial step for teachers to be aware of what they want their students to know and be able to do. "Do" is an action to perform or execute. A form

of curriculum is found in many shapes and sizes (e.g., supplemental resources, motivating materials, and promising programs). These forms should be founded on solid standards, with evidence-based strategies designed to elevate knowledge and application. By aligning instruction with current standards, teachers can express a specific purpose for what they want students to learn (know) and apply (do). Standards are meant to be cohesive with other standards for an authentic learning experience and real-time application. They are to spiral through the fabric of what learners "wear" every day to add depth of understanding. The authors of the Common Core State Standards in English Language Arts (2010) recognize the value of cohesive standards: "While the standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task" (5). Within these standards are many overarching strategies. The word *strategy* is defined as "an adaptation or complex of adaptations that serves or appears to serve an important function in achieving evolutionary success" (Merriam-Webster 2013). To unpack this concept one step further, we need to grasp the meaning of "evolutionary success." A comprehensive literacy classroom development is a process of ongoing change toward enduring academic success. This development is founded on strategic thinking. Strategies represent the whole, while skills represent part of the whole. In a skill-drill world, many students are left for "kill." They are "spent" at the close of their school day, not truly understanding the why of what they were doing.

The strategies highlighted in Chapters 2–5 incorporate specific-supporting skills (parts) needed to accomplish the strategy (whole). For example, some skills necessary to support the strategy of summarizing are to organize information, recognize story elements, and deconstruct a text. There are also supporting strategies that align to each highlighted strategy to demonstrate spiraled authentic application. For example, a few strategies that support the strategy of summarizing are contextualizing (vocabulary), rereading (fluency), and determining importance (comprehension). According to Lucy Calkins, students "will need a repertoire of strategies that undergird these reading skills" (2012, 29). Stephanie Harvey and Anne Goudvis have been advocates for strategic thinking. They state, "We teach our kids to think strategically, so they can better understand the world around them and have some control over it. We teach them to ask questions, to delve into a text, to clarify confusion, to connect the new to the known to build knowledge, and to sift out the most important information to make decisions" (2013, 433). We salute their valiant efforts to guide all of us educators into the world of strategic thinking to ultimately accomplish the goal of creating strategic readers. It is imperative that teachers and students gain a firm understanding of the essential reading components and their corresponding strategies, which represent what strategic readers "do."

Figure 1.1 identifies the evidenced-based strategies within solid reading components highlighted in Chapters 2–5. Applying strategies in a standards-based curriculum involves bringing students to a metacognitive level within the curriculum. When students reflect on the purpose of the lesson by answering the question *Why are we doing this?* they begin to regulate, evaluate, and monitor their thinking. Effective learners can describe what they are learning, not just what they are doing (Marzano 2007). Metacognitive thinking causes students to be

conscious of their learning processes and reinforces their understanding of the purpose of the lesson. They are then able to make conscious choices about what they need to do to learn the standards, and they are able to effectively apply strategies to achieve a level of success as readers and writers. Knowing which strategy to use provides students with the control to comprehend—and demonstrate their wide mental grasp of—the curriculum. Chapters 2–5 outline the strategies proficient readers apply independently and at times simultaneously, as needed, to acquire meaning from the text and provide specific techniques that directly support these strategies to use in the classroom.

Figure 1.1 Strategies Within the Essential Reading Components

Word Study: Phonological Awareness and Phonics	Word Power: Vocabulary	Finding the Flow: Fluency	All Roads Lead to: Comprehension
• Rhyming • Isolating and Identifying Sounds • Blending and Segmenting Sounds • Synthesizing Sounds • Analyzing Sounds • Embedding • Spelling • Recognizing	• Associating • Contextualizing • Categorizing • Visual Imaging • Analyzing Words • Word Awareness • Wide Reading • Referencing	• Phrasing • Assisted Reading • Rereading • Expressing • Pacing • Wide Reading • Accuracy	• Previewing • Activating and Building Schemas • Predicting • Questioning • Visualizing and Sensory Imaging • Inferring and Drawing Conclusions • Determining Importance • Summarizing • Synthesizing

Literacy is the basis for all other content-area learning. If students cannot read and write proficiently through various modes of meaning, their resulting inability to acquire necessary academic achievements in other areas becomes a deficit for learning. Content-area literacy involves students reading and writing about multiple forms of texts (Readence, Bean, and Baldwin 2007). The literacy communalities of reading, writing, and thinking still underpin these content areas, even with a variety of text formats. Multimodal learning is necessary in helping students meet the challenges of multiple forms of text in today's society across content areas (Jewitt and Kress 2003; Shanahan and Shanahan 2008; Thompson 2008; Unsworth and Heberle 2009). These various modes of text representations (e.g., digital media, artistic designs, symbols, and images) support the learners' meaning-making processes. Teachers who are serious about their commitment to developing a comprehensive literacy classroom must put this commitment into practice with a daily schedule that devotes ongoing literacy development throughout the entire day, throughout all content areas. Integrating with the content areas of science, social studies, and mathematics is the key to sound and relevant learning. Several important factors that support high-quality literacy learning instruction while implementing the standards, include maximizing the time students spend on reading, blending reading and

writing into every subject area, explicitly instructing students about how to construct meaning from texts, applying critical literacy, incorporating inquiry-based learning, reading closely to use text evidence to support reasoning of understanding, and providing students with many opportunities to discuss what they are reading and share from different points of view (Behrman 2006; Hall and Piazza 2008; Knapp 1995; Lenz 2006; CCSS 2010).

Teachers' ultimate goal should be to provide real- and relevant-learning opportunities for students to apply the curriculum, make connections, and explore meaning before, during, and after reading strategically.

A = Assessment

The next component of the CAI comprehensive-literacy classroom is assessment. Assessments are windows into the learner's knowledge, beliefs, and attitudes. There are numerous purposes for gathering information about students. Educators assess to determine the progress of students' cognitive development, inform instruction, demonstrate teacher and school accountability, motivate and encourage students, and aid in educating and assessing the whole child. "Teachers use assessment to determine and address students' individual needs and best match each student with instruction" (Afflerbach 2010, 297). Students and teachers should utilize a variety of assessment tools such as oral-reading records, observations through behavior indicators, surveys, interviews, conferences, digital portfolios, anecdotal notes, developmental checklists, rich and authentic tasks, and commercial assessments to accommodate these assessment purposes (Afflerbach 2007; Beaver 2006; Edwards, Turner, and Mokhtari 2008). As teachers collect these artifacts, it is imperative that the assessments are used for learning about the whole child and to inform and guide future instruction.

Assessment for Learning and Evaluation for Informing

Assessment results reveal the students' current knowledge base and strengths and their need for future growth (e.g., areas of growth, possible weaknesses). Once the evidence is formulated, it is recorded as raw-score data. If educators just record this data and continue to cover the curriculum without feedback or using the data to inform instruction, students may fall into a cycle of failure (Stanovich 1986; Malloy, Marinak, and Gambrell 2010). With this method, teachers are assessing for recording, not for learning. Ultimately, assessment for learning "keeps students and their teachers in touch with understanding and achievement on a continuous basis, allowing them to know what specific actions they can take to improve learning every day" (Stiggins and Chappuis 2008, 44). Assessment collaboration between student and teacher allows students to know themselves and gives voice to their learning, increasing the way they think about their thinking through enhancing their metacognition for successful outcomes.

Data from these assessments must then be evaluated, which means, "making judgments about the effectiveness of teaching for learning on the basis of credible objective assessment" (Traill 1995, 5). Once the teacher evaluates the assessment, he or she must map out any changes in students' behavior as they develop as readers, collaborating and planning instruction with students accordingly (Davis 2003; Fountas and Pinnell 1999; Stiggins and Chappuis 2008). Teachers can be reflective and differentiate instruction based on the specific needs of students.

Types of Assessments

In the world of assessment, there are two major assessment classifications: formative assessment and summative assessment. Formative assessment guides instruction by providing key information about students' academic needs at a particular moment in time. By analyzing this information, educators reflect on their teaching practice and adjust instruction as needed. "The information formative assessment yields is central to this reflective practice" (Afflerbach 2010, 298). Summative assessment determines student learning following instruction and includes a specific product.

Teachers use a screening assessment to determine students' academic accomplishments and further educational needs. Literacy screening assessments are brief, informal, or formal assessments that identify students who are likely to need extra or alternative forms of instruction. If screening results indicate proficiency, then initial instruction continues. However, if concerns arise based on the evaluation from the screening results, further diagnosis is necessary. The teacher then administers a diagnostic assessment to determine students' strengths and weaknesses. In the classroom, teachers need to select a diagnostic that best assesses the problem area identified through the screening. The results of the diagnostic assessment will then indicate the type of rigorous instruction needed for immediate intervention (e.g., Response to Intervention—RTI). Teachers must give periodic, ongoing monitoring assessments for all students to evaluate student progress after instruction. This helps to decide whether instruction has been effective and should continue, or if it should be revised. The assessment data determines what instruction is appropriate to meet differing student needs. Instruction should be guided by the appropriate data. This data can range from very specific objectives to a wide range of information that informs classroom practice and leads to better application of materials and curriculum goals, making student success possible and pursuable rather than impossible and improbable (Tierney and Readence 2005).

With common standards at the forefront of education, consortia has been searching for innovative ways to design effective assessments while problem solving the current limitations of large-scale testing. The challenge is to develop an assessment that can be balanced—both summative and formative. This assessment must integrate the infrastructure of curriculum, assessment, and instruction; utilize advanced technology to effectively design computer-based tasks that are relevant, fair, and measurable; and focus on diagnostic measures while keeping the whole child in mind at all times. While addressing this challenge, we all need to keep students as the heartbeat of why we assess. We assess for understanding what students know and still need to know. We assess to inform instruction. An old Chinese proverb sums it up this way "You don't fatten a sheep by measuring it."

Developmental Stages or Levels of Reading

Knowing students' reading abilities is essential for teachers. Skillful teachers strategically observe their students' reading and writing behaviors and identify the specific characteristics each student is exhibiting as a literacy learner. As students develop into strategic readers, they gradually move through four stages or levels of reading: emergent, early, transitional, and fluent. Teachers can identify points along this gradual process toward strategic reading through the behaviors the readers demonstrate. Observation of learners at work provides "information needed to design sound instruction" (Clay 2002, 11). Today's classrooms have a variety of these leveled learners regardless of the grade. Therefore, it is important for teachers to be familiar with the characteristics within all of the levels to reach all readers. When teachers are able to see their students in light of their individual reading behaviors, they begin to recognize how they can support their students as readers. For example, if a student has the characteristics of an early reader, the teacher can then decide how to best support that student's further developmental progress in reading. The teacher uses this interaction to help propel the student into the next stage, that of a transitional reader. Therefore, it is vital that teachers gain a keen insight into these stages. This knowledge will assist educators in deciding what types of assessments and instructional strategies and techniques are suitable for their students' specific reading needs. Figure 1.2 aligns the developmental stages with sample indicators within the essential components of reading.

Figure 1.2 Developmental Stages with Sample Reading Component Indicators

Stages	Word Study	Vocabulary	Fluency	Comprehension
Emergent	Recognizes and continues patterns; isolates and identifies phonemes; blends phonemes; identifies letter names and sounds; demonstrates one-to-one correspondence; recognizes some high-frequency words	Expresses an awareness of word meaning	Follows an assisted reader as an echo	Makes meaningful predictions based on illustrations; understands that print conveys a message; participates in book discussions
Early	Segments and manipulates phonemes; uses letter-sound correspondence; recognizes high-frequency words	Expresses an awareness of word meaning; uses new words in conversations	Recognizes basic punctuation marks and adjusts voice while reading; reads word by word; begins to use tone to convey meaning	Begins to self-monitor reading behaviors (uses cueing system); uses text and illustrations to predict, check, and confirm meaning through close reading; participates in book discussions and makes connections; recognizes and retells story elements

Stages	Word Study	Vocabulary	Fluency	Comprehension
Transitional	Demonstrates a variety of decoding strategies independently; recognizes many high-frequency words with ease	Demonstrates an increased vocabulary through word relationships; recognizes meaning of affixes and inflectional endings	Reads with fluent phrasing; begins to pace reading; uses proper tone to convey meaning	Participates in discussion about literary elements; retells beginning, middle, and end of story; summarizes a story using references to text evidence; uses inferences to bring meaning to text
Fluent	Demonstrates complex word analysis; integrates and cross-checks cueing systems	Uses context vocabulary with confidence; analyzes words to determine meaning/uses and structural analysis (prefix, suffix, multiple meaning)	Demonstrates pacing, expression, and accuracy in oral reading	Summarizes and synthesizes text; distinguishes between significant and supporting details of text; evaluates, interprets, and analyzes literary elements; contributes in complex literary discussions and uses text evidence to support thinking

Assessing the Whole Child = Creating a Strategic Reader

Howard Gardner's prophetic message declares that "it's not how smart you are, it's how you are smart." As educators strive toward creating strategic readers, it is important to get to know the whole child. Effective whole-child assessments are interdependent and can occur simultaneously as they address the developmental domains of students' cognitive growth, mental health and physical well-being, social and emotional welfare, and learning approaches (Coffield et al. 2004; Gardner 1993; Hodgkinson 2006; Kohn 2005; Levine 2002; Maslow 1943; O'Connor and Jackson 2008; Zigler and Finn-Stevenson 2007; Zigler, Singer, and Bishop-Josef 2004). There is not one magical assessment that will evaluate the whole child; it is important to recognize that different learners learn best at different times with different contents and in different contexts. *Different* is the common thread here. Therefore, a one-size-fits-all, "high-stakes" achievement test may still leave educators and students motivated by the score and not the process of learning.

With each educational initiative, we should be able to gain clearer insight into how to reach and teach students. We should be evaluating what was effective within the initiative and what did not have a major impact on student achievement. Over the last two decades, we have seen education go through many changes toward teaching the "whole child." Although No Child Left Behind had its challenges, we still need to continue using the cognitive, scientifically-based knowledge gleaned from NCLB, along with the focus on the artistic standards incorporated in Goals Blueprint 2000, and the multitude of current theories available that strive to successfully propel our learners to be college, career, and civic ready for anything! Collaboration and coordination of teaching to the whole child is our best approach at long-term success. It is possible "to learn by making sense of experience, gain deep understanding, pick things up from

the context, get a feel for things, engage in creative problem solving, master self-regulation, and take charge of one's own learning" (Caine and Caine 2007, 2). Assessments are a window into the learner's knowledge, beliefs, and attitudes. Assessment through rich tasks can demonstrate students' ability to address multiple standards across content areas and provide feedback on a deeper level of learning. Figure 1.3 illustrates the composition of a comprehensive learner that helps to shape the whole child.

Research in learning styles and intelligences indicates that there are multiple individual styles that teachers can identify and use to select specific instructional strategies to support students' strengths (Gardner 1983; Levine 2002). Gardner's (1983, 1993) theory of multiple intelligences suggests that there are a number of distinct forms of intelligence that each individual possesses to some degree. There are many *different* ways to be and "show" *smart*. These intelligences are included as indicators to consider when assessing and informing instruction that is individualized to meet the needs of the learners. A whole child can operate in all the intelligences. We believe that in order to be successful in today's fast and changing world, it will require the intelligences to overlap continually.

There is a common saying to remember as we try to keep the flow of learning happening, "There is no learning in the comfort zone and no comfort in the learning zone." Figure 1.4 aligns the multiple intelligences and whole-child standards to ways a college- and career-ready student experiences learning, types of techniques, levels of Teacher Talk, and alternative forms of assessments to support students in all zones of life.

Figure 1.3 The Whole Child

Figure 1.4 Comprehensive Learner Matrix

Whole Child/ Comprehensive Learners	Abilities: What they are able to do	Interests: What they like to do	Motivation Tools: How to enthuse them	Cognition: How they actively think	Teacher Talk: How to communicate with them	Assessment Tools: How to know if they can do it
Visual/Spatial (Information Managers)	Perceive the visual, locate and organize relevant information, relate to size, area, or position, directional	Design, Draw, Observe, Doodle, Paint, Puzzles	Cartoons, Images, Multimedia, Visual aids, Virtual reality games, Collages	In pictures: Mental images, Graphic organizers, Spatial orientation, Digital video, Color and design	Visualizing in their mind's eye, Illustrating, Interpreting, Representing	Visual metaphors and analogies, Checklists, Graphs, Rubrics, Digital video, Infographics
Verbal/Linguistic (Communicators)	Communicate for a given purpose, subject matter, and audience; story teller, wordsmith	Read and write, Word processing, Format stories, Write in a diary, Debate, Tell stories	Bestselling books, Word games, Technology and digital media (Wikis/Blogs), Peer counseling, Humor, Dialogue	With words: Elaborative, Expressive, Symbolism	Convincing, Describing, Explaining, Translating, Identifying, Listing	Surveys, Interviews, Spreadsheets, Search tools, Word associations, Linguistic humor
Logical/Mathematical (Critical Thinkers/ Evaluators)	Use reason and identify problems that need new and different solutions; (value evidence)	Experiments, Puzzles, Brain teasers, Analyze abstract relationships	Graphing, Evaluation, Calculating, Exploring, Research	Reasoning, inductive and deductive, Quantifying, Critically, Logically	Analyzing, Calculating, Distinguishing, Verifying, Comparing and contrasting	Strategic games, Matrices, Mnemonics, Spreadsheets, Web designs, Problem solving, Cite evidence
Musical/Rhythmic (Creative Learners)	Create, understand, and communicate intuitively	Sing and hum, Listen to music, Jingles and raps, Improvise, Compose	Audiotaping, Rhythms, Choral reading, Musical instruments	By melody or rhythm patterns	Creating, Demonstrating, Expressing, Performing	Tonal patterns, Musical performances, Checklists, Compositions
Bodily/Kinesthetic (Effective/Active Leaders)	Control body movements, handle objects, multitask	Sports, Dance, Work with hands, Create things	Acting, Field trips, Active learning, Role-playing, Digital probe	Movement sensations, Global collaborators	Acting out, Constructing, Creating, Dramatizing	Projects, Interviews, Dramatizations
Interpersonal (Cooperative Workers)	Recognize and respond to others' perspectives and cultures, moods, motivations, and desires	Spend time helping others, E-mail, texting, Community events	Reporting, Dialogue, Debate, Peer teaching, Chats	Communicating, Self-reflecting, Metacognitively, Simulations	Brainstorming, Role-playing, Sharing, Collaborating	Group projects, Discussions, Paraphrasing, Video conferencing, Buzz sessions
Intrapersonal (Responsible Learners)	Self-reflect and have awareness of one's own strengths and weaknesses, self-directed learners	Plan, Imagine, Think time, Problem-solve	Journaling, Learning logs, Independent learning, Goal setting, Real-time projects	In relation to their self, Reflection, Imagery, Responsibility	Concentrating, Imagining, Self-reflecting, Rehearsing "I can" statements	Self-assessments, Independent contracts, Online surveys, Digital portfolios
Naturalist/Environmentalist (Resource/System Managers)	Distinguish among features of environment	Backpack, Nature walks, Visit zoos, Digital media	Interacting with plants, animals, and other objects of nature, Digital scrapbook	Systematic, Orderly, Environmental	Classifying, Analyzing, Investigating	Charts, Graphs, Systems, Scavenger hunt lists, Classification graphic organizers, Database

Gardner's designation of *naturalist* has been adapted to also include *environmentalist*; this term helps to reflect a focus on conservation and improving the environment.

The techniques in this book incorporate and embed these intelligences to effectively motivate and engage the learners. Aligning the multiple-individual styles that focus on proven research-based practices with instructional techniques ensures success for both educators and comprehensive learners. Research suggests that the brain is a pattern detector and needs multiple experiences and instructional methods that are congruent, in order for the brain to seek and make connections for understanding (Jensen 2005; Lyons 2003; Willis 2010). Neurophysiologist Carla Hannaford authored *Smart Moves: Why Learning Is Not All in Your Head* (2007), which recognizes that the more parts of the child's brain we can engage, the more likely the material will be retained and internalized. It is our job as educators to open up the window of thinking and allow fresh air to flow through so learning does not stagnate. For this reason, it is necessary for you to *know* your students as readers and writers and to know the strategies, techniques, and Teacher Talk that are important for students' success as literacy learners. Building, or scaffolding, upon what students are able to do and guiding them to new understandings are the keys to creating a comprehensive literacy.

Reciprocal Relationship between the Whole Child and Text

As educators identify the developmental stage of a reader, they are charged with the task of providing appropriate text for the student to read in order to maintain their current level of reading ability as well as propel their reading capacity forward. In order to be successful outside of the classroom, "…students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers" (CCSS 2010). So the goal of supporting all students to be strategic readers who are capable of meeting the reading demands outside the school setting is worthwhile and demands attention. The common practice of matching a reader to a "just right" text has merit, especially when it is accompanied with the additional effort of propelling a student to read text that is slightly outside their comfort zone, as well. Frustration is not the goal here, stretching to reach the next level of reading capacity is key. As educators, we must ensure that students are provided the opportunity to read a wide variety of texts in the sense of genre, complexity, access to background knowledge, and enjoyment of reading. Instead of binding a student to a specific band of text, we must identify the characteristics of text that will provide varying levels of access for the reader and provide him or her with opportunities to engage with these varying levels of text.

Three measures of text characteristics have been identified as important in evaluating a text for students: *qualitative, quantitative,* and *reader* and *task considerations* (CCSS 2010). By carefully considering these three aspects of text, educators will have the tools necessary to match a reader with a text or a text with a reader, which in turn will support and stretch the reader's developmental growth. To consider the *qualitative measures,* one must look at components of the text that are measured by the reader, such as levels of meaning or purpose, structure, language conventionality, clarity, and knowledge demand. These aspects can be difficult to measure; however, research to determine best practices for defining qualitative measures is underway (CCSS 2010). To consider *quantitative measures,* one must look at components of the text that are measured by word length, sentence length, and text cohesion. These measures are typically measured by computer software because of the number-based nature of this text

measure. For *reader and task considerations*, one must think about the motivation, knowledge, and experiences of a reader as well as the complexity of the task at hand. This piece of the triad is where the educator's professional judgment, experience, and knowledge of their students come into play, which leads to the necessity of ongoing professional development to build teacher expertise in the area of reading development, as well as in the selection of texts that are appropriate for a reader at a given time. Figure 1.5 demonstrates the three equally important parts for measuring text complexity.

Figure 1.5 The Standards' Model of Text Complexity

(CCSS 2010)

Assessing Through Conversational Coaching: Teacher Talk

To bring students to a metacognitive level with their reading strategies, you will need to be highly aware of the questions, statements, and prompts you are using to support learning. You can use this type of Teacher Talk as a tool embedded into your conversations as you coach your students to process and think strategically. Conversational Coaching is a form of Teacher Talk in the classroom. Asking students to stay in the realm of "why" they are learning a specific content is necessary in having them process the information at a deeper level of understanding. "In our brains, processing turns data into stored knowledge, meaning, experiences, or feelings" (Jensen and Nickelsen 2008, 105). Teacher Talk should ask questions (e.g., "What words or phrases did the author use to help you create an image in your mind?"), make statements (e.g., "Try to picture in your mind someone who reminds you of a character in the story"), or provide prompts (e.g., "I can imagine what it is like to…") that bring readers to process the information. Students who are exposed to higher-order thinking and questioning comprehend more than students who are passively asked lower-order questions (Amer 2006; Anderson and Krathwohl 2001; Bloom and Krathwohl 1956; Conklin 2012; Eber 2007; Kunen, Cohen, and Solman 1981; Redfield and Rousseau 1981; Taylor 2008). Teacher Talk is the link to scaffolding instruction to help students be aware of their use of strategies and to think about the processes that are occurring to apply a particular strategy. This metacognitive awareness is imperative for students to possess in order to develop into strategic readers. Chapters 2–5 incorporate a variety of Teacher Talk to support deeper learning. The Teacher Talk is aligned to Bloom's (1956; Anderson and Krathwohl 2001) Taxonomy and the hierarchy of Webb's Depth of Knowledge (DOK) (2002), which relies more on complexity than difficulty. Merging these ideas extends the context in which the verbs are applied and the depth of thinking required. Danger lurks for those who stay at just the knowledge level. According to Confucius, a famous Chinese philosopher, "He who learns but does not think is lost. He who thinks but does not learn is in great danger." Let's use our most valuable weapon, which is our voice through conversational coaching, to move our students out of the "danger zone" and into more accountable talk.

I = Instruction

Instruction is the final aspect of a CAI comprehensive-literacy classroom. Instruction is an "act" that supports active learning. The instructor "can have a profound influence on student learning" (Marzano, Pickering, and Pollock 2001, 3). The initial instruction needs to be clear, concise, and meaningful to engage the learners. An instructional framework begins with establishing a physical environment and a classroom community that is conducive to learning. The teacher should have knowledge of the whole reader as he or she scaffolds instruction systematically. Using the scaffolding model, teachers gradually release instruction through literacy phases. As teachers align instruction with the needs of students, they may need to respond to intervention through differentiating their techniques. Effective instruction considers the conditions for optimal learning and then actively strives to combine the art and science of teaching to create strategic readers.

Conditions for Optimal Learning

In order for a comprehensive-literacy classroom to be successful, expectations, procedures, and an environment conducive to learning all need to be determined and in place. Cambourne's (1995) conditions for learning is one model that continues to help teachers implement the conditions that should be in place for optimal learning. In all their literacy endeavors, teachers should examine these nine conditions and the literacy approaches that align with them, all the while remembering that their ultimate goal is superlative learning. Figure 1.6 defines each condition and shows the alignment of the condition with a comprehensive literacy classroom.

Figure 1.6 Conditions for Optimal Learning

Condition	Description	Comprehensive Literacy Classroom	Centers/Literacy Stations
Immersion	To be exposed to an environment rich in authentic spoken and written language	Provides multiple opportunities for reading, writing, listening, speaking, and language, using a wide variety of materials and resources Provides opportunity for community building	Provides a print-rich environment with words and labels around stations Immerses students in books and book talk Encourages students to talk to one another as they develop skills and strategies
Demonstration	To observe models of proficient, strategic reading and writing	Models what students need to know and be able to do, is explicit and deliberate during modeled instruction Read-alouds and modeled writing	Models for students before any activity is placed in a station Explains the what, why, and how of each task Models process as well as product Revisits demonstrations as needed

Condition	Description	Comprehensive Literacy Classroom	Centers/Literacy Stations
Expectation	To believe that literacy strategies and skills can and will be acquired	Identifies and posts reasonable expectations and procedures with students and establishes goals Ongoing informal and formal assessments	Teaches and models expectations for station use Sets up stations in a supportive yet challenging manner
Engagement	To want to try authentic reading and writing strategies and techniques To be confident about support	Interacts in experiences of successful readers and writers Focuses on relevant tasks responsive to literacy Participates in shared, interactive literacy Provides cooperative learning experiences	Connects mini-lessons to the station experiences in the classroom Gives students many opportunities to practice and apply skills and strategies Shares the purpose of each activity with purpose cards at stations
Use	To apply authentic reading and writing throughout daily life	Integrates with other content areas in real time for acquisition Is relevant to life application, long-term retention, and critical thinking Participates in guided/small groups and independent literacy	Gives students many opportunities to practice and apply skills and strategies at stations
Approximations	To inquire and be free to explore and make attempts at what proficient, strategic readers and writers can do	Promotes risk taking and supports instruction at the learner's need level Builds trust and positive social skills Participates in guided literacy and critical literacy	Provides many opportunities in stations without expecting mastery 100 percent of the time Values the process, not just the finished product Places examples in stations to support student learning
Response	To receive feedback on attempts to read and write strategically	Gives specific, timely, and relevant feedback Gives voice to students Includes conferences, small groups, and journal responses	Invites students to positively respond to the work of peers Encourages and informs students about their progress Responds supportively and constructively
Responsibility	To be able to make choices and decisions To be engaged rather than an observer	Provides opportunities to make choices Allows for student ownership and self-regulation Participates in independent literacy	Sets up stations so the learner can make meaningful decisions about reading and writing Allows for choice within stations

(Adapted from Cambourne 1995; Nations and Alonso 2014)

Rigorous Instruction

Questions all educators should ponder about their instructional practices:

- What are ways you will assess the student to demonstrate how much content has been attained and to what level of achievement?

- How have you applied Bloom's Taxonomy and/or Webb's DOK within the lesson for students to form their own answers and demonstrate inquiry-based learning?

- What ways have you incorporated for students to connect the content and bring meaning to what is being studied?

- What ways have you combined the content to demonstrate conceptual relationships among cross-curricular instruction?

- Have you applied the gradual release of responsibility throughout the learning experience?

- Have you designed the lesson to consider the multiple intelligences of your students?

- What ways have you allowed for self-regulated learning to occur?

The term *rigorous instruction* has motivated educators to closely evaluate their instruction, the environment within their classroom, and the conversations with students in an effort to attain the level of instruction expected to create college- and career-ready students. The term *rigor* is defined as "the quality of being extremely thorough, exhaustive, or accurate." Rigorous instruction is not what you teach but how you teach and how students demonstrate their wide mental grasp of the content presented. The instructional process and the student product must be thorough, exhaustive, and accurate. Content acquisition is apparent through student conversations, project-based learning, and critical thinking. As a by-product of being thorough, exhaustive, and accurate, long-term retention is evident when students are able to display their understanding over time and apply concepts in various relevant contexts. Instruction is integrated and overlapping with the boundary lines of content areas becoming blurred, as critical thinking is required to connect concepts across all content areas. The learner carries a great deal of responsibility within the safe confines of a classroom environment where failing safely is the norm and soaking in a concept over time offers the opportunities to develop ownership of knowledge. Effective rigorous instruction does not mean *more* of what we have already been doing or *more* workload for our students. If there is more of anything, it is the reflective practice educators must engage in to effectively reach learners, knowing when to adjust instruction and revisit a concept, when to move on from a concept, and how to unite future instruction with current understandings. This is the art and science of teaching. The techniques within this book have been scrutinized to employ the features of rigorous instruction, demonstrating what effective instruction looks like in the classroom.

Gradual Release Through Scaffolding = I → We → With You → By You

Scaffolding instruction is a concept that focuses on how individuals learn (Collins, Brown, and Newman 1989; Vygotsky 1978) and provides support in the development of their learning. The support is given "to students within their zone of proximal development enabling them to develop understandings that they would have not been capable of understanding independently" (Many et al. 2007, 19). Pearson and Gallagher (1983) further developed the scaffolding research with their concept about the Gradual Release of Responsibility (GRR). GRR calls for support to be given by the teacher while students are learning a new concept, skill, or strategy; that support then slowly diminishes as students gain responsibility for their own learning. The GRR framework gradually moves from the teacher modeling ("I do it") through collaboration, by sharing ("We do it") and guiding ("Done With You"), to a state of self-sufficiency ("Done By You"). The techniques found in this book have the GRR model embedded within so educators have a consistent picture of how this looks within the classroom. Each technique has four phases. Although written in more of a step-by-step format, the intention here is not to teach in a linear fashion. Each phase will need to be revisited over time to ensure that true learning has occurred and mastery of concepts is achieved.

"I" Learning Phase: In reading, modeling by the teacher occurs with new learning experiences and is imperative before the student can be expected to attempt the unknown. Initially, the teacher models what he or she wants students to be able to do (e.g., a strategy within one of the five components of reading). Teachers should continue to utilize GRR throughout their instruction of the curriculum.

"We" Learning Phase: After teacher modeling of each strategy, students need time to interact with the teacher to gain further understanding. This phase incorporates shared learning mainly as a whole group, allowing a risk-free environment to occur with support from the teacher.

"With You" Learning Phase: When students begin to try the strategy on their own, the teacher or other support (partners, group members, volunteers) should be there to guide them. However, the responsibility of learning is mainly on the individual student to apply their newfound knowledge collaboratively in a guided environment.

"By You" Learning Phase: The final phase of this scaffolding process is for the student to apply the strategy independently. The goal is for students to become independent, self-directed learners. What is important to note here is the idea that GRR is not a linear process that can be accomplished in one lesson in one day. While some students may be able to walk through these learning phases and acquire new behaviors very quickly, it is much more common for students to need to return to modeling and collaborating again and again before mastering new learning. Students who are struggling with a concept need repeated guided practice with scaffolding to guarantee success in the long term. This repeated practice can come in the form of whole-group, small-group, or one-on-one instruction, which means the flexibility of the instructional design within the classroom must be responsive to learner needs (Fisher and Frey 2010). This will empower students to be self-regulated learners who return to a source of knowledge as they travel the course that leads to mastery. According to Routman (2003),

"when teachers understand and internalize this model, teaching and learning become more effective, efficient, and enjoyable" (43). Comprehensive-literacy classrooms are conducive to this maturation of learning because students have the opportunity to become sophisticated, strategic readers and writers in a supportive, risk-free environment.

Instructing the Whole Child = Creating a Strategic Reader

In order for students to become responsible for their learning, educators need to empower them to be intrinsically motivated, strategic, and able to direct their own learning. This form of self-regulation is the ultimate design of a strategic reader (Hilden and Pressley 2007; Horner and O'Connor 2007; Paris, Wasik, and Turner 1991; Parsons 2008; Perry, Hutchinson, and Thauberger 2007; Zimmerman and Schunk 2013). When designing instruction, teachers reflect on and utilize the data gained through assessing the whole child (e.g., interests, motivation, levels, styles). Instructing the whole child involves tapping into the interests and motivations of the learner. Igniting this aspect of the whole learner will inspire effort and bring forth engagement on the part of the student, ultimately increasing student achievement (Brophy 1983; Dewey 1913; Fink and Samuels 2008; Harackiewicz et al. 2008; Jang 2008; Jensen 2005; Kohn 1993; Lavoie 2007; Skinner and Belmont 1993). Figure 1.7 highlights the concepts of interest, motivation, and engagement. The techniques in this book incorporate these concepts through the process of creating strategic readers.

Figure 1.7 Interest, Motivation, and Engagement

| Interest	Motivation	Engagement
The awareness in which the student is aroused, demonstrates curiosity about, and shows drive and passion toward the task.	The factors that stimulate and give incentive (intrinsic and extrinsic); reason, action, and desire that causes a certain behavior.	The degree to which the student is actively and passionately connected to the learning experience.
What are the student's passions?	Why did he or she do what was done?	Is the student willingly participating?
What is the student doing after school or in his or her free time?	Does the student initiate action when given the opportunity?	Does the student genuinely care about the learning experience?
	Is the student exerting intense effort in the learning tasks?	
What does the student talk about/express most?		Is the student actively involved in the outcome of the experience?
	Is the student demonstrating enthusiasm and curiosity toward the given learning experience?	
What are the characteristics of his or her appearance (i.e., clothes, hair)?		Does the student share in the responsibility of his or her learning?

The process of planning this type of instruction begins with the end in mind (Covey 1989, 2006; Tomlinson and McTighe 2006; Wiggins and McTighe 2005). Educators need to think in a way similar to architectural designers and ask questions like *What would be an interesting and engaging technique to design in order to uncover the main purpose of the lesson?* Instructing the whole child requires teachers to be knowledgeable of the strategies (curriculum), the learner (assessment), and the techniques (instruction). Techniques are the specific structures and rigorous instruction designed to teach a strategy. Chapters 2–5 incorporate a variety of techniques; teachers can select the ones that best support the strategy they are teaching and align with the needs of their students. Each technique begins with stating the purpose (why) and is constructed to gradually release the responsibility of learning to the self-regulated student. It is essential that students have the opportunity to observe the teacher modeling the initial engaging instruction and then to interact as they emulate the strategy the technique is designed to support. Teachers should begin with high-quality, effective instruction to reach the whole child. However, if a student becomes weakened in an area and demonstrates a need for additional support, it is critical for the teacher to respond with immediate rigorous instruction as a form of intervention. This response accelerates the mending and repairing needed to get back to the "whole" of the fragmented child.

A fragmented learner is one who needs the educator to respond to their intervention needs. Response to Intervention (RTI) is what effective teachers have been implementing for years with struggling readers. It is the act of providing high-quality instruction to meet the struggling readers' needs. The Individuals with Disabilities Act of 2004 (IDEA) combined with the NCLB Act form the foundation for the "official" trademark of RTI. RTI is an instructional practice based on scientific research that analyzes the learning rate over time to make important educational decisions about students with learning disabilities (Allington and Walmsley 2007; Batsche et al., 2005; Reutebuch 2008). It recommends a multitiered-intervention approach based on monitoring the progress of the instructional practice in general, and special favoring for small-group and individualized tutoring (Allington 2008; Fuchs and Fuchs 2008; Vaughn, Linan-Thompson, and Hickman 2003). "What is essential is the idea that we address the needs of most learners by providing high-quality and culturally responsive instruction in the least intrusive environment" (Ellery and Rosenboom 2010, 18–19).

The Challenge

The CAI cycle continues throughout the learning process. All three components need to be present in a comprehensive, systematic, and explicit approach to meet the multiple needs and diverse learning styles within today's classrooms. Figure 1.8 shows the student as the core of a comprehensive-literacy classroom. It is imperative to keep the student at the center of all decisions on curriculum, assessment, and instruction; the Venn diagram depicts how CAI intersects and allows flexibility for the teacher. Curriculum, assessment, and instruction are the infrastructure that, when aligned, create a powerful comprehensive-literacy classroom.

Figure 1.8 The CAI Cycle
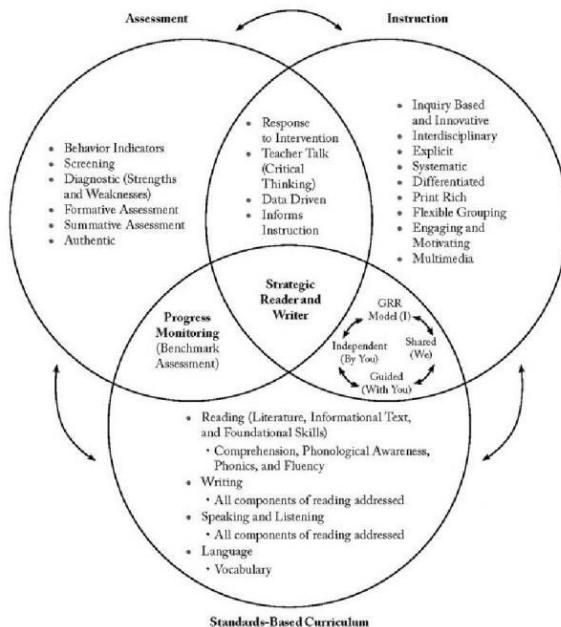
We challenge you, the educator, to identify the characteristics of your readers; know your readers. Know what motivates them and how to engage them in their learning process. You will be empowered when you know your students' developmental stages (emergent, early, transitional, or fluent) and learning levels. Once you identify these reading stages through appropriate assessments, it is then necessary to align strategies and techniques in all of the components of reading instruction at a suitable level for students as needed. It is our hope that you will be encouraged to have a repertoire of strategies, techniques, and Teacher Talk to meet the individual needs of the diverse learners within your classroom. You may apply the strategies, techniques, and Teacher Talk presented in this book in any order according to the needs of your students.

The final challenge is for you to consider reading as an art and a science. See yourself as an architectural artist and a savvy scientist. Imagine your students' minds as canvases, just waiting for you to give color and meaning with a deeper level to their learning, so you can create the ultimate masterpiece—strategic readers!

Phonological Awareness and Phonics
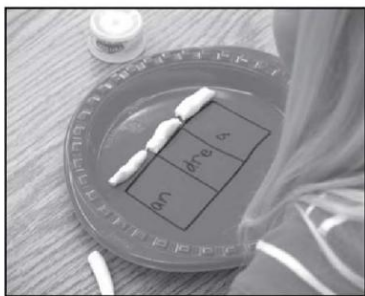
Blending and Segmenting Sounds with Silly Segmenting Technique

Analyzing Sounds with Roll Read Record Technique

Word study is the art of examining closely how words are designed phonemically (sounds), phonetically (alphabetic principle), morphologically (structure of words), and orthographically (spelling). This inquiry process of working words is foundational for the literacy strand of reading. According to the reading strand within the Common Core State Standards for English Language Arts, the reading foundational skills consist of print concepts, phonological awareness, phonics and word recognition, and fluency (CCSS 2010). Word-Study areas should be taught with a cross-curricular approach and in conjunction with all literacy strands (i.e., reading, writing, language, listening and speaking) in an authentic, yet systematic approach. In this chapter, we will focus on phonological awareness and phonics to include within these areas an emphasis on structural analysis and spelling. The Word Power chapter (Chapter 3) focuses on vocabulary and will go into more depth within the study of morphology (i.e., roots, affixes, inflectional endings).

Phonological Awareness

Phonological awareness is a vital cornerstone to the success of every reader having a solid foundation in the area of word study. To support students in becoming proficient readers, it is important to understand what phonological awareness is, why it is essential, what strategies and techniques to implement, and how to conversationally coach (Teacher Talk) students so they will think strategically. Phonological awareness is the general consciousness of language at the spoken level. Phonemic awareness is the understanding that speech is composed of a sequence of sounds combined to form words, and it is the main component of phonological awareness.

According to the International Reading Association (IRA 1998), phonological awareness encompasses larger units of sound, whereas phonemic awareness stems from this concept but refers to smaller units of sound. These small units of speech correspond to letters of an alphabetic-writing system; these sounds are called phonemes and can make a difference in a word's meaning. For example, the word *met* has three phonemes, /m/ /e/ /t/. By changing the first phoneme to /j/, we can produce a new word, *jet*, with a completely different meaning.

A student's awareness of phonemes has been shown through extensive research to hold predictive power toward their reading development (Cunningham and Stanovich 1998; Juel 1988; Melby-Lervag, Lyster, and Hulme 2012, Menzies, Mahdavi, and Lewis 2008; Moats and Tolman 2009; Snow, Burns, and Griffin 1998; Spencer et al. 2011). Phonological awareness can demonstrate various levels of learning and can develop in a continuum that consists of listening to sounds, word awareness, rhyming, syllable awareness, and phonemic awareness (being able to isolate, identify, categorize, blend, segment, delete, add, and substitute phonemes). These levels can be intermittently applied depending on the purpose and students' ability to gain achievement. It is important to note that phonemic awareness, phonological awareness, and phonics are not interchangeable nor are they the "end to themselves rather they are necessary components of an effective comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines" (CCSS 2010, 15). The goal is for students to become familiar with the sounds (phonemes) that letters (graphemes) represent and to become familiar with hearing those sounds within words to determine meaning.

Phonics

Phonics refers to the relationship between phonemes and graphemes. Being able to read, pronounce, and write words by associating letters with sounds represents the basis for the alphabetic principle. Coupling this foundational reading component with the brain's capacity to make connections allows phonics to be a support in the reading process and makes phonics one of the means to a very important end—that is, meaningful reading.

Phonics is part of the graphophonic-cueing system that demonstrates the relationship between sounds in speech and letters in print. Proficient strategic readers use the graphophonic-cueing system to demonstrate their awareness of graphemes (the visual representations of phonemes), sound-symbol associations, and the structural analysis of a word. This ability to decode unknown words while simultaneously using a semantic-cueing system (reading for meaning), and a syntactic-cueing system (using grammatical structure and word order), supports reading fluently with comprehension and aids in becoming a strategic reader.

Research by neuroscientists and cognitive scientists suggests that the most effective phonics instruction is planned, sequential, explicit, systematic, multisensory, and, most important, meaningful (Archer and Hughes 2011; Campbell, Helf, and Cooke 2008; Herron 2008; NICHD 2000; Shaywitz and Shaywitz 2007; Stahl, Duffy-Hester, and Stahl 1998). Explicit instruction in the classroom is "a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved" (Archer and Hughes 2011, 1). Therefore, teaching phonics in a comprehensive literacy program allows for specific focused instruction within the confines of purposeful teaching.

The word-study strategies presented in this chapter are aligned to the various instructional approaches to include synthetic phonics, analytic phonics, embedded phonics, analogy phonics, onset-rime phonics, and spelling. Teachers need to identify the effective strategies within these approaches and "make a conscious effort to examine and reflect upon the strategies they use for teaching phonics in order to select the best type of experiences for the children they teach" (Morrow and Tracey 1997, 651). Implementing an ongoing Word Study Journal, (e.g., spiral notebook, composition book), will provide the opportunity for learners to apply the strategies and techniques presented in this chapter and document their word-study journey. This Word Study Journal is included throughout the procedures and can be used as an observational tool for assessing progress with the word-study strategies. Systematic word-study instruction should be integrated with the other components of reading instruction (language-vocabulary, foundational skills-fluency, and reading literature and informational-text comprehension) to create a comprehensive literacy classroom. All components are leading toward bringing meaning to reading; therefore, the goal on this literacy journey should be that all roads lead to comprehension. It is important that there is an integration of the components and not on judging reading competence on phonological or phonic strategies alone. Too often, educators interchange phonological awareness, phonemic awareness, and phonics. Figures 2.1 and 2.2 help illustrate the relations among phonological awareness, phonemic awareness, and phonics using a nature metaphor.

Figure 2.1 Descriptions of Phonological Awareness, Phonemic Awareness, and Phonics

Terminology	Definition	Metaphor Description
Phonology	The study of the unconscious rules governing speech and sound production; the linguistic component of language	Sky Governing the big picture
Phonological Awareness	The awareness of sound structure; the ability to notice, think about, or manipulate the larger unit of sound auditorily and orally	Clouds Look up and become aware of the cloud(s) in the sky
Word Awareness	The ability to recognize that spoken language is made up of words and that words form sentences	Raindrop Comes out of the cloud (a component of phonological awareness)
Rhyming Awareness	The ability to recognize, isolate, and generate corresponding sounds, especially ending sounds	Raindrop Comes out of the cloud (a component of phonological awareness, e.g., hair/care)
Syllable Awareness	The ability to identify syllables (i.e., the smallest unit of speech with a vowel sound), distinguish between one and two syllables, and count, blend, and segment syllables in words and sentences	Raindrop Comes out of the cloud (a component of phonological awareness; /wa/ /ter/)
Phonemic Awareness	The awareness that spoken language consists of a sequence of phonemes (i.e., the smallest unit of sound)	Hail Also comes out of cloud but contains a combination of particles (onset and rimes, blending, segmenting,
Phonics	The system by which symbols represent sounds in an alphabetic writing system; the relationship between spelling patterns and sound patterns	Ground Foundation; rain hits the ground intermittently, helping to make the ground fertile (products of phonological awareness)
Metalinguistic	The ability to think about and reflect upon one's language	Seed Planting a seed after making the connection between water and the ground
Orthography	The method of representing the spoken language with written symbols	Roots Branching off from seed (punctuation, stages of spelling)
Graphemes	The written symbol used to represent a phoneme	Stems The parts you see (letters)
Morphemes	The structure of meaningful language units.	Leaves Parts of a plant (prefixes, suffixes)
Decode and Write Words	The ability to derive a pronunciation for a printed sequence of letters based on knowledge of spelling and sound correspondence.	Flower The product of rain and good soil (reading and writing)

Figure 2.2 Illustration of Relationship Among Phonological Awareness, Phonemic Awareness, and Phonics
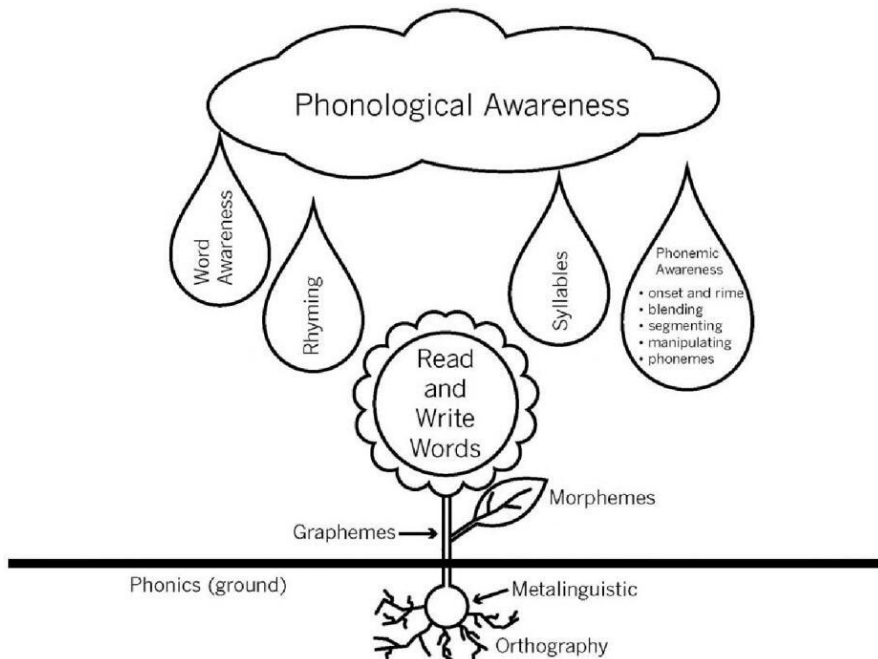
To be effective, when using the strategies and techniques presented in this chapter, teachers should allow ample time for teacher modeling and student application long before independent application is expected. Teachers should select and model reading and thinking aloud from appropriate text to apply the techniques in a meaningful manner, which supports authentic learning for strategic reading. By using this process, students are able to see first the whole text (i.e., appropriate text), then see the parts systematically (i.e., strategies and techniques), and finally, apply the parts back to the whole (i.e., become metacognitively aware of strategies while reading text). Using quality literature and informational text and promoting language development throughout the techniques will help to enhance students' development of the Word Study strategies. The Word Study strategies and their corresponding techniques detailed in this chapter are listed in Figure 2.3.

Figure 2.3 Word Study Strategies and Techniques in Chapter 2

Strategy	Corresponding Techniques in This Chapter	
Rhyming	Musical Rhyme (page 39) Rappin' Rhymes (page 40)	Rhyming Jar (page 42) Draw a Rhyme (page 43)
Isolating and Identifying Sounds	Mirror/Mirror (page 47) Alliteration Activation Creation (page 48)	Hot Seat (page 50) Think Sounds Abound (page 52)
Blending and Segmenting Sounds	Chime With Rimes (page 57) Body Blending (page 58)	Egg-Cited About Sounds (page 60) Silly Sound Segmenting (page 61)
Synthesizing Sounds	Stir It Up (page 65) Stretch It (page 66)	Bingo/Bongo (page 68) Syllable Juncture Structure (page 69)
Analyzing Sounds	Roll-Read-Record (3Rs) (page 74) DISSECT (page 76)	Word Ladders (page 77) Rappin' with Roots (page 79)
Embedding	Blinders (page 82) Predict/Preview/Polish/Produce (4 Ps) (page 83)	Word Detectives (page 84) Clued on Clues (page 86)
Spelling	Interactive Word Walls (page 92) Working With Words (WWW) (page 93)	Brain Tricks (page 95) Look/Say/Cover/Write/Check (page 96)
Recognizing	Letter Recognition (page 100) High-Frequency Words (page 101)	Irregular and Sight Words (page 102)

Word Study Strategy: Rhyming

Rhyming provides students with an opportunity to begin developing an awareness of sounds, and it is one of the early phases of phonological awareness. Rhyming allows for students to explore the rhythm of language and even enhances students' ability to express with some animation in their voice instead of just saying a statement in a monotone voice. Readers need many opportunities to hear and identify rhymes (end parts that sound alike but do not necessarily look alike) and to repeat the ending sounds by producing words with similar sound groups, which increases students' ability to grasp phonemic awareness strategies more effectively (Papadopoulos, Kendeou, and Spanoudis 2012; Reynolds, Callihan and Browning 2003; Runge and Watkins 2006). Providing students with opportunities to explore the similarities and differences in the sounds of words helps them to have an insight that language has not only meaning and message but also physical form (Adams 1990; 2011).

To support Rhyming while reading, a set of skills is required to effectively implement this reading strategy. The synchronized application of several reading strategies results in making meaning while reading a text. The skills, additional integrated reading strategies, and their reading components found in corresponding chapters are listed below.

Focus Skill(s):

- Concepts of words
- Rhythm of language

Integrated Strategies:

- Isolating and Identifying Sounds (Chapter 2)
- Associating (Chapter 3)
- Determining Importance (Chapter 5)

Accountable Teacher Talk for Rhyming

Following is a list of suggested Teacher Talk that encourages readers to think strategically as they employ the Rhyming strategy. To effectively increase levels of thinking, these suggestions incorporate Bloom's Taxonomy's higher-order questioning (Anderson and Krathwohl 2001) and Webb's Depth of Knowledge (2002).

Remembering and Understanding (Recall)

- What is a rhyming word?
- Of these three words_____, _____, _____ which two words rhyme (e.g., cat, bat, fish)? Why did you pick the two words you did?

Applying (Skill/Concept)

- Draw what rhymes with _____. How did you know what to draw?

Analyzing (Strategic Thinking)

- Explain how these two words are alike. What part of the word makes the rhyme? What facts can you gather that explain the difference between rhyme and rime? Generate another word that would rhyme with these words.

Evaluating and Creating (Extended Thinking)

- Listen to the text read aloud. Select the words that rhyme within the text. What criteria did you use to determine if the words rhyme? Produce a list of words that have the same rhyme as the one presented.

- Create a sentence that includes a key vocabulary word used as a rhyming word. Explain how you used the rhyming word to rhyme with another word that supported meaning. What added support was given to bring meaning to the vocabulary word?

Behavior Indicators for Rhyming

As you assess students' ability to rhyme, use the following behaviors as a guide. Do students exhibit these behaviors never, rarely, often, or always?

❑ Hear and recognize rhymes

❑ Repeat ending sounds and produce new words with similar sounds

❑ Apply rhyme in context for meaning
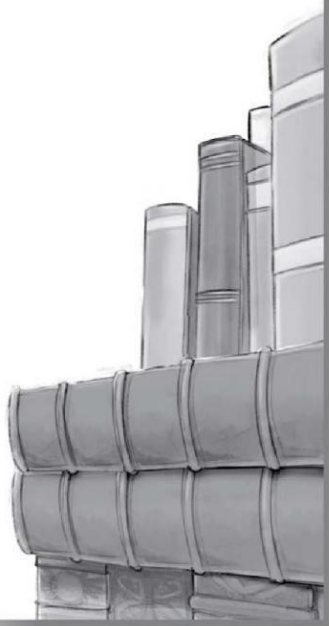
Techniques for Rhyming

Musical Rhyme

Purpose:	ELL Technique:
To recognize and produce rhyming words	Yes

Materials:

- text with rhymes
- *Musical Rhyme Pictures* (see musicalrhyme.pdf)
- music that has a fun beat, preferably without words
- stuffed animals such as teddy bears

Learning Phases

I

Select pictures that correspond with rhyming words you are studying (multiple rhymes are permissible), or use the *Musical Rhyme Pictures*. Think about students' names and generate authentic or nonsense words that rhyme with their names.

Read aloud a section from the selected text that highlights rhyming. Using your voice to emphasize the words that rhyme, identify orally the parts within the words that sound alike. After reading and identifying the rhyming words in the text, model how we can use our names to produce words that rhyme. Give a few examples of people's names and create a word that rhymes.

We

Have students listen to the word you call out. If they think their names have the same ending sound, have them stand up. Students listen to the rhyming word and determine if they are the match. If they hear their rhyming match, have them identify themselves by stating their name and creating more words that rhyme with their names.

Create a class list of the ones you demonstrate. Continue to add to the list regularly. **Suggested Teacher Talk:** *Explain how these two words are alike. What part of the word makes the rhyme? Generate another word that would rhyme with these words.*

With You

Make a large circle on the floor with the *Musical Rhyme Pictures,* and have each child stand behind one of the cards. Use music to start and stop along the way, as done in musical chairs. Start the music, and have students begin walking around the picture circle. Intermittently pause the music, and have students stop in front of a card. Call out a word, and have students check to see if the picture they are standing in front of rhymes with the stated word.

Invite the student with the rhyming picture to jump into the middle of the circle, say aloud their rhyming word, and add another word that rhymes. Students standing around the outside of the circle can have a chance to "unload" any rhyme thoughts and contribute by jumping inside the circle and saying their rhymes and then jumping back out.

By You

Place the *Musical Rhyme Pictures* in an area where students can revisit the technique again and produce rhyming words and record in their Word Study Journals. Post poetry such as traditional rhymes, nursery rhymes, or contemporary poetry for students to read aloud and recognize the rhyme within the text.

Differentiation

Use various rhyming words (e.g., cat-hat; weather-feather; persist-exist) depending on the instructional levels of students.

Extensions

- Read a poem from a content area or a theme, or use clapping games such as "Miss Mary Mack." Choose a body signal (e.g., hands up or down; sway to right or left) to identify the initial rhyming word and demonstrate the rhythm of the poem using that signal.

- Split the class into heterogeneous small groups of four or five students and give each group a stuffed animal or an object. Play music while the stuffed animal or object is passed around like a "hot potato." When the music stops, whoever is holding the stuffed animal produces a rhyming word that corresponds with a given word. Circulate among the teams to support them as they implement the technique.

Rappin' Rhymes

Purpose:	ELL Technique:
To recognize and produce rhyming words to rhythm	Yes

Materials:	
• poems, songs, or raps that correlate to content being studied	• Internet access to websites

Learning Phases

I

Share a selected text (poem, song, or rap) that correlates with the content being studied. Search a variety of websites for modeled-rhyming support and modeled poetry, songs, and raps (e.g., Educationalrap.com; Flocabulary.com; Rhymer.com; Rhymerzone. com; Smartsongs.com).

Demonstrate the rhythm within the text and highlight the featured words that rhyme by dramatizing the poem as you create movements/ body signals that feature attention to the rhyming words and possibly change their prosodic functions (i.e., stress, pitch, tone) for the rhyming words highlighted.

We

As a class, select a poem, song, or rap, and dramatize it with specific movements/body signals that feature attention to the rhyming words, using their voices to emphasis the rhyming words. **Suggested Teacher Talk:** *Listen to the text read aloud, and select the words that rhyme within the text. What criteria did you use to determine if the words rhyme? Produce a list of words that have the same rhyme as the one presented.*

With You

Divide students into teams. Have each team select text to dramatize on its own, using the same process as modeled previously. If desired, allow students to use forms of beat boxing and freestyle rapping to enhance musical elements and rhyming. Invite students to rap about things they see and encourage them to incorporate objects, people, situations, and even sounds into their raps.

Circulate among the teams to support them as they work. Then, have teams present their dramatized-selected text to other groups. Students watching the presentation should analyze movements and determine the pattern of the body signal and the rhyming pattern within the context of the poem, and then turn and talk with partners to discuss how they think the musical rhythm corresponds with the content.

By You

Give each student two vocabulary words that correlate with the content being studied. Have them reflect on the group's dramatized presentations. Have students use the vocabulary words to create their own two rhyming couplets in which the last words in lines one and two rhyme with each other, and the last words in lines three and four rhyme with each other.

Extension

Create a talking photograph using a website such as Fotobabble (http://www.fotobabble.com/). Students upload a photograph and then record themselves saying words that rhyme with the objects in their photographs to create a "talking image."

Rhyming Jar

Purpose:	ELL Technique:
To generate rhyming words that associate and focus on what is essential to determine meaning in a chosen content area	No

Materials:

- *Rhyming Jar Sentences* (see rhyming jar.pdf)
- jar
- strips of paper
- display options (chart paper, dry-erase boards, interactive whiteboard)
- Internet access to websites

Learning Phases

I

Label a jar as the Rhyming Jar. Write or copy *Rhyming Jar Sentences* on strips of paper that correspond with a concept of particular content you are studying (e.g., habitats, immigration). For additional sample sentences see the *Rhyming Jar Sentences*, omitting the final rhyming word (e.g., color words: I want a new bed, and I will paint it _____ [red]). Then, place the strips into the Rhyming Jar.

Select a strip from the Rhyming Jar and read it aloud, emphasizing the first rhyming word (e.g., whisper the word *bed* in the first sentence above). Leave out the rhyming word at the end of the sentence, and model how you have to think about the word you emphasized because the omitted word will have the same ending sound (rhyme) as that particular emphasized word.

We

Generate with students other words that would rhyme with the selected words. Read text that has words that rhyme with the identified word. Display this list for all students to see the rhyme identified (e.g., bed/red). Have students stand every time they hear a word that rhymes with the identified word in context.

Return to the Rhyming Jar, pull another sentence from the jar, and invite students to work in pairs to select the word that completes the sentence. If additional support is needed, give the initial sound for the omitted rhyming word. Add that rhyming pair to the chart, and have students share other words that rhyme to add to the list.

With You

Distribute strips from the Rhyming Jar to students, and have them work with partners to create the ending part to the rhyming sentences. Students analyze the vocabulary words, the rhyming ability, and the correlation to the content meaning in order to know whether the word(s) they've selected make sense. **Suggested Teacher Talk:** *Does your rhyming word at the end of the sentence make sense? Why or why not?*

As a class, add the rhyming pairs to the list. Partners can go on a detective hunt to search for words that rhyme with their selected rhyming words from their sentence strips. Add the discovered rhyming words found on their rhyming detective hunts to a posted class-generated list.

By You

Have students be "rhyme detectives," looking for other oral and written words that rhyme with the word pairs on the list. If desired, students can listen to chants, poetry, or rap from various sources. Challenge them to create individual sentences that support meaning for the vocabulary words that will be within the rhyming sentences. **Suggested Teacher Talk:** *Explain how you used the rhyming vocabulary word within the sentence to rhyme. What added support was given within the statement to bring meaning to the vocabulary word?*

Differentiation

For visual learning support or English language learners, use picture cards as the initial rhyme instead of words in the sentence.

Draw a Rhyme

Purpose:	ELL Technique:
To determine a rhyming word that makes sense in a story in order to complete a sentence and to create a visual representation of the rhyme	Yes

Materials:	
• *Draw a Rhyme Poem* (see drawrhymepoem.pdf)	• scissors
• display options (chart paper, dry-erase boards, interactive whiteboard)	• felt
	• foam board
• rhyming poems	• drawing paper or dry-erase boards
	• Internet access to websites

Learning Phases

I

Model the *Draw a Rhyme Poem* and read the first few lines aloud, omitting the ending rhyming words. Demonstrate and display an image that would correlate with the meaning of what you read.

Model how you can create a poem for concept of study in any content area (a body system in science, a multiplication equation in math, etc.). The words at the end of every two lines should rhyme. For example, the first two lines might read *In digestion everything begins here, In an opening that is between your ears.* Omit saying the word *ears* when reading the sentence aloud and draw a picture of a mouth.

We

Read the next two lines, and ask a student to continue creating the concept image that correlates with the meaning of the text. For example, the next two lines might read *When you chew and chew your food, it must go through this long, long tube.* The student would draw an esophagus attached to the mouth as anatomically correct as possible. **Suggested Teacher Talk:** *Draw the concept the rhyme refers to (e.g., concept: esophagus, rhyme: food and tube). How do the rhyming words in the poem support your understanding of_____ (e.g., digestive system)?*

With You

Have partners take turns reading a different poem from *Draw a Rhyme* (Fitzpatrick 1997) to each other. One will read while the other one listens and draws the rhyme. Partners revisit the poem and compare the one that illustrated the rhyme with the actual poem for accuracy. They can also create their own Draw a Rhyme poem to share.

By You

Record some poems for use with this technique and place them at the listening center. Have students listen to the poems on their own and draw the rhyming words or have precut shapes from felt or foam board that represent the desired rhymes. Have students put together the felt or foam pieces to "build a rhyme."

Extension

Introduce students to a variety of rebus stories. For example, read *I Love You: A Rebus Poem* (Marzollo 2000). As a class, compare the Draw a Rhyme technique to a rebus story. Create a group rebus story to correspond with a current content subject or piece of text. (Nursery rhymes make great rebus examples and can be found on the Internet (e.g., Enchantedlearning.com.) Reread the text, noting rhymes in the text by whispering them when you encounter them as you are reading.

Word Study Strategy: Isolating and Identifying Sounds

Isolating sounds is a strategy that allows students to recognize individual sound(s) in a word. Attending to these phonemes increases students' phonemic awareness that words are made up of individual sounds that connect to form a word. The Foundational Skills strand within the Common Core State Standards (CCSS 2010) emphasizes isolating and identifying as the essence of the foundation for phonological awareness, phonics, and word recognition. When students apply this strategy, they are demonstrating their ability to think about and separate individual sounds from one another within a word (e.g., the first sound in dog is /d/, the medial sound in wet is /e/, and the final sound in like is /k/). Students need to explore the articulation of these alphabetical sounds with techniques that support the correct positioning of their mouths. "This type of explicit attention to vocal gestures can be helpful at the beginning of phonemic awareness instruction" (Manyak 2008, 659). Positioning of the lips, tongue, and jaw is vital to speech, motor coordination, and articulating sounds correctly and has a positive effect on students' word reading (Castiglioni-Spalten and Ehri 2003; Anthony et al. 2011).

Students who are applying this strategy are able to think about separate distinct sounds, and notice that two or more words may have the same initial sound (e.g., *ball*, *bat*, and *balloon*), medial sound (e.g., *met*, *Greg*, and *tell*), or final sound (e.g., *call*, *pool*, and *doll*). Identifying these sounds is important, as students lay a solid foundation in the area of phonological awareness as they move through the developmental stages of reading, and it provides students with a tool for reading as well as writing.

To support Isolating and Identifying Sounds while reading, a set of skills is required to effectively implement this reading strategy. The synchronized application of several reading strategies results in making meaning while reading a text. The skills, additional integrated reading strategies, and their reading components found in corresponding chapters are as follows.

Focus Skill(s):

- Concepts of words
- Awareness of sounds
- Formation of mouth position

Integrated Strategies:

- Analyzing Sounds (Chapter 2)
- Analyzing Words (Chapter 3)

Accountable Teacher Talk for Isolating and Identifying Sounds

Following is a list of suggested Teacher Talk that encourages readers to think strategically as they employ the Isolating and Identify Sounds strategy. To effectively increase levels of thinking, these suggestions incorporate Bloom's Taxonomy's higher-order questioning (Anderson and Krathwohl 2001) and Webb's Depth of Knowledge (2002).

Remembering and Understanding (Recall)

- What is the difference between the sound and the letter? What sound does the letter _____ make?
- What other words start the same as the word _____?

Applying (Skill/Concept)

- Think of the words that begin with the same sound as _____ and compose your own form of alliteration. What do you notice about your tongue/lips/jaw when you say the sound _____?

Analyzing (Strategic Thinking)

- Distinguish where you hear the sound /_____/ in the word _____. Is the sound closer to the beginning or ending of the word? Explain your choice.

Evaluating and Creating (Extended Thinking)

- Explain why you positioned your mouth that way to make the word _____. Think of other words that would have that same mouth shape and make the same sounds.
- Create a list of words that start the same as _____ and forms an alliteration with the same beginning sounds. Compose these words into several sentences that denote appropriate meaning.

Behavior Indicators for Isolating and Identifying Sounds

As you assess students' ability to isolate and identify phonemes, use the following behaviors as a guide. Do students exhibit these behaviors never, rarely, often, or always?

❑ Isolate and identify individual sounds by positioning the mouth, lips, jaw, and tongue to correspond with appropriate sound

❑ Isolate and pronounce initial sounds (e.g., cup, car, ball), medial vowel sounds (e.g., cup, cap, cop), and final sounds (e.g., pan, pal, pad) in spoken-syllable words

❑ Distinguish long- from short-vowel sounds in spoken single-syllable words when reading regularly spelled one-syllable words

Techniques for Isolating and Identifying Sounds

Mirror/Mirror

Purpose:	ELL Technique:
To identify and demonstrate positioning of the mouth, lips, jaw and tongue with isolated sounds in a spoken word	Yes

Materials:

- a piece of familiar text
- hand held mirrors (or visit http://www.ValerieEllery.com for Mouth It Mirrors)
- basket
- Word Study Journals
- digital camera
- chart paper

Learning Phases

I

Select a word with three sounds from a familiar text and say it aloud, isolating the beginning sound. Look into a handheld mirror and notice the position of your mouth (lips, tongue, jaw). Being specific, tell students what you see in the mirror. For example, "When I produce the /d/ sound in the word *dog,* I see my lips are open, and I feel my tongue touching the roof of my mouth."

We

Have students practice positioning their mouths to say the sound you isolated. Select several volunteers to describe the formation of their mouths on a particular sound given. Have students place their hand on their throats as they vocalize a sound, a syllable, or a word and notice the rhythmic feature of the highlighted sound(s).

With You

Have students work with a partner and select a word from a familiar text. One student will produce sounds from the word, study their mouth in a mirror, and describe to their partner what they notice for their mouth position. Partners will then switch roles, so each one is able to observe the position of their mouth and verbalize their observation. Select another word with three sounds from a familiar text and ask partners to isolate the medial or final sound in the word. Partners will again observe their mouth and describe what they see to their partner. **Suggested Teacher Talk:** *What do you notice about your tongue/lips/jaw when you say the sound _____ ?*

By
You

Provide mirrors during independent writing time for students to utilize while encoding words. They may check the position of their mouth for specific sounds (e.g., initial sounds, vowel sounds, syllables, affixes, or roots of a word). Students can record (illustrations or narrative) in their Word Study Journals what they observed as they positioned their mouth for the specific sounds.

Differentiation

Substitute sounds for a multisyllabic word from a familiar text or content area, and say it aloud, isolating the syllables (e.g., reflecting or equation). **Suggested Teacher Talk:** *When I produce the /r/ sound in the first syllable (re-), I see my lips are the shape of a circle, and I feel my tongue lifted and then moving down toward my chin.*

Extensions

- Create a chart with four or five letters as the categories. Collect items that correlate with the letter sounds in a basket. Have students select an item, check the position of their mouth in the mirror, and then place an object under a corresponding picture to complete the chart. **Suggested Teacher Talk:** *How do you position your mouth when you start the word _____ for the final sound in the root _____?*

- Create a digital portfolio of sounds by having students use a webcam, voice recording software, or an app. Students produce a sound while taking a picture of their mouth formation and recording the sound they pronounce.

- Using a digital camera, have student groups take pictures of their mouths as they form letter sounds. The pictures can be used to create digital books by importing them into a PowerPoint™ slideshow. If desired, have students record and insert the sounds that are demonstrated in each picture.

Alliteration Activation Creation

Purpose:	ELL Technique:
To identify initial sounds and create additional words that begin with the same sounds to supply rhythm, repetition, and meaning in a story, poem, or song to demonstrate a form of figurative language	Yes

Materials:	
• text with alliteration (poetry, jingles, song lyrics)	• chart paper
• small objects (e.g., ball, pencil, marker)	• clip art or pictures of common recognizable items (e.g., dog, car, child)
• bucket or bag	• drawing paper
• Word Study Journals	

Extensions

- Use a student's name followed by a verb after his or her name that has the same beginning sound (e.g., Derek dreams, Jacey jumps, Brooke bounces) to produce alliteration. Have students create tongue twisters with their names (e.g., Bailey bakes biscuits before breakfast).

- Have students create their own poetry prose, using alliteration with illustrations and sentences that incorporate as many vocabulary words from a specific content-area text. **Suggested Teacher Talk:** *What kind of figurative language did you hear in the text that was read aloud? Think of the words that begin with the same sound as _____ and compose your own alliteration creation.*

Hot Seat

Purpose:	ELL Technique:
To recognize and dramatize positioning of isolated sounds	Yes

Materials:

- three cups, one set per pair of students
- chairs
- small items to use as markers (e.g., marbles, counters, buttons)
- Word Study Journals
- three index cards
- text
- Hula-Hoops™ *(variation)*
- chart (optional)
- markers

Learning Phases

Mark the index cards each with one letter—*B* (beginning sound), *M* (middle sound), and *E* (ending sound). Mark each set of cups with the same letters. Line up three chairs in the front of the room. Attach one (*B*, *M*, or *E*) card to each chair and explain that these are the "hot seats." Select a word from a familiar text or content area of study.

Isolate one sound from the word by saying it aloud, and then sit in the chair that correlates with the position of the sound in the word. For example, if the word chosen is *pig*, say the /p/ sound, and sit in the first seat. Continue to move to each chair, saying aloud the sound within the word that correlates with the chair (sit in the middle chair and say the /i/ sound in *pig*; sit in the last chair and say the sound /g/ in *pig*).

Figure 2.5 Segmenting Samples

sentences to words	The dog barks becomes /The/ /dog/ /barks/
words to syllables	garden becomes /gar/den
words to onset and rime	bike becomes /b/-/ike/
words to individual phonemes	cat becomes /c/-/a/-/t/

To support Blending and Segmenting Sounds while reading, a set of skills is required to effectively implement this reading strategy. The synchronized application of several reading strategies results in making meaning while reading a text. The skills, additional integrated reading strategies, and their reading components found in corresponding chapters are listed below.

Focus Skill(s):

- Concepts of words
- Awareness of sounds; onset and rimes
- Connecting
- Separating

Integrated Strategies:

- Isolating and Identifying Sounds; Analyzing Sounds (Chapter 2)

Accountable Teacher Talk for Blending and Segmenting Sounds

Following is a list of suggested Teacher Talk that encourages readers to think strategically as they employ the Blending and Segmenting Sounds strategy. To effectively increase levels of thinking, these suggestions incorporate Bloom's Taxonomy's higher-order questioning (Anderson and Krathwohl 2001) and Webb's Depth of Knowledge (2002).

Remembering and Understanding (Recall)

- How many words do you hear in the sentence?
- How does hearing the onset and then the rime help you to form the word?

Applying (Skill/Concept)

- Demonstrate the number of syllables (or sounds) you hear in the word by pushing your counters together.

Analyzing (Strategic Thinking)

- Try to say the word slowly to hear the individual sounds in the word _____ and determine other words that are close to the same number of sounds. How does slowly hearing each individual sound and blending the sounds as you go help you when forming a word?

Evaluating and Creating (Extended Thinking)

- Isolate the second syllable in the word _____. How many letters are represented within the highlighted syllable? What is the vowel that is in the highlighted syllable? Explain how thinking about syllables supports your ability to decode/sound out a word.

- Investigate words by their syllables. What information can you gather to support your understanding of syllables? Explain the steps you used to determine where the syllable breaks are in the word.

Behavior Indicators for Blending and Segmenting Sounds

As you assess students' ability to blend phonemes, use the following behaviors as a guide. Do students exhibit these behaviors never, rarely, often, or always?

❑ Blend and segment onsets and rimes of single-syllable spoken words

❑ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends

❑ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

❑ Identify and separate a sentence to individual words, individual words to syllables, words to onset and rime, individual units of sound in a word, and structural analysis of a word

Techniques for Blending and Segmenting Sounds

Chime with Rimes

Purpose:	ELL Technique:
To hear and analyze two segments of a word, such as the onset and rime and blend them together to form the word	Yes

Materials:

- text
- word list from text with onsets and rimes
- puppet
- magazines
- dry-erase boards and markers
- online clip art programs
- *Rimes Poster* (see rimesposter.pdf)
- Word Study Journals
- chart paper
- markers

Learning Phases

I

After reading a sentence from a selected text, present students with a word from the text. Read the word to students, noting the particular rime sound you are studying (e.g., *ight*). Use a puppet to introduce blending onset and rimes by chanting a jingle as follows: Use two different voices. Your voice: "It starts with /n/." Puppet voice: "and it ends with /ight/." Your voice: "put it together, and it says *night*."

We

Select a student to listen to the puppet say the onset and have the student create a rime that would make the new word. Rimes can be selected from the *Rimes Poster* to create a word to chant the jingle and have the student fill in the word at the end of the sentence. For example, "I know a word that begins with /c/ and ends with /ake/. Now put it together and it says ____[cake]."

Continue to use the puppet and have students listen to the onset and rime (e.g., /r/-/ake/) and blend the two together in their minds to create a visual representation of the chosen onset and rime word. **Suggested Teacher Talk:** *Explain how these words are similar.*

With You

Ask groups to cut pictures out of a magazine or use electronic illustrations that represent a word with an onset and rime. Students can collect the pictures in a Word Study Journals, identify the segmentation in the word, and blend the word beside the picture in written form.

Accountable Teacher Talk for Synthesizing

Following is a list of suggested Teacher Talk that encourages readers to think strategically as they employ the Synthesizing strategy. To effectively increase levels of thinking, these suggestions incorporate Bloom's Taxonomy's higher-order questioning (Anderson and Krathwohl 2001) and Webb's Depth of Knowledge (2002).

Remembering and Understanding (Recall)

- Try to verbalize what is happening within the text.
- What did you think about first? Now what are you thinking?

Applying (Skill/Concept)

- What do you understand now that you did not understand before? I didn't understand it when the author said _____, but now I understand that he or she _____.

Analyzing (Strategic Thinking)

- How has your thinking changed since reading that part of the text?

Evaluating and Creating (Extended Thinking)

- How could you test your theory?
- Propose an alternative to the situation.

Behavior Indicators for Synthesizing

As you assess students' ability to synthesize, use the following behaviors as a guide. Do students exhibit these behaviors never, rarely, often, or always?

- ❏ Interpret meaning of text through drama and artwork
- ❏ Combine information and form new thoughts
- ❏ Monitor and evaluate text for meaning

Mind Mapping

Purpose:		ELL Technique:
To make visual connections to words or concepts from a text to gain an overall perspective		Yes

Materials:	
• text	• markers or crayons
• paper	• online resources (wisemapping.com; coggle.it; spicynodes.org) (optional)

Learning Phases

I

Read a text and model creating a mind map of it. Start by writing a central word or concept (or drawing a picture) in the center of a sheet of paper. **Suggested Teacher Talk:** *What words helped you figure out the main idea?*

We

Have students think of five to seven main ideas that relate to that central word or drawing; these ideas should radiate out from the center.

Create a class *Mind Map* and post in the room as a springboard for future discussions.

With You

Partners work together to create a mind map based on a text students are reading. Students may find it useful to turn their paper on the side in a landscape format for mapping. By personalizing the map with their own symbols and designs, students will construct visual and meaningful relationships between their ideas and the text.

By You

Reread the text, and have students reflect on their maps to better comprehend the text. **Suggested Teacher Talk:** *How has your thinking changed after drawing the map?*

Extension

Use online resources to create interactive Mind Maps (http://www.wisemapping.com; http://www.coggle.it; http://www.spicynodes.org).

Comprehension Synthesizing

Rewriting a Story

Purpose:		ELL Technique:
To organize and compose thoughts from a specific point of view		No
Materials:		

- text

Learning Phases

I
After reading a text, model rewriting a passage from the story in first person from any character's point of view. **Suggested Teacher Talk:** *What new ideas or information do you have after looking at the text from a different point of view?*

We
Discuss with students how some books and even movies are known to have several different endings. Compare the endings to several examples, or create the text from a different character's point of view.

With You
Invite students to share with a group any new perspectives they have gained about the character from their rewriting activity. **Suggested Teacher Talk:** *What made you think that way?*

By You
Have students rewrite an alternative ending to a text, making sure they have an effective conclusion that would make sense based on the current version.

Extension

Have students use their edited passage and revise it into a musical by turning the speaking parts into singing parts. Then, have students perform their musicals.

Say Something: Text Talk

Purpose:		ELL Technique:
To monitor thinking about text while reading		Yes
Materials:		

- text