

*Fundamentals of Reading*

Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.

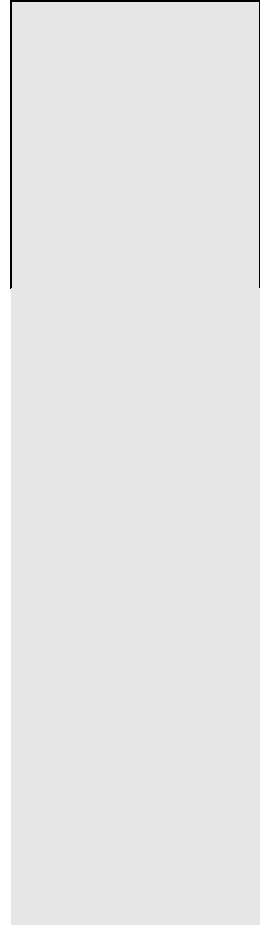
Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.

Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.

Use metacognition to monitor meaning and adjust strategies while reading.

Notice and analyze an author's style and techniques to construct meaning.

	Reading processes are modeled through demonstration, explicit instruction, and think alouds.	Activator/Connection	Linked to prior learning, knowledge, or experiences A hook or way to peak interest
	The mini-lesson is up to 20 minutes.	Teaching Point/Learning Objective  "I do"	State the learning objective/I can statement Teacher may demonstrate the objective using: <ul style="list-style-type: none"> <li>○ Modeling/demonstrating</li> <li>○ Shared reading – Students are reading from a common enlarged text or individual copy while guided and supported by a teacher who explicitly models decoding strategies, fluency, and comprehension</li> <li>○ Mentor text – Any text that can be used as an example of good writing for readers using what authors do to demonstrate reading and writing skills (examples: traditional text, teacher writing, peer writing)</li> <li>○ Interactive read aloud – an interactive reading experience that provides opportunities for students to engage with text through listening and discussion in order to promote deeper understanding about the meaning of the text</li> <li>○ Anchor charts (teacher created, student created, or co-created) – an interactive reading and writing experience to encourage</li> </ul>



Active Student  
Engagement/Guided Practice

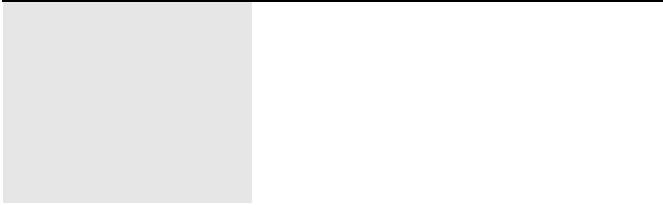
"We do"

collaborative conversations that promote student engagement and ownership of learning; used as a student resource and organizational tool.

- Think-aloud: Teachers model for students how skilled readers construct meaning from text by explaining aloud strategies they use to monitor comprehension

Reading processes are  
by students with teacher support  
Teachers monitor to make immediate/f

	<p>The ELA block is the Reading and Writing Workshop in combination. Because reading and writing are reciprocal, teachers should use a fluid model as children grow as readers and writers over time.</p>	Guided Reading	<p>Flexible small group instruction based on text level with a group of students who demonstrate similar reading needs</p> <p>Research-based framework/structure (Jan Richardson, Fountas &amp; Pinnell, etc.)</p> <p style="text-align: center;">:</p> <p>Intensive: 4-5 (in addition to intervention time)</p> <p>Strategic: 4-5</p> <p>Core: 2-3</p> <p>Advanced: 1-2</p>
		Reteaching/Strategy Group	<p>Flexible small group instruction around a developing skill or strategy</p>
		Conferencing	<p>Teacher meets with individual students provide immediate, targeted instructional feedback on their reading (less than 5 minutes)</p> <p>Example: response journals, anecdotal notes, etc.</p>
		Authentic Work Stations	<p>Students are engaged in experiences based on student need or interest to strengthen strategies and skills previously introduced</p> <p>Work stations may occur while the teacher is doing Guided Reading groups or at other points in the school day</p> <p>Centered in text (eyes on text)</p> <p>Stations should change as students' interest and needs change over time</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Content based (researching)</li> <li>Book clubs</li> <li>Writing station</li> <li>Listening station</li> <li>Partner reading</li> </ul>



Independent reading  
Computer assisted technology  
Word work

	Word parts	Roots, stems, and affixes
	Vocabulary	Recognizing words and understanding them Appropriate use of vocabulary Vocabulary in context; word choice
	Phonological patterns	Understanding letter-sound associations/phonics
	Fluency	Reading with appropriate rate, accuracy, and with expression; putting the right feeling, emotion or emphasis on the right word or phrase Pausing Intonation Stress Rate Phrasing

[www.janrichardson.com](http://www.janrichardson.com)

Jan Richardson's best-selling Next Step collection includes:

and

Jennifer Seravallo is the author of NY Times best sellers: The  
and

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Nell Duke's work focuses on early literacy development, particularly among children living in poverty. Her specific areas of expertise include: development of informational reading and writing in young children, comprehension development and instruction in early schooling, and issues of equity in literacy education.

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Debbie Diller is the author of

and

[www.fountasandpinnell.com](http://www.fountasandpinnell.com)

Fountas and Pinnell provides resources for assessments, classroom resources, and interventions.

