

# Reading

**Research Basis:** Research has shown that repeated reading of texts at an appropriate instructional level can increase reading fluency for students who struggle with reading (Chard et al. 2002; Dowhower 1987; Kuhn & Stahl 2003; O’Shea et al. 1985; Samuels 1979), and that it can enhance comprehension (Daly & Martens 1994; Dowhower 1987; Freeland et al. 2000).

## Fluency Routine 1

### Choral or Echo Reading/Marking the Text

1. **Select a passage.** Choose an appropriate text and provide copies for students. Keep passages short and use a variety of texts: narrative, expository, poems, songs, student writing. Choose text that is motivating.
2. **Provide a model.** Have students listen to a fluent reading of the text. This can be read aloud by the teacher or a recorded version. Use the fluency models provided on the selection recordings audio CD or in MP3 format at [NGReach.com](http://NGReach.com).
3. **Have students mark the text.** As they listen to the model, have students mark the reader’s phrasing (/ for a short pause; // for a longer pause) or intonation (rising or falling inflections) on a copy of the text.
4. **Have students read the text.** Students can echo or choral read the text with you, following markings for phrasing and intonation. Coach phrasing and intonation as needed.
5. **Have students do repeated readings.** Have partners practice reading the same text in its unmarked version until they can read it fluently.

## Fluency Routine 2

### Paired Reading

1. **Select a passage.** Choose an appropriate text and provide copies for participants. Paired reading works best with a selection that contains strong emotions.
2. **Establish pairs.** Pairs can be peer-to-peer or student-adult groupings. Note that performance tends to be better when students read aloud to an adult as opposed to a peer.
3. **Read alternate sentences.** Have partners alternate reading sentences, checking each other’s readings as they go.
4. **Monitor fluency.** Encourage students to attend to prosody (phrasing, expression, and intonation).

## Fluency Routine 3

### Recording and Tracking Comprehension Coach

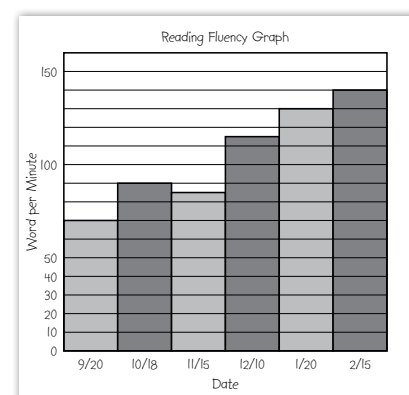
1. **Read and record.** Have students use the Comprehension Coach to record and analyze their readings.
2. **Re-record as needed.** Encourage students to repeat their recording until they are satisfied with their reading and rate.
3. **Note progress.** Have students note their accuracy and rate as measured by the Comprehension Coach. They should see increases in both rate and accuracy over time.

## Fluency Routine 4

### Timed Reading Comprehension Coach

Use this technique to help students develop an appropriate reading rate with good accuracy. Research suggests this technique is highly motivational if students have a clear target for words read correct per minute (WCPM) and then chart their progress.

1. **Read and record.** Have students use the Comprehension Coach to record their readings. The Comprehension Coach encourages students to read carefully and thoughtfully, repairing miscues, thinking about vocabulary, and actively comprehending.
2. **Graph results.** Have students record their WCPM on a graph or chart each time they use the Comprehension Coach.



**Research Basis:** Research demonstrates the importance of teachers providing support for decoding and comprehension as children read text at their instructional level. Working with leveled text helps children negotiate increasingly difficult texts. (Pinnell & Fountas 1996)

In addition, learning to make connections through reading and discussion further enhances and expands children’s growing understanding of the world and of specific content areas. By comparing, contrasting, and integrating information from various sources on a common concept, children learn to evaluate information and information sources as well as learn to adjust their thinking and understanding based on continuing input.

## Leveled Reading Routine 1

**Purpose:** Guide and support children as they read texts at their instructional reading level and to provide children with varying viewpoints on a wide range of subject areas.

### Introduce

1. **Choose and assign books.** Review the Teaching Resources provided for each Unit. Select eight books for each child to read over the course of the four-week unit. A wide range of difficulty levels (Fountas & Pinnell) are provided as well as various approaches to the unit concept to help match student interest.

2. **Introduce books.** Work with children reading the same book to introduce the book. Use the Teaching Resources on pages for specific instruction tailored to each book. Providing time for previewing and preparing to read, allows children time to activate their prior knowledge of the topic and to identify possible challenges to their reading.



3. **Introduce story words.** Preview any story words that are listed for each book. Since children will be reading at their instructional levels, pre-teaching story-specific words will help ensure their understanding of the text as a whole.

4. **Establish a Weekly Reading Plan for Children.** Establish a schedule children will follow throughout the year. Avoiding any confusion about procedure will allow children to concentrate completely on their reading.

- DAY 1: Read book 1 independently
- DAY 2: Reread book 1 with a partner who has read the same book. Discuss the book and complete the graphic organizer together.
- DAY 3: Read book 2 independently.
- DAY 4: Reread book 2 with a partner who has read the same book. Discuss the book and complete the graphic organizer together.
- DAY 5: Discuss books in small group with children who have read different books.

## Leveled Reading Routine 2

### Read and Integrate Ideas

1. **Have children read independently.** Allow time for children to read each book independently to acquaint themselves with the text. They can read silently, whisper read, or read aloud. As they read, circulate and have individuals read selected passages aloud for you. Encourage children to self-correct by asking questions such as: *Did that make sense? You said \_\_\_\_\_. Does that sound right?*

2. **Have homogenous pairs reread and discuss.** Pair children who have read the same book, and have them reread the book together. Encourage children to read pages to each other. Remind children to listen respectfully as their partner reads.

After reading, have children discuss what they have read and use the graphic organizers provided on LR13-LR15 for the book to help them organize their ideas and solidify understanding.

## Leveled Reading

**Weeks 1-4 Teaching Resources**  
Fiction/Nonfiction Books

**D Guided Reading Level**

**The Little Panda**  
By Shirley Chan  
BookFiction | Pages: 8  
Content Connections: Life Cycle of a Panda

**Summary** Close-up photos accompany descriptions of a baby panda's activities as it grows and changes. The baby steps with its mother, climbs, walks, eats leaves, and grows up.

**Activate Prior Knowledge** Ask: How do you know humans and pandas are different? They get bigger! What new things do you think they get bigger? Explain that baby animals also learn as they grow.

**Preview** Display the cover and ask students to predict: What do you think baby pandas need to learn as they grow? Possible responses: how to walk, climb, and eat bamboo the way you eat (page 5).

**Build Comprehension**

- Identify the main idea.
- Identify the main characters.
- Identify the main events.
- Determine the main message.

**Writing Ops**  
Drawing: Draw a picture of a baby panda.

**E Guided Reading Level**

**How Do Baby Animals Grow?**  
By Corinne Hochstetler  
BookFiction | Pages: 16  
Content Connections: Life Cycle of Animals

**Summary** The author describes the habitats of golden beaver, kangaroos, and porcupines, including how the parents of each species nurture their babies to adulthood.

**Activate Prior Knowledge** Ask: What animals do you know? Possible responses: kangaroo, porcupine, beaver, etc. Ask: How do you think baby animals grow? Possible responses: by their parents.

**Preview** Display the cover and read about the title. Have children look through the book and identify each of the animals. Ask: What are you going to learn about these animals? How they grow? How do you know that? (The title tells me they introduce the story words.) (page 6, page 10, and page 15).

**Composition Chart**

**Connect Across Texts**

Draw a picture about a book that you read. Listen to other people in your group. Draw pictures about some of the books they read.

Title: _____	Title: _____
Title: _____	Title: _____

How do animals change as they grow?

LR4.3 Unit 4 | Growing and Changing  
For use with TE pages LR10-LR23

Use your beginning-middle-end chart to tell a partner about the story.  
LR4.1 Unit 4 | Growing and Changing  
For use with TE pages LR10-LR23

- 3. Monitor partner's discussions.** As partners discuss their book, prompt them to show you where in the book they gathered the information to complete their graphic organizers. Use the build comprehension questions in the **Teaching Resources** pages to check for understanding. In addition, encourage children to point out information in the text that stood out for them such as sections they found very interesting, confusing, or that contradicts or confirms their prior understandings of the concepts.
- 4. Have children self-assess.** Distribute the **Reader Reflections Assessment Master** pages. Have children evaluate their ability to read on their own. Point out that good readers always monitor their own reading and know when they understand what they are reading and when they don't.
- 5. Provide writing options.** Have each child complete a writing option from the **Teaching Resources** pages. Allowing children a variety of ways to convey their understanding will help solidify their knowledge and allow you different methods of gauging their understanding.

## Leveled Reading Routine 3

### Connect Across Texts

- 1. Form heterogeneous discussion groups.** Group children of mixed ability levels into clusters of four, representing different combinations of books. This will allow children to access the books they did not or could not read. In addition, children will be comparing ideas, understandings, and reactions as well information.
- 2. Introduce the activity.** Write the Big Question. Have children use the designated **Practice Master** to record notes or draw a picture to help them remember what their classmates say about their books. Children presenting summaries benefit from the exercise of condensing the information they learned and presenting key points. Children listening to a summary can add the knowledge to their growing understanding of the concept as well as make decisions about how the new knowledge fits into their view of the concept. Assessment tools are provided for noting and recording children's ability to participate and learn from concept-based discussions.

## Leveled Reading Routine 4

### Conduct Conferences

- 1. Assess reading.** Have each child read aloud from his or her book.
  - Listen for miscues and assess fluency using the **Oral Reading Assessments**.
  - Ascertain children's understanding of the connection between the book and the Big Question for the unit.
  - Have children restate the Big Question.
  - Have children point out examples in their books.
  - Encourage children to respond in their own words.
  - Use **Reading Strategy Rubrics** to assess the student's use of the reading strategies.
- 2. Assess writing.** Use each student's response to the chosen writing option to assess their writing and further assess their understanding of the content. Pay particular attention to the grammar, spelling, and writing skills being addressed in the daily lessons to see if children are transferring these skills to all of their writing. Review these skills with children when necessary.
- 3. Plan intervention or acceleration.** Plan for reteaching (**Reteaching Masters**) or acceleration based on the outcome of the book conference. Use the Recommended Books list to guide children in choosing further books to read.

**Research Basis:** Research confirms the importance of all students being exposed to grade-level text for concept and vocabulary development. These routines provide support for students who are not yet able to read grade-level selections on their own. Listening to a recording of the selection provides the most support.

Echo reading has been shown to contribute to the reading growth of low-achieving readers (Mathes et al 2001). Echo reading, choral reading, and paired or partner reading provide increasingly lower levels of support and encourage students to develop toward independent reading of grade-level text. In addition, the added comprehension focus that teachers provide before, during, and after reading provide additional opportunity to rehearse reading skills and strategies. Observe students as they read, with the goal of providing the lowest level of support that will enable students to access the text being read.

## Learning Station Routine 1

### Listening Center

1. **Choose a space.** A good space is a quiet corner, where students using the center will not be distracted or disturb others.
2. **Gather resources.** Resources can include CD players, headphones, books recorded onto a computer, audio CD, or other electronic device, and one or more copies of books students will listen to. You may also want to provide response sheets, pencils and markers, and baskets to hold books and materials.
3. **Assign text.** Students can listen to books on their own or in groups, depending on interest and reading level. Encourage students to follow along in the text as they listen.
4. **Provide ways to respond.** Have students illustrate their favorite part of the story, complete a response sheet, write about what they heard, or respond in some other way.

## Learning Station Routine 2

### Echo Reading

1. **Select a text.** The text can be a complete selection or a portion of text. Passages for echo reading are best when they are short and motivating for students.
2. **Select students.** Echo reading can be used with a small group or an individual student. It is most appropriate for students who are not yet able to process the text on their own but can track the print as you read aloud and as they repeat the sentences after you.
3. **Have students listen and repeat.** The teacher reads a sentence aloud, modeling good intonation and rhythm. Students then read the sentence aloud following the teacher's model. Encourage students to track the print as they listen and repeat.
4. **Correct errors.** The teacher provides immediate feedback to correct student mistakes.
5. **Have students reread.** After reading aloud with the teacher, have students reread the text in pairs until they can read it fluently.



## Learning Station Routine 3

### Choral Reading

1. **Select a text.** The text can be a complete selection or a portion of a text. Passages for choral reading are best when they are short and motivating for students. Predictable text works well for choral reading.
2. **Select students.** Choral reading is most appropriate for students who are hesitant to read aloud independently but can join in reading the text in unison with other students with the teacher leading. Choral reading helps build students' motivation, confidence, and fluency.
3. **Read the text aloud first.** Model fluent reading and good intonation.
4. **Read the text in unison with students.** Have all students in the group read the passage aloud in unison with you. Encourage them to use good intonation.
5. **Have students reread.** After reading with the teacher, have students reread the text in pairs until they can read it fluently.

## Learning Station Routine 4

### Paired Reading

1. **Select a text or portion of text.** Passages for paired reading are best when they include strong emotions or dialogue.
2. **Pair students.** You may wish to pair students of similar reading ability, or pair a higher level reader with a lower level reader.
3. **Explain the procedure.** Tell students if you want them to:
  - Read the passage aloud in unison.
  - Take turns with each person reading a sentence, paragraph, or page.
  - Have one student listen while the other reads.
4. **Model error correction.** Demonstrate how students should support each other by rereading misread words, and asking for and giving help when needed.
5. **Encourage fluent reading.** Partners should practice good prosody (phrasing, expression, and intonation) as they read.
6. **Encourage discussion.** Have the reader pause at the end of a paragraph or section. The listener can then summarize or make a connection. Pairs can ask each other questions about what was read, such as:
  - *What was your favorite part of the story?*
  - *What was your page about?*
  - *Were there any parts that were hard to read?*

**Research Basis:** Within a good instructional program, independent reading can help students develop fluency, vocabulary, comprehension, and background knowledge. However, reading independently is not a substitute for key skill instruction in decoding, vocabulary, comprehension, and fluency. Teachers can support students as independent readers by assisting with book selection and encouraging students to share information about what they have read (Cunningham & Stanovich, 1998).

## Independent Reading Routine

**Purpose:** Support students in making effective and successful use of independent reading time.

- 1. Select topics.** Provide a rich collection of books to choose from. Books may include known texts, classroom favorites, or picture books. Support students in selecting books of interest for independent reading. Discussing books in advance with individual students or groups can motivate readers and help them determine what they want to read. Use the Leveled Reading Books at a Glance page and the Recommended Books list of every Teacher's Edition for book suggestions.
- 2. Share.** Bring students together to share their reading experiences. Students who have read different books can summarize what they read, and share what they found most interesting in their reading. Students who have read the same or similar books can share what they have learned about the topic and what more they would like to learn.
- 3. Extend.** Encourage students to extend their understanding of the book with an activity such as one of the following:
  - Draw a picture about something related to the book.
  - Create a short play or pantomime based on the book.



Use the **Leveled Book Finder** to find more books.

