

Research Basis: Research has shown that a familiarity with text and how it works as well as 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).

Concepts of Print Activities

Show Me the Way

Have children work in pairs to show each other how to navigate a book. Have one member of the pair point out a part of the book and the partner explain what it is and what kinds of information it contains.

Display and read aloud a Parts of a Book Checklist. Have children color each feature they talk about during the activity. Have one child show the other the front of the book. The other children should then explain what information can be found there. Challenge pairs to point out features such as page numbers, section heads, and art or photographs. Remind partners to take turns pointing out the features and explaining what each of the features can be used for.

Parts of a Book Checklist

- Front Cover
- Author
- Illustrator
- Title Page
- Illustrations
- Photograph
- Words
- Page Numbers
- Charts
- Section Head
- Back Cover

Present a Book

Have each child choose a book to present to the class. Encourage children to choose a book they are familiar with and really like. Tell children to go through their chosen books, and pick out three special things in the book that makes it a favorite of theirs. Give children three self-stick notes to use as they study their books. Tell them to put one self-stick note on each special thing they want to talk about.

Model choosing special parts of a book and marking them. Choose a book. Say: *This is one of my favorite books. I am going to find my favorite parts.* Choose a special item from the book and mark it with a self-stick note: Say: *This is my favorite picture in this book. I will put one of my notes on this page to remember to tell you about it.* Continue with two more selections.

Model presenting a book for children. Show children the cover of the book. Say: *This book is one of my favorite books. It is about birds. The title is Birds of the World.* Point to the name of the author as you say his or her name. Find the first self-stick note. Show children the page. Say: *This is my favorite picture. It shows an eagle. I think eagles are the most beautiful birds.* Continue through the book, pointing out special features.

Concepts of Print Activities, continued

That’s a Sentence!

Have children work in pairs to identify words, spaces, and sentences. Choose a child to work with and model the process for children. Point to a word and ask: *What is this?* The child should answer, “That is a word,” and hold up the **Word Card**. Have the child point out and say the first and last letter of the word and then say the whole word. Confirm the child’s answer. Then discuss with the child how he or she knew it was a word. For example, *I knew that was a word because it is just one and I know that word. It is hat.*

Continue by pointing out a space, and then a sentence. After pointing out the sentence, have the child read the first and last word, point to and name the end punctuation, and then read the sentence. Confirm the child’s answer. Discuss how he or she knew it was a sentence. For example, *I knew it was a sentence because it begins with a capital letter and ends with a period.*

Provide each pair with a book to use in the activity. Tell children to continue until each has had a turn to point out a word, space, and sentence.

Fluency Activities

Paired Reading

Choose an appropriate text and provide copies for participants. Paired reading works best with a selection that contains strong emotions.

Pairs can be peer-to-peer or child-adult groupings. Note that performance tends to be better when children read aloud to an adult as opposed to a peer.

Have partners alternate reading sentences, checking each other's readings as they go. Encourage children to attend to prosody (phrasing, expression, and intonation).

Recording and Tracking

Choose a passage and model for children how to make a recording of their reading. Practice the piece once or twice. Show children how to use the equipment. Then record your passage. Play it back. Decide whether or not you think it is good enough. When you decide it is your best, place the recording where children can use it as a model.

Provide the text you want children to read. Have them practice the text by whisper reading until they think they are ready to record. Before doing their own recording, have children listen to your model. Have children record and then listen to their readings.

Encourage children to repeat their recording until they are satisfied with their reading. Then listen to the recording. If you feel the reading could be better, have the child rerecord the reading. Then put the recording in a place convenient for the other children to share.

Use children's recordings to note accuracy and rate. You should see increases in both rate and accuracy over time.

Encourage children to listen to each other's recordings and follow along with the text as they listen.

Read to Me

Have children work in pairs to read to each other. Have each child pick a book he or she is familiar with and would like to share. Tell children to whisper read their books to themselves once or twice to get ready for their oral reading.

Have each child read his or her book aloud to the partner. Remind the readers to pay attention to phrasing, expression, and intonation. Remind the listeners to pay close attention and to ask any questions they might have at the end of the reading. Have the listener summarize and retell the book. Finally, encourage partners to discuss the book and tell each other what they did or didn't like about it and why.

Fluency Activities, continued

Act It Out

Have children work in pairs or small groups to act out a story. Have each group pick a story to reenact. Tell children to whisper read their stories to themselves once or twice to get ready for their reenactment. Work with children to give each group member a part to play in the story. Have each group start by holding up their books and telling the class the author and the illustrator of the book. Then have them act out the story.

Reader of the Week

Choose one child each week to read his or her favorite book to the class. At the beginning of the week, have the chosen reader pick the book he or she will read. Have the chosen reader practice reading the book throughout the week. Suggest alternate ways of practicing such as reading in front of a mirror or recording his or her reading and listening to themselves read.

At the end of the week, allow time for the week's reader to read his or her book to the class. Remind them to start by displaying the cover and telling the names of the author and illustrator. Remind readers to speak clearly and read at a natural rate with proper intonation and expression.

Remind listeners to listen carefully. At the end of the reading allow time for children to ask any questions they have. Encourage the class to tell what they liked or didn't like about the book and why. Encourage them to tell whether the book reminded them of anything they know about or have done or if it reminds them of something they have read.

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 including wordless books, label books, and sentence books helps young children practice using concepts of print and learn to get information from words and pictures in texts. (Pinnell & Fountas 1996)

By sharing what they read with others, children build basic communication skills and further develop their content knowledge.

Leveled Reading Routine 1

Introduce

- 1. Choose and Assign Books** Review the **Teaching Resources** provided for each unit. Assign a book to each child, according to the child's interest and reading level. Book types include wordless picture books, label books, and sentence books.
- 2. Build Background and Preview** Before distributing books, conduct an introduction for each book. Direct children's attention to the book as you read aloud and point to the title and name of the author. Use the **Teaching Resources** on LR4-LR5 for specific instruction on how to preview each book and how to build background. 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. Review Concepts of Print** Review with children how to handle a book. Point out the front and back covers. Model how to turn pages and read from left to right and top to bottom. Point to pictures, labels, and/or sentences and reinforce what children should attend to: *Look at this picture. I can see _____. This label tells me _____. This is a sentence. It gives me more information about _____.*

Partner Reading

- 4. Form Pairs and Distribute Books** Pair children with similar reading levels and distribute books. Allow children time to browse. For books with text, have children whisper read, while tracking text with their fingers. For wordless books, invite partners to discuss what they see on each page. Have partners describe or explain the photos and share their ideas about the book.
- 5. Monitor Pairs** Circulate to assess, monitor, and help as needed. Ask clarifying questions as you circulate to assess children's understanding of the book's content and the basic concepts of print. Prompt children:

- *What is happening in this picture?*
- *Can you find the punctuation mark on this page?*
- *Show me how to turn to the next page.*

Conclude by having volunteers point out the pages they found most interesting and tell why.



Leveled Reading Routine 2

Independent Reading

- 1. Have Children Reread** For sentence and label books, have children whisper read on their own to practice fluency. For wordless books, have children describe or explain each page as they reread.
- 2. Monitor Progress** Circulate and use the **Leveled Reading Observation Log** to record each child's progress. For children who struggle with book handling skills, model and explain how to page through the book as children pantomime. Then switch roles and pantomime the key book handling skills as students handle the actual book. For students who struggle with labels or sentences, provide prompts or encourage them to describe the images first.
- 3. Build Comprehension** After reading, use the Build Comprehension questions in the **Teaching Resources** to check and extend understanding.

Child	Leveled Reading Observation Log														
	Reading			Understanding			Fluency			Comprehension					
	Put a check mark beside each skill that you observe the child doing. Be sure to check all skills that you observe the child doing to develop these skills.			1. Child uses finger to turn pages. 2. Child uses finger to turn pages. 3. Child uses finger to turn pages. 4. Child uses finger to turn pages. 5. Child uses finger to turn pages. 6. Child uses finger to turn pages.			1. Child identifies words and pictures. 2. Child identifies words and pictures. 3. Child identifies words and pictures. 4. Child identifies words and pictures. 5. Child identifies words and pictures. 6. Child identifies words and pictures.			1. Child reads fluently with accuracy. 2. Child reads fluently with accuracy. 3. Child reads fluently with accuracy. 4. Child reads fluently with accuracy. 5. Child reads fluently with accuracy. 6. Child reads fluently with accuracy.			1. Child understands the main idea. 2. Child understands the main idea. 3. Child understands the main idea. 4. Child understands the main idea. 5. Child understands the main idea. 6. Child understands the main idea.		
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NGReach.com Leveled Reading Observation Log

Leveled Reading Observation Log

Leveled Reading Routine 3

Independent Writing

1. **Model Writing** Model how to complete the Writing Options from the **Teaching Resources**. Have children choose one of the Writing Options to complete.
2. **Monitor Writing** Circulate to monitor. Have children who are not yet writing dictate their ideas or create drawings.
3. **Share Writing** After children complete their writing, choose a way for them to share their work:
 - Form small groups and have each child read aloud their writing.
 - Display writing on a classroom bulletin board.
 - Have children add their writing to their Take-Home Folders to read to parents or caregivers.

Leveled Reading Routine 4

Retell

1. **Form Groups** Group children into clusters of three, representing different combinations of books.
2. **Model** Model how to retell one page of the book.
3. **Have Children Retell** Have each child follow your model to retell his or her book.

Connect Across Texts

1. **Guide Discussion** Work with the whole group to compare books. Use the Make Connections questions in the **Teaching Resources** to help children connect across texts.
2. **Extend Reading** Have children share books. They can choose to read independently or with a partner.

Leveled Reading Routine 5



Self-Selected Reading

1. **Provide Books** Organize previously read books by reading level in buckets or baskets. Have children choose books from the appropriate level to read on their own.
2. **Complete Reading Log**
 - Have children complete a reading log. Have children record the title of each book they read, along with a simple rating. Children can use a page in their journals or portfolios, or distribute copies of the I Can Read! copy-ready master on page LR4 of unit 1.

Leveled Reading Routine 6

Conduct Conferences

1. **Listen to the Child Read Aloud** Have the child choose a favorite photo to describe or a favorite part of the book to read aloud. Ask children to relate what they read in their books to the unit's Big Question. Prompt them to give their thoughts and opinions about what they read. Encourage them to ask questions about what they found confusing or to tell what they would like to know more about.
2. **Discuss Writing** Have children read aloud their writing and describe their drawings. Provide encouragement and underscore the reading-writing connection by pointing to pages in the book that relate to the writing.
3. **Set Goals** Have the child participate in goal setting. Ask them to tell what else they would like to learn or read. Encourage each child to tell how you can help them reach their goals.

Name _____		
I Can Read!		
	 I can read it by myself.	 I can read it if I have help.
Title:		
Title:		

Leveled Reading Log Unit 1

Research Basis: Research confirms the importance of all children being exposed to texts for concept and vocabulary development. Listening to a recording of the selection provides the most support. Echo reading, choral reading, and paired or partner reading provide increasingly lower levels of support and encourage students to develop toward independent reading.

These reading routines provide support for children in accessing text that may be difficult for them to read independently; they also help develop fluent oral reading.

Learning Station Routine 1

Listening Center

1. **Choose a Space** A good space is a quiet corner, where children 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 children will listen to. You may also want to provide response sheets, pencils and markers, and baskets to hold books and materials.
3. **Assign Text** Children can listen to books on their own or in groups, depending on interest and reading level. Encourage children to follow along in the text as they listen.
4. **Provide Ways to Respond** Have children illustrate their favorite part of the story 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. Passages for echo reading are best when they are short and motivating for children.
2. **Select Children** Echo reading can be used with a small group or an individual child. Echo reading has been shown to contribute to the reading growth of low-achieving readers (Mathes, Torgesen & Allor 2001).
3. **Have Children Listen and Repeat** The teacher reads a sentence aloud, modeling good intonation and rhythm. Children then read the sentence aloud following the teacher's model. Encourage children to track the print as they listen and repeat.
4. **Prompt Self Correction** If children make errors, ask:
Did that make sense? or say: Please read that again.
5. **Have Children Reread** After reading aloud with the teacher, have children reread the text in pairs.



Learning Station Routine 3

Choral Reading

1. **Select a Text** The text can be a complete selection or a single page or sentence. Passages for choral reading are best when they are short and motivating. Predictable text works well for choral reading.
2. **Select Children** Choral reading is most appropriate for children who are hesitant to read aloud independently but can join in reading the text in unison with the teacher. Choral reading helps build motivation, confidence, and fluency.
3. **Read the Text Aloud First** The teacher reads the passage aloud, modeling fluent reading and good intonation.
4. **Read the Text in Unison with Children** Have all children in the group read the passage aloud in unison with you. Encourage them to use good intonation.
5. **Have Children Reread** After reading with the teacher, have children reread the text in pairs.

Learning Station Routine 4

Paired Reading

1. **Select a Text or Portion of Text** Passages for paired reading are best when they are familiar to children.
2. **Pair Children** You may wish to pair children of similar reading ability, or pair a high-level reader with a lower-level reader.
3. **Explain the Procedure** Tell children if you want them to:
 - Read the passage aloud in unison. (Good for pairs of similar ability)
 - Take turns with each person reading a sentence, paragraph, or page.
 - Have one child listen while the other reads.
4. **Model Error Correction** Demonstrate how children should support each other by having them try it again, and asking for and giving help.
5. **Encourage Fluent Reading** Partners should practice good prosody (phrasing, expression, and intonation) as they read.
6. **Encourage Discussion** 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?*

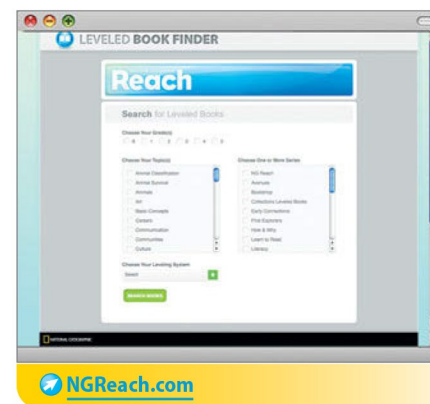


Research Basis: Within a good instructional program, independent reading can help students develop fluency, vocabulary, comprehension, and background knowledge. However, reading independently is not a substitute for key skill instruction in decoding, vocabulary, comprehension, and fluency. Teachers can 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 children 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 children in selecting books of interest for independent reading. Discussing books in advance with individual children or groups can motivate readers and help them determine what they want to read. Use the **Leveled Reading Books at a Glance** on LR1 of every **Teacher's Edition** for book suggestions.
- 2. Share** Bring children together to share their reading experiences. Children who have read different books can summarize what they read, and share what they found most interesting in their reading. Children 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 children 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.



Research Basis: Extensive research has been done on the efficacy of reading aloud to students as a method of modeling effective reading habits; introducing advanced concepts and vocabulary; and simply introducing children to the wonders of the written word.

The U.S. Department of Education Commission on Reading surveyed more than 10,000 studies and concluded that one of the most effective strategies for building essential skills and background for success in reading is reading aloud to children (Anderson, Hiebert, Scott, & Wilkinson, 1985).

Read Aloud Routine

Purpose: Support children in developing successful reading habits by modeling how to read.

- 1. Prepare to Read** Introduce the chosen book to children and build background by telling children a little about the book and helping them make connections to the coming story. For example: *What do you think about when you think of stars? Have you ever just looked at the stars for a while?*
- 2. Preview the Book** Display the cover. Read aloud the title and the name of the author/illustrator. Have children tell what the author does and what the illustrator of the book does.
- 3. Read Actively** Help the story come alive by using different voices for different characters in the story. Interject quick questions and comments to help children stay engaged with the story. For example: *That was exciting. What do you think they will do next? I don't know what I would do if that happened to me.*
- 4. Review Skills and Strategies** Whenever possible, use the story to model reading skills and strategies children are learning. For example: *I'm not sure what the author means here. I don't see anything in the picture or on this page that helps me. I think I will read on a bit to see if I can figure out the meaning.*
- 5. Stop for Clarification** Remind children they should always ask for clarification if they don't understand what is being read. Encourage them to raise their hands and ask questions whenever they need to.
- 6. Retell and Summarize the Story** Have children summarize the story to make sure they understood what was read.
- 7. Discuss and Connect** Discuss the story with children. Encourage them to make connections between the current story and any other story they have read that reminds them of this story. Then help them make connections between the story and their own lives.