

A NRTAC Resource

2010

A Collection of Online Resources About Scientifically Based K–3 Reading Instruction

NATIONAL READING
TECHNICAL ASSISTANCE CENTER



A Collection of Online Resources About Scientifically Based K–3 Reading Instruction

This document was created by the National Reading Technical Assistance Center at RMC Research Corporation. The Center expresses its appreciation to Alice Furry, Vicki LaRock, Lexie Domaradzki, Sheryl Turner, and Sharon Van Vleck for their contributions, and to Elizabeth Goldman for her editorial support.

Acknowledgments

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2010

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TECHNICAL ASSISTANCE CENTER



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<http://www.ed.gov/programs/readingfirst/support/index.html>

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Introduction

This *Collection of Online Resources about Scientifically Based K-3 Reading Instruction* represents a variety of resource materials found on websites of agencies, including state departments of education. All selected resource materials meet the criteria set by the National Reading Technical Assistance Center:

Criterion 1

Must meet the definition of scientifically based reading research stated in the *Guidance for the Reading First Program* (April 2002, pp. 3-4). Specifically, it is research that applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.

Criterion 2

Must be judged as a *highly relevant tool* for improving the implementation of reading instruction for the primary grades.

Criterion 3

Must be *accessible* through electronically downloadable file or in PDF format and/or as printed document obtained through agency (free or at cost).

Criterion 4

Must have permission from agency to disseminate listing of resource.

Note: All of the websites for the resources were retrievable as of February 2010.

The resource materials are listed within general categories that best define the document's purpose. The categories, with brief descriptors, are:

Activities	Offers activities for at risk students and K-5 students
Assessments	Includes assessment planning tools and assessments
Audiotapes	Provides a set of discussions on reading
PowerPoint presentations	Presents a view on intervention
Professional development	Lists a variety of training modules
Publications	Documents available studies on an array of reading topics
Public television	Highlights a series for young readers
Resource tools	Includes a selection of tools used by reading educators
Webcast	Identifies a production done by a consortium of agencies
Website resources	Lists documents and a database on research

Fifty-four resource materials are included in the collection. Each document is displayed with document title, agency, publication date, website URL, names of authors, reading audience, annotated review, and a picture of the cover or first page of the resource.

The Resources

Activities

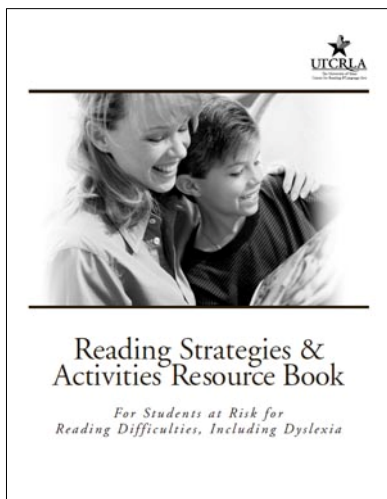
Reading Strategies and Activities: A Resource Book for Students at Risk for Reading Difficulties, Including Dyslexia. Vaughn Gross Center for Reading and Language Arts at the University of Texas - Austin, The University of Texas System, Texas Education Agency, 2004. Activities: 410 pages.

<http://www.texasreading.org/downloads/primary/booklets/ReadingStrategiesDyslexia.pdf>

Authors: Deborah C. Simmons, Edward J. Kame'enui (developers), Vaughn Gross Center for Reading and Language Arts, The University of Texas System, and Texas Education Agency

Audience: Elementary school teachers, literacy coaches, and intervention specialists

This book provides sequential, in-depth, systematic instructional activities educators can use with students who are at risk of reading difficulties. It is divided into five sections that correspond to the critical components of beginning reading instruction identified by scientific research: phonological awareness, alphabetic understanding, fluency, vocabulary, and comprehension. The activities are presented in three-lesson strategy sets: the first lesson for each strategy concerns delivering initial instruction, the second provides for review and reinforcement of the strategy, and the third lesson concerns expanding and integrating the strategy. Each lesson contains an objective, a rationale and purpose, a list of necessary pre-skills, instructional design criteria, materials and examples, the instructional sequence, and ways to evaluate student learning. Developed for use with Texas standards, each lesson also includes corresponding state objectives; however, the strategy sets and lessons are applicable to all research-based K-3 reading instructional systems.



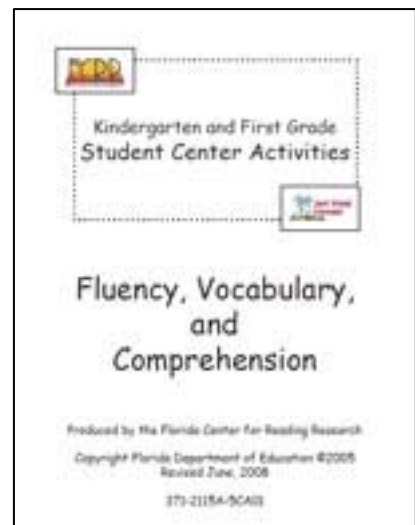
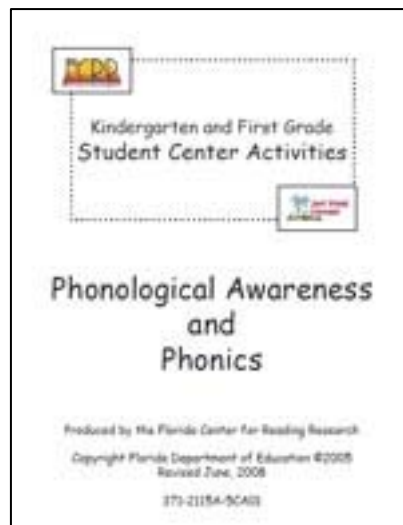
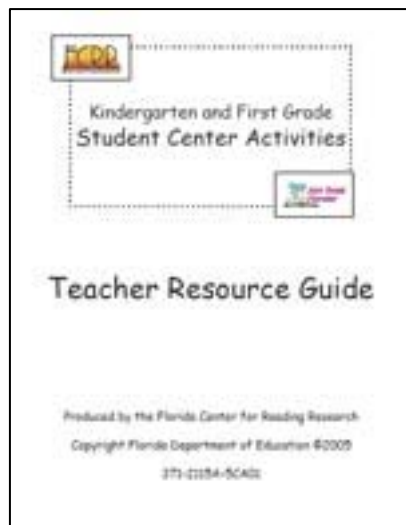
Student Center Activities: Grades K-1. Florida Center for Reading Research at Florida State University, Just Read, Florida!, Florida Department of Education, 2005 and Revised 2008. Activities.

<http://www.fcrr.org> (Use search box)

Authors: Florida Center for Reading Research Development Staff

Audience: Resource providers, literacy coaches, teachers, and special education teachers

This resource provides SBRR skill-based activities for use in student centers, small-group instruction, or independent work for scaffolding learning and practice. These skill-based activities are developed around the five big ideas of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension. A *Teacher Resource Guide* explains how to organize and manage student centers and contains a crosswalk reference to align activities to assessment. A separate professional development DVD is available at the website.



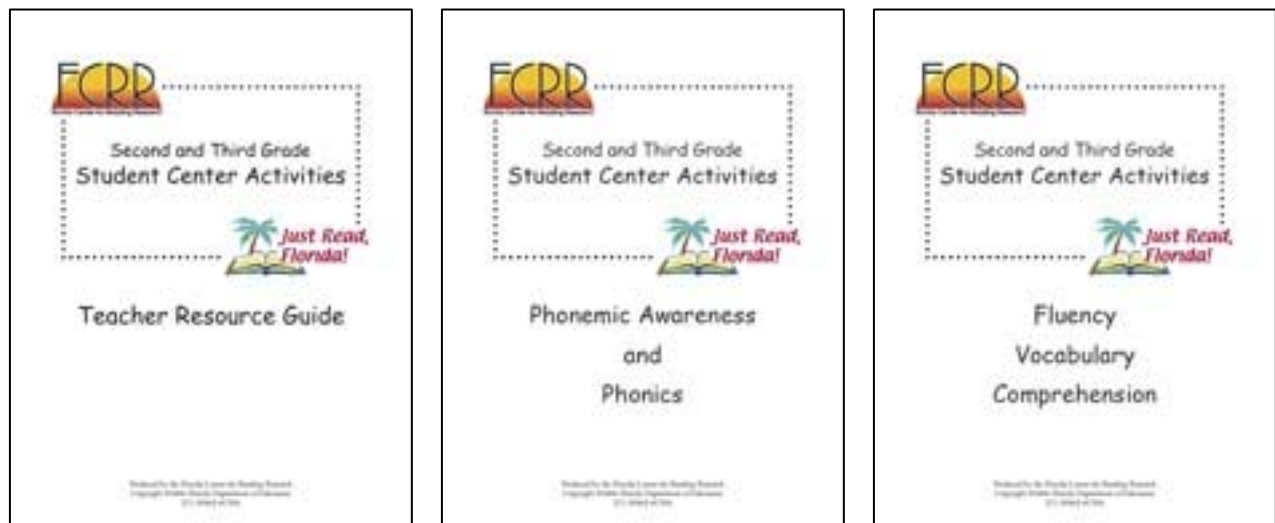
Student Center Activities: Grades 2-3. Florida Center for Reading Research at Florida State University, Just Read, Florida!, Florida Department of Education, 2006. Activities.

<http://www.fcrr.org> (Use search box)

Authors: Florida Center for Reading Research Development Staff

Audience: Resource providers, literacy coaches, teachers, and special education teachers

This resource provides SBRR skill-based activities for use in student centers, small-group instruction, or independent work for scaffolding learning and practice. These skill-based activities are developed around the five big ideas of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension. A *Teacher Resource Guide* explains how to organize and manage student centers and contains a crosswalk reference to align activities to assessment. A separate professional development DVD is available at the website.



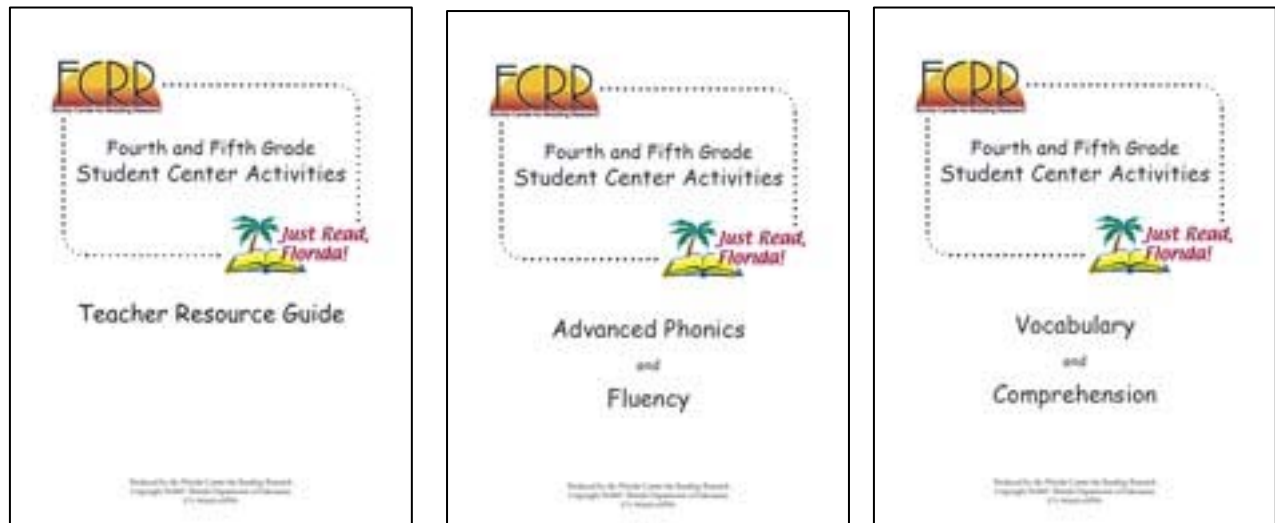
Student Center Activities: Grades 4-5. Florida Center for Reading Research at Florida State University, Just Read, Florida!, Florida Department of Education, 2007. Activities.

<http://www.fcrr.org> (Use search box)

Authors: Florida Center for Reading Research Development Staff

Audience: Resource providers, literacy coaches, teachers, and special education teachers

This resource provides SBRR skill-based activities for use in student centers, small-group instruction, or independent work for scaffolding learning and practice. These skill-based activities are developed around the five big ideas of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension. A *Teacher Resource Guide* explains how to organize and manage student centers and contains a crosswalk reference to align activities to assessment. A separate professional development DVD is available at the website.



Assessments

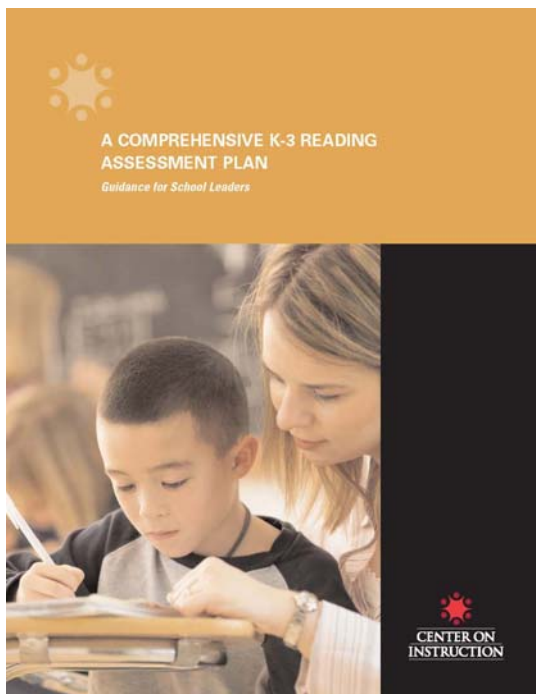
A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders Center on Instruction, RMC Research Corporation, 2006. Assessment: 24 pages.

<http://www.centeroninstruction.org/> (Reading, Sort By Title)

Author: Joseph K. Torgesen

Audience: State, district and school level administrators, coaches, and teachers

The Comprehensive K-3 Reading Assessment Plan outlines four main objectives of a comprehensive assessment system designed to assist in preventing reading difficulties. The four main objectives are to identify students at risk for reading difficulty, monitor student progress throughout the school year, collect information that is helpful in planning instruction for students, and assess whether or not the instruction and/or intervention is having a significant impact on students' ability to read at grade level by the end of the year. The guide states that the four objectives can be met with four types of assessments: screening, diagnostic, progress monitoring and outcome. Definitions, descriptions and implementation considerations are discussed for each type of assessment. The guide also includes suggestions for organizing critical tasks to be accomplished in implementing the assessment system and data management suggestions once the assessments have been administered.



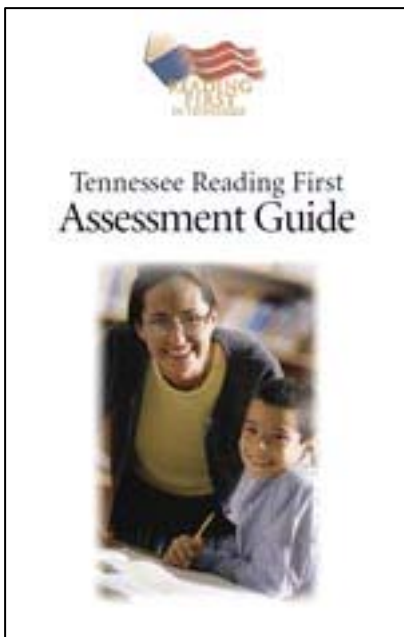
Tennessee Reading First Assessment Guide. Tennessee Department of Education, Reading First, 2007. Assessment: 102 pages.

<http://tn.gov/education/readingfirst>

Authors: James Herman and the Tennessee Assessment Group

Audience: Principals, teachers, and literacy coaches

This publication provides guidance on the value of reliable and valid assessments of early reading progress. It explains the four types of assessments to be implemented throughout the school year in Reading First schools; explains how to analyze the data collected; and delineates roles, responsibilities, and accountability of district and school staff. Other topics include instructional grouping, individualized intervention plans, and teaching strategies based on the analysis of data.



6-8 Week Skills Assessment for Reading Comprehension and Fluency.

Reading Lions Center, Sacramento County Office of Education, 2008. Assessment: Grades 1-6.

<http://readinglions.net> (See Products and Assessment Materials)

Authors: Reading Lions Center, Sacramento County Office of Education

Audience: District and school administrators, teachers, and literacy coaches

These materials for classroom assessment include a *Teacher Materials* booklet, Student Test Booklets, Fluency Test Cards, and Skills Assessment Report Forms (black-line masters). The assessments enable teachers, coaches, and administrators to monitor the progress of students in grades k-6 in the technical skills of comprehension and fluency at six, twelve, eighteen, twenty-four, thirty, and thirty-six weeks of the school term. The reading comprehension subtest is administered to whole groups [in grades 2-6] and consists of a passage divided into three or four segments with a total of ten multiple-choice questions. Fluency is assessed [in grades 1-6] individually with two, one-minute passages provided for each assessment period. The *Teacher Materials* booklet contains directions, answer keys, and words correct per minute expectations based on oral reading fluency norms. Materials may be ordered online at cost.



Audiotapes

***Straight Talk Live Chat®* Conference Calls.** The Institute for Literacy and Learning®, Beginning in 2007 to Present. Audiotapes.

Current *Straight Talk Live Chats®*: www.TheInstituteForLiteracyAndLearning.org

Archived Past *Chats®*: <http://www.theinstituteforliteracyandlearning.org/library.php>

Authors: Sponsor, The Institute for Literacy and Learning®

Audience: Reading educators, professional developers, public

This website hosts a regular series of audio conference calls with nationally renowned reading researchers and other experts in the field. Numerous topics are covered for a range of grades, from beginning reading instruction to adolescent literacy. The general format is a one-hour *Live Chat®* comprising an audio presentation by the featured speaker followed by questions from participants. Recordings of previous *Straight Talk Live Chat®* conference calls and downloadable support materials are available through the library section of the website.



PowerPoint Presentations

Reading First Advanced Professional Development: Intervention Design and Data.

Washington Office of the Superintendent of Public Instruction, Reading First, 2008: PowerPoint: 31 slides.

<http://www.k12.wa.us/curriculum/instruct/reading/readingfirst/ProfDevMaterials.aspx>

Presenter: Evelyn Probert

Audience: District and school administrators, teachers, and literacy coaches

This PowerPoint presentation is designed to help teachers increase the quality, consistency, and reach of their instruction. It also offers ideas for conducting timely and valid assessments of reading growth to identify struggling readers and for using these data to improve instructional planning and targeted instruction. This advanced professional development module includes materials on assessment systems, data activities, grade-level meetings, time on task, effective scaffolding, instructional practices, and student engagement.



Professional Development

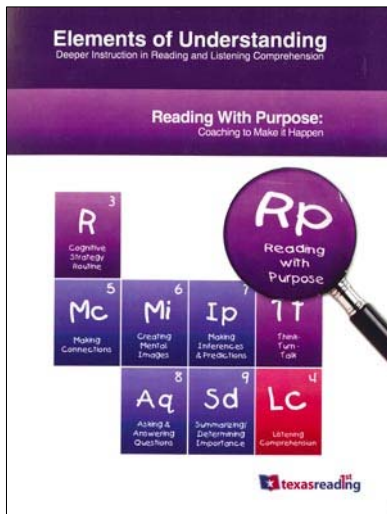
Elements of Understanding: Deeper Instruction in Reading and Listening Comprehension. Children's Learning Institute, University of Texas Health Science Center, 2008-2009. Professional Development.

<http://www.childrenslearninginstitute.org> (Go to Our Program, Texas Reading First, Resource Document Library, listing)

Authors: Development team, Children's Learning Institute

Audience: District and school administrators, teachers, literacy coaches

There are nine professional development modules that focus on deepening comprehension instruction. Topics include reading with a purpose; think-turn-talk; listening comprehension; and introducing cognitive strategies such as making connections, creating mental images, making inferences and predictions, asking and answering questions, summarizing, and determining importance. Each module includes an introduction; information for presenters; PowerPoint slides and speaker notes; handouts for administrators, coaches, and teachers; assessment tools; and resources. An accompanying CD includes all the materials in the guide (in PDF), the PowerPoint presentation in multiple versions (accommodating varying levels of technology), and the guide itself (in PDF). Presentation times for the modules vary from 40 minutes to three 60-minute sessions.



Instructional Excellence in Reading: Teacher Modules California Technical Assistance Center, Reading Lions Center, Sacramento County Office of Education, 2007-2008. Professional Development: 20 modules, from 55 to 131 pages.

<http://readinglions.net> (Go to Products and Assessment Materials)

Authors: Reading Lions Center, Sacramento County Office of Education

Audience: State, regional, and district professional development providers

These 20 modules support interactive professional development sessions appropriate for k-3 and 4-6 intermediate teachers. Materials include a presenter's guide, a participant booklet, and a DVD. The modules provide explicit support for presenters including PowerPoint presentations, videos (where appropriate), articles, and additional handouts. Timed for a one hour in-service session, each module contains extension activities to expand to three hours if desired. The modules are organized into four sections: *Consult the Research* (information on current SBRR), *Connect to the Core* (where and how the topic is taught in the comprehensive reading program), *All Kids Can* (research and instructional strategies that support all students, specifically those with special needs, struggling readers, and English learners), and *Take Action* (support to refine teaching practices). Although the modules were designed for a California audience and focus on three programs, most are generic enough for application to any comprehensive reading program and are a useful resource for teacher or coach professional development. Modules can be ordered online at a cost.

Titles

<i>Academic Language: Let's Talk!</i>	<i>Sounds and Spellings: Principles to Teach By</i>
<i>Effective Feedback: Getting It Right</i>	<i>Spelling: Beyond the List</i>
<i>English Learners: Power in Pre-teaching</i>	<i>Student Engagement: Create the Context</i>
<i>Fluency: Opportunities for Practice</i>	<i>Syllabication: Divide and Conquer Longer Words</i>
<i>Morphology: Unlocking Words</i>	<i>Text Structure: Get the Message?</i>
<i>Practice: Making It Stick</i>	<i>Universal Access: Practice With a Purpose</i>
<i>Prewriting: Well Begun Is Half Done</i>	<i>Universal Access: Teaching Small Groups</i>
<i>Questioning: Improving Comprehension</i>	<i>Verbs: To Be or Not to Be?</i>
<i>Routines: Power in Procedures</i>	<i>Vocabulary: Wake Up to Words</i>
<i>Sentence Sense: Building Comprehension</i>	<i>Vocabulary: Word by Word</i>



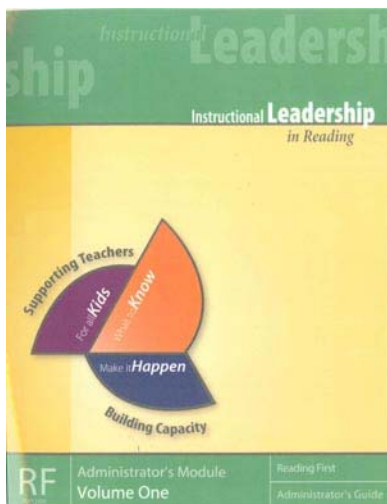
Instructional Leadership in Reading: Administrator Modules. California Technical Assistance Center, Reading Lions, Sacramento County Office of Education, 2005-2008. Professional Development: 25 modules.

<http://readinglions.net>

Authors: Reading Lions Center, Sacramento County Office of Education

Audience: District and elementary school principals, literacy coaches

These twenty-five modules provide support for interactive professional development sessions. Materials include a presenter's guide and participant booklets. The modules are designed around three sections. *What to Know!* contains background information, key points on current reading research, and support for how the research is represented instructionally in the adopted K-6 reading language arts program; *For All Kids!* describes how the research and instructional strategies apply to all students, especially to students with special needs, struggling readers, and English learners. *Make it Happen!* contains topic-related activities which participants can introduce back at the school site.



Leading for Reading: An Introductory Guide for K-3 Reading Coaches [K-3].
Center on Instruction, RMC Research Corporation, 2008. Professional Development.

Introduction and information on complete module:

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=0&grade_end=12#176

Facilitator Guide:

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=0&grade_end=12&id=178&parent=176

Participant Guide:

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=0&grade_end=12&id=177&parent=176

PowerPoint Presentation Module:

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=materials&grade_start=0&grade_end=12&id=179&parent=176

Capacity Building Indicators & Dissemination Strategies

<http://www.centeroninstruction.org/files/Leading%20for%20Reading%20CBI%20Form.pdf>

Authors: Terry Tanner-Smith, Marcia Kosanovich

Audience: State, regional, and district professional development providers

These professional development materials were created to assist in training coaches in the initial skills needed to support reading teachers in kindergarten through third grade. The module contains a facilitator guide, a PowerPoint presentation with relevant examples of the content, and a participant guide that serves as both a workshop session tool and a resource for future use. A brief on capacity-building indicators and dissemination strategies is included as a planning tool for this professional development module.



Principal's Reading Walk-Through: Kindergarten-Grade 3 – Professional Development Module. Center on Instruction, RMC Research Corporation, 2009. Professional Development.

Introduction and information on link to Facilitator and Principal PowerPoints:

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end=#203

Facilitator Guide:

<http://www.centeroninstruction.org/files/PRWT%20K3%20Facilitator%20Guide.pdf>

Participant Guide:

<http://www.centeroninstruction.org/files/PRWT%20K3%20Participant%20Guide.pdf>

Capacity Building Indicators & Dissemination Strategies:

<http://www.centeroninstruction.org/files/CBI%20K3PRWT.pdf>

Authors: Terry Tanner-Smith, Georgia Jordan, Marcia Kosanovich, Connie Weinstein

Audience: State, district, and school professional development providers

These professional development materials were created to assist in training administrators in the walk-through process and to supplement classroom walk-throughs with a tool that identifies indicators of research-based reading instruction in the classroom quickly and accurately. The module contains a facilitator guide, a PowerPoint presentation with classroom scenarios, a participant guide, a brief on capacity-building indicators and dissemination strategies, and a PowerPoint presentation principals can use to orient school staffs to the walk-through and tools used in the walk-through.




Professional Development Video Series - *Guided Comprehension*. New Jersey Department of Education, Office of Reading First, 2006. Professional Development.

<http://www.nj.gov/education/njpep/pd/rfpd/comprehension/index.html>

Authors: Office of the Reading First Development Team in cooperation with New Jersey Professional Education Port (NJPEP) and New Jersey Network (NJN)

Audience: Administrators, literacy coaches, and teachers

Guided Comprehension is one in a series of video-based professional development modules focusing on reading strategies and techniques relevant to early literacy. Guided comprehension is “a context in which students learn comprehension strategies in a variety of settings using multiple levels and types of text . . . a three-stage process focused on direct-instruction, application, and reflection”. The module contains a training manual, video, and an assessment assignment relating the training to classroom application. It includes an additional session for hands-on practice with three strategies demonstrated in the video: making predictions, visualizing, and summarizing. The training is designed to be conducted in a group format. However, individuals could use the video and training manual as a source of independent study.



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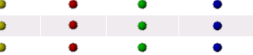

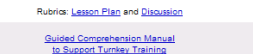

[NJPEP Home](#) > [Professional Development](#) > [Video-based Modules](#) > [Comprehension](#)

Reading First New Jersey - Professional Development

Video-based Reading Strategies and Techniques: **Comprehension**

NJCCCS [Language Arts Literacy K-3 Standard 3.1, Strand G](#)

NJ Classroom Teacher: [Leslie Fisher, Reading Specialist, Roxbury Township School District](#)
 Research Experts: [Maureen McLaughlin and Mary Beth Allen, East Stroudsburg University](#)

Topics	Video Segments				Professional Development			
	Expert	Video Time	Demonstration	Video Time	Guidance	Practice	Self-Assessment	Links
Choose in any order					Introduction Glossary			
Guided Comprehension Model - Part 1		1:04		1:15	• Introduction • Glossary			
Teacher-Guided Small Group Instruction		0:57		1:56	Examine teacher/student interactions during a small group lesson.			
Assessment		0:50		1:55	Learn how the teacher incorporates informal assessment during classroom instruction.			
Guided Comprehension Model - Part 2		3:07			Observe the elements of a teacher-directed whole group lesson.			
Teacher-Directed Whole Group Instruction								
Preview		1:04		3:06				
Visualize		0:59		2:35				
Summarize		0:53		2:06				
Classroom Strategies		0:33		0:56	Observe how the classroom is organized to promote the understanding of comprehension strategies.			
Reflection				0:43				
Panel Review				24:40	Assessment Assignment			
Full video				50:14	Rubrics: Lesson Plan and Discussion Guided Comprehension Manual to Support Turnkey Training			


Professional Development Video Series - *Motivation and Background Knowledge*. New Jersey Department of Education, Office of Reading First. 2006. Professional Development.

http://www.nj.gov/education/njpep/pd/rfpd/motivation_background/index.html

Authors: Office of Reading First Development Team in cooperation with New Jersey Professional Education Port (NJPEP) and New Jersey Network (NJN)

Audience: Administrators, literacy coaches, and teachers

Motivation and Background Knowledge is one in a series of video-based professional development modules focusing on reading strategies and techniques relevant to early literacy. The module contains a training manual, video, and an assessment assignment relating the training to classroom application. The 50-minute video includes information on background knowledge from a featured speaker, the use of motivational prompts from a practitioner using demonstration segments of a kindergarten classroom, and a short panel discussion with administrators and teachers from a New Jersey school district. The training is designed to be conducted in a group format. However, individuals could use the video and training manual as a source of independent study.



STATE OF NEW JERSEY

DEPARTMENT OF EDUCATION

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Search:

[NJPEP Home](#) | [New Jersey Professional Education Port](#)

[NJPEP Home](#) > [Professional Development](#) > [Video-based Modules](#) > Motivation and Background Knowledge
































Reading First New Jersey - Professional Development

Video-based Reading Strategies and Techniques: **Motivation and Background Knowledge**

NJCCCS [Language Arts Literacy K-1 Standard 3.1, Strand E](#)

Classroom Teacher: [Sally Ruggiero, Reading Specialist, Medford Township School District](#)

Research Expert: [Susan Mandel Glazer, Rider University](#)

Topics Choose in any order	Video Segments				Professional Development			
	Expert	Video Time	Demonstration	Video Time	Guidance	Practice	Self-Assessment	Resources
Introduction					Introduction Glossary			
Activating Prior Knowledge		0:30		1:31				
Making Connections		2:11		4:09				
Student Inquiry		5:02		3:12				
Goal Setting and Student Choice				1:59				
Assessment				1:51				
Reflections		0:26						
Panel Review				22:42	Assessment Assignment			
Full video				45:13	Rubrics: Lesson Plan and Discussion Motivation and Background Manual to Support Turnkey Training			

NJPEP: Virtual Academy, NJ Department of Education, 100 Riverview Plaza, Trenton, NJ 08625-0500
 Voice: 609.292.9069 Fax: 609-943-5202
 For information, you can contact us at: NJPEP@doe.state.nj.us

Reviewing a Reading Program Professional Development Module, K-12. Center on Instruction, RMC Research Corporation, 2008. Professional Development.

Reading Program PowerPoint:

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end=#175

Reading Program Facilitator Guide:

<http://www.centeroninstruction.org/files/Reviewing%20Reading%20FG.pdf>

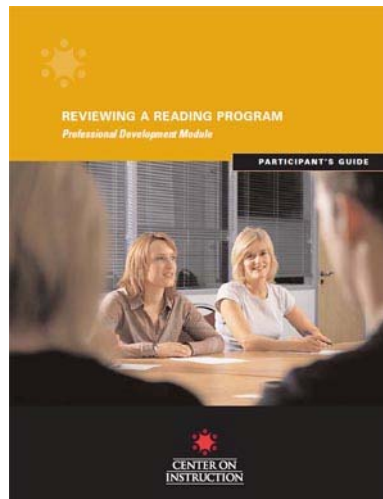
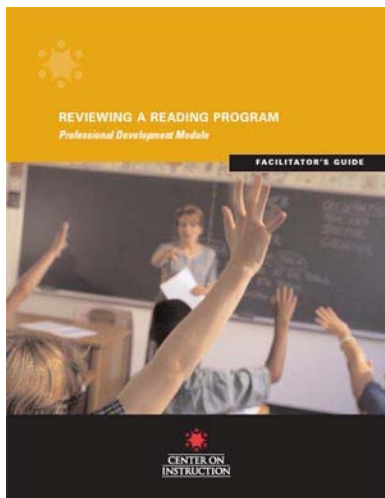
Reading Program Participant Guide:

<http://www.centeroninstruction.org/files/Reviewing%20Reading%20PG.pdf>

Authors: Marcia Kosanovich, Georgia Jordan, Elissa Arndt, Mary VanSciver, Michelle Wahl, Lila Rissman

Audience: District and school administrators, teachers, professional developers

This professional development module guides reviewers through a structured process to determine if a reading program adheres to reading research. The module provides information on both content and instructional design and comprises a PowerPoint, a *Facilitator Guide*, and a *Participant Guide*. The *Participant Guide* contains specific resources to assist in reviewing a reading program. The module is based on *Guidelines for Reviewing a Reading Program*, developed by the Florida Center for Reading Research.



Strategic Literacy Instruction: A Video Series Featuring Dr. Anita Archer. Sonoma County Office of Education, California, 2008. Professional Development.

<http://www.scoe.org/pub/htdocs/archer-videos.html>

Author: Anita Archer

Audience: K-8 teachers, coaches, and principals

This series provides educators with a “research to practice” look at strategic literacy instruction designed to increase vocabulary development, comprehension, and student engagement. Each video has a particular instructional focus, was shot in real time in real classrooms and shows Dr. Anita Archer using best practices as she teaches children to learn vocabulary, retell expository text, use a variety of passage reading strategies, and actively participate in the learning experiences. Each video is supplemented by a written guide that contains viewing suggestions, discussion questions, and key points summarizing the effective teaching practices. Five of the six videos show instruction in K-3 classrooms.

The screenshot displays the Sonoma County Office of Education website. The header includes the county logo, navigation links (Home, About SCOE, Schools & Districts, People, Classes, Programs for Students, Resources), a search bar, and a link to the SCOE Employee Center. The main content area is titled "Reading/Language Arts" and features the "Anita Archer Strategic Literacy Videos" section. This section includes a description of the video series, a list of viewing guides with "READ" and "WATCH" buttons, and a sidebar with a "READING/LANGUAGE ARTS" menu. The sidebar menu lists: About, Anita Archer Video Series, Decoding/Fluency, Vocabulary/Comprehension, Content Literacy, Writing Instruction, Technology, Other Resources, and Contact. The left sidebar lists resources for the classroom, schools and districts, and administrators.

Sonoma County Office of Education

Home | About SCOE | Schools & Districts | People | Classes | Programs for Students | Resources | Search the Site | GO

Reading/Language Arts

Anita Archer Strategic Literacy Videos

Dr. Anita Archer is a talented author and beloved teacher of teachers. This video series is one of her many gifts to the educational community. Produced with support from the Sonoma County Office of Education, it is made available at no cost thanks to her generous spirit.

"The series addresses strategic literacy instruction in grades K-8 using a "research to practice" approach grounded in pragmatic real-world application. Each video is 4 to 10 minutes long, has a particular strategic focus, and was shot unrehearsed in real time. The videos are also available as podcasts from iTunes.

Viewing Guides: A guide with viewing and discussion suggestions is available for each video. Access the guide by selecting the Read button.

Vocabulary Instruction, Kindergarten (Dec 2008)
Dr. Archer introduces new words using student-friendly explanations and examples to illustrate each word's meaning.

Modeling Verbal Retell, 1st grade (Nov 2008)
Dr. Archer models how to retell a factual article using word prompts, both showing and telling students how to proceed.

Vocabulary Instruction, 2nd grade (Dec 2008)
The students have listened to a read-aloud book and are now learning words via explicit, robust vocabulary instruction.

Active Participation Instruction, 2nd grade (May 2008)
Dr. Archer teaches two active participation procedures: saying answers chorally and saying answers to a partner.

READING/LANGUAGE ARTS

- About
- Anita Archer Video Series
- Decoding/Fluency
- Vocabulary/Comprehension
- Content Literacy
- Writing Instruction
- Technology
- Other Resources
- Contact

RESOURCES

For the Classroom

- Community Resources for Schools
- Graphic Organizers
- Library/Instructional Resources
- Mathematics
- Reading/Language Arts
- Science
- Student Academic Events
- Visual & Performing Arts

For Schools and Districts

For Administrators

Publications

A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers. Learning Point Associates, 2004. Publication: 44 pages.

<http://www.learningpt.org/catalog/> (See A to Z listing)

Authors: Unknown.

Audience: District and school administrators, teachers, and literacy coaches

This document focuses on what the authors call the second of four “pillars,” or key elements, of the Reading First initiative: instructional programs and aligned materials. It provides a clear, concise description of what direct, explicit, systematic instruction in the five essential components looks like when effectively implemented in classrooms. Summaries of the research findings from the National Reading Panel report for each of the five components accompany examples and descriptions of effective instructional strategies along with lesson excerpts that illustrate the strategies’ effective use in the classroom. The document also contains an extensive and comprehensive list of references.



Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. Institute of Education Sciences, 2009.
Publication: 54 pages.

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/> (Use search box)

Authors: Russell Gersten, Donald Compton, Carol M. Connor, Joseph Dimino, Lana Santoro, Sylvia Linan-Thompson, W. David Tilly

Audience: District and school administrators, teachers, and literacy coaches

This document makes recommendations to help educators identify children with reading difficulties and implement evidence-based interventions. Each of the five recommendations for implementing the Response to Intervention framework for reading in the primary grades was rated strong, moderate, or low based on the strength of evidence of its effectiveness. The criteria used by the Institute of Education Sciences (IES) to determine the level of evidence are included in the document. The guide describes steps educators can take to implement the recommendations and a checklist to help schools track where they are in carrying out each recommendation. It also identifies potential roadblocks to implementation that districts and schools might encounter in implementing each recommendation and some suggestions for how to overcome those barriers.



Assurances for the Sake of Our Students: Improving Student Achievement in Reading and Language Arts! California Technical Assistance Center, Reading Lions Center, Sacramento County Office of Education, 2003 and revised 2008. Publication: 31 pages.

http://readinglions.net/assess/support_materials.html

Or ordered from:
Reading Lions Center
10461 Placerville Road, Suite 130
Sacramento, California 95827
Fax 916-228-2444

Authors: Special Features by Marion Joseph, Roy Romer, and Ronni Ephraim

Audience: District and school administrators, K – 6 teachers, and literacy coaches

Providing professional guidance on the components considered necessary for successful implementation of a systemic SBRR reading program at district and school levels, this document covers implementation components prescribed for all Reading First districts and schools in California. Intended to assist districts and schools in defining the components expected to be implemented as part of the Reading First Plan, these *assurances* are said to “*embody the research-based factors and conditions that have been proven to impact students’ achievement.*” Special features by Marion Joseph, Roy Romer, and Ronni Ephraim address the importance of the *assurances* in improving student achievement.



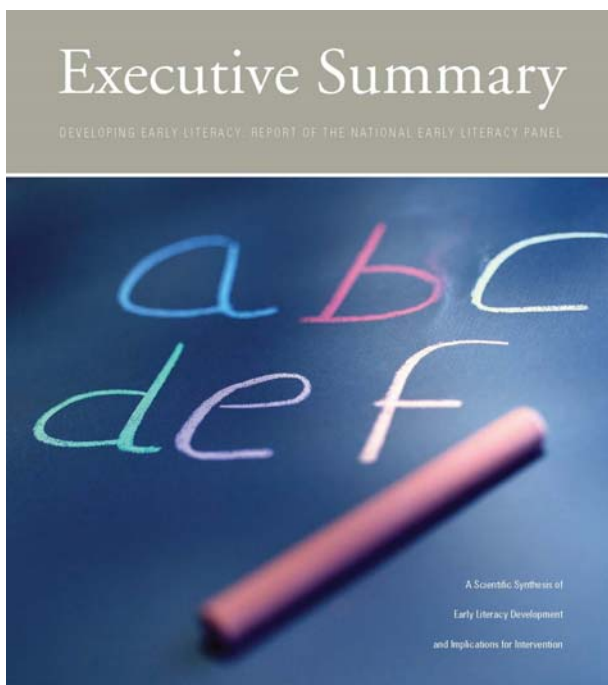
Developing Early Literacy: Report of the National Early Literacy Panel, Executive Summary.
National Institute for Literacy, 2008. Publication: 10 pages.

<http://www.nifl.gov/earlychildhood/earlypubs.html>

Authors: Anne Cunningham, Kathy Escamilla, Janet Fischel, Susan H. Landry, Christopher J. Lonigan, Victoria Molfese, Chris Schatschneider, Timothy Shanahan, Dorothy Strickland

Audience: State, district and school level administrators, coaches, and teachers

The Executive Summary of the National Early Literacy Panel report includes a discussion of the four research questions posed by the panel, a description of the methodology used to identify the approximately 500 research articles included in the meta-analyses, the key findings regarding domains and instructional practices that impact early literacy skills, limitations of the meta-analyses, gaps in the empirical research that suggest future research directions, and conclusions. The summary includes information on six variables that were strong predictors of early literacy skills; five additional variables that show promise, dependent on future research findings; and a wide range of interventions that positively impact children's literacy learning. The full report (260 pages) may also be found at the website listed above.



Differentiated Reading Instruction: Small Group Alternative Lesson Structures for All Students. Florida Center for Reading Research at Florida State University, Just Read, Florida!, Florida Department of Education, 2006. Publication: 9 pages.

<http://www.fcrr.org/> (Use search box)

Authors: Marcia Kosanovich, Karen Ladinsky, Luanne Nelson, Joseph Torgesen

Audience: Elementary school reading coaches and K-3 teachers

Produced for all *Reading First* coaches and teachers in Florida, this document provides guidance in planning differentiated small-groups instruction based on data. Guidance is based on scientifically based reading research for reading instruction, with an emphasis on the five big ideas (phonemic awareness, phonics, fluency, vocabulary and comprehension). With concrete examples of instructional models, such as skill-focused small-group instruction that coaches and teachers may use to improve Reading First implementation with struggling readers, the content applies in many settings beyond Florida.



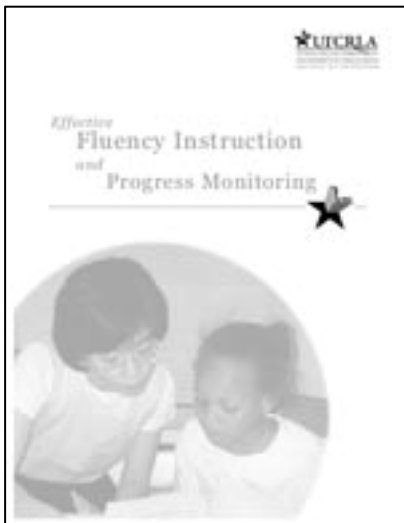
Effective Fluency Instruction and Progress Monitoring. Vaughn Gross Center for Reading and Language Arts, University of Texas - Austin, 2004. Publication: 174 pages.

http://www.texasreading.org/utcrcla/materials/primary_fluency.asp

Authors: Texas Center for Reading and Language Arts

Audience: Teachers, literacy coaches, and intervention specialists

This professional development guide introduces educators to fluency and its importance to reading success. The guide offers strategies for fostering fluency in the classroom and details research-based approaches to monitoring children's reading fluency. District or building leaders can use this guide to build systemic capacity for delivering initial reading instruction and intervention to struggling readers.



Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. Institute of Education Sciences, 2007. Publication: 40 pages.

<http://www.centeroninstruction.org/> (Reading, Sort by Title)

Authors: Russell Gersten, Scott K. Baker, Timothy Shanahan, Sylvia Linan-Thompson, Penny Collins, Robin Scarella

Audience: K–3 teachers, coaches, and principals, LEA and SEA personnel

A resource on evidence-based effective practices for educators of English learners in the elementary grades, this guide integrates five recommendations into a comprehensive approach for improving reading achievement and language development for English learners. The rationale for each recommendation is accompanied by practical information on carrying it out, with descriptions of potential roadblocks and solutions and detailed suggestions for addressing problems as they arise. This publication could be a useful professional development resource or valuable coaching tool. It also contains suggestions for policy- and decision-makers on literacy instruction for English learners.



The Effects of Family Literacy Interventions on Children's Acquisition of Reading: From Kindergarten to Grade 3. National Institute for Literacy with National Center for Family Literacy, 2006. Publication: 30 pages.

<http://nifl.gov/> (Use search box)

Author: Monique Senechal

Audience: K – 3 teachers and administrators, LEA and SEA personnel

This meta-analytic review confirms that parent-child activities focused on reading enhance children's literacy. An analysis of different types of parent-child interactions shows how each produces different results. For example, in intervention interactions, children whose parents teach them literacy skills (e.g., the alphabet, word reading, letter-sound correspondences, phonics rules, sight words) outperformed children in a control group to a statistically significant extent. The study answers basic question about what types of parent support are linked with children's reading achievement.



Extensive Reading Interventions in Grades K-3: From Research to Practice. Center on Instruction, RMC Research Corporation, Vaughn Gross Center for Reading and Language Arts at the University of Texas - Austin, Florida Center for Reading Research at Florida State University, 2007. Publication: 84 pages.

<http://www.centeroninstruction.org/> (Reading, Sort by Title)

Authors: Nancy Scammacca, Sharon Vaughn, Greg Roberts, Jeanne Wanzek, Joseph Torgesen

Audience: State, district, and elementary school practitioners involved in planning reading interventions

This document summarizes 12 high-quality research studies from 1997 to 2005, describing each study's design, providers, participants, and results. The authors identify key implications for practice, from provider training to intervention types and training. Also included are calculations of estimated personnel costs per student, detailed accounts of each study, methodological considerations, and tables comparing study characteristics and effect sizes.



Instructional Coaching. The Center for Comprehensive School Reform and Improvement, Learning Point Associates, September 2007. Publication: 8 pages.

<http://www.centerforsri.org/> (Publication, Issue Brief listing)

Authors: Julie Kowal and Lucy Steiner

Audience: State, district and school level administrators, and literacy coaches

This issue brief provides information on selecting, training, and evaluating instructional coaches. This document uses research on coaching to answer several questions: What is an instructional coach? What should a district look for in selecting a coach? What are the characteristics of a successful coach? Three desired coaching skills discussed are pedagogical knowledge, content expertise, and interpersonal capabilities. Also addressed is the importance of preparing and training coaches in method, as well as content. Evaluation of coaching programs is discussed, including methods and objectives to consider when evaluating the impact of instructional coaches on teaching and learning.



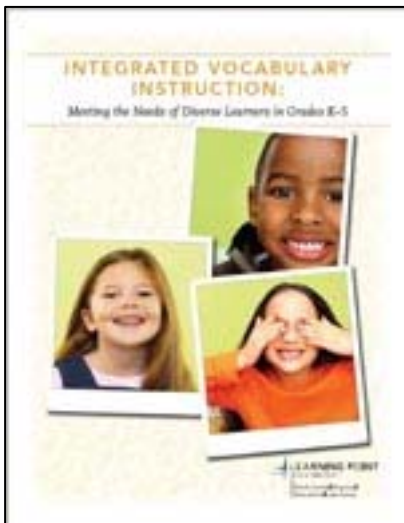
Integrated Vocabulary Instruction: Meeting the Needs of Diverse Learners in Grades K-5.
Learning Point Associates, 2005. Publication: 33 pages.

<http://www.learningpt.org/> (Use search box)

Authors: Camille L. Z. Blachowicz, Peter J. Fisher, and Susan Watts-Taffe

Audience: District and school administrators, teachers, and literacy coaches

This monograph contains research-based background on the importance of vocabulary instruction and the nature of word learning. It addresses the implementation of research-based practices and strategies for teaching and developing vocabulary and offers detailed examples of strategies for specific word instruction, for teaching independent word learning strategies, and for fostering word consciousness. The final sections address ways of differentiating vocabulary instruction to meet the needs of diverse learners, including English language learners, and provide a framework for an integrated and comprehensive approach to vocabulary instruction.



Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Intervention. Center on Instruction, RMC Research Corporation, 2006. Publications: 59 pages.

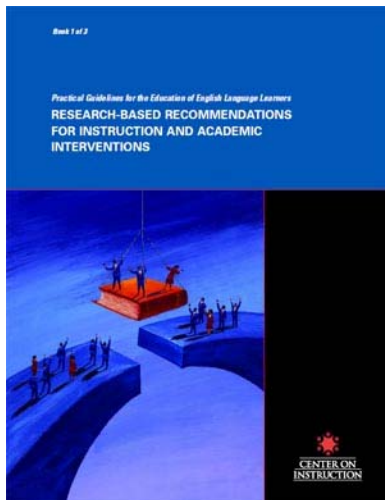
<http://www.centeroninstruction.org/> (Reading, Sort by Title)

<http://www.centeroninstruction.org/files/Book%201%20FINAL.ppt>

Authors: David Francis, Mabel Rivera, Nonie Lesaux, Michael Kieffer, Hector Rivera

Audience: Policymakers, administrators, and teachers

This document offers evidence-based recommendations for making informed decisions about instruction and interventions for English language learners. It begins with an overview of English language learners and of the critical role academic language skills play in their educational success. Following the overview is a section on reading and a shorter section on math. Each section contains a conceptual framework based on guiding principles of effective instruction and makes recommendations for strengthening existing educational systems for English language learners. Each of the six reading recommendations details related current instructional practices and discusses how those practices can be revised or enhanced to meet the needs of diverse learners, especially English language learners who are at risk or struggling academically. A supplemental PowerPoint presentation, to be used as professional development for K-12 educators, contains slides and detailed speaker notes that summarize and augment the information contained in the document.



Principal as Instructional Leader: Designing a Coaching Program That Fits. The Center for Comprehensive School Reform and Improvement, Learning Point Associates, September 2007. Publication: 8 pages.

<http://www.centerforsri.org/> (Publication, Issue Brief listing)

Authors: Lucy Steiner and Julie Kowal

Audience: State, district and school level administrators

This issue brief provides information on the role of the administrator in developing a coaching program that fits the individual school or district. In order to plan the coaching program that is most effective for the individual school or district, several steps are addressed. First student learning goals must be set and a needs assessment made to determine the gap between the goals and the present student performance. This provides the administrator with the necessary information to design an instructional coaching strategy that will address the gap. Using the growing research on coaching, characteristics of an effective program are shared. Approaches to coaching, based on their purpose, are also discussed. Finally, implementation of the coaching program is addressed, citing the importance of environmental factors in shaping the implementation and effectiveness of the program. An extensive list of references is provided.



Read All About It! Readings to Inform the Profession. Reading Lions Center, Sacramento County Office of Education, California State Board of Education, (1999 and revised 2008). Publication: 453 pages.

http://readinglions.net/assess/support_materials.html

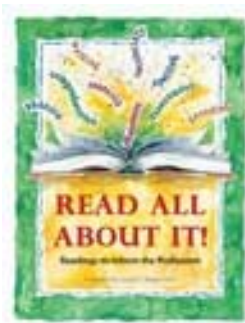
Ordered at cost through:

Reading Lions Center
10461 Placerville Road, Suite 130
Sacramento, California 95827
Fax 916-228-2444

Authors: Collection of Authors

Audience: District and school administrators, teachers, and literacy coaches

This anthology of thirty-three articles on beginning reading instruction that is aligned to the scientific research on reading includes essays by G. Reid Lyon, Marilyn Jager Adams, Charles A. Perfetti, Sally E. Shaywitz, Isabelle Y. Lieberman, Connie Juel, Joseph K. Torgesen, S. Jay Samuels, Steven A. Stahl, Marcia K. Henry, Linnea C. Ehri, Keith Stanovich, Barbara R. Foorman, and others. Among the many topics addressed are a school's first mission, defining scientific research, phoneme awareness and letter knowledge, decoding sounds and words, assessment, building fluency, and vocabulary and comprehension strategies. This publication is a useful resource for professional development.



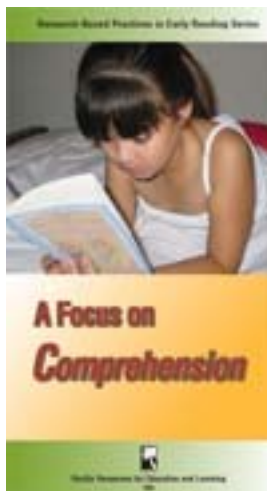
Research-Based Practices in Early Reading Series: A Focus on Comprehension. Pacific Resources for Education and Learning, 2005. Publication: 50 pages.

<http://www.prel.org/free-publications/reading-literacy.aspx>

Authors: Fran Lehr and Jean Osborn

Audience: District and school administrators, teachers, and literacy coaches

This is the third in a series of booklets examining major topics of beginning reading instruction. It reports research findings on the range of factors related to the reader, the text, and the reading activity itself that affect reading comprehension. Outlining the components of effective comprehension instruction, it offers examples of implementing strategy-focused and content-focused comprehension instruction in the classroom and provides brief discussions about assessing comprehension and the importance of providing opportunities to read. A rich reference section includes the National Reading Panel Report, the 2002 report from the Rand Reading Study Group, and other high-quality research studies .



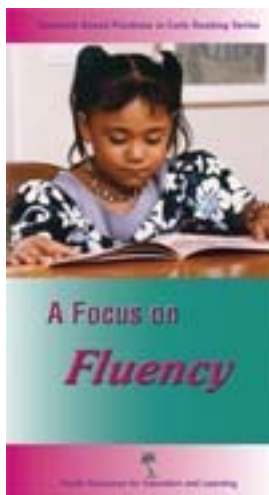
Research-Based Practices in Early Reading Series: A Focus on Fluency. Pacific Resources for Education and Learning, 2003. Publication: 31 pages.

<http://prel.org/free-publications/reading-literacy.aspx>

Authors: Jean Osborn, Fran Lehr, Elfrieda Hiebert

Audience: District and school administrators, teachers, and literacy coaches

The first in a series of booklets that examines major topics of beginning reading instruction, this document summarizes the key research findings on the role of fluency in the reading process, factors that affect fluency development, and effective instructional practices that strengthen fluency levels. Drawing heavily upon the National Reading Panel's findings as well as other experimental studies, it provides examples of instructional practices, such as repeated oral reading, to increase children's fluency and includes sections on independent silent reading and assessment measures to determine oral reading fluency.



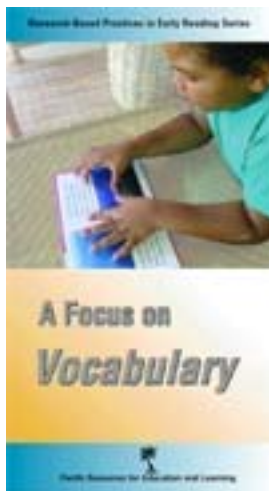
Research-Based Practices in Early Reading Series: A Focus on Vocabulary. Pacific Resources for Education and Learning, 2004. Publication: 43 pages.

<http://www.prel.org/free-publications/reading-literacy.aspx>

Authors: Fran Lehr, Jean Osborn, Elfrieda Hiebert

Audience: District and school administrators, teachers, and literacy coaches

This booklet, the second in a series on major topics of beginning reading instruction, summarizes current research findings on the importance of vocabulary to comprehension, how children acquire vocabulary, and the most effective vocabulary strategies in supporting that acquisition. The authors support their conclusions with findings from the National Reading Panel Report and studies conducted by other researchers in the field of vocabulary. They examine the depth and breadth of vocabulary learning necessary to affect comprehension and look at several topics of interest to practitioners, such as how students learn new words, selecting types of words to teach, and effective strategies for teaching vocabulary.



Shining Stars: Learn to Read for Kindergarteners, First Graders, and Second & Third Graders. National Institute for Literacy with RMC Research Corporation, 2006. Publications: 4 pages each.

<http://www.nifl.gov> (Use search box)

Authors: C. Ralph Adler, Elizabeth Goldman

Audience: Parents of children in grades K – 3

The *Shining Stars* series offers parents guidance in helping their children learn to read. Each booklet comprises a short narrative in a parent's voice about his or her child's reading experience, examples and model prompts for parent-child discussions of words and reading, and a list of developmental grade-level literacy benchmarks that parents are encouraged to use in discussing their children's reading progress with teachers.



Synopsis of “The Power of Feedback.” Center on Instruction, RMC Research Corporation, 2008. Publications: 4 pages.

<http://www.centeroninstruction.org> (Use search box)

Authors: RMC Research Corporation

Audience: District and school administrators, literacy coaches, and teachers

This synopsis of “The Power of Feedback” by John Hattie and Helen Timperley (*Review of Education Research*, 77, 81-112) highlights recent findings on feedback. Hattie and Timperley synthesized 12 meta-analyses (of 196 studies in all) that reviewed the effect of feedback on student achievement. The average effect size of feedback was 0.79, putting it in the top five effective instructional methods. Although broadly speaking, feedback was very effective, types of feedback varied in their effectiveness. Hattie and Timperley discuss some implications for making progress monitoring data available to students, the relationship between positive and negative feedback and students’ sense of efficacy, the timing of feedback, and the level—task, process, self-regulation, and self—at which student feedback is directed. They also provide a model of how the value of feedback can be optimized and suggest possible applications in classroom instruction and interventions for teachers of struggling students. The original article is available from Sage Publications to non-subscribers for a fee.



Universal Screening for Reading Problems: Why and How Should We Do This? RTI Action Network, July, 2009. Publication: 6 pages.

<http://www.rtinetwork.org/Essential/Assessment/Universal/ar/ReadingProblems>

Authors: Joseph R. Jenkins & Evelyn Johnson

Audience: State, district and school level administrators, and literacy coaches

This article provides information on why schools should implement universal screening for students in the area of reading. This document uses research to discuss how universal screening fits into Response to Intervention, common screening mistakes, and important considerations for selecting a screening measure. Three criteria are identified for selecting a screening measure: classification accuracy, efficiency, and consequential validity. Also addressed are the purpose of screening measures and how they are created. The purpose of screening is to predict an outcome months or years in advance. The three steps in creating a screening tool are: 1) define the future outcome the screen seeks to predict, 2) identify early predictors of later reading outcomes, and 3) determine the cut-point on the screening measure/s that identifies students at risk for failing the future criterion test. Also discussed are the key areas to examine when choosing a procedure for universal screening. These considerations include using multiple measures, addressing both print and comprehension, multiple administrations during the school year, and selecting a cut-point.

The screenshot displays the RTI Action Network website. The top navigation bar includes links for Home, About Us, Press, Contact Us, Donate, and a Glossary. A search bar is also present. Below the navigation bar, a sidebar on the left lists various resources: Learn About RTI, Get Started, Include Essential Components (with sub-links for High-Quality Classroom Instruction, Tiered Instruction / Intervention, Ongoing Student Assessment, Universal Screening, Progress Monitoring, and Data-Based Decision Making), Family Involvement, Connect with Others, and Professional Development. The main content area features the article title 'Universal Screening for Reading Problems: Why and How Should We Do This?' by Joseph R. Jenkins, Ph.D., and Evelyn Johnson, Ed.D. The article text begins with 'Response to Intervention (RTI) is a multi-tier instructional and service delivery approach designed to improve student learning...' and continues to discuss the importance of universal screening. A 'Print | E-mail' link is visible at the top right of the article content.

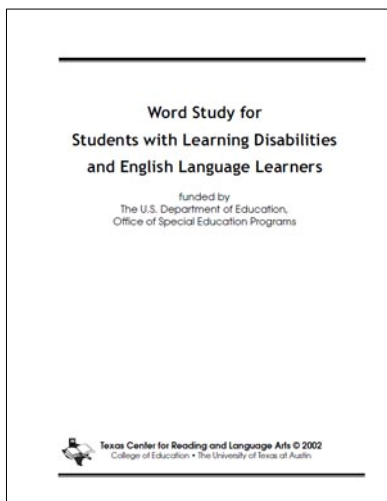
Word Study for Students with Learning Disabilities and English Language Learners. Vaughn Gross Center for Reading and Language Arts at University of Texas - Austin, 2002. Publications: 49 pages.

http://www.texasreading.org/utcrcla/materials/primary_word_study.asp

Authors: The Vaughn Gross Center for Reading and Language Arts Staff and Consultants

Audience: Elementary school teachers, literacy coaches, and intervention specialists

This document focuses on the use of word study instruction to improve children's word recognition ability, an essential component of reading. It introduces and outlines the elements of effective word study instruction, providing sample instructional sequences and adaptations for English language learners, among other topics. Following this, it offers lessons and activities teachers can use to enhance word study instruction for students who are learning the English language and students with learning disabilities who need intervention and additional opportunities to practice word study skills. Each lesson includes an objective, materials needed, and a step-by-step description of the lesson; many lessons also include suggested adaptations.



Public Television

Launching Young Readers Series. Reading Rockets, WETA, 2008. Public Television: 11 videos and 6 print guides.

Launching Young Readers Series

<http://www.readingrockets.org/shows/launching>

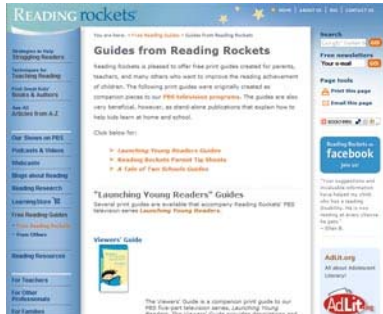
Guides for Launching Young Readers

<http://www.readingrockets.org/guides/readingrockets>

Authors: Reading Rockets

Audience: Elementary school teachers, parents, and caregivers

This series of public television programs and print guides provides the latest reading research findings on improving student reading achievement. Topics include the five big ideas (phonemic awareness, phonics, fluency, vocabulary, and comprehension), brain research, early literacy, and challenges for students with reading disabilities. The series features leading reading experts and their research in teaching children to read as well as personal accounts by children, families, and educators. The guides offer educators and parents strategies and tips to help children learn to read at home and at school.



Resource Tools

A Principal's Action Plan Outline for Building a Successful School-wide Intervention System. Florida Center for Reading Research at Florida State University, Just Read, Florida!, 2008. Resource Tools: 2 pages.

<http://www.fcrr.org> (Use search box)

Authors: Florida Center for Reading Research Staff

Audience: District and school administrators and reading staff

This action plan supports them in designing a school-wide intervention program. Based on common traits of successful schools identified through a study of Florida Reading First schools, the action plan organizes the characteristics, special features, and observable results needed at the school level to build a successful intervention program. The observable results section contains a list of tasks an administrator may use to organize and maintain a school-wide intervention program.

A Principal's Action Plan Outline for Building a Successful School-wide Intervention System			
General School Characteristics	Observables	Specific Features	Observable Results
Strong Leadership	Commitment	<ul style="list-style-type: none"> Strong leadership Shared vision and mission Clear goals and objectives Effective communication Collaborative culture 	<ul style="list-style-type: none"> High achievement High attendance High graduation rates High student growth High teacher effectiveness High parent involvement High community support
Teacher Quality	Teacher Quality	<ul style="list-style-type: none"> High teacher quality High teacher effectiveness High teacher collaboration High teacher leadership 	<ul style="list-style-type: none"> High achievement High attendance High graduation rates High student growth High teacher effectiveness High parent involvement High community support
Student Achievement	Student Achievement	<ul style="list-style-type: none"> High student achievement High student growth High student attendance High student graduation rates 	<ul style="list-style-type: none"> High achievement High attendance High graduation rates High student growth High teacher effectiveness High parent involvement High community support

Florida Center for Reading Research

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Elements of a Healthy System Checklist. Oregon Reading First Center, Not dated. Publication: 1 page.

http://oregonreadingfirst.uoregon.edu/downloads/instruction/rfi/healthy_system_checklist.doc

Authors: Oregon Reading First Center

Audience: SEA and LEA administrators

This checklist provides guidance on seven program elements of a healthy system that support implementation of a Schoolwide Beginning Reading Model and can be used as a tool for determining the level of use of each of these elements in a school. The checklist includes questions about each of the elements which would assist state staff members, regional technical assistance providers and district administrators in examining the implementation of a schoolwide beginning reading model. Some questions, such as those addressing assessments, are state-specific. However, the concepts can be generalized by substituting items relevant to the user's context. The goal of using the checklist during a school visit is to determine the level of support needed and specific areas for providing technical assistance.

Oregon Reading First Schoolwide Beginning Reading Model Elements of a Healthy System Checklist		
School:	Grade:	Level of Support:
I. GOALS, OBJECTIVES, PRIORITIES		
Were content-coverage goals and pacing guides for programs established so sufficient lessons/units would be mastered and children make adequate progress?		
II. ASSESSMENT		
Are DIBELS progress monitoring assessments administered once a month for strategic students? once every two weeks for intensive students?		
Are in-program assessments administered regularly?		
Did grade level teams regularly analyze student reading data (DIBELS and in-program assessments), plan/adjust instruction based on data, and regroup students based on the data?		
III. INSTRUCTIONAL PROGRAMS AND MATERIALS		
Are appropriate reading programs and materials being used to teach the full range of students (e.g., intervention programs in place for students significantly below grade level)?		
Are all necessary materials available in each classroom? For each small group?		
Are instructors incorporating general features of strong instruction (e.g., models, explicit language, multiple opportunities for students to respond, etc.) into their daily lessons?		
Have the grade level teams worked together to systematically enhance the program as necessary (e.g., make instruction more systematic and explicit)?		
Is the program implemented with fidelity? Are efforts to improve fidelity working?		
IV. INSTRUCTIONAL TIME		
Is a sufficient amount of time allocated (i.e., 90-minute reading block with a minimum of 30 minutes of small group teacher-directed reading instruction daily)? Are teachers following the schedule?		
Is additional instructional time scheduled for students who are struggling?		
Are important activities taught/stressed (e.g., read checks, targets, etc.)? Are instructional priorities well understood?		
Are students spending an appropriate amount of time on independent activities (i.e., a small portion of the reading block)? Are the independent activities directly linked to the reading instruction?		
Are students meeting projections for lesson progress pacing?		
Are students being accelerated whenever possible to bring closer to grade-level performance (i.e., 2 lessons per day)?		
V. DIFFERENTIATED INSTRUCTION/GRUPOING/SCHEDULING		
Are students grouped homogeneously by performance level?		
Are students grouped based on program recommendations?		
Are group sizes for small group activities appropriate (i.e., 4-6 students)?		
Are cross-class and cross-grade grouping used when appropriate to maximize learning opportunities?		
VI. ADMINISTRATION/ORGANIZATION/COMMUNICATION		
Is a sufficient number of staff allocated?		
Have staff been assigned in a way such that reading instruction can be delivered to the full range of students each day?		
Are the lowest performing students taught by strong, experienced, and well qualified instructors?		
Are students participating in a reasonable number of programs so as to have an aligned, coherent program without conflicting information being presented?		
Are Title and Special Education coordinated with and complementary to general education reading instruction?		
VII. PROFESSIONAL DEVELOPMENT		
Is ongoing, high quality training provided (i.e., staff received professional development on programs used in classrooms prior to implementation and at least twice after initial training)?		
Are program-specific consultants brought in to observe in classrooms and provide ongoing support and training?		
Are teachers receiving support from the RFI coach in the classroom? outside the classroom?		
Are regular intervisit sessions developed around implementation issues identified by the coach?		
Do teachers have opportunities to observe model lessons from the coach? from peers? from other schools?		
Are new teachers provided the necessary program training?		

* = Structural element

General Features of Instruction and Five-Minute Observation Form. Oregon Reading First Center, Not Dated. Publication: 2 pages.

http://oregonreadingfirst.uoregon.edu/downloads/instruction/observations/nine_gen_features_form.doc

http://oregonreadingfirst.uoregon.edu/downloads/instruction/observations/5_min_obs.doc

Authors: Oregon Reading First Center

Audience: District and school administrators and literacy coaches

The general features document outlines nine general features of instruction and includes a list of examples of what each instructional feature would look like in the classroom. The Five-Minute Observation Form is a tool for examining the use of the general features of instruction during classroom visits. Principals could use the observation form during classroom visits and walk-throughs. Teachers and coaches could use the form as a tool for observing in classrooms and as a springboard for high quality discussions about instructional practice during grade level team meetings. The general nature of the features and concrete examples make that document applicable to all content areas and grade levels. The companion Five-Minute Observation Form is specific to the five components of SBRR reading instruction.

General Features of Instruction	Five-Minute Observation Form	Instructor: _____
1. Instructor models instructional tasks when appropriate. <ul style="list-style-type: none"><input type="checkbox"/> Demonstrates the task (e.g., uses think alouds)<input type="checkbox"/> Proceeds in step-by-step fashion<input type="checkbox"/> Limits language to demonstration of skill<input type="checkbox"/> Makes eye contact with students, speaks clearly while modeling skill	School: _____ Date: _____ Time: _____ Program and Level: _____ Number in Group: _____ Group Performance Level: _____ <i>In the box next to each General Feature indicate +, -, or NA. Check the circle next to each observed area.</i> <input type="checkbox"/> Instructor models instructional tasks when appropriate. <ul style="list-style-type: none"><input type="checkbox"/> Demonstrates the task (e.g., uses think alouds)<input type="checkbox"/> Proceeds in step-by-step fashion<input type="checkbox"/> Limits language to demonstration of skill<input type="checkbox"/> Makes eye contact with students, speaks clearly while modeling skill	<input type="checkbox"/> Instructor provides corrective feedback after initial student responses. <ul style="list-style-type: none"><input type="checkbox"/> Provides affirmations for correct responses<input type="checkbox"/> Promptly corrects errors with provision of correct model<input type="checkbox"/> Limits corrective feedback language to the task at hand<input type="checkbox"/> Ensures mastery of all students before moving on
2. Instructor provides explicit instruction. <ul style="list-style-type: none"><input type="checkbox"/> Sets the purpose for the instruction<input type="checkbox"/> Identifies the important details of the concept being taught<input type="checkbox"/> Provides instructions that have only one interpretation<input type="checkbox"/> Makes connection to previously-learned material	<input type="checkbox"/> Instructor provides explicit instruction. <ul style="list-style-type: none"><input type="checkbox"/> Sets the purpose for the instruction<input type="checkbox"/> Identifies the important details of the concept being taught<input type="checkbox"/> Provides instructions that have only one interpretation<input type="checkbox"/> Makes connection to previously-learned material	<input type="checkbox"/> Instructor encourages student effort. <ul style="list-style-type: none"><input type="checkbox"/> Provides feedback during and after task completion<input type="checkbox"/> Provides specific feedback about student's accuracy and/or effort<input type="checkbox"/> Majority of feedback is positive<input type="checkbox"/> Celebrates or displays examples of student success in reading
3. Instructor engages students in meaningful interactions with language during lesson. <ul style="list-style-type: none"><input type="checkbox"/> Provides and elicits background information<input type="checkbox"/> Emphasizes distinctive features of new concepts<input type="checkbox"/> Uses visuals and manipulatives to teach content as necessary<input type="checkbox"/> Makes relationships among concepts overt<input type="checkbox"/> Engages students in discourse around new concepts<input type="checkbox"/> Elaborates on student responses	<input type="checkbox"/> Instructor engages students in meaningful interactions with language during lesson. <ul style="list-style-type: none"><input type="checkbox"/> Provides and elicits background information<input type="checkbox"/> Emphasizes distinctive features of new concepts<input type="checkbox"/> Uses visuals and manipulatives to teach content as necessary<input type="checkbox"/> Makes relationships among concepts overt<input type="checkbox"/> Engages students in discourse around new concepts<input type="checkbox"/> Elaborates on student responses	<input type="checkbox"/> Students are engaged in the lesson during teacher-led instruction. <ul style="list-style-type: none"><input type="checkbox"/> Gains student attention before initiating instruction<input type="checkbox"/> Paces lesson to maintain attention<input type="checkbox"/> Maintains close proximity to students<input type="checkbox"/> Transitions quickly between tasks<input type="checkbox"/> Intervenes with off-task students to maintain their focus
4. Instructor provides multiple opportunities for students to practice instructional tasks. <ul style="list-style-type: none"><input type="checkbox"/> Provides more than one opportunity to practice each new skill<input type="checkbox"/> Provides opportunities for practice after each step in instruction<input type="checkbox"/> Elicits group responses when feasible<input type="checkbox"/> Provides extra practice based on accuracy of student responses	<input type="checkbox"/> Instructor provides multiple opportunities for students to practice instructional tasks. <ul style="list-style-type: none"><input type="checkbox"/> Provides more than one opportunity to practice each new skill<input type="checkbox"/> Provides opportunities for practice after each step in instruction<input type="checkbox"/> Elicits group responses when feasible<input type="checkbox"/> Provides extra practice based on accuracy of student responses	<input type="checkbox"/> Students are engaged in the lesson during independent work. <ul style="list-style-type: none"><input type="checkbox"/> Independent work routines and procedures previously taught<input type="checkbox"/> Models task before allowing students to work independently<input type="checkbox"/> Checks for student understanding of the task(s)<input type="checkbox"/> Students use previously-learned strategies or routines when they come to a task they don't understand<input type="checkbox"/> Independent work is completed with high level of accuracy
5. Instructor provides corrective feedback after initial student responses. <ul style="list-style-type: none"><input type="checkbox"/> Provides affirmations for correct responses<input type="checkbox"/> Promptly corrects errors with provision of correct model<input type="checkbox"/> Limits corrective feedback language to the task at hand<input type="checkbox"/> Ensures mastery of all students before moving on		<input type="checkbox"/> Students are successful completing activities at a high criterion level of performance. <ul style="list-style-type: none"><input type="checkbox"/> Elicits a high percentage of accurate responses from group<input type="checkbox"/> Elicits a high percentage of accurate responses from individuals<input type="checkbox"/> Holds same standard of accuracy for high performers and low performers
6. Students are engaged in the lesson during teacher-led instruction. <ul style="list-style-type: none"><input type="checkbox"/> Gains student attention before initiating instruction<input type="checkbox"/> Paces lesson to maintain attention<input type="checkbox"/> Maintains close proximity to students<input type="checkbox"/> Transitions quickly between tasks<input type="checkbox"/> Intervenes with off-task students to maintain their focus		
7. Students are engaged in the lesson during independent work. <ul style="list-style-type: none"><input type="checkbox"/> Independent work routines and procedures previously taught<input type="checkbox"/> Models task before allowing students to work independently<input type="checkbox"/> Checks for student understanding of the task(s)<input type="checkbox"/> Students use previously-learned strategies or routines when they come to a task they don't understand<input type="checkbox"/> Independent work is completed with high level of accuracy		
8. Students are successful completing activities at a high criterion level of performance. <ul style="list-style-type: none"><input type="checkbox"/> Elicits a high percentage of accurate responses from group<input type="checkbox"/> Elicits a high percentage of accurate responses from individuals<input type="checkbox"/> Holds same standard of accuracy for high performers and low performers		
9. Instructor encourages student effort. <ul style="list-style-type: none"><input type="checkbox"/> Provides feedback during and after task completion<input type="checkbox"/> Provides specific feedback about student's accuracy and/or effort<input type="checkbox"/> Majority of feedback is positive<input type="checkbox"/> Celebrates or displays examples of student success in reading		
	Focus: Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension <input type="checkbox"/> Comments: _____	

Guidelines for Reviewing a Professional Development Program in Reading.

Florida Center for Reading Research at Florida State University, Just Read, Florida!, Florida Department of Education, 2007. Resource Tools: 9 pages.

<http://www.fcrr.org>

(Use search box)

Authors: Florida Center for Reading Research Staff

Audience: District and school administrators, and literacy coaches

This document offers guidelines for reviewing professional development programs in reading. Based on the National Staff Development Council's *Standards for Staff Development* and other documentation of high-quality professional development, it organizes the review around three structural categories that research documents are important in maximizing the connections between high-quality professional development and student learning: content, process, and context.



Kentucky Reading First Classroom and Group Observation Forms. Kentucky Department of Education, 2007. Resource Tools: 19 pages.

http://www.kyvs.org/webapps/cmsmain/webui/orgs/ACP_07_0906_readingfirst/USDOE%20Connie%20Wilkinson?action=frameset&subaction=view&uniq=g4ual3&mask=/orgs/ACP_07_0906_readingfirst

Authors: Kentucky Department of Education

Audience: Elementary school principals, teachers, and literacy coaches

This resource contains 19 observation forms designed for classroom visits. Each form focuses on a component or classroom practice related to whole-class or small-group scientifically based reading instruction: fluency, phonological/phonemic awareness, phonics, vocabulary, comprehension, classroom management, and classroom environment. Note: The folder in the Kentucky Reading First online community may be accessed by pressing the control key and clicking on the link.

Content Collection: Reading First Community Content

Location: orgs/ACP_07_0906_readingfirst/USDOE Connie Wilkinson

Available Count: Unspecified

Name	Size	Created	Modified	Permissions	Available Count	Unspecified
1. Letter Observation.doc	10 KB	May 11, 2009 2:14:27 PM	May 11, 2009 2:14:27 PM	10 KB	10 KB	10 KB
2. Letter Observation.doc	10 KB	May 11, 2009 2:15:14 PM	May 11, 2009 2:15:14 PM	10 KB	10 KB	10 KB
3. Classroom Environment 2007.pdf	5,789 KB	May 11, 2009 2:15:27 PM	May 11, 2009 2:15:27 PM	5,789 KB	5,789 KB	5,789 KB
4. Classroom Environment.doc	1,036 KB	May 11, 2009 2:20:34 PM	May 11, 2009 2:20:34 PM	1,036 KB	1,036 KB	1,036 KB
5. Comprehension.doc	1,436 KB	May 11, 2009 2:28:12 PM	May 11, 2009 2:28:12 PM	1,436 KB	1,436 KB	1,436 KB
6. Comprehension Observation Form.doc	1,196 KB	May 11, 2009 2:30:04 PM	May 11, 2009 2:30:04 PM	1,196 KB	1,196 KB	1,196 KB
7. Fluency.doc	10,149 KB	May 11, 2009 2:30:20 PM	May 11, 2009 2:30:20 PM	10,149 KB	10,149 KB	10,149 KB
8. Fluency Observation Form.doc	1,036 KB	May 11, 2009 2:30:20 PM	May 11, 2009 2:30:20 PM	1,036 KB	1,036 KB	1,036 KB
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Supplemental Instruction for Struggling Readers, Grade 3: A Guide for Tutors. Vaughn Gross Center for Reading and Language Arts at University of Texas - Austin, University of Texas System, Texas Education Agency, 2002 and revised 2005. Resource Tools: 178 pages.

http://www.texasreading.org/utcrcla/materials/3-5_tutor_guide.asp

Authors: Melanie Ballatore, Suzanne Garrett, Michael Krezmien, Susannah More, Sylvia Linan-Thompson, Jennifer Stone, Jeanne Wanzek

Audience: Reading tutors of struggling third-grade readers

This manual provides supplemental reading instruction lessons for students at risk of failing high-stakes assessments. The lessons are based on research showing that students who experience persistent reading difficulties benefit from lessons that include all four instructional elements, with particular emphasis on explicit teaching of word analysis strategies. Research (Snow, Burns, & Griffin, 1998) also suggests that students who struggle with reading need explicit, systematic, and intensive instruction that includes critical elements of effective reading programs.



Teaching All Students to Read in Elementary School: A Guide for Principals. Florida Center for Reading Research at Florida State University, Center on Instruction, RMC Research Corporation, 2007. Resource Tools: 39 pages.

<http://www.centeroninstruction.org> (Use search box)

Authors: Joseph Torgesen, Debra Houston, Lila Rissman, Marcia Kosanovich

Audience: Elementary school principals

Intended as a “quick start” reference for elementary school principals, this document outlines three critical elements in an effective, research-based K-3 reading program—high-quality instruction and follow-up, the use of data to guide instruction, and intervention resources for struggling readers—and the critical leadership tasks associated with improved reading outcomes for elementary level students. Those tasks concern providing professional development and appropriate classroom resources, undertaking classroom observations, and understanding the use of assessment and assessment data in improved reading outcomes. A special section addresses instructional and intervention considerations for students in grades 4 through 6; recommendations for further reading steer principals toward more detailed treatments of the issues raised in this document.



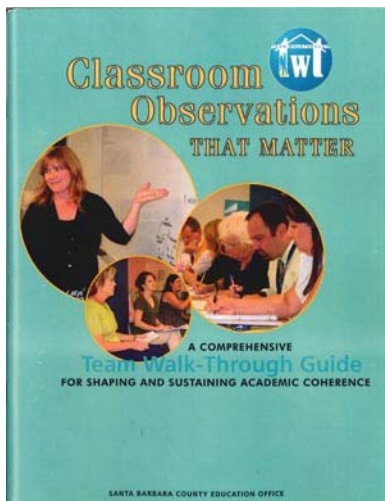
Team Walk-Through. California Technical Assistance Center, Region 8, Santa Barbara County Office of Education, 2009. Resource Tools: 64 pages.

<http://www.sbceo.org/~rtac/>

Author: David DeMille

Audience: District and school administrators, elementary school teachers

This resource supports district and school-level stakeholders in forming data-gathering teams to visit classrooms (grade level, grade span, department, or all) and observe teachers and students engaged in the teaching-learning process. An overview of the *Team-Walkthrough* complements information and tools that support the data-gathering process (pre-brief, actual observation, and debrief). In addition, there is support for the “*Instructional Monitoring Cycle*,” focused on setting academic priorities. Materials include an overview guide, *Classroom Observations that Matter—A Comprehensive Team Walk-Through Guide for Shaping and Sustaining Academic Coherence*; a 27-minute video depicting an actual walk-through; and a toolkit, *Tools of the Team*.



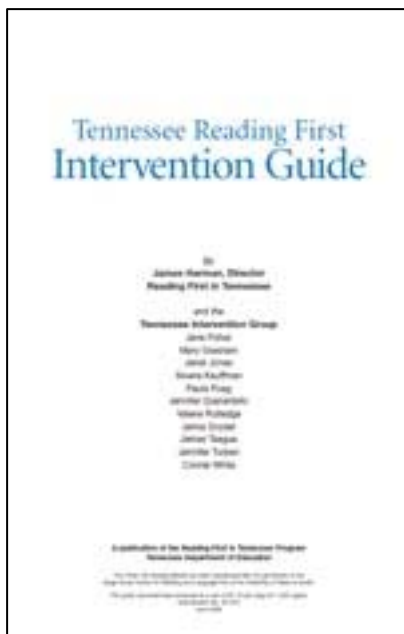
Tennessee Reading First Intervention Guide. Tennessee Department of Education, 2006:
Resource Tools: 29 pages.

<http://tn.gov/education/readingfirst>

Authors: James Herman and the Tennessee Intervention Group

Audience: District and school administrators, teachers, and literacy coaches

This publication offers guidance on establishing a three-tier structure for reading instruction and intervention. Section 1 focuses on the role of the Literacy Team. Section 2 describes the three-tiered model as a prevention model that aids in identifying at-risk and struggling readers and provides support through the early years of schooling. Section 3 explains that assessment is the driving force behind instruction and highlights the use of assessment results in the three-tiered model. Section 4 outlines a process for selecting intervention programs, while Section 5 describes steps for providing professional development to promote effective intervention. Each section includes a checklist to aid school teams in making informed choices.



Using Student Center Activities to Differentiate Reading Instruction: A Guide for Teachers.
Center on Instruction, RMC Research Corporation, 2009. Resource Tools: 43 pages.

<http://www.centeroninstruction.org> (Reading, Sort by Title)

Authors: Marcia Kosanovich, Connie Weinstein, Elizabeth Goldman

Audience: State and district technical assistance providers

This document offers assistance in improving reading achievement among k-5 students through reading activities differentiated by student skill levels. It describes how to use the center activities—available online for free download—to target specific skills and scaffold student learning and practice and how to use the professional development materials and teacher resource guides to organize and manage centers. Suggestions for use of this resource include facilitating state-level discussions about resources to support improved reading instruction; using the materials to differentiate reading instruction at the elementary level; identifying the Student Center Activities (SCAs) as a free resource that states can offer to districts and schools; and aligning the SCAs to a state's standards. Originally prepared for Florida schools, these materials are appropriate for elementary schools in any state.



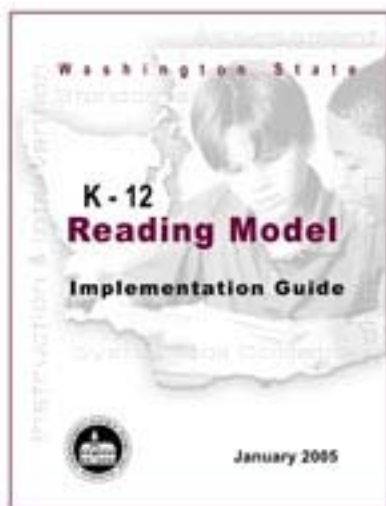
Washington State K-12 Reading Model Implementation Guide. Washington Office of the Superintendent of Public Instruction, 2005. Resource Tools: 92 pages.

<http://www.k12.wa.us/> (Go to Teaching and Learning, Reading)

Authors: Sue Geiger, Anne Banks, Jan Hasbrouck, Susan Ebbers

Audience: K-12 Educators

The goal of the K-12 Reading Model is to provide a framework from which to work on systemic reform in reading instruction. The document covers a variety of topics: an overview of reading instruction in grades K-12, content standards, assessment, instruction, intervention, leadership, and system-wide commitment. Characteristics of high performing schools are presented. In addition, the document provides a set of planning considerations: evaluation, alignment of curriculum, instruction, and assessment, grade level expectations, a 3-Tier instructional model, and professional development.



Webcast

Comprehension: Helping English Language Learners Grasp the Full Picture. Reading Rockets, 2008. Webcast.

<http://www.readingrockets.org/webcasts/1005?trans=yes>

Authors: Partnership of Reading Rockets, Colorin Colorado, and American Federation of Teachers

Audience: Elementary school principals, teachers, and literacy coaches

This 45-minute moderated discussion about effective strategies for teaching comprehension skills to English language learners provides examples from two expert practitioners and educators at three school sites. The discussion is available as an archived Webcast; printable materials include a complete written transcript of the moderated discussion and the text of the school site videos as well as a Power Point handout that outlines the strategies discussed by the presenters. Numerous related print resources that can also be accessed from the same Web page include articles about comprehension instruction for English language learners, discussion questions to consider, instructional tools (e.g., lists of cognates, forms for documenting student comprehension skill levels and strategy use), and links to related topics.



Website Resources

Explore the Evidence-based Research on Reading. National Institute for Literacy in partnership with RMC Research Corporation, 2006. Database.

<http://nifl.gov/cgi-bin/pfr/search.cgi>

Authors: National Reading Panel: 460 Studies Examined Between 1997 and 2000

Audience: State, district, and school administrators, teachers, and literacy coaches

This electronic database contains abstracts of the 460 research studies included in the 2000 National Reading Panel (NRP) report as well as abstracts of new studies on reading instruction released since the NRP report. Abstracts are organized into seven categories related to teaching reading: phonemic awareness instruction, phonics instruction, fluency instruction, vocabulary instruction, text comprehension instruction, computer technology and reading instruction, and teacher education and reading instruction. This resource offers professional developers training materials and direct access to scientifically based reading research as well as information on the background on scientifically based reading research; the definition of reading, criteria for research quality; and principles derived from the reading research, including a question and answer series about reading.



National Research Center on Learning Disabilities (NRCLD). The National Research Center on Learning Disabilities, 2007. Web site Resources.

National Research Center on Learning Disabilities Homepage
<http://www.nrclد.org/>

Teachers (30 documents)
<http://www.nrclد.org/topics/teachers.html>

School Psychologists (28 documents)
<http://www.nrclد.org/topics/psychologists.html>

School and District Administrators (22 documents)
<http://www.nrclد.org/topics/administrators.html>

State Department of Education (35 documents)
<http://www.nrclد.org/topics/sea.html>

Researchers (8 documents)
<http://www.nrclد.org/topics/researchers.html>

Parents (22 documents)
<http://www.nrclد.org/topics/parents.html>

Authors: See documents

Audience: District and school administrators, school psychologists, teachers, parents

This website contains more than 100 research studies and descriptions of best practices to support sound decision-making on behalf of students with learning disabilities. Structured around the Response to Intervention (RTI) framework, the website provides background information, presentations, and articles, as well as specific guidance materials and tools of value in identifying and responding with appropriate instruction to students with learning challenges.



NATIONAL READING
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