

NO CHILD LEFT BEHIND



AND THE FIVE DIMENSIONS OF READING



PACIFIC LEARNING, INC. ♦ P.O. BOX 2723 ♦ HUNTINGTON BEACH, CA 92647-0723
Phone: (800) 279-0737 ♦ FAX: (714) 895-5087

Pacific Learning is dedicated to providing high quality supplemental literacy resources as well as teacher and parent literacy support materials.

Pacific Learning believes:

- Reading and writing experiences should be child-centered
- Reading and writing for meaning are paramount
- Writing and reading are inseparable processes
- Literacy learning must be worthwhile
- Children learn to read and write by reading and writing a wide variety of texts
- Reading and writing are powerful tools for learning
- The best approach to teaching reading and writing is a combination of approaches
- Careful assessment of student's literacy learning is integral to sound teaching
- Good first teaching and parental involvement is necessary for successful literacy learning
- Reading and writing flourish in a supportive environment
- Sound literacy practices develop when parents, children, teachers, and books are brought together with a purposeful guiding plan
- Deciphering print, developing a love of literature and achieving other literacy goals are much easier for a child who has a reading partner

Partners in Print draws on the latest research in early literacy, family literacy, and parent involvement to support children along with their parents in developing sound literacy practices. The program offers a prescription for meeting specific reading development skills and also educates parents in helping to advance their children's literacy.

The goals of the program align to the 5 essential dimensions of reading as identified by the National Reading Panel. According to Early Reading First, programs should provide parenting education and other services supporting parents' engagement in their preschool children's education. "The Department strongly encourages Early Reading First programs to provide parents with educational training in those parenting skills most closely associated with children's language and cognitive development. The quality of family environment and parent-child interactions is central to a child's literacy development and education. Parents strengthen their child's literacy development and school-related competencies when they engage in language-rich parent-child interaction, provide support for literacy in the family, and hold appropriate expectations of the child's learning and development."

Source: Guidance for the Early Reading First Program, U.S. Dept. of Education

Pacific Learning and the Five Dimensions of Reading

Partners in Print

Comprehension

Comprehension is defined as “intentional thinking during which meaning is constructed through interactions between text and reader” (Harris & Hodges, 1995). “Thus, readers derive meaning from text when they engage in intentional, problem solving thinking process.” (Report of the National Reading Panel, Summary, p. 14)

Research	Source	Partners in Print	Supporting Examples
“Comprehension is critically important to the development of children’s reading skills and therefore to the ability to obtain an education.”	“National Reading Panel Report: Summary”, p. 13	<p>Workshop 2: Drawing Meaning from Text</p> <ul style="list-style-type: none"> • Introducing a New Book • Let’s Look at the Pictures • Asking Questions • Guess the Ending <p>Workshop 6: Reading Methods</p> <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together <p>Workshop 7: Playing with Print</p> <ul style="list-style-type: none"> • Cut-up Sentences • Treasure Hunts • What’s Missing? • Nursery Rhymes, Chants, and Fingerplays <p>Workshop 9: Praise, Pause, Prompt, and Predict</p> <ul style="list-style-type: none"> • Nonverbal Praise • Wait Time • Prompting • Predicting 	<p>Station 2: Let’s Look at the Pictures, pg. 63</p> <p>Station 4: Reading Together, pg. 93</p> <p>Station 4: Nursery Rhymes, Chants & Fingerplays, pg. 105</p> <p>Station 4: Predicting, pg. 121</p>

		<p>Workshop 14: Writing</p> <ul style="list-style-type: none"> • The Mechanics of the Writing Process • Being a Word Solver • Using References and Resources • Real Reasons for Writing <p>Workshop 15: Comprehension</p> <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	<p>Station 4: Real Reasons for Writing, pg. 193</p> <p>Station 2: Nonfiction Texts: Preparing for Reading, pg. 199</p>
Research	Source	Partners in Print	Supporting Examples
<p>“In general, the evidence suggests that teaching a combination of reading comprehension techniques is the most effective. When students use them appropriately, they assist in recall, question answering, question generation, and summarization of texts. When used in combination, these techniques can improve results in standardized comprehension tests.”</p>	<p>“National Reading Panel Report: Summary”, p. 15</p>	<p>Workshop 2: Drawing Meaning From Text</p> <ul style="list-style-type: none"> • Introducing a New Book • Let’s Look at the Pictures • Asking Questions • Guess the Ending <p>Workshop 4: Conventions of Print</p> <ul style="list-style-type: none"> • How Print Works • Putting a Story in Order • Making Your Own Book • Pre-Recorded Stories <p>Workshop 6: Reading Methods</p> <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together <p>Workshop 7: Playing with Print</p> <ul style="list-style-type: none"> • Cut-up Sentences • Treasure Hunts • What’s Missing? • Nursery Rhymes, Chants, and Fingerplays <p>Workshop 9: Praise, Pause, Prompt, and Predict</p> <ul style="list-style-type: none"> • Nonverbal Praise • Wait Time • Prompting • Predicting 	<p>Station 3: Asking Questions, pg. 64</p> <p>Station 2: Putting a Story in Order, pg. 79</p> <p>Station 2: Read Aloud, pg. 95</p> <p>Station 1: Cut-up Sentences, pg. 102</p> <p>Station 4: Predicting, pg. 121</p>

		<p>Workshop 14: Writing</p> <ul style="list-style-type: none"> • The Mechanics of the Writing Process • Being a Word Solver • Using References and Resources • Real Reasons for Writing <p>Workshop 15: Comprehension</p> <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	<p>Station 2: Being a Word Solver, pg. 191</p> <p>Station 4: Fiction: Sequencing Key Events, pg. 201</p>
Research	Source	Partners in Print	Supporting Examples
<p>“Text comprehension can be improved by instruction that help readers use specific comprehension strategies.”</p>	<p>“Put Reading First”, p. 49</p>	<p>Workshop 2: Drawing Meaning from Text</p> <ul style="list-style-type: none"> • Introducing a New Book • Let’s Look at the Pictures • Asking Questions • Guess the Ending <p>Workshop 6: Reading Methods</p> <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together <p>Workshop 9: Praise, Pause, Prompt, and Predict</p> <ul style="list-style-type: none"> • Nonverbal Praise • Wait Time • Prompting • Predicting <p>Workshop 15: Comprehension</p> <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	<p>Station 4: Guessing the Ending, pg. 65</p> <p>Station 4: Reading Together, pg. 99</p> <p>Station 3: Prompting, pg. 120</p> <p>Station 1: Nonfiction Text: Visual Information, pg. 198</p>

Research	Source	Partners in Print	Supporting Examples
<p>“The data suggests that text comprehension is enhanced when readers actively relate the ideas represented in print to their knowledge and experiences and construct mental representation in memory.”</p>	<p>“National Reading Panel Report: Summary”, p. 14</p>	<p>Workshop 2: Drawing Meaning from Text</p> <ul style="list-style-type: none"> • Introducing a New Book • Let’s Look at the Pictures • Asking Questions • Guess the Ending <p>Workshop 4: Conventions of Print</p> <ul style="list-style-type: none"> • How Print Works • Putting a Story in Order • Making Your Own Book • Pre-Recorded Stories <p>Workshop 6: Reading Methods</p> <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together <p>Workshop 7: Playing with Print</p> <ul style="list-style-type: none"> • Cut-up Sentences • Treasure Hunts • What’s Missing? • Nursery Rhymes, Chants, and Fingerplays <p>Workshop 8: The Reading and Writing Connection</p> <ul style="list-style-type: none"> • Language Experience • Environmental Print • Notes • Lists <p>Workshop 14: Writing</p> <ul style="list-style-type: none"> • The Mechanics of the Writing Process • Being a Word Solver • Using References and Resources • Real Reasons for Writing <p>Workshop 15: Comprehension</p> <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	<p>Station 2: Let’s Look at the Pictures, pg. 63</p> <p>Station 3: Making Your Own Book, pg. 80</p> <p>Station 2: Read Aloud, pg. 95</p> <p>Station 3: What’s Missing?, pg. 104</p> <p>Station 2: Environmental Print, pg. 111</p> <p>Station 4: Real Reasons for Writing, pg. 193</p> <p>Station 2: Nonfiction Texts: Preparing for Reading, pg. 199</p>

Research	Source	Partners in Print	Supporting Examples
<p>“Good readers draw on prior knowledge and experience to help them understand what they are reading. You can help your students make use of their prior knowledge to improve their comprehension.”</p>	<p>“Put Reading First”, p. 55</p>	<p>Workshop 2: Drawing Meaning from Text</p> <ul style="list-style-type: none"> • Introducing a New Book • Let’s Look at the Pictures • Asking Questions • Guess the Ending <p>Workshop 7: Playing with Print</p> <ul style="list-style-type: none"> • Cut-up Sentences • Treasure Hunts • What’s Missing? • Nursery Rhymes, Chants, and Fingerplays <p>Workshop 8: The Reading and Writing Connection</p> <ul style="list-style-type: none"> • Language Experience • Environmental Print • Notes • Lists <p>Workshop 14: Writing</p> <ul style="list-style-type: none"> • The Mechanics of the Writing Process • Being a Word Solver • Using References and Resources • Real Reasons for Writing <p>Workshop 15: Comprehension</p> <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	<p>Station 1: Introducing a New Book, pg. 62</p> <p>Station 4: Nursery Rhymes, Chants, and Fingerplays, pg. 105</p> <p>Station 1: Language Experience, pg. 110</p> <p>Station 2: Being a Word Solver, pg. 191</p> <p>Station 2: Nonfiction Texts: Preparing for Reading, pg. 199</p>
Research	Source	Partners in Print	Supporting Examples
<p>“Comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text.”</p>	<p>“National Reading Panel Report: Summary”, p. 13</p>	<p>Workshop 2: Drawing Meaning from Text</p> <ul style="list-style-type: none"> • Introducing a New Book • Let’s Look at the Pictures • Asking Questions • Guess the Ending 	<p>Station 3: Asking Questions, pg. 64</p>

		<p>Workshop 3: Book Selection</p> <ul style="list-style-type: none"> • Good Books • Is It Too Hard? • Getting to Know Authors • Wordless Books <p>Workshop 4: Conventions of Print</p> <ul style="list-style-type: none"> • How Print Works • Putting a Story in Order • Making Your Own Book • Pre-Recorded Stories <p>Workshop 6: Reading Methods</p> <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together <p>Workshop 7: Playing with Print</p> <ul style="list-style-type: none"> • Cut-up Sentences • Treasure Hunts • What's Missing? • Nursery Rhymes, Chants, and Fingerplays <p>Workshop 8: The Reading and Writing Connection</p> <ul style="list-style-type: none"> • Language Experience • Environmental Print • Notes • Lists <p>Workshop 9: Praise, Pause, Prompt, and Predict</p> <ul style="list-style-type: none"> • Nonverbal Praise • Wait Time • Prompting • Predicting <p>Workshop 14: Writing</p> <ul style="list-style-type: none"> • The Mechanics of the Writing Process • Being a Word Solver • Using References and Resources • Real Reasons for Writing 	<p>Station 2: Is It Too Hard? pg. 71</p> <p>Station 2: Putting a Story in Order, pg. 79</p> <p>Station 3: Silent Reading, pg. 95</p> <p>Station 3: What's Missing?, pg. 104</p> <p>Station 2: Environmental Print, pg. 111</p> <p>Station 4: Predicting, pg. 121</p> <p>Station 3: Using References and Resources, pg. 192</p>
--	--	---	--

		<p>Workshop 15: Comprehension</p> <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	<p>Station 4: Fiction: Sequencing Key Events, pg. 201</p>
Research	Source	Partners in Print	Supporting Examples
<p>“Research shows that questioning strongly supports and advances students’ learning from reading.”</p>	<p>“Put Reading First”, p. 51</p>	<p>Workshop 2: Drawing Meaning from Text</p> <ul style="list-style-type: none"> • Introducing a New Book • Let’s Look at the Pictures • Asking Questions • Guess the Ending <p>Workshop 7: Playing with Print</p> <ul style="list-style-type: none"> • Cut-up Sentences • Treasure Hunts • What’s Missing? • Nursery Rhymes, Chants, and Fingerplay <p>Workshop 15: Comprehension</p> <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	<p>Station 3: Asking Questions, pg. 64</p> <p>Station 3: What’s Missing?, pg. 104</p> <p>Station 2: Nonfiction Texts: Prep. for reading, pg. 199</p>

Research	Source	Partners in Print	Supporting Examples
<p>"The instruction of cognitive strategies improves reading comprehension in readers with a range of abilities."</p>	<p>"National Reading Panel Report: Reports of the Subgroups", p. 4-47</p>	<p>Workshop 2: Drawing Meaning from Text</p> <ul style="list-style-type: none"> • Introducing a New Book • Let's Look at the Pictures • Asking Questions • Guess the Ending <p>Workshop 6: Reading Methods</p> <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together <p>Workshop 9: Praise, Pause, Prompt, and Predict</p> <ul style="list-style-type: none"> • Nonverbal Praise • Wait Time • Prompting • Predicting <p>Workshop 14: Writing</p> <ul style="list-style-type: none"> • The Mechanics of the Writing Process • Being a Word Solver • Using References and Resources • Real Reasons for Writing <p>Workshop 15: Comprehension</p> <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	<p>Station 3: Asking Questions, pg. 64</p> <p>Station 2: Read Aloud, pg. 95</p> <p>Station 4: Predicting, pg. 121</p> <p>Station 1: The Mechanics of the Writing Process, pg. 190</p> <p>Station 3: Fiction: Reflection on Story Street, pg. 200</p>

Research	Source	Partners in Print	Supporting Examples
<p>“This improvement occurs when adults demonstrate, explain, model, and implement interaction with students in teaching them how to comprehend a text.”</p>	<p>“National Reading Panel Report: Reports of the Subgroups”, p. 4-47</p>	<p>Workshop 2: Drawing Meaning from Text</p> <ul style="list-style-type: none"> • Introducing a New Book • Let’s Look at the Pictures • Asking Questions • Guess the Ending <p>Workshop 3: Book Selection</p> <ul style="list-style-type: none"> • Good Books • Is It Too Hard? • Getting to Know Authors • Wordless Books <p>Workshop 4: Conventions of Print</p> <ul style="list-style-type: none"> • How Print Works • Putting a Story in Order • Making Your Own Book • Pre-Recorded Stories <p>Workshop 6: Reading Methods</p> <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together <p>Workshop 7: Playing with Print</p> <ul style="list-style-type: none"> • Cut-up Sentences • Treasure Hunts • What’s Missing? • Nursery Rhymes, Chants, and Fingerplays <p>Workshop 8: The Reading and Writing Connection</p> <ul style="list-style-type: none"> • Language Experience • Environmental Print • Notes • Lists <p>Workshop 9: Praise, Pause, Prompt, and Predict</p> <ul style="list-style-type: none"> • Nonverbal Praise • Wait Time • Prompting • Predicting 	<p>Station 3: Asking Questions, pg. 64</p> <p>Station 2: Is It Too Hard? pg. 71</p> <p>Station 2: Putting a Story in Order, pg. 79</p> <p>Station 3: Silent Reading, pg. 95</p> <p>Station 3: What’s Missing?, pg. 104</p> <p>Station 2: Environmental Print, pg. 111</p> <p>Station 4: Predicting, pg. 121</p>

		<p>Workshop 11: Reading Extensions</p> <ul style="list-style-type: none">• Retelling a Story• Dramatizing a Book• Letters About Books• Sentence Frames <p>Workshop 15: Comprehension</p> <ul style="list-style-type: none">• Nonfiction Texts: Visual Information• Nonfiction Texts: Preparing for Reading• Fiction: Reflecting on Story Structure• Fiction: Sequencing Key Events	<p>Station 1: Retelling a Story, pg. 134</p> <p>Station 2: Nonfiction Texts: Preparing for Reading, pg. 199</p>
--	--	--	---

PHONEMIC AWARENESS

“Phonemic awareness is that ability to notice, think about, and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.” *Put Reading First*, p. 2

Research	Source	Partners in Print	Supporting Examples
<p>“In addition to teaching PA skills with letters, it is important for teachers to help children make the connection between the PA skills taught and their application to reading and writing tasks.”</p>	<p>“National Reading Panel Report: Reports of the Subgroups”, p. 2-33</p>	<p>Workshop 4: Conventions of Print</p> <ul style="list-style-type: none"> • How Print Works • Putting a Story in Order • Making Your Own Book • Pre-Recorded Stories <p>Workshop 7: Playing with Print</p> <ul style="list-style-type: none"> • Cut-up Sentences • Treasure Hunts • What’s Missing? • Nursery Rhymes, Chants, and Fingerplays <p>Workshop 8: The Reading and Writing Connection</p> <ul style="list-style-type: none"> • Language Experience • Environmental Print • Notes • Lists <p>Workshop 13: Phonemic Awareness</p> <ul style="list-style-type: none"> • Alphabet Games • Word Games • Fun with Rhymes & Word Play • Magical Sounds of Language <p>Workshop 14: Writing</p> <ul style="list-style-type: none"> • The Mechanics of the Writing Process • Being a Word Solver • Using References and Resources • Real Reasons for Writing 	<p>Station 1: How Print Works, pg. 78</p> <p>Station 1: Cut-up Sentences, pg. 102</p> <p>Station 4: Lists, pg. 113</p> <p>Station 1: Alphabet Games, pg. 182</p> <p>Station 4: Real Reasons for Writing, pg. 193</p>

Research	Source	Partners in Print	Supporting Examples
"Effective phonemic awareness instruction teaches children to notice, think about, and work with (manipulate) sounds in spoken language."	"Put Reading First", p.5	Workshop 13: Phonemic Awareness <ul style="list-style-type: none"> • Alphabet Games • Word Games • Fun with Rhymes & Word Play • Magical Sounds of Language 	Station 3: Fun with Rhymes & Word Play, pg. 184
"There is a great deal of general evidence that early awareness of rhyme facilitates literacy acquisition."	Literacy Research, pp. 118-119, Goswami, U. "Early Phonological Development and the Acquisition of Literacy"	Workshop 7: Playing with Print <ul style="list-style-type: none"> • Cut-up Sentences • Treasure Hunts • What's Missing? • Nursery Rhymes, Chants, and Fingerplays Workshop 13: Phonemic Awareness <ul style="list-style-type: none"> • Alphabet Games • Word Games • Fun with Rhymes & Word Play • Magical Sounds of Language 	Station 4: Nursery Rhymes, Chants, and Fingerplays, pg. 105 Station 3: Fun with Rhymes & Word Play
"Children's awareness of rhyme might thus allow them to form implicit phonological categories of words that share onsets or rimes. By associating their phonological categories with strings of letters, children could learn spelling sequences for onsets and rimes, which are important spelling categories in English."	Literacy Research, pp. 118-119, Goswami, U. "Early Phonological Development and the Acquisition of Literacy"	Workshop 7: Playing with Print <ul style="list-style-type: none"> • Cut-up Sentences • Treasure Hunts • What's Missing? • Nursery Rhymes, Chants, and Fingerplays Workshop 8: The Reading and Writing Connection <ul style="list-style-type: none"> • Language Experience • Environmental Print • Notes • Lists Workshop 13: Phonemic Awareness <ul style="list-style-type: none"> • Alphabet Games • Word Games • Fun with Rhymes & Word Play • Magical Sounds of Language 	Station 4: Nursery Rhymes, Chants, and Fingerplays, pg. 105 Station 1: Language Experience, pg. 110 Station 3: Fun with Rhymes & Word Play, pg. 184

Research	Source	Partners in Print	Supporting Examples
<p>“If one important basis for the emergence of phonological awareness is the implicit comparisons between similar sounding words that are a natural part of language processing, then children whose environment encourages them to make such implicit comparisons should be at an advantage when it comes to learning to read and to spell.”</p>	<p>Literacy Research, pp. 118-119, Goswami, U. “Early Phonological Development and the Acquisition of Literacy”</p>	<p>Workshop 7: Playing with Print</p> <ul style="list-style-type: none"> • Cut-up Sentences • Treasure Hunts • What’s Missing? • Nursery Rhymes, Chants, and Fingerplays <p>Workshop 8: The Reading and Writing Connection</p> <ul style="list-style-type: none"> • Language Experience • Environmental Print • Notes • Lists <p>Workshop 13: Phonemic Awareness</p> <ul style="list-style-type: none"> • Alphabet Games • Word Games • Fun with Rhymes & Word Play • Magical Sounds of Language 	<p>Station 4: Nursery Rhymes, Chants, and Fingerplays, pg. 105</p> <p>Station 2: Environmental Print, pg. 111</p> <p>Station 2: Word Games, pg. 183</p>

PHONICS AND WORD RECOGNITION

“Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words.” *Put Reading First. P. 12*

Research	Source	Partners in Print	Supporting Examples
“It is important to evaluate children’s reading competence in many ways, not only by their phonics skills but also by their interest in books and their ability to understand information that is read to them.”	“National Reading Panel Report: Reports of the Subgroups”, p. 2-136	Workshop 2: Drawing Meaning from Text <ul style="list-style-type: none"> • Introducing a New Book • Let’s Look at the Pictures • Asking Questions • Guess the Ending Workshop 6: Reading Methods <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together Workshop 11: Reading Extensions <ul style="list-style-type: none"> • Retelling a Story • Dramatizing a Book • Letters About Books • Sentence Frames Workshop 15: Comprehension <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	Station 3: Asking Questions, pg. 64 Station 2: Read Aloud, pg. 95 Station 1: Retelling a Story, pg. 134 Station 4: Fiction: Sequencing Key Events, pg. 301
Research	Source	Partners in Print	Supporting Examples
“Repeated reading and other guided oral reading procedures have clearly been shown to improve fluency and overall reading achievement.”	“National Reading Panel Report: Reports of the Subgroups”, p. 3-28	Workshop 2: Drawing Meaning from Text <ul style="list-style-type: none"> • Introducing a New Book • Let’s Look at the Pictures • Asking Questions • Guess the Ending Workshop 6: Reading Methods <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together 	Station 4: Guess the Ending, pg. 65 Station 4: Reading Together, pg. 97

		<p>Workshop 15: Comprehension</p> <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	<p>Station 3: Fiction: Reflecting on Story Structure, pg. 200</p>
Research	Source	Partners in Print	Supporting Examples
<p>“The panel concluded that guided repeated oral reading procedures that included guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels.”</p>	<p>“National Reading Panel Report: Summary”, p.12</p>	<p>Workshop 2: Drawing Meaning from Text</p> <ul style="list-style-type: none"> • Introducing a New Book • Let’s Look at the Pictures • Asking Questions • Guess the Ending <p>Workshop 6: Reading Methods</p> <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together <p>Workshop 9: Praise, Pause, Prompt, and Predict</p> <ul style="list-style-type: none"> • Nonverbal Praise • Wait Time • Prompting • Predicting <p>Workshop 15: Comprehension</p> <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	<p>Station 2: Let’s Look at the Pictures, pg. 63</p> <p>Station 4: Reading Together, pg. 97</p> <p>Station 1: Nonverbal Praise, pg. 118</p> <p>Station 2: Nonfiction Texts: Preparing for Reading, pg. 199</p>

VOCABULARY INSTRUCTION

“Vocabulary refers to the words we must know to communicate effectively... Vocabulary is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean.” *Put Reading First, p. 34.*

Research	Source	Partners in Print	Supporting Examples
“Teaching specific words before reading helps both vocabulary learning and reading comprehension.”	“Put Reading First”, p. 36	Workshop 2: Drawing Meaning from Text <ul style="list-style-type: none"> • Introducing a New Book • Let’s Look at the Pictures • Asking Questions • Guess the Ending Workshop 6: Reading Methods <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together Workshop 13: Phonemic Awareness <ul style="list-style-type: none"> • Alphabet Games • Word Games • Fun with Rhymes & Word Play • Magical Sounds of Language 	Station 1: Introducing a New Book, pg. 62 Station 1: Joining In, pg. 94 Station 1: Alphabet Games, pg. 182
Research	Source	Partners in Print	Supporting Examples
“Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively.”	“Put Reading First”, p. 40	Workshop 3: Book Selection <ul style="list-style-type: none"> • Good Books • Is It Too Hard? • Getting to Know Authors • Wordless Books Workshop 6: Reading Methods <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together Workshop 15: Comprehension <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	Station 1: Good Books, pg. 70 Station 2: Read Aloud, pg. 95 Station 2: Nonfiction Texts: Preparing for Reading, pg. 199

Research	Source	Partners in Print	Supporting Examples
<p>“Competent reading requires skills that extend beyond the single-word level to contextual reading, and this skill can best be acquired by practicing reading in which the words are in a meaningful context.”</p>	<p>“National Reading Panel report: Reports of the Subgroups”, p. 3-11</p>	<p>Workshop 3: Book Selection</p> <ul style="list-style-type: none"> • Good Books • Is It Too Hard? • Getting to Know Authors • Wordless Books <p>Workshop 6: Reading Methods</p> <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together <p>Workshop 15: Comprehension</p> <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	<p>Station 2: Is It Too Hard?, pg. 71</p> <p>Station 2: Reading Together, pg. 97</p> <p>Station 2: Nonfiction Texts: Preparing for Reading, pg. 199</p>
Research	Source	Partners in Print	Supporting Examples
<p>“In much the same way that multiple exposures are important, the context in which a word is learned is critical.”</p>	<p>McKeown, Beck, Omanson and Pople, 1985; Kameenui, Carnine, & Freschi, 1982; Dole, Sloan, & Trathen, 1995 cited in “National Reading Panel: Reports of the Subgroups”, p. 4-25</p>	<p>Workshop 8: The Reading and Writing Connection</p> <ul style="list-style-type: none"> • Language Experience • Environmental Print • Notes • Lists <p>Workshop 10: Reading Favorites</p> <ul style="list-style-type: none"> • Rereading Favorite Books • Nonfiction • Different Versions of the Same Fairy Tale • Funny Stories <p>Workshop 11: Reading Extensions</p> <ul style="list-style-type: none"> • Retelling a Story • Dramatizing a Book • Letters About Books • Sentence Frames <p>Workshop 13: Phonemic Awareness</p> <ul style="list-style-type: none"> • Alphabet Games • Word Games • Fun with Rhymes & Word Play • Magical Sounds of Language 	<p>Station 1: Language Experience, pg. 110</p> <p>Station 1: Rereading Favorite Books, pg. 126</p> <p>Station 2: Dramatizing a Book, pg. 135</p> <p>Station 3: Fun with Rhymes & Word Play, pg. 184</p>

Research	Source	Partners in Print	Supporting Examples
<p>“Kindergarten instruction should be designed to stimulate verbal interaction, to instruct vocabulary and encourage talk about books.”</p>	<p>“Preventing Reading Difficulties in Young Children”, p. 323</p>	<p>Workshop 2: Drawing Meaning from Text</p> <ul style="list-style-type: none"> • Introducing a New Book • Let’s Look at the Pictures • Asking Questions • Guess the Ending <p>Workshop 6: Reading Methods</p> <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together <p>Workshop 8: The Reading and Writing Connection</p> <ul style="list-style-type: none"> • Language Experience • Environmental Print • Notes • Lists <p>Workshop 10: Reading Favorites</p> <ul style="list-style-type: none"> • Rereading Favorite Books • Nonfiction • Different Versions of the Same Fairy Tale • Funny Stories <p>Workshop 13: Phonemic Awareness</p> <ul style="list-style-type: none"> • Alphabet Games • Word Games • Fun with Rhymes & Word Play • Magical Sounds of Language <p>Workshop 15: Comprehension</p> <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	<p>Station 3: Asking Questions, pg. 64</p> <p>Station 4: Reading Together, pg. 97</p> <p>Station 1: Language Experience, pg. 110</p> <p>Station 3: Different Versions of the Same Fairy Tale, pg. 128</p> <p>Station 1: Alphabet Games, pg. 182</p> <p>Station 4: Fiction: Sequencing Key Events, pg. 201</p>

FLUENCY

“Fluency is the ability to read a text accurately and quickly... Fluency is important because it provides a bridge between word recognition and comprehension.” *Put Reading First, p. 22.*

Research	Source	Partners in Print	Supporting Examples
“It is important to provide students with instruction and practice in fluency as they read connected text.”	“Put Reading First”, p. 23	Workshop 6: Reading Methods <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together Workshop 8: The Reading and Writing Connection <ul style="list-style-type: none"> • Language Experience • Environmental Print • Notes • Lists Workshop 15: Comprehension <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	Station 4: Reading Together, pg. 97 Station 1: Language Experience, pg. 110 Station 3: Fiction: Reflecting on Story Structure, pg. 200
Research	Source	Partners in Print	Supporting Examples
“Repeated reading and other guided oral reading procedures have clearly been shown to improve fluency and overall reading achievement.”	“National Reading Panel Report: Reports of the Subgroups”, p. 3-28	Workshop 6: Reading Methods <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together Workshop 10: Reading Favorites <ul style="list-style-type: none"> • Rereading Favorite Books • Nonfiction • Different Versions of the Same Fairy Tale • Funny Stories Workshop 11: Reading Extensions <ul style="list-style-type: none"> • Retelling a Story • Dramatizing a Book • Letters About Books • Sentence Frames 	Station 2: Read Aloud, pg. 95 Station 1: Rereading Favorite Books, pg. 95 Station 4: Sentence Frames, pg. 137

		<p>Workshop 15: Comprehension</p> <ul style="list-style-type: none"> • Nonfiction Texts: Visual Information • Nonfiction Texts: Preparing for Reading • Fiction: Reflecting on Story Structure • Fiction: Sequencing Key Events 	<p>Station 1: Nonfiction Texts: Visual Information, pg. 198</p>
Research	Source	Partners in Print	Supporting Examples
<p>“The panel concluded that guided repeated oral reading procedures that included guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels.”</p>	<p>“National Reading Panel Report: Reports of the Subgroups”, p. 3-30</p>	<p>Workshop 6: Reading Methods</p> <ul style="list-style-type: none"> • Joining In • Read Aloud • Silent Reading • Reading Together <p>Workshop 7: Playing with Print</p> <ul style="list-style-type: none"> • Cut-Up Sentences • Treasure Hunts • What’s Missing? • Nursery Rhymes, Chants and Fingerplays <p>Workshop 8: The Reading and Writing Connection</p> <ul style="list-style-type: none"> • Language Experience • Environmental Print • Notes • Lists <p>Workshop 9: Praise, Pause, Prompt, and Predict</p> <ul style="list-style-type: none"> • Nonverbal Praise • Wait Time • Prompting • Predicting <p>Workshop 10: Reading Favorites</p> <ul style="list-style-type: none"> • Rereading Favorite Books • Nonfiction • Different Versions of the Same Fairy Tale • Funny Stories 	<p>Station 4: Reading Together, pg. 97</p> <p>Station 3: What’s Missing?, pg. 104</p> <p>Station 2: Environmental Print, pg. 111</p> <p>Station 4: Predicting, pg. 121</p> <p>Station 2: Nonfiction, pg. 127</p>

		<p>Workshop 15: Comprehension</p> <ul style="list-style-type: none">• Nonfiction Texts: Visual Information• Nonfiction Texts: Preparing for Reading• Fiction: Reflecting on Story Structure• Fiction: Sequencing Key Events	<p>Station 4: Fiction: Sequencing Key Events, pg. 201</p>
--	--	--	---

REFERENCES

National Institute for Literacy (2001). "Put Reading First: The Research Building Blocks for Teaching Children to Read". Jessup: ED Pubs.

National Institute for Literacy (2001). "Report of the National Reading Panel" (Summary). Jessup: ED Pubs.

Goswami, U. (2001). "Early Phonological Development and the Acquisition of Literacy". In "the Handbook of Early Literacy Research". Eds. Neuman, S. and Dickinson, D.K> New York: Guilford Publications.

National Institute for Literacy (2001). "Report of the National Reading Panel: Teaching Children to Read, Reports of the Subgroups". Jessup: ED Pubs.

Snow, C.E., Burns, M.S., and Griffin, P. eds (1998). "Preventing Reading Difficulties in Young Children". Washington: Commission on Behavioral and Social Sciences and Education.