

Importance and Innovations in Reading Materials



Stephanie Al Otaiba, Ph.D.

salotaiba@fcrr.org

Florida Center for Reading Research
at Florida State University

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Simple View of Reading

Gough and Tunmer (1986)

- Reading = *Decoding X Comprehension*
 - *Code-focused skills* = Phonological awareness and phonics to recognize words, to be able to sound them out phonetically, and to read them fluently.
 - *Meaning-focused skills* = Vocabulary and comprehension means to understand the meaning of what was read.
 - We apply phonics skills, our vocabulary, and our understanding of grammar to give meaning to what we read.

Three Big Ideas about reading materials

- Choose materials that support the objective or purpose of the lesson plans.
 - Choice of reading materials is based upon data-based decision making.

- Ideally have a reading “core” curriculum program that is explicit and systematic to support code-focused and meaning-focused instruction.

- Additional reading materials (books, activities) support the grade-level (or stage-level) objectives AND offer a range to meet the needs of all students.

What research knowledge can guide book and material design for the early grades?

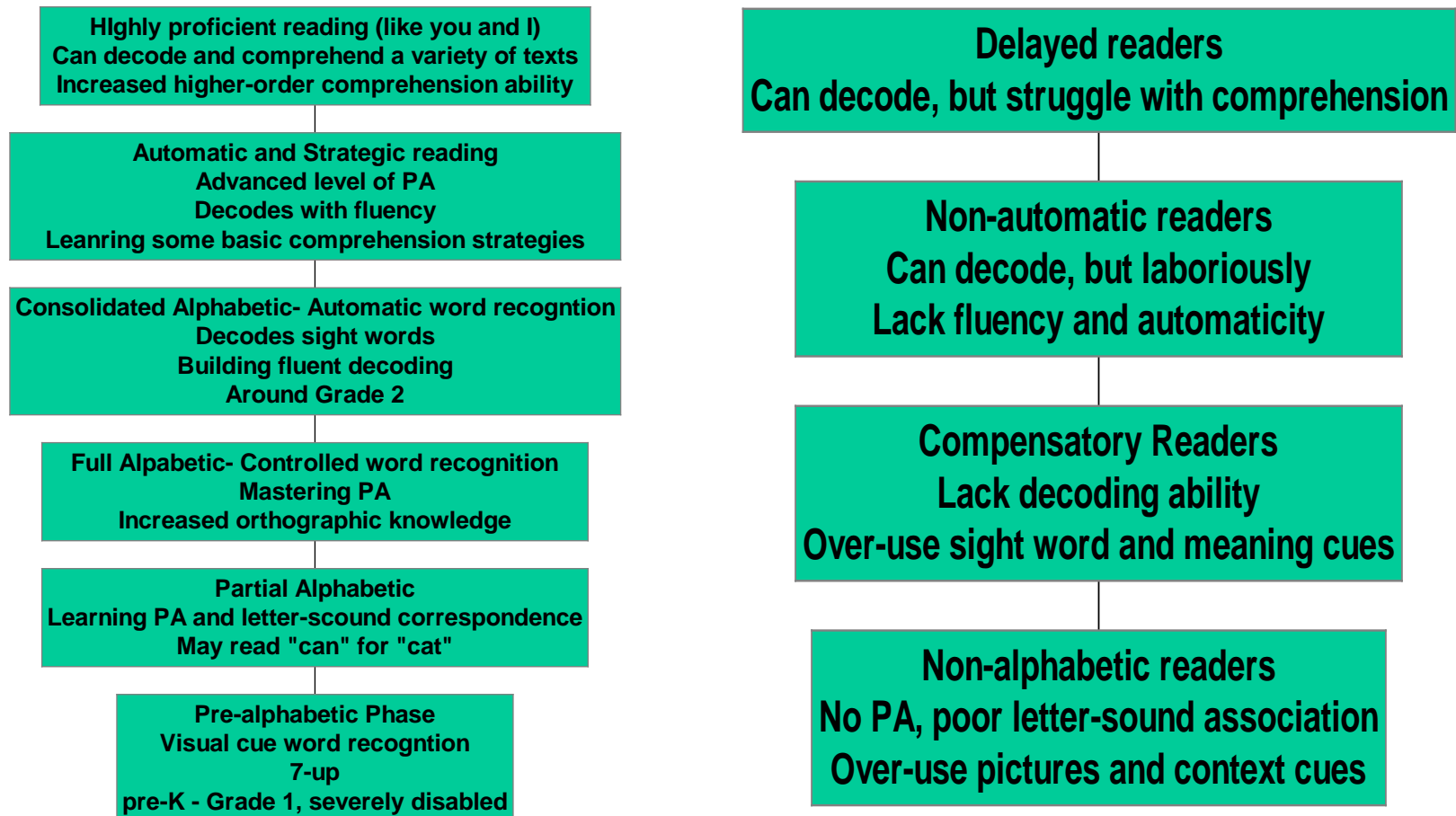
- Knowledge about what to teach:
 - Teach code- and meaning-focused skills

- Knowledge about how to teach it:
 - Direct instruction
 - Small group instruction (ability groups)
 - helps match materials to students
 - And understanding that code-focused skills are slow to develop for struggling individual students

- Knowledge about quality materials

Model of Reading Development: Typical and Atypical Development

Ehri, 2000; Spear-
Swerling & Sternberg,
1996



Challenges for Students with Specific Learning Disabilities

- **Weakness is phonological processing**
 - Trouble segmenting words into phonemes
 - Trouble blending sounds together into reliable pronunciations

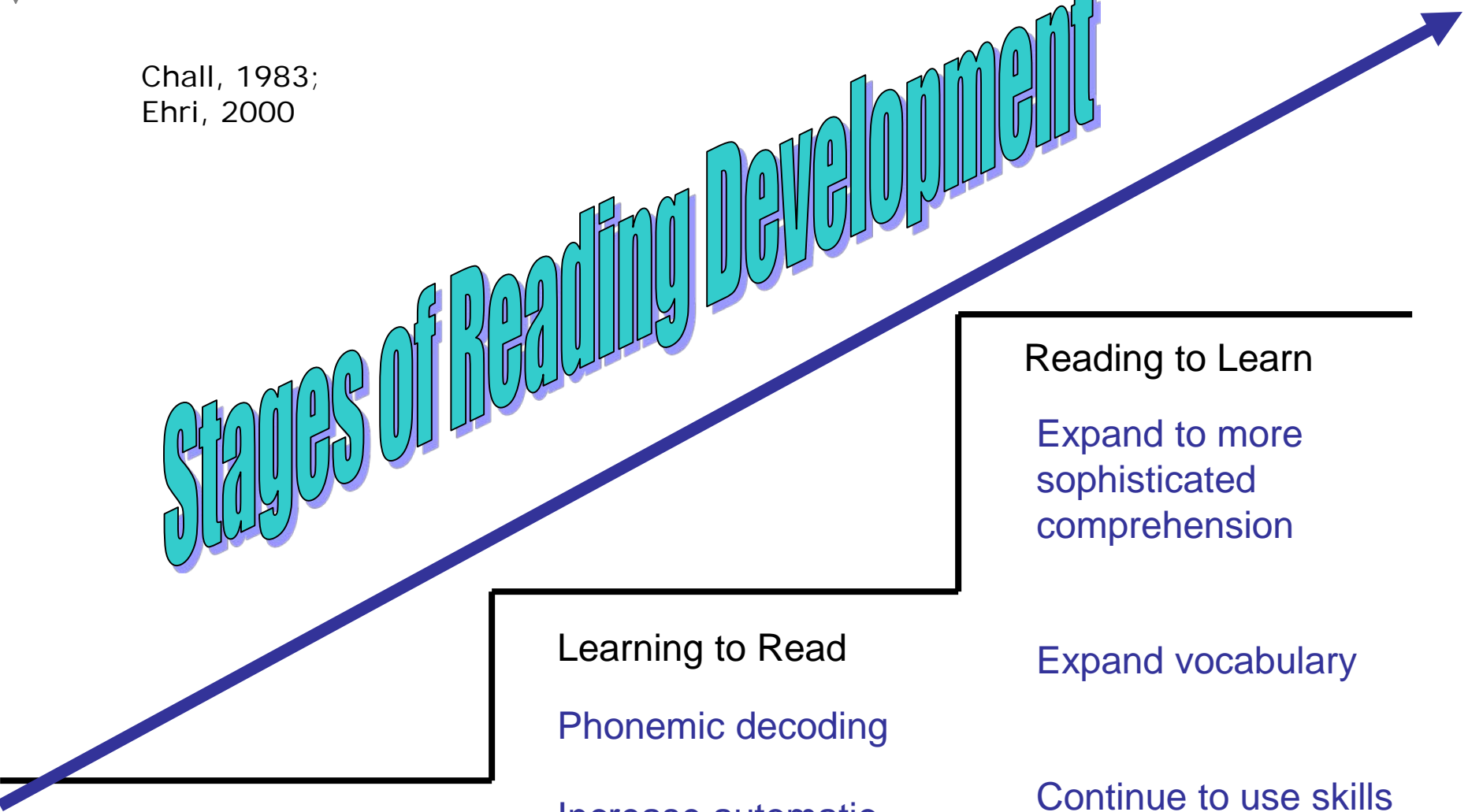
- Trouble remembering letter-sound relationships and decoding words fluently

- Smaller vocabulary (fewer meanings in their memory bank and often weaker links between words)



Chall, 1983;
Ehri, 2000

Stages of Reading Development



Pre-Reading

Language development

Print awareness

Phonological awareness

Learning to Read

Phonemic decoding

Increase automatic recognition of words

Fluency

Reading to Learn

Expand to more sophisticated comprehension

Expand vocabulary

Continue to use skills from other stages

Purpose: Developing Code-focused skills



Tools to guide creating and
choosing reading materials

Careful grouping, instructional planning, and use of centers based on child data

Phonological Awareness

Phonemic
Awareness

Phoneme
Blending &
Segmenting

Onset-Rime
Blending &
Segmenting

Syllable
Blending &
Segmenting

Sentence
Segmenting

Rhyming &
Initial Sound
Identification

Levels of Phonics Skills

Alphabetical Awareness

Recognize letter names and sounds

“Read” symbols like 7-up or own name

Blend simple CVC words like mat

Read simple high frequency words

Read simple sentences and stories

Read chunks of words

Recognize more high frequency words by sight

Fluent Reading

Decode more difficult phonics patterns

CVCE;
CVCC

Decode multi-syllable words

Read with expression

General Principles of “direct instruction”

(Carnine, Siebert,
Kameenui, & Carver,
2004)

-
- Specifying objectives (specific & observable)
 - By the end of week 6, Shaneeka will sound out CVC words with 95% accuracy within 3 seconds.
 - Devising strategies
 - teach sounds (m,t,r,s,f,d,a,l); words (mat, Sid, fat, mom);
 - then build words using mastered sounds (mad,ram,Sam...)
 - Developing teaching procedures
 - format: model, guided, independent practice
 - My turn, let’s do it together, your turn or
 - I do it, we do it, you do it
 - Selecting examples
 - Initially no visually or auditorially confusing pairs of words
 - E.g., not pat and bat, why? Voiced and voice-less pairs
 - Sequencing skills
 - easy before difficult, CVCe: teach cone before love
 - Providing practice & review
 - pacing, individual responses, group, whole group/unison
 - Monitoring & feedback: praise, model, lead, test, retest
 - (My turn; let’s do it together, your turn)

Lesson Plan for Reading Remediation based on EGRA Results: Code-focused

- Phonological awareness
 - Given a word, TLW identify the initial sound of words on a list (or will blend sounds to make a word, or will say each sound in a word).

- Phonics (alphabetic knowledge and decoding) and spelling (encoding)
 - Given a letter, TLW name the letter
 - Given a word "cat," "gato," "قط" TLW say each sound and correctly read the word.
 - Given a word, TLW correctly spell each letter in the word.

- Fluency
 - When shown a letter (or word) TLW correctly name the letter in 3 seconds.

Selecting books for shared reading for preschool and kindergarten

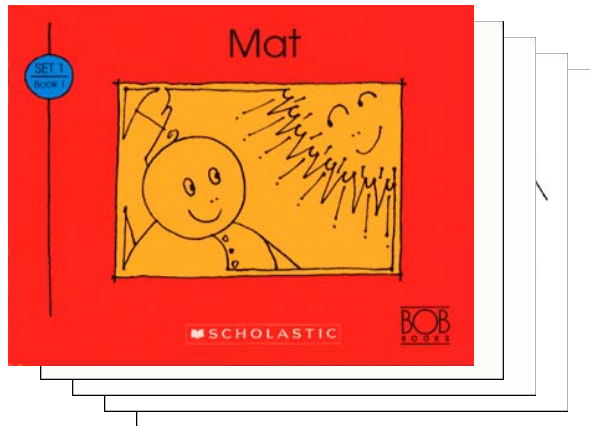
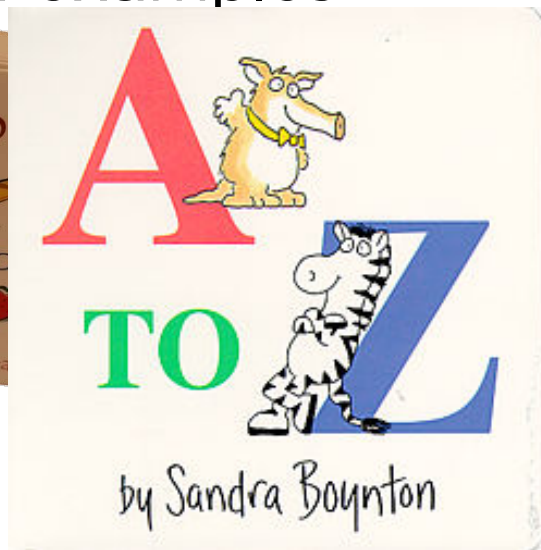
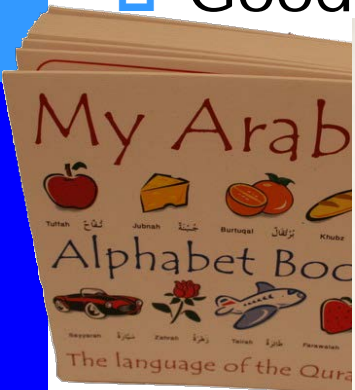
- Use of certain genres of books— alphabet books and print-rich storybooks (i.e., storybooks featuring interesting print features, like speech bubbles and font changes; see Smolkin, Conlon, & Yaden, 1988) create more authentic and explicit opportunities to highlight print.
- Justice et al. (2005) reported more than twice as many visual fixations on print for 3-to 5-year-olds in print-rich than typical picture-rich books.
- Other researchers have observed that parent-child pairs focused more on print when reading alphabet books than other story books (Smolkin, Yaden, Brown, & Hofius, 1992; Stadler & McEvoy, 2003).
- BUT- Adults must reference the print because only about 5-7% of time do children pay attention to print rather than pictures (Justice, Pullen, & Pence, 2008).

Examples of US curriculum instruction and intervention reading programs

- Open Court curriculum
- Early Interventions in Reading intervention program (books)

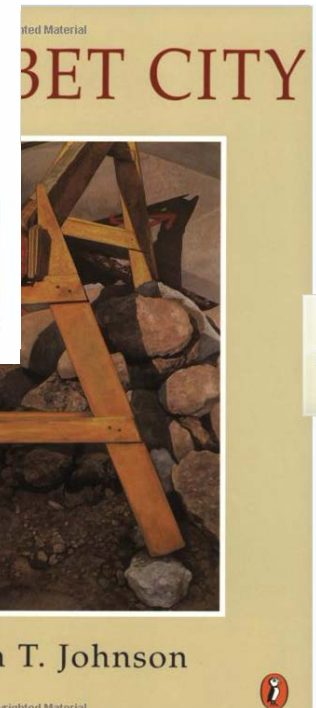
What kind of reading materials help children crack the code?

Good examples



Not so good examples

My big animal book

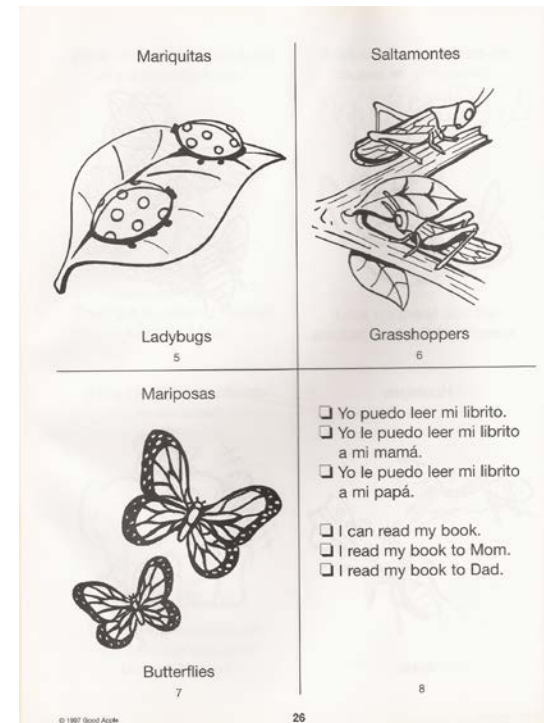
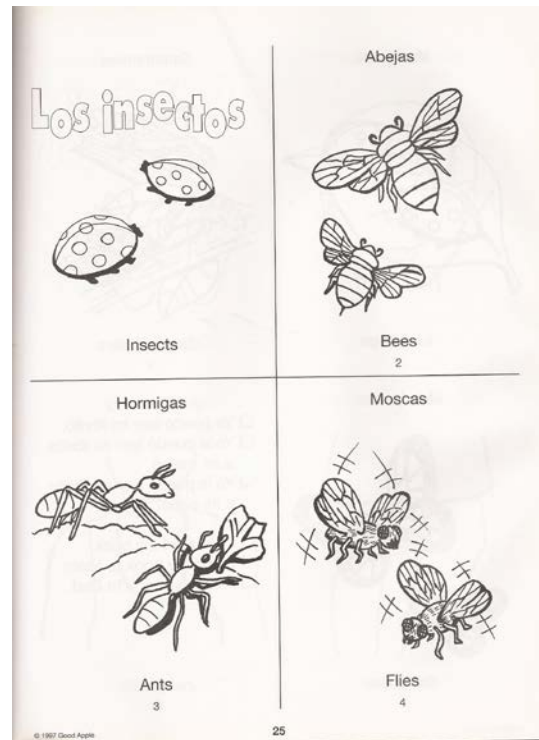
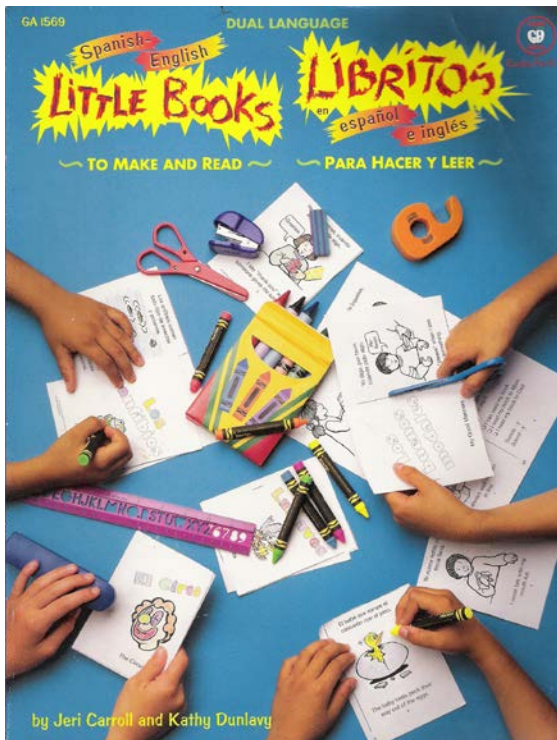


Picture books

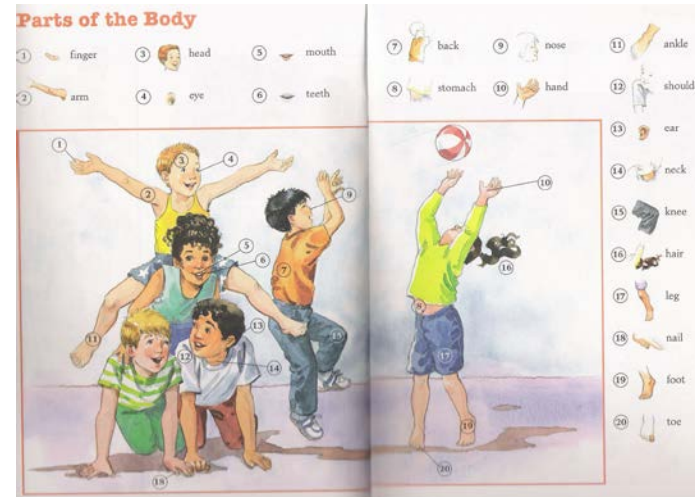
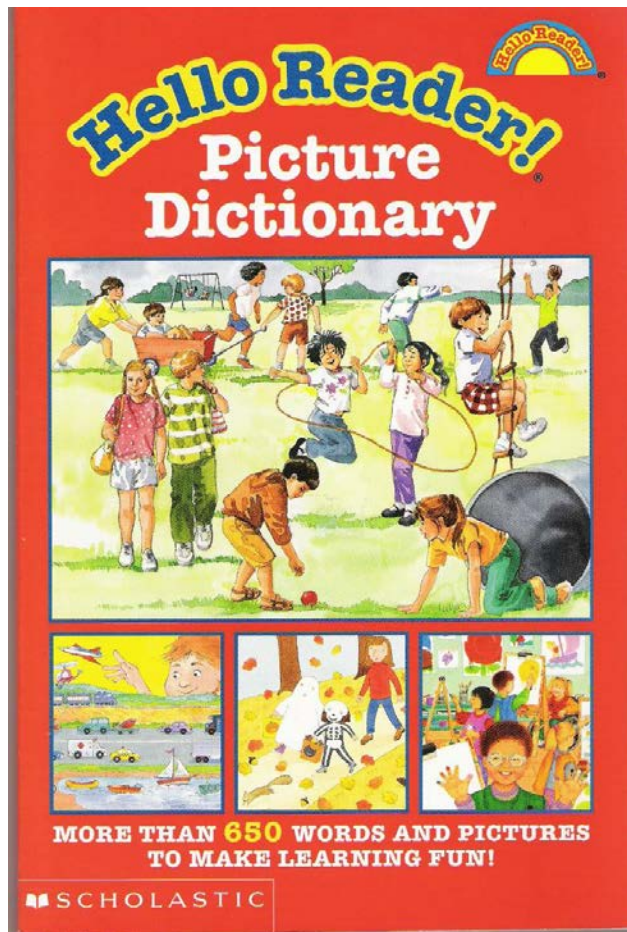
Written in Dual Language

Little books/Libritos

by Jeri Carroll and Kathy Dunlavy



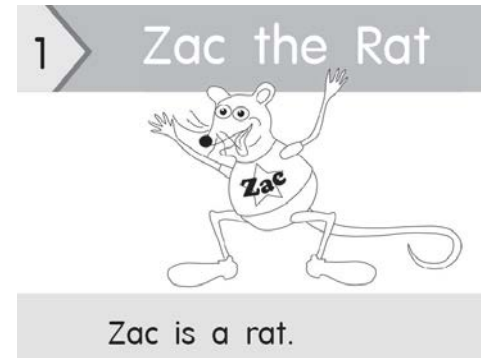
Picture dictionary



Other examples of “low tech” or reproducible books and materials that support code-focused instruction

□ US book examples that are black and white

- Starfall
- Bob Books
- Primary Phonics
- Open court



□ US materials that are black and white

- Peer Assisted Learning Strategies
- Sound Partners



FCRR K-5 Center activities

Child-managed
code-focused



Phonological Awareness

PA.042

Phoneme Matching

Phoneme Go Fish

Objective

The student will match initial sounds in words.

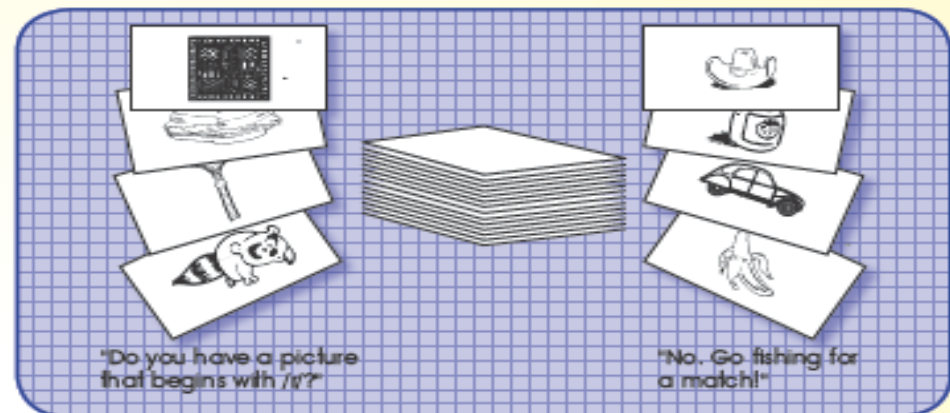
Materials

▶ Sound picture cards (Activity Master PA.042.AM1a - PA.042.AM1f).

Activity

Students play an initial sound Go Fish picture card game.






1. Divide the set of picture cards into three separate and equal stacks. Each student gets one stack and the remaining stack is the "pond."
2. Working in pairs, students check their cards, pair by initial sound, and put aside the matching sets.
3. Student one asks for a picture card that begins with a certain letter-sound. For example, "Do you have a picture that begins with /t/?"
4. If yes, student two gives it to his partner. If no, says, "Go fishing for a match!"
5. Student one then selects a card from the "pond."
6. If a match is made, student one gets another turn. If a match is not made, student two takes a turn.
7. The game continues until all cards are matched.
8. Peer evaluation



Peer-Assisted Learning Strategies (PALS) Adaptation as Tutor-Assisted Learning Strategies (TAILS)

KG Letter-sound instruction
"What sound?"

Al Otaiba et al.,
2006; Fuchs et
al., 2001

u 	r	o	l	u	p	★	
i	a	u	m	i	★	c	
n	l	p	u	★	g	h	
u	a	l	o	u	d	★	
							

KG decodable words and simple sentences.

“Read it slowly.”

f a t

c a t

s a t

p a n

r a n

c a n

The cat ran.

First grade decoding instruction

“Sound it out” and “Say it fast”

mitt



mitts



sad



dad



1. "Sound it out."

2. "Say it fast."

First grade sight word instruction

“What word?”

“What word?”

has with is a and has

with I on has have is

has and on the I have

and is with a has has

First grade stories

“Read the story”

Baseball Mitts



Dad is **big**.

Dad has a **big** baseball mitt.

Sam is **little**.

Sam has a **little** baseball mitt.

Dad and Sam play baseball.

“Read the story”



Purpose:
Developing Meaning-focused skills



Tools to guide creating and
choosing reading materials

Lesson Plan: Meaning-focused

□ Vocabulary

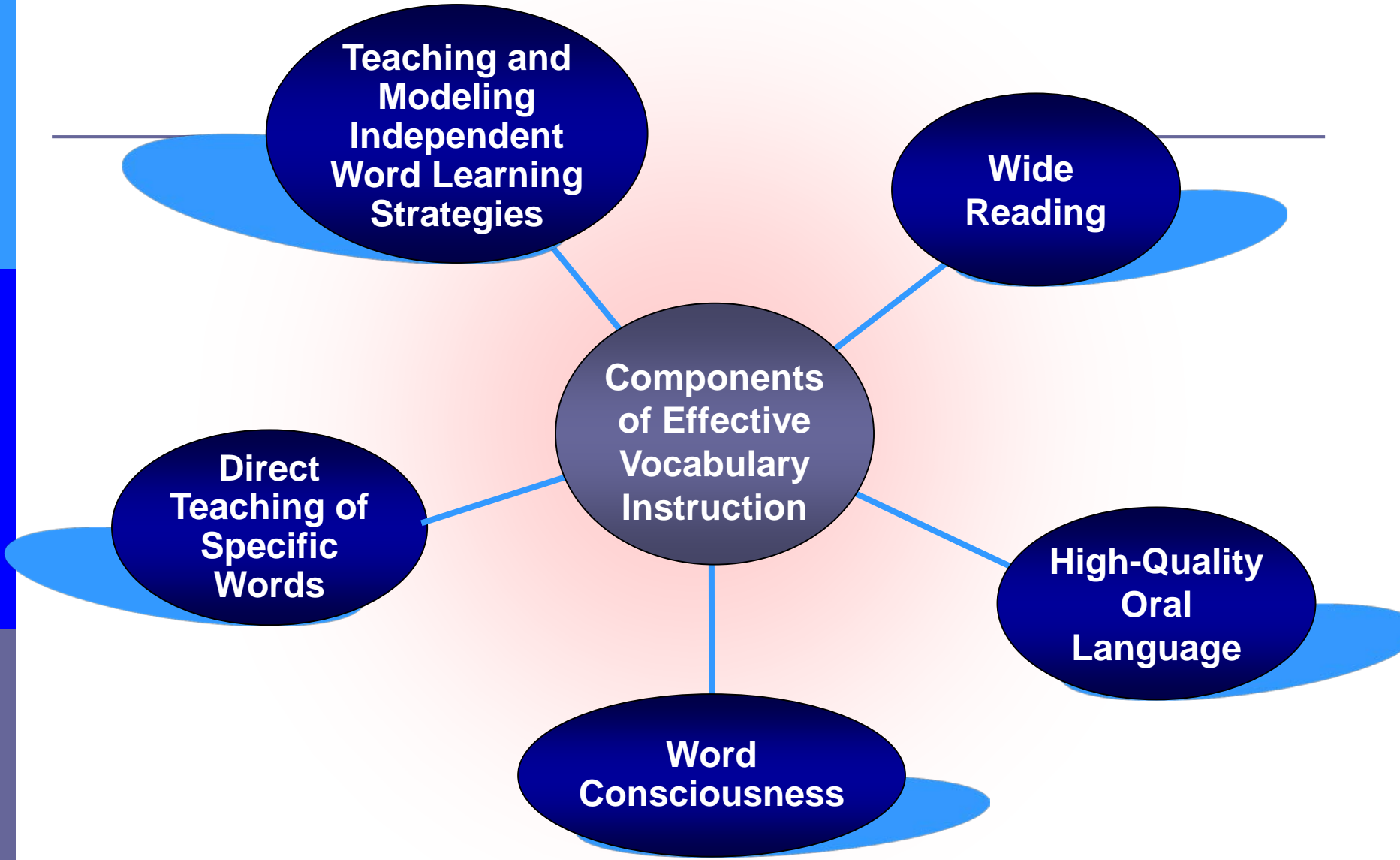
- TLW listen to a sentence about a cat “The cat shed his fur, which means he left his hair all over the floor” and will tell the meaning of “fur” in his own words.

□ Listening comprehension

- TLW listen to a story about a cat and will correctly point to the picture to identify the cat.

□ Reading comprehension

- TLW read a short story about a cat and will identify the cat as the main character.



**Teaching and
Modeling
Independent
Word Learning
Strategies**

**Wide
Reading**

**Components
of Effective
Vocabulary
Instruction**

**Direct
Teaching of
Specific
Words**

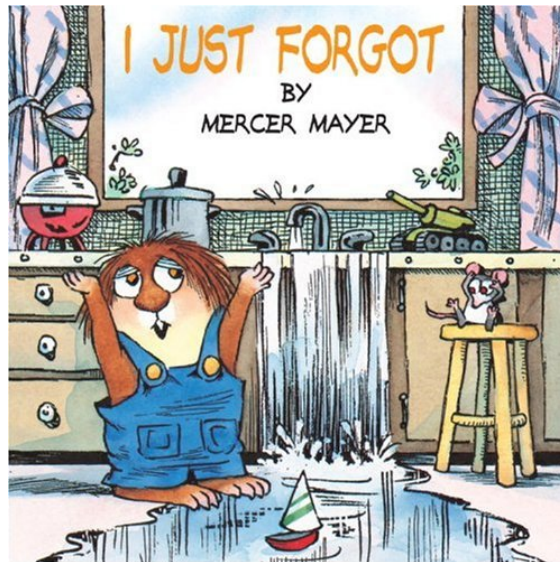
**High-Quality
Oral
Language**

**Word
Consciousness**

Narrative vs. expository books

□ Narrative

- Tell a story
- Main character, setting, plot

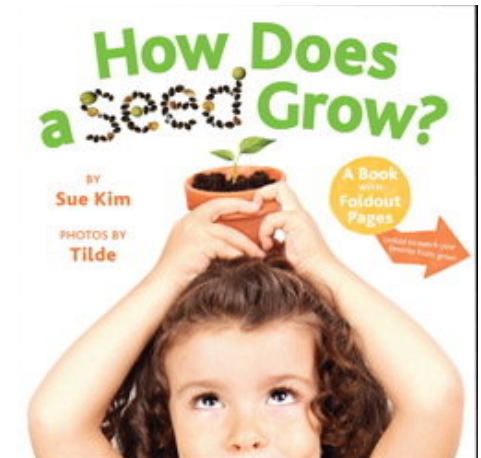


□ Expository

□ Tell facts about something

■ Text structure

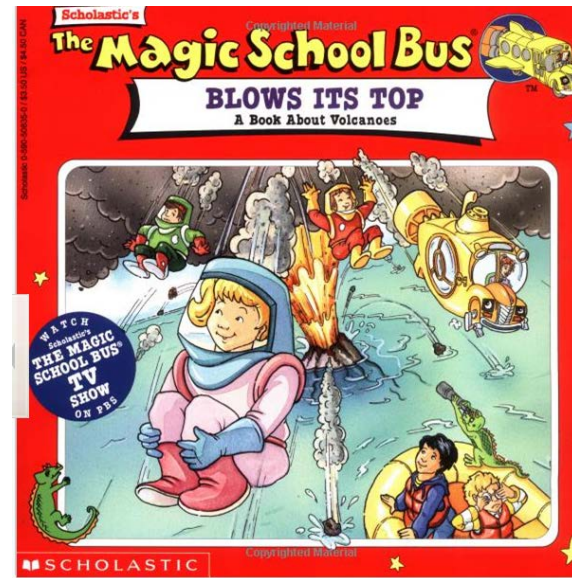
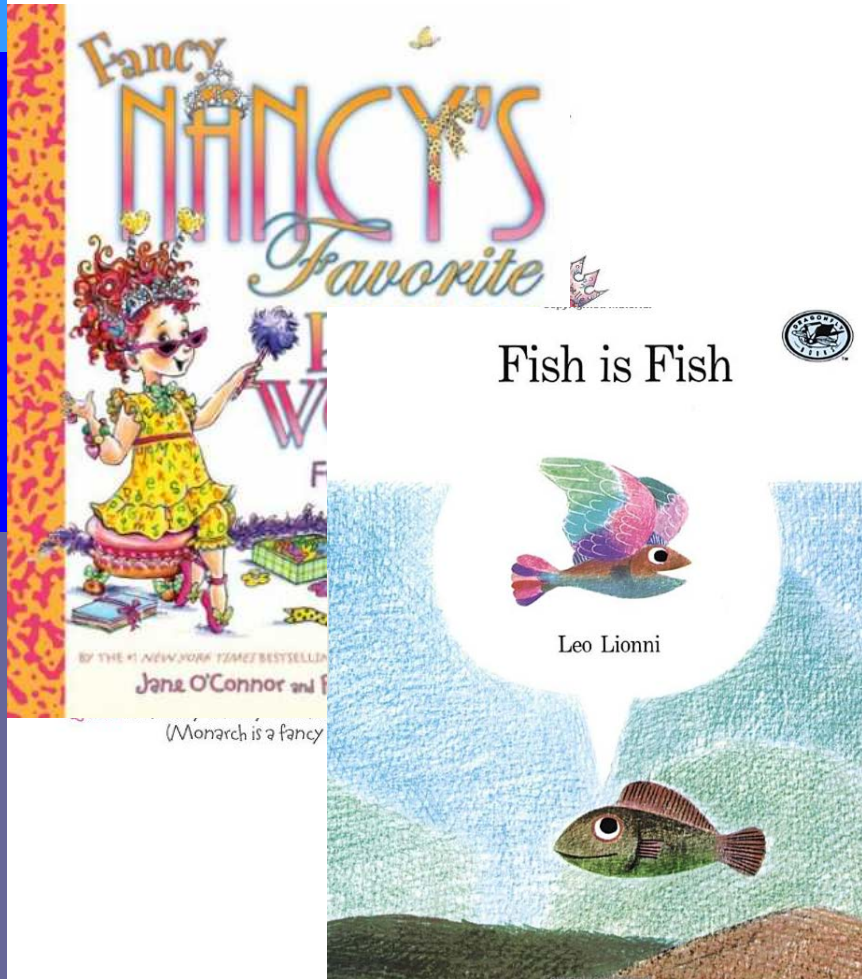
- Sequence (1st, next, last)
- Same/different
- Compare/contrast



What kind of texts help children understand the meaning of words and stories?

□ Good examples

□ Poor examples



cken
up for the
Child's
Soul

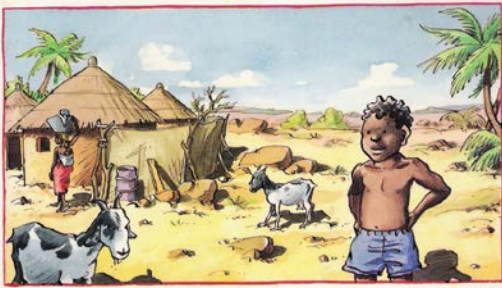


Picture books

About variety of cultures

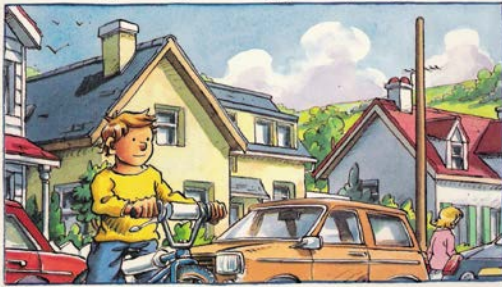
A Country Far Away

By Nigel Gray & Philippe Dupasquier



A COUNTRY FAR AWAY

Nigel Gray · Philippe Dupasquier



I helped my mom and dad.



We had our photograph taken.

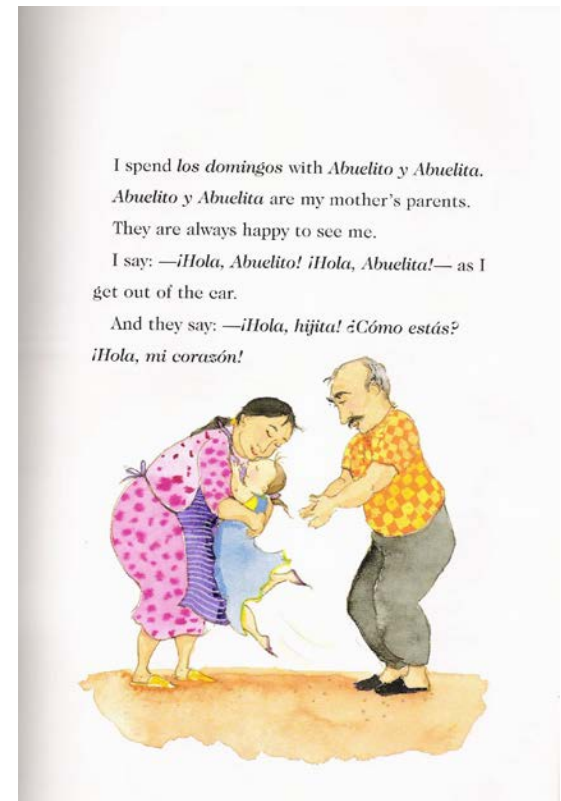
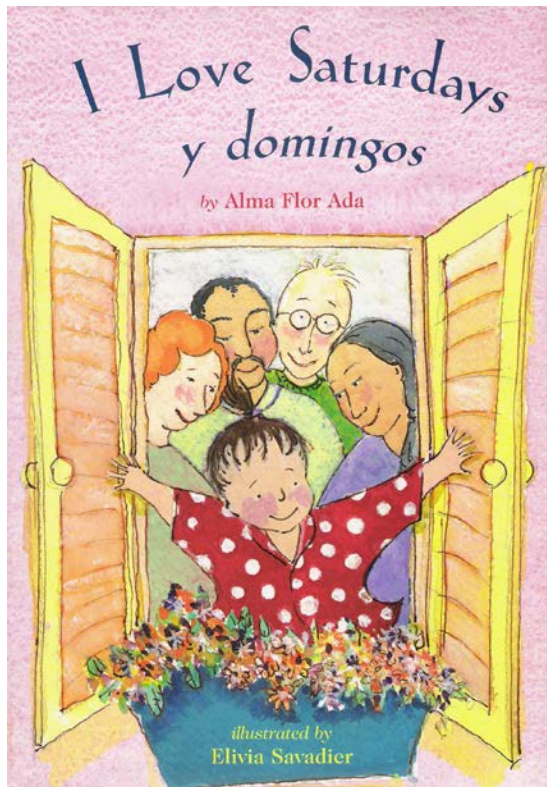


Picture books

Written in Dual Language

I Love Saturdays *y domingos*

by Alma Flor Ada



Interactive book reading strategy: Dialogic Reading

Goals:

1. Teach and reinforce vocabulary
2. Link the vocabulary with the story plot
3. Link vocabulary with personal experiences
4. Gain verbal fluency with the new vocabulary

Whitehurst &
Lonigan

- Level I:
 - Ask “wh” type questions to increase vocabulary
 - Questions focused on the pictures; need specific response
- Level II:
 - Expand child’s answer with 1 or 2 more words
 - Ask open-ended questions
- Level III:
 - Questions about story plot & personal experiences
 - Questions not focused as much on the pictures

Dialogic Reading: CROWD- HS

□ CROWD:

■ Completion prompts

- She tasted Baby Bear's porridge. It was just right.
- Goldilocks saw a house. Without asking, she went inside the Three Bears' House/

■ Recall prompts

- Can you remember whose porridge was too hot?
- What happened first in the story? What happened next?

■ Open-ended prompts

- Tell me about times that Goldilocks took or used something that didn't belong to her at the Three Bears' House.
- What do you think will happen next (prediction)

■ Wh-prompts

- What broke?
- Who came to visit?
- What is the "big idea" in the story? (main idea)

CROWD-HS contd.

■ Distancing prompts

- Would you be scared to be caught by the Three Bears?
- Would you feel bad that you used their things without asking?
- What if you broke the chair, how would you feel?

■ Home prompt

- Can you think of a time someone broke or took one of your toys without asking?
- How do you respect other people's things at home?

■ School prompt

- At school, how do you take care of things at school? For example, what's the classroom rule about putting things away?
- If a friend at school needs to borrow something, what can you do to help them?

CROWD-HS



C: completion prompts



R: recall prompts



O: open-ended prompts



W: wh-prompts



Who?



What?



Where?



When?



Why?

D: distancing prompt



H: home prompt



S: school prompt



Other FCRR materials?

Teacher-
managed
meaning
focused

Vocabulary

Words That Describe

V.009

Describe It

Objective

The student will produce descriptive words.

Materials

- ▶ Narrative or expository texts
Choose texts within students' instructional-independent reading level range or teacher read-aloud.
Select texts on topic (e.g., African animals, pond animals, wheels and motion).
- ▶ Picture dictionaries
Use child-friendly dictionaries
- ▶ Describe It student sheet (Activity Master V.009.SS)
- ▶ Pencil

Activity

Students list words that describe an animal or object.

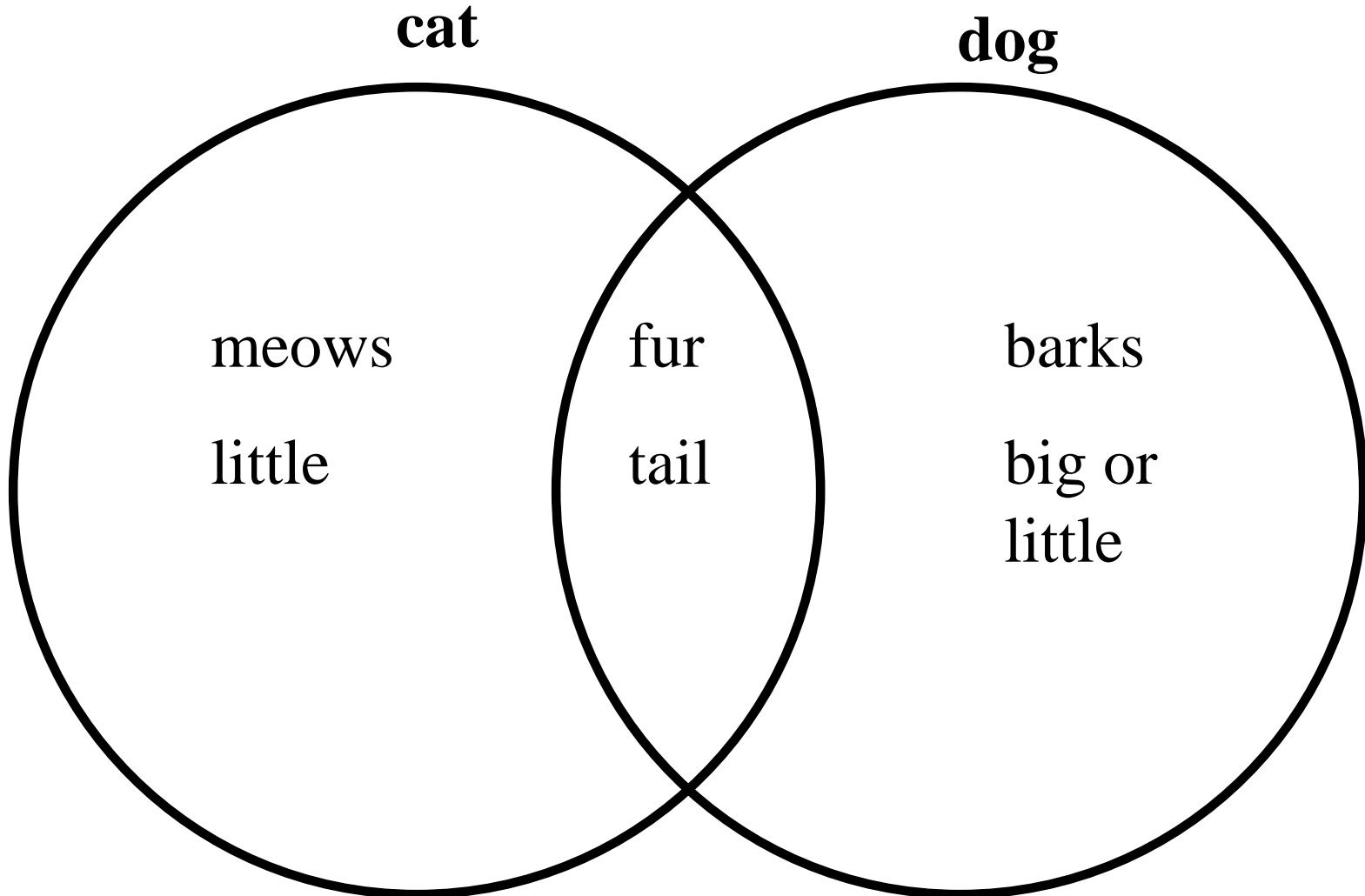
1. Place texts and picture dictionaries at the center. Provide the student with a student sheet.
2. The student reviews the texts and dictionary to select an animal or object.
3. Writes the name of the animal or object in the center rectangle.
4. Reviews the text and picture dictionary for appropriate words to describe the animal or object.
5. Writes descriptive words or phrases in the circles.
6. Teacher evaluation



Other strategies that support meaning-making in expository texts: Mapping and graphic organizers

- Show relationships between words
- Supports background knowledge- understanding of the concept of the word
- How to:
 - Introduce relationship using map or chart
 - Use map or chart to set purpose for reading
 - Guide students to confirm predictions made on chart or clarify their understanding
 - Review and integrate after reading
 - Use chart as a tool to guide summary of the content or to help with writing

Venn Diagram



Categorize

<u>term</u>	animal	mammal	fur
dog	+	+	+
cat	+	+	+
snake	+	-	-

Further deepen understanding of meaning of word and how it relates to other words

Antonyms and Scaling (Activity #8, Moats)

- ▣ Gradable antonyms: tiny-----enormous
- ▣ Complementary antonyms: dead-----alive
- ▣ Gradable antonyms lend themselves to scaling of terms to show degrees of an attribute.



putrid foul stinky unpleasant scented fragrant intoxicating

Activity: Categorize books and materials by purpose

□ Code-focused

- To teach the alphabet or boost print knowledge
- To teach decoding
- To teach common sight words
- To practice fluent reading

□ Meaning-focused

- To teach vocabulary
- To teach listening
- To teach reading comprehension
- To teach morals
- To teach content (science, math, policy, economics)

Linking books and reading materials to curriculum: Choosing books for your instructional purpose

- Alphabet books
- Decodable
- Controlled text (emphasis on sight words)
- “Morals”
- Content

- Issues
 - Are these books part of the curriculum?
 - Length of book
 - Length of text (readability)
 - Language (vocabulary and grammar is at the students’ level)
 - Comprehensibility of language (oral vs. written)
 - Multi-lingual
 - Differences between written and spoken language

What materials do you have?



What is missing?

Resources



Link to FCRR

Link to IRIS at Vanderbilt

Resources on readability

Curriculum and Instruction



- [For Teachers](#)
- [For Coaches](#)
- [For Administrators](#)
- [For Parents](#)
- [For Researchers](#)

- [About](#)
- [Mission](#)
- [Center Research](#)
- [The Science of Reading](#)
- [Curriculum and Instruction](#)
- [Assessment Programs](#)
- [Progress Monitoring and Reporting Network](#)
- [Training/Technical Assistance Projects](#)
- [Professional Development](#)
- [Interventions for Struggling Readers](#)
- [PIRT Doctoral Training](#)
- [Resources/Partners/Links](#)
- [FCRR Media/Podcasts](#)
- [Employment Opportunities](#)

FCRR Reports

Important Note

FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. In addition to describing programs and their use, these reports provide information on the extent to which their content, organization, and instructional strategies are consistent with scientifically based research in reading. Whether or not a program has been reviewed does not constitute endorsement or lack of endorsement by FCRR. The programs for which reports are available do not constitute an "approved" or "required" list, since many potentially useful programs have not yet been reviewed.

Student Center Activities

During 2004-2006, a team of teachers at FCRR collected ideas and created student center activities for use in kindergarten through third grade classrooms. These materials have been distributed to Florida's *Reading First* schools and can be accessed by all schools online. Accompanying these activities is a Teacher Resource Guide and Professional Development DVD that offers important insights on differentiated instruction and how to use the student center materials.

[Frequently Asked Questions about Student Center Activities](#)

[Grades K-1 Student Center Activities](#)

[Grades 2-3 Student Center Activities](#)

Differentiated Reading Instruction: Small Group Alternative Lesson Structures for ALL Students (PDF)

This document was prepared to provide guidance to *Reading First* Coaches and Teachers regarding alternative lesson structures for providing small group, differentiated instruction to students in grades K-3 within *Reading First* schools in Florida.

Frequently Asked Questions About Reading Instruction

FCRR receives many questions from teachers and reading coaches regarding reading instruction. This section addresses the most frequently asked questions that we receive when we conduct *Reading First* site visits as well as those received via e-mail and telephone.

Principal Reading Walk Through Checklists

The Principal Walkthrough checklists provide principals of Kindergarten through Third Grade with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization,



Project Iris: <http://iris.peabody.vanderbilt.edu/>

IRIS TIPS



Wonderful resources about reading instruction, behavior support, response to intervention that includes cartoon-like case studies.

THE IRIS CENTER

[HTTP://IRIS.PEABODY.VANDERBILT.EDU](http://iris.peabody.vanderbilt.edu)



Online books

- This is the link for the decodable books <http://www.starfall.com/n/N-info/onlinebooks.htm?n=downloadcenter>

Level I Cut-Up/Take-Home Books



These downloads are in black and white only.

[Zac the Rat \[344k\]](#)

[Jake's Tale \[293k\]](#)

[Soap Boat \[393k\]](#)

[Peg the Hen \[292k\]](#)

[Pete's Sheep \[403k\]](#)

[Car Race \[463k\]](#)

[The Big Hit \[351k\]](#)

[Sky Ride \[326k\]](#)

[My Horse Glory \[366k\]](#)

[Mox's Shop \[335k\]](#)

[Robot & Mr. Mole \[279k\]](#)

[Surfer Girl \[323k\]](#)

[Gus the Duck \[332k\]](#)

[Dune Buggy \[403k\]](#)

[My Family \[393k\]](#)

Full-color editions of these items are available at the [Starfall Store](#).

See our [Level-1 Cut-Up/Take-Home books](#), or our

[Boxed Set of 15 Learn-To-Read Books](#).

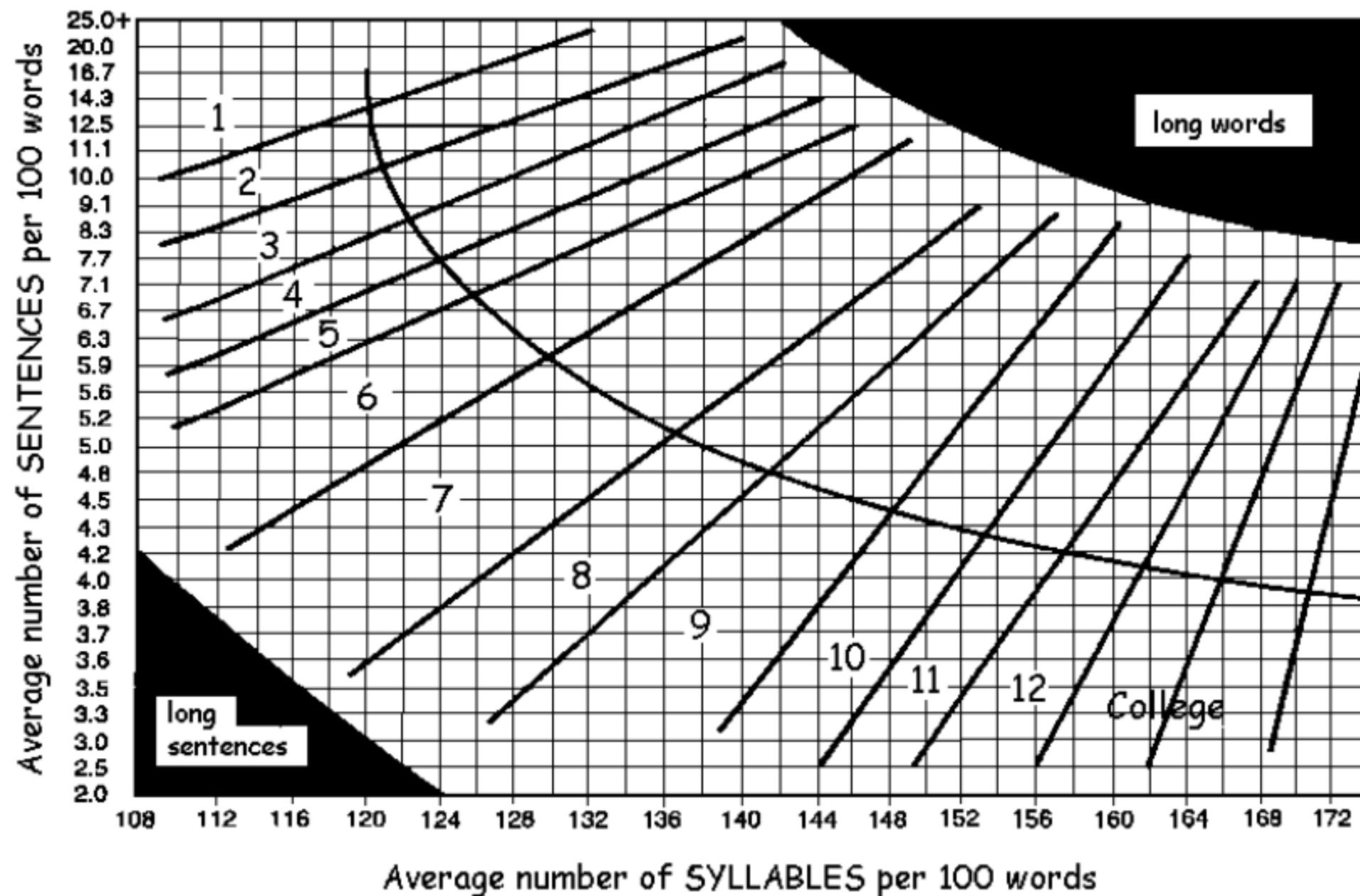
How do you know if a text is a good fit for a child? Calculating readability

- Fry
- Word (Microsoft word)
- Lexiles

Fry Readability

- ❑ Randomly select three sample passages and count exactly 100 words beginning with the beginning of a sentence. Don't count numbers. Do count proper nouns.
- ❑ Count the number of sentences in the hundred words.
- ❑ Count the total number of syllables in the 100-word passage.
- ❑ Enter graph with average sentence length and number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
- ❑ If a great deal of variability is found, putting 1 more 100 word sample into the average is desirable.

Fry Graph for estimating Reading Ages (grade level)



Microsoft word includes the Flesch-Kincaid readability

- ❑ Click the *Microsoft Office* button, click *Word Options*, and click *Proofing*.
- ❑ Put a check in the box for *Check grammar with spelling*.
- ❑ Under *When correcting grammar in Word*, select the *Show readability statistics* check box.
- ❑ Word finishes checking spelling and grammar, it displays information about the reading level of the document.

Lexiles

- The students' lexile level comes from a reading test or program.
 - Higher Lexile measures represent a higher level of reading ability.
 - A Lexile reader measure is reported in intervals of 5L, from a low of 5L to a high of 2000L.
 - Readers who score at or below 5L receive a measure of BR for Beginning Reader.
- In US, a book, article or piece of text gets a **Lexile text measure** when it's analyzed by *MetaMetrics*.
 - The first "Harry Potter" book measures 880L, so it's called an 880 Lexile book.
 - A Lexile text measure is based on two strong predictors of how difficult a text is to comprehend: word frequency and sentence length.

Rough idea of Lexiles and risk levels

Grade	At-Risk	Basic	Proficient	Advanced
1	---	99 and below	100-400	401 and above
2	99 and below	100-199	200-500	501 and above
3	249 and below	250-499	500-800	801 and above
4	349 and below	350-599	600-900	901 and above
5	449 and below	450-699	700-1000	1001 and above
6	499 and below	500-799	800-1050	1051 and above
7	549 and below	550-849	850-1100	1101 and above
8	599 and below	600-899	900-1150	1151 and above
9	649 and below	650-1049	1050-1300	1301 and above
10	699 and below	700-1099	1100-1350	1351 and above
11	799 and below	800-1149	1150-1400	1401 and above

Lexiles

- To locate books for Beginning Readers
 - <http://www.lexile.com/findabook/>

- To use DIBELS ORF
 - <http://www.lexile.com/m/uploads/dibels/Grade-1-ConversionTable.pdf>

Guidelines for matching Lexiles for your purpose

- ❑ When you read to your student, you could use texts up to 250 Lexiles above the student(s) level.
- ❑ Encourage reluctant or remedial readers to read more by suggesting books that are 250 Lexiles below their Level. This enables them to read with 90% comprehension.
- ❑ Choose books at a slightly higher Lexile Level when reading aloud to a class or when providing a “book on tape”.

Three Big Ideas about reading materials

- ❑ Choose materials that support the objective of the lesson plans
- ❑ Ideally have a reading “core” curriculum program that is explicit and systematic to support instruction in code-focused and meaning focused instruction.
- ❑ Additional reading materials (books, activities) support the grade-level (or stage-level) objectives AND offer a range to meet the needs of all students.

Thanks!
Questions?



salotaiba@fcrr.org