

Importance and Innovations in Early Grade Reading Materials

Stephanie Al Otaiba, Ph.D.
Florida Center for Reading Research
at Florida State University

Day Two: Book examples and references

Selecting books for shared reading for preschool, kindergarten, and first grade

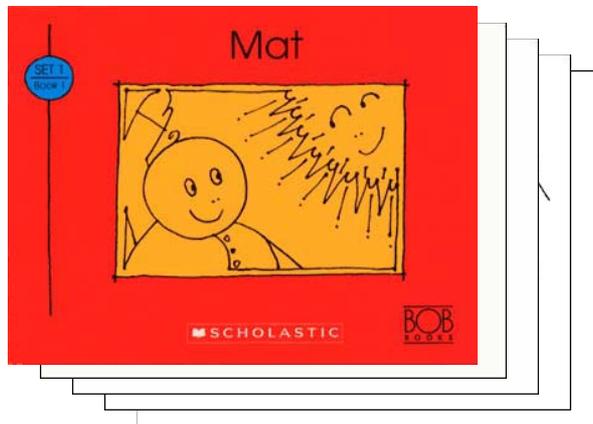
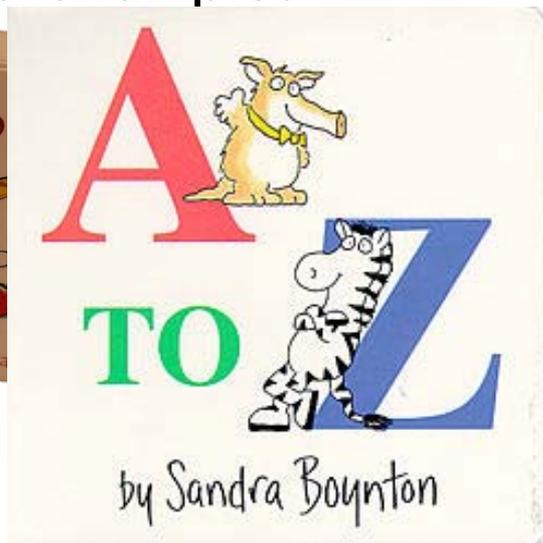
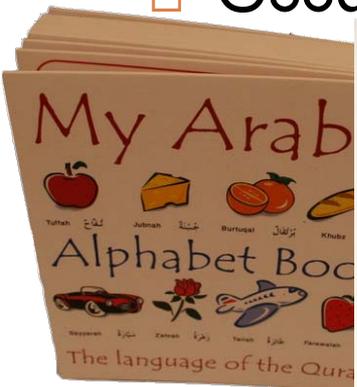
- Use of certain genres of books— alphabet books and print-rich storybooks (i.e., storybooks featuring interesting print features, like speech bubbles and font changes; see Smolkin, Conlon, & Yaden, 1988) create more authentic and explicit opportunities to highlight print.
- Justice et al. (2005) reported 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 direct instruction and intervention reading programs (from US and Taiwanese curriculum)

- ▣ Open Court curriculum
- ▣ Early Interventions in Reading intervention program (books)
- ▣ Program in Taidun created for Aboriginal struggling readers (Tzang & Lin)

What kind of reading materials help children crack the code?

□ Good examples



□ Not so good examples

My big animal book

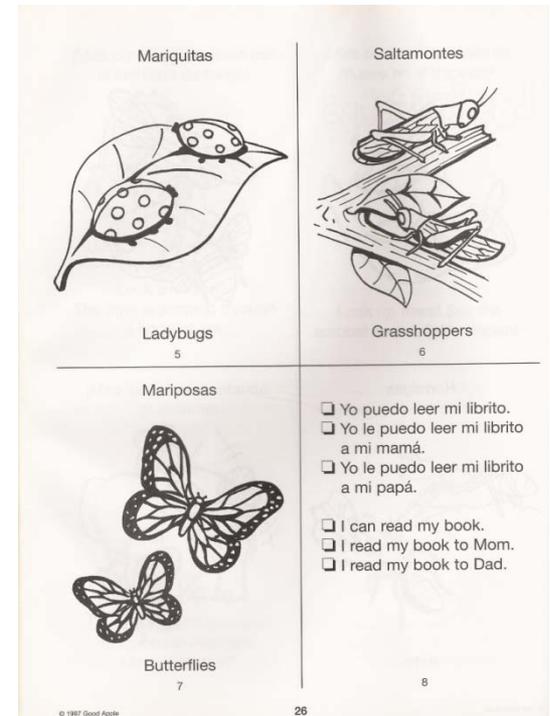
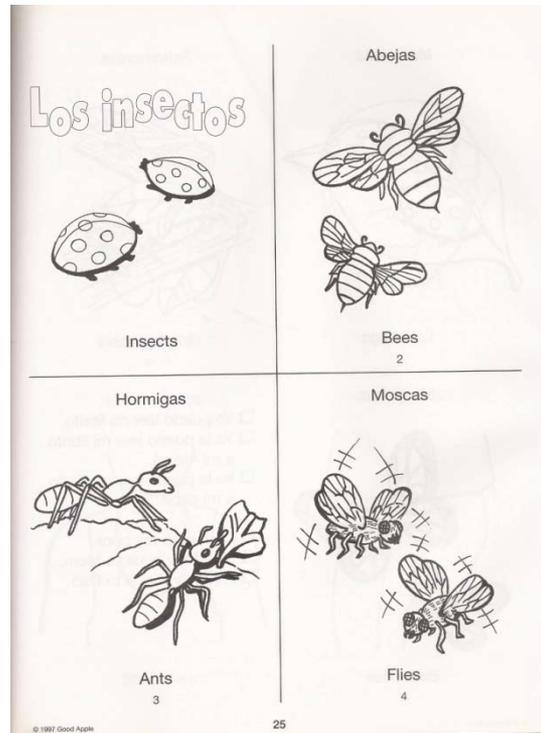
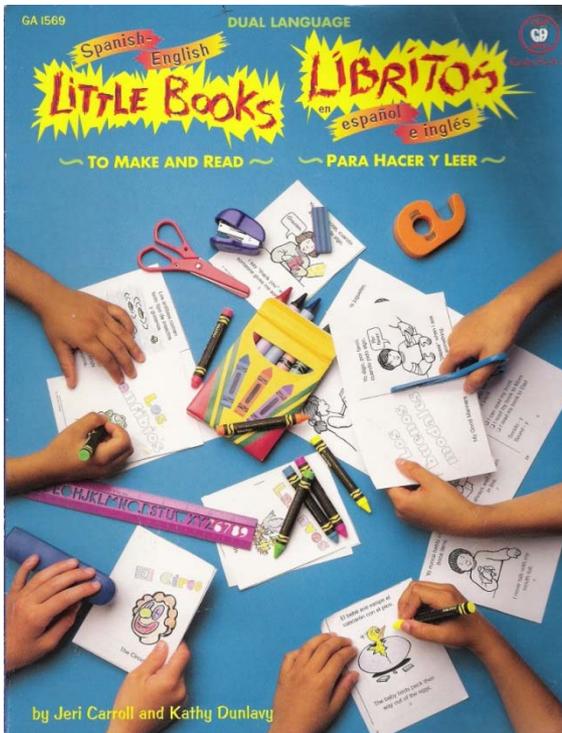


Picture books

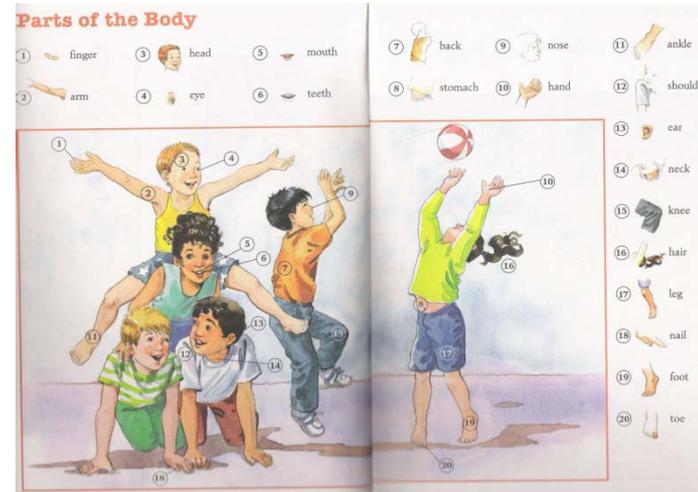
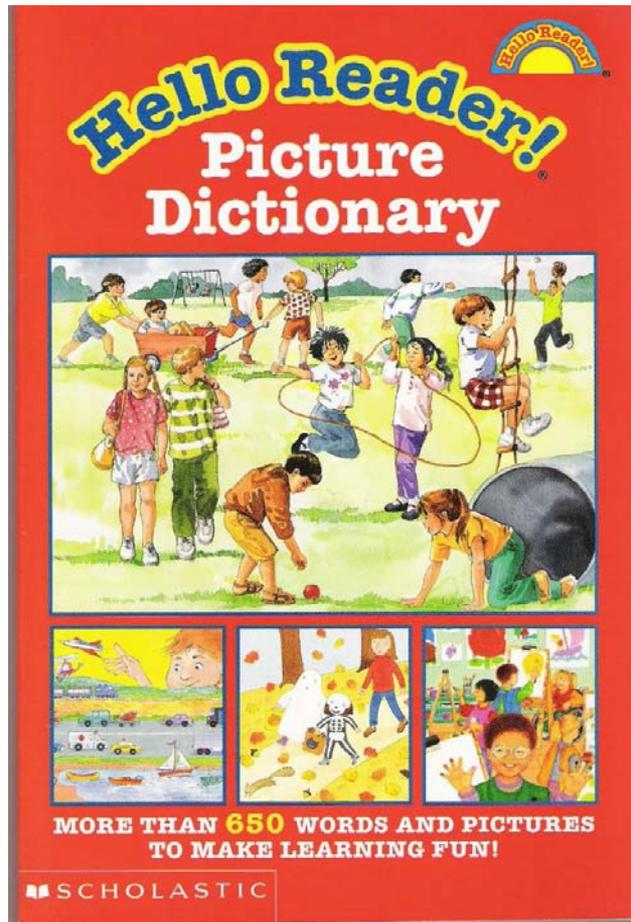
Written in Dual Language

Little books/Libritos

by Jeri Carroll and Kathy Dunlavy



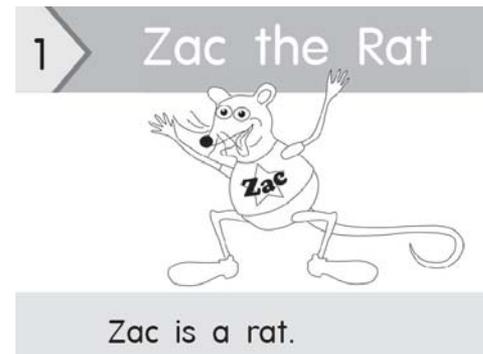
Picture dictionary



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
- Tutor Assisted Intensive Learning Strategies



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.

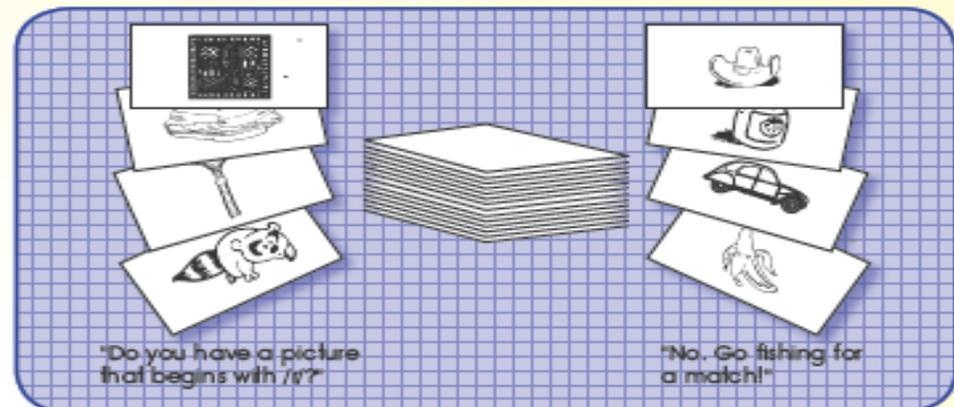
Materials

▶ 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 /r/?"
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

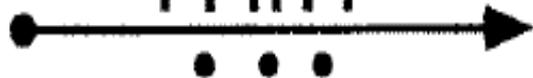
c a n

The cat ran.

First grade decoding instruction

“Sound it out” and “Say it fast”

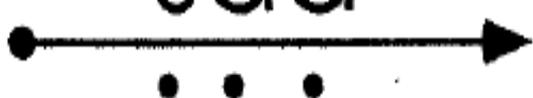
mitt



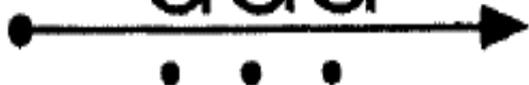
mitts



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**.

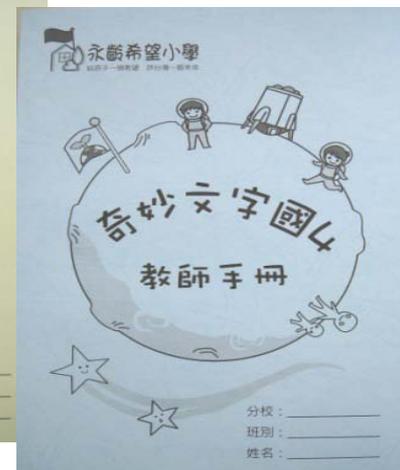
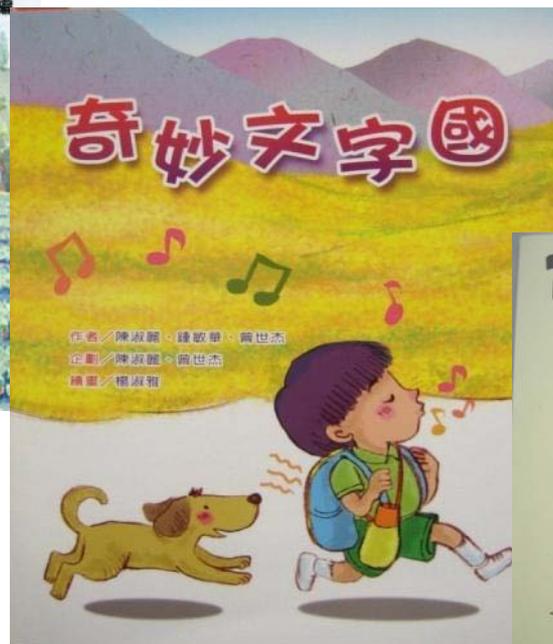
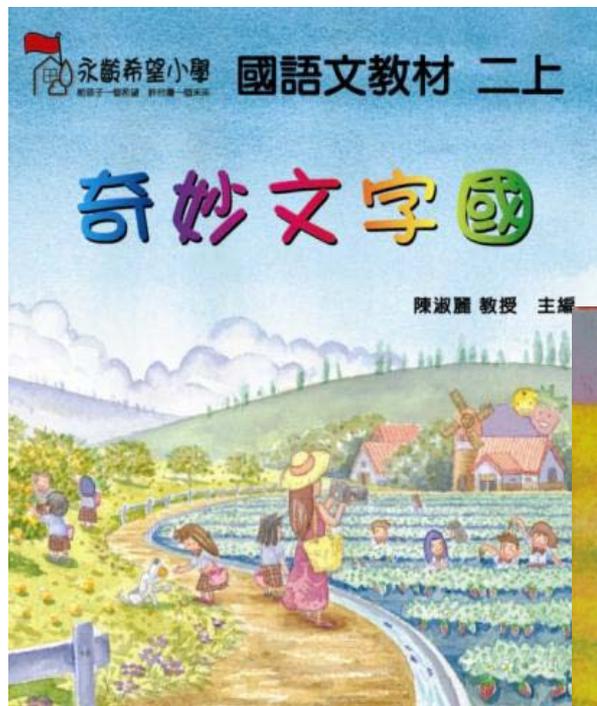
Sam has a **little** baseball mitt.

Dad and Sam play baseball.

“Read the story”



Evidence-based Chinese Reading materials (G1 – G3; The Yung-Ling Foundation)



The Chinese orthography

- Words are composed of characters; characters are composed of radicals.
- Some are semantic and morphological radicals; represent “meaning”; e.g., 水(water), 火(fire), 手(hand), 日(sun)
- Some are phonetic radicals, represent “sound ”; e.g., 爪(claw); 青 (ching),

1. catch
2. grab
3. arrest
4. scratch

抓

表義部件 semantic radical : “扌” means hand.

抓

手部件演進卡

The progression about “扌” .

從圖像到文字

From pictograph to character.



手



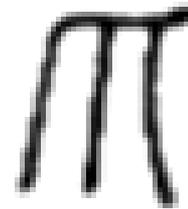
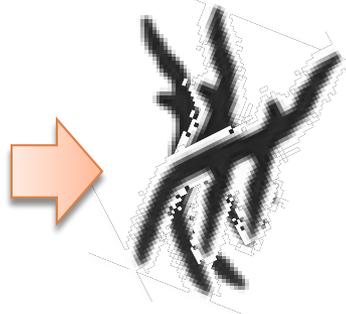
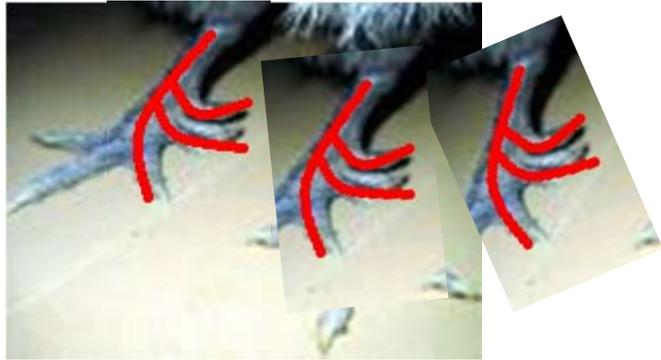
扌

表音部件phonetic radical

抓

爪：

- pronunciation /zhua/
- pictograph
- meaning : claw



The progression about “爪.”

筆順 stroke order

抓

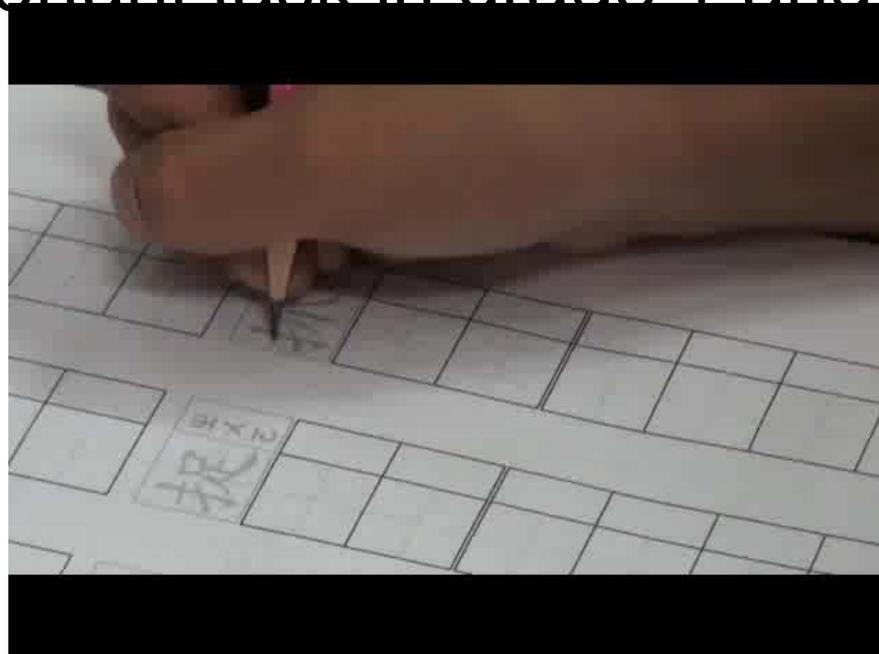
Stroke order practice

- Students practice with teacher



Homework: copying characters

- Students practice copying and dictation of new characters in the workbook almost every day.
- The reading and writing of characters is the most important task in grade 1 and grade 2.



A “decodable” text for 1st grader

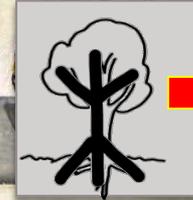
第六課 森林哭了

曾世杰

我們的山，本來有森林，
森林裡，本來有很多大樹，
有一年，村子裡開了木材行，
人們開始上山砍樹，
大樹一棵一棵倒下，
一棵一棵被做成木材和木板，
十棵、一百顆、一千顆、
一萬棵、一百萬棵，
大樹哭了，森林哭了，山也哭了，
現在山上沒有森林了，我也好想哭了。



木



→ 木 → 木 → 木 → 木

樹 木 林 板 村 材 來 本

Playing radical cards

木 + 反 = 板

木 + 寸 = 村



Bank of Characters

木		木		樹	木	林	椅
木		木		櫻	桃	棵	枝
杯	板	架	桌	校	案		
根	梯	樓	桶	梅	條		
棒	植	樹	櫃	榕			

拍 拍 手 ! 已 經 存 了 26 個 字





Purpose:
Developing Meaning-focused skills

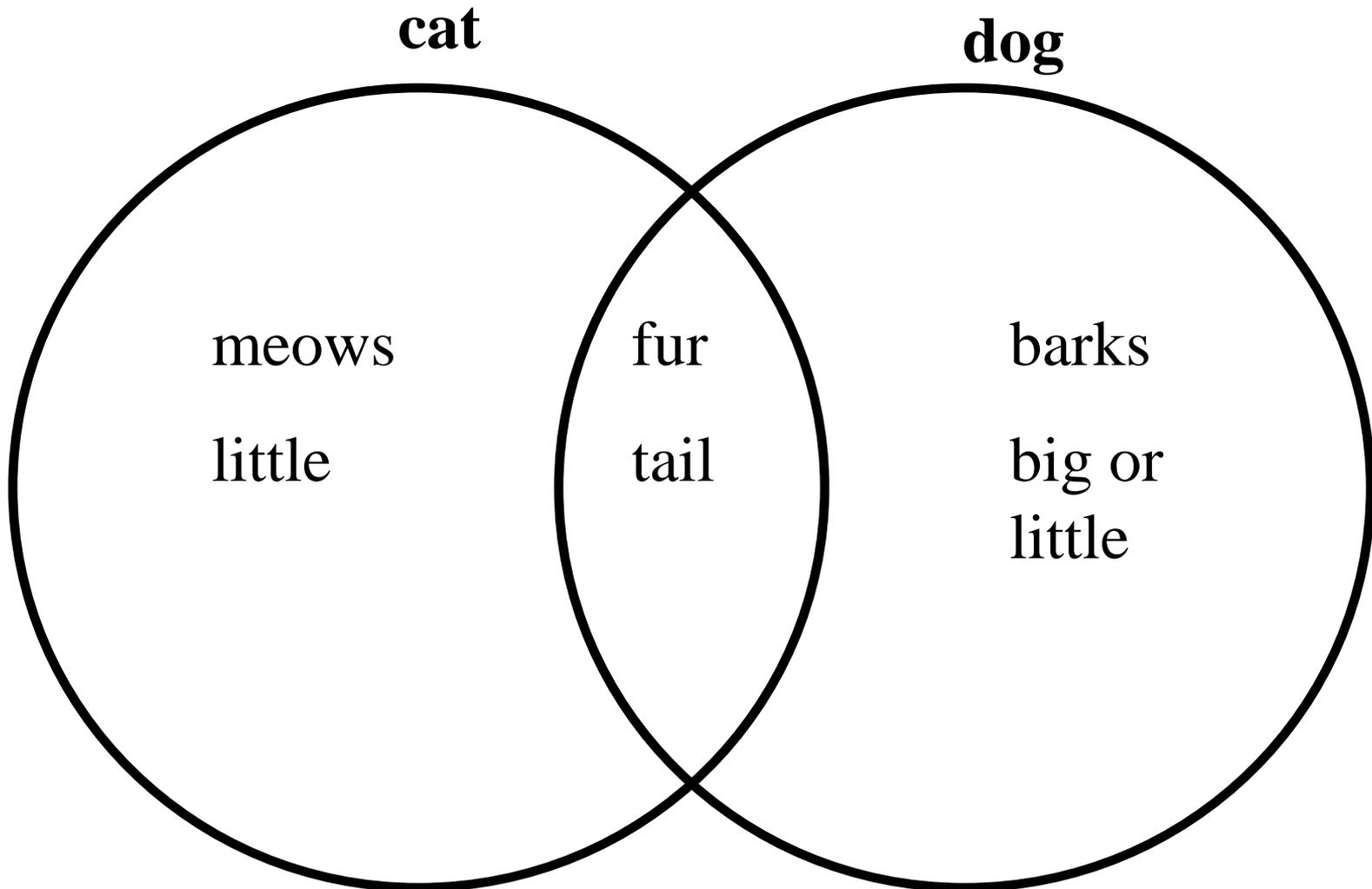
Lesson Plan: Meaning-focused Objectives

- Vocabulary
 - ▣ The Learner Will (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.
 - ▣ TLW retell or write about a story in the appropriate sequence (first, next last).
 - ▣ TLW use a graphic organizer to compare and contrast.
 - ▣ TLW read an expository (scientific) text and identify the main idea or the research aim and hypothesis.

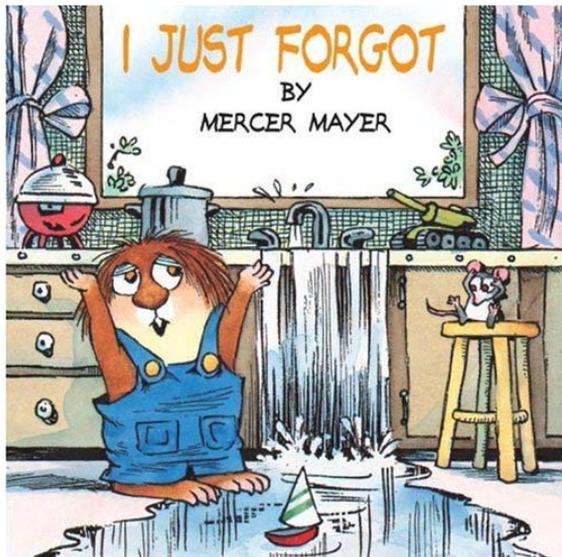
Venn Diagram



Narrative vs. expository books

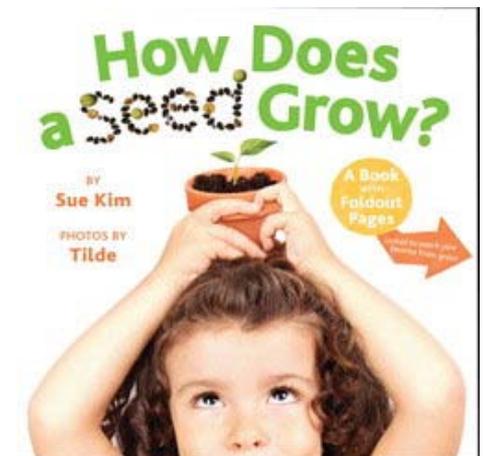
□ Narrative

- ▣ Tell a story
- ▣ Main character, setting, plot



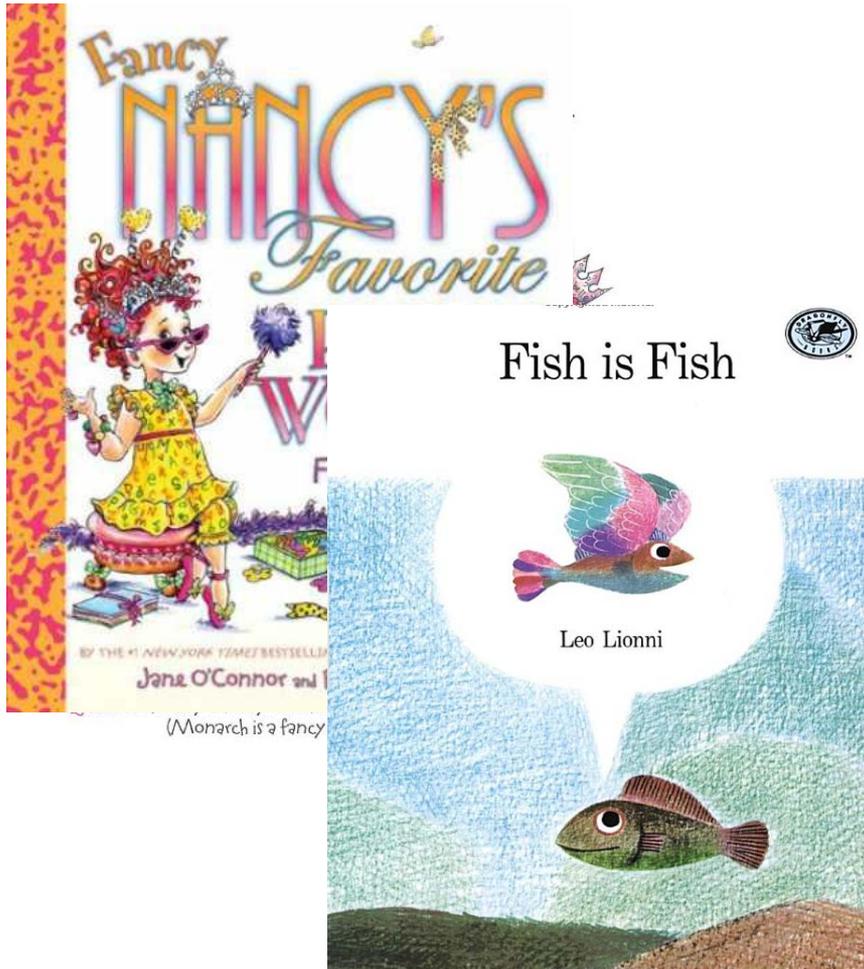
□ Expository

- 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



Picture books

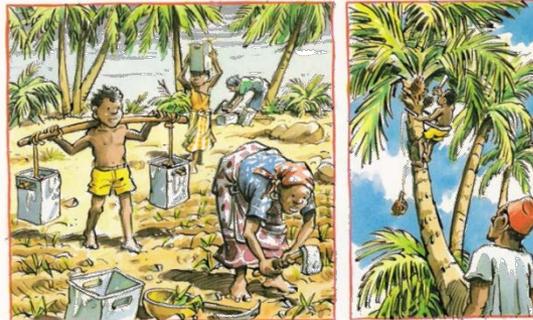
About variety of cultures

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.

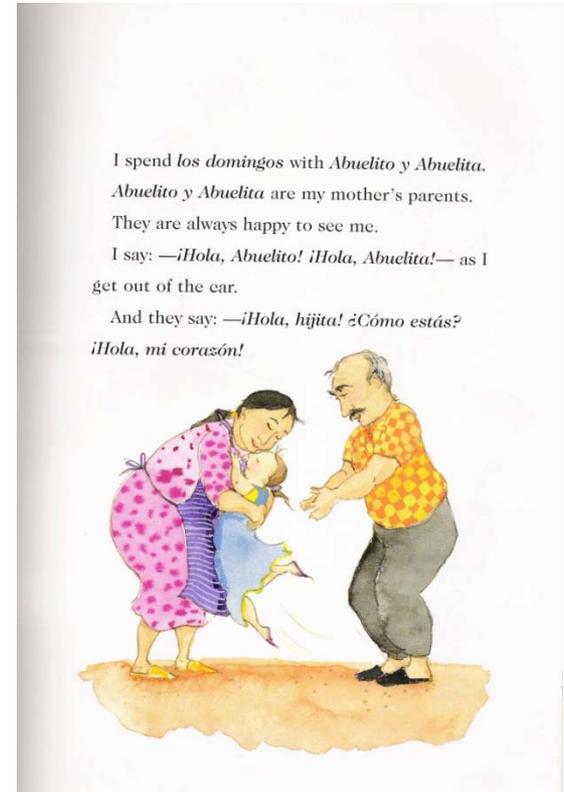
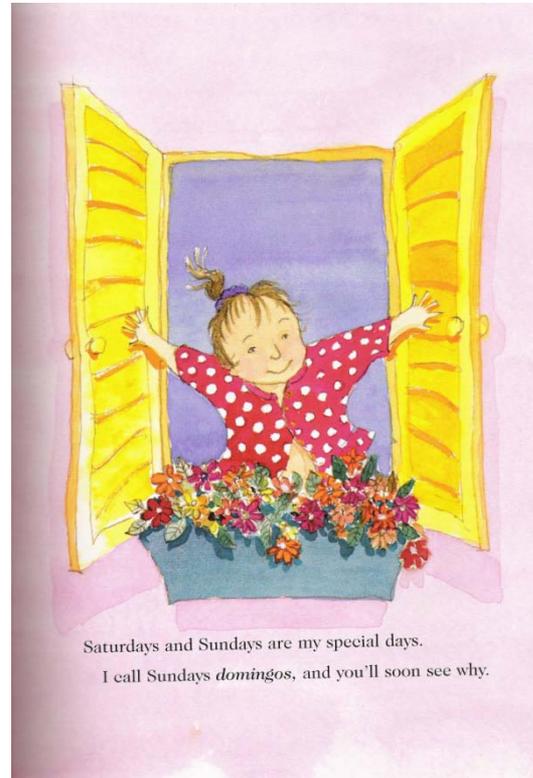
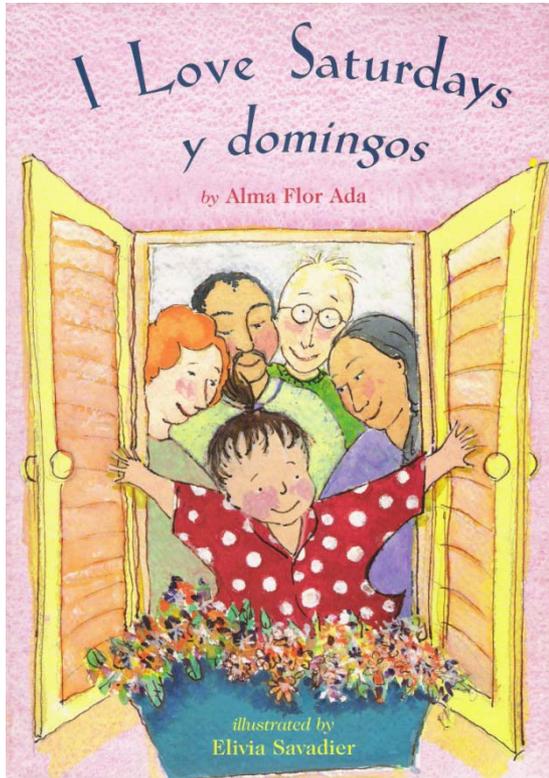


Picture books

Written in Dual Language

I Love Saturdays y domingos

by Alma Flor Ada



Need for carefully designed materials

- FCRR activities are free and downloadable

Vocabulary FCRR materials

Teacher-
managed
meaning
focused

Vocabulary

Words That Describe

V.009

Describe It

Objective

The student will produce descriptive words.

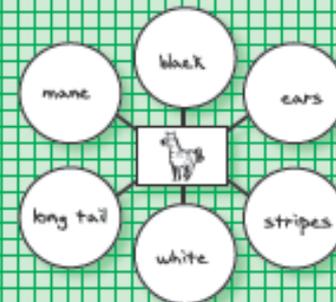
Materials

- ▶ 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

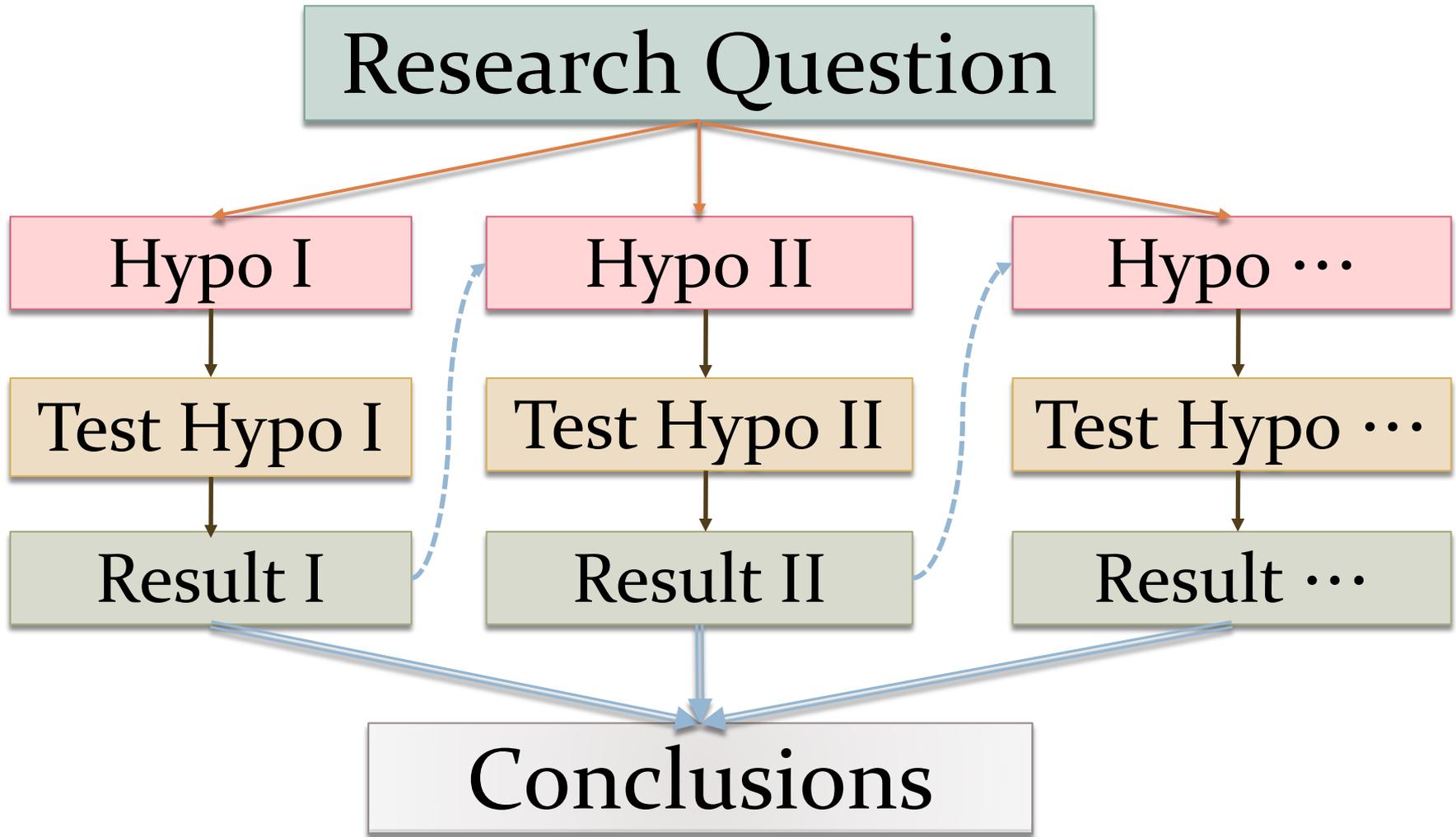
Activity

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



Read to Learn: structure teaching of scientific texts



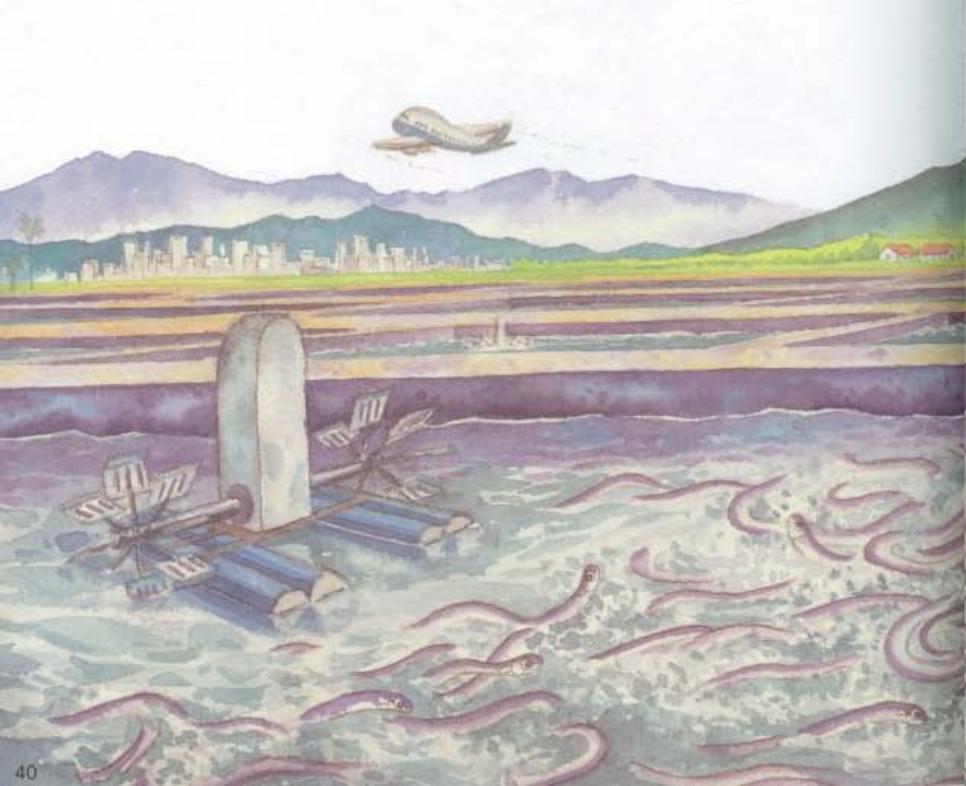
3 consecutive lessons with the same text structure

Lesson title	Research questions
Transporting eels	How to decrease the fatality rate when transporting eels to Japan?
Where had the Mammoths gone?	Scientists try to find out why Mammoths extinct
The secret clouded leopard	Are there clouded leopard in the Taiwan mountains since latest seen in 1985?

Transporting eels

第五課 鰻魚搭飛機

臺灣南部有許多人在養鰻魚，鰻魚養大了，就^用空運^到日本去。

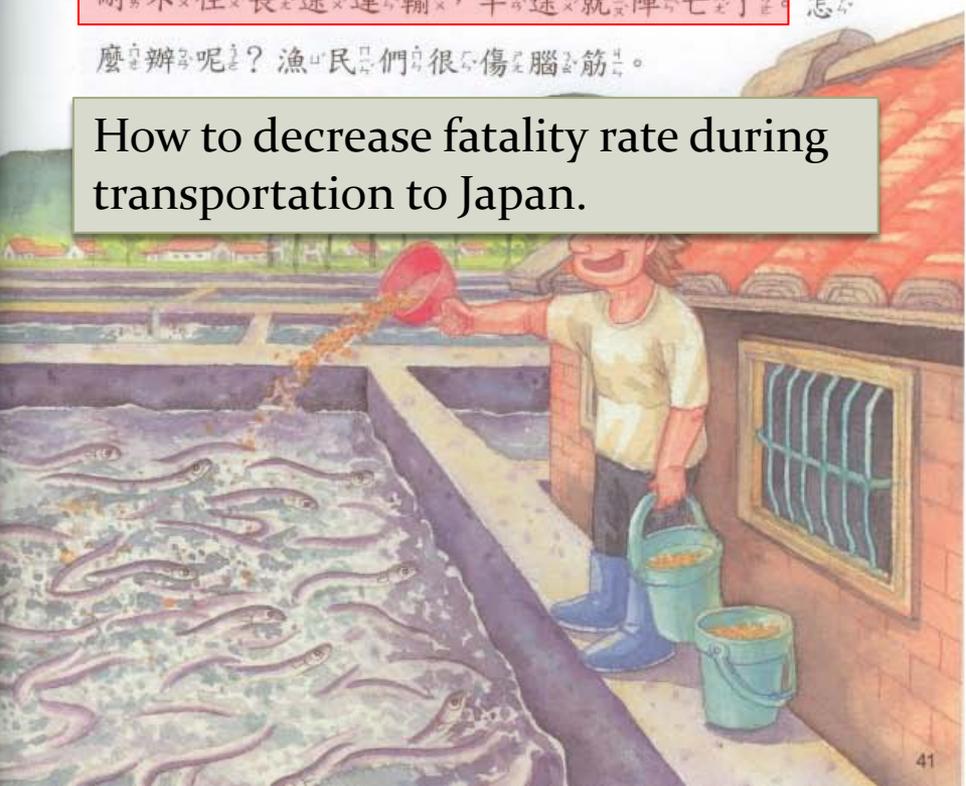


日本人喜歡新鮮的鰻魚，如果是活鰻魚，價錢就可以賣得很高，如果鰻魚死了

Research Question

但是剛開始外銷時，許多鰻魚耐不住長途運輸，半途就陣亡了。怎麼辦呢？漁民們很傷腦筋。

How to decrease fatality rate during transportation to Japan.



Hypo I: The water was not clean enough.

Hypo I

會不會是「容器裡的水不乾淨」，讓

Test Hypo I

途中染病死了呢？於是「漁

民把「容器消毒過，放進最乾淨的水」。

Result I

「沒有成功」，鰻魚還是

Result I: The fatality remained.

Test Hypo I: used clean water

Hypo II: Lack of food?

Test Hypo II: gave food.

Hypo II

是「鰻魚在運輸的過程中，

沒有東西吃，因此餓死了呢？」於是「漁

Test Hypo II

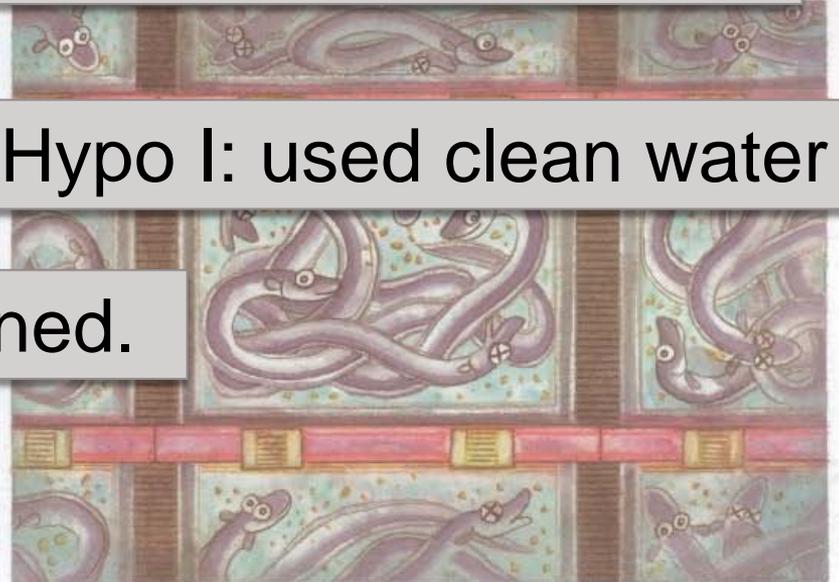
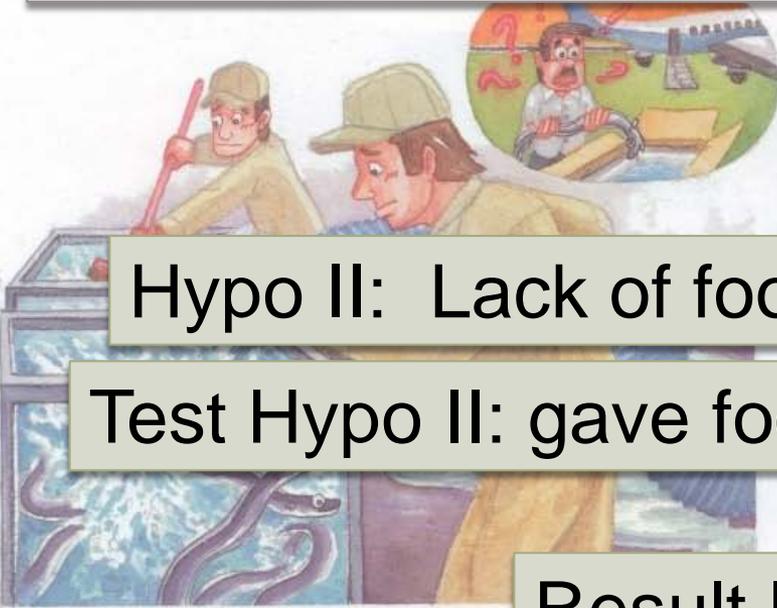
並且在裝鰻魚的容器

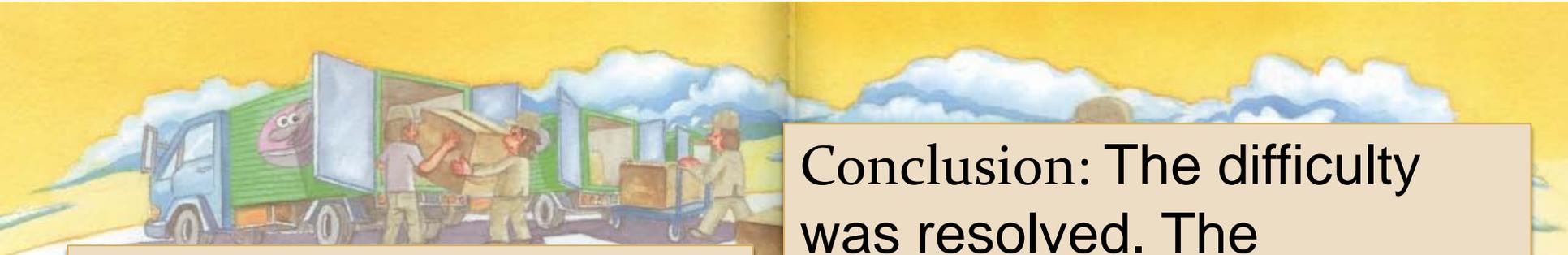
裡放了飼料，再送上飛機。結果，這

Result II

「沒有成功」，鰻魚還是死了很

Result II: The fatality remained.





Hypo III: too nervous during transportation?

Conclusion: The difficulty was resolved. The fishermen make a lot of money selling eels to Japan.

Hypo III 容易受到驚嚇。會不會是運送過程太長，讓鰻魚飽受驚嚇而死。

Test Hypo III 前輩試著把鰻魚放在冰水裡，鰻魚怕冷，一碰到冰水就開始睡覺。不會受到驚嚇而動來動去。這位前輩再把氧氣灌到容器裡，

Conclusion

現在，臺灣的漁民每年空運兩萬噸鰻魚到日本，每一尾都是活的！

Reflection 轉，漁民不斷轉換方法，想盡辦法改良裝載、運輸的方式，因此讓自己賺了不少錢呢！

Test Hypo III: gave icy water putting eels to sleep.

Result III: The fatality dropped.

Reflection: The fishermen help themselves by trying every ways out in a scientific way.

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
 - ▣ Text structure
- To teach morals
- To teach content (research, 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,



Yung-Ling Research Center for Reading Instruction

- Shu-Li Chen shuli.chen57@gmail.com
- Shih-Jay Tzeng jay.tzeng@gmail.com

National Taitung University
Taiwan

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](#).

Hiebert <http://www.textproject.com/>

Search Go

TextProject aims to bring beginning and struggling readers to high levels of literacy through a variety of strategies and tools, particularly the texts used for reading instruction.

TextProject Topics

- Texts for Early Reading
- Vocabulary: Morphology
- Vocabulary: Informational and Narrative Texts
- Reading More/Silent Reading
- Fluency & Automaticity

Upcoming Events

24 March 2011
Meadows Center for Preventing Educational Risk Traveling Lecturer Series
Austin, TX

TEXT Products

TextProject creates reading programs based on our **TEXT model of text complexity**.



Among the leading classroom reading programs based on TEXT are **QuickReads** and **ZipZoom**.



SummerReads is TextProject's free summer reading program, based on the TEXT model, that helps at-risk readers avoid the summer slump.

Talking Points for Kids is a prototype program that aims to increase meaningful discussion with students.

Teacher Support

TextProject helps teachers who want to improve their students' reading achievement.



Reading activities promote fluency and

vocabulary, including **E4: Exceptional Expressions for Everyday Events** and **QuickReads Word Pictures** (now in development).

Professional development, including a series of upcoming **webinars**, provides teachers background on the elements of reading success.

Word lists, such as the popular **WordZones™** for **5,586 Most Frequent Words**, focus on the vocabulary needed for middle- and high-school success.

Research

TextProject's new Reading Research Report series documents innovations in reading education.



The **first report** examines the difficulty of early reading texts over

the years as measured by today's prevailing indices.

The **TextProject Library** contains a decade's worth of research articles, presentation slides and more from founder **Elfrieda H. Hiebert** and her colleagues.

- Home
- TEXT Products
- Teacher Support
- Research
- Frankly Freddy
- Library
- Events
- Favorites
- About



Subscribe now
View latest issue



Contact Us:
info@textproject.org

Recent Frankly Freddy Posts

- 24 January 2011
Looking "Within" the Lexile for More Guidance: Word Frequency and Sentence Length
- 6 October 2010
The Generalizability of the TEXT Model to Indic Languages
- 4 August 2010
Immunizations and treatments in early reading

What's New

- 10 March 2011
Inventions
- 3 March 2011
Economics
- 1 March 2011
A Case for Using Multiple Sources of Information in Establishing Text Complexity
- This new Reading Research Report, by **Elfrieda H. Hiebert** will be available April 1.

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

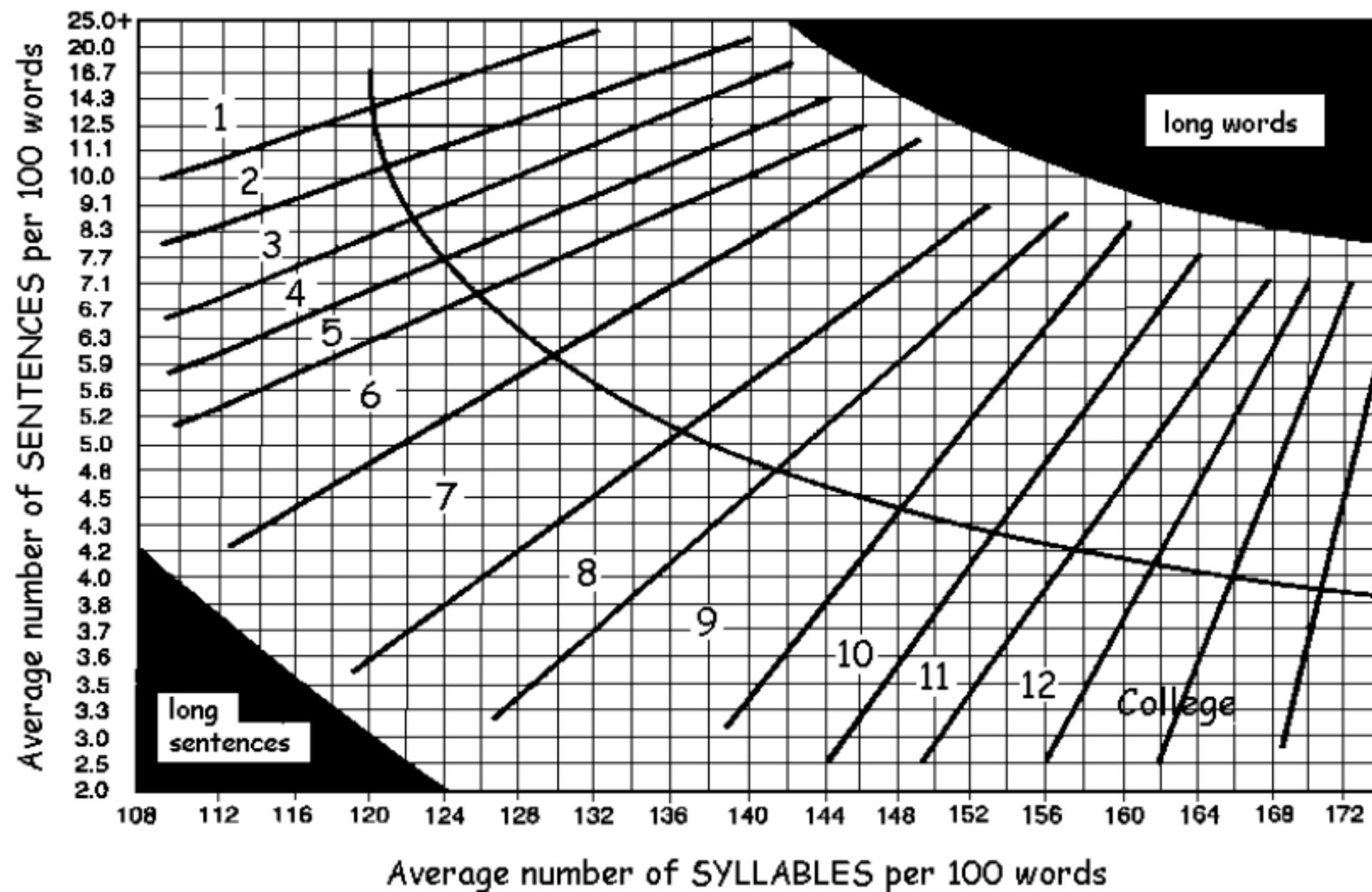
- Fry

- Word (Microsoft word)

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)

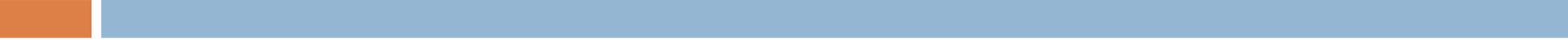


Microsoft word includes the Flesch-Kincaid readability

- 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.

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