

#3 Text Reading and Comprehension

Guiding Principle

Marie Clay defined reading as “a message-getting, problem-solving activity, which increases in power and flexibility the more it is practised” (2001, p. 1). In keeping with that definition, the guiding principle for this toolkit is that all classroom literacy and intervention initiatives should involve children in active, constructive learning during the process of reading and writing continuous texts.

Several aspects of learning to read continuous texts and text comprehension are highlighted in this toolkit. Because of the comprehensive nature of this topic, this toolkit differs from others in this library; it is divided into units that identify available resources for the specified topic.

You will want to select units based on the current understandings and interests of staff members and choose an appropriate sequence for unit study. The number of sessions needed for each unit will vary according to interests and needs of the learning community.

You may wish to use a jigsaw arrangement for selected units. Instead of a session planned for the whole group, individuals or small groups may work together on selected activities with various resources and then bring information back to share with the larger group.

For all sessions, a crucial component will be opportunities for participants to apply what they learn in their own settings and to share with others in the professional learning community.



Professional Learning Toolkits

are an extension of *Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System*, Second Edition (RRCNA, 2022), referred throughout this document as the Guide. Be sure to read “An Introduction to RRCNA Professional Learning Toolkits” prior to using this specific toolkit.

Potential Leadership

Literacy coaches, reading and/or language arts specialists, Reading Recovery-trained teachers, and Reading Recovery teacher leaders can be valuable resources in planning the sessions if the time in their primary role is not jeopardized.

Intended Participants

This learning toolkit is appropriate for classroom teachers, coaches, interventionists, literacy specialists, and administrators.

IMPORTANT: PLEASE NOTE

An Introductory Session and a Concluding Session provide a beginning and ending point to this toolkit and should be used regardless of the units chosen for study during this learning experience.

OVERVIEW OF THIS TOOLKIT

► Introductory Session

This should be the first session. Participants will gain an overview of the professional development activities available in this toolkit.

► Topic-Specific Units

Unit 1 — Determining an Instructional Reading Level

To get the maximum benefit from this toolkit, K–2 participants should be familiar with administering, scoring, analyzing, and using Running Records of Text Reading for finding readable texts and for instruction. Additional resources are suggested for professional development on the Observation Survey (Clay, 2013) and on running records.

You may want to use *Toolkit #1: Assessing and Monitoring Children’s Literacy Behaviors* prior to beginning the units in this toolkit. Your session schedule will vary according to the number of sessions required to build proficiency in using running records.

For teachers beyond Grade 2, participants will need a clear understanding of ways to determine a child’s instructional reading level. Your school or district may have specified assessments for this purpose. There are several commercial products to accomplish this goal.

Unit 2 — Selecting the Right Texts

Emphasis is on the importance of selecting texts that are appropriate for individuals and for groups of students.

Unit 3 — Introducing Texts

Participants will explore factors involved in introducing new texts to students in order to promote a successful first reading of the book.

Unit 4 — Building Understanding Before, During, and After Reading Continuous Texts

This unit focuses on strategic activities readers use to understand the messages in texts and takes a broad look at text comprehension. Your session schedule will vary according to the number of resources selected by participants.

Unit 5 — Phrasing in Fluent Reading

Focus is on the importance of phrasing and fluent reading in relation to text comprehension.

Unit 6 — General Instructional Support

Participants can select from a variety of resources to explore various instructional contexts to support meaningful text reading such as guided reading.

► Concluding Session: Assessing Progress Toward a Self-Extending System

The final session(s) will focus on assessing student progress and on evaluating the impact of the toolkit on the professional learning community.

REFERENCES

- Clay, M. M. (2001). *Change over time in children’s literacy development*. Portsmouth, NH: Heinemann.
- Clay, M. M. (2013). *An observation survey of early literacy achievement* (3rd ed.). Portsmouth, NH: Heinemann.

Introductory Session

This session should precede all other units regardless of the order in which other units are presented. It provides a starting place for participants to begin their study of all other units.

1. Go to page 15 in the Guide and compare Belief #1 to your essential basic beliefs about text reading. Use the worksheet on page 20 to lead your discussion.
2. Use the “Instruction” section in the worksheets on pages 33 and 34 and on page 44 in the Guide. Discuss all items that address reading.
3. Share the potential units of study in this toolkit:
 - Unit 1 — Assessment; determining an instructional reading level, grouping for instruction (emphasis on running records of text reading)
 - Unit 2 — Selecting the right texts
 - Unit 3 — Introducing texts to students
 - Unit 4 — Building students’ understandings before, during, and after reading
 - Unit 5 — Phrasing in fluent reading
 - Unit 6 — General instructional activities
4. Survey the participants about their specific interests and needs within this toolkit. Ask them to share their learning goals for text reading and comprehension and what help they hope to receive from the learning community.

APPLICATION

Ask each participant to choose a child with whom they currently work. They will engage this child in suggested follow-up activities after all sessions. This child will subsequently be referred to as a “Target Student.” If time permits, participants can share reasons for choosing the particular child.

EXTENSION

Ask participants to read the following article prior to the next session: Pinnell, G. S., & Fountas, I. C. (2013). Guided reading: The romance and the reality. *The Reading Teacher*, 66(4), 268–284.

Unit 1 — Determining an Instructional Reading Level (running records, grouping for instruction, etc.)

1. Begin this unit with a brief overview of early assessment including running records by showing the USDE video, “Assessing Through Close Observation,” available at no cost on the RRCNA website. The 8-minute video focuses on assessing rapid change in literacy learning of young children through close and systematic observation. (See Videos and Reference Guides in resources for use with this unit.)
2. If primary-grade participants are not familiar with administering *An Observation Survey of Early Literacy Achievement* (Clay, 2013) and administering and using the results of running records, additional sessions may be needed for this topic. A professional learning module on the Observation Survey and a series of three modules for administering, analyzing, and using running records are available for purchase from RRCNA. This may be an appropriate investment for primary teachers for whom running records are new. Several sessions will be needed for this learning experience. (See RRCNA Interactive Leader-Directed Professional Learning Modules in resources for use with this unit.)
Teachers of students beyond the early years will also need to know how to assess students’ instructional reading levels and to examine their processing during oral reading of continuous text. There are a number of commercial products available, and your district may have a local option available to accomplish this goal.
3. Discuss ways in which participants can determine an instructional reading level for each child in order to meet individual needs and to group children for instruction.

APPLICATION POSSIBILITIES

- Ask each participant to assess his or her Target Student in order to verify the instructional reading level at this point in time. Encourage them to share their findings at the next session.
- Ask primary (especially K–2) teachers to administer the Observation Survey (including running records) to their Target Student.
- Encourage participants to observe their Target Student during literacy activities in the classroom and take observation notes for discussion with the group.

RRCNA RESOURCES FOR USE WITH UNIT 1

Videos and Reference Guides (see Introduction document for Technical Notes)

These modules are part of the Effective Practices Early Literacy Video Library developed in partnership with the USDE. A 2-page PDF reference guide accompanies the video and includes definitions and other important information, key points for teachers, and resources. Reading the reference guide prior to viewing the video will enhance your learning experience.

Assessing Through Close Observation (link to video)

8 minutes

Assessing rapid change in literacy learning of young children through close and systematic observation [K-2 examples but principle applies to all grades]

[Direct link to PDF option](#)

Journal Articles (click titles to open/download)

- DeFord, D. (Spring 2010). [Marie Clay: Changing the face of assessment](#). *The Journal of Reading Recovery*, 9(2), 24–33.
- DeFord, D. (Fall 2013). [Teaching through student strengths: Supporting teachers as they embrace new learning](#). *The Journal of Reading Recovery*, 13(1), 41–49.

On-Demand Webcast (Available for RRCNA members only)

Webcasts are sessions from past National Reading Recovery & Early Literacy Conferences sponsored by RRCNA. **The times listed should be extended to allow for participant discussion and involvement.**

Accelerated Literacy Learning for K-2 (K-2)

75 minutes

Maryann McBride (2009)

This session will assist classroom teachers in making the decision to move children up the levels of a leveled book set for their guided reading instruction. Topics discussed will be how to set goals for progress of students in guided reading groups, what determines the level of a text and what are the instructional focus for different levels, and how to use assessments to help make placement decisions.

Interactive Leader-Directed Professional Learning Modules (20% discount for RRCNA members)

All modules are available for purchase from RRCNA and provide detailed information about procedures and use of assessment and monitoring tools for primary grades. Each of these learning modules includes suggestions for teachers to apply their learning to practical experiences.

Professional Learning Package: Observation Survey

DVD — 2 sessions with practice between (\$168)

This module focuses on the six tasks of the Observation Survey — a tool for planned systematic observation to capture evidence of early progress in literacy learning and rated highly as a screening tool for response to intervention (RTI). The module includes video examples of Observation Survey tasks and videos of administrations of the survey. Record sheets provide opportunities to observe and discuss administration, scoring, and interpretation. (Participants will need the book *An Observation Survey of Early Literacy Achievement* by Marie Clay, preferably the 2013 edition, available from Heinemann.)

Running Record Part One:

3 CDs — 1 or 2 sessions with practice between (\$94)

Learning the Conventions and Basic Scoring Procedures

If running records are new to participants, begin with Running Record Part 1. This package provides training for classroom, pre-service, and Reading Recovery and other intervention teachers. It introduces the conventions and basic scoring procedures for taking a running record. (Participants will need the book *An Observation Survey of Early Literacy Achievement* or *Running Records for Classroom Teachers*, both by Marie Clay and available from Heinemann. Page numbers may vary if using the 2013 edition.)

Running Record Part Two:

2 CDs — 1 or 2 sessions with practice between (\$105)

Analysis of Running Records of Text Reading

Part 2 is for participants who already know how to take running records but need support with analyzing the records. Building on Part One, this package helps teachers learn to interpret running records in order to analyze errors and self-corrections. Through video and PowerPoint, teachers observe a child's reading behaviors and two educators interpreting and analyzing those behaviors. (Participants will need the book *An Observation Survey of Early Literacy Achievement* or *Running Records for Classroom Teachers*, both by Marie Clay and available from Heinemann. Page numbers may vary if using the 2013 edition.)

Running Record Part Three:

DVD — 2 sessions with practice between (\$145)

Using Running Records to Make Teaching Decisions

Part 3 is for participants who know how to take and analyze running records, but want to know more about using them to plan teaching decisions. The package explores ways to use running record analysis to guide teaching decisions when working with individuals or with groups of children. Flash video includes in-depth teacher and leader discussions as well as demonstrations of individuals and groups of students reading. (Participants will need the book *An Observation Survey of Early Literacy Achievement* or *Running Records for Classroom Teachers*, both by Marie Clay and available from Heinemann. Page numbers may vary if using the 2013 edition.)

ADDITIONAL RESOURCE

Allington, R. L., McCuiston, K., & Billen, M. (2015). What research says about text complexity and learning to read. *The Reading Teacher*, 68 (7), 491–501.

EXTENSION

Ask participants to read the following article that includes the selection of texts prior to the next session: Fountas, I. C., & Pinnell, G. S. (2013). Guided reading: The romance and the reality. *The Reading Teacher*, 66(4), 268–284.

Unit 2 — Selecting the Right Texts

1. Introduce the unit with a brief discussion of what participants learned about their Target Student's instructional reading level.
2. Show the USDE video, "Selecting Texts That Are Just Right," available at no charge on the RRCNA website. This 8-minute video emphasizes the importance of selecting books that are just right for young readers, offers considerations for book selection, and stresses the critical role of the book introduction in making books accessible and successful for readers. Brainstorm factors that could help or hinder a child's reading of a particular text. (See Free Videos and Reference Guides in resources for use with this unit.)
3. Discuss responses to the Fountas and Pinnell article regarding choosing texts for readers.
4. Share ideas about what makes a particular book 'right' for a particular child.
5. Give attention to the concept of gradients of text difficulty, calling for attention to the change over time as students progress through text levels.
6. You may want to choose from the resources available on the RRCNA website listed below.

APPLICATION

Ask each participant to choose a new book for the Target Student and, at the next session, to share with the group what entered into that decision.

RRCNA RESOURCES FOR USE WITH UNIT 2

Videos and Reference Guides (see Introduction document for Technical Notes)

These modules are part of the Effective Practices Early Literacy Video Library developed in partnership with the USDE. A 2-page PDF reference guide accompanies the video and includes definitions and other important information, key points for teachers, and resources. Reading the reference guide prior to viewing the video will enhance your learning experience.

Selecting Texts That Are Just Right (link to video)

8 minutes

Offers considerations for book selection, and stresses the critical role of the book introduction in making books accessible and successful for readers. [K-2 examples but principle applies to all grades]

[Direct link to PDF option](#)

On-Demand Webcast (\$45 RRCNA member; \$75 non-member; click links for details)

Webcasts are sessions from past National Reading Recovery & Early Literacy Conferences sponsored by RRCNA.

The times listed should be extended to allow for participant discussion and involvement.

Understanding Text Complexity (K-2)

80 minutes

Janet Bufalino (2013)

Text complexity, in this presentation, is defined as the different elements that make one text different from another.

This in-depth analysis is focused on how teachers can analyze the complexities of meaning, structure, and visual information in a text to help choose the 'right book' for one student or a group of students. Includes materials to enable the participants to apply the knowledge gained to texts.

Audio Files

Audio files are sessions from past National Reading Recovery & Early Literacy Conferences sponsored by RRCNA. **The times listed should be extended to allow for participant discussion and involvement.**

Are They Really Reading? Supporting Independent Reading in the Classroom (K-2)

80 minutes

Tony Stead (2011)

Examine ways to assist students with selecting materials for independent reading and research. Includes organizing class-room libraries, establishing borrowing routines, helping children select appropriate materials, providing whole class and individual support, the importance of nonfiction, monitoring student's selections, and responding to literature and management strategies.

[Click to open/download mp3 audio file](#)

[Click to open/download presentation PDF](#)

Moving Up in Guided Reading (K-3)

201 minutes

Jan Richardson (2006)

Acceleration in guided reading depends upon teachers moving students through a gradient level of text difficulty. When are students ready to move? This presentation provides suggestions on what students should be able to do before they move to the next text level.

[Click to open/download mp3 audio file](#)

ADDITIONAL RESOURCES

Allington, R. (2015). What research says about text complexity and learning to read. *The Reading Teacher*, 68, 491–500.

Strachan, S. (2015). Expanding the range of text types used in the primary grades. *The Reading Teacher*, 68, 303–311.

EXTENSION

Ask participants to read the following article by Marie Clay on introducing texts to students. Plan to discuss the article during the next session: Clay, M. M. (1991). Introducing a new storybook to young readers. *The Reading Teacher*, 45(4), 264–273.

Unit 3 — Introducing Texts

1. Begin this unit with a brief discussion of books selected by participants for their Target Students with rationales and outcomes.
2. Engage participants in a discussion about the article by Marie Clay they read prior to the session about introducing texts to children.
3. Engage participants in a discussion of what they might consider in planning to introduce students to a new text. What decisions might make the text easier for the child to read successfully?
4. You may want to choose from the resources available on the RRCNA website listed below.

APPLICATION

Ask participants to plan a book introduction for a book chosen for their Target Student and introduce the book and to take note of what they did in the introduction to support the first reading of the text. If possible, video or audio recordings of the introductions will support rich discussion of this topic. At the next session, invite participants to discuss their book introductions to Target Students. What factors were considered? What worked? What did you learn for the future? What questions do you have? How does the book introduction support comprehension and/or strategic activity?

RRCNA RESOURCES FOR USE WITH UNIT 3

On-Demand Webcast (available for RRCNA members only)

Webcasts are sessions from past National Reading Recovery & Early Literacy Conferences sponsored by RRCNA.

The times listed should be extended to allow for participant discussion and involvement.

Selecting and Introducing Texts (RR)

90 minutes

Mary Lose (2013)

Selection of appropriate texts is critical. Teachers must preview and analyze texts to prepare a particular child for correct responding and ultimately to advance the child's literacy processing system. Focus on the work of Kintsch (domain knowledge) and Clay (Reading Recovery) as we consider how best to support a child in orienting himself to reading texts. Explore the challenges a child might encounter in the first reading of a new story as he uses several sources of information, constructs meaning, and problem solves while maintaining fluency.

ADDITIONAL RESOURCES

Briggs, C., & Forbes, S. (2009). Orientation to a new book: More than a picture walk. *The Reading Teacher*, 62(8), 706–709.

Clay, M. M. (1991). Introducing a new storybook to young readers. *The Reading Teacher*, 45(4), 264–273.

Labadie, M., Wetzel, M., & Rogers, R. (2012). Opening spaces for critical literacy: Introducing books to young readers. *The Reading Teacher*, 66, 117–127.

Unit 4 — Building Understanding Before, During, and After Reading

APPLICATION

At each session, participants will share a before, during, and/or after reading experience that they planned and implemented with a student or a group. Relate each lesson to any of the resources listed below. For example, participants may share successful examples of students responding to a text through discussion, art, writing, drama, etc. Participants may also share lessons that could benefit from modifications to enhance group learning.

There are many more resources available than time may permit for involvement with this unit.

Engage the learning community in selecting topics and resources to use for the sessions about strategic activities during text reading and text comprehension.

Consider a jigsaw arrangement to allow individuals or small groups to select different resources and bring information back to share with the larger group.

Videos and Reference Guides (see Introduction document for Technical Notes)

These modules are part of the Effective Practices Early Literacy Video Library developed in partnership with the USDE. A 2-page PDF reference guide accompanies the video and includes definitions and other important information, key points for teachers, and resources. Reading the reference guide prior to viewing the video will enhance your learning experience.

Making It Easy to Learn (link to video)

8 minutes

Building on a child's strengths to set up situations in which the child is in control and will experience success while enjoying challenges within reach (K-2 examples but principle applies to all grades)

[Direct link to PDF option](#)

Teaching for Transfer: Strategic Activities (link to video)

8 minutes

Exploring strategic activities initiated by children and actions teachers can take to encourage those behaviors (K-2 examples but principle applies to all grades)

[Direct link to PDF option](#)

Journal Articles (click titles to open/download)

Clay, M. M. (Spring 2004). [Talking, reading, and writing](#). *The Journal of Reading Recovery*, 3(2), 1–5.

Schwartz, R. M., & Gallant, P. A. (Spring 2009). [Literacy learning and instruction: In search of complexity](#). *The Journal of Reading Recovery*, 8 (2), 61–65.

Stouffer, J. (Fall 2011). [Listening to yourself reading: Exploring the influence of auditory input in literacy processing](#). *The Journal of Reading Recovery*, 11(1), 15–28.

Van Dyke, J. (Spring 2008). [Reading books and discussing stories: Constructing knowledge through talk](#). *The Journal of Reading Recovery*, 7(2), 18–25.

On-Demand Webcasts (available for RRCNA member only)

Webcasts are sessions from past National Reading Recovery & Early Literacy Conferences sponsored by RRCNA. The times listed should be extended to allow for participant discussion and involvement.

Activating Strategic Action in Guided Reading (K-2)

90 minutes

Leslie McBane (2014)

What do your students do at difficulty during guided reading instruction? Using student work samples and videos, learn to teach children to take strategic action while maintaining meaning. Address these topics and questions: Investigate text demands from kindergarten to early second grade. (What should I be teaching when? Why?); Identify signs of processing problems at different points in time. (What warning signs should I be alert to?); Intervene to prevent processing problems. (How do I intervene so that children will be strategic?); Empower children to be problem solvers. (How can I get students to take action instead of waiting for me to tell them what to do?)

Teaching for Tomorrow: Creating Strategic Learners Through Challenging Work (K-6)

75 minutes

Linda Dorn (2013)

To deal with the challenges of tomorrow, schools must create opportunities for children to acquire deep knowledge of literacy and the world, to apply flexible strategies to solve problems, to weigh alternative solutions and make wise decisions, and to work collaboratively with others on innovative projects. Discover how children develop decision-making efficiency during meaningful and authentic learning experiences. Includes downloadable slides as well as transcripts of videos of teaching and learning interactions to illustrate these principles.

Making the Invisible Visible: The Role of Meaning in Effective Literacy Processing (RR)

90 minutes

Nancy Anderson (2010)

Meaning is the most important source of information for literacy learners; however, it may be hard to value 'invisible' information over 'visible' letters on the page. Understand the critical role of meaning as the guiding force of strategic activity and explore how reading and writing weave together to support effective comprehension instruction that engages learners. Includes downloadable PowerPoint presentation and a bibliography.

Structure is an Important Source of Information That Can Be Hard for Both Children and Teachers to Work With (RR)

75 minutes

Sue Duncan (2014)

Structure or syntax is an important source of information for readers as they read texts. It assists children to solve words in reading, and it gives them a feed-forward and feedback mechanism as they read. A child who does not have control of the oral language patterns of English or has little experience with book language is probably less able to predict and use the language structures in books. [for Reading Recovery teachers but may be appropriate for others]

Deepening the Reading Comprehension Experience (K-6)

90 minutes

W. Dorsey Hammond (2013)

Addresses five critical factors that impact reading comprehension: prior knowledge/preconceptions, interest, intention, focus, and reflection. He argues that rather than attempting to simplify or segment comprehension into a series of sub-behaviors, we need to embrace the complexity and dynamic nature of the comprehension experience. Includes examples of student and teacher discussions that lead to deep comprehension.

Inferring: The Heartbeat of Comprehension (K-6)

90 minutes

Pat Johnson and Katie Keier (2011)

Learn how inferring fits into the complex reading processing system and become better acquainted with the concept of inferring as you reflect on yourself as a reader. Presenters will share how they teach students to naturally infer as they read through modeled lessons, shared demonstrations, and suggestions for guided practice with a variety of fiction picture books, nonfiction texts, and poetry. Includes a list of picture books that fit with the topic and downloadable handouts.

Audio Files (available for RRCNA members only)

Audio files are sessions from past National Reading Recovery & Early Literacy Conferences sponsored by RRCNA.

The times listed should be extended to allow for participant discussion and involvement.

Teaching FOR Strategies in a Reading/Writing Workshop (K-6)

94 minutes

Mona Yoast-Bertino (2006)

When we focus classroom instruction on teaching FOR strategy use, powerful reading/writing connections can be made. Identify strategies that support and connect the reading and writing process, and model ways to teach FOR these strategies.

[Click to open/download mp3 audio file](#)

Reading Begins in Kindergarten (K-2)

65 minutes

Jeff Williams and Valerie Roncaglione (2009)

Children arrive in kindergarten with diverse amounts of literacy knowledge. Explore how teachers deal with such diversity through small-group guided instruction and the changes that can happen as a result.

[Click to open/download mp3 audio file](#)

[Click to open/download presentation PDF](#)

Creating Contexts for Meaningful Independent Reading and Writing (K-2)

87 minutes

BethAnn Browning (2007)

Learn how to develop and implement meaningful, independent literacy work during reading workshop. Videos show children in Grades K-2 engaged in exploration and practice. Implementation plan provided.

[Click to open/download mp3 audio file](#)

[Click to open/download presentation PDF](#)

Sailing the Craft of Children's Poetry (K-6)

58 minutes

J. Patrick Lewis (2006)

A demonstration of ways to teach for comprehension strategies using the reading, writing, and performance of poetry.

[Click to open/download mp3 audio file](#)

[Click to open/download presentation PDF](#)

Opportunities for Responding: Guided Reading and Written Response (K-2)

78 minutes

Jeffery Williams (2008)

One often-neglected opportunity of guided reading is teaching about and scaffolding for writing in response to reading. Explore methods of teaching, engaging and supporting young readers in quality written response as an integral part of small-group, guided reading instruction.

[Click to open/download mp3 audio file](#)

[Click to open/download presentation PDF](#)

Moving Up in Guided Reading (K-3)

201 minutes

Jan Richardson (2005)

Acceleration in guided reading depends upon teachers moving students through a gradient level of text difficulty.

When are students ready to move? This presentation provides suggestions on what students should be able to do before they move to the next text level.

[Click to open/download mp3 audio file](#)

ADDITIONAL RESOURCES

Askew, B. J., & Fountas, I. C. (1998). Building an early reading process: Active from the start! *The Reading Teacher*, 52(2), 126–134.

Forbes, S., Poparad, M. A., & McBride, M. (2004). To err is human; To self-correct is to learn. *The Reading Teacher*, 57(3), 566–572.

McLaughlin, M. (2012). Reading comprehension: What every teacher needs to know. *The Reading Teacher*, 65, 432–440.

Pardo, L. (2004). What every teacher needs to know about comprehension. *The Reading Teacher*, 58, 272–280.

Schwartz, R. M. (1997). Self-monitoring in beginning reading. *The Reading Teacher*, 51, 40–48.

Schwartz, R. M. (2005). Decisions, decisions: Responding to primary students during guided reading. *The Reading Teacher*, 58, 436–443.

Unit 5 — Phrasing in Fluent Reading

1. Begin the first session by showing the video, “Phrasing in Fluent Reading,” available at no cost on the RRCNA website. This 8-minute video explores aspects of fluent reading and supportive phrasing in fluent reading for young readers. (See Free Videos and Reference Guides in resources for use with this unit.)
2. Choose from other RRCNA resources listed below or your own resources to explore this topic.

APPLICATION

Ask participants to record their Target Student to explore use of phrasing in fluent reading. Encourage them to share their observations at the next session. If permissible, they may bring the audio recordings for discussion.

RRCNA RESOURCES FOR USE WITH UNIT 5

Videos and Reference Guides (see Introduction document for Technical Notes)

These modules are part of the Effective Practices Early Literacy Video Library developed in partnership with the USDE. A 2-page PDF reference guide accompanies the video and includes definitions and other important information, key points for teachers, and resources. Reading the reference guide prior to viewing the video will enhance your learning experience.

Phrasing in Fluent Reading (link to video)

8 minutes

Explores aspects of fluent reading and supportive phrasing in fluent reading for young readers (K-2 examples but principle applies to all grades)

[Direct link to PDF](#) option

Journal Articles (click titles to open/download)

Briggs, C., & Forbes, S. (2008). [Phrasing in fluent reading: Process and product](#). In *Special Collections: The Journal of Reading Recovery Volume 1*. Worthington, OH: Reading Recovery Council of North America. (Reprinted from *The Journal of Reading Recovery*, 2(2), 1–9.

Kuhn, M., & Schwanenflugel, P. (2005). [All oral reading practice is not equal or how can I integrate fluency into my classroom?](#) *Literacy Teaching and Learning*, 11(1), 1–20.

On-Demand Webcast (available for RRCNA members only)

Webcasts are sessions from past National Reading Recovery & Early Literacy Conferences sponsored by RRCNA.

The times listed should be extended to allow for participant discussion and involvement.

Fluent Reading: Development of Orchestration (RR)

90 minutes

Salli Forbes and Connie Briggs (2015)

Phrasing in fluent reading contributes to the reader's processing system. Examine components of phrased and fluent reading; how phrasing and fluency affect comprehending, phrased and fluent reading development over time; using children's reading to illustrate changes in development, and more. Participants are asked to evaluate phrased and fluent reading, and implications for teaching are discussed.

Audio File (available for RRCNA members only)

Audio files are sessions from past National Reading Recovery & Early Literacy Conferences sponsored by RRCNA.
The times listed should be extended to allow for participant discussion and involvement.

Increasing Fluency in the Classroom (K-6)

71 minutes

Joe Cline (2008)

To increase fluency levels, research states you must increase a student's sight word vocabulary, and sight word vocabularies are increased through reading. Learn five research-proven strategies to increase student fluency.

[Click to open/download mp3 audio file](#)

[Click to open/download presentation PDF](#)

Unit 6 — General Instructional Support

The RRCNA resources for this unit include a variety of ways in which teachers can support students' text comprehension. Again, the jigsaw approach may be useful for this unit. Individuals or small groups could choose resources to explore and share with the learning community. You will want to supplement with your own resources.

RRCNA RESOURCES FOR USE WITH UNIT 6

Journal Articles (click titles to open/download)

Cowley, J. (Fall 2011). [The importance of pleasurable reading](#). *The Journal of Reading Recovery*, 11(1), 5–13.

Borka, M. (Fall 2010). [The invisible teacher: An instructional vanishing act](#). *The Journal of Reading Recovery*, 10 (1), 46–48.

On-Demand Webcasts

Webcasts are sessions from past National Reading Recovery & Early Literacy Conferences sponsored by RRCNA.

The times listed should be extended to allow for participant discussion and involvement.

[Negotiating the Literacy Lives of Boys Through Building a Literacy Community](#) (K-6)

40 minutes

David Booth (2008)

An expert in this field, David Booth helps educators understand issues involved in boys' literacy learning and then provides proven methods to engage them as readers and writers. Includes downloadable handouts. This presentation focuses on helping boys become print powerful, assisting boys in becoming writers, and structuring literacy events for students.

[Learning to Read is Not a Race:](#)

90 minutes

[Exploring Teaching Opportunities within Chapter Books for Transitional Readers](#) (1-6)

Jeffery Williams (2008)

Explore how to help readers gain insight into the complexity of how chapter books work. Examine the kinds of teaching and thinking that are required to support readers as they transition into longer texts. Though emphasis is placed on transitional readers, most concepts apply to Grades 1–6. Includes downloadable handouts. Learn to develop an understanding of the needs of transitional readers, gain knowledge about the complexities of chapter books, and plan more explicit instruction to address the strategies and understandings that transitional readers need.

On-Demand Webcast (available for RRCNA members only)

Webcasts are sessions from past National Reading Recovery & Early Literacy Conferences sponsored by RRCNA.

The times listed should be extended to allow for participant discussion and involvement.

[Meeting Individual Needs in Small Groups \(And the Five Shall Become One\)](#) (K-2)

75 minutes

Amy Emmons and LeeAnn Lewellen (2012)

Planning for small groups of five or more students can be challenging, especially for beginning readers in Grades K-2. Each student has different literacy needs and different literacy strengths. Look at administering a running record, a key tool in de-termining the needs of individual students. Then review how to carefully analyze a running record to assess the needs of the child. Finally, we will focus on how to take the information from each of the running records of individual students and devise a plan for the instruction of the whole group to best meet the needs and build upon the strengths of the children.

Audio Files (available for RRCNA members only)

Audio files are sessions from past National Reading Recovery & Early Literacy Conferences sponsored by RRCNA.

The times listed should be extended to allow for participant discussion and involvement.

Going Beyond Guided Reading (K-2)

74 minutes

Lesley Miller and Angela Schoenbeck (2008)

Explore activities to build on guided reading and classroom examples of second-grade reading workshop and literature circles. These transitional reading strategies will build fluency and comprehension through conversation.

[Click to open/download mp3 audio file](#)

[Click to open/download presentation PDF](#)

Building Bridges for Transitional Readers (K-6)

72 minutes

Ruth Metcalfe and Sarah Mahurt (2008)

How can teachers help primary students become competent intermediate readers? Classroom-tested strategies explore the challenges facing readers in transition and how instructional contexts and content shift to support them.

[Click to open/download mp3 audio file](#)

[Click to open/download presentation PDF](#)

Reading and Writing Nonfiction in the Primary Grades (K-2)

186 minutes

Adria Klein (2006)

Effective instructional practices including shared reading, guided reading, and interactive writing using nonfiction texts are demonstrated for implementation in primary classrooms.

[Click to open/download mp3 audio file](#)

[Click to open/download presentation PDF](#)

ADDITIONAL RESOURCES

Allington, R. L. (2013) What really matters when working with struggling readers. *The Reading Teacher*, 66(7), 520–530.

Schwartz, R. M. (2005). Decisions, decisions: Responding to primary students during guided reading. *The Reading Teacher*, 58(5), 436–443.

Concluding Session

The final toolkit session(s) should focus on examining students' progress in text reading and on evaluating the learning involved in this toolkit. Possibilities include the following:

1. Ask participants to assess their Target Student to determine progress in text reading level and reading behaviors.
2. Discuss ways to continue monitoring progress of student progress toward a self-extending system.
3. Return to Belief #1 on page 15 in the Guide and the six bullets on page 16. Discuss any changes in your thinking at this point in time. What new insights and priorities do you now have?
4. Return to the "Instruction" section on pages 33–34 and page 44 in the Guide. Discuss any new thinking or ongoing challenges.
5. Evaluate the impact of the toolkit on participants' learning and application of ideas. What have we learned? What's next?

ADDITIONAL RESOURCE

Fiene, J., & McMahon, S. (2007). Assessing comprehension: A classroom-based process. *The Reading Teacher*, 62, 20–31.



Reading Recovery
Community

© 2022. All rights reserved.