16

Putting It All Together: Becoming an Effective Literacy Teacher

by Heather A. Haynes

By now, you have had many opportunities to apply the research and lessons from the previous chapters. You have utilized resources, web sites, and readings suggested in this book. You have examined oral language, writing, spelling, and each of the five critical components of reading. You have explored opportunities to administer assessments. You have planned instruction addressing each of the critical components of reading instruction, applied your learning through tutoring, and created a tool kit of effective instructional strategies and materials. All in all, after working your way through this book, you have read and applied knowledge in meaningful, content-related chunks. Now what? It is time to put it *all* together!

This chapter provides an opportunity for you to reflect, synthesize your learning, and plan for classroom instruction and management. You will incorporate your knowledge of effective assessment and instruction of reading for a diverse group of students in Pre-K–6 classrooms by engaging in thoughtful reading of and reflection upon a realistic instructional case study.

As a preservice educator, you most likely have concerns about planning and implementing the 90-minute reading block providing core reading instruction for all students. You may be asking yourself a number of questions including:

1. How can I fit instruction in *all* of the components of reading and writing instruction into 90 minutes or 120 minutes when writing instruction is included?
2. How can I best address *each* of my students' needs and differentiate my instruction?
3. What tools exist to support me in planning for universal, whole class, core instruction, and targeted, small-group literacy instruction?
4. How do I provide intervention instruction for those who need additional scaffolding, including those who are learning English and those who have reading difficulties?
5. How do I accelerate instruction for advanced learners?

Objectives: After studying this chapter you will be able to do the following:

1. Complete activities reflecting on the case study, the instruction provided, and other facets of literacy instruction illustrated.
2. Critique and improve the instructional examples provided in the case study.
3. Make connections to the content of previous chapters.
4. Formulate a system to provide explicit, systematic instruction, provide opportunities for practice, and regularly monitor the progress of your students.
5. Plan a system to manage your classroom in a safe, organized, efficient, and positive manner.

To address these questions, a first-grade classroom case study is utilized. The students in this classroom case study reflect a wide range of skills and abilities. Using a case study is a method for illustrating how a representative teacher incorporates the critical components of reading and writing in a real classroom (The case study is fictional and created for this text).

This chapter provides opportunities for reflection on three practices crucial for effective and efficient instruction: 1) use of effective instructional strategies, validated by evidence-based research; 2) differentiation of instruction for students who need intensive scaffolding, are English language learners, or who are accelerated; and 3) implementation of the features of effective instruction.

PUTTING IT ALL TOGETHER

Louisa Moats reminds us that teaching reading really is like rocket science.[1] Educators have to be thoughtful about myriad factors to help students acquire the skills and knowledge to become successful, life-long readers and learners. You may recall the figure from Chapter 2 illustrating all of the skills captured and woven together to create a successful reader. In her illustration, Hollis Scarborough depicts the elements of reading, woven like strands into a rope, that produce skilled reading (Figure 16.1).[2]

On the left side of the illustration, the individual rope strands represent the discrete skills required for reading and are loosely woven together. As the skills develop, the strands become more tightly woven together. This indicates that the mature reader's skills and understanding of the critical components are integrated, becoming increasingly automatic and more strategic. The end result is fluent comprehension of text. This graphic illustrates the complexity involved in becoming a skilled reader. For a teacher to address the discrete skills and weave them together for students necessitates strategic planning. Planning ensures that instruction in all critical components is addressed and that opportunities for differentiated and targeted instruction are provided.

As you read the case study, notice how the features of effective instruction and the critical components of reading are interrelated. The following practices are also illustrated, to varying degrees, in this case study:

1. Differentiation, adaptations, and modifications of instruction for a diverse group of students with a range of skill levels
2. Multiple opportunities for students to practice their new learning
3. Effective techniques for managing the classroom, including descriptions of what students are doing while the teacher works with small groups

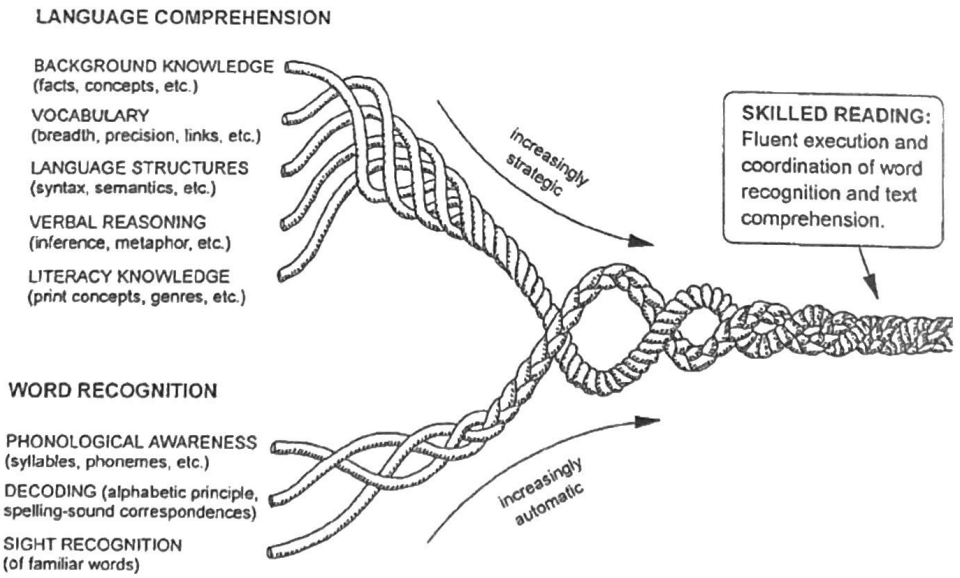


Figure 16.1. Scarborough's rope. (Republished by permission of Guilford Press, from Scarborough, H. [2001]. Connecting early language and literacy to later reading disabilities: Evidence, theory, and practice. In S.B. Neiman & D.K. Dickinson [Eds.], *Handbook of early literacy research* [pp. 97–110]; permission conveyed through Copyright Clearance Center, Inc.)

CASE STUDY—FIRST-GRADE CLASSROOM

Ms. Jenkins' first-grade class has 20 students. It is January, and Ms. Jenkins has just completed the middle-of-the year assessments. The results are presented in Table 16.1. The descriptive information and data to create such a table are available from a variety of sources including screening and diagnostic assessments, standardized test information from the previous year, teacher-created assessments, curriculum-based measures, and other formal and informal professional observations and assessments. The specific assessments reflected in this case study are provided in Table 16.2.

If a student is still developing in a skill area Ms. Jenkins indicates "IN" for instruction needed. If the student is meeting benchmarks and goals in an area, she indicates "B" for benchmark. (It is important to note Ms. Jenkins will also compile a similar chart around the end of the school year using updated data.) She continually updates the information in Table 16.1 throughout the spring using progress monitoring and formal and informal assessment data. (Note that each assessment system uses its own coding system.)

Ms. Jenkins realizes she must provide scaffolded instruction throughout the semester. She is aware of the needs of students who are acquiring English as a second language, students who need accelerated instruction, and students who are at risk or have qualified for special education support. She is part of a multidisciplinary team and shares and seeks information in collaborative planning meetings with other educators to coordinate and plan supports and instruction for her students. Currently in her class there is one student who is an English language learner, one student who will benefit from accelerated instruction, and one student receiving special education support and services (specific learning disability). It is important to note that the student in Ms. Jenkins class who qualifies for special education support and services receives all instruction in the general education classroom.

Table 16.1. Ms. Jenkins' student assessment data

Ms. Jenkins' class: middle of the year

Student	Phonemic awareness	Phonics	Fluency (WCPM goal: 40)	Comprehension	Vocabulary	Oral language	Written expression
A.P.	IN	IN	17	B	IN	B	IN
A.V.	B	B	60	B	B	B	B
B.F.	B	B	65	IN	IN	B	IN
B.K.	B	B	67	B	B	B	B
C.S.	B	IN	37	B	B	B	IN
D.I.	B	IN	34	IN	B	B	IN
F.C.	B	B	105	B	B	B	B
H.S.	IN	IN	27	B	B	B	B
J.K.	B	B	75	B	B	B	B
K.H.	B	B	70	B	B	B	B
K.J.	B	B	40	B	B	B	IN
M.C.	B	B	42	IN	B	B	B
M.K.	B	B	38	B	IN	B	B
M.V.	B	B	51	B	B	B	B
P.H.	B	IN	37	B	B	B	B
R.G.	B	B	18	IN	IN	B	IN
R.R.	B	B	43	B	B	B	B
S.A.	B	B	49	B	B	B	B
S.V.	IN	IN	22	IN	IN	IN	IN
T.S.	B	IN	12	IN	IN	IN	IN

Note: The codes "IN" and "B" are used for this case study. Most assessments have their own codes.
Key: WCPM, words correct per minute; IN, instruction needed; B, benchmark.

Table 16.2. Assessments used in case study

PA	AIMSweb, Test of Early Literacy: Phonemic Segmentation
	AIMSweb, Test of Early Literacy: Letter Sound Fluency
	Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Initial Sound Fluency
Phonics	Quick Phonics Screener
	Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Nonsense Word Fluency
Fluency	Curriculum Based Measurement in Reading (CBM-R): Passage Reading Fluency
Comprehension	Curriculum Based Measurement in Reading: (CBM-R): Maze Fluency
	Oral and Written Language Scales (OWLS): Listening Comprehension
Vocabulary	Informal assessment by teacher
Oral language and written expression	Informal assessment by teacher
	Oral and Written Language Scales (OWLS): Oral Expression
	Oral and Written Language Scales (OWLS): Written Expression

Key: PA, phonemic awareness.

The assessments Ms. Jenkins uses with her students are listed in Table 16.2. Note that there are several excellent assessments from which teachers and schools can select.

Ms. Jenkins uses data and professional judgment to determine a student's level of knowledge or skill mastery. She does not want to let any student fall through the cracks. Before the second semester of school begins, Ms. Jenkins formulates her literacy instructional plans using her core reading program. The school has a 90-minute block for literacy instruction with an additional 30 minutes for writing instruction. This time is uninterrupted, and all 20 students are present for this comprehensive reading block. Ms. Jenkins begins by completing a daily schedule with designated times for each critical component of reading. Process writing instruction occurs later in the day. Table 16.3 displays the general weekly lesson plan she completed.

In completing her general plan, Ms. Jenkins has a basic idea of what she will be teaching based on the scope and sequence provided by her district or as part of a comprehensive core literacy program adopted by her school. She purposefully utilizes a variety of flexible grouping formats, using student assessment data to target her instruction. All of the critical reading components are addressed in the general plan, and she plans a timeframe for the instruction. The time allotments may change, depending on the daily lesson and content.

Once her general plan is determined, Ms. Jenkins creates daily lesson plans. The plans incorporate specific instructional decisions based on the needs of the students in her class. Ms. Jenkins again refers to the data in Table 16.1. She determines the instructional focus and the routines for each day and for each component. For many teachers, Monday is often a full day of instruction as new concepts, skills, and strategies are introduced. As a result, the time for small group instruction is often shortened on Mondays. Table 16.4 illustrates Ms. Jenkins' daily lesson plan on Monday.

Note that Ms. Jenkins allots 5–10 minutes for instruction in phonemic awareness. However, she does not necessarily teach it all at the same time. The instruction in phonemic awareness can be distributed throughout the day.

Ms. Jenkins allots 15–20 minutes for instruction in phonics daily. Phonics instruction represents a large part of the appropriate developmental instruction in the first grade. By allotting this time daily, she ensures that she provides enough time to review letters, connect them with sounds, and put them together to build, read, spell, and write words.

The next 40 minutes in Ms. Jenkins' daily schedule is allotted to introducing a story using read-alouds and think-alouds. She has thoughtfully selected a book that reinforces concepts and skills the students are learning. The first 20 minutes addresses explicit vocabulary instruction, and the remaining 20 minutes focuses on comprehension. Instruction in both vocabulary

Table 16.3. First grade weekly lesson plan

	Monday	Tuesday	Wednesday	Thursday	Friday
10–20 minutes	• Explicit instruction in phonological awareness and phonics • Introduction of spelling patterns using explicit spelling routine	• Explicit instruction in phonological awareness and phonics • Spelling patterns using explicit spelling routine	• Explicit instruction in phonological awareness and phonics • Teaching of spelling patterns using explicit spelling routine	• Explicit instruction in phonological awareness and phonics • Teaching of spelling patterns using explicit spelling routine	• Explicit instruction in phonological awareness and phonics
20–25 minutes	• Introduction of story and vocabulary words from story	• Review vocabulary words from story	• Introduce new vocabulary words or review vocabulary words from story	• Review vocabulary words from story	• Assess vocabulary knowledge
20 minutes	• Read-alouds and think-alouds • Comprehension focus: making connections	• Read-alouds and think-alouds • Comprehension focus: making connections	• Read-alouds and think-alouds • Comprehension focus: making connections	• Read-alouds and think-alouds • Comprehension focus: making connections	• Read-alouds and think-alouds • Comprehension focus: making connections
45 minutes	• Small-group instruction and literacy workstations running concurrently • Progress monitoring of four students daily	• Small-group instruction and literacy workstations running concurrently • Progress monitoring of four students daily	• Small-group instruction and literacy workstations running concurrently • Progress monitoring of four students daily	• Small-group instruction and literacy workstations running concurrently • Progress monitoring of four students daily	• Small-group instruction and literacy workstations running concurrently • Progress monitoring of four students daily

From Vaughn Gross Center at The University of Texas at Austin. (2009). Module 13: Putting it all together. In *Foundations of reading instruction presentations and print files.* Austin, TX: Author; reprinted by permission.

and comprehension are connected to the context of the story. In addition, Ms. Jenkins points out sounds, letters, and words presented in the phonics lesson.

For 45 minutes daily, students rotate from centers to small-group instruction with the teacher. Ms. Jenkins has established and explicitly taught routines for the students rotating through workstations and small-group instruction.

Using positive behavior interventions and supports,[3] Ms. Jenkins directly teaches behavior and social skills. Both the explicit routines and a positive approach to behavior management impact student engagement, learning, and management. Poor classroom management can lead to student misbehavior and can interfere with your ability to provide effective and efficient instruction in reading.[4]

You may be wondering how Ms. Jenkins is able to conduct small-group reading lessons without being interrupted. How do her students know where to go and what to do as they move through the various literacy stations? Ms. Jenkins learned the hard way that students do not "just know" how to do workstations. She learned the value of having a set of specific routines, procedures, and expectations for the class. Before beginning workstations, Ms. Jenkins determined the answers to these critical questions:

1. What kind of rotation chart or system do I want to use?
2. How do I need to organize my classroom to include small group instruction and work-stations?
3. Which centers and workstations do I need to use or create?

Table 16.4. First grade daily lesson plan, Monday

	Components of reading	
	Description	Instructional routine
5–10 minutes: Phonological awareness	**Objective (what):** Given words with three or four phonemes, students will blend and segment four out of five words independently. **How:** Students will use the kinesthetic scaffold of arm tapping to deepen understanding of the concept. **Accountability:** The teacher will monitor students' progress by observing as they practice the skill to decide who needs additional instruction. **Intervention:** In small groups, students will blend and segment words at the onset and time level, using the palm-up kinesthetic scaffold until they have achieved mastery. Then, the teacher will reteach phoneme blending and segmenting.	1. **Set an instructional focus:** blending and segmenting sounds in words. 2. Model, using a kinesthetic activity. 3. Have students do guided practice. 4. Have students practice independently while you check for understanding.
20 minutes: Phonics	**Objective:** After being introduced to the *ut* and *ug* phonograms, students will sort four words with the *ut* phonogram and four with the *ug* phonogram. **How:** Using an instructional routine, the teacher will introduce the new phonogram. **Accountability:** The teacher will monitor progress by having the students read and sort the words by the phonogram to decide who needs additional instructions. **Intervention:** In a small-group, the teacher will reteach the phonograms and model making words on a pocket chart as the students do it with magnetic letters and boards.	1. **Set an instructional focus:** learning about the word families *ut* and *ug*. 2. Introduce the new phonograms. 3. Make words with the new phonograms and previously learned letters, using magnetic letters and magnetic boards. 4. Do a word sort with students, using the newly introduced phonograms.
10 minutes: Fluency	**Objective:** After practicing the poem, the students will read aloud grade-appropriate text with appropriate phrasing. **How:** Using a grade-appropriate poem, the teacher will introduce the poem by modeling fluent and nonfluent reading, focusing on appropriate phrasing. **Accountability:** During small-group instruction, the teacher will listen to each student read the weekly poem, listening for appropriate phrasing. **Intervention:** During small-group instruction, the teacher will model fluent reading, using phrases written on sentence strips, so that all students can follow along. The teacher will model the finger-sweeping scaffold as he or she reads each phrase. The students will have an opportunity to practice the scaffold using the sentence strips.	1. **State your instructional focus:** "Today we'll be working on fluent reading. That means we are going to try to read like we talk." 2. Model fluent and nonfluent reading. 3. Read poem by echo reading with teacher guidance. 4. Read poem three times. 5. Poem goes into student's poetry folder. 6. Large poem will be placed in a literacy workstation toward the end of the week.
20–25 minutes: Vocabulary	**Objective:** Given three Tier 2 vocabulary words from the book *Chrysanthemum* by Kevin Henkes, students will give examples and nonexamples of the meaning of the words by using them in a sentence. **How:** The teacher will choose vocabulary words from *Chrysanthemum* to teach explicitly, using an instructional routine. **Accountability:** In a literacy workstation, students will write a sentence for each vocabulary word using one of the following sentence starters: • I was envious when... • I found it fascinating when... • The _____ was absolutely _____ because _____. **Intervention:** In a small group, the teacher will reteach the vocabulary words, using pictures and concrete examples that build on the students' background knowledge. Then, the teacher and students will write sentences together, using the same sentence starters.	1. **State your instructional focus:** "Today I will introduce several vocabulary words from the book *Chrysanthemum*." 2. Introduce the words. 3. Present student-friendly definitions. 4. Illustrate words with examples and nonexamples. 5. Check for understanding. 6. Review words.

(continued)

Components of reading	Description	Instructional routine
20–25 minutes: Comprehension	**Objective:** Students will discuss their personal connections to the main character of the book, *Chrysanthemum*, with a partner. **How:** The teacher will introduce the comprehension strategy of making connections through a read-aloud and think-aloud with the story *Chrysanthemum* by Kevin Henkes. **Accountability:** The teacher will incorporate think, turn, talk opportunities to listen to 10 students and determine whether they are making personal connections, based on their background knowledge. **Intervention:** In a small group, the teacher will model making connections between the story and the students' background knowledge by using concrete examples, for example: "Have you ever been at school and wanted to go home because other kids were not being nice to you?'	1. **State your instructional focus:** "While I am reading our story, I will think about my personal connections to the character. I will give you an opportunity to think, turn, and talk to share your personal connections to the characters in the story." 2. Define the strategy, how and when it is used, and how it helps with reading. 3. Use real-world examples. 4. Give students a touchstone, such as a hand gesture or visual representation, to help them remember the strategy. 5. Think aloud, using the strategy in a variety of contexts. 6. Provide meaningful opportunities during the reading for students to share their thinking. 7. Practice shared application with planned discussion prompts. 8. Scaffold practice, providing opportunities for students to use the strategy while reading with your support and monitoring. 9. Provide accountability measures for students when using the strategy independently.

From Vaughn Gross Center at The University of Texas at Austin. (2009). Module 13: Putting it all together. In *Foundations of reading instruction presentations and print files.* Austin, TX: Author; reprinted by permission.

4. How will students know when to move or rotate from a center or workstation?
5. What kind of signal or procedure do I want to use for students to indicate they need help or materials when they are in a workstation and I am teaching a small group?
6. How would I prefer students to clean and leave their center or workstation at the end of a session?

In addition to determining how she wanted to manage workstations, Ms. Jenkins had to explicitly teach and model these routines. It took Ms. Jenkins several weeks to teach her students how to work in small groups or independently. To teach them these skills, Ms. Jenkins follows the routine outlined in Figure 16.2.[5] She incorporated four phases of guided practice and modeling for learning and rotating through small-group instruction and workstations in her class

BOX 16.1.

Visit http://www.pbis.org to access information on how to establish positive expectations and support for academic and behavioral development and how to implement positive behavioral interventions and supports.

Phase 1—Teacher monitors

Whole group completes one activity.

Phase 2—Teacher monitors

Whole group is introduced to a basic menu of activities. The students are assigned two "must do" activities, and emphasis is placed on students working independently and learning to transition from whole group to independent work.

Phase 3—Teacher pulls one group

Whole group is provided two or more "must do" activities and are introduced to "may do" activities. During this phase, the teacher also pulls a small group.

Phase 4—Teacher pulls multiple groups

Whole group is provided two or more "must do" activities and one or more "may do" activities. During this phase, the teacher also pulls multiple small groups while students are in workstations or working independently.

Figure 16.2. Four phases of introducing small-group instruction and workstations. (From Children's Learning Institute at The University of Texas Health Science Center at Houston. [2008]. *Small group instruction: Your first 21 days.* Austin, TX: University of Texas System and Texas Education Agency; adapted by permission.)

(see Figure 16.2). Each of the phases is important and should not be overlooked when initially starting small-group instruction and workstations. Also, anytime Ms. Jenkins makes significant changes to the routines or expectations, she returns to this process to ensure that her students know the revised routines and expectations. This is the best way to ensure that students are successful and engaged in independent workstations while she is providing targeted instruction in small groups.

Look back to Table 16.4. Each lesson has an objective and provides details about how that objective will be taught and assessed. Ms. Jenkins also notes possibilities for providing intervention instruction for her students who need more scaffolding. Ms. Jenkins has placed sticky notes with the initials of targeted students in her planning documents. The student initials remind Ms. Jenkins which students need additional support or instruction in specific skills and/or strategies.

Ms. Jenkins utilizes a variety of grouping formats throughout the 90-minute reading time. Typically, she provides initial instruction for the whole group. With a perky pace, she reviews what was learned the previous week and teaches new skills. Many opportunities are provided for students to ask questions, practice, and apply new learning. Ms. Jenkins has established student partners and often directs them to "Think, Turn, and Talk"[6] about their new learning. She clearly explains each concept, models the appropriate skills, and is clear about what she expects the students to learn and to do. Students take turns reading to their partners, positively supporting one another with the expectations Ms. Jenkins provided. Ms. Jenkins monitors the classroom and partner work. She provides immediate, corrective feedback when appropriate.

Ms. Jenkins designs instructional activities in which her students can experience success and have multiple opportunities to practice a new skill by responding frequently. She is confident that her students' skills in phonemic awareness, phonics, oral language, comprehension skills, fluency, sight word recognition, vocabulary, spelling, and writing are progressing. Informal progress monitoring is ongoing and daily, and on Fridays Ms. Jenkins formally collects, reflects, and records the data on her instructional planning sheet shown in Table 16.1. This

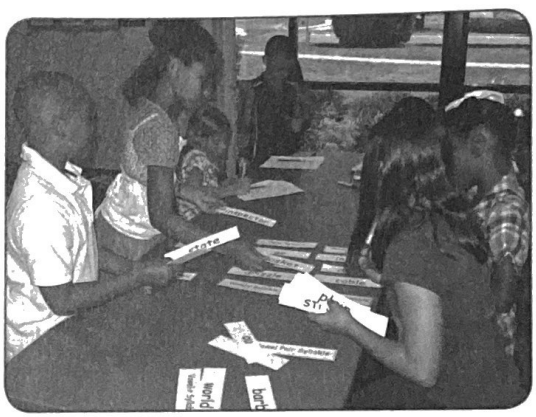
Table 16.5. First-grade daily lesson plan small groups and workstations

Day: Monday		
	Activities	Grouping
45–60 minutes: Teacher-led small-group instruction	Lesson plans for each group are differentiated, based on student need: • Groups A and B: phonological awareness instruction in blending and segmenting phonemes; phonics instruction in the short-*u* sound, spelled *u* • Group C: phonics instruction in *ug* and *ut* phonograms • Group D: phonics instruction in *ug* and *ut* phonograms • Group E: phonics instruction in blends (*sl, st, sm*) in initial position, using instructional-level text.	Groups are differentiated, based on student data.
45–60 minutes: Literacy workstations (concurrent with small-group instruction)	1. Making words center (phonics) 2. Independent reading (fluency; some students will read sight words or phrases independently) 3. Four-square vocabulary map center (vocabulary): use words from explicit vocabulary lesson to create a map 4. Partner reading with reading response (comprehension) 5. Poetry center (phonics and fluency)	Groups are heterogeneous, or comprise students of various needs and ability level, and activities are differentiated within workstations.

From Vaughn Gross Center at The University of Texas at Austin. (2009). Module 13: Putting it all together. In *Foundations of reading instruction presentations and print files.* Austin, TX: Author; reprinted by permission.

week, she collects data based on the phonemes listed in her daily lesson plans, phonograms *ut* and *ug*, and a 1-minute oral reading fluency passage. The skills Ms. Jenkins monitors vary from week to week and are selected based on her curriculum scope and sequence and the instructional needs of her students.

Ms. Jenkins incorporates flexible partner grouping during independent writing activities completed in small groups or in workstations outside the 90-minute reading block. This week, she is not introducing a new writing skill. Her students are continuing to practice a skill that was introduced last week. Her general schedule integrates instruction in writing into the first 10–20 minutes of class each day and the last 45 minutes of the day. Ms. Jenkins chooses to incorporate much of the guided and independent practice in writing into small group work and workstations. Oral language development continues to be purposefully integrated into her daily instruction. Table 16.5 provides details of how Ms. Jenkins further extends and integrates learning and practice of the critical components of reading throughout the day, based on student data.



Students work in workstations while Ms. Jenkins is instructing a small group of students at the "teacher's table." Ms. Jenkins plans this instruction and activities beforehand, using student data to ensure the activities planned target the needs of her students. In addition, she plans and prepares the necessary materials: Ms. Jenkins knows she must not waste even a minute of instructional time, so advanced planning is critical. Using her student data from Table 16.1, she is able to implement the grouping strategies she has selected. Ms. Jenkins uses a variety of grouping strategies and is purposeful in selecting students to work together in workstations.

We have now completed the case study of Ms. Jenkins and learned how she "puts it all together."

CASE STUDY REFLECTION AND ACTIVITIES

Reflect on the case study of Ms. Jenkins and her first-grade class using the chart in Figure 16.3. Consider this question, "Is there evidence in the case study that suggests Ms. Jenkins incorporated understandings from this book?" Place one X anywhere on the line in each area to indicate whether there was little evidence, some evidence, or extensive evidence of that specified component. Be sure to complete this reflective activity before reading on.

It is your task to consider how well Ms. Jenkins incorporates the features of effective instruction and the critical components of reading instruction. Also, consider what additional information might be helpful to collect about the students to assist in planning and progress monitoring. What recommendations can you suggest to improve or adapt instruction for students with varying levels of achievement?

Once you have completed the chart, proceed to the last section of the chapter, Application Assignments, and follow the instructions to review and make recommendations for how Ms. Jenkins could improve the instruction. Also, consider what you might do differently when teaching older students.

Additional Considerations

When planning, keep in mind that context is key. Effective instruction integrates all of the critical components of reading. The amount of time allotted for each critical component varies at the different grade levels and for individual students. Vaughn and Linan-Thompson[7] created a continuum of critical components of reading and when each should be taught. It is adapted in Table 16.6 to provide you an overview of the critical components of reading instruction typically taught in specific grade levels.

Table 16.6. Continuum of critical components

	Phonological awareness	Phonics	Fluency	Vocabulary	Comprehension
Kindergarten	Syllables Onset/rime Phoneme level	Print awareness Alphabetic principle Decoding Irregular word reading		Oral vocabulary	Listening comprehension Sense of story
First grade	Phonemic awareness	Alphabetic principle Decoding Irregular word reading Decodable text reading	Connected text (second semester)	Oral and reading vocabulary	Listening comprehension Reading comprehension
Second grade			Connected text	Reading vocabulary	Reading comprehension in a narrative and expository text
Third grade			Connected text	Reading vocabulary	Reading comprehension in a narrative and expository text
Fourth grade			Connected text	Reading vocabulary	Reading comprehension in a narrative and expository text
Fifth grade			Connected text	Reading vocabulary	Reading comprehension in a narrative and expository text
Sixth grade			Connected text	Reading vocabulary	Reading comprehension in a narrative and expository text

Source: Research-Based Methods of Reading Instruction Grades K–3 (p. 127), by Sharon Vaughn & Sylvia Linan-Thompson. Alexandria, VA: ASCD. © 2004 by ASCD. Adapted with permission. Learn more about ASCD at www.ascd.org

CONCLUSION

Becoming an efficient and effective reader is the goal for all students and is the result of instruction and practice in the critical components of reading. Effective educators use data to plan and provide instruction for students. They focus on high-quality instruction and the use of effective instructional strategies to teach the critical components of literacy. This type of high-quality, evidence-based instruction benefits all students, including students learning English as a second language, those receiving accelerated instruction, those needing scaffolded supports, and students identified as requiring special education services. By studying this text and completing the application assignments, you will become an effective literacy teacher.

APPLICATION ASSIGNMENTS

In-Class Assignments

1. With a partner, review the case study. You will need four pieces of paper, one for each topic. The topics are: (1) the five features of effective instruction, (2) oral language development, (3) the essential components of reading instruction, and (4) evidence-based writing instruction. For each topic, answer the three questions below, a, b, and c.
   a. What is the evidence that Ms. Jenkins incorporated the feature or component into her instruction? Use Figure 16.3 to guide your analysis.
   b. What other things could she do to address the feature or component more thoroughly?
   c. What are three ways she could adapt the instruction to meet the needs of students who are English language learners? Who have reading difficulties? Who are accelerated?

   For example, the first page will consider the five features of effective instruction: systematic instruction with scaffolding, explicit instruction with modeling, multiple opportunities for response, progress monitoring, and corrective feedback. With these features in mind, address the questions.

   Continue to address the same questions, focusing on oral language development, then the essential components of reading instruction (phonemic awareness, phonics, vocabulary, fluency, and comprehension), and lastly Ms. Jenkins' writing instruction. Refer to previous chapters to review the essential, evidence-based practices that should be emphasized in the classroom.
2. Using Table 16.1, determine which students Ms. Jenkins should target with more instruction in specific skills. List the initials of the students in the column under each category.

Homework Assignments

1. Read *Teaching Reading Is Rocket Science: What Expert Reading Teachers Should Know and Be able to Do* by Louisa Moats, 1999. It is available to download from http://www.readingrockets.org/guides/teaching-reading-rocket-science
2. Write a one-page essay discussing the major points of the article and what you have learned about those points. List the areas in which you feel you need to learn more and make a plan to do so!

Tutoring Assignments

Most likely, this is the last session you will have with your student(s). You should spend your last hour with your student completing the following:

1. Complete a post-test, using a different form of the assessment you used the first time you assessed your student. A final oral reading fluency assessment would be appropriate.

Circle the level at which each item was addressed in the case study. The levels are (1) little evidence, (2) some evidence, (3) extensive evidence.

Reflection Activity 1

Planning for literacy
1 2 3

Feature of effective instruction: Explicit instruction
1 2 3

Feature of effective instruction: Systematic instruction with scaffolding
1 2 3

Feature of effective instruction: Frequent opportunities to practice
1 2 3

Feature of effective instruction: Immediate corrective feedback
1 2 3

Feature of effective instruction: Ongoing progress monitoring
1 2 3

Oral language and listening skills development
1 2 3

Phonemic awareness and alphabetic principle
1 2 3

Phonics, structural analysis, and spelling
1 2 3

Fluency
1 2 3

Vocabulary
1 2 3

Comprehension
1 2 3

Written expression
1 2 3

Reflects current laws, policies, standards, initiatives, and response to intervention
1 2 3

Planning for literacy instruction
1 2 3

Figure 16.3. Reflection activity. (*Source:* Heacox, 2009.)

2. Allow your student to count the number of words read and to complete the graph (see Chapter 8, page 133).
3. Re-read a favorite book with your student doing most of the reading.
4. Point out all the things your student has learned while working with you. Be specific. For example, specify which letter sounds were mastered, which comprehension strategies were used, and the new spelling patterns your student learned.
5. Play a favorite education game and again reinforce what your student has learned.

6. Thank your student for letting you work with him or her. Your students will always be your best teachers so appreciate them!
7. Give your student a written thank you note and provide one for the student's parents/caregiver, teacher, and principal. Be sure they know how much you appreciate the opportunity to work with them.

ENDNOTES

1. Moats (1999).
2. Scarborough (2001).
3. For more information on Positive Behavior Intervention & Support, go to the Department of Education, Office of Special Education Programs, Technical Assistance Center on Positive Behavioral Interventions & Supports: http://www.pbis.org/
4. Sugai & Horner (2008).
5. Children's Learning Institute at The University of Texas Health Science Center at Houston (2008).
6. Children's Learning Institute at The University of Texas Health Science Center at Houston (2009).
7. Vaughn & Linan-Thompson (2004).

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