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Scientific Research Base

Literacy by Design

February 2007

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Literacy by Design

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Note: Connections between *Literacy by Design* instructional elements and the National Reading Panel findings are presented in bold.

Introduction

The No Child Left Behind Act of 2001 (NCLB) is the most comprehensive reform of the Elementary and Secondary Education Act since it was established in 1965. A fundamental principle of NCLB is an emphasis on teaching methods that have been demonstrated effective, especially in the area of reading instruction. This document demonstrates clearly and explicitly how the instructional elements of *Literacy by Design* link to scientific research findings in the area of literacy development.

How Effective is *Literacy by Design*?

Demonstrated Effectiveness in Classrooms

The instructional architecture of *Literacy by Design* evolved from its predecessor, *Rigby Literacy*, and the instructional effectiveness of the *Rigby Literacy* program provides a solid foundation for evaluating the efficacy of *Literacy by Design*. A large-scale, multisite study used a rigorous research design to establish the efficacy of the *Literacy by Design* instructional approach. Students exposed to *Rigby Literacy* made significant gains in their own achievement during the first year of implementation.

This study's overall results indicate that students who use the program showed strong gains in their reading performance from the beginning to the end of the study. These students made performance gains on the *Gates MacGinitie Reading Test, Fourth Edition* (GMRT-4) ranging from 27 to 42 percentile points—much greater gains than were seen in the GMRT-4 norm sample. Additionally, the second-grade students in this sample were very low-achieving students and, therefore, their attaining such large gains on the GMRT-4 is a substantial accomplishment (see Figures 1 and 2 for the second- and fourth-grade results, respectively).

The Classroom Instruction That Works Model

Through a meta-analysis of more than 100 research studies of classroom instruction, Marzano, Pickering, and Pollock (2001) identified nine categories of instructional practices that are highly associated with improving student achievement: (a) identifying similarities and differences; (b) summarizing and note-taking; (c) reinforcing effort and providing information; (d) homework and practice; (e) nonlinguistic representations; (f) cooperative learning; (g) setting goals and providing feedback; (h) generating and testing hypotheses; and (i) cues, questions, and advanced organizers. *Literacy by Design* was created with these strategies in mind because of the positive and immediate impact they have on academic performance. The following section illustrates how these instructional strategies are manifested within the pedagogy of *Literacy by Design*:

Identifying Similarities and Differences

Marzano et al. (2001) identified the following guiding principles for why identifying similarities and differences is important in student achievement:

- “Presenting students with explicit guidance in identifying similarities and differences enhances students’ understanding of and ability to use knowledge.
- Asking students to independently identify similarities and differences enhances students’ understanding of and ability to use knowledge.
- Representing similarities and differences in graphic or symbolic form enhances students’ understanding of and ability to use knowledge.
- Identification of similarities and differences can be accomplished in a variety of ways. The identification of similarities and differences is a highly robust activity.” (pp. 15–16)

Figure 1
Second-grade actual gain on GMRT-4 subtest versus
expected gain derived from norming sample

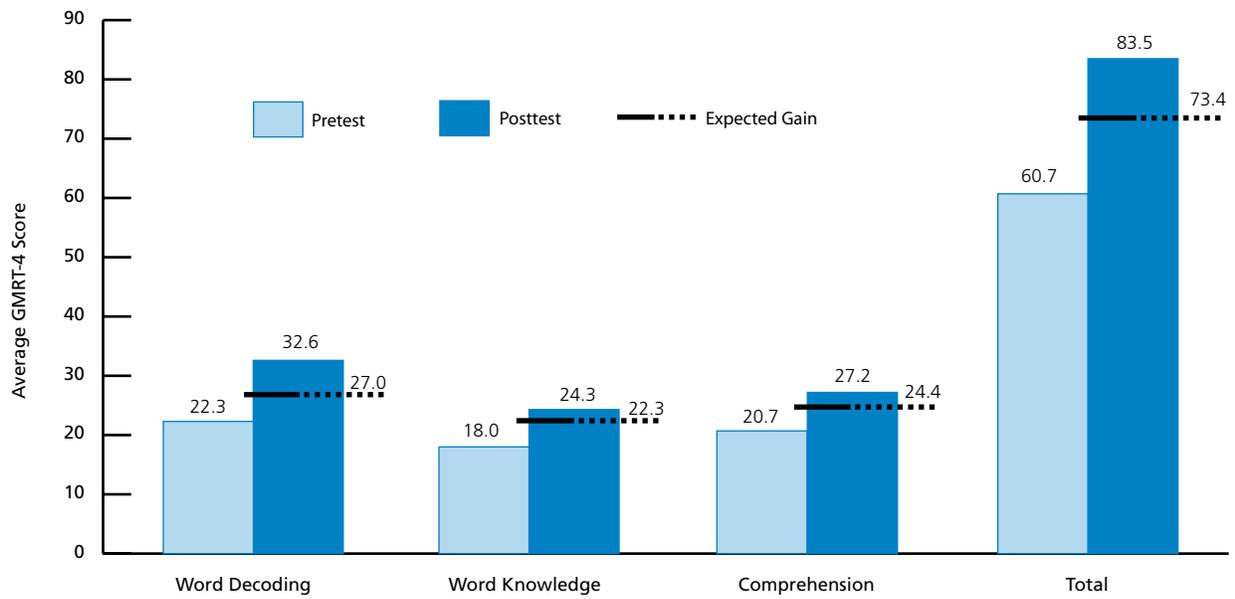
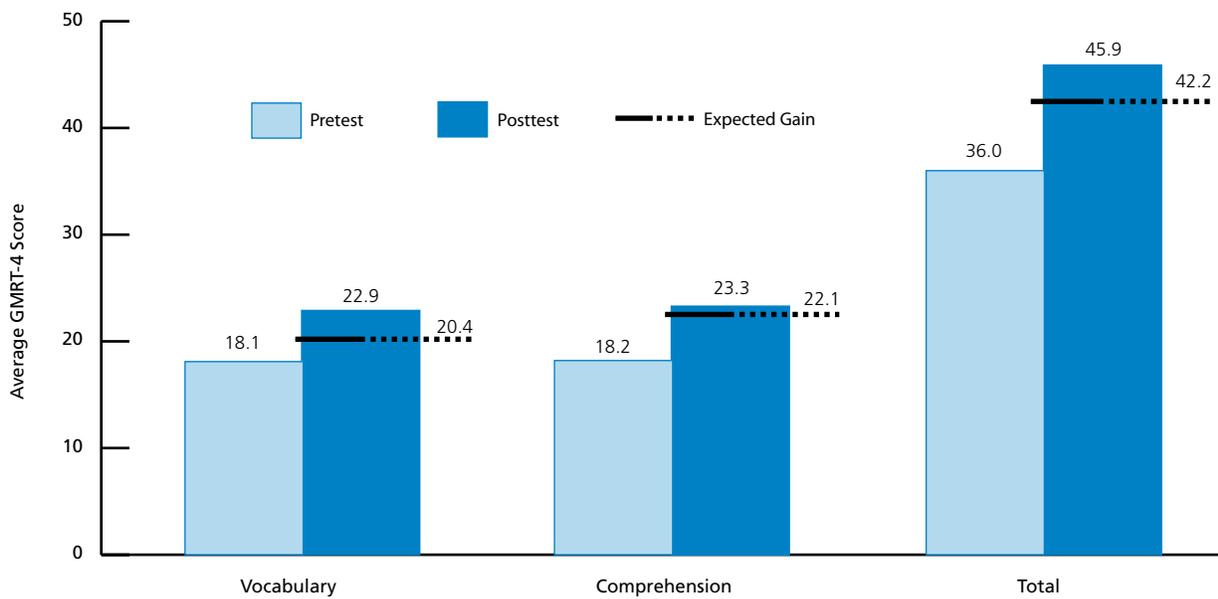


Figure 2
Fourth-grade actual gain on GMRT-4 subtest versus
expected gain derived from norming sample



How *Literacy by Design* Incorporates Identifying Similarities and Differences

Literacy by Design teaches students how to identify similarities and differences within the context of comprehension instruction. Comparing and contrasting information is an integral part of the key comprehension strategy, Make Connections. Students can compare and contrast information within and across texts that are used in both whole-class and small-group instruction. Students can also demonstrate their understanding of how to identify similarities and differences using graphic organizers, including the Compare/Contrast Organizer and the Make Connections Organizer.

Summarizing and Note-Taking

Marzano et al. (2001) identified the following guiding principles for effective summarizing and note-taking:

- “To effectively summarize, students must delete some information, substitute some information, and keep some information.
- To effectively delete, substitute, and keep information, students must analyze the information at a fairly deep level.
- Being aware of the explicit structure of information is an aid to summarizing information.
- Verbatim note taking is, perhaps, the least effective way to take notes.
- Notes should be considered a work in progress.
- Notes should be used as study guides for texts.
- The more notes that are taken the better.” (pp. 30–44)

How *Literacy by Design* Incorporates Summarizing and Note-Taking

Literacy by Design teaches students how to effectively take notes on information they read and analyze and synthesize that information into a summary that extends their understanding of the

subject. During instruction of key comprehension strategies, such as Synthesize: Summarize and Determine Importance, students are guided through the process of effective note-taking and summarization. Graphic organizers, including the Summary Organizer and the Determine Importance Organizer, provide students with note-taking formats that support effective practice. Students also have opportunities to apply summarization and note-taking skills during Interactive Reading, wherein they are required to take notes on key information in the text.

Reinforcing Effort and Providing Recognition

Marzano et al. (2001) identified the following guiding principles for reinforcing effort and providing recognition:

- “Not all students realize the importance of believing in effort.
- Students can learn to change their beliefs to an emphasis on effort.
- Rewards do not necessarily have a negative effect on intrinsic motivation.
- Reward is most effective when it is contingent on the attainment of some standard of performance.
- Abstract symbolic recognition is more effective than tangible rewards.” (pp. 50–57)

How *Literacy by Design* Incorporates Reinforcing Effort and Providing Recognition

Literacy by Design provides an overall model that promotes student ownership and independence as a motivator through the gradual release of responsibility. Using this research-based model, teachers guide students through instruction, building layers of knowledge and ability. This step-by-step scaffolded approach ensures student success, which in turn leads to student motivation. Because students receive the right instruction at the right time, with plenty of opportunities for practice and application, their confidence grows with each learning achievement.

Regardless of their reading level, all students are provided with materials that are age-appropriate and that offer a multitude of topics based on grade-level reading content. In addition, the structure of daily Independent Reading time provides students with many choices in reading material which serves as a motivating factor and encourages student ownership and responsibility for learning.

Homework and Practice

Marzano et al. (2001) identified the following guiding principles for homework and practice:

- “The amount of homework assigned to students should be different from elementary to middle to high school.
- Parent involvement in homework should be kept to a minimum.
- The purpose of homework should be identified and articulated.
- Establish and communicate a homework policy.
- Design homework assignments that clearly articulate the purpose and outcome.
- Vary the approaches to providing feedback
- Mastering a skill requires a fair amount of focused practice
- While practicing, students should adapt and shape what they have learned.” (pp. 61–69)

How *Literacy by Design* Incorporates Homework and Practice.

Literacy by Design includes a plan for homework that is grade-level appropriate and allows students to practice skills learned in the classroom, including meaningful practice of spelling routines, phonics and word study skills, phonics decodables, and ongoing test practice. Homework is based on consistent, weekly routines that clearly denote expectations for both students and parents. Required parental involvement is minimal, and teachers provide all necessary communication regarding homework in letters that they can easily reproduce and send home to families.

Nonlinguistic Representations

Marzano et al. (2001) identified the following guiding principles for using nonlinguistic representations:

- A variety of activities produce nonlinguistic representations.
- Nonlinguistic representations should elaborate on knowledge.” (pp. 73–74)

How *Literacy by Design* Incorporates the use of Nonlinguistic Representations

Literacy by Design incorporates nonlinguistic representations through vocabulary instruction based on Marzano’s research-proven six-step approach. For example, in Step 3, *Show*, students demonstrate their understanding of a word by drawing a visual representation in their vocabulary journals. Students also depict nonlinguistic representations consistently by using the graphic organizers, which are provided for comprehension and writing instruction.

Cooperative Learning

Marzano et al. (2001) identified the following guiding principles for employing cooperative learning in the classroom:

- “Organizing groups based on ability levels should be done sparingly
- Cooperative groups should be kept rather small in size.” (pp. 87–88)

How *Literacy by Design* Incorporates Cooperative Learning

Literacy by Design incorporates cooperative learning through Interactive Reading and Small Group Strategic Reading. During Interactive Reading, students work with partners to read a selection and then apply a specific comprehension strategy. All students can therefore apply their knowledge of

skills and strategies with the support of a peer and without the intimidation of the whole-class setting.

Small Group Strategic Reading provides differentiated instruction to small groups of students based on a specific instructional purpose. Students work in flexible, differently mixed groups on the goal of the learning task and then break apart once they have achieved the goal. Flexible grouping maximizes students' success and accelerates their reading growth, and working in small groups allows students to cooperatively make meaning of a text and apply the focus skills at hand.

Setting Goals and Providing Feedback

Marzano et al. (2001) identified the following guiding principles for setting goals and providing feedback:

- “Instructional goals narrow what students focus on.
- Instructional goals should not be too specific.
- Students should be encouraged to personalize the teacher’s goals.
- Feedback should be ‘corrective’ in nature.
- Feedback should be timely.
- Feedback should be specific to a criterion
- Students can effectively provide some of their own feedback” (pp. 94–99)

How *Literacy by Design* Incorporates Setting Goals and Providing Feedback

Literacy by Design provides a variety of tools that teachers and students can use to set goals and provide feedback for both reading and writing. Small Group and Independent Reading time provides the necessary framework for students to receive specific feedback based on differentiated instruction. Teachers conference with individual students during this time, and reading and writing conference forms are provided as a guide to give feedback and set individual goals. Both the Comprehension Bridge and Writing Bridge cards

provide rubrics for differentiated instruction and assessment of below-level, on-level, and above-level students. Independent reading logs and self-assessment tools are also provided to encourage student reflection and feedback.

Generating and Testing Hypotheses

Marzano et al. (2001) identified the following guiding principles for generating and testing hypotheses:

- “Hypothesis generation and testing can be approached in a more inductive or deductive manner.
- Teachers should ask students to clearly explain their hypotheses and their conclusions.” (pp. 104–105)

How *Literacy by Design* Incorporates Generating and Testing Hypotheses

Literacy by Design teaches students how to generate and test hypotheses within the context of comprehension instruction. Testing hypotheses is an integral part of the comprehension skill Infer: Predictions. Students are guided through comprehension instruction and are presented with multiple opportunities to make predictions, test their predictions, and draw conclusions in both whole-class and small-group instruction. Students also have the opportunity to demonstrate their understanding of the how to make and test their predictions using graphic organizers such as the Predictions Organizer and the Conclusions Organizer.

Cues, Questions, and Advanced Organizers

Marzano et al. (2001) identified the guiding principles for using cues, questions, and advanced organizers:

- “Cues and questions should focus on what is important as opposed to what is unusual.

- ‘Higher level’ questions produce deeper learning ‘lower level’ questions.
- ‘Waiting’ briefly before accepting responses from students has the effect of increasing the depth of students’ answers.
- Questions are effective learning tools even when asked before a learning experience.” (pp. 113–114)

How *Literacy by Design* Incorporates Cues, Questions, and Advanced Organizers

Literacy by Design incorporates use of cues, questions, and advanced organizers during comprehension instruction and through the use of text organizers before, during, and after reading. During instruction of the key comprehension strategy Ask Questions, students learn that asking questions before, during, and after reading can help them focus on important details to clarify and deepen their understanding of the text. This process is facilitated by use of the Ask Questions Organizer. In addition, *Literacy by Design* ensures the use of “higher level” questions by including both literal and inferential comprehension questions in each lesson.

Literacy by Design also provides text organizers to support English language learners (ELLs) and struggling readers during reading instruction. These text organizers are based on the whole-class reading selections and are used in conjunction with the Preview/View/ Review instructional technique for ELL support. They help students grasp the concept of what they are about to read, serve as a tool to guide students during the reading, and provide a place to record reflections after the reading.

Instruction Based on Scientific Research

The following sections outline connections between scientific research in the area of literacy development and specific instructional elements of *Literacy by Design*. Within each section, the following strands are provided:

Guiding Principle—presents the key research findings and conclusions that guided the construction of the instructional pedagogy of *Literacy by Design*.

Excerpts From Research Underlying *Literacy by Design*—provides illustrative examples of scientifically based reading research from the literature that were fundamental to the manner in which the instructional elements of *Literacy by Design* were developed.

From Research to the Classroom—provides sample instructional references to show how *Literacy by Design* incorporates the research-based instructional elements into the pedagogy. The combined effect of presenting major research findings with the related features of *Literacy by Design* should help readers better understand how the program incorporates scientifically based reading research into its instructional design. A complete bibliography of the research used in the development of *Literacy by Design* is provided at the end of this document.

Connected and Explicit Comprehension Instruction

Guiding Principle

“Effective comprehension strategy instruction is explicit, or direct. Research shows that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling (“thinking aloud”), guided practice and application.” (Armbruster, Lehr, & Osborne, 2001, p. 53)

“Effective comprehension instruction can be accomplished through cooperative learning.... Students work together to understand content-area texts, helping each other learn and apply comprehension strategies. Teachers help students learn to work in groups. Teachers also provide demonstrations of the comprehension strategies and monitor the progress of students.” (Armbruster et al., 2001, p. 54)

“We need to rethink our understanding of comprehension and extend and refine our definition to include listening comprehension.” (Opitz & Zbaracki, 2004, p. x)

Excerpts From Research Underlying *Literacy by Design*

“Perhaps the most critical understanding about building comprehension is the effectiveness of explicit instruction in comprehension strategies. Study after study has revealed that explicitly teaching students even one strategy for comprehending text can improve their comprehension.... [However,] it seems that teaching multiple comprehension strategies simultaneously is particularly powerful.” (Duke & Reynolds, 2005, pp. 14–15)

“Emergent readers can and should be exposed to a wide range of meaning-seeking strategies so they understand from the beginning that reading is about comprehension. Anything less is not reading.” (Hoyt, 2005b, p. 386).

“Children who are better listeners are also better learners.... In particular children who comprehend well through listening do the same when reading.” (Opitz & Zbaracki, 2004, p. 6)

“Current theory and research indicates that the knowledge and skills needed for speaking and listening are inextricably intertwined and, therefore, the two should not be treated as separate from one another, or separate from reading and writing. All four processes are language processes; experiences that enhance development in one area should benefit development in the other areas.” (Pinnell & Jaggar, 1991, p. 710)

“[Teachers] can guide students to analyze the reading task, to make efficient plans for purposeful reading, and to use appropriate strategies to enhance their ability to comprehend and reason from the text.... The use of these metacognitive strategies can significantly enhance these important components of reading comprehension for students.” (Tregaskes & Daines, 1989, p. 58)

“The results of the present research demonstrate that children can be trained to increase their

inferential comprehension of expository text and can apply these skills to comprehending untaught material.” (Carr, Dewitz, & Patberg, 1983, p. 15)

“Clearly, direct instruction on comprehension strategies, a component of both experimental treatments, is an important aspect of effective teaching. Direct instruction involves teachers presenting comprehension and metacomprehension strategies, and students practicing the strategies with teachers guiding them and giving them corrective feedback.” (Stevens, Slavin, & Farnish, 1991, p. 14)

“Teaching children to be more strategic readers and writers involves making children aware of potential strategies, helping them to attribute success to good strategies, and helping them to choose and monitor appropriate strategies.” (Paris & Paris, 2001, p. 92)

“In this study we demonstrated the value of strategy instruction when the goal was to understand particular texts and especially when the goal was to understand independently read texts.” (Dole, Brown, & Trathen, 1996, p. 82)

“Explicit, teacher-led instruction in think aloud is an effective means to enhance students’ comprehension monitoring abilities.” (Baumann, Seifert-Kessell, & Jones, 1992, p. 164)

“Weaker readers benefit from instruction about how to use multiple comprehension strategies. Such instruction is long term. It involves extensive teacher explanation and modeling.” (Pressley, 2000, p. 47)

“Students exposed to graphic organizers recalled significantly more [ideas from expository prose] than the controls under the descriptive text condition for both immediate and delayed recall measures.” (Alvermann, 1981, p. 47)

From Research to the Classroom

Literacy by Design includes explicit and connected comprehension instruction. It is the only program that uses a common comprehension strategy to link whole-class, small-group, and independent reading. Eight key research-based strategies form the foundation of comprehension instruction across all grade levels. These strategies include the following:

Making Connections. Making Connections is a strategy that helps readers bridge from the unknown to the known by connecting texts to their background knowledge. Instruction focuses on text-to-text, text-to-self, text-to-world connections, along with compare and contrast and the use of background knowledge. To examine instruction that focuses on Making Connections within different literacy experiences such as Modeled, Shared, Interactive, and Small Group lessons, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 15
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 14, 20, 32
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, pp. 14, 28, 32
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 279
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, pp. 272, 280, 282, 281
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 289

Determining Importance. Determining Importance is a comprehension strategy that helps readers make decisions about what is and is not important in a text. Instruction focuses on main ideas and details, thinking about the purpose for reading, and classifying information. To examine instruction that focuses on Determining Importance, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 47
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 106–107
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, pp. 106–107
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 245
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 40
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 113

Inferring. Inferring is a comprehension strategy that helps readers combine textual content with

their own ideas to fill in gaps and create a unique interpretation of the text. Instruction focuses on making predictions, drawing conclusions, determining fact and opinion, and determining cause and effect. To examine instruction that focuses on Inferring, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 81
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p.72
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, pp. 146–147
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 81
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 338
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 395

Use Fix-Up Strategies. Use Fix-Up Strategies is a comprehension strategy that teaches readers how to select and use word-attack strategies to overcome difficulties in navigating texts. Fix-Up Strategies also uses picture clues, reading on, decoding, and word analysis. To examine instruction that focuses on Use Fix-Up Strategies, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 162
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. 246
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, pp. 178–179
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 213
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 410
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 247

Synthesizing. Synthesizing is a comprehension strategy that helps readers put together pieces of information within a text to form a new idea. Instruction focuses on sequencing, summarizing, classifying and categorizing, and retelling. To examine instruction that focuses on Synthesizing, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 213
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. 152
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, pp. 206–207
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 377
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 436
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 178

Create Sensory and Emotional Images. *Literacy by Design* teaches readers how to Create Sensory and Emotional Images as one of the eight key comprehension strategies. Readers are taught how to use all five senses to create pictures in their minds before, during, and after reading. Instruction focuses on using visuals, creating images, and revising images. To examine instruction that focuses on how to Create Sensory and Emotional Images within in different literacy experiences such as Modeled, Shared, Interactive and Small Group lessons, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 178
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 344, 346, 360
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, pp. 41, 51, 62
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, pp. 15, 178
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, pp. 114, 115
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, pp. 116, 213

Asking Questions. Asking Questions is a comprehension strategy that helps readers use curiosity to generate questions and enhance the meaning of the text. Instruction focuses on asking questions about meaning, the author's purpose, and visuals. To examine instruction that focuses on Asking Questions, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p.311
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. 48
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. 2
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, pp. 344–345
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 508
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 348

Monitor Understanding. Monitor Understanding is a comprehension strategy that helps readers determine whether the text being read is understood. Instruction focuses on rereading text, self-monitoring for understanding, reflection, and strategic reading. To examine instruction that focuses on Monitor Understanding, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 247
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 1, p. 327
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 2, p. 5
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 411
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 487
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 147

Comprehension is taught explicitly during whole-class and small-group lessons in Step 2: Read and Comprehend, of the 5-Step Lesson Plan. To examine the teaching prompts used in Whole Class lessons featuring Modeled, Shared, and Interactive instruction during Step 2: Read and Comprehend, refer to the following:

- *Literacy by Design Small Group Reading Teacher's Guide*, Grade K, p. 98
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 344, 346, 360

- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, pp. 41, 51, 62
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 279
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, pp. 272, 280, 282
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 273

To examine the teaching prompts used for explicit comprehension instruction in Small Group lessons during Step 2: Read and Comprehend, refer to the following:

- *Literacy by Design Small Group Reading Teacher's Guide*, Grade K, p. 98
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 1, p. 327
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 2, p. 5
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 3, p. 43
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 4, p. 228
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 5, p. 163

Explicit comprehension instruction within *Literacy by Design* is linked seamlessly from whole-class to small-group to independent reading through instruction found in the Comprehensive and Small Group Reading Teacher's Guides and through the following components: Comprehension Bridge Cards, Comprehension Organizers, and Rubrics for Progress Monitoring.

Comprehension Bridge Cards link whole-class comprehension strategy instruction to small-group and independent-reading instruction. The cards provide guidance for helping teachers differentiate comprehension instruction for below, on-level, and above-level learners during small-group strategic reading instruction and independent reading. To examine examples of differentiated comprehension instruction, refer to the following:

- Grade K Comprehension Bridge Card #7: Synthesize
- Grade K Comprehension Bridge Card #10: Infer: Predictions
- Grade 1 Comprehension Bridge Card #10: Ask Questions: Meaning
- Grade 1 Comprehension Bridge Card #11: Create Images: Enhance Understanding
- Grade 3 Comprehension Bridge Card #5: Monitor Understanding
- Grade 3 Comprehension Bridge Card #6: Create Images
- Grade 4 Comprehension Bridge Card #8: Ask Questions
- Grade 4 Comprehension Bridge Card #9: Make Connections: Text-to-Text, Self, and World
- Grade 5 Comprehension Bridge Card #6: Synthesize
- Grade 5 Comprehension Bridge Card #7: Create Images

Comprehension Organizers support comprehension strategy use, and *Literacy by Design* provides the teacher with an organizer for each comprehension strategy they teach. The organizer is modeled in whole-class instruction, practiced in small-group strategic reading, and used to apply the comprehension strategy during independent reading. To examine examples of Comprehension Organizers, refer to the following:

- *Literacy by Design Skills Masters*, Grade K, p. 44: Fix-Up Strategies Organizer
- *Literacy by Design Skills Masters*, Grade 1, p. 104: Comprehension Organizer: Create Images
- *Literacy by Design Skills Masters*, Grade 2, p. 317: Use Visuals Organizer: Create Images: Use Visuals
- *Literacy by Design Skills Masters*, Grade 3, p. 14: Comprehension Organizer: Make Connections
- *Literacy by Design Skills Masters*, Grade 4, p. 58: Comprehension Organizer: Text-to-Text, Self, and World
- *Literacy by Design Skills Masters*, Grade 5, p. 44: Comprehension Organizer: Create Images

Rubrics for Progress Monitoring are provided on the Comprehension Bridge Cards so that teachers can gauge each student’s mastery of a given comprehension strategy. To examine examples of Rubrics for Progress Monitoring, refer to the following:

- Grade K Comprehension Bridge Card #7: Synthesize
- Grade 1 Comprehension Bridge Card #10: Ask Questions: Meaning
- Grade 2 Comprehension Bridge Card #5: Infer
- Grade 3 Comprehension Bridge Card #7: Use Fix-Up Strategies
- Grade 4 Comprehension Bridge Card #8: Ask Questions
- Grade 5 Comprehension Bridge Card #7: Create Images

Literacy by Design provides a streamlined comprehension scope and sequence to support student mastery of comprehension strategies and maintains a 2-week focus on each strategy in the first half of the school year to ensure student mastery of the eight key comprehension strategies. A related skill for each comprehension strategy is focused on during the second half of the school year, reinforcing the eight key comprehension strategies. For a complete scope and sequence, refer to:

- *Literacy by Design Comprehensive Teacher’s Guide*, Grade K, Appendix, pp. A3–A11
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 1, Appendix, pp. A3–A11
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 2, Appendix, pp. A3–A11
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 3, Appendix, pp. A3–A11
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 4, Appendix, pp. A3–A11
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 5, Appendix, pp. A3–A11

Comprehensive and Explicit Writing Instruction

Guiding Principle

“If the goal is to enhance students’ ability to present information in written form:

- Provide students with heuristics for the overall process of writing, and have students practice these heuristics paying particular attention to how they might be improved.
- Present students with strategies for encoding thought into print.
- Present students with strategies for analyzing a topic in depth prior to writing about it.
- Provide students with information.” (Marzano, 1998, p. 133)

Excerpts From Research Underlying *Literacy by Design*

“When we set out to learn anything, we look to others who are experts at what we are trying to learn to do. Learning to write is no different. In teaching our students to be good writers, one of the first things we want them to be able to do is to anchor themselves to authors and texts they admire.” (Davis & Hill, 2003, p. 10)

“If, in fact, the six-trait model defines what we value in writing, then teaching them the traits teaches them, by definition, what good writing is. This study tends to support the conclusion that, as the result, student writing improves.” (Arter, Spandel, Culham, & Pollard, 1994)

“The primary finding from this meta-analysis was that strategy instruction is effective in improving students’ writing performance.... Strategy instruction not only had a strong impact on students’ writing immediately following instruction but these effects were also maintained over time and generalized.” (Graham, 2006, p. 204)

“Students benefited from daily writing instruction. In other words, students need a connected and coordinated literacy curriculum—one that has a

significant emphasis on writing instruction. With new accountability systems focused on writing and the needs of struggling readers, limiting instruction to reading will likely not result in the desired outcomes.” (Fisher & Frey, 2003, p. 404)

“Shall we teach grammar?... To what end? To enhance students’ grammar knowledge and then write better... The results suggest that we do that by using grammar as the cueing system in intentional writing instruction. The grammar we decide to teach doesn’t exist in a vacuum; it exists as a system of content knowledge that should enhance students’ writing performance. This study offers evidence that grammar instruction in writing can accomplish that purpose.” (Fearn & Farnan, 2005, p. 7)

“The components, particularly the use of cooperative learning and the writing process, cause students to get more actively engaged in and take more responsibility for their own learning. By discussing what they have read, writing response to the content of their reading, and critiquing what one another have written, the students actively process what they have read and learned, thus making it much more likely that they will retain and recall it. These processes make the students generate more connections between what they have read and what they already know, hence increasing the potential for retention.” (Stevens, 2003, p. 155)

“Extended writing creates the ground for extended learning. Such writing allows for a wider choice of approaches (personal, analytical, critical), and it requires a more thorough coordination of information from the source text, presentation, or discussion.” (Shanahan, 2004, p. 67)

“The most important knowledge is procedural, general procedures of the composing process and specific strategies for the production of discourse and the transformation of data for use in writing. The research indicates that when curriculums begin to focus on such procedural knowledge, they will begin to produce more effective writers.” (Hillocks, 1987, p. 81)

“The act of writing involves three major elements which are reflected in the three units of the model: the task environment, the writer’s long-term memory, and the writing processes. The task

environment includes all of those things outside the writer’s skin, starting with the rhetorical problem or assignment and eventually the growing text itself. The second element is the writer’s long-term memory in which the writer has stored knowledge, not only of the topic, but of the audience and of various writing plans. The third element in our model contains writing processes themselves, specifically the basic processes of Planning, Translating, and Reviewing, which are under the control of a Monitor.... A good writer is a person who can juggle all of these demands.” (Flower & Hayes, 1981, p. 369)

“The 1992 [National Assessment of Educational Progress (NAEP)] survey asked students how much emphasis their teachers placed on several writing practices that characterize process writing. NAEP found that students who reported greater use of these activities had higher average writing scores.... On the 1998 assessment, 80 percent of the students in the sample reported regularly engaging in process writing activities.... Again processing writing instructional practices were associated with higher test scores.... Therefore the results of the NAEP surveys offer reassurance to teachers who use a process writing approach.... The results suggest that students trained in process writing may transfer their writing skills and strategies successfully.” (Unger & Fleischman, 2004, pp. 90–91)

“In summary, the findings of the present study suggest that direct instruction in narrative structure helps children organize compositions better. Such instruction also appears to benefit quality particularly.” (Fitzgerald & Teasley, 1986, p. 431)

From Research to the Classroom

Literacy by Design is the first comprehensive series that includes a full writing program, and all four key elements of writing instruction are covered: writing forms, organizational patterns, writing traits, and writing process are the focus of writing instruction.

Writers choose a writing form based on the audience and writing purpose. Writing forms include story, poem, letter, procedural text, report, observation log, personal narrative, newspaper article, and biography. To examine examples of instruction on writing forms, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, pp. 247, 249, 251
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 347, 349, 351
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, pp. 49, 51, 53
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, pp. 347, 349, 351
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, pp. 281, 283, 285
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, pp. 215, 217, 219

To examine writing forms, refer to the following:

- *Literacy by Design Whole Class Writing Charts*, Grade K, Chart #16: Writing Trait: Organization
- *Literacy by Design Whole Class Writing Charts*, Grade 1, Chart #23: Form: Report
- *Literacy by Design Whole Class Writing Charts*, Grade 2, Chart #16: Writing Trait: Organization
- *Literacy by Design Writing Transparencies*, Grade 3, Transparency #65: Form: Story
- *Literacy by Design Writing Transparencies*, Grade 4, Transparency #53: Form: Biography
- *Literacy by Design Writing Transparencies*, Grade 5, Transparencies #37 and #38: Form: Newspaper Article

Writers organize their writing using organizational patterns, and they learn to choose an organizational pattern according to audience, purpose, and form. Organizational patterns include sequence, main idea and details, problem and solution, cause and effect, compare and contrast, and persuasive essay. To examine examples of instruction on organizational patterns, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, pp. 379, 381, 383
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 17, 19, 21
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, pp. 115, 117, 119
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, pp. 391, 383, 391

- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, pp. 181, 183, 185
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, pp. 259, 261

When students understand the traits of good writing, they are empowered to examine their writing in detail and find areas for improvement. Writing traits *Literacy by Design* focuses on include ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. To examine examples of writing-trait instruction, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, pp. 173, 179
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 339, 345
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, pp. 75, 93
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, pp. 339, 345
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, pp. 471, 477
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, pp. 189, 191

When writers understand that writing happens in phases, as part of a process, it removes the intimidation of writing a perfect sentence for the first time. It also provides the insight that not all writing pieces must be completed at the same level. The writing process includes these phases: prewriting, drafting, revising, editing, and publishing. To examine examples of writing-process instruction, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, pp. 239, 345
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 141, 147
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, pp. 107, 123
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, pp. 377, 387
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, pp. 273, 279

- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, pp. 371, 377

Literacy by Design uses key reading selections as mentor texts that exemplify the traits of good writing and serve as writing role models for students. Mentor texts are used during Step 4: Build Writing Skills, in the 5-Step Lesson Plan in *Literacy by Design*. To examine samples of instruction using mentor texts, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 149
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 340–343 and the accompanying lesson plan on p. 339
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. 49
- *Literacy by Design Transparencies*, Grade 3, pp. 25–26 and the accompanying lesson plan on p. 149
- *Literacy by Design Transparencies*, Grade 4, pp. 49–50 and the accompanying lesson plan on p. 281
- *Literacy by Design Transparency*, Grade 5, p. 54 and the accompanying lesson plan on p. 295

Students will need clear written-communication skills in their future careers, and *Literacy by Design* offers a full 60 minutes of writing instruction each day, which can be tailored to suit a variety of implementation models. Each lesson in *Literacy by Design* includes Step 4: Build Writing Skills, and Step 5: Support Writing Independence. These two steps provide students with explicit and comprehensive writing instruction. To examine examples of Step 4 and Step 5 writing instruction, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 355
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. 355
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. 189
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 173

- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 283
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 189

Writing Bridge Cards link whole-class writing instruction to small-group and independent writing instruction. The cards provide guidance for helping teachers differentiate writing instruction for below, on-level, and above-level learners during small-group writing instruction and independent writing. To examine examples of differentiated writing instruction, refer to the following:

- Grade K Writing Bridge Card #11: Trait: Organization
- Grade 1 Writing Bridge Card #22: Form: Letter
- Grade 2 Writing Bridge Card #11: Trait: Organization
- Grade 3 Writing Bridge Card #12: Main Idea and Details
- Grade 4 Writing Bridge Card #17: Process: Editing
- Grade 5 Writing Bridge Card #16: Organizational Pattern: Cause and Effect

Rubrics for Progress Monitoring are provided directly on the Writing Bridge Cards so that teachers can gauge each student's mastery of a given writing skill. To examine examples of Rubrics for Progress Monitoring, refer to the following:

- Grade K Writing Bridge Card #11: Rubric: Trait: Organization
- Grade 1 Writing Bridge Card #22: Rubric: Form: Letter
- Grade 2 Writing Bridge Card #13: Rubric: Trait: Voice
- Grade 3 Writing Bridge Card #12: Rubric: Main Idea and Details
- Grade 4 Writing Bridge Card #17: Rubric: Process: Editing
- Grade 5 Writing Bridge Card #15: Rubric: Process: Revising

Literacy by Design provides a Writing Assessment Rubric that contains key behavioral indicators for

holistically evaluating the development of young writers. The rubric can help teachers identify the developmental stage of students and plot future growth. To examine the Writing Assessment Rubric, refer to the following:

- Grade K Writing Bridge Card #11: Rubric: Trait: Organization
- Grade 1 Writing Bridge Card #22: Rubric: Form: Letter
- Grade 2 Writing Bridge Card #13: Rubric: Trait: Voice
- Grade 3 Writing Bridge Card #12: Rubric: Main Idea and Details
- Grade 4 Writing Bridge Card #18: Rubric: Form: Biography
- Grade 5 Writing Bridge Card #15: Rubric: Process: Revising

Connected Reading and Writing

Guiding Principle

“Studies show that reading and writing depend on a common base of cognitive processes and knowledge, and we have a particularly fertile understanding of what kinds of linguistic knowledge are shared between reading and writing, how the patterns of this knowledge sharing change with development, and how reading and writing influence each other.” (Shanahan, 2006, p. 179)

Excerpts From Research Underlying *Literacy by Design*

“[T]he previous research studies provide consistent support for viewing writing as a powerful tool for the enhancement of thinking and learning. Writing and reading together engage learners in a greater variety of reasoning operations than when writing or reading are apart or when students are given a variety of other tasks to go along with their reading.” (Tierney & Shanahan, 1991, p. 272)

“Our analysis suggests that, at least in first grade, reading and writing ability grow together.... This

observation replicates a number of findings that skill in writing is related to skill in reading.” (Stahl, Pagnucco, & Suttles, 1996, p. 141)

“The interactive model, in which reading knowledge could be used in writing and writing knowledge could be used in reading, provided the best description of the data.... These results suggest that contrary to common practice, writing should be introduced soon after reading instruction commences.” (Shanahan & Lomax, 1986, p. 122)

“Several broad conclusions about the links between reading and writing can be drawn: Good readers are often good writers and vice versa, students who write well tend to read more than those who do not write well, wide reading improves writing, and students who are good readers and writers perceive themselves as such and are more likely to engage in reading and writing on their own.” (Vacca & Vacca, 1996, p. 286)

“Effective reading programs should be coupled with good writing programs. It’s hard to become a good writer without doing lots of reading.” (Freeman & Freeman, 2000, p. 105)

From Research to the Classroom

Reading and writing have a reciprocal relationship, and connecting these two critical aspects of literacy by instruction will benefit learners. Readers who read like writers have a deeper understanding of text. Writers who write like readers are better able to express themselves. The integrated approach to reading and writing instruction in *Literacy by Design* helps learners understand these connections.

In *Literacy by Design*, mentor texts are the critical points of connection between reading and writing. Each mentor text serves a dual purpose—it is both a shared reading selection to be comprehended and a piece of writing to be explored. Mentor texts are used during Step 4: Build Writing Skills, in the 5-Step Lesson Plan found in *Literacy by Design*. To examine examples of mentor texts, refer to the following:

- *Literacy by Design Comprehensive Teacher’s Guide*, Grade K, pp. 405, 411

- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 340–343 and the accompanying lesson plan on p. 339
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. 17
- *Literacy by Design Transparencies*, Grade 3, pp. 31–32 and the accompanying lesson plan on p. 181
- *Literacy by Design Transparencies*, Grade 4, pp. 49–50 and the accompanying lesson plan on p. 281
- *Literacy by Design Transparencies*, Grade 5, pp. 55–56 and the accompanying lesson plan on p. 313

The connection between reading and writing is also made during Small Group Strategic Reading lessons. In Step 3: Support Reading Independence, students are asked to Think and Write. This portion of the lesson asks students to respond in writing to the book they just read in their Small Group lesson. To examine examples of Think and Write activities, refer to the following:

- *Literacy by Design Small Group Reading Teacher's Guide*, Grade K, p. 115
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 1, p. 329
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 2, p. 5
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 3, p. 110
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 4, p. 230
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 5, p. 250

Gradual Release of Responsibility

Guiding Principle

“These instructional experiments ... appear to warrant the conclusion that we can teach comprehension skills if we are able to define them carefully, model for students methods they can use to complete skill activities, offer plenty of guided practice (with the teacher offering feedback as the tasks are completed), and then allow students to

practice the skills on their own.... When the teacher is taking all or most of the responsibility for task completion, he is ‘modeling’ or demonstrating the desired application of some strategy. When the student is taking all or most of that responsibility she is ‘practicing’ or ‘applying’ that strategy. What comes in between these two extremes is the gradual release of responsibility from teacher to student.” (Pearson & Gallagher, 1983, pp. 333, 334)

Excerpts From Research Underlying *Literacy by Design*

“This model [the gradual release of responsibility model] indicates a progression from teacher modeling to shared reading and writing, to guided reading in writing in small groups, to sustained reading and writing. In other words, the model shows, from top to bottom key literacy events that give increasing responsibility to learners.” (Weaver, 2002, p. 326)

“The teacher models and explains, relinquishing part of the task to novices only at the level each one is capable of negotiating at any one time. Increasingly, as the novice becomes more competent, the teacher increases her demands, requiring participating at a slightly more challenging level.” (Palinscar & Brown, 1984, p. 169)

“[In these settings], it is the adult who is responsible for getting the job done, with the child participating first as a spectator, then as a novice responsible for very little of the actual work. As the apprentices become more experienced and capable of performing more complex aspects of the task, aspects that have been modeled by the adults time and time again, they are ceded greater and greater responsibility until they become experts themselves.” (Brown & Palinscar, 1989, p. 410)

“It is important to model for students when necessary, but as students become more proficient, it is important to gradually withdraw that support, thereby helping them become increasingly independent.... The principle is to provide the support necessary for [children] to succeed, but no more than is necessary.” (Jones & Gaskins, 1992, p. 8)

“These results support a direct instruction and cooperative learning process.... During the initial stages of practice, the teacher provides support and guidance to students as they practice the strategic processes.... Students then engage in structured cooperative activities in which they work together on additional practice.... Through this process students gradually take on more responsibility as they successfully internalize and master the complex cognitive process.” (Stevens et al., 1991, p. 15)

“The metaphor of scaffolding is not that the teacher provides the scaffold while the student builds knowledge, but the teacher and student jointly place the scaffold and construct an outer structure of shared meaning. The scaffolding is removed gradually, and the student completes the constructive process by assuming ownership and using the newly acquired knowledge.” (Meyer, 1993, p. 50)

From Research to the Classroom

Literacy by Design follows the research that identifies the gradual release of responsibility as an effective model for supporting student independence in reading and writing. Using this research-based model, teachers guide students through important skills and strategies, hence building layers of knowledge and ability. Because students receive the right instruction at the right time, with plenty of opportunities for practice and application, their confidence grows with each learning achievement. The ultimate goal of the gradual release of responsibility model is to help students become independent readers and writers.

The following instructional techniques include the gradual release of responsibility model for reading: Modeled Reading, Shared Reading, Interactive Reading, Small Group Strategic Reading, and Independent Reading. To examine examples of each of these instructional techniques, refer to the following:

- *Literacy by Design Comprehensive Teacher’s Guide*, Grade K, pp. 139, 140, 162
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 1, pp. 40, 48, 64
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 2, pp. 8–9, 16, 30

- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 3, pp. 173, 180, 182
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 4, pp. 272–273, 280–281, 282–283
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 5, pp. 207, 214, 248

The gradual release of responsibility model for writing includes the following instructional techniques: Modeled Writing, Shared Writing, Interactive Writing, Small Group Writing, and Independent Writing. To examine examples of each of these instructional techniques, refer to the following:

- *Literacy by Design Comprehensive Teacher’s Guide*, Grade K, pp. 381, 479, 483
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 1, pp. 349, 351, 359, 361
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 2, pp. 305, 315, 327
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 3, pp. 347, 349, 355, 359
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 4, pp. 147, 153, 161
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 5, pp. 141, 147, 151, 157, 161

The goal of gradual release of responsibility is to create independent readers and writers. *Literacy by Design* includes daily independent reading and writing time within Support Reading Independence activities to meet this goal. To examine examples that support independent reading, refer to the following:

- *Literacy by Design Comprehensive Teacher’s Guide*, Grade K, p. 481
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 1, p. 363
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 2, p. 329
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 3, p. 213
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 4, p. 228
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 5, p. 255

To examine examples that support independent writing, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 481
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. 349
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. 315
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 381
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 228
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 295

Differentiated and Interactive Instruction

Guiding Principle

“Small-group differentiated reading instruction can be used to effectively address the potential problems and serve the important purpose of reducing reading failure. Grouping students of similar reading abilities helps teachers plan instruction that best matches students’ needs.” (Tyner, 2004, p. 113)

“Literature conversations provide a platform for deep, rich comprehension of text. By developing these classroom structures for talk, teachers can help students collaborate, substantiate their ideas, and negotiate.” (Cole, 2003, p. xiv).

Excerpts From Research Underlying *Literacy by Design*

“When partner-to-partner talks punctuate whole class discussions, comprehension and conversation both increase.” (Hoyt, 2005a, p. 69).

“A second major finding of this study was that children learn and remember more lesson material when they are involved in taking active turns [within a small-group setting].... The observed increments in what the student learned at those

moments are attributable to active involvement, per se.” (Anderson, Wilkinson, & Mason, 1991, p. 437).

“Results suggested that ... small-group, teacher directed instruction, on average, enhanced reading performance of struggling readers more than typical, undifferentiated instruction both in terms of statistical significance and in terms of educational relevance.” (Mathes et al., 2003, p. 459)

“Post-hoc tests revealed that students of teachers in the most effective schools spent more time daily in small group instruction...than students of teachers in the moderately effective schools ... or the least effective schools.” (B. M. Taylor, Pearson, Clark, & Walpole, 2000, p. 146)

“The results of the present study indicate that a phonologically based reading program delivered in small groups (three to five) can significantly impact the phonetic and word-level reading skills as well as the reading comprehension skills of deficient readers in first through sixth grade.” (Rashotte, MacPhee, & Torgesen, 2001, p. 13)

“The results indicate ... that in general, students learned more in classes where small-group instruction was used than in classes where it was not used.” (Lou, Abrami, & Spence, 2000, p. 108)

“A differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively.” (Tomlinson, 2001, p. 1)

“Research suggests that the amount of independent, silent reading that children do in school is significantly related to gains in reading achievement.” (Anderson, Hiebert, Scott, & Wilkinson, 1985, pp. 76–77)

From Research to the Classroom

Literacy by Design differentiates instruction with the most precise leveling system available. Each of Grades 1 through 5 has eight levels of readers from which to choose. Grade K has four levels of readers, including a level of wordless text for

building phonemic awareness and concepts of print. To examine the leveling structure for *Literacy by Design*, refer to the following:

- *Literacy by Design Small Group Reading Teacher's Guide*, Grade K, p. T8
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 1, p. T8
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 2, p. T8
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 3, p. T8
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 4, p. T8
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 5, p. T8

Literacy by Design has a dual pathway for acceleration: In whole-class settings, students are exposed to on-level skills and texts; instruction in small-group settings is differentiated. Small-group instruction integrates teaching support to help English language learners and struggling learners access the core set of grade-level skills. It also provides support for students who need enrichment. The Comprehension and Writing Bridges provide differentiated teaching suggestions geared to student performing below, on, and above level. This allows teachers to target instruction for individual students.

With clearly defined learning targets driving interaction and a commitment to focused learning across multiple texts, small-group experiences help learners develop a strategy “tool belt” that allows them to get the most out of the print they read. To examine examples of support for differentiated reading instruction, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 119
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. 151
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. 36
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 185

- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 293
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 279

To examine examples of support for differentiated comprehension instruction, refer to the following:

- *Literacy by Design Small Group Reading Teacher's Guide*, Grade K, p. 113
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 1, p. 327
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 2, p. 3
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 3, p. 168
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 4, p. 228
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 5, p. 133

To examine examples of support for differentiated writing instruction, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 335
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 335, 359
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, pp. 37, 41
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, pp. 168, 179
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, pp. 269, 295
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, pp. 223, 239

Literacy by Design also provides differentiated skill instruction in phonics/word study. Whole-class phonics focuses on grade-level skills whereas small-group lessons focus on developmental phonics. Teachers can support additional phonics studies through the use of the *Literacy by Design* Developmental Phonics CD-ROM. To examine the Developmental Phonics Scope and Sequence, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. T28
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. T28
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. T28
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. T28
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. T28

In addition, *Literacy by Design* provides enrichment opportunities for students who are performing above level. To examine examples of enrichment activities, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 292
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. 358
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. 20
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 428
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 273
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 255

Literacy by Design also encourages interactive instruction by engaging students in meaningful conversations about a topic while providing them with regular opportunities to integrate, apply, and refine the skills they are learning. This instruction is presented in the "Turn and Talk" portion of lesson plans for Whole Class and Small Group lessons. To examine examples of "Turn and Talk," refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 162
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade K, p. 53
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. 360
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 1, p. 329

- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. 15
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 2, p. 73
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 289
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 3, p. 83
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 278
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 4, p. 228
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 178
- *Literacy by Design Small Group Reading Guide*, Grade 5, p. 123

Interactive Reading, another technique used for interactive instruction in *Literacy by Design*, is an intermediary step between Shared Reading and Small Group Strategic Reading. Students apply their knowledge of skills and strategies with the support of a peer and without the intimidation of a whole-class setting. The following interactive reading procedures give an instructional focus and a practical structure to partner work: Read, Cover, Remember, Retell Technique; Say Something Technique; Partner Jigsaw Technique; Two-Word Technique; and Reverse Think-Aloud Technique. To examine examples of these techniques, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 393
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. 360
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. 62
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, pp. 152, 184
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, pp. 284, 294
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, pp. 162, 184

Explicit, Systematic, and Analytic Phonics and Phonemic Awareness Instruction

Guiding Principle

Put Reading First on Teaching Phonemic Awareness and Phonics:

“Phonemic awareness can be taught and learned.”
(Armbruster et al., 2001, p. 5)

“Phonemic awareness instruction makes a stronger contribution to the improvement of reading and spelling when children are taught to use letters as they manipulate phonemes than when instruction is limited to phonemes alone. Teaching sounds along with the letters of the alphabet is important because it helps children to see how phonemic awareness relates to their reading and writing.”
(Armbruster et al., 2001, p. 7)

“Systematic phonics instruction is significantly more effective than non-systematic or no phonics instruction in helping to prevent reading difficulties among at-risk students and in helping children overcome reading difficulties.” (Armbruster et al., 2001, p. 15)

“Along with phonics instruction, young children should be solidifying their knowledge of the alphabet, engaging in phonemic awareness activities, and listening to stories and informational texts read aloud to them. They should also be reading texts (both out loud and silently) and writing letters, words, messages, and stories.”
(Armbruster et al., 2001, p. 15)

Excerpts From Research Underlying *Literacy by Design*

“Some children may need more explicit instruction to develop all levels of phonological awareness.... The activities can and should be an extension of a literary experience so that children can see how the activity connects to reading and writing.” (Opitz, 2000, p. 16)

“Explicit training in the alphabet principle, followed by explicit training in whole word and onset–rime connections, led to greater transfer of the alphabet principle to untrained monosyllabic words.... Teaching multiple connections between spoken and written words at the whole-word and subword level may facilitate transfer of the alphabet principle across word contexts, and training in both explicit phonological and orthographic awareness and explicit phonological–orthographic connections should be taught to achieve transfer to untrained words.” (Berninger et al., 1998, p. 603).

“Results suggest: children who enter first grade with low literacy benefit from early and heavy exposure to phonics; once they can read independently, however, these children then profit from the increased vocabulary work, text discussions, and variety of text types that is characteristic of their higher range peers’ reading curriculum ... and a structured phonics curriculum that includes both onsets and rimes and sounding and blending phonemes within rimes appears to be very effective.” (Juel & Minden-Cupp, 2000, p. 459)

“[C]hildren who participated in a phonological awareness program in kindergarten followed by a reading program in grade 1 that built on this awareness and emphasized explicit instruction in the alphabetic code demonstrated a significant advantage in reading at the end of grades 1 and 2.” (Blachman et al., 1999, p. 264)

“There is now a convergence of research evidence for the view that a systematic training program in word analysis has a facilitating effect on reading and spelling acquisition.” (Lie, 1991, p. 247)

“The second step charges educators to differentiate their phonics and spelling instruction according to their students’ instructional spelling levels and, therefore, to implement small-group instruction in their classroom.” (Invernizzi & Hayes, 2004, p. 223)

“Incorporating systematic word study that directs children’s attention to letter pattern and phonological equivalents is an essential component of early intervention programs, particularly for high-risk children.” (Santa & Høien, 1999, p. 72)

From Research to the Classroom

Literacy by Design provides teachers with systematic and explicit phonics instruction in both whole-class and small-group phonics settings. Whole-class phonics focuses on grade-level skills whereas small-group lessons focus on developmental phonics. Teachers can support additional phonics studies through the use of the *Literacy by Design* Developmental Phonics CD-ROM. To examine the Developmental Phonics Scope and Sequence, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. T28
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. T28
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. T28
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. T28

Literacy by Design provides phonics and phonemic awareness instruction that is integrated into literacy experiences. To examine examples of phonics instruction within different literacy experiences such as Modeled, Shared, and Interactive lessons, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, pp. 206, 226, 230
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 338, 346, 360
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, pp. 8, 16, 30
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, pp. 40, 126

Literacy by Design provides phonological awareness and phonemic awareness instruction in kindergarten and early first grade. Small-group lessons in Step 1: Build Reading Skills, teach phonemic awareness skills such as sound matching, sound blending, sound segmentation, and sound substitution. To examine examples of phonological awareness and phonemic awareness instruction, refer to the following:

- *Literacy by Design Small Group Reading Teacher's Guide*, Grade K, p. 116
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 1, p. 325

Literacy by Design provides a literacy program in which students are constantly reading, writing, listening, and speaking, therefore applying their knowledge of phonics and phonemic awareness. To examine examples of phonics and phonemic awareness instruction with many modalities represented, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 246
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. 362
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. 20
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 3, p. 1

Literacy by Design provides word study for Grades 3 through 5. Students continue instruction on how words work within the Building Reading Skills, Teach Word Study sections taught via different literacy experiences such as Modeled, Shared, and Interactive lessons. To examine examples of word study instruction, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, pp. 370, 376, 390, 391
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, pp. 272, 280, 282, 281
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 5, pp. 292, 304, 312, 313

Explicit Vocabulary Instruction

Guiding Principle

Put Reading First on Explicit Vocabulary Instruction:

“Although a great deal of vocabulary is learned indirectly, some vocabulary should be taught directly.... Direct instruction includes providing students with specific word instruction and teaching students word-learning strategies.” (Armbruster et al., 2001, p. 36)

“Teaching specific words before reading helps both vocabulary learning and reading comprehension.” (Armbruster et al., 2001, p. 36)

“Extended instruction that promotes active engagement with vocabulary improves word learning.” (Armbruster et al., 2001, p. 36)

“Talk with students about new vocabulary and concepts and help them relate the words to their prior knowledge and experiences.” (Armbruster et al., 2001, p. 41)

“The more students use new words and the more they use them in different contexts, the more likely they are to learn the words.” (Armbruster et al., 2001, p. 36)

Excerpts From Research Underlying *Literacy by Design*

“A strong rationale supports the use of direct vocabulary instruction as a means to enhance academic background knowledge.... The [six-step process for direct vocabulary instruction] involves the teacher describing vocabulary terms; students constructing their own descriptions of terms; students constructing nonlinguistic representations; the teacher providing opportunities for students to review and add to their knowledge of the terms; students interacting about the terms; and students playing games involving vocabulary terms.” (Marzano, 2004, pp. 89, 103)

“When the teacher focused students’ attention on the meanings of specific words, the students were more likely to learn and retain the word meanings than when the teacher focused students’ attention on deriving those same word meanings from sentence context.” (Jenkins, Matlock, & Slocum, 1989, p. 228)

“The results suggest that pre-teaching vocabulary enhances children’s understanding of ideas related to the instructed vocabulary regardless of level of importance.” (Wixon, 1986, p. 327)

“Learning word meanings from listening may be more important for the child with reading problems, who is cut off from a significant source of vocabulary growth, than that of written text.” (Stahl, Richek, & Vandevier, 1991, p. 191)

“Students should be given opportunities to manipulate the words in a wide variety of ways, such as creating original contexts for the words, participating in games that require quick associations between words and meanings, and exploring different nuances of a word’s meaning through discussions.” (Beck, McKeown, & McCaslin, 1983, p.181)

“Analytical discussions helped create a stronger conceptual base for children’s vocabularies while they also provided occasions for use of low-frequency words.... An important feature of these interactions is that both teachers and children were involved and the interactions occurred as the story was being read.” (Dickinson & Smith, 1994, pp. 117–118)

“More practice yielded significantly larger increments of learning. On three of the four measures of vocabulary knowledge, the high practice group demonstrated significantly more learning than the medium group, and on all four the medium practice group achieved higher scores than the low group.” (Jenkins et al., 1989, p. 228)

From Research to the Classroom

Literacy by Design provides explicit vocabulary instruction using a research-proven six-step approach that is applied to each new set of vocabulary words. By using this six-step approach, terms are taught in a meaningful way and are reinforced in multiple contexts over time. The six steps used in vocabulary instruction include Explain, Restate, Show, Discuss, Reflect and Refine, and Apply in Learning Games. To examine examples of the six-step approach for vocabulary instruction within different literacy experiences such as Modeled, Shared, and Interactive lessons, refer to the following:

- *Literacy by Design Comprehensive Teacher’s Guide*, Grade K, pp. 244, 248, 260
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 1, pp. 344, 348, 362
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 2, pp. 14, 16, 32
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 3, pp. 112, 116, 118

- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 4, pp. 278, 282, 284
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 5, pp. 310, 348, 350

In *Literacy by Design*, students discuss selection vocabulary in Small Group Strategic Reading lessons. During Step 1: Build Reading Skills, teachers are provided with teaching prompts that allow students to discuss key reading vocabulary with the teacher prior to reading the selection. To examine examples of this Small Group Strategic Reading vocabulary instruction, refer to the following:

- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade K, p. 117
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 1, p. 326
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 2, p. 2
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 3, p. 107
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 4, p. 227
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 5, p. 82

Vocabulary instruction in *Literacy by Design* focuses on both content words, which are specific to a single content area, and general academic words, which cross into a variety of educational content areas. To examine examples of content and general academic vocabulary, refer to the following:

- *Literacy by Design Whole Class Charts*, Grade K, p. 424
- *Literacy by Design Whole Class Charts*, Grade 1, p. 98
- *Literacy by Design Whole Class Charts*, Grade 2, p. 26
- *Literacy by Design Sourcebook*, Grade 3, pp. 162–163
- *Literacy by Design Sourcebook*, Grade 4, pp. 276–277
- *Literacy by Design Sourcebook*, Grade 5, pp. 162–163

Systematic and Explicit Fluency Development

Guiding Principle

Put Reading First on Systematic and Explicit Fluency Development:

“Repeated and monitored oral reading improves reading fluency and overall reading achievement.” (Armbruster et al., 2001, p. 24)

“Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.” (Armbruster et al., 2001, p. 22)

“The more models of fluent reading students hear, the better.” (Armbruster et al., 2001, p. 26)

“Students who read and reread passages orally as they receive guidance and/or feedback become better readers.” (Armbruster et al., 2001, p. 24)

“To read with expression, readers must be able to divide the text into meaningful chunks.... Readers must know to pause appropriately within and at the ends of sentences and must know when to change emphasis and tone.” (Armbruster et al., 2001, p. 23)

“There are several ways that your students can practice orally reading text, including student adult reading, choral (or unison) reading, tape-assisted reading, partner reading, and reader’s theater.” (Armbruster et al., 2001, p. 27)

Excerpts From Research Underlying *Literacy by Design*

“The data from this research strengthen the support for using the repeated reading technique to achieve fluency gains. Additionally, results showed that even students at an acquisition stage can benefit from repeated readings in the form of fluency gains.” (Weinstein & Cooke, 1992, p. 27)

“The major conclusion of this study was that repeated reading ‘worked.’ Students learned to

read a passage faster, more accurately, and with more understanding. Prosodically, the children no longer read in such a word-by-word fashion. They used more appropriate segmental lengthening and intonation at phrase boundaries.... These gains carried over to new but similar passages.” (Dowhower, 1987, p. 402)

“In instances where corrective feedback was combined with repeated reading, students were more successful at boosting their fluency, primarily by decreasing their reading errors.” (Chard, Vaughn, & Tyler, 2002, p. 404)

“High-frequency words are those words that appear over and over again in our language.... If developing readers cannot instantly identify these words, they are unlikely to become fluent.” (Pikulski & Chard, 2005, p. 510)

Listening-while-reading activities affirm the active role of the teacher in instruction and add considerable importance to the notion of modeling fluent reading within the context of reading instruction.” (Rasinski, 2000, p. 149)

“Children involved in Paired Reading on average make 3 times normal progress in reading accuracy and 5 times normal progress in reading comprehension.... Paired Reading has been demonstrated to be effective with children of all levels of assumed ability and potential.” (Topping, 1987, p. 613)

“It is also recommended that for students at the early stages of literacy development, teacher support in the form of mental modeling through mini-lessons and peer support in the form of echo or choral reading be added to the partner activity.” (Dixon-Krauss, 1995, pp. 61–62)

“[T]he results from this study suggest that instructional approaches for developing fluency ... may have considerable potential for improving fluency in second-grade students and may deserve a place in the regular-reading curriculum.” (Rasinski, Padack, Linek, & Sturtevant, 1994, p. 162)

From Research to the Classroom

Literacy by Design provides explicit and systematic fluency instruction that is accessible to all learners. Fluency instruction is an integral part of this comprehensive reading program and provides a vehicle for meaningful reading. Fluency skills are modeled during Whole Class lessons in Step 1: Build Reading Skills. To examine examples of fluency instruction within Whole Class lessons, refer to the following:

- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 1, p. 358
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 2, p. 60
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 3, p. 412
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 4, p. 280
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 5, p. 114

Systematic and explicit fluency instruction occurs in every Small Group Reading lesson in Step 1: Build Reading Skills. To examine examples of fluency instruction in Small Group Reading lessons, refer to the following:

- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 1, p. 328
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 2, p. 4
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 3, p. 149
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 4, p. 104
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 5, p. 229

Each level in *Literacy by Design* provides two Fluency Readers for independent reading and fluency practice. These books can be used for independent repeated readings using downloadable online fluency passages. *Literacy by Design* also provides Fluency Reader™ software, which provides effective and purposeful practice and accurate and fast assessment.

To help students practice fluency in meaningful ways, *Literacy by Design* provides opportunities for

fluency routine, including Reader’s Theater, Partner Reading, and Repeated Reading. Fluent readers do not just get the words right, they read for meaning. That means when they read aloud, they vary pace, pitch, and volume to help listeners make sense of the message. These routines help students develop and practice reading fluency. To examine these fluency routines, refer to the following:

- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 1, p. A27
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 2, p. A39
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 3, p. A27
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 4, p. A27
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 5, p. A27

Literacy by Design provides teachers with fluency assessment rubrics and tracking forms, which ensures that fluency is monitored throughout the school year effectively and efficiently. To examine the fluency assessment rubrics, refer to the following:

- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 1, pp. A28–A30
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 2, p. A31
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 3, p. A29
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 4, p. A29
- *Literacy by Design Small Group Reading Teacher’s Guide*, Grade 5, p. A29

Instruction Connected to the Content Areas

Guiding Principle

“Efforts to integrate content-area and reading instruction promote both general literacy knowledge and skill as well as subject-matter knowledge.” (Palinscar & Duke, 2004, p. 195)

“In this Information Age the importance of being able to read and write informational texts critically and well cannot be overstated. Informational literacy is central to success, and even survival, in advanced schooling, the workplace, and the community.” (Duke, 2000, p. 202)

Excerpts From Research Underlying *Literacy by Design*

“Finally, investigations of how texts can be used to enhance subject-matter learning suggest that efforts to integrate content-area and reading instruction promote general literacy knowledge and skill as well as subject-matter knowledge, even for primary-grade students.” (Palinscar & Duke, 2004, p. 183)

“Linking guided reading selections by topic can support reader development while broadening word knowledge. As content knowledge grows you can begin to move to books of increasing difficulty on the same topic. The previous knowledge scaffolds the reader to be successful with the more difficult material.” (Hoyt, 2005c, p. 245)

“Although the importance of learning to read in the early grades is emphasized more than any other single topic, too little is said about the enabling purpose of this skill. Not until the later grades does there begin to be expressed concern about children’s ability to learn from reading; that is, to read widely and deeply in expository as well as narrative texts. Yet the study amply documents that beginning readers can and do extend their knowledge from meaningful books. If children do not encounter meaningful books until the 3rd or 4th grade, the major message they may be learning in the meantime is that reading lacks purpose.” (Chittenden, Salinger, & Bussis, 2001, p. 72)

“[The] informational text activities observed in this study speak to the potential of informational text to be a productive part of early-grade curricula. As many examples described in this article demonstrate, informational text can be a vehicle to gain, work through, and communicate knowledge about the natural and social world, a vehicle to inspire and attract students to literacy.” (Duke, 2000, p. 221)

“Overall then, including more informational text in first-grade classrooms had positive effects on reading and writing achievement, as well as motivation for at least some groups of students, and no negative effects for any group by the end of first grade.” (Duke, Bennett-Armistead, & Roberts, 2003, p. 34)

“If group discussions ... offer such important benefits to classroom learning, then it would seem that including informational storybooks as a beginning focus for content-area studies may have the potential for initiating thought-provoking ideas about new information and capturing the students’ interest on the topic.” (Leal, 1993, p. 119)

“Exploring informational texts prior to reading fictional texts on the same topic activates background knowledge for students with prior knowledge of the topic and builds it for students without prior knowledge.” (Soalt, 2005, p. 680)

From Research to the Classroom

Literacy by Design’s Whole Class materials feature fiction and nonfiction selections linked to science and social studies themes based on national standards for each grade level. Instruction focuses on listening, speaking, reading, and writing in the context of content-area themes. To examine examples of selections linked to science and social studies themes, refer to the following:

- *Literacy by Design Comprehensive Teacher’s Guide*, Grade K, p. 464. In Theme 15, Look at Me Grow, the science standards “recognize that all organisms go through stages of growth and change” and “recognize the similarities and differences between a parent and a baby” are linked in the reading selections.
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 1, p. 332. In Theme 11, Animals Grow and Change, the science standards “observe and compare life cycles of different animals” and “recognize ways that the appearance of animals changes as they mature” are linked to the reading selections.
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 2, p. 68. In Theme 3, The Moon in

Motion, the science standards “observe, measure, and record changes in the night sky and seasons” and “recognize that the phases of the moon occur in a predictable pattern” are linked to the reading selections.

- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 3, p. 200. In Theme 7, On Moving Ground, the science standards “demonstrate an understanding of Earth’s composition and the changes that occur to the features of the earth” and “Understand that the earth has many geological features that are constantly changing” are linked to the reading selections.
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 4, p. 266. In Theme 9, Native People of North America, the social studies standards “understand similarities and differences of Native American groups before and after European exploration” and “understand the impact of environment on culture” are linked to the reading selections.
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 5, p. 298. In Theme 10, Settling the West, the social studies standards “identify reasons people moved west” and “discuss the experiences of settlers on the overland trails to the West” are linked to the reading selections.

Building academic vocabulary is a critical part of content-area themes. *Literacy by Design* offers meaningful vocabulary instruction that supports academic success across the curriculum. To examine examples of content-area vocabulary instruction, refer to the following:

- *Literacy by Design Whole Class Charts*, Grade K, p. 411
- *Literacy by Design Whole Class Charts*, Grade 1, p. 98
- *Literacy by Design Whole Class Charts*, Grade 2, p. 14
- *Literacy by Design Sourcebook*, Grade 3, pp. 224–225
- *Literacy by Design Sourcebook*, Grade 4, pp. 276–277
- *Literacy by Design Sourcebook*, Grade 5, p. 287

Literacy by Design emphasizes nonfiction texts in leveled text collections, which allow teachers to link science and social studies standards to their Small Group Strategic Reading instruction. Students therefore gain reading proficiency and content-area proficiency at the same time.

In Grades K through 2, 50% of the selections are nonfiction, divided evenly between social studies and science. In Grades 3 through 5, more than 60% of the selections are nonfiction, divided evenly between social studies and science. To examine examples of content-area nonfiction text selections used in *Literacy by Design*, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 298: social studies selection
- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 338: science selection
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 66–71: social studies selection
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 36–41: science selection
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 2, pp. 21–25: social studies selection
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 2, pp. 71–75: science selection
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, pp. 16–20: social studies selection
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 274: science selection
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, pp. 21–25: social studies selection
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 66–70: science selection
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 1: social studies selection
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 100: science selection

Motivation

Guiding Principle

“Maximizing motivation and matching developmental capability should be a sufficient condition for learning.... Motivation is a key antecedent condition. That is, it is a prerequisite to student performance.” (Taylor & Adelman, 1999, p. 258)

Excerpts From Research Underlying *Literacy by Design*

“When there is motivation and interest in reading, comprehension is improved.” (Dole, 2000, p. 65)

“Students can gain valuable learning while pursuing a well-planned thematic unit or conducting their own personal inquiries; such endeavors are motivational and they can help students to recognize the utility of what is being studied.” (Shanahan, 1997, p. 18)

“Through themes based on big questions, teachers can connect curriculum to students’ lives, making curriculum more interesting.” (Freeman & Freeman, 2000, p. 11)

“It appears that at least some children have high levels of interest in formational texts or topics addressed therein. For those children, the presence of informational text in the classroom may be motivating. That motivation, in turn, may encourage children to read more or to read more productively.” (Duke et al., 2003, p. 35)

“In the context of read-alouds, bringing together fictional and informational texts on the same topic may motivate children to listen and think more attentively. Children interested in informational texts seem more likely to pay careful attention to a fictional text read with a comparable informational text than to a fictional text read on its own, and children more interested in fictional texts seem more likely to pay careful attention to an informational text read with a comparable fictional text than to an informational text read on its own. In effect one genre provides a bridge to another one in instruction that combines both texts. The resulting

fluid movement between genres helps children become more sophisticated and diverse readers who are prepared to encounter a variety of genres of discourse in school, home, and eventually the working world.” (Soalt, 2005, p. 681)

“Results of this study provide support for the argument that learning has to be viewed as a multidimensional process involving the interplay of cognitive and motivational variables, such as prior knowledge, interest, learning goals, and strategic processing.” (Alao & Guthrie, 1999, pp. 251–252)

“Taken together, the results of these investigations point toward the position that reading motivation increases reading amount. This linkage of reading motivation and reading amount is centrally important to understanding the role of motivation in text comprehension. In our view, one of the major contributions of motivation to text comprehension is that motivation increases reading amount, which then increases text comprehension.” (Guthrie, Wigfield, Metsala, & Cox, 1999, p. 250)

From Research to the Classroom

Because *Literacy by Design* teaches students at their instructional levels, it motivates them through ongoing success. High-interest themes, science and social studies topics, and a variety of fiction and nonfiction books give students an array of reading choices. *Literacy by Design* combines the right amount of challenge with the right amount of support to build confidence and to ensure each student moves forward.

To examine the high-interest themes found in *Literacy by Design*, refer to the following:

- *Literacy by Design Comprehensive Teacher’s Guide*, Grade K, Theme #5: Who I Am
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 1, Theme #11: Animals Grow and Change
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 2, Theme #11: On the Farm
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 3, Theme #5: Times Have Changed

- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 4, Theme #9: Native People of North America
- *Literacy by Design Comprehensive Teacher’s Guide*, Grade 5, Theme #12: The Science of Sports

To examine science and social studies topics, refer to the following:

- *Literacy by Design Whole Class Chart Selection*, Grade 1: “One Tiny Turtle”; science topic
- *Literacy by Design Whole Class Chart Selection*, Grade 2: “Maui and the Sun”; science topic
- *Literacy by Design Small Group Reading Level M Book*, Grade 3: *Bridges, Tunnels, and Roadways*
- *Literacy by Design Sourcebook Selection*, Grade 4: “Sequoyah”; social studies topic.
- *Literacy by Design Small Group Reading Level U Book*, Grade 5: *Walk Across America*

Literacy by Design provides students access to highly engaging materials. Beyond the high-interest themes and the interesting nonfiction topics, students encounter materials that spark their interest through fantastic photography and stunning artwork.

In *Literacy by Design*, readers are engaged and motivated by an array of genres ranging from realistic fiction to humorous fiction to science fiction. Nonfiction genres include expository writing, persuasive writing, and biographies, to name a few. Songs, poems, traditional tales, and informational articles are intended to give students new experiences with texts.

It is important to engage students in discussions about what they are reading, to motivate them to learn and comprehend texts. In *Literacy by Design*, teachers are prompted to invite students to participate in conversations. Rather than having teacher-dominated discussions, students are asked to interact with each other. The technique of “Turn and Talk” is used throughout *Literacy by Design* lessons, energizing the whole class. To examine examples of “Turn and Talk” prompts, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. 348
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. 51
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 3, p. 80
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 291
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 5, p. 150

Ongoing Formative and Summative Assessment

Guiding Principle

“Assessments are to inform instruction and to reflect the effect of instruction on intervention. Thus, an effective assessment system should not only provide important information about a child’s relative standing in appropriate normative populations (school, state, and/or national norms and groups), but it should also provide information about a child’s relative strengths and weaknesses for purposes of educational planning.” (Snow, 2003, p. 203)

Excerpts From Research Underlying *Literacy by Design*

“In a differentiated classroom, assessment is ongoing and diagnostic. Its goal is to provide teachers day-to-day data on students’ readiness for particular ideas and skills, their interests, and their learning profile.” (Tomlinson, 1999, p. 10)

“Teachers and students must be involved in ongoing assessment to evaluate progress and plan for subsequent literacy activities and experiences.” (Morrow, 2001, pp. 276–277)

“The assessments best suited to guide improvements in student learning are the quizzes, tests, writing assignments, and other assessments that teachers administer on a regular basis in their classrooms.... [These] assessments also serve as meaningful sources of information for teachers,

helping them identify what they taught well and what they need to work on.” (Guskey, 2003, pp. 7–8)

“All of these studies show that innovations that include strengthening the practice of formative assessment produce significant and often substantial learning gains.” (Black & Wiliam, 1998, p. 140)

“Students exposed to point in-time assessments ... on a more frequent basis are 92% of a grade level ahead of those exposed to point-in-time assessments on a less frequent basis.” (Wenglinsky, 2000, p. 27)

“Large-scale assessments can and should support learning.... Designing new kinds of situations for capturing the complexity of learning requires breaking out of the current paradigm of drop-in-from-the-sky standardized testing.” (Chudowsky & Pellegrino, 2003, p. 75)

From Research to the Classroom

Literacy by Design provides teachers with an array of assessment tools, making assessment quick and reliable and therefore maximizing instructional time. Assessment drives instruction, and with the assessment tools found in *Literacy by Design*, teachers can design instruction that will best facilitate student growth.

Rigby READS (Reading Evaluation and Diagnostic System) is a valid and reliable assessment that can be administered to the whole class in a single day. Based on the results of this quick and easy assessment, teachers receive individual reading levels for initial placement and instruction and a 5-pillar diagnostic that pinpoints strengths and development areas in comprehension, phonics, phonemic awareness, fluency, and vocabulary.

Literacy by Design also provides teachers with on-the-spot assessment tools that inform instruction, such as Benchmark Books and evaluation protocols for each level to assess ongoing reading progress. A quick accuracy check and a paper-and-pencil comprehension test help teachers determine when a student is ready to move up a level. *Literacy by Design* Benchmark Books contain both fiction and nonfiction selections within a single book. In addition, *Literacy by Design* provides rubrics

for differentiating instruction. These on-the-spot assessment tools provide both comprehension and writing information.

To examine comprehension rubrics, refer to the following:

- Grade K Comprehension Bridge Card #7: Synthesize
- Grade 1 Comprehension Bridge Card #11: Create Images
- Grade 2 Comprehension Bridge Card #1: Make Connections
- Grade 3 Comprehension Bridge Card #11: Infer: Conclusions
- Grade 4 Comprehension Bridge Card #8: Ask Questions
- Grade 5 Comprehension Bridge Card #8: Use Fix-Up Strategies

To examine Writing Rubrics, refer to the following:

- Grade 1 Writing Bridge Card #21: Trait: Sentence Fluency
- Grade 2 Writing Bridge Card #4: Form: Report
- Grade 3 Writing Bridge Card # 23: Process: Publishing
- Grade 4 Writing Bridge Card #18: Form: Biography
- Grade 5 Writing Bridge Card #8: Organizational Pattern: Sequence

To assess fluency, *Literacy by Design* provides Fluent Reader™ Software. This software has students read and reread leveled passages. As students read, this software automatically determines words per minute based on interactive student reading. *Literacy by Design* also provides a fluency rubric that can be used with any text. This rubric assesses comprehension, pace, phrasing, punctuation, accuracy, and expression. To examine the fluency rubric, refer to the following:

- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 1, p. A31
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 2, p. A31
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 3, p. A29

- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 4, p. A29
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 5, p. A29

For every theme in *Literacy by Design* there is a Theme Progress Test with reteaching suggestions, which tests students' mastery of vocabulary, comprehension, phonics, word study, grammar, writing, and literary analysis skills. Mid-year and end-of-year tests are cumulative.

Literacy by Design also includes ongoing test practice, which allows students to apply their learning in a testing environment rather than to designate the month before a big test as "test-prep time." Immediately after learning theme skills, students receive theme test practice. To examine this ongoing test practice, refer to the following:

- *Literacy by Design Assessment Guide*, Grade 3, Theme 5: Ongoing Test Practice, pp. 37–38
- *Literacy by Design Assessment Guide*, Grade 4, Theme 7: Ongoing Test Practice, pp. 55–56
- *Literacy by Design Assessment Guide*, Grade 5, Theme 6: Ongoing Test Practice, pp. 46–47

A writing assessment rubric with anchor papers is included in the *Literacy by Design* assessment tools so that teachers can easily assess student's writing and monitor progress within and across grades. To examine the writing assessment tools, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 141, Writing Bridge #30: Rubric: Drafting
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. 279, Writing Bridge #17: Rubric: Editing
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. 245, Writing Bridge #15: Rubric: Revising
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 484, Writing Bridge #30: Rubric: Main Idea and Details
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 151, Writing Bridge #9: Rubric: Personal Narrative

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- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 138, Writing Bridge #9: Rubric: Drafting

Strategy-Based ELL Instruction

Guiding Principle

“In a language- and literacy-rich environment, learners will begin to develop English language proficiency while simultaneously gaining a rudimentary sense of how print works, both in form and function. These experiences will also offer opportunities for students to grasp the essence of the alphabetic principle upon which the English writing system is based. From there, students can benefit from word identification strategy instruction, using stories, poems, and songs they already know well due to repeated exposures in which textual meaning and purpose are made clear.” (Peregoy & Boyle, 2000, p. 243)

“What is evident from the existing research is that, as true for language-majority students, instruction that provides substantial coverage of key components of literacy has a positive influence on the literacy development of language-minority students. Focusing instruction on key components, such as phonemic awareness, decoding, oral reading fluency, reading comprehension, vocabulary and writing, has clear benefits.... Instruction must teach these component skills while fostering extensive oral English-language development. (August & Shanahan, 2006, p. 16)

Excerpts From Research Underlying *Literacy by Design*

“Since themes deal with universal human topics, all students can be involved, and lessons and activities can be adjusted to different levels of English language proficiency.” (Freeman & Freeman, 2000, p. 11)

“Literature studies also give English language learners many more opportunities to succeed. In traditional classrooms, a teacher might ask

one student a specific question as the whole class watches. This puts pressure on any student especially on students who are learning English.... Literature studies on the other hand, allow students time to read on their own and think about what they have read. They can build their understanding by talking about the book with their peers.” (Freeman & Freeman, 2000, pp. 101–102)

“Posttest results after eight months showed that pupils exposed to many stories progressed in reading and listening comprehension at twice the normal rate, and confirmed the hypothesis that high-interest reading has an important role to play in second-language learning.” (Elley & Mangubhai, 1983, p. 53)

“Results of instructional studies with ESL learners were positive and highly consistent with findings generally reported for native-language participants. Evidence in the present review did suggest, though, that teachers need to be aware of some cognitive processing areas that might deserve extra consideration in ESL learning settings in the United States. For example, ESL learners’ slower reading and fewer responses in reading situations, on average, suggest mainly that teachers might display even more than normal patience with ESL learners and that they take extra care when wording questions and making interactive comments in order to maximize the opportunity for activation of thought processes. Another example is that potential effects of background knowledge suggest that the development of readers’ topic knowledge for specific reading selections warrants even more attention from teachers than in other situations.” (Fitzgerald, 1995, p. 184)

“All the research evidence suggests that reading extensively in a wide variety of genres is essential for developing high levels of both vocabulary knowledge and reading comprehension. This is particularly the case for ELL students, because they are attempting to catch up to students who are continuing to develop their English (L1) academic language proficiency.” (Cummins, 2003, pp. 26–27)

“The [ESL] students performed significantly better on their writing and on summary recalls of their reading comprehension in the condition where

the reading and writing tasks were thematically related. The study revealed that thematic connection between reading and writing enhanced both the process and the products of students' writing performance." (Esmaeili, 2002, p. 599)

"Small group work and inquiry-based learning provide English language learners with the support and encouragement they need to actively engage in their own construction and interpretation of text and knowledge. These techniques appear to work best when students are given structured and purposeful opportunities to discuss and share how they are extracting and constructing meaning from text." (Garcia, 2003, pp. 45–46)

From Research to the Classroom

Literacy by Design provides teachers with a variety of supports to meet the needs of English language learners, who need to be able to use English to achieve academically in all content areas. *Literacy by Design* helps ELLs by organizing instruction around themes.

Literacy by Design prompts teachers to use specialized strategies when working with ELLs. The Preview, View, and Review method is used throughout Whole Class lessons in *Literacy by Design*. The Preview, View, and Review prompts provide teachers with instruction that focuses on the building blocks of reading: building vocabulary, developing and using grammar, supporting reading comprehension, retelling, and extending language. To examine examples of this instruction, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, pp. 206, 207, 211
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, pp. 338–339, 345
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, pp. 8–9, 15
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, pp. 273–274, 279

- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, pp. 272–273, 279
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, pp. 106–107, 113

In Small Group Strategic Reading, *Literacy by Design* provides teacher prompts to support ELLs in building academic language and vocabulary. To examine examples of building academic language and vocabulary, refer to the following:

- *Literacy by Design Small Group Reading Teacher's Guide*, Grade K, p. 206
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 1, p. 3
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 2, p. 2
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 3, p. 267
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 4, p. 2
- *Literacy by Design Small Group Reading Teacher's Guide*, Grade 5, p. 112

Spanish cognates are pointed out in *Literacy by Design* lessons, which gives teachers the opportunity to engage Spanish speakers in lesson discussions while helping them make connections between their home languages and English. To examine examples of Spanish cognates, refer to the following:

- *Literacy by Design Comprehensive Teacher's Guide*, Grade K, p. 214
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 1, p. 356
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 2, p. 16
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 3, p. 112
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 4, p. 290
- *Literacy by Design Comprehensive Teacher's Guide*, Grade 5, p. 212

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Notes

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