

IER COMPREHENSIVE LITERACY FRAMEWORK

READING COMPONENTS

Read Aloud

- The teacher reads aloud to the whole group using carefully selected literature.
- Reading aloud provides opportunities for students to enjoy fine literature and to expand their vocabularies, learn new information, develop reading strategies, and learn how text is organized. It develops fluency, comprehension, and vocabulary.
- Selection of text includes both fiction and non-fiction. Often, these are selections that children cannot read independently. The teacher demonstrates and discusses skills that will be carried over into the students' independent reading.

Modeled/Shared Reading

- In modeled reading, the students follow along as the teacher reads an enlarged text. In shared reading, the children read together with the teacher from an enlarged text.
- Modeled/Shared reading demonstrates the reading process and provides opportunities to model reading strategies. It develops fluency, comprehension, and vocabulary.
- The texts are ones that children may not be able to read independently, but can read successfully in unison with the teacher and their classmates. Selections may include big books, poems, songs, choral readings, and retellings. After these reading sessions, teachers and students may revisit the text to highlight particular word study or comprehension strategies.

Guided Reading

- Guided reading is an instructional strategy that links systematic reading instruction with independent reading.

- Across the grades, guided reading is the means for children to develop decoding and comprehension strategies that are needed to master the complexity of the reading process.
- The teacher identifies a small group of children who have a similar instructional need or interest and brings them together for lessons targeted to that need. These groups are flexible, and the composition of the group varies according to the changing needs of the children. The lessons target a particular strategy that will help that group of students solve problems in their reading and move on to continually more challenging texts. The reading level should be at 90 percent text accuracy. While the emphasis in guided reading is on a particular skill or component of the reading process, the overall focus is on finding meaning in the text.

Once a guided reading group has been formed, “The teacher selects and introduces texts to readers, sometimes supports them while reading the text, engages the readers in a discussion, and makes teaching points after the reading” (Fountas & Pinnell, 2001, 193). After the lesson, the students engage in independent reading or written activities that connect to the strategy that was addressed in the lesson. The teacher engages in an ongoing process of observation and assessment that guides the progress of students toward reading proficiency.

Independent Reading

- Independent reading is “a systematic way of supporting and guiding students as they read on their own” (Fountas & Pinnell, 2001, 116). Unlike other reading time (e.g., SSR and DEAR), independent reading is an integral part of reading instruction within the literacy block.
- Independent reading provides students the opportunity to practice their reading skills, to develop new reading strategies, and to reflect on what they have read. It supports decoding and develops fluency, comprehension, and vocabulary.
- Teachers use book talks, mini-lessons, and conferences to help students select books of interest. During independent reading, students are directed to practice particular skills that they have learned in guided reading or other reading instruction. Students may keep weekly reading logs, participate in literature circles, respond to a book through writing, read with tapes or

partners, read big books, use graphic organizers, or work on an extension activity.

The teacher continually assesses the needs of individual students through mini-conferences, shared reading, and guided reading activities, and guides students to select materials that are matched to their appropriate reading level (95 percent text accuracy) to gain the most benefit. During conferences the teacher can assess each child's progress through oral retellings, discussions, and running records, and the teacher can also provide instruction in particular reading skills.

Literature Study

- Literature study crosses many elements of the Comprehensive Literacy Framework. It is a separate area of instruction that gradually builds students' ability to read, comprehend, and appreciate fine fiction, non-fiction, poetry, drama, etc.
- Through literature study, students learn to use interpretive, critical, and evaluative processes "in order to create shared meanings that are more refined and complex than they would discover on their own" (Fountas & Pinnell, 2001, 40).
- Selections for literature study reflect the interests of students and connections to other parts of the curriculum. An important element of literature study is discussion, using a variety of techniques that enhance thinking and communication skills. Literature study also includes written responses that develop writing skills and enhance content learning.

Literature study in the Comprehensive Literacy Framework often includes these effective teaching strategies:

- ✓ Literature Circles
- ✓ Great Books discussions
- ✓ Author studies
- ✓ Genre studies
- ✓ Character studies
- ✓ Theme studies
- ✓ Study of literary terms and techniques

Reading in the Content Area

- The Comprehensive Literacy Framework is based on the premise that every teacher in the school is a reading teacher and that reading instruction takes place all day. Every teacher is responsible for developing each student's skills to enable him/her to read using a variety of strategies, to comprehend using content-based texts, and to experience many subject area genres.
- Many reading skills are best addressed within the context of content area learning.
- As teachers plan units of study in math, science, social studies, art, and other content areas, they should include instruction in reading strategies (e.g., making connections, developing specialized vocabulary, identifying essential information, etc.) that build students' abilities to use fiction and non-fiction to construct lasting learning.