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The Origins of English

If this is the first time you are introducing Latin or Greek roots, you may want to use a map of Europe as you tell this simple story about the origins of English. (This account was contributed by Susan Ebbers of the University of California, Berkeley. See Ebbers [2003].)

First, I want you to know a little about how our language got to be the way it is. This story explains why our English language is so complicated. It explains that English is a mixture of Greek and Latin and French and German.

Most people think that Greek is the oldest layer of the English language. Greek words go way back, to about 3,000 years ago. We like to use old Greek roots to name new terms in medicine or science: *dinosaur*, *technology*, and *esophagus*. Even some simple words stem from old Greek: *anchor*, *school*, *phone*. About 10 percent of our English words are Greek. Some of the letters of our alphabet are Greek. Even the word *alphabet* is a Greek word.

The next oldest layer of our language is Latin. Long ago, the Romans spoke a language called Latin. Today Rome is only a city in Italy, but 2,000 years ago the Roman Empire covered most of Europe. Many of the languages spoken in Europe today were originally Latin-based, including Spanish, French, Portuguese, and Italian. The Romans ruled a big chunk of the world.

The Romans even invaded the Celtic people in England; only back then England was called Britton. Romans lived in Britton for about 500 years, until finally the Roman Empire fell apart. The Roman army pulled out of Britton and went back to Rome in the year 410. The Celtic people were glad to get their homeland back again. But their joy was not to last.

Very soon, new invaders attacked the Celts. The invaders were called the Angles and the Saxons. They spoke Anglo-Saxon, which is a Germanic language. The Anglo-Saxon invaders chased the unhappy Celts to Scotland and Ireland and Wales. The Germanic Anglo-Saxons settled in Britton. Their language was called Anglo-Saxon, but over the years its name changed to English. So, about 1,500 years ago, the English language was born. It was a German language, spoken by the Anglo-Saxons.

There was no rest for the Anglo-Saxons in Britton. For more than 100 long years the Vikings attacked, sailing right up to London in their sleek and swift ships. The Vikings, from Norway, also spoke a form of German. Finally, the Vikings settled in England and married the Anglo-Saxons. So, by the year 1000 (1,000 years ago) everyone in England, Vikings and Anglo-Saxons, were speaking one kind of German or another! The English language was, at birth, almost totally German. Most of those early German words have died or become extinct. Today, only about 20 percent of those German words are left in our language: *live*, *love*, and *laugh* are all Germanic words from the days of the Anglo-Saxons.

Then the Roman Catholic Church sent missionaries to England. The priests spoke Latin. Remember, the Roman Empire had ended, but the Roman language (Latin) continued. Latin was used by the church. Soon, Latin religious words began to mix with the German words in our language: *verse*, *priest*, *commandment*. Words that were borrowed from the long-gone Greeks also joined our language: *school*, *chorus*, *psalm*.

Then, in 1066, England was invaded by people who spoke French. For more than 100 years, the invaders insisted that the English people speak French (not German). French is a Latin-based language. So, thousands of French and Latin words joined the English language.

About 60 percent of the words in the English language are from Latin or French. The word *parliament* comes from the French word *parlez*, which means “to talk”. *Parlez vous Francais?* The word *unique* is French. Do you see the prefix *uni-* at the beginning? *Uni-* is Latin for “one”. So, if something is unique, it is the only one of its kind.

French was mainly the language used in the courts and government, in London. It was spoken by people who were rich and well-educated. The more common people (the servants and the serfs) spoke Anglo-Saxon Germanic English. So today we use a lot of Anglo-Saxon words for common everyday things. Words like *shoe* and *house* come from the old Anglo-Saxon English. We got a lot of “fancy” words from the French—words like *chandelier* and *ballet*. From Latin, we get textbook words like *subterranean*, *investigation*, and *prediction*. We can tell that a word is Latin because it usually has a prefix and/or a suffix, and a root.

So, you see, English is like a mixing bowl full of words that came from Anglo-Saxon, Latin, Greek, French, and many other languages. We borrow words constantly. Words like *taco*, *rodeo*, and *bronco* come from Spanish. The words *orange* and *algebra* are Arabic.

These words borrowed from other languages give English a very big vocabulary, so we can choose from many words to communicate. But so many language layers are confusing. That is why it is so hard to read and spell a lot of English words.

The good news is that we can learn some of the words and word parts that came from Anglo-Saxon, Latin, and Greek. This will help us understand a lot more about English.

| Common Prefixes | | | |
|--------------------|-------------------------|------------------|---|
| PREFIX | % of All Prefixed Words | MEANING | EXAMPLES |
| Un- | 26 | Not, opposite of | unaware, unbelievable, unsure |
| Re- | 14 | Again | redo, replay |
| Im-, in-, il-, ir- | 11 | Not | impossible, incapable, illogical, irregular |
| Dis- | 7 | Not, opposite of | dishonest, disgraceful, discover |
| En-, em- | 4 | Cause to | enable, emblaze |
| Non- | 4 | Not | nonstick, nonfiction, nonexistent |
| In-, im- | 3 | In, into | inject |
| Over- | 3 | Too much | overtime, overeat |
| Mis- | 3 | Wrongly | misunderstand, misuse |
| Sub- | 3 | Under | subsurface, subway |
| Pre- | 3 | Before | prepay, preschool |
| Inter- | 3 | Between | international, interact |
| Fore- | 3 | Before | forethought |
| De- | 2 | Opposite of | decaffeinated, dehydrate |
| Trans- | 2 | Across | transatlantic |
| Super- | 1 | Above | superhero, supermodel |
| Semi- | 1 | Half | semiannual, semicolon |
| Anti- | 1 | Against | antiwar, antisocial |
| Mid- | 1 | Middle | midyear, midnight |
| Under- | 1 | Too little | underweight, underpaid |
| All others | 3 | | |

Top 20 prefixes from Carroll, J. B., Davies, P., & Richman, B. (1971). The American heritage world frequency book. Boston: Houghton Mifflin; as cited in White, Sowell, & Yanagihara, 1989.

| Common Suffixes | | | |
|-----------------------------|-------------------------|--|------------------------------|
| SUFFIX | % OF ALL SUFFIXED WORDS | PART OF SPEECH | EXAMPLES |
| -s, -es | 31 | Plural of noun | cats, boxes |
| -ed | 20 | Past tense of verb | sailed |
| -ing | 14 | Progressive tense of verb | jumping, racing |
| -ly | 7 | Usually an adverb; sometimes an adjective | slowly, lovely |
| -er, -or (agent) | 4 | Noun (agent) | runner, professor |
| -ion, -tion, -ation, -ition | 4 | Noun | action, transition, vacation |
| -able, -ible | 2 | Adjective | lovable, incredible |
| -al, -ial | 1 | Adjective | global, logical, partial |
| -y | 1 | Adjective | funny |
| -ness | 1 | Abstract noun | kindness |
| -ity, -ty | 1 | Noun | activity |
| -ment | 1 | Noun | merriment |
| -ic | 1 | Adjective | historic |
| -ous, -eous, -ious | 1 | Adjective | hideous, spacious |
| -en | 1 | Verb | quicken, thicken |
| -er (comparative) | 1 | Adjective | bigger |
| -ive, -ative, -tive | 1 | Adjective | alternative, pensive |
| -ful | 1 | Adjective | wonderful |
| -less | 1 | Adjective | effortless |
| -est | 1 | Adjective | strongest |
| All others | 7 | | |

Top 20 suffixes from Carroll, J. B., Davies, P., & Richman, B. (1971). The American heritage world frequency book. Boston: Houghton Mifflin; as cited in White, Sowell, & Yanagihara, 1989.

Common Greek and Latin Roots

| ROOT | ORIGIN | MEANING | EXAMPLES |
|-----------------|--------|-----------------|---|
| aud | Latin | Hear | Auditorium, audition, audience, audible, audiovisual |
| astro | Greek | Star | Astronaut, astronomy, asterisk, asteroid, astrology |
| bio | Greek | Life | Biology, biography, biochemistry |
| cept | Latin | Take | Intercept, accept, reception |
| dict | Latin | Speak or tell | Dictation, dictate, predict, contradict, dictator |
| duct | Latin | Lead | Conduct, induct |
| geo | Greek | Earth | Geography, geology, geometry, geophysics |
| graph | Greek | Write | Autograph, biography, photograph |
| ject | Latin | Throw | Eject, reject, projectile, inject |
| meter | Greek | Measure | Thermometer, barometer, centimeter, diameter |
| min | Latin | Little or small | Miniature, minimum, minimal |
| mit or mis | Latin | Send | Mission, transmit, missile, dismiss, submit |
| ped | Latin | Foot | Pedal, pedestal, pedestrian |
| phon | Greek | Sound | Telephone, symphony, microphone, phonics, phoneme, phonograph |
| port | Latin | Carry | Transport, portable, import, export, porter |
| rupt | Latin | Break | Disrupt, erupt, rupture, interrupt, bankrupt |
| scrib or script | Latin | Write | Scribble, scribe, inscribe, describe, prescribe |
| spect | Latin | See | Inspect, suspect, respect, spectacle, spectator |
| struct | Latin | Build or form | Construct, destruct, instruct, structure |
| tele | Greek | From afar | Telephone, telegraph, teleport |
| tract | Latin | Pull | Traction, tractor, attract, subtract, extract |
| vers | Latin | Turn | Reverse, inverse |

Diamond, L., & Gutlohn, L. (2006). Vocabulary handbook. Berkeley, CA: Consortium on Reading Excellence; Ebbers, S. (2005). Language links to Latin, Greek, and Anglo-Saxon: Increasing spelling, word recognition, fluency, vocabulary, and comprehension through roots and affixes. Presented at The University of Texas, Austin, TX; and Stahl, S., & Kapinus, B. (2001). Word power: What every educator needs to know about teaching vocabulary. Washington, DC: National Education Association.

Context Clue Strategy

1. Reread the sentence that contains the unknown word. Be on the lookout for signal words or punctuation.
2. Reread the sentences before and after the sentence that contains the unknown word.
3. Based on the clues, try to figure out the meaning of the word.
4. Insert your meaning in the original sentence to see whether it makes sense.

Based on Diamond, L., & Gutlohn, L. (2006). Vocabulary handbook. Berkeley, CA: Consortium on Reading Excellence.

Types of Context Clues

| TYPE OF CONTEXT CLUE | WHAT TO LOOK FOR | SIGNAL WORDS | SAMPLE SENTENCE |
|----------------------|--|---|--|
| Definition | A definition in the sentence | <i>Is, are, is called, means, or</i> | Brick made of sun-dried clay <i>is called</i> adobe . |
| | | Signal punctuation: Set off by commas | The Native Americans used adobe , <i>or</i> bricks made of sun-dried clay, to build their homes. |
| Synonym | A word with a similar meaning to the unknown word | <i>Also, as, like, same, similarly, too</i> | The Zuni built their homes with brick made of sun-dried clay. The Hopi <i>also</i> used adobe to build their homes. |
| Antonym | A word or phrase with the opposite meaning of the unknown word | <i>But, however, in contrast, on the other hand, though, unlike</i> | The Hopi lived in single-family houses, <i>but</i> the Iroquois lived in longhouses . |
| Example | Several examples in a list | <i>Such as, for example, for instance, like, including</i> | The Pueblo people grew many crops <i>such as</i> corn, beans, and squash. |
| General | General or inexact clues | | After 1700, the Pueblos got sheep from the Spanish, and wool replaced cotton as the most important textile . |

Based on Baumann, J. F., Font, G., Edwards, E. C., & Boland, E. (2005). Strategies for teaching middle-grade students to use word-part and context clues. In E. H. Hiebert & M. L. Kamil (Eds.), Teaching and learning vocabulary: Bringing research to practice. Mahwah, NJ: Lawrence Erlbaum Associates.

Guide for Context Clues Practice

| Unfamiliar Word | Signal Word or Punctuation | TYPE OF CONTEXT CLUE Definition, Synonym, Antonym, Example, or General | My Definition |
|-----------------|----------------------------|---|---------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Based on Baumann, J. F., Font, G., Edwards, E. C., & Boland, E. (2005). Strategies for teaching middle-grade students to use word-part and context clues. In E. H. Hiebert & M. L. Kamil (Eds.), Teaching and learning vocabulary: Bringing research to practice. Mahwah, NJ: Lawrence Erlbaum Associates. Adapted from Diamond, L., & Gutlohn, L. (2006). Vocabulary handbook. Berkeley, CA: Consortium on Reading Excellence.

The Vocabulary Strategy

If you read a word that you do not understand:

1. Look for CONTEXT CLUES. Reread the sentence and the surrounding sentences.
2. Can you break the WORD into PARTS? (If not, go to Step 3.)
 - a. Is there a PREFIX? What does it mean?
 - b. Is there a SUFFIX? What does it mean?
 - c. Is there a ROOT WORD? What does it mean?
 - d. Put the meaning of the word parts together. What is the meaning of the whole word?
3. GUESS what the word means.
4. INSERT your meaning into the original sentence to see whether it makes sense.
5. If needed, use the DICTIONARY to confirm your meaning.

Based on Baumann, J. F., Font, G., Edwards, E. C., & Boland, E. (2005). Strategies for teaching middle-grade students to use word-part and context clues. In E. H. Hiebert & M. L. Kamil (Eds.), Teaching and learning vocabulary: Bringing research to practice. Mahwah, NJ: Lawrence Erlbaum Associates. Adapted with permission from Diamond, L., & Gutlohn, L. (2006). Vocabulary handbook. Berkeley, CA: Consortium on Reading Excellence. Reproduction of this material is prohibited without permission.

Vocabulary Strategy Worksheet

Word _____

Context Sentence _____

1. Look for context clues.
 - a. Reread the sentence, looking for signal words and punctuation.

Signal Words and Punctuation:

- b. Reread the sentences before and after the sentence with the word in it.

Context Clues:

2. Look for word parts you know. Tell what each word part means.

Prefix:

Suffix:

Root:

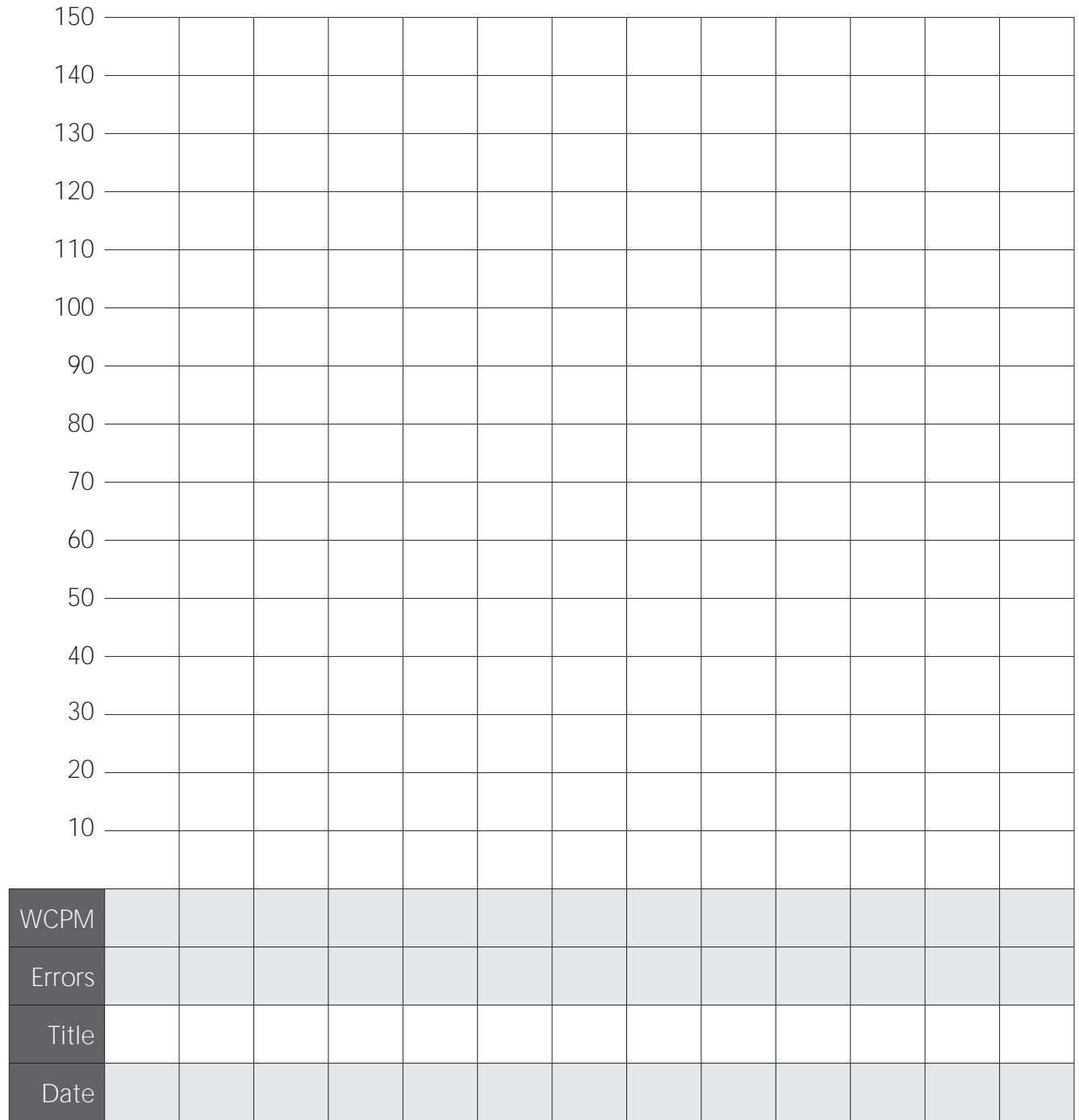
Put the parts together. What does this mean?

3. What do you think the word means? _____
4. Try your meaning in the context sentence. Does it make sense? _____
5. Check the word with a dictionary if you need to. Remember that many words have more than one meaning, so look for the one that goes with the sentence in the book. Were you right? _____

Based on Baumann, J. F., Font, G., Edwards, E. C., & Boland, E. (2005). Strategies for teaching middle-grade students to use word-part and context clues. In E. H. Hiebert & M. L. Kamil (Eds.), Teaching and learning vocabulary: Bringing research to practice. Mahwah, NJ: Lawrence Erlbaum Associates; and Diamond, L., & Gutlohn, L. (2006). Vocabulary handbook. Berkeley, CA: Consortium on Reading Excellence.

Fluency Chart

Name: _____



Syllable Types

| Syllable Type | Examples | |
|-------------------------|-----------------|---------------------------|
| Closed | pic-nic | ab-sent |
| Open | ve-to | a-pron |
| Silent <i>e</i> | de-bate | base-ball |
| Vowel team | re-frain | car-toon |
| Vowel- <i>r</i> | en-ter | or-phan |
| Consonant <i>-le</i> | bot-tle | bea-gle |
| Other | gar-bage | fur-ni-ture |

Multisyllable Word Reading Strategy

1. Find the vowels.
2. Look for word parts you know.
3. Read each word part.
4. Read the parts quickly.
5. Make it sound like a real word.

Adapted with permission from Archer, A. L., Gleason, M. M., & Vachon, V. (2005a). REWARDS: Multisyllabic word reading strategies. Longmont, CO: Sopris West.

Guidelines for Reviewing a Reading Program

Introduction

This document was developed to assist the Curriculum and Instruction Team at the Florida Center for Reading Research (FCRR) as they review reading programs for grades 4–12 to determine alignment with current reading research.

Process of Using Guidelines

When reviewing a reading program thoroughly, it is not sufficient to examine only a sample of lessons. In order to determine whether a program is aligned with current reading research, it is essential to review all the teacher and student materials. This document was developed to help navigate a reviewer through the lengthy but important process of reviewing a reading program. It was designed to be utilized in conjunction with the resources listed below. When using this document, place a check mark in either the yes or no column after each question. If the answer is not clear or not evident, write “not evident” in the comments column and leave the yes/no columns blank. It is very important to use the comments column to detail specific examples, note questions, etc. When a question is marked “no” or “not evident,” it is a concern that the program may not be aligned with current reading research. That is, if a reading program is aligned with current reading research, then “yes” will be marked on all of the questions with evidence to support this assertion written in the comments column.

Note that this document includes the sequence of instruction from 4th through 12th grade.

It is expected that a comprehensive reading program will incorporate the five components of reading identified by the National Reading Panel (phonological/phonemic awareness, phonics, fluency, vocabulary, and comprehension) and reflect the elements of instructional design.

The following resources on the FCRR Web site (www.fcrr.org) will assist educators who use this tool to guide their review of a reading program:

- Glossary of Reading Terms (boldface words in the Guidelines are in the Glossary).
- Continuum of Phonological Awareness Skills.
- Continuum of Word Types.
- FCRR Reports (reviews of reading programs already posted).
- References and Resources for Review of Reading Programs.

The guidelines begin on the next page.

Overall Instructional Design and Pedagogy of the Reading Program

| Characteristic | Yes | No | Comments (e.g., specific examples, strengths, concerns, questions) |
|--|-----|----|---|
| Is there a clear “road map” or “blueprint” for teachers to get an overall picture of the program (e.g., scope and sequence)? | | | |
| Are goals and objectives clearly stated? | | | |
| Are there resources available to help the teacher understand the rationale for the instructional approach and strategies utilized in the program (e.g., articles, references, and reliable Web sites)? | | | |
| Is instruction consistently explicit? | | | |
| Is instruction consistently systematic? | | | |
| Is there a coherent instructional design (e.g., are the components of reading clearly linked within as well as across each component)? | | | |
| Are there consistent “teacher-friendly” instructional routines that include direct instruction, modeling, guided practice, student practice and application with feedback, and generalization? | | | |
| Are there aligned student materials? | | | |
| Does the difficulty of the text increase as students’ skills strengthen? | | | |
| Are there ample guided student practice opportunities, including multiple opportunities for explicit teaching and teacher directed feedback, (15 or more) needed for struggling readers? | | | |
| Are all of the activities (e.g., centers) reading related (i.e., word-building, fluency practice)? | | | |
| Are teachers encouraged to give immediate corrective feedback? | | | |
| Is scaffolding a prominent part of the lessons? | | | |
| Are there specific instructions for scaffolding? | | | |
| Is differentiated instruction prominent? | | | |
| Is instruction individualized based on assessment? | | | |
| Are there guidelines and materials for flexible grouping? | | | |
| Is small-group instruction with (small teacher-pupil ratio) part of daily instruction? | | | |
| Is movement from group to group based on student progress? | | | |
| Are enrichment activities included for advancing/proceeding students? | | | |
| In addition to the components of reading, are the dimensions of spelling, writing, oral language, motivation/engagement and listening comprehension addressed? | | | |

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Word Analysis (WA) Instruction/Word Study
Phonological analysis, decoding, structural analysis, syllabication,
context clues, spelling, & dictionary skills

| Characteristic | Yes | No | Comments (e.g., specific examples, strengths, concerns, questions) |
|--|-----|----|---|
| Overall, does instruction progress from easier word analysis activities to more difficult? | | | |
| Is word analysis only a small portion of each lesson (10 to 20 minutes)? | | | |
| Does the program emphasize the use of grade-appropriate dictionaries and student-friendly explanations? | | | |
| Is there explicit instruction in the use and weaknesses of context clues to determine word meaning? | | | |
| Is explicit instruction in the meaning of roots and affixes provided and are there activities for students to manipulate common roots and affixes to analyze the relationship of spelling to meaning of complex words? | | | |
| Are word parts that occur with high frequency (such as un, re, and in) introduced over those that occur in only a few words? | | | |
| Are the limitations of structural analysis made clear? | | | |
| Are there activities for distinguishing and interpreting words with multiple meanings? | | | |
| Does the program include word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases? | | | |
| Are words used in word analysis activities also found in the student text? | | | |
| Once word analysis strategies have been mastered, are these strategies immediately applied to reading and interpreting familiar decodable connected text? | | | |
| Is there ample unfamiliar decodable text to provide practice with word analysis strategies? | | | |
| Are there ample opportunities to read multisyllabic words daily? | | | |
| Is there a section of the program devoted to word study? | | | |
| Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, analogical reasoning activities)? | | | |

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Fluency Instruction

| Characteristic | Yes | No | Comments (e.g., specific examples, strengths, concerns, questions) |
|---|-----|----|---|
| Is fluency building a part of each day's lesson? | | | |
| Does fluency-based instruction focus on developing accuracy, rate, and prosody? | | | |
| Do fluency-building routines include goal setting to measure and increase word-level fluency instruction and practice, reading accuracy and passage reading rate, teacher or peer feedback, and timed readings? | | | |
| Is fluency assessed regularly? | | | |
| Is there a fluency goal for each set of grade levels (e.g., 4-5 [113-127 wpm], 6-8 [140-142 wpm])? (Based on Hasbrouk and Tindal's end-of-the-year oral reading fluency scores at the 40th percentile.) | | | |
| Are ample practice materials and opportunities at appropriate reading levels (independent and/or instructional) provided? | | | |
| Are there opportunities to read narrative and expository text aloud? | | | |
| Are research-based fluency strategies included (e.g., repeated reading, peer reading, tape-assisted reading, choral reading, student-adult reading)? | | | |

Vocabulary Instruction

| Characteristic | Yes | No | Comments (e.g., specific examples, strengths, concerns, questions) |
|---|-----|----|---|
| Is there a component that incorporates reading and writing vocabulary? | | | |
| Is systematic and explicit instruction in morphemic analysis provided to support building word meaning through knowledge of root words, prefixes, and suffixes? | | | |
| Is high-level terminology used to bring richness of language to the classroom? | | | |
| Are there ample activities provided to practice writing vocabulary in context? | | | |
| Are there opportunities for wide, independent reading? | | | |
| Is there repeated exposure to vocabulary in many contexts? | | | |

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Vocabulary Instruction

| Characteristic | Yes | No | Comments (e.g., specific examples, strengths, concerns, questions) |
|---|-----|----|---|
| Is there frequent use of teacher read-alouds using engaging books with embedded explanation and instruction? | | | |
| Is diverse vocabulary through listening and reading stories and informational text provided? | | | |
| Are a limited number of words selected for robust, explicit vocabulary instruction? | | | |
| Do sources of vocabulary instruction include words from read-aloud stories, words from core reading programs, words from reading intervention programs, and words from content area instruction? | | | |
| Are only important (words students must know to understand a concept or text), useful (words that may be encountered many times), and difficult (multiple meanings, idioms) words taught? | | | |
| Are vocabulary words reviewed cumulatively? For example, are words selected for instruction that are unknown, critical to passage understanding, and likely to be encountered in the future? | | | |
| Are ample opportunities to engage in oral vocabulary activities provided? | | | |
| Are student-friendly explanations as well as dictionary definitions used? | | | |
| Are word-learning strategies taught? | | | |
| Does the instructional routine for vocabulary include: introducing the word, presenting a student-friendly explanation, illustrating the word with examples, and checking the students' understanding? | | | |
| Are ample opportunities to use word-learning strategies provided? | | | |
| Is word awareness introduced through the use of word walls; vocabulary logs; and practice activities that are engaging, provide multiple exposures, encourage deep processing, and connect word meaning to prior knowledge? | | | |
| Is vocabulary taught both directly and indirectly? | | | |
| Are rich contexts for vocabulary learning provided? | | | |
| Are repetition and multiple exposures to vocabulary items prevalent? | | | |
| Are vocabulary tasks restructured when necessary? | | | |
| Is computer technology used to help teach vocabulary? | | | |

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Comprehension Instruction

| Characteristic | Yes | No | Comments (e.g., specific examples, strengths, concerns, questions) |
|--|-----|----|---|
| Is comprehension monitoring taught? | | | |
| Is the use of multiple strategies prevalent? | | | |
| Are cooperative learning groups part of instruction? | | | |
| Are frequent opportunities to answer and generate questions provided? | | | |
| Are graphic and semantic organizers, including story maps, used? | | | |
| Are there ample opportunities to engage in discussions relating to the meaning of text? | | | |
| Are there ample opportunities to read narrative and expository text on independent and instructional levels? | | | |
| Is explicit instruction in different text structures included? | | | |
| Are before-, during- and after-reading comprehension strategies emphasized? | | | |
| Is prior knowledge activated before reading? | | | |
| Are ample opportunities provided to generate questions during reading to improve engagement with and processing of text? | | | |
| Are there ample opportunities to employ a conceptual understanding of beginning, middle, and end in narrative text? | | | |
| Is learning to determine which strategy to use and why (metacognition) part of instruction? | | | |
| Are connections made between previously learned strategies and new text? | | | |
| Are strategies applied for authentic purposes using appropriate text? | | | |
| Is there an emphasis on creating independent strategic learners? | | | |
| Is strategy instruction cumulative over the course of the year? | | | |
| Are there frequent opportunities to discuss story elements and compare stories? | | | |
| Are elements of story grammar (setting, characters, important events, etc.) used for retelling a story? | | | |
| Are summarization strategies taught? | | | |
| Are opportunities provided to interpret information from charts, graphs, tables, and diagrams and connect it to text? | | | |
| Does text contain familiar concepts and vocabulary? | | | |
| Are main idea strategies previously taught (e.g., using pictures, then individual sentence, then paragraphs, etc.)? | | | |

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| Comprehension Instruction | | | |
|---|-----|----|---|
| Characteristic | Yes | No | Comments (e.g., specific examples, strengths, concerns, questions) |
| Are ample opportunities to employ main idea strategies using more complex texts, where the main idea is not explicit, provided? | | | |

| Listening Comprehension | | | |
|--|-----|----|---|
| Characteristic | Yes | No | Comments (e.g., specific examples, strengths, concerns, questions) |
| Is there an element of the program that requires students to follow specific oral directions in order to perform or complete written activities? | | | |
| Are ample opportunities to utilize listening comprehension strategies provided? | | | |
| Are there ample opportunities to listen to a variety of text structures? | | | |
| Are there ample opportunities to use reflective (describing feelings/emotions that accompany what is said instead of information given) and responsive (e.g., repeating, paraphrasing, summarizing, questioning for elaboration and/or clarification) listening skills to make connections and build on ideas of the author? | | | |

| Motivation and Engagement | | | |
|---|-----|----|---|
| Characteristic | Yes | No | Comments (e.g., specific examples, strengths, concerns, questions) |
| Is there a component of the program that fosters intrinsic motivation in students (e.g., student selection of books, various genres of book titles, multicultural/international book titles)? | | | |
| Are there clear content goals for supporting intrinsic reading motivation? | | | |
| Is there a component of the program that fosters extrinsic motivation in students (e.g., external recognition, rewards, or incentives)? | | | |
| Are there ample opportunities for students to engage in group activities (social motivation)? | | | |
| Are there personal learning goals provided for reading tasks? | | | |
| Are students given immediate feedback on reading progress? | | | |

(continued on the next page)

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Assessment

| Characteristic | Yes | No | Comments (e.g., specific examples, strengths, concerns, questions) |
|---|-----|----|---|
| Is rigorous assessment included in the program? | | | |
| Is formative evaluation included? | | | |
| Are the assessment instruments reliable and valid? | | | |
| Do the assessments measure progress in word analysis, fluency, vocabulary, and comprehension? | | | |
| Do the assessments identify students who are at risk or already experiencing difficulty learning to read? | | | |
| Does assessment aid teachers in making individualized instruction decisions? | | | |
| Does the program provide teacher guidance in response to assessment results? | | | |

Professional Development for the Reading Program

| Characteristic | Yes | No | Comments (e.g., specific examples, strengths, concerns, questions) |
|---|-----|----|---|
| Is there adequate time offered for teachers to learn new concepts and practice what they have learned (before implementation)? | | | |
| Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow up assistance as they put new concepts into practice? | | | |
| Are teachers taught how to administer and interpret assessments that accompany the program? | | | |
| Is PD for the program customized to meet the varying needs of the participants (e.g., first-year teachers, coaches, principals)? | | | |
| Does the PD provide support (e.g., principal checklists, follow-up in class modeling, a video/CD for teachers to view modeled lessons, printed teaching charts, graphs, transparencies) to facilitate application of content? | | | |