

Brightpoint Literacy Resources and the Five Dimensions of Reading

First Stories

Phonemic Awareness

“Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.” *Put Reading First*, p. 2.

First Stories fosters phonemic awareness skills and offers a genuine context in which to apply these skills. Within the small group guided reading lesson, students manipulate phonemes with letters from texts that they are reading. Phonemic awareness activities include identifying or categorizing the phonemes in words, segmenting words into phonemes, blending phonemes to form words, deleting phonemes from words, or manipulating onsets and rimes in words. The guided reading approach allows students to transfer phonemic awareness skills to contextual reading.

Research	Source	First Stories	Supporting Examples
<ul style="list-style-type: none"> “Children who were taught to manipulate phonemes with letters benefited more in their spelling than children whose manipulations were limited to speech.” 	“National Reading Panel Report: Reports of the Subgroups”, p. 2–29	Word level objectives in First Stories that reinforce phonemic awareness are: <ul style="list-style-type: none"> Hear and recall the sounds in words sequentially Identify onset and rime within new words Use knowledge of onset and rime to create new words. 	Lesson plan: Identify onset and rime within words in “The Clown”, p 50, <i>First Stories Teachers’ Guide Stage 1</i>
<ul style="list-style-type: none"> “Various forms of phoneme manipulation might be taught, including identifying or categorizing the phonemes in words, segmenting words into phonemes, blending phonemes to form words, deleting phonemes from words, or manipulating onsets and rimes in words.” 	“National Reading Panel Report: Reports of the Subgroups”, p. 2–41	First Stories reproducible word and punctuation cards can be used to teach and reinforce phonemic awareness skills such as: <ul style="list-style-type: none"> identifying phonemes grouping words with common phonemes breaking words into their separate sounds substituting onsets or rimes. 	Example word and punctuation cards for “My Painting”, p 88, <i>First Stories Teachers’ Guide Stage 1</i>
<ul style="list-style-type: none"> “Focusing on one or two [PA] skills produces larger effects than a multiskilled approach.” 	“National Reading Panel Report: Reports of the Subgroups”, p. 2–41	Every lesson plan has one word level objective that covers skills such as phonemic awareness. This allows students and teachers to focus on specific skills. and minimizes the risk of distraction or confusion.	Lesson plan: Use knowledge of onset and rime to create new words in “Edmond Went Splash!”, p. 66, <i>First Stories Teachers’ Guide Stage 2</i>

Research	Source	First Stories	Supporting Examples
<ul style="list-style-type: none"> Adding well-thought-out phonemic awareness instruction to a beginning reading program or to a remedial reading program is very likely to help your students to learn to read and spell.” “Phonemic awareness is one necessary component within a complete and integrated reading program.” 	<p>“Put Reading First”, p. 9</p> <p>“National Reading Panel Report: Summary”, p. 8</p>	<p>Every First Stories lesson plan incorporates a balance of essential components including phonemic awareness, comprehension, and fluency, providing beginning readers with a solid foundation for literacy learning.</p>	<p>Lesson plan: “My Family”, p. 62, <i>First Stories Teachers’ Guide Stage 1</i></p>
<ul style="list-style-type: none"> “In addition to teaching PA skills with letters, it is important for teachers to help children make the connection between the PA skills taught and their application to reading and writing tasks.” 	<p>“National Reading Panel Report: Reports of the Subgroups”, p. 2–33</p>	<p>Phonemic awareness is incorporated into all First Stories guided reading lesson plans, and is a focus in the word and punctuation cards and blackline masters. By embedding these skills into guided reading and follow up writing tasks, children can apply their phonemic awareness skills when reading and writing.</p>	<p>Lesson plan: “The Puppy”, p. 36–37, <i>First Stories Teachers’ Guide Stage 1</i></p>

Phonics and Word Recognition

“Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words.” *Put Reading First*, p. 12.

First Stories student titles have been carefully crafted to provide opportunities for phonics instruction during the guided reading lesson. Phonics focuses in First Stories lesson plans include initial consonants and blends, word endings, word families and onset and rimes. Phonics skills are integrated with the development of phonemic awareness, fluency, and comprehension skills. The First Stories Teachers Guides suggest literacy tasks that give students opportunities to apply these skills in their reading and writing.

Research	Source	First Stories	Supporting Examples
<ul style="list-style-type: none"> Phonics skills must be integrated with the development of phonemic awareness, fluency, and text reading comprehension skills. 	<p>“National Reading Panel Report: Summary”, p. 11</p>	<p>First Stories integrates a balance of essential components including fluency, comprehension, phonics, and phonemic awareness. Word level objectives in First Stories that reinforce phonics are:</p> <ul style="list-style-type: none"> Identify onset and rime within new words Use knowledge of onset and rime to create new words Recognize sound letter/relationships 	<p>Lesson plan: Using knowledge of letters and sounds to recognize simple consonant-vowel-consonant words in “In the Car”, p 72, <i>First Stories Teachers’ Guide Stage 1</i></p>

Research	Source	First Stories	Supporting Examples
		<ul style="list-style-type: none"> Recognize rhyming words Recognize simple consonant-vowel-consonant words. 	
<ul style="list-style-type: none"> "[Effective] programs also provide materials that give children substantial practice in applying knowledge of these relationships as they read and write." 	"Put Reading First", p. 13	First Stories lesson plans encourage explicit teaching of reading skills followed by opportunities for independent practice and application.	Lesson plan: Students read the word 'can' in context; students and teacher substitute the 'c' to make other words; students practice writing 'can' on the blackline master. "A Fish Picture", p 26, <i>First Stories Teachers' Guide Stage 2</i>

Fluency

"Fluency is the ability to read a text accurately and quickly. ... Fluency is important because it provides a bridge between word recognition and comprehension." *Put Reading First*, p. 22.

First Stories provides students with reading instruction and practice to foster word recognition, comprehension, and fluency. A careful balance of supports and challenges within the guided reading lesson enables students to read material at their instructional level with fluency and understanding.

Research	Source	First Stories	Supporting Examples
<ul style="list-style-type: none"> Repeated and monitored oral reading improves reading fluency and overall reading achievement. 	"Put Reading First", p. 24	Guided reading at the emergent level requires students to read aloud quietly with support from the teacher. Every lesson plan in <i>First Stories Teachers' Guide Stage 1</i> , states "Clarify where to start reading and encourage children to point to each word as you quietly read aloud together."	Lesson plan: "The Puppy", p 36, <i>First Stories Teachers' Guide Stage 1</i>
<ul style="list-style-type: none"> You can help students improve their fluency by combining reading instruction with opportunities for them to read books that are at their independent level of reading ability. 	"Put Reading First", p. 26	First Stories student titles are suitable for independent reading. It is recommended that students have opportunities to reread guided reading texts multiple times after the lesson.	Chart outlining thematic links for independent reading: <i>First Stories Teachers' Guide Stage 2</i> , pp. 140–143

Research	Source	First Stories	Supporting Examples
<ul style="list-style-type: none"> “It is important to provide students with instruction and practice in fluency as they read connected text.” 	<p>“Put Reading First”, p. 23</p>	<p>All First Stories student titles are “real” stories which have been carefully crafted to support the interests and learning needs of beginning readers and to engage them in positive reading experiences.</p>	<p>Student title: “Playing”, First Stories, Set E</p>

Vocabulary Instruction

“Vocabulary refers to the words we must know to communicate effectively. ... Vocabulary is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean.” *Put Reading First*, p. 34.

First Stories texts expose students to new vocabulary in a meaningful context. Familiar themes, a clear picture/text match, and limited content vocabulary help students to use context clues to decipher unknown words and gain meaning from texts at their instructional level.

Research	Source	First Stories	Supporting Examples
<ul style="list-style-type: none"> “Teaching specific words before reading helps both vocabulary learning and reading comprehension.” “Readers must know what most of the words mean before they can understand what they are reading.” 	<p>“Put Reading First”, p. 36</p> <p>“Put Reading First”, p. 45</p>	<p>All First Stories lesson plans includes an introduction to the text. The introduction will familiarize students with new vocabulary in the text, therefore aiding fluency and comprehension.</p>	<p>Lesson plan: “Buttons”, p 64, <i>First Stories Teachers’ Guide Stage 2</i></p>
<ul style="list-style-type: none"> “Word learning strategies include how to use context clues to determine word meanings.” “Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively.” “Competent reading requires skills that extend beyond the single-word level to contextual reading, and this skill can best be acquired by practicing reading in which the words are 	<p>“Put Reading First”, p. 37</p> <p>“Put Reading First”, p. 40</p> <p>“National Reading Panel Report: Reports of the Subgroups”, p. 3–11</p>	<p>First Stories lesson plans outline context related strategies to determine word meanings, such as:</p> <ul style="list-style-type: none"> use the context of the story to make predictions understand that the text must make sense and use cues to monitor this use pictures to support reading re-read to clarify context when challenged by a word. 	<p>Lesson plan: Use the context of the story to make predictions in “Edmond Went Splash!”, p 50, <i>First Stories Teachers’ Guide Stage 2</i></p>

Research	Source	First Stories	Supporting Examples
in a meaningful context.”			
<ul style="list-style-type: none"> “Kindergarten instruction should be designed to stimulate verbal interaction, to instruct vocabulary and encourage talk about books.” 	“Preventing Reading Difficulties in Young Children”, p. 323	<p>Speaking and listening objectives are clearly stipulated on all lesson plans in First Stories Stage 2. These include:</p> <ul style="list-style-type: none"> share ideas about the story with others in the group sequence the story using own words share own experiences related to the content of the story predict the story line using illustrations from the book respond to simple questions about the content of the story retell or recall the main points from the story. 	See “Reading and Discussing the Text”, inside front cover flap, <i>First Stories Teachers’ Guide Stage2</i>

Comprehension Instruction

“Comprehension is defined as “intentional thinking during which meaning is constructed through interactions between text and reader” (Harris & Hodges, 1995). Thus, readers derive meaning from text when they engage in intentional, problem solving thinking processes.” (Report of the National Reading Panel, Summary, p. 14)

First Stories texts are rich in literary value yet simple and supportive for beginning readers. First Stories use simple, everyday concepts to build on readers’ experiences and prior knowledge. All First Stories lesson plans place an explicit focus on the teaching of comprehension skills. Students will learn and practice using comprehension skills in the course of reading quality literacy materials.

Research	Source	First Stories	Supporting Examples
<ul style="list-style-type: none"> “Comprehension is critically important to the development of children’s reading skills and therefore to the ability to obtain an education.” 	“National Reading Panel Report: Summary”, p. 13	<p>Comprehension related objectives include:</p> <ul style="list-style-type: none"> retelling the sequence of the story using own words use the context of the story and/or illustrations to make predictions 	Lesson plan: Responding to simple questions about the story content in “Ruff and Me”, p 80, <i>First Stories Teachers’ Guide Stage1</i>

Research	Source	First Stories	Supporting Examples
		<ul style="list-style-type: none"> • sharing own experiences related to the content of the story • responding to simple questions about the story content • sharing ideas about the story with others in the group • reading using expression to increase understanding • monitoring reading and ensuring that it is making sense using meaning, structural, and visual information from the story • understanding that the text must make sense and use cues to monitor this • locating information. 	
<ul style="list-style-type: none"> • “Comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text.” 	<p>“National Reading Panel Report: Summary”, p. 13</p>	<p>First Stories texts are rich in literary value yet simple and supportive for beginning readers. Students will learn to use comprehension skills in the course of reading and discussing quality literary materials.</p>	<p>Student title: “Little Seeds”, First Stories, Set E</p>
<ul style="list-style-type: none"> • The following forms of comprehension instruction were amongst those found to be the most effective: <ul style="list-style-type: none"> ○ Question answering – readers improve answering questions ○ Question generating – readers learn to generate and answer inferential questions ○ Story structure – readers improve memory and identification of story structure ○ Summarization – readers improve memory and identification of main ideas. 	<p>“National Reading Panel Report: Reports of the Subgroups”, p. 4–44</p>	<p>First Stories lesson plans provide support for teachers to facilitate discussions about texts. Discussions include:</p> <ul style="list-style-type: none"> • asking and answering questions • relating texts to personal experiences and prior knowledge • making inferences • identifying main ideas • summarizing the story. <p>Story structures are predictable and repetitive to support comprehension for emergent readers.</p>	<p>Lesson plan: Up the Tree”, First Stories, Set A, p. 42, <i>First Stories Teachers’ Guide Stage 1</i></p>

Research	Source	First Stories	Supporting Examples
<ul style="list-style-type: none"> “In general, the evidence suggest that teaching a combination of reading comprehension techniques is the most effective. When students use them appropriately, they assist in recall, question answering, questions generation, and summarization of texts. When used in combination, these techniques can improve results in standardized comprehension tests.” 	<p>“National Reading Panel Report: Summary”, p. 15</p>		
<ul style="list-style-type: none"> “The data suggest that text comprehension is enhanced when readers actively relate the ideas represented in print to their knowledge and experiences and construct mental representation in memory.” “Good readers draw on prior knowledge and experience to help them understand what they are reading. You can help your students make use of their prior knowledge to improve their comprehension.” 	<p>“National Reading Panel Report: Summary”, p. 14</p> <p>“Put Reading First”, p. 55</p>	<p>First Stories uses everyday concepts to build on readers’ experiences and prior knowledge. Characters, settings, and plots will be familiar and accessible to emergent readers and support their reading and comprehension. Students are encouraged to share their own experiences and make personal connections with the story.</p>	<p>Lesson plan; “Hide-and-go-seek”, First Stories, Set F, p. 72, <i>First Stories Teachers’ Guide Stage 2</i></p>
<ul style="list-style-type: none"> “The instruction of cognitive strategies improves reading comprehension in readers with a range of abilities. This improvement occurs when teachers demonstrate, explain, model, and implement interaction with students in teaching them how to comprehend a text.” “One of the main methods is to 	<p>“National Reading Panel Report: Reports of the Subgroups”, p. 4–47</p> <p>“National Reading Panel Report: Reports of the Subgroups”, p. 4–47</p> <p>“National Reading Panel</p>	<p>First Stories guided reading lesson plans are carefully formulated to include a variety of methods to teach comprehension skills in context. Throughout the introduction, discussing and reading the text, revisiting the text and follow-up activities, the teacher will model, explain and demonstrate, reading and comprehension strategies.</p>	<p>See inside front cover flap, <i>First Stories Teachers’ Guide Stage 1</i> or <i>First Stories Teachers’ Guide Stage 2</i></p>

Research	Source	First Stories	Supporting Examples
<p>have the teacher model an approach by showing how she or he would try to understand the text, using two or more combinations of four strategies: question generation, summarization, clarification, prediction of what might occur.”</p>	<p>Report: Reports of the Subgroups”, p. 4–46</p>		
<ul style="list-style-type: none"> “Research shows that teacher questioning strongly supports and advances students’ learning from reading.” 	<p>“Put Reading First”, p. 51</p>	<p>Each First Stories lesson plan provides examples of ways in which the teacher and students can discuss and question the text as they read. After reading, discussion and questioning continues, to confirm new learning.</p>	<p>Lesson plan: “Lunchtime at the Zoo”, p. 52, <i>First Stories Teachers’ Guide Stage 2</i></p>

Motivation
 We believe that motivation is paramount to engaging students in literacy learning.

Each First Stories lesson plan outlines a suggested introduction to help students connect with the text and to motivate them to want to read the text for themselves, prior to guided reading. Emergent readers will relate to and engage with First Stories student titles. Concepts, themes, vocabulary and imagery have been carefully selected to be at an interest and instructional level appropriate for beginning readers.

Brightpoint Literacy Resources and the Five Dimensions of Reading

Pacific Literacy Guided and Shared Reading

Phonemic Awareness

“Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.” *Put Reading First*, p. 2.

Pacific Literacy guided and shared reading resources balance phonemic awareness instruction with fluency, comprehension, and word recognition. Phoneme manipulation includes oral and written applications. Students apply skills and strategies when reading and writing complete texts. Rhyme is particularly prominent in the traditional and contemporary rhyme cards facilitating phonemic awareness instruction related to syllables, onsets, and rimes.

Research	Source	Pacific Literacy Guided & Shared Rdg	Supporting Examples
<ul style="list-style-type: none"> “Children who were taught to manipulate phonemes with letters benefited more in their spelling than children whose manipulations were limited to speech.” “...children who cannot hear and work with the phonemes of spoken words will have a difficult time learning how to relate these phonemes to the graphemes when they see them in written words.” “In addition to teaching PA skills with letters, it is important for teachers to help children make the connection between the PA skills taught and their application to reading and writing tasks.” 	<p>“National Reading Panel Report: Reports of the Subgroups”, p. 2–29</p> <p>“Put Reading First”, p. 3</p> <p>“National Reading Panel Report: Reports of the Subgroups”, p. 2–33</p>	<p>Opportunities to teach phonemic awareness are highlighted on every shared and guided reading lesson plan. In all instances, the manipulation of phonemes involves discussion derived from words in context and application to writing new words.</p> <p>Objectives include:</p> <ul style="list-style-type: none"> Hearing the individual sounds in a word Blending sounds together to make a word Identifying onset and rime within words Using knowledge of onset and rime to create new words from those in the story Recognizing rhyming words Using knowledge of letters and sounds to recognize simple consonant-vowel-consonant words. 	<p>Lesson plans: Lights at Night, <i>Shared Reading Teachers’ Resource Book</i>, p. 13.</p> <p>Where I Live, <i>Pacific Literacy Guided Reading: Emergent</i>, p. 58.</p>

Research	Source	Pacific Literacy Guided & Shared Rdg	Supporting Examples
<ul style="list-style-type: none"> “Various forms of phoneme manipulation might be taught, including identifying or categorizing the phonemes in words, segmenting words into phonemes, blending phonemes to form words, deleting phonemes from words, or manipulating onsets and rimes in words.” 	“National Reading Panel Report: Reports of the Subgroups”, p. 2–30	Students are taught to manipulate phonemes in a variety of different ways focusing on words that are in the Pacific Literacy guided and shared reading texts.	Lesson plan: A House for a Mouse, <i>Pacific Literacy Guided Reading: Emergent</i> , p. 34. This lesson explores the initial consonant <i>b</i> and the rime – <i>ouse</i> .
<ul style="list-style-type: none"> “Children who received training that focused on one or two PA skills exhibited stronger PA and stronger transfer to reading than children who were taught three or more PA skills.” 	“National Reading Panel Report: Reports of the Subgroups”, p. 2–41	Each Pacific Literacy guided reading lesson plan outlines 3–5 objectives, balancing phonics, phonemic awareness, vocabulary, fluency, comprehension, and writing focuses. This balance ensures that phonemic awareness focuses in each lesson will be limited, clear, and precise.	Lesson plan: Busy Bird, <i>Pacific Literacy Guided Reading: Emergent</i> , p. 32.
<ul style="list-style-type: none"> Adding well-thought-out phonemic awareness instruction to a beginning reading program or to a remedial reading program is very likely to help your students to learn to read and spell.” “Phonemic awareness is one necessary component within a complete and integrated reading program.” 	<p>“Put Reading First”, p. 9</p> <p>“National Reading Panel Report: Summary”, p. 8</p>	Pacific Literacy incorporates a balance of essential components, including phonemic awareness, fluency, comprehension, and phonics, to contribute to a solid foundation for literacy learning for beginning readers.	<p>Lesson plans: Bumble Bee, <i>Shared Reading Teachers’ Resource Book</i>, p. 16.</p> <p>Off We Go!, <i>Pacific Literacy Guided Reading: Emergent</i>, p. 40.</p>
<ul style="list-style-type: none"> “In addition to teaching PA skills with letters, it is important for teachers to help children make the connection between the PA skills taught and their application to reading and writing tasks.” 	“National Reading Panel Report: Reports of the Subgroups”, p. 2–33	Phonemic awareness instruction in the context of the guided and shared reading lesson helps students to apply their skills within a meaningful context. Discussion during the lesson may focus on words in Pacific Literacy texts or related words that are not in the text. This helps students to transfer their skills to independent reading.	Lesson plan: I Can Read, <i>Pacific Literacy Guided Reading: Emergent</i> , p. 46.
<ul style="list-style-type: none"> “One instructional activity that is maximally effective for teaching 	“National Reading Panel Report: Reports of the	Pacific Literacy advocates a strong link between reading and writing. All lesson plans include a	Lesson plans: Along Came Greedy Cat, <i>Pacific</i>

Research	Source	Pacific Literacy Guided & Shared Rdg	Supporting Examples
<p>PA in a way that builds a bridge to reading and spelling is that of teaching children to invent phonemically more complete spellings of words.”</p> <ul style="list-style-type: none"> • “Using letters to manipulate phonemes helps children make the transfer to reading and writing.” 	<p>Subgroups”, p. 2–39</p> <p>“National Reading Panel Report: Reports of the Subgroups”, p. 2–33</p>	<p>writing objective and/or writing tasks. Objectives with a focus on inventive spelling include:</p> <ul style="list-style-type: none"> • Using knowledge of onset and rime to create new words from those in the story • Blending sounds together to make a word • Writing new words independently by hearing and recording the sounds in sequence. 	<p><i>Literacy Guided Reading: Early</i>, p. 87, and blackline master.</p> <p><i>A Good Knee for a Cat, Pacific Literacy Shared Reading</i>, p. 23.</p>
<ul style="list-style-type: none"> • “Many of the language games, linguistic routines, and nursery rhymes of early childhood emphasize segmental phonology by increasing the salience of syllables, onsets, and rimes. • “[There is] a great deal of general evidence that early awareness of rhyme facilitates literacy acquisition.” 	<p>Goswami, U. ‘Early Phonological Development and the Acquisition of Literacy’, in “The Handbook of Early Literacy Research”, p. 114</p> <p>Goswami, U. ‘Early Phonological Development and the Acquisition of Literacy’, in “The Handbook of Early Literacy Research”, p. 118</p>	<p>6 of the 12 Pacific Literacy Rhyme Cards are traditional rhymes. Used in a shared reading context, these rhyme cards can facilitate early phonological awareness.</p>	<p>Rhyme cards:</p> <ul style="list-style-type: none"> • Sing a Song of Sixpence • Humpty Dumpty • There was a Crooked Man • Higgledy, Piggledy, My Fat Hen • Hey, Diddle, Diddle • Pat-a-Cake, Pat-a-Cake

Phonics and Word Recognition

“Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words.” *Put Reading First*, p. 12.

Pacific Literacy provides authentic texts to support the teaching of phonics concepts. Pacific Literacy recognizes the importance of being able to read words automatically and accurately so that the reader can focus on the meaning of the text. Phonics instruction is based on the needs of the learner and takes advantage of opportunities presented in the Pacific Literacy texts.

Research	Source	Pacific Literacy Guided & Shared Rdg	Supporting Examples
<ul style="list-style-type: none"> “Phonics skills must be integrated with the development of phonemic awareness, fluency, and text reading comprehension skills.” 	<p>“National Reading Panel Report: Summary”, p. 11</p>	<p>Shared reading and guided reading provide a supportive and non-threatening learning experience in which a variety of reading skills and strategies are taught. Phonics skills are incorporated into Pacific Literacy lesson plans, thus integrated and applied when reading whole texts.</p> <p>Phonics-related objectives include:</p> <ul style="list-style-type: none"> Recognizing the relationship between letters and their sounds Hearing and recording the sounds in words sequentially Writing new words independently by hearing and recording the sounds in sequence Using knowledge of letters and sounds to recognize simple consonant-vowel-consonant words Blending sounds together to make a word Identifying onset and rime within words Using knowledge of onset and rime to create new words from those in the story Recognizing rhyming words Practicing writing using rhyme and rhythm Using visual clues to monitor that reading is making sense Recognizing and reading a range of different word patterns, including word endings Recognizing and reading one- and two-syllable words. 	<p>Lesson plan: Blending sounds together to make a word; New Paper, Everyone! <i>Pacific Literacy Guided Reading: Early</i>, p. 100.</p>

Research	Source	Pacific Literacy Guided & Shared Rdg	Supporting Examples
<ul style="list-style-type: none"> “(Effective) programs also provide materials that give children substantial practice in applying knowledge of these relationships as they read and write.” 	“Put Reading First”, p. 13	Phonics skills are embedded in the Pacific Literacy lesson plans. Skills are taught in the guided and shared reading context and then reinforced and practiced in the reading and writing follow up activities.	Lesson plan: Using knowledge of onset and rime to create new words from those in the story; How Long do Animals Live? <i>Pacific Literacy Guided Reading: Early</i> , p. 90.
<ul style="list-style-type: none"> “The analysis of guided oral reading procedures led to the conclusion that such procedures had a consistent, and positive impact on word recognition, fluency, and comprehension.” 	“National Reading Panel Report: Reports of the Subgroups”, p. 3–3	Word recognition, fluency, and comprehension are key focus areas in the Pacific Literacy Shared Reading lesson plans. The lesson plans provide a guide for how best to use the enlarged texts to facilitate teaching and learning in these areas.	Lesson plan: Lights at Night, <i>Pacific Literacy Shared Reading</i> , p. 13.

Fluency

“Fluency is the ability to read a text accurately and quickly. ... Fluency is important because it provides a bridge between word recognition and comprehension.” *Put Reading First*, p. 22.

Pacific Literacy provides students with reading instruction and practice to foster fluency. The guided and shared reading approaches facilitate fluency instruction, whilst independent reading provides opportunities to practice reading with fluency. Each Pacific Literacy Big Book is accompanied by an audiotape providing a well-paced and expressive model to further reinforce fluency.

Research	Source	Pacific Literacy Guided & Shared Rdg	Supporting Examples
<ul style="list-style-type: none"> “It is important to provide students with instruction and practice in fluency as they read connected text.” 	“Put Reading First”, p. 23	<p>Pacific Literacy Shared Reading texts have been carefully selected for their suitability for guided oral reading. They have strong story lines, rich language, and engaging illustrations and photographs.</p> <p>All lesson plans outline how to model, demonstrate, and facilitate students to read with confidence, fluency and understanding.</p>	<p>Lesson plan: Fishing Off the Wharf, <i>Pacific Literacy Guided Reading: Early Fluency</i>, p. 82.</p> <p>I’m the King of the Mountain, <i>Pacific Literacy Shared Reading</i>, p. 19.</p>
<ul style="list-style-type: none"> “By listening to good models of fluent reading, students learn how a reader’s voice can help written text make sense.” 	“Put Reading First”, p. 26.	Every Pacific Literacy Big Book is supported by an audiotape, which provides a fluent, well-paced, and expressive model of reading.	Example Big Book and audiotape: <i>Bumble Bee</i> .

Research	Source	Pacific Literacy Guided & Shared Rdg	Supporting Examples
<ul style="list-style-type: none"> “The panel concluded that guided repeated oral reading procedures that included guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels.” “The analysis of guided oral reading procedures led to the conclusion that such procedures had a consistent, and positive impact on word recognition, fluency, and comprehension.” “Repeated reading and other guided oral reading procedures have clearly been shown to improve fluency and overall reading achievement.” 	<p>“National Reading Panel Report: Summary”, p. 12</p> <p>“National Reading Panel Report: Reports of the Subgroups”, p. 3–3</p> <p>“National Reading Panel Report: Reports of the Subgroups”, p. 3–28</p>	<p>Pacific Literacy Shared Reading lesson plans encourage students to read orally, supported by their teacher and peers. The teacher provides explicit instruction and feedback to develop students’ word recognition, fluency, and comprehension skills and to facilitate positive reading experiences.</p> <p>Pacific Literacy guided reading titles are suitable for guided and independent reading either after a guided reading lesson or for students who can read Pacific Literacy titles at their independent level. The guided reading lesson plans also suggest activities which require students to revisit and reread the texts.</p>	<p>Lesson plan: The Big Surprise, <i>Pacific Literacy Shared Reading</i>, p. 21.</p> <p>Lesson plan: All Kinds of Eyes, <i>Pacific Literacy Guided Reading: Early</i>, p. 129.</p>

Vocabulary Instruction

“Vocabulary refers to the words we must know to communicate effectively. ... Vocabulary is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean.” *Put Reading First*, p. 34.

Pacific Literacy books are rich in content and imagery. Challenging or unfamiliar vocabulary is carefully integrated into the texts, facilitating the use of contextual clues to determine word meanings. Careful introductions to the texts include discussion around new vocabulary. This discussion helps students to make connections between difficult words and their meanings and to prepare them to read such words in context.

Research	Source	Pacific Literacy Guided & Shared Rdg	Supporting Examples
<ul style="list-style-type: none"> “Word learning strategies include how to use context clues to determine word meanings.” 	<p>“Put Reading First”, p. 37</p>	<p>All Pacific Literacy lesson plans incorporate reading strategies that use contextual skills to determine word meanings. Specific objectives related to vocabulary instruction are:</p>	<p>Lesson plan: Understanding the function, feature, and category of new words encountered in the story; How to Weigh an Elephant, <i>Pacific Literacy Guided Reading: Early Fluency</i>, p. 96.</p>

Research	Source	Pacific Literacy Guided & Shared Rdg	Supporting Examples
<ul style="list-style-type: none"> • “Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively.” • “Competent reading requires skills that extend beyond the single-word level to contextual reading, and this skill can best be acquired by practicing reading in which the words are in a meaningful context.” 	<p>“Put Reading First”, p. 40</p> <p>“National Reading Panel Report: Reports of the Subgroups”, p. 3–11</p>	<ul style="list-style-type: none"> • Reading an increasing range of high-frequency words in context • Introducing and discussing new words contained within the story • Developing an awareness of new vocabulary and what it means • Introducing and discussing the meaning of new words within the story • Developing effective strategies for reading unknown words within a story • Understanding the function, feature, and category of new words encountered in the story. 	
<ul style="list-style-type: none"> • “Kindergarten instruction should be designed to stimulate verbal interaction, to instruct vocabulary and encourage talk about books.” 	<p>“Preventing Reading Difficulties in Young Children: Commission on Behavioral and Social Sciences and Education”, p. 323</p>	<p>Oral language activities that focus on the content of the story and making text to self connections are prevalent in all Nelson Education lesson plans. Learning objectives that focus on verbal interaction are:</p> <ul style="list-style-type: none"> • Responding to simple questions about the story’s content • Retelling the sequence of the story using their own words • Sharing ideas about the story with others in the group • Sharing their own experiences related to the content of the story • Discussing several books that relate to the same theme • Discussing the cause and effect of specific events within the story • Discussing the motives of specific characters • Discuss books by different authors written in the same genre • Discussing the organizational structure of the text. 	<p>Lesson plan: Discussing new vocabulary and understanding; Fishing off the Wharf, <i>Pacific Literacy Guided Reading: Early Fluency</i>, p. 82.</p>

Research	Source	Pacific Literacy Guided & Shared Rdg	Supporting Examples
<ul style="list-style-type: none"> “Teaching specific words before reading helps both vocabulary learning and reading comprehension.” “Readers must know what most of the words mean before they can understand what they are reading.” 	<p>“Put Reading First”, p. 36</p> <p>“Put Reading First”, p. 45</p>	Each Pacific Literacy lesson plan includes an introduction to the text. The introduction will familiarize students with new vocabulary in the text, therefore aiding fluency and comprehension.	Lesson plan: Predicting the meaning of new or unfamiliar words from the context of the story; <i>Where Are My Socks? Pacific Literacy Guided Reading: Emergent</i> , p. 80

Comprehension Instruction

“Comprehension is defined as “intentional thinking during which meaning is constructed through interactions between text and reader” (Harris & Hodges, 1995). Thus, readers derive meaning from text when they engage in intentional, problem solving thinking processes.” (Report of the National Reading Panel, Summary, p. 14)

Comprehension instruction is clearly outlined in all of the Pacific Literacy lesson plans. Teaching objectives related to comprehension are stated in the guided reading lesson plans and suggested instruction methods include modeling, demonstration, explanations, and questioning. The student books are based on concepts and themes that students will have prior knowledge of, and will therefore be able to make connections with.

Research	Source	Pacific Literacy Guided & Shared Rdg	Supporting Examples
<ul style="list-style-type: none"> “Comprehension is critically important to the development of children’s reading skills and therefore to the ability to obtain an education.” The following forms of comprehension instruction were amongst those found to be the most effective: <ul style="list-style-type: none"> Question answering – readers improve answering questions Question generating – readers learn to generate and answer inferential questions 	<p>“National Reading Panel Report: Summary”, p. 13</p> <p>“National Reading Panel Report: Reports of the Subgroups”, p. 4–44</p>	<p>Comprehension related objectives in the Pacific Literacy guided reading lesson plans are:</p> <p>Emergent</p> <ul style="list-style-type: none"> Collecting information relating to the story to share with others Monitoring the reading and ensuring that it is making sense using meaning, structure, and visual information from the story Predicting the meanings of new or unfamiliar words from the context of the story Predicting the story line using illustrations from the book 	Lesson plan: Responding to simple questions about the story’s content; <i>A House for a Mouse, Pacific Literacy Guided Reading: Emergent</i> , p. 34.

Research	Source	Pacific Literacy Guided & Shared Rdg	Supporting Examples
<ul style="list-style-type: none"> ○ Story structure – readers improve memory and identification of story structure ○ Summarization – readers improve memory and identification of main ideas. ● “In general, the evidence suggests that teaching a combination of reading comprehension techniques is the most effective. When students use them appropriately, they assist in recall, question answering, question generation, and summarization of texts. When used in combination, these techniques can improve results in standardized comprehension tests.” ● “Text comprehension can be improved by instruction that help readers use specific comprehension strategies.” 	<p>“National Reading Panel Report: Summary”, p. 15</p> <p>“Put Reading First”, p. 49.</p>	<ul style="list-style-type: none"> ● Recording the main points from the story ● Rereading the text at difficulty and searching for meaning ● Responding to simple questions about the story’s content ● Retelling the sequence of the story using own words ● Sharing ideas about the story with others in the group ● Sharing own experiences related to the content of the story. <p>Early</p> <ul style="list-style-type: none"> ● Comparing and contrasting two books by the same author ● Comparing several titles by the same author ● Comparing the story to events in their own lives ● Developing an awareness of the specific structure within a story ● Discussing several books that relate to the same theme ● Discussing the cause and effect of specific events within the story ● Discussing the motives of specific characters ● Predicting outcomes from illustrations ● Summarizing the main parts of the story ● Using structure, visual, and meaning cues to monitor that reading is making sense. <p>Early Fluency</p> <ul style="list-style-type: none"> ● Comparing books by different authors written in the same genre ● Comparing the opinions of the author with those of the reader ● Critically analyzing the information contained within a nonfiction story for accuracy ● Discussing books by different authors written in the same genre 	<p>Lesson plan: Summarizing the main parts of the story; <i>The Water Boatman, Pacific Literacy Guided Reading: Early</i>, p. 62.</p> <p>Lesson plan: Identify the plot and characters within the story; <i>The Magpie’s Tail, Pacific Literacy Guided Reading: Early Fluency</i>, p. 90.</p>

Research	Source	Pacific Literacy Guided & Shared Rdg	Supporting Examples
		<ul style="list-style-type: none"> • Discussing the organizational structure of the text • Discussing the relationship between cause and effect within the story • Encouraging prediction and developing questioning skills • Identifying the plot and characters within the story • • Identifying the themes of the book • Summarizing the ideas from a story. 	
<ul style="list-style-type: none"> • “The data suggest that text comprehension is enhanced when readers actively relate the ideas represented in print to their knowledge and experiences and construct mental representation in memory.” • “Good readers draw on prior knowledge and experience to help them understand what they are reading. You can help your students make use of their prior knowledge to improve their comprehension.” 	<p>“National Reading Panel Report: Summary”, p. 14</p> <p>“Put Reading First”, p. 55</p>	<p>Pacific Literacy books are based on familiar concepts and themes. Characters, settings, and plots are familiar and accessible to young readers. In each lesson plan students are encouraged to share their own experiences and knowledge related to the content of the story, to support the development of comprehension skills.</p>	<p>Example books: <i>All Kinds of Things</i>, Pacific Literacy Shared Reading <i>I Can Write</i>, Pacific Literacy Guided Reading: Emergent <i>People Are Working</i>, Pacific Literacy Guided Reading: Early <i>The Big Bed</i>, Pacific Literacy Guided Reading: Early Fluent.</p>
<ul style="list-style-type: none"> • “Comprehension is an active process that requires an intentional and thoughtful interaction between the reader and the text.” 	<p>“National Reading Panel Report: Summary”, p. 13</p>	<p>Shared reading and guided reading provide students with opportunities to purposefully read texts. Students use structural, visual, and meaning cues to read and to ultimately gain meaning from the text.</p>	<p>Lesson plans: Using visual cues to monitor that reading is making sense; T-shirts, <i>Pacific Literacy Guided Reading – Early</i>, p. 94</p> <p><i>A Cupboard Full of Summer</i>, <i>Pacific Literacy Guided Reading – Early Fluency</i>, p. 88.</p>
<ul style="list-style-type: none"> • “The instruction of cognitive strategies improves reading comprehension in readers with a range of abilities. • This improvement occurs when teachers demonstrate, explain, 	<p>“National Reading Panel Report: Reports of the Subgroups”, p. 4–47</p> <p>“National Reading Panel Report: Reports of the</p>	<p>Pacific Literacy lesson plans are carefully formulated to include a variety of methods to teach comprehension skills in context. Throughout the lesson, the teacher will model, explain, and demonstrate, reading and comprehension strategies. Students discuss,</p>	<p><i>Butterfly Day</i>, <i>Pacific Literacy Guided Reading – Early Fluency</i>, p. 110 <i>Along Came Greedy Cat</i>, <i>Pacific Literacy Shared Reading</i>, p. 17</p>

Research	Source	Pacific Literacy Guided & Shared Rdg	Supporting Examples
<p>model, and implement interaction with students in teaching them how to comprehend a text.”</p> <ul style="list-style-type: none"> “One of the main methods is to have the teacher model an approach by showing how she or he would try to understand the text, using two or more combinations of four strategies: question generation, summarization, clarification, prediction of what might occur.” 	<p>Subgroups”, p. 4–47</p> <p>“National Reading Panel Report: Reports of the Subgroups”, p. 4–46</p>	<p>ask questions and make predictions related to the text.</p>	
<ul style="list-style-type: none"> “Research shows that teacher questioning strongly supports and advances students’ learning from reading.” 	<p>“Put Reading First”, p. 51</p>	<p>Every lesson plan provides a model discussion around which a lesson can be based. This discussion includes questions to ask before reading the text. This is intended to activate prior knowledge and to introduce students to new words and concepts. After reading, discussion and questioning continues to get beneath the surface of the text and to encourage students to think about what they have read.</p>	<p>Lesson plans: <i>We All Play Sports, Pacific Literacy Guided Reading – Emergent</i>, p. 70</p> <p><i>I’m the King of the Mountain, Pacific Literacy Shared Reading</i>, p. 19.</p>

Motivation

Pacific Literacy themes and concepts have been selected to motivate and interest young readers, and to enable them to make connections between life experiences and reading. The guided reading texts are carefully leveled to match students’ instructional reading levels, providing a balance of supports and challenges to facilitate new learning. A lesson plan for every book suggests methods of introducing the text, clarifying the purpose of the lesson, activating prior knowledge and motivating students to want to read the book.

Brightpoint Literacy Resources and the Five Dimensions of Reading

Orbit Grade 2 Chapter Books

Phonemic Awareness, Phonics and Word Recognition

It is widely agreed that the heaviest emphasis on phonics and phonemic awareness should be in kindergarten and grade 1;

- “Phonemic awareness instruction can help essentially all of your students to read, including preschoolers, kindergarteners, first graders who are just starting to read, and older, less able readers.” Put Reading First, p. 8
- “The effects of systematic phonics programs were significant and substantial in kindergarten and the 1st grade, indicating that systematic phonics programs should be implemented at those age and grade levels.” National Reading Panel Report: Summary, p. 10

Orbit Literacy Grade 2 Chapters have been designed for transitional readers. When necessary or applicable, phonics or phonemic awareness skills are highlighted in the lesson plans but in general the emphasis is on vocabulary instruction, fluency, and comprehension.

Lesson plan:

The Painting Lesson; Orbit Literacy Grade 2 Chapters Guide, p. 40–41

Orbit Literacy Grade 2 Chapters recognize the importance of reinforcing and consolidating phonemic awareness and phonics skills enabling students to make the transition to reading longer texts with confidence, fluency, and understanding. Students need to be able to read words automatically and accurately so that they can focus on the meaning of the text. This is consistent with the characteristics of transitional readers identified by many literacy experts;

- “Since transitional and fluent readers already have ways to work out most unfamiliar words, they should be directing more attention to understanding how elements of stories, factual texts, and poems work together as wholes.” On Solid Ground: Strategies for Teaching Reading K–3, p. 39.

Fluency

“Fluency is the ability to read a text accurately and quickly. ... Fluency is important because it provides a bridge between word recognition and comprehension.” *Put Reading First*, p. 22.

Orbit Literacy Grade 2 Chapters have been carefully formulated to support the transition from shorter texts to chapter books. Suitable for guided or independent reading, they enable students to further develop fluency in their reading through extended reading sessions with longer texts.

Research	Source	Pacific Literacy Chapters	Supporting Examples
<ul style="list-style-type: none">“It is important to provide students with instruction and practice in fluency as they read connected text.”	“Put Reading First”, p.23	Objectives in Orbit Literacy Grade 2 Chapters lesson plans that specifically relate to the development of fluency are: <ul style="list-style-type: none">reading aloud with expressiondeveloping strategies for reading unknown words.	Lesson plan: Walter’s Worries; Orbit Literacy Grade 2 Chapters Teachers’ Guide pp. 30–31.
<ul style="list-style-type: none">“Repeated reading and other guided oral reading procedures have clearly been shown to improve fluency and overall reading achievement.”“The panel concluded that guided repeated oral reading procedures that included guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels.”“The analysis of guided oral reading procedures led to the conclusion that such procedures had a consistent and positive impact on word recognition, fluency, and comprehension.”	“National Reading Panel Report: Reports of the Subgroups”, p.3–28 “National Reading Panel Report: Summary”, p. 12 “National Reading Panel Report: Reports of the Subgroups”, p. 3–3	Orbit Literacy Grade 2 Chapters are suitable for independent reading, either after a guided reading lesson or for students whose independent reading level matches the chapter books. Guided reading lesson plans offer activities which require students to revisit and reread the texts.	Lesson plan: A Home for Diggory; Orbit Literacy Grade 2 Chapters Teachers’ Guide pp. 20–21.

Vocabulary Instruction

“Vocabulary refers to the words we must know to communicate effectively. ... Vocabulary is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean.” *Put Reading First*, p. 34.

Orbit Literacy Grade 2 Chapters are rich in content and vocabulary. New and challenging vocabulary is carefully integrated into the text and supported by illustrations and photographs, enabling students to use context clues to decipher word meanings. Vocabulary that may prove to be challenging or of interest is highlighted in the lesson plans which instruct teachers to introduce and discuss these words prior to reading. The lesson plans provide a balance of strategies for implicit and explicit vocabulary instruction.

Research	Source	Pacific Literacy Chapters	Supporting Examples
<ul style="list-style-type: none"> “Teaching specific words before reading helps both vocabulary learning and reading comprehension.” 	<p>“Put Reading First”, p. 36</p>	<p>Orbit Literacy Grade 2 Chapters lesson plan includes an introduction to the text. The introduction familiarizes students with new vocabulary in the text, therefore aiding fluency and comprehension.</p>	<p>See “Introducing the text” in <i>A Quilt with a Difference</i>; Orbit Literacy Grade 2 Chapters <i>Teachers’ Guide</i>, pp. 64–65.</p>
<ul style="list-style-type: none"> Word learning strategies include how to use context clues to determine word meanings. “Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively.” “Competent reading requires skills that extend beyond the single-word level to contextual reading, and this skill can best be acquired by practicing reading in which the words are in a meaningful context.” 	<p>“Put Reading First”, p. 37</p> <p>“Put Reading First”, p. 40</p> <p>“National Reading Panel Report: Reports of the Subgroups”, p. 3–11</p>	<p>Orbit Literacy Grade 2 Chapters are rich in content and vocabulary. New or challenging vocabulary is carefully integrated into the story context, encouraging students to use context clues to gain meaning from the text. Vocabulary instruction is included in the Orbit Literacy Grade 2 Chapters lesson plans.</p>	<p>Lesson plan: Extending vocabulary by using a glossary in <i>Horse Power</i>; Orbit Literacy Grade 2 Chapters <i>Teachers’ Guide</i>, pp. 42–43.</p>
<ul style="list-style-type: none"> “It is both a theoretical and an empirical fact that not all vocabulary can or must be learned through formal instruction and that vocabulary words can also be learned through incidental and indirect ways.” 	<p>Robbins & Ehri, 1994; Leung, 1992; Senechal & Cornell, 1993; Nicholson & White, 1992; Stewart et al., 1997 cited in “National Reading Panel Report: Reports of the Subgroups”, p. 4–26.</p>	<p>Orbit Literacy Grade 2 Chapters supports both explicit teaching of vocabulary development and incidental learning and teaching, dependent on students’ needs. Specific objectives outlined in the guided reading lesson plans are:</p> <ul style="list-style-type: none"> extending vocabulary by using a glossary recognizing and understanding colloquial language exploring the use of poetic language 	<p>Lesson plan: Extending vocabulary in <i>Lost in Space</i>; Orbit Literacy Grade 2 Chapters <i>Teachers’ Guide</i>, pp. 58–59.</p>

Research	Source	Pacific Literacy Chapters	Supporting Examples
<ul style="list-style-type: none"> “A comprehensive analysis of the collective research studies suggest that a variety of direct and indirect methods of vocabulary instruction can be effective. Effective instructional methods emphasize multimedia aspects of learning, richness of context in which words are to be learned, active student participation, and the number of exposures to words that learners will receive.” 	<p>“National Reading Panel Report: Reports of the Subgroups”, p. 4–27.</p>	<ul style="list-style-type: none"> formulating questions using descriptive language. 	

Comprehension Instruction

“Comprehension is defined as “intentional thinking during which meaning is constructed through interactions between text and reader” (Harris & Hodges, 1995). Thus, readers derive meaning from text when they engage in intentional, problem solving thinking processes.” (Report of the National Reading Panel, Summary, p. 14)

Pacific Literacy Chapters are an ideal resource for comprehension instruction. The chapter books are based on concepts to which students will relate and be able to apply prior knowledge and experiences. Each lesson plan includes objectives related to comprehension skills and suggests a variety of instruction methods including teacher demonstration, modeling, explanation, and student application and ongoing practice.

Research	Source	Pacific Literacy Chapters	Supporting Examples
<ul style="list-style-type: none"> “Comprehension is critically important to the development of children’s reading skills and therefore to the ability to obtain an education.” “Teachers not only must have a firm grasp of the content presented in text but also must have substantial knowledge of the strategies themselves, of which strategies are most effective for different students 	<p>“National Reading Panel Report: Summary”, p. 13</p> <p>“National Reading Panel Report: Summary”, p. 15–16</p>	<p>Orbit Literacy Grade 2 Chapters lesson plans emphasize comprehension strategies. Strategies included in the lesson plans are:</p> <ul style="list-style-type: none"> making connections between students’ experiences and the text identifying the plot and characters within a story describing a sequence of events tracing story development across multiple episodes interpreting and analyzing characters’ 	<p>Lesson plan: Inferring meaning in Mischief, Orbit Literacy Grade 2 Chapters <i>Teachers’ Guide</i>, pp. 62–63.</p>

Research	Source	Pacific Literacy Chapters	Supporting Examples
<p>and types of content and of how best to teach and model strategy use.”</p> <ul style="list-style-type: none"> • “The best way to pursue meaning is through conscious, controlled use of strategies.” • “Having peers instruct or interact over the use of reading strategies leads to an increase in the learning of the strategies, promotes intellectual discussion, and increases reading comprehension. This procedure saves on teacher time and gives the students more control over their learning and social interaction with peers.” 	<p>Duffy (1993) p. 223 cited “National Reading Panel Report: Reports of the Subgroups”.</p> <p>“National Reading Panel Report: Reports of the Subgroups”, p. 4–45.</p>	<p>feelings, relationships, and actions</p> <ul style="list-style-type: none"> • examining the consequences of a character’s actions • tracing the development of a character • identifying the setting of a story • making, confirming, and revising predictions • using illustrations to gain and deepen meaning • discussing or writing about the ideas presented in the reading • finding information in a nonfiction text • following written instructions • distinguishing between the narrator and the author of a story • inferring cause-and-effect relationships • exploring point of view • forming and supporting opinions about texts • making comparisons within a book • identifying a problem and its resolution • exploring problem resolution. 	
<ul style="list-style-type: none"> • “The research literature developed from early studies of isolated strategies then moved to the use of strategies in combination, and finally to the preparation of teachers to teach strategies in interactions about texts with readers in naturalistic settings.” 	<p>“National Reading Panel Report: Reports of the Subgroups”, p. 4–52</p>	<p>The guided reading approach aids the teaching of comprehension strategies when reading complete texts. With Orbit Literacy Grade 2 Chapters, students will learn and practice using comprehension strategies in the course of reading quality literary materials.</p>	<p>Lesson plan: Pet Vet; Orbit Literacy Grade 2 Chapters <i>Teachers’ Guide</i>, pp. 38–39.</p>
<ul style="list-style-type: none"> • The following forms of comprehension instruction were amongst those found to be the most effective: <ul style="list-style-type: none"> ○ Question answering – readers improve answering questions ○ Question generating – readers learn to generate and answer inferential 	<p>“National Reading Panel Report: Reports of the Subgroups”, p. 4–44</p>	<p>A number of teaching methods are outlined in the Orbit Literacy Grade 2 Chapters lesson plans to introduce and reinforce comprehension skills. Teachers should use the methods that are most suited to the skill being taught and students’ learning needs. Every lesson plan features a discussion model. This may include questions generated by both teacher and students, conversations focusing on plot, setting, and character development, and</p>	<p>Lesson plan: Flicking the Switch; Orbit Literacy Grade 2 Chapters <i>Teachers’ Guide</i>, pp. 54–55.</p>

Research	Source	Pacific Literacy Chapters	Supporting Examples
<p>questions</p> <ul style="list-style-type: none"> ○ Story structure – readers improve memory and identification of story structure ○ Summarization – readers improve memory and identification of main ideas. <ul style="list-style-type: none"> ● “In general, the evidence suggests that teaching a combination of reading comprehension techniques is the most effective. When students use them appropriately, they assist in recall, question answering, question generation, and summarization of texts. When used in combination, these techniques can improve results in standardized comprehension tests.” 	<p>“National Reading Panel Report: Summary”, p. 15</p>	<p>identification of main and supporting ideas.</p>	
<ul style="list-style-type: none"> ● “The data suggest that text comprehension is enhanced when readers actively relate the ideas represented in print to their knowledge and experiences and construct mental representation in memory.” ● “Good readers draw on prior knowledge and experience to help them understand what they are reading. You can help your students make use of their prior knowledge to improve their comprehension.” 	<p>“National Reading Panel Report: Summary”, p. 14</p> <p>“Put Reading First”, p. 55</p>	<p>Orbit Literacy Grade 2 Chapters are based on a diverse range of themes that will challenge early-fluent readers but that have an element of familiarity so that students can make text-to-self connections. Prior knowledge is a key focus in the lesson introductions. Throughout the remainder of the lesson, students are encouraged to share their own experiences related to the story content.</p>	<p>Lesson plan: Making connections between children’s experiences and the text in <i>Brother Trouble</i>; <i>Orbit Literacy Grade 2 Chapters Teachers’ Guide</i>, pp. 34–35.</p>
<ul style="list-style-type: none"> ● “The instruction of cognitive strategies improves reading 	<p>“National Reading Panel Report: Reports of the</p>	<p>Comprehension strategies are introduced and reinforced throughout the Orbit Literacy Grade</p>	<p>Lesson plan: <i>Billie the Hippo</i>; <i>Orbit Literacy Grade 2 Chapters</i></p>

Research	Source	Pacific Literacy Chapters	Supporting Examples
<p>comprehension in readers with a range of abilities.</p> <ul style="list-style-type: none"> This improvement occurs when teachers demonstrate, explain, model, and implement interaction with students in teaching them how to comprehend a text.” “One of the main methods is to have the teacher model an approach by showing how she or he would try to understand the text, using two or more combinations of four strategies: question generation, summarization, clarification, prediction of what might occur.” 	<p>Subgroups”, p. 4–47</p> <p>“National Reading Panel Report: Reports of the Subgroups”, p. 4–47</p> <p>“National Reading Panel Report: Reports of the Subgroups”, p 4–46</p>	<p>2 Chapters lesson plans. Strategies are explained during the introduction. Modeling and demonstration occur when reading and discussing the text. Students use the strategies when they are reading the text themselves with guidance from the teacher. Further practice occurs when students revisit the text during the lesson or when rereading independently.</p>	<p><i>Teachers’ Guide</i>, pp. 26–27.</p>
<ul style="list-style-type: none"> “Research shows that teacher questioning strongly supports and advances students’ learning from reading.” 	<p>“Put Reading First”, p. 51</p>	<p>Every Orbit Literacy Grade 2 Chapters lesson plan provides a model for introducing, reading and discussing, and revisiting the text. Specific questions related to the text and the purpose of the lesson are scripted throughout each lesson plan.</p>	<p>Lesson plan: Wacky Wheels; Orbit Literacy Grade 2 Chapters <i>Teachers’ Guide</i>, pp. 32–33.</p>

Motivation

Orbit Literacy Grade 2 Chapters have been carefully formulated with the interests and instructional reading level of early-fluent readers in mind. The chapter books are based on concepts and themes that students will be able to relate to and apply prior knowledge and experience. The lesson plans each include a careful introduction to clarify the purpose of the lesson, activate prior knowledge and motivate students to want to read the book for themselves. Suggested questioning, topics for discussion, and activities are designed to teach reading and writing strategies in an interesting and meaningful context.

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