

# Appendix

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## Key Questions About This Classroom

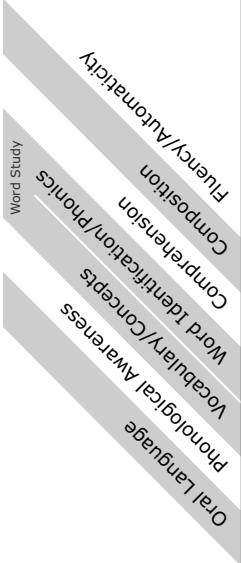
<i>Your Name:</i>	<i>Date:</i>
<i>Video Title and Teacher:</i>	
How does the classroom environment encourage students to gain independence as readers and writers?	
How are the diverse needs of learners (language in particular) met in this classroom?	
What forms of assessment are apparent in this classroom, and how does assessment guide instruction?	
How are reading and writing connected in this classroom?	

**Instructions:**

Make a copy of this page for each of the classroom videos you watch and consider these Key Questions in the context of the video that you're watching. Use the spaces provided to take notes where appropriate.



**Essential Components of Literacy Development**



**Observational Checklist**

Your Name:		Date:					
Video Title and Teacher:							
Literacy Teaching Practices	Oral Language	Phonological Awareness	Vocabulary/Concepts	Word Identification/Phonics	Comprehension	Fluency/Automacity	comments:
<input type="checkbox"/> Read-Aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Shared Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Guided Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Independent Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Interactive Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Independent Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Elements of Classroom Environment That Support Literacy**

<input type="checkbox"/> Physical Space
<input type="checkbox"/> Materials and Tools
<input type="checkbox"/> Techniques and Management
<input type="checkbox"/> Tone and Atmosphere

**Instructions:**  
 Make a copy of this checklist for each of the classroom videos you watch and use it to record your observations. Each classroom you observe will have some — although probably not all — of the practices and components listed on the checklist.



## Know - Wonder - Learned (KWL) Chart

Your Name: _____ Date: _____		
Video Title and Teacher: _____		
<b>Topic:</b>		
What do you already <b>know</b> (or think you know) about this topic?	What do you <b>wonder</b> about this topic?	What new things have you <b>learned</b> about this topic?

**Note:**  
The KWL chart can be used to generate group discussion, and to clarify what is known about a particular aspect of instruction (either from experience or research) and what questions remain.

**Instructions:**  
Make a copy of this KWL chart and use it to record what you already know and what you would like to learn about literacy. Leave the "Learned" section blank to fill in after you have finished watching the tape.





## Literacy Development Chart

Your Name:	Date:
Student Name:	

	First Classroom Visit <i>Month:</i>	Second Classroom Visit <i>Month:</i>	Third Classroom Visit <i>Month:</i>	Fourth Classroom Visit <i>Month:</i>
<b>Strengths</b> <i>(What reading strategies does the student use comfortably?)</i>				
<b>Needs</b> <i>(What areas require continued instruction?)</i>				
<b>Instruction</b> <i>(How does the teacher support their learning?)</i>				

**Instructions:**  
Make a copy of this page for each of the student case study videos you watch and record your observations on each classroom visit. Consider each child's strengths and needs.

# General Resources on Literacy

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## Books and Articles

Armbruster, B. B., F. Lehr, and J. Osborn. *Put Reading First: The Research Building Blocks for Teaching Children To Read*. Jessup, Md: National Institute for Literacy, 2001.

Button, K., M. J. Johnson, and P. Furgerson. "Interactive Writing in a Primary Classroom." *The Reading Teacher* 49, no. 6 (1996).

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Heald-Taylor, G. *The Beginning Reading Handbook: Strategies for Success*. Portsmouth, N.H.: Heinemann, 2001.

Henry, J., and B. J. Wiley. "Answers to Frequently Asked Questions About Interactive Writing." *Classroom Connections*. Columbus, Ohio: Reading Recovery Council of North America, Inc. Winter/Spring 1999.

International Reading Association. *Second Language Literacy Instruction: A Position Statement of the International Reading Association*. Newark, Del.: International Reading Association, 2000.

Miller, W. *Strategies for Developing Emergent Literacy*. Boston, Mass.: McGraw-Hill Higher Education, 2000.

Neuman, S. B., C. Copple, and S. Bredekamp. *Learning To Read and Write: Developmentally Appropriate Practices for Young Children*. Washington, D.C.: National Association for the Education of Young Children, 2000.

Opitz, M. F., and M. P. Ford. *Reaching Readers: Flexible & Innovative Strategies for Guided Reading*. Portsmouth, N.H.: Heinemann, 2001.

Opitz, M. F., and T. V. Rasinski. *Goodbye Round Robin: 25 Effective Oral Reading Strategies*. Portsmouth, N.H.: Heinemann, 1998.

Parkes, B. *Read It Again: Revisiting Shared Reading*. Portland, Maine: Stenhouse Publishers, 2000.

Rigg, P., and V. G. Allen. *When They Don't All Speak English: Integrating the ESL Student Into the Regular Classroom*. Urbana, Ill.: National Association of Teachers of English, 1989.

Strickland, D.S. *Teaching Phonics Today: A Primer for Educators*. Newark, Del.: International Reading Association, 1998.

Strickland, D. S. ed. *Beginning Reading and Writing*. New York, N.Y.: Teachers College Press, and Newark, Del.: International Reading Association, 2000.

Taberski, S. "Give Shared Reading the Attention It Deserves." *Instructor-Primary* 107, no. 7 (1998): 32–34.

## Web Sites

International Reading Association: <http://www.ira.org>

National Council of Teachers of English: <http://www.ncte.org>

National Association of Education of Young Children: <http://www.naeyc.org>

Center for the Improvement of Early Reading Ability (CIERA): <http://www.ciera.org>

# Credits

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## Web Site Production Credits

*Teaching Reading, K–2: A Library of Classroom Practices* is a production of WGBH Interactive and WGBH Educational Programming and Outreach for Annenberg/CPB.

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*Where Is My Hat?* by Joetta Beaver, illustrated by Laura Ovresat. Copyright 1997 by Upper Arlington Schools, copyright 1997 illustrations by Celebration Press. Published by Celebration Press. Used by permission of Pearson Education, Inc.

Brown, Marc T. *Arthur's New Puppy*. Boston, Mass.: Little, Brown & Co., 1993.

Compestine, Ying Chang. *The Runaway Rice Cake*. New York, N.Y.: Copyright 2001 by Ying Chang Compestine. Simon & Schuster Books for Young Readers.

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Lynch, Ray. Music from the album *Deep Breakfast*. Courtesy of Ray Lynch Productions. Copyright 1984. B.M.I. All rights reserved.

Moore, Thomas. "Good Morning" from the album *Songs for the Whole Day*. Copyright Thomas Moore.

Valeri, Michele, and Michael Stein. "The Dinosaur Song" from the album *Dinosaur Rock*. Silver Spring, Md.: Copyright 1983 by Dinorock Productions, Inc.