Appendix

Key Questions .................................................................127
Observational Checklist ..................................................128
KWL Chart .................................................................129
Classroom Strategy Planner ............................................130
Literacy Development Chart ...........................................131
General Resources .......................................................132
Credits .................................................................133
<table>
<thead>
<tr>
<th><strong>Key Questions About This Classroom</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the classroom environment encourage students to gain independence as readers and writers?</td>
</tr>
<tr>
<td>How are the diverse needs of learners (language in particular) met in this classroom?</td>
</tr>
<tr>
<td>What forms of assessment are apparent in this classroom, and how does assessment guide instruction?</td>
</tr>
<tr>
<td>How are reading and writing connected in this classroom?</td>
</tr>
</tbody>
</table>

**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.
### Observational Checklist

#### Literacy Teaching Practices

- Read-Aloud
- Shared Reading
- Guided Reading
- Independent Reading
- Interactive Writing
- Independent Writing

#### Essential Components of Literacy Development

- Oral Language
- Phonological Awareness
- Vocabulary/Concepts
- Word Identification/Phonics
- Comprehension
- Composition
- Fluency/Automaticity

#### Elements of Classroom Environment That Support Literacy

- Physical Space
- Materials and Tools
- Techniques and Management
- 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.

© 2002 WGBH Educational Foundation.
### Know - Wonder - Learned (KWL) Chart

**Topic:**

<table>
<thead>
<tr>
<th>What do you already know (or think you know) about this topic?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What new things have you learned about this topic?</td>
</tr>
<tr>
<td>What do you wonder about this topic?</td>
</tr>
</tbody>
</table>

**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.

**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.

© 2002 WGBH Educational Foundation.
## Classroom Strategy Planner

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Title and Teacher:</td>
<td></td>
</tr>
</tbody>
</table>

### Which strategy (or strategies) from the video would you like to try out in your own classroom?
(Some examples: a way of conducting a particular Literacy Teaching Practice; a job chart; a learning center activity; an approach to assessment; a method for determining guided-reading groups.)

### What will you need to implement this strategy?
(Some examples: a list of sight words; particular types of books (enlarged books, leveled readers); a published article about a particular instructional method; materials for assessment.)

### How will you know when this instructional method has been successful in your classroom?
(Some examples: looking at student work; formally assessing student progress.)

### Instructions:
Make a copy of this page for each of the classroom videos you watch and consider which teaching strategies you'd like to try out in your own classroom. Use the spaces provided to take notes where appropriate.
# Literacy Development Chart

<table>
<thead>
<tr>
<th></th>
<th>First Classroom Visit</th>
<th>Second Classroom Visit</th>
<th>Third Classroom Visit</th>
<th>Fourth Classroom Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td>Month:</td>
<td>Month:</td>
<td>Month:</td>
<td>Month:</td>
</tr>
<tr>
<td>(What reading strategies does the student use comfortably?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Needs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(What areas require continued instruction?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(How does the teacher support their learning?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

Books and Articles


Hall, N. “Interactive Writing With Young Children.” *Childhood Education* 76, no. 6, International Focus Issue (2000): 358–64.


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

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.

© 2002 WGBH Educational Foundation. All rights reserved.

SENIOR PRODUCER
Ted Sicker

CURRICULUM DIRECTOR
Denise Blumenthal

LIBRARY GUIDE DEVELOPERS FOR CLASSROOM VIDEOS
Claudia Grose
Visiting Associate Professor, Language and Literacy
Northeastern University School of Education
Margery Staman Miller
Professor
Lesley University School of Education

LIBRARY GUIDE DEVELOPER FOR STUDENT CASE STUDIES
Mary Matthews
Curriculum Coordinator for Language Arts, K–8
Brookline Public Schools, Massachusetts

CURRICULUM PROJECT COORDINATOR
Laura O’Neill

CORE ADVISORS
Jeanne Paratore
Boston University
Robert Rueda
University of Southern California
Donna Ogle
National Louis–University

DESIGNERS
Christian Wise
Lisa Rosenthal

WEB DEVELOPER
Joe Brandt

ADDITIONAL WRITER
Laura O’Neill

WITH THE ASSISTANCE OF
Mary Blout
Nina Farouk
Sandy Kendall
Yasmin Madan
Credits, cont’d.

Video Production Credits

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

**CORE ADVISORS**
Patricia Edwards  
Michigan State University

Jeanne Paratore  
Boston University

Robert Rueda  
University of Southern California

**PROJECT ADVISORS**
Eurydice Bauer  
University of Illinois Urbana–Champaign

Donna Ogle  
National Louis–University

Linda Rath  
Between the Lions (PBS)

Robin Rogers-Browne  
Nashoba Regional School District, Massachusetts

Nancy Roser  
University of Texas at Austin

James St. Clair  
Cambridge Public School District, Massachusetts

**SERIES PRODUCERS**
Cynthia A. McKeown  
Ann Peck

**EDITORS**
Mary-Kate Shea  
Karen Silverstein

**PRODUCTION ASSISTANTS**
Julie Rivinus  
Michael Rossi

**CAMERA**
Bill Charette  
Lance Douglas  
Brian Dowley  
Robin Hirsh  
Stephen McCarthy

**AUDIO**
Steve Bores  
Chris Bresnahan  
Charlie Collias  
James Lindsey

**PRODUCTION MANAGER**
Mary Ellen Gardiner

**ON-LINE EDITORS**
Maureen Barden  
Mark Geffen  
Glenn Hunsberger  
John Sherrer

**SOUND MIX**
John Jenkins  
Dan Lesiw

**DESIGN**
Gaye Korbet  
Daryl Myers  
Bruce Walker

**MUSIC**
Jim Sullivan  
Guy Van Duser

**NARRATOR**
Judy Richardson

**POST–PRODUCTION ASSOCIATE PRODUCER**
Peter Villa
Credits, cont’d.

**PRODUCTION COORDINATOR**
Mary-Susan Blout

**LOCATION ASSISTANTS**
Alejandro Aguilar
Robert Laws
Kevin Szaflik

**BUSINESS MANAGER**
Joe Karaman

**UNIT MANAGER**
Kimberly Langley

**OFFICE COORDINATORS**
Justin Brown
Laurie Wolf

**PROJECT DIRECTOR**
Ali Farhoodi

**SENIOR PROJECT DIRECTOR**
Amy Tonkonogy

**EXECUTIVE PRODUCER**
Michele Korf
Books and Articles Referenced in the Videos


Music Used in the Videos

Jack, David, and Susan Jack Cooper. “Gotta Hop” from the album *Gotta Hop!* Encinitas, Calif.: Copyright 1990 by Ta Dum Productions, Inc. www.davidjack.com


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.