



# General Routines for Teaching Aligned to the Oklahoma Academic Standards

[ELAOKTeachers.com/frameworks](http://ELAOKTeachers.com/frameworks)



## Standard 1: **Speaking and Listening**

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

**Oral Reading Response Formats:** Both oral and written responses to reading enhance students' understanding and connections to the text that they are reading and hearing. Consider a variety of oral response formats that will allow all students to participate in discussion, share their ideas, and listen to the ideas of others. Whatever the format, students should be provided with a common question or topic that will prompt and focus their thinking. Possible formats for this unit include the following:

- **Whole Class Discussion** - Students respond in a whole-class discussion to a question posed by the teacher or a student. The question may be used to initiate a discussion or to summarize what was learned. Oral participation is limited to only those students who offer to share their ideas. Use "wait time" and ask all students to stop and think and put their thumb up when they have an answer.
- **Turn and Talk** - This format is used during whole-class instruction and is a way to get all students to participate. After a teacher-posed question or prompt, students turn to the person next to them and briefly discuss their ideas. Each partner should have a chance to tell their partner their ideas. While they are doing this, the teacher circulates and listens in, commenting when necessary to focus the students' thoughts or clarify misunderstandings. The teacher can also use this time to jot down observations. With young children, it is helpful to have them practice the Turn and Talk process during a time other than the lesson when it will be used. A simple prompt, such as, "Turn to your partner and talk about your favorite food," can be used. Students may also discuss in groups of three if they are not paired evenly. After students have talked to partners for a few minutes, the class is called back to attention. If desired, a few students can be chosen to share what their partner said. This encourages good listening skills.

**Working in Small Groups:** Before students begin to work in pairs or in small groups introduce sentence stems to model appropriate ways to interact with their partners or other group members. Introduce Sentence Stems that fit the context of their conversation and the task students are working on. If they need to reach consensus introduce Agreeing and Disagreeing statements and post them where they can be seen while they are working.

## Sentence Stems For Meaningful Conversation In The Classroom Clarifying

### Paraphrasing

- So you're saying that...
- Is it fair to say that you believe...
- I hear you saying that...

### Agreeing

- I agree with \_\_\_\_ because...
- \_\_\_\_'s point about \_\_\_\_\_ was important because...
- \_\_\_\_ and I are coming from the same position.
- Despite disagreeing about \_\_\_\_, I agree with \_\_\_\_ that...

### Disagreeing

- I see it differently because...
- The evidence I've seen suggests something different.
- Some of that is fact, but some of it is opinion as well.
- I agree that \_\_\_\_\_, but we also have to consider that...
- I think we see \_\_\_\_\_ differently.

### Building On

- \_\_\_\_ mentioned that...
- Yes – and furthermore...
- The author's claim that \_\_\_\_\_ is interesting because...
- Adding to what \_\_\_\_ said,...

### Summarizing

- Overall, what I'm trying to say is...
- My whole point in one sentence is...
- More than anything else, I believe that...



## Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

### Why Reading Foundations are important:

*“Vocabulary learning is facilitated when spellings accompany pronunciations and meanings of new words to activate Orthographic Mapping. Teaching students the strategy of pronouncing novel words aloud as they read text silently activates Orthographic Mapping and helps them build their vocabularies. Because spelling-sound connections are retained in memory, they impact the processing of phonological constituents and phonological memory for words.” Ehri (2014)*

Ehri, Linnea C.(2014) Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning. *Scientific Studies of Reading*, v18 n1 p5-21 2014

### Before learning to read multi-syllable words, students must know:

1. How to orally break words into syllables.
2. Every syllable has a vowel sound (six syllable types) - [ReadingRockets.org/article/six-syllable-types](http://ReadingRockets.org/article/six-syllable-types).
3. When one vowel letter is by itself (not next to another vowel), it is the only vowel in a syllable.
4. When one vowel letter is next to another vowel letter, the two vowel letters usually stick together in the syllable and spell one vowel sound.
5. When there is a silent e, the silent e works with the vowel preceding it to create its long sound.

Provided by Dr. Mary Dahlgren, [tools4reading.com](http://tools4reading.com)

## Standard 2: Reading Foundations

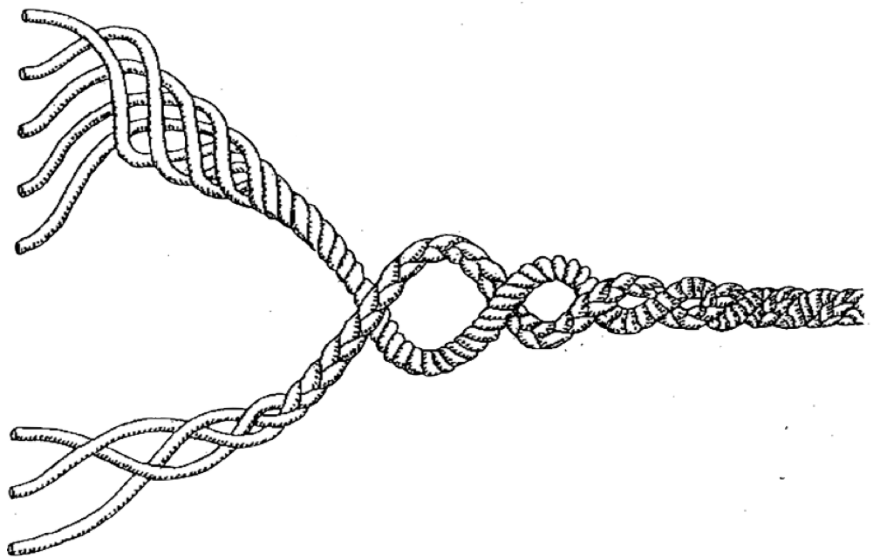
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### Language Comprehension



The strands of Language Comprehension complement and influence one another as strategic reading is acquired. They complement each other along the developmental road to becoming a proficient reader.

- ▶ **Background Knowledge** is the ability to process and store information and the number and frequency of academically oriented experiences (Marzano 2004).
- ▶ **Vocabulary** knowledge includes descriptive, academic, and domain-appropriate abstract and concrete words to communicate.
- ▶ **Language Structures** are syntax and semantics of word choices used to comprehend sentence structure.
- ▶ **Verbal Reasoning** is critical thinking and the ability to express thoughts verbally.
- ▶ **Literacy Knowledge** recognizes text structures in various genres and understands its purpose.



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York: Guilford Press.

### Word Recognition



The strands of Word Recognition develop separately and, with practice, become increasingly automatic, so the reader's attention focus on the concrete and abstract meaning of a text.

- ⊙ **Phonological Awareness** is the ability to recognize, think about, and manipulate sounds in spoken language without using text.
- ⊙ **Decoding** is the skill to apply phonics and word analysis skills to read words.
- ⊙ **Sight Recognition** is the ability to recognize familiar words automatically.



## Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

- **Interactive Read-Alouds** – The whole class listens as the teacher reads aloud. Students think and talk about the passages before, during, and after the reading. This assures active engagement on the part of the students. Their thinking about the text is extended because of this interaction. Prior to the read-aloud, the teacher may ask students what to think about before reading (e.g., a prediction based on the title or reflection on relevant prior experience). The teacher may read the passage or story once through, ask students to read it together, and then invite small- and large-group discussion through prompts/questions about the passage or specific parts of it. This activity lends itself well to Turn and Talk as well (see above).
- **Read, Pair, Share, Write** – Students may be asked to read a short passage for a minute or two minutes then Turn and Talk with their partner about what they read. Then take a few minutes to write down everything he or she individually remembered about what was read and what his or her partner remembered about the passage.
- **Interactive Writing** - The teacher and students work together to write their task on chart paper or a screen projection. This provides an opportunity to teach/model/review specific writing skills, such as developing an idea, writing complete sentences, organizing their thoughts into a cohesive paragraph, using appropriate capitalization and punctuation, etc. The suggested steps are:
  1. Talking about the idea and the specific text to write.
  2. Deciding on the exact wording of the text (or part of it).
  3. Writing the text: the teacher models the writing/transcribing of the ideas. At times during this step, the teacher can “share the marker” and have a student come and write down their ideas. This practice increases student ownership of the piece and keeps the whole group engaged. Balance “sharing the marker” with the need to complete the writing piece in a timely manner.
  4. Reading and rereading chorally, sometimes revising.
  5. “Publishing” by displaying the text in the classroom.

Source: [Fountas, Irene C. and Pinnell, Gay Sue. \(2006\). Teaching for Comprehension and Fluency. Portsmouth, NH: Heinemann.](#)



## Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Students need multiple exposures to words over time in order to not only recognize them but define and use them correctly in conversation and in writing. Beck, McKeown, and Kucan (2002) divide words into three tiers:

- **Tier 1** words are the basic words that most people know, such as cat, happy, sad.
- **Tier 2** words are more sophisticated words that are found across contexts and domains, such as brilliant, embarrassing, enthusiastic.
- **Tier 3** words are words that are more specific to a content area or domain, such as metamorphosis, peninsula, archaeologist.

Tier 2 words are the most useful to teach because they are high-frequency words that are used across contexts. This unit includes a modified version of Margarita Calderon's Seven Steps for Pre-teaching Vocabulary (2011).

### Vocabulary Routine

The steps are as follows:

1. Say and show the word and then ask students to repeat it. Do this step two more times.
2. Read the word in context from the text (if appropriate).
3. Read the definition from the dictionary or glossary.
4. Explain the meaning of the word in child-friendly language.
5. Highlight an aspect of the word that will help students to remember it; e.g., the number of syllables.
6. Engage students in an activity to practice using the word orally or to recognize examples of when the word can be used correctly; e.g., asking them to Turn and Talk to a partner about something related to the word, using the target vocabulary word in their sentence. Or, provide examples and nonexamples of the word and ask students to put their thumbs up when an example is named.
7. Assign peer reading with oral and written summarization activities. Explain how the new word needs to be used.

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*Sources: Beck, Isabel L., McKeown, Margaret G., & Kucan, Linda. (2002). Bringing Words to Life. New York: Guilford; Beck, Isabel L., McKeown, Margaret G., & Kucan, Linda. (2008). Creating Robust Vocabulary. New York: Guilford; and Calderon, Margarita. (2011). Teaching Reading and Comprehension to English Learners, K–5. Bloomington, IN: Solution Tree.*

*Ehri, Linnea C. (2014) Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning. Scientific Studies of Reading, v18 n1 p5-21 2014*

See Strategies under Reading Foundations to support vocabulary acquisition.

## Differentiating Instruction

### Differentiation for EL Students, Students with Disabilities, and Students with Advanced Skills

- ★ When you pair ELs or any other students, you must always consider the WIDA proficiency levels as well as what the students “Can Do” along with the objectives for the task as you plan the groupings and supports. The groupings will vary depending on the objectives of the task. For example, if the focus of the task is reading comprehension, pair a student with limited English skills with another student who speaks the same language or is bilingual. If the objective is the speaking and listening domain, groupings by common language is not a consideration, but provide students with visual, interactive, graphic, or sensory supports.
- ★ Remember to provide scaffolding for conversations during whole-class discussions and Turn and Talk. For example, supply students with sentence frames of increasing complexity, reflecting the different levels of language proficiency in your classroom, to help students to respond to prompts during the lesson. The sentence frames should model the use of the lesson’s targeted academic language.
- ★ Students with disabilities may need flexibility about the means to accomplishing the goal. For example, if the goal of the lesson is comprehension, what is the appropriate amount of text for the student to read?
- ★ Students with Advanced Skills should be given the opportunity to read independently and answer questions that require a degree of inference. These students should participate in group discussions, such as lesson openings and closings, as much as possible.
- ★ All students, ELs, students with disabilities, and advanced skills, should be given ample opportunities to apply their learning, including reading selections of the text and discussing evidence from the text.

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