



Fourth and Fifth Grade Student Center Activities



Teacher Resource Guide

Teacher Resource Guide

Acknowledgements

We would like to thank the following individuals and organizations for their contributions to this project.

Just Read, Florida! Office at the Florida Department of Education

Evan Lefsky, Ph.D.

Barbara Elzie, M.A.

Cari Miller, M.A.

4-5 Development Team at FCRR

Marcia Kosanovich, Ph.D.

Teresa Logan, M.S.

Connie Weinstein, M.Ed.

Kelly Magill, M.S.

Curriculum Review Team at FCRR

Georgia Jordan, M.S.

Michelle Wahl, M.S.

Mary Van Sciver, M.S.

Lila Rissman, M.S.

Elissa Arndt, M.S., CCC

Technology Services at FCRR

Peter Lenkway, Ph.D.

Kristopher Roehrig-Bice, B.F.A.

Matt Hoak, B.S.

J.P. Cooper, B.S.

Technical Projects Group at FCRR

Karl Hook, M.S.

Danny Brooke, B.S.

Assessment Programs at FCRR

Randee Winterbottom, M.S.

Tricia Curran, Ph.D.

FCRR Staff

Joseph Torgesen, Ph.D.

Don Cook, B.A.

Meghann Montgomery, B.A.

Professional Development DVD Production

Ryan Ziglar, Video Production Manager

Marilyn Jackson-Rahming, Principal, Pineview Elementary, Tallahassee, Florida

Barbara Mitchell, Reading Coach, Pineview Elementary, Tallahassee, Florida

Harriet Waas, Fourth Grade Teacher, Pineview Elementary, Tallahassee, Florida

Venesha Reed, Fourth Grade Teacher, Pineview Elementary, Tallahassee, Florida

Keyvette Pendleton, Fourth Grade Teacher, Pineview Elementary, Tallahassee, Florida

Teacher Resource Guide

Teacher Resource Guide

Introduction

This Teacher Resource Guide accompanies the Fourth and Fifth Grade (4-5) Student Center Activities developed by the Florida Center for Reading Research and funded by Just Read, Florida!. It is designed to assist teachers in differentiating instruction by using independent Student Center Activities that support skill building in four of the five components of reading (Phonics, Fluency, Vocabulary, and Comprehension). This Teacher Resource Guide is accompanied by a Professional Development DVD which discusses and illustrates important elements when implementing Student Centers in a classroom.

During the spring 2004 Florida Reading First school site visits, staff from the Florida Center for Reading Research (FCRR) determined that teachers may benefit from classroom materials that would be immediately useful in implementing independent Student Center Activities.

In 2004-2005, a team of teachers at FCRR reviewed current research, collected ideas, and created materials for use in kindergarten and first grade classrooms. These Student Center Activities (K-1 Project), Teacher Resource Guide, and accompanying Professional Development DVD can be accessed at: <http://www.fcrr.org/activities/>.

In 2005-2006, a team of teachers at FCRR reviewed current research, collected ideas, and created materials for use in second and third grade classrooms. These Student Center Activities (2-3 Project), Teacher Resource Guide and accompanying Professional Development DVD can be accessed at: <http://www.fcrr.org/Curriculum/studentCenterActivities23.htm>.

As the K-1 and 2-3 Projects were implemented in Reading First schools and many other schools across Florida, requests came for Student Center Activities for grades four and five. In 2006-2007, FCRR developed Student Center Activities for fourth and fifth grades (4-5 Project). The 4-5 Project includes a DVD containing Professional Development and three books:

1. Advanced Phonics and Fluency Student Center Activities
2. Vocabulary and Comprehension Student Center Activities
3. Teacher Resource Guide (accompanied by a DVD)

The first two books contain Activity Plans and Activity Masters ready for immediate use in classrooms. The third book is an informative guide offering important insights on differentiated instruction and how to use the Student Center materials.

When considering Florida's formula, 5 + 3 + ii + iii = No Child Left Behind, please note that four of the five reading components are covered in the Fourth and Fifth grade Student Center Activities. The Activities will directly support your efforts to provide effective initial instruction, because they will help you provide differentiated instruction to meet the needs of every child.

I hope you and your students enjoy these activities,

Marcia L. Kosanovich, Ph.D.
Director of Curriculum and Instructional Projects
Florida Center for Reading Research

Teacher Resource Guide

Teacher Resource Guide

Table of Contents

Frequently Asked Questions	1
<ul style="list-style-type: none">• Why should Student Center Activities be implemented in fourth and fifth grades?• What is differentiated instruction?• What is a Reading Center?• What are examples of Reading Centers and Activities?• How are these Reading Centers different from the Centers of the past?• Should all five components of reading (even Phonemic Awareness) be included in fourth and fifth grade reading instruction and Centers?	
Five Components of Reading Instruction	5
<ul style="list-style-type: none">• Phonemic Awareness• Phonics• Fluency• Vocabulary• Comprehension	
Implementing and Managing Student Centers in the Classroom	17
<ul style="list-style-type: none">• Form Flexible Groups Based on Assessment• Identify Appropriate Center Activities Based on Assessment• Design Center Management System• Implement a Behavior Management System• Give Explicit Center Directions• Organize the Classroom• Manage Transitions• Establish Accountability	
Interpretation and Implementation of Activity Plans	31
<ul style="list-style-type: none">• Overview• Preparing and Organizing Materials• Setting Up Centers• Computer-Based Centers• Selecting Quality Computer Software and Technology-Based Curricula Materials• Materials Needed for 4-5 Student Center Activities	
Crosswalk	41
<ul style="list-style-type: none">• Activity Number and Subcomponent• DIBELS® Measures• Fourth Grade Sunshine State Standards• Fifth Grade Sunshine State Standards	
Glossary & References	65

Teacher Resource Guide

Teacher Resource Guide

Frequently Asked Questions Concerning Reading Instruction

Frequently Asked Questions Concerning Reading Centers

1. Why should Student Center Activities be implemented in fourth and fifth grades?

A large number of students in this country are struggling to become proficient readers by fourth grade. The National Assessment of Educational Progress (NAEP), which has been administered to 4th and 8th grade students since 1971, reports that student performance in reading has been extremely stable over almost a 30-year period. On the 2003 assessment, 37% of all fourth graders performed below the basic level, which indicates that they do not have sufficient reading skills to adequately support grade level work that involves reading (Torgesen, 2005).

To help students become proficient readers, it is important to:

- provide explicit, differentiated reading instruction for all students
- offer engaging opportunities for all students to practice reading
- facilitate an organized classroom

Implementing Center Activities can be an efficient and effective way to help accomplish this.

A critical factor in implementing Student Center Activities successfully is to focus on the individual needs of students. This is best achieved in small groups where teachers can focus on specific skills and scaffold instruction based on individual needs. Small group instruction has been found to benefit student learning, especially those who struggle to learn to read (Foorman & Torgesen, 2001).

In order to teach effectively in small groups, the instructional time is uninterrupted and the students who are not in the small group at the Teacher-Led Center spend their time productively. Student Center Activities provide a way for those students who are not working with the teacher to be academically engaged in meaningful, reading-related activities.

Students have most likely experienced Student Centers in kindergarten through third grade and understand the procedures and responsibilities. Continuing this routine in fourth and fifth grades allows the teacher to focus on the needs of small groups of students (at the Teacher-Led Center), allows students to practice skills (at Student Centers), and continues the development of responsible behaviors for the students. When the Student Center Activities and expected behaviors have been explicitly taught and practiced well, all students will be academically engaged whether working at independent Student Centers or with the teacher at the Teacher-Led Center.

2. What is differentiated instruction?

Differentiated instruction involves matching instruction to meet the diverse needs of learners in a classroom. When considering the Florida formula 5 + 3 + ii + iii = No Child Left Behind (see Table 1), it is important to keep in mind that differentiated instruction is part of initial instruction (ii). After a whole group lesson, Centers provide time for teachers to effectively differentiate instruction to meet the needs of all students. This can be accomplished by the teacher working with an individual or with a small group of students at the Teacher-Led Center while the other students practice, demonstrate, and extend skills independently at the Student Centers. This is an ideal time to keep students actively, yet academically, engaged and motivated during reading instruction (which consists of a minimum of 90 minutes of uninterrupted instruction). Reading Centers can also provide time for classroom teachers or other reading specialists to implement immediate intensive intervention (iii) with individuals or small groups of students (in addition to the 90 minutes of instruction).

Teacher Resource Guide

Frequently Asked Questions Concerning Reading Instruction

Table 1 – Florida’s Formula: 5 + 3 + ii + iii = No Child Left Behind (NCLB)

5 components of reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



3 types of assessment

- Screening
- Progress Monitoring
- Diagnostic



ii initial instruction

- Whole Group
- Small Group
- Differentiated



iii immediate intensive intervention

3. What is a Reading Center?

A Reading Center is a place where students engage in reading related activities. There are two types of Reading Centers: Teacher-Led Center and Student Centers. A Teacher-Led Reading Center is a place where students participate in a lesson led by the teacher. Here, based on student assessment data, the teacher introduces new skills and concepts and guides students in practice with previously taught skills. Working with this small group allows the teacher to provide students with immediate corrective feedback, scaffolded instruction, and practice with targeted skills.

A Student Center is a place in the classroom where students work, independent of the teacher, in small groups, pairs, or individually to practice, demonstrate, and extend learning. The 4-5 Student Center Activities are intended to be utilized at the Student Centers, but it is important to stress that each Activity must be pre-taught before it is placed at a Student Center for independent practice. This pre-teaching will help to ensure student success and provide the opportunity for students to apply and practice previously taught skills.

All Activities at a Reading Center focus on and reflect the content and strategies of reading instruction and require careful planning. Centers at the fourth and fifth grade level can be successfully integrated with content area reading; offering students the opportunity to apply the reading skills learned during whole group or at the Teacher-Led Center. Leveled texts with science/social studies content can be used in Centers for fluency, vocabulary, and comprehension practice. Students also practice a variety of skills at Centers. For example, they practice structural analysis skills at the Advanced Phonics Center; complete timed readings and read in pairs at the Fluency Center; define words using context clues at the Vocabulary Center; and summarize texts using a graphic organizer at the Comprehension Center. The Library/Research Center may include dictionaries, encyclopedias, and thesauruses as well as a variety of books labeled by readability levels. See Table 2 for more examples of Centers and Activities.

4. What are examples of Reading Centers and Activities?

A Center refers to a place in the room designated for students to go to work; some teachers prefer to keep the types of Centers consistent and others prefer to vary them. As long as the Centers are managed in an organized fashion with clear expectations, either way may be effective. Center space may include the floor, a table, a counter, a large piece of tagboard, or any other defined work area and may be portable due to classroom space limitations.

The Activity placed at the Center is what the student does and it changes frequently based on student assessment data. Remember, the Activity is always explicitly taught by the teacher, either during the whole group lesson or in a small group lesson at the Teacher-Led Center, before it is placed at a Student Center. Table 2 depicts examples of Centers and Activities.

Teacher Resource Guide

Frequently Asked Questions Concerning Reading Instruction

Table 2 – Centers and Activities

Example Center	Example Activity
Advanced Phonics Center	Students decode multisyllabic words by isolating prefixes and suffixes.
Fluency Center	Students complete repeated readings by timing each other and then graphing the results.
Vocabulary Center	Students identify the meaning of words containing the same root by completing a sorting activity.
Comprehension Center	Students identify the components of a plot by using a graphic organizer.
Library/Research Center (leveled books sorted, organized, and identifiable by level and resources such as a dictionary, encyclopedia, and thesaurus)	Students locate and organize information on a topic by using reference materials.
Computer Center	Students interact with computerized reading programs targeted at their instructional level.

5. How are these Reading Centers different from the Centers of the past?

Table 3 – Centers of the Past Versus Today

Reading Centers of the Past	Reading Centers of Today
were used by teachers to keep students busy so they could plan or complete paperwork.	are utilized by teachers to provide systematic, explicit, small group instruction that meets the needs of the students (Teacher-Led Center).
were only for students who finished their assigned work.	are for all students.
incorporated only theme-based activities.	incorporate activities that reflect previously taught reading skills.
engaged all students in the same activities.	engage students in specific activities that are selected to differentiate instruction for each student (or a small group of students).
often included only worksheets.	include hands-on, targeted activities that reinforce and are aligned with previously taught skills.
incorporated a lot of non-academic and trivial projects.	keep students academically engaged in meaningful activities that reinforce and extend learning.

Teacher Resource Guide

Frequently Asked Questions Concerning Reading Instruction

6. Should all five components of reading (even Phonemic Awareness) be included in fourth and fifth grade reading instruction and Centers?

This depends on the student's instructional needs. For example, if a student has not yet learned to decode words, then some phonemic awareness instruction in conjunction with phonics (to reinforce the alphabetic principle) may be needed. This can be taught at the Teacher-Led Center and practiced at the Student Centers. As stated above, this is why individualized instruction is so important at every grade level. The other four components (i.e., Advanced Phonics, Fluency, Vocabulary, and Comprehension) should continue to be a part of reading instruction in fourth and fifth grade.

Teacher Resource Guide

The Five Components of Reading Instruction

The Five Components of Reading Instruction

Research has made great strides in identifying critical skills that consistently relate to reading success. Based on a comprehensive review of reading research, the Report of the National Reading Panel (2000) concluded the need for systematic and explicit instruction in the following five components of reading:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Reading programs that are aligned with current reading research include systematic and explicit instruction in these five components. Systematic instruction includes the direct presentation of skills/concepts in a pre-specified sequence taught in a logical, defined order. For example:

- Skills and concepts begin with the most simple and move to the most complex
- Student objectives are clear, concise, and driven by ongoing assessment results
- Students are provided with appropriate practice opportunities which directly reflect instruction

Explicit instruction includes instructional routines that consist of teacher modeling, guided practice, supported application, and independent practice. For example:

- Teacher models and explains
- Teacher provides guided practice
 - Students practice what the teacher modeled and the teacher provides prompts and feedback
- Teacher provides supported application
 - Students apply the skill as the teacher scaffolds instruction
- Students engage in independent practice

This section provides an overview of the five components of reading. For each component, the following information is included:

- Definition
- Goal and Purpose
- Research Note(s)
- Sequence of the Student Center Activities (how the Student Center Activities support growth in each of the five components of reading)
- Teacher Tip(s)
- Resources (tools to support foundational knowledge of the reading process)

Teacher Resource Guide

The Five Components of Reading Instruction

Phonemic Awareness

Definition

Phonological Awareness is defined as one's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. It is understanding the different ways that spoken language can be broken down into smaller units: sentences into words, words into syllables, syllables into phonemes (the smallest unit of sound). Phonological Awareness is considered an “umbrella” or broad term, consisting of: rhyme, alliteration, sentence segmentation, syllable blending and segmenting, onset-rime blending and segmenting, and phonemic awareness.

Phonemic Awareness (a term that falls under the “umbrella” or broader term of Phonological Awareness) consists of the ability to hear, identify, blend, segment and manipulate individual sounds in spoken words.

Phonemic Awareness is a subcomponent of Phonological Awareness. It may be helpful to think about the unit of language you are using to blend, segment, or manipulate — if you are working with a broad focus of sentences, words, or syllables it is Phonological Awareness. If you are working with the more narrow focus of individual sounds (phonemes), it is Phonemic Awareness.

Goal & Purpose

The goal of Phonemic Awareness instruction is to help students develop an awareness that words are composed of individual sounds, or phonemes, and to develop the ability to manipulate sounds in words. Phonemic Awareness is the most difficult and most important skill that falls under Phonological Awareness. Acquiring Phonemic Awareness may accelerate the reading growth of all children while at least 20-30% of students may fail to become proficient readers without it (Torgesen & Mathes, 2000).

RESEARCH NOTE



Research suggests that it will be quite rare to find students at fourth grade and above who have insufficient Phonemic Awareness to support explicit instruction in the alphabetic principal (or Phonics). These students will almost universally be extremely impaired in their phonemic decoding skills, and can profit from explicit and systematic Phonics instruction that is sensitive to potential difficulties with Phonemic Awareness. At this time, we do not recommend a separate assessment of Phonemic Awareness as a starting place for instructional planning for students in grades four and five. (J. K. Torgesen, personal communication, March 14, 2007)

Sequence of Student Center Activities

Although Phonemic Awareness Activities are not included in the 4-5 Project, teachers may refer to the K-1 Project (<http://www.fcrr.org/activities/>) or the 2-3 Project (<http://www.fcrr.org/Curriculum/studentCenterActivities23.htm>) if needed.

In the K-1 Project, the Student Center Activities for Phonological Awareness are based on a progression of skill complexity in the following manner: Rhyme, Alliteration, Sentence Segmentation, Syllable, Onset and Rime, and Phonemes.

The Phonemic Awareness component of the 2-3 Student Center Activities are designed around specific Phonemic Awareness skills and are sequenced from simple to complex. The Activities are sequenced and identified in the following manner: Phoneme Matching, Phoneme Isolating, Phoneme Blending, Phoneme Segmenting, Phoneme Segmenting and Blending, and Phoneme Manipulating.

TEACHER TIP



Phonological/Phonemic Awareness is often confused with Phonics. Remember that Phonological Awareness activities alone revolve around sound and can be done in the dark (there is no print involved)!

Teacher Resource Guide

The Five Components of Reading Instruction

Phonemic Awareness Resources

Table 4 illustrates the Continuum of Phonological Awareness. These foundational skills are an important part of the reading process.

Table 4 – Continuum of Phonological Awareness Skills

Type	Description	Example (student response is inside parentheses)
Rhyme	Recognizing words that have the same ending sound	Which word does not belong: steak, mail, lake, break (mail)
	Producing words that have the same ending sound	The moose skates with a (goose).
Alliteration	Producing groups of words that begin with the same initial sound	(Molly monkey moves many mice.)
Sentence Segmentation	Segmenting sentences into spoken words	Mary sat on the red bench. (There are six words in the sentence.)
Syllables	Blending syllables to say a word	pic-nic (picnic)
	Segmenting spoken words into syllables	carpenter (car-pen-ter, 3 syllables)
Onset and Rime	Blending the initial consonant or consonant cluster (onset) and the vowel and consonant sounds spoken after it (rime)	/d/ - ish (dish)
	Segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds spoken after it (rime)	Shake (/sh/ - ake)
Phonemes	Blending phonemes into words	/t/ /r/ /a/ /n/ (train)
	Segmenting words into individual phonemes	mist (/m/ /i/ /s/ /t/)
	Manipulating phonemes in spoken words	If you change the /b/ in big to /d/, what word do you have? (dig)

Note: Letters put in slashes (/ /) represent the sound the letter makes.

Teacher Resource Guide

The Five Components of Reading Instruction

Phonics

Definition

Phonics is the study of the relationship between graphemes (letters) and the phonemes (sounds) they represent; it is also used to describe reading instruction that teaches these relationships (often referred to as sound-symbol correspondences).

Goal & Purpose

The goal of Phonics instruction is to help students use sound-symbol correspondences to read and write words. Systematic and explicit Phonics instruction significantly improves word recognition, spelling, and comprehension. This is particularly beneficial for students who are having difficulty learning to read and who are at risk for developing future reading problems. Phonics instruction helps students learn the alphabetic principle (the understanding that there are systematic and predictable relationships between written letters and spoken words). This helps students read familiar words with accuracy and decode unknown words. This process proves true for regular (e.g., mat) and irregular (e.g., phone) words. Once students are able to read words quickly, their reading becomes more fluent, and they can spend more cognitive energy on comprehension, and less on decoding words.

RESEARCH NOTE



While many students in grades four and above are proficient at reading single syllable words (e.g., split, grand, more), they encounter an increasing amount of multisyllabic words (e.g., pretend, sufficient, multiple) in text which are potentially more challenging (Archer, Gleason, & Vachon, 2003). If students lack strategies to decode multisyllabic words, it is important for them to learn how to decode these words in units rather than letter by letter (Henry, 2003). At this level, instruction in word analysis and word recognition is often termed advanced word study (Curtis, 2004). Research demonstrates that older students who struggle with reading at the word level benefit from instruction in word study (Wexler, Edmonds, & Vaughn, in press). Students who have difficulty decoding words should be provided instruction in word study, or Advanced Phonics, regardless of their grade.

Sequence of Student Center Activities

The Advanced Phonics section of the 4-5 Student Center Activities offers advanced word analysis activities that provide practice opportunities for the support and reinforcement of previously taught skills. The Activities are designed around specific Advanced Phonics skills and are sequenced from simple to complex. The Activities are sequenced and identified in the following manner: Variant Correspondences (various spelling patterns for one sound), Syllable Patterns, and Morpheme Structures (see below). Results from on-going assessment and teacher monitoring are factors in determining the order of implementation of these activities in the classroom.

Variant Correspondences

Students practice identifying variant correspondences in words and producing words containing variant correspondences.

Syllable Patterns

Students practice segmenting syllables into words, identifying syllable types, and producing words using syllables.

Morpheme Structures

Students practice identifying and producing words with base words, inflections, prefixes, suffixes, and roots.

TEACHER TIP



Remind or teach students to be flexible when they decode multisyllabic words. If a word sounds incorrect when reading or pronouncing it, model how to be flexible with different sounds. For example, a student may pronounce the word “fragment” with /j/ (instead of /g/) first, then tries pronouncing the word with /g/ and recognizes it. For more details, please refer to the Activity called Word Way in the Advanced Phonics section of the Activities (AP.022).

Teacher Resource Guide

The Five Components of Reading Instruction

Phonics Resources

Although these resources are not intended to be comprehensive, they do include those elements found in the Student Center Activities. Tables 5, 6, and 7 illustrate sounds, the various ways to spell those sounds, and examples of words that utilize these spellings. These foundational skills are an important part of the reading process.

Table 5 – Consonant Sound Spellings

Sound	Spelling	Example	Sound	Spelling	Example
/b/	b	big	/kw/	q	queen
	bb	bubble		r	rat
/ch/	ch	chip		wr	write
	tch	match		rr	carry
	t	future		rh	rhino
/d/	d	did	/s/	s	sip
	ed	turned		ss	glass
	dd	rudder		c	civil
/f/	f	fat		ce	voice
	ff	stuff		se	house
	ph	phone		sc	science
	gh	tough	/t/	t	tab
	lf	calf		tt	miff
/g/	g	tag		bt	debt
	gg	giggle		pt	pterodactyl
	gh	ghost		ed	sipped
/h/	h	hot	/v/	v	van
	wh	whole		ve	nerve
/j/	j	jet	/ks/	x	fox
	g	giraffe	/z/	z	zip
	ge	barge		zz	buzz
	dge	fudge		s	is
/k/	k	kite		se	choose
	c	cat		ze	snooze
	ck	duck		x	xylophone
	ch	chord	/th/	th	thing
/l/	l	lip			this
	ll	full	/sh/	sh	shell
	le	sample		s	sure
/m/	m	man		ss	mission
	mm	slimmer		ch	chef
	mb	numb		sc	conscience
	mn	autumn	/hw/	wh	wheel
/n/	n	no			
	nn	winner	/ŋ/	ng	sing
	kn	know	/w/	w	water
	gn	gnat			
	pn	pneumonia	/y/	y	yellow
/p/	p	hip			
	pp	happy			

Note: A consonant digraph consists of two consecutive consonants that make one sound (e.g., th, sh, wh).

Teacher Resource Guide

The Five Components of Reading Instruction

Table 6 – Vowel Sound Spellings

Sound	Spelling	Example	Sound	Spelling	Example
/a/	a	cat	/ū/	u_e u	mule pupil
/ā/	ai ay ea ey eigh a ei aigh	ape rain say steak they eight paper vein straight		ew	few
			/ō/	oo oul u	cook would put
/e/	e ea ai ie	bed bread said friend	/oo/	oo ue ew u ui u_e ou oe o	boot blue new super suit flute soup shoe do
/ē/	ee ea ie y e i_e i ei e_e ey	meet seat chief funny she petite variation receive eve key	/aw/	aw au al ough augh	lawn fraud walk fought taught
/i/	i y	in myth	/ow/	ow ou ough	cow out drought
/ī/	i_e ie eigh igh y uy i	kite cried height sigh my buy bicycle	/oy/	oy oi	boy soil
/o/	o	hot	/er/	er ur ir or ear ar yr	faster turn girl work learn dollar syrup
/ō/	o_e oa oe o ow ough ou	note boat toe most grow though soul	/or/	or oar ore our	for board store course
/u/	u ou	tub touch	/ar/	ar ear	car heart

Note: A vowel digraph consists of two consecutive vowels that make one sound (e.g., ea, ay, ou). A diphthong consists of two consecutive vowels that feel as if it has two sounds (e.g., oy, ou).

Teacher Resource Guide

The Five Components of Reading Instruction

Table 7 – Schwa

Sound	Spelling	Example
/ə/	a	alone
/ə/	e	jacket
/ə/	i	pencil
/ə/	o	gallop
/ə/	u	circus

Note: Schwa (/ə/) often makes the short u sound as in cup.

Syllable Patterns

Students need to be able to decode the individual parts of a multisyllabic word. Many students transfer their knowledge of single syllable patterns to multisyllabic words. But some don't. This is a problem frequently encountered in the upper grades. In decoding, it is the vowel that causes confusion. Understanding syllable types is important because syllable patterns dictate how the vowel in the syllable is usually pronounced. It is important for teachers to know the six primary syllable types in order to help students with decoding difficult words. Table 8 illustrates the six primary syllable types (Archer, Gleason, Vachon, 2003; Orton-Gillingham, 1997).

Table 8 – Six Primary Syllable Types

Type	Description	Example
Closed	This syllable type ends with a consonant and has a single vowel that is usually short.	mat pic-nic
Open	This syllable type ends with a vowel and the vowel is usually long.	he ve-to
Silent e or vowel-consonant e (vce)	This syllable type has a silent e on the end of the word which signals that the vowel will usually be long.	cape stripe cue
Vowel team or Vowel pair	This syllable type contains two vowels that make one vowel sound. These can be difficult because some vowel teams are variable and the student will need to be flexible when decoding. However, most vowel teams are consistent.	pain head toy
R-controlled	This syllable type contains a vowel which is followed by the letter r and is neither long or short. The vowel and the r appear in the same syllable.	tar fer-ment
Consonant + le	This syllable type appears at the end of words and the consonant always goes with the -le to form a syllable.	ap-ple can-dle

Teacher Resource Guide

The Five Components of Reading Instruction

Fluency

Definition

Fluency is the ability to read text quickly, accurately, and with proper expression and is the bridge between word recognition and comprehension. Fluency emerges gradually over time through supported and repeated practice in automatic word recognition. It is developed through phonemic awareness, accurate letter sound correspondence, sound blending, spelling pattern and morpheme recognition, and guided oral reading.

Goal & Purpose

The goal of fluent reading is to improve comprehension through the ability to recognize words automatically, accurately, and to read with prosody (proper phrasing, intonation, and expression). When students are able to identify words accurately and automatically, they can concentrate on comprehending the text rather than decoding words. When students must put more effort into recognizing the words, they have less attention to devote to comprehension.

RESEARCH NOTE



Fluency is very important because it provides a bridge between word recognition and comprehension. Fluent readers do not have to concentrate on decoding words, so they can focus their attention on meaning. When students can read fluently, they can focus attention on making connections among the ideas in the text and their background knowledge (Torgesen, Rashotte, & Alexander, 2001).

Sequence of Student Center Activities

The Fluency section of the 4-5 Student Center Activities offers activities that provide practice opportunities for the support and reinforcement of previously taught skills. The Activities are designed around specific skills in the area of fluency that develop conscious word analysis ability so that word recognition becomes more accurate, automatic, and ultimately, more expressive. The activities are sequenced from simple to complex and identified in the following manner: Word Parts, Words, Phrases, Chunked Text, and Connected Text (see below). Results from ongoing assessments and teacher monitoring are factors in determining the order of implementation of these activities in the classroom.

Word Parts

Students use timed practices to identify word parts.

Words

Students use timed practices to read words.

Phrases

Students use timed practices to read phrases.
Students practice reading phrases with prosody.

Chunked Text

Students practice reading chunked text with prosody.

Connected Text

Students use timed practices to read connected text.
Students practice reading connected text with prosody.

TEACHER TIPS



Providing opportunities for students to set goals and chart their progress is motivating. Charts to facilitate this can be found throughout the Fluency Activities.

Students should practice orally rereading text which is at the appropriate level (CIERA, 2000). The Fluency Activities recommend text be at an instructional-independent level. Frustration level text should not be used. As a reminder, independent level can be read with 95% or better accuracy; instructional level can be read with 90% or better accuracy and; frustration level is read with less than 90% accuracy.

Teacher Resource Guide

The Five Components of Reading Instruction

Fluency Resources

Table 9 represents the 50th percentile scores from three norming samples for grades four and five. The three norming samples are the Dynamic Indicators of Basic Early Literacy Skills (DIBELS®), Hasbrouck & Tindal (2006), and AIMSWEB (<http://www.aimsweb.com>).

Table 9 – 50th Percentile Scores From Three Norming Samples

Grade	Fall			Winter			Spring		
	DIBELS®	H&T	AIMS	DIBELS®	H&T	AIMS	DIBELS®	H&T	AIMS
Fourth	93	94	100	105	112	114	118	123	127
Fifth	104	110	112	115	127	128	124	139	142

Teacher Resource Guide

The Five Components of Reading Instruction

Vocabulary

Definition

Vocabulary refers to the meanings and pronunciations of words necessary for communication. Vocabulary is often categorized as oral (listening and speaking) or print (reading and writing) vocabulary.

Goal & Purpose

The goal of Vocabulary instruction is to provide students with an understanding of the meaning and use of words so that they can comprehend what they are reading and communicate effectively. Vocabulary is critical to teach because of its connection to overall reading comprehension (NRP, 2000; Rand Study Group, 2002; Snow, Burns, & Griffin, 1998). That is, if a word is decoded and pronounced but the meaning is not recognized, comprehension will be impaired.

Sequence of Student Center Activities

The Vocabulary section of the 4-5 Student Center Activities offers activities that provide practice opportunities for the support and reinforcement of previously taught skills. The Activities are designed around specific skills in the area of Vocabulary and are sequenced in a logical order. The Activities are sequenced and identified in the following manner: Word Knowledge, Morphemic Elements, Word Meaning, Word Analysis, and Words in Context (see below). Results from ongoing assessments and teacher monitoring are factors in determining the order of implementation of these activities in the classroom.

The words used in these Vocabulary Activities were selected from grade level lists (e.g., Paynter, Bodrova, & Doty 2005; Fry, 2004). Teachers are encouraged to adapt these Activities by using vocabulary words that are relevant and appropriate for their students.

Word Knowledge

Students practice identifying the meaning of synonyms, antonyms, homophones, and homographs.

Morphemic Elements

Students practice identifying the meaning of affixes and common roots.

Word Meaning

Students practice using prior knowledge and references (e.g., the dictionary) to identify and produce the meaning of words.

Word Analysis

Students practice categorizing, classifying, and identifying similarities and differences among words.

Words in Context

Students practice identifying the meaning of words by using context and other strategies.

RESEARCH NOTES



A student's general vocabulary knowledge is a good predictor of whether the student will understand the text. Due to its strong link to comprehension, vocabulary knowledge affects students' success in school (Beck, McKeown, & Kucan, 2002).

A vocabulary program that is inclusive enough to benefit children at every level will include the following four elements (Graves, 2006).

1. Rich and varied oral and print language experiences
2. Instruction in individual words with multiple exposures to the words in a variety of forms
3. Instruction in word-learning strategies (e.g., using context)
4. Fostering word consciousness (i.e., promoting an interest in words and their meanings).

TEACHER TIP



Answering the following questions will assist teachers when choosing words to teach (Beck, McKeown, & Kucan, 2002).

1. In general, how useful is the word? Will the students get a lot of "mileage" from learning it?
2. How does the word relate to other words and concepts that students know or are learning? Will learning this word enhance understanding of the topic?
3. How important is the word to understanding the text?

Teacher Resource Guide

The Five Components of Reading Instruction

Vocabulary Resources

Tables 10 and 11 illustrate common prefixes and suffixes, their meanings, and examples of words that utilize these affixes (Diamond & Gutlohn, 2006).

Table 10 – Prefixes

Prefix	Meaning	Example
un (im, a variant)	not, opposite of	unhappy, impossible
re	again	retell
in (il, a variant)	not or into	incorrect, illegal
dis	not, opposite of	disappear
non	not, opposite of	nonfiction
over	too much	overpay
mis	wrongly	misjudge
sub	under	subzero
pre	before	preschool
inter	between	interstate
fore	before	forewarn
de	not, opposite	deplane
trans	across	transatlantic
super	above	superhero
semi	half	semidry
anti	against	antigravity
mid	middle	midstream
under	below	underground

Table 11 – Suffixes

Prefix	Meaning	Example
s, es	more than one	books, boxes
ed	past-tense verbs	turned, created, picked
ing	verb form/present participle	playing
er	comparative	bigger
est	most (when comparing)	hardest
less	without	effortless
ly	resembling	clearly
able	is, can be	comfortable
ness	state or quality of	kindness
er	one who	teacher
ful	full of	thoughtful

Teacher Resource Guide

The Five Components of Reading Instruction

Comprehension

Definition

Comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Goal & Purpose

The goal of comprehension instruction is for students to gain understanding from written language.

Effective comprehension instruction requires:

- Purposeful and explicit teaching
- Classroom interactions that support the understanding of specific texts
- Students to learn the skills and strategies used by expert readers
- Careful analysis of text to determine its appropriateness for students and use of specific strategies

RESEARCH NOTES



The National Reading Panel (2000) identified seven effective comprehension strategies:

1. Monitoring Comprehension
2. Cooperative Learning
3. Using Graphic and Semantic Organizers
4. Question Answering
5. Question Generating
6. Recognizing Story Structure
7. Summarizing

Motivation and engagement are critical and can best be attained by:

- Making reading relevant to students' lives
- Providing meaningful goals of learning from text
- Providing a variety of choices about text and assignments

Sequence of Student Center Activities

The Comprehension section of the 4-5 Student Center Activities offers activities that provide practice opportunities for the support and reinforcement of previously taught skills. The Activities are designed around specific skills in the area of comprehension and are sequenced in a logical order. The Activities are sequenced and identified in the following manner: Narrative Text Structure, Expository Text Structure, Text Analysis, and Monitoring for Understanding (see below). Results from ongoing assessments and teacher monitoring are factors in determining the order of implementation of these activities in the classroom.

Narrative Text Structure

Students practice identifying story elements, plot components, and retelling and summarizing stories.

Expository Text Structure

Students practice identifying text features, details, main ideas, and important information in expository text.

Text Analysis

Students practice identifying facts and opinions, inferences, and author's purpose.

Monitoring for Understanding

Students practice using a variety of comprehension strategies to comprehend text.

TEACHER TIP



Many types of graphic organizers are offered in the Activities so that teachers can choose the ones that work best for their students and use them often.

Teacher Resource Guide

Implementing and Managing Student Centers in the Classroom

Implementing and Managing Student Centers in the Classroom

The next part of this Teacher Resource Guide pertains to implementing and managing Student Centers. There are eight elements involved in effectively planning, implementing, and managing Student Centers in the classroom. These elements include procedures that help facilitate differentiated Teacher-Led small group instruction and support independent Student Center Activities. The first three elements are considered pre-planning activities for the teacher and are completed before implementing Student Centers in the classroom:

- I. Form Flexible Groups Based on Assessment
- II. Identify Appropriate Center Activities Based on Assessment
- III. Design Center Management System

The next five elements are used to implement and manage independent Student Center Activities with the students. It is important to note that these five elements are not necessarily listed in sequential order, but may be done simultaneously.

- IV. Implement a Behavior Management System
- V. Give Explicit Center Directions
- VI. Organize the Classroom
- VII. Manage Transitions
- VIII. Establish Accountability

Teacher Resource Guide

Implementing and Managing Student Centers in the Classroom

I. Form Flexible Groups Based on Assessment

In order to form small groups for instruction at the Teacher-Led Center, it is recommended that teachers analyze data from a combination of the following assessments:

- District and school screening and progress monitoring tools (e.g., Dynamic Indicators of Early Literacy Skills (DIBELS®), informal reading inventories)
- Assessments from comprehensive core reading programs (CCRP) and/or supplemental reading programs (SRP)
- Florida Comprehensive Assessment Test (FCAT)

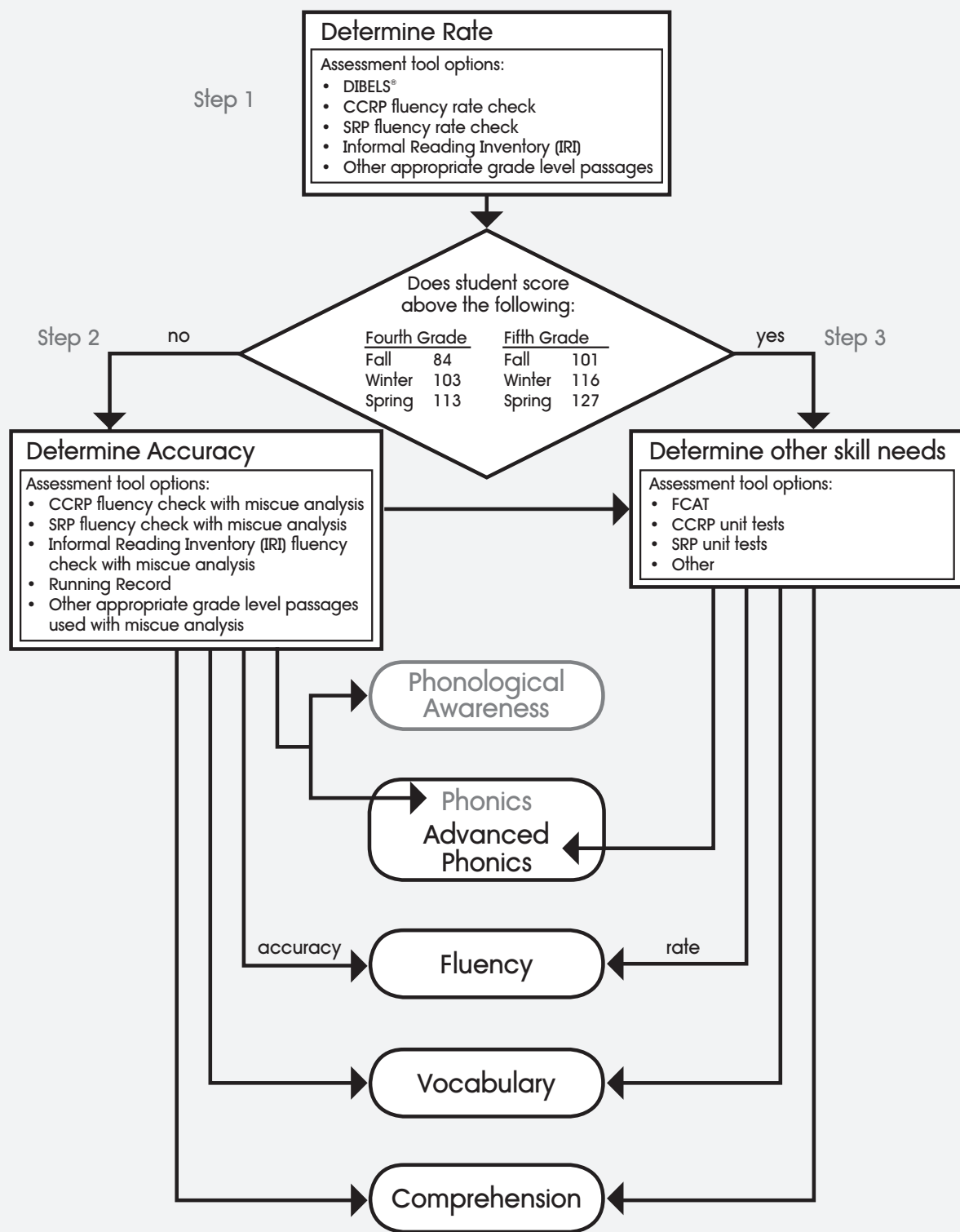
Using these data sources in conjunction with teacher observation and, when needed, diagnostic assessment (e.g., Early Reading Diagnostic Assessment (ERDA) or Diagnostic Assessment of Reading (DAR)) can be an effective way to determine instructional groups. Keep in mind, groups need to be flexible and data from a combination of these sources will need to be continuously utilized throughout the year as progress is monitored and students' instructional needs change.

Teacher Resource Guide

Implementing and Managing Student Centers in the Classroom

The following Assessment Flow Chart (Figure 1) was created to assist fourth and fifth grade teachers in determining the instructional needs of students and in forming flexible groups in three easy steps (see Table 12).

Figure 1 – 4-5 Assessment Flowchart



Teacher Resource Guide

Implementing and Managing Student Centers in the Classroom

Table 12 outlines a three step process for forming groups based on the five components of reading. The Assessment Flow Chart (Figure 1) is an overview of this process. Keep in mind that this is one way of determining groups and was written somewhat generically. Since teachers will be using a variety of assessment information to place students in instructional groups, it is not possible for us to develop examples based on a single measure. Rather, we will describe students as being either “seriously behind,” “moderately behind,” or “at grade level or above.” In some cases, the developers of the test that teachers use will provide the score ranges that fall into these categories, and in other cases, teachers will need to depend on their own professional judgment and experience. If a standardized test is used that reports percentile ranks, then a rule of thumb is that students below the 20th percentile are considered to be seriously behind, and students from the 20th to the 39th percentile are considered “moderately behind.” Students at the 40th percentile and above are considered to be functioning at grade level (for example, the fluency rates given on the Flow Chart are taken from Hasbrouck and Tindal at the 40th percentile).

TEACHER TIP



How to read a PMRN Report. The first column is the class list. Note that on actual class printouts the students are in alphabetical order within each instructional level (red, yellow, green). The second column denotes the Recommended Instructional Level (the general level of intensity of support that the student needs to achieve grade level proficiency).

- Red indicates the student is at High Risk (HR) and in need of immediate intensive intervention to achieve grade level reading by the end of the year.
- Yellow indicates the student is at Moderate Risk (MR) and in need of additional support to meet grade level expectations by the end of the year.
- Green indicates that the student is at Low Risk (LR) and current reading instruction using the core reading program is meeting the needs of the student.
- Some students within the green instructional level will have individual measures above (AA) the 60th percentile (this is noted in blue). Although the current reading instruction using the core reading program is meeting the needs of the student, extension and expansion of this curriculum is important.

The third column displays the specific DIBELS® measure of Oral Reading Fluency, a measure of reading fluency. Each student's raw score is recorded in each cell. At this assessment period, the target is 93 for ORF (the student should be able to read 93 words correctly in a minute).

Teacher Resource Guide

Implementing and Managing Student Centers in the Classroom

Table 12 – Three Steps to Forming Small Groups for the Teacher-Led Center

Form Flexible Groups Based on Assessment (EXAMPLE) – Step 1

All Students	Assessing: Rate	<p>Class List</p> <p>Recommended Instruction Level</p> <p>ORF</p> <p>Assessment 1 Target 93</p>
<p>Although Phonemic Awareness, Phonics, and Vocabulary all play an important role in learning to read, research suggests that there is a positive correlation between fluent reading and comprehension. Fluency is comprised of rate and accuracy. Assessing reading rate (the speed at which text is read) for every student in a fourth or fifth grade classroom is a quick and efficient method for teachers to utilize as a starting point for planning instruction and forming groups.</p> <p>To determine rate, use a one minute timed reading tool (with appropriate grade level passages) to assess ALL students. (Many tools use three readings so the teacher may drop the lowest and highest scores for a more accurate evaluation.)</p> <p>If students score above the grade level benchmark (considered “at grade level or above” in the area of fluency), then proceed to Step 3. If students score below the grade level benchmark (considered “moderately” or “seriously behind” in the area of fluency rate) proceed to Step 2.</p>	<p>Assessment Type: Words Correct Per Minute (WCPM)</p>	<p>Student 01 Intensive 49(HR)</p> <p>Student 02 Intensive 65(HR)</p> <p>Student 03 Intensive 69(HR)</p> <p>Student 04 Intensive 70(HR)</p> <p>Student 05 Strategic 75(MR)</p> <p>Student 06 Strategic 75(MR)</p> <p>Student 07 Strategic 76(MR)</p> <p>Student 08 Strategic 77(MR)</p> <p>Student 09 Strategic 82(MR)</p> <p>Student 10 Strategic 82(MR)</p> <p>Student 11 Strategic 86(MR)</p> <p>Student 12 Strategic 87(MR)</p> <p>Student 13 Strategic 88(MR)</p> <p>Student 14 Strategic 90(MR)</p> <p>Student 15 Initial 96(LR)</p> <p>Student 16 Initial 102(LR)</p> <p>Student 17 Initial 103(LR)</p> <p>Student 18 Initial 107(LR)</p> <p>Student 19 Initial 109(LR)</p> <p>Student 20 Initial 111(LR)</p> <p>Student 21 Initial 139(LR)</p> <p>Next Target 145</p>
	<p>Assessment Tool Options:</p> <ul style="list-style-type: none"> Dynamic Indicators of Basic Early Literacy Skills (DIBELS®) http://dibels.uoregon.edu/ Comprehensive Core Reading Program (CCRP)—fluency rate check Supplemental Reading Program (SRP)—fluency rate check Informal Reading Inventory (IRI)—fluency rate check Other appropriate grade level passage(s) 	<p>In this example, all students in the class were given the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) oral reading fluency assessment.</p> <p>Since Students 1 through 14 scored below the target (93, for DIBELS at this assessment period) for reading rate, they went on to Step 2. Students 15 through 21 met or exceeded the current benchmarks for reading rate and went straight to Step 3.</p>

Teacher Resource Guide

Implementing and Managing Student Centers in the Classroom

Form Flexible Groups Based on Assessment (EXAMPLE) – Step 2

Students Below Benchmark for Fluency (from Step 1)

Since students 1-14 proved to be either “moderately” or “seriously behind” in terms of rate, it is important to check their accuracy. Accuracy is defined as the ability to pronounce and read words correctly.

Assess students for reading accuracy. Accuracy is often assessed using a basic grade level reading passage (similar to the ones used for reading rate), in conjunction with miscue analysis. Some assessment tools also use a spelling inventory.

If student(s) prove to be “moderately behind” and their miscues indicate a need for advanced phonics instruction (e.g., variant correspondences, syllable patterns, morphemic structures), then group them accordingly and proceed to Step 3.

If student(s) prove to be “seriously behind” and their miscues indicate a need for lower level phonics instruction (e.g., letter-sound correspondences, high frequency words), then group them accordingly and proceed to Step 3. It is relatively rare for students in 4th and 5th grade to have deficiencies in phonemic awareness that are sufficiently severe to interfere with the ability to acquire phonics skills. However, even when students have continuing weaknesses in phonemic awareness, it is more efficient to provide systematic and explicit phonics instruction as a means of stimulating both phonemic awareness and phonemic decoding, than to engage in oral language phonemic awareness activities by themselves. At this time, we do not recommend a separate assessment of phonemic awareness as a starting place for instructional planning for students in grades four and five.

Assessing: Accuracy

Assessment Type: Miscue Analysis

Assessment Tool Options:

- CCRP—fluency check with miscue analysis
- SRP—fluency check with miscue analysis
- Informal Reading Inventory (IRI)—fluency check with miscue analysis
- Running Record
- Other appropriate grade level passage(s)

Student Name and WCPM Score from DIBELS®	Initial and Final Consonants	Short Vowels	High Frequency Words	Digraphs, Diphthongs, and Blends	Long Vowel Patterns	Other Vowel Patterns (e.g., schwa and r-controlled)	Plural Endings	Simple Inflectional Endings	Compound Words	Syllables (e.g., chunking)	Prefixes, Suffixes, Roots, and Base Words
Student 1 (49)		X	X	X	X	X	X	X	X	X	X
Student 2 (65)			X	X	X	X		X	X	X	X
Student 3 (69)		X		X	X			X		X	X
Student 4 (70)			X			X			X	X	X
Student 5 (75)			X						X	X	X
Student 6 (75)									X	X	X
Student 7 (76)									X	X	X
Student 8 (77)									X	X	X
Student 9 (82)										X	
Student 10 (82)									X	X	
Student 11 (86)										X	
Student 12 (87)										X	X
Student 13 (88)										X	X
Student 14 (90)										X	

In this example, students 1-14 were administered a fluency check with miscue analysis in conjunction with a spelling inventory from the CCRP. Students' needs are marked with an X above. Groups are formed based on these needs (see Figure 2).

Teacher Resource Guide

Implementing and Managing Student Centers in the Classroom

Form Flexible Groups Based on Assessment (EXAMPLE) – Step 3

Students at or above the target for fluency rate (from Step 1)

Complete vocabulary and comprehension assessments to determine student(s) instructional needs. These students may need both oral and written vocabulary and comprehension teacher/student center activities. Group students accordingly.

Students below the target for fluency rate (from Steps 1 and 2)

Although students with low rate need lots of practice reading (activities such as repeated reading, choral reading, and tape assisted reading) and students with low accuracy may need systematic, explicit advanced phonics instruction, these students also need oral vocabulary and comprehension teacher/student center activities. It is important that instruction and student work not focus solely on phonics and fluency.

Complete vocabulary and comprehension assessments to determine student(s) instructional needs. Instruction in these groups (formed in Step 2) should include both oral vocabulary and comprehension teacher/student center activities.

Assessing: Vocabulary and Comprehension

Assessment Type:
Identify Vocabulary and Comprehension Skills

Assessment Tool Options:

- FCAT
- CCRP Unit Tests
- SRP Unit Tests
- Other

	LA.4.1.7.1	LA.4.1.7.2	LA.4.1.7.3	LA.4.1.7.4	LA.4.1.7.5	LA.4.1.7.6	LA.4.1.7.7	LA.4.1.7.8
Student 15			X			X		
Student 16								X
Student 17					X			
Student 18			X				X	
Student 19		X						X
Student 20				X				
Student 21	X			X			X	

In this example, students 15-21 were administered a comprehension unit test from the CCRP check. After analyzing the unit test and FCAT scores, students' needs are marked with an X above. Groups are formed based on these needs (see Figure 2).

Teacher Resource Guide

Implementing and Managing Student Centers in the Classroom

Grouping for the Teacher-Led Center

It is important to remember that there is not ONE right answer as to how small groups should be formed. Groups must remain flexible and change according to instructional needs. These groups are skill-based and are formed with the Teacher-Led Center in mind. In other words, the groups are formed based on instructional needs (similar skills that need improvement) and these groups will be working at the Teacher-Led Center as the teacher implements small group instruction. Figure 2 illustrates one way to form flexible groups for this fourth grade class.

Figure 2 – Forming Teacher-Led Groups

Group A

Students **1, 2, 3, 4**

Students 1, 2, 3, and 4 were below the target (93 WCPM) for oral reading fluency according to the DIBELS measure.

In order to measure accuracy and identify specific skills, a timed reading and spelling inventory were administered and miscues were analyzed.

Instruction at the Teacher-Led Center for this group would be intensive and focus on phonics.

Group B

Students **5, 6, 7, 8**

Students 5, 6, 7, and 8 were below the target (93 WCPM) for oral reading fluency according to the DIBELS measure.

In order to measure accuracy and identify specific skills, a timed reading and spelling inventory were administered and miscues were analyzed.

Instruction at the Teacher-Led Center for this group would be intensive and focus on advanced phonics.

Group C

Students **9, 10, 11, 12, 13, 14, 15**

Students 9, 10, 11, 12, 13, 14, and 15 were below the target (93 WCPM) for oral reading fluency according to the DIBELS measure.

In order to measure accuracy and identify specific skills, a timed reading and spelling inventory were administered and miscues were analyzed.

Instruction at the Teacher-Led Center for this group would be intensive and focus on advanced phonics and fluency rate.

Group D

Students **16, 17, 18, 19, 20, 21**

Students 16, 17, 18, 19, 20, and 21 were above the target (93 WCPM) for oral reading fluency according to the DIBELS measure.

In order to measure vocabulary and comprehension skills, a unit test from the CCRP was administered and analyzed in conjunction with student scores from the FCAT.

The focus for the Teacher-Led Center will be on vocabulary development and comprehension. Activities that extend and expand on the core reading program would be appropriate.

Teacher Resource Guide

Implementing and Managing Student Centers in the Classroom

Although the focus of this example was on the fluency (DIBELS® data) and comprehension (FCAT data) and the related instructional implications, it is important to also include vocabulary instruction. These components must be integrated into reading instruction, as needed. Again, these groups are skill-based, flexible, and were formed with the Teacher-Led Center in mind.

Grouping for the Student Centers

Students are in skill-based groups at the Teacher-Led Center and Student Centers. In other words, students stay in the same group whether they are at the Teacher-Led Center or Independent Student Centers.

It is important to keep in mind that student groups are flexible and change often. These groups do not work together all day, every day, but are strategically placed together to maximize instructional time and accelerate learning during reading instruction. This grouping strategy allows students to work together when they need help practicing the same skill.

Table 13 depicts the group formation described in Figure 2. Both the Teacher-Led and student groups are listed vertically since they stay the same throughout both Teacher-Led and Student Centers.

TEACHER TIP



When forming flexible groups based on assessment, remember to:

- Base small groups on instructional need with specific instructional strategies in mind
- Monitor the progress of high risk students more frequently in order to make instructional changes, small group changes, and to accelerate learning
- Keep group sizes small (5-7 students as a maximum)
- Reduce the group size to 3-5 for students in need of intensive support
- Consider attitudes, behaviors, and work ethics of each student

Table 13 – Formation of Student Groups

Teacher-Led Center and Student Group A	Teacher-Led Center and Student Group B	Teacher-Led Center and Student Group C	Teacher-Led Center and Student Group D
1	5	9	16
2	6	10	17
3	7	11	18
4	8	12	19
		13	20
		14	21
		15	

II. Identify Appropriate Center Activities Based on Assessment

Important things to consider when planning Student Center Activities:

- Plan with the learning objective, not the product, in mind. The whole idea of the “reading centers of today” is to advance student reading ability. Though activities should engage students, there need not be a lot of “fluff.” As Debbie Diller notes in her book *Literacy Work Stations: Making Centers Work* (2003), “If it takes longer to make something than it does for children to use it instructionally, then don’t bother making it” (p. 10).
- Time must also be a consideration. If you have allotted 20 minutes for the Center and the Activity only requires 10 minutes, the students will need something else to do. Suggestions for extensions and

Teacher Resource Guide

Implementing and Managing Student Centers in the Classroom

adaptations are provided in each of the Activity Plans. Continuous support materials (e.g., dry erase boards, writing materials, computer software, timers, reference materials, word games, word sorts, CDs and tapes, etc.) should be available for use when students finish a specific Activity.

Choose Activities for Student Centers that target each group's instructional need. Within each Student Center, students are all engaged in the same Activity: working individually, in pairs, or as a small group. Table 14 provides examples of what students might be doing at the Teacher-Led Center and at the Independent Student Centers during one rotation. Activities at each center should correspond to the skill level of each group. It may be necessary to have a different activity for each group.

Table 14 – Example Activities

Student Group	Teacher-Led Center	Student Centers (Activities have been previously taught either whole-group or at the Teacher-Led Center)
A (Students 1, 2, 3, 4)	Identify and sort short and long vowels	Short and Long P.015 (from 2-3 Student Center Activities)
B (Students 5, 6, 7, 8)	Make multiple words using the same initial syllable combined with varying final syllables.	Syllable Swap AP.011
C (Students 9, 10, 11, 12, 13, 14, 15)	Timed readings using appropriate leveled connected text	Reading Results F.016
D (Students 16, 17, 18, 19, 20, 21)	Models strategy use for comprehension monitoring	Monitor and Mend C.043

III. Design Center Management System

Having a Center management system helps to establish time efficient routines and protects valuable instructional time. A center management system assists teachers and students in coordinating the:

- schedule of student Center times
- student group formation
- Center locations/areas
- Activities
- systematic movement of student groups

Center management boards are graphic organizers and may be displayed in a variety of ways. Center management boards help students know where they should be, when they should be there, and what they should be doing. This allows the teacher to concentrate on teaching at the Teacher-Led Center and emphasizes accountability from students. When choosing a management board, it is important to keep in mind the following:

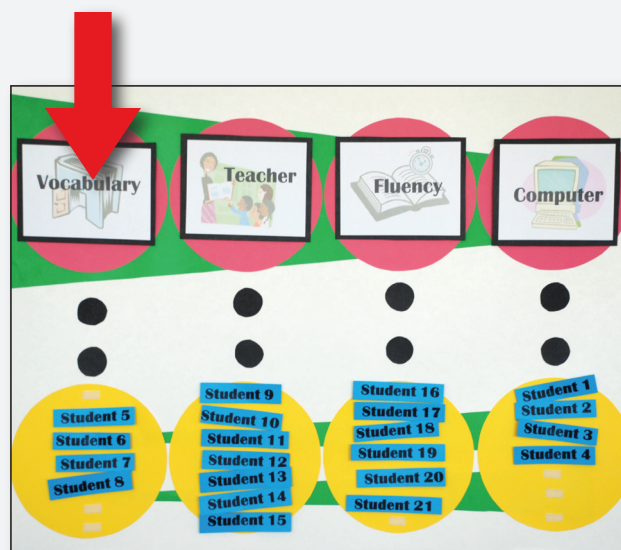
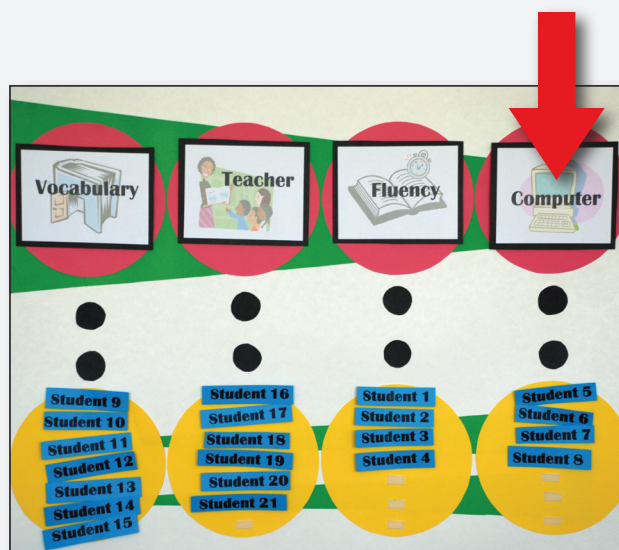
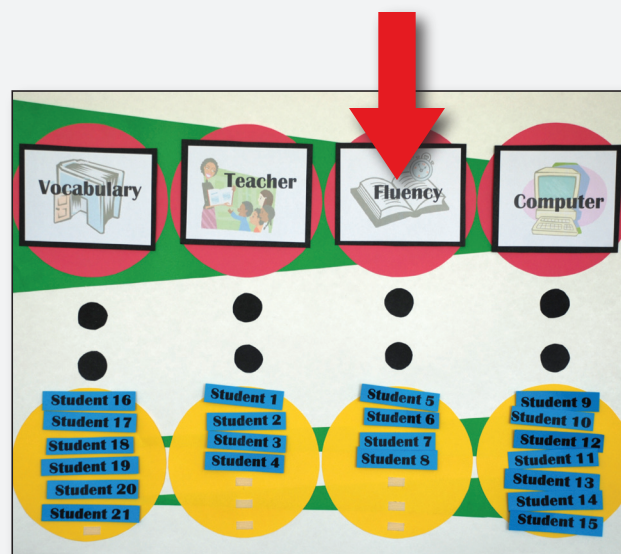
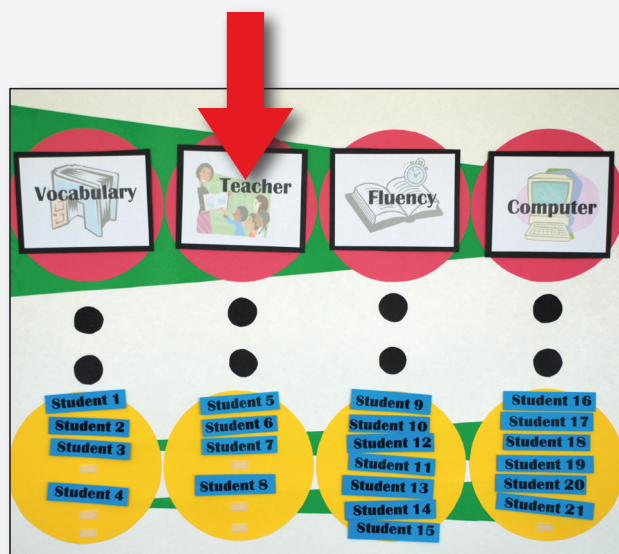
- It should meet the needs of the management system.
- It should be large enough to be seen by all students from different areas of the room.
- Students should know how to independently use/read the Center management board.
- Matching words/icons could be on the management board and in the Center areas to help students quickly locate Centers.

Teacher Resource Guide

Implementing and Managing Student Centers in the Classroom

Figure 3 is an example that may be adjusted to meet the needs of a specific class. It illustrates four rotations for students 5, 6, 7, and 8. Student names are placed in groups using velcro. Icons are placed in a row across the top. Student names or icons can be moved when student groups or centers change.

Figure 3 – Example Center Management Board and Rotations



Teacher Resource Guide

Implementing and Managing Student Centers in the Classroom

IV. Implement a Behavior Management System

It is essential to spend time at the beginning of the school year modeling, practicing, and reviewing appropriate classroom procedures in order to establish time efficient routines and to encourage positive classroom behaviors. Experts suggest that it may take at least six weeks to implement Student Centers before beginning Teacher-Led Centers (more so in the primary rather than intermediate grades). During this time, the teacher should be “roaming the room” monitoring students and providing assistance as needed. Many experts also suggest sending students to one Center daily until they “get the hang of it” before trying two or three Centers daily. Implementing an effective behavior management system may require a large amount of time initially; however, this is a productive use of time for two important reasons:

1. Students need to be on-task in order for Centers to support learning.
2. The teacher needs to focus on students at the Teacher-Led Center and this is not possible if the other students are off-task.

When teachers implement a behavior management system, students should be involved in role modeling positive classroom behaviors. Boundaries and consequences should be fair, consistent, and age-appropriate. Throughout the year, teachers may want to occasionally use the Teacher-Led Center time to circulate during Student Centers to support on-task behavior. If this is the case, all students go to Student Centers while the teacher “roams the room.”

Successful implementation of Student Centers involves helping students know how to problem solve. For example, students need to know:

- What to do when something does not work
- What to do when they do not understand the Activity at a Center
- What to do when they complete an Activity at a Center
- Whom to go to for help (e.g., “Ask 3 before you see me.”)
- How to clean up (where to put their product, where to put materials away, etc.)
- How to decide who goes first when engaged in a pair or group activity

Teachers have found that creating a chart or checklist with their students is an effective way to ensure positive classroom behavior. These charts or checklists include the expected student behavior at each Center.

The checklist and Center management board provide a management system that supports on-task student behavior. Teachers are responsible for:

- Holding all students accountable
- Making consequences meaningful
- Being consistent when implementing the behavior management system
- Reviewing the rules and consequences
- Practicing classroom procedures

It is important that students continuously practice classroom routines until the Centers and transitions are running smoothly. Additionally, teachers model/review expected behaviors continuously.

TEACHER TIP



Even in the best managed classrooms, there are many reasons why students may not be academically engaged at Student Centers. Here is a list of questions for teachers to consider when behavior problems begin to impede the successful implementation of student activity centers:

- Did I introduce too many new Centers at once?
- Did I do an effective job explicitly teaching the activity?
- Have the students mastered the skill and need to move on?
- Is the activity interesting to the student?
- Do students 5 and 8 work well together or do they create behavior problems?
- Is this Activity too difficult for students to do independently?

Answering these questions may help teachers reorganize Centers to get student behavior back on track. It may also be helpful to have a problem solving discussion with the students about a certain Center or Activity.

Teacher Resource Guide

Implementing and Managing Student Centers in the Classroom

V. Give Explicit Center Directions

The goal of explicit directions is to help students understand what they are expected to accomplish at a specific Center. Clear directions and expectations encourage academic engagement at Centers. It is essential to model each Activity before students are expected to complete it at the Center. Providing directions in manageable steps helps students to understand the sequence of completing an Activity. Model the use of new materials and Activities before placing them in a Center either during the whole group lesson or at the Teacher-Led Center. Activities to be completed at Centers should be introduced by the teacher in the following format:

1. Teacher Models and Explains the Activity
Some Activities need repeated modeling, while others need to be modeled only one time. For example, a simpler task, such as an activity in which students blend base words with affixes to make new words may be modeled once at the Teacher-Led Center and then placed at a Student Center. Conversely, teaching students how to identify the meanings of words in context is a more difficult task and may require many whole group lessons in addition to modeling at the Teacher-Led Center before being placed at a student center.
2. Teacher provides Guided Practice
Students practice what the teacher models and the teacher provides prompts and feedback.
3. Teacher provides Supported Application
Students apply the skill as the teacher scaffolds instruction.
4. Students engage in Independent Practice
Students apply the skill independently.

This same format should also be implemented to teach students how to use the manipulatives and/or technology at each Center (e.g., computer, tape recorder, timers, etc.).

VI. Organize the Classroom

The goal of creating an organized classroom is to obtain maximum student achievement. Keeping an organized classroom enables students to:

- Easily locate materials
- Focus on academic tasks
- Use Center time productively

Clearly define, organize, and label reading Centers to facilitate the flow of student movement. Set Center materials in an orderly arrangement, allowing adequate work space for each student. Place skill leveled materials in baskets or tubs and label accordingly. Also, preserve and protect materials by laminating or using another creative method so that they don't have to be remade. Teach students how to keep materials organized, replace materials when needed, and clean up in an orderly and timely manner. When materials are well organized and students cooperate in taking care of Centers, classroom disruptions are limited.

VII. Manage Transitions

The intent of managing transitions is to maximize and protect instructional time. It is important to keep a quick pace when transitioning between Centers. Instill consistent routines and expectations for changing Centers, putting materials away, and cleaning up center areas.

It is also important to use this time instructionally. There are a variety of signals that may be used to indicate to students that it is time to change Centers. To reinforce skills, make every minute count. For example,

Teacher Resource Guide

Implementing and Managing Student Centers in the Classroom

recite poems, play vocabulary word games, or repeat comprehension strategy steps while the students are cleaning up.

VIII. Establish Accountability

Accountability is a way to encourage students to stay academically engaged and for teachers to determine whether or not students can apply what they have been taught. Accountability should be established for Activities at all Centers. Communicate the fact that students are expected to stay on task and complete quality work. Students need to receive feedback in a timely manner. Reviewing center work daily:

- prevents students from practicing the same errors
- provides opportunities for teachers to instill the importance of quality work
- conveys the importance of each academic task

In conclusion, reading Centers should provide opportunities for students to practice, demonstrate, and extend previously taught skills. Using assessment data to form groups, planning appropriate Teacher-Led and independent Student Center Activities, and consistently monitoring progress will help teachers establish a supportive learning environment.

TEACHER TIP



Establishing accountability is intended to help students develop an appreciation for learning and to view Centers as a meaningful and productive time of day. Other key ideas to keep in mind concerning accountability:

- The process of learning to be proficient readers is more important than creating a product at each Center. Students need to be accountable for work completed at Centers, but this does not mean there always needs to be a product. Make it a balance.
- Have “with-it-ness” — even though teachers are involved with other students in a small group activity at the Teacher-Led Center, they must be aware of what is going on at the Student Centers. This is a teaching skill that comes with time and practice!

Teacher Resource Guide

Interpretation and Implementation of Activity Plans

This part of the Teacher Resource Guide pertains to interpreting and implementing the Student Center Activity plans.

Interpretation of Activity Plans

This section of the Teacher Resource Guide will help you understand how to interpret the Activity Plans. The Student Center Activities are designed to support sound classroom reading instruction. They are written to provide students with the opportunity to practice, demonstrate, and extend their knowledge of previously taught reading skills, thereby providing time for teachers to teach in small groups.

Activity Plans are compiled in two separate notebooks. Book one contains a collection of Advanced Phonics and Fluency Activities. Book two contains a collection of Vocabulary and Comprehension Activities. Each Activity Plan includes an explanation of the Activity with the objective, materials, Activity Statement, steps to complete the Activity, a demonstration area, and ways to extend or adapt the Activity.

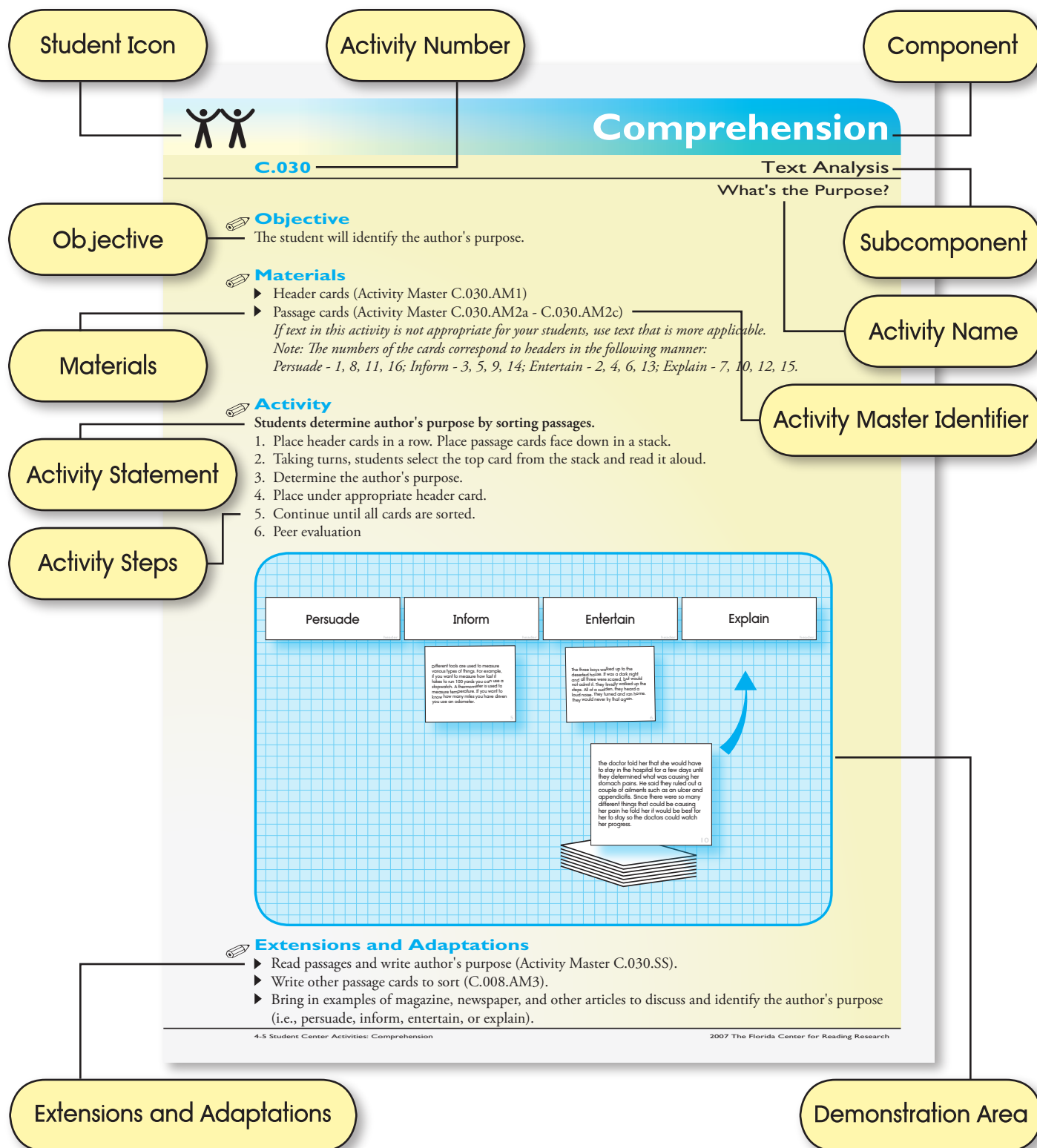
It is important to note that these activities are designed for teachers to use as resources, guides, and examples when implementing Student Centers. They are not intended to be a curriculum and although they are organized sequentially, assessment results should guide the teacher's decision as to the choice of the Activity and the time line for implementation. Each of the Activities was designed to enhance reading development. The Activities are intended to be explicitly taught to the whole class or in small group Teacher-Led Centers before they are placed at an Independent Student Center. Additionally, teachers are encouraged to adapt or substitute the materials provided in the Activity Masters by using materials from the core reading program, supplemental curriculum, or other resources. For example, an Activity that requires identifying similarities and differences between the meanings of words could utilize words from the core reading program or any content area being studied (V.032).

Teacher Resource Guide

Interpretation and Implementation of Activity Plans

Overview

Throughout this section, a sample Activity Plan will be used as a reference. It is called *What's the Purpose?*.



Teacher Resource Guide

Interpretation and Implementation of Activity Plans

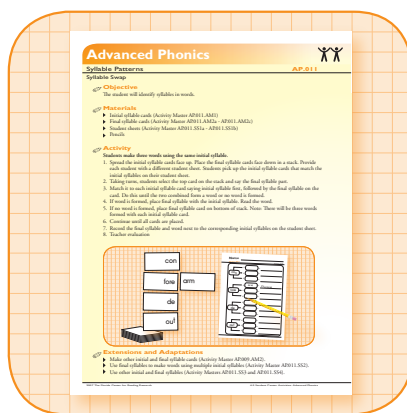
Reading Component

The reading component is placed at the top of the Activity Plan to denote: Advanced Phonics, Fluency, Vocabulary, or Comprehension.

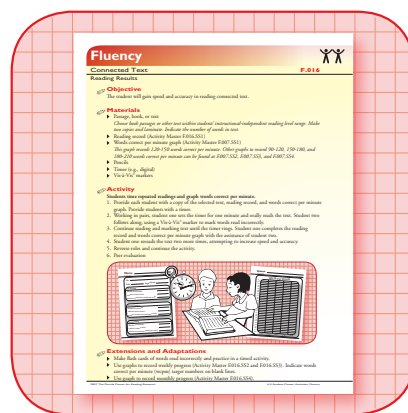


Each reading component is color coded. The Advanced Phonics Activities are highlighted in orange, Fluency in red, Vocabulary in green, and Comprehension in blue (see example activities below).

4-5 Student Center Activities – Book One

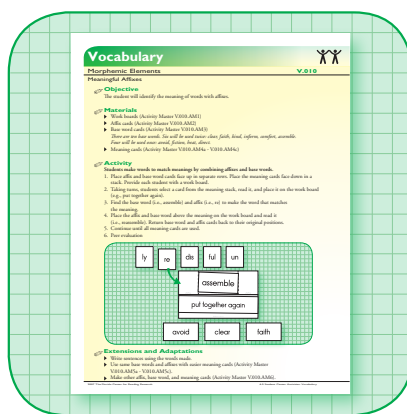


Advanced Phonics

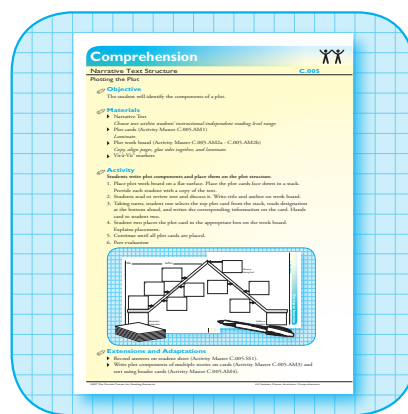


Fluency

4-5 Student Center Activities – Book Two



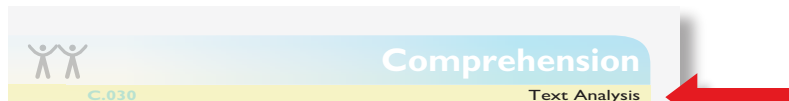
Vocabulary



Comprehension

Subcomponent

The subcomponent is listed under the component. For added convenience each Activity book comes with a set of tabs to be inserted in front of the corresponding sections. For a complete list of subcomponents, see the Five Components of Reading Instruction section of this guide.

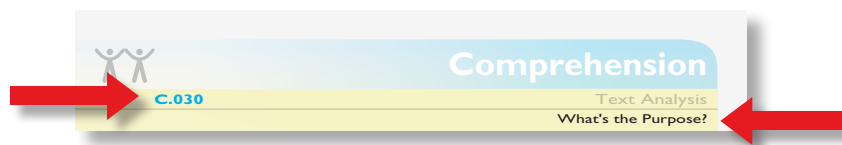


Teacher Resource Guide

Interpretation and Implementation of Activity Plans

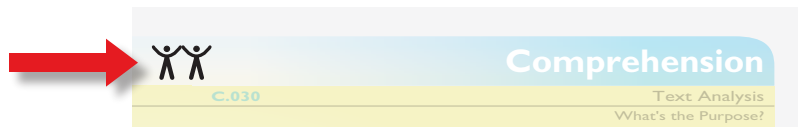
Activity Name and Activity Number

The name of the Activity (e.g., *What's the Purpose?*) appears under the subcomponent. Across from the activity name is the activity number (e.g., C.030). The letter(s) on the activity number correspond with the component: AP – Advanced Phonics, F – Fluency, V – Vocabulary, and C – Comprehension. Within each component, the numbers are listed in ascending order. The Activity Plans are sequenced in a logical order based on subcomponent and difficulty.



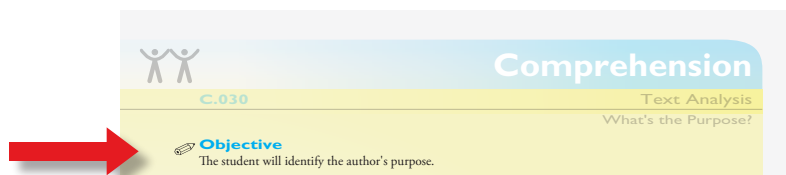
Student Icon

The student icon at the top of the page denotes the number of students suggested to participate in the activity. One icon indicates that students may complete the activity independently, but may also work collaboratively with group members if desired. Two icons indicate that the activity requires students to work in pairs. Two icons with a plus sign indicate that the activity requires two or more students.



Objective

The objective states the goal of the activity. The objectives are correlated with the subcomponents and are aligned with specific skills.



Materials and Activity Master Identifier

There is a list of all materials needed for each Activity Plan. At the end of the Implementation of Activity Plans section of this guide, there is a comprehensive list of materials.

Any Activity Masters (AM) or Student Sheets (SS) used in the activity are numbered to correlate to the Activity Plan. These Activity Masters and Student Sheets are located behind each Activity Plan. Both are in blackline master form. The Activity Masters are nonconsumable and should be prepared to be used repeatedly as groups move through the Center (e.g., word cards that can be laminated).

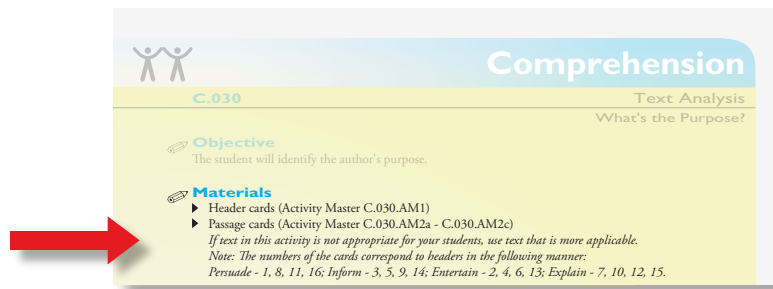
The Student Sheets are consumable and should be duplicated for EACH student. If an Activity Master is used for more than one activity, it is cross-referenced to the original Activity Master and noted on the Activity Plan. For example, blank cards may be provided so that target words can be written on them and used in the activity. These same cards can also be used for other activities (i.e., V.011, V.012, V.027, V.028, V.037, V.040).

Activity Masters may be adapted or substituted by using materials from the core reading program, supplemental program, or teachers' own resources. For example, instead of using the provided high frequency word cards, the teacher may choose to use word cards from the core reading program. Some Activities may

Teacher Resource Guide

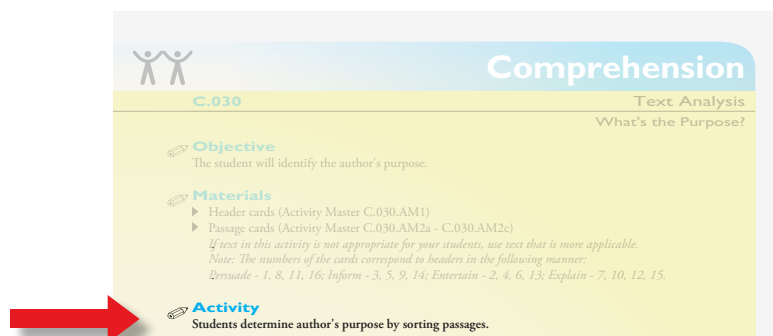
Interpretation and Implementation of Activity Plans

have answer keys. These have been added to assist in the evaluation of the Activity. Keys can be developed for other Activities and be made available to students at the Center.



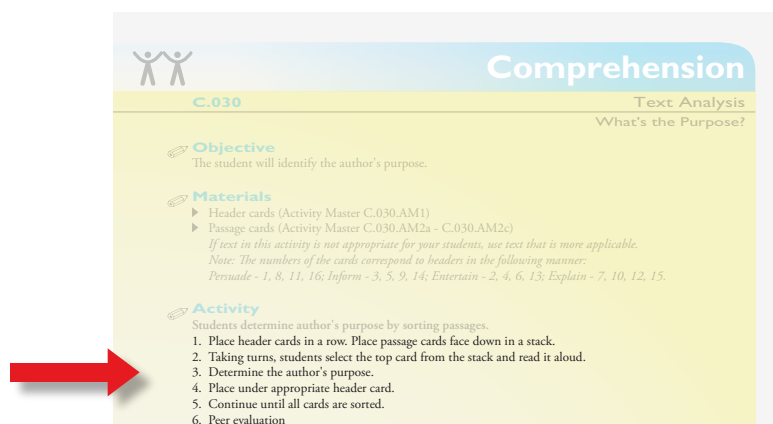
Activity Statement

Directly under the activity heading is the activity statement, (e.g., Students determine author's purpose by sorting passages). The statement offers a one sentence explanation of the purpose of the activity and what the students will do to complete the activity.



Activity Steps

The first step refers to the Center set-up which may be completed by the teacher or a capable student. The second step starts the series of steps which the students go through to complete the activity. Additionally, step two usually begins with one of the following: The student, Students, Working in pairs, or Taking turns depending on the number of students needed to complete the activity. The remaining steps are written from the student perspective. The last step pertains to accountability and lists one of three evaluation methods: Self-check, Peer evaluation, or Teacher evaluation.

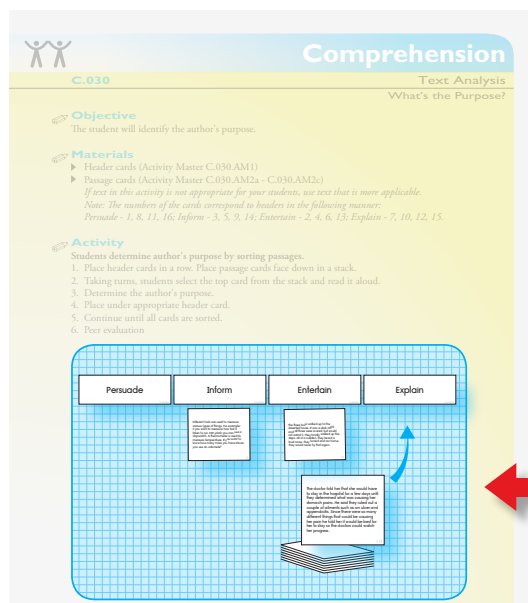


Teacher Resource Guide

Interpretation and Implementation of Activity Plans

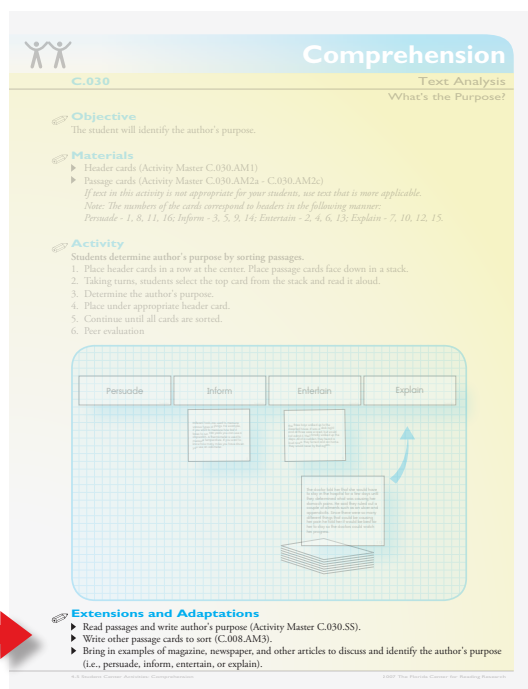
Demonstration Area

Under the activity steps is a display box containing graphics that depict the Activity and key materials.



Extension and Adaptations

Extensions and Adaptations are suggested activities that will extend or provide an adaptation to further develop the target skill. These are written from the student point of view unless otherwise noted. Some require an Activity Master, which is referenced. In this example a student sheet is provided to give additional practice in identifying author's purpose. In addition, blank cards are noted from a previous Activity (i.e., C.008.AM3). These cards can be used by teachers to provide additional passages to use with the Activity.



Teacher Resource Guide

Interpretation and Implementation of Activity Plans

Implementation of Activity Plans

This section provides suggestions for preparing activities, organizing materials, and setting up Centers. In addition, there is information regarding computer-based centers, the selection of computer software and technology-based curricula, and materials.

Preparing and Organizing Materials

For initial preparation of the activities, it is recommended that Activity Masters be copied on card stock or laminated. This way materials will be durable and ready for long term use. Materials such as picture cards or word cards can also be colored or mounted on construction paper to provide more visual interest. In addition, materials should be organized so that all materials needed to implement the Activity Plan are stored together and easy to locate. For example, game boards can be mounted and laminated on file folders and word cards placed in envelopes or plastic baggies.

Products created while teaching a skill from an Activity Plan can be used at the student Centers. For example, short passages elicited from the students are written on cards. These cards are placed at the Center and sorted by author's purpose (i.e., Activity Plan, C.030, *What's the Purpose?*).

If appropriate for the level of students, Demonstration Areas or Activity Steps can be copied, laminated, and placed at Centers to remind students how to complete the activity. This should be done only after the activity has been introduced and explicitly taught by the teacher.

Setting Up Centers

Activities should be introduced and made available depending on the instructional needs of the students determined by assessment information. Prior to making the activity available at a student center, the skill relevant to the activity and the activity itself should be pre-taught in whole or small group. The materials needed to complete the activity should then be placed at the center and set up according to the directions in the Activity Plan.

In addition to the Activities provided, Centers can also contain consistent materials that have been previously introduced to the students. These materials remain available to students throughout the year, even as other Center activities are rotated. Consistent materials are aligned with students' instructional needs allowing students and teachers uninterrupted productivity throughout Center time. Examples of materials that may remain consistent at a Center are: dry-erase marker boards, writing materials, computer software, timers, and reference materials.

These consistent materials will enable students to stay academically engaged until it is time to move to the next center. These consistent materials need to be well organized and easily accessible to students. They may be stored in containers. It is important to label or color-code the containers according to instructional needs of students. The intent is to have appropriate materials available for students to practice and reinforce skills at their instructional level so they will stay academically engaged if they complete an Activity before it is time to move to the next Center.

Teacher Resource Guide

Interpretation and Implementation of Activity Plans

Computer-Based Centers

Computer-based activities are beneficial to differentiating student instruction and adapt well to Reading Centers. Like other activities, it is important to note that the results from ongoing assessments and teacher monitoring should be factors in determining the specific software used and the skills that are targeted.

To effectively utilize computer-based centers, consider the guidelines listed below:

- Include computer-based activities along with other student centers.
- Assure that students are familiar with all needed computer functions in order to use the selected program effectively.
- Provide computer-based activities specific to those skills that have been pre-taught and that need additional practice or reinforcement.
- Assign each student or group of students a specified component of the software program that addresses the specific skill that needs practice. This helps to reduce non-academic engagement time.
- Select software that is within students' instructional-independent reading level range.
- Monitor student use of computer-based activities.
- Choose software and online programs which are based on the five components of reading and are supported with current scientific reading research.
- Many programs have built-in progress monitoring and generate reports. Use reports generated by software to monitor student progress and to assist in planning instruction.

Selecting Quality Computer Software and Technology-Based Curricula Materials

The Florida Center for Reading Research (FCRR) has established a review process for analyzing print and technology-based reading curricula and materials. Brief FCRR Reports based on the findings from the reviews are posted at the FCRR website (www.fcrr.org) for use by teachers, administrators, and district level personnel.

The sole purpose of FCRR Reports is to serve as a reliable resource for teachers and administrators as they evaluate the alignment of instructional materials to current research in reading. It is important for school district personnel and teachers to read the reports thoroughly and make whatever additional judgments may be appropriate regarding the suitability of the program for their students.

Materials Needed for 4-5 Student Center Activities

In addition to the Activity Masters and Student Sheets provided with each Activity Plan, the materials listed below are also needed.

Materials

Books (fiction and nonfiction)
Cassette Player
Cassette Tapes
Computer
Computer Software (reading related)
Construction Paper
Counters
Crayons
Dictionaries
Envelopes
Game Pieces
Headphones

Teacher Resource Guide

Interpretation and Implementation of Activity Plans

Highlighters
Index Cards (large and small)
Markers
Notebook Paper
Paper Bags
Pencils
Play Scripts
Poetry
Reference Books (e.g., textbooks, information books, encyclopedias, thesaurus)
Scissors
Small Whiteboards
Sticky Notes (Post-It® or similar)
Texts or Passages (expository, narrative, content area)
Timers
Vis-à-Vis® Markers
Word List