STECK·VAUGHN

# Gateways™

# Program Overview

Steck Vaughn™

HOUGHTON MIFFLIN HARCOURT
Supplemental Publishers

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# Program Authors

**Action** *Learning* **Systems,** Inc.

Action Learning Systems helps schools and districts focus on—and meet—their ultimate goal of increasing student achievement by providing coherence across curriculum, instruction, and assessment. As a result, every element of a school works collectively to improve student achievement.

## Instructional Design and Content
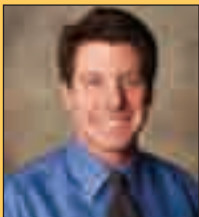
**Robert Crowe, M.A.**
Vice-President,
Action Learning Systems

**Vicki Alterwitz, M.A.**

**Lynnette Hawkins, M.A.**

**Andrea Hughes, Ph.D.**

**Cynthia Lenners, M.A.**

**Robin Lund, M.A.**

**Lora Stellmacher, M.S.**

## Assessment

**Kelly Smith, M.A.**
Vice-President,
Action Learning Systems

**Judith Kanter, M.A.**

**Linda Murai, M.A.**

**Robin Scarcella, Ph.D.**
English Language Acquisition, Level 1A

Robin Scarcella is a professor in the School of Humanities at the University of California at Irvine, where she also directs the Program of Academic English/English as a Second Language (ESL). She has edited research volumes and written methodology books and numerous research articles as well as developed materials for teaching English, social studies, science, and mathematics to struggling readers and English language learners, Kindergarten–Grade 12. Her most recent volume is *Accelerating Academic English*.

**Hector Rivera, Ph.D.**
English Language Acquisition, Level 1A

Hector H. Rivera is an assistant professor at Southern Methodist University, Annette Caldwell Simmons School of Education and Human Development. He is currently the director of a federally funded newcomer program at SMU. Dr. Rivera is also collaborating in research on school reform projects in Guatemala, as well as on Inuit educational reform efforts with the Institute of Arctic Education in Greenland.

**Mabel Rivera, Ph.D.**
English Language Acquisition, Level 1A

Dr. Mabel Rivera is an assistant research professor in the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston. Her current research interests include the education and prevention of reading difficulties in English language learners. In addition, she engages in local and national service activities related to preparing personnel to teach students with special needs, and she presents at national and state conferences.

**Isabel L. Beck, Ph.D.**
Vocabulary

Isabel Beck is a professor emerita in the School of Education and a senior scientist at the Learning Research and Development Center, both at the University of Pittsburgh. Dr. Beck has conducted extensive research in the areas of decoding, vocabulary, and comprehension, having published approximately 100 articles and several books on those topics. Dr. Beck's work has been acknowledged by numerous awards.

**Margaret G. McKeown, Ph.D.**
Vocabulary

Margaret McKeown is a senior scientist at the University of Pittsburgh's Learning Research and Development Center. Dr. McKeown's work addresses practical, current problems that classroom teachers and their students face. Her work covers the areas of instructional design and teacher professional development in reading comprehension and vocabulary.
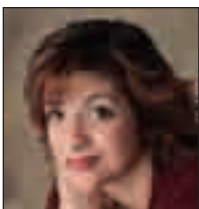
**Penny Chiappe-Collins, Ph.D.**
Decoding

Penny Chiappe-Collins, assistant professor in the Department of Education at the University of California, Irvine, teaches courses that address language, literacy, and reading development. Her research examines both cognitive and instructional factors that contribute to reading development among children from linguistically diverse backgrounds. Penny is on the editorial boards of *Journal of Learning Disabilities* and *Educational Psychology.* She is currently involved in projects examining effective instructional interventions to promote academic success for English language learners in elementary and middle schools.

## Consultants and Reviewers

**Annie Abraham, M.A.**
Special Services Intervention Teacher on Special Assignment
Kent School District
Kent, WA

**Marilyn Astore, M.A.**
Educational Consultant
Sacramento, CA

**Barbara Beaverson, M.S., M.S. (ESOL), M.Ed.**
Fulton County ESOL
Coordinator
Atlanta, GA

**Debra Berlin, M.S.**
K-12 Literacy Consultant
Fort Lauderdale, FL

**Deborah Keys, Ed.D.**
Adminstrator, Oakland Unified School District
Oakland, CA

**Kit Marshall, Ph.D.**
President, Action Learning Systems

**Maria Montalvo-Balbed, Ed.S.**
Metro RESA Director of ELL Programs
Smyrna, GA

**Gene Montoya, M.A. Ed.**
Special Services Teacher on Special Assignment
Kent School District 415
Kent, WA

**Sherryl Shannon, M.S. (Reading)**
English/Reading Teacher
Millard North High School
Omaha, NE

**Marianne Steverson, Ph.D.**
President, The Smar2tel Learning Links

# How Does the
# Achievement Gap
## Affect Students?

## Struggling Reader Profile
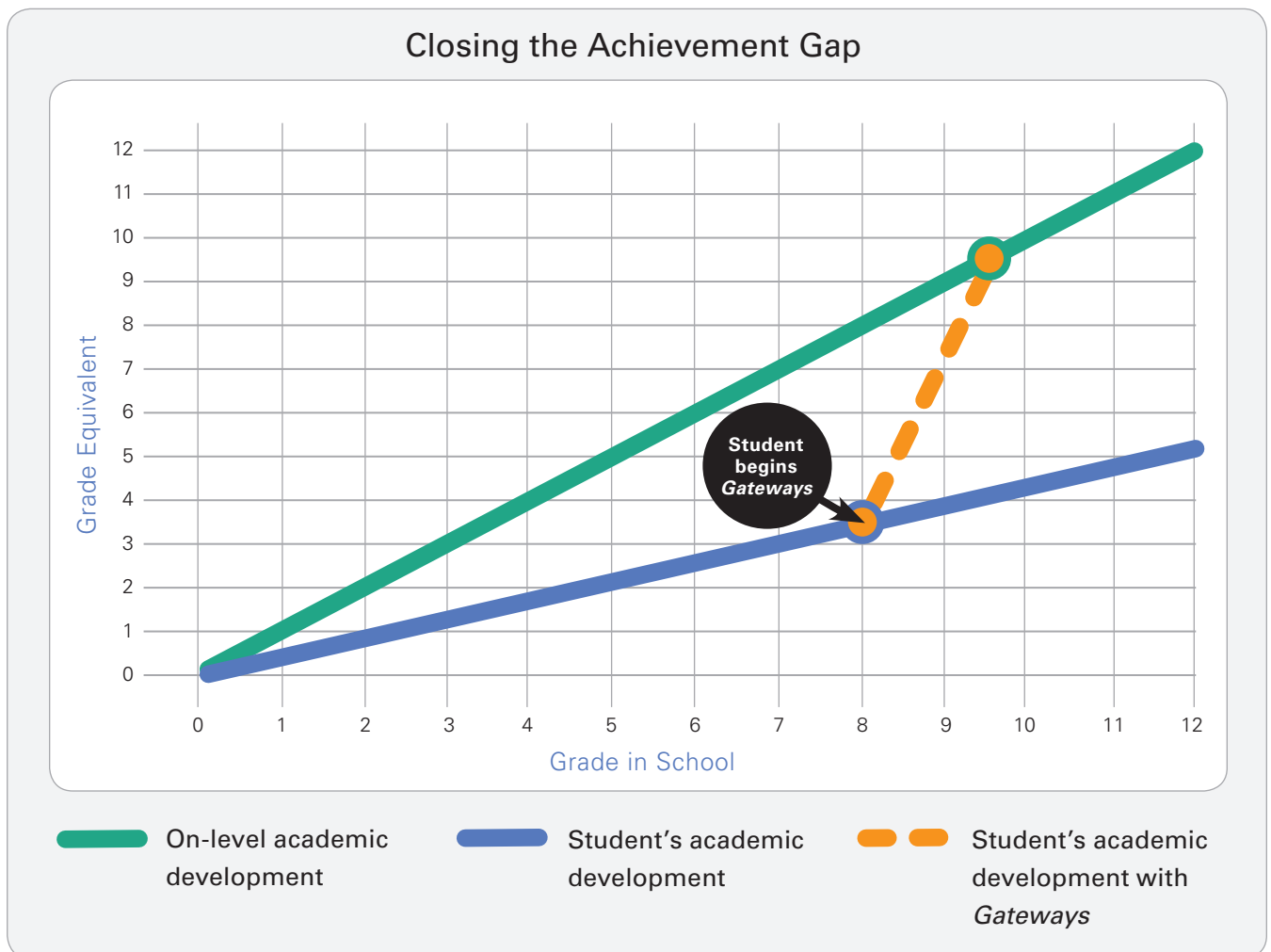
### Closing the Achievement Gap

**Grade Equivalent** (y-axis: 0–12)

**Grade in School** (x-axis: 0–12)

Student begins *Gateways*

Legend:
- On-level academic development
- Student's academic development
- Student's academic development with *Gateways*

# Gateways™

Steck-Vaughn's comprehensive research-based Reading/Language Arts intensive intervention program designed to accelerate reading and academic achievement for grades 4–8

# Gateways

Steck-Vaughn's comprehensive research-based Reading/ Language Arts intensive intervention program designed to accelerate reading and academic achievement for grades 4–8

## 1} Differentiated Placement

Differentiation through informed placement and ongoing assessment delivers optimal student gains.

## 2} Accelerated Learning

Struggling readers and English language learners accelerate quickly for a successful transition back into the basic program.

## 3} Proven Instructional Routines

Consistent and predictable instructional routines make teaching and learning an effective and efficient process.

## 4} Explicit Skill Instruction

Integrated and systematic skill instruction gives students the tools they need to become on-grade-level readers and writers.

## 5} Intrinsic Motivation

Motivation through student ownership encourages learners to participate in and monitor their own literacy progress.
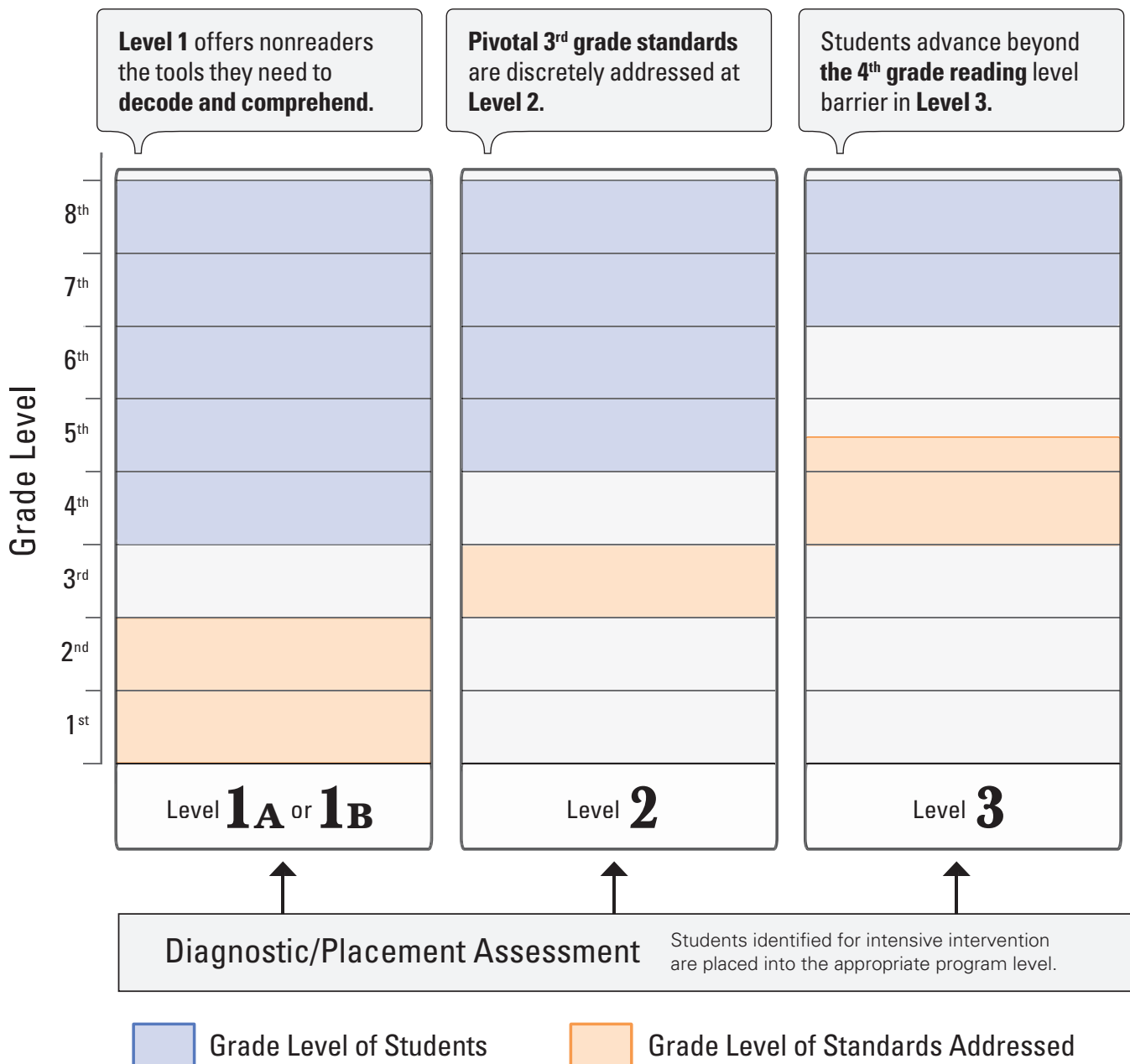
## 6} Ongoing Professional Development

Embedded, point-of-use professional development respects all teachers and contributes to their continual instructional effectiveness.

# Differentiated Placement

## Differentiating through proper placement yields higher achievement gains.

Teachers focus instruction on students with comparable academic needs—the right students in the right chairs for the right amount of time! At all levels, students receive the support needed to successfully re-enter the basic program whenever curriculum-embedded assessments confirm that they are ready.

**Level 1** offers nonreaders the tools they need to **decode and comprehend.**

**Pivotal 3rd grade standards** are discretely addressed at **Level 2.**

Students advance beyond **the 4th grade reading** level barrier in **Level 3.**

Grade Level

| 8th |
| 7th |
| 6th |
| 5th |
| 4th |
| 3rd |
| 2nd |
| 1st |

Level **1A** or **1B**

Level **2**

Level **3**

Diagnostic/Placement Assessment

Students identified for intensive intervention are placed into the appropriate program level.

☐ Grade Level of Students          ☐ Grade Level of Standards Addressed

**Level 4** addresses the more **complex literary and comprehension skills** of 6th grade standards.

Grade Level

8th
7th
6th
5th
4th
3rd
2nd
1st

Level **4**

Level **1B**

Level **2**
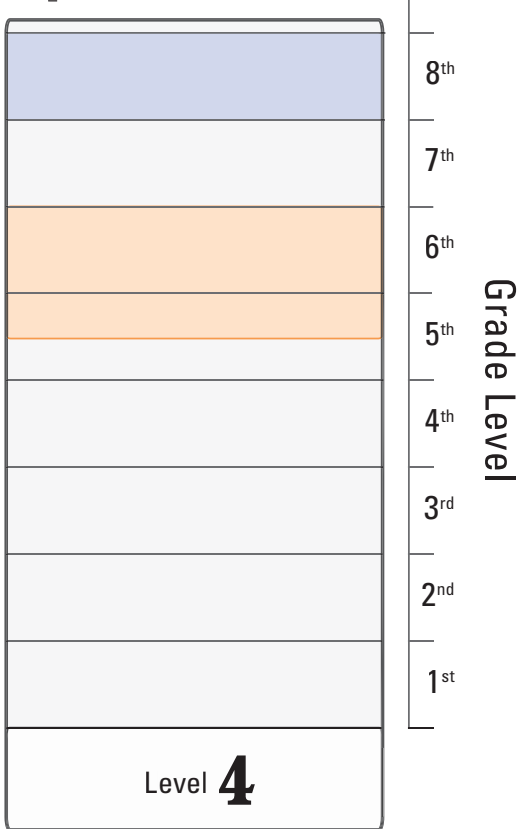
Level **3**

Level **4**

# Easy and accurate, *Gateways* offers a three-step process that places students in one of five distinct levels.

By methodically testing their way into the program, students enter the program exactly where they need to be on the instructional continuum.

**STEP 1}** Establish Candidacy for Intensive Intervention
- State standardized test score of below grade level or far below grade level
- State grade-level placement test score of below 70%

**STEP 2}** Confirm Candidacy for Intensive Intervention and Inform Level Placement

The Diagnostic Screening Assessment offers an analysis of skills mastery as well as a reading-level diagnosis.

**STEP 3}** Confirm Placement into Intensive Intervention

*Gateways* Level Placement Tests provide confirmation of reading level and standards mastery level, validating the level at which a student should enter the program.

| Basic Program | **Benchmark Group** on grade level | Students are steadily progressing toward mastering the standards. They may experience minor difficulties. A quick reteach and student practice are helpful. |
| --- | --- | --- |
| | **Strategic Group** less than two years below grade level | Students are one to two years below grade level according to their scores on standardized tests. Minimal assistance from the classroom teacher often addresses learning difficulties. |
| **STECK-VAUGHN Gateways** | **Intensive Group** two or more years below grade level | Students are seriously at risk based on consistently low scores on one or more standardized tests. Intensive intervention through specialized materials and special modification of the curriculum or instruction is critical. |

See the *Implementation Guide for Administrators* for more detailed explanation of how to identify and place students into *Gateways*.

## Level 1A
### ELL Students
### at Beginning Language Proficiency

**Grade-Level Standards Mastered:** Grades 1–2

**Reading Level of Texts:** Grades 1.0–2.9

**Level of English Language Proficiency:** Beginning

**Student Components:** Anthology, Decodable Reader, Practice Book, Writer's Notebook

**Expected Outcome:**
- Decoding, comprehending, and reading with fluency at a second grade level
- Writing a descriptive and expository paragraph
- Developing communication skills in survival English and academic discourse

## Level 1B
### Struggling Readers
### with Language Proficiency

**Grade-Level Standards Mastered:** Grades 1–2

**Reading Level of Texts:** Grades 1.0–2.9

**Level of English Language Proficiency:** Early Intermediate through Advanced

**Student Components:** Anthology, Decodable Reader, Practice Book, Writer's Notebook

**Expected Outcome:**
- Decoding, comprehending, and reading with fluency at a second grade level
- Writing a descriptive and expository paragraph
- Participating in academic discourse with robust vocabulary

## Level 2

**Grade-Level Standards Mastered:** Grade 3

**Reading Level of Texts:** Grade 3.0–3.9

**Level of English Language Proficiency:** Early Intermediate through Advanced

**Student Components:** Anthology, Practice Book, Writer's Notebook

**Expected Outcome:**
- Comprehending and reading with fluency at a third grade level
- Using the writing process to create narratives, persuasive letters, responses to literature, and research reports
- Participating in academic discourse with robust vocabulary

## Level 3

**Grade-Level Standards Mastered:** Grades 4–5

**Reading Level of Texts:** Grades 4.0–5.5

**Level of English Language Proficiency:** Early Intermediate through Advanced

**Student Components:** Anthology, Practice Book, Writer's Notebook

**Expected Outcome:**
- Comprehending and reading with fluency at a fifth grade level
- Using the writing process to create narratives, persuasive letters, responses to literature, and research reports
- Participating in academic discourse with robust vocabulary

## Level **4**

**Grade-Level Standards Mastered:** Grades 5–6

**Reading Level of Texts:** Grades 5.6–6.9

**Level of English Language Proficiency:** Early Intermediate through Advanced

**Student Components:** Anthology, Practice Book, Writer's Notebook

**Expected Outcome:**

- Comprehending and reading with fluency at a sixth grade level
- Using the writing process to create narratives, persuasive letters, responses to literature, and research reports
- Participating in academic discourse with robust vocabulary

"Educators and policymakers must make every effort to select instructional strategies and curriculum materials that address the unique needs of students."

—*Hector Rivera, Ph.D., and Mabel Rivera, Ph.D.*
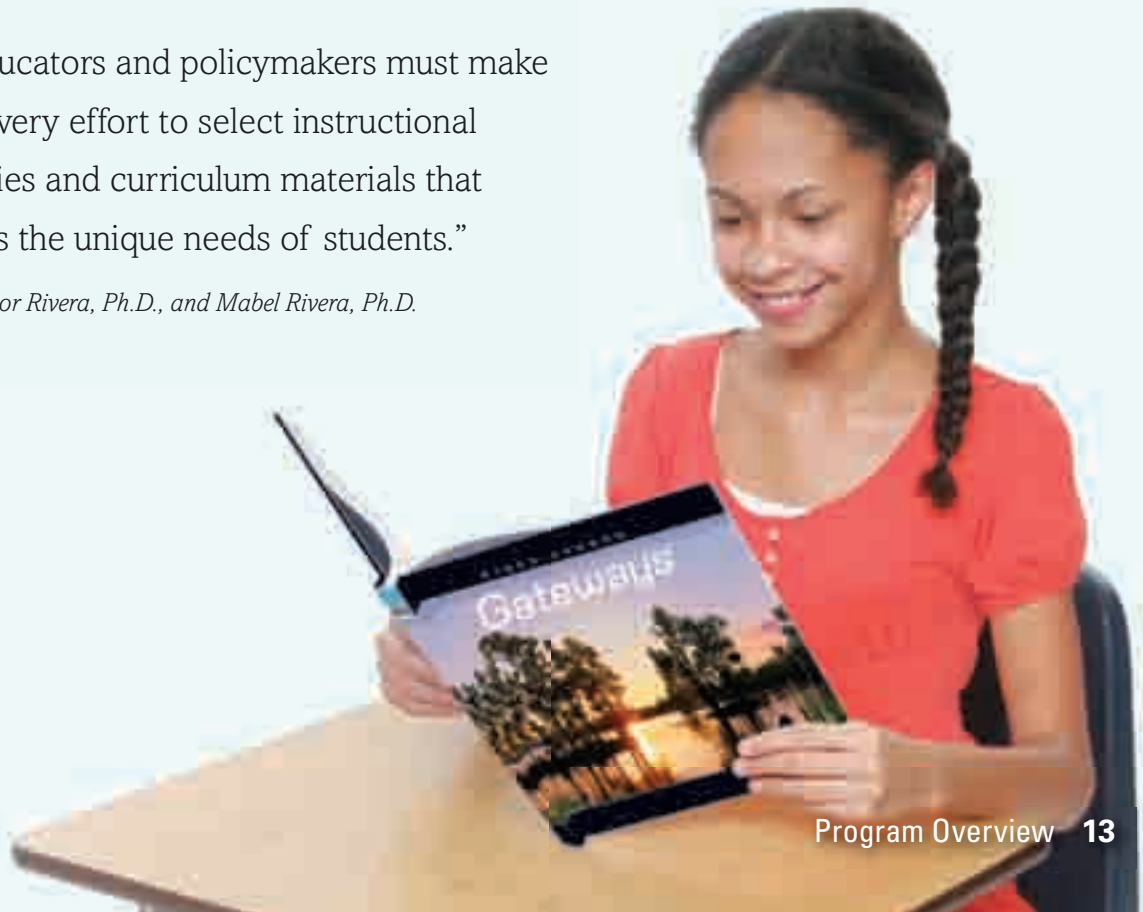
## Routine assessments provide data for placement and instruction.

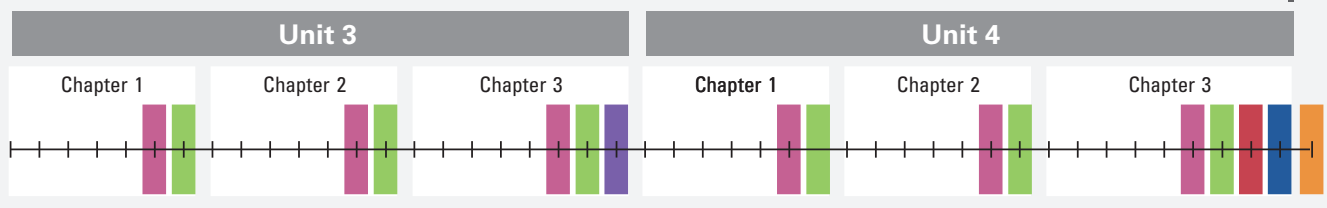The *Gateways* assessment system consists of four types of assessments that are intended to inform placement into and exit from the program, to evaluate student performance, and to inform instruction.



**One Level = 90 Days of Instruction**
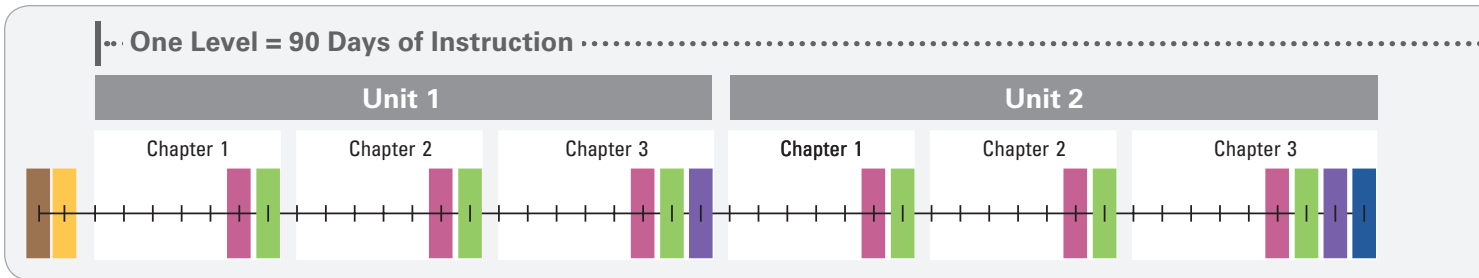
| | Type of Assessment | Purpose | Frequency |
|---|---|---|---|
| **Diagnostic Screening** | Diagnostic Screening Assessment | Identify instructional needs in Reading/Language Arts skills as well as grade-level equivalency level | Once before scheduling program |
| **Placement and Exit** | Placement Assessments | Confirm appropriate instruction level for entry into the program | Once before scheduling program |
| | Exit Assessment/ Criteria | Confirm readiness to exit the program and re-enter the basic curriculum | Once at end of program |
| **Progress Monitoring** | Spelling Assessments | Assess student progress on spelling words studied | Once per chapter |
| | Skills Assessments | Monitor student progress in mastery of skills and identify content that needs to be retaught | End of chapter |
| | Unit Assessments (Units 1-3) | Monitor student progress in mastery of standards | End of unit |
| | Oral Language Assessments | Assess and monitor student language acquisition level | Two to three times per level |
| | Oral Reading Fluency Assessments | Measure oral reading fluency on unfamiliar passages | Twice per level |
| **Summative** | On-Demand Writing Assessments | Monitor student progress on timed writing assessments | Twice per level |
| | Unit 4 Assessments | Monitor student progress in mastery of standards for the entire semester of instruction | End of Unit 4 |

| Unit 3 | | | Unit 4 | | |
|---|---|---|---|---|---|
| Chapter 1 | Chapter 2 | Chapter 3 | Chapter 1 | Chapter 2 | Chapter 3 |

## Ongoing Assessment

In *Gateways* the lesson structure is dictated by instructional parameters. Chapters are designed to systematically cover specific tasks and concepts intrinsic to the writing process, as well as to provide predictable assessment and reteaching opportunities.

- Formative assessments every 7 lessons

- Optimal instructional time between assessments

- Assessments immediately inform reteaching needs

- Built-in time for explicit reteaching
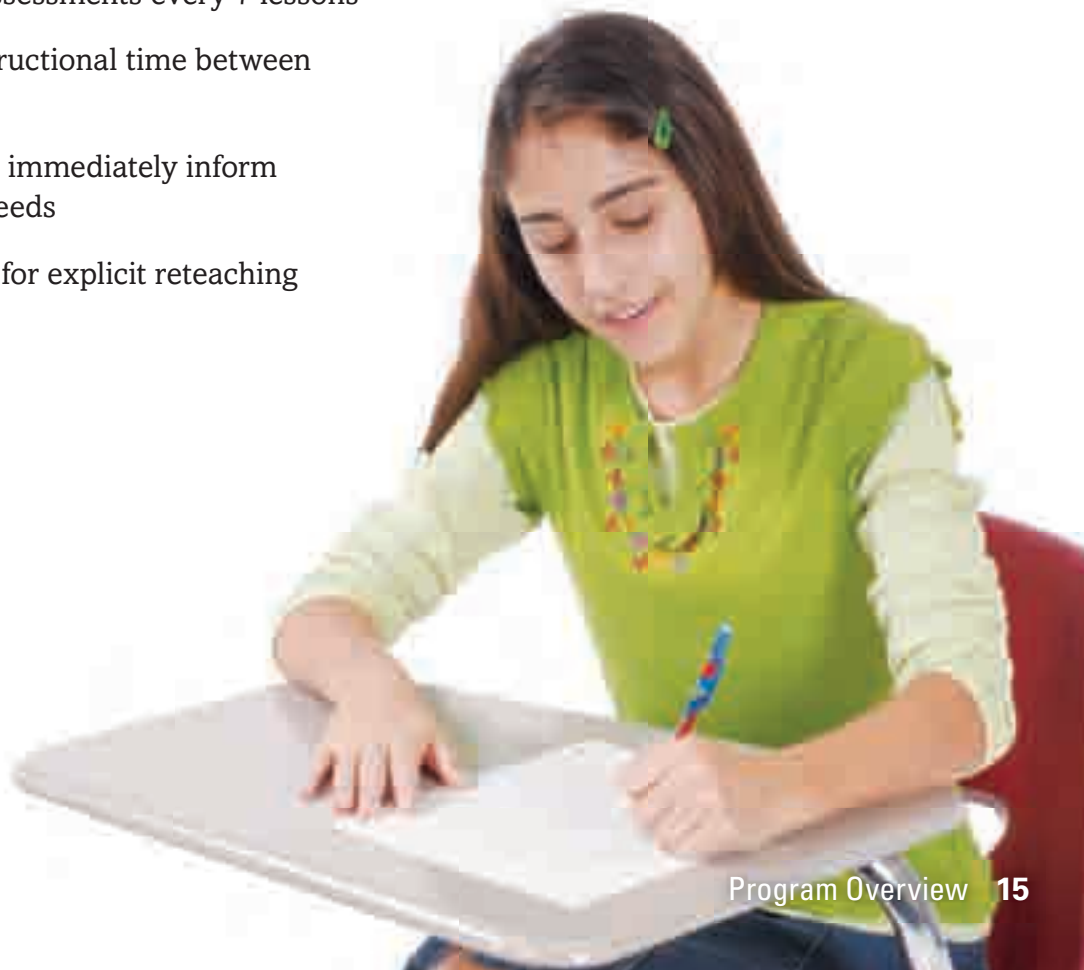
# With *Gateways,* no student is sentenced to a lifetime of intervention.

The aim of the intensive intervention program is to accelerate achievement, preparing students to successfully re-enter the basic programs within two years of instruction.

## Students may exit *Gateways* by meeting one or both of the following criteria:

- Achieve 80% or better on a Unit 4 Summative Assessment (for a level in which standards covered are within two grade levels of student's current grade)

- Achieve 80% or better on the Exit Assessment (only at the end of Level 4)

## LEVEL 1

**80% on Unit 4 Summative Assessment shows mastery of 2nd grade standards, therefore the student is ready to . . .**

| | |
|---|---|
| 4th Grader: | exit intensive intervention |
| 5th Grader: | proceed to Level 2 |
| 6th Grader: | proceed to Level 2 |
| 7th Grader: | proceed to Level 2 |
| 8th Grader: | proceed to Level 2 |

## LEVEL 2

**80% on Unit 4 Summative Assessment shows mastery of 3rd grade standards, therefore the student is ready to . . .**

| | |
|---|---|
| 5th Grader: | exit intensive intervention |
| 6th Grader: | exit intensive intervention |
| 7th Grader: | proceed to Level 3 |
| 8th Grader: | proceed to Level 3 |

## LEVEL 3

**80% on Unit 4 Summative Assessment shows mastery of 4th and half of 5th grade standards, therefore the student is ready to . . .**

| | |
|---|---|
| 7th Grader: | exit intensive intervention |
| 8th Grader: | proceed to Level 4 |

## LEVEL 4

**80% on Unit 4 Summative Assessment shows mastery of 6th and half of 5th grade standards, therefore the student is ready to . . .**

| | |
|---|---|
| 8th Grader: | proceed to Exit Assessment |

# How *Gateways* Prepares Students for Successful Re-entry into the Basic Program with Strategic Support

◄ *Gateways* **standards-based comprehension strategies and literary skills**: summarize, clarify, predict, question

*Gateways* **standards-based writing genres**: narrative, persuasive, response to literature, research report ►

◄ *Gateways* **standards-based writing process**: prewriting, writing, revising, editing, and publishing

**Scaffolded exposure to high-quality literature** found in basic programs ►

◄ Academic and robust **vocabulary development**

Embedded **standardized test format** and explicit **test-taking strategies** ►

◄ Author team shared with basic programs ensures **continuity of pedagogical foundation**
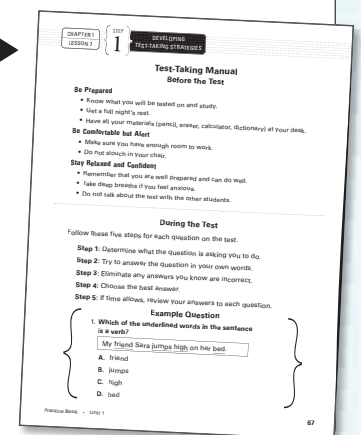
# *2* Accelerated Learning

## *Gateways* offers a rigorous, standards-driven program for struggling readers and English language learners.
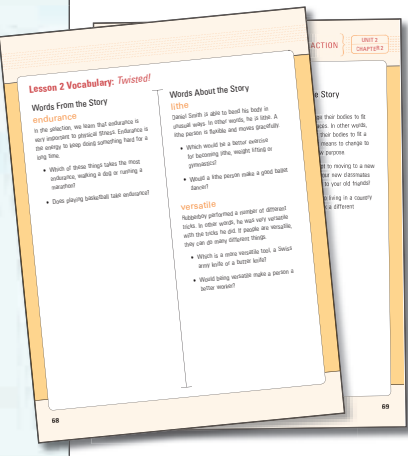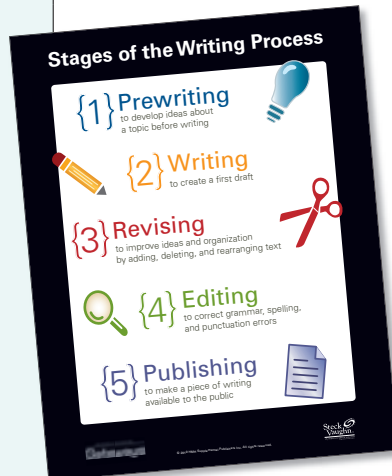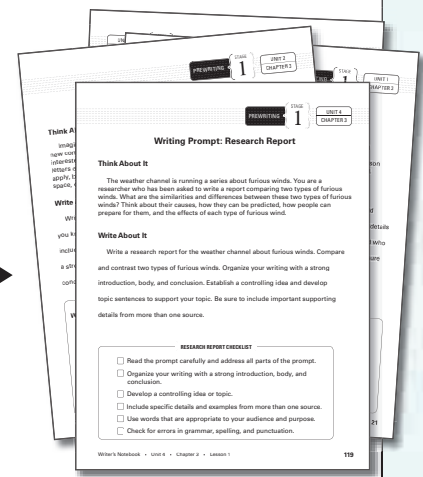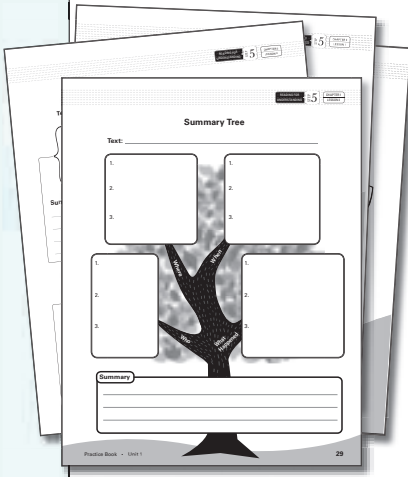
*Gateways* takes into account both sound, research-based teaching methods and the real-life needs and abilities of students.

### CLASSROOM SCENARIO

#### What you've known...

You have long struggled to genuinely meet the needs of English language learners, but you are frustrated to see English language learners placed into separate instructional programs, where they seem to stay their entire academic career. Although they make progress every year, they continue to struggle in relation to their peers in terms of reading level, writing ability, and standards mastery.

On the other hand, you may have a small group of newcomers who are literate in their native language, and assigned to the same instructional course as the English-only students. Despite their high intelligence, they are unable to thrive because you can't attend to their language acquisition needs in such a mixed-level environment.

#### What *Gateways* brings...

With *Gateways*, English language learners at the earliest level of English language proficiency are placed in Level 1A where they receive the basic English instruction they need. Once they master 2$^{nd}$ grade standards, they will have the academic and social discourse ability to participate fully with their English-only peers at a similar academic achievement level.

You watch your English language learners accelerate as you think to yourself, "Finally, someone built an intervention program that addresses the distinct needs of English language learners without isolating them from their peers."

"ELLs require effective, empirically-based instructional approaches and interventions to support their development of academic skills and English proficiency."

—*Hector Rivera, Ph.D., and Mabel Rivera, Ph.D.*

# Research-based strategies dictate where and how instruction is differentiated for English language learners.

At the lowest levels of literacy, the needs of the English language learner and the English-only student differ significantly. One struggles with language acquisition; the other struggles with decoding and comprehension. *Gateways* provides two different levels to meet these distinctly different needs.

## Level 1A
### for ELL Students at Beginning Language Proficiency

- Intensive focus on language development for students at lowest levels of language acquisition
- Survival English as well as academic vocabulary
- Language acquisition in the context of literacy instruction (from Day 1)
- Instruction is centered around language structures, not vocabulary alone
- Survival English vocabulary setting beyond the school

## Level 1B
### for Struggling Readers

- Emphasizes decoding and vocabulary while building comprehension
- Intensive focus on phonemic awareness and phonics
- Focus on oral language development using robust vocabulary

See *Gateways for English Language Learners: A Research Perspective* for more information on how *Gateways* addresses the needs of English language learners at all levels of the program.

# English language learners and struggling readers accelerate together with proven support.

*Gateways* is an all-in-one program that incorporates the elements necessary to meet multiple needs. All students who participate in the program equally master the same set of *Gateways* standards, regardless of their starting point.

## Levels **2**, **3**, and **4**

- Consistent, predictable instructional routines within each step of the lesson

- Scaffolded instruction—Concepts are modeled, practiced, and applied

- Structured interaction—Built-in time to think, discuss with a partner, and share with the class (authentic opportunities to practice oral language skills)

- Integrated, recursive encounters with skills—Skills taught in one step are revisited in subsequent steps

- Instructional design that promotes student success as primary motivation

- Sophisticated, academic vocabulary that moves students beyond developmental plateaus

- Orally repeated reading that builds vocabulary and fluency

- Immediate application of skills in authentic contexts

- Use of thematically-based instruction that is explicitly linked to standards

## Basic Program
### with Strategic Support

# 3 Proven Instructional Routines

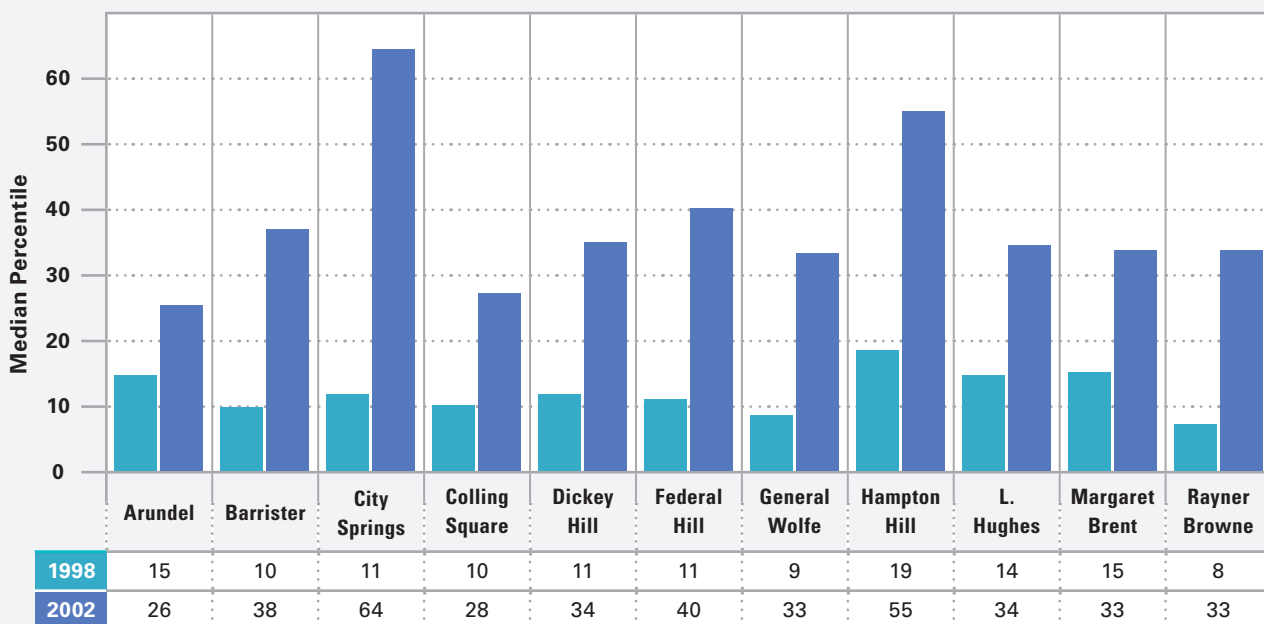Consistent and predictable instructional routines make teaching and learning an effective and efficient process

"Hundreds of correlation studies of direct instruction versus any other methodology have shown that no program specifically designed for struggling readers measures up to the success of direct instruction."

*—Kit Marshall, Ph.D.*

## Direct Instruction: Proven Methodology

The National Institute for Direct Instruction (NIFDI) reports that schools that implement direct instruction show significant gains in student achievement. The "Potency of the NIFDI Model" study conducted by the NIFDI in Baltimore schools showed a substantial increase in fifth graders' reading scores on the Comprehensive Test of Basic Skills (CTBS). The study began in 1998 when direct instruction was implemented and concluded in 2002. Over this time period direct instruction positively impacted student success.

## CTBS Reading Scores in NIFDI Baltimore Schools - Grade 5



| | Arundel | Barrister | City Springs | Colling Square | Dickey Hill | Federal Hill | General Wolfe | Hampton Hill | L. Hughes | Margaret Brent | Rayner Browne |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1998 | 15 | 10 | 11 | 10 | 11 | 11 | 9 | 19 | 14 | 15 | 8 |
| 2002 | 26 | 38 | 64 | 28 | 34 | 40 | 33 | 55 | 34 | 33 | 33 |

Research from the National Institute for Direct Instruction Web site

You have recently been assigned to teach a group of intensive intervention students. You are optimistic about their potential but apprehensive about the challenge to accelerate these students through two grade levels of achievement in only one year. You receive *Gateways* as the instructional program to aid you in meeting this challenge. You are told that it incorporates direct instruction as a proven methodology for accelerating student achievement, and you are eager to see the program in action to see just how direct instruction works in a classroom.

When you arrive for your classroom visit, you first notice the teacher has a strong rapport with her students. As class begins, students anticipate an explanation of the day's objectives. You watch as students actively discuss the day's agenda with a partner, impressed by the ownership they are taking in their own learning. As the lesson begins, you immediately see that the instruction is focused and fast-paced. The teacher offers explicit models, but students spend most of the instructional time talking to one another. The teacher is mobile, circulating around the room, checking for understanding and giving corrective feedback. There is a clear set of protocols that the teacher and students follow, so there is no confusion about how a student should interact with a partner or how the class should respond to a prompt. Overall, you are pleased to see that direct instruction motivates both teachers and students. You look forward to teaching with *Gateways* and watching your students succeed beyond their own expectations.

# One complete resource for successful implementation

**Learning goals clearly articulated** through daily preview and review of agenda. ▶

CHAPTER 2
LESSON 1

AGENDA

STEP **1** Making Connections                                      DONE ✔

I will connect what I already know to a photograph.
I will discuss the essential question, *How do people protect their rights?*

STEP **2** Developing Vocabulary

I will discuss in a cumulative review words I've already learned.

STEP **3** Practicing Fluency

I will read aloud part of "In the Silk" with fluency by focusing on using punctuation to
   inform meaning.
I will chart fluency progress.

▼ Students actively engaged in frequent **Structured Student Interactions**.

**Structured Student Interaction**

**Discussion Structure**
Why does the narrator continue her journey home? *(Possible answers: She wants to get out of the dust; She is worried that her father might come looking for her.)*

Discuss with partner (a few seconds)

Share with class (30 seconds)

**Discussion Scaffolds**
Provide the following language scaffolds as needed to support discussion.

*I think the narrator continues her journey because . . .*

*The narrator wants to get home because. . .*

**Structured Student Interaction**

**Discussion Structure**
Why does the narrator wait for her father? *(Possible answer: The narrator waits for her father because he left her a note telling her to stay put.)*

Discuss with partner (a few seconds)

Share with class (30 seconds)

**Discussion Scaffolds**
Provide the following language scaffolds as needed to support discussion.

*I think the narrator waits for her father because . . .*

*The narrator doesn't leave because. . .*

Instructional times that ▶ promote **fast, focused instructional pace**.

**Planning My Day** (5 min)

**STEP 1 Making Connections** (10 min.)

**STEP 2 Developing Vocabulary** (15 min.)

**STEP 3 Practicing Fluency** (15 min.)

---

◀ Immediate and respectful **corrective feedback provided**.

**CORRECTIVE**

If you hear a phrase pronounced incorrectly by the class, say:

That phrase is _____.
I'll repeat, _____.
Everyone, what is the phrase?
(_____)
Again. (_____)

If you hear a phrase pronounced incorrectly by a student, replace "Everyone" (above) with student's name.

---

**Structured Student Interaction**

**Discussion Structure**

With your partner, take a few seconds to discuss if we have subject-verb agreement. Be prepared to share your thoughts with the class. Give students a few seconds to discuss. Monitor student interaction. **(Possible answer:** *Yes, the subject and verb are both singular.)*

Now let's share your thoughts with the class. Do we have subject-verb agreement? Call on a few pairs to share. Clarify misunderstandings as needed.

**Discussion Scaffolds**

Provide the following language scaffold as needed to support discussion.

*The subject and verb . . .*

Explicit reminders ensure ▶ **continuous monitoring for understanding**.

# Consistent, 7-step lesson plan carefully allocates valuable instructional time.

Every instructional step offers predictable instructional routines both within lessons and across chapters.

## Levels 2–4*

PLANNING MY DAY

**STEP 1** MAKING CONNECTIONS

**STEP 2** DEVELOPING VOCABULARY

**STEP 3** PRACTICING FLUENCY

**STEP 4** BUILDING WORD STUDY SKILLS

**STEP 5** READING FOR UNDERSTANDING

**STEP 6** APPLYING THE CONVENTIONS OF ENGLISH

**STEP 7** WRITING WITH PURPOSE

REVIEWING MY DAY
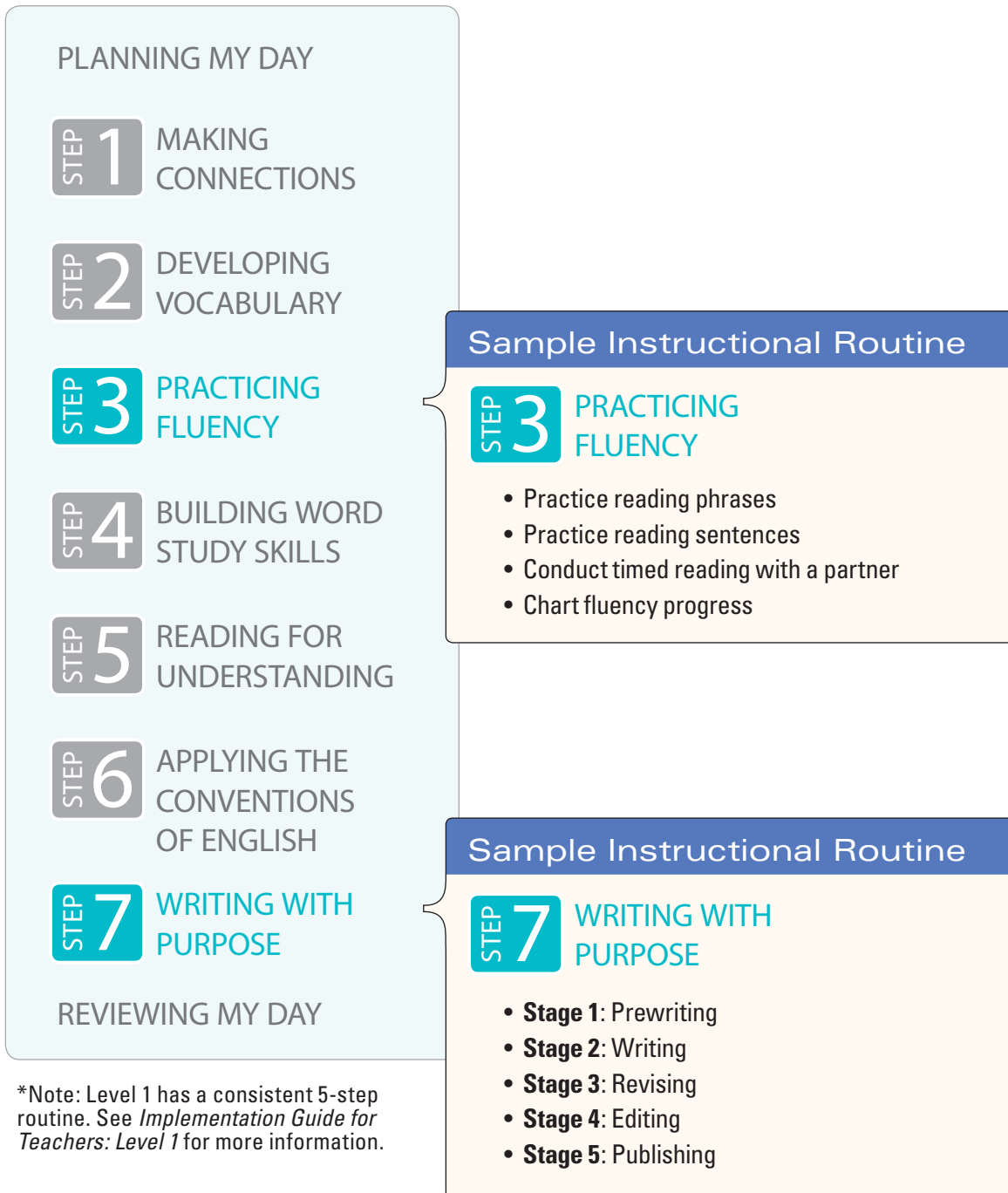
*Note: Level 1 has a consistent 5-step routine. See *Implementation Guide for Teachers: Level 1* for more information.

### Sample Instructional Routine

**STEP 3** PRACTICING FLUENCY

- Practice reading phrases
- Practice reading sentences
- Conduct timed reading with a partner
- Chart fluency progress

### Sample Instructional Routine

**STEP 7** WRITING WITH PURPOSE

- **Stage 1**: Prewriting
- **Stage 2**: Writing
- **Stage 3**: Revising
- **Stage 4**: Editing
- **Stage 5**: Publishing

Instructional routines benefit teachers and students.

## Teacher Benefits

√ maximize classroom instruction time

√ provide smooth classroom transitions

√ minimize teachers' planning time

√ build instructional consistency

## Student Benefits

√ maximize students' instruction time

√ provide students with known expectations

√ minimize students' anxiety

√ build students' confidence

# 4 Explicit Skill Instruction

" It is critical that lesson skills are integrated and incorporate an explicit bridge to prior knowledge. Through the use of structured interaction and activities before they read, students can be taught to connect to new topics, ideas, and text through prior knowledge."

*—Action Learning Systems*

Every instructional step is instructionally integrated with the rest of the lesson, maximizing potential to make connections that solidify learning.

## *Gateways* Elements of Integration

- Instructional steps integrated within a lesson
- Reinforcement of skills incorporated across a chapter
- Unit themes connected to Science and Social Studies content areas
- Explicitly capitalizes on the reciprocal nature of reading and writing

# Sample Skill Integration

## STEP 1 MAKING CONNECTIONS

Vocabulary words are first **heard** in step 1.

we chewed the **grit**
owed.
n't even recognize

## STEP 2 DEVELOPING VOCABULARY

Vocabulary words are **explicitly taught** in step 2.

### grit

In the poem, the food is covered with dust, so the narrator and her father chew and swallow the grit. Grit is very tiny pieces of stone or sand.

- Where would you likely get grit in your shoes, a beach or a classroom?
- Would you want grit in a bowl of soup?

## STEP 5 READING FOR UNDERSTANDING

Vocabulary words **appear in student readings** in step 5.

thin clothes. Sharp splinters of ice flew at them like grit in a sandstorm. The students

## STEP 7 WRITING WITH PURPOSE

Students use the vocabulary words when **editing for word choice** in step 7.

(record evidence)

This grit spirals upwards.

"As soon as a twister hits, it picks up dirt."

(record quotation)

Level 3, Unit 4, Chapter 2

# With integrated reading and writing instruction, student performance in both areas accelerates exponentially.

Students **read** texts and **write** pieces that are connected by a **common theme** expressed through each unit's essential question.

### Reading



### Writing



Comprehension **strategies and skills** that are **learned in reading** are then **applied in writing** as students develop their drafts.

### Reading



### Writing

**Notes** taken in **reading** are used as **sources** in **writing**.
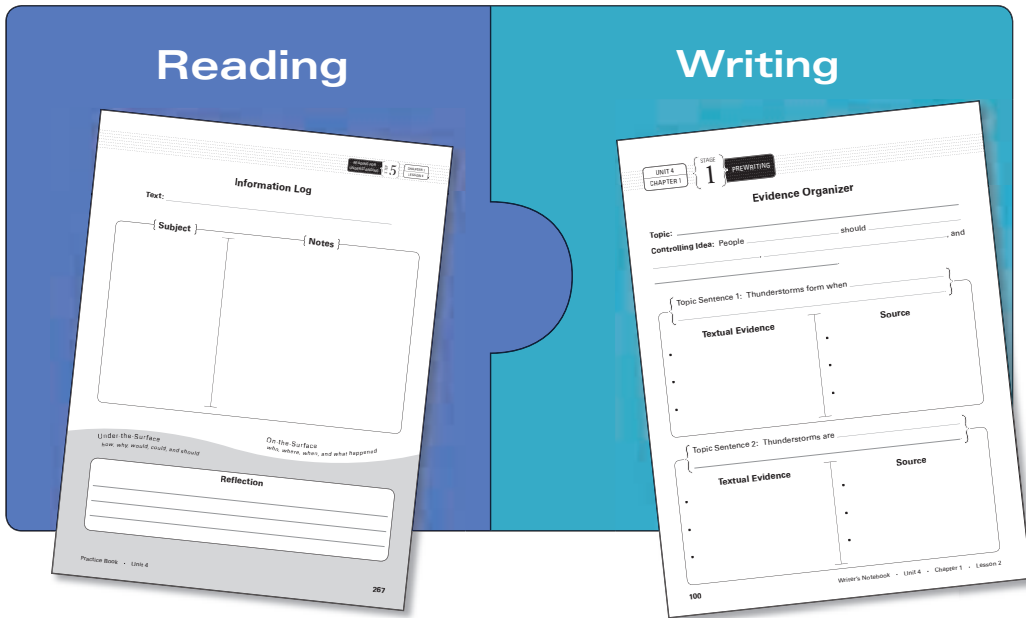


The first text in each unit serves as a **student model for writing**. Students use a graphic organizer to **analyze the genre in reading** and then use a similar organizer to **organize their draft in writing**.
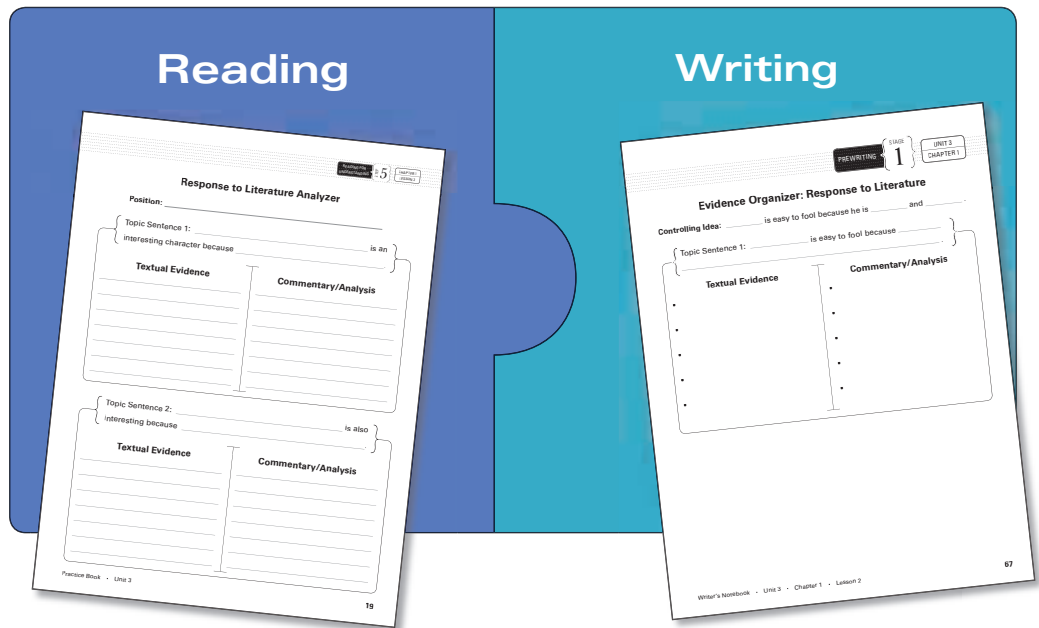
# 5 Intrinsic Motivation

" When an instructional design allows students to control the conditions of their success, students thrive academically and emotionally. Success then breeds further success, placing students on the track out of intervention. "

*—Action Learning Systems*

## Student Ownership

In *Gateways*, there are no surprises. Students, like their teachers, are aware of the specific areas that they are mastering as well as those areas where they need more support.

◀ Students **know what is expected** of them in every lesson **and reflect** on their learning at the end of each lesson.

**CHAPTER 1 / LESSON 1**
**AGENDA**

**STEP 1 Making Connections** — DONE ✔
I will connect what I already know to a photograph and discuss the essential question, *What inspires people to build megastructures?*

**STEP 2 Developing Vocabulary**
I will discuss vocabulary words in a cumulative review.

**STEP 3 Practicing Fluency**
I will read aloud part of "John Henry: The Steel-Driving Man" with fluency by practicing phrasing and stressing words with special type treatment and I will chart my fluency progress.

**STEP 4 Building Word Study Skills**
I will learn five new high-frequency words.
I will learn, practice, and spell synonyms.
I will understand the spelling homework assignment.

**STEP 5 Reading for Understanding**
I will review the genre of expository text.
I will review on- and under-the-surface reading for expository text.

**STEP 6 Applying the Conventions of English**
I will review my understanding of nouns.
I will identify and use common adjectives in my speaking, reading, and writing.

**STEP 7 Writing with Purpose**
I will review the stages of the writing process.
I will deconstruct the descriptive research prompt to understand its features and the scoring guide to understand how my writing will be evaluated.
I will begin prewriting using *Topic Toss* to help describe a place.

Summarizing My Learning

246 — Practice Book

### Fluency Progress Chart: Unit 1

For each lesson, graph the number of words correct per minute by shading to the nearest number. Try to reach the **GOAL** of 100 WPM. Remember, WCPM only measures accuracy and pacing. Intonation and expression are also important to reading with fluency.

**GOAL: 100 WORDS CORRECT PER MINUTE (WCPM)**

| WCPM | 60 | 72 | 60 | 70 | 75 | 82 | 88 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| LESSON | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | | |
| CHAPTER | | 1 | | | | 2 | | | | | | 3 | | | | | | |

464 — Practice Book • Unit 1

▲ Students **chart** their fluency **progress** every day.
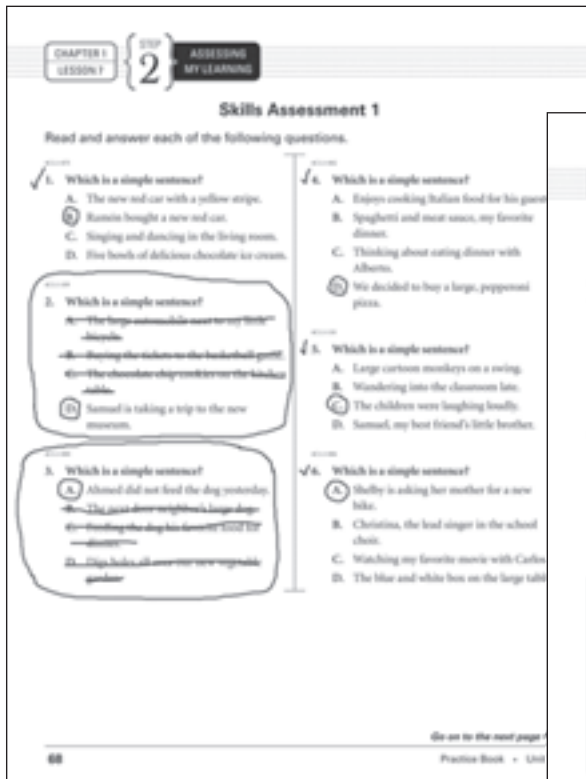
▲ Students **review and analyze** their own assessment results for each chapter.
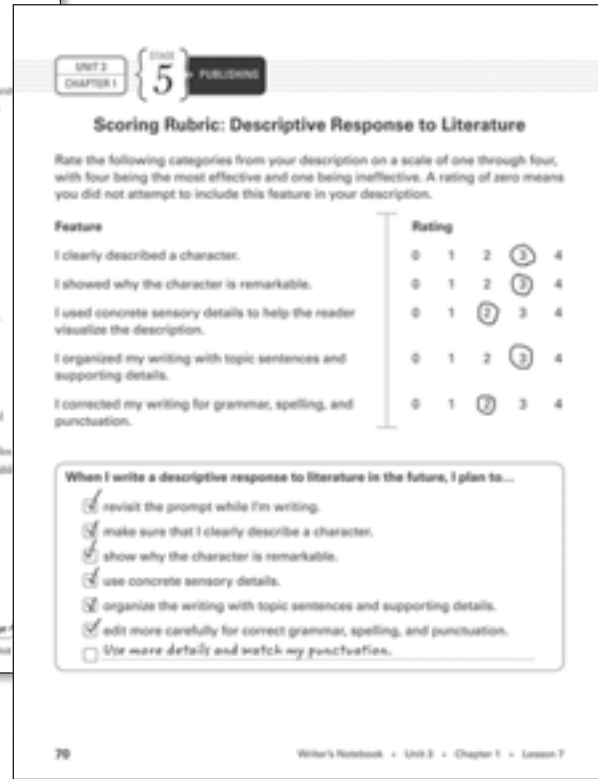


▲ Students **analyze and score their own writing** using targeted rubrics.

Students have **multiple opportunities to share**. ▶

## Extrinsic motivation yields superficial results. Instead, *Gateways* builds intrinsic motivation right into the instruction!

### Reading instruction advances independent reading.

Teachers first model reading, providing an accurate, fluent reading example. As the lessons progress, students read with a partner and then independently. This gradual transition reinforces students' reading skills, giving them the confidence that they need to continue reading on their own.

| UNIT 1 | UNIT 2 | UNIT 3 | UNIT 4 |
|--------|--------|--------|--------|

- Students learn to successfully utilize each of the key comprehension strategies with teacher modeling. → • Students independently utilize each of the key comprehension strategies.

- Extensive use of modeled choral reading is provided for students. → • Minimal use of modeled choral reading is provided for students.

- Minimal use of independent reading is provided for students. → • Extensive use of independent reading is provided for students.

**Teacher Responsbility**

**Student Responsibility**

"The thing I like best would be making my dad happy about getting good grades. I always got bad grades, but now I am going to get good grades."

—*student participant in Level 2 field test*

# Writing instruction creates student ownership.

A writing frame supports students as they shape their notes into a piece of writing. The level of scaffolding in the frame decreases as students gain more familiarity and practice with the genre.



▲ Chapter 1

Chapter 2 ▲



▲ Chapter 3

# Built-in Success

Embracing the notion that success breeds success, *Gateways* is organized to ensure successful mastery of Reading/Language Arts standards.

- Consistent and predictable routines

- Objectives clearly stated

- Skills introduced in a logical and recursive sequence

- Fully modeled strategies and skills

- Appropriately scaffolded activities for all learners

- Gradual release of responsibility from the teacher to the student

- Built-in time to reteach based on assessment data

- Corrective feedback given consistently and respectfully

- Classroom community with a trusting environment among students and teacher

# 6 Ongoing Professional Development

## *Gateways* ensures teachers' success as well as that of students!

" **W**hen we develop professional support systems together, we create a synergistic network which has an effect on every member greater than that which results from individual efforts."

—*Kit Marshall, Ph.D.*

The *Gateways* Teacher's Guide offers fully modeled lesson plans— giving teachers rich professional development as they deliver instruction.

### Lessons are designed to:

- model each lesson completely so that the instructional intent is clear and explicit.

- provide teachers with multiple examples that can be presented in a short amount of time.

- standardize instructional wording so that students receive consistent direction.

- provide efficient correctives that build on what students have been taught.

- control the amount of time spent on each activity.

- minimize lesson preparation time.

# Literacy and Language Coach

Each step in the lesson is introduced with current research supporting the instruction. This research not only gives the information to teach, but explains why it is important.

## Literacy & Language Coach

There is a strong vertical connection between this step and others in each lesson. Vocabulary is first introduced within the context of the read-aloud in Making Connections. Students will then encounter many of the vocabulary words in the text during Reading for Understanding. Then, in Writing with Purpose, students will be expected to elevate their word choice by using these words in their final essays.

> *Students learn new words better when they encounter them often and in various contexts. The more children see, hear, and work with specific words, the better they seem to learn them. When teachers provide extended instruction that promotes active engagement, they give students repeated exposure to new words. When the students read those same words in their texts, they increase their exposure to the new words.*
>
> — *Put Reading First,* Bonnie Armbruster, Fran Lehr, and Jean Osborn

### English Language Learners

This multiple exposure approach is consistent with research regarding vocabulary acquisition by English language learners.

> *Multiple encounters over time are called for if the goal is more than a temporary surface-level understanding and if new words are to become permanently and flexibly represented in students' vocabulary repertoires.*
>
> — *Bringing Words to Life,* Isabel Beck, Margaret McKeown, and Linda Kucan

---

### STEP 2 DEVELOPING VOCABULARY

15 min. | Anthology | Practice Book | Transparency | TR-57

**Linking Standards and Instruction**

*Gateways Standards*

**Listening and Speaking:** *Use details, examples, anecdotes, or experiences to explain or clarify information.*

**Listening and Speaking:** *Clarify and support spoken ideas with evidence and examples.*

**In This Lesson**

Students discuss new vocabulary words with detailed, anecdotal explanations.

Students clarify their understanding of each new vocabulary word by giving evidence of how the words relate to specific examples.

## Literacy & Language Coach

There is a strong vertical connection between this step and others in each lesson. Vocabulary is first introduced within the context of the read-aloud in Making Connections. Students will then encounter many of the vocabulary words in the text during Reading for Understanding. Then, in Writing with Purpose, students will be expected to elevate their word choice by using these words in their final essays.

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**Instructional Objective**

Students will discuss eight vocabulary words: *stunned, protest, undaunted, dedication, dazzling, extraordinary, intrepid,* and *acclaim.*

1. Developing Vocabulary is the step in the lesson in which we learn new words that will improve our ability to communicate both in speech and in writing.

2. Today's objective for Developing Vocabulary is to continue discussing the eight vocabulary words: *stunned, protest, undaunted, dedication, dazzling, extraordinary, intrepid,* and *acclaim.*

**Instructional Routine**

**Review Vocabulary**

1. Turn to **pages 14** and **15** in your Anthology. Today we are going to continue discussing our eight vocabulary words by participating in a word chat. Remember, the goal of this word chat is to have a fun discussion that shows you know the meanings of the words.

> **CORRECTIVE**
> If an answer does not seem to be related to the vocabulary word, ask students to explain further. If students respond in a way that shows understanding of the word, congratulate them and move on. If students respond in a way that does not show understanding, restate the explanation of the word, and ask the question again.

**Structured Student Interaction**

**Discussion Structure**
Now let's discuss these words together. I'll ask a question about each vocabulary word and call on a few of you to answer. Then I'll ask you to explain your answer. Take a few seconds to answer each question. Be prepared to share your thoughts with the class. Give students a few seconds to answer each question below. Call on a few students to share. If needed, have students share answers with their partners before sharing with the class.

- What is something that is **stunning** to you? Explain.
- What is something you have **protested** in the past? Explain.
- When have you been **undaunted** in your life? Explain.
- Describe a time when you showed great **dedication**? Explain.
- What is the most **dazzling** thing you have ever seen? Explain.
- What was the most **extraordinary** day of your life? Explain.
- Do you know an **intrepid** person? Who is it, and why is this person **intrepid**? Explain.
- Have you ever earned **acclaim** for something

---

# Everything you need to achieve program fidelity and ensure student success

## Implementation Guide for Teachers

This guide provides the pedagogical foundation of the program along with information to assist classroom teachers in effectively implementing their specific level of the program.

- Standards correlation
- Overview of each lesson step
- Tips for setting up and managing the classroom
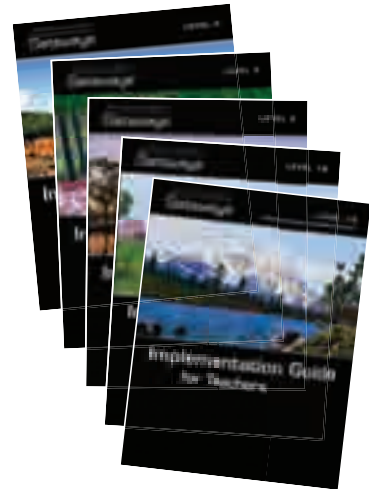
## Implementation Guide for Administrators

This guide provides practical implementation information that will assist administrators with all aspects of management for an ability-leveled English/Language Arts program.

- Three-step placement process
- Master scheduling tools
- Classroom observation tools

## *Gateways* for English Language Learners: A Research Perspective

This guide will provide the research-based instructional recommendations for teaching English language learners and show how they are implemented in *Gateways.*

- English language development conceptual framework
- Research-based instructional recommendations
- Explanation of how each recommendation is exemplified in *Gateways*

## Implementation DVD

- Video clips demonstrating program implementation
- Topics include: classroom management, assessment, structured student interaction, and more

# On-site Implementation Training

- Implementation training included with every *Gateways* purchase

- Directions on how to set up the program and use each component to achieve exceptional results

# Technology-Enhanced Planning and Assessment Tools

*Everything you need to plan and manage lessons*

| Administration and Scoring | Location of Assessment Questions | Answer Sheets | Gradebook and Reports | Software | Required Hardware |
|---|---|---|---|---|---|
| **Paper/Pencil Only — Manual Scoring** | In one or more of the following:<br>• Assessment Handbook<br>• Student Practice Book<br>• Diagnostic Screening, Placement, and Exit Assessments Handbook<br>• **Teacher One Stop** | In one or more of the following:<br>• Assessment Handbook<br>• Student Practice Book<br>• Diagnostic Screening, Placement, and Exit Assessments Handbook<br>• **Teacher One Stop** | Manual | N/A | N/A |
| **Exam*View*® Assessment Suite** Scanning and desktop gradebook (included with *Gateways)* | In one or more of the following:<br>• Assessment Handbook<br>• Student Practice Book<br>• Diagnostic Screening, Placement, and Exit Assessments Handbook<br>• **Teacher One Stop** | Scannable plain-paper bubble sheets (Windows® only) print from ExamView or **Teacher One Stop**<br><br>Dedicated OMR scanner bubble sheets are purchased directly from scanner manufacturer* | On desktop in ExamView Test Manager | **Teacher One Stop** (included with *Gateways*—contains ExamView software and assessments) | Classroom computer* and scanner |
| **Gateways Online** Online student assessments, teacher resources, and gradebook (included with *Gateways*) | Assessment questions are provided online in ***Gateways* Online** www.thinkcentral.com | Students answer questions online** | Online in ***Gateways* Online** | ***Gateways* Online** logins for teacher and each student<br><br>Optional: Student Assessment Data imported from ExamView** | Internet-connected computer for each student |
| **DataDirector™** Scanning and online gradebook (available for seperate purchase) | In one or more of the following:<br>• Assessment Handbook<br>• Student Practice Book<br>• Diagnostic Screening, Placement, and Exit Assessments Handbook<br>• **Teacher One Stop** | Scannable bubble sheets print from DataDirector | Online in DataDirector | DataScanner™ software | Internet-connected classroom computer* and scanner |

\* Consult ExamView Assessment Suite User Guide (on **Teacher One Stop** Installer and Resource DVD), or DataDirector materials, for complete system requirements, including compatible scanners.

\*\* ***Gateways* Online** can also import data from ExamView Test Manager

# Achieve exceptional results with *Gateways* and Action Learning Systems, a premier provider of professional development.

*Gateways* includes everything a teacher needs to provide successful intensive intervention. It is essential that the teachers responsible for intensive intervention instruction are fully trained and comfortable with the program and methodology.

## Professional Development Opportunities from Action Learning Systems

Steck-Vaughn has partnered with **Action Learning Systems** to provide professional development strategies that include engaging opportunities for students to establish and deepen reading comprehension skills, enhance vocabulary and concept development, analyze the differences in text structure, and use the writing process to improve writing skills.

**Action Learning Systems, Inc.**

**Action Learning Systems** uses four principles—focus, alignment, expectations and opportunities—to help schools face their challenges. We support schools in:

- narrowing their *focus* on the knowledge and skills students must master.
- developing *alignment* between programs, practices, procedures, and policies so that every educational activity supports mastery of the standards.
- setting *expectations* for all stakeholders—from students to teachers to administrators.
- creating *opportunities* that allow all stakeholders to meet the expectations, including a full in-classroom coaching model.

**www.actionlearningsystems.com**

# Increasing student achievement requires comprehensive implementation of the Six Effective Practices of High-Performing Schools®*

## Action Learning Systems
### Six Effective Practices of High-Performing Schools®*

| Standards-Based Curriculum and Assessment | Research-Based Strategy Instruction |
|---|---|
| • Content Standards<br>• Standards-Based SBE-Approved Instructional Materials<br>  - Mapping and Pacing Guides<br>  - Curriculum-Embedded Assessments<br>  - Universal Access Support<br>• Standards-Based Lesson Design<br>• Standards-Based Portfolios<br>• Standards-Based Benchmarks Aligned to State Assessments<br>• Standards-Based Grading and Reporting | **Skills Instruction**<br>• Direct Interactive Instruction<br>**Metacognitive Instruction**<br>• Structured Interaction<br>• Strategic Reading<br>• Process Writing<br>• Reciprocal Teaching<br>• Academic Scaffolds for English Language Learners<br>• Test Preparation Strategies<br>**Performance Instruction**<br>• Complex Instruction<br>• Proactive Classroom Management |

**Data-Driven Decision Making**

| | | |
|---|---|---|
| • Data Analysis/ Instructional Modifications<br>• Data Team Training | • Action Walks<br>• Implementation Review | • Single Plan for Student Achievement<br>• Standards-Based Budget |

| Targeted Professional Development | Achievement-Driven Structure and Support | Academic-Centered Family and Community Engagement |
|---|---|---|
| • Roles and Responsibilities<br>• Expert Training<br>• On-Site Coaching: Demonstrations, Co-Planning, Co-Teaching, Feedback<br>• Collegial Support<br>• Site Leadership Coaching | • Instructional Program/ Department Level Collaboration<br>• Flexible Grouping and Scheduling<br>• Standards-Based Master Schedule<br>• Small Learning Communities<br>• Extended Learning Opportunities: Benchmark, Strategic, Intensive | • Parent Workshops<br>• Student-Led Conferences<br>• Community Projects<br>• Expert Panels and Authentic Audiences |

*Based on Meta-Analyses of Scientifically-Based Research

# Streamlined Instructional Components

*Gateways* features four components: a Teacher's Guide and a Student Anthology, Student Practice Book, and Student Writer's Notebook for each student. These components follow a consistent, step-by-step pattern that results in one seamless curriculum. Instruction is tightly integrated and builds on skills mastered through every lesson, chapter, and unit. With this kind of ease-of-use, students know what to expect each day and teachers are fully supported to maximize instructional time.

# Streamlined Instructional Components

*Gateways*—uniquely designed
to ensure student success
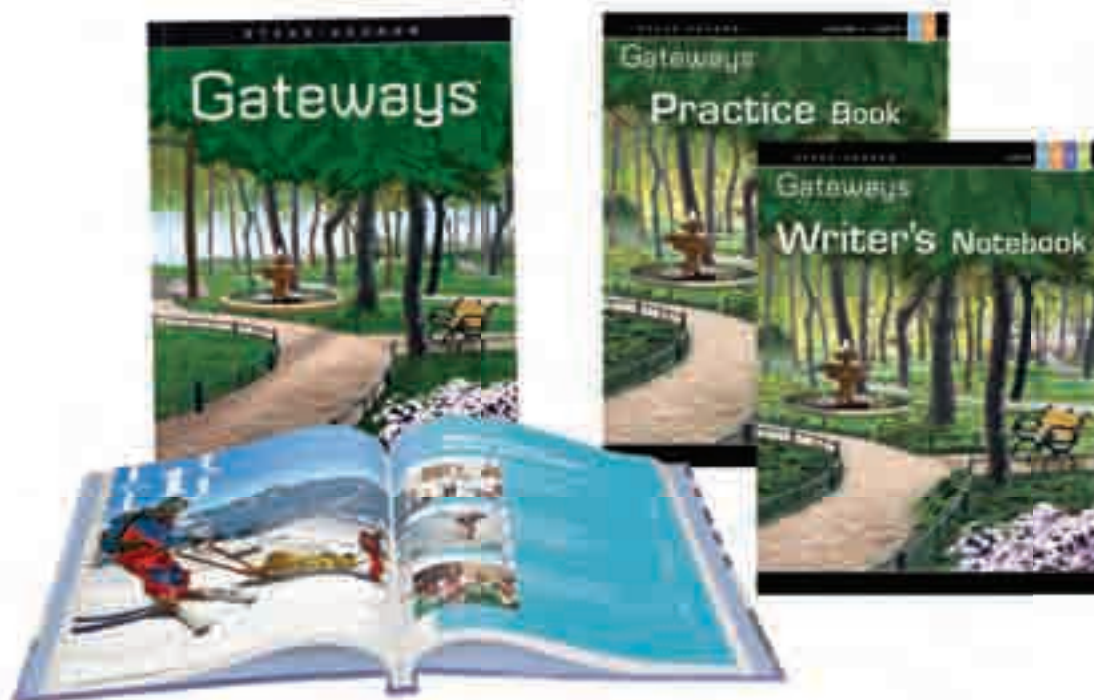
## Engaging and accessible texts support independence.

**relocation**
moving

**persecution**
torture

### An Unforgettable Journey
Maijue Xiong

I was born in a small village called Muong Cha in Laos on April 30, 1972. [My family and I] did not think of ever leaving Laos, but one day our lives were changed forever. We found ourselves without a home or a country and with a need to seek refuge in another country. This period of **relocation** involved a lot of changes, adjustments, and adaptations. We experienced changes in our language, customs, traditional values, and social status.
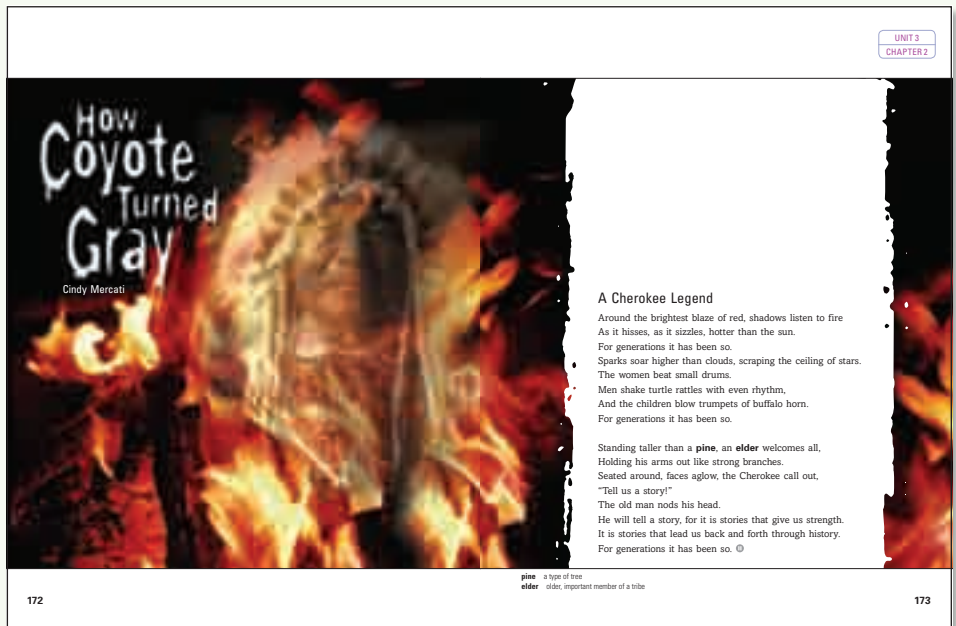
The changes my family and I experienced are the foundation of my identity today.

After Laos became a Communist country in 1975, my family fled in fear of **persecution**. Because my father had served as a commanding officer for 11 years with the American Central Intelligence Agency, my family had no choice but to leave immediately. My father's life was in danger.

34

35

▲ **High-quality literature** made accessible to struggling readers through teacher read-aloud.

▼ **Controlled reading level** makes literacy gains possible for struggling readers.



UNIT 3
CHAPTER 2

How Coyote Turned Gray
Cindy Mercati

A Cherokee Legend

Around the brightest blaze of red, shadows listen to fire
As it hisses, as it sizzles, hotter than the sun.
For generations it has been so.
Sparks soar higher than clouds, scraping the ceiling of stars.
The women beat small drums.
Men shake turtle rattles with even rhythm,
And the children blow trumpets of buffalo horn.
For generations it has been so.

Standing taller than a **pine**, an **elder** welcomes all,
Holding his arms out like strong branches.
Seated around, faces aglow, the Cherokee call out,
"Tell us a story!"
The old man nods his head.
He will tell a story, for it is stories that give us strength.
It is stories that lead us back and forth through history.
For generations it has been so. ◎

**pine** a type of tree
**elder** older, important member of a tribe

172

173
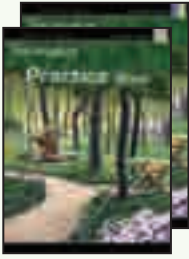
## Student Components
### Practice Book

**Thoughtful review and application of concepts effectively reinforce learning.**

---

STEP **1** Making Connections — DONE ✓

I will connect what I already know to a photograph.
I will discuss the essential question for this unit.

CHAPTER 1 LESSON 1

AGENDA

STEP **2** Developing Vocabulary

I will understand the purpose of the step.
I will learn how to participate in a word chat.

STEP **3** Practicing Fluency

I will understand the purpose of the step.
I will listen to a passage read aloud.

STEP **4** Building Word Study Skills

I will learn the meaning of a morphograph.
I will understand, practice, and spell compound words.
I will understand my spelling homework assignment.

STEP **5** Reading for Understanding

I will learn to use the strategy of on-the-surface reading.

STEP **6** Applying the Conventions of English

I will understand and identify singular and plural nouns and use them in simple sentences.

STEP **7** Writing with Purpose

I will investigate the five stages of the writing process.
I will deconstruct the prompt and scoring guide.

Summarizing My Learning

Practice Book • Unit 1    1

◀ Students preview and review lesson objectives with a **daily agenda.**

▼ **Student-text interaction** improves comprehension.

---

CHAPTER 1 LESSON 2 | STEP 5 | READING FOR UNDERSTANDING

### The Game Ball

*Part 2 of 2*

Rene always loved climbing the old oak tree in the front yard. One day last January, however, the branches were coated with icicles. Rene lost his footing and fell to the ground, breaking his leg. He wore a heavy cast for weeks. All he could do was just recline on the sofa all day, watching cartoons. His leg healed quickly, but Rene no longer seemed to care about running and playing outdoors. Rene had put so much dedication into baseball before his accident. Now his baseball bat and glove were buried in the back of his closet.

"Hey, Jayson . . . why don't you say hello to my brother?" Carlos asked after the trophy celebration was over. "He's always liked you."

"Sure. Maybe a visit from a future Hall of Famer will cheer him up," Jayson joked.

**Notes**

1. What happened that caused Rene to lose interest in baseball?

2. Why would breaking his leg cause Rene to lose interest in baseball?

Carlos and Jayson climbed up the bleachers and walked over to Rene, who had been crying.

"What's wrong, kid?" Jayson asked, hurling the game ball up into the air. "Don't you like baseball?"

Rene folded his arms and remained silent and sour-faced.

"Remember when we used to play T-ball together?" Carlos reminded Rene, hoping that their fun memories would cheer up his brother. Rene had been great at T-ball. He was very capable of becoming a great baseball player.

"T-ball is for babies," Rene muttered. He wouldn't look at Carlos or Jayson. Instead, he stared at Jayson's game ball.

"Here, let me show you how to throw a **slider**. Put your fingers here," Jayson instructed, placing the ball in Rene's hand. Rene smiled at the ball and gripped it tightly.

**slider** a type of baseball pitch

**Notes**

3. Why has Rene been crying?

4. Who shows Rene how to throw a slider?

READING FOR UNDERSTANDING | STEP 5 | CHAPTER 1 LESSON 2

16    Practice Book • Unit 1

Practice Book • Unit 1    17

## Student Components
### Writer's Notebook

**Structured writing activities build student confidence and create successful, effective writers.**

---

**Scoring Guide: Narrative**

**Score Point 4**

The narrative:
- **effectively** addresses the topic;
- clearly shows what happened in the beginning, middle, and end of the event;
- uses concrete sensory details to help the reader picture the setting;
- is written like a story and uses a variety of appropriate narrative strategies (such as character development, dialogue, and vivid descriptive language);
- includes a variety of sentence types and has few or no errors in grammar, spelling, or punctuation.

**Score Point 3**

The narrative:
- **adequately** addresses the topic;
- shows what happened in the beginning, middle, and end of the event;
- uses some concrete sensory details to help the reader picture the setting;
- is written like a story and uses some narrative strategies (such as character development, dialogue, and vivid descriptive language);
- includes a variety of sentence types and has some errors in grammar, spelling, and punctuation.

**Score Point 2**

The narrative:
- **minimally** addresses the topic;
- attempts to show what happened in the beginning, middle, and end of the event;
- uses few concrete sensory details that help the reader picture the setting;
- attempts to be written like a story and includes few narrative strategies (such as character development, dialogue, and vivid descriptive language);
- includes little variety of sentence types and has several errors in grammar, spelling, and punctuation that make it hard to read.

**Score Point 1**

The narrative:
- **ineffectively** addresses the topic;
- is not organized with a clear beginning, middle, and end;
- lacks concrete sensory details to show the setting;
- is not written like a story and lacks narrative strategies (such as character development, dialogue, and vivid descriptive language);
- includes no sentence variety and has many errors in grammar, spelling, and punctuation that make it hard to read.

**130**    Writer's Notebook • Unit 1

◀ Students analyze their own writing against an explicit **scoring guide.**

▼ **Scaffolded writing frame** ensures that students' drafts successfully address the writing prompt.

---

UNIT 1 CHAPTER 1    STAGE 2    WRITING

**Writing Frame: Narrative**

_____
(a creative title that relates to your topic)

When I think of something I did that was admirable, I think about when

_____ . This
(identify an incident in which you did something admirable)

**BEGINNING**

happened _____ . I will never
(describe the time or date)

forget this event because _____ . It
(explain the outcome of the specific event)

started when _____ .
(describe the beginning)

I could see _____ .
(describe the setting)

**MIDDLE**

I thought _____ .
(explain what you thought)

I said, "_____ ." Next, _____ .
(record something important you said)    (describe the middle)

I saw _____ . I wondered
(describe what you saw)

_____ . Then, _____ .
(explain what you wondered)    (describe more of the middle)

"_____ ."
(record something important another main character said)

---

UNIT 1 CHAPTER 1    STAGE 2    WRITING

**Writing Frame: Narrative**

**END**

Finally, _____ . I will always remember
(record the ending)

_____ .
(explain why you will remember this event)

I think this event is admirable because _____
(explain why it was admirable)

_____ . I learned _____ .
(explain what you learned)

If I were given the opportunity again, I would _____ .
(explain what you would do)

## Teacher's Guide
### Chapter Opener

} A clearly laid-out instructional overview makes planning easy.

Instructional times help you **manage your day.**

UNIT 1

CHAPTER

**1**

OVERVIEW

| | | **Lesson 1** *pages 5–42* | **Lesson 2** *pages 43–82* |
|---|---|---|---|
| **Planning My Day** | (5 min.) | *Practice Book*, page 1 | *Practice Book*, page 10 |
| STEP **1** **Making Connections** | (10 min.) | **Analyzing Visual:** *Anthology*, page 4 | **Literature Selection:** *The Teacher of One* (part 1 of 2), *Anthology*, page 10 |
| STEP **2** **Developing Vocabulary** | (15 min.) | Introduction to Word Chat | **Introduce Vocabulary:** *stunned, protest, undaunted, dedication; Anthology*, page 14 **T** |
| STEP **3** **Practicing Fluency** | (15 min.) | **Define Fluency Skill:** Accuracy, pacing **T** | **Define Fluency Skill:** Accuracy, pacing **T** **Timed Reading:** *Practice Book*, page 13 |
| STEP **4** **Building Word Study Skills** | (30 min.) | **Introduce Morphological Skill:** Compound words **T** **Spelling:** *nighttime, bedroom, uphill, seafood, basketball* **T** | **Introduce Morphological Skill:** Compound words **T** **Spelling:** *newspaper, homework, headache, cookbook, underground* **T** |
| STEP **5** **Reading for Understanding** | (40 min.) | **Reading Selection:** *The Game Ball* (part 1 of 2), *Anthology*, page 6 **Prereading:** Topic Introduction **Comprehension Strategy:** On-the-surface **T** | **Reading Selection:** *The Game Ball* (part 2 of 2), *Practice Book*, page 16 **Prereading:** Written Summary **Comprehension Strategy:** Under-the-surface **T** |
| STEP **6** **Applying the Conventions of English** | (20 min.) | **Grammar Skill:** Nouns: singular and plural **T** | **Grammar Skill:** Verbs: action and state of being **T** |
| STEP **7** **Writing with Purpose** | (40 min.) | **Writing Form:** Narrative **Prewriting:** Prompt, Scoring Guide | **Writing Form:** Narrative **Prewriting:** Topic Toss, Narrative Sketch, Narrative Map |
| **Reviewing My Day** | (5 min.) | *Practice Book*, page 1 | *Practice Book*, page 10 |
| **Homework** | | **Spelling:** *Blackline Master*, page A-1 **Reading:** Read pages 6–8 in *Anthology* or book from Independent Reading Library (30 minutes) **Writing:** As needed, review Prompt and Scoring Guide; *Writer's Notebook*, pages 1, 130 | **Spelling:** *Blackline Master*, page A-1 **Reading:** Read pages 6–9 in *Anthology* or book from Independent Reading Library (30 minutes) **Writing:** As needed, complete Topic Toss, Narrative Sketch and Narrative Map; *Writer's Notebook*, page 2–4 |

Identified **assessment skills** facilitate planning.

**T** = Tested Skill

Page numbers provide a **quick reference.**

| **Lesson 3** *pages 83–122* | **Lesson 4** *pages 123–162* | **Lesson 5** *pages 163–200* | **Lesson 6** *pages 201–236* |
|---|---|---|---|
| *Practice Book*, page 22 | *Practice Book*, page 32 | *Practice Book*, page 45 | *Practice Book*, page 55 |
| **Literature Selection:** *The Teacher of One* (part 2 of 2), *Anthology*, page 12 | **Literature Selection:** *Fighting Child Labor* (part 1 of 2), *Anthology*, page 22 | **Literature Selection:** *Fighting Child Labor* (part 2 of 2), *Anthology*, page 24 | **Analyzing Visual:** *Anthology*, page 4 |
| **Introduce Vocabulary:** *dazzling, extraordinary, intrepid, acclaim; Anthology*, page 15 ⊤ | **Review Vocabulary:** *stunned, protest, undaunted, dedication, dazzling, extraordinary, intrepid, acclaim* ⊤ | **Review Vocabulary:** *stunned, protest, undaunted, dedication, dazzling, extraordinary, intrepid, acclaim* ⊤ | **Assess Vocabulary:** *stunned, protest, undaunted, dedication, dazzling, extraordinary, intrepid, acclaim* |
| **Define Fluency Skill:** Accuracy, pacing ⊤<br><br>**Timed Reading:** *Practice Book*, page 25 | **Define Fluency Skill:** Accuracy, pacing, intonation, and expression ⊤<br><br>**Timed Reading:** *Practice Book*, page 35 | **Define Fluency Skill:** Accuracy, pacing, intonation, and expression ⊤<br><br>**Timed Reading:** *Practice Book*, page 48 | **Define Fluency Skill:** Accuracy, pacing, intonation, and expression ⊤<br><br>**Timed Reading:** *Practice Book*, page 58 |
| **Review Morphological Skill:** Compound words ⊤<br><br>**Spelling:** *snowman, newspaper, uphill, hometown, underwater* ⊤ | **Introduce Morphological Skill:** Contractions *(-not, -am, -will)* ⊤<br><br>**Spelling:** *haven't, we'll, didn't, you'll, I'm* ⊤ | **Introduce Morphological Skill:** Contractions *(-are, -is, -have)* ⊤<br><br>**Spelling:** *would've, you're, who's, it's, they're* ⊤ | **Review Morphological Skill:** Contractions *(-not, -am, -will, -are, -is, -have)* ⊤<br><br>**Spelling:** *isn't, would've, they're, who's, we'll* ⊤ |
| **Reading Selection:** *"Ain't I a Woman?"* (part 1 of 4), *Anthology*, page 16<br><br>**Prereading:** Topic Introduction<br><br>**Comprehension Strategy:** Summarizing ⊤ | **Reading Selection:** *"Ain't I a Woman?"* (part 2 of 4), *Practice Book*, page 38<br><br>**Prereading:** Written Summary<br><br>**Literary Skill:** Summarizing for character, setting, plot ⊤ | **Reading Selection:** *"Ain't I a Woman?"* (part 3 of 4), *Anthology*, page 20<br><br>**Prereading:** Quick Write<br><br>**Comprehension Strategy:** Summarizing ⊤ | **Reading Selection:** *"Ain't I a Woman?"* (part 4 of 4), *Practice Book*, page 61<br><br>**Prereading:** Written Summary<br><br>**Literary Skill:** Summarizing for character, setting, plot ⊤ |
| **Grammar Skill:** Subjects and predicates ⊤ | **Grammar Skill:** Verbs: helping ⊤ | **Grammar Skill:** Subject-verb agreement ⊤ | **Review Grammar Skills:** Focus on chapter skills by using simple sentences |
| **Writing Form:** Narrative<br><br>**Writing:** Frame | **Writing Form:** Narrative<br><br>**Revising:** Idea Workshop ⊤ | **Writing Form:** Narrative<br><br>**Editing:** Editor's Workshop ⊤ | **Writing Form:** Narrative<br><br>**Editing:** Vocabulary in Action ⊤ |
| *Practice Book*, page 22 | *Practice Book*, page 32 | *Practice Book*, page 45 | *Practice Book*, page 55 |

| | | | |
|---|---|---|---|
| **Spelling:** *Blackline Master*, page A-1<br><br>**Reading:** Read pages 16–18 in *Anthology* or book from Independent Reading Library (30 minutes)<br><br>**Writing:** As needed, complete Frame; *Writer's Notebook*, pages 5–6; *Blackline Master*, pages A-5–6 | **Spelling:** *Blackline Master*, page A-1<br><br>**Reading:** Read pages 16–19 in *Anthology* or book from Independent Reading Library (30 minutes)<br><br>**Writing:** As needed, complete Idea Workshop; *Writer's Notebook*, pages 7–8 | **Spelling:** *Blackline Master*, page A-1<br><br>**Reading:** Read pages 16–20 in *Anthology* or book from Independent Reading Library (30 minutes)<br><br>**Writing:** As needed, complete Editor's Workshop; *Writer's Notebook*, page 9 | **Reading:** Read pages 16–21 in *Anthology* or book from Independent Reading Library (30 minutes) |

Connected **homework** activities provided.

3

## Teacher's Guide
### Lesson Pages

# Essential planning and instructional tools provided for all lessons.

An indication of the **time allotted** to each step.

A lesson one stop where **standards** are addressed.

**Planning My Day** *(5 min.)* Students preview the lear...

**STEP 1 Making Connections** *(10 min.)*

Students connect what they already know to "Fighting Child Labor" and discuss what makes Craig Kielburger admirable.

**Listening and Speaking:** *Ask relevant questions and respond to queries with appropriate elaboration in oral settings.*
**Listening and Speaking:** *Summarize spoken messages and formal presentations.*
**Listening and Speaking:** *Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.*

**STEP 2 Developing Vocabulary** *(15 min.)*

Students will discuss eight vocabulary words: stunned, protest, undaunted, dedication, extraordinary, dazzling, acclaim, and intrepid.

**Listening and Speaking:** *Use details, examples, anecdotes, or experiences to explain or clarify information.*
**Listening and Speaking:** *Clarify and support spoken ideas with evidence and examples.*

**STEP 3 Practicing Fluency** *(15 min.)*

Students:
• read aloud part of "Ain't I a Woman?" with a focus on accuracy, pacing, intonation, and expression.
• chart fluency progress.

**Reading:** *Read aloud a variety of texts with appropriate fluency, accuracy, pacing, intonation, and expression.*

**STEP 4 Building Word Study Skills** *(30 min.)*

Students:
• understand, practice, and spell contractions.
• understand spelling homework assignment.

**Writing:** *Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.*

**STEP 5 Reading for Understanding** *(40 min.)*

Students:
• review summarizing for character, setting, and plot.
• review the reading strategy summarizing.

**Reading:** *Use appropriate strategies, such as full comprehension, location of information, and personal enjoyment, when reading for different purposes.*
**Reading:** *Identify the main events of the plot, their causes, and the influence of each event on future actions.*
**Listening and Speaking:** *Summarize spoken messages and formal presentations.*

**STEP 6 Applying the Conventions of English** *(20 min.)*

Students:
• review understanding of nouns and verbs.
• understand subject-verb agreement.

**Writing:** *Use correct subject/verb agreement, pronouns, adjectives, compound words, and articles when writing and speaking.*

**STEP 7 Writing with Purpose** *(40 min.)*

Students use Editor's Workshop to edit their writing for correct punctuation and grammar, including subject-verb agreement.

**Writing:** *Use correct subject/verb agreement, pronouns, adjectives, compound words, and articles when writing and speaking.*
**Writing:** *Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.*
**Writing:** *Use simple and compound sentences in writing and speaking.*

**Reviewing My Day** *(5 min.)* Students review the learning objectives for the day.

UNIT 1
CHAPTER 1

LESSON

# 5

OVERVIEW

Transparencies

| | |
|---|---|
| TR-8 | TR-59 |
| TR-11 | TR-60 |
| TR-31 | TR-61 |
| TR-38 | TR-62 |
| TR-56 | TR-63 |
| TR-57 | TR-64 |
| TR-58 | TR-65 |

Lists of all **necessary materials** for **efficient preparation**.

Academic Vocabulary In This Lesson:

accuracy
character
conventions
edit
fluency
intonation and expression
main idea
narrative
pacing
plot
prewrite
question
revise
sentence
setting
summarize
write

Complete Academic Dictionary appears in Student Practice Book.

**Academic Vocabulary** highlights the key words.

**Instructional objectives** summarize the main goals of each step.

CHAPTER 1 • LESSON 5    163

CHAPTER 1 · LESSON 5

STEP **2** DEVELOPING VOCABULARY

TR-57

15 min. | Anthology | Practice Book | Transparency

### Literacy & Language Coach

There is a strong vertical connection between this step and others in each lesson. Vocabulary is first introduced within the context of the read-aloud in Making Connections. Students will then encounter many of the vocabulary words in the text during Reading for Understanding. Then, in Writing with Purpose, students will be expected to elevate their word choice by using these words in their final essays.

" *Students learn new words better when they encounter them often and in various contexts. The more children see, hear, and work with specific words, the better they seem to learn them. When teachers provide extended instruction that promotes active engagement, they give students repeated exposure to new words. When the students read those same words in their texts, they increase their exposure to the new words.*"

— *Put Reading First*, Bonnie Armbruster, Fran Lehr, and Jean Osborn

#### English Language Learners

This multiple exposure approach is consistent with research regarding vocabulary acquisition by English language learners.

" *Multiple encounters over time are called for if the goal is more than a temporary surface-level understanding and if new words are to become permanently and flexibly represented in students' vocabulary repertoires.*"

— *Bringing Words to Life*, Isabel Beck, Margaret McKeown, and Linda Kucan

### Linking Standards and Instruction

| *Gateways* Standards | In This Lesson |
|---|---|
| **Listening and Speaking:** *Use details, examples, anecdotes, or experiences to explain or clarify information.* | Students discuss new vocabulary words with detailed, anecdotal explanations. |
| **Listening and Speaking:** *Clarify and support spoken ideas with evidence and examples.* | Students clarify their understanding of each new vocabulary word by giving evidence of how the words relate to specific examples. |

### Instructional Objective

Students will discuss eight vocabulary words: *stunned, protest, undaunted, dedication, dazzling, extraordinary, intrepid,* and *acclaim.*

1. Developing Vocabulary is the step in the lesson in which we learn new words that will improve our ability to communicate both in speech and in writing.

2. Today's objective for Developing Vocabulary is to continue discussing the eight vocabulary words: **stunned, protest, undaunted, dedication, dazzling, extraordinary, intrepid,** and **acclaim.**

### Instructional Routine

#### Review Vocabulary

1. Turn to **pages 14** and **15** in your Anthology. Today we are going to continue discussing our eight vocabulary words by participating in a word chat. Remember, the goal of this word chat is to have a fun discussion that shows you know the meanings of the words.

> **CORRECTIVE**
> If an answer does not seem to be related to the vocabulary word, ask students to explain further. If students respond in a way that shows understanding of the word, congratulate them and move on. If students respond in a way that does not show understanding, restate the explanation of the word, and ask the question again.

### Structured Student Interaction

**Discussion Structure**
Now let's discuss these words together. I'll ask a question about each vocabulary word and call on a few of you to answer. Then I'll ask you to explain your answer. Take a few seconds to answer each question. Be prepared to share your thoughts with the class. Give students a few seconds to answer each question below. Call on a few students to share. If needed, have students share answers with their partners before sharing with the class.

- What is something that is **stunning** to you? Explain.
- What is something you have **protested** in the past? Explain.
- When have you been **undaunted** in your life? Explain.
- Describe a time when you showed great **dedication**? Explain.
- What is the most **dazzling** thing you have ever seen? Explain.
- What was the most **extraordinary** day of your life? Explain.
- Do you know an **intrepid** person? Who is it, and why is this person **intrepid**? Explain.
- Have you ever earned **acclaim** for something

CHAPTER 1 · LESSON 5 **169**

# Meeting the Standards

The *Gateways* curriculum is designed to ensure student mastery of Reading/Language Arts content standards. All standards, strategies, and skills were carefully correlated by grade and built into the appropriate levels of the *Gateways* program. This detailed correlation spans across state Reading standards, Writing standards, Written and Oral English Language Conventions standards, and Listening and Speaking standards.

*Gateways* also offers explicit and systematic introduction and reinforcement of skills and strategies in the following domains: phonemic awareness, phonics, morphological awareness, fluency, reading, literary response and analysis, conventions of English, writing process, and writing genres.

# Program Scope and Sequence

## Technical Skills of Reading Correlation by Level

| Foundational Elements: Grades Four through Eight | Program Level | | | | |
| --- | --- | --- | --- | --- | --- |
| | 1A | 1B | 2 | 3 | 4 |
| **1 Phonemic Awareness** | | | | | |
| a. Phoneme identification, including counting phonemes in words; distinguishing initial, final, and medial phonemes; and matching initial, final, and medial sounds in spoken words | ● | ● | | | |
| b. Phoneme blending | ● | ● | | | |
| c. Phoneme segmentation | ● | ● | ● | | |
| d. Phoneme manipulation, including phoneme addition and deletion, grade 1; phoneme substitution, grades 1-2; phoneme reversal, grades 2-3 | ● | ● | ● | | |
| **2 Phonological Awareness** | | | | | |
| a. Recognizing words in sentences | ● | ● | | | |
| b. Segmenting words into syllables | ● | ● | | | |
| c. Detecting rhymes | ● | ● | | | |
| d. Blending onset/rime | ● | ● | | | |
| **3 Phonics** | | | | | |
| a. Alphabetic principle, including letter identification in kindergarten, and sound-letter matching in K-1 | ● | ● | | | |
| b. Grapheme/letter-sound correspondences, including letter combinations for individual phonemes (e.g., *ci, ge, wh, e, oa, igh, _ck,* and *a_e*) | ● | ● | ● | | |
| **4 Decoding and Word Recognition (Attack) Skills** | | | | | |
| a. Word structure and fluency, including rapid naming (colors, objects, digits, and letters) | ● | ● | | | |
| b. Sight word reading | ● | ● | | | |
| c. Blending single and multisyllabic words | ● | ● | ● | | |
| d. Recognizing common patterns automatically, including consonants, short vowels (e.g., CVC words and other short-vowel syllable patterns), digraphs, and trigraphs (e.g., _tch and _igh) | ● | ● | ● | ● | ● |
| e. Consonant blends, long vowels (CV syllables), and vowel digraphs | ● | ● | ● | ● | ● |
| f. Vowel diphthongs and *r-* and *l-*controlled vowels | ● | ● | ● | ● | ● |
| g. Advanced syllable patterns in multisyllabic words | ● | ● | ● | ● | ● |
| h. Word analysis, including word origins and meaning (morphology, syntax, and semantics) | ● | ● | ● | ● | ● |
| **5 Oral Reading Fluency** | | | | | |
| a. Narrative and expository text for fluency, with accuracy and appropriate pacing, intonation, and expression [Fluency is defined as words correct per minute (WCPM) with norms identified by Tindal, Hasbrouck, & James (2005).] | ● | ● | ● | ● | ● |
| **6 Spelling** | | | | | |
| a. Consonant spellings | ● | ● | ● | | |
| b. Short vowels | ● | ● | | | |
| c. Long vowels | ● | ● | ● | | |

| Foundational Elements: Grades Four through Eight | Program Level | | | | |
|---|---|---|---|---|---|
| | 1A | 1B | 2 | 3 | 4 |
| **6 Spelling (continued)** | | | | | |
| d. Orthographic generalizations (rules) | ● | ● | ● | | ● |
| e. Morphemes (prefixes, suffixes, base words, and roots) | | | ● | ● | ● |
| **7 Vocabulary** | | | | | |
| a. Oral vocabulary development | ● | ● | ● | | |
| b. Suffixes and prefixes | ● | ● | ● | | |
| c. Word families | ● | ● | | | |
| d. Base words and their derivatives | ● | ● | ● | ● | ● |
| e. Root words and word origins | | | ● | ● | ● |
| f. Context meanings | ● | ● | ● | ● | ● |
| g. Antonyms and synonyms | ● | ● | ● | ● | ● |
| h. Metaphors, similes, analogies, and idioms | | | | ● | ● |
| i. Academic vocabulary | ● | ● | ● | ● | ● |
| **8 Comprehension Skills** | | | | | |
| a. Main idea and details | ● | ● | ● | ● | ● |
| b. Author's point of view | ● | ● | ● | ● | ● |
| c. Sequencing | ● | ● | ● | ● | ● |
| d. Classifying and categorizing | ● | ● | ● | ● | ● |
| e. Making inferences | ● | ● | ● | ● | ● |
| f. Compare and contrast | ● | ● | ● | ● | ● |
| g. Cause and effect | ● | ● | ● | ● | ● |
| h. Author's purpose | ● | ● | ● | ● | ● |
| **9 Literary Response and Analysis** | | | | | |
| a. Distinguish, identify, and comprehend a variety of genres. | ● | ● | ● | | |
| b. Identify narrative characteristics of plot, setting, and characters. | ● | ● | ● | | |
| c. Compare and contrast narrative characteristics of different versions of same stories by different authors and cultures. | ● | ● | ● | ● | |
| d. Recognize and analyze underlying or recurring themes in narrative text. | ● | ● | ● | ● | ● |
| e. Recognize characteristics and different forms of poetry. | ● | ● | ● | ● | ● |
| f. Distinguish structural features of text and literary terms or elements of literature and informational text. | | | | ● | ● |
| g. Clarify ideas and make connections between literary works. | | | | ● | ● |
| h. Evaluate meanings of patterns, symbols, and author techniques. | | | | ● | ● |
| i. Determine the credibility of the characterization and degree of realism. | | | | ● | ● |
| j. Analyze a range of responses to literary works. | | | | ● | ● |
| k. Analyze a work of literature, reflecting on author's heritage, traditions, attitudes, and beliefs. | | | N/A | | |

# Research
# Base

Gateways is built upon a comprehensive research foundation. The innovative ideas of the nation's top education researchers inform all of the instruction and activities in this program.  The insights gleaned from their studies shaped the program's approach to phonics and phonemic awareness, vocabulary development, and all reading and writing instruction.  Additionally, key learnings from research of English language learners and the challenges that they face are incorporated into every facet of this program.  This rich basis has resulted in a dynamic program that precisely targets and addresses student needs.

# Direct Instruction: Design and Delivery Features for Successful Student Learning in an Intensive Intervention Setting

**Kit Marshall, Ph.D.**   Action Learning Systems

The purpose, efficacy, and even the definition of direct instruction have a wide range of advocates and adversaries. Standards, accountability, and an authentic focus on ALL students learning at high levels have created a new surge in effective use of time and program selection based on proven student achievement results.

As with most methodologies, direct instruction should be defined by its first-level principles—those characteristics that set it apart. Depending on the advocate, direct instruction may have three, five, seven, or more "basics" that distinguish it from less structured approaches. Regardless of how a particular program identifies itself, hundreds of correlation studies of direct instruction versus any other methodology have shown that no program specifically designed for struggling readers measures up to the success of direct instruction. So, what might be a clear definition for direct instruction, and what are its first-level principles?

Most advocates can agree on certain underlying principles of authentic direct instruction. Foremost among these is that one of its major goals is the maximization of student learning time and, as a result, student academic achievement (Joyce, Weil, and Calhoun 2003). Academic Learning Time (ALT) includes three key aspects, all of which are dealt with extensively in the literature of direct instruction:

- Allocated Time (time dedicated to a task)
- Engagement Rate (the degree to which an individual student is attending and attempting to learn the task)
- Success Rate (how successful the student is in terms of mastery, usually 80% or better)

A second defining principle of direct instruction is that it is two-pronged: it must be understood as an instructional design system and a delivery system.

## Design System of Direct Instruction: Focus and Alignment

Many direct instruction programs are highly scripted, providing maximum control of both teacher behavior and student response. Others provide key teaching routines and phrases and acceptable student responses with a gradual release as these are internalized and incorporated into the daily lessons. The scripted nature of direct instruction is irrefutably rigorous, but has often been interpreted as detracting from the professional judgment of the teacher. An alternative view suggests that a program that has high regard for the complexity of teaching provides extensive support based on a strong research foundation. This, in turn, allows teachers to concentrate on instruction rather than spend their time and effort designing their own daily lessons. The common goal of all teaching is to achieve the highest level of ALT possible, and this is especially crucial with older, struggling learners for whom every moment is a gained or lost opportunity.

Two critical goals are achieved through the design features of direct instruction: clear *Focus* on what is to be learned and tight *Alignment* of every aspect of what is to be learned. The degree to which *Focus* and *Alignment* are achieved in program design will vary from extreme control to gradual release as rules, routines, and procedures become habituated behaviors for teachers and students. Standard features that address *Focus* include these:

- procedures for motivating and securing student attention
- effective presentation of stimulus events
- securing responses from students
- reinforcing and correcting responses

A second major feature of direct instruction design includes strategies used to sequence learning objectives and the tasks used to teach objectives. The standard design features that address *Alignment* include these:

- selection of general cases (once a student learns some examples of a "set," the student can do all members of a set)
- keeping errors to a minimum and applying explicit correctives
- teaching of the essentials
- providing for adequate practice

Programs deemed to be "direct and explicit" should be based on these two design features—*Focus* and *Alignment*—and result in higher levels of student achievement.

## Delivery of Direct Instruction: Expectations and Opportunity

Delivery of instruction in a direct, explicit, and systematic manner requires adding two delivery principles to the design principles of *Focus* and *Alignment*.

The first principle of delivery, *Expectations for Success,* includes these features:

- explicit and frequent task-specific reinforcement and positive consequences to strengthen motivation and attention
- knowledge of results through frequent, brief, formative assessments
- conscious and appropriate orientation by the teacher to the forward progress that is expected and achieved by each student, in both public and private interaction
- frequent and clear exit pathways to the Core Program for intervention students

The second principle of delivery, *Opportunities to Learn,* includes these features:

- clear instructional routines that repeat throughout programs in a predictable manner
- prompts, cues, correctives, visual models and demonstrations, graphic organizers, and ongoing refocusing on what is being learned and how well it is to be learned
- gateways to higher levels of understanding through bridging activities and increasingly complex academic vocabulary
- proactive management including proximity to students and multiple response modes
- practice, practice, practice!

## References

Joyce, B.; M. Weil; and E. Calhoun. 2003. *Models of Teaching, 7th Edition.* Boston: Allyn and Bacon.

Marshal, K. 2003. *Effective Teaching.* Professional Educators' Press, Inc.

Rosenshine, B. 2002. "Converging Findings on Classroom Instruction," in *School Reform Proposals: The Research Evidence*, A. Molnar, ed. Greenwich, CT: Information Age Publishing.

# The Importance of High-Quality Phonics and Phonemic Awareness Instruction for Struggling Readers

**Penny Chiappe-Collins, Ph.D.**    Decoding

The importance of phonemic awareness and phonics instruction for beginning readers has received wide support among reading researchers (NICHD 2000). When young children receive explicit and systematic instruction in how to identify and manipulate the sounds of language (phonemic awareness) and how to associate those sounds with letters and letter patterns (phonics), children are very likely to succeed at reading. In fact, skill at decoding, or sounding out unfamiliar words, is so critical for skilled reading that neither instruction in sight word reading nor strategies in the use of context can compensate for poor decoding skills. Thus, decoding skills are considered an essential for fluent reading in later grades (Share 1995; NICHD 2000).

However, phonics and phonemic awareness instruction remain critical for older, struggling readers. The most recent National Assessment of Educational Progress report (Daane et al. 2005) illustrated that among fourth grade students, children who showed the weakest reading comprehension also showed the greatest difficulties in word reading, both in terms of accuracy and fluency. These findings are consistent with psychological research that found that the most common problem for struggling readers at any age is word reading (Stanovich and Siegel 1994). Thus, struggling readers in upper elementary school and in middle school need instruction that directly addresses decoding skills.

There has been considerable research into what constitutes effective instruction in phonics and word recognition, not just for children in the primary grades, but also for adolescents who are struggling readers (NICHD 2000; Torgesen, Alexander, Wagner, Rashotte, Voeller, and Conway 2001). Studies found that reading intervention cannot be effective unless it explicitly and systematically addresses the foundational skills in phonemic awareness and phonics. When older, struggling readers are given systematic, explicit, and intense instruction in phonological awareness connected with decoding strategies (coupled with additional skills such as comprehension and vocabulary), they can be brought up to grade level (Torgesen et al. 2001). However, instruction in these skills must be provided in a manner that is appropriate for older students. In general, reading research has given us guidelines for effective instruction in decoding for adolescents. Keys to successful intervention in word reading include the following (Biancarosa and Snow 2004; NICHD 2000):

- Instruction must be both explicit and systematic in developing students' phonemic awareness and the connections between the spelling-sound relationships. Furthermore, phonemic awareness instruction should be provided in the context of how it can be applied to decoding, so that the connections between the word's sounds and how it is decoded can be emphasized.

- Students should be provided guidance in focusing on the high-frequency spelling-sound relationships within challenging, irregular words. Even irregular words such as *island* are in part predictable by spelling-sound rules (such as the *land* in *island*).

- Students should receive instruction in morphology, or meaningful word parts. For example, a student can read the word *prepare* by segmenting the prefix (*pre-*) from the root word (-*pare*).

- Instruction should be both fast-paced and appealing to students. Instruction in phonics and phonological awareness should be presented in quick "blasts" so that students are engaged and practice without it becoming drawn-out or boring.

- Students should have many opportunities to use and apply their newly acquired phonics knowledge in authentic literacy experiences.

- Reading materials should be engaging and skill-level appropriate. In addition to developing accuracy in word reading, struggling readers need ample practice so that their decoding becomes effortless and expressive. Such fluency enables students to focus on the meaning of the texts rather than on word recognition. However, many struggling readers don't get the practice they need because either the age-appropriate materials are too difficult for them to decode, or the texts that they can read are of little interest (Guthrie, Wigfield, and Perencevich 2004). Thus, it is critical that the decodable texts provided to students reflect interests appropriate to their age.

In sum, the difficulties of struggling readers in the upper elementary grades and in middle school often lie at the level of reading single words. Decoding problems cannot be addressed by teaching students to use context or memorize sight words. Instead, older students need systematic and explicit instruction in phonemic awareness and decoding skills. However, it is critical to keep in mind that these students have already experienced several years of difficulties in reading, and may need to be convinced that such instruction is worthwhile and relevant. This can be accomplished by providing engaging, fast-paced instruction. It is also critical that this instruction be tied to authentic reading and writing experiences with decodable, age-appropriate texts. Such instruction can promote the accuracy and fluency in word reading that will enable students to devote their cognitive energy to the ultimate goal of reading—comprehension.

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# Welcome to Vocabulary

**Isabel L. Beck, Ph.D.**   Vocabulary
**Margaret G. McKeown, Ph.D.**    Vocabulary

## Introduction

As we analyzed traditional vocabulary instruction, we concluded that it wasn't rich, interesting, or extensive enough to have a strong impact. So we developed the kind of thoughtful, interactive instruction that would allow students to "own" the words they learned in class. Since students can think and talk about much more sophisticated ideas than they are able to read on their own, the instruction presented in *Gateways* utilizes the strength of students' oral competence to enhance their literacy competence.

The words introduced in this program—words like *incredulous*, *sashay*, *dilapidated*, and *embark*—are not ones that students would likely pick up in their conversation. These kinds of sophisticated words are not how students commonly express themselves. But these are the kinds of words that are active parts of good readers' and writers' vocabulary repertoires. After all, a rich vocabulary is the hallmark of a proficient reader.

When instruction is dynamic and engaging, students succeed in expanding their oral and written vocabularies and develop a love for words. Through authentic literature and lively discussions, this program seeks to nurture that love, and we think you'll agree that it does.

## Making Vocabulary Instruction Come to Life

A major impetus in designing *Gateways'* vocabulary instruction is our concern that school vocabulary instruction has traditionally focused on teaching students synonyms or brief definitions for new words. Becoming interested in and aware of words is not a likely outcome of such instruction (Scott et al. 1998; Watts 1995).

Instruction that does not engage students' interest is not a problem merely because we want students to enjoy classroom activities. Rather, students need to develop an interest in and awareness of words beyond school vocabulary assignments in order to adequately build their vocabulary repertoires. Students need to keep using new words if they are to "own" them. Students need to notice words in their environments whose meanings they do not know. They need to become aware of and explore relationships among words in order to refine and fully develop word meanings. Indeed, being curious about the meaning of an unknown word that one encounters and about how it relates to other words is a characteristic of those who develop large vocabularies.

Development of these facets of word learning cannot just rely on students spontaneously engaging with words on their own, as it simply will not occur in many cases. Rather, these facets must be the direct focus of instruction. It has been our experience that students become interested and enthusiastic about words when instruction is rich and lively, and that conditions such as the following can be arranged to encourage them to notice words in environments beyond school.

### Explicit vocabulary instruction is best suited for words that can add to language ability.

Although many words are learned through reading, the inefficiency and individual variation in this process points to the importance of explicit vocabulary instruction. Instruction in words that are typical of written language and appear in many different kinds of contexts can add productively to students' vocabulary development.

### Just providing information will not result in deep or sustained knowledge of a word.

When teaching a new word, it must be explained in a meaningful way that children can relate to. An explanation should be both memorable and fully comprehensible. The explanation, after all, is the vehicle a teacher has to interpret a set of unfamiliar letters into a familiar concept.

### Providing direct instruction in vocabulary after a read-aloud provides a strong context from which to introduce word meaning.

Stopping the flow of a story to introduce, teach, and practice vocabulary can distract from engaging with and building understanding of the story. Instead, the primary goal during reading should be enjoyment and comprehension of the literature itself. Once the story is firmly in the child's understanding, there is a strong context from which to introduce vocabulary meanings.

### Effective instruction must provide examples of vocabulary words in multiple contexts.

To teach a word in only one context, even a rich and robust context, denies a child the opportunity to gain full ownership of its meaning. Instead, introduce words in one context (i.e., introduce *scrunched* as a child scrunched in a car), but then provide ample exposures to the word in a variety of contexts (e.g., scrunched paper, scrunched cans, etc.).

### Frequent encounters with new words are essential.

Even when vocabulary words are introduced in lively and memorable ways, they are rarely retained unless children have frequent encounters with the words. In one week, it may take as many as six to eight encounters with a word before it becomes part of a child's accessible vocabulary.

In sum, taking on the task of providing effective vocabulary instruction is a very high priority. It is our position that the operative principle for the orientation of that instruction is that it be robust—vigorous, strong, and powerful in effect. A robust approach to vocabulary involves directly explaining the meaning of words along with thought-provoking, playful, and interactive follow-up. When instruction is dynamic and engaging, students succeed in expanding their oral and written vocabularies and develop a love for words.

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## Academic Language Development for English Language Learners

**Robin Scarcella, Ph.D.**   English Language Acquisition, Level 1A

## Challenges and Opportunities

Teaching English language learners in intensive intervention programs is both a challenge and an opportunity. It is a challenge since English language learners in the upper grades face a demanding curriculum and require advanced English proficiency to access it. Each year that the students remain in intervention programs, they miss learning the content-specific features of the English language that their native English-speaking peers are learning in the core curriculum. For this reason, intervention teachers are challenged to help their English language learners develop advanced literacy in an accelerated manner, so that the learners can access the core curriculum quickly (Francis et al. 2006). However, teaching English language learners in research-based intervention programs is also an opportunity. Intervention programs accelerate students' development of advanced proficiency in English and lay the foundation for their continual development of academic English (August and Shanahan 2006).

## Academic English

Academic English is the language of school-based learning and extended, reasoned discourse (Gersten et al. 2007). It entails knowledge of the structure of the language and the precise way in which words and phrases are used. To illustrate the difference between academic English and informal English, consider the ways the two varieties of English are used by middle school students:

- Informal English:  Gimme it [pointing to a cell phone].  I gotta go.
- Academic English: Could you please give me the cell phone because I have to leave?

Notice how context-rich informal English is. The student need only point to the cell phone to convey her meaning to her friend. In contrast, notice that informal expressions such as "gimme" and "gotta" are absent in academic English and that academic English is grammatically correct and is characterized by subordination (because I have to leave) rather than short, simple sentences. The academic English version does not depend on context to convey meaning (Scarcella 2003).

Those who master academic English know its phonological features, including stress, intonation, and sound patterns. They also have a command of vocabulary, knowing everyday words as well as content-specific terms. They know that words used in everyday conversational English (like *table*, *bank*, and *power*) take on special meanings in school contexts. They also know sentence structure and morphology. And they know how to use grade-appropriate complex sentences, such as passive structures.

## Motivation

Motivating English language learners to study academic English is challenging, particularly when the students have experienced past failure or feel that learning

it reduces their reputation among their peers. Teachers can motivate their English language learners by helping them achieve success in English-language development and by teaching them the importance of academic English in gaining high-paying jobs, getting admitted to college, learning valuable life skills, and gaining access to knowledge. They can give them skills so that the students can continue to improve their knowledge of English even after they have finished their intensive programs.

## Dedicate Time to the Instruction of Academic Words

To maximize English language learners' success in learning academic English at all levels, teachers can give students a strong foundation in the English language, devoting a significant amount of instructional time to the words that students need to communicate in classroom settings. They need not teach informal vocabulary that students learn easily outside of the classroom. They can instead teach high-utility school words—common, everyday words that carry grammatical meaning and are used frequently in academic texts (words such as *because*, *still*, and *even*), and academic words that are used across disciplines. They can carefully teach and monitor their students' use and development of these words, ensuring that students receive sufficient explicit explanations that are "English-learner friendly." They can also provide exposure and modeling of words in meaningful contexts as well as distributed review and practice. They can increase students' opportunities to use words in their speech through a variety of group and partner activities, and in writing through scaffolded writing and summarization activities. Most importantly, they can use instructional tools and resources, like *Gateways*, that are designed to intentionally and explicitly teach English

language learners, showing how to use words in a range of contexts and skill domains (listening, speaking, reading, and writing) and how to build their own vocabulary-learning abilities, helping them become life-long vocabulary learners (Francis et al. 2006, Books 1 and 2).

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## Effective Reading Instruction for Struggling English Language Learners

**Hector Rivera, Ph.D.**    English Language Acquisition, Level 1A
**Mabel Rivera, Ph.D.**    English Language Acquisition, Level 1A

English language learners (ELLs) are language minority students who have limited English proficiency. Their academic outcomes in U.S. schools vary according to multiple factors such as educational history, language and literacy ability in their native language, socio-cultural backgrounds, and educational placements and instructional contexts. Many ELLs thrive in U.S. schools while a significant proportion struggle in developing English proficiency and academic skills that enable them to meet grade-level standards (Francis et al. 2006). For this reason, educators and policymakers must make every effort to select instructional strategies and curriculum materials that address the needs of these students.

### Recommendations for Educators

Similar to other groups of students who experience academic difficulties, ELLs require empirically-based instructional approaches to support their academic development. Statistics show that even when they make significant improvement, many ELLs remain academically below grade level compared to their native English-speaking peers. Therefore, instruction must include the most effective approaches to accelerate their academic content learning as ELLs also develop their English language proficiency.

Most proactive approaches to teaching struggling students include the following components. First, such approaches involve an analysis of the source and prevalence of the difficulties in relation to population characteristics. Educators must use reliable assessment tools to identify specific areas of difficulty. Efforts should be made to explore the student's academic strengths and weaknesses both in the native language and in English. This approach provides a more holistic image of the student's knowledge.

Second, effective instruction and interventions for ELLs occur through classwide or small grouping, or a combination of both. Instruction should be guided by diagnostic information and be based on effective practices that have been validated by empirical research. In this way, instruction would include general content knowledge plus practice in the targeted areas for study. Remedial interventions for struggling readers must focus on and precisely match the targeted sources of difficulty.

Third, curriculum-based progress monitoring would serve to identify areas of difficulty as well as to evaluate mastery of targeted skills. Progress monitoring is a scientifically-based practice used to assess students' academic performance and evaluate the effectiveness of instruction. It can be implemented with individual students or with the whole class and provides an objective picture of a student's improvement.

Adopting research-based curricula such as *Gateways* is a proactive step toward a higher level of decision making, keeping in consideration the diverse needs of all students. This type of curriculum provides activities for the general population and also effective resources for those students with special language and learning needs.

special language and learning needs.

### Early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills

Research evidence demonstrates that effective instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension produces positive reading outcomes (National Reading Panel 2000). This finding applies to learners in general; however, struggling readers require more intensive, explicit, and systematic interventions that are based on active learning to augment their abilities and prevent further difficulties.

ELLs often have difficulties decoding unfamiliar words. In these cases, students need explicit and systematic instruction and educators must start interventions early rather than wait until students develop English oral language proficiency. Students benefit from phonological awareness instruction at the beginning stages of English language development whether they are in primary grades or are newcomers in later grades. Based on this research, *Gateways* supplies both language and literacy development through systematic, integrated phonological awareness and phonics instruction.

Reading fluency encompasses both pacing and the ability to read text with appropriate phrasing, prosody, and inflection—all indicators of good comprehension. To be fluent readers, students must possess automaticity in word-recognition skills, but must also have knowledge of word meanings and the ability to hold information in working memory while extracting meaning from text. The relationship between fluency and comprehension is bi-directional, meaning that students with good fluency skills are able to focus on the meaning of text and do not have to pause to decode words.

### Increased opportunities to develop sophisticated vocabulary knowledge

Effective teaching of vocabulary goes beyond just having students memorize definitions. It must be frequent, intensive, systematic, and complex. Research evidence shows that an individual needs from 12 to 14 exposures to a word and its meaning across multiple contexts to gain a deep understanding of the word. Vocabulary instruction in *Gateways* is woven throughout multiple steps: within a single lesson, students will hear, define, practice, discuss, and use each new word within an academic language context.

Although many ELLs need to be taught words—both the label for a word and the concept behind it—there are also many ELLs who have a label for a word, but lack the conceptual knowledge about the word and the words that relate to it. Vocabulary instruction must clarify the differences between conversational language and academic language, how words relate to one another and can be transformed into different words through manipulation of word parts, and the various levels of word knowledge, including the need to know multiple meanings for many words.

### Strategies and knowledge to comprehend and analyze challenging narrative and expository texts

Effective comprehension instruction for ELLs must also be explicit and direct. It must actively engage the student in self-monitoring and the careful selection of strategies during the comprehension process. There are several techniques which can be used to promote active reading and engagement with text. Some of these techniques teach students to make predictions before reading, to monitor their understanding and ask questions during reading, and to summarize what they have read after reading. *Gateways* goes

beyond traditional instruction by explicitly teaching four key comprehension strategies: questioning, clarifying, summarizing, and predicting. As added support, each strategy is applied to both narrative and expository texts using consistent graphic organizers.

### Promoting reading fluency through vocabulary and increased exposure to print during classroom activities

Many ELLs who struggle with reading comprehension have fluency difficulties even though their reading rates are within the average range. These learners are not likely to show improvement in fluency following phonics instruction, and they do not necessarily need more practice learning the code and increasing their decoding rates. Instead, these students' difficulties reflect underdeveloped vocabulary and insufficient exposure to print. Research indicates that these students would benefit from increased activities that include oral reading practice, corrective feedback, discussion and questioning, and increased exposure to print. In this case, the goal of the instruction or intervention is to develop deeper representations and more efficient access—such as lexical, syntactic, and semantic—to the words and their meanings in varying contexts (Francis, Rivera, Lesaux, Kieffer, and Rivera 2006). *Gateways* infuses reading activities with vocabulary instruction, factual and inferential questioning, listening, and structured interaction. It also has students relate the text to themselves, to wider contexts, and to other texts they have read throughout the program.

In most cases it is not just the frequency but also the quality of instructional activities that matters. This is because there is a wide range of social contexts and circumstances beyond classroom and school that influence academic achievement. (Moll, Amanti, Neff, and Gonzalez 1992). Therefore, it is critical for teachers to use a variety of direct and indirect approaches to draw on students' own contexts of experience as well as to accommodate a range of children's individual differences. *Gateways* includes prereading activities in which students draw on prior knowledge and experience to relate to concepts to be presented in texts.

### The need for increased opportunities to engage students in structured, academic talk

A significant factor in developing advanced language skills is time producing academic language in settings where there is opportunity for repeated exposure to and use of words and opportunity for feedback. Academic language, thinking, values, and culture have deep interconnections; dialogues, particularly during purposeful academic activity, support students' academic achievement and effective development (Tharp and Gallimore 1988; Vygotsky 1978). Students need opportunities to practice oral language and to receive the natural feedback of conversation from their teacher and peers.

Everyday language and academic language need continuous and integrated development. This is because academic language builds on and modifies everyday language and the thinking that it reflects. Academic discussion encourages students to move beyond everyday talk and use subject lexicons to express their understanding of concepts. Implementing these types of activities provides students with many opportunities to use language in appropriate forms with their teacher and peers (Rivera, Galarza, Entz, and Tharp 2002; Tharp and Gallimore 1988). *Gateways* takes its cues from these studies, integrating frequent Structured Student Interactions into every lesson. In these interactions, students think on the topic at hand, discuss their thoughts with a partner, and then share their ideas with the

class. Students are provided with discussion scaffolds to promote expression using academic language and phrasing.

## Structured and purposeful reading activities

Independent reading activities promote vocabulary development, increase exposure to print, and improve fluency and comprehension. However, activities are only beneficial to learners when carefully planned and when several conditions are met. Research shows that the most important of these conditions include (1) a match between the reader's ability and the characteristics of the text, and (2) explicit goals for the independent reading activity, and a link made between the content of the reading activity and other aspects of the curriculum (Francis, Rivera, Lesaux, Kieffer, and Rivera 2006). In *Gateways*, teachers hold individual, informal conferences with each student, during which they evaluate the student's reading progress and set goals for future independent reading. *Gateways* also supplies students with a level-specific Independent Reading Library, which they use to attain these goals and to reference in lessons.

Independent reading activities should be interconnected with other activities within an overarching goal of the development of cognitive complexity. For this to occur, a challenge must constantly be set at the point where assistance is necessary. Students must be reading for a purpose and, while reading, have an understanding that they will then work with this knowledge during follow-up activities such as a written reflection or a structured discussion with peers or the whole class. Connecting academic activities across both curricula and settings promotes more student engagement with reading, increases awareness and monitoring of comprehension, and provides opportunities for repeated exposures to academic language.

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# Meaningful Comprehension Instruction

**Action Learning Systems**

Good readers are able to understand what they read. In order to do this they must not only be able to decode the words and sentences, but also be able to make meaning from the words and sentences. To illustrate this, consider this sentence: *The frissel stood silently by the nork.* A student may be able to decode all the words and "read" the sentence, but because it contains words that make no sense (nonsense), it has no meaning. In order to comprehend, students must be able to not just decode, but apply known comprehension strategies and skills to the words in order to draw meaning from what they read.

The question then is: *What is the best way to teach reading comprehension to students?*

## Research

The last decade of research states unequivocally that reading comprehension strategies must be explicitly taught and systematically modeled in order to help students become proficient readers (Coyne, Kame'enui, and Carnine 2007). Application of these strategies to the texts they hear and read will increase students' ability to develop literal and inferential understanding, increase vocabulary, and make connections between parts of a text, between separate texts, and between text and personal experience.

## Teaching the Strategies and Skills

The impact of this research on instruction is profound. By systematically teaching reading comprehension strategies and skills to students and incorporating a dialogue that uses these strategies, teachers can positively affect students' achievement in reading.

### Connecting Through Prior Knowledge

Often, the students are unaware of what prior knowledge or experience they might have that relates to new information. Good readers are able to apply their prior knowledge to the new material and interact with the text itself. As author/educator Robin Scarcella notes in *Academic English: A Conceptual Framework*:

> Comprehension is an interactive relationship or process involving the learners' background knowledge and the text (be it written or oral). Students cannot comprehend anything for which they do not have some existing knowledge structure or schema.

Therefore, it is critical that lesson skills are integrated and incorporate an explicit bridge to prior knowledge. Through the use of structured interaction and activities before they read, students can be taught to connect to new topics, ideas, and text through prior knowledge.

Good readers engage in an assortment of other strategies to get meaning from text:

- Good readers use a variety of clues to understand unknown vocabulary.
- Good readers are actively engaged in the content of the text.

- Good readers understand that the text has a purpose, such as to inform, persuade, describe, or entertain.
- Good readers talk about their reading, and often engage in discussion before, during, and after they have finished a piece of text.
- Good readers rely on themselves to draw meaning from what they read.

## Modeling Key Strategies

One important aspect of this explicit instruction approach is that teachers act as models of good reading strategies. This approach features the teacher initially providing the model of four key strategies: questioning, clarifying, summarizing, and predicting. Emphasizing these strategies, separately and together, sustains students in their understanding of the text as well as in their ability to monitor their own comprehension.

Posing questions during reading requires students to integrate information and think as they read. Students also profit from answering questions posed by other students. Clarifying is the process by which students make meaning of words, phrases, or ideas while reading. Phonic analysis, structural analysis, and contextual analysis are all necessary when clarifying. Summarizing is the process of distilling just the essential elements in a longer piece of text. The reader must determine the important ideas, generalize, and eliminate less important details. Predicting requires students to hypothesize about what they think will happen next, backed up with evidence from the text. Students make informed predictions, read to confirm their predictions, and then revise or make new predictions as they continue reading.

In *Gateways* teachers repeatedly model the use of the strategies. Once students master the strategies, they facilitate the process themselves, first in student groups and then independently.

## Applying Skills

Teaching the strategies is just one half of the equation. To complete the full reading comprehension equation, students need to be taught the specific skills needed to get the intended information and meaning from the text. These skills include identifying the main events of the plot, contrasting the actions of characters, distinguishing between cause and effect, and determining the underlying theme in a text. While students are reading, the teacher should introduce the skills to focus on critical information and encourage students to monitor comprehension by self-questioning and returning to the text to fill in gaps in comprehension. When the students have finished reading, they should engage in analysis and acting on information. *Gateways* supports this framework by providing skills instruction that, when applied within the context of the strategies, allows for complete comprehension.

Teachers who do not just give students the tools, but also teach them how to use those tools are preparing students for success.

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# Writing with Purpose: Supporting Developing Writers

**Action Learning Systems**

In 2003, the National Commission on Writing published *The Neglected "R": The Need for a Writing Revolution*. While exploring the decline in students' writing scores across the nation, it discovered that teachers were providing more opportunities for their students to write than ever before. So why wasn't their writing improving? Students were provided with less feedback, which allowed their errors to fossilize. For students' writing to improve, they not only need opportunities to write on a daily basis, but they also need to receive explicit instruction to help them improve their fluency, confidence, and writing skills. An effective writing program must do three things: integrate reading, writing, vocabulary, and conventions instruction; explicitly teach and guide students through the stages of the writing process; and provide students with practice in independently applying these stages in an on-demand context.

## Sequencing and Integrating Writing Instruction

A successful writing program provides students with multiple opportunities to write in a variety of genres. One challenge teachers face is how to sequence this instruction. An effective program begins with assignments drawn from the writer's own experiences, allowing students to develop the writing fluency and confidence that they will need to be successful with subsequent, more challenging assignments.

As students progress through the stages of the writing process, they must also receive explicit instruction in academic language, conventions, and reading comprehension. Writing instruction is most meaningful when it is integrated with the rest of the language arts curriculum. Because the development of listening and speaking skills precedes that of reading and writing skills, students must also be provided with frequent opportunities for structured student interaction.

## The Stages of the Writing Process

**Prewriting** "What do I want to say?"

Prewriting accounts for approximately 85% of the time for a given writing assignment. Many students struggle when responding to a prompt—they may read it quickly and begin writing based on a cursory understanding of the assignment. Therefore, students must be taught to deconstruct the prompt, a process that helps them to identify the audience and purpose for their writing as well as the requisite features for the assignment. Students should also be provided with the scoring guide prior to each writing assignment. This helps to demystify the grading process.

Prewriting activities should be carefully designed to stimulate students' thinking about a topic. The activities should guide students from selecting a topic to identifying the details that will be incorporated into their first drafts. Graphic organizers can serve as thinking maps to help clarify and organize ideas.

**Writing**  "Here's what I think."

Writing, the second stage in the process, is the act of completing a first draft. While prewriting leads the writer into a task, writing serves to narrow and refine the topic at hand. This draft gives the writer a chance to find out what she has to say, yet allows a searching, tentative quality to remain in the writing. There is a commitment in composing a first draft. However, knowing the revision stage is still to follow leaves the writer open to create without the fear of making errors in form or coherence.

For struggling writers, a blank page can be intimidating. Writing frames are one scaffold that can help students gain confidence as they compose their drafts and develop their writing skills.  Like any scaffold, frames should be reduced or removed when they are no longer needed, and students should be encouraged to move beyond the frames' limitations.

**Revising**  "Did I say what I meant to say?"

When asked to revise with little or no instruction, students respond by simply recopying a draft to make it look neater. Few students revise their intended meaning or make decisions regarding audience and voice. For struggling writers, it can even feel disheartening to be asked to revise. However, revision should be celebrated as an opportunity to make sure that the writer said what he really meant to say. Revising should never be considered a punishment for getting it wrong the first time!

When revising, it is critical that students retain a sense of power over their own writing. Asking the writer to read his first draft aloud to a partner serves multiple purposes: it is a first act of publishing; it allows the writer to "catch" errors he may have made; and it helps the partner to focus on the ideas expressed rather than errors in conventions and to gain a better understanding of the process by objectively viewing another's work. During revision, a teacher should not attempt to show the student how to get the assignment "right." If a student is not given absolute changes that must be made, he retains ownership of his piece.

**Editing**  "Can my audience understand me?"

After a writer has clarified what she wants to say, she still needs to place words side by side to convey meaning to her reader. Students must understand that writing is more than just putting spoken ideas into print.

Editing includes careful attention to the conventions of writing (usage, capitalization, punctuation, and spelling). It can be overwhelming for a struggling writer to be told to edit her work, and the results of peer editing can be disastrous, with second drafts appearing worse than the original. However, when students are asked to edit for one thing at a time, especially if they have just been taught the specific convention, the editing process is more successful.

**Publishing**  "Look at what I wrote!"

In some cases an author writes for himself alone, but often writers purposely create their works to be read by a wider audience. Writing for a real audience is an important key for motivating student writers to revise. Knowing peers, parents, and teachers will read a piece of writing motivates students to aim for a higher level of performance. Consider when, where, and to whom students can present their writing.

For a struggling writer, there are few experiences more terrifying than facing a blank page and being told to write. However, through enthusiastic and explicit instruction in the stages of the writing process, a student writer can gain both the skills and confidence needed to help her become an effective writer.
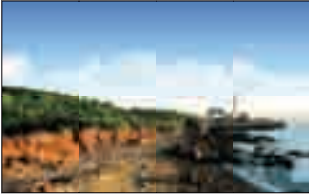
# Notes

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From the mountains of the Northwest, to the Southwest buttes, through the Southeast wetlands, up to the Northeast coast, and across the urban centers throughout the United States and its heartland, the composition of our educational landscape demands a distinctive instructional approach. Steck-Vaughn *Gateways*™ takes these diverse environments as its inspiration for a program that acknowledges and celebrates variety. The proven instructional techniques and high expectations of the program reflect the sophisticated vision and hard work that have made this nation a world leader.
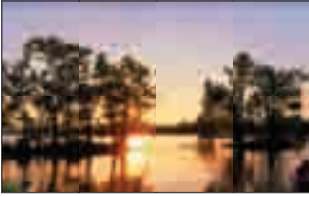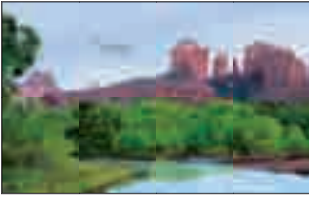
Steck-Vaughn *Gateways*™ fosters rapid growth for English language learners and struggling students who are part of the diverse educational landscape. The program bridges the learning gap, making essential language skills and proven strategies accessible to all students. The program assumes that each student's potential is like a gateway, an opportunity to move toward vistas with the confidence that overcoming significant educational challenges can bring.

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