

# Comprehension is an OUTCOME

## Narrative Text



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[www.explicitinstruction.org](http://www.explicitinstruction.org)

# Comprehension

## Comprehension:

- Act of understanding what you have read
- Extracting meaning from what you read
- The understanding and interpretation of what you have read
- Making sense of what you read
  
- **“Reading comprehension is an outcome.”**

*Implementing Ohio’s Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5*

# Comprehension is an OUTCOME

The student:

- Reads the words accurately and fluently
- Understands the meaning of the words
- Has adequate background knowledge
- Focuses attention on critical content

# WORD-LEVEL READING

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# Comprehension is an OUTCOME, cont.

The student:

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# Reads the words accurately and fluently.

## WHY?

“Cognitive science has shown beyond doubt that **fluent, accurate word recognition** is a hallmark of skilled reading with comprehension (Adams, 1990; Rayner et al., 2001)

And that poor readers are almost always limited by their inability to use letter-sound skills (e.g., phonics skills) to identify unfamiliar words ( Ehri, 1998, Rack, Snowling, &Olson, 1992)

Moats, 2019 (*Reading Development and Difficulties, 2019*)

# Reads the words accurately and fluently, cont.

## Checklist

1. Teach word-level reading skills to mastery including; phonemic awareness, letter-sound associations, decoding of regular words, reading irregular words, sight recognition of words, and affixes.
2. Teach advanced decoding of multisyllabic words.
3. Provide systematic interventions on foundation skills for struggling students.
4. Provide purposeful, repeated reading practice to build fluency.
5. Preteach the pronunciation of unfamiliar words before passage reading (as necessary).



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# LITTLE BEAR LOST

BY  
MARY  
KAY  
MOREL

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**B**EFORE HER BROTHER was born, Blue Cloud had only a doll to play with. The doll, plump with buffalo-hair stuffing, wore a finely beaded dress stitched by Blue Cloud's grandmother.

But the first time Blue Cloud laid eyes on her new baby brother, she forgot all about the doll. The baby looked as warm and brown as the leaves that fell when frost lay on the grass. ①

When Little Bear started to cry, his mother gently pinched his nose as all good Lakota mothers did. "A new one's first lesson must be silence," she explained.

Grandmother nodded. "The cry of a Lakota baby can warn an enemy who might be looking for our camp."

Blue Cloud shivered at the thought of any Crow or Pawnee warrior who might be hiding in the willow brush near her people's village. Then she looked at her baby brother again and forgot her fears. ②

"May I hold him?" Blue Cloud asked.

Her mother nodded. Blue Cloud carefully lifted the baby. He was heavier than her doll, and soon her arms began to ache.

As Little Bear grew, he spent most of his time in a cradleboard. Riding on his mother's back, he was safe from harm's way. But Blue Cloud longed to carry him. She pestered her poor mother to let her hold the baby almost every day. ③

One afternoon Blue Cloud's mother looked especially tired. The air was as hot as the lodge fire in winter. The



“Look!” Blue Cloud suddenly said in surprise. “Our people are a long way from us.”

Why don’t we race to them and see who has the fastest pony?” Little Hawk suggested.

All the girls were excited at the idea of a horse race. They were ready to start when Blue Cloud suddenly remembered Little Bear. “I can’t race with my brother on my horse!” she cried.

Lay him in the grass,” Little Hawk suggested. “We’ll only race a short distance.” ⑥

Blue Cloud looked down at her sleeping brother. A large rock stood nearby. Would it really hurt to leave him resting there for a short time? Climbing down from her pony, she gently laid his cradleboard against the stone. ⑦

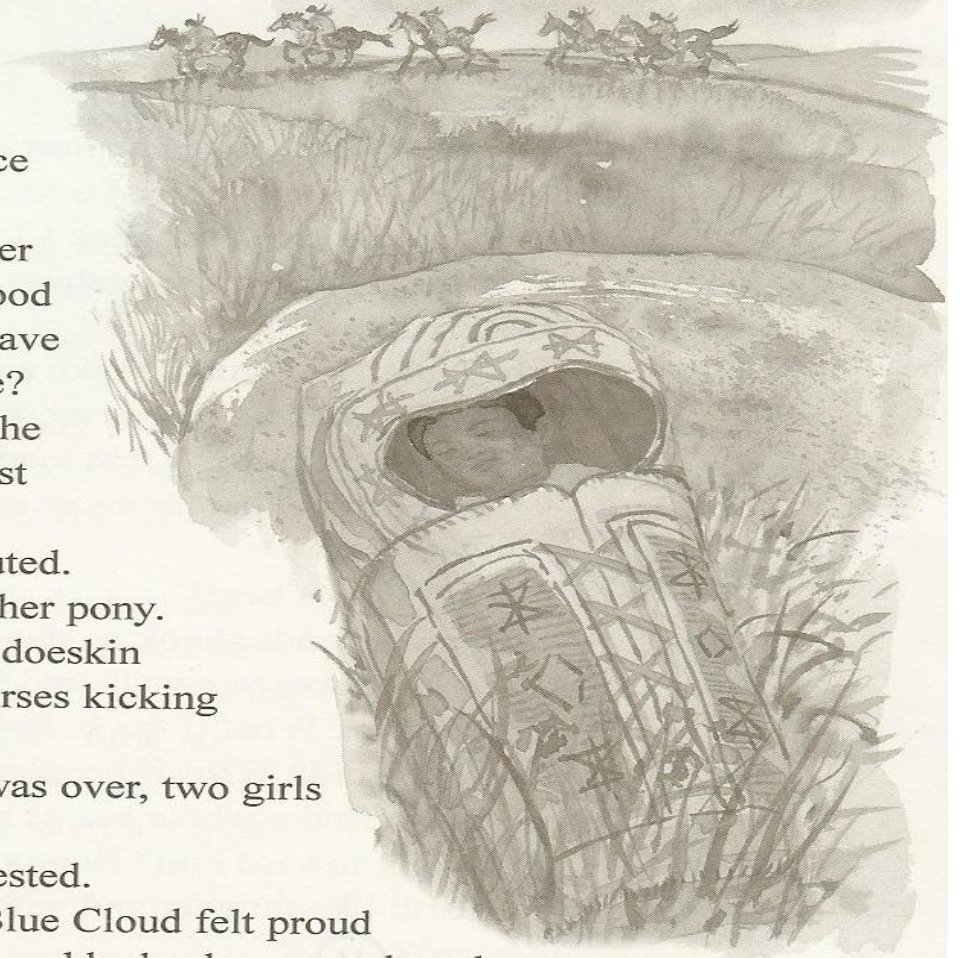
“Come on!” Little Hawk shouted.

Blue Cloud leaped back onto her pony. In a flash, they were off, girls in doeskin racing across the prairie, their horses kicking a cloud of dust into the air.

The race was short. When it was over, two girls squabbled over who had won.

“Let’s run another,” one suggested.

Again and again they raced. Blue Cloud felt proud when she won the third race. ⑧ But suddenly she remembered





Little Bear. "My brother!" Blue Cloud cried, whipping her horse around. "I must find him."

Looking back on the sea of buffalo grass, Blue Cloud felt her heart sink. Where was Little Bear? Where was the rock she had rested the cradleboard against? ⑨

Quickly, she began the search. When Blue Cloud saw the dusty tracks of a coyote, her heart jumped. What if her brother was in danger?

Kicking the pony's ribs, she hurried faster. Soon Blue Cloud spotted the dusty trail of a rattlesnake. What if Little Bear had been bitten? Blue Cloud felt tears sting her eyes at the thought of something so terrible happening to her brother.

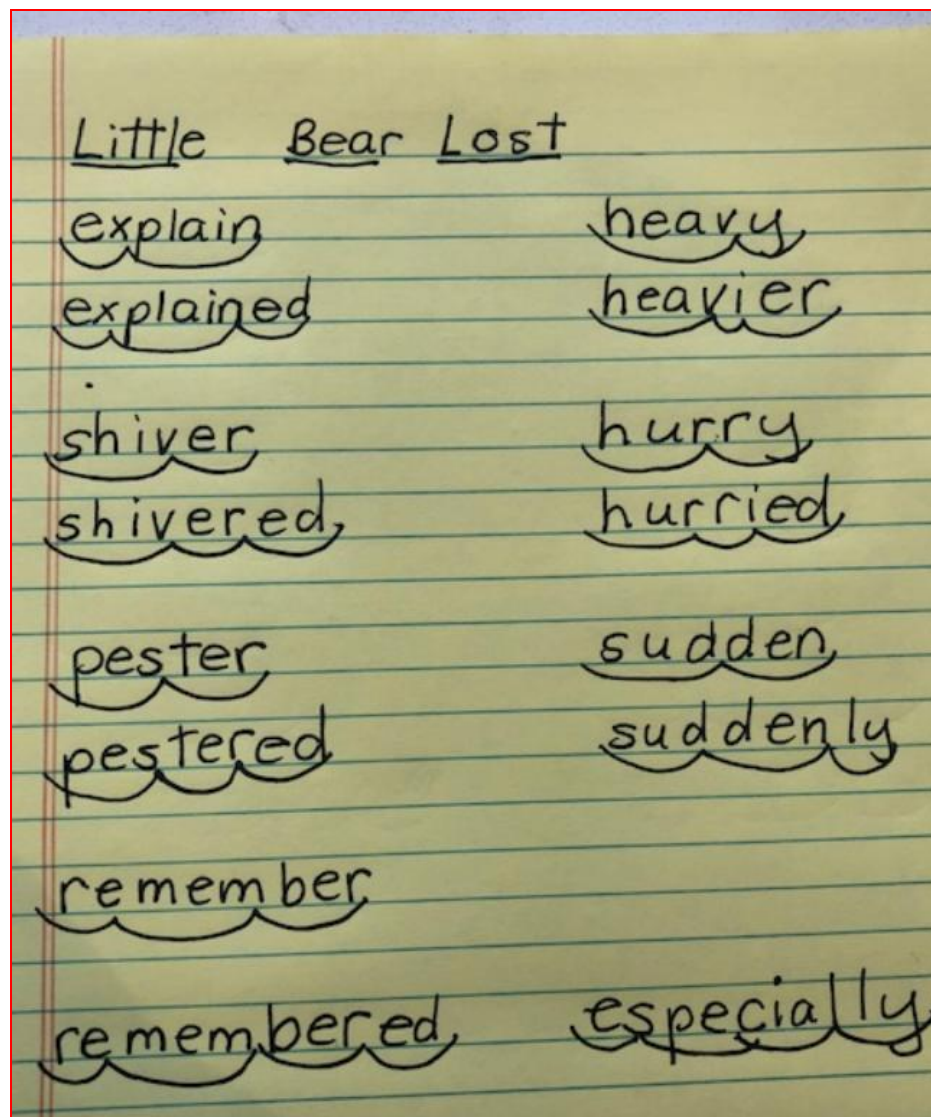
If only Little Bear would make a sound! But Blue Cloud knew that Lakota babies were taught never to cry. ⑩

Then she saw something that made her heart freeze in fear. A thin brown line far away on the horizon was moving toward her

Buffalo! A whole herd!

Blue Cloud's hands shook as she held her pony's rope. She slowed her horse to a walk and leaned forward, watching in terror. What if the buffalo reached Little Bear before she did? What if her sleeping brother woke from his nap to find a whole sea of huge, hairy beasts running straight toward him? Beasts strong enough to shake the earth like thunder and with hoofs as wide as a cradleboard? ⑪

# Preteaching pronunciation of words.



# VOCABULARY

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# Comprehension is an **OUTCOME** – Not a Strategy

The student:

- Reads the words accurately and fluently
- **Understands the meaning of the words**
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Understands the meaning of the words.

## **Vocabulary - Why**

Vocabulary is related to reading comprehension.

“Indeed, one of the most enduring findings in reading research is the extent to which students’ **vocabulary knowledge relates to their reading comprehension.**”

(Osborn & Hiebert, 2004)

Understands the meaning of the words.  
**Vocabulary – Why, cont.**

- “**direct vocabulary instruction** has an impressive track record of improving students’ background knowledge and comprehension of academic content.” Marzano, 2001, p. 69



# Understands the meaning of the words.

## Vocabulary

### Checklist

1. Use high quality classroom language.
2. Consistently use academic vocabulary.
3. In the primary grades, read books to students that are written above their current reading level.
4. Teach word learning strategies.  
Context clues, morphemes [prefixes, suffixes, base words],  
resources [dictionary, thesaurus, on-line]
5. Explicitly teach critical vocabulary terms.

# Vocabulary Instructional Routine

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**Step 1: Introduce the word's pronunciation.**

**Step 2: Introduce the word's meaning.**

**Step 3: Illustrate the word with examples.**

(and non-examples when helpful)

**Step 4: Check students' understanding.**

# Explicit Instruction of Vocabulary 1

## Step 1. Introduce the word's **pronunciation**

- a) Display the word on the screen.
- b) Read the word and have the students repeat the word.  
If the word is difficult to pronounce or unfamiliar have the students repeat the word several times, read the word by parts, or tap and say the parts of the word and spell the word orally or in writing..

*Introduce the word with me.*

*This word is pester. What word? pester*

*Tap and say the parts of the word? pes ter*

*Again. pes ter*

*Spell pester. p e s t e r*

*Pester is a verb, an action word.*

# Explicit Instruction of Vocabulary 2

## Step 2. Introduce the word's meaning.

Tell students the explanation. OR

- a) Have them read the explanation with you.

*Present the definition with me.*

When you **pester** a person, you ask for something again and again and again.

**Synonyms:** annoy, nag, bother

# Explicit Instruction of Vocabulary 3

**Step 3. Illustrate the word with examples.**

- a. Concrete examples
  - Object
  - Act it out
- b. Visual examples
- c. Verbal examples

## Explicit Instruction of Vocabulary, example 1



Jay wants a piece of candy. He will **pester** his sister until he gets what he wants.

## Explicit Instruction of Vocabulary, example 2



At the store, Felicia wants a new game. She begs. She nags. She **pesters** her mom in hopes of getting the game.

# Explicit Instruction of Vocabulary 4a

Step 4. **Check students' understanding.**

Option #1. **Ask deep processing questions.**

*Check students' understanding with me.*

Why might a child pester a parent?

*Begin by saying:*

A child might pester a parent because ...



## Explicit Instruction of Vocabulary 4b

Step 4. **Check students' understanding.**

Option #2. **Have students discern between examples and non-examples.**

*Check students' understanding with me.*

Tell me **pester** or **not pester**.

At the grocery store, Matt begs and begs and begs for a donut. **pester**

At the grocery store, Matt asks once for a donut. **Not pester**

## Explicit Instruction of Vocabulary 4c

Step 4. **Check students' understanding.**

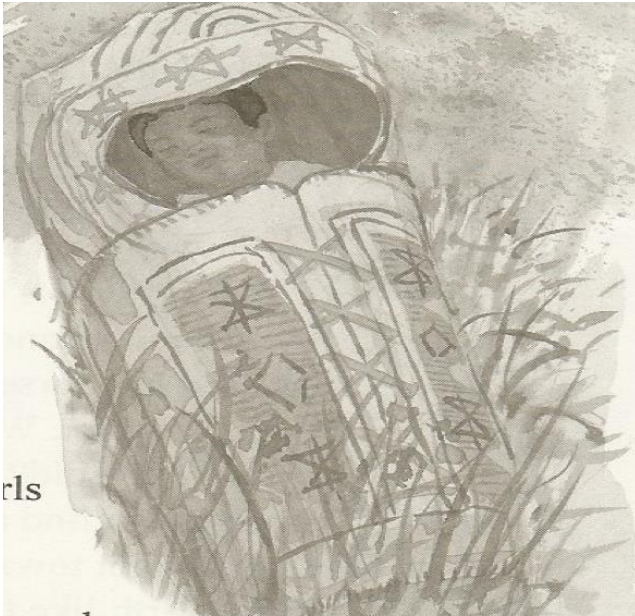
Option #3. **Have students compare the vocabulary term to another term.**

*Check students' understanding with me.*

*Last week we learned the word **request**. Ones, think how **request** and **pester** are similar. Twos, think how **request** and **pester** are different.*

*Note: Focusing on similarities and differences is one of the most powerful procedures to increase higher order thinking.*

## Explicit Instruction of Vocabulary example



pester  
pestered  
pestering  
pest

Blue Cloud wanted to hold the new baby, She asked her mother again and again, “Let me hold the baby, please,”

Every day she **pestered** her mother. She was constantly **pestering** her. “Please. Please. Please.” Blue Cloud was a **pest**.

# Word Learning Strategy

## Strategy - Context Clues

1. **INSIDE** - Find **parts of the word** that give you **hints** about the meaning of the word.
2. **OUTSIDE** - Read the **sentence**. Find **hints** as to the word's meaning.
3. **OUTSIDE** - Read the **surrounding sentences**. Find **hints** as to the word's meaning.
4. Ask yourself, **“What might the word mean?”**
5. **Try the possible meaning in the sentence.**
6. Ask yourself, **“Does it make sense?”**

# BACKGROUND KNOWLEDGE

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# Comprehension is an **OUTCOME** – Not a Strategy

The student:

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- **Has adequate background knowledge**
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Has adequate background knowledge.  
**Background Knowledge**

- general world knowledge
- domain specific knowledge
- broad knowledge in many domains

# Has adequate background knowledge.

## **Background Knowledge - Why**

- Background knowledge of text has a major impact on whether or not a reader can comprehend text.

Anderson & Pearson, 1984; Bransford, Stein, & Shelton, 1984; Wilson & Anderson, 1986



## Has adequate background knowledge. **Background Knowledge - Why**

- Whether or not readers understand a text depends far more on how much background knowledge and vocabulary they have relating to the topic than on how much they've practiced comprehension skills.

Willingham, 2018

Has adequate background knowledge.  
**Background Knowledge**

**Checklist**

1. Directly teach science, social studies, and health.
2. In the primary grades, read books on the same topic to create knowledge networks.
3. Promote wide independent reading.
4. Directly teach critical background knowledge before passage reading.

**TITLE: LITTLE BEAR  
LOST**

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**Background Knowledge**

# Little Bear Lost

## Fiction - Short Story

### Characters

- Lakota - Native American Tribe
- Blue Cloud
- Little Bear, Blue Cloud's Brother

### Setting

- 1800s
- North Dakota or South Dakota

# Setting: North Dakota or South Dakota



# Notice Location of North Dakota and South Dakota



# prairie



## prairie

- landform
- large open, flat area
- grassland
- few trees

Is this a **prairie**? Why or Why not?





Is this a prairie? Why or why not?



# Lakota Tribe

The Lakota moved from place to place on the prairie. They were **nomads**.  
The Lakota tribe was **nomadic**.

They moved to be near buffalo herds  
(bison).



# Buffalo Hunt



The Lakota tribe hunted buffalo.

# buffalo (bison)



- The buffalo meat was used for food.
- The buffalo skins were used to make clothing, shoes, and tipis (teepees).



# Horses



Horses were important to the Lakota tribes.

Horses allowed the **nomadic** Lakota to move from place to place on the prairie to hunt buffalo.

Tipis provided shelter for the Lakotas.



# tipis



The tipis could be taken apart and moved to a new location on the prairie.

.



# cradleboard



To keep babies safe and to carry them on a horse, babies were placed in a **cradleboard**.

# Retrieval Practice

What are some things that you have learned about the Lakota tribe in the 1800's?

Start by saying:

Here's some things I learned about the Lakota tribe in the 1800's.

# FOCUS ON CRITICAL CONTENT

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# Comprehension is an **OUTCOME** – Not a Strategy

The student:

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# Focus attention on critical content.

## Checklist

1. Ask **text-dependent questions** as students are reading text.
2. Have students **generate questions** on passages.
3. Teach evidence-based **comprehension strategies** to increase passage reading comprehension.
4. Teach **text features**, both narrative and informative.
5. Have students **write in response to content in passages**.

# FOCUS ATTENTION ON CRITICAL CONTENT

**Narrative Text**

# NARRATIVE TEXT

**Teacher-Generated Questions**

# Focus attention on critical content.

## Ask Questions

**Asking questions.** A evidence-based, time honored procedure

The teacher asks questions to guide and monitor students' comprehension.

(Ambruster, Lehr, & Osborn, 2001; National Reading Panel, 2000; McKeown, Beck, & Blake, 2009)



# Focus attention on critical content.

## Ask Questions

### Why?

- Increases memory and recall of what was read
- Improves ability to find information in text
- Promotes deeper processing of the text
  
- Asking lower-level and higher-level questions is important to reading development.

McKeown & Beck, 2013  
Menke & Pressley, 1994

Focus attention on critical content.  
**Ask Questions**

**When:**

**Narrative Text** – At natural junctures in plot or when difficult aspects in the narrative need clarification.

**Informative Text** – After a paragraph or a number of paragraphs on the same subject.

Focus attention on critical content.  
**Text-Dependent Questions**

## **Text dependent questions**

- **Can only be answered with evidence from the text or content presented**

**YOU HAVE TO READ THE TEXT!**

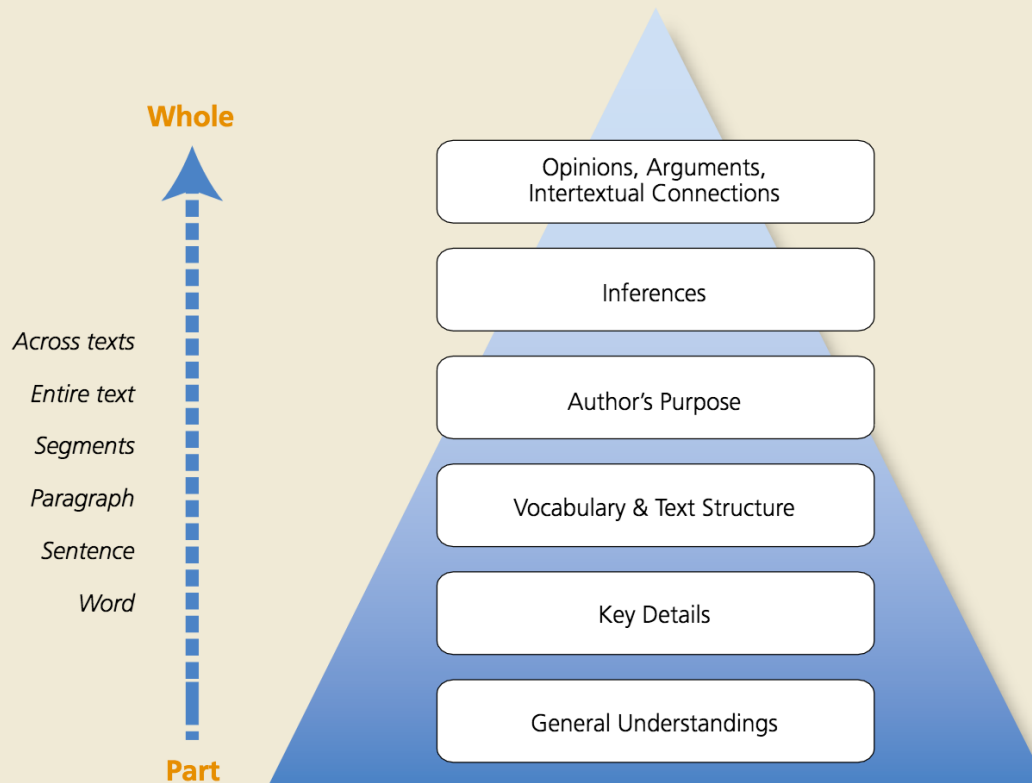
# Focus attention on critical content. **Text Dependent Questions**

- Keeps reader **IN** the text - **NOT OUT** of the text
- Departing the text removes students' cognition from the text message, reducing concentration and comprehension

# Focus attention on critical content.

## Text-Dependent Questions

### Progression of Text-Dependent Questions



**Source:** Frey, N., & Fisher, D. (in press). Common core language arts in a PLC at work (Grades 9–12). Bloomington, IN: Solution Tree.

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One afternoon Blue Cloud's mother looked especially tired. The air was as hot as the lodge fire in winter. The

**1. Who is the main character in the story?**

***Why did Blue Cloud lose interest in her doll?***

**2. Why was it so important that Lakota children learn silence?**

**3. Scaffolding Questions for #3**

*Was the baby easy or difficult for Blue Cloud to hold?*

*Why did mother carry Little Bear in a cradle board on her back?*

***Why did Blue Cloud have to pester her mother to let her hold the baby?***

### Scaffolding Questions for #4.

How was mother feeling on the journey to the new camp ground?

How was Blue Cloud planning to carry Little Bear?

**4. Why did mother finally agree to let Blue Cloud take care of Little Bear?**

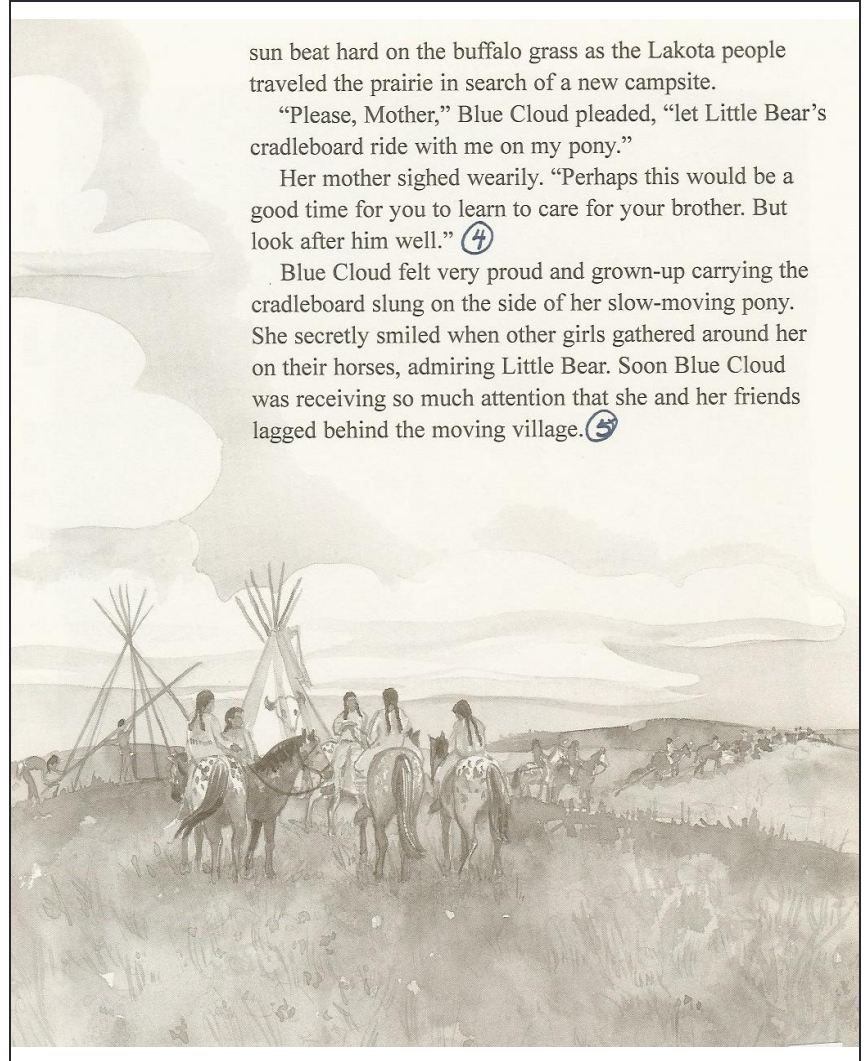
**5. Why did the girls lag behind the moving village?**

sun beat hard on the buffalo grass as the Lakota people traveled the prairie in search of a new campsite.

“Please, Mother,” Blue Cloud pleaded, “let Little Bear’s cradleboard ride with me on my pony.”

Her mother sighed wearily. “Perhaps this would be a good time for you to learn to care for your brother. But look after him well.” ④

Blue Cloud felt very proud and grown-up carrying the cradleboard slung on the side of her slow-moving pony. She secretly smiled when other girls gathered around her on their horses, admiring Little Bear. Soon Blue Cloud was receiving so much attention that she and her friends lagged behind the moving village. ⑤



"Look!" Blue Cloud suddenly said in surprise. "Our people are a long way from us."

Why don't we race to them and see who has the fastest pony?" Little Hawk suggested.

All the girls were excited at the idea of a horse race. They were ready to start when Blue Cloud suddenly remembered Little Bear. "I can't race with my brother on my horse!" she cried.

Lay him in the grass," Little Hawk suggested. "We'll only race a short distance." ⑥

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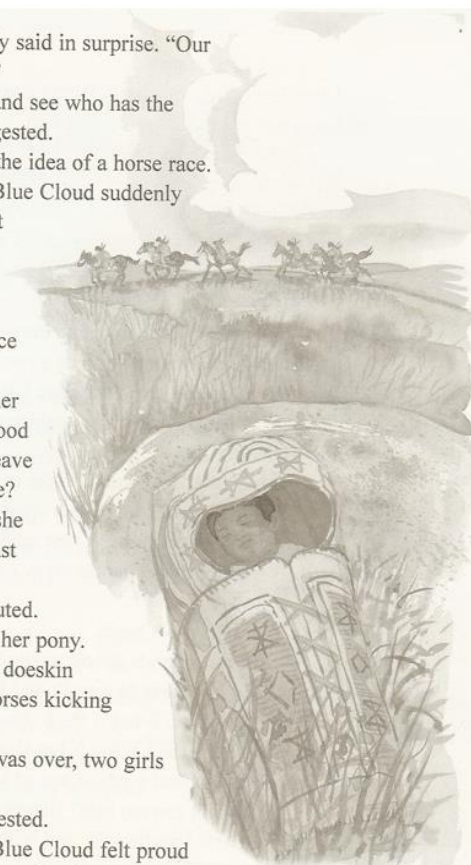
"Come on!" Little Hawk shouted.

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The race was short. When it was over, two girls squabbled over who had won.

"Let's run another," one suggested.

Again and again they raced. Blue Cloud felt proud when she won the third race. ⑧ But suddenly she remembered



**6. Why did the girls set Little Bear in the grass?**

**7. What might happen to Little Bear?**

**8. Why were the girls gone for a longer period of time than they planned?**



# NARRATIVE TEXT

**Student-Generated Questions**

## Focus attention on critical content. **Student-Generated Questions**

**Questioning** is a strategy whereby readers develop questions about important ideas and subjects in the text and attempt to answer them to aid in their own comprehension of the text.

# Students Generate Questions

## *Scaffold with Story Grammar*

### Question

Who were the **main characters**?

What was the **setting** of the story?

### Answer

The main characters were Blue Cloud, Little Bear, and their mother.

The story takes place in a Lakota village and on the grasslands surrounding the village.

# Students Generate Questions

## *Scaffold with Story Grammar*

### **Question**

What was Blue Cloud's **problem**?

How was the problem **solved**?

What happened in the **end**?

### **Answer**

When horse racing with her friends, Blue Cloud set Little Bear down in the tall grass. She could not find her brother.

Blue Cloud's horse found the baby.

Mother was upset with Blue Cloud.

# NARRATIVE TEXT

**Text Structure – Story Grammar**

# Focus attention on critical content. **Text Structure – Story Grammar**

Teach students elements of story grammar.

Clarke, Truelove, Hulme, Snowling, 2014

Cain, Oakhill, & Bryant, 2004

Uses of story grammar

- Teacher - generated questions
- Student – generated questions
- Retell
- Summaries
- Writing Narratives

Focus attention on critical content.

## Text Structure – Story Grammar, cont.

What is the **setting** of the narrative?

- Where did it happen?
- When did it happen?
- What is the significance of this setting?
- What details does the author provide concerning the setting?

Who is the **main character** of the narrative?

- Who is the story about?
- What did we learn about the main character?
- What characteristics did the author emphasize when describing the main character?

• What is the character's **problem/conflict/goal**?

- What does the character need to do?
- Why is this problem/conflict/goal significant?
- How does the author reveal the conflict over the course of the narrative?

# Focus attention on critical content.

## Text Structure – Story Grammar, cont.

What did the character do to try to **resolve the problem**?

- Why was the attempt to resolve the problem successful/unsuccessful?
- What did the character try next?

How was the **outcome**?

- How was the problem solved?
- How was the conflict resolved?
- How was the goal achieved?
- What happened in the end?

What is the **theme** of the narrative?

- What was the main message of the narrative?
- What was the big idea or major point of the narrative?
- Why was this message critical to the plot?
- How did the author reveal the theme within the narrative?



Focus attention on critical content.  
**Text Structure – Story Grammar, cont.**

- **Retell the story.**
  - **Setting**
  - **Main character**
  - **Character's problem** (conflict or goal)
  - **Sequence of events** (attempts to resolve problem)
  - **Solution** (outcome)
  - **Theme** (author's message, main idea)

# Narrative Structure – Story Grammar

## Students complete “Story Map”

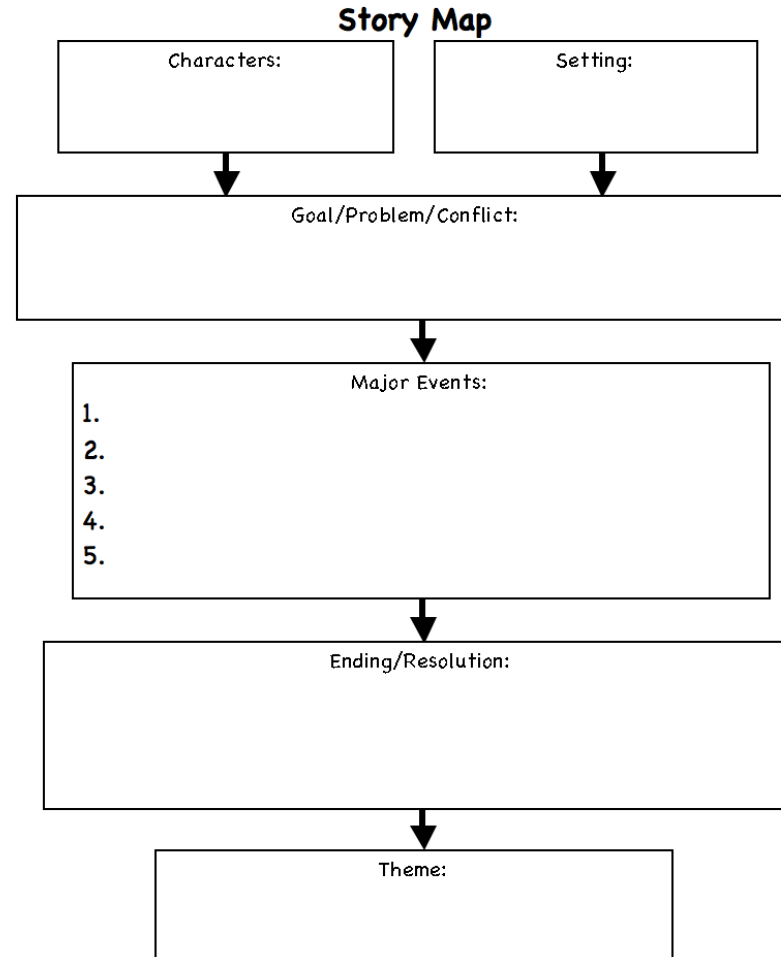
### Story Frame Chart

<p><b>Beginning:</b> Where the story takes place:</p> <p>Characters in the story are:</p>
<p><b>Middle:</b> The problem in the story is:</p> <p>This is a problem because:</p>
<p><b>Ending:</b> The problem is solved when:</p>

(adapted from Cudd & Roberts, 1987)

# Narrative Structure – Story Grammar

## Students complete “Story Map”



# Narrative Structure – Story Grammar

## Students complete “Story Map”

**Story Map**

**Title:** \_\_\_\_\_

**Setting:** \_\_\_\_\_

**Main Characters:** \_\_\_\_\_

\_\_\_\_\_

**Climax**

**Falling Action**

10. \_\_\_\_\_

9. \_\_\_\_\_

8. \_\_\_\_\_

7. \_\_\_\_\_

6. \_\_\_\_\_

5. \_\_\_\_\_

4. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

1. \_\_\_\_\_

**Rising Action**

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

**Problem**

**Solution**

# Narrative Structure – Story Grammar

Students plan a story before writing using a *Think Sheet*.

## Think Sheet – Story

<b>(6) Title</b>
<b>(3) Setting</b>
<b>(1) Main Character(s)</b>
<b>(2) Problem</b>
<b>(4) Events</b>
Beginning
Middle
<b>(5) End</b>

# NARRATIVE TEXT

## Responding to Narrative Text

**Summarization**

**Short Written Responses**

# Focus attention on critical content.

## Summary Writing

The title of this story was .....

The setting of the story was .....

..... was the main character of the story.

In the story, we learned that .... was .....

His/her main problem/conflict/goal was ...

At first, ... tried to resolve this problem/conflict/goal by ...

Later, he/she tried to resolve the problem/conflict/goal by...

In the end, the following happened: ...

**The title of this story was *Little Bear Lost*. The setting of the story was a Lakota village in North Dakota in the 1800's. Blue Cloud, a young Lakota girl who loved riding horses with her friends, was the main character of the story. In the story, we learned that Blue Cloud really wanted to take care of her baby brother but her mother thought she was not mature enough. Finally, mother let Blue Cloud take Little Bear on her pony. Blue Cloud's main problem was that she set Little Bear down in the prairie grass so she could race with her friends. Later, Blue Cloud could not find her little brother who had been taught not to cry. At first, Blue Cloud tried to resolve this problem by searching for her little brother in the tall buffalo grass. She noticed tracks of a coyote and a rattlesnake and saw an approaching buffalo herd in the distance. She realized that her brother was in great danger. Later, she tried to resolve the problem by continuing to look for Little Bear but became overcome with fear. In the end, the following happened: Blue Cloud's pony actually found Little Bear and pawed the ground near Little Bear to alert Blue Cloud. Blue Cloud's mother was very angry that Blue Cloud had not been responsible.**



# Focus attention on critical content.

## Sentence Expansion

*Writing Revolution* Judith Hochman & Natalie Wexler. 2018

**Start Sentence: Blue Cloud lost her brother.**

**When:** while horse racing with friends

**Where:** on the prairie

**Why:** set cradleboard in tall grass

**Expanded Sentence:** One day while horse racing with friends on the prairie, Blue Cloud lost her baby brother when she set his cradleboard in tall grass.

# Focus attention on critical content.

## Because But So

*Writing Revolution* Judith Hochman & Natalie Wexler. 2018

Blue Cloud lost her baby brother because ...

Blue Cloud lost her baby brother, but ...

Blue Cloud lost her baby brother , so ...

# Focus attention on critical content.

## Because But So

*Writing Revolution* Judith Hochman & Natalie Wexler. 2018

Blue Cloud lost her baby brother because *she wanted to race horses with her friends and didn't pay attention to where the cradleboard was placed in the tall grass.*

Blue Cloud lost her baby brother, but *her horse found the baby in his cradleboard, saving the baby from danger.*

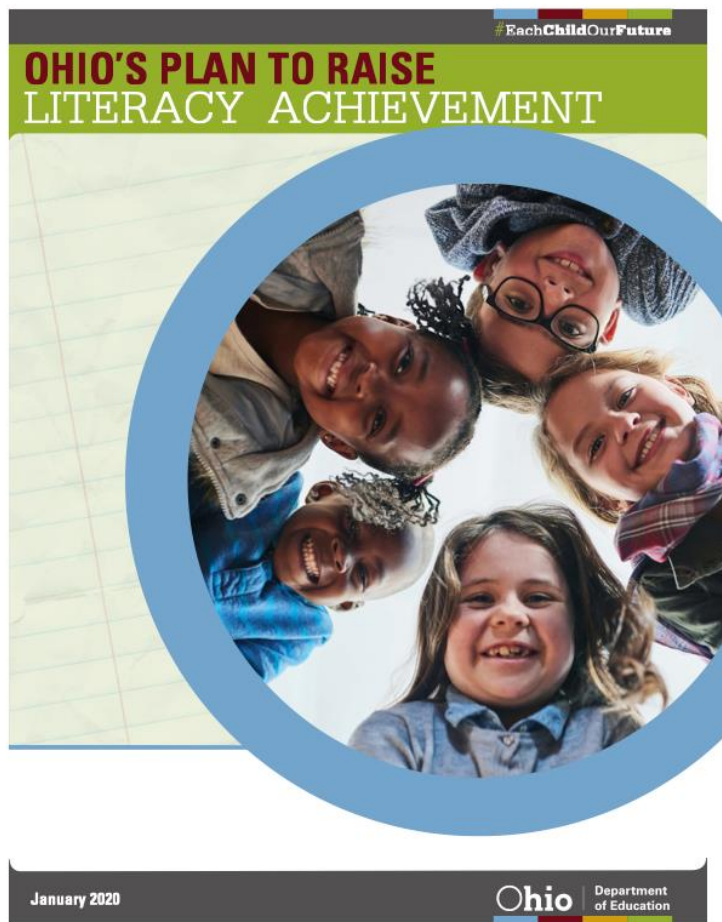
Blue Cloud lost her baby brother, so *her mother was very angry when she heard the story.*

Thank you

**How well we teach =  
How well they learn**

**Teach with Passion  
Manage with Compassion**

# Recommended Reading



**Implementing Ohio's Plan to Raise**  
Literacy Achievement

A Guide for School Leaders, Grades K-5

The cover features a circular inset image of a diverse group of school staff and students in a hallway. A woman in a purple top is kneeling and talking to a young girl, while a man in a white shirt and red tie is talking to a young boy. Other children and a woman in an orange top are also visible. The background is a light blue grid pattern.

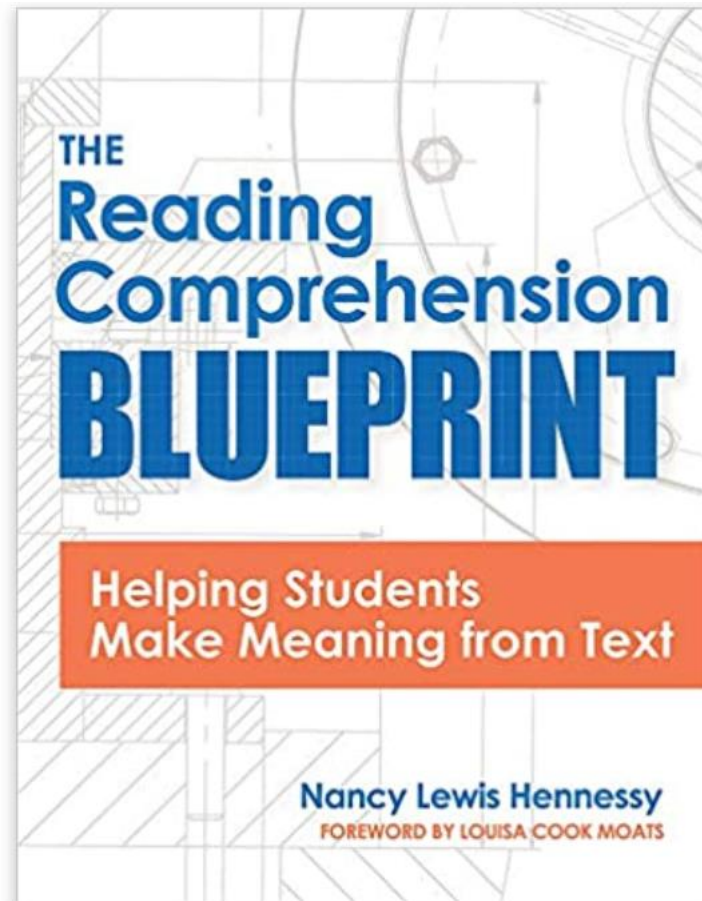
FEBRUARY 2023

# RECOMMENDED BOOK LIST - READING

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Note: Not all the books in my library.  
Not all the books I have read.  
Not all the books you have read.  
Just my current favorites.

**The Reading Comprehension Blueprint: Helping Students Make Meaning from Text**  
Nancy Lewis Hennessey (2020)



# LETRS Volume 1 and 2

Louisa C. Moats

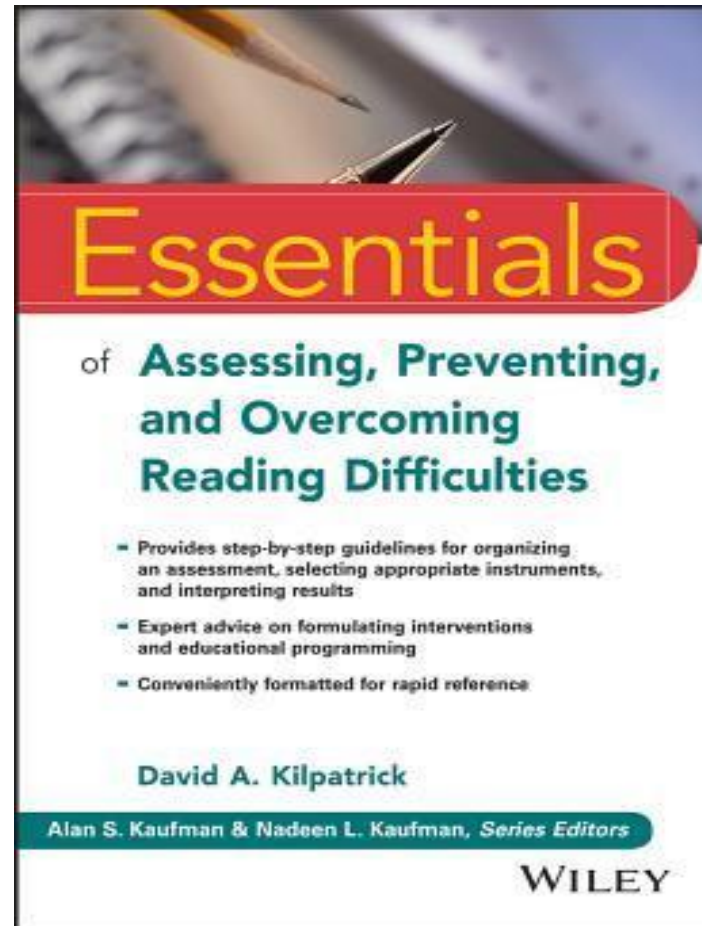
Carol A. Tolman





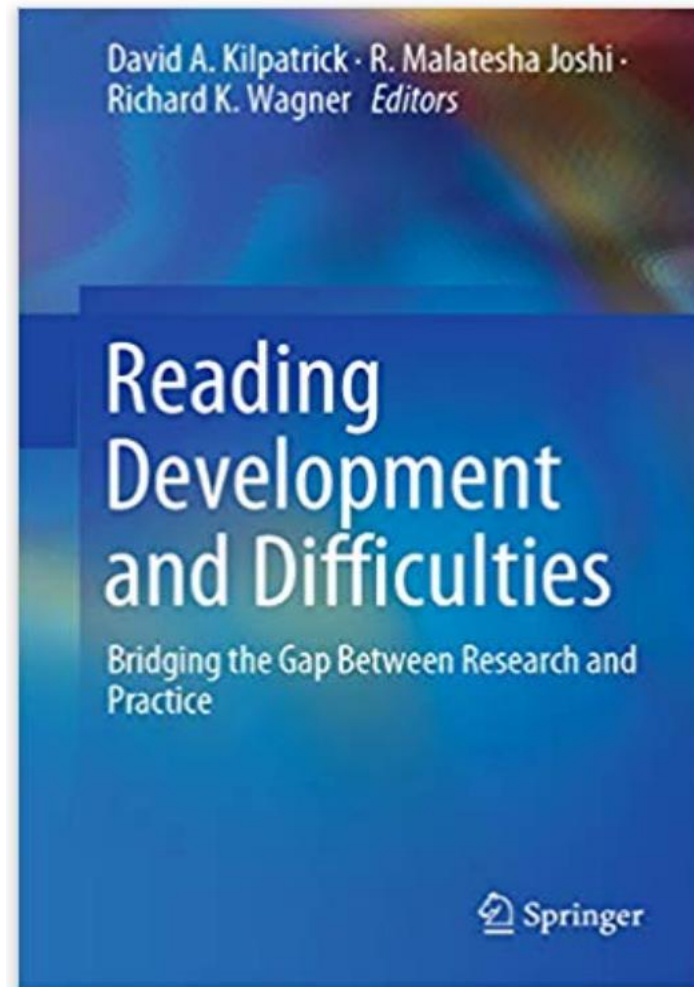
# Essentials of Assessing, Preventing, and Overcoming Reading Difficulties

David A. Kirkpatrick



# Reading Development and Difficulties: Bridging the Gap Between Research and Practice

Editors: David A. Kirkpatrick, R. Malatesha Joshi and Richard K. Wagner



# The Reading Mind

## A Cognitive Approach to Understanding How the Mind Reads

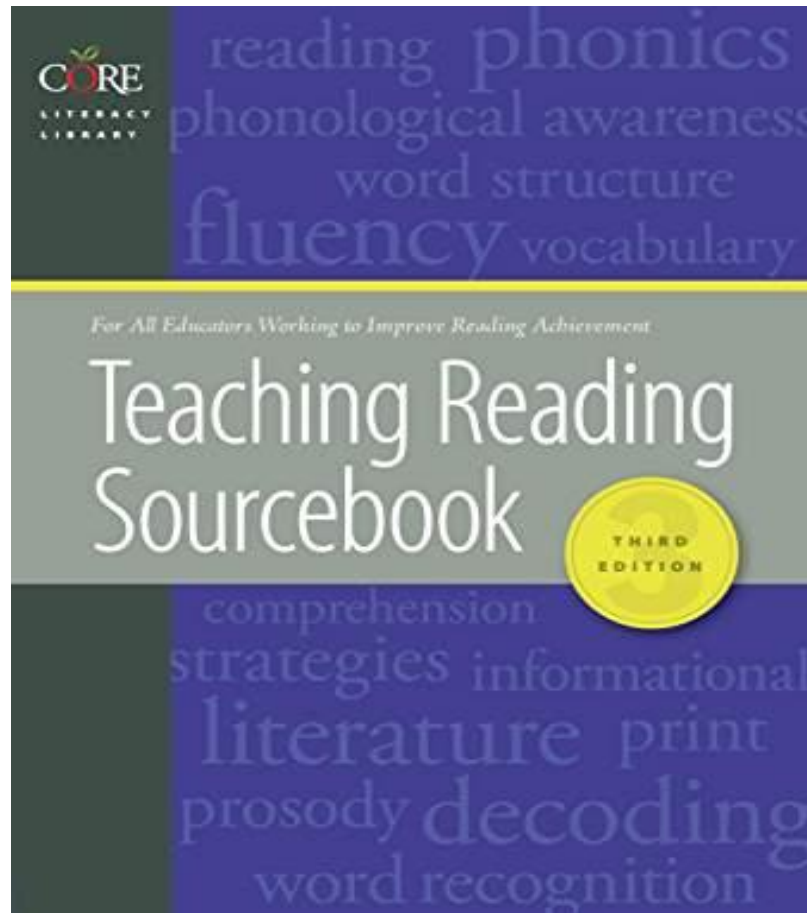
Daniel T. Willingham



**T**HE READING MIND:  
A Cognitive Approach to  
Understanding How the Mind  
Reads. Daniel T. Willingham,  
Author of *Why Don't Students  
Like School?* The Reading  
Mind: A Cognitive Approach to  
Understanding How the Mind  
Reads. **Daniel T. Willingham,**  
Author of *Why Don't Students  
Like School?* The Reading

**JOSSEY-BASS**  
A Wiley Brand

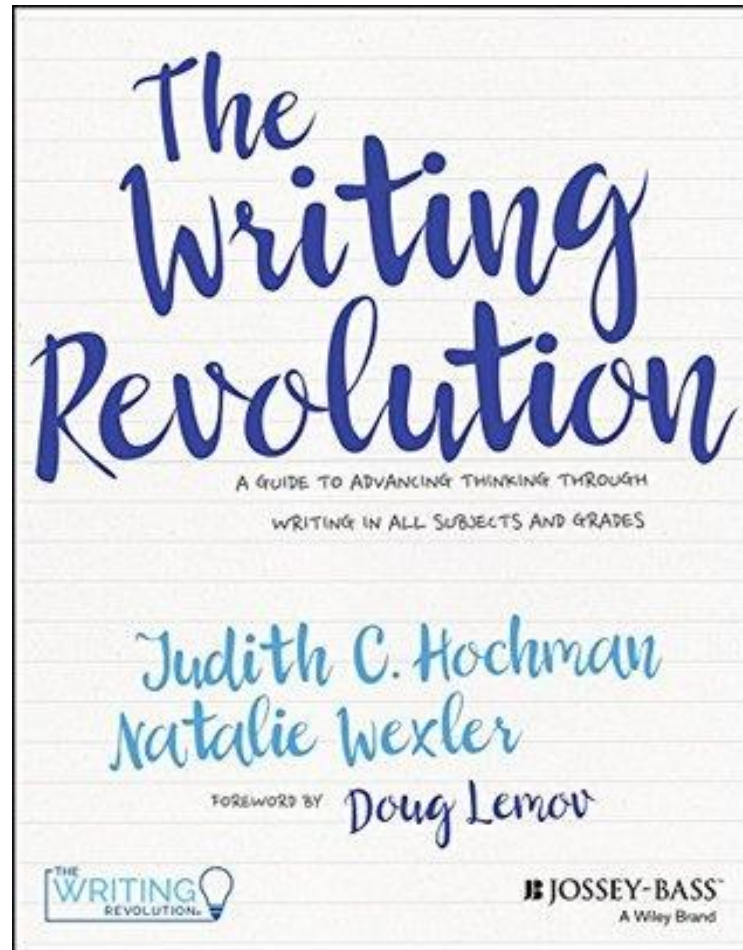
# Teaching Reading Sourcebook CORE



# The Writing Revolution

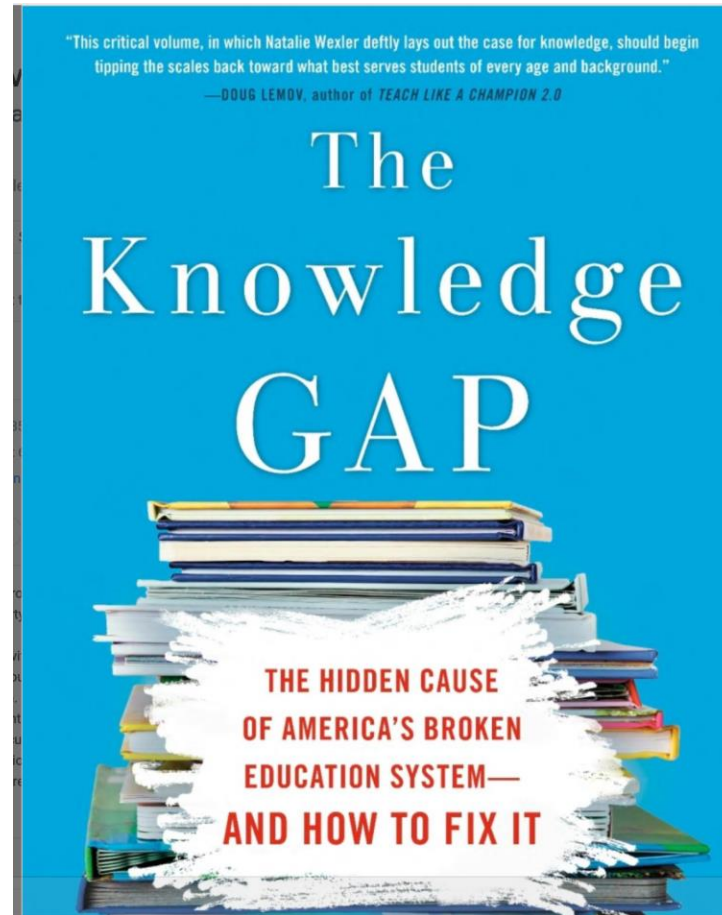
Judith C. Hochman

Natalie Wexler



# The Knowledge Gap

Natalie Wexler 2019



# Bringing Words to Life: Robust Vocabulary Instruction

Second Edition

Isabel L. Beck, Margaret G. McKeown, Linda Kucan

