Reading Fundamentals
K-8

Reading Fundamentals develops, expands, and enhances the skills, strategies, and tools students can use to make meaning of and interact with text.

Within the Reading Fundamentals framework are opportunities to read to students (mentor texts), to read with students (shared texts), and to have students read independently (books or texts at their independent reading levels).

During the Interactive Read-Aloud phase, teachers read aloud carefully curated mentor texts, thinking aloud and modeling research-based skills and strategies. Teachers and students engage in collaborative conversations on the various topics and texts. The interactive read-alouds also serve to build schema for the next phase of learning, the Mini-Lesson phase.

The mini-lessons revisit, reinforce, and further examine the specific strategies previously introduced during the interactive read-aloud lessons. In the mini-lessons, teachers return to the mentor texts and short, shared texts to focus on a single skill or strategy and guide students as they practice this skill together. This guided practice enables students to begin to independently apply the strategies taught and build both genre and content knowledge.

Independent practice and application occur after each mini-lesson as students transfer the skills learned to authentic reading material.

GUIDING PRINCIPLES AND BACKGROUND INFORMATION

Comprehensive Literacy Framework and the Gradual Release of Responsibility

The Reading Fundamentals comprehensive literacy framework includes evidence-based instructional practices that operate together to develop skillful readers. This approach to curriculum development and instruction aligns to the work of P. David Pearson and Margaret C. Gallagher as described in their "Gradual Release of Responsibility" model.

The Gradual Release of Responsibility model posits that to effectively teach students strategies for processing texts, teachers should first explicitly model the strategy ("I Do"). Teachers should then guide students as they implement the strategy by practicing jointly, supporting and coaching students ("We Do") and concluding with independent practice and application by the students on their own with teacher feedback ("You Do").

SCHOOLWIDE
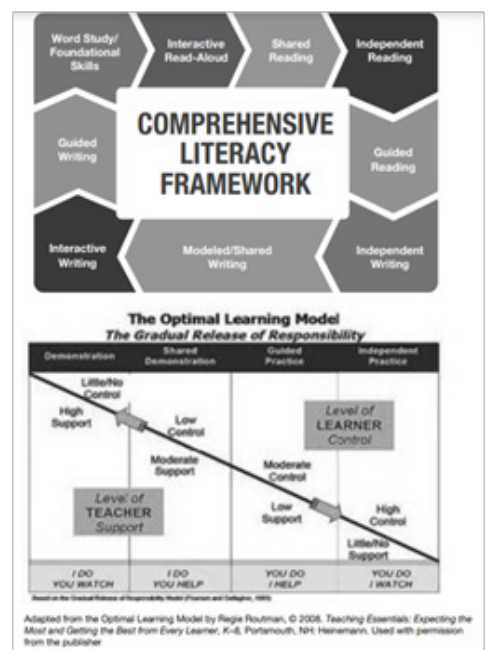
IN OUR PRODUCT

The Reading Fundamentals comprehensive literacy framework systematically guides teachers and students through a research-based and standards-aligned deep dive into a particular genre or content literacy topic.

In each unit of study students will learn to:

- Identify key ideas, themes, or topics and distinguish between important and unimportant information;
- Ask and answer questions as they interact with texts and construct meaning. Use prior knowledge and textual information to draw conclusions, make predictions, and form interpretations;
- Synthesize important textual information with existing knowledge to summarize what was read and form new ideas or opinions;
- Find the meaning of unfamiliar words and broaden their range of academic and domain-specific vocabulary;
- Draw evidence from literary or informational texts to support research, analysis, and reflection;
- Use various text and genre features to identify important information and construct meaning; and
- Read closely from a wide range of texts to gain deeper understanding, meaning, and/or knowledge.
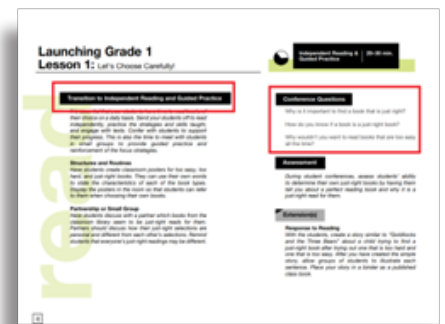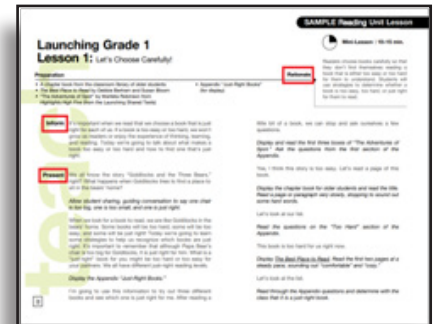
REFERENCES AND FOUNDATIONAL RESEARCH

Gradual Release of Responsibility Model
- Effective Use of the Gradual Release of Responsibility Model by Dr. Douglas Fisher
- Gradual Release of Responsibility Instructional Framework by Nancy Frey and Douglas Fisher
- The Messy Business of Gradual Release (GRR) by Sunday Cummins and Julie Webb

Explicit Teaching of Reading Comprehension Skills
- More Than Phonics: How to Boost Comprehension for Early Readers

Effectiveness of Read-Alouds for Developing Reading Skills
- The Hidden Power of Read Alouds
- The Power and Promise of Read-Alouds and Independent Reading

The Efficacy of Talk
- Metacognitive Talk Guides Students to Discuss Their Thought Processes by Nina Parrish

The Efficacy of Independent Reading
- Position Statements (NCTE)
- Creating Passionate Readers Through Independent Reading

Early Childhood Literacy
- Best Practices in Early Childhood Literacy

Adolescent Readers
- How to Help Striving Adolescent Readers

Conferring and Feedback
- Reading Conferences, Listening, and Identity
- Three Ways To Make Your Conferring More Effective

Correlation Between Student Engagement and Achievement
- Focus on Student Engagement for Better Academic Outcomes
- Why Student Engagement is Important in a Post-COVID World – and 5 Strategies to Improve It
- The Top Four Influencers of Student Engagement and Student Achievement

Integrating Literacy Instruction with Content Area Knowledge Acquisition
- Why Students Should Write in All Subjects
- Juxtaposing Ideas to Deepen Understanding—in ELA, Math, and Science

Importance of Culturally Responsive Teaching and Use of Diverse Texts
- Using Diverse Books to Support Writing Instruction
- Using Inquiry-Based Learning to Create a Culturally Responsive Classroom

Teaching Multilingual Learners
- The Role of Bilingualism in Improving Literacy Achievement
- Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners
- Meeting Needs of English Language Learners
- Do Leveled Readers Hurt or Help My ELs?

Classroom Libraries
- Classroom Libraries in Early Childhood
- Why Diverse Classroom Libraries Matter

Additional References and Foundational Research

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