

Practice Opportunities with the UK SimLab

Kentucky Reading Research Center

The following tables are aligned to the five areas of reading (i.e., Phonological and Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension).

Each Table includes a ***Brief Description*** of research-based strategies identified through the KYRRC Systematic Reviews and ***UK SimLab Scenarios*** and ***Introductory Readings*** that can be used to practice these strategies.

Introduce the Strategy: Faculty/ trainers should introduce the strategy through ***Introductory Readings***. The ***Brief Description*** should be embedded into the assignment prompt prior to practice in the UK SimLab.

Provide Modeling, Guided Practice, and Unprompted Practice of the Strategy: The UK ***SimLab Scenarios*** can be used to model and provide guided practice (during class instruction with faculty/trainer present) and unprompted practice (outside of class time). Sessions can be recorded if preferred for feedback and reflection activities.

Kentucky Reading Research Center can be found here: [Kentucky Reading Research Center](#)

UK SimLab can be found here: [UK SimLab](#)

Phonological and Phonemic Awareness

Strategy	Brief Description	UK SimLab Scenario Introductory Readings
Phoneme isolation AND Phoneme manipulation: 1. Addition 2. Deletion 3. Segmentation	Phoneme isolation: Students identify and say the first, final, and medial sound they hear in a word Phoneme manipulation: Students manipulate phonemes by adding, deleting, or substituting phonemes in words (e.g., say “stop” without the /s/; add /c/ before “at”; change the first sound in “cat” to make it say “map”) Phonemic Awareness/ Phoneme Blending: Students hear a sequence of individual sounds and practice blending them together to form a whole word (e.g., /c/ /a/ /t/ → cat). Phoneme Segmentation: Students break words apart into their individual sounds (e.g., dog → /d/ /o/ /g/), supporting both decoding and spelling.	<u>Scenarios</u> Early Childhood ● ECE Assessing Phonemic Awareness/ Phonics CVC Word List ● ECE Phonological and Phonemic Awareness and Phonics Instruction ● ECE Managing Classroom Introducing Content Upper Elementary ● UE PA Phonics <u>Readings</u> Ehri, L. C., (2020). The science of learning to read words: A case for systematic phonics instruction. <i>Reading Research Quarterly</i>, 55 (S1), S45-S60. https://doi.org/10.1002/rrq.334 Rice, M., Erbeli, F., Thompson, C. G., Sallese, M. R., & Fogarty, M. (2022). Phonemic awareness: A meta-analysis for planning effective instruction. <i>Reading Research Quarterly</i>, 57(4), 1259–1289. https://doi.org/10.1002/rrq.473 IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Phonological and Phonemic Awareness from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/

Rhyming	Students learn to identify words with rhymes (e.g., do “cat” and “sat” rhyme?), produce rhyming words (e.g., can produce a word that rhymes with “cat”), identify words that don’t rhyme (e.g., by answering questions such as ‘dog, stop, frog. Which word does not belong?’)	<u>Scenarios</u> Early Childhood • ECE Phonological and Phonemic Awareness and Phonics Instruction • ECE Managing Classroom Introducing Content <u>Readings</u> Ehri, L. C., (2020). The science of learning to read words: A case for systematic phonics instruction. <i>Reading Research Quarterly</i>, 55 (S1), S45-S60. https://doi.org/10.1002/rrq.334 Rice, M., Erbeli, F., Thompson, C. G., Sallese, M. R., & Fogarty, M. (2022). Phonemic awareness: A meta-analysis for planning effective instruction. <i>Reading Research Quarterly</i>, 57(4), 1259–1289. https://doi.org/10.1002/rrq.473 IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Phonological and Phonemic Awareness from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
	Direct, systematic approach to teaching students to understand the concept of word (e.g., by counting words in a sentence), the sounds within words including counting syllables in a word, identifying onset and rime, and finally identifying and manipulating individual phonemes.	<u>Scenarios</u> Early Childhood • ECE Phonological and Phonemic Awareness and Phonics Instruction <u>Readings</u> Rice, M., Erbeli, F., Thompson, C. G., Sallese, M. R., & Fogarty, M. (2022). Phonemic awareness: A meta-analysis

Explicit phonics instruction (syllabication)	Explicit and systematic instruction includes carefully sequencing instruction, beginning with skills that are discrete and of highest utility; modeling the skill; immediate feedback; brief; multisensory; scaffolded; connect to connected text and writing.	for planning effective instruction. <i>Reading Research Quarterly</i>, 57(4), 1259–1289. https://doi.org/10.1002/rrq.473 Ehri, L. C., (2020). The science of learning to read words: A case for systematic phonics instruction. <i>Reading Research Quarterly</i>, 55 (S1), S45-S60. https://doi.org/10.1002/rrq.334 IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Phonological and Phonemic Awareness from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Elkonin boxes	Students use a visual framework of boxes to map and separate the sounds in a word, which builds stronger connections between phonemic awareness and spelling. Elkonin boxes may also be paired with manipulatives such as counters or small objects that students move into boxes to represent sounds. Can be used in whole group for introducing or reviewing a new concept; small group to provide more explicit instruction to students who are struggling or for centers; pairs for reinforcing the skill and to promote peer feedback; and 1:1 for students who need more intense and extra support.	<u>Scenarios</u> Early Childhood • ECE Phonological and Phonemic Awareness and Phonics Instruction <u>Readings</u> Rice, M., Erbeli, F., Thompson, C. G., Sallese, M. R., & Fogarty, M. (2022). Phonemic awareness: A meta-analysis for planning effective instruction. <i>Reading Research Quarterly</i>, 57(4), 1259–1289. https://doi.org/10.1002/rrq.473 Wanzek, J., & Haager, D. (2003). Teaching word recognition with blending and analogizing: Two strategies are better than one. <i>Teaching Exceptional Children</i>, 36(1), 32-38. https://doi.org/10.1177/004005990303600104 IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:

UK SimLab PBO for KYRRC

		https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Phonological and Phonemic Awareness from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
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Phonics

Strategy	Brief Description	UK SimLab Scenario Introductory Readings
Letter identification AND Letter-Sound recognition	Letter Identification: Students learn to recognize and name the uppercase and lowercase letters of the alphabet, building the foundation for connecting symbols to sounds. Letter- Sound Recognition: Students practice associating each letter with its most common sound, an essential step for both reading and spelling.	<u>Scenarios</u> Early Childhood - ECE Phonological and Phonemic Awareness and Phonics Instruction Upper Elementary - UE PA Phonics <u>Readings</u> Ehri, L. C., (2020). The science of learning to read words: A case for systematic phonics instruction. <i>Reading Research Quarterly</i>, 55 (S1), S45-S60. https://doi.org/10.1002/rrq.334 Wanzek, J., & Haager, D. (2003). Teaching word recognition with blending and analogizing: Two strategies are better than one. <i>Teaching Exceptional Children</i>, 36(1), 32-38. https://doi.org/10.1177/004005990303600104 IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Phonics Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Encoding/spelling AND Decoding regular words	Encoding: Students use their knowledge of letter-sound relationships to spell words by representing each sound with a letter or letter combination. Decoding: Students apply phonics knowledge to read	<u>Scenarios</u> Early Childhood - ECE Assessing Phonemic Awareness/ Phonics CVC Word List Upper Elementary - UE PA Phonics <u>Readings</u> Ehri, L. C., (2020). The science of learning to read words: A case for systematic phonics

	words that follow predictable sound-spelling rules, such as “sun,” “map,” or “jump.”	instruction. <i>Reading Research Quarterly</i>, 55 (S1), S45-S60. https://doi.org/10.1002/rrq.334 Wanzek, J., & Haager, D. (2003). Teaching word recognition with blending and analogizing: Two strategies are better than one. <i>Teaching Exceptional Children</i>, 36(1), 32-38. https://doi.org/10.1177/004005990303600104 IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Phonics Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
High-frequency sight words	Students develop automatic recognition of common words that appear often in texts but may not follow standard phonics rules (e.g., “the,” “said”), supporting reading fluency. This skill also supports vocabulary development.	<u>Scenarios</u> Early Childhood ECE Phonological and Phonemic Awareness and Phonics Instruction <u>Readings</u> IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Phonics Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Use of decodable texts	Students practice reading short texts designed with words that match the phonics skills they have been taught, reinforcing their decoding practice in connected reading.	<u>Scenarios</u> Upper Elementary UE Phonics Word Reading <u>Readings</u> IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Phonics Instruction from Kentucky Reading Research Center:

		https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
	Students practice decoding by reading made-up words (e.g., “mep” or “zat”), which shows mastery of phonics patterns without relying on memory.	<u>Scenarios</u> Early Childhood ECE Phonological and Phonemic Awareness and Phonics Instruction <u>Readings</u> IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Phonics Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Word manipulation 1. Word sorts 2. Word Families	Word Manipulation – Word Sorts – Students group words into categories based on spelling or sound patterns (such as short a vs. long a), which helps them notice similarities and differences across words. Word Families – Students recognize and read groups of words that share the same spelling pattern, such as “cat,” “bat,” and “sat,” to reinforce pattern-based reading.	<u>Scenarios</u> Upper Elementary UE Phonics Word Reading <u>Readings</u> IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Phonics Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/

Morphological awareness AND Multisyllabic word reading	Morphological Awareness: Students learn how word parts like prefixes, suffixes, and roots change word meaning and spelling, supporting vocabulary development and comprehension. Multisyllabic Word Reading: Students practice breaking longer words into syllables and decoding each part step by step, helping them tackle more complex vocabulary.	<u>Scenarios</u> Upper Elementary • UE Phonics Word Reading <u>Readings</u> Claravall, E. B. (2016). Integrating morphological knowledge in literacy instruction. <i>Teaching Exceptional Children</i>, 48(4), 195–203. https://doi.org/10.1177/0040059915623526 IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Phonics Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Reading sentences	Students apply their decoding, word recognition, and fluency skills to read complete sentences with accuracy, expression, and understanding.	<u>Scenarios</u> Upper Elementary • UE Phonics Word Reading <u>Readings</u> IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Phonics Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/

Fluency

Strategy	Brief Description	UK SimLab Scenario Introductory Readings
Teacher Modeling through Read Aloud	Teacher explicitly reads aloud to students, demonstrating appropriate pace, expression, and phrasing	<u>Scenarios</u> Early Childhood - ECE Managing Classroom Reading Aloud Storytime Upper Elementary - UE Read Aloud <u>Readings</u> Evidence SnapShots on Fluency Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Listening passage preview AND Echo Reading AND Cloze Reading AND Paired Reading	Listening Passage Preview: Teacher first models fluent reading of a passage while the student follows along, then the student reads the same passage aloud Echo Reading: Teacher models fluent reading of a text's sentences or phrases, which students then repeat, mimicking the model's rate, expression, and prosody. Cloze Reading: Similar to choral reading, except that the teacher does most of the oral reading while the students read along silently. Once or twice every few sentences, the teacher omits an important vocabulary or content word, and the students' job is to read it aloud as a class. Paired Reading: The teacher and student read together from the text. When the student chooses, he or she can read alone, while the teacher follows silently along in the text. Whenever the student misreads a word or otherwise makes a reading	<u>Scenarios</u> Upper Elementary UE Fluency Instruction <u>Readings</u> Kuhn, M. R., Schwanenflugel, P. J., & Meisinger, E. B. (2010). Aligning theory and assessment of reading fluency: automaticity, prosody, and definitions of fluency. <i>Reading Research Quarterly</i>, 45(2), 230- 251. https://doi.org/10.1598/RRO.45.2.4 IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Fluency Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/

	error, the teacher supplies the correct word and resumes reading aloud in tandem with the student.	
Phase drill	Student practices misread words and sentences multiple times to improve reading fluency	<u>Scenarios</u> Upper Elementary • UE Fluency Instruction <u>Readings</u> Evidence SnapShots on Fluency Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Repeated Reading	Multiple readings of the same or similar texts with modeling, practice, and feedback Comprehension component- Students benefit from reading short passages multiple times to practice their comprehension skills	<u>Scenarios</u> Upper Elementary • UE Oral Reading Fluency <u>Readings</u> Evidence SnapShots on Fluency Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/

Vocabulary

Strategy	Brief Description	UK SimLab Scenario Introductory Readings
Inferential language instruction - Predicting - Problem-solving - Hypothesizing	Inferential language is the ability to discuss and understand topics beyond a student's immediate context Predicting: Encourage students to guess what might happen next in a story or text, using clues from pictures, words, and prior knowledge. Problem-Solving: Guide students to talk through possible solutions to a character's challenge or real-world scenario, strengthening reasoning and vocabulary. Hypothesizing: Support students in making "what if" statements, using language to imagine different possibilities or outcomes.	<u>Scenarios</u> Upper Elementary UE Small Group Vocabulary Instruction <u>Readings</u> IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Vocabulary Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Academic language	Academic Language: Teach the language of school tasks—such as explaining, comparing, describing, or giving reasons—that students need	<u>Scenarios</u> Early Childhood - ECE Managing Classroom Read Aloud Storytime Middle School - MS EL Davy Science Vocabulary <u>Readings</u> Carlisle, L. M., VanUitert, V. J., McDonald, S. M., Kunemund, R., & Kennedy, M. J. (2022). Using multimedia to create explicit and culturally responsive content area

AND Academic vocabulary	to participate in classroom learning. Academic Vocabulary: Focus on teaching important content-related words (e.g., “observe,” “compare,” “predict”) that help students access the curriculum and express their thinking.	vocabulary lessons. <i>Teaching Exceptional Children</i> (55)1. 48-58. https://doi.org/10.1177/0040059921103 Green, C. & Keogh, K. (2024). Vocabulary exposure to children is enhanced by using both informational and narrative picture books for read-alouds; A comparative modelling study using data science methods. <i>Journal of Research in Reading</i> (47) 4, 497-516. https://doi.org/10.1111/1467-9817.12462 IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Vocabulary Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Narrative language skills	Develop students’ ability to tell and retell stories, including sequencing events, describing characters, and using linking words to connect ideas.	<u>Scenarios</u> Upper Elementary • UE Small Group Vocabulary Instruction <u>Readings</u> Ming, K., & Dukes, C. (2010). Gimme five: creating a comprehensive reading lesson with all the essential elements. <i>TEACHING Exceptional Children</i>, 42(3), 22-28. https://doi.org/10.1177/004005991004200303 Evidence SnapShots on Vocabulary Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/

Word building AND Decoding AND Word Parts and Word Recognition Common Sound–Spelling Patterns	Word Building: Engage students in making and breaking words using letter cards, word sorts, or writing activities to deepen understanding of how words are formed. Decoding: Teach students how to sound out words, recognize prefixes, suffixes, and root words, and practice writing and recognizing new words in print. Word Recognition: Provide instruction on predictable letter–sound relationships (like <i>-ight</i>, <i>-ake</i>, or <i>ch</i>) to help students decode and spell new words.	<u>Scenarios</u> Upper Elementary • UE Word Building and Spelling <u>Readings</u> Ming, K., & Dukes, C. (2010). Gimme five: creating a comprehensive reading lesson with all the essential elements. <i>TEACHING Exceptional Children</i>, 42(3), 22-28. https://doi.org/10.1177/004005991004200303 IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Vocabulary Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
High-Frequency Words	Give students repeated exposure and practice with the most common words in print (like <i>the</i>, <i>and</i>, <i>said</i>) so they can read and write them automatically.	<u>Scenarios</u> Early Childhood • ECE Phonological and Phonemic Awareness and Phonics Instruction <u>Readings</u> Evidence SnapShots on Vocabulary Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Explicit Vocabulary Instruction and Explicit Instruction in Word Meanings AND	Explicit Vocabulary Instruction and Word Meanings: Select important words and intentionally teach their meanings, usage, and connections through direct explanation, examples, and guided practice.	<u>Scenarios</u> Upper Elementary • UE Vocabulary (UL) Middle School • MS LD Harrison Comprehending Non-Fiction Vocabulary • MS ASD Nate Comprehending Personification • MS EL Davy Science Vocabulary

Semantic Strategy Instruction AND Implicit Vocabulary Instruction	Directly teach word meanings and strategies like using context clues, word parts, or semantic maps so students can figure out new vocabulary independently. Semantic Strategy Instruction: Help students organize and remember new words by teaching them to group words by category, use graphic organizers, or connect synonyms and antonyms. Implicit Vocabulary Instruction: Expose students to new words naturally during conversations, read-aloud, and routines without formally teaching them—building word knowledge incidentally.	<u>Readings</u> Geist, L., & Erickson, K. (2021). Robust receptive vocabulary instruction for students with significant cognitive disabilities who use AAC. <i>Teaching Exceptional Children</i> (54)4, 296-304. https://doi.org/10.1177/00400599211018 Swanson, E., Vaughn, S., & Wexler, J. (2017). Enhancing adolescents' comprehension of text by building vocabulary knowledge. <i>Teaching Exceptional Children</i>, 50(2), 84-94. https://doi.org/10.1177/0040059917720777 IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices: https://ies.ed.gov/ncee/WWC/PracticeGuide/8 IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 Evidence SnapShots on Vocabulary Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
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Comprehension

Strategy	Brief Description	UK SimLab Scenario Introductory Readings
Visual and Graphic Scaffolds	Students learn to organize details about content using these visual supports: Story Maps, Graphic Organizers (Characters, Story Line, Settings, Questions), Semantic Webs	<u>Scenarios</u> Upper Elementary • UE Comprehension • UE Managing Classroom Introducing Content Middle School • MS Managing Classroom Introducing Content High School • HS Managing Classroom Introducing Content <u>Readings</u> IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/WWC/PracticeGuide/14 Evidence SnapShots on Comprehension Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Explicit Instruction	Students benefit from clear instruction in comprehension practices that includes modeling, guided practice, and step by step instruction	<u>Scenarios</u> Upper Elementary • UE Comprehension • UE Managing Classroom Introducing Content Middle School • MS Eliciting Student Thinking Paul Revere's Ride <u>Readings</u> IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd

		Grade: https://ies.ed.gov/ncee/WWC/PracticeGuide/14 IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices: https://ies.ed.gov/ncee/WWC/PracticeGuide/8 Evidence SnapShots on Comprehension Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Multicomponent Instruction 1. Predicting 2. Connecting to Prior Knowledge 3. Questioning 4. Analyzing	Students learn comprehension skills (Predicting, Connecting, Questioning, Analyzing) more effectively when paired with: Vocabulary, Decoding, Fluency, etc. Predicting: Active strategy where students use knowledge from the text or hints from the title and their previous knowledge to predict what will happen in the story or what will happen next. Connecting Prior Knowledge: Teacher explicitly links new information to what students already know to make learning more meaningful and accessible. Elaboration- expand on the text by linking to previous knowledge. Questioning: Students pause to ask and answer questions to monitor their comprehension and help to organize their visual supports	<u>Scenarios</u> Upper Elementary • UE Managing Classroom Introducing Content Middle School • MS Eliciting Thinking Paul Revere's Ride • MS Managing Classroom Introducing Content High School • HS Managing Classroom Introducing Content <u>Readings</u> Ming, K., & Dukes, C. (2010). Gimme five: creating a comprehensive reading lesson with all the essential elements. <i>TEACHING Exceptional Children</i>, 42(3), 22-28. https://doi.org/10.1177/004005991004200303 IES Practice Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices: https://ies.ed.gov/ncee/WWC/PracticeGuide/8 IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/WWC/PracticeGuide/14

	Analyzing: Students break down a text to understand the deeper meaning of a story or content by using questioning, summarizing, and related skills.	Evidence SnapShots on Comprehension Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Oral Language Routine	Students benefit from and progress in comprehension skills when using an oral language routine that includes these steps: Peer discussion, Questioning, Elaboration, Dialogic reading/Read Alouds Questioning: Students pause to ask and answer questions to monitor their comprehension and help to organize their visual supports Elaboration: Students expand on a text by connecting it to previous knowledge.	<u>Scenarios</u> Upper Elementary • UE Comprehension • UE Managing Classroom Introducing Content Middle School • MS Eliciting Student Thinking Paul Revere's Ride • MS Managing Classroom Introducing Content High School • HS Managing Classroom Introducing Content <u>Readings</u> Ming, K., & Dukes, C. (2010). Gimme five: creating a comprehensive reading lesson with all the essential elements. <i>TEACHING Exceptional Children</i>, 42(3), 22-28. https://doi.org/10.1177/004005991004200303 IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/WWC/PracticeGuide/14 Evidence SnapShots on Comprehension Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
		<u>Scenarios</u> Upper Elementary • UE Oral Reading Fluency Assessment

Repeated Reading	Students benefit from reading short passages multiple times to practice their comprehension skills	<u>Readings</u> IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/WWC/PracticeGuide/14 Evidence SnapShots on Comprehension Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Peer Modeling AND Dialogic Reading/ Read Aloud AND Explicit Modeling	Peer Modeling: Students benefit from seeing their peers model the comprehension skills Dialogic Reading/ Read Aloud: Student benefit from reading a story or content aloud with a teacher to practice and monitor their comprehension skills. Explicit Modeling: Teachers explicitly models reading and writing processes that are common across disciplines and then provides opportunities for students to practice.	<u>Scenarios</u> Upper Elementary • UE Comprehension • UE Managing Classroom Introducing Content Middle School • MS Eliciting Thinking Paul Revere's Ride <u>Readings</u> IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/WWC/PracticeGuide/14 Evidence SnapShots on Comprehension Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
		<u>Scenarios</u> Early Childhood

Culturally Relevant Texts	Students will connect better and be able to use the comprehension skills more effectively with texts that they connect with	● ECE Managing Classroom Read Aloud Storytime Upper Elementary ● UE Managing Classroom Introducing Content ● UE Read Aloud <u>Readings</u> Lawson, A. (2024). We can draw and thing about it ourselves: Putting culture and race in phonics reading research. <i>Reading Research Quarterly</i>, 59 (1), 5-31. http://dx.doi.org/10.1002/rrq.524 IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/WWC/PracticeGuide/14 Evidence SnapShots on Comprehension Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
Interactive Read-Aloud AND	Interactive Read Aloud: Teachers read informational picture books or complex texts aloud, stopping to discuss key concepts and vocabulary.	<u>Scenarios</u> Early Childhood ● ECE Managing Classroom Read Aloud Storytime Upper Elementary ● UE Read Aloud <u>Readings</u> Green, C. & Keogh, K. (2024). Vocabulary exposure to children is enhanced by using both informational and narrative picture books for read-alouds; A comparative modelling study using data science methods. <i>Journal of</i>

Using content-based texts	Content Based Text: Teacher uses texts from specific content areas as the basis for literacy instruction, such as using a book about the moon to teach reading skills.	<i>Research in Reading</i> (47) 4, 497-516. https://doi.org/10.1111/1467-9817.12462 Swanson, E., Vaughn, S., & Wexler, J. (2017). Enhancing adolescents' comprehension of text by building vocabulary knowledge. <i>Teaching Exceptional Children</i>, 50(2), 84-94. https://doi.org/10.1177/0040059917720777 IES Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/wwc/practiceguide/21 IES Practice Guide Improving Reading Comprehension in Kindergarten Through 3rd Grade: https://ies.ed.gov/ncee/WWC/PracticeGuide/14 Evidence SnapShots on Comprehension Instruction from Kentucky Reading Research Center: https://www.kyreadingresearch.org/who-we-support/education-preparation-providers/
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