

Reading Wings

Imagine

students in grades 2–6 working in four-member teams excitedly discussing literature, viewing background videos that lead into complex novels and texts, learning metacognitive skills, writing, and explaining ideas to one another.

Reading Wings provides research-based instructional processes and classroom materials for ninety-minute daily lessons and targets the needs of students reading on the second- through sixth-grade levels to build comprehension, vocabulary, and a love of reading.

To ensure that students become proficient readers, Reading Wings uses Success for All's core instructional structures to target vocabulary development, reading comprehension, fluency, oral-language development, and written expression by providing students with rich experiences using both narrative and expository text.

Each six-day Reading Wings lesson cycle centers around a narrative or expository trade book or basal selection. Trade-book titles include *Arthur's New Puppy*, *Life in the Rainforests*, and *The True Confessions of Charlotte Doyle*, to name a few. Harcourt/Houghton-Mifflin, Scott Foresman, and Macmillan/McGraw-Hill series are the basals supported by Reading Wings. Reading Wings 4th Edition lessons allow for background building, specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities, and assessment. One of three levels of instruction—introduction, prompt and reinforce, and independent use—is built into each skill lesson to develop skills such as drawing conclusions, comparing and contrasting, and determining cause and effect. Here is an example:

In lessons at the second-grade level, the concept of cause and effect is taught at an introductory level in three lessons. In lessons at the third-grade level, one lesson teaches the concept at the introductory level, and four lessons guide the teacher to prompt students to use the concept as they read to reinforce use. By the fifth grade, all lessons are written with the expectation that students will use the concept of cause and effect successfully to support their comprehension of the text without prompting. This approach to skill instruction ensures that students have a broad range of tools to use as they strive to thoroughly understand every text they read.

See www.successforall.org/scopeandsequence2012 for the full scope and sequence for trade book titles.



Nothing accelerates learning like engaged and motivated learners. When students know the goals and are eager to reach them, success skyrockets.

Cooperative learning has always been the core instructional process used in Reading Wings because of its strong evidence of effectiveness in increasing student achievement. The team-scoring process has been revised for Reading Wings 4th Edition to make both individual and team scores easier for teachers to manage, more informative about student progress on important skills, and more motivating to students.


As always, teams will celebrate success at the end of every cycle—every six instructional days. Super Team status will be earned through a combination of scores for classwork, the test, homework, and cooperation based on the Team Celebration Points poster.

Direct Instruction in Strategy Use: Reading Wings supports direct instruction in reading strategies and independent strategic reading. The Savvy Reader introduces each of the four core comprehension strategies—clarifying, questioning, predicting, and summarizing—with engaging video and lessons that follow an explicit process. Strategy use is then monitored in every lesson that follows, and independent, effective use of strategies to enhance comprehension is celebrated.



Sticky bird reminds students at levels 2 and 3 to use strategies when they're stuck on a word.

Clarifying



© 2011 Success for All Foundation

1. **Stop** when you don't know or understand something.
2. Try **strategies** to figure it out.
 - If you can't say a word:
 - Blend it.
 - Chunk it.
 - Look for a base word.
 - Reread it.
 - If you don't know what a word or part means:
 - Use context clues.
 - Reread.
 - Read on.
 - Use your background knowledge.
 - Make a mind movie.
3. Use a **sticky note** to mark words or ideas you can't figure out.
4. **Ask** your team for help.

25123 HBPO311

Teams practice strategy use while reading and earn points for successfully explaining strategy use in a class discussion.

Clarifying	
100	Tell what the team clarified, what it means, and describe which tool the team used to clarify.
90	Tell what the team clarified and what it means.
80	Tell what the team clarified.
Not there yet? Ask your teacher for another chance.	

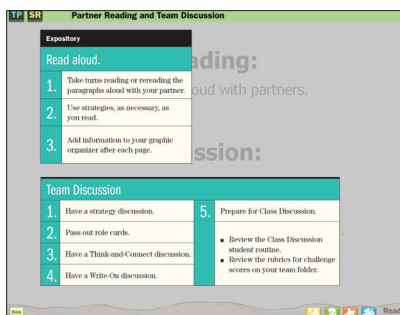
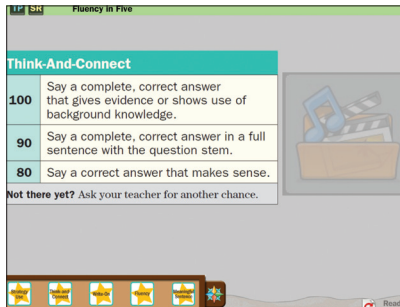
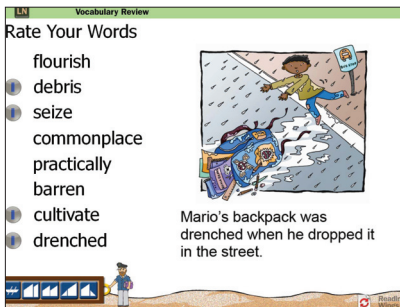
Exciting video clips introduce key skills in Reading Wings.

Students are captivated by technology, and the classroom whiteboard grabs their attention and pulls them right into the lesson.

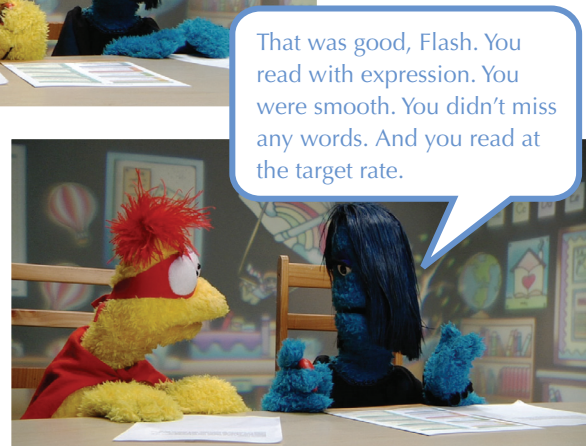
So many times, verbal explanations of complex skills and strategies simply can't give students the mind movies they need to begin to use the skills themselves. A picture is worth a thousand words, and a short video is often worth a million.

The Read-On Dudes, the videos' very successful Reading Wings team, set a great tone for reading levels 2 and 3 classrooms as team members explain how they work together to ensure one another's learning and to become a super team! Mona, Ricardo, Tasha, and Flash explain Random Reporter and that every team member needs to be prepared to give a 100-point answer for the team during class discussion.

Students understand this key motivator in a heartbeat! The Read-On Dudes also demonstrate the use of challenge-score rubrics for Think-And-Connect (giving an oral answer to a comprehension question), Write-On (writing a complete response to a comprehension question), fluency (peer scoring of fluent reading), meaningful sentences, and strategy use.



The IWB lessons in Reading Wings 4th Edition contain a wide range of resources.



Reading Wings 4th Edition is also available in an exciting interactive-whiteboard (IWB) version. Students are captivated by technology, and the classroom whiteboard grabs their attention and pulls them right into the lesson. The IWB version of Reading Wings 4th Edition includes a wide range of lesson resources. With just the click of a button, teachers can access resources for Active Instruction and Teamwork, and interactive vocabulary charts show pronunciation strategies, definitions, and sample sentences for challenging words from the text. Pictures, graphics, and short video clips add to the rich exploration of meaning.

During class discussions, Team Talk questions show up on the IWB, and teachers can click on the questions to show sample answers. When touched, icons on the screen open to provide easy access to instructional-routine guides for vocabulary practice, partner reading, team discussion, and fluency practice.

Additional icons provide pop-up access to rubrics used repeatedly throughout the program such as the Think-And-Connect, Write-On, and fluency rubrics.

Video clips are also directly accessible from the IWB screen at exactly the point needed in the lesson.

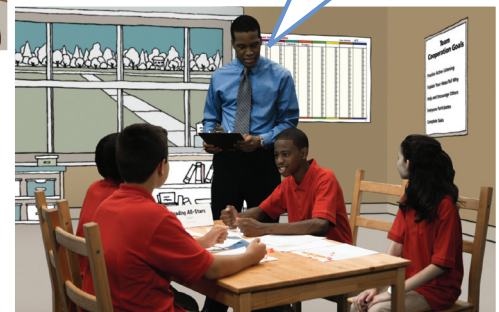
Anthony, what word did the Reading All-Stars clarify and how?

We clarified the word *solo*. It means to do something alone. We used our background knowledge because we know singing a solo means singing alone.



Anthony, you told us the word your team got stuck on, what the word means, and explained how you clarified it. Very good. You've earned a challenge score of 100 for the Reading All-Stars!

For students reading at level 4 and above, the Reading All-Stars show off their cooperation skills and the sophisticated discussion skills that they use to build their team success.



What I heard everyone say is that Jess was upset in class on Monday because his friend had died and left him alone. Does everyone agree?



Real Reading Wings students, from Florida to Wyoming, illustrate the teamwork skills, making them even clearer and more compelling.

You wrote a complete sentence with the question stem. Your answer was correct, and you used evidence from the book. I think you'll get a challenge score of 100 for Write-On.

Real students also demonstrate the use of challenge-score rubrics for Think-And-Connect, Write-On, fluency, meaningful sentences, and strategy use.

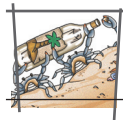


The Reading Wings cycle of instruction invites engagement and scaffolds learning.



ACTIVE INSTRUCTION

To start the lesson, the teacher introduces the text and key vocabulary and uses Think Alouds to introduce a comprehension skill.



TEAMWORK

Partner Reading

Students alternate reading pages with a partner. Partners retell what was read and share strategies for both word recognition and comprehension.

Team Discussion

During Team Discussion, students take turns discussing their strategy use and answers to the Team Talk questions to prepare for Class Discussion. To ensure equal team participation, students use role cards to guide discussion. When students are finished discussing their strategy use and answers to Team Talk questions, they independently write their responses to the Write-On question. The team leader ensures that all teammates are prepared to be the Random Reporter for strategy use, Think-And-Connect, and Write-On during Class Discussion. Teachers circulate to explain, model, prompt, and reinforce students in their discussions. The teacher also monitors the time, helps students pace themselves, and ends the activity.

First
Read the question.

1. Read the question to your teammates.
2. Make sure everyone practices active listening.
3. Ask if everyone heard and understood the question.

Second
Answer the question.

1. Restate the question in your own words.
2. Restate part of the question in your answer.
3. Tell and explain your answer.
4. Ask if everyone heard your answer.

Third
Agree OR disagree.

1. Restate your teammate's answer.
2. Agree and add additional information OR disagree and explain why.
3. Ask if everyone heard your answer.

Finally
Summarize.

1. Restate the group's agreed-upon answer. Check it against the rubric.
2. Check to make sure each teammate understands the answer.
3. Make sure each teammate is ready for Random Reporter.

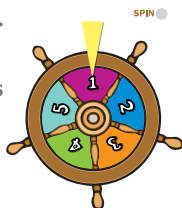
Teammates have to prepare each member of the team to successfully answer the question if his or her name is called.



Random Reporter is an easy-to-use technique that is effective for answering questions at all levels of difficulty. It prompts team interdependence because no one knows who will be called on to answer a question. Teammates have to prepare each member of the team to successfully answer the question if his or her number is called.

- Number students in their teams.
- Pose a question, and then instruct students to talk about it in their teams.
- Prompt teammates to help one another with the answer.
- Call a random number, and then ask students with that number to respond.

Whiteboard lessons include a spinner that appears when you click on the Random Reporter button. This spinner randomly selects a number.



Class Discussion

After team discussion, the teacher chooses random reporters to share strategy use and responses from the text. Random reporters earn points for their teams.

Students collect points for their teams each week.

Reading Wings 2nd Edition
Team Score Sheet

Team Name The Flying Falcons
Team Members: Julio (1) _____
Kenzie (4) _____
Max (2) _____
Sofia (3) _____

Last Lesson-Cycle Results for: Uncle Jed's Barbershop

Individual Achievement Averages	Bonus	Teamwork Averages	Team Score																					
Comprehension 74	Our Team Goal: Meaningful Sentences Team Goal Not Met	Strategy Use 80	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Team Celebration Score</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> <td>80</td> </tr> <tr> <td colspan="7">+ 3 =</td> </tr> <tr> <td colspan="7">79</td> </tr> </table>	Team Celebration Score	80	80	80	80	80	80	+ 3 =							79						
Team Celebration Score		80		80	80	80	80	80																
+ 3 =																								
79																								
Word Power 88		Think-and-Connect 80																						
Adventures in Writing 76	Write-On 80																							
Score 78	Fluency 80																							
	Meaningful Sentences 70																							
	Score 79																							

Team Score **Good!**
Super: 80 and above
Great: 70-79
Good: 60-69

New Lesson Cycle for: The Wump World

Strategy Target:
Clarifying – rereading at the sentence level

Team Cooperation Goal:
Everyone participates – use role cards

Write Your Team Improvement Goal:
Word Power test

Vocabulary Vault

horde
frenzy
demanding
gathered

Challenge Scores	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Team Celebration Points Reminder:
Strategy Use	80	80	80	80	80		<ul style="list-style-type: none"> • Team Cooperation • Random Reporter • Strategy Use • Think-and-Connect • Write-On • Fluency • Meaningful Sentences • Two-Minute Edit • Vocabulary Vault • Read and Respond • Graphic Organizer • On My Own (level 2 only)
Think-and-Connect	80	90	90	80			
Write-On Skill: Cause and Effect	90	90	90	80			
Fluency		90	80	90			
Meaningful Sentences		80	90	100			

Tally Boxes for Team Celebration Points
Collect team points here
Remind your teacher to add them to the poster at the end of each day.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6

Teacher: _____ **Start Date:** _____

© 2010 Success for All Foundation 25100
HSP0111

Think-And-Connect

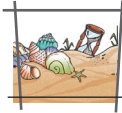
100	Say a complete, correct answer that gives evidence or shows use of background knowledge.
90	Say a complete, correct answer in a full sentence with the question stem.
80	Say a correct answer that makes sense.

Not there yet? Ask your teacher for another chance.

Write-On

100	Write a complete, correct answer that gives evidence or shows use of background knowledge.
90	Write a complete, correct answer in a full sentence with the question stem.
80	Write a correct answer that makes sense.

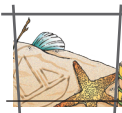
Not there yet? Ask your teacher for another chance.



FLUENCY IN FIVE

Students practice reading fluently with their team members using the rubric below. Teachers randomly choose two students each day to demonstrate their fluency and earn points for their team.

Fluency	
100	Read with feeling, smoothness, and accuracy at the targeted rate.
90	Read with feeling and smoothness.
80	Read with accuracy. Most of the words are correct (no more than four errors).
Not there yet? Ask your teacher for another chance.	



WORD POWER

During Word Power, students practice building an understanding of their vocabulary words, in addition to completing skill practice based on the objective for the cycle. The teacher uses Captain Read More's clues to introduce the word-study skills. These clues serve as visual reminders of the skill and support students in decoding words, identifying relationships between words, and defining words. Students work on skill-practice and building-meaning items in teams.

Captain Read More's Clues



Compound Word



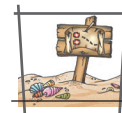
Prefix + Base Word



Homographs



Latin and Greek Roots

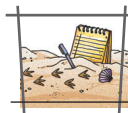


TEST

Assessment provides teachers and students with an opportunity to show their understanding of the targeted strategy/skill, their vocabulary words, and their overall comprehension of the text.

During the test, students read independently as they apply their strategy use and add relevant information to the graphic organizer. Students then complete the comprehension and vocabulary portions of the test. When they are finished, the teacher collects their answers, but students retain their test questions and graphic organizers. Scores on the test contribute to overall team averages and help students become Super Teams.

In each cycle of lessons, students complete a writing project using a formal writing process.



ADVENTURES IN WRITING

Adventures in Writing activities are linked to student texts. They are designed to extend students' thinking about certain concepts and skills. These activities provide instruction in different types of writing and engage students in working through the writing process in a cooperative setting. The activities are highly structured and include detailed prompts, scoring guides, and examples of graphic organizers that students create during planning. The teacher models at each stage of the process and monitors the students as they write. The teacher uses the scoring guide to assess students' writing.

Build Background: This section of Adventures in Writing focuses on a specific aspect of TAP-F (topic, audience, purpose, and format). For example, if the student writing activity is to write a formal letter, Build Background will include a sample formal letter and prompt students to identify the specific aspects of the format, including date, greeting, body, and closing. Incorporating this instruction provides alignment with many state standards.

Planning: This part of the process introduces students to the prompt, scoring guide, and graphic organizer. The teacher can model filling out the graphic organizer. Students plan their writing and share ideas.

Drafting: During drafting, the teacher further explains the graphic organizer and how to use it to create a first draft. Students also learn to use the prompt and scoring guide to give feedback as their partners read their drafts aloud. Specific lessons also include activity-specific guidance in this section. For example, in the formal letter activity, drafting instruction might include brief instruction on proper capitalization in letter writing.

Sharing, Responding, and Revising: Students share their writing with partners, and partners give feedback. After each partner receives feedback, students begin to revise their work and share how they will revise.

Editing: The teacher introduces the idea of editing and creates an editing checklist based on the class's needs. Students check their drafts and their partners' drafts using the checklist. Then students share edits. Specific lessons also use this opportunity to address and practice editing for specific, common writing errors.

Rewriting: Students rewrite after editing their work with partners. The teacher then asks one or two students to share their work with the class. The class then celebrates student writing. The teacher collects Adventures in Writing activities and records individual scores on the teacher cycle record form.