

FORM 1.1**Closing the Literacy Gap Chart**

Principles for closing the gap	Where I am now	Where I want to be	Action steps for getting there
Having expectations that gaps can be closed			
Providing additional time and using it effectively			
Providing effective practice			
Providing materials on the appropriate level			
Fostering student self-teaching			
Adopting a do-whatever-it-takes attitude			
Strengthening the core program			
Finding out where students are			
Monitoring students' progress			
Making sure students have the resources they need			
Fostering reading and writing in the subjects I teach			
Partnering with the home			
Teaching for equity			
Responding to students' cultures			

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FORM 2.1

Progress Chart for Word Patterns

Name _____ Grade _____ School Year _____

50										
49										
48										
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1										
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June

Prompt Card

- Is there any part of that word that you can say?
- Is this word like any word that you know?
- What word would fit here?
- What is the first sound? The next sound? The last sound? What word do you get when you blend the sounds?
- What other sound can that letter (or letters) make?
- Is the word _____ or _____? How do you know?
- What might help you figure out that word? What strategy might you use?
- How did you figure out that word?

FIGURE 3.1. Prompt card containing the most frequently used prompts.

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FORM 5.2

Voluntary Reading Program

Fill out the following with brief comments:

Actions	Status	Needs	Plans
Reading for enjoyment and fulfillment are emphasized.			
I have set up a classroom library.			
The classroom library offers a variety of genres.			
The classroom library includes books that students can identify with.			
The classroom library has books in children's first languages.			
The classroom library has books for below-average, average, and above-average readers.			
The classroom library has periodicals, student or class-written texts, graphic books, and joke, puzzle, and activity books along with traditional books.			
The classroom library offers digital materials as well as physical books.			
Arrangements to use and have students use Sora, Hoopla, or other digital e-reading platforms have been made.			
New texts are added periodically and highlighted.			
Book displays are changed to reflect seasons, major events, and themes.			
Students know how to select books on the appropriate level.			
Students read at home on a regular basis.			
Students keep a record of their reading.			
Students manage the classroom library.			
Students recommend books to each other.			
Families are aware of the digital and physical options for obtaining books and other materials from local libraries.			

FORM 6.1

Frame Matrix for Comparing Articles

Name _____ Grade _____

Read three articles from the list on the board. Write down the title of each article. Then tell what kind of a lead the author uses, how the author develops the main idea of the article, and how the author concludes the article. Also tell how the article is organized. Then, on the lines below the frame matrix, tell which article you judge was the best written. Give at least two reasons for your choice.

Title of Article			
Lead (topic sentence, question, challenge statement, interesting fact, anecdote, other)			
Development (details, facts, reasons, examples, explanations, other)			
Conclusion (summary, think about this, take an action, other)			
How Organized (description/details, sequence, explanation, cause-effect, problem-solution, comparison-contrast)			

The article that was best written is _____.

The reason I say this is because the article _____.

Another reason that I think this article was the best written is because _____.

_____.

_____	Did I write an interesting introductory sentence that would make the reader want to read what I have written?
_____	Did I state my main idea?
_____	Did I include two or three details or examples to support my main idea?
_____	Did I explain the details or examples?
_____	Did I write a concluding sentence that summarizes what I said or leaves the reader with a question or thought?

FIGURE 11.3. Writing checklist.

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FORM 11.1

Mentor Text Analysis

Author	
Title of article or book	
How the author started the article	
How the author developed the article	
How the author concluded the article	
What I liked best about the author's writing	
Something that I might use in my writing	

Checklist for an Effective, Efficient Literacy Program

	Beginning	Developing	Advanced
Teaching Practices: Word Recognition			
Develop emergent literacy skills			
Integrate phonemic awareness instruction with phonics instruction			
Provide systematic instruction in major foundational skill areas: phonics, context clues, syllabication, morphemic analysis, dictionary skills			
Teach effective decoding strategies			
Use invented and traditional spelling to reinforce foundational skills			
Develop silent and oral reading fluency			
Provide opportunities for students to read widely so skills become automatic			
Develop vocabulary incidentally and systematically			
Teaching Practices: Comprehension			
Emphasize reading for meaning			
Build background and activate prior knowledge			
Provide adequate preparation for materials that are to be read			
Present key comprehension strategies and provide adequate practice and application			
Teach monitoring for meaning/strategic reading			
Provide adequate practice/application			
Teaching Practices: Content Area			
Provide opportunities for students to read content-area materials on their level			
Supplement content-area texts with informational books and digital materials			
Develop skills and strategies necessary to learn from informational texts			

(continued)

Checklist for an Effective, Efficient Literacy Program *(page 2 of 3)*

	Beginning	Developing	Advanced
Teaching Practices: Writing			
Use writing to reinforce foundational skills			
Provide guided instruction in writing strategies			
Provide frequent opportunities for writing			
Provide opportunities to compose in a variety of forms and genres			
Materials			
Provide materials on the appropriate level and increase difficulty level of materials as students' reading ability increases			
Use materials that reinforce skills and strategies being developed			
Use children's books, digital materials, websites, and real-world materials			
Use digital programs that can be used independently by students			
Use programs that foster voluntary reading			
Evaluation			
Set goals and objectives (standards) for the program			
Align standards (objectives, targets, intentions) and assessment with instruction			
Screen all students and monitor progress			
Provide diagnostic assessment for at-risk students			
Encourage self-assessment			
Share assessment data with students and parents			
Collect formal and informal data to use as a basis for evaluating the program			
Use assessment data to improve instruction for each student and to improve the program			
Assess data-collection instruments and tests in terms of validity, reliability, ease of use, and efficiency			

(continued)

Checklist for an Effective, Efficient Literacy Program *(page 3 of 3)*

	Beginning	Developing	Advanced
Organization/Management			
Differentiate instruction			
Use time and materials efficiently			
Involve parents and the community			
Affirm and build on students' cultural, ethnic, and racial backgrounds			
Provide an equitable program for all students			
Steps for Improving the Program			
Review student scores and other progress indicators, program goals, core program, intervention program(s), materials, organization of program, and time allotment			
Based on review, establish goals			
Evaluate and improve the core program or create a new one			
Evaluate and improve the intervention program(s) or create a new one			
Align the invention programs with the core program			
Evaluate and improve the assessment system and align it with goals and instruction			
Establish a voluntary wide-reading program			
Establish a tutoring program			
Address the summer slide			
Schedule more time for instruction, practice, and application. Make use of after-school and Saturday sessions and summer school for students who are behind			
Provide ongoing, hands-on professional development			
Develop and maintain home-school communication and support			
Make use of community resources			
Establish a culture of literacy			