

Purpose

The Bridge to Application Resources includes classroom activities, graphic organizers, lesson templates, and other tools to help you apply what you’ve learned in each course to your classroom instruction.

Guidance

Many of the provided resources can also be used digitally so that you can adjust to suit your instructional needs. Note that some activities list additional classroom materials that are not provided with the resources but should be assembled before instruction.


Instructional Resource

- “I Am” Poem Activity

Planning Resources

- Stages of Reading Development Reference Chart
- Simple View of Reading Infographic
- Scarborough’s Reading Rope Infographic

“I Am” Poem Activity

Description	<p>The “I Am” Poem Activity supports students as they share their strengths, interests, and competencies with educators. Use this resource to learn more about your students at the beginning of the school year.</p>
Materials	<ul style="list-style-type: none"> • Sample “I Am” Poem Activity Sheet • “I Am” Poem Activity Sheet
Implementation 	<ol style="list-style-type: none"> 1. Print a copy of the “I Am” Poem Activity Sheet for each student. 2. Using the Sample “I Am” Poem Activity Sheet as a guide, model for students how to complete the activity sheet. <ul style="list-style-type: none"> • Display the “I Am” Poem Activity Sheet. • Read each sentence starter and the prompt in parentheses. • Complete the sentence based on information about yourself. • In the last two lines of the activity sheet, repeat the same answers from the first two lines.

Sample “I Am” Poem Activity Sheet

I am Maya Martinez
(full name)

I am a swimmer, soccer player, biracial and bilingual daughter, and Latina
(characteristics, traits, or identities that describe you)

I am from California, Chile, and Chestnut Street
(communities, places, culture)

I am happiest in my grandma’s kitchen, on the soccer field, and at the SCRA pool
(a special place, activities, certain time)

I wonder what amazing things my friends will do when they are older
(something you are curious about)

I hear songs coming from the neighbor’s apartment, birds in the trees, and horns honking
(sounds you hear where you live)

I smell the chlorine in my hair and on my skin after swim practice
(smells around you and in your community)

I love my mom and dad, my Tias Rosa and Mari, my Uncle Mattie, and all my friends
(family, friends, important people, people who take care of you)

I cry when I miss my family who live far away
(something that makes you sad)

I worry about my great-grandma, who is sick
(something that makes you concerned)

I dream of playing in the World Cup . . . and winning
(a dream or hope that you have)

I eat twelve grapes on New Year’s Eve and cazuela when I’m sick
(traditions that are important to you, your family, or your community)

I am a swimmer, soccer player, biracial and bilingual daughter, and Latina
(characteristics, traits, or identities that describe you)

I am Maya Martinez
(full name)

“I Am” Poem Activity Sheet

I am _____.
(full name)

I am a _____.
(characteristics, traits, or identities that describe you)

I am from _____.
(communities, places, culture)

I am happiest _____.
(a special place, activities, certain time)

I wonder _____.
(something you are curious about)

I hear _____.
(sounds you hear where you live)

I smell _____.
(smells around you and in your community)

I love _____.
(family, friends, important people, people who take care of you)

I cry _____.
(something that makes you sad)

I worry _____.
(something that makes you concerned)


I dream _____.
(a dream or hope that you have)

I _____.
(traditions that are important to you, your family, or your community)

I am a _____.
(characteristics, traits, or identities that describe you)

I am _____.
(full name)

Stages of Reading Development Reference Chart

Description	The Stages of Reading Development Reference Chart lists the six stages outlined in Chall’s Stages of Reading Development.
Materials	Stages of Reading Development Reference Chart
Implementation 	<ol style="list-style-type: none"> 1. Print the Stages of Reading Development Reference Chart or save an electronic copy. 2. Refer to the chart for information about stages associated with learning to read and reading.

Stages of Reading Development (Chall, 1995)


	Stage	Grade Levels	Skills
Learning to Read	Stage 0: Prereading and pseudo-reading	Preschool 6 months – 6 years	<ul style="list-style-type: none"> • Listen to books and “read” them by retelling the stories while looking at the pictures • Name letters of the alphabet • Recognize some signs; print their names; play with books, pencils, paper • Understand thousands of words but can read few if any of them
	Stage 1: Initial reading and decoding	Grade 1 & Beginning Grade 2	<ul style="list-style-type: none"> • Learn connections between letters and sounds and printed and spoken words • Read simple texts with high-frequency words and phonetically regular words • Sound out many words as they read • Develop more advanced language patterns and gain knowledge of new words and ideas by being read to at levels above their own reading level • Understand many more words when listening than when reading
	Stage 2: Confirmation and fluency	Grades 2 & 3	<ul style="list-style-type: none"> • Increase their fluency in reading text • Read simple, familiar stories and selections as they consolidate their decoding skills, sight vocabulary (automatic word recognition), and word meanings in context • Still have more effective listening comprehension than reading comprehension

Stages of Reading Development (*cont.*) (Chall, 1995)

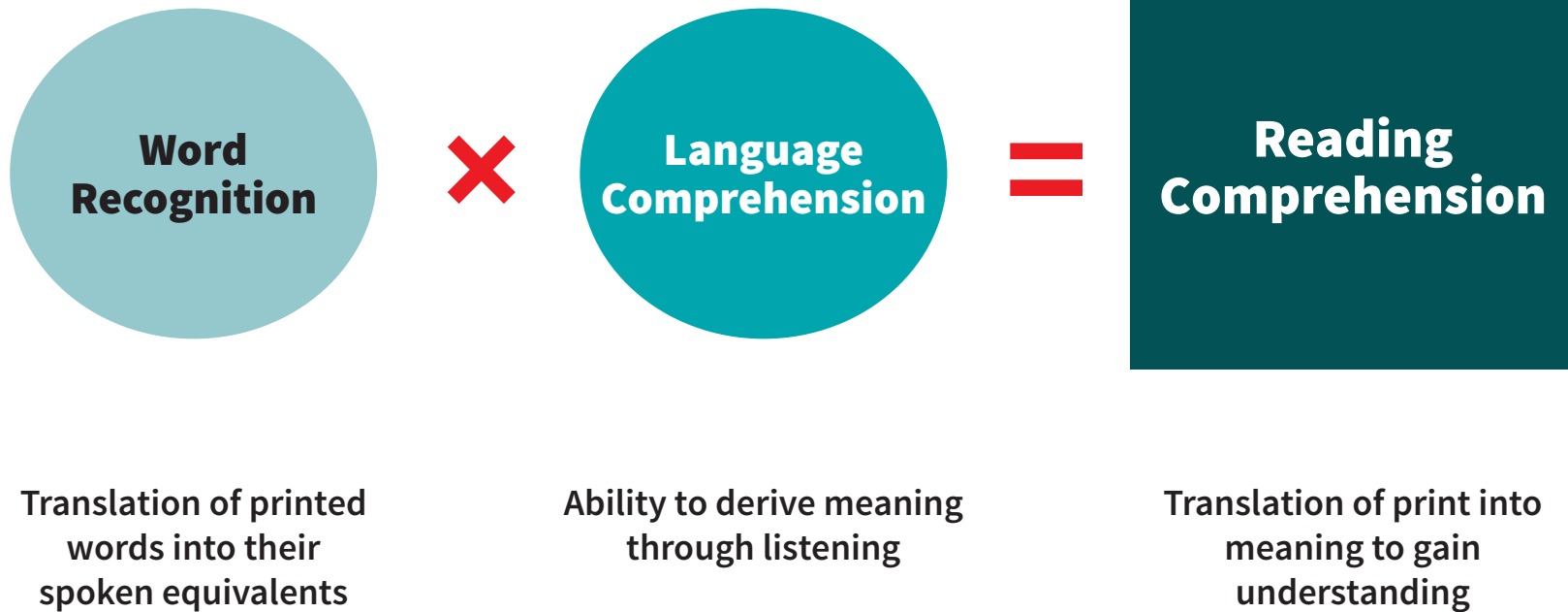
	Stage	Grade Levels	Skills
Reading to Learn	Stage 3: Reading for learning the new	Grades 4–9	<ul style="list-style-type: none"> • Read to learn new ideas, to gain new knowledge, to experience new feelings, to learn new attitudes; generally from one viewpoint • Read increasingly complex texts and a wider range of genres on a variety of topics with unfamiliar vocabulary • Read and listen to texts with new ideas and values, unfamiliar vocabulary and syntax • Systematic study of words and reacting to the text through discussion, answering questions, writing, etc. • By the end of this stage, reading and listening comprehension are about equal
	Stage 4: Multiple viewpoints	(High School) Grades 10–12	<ul style="list-style-type: none"> • Read widely from a range of complex materials with a variety of viewpoints • Systematically study words and word parts • Have better reading comprehension than listening comprehension for skilled readers; about equal for less-skilled readers
	Stage 5: Construction and reconstruction	College & Beyond	<ul style="list-style-type: none"> • Read for own needs and purposes • Read to synthesize their knowledge with other knowledge and create new knowledge • Read difficult materials and write papers, tests, essays, etc., to integrate varied knowledge and points of view

(From *Stages of Reading Development*, 2nd ed., by Jeanne Chall © 1995. Used with permission of Cengage Learning.)

Simple View of Reading Infographic


Description	The Simple View of Reading Infographic shows how word recognition and language comprehension are key components of reading comprehension.
Materials	Simple View of Reading Infographic
Implementation 	<ol style="list-style-type: none"> 1. Print the Simple View of Reading Infographic or save an electronic copy. 2. Refer to the infographic for information about components related to developing effective reading comprehension.

The Simple View of Reading (SVR)

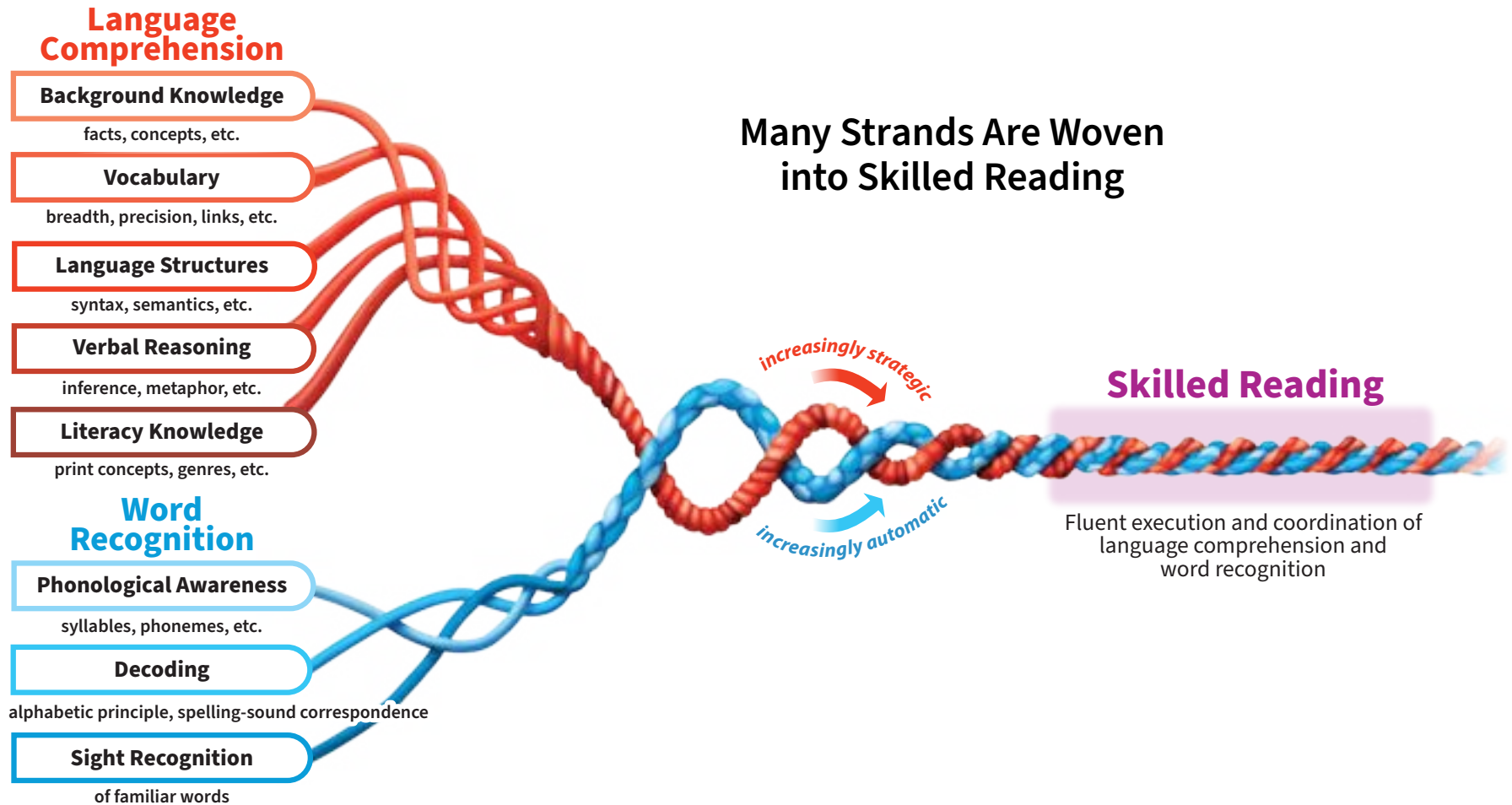


(Gough & Tunmer, 1986; Hoover & Gough, 1990; Hoover & Tunmer, 2020)

Scarborough’s Reading Rope Infographic

Description	<p>The Scarborough’s Reading Rope Infographic displays the many word-recognition and language-comprehension skills that work together to facilitate skilled reading.</p>
Materials	<p>Scarborough’s Reading Rope Infographic</p>
Implementation 	<ol style="list-style-type: none"> 1. Print the Scarborough’s Reading Rope Infographic or save an electronic copy. 2. Refer to the infographic for information about word-recognition and language-comprehension skills that contribute to skilled reading and to inform your instruction.

Scarborough's Reading Rope



Many Strands Are Woven
into Skilled Reading

Skilled Reading

Fluent execution and coordination of
language comprehension and
word recognition

Scarborough's "Rope" Model from *Handbook of Early Literacy Research*
by Susan B. Neuman and David K. Dickinson, © 2001 by Guilford Press.
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