

Appendix A
Instructional Content Emphasis, Revised

Content Categories

Content Categories	1: Concepts of Print	2: Phonological awareness	3: Alphabetic knowledge	4: Word study/Phonics	5: Spelling
Descriptors	1. Concepts of print	1. Rhyming 2. Blending or segmenting sentences/sylls. 3. Onset/rime 4. Blending or segmenting phonemes 5. Isolation tasks 6. Other	1. Letter identification and/or recognition. 2. Other	1. Letter/sound relationships 2. Provides opportunities for application of letter/sound knowledge to reading /writing/spelling. 3. Irregular words 4. Word reading 5. Integration of word study 6. Other	1. Spelling

Content Categories	6: Oral language development	7: Fluency	8: Text reading	9: Comprehension	10: Writing or language arts
Descriptors	1. Teacher initiated structured opportunities to talk with teachers/peers. 2. Expansion of student initiated language (incidental language strategies) 3. Other	1. Letter or sound naming fluency 2. Word fluency 3. Repeated reading of text 4. Other	1. Supported oral reading 2. Choral reading 3. Independent silent reading 4. Independent oral reading 5. Teacher reads aloud 6. Teacher reads aloud while students read along 7. Other	1. Vocabulary 2. Prior knowledge/predicting 3. Reading comprehension monitoring 4. Listening comprehension monitoring 5. Comprehension strategy instruction/use 6. Other	1. Shared writing 2. Writing composition 3. Independent writing/publishing 4. Grammar and punctuation 5. Handwriting instruction 6. Copying 7. Other

Adapted from Edmonds, M. S., & Briggs, K. L. (In press). Instructional Content Emphasis instrument. In S. R. Vaughn & K. L. Briggs (Eds.) *Reading in the classroom: Systems for observing teaching and learning*. Baltimore: Paul H. Brookes.

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