

Fluency



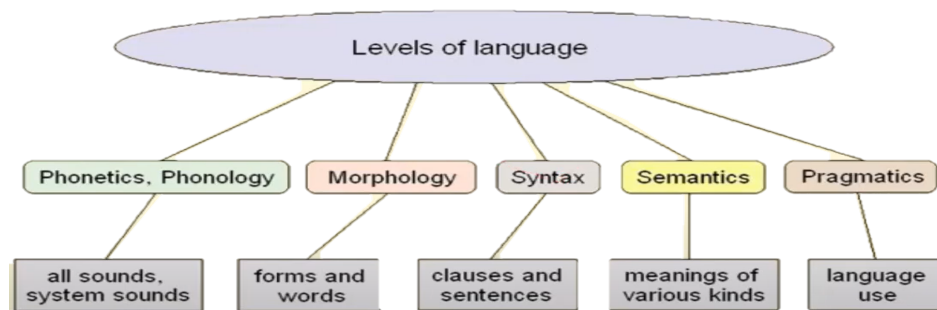
Fluency is the ability to read text with **accuracy**, **speed**, and **prosody** (expression, emphasis, tone).

Reading fluency is measured by three primary criteria:

- **Accuracy** - the reader's ability to correctly **pronounce words**
 - o To be a truly fluent reader, students must accurately pronounce words with **automaticity**, which is the ability to read words effortlessly.
- **Prosody** - the reader's ability to **convey expression**.
 - o It refers to using the appropriate inflection and rhythm when reading a sentence aloud. It is one component of fluency.
- **Speed** - the **pace at which the reader reads** the text
 - o Students who read at an appropriate speed are easily understood because their reading is not too fast or too slow. It is just right! Teachers keep track of students' **WPM** (the number of words they can read correctly in one minute) to determine if they are reading at the appropriate speed.

Notes:

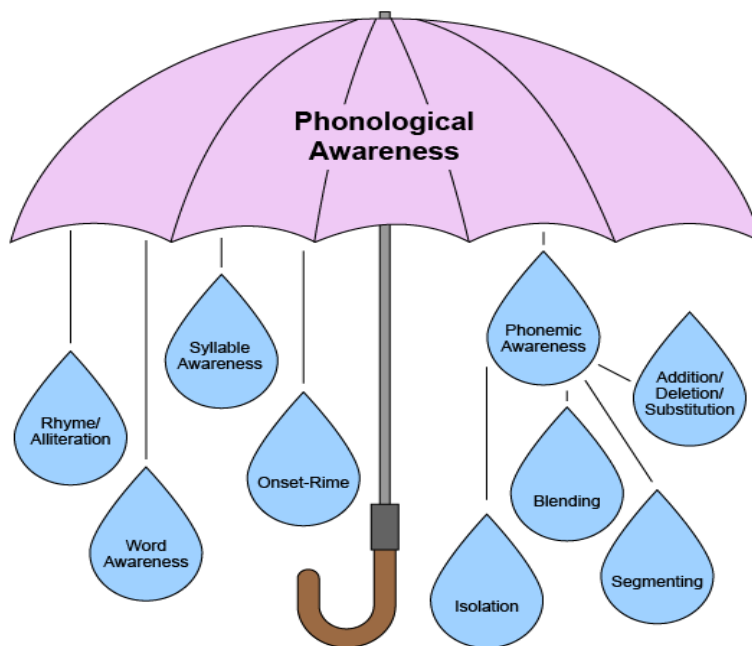
- Supervised **oral reading improves** student **fluency** (reading fluency)
- Which of the following is most important in promoting reading comprehension across all content areas? Oral reading fluency (Reading fluency is strongly tied to reading comprehension. Improving students' fluency improves their ability to comprehend what they read.)
- Orally reading **familiar texts** is an important activity to build student fluency.
- **Reading comprehension** is **increased** when reading fluency is increased.
- Modeling how to read demonstrates good fluency
- Oral language skills help support reading and writing skills.
- **The Texas Prekindergarten Guidelines** offer suggestions on ways to deliver developmentally appropriate experiences for prekindergarten children
- **Language Experience Approach (LEA)**:
 - o Promotes reading and writing using personal experiences and oral language; Materials are learner-generated.
- Reading comprehension is enhanced by promoting oral language.
 - o The better an individual understands oral language skills, the better they understand reading comprehension skills.



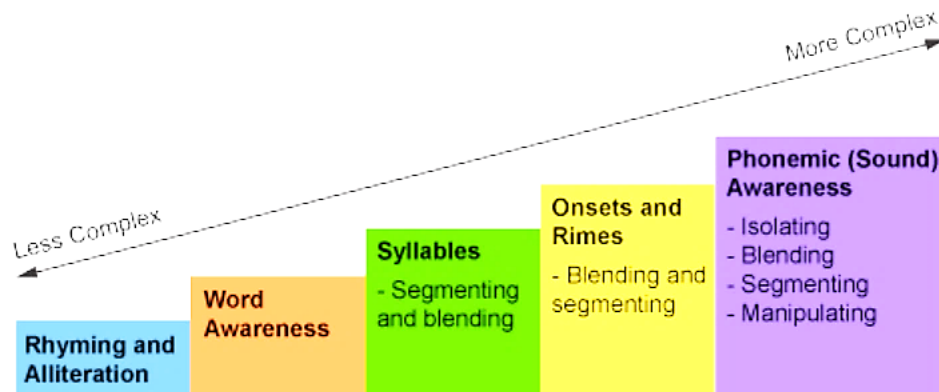
Stages of second language acquisition:

1. **Pre-Production / Silent Period:** the learner is listening actively, but not yet producing oral language.
2. **Early Production:** the learner is listening and absorbing new information and collecting new words. They are communicating mainly in one and two-word phrases and making many errors in this stage.
3. **Speech Emergence/Productive Language Use:** speech becomes more frequent, words and sentences are longer, but the learner still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.
4. **Intermediate Fluency:** the learner begins to communicate in more complex sentences, often beginning to think in one's second language.
5. **Advanced Fluency:** the learner has reached a level of near-native proficiency. This stage may last for a long time as learners continue to refine their accuracy with complex concepts and develop their academic vocabularies.

Phonological Awareness



Levels of Phonological Awareness



- **Rhyme Awareness / Alliteration**

- **rhyme** - the ability to hear when words rhyme or sound the same at the end, like *blue* and *flew*
- **alliteration** - the ability to identify when words have the same first sound, like *candy* and *cookie*
- *Activities to use include: songs/chants, read aloud with rhyming words, hand signal*

- **Word Awareness** - knowing that individual words make up a sentence

- There are 5 words in the sentence "My dog has black spots."
- *Activities include: Use read alouds- clap it out; Provide sentences- show how many words.*

- **Syllable Awareness** - the ability to hear the individual units with vowel sounds that make up a word

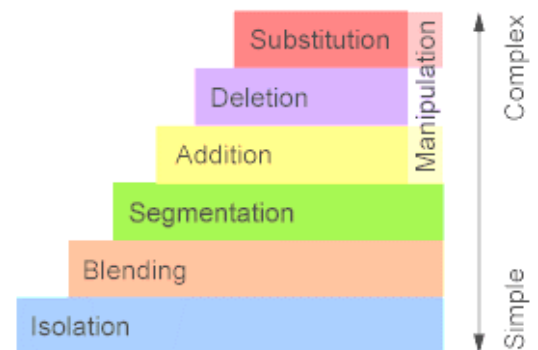
- *education* has four syllables: *ed-u-ca-tion*
- *Approaches include: clap it out; Elkonin box*

- **Onset-Rime Production** - hearing the sounds or sounds before the vowel in a syllable as the onset, and the vowel sound and everything after it as the rime

- onsets can be consonants, consonant digraphs, or consonant blends
- /f/ is the onset and /ish/ is the rime in the word *fish*
- /gr/ is the onset and /ape/ in the rime in the word *grape*
- *Activities include: Practice blending; practice segmenting;*

- **Phonemic Awareness** - the ability to hear and use individual units of sounds, or phonemes.

Phonological awareness is all about sounds, not letters or correct spellings. **Phonemes** are the smallest individual sounds in a word. There are several skills that fall under phonemic awareness, which also develop in a simple to complex progression.



- **Phoneme Isolation:** ability to separate a single sound in a position of a word
 - Initial Isolation: /j/ is the first sound in *jet*
 - Final Isolation: /t/ is the last sound in *jet*
 - Medial Isolation: /e/ is the middle sound in *jet*
- **Phoneme Blending:** ability to blend individual sounds to make a word
 - /j/ /e/ /t/ makes *jet*
- **Phoneme Segmentation:** ability to break down a word into separate sounds
 - *jet* is made from /j/ /e/ /t/
- **Phoneme Addition:** the ability to add one phoneme to a word
 - *Jet* with /s/ at the end sounds like *jets*
- **Phoneme Deletion:** the ability to remove a phoneme from a word
 - *jet* without the /j/ sounds like *et*
- **Phoneme Substitution:** the ability to replace a phoneme in a word with another
 - changing the /j/ in *jet* to /s/ sounds like *set*

Some activities for phonemic awareness include: Phonemic skill questions, hand signal activities, Elkonin boxes

****Phoneme addition, deletion, and substitution are all considered phoneme manipulation****

Phonological skills develop in a predictable order.

When a learner has **phonemic awareness**, they are able to identify the individual sounds (phonemes) in a word. Having this knowledge is believed to help the reader decode words and, in turn, help them read.

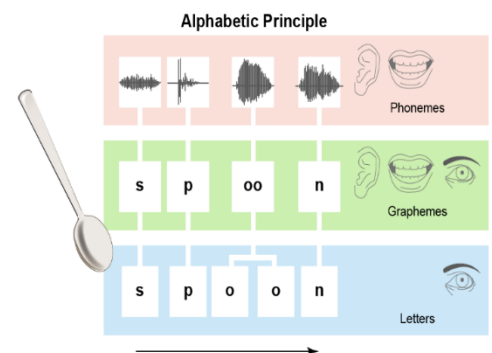
Print & Alphabet

Print Knowledge- child's understanding of the nature and uses of print

Alphabetic knowledge is the ability to recognize, name, and form letters (aka **letter recognition**). Students' alphabetic knowledge is a strong predictor of early reading success.

The **Alphabetic Principle** is the understanding that speech sounds (**phonemes**) are represented **graphemes** made of letters.

This understanding is the basis for phonics instruction, and should be taught through **direct instruction**.



Activities for students:

Alphabetic Principle	Alphabetic Knowledge
Have students recite sound of letters	Have students recite letter names

Informal Assessment of Alphabetic Knowledge and the Alphabetic Principle

For the earliest literacy skills, much assessment will be ongoing, informal, and based on classroom observations.

Activities to informally assess understanding of alphabetic knowledge and the alphabetic principle during class:

- Provide playdough or clay to **make letters**
- Ask students to use their fingers or body to **form the shape of letters**
- Use carpet, small sandboxes, or even the air for drawing letters
- Play quick games like "**thumbs up, thumbs down**" to **identify** correct or incorrect letter/sound pairings

*If you are assessing alphabetic knowledge, provide the letter.

*If you are assessing the alphabetic principle, provide the sound.

Formal Assessment of Alphabetic Knowledge and the Alphabetic Principle

In order to assess students, the teacher needs to **do individual assessments**.

Example:

- Provide a set of letters to the student. The letters can be printed on a list or in manipulative form, such as magnetic letters or letter tiles.
 - **To assess alphabetic knowledge**
 - Teacher says a letter name - student points to the letter
 - Teacher points to a letter - student says the letter name
 - **To assess the alphabetic principle**
 - Teacher makes a letter sound - student points to the letter
 - Teacher points to a letter - student makes the letter sound

Language Inference

- differences between a learner's native language and the language being learned, which can cause confusion in the acquisition of the new language.
- When a learner applies knowledge from one language incorrectly to another language resulting in word, syntax or pronunciation errors.

Word Analysis

- breaking down words into morphemes, or the smallest units of meaning
- Word analysis can be useful as a decoding tool and can help to determine word meaning.

Intervention - Word Analysis

- Even for early readers, word analysis can help with reading short words with multiple syllables. A student who is able to read the word *done* and familiar with the prefix *re* would use word analysis skills to decode the word *redone*.
- Students who are struggling with word analysis may need an adjustment in the pacing of instruction and further opportunities to practice with common prefixes, suffixes, and roots. These students could use small-group instruction to play word games that mix and match affixes and roots or review the meanings of these common word parts with the teacher.

Word Identification & Phonics

Texas PreKindergarten Guidelines and TEKS - Phonics

Phonics is a method of teaching the reading and writing of an alphabetic language.

Skills related to phonics that are expected in each grade according to the **Texas Prekindergarten Guidelines** and **TEKS for English Language Arts and Reading (ELAR)**.

Grade	Skill
Pre-K	• demonstrate growing understanding of sounds and intonation of language • recognize and name letters and sounds
Kindergarten	• identify and match the common sounds that letters represent • use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words • recognize that new words are created when letters are changed, added, or deleted • identify and read at least 25 high-frequency words
Grade 1	Decode words: • in isolation and in context by applying common letter-sound correspondences • with initial and final consonant blends, digraphs, and trigraphs • with closed syllables; open syllables; VCe syllables; vowel teams (e.g. vowel digraphs and diphthongs); and r-controlled syllables • with inflectional endings, including -ed, -s, and -es • common compound words and contractions (using knowledge of base words) • identify and read at least 100 high-frequency words
Grade 2	Decode words:

- with short, long, or variant vowels, trigraphs, and blends
- with silent letters
- with final stable syllables (multisyllabic words)
- compound words, contractions, and common abbreviations
- using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV
- with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est

Grade 3

Decode words:

- with multiple sound-spelling patterns such as eigh, ough, and en
- using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts
- using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants

****Focus on grades
Pre-k to 3rd****

Grade 4

Decode words:

- with specific orthographic patterns and rules, including regular and irregular plurals
- using advanced knowledge of syllable division patterns such as VV

Grade 5

Decode words:

- with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician
- using advanced knowledge of the influence of prefixes and suffixes on base words

Teaching Phonics

Phonics instruction connects the sounds in language (**phonemes**) to their written symbols (**graphemes**). These phonics skills are used to **decode** words when reading and to **encode** words when writing.

Phonics knowledge helps students improve their reading and spelling skills.

Systematic phonics instruction is most effective when introduced at an early age. It has been found to be more helpful than non-systematic instruction or no phonics instruction in a number of ways:

- improves students' word recognition and spelling
- enhances students' reading comprehension
- provides value to students from all backgrounds
- provides additional value for at-risk students by preventing reading difficulties

✧ Phonics Patterns ✧

Once students know single letter consonant and vowel sounds, more advanced phonics patterns can be introduced. These **phonics patterns should be directly taught in order** to prepare students to decode and encode words that contain these sounds. Here are some common ones to be familiar with:

Phonics Concept	Description	Some Examples	Example Words
Consonant Blends (beginning or ending)	Two or more consonants that blend together when decoded, but with each retaining its own sound	bl, cl, fl, gl, pl, br, cr, dr, fr, gr, pr, tr, sk, sl, sm, sn, sp, st, str, spr, sw, tw, st, sp, sk, ct, ft, pt, lt, rk, ld, rd, mp, nt, nk, lf, lp	blue, clock, flag, glad, play, brick, crawl, dragon, free, press, straw, spring, post, wasp, desk, respect, shift, wept, welt, park, sold, word, stomp, bent, wink, shelf, help
Consonant Digraphs	Two consonants that make a single consonant sound when together in a word	sh, ch, th, wh, kn, wr, ph, mb	shine, wish, chew, three, whale, knee, write, phone, lamb
Silent e	A vowel is followed by a consonant and then a silent <i>e</i> at the end of the word that makes the vowel have its long sound	a_e, e_e, i_e, o_e, u_e	bake, theme, lime, hope, cute
Vowel Digraphs	Two vowels that make a single vowel sound when together in a word, also known as "vowel teams"	ai, ay, au, ee, ea, ey, ie, ou, oi, oy	paint, play, deep, bread, piece, dough
Diphthongs	One vowel sound made by the combination of two vowel sounds; words with diphthongs require a glide between the two sounds	au, aw, oy, oi, ou, ow, oo	fault, fawn, boy, point, south, wow
R-Controlled Vowels	A vowel followed by the letter <i>r</i> when the <i>r</i> dictates how the vowel is pronounced; the vowel will not make its normal short or long sound	ar, er, or, ir, ur	car, tiger, fork, stir, burn
Inflectional Endings	A suffix added to a word that changes its grammatical function,	-ed, -er, -est, -ing, -s	talked, smaller, biggest, sliding, markers

but does not change its meaning

Notes:

Digraphs - two *letters* that make one sound.

Diphthongs - unique vowel sounds. One sound? For example, in coin the *o* and *i* come together to make a sound unlike short or long *o* or *i*. The sound is a diphthong; the letters are a digraph. The same vowel combination can be considered both a vowel digraph and a vowel diphthong.

Di- means *two* and *graph* means *letter*, so *digraph* means *two letters*. If you remember that *tri-* means *three*, you can determine that *trigraph* means *three letters*.

Instructional Strategies- Phonics

Strategies that can be used to enhance students' abilities:

- **Read and Write**
 - Provide opportunities for children to read from high-interest texts that include many words that adhere to taught rules of sound-letter relationships.
 - Encourage students to use newly-acquired phonics skills in their writing.
- **Word Building Activities**
 - Students make words focusing on a specific phonics pattern using a variety of materials, such as letter cards, tiles or blocks.
 - This is a great way to work with **word families**. When students know word families, the number of words they can decode and encode increases greatly.



Phonics and Word Analysis for English Language Learners

Before teachers can begin phonics instruction with ELLs, they must ensure that the students have the basic **phonemic awareness** skills they need to perceive individual sounds in words.

ELLs need to know the sounds of letters and letter combinations to decode words as they read and to write.

Letter-sound correspondence in English is inconsistent (**deep orthography**), and some English sounds do not exist in English learners' native languages. It is common for ELLs to struggle with certain phonics elements, such as **consonant digraphs** (two consonants together in words that make a distinct consonant sound, such as *th*), and English vowel sounds, especially **diphthongs** and differences between long and short vowels. Spanish, for example, doesn't distinguish between short and long vowel sounds, as English does.

Additionally, **inflectional suffixes** in English can cause confusion for ELLs. It is common for ELLs to drop inflectional endings or forget to alter the pronunciation of some root words when an inflectional ending is added. Explicitly teaching students the rules for the different -ed sounds (/d/, /t/ or /id/) can be helpful.

Explicit instruction in phonics can help students better understand some of the relationships between written letters and spoken sounds. **Some strategies used by teachers include:**

- emphasizing letters that may have different pronunciations in English than in the students' native language
- grouping words that contain similar sound patterns, using charts and word banks to categorize words according to similar patterns
- practicing concepts (like letter recognition, pronunciation of specific sounds, and inflectional endings) in context using content material
- providing visual representations to help with identification and understanding of vocabulary
- clarifying and reviewing the meanings of new words as they are introduced

Some phonics skills can **transfer** from one language to another, thus making it easier for students to learn to read in English if they can read in their native language.

ELLs should be taught **word analysis**, which is how to break words down into their smallest units of meaning, **morphemes**. Explicit instruction in the use of roots and affixes can help students improve their vocabulary (and reading) comprehension, pronunciation and spelling. Teachers can use **cognates** to help ELLs to decipher unfamiliar prefixes, suffixes, and root words.

Decoding Skills Development

Decoding is the ability to use letter/sound relationships to read words. The process involves seeing a word, making a connection between the letters and sounds, and blending the sounds together. Students need to practice segmenting **phonemes**, chunking words into manageable parts, and blending them back together.

- /s/ /u/ /n/ *sun* for segmenting and blending
- /sun/ /set/ *sunset* for chunking and blending

This process is also commonly known as "sounding out words."

Decoding Skill Progression (simple to complex)

	Example Words	Learning Process
Monosyllabic Words		
CVC	cat, bed, mop	-Identify individual phonemes and blend together -Closed syllable pattern
CCVC CVCC	trip, shut, chat desk, mesh, bent	-Practice consonant blending -Identify unique digraph sounds at the beginning or end of words
CVCe	bake, line, robe	-Practice long vowel sounds -Silent-E and its influence on vowels
CVVC Vowel Digraphs/Teams Vowel Diphthongs	moat, soon, team soil, hawk, down	-Identify and isolate unique digraph and diphthong sounds
Multisyllabic Words	kitten, together, about, photosynthesis	-Identify individual syllables and the type of syllables used -Practice breaking words into unique syllables -Apply previously learned decoding skills and rules -Recognize morphemes and affixes

Students benefit from learning decoding skills in a systematic, simple-to-complex progression.

Assessment - Phonics and Word Analysis

Teachers should **continuously assess** students' **phonics and word analysis** skills to inform their instruction.

When students use **phonics** or **graphophonemic** skills, they use their knowledge of letter/sound relationships to decode and encode words.

When students use **word analysis** skills, they break down more complicated, multisyllabic words. This can be useful as a decoding tool and can help to determine word meaning.

Teachers can assess these skills by listening to students read, observing, and making notes. Teachers may record errors in pronunciation phonetically (how they sound) or use the short vowel symbol ̴short or long vowel symbol ̵ to indicate how the vowel was pronounced. A variety of tools can be used for phonics and word **analysis assessment**:

- **Nonsense/pseudoword assessments**
 - Students read words that are not really part of the English language. The idea behind this type of assessment is that students should be able to accurately decode nonsense words like *brillig* or *rechnering* based on their phonics knowledge and word analysis skills.
- **Connected text**
 - Students read multiple sentences that relate to each other, such as a reading passage or book.
- **Word list**
 - Students read words in isolation off a list.

Gaps in phonics knowledge can also be observed through students' writing.

Intervention - Phonics Knowledge and Skills

Challenges related to specific letter sounds, or short and long vowel sounds, are typically easily identified. However, when a student is struggling with specific syllable types or letter combinations, a teacher can listen to the student read aloud or examine their writing in order to diagnose the problem.

For example, if a student reads a paragraph aloud and struggles with the words *rake*, *tale*, *time*, and *smile*, the teacher will know to plan intervention instruction related to vowel-consonant-e words.

Supporting Needs

Here are some common struggles in the areas of phonics and word analysis and ways to support them:

Student Needs	Evidence You May See	Instructional Strategies
---------------	----------------------	--------------------------

Phonics support

Students do not associate the correct sound with letter or letter combination

- Word sorts

- Direct phonics instruction

Examples - mispronouncing consonant sounds, vowel sounds (short or long), blends, or digraphs

- Chants and read alouds (students must be able to SEE the words for phonics practice, not just hear the sounds)

Decoding multisyllabic words

Students pronounce only part of a multisyllabic word correctly

- Teach students syllabication and the 6 syllable types (open, closed, vowel digraph/diphthong, r-controlled, VCe, final -le)

Decoding multisyllabic words with roots and affixes

Students leave off or mispronounce prefixes or suffixes in words

- Review morphology (word formation) and proper pronunciation

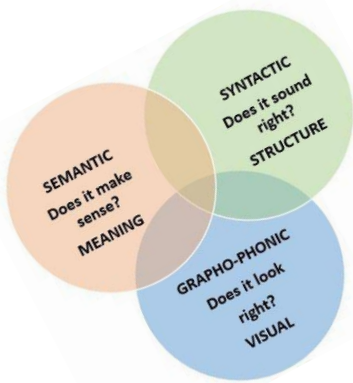
Example assessment and how a teacher would analyze it to guide future instruction:

Word List	Student Response	Word List	Student Response
spine	[sp-ī-n]	crime	✓
candle	✓	make	✓
time	[t-ī-m]	bite	[b-ī-t]
camp	✓	spill	✓
went	✓	will	[w- ī - l]

Following this word list reading assessment, it is likely that the teacher will provide the student with direct instruction on **short and long vowel sounds**. The student specifically struggled on words containing **the vowel-consonant-e** pattern, and overall with **short and long sounds for the letter i**. It is important to note that the student appears to default to the short i sound in all cases where it results in a recognizable word. For example, when reading the word *spine*, the student decoded it as *spin*. Alternatively, the student correctly decoded the word *crime*. This does not mean the other miscues were flukes, but more likely that the student did not recognize *crim* as a word. The student does appear to understand that the ending *e* is silent, but he or she is struggling to apply the correct sound to the letter *i*.

Sight Words vs Decodable Words

- **Sight words** are words that students are expected to know without decoding. When a word is very common but isn't decodable, memorization (recognizing it by sight) stops the word from inhibiting student progression through a text.
 - o Examples: *some, was, what*



- **High-frequency words** are words that may or may not be decodable but appear in text so often that it is best for students to know them by sight instead of decoding them repeatedly.

- o Examples for a beginning-of-year first-grader: *know, fly, went*

- **Decodable words** are words that students are expected to need to decode. They follow the regular letter/sound correspondence rules, so students can decode them.

- o Examples for a beginning-of-year first-grader: *sit, dog, on*

Some decodable words are introduced as sight words because they are high frequency and the associated phonics rule has not yet been taught.

As students become stronger readers, they start to recognize many decodable words by sight. So, their sight word list grows.

Sight word - cannot be decoded, must be memorized

High-frequency word - appears often in grade-level text, may or may not be decodable

Decodable word - student can read using learned phonics skills

Word Identification Skills

There are several strategies readers can use to identify a written word. Some strategies involve **decoding**, which is the ability to use knowledge of **letter-sound relationships** (including groups of letters) to correctly pronounce words.

- **Phonics** - understanding the relationship between letters and sounds
 - o *applying the knowledge the 'sh' makes the /sh/ sound to decode the word "ship"*
- **Structural/Morphemic Analysis** - using knowledge of word parts (morphemes)
 - o *breaking up the word "redo" into its prefix "re" and its root, "do," to decode the word "redo"*
- **Sight Words** - recognizing a word without decoding
 - o *who, of, you, they, etc.*

Some words are introduced as sight words because they:

- Do not follow the standard rules of phonics and cannot be decoded
 - Appear often in text and are known as high-frequency words
 - Fall into both of the above categories
 - The phonics rule needed for decoding hasn't been introduced yet
- **Contextual Analysis** - using surrounding information in a text to help determine a word

Cueing Systems in Reading

When readers come to an unknown word, they pull from three different cueing systems to make sense of it.

- The **semantic cueing system** draws on cues for meaning.
 - o The prompt, "Does that make sense?" can be used.
 - o In the following example, the reader can use their background knowledge and context clues, both in the text and picture, to determine *bamboo* as the unknown word.



This panda is **climbing** the tree with skill.

- The **syntactic cueing system** draws on structural cues.
 - o The prompt, "Does that sound right?" can be used.
 - o In the following example, the reader can use their knowledge of the English language to read the unknown word climbing. "This panda is climb the tree with skill" or "This panda is climbed the tree with skill" do not sound right. It's important to note that the reader's level of English language proficiency will affect their syntactic cueing system.



Pandas spend their days eating bamboo.

- The **graphophonic cueing system** draws on visual cues.
 - o The prompt, "Does that look right?" can be used.
 - o In the following example, imagine the reader initially reads it as "Pandas can summersault and roll to move from place to place faster." They can be prompted to use their knowledge of letter-sound correspondence to determine that summersault is not what is printed on the page, and ideally self-correct to "Pandas can tumble and roll to move from place to place faster."



Pandas can **tumble** and roll to move from place to place faster.

Readers use semantic, syntactic, and graphophonic cues to make sure their reading makes sense, sounds right, and looks right. Using these cueing systems to determine unknown words ultimately helps students read for meaning, which sets them up for comprehension success.

Types of Phonics Instruction

Phonics instruction can occur explicitly, through the study of phonemes and spelling patterns, or implicitly, through the introduction to new phonic elements while reading or encountering new words and sounds authentically.

There are a variety of phonics approaches to use in the classroom to meet the needs of different learners.

- **Synthetic Phonics Approach**
 - o Phonics instruction is systematic, sound/spelling relationships are taught explicit, meaning instruction is direct.
 - o Students learn to make letters and combinations of letters into sounds and blend those sounds together to form words.
 - o Practice materials, such as decodable text, are provided so students have the opportunity to practice learned phonics rules in context.
- **Analogy-Based Phonics Approach**
 - o Students learn to use a rime (phonogram) in a familiar word to read an unfamiliar word with the same rime.
 - o Unfamiliar word is decoded by blending the shared rime with the new onset.
 - o For example, if students are unfamiliar with the word *track* the teacher can introduce the rime *-ack* in the familiar word *back* and then point out that *track* and *back* both contain *ack*. The teacher would then prompt students to blend *-ack* with the onset *tr* to read *track*.
- **Analytic Phonics Approach**
 - o Instruction begins by identifying a familiar word. The teacher then introduces a sound/spelling relationship within the familiar word.

- o For example, the teacher could begin with the familiar word *sit* and bring the medial sound /i/ to the students' attention. The teacher would then show students additional words with the same medial sound such as *lip*, *bib*, and *fin*, and ask them to read the whole words aloud.

• **Embedded Phonics Approach**

- o Instruction is embedded within authentic literacy experiences. This means rules of phonics are introduced informally as students come across them in their reading and writing.
- o Instruction is focused on word-solving skills, meaning students are taught to use context, illustrations, and familiar word parts, including the first and last letters of words to identify unfamiliar words.

No matter which approach or combination of approaches is used in the classroom, phonics instruction is one beneficial component of a comprehensive reading program.

A solid foundation in phonics sets students up for future reading success.

Word Formation

Roots & Affixes

Morphemes are categorized as **roots** and **affixes**.

- Roots are the bases to which affixes may be attached. They provide the core meaning of a word.
 - o A root may be **free**, meaning it can stand alone as its own word or **bound**, meaning it cannot stand alone.
 - Examples of roots that can stand alone include those derived from the Anglo-Saxon language. Examples include:
 - help
 - love
 - friend
 - Examples of roots that cannot stand alone include Greek and Latin. Examples include:
 - geo (Greek), meaning *earth*, which can be found in words such as *geography* and *geology*
 - omni (Latin), meaning *all*, which is part of words like *omniscient* and *omnivore*
- Affixes are morphemes that can be attached to roots to modify them in some way. An **affix cannot stand alone** as its own word.
 - o Affixes can be categorized as prefixes and suffixes.
 - A prefix comes before the root of a word. Examples include:
 - un-
 - re-
 - dis-
 - A suffix comes after the root of a word. Examples include:
 - -ed

- -ful
- -ing

★ Derivational and Inflectional Affixes ★

- **Derivational Affix** - alters the meaning or part of speech of a word
 - o when the prefix *re-* is added to *do* to form *redo*, it changes the meaning to "to do again"
 - o when the suffix *-ful* is added to the noun *joy*, it becomes the adjective *joyful*
- **Inflectional Affix** - alters the form of the word; typically does not change the part of speech
 - o *loud*, *louder*, and *loudest* can all be used as either adjectives or adverbs
 - o *jump*, *jumps*, *jumped*, and *jumping* are all verbs, but they are in different **tenses**

**Derivational affixes can be prefixes and suffixes, while inflectional affixes are usually only suffixes in the English language.

Compound Words

Compound words are two complete words that have joined together as one word with a new meaning.

For example: bed+time= bedtime

The meaning of each of the individual words can be analyzed in order to understand the meaning of the new compound word. In the example above, bedtime is the time for bed.

Types of Syllables

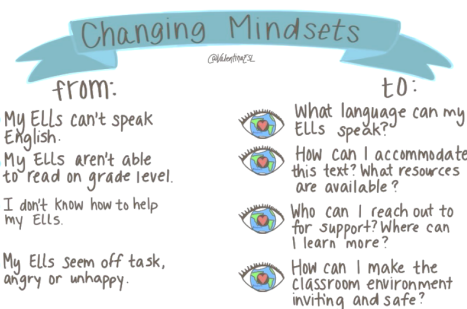
There are six types of **syllables** in the English language. Each type of syllable affects the pronunciation of a word, and knowing them will improve student decoding and encoding.

- **Closed** - syllable that has a short vowel sound spelled with one vowel letter and ends in one or more consonants; this is the most common spelling unit in English and accounts for almost 50% out of all the total syllables found in text
 - o *hot*, *help*, *ad-mit*, *bas-ket*
- **Open** - syllable spelled with a single vowel letter that ends with its long vowel sound
 - o *me*, *a-gent*, *ro-bot*, *re-act*
- **Vowel-Consonant-e (VCe)**- syllable with a long vowel sound made from one vowel + one consonant + silent e
 - o *name*, *nice*, *com-plete*, *trom-bone*
- **Vowel Team (Digraphs and Diphthongs)** - syllable with a long, short, or unique vowel sound that uses 2-4 letters to spell the vowel sound
 - o *south*, *taught*, *aw-ful*, *team-mate*
- **Final Stable** - syllable made with a consonant + l + silent e
 - o *bu-gle*, *can-dle*, *cir-cle*, *tram-ple*

- **R-Controlled** - syllable with a vowel followed by the letter r; the r changes the way the vowel is pronounced
 - o stir, gui-tar, mo-ther, or-ange

Asset-Based Approach to Education

An **asset-based** (or strengths-based) **approach** to education builds learning around a student's strengths and existing knowledge, rather than focusing on what they lack. The asset-based approach views diversity in thought, culture, and traits as positive assets that should be valued. This contrasts with the more traditional, **deficit-based approach**, which focuses on students' shortcomings.



Texas Essential Knowledge and Skills – Reading

Kindergarten

- Identifies and produces rhyming words
- Identifies upper-case and lower-case letters
- Identifies and matches the common sounds that letters represent
- Recognizes that new words are created when letters are changed, added, or deleted
- Identifies, spells, and reads at least 25 high-frequency words
- Understands print directionality
- Demonstrates basic comprehension skills of texts read aloud (e.g. Identifies main characters, makes predictions and inferences, synthesizes information, evaluates details, etc.)

Grade 1

- Sounds out new words
- Identifies, spells, and reads at least 100 high-frequency words
- Demonstrates basic comprehension skills (e.g. makes connections, establishes purpose for reading, etc.)
- Recognizes organizational pattern/structure of texts (e.g. chronological order)

Grade 2

- Decodes words with silent letters, short and long vowels, multisyllabic words, compound words, etc.
- Fixes mistakes while reading
- Uses context to determine the meaning of a word
- Reads grade-level text independently with fluency and comprehension
- Identifies plot, main idea, and characters
- Synthesizes information to create new understanding
- Recognizes characteristics and structures of informational and persuasive texts, narratives, and simple poetry
- Understands the use of descriptive, literal, and figurative language

Grade 3

- Understands roots, suffixes, and prefixes
 - Decodes multiple-syllabic words with multiple sound-spelling patterns
 - Predicts what will happen next
 - Uses context within and beyond a sentence to determine the meaning of a word
 - Analyzes basic plot elements, infers more advanced themes, compares and contrasts stories, explains relationships among characters, and understands the influence of setting on plot
 - Recognizes characteristics of argumentative texts
 - Understands literary techniques including similes, onomatopoeia, and hyperboles
-

****Focus on grades
Pre-k to 3rd****

Grade 4

- Decodes words with specific rules
- Understands homophones
- Follows written directions
- Uses references and prior knowledge to learn new words
- Paraphrases
- Analyzes more advanced plot elements (e.g. rising and falling action)
- Identifies author's purpose and style choices
- Understands literary techniques including metaphor and personification
- Recognizes characteristics of multimodal and digital texts

Grade 5

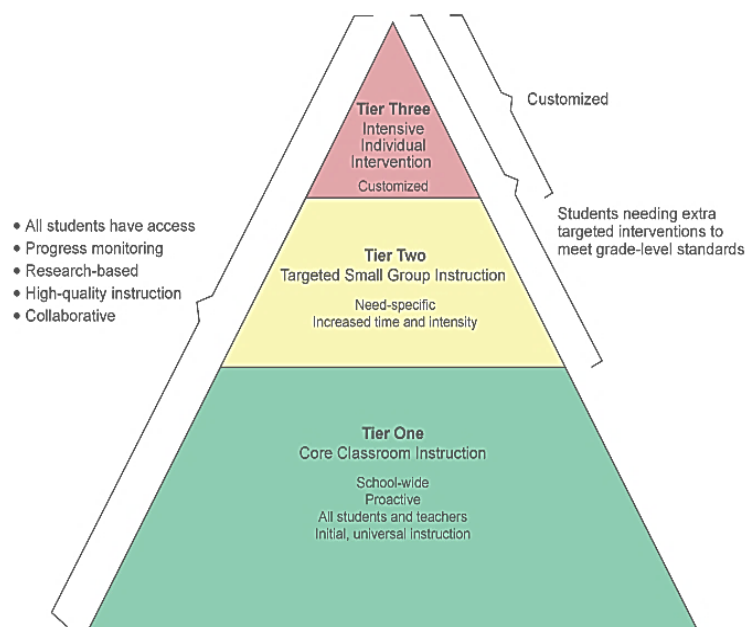
- Reads different genres fluently
- Identifies most important information in text

Response to Intervention (RtI)

Response to Intervention (RtI) is a research-based instructional intervention process used in general education classrooms to monitor and measure student progress. The goal of RtI is to preemptively identify struggling students and give them the support that they need. It is a systematic process for students who are experiencing learning and behavior difficulties and may not meet the grade-level achievement standards.

The RtI process includes the following foundational elements:

- High-quality, research-based classroom instruction
- Ongoing progress monitoring
- Frequent communication with parents
- Tiered instruction based on a three-tier model as described and depicted below.



Three-Tiered Model

Tier 1 The first step in the RtI process is an assessment of all students in a class to determine

which students need **instructional interventions**, additional focus on a specific skill in an effort to improve it. The teacher can then use **differentiated instruction** during class time to tailor their teaching approach to meet student needs. This is all part of Tier 1.

Tier 2 If students need more targeted help, the teacher will introduce small groups to work on specific skills. These Tier 2 interventions take place a few times a week during electives or enrichment activities so that students don't miss out on class time.

Tier 3 This is the smallest group of students as they require instruction that is extremely individualized, either one-on-one or in very small groups. If the student doesn't make progress in Tier 3, it's likely that he/she will need to be evaluated for Special Education services.

Running Records

One of the most effective ways for teachers to help their students make gains in reading level is by listening to them read aloud. Teachers can make notes and analyze their findings to identify strengths and weaknesses. They can then use this data to guide future reading instruction.

Running records (sometimes also referred to as oral fluency assessments, fluency probes, or miscue analysis) are used to document student behaviors and errors while reading a text. The behaviors and errors that teachers document are known as **miscues**. To administer a running record, the teacher has a copy of the same text that the student is given to read. The student reads the text aloud while the teacher makes notes about miscues. The notes are usually documented using symbols from a key so the teacher can make them quickly.

It is important for the teacher to consider what types of miscues a student makes so they can be used to guide instruction. Here are some examples of the types of miscues teachers record while conducting a running record:

- **Repetition:** when the reader repeats a word or group of words in the text
- **Pause:** when the reader pauses either before or in the middle of a word
- **Self-correction:** when the reader recognizes and corrects an error
- **Substitution:** when the reader replaces the word in the text with a different word
- **Insertion:** when the reader adds a word or group of words to the text
- **Omission:** when the reader skips over a word or group of words in the text

A running record can provide a wide breadth of information to the teacher. By analyzing the miscues, teachers can spot issues with fluency or specific word identification skills and plan targeted instruction to help students make gains in their reading.

Example of a running record marked with student miscues:

Camping

Is there anything as ^{peace|ful} peaceful as spending a ^{qui|et} quiet night out in the woods? I
look ^{for|ward} forward to a ^{trips} camping trip each summer with my family and a few
friends. My favorite part is ^{sitt|ing} sitting around a campfire to share stories and
roast marshmallows.

If you have never been camping before, you will need a tent, ^{flash|light} a flashlight,
food and drinks, bug spray, and ^{stuff} supplies to start a fire. Be on the lookout
for ^{wild|life} wildlife! Some creatures that you may find while camping can be
dangerous. With a little bit of ^{plans} planning, camping can be a ^{relax|} relaxing and fun
^{explor|ing} exploring experience for the whole family!

Key: ○ omission | short pause ← repetition © self-correction

^ insertion || long pause cat substitution
dog

Stages of Word Recognition

Listening to students read words aloud from a word list can help the teacher determine the student's stage of word recognition. **Word lists** will specifically require students to read the words without the help of context from a sentence or story, an important factor in determining their stage of word recognition.

Students move through these stages as they acquire **alphabetic knowledge** and use it to read. Early childhood teachers will need to identify their students' stage in order to plan and implement reading instruction because the stages require different types of instruction and practice.

Pre-Alphabetic Stage - have no working knowledge of the alphabetic system. When these students read words, their reading is based solely on recognition and memorization. For example, students may say "Target" when they see the recognizable logo as they pass the store.

These students require direct instruction on letter/sound relationships and are likely to need practice with foundational reading skills, such as phonemic awareness, print concepts, etc. Also, consider using books that retell familiar nursery rhymes to help students in this stage connect the words in the memorized rhymes to text represented on the page.

Partial-Alphabetic Stage - Students have some working knowledge of the alphabetic system. They combine their limited alphabetic knowledge with context clues when attempting to read. For example, a student may see an illustration and the letter 'd' at the beginning of a word in a book about farm animals and say "duck."

These students will also benefit from predictable, repetitive text, specifically the types of books that repeat the same sentence or phrases but do have one or two-word variations from page to page. The students will be able to use their limited alphabetic knowledge along with context from pictures to read new words.

Full-Alphabetic Stage - Students have a full working knowledge of the alphabetic system. They are able to use their understanding of letter-sound correspondence to decode unfamiliar words letter-by-letter. For example, a student may come across "plan" when reading and sound it out "p-l-a-n." Students' sight word knowledge has also increased and is used while reading. These students should be reading books with simple, recognizable syllable patterns to reinforce their decoding skills. This type of practice will increase their automaticity by moving them from sounding out each word to sight recognition and whole-word reading.

Consolidated-Alphabetic Stage - Students read by using memorized letter chunks, affixes, and syllables to read words.

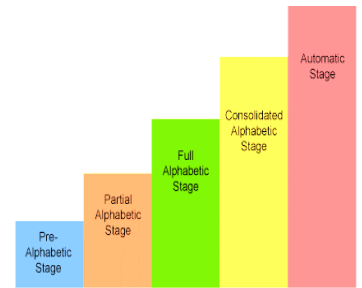
These students should be reading books that contain longer, multi-syllable words. Their improved ability to use structural analysis will help with these more complex words.

Automatic Stage - Students at this stage are largely no longer consciously breaking down or decoding most words. Their ability to read whole words has increased, but when faced with unfamiliar words, they are able to fall back on their various decoding strategies and context clues to decipher the word's pronunciation and/or meaning. Students at this stage are able to read fluently and with greater comprehension because their focus shifts more toward the meaning of the text as a whole and less on individual words.

Process of Learning-Spelling

There are the 5 stages of spelling development:

1. **Precommunicative spelling** - A child uses letters from the alphabet to represent words without demonstrating knowledge of letter-sound correspondence. The words appear as random strings of letters.



2. **Semiphonetic spelling** - Some knowledge of letter-sound correspondence is apparent in a child's attempt to spell. It is common to see **single letters used to represent whole words, syllables, or sounds** in which multiple letters are conventionally used.
3. **Phonetic spelling** - A child uses **a letter or group of letters to represent every sound heard in a word**. Spelling choices still may not be conventional, but they are easily understood through the lens of letter-sound correspondence.
4. **Transitional spelling** - A child moves from depending solely on knowledge of letter-sound correspondence to **incorporating knowledge of word structure and common visual representations of words in their spelling as well**. More conventional spelling is present in the child's writing, but misspellings are still common and frequent.
5. **Conventional spelling** - A child applies knowledge of letter-sound relationships, general spelling rules, and morphology in their spelling. The child is better able to recognize misspellings, and the spelling in their writing is generally correct.



Student: I lik twu red at skwul.
Teacher: I like to read at school.



Student: I am feeding girafes lettuce at the zoo.
Teacher: I am feeding giraffes lettuce at the zoo.

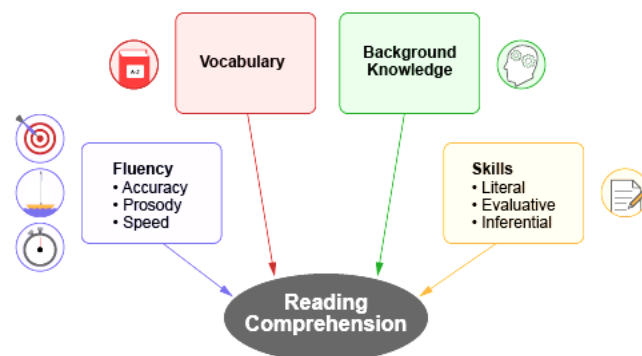


Student: I kicked the ball hard
at my soccer game.

It's important to note that a child's progress through the stages of spelling development is gradual. It is common for a child to exhibit characteristics from more than one stage within a writing sample. However, being familiar with the defining characteristics of each stage will help you pinpoint the most accurate one if asked to do so on your exam. Spelling development unfolds in a predictable order. Students move through the precommunicative, semiphonetic, phonetic, transitional, and conventional stages of spelling development.

Reading Comprehension

Reading comprehension is composed of these factors and lays the foundation for additional skills students need to fully understand and analyze what they read.



Levels of Comprehension

There are different levels of comprehension a

1. Literal (Reading the lines)
2. Inferential (Reading between the lines)
3. Critical (Reading beyond the lines)



reader can demonstrate in relation to a text. These different levels work together to allow for a deeper understanding of the text. It is important for teachers to actively develop skills on all levels of comprehension.

The following lists provide examples of some, not all, skills

associated with different levels.

Literal comprehension - Readers understand the facts from the text.

- Identifying the stated main idea
- Recalling details
- Identifying point of view

Literal comprehension is the simplest form of comprehension, but it is a necessary step for developing inferential or evaluative comprehension.

Inferential comprehension - Readers can infer or understand parts of what has been read without it being stated explicitly.

- Drawing conclusions
- Inferring cause-and-effect relationships
- Determining morals, lessons, and themes
- Making predictions

Evaluative comprehension - Readers evaluate or analyze the text through questioning.

- Analyzing character development
- Evaluating word choice
- Detecting faulty reasoning
- Explaining point of view

Metacognition, thinking about one's own thinking, is an essential component of active reading. Instruction in metacognition can help set students up for success with reading comprehension, which is understanding what they read.

- Metacognition often comes up on exams. It's commonly associated with ensuring students are actively engaged and monitoring their comprehension of the content.

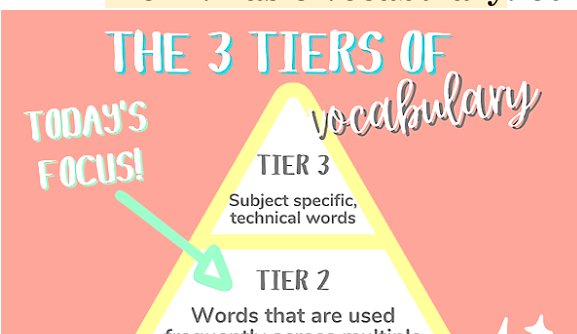
Relationships Among Words

- **Synonyms** - words with the same or a similar meaning
 - *angry/mad/furious*
 - *bad/evil/immoral/tainted*
 - *fast/quick/rapid*
- **Antonyms** - words with the opposite meanings
 - *hot/cold*
 - *big/little*
- **Homographs** - words that have the same spelling as another word but have different meaning
 - (verb) *tired* meaning fatigue / (noun) *tire* meaning the rubber around a wheel of an automobile
- **Homophones** - words that are pronounced the same as another word but have a different meaning and/or spelling
 - *carat/carrot/caret*
 - *to/too/two*
- **Analogies** - compare two things that are usually thought of as different but have something in common
 - *hand is to glove as foot is to sock*
 - *cold is to hot as wet is to dry*

Semantic mapping is a flexible activity to build connections between words. One word or concept is visually related to other words through the use of a graphic organizer.

Tiers of Vocabulary

- **Tier 1: Basic Vocabulary:** Common words that are already familiar to students when they enter school. These words do not need to be taught in a classroom setting. Examples: ball, shoe, run, stop



- **Tier 2: High-Frequency Academic Words:** Words that students will encounter frequently

in multiple content areas. Many of these are process words that commonly appear in assessments. Examples: describe, explain, analyze, evaluate

- **Tier 3: Low-Frequency, Domain-Specific Words:** Academic words that are specific to a particular content area or discipline. These are words that would appear in a subject-specific textbook or in the glossary of an informational text. Examples: photosynthesis, catalyst, division, square root, economy, politics

Measuring Complexity

Three-Part Model

1) **Qualitative measures:** Aspects of a text that can only be measured by a reader. These include the complexity of:

- meaning or purpose
- structure
- language conventionality and clarity
- knowledge demands

2) **Quantitative measures:** Aspects of a text that are too hard for a reader to measure. These are typically measured by computer software. These include the complexity of:

- word length
- frequency of difficult words
- sentence length
- text cohesion

3) **Reader and task considerations:** Aspects of reading a text that relate to the reader or the reader's purpose in reading the text. These considerations are determined and measured by teachers based on their professional judgement, knowledge of their students, and knowledge of the subject.

Reader considerations include:

- motivation
- knowledge
- experiences

Task considerations include:

- the complexity of the assignment related to the reading
- questions asked about the reading

All three (qualitative, quantitative, and reader/task) of the elements should be considered when determining text complexity and appropriateness.

Vocab

Receptive language skills: listening and reading skills

Print awareness:

Syntax: Grammatical errors

Pragmatics: appropriate use of language

Morphology: ability to apply rules to word structure and formation.

Semantics: meaning

Orthography: conventions of proper spelling

Schema Development: Connect background knowledge

Word Consciousness: meant to be driven by student curiosity and to encourage intrinsically motivated word exploration.

Decoding: Reading/ letter-sound relationship

Dolch List: used for high-frequency word instruction

Embedded Phonics: focus on using the initial letter sound, while also using context clues to make an educated guess of the word.

Analogy-based phonics: focuses on whole words and onset rimes

Structural analysis: breaking the word down into the smallest base to determine meaning.

Consonant blends: 2+ consonants that blend together, each retain their own sound.

Consonant digraphs: 2+ consonants that blend together to form one sound.

Dysgraphia: “Messy handwriting”

Matthew Effect: good readers read more, causing them to become even better readers.

Conversely, poor readers shy away from reading, which has a negative impact on their growth in reading ability

Asset-Based Approach: Focuses on students’ strengths and diversities

Inflectional: changes tense, number, or intensity

Derivational: changes meaning, new word derives from old

Constructed Response Question (CRQ)

Worth: 20% of exam

Recommended time: 1.5 hrs

This will be a case study portion, where the student has one issue in each of the two areas:

1. **Foundational Reading Skills** (e.g., phonemic awareness skills, phonics skills, recognition of high-frequency words, syllabication skills, morphemic analysis skills, automaticity, reading fluency (accuracy, rate, and prosody))
2. **Reading Comprehension** (e.g., vocabulary knowledge; knowledge of sentence and grammatical structures; application of literal, inferential, or evaluative comprehension skills; use of comprehension strategies; application of text analysis skills to a literary or informational text)

****Make sure to cite and talk about 1 weakness in each of the categories above****

The essay/ answer should look like:

- ☐ Paragraph 1: Start by describing the student’s strengths, and the exhibits in which it was mentioned. Cite and identify weakness in Reading skills
- ☐ Paragraph 2: describe appropriate instructional strategy, step by step
- ☐ Paragraph 3: Cite & identify weakness in Reading Comprehension
- ☐ Paragraph 4: describe appropriate instructional strategy
- ☐ Paragraph 5: explain why each of the strategies would be effective to address each of the weaknesses.

****Make sure to use/cite all 4 exhibits in written response****

Exhibits include:

- Introduction

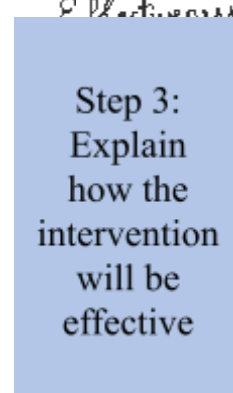
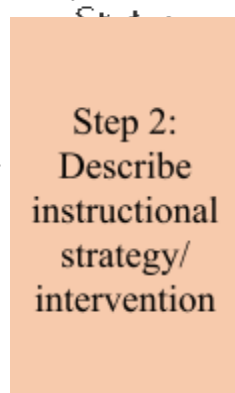
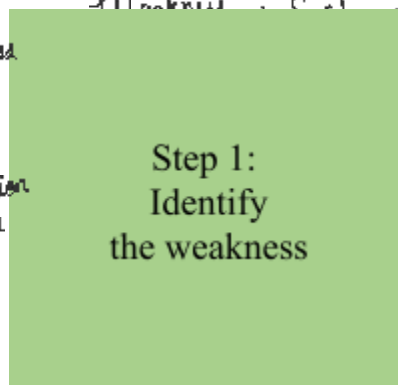
Be sure to:

- ✓ Mention the TEKS
- ✓ Use all exhibits.
- ✓ Use transition

- Word-Reading Assessment
- Passage-Reading Assessment
- Fluency Data
- Comprehension Assessment

Strategy:

Handwritten notes:
Fluency
W
Comprehension
Weakness



Strategy

1. Study the case & decide on the two weaknesses
 - Make sure that you are going over it quickly but spent most of the time identifying the weaknesses

2. Sketch: create a three-column list for the two weaknesses

- Evidence
- Strategies
- Effectiveness

	Issue	Evidence	Strategies	Effectiveness
Foundational		1. _____ 2. _____ 3. _____		
Reading Comprehension		4. _____		

3. Review: ensure all exhibits are used

4. Outline: use the list to write on outline into response box, then fill in.

5. Write out the essay, filling into the outline

6. Check your essay carefully for each task and exhibit. Make sure that you also mention the TEKS

	Issue	Evidence	Strategies	Effectiveness
Foundational	P1		P2	P5
Reading Comprehension	P3		P4	
	TASK 1		TASK 2	TASK 3

Sample Outline

1. Identify a foundational reading weakness
 - o Describe one strength based on exhibits & provide evidence.
 - o Describe a student weakness (issue) based on the related exhibits:
 - o Provide evidence:
2. Identify how to address the student's foundational reading weakness
 - o Describe the strategy to best address the weakness:
 - o Take the reader step-by-step through how the strategy should be implemented:
3. Identify a reading comprehension weakness
 - o Describe a student weakness (issue) based on the related exhibits (generally the conversation with the teacher):
 - o Provide evidence:
4. Identify how to address the student's reading comprehension weakness
 - o Describe the strategy to best address the weakness
 - o Take the reader step-by-step through how the strategy should be implemented:
5. Explain why it's effective for this issue
 - o Foundational: Benefit - Restate your strategy and identify what initial benefit it has for the student or what it allows them to practice in order to overcome their weakness

- o Foundational: Achieve - Explain how the benefit specifically leads to achieving mastery of the skill you targeted
- o Foundational: More Successful Reader - Emphasize repeated practice of the strategy in order for the student to apply it independently and become a more successful reader
- o Comprehension: Benefit - Restate your strategy and identify what initial benefit it has for the student or what it allows them to practice in order to overcome their weakness
- o Comprehension: Achieve - Explain how the benefit specifically leads to achieving mastery of the skill you targeted
- o Comprehension: More Successful Reader - Emphasize repeated practice of the strategy in order for the student to apply it independently and become a more

	<u>Issue</u>	<u>Evidence</u>	<u>Instructional Strategies</u>	<u>Effectiveness</u>
<u>Foundational</u>	Paragraph 1: Identify a foundational reading weakness - Describe a student weakness (issue) based on the related exhibits - Provide evidence		Paragraph 2: Identify how to address the student's foundational reading weakness - Describe the strategy to best address the weakness - Take the reader step-by-step through how the strategy should be implemented	Paragraph 5: Explain why these are effective for these issues - Foundational: Benefit - Foundational: Achieve - Foundational: more successful reader
<u>Comprehension</u>	Paragraph 3: Identify a reading comprehension weakness - Describe a student weakness (issue) based on the related exhibits (generally the conversation with the teacher) - Provide evidence		Paragraph 4: Identify how to address the student's reading comprehension weakness - Describe the strategy to best address the weakness - Take the reader step-by-step through how the strategy should be implemented	- Comprehension: Benefit - Comprehension: Achieve - Comprehension: more successful reader
	<u>Task 1</u>		<u>Task 2</u>	<u>Task 3</u>

successful reader

****In Paragraph 5, remember to BAM - Benefit, Achieve, More Successful Reader****

Tips - TEKS Benchmarking

In your response, you will want to demonstrate your understanding of the TEKS. Specifically, you will note where the student is on-level and where they are behind (and thus what you are intervening on).

If you are unsure, assume that the skills you've identified as their strength and weaknesses are included in their grade level TEKS, and refer to them generally.

Below are two frameworks.

- "[Name] demonstrates success in [identified strength], which is a skill included in the __ grade TEKS."
- "To meet grade-level expectations, [Name] needs to work on [identified weakness], according to the __ grade TEKS."