

The Teaching Reading Sourcebook

Olivia, Daniel, and Jubilee

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Section I: Word Structure (Jubilee)

Section I: Word Structure	Notes																																																																																																																									
Chapter 1: Structure of English Key vocabulary ➤ Phoneme ➤ Sound ➤ Spelling ➤ Syllable ➤ Onset-rime ➤ Phonogram ➤ Morpheme ➤ Affix	• A phoneme is the smallest unit of spoken language that makes a difference in a word's meaning. ◦ Example: phoneme /d/ ≠ phoneme /l/ so, <i>dip</i> ≠ <i>lip</i> • There are 2 phoneme categories: consonant and vowel. ◦ There are 25 consonant phonemes and 3 classifications <table><tr><th colspan="9">Consonant Phonemes (Standard American English)</th></tr><tr><th>Phoneme</th><th>Class.</th><th>Key Word</th><th>Phoneme</th><th>Class</th><th>Key Word</th><th>Phoneme</th><th>Class</th><th>Key Word</th></tr><tr><td>/ b /</td><td><u>1.S</u></td><td>bus</td><td>/ n /</td><td><u>4.N</u></td><td>no</td><td>/ ch /</td><td>5.A</td><td>chair</td></tr><tr><td>/ d /</td><td><u>4.S</u></td><td>dot</td><td>/ p /</td><td>1.S</td><td>pen</td><td>/ sh /</td><td>5.F</td><td>shoe</td></tr><tr><td>/ f /</td><td>2.F</td><td>fan</td><td>/ r /</td><td>4.L</td><td>red</td><td>/ zh /</td><td><u>5.E</u></td><td>television</td></tr><tr><td>/ g /</td><td><u>6.S</u></td><td>gold</td><td>/ s /</td><td>4.F</td><td>city, six</td><td>/ th /</td><td>3.F</td><td>think</td></tr><tr><td>/ h /</td><td>7.G</td><td>hat</td><td>/ t /</td><td>4.S</td><td>tent</td><td>/ TH /</td><td><u>3.F</u></td><td>this</td></tr><tr><td>/ j /</td><td><u>5.A</u></td><td>giraffe, jog</td><td>/ v /</td><td><u>2.E</u></td><td>van</td><td>/ hw /</td><td><u>6.G</u></td><td>what</td></tr><tr><td>/ k /</td><td>6.S</td><td>cat, key</td><td>/ w /</td><td></td><td>web</td><td>/ ng /</td><td><u>6.N</u></td><td>wing</td></tr><tr><td>/ l /</td><td><u>4.L</u></td><td>log</td><td>/ y /</td><td><u>5.G</u></td><td>you</td><td></td><td></td><td></td></tr><tr><td>/ m /</td><td><u>1.N</u></td><td>milk</td><td>/ z /</td><td><u>4.F</u></td><td>zebra</td><td></td><td></td><td></td></tr><tr><td colspan="4">Continuous Sounds (produce for seconds)</td><td colspan="5">/f/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/</td></tr><tr><td colspan="4">Stop Sounds (produce only for an instant)</td><td colspan="5">/b/, /d/, /g/, /h/, /j/, /k/, /p/, /t/</td></tr></table> Note: Class. = The 3 Classifications: Place (type indicated by number), manner (type indicated by letter), voiced (underlined) or unvoiced (e.g. phoneme /b/ is articulated with lips closed (l) airflow stops (S) and is voiced. So, <u>1.S</u>). Classifications are described below. <table><tr><th colspan="2">Consonant Phoneme Classifications</th></tr><tr><td>Place of Articulation</td><td>1. Lips closed (bilabial)</td></tr></table>	Consonant Phonemes (Standard American English)									Phoneme	Class.	Key Word	Phoneme	Class	Key Word	Phoneme	Class	Key Word	/ b /	<u>1.S</u>	bus	/ n /	<u>4.N</u>	no	/ ch /	5.A	chair	/ d /	<u>4.S</u>	dot	/ p /	1.S	pen	/ sh /	5.F	shoe	/ f /	2.F	fan	/ r /	4.L	red	/ zh /	<u>5.E</u>	television	/ g /	<u>6.S</u>	gold	/ s /	4.F	city, six	/ th /	3.F	think	/ h /	7.G	hat	/ t /	4.S	tent	/ TH /	<u>3.F</u>	this	/ j /	<u>5.A</u>	giraffe, jog	/ v /	<u>2.E</u>	van	/ hw /	<u>6.G</u>	what	/ k /	6.S	cat, key	/ w /		web	/ ng /	<u>6.N</u>	wing	/ l /	<u>4.L</u>	log	/ y /	<u>5.G</u>	you				/ m /	<u>1.N</u>	milk	/ z /	<u>4.F</u>	zebra				Continuous Sounds (produce for seconds)				/f/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/					Stop Sounds (produce only for an instant)				/b/, /d/, /g/, /h/, /j/, /k/, /p/, /t/					Consonant Phoneme Classifications		Place of Articulation	1. Lips closed (bilabial)
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Where in the mouth is the sound produced?	2. Teeth on lip (labiodental) 3. Tongue between teeth (dental) 4. Tongue on ridge behind teeth (alveolar) 5. Tongue against roof of mouth (palatal) 6. Tongue in back of throat (velar) 7. Throat open (glottal)
Manner of Articulation How is the sound produced?	➤ Stops: Airflow stopped completely for a bit ➤ Nasals: Mouth closed, air through nasal cavity ➤ Fricatives: Air through narrow space, creates friction ➤ Affricates: Stop + fricative; airflow stopped then released ➤ Glides: airflow not obstructed, glide into vowel that follows ➤ Liquids: "floats" in the mouth
Voiced or Unvoiced Sounds	➤ <u>Voiced:</u> The vocal cords vibrate ➤ <u>Unvoiced:</u> The vocal cords do not vibrate

- Vowels are a class of open, unobstructed speech sounds that are **not** consonants.
 - There are about 18 vowel phonemes (15 vowel phonemes + 3 *r*-controlled vowel combos)
 - two types of vowel articulation: tongue positions & lip positions. The former affects the latter.

Vowel Phonemes (Standard American English)					
Phoneme	Key Word	Phoneme	Key Word	Phoneme	Key Word
/ ā /	take	/ i /	rib	/ ō /	good
/ ē /	teeth	/ o /	pot	/ oi /, / oy /	oil
/ ī /	tie	/ u /	nut	/ ou /, / ow /	house
/ ō /	rope	/ ə /	ago	/ ū /	girl
/ a /	bat	/ aw /	saw	/ ä /	art
/ e /	egg	/ ōo /, / yōo /	tube, cube	/ ô /	or

- A **sound** is a phoneme and **spelling** is a grapheme pairing (aka letter pairing).
 - Letter = grapheme, or written representation, of one sound (phoneme)

- Example: The word *chop* has 3 phonemes (/ch/ /o/ /p/) and 3 graphemes (*ch*, *o*, *p*) represented by 4 letters (c-h-o-p)
- Phonics instruction involves teaching the relationship between sounds and the spellings used to represent the sounds.
- Phonic elements are used to categorize the common sound/spellings, which are used to form words. There are 12 phonic elements

Phonic Elements (Sound/Spelling Categories)

Single Consonants	b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
Consonant Blends	Two consonants that keep their sound when blended (e.g. fl, gr, sp, mp)
Consonant Digraphs	Two consonant letters that together stand for our sound (e.g. sh, th, wh)
Silent Consonants	Two consonant letters, one sound stays, the other is silent (e.g. gn, kn, wr)
Short Vowels	a, e, i, o, u
Long Vowels	Long vowels occur at the end of an open syllable ā, ē, ī, ō, ū
Long Vowels with Silent e	a_e, e_e, i_e, o_e, u_e
r-Controlled Vowels	The letter <i>r</i> affects the sound of the vowel(s) that precedes it (e.g. er, ir, ur, ar, or)
Vowel Digraphs	Also known as vowel pairs or teams. These pairs make one sound (e.g. <i>ai</i> in <i>bait</i> , <i>ee</i> in <i>feet</i> , <i>ie</i> in <i>pie</i> , <i>oa</i> in <i>coat</i>)
Variant Vowel Digraphs	Sounds that are not commonly classified as long or short vowels (e.g. aw, au, ōo, ōo)
Diphthongs	A blend of vowel sounds in one syllable (e.g. <i>oi</i> in <i>boil</i> , <i>oy</i> in <i>toy</i> , <i>ow</i> in <i>now</i> , <i>ou</i> in <i>cloud</i>)
Schwa (ə)	The vowel sound sometimes heard in an unstressed syllable

- A **syllable** is a word or part of a word pronounced as a unit.
 - Each syllable contains only 1 vowel sound.
 - There are 4 useful syllable division principles and 6 common types of syllables.

Most Useful Syllable Division Principles

Division	Examples	Description
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1. VC/CV	Rab•bit Nap•kin	Two consonants between two vowels
2. V/CV (75%) VC/V (25%)	Mu•sic Clos•et	One consonant between two vowels
3. VC/CCV VCC/V	Hun•dred Ink•well ath•lete	Three consonants between two vowels
4. Consonant-/e	Wig•gle Ri•fle	Consonant-/e forms a separate syllable

Common Types of Syllables		Examples	
Syllable Type	Description	Single-Syllable	Multisyllable
1. Closed	Syllable ending in one or more consonants & having a short-vowel sound spelled with one vowel letter. VC, CVC, CCVC, CVCC	Dump, fish, men	Picnic, rabbit
2. Open	Syllable ending with a long-vowel sound spelled with one vowel letter. CV, CCV	Me, she	Robot, veto
3. Vowel Combination	Syllable with a short-vowel, long-vowel, or diphthong sound spelled with a vowel combo (e.g. <i>ai, ea, ee, oi, oo</i>) CVVC, CCVVC, CVVCC	Boil, bread, rain, spoon, teeth	Baboon, canteen, complain, heavy, poison
4. <i>r</i> -Controlled	Syllable containing letter combo made up of a vowel followed by the letter <i>r</i> , (e.g. <i>ar, er, ir, or, ur</i>). The vowel- <i>r</i> combo is one welded sound that cannot be segmented.	Far, fern, first, for, fur	Perfect, purchase, snorkel, target, thirsty
5. Vowel-Consonant e	Syllable with a long-vowel sound spelled with one vowel letter followed by one consonant & a silent <i>e</i> . VCe, CVCe, CCVCe	Fuse, hide, mole, pete, race	Amuse, erase, provide, stampede, tadpole
6. Consonant-/e	A final, separate syllable containing a consonant followed by the letters <i>le</i> .	NA	Apple, table

- The *onset-rime* are the 2 parts of a syllable.
 - The onset comes before the vowel. The onset may be a consonant, consonant blend, or digraph (two letter combo representing one sound).

	○ The rime is the vowel and everything after it. ○ Note: all syllables have a rime, but not all syllables have an onset ○ Example: <table><tr><th>Word</th><th>Onset</th><th>Rime</th></tr><tr><td>Out</td><td>--</td><td>out</td></tr><tr><td>Sing</td><td>s</td><td>ing</td></tr></table> ● A phonogram is a non-linguistic term for rime (e.g. --ack in back). ● A morpheme is a word-part clue; the meaningful part of a word. ○ It can be 1 syllable (e.g. pig) or more than 1 syllable (e.g. elephant) ○ It can be a whole word or part of a word ○ There are 2 basic types: free and bound ■ Free: Can stand alone as a word; Anglo-Saxon root words (e.g. help, play, run) ■ Bound: must be attached to other morphemes to make words; affixes (i.e. prefixes & suffixes); Greek & Latin root words <table><tr><td>Bound Morpheme Examples</td><td> ● Prefixes: dis-, in-, re-, un- ● Derivational suffixes: -ful, -less, -ly ● Inflectional suffixes: -ed, -es, -ing, -s ● Greek roots: bio, graph, scope ● Latin roots: dict, ject, struct </td></tr></table> ● Affixes: Derivational v. inflectional suffixes: Both usually change the meaning of the root word but the latter cannot change its part of speech (e.g. walked, boxes, singing, hers).	Word	Onset	Rime	Out	--	out	Sing	s	ing	Bound Morpheme Examples	● Prefixes: dis-, in-, re-, un- ● Derivational suffixes: -ful, -less, -ly ● Inflectional suffixes: -ed, -es, -ing, -s ● Greek roots: bio, graph, scope ● Latin roots: dict, ject, struct
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Chapter 2: Structure of Spanish Key Vocabulary ➤ Cognate	● Spanish is simpler than English in terms of phonetics: nearly one-to-one correspondence between the 22 phonemes and the 29 letters. ● Significant difference between Spanish and English: Easier to learn the letter/sound (grapheme/phoneme) correspondence of the 5 Spanish vowels. ○ As such, Spanish readers are first taught vowel letters and their sounds, then consonant letters and their sounds. ● The phonetic variations of Spanish consonants are difficult for beginning readers. ● Explicit Spanish phonics instruction benefits Spanish speakers' reading achievement in both Spanish and English. ● Spanish is a syllabic language: Spoken language is built upon a small collection of distinctive											

	- syllables, and print is easily decoded syllable by syllable. Cognates are words in two languages that share a similar spelling, pronunciation, and meaning. - There are 4 categories: spelled identical, spelled almost the same, pronounced nearly the same, and false cognates (identical spelling or almost the same but different meaning). <table><tr><th colspan="3">English/Spanish Cognate Examples</th></tr><tr><th>Type</th><th>English</th><th>Spanish</th></tr><tr><td>Spelled Identically</td><td>Accidental Confusion</td><td>Accidental Confusión</td></tr><tr><td>Spelled Nearly the Same</td><td>Accident Part</td><td>Accidente Parte</td></tr><tr><td>Pronounced Nearly the Same</td><td>Baby Equal</td><td>Bebé Igual</td></tr><tr><td>False Cognates</td><td>Papa Exit</td><td>Papa (potato) Éxito (success)</td></tr></table>	English/Spanish Cognate Examples			Type	English	Spanish	Spelled Identically	Accidental Confusion	Accidental Confusión	Spelled Nearly the Same	Accident Part	Accidente Parte	Pronounced Nearly the Same	Baby Equal	Bebé Igual	False Cognates	Papa Exit	Papa (potato) Éxito (success)
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Recommended Strategies to Add to Toolkit Support literacy understanding, knowledge, and skill growth in both Spanish and English! Build off of both languages to fully support Spanish-speaking students	1. Recommendations for teaching Spanish sound/spelling relationships a. Spanish phonics instruction should begin with the five vowels (/a/, /e/, /o/, /i/, /u/) b. Instruction progression: simple → complex sounds. Consonant sounds <i>before</i> digraphs (<i>ch</i>, <i>ll</i>, <i>rr</i>), blends (<i>cr</i>, <i>tr</i>, <i>bl</i>, <i>pl</i>, etc.), and vowel combo (<i>hiatos</i> and <i>diptongos</i>). c. Consonants should be taught in combo with vowels so students can apply what they learn to decodable text. d. Instruction sequence should stagger consonant sounds to vary the articulation type i. Bilabial (/p/, /b/, /m/) ii. Labiodental (/f/) iii. Dental (/t/, /d/) iv. Alveolar (/s/, /n/, /l/, /r/, /rr/) v. Palatal (/ch/, /n/, /y/) vi. Velar (/k/, /x/, /g/) e. Constant review and repetition of sound/spelling relationships 2. Teachers should highlight the differences between English and Spanish for their students a. Teachers should be aware of the differences in phonology and orthography between the																		

	two languages to better understand Spanish-Speaking students' reading and spelling performance. 3. Use a student's knowledge of Spanish spoken language and print to support their understanding of English spoken language and print. 4. Teachers should draw on the commonalities between Spanish and English a. There are several common phonic elements. <i>Note: Details on these suggestions can be found in the Strategies in Sourcebook section.</i>
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Section II: Early Literacy (Olivia)

Section II: Early Literacy	Notes								
Introduction	- Literacy knowledge developed in the early years can be an excellent predictor of a student's later reading success. - Literacy can be broken down into print awareness, letter knowledge, and phonological awareness.								
Chapter 3: Print Awareness Key Vocabulary ➤ Print	Print Awareness is knowing about the forms and functions of print. Elements of Print and Book Awareness: <table border="1"> <thead> <tr> <th>Type</th><th>Notes</th></tr> </thead> <tbody> <tr> <td>Function of Print</td><td> - Print carries meaning, has different purposes and corresponds to speech. </td></tr> <tr> <td>Convention of Print</td><td> - Printed words are made up of letters and separated by spaces. - Capital letters and punctuation marks. - Read left to right. - Story continues on the following page. </td></tr> <tr> <td>Book Conventions</td><td> - Front and back cover, with a spine. - Held right side up. - Title and title page, along with an author and illustrator. - Front to back. </td></tr> </tbody> </table> Why Print Awareness? - Bridges the gap between oral and written language, as print is a communication device. - Print is everywhere and classrooms should be print rich environments. (classroom labels,	Type	Notes	Function of Print	Print carries meaning, has different purposes and corresponds to speech.	Convention of Print	- Printed words are made up of letters and separated by spaces. - Capital letters and punctuation marks. - Read left to right. - Story continues on the following page.	Book Conventions	- Front and back cover, with a spine. - Held right side up. - Title and title page, along with an author and illustrator. - Front to back.
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lettering, charts, school)

- Make print awareness explicit, as it does not occur automatically and through unaided instruction.
- Print Referencing
 - Print referencing is a read aloud strategy that can be used to direct students' attention to the forms, features and functions of written language

When Print Awareness?

- Print awareness is typically acquired in preschool.
- Asses in kindergarten three times: fall, winter and spring.

Examples of Informal Assessment Questions

Place a closed story book on the table and ask:	• Can you show me how to hold this book? • Can you show me the front cover of the book? • Can you show me the title of the book?
Open the storybook and ask:	• Can you show me a word? • Can you show me a space? • Can you tell me how many words are in this sentence? • Can you show me where I should start reading? • Can you tell me which way I should go when I read? • When I come to the end of this line, where do I go next? • Can you point to each word as I read it?

How Print Awareness?

- Print Referencing
 - This strategy is most effective if it is used with big books or regular sized illustrated storybooks in which print is the most notable feature.

Chapter 4: Letter Knowledge

Key Vocabulary:

- Letter-sound
- Phonemes
- Onset-rime
- Manuscript Letter Forms

- **Letter Knowledge** are component of written words, and they represent sounds in the spelling of words
 - Young students can detect a letter-sound within a letter name (ex. b and /b/)
 - Letter characteristics: the appearance of letters and their similarity to others and the number of phonemes letter names share with other letters.
 - Students are likely to confuse letters that have similar names and shapes. (ex. b - p)
 - Students often use letter names to learn letter sounds, and letters that contain a relevant phoneme are easier to learn than those that do not.
- **Handwriting** is how students connect letter forms to printed text, and explicit handwriting instruction is necessary.
 - Paper position for right and left handed students and pencil grip instruction.
 - **Manuscript Letter Forms**: a letter form that is often done in one continuous stroke. All lowercase manuscript letters can be formed with a continuous stroke, except for letters f, i, j, k, t, x, and y.
 - **Suggestions for Teaching Handwriting:**
 - Teach the consistent formation of letters using continuous stroke whenever possible.
 - Teach proper handwriting posture, paper position, and pencil grip.
 - Teach similarly formed letters together in a sequence that takes into account both ease of formation and frequency in words.
 - Focus initially on teaching the motor pattern for forming a letter rather than how to write it on a paper with perfect form and legibility or size.
 - Utilize arrows to help students remember how to form letters.
 - Verbalize consistent, precise direction for writing each letter shape or stroke.
- Letter Knowledge is taught from an early age and is often a product of informal experiences, but students need continued formal instruction in elementary school.

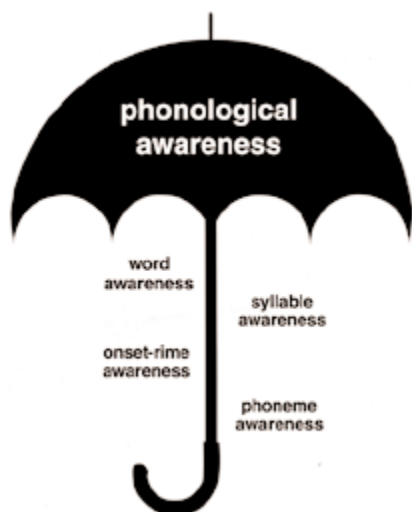
Pronunciation of English and Spanish Letter Names

Letter	English	Spanish
a	/ā/	/o/
b	/b/ /ē/	/b/ /ā/
c	/s/ /ē/	/s/ /ā/

d	/d/ /ē/	/d/ /ā/
e	/ē/	/ā/
f	/e/ /f/	/e/ /f/ - /ā/
g	/j/ /ē/	/h/ /ā/
h	/ā/ /ch/	/o/ - /ch/ /ā/
i	/i/	/ē/
j	/j/ /ā/	/h/ /ō/ - /t/ /o/
k	/k/ /ā/	/k/ /o/
l	/e/ /l/	/ā/ - /l/ /ā/
m	/e/ /m/	/e/ /m/ - /ā/
n	/e/ /n/	/e/ /n/ - /ā/
o	/ō/	/ō/
p	/p/ /ē/	/p/ /ā/
q	/k/ /y ū/	/k/ /o-o/
r	/är/	/e/ /r/ - /ā/
s	/e/ /s/	/e/ /s/ - /ā/
t	/t/ /ē/	/t/ /ā/
u	/yo-o/	/o-o/
v	/v/ /ē/	/o-o/ - /b/ /ā/
w	/d/ /ə/ - /b/ /ə/ /l/ - /y-o-o/	/o-o/ - /b/ /ā/
x	/e/ /ks/	/ā/ - /k/ /ē/ /s/

	<table><tr><td>y</td><td>/w/ /ī/</td><td>/ē/ - /g/ /r/ /ē/ - /ā/ - /g/ /o/</td></tr><tr><td>z</td><td>/z/ /ē/</td><td>/s/ /ā/ - /t/ /o/</td></tr></table> Letter Characteristics - Characteristics of letters can affect students’ learning of letter names. This includes similarity in appearance to other letters of the number of phonemes a letter name shares with another letter. Phonologically Similar Letter Names <table><tr><td>Letter Name</td><td>Shared Phoneme</td><td>Position Name</td></tr><tr><td>b, c, d, g, p, t, v, z</td><td>/ē/</td><td>final</td></tr><tr><td>J,k</td><td>/ā/</td><td>final</td></tr><tr><td>f, l, m, n, s, x</td><td>/e/</td><td>initial</td></tr></table> Phonologically and Visually Similar Letter Names <table><tr><td>Letter Case</td><td>Letter Pair</td></tr><tr><td>Uppercase</td><td>B-D, B-P, M-N</td></tr><tr><td>Lowercase</td><td>B-d, b-p, d-g, m-n</td></tr></table> When To Teach Letter Knowledge - When students start school they need formal instruction that will help them recognize, name and write letters. - They need more time to learn some letters than others. - When to Assess/Intervene - Letter Naming Fluency Assessment - Handwriting Skills	y	/w/ /ī/	/ē/ - /g/ /r/ /ē/ - /ā/ - /g/ /o/	z	/z/ /ē/	/s/ /ā/ - /t/ /o/	Letter Name	Shared Phoneme	Position Name	b, c, d, g, p, t, v, z	/ē/	final	J,k	/ā/	final	f, l, m, n, s, x	/e/	initial	Letter Case	Letter Pair	Uppercase	B-D, B-P, M-N	Lowercase	B-d, b-p, d-g, m-n
y	/w/ /ī/	/ē/ - /g/ /r/ /ē/ - /ā/ - /g/ /o/																							
z	/z/ /ē/	/s/ /ā/ - /t/ /o/																							
Letter Name	Shared Phoneme	Position Name																							
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Letter Case	Letter Pair																								
Uppercase	B-D, B-P, M-N																								
Lowercase	B-d, b-p, d-g, m-n																								
Chapter 5: Phonological Awareness Key Vocabulary	Phonological Awareness includes the “large” part of language, like words, syllables, onset- rimes, and phonemes. Phonological Instruction: - Should be explicit, include clear explanations as well as teacher modeling.																								

- Phonemes
- Onset-rime
- Stop Sounds
- Continuous Sounds



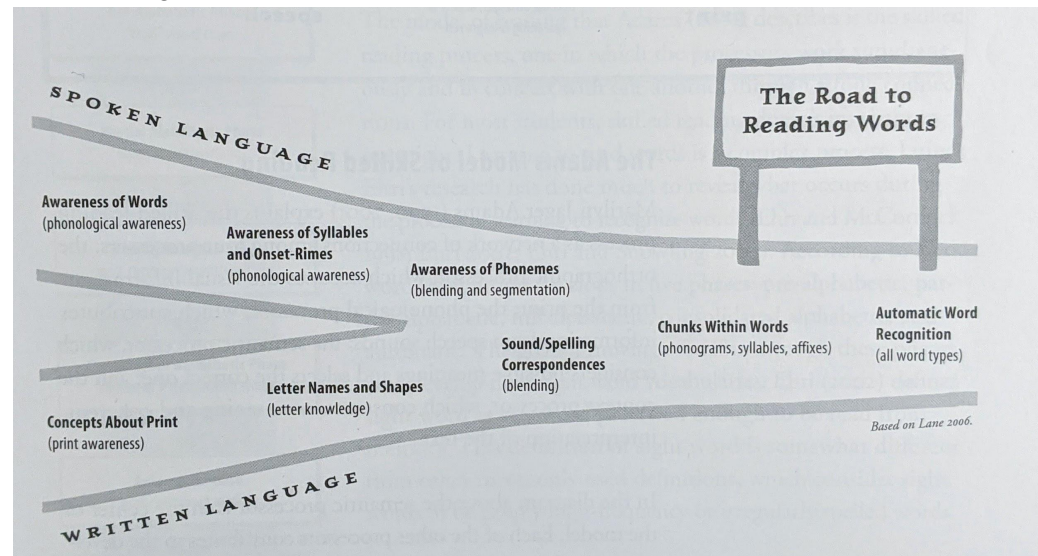
- Easy to more Difficult
- Instruction should also be conducted in small groups, and individual sessions should not last more than 30 minutes (quick!).
- Target no more than one skill at a time.
- Use concrete markers like cubes, chips, buttons or blocks.
- Make use of games and other interactive/engaging activities.
- Instruction is more effective when it focuses on one or two phoneme manipulations, rather than combines multiple types of manipulation in one lesson.
- **Stop Sounds:**
 - Stop sounds are sounds that are formed by completely stopping airflow. Stop sounds can be voiceless, like the sounds /p/, /t/, and /k/, or voiced, like /b/, /d/, and /g/.
- **Continuous Sounds:**
 - Continuous letter sounds are sounds that can be said for multiple seconds, such as /mmm/. Words beginning with continuous sounds are easier for students to sound out than words beginning with a stop sound. Letters with continuous sounds are: a (mat)
- **Why Phonological Awareness?**
 - To benefit from phonics instruction, students must first possess a fundamental level of phonological awareness.
 - The understanding that speech sounds can be segmented and blended is necessary to make connections between speech and print.
- **When Phonological Awareness?**
 - For most students, learning to attend to individual phonemes comes more easily following experiences at the less advanced word, syllable, and onset-rime levels of phonological awareness.
 - In general, begin with larger sound units and move progressively to smaller units.
 - In Kindergarten, students should receive at least 10-15 minutes of phonological awareness instruction.
 - One more informal instruction method can be to have students line up for lunch according to the first sound in their name.
 - The appropriate time to introduce phonemic awareness with letters is less clear. This can further confuse some students.
- **When To Assess?**
 - Begin phonological awareness assessment in mid-kindergarten and continue to assess it throughout early elementary grades, as needed.
 - For students who have fallen behind in phonemic awareness, intensive

	intervention may be appropriate.
Recommended Strategies to Add to Toolkit	Print Awareness • Ask questions about print, make comments about print, pose requests about print, point to print when talking about a story, and track print when reading. • Use books where print is the most noticeable feature. (big books and picture books) • Informal Assessment of Print Awareness (ex. Can you show me the front of the book?) • In the classroom: create a language rich environment with labels and such. Letter Knowledge • Lower and Uppercase manuscript letter forms (tracing over letters, and numbering what line goes first). • Assessing handwriting through observation • Letter naming fluency assessment by having students identify letters, in and out of alphabetical sequence (typically seen in kindergarten and first grade). • In the classroom: set up alphabet centers, letter “stone” paths around the room and have students walk the alphabet, and a guess what game, where students guess the letters in pairs. Phonological Awareness: • Depending on the age of the students, do at least one phonological awareness lesson per day. (Example: lining up by sound of letter in first name) By the time students reach second grade, phonemic awareness lessons are for students who do not automatically recognize words. • Scaffold instruction from easy to difficult and be very explicit. • Use vocabulary that students are already familiar with and can see it in context. • Teach/Model • Small-Group Guided Practice

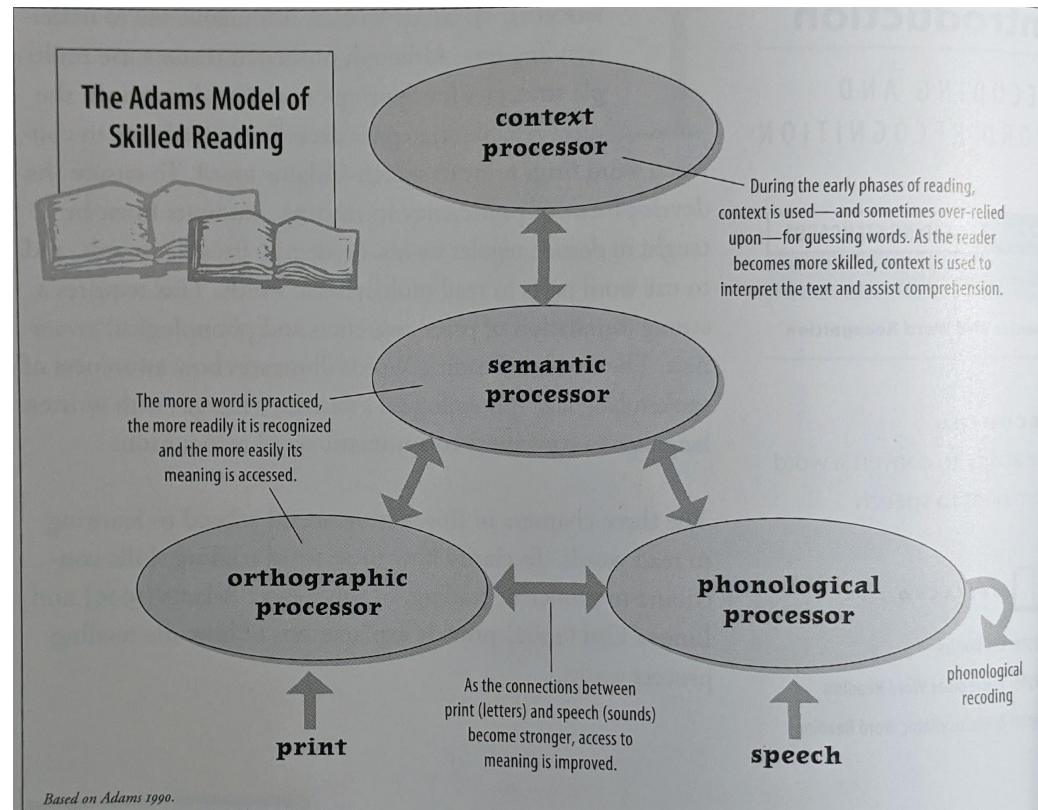
Section III: Decoding and Word Recognition (Jubilee)

Section III: Decoding and Word Recognition	Notes
Introduction Key Vocabulary ➤ Decoding	• The most reliable strategy for figuring out unfamiliar words is decoding. • Decoding is the ability to convert a word from print to speech. • Students must decode regular words to identify irregular words, and use word parts to read multisyllabic words.

- A strong foundation of print awareness and phonological awareness is key.
- Awareness of spoken language merges with written language to assist in automatic word recognition.



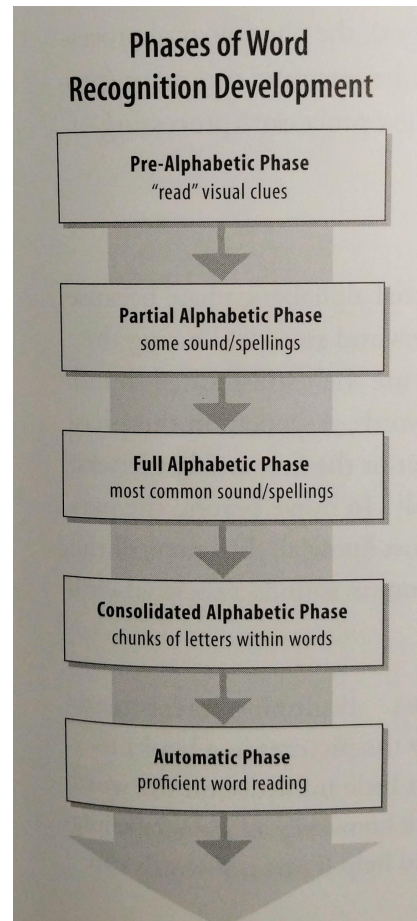
- Skilled readers engage in a network of connections among 4 processes
 - Orthographic: accesses the visual info from print
 - Phonological: contributes info from speech sounds
 - Semantic: Considers possible meanings and selects the right one
 - Context: Constructs an ongoing and coherent interpretation of the text.
- For proficient reading to occur, all processes must work and connections must be developed.



- Learning to read words is a complex process.
- Word recognition develops in 5 phases with the goal or purpose of developing sight word vocabularies: Pre-alphabetic, partial alphabetic, full alphabetic, consolidated, and automatic.
 - Within the Adam model
 - During the first phase, the initial connection is made between the 4 processes.
 - During the second phase, context is important but overreliance on context can slow word reading development.
 - During the third phase, connections between the orthographic and phonological processes are strengthened and access to meaning increases. Readers now use context to interpret the text as a whole

instead of figuring out individual words.

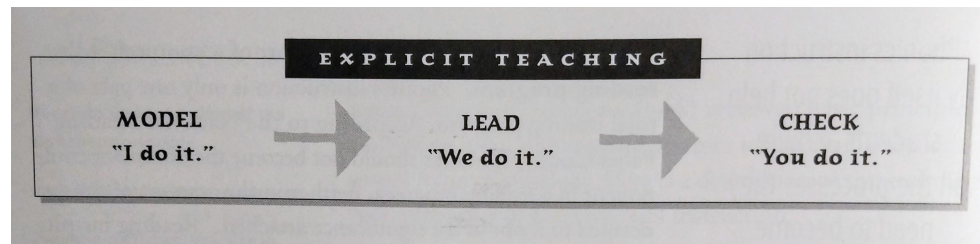
- During the fourth phase, the orthographic and phonological processes continue to strengthen, word meaning becomes more easily accessible, and context becomes more coherent. It becomes easier to process words as chunks or recognizable multi letter patterns.
- During the fifth phase, the reader now reads proficiently--accurately and automatically, as the four processes work effortlessly and have strong connections among them.



	• Decoding is connected with all aspects of reading. Thus, learning to decode early and well is essential to proficient reading development. • “The more one reads, the more words one learns, and the more words one knows, the easier it is to decode new words” (167).
Chapter 6: Phonics Key Vocabulary ➤ Phonics ➤ Decoding ➤ Alphabetic principle ➤ Regular words ➤ Automatic word recognition/automaticity	WHAT is Phonics? • Phonics is instruction in the relationship between letters and the sounds they represent. • Decoding is the ability to convert a word from print to speech. • Alphabetic principle is the understanding that written letters represent spoken sounds and that these sounds go together to make words. • The aim of phonics instruction is to help students acquire alphabetic knowledge and use it to read and spell words, decode, and understand the alphabetic principle. • Systematic and explicit phonics instruction helps students become better readers. ○ <i>Systematic</i>: Teaching a set of useful sound/spelling relationships in a clearly defined, carefully selected, logical instructional sequence. Organization makes clear the logic of the alphabetic principle, new skills build on existing skills, and tasks progress from simplest to most complex. ○ <i>Explicit</i>: concepts are clearly explained and skills are clearly modeled in lessons. ○ Systematic instruction ensures that reading builds off of what students already know and can do, while explicit instruction appropriately scaffolds new concepts and skills. • There are 4 approaches to phonics instruction ○ Synthetic phonics: Teacher explicitly introduces a new sound/spellings and then students blend the sounds/spellings to form a recognizable word. Sound/spellings are used to decode unfamiliar words. Phonic elements are introduced in a clearly defined sequence and practiced in connected text. ■ Put another way, students learn to (1) transform letters and letter combos into sounds and (2) then blend sounds to form recognizable words. Use short decodable books or stories to practice the sound/spelling relationships they are learning. ○ Analogy phonics: Students learn to use a phonogram, or rime, in a familiar word to recognize an unfamiliar word having the same rime. (1) recognize the same rime, (2) decode unfamiliar word by pronouncing rime and (3) blending it with the new onset (e.g. new word <i>brick</i>, known word <i>kick</i>, rime <i>-ick</i>, blend with new onset <i>br</i> to make <i>brick</i>) ■ Put another way, teachers explicitly introduce phonograms for students to use to decode unfamiliar words.

- **Analytic phonics:** (1) identify familiar word, (2) teacher introduces a sound/spelling relationship within the familiar word, (3) Teacher identifies other words with the same medial sounds as in the familiar word, and (4) ask volunteers to read the whole words aloud, without blending the individual sounds (e.g. familiar word *mat*, sound/spelling relationship sound in the middle of *mat* is /a/, other words *fat*, *tan*, *bag*).
 - Put another way, Students first identify a word and then the teacher introduces a sound/spelling within that word.
- **Embedded phonics:** Phonics instruction is embedded in “authentic” reading and writing experiences. Phonic elements are introduced informally if the teacher thinks students need to know them. Focus on teaching students to word identities using a variety of “word-solving skills” (e.g. context, pictures, familiar word parts, first and last letter of words). Typical question teacher asks if a student is stuck on a word, “Do you know another word that starts with those letters?”
 - Put another way, The phonic instruction is derived from the student reading texts. Phonic elements are introduced informally based on opportunities presented in the text.
- The **5** basic principles: Good phonics instruction...
 - **Develops understanding of the alphabetic principle:** The relationship between
 - **Incorporates phonemic awareness:** Include a variety of phonemic awareness tasks, especially when introducing individual sound/spellings. Tasks should be taught with letters.
 - **Provides sufficient practice in reading words:** Three main types of practice are reading words in isolation, reading words in decodable texts, and writing words from dictation.
 - **Leads to automatic word recognition:** Provide repeated opportunities of reading words in isolation and in decodable text to develop automaticity.
 - **Is one part of a comprehensive reading program:** Phonics is just one aspect of reading, like vocabulary and comprehension.
- **Automatic word recognition** or **automaticity** is the ability to recognize a word effortlessly and rapidly.
 - Subskills that must be mastered first: identify letter sounds quickly and effortlessly and be fluent in phonemic decoding.
- The basic components and sequence of an explicit phonics lesson
 - 1. Develop phonemic awareness
 - 2. Introduce sound/spelling
 - 3. Blend words

- 4. Build automaticity
- 5. Apply to decodable text
- 6. Word work for decoding and encoding
- Format for teaching new critical skills



- **4** effective lesson presentation (instruction) techniques are
 - **Corrective feedback:** When a student answers incorrectly, stop, and immediately model the correct response for the mistake.
 - **Monitoring:** Observe student behavior (e.g. are they engaged)
 - **Pacing:** "Lively pacing keeps students attentive." Try to not have "downtime" after students give a response.
 - **Signaling:** Use clear signals to help students know when they need to respond in unison (e.g. pointing, scooping, looping, sweeping). Talk first THEN signal.
- *Guidelines* for phonics scope & sequence in a reading program
 - Introduce most common and high-utility sound/spellings before less frequent sound/spellings (e.g. /m/m and /a/a before /j/j, /y/y, /ks/x or /z/z).
 - Progress from simple to more complex sound/spellings (e.g. single consonant and short vowels before vowel digraphs and diphthongs).
 - Letters with easy sound pronunciations should be introduced first. (e.g. continuous sounds at the beginning or middles of words are easier than stop sounds)
 - Letters with similar sounds and shapes should be separated (e.g. *b* and *d*).
- Suggested general sequence for teaching phonic elements
 - Single consonants and short vowels
 - Consonant digraphs
 - Long vowels with silent e (CVCe pattern)
 - Long vowels at the end of words or syllables
 - Y as a vowel
 - R-controlled vowels
 - Silent consonants



- Vowel digraphs (vowel teams)
- Variant vowel digraphs and diphthongs
- **Regular words** are words in which each letter represents its most common sound.
 - 50% of English words are regular words.
- Blending is a crucial component of decoding words. Blending is the “heart and soul” of phonics instruction.
 - One-syllable regular words can be classified by type according to their relative difficulty to decode. Words beginning with a continuous sound are easier to blend than words beginning with a stop sound.

Regular Word Types: Easy to Difficult	
Word Type	Key Words
VC & CVC words beginning with a continuous sound	Am, at, man, mop
VCC & CVCC words beginning with a continuous sound	Ant, end, fill, sack
CVC words beginning with a stop sound	Dog, bag
CVCC words beginning with a stop sound & ending with a consonant blend	Jump, test
CCVC words beginning with a consonant blend	Blob, frog
CCVCC, CCCVC & CCCVCC words	Slick, split, stress

- There are **4** blending routines for teaching decoding.
 - Typically **sound-by-sound** or **continuous blending** first, then **whole word** and **spelling-focused** blending.
- **Decodable text**
 - **Purpose:** Provide beginning readers with opportunities to apply what they are learning and build automaticity, confidence, and fluency.
 - **Attributes:** It is controlled text as it is reading practice material in which the majority of the words link to phonics instruction using sound/spelling relationships and spelling patterns. Also contains previously taught irregular sight words, high frequency words and story words. In addition to being phonetically connected, decodable text must be coherent and comprehensible. Decodable text is emergent reader text.

- **3 decodable text word types**
 - *Wholly decodable words*: Words that can be identified on the basis of sound/spelling relationships and spelling patterns that have been previously taught.
 - *Irregular words*: Words that are taught prior to reading text (e.g. high frequency and story words).
 - *Non Decodable words*: Words that are neither wholly decodable nor previously taught sight words.
- Decodable text analysis
 - One way to determine the decodability of a particular text is by examining the relationships between the instructional sequence of sound/spellings and the words in a text. In other words determine the breakdown (%) of words in a text that are wholly decodable, introduced irregular words, and non decodable words.
- The relationship between phonogram instruction and phonics instruction is..
 - *Reminder: A phonogram is a rime, a letter (or series of letters) that stands for a sound, syllable, syllable part, or series of sounds.*
 - Phonogram instruction should build on the knowledge gained from systematic, explicit phonics instruction.
 - Students must know the individual letters that make up the phonogram before being introduced to it as a unit.
 - Phonograms should be a part of phonics instruction. Knowing phonograms is a critical step in moving beyond blending individual phonemes to chunking to decode words.
- Word-work describes the range of activities that leads students to practice sound/spelling patterns by building, manipulating, and sorting words.
 - 4 types of word-work activities
 - *Word sorting*: Call attention to word elements; categorize or group words and pictures within and across categories to reveal differences and similarities among the words. Types of sorts: closed, open, blind, writing, and speed each with a different instructional purpose.
 - *Elkonin boxes with letters*: Segment words into sounds using chips to represent the sounds. Can also move the actual letter(s)/grapheme for each sound into the individual Elkonin boxes.
 - *Word building*: Words are transformed progressively by substituting, inserting, or deleting letters so each word in a sequence is different from the previous word (e.g. *as, had, sad, sat, sit, it, pit*).
 - *Dictation*: Sound-by-sound dictation and whole-word dictation.

	Sound-by-sound involves more support (i.e. teacher dictates word to students sound by sound) while whole-word involves less support (i.e. student practices writing words with previously taught sound/spellings, students are prompted to “think about” the sounds they hear in the words and write the entire word). WHY Teach Phonics? • Learners who do not master or become fluent in phonics skills by the end of 1st grade struggle in the future in other reading areas (e.g. alphabetic knowledge, comprehension, etc.). WHEN and HOW to Teach Phonics • When to assess: when students are beginning readers and struggling readers. Focused time to teach phonics is kindergarten and 1st grade.. ◦ Assessments for beginning readers should focus on whether students understand the alphabetic principle as well as knowledge of sound/spellings correspondences and move gradually to decoding, including a student’s ability to read simple CVC words. ◦ Once beginning readers are able decode words and nonsense words, it is important to measure students’ level of decoding automaticity. • How to Assess ◦ Best way to assess a student's ability to apply knowledge of sound/spelling correspondences in decoding words is to use measures of nonsense-word reading. ◦ There are various phonics assessments available for screening, progress monitoring, and/or diagnostic purposes. Most schools have an assessment they use (e.g. DIBELS Next NWF, CORE Literacy Library, etc.). ◦ After the teacher has explicitly taught a concept or strategy, at the end of the lesson and/or on the following day, observe and assess how well the student performs the taught skill. Thus it is important to teach phonics explicitly, using various strategies.
Chapter 7: Irregular Word Reading Key Vocabulary ➤ Regular words ➤ Irregular words	• Regular words can be decoded by sounding out, students use their phonics knowledge. • Irregular words cannot be decoded by sounding out. Students thus have to learn to identify these words as wholes, or automatically by sight. ◦ Permanently irregular words contain one or more sound/spellings that are not pronounced conventionally and are unique to that word or a few words. For example, <i>said</i> /sed/ because short e spelled <i>ai</i> is a low-frequency sound/spelling)

➤ High-frequency words	Other examples: <i>of, one, two, been, could, once</i>. ○ Temporarily irregular words are words that, with exposure to and practice with more sound/spellings, go from irregular to wholly decodable words. For example, <i>for</i> starts off irregular because the sound/spelling /or/or isn't yet taught initially. After this sound/spelling is introduced in the reading program, <i>for</i> becomes wholly decodable. ● High-frequency words are regular and irregular words that appear often in printed text. ○ These words are crucial for comprehension because, in addition to appearing often, they include function words (e.g. articles, prepositions, pronouns, and conjunctions) and are the “grammatical glue” that holds sentences together and cues the reader to sentence structure. ● How to teach irregular words ○ Practice! Repeated exposure to irregular words in lists, grids, and connected text increases automatic recognition by sight and helps students see the words in isolation and in context. ○ Method for organizing irregular words: word bank and word walls. Group words alphabetically or by similar letter patterns (e.g. <i>could, would, should</i>). ○ Sequence to consider ■ Word frequency: introduce high-frequency irregular words before low-frequency irregular words. ■ Word similarity: Do not introduce similar irregular words at the same time (e.g. <i>of--off, there--their, and were--where</i>). ■ Word relationship: Irregular words that have a phonogram in common should be introduced in sets (e.g. <i>could, would, should</i>).
Chapter 8: Multisyllabic Word Reading Key Vocabulary ➤ Syllabication	● Why students 5th grade and up should know how to decode multisyllabic words ○ Because most words they will encounter in print are 7+ letter words and 2+ syllables. ● A skilled reader's ability to recognize a long word depends on whether they can chunk it into syllables in the course of perceiving it. Thus, multisyllabic words are automatically broken down into smaller parts based on the brain's memory of common letter patterns found in other words. ● Syllabication is the division of a multisyllabic word into separate syllables with each syllable containing one vowel sound. ○ A syllable may contain more than one vowel letter but will have only one vowel sound. ● Correct pronunciation of multisyllabic word: decoded sounds and syllables + word

meaning.

- **3** different researched based instructional approaches for teaching multisyllabic word reading
 - **Using syllable types and division principles**
 - Emphasizes identifying & reading the 6 common types of syllables: closed, open, vowel combination, r-controlled, vowel-consonant e, and consonant-le.
 - Knowing the types helps students remember how to pronounce vowels in new words.
 - Familiarity and flexibility with syllable-division principles help students develop strategies for reading longer words.
 - *Note:* When sounding out a word, it matters less how a student pronounces a word and more that each unit/part is pronounceable.

Most Useful Syllable Division Principles		
Division	Examples	Description
VC/CV	rab•bit nap•kin	Two Consonants Between Two Vowels If two consonants come between two vowels, divide between the consonants. The first vowel sound will be short.
V/CV (75%) VC/V (25%)	mu•sic clos•et	One Consonant Between Two Vowels If a word has one consonant between two vowels, divide the word after the first vowel and give the vowel its long sound. If this division does not produce a recognizable word, then divide the word after the consonant and give the vowel its short sound.
VC/CCV VCC/CV	hun•dred ink•well ath•lete	Three Consonants Between Two Vowels Keep the letters in a consonant blend or digraph together in the same syllable.
Consonant-le	wig•gle ri•fle	Consonant-le Forms a Separate Syllable If the first syllable ends with a consonant, try the short sound for the first vowel. If the first syllable ends with a vowel, try the long sound.

Based on Moats 2005.

- **Identifying affixes or word parts**
 - Teach students to use root words and affixes (prefixes & suffixes) to decode multisyllabic words.
 - Syllable divisions often occur between morphemic units of meaning--word parts.
 - Word parts include root words, Greek and Latin roots, and affixes.
 - 80% of words have 1 or more affixes so instant recognition and accurate pronunciation of affixes is the key to decoding long words.
- **Using flexible syllabication strategies**
 - Students can segment multisyllabic words into graphosyllabic units (i.e. spelling units) or “chunks” that can be decoded.
 - Accurate decoding of multisyllabic words = pronunciations ↔ spellings of letter units, or syllables
 - Syllable segmentation strategy: break words into spoken syllables, match spoken syllables to their spellings, and blend the segments to form a recognizable word.
- Why it's important to teach open and closed syllables
 - Because open and closed syllables make up 75% of all syllables.
 - Open and closed syllables are “the basic building blocks of polysyllabic decoding.”
 - Correlation between students’ sight knowledge of open and closed syllables and students’ ability to read multisyllabic words.
- Prerequisite skills for teaching multisyllabic word reading (Grades 2 and up)
 - Ability to identify vowels and consonants
 - Ability to distinguish between short and long-vowel sounds
 - Ability to decode one-syllable words
 - Knowledge of common sound/spelling correspondences
- There are several instructional strategy categories for decoding multisyllabic words.
 - Decode using syllable type: Open and closed syllables
 - Decode using syllable-division principles: VC/CV and VCV (V/CV or VC/V)
 - Decode by flexible syllabication: Syllable segmentation strategy and syllasearch procedure
 - Decode using word parts: Introducing affixes, flexible strategy for reading big words, and root word transformation strategy
 - Note: some instructional strategies build off previous strategies (e.g. can’t do the latter two of “decode using word parts” without first introducing affixes).
- Dividing a multisyllabic word with the VCV

	○ Better to first try dividing after the first vowel (V/CV) rather than after the first consonant (VC/V) because most (75%) VCV syllable pattern words divide as V/CV. ○ Steps for syllable division ■ Identify & label the vowels ■ Identify & label any consonants between the vowels ■ Look at the pattern & divide the word ■ Identify the 1st syllable's type ■ Blend each syllable & then read the whole word ■ If you don't recognize the word, divide it in a different way.
Recommended Strategies to Add to Toolkit	● Ch 6: Lesson model for letter/sound correspondence ● Ch 7: Lesson model for irregular word reading: Sound-out strategy ● Ch 8: Instructional strategy: Decode multisyllabic words using syllabic type: Open and closed <i>*Note: These strategies can be found in the Strategies in Sourcebook section.</i>

Section IV: Reading Fluency (Olivia)

Section IV: Reading Fluency	Notes
Introduction ➤ Fluency ➤ Prosody ➤ Accuracy ➤ Rate	● Differences in reading fluency distinguish good readers from poor; a lack of reading fluency is a good predictor of reading comprehension problems. ● The bridge between decoding and comprehension. ● Three Elements of Fluency: ○ Accuracy: word-reading accuracy refers to the ability to recognize or decode words correctly. ○ Rate: Reading rate refers to how quickly and accurately one reads connected text. Moving quickly and smoothly through text. ○ Prosody is defined as the rhythmic and tonal aspects of speech: the “music” of spoken language. ● Variables that influence fluency: ○ Reading comprehension ■ Comprehension plays a role in facilitating fluent reading. ■ Students read faster in a meaningful context faster than they read them out of context.

	○ Word recognition ■ Figuring out unfamiliar words or words not known by sight slows students down. ○ Decoding speed and accuracy ■ When letters are not known by sight, students have to decode using sounds/spelling correspondence, or chunks of words. If this does not happen quickly or accurately it negatively impacts fluency. ○ Metacognitive abilities ■ Being aware of one's thinking and one's abilities. ■ Readers make conscious and unconscious decisions on how they approach reading tasks. ■ Students regulated reading impacts their fluency. ○ Students vocabulary knowledge ■ Size and accessibility ■ Decoding unfamiliar words ■ How quickly can meaning be assessed. ○ Reading in a meaningful context
Chapter 9: Fluency Assessment ➤ ORF ➤ CBM ➤ Dysfluency	Assessment of ORF: Rate and Accuracy: ● The combination of reading rate and accuracy is often referred to as <i>oral reading fluency</i> (ORF). <i>Curriculum-based measurement</i> (CBM) is the assessment tool most commonly used for measuring ORF. ORF is a good indicator of future reaching performance. Assessment in ORF also allows teachers to identify: ○ Identify students who are at risk of reading failure ○ Identify which students are not making adequate progress given the instruction they are receiving ○ Identify students instructional level ○ Identify which students need additional diagnostic evaluation ● One quick way to assess ORF is through having students read a passage, unpracticed and at grade-level for one minute. The teacher will mark errors as they appear. ● ORF is assessed in correct words per minute (WCPM)

ORF Performance Expectations (Hasbrouck and Tindal 2006)

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

- Use this ORF correct words per minute expectations sheet to see how students should be performing at a certain grade level.

- Weekly growth rates indicate the average number of WCPM per week students are expected to gain.

- When students are in grade four and above, ORF becomes unreliable because text comprehension now depends on content, vocabulary and text structures. The book suggests using Maze CBM.

Assessment of Prosodic Reading:

- To measure prosodic reading, the teacher listens to as students oral reading of an independent-level passage then compares that to a prosodic reading scale of rubric. (pg.334)

Diagnosis of Dysfluent Reading:

- When students are below expected reading level as shown in fluency assessment, the teacher needs to gather more information about the student. Common causes of dysfluency include, phonemic awareness, decoding, language syntax, vocabulary and content

knowledge.

- Speed-Accuracy Trade Off
 - The students slows down unnecessarily because they are overly concerned with accuracy
 - Students make many mistakes in an attempt to read text quickly.

Possible Causes of Dysfluency

Is Reading Inaccurate?

Does the student:

- Have sufficient phonic knowledge and skills?
- Have sufficient decoding skills - especially with multisyllabic word reading?
- Recognize a large bank of high-frequency irregular words on sight?
- Possess an average of greater oral vocabulary?
- Know how to monitor reading accuracy?

Is Reading Slow?

Does the student:

- Decode words sound by sound rather than by clunking?
- Make several attempts before accurately decoding an unfamiliar word?
- Lack automatic words recognition skills?
- Have enough background knowledge to understand the text?
- Make a speed-accuracy trade off

Is Reading Nonprosodic?

Does the student:

- Fail to notice or pause at punctuation?
- Fail to pause at natural phrase boundaries?
- Lack syntactic knowledge of English?
- Lack of expression in reading?
- Focus too much on word identification?

Why Assess Fluency?

- Early identification of students who are not reading at the expected level or are not making sufficient progress is they key to preventing reading problems.
- ORF assessment data can be used to place students in appropriate instructional grouping, identify students who are not making adequate progress, and monitor students who are reading below grade level.

When to Assess Fluency?**ORF CBM Assessment Guide***Screening*

Grade 1: All Students	Middle of school year (winter)
Grade 2-5: All Students Grade 6-8: Students who are reading below expected grade level	Beginning of the school year (fall)

Progress Monitoring

Grade 1: All students	Two times a year (winter, spring)
Grade 2-5: All students: Grades 6-8: Students who are reading below expected grade level	Three times a year (fall, winter, spring)
Grades 1-8: Students who are reading below expected grade level or goal level (Note: For students in Grades 6 and above who are reading below expected grade or goal level, Maze CBM may be more appropriate.)	At least one or two times a month

How to Assess Fluency?

- Select Appropriate Text

	○ Use resources that are at students levels and targeted at their growth. ○ Use CBM passages for assessment. ○ 250 words in each passage. ● Listen to Students Read (WCPM) ○ Total words read - errors = ORF Score ○ Ex. 84 -2 = 82 WCPM
Chapter 10: Fluency Instruction	● Fluency Instruction is a vital part of every reading program. Students, with teacher assistance, must work on the three elements of fluency, accuracy, rate, and prosody. These elements are intertwined and working on one element means you are likely working on another. Independent Silent Reading ● Encourages students to read extensively on their own, both in and out of the classroom, with minimal guidance. ● Poor readers try to just look like they are reading when it is happening independently. ● Poor readers need adult feedback and they should be encouraged to read outside of class. Assisted Reading Assisted reading provides students with a model for reading and fluency. ● Teacher Assisted Reading: A teacher can model how a fluent reader sounds during reading. ● Peer-Assisted Reading: Paired students or partners take turns reading aloud and provide each other with corrective feedback. ● Audio-Assisted Reading: Students follow along in their books as they hear a recording of a fluent reader. Repeated Oral Reading ● Provides the targeted, focused practice needed to improve all levels of fluency- accuracy, rate, and prosody -and is the most studied methods on increasing reading fluency. ● Adapting Oral Reading: Repeated oral reading is very flexible and can be adapted into any reading program for individual students needs. ○ The number of times a student reads a passage can vary. They can read until they reach a certain level of fluency. ○ Instructional groupings: varying the who students work with and whether they work in groups or individually can inform fluency instruction. ○ Students reading a text several times can devote each repetition to a different purpose. ● Methods of Oral Reading: ○ Match instructional strategies to students' weaknesses. ○ Depends on students rate, accuracy and prosody.

- Group vs. Individual Instruction.
- Time Repeated Oral Reading
 - An intervention appropriate for slow readers who need intense practice with automaticity in connected text.

Integrated Fluency Instruction (FORI)

- Combines oral reading and teacher-and peer-assisted reading with independent silent reading.
- Repeated reading and silent individual reading practice in class or at home.
- FORI has been shown to work well with ELL students.
- Choosing the Right Text
 - Text Length and Genre
 - 50 - 200 words in length, go from shorter to longer passages.
 - Passages should vary in genre.
 - Text Content
 - Choosing the right passage is key to motivation and should hold students' interests.
 - Use common theme-based vocabulary.
 - Level of Text Difficulty
 - Make sure the text being read is at the correct level of difficulty for the student.
 - Level of text difficulty should increase over time.

How to Determine the Level of Text Difficulty

Step 1	Based on informal and formal assessment data, select a relatively short passage about 100 to 120 words, that seem to be at the students reading level
Step 2	Have the student read the first 100 words of the passage aloud .(The student could read more words but it's easier to calculate if the student only reads 100 words) Keep track of student errors as they read: mispronunciation, omission, substitution, transposition and hesitations.
Step 3	Calculate the number of words the student read correctly by subtracting the number of student erros from the total number of words read.
Step 4	Calculate the percentage of words read correctly.
Step 5	Compare students' accuracy level with the levels of text difficulty.

	<table><tr><th colspan="6">When to Teach Fluency</th></tr><tr><th>Type of Instruction</th><th>Kinder</th><th>Grade 1</th><th>Grade 2</th><th>Grade 3-5</th><th>Grade 6</th></tr><tr><td>Letter Naming Fluency Chapter 4: Letter Knowledge</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>Sound/Spelling Fluency Chapter 6: Phonics</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>Regular Word Reading Automaticity Chapter 6: Phonics</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>Irregular Word Reading Automaticity Chapter 7: Irregular Word Reading</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>Multisyllabic Word Reading Automaticity Chapter 8: Multisyllabic Word Reading</td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Reading Decodable Text Chapter 6: Phonics</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>Prosody - Phrasing</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>Prosody - Expressiveness</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>Reading Connected Text (Literacy and Information)</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Modeled Fluent Reading</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Independent Silent Reading</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table>	When to Teach Fluency						Type of Instruction	Kinder	Grade 1	Grade 2	Grade 3-5	Grade 6	Letter Naming Fluency Chapter 4: Letter Knowledge	✓	✓				Sound/Spelling Fluency Chapter 6: Phonics	✓	✓				Regular Word Reading Automaticity Chapter 6: Phonics	✓	✓	✓			Irregular Word Reading Automaticity Chapter 7: Irregular Word Reading	✓	✓	✓			Multisyllabic Word Reading Automaticity Chapter 8: Multisyllabic Word Reading			✓	✓	✓	Reading Decodable Text Chapter 6: Phonics	✓	✓	✓			Prosody - Phrasing		✓	✓	✓		Prosody - Expressiveness		✓	✓	✓		Reading Connected Text (Literacy and Information)		✓	✓	✓	✓	Modeled Fluent Reading	✓	✓	✓	✓	✓	Independent Silent Reading	✓	✓	✓	✓	✓
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Recommended Strategies to Add to Toolkit	<table><tr><th>Fluency Assessment</th></tr><tr><td> - Assess students using the recommended timeline, endless they need intense instruction - Choose appropriate books - Use ORF and CBM - Listen to Students read </td></tr></table>	Fluency Assessment	- Assess students using the recommended timeline, endless they need intense instruction - Choose appropriate books - Use ORF and CBM - Listen to Students read																																																																												
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	• Use graphs and data to keep track of students growth Fluency Instruction • Again choose appropriate books that are at students levels, but also where students have enough comprehension and context of the book to be able to read it with fluency. • Used Timed Repeated Oral Fluency ○ This is designed for struggling readers who need more practice. ○ The purpose is to build on students' fluency, not to assess! • Use student data to inform instruction strategies. • Model fluency for students throughout. • Celebrate when a goal is met - reading with fluency is hard!
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Section V: Vocabulary (Daniel)

Section V: Vocabulary	Notes
Introduction	Four components of effective learning program: • Wide or extensive independent reading to expand word knowledge • Instruction in specific words to enhance comprehension of texts containing those words • Instruction in independent word-learning strategies • Word consciousness and word-play activities to motivate/enhance learning Four levels of word knowledge: • Never seen or heard of word • Have seen but don't know what it means • Vaguely know the meaning; can associate it with concept or context • Know the word well Vocabulary size: • K-2 students acquire about 860 new root words per year (16.5 per week) • 3-6 students acquire about 1000 new root words per year (19.2 per week) • About 2 root words per day (10 per week) can be taught directly in school • Bottom 25% of students entering kindergarten have 1000 fewer root word meanings • Difference balloons to 2000 by 2nd grade (compared to average students) Vocabulary and comprehension: • Vocabulary predictive of comprehension—can't understand text without word knowledge • 1st grade oral vocabulary predicts 11th grade comprehension

	Vocabulary instruction strategies: • Intentional vocabulary teaching ◦ Explicitly teach specific words and word-learning strategies ◦ See vocabulary in authentic, rich context vs. in isolation ◦ Develop cognate awareness • Foster word consciousness - awareness of and interest in words • Multiple exposures in multiple contexts • Restructuring of vocabulary tasks (student may not understand task, as opposed to vocab) • Incidental vocabulary learning ◦ Wide reading ■ Structured read-alouds and discussions ■ Extending independent reading outside of school ELL Instruction • Take advantage of home language • English and Spanish have lots of cognate pairs • Teaching meaning of basic words • Provide sufficient review/reinforcement ◦ Read-alouds ◦ Teacher-directed activities ◦ Audiotapes ◦ Parent involvement ◦ Activities to extend word use to outside of class
Ch. 11: Specific Word Instruction	Specific word instruction should: • Focus on words that are contextualized in literature, important to text, and useful to know • Provide rich in-depth knowledge of word meanings, not just definitions • Provide accessible explanations and examples in various contexts, with opportunities for students to discuss, analyze, use, and compare words in context • Provide multiple exposures to words in various contexts • Engage students in active, deep processing by getting them to use words in new contexts and to create associations among words Three-tier system for word acquisition: • Tier one: Basic words • Tier two: High-use words—best words for direct instruction • Tier three: Specialized, low-frequency words—only teach when they arise Selecting words for ELLs: • Is the word concrete or abstract? Can it be shown or demonstrated?

- Does the English word have a Spanish cognate?
- Does the word have multiple meanings?
- Is the word meaning key to understanding?

Strategies:

- Incorporate vocabulary instruction into reading instruction
 - Provides strong context for new vocabulary
- Introduce target vocabulary before/during independent reading (see Direct Explanation Method), and during/after read-alouds (see Text Talk)
- Visuals!
- Use student-friendly explanations
- Use teacher-created contexts, not just textbook
- Have students immediately and actively engage with words
- Graphic organizers can reveal word relationships, creating connections for students

Text Talk: Text-specific vocab introduced after read-aloud (K-2)

- During read-aloud, pause and give brief explanation for target words when they come up
- Explanations should not interrupt flow of story
- After read-aloud, fully introduce meanings of target words one at a time:
 - Contextualize word (*In the story...*)
 - Say the word
 - Give student-friendly explanation
 - Provide different (teacher-generated) context
 - Engage actively with word
 - Sentence starters - Have students use and apply word in new context
 - Choices - Provide examples and non-examples, have students call out
 - Say word again - reinforce meaning and phonology
 - Use word to describe own experiences
 - Ask questions putting word in context
- After introducing each word, have students use them all together
 - Develop one question using all vocab and have students answer it
 - Develop question in which students can answer with one of two vocab words
 - Develop questions for each word within a single context
 - Develop questions with uniform format for each word
 - Develop open-ended discussion prompt for each word

Direct Explanation Method: read-aloud strategy for struggling readers (K-2)

- Teacher reads aloud a story four separate times over a three-day period, introducing up to 25 teachable words (just a couple during first reading, then 7-8 words each other reading)

- On fourth and last day, all teachable words are cumulatively reviewed
- A couple comprehension words discussed before each reading begins
 - Comprehension words are not reviewed at the end; just teachable words
- Upon first reading, don't pause for word-meaning explanations
- Teachable words taught during readings on 2nd, 3rd, and 4th day
- To teach each word, reread sentence and provide student friendly explanation
- Check comprehension after reading; review teachable words from the day
- Add to story word list/word wall
- For cumulative review, make new sentence contexts for each word then ask for definitions

Independently read text strategy (2+)

- Good for developing student knowledge of several target words
- Before the reading (with each word individually): read and pronounce the target word, give student-friendly explanation, provide a different context, engage actively with word
- Have students read selection independently, silently or aloud
- After reading, provide instructional activities that engage students in word meanings:
 - Discussion prompts using target words
 - Examples/non-examples of target words
 - Ask yes/no questions using two or more target words
 - Choices (see text talk)
 - Cloze sentences using target words
 - Provide true/false statements using words
 - Ask questions associating words with sentence or phrase
- Assess knowledge using multiple-choice quiz

Introducing function words (K+)

- Alert speaker to structure of sentence; words with syntactic function
- Articles (*a, an, the*), conjunctions (*and, but, or*), helping verbs (*been, should, will*), prepositions (*in, on, over*), and pronouns (*he, she, we*)
- ELLs may be confused about function-word usage and meaning, may benefit from explicit instruction
- To begin, teach/model use of target word using contextual examples
- Then, guide students through examples/non-examples of function word
- After working through two function words, use both words in guided practice
- Have students continue to practice in pairs

Concept picture sort (K-1)

- Provide primary students with opportunities to classify/categorize new words
- Divide bulletin board into two sections ahead of lesson

- Read story aloud
- Categorize pictures of items/characters from story into chosen categories and pin onto bulletin board (*living/non-living things used as example in book*)
- Guided practice with students—identify more items and have them pins onto board
- Independent practice—distribute copies of magazines and have them cut out items belonging to respective categories, add to board
- Extend word knowledge—Have students sort into more specific categories on board

Semantic map (2+)

- Builds connections between semantically connected words
- Basically just a concept/mind map
- Begin by introducing the concept
- Have students brainstorm words related to concept and list on board
- Add to list with words from chosen text (provide student-friendly definitions if needed)
- Make the map! Group words into categories stemming from concept word
- Read text, then revise semantic map
- Provide situations requiring students to interact with words in map

Semantic feature analysis (3+)

- Uses grid rather than map format
- Uses categorization to reinforce vocabulary concepts
- Select category to be analyzed
- Make vocabulary grid, adding category types and features with student input
- Show feature possession (pluses/minuses)
- Expand grid with more category types/features
- Discuss/explore grid (in small groups/pairs)

Possible sentences (3+)

- Pre-reading strategy that improves student recall of target word meanings and their comprehension of text containing target words
- To begin, introduce target words to be read in chosen text (6 unknown, 4 known words)
- Tell students words will appear in reading, asks students to share target word knowledge
- Provide student-friendly definitions
- Have students (in pairs) write possible sentences (containing at least two target words), and print some on board
- Some will be inaccurate, and some will be accurate: don't discuss this until after reading
- Evaluate and revise sentences after reading selection

Keyword method (3+)

- Useful strategy for remembering meaning of vocabulary words
- Teach/model:

	○ Define target word: read sentence using word and define ○ Think of keyword: a word that sounds like target, and is easily pictured ○ Define chosen keyword ○ Link keyword to meaning of target word (visual interaction between both words) ○ Recall meaning of target word, modeling using visual image to aid recall process ● You may model all target words or have students come up with own keywords
Ch. 12: Word-Learning Strategies	Independent word-learning strategies help students determine meanings of words not explicitly introduced/taught to them: ● <u>Using dictionaries (2+)</u> ○ Teacher should model looking up words and finding appropriate definition ■ Read all entries, read all different meanings of best entry, choose best meaning ○ Should not just be used for new words, but to deepen knowledge of existing word ● <u>Word-part/morphemic analysis (4+)</u> ○ Root/base words, greek/latin roots, and affixes (suffix/prefix) ○ Students can dis/assemble words into parts to derive meaning of whole word ○ Sometimes this strategy can lead to misunderstandings ■ Prefixes not always consistent in meaning ● <u>Contextual analysis (K+)</u> ○ Inferring meaning of word from surrounding text ○ Teach students about generic and specific types of context clues (4+): ■ General: non-specific clues, often spread out over several sentences ■ Definition: definition provided in text ● Signal words: <i>is, are, means, refers to</i> ● Appositive definition: word/phrase describes word before it ○ Signal phrase: “, or _____,” ■ Synonym: uses another word/phrase similar in meaning to unfamiliar word ● Signal words: <i>also, as, identical, like, likewise, resembling, same, similarly, too</i> ■ Antonym: uses another word/phrase opposite of unfamiliar word ● Signal words: <i>But, however, in contrast, instead of, on the other hand, though, unlike</i> ■ Example: provides several words/ideas that are examples of target word ● Signal words: <i>For example, for instance, including, like, such as</i> ○ Context analysis also has a limit—it can be misdirective or nondirective ● <u>Cognate awareness (for ELLs)</u> ○ Draw on word knowledge in home language to find meaning of cognate in English

- Beware of false cognates (pan/pan; rope/ropa; pie/pie)
- Combining morphemic and contextual analysis: The Vocabulary Strategy (4+)
 - First, look for context clues
 - Then, look for word-part clues within unfamiliar word
 - Use first two steps to guess word meaning
 - Try new meaning in original sentence
 - If necessary, use a dictionary

Strategies in detail:

PAVE Map (3+)

- Uses sentence context and dictionary to confirm target word's meaning
- In an organized sheet, students will write: the context sentence, the target word, the predicted meaning, a sentence using the predicted meaning, the dictionary definition, a revised sentence using the definition, and an image representing the word

Definition Map (3+)

- Includes three important aspects of definition: what it is (category), what it's like (features), and specific examples
- Use map to write a definition incorporating all parts

Compound words (2+)

- A compound word is a word made up of two smaller words
- Use manipulatives (via physical card with clipart/words or powerpoint)
- Have students complete sentences with compound words (e.g. "a boat that sails is a _____")
- Display lots of words (using chosen method for beginning of lesson) that can be combined into compound words, have students make combinations and make incomplete sentences
- Have students circle compound words in chosen text
- Clarify any compound words that may not literally define the word
- Have pairs make charts breaking down meanings of all found compound words (three sections: compound word, two smaller words, and definition)

Word families (2+)

- A group of words with the same root word is called a word family
- Display paragraph with four words in same word family, and have students identify the word family and define each one as a class
- Word Family Marathon: Have students look through textbooks to find as many families as possible in allotted time (15 min); have them make chart listing words they found, the root word, and other words in word family)

Prefixes/suffixes (2+)

- Explain prefixes or suffixes of focus for lesson using several examples

	• Show limitations of prefixes or suffixes with non-examples using same prefix • Have students make a word-part clue evaluation chart with five columns: word, does not have pre/suffix + root word, has pre/suffix + root word, pre/suffix + root word = meaning, and pre/suffix + root word ≠ meaning (the last two columns will be filled with the definitions of the word; the 2nd/3rd will be the word broken up into pre/suffix + root word [un + interrupted]) • Students find words in text with pre/suffix and fill in the appropriate columns in the chart <u>Roots (4+)</u> • Roots and root words come from Greek/latin languages • Root words can stand alone as words, whereas roots cannot • Choose word and break down meaning for students • Choose other word with same root for students to break down • Make word-part web for root (root at center, with all relevant words branching off) <u>Context clues (2+)</u> • Context clues are words/phrases that give readers clues/ideas to meaning of other words • Use a cloze sentence as an example: have students come up with answer for missing word • Present a chart for students to use (model each step then have students work in pairs): ◦ When you come across an unfamiliar word... ■ Look for words/phrases that may be clues/hints to word meaning ■ Start with the sentence containing the word, then the neighboring sentences ■ Use the context clues to determine meaning ■ Try it out on the original sentence and see if it makes sense • Remember to point out limitations of using context clues <u>Introducing/applying types of context clues (4+)</u> • In one lesson, give students chart (see Sourcebook Strategies section) with types of context clues, with descriptions and examples • In a subsequent lesson, students will apply the types of clues to a chosen text • They will evaluate the type of context clue and why, putting it all in a chart ◦ 4 columns: word, signal word/punctuation, context clue, type of context clue <u>Introducing/practicing The Vocabulary Strategy (4+)</u> • Combines all these different strategies: students look for context clues, then word-part-clues, guess the meaning, apply it to the original sentence, then use the dictionary to confirm/deepen knowledge
Ch. 13: Word Consciousness	• Word consciousness is an interest and awareness of words • Word conscious students use words skillfully, appreciate subtleties of word meaning, are curious about language, like to play with words, and enjoy investigating the histories/origins of words ◦ Teachers can build a word-rich environment by filling the classroom with thesauruses,

dictionaries, word walls, word puzzles (word search, crossword), word games (Boggle, bananagrams, scrabble), literature, poetry, and word-play/joke books

- Supports **adept diction**: the skillful use of words in writing and speech
 - Model through choice of words, skillful use of words
 - Encourage students to expand word choice in own speech/writing
 - Alert students to categories of language:
 - denotations/connotations, synonyms/antonyms/homonyms
 - Similes, metaphors, idioms
 - Categories for word play: proverbs, slang, eponyms, toponyms, acronyms, portmanteaus, hink pinks, puns, riddles, tom swifties, tongue twisters, anagrams, palindromes
- Dr. Seuss and Jack Prelutsky good word play children's authors
- Successful vocabulary classrooms see students bringing learned words outside the classroom
 - Word Wizard Chart
 - Records words and challenges students to find them outside of school

Strategies in detail:

Animal idioms (K+)

- Idioms are expressions that are unrelated to the literal meaning of the phrase
- Introduce animal idioms: hold your horses, raining cats and dogs, etc.
- Have students work together in groups to make a drawing of animal idiom's literal meaning (1 student) and to act out its real meaning (2 students)
- Intermediate students may also enjoy looking up the origin of the idiom

Latin and Greek number words (4+)

- Provide multiple examples of the different contexts Latin number prefixes are used in
- Display a [number prefixes chart](#)
- Possible activities:
 - Have students draw objects that can have multiple prefixes (uni/bi/tricycle)
 - Have students answer questions using chart for guidance (student or teacher generated)
 - Have students complete silly riddles (what's an octopus with four arms?)

Antonym scales (4+)

- Very similar to semantic gradient activity
- Complementary antonyms: can either be one of the other (dead/alive; off/on)
- Gradable antonyms: form opposite ends of a continual scale (hot/cold; best/worst)
- Have students evaluate antonyms by type
- Have students interact with cut outs of words on scale and order them with a partner
- Have students pick gradable antonyms from list and make their own scale with partner

Word web (3+)

	• Basically a semantic concept map for a single word • Tell students word meanings change over time (e.g. “mouse” now also refers to computer mouse) • Remind students of homographs: words spelled the same but with different meanings • Have students map out all the different meanings/usages of the target word • As an extension, students can brainstorm other homographs in a related category and make more word webs from a student chosen word Five senses simile web (2+) • Tell students they are going to use their five senses to create a simile web for [feeling/state] • Have students generate ideas for what it means to be [target word] • What does [target word] smell like? Taste like? Feel like? • Have students elaborate on answers in their simile web by replacing words with synonyms that are more vivid/precise/lyrical • Extend to other grades by using more complex words Poetry as word play (3+) • Explain to students what a diamante poem is, and that they use antonym pairs or synonym pairs • Have students write their own synonym and antonym poems • Extend by introducing cinquain poems: first line is two syllables (a noun), second line is four syllables (two adjectives describing noun), third is six syllables (three -ing verbs), fourth is eight syllables (a descriptive phrase about subject), fifth is two syllables (synonym of subject) Vocabulary hotshot notebook (2+) • In-depth and permanent understanding of vocabulary comes from frequent exposures/use • Students make a personal vocabulary notebook incorporating Word Wizard Chart (see above): ○ Make 8 copies of Vocab Hotshot Notebook (VHN) per student and paste in notebook ○ Tell students they will be keeping track of new vocab words in class using VHN ○ After entering new vocabulary words, they will be looking for vocab word outside of class ○ They will earn points for recording encounters in notebooks ○ Encounters can be the word itself or word in the same family ○ The goal is to earn enough points in two weeks to become a Vocabulary Hotshot! ■ One point per entry, three possible per word; 48 points possible ■ Display a scoreboard with Hotshots (40 pts), Big Shots (30 pts), Little Shots (20 pts) ○ Model filling in first row with new vocab word
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Section VI: Comprehension (Daniel)

Section VI: Comprehension	Notes
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Introduction	• Comprehension is the construction of meaning of a written text • Characteristics of each reader must be taken into consideration ◦ Reading fluency, vocabulary, world knowledge, comprehension strategies, and motivation • Text usually falls into either literary or informational text (fiction vs. nonfiction) • Complexity of text measured in Common Core by qualitative measures (structure, word knowledge demands, levels of meaning), quantitative measures (word/sentence length, text cohesion), and reader/task considerations (motivation, prior knowledge, complexity of task/questions, purpose of reading) ◦ Literary Text qualitative measures ◦ Informational text qualitative measures • Setting a purpose to a reading task critical part of instruction • Good reading (BDA): ◦ Before reading, readers set a goal for what they hope to gain from the text, possibly noting the structure or skimming to get a general idea and make predictions about the text and whether or not it will help them achieve their goal ◦ During reading, text is approached intentionally, self-monitoring their comprehension as they read: they'll note problems with unknown words or confusing text, confirm predictions, ask questions, and make judgements about the text itself ◦ After reading, sections of text may be re-read, and readers will summarize and reflect on what they just learned Overview of comprehension strategies: • All strategies work in tandem and are driven by metacognition • <u>Monitoring comprehension:</u> Involves being actively aware of whether one is understanding the text and dealing with problems as they arise ◦ Problems may arise when students don't recognize a word (word clunk), or when they don't understand a word, sentence, or passage (meaning clunk) ◦ Word clunk strategies: decoding, phonics, and chunking ◦ Meaning clunk strategies: word-learning strategies (see chapter notes), comprehension strategies (see below), and fix-up strategies (rereading, looking back, reading on, using context clues, asking someone, or checking a reference) • <u>Connecting to world knowledge:</u> linking knowledge from previous experiences with ideas in the text ◦ Wide and deep reading helps students build reading skills and their knowledge base ◦ Imperative to teach students how to use background knowledge appropriately, by assessing how new information fits with, expands upon, or changes what they know • <u>Predicting:</u> Making an informed guess about what will come next in a reading =, based on world knowledge and context clues ◦ Readers confirm/revise predictions as they read
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- BDA: Predicting helps focus reading beforehand, guides students as they read, and facilitates evaluations of the text afterwards
 - Improves recall
 - Recognizing text structure: Identifying ways text is organized
 - Text structure reflects the meaningful connections among the ideas in the text
 - Recognizing structure can guide readers in identifying key information and improving recall
 - Literary text tends to follow single pattern (story structure/grammar)
 - Setting, characters, plot, theme
 - Informational/expository text follows variety of structures
 - Description, compare/contrast, cause/effect, problem/solution, time order
 - Often more difficult to comprehend
 - Asking questions: readers ask themselves questions about the text being read
 - Answering questions: students finding answers to teacher questions
 - Questions can be literal, inferential, applied, or strategic
 - Questions should require deep processing and relate to prior knowledge
 - Constructing mental images: making mental picture to represent text
 - Not natural for everyone, important strategy to teach/model
 - Summarizing: Students synthesize information and restate information
- Explicit comprehension strategy instruction:**
- Scaffolding: Shifting responsibility from teacher to student
 - Direct instruction → modeling → guided practice → independent practice
 - Graphic organizers, prompts, cooperative learning, read-aloud methods all useful tools
 - Contextualized instruction: strategy instruction should be within the context of reading
 - Present strategies as tools, not ends in themselves
 - Keep focus on constructing meaning of text and not just the strategy
 - Focus on thinking about text itself rather than on how to process text
 - Spend most time on scaffolded, collaborative application and less time on explicit descriptions
 - High-interest texts can transform comprehension ability
 - Struggling readers sometimes just need a different style of text (comics, digital texts)
 - Discussion-oriented instruction: participation in open, sustained discussions of content increases student ability to think about and learn from text
 - Responding through writing: Improves comprehension by giving students opportunities to organize their thoughts coherently and make meaning of the text
 - Three means of writing:
 - **Writing into**: accessing world knowledge, raising questions/setting purpose for reading, fostering word consciousness, making personal connections to text

	■ Writing through: charting info, identifying important information, supporting details, and plot points, exploring characters, setting, and other elements ■ Writing out: reflecting/responding, giving personal, creative, or critical responses, making personal connections to text, other texts, and themes, exploring text concepts ELL instruction: ● Reading comprehension and writing much harder for ELLs than decoding or word recognition ● Useful to promote language and vocabulary while also working on comprehension skills ● Instruction must be explicit, direct, and must actively engage students in strategy use ● Important to emphasize transferring strategies from native language to English
Ch. 14: Literary Text	● Important for students to recognize story structure (setting, characters, plot [problem → sequence of events → outcome], and themes) ● Think-alouds are a useful way to model monitoring comprehension ● Several levels to summarizing: ○ Emergent level: focus on event listing and sequencing; introduce basic story elements ○ Early fluent level: Applies basic story elements in oral/written retellings, introduces identifying main events, and model/guide retelling events in sequence and integrating story elements ○ Fluent level: Introduce plot summary (retelling key events in sequence), practice to refine sequencing and story elements in retellings

When to Apply Comprehension Strategies in Literary Text

STRATEGY	BEFORE READING: To orient students to the story and task	DURING READING: To build an understanding of the story	AFTER READING: To check whether students understood the story
Recognizing Story Structure	Use story elements as a framework for reading.	Identify story elements as they appear in the text.	Use story elements to check understanding of the story.
Predicting	Generate predictions about the story.	Verify, adapt, and add predictions about the story.	Review accuracy of predictions.
Monitoring Comprehension	Keep in mind that the goal of reading is to understand the story.	Note if the story is making sense, and use fix-up strategies as needed.	Reflect on what the story was about and whether it made sense.
Connecting to World Knowledge	Preview text to connect it with prior knowledge.	Use knowledge/experiences to make sense of the story.	Connect the story to life experiences and other reading.
Asking Questions	Generate questions about what will happen.	Ask questions to clarify confusing story elements.	Ask higher-order questions to extend story understanding.
Answering Questions	Answer questions about the title and illustrations.	Answer questions about the plot and other story elements.	Answer higher-order questions to extend learning.
Constructing Mental Images	Create a mental picture based on the story title.	Visualize ongoing story events.	Visualize the overall story (a "mental movie").
Summarizing/ Retelling	Plan to be able to retell or summarize the story.	Build partial retellings as the story progresses.	Retell or summarize the story, orally or in writing.

Specific teaching strategies:

Dialogic reading: Picture book read-aloud (Pre-K-1)

- Recommended for small groups, more effective for comprehension than whole class
- Teacher helps students become tellers of a story through the PEER sequence:

- **Prompt:** Using the five types of prompts (CROWD) have students respond to story:
 - **Completion:** Fill-in-the-blank prompts used primarily for rhyming or predictable stories
 - **Recall:** Questions about specific details of story
 - **Open-ended:** Questions/statements that encourage a response to story illustrations in the student's own words
 - **Wh—:** Who, what, when, where, why questions
 - **Distancing:** Questions that form a bridge between stories and real world
- **Evaluate:** Evaluate/affirm student response
- **Expand:** Expand a student's response by adding information
- **Repeat:** Have student repeat your expanded response
- This method relies on repeated readings of the same book, with the teacher beginning by reading the whole thing and then slowly giving more ownership to the students

Introducing story structure (2+)

- Introduce all aspects of the [story map](#)
- Introduce the story with some background information
- Teach/model using story structure questions as a guide as the class reads through the book:
 - **Setting:** Where/when does the story take place?
 - **Characters:** Who is the story about?
 - **Problem:** What is the problem the character faces? What does the character want to do?
 - **Sequence of events:** What does the main character do about the problem? What happens as the character tries to solve the problem?
 - **Outcome:** How does the story turn out? Does the character solve the problem?
 - **Theme:** What lesson does the main character learn? What lesson did you learn from the story?
- Guide students in applying the theme to other stories and real life experiences

Transactional Strategies Instruction (TSI) (2+)

- Useful once all relevant comprehension strategies have been taught; TSI teaches students how to use multiple strategies in coordination
- Begin by reviewing a chart with all comprehension strategies familiar to students (See in Sourcebook Strategies section at bottom of document)
- Tell students that good readers use a variety of strategies to help them get the most out of reading
- Teacher says they are going to learn how to coordinate them and choose the best ones to use
- Walk through a Predictions Worksheet with students (5 columns in 2 categories: Predict [Prediction, What Makes Me Think So?], and Verify/Decide [Keep Looking, Reject, Confirm])
- Preview/read aloud the story using think-aloud to show students how to use strategies in tandem
 - Always reference the strategies chart when modeling this, filling in predictions chart based on inferences made
- After making/justifying a few predictions, have students chorally read and stop them when a prediction

	can be added to/rejected/confirmed • Do think-pair-shares when appropriate to break up instruction • Continue choral reading, scaffolding to give students increasing ownership of filling in chart ◦ Use open-ended prompts and have students respond in think-aloud form, identifying strategies used • Conclude reading by discussing outcome, author's craft, and discuss completed worksheet/strategy use <u>Book Club: Writing in response to literature (3+)</u> • Introduce tripod response sheet: area for personal, creative, and critical responses divided into thirds (like a pie): ◦ Personal: Drawing from personal experiences related to the text ◦ Creative: Engaging with text or author through poetry, dialogue, or other means ◦ Critical: Evaluate/analyze aspect of text/author's craft • Guide students through sheet responding to chosen text
Ch. 15: Informational Text	• Reading and understanding informational text requires more abstract thinking than in literary texts ◦ Involves compare/contrast, complex causality, synthesizing info, and evaluating solutions • Important to integrate comprehension instruction into content-area reading • Signal words for different types of informational text structures: ◦ Description: <i>for example, for instance, main parts, such as, this particular</i> ◦ Compare/contrast: <i>like, alike, just as, similar, both, also, too; unlike, differ, but, in contrast, on the other hand, however</i> ◦ Cause/effect: <i>because, due to, since, therefore, so, as a result, consequently, lead to, this is why, the reason, result in, consequences</i> ◦ Problem/solution: <i>problem, question, the trouble; solution, answer, in response</i> ◦ Time order: <i>first, next, then, afterward, later, last, finally, now, after, before, stages, steps</i> • LOTS of different graphic organizers for all these text structures • <u>Considerate texts:</u> texts whose main purpose is to help the reader acquire new information ◦ Structural cues: Aspects of text that suggest, indicate, or emphasize its structure ◦ The more apparent the text structure, the more likely it is that the reader will learn from text ■ Introductions, summaries, glossaries, graphic features ◦ Coherence: Clarity of writing; logical and clear explanations in text ■ Main ideas explicitly stated in prominent areas ■ Information limited to that which supports development of main idea ■ Logical ordering of events/ideas ■ Use of signal words to clarify relationships between ideas ■ Use of precise terms rather than ambiguous pronouns ■ Smooth transitions between topics

- **Audience appropriateness:** extent to which text matches prior knowledge of readers
- All comprehension strategies are applicable to informational text
- KWL useful for tapping into world knowledge
- Elaborative interrogation: students asking themselves, “Why does this fact make sense?”
- Motivational practices that enhance reading: relevance, choice, collaboration, success, and conceptual theme
- Applications of comprehension strategies to web-based text:
 - Quickly switching among various text structures (recognizing text structure)
 - Determining relevance of information in layers of potentially distracting links (monitoring comprehension)
 - Drawing from previous experiences of navigating websites (world knowledge)
 - Making predictions about most relevant links/how to move through text to find info (predictions)
 - Condensing questions into keywords more likely to lead to relevant links (asking questions)
 - Identifying promising and accessible resources for answering questions (answering questions)
 - Learning to use, evaluate, and integrate visuals online (constructing mental images)
 - Synthesizing information gathered from a whole article or website (summarizing)

Summarizing strategies:

Paragraph Shrinking (2+)

- Tell students they will be learning how to shrink information in a paragraph into a main-idea statement, then how to synthesize main-idea statements into a summary
- Paragraph shrinking has three steps:
 - Identify **who or what** a paragraph is mostly about
 - Identify the **most important information** about the who or what
 - **Shrink** all the information into one **main-idea statement** of ten words or less
- Scaffold strategy

Rule-Based Summary Strategy (4+)

- To summarize, students have to delete, substitute, or rephrase information:
 - Substitute a more general term for a list of specific terms
 - Delete redundant information
 - Delete information that is not absolutely necessary/central to overall meaning
 - Select or create a topic sentence
- Model skimming paragraph for each step of process

Other strategies:

Question-answer relationships (QAR) (3+)

- Answers from comprehension questions come from two main places, In the Text or In My Head:

- **In the Text**
 - Right There: Answer to the question is “right there” in one sentence; question and answer has same wording
 - Think and Search: The answer to the question requires searching across the text; the question and answer have different wordings
- **In My Head**
 - On My Own: Answer comes directly from world knowledge
 - Author And Me: Answer to question comes from understanding the text in conjunction with student’s world knowledge
- Display chart featuring all the information above and walk through it with students
- Model by answering questions with students after reading passage:
 - Right There: circle words in text that align with question, then scan same sentence for answer
 - Think and Search: Circle words that appear in the text matching question, then synthesize information across sentences referring to question
 - On my Own: Think aloud how you come to answer on your own
 - Author and Me: Combine strategies, circling words and using world knowledge
- Do some guided practice with students with new questions, then have them work in pairs on their own
- Have them use worksheet, listing question, answer, and QAR used

Collaborative Strategic Reading (CSR) (3+)

- Combines comprehension strategies instruction with cooperative learning
- Display copy of CSR Chart:
 - Before reading (preview): Scan, brainstorm what you know, predict what you can
 - During reading: Click and clunk, get the gist
 - After reading (wrap up): Ask and answer questions, review what you’ve learned
- Model each step:
 - **Scan** graphic features such as bolded text, italics, headings, illustrations, etc.
 - **Brainstorm** prior knowledge on topic
 - **Predict** what will happen/be learned
 - **Click and clunk** by monitoring comprehension and using fix-up strategies when struggling
 - **Get the gist** by using paragraph shrinking strategy
 - **Ask and answer questions** by thinking like a teacher making questions for a test
 - **Review what you’ve learned** by going back to brainstorms/predictions and adding to them
- Once students can do this one their own, give students roles to do this in teams:
 - *Leader*: Guides the group by saying what to read next and what strategy to apply next
 - *Clunk Expert*: Reminds group of steps to follow when trying to figure out a clunk
 - *Gist Expert*: Guides the group in developing a gist, or main-idea statement

- *Announcer*: Ask different group members to read or share ideas, making everyone participates
- *Encourager*: Watches group and gives positive feedback, evaluates how group works together

Questioning the Author (QtA) (3+)

- Three main goals when lesson planning:
 - Identify major understandings and potential obstacles in the text
 - Segment the text, determining when to stop reading and initiate discussion
 - Develop Initiating Queries and potential Follow-Up Queries
- QtA Queries are questions meant to assist students in grasping text ideas as they are encountered
 - Also helps understand what an author is saying vs. inferring what an author means
- Two types of Queries:
 - **Initiating Queries**: open-ended question meant to start discussion about text
 - Reveal messages/ideas presented by author
 - Draws attention to important text ideas
 - Reminds students that important text ideas are written by an author
 - **Follow-Up Queries**: more detailed question developed during lesson in response to discussion
 - Encourages students to consider ideas behind author's words
 - Guides students to relate information from different parts of the text
 - Connects to previously learned or read ideas
 - Sees that connections or information may be missing from text
 - Helps students figure out an author's reasoning behind including certain information
- Six types of discussion moves:
 - Marking: Drawing attention to an idea to emphasize its importance
 - Turning back: Turning responsibility to students for thinking through ideas, then back to the text as a source for clarifying thinking
 - Revoicing: Interpreting what students are struggling to express so their ideas can become part of the discussion
 - Modeling: Revealing the processes in which students engage in the course of reading
 - Annotating: Providing information to fill in gaps or point out sources of confusion in a text

Concept-Oriented Reading Instruction (CORI) (3+)

- Incorporates reading instruction with inquiry
- Meant to increase reading comprehension, science knowledge, and motivation to read independently
- CORI strategies:
 - Activating background knowledge: See Connecting World Knowledge and Predicting
 - Questioning: See Asking and Answering Questions and Elaborative Interrogation
 - Organizing graphically: See Semantic Maps, Semantic Feature Analysis, Definition map
 - Structuring Story: See Story Structure, Recognizing Story Structure

	○ <u>Summarizing</u>: See Summarizing Strategies ● Science learning goals categorized by process (scientific method) or by content ● Themes of CORI supporting motivation: ○ <u>Relevance</u>: providing real-world purposes for reading by connecting to student experience ■ Increases intrinsic motivation through interest-building activities ■ E.g. observational and hands-on instruction ○ <u>Choice</u>: Instruction and learning shared between teachers and students ■ Affords students opportunities to take ownership over reading and to pursue interests ■ E.g. students selecting high-interest texts, giving input on topics of study, selecting partners/groups, and determining options for expressing/demonstrating learning ○ <u>Collaboration</u>: Provide opportunities for social interaction during instruction ■ Generates enthusiasm for the text and content ■ E.g. Pair/group work, encouraging sharing ideas/what they are learning with peers ○ <u>Success</u>: Assuring proficient performance of instructional tasks ■ Builds student confidence in capacity to comprehend text ■ E.g. setting realistic instructional goals, matching texts to student reading level, providing a wide variety of theme-based texts, making students aware of their content knowledge expertise and their strategy use, sharing student successes, providing positive feedback and encouragement ○ <u>Conceptual Theme</u>: providing integrated, theme-based instruction ■ Offers instructional context in which students are reading for deep understanding ■ E.g. directly stating content theme, relating concepts to each other, connecting reading to concepts, creating graphic organizers about concepts, providing both literary and informational texts related to the theme
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Strategies in Sourcebook

Section I Chapter 2

Suggested Spanish language teaching sequence.

Spanish Sound/Spelling Sequence *what?*

In addition, students should receive systematic instruction that includes constant review and repetition of sound/spelling relationships. With these guidelines in mind, the following chart presents a possible sequence of Spanish phonics instruction.

Suggested Spanish Sound/Spelling Sequence		
Vowels	Initial vowel	o, a, i, u, e
Consonants and Consonant Digraphs	Open syllables with	m, s, p, t, c (/k/), n, b, l, f, r (initial) & r, g (/g/), d, v, ch, ñ, j, ll, r (medial), c (/s/), g (/x/), y, q, gu + e or i (/g/), z, h, güe & güi, k, x, w
	Closed syllables ending in	l, m, n, r, s, d, z, x
Consonant Blends	Open syllables with	cr, pr, tr, br, gr, fr, bl, cl, fl, pl
	Closed syllables with	cr, pr, tr, br, gr, fr, bl, cl, fl, pl
Vowel Combinations	Hiatus	ae, ea, ee, eo
	Diphthongs in open syllables	ia, ie, ua, ue, ui & uy, io, ai & ay, oy
	Diphthongs in closed syllables	ie, ua, ue

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1. WORD STRUCTURE

1. STRUCTURE OF ENGLISH 2. STRUCTURE OF SPANISH

English and Spanish language differences.

what? English/Spanish Language Differences

60  SEE ALSO . . .
Pronunciation of English and Spanish Letter Names, p.85

The following chart identifies important differences between English and Spanish phonology and orthography. Teachers of Spanish-speaking students can use this information to better understand students' performance in both reading and spelling. When teachers recognize that a particular error is a result of a student correctly applying the rules of Spanish, they can work with the student to identify differences between the two language systems and thereby build on the student's existing repertoire of literacy skills.

English/Spanish Language Differences	
b & v	In Spanish b and v are pronounced with the same sound, like the letter b in <i>balloon</i> . Therefore, students may have problems spelling words with the letter v.
c, s, z	In Spanish the following letters have the same sound, like the sound of the letter s in <i>sent</i> : c preceding e or i s z Students may be confused when spelling words with any of these three letters.
ch & sh	The sh digraph does not exist in Spanish. Therefore, students may pronounce sh as /s/ and have difficulty spelling words with sh, possibly substituting ch. The ch consonant digraph is usually taught as part of the Spanish alphabet. It has the /ch/ sound in <i>cheese</i> .
Double Consonants	The only double consonants in Spanish where both letters are pronounced are <i>cc</i> —pronounced like /ks/ in <i>accident</i> —and <i>nn</i> . In Spanish <i>ll</i> and <i>rr</i> are not considered double consonants because they represent a single sound. English words containing double consonants may be difficult to read and spell.
-ed	The variations in the sound of -ed in past-tense verbs may be confusing, especially when -ed has the soft t sound as in <i>wrapped</i> .

English/Spanish Language Differences

Final Consonant Blends	Because Spanish words do not usually end with final consonant blends, English words that do may cause confusion in spelling. Students will generally pronounce the first consonant and not the second. The most common combinations that can create difficulties are <i>ng, nd, st, nk, mp, nt, ft, and rl</i> .	61
g & j	In Spanish, g before e or i, and j represent a strong guttural sound with no equivalent in English. The English h has a sound that most closely approximates the Spanish consonant sound /x/. Students may pronounce words such as <i>general</i> as <i>heneral</i> , <i>giraffe</i> as <i>hiraffe</i> , and <i>juvenile</i> as <i>huvenile</i> . These pronunciation differences can lead to spelling confusion.	
h (initial position)	The only silent letter in Spanish is h. Students may not write the letter h in the initial position of words and may not pronounce it when reading.	
k	In Spanish, the letter k is found only in words of foreign origin and may, therefore, be unfamiliar to students. They may use the letter c or qu followed by e or i to write the sound for the letter k.	
Plurals	English plural words are likely to cause problems in both pronunciation and spelling for Spanish-speaking students. First, the pronunciation of the final -s in English varies. It can have the /s/ sound of <i>books</i> or the /z/ sound of <i>stores</i> . Second, students may have problems writing the plurals of English words ending in consonants, as most take -s and not -es as is the case in Spanish.	
q	The /kw/ sound in the English word <i>question</i> is always written cu plus a vowel in Spanish. The letter q always appears with ue or ui in Spanish and has the /k/ sound as in <i>kite</i> .	
s-Blends	There are no Spanish words that begin with s-blends. A vowel always precedes consonant clusters with s, so Spanish-speaking students may add the sound of the letter e (/a/) when they pronounce words that begin with <i>sc, sk, sl, sm, sn, sp, sq, st, or sw</i> .	
th	The th digraph does not exist in Spanish spoken in the Americas. Students may pronounce th as d since its sound is similar to the soft d in Spanish. For example, <i>that</i> might become <i>dat</i> .	
Vowels	In Spanish, vowels have a single and relatively invariable sound: a as in <i>spa</i> e as in <i>weigh</i> i as in <i>marine</i> o as in <i>open</i> u as in <i>tune</i> Spanish-speaking students may have trouble with the various English vowel sounds and vowel combinations, substituting them with Spanish vowel sounds and combinations.	
w & wh	The letter w and the digraph wh do not exist in Spanish, except in words of foreign origin. The pronunciation of the letter w depends on the language the word comes from and is either the /oo/ or /b/ sound. This may cause confusion in spelling. In addition, students may pronounce and write wh as w.	

1. WORD STRUCTURE

1. STRUCTURE OF ENGLISH 2. STRUCTURE OF SPANISH

Use Spanish language knowledge and skills to support English language acquisition.

what?

Spanish/English Cross-Language Transfer

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For those Spanish-speaking ELLs who are literate in their first language, much of their native language reading skills can be applied to their reading in the second language.

Students who can read in Spanish have mastered a number of important skills. Even beginning Spanish readers have learned that letters represent the different sounds of spoken language and that individual sounds can be blended into meaningful units. Rather than being a deficit, literacy in Spanish provides a strong foundation for learning English phonics.

As teachers introduce Spanish readers to English phonics, they can draw on a large number of phonic elements that are common to both languages. The following chart lists these common sound/spelling patterns.

Spanish Phonic Elements with Positive Transfer to English*		
/b/ spelled b	/m/ spelled m	/ch/ spelled ch
/d/ spelled d	/n/ spelled n	/l-blends (bl, cl, fl, gl, pl)
/f/ spelled f	/p/ spelled p	/r-blends (br, cr, dr, fr, gr, pr, tr)
/g/ spelled g in ga, go, gu	/s/ spelled s and c in ce, ci	/o/ spelled o
/g/ spelled gu in gue, gui	/t/ spelled t	/oo/ spelled u
/k/ spelled c in ca, co, cu	/y/ spelled y	diphthong /oi/ spelled oi, oy
/l/ spelled l		

*Sound/spelling patterns are the same in both languages.

Certain features of the Spanish letter/sound system are likely to cause difficulties for students who are transitioning from reading in Spanish to reading in English. Teachers can use the following chart to identify these elements with "negative transfer" and help students understand the differences between Spanish and English. In addition, there are many features of the English sound/spelling system that don't exist in Spanish. The second chart lists the phonic elements that have no counterparts in Spanish and thus have "zero transfer."

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Spanish Phonic Elements with Negative Transfer to English*

- g before e and i, and j represent the guttural sound /x/, similar to English /h/.
- h is a silent letter.
- ll is a consonant digraph, usually taught as part of the Spanish alphabet. Most Spanish speakers pronounce ll as /y/.
- que and qui are pronounced /k/, never /kw/.
- rr is a consonant digraph that represents the forcibly rolled phoneme /rr/.
- v is pronounced /b/.
- z is pronounced /s/ by Spanish speakers in the Americas.
- The five Spanish vowels are relatively invariable in sound:
 - a represents the short-o sound in watch and father.
 - e represents the long-a sound in eight.
 - i represents the long-e sound in machine.
 - o represents the long-o sound in no, old, rose.
 - u represents the long-u sound in July, tube.

English Phonic Elements with Zero Transfer from Spanish**

- all short vowels and schwa
- long vowels with silent e
- long-vowel digraphs and double vowels (except the diphthongs oy and oi)
- /j/ spelled j and g in words like jump, giant, and cage
- /k/ spelled k (In Spanish, the letter k only appears in a small number of borrowed words.)
- /w/ (Letter w only appears in Spanish in a limited number of borrowed words and is pronounced /b/ or /oo/.)
- /x/ spelled x
- digraphs sh, th, wh, ph, gh, -ng
- s-blends
- consonants in final position (A limited number of consonants can appear at the end of Spanish words: n, s, l, m, r, x, t, d, z, j.)
- final consonant blends
- three-letter consonant blends

*Letter/sound correspondences are different. **Sound/spelling patterns do not exist in Spanish.

I. WORD STRUCTURE

1. STRUCTURE OF ENGLISH

2. STRUCTURE OF SPANISH

Commonalities between Spanish and English.

what?

English/Spanish Cognates

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COGNATES

words in two languages that share a similar spelling, pronunciation, and meaning

FALSE COGNATES

pairs of words that are spelled the same or nearly the same in two languages but do not share the same meaning

Cognates are words in two languages that share a similar spelling, pronunciation, and meaning. Students often can draw on their knowledge of words in their native language to figure out the meanings of cognates in English. Because of their common Latin and Greek roots, as well as the close connections between English and the Romance languages, English and Spanish share a large number of cognate pairs. English/Spanish cognates fall into several different categories: cognates that are spelled identically, cognates that are spelled nearly the same, cognates that are pronounced nearly the same, and false cognates. False cognates are pairs of words that are spelled identically or nearly the same in two languages but do not share the same meaning.

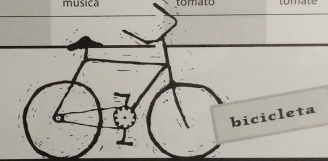
English/Spanish Cognates Spelled Identically

English	Spanish	English	Spanish	English	Spanish
accidental	accidental	confusion	confusión	hotel	hotel
animal	animal	coyote	coyote	idea	idea
area	área	director	director	metal	metal
banana	banana	doctor	doctor	natural	natural
banjo	banjo	extra	extra	piano	piano
cable	cable	flexible	flexible	radio	radio
cafeteria	cafeteria	gas	gas	television	televisión
cereal	cereal	honor	honor	terrible	terrible
chocolate	chocolate	hospital	hospital	triple	triple
color	color				

English/Spanish Cognates Spelled Nearly the Same

English	Spanish	English	Spanish	English	Spanish
accident	accidente	distance	distancia	part	parte
active	activo/activa	discrimination	discriminación	perfect	perfecto/perfecta
adult	adulto/adulta	family	familia	planet	planeta
adventure	aventura	favorite	favorito/favorita	plant	planta
artist	artista	future	futuro	plate	plato
brilliant	brillante	history	historia	police	policía
cause	causa	important	importante	program	programa
class	clase	insect	insecto	possible	posible
cognate	cognado	map	mapa	restaurant	restaurante
culture	cultura	minute	minuto	temperature	temperatura
different	diferente	music	música	tomato	tomate
dinosaur	dinosaurio				

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English/Spanish Cognates Pronounced Nearly the Same

English	Spanish	English	Spanish	English	Spanish
baby	bebé	equal	igual	north	norte
bicycle	bicicleta	famous	famoso/famosa	object	objeto
blouse	blusa	fruit	fruta	park	parque
breeze	brisa	group	grupo	peace	paz
coast	costa	hour	hora	route	ruta
common	común	interesting	interesante	surprise	sorpres
desert	desierto	leader	líder	telephone	teléfono
difficult	difícil	lemon	limón		

1. WORD STRUCTURE

1. STRUCTURE OF ENGLISH

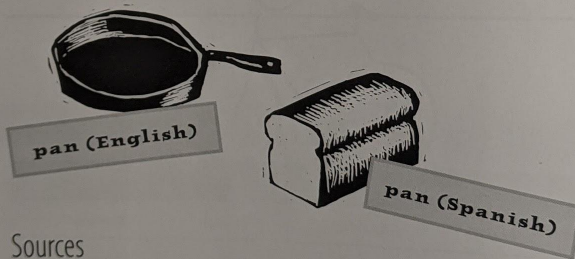
2. STRUCTURE OF SPANISH

English/Spanish False Cognates

English	Spanish	English	Spanish
actual	actual (current)	camp	campo (countryside)
arena	arena (sand)	embarrassed	embarazada (pregnant)
mayor	mayor (older)	exit	éxito (success)
once	once (eleven)	fabric	fábrica (factory)
pan	pan (bread)	football	fútbol (soccer)
papa	papa (potato)	lecture	lectura (reading)
pie	pie (foot)	rare	raro (odd)
pretender	pretender (to try)	rope	ropa (clothing)
red	red (net)	soap	sopa (soup)
sensible	sensible (sensitive)	vase	vaso (drinking glass)

Spelled Identically

Spelled Nearly the Same



Sources

NTC's Dictionary of Spanish
Cognates Thematically Organized
(1999) by Rose Nash. New York:
McGraw-Hill.

NTC's Dictionary of Spanish False
Cognates (1996) by Marcial
Prado. New York: McGraw-Hill.

Section II (Olivia)

Chapter 3: Print Awareness

- **Print Rich**

One of the best ways to help students become more print aware, is to make sure you are providing a language rich environment in your classroom or through your digital classroom. Word walls, labels and signage in the community are always students can become more print aware. In regards to book print awareness, be sure to start most lessons with a “What is on the cover of the book?” or “How should I hold my book?”. These cues help students figure out how they should be engaging with print.

Chapter 4: Letter Knowledge

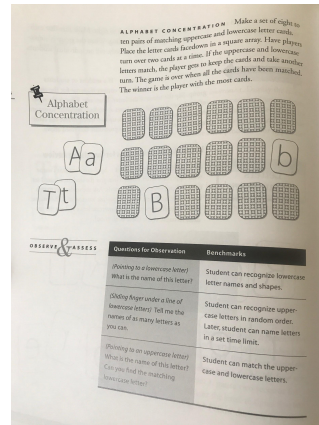
- **Alphabet Concentration Game**

Through a sorting game students can match uppercase and lowercase letters and gain familiarity as to which letter in which. This is also a strategy that students can do with a partner, allowing for self regulated learning in a fun and exciting way. Blow up the picture to try it with your students.

You can also have students practice tracing letters in order to help them with the handwriting.

Chapter 5: Phonological Awareness

- **Lesson Model: The Hungry Caterpillar - Rhyming Lesson**



128 LESSON MODEL FOR

Rhyming

Benchmarks

- ability to recognize words that rhyme
- ability to generate rhyming words

Strategy Grade Level

- Pre-K - Grade 1

Grouping

- small group

Materials

- picture cards of foods: bean, beef, corn, fish, pig, ham, jam, meat, milk, nut, peach, peas, pizza, rice, roll, soup
- large envelope that says "Feed Me" on one side and "Thank You" on the other with string attached so that it can hang around a student's neck

Source

- The Hungry Thing (2001) by Jan Slepian and Ann Seidler. New York: Scholastic.
- Activity adapted from "The Sound Around" Program (1998) by Chris Lundman and Harriet Podolski. East Maine, LI: Linguistics.com. www.linguistics.com.

The Hungry Thing

According to Bryant (1990), the recognition of rhyme may be the entry point to phonological awareness. By working with rhyme, students begin to attend to the way language sounds, separate from its meaning. This sample lesson model is based on the *The Hungry Thing*, a children's book by Jan Slepian and Ann Seidler. It focuses on single-syllable words that begin with single consonants. Once students become adept with this type of word, use the same model with single-syllable words beginning with digraphs or blends. This lesson model can be adapted and used to enhance phonological awareness instruction in any commercial reading program.

Develop Oral Language

Because it is very difficult to work with sounds in an unfamiliar word, it is important that students know the food names used in this lesson model. To ensure that students develop in-depth knowledge of the food names, refer to the sample lesson models in Section V: Vocabulary.

Teach/Model

RHYME RECOGNITION Explain to students that they are going to learn about rhyming words. Say, *Rhyming words are two or more words that sound the same in the middle and at the end. Listen carefully as I say these two rhyming words: ham-jam. Jam has /am/. Ham has /am/. They both have /am/, so they*

rhyme. Ask: Do ham and jam rhyme? (Yes) What makes them rhyming words? (They sound the same in the middle and at the end.) Follow the same procedure with another rhyming word pair, such as meat-deer.

To clarify what is and what is not a rhyme, say: *Now listen carefully as I say two more words: rice-roll. Let's see. Rice has /ai/, but roll has /oll/. So rice and roll do not rhyme. Ask: Do rice and roll rhyme? (no) Follow the same procedure with word pairs: toast-trout and fish-fog.*

RHYME GENERATION Say: *If I wanted to come up with words that rhyme with pig, what part of the word would stay the same? The /ig/ would stay the same, as in the words big and dig. Display three food picture cards: nut, peach, bean. Have students identify the foods pictured on the cards. Say: I'm going to name the food on the card. Then I'm going to say a word that rhymes with the food name. Point to the picture of a nut. Say: This is a nut. A word that rhymes with nut is cut. Nut has /ut/. Cut has /ut/. They both have /ut/, so they rhyme. Follow the same procedure with peach (beach) and bean (green).*

Small-Group Guided Practice

Explain to students that you are going to tell them a story about a Hungry Thing who comes to town. The people in the town want to feed the Hungry Thing. They ask it what it wants to eat. For some reason, the Hungry Thing can't say the name of the food it wants to eat. Instead, it can only say a word that rhymes with the name of that food.

Before telling the story, select one student to be the Hungry Thing. Hang the "Feed Me" sign around the student's neck. Then pass out the food picture cards. Have students sit in a circle with their food picture cards facing up in front of them. Have each student say the name of the food on his or her card.

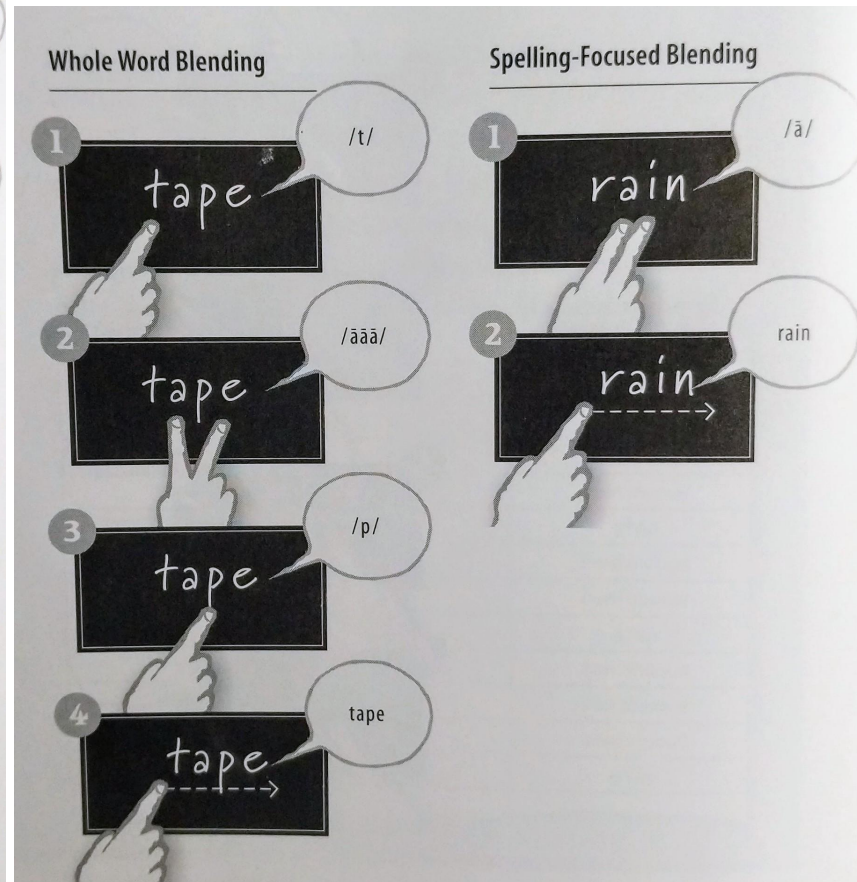
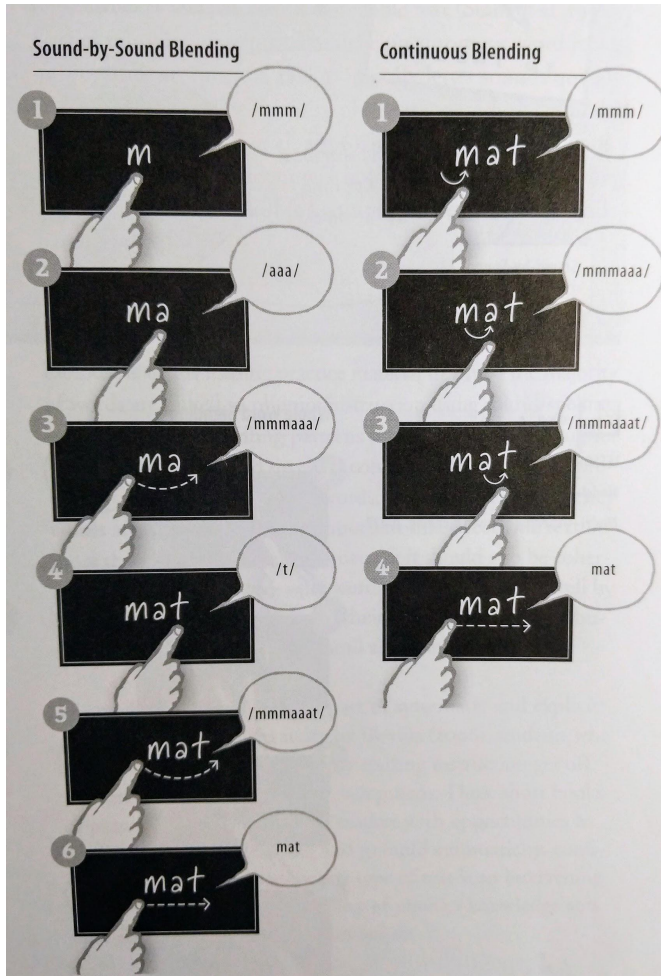
Say: I'm going to tell you the story of the Hungry Thing. Listen carefully because each time the Hungry Thing asks for food, you must check to see if the name of the food on your picture card rhymes with what the Hungry Thing says it wants to eat. For example, the words pigk and milk rhyme. So if the Hungry Thing says it wants "pigk," whoever has the milk picture card would "feed" it to the Hungry Thing. To feed the Hungry Thing, you must put your picture card into the Hungry Thing's "Feed Me" envelope. Then lead students through the following interactive story.

CORRECTIVE FEEDBACK If a student responds incorrectly, model the correct response. For example, say: *Listen carefully: pigk has /ik/, but peas has /eas/. So pigk and peas do not rhyme. We need to find a food name that has /ik/ in the middle and at the end. What food name rhymes with pigk? (milk)*

Questions for Observation	Benchmarks
Do these two words rhyme: ham, jam?	Student can recognize words that rhyme.
A word that rhymes with nut is cut. Tell me another word that rhymes with nut.	Student can generate rhyming words.

Section III
Chapter 6

4 blending routines.



Lesson on letter/sound correspondence.

how?

Phonics

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LESSON MODEL FOR

Letter/Sound Correspondence

Benchmarks

- ability to produce a sound associated with a letter
- ability to write a letter that stands for a sound

Strategy Grade Level

- Kindergarten – Grade 1 and/or Intervention

Prerequisites

- Letter-Sound Strategy, p. 110
- ability to recognize and name all uppercase and lowercase letters

Grouping

- small group
- individual

Activity Master (Resources)

- Letter Picture Worksheet

Materials

- PDF and copies of Letter Picture Worksheet
- unlined paper

Integrated Picture Mnemonics

Knowing letter names can often help students in reading and spelling words, but there are cases in which letter names are no help at all or are misleading (Treiman and Kessler 2003). According to Ehri and Roberts (2006), mnemonics is an effective way for teaching students the sounds that are not present in letter names, such as short-vowel sounds and the single consonants *h*, *w*, and *y*. This sample lesson model, which is based on a study by Linnea Ehri and her colleagues (Ehri, Deffner, and Wilce 1984), targets consonant letter *h*. The same model can be adapted and used to enhance alphabet knowledge and sound/spelling correspondence instruction in any commercial reading program.

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Review: Letter-Sound Strategy

Remind students that knowing a letter's name can help them to learn and remember a sound the letter stands for. Print the letter *p* on the board. Ask: *What is the name of this letter?* (*p*) *What is the first sound in the letter name p?* (*/p/*) Say: *Yes, /p/ is the first sound in the letter name p. The sound the letter p stands for is the first sound in its name.* Repeat the same procedure with letter name *t*. Now print the letter *s* on the board. Ask: *What is the name of this letter?* (*s*) *What is the last sound in the letter name s?* (*/sss/*) Say: *Yes, /sss/ is the last sound in the letter name s. The sound the letter s stands for is the last sound in its name.* Repeat the same procedure with letter name *m*.

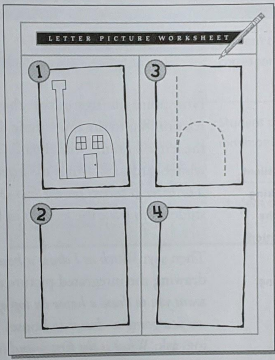
how?

Phonics

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Letter Picture Worksheet

- 1 Connect the Integrated Picture to a Letter Sound
- 2 Make a Copy of the Integrated Picture
- 3 Trace the Letter and Make It into an Integrated Picture
- 4 Write the Letter and Connect It to the Picture Name



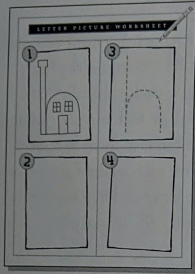
1. Connect the Integrated Picture to a Letter Sound

Point to the integrated picture of the house. Say: *This is a house. The house is drawn in the shape of the letter h.* Ask: *What is this?* (house) Say: *The first sound in house is /h/.* Ask: *What is the first sound in house?* (*/h/*) Say: *The sound the letter h stands for is the first sound in house, /h/.* Watch as I trace the picture of the house. Model tracing the picture of the house on the whiteboard; then direct students to trace over the picture of the house in Box 1 of their worksheet.

6. PHONICS

7. IRREGULAR WORD READING

8. MULTISYLLABIC WORD READING



In Spanish, the letter *h* is silent. Therefore, Spanish-speaking students may not write the letter *h* in the initial position of words and may not pronounce it when reading.



SEE ALSO . . .
English/Spanish Language Differences, p. 60

2. Make a Copy of the Integrated Picture

Ask students to make a copy of the picture of the house in Box 2 of their worksheet. When they are finished, tell them to turn over their worksheet.

Now give students a blank piece of paper. Say: *On your paper, I want you to draw the same picture of the house again from memory—without looking at the picture on your worksheet.* When they are finished drawing, ask again: *What is the name of the picture? (house) What is the first sound in house? (/h/)*

3. Trace the Letter and Make It into an Integrated Picture

Now point out to students the shape of the letter *h* and its relationship to the mnemonic drawing of the house. Point to the letter *h* on the whiteboard. Tracing over the letter *h* on the whiteboard, say: *This is the letter h. It goes down, up, and over. The letter h stands for the first sound in house, /h/.* Now tell students to trace the letter *h* in Box 3 of their worksheet.

Then say: *Watch as I draw a house on top of the letter h.* Model drawing the integrated picture of the house. Say: *In Box 3, I want you to draw a house on top of the letter h.* Ask: *What picture are you going to draw? (a house)* When they are finished drawing, ask: *What is the first sound in house? (/h/) What sound does the letter h stand for? (/h/)*

4. Write the Letter and Connect It to the Picture Name

Say: *The letter h stands for the /h/ sound. Watch as I print the letter h. It goes down, up, and over.* Print the letter *h* on the whiteboard. Say: *Now it's your turn to print the letter h on your worksheet.* After students print the letter *h*, say: *Thinking of a house and saying its first sound, /h/, will help you to learn and remember the sound of the letter h.*

Review

On the following day, before introducing a new letter and sound, review the letter *h*. Ask students to draw the integrated picture of the house again from memory. After they complete the picture, ask them to identify the first sound in *house*, (/h/). Then ask them to trace the letter in the picture of the house that makes the sound /h/. Finally, have them write the letter *h* two more times on their own.

OBSERVE & ASSESS

Questions for Observation	Benchmarks
(Point to the letter <i>h</i> .) What sound does this letter stand for? (/h/)	Student can recall letter-sound correspondence.
(Point to the letter <i>h</i> .) What is the name of the picture that goes with this letter? (house)	Student can recall letter-sound mnemonic.
Can you write the letter that stands for the /h/ sound?	Student can recall letter shape.

Chapter 7

Lesson on irregular word reading.

how?

Irregular Word Reading

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LESSON MODEL FOR

Irregular Word Reading

Benchmarks

- ability to read and spell irregular words in which the sound/spellings are unique to that word or a few words
- ability to quickly and accurately identify irregular words

Strategy Grade Level

- Kindergarten – Grade 2 and/or Intervention

Prerequisite

- introduced sound/spellings: single consonants and short vowels

Grouping

- whole class
- small group
- individual

Materials

- word cards do, of, said, to, was
- magnetic letters (one set per student)
- small dry-erase boards and dry-erase markers (one per student)
- decodable text

Sound-Out Strategy

The sound-out strategy for introducing irregular words is based on a format described in *Teaching Struggling and At-Risk Readers: A Direct Instruction Approach* (Carnine et al. 2006). According to the authors of this book, the procedure for introducing the first 15 to 25 irregular words should require students to examine all the letters in a word and then point out the irregularity in one or more of the word's sound/spelling correspondences. This sample lesson model targets five irregular words. The same model can be adapted and used to introduce irregular words found in the connected texts of any commercial reading program.

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Introduce Irregular Words

Tell students that they are going to learn how to read some irregular words. Explain that irregular words are tricky words that cannot be sounded out in the regular way. Display the word card for *was*. Point to *was* and say: *This is a tricky word. The word is was*. Ask: *What's the word?* Quickly sweep your finger under the whole word to signal students to respond. (was)

Say: *Now I'm going to sound out this word*. Using continuous blending, point to each letter and pronounce its most common sound, /wääääss/. Say: *That's how we sound out the word. But this is the way we say it, "wuz."* Point to your ear and ask: *How do we actually say it?* (/wuz/) Point again just to the left of *was* and say: *Now it's your turn to sound out this word the regular way—by saying the most common sound for each letter*. Point to each

Irregular Word Reading

how?

was

CORRECTIVE
FEEDBACK

do

was

DO

of

Said

SAID

TO

to

letter as students pronounce its most common sound. Then point to one ear and say: *But how do we actually say the word?* /wuz/. Point to your ear again and say: *Again, how do we actually say it?* (/wuz/)

Follow the same procedure with the irregular words *do* (/dō/), *of* (/öv/), *said* (/säid/), and *to* (/tō/).

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CORRECTIVE FEEDBACK If a student or students respond incorrectly, stop immediately and model the correct response for the entire group. For errors, such as saying "wääääss" for "wuz," point to your ear and say: *We actually say /wuz/*. Point to your ear again and ask: *How do we actually say it?* (/wuz/)

Practice Irregular Words

Provide each student with a set of magnetic letters and a magnetic surface. Display the word card for *was*. Ask students to identify the word. Then direct students to spell the word with magnetic letters. Next, have them touch each letter as they spell the word out loud. (w-a-s) Finally, tell them to say the word after they spell it. Repeat the same procedure with the irregular words *do*, *of*, *said*, and *to*.

Provide each student with a small dry-erase board and a dry-erase marker. Display the word card for *do*. Ask students to identify the word. Say: *I want you to write do as big as you can on your dry-erase board*. Then direct them to write *do* in a couple of different ways, such as writing it as small as they can or in all uppercase letters. Finally, have students write the word from memory. Repeat the same procedure with the irregular words *of*, *said*, *to*, and *was*.

Word Reading Practice for Automaticity

Make a word recognition grid, like the one shown on the following page. Each of the five horizontal rows contains the same previously introduced irregular words in a different order.

how? *Irregular Word Reading*

WORD RECOGNITION GRID

was	do	said	of	to
do	was	of	to	said
said	to	was	do	of
of	do	said	was	to
to	of	do	said	was

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Use interactive whiteboard technology to display the grid. Tell students that they are going to practice reading words that they have already learned. To warm up, point and sweep under each of the words in the top row and say, for example: *This word is was.* Then ask: *What's this word?* (was)

After the warm-up, say: *Now you are going to practice reading the words. When I point and sweep under a word, read it aloud. Ready?* Then point to each word in order, starting with the top row and working down and then across each row. Review troublesome words by pointing to them at random as students name them.



SEE ALSO . . .

LESSON MODEL: Method for Reading
Decodable Text, p. 235

Apply to Decodable Text

To ensure ample practice of irregular words, provide students with connected reading materials. Choose books or passages in which most of the words are wholly decodable and the majority of the remaining words are previously taught irregular words.

OBSERVE & ASSESS

Question for Observation	Benchmark
(Point to an irregular word.) What is this word?	Student can read an irregular word.

Chapter 8

Lesson on reading open and closed syllables.

how? **Multisyllabic Word Reading**

272 **LESSON MODEL FOR**
Reading Open and Closed Syllables

Benchmark

- ability to identify and read open and closed single syllables

Strategy Grade Level

- Grade 2 and above

Prerequisites

- ability to identify vowels and consonants
- ability to distinguish between short- and long-vowel sounds
- ability to decode one-syllable words
- knowledge of common sound/spelling correspondences

Grouping

- whole class
- small group or pairs
- individual

Materials

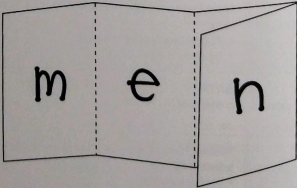
- none

Introducing Open and Closed Syllables

An open syllable ends in one vowel; the vowel sound is long. A closed syllable ends in at least one consonant; the vowel sound is short. Closed syllables are the most common type of syllable in English; they account for approximately 50 percent of the syllables in running text (Moats and Rosow 2003). This sample lesson model targets two syllable types: open and closed. The same model can be adapted and used to introduce other open and closed syllables and to enhance single-syllable or multisyllabic word instruction in any commercial reading program.

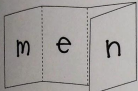
Introduce the Syllable Types

Fold a piece of paper into fourths. Print the letter *m* in the first fourth and the letter *e* in the second fourth. Then, fold over the last fourth (it will cover the third fourth) and print the letter *n* in it.



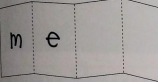
Multisyllabic Word Reading how?

CLOSED syllables



CLOSED SYLLABLES Say: *Every syllable has only one vowel sound. Look at this word. Fold over the paper flap with the letter *n* to show the word *men*. Say: The door is closed. Ask: What's this word? (men) Right. This one-syllable word is *men*. The consonant at the end of this word tells me that this is a closed syllable. In a closed syllable, a consonant "closes in" the vowel and the vowel sound is short, just as you read it. Point to the letter *e* in *men*. Say: This letter stands for /e/. Point to *men* and say: Let's say the word again.*

OPEN syllables



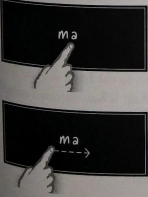
OPEN SYLLABLES Now, unfold the paper flap, or "open the door," to reveal the word *me*. Say: *I just opened the door.* Ask: *What's this word? (me) Say: Right. This one-syllable word is me. The single vowel at the end tells me that this is an open syllable. In an open syllable, the vowel sound is the same as the name of the letter, or long. Point to the letter *e* in *me*. Say: This letter stands for /ē/. The letter's name is the same as its sound. Point to *me* and say: Let's say the word again.*

Follow the same procedure with *hi/hit*, *so/sob*, *he/hen*, and *go/got*.

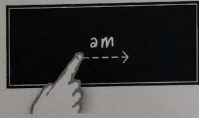
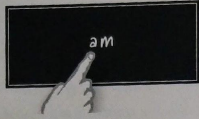
Teach/Model

Say: *Today you're going to learn to read open and closed syllables. To read the syllables, you will need to decide whether to say the long- or short-vowel sound. Watch as I show you how.*

Print the syllable *ma* on the board. Point to *ma* and say: *There is a vowel at the end, so this is an open syllable. Point to the letter *a* in *ma* and say: This vowel sound is long. The long-vowel sound for this letter is /ā/. Point just to the left of *ma* and say: Listen as I read the syllable. Sweep your finger under the syllable and say: mā.*



CONTINUED ▸



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SEE ALSO . . .
Spanish Syllable Types, p. 59

Now print the syllable *am* on the board. Point to *am* and say: *There is a consonant, not a vowel, at the end, so this is a closed syllable.* Point to the letter *a* in *am* and say: *This vowel sound is short. The short-vowel sound for this letter is /a/. Point just to the left of *am* and say: Listen as I read the syllable.* Sweep your finger under the syllable and say: *am.*

Guided Practice

Print the following lists of syllables on the board.

pa	re	al	em	pal	rem
ri	hu	im	un	rim	hun
fa	ro	an	oth	fan	roth

Say: *Now it's your turn to decide how to pronounce the vowel sound in open or closed syllables. Remember, if there's a vowel at the end, the syllable is open and the vowel sound is long. If there's a consonant at the end, the syllable is closed and the vowel sound is short.*

Point to *pa* in the first column. Ask: *Is there a vowel or a consonant at the end?* (vowel) Point to the letter *a*. Ask: *Is this vowel sound long or short?* (long) Ask: *What's the vowel sound?* (/ā/) Point to *pa* again. Say: *Read.* Sweep your finger under the syllable as students respond. (pā) Follow the same procedure with the rest of the syllables in the column.

Point to *al* in the second column. Ask: *Is there a vowel or a consonant at the end?* (a consonant) Point to the letter *a*. Ask: *Is this vowel sound long or short?* (short) Ask: *What's the vowel sound?* (/a/) Point to *al* again. Say: *Read.* Sweep your finger under the syllable as students respond. (āl) Follow the same procedure with the rest of the syllables in the column. Next read across each row, following the same procedure.

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Word Work: Syllable Sort

For this closed sort, print the following syllables on the board: *pa, al, ri, rim, fa, an, re, rem, hu, un, ro, and oth.* Have students divide their papers in half lengthwise and label one column Open Syllables and the other Closed Syllables. Tell students that you want them to sort this list of syllables. Model the sort using the syllable *re*. Ask students to identify whether *re* is an open or closed syllable. (open) Call on a volunteer to tell you how they know. (There is a vowel at the end.) Direct students to write *re* in the column labeled Open Syllables. Have students sort the rest of the syllables on their own, writing each syllable in the appropriate column. Monitor students and provide assistance as needed. When students have finished, call on volunteers to read aloud the syllables in each list. Have them identify whether the vowel sound is long or short in each syllable.

CLOSED
OPEN

OBSERVE & ASSESS

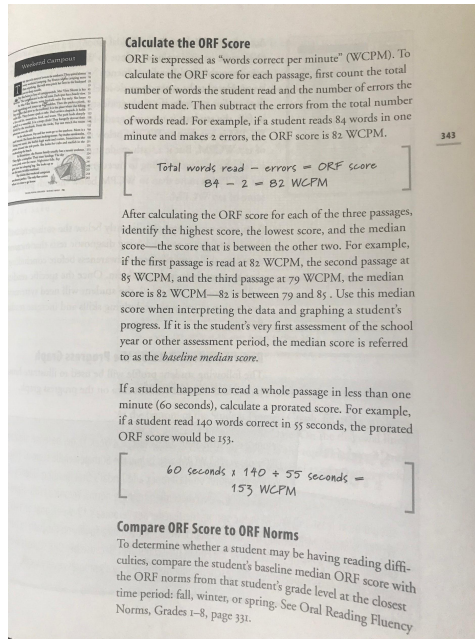
Questions for Observation	Benchmarks
(Point to me.) Is this an open or closed syllable? (open) How do you know? (The vowel is at the end.) Is the vowel sound long or short? (long) Can you read this syllable? (<i>me</i>)	Student can identify and read open syllables.
(Point to men.) Is this an open or closed syllable? (closed) How do you know? (The vowel is not at the end.) Is the vowel sound long or short? (short) Can you read this syllable? (<i>men</i>)	Student can read open and closed syllables.

III. DECODING AND WORD RECOGNITION

6. PHONICS

7. IRREGULAR WORD READING

8. MULTISYLLABIC
WORD READING



Section IV (Olivia)

Chapter 9: Fluency Assessment

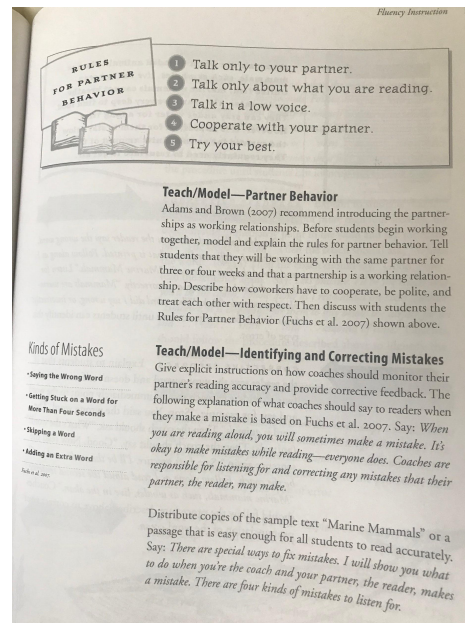
- Listen to Students Read and Calculate ORF

Calculate ORF of students throughout the school year and use that to inform instruction.

Chapter 10: Fluency Instruction

- Read to a Partner

Create strategies and structures in the classroom for students to be able to read with one another and assess each other progress. Note the model below in the book.



Section V

Chapter 11

Chapter 12

TYPES OF HELPFUL CONTEXT CLUES		
Type	Description	Example Sentence
Definition	The author provides a direct definition of an unfamiliar word, right in the sentence. • SIGNAL WORDS: is, are, means, refers to	A conga is a barrel-shaped drum.
Appositive Definition	A type of definition clue. An appositive is a word or phrase that defines or explains an unfamiliar word that comes before it. • SIGNAL WORD: or • SIGNAL PUNCTUATION: set off by commas	At night you can see constellations or groups of stars in the sky.
Synonym	The author uses another word or phrase that is similar in meaning, or can be compared, to an unfamiliar word. • SIGNAL WORDS: also, as, identical, like, likewise, resembling, same, similarly, too	My dog Buck travels everywhere with me. My friend's canine buddy travels everywhere with him, too.
Antonym	The author uses another word or phrase that means about the opposite of, or is in contrast with, an unfamiliar word. • SIGNAL WORDS: but, however, in contrast, instead of, on the other hand, though, unlike	I thought the movie would be weird, but it turned out to be totally mundane.
Example	The author provides several words or ideas that are examples of an unfamiliar word. • SIGNAL WORDS: for example, for instance, including, like, such as	In science we are studying marine mammals such as whales, dolphins, and porpoises.
General	The author provides some nonspecific clues to the meaning of an unfamiliar word, often spread over several sentences.	Einstein rode his bike everywhere. He thought driving a car was way too complicated.

Chapter 13

Section IV

Chapter 14

Comprehension Strategies and Questions	
Strategy	Questions I Can Ask

<u>Monitor Comprehension</u> Stop periodically and check to make sure that you understand the text.	• Does this make sense? • What fix-up strategy can I use to figure this out? ◦ Re-reading ◦ Use context clues ◦ Look something up ◦ Slow down ◦ Read aloud
<u>Connect to World Knowledge</u> Draw on your background knowledge and experience to help you understand the text.	• Connect: What do I already know about this? • Verify: Is what I know really related to the text? • Decide: Is what I know helping me to understand the text?
<u>Predict</u> Make informed guesses about what you think will happen in the text.	• Predict: What do I think will happen next? What makes me think so? • Verify: Does the text support my prediction? • Decide: Was my prediction accurate? Do I need to change it?
<u>Construct Mental Images</u> Make pictures of the text in your mind as you read.	• Visualize: What does this look like? What makes me think so? • Verify: Does the text support my image? • Decide: Was my image accurate? Do I need to change it?
<u>Ask Questions</u> Ask yourself questions about the text to keep involved in your reading.	• What am I curious about? • What do I want to know more about?
<u>Summarize</u> Use what you know about story and text structure to identify important information, then shrink this information and put it into your own words.	• Who or what is this paragraph mostly about? • What is the most important information about the subject? • How can I shrink all this information into a sentence?