

Reading Foundation Skills - CCSS

Research-Validated Practices

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Critical Foundation Skills

- **Print Concepts**
- **Phonological Awareness**
- **Phonics and Word Recognition**
- **Fluency**

What Why How

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Why – Foundation Skills?

- **Why are foundation skills critical?**

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Why – Foundation Skills?

Students who learn the alphabetic system and can decode effortlessly reap many benefits including:

- focus mental energy on **comprehension**
- experience **joy of engagement** with text
- access a wide **range of texts**
- increase **vocabulary and knowledge**

(Brady, 2012)

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Why – Foundation Skills?

Research indicates that students have **better future prospects** as readers if they develop understanding and facility with the alphabetic code by the end of second grade. (Moats 2012)

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Why – Foundation Skills?

If we do not **catch students early** (by end of second grade at the latest), improvement in their relative standing is much less likely and cost much more.

Many reading disabilities can be **remediated** or **ameliorated** by the end of first grade with explicit, phonics-emphasis instruction.

(Ryder, Tunmer, & Greaney, 2008; Mathes et al, 2005)

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Why – Foundation Skills?

Poor readers in grades 3 – 5 needed about two hours per day to bring their basic reading skills up to the level predicted by their verbal reasoning abilities.

(Torgesen et. al 2001)

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Print Concepts - K

Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by **spaces** in print.
- d. Recognize **and name all upper- and lowercase letters** of the alphabet.

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Print Concepts – K Why

- Young children’s knowledge of forms and functions of written language is an important precursor to skillful reading. Justice & Piasta 2011
- Knowledge of letter forms and names is basis of learning alphabetic system. Evans & Saint-Aubin 2011
- Working knowledge of letters is crucial for literacy development. Adams 2013

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Print Concepts – K How?

Letter Names

- Teach letter names explicitly.
- Introduce upper-case letter names before lower-case because they are visually easier to learn. Adams 2013
- Teach to mastery
 - Letters can be named accurately, confidently, effortlessly.
- Provide extra time on:
 - Visually similar (b, d, p, q)
 - Upper and lower case forms that differ (E e, R r)

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K - Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce **rhyming words**.
- b. Count, pronounce, blend, and segment **syllables** in spoken words.
- c. Blend and segment **onsets and rimes** of single-syllable spoken words.
- d. Isolate and pronounce the **initial, medial vowel, and final sounds** (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
 - e. **Add or substitute** individual sounds (phonemes) in simple, one-syllable words to make new words.

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1st - Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by **blending** sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment** spoken single-syllable words into their complete sequence of individual sounds (phonemes).

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Phonological Awareness - What?

- **Understanding that oral language can be broken into components.**
 - ✓ Sentences into words
 - ✓ Words into syllables
 - ✓ Words into on-set rimes
 - ✓ Words into phonemes
- **Involves:**
 - ✓ Blending
 - ✓ Segmenting

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Phonological Awareness - What

	Blending	Segmenting
Sentences into words	"Listen. / - rode - the - bus. Say the sentence." I rode the bus.	"Listen to this sentence. We ate lunch. Clap and say the words in the sentence." We - ate - lunch.
Words into syllables	"Listen to the parts of a word. rock - et Say the word." rocket	"Listen. Marty Let's clap and say the parts in Marty." Mar -- ty
Words into on-set rimes	"Listen. f -- at What word?" fat	"Say Sam in two parts." S --- am
Words into phonemes	"Listen. I will say the sounds. You say the word. mmmmaaat What word?" mat	"Fist in the air. Say the sounds in man and put up one finger for each sound?" mmm aaa nnn

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Phonemic Awareness - What?

- **The ability to hear and manipulate phonemes (sounds) within words.**
- **An auditory skill.**
- **Segmenting and blending activities have the greatest benefit to reading acquisition.** (National Reading Panel, 2000; Snider, 1995)
- **Generally, teach blending before segmenting.**

(Lane & Pullen, 2005)

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Phonemic Awareness - Why?

- Must be aware of phonemes within words in order to map graphemes onto phonemes. (Ehri & Roberts, 2006)
- Phoneme awareness performance is a strong predictor of long-term reading and spelling success and can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge, and socioeconomic status. (Gillon, 2004)
- Phonemic awareness activities in kindergarten resulted in word reading gains in first and second grade. (Foorman, Francis, Beller, Winikates, & Fletcher, 1997)

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Phonemic Awareness - Why

- Phonemic Awareness can help students learn to read and spell.
- The relationship between phonemic awareness and learning to read and spell is reciprocal: having phonemic awareness helps children learn to read and spell; learning to read and spell words by working with letter-sound relationships improves children's phonemic awareness.

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Phonemic Awareness - How?

- Include phonemic awareness activities in beginning reading programs for students of any age.
- Kindergarten: 10 - 15 minutes a day (Foorman et al, 1997)
- First Grade: (First three months) 10 minutes a day incorporated into phonics instruction
- Intervention: Within intervention program if student reads below 2nd grade level
- All Elementary Grades: Incorporate into spelling instruction.

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Phonemic Awareness - How?

- Phonemic awareness activities should be:
 1. Few in number.
 2. Explicitly modeled.
At-risk students need additional explicit instruction.
 3. Supported by concrete materials or gestures.
 4. Designed to include all students.

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Example A

■ Blending Sounds into Words

1. We're going to play a say-the-word game. I'll say the sounds. You say the word.
2. Listen. aaaammmmm
3. What word? *am*
4. (Repeat with other words.)
5. (If time permits, check individual students.)

(Practice: man, sat, ship, trap)

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Example B

■ Segmenting words into sounds - Smooth Segmenting

1. Put your fists together.
2. Get ready to stretch the word.
3. The word is fin. What word? *fin*
4. Stretch it. *ffiiiiinnnn*
5. Shrink it. *fin*
6. (If time permits, check individual students.)

(Practice: sit, list, fish, trip)

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Example C

■ Segmenting Words into Sounds - Separate Segmenting

1. We're going to say the sounds in a word.
2. Fist in the air. Put up one finger for each sound.
3. The word is sat. What word? *sat*
4. First sound? /sss/ Next sound? /aaa/ Last sound? /t/
5. (If time permits, check individual students.)

(Practice: fan, fast, shop, with)

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Phonics and Word Recognition K

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each **consonant**.
- b. Associate the **long and short sounds** with common spellings (graphemes) for the five major vowels.
- c. Read common **high-frequency words** by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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Phonics and Word Recognition 1st Grade

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common **consonant digraphs**.
- b. Decode regularly spelled **one-syllable words**.
- c. Know **final -e** and **common vowel team** conventions for representing long vowel sounds.
- d. Use knowledge that **every syllable must have a vowel sound** to determine the number of syllables in a printed word.
- e. **Decode two-syllable** words following basic patterns by breaking the words into syllables.
- f. Read words with **inflectional endings**.
- g. Recognize and read grade-appropriate **irregularly spelled words**.

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Phonics and Word Recognition 2nd grade

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish **long and short vowels** when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional **common vowel teams**.
- c. Decode regularly spelled **two-syllable words with long vowels**.
- d. Decode words with common **prefixes and suffixes**.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate **irregularly spelled words**.

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Phonics and Word Recognition 3rd grade

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the **meaning** of the most common **prefixes and derivational suffixes**.
- b. Decode words with common Latin suffixes.
- c. Decode **multi-syllable words**.
- d. Read grade-appropriate **irregularly spelled words**.

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Phonics and Word Recognition - What?

- **The ability to utilize letter- sound (phoneme-grapheme) associations and structural elements to determine the pronunciation of words.**

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Phonics and Word Recognition - What?

- **Letter-sound associations**
 - √ Consonant and vowel letters
 - √ Consonant combinations including:
 - blends
 - digraphs
 - √ Vowel teams including:
 - digraphs
 - diphthongs
 - r-controlled vowels
- **Decoding of regular, single syllable words**

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Phonics and Word Recognition - What?

- **Structural elements** including:
 - √ Inflectional endings
 - √ Prefixes
 - √ Suffixes
- **Decoding of multisyllabic words**
- Reading of **irregular words** in which letters don't represent most common sounds
- Reading **decodable text**

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Phonics Instruction - Progression

1. Associating letters and sounds.
2. Blending sounds into words.
3. Reading words to build fluency.
4. Segmenting and spelling words.
5. Reading decodable text.

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Letter-Sound Associations - Why?

- English is an **alphabetic language**.
- Students with letter-sound associations perform better. (Juel, 1991)
- Students benefit from early, systematic introduction to letter-sound associations.

“Phonics instruction provides the biggest impact on growth when begun in kindergarten or first grade before children have learned to read independently.” (National Reading Panel, 2000)
- Good readers rely primarily on the letters in a word rather than context or pictures to identify/pronounce familiar and unfamiliar words. (Ehri, 1994)

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Letter-Sound Associations - Why?

- Reexamining the THREE CUEING SYSTEMS
 - √ **Primary System**
Phonological cueing system
(*Letter-sound associations*)
 - √ **Confirmation Systems**
 - Syntactical cueing system
(*Word-order*)
 - Semantic cueing system
(*Contextual meaning*)

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Letter-Sound Associations - How?

- Utilize a well-organized, **systematic sequence** to introduce the most common letter-sound associations.
 - Easy to difficult. (Example: single vowel letters **before** digraphs)
 - High frequency before low frequency letter-sound associations.
(Example: m, a, f **before** j, x and z)
 - Separate easily confused letter-sound associations.
(Example: e and i, n and m, b and d)
- Provide **explicit instruction** (rather than implicit instruction) to introduce letter-sound associations.
- Differentiate between continuous and stop sounds.
Continuous Sounds -
Stop Sounds -

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Letter-Sound Associations - How

- Teach letter-sound associations to a high level of **mastery**.
- Provide **cumulative review**.

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Example

Teaching Letter-Sound Associations

sat

1. (Point to example word.) This word is sat .
2. (Point to the underlined grapheme.) This sound is /aaaa/.
3. What sound? /aaaa/

OR

a

1. (Point to the isolated grapheme.) This sound is /aaaa/.
2. Say the sound with me. /aaaa/
3. What sound? /aaaa/

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Phonics regular words - Why?

- Decoding is **necessary** though not sufficient for comprehension.

“There is no comprehension strategy powerful enough to compensate for the fact you can’t read the words.”
(Archer, 2008)

- **Ability to blend** individual sounds into recognizable words is a critical component of reading. (Beck, 2006)
- **Diverse learners** must be encouraged to look carefully at spelling and sounds and to repeatedly sound out and blend words. (Reitsma, 1983)

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Phonics regular words - Why?

- That **direct instruction in alphabet coding** facilitates early reading acquisition is one of the most well established conclusions in all of behavioral science. (Stanovich, 1994)
- “Systematic phonics instruction produced significantly **greater growth** than non-phonics instruction in younger children’s reading comprehension.” (National Reading Panel, 2000)

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Phonics regular words - Why?

- The first grader decoding ability continues to be a **major factor in comprehension** as students progress through the grades. (The Connecticut Longitudinal Study)
- Poorly developed word recognition skills are the most pervasive and debilitating source of reading **challenges**. (Adams, 1990; Perfetti, 1985; Share & Stanowich, 1995)
- The ability to decode **long words** increases the qualitative differences between good and poor readers. (Perfetti, 1986)

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Phonics regular words - How?

- As soon as a **sound** is learned, incorporate the sound into **words**.
- **Model blending** of sounds into words.
- Provide an adequate amount of **practice** on decodable words to build word fluency.

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Phonics regular words - How?

- Utilize **instructional routines** to introduce specific types of words.
- Pair **decoding** and **encoding** of words.
 - Decoding and encoding rely on the same underlying knowledge. (Joshi, 2008 – 2009; Moats, 2005 – 2006)
 - Linking spelling and decoding instruction deepens children's knowledge of the written system. (Brady 2012; Yopp, Hallie, & Yopp, 2011)
- Provide practice reading **decodable text**.
- **Preteach difficult to pronounce words** before passage reading.

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Decoding Strategy for Short Words

1. **Say the sounds.**
2. **Say the sounds fast.**
3. **Say the word.**
4. **Ask yourself**
Is it a real word?
Does it make sense?

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Example A - Sound by Sound Blending

Sounding Out VC, CVC, CVCC, CCVC words

mom top shop dot

1. (Write the first letter on the board.) What sound?
2. (Write the second letter on the board.) What sound?
3. (Move your hand under the two letters.) Blend it.
4. (Write the third letter.) What sound?
5. (Move your hand under the letters.) Blend the sounds.
6. What word?

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Example B - Continuous Blending (Modeling)

Sounding Out VC, CVC, CVCC, CCVC words

sip fit lip tip rim

1. When I touch a letter, I'll say its sound. I'll keep saying the sound until I touch the next letter. I won't stop between sounds.
2. My turn to sound out this word. (Touch under each letter and say the sound. Hold continuous sounds. Say stop sounds quickly. Don't stop between sounds.)
3. Sound out this word with me. (Touch under each letter.)
4. Your turn. Sound out this word by yourselves. (Touch under each letter.)
5. What word? (Glide your finger under the word.)

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Example B - Continuous Blending (Guided Practice)

Sounding Out VC, CVC, CVCC, CCVC words

1. Sound out the word. (Touch under each letter.)
2. What word? (Glide your finger under the word.)

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Example C

Sounding Out Words with Letter Combinations

rain train paint sail seal

Precorrection Procedure

1. (Point to the underlined letters.) What sound?
2. (Point to the word.) What word?
3. (Have students reread the list without the precorrection.)
4. (Have individual students read the words or have them read the words to their partner.)

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Example D - CVCE words using rule

Decoding CVCE words

bake rate rat brake mane man

1. An e at the end of a word tells us to say the name of this letter. (Point to the vowel letter.)
2. (Guide students in applying the rule.)
 - a. Is there an e at the end of this word?
 - b. (Point to the vowel letter.) So do we say the name or the sound of this letter?
 - c. What is the name of this letter?
 - d. (Point to the word.) What word?

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Example D - CVCE words - Sound Blending

like mine fit fine

1. (Point to the first letter.) What sound?
2. (Point to the vowel and final e.) What sound?
3. (Point to the consonant.) What sound?
4. (Glide finger under the word.) Blend it.
5. What word?

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Example E - Decoding Words with Onset Rime

1. (Point to rime.) What part? **an**
 2. Get ready to read words that end with an.
 3. (Point to new word.) What word? **ran**
 4. (Point to next word.) What word? **fan**
 5. (Continue with additional word.) **man Stan
tan pan fan plan ban can Jan**
- Note: Reading “word families” is an excellent way to build word reading fluency. Practice the “word family” until students are very fluent. Use choral reading and partner reading.

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High frequency rimes (phonograms)

-at	-ell	-it	-ot	-ug
-an	-eat	-in	-op	-ump
-ap	-est	-ill	-ock	-unk
-ack		-ip	-oke	-uck
-ail			-ice	-ore
-ain		-ine		
-ake		-ide		
-ale		-ick		
-ame		-ing		
-ash		-ink		
-ate		-ight		
-aw				
-ay				

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High frequency rimes (phonograms)

Patterns allow rapid recognition of new words
(Hudson, 2011)

night
flight
right
fright
bright

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Decoding - Providing Additional Practice and Cumulative Review

- #1 Encoding/Spelling:** On a daily basis, dictate words that students have sounded out.
- a) Teacher says the word.
 - b) Teacher says the word in a sentence.
 - c) Students repeat the word.
 - d) Teacher and students put up one finger for each sound in the word. OR
Teacher and students put up one finger for each part of the word.
 - e) Students say the sounds/parts to themselves as they write the word.
- Feedback**
- f) Teacher writes the word on the board or overhead. Students compare their word to model.
 - g) If a student has made an error, the student crosses out the word and rewrites the word.

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Decoding - Providing Additional Practice and Cumulative Review

#2 Word Transformations

- a) Provide a “starter word”. Have students write it on their slate.
- b) Say another word that is one letter different than previous word. Have students form the new word.
- c) Continue dictating a progression of words, each word different from the previous word by one letter by inserting, substituting, or deleting.

at, hat, bat, sat, sit, pit, it, in, an, fan, tan

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Decoding - Providing Additional Practice and Cumulative Review

1. **name safe take**
2. **same Sam pane**
3. **mate pan rack**
4. **rake mat flame**
5. **gate cane can**

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Decoding - Providing Additional Practice and Cumulative Review

3 Games/Activities requiring little preparation

Ten Second Rapid Read

After a list of words has been read, have one student whisper-read words for 10 seconds to his/her partner. As the student reads, the partner counts the number of words read. Have students switch roles.

Team Read

Divide the students into teams having the same number of players. Have the students line up. When you say go, have students read the words in order. When they complete the list, have them raise their hands. First team done is the winner.

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Decoding - Providing Additional Practice and Cumulative Review

3 Games/Activities requiring little preparation

Cross-out Game

Have students circle three words on his/her word list. Be sure that the students do not show classmates their circled words. Read any word from the word list. Have students locate and cross out the word. Continue reading words from the list in random order. The winner of the game is the person whose circled words are crossed out first.

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Decoding Strategy for Long Words

1. Say the parts.
2. Say the parts fast.
3. Say the word.
4. Ask yourself

Is it a real word?

Does it make sense?

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Decoding of Multisyllabic Words - How

- Rather than using rigid, rule-directed syllabication to divide words into parts, students are taught to recognize the parts in a flexible manner. (Archer et al. 2003, 2006; Bhattacharya & Ehri, 2004)
- Putting words into “decodable chunks” using prefixes, suffixes, and vowels should be stressed. (Archer et al. 2006)

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Example A

Decoding of Multisyllabic Words (Loop, Loop, Loop Strategy)

(Preparation: Segment the word into decodable chunks. Be sure that prefixes and suffixes are separate parts. Draw loops to segment the words.)

instruction commitment remarkable

1. (Move finger under the first part.) What part?
2. (Repeat for remaining parts.)
3. (Move finger quickly under the parts.) What part? What part? What part?
4. What word?
5. Is that a real word?

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The Most Common Prefixes in English

Prefix	Meaning	% of prefixed words	Examples
un	not; opposite	26%	uncover, unlock, unsafe
re	again; back	14%	rewrite, reread, return
in/im/ir/il	not; into	11%	incorrect, insert, inexpensive, illegal, irregular, inability
dis	away, apart, negative	7%	discover, discontent, distrust
en/em	cause to	4%	enjoy, endure, enlighten, entail
mis	wrong; bad	3%	mistake, misread, misspell, misbehave
pre	before	3%	prevent, pretest, preplan
pro	in favor of	1%	protect, profess, provide, process
a	not; in, on, without	1%	atypical, anemia, anonymous, apolitical, apathy

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Most Common Suffixes in English

Suffix	Meaning	%of prefixed words	Examples
s, es plural	more than one	31%	movies, wishes, hats, amendments
ed past tense	in the past	20%	walked, jumped, helped
ing present tense	In the present	14%	walking, jumping, helping
ly adverb	how something is	7%	quickly, fearfully, easily, happily, majestically, nonchalantly
er,or noun	one who, what/that/which	4%	teacher, tailor, conductor, boxer, baker, survivor, orator
ion, tion, sion noun	state, quality; act	4%	action, erosion, vision, invitation, conclusion, condemnation
able, ible adjective	able to be, can be done	2%	comfortable, likable, enjoyable, solvable, sensible, incredible
al, ial adjective	related to, like	1%	fatal, cordial, structural, territorial, categorical

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Irregular words - What?

Distinction between three terms

√ High frequency words

- Only 100 words account for approximately 50%of the words in English print. (Fry, Fountoukidis, & Polk, 1985)
- Only 13 words (a, and, for, he, is, in, it, of, that, the, to, was, you) account for 25% of words in print. (Johns, 1980)

√ Irregular words

- Words that cannot be sounded out accurately using the most common sounds for graphemes.
- Many high frequency words are irregular.

√ Sight vocabulary

- Words that are recognized instantly.
- The quick and automatic recognition of most common words appearing in text is necessary for fluent reading. (Blevins, 1998)

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Example A

Irregular Words - Sounding Out

was

1. (Write the word on the board.) Sound out this word.
/waaaasssss/
2. (Say the word in a sentence.) Tom /waaaasssss/ in the room.
3. Is that a real word? *no*
4. What do we say? *was*

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Example B

Irregular Words - Memorization

give have love most whose

1. This word is _____.
2. What word? _____
3. Spell and read the word. _____
4. (Go back and review with previously introduced words.)

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Decoding Text- What?

A Critical Distinction

√ Predictable Books

- Books in which you can predict words given the nature of the text.
- Excellent for teaching the structure of oral language.
- If used as initial reading materials, may promote guessing.

√ Leveled Books

- Books that are labeled by level of readability.
- Useful in matching books to students who read over third grade level.
- Since leveled books do not control for the order of introduction of sounds or irregular words, less useful in beginning reading.

√ Decodable Text

- Text material in which the students can read ALL the words because:
 - the words contain known sounds
 - the irregular words have been taught
 - the story words have been taught

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Decodable Text - Why?

- Students need to practice their decoding skills within text material.

“The important point is that a high proportion of the words in the earliest selections students read should conform to the phonics they have already been taught. Otherwise, they will not have enough opportunity to practice, extend, and refine their knowledge of letter/sound relationships.” (Becoming a Nation of Readers, 1985)

In systematic phonics programs, “Students read text that provides practice using these relations to decode words.” (National Reading Panel, 2000)

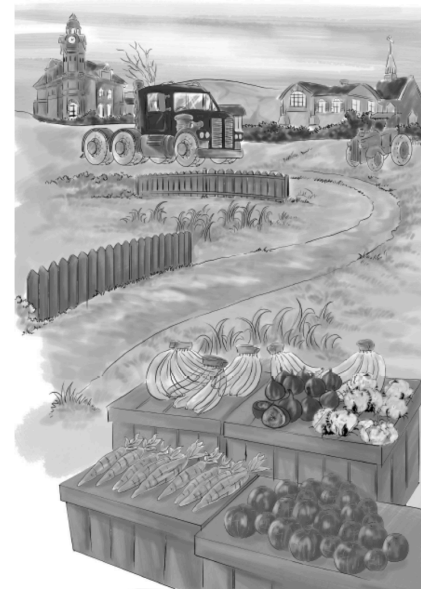
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Decodable Text - Why?

Decodable texts –

- Opportunity to apply what students are learning about the alphabetic code. (Cheatham & Allor, 2012)
- Decodable text prompts use of what students have learned. (Adam, 2009)

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Non-fiction

3. Planting Crops

A big plot of land with a lot of plants on it is said to be a crop. Crops are planted. Lots of plants can be crops: bananas, carrots, and melons. Cotton is a crop, as well. You have to get crops wet often. The sun helps crops get big. You cannot let pests kill the plants. Frost can kill crops as well. But you cannot stop frost. You just have to have luck.

Word Study - Decoding

- Preteach difficult to pronounce words prior to passage reading.
 - List words by similar patterns.
 - Have students decode the words.
 - Stress the generalizable patterns.
 - Can be incorporated into vocabulary instruction.

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Nutik, the Wolf Pup

by Jean Craighead George

Third Grade Passage Preparation

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Irregular Words

world
caught
wolf
wolves
warned

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Decoding - part by part

(These words are regular and can be decoded with teacher assistance. Loop under the word, segmenting the word into parts.)

Eskimo	hungry
lively	sickly
shadow	midnight
tundra	crescent
bottle	rabbit

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Decoding - past tense

(Have students sound out the root word and then have them read the past tense verb.)

starve	bounce
starved	bounced
share	woof
shared	woofed
answer	snuggle
answered	snuggled

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Fluency (accuracy, rate, expression) 1st Grade

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Fluency (accuracy, rate, expression) 2nd Grade

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Fluency (accuracy, rate, expression) 3rd Grade

Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Fluency - What?

- The ability to effortlessly read words accurately and quickly.
- The ability to read connected text accurately with appropriate rate and expression (prosody).
(Judson, Mercer, & Lane, 2000)

Fluency - What?

- “The ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading such as decoding.” (Meyer & Felton, 1999)

2005 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal completed an extensive study of oral reading fluency in 2004. The results of their study are published in the technical report, "Oral Reading Fluency: 90 Years of Measurement," (brt.uoregon.edu/tech_reports.htm), and in the article, "Oral Reading Fluency Norms: A Valuable Assessment Tool..." in the April 2006 issue of *The Reading Teacher* (www.reading.org/publications/journals/RT/).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students who score 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

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

Factors Effecting Rate

1. Proportion of words in text that are recognized as “**sight words**”.
Sight words include any word that readers have practiced reading sufficiently often to be read from memory.” (Ehri, 2002)
2. **Speed of decoding strategies** used to determine the pronunciation of unknown words.
3. **Speed** with which **word meanings** are identified.
4. **Speed** at which **overall meaning** is constructed.

Fluency - Why?

- Fluency is related to **reading comprehension**.
(Cunningham & Stanovich, 1998; Fuchs, Fuchs, & Maxwell, 1988; Jenkins, Fuchs, Espin, van den Broek, & Deno, 2000; Rasinski, 2011; Samuels, 2006; Shanahan, 2010)
- When students read fluently, decoding requires **less attention**. Attention can be given to comprehension.
(Samuels, Schermer, & Reinking, 1992)
- National Assessment of Educational Progress (NAEP) found that nearly half of American 4th graders had not achieved a minimal level of fluency in their reading, which was associated with significant difficulties in comprehension when reading silently.
(Pinnell et al., 1995)

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Factors Effecting Rate

Relationship between fluency and comprehension is reciprocal.

Fluency contributes to comprehension.
Comprehension contributes to fluency.

82

Fluency - Why?

- Laborious decoding and low fluency results in **little reading**. (Moats, 2001)
- An accurate, fluent reader will read more. (Cunningham & Stanovich, 1998; Stanovich, 1993)
- **The rich get richer. The poor get poorer.** (Stanovich, 1986)

83

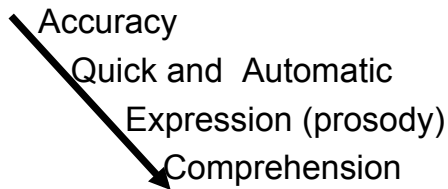
Fluency - Why?

- Fluent readers **complete assignments** with more ease.
- Fluent readers will also perform better on **reading tests**.
- Fluency is a **critical component** of reading instruction.
(Chard, Vaughn, & Tyler, 2002; Kuhn & Stahl, 2000; National Reading Panel, 2000)

84

Fluency - Why?

- The **prosody component** of fluency (expression and phrasing) directly connects to comprehension. (Dowhower, 1987, 1991; Hudson, 2011; Rasinski, 2011; Rasinski, Rikli, & Johnson, 2009; Rasinski & Samuels, 2011; Schreiber, 1980, 1987, 1991; Schreiber & Read, 1980)



85

Fluency - How?

**PRACTICE PRACTICE
PRACTICE PRACTICE
PRACTICE and more
PRACTICE**

86

Fluency

Procedure #1. Provide extensive reading practice. Utilize procedures such as augmented silent reading, choral reading, cloze reading, and partner reading.

Procedure #2. Encourage wide independent reading.

- Read interesting text at reading level to build fluency. (Carnegie, 2010)
- To build fluency students should read materials that are not too challenging but not too easy. (Moats, 1998)

87

Fluency

Procedure #1. Provide extensive reading practice. Utilize procedures such as augmented silent reading, choral reading, cloze reading, and partner reading.

Procedure #2. Encourage wide independent reading.

Procedure #3. Provide repeated reading practice at the word level. When reading word lists, have students reread word lists until competent.

Procedure #4. Utilize repeated reading exercises in passages to increase fluency. (Chard et.al, 2002)

88

Fluency - How?

- Use reading procedures in class that promote maximum practice for all students (e.g., choral reading, cloze reading, partner reading).
- (See Example Passage Reading Procedures)

89

Passage Reading - Silent Reading

Silent Reading (Or Whisper Reading)

- Pose pre-reading question.
- Tell students to read a certain amount and to reread material if they finish early.
- Monitor students' reading. Have individuals whisper-read to you.
- Pose post-reading question.

90

Passage Reading - Echo Reading

- **Echo Reading**
 - Teacher reads a word, phrase or sentence.
 - Students “echo” read the word, phrase or sentence.
 - Useful for building fluency and expression.
 - Needs to be faded as students grow in reading skills.

91

Passage Reading - Choral Reading

Choral Reading

- Read selection with your students.
- Read at a moderate rate.
- Tell your students, “Keep your voice with mine.”
(You may wish to have the students pre-read the material silently before choral reading.)

92

Passage Reading - Cloze Reading

Cloze Reading

- Read selection.
- Pause on “meaningful” words.
- Have students read the deleted words.

(Excellent practice for reading initial part of a chapter or when you need to read something quickly.)

93

Passage Reading - Individual Turns

Individual Turns

- Use with small groups.
- Call on an individual student.
- Call on students in random order.
- Vary the amount of material read.

94

Passage Reading - Partner Reading

Reader whisper reads to partner.

Narrative: Alternate by word, sentence, page, or time (5 minutes).

Informational Text: Alternate by paragraph.

Coach corrects errors.

Ask - *Can you figure out this word?*

Tell - *This word is _____. What word? Reread the sentence.*

Alternatives to support lowest readers

- Students read the material together.
- First reader (better reader) reads material. Second reader reads the SAME material.
- Lowest readers placed on a triad.
- Before reading, students can say ME (I will read.) OR WE (Please read with me.)

95

Fluency - How?

Repeated Reading

- Student reads the same material a number of times (at least three)
- General procedure
 1. **Cold-timing** (one minute timing without prior practice)
 2. **Practice** (rereading of material to increase fluency)
 3. **Hot-timing** (one minute timing)
- Often coupled with the following interventions
 - Modeling done by teacher or listening to tape
 - Self-monitoring of progress through graphing

96

After the Rain

Part 1

12 Chuck, Kim, and Nick played with the ship. "I will be glad
13 when this rain stops," Chuck said. "Ships and trains are OK,
23 but I think it will be fun to check on that shed on the trail."

38 "Look!" said Kim. "Is that a faint ray of sun I see in
51 the west?" Just then, the rain stopped.

58 "Let's go!" said Nick. "You stick the ship and the train
69 back on the shelf, and I will tell my mom."



Part 2

79 Chuck and Kim sped up the wet trail. "Wait! Wait!"

89 Nick said with a pant. Kim and Chuck sat on a gray rock
102 and waited. The shed was just up the trail.

111 "My dad said that this trail led to the train tracks when
123 my mom and dad were kids," Nick said. "He said that mail
135 going on the next train was kept in the shed."

145 "Well, let's go check the mail shed then," said Kim.



Part 3

155 "It's just junk," Chuck said. "I see paint cans, a paintbrush,
166 a bent tray, pails, and lots of dust."

174 "This is not junk," said Nick as he held up a mail sack.

187 "Look. This sack is from the Clay Trail Mail Run. This must
199 be Clay Trail. Dad said mail was kept in this shed. I bet it will
214 shock Dad to see the mail sack. He may faint!"
224



97

Fluency - How? Small Group Procedure

1. Cold-timing

- Time the students for one minute as they whisper read.
- Have them underline difficult words and circle the last word read.
- Have them determine the correct number of words read.

2. Accuracy-Practice

- Chorally read the material with your students.
- You may select to do this more than one time.

98

Fluency - How? Small Group Procedure *(Continued)*

3. Fluency Building - Practice

- Have students whisper-read as you time them for one minute.
- Students should try to read beyond cold-timing.

4. Hot-timing

- Have students exchange papers with their partners.
- Have the first reader read for a minute as the partner underlines any errors and circles the past word.
- Repeat the same step with the second reader.
- Have partners determine the number of correct words read for their partner.
- Have students graph their cold and hot timings.

99

Let us not forget.

- Comprehension is built on the foundation skills of decoding and fluency.

100

Thank You

- May you thrive as an educator.

Phonological Units of Speech

Phonological Unit	Definition	Example
Syllable*	A unit of speech consisting of one uninterrupted vowel sound which may or may not be flanked by one or more consonants; uttered with a single impulse of the voice	The spoken word <i>man</i> has one syllable: /mæn/ <i>going</i> has two syllables: /ˈɡoʊ-ɪŋ/ <i>computer</i> has three syllables: /kəm-ˈpjʊ-ˈtɜr/ <i>information</i> has four syllables: /ɪn-ˈfɒr-ˈmæ-ˈtʃən/
Onset	The part of a spoken syllable (consonant or blend) that precedes the vowel. Some syllables do not have an onset.	/b/ in the spoken word <i>black</i> /st/ in <i>stop</i> /r/ in <i>run</i> There is no onset in the syllable <i>on</i> .
Rime	The part of a spoken syllable that includes the vowel and any consonants that follow. All syllables have a rime because all syllables have a vowel sound.	/ɒɡ/ in <i>dog</i> /ɒn/ in <i>on</i> /ænd/ in <i>sand</i>
Phoneme	The smallest unit of sound in speech. English consists of about 43 phonemes.**	/p/ /ā/ and /n/ in <i>pan</i> /θ/ /r/ and /e/ in <i>three</i> /ū/ and /p/ in <i>up</i>

**The number of phonemes in English identified by linguists varies depending upon the phonetic description used (Moats 2000).

English Phonemes (Yopp, Hallie, K., and Yopp, 2011)

Symbol	As heard in...
/ā/	angel, rain
/ă/	cat, apple
/ē/	eat, seed
/ě/	echo, red
/ī/	island, light

English Phonemes (Yopp, Hallie, K., and Yopp, 2011)

/ī/	in, sit
/ō/	oatmeal, bone
/ō/	octopus, mom
/ū/	up, hum
ōo/	oodles, moon
ōo/	put, book
/ə/	above, sofa
/oi/, /oy/	oil, boy
/ou/, /ow/	out, cow

English Phonemes (Yopp, Hallie, K., and Yopp, 2011)

/aʊ/, /ô/	awful, caught
är	car, far
ôr	four, or
ûr	her, bird, turn
/b/	baby, crib
/k/	cup, stick
/d/	dog, end
/f/	phone, golf

105

English Phonemes (Yopp, Hallie, K., and Yopp, 2011)

Symbol	As heard in...
/g/	gift, dog
/h/	happy, hat
/j/	jump, bridge
/l/	lip, fall
/m/	mother, home

106

English Phonemes (Yopp, Hallie, K., and Yopp, 2011)

/n/	nose, on
/p/	pencil, pop
/r/	rain, care
/s/	soup, face
/t/	time, cat
/v/	vine, of
/wh/	what, why
/w/	wet, wind
/y/	yes, beyond
/z/	zoo, because

107

English Phonemes (Yopp, Hallie, K., and Yopp, 2011)

/th/	thing, health
/θ/	this, brother
/sh/	shout, machine
/zh/	pleasure, vision
/ch/	children, scratch
/ŋg/	ring, finger

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Terminology (CA ELA/ELD Framework, 2014)

Term	Definition	Example
Consonant	A phoneme that is articulated with partial or complete closure of the vocal track	/b/ in <i>boy</i> /t/ in <i>at</i> /r/ and /n/ in <i>run</i>
Short Vowel	An open phoneme (that is, one for which there is no obstruction by the tongue, lips, or teeth of air flow); short vowels are lax in that there is little tension in the vocal cords	/ă/ in <i>cat</i> /ĕ/ in <i>jet</i> /ĭ/ in <i>kick</i> /ŏ/ in <i>stop</i> /ŭ/ in <i>cup</i> /oō/ in <i>book</i>
Long Vowel	An open phoneme; long vowels are tense in that they are spoken with more tension in the tongue muscles	/ā/ in <i>cake</i> /ē/ in <i>feet</i> /ī/ in <i>night*</i> /ō/ in <i>boat</i> /ū/ in <i>use</i> /oō/ in <i>school</i>

109

Terminology (CA ELA/ELD Framework, 2014)

Diphthong	A vowel sound that involves the shifting of mouth position when spoken	/oi/ in <i>boil</i> ; <i>oy</i> in <i>toy</i> /ou/ in <i>out</i> ; <i>ow</i> in <i>cow</i>
Consonant Blend	Two or three adjacent consonants in a syllable, each of which is heard	/tw/ in <i>twin</i> /sk/ in <i>mask</i> /str/ in <i>street</i>
Consonant Digraph	Two or more consonants that together represent a single sound	<i>sh</i> in <i>ship</i> <i>ch</i> in <i>chin</i> and <i>tch</i> in <i>watch</i>

110

Terminology (CA ELA/ELD Framework, 2014)

Grapheme	The letter or combination of letters that represent a single sound (phoneme) (See letter-sound correspondence and spelling-sound correspondence.)	<i>f</i> in <i>leaf</i> <i>oa</i> in <i>boat</i> <i>igh</i> in <i>night</i> <i>ough</i> in <i>through</i>
Letter-Sound Correspondence	A single letter and its corresponding sound	<i>m</i> represents /m/ <i>k</i> represents /k/
Spelling-Sound Correspondence	Letter combinations and their corresponding sound	<i>lgh</i> represents /l/ <i>dge</i> represents /j/
Morpheme	The smallest meaningful part of a word	<i>cat</i> <i>cat-s</i> <i>un-happy</i>

111

Terminology (CA ELA/ELD Framework, 2014)

Affix	A morpheme attached to the beginning or end of a root	See prefixes, suffixes, and inflectional endings.
Prefix	An affix attached to the beginning of a root word	<i>re</i> in <i>redo</i> <i>un</i> in <i>unkind</i> <i>pre</i> in <i>preschool</i>
Suffix	Affix attached to the end of a root word (See inflectional ending and derivation.)	<i>ing</i> in <i>discussing</i> <i>less</i> in <i>useless</i> <i>ful</i> in <i>helpful</i>
Inflectional Ending	A type of suffix that does not change a word's part of speech but does change its: <ul style="list-style-type: none"> tense number comparison person 	<i>ed</i> in <i>jumped</i> ; <i>ing</i> in <i>flying</i> <i>s</i> in <i>dogs</i> and <i>es</i> in <i>wishes</i> <i>er</i> in <i>faster</i> ; <i>est</i> in <i>hardest</i> <i>s</i> in <i>plays</i>
Derivation	A type of suffix that changes the root word's part of speech or grammatical role	<i>ly</i> in <i>swiftly</i> <i>tion</i> in <i>projection</i>

112

Terminology (CA ELA/ELD Framework, 2014)

Decodable Words	Words that are wholly decodable on the basis of the letter-sound and spelling-sound correspondences already taught	Assuming the relevant letter-sound and spelling-sound correspondences have been taught: <i>dog</i> <i>run</i> <i>ship</i>
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113

Terminology (CA ELA/ELD Framework, 2014)

Sight Words	1) Words that are taught as wholes because they are irregularly spelled (see below) or because the spelling-sound correspondences have not yet been taught 2) Regularly spelled words that have been decoded enough times that they are recognized on sight, that is with little conscious effort	<i>they</i> <i>there</i> <i>could</i> Assuming the relevant letter-sound and spelling-sound correspondences have been taught and practiced enough times for automatic recognition: <i>fish</i> <i>jump</i> <i>catch</i>
Irregularly-Spelled High Frequency Words	High frequency words that are not decodable in that the letter-sound or spelling-sound correspondences are uncommon or do not conform to phonics rules	<i>said</i> <i>of</i> <i>was</i> <i>come</i>

114

English Alphabetic System

- 26 letters to represent more than 40 sounds
- Some letters represent more than one sound
 - a apple
 - a ape
 - a again
- Some sounds represented in many ways in print
 - mate rain pay hey straight freight

115

English Alphabetic System

- Phonological context in which sound occurs can determine way it is represented in print.

back	ck	ck represents the /k/ sound at the end of a one-syllable word when preceded by a short vowel
milk trunk desk	k	k represents the /k/ sound at the end of a one-syllable word when preceded immediately by a consonant
picnic actor historic	c	c represents the /k/ sound in multisyllabic words at the end of syllables when preceded by a short vowel

116

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