The Big Picture

- The Reading Deficit
- The Brain and Reading
- Scientific Approach to Reading Instruction
- Essential Components of Reading Instruction
- Reading Assessment
- Downward Spiral of Reading Failure
- Academic Language
- Differentiated Instruction

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The Reading Deficit

NAEP Achievement Levels

basic
partial mastery of knowledge and skills fundamental for proficient academic performance
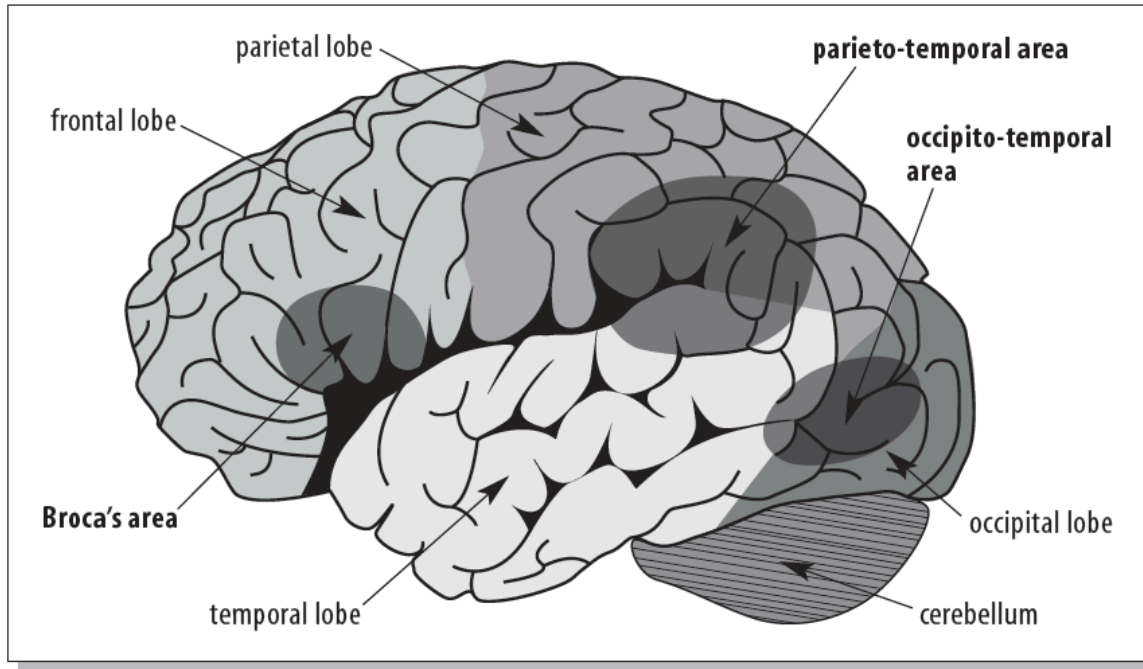
proficient
solid academic performance

advanced
superior academic performance

NAEP Overall Achievement-Level Results in Reading				
GRADE	**Below Basic**	**Basic**	**Proficient**	**Advanced**
Grade 4	32%	31%	28%	9%
Grade 8	24%	40%	32%	4%

National Center for Education Statistics 2017.

The Brain and Reading

parietal lobe
frontal lobe
parieto-temporal area
occipito-temporal area
Broca's area
occipital lobe
temporal lobe
cerebellum

The parieto-temporal and occipito-temporal areas in the back of the brain are especially important to skilled reading. Poor readers underutilized these areas. Evidence-based reading instruction in phonemic awareness and phonics can actually change brain activity in poor readers.

Essential Components of Reading Instruction

- Phonological Awareness

- Phonics

- Fluency

- Vocabulary

- Comprehension
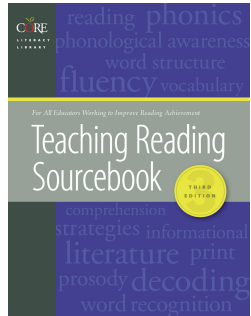
Section I
Word Structure

- Chapter 1: Structure of English
- Chapter 2: Structure of Spanish

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Structure of English

- Phonemes
- Consonant Phoneme Classifications
- Vowel Phoneme Classifications
- Sound/Spellings
- Syllables
- Onset-Rime
- Morphemes

Consonant Phonemes (Standard American English)

Phoneme	Key Word	Phoneme	Key Word	Phoneme	Key Word
/ b /	bus	/ n /	no	/ c h /	chair
/ d /	dot	/ p /	pen	/ s h /	shoe
/ f /	fan	/ r /	red	/ z h /	television
/ g /	gold	/ s /	city, six	/ t h /	think
/ h /	hat	/ t /	tent	/ TH /	this
/ j /	giraffe, jog	/ v /	van	/ h w /	what
/ k /	cat, key	/ w /	web	/ n g /	wing
/ l /	log	/ y /	you		
/ m /	milk	/ z /	zebra		
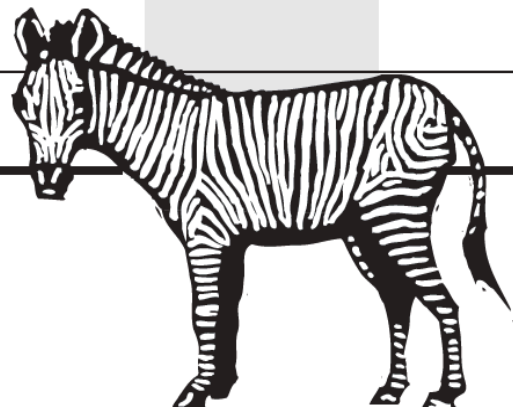
Vowel Phonemes (Standard American English)

Phoneme	Key Word	Phoneme	Key Word	Phoneme	Key Word
/ā/	take	/i/	rib	/ŏŏ/	good
/ē/	teeth	/o/	pot	/oi/, /oy/	oil
/ī/	tie	/u/	nut	/ou/, /ow/	house
/ō/	rope	/ə/	ago	/ûr/	girl
/a/	bat	/aw/	saw	/är/	art
/e/	egg	/ōō/, /yōō/	tube, cube	/ôr/	or

Structure of Spanish

- Spanish Letter/Sound System
- Spanish Sound/Spelling Sequence
- Spanish Syllable Types and Patterns
- English/Spanish Language Differences
- Spanish/English Cross-Language Transfer
- English/Spanish Cognates

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*	/ō/ spelled *o*
/g/ spelled *gu* in *gue, gui*	/t/ spelled *t*	/ōo/ 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.

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	cafetería	gas	gas	television	televisión
cereal	cereal	honor	honor	terrible	terrible
chocolate	chocolate	hospital	hospital	triple	triple
color	color				
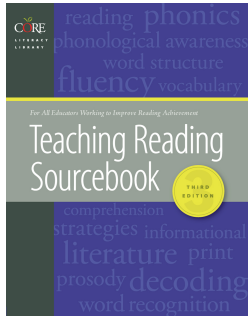
Section II
Early Literacy

- Section Introduction
- Chapter 3: Print Awareness
- Chapter 4: Letter Knowledge
- Chapter 5: Phonological Awareness

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Elements of Print and Book Awareness

Functions of Print	• Print carries meaning. • Print can be used for different purposes. • Print corresponds to speech, word for word.
Conventions of Print	• Print is print, no matter in what form it appears. • Printed words are made up of letters (concept of word). • Printed words are separated by spaces (word boundaries). • Sentences in print are made up of separate words. • Sentences start with capital letters and end with punctuation marks. • Text is read from left to right with a return sweep to the next line. • Lines of text are read from top to bottom of the page. • When one page of text is read, the story continues on the following page.
Book Conventions	• A book has a front cover and a back cover. • A book has a spine. • A book is held right side up. • A book has a title and a title page. • A book has an author; some books have pictures created by an illustrator. • A book has pages. The left page of a book is read before the right page. • Pages are turned one at a time in a sequence from front to back.

Letter Knowledge

- Letter Names
- Letter Shapes
- Letter Sounds
- Letter Formation (handwriting)

Letter-Name Properties and Their Utility in Learning Letter Sounds

Useful	• Letter sound at beginning of letter name	b, d, j, k, p, t, v, z
	• Letter sound at end of letter name	f, l, m, n, r, s, x
	• Long-vowel letter sound *is* letter name	a, e, i, o, u
Less Useful	• Soft letter sound at beginning of letter name	c /s/, g /j/
	• Similar letter sound at beginning of letter name	q /k/
	• Less frequent letter sound at end of letter name	y /ī/
Not Useful	• Letter sound *not* in letter name	h, w
	• Short-vowel letter sound *not* in letter name	a, e, i, o, u
	• Most frequent letter sound *not* in letter name	c /k/, g /g/, y /y/

Based on Treiman and Kessler 2003.

Levels of Phonological Awareness

- Word

- Syllable

- Intrasyllable (Onset-Rime, Body-Coda)

- Phoneme

Blending and Segmentation Skills Across the Levels

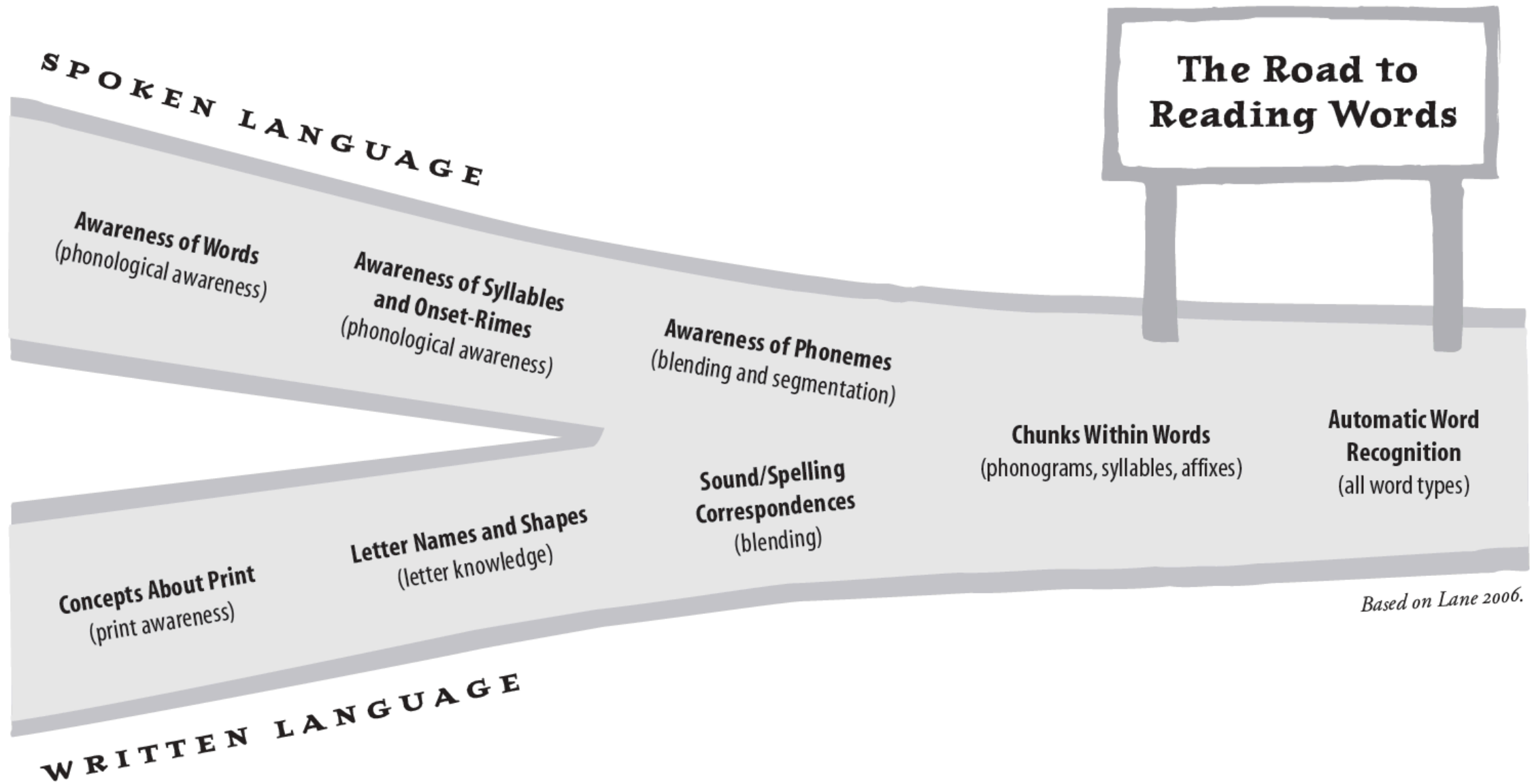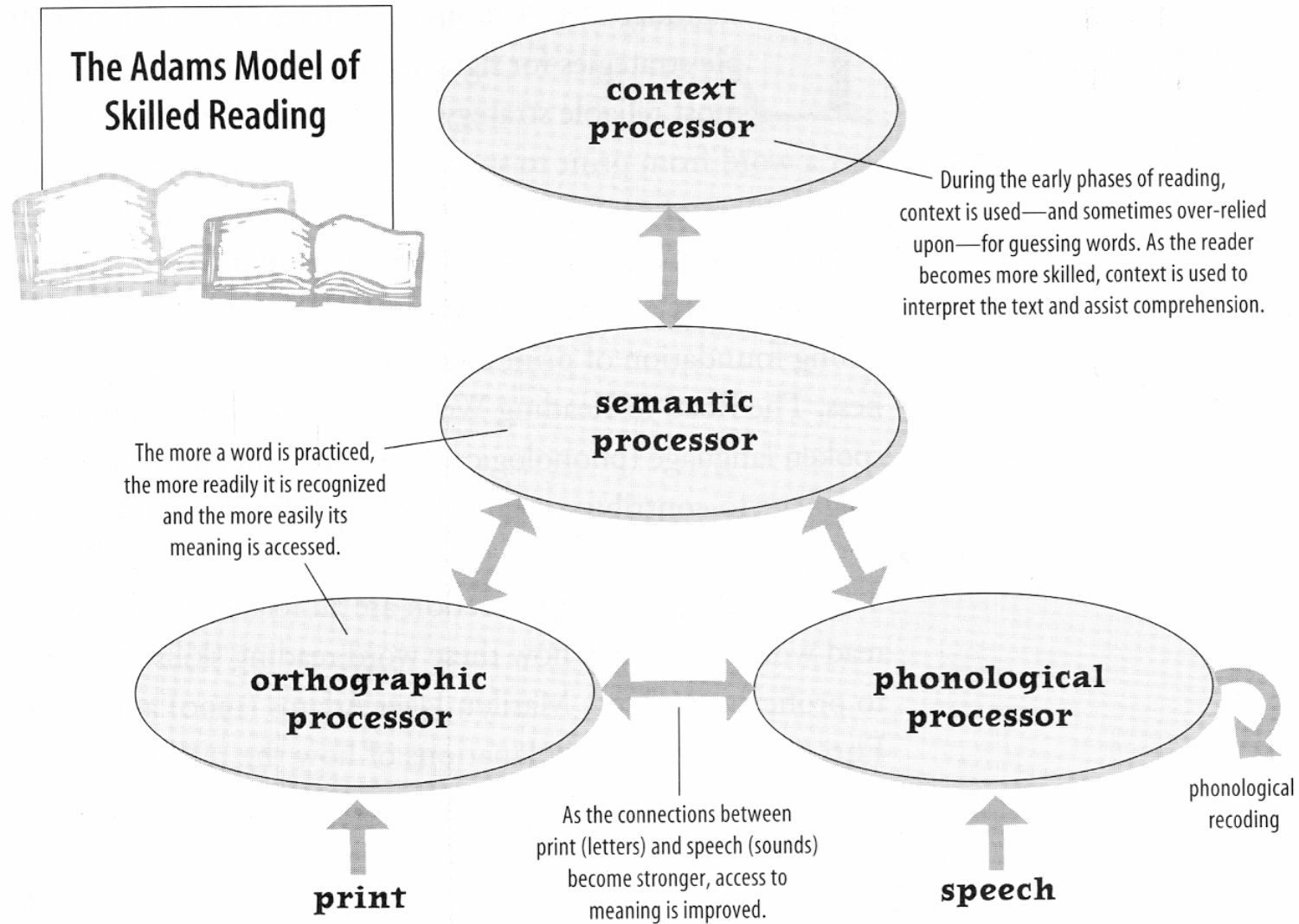| LEVELS →	WORD	SYLLABLE	ONSET-RIME	PHONEME
Blending Given a word separated into phonemes, student combines the sounds to form a whole word.	Listen as I say two small words: *dog•house.* Can you put the two words together to make a bigger word? (doghouse)	Can you put these word parts together to make a whole word: *pock•et*? (pocket)	What whole word am I trying to say: /b/ …/ig/? (big)	What word is /b/ /i/ /g/? (big)
Segmentation Given a whole word, student separates the word into individual phonemes and says each sound.	Can you clap the word parts in *doghouse*? (dog•house) How many times did you clap? (two)	Can you clap the word parts in *pocket*? (pock•et) How many times did you clap? (two)	What is the first part of *big*? (/b/) What is the last part of *big*? (/ig/) Can you say *big* in two parts? (/b/…/ig/)	How many sounds are in *big*? (three) Can you say them sound by sound? (/b/ /i/ /g/)
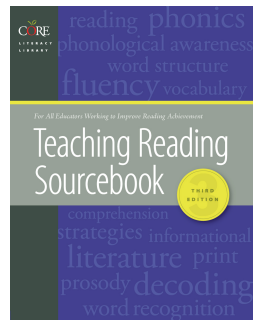
Section III
Decoding and Word Recognition

- Section Introduction
- Chapter 6: Phonics
- Chapter 7: Irregular Word Reading
- Chapter 8: Multisyllabic Word Reading

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The Road to Reading Words

SPOKEN LANGUAGE

Awareness of Words
(phonological awareness)

**Awareness of Syllables
and Onset-Rimes**
(phonological awareness)

Awareness of Phonemes
(blending and segmentation)

Chunks Within Words
(phonograms, syllables, affixes)

**Automatic Word
Recognition**
(all word types)

**Sound/Spelling
Correspondences**
(blending)

Letter Names and Shapes
(letter knowledge)

Concepts About Print
(print awareness)

Based on Lane 2006.

WRITTEN LANGUAGE

The Adams Model of Skilled Reading

context processor

During the early phases of reading, context is used—and sometimes over-relied upon—for guessing words. As the reader becomes more skilled, context is used to interpret the text and assist comprehension.

semantic processor

The more a word is practiced, the more readily it is recognized and the more easily its meaning is accessed.

orthographic processor

phonological processor

phonological recoding

print

As the connections between print (letters) and speech (sounds) become stronger, access to meaning is improved.

speech

Based on Adams 1990.

Ehri's Phases of Word Recognition Development

- **Pre-Alphabetic Phase**   read visual clues

- **Partial Alphabetic Phase**   some sound/spellings

- **Full Alphabetic Phase**   most common sound/spellings

- **Consolidated Alphabetic Phase** chunks of letters within words

- **Automatic Phase**   proficient word reading

Explicit Phonics Lesson Sequence

1. Develop Phonemic Awareness

2. Introduce Sound/Spelling

3. Blend Words

4. Build Automatic Word Recognition

5. Apply to Decodable Text

6. Word Work for Decoding and Encoding

Good Phonics Instruction

- Develops understanding of the alphabetic principle

- Incorporates phonemic awareness

- Provides sufficient practice in reading words

- Leads to automatic word recognition

- Is one part of a comprehensive reading program

(Stahl, Duffy-Hester, and Stahl 1998)

EXPLICIT TEACHING

MODEL	LEAD	CHECK
"I do it."	"We do it."	"You do it."

Effective Instructional Techniques

- Corrective Feedback
- Monitoring
- Pacing
- Signaling

Blending Routines

- Sound-by-Sound Blending

- Continuous Blending

- Whole Word Blending

- Spelling-Focused Blending

Types of Words

Regular Words
can be decoded by sounding out

Irregular Words
cannot be decoded by sounding out

High-Frequency Words
regular and irregular words that appear often in printed text

IRREGULAR WORDS

Permanently Irregular

One or more sound/spellings in the word are unique to that word or a few words and therefore are never introduced.

Temporarily Irregular

One or more sound/spellings in the word have not yet been introduced.

Approaches to Decoding Multisyllabic Words

- Syllable Types and Division Principles

- Affixes as Syllables

- Flexible Syllabication

Common Types of Syllables

- **Closed**   men, picnic

- **Open**   me, veto

- **Vowel Combination** boil, heavy

- ***r*-Controlled**   far, snorkel

- **Vowel–Consonant *e*** race, tadpole

- **Consonant–*le***   apple, table

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.

STEPS FOR SYLLABLE DIVISION: VCCV

1. Identify and Label the Vowels

2. Identify and Label Any Consonants Between the Vowels

3. Look at the Pattern and Divide the Word

4. Identify the Syllable Types

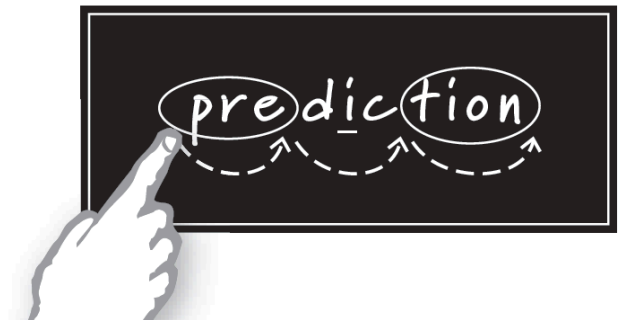5. Blend Each Syllable and Then Read the Whole Word
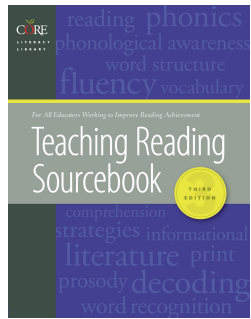
rab/bit

vccv

FLEXIBLE STRATEGY FOR READING BIG WORDS

1. Circle the Prefixes and Suffixes

2. Underline the Vowels in the Uncircled Part(s) of the Word

3. Read the Word by Parts or Syllables

4. Read the Whole Word and Confirm Its Pronunciation

Based on Archer and Vachon 2006.

prediction

Section IV

Reading Fluency

- Section Introduction
- Chapter 9: Fluency Assessment
- Chapter 10: Fluency Instruction
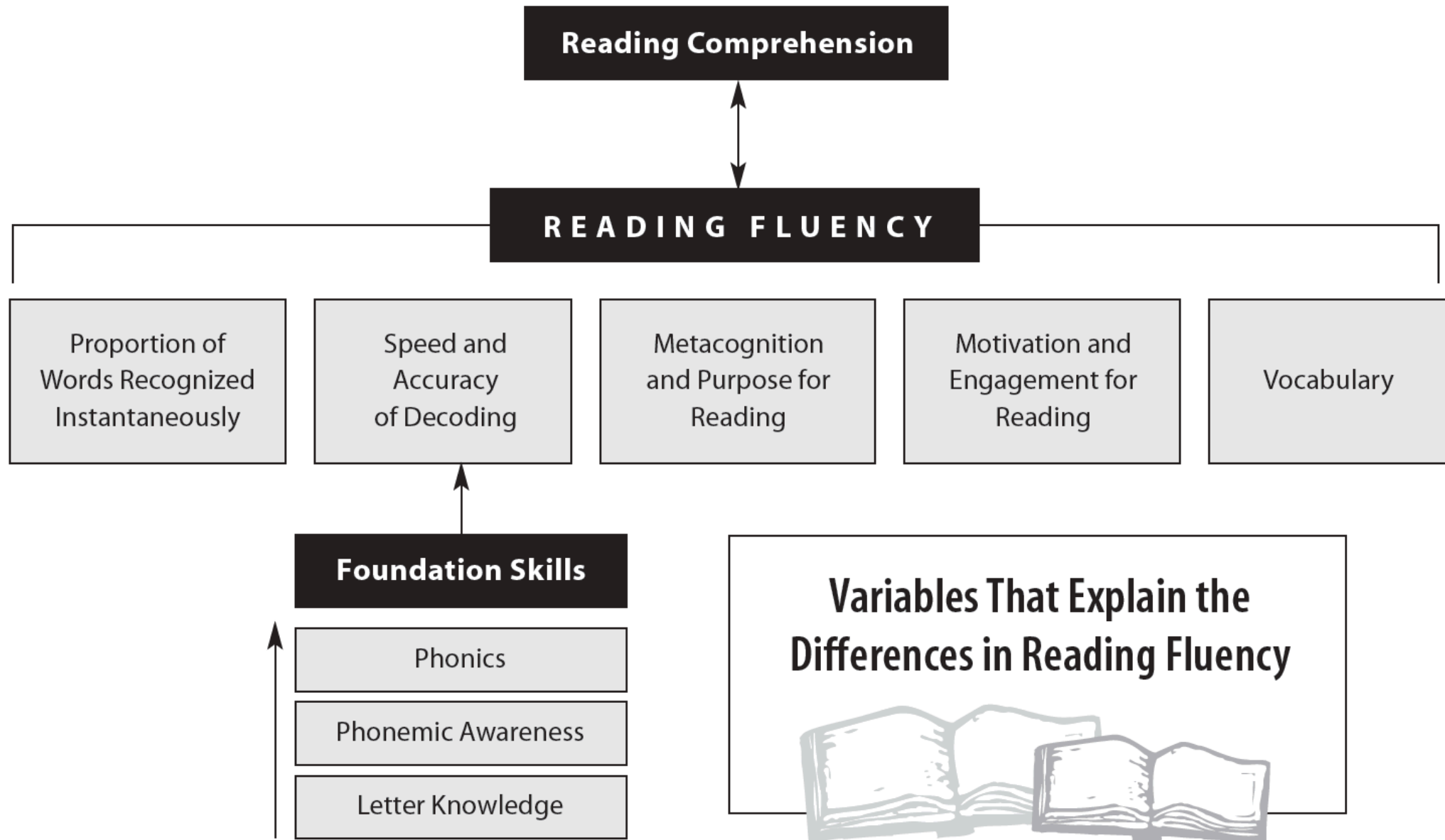
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Reading Fluency

Reading Fluency is the *accurate* reading of connected text at a conversational *rate* with appropriate *prosody.*

Accuracy is the ability to recognize or decode words correctly.

Rate is how quickly and accurately a reader reads connected text.

Prosody is the tonal and rhythmic aspects of spoken language.

Reading Comprehension

READING FLUENCY

Proportion of Words Recognized Instantaneously	Speed and Accuracy of Decoding	Metacognition and Purpose for Reading	Motivation and Engagement for Reading	Vocabulary

Foundation Skills

- Phonics
- Phonemic Awareness
- Letter Knowledge

Variables That Explain the Differences in Reading Fluency

Fluency Acronyms

ORF   oral reading fluency

CBM   curriculum-based measurement

WCPM   words correct per minute

ORF Norms

Grade	Percentile	FALL WCPM	WINTER WCPM	SPRING WCPM
1	90		97	116
	75		59	91
	50		**29**	**60**
	25		16	34
	10		9	18
2	90	111	131	148
	75	84	109	124
	50	**50**	**84**	**100**
	25	36	59	72
	10	23	35	43
3	90	134	161	166
	75	104	137	139
	50	**83**	**97**	**112**
	25	59	79	91
	10	40	62	63

Hasbrouck and Tindal 2006, 2017.

Assessment of ORF Rate and Accuracy

1. Select Appropriate Text

2. Listen to the Student Read for One Minute

3. Calculate the ORF Score

4. Compare ORF Score to ORF Norms

$$\text{Total words read} - \text{errors} = \text{ORF score}$$
$$84 - 2 = 82 \text{ WCPM}$$

Methods for Building Reading Fluency

- **Independent Silent Reading**

- **Assisted Reading**
  Teacher Assisted
  Peer-Assisted
  Audio-Assisted

- **Repeated Oral Reading**
  Timed Repeated Oral Reading
  Partner Reading
  Phrase-Cued Reading

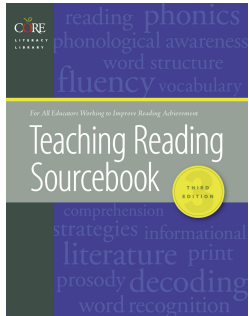- **Integrated Fluency Instruction**

Choosing the Right Text

- **Text Length and Genre**

- **Text Content**

- **Levels of Text Difficulty**

  Independent Level   (fewer than 5 errors per 100 words)

  Instructional Level   (fewer than 10 errors per 100 words)

  Frustration Level   (more than 10 errors per 100 words)

Section V
Vocabulary

- Section Introduction
- Chapter 11: Specific Word Instruction
- Chapter 12: Word-Learning Strategies
- Chapter 13: Word Consciousness

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Components of Effective Vocabulary Instruction

Incidental Vocabulary Learning

Rich Oral Language Experiences

Wide Reading

Teacher Read-Alouds

Independent Reading

Intentional Vocabulary Teaching

Specific Word Instruction

Rich and Robust Instruction of Words in Text

Word-Learning Strategies

Dictionary Use

Morphemic Analysis

Contextual Analysis

Cognate Awareness (ELL)

Word Consciousness Adept Diction • Word Play • Word Origins

Vocabulary Forms

	RECEPTIVE	PRODUCTIVE
ORAL	**Listening** words we understand when others speak or read aloud to us	**Speaking** words we use when we talk to others
PRINT	**Reading** words we understand when we read them	**Writing** words we use when we write

Dale's Levels of Word Knowledge

Level 1 Have never seen or heard the word before.

Level 2 Have seen or heard the word before, but don't know what it means.

Level 3 Vaguely know the meaning of the word; can associate it with a concept or context.

Level 4 Know the word well; can explain it and use it.

Specific Word Instruction

- Direct teaching of specific vocabulary words relevant to a given text can deepen students' knowledge of word meanings.

- Specific words can be directly introduced through teacher-read alouds or through independently read text.

Selecting Words to Teach

The Three-Tier System

- **Tier One** basic words whose meanings students are likely to know

- **Tier Two** general-purpose words that occur occur across a wide variety of domains

- **Tier Three s**pecialized words that are specific to a particular content area or subject matter

Selecting Words for ELLs

- **Concreteness**

  Is the word concrete or abstract? Can it be shown or demonstrated?

- **Cognate Status**

  Does the English word have a Spanish cognate?

- **Depth of Meaning**

  Does the word have multiple meanings

- **Utility**

  Is the meaning of the word key to understanding the selection?

Rich and Robust Instruction

- **Use Words Contextualized in Literature**

- **Develop Word Meanings Through . . .**
Student Friendly Explanations
Teacher-Created Contexts
Active Engagement with Words

- **Develop In-Depth Word Knowledge Through . . .**
Use the words
Explore facets of word meaning
Consider relationships among words

- **Extend Word Use Beyond the Classroom**

Word-Learning Strategies

- Dictionary Use

- Morphemic Analysis

- Contextual Analysis

Independent word learning strategies can help students determine the meanings of unfamiliar words that have *not* been explicitly introduced to them.

Guidelines for Using the Dictionary

☞ The first entry that you find for a word might not be the one you are looking for. Make sure you have found and read all the entries for a word.

☞ When you find the right entry, read all the different meanings, or definitions, that the dictionary gives for the word. Do not just read part of the entry.

☞ Choose the dictionary meaning that best matches the context in which the word is used. One meaning will make sense, or fit better, than any other.

Morphemic Analysis

Using Word-Part Clues to Derive Word Meaning

Step	Action	Example Word: disagreement
1	Look for the Root Word. *What does it mean?*	agree = to have the same opinion
2	Look for a Prefix. *What does it mean?*	dis = not or opposite
3	Look for a Suffix. *What does it mean?*	ment = state or quality of something
4	Put the Meanings of the Word Parts Together. *What is the meaning of the whole word?*	dis + agree + ment = state or quality of not having the same opinion

Based on Baumann et al. 2003, 2005.

Contextual Analysis

USING CONTEXT CLUES

When you come across an unfamiliar word in your reading:

1. Look for words or phrases that may be clues, or hints, to the word's meaning.

2. First, look for clues in the sentence that contains the word. Then, if you need to, look for clues in the sentences that come before or after.

3. Using the context clues, try to determine the meaning of the unfamiliar word.

4. Try out meaning in the original sentence, to check whether or not it makes sense.

Combined Morphemic and Contextual Analysis

THE VOCABULARY STRATEGY

To figure out the meaning of an unfamiliar word that you come across while reading:

1. **Look for Context Clues** in the Words, Phrases, and Sentences Surrounding the Unfamiliar Word

2. **Look for Word-Part Clues** Within the Unfamiliar Word
   A. Try to Break the Word into Parts. (If you can't, skip to Step 3.)
   B. Look at the Root Word. What does it mean?
   C. Look at the Prefix. What does it mean?
   D. Look at the Suffix. What does it mean?
   E. Put the Meanings of the Word Parts Together. What is the meaning of the whole word?

3. **Guess the Word's Meaning** (Use Steps 1 and 2.)

4. **Try Out Your Meaning in the Original Sentence** to Check Whether or Not It Makes Sense in Context

5. **Use the Dictionary**, if Necessary, to Confirm Your Meaning

Based on Baumann et al. 2003, 2005.

Word Consciousness

- Awareness of words

- Enjoyment of words

- Playing with words

- Interest in words

- Appreciation of words

- Satisfaction in using words well

Fostering Word Consciousness

- Adept Diction

- Word Play

- Word Histories and Origins

Layers of the English Language

Greek

Specialized words used mostly in science and technology.

astronaut, geology, automatic

Latin

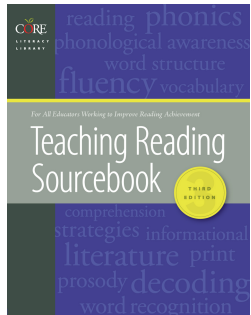Longer, more sophisticated words used in format contexts, such as content-area texts and literature.

audible, dictate, inspect

Anglo-Saxon

Short, everyday words used frequently in ordinary conversation and beginning reading texts.

house, happy, play

Section VI
Comprehension

- Section Introduction
- Chapter 14: Literary Text
- Chapter 15: Informational Text

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Fundamentals of Comprehension

- The Reader

- The Text

- The Activity and Related Tasks

- The Context

COMPREHENSION builds upon …

Reading Fluency | Vocabulary | World Knowledge | Comprehension Strategies | Motivation

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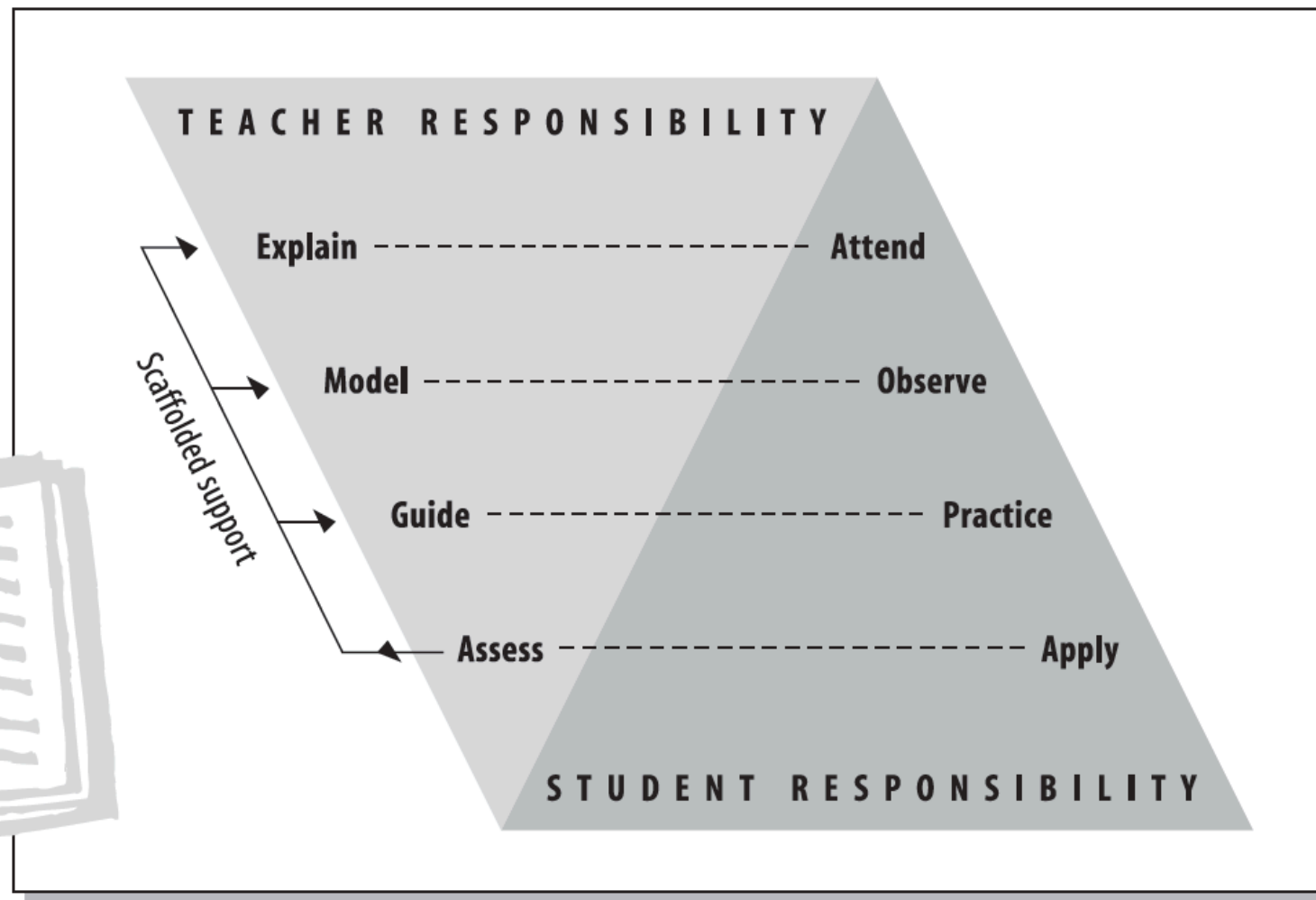
Comprehension Strategies

- Monitoring Comprehension

- Connecting to World Knowledge

- Predicting

- Recognizing Text Structure

- Asking Questions

- Answering Questions

- Constructing Mental Images

- Summarizing

Model of Explicit Strategy Instruction

1. Direct Explanation

2. Modeling

3. Guided Practice

4. Independent Practice

Scaffolding in the Model of Explicit Instruction

Based on El-Dinary 1993; Bergman 1992; Duke and Pearson 2002; Pearson and Gallagher 1983.

TEACHER RESPONSIBILITY

Scaffolded support

Explain - Attend

Model - Observe

Guide - Practice

Assess - Apply

STUDENT RESPONSIBILITY

Scaffolding Tools

- Graphic Organizers

- Prompts

- Cooperative Learning

- Read-Aloud Methods

Webb's Depth of Knowledge

Level 1 Recall and Reproduction

Level 2 Skills and Concepts

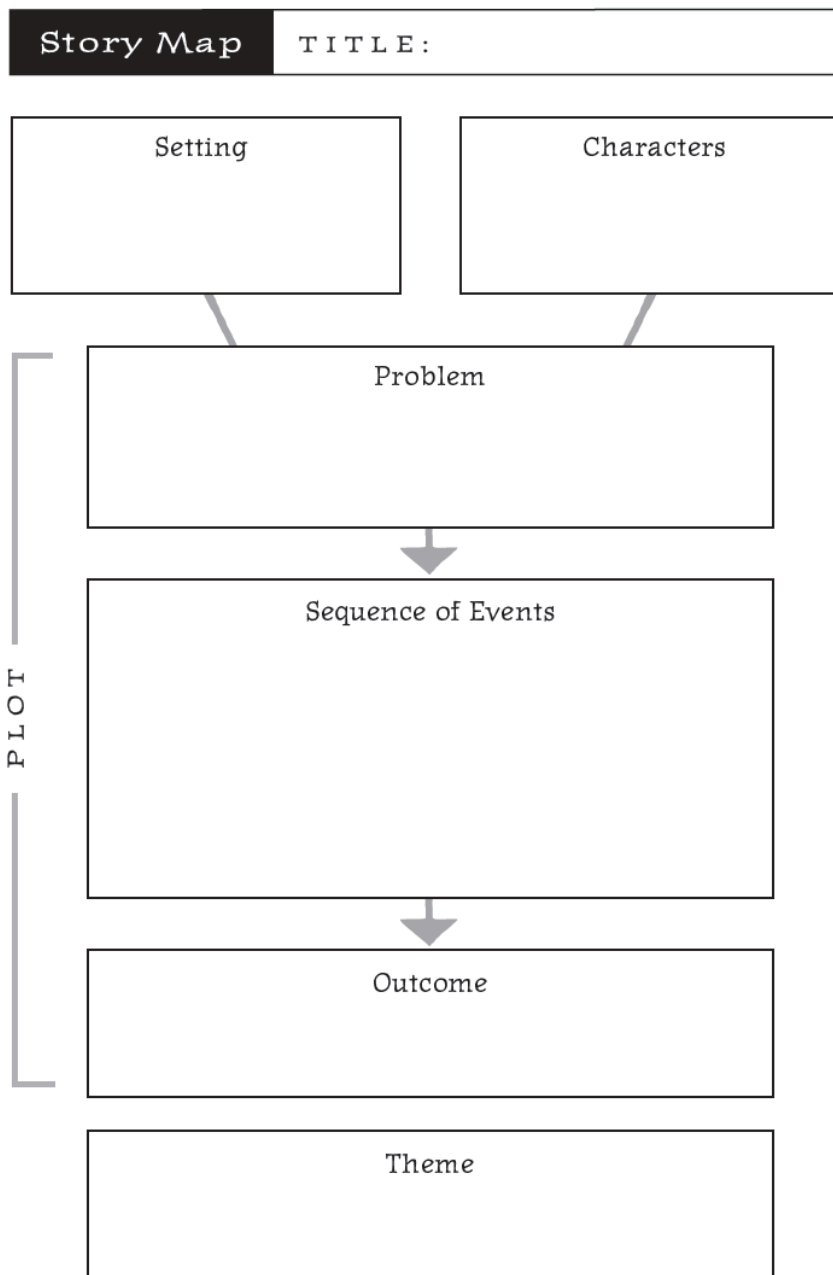**Level 3** Strategic Thinking and Reasoning

Level 4 Extended Thinking

STORY STRUCTURE QUESTIONS	
Setting	Where and 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?

Story Map   TITLE:

Setting

Characters

PLOT

Problem

↓

Sequence of Events

↓

Outcome

Theme

Informational Text Structures

- Description

- Compare-Contrast

- Cause-Effect

- Problem/Solution

- Time Order (Sequence)

Features of Considerate Texts

- Structural Cues

- Coherence

- Audience Appropriateness

Question-Answer Relationships (QAR)

| IN THE TEXT	IN MY HEAD
Right There The answer to the question is "right there" in one sentence; the question and answer have the same wording.	**On My Own** The answer to the question comes entirely from students' world knowledge.
Think and Search The answer to the question requires searching across the text; the question and answer have different wordings.	**Author and Me** The answer to the question comes from understanding the text in conjunction with students' world knowledge.

Based on Raphael 1982, 1986.
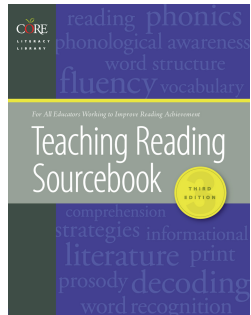
MTSS for Reading Success

- Multi-Tiered Levels of Prevention and Support

- Evidence-Based Programs with High Quality Instruction

- Ongoing Assessment

- Data-Based Decision Making and Problem Solving

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MTSS Lingo

- **MTSS**   Multi-Tiered Systems of Support
- **RtI**   Response to Intervention
- **PBIS**   Positive Behavioral Interventions and Supports
- **SEL**   Social and Emotional Learning
- **UDL**   Universal Design for Learning
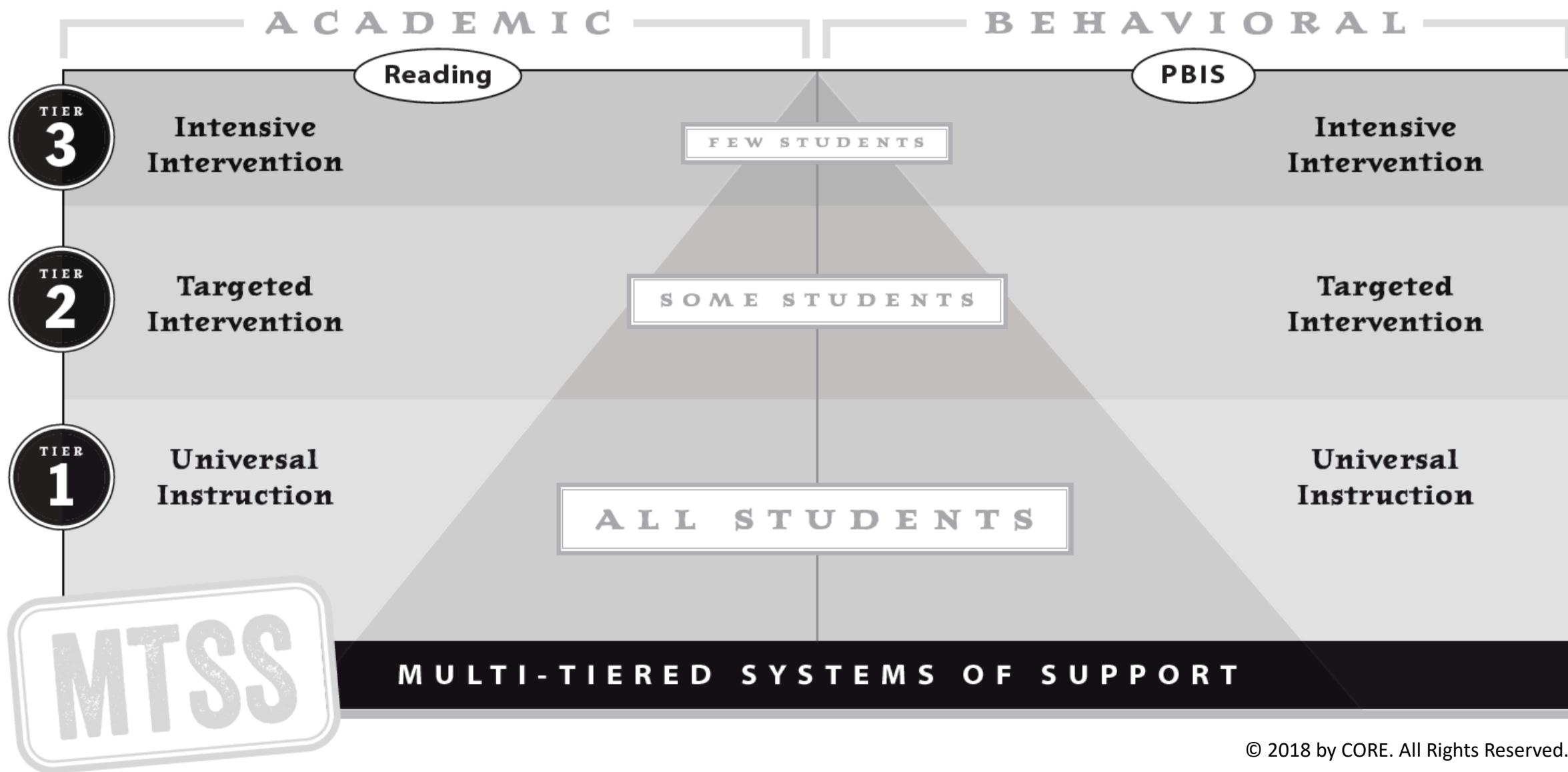
Ongoing Assessment

- **Screening** Who has a problem?

- **Progress Monitoring** Is intervention fixing the problem?

- **Diagnostic** Why exactly is the problem occurring?

- **Outcome** How are students doing overall?

PROBLEM-SOLVING STEPS

STEP 1

Identify Problem
What exactly is the problem?

STEP 2

Analyze Problem
Why is the problem occurring?

DATA

STEP 4

Evaluate Intervention
Is the intervention working?

STEP 3

Plan & Implement Intervention
What exactly are we going to do to fix the problem?