

Setting the Stage for Accurate and Fluent Reading: Decoding Foundation Skills K-2

Research-Validated Practices

1

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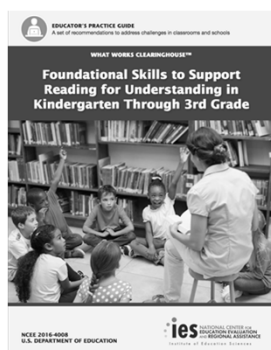
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Recommended IES Practice Guide

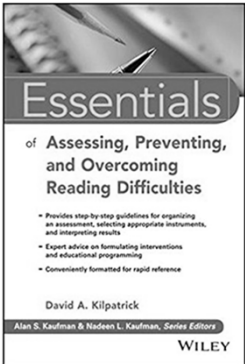
*Foundational Skills to Support
Reading for Understanding in
Kindergarten Through 3rd
Grade*

Available online



Recommended Book

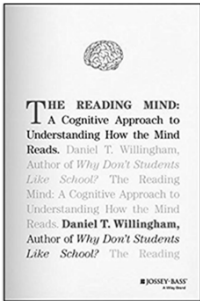
Kilpatrick, D. A. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken, New Jersey: John Wiley & Sons.



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Recommended Book

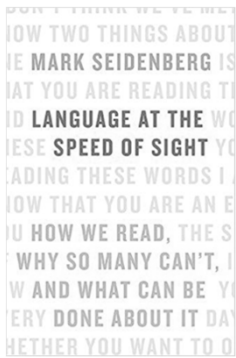
Willingham, D. T. (2017). *The Reading Mind: A cognitive approach to understanding how the mind reads*. San Francisco, California: Jossey-Bass.



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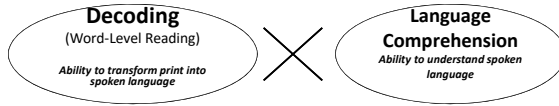
Recommended Book

Seidenberg, M. (2017). *Language at the speed of sight*. New York: Basic Books.



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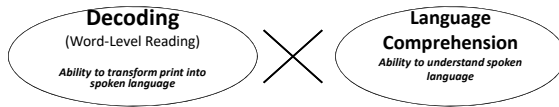
Simple View of Reading



Word-level reading and oral language comprehension are relatively independent abilities.

Gough, 1986

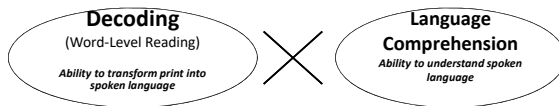
Simple View of Reading



$D \times L \times C = \text{Reading Comprehension}$
 $1 \times 0 = 0$

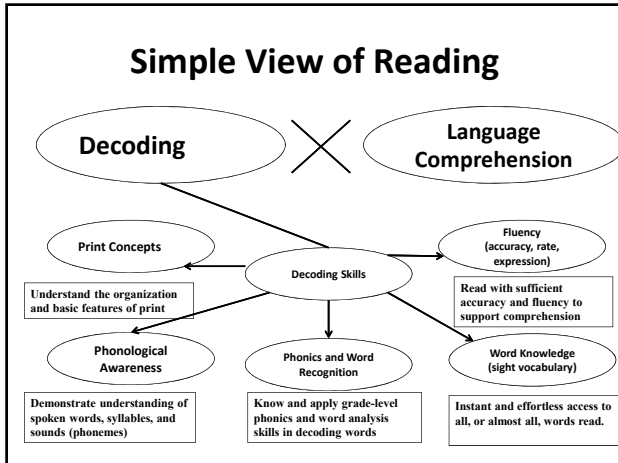
1 = good skill
0 = negligible skill

Simple View of Reading



$D \times L \times C = \text{Reading Comprehension}$
 $0 \times 1 = 0$

1 = good skill
0 = negligible skill



Big Picture Critical Foundation Skills

- **Print Concepts**
- **Phonological Awareness**
- **Phonics and Word Recognition**
- **Word Knowledge (Sight Vocabulary)**
- **Fluency**

What Why How

11

Why – Foundation Decoding 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)

12

Why – Foundation Decoding 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)

13

Why – Foundation Decoding 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)

14

Why – Foundation Decoding 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.

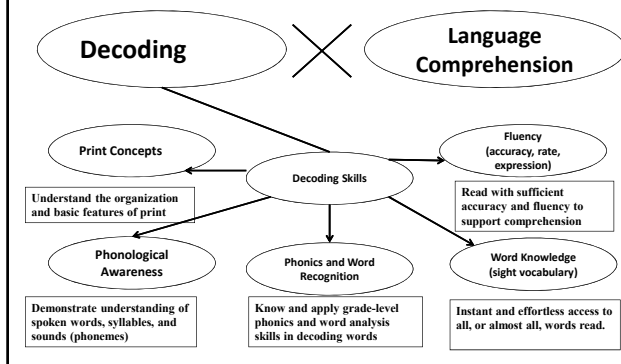
(Torgesen et. al 2001)

15

Print Concepts

16

Simple View of Reading



Print Concepts – K Why

- Prereaders knowledge of letter names is among the **strongest predictors of subsequent progress.**

Seidenberg, 2017

- When students learn the Alphabet Song and the corresponding letters, they learn 26 categories of objects.

Seidenberg, 2017

18

Print Concepts

Understand the organization and basic features of print

Write a variety of A's

19

Print Concepts – K How?

Letter Names

- Teach letter names explicitly.
- Utilize a version of the Alphabet Song.
- Introduce upper-case letter names before lower-case because they are visually easier to learn. Adams 2013

20

Print Concepts – K How?

Letter Names

- 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)

21

Print Concepts

Understand the organization and basic features of print

Additional notes:

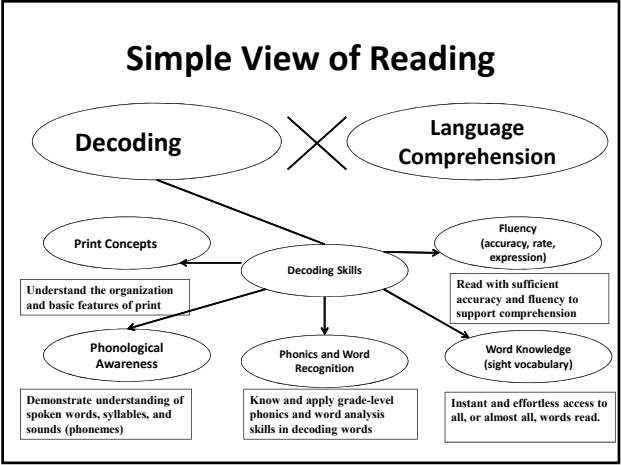
b and d reversals are not a sign of dyslexia.
b and d reversals are developmental.

Dyslexia is NOT rooted in visual problems.
Willingham, 2017

22

Phonological Awareness

23



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. mmmmaaaat What word?" mat	"Fist in the air. Say the sounds in man and put up one finger for each sound?" mmm aaa nnn

25

Phonological Awareness

Phonological Awareness Skills

- **Early**
 - rhyming
 - alliteration
 - segment words into syllables
 - identify initial sound in word
- **Basic**
 - blending sounds into words
 - segmenting words into sounds
- **Advanced**
 - manipulating phonemes
 - deleting, adding, substituting

Kilpatrick, 2015

26

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)

27

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, Winkates, & Fletcher, 1997)

28

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
- **Intervention:** Advanced phonemic awareness may be necessary for struggling readers (Kilpatrick, 2015)
- **All Elementary Grades:** Incorporate into spelling instruction.

29

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
 5. Introduced using instructional routines

30

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: am, map, sit, ship, trip)

31

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. *ffffiiinnnn*
5. Shrink it. *fin*
6. (If time permits, check individual students.)

(Practice: sit, list, fish, grip)

32

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)

33

Example D Advanced Phonological Awareness

• Adding Phonemes

1. We're going to add sounds to the beginning of words.
2. Say – am. *am*
3. Add /s/ at the beginning of the word.
4. What word? /*Sam*/ Again.

Practice: am – j – jam
an – p – pan
ad – m – mad

34

Example E Advanced Phonological Awareness

• Deleting Phonemes

1. The word is Pam. What word? *Pam*
2. Take away the /p/ and the word is? /*am*/

Practice: had – h – ad
tin – t – in
sit – s – it

35

Example F Advanced Phonemic Awareness

• Substituting Phonemes

1. The word is bat. What word? /bat/
2. Change the /b/ to /k/ and the word is? /*cat*/

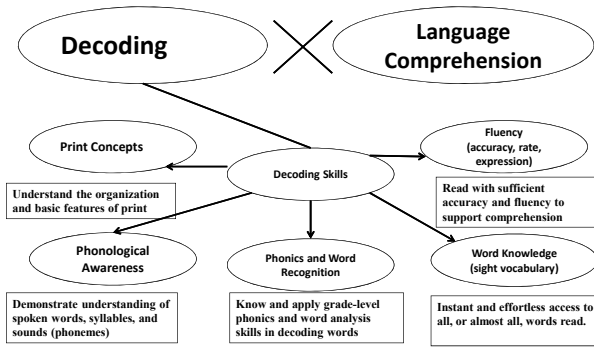
Practice: had – /h/ to /s/ – sad
tin – /t/ to /p/ – pin
sit – /s/ to /f/ – fit

36

Phonics and Word Recognition

37

Simple View of Reading



Phonics and Word Knowledge

Hattie's Effect Size for Phonics 0.70

Phoneme – Grapheme Associations

Letter – Sound Associations

39

Phoneme – Grapheme Associations - What

Ability to say a sound in response to a grapheme (letter or letters that represent a phoneme)

40

Phoneme – Grapheme Associations - What

Sequence for introducing phoneme – grapheme associations.

1. **simple** → **complex**
single letter graphemes before two letter graphemes
2. **common** → **uncommon**
m and s before x and z
3. **minimize confusion**
separate b and d
separate m and n
4. **continuous** → **stop sounds**

41

Phoneme – Grapheme Associations - What

Example Sequence of Phoneme - Grapheme Associations

(IES Practice Guide – Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, 2016)

- **Single consonant and vowel letters**
a m t s i f d r o g l h u c b n k v e w j p y x q z (Carnine, Silbert, and Kame'enui, 1997)
- **Consonant blends**
bl cl fl gl pl sl
cr dr gr pr tr br fr
sm sp st sw sc
- **Consonant digraphs**
th sh ch ph ng tch dge
- **Long vowels with silent e**
a-e i-e o-e u-e e-e
- **Two-letter vowel teams** (combination of letters standing for single vowel sound)
ai ay ea ee ey oa ie igh

42

Letter – Sound Associations – Why

- Letter-Sound Knowledge involves pairing **visual memory** with **phonological memory**.
- “Letter-sound knowledge is essential for both phonic **decoding** and for storing words in one’s **sight vocabulary**.” (Kilpatrick, p. 64)
- If students have difficulty with letter-sound associations, not visual memory but **phonological memory**. (Kilpatrick, p. 33)

43

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)

44

Letter-Sound Associations - Why

- **Good readers rely primarily on the letters in a word** rather than context or pictures to identify/pronounce familiar and unfamiliar words.

(Ehr, 1994; Kilpatrick, 2015; Seidenberg, 2017)

45

Letter - Sound Associations - How

- Provide **explicit instruction** (rather than implicit instruction) to introduce phoneme – grapheme associations
- Teach phoneme – grapheme associations to a high level of **mastery**
- Provide **cumulative review**
- Differentiate between **continuous** and **stop** sounds

46

Letter-Sound Associations

Example A – Introducing within word and then isolating the grapheme

sat

1. (Point to example word.) This word is sat .
2. (Point to the underlined grapheme.) This is the letter a.
This sound is /aaaa/.
3. Say the sound with me. /aaaa/
4. What sound? /aaaa/

47

Letter – Sound Associations

Example B – Introducing the phoneme – grapheme association in isolation

a

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

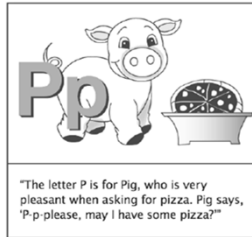
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Letter - Sound Associations

Example C

Introducing the

- phoneme – grapheme association
- using a memorable picture and
- letter of the alphabet



49

Letter-Sound Associations

Fun facts about Letter-Sound associations:

Finnish, Spanish, and Italian have a **one to one** correspondence between letters and sounds. Kids learn to decode quite quickly in these countries.

English, French, Danish, and Portuguese have **“one to many”** systems and readers lag behind in primary grades.

However, by fourth grade readers in these countries catch up. Willingham, 2017

50

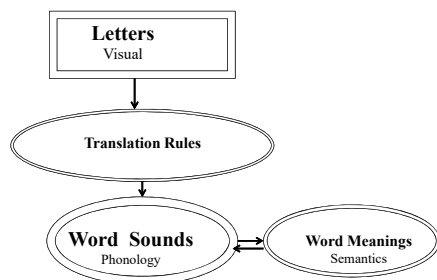
Phonics and Word Knowledge

Decoding Single Syllable Words

51

Decoding Process

Using Letter – Sound Associations (Willingham, 2017)



52

Decoding Single Syllable Words – What Syllable Patterns

Syllable Pattern	Single Syllable Words	Multi-Syllable Words
Closed Syllables VC CVC CCVC CVCC A syllable with a short vowel, spelled with a single vowel letter ending in one or more consonants.	am, sat, brat, math	rab bit, in sect, nap kin, top ic, pun ish, kit ten
Open Syllables CV CCV A syllable that ends with a long vowel sound, spelled with a single vowel letter.	me, he, she, hi no, go, ho	pro test, tor na do, si lent, hu man, ro bot, re lax
Silent e CVCe CCVCe A syllable with a long vowel, spelled with one vowel + one consonant + silent e.	mine, cave, ripe, tape, shape, whale, shine	in vite, ex cite, pan cake, man hole, in side, nick name

Decoding Single Syllable Words – What Syllable Patterns

(Moats, L and Tolman, C. 2009, *Language Essentials for Teachers of Reading and Spelling (LETRS)*, Sopris/Voyager)

Syllable Pattern	Single Syllable Words	Multi-Syllable Words
Vowel Team CVVC CCVVC CVVCC Syllables with long or short vowel spellings that use two to four letters to spell the vowel. Diphthongs ou/ow and oi/oy are included in this category.	rain, mail, deal, clean, speed, scream, least	train er, spoil age, mail man, rain bow, ex haust, pro ceed
Vowel-r A syllable with er, ir, or, ar, or ur . Vowel pronunciation often changes before /r/.	barn, fern, bird, torn, yard	per form, yard stick, sports man, sur plus, morn ing, dis turb
Consonant –le An unaccented final syllable that contains a consonant before /l/, followed by a silent e.		mid dle, pud dle, ma ple, can dle, fid dle, ea gle

54

Decoding Single Syllable 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)

55

Decoding Single Syllable 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)
- The first grader decoding ability continues to be a **major factor in comprehension** as students progress through the grades. (The Connecticut Longitudinal Study)

56

Decoding Single Syllable Words – Why

- Students who receive systematic phonics instruction have **better comprehension** at the end of 2nd and 3rd grades. (Kilpatrick, 2015)
- Poorly developed word recognition skills are the most pervasive and debilitating source of reading **challenges**. (Adams, 1990; Perfetti, 1985; Share & Stanowich, 1995)
- John Hattie Effect Size for **Phonics Instruction** = **0.70**

57

Decoding Single Syllable 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.

58

Decoding Single Syllable 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)
 - Hattie's Effect Size for Spelling Programs 0.58

59

Decoding Strategy for Short Words

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

60

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?

61

Example B - Continuous Blending

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.)

62

Example C

Sounding Out Words with Vowel Team

rain train pant 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.)

63

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?

64

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 words.)
6. (Reread the list more rapidly.)

- Note: Reading “word families” reinforces spelling patterns within words and is an excellent way to build word reading fluency. Practice the “word family” until students are very fluent. Use choral reading and partner reading.

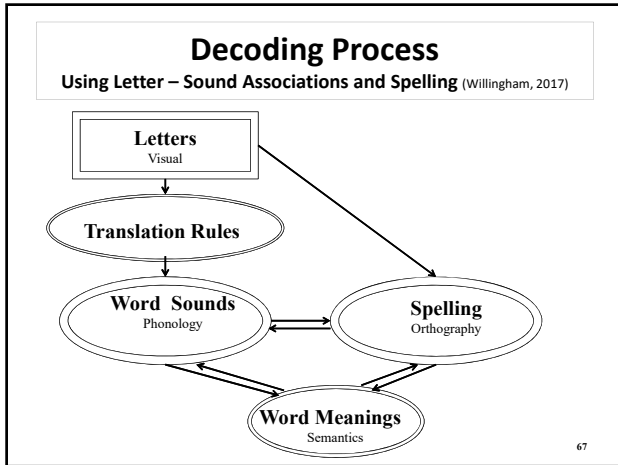
an
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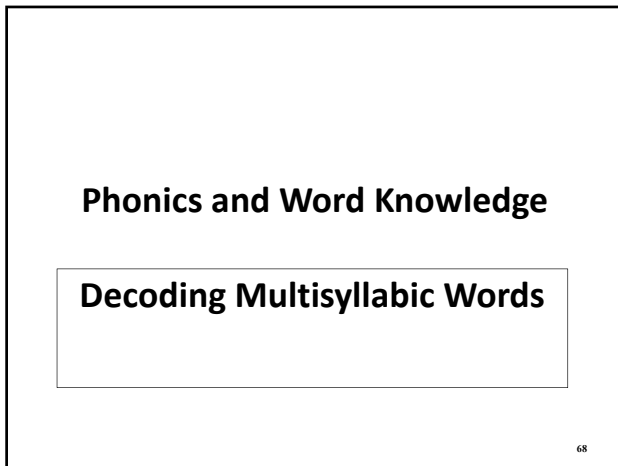
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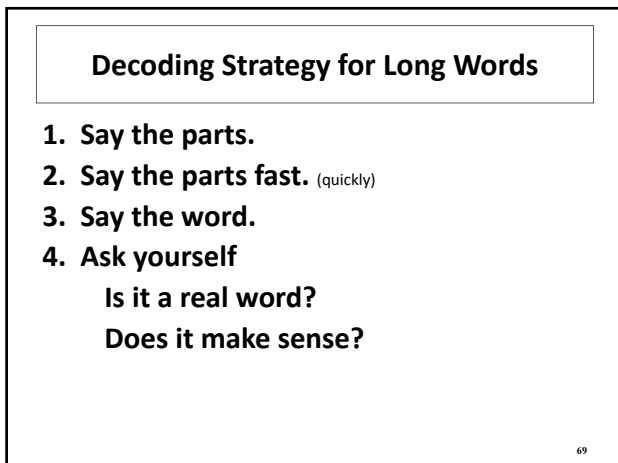
High frequency rimes (phonograms)

-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				

66







Decoding of Multisyllabic Words – How - Pronunciation

- 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)

70

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

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

(Preparation: Segment the word into decodable chunks. Add loops under the word to indicate decodable chunks.)

rabbit napkin kitten

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?

71

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

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

(Preparation: Directly teach the pronunciation of prefixes and suffixes. 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?

72

Example B Decoding of Multisyllabic Words (Strategy Instruction)

Decoding of Multisyllabic Words (Strategy Instruction)

(Preparation: Directly teach students the pronunciation of prefixes and suffixes. Select multisyllabic words with focus affixes for decoding practice. Guide students in using the following strategy.)

73

REWARDS Strategy

• Overt Strategy

- 1. Circle the prefixes.
- 2. Circle the suffixes.
- 3. Underline the vowels.
- 4. Say the parts of the word.
- 5. Say the whole word.
- 6. Make it a real word.

reconstruction
instruction
unconventionality

74

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

75

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

Sequence of Instruction for Affixes

(Edith Cowan University – *From Sounds to Spelling: A Teaching Sequence*)

ed	able/ible	un	con
s	ture	re	com
ing	an/en	mis	mono
y	ice	non	co
ly	is	in	sub
er	ize	im	super
est	tion	en	
less	sion	per	
ness	ian	be	
al/el	ion	de	
age		ex	
ile			
ology			

77

Phonics and Word Knowledge

Irregular Words

78

Irregular words - What

Distinction between three terms

High frequency words

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

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.

79

Irregular Words - What

Irregular words in English

- Nearly all English words represent every sound in the spoken word, even if they represent some sounds irregularly.
- Most irregular words have only one irregular letter – sound association.

Examples: *been, from, both*

More than one irregular letter – sound association

one once sugar bouquet

80

The Orthographic Mapping Process

Phonological Long-Term Memory			
Whole-Word Pronunciation	/rēd/	/sīd/	/frūm/
Pronunciation Phonemically Analyzed	/r/ /ē/ /d/	/s/ /ī/ /d/	/f/ /r/ /ū/ /m/
Written Form of Word	red Regular Word 1:1 Letter to Sound	side Regular Word Not 1:1 Letter to Sound	from Exception Word 1:1 Letter to Sound

Kilpatrick, 2015, page 107

81

Example A

Irregular Words - Sounding Out

was

1. (Write the word on the board.) Sound out this word.
/waaaaassss/
2. (Say the word in a sentence.) Tom */waaaaassss/* in the room.
3. Is that a real word? *no*
4. What do we say? *was*
5. (Carefully examine the word with the students, determining the "tricky" part of the word.)

82

Phonics and Word Knowledge

Reading Decodable Text

83

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


84

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)


85



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.



Using Phrases for Practice

- an egg in an egg cup
- a hug and a kiss
- on top of a rock
- a bag of nuts
- got the log hut
- a duck and a hen
- sit back to back

87

Using Wiggly Words for Practice

- sit up
- lift hands
- 1 hand up
- 1 hand down
- hop up and down
- clap and clap and clap

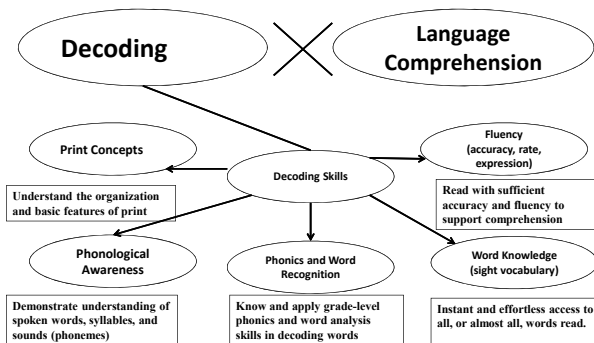
88

Word Knowledge

Sight Vocabulary

89

Simple View of Reading



Word Knowledge (sight vocabulary)

- **How do students remember words they no longer need to sound out?**
- **False Assumption:** Students use visual memory to remember words as they would in remembering the label for a book or table.
- **Research Conclusion:**
Brain activity is NOT the same for naming objects and reading words. (Kilpatrick, p. 30)

91

Word Knowledge (sight vocabulary)

- **How do students remember words they no longer need to sound out?**
- We input written words visually but **we do not store them visually.** Kilpatrick, p. 33
- Words are stored:
 - **phonologically** (pronunciation)
 - **orthographically** (spelling)
 - **semantically** (meaning)

92

Word Knowledge (sight vocabulary)

- **How do students remember words they no longer need to sound out?**

Notes of interest:

- From second grade on, skilled readers **only need one to four exposures for a word to become a sight word.**
- The speed with which children in 1st and 2nd turn an unfamiliar word into a sight word is a **KEY PREDICTATOR** of those who will struggle later. (Kilpatrick, p. 35)

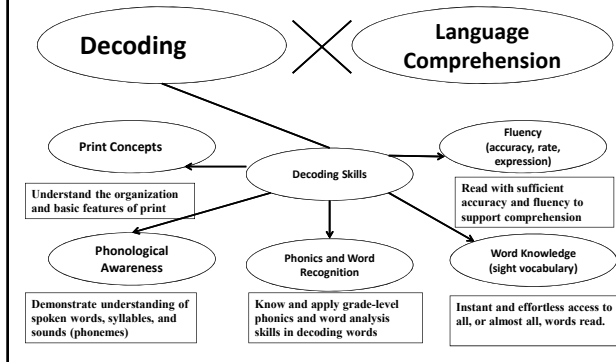
93

Fluency

accuracy, appropriate rate, expression

94

Simple View of Reading



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)

96

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)

97

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: 30 Years of Measurement," (http://oregon.edutech_reports.html), 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

98

Table 4: Compiled ORF Norms 2017

Grade	Site	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	151	166
	75	104	117	139
	50	81	97	112
	25	59	79	91
	10	40	62	63
4	90	153	168	184
	75	125	143	160
	50	94	120	133
	25	75	95	105
	10	60	71	83
5	90	179	183	195
	75	153	160	169
	50	121	131	146
	25	87	109	119
	10	64	84	102
6	90	185	195	204
	75	159	166	173
	50	132	145	146
	25	112	116	122
	10	89	91	91

*WCPM = words correct per minute

99

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.

100

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)

101

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)

102

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)

103

Fluency - How

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

104

Fluency

Procedure #1. Provide extensive reading practice.

Utilize procedures such as augmented silent reading, choral reading, cloze reading, and partner reading that promote maximum practice for all students.

105

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.

186

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.

187

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.)

188

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.)

109

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.

110

Passage Reading - Partner Reading

Reader whisper reads to partner.

Narrative: Alternate by 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.)

111

Fluency

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, 2011)

112

Fluency - How

Procedure #3. Provide repeated reading activities.

John Hattie Effect Size for Repeated Reading = 0.75

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

113

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



114

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.

115

Fluency - How Small Group Procedure (Continued)

3. Fluency Building – Practice

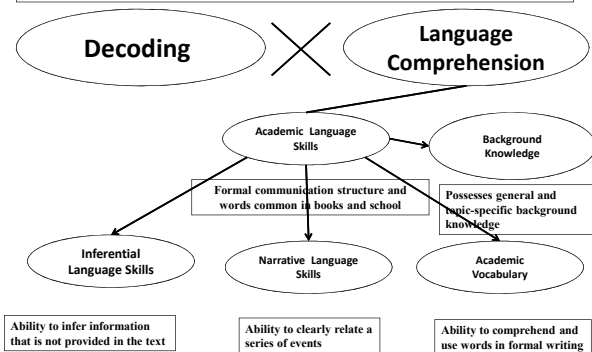
- Have students whisper-read as you time them for one minute.
- Students should try to read beyond cold-timing.

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.

116

Simple View of Reading (See IES Practice Guide)



Language Comprehension

Ability to understand spoken language

Notes of Interest:

The oral language comprehension skills of K – 12 students generally represents the outer limit of their potential reading comprehension. Kilpatrick, p. 73

“When word reading is skillful, the differences between language comprehension and reading comprehension is negligible.” Kilpatrick, p. 74

118

Let us not forget.

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

119

Thank You

- May you thrive as an educator.

120
