Our Time Tonight

- Review Emergent-Novice Reader
- Vocabulary Development
- Transitional Readers
- Word Recognition
- Reading and Writing Fluency
- Fluency Activities
Happy New Year!

Emergent Readers
• Oral language development
• Text interactions during lap-reading
• Increase phonological awareness incidentally and intentionally
• Learning the alphabet and letter-sound (L-S) correspondences
• Pretend reading and writing

Novice Readers
• Text-bound reading
• Mastery of single syllable short vowel words
• High-frequency word automaticity -300 words
• Application of comprehension strategies with prompting
• Vocabulary development through read-alouds and content units

January 18, 2023
Transitional Readers (Grades 2-3)

- Transitional readers are utilizing word recognition skills to achieve **fluent** reading and writing of longer texts (R-chapter books/W-multiple paragraphs).
- Word study emphasizes word patterns with long vowels/complex vowels and simple affixes. Both reading and spelling these patterns are emphasized.
- Comprehension of texts with new ideas, perspectives, and unfamiliar content is required.
- In addition to oral expression, written expression in response to reading becomes imperative.
Transitional Readers

• **Disciplinary-driven units** (literary, science, social studies) provide authentic and motivational ways for novice readers to extend these complex competencies (Connor et al., 2017; Pearson et al., 2020).

• **Language development**, building conceptual knowledge networks, application of **comprehension strategies**, and sophisticated writing require high quality literature and informational texts.
Types of Vocabulary

Expressive
- Writing
- Speaking

Receptive
- Reading
- Listening

Stahl, 2022
THE 3 TIERS OF VOCABULARY

TIER 1
basic, familiar words that are commonly used by most students in everyday conversation

TIER 2
robust, high-frequency words that students encounter across the content areas and topics. Tier 2 words often have multiple meanings and are referred to as academic vocabulary words.

TIER 3
low-frequency words that are content specific

Which Words to Teach (Beck & McKeown, 2001)
What about learning definitions?

Definitions, as an instructional device have substantial weaknesses and limitations. Definitions do not teach you how to use a new word and do not effectively convey concepts. Nagy, 1989

...thus knowing a word cannot be equated with knowing a definition. Nagy & Scott, 2000
01
- Read the text
- Repeat the sentence with the vocabulary word.

02
- Define the term
- Students chorally say the word on "3".

03
Explain the word with more context. For example, show pictures.

04
- Discuss and summarize.
  - Ask the class for examples of the vocab term.
  - Display pictures. If the picture depicts the word, students say the word. If it does not, students remain silent.
  - What is your opinion of ___

05
Recap: What's the word that means ____?
An Example from a 2\textsuperscript{nd} Grade Classroom

• By the time she got there, the snow was up to her ankles and the wind was worse. It hurried her along and made her stumble. Irene resented this; the box was problem enough.”

• In this part of the story, Irene is carrying a heavy box through snow and wind. That doesn’t sound like fun, so she says she resents it.

• Resent describes when you don’t like something. Here Irene isn’t enjoying carrying a heavy box through the snow and wind, so she doesn’t like it. She resents it.
I’m going to give some examples of things that you might *resent*. If you resent that, say the word *resent*. If you don’t *resent* that, don’t say anything at all.

- Your brother steals your favorite toy. (Resent)
- You get extra time for recess (Don’t say anything)
- You go to the doctor’s office and have to get a shot (Resent)
- On the way home from school, you buy an ice cream cone. (Don’t say anything at all).
Key Principles for Novice Writing

• Writing instruction must be explicit
• Connect writing to comprehension and texts
• Hold students’ accountable only for spelling features they’ve had instruction in
• Jumpstart through drawing / speaking
• Provide explicit handwriting instruction; connect handwriting to phonemic awareness
• One sentence at a time….
Word Study in the Transitional Stage

• Automaticity in reading and spelling long vowel words
• Chunking multisyllabic words
• Inflected endings (3rd grade)
• Beginning work on the schwa sound and related spelling
• High frequency word automaticity (400-750 Fry list) (Hiebert)
# How To Teach Phonics Patterns and Student Practice

<table>
<thead>
<tr>
<th>Competency</th>
<th>Activities/Student Practice</th>
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<tbody>
<tr>
<td>Hear</td>
<td>Phonological awareness activities and Picture Sorts</td>
</tr>
<tr>
<td>Read</td>
<td>Word Sorts (Closed and Open), Word Hunts, Word Lists (including nonsense words) Decodable Texts</td>
</tr>
<tr>
<td>Write</td>
<td>Spelling activities, Blind Sorts, Dictation Tasks</td>
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<tr>
<td>Automaticity</td>
<td>Speed drills (clocks or competitive card games)</td>
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<tr>
<td>Transfer</td>
<td>Distributed Practice Games, R&amp;W Connected Text</td>
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Reading and Writing Novel Long Vowel Words
Automatizing the Most Frequent English Spelling Patterns
Fluency

Rate
- Words Correct per minute
- Accuracy
- Automaticity

Prosody
- Inflection
- Intonation

Expression
- Prosody
- Phrasing
Fluency for the Transitional Reader

- Fluency moves from individual phoneme level to larger chunks within words
- Increase in high frequency word recognition
- Students need more exposure to words through increased volume of text
What do we mean by phrasing?

Texts are written in logical phrase boundaries.

My favorite time of year / is summer./// I am glad/ we don’t have school/in the summer./// I’d rather / spend my time/ swimming,/, playing,/, and reading.///
Fluency as the Bridge
<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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Fluency Expectations
The Big Idea

“Fluent reading is when a reader’s recognition of words in context is so transparent that readers are able to move from the text to comprehension without conscious attention to words.” (S. Stahl & Hiebert, 2005, p. 164).
Text: Turn Up The Volume
(Al Tatum)

• Complex text provides the opportunity for comprehension strategy instruction, high level discussion, vocabulary development, research projects.
• Grade level texts expose struggling readers to more words than little books.
• Use the ZPD as a guide.
Shared Reading

• Heterogeneous grouping!
• Content in disciplinary units provides the conceptual and vocabulary scaffold.
• Volume of words fosters automaticity and cognitive consolidation of word rec. (Kuhn, Schwanenflugel, Meisinger, 2010).
• Vehicle for comprehension and vocabulary instruction
• Texts serve as conceptual and stylistic anchors.
• Writing springboard.
Round Robin Reading

- No popcorn reading
- No popsicle stick reading
- No guerrilla reading
- No catch the ball reading

That means in content area texts, too.
• Partner Reading
• Choral Reading
• Repeated Reading
• Echo reading (younger students)
• Paired Reading (older students)
Radio Reading

• Assign sections of a text to students.
• Students practice their parts.
• Students develop 1 literal and 1 inferential question about their section of text.
• Students read their sections of text in order in a small group.
• After all students in the group have read their sections, students read and discuss the questions.

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Fluency-Oriented Reading Instruction (FORI) or Wide FORI (e.g., Schwanenflugel, Kuhn, et al., 2006, 2010, 2013, 2016; S. Stahl & Heubach, 2005)

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
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<th>Day 3</th>
<th>Day 4</th>
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<td>FORI</td>
<td>Build background</td>
<td>Echo-read</td>
<td>Choral reading</td>
<td>Partner reading</td>
<td>Extension activities</td>
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<td>Teacher read-aloud</td>
<td>Focus on comprehension strategy</td>
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<tr>
<td>Wide Reading FORI</td>
<td>Build background</td>
<td>Echo-read</td>
<td>Extension activities</td>
<td>Introduce and echo-read book 2</td>
<td>Introduce and echo-read book 3</td>
</tr>
<tr>
<td></td>
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**FIGURE 6.3.** FORI versus Wide Reading FORI.
The Strands That Are Woven Into Skilled Writing
(Sedita, 2019)

Critical Thinking
- Generating ideas, gathering information
- Writing process: organizing, drafting, writing, revising

Syntax
- Grammar and syntactic awareness
- Sentence elaboration
- Punctuation

Text Structure
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

Writing Craft
- Word choice
- Awareness of task, audience purpose
- Literary devices

Transcription
- Spelling
- Handwriting, keyboarding
Start with Kernel Sentences

Snow fell...

Dogs bark...

Kids laugh....

Who?

What?

When?

Where?

Why?

How?
Sentence Frames & Sentence Expansion

**Teaching Basic Writing Skills**

Name: Amanda Z.

Community workers are important because they help us every day.

After you read *On the Town*, you will know about community workers.

Draw your favorite community worker.

**On the Town: A Community Adventure** by Judith Casey.

**The rabbit ran.**

where? around the woods

when? two hours ago

why? because it was looking for a home

Expanded Sentence:

Two hours ago the rabbit ran around the woods because it was looking for a home.

Name: Michael
Sentence Expansion

• Rocket learned to read…
• Rocket learned to read *because the yellow bird taught him.*
• Rocket learned to read, *but at first he was bored.*
• Rocket learned to read, *so he was proud of himself.*
Possible Obstacles to Fluent Reading

• High-frequency Vocabulary Automaticity
• Word Recognition Processes
  • Phonic analysis
  • Analogies
  • Syllabic analysis
  • Morphemic analysis
• Imprecise application of punctuation and phrasing
Fluency Intervention: Charted Repeated Reading

• Partner 1 reads text 1- Partner 2 records
• Discuss challenging words, chart wcpm
• Partner 1 rereads text 1-Partner 2 records, discuss & chart wcpm
• Partner 1 rereads text 1-Partner 2 records, chart wcpm
Fluency Activities