

Byram Hills Literacy Academy

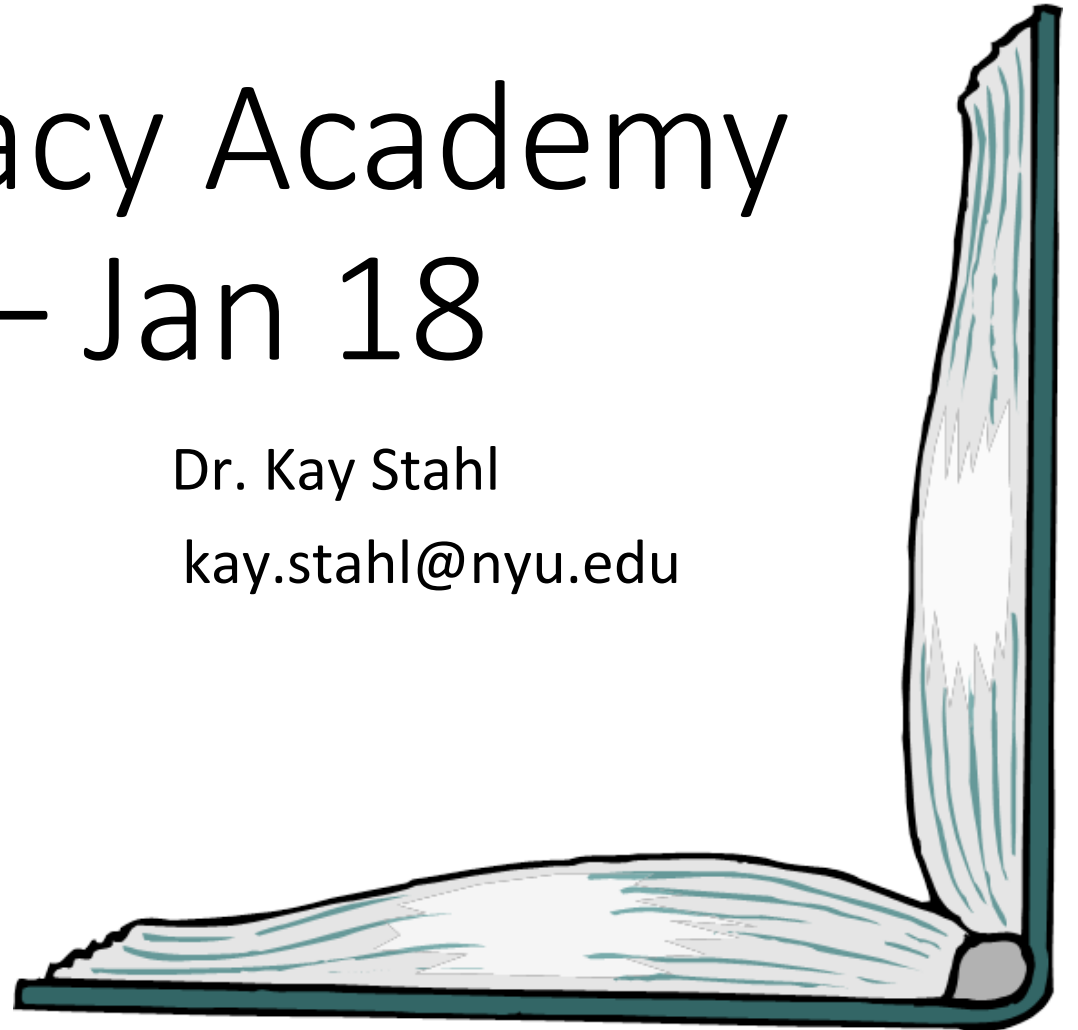
Session # 3 – Jan 18

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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



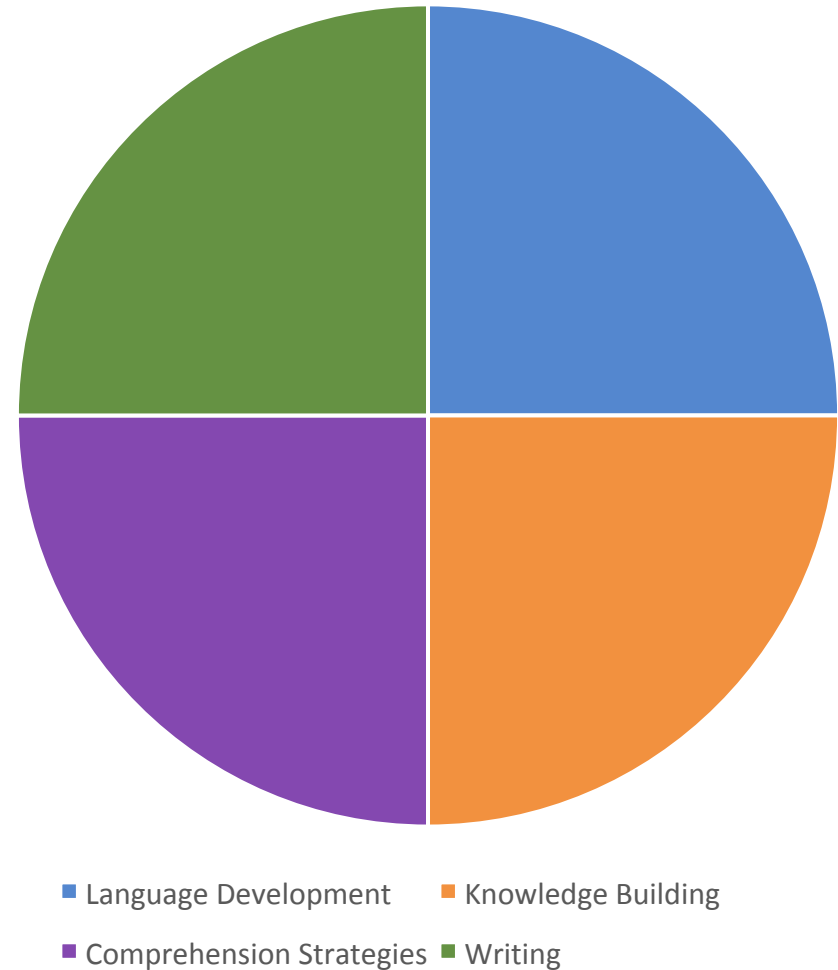
Transitional Readers (Grades 2-3)



- 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

Which Words to Teach (Beck & McKeown, 2001)

THE 3 TIERS OF VOCABULARY

TIER 3

low-frequency words that are content specific

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 1

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

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

TEXT-TALK VOCAB TEACHING

A 5-step Process

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

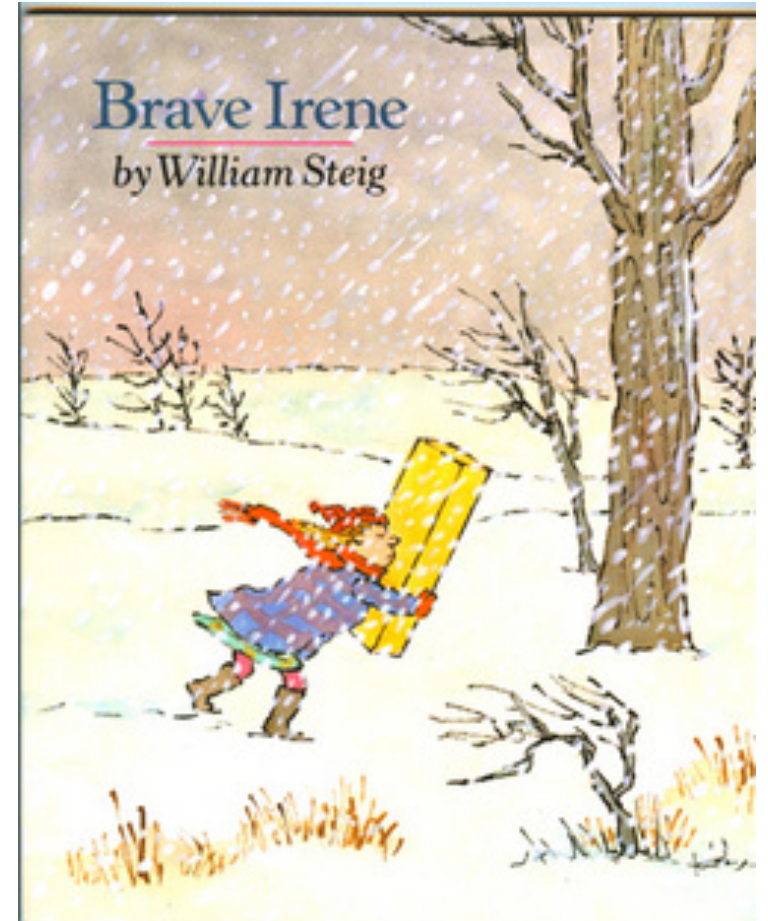
- Discuss and summarize.
 - Ask the class for examples of the vocab term.
 - Display pictures. If the picture depicts the word, students say the word. If it does not, students remain silent.
 - What is your opinion of _____

05

Recap: What's the word that means _____?

An Example from a 2nd 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.

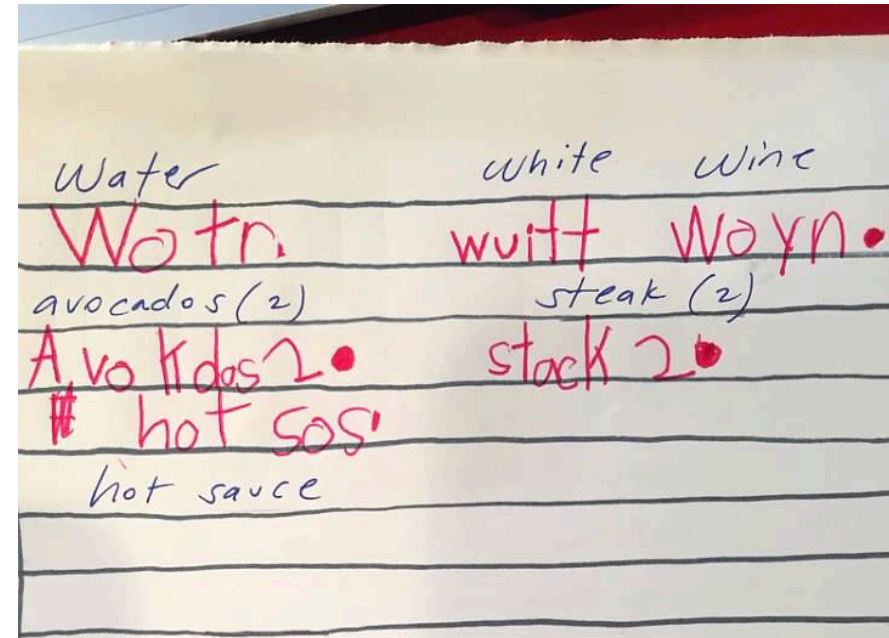


I'm going to give some examples of things that you might *resent*.
If you resent that, say the word *resent*. If you don't *resent* that,
don't say anything at all.

- 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

Competency	Activities/Student Practice
Hear	Phonological awareness activities and Picture Sorts
Read	Word Sorts (Closed and Open), Word Hunts, Word Lists (including nonsense words) Decodable Texts
Write	Spelling activities, Blind Sorts, Dictation Tasks
Automaticity	Speed drills (clocks or competitive card games)
Transfer	Distributed Practice Games, R&W Connected Text

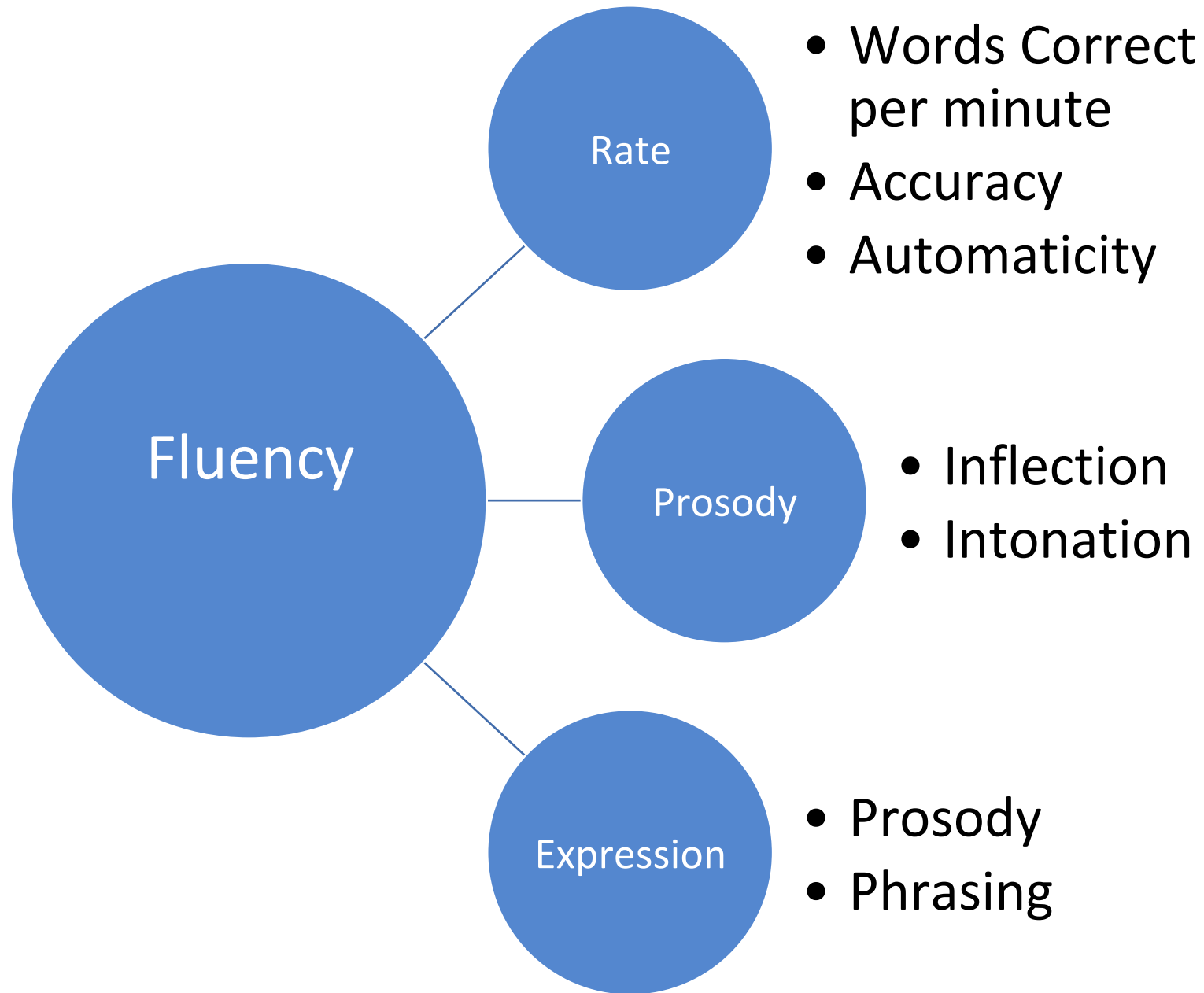
Reading and Writing Novel Long Vowel Words



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Automatizing the Most Frequent English Spelling Patterns





A photograph of three young children sitting on a grey floor in a library, looking at an open book. The child on the left is a girl wearing a beige hijab and a maroon sweater, resting her chin on her hands. The child in the middle is a girl with dark hair in two buns, wearing a purple floral top, pointing at the book. The child on the right is a boy in a grey shirt, also looking at the book. The background shows bookshelves and a wooden table.

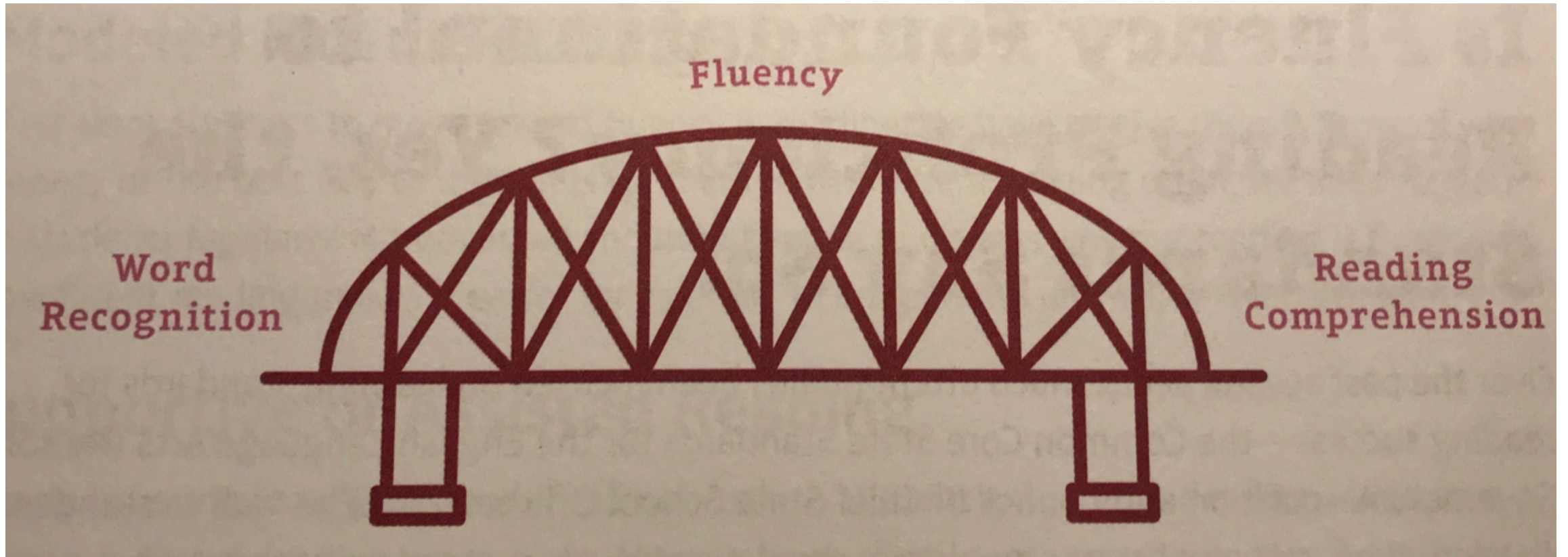
Fluency for the Transitional Reader

- 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

Target Fluency Ranges as Measured by Words Correct Per Minute (WCPM)			
Grade	Fall	Winter	Spring
1		20-50	30-90 wcpm
2	30-80	50-100	70-130
3	50-110	70-120	80-140
4	70-120	80-130	90-140
5	80-130	90-140	100-150
6	90-140	100-150	110-160
7	100-150	110-160	120-170
8	110-160	120-180	130-180

Fluency Expectations

The Big Idea

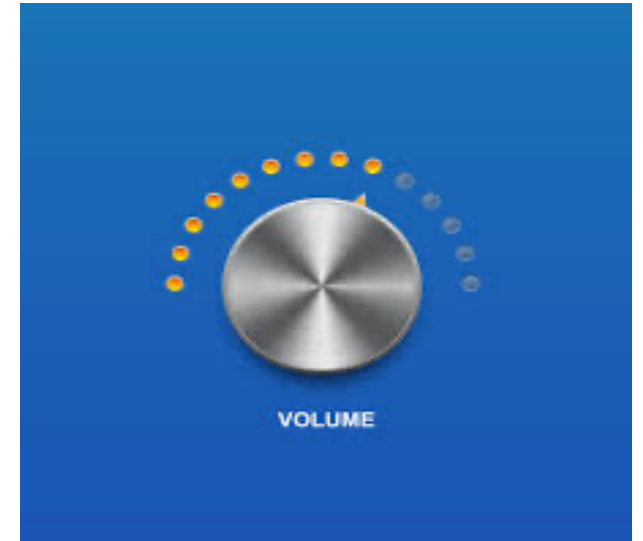


“Fluent reading is when a reader’s recognition of words in context is so transparent that readers are able to move from the text to comprehension without conscious attention to words.” (S. Stahl & Hiebert, 2005, p. 164).

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.



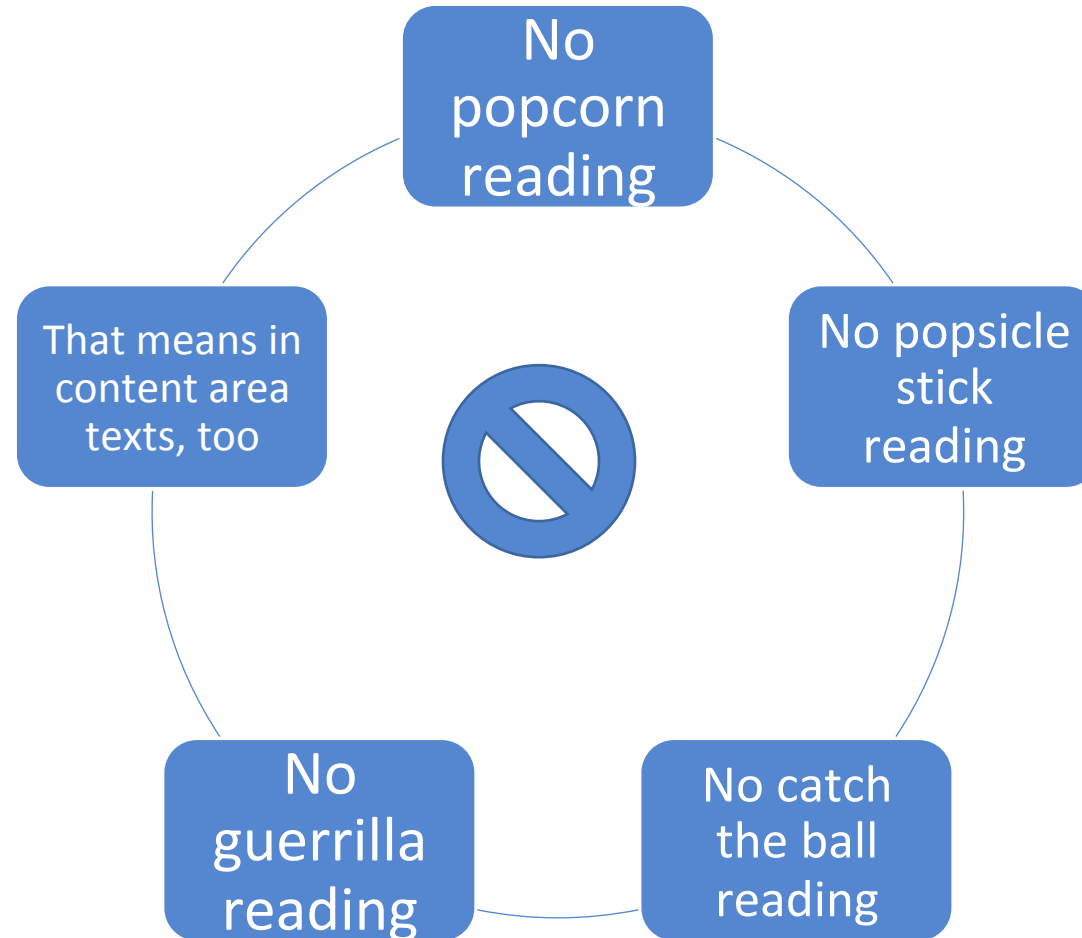
Shared Reading

- 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



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- 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.

Fluency-Oriented Reading Instruction (FORI) or Wide FORI

(e.g., Schwanenflugel, Kuhn, et al., 2006, 2010, 2013, 2016; S. Stahl & Heubach, 2005)

More practice with the same text

	Day 1	Day 2	Day 3	Day 4	Day 5
FORI	Build background Teacher read-aloud	Echo-read Focus on comprehension strategy	Choral reading	Partner reading	Extension activities
Wide Reading FORI	Build background Teacher read-aloud	Echo-read Focus on comprehension strategy	Extension activities	Introduce and echo-read book 2	Introduce and echo-read book 3

Wider range of text

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

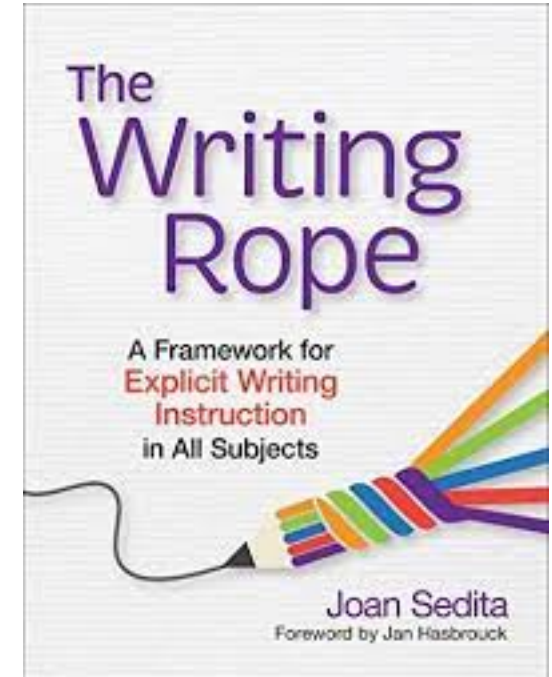
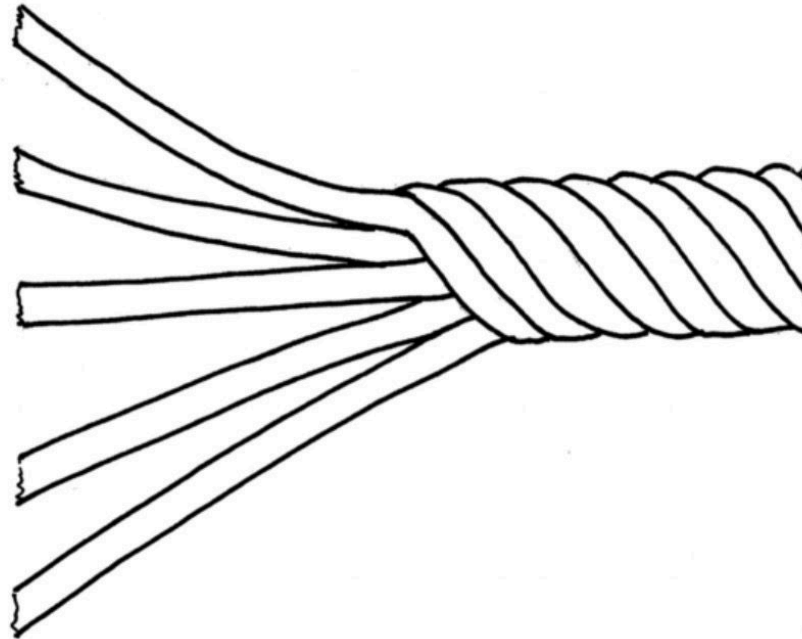
- Narrative, informational, opinion structures
- Paragraph structure
- Patterns of organization (description, sequence, cause/effect, compare/contrast, problem/solution)
- Linking and transition words/phrases

Writing Craft

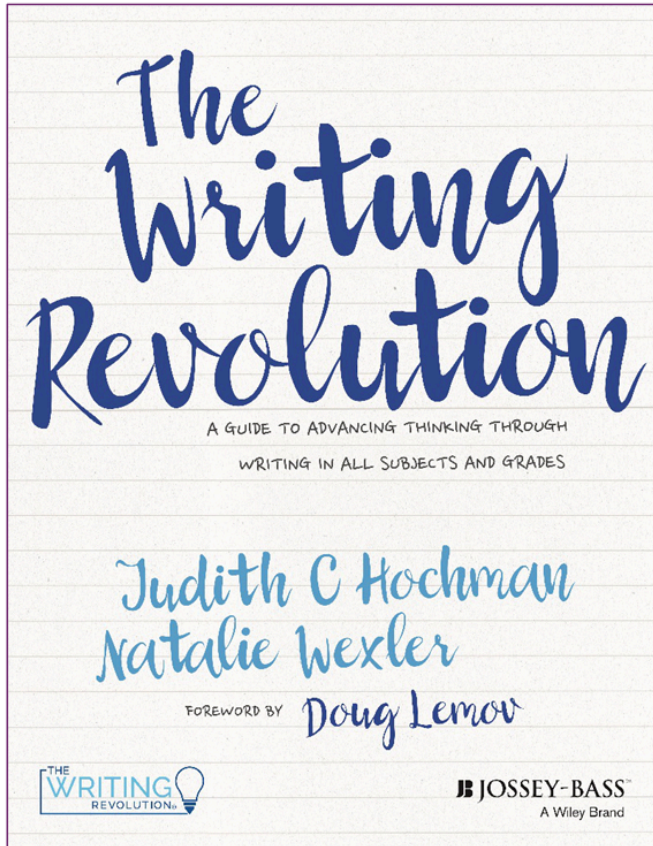
- Word choice
- Awareness of task, audience purpose
- Literary devices

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.

On the Town: A Community Adventure by Judith Ceseley.

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.

A simple line drawing of a person wearing a hat and holding a broom, standing next to a pile of leaves.

Name: Michael



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.

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.

because *tells why*

but *shows change of direction*

so *indicates cause and effect*

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