

Young Reader's Essential Skills

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ECHD 440 and 640
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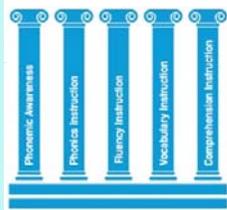


Goals

- State the five pillars of beginning reading and understand the interconnections of these skills
- Plan activities to support literacy skills across the content areas



Five Pillars of Beginning Reading



1. Phonemic Awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

PHONEMIC AWARENESS



- An awareness that spoken language consists of sequence of phonemes or sounds
- An understanding that speech is composed of a series of individual sounds /c/ - /a/ - /t/
- An awareness of sounds in spoken words

WHAT IS PHONICS?

- It is the pairing of a sound with a letter
- This pairing is also called sound/symbol correspondence.
- This is the 'code' of an alphabetic language.

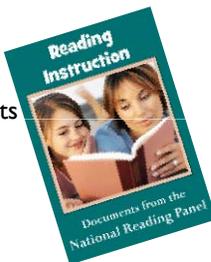


Image by [james.svenson13](#)

Research on Phonics

Most effective:

- Systematic phonics instruction produces substantial improvements in reading and spelling
- Is one part of a strong reading program



Phonics Instruction

- Playing with sounds and letters using **word families** compare and contrast
- Single syllable words:
 - Initial consonants
 - Final consonants
 - Blends and digraphs
 - Short vowel sounds
 - Long vowel sounds



Multisyllabic words

- Strings of syllables
- Contain spelling patterns already known
- Chunks can be:
 - onset
 - rimes
 - root word
 - affixes = prefix and suffix
- Directly teach



Image by [Ruth L.](#)

Morphemes

- are speech elements that have a meaning or grammatical function that cannot be subdivided into further such elements.
- Free morphemes- also known as root words or base words, are units of meaning and can stand alone.
- Bound morphemes –also known as affixes, must be attached to a root word.

Examples of Morphemes

- Free morphemes boat and house = boathouse
 - Root words / base words
 - Units have meaning, can stand alone
- Bound morphemes (**affix**) must be attached to a root word
 - **Prefix:** before root word: pre-, un-, re-, dis-, en-, inter-, extra-, trans-, semi-, anti-, non-, sub-, mid-
 - **Suffix:** after root word: -ed, -ies, -er, -ing, -ly, -ment, -ive, -ness, -ment, -er, -est.




Image by [mattias](#)

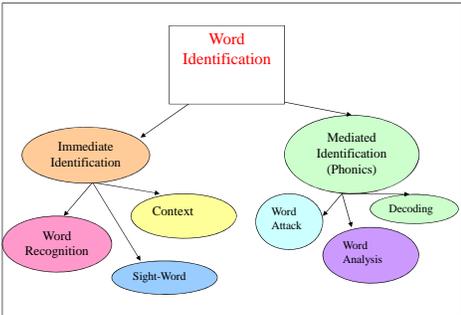
Strategies for using decoding skills:

- Use familiar letter chunks
 - Endings
 - Base words
- Root word
- Does it make sense? (comprehension link)



Image by [small world](#)

Word Identification



Smith, 2004

Sight words

- Sight words are best learned when they are:
 - Seen, discussed, used, defined and written.
- Some sight words are irregular high frequency words that:
 - Offer few contextual clues
 - Provide limited phonemic



Word Frequency in English

- 25 words account for 33% of all text
- Half have irregular letter-sound patterns
- 300 words account for 65% of all text
- Rapid recognition of these words during the primary grades forms a foundation for fluent reading



Practice reading words

- Reading simple meaningful sentences and text
- Word banks and walls
- Working with word families
- Flip books
- Cloze passage, delete _____ word in a sentence (one or target)
- Rhexus
- Word games

Encourage Decoding Skills

- Decodable text, “My cat Pat sat on the mat.”
- Matching books to individual children’s independent reading level
- Books for children to read independently must have a balance between meaning and decoding to maintain students’ interest.



Leveled text

- Gradient of text difficulty:
 - Using length, layout, structure and organization, words, phrases and sentences, literary features and content & theme
- Helps children find ‘readable’ text.
- Online resources
 - <http://free-reading.net/>



FLUENCY

- Smooth flow of accurate decoding
- Reading with expression
- Watch video: <http://bcove.me/inf356>



Learning to Read

- Poor readers apply so much energies on decoding of the message, and therefore has “no concentration left” to understand the meaning.
- Time spent on the skills matter – practice at the appropriate level makes skills automatic



Research on Fluency



- Guided oral reading with feedback has a significant impact on developing fluency (National Reading Panel, 2000)
- Significant, positive relationship between oral reading fluency and reading comprehension (Pinnell et al., 1995)
- Fluency builds on a foundation of oral language skills, phonemic awareness, familiarity with letter forms, and efficient decoding skills. Ehri (1995)

Four Stages of Reading Development.

1. Pre-Alphabetic Stage
2. Partial Alphabetic Stage
3. Fully Alphabetic Stage
4. Consolidated Alphabetic Stage




Image by [lisa31337](#)

<h3>Fluent readers</h3> <ul style="list-style-type: none"> • Focus attention on making connections among the ideas in a text • Make links from text and their background knowledge. • Have effective eye movements • Imitate natural conversation 	<h3>Less Fluent Readers</h3> <ul style="list-style-type: none"> • Focus attention primarily on decoding individual words • Have little attention left for understanding the text
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Meaning (from text)

- Recognizing capital letters
- Recognizing punctuation and how it affects the word meaning! ? “ ”
- Recognizing the use of space to make word breaks and paragraphs.



What Skills Support Fluency?

- Decoding = Deep orthographic knowledge:
 - An understanding of the patterns of language.
 - Practice with words and phrases.
- Comprehension
 - Ability to combine textual information with personal knowledge and experience.
 - An understanding of how punctuation works within text.



Instructional Levels

Independent	Instructional	Frustration
Relatively easy text for the reader, with no more than approximately 1 in 20 words difficult for the reader (95% success)	Challenging but manageable text for the reader, with no more than approximately 1 in 10 words difficult for the reader (90% success)	Difficult text for the reader, 1 in 10 words difficult for the reader (less than 90% success)



Develop Fluency by:

- Modeling reading
- Repeated reading of familiar text
- Wide independent reading
- Coached reading of appropriately selected materials
- Chunking of text
- Word reading practice



VOCABULARY

- Language is a key to learning
- Word meaning is key to reading comprehension
- Reading builds vocabulary
- Words are powerful tools




Research about Vocabulary

- White, C.E. and Kim, J.S., Harvard Graduate School of Education (2009). *Putting the Pieces of the Puzzle Together: How Systematic Vocabulary Instruction and Expanded Learning Time Can Address the Literacy Gap*. Washington, D.C.: Center for American Progress.
- Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guilford Press



Key Concepts - Vocabulary

- **Vocabulary is important because**
 - readers use their oral vocabulary to make sense of the words they see in print.
 - readers must know what most of the words mean before they can understand what they are reading.
- **Vocabulary can be developed**
 - indirectly, when students engage daily in oral language, listen to adults read to them, and read extensively on their own.
 - directly, when students are explicitly taught both individual words and word-learning strategies.

Put Reading First: The Research Building Blocks for Teaching Children to Read, 2001



COMPREHENSION

- Ability to understand text read
 - Make connections
 - Infer
 - Predict
 - Analyze content
- Essence of reading




Research on Comprehension

Research on Reading Comprehension tells us that...

- Readers who comprehend well are also good decoders
- Time spent reading is highly correlated with comprehension

Research Findings

- Readers *taught cognitive strategies* make significant gains on measures of reading comprehension

National Reading Panel (2000)



Comprehension Formula

Prior Knowledge + Predictions = Comprehension





Decoding the message

- Saying the words does not necessarily mean that the message is understood
- Decoding implies the reader is able to decipher the word's meaning and the message.
- Linking decoding of new words to:
 - Prior knowledge
 - Children past, present, or future experiences builds comprehension




Six Comprehension Strategies

1. Making connections
2. Questioning
3. Visualizing
4. Making inferences
5. Identify the big ideas
6. Synthesizing

Rita McLary
Using Comprehension Strategies




Failure to comprehend

- Instruction & exposure and practice
- Word recognition skills
- Memory
- Language deficiencies
- Comprehension monitoring & self-evaluation
- Text features and task demands
- Attention strategies
- Cognitive development & reading experiences

Kame'enui & Simmons, 1990




Fixing Comprehension

When confused:

- Identify what is causing difficulty
- Look back to try to clarify meaning
- Look forward to try to solve confusion
- Use questions and connections




Comprehension

- Starts before conventional reading
- Explicit instruction of comprehension
- Interactions that support text understanding
- Match strategies with types of text and students skills
 - Skills and strategies used by expert readers
 - Builds on knowledge, vocabulary and advanced language development
 - Each genre & school subject
 - Active application with text encourages use
 - Assess progress



Features of Good Reader

1. **Is highly fluent (speed and accuracy)**
2. **Uses effective strategies to decode words.**
 - effective word attack
 - context
3. **Adjust pacing (i.e., slows down and speeds up according to level of text difficulty)**
 - of word (s)
 - syntax (word order)
 - semantics (word meaning)
4. **Attends to prosodic features.**
 - inflection (pause, voice goes up and down)
 - reads with expression
 - punctuation (commas, exclamation points, etc.)
 - predicts level of expression according to syntax



Features of Good Reader

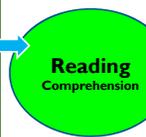
5. Possesses prediction-orientation
 - seems to look ahead when reading
6. Self-monitors what she/he is reading.
 - Self-corrects if makes meaning distortion errors
7. Makes only meaning preservation errors.
 - more errors that preserve meaning (e.g., "house" for "home")
 - fewer meaning distortion errors (e.g., "mouse" for "house.")
8. Automatically rereading words.
 - words that appear throughout text are read automatically (e.g., become "sight words")



Turning the Page: Refocusing Massachusetts for Reading Success Strategies for improving children's language and literacy development, birth to age 9

Print-Level Skills

- Alphabet Knowledge
- Phonological skills
- Concepts about Print
- Phonics & decoding
- Fluency



Reading Comprehension

Meaning-Based Skills

- Oral language skills
- Vocabulary knowledge
- Conceptual knowledge
- Writing

Massachusetts Curriculum Frameworks for ELA

Pre-kindergartners	Older 4 year olds to young 5 year olds
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about a story or poems read aloud.* 2. With prompting and support, retell a sequence of events from a story read aloud.* 3. With prompting and support, act out characters and events from a story or poem read aloud.* <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.* 5. (Begins in kindergarten or when the individual child is ready) 6. With prompting and support, "read" the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.* 	<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.* 8. (Not applicable to literature) <ol style="list-style-type: none"> 8A. Respond to a regular beat in poetry and song by movement or clapping.* 9. With prompting and support, make connections between a story or poems and one's own experiences.* <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Listen actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.*

Massachusetts Curriculum Frameworks for ELA

I. Kindergartners	
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. 5. Recognize common types of texts (e.g., storybooks, poems). 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. (Not applicable to literature) <ol style="list-style-type: none"> 8a. Identify and respond to characteristics of traditional poetry for children: rhyme, regular beats, and repetition of sounds, words, and phrases.* 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Actively engage in group reading activities with purpose and understanding.

Massachusetts Curriculum Frameworks for ELA

1 st grade students:	
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text. 	<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Use illustrations and details in a story to describe its characters, setting, or events. <p>8. (Not applicable to literature)</p> <p>8a. Identify characteristics commonly shared by folktales and fairy tales.*</p> <ol style="list-style-type: none"> 9. Compare and contrast the adventures and experiences of characters in stories. <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Massachusetts Curriculum Frameworks for ELA

2 nd grade students:	
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 	<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <p>8. (Not applicable to literature)</p> <p>8a. Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.*</p> <ol style="list-style-type: none"> 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Massachusetts Curriculum Frameworks for ELA

3 rd grade students:	
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <p>Craft and Structure</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters. 	<p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). <p>8. (Not applicable to literature)</p> <p>8a. Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).*</p> <ol style="list-style-type: none"> 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Range of Text Types for Pre-K–5

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Image by San Jose Library

Most Important Variable

is the teacher's:

- Knowledge of reading development
 - Supports skill development
 - Assesses difficulties early
- Relationships with individual children
 - Motivates to work hard
 - Finds the key to make reading relevant



Watch the video

- <http://vimeo.com/865291>



Teaching Reading

- a hugely complicated task
- Louisa Moats entitling her influential article "*Teaching Reading IS Rocket Science.*"



New Knowledge

- Assignment take short knowledge test



Image by [kalavinka](#)

